



Principal: Brian Serafini

WELLINGTON HEIGHTS SCHOOL IMPROVEMENT PLAN

Date: 2011-2012

MISSION		CORE VALUES & PRIORITIES	
<p><i>The mission of Wellington Heights Secondary School which serves a distinct rural community is to maximize our students' potential for excellence in learning. We will achieve this through diverse learning experiences and opportunities promoting life-long learning and personal development. We will provide a safe, supportive and stimulating environment that fosters pride, respect, and friendship.</i></p>		<p style="text-align: center;"><b>Pride</b> ← → <b>Respect</b> ← → <b>Friendship</b></p> <ul style="list-style-type: none"> <li>- In our school, our community</li> <li>- In the achievement of others</li> <li>- In our own achievement</li> <li>- For ourselves, each other</li> <li>- For our learning environment</li> <li>- For our school, community</li> <li>- Create a welcoming, safe environment</li> <li>- Create a mutually supportive school community</li> </ul>	
OVERALL NEEDS ASSESSMENT			FOCUS FROM SCHOOL SELF ASSESSMENT SURVEY 2010
EQAQ LITERACY			<p><b>ASSESSMENT FOR, AS AND OF LEARNING</b></p> <p>1.2 During learning, students receive ongoing, descriptive feedback based on success criteria, from the teachers and from peers.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p> <p><b>CURRICULUM, TEACHING AND LEARNING PRACTICES</b></p> <p>4.5. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p><b>SCHOOL AND CLASSROOM LEADERSHIP</b></p> <p>2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p> <p>2.5 Staff, students, and school community promote and sustain student well-being and positive behavior in a safe and healthy learning environment</p>
	2010	2011	
First Time Eligible	80%	78%	
Previously Eligible	75%	43%	
Academic students	99%	98%	
Applied students	66%	64%	
Essential students	29%	9%	
Special Needs students	37%	30%	
Special Needs students receiving accommodations (IEP only)	47%	25%	
Special Needs students receiving accommodations (IEP and IPRC)	25%	38%	
EQAQ MATHEMATICS LEVEL 3 AND ABOVE			
Academic students	87%		
Applied students	39%		
CREDIT COUNT			
Grade 9 with 8 or more	75%	81.3%	
Grade 10 with 16 or more	65%	64%	
COMPULSORY COURSE BREAKDOWN (GR. 9)			
	Academic	Applied	
English	100%	78.5%	
Mathematics	96.1%	89.7%	
Science	97%	74.6%	
Geography	98.3%	86.1%	
History	95.1%	81.6%	
French	96.4%	96.5%	
Careers (open)	90.3%		
Civics (open)	92.3%		
LEARNING GOALS FOR 4-5 YEARS			
<ol style="list-style-type: none"> <li>1. Enhance effectiveness of learning teams to improve student learning</li> <li>2. Increase scores in EQAO Literacy and Numeracy. Focus on applied and identified students</li> <li>3. Reduce the incidents of bullying/harassment in the school with an increased focus on inclusivity</li> <li>4. Reduce the number of non school-related absences</li> <li>5. Increase effective communication between school partners – staff, students, and parents</li> </ol>			

STRATEGIES/ACTION STEPS	RESOURCES	MONITORING
<p>1. Provide professional learning opportunities for staff to assist them in facilitating an effective PLC. Focus on the 4 essential questions of effective PLC's. Responsibility for the success of all students is demonstrated. Utilize UBD, assessment "for", "as", and "of" learning, and D.I. in lesson design and implementation. Find an appropriate balance between learning experiences outside of the classroom and protecting instructional time.</p>	<p>PLC Release time  Money for PD set aside in school budget  Training/PD opportunities  In-services/workshops</p> <ul style="list-style-type: none"> <li>• Learning Fair</li> <li>• Board/Ministry workshops</li> <li>• Subject specific PD</li> </ul> <p>Resources for departments  Expert instructional practice strategies at staff meetings  Event sheet to organize school events to protect instructional time</p>	<p>CHAIR: B. KOSEMPEL  Admin team  Admin Period  Leadership Team  PLC school team  Student Success</p>
<p>2. Identify gaps in student achievement on the EQAO math and literacy test in order to create and implement high yield strategies to narrow the gap. Literacy and numeracy instruction is inquiry based. Cross- curricular planning and programming enables students to practice and apply literacy and numeracy knowledge and skills in meaningful ways. Focus on effective strategies to ensure student understand how to approach/take a test.</p>	<p>Data analysis of essential/applied/academic/open success rates  EQAO Literacy/Math test results  School Self-Assessment Survey  Dropout rates  LSA/Closing the Gap projects  Identify "at-risk" students and provide small group support well in advance of OSSLT  PD for teachers teaching at-risk students  Utilize Board resources for data collection and interpretation</p>	<p>CHAIRS: S. BELL/B. ILLINGWORTH  Admin team  Student Success &amp; Guidance staff  Leadership Team  Literacy and Numeracy Teams</p>
<p>3. Strengthen the inclusivity of all our programs within the classroom and create an inclusive environment that recognizes and affirms our individuality and uniqueness. Resources for students are relevant, current, accessible, and inclusive.</p>	<p>Embed inclusivity within course curriculum  Classroom management strategies establish safe, caring, and healthy learning environments  Student, staff, and parent feedback  Assemblies that address issues of inclusivity, bullying, and social diversity  Student initiated equity team to develop strategies to improve school climate  Visible symbols throughout the school promoting inclusivity  Processes in place to welcome support new students and staff  LINK crew</p>	<p>CHAIR: J. ROWDEN  Admin team  Leadership Team  Student Council  School Council</p>
<p>4. Review current attendance policy, develop and implement consistent attendance strategies to improve student attendance. School/Student Success teams meet on an ongoing basis to review student progress.</p>	<p>School attendance policy  Information from other schools  Data on what is/is not working  Attendance committee  Staff information sessions  Increased use of Attendance counselor  Establish closer links with community agencies  Effective and increased monitoring of grade 9 and 10's by administration  Increased involvement by the Attendance Counselor</p>	<p>CHAIR: J. ARBUCKLE  Admin team  Leadership Team  Admin Period  Attendance Committee  Attendance and Social Counselor  CADS counselor</p>
<p>5. Communication and collaborative planning result in early intervention to support students. Methods are in place to provide students and parents with information about critical information. Various strategies are used to communicate and engage parents. Participation in community activities is</p>	<p>School website  Synervoice  Utilization of Note Pad in Maplewood  PLC teams  Investigate feasibility of electronic sign</p>	<p>CHAIR: B. SERAFINI  Admin team  Administrative staff  Leadership Team</p>

supported.	Feedback to teachers regarding students sent to office in a reasonable amount of time IST/CST meetings Encourage parents to supply email addresses	
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**EVALUATION/REFLECTION (end of year)**

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