Richview Collegiate Institute

School Improvement Plan- 2017-18

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| Curricular Area/Department | SMART GOAL | Equity | Well Being |
| Arts | Grade 9 boys in the NAC101/5course, experiencing difficulty with research and reflection will experience a 25% increase from the diagnostic to 55% as a result of implementing Non-Linguistic representations by the January evaluation. | Students will be exposed to  non-European forms of art, dance and music through workshops with indigenous artists and artists of colour. The goal is that each student in visual arts/drama will produce a non- European dance/ slam poetry/multimedia artwork piece by working with Red Slam Poetry and Aqua Music for the TDSB Creates event in April. (We have 4 workshops booked) | Each student in visual arts/ drama/ music will have a workshop in meditation/ mindfulness (Aqua music). This will be translated into practice before performances. (Modelling wellness, practicing meditation is key to authentic, trans formative performance) |
| Business | All Immersion and English BTT students will achieve an increase 10% to Level 3 from 71.3%% to 81.3% by June 2018 by implementing the HYS strategy of setting objectives and providing feedback and by ongoing conferencing with pupils to ensure an assignment completion rate of 90% or better. | Incorporate content related to women in technology careers and indigenous concerns related to high-speed internet availability in remote communities. | We are flexible with test dates to ensure students are not overwhelmed. Periodically, provide students with a work period to provide in-class opportunities to catch up or improve on their work. Students have multiple attempts at online quizzes to demonstrate learning. |
| Canadian and World Studies/Soc Sci/Hum | Students will experience reduced language barriers to content instruction and increased conversation (in French) to support their historical thinking.  On the February report card the marker students will improve by one level (currently at level 1 or level 2)  as a result of implementing differentiated instruction with multiple-entry points for accessing primary sources supported by scaffolded supports. | To provide a diverse variety of teaching and learning resources, as well as evaluation methods, to complement and connect personal histories of world heritage with the curriculum.  E.g. Connecting personal histories of world heritage into curriculum material (CHC2D1) | To demonstrate a variety of teaching strategies that promote student wellness (ie. consulting with students in setting and spacing evaluation dates, regular conference check-ins and clear evaluation expectations).  E.g. Spreading dates of major evaluations so they do not overlap consistently (10 History and Civics/Careers) |
| English | All Grade 9 Applied English students experiencing difficulty with planning and organizing ideas will increase from 14% to 50% in attaining Level 3 by use of Advanced Organizers and Descriptive Feedback by the June 2018 Report Card.  All Grade 10 Applied English students experiencing difficulty with supporting and connecting ideas will increase from 17% to 50% in attaining Level 3 by use of Modelling, Exemplars, and Descriptive Feedback by the June 2018 Report Card. | Differentiation based on student interest and ability (i.e. book club selections, assignment options, differentiated readings, RAFT; and by Curriculum Resources that reflect a variety of marginalized voices. | Ensuring our classrooms are positive, welcoming and safe spaces for all including strategic grouping of students to help with anxiety and avoid the complications of student-selected groups, for example: opportunities for self-directed timeout including passes for the Zen Den. |
| Health and Phys-Ed | SPECIFIC: Increase the rate of tracking personal fitness  MEASURABLE: a greater percentage of students are tracking their workouts  ATTAINABLE: With the smartphone Apps and workout folders students should be able to track and  reflect on their progress throughout the year  REALISTIC: Small increases in personal fitness should lead to greater participation and results  TIME: October 2017 – May 2018  By…  Setting objectives and provide feedback, set goals with the students at the beginning of the year and re-visit those goals at the end of the year  Provide students with cues, questions and advance organizers to help activate prior knowledge and stimulate analytical thinking and promote deeper learning on their own personal fitness | Introducing non-traditional sports to level the playing field for all ethnicities and social economic status | Wellness Resource Board |
| Leadership | \*(SMART goal not suitable for this area)  Develop two videos on purpose of Leadership Camps (Muskoka Woods/Mono Cliffs) that can be used on the website on which parents can rely; and, gauge the efficacy of the content with parents. | At Richview, many families know more than others about the purpose, opportunity and benefit of our camp experiences. We believe that regardless of a student’s background or socio-economic status, every students’ family deserves to know the benefits, opportunities and purpose of each camp. If this is the case, they will be able to make an informed decision about whether to send their child. | We believe that learning and achievement at Richview begin with every student feeling safe in our building. In the leadership program, the best way for kids to feel safe is to constantly strive to allow every student to have as many positive peer connections as possible. |
| Mathematics | By February 2018, 65% of Grade 9 Applied Math students will have improved by at least 1 level from their diagnostic results by focusing on improving students’ non-verbal mathematical literacy (communication) and increasing the use of cooperative learning strategies in the classroom. | We will work towards increasing the opportunities for students to communicate their thoughts (non-verbally) to show evidence of their problem-solving skills while still maintaining the rigour of the math curriculum, regardless of ability, socio-economic status, interest, gender, etc. | We will work towards encouraging a more inclusive environment in the school by de-stigmatizing the applied stream and math in general. We will do this by making math more real and functional to students, while keeping our doors open as safe spaces for students’ emotional needs. |
| FI/EF/Core Moderns | *All Grade 9 Extended/Immersion students, experiencing difficulties with French language competencies, as shown by the diagnostic conducted in October 2017, will attain their FEF1D4/FIF1D5 credit through individualized opportunities, Student Success, GLS4/5 and after school French Study Hall by the end of the school year.*  Through the Moderns department’s *assessment for learning* initiative, transition information and early progress reports, grade 9 French Immersion and Extended French students identified in risk will be provided with individualized opportunities (during the school day) for success through: literacy unit in September, GLS 4/5 course, Student Success and French Study Hall support in order to earn their French Immersion/Extended French credits. | The Moderns department is committed to ensuring equitable outcomes for all students by identifying and eliminating barriers, promoting a sense of belonging and meeting individual needs. | Teachers in the Moderns department work together with parents/guardians, students, staff and admin to promote a sense of confidence and belonging. The Moderns department is committed to providing a learning environment that supports all learners achieving at all levels. |
| Science | In Gr. 9 Applied Science at least 90% of students will pass the course (we are moving away from a pass rate target and toward a Level 3 target) which will include the students successfully passing the standardised test questions and labs designed by the grade 9 science team for use by the Academic Classes.  In Gr. 12 Biology, by using a combination of Retrieval Practice that is spaced, interleaved & varied followed by teacher feedback; Examples that focus on rule building and the generation process (problem solving); and Dual Coding, students will show an average drop from their pre-exam to post-exam mark of less than 3% by Jun 2018. (The average was 5% in Jun 2017). | Practices that are being specifically targeted or examined this year   1. Emphasising retrieval practice in class and at home that is interleaved, spaced and varied. 2. Using Disproportionate Relevance:  Exploring issues under the STSE curriculum expectations that are relevant to all people but that affects demographic groups disproportionately.  This helps to create culture and historical connections to the curriculum. 3. Broaden the History Story and moving away from a focus on testing it.  Teachers are attempting to broaden the historical narrative in the science room by stepping backward and forward in time so as to remove the bias of a Eurocentric curriculum.  We are also moving away from testing historical information so as to remove the implication that certain historical contributions are more important than others based on what teachers were trained in (since that training was Eurocentric).  History will be used to build a cultural and political perspective. 4. Examining the Historical Fallout of scientific understanding (e.g. the eugenics movement).  This helps to build cultural connections and to understand how socioeconomic gaps have been generated or exacerbated by scientific understanding of the time. 5. Exposing Flaws in Thinking that cause stereotyping, prejudice etc. through philosophical exercises that expose misconceptions in the science classroom. | Past Practices (that are being carried forward)   1. Using mandatory start dates for each unit (currently for gr 9 - 11). This ensures that material is covered at a reasonable pace instead of a constantly accelerated pace due to time restraints as the course proceeds. 2. Ensuring equitable training opportunity for the end of year summative items by using a series of standarised questions and labs throughout the course for all sections. 3. Using technology to increase the diagnostic feedback to students (e.g. Google Forms and Kahoots). 4. Ensuring that students are informed of the assessment expectations and evaluation guidelines by using study guides and evaluation rubrics/checklists etc. 5. Using differentiated instruction that widens the learning experience but allows some flexibility with assessment strategies. |
| Student Services | (Not a SMART goal)  100% pass on all credits in grade 9 by August 1, 2018  (this will allow for Summer School achievement credits to be included) by Individualized timetabling  ( avoid rescheduling in October)  Have students access:   * Homework club * Monitoring * GLE1O9 * Credit rescue/ credit recovery * Technology- software to help * Summer school * General Motivational counselling   Extra help sessions Wed Late Starts | Promoting and disseminating College and Workplace pathway options (College Panel; Career Fair during Muskoka Woods week) Navigating Post-Secondary Parent Presentation; Breaking misinformation regarding Applied course and not able to go to university | Daily Wellness Activities @ start of class in GLE1O9 ( different activity each day of the week ).  De-stressing activities in Guidance: Connect the dot; colouring; weaving milk mats |