

Student Success Plan School Annual Report

This form is to be submitted annually to communicate the achievement of your students and to identify next steps.

School: Bedford and Forsyth Education Centres

School Year: 2018-2019

Principal: Catharine Burton

Student Enrollment: 389

Goal 1: To improve student’s ability to effectively communicate their understanding using a variety of forms across all content areas.			
Student Evidence <i>(performance measure(s))</i>	Where did you begin? <i>(baseline year and results)</i>	Where do you want to be? <i>(target)</i>	Where are you now? <i>(progress)</i>
English 10 (Final Course Grades)	2015-16 (N=14) 0-24% 0% 25-49% 7% 50-74% 93% 75-100% 0%	Improvement from baseline	2017-18 (N=31) 0-24% 0% 25-49% 6% 50-74% 65% 75-100% 29%
English 11 (Final Course Grades)	2015-16 (N=12) 0-24% 0% 25-49% 8% 50-74% 33% 75-100% 58%	Improvement from baseline	2017-18 (N=47) 0-24% 2% 25-49% 4% 50-74% 47% 75-100% 47%
English Communications 11 (Final Course Grades)	2015-16 (N=29) 0-24% 3% 25-49% 7% 50-74% 72% 75-100% 17%	Improvement from baseline	2017-18 (N=27) 0-24% 0% 25-49% 4% 50-74% 70% 75-100% 26%

English 12 (Final Course Grades)	2015-16 (N=36) 0-24% 0% 25-49% 14% 50-74% 33% 75-100% 53%	Improvement from baseline	2017-18 (N=67) 0-24% 1% 25-49% 0% 50-74% 36% 75-100% 63%
English Communications 12 (Final Course Grades)	2015-16 (N=50) 0-24% 8% 25-49% 6% 50-74% 70% 75-100% 16%	Improvement from baseline	2017-18 (N=48) 0-24% 0% 25-49% 8% 50-74% 65% 75-100% 27%
Math Essentials 11 (Final Course Grades)	2015-16 (N=32) 0-24% 0% 25-49% 9% 50-74% 66% 75-100% 25%	Improvement from baseline	2017-18 (N=37) 0-24% 3% 25-49% 8% 50-74% 46% 75-100% 43%
Mathematics At Work 11 (Final Course Grades)	2015-16 (N=15) 0-24% 0% 25-49% 13% 50-74% 60% 75-100% 27%	Improvement from baseline	2017-18 (N=34) 0-24% 6% 25-49% 9% 50-74% 59% 75-100% 26%
Mathematics 12 (Final Course Grades)	2015-16 (N=17) 0-24% 0% 25-49% 0% 50-74% 41% 75-100% 59%	Improvement from baseline	2017-18 (N=37) 0-24% 0% 25-49% 5% 50-74% 41% 75-100% 54%

What did you do this year to support this goal?

(assessment for learning, instruction and learning team focus, and PD)

During the 2018-2019 school year, BFEC staff continued to focus on implementing and threading culturally relevant pedagogy into our daily practices. All staff attended the Regional Professional Development session with Dr. Sharroky Hollie in October of 2018 and came away even more inspired and invested in their continued work around Cultural Relevant Practices.

In many regards, our staff were committed to taking their work in this area further by exploring CRP in their own assessment of student learning practices. During the 2018-2019 school year staff were engaged in threading CRP in the daily learning targets and in creating culturally relevant rubrics for assessment of student learning. In September, the staff worked on improving and refining assessment rubrics.

We continued our focus on putting students in the center of lesson and unit development. We provided opportunities for our students to see themselves in what they were learning. As staff continue to learn more about their students, they are better equipped to develop lessons that the students can connect with in terms of relevance to who they are. Cultural Competence is an important focus for our staff. We are pleased with the work our teachers have done in this area.

BFEC created a set of CRP Classroom Norms that are use these to support learners. The Norms are designed to support teachers with making their learning environments highly engaging and culturally relevant. Staff also explored the eight Cultural Forces that define our classrooms. They include, time, opportunities, environment, language, interactions, routines, modeling, and expectations. We continue to work on all of these forces.

As PLCs, our teachers examined already used assessment tools and applied their knowledge of CRP to improve them and to create assessment strategies and instruments that allowed for more in-depth examination of student learning. Further development in this area continues to be their focus.

In April, our staff were engaged in Professional Development around Social and School Anxiety/School Refusal and Trauma informed practices. These two areas support the needs of our students and staff have been asking for support in these areas. We built on these learnings in May during our professional development time with our School Psychologist. We looked at strategies our teachers can access in supporting our learners and in supporting creating safe and trauma informed classrooms.

Some of our Student Success Plan funding allowed us to purchase conference tables that had white board tops. Conferencing with students looked different and both teachers and learners found this tool to be an added bonus to assessing through observation and conversation.

We have used Hollie's *Culturally and Linguistically Responsive Teaching and Learning* to further explore and develop confidence and strengthen our approach as a staff. We have encouraged staff to be reflective in how they see their own teaching practices. An increased incorporation of hands on learning and finding the relevance of what our students are engaged in has been an obvious success.

BFEC staff continue to team teach for half of their instructional day. As a result, not only have our instructional practices improved but our assessment practices have benefited as well. A more authentic approach to assessment through conversation and observation has allowed teachers to collect evidence in a new way while maintaining a high level of expectations for our learners.

We are noticing continued positive results in our data as we want to give our students choice in how they demonstrate their knowledge of course outcomes. The C-O-P approach in assessment along with the 1-4 achievement scales and focusing on providing multiple opportunities for students to demonstrate their learning of outcomes is making a positive difference for BFEC students.

As the year progressed and our Professional Development plans were created, we noticed a true connection between the two goals. This will allow us to shift some focus in the coming school year while continuing our hard work and growth in both the areas of student growth in their ability to effectively communicate their learning and teacher assessment of student learning.

Goal 2: To improve student achievement in literacy and mathematics through the use of formative assessments.

<i>Student Evidence (performance measure(s))</i>	<i>Where did you begin? (baseline year and results)</i>	<i>Where do you want to be? (target)</i>	<i>Where are you now? (progress)</i>
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What did you do this year to support this goal?

(assessment for learning, instruction and learning team focus, and PD)

In 2018 -2019 BFEC staff continued their work around the implementation of culturally relevant assessment by identifying clear learning targets that were written in student friendly language. Staff developed a consistent approach to the development of learning targets for common courses at both BFEC campuses. These learning targets are posted in classrooms and referenced every day. Students use the learning targets and the I Can statements in conversations with teachers about what they are learning. Staff have witnessed an increased accountability for their own learning and understanding.

In November, staff attended school site Professional Development that focused on adapting curriculum/instruction and assessment to our students' needs and interests. Staff worked on finding out what motivates our learners. Staff worked in groups to explore specific assessment strategies to their curriculum. Our Technology and related teachers worked together to identify strategies for assessing student through conversations, observations and products. Our science and math teachers explored different technologies that exist in school from VR viewers to GAFE and Smart Boards in addition to other resources. They took it a step further and created hands-on and engaging activities for their learners. Our English and Social Studies teachers explored various communication tools available in the classroom, which included GAFE, document and VR Viewers. Resource teachers worked on creating project-based learning activities that assisted teachers in delivering individualized curriculum.

The staff also worked on assessing using the "COP" approach. Staff focused on the question, "How do I assess student learning that relied on less product and more on conversation and observation?" Teachers have worked on creating a more balanced approach to assessment. We are pleased with the direction our staff has taken and continue to grow in this area.

Teachers are using a variety of technology for formative assessments to inform their practice. Google forms, Kahoot and a number of other strategies are being employed on a regular basis along with whiteboard paddles, exit slips and other "non-tech" methods to collect evidence of student learning. During a staff gathering in February we had teachers take a leadership role with the Student Success Plan goal that looks at formative assessment for improved student achievement. Teacher leaders facilitated the meeting and shared some technology and tools that they use to collect evidence of learning. The focus was on collecting evidence through conversation and observation assessment practices. Teachers shared ideas and strategies and then took their new learnings back to the classroom.

During Professional Development opportunities and in their PLC's teachers continue to work diligently to ensure that their learning targets represent the variety of background experiences, learning styles and needs of their wide range of students. During the May professional development, session staff were involved in exploring assessment AS learning. We explored clarifying, sharing and

understanding learning intentions and criteria for success. In other words, how can we get students to truly understand what their classroom experience will be and how their success will be measured. In particular, staff were involved in expanding their use of learning targets by developing shared criteria for success for each of the I Can statements. The purpose for this is so that students can best understand what success in meeting the I Can statement looks like, sounds like and feels like. This will also encourage students to be involved in how their own learning can be assessed. Staff participated in active conversation with our Assessment Consultant around involving students in learning goals and criteria. We feel most teachers have a good handle on unpacking the curriculum and creating I can statements- the next shift will be involving students in that process in meaningful ways (Assessment AS).. It is so great to see how teachers have grown in their understanding and the heart they have for the students they work with. We hope that this will further engage students in their own learning.

Assessment through observation and conversation has allowed our learners to be more invested in their learning. We feel the next best step for our students and staff take is to move to exploring assessment as learning. Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. With this approach to the BFEC Student Success Plan we recognize that teachers’ learning targets will need to include more information for students. The learning intention of a lesson or series of lessons tells students what they should know, understand and be able to do, and the **success criteria** help teachers to decide whether their students have in fact achieved the learning intention

We have continued to spend time on developing a common understanding of balanced assessment. We have excellent assessment strategies for our products and learning targets. I can statements are used daily and, rubrics are well developed. Our next steps will be to include learners in the development of success criteria and rubrics that reflect what they are learning. Our ability to assess through observation continues to be an area that requires further exploration and development.

Our administration hold high expectations of our teachers and our teachers hold high expectations for their learners. This in itself has created an expectation that BFEC is a place to learn and to be the best they can be. Our data has show a healthy improvement as well as our students’ stories of success after High School demonstrate the successes our students are meeting.

Date shared with SAC [23/05/2019]: Kim Bush, Lee Matheson, Janna McCulloch, Tracy Conway, Jamie Taylor, Tracey Deal, Cathy Burton