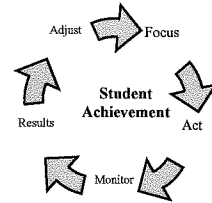


School Plan Document



Name of School École Moscrop Secondary

Date: June 2011 **Year of Plan:** Year 3

School Community Context: *Briefly describe your school community*

École Moscrop Secondary School is a dual-track school offering both English and a French Immersion Graduation Program. Moscrop's students are well-rounded individuals who care for their community and for each other. Global and community awareness is demonstrated through student involvement in a vast number of volunteer and service projects. Moscrop's entire school community is committed to offering a wide range of special events which enhance Moscrop's positive and inclusive school community and provide rich opportunities for student leadership. At the same time, Moscrop's students perform at a high academic standard and our graduates receive a wide range of provincial, national and international honours and scholarships. Our graduation rate and our results on provincial examinations are routinely above the provincial averages.

Goal/s:

- a) To improve the reading comprehension skills of a targeted group of struggling grade 8 readers.
- b) To identify and engage a group of students who are "at risk" because they have minimal connections to the school.

Objectives:

- a) To provide intensive reading support to 12 struggling readers to bring their reading to grade level equivalency through the creation of 2 blocks of one-to-one reading instruction where Reading Recovery strategies will be employed.
- b) To create a mentoring program that pairs students who are at risk of becoming disengaged from school with specific mentor teachers to ensure that these students remain connected to the school community.

HIGHLIGHTS: Guiding Questions

- a) What are you most proud of in terms of your school community?
 - b) What are some of the highlights in your school?
- a) Moscrop's students are socially responsible, involved in their community and treat each other with respect. They value their educations and continually strive to uphold a very high academic standard.

b) We have received the DSAC Random Acts of Kindness Award twice in the last 3 years in recognition of the large number of community and global causes that our students support. We have the support and confidence of our parent community. Moscrop graduates earn an average of over one million dollars in scholarships and bursaries each year and outperform the provincial averages on provincial exams. A large proportion of our students are involved in leadership and mentorship activities.

FOCUS: Guiding Questions

- a. Why were these goal/s and its related objectives chosen?
- b. What evidence/data supports your goal selection?
- c. What specific groups of students cause you concern?

Note: Please include data in addendum

a) Literacy-literacy is promoted at all grade levels but intensive support is only necessary for a small number of grade 8 students who are identified by our Transitions Team as struggling readers.

b) Mentorship- we are expanding the teacher mentorship program that pairs teachers with individual students to ensure that each student has a positive relationship with at least one adult in the building. We are hoping to improve student engagement for our most “at-risk” students in Grade 9/10 as identified by our Resource Team.

School Grant Proposal: Guiding Question

- a) How does your grant proposal support your school plan?

Our school grant proposal is to support the Social Responsibility, Mentorship and Leadership Committees by providing funds supplies, guest speakers, TOC time for workshops and reference materials.

ACT: Guiding Questions

- a. What actions and interventions have you put in place to address students in your goal areas?
- b. How does your School Grant Proposal support these identified learners?
- c. How do you communicate and work with parents? How do you support parents in working with their child(ren) academically?

a)

Literacy:

School-wide reading assessment: This Grade 8 assessment is marked by the entire staff and results are shared and once an area for improvement is identified, strategies to address these skills are shared with the staff

Resource Binder: The Literacy Committee maintains a teacher resource binder in the library that all teachers can access that has cross-curricular reading skill development strategies.

Reading Recovery Program: 12 Grade 8 students are identified by the Transitions Team as struggling readers. These students are given one on one intensive support to bring their reading skills to grade level.

Literacy Committee On-going Activities: Literature Circles, Moscrop Reads, Book Club, Spelling Bee, Writing Contests

Mentorship:

Teacher/Student Mentorship Program: Students who are identified by the counselors as “at-risk” for dropping out of school are paired with teachers who they identify as people with whom they have a relationship.

Grade 8 Mentorship Program: Senior students are trained to work with Grade 8 students to ensure that they feel comfortable and safe in the building and to ease their transition to high school.

LINK Crew: The School Liaison Officer, Aboriginal Education Teacher and the Youth Service Worker meet with a group of junior students who they deem to be struggling to become engaged.

Peace Makers: This group is led by our YSW and provides a small group of students with the skills necessary to mediate disputes between students.

b) The School Grant funds will go toward supplies and TOC costs to support both goals.

c) We will be adding a presentation to our Study Skills Parent Evening that will provide strategies for parents to use at home. In addition, the Reading Recovery Program Teachers will make follow up calls to the parents of each student who goes through the program to suggest ways in which parents can support the continued focus on reading skills at home.

MONITOR: Guiding Questions

a. How are you tracking the progress of each identified learner?

- a) Literacy: Students will be tested as they begin the Reading Recovery Program and then regular assessment will happen throughout. General reading assessments will continue for all Grade 8s in the Fall and in the Spring of each year. This year, we have expanded our student questionnaire.
- b) Mentorship: The mentor teacher will receive weekly attendance records for each student and report card copies after each term. In addition, the Committee will look at anecdotal evidence such as teacher comments and participation in extra-curricular activities as evidence of engagement at school. This year, we will be adding in a revised survey for students to identify ways in which the program helped them or hindered them.

RESULTS: Guiding Questions

- a. What do the results tell you about what worked (or not) to meet student needs?

- a) After two years, we have found that the Reading Recovery Program has had a positive affect for students. For the 8 students who went through the program in 2010-1, each improved an average of 2-3 grade levels. (See appendix)
- b) After one year, we found that the students involved in the program reported that they had connections at the school and all but 1 student opted to continue in the program for the next school year. (See appendix)

ADJUST: Guiding Questions

- a. Given your findings, what actions/interactions and practices will you adjust to improve student achievement for identified students?

- a) The Social Responsibility Committee will now inform students if they are to be involved in the program and will ask the students for the names of 3 teachers with whom they would like to be connected. The Committee Chair will also do presentations for the staff at the Department Head Retreat and at the September staff meeting to share the successes of the program and encourage further teacher support.
- b) The Reading Recovery teacher identified potential students for next year's program in the Spring to ensure that the time allotted for the Later to Literacy Program will be used to its maximum potential in September.

FURTHER CONSIDERATIONS

- | |
|----|
| a) |
| b) |
| c) |

Notes:

- Include School Grant Proposal and any relevant data in addendum
- School Plans and Grant Proposals to be submitted by June 15th of each school year.