



WOSS SIPSA - 2016-2017

School Name	White Oaks Secondary School	Principal	John Stieva	Student Population	1987
Panel	Secondary	Vice Principal(s)	Paul Dawson, Kate Rehm, Elaine MacRae, Meredith Camisulli	Number of Teachers	163

In Halton, we recognize the importance of monitoring the “Right Work”. The School Effectiveness Framework (p. 8) suggests ongoing monitoring methods such as:

- discussing the School Improvement Plan at staff, division, department and/or Professional Learning Community meetings,
- planning professional learning based on the specific actions/strategies in the School Improvement Plan,
- assessing progress according to established checkpoints and timelines,
- collaborative analysis of a wide range of student data, and
- reflecting on targets and the results of instruction to determine the next steps.

Schools that align the professional learning plan and resources to address student learning need (SIPSA) and implement the professional learning plan with fidelity - deeply, consistently and over time - should expect to influence student learning. We are not losing sight of student learning; simply stepping back in the transfer process to ensure that the professional learning is taking root. Only when this occurs, can we be sure that there will an impact on student learning.

source: HDSB Research Department

SIPSA Process

Who was involved?	Administration, leadership team, IPL, Staff Learning Team
How were urgent student learning needs identified?	EQAO, TTFM, Taking Stock, graduation rates, course success rates

<p align="center">Numeracy Goal Identified in 2016-2017 SIPSA</p>	<p>EQAO - All grade 9 students who achieved below provincial standard in grade 6, will increase by a minimum of 1 level on the grade 9 assessment. Renewed Math Strategy - 100% course pass rate for students in applied math</p>
<p>Indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.2).</p>	<p>4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.2 - A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p>
<p>What student work/evidence will help us monitor our progress?</p>	<p>Student will be identified using a variety of data including their Grade 6 achievement on EQAO and their progress and achievement will be monitored/reviewed by teachers and Department Head after 5th Week, Mid-term, 15th Week and end of year reporting periods. EQAO final results will also be used to help monitor our progress and help us determine next steps for future SIPSA planning.</p>
<p>In what ways will our professional learning help us reach our goal?</p>	<ul style="list-style-type: none"> ● Professional learning explored/completed by all members of the Math department to be shared within the Math department to help with implementation of the SIPSA goals as well as department staff collaboration. ● Learning completed by department members during the RMS process will be implemented in their classrooms and shared with math department colleagues - strategies for increased student engagement and achievement. ● The Math Department will have dedicated time to collaborate and share instructional practices with one another, including discussions on strategies to identify and support students who need extra support.
<p>Where are we at this point?</p>	<ul style="list-style-type: none"> ● Aware of 2015-2016 Grade 9 EQAO results and building student relationships to see where students are at and how we can best help them. ● Math department to review their current assessment and evaluation strategies in an effort to create consistency among colleagues. ● Using MyReports and the newly acquired access to the EQAO Reporting and Review tool to access student data.
<p>What are our next steps?</p>	<ul style="list-style-type: none"> ● The shared professional learning explored/completed by the RMS process will be implemented in the Applied Mathematics classrooms working with the classroom teachers through activities. ● Department members will attend regional professional development and participate in sharing the results of the strategies applied in the classroom online with their colleagues ● Using grade 6 EQAO scores, identify all students who were below provincial standard ● Individually invite students who were below provincial standard in grade 6 to remedial numeracy course, to run in the second semester ● Review EQAO data for Applied Mathematics and set targets for Grade 9 based on Grade 6 data. ● Identifying students who need extra supports, and developing remedial support sessions to occur in May ● Monitoring student progress/achievement and communicating with parents as per guidelines (as part of 5th Week, Mid-Term and 15th Week reporting) with regards to students who are of concern.
<p>Who has a role to play (e.g., school staff, students, parents, resource staff,</p>	<ul style="list-style-type: none"> ● Grade 9 teachers ● Math Department Head, Math Department

community partners)?	<ul style="list-style-type: none"> • Learning Resources Staff • RMS Team • Administrator with responsibilities for numeracy and Grade 9 student achievement • Teachers supporting the remedial sessions and Numeracy Clinic • School programs staff, HDSB research department, Student Success Team
In what ways will we continue to monitor our progress? Who will monitor and when? What will we monitor?	<ul style="list-style-type: none"> • Regular review of student achievement with classroom teachers communicating with parents of students of concern. • 5th Week, Mid-Term and 15th Week reporting follow up with students, and parents as needed. • Connect with members of the Student Services Team and Learning Resources Team to provide supports to students as needed. • In house Survey data, EQAO data

Safety and Wellbeing Goal Identified in 2016-2017 SIPSA	<p>On the portion of the 2016-2017 Tell Them From Me Survey where students respond to 'Advocacy at School' we will see an overall school rating of 3.5%. This will represent a 1% increase from the previous school year results. It is expected that by targeting this area of the Tell Them From Me Survey, other areas of the survey will also see positive change ie: reported levels of anxiety.</p>
Indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.2).	<p>2.5 School and Classroom Leadership. Staff, students, parents and school community promote and sustain student well being and positive behaviour.</p> <p>3.1 Student Engagement. The teaching and learning environment is inclusive, promotes the intellectual engagement of all students.</p> <p>4.7 Curriculum, Teaching and Learning. Timely and tiered interventions supported by a team approach responding to well-being.</p> <p>6.3 Home, School and Community Partnerships. The school and community build partnerships to enhance learning and well-being for students.</p>
What student work/evidence will help us monitor our progress?	<ul style="list-style-type: none"> • We will continue our 'caring adult' initiative to highlight students identified by classroom teachers who may not have made a connection with a teacher at school. • Once these students have been identified we will monitor their academic achievement and attendance as part of the caring adult initiative. • 2016-2017 Tell Them From Me Survey data will also be used as evidence as part of this goal. • School based surveys to be completed by staff and students throughout the school year to provide information about wellness. • Connections to curriculum being delivered as part of the 9-12 health and physical education programs. • Review students who have an IEP for anxiety or depression related issues; track and monitor attendance, achievement, learning skills.
In what ways will our professional learning help us reach our goal?	<ul style="list-style-type: none"> • Staff learning to take place regarding 'caring adult' strategies that can be employed by teachers (Developmental Assets, in-house networking among colleagues). • Have students share examples of how a teacher made a positive difference through building relationships (in the classroom and outside of the classroom). • Collaborative Problem Solving strategies and approaches to be shared to support teachers in their work with students. • WOSS Uplift (formerly Safe Schools Action Team) to regularly share strategies that can impact student-teacher relationships and classroom culture as part of their work in the school this year.

	<ul style="list-style-type: none"> • Staff learning team will also investigate learning opportunities associated with relationship building with students.
<p>Where are we at this point of the journey?</p>	<ul style="list-style-type: none"> • Reviewing caring adult data from the 2015-2016 school year. • Determining which students may need to be a part of the 'caring adult' program. Teachers will be asked to identify students within their classroom/whom they work with in the school that would benefit from being purposefully connected to an adult at school. • Gathering and sharing of relationship building strategies that can be used by staff to engage students and create meaningful student-teacher connections. • Continuing to work through 2015-2016 Tell Them From Me Survey data. • Staff Learning team to reconnect and create a learning plan to support wellbeing in the school for staff and students. • Investigating Collaborative Problem Solving training opportunities and expanding its use through the sharing of information, and strategies. • Have begun mindfulness activities with students and will be continuing to expand for the 2016-2017 school year. • Staff have participated in an information session related to suicide prevention and mental health supports ie: HDSB Mental Health Strategy was shared.
<p>What are our next steps?</p>	<ul style="list-style-type: none"> • Created and maintaining a mechanism for teachers to identify potential students for the 'caring adult' program. • Developing a network of staff members who will participate in the program. • Gather strategies to share with staff. • Involving students in the process of promoting the importance of positive relationships with students. Provide students with a voice to share their experiences and perspective. • Staff learning team to establish a learning plan for the staff for the 2016-2017 school year. • Expand use and implementation of Collaborative Problem Solving among all staff members. • Investigate viability of a staff and student wellness activities. • Connecting with WOSS Uplift (formerly Safe School Action Team) with regards to wellness activities (ie: Bullying Awareness Week, Mental Health Week). • Promote the use of daily classroom practices that promote positive space, relationships and safety and wellbeing. • Expand the use of mindfulness activities in the classroom.
<p>Who has a role to play (e.g., school staff, students, parents, resource staff, community partners)?</p>	<ul style="list-style-type: none"> • Staff • Students • Student services team • School social work • Community partners/agencies • Parents • WOSS Uplift (formerly Safe Schools Action Team)
<p>In what ways will we continue to monitor our progress?</p>	<ul style="list-style-type: none"> • We will monitor the number of students who end up participating in the 'caring adult' program • Attendance and achievement data will be monitored at multiple times throughout the school year. Once students have been identified as

<p>Who will monitor and when? What will we monitor?</p>	<p>participants, baseline data will be collected prior to the creation of the purposeful adult connection.</p> <ul style="list-style-type: none"> • Attendance and achievement data will be collected after the connections have been made as well. • Teachers participating, and members of the Safety and Wellbeing pillar team will work together to collect and review the data. • 2016-2017 Tell Them From Me Survey and Caring Adult Initiative • Safety and wellbeing pillar team. • Monitor progress of students with IEPs related to concerns with anxiety and depression.
<p>Pathways Goal Identified in 2016-2017 SIPSA</p>	<p>100% of students in essential, applied and academic programs will access myBlueprint for pathway planning and personal reflection 100% of students in the community pathways program (CPP) will engage in ESC and CSC pathway planning</p>
<p>Indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.2).</p>	<p>5.1 Programs, pathways and career planning meet the learning needs and interests of all students.</p> <ul style="list-style-type: none"> • a variety of diverse programs are accessible to meet the needs of learners • students are supported in education and career planning • structures and processes are in place to support students in all transitions <p>5.2 Authentic learning experiences and experiential learning are built into all subjects areas and programs</p> <ul style="list-style-type: none"> • curriculum programs provide relevant and contextualized connections in learning • a variety of flexible programs support students in all subject areas
<p>What student work/evidence will help us monitor our progress?</p>	<ul style="list-style-type: none"> • Increase participation and opportunities (e.g. super field trips, available in SHSM, OYAP, Dual Credit, Community Partnerships, Community Pathways Placements, co-op enrollment, percentage of students applying to post-secondary destinations, GOAL, IBDP. • Marketing of program availability where all segments of parent and student population are provided with opportunities to learn about program and pathway opportunities available in order to make informed choices for course selection • Use of My Blueprint to track and monitor student reflections and use of personal profiles • SHSM and OYAP registrations data • Student progress and achievement data collection at midterm and end of semester from our hard to reach populations LEAP, transitions, at-risk coop, student success programs, and CPP • Increase in experiential opportunities • Increase in community connections, post secondary connections • 201516 TTFM Survey indicated a 71% of students value school outcomes, this is a four percent increase over last year (67% 13/140. students interest and motivation levels are 40% • 201415 TTFM Survey indicated that 58% of students are intellectually engaged, Canadian norm is 44% • 201415 TTFM Survey indicated that 59% of students find their school work relevant
<p>In what ways will our professional learning help us reach our goal?</p>	<ul style="list-style-type: none"> • MyBlueprint training, student success staff and transitions teachers • Marketing of pathways opportunities to all staff • Further community meetings with community partners, expansion of the HYPI and Trillium grants

<p>Where are we at this point of the journey?</p>	<ul style="list-style-type: none"> ● Marketing and promotional pathway materials made visible and accessible at key school and community events (i.e. parent-teacher interviews) ● Production and updating of SHSM and OYAP banners, brochures ● Shift WOSS community thinking towards Pathways from a Plan B to a Plan A option ● Embedded learning, explicit instruction, and discussion on pathways (opportunities, passions) in all courses/classes. ● Gather and identify data to plan and implement targeted initiatives for semester two with in-risk population and measure impact of strategies and initiatives on student success in all pathways ● Continued development and implementation of outdoor learning experiences and experiential learning ● Development, implementation, and continued growth of targeted initiatives and student success programming for the purpose of valued school outcomes and student (re)engagement. ● Expanding Dual Credit opportunities with Sheridan ● Expanding programs run through Employment Halton and Halton Youth Employment ● Expanding programs through Centre for Skills Development ● Expanding school-based GOAL program and GOAL participation regionally
<p>What are our next steps?</p>	<ul style="list-style-type: none"> ● Making explicit connections between school and employability in all courses ● Development of marketing and promotional tools to communicate all opportunities to all staff and community members, including families and feeder schools ● Connection with IPLs in all curriculum areas to increase the fluid use of AT, Reading programs, Experiential Ed. Outdoor Ed. ● Partner with Literacy team, Numeracy Team, Safe Schools Team to holistically support all students ● Communicate work with Parent Council ● Publish materials to website ● Provide families with information on how to access and use myBlueprint
<p>Who has a role to play (e.g., school staff, students, parents, resource staff, community partners)?</p>	<ul style="list-style-type: none"> ● All Staff ● Student Success ● Student Services ● IPLs ● Parents ● Community ● Employers
<p>In what ways will we continue to monitor our progress? Who will monitor and when? What will we monitor?</p>	<ul style="list-style-type: none"> ● Enrollment in Regional Programs ● Student involvement in Student Success Initiatives ● Regional Leads and Pathways Lead will monitor throughout the year ● Student Success Lead will monitor throughout the year

<p>Literacy Goal Identified in 2016-2017 SIPSA</p>	<p>All first-time eligible students will pass the OSSLT All grade 10 students who achieved below provincial standard in grade 6 will pass grade 10 assessment.</p>
<p>Indicator(s) from the SEF related to this goal - please reference specific components and indicators (e.g., 1.3, 2.2, 4.2).</p>	<p><i>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. (inclusivity of ELL, Special ed, applied learning)</i> <i>3.1 Student Engagement. The teaching and learning environment is inclusive, promotes the intellectual engagement of all students.</i> <i>4.7 Curriculum, Teaching and Learning. Timely and tiered interventions supported by a team approach responding to well-being.</i> <i>5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</i></p>
<p>What student work/evidence will help us monitor our progress?</p>	<p>Improved passing rates & achievement distribution Greater EQAO success rates in for our ELL and Applied programs; Decreased numbers of students in OLC Assessment tools should indicate improved skill development. Planned and purposeful experiential learning tasks, either individually, in small groups or as class projects, help students develop self-knowledge and opportunity-awareness.</p>
<p>In what ways will our professional learning help us reach our goal?</p>	<p>Continued involvement in the Applied Strategy Initiatives with a focus on the teaching of literacy skills Staff learning focus on the integration and regular use of assistive technologies (ie: Google Read and Write). Continue/develop expertise with guided instruction, including the purchasing of guided reading materials (LLI reading program) Teachers work collaboratively to co-plan, co-teach, co-assess and observe other models/schools/teachers Staff development around requirements of online EQAO tasks Expand the use of graphic organizers among all staff</p>
<p>Where are we at this point of the journey?</p>	<p>New learning for staff - reading strategies, experiential learning Working to improve instruction in the Applied classroom, guided instruction as a focus Implementation phase, leading to gathering data and monitoring phase. Continue differentiation and integration of student choice and voice Aligning expectations among departments English, English as a Second Language and Special Ed to support literacy Provide in-class opportunities for personal reading Provide training for staff to identify students who were below provincial standard in grade 6</p>
<p>What are our next steps?</p>	<p>Support staff learning with professional development opportunities Provide opportunities for professional sharing between ELL and English Analysis and sharing of OSSLT data with school community Seek support from IPLs to provide AT and literacy support</p>
<p>Who has a role to play (e.g., school staff, students, parents, resource staff,</p>	<p>Special Ed, English teachers, ESL Teachers, IPL in English, ESL and Special Education Club Literacy Team</p>

<p>community partners)?</p>	<p>School Programs Instruction Program Leaders School Administrator connected to Literacy Student Success Team Literacy clinic team Literacy Coaches Library Staff- academic honesty, book selection, research skills</p>
<p>In what ways will we continue to monitor our progress? Who will monitor and when? What will we monitor?</p>	<p>Use 2016/17 results to make informed decisions regarding ELL and Applied programming. Student survey data - Tell Them From Me Survey, and EQAO Student Survey EQAO data, Myreports Pass rates & achievement distribution Teachers will survey students regarding equity, engagement, and inclusivity ie exit passes, google survey, reflections in writing or oral</p>