

O’Gorman High School’s Parent Friendly School Improvement Plan 2010 - 2011

Goal	Strategies to Achieve Goal	Professional Learning to Support Staff
<p>Numeracy: The students will develop the necessary skills in mathematics in order to perform at or above grade level on the Provincial EQAO Mathematics assessment in both the academic and applied classes.</p>	<p>A portion of each grade 9 math class will be used to problem solve the EQAO practice questions. In addition, a three part lesson design will be used to connect math ideas and improve problem solving skills. A mock grade 9 math test will be used to identify areas of need. Finally, learning goals will be shared with students in all grades at the beginning of each unit of instruction; furthermore, success criteria will be provided to students to clarify the required elements that teachers will be looking for in student work.</p>	<p>In Catholic Learning Communities (CLC’s), teachers will deepen their understanding of each of the following: learning goals and success criteria; required skills to meaningfully examine student data with the intention of improving student learning; identification of gaps in student learning; and timely remediation techniques. Teachers will have board training about three part lesson design and ways to provide students effective, precise feedback.</p>
<p>Literacy: The students will develop the necessary skills in literacy in order to improve their overall success in the literacy test (OSSLT) in both the essential and applied classes.</p>	<p>A literacy based question will be included on grades 9 and 10 final exams. In addition, a mock literacy test will be used with both the grade 9 and 10 students to identify areas of need. The school literacy team will share literacy skills in Department meetings that will be practised in all subjects areas. The Ontario Common Assessment will be used in all essential and applied English classes to improve specific reading comprehension strategies. Finally, learning goals will be shared with students in all grades at the beginning of each unit of instruction; furthermore, success criteria will be provided to students to clarify the required elements that teachers will be looking for in student work.</p>	<p>In CLC’s, teams of teachers will design the literacy section of the grades 9 and 10 final exams and plan for the strategic implementation of available literacy (OSSLT) material in all classrooms. Grade 9 essential and applied English teachers will receive board training about the Ontario Common Assessment program. In addition, training will also be provided to the School Improvement Team so they will be able to examine and interpret school data with the goal of improving student learning.</p>

<p>Community, Culture and Care: The students will be immersed in a school environment that will include the Catholic Graduate Expectations and monthly virtues in all parts of the school life to enhance both parent and student involvement in the school community.</p>	<p>Parent and school organizations will complete at least three family based activities intended to increase parental involvement in the school community's faith life. In addition, organized clubs, teams, and school activities will be celebrated in spirit assemblies, special events, and school newsletters to reach out to all members of the school community in invitation to participate. Social justice projects will be done across grade levels throughout the year to develop the skills needed by students to be Catholic graduates. Finally, a graduate retreat will be held in the spring to enable students to connect the Catholic Graduate Expectations to life beyond the school.</p>	<p>School planning teams will work to build capacity among all members of the school community regarding the importance of student and parent involvement as it relates to overall student achievement.</p>
<p>Pathways: The students will be actively engaged in their own learning with the goal of achieving the provincial graduation rate of 85%.</p>	<p>Differentiated instruction will be used to address all student learning styles and maximize student success. Multiple opportunities for credit rescue and credit recovery will be provided to students with dedicated sections for this program each semester. Department leaders will utilize school data to identify students at risk earlier in the semester, share trends of student achievement with other teachers, and devise strategies to help these students improve achievement. Student success personnel will use carefully planned interventions to help students at risk remain on track for graduation. The school success team will meet to provide students with additional opportunities to rescue and/or recover credits.</p>	<p>In CLC's, teachers will further refine their differentiated instruction and differentiated assessment practices to ensure all student learning styles are addressed. Teachers will then be able to select the best instructional support strategies to personalize the student's learning experience with the goal of maximizing student learning.</p>