



Prince Andrew High School

2015 – 2016 Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 10 Provincial		
Reading	80%	78%
Writing - Ideas	69%	69%
Writing - Organization	62%	65%
Writing - Language Use	66%	65%
Writing - Conventions	59%	60%
<u>Math Assessments</u>		
Grade 10 Provincial		
Mathematics	60%	72%
Mathematics At Work	13%	54%

Graduation Rates	
School Year	Rate
2015-16	97%
Destination after High School	Rate
Community College	10%
University	67%
Other Education or Training	1%
Join Workforce	8%
Unknown	6%

Mathematics Goal:

Students will improve in the area of communicating their understanding of mathematical concepts and processes.

Literacy Goal:

Students will improve their ability to communicate their understanding effectively through the writing process.

Our staff has focused their work this year on two main strategies that support our school goals in numeracy and literacy:

- ✓ Teachers will come to a common understanding of what effective communication looks like in the classroom
- ✓ Teachers will implement effective formative assessment practices to inform their instruction

Over the course of the year, the teachers have worked hard on coming to a common understanding of what effective communication in the classroom looks and feels like. Teachers have also worked hard on improving their knowledge and understanding of effective teaching strategies and formative assessment practices to help their students become better mathematical communicators. Teachers have indicated they have been working consistently to model clear mathematical communication in their classrooms as well as discussing expectations and criteria with students when modeling exemplars to aid in their understandings. Teachers have also worked on their classroom culture to make their rooms a place where students feel comfortable and safe to take risks when asked to communicate their learning. Some of the ways that our teachers have adapted their practice in order to help students become better communicators are listed below:

1. Several departments participated in Professional Development sessions on Google Apps for Education where they learned about and worked with Google Forms, Google Classroom, Google Sites and Google Sheets.
2. Our teachers have explored ways to encourage students to learn from and correct their errors using formative assessments. These strategies have included written feedback, oral conversations, formal and informal observations, whole class and small group mini-sessions as well as reattempt opportunities.
3. Our Mathematics 10 Academic team, after looking through the results and associated data from the January board exam, have created a Math 10 Boot Camp for current students to try and fill in the common learning gaps they discovered with this specific cohort of students.
4. Our Mathematics at Work 10 team, after looking through the results and associated data from our provincial exams have noticed that Math at Work 10 students are

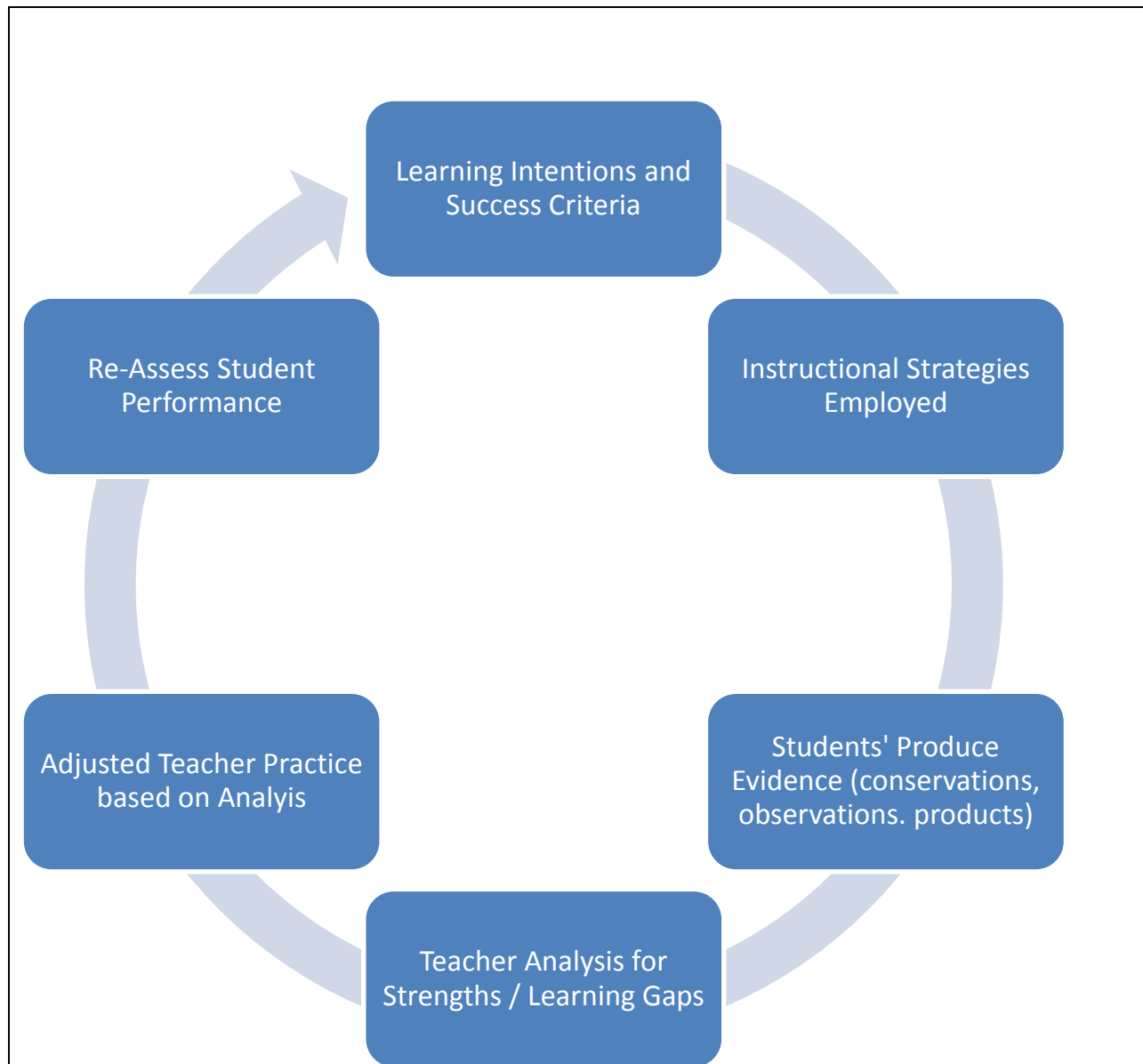
successful in the class with classroom based assessments, but struggle with the more formal format of the provincial assessment. Math at Work 10 teachers are working hard to ensure their students have more exposure to these types of assessments and working with the students the bank of example questions throughout the semester so students will be ready to demonstrate what they know and are able to do on the end of semester exam.

One of the driving forces of school improvement at Prince Andrew is the work that teachers are doing in their Professional Learning Communities (PLCs). Teachers at our school meet weekly for 80 minutes (although many PLCs go above and beyond this time) and work collaboratively to:

- ✓ Inform each teacher of individual students who need intervention because they are struggling to learn or who need enrichment because they are already proficient
- ✓ Inform students of next-steps they must take in their learning
- ✓ Inform each member of the team of his or her individual strengths and weaknesses in teaching particular skills, so each member can provide or solicit help from colleagues on the team
- ✓ Inform the team of areas in which many students are struggling so that the team can develop and implement better strategies for teaching those areas

A key area of focus for our PLC groups was how to gather and analyze student work to see students' strengths and identify any gaps in their learning. As a result of the work that these groups participated in our school developed a Classroom Based Evidence Cycle so we could have a systematic, schoolwide approach to focus our school improvement efforts.

As a school we continue to be committed to ensuring that our graduation rate remains high and that we are preparing our students for the future learning that they will engage in as they move on to community college, university, and the workforce. We saw a significant increase in the amount of students (16% increase) who are choosing university as their post-secondary destination. Our provincial assessments results and graduation rate show that while we continue to be successful in ensuring our students are graduating and moving on to new opportunities we are still not making the gains in writing and mathematics that we would like to see. We have seen a significant increase in our reading results on the provincial assessment, but our results in writing and mathematics continue to remain static. These areas will remain a focus for the work we are doing in our classrooms with our students and ourselves as we examine the classroom evidence, identify the students learning gaps and work to fill in these gaps.



For six weeks our teachers have learned about and participated in the Classroom Based Evidence Cycle, including the purpose and use of Learning Targets/Intentions and how to adjust their practices and reassess student learning based on the evidence they gathered. Feedback from the staff and students was very positive and allowed teachers to take a more structured approach to increasing student achievement. Our school and staff is currently incorporating this cycle into our daily practice as we plan and monitor student achievement.

Overall we continue to make significant progress towards our school improvement goals as we continue to increase the overall achievement rates of all our students while simultaneously raising our expectations for their success.