

# Lockview High School Community Report 2015-16



<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 10 Provincial</b>		
Reading	82%	78%
Writing - Ideas	71%	69%
Writing - Organization	67%	65%
Writing - Language Use	68%	65%
Writing - Conventions	58%	60%
<b><u>Math Assessments</u></b>		
<b>Grade 10 Provincial</b>		
Mathematics	76%	72%
Mathematics At Work	58%	54%

<b>Graduation Rates</b>	
<b>School Year</b>	<b>Rate</b>
2015-16	96%
<b>Destination after High School</b>	<b>Rate</b>
Community College	14%
University	53%
Other Education or Training	4%
Join Workforce	13%
Unknown	5%

Lockview High School (LHS) had a student enrollment of 1130 in 2015-16. This is a decrease of 20 students from the previous year. LHS has a staff of 64 and a support staff of 10.

LHS is presently entering its 4<sup>th</sup> year of the Student Success Plan (SSP) process.

Our SSP goals are :

**Literacy Goal:**

- **Students will improve their achievement in reading comprehension skills to build connections and apply understanding.**

**Mathematics Goal:**

- **Students will improve their mathematical communication through increased collaboration.**

***This year Professional Learning Community (PLC) time was integrated in the daily schedule for English Language Arts, French Language Arts, and Mathematics teachers.***

In the 2015-2016 school year our staff continued to increase student collaboration to assist students in clarifying their thinking and extend ideas on material they read in class, and to build connections and apply understanding in a group setting (this is a continuation from last year). English Language Arts (ELA) teachers continued to implement and build on the English Department's expectation of uninterrupted sustained silent reading (USSR). We created common exams with an emphasis on measuring student reading achievement with three level questioning. We have looked at the results from the previous year to adjust the questions that students tended to struggle with to ensure the questions are clear. In turn, staff has focused on these same types of questions and skills in our classrooms.

This year we continued to share and create common assessments/assignments and rubrics to assist with reading skills. ELA staff used a curriculum map of skills students need to achieve/learn for each grade level. Rubrics were also developed to assess specific outcomes and skills. We are striving to build more transparent assignments and rubrics that align with clear learning targets for our students in each grade level. Each grade level is working toward common classroom reading lessons and assignments, ensuring consistency in reading skill expectations. Staff has created common reading skill activities that can be implemented in all content areas.

Additionally, teachers have created common expectations for our students and their reading skills which allowed for a more consistent learning environment. Students have seen that the skills they are working on are relevant as they are occurring in all classrooms; importance is placed heavily on the need to read on a regular basis. Increasing the amount of time students read increases their ability to comprehend and exposes them to reading skills, fluency and vocabulary. This in turn provides students with better fluency when reading in other content areas.

We recognize that students struggle when reading content they are not interested in. We continue to get to know our students and to provide them with content that interests them in order to increase their engagement with reading, and then use their reading skills to communicate their understanding when meeting with their teachers. Our goal is that students will then be able to transfer their reading skills to other content areas with more confidence.

Teachers have been re-examining assessments to ensure that questions are measureable and allow for data regarding our students' ability to comprehend the different texts they are reading. This will be the foundation of our data collection: we will present students with literal, non-literal and critical questions. When students tend to struggle with a particular question we re-evaluate the question and re-word it to make it more clear so that students have a better understanding of what they are being asked to do. PLC time has enabled teachers to ensure that reading assignments and assessments are common

across classes and build properly on material from grade level to grade level. Staff have focused on discussing the skills students should have when they leave grade 12 and implemented backwards design to develop skills students need to learn for each grade level. Having a curriculum and skill maps allows for this to happen more consistently. More time in the future will be dedicated to this practice with a view to long term improvement and improved student achievement.

After many discussions and collaborative observations of student work, Math teachers came to a general consensus that communication in Math is much more than just being able to explain a process and use the proper units. Mathematical communication encompasses the computational process, the explanation, and the precision which involves a deeper understanding of mathematical conventions. Math teachers working together in their PLCs has led to an increased awareness of what we are doing as teachers to foster effective mathematics communication. Reflection has provided an opportunity to closely examine and analyze teaching practices. The concentration on improved mathematics communication has led to an increased emphasis by teachers on modeling what it means to communicate clearly in mathematics. PLC time, and efforts to better model quality communication, has moved teachers toward a more consistent format for the presentation of solutions. Concentrating on communication has also led to students self-assessing with regard to learning targets and communicating, as well as building on their strengths.

Math teachers this year continued their focus on the entire communication package and the expectations of all math students to increase their communication of their understanding. Our Math staff looked at the results of our common assessments in first term, and it was clear that once students left a certain unit that heavily concentrated on a specific communication strategy, they tended to forget the importance of these strategies moving forward to the new units and outcomes. Staff now recognize the need to focus on this issue to avoid a decline in success with regard to strong communicative skills.

Math teachers continue to emphasize student collaboration, self-assessment, peer assessment and conferencing. Math staff have increased the amount of formative assessment and have also embedded a system of codes for quick check-ins which has led to more student-focused and student-directed activities that continue to keep direct instruction at a minimum. Student collaboration continues to increase with added approaches such as peer editing and peer tutoring in the classroom. This aspect emphasizes the focus on collaboration and communication in Math. More time continues to be provided for discussion among groups of students, which supports nicely our previous shift toward an increased number of higher-level questions and a reduction in the number of more basic skill-oriented practice questions.

All staff have continued to effectively integrate more technology into the classroom. During this past year our school technology was completely refurbished. Staff received professional development in the use of Google, Google Classroom, Learning targets and the use of numerous Apps available through the internet to support student learning. Our students are enrolled in Moodle and/or Google Classroom and have been using the school Chromebooks and I-Pads to demonstrate their understanding and ability to meet outcomes through the use of on-line quizzes, reflections or ongoing chats with classmates with faster and relevant feedback from their teachers.

In addition, Google Classroom is now being used extensively by our teachers to conduct surveys of understanding, submit assignments and provide feedback. iPads have been used for project research and graphing. Apps are also available for students to use on their own devices. Many teachers continue to use Mimio on a daily basis, posting a PDF to a Moodle or screen casting. TI graphing calculators are being used as much as possible. Autograph is another tool, which has been used for graphing.

Electronic versions of course resources have provided students with applets, videos, interactives and more to support student learning and improve student achievement.

The LHS graduation rate (96%) affirms staff dedication and hard work to support student success. LHS English provincial results demonstrate strengths in reading and literacy, especially ideas, organization and language usage. Writing conventions results indicate weakness and will be a focus in this coming school year.

LHS Math Provincial results are positive - our emphasis on technology to support student learning, formative and summative assessments of student work with ongoing feedback and increased collaboration and communication has been reflected in the positive Math 10 results, which are slightly above the board average.

LHS Math at Work 10 results do show above HRSB average but fall much lower than expected. High expectations combined with strong work rigor, student engagement and attendance will support student efforts in improving these results in the coming school year.

Overall our student achievement results indicate that the team oriented ethos of our staff, and our welcoming and safe learning environment, is working to support our efforts to improve student achievement at Lockview High School.