



## 2015-2016 Community Report For Millwood High School

<b>Provincial Assessments</b>		
	<b>School (%)</b> 2015-16	<b>Board (%)</b> 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 10 Provincial</b>		
Reading	74%	78%
Writing - Ideas	61%	69%
Writing - Organization	54%	65%
Writing - Language Use	58%	65%
Writing - Conventions	50%	60%
<b><u>Math Assessments</u></b>		
<b>Grade 10 Provincial</b>		
Mathematics	73%	72%
Mathematics At Work	69%	54%

<b>Graduation Rates</b>	
<b>School Year</b>	<b>Rate</b>
2015-16	95%
<b>Destination after High School</b>	<b>Rate</b>
Community College	21%
University	51%
Other Education or Training	7%
Join Workforce	13%
Unknown	6%



Currently Millwood High School has completed their year one journey with their Student Success Plan. Over the course of the 2015-2016 school year, the SSP team has worked together to engage staff in conversations, learning opportunities and reflection, to identify areas of strength and areas of challenge for our students and or school community. Our collective goal is to improve instruction and assessment in order to ensure that all students experience success while at Millwood High School.

Over the course of the year, the school based staff have identified the following two goals:

**GOAL #1: To improve student achievement through the implementation of effective instructional practices focused on each learner**

**GOAL #2: To improve student achievement by authentically involving students in creating culturally responsive assessment processes and opportunities.**

Beginning in September, 2015 teachers collaborated in Professional Learning Communities and whole staff professional development opportunities to reflect on tough questions about where and how students were being successful and how to address areas where students were not seeing success.

Teachers reflected on specific questions addressing what student and school success looks like and how to identify it. Teachers and school based administration also constructed a plan for how to move forward and continue to engage in conversations around improving teaching and assessment practice through ongoing Professional Learning Communities.

Our journey of learning continued through the fall months as teachers implemented a variety of teaching strategies to deal with 11 key areas that were identified as our "hot topic" issues for student success, including engagement, cultural relevance, appropriate teaching and assessment methods, and building trusting relationships between teachers and student learners.

Teachers consulted with student focus groups and the Getting to Great survey data to inform their understanding of effective teaching and learning practices that engage and encourage student learning. Teachers and school based staff spent time individually and in Professional Learning Communities, reflecting on the results of student data to make decisions around changing ineffective practices and implementing new or altered classroom and assessment strategies in order to maximize student success.

Moving forward, Millwood High School staff has identified some key strategies to implement in order to continue to improve student success rates. It was determined, based on the data, that in order to improve student success, teachers need to work in collaborative teams to identify, develop, implement, and assess a variety of instructional practices and that a renewed focus be given to maximizing student opportunities for learning.

Teachers have begun to implement these changes and strategy implementation through their Professional Learning Communities. A shift has begun to take place where classroom teachers are

*focused on developing lessons around goals, or "I can" statements for students. Students are empowered with the goal of the lesson ahead of time so that they understand what it is they are expected to achieve, take away, or learn from during the lesson or assessment piece. Teachers are using this format to improve their course development and delivery to create a common understanding of expectations for students. Student data has demonstrated this is a clear area for increased student success, as student feel better prepared and understand course content more when they are able to relate it to what the "can" do at the end of the lesson, unit, or course.*

*The 2015-2016 provincial assessments do provide insight into a concerning area that requires immediate attention. The grade 10 Literacy Assessments show that Millwood is below provincial standards for the "Reading" components of the exam, as well as significantly below provincial standards for all criteria pertaining to the "Writing" section of the exam. These pose very significant challenges for our school in that these basic core abilities measured extend well beyond the scope of just the ELA programs in the school. The students' ability to read proficiently, as well as the students' needs to be able express themselves in both formal and informal writing, will continue to be major priorities as the school develops instructional focal points, assessment strategies, and day to day learning targets to help students appreciate the need for greater proficiency in these core abilities.*

*Already several Professional Learning Communities began the year with the acknowledgement of these challenges, and teachers immediately attempted to address these concerns. As the school's plan to utilize more effective long term planning strategies begins to take shape, the reading and writing concerns have become major focal points. Conversations and course planning have already begun to include topics pertaining to these issues that range from effective formative strategies to help students with reading retention and appreciation, to writing coaching that is working with students to develop the most effective ways to move forward with formal and informal writing tasks. Structured and organized writing opportunities have been, and will continue to be important areas of focus, but teachers are looking to find new ways to reach their students in more meaningful lessons and activities to embed a clearer vision of the writing process and all the planning and organizing steps that accompany effective writing. Millwood High School is committed to reaching the students to provide them with the core skills required for their success.*

*Our math results show that we are meeting and exceeding board results. The Math teams at the school will continue their PLC journey.*

*Millwood High is very proud that 95% of our students are successfully graduating high school and almost 80% are continuing their educational journey.*