

# Sir John A. Macdonald High School 2015-16 Community Report



The report outlined below will be communicated in October 2016. The purpose of this report is to share with your school community how your school is performing in mathematics and literacy, as well as your school's response to the data. **Please email this draft document to your School Administration Supervisor by June 22.** The data table will be inserted in the fall, once this information is available for the 2015-16 school year. PART 2 below can be completed once this data is received.

<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	75%	78%
Writing - Ideas	55%	69%
Writing - Organization	53%	65%
Writing - Language Use	55%	65%
Writing - Conventions	51%	60%
<b><u>Math Assessments</u></b>		
<b>Grade 10 Provincial</b>		
Mathematics	79%	72%
Mathematics At Work	50%	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	19%
University	54%
Other Education or Training	5%
Join Workforce	14%
Unknown	4%

In this box outline the changes in teaching and learning that are happening at your school in **parent-friendly language**. Include a brief interpretation of the data in the above tables and how you are responding to the data. Reference your Student Success Plan goals and strategies in the explanation of your response to the data. You may find the following documents useful in this process:

- Your school improvement plan
- Your SSP interim or summary report

- Your survey data
- Your PLC notes

**PART 1 (to be completed in June 2016):**

Consider the following questions when writing about how you have responded to your data:

- What professional learning did your teachers engage in this year?
- What changes have you seen in instructional and assessment practices?
- How have your school's professional learning communities contributed to your response?

The 2015-2106 school year was the second year of Sir John A's Student Success Plan and the staff focused on gathering information about the students of our school community and building capacity in the areas of our two school wide goals - Cultural Proficiency and Differentiation.

**Gathering Data**

While the results of the 2014-2015 Getting to Great survey formed an important data stream at our school, the staff made a concerted effort to gather information about our students in a number of other ways. This data is critically important to differentiating instruction and providing programming and supports tailor-made to the interests and needs of our students. Key efforts included:

- Student Focus Groups – Between September and March, the Admin team hosted lunchtime focus groups with different segments of the student population. These conversations were student driven and captured valuable anecdotal information that was shared with the staff.
- Sociology Research - This year, the Sociology classes (one section in Semester 1, one section in Semester 2) conducted detailed research in the school. They used a variety of research tools to generate reports on two topics related to our school goals and more than 600 students provided input. The reports were shared and reviewed by SJA stakeholders (including the SAC) and ongoing discussions on aligning teacher practice to these themes became central to staff, department and PLC meetings.
- Health Action Team Survey - During the winter, the Health Action Team conducted an online, anonymous survey that examined aspects of student health under the following five topics: Mental Health, Careers and Futures, Addictions and Substance Abuse, Physical and Sexual Health, and Relationships. Students completed this survey using their cell phones and participation was very high (between 200-400 students responded to each survey). This information was shared with the staff and the SAC, and will be used as a planning tool for a Health Conference during the 2016-2017 school year.

**Building Capacity**

The other focus for this year was on building capacity in the areas of our school wide goals - Cultural Proficiency and Differentiation. The specific strategy we chose was Culturally Responsive Practices, an approach that blends both differentiated teaching practice and cultural competence in a student centered manner that is applicable to every classroom in the school.

**Professional Learning Communities at SJA**

At the start of the 2015-2016 school year, staff revamped the PLC format at SJA. The key element of this new approach was to target the disengaged students in each classroom and use Culturally Responsive Practices to increase their engagement.

**Professional Development**

Last year, all of our Professional Development aligned to our goals. Staff engaged in sessions on:

- Culturally Responsive Practices
- Issues Facing Transgender Students
- Trauma Informed Approaches
- Programming for the SPT Caseload
- A Community Research Bus Tour

Much was accomplished during the 2015-2016 school year at Sir John A but we know that there is much more that can be done. The important work of the Student Success Process will continue throughout this

coming year.

**PART 2 (to be completed in fall 2016 when the data tables are received):**

Consider the following questions when interpreting your data:

- What are your school's strengths according to this data?
- What are your school's challenges according to this data?

The data for the 2015-2016 school year identifies a number of areas of strength for Sir John A. In particular the remarkably high Graduation Rate (96%) represents an overall measure of student success as does the number of students continuing on to postsecondary studies (78%). It is worth noting that in both areas, we have seen growth from the 2014-2015 school year. The Graduation Rate increased by 1% and the number of students continuing on to postsecondary studies increased by 7%. The Math performance of our students is also an area of strength. Scores in Mathematics 10 improved from 2014-2015 by 17% to 79%, well above the Board's overall results. Although student performance in Math at Work 10 is still below the Board average, there was a significant improvement as our results were 10% greater than the previous year.

The data also paints a clear picture of the areas that the staff need to focus on at Sir John A. Student performance declined across all categories of Literacy according to the provincial assessments. In particular, the four main aspects of writing (Ideas, Organization Language Use and Conventions) are of concern.

Moving forward, these results will shape both the specific focus of our Language Arts department and the broader implementation of our school wide goals. Year 3 will see the staff continue to build knowledge in Cultural Proficiency and Differentiation and incorporate these new skills into their classrooms. This ongoing work will improve student success.