**SCHOOL IMPROVEMENT**

***Nackawic High School***

**2017-2020**

**September, 2019 Update**

| ***2017-2020******SIP Priority (1st Year)***: #**1 Formative Assessment** (This supports our DIP Priority #1 – improving assessment practices *for, as*, and *of* learning) |
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| ***SMART Goal (3rd year):*** By June 2020***,*** 100% of subject areas will have a collection of formative assessment tools to implement and that are used to guide instruction, and increase student engagement in their learning. |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| **How do you know action is needed? What does the data tell you? Why is this goal necessary?** | **What will you see at the school /classroom level from students and staff?** | **What specific strategies will be implemented?** | **What will the ongoing review look like? Who is working on it and when? How will it be shared?** | **Who is working on the strategy and when will it be implemented?** |  |
| * (2016) Our School Data indicators

- Effective classroom learning time 6.8/10(2017) 6.9; Relevance 6.2/10(2017) 6/10 and Rigor 6.7/10  (2016)(2017) 6.7 * Provincial Assessment Results – ELPA/R

 (2018) (2017) (2016) R – 85.2% 64.6% 77% W – N/A N/A 95% R(R) – 70.2 43% 75% W(R) –N/A 71% 83%**\*\* Results in a 20.6% increase in successful Grade 9 ELPA****\*\* ELPA(R) Increase of 27.2% in successful re-writes*** Teacher Perception Survey
 | * More consistent and uniform collection of data to drive instruction – Teachers will gather and interpret data on student performance to inform decision making, including setting targets to close achievement gaps
 | * Use Power Teacher Pro to support the collection of summative and formative assessment data
* Administration, R&M will work collaboratively with teachers to help them collect evidence of student learning from a variety of instructional and assessment practices (i.e exemplars).

Key Math, Running Records, Cumulative Record Reviews, student conferences | * PL for staff on using Power Teacher Pro applications from staff lead.
* PL time lead by lead teachers.
* Follow-up discussions with teachers/ feedback to teachers in Walk-Thru write ups, growth goals, and formal evaluations, PLC minutes
 | * All teachers, Marc Michaud (district lead) and Ian Kitchen & Sean Newlands (in-school support workshop)
 | * Admin has been consistent in providing support in power teacher pro.
* Marc Michaud has provided in-service to staff.
* Many teachers tracking formative assessments in PowerSchool or using their own means.
* Live Parent Portal makes focus on consistent and uniform data collection essential.
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|  | * Teachers work together on short and long term planning based on data from ongoing assessments and common assessments
 | * Share ideas at staff meetings and a focus in PLCs
* Administration, R&M will work collaboratively with teachers to help them collect evidence of student learning from a variety of instructional and assessment practices (i.e exemplars).
 | * Sharing strategies will be a focus of PLCs.
* Formative assessment included on agenda for meetings and time will be dedicated to discussion
* Focus will be on creating and monitoring formative assessments in their specific subject areas
* Some areas of focus could include: What data to collect? How to collect it? How to use it to inform instruction? How to track observation/ conversation evidence efficiently and effectively? How to organize Evidence of Learning Files?
 | * All teachers (PLCs) and Admin
 | * Possible survey or PLC discussions to see how staff are making out with formative assessment and data tracking.

Not all teachers working together on short and long term planningDo show and tell at staff meeting/PL session to share examples |
|  | * Teachers will continue learning about and implementing various forms of assessment strategies (both summative and formative) in their classes.
 | * Seek and participate in relevant PD opportunities (eg; Sandra Herbst/ Ann Davies, district led PL) which focus on Assessment for, as and of learning
* PD committee will conduct a survey to determine the specific practices teachers want to learn more about and school-based PD will focus on these requests
* Professional reading will be a focus of staff – book study: Collective Efficacy – How Educator’s Beliefs Impact Student Learning

• PL resources on District One Site related to Formative Assessment. | * Opportunities will be shared with staff and support from Admin in securing release time and school-based PD time devoted to this area of learning
* Requests will be focus of school-based PD delivered this year

• Follow-up discussions with teachers/ feedback to teachers in Walk-Thru write ups, growth goals, and formal evaluations, PLC minutes | * PL Committee and Admin
 | * Completed School wide Self-Assessment based on the Draft Proposal of the 7 Steps from Francis Bennett. (Jan.7th)
* We are currently tackling the issue of zeroes, re-dos and late marks as a with formative assessments. Moving away from using grades as behaviour consequences.
* We are working towards an updated assessment policies that will be consistent throughout the school.
* Mark smarter not harder PL brought back to staff to help increase and hopefully encourage staff to use.
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|  | * Students involved in self and peer evaluations.
 | * PL resources on District One Site related to Formative Assessment.
* PLCs to share ideas and rubrics for implementing peer and self evaluation in the classroom.
 | * Follow-up discussions with teachers/ feedback to teachers in Walk-Thru write ups, growth goals, and formal evaluations, PLC minutes
 | * All teachers and admin
 | * Peer and self-assessment becoming much more commonplace in many courses. Still room for improvement in Math.
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