

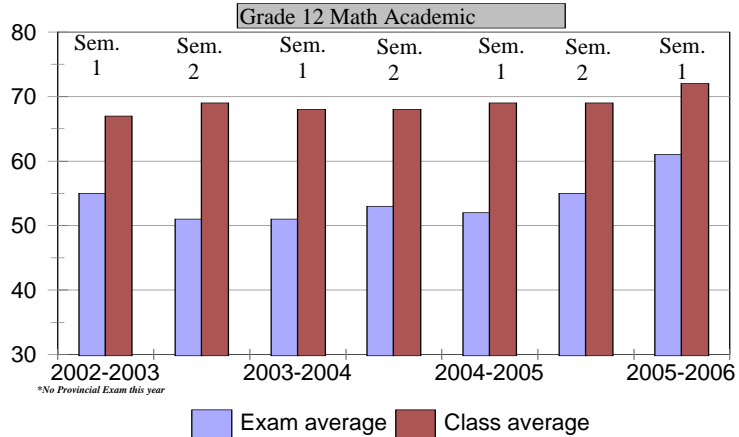
# Planning for Improvement Update - 2006



## SMART GOALS:

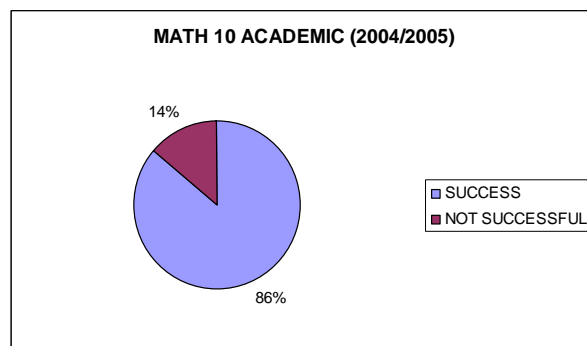
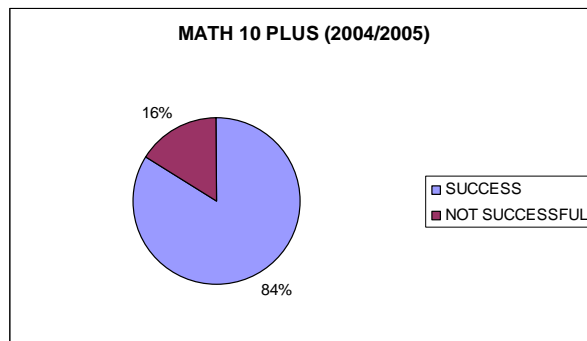
### MATH

<b>DEPARTMENT</b>	<b>GOALS</b>
<b>MATH</b>	<ul style="list-style-type: none"><li>• In September, 2003, the math department decided it was very important to have a core group of specialized math teachers delivering the grade 10 program. The math department believes that if students get a solid basis in grade ten, then students will have more success in future courses. In June, 2006, we will analyze Provincial Exam Results and compare them with previous years to measure whether or not students have a higher success rate.</li><li>• In the years since the Math Provincial Exam has started, our results have improved every year.</li><li>• In the 1<sup>st</sup> semester of this year (2005), the results are higher than what they were when there was no Provincial Exam. Also, the gap between class marks and exam marks has become smaller.</li></ul>



- In September, 2004, Math 10 Plus was implemented to target those students who would like to pursue academic level mathematics but are missing a few basic skills. In June, 2006, we will look at the success rate of these students in grade 11 mathematics.

The following graphs show the success rates for these students in Math 10 Plus and Math 10 Academic for 2004/2005.



The 39 students who were successful in Math 10 Academic have moved on and enrolled in Math 11 Academic. After 1<sup>st</sup> semester in 2005, 15 of the students had completed Math 11 Academic, with a 93%

	<p>success rate.</p> <ul style="list-style-type: none"> <li>In September, 2005, a pilot program, Math Essentials, was introduced at Auburn. This course is designed for those students who tend to be weak in mathematics and do not need it for anything they plan to do after high school. In June, 2006, we will survey the students to see what their thoughts are about this program.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>The Science 10 teachers will dedicate 1 to 2 weeks per semester to complete a more focused study on significant figures, graphing, measurement and calculations. This mathematics is used in Science 10, Chemistry and Physics Programs; therefore, it is essential students are competent in these areas. Students will demonstrate their knowledge with various exercises, labs, and quizzes.</li> </ul>
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>The Social Studies Department will generate a series of models and exercises to ensure that all students have a review of skills necessary for the interpretation, analysis and creation of graphs. This can be achieved in 100% of the Social Studies classes. Currently, there is no common approach to this topic and teachers cannot assume that students possess the requisite skills in graphing to be successful with various types of graphs they encounter in the Social Studies Courses.</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>To include a problem-solving component that involves an applied mathematical approach in all Technology courses. Teachers will design assignments that include this perspective and course structure will reflect this goal. It is expected that all Technology Education Courses reflect this component and have at least one assignment that meets this goal.</li> </ul>
<b>FINE ARTS FRENCH</b>	<ul style="list-style-type: none"> <li>Students will have the opportunity to work on at least one project where mathematical calculations are integral to the successful outcome of the assignment or project.</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>All English teachers will assist students in understanding their marks. Percentages, in particular, will be addressed.</li> </ul>

## LITERACY

DEPARTMENT	GOALS
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<b>MATH</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Science teachers will use journals and other assignments (Science Alliance) that require writing. These will create an interest in current science related issues and improve literacy. There will be 5-8 journal entries per semester, read and evaluated by teachers. Students will be encouraged to use writing to speculate, theorize, summarize, discover connections, describe processes, express understanding, raise questions, and make sense of new information using their own language as a step to the language of science.</li> </ul>
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>• Teachers in the Social Studies Department have identified a common need to institute a department wide set of criteria for the organization, editing and evaluation of the short essay. The goal is to have such criteria in place in 100% of the Social Studies classes enabling teachers to evaluate from common expectations. This requires modeling of the short essay, a common approach to organization and a common rubric for assessment.</li> </ul>
<b>TECHNOLOGY</b>	<p>GOAL: To broaden the student's view of Technology.</p> <p>Indicator: Enrolment numbers in diverse Technology Courses. Technologically Diverse assignments. Increase in Technological Literacy.</p> <p>Measure: Statistics on enrolment. Technologically diverse assignments completed.</p> <p>Target: Anecdotal comments from instructors re: student Technological Literacy. Sustained Increase in enrolment. All Technology courses offer at least one diverse assignment per semester. Each instructor reviews the level of Technological Literacy in their classroom once per semester.</p>
<b>FINE ARTS FRENCH</b>	<ul style="list-style-type: none"> <li>• <b>FINE ARTS:</b> Teachers will ensure that students are given verbal as well as written opportunities to reflect upon their own work and the work of others. Opportunities for analysis and critical discussion will be a component of each of the fine arts courses.</li> <li>• <b>FRENCH:</b> Students will be able to read, interpret, analyze and discuss a variety of texts. Students will be able to function successfully in the following simulated real-life</li> </ul>

	situations: a) restaurant, b) gas station, c) telephone, d) giving directions.
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• All English students will receive instruction on writing a formal essay. By June, 2006, at least 90% of all students enrolled in Academic English classes second semester will have successfully completed at least one formal essay. A common rubric will be used by all teachers in this evaluation to determine student success.</li> <li>• By September, 2006, all English students at Auburn will receive a writing skills handbook that is being compiled by Auburn English teachers. Each teacher will use and encourage the use of the handbook in their class. Every student will complete 5 lessons or mini lessons each semester based on skills in the handbook.</li> </ul>
<b>WELLNESS</b>	<ul style="list-style-type: none"> <li>• To assist staff in developing differentiated instructional strategies in order to address the needs within the inclusive school environment.</li> </ul>
<b>BUSINESS</b>	<ul style="list-style-type: none"> <li>• To broaden the integration of technology in all business courses. Assignments requiring the use of technology resources and review the level of technological literacy.</li> </ul>

## COMMUNICATION

<b>DEPARTMENT</b>	<b>GOALS</b>
<b>MATH</b>	<ul style="list-style-type: none"> <li>• In May, 2005, transition meetings were held with grade nine math teachers, guidance counselors and parents from feeder schools. Two grade ten math teachers attended these meetings and explained the options available at the grade ten level with respect to math courses. These sessions allowed for parents to better understand the options and ask any questions they had. These meeting will also be held this year.</li> <li>• The math department has implemented course recommendations for all students. All math teachers (including grade 9 teachers) will recommend the course they believe each student should enroll in. By doing this, we hope to have fewer transition/misplacement issues.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Encourage parents to initiate communications with teachers through e-mail. This will increase communication with parents and will help parents become better equipped with strategies that can help their children learn and be successful.</li> <li>• An in-service for teachers on the use of web pages to</li> </ul>

	provide homework information took place during November 2006.
<b>SOCIAL STUDIES</b>	<ul style="list-style-type: none"> <li>Teachers in Social Studies have suggested that <i>lateness</i> is an issue that can be addressed concretely. The goal is to have 100% of staff supervise the hallway outside their classroom doors between periods, wherever there is a realistic expectation of doing so. The increased visibility of teachers will enable us to identify hall wanderers and chronic lateness. Attendance and lateness is now being tracked through Windsor. Consequences are individual in nature.</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>Grade 10 students will communicate with their Technology Education instructor via e-mail. This will be tracked using the network system and the Ednet e-mail system. This will be measured by looking at the number of Grade 10 Technology Education Students who use the network and the number who use the Ednet e-mail system.</li> </ul>
<b>FINE ARTS FRENCH</b>	<ul style="list-style-type: none"> <li><b><u>FINE ARTS:</u></b> As a department we will ensure that each school newsletter will contain up to date information for parents/students from the disciplines within our department.</li> <li><b><u>FRENCH:</u></b> Students will be able to function successfully in the following simulated real-life situations – a) restaurant b) gas station c) telephone d) giving directions.</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>The English Department head will meet with all grades 10 and 11 English classes before registration for 2006-2007 to explain the options available to them for the following year. Advanced, academic and communications courses will be discussed.</li> <li>The English Department head will organize a meeting between the junior high English teachers at the feeder schools and the grade ten teachers at Auburn to discuss continuity of instruction for our students. This will take place in the spring of 2006.</li> </ul>
<b>WELLNESS</b>	<ul style="list-style-type: none"> <li>To provide communication to parents/guardians using the advances that are available to our school, in particular web-design. Each of our department branches uses websites to enable parents/guardians and students easy access to relevant information such as course, school and</li> </ul>

	career information.
<b>BUSINESS</b>	<ul style="list-style-type: none"> <li>• Students and teachers will communicate via e-mail and other technology tools.</li> </ul>

## OPTIONS AND OPPORTUNITIES GOALS

**Students in the Options and Opportunities program will:**

1. Stay in school and graduate
2. Initiate and implement their personal transitional career plan for further education, training and/or work
3. Throughout the high school program, develop, modify and maintain an updated and accurate life-work portfolio which demonstrates many of their acquired skills and accomplishments for further life opportunities
4. Develop and be able to demonstrate the skills outlined in the Employability Skills Profile 2000+
5. Act in accordance with the outlined school expectations for attendance and personal management at school and at community-based learning activities.
6. Initiate and participate in approved service learning activities for social and skills development

## CO-OPERATIVE EDUCATION GOALS

- We will explore a wider variety of placements so that a larger number of students are exposed to trades and technology and to youth apprenticeship.
- We will further promote job shadow opportunities to Career and Life Management classes so that students can make better career plans.
- We will continue to promote career planning initiatives and to using a variety of community based education teaching strategies so that students have greater opportunities to make successful career plans.