

MILLWOOD HIGH SCHOOL

PLAN FOR COMMUNICATING STUDENT LEARNING 2024-2025

Principal: Stephen Corkum

Vice Principals: Blair Greenland (students with surnames A to L)

Patricia Fee (students with surnames M to Z)

School Counsellors: Margaret Coffin (A to L)

Kate Lovett (M to Z)

Student Success Plan Goals:

1. To improve student achievement in literacy and mathematics through the implementation of effective instructional practices focused on each learner.
2. To improve student achievement in literacy and mathematics by authentically involving students in creating culturally responsive formative and summative assessment processes and opportunities.
3. To improve student well-being at our school.

Purpose of the Plan for Communicating Student Learning:

The purpose of Millwood High School’s Plan for Communicating Student Learning is to inform students, parents, and guardians about assessment and evaluation at our school and the methods that will be used to communicate student progress.

The Report Card:

The report card provides parents/guardians with a summary of how well their child is doing in relation to the prescribed course outcomes. The report cards for grades 9 to 12 have four parts:

Learner Profile: This reports on the social development and work habits using codes that show how often specified attributes were demonstrated during the specified reporting period.

- C- consistently
- U – usually
- S- sometimes
- R – rarely
- N/A – not applicable

Attendance: This shows the number of days that a student was absent from school. Parents/guardians receive automated daily telephone calls when a student has an unexcused absence from school; the report card provides another summary of this information. Please note that the Student Attendance and Engagement Policy has been fully reinstated as of September 2023.

Course comments: The comment is a short summary of how well the student has performed academically in relation to the outcomes. Comments are usually a summary of student strengths and a recommendation for continued learning.

Grades: A numerical grade is given for students in grades 9 to 12, and this grade represents academic achievement for the course during the specified reporting period. Grades are based on evidence that is gathered about student achievement in a variety of ways. This evidence is collected over time and includes, but is not limited to, work products, conversations, and observations.

Grades and corresponding descriptors:

90-100% - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

80-89% - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

70-79% - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

60-69% - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

50-59% - Demonstrates *minimal* understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% - Has not met minimum requirements of the course.

CL – Credit lost as per provincial Student Attendance and Engagement Policy.

INS – Insufficient evidence to report on achievement of the expected learning outcomes.

IP – In Progress denotes that there are remaining course requirements to be met.

WD – Withdrawn from course.

Reporting periods during the school year:

There will be four reporting periods for this academic year, and reports will be distributed in November, February, April and June.

Parents and guardians are encouraged to monitor their child’s progress regularly by logging into PowerSchool (the student information system). If you would like to have more information about how to access this website, please call the school at 902-864-7535. This web-based information system will allow parents and guardians to access course outlines, assessment and evaluation information, grades, upcoming assignments, and track attendance. Teachers update their PowerSchool records by the first school day of every month.

There are certain courses that start in September and end in June (as opposed to lasting one semester). As a result, the November and April reporting periods provide a snapshot of the overall grade for the “year long” courses. With four distinct reporting periods this year, comments will be provided on the February report card as well as the June final report card.

Communication:

Examples of formal communication include, but are not limited to, the annual report to the community, course outlines on PowerSchool, curriculum nights, parent-teacher meetings, and the report card. Other means of communicating with parents and guardians include school website, teacher website, emails and telephone calls. School staff will make every effort to reply to emails and telephone messages within two school days.

We at Millwood High School believe in the importance of effective communication between home and school.

Important dates this school year:

Thursday, September 12	BBQ and curriculum evening at the school.
November 18-28	Midterm report cards distributed electronically
Thursday, December 5	Parent-teacher meetings.
January 16/17	Exams for Nova Scotia Virtual School courses.
January 25 to 29	Senior-high exams.
Friday, January 31	Assessment and evaluation day. No classes.
Monday, February 3	Semester Two begins.
February 3 to 14	Report cards distributed electronically by Feb. 14 th .
Thursday, February 6	Curriculum evening at the school from 6 to 9pm.
Wednesday, April 30	Parent-teacher meetings.
April 22 to May 1	Midterm reports distributed electronically <i>by</i> May 1 st .

Wednesday, May 7	AP English 12 Literature and Composition Exam (8am).
Tuesday, June 17	Exams for Nova Scotia Virtual School courses.
June 19 to 25	Senior-high exams.
June 26 and 27	Assessment and evaluation days. No classes.
Friday, June 27	Graduation for grade 12s.
Monday, June 30	Last Day of school – report cards distributed electronically.

Terminology related to assessment, evaluation and learning:

Assessment – the process of gathering information about student achievement with a view to increase student success in meeting the outcomes and to inform teaching practice.

Assessment tools – ways of collecting information include (but not limited to) checklists, experiments, in-class assignments, interviews, performances, presentations, conversations, portfolios, rubrics, self-assessments, surveys, tests, quizzes, exams, and projects.

Evaluation – the process that a teacher uses to analyze, reflect upon and make a judgement based on summative assessment data.

Expected learning outcomes – goal statements about teaching and learning as prescribed by the provincial department of Education and Early Childhood Development.

Formative assessments – take place during the class time and throughout a term or semester. The purpose of “assessment for learning” or formative assessments is to show growth over time, determine a student’s needs, plan next steps in instruction and provide descriptive feedback to students on their learning.

Individual Program Plan (IPP) – requires extra planning with changes to the Public School Program’s outcomes which could include the addition or deletion of outcomes. This may include deleting outcomes, adding general curriculum outcomes at different and specific levels, adding behavioural or social outcomes.

Provincial assessments – these are the large-scale assessments that take place across the province at the end of certain courses. Examples include: Nova Scotia Provincial Exams for Math 10 and English 10.

Program adaptations – extra provisions or support provided to a student, but no changes have been made to the Public Schools Program (PSP) outcomes.

Summative assessment – these are the assessments that take place at the end of a learning period and are often referred to as “assessment of learning”. The purpose of summative assessments is to determine the extent to which learning has occurred.