

**MILLWOOD HIGH SCHOOL**

**PLAN FOR COMMUNICATING STUDENT LEARNING 2021-2022**

Principal: Stephen Corkum

Vice Principals: Lauren Donovan (students with surnames A to L)

Noreen Stymest (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.

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 Attendance Policy. This policy does **not** apply during this school year.

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 offered over the entire school year in 2021-2022. As a result, the November and April reporting periods provide a snapshot of the overall grade for the course. 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:**

November 15 to 25	Midterm report cards distributed electronically by Nov. 25th
Thursday, November 25	Parent-teacher virtual meetings.
Thursday, January 20	Exams for Nova Scotia Virtual School courses.
January 24 to 27	Senior-high exams.
Friday, January 28	Assessment and evaluation day. No classes.
Monday, January 31	Semester Two begins.
February 1 to 10	Report cards distributed electronically by Feb. 10 <sup>th</sup> .
Thursday, April 28	Parent-teacher virtual meetings.
April 19 to 28	Midterm reports distributed electronically by April 28 <sup>th</sup> .
Wednesday, May 4	AP English 12 Literature and Composition Exam 8am start.
Friday, June 17	Exams for Nova Scotia Virtual School courses.

June 21 to 27	Senior-high exams.
Tuesday, June 21	NS Provincial Exam in English 10.
Wednesday, June 22	NS Provincial Exam in Math 10.
June 28 and 29	Assessment and evaluation days. No classes.
Thursday, 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, Math 10 at Work, 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.

**Students with special needs:**

The staff members at Millwood High School recognize that students have unique learning styles and a variety of strengths and needs. In planning for our students, the needs are identified through a program planning process where parent or guardian input is valued.

When a student has been identified as having special needs, a referral is made to the Teaching Support Team. Further to this, a Student Planning Team is established. The team determines a plan that will best support the needs of that student. Parents and guardians are informed when documented adaptations are made or when an individualized program plan is developed.