



School District No. 51 (Boundary)
 BCSS
 2009 – 2010
 Academic Achievement

School Logo
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<p>GOAL #1: <i>Focus on a specific area of student achievement for all students:</i></p> <p>Continue working on the literacy goal of developing confident and competent readers and writers through all grade levels.</p>	<p>2009 – 2010 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p> <p><i>The ability for students to read competently and improve writing skills in the areas of vocabulary, spelling, and structural development.</i></p>
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<p>Rationale <i>Evidence and information used to set this goal: Why is this a priority area? How do you know what needs improvement?</i></p> <p>As demonstrated in our school-wide read and write testing, school grades and provincial exam results, we have made large gains in student achievement improvement in literacy. However, we still have students, particularly at the grade 8 and 9 levels who are not meeting expectations.</p>

<p>Evidence/Results (cont'd) <i>Data results shared with SPC, PAC, Parents and Staff in 2007/2008:</i></p> <ul style="list-style-type: none"> -School/District Read and Writes results -School based marks -Provincial Exam Results 	<p>Targets for 2009/2010 <i>Expected results:</i></p> <p>In this school year we have had good success in improving student achievement. In grade 10 we improved so that NO students were below the “satisfactorily meeting expectations” category. While the 9’s and 8’s have made significant improvement, we still have some students not meeting expectations. We are aiming at all grade 8-10 meeting expectations or above.</p>
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<p>Strategies <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> -Assessment, discussion and creation of strategies by English specialists to design and implement the program of improvement -use of Literature Circles in all classrooms -continue with school wide read and writes, analysis and strategy development -continue to utilize the performance standards as the guide for writing skills
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Structures

Organizational changes or resource allocations that will support attainment of this goal:

-Staff to work with newly acquired resources and implement in classes

- To implement strategies acquired from Pro-D session on literacy

- To continue to work with Grade 8 students in cross curricular areas with focus on literacy

GOAL #2:

Focus on a specific area of student achievement for all students:

Numeracy Focus. Improve student achievement in the domains of Mathematical problem solving skills and exam writing.

2009 – 2010 Objectives:

Specifically, what improvements in student achievement are you looking for?

Many Students are still struggling greatly with the application process of problem solving in Math. We want to improve this ability so it “makes sense” to all students and they are capable of solutions. Some Students are still encountering difficulty with writing Math exams and scoring well.

Rationale

Evidence and information used to set this goal:

Why is this a priority area? How do you know what needs improvement?

Problem solving is a HUGE component of math abilities and is critical to improvement and success of student achievement.

Being able to write exams is, of course, key to the demonstrative process that students have learned and understand the key concepts in the curriculum. Too many students are scoring well on homework and related assessment activities, but still fail to achieve well on exams.

Evidence/Results (cont'd)

Data results shared with SPC, PAC, Parents and Staff in 2007/2009:

This year, while many students are able to maintain meeting or even exceeding expectations, 6% are still below acceptable (not meeting) levels. 13% of this year's students are only minimally meeting expectations.

Targets for 2009/2010

Expected results:

We want to continue to work on problem solving skills by making Math “real” by using direct and real life application teaching strategies and student practice. We want all students to be able to meet expectations in this domain.

In terms of tests and achievement, we want to move the 6% who are having difficulty with meeting expectations into the level of fully meeting.

The establishment of a Math Dynamics specific course with a focus on Grade 8 Math transitioning and Grade 10 (provincial exams)

Strategies

Activities or behaviours that will support attainment of this goal:

Alternative teaching strategies for presentation.

Working more with tactile and paper based puzzles.

Re-writing and practicing more tests.

Continue regular contact with parents whose children are struggling and provide with simplistic strategies they can use at home to assist with student practice.

Introduction of a specialized Math Dynamics class to assist Grade 8 students with transitioning math skills as well as students writing the Grade 10 Provincial exams

Structures

Organizational changes or resource allocations that will support attainment of this goal:

Alternative math resources that will assist in the problem solving domain.

New Math Dynamics class with focus on Grade 8 and 10.

GOAL #3:

Focus on a specific area of student achievement for all students:

Improve student social responsibility with respect to substance abuse.

Continue to work on student development of empathy

2009– 2010 Objectives:

Specifically, what improvements in student achievement are you looking for?

While we are VERY pleased with the increase of student empathy for their peers and others, we have had an increase in discipline for substance related issues. We want students to understand the dangers and inappropriateness of substance abuse.

We have made HUGE improvements in students' levels of empathy, peaceful problem solving skills and student understanding of human rights and responsibilities. We will continue with the Spirit club focus which has led to more student collaboration and personable relationships.

Rationale

Evidence and information used to set this goal:

Why is this a priority area? How do you know what needs improvement?

We had 13 suspensions for substance related issues this year. That has increased from past years.

We have seen major improvements in student empathy and want to continue this trend with Spirit club.

Evidence/Results (cont'd)

Data results shared with SPC, PAC, Parents and Staff in 2007/2008:

Discipline data. 9 drug related and 4 alcohol related suspensions.

Number of students meeting expectations for Social Responsibility increased from 10-33% above the baseline!!

Targets for 2009/2010

Expected results:

Eliminate issues of discipline related to substance abuse.

Continue the upward spiral of empathy in terms of social responsibility.

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Strategies

Activities or behaviours that will support attainment of this goal:

- Bring in substance specialists who can discuss and converse with students regarding the effects of substance abuse.*
- Continue to work with students through CAPP/Planning and grade group presentations*
- Communicate with parents and ask them to have discussions with their children regarding the effects of substance abuse*
- Continue building on the highly successful Spirit Club as a source of development for student empathy skills*

Structures

Organizational changes or resource allocations that will support attainment of this goal:

- Organizational time for staff/students to prepare for activities for team building and empathy building activities.*
- Funding for the above mentioned activities.*

<p>GOAL #4: <i>Focus on a specific area of student achievement for all students:</i></p> <p><i>As reference to Goals set by the District Aboriginal Enhancement Agreement:</i></p> <ol style="list-style-type: none"> <i>1. To improve Aboriginal student achievement in Numeracy and Literacy</i> <i>2. To maintain/improve secondary school completion rates of Aboriginal students</i> <i>3. To increase empathy as well as awareness, knowledge and respect for Aboriginal culture in all students.</i> 	<p>2009 – 2010 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p> <p><i>A continuation of the development of Numeracy and Literacy skills in our Aboriginal student population with a focus on problem solving skills in Numeracy.</i></p> <p><i>To have all Aboriginal students in the “Meeting” category in Numeracy and Literacy.</i></p> <p><i>Increased involvement in BCSS Spirit Club, as well other opportunities with an Aboriginal focus. Activities such as paintings of personal Spirit totems and traditional basket making are examples.</i></p>
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Rationale

Evidence and information used to set this goal:

Why is this a priority area? How do you know what needs improvement?

Traditionally, the graduation rates of Aboriginal students attending BCSS have been excellent. This is an ongoing goal that will be maintained and strategies adjusted as warranted. The achievement of Aboriginal students along with the balance of the school population in the areas of Numeracy and Literacy are school wide goals set for ALL students. Information regarding the achievement of Aboriginal students is aggregated and considered for further focus and strategies as needed (Aboriginal Support Plans)

This year, we saw a marked increase in the involvement of Aboriginal students in activities sponsored by Spirit Club. This will be a continued focus for next year as Spirit Club expands and takes on more challenges and events.

Evidence/Results (cont'd)

Data results shared with SPC, PAC, Parents and Staff in 2006/2007:

Data indicates that the majority of our Aboriginal student population is achieving at the same level as the rest of the school population. Aggregated Reading/Writing and Mathematics assessment results for Aboriginal students are reported to the District office after each final semester report card. Those having challenges are working with the SPED/LA department and the Aboriginal Support worker through ongoing Aboriginal Support plans.

Report cards (including vital teacher comments) are photocopied and used in the establishment of Aboriginal Support Plans.

We have seen a marked increase in the involvement of our Aboriginal population, with the BCSS Spirit Club. Our 2008-09 Network of Performance Based Schools study of social responsibility showed a very impressive increase of empathy skills in the general student body but in the Aboriginal cohort that the most positive change was noted. In the four social Responsibility Categories as delineated by the BC Performance Standards:

- The student contributes to the classroom and the school community
- The student solves problems in peaceful ways
- The student values diversity and defends human rights;
- The student exercises democratic rights and responsibilities

The percentage of Aboriginal students exceeding expectations in each of the four categories by a significant 10 – 20%. Most noteworthy was that the percentage of First Nations Students who were not meeting expectations for exercising democratic rights and responsibilities dropped from 38.5% in September to 5.0% in May. We are confident that the continued growth of the Spirit Club will result in an even greater improvement of the social responsibility of not only Aboriginal students but the entire student body.

Targets for 2009/2010

Expected results:

- 100 percent graduation rate for All Aboriginal students*
- All Aboriginal students to be in the "Meeting" category in Numeracy and Literacy (Reading and Writing)*
- Continued awareness and exposure of the student body to Aboriginal culture on a more daily, integrated basis, both in class and out of class rather than through planned "special events"*
- Completion and presentation of Aboriginal Wall Mural as an indication of the pride BCSS has in our aboriginal students and their culture.*
- Continuation of involvement of Aboriginal students in Spirit Club and in other Leadership opportunities.*

Strategies

Activities or behaviours that will support attainment of this goal:

Those Aboriginal students who are having academic challenges are working with the SPED /LA department and the Aboriginal Support worker through ongoing Aboriginal Support Plans/individualized programs.

Each year, BCSS completes a Network of Performance Based school action research project. This past year we also completed a very successful Aboriginal study. In 2009-2010 we intend to do another NOPBS Aboriginal Question with the subject matter to be determined. It is likely that our topic will continue to build on our success in the increase of social responsibility of our Aboriginal student body.

Structures

Organizational changes or resource allocations that will support attainment of this goal:

Purchase of supplies for projects such as basket making painting and other craft items.

Continuation of involvement in Aboriginal events and activities as well as field trips for Aboriginal students.

Communication:

Our School Growth Plans are communicated to parent s, students and community in the following ways:

1. Through a frequently updated display on a recently purchased large flat screen television and (Apple-Box) which will be housed in the Commons area for the greatest access to students and visiting parents.
2. In the student planner (goals are discussed with students at Grade Group Meetings)
3. At Parent meetings
4. Through the bi-weekly newsletter (BCSS CONTACT)
5. On the School website
6. Through the Aboriginal Education column in our school newsletter and local newspapers
7. At PAC and SPC meetings

Ongoing priorities:

We will continue to focus on the following priorities as well as our School Growth Plans:

1. the establishment/maintenance of an empathetic, caring and safe environment where students feel that their voice is heard and acknowledged
2. the promotion of local Aboriginal culture and pride in Aboriginal heritage.

The undersigned as members of the School Planning Council authorize this 2009/10 School Plan and submit it on behalf of the school community:

<u>W. Osellame</u> Principal (printed name)	_____	26/05/09 Date(D/M/Yr)
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<u>C. Spelay</u> Teacher Rep (printed name)	_____	26/05/09 Date
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<u>Leslie Walker (Chair)</u> Parent Rep (printed name)	_____	26/05/09 Date
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<u>Mark Danyluk (Sec)</u> Parent Rep (printed name)	_____	26/05/09 Date
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_____ Parent Rep (printed name)	_____	26/05/09 Date
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