



School District No. 51 (Boundary)
 Grand Forks Secondary
 2008 – 2009
 Academic Achievement



GOAL #1:

Improve student achievement in the area of literacy

2008 – 2009 Objectives:

To improve the achievement levels of grade 8 – 12 literacy with a focus on grade 8 and 9.

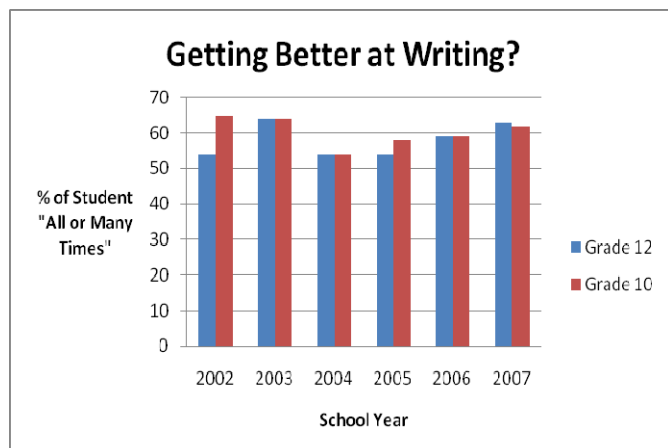
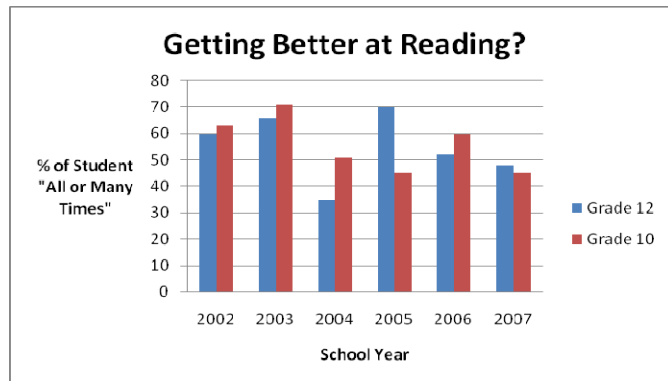
Identify and track academically at-risk students, with a focus on aboriginal and male achievement, especially at the grade 8 and 9 level.

Rationale

- By using grade level rubrics students will become more knowledgeable about their reading and writing and will self assess which will, in turn, improve these skills
- If we can identify and address students' needs in grades 8 and 9 then we can impact student learning later in grades 10, 11 and 12.
- By conferencing, students should gain a better understanding of their reading and writing skills and more importantly be able to reflect on their learning.

Evidence/Results

Student results on Provincial Satisfaction Surveys related to questions on "am I getting better at...?"



Targets for 2008/2009

***targets to be set after final read/writes (June 08) and confirmed in Sept 08**

Decrease the number of boys not meeting expectations as they move from grade 8 to 9 (category 1)

Increase all Aboriginal boys writing and reading levels at least one category over three years. (baseline grade 8 for 2007/08)

Establish a baseline for cohort achievement in writing for this years grade 8's (first write in grade 8 compared to final write in grade 9)

Determine additional questions for survey to ask more specific questions related to student's perceptions about getting better at reading and writing.

<p>Strategies</p> <ul style="list-style-type: none"> Teachers will use strategies (eg. Kurzweil, Precision Reading, adapted resources) to ensure reading materials match the abilities of a variety of learners (Math / Science / Socials / English Teachers / Support Services) Teachers will implement student conferencing focusing on the most at-risk readers and writers (English Teachers) Teachers will place more emphasis on student self-assessment (All staff) Students will use BC Performance Standards and rubrics to self-assess their writing with a bolder focus on conventions (English Teachers) School wide reads and writes are scheduled for grades 8 and 9. Ab Ed department will support the process to ensure all incomplete assessments are done (English Teachers / Ab Ed Support Teachers) LA teachers and Aboriginal support teacher will work with Aboriginal boys to support writing through the use of Performance Standards or the English Department rubric (LA/ Ab Ed support teachers) Teachers will implement strategies to incorporate more oral language activities (English / Second Language Teachers) 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>
<p>Structures</p> <ul style="list-style-type: none"> Remedial grade 8-9 students were identified, recommended to, and registered in the English 9-10 Dynamics courses being offered to address the need of our academically at-risk students. Class sizes in English 8 have been reduced to encourage more individual attention to support incoming students. Ab Ed support in class to provide direct reading/writing support 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>

<p>GOAL #2: Increase the number of students feeling connected to school</p>	<p>2008 – 2009 Objectives:</p> <p><i>Increase the number of students feeling connected to the school in relation to the four dimensions of connectedness:</i></p> <ul style="list-style-type: none"> <i>Students report being developmentally supported and that there is a perceived willingness of adults to provide time and help academically and personally</i> <i>Students report feeling “visible” to adults in the school</i> <i>Students report meaningful input into policies and practices</i> <i>Students report feeling safe at school</i> <p>Increase awareness of the benefits and value of the non-academic courses</p> <p>Increase the number of students participating in non-academic courses</p> <p>Improve school completion rates for Aboriginal students</p>
<p>Rationale</p> <p>Connectedness is a state of belonging in which youth perceive that they and other youth are cared for, trusted, and respected by collections of adults that they believe hold power to make institutional and policy decisions both received and reciprocated.</p>	

Connectedness....

- in general, enhances positive outcomes/protects against negative outcomes
- “disconnectedness” is a powerful predictor of participation in violence (Karcher, 2002)
- current negative trends in adolescent mental health traced to failure of our institutions to facilitate youth connectedness (Commission on Children and Risk, 2003)

While Graduation rates are above the provincial average for both All Students and Aboriginal Students, there is dissatisfaction with how students perceive they are being prepared for the work force. Both parents and staff felt this was an area to be addressed through our improvement initiatives, particularly related to the Practical and Fine Arts training. There was also a strong belief by parents and staff that by increasing the number of students in elective courses, this would help benefit students and provide a more balanced educational experience.

Evidence/Results

Dimension 1: *Students report being developmentally supported and that there is a perceived willingness of adults to provide time and help academically and personally*

- I can get extra help from adults at my school if I need it – 85% Agree/Strongly Agree
- There is an adult I can go to for support or advice or to talk to about my worries and fears if I need to – 59% Agree/Strongly Agree

Dimension 2: *Students report feeling “visible” to adults in the school*

- My ideas and opinions are important to at least one adult in my school – 62% Agree/Strongly Agree
- I feel like I belong in my school – 57% Agree/Strongly Agree
- Adults at my school respect me – 61% Agree/Strongly Agree
- Adults care about students – 53% Agree/Strongly Agree

Dimension 3: *Students report meaningful input into policies and practices*

- Students have a say in what’s going on – 42% Agree/Strongly Agree

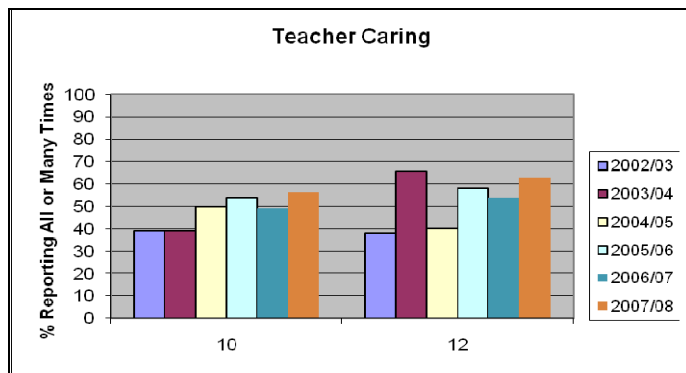
Dimension 4: *Students report feeling safe at school*

- I feel safe at school – 80% mostly/always feel safe at school

Targets for 2008/2009

Increase by 10% by 2009/2010, the levels of satisfaction related to student attitudes about their preparation for the workforce (baseline in 2006/07)

Increase graduation rates by 5% by 2009/2010 for all students and Aboriginal students (baseline in 2006/07)



2006/07 – enrollment report

Dept	Computer Tech	Applied Skills	Fine Arts	Physical Education
Students enrolled	49	237	258	87
# of blocks	2 blocks	14	10	5

2007/08 – enrollment report

Dept	Computer Tech	Applied Skills	Fine Arts	Physical Education
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Students enrolled	98	305	235	97
# of blocks	4	17	10	7

2008/09 – enrollment report

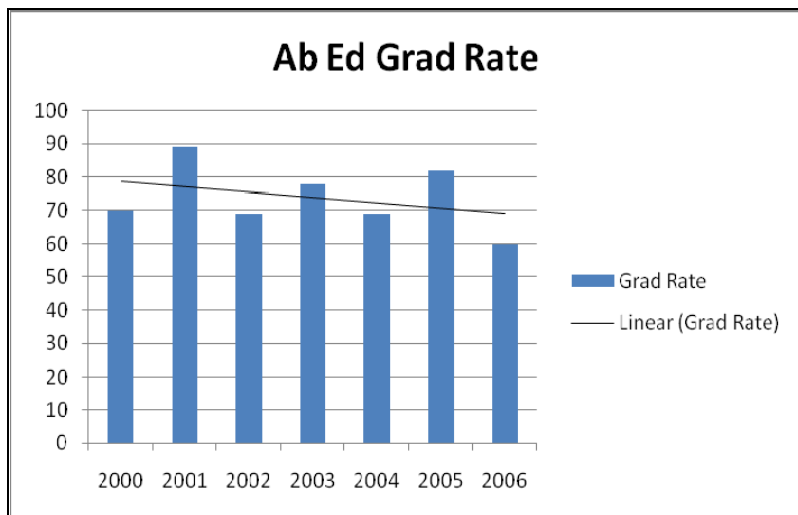
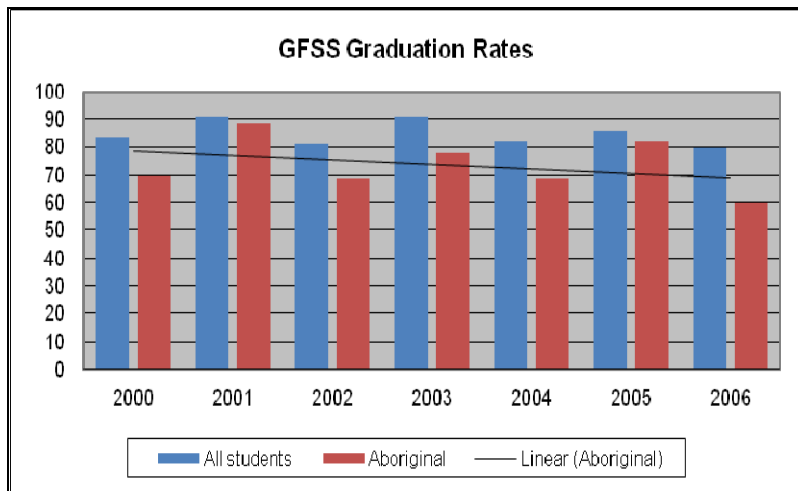
Dept	Computer Tech	Applied Skills	Fine Arts	Physical Education
Students enrolled	65	297	250	177
# of blocks	3	16	11	8

* Count does not include practical or fine arts rotation (incl. Band) for grade 8's

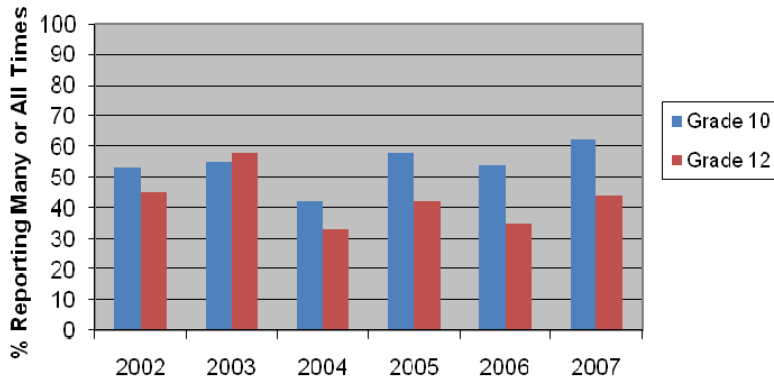
* Count does not include PE from grades 8-10

* Count does not include special education courses

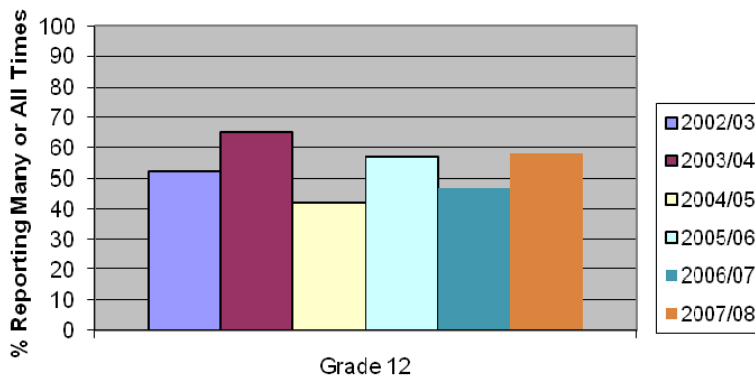
* Count does not include tutoring students



GFSS Job Preparation



Post Secondary Preparation



Strategies

- Promote non-academic courses at course selection meeting for students and parents (eg. Student work samples, PE power point) **(Practical / Fine Arts / PE Teachers)**
- Students will participate in Trades and Technical program visits to post-secondary institutions **(Counsellors / Admin)**
- Increase display of student work (web page / bulletin boards)
- Increase representation from Trades at career days **(Counsellors/teachers)**
- Aboriginal students participation in E-Spirit business competition promoting business and entrepreneurial skills **(Ab Ed Support Teachers)**
- Provide opportunities for Aboriginal guest speakers/performers to act as role models / connections to elders in the community providing cultural awareness **(Ab Ed Support Worker)**
- Implement "Respectful Relationships", a peer support program targeting grade 8's **(District Team)**
- Implement a Principal's Lunch program to recognize achievement based on monthly themes **(teachers / admin)**
- "HOWL out LOUD" program implemented by student council, teachers, and admin. **(All staff)**
- Continue to offer Family Life program to all grades **(Counsellor / Jr. Science Teachers)**
- Peer Counselling program targeting grade 8 students **(Counsellor)**
- Initiate and promote recycling program **(Recycling Committee)**

Progress February 1, May 1

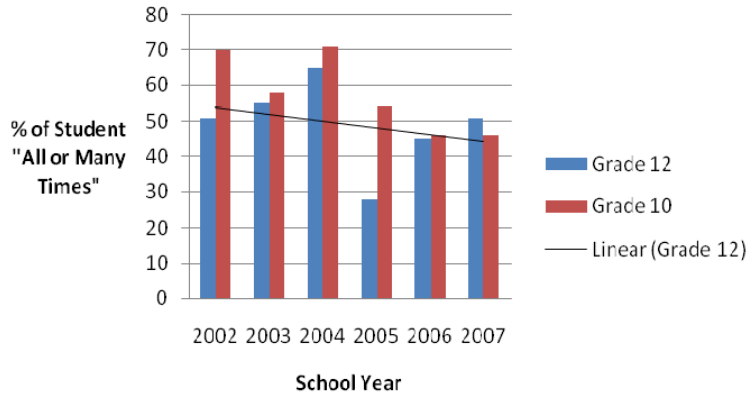
- Complete(C) • In-progress(I/P) • Beginning (B)

<ul style="list-style-type: none"> • Initiate Student Advisory Council to meet monthly with Principal to provide guidance and input on school issues/events (Principal/Students) • Implement “Healthy Living” concepts into Physical Education classes (PE teachers) 	
<p>Structures</p> <ul style="list-style-type: none"> • Offer electives outside the timetable • Discourage students from taking core subjects at a higher grade level in the same school year and increase the number of grade 9 electives so that students are not completing their elective choices too early. • Encourage the SD to hire a teacher with some Career Prep time to facilitate work experience placements and apprenticeship opportunities. 	<p>Progress February 1, May 1</p> <ul style="list-style-type: none"> • Complete(C) • In-progress(I/P) • Beginning (B)

<p>GOAL #3: To improve student math skills</p>	<p>2008 – 2009 Objectives:</p> <p>To improve students' sense of confidence in their ability to do mathematics and their general interest in the course.</p> <p>To increase the number of students progressing into regular math in grade 9 leading to Applications or Principles in grade10</p>
<p>Rationale</p> <ul style="list-style-type: none"> • Teachers are noticing problems at all levels with the ability of students to problem solve • Teachers have noticed many students demonstrate a lack of focus on math processes as opposed to getting the answer • An increasing number of students are choosing Essentials Math in grades 10 and 11. 	

<p>Evidence/Results (cont'd)</p>	<p>Targets for 2007/2008</p> <p><i>TBD</i></p>
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Getting Better at Math?



Class participation levels (grade 10-12)

2007/08

Dept	Essentials	Applications	Principles
Students enrolled	34	67	163
# of blocks	3	4	7

2008/09

Dept	Essentials	Applications	Principles
Students enrolled	41	38	148
# of blocks	3	2	6

Look at diagnostic tests for assessment purposes being developed for grade 8 and 9

Develop class surveys to gage students perceptions of their math skills both at the start and end of courses (initiate baseline data)

Strategies

- Teachers routinely focus on process rather than answers at all grade levels (**Math / Science Teachers**)
- Transition students into Numeracy 8 and 9 based on skill levels, not behavioural issues (**Math teachers / Admin / LA teacher / Counsellors**)
- Students are encouraged to continue with Applications and/or Principles math as opposed to opting for Essentials math. (**Math teachers / Counsellors**)
- Teachers will limit the use of calculators in grades 8 and 9 (where possible) to help reinforce basic math computational skills

Progress February 1, May 1

- **Complete(C)** • **In-progress(I/P)** • **Beginning (B)**

<p>Structures</p> <ul style="list-style-type: none"> • Implement the Jump Math Program in Numeracy 8 to help more students make the shift to regular Math 9 • Numeracy 9 will better align with Essentials 10 to help prepare students exam requirements. 	<p>Progress February 1, May 1</p> <p>• Complete(C) • In-progress(I/P) • Beginning (B)</p>
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Communication:

<p>Newsletter Parent email</p>

Ongoing priorities:

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The undersigned as members of the School Planning Council authorize this 2008/2009 School Plan and submit it on behalf of the school community:

_____	_____	_____
Principal (printed name)	Signature	Date
_____	_____	_____
Student Rep (printed name)	Signature	Date
_____	_____	_____
Parent Rep (printed name)	Signature	Date
_____	_____	_____
Parent Rep (printed name)	Signature	Date
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