

2016-17 GFSS Growth Plan

1. Scanning: *What is going on for your learners?*

Through our scanning process, staff identified (evidence indicated in red from review of staff data report which included department reports, satisfaction surveys (gr 10/12), exam and graduation trends, and PAC feedback):

- Lack of sense of understanding around how the school is preparing students for the work force (**student survey**)
- Concerned about number of students not feeling they are learning about environment/climate change (**student survey**)
- Many students struggle with basic numeracy and retention is an issue...is student/family attitudes towards math impacting this? (**prov exam results/5 yr trend**)
- Critical thinking is an area for further emphasis (**teacher anecdotal**)
- Prepare students for higher level thinking (Consider using criteria for a good Critical Thinker)
- Awareness of tolerance for others may not be in line with student data (racism?)...acceptance more important than tolerance (**student survey/teacher anecdotal**)
- The way kids speak to each other indicates a lack of tolerance (**teacher anecdotal**)
- Kids are lacking organizational skills.....Self-regulation (**teacher anecdotal**)
- How many students are working...leads to lack of engagement (**teacher anecdotal**)
- Anxiety continues to come up across the board (**teacher anecdotal**)
- Lack of work completion...leads to higher anxiety (**teacher anecdotal**)
- Preparation for post-secondary/careers is tackled off the side of the desk (ie. Planning 10 and Grad transitions is handled by a few staff through an integrated approach...even though we have a number of things happening, a more focused approach would be beneficial) (**student survey/teacher anecdotal**)
- Comprehensive work experience program could help / challenge to find placements
- Financial planning is important for future prep....not really ready for this info in grade 10 (**PAC feedback**)

Process

The scanning process involved our staff going through a data booklet we put together using the following sources (provincial exam five year trends, grade to grade transitions, graduation rates, provincial satisfaction survey results, department reports (success and challenges identified) and PAC feedback on our school data). Staff scanned this info in five department groups, discussed and brainstormed areas for further growth. We then had staff break into five multi-departmental groups and identify areas from the brainstorming they felt we should focus on as a staff. From there we went through a consensus approach whereby we met as a whole group, reported out, and narrowed down our focus into three main goal areas. Because we generally had consensus from the group report out, we did not have to do our prioritization exercise with sticky dots as we originally planned.

2. Focusing: *Using information from your scan, what do you need to focus on to support your students?*

Three goal areas:

Intellectual:

- To develop critical thinking skills in our students through a variety of strategies through which we teach the skills but also heighten the awareness of the criteria for being a critical thinker
- To improve our students achievement levels and attitudes around math

Human/Social:

- To develop cultural acceptance in our students...moving from politeness/tolerance to acceptance

Career Development:

- To build a stronger connection in our students between what we do at school and how we are preparing them for the workforce/post-secondary (ie. This will include looking at our Planning10/Grad Trans program and delivery model/connecting with former grads in post-sec and work force/building community connections (work experience))

3. Developing a hunch:

What can you do about your focus?

4. Learning: *What professional learning will you pursue to positively impact your skills to deal with your hunch?* Please see our Growth Plan Input Aug 2016 for specifics

5. Taking Action: *What will you do differently as school to have a positive impact on your students?*

Developing critical thinking skills

- *Cross-curricular/grade approach*
- *Focus on justifying your thinking (metacognition) / teachers using personal reflections as part of assessments*
- *Including opportunities for student debates*
- *Self assessment piece through the competencies approach*

Building math competency

- *Focus on metacognition (adding writing elements to formative assessments)*
- *Remove quiz...try reflective writing to focus on metacognition*
- *FAIL (first attempt in learning)*
- *Mistakes are Expected Respected Inspected and Corrected*

Moving from tolerance to acceptance (changed to “Creating a Community that Values Diversity” as of Oct 4)

- school climate questionnaire / teacher observations....build a focus from this period (1-2 months)
- use Peer counsellors to focus on tolerance every few months and have them catching students being tolerant and accepting (give out Howl Cards, treats, praise...)
- teaching grade 8's in Career/Health around topics of tolerance/acceptance
- Address how to welcome new students to our school at school assemblies (Mike)
- getting people thinking re. tolerance/acceptance - what you say/what you do (modelling by teacher/language/the way diversity is addressed)

Building a stronger connection between school and careers

- Surveys – asking better questions of students as to how we can better prepare them for careers/post secondary
- Whole school approach is important – advisor needs to work with staff to deliver career education topics
 - NID day focus - Deliberate approach around whole school lesson planning and delivery. Planned day to work towards some career activities that will take place in every classroom
- Career Day Option – do a Pick Your Career Day (bring people in from the community); how does this connect to what we are doing in school; rotate through so kids can go to different interest areas
- Developing a webpage dedicated to Career Prep/Post-secondary options and info

6. District Support:

What supports from the District do you require to ensure success of your initiative

7. Checking: Did your efforts make a positive difference for your students?

How will you know if your actions had a positive impact on your students?

What's going on for our learners?
How do we know?
Why does this matter?

