



School District No. 51 (Boundary)
Walker Development Centre

<p>GOAL #1:</p> <p>Students will demonstrate skills and abilities outlined by the BC Performance Standards in the areas of Contributing to Classroom and Community and Solving Problems in Peaceful Ways.</p>	<p>2011-2012 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of age-level social responsibility goals as outlined by the BC Performance Standards. • Students will be aware of community support services and how to access them. • Students demonstrate age level expectations as outlined by the BC Performance Standards in the areas of contributing to classroom and community and solving problems in peaceful ways.
<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>Students come into Walker Development Centre, an alternate education environment, for a variety of reasons. More often than not our target population have complex dynamics in their lives that act as a barrier to meeting learning objectives and targets for their age-level. Financial strain, emotional or social difficulties, involvement with legal or justice system, substance use, poor experience with the traditional school system are examples of barriers to meeting age-level educational objectives.</p>	
<p>Evidence/Results <i>Data results:</i></p> <ul style="list-style-type: none"> • Analysis of quick scale indicated a need to better understand student functioning in two additional areas; Solving Problems in Peaceful ways and Contributing to Classroom and Community. These additional scales were completed for every enrolled student. • A breakdown of results from the more targeted performance scales resulted in findings that included adult and senior students scoring at levels 3 and 4. Elementary, junior, and some at-risk senior students scoring at levels 1 and 2. Noted areas of concern included apathy, consistency, and passive engagement as observable areas serving as a barrier to progress to a level 3 or 4. • Since the implementation of our Alternate to Suspension Program over the past two years, 4 students have been suspended. No student over the course of two years has had a repeat incident. Staff, students, and families view this as a 100% success rate in reducing suspension for socially inappropriate behaviour. 	<p>Targets for 2011-2012 <i>Expected results:</i></p> <ul style="list-style-type: none"> • Students at Level 1 and 2 will move towards a 2 or 3, meeting age-level expectations on the Quick Scale for Social Responsibility, in addition to the extended scales of Solving Problems in Peaceful Ways and Contributing to Classroom and Community. • Continue with Social Responsibility rubric scales by staff and students; use 'kid-friendly' rubrics for student self-assessment. • The continued implementation of an 'Alternate to Suspension' Program which will target alcohol, tobacco, and drug reduction, informed decision making, access to support services with an emphasis on monitoring program success and raising awareness of program, partnership, and effectiveness.
<p>Strategies <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> • Students will engage in self-assessment using a student friendly version of BC Performance Standards Quick and Extended Scales • Student will participate in the development of a learning plan or IEP that addresses their unique set of barriers and learning needs. • Direct social skill instruction provided to every enrolled student • The school staff and students will work with support services and agencies to increase awareness and access to services • The school staff and students will develop additional community partnerships that support physical health, emotional health, shelter, and nutrition for every student. 	
<p>Structures <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> • Community Link funded partnership between School District, Walker Development Centre, and Freedom Quest to support the implementation of the <i>Alternate to Suspension Program</i>, to support student education on services, understanding of referral pathways, and direct addictions services for students. • Staffing levels will target supporting social-emotional development of each learner by providing access to Child and Youth Counseling for every student, access to Aboriginal Support Services for our Aboriginal Students, a Learning Plan or IEP for every enrolled student. • For educational staff to be Special Education teachers with a specialized skill set in supporting diverse and unique learners. • Partnership with community services including by not limited to; Community Futures, Selkirk College, CYMH, MCFD, BFISS, health 	

<p>GOAL #2: <i>Focus on a specific area of student achievement for all students:</i></p> <p>Students will have access to an effective school meal program to support a foundation to improve student diet quality, academic and social functioning, and long term health.</p>	<p>2011-2012 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> • Target areas identified by Health School Planner include Supporting social environment and community partnerships and services. • Students will access daily a healthy school meal program. • Students will demonstrate an increased awareness of health support services available in the community. • Students will demonstrate an increased understanding of components of healthy eating and food safety.
<p>Rationale <i>Evidence and information used to set this goal:</i> <i>Why is this a priority area? How do you know what needs improvement?</i></p> <p>The link between the provision of a healthy breakfast and students' health and development has been well established by research. It is widely accepted that eating a healthy breakfast improves students' concentration, attendance, cognitive functioning and academic performance. (School Meal and School Nutrition Program Handbook, Ministry of Education, 1996).</p>	
<p>Evidence/Results (cont'd) <i>Data results:</i></p> <ul style="list-style-type: none"> • Completed Health Survey indicated action required in: <ul style="list-style-type: none"> ○ Supportive Social Environment: Encouragement for parent / families / guardians to support and reinforce healthy eating and nutrition education. ○ Community Partnerships and Services: Connection to Community Resources 	<p>Targets for 2011-2012 <i>Expected results:</i></p> <ul style="list-style-type: none"> • Begin dialogue with parents / students / families to determine what their needs are in relation to establishing healthy eating pattern. • Research community resources available to establish healthier eating lifestyles. • Provide nutrition-related education resources to parents / students / families to encourage their involvement in healthy eating activities • Liaison with Public Health Unit to set up its "Liquid Canada Display" in the classroom. • Invite dietician to speak about health topics including but not limited to diabetes.
<p>Strategies <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> • Seek opportunities for discussion with parents / students /families about their eating patterns and what needs they may have in relation to eating healthier • Staff will contact local organizations to determine what community resources are available to help • Students will be introduced to the Canada Food Guide, and copies of the Guide will be left of the counter in the school office for parents. • A weekly healthy snack will be posted on school bulletin boards. • Access to Healthy Eating Information will be shared via school webpage. • Liaison with Public Health, Dietician, to invite into the classroom for discussion and presentation. 	
<p>Structures <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> • Develop and enhance community partnerships with local services including but not limited to: Public Health, Dietician, Nutritionists, • Create time within the instructional program to introduce topics / targets above. • Continue with Fruit and Veggie Program, Breakfast for Life Grant, District Nutrition Grant, BuyLow Partnership Food Program 	

<p>GOAL #3: <i>Focus on a specific area of student achievement for all students:</i></p> <p>To enhance the reading skills of all students</p>	<p>2011-2012 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> • Students will become more engaged, interested readers • Students will improve their perception of themselves as readers • Students' reading performance will improve over their baseline rate
<p>Rationale <i>Evidence and information used to set this goal:</i> <i>Why is this a priority area? How do you know what needs improvement?</i></p> <ul style="list-style-type: none"> • Evidence of District Wide Reading Assessment indicates our students are below grade level and are struggling readers • Students tell us everyday that they do not enjoy nor do they want to be reading. Students will identify reading across media, including electronic, print, and audio sources of text. 	
<p>Evidence/Results</p> <ul style="list-style-type: none"> • Informal reading assessments [e.g. Jerry Johns] • District Read and Writes • Academy of Reading programs 	<p>Targets for 2010/2011 <i>Expected results:</i></p> <ul style="list-style-type: none"> • Continuous growth in students reading skills • Students will identify reading across media, including electronic, print and audio • Students will identify and differentiate their ability and passion in reading across media • Explore current criteria on reading competencies in electronic form
<p>Strategies</p> <ul style="list-style-type: none"> • Encourage students to use all the different types of print [computers, magazines, newspapers, etc.] • Raise student awareness of what they are already capable of reading • Help students identify their own personal reading interests • Use of a balanced reading curriculum [phonics, comprehension, oral fluency, rate of reading] • Investigate reading resources for informal assessment purposes • Explore current criteria on reading competencies in electronic form 	
<p>Structures <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> • District Reads & Writes • Use / promotion of public library, its resources, and services • Adjust Spring Reading Assessment dates to better reflect engagement / attendance patterns of students attending the Development Centre, in late February – early March. 	

Ongoing priorities:

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

Utilization of technology to support student engagement, achievement, and to increase personalized learning opportunities.

The undersigned as members of the School Planning Council authorize this 2010/2011 School Plan and submit it on behalf of the school community:

_____ Principal (printed name)	_____ Signature	(D/M/Yr) Date
_____ Teacher Rep (printed name)	_____ Signature	Date
_____ Parent Rep (printed name)	_____ Signature	Date
_____ Parent Rep (printed name)	_____ Signature	Date
_____ Student Rep (printed name)	_____ Signature	Date
_____ Student Rep (printed name)	_____ Signature	Date