



School District No. 51 (Boundary)
 BCSS
 2011 – 2012 Academic Achievement

<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>2011 – 2012 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>
<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>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. We see this goal as an ongoing perpetual area for constant development.</p>	
<p>Evidence/Results (cont'd) <i>Data results shared with SPC, PAC, Parents and Staff in 2009/10:</i></p> <ul style="list-style-type: none"> -School/District Read and Writes results -School based marks -Provincial Exam Results 	<p>Targets for 20011/12 <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> <p>While we have demonstrated very good results in this domain, we still have some students not meeting expectations. As such, we will continue our focus into the 2011-12 year.</p>

Strategies

Activities or behaviours that will support attainment of this goal:

- 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

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 retention of fundamental math and algebraic skills.

Continued focus on improving student exam writing skills in Math

2011-2012 Objectives:

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

Many Students are experiencing difficulty in processing current curricular content in math and application in physical Sciences due to weaknesses in basic skills of math and algebraic expressions.

Students are experiencing increasing difficulty with Provincial exam results at the grade 10 level.

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.

The 'unsuccessful' rate for the Grade 10 provincials in Pre-Calculus and Foundations is unacceptable. Students do well in class and school -based exams but seem to struggle with the provincials.

Evidence/Results (cont'd)

Data results shared with SPC, PAC, Parents and Staff in 2010-11:

While most students are having success in the classroom setting, almost 50% of students scored poorly on the grade 10 provincial exam.

Targets for 2011/2012

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)

We need to go back to basics for this cohort group so that they can continue to build on mastery of numeric calculations and algebraic manipulations.

We are aiming at all students to meet expectations with a grade level of C+ or better.

We will continue to deliver the Math Dynamics course with a focus on Grade 8 Transitioning.

Strategies
Activities or behaviours that will support attainment of this goal:

Alternative teaching strategies for presentation such as manipulatives and graphic simulations.
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.
Continuation 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.

<p>GOAL #3: <i>Focus on a specific area of student achievement for all students:</i></p> <p>Improve student awareness, learning and working knowledge of global</p>	<p>2011– 2012 Objectives: <i>Specifically, what improvements in student achievement are you looking for?</i></p>
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<p>environmental considerations and sustainability by promoting, adopting and implementing environmentally sustainable practices at BCSS.</p>	<p><i>While we are VERY pleased with the increased level of student awareness for environmental issues, we would like more discussion and learning opportunities to occur. In addition, we would like to develop and implement sustainability projects to increase knowledge among students and staff.</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><i>BCSS has moved well into the sustainability and Green Initiative domain. This goal needs to be maintained as the ultimate goals of awareness, interest, ownership and knowledge are critical to the future of our students as global citizens.</i></p>
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<p>Evidence/Results (cont'd) <i>Data results shared with SPC, PAC, Parents and Staff in 2010-11:</i></p> <p><i>Both formal and informal assessments now indicate a much higher level of understanding and experiential opportunities among our students. The CAPP sessions and the work done by staff and support staff has increased cognizance dramatically from one year ago. Achieved Solar grant to install panels.</i></p>	<p>Targets for 2011/2012 <i>Expected results: Eliminate issues of discipline related to substance abuse.</i></p> <p><i>To have 100% of our students experience sustainability learning projects and be aware of life long issues and challenges for current and future generations as a continued goal.</i></p>
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<p>Strategies <i>Activities or behaviours that will support attainment of this goal:</i></p> <ol style="list-style-type: none"> 1. Establishment of a Green Team comprised of students and staff 2. Incorporate sustainability concepts cross curricular 3. Establish sustainability projects in consultation with students and staff 4. Partner with Community to work toward community garden and other similar green enterprises. 5. Regular Water testing of the Kettle River and Boundary Creek by Science classes and senior Biology/Chemistry classes. 6. Pursue Photovoltaic grant again for the school. 7. CAPP sessions involving sustainability awareness and Training (such as Wild BC) 8. Green house initiative at BCSS 9. Composter initiative at BCSS
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<p>Structures <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <p><i>-Use of community specialists to assist in the process -Research funding/grant opportunities -reconfigure routines to involve more specific opportunities to address sustainability issues</i></p>

<p>GOAL #4: Focus on a specific area of student achievement for all students:</p> <p>As reference to Goals set by the District Aboriginal Enhancement Agreement:</p> <ol style="list-style-type: none"> 1. To improve Aboriginal student achievement in Numeracy and Literacy 2. To maintain/improve secondary school completion rates of Aboriginal students 3. To increase empathy as well as awareness, knowledge and respect for Aboriginal culture in all students. 	<p>2011 – 2012 Objectives: Specifically, what improvements in student achievement are you looking for?</p> <p>A continuation of the development of Numeracy and Literacy skills in our Aboriginal student population with a focus on problem solving skills in Numeracy.</p> <p>To have all Aboriginal students in the “Meeting” category in Numeracy and Literacy.</p> <p>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.</p> <p>This Goal has had an excellent start but needs to continue into the next school year</p>
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<p>Rationale Evidence and information used to set this goal: Why is this a priority area? How do you know what needs improvement?</p> <p>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)</p> <p>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.</p>

<p>Evidence/Results (cont’d) Data results shared with SPC, PAC, Parents and Staff in 2010-11:</p> <p>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.</p> <p>Report cards (including vital teacher comments) are photocopied and used in the establishment of Aboriginal Support Plans.</p> <p>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 it in the Aboriginal cohort that the most positive change was noted. In the four social Responsibility Categories as delineated by the BC Performance Standards:</p> <ul style="list-style-type: none"> -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 	<p>Targets for 2011/2012 Expected results:</p> <p>100 percent graduation rate for All Aboriginal students --All Aboriginal students to be in the “Meeting” category in Numeracy and Literacy (Reading and Writing) In Progress --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” IN Progress --Completion and presentation of Aboriginal Wall Mural as an indication of the pride BCSS has in our aboriginal students and their culture. DONE --Continuation of involvement of Aboriginal students in Spirit Club and in other Leadership opportunities. Ongoing</p>
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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.

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 parents, 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 2011-12 School Plan and submit it on behalf of the school community:

W. Osellame
Principal (printed name)

Signature

08/06/11
Date(D/M/Yr)

C. Spelay
Teacher Rep (printed name)

Signature

08/06/11
Date

Leslie Walker (Chair)
Parent Rep (printed name)

Signature

08/06/11
Date

Mark Danyluk (Sec)
Parent Rep (printed name)

Signature

08/06/11
Date

Gina Hansinger
Parent Rep (printed name)

Signature

08/06/11
Date