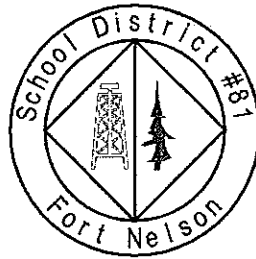


School District #81 (Fort Nelson)

School Growth Plan

2012/2013



FORT NELSON SECONDARY SCHOOL

District Vision Statement

“As a community of learners we embrace opportunities to build successful futures.”

10250.01

School/Community Context

Fort Nelson Secondary School enrolls approximately 380 students in grades 8 through 12. In addition to academic courses, FNSS offers opportunities for students to develop artistic, athletic and social skills. Art, Drama, and Band classes continue to be popular choices and our medal winning jazz and concert bands travel to music festivals every year. Students participating in our athletic programs, won entrance into Provincials in both Basketball and Curling in 2011/12. There are opportunities for students to attend extra-curricular activities including field trips.

Approximately half of the Grade 11/12 students participate in the Work Experience program, allowing them to earn high school credits while exploring employment opportunities.

We continue to explore dual credit options available for our students. Dual Credit opportunities combine secondary school, and college studies and work-based training to enable students to simultaneously earn a secondary school diploma and advanced credit training in post-secondary and /or industry certification. Students at FNSS are taking advantage of these opportunities through attending college courses such as English 100, Criminology 100 and the NLC Visual Arts and Graphic Certificate program.

Through the Northern Opportunities partnerships with Industry and Northern Lights College, our students are able to participate in several of Dual Credit opportunities including our ACE-IT - Cosmetology Program. Our Transitions to Trades "Industrial Employment Preparation class" provides instruction in a number of trades, as well as the tickets needed to pursue careers in the field.

School Growth Plan 2012/2013

Summary of Processes used in the Development of this year's School Growth Plan

- June 2012: School Planning Council met to review new targets for math and literacy, review school/teacher actions to support student achievement.
- June 2012: grad exec input meeting
- Sept. 2012: grad exec input meeting
- September 2012: School Planning Council met to review the SGP for this school year.
- October 2012: School Planning Council met to review final 2011-12 student achievement data.

Goals Selection

1. To have all students satisfactorily meeting or exceeding expectations in literacy.
2. To have all students satisfactorily meeting or exceeding expectations in mathematics.
3. To have all students meeting school attendance expectations.

Goal #1

To have all students satisfactorily meeting or exceeding expectations in literacy.

Objective:

- To increase the number of Grade 8-11 students satisfactorily meeting to exceeding expectations in language arts.

Rationale/Analysis:

- Stronger language arts skills should increase success across the curriculum
- Analysis of Grade 7 FSA data, SMART Reading Assessment data, English 10 and 12 Provincial Exam and Communications 12 Provincial Exam data, indicated that students have reading comprehension gaps that need to be addressed
- Based on the Common reading assessments, SMART Writing Assessments, FSA, English 10 and 12 and Communications 12 Provincial Exam results, our aboriginal student data indicate these students' results are lower than those of non-Aboriginal students.

Results for September 2012

The following tables reflect the percentage of our students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5% + or B to A) on our school assessments and Provincial Exams.

Common SMART Reading Assessment for Grade 8 & 9.

Evidence Reading Assessment Results for Grade 8	All Students Sept 2012 N=20	Aboriginal Students Sept 2012 N=7
Exceeding	30% 6	29% 2
Fully Meeting	5% 1	14% 1
Satisfactorily Meeting	5% 1	0
Minimally Meeting	25% 5	0
Not Yet Meeting	35% 7	57% 4

Evidence Reading Assessment Results for Grade 9	All Students Sept 2012 N=21	Aboriginal Students Sept 2012 N=7
Exceeding	14% 3	14% 1
Fully Meeting	24% 5	29% 2
Satisfactorily Meeting	10% 2	0
Minimally Meeting	14% 3	14% 1
Not Yet Meeting	38% 8	43% 3

Evidence Writing Assessment Results for Grade 8	All Students Sept 2012 N=19	Aboriginal Students Sept 2012 N=6
Exceeding	32% 6	33% 2
Fully Meeting	42% 8	17% 1
Satisfactorily Meeting	21% 4	33% 2
Minimally Meeting	5% 1	17% 1
Not Yet Meeting	0	0

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Evidence Writing Assessment Results for Grade 9	All Students Sept 2012 N=20	Aboriginal Students Sept 2012 N=8
Exceeding	10% 2	13% 1
Fully Meeting	30% 6	38% 3
Satisfactorily Meeting	50% 10	50% 4
Minimally Meeting	10% 2	0
Not Yet Meeting	0	0

Evidence Writing Assessment Results for Grade 10	All Students Sept 2012 N=43	Aboriginal Students Sept 2012 N=13
Exceeding	16% 7	8% 1
Fully Meeting	40% 17	23% 3
Satisfactorily Meeting	33% 15	62% 8
Minimally Meeting	12% 5	8% 1
Not Yet Meeting	0	0

Evidence Writing Assessment Results for Grade 11	All Students Sept 2012 N=21	Aboriginal Students Sept 2012 N=5
Exceeding	24% 5	0%
Fully Meeting	62% 13	60% 3
Satisfactorily Meeting	10% 2	20% 1
Minimally Meeting	5% 1	20% 1
Not Yet Meeting	0	0%

Evidence English 10 Prov Exam	All Students 2011/2012	Aboriginal Students
Exceeding (A&B)	30%	14%
Meeting (C & C+)	50%	59%
Minimally Meeting (C-)	7%	9%
Not Yet Meeting(F)	14%	18%

Evidence English 12 Prov Exam	All Students 2011/2012	Aboriginal Students
Exceeding (A&B)	28%	30%
Meeting (C & C+)	48%	46%
Minimally Meeting (C-)	13%	15%
Not Yet Meeting(F)	13%	8%

Evidence Communications 12 Exam	All Students 2011/2012	Aboriginal Students
Exceeding (A&B)	25%	Msk
Meeting (C & C+)	24%	Msk
Minimally Meeting (C-)	15%	Msk
Not Yet Meeting(F)	15%	Msk

Specific Performance Targets for 2012-13:

To increase language arts skills so that all of our students are Satisfactorily Meeting to Exceeding Expectations on school and provincial exams.

Monitoring/Evaluation:

1. FSA grade 7 results
2. Grade 10 English Provincial exam results
3. Grade 12 English and Communications 12 Provincial exam results
4. Grade 8 and 9 common reading assessments
5. Grade 8, 9, 10, 11 SMART writing assessments

Actions:

- Use rubrics as a teaching tool to instruct students on how their writing is assessed
- Use of samples/exemplars – collected from class assignments and from common assessments and use of identified errors on assignments to focus lessons on writing conventions especially for those students who are not meeting expectations.
- Use a variety of SMART and/or similar strategies all humanities classes to increase students' reading comprehension skills
- Use Great Leaps and Precision Reading or similar programs to increase fluency for struggling readers
- *Continued use of common reading and writing assessments at grade 8-10 for comparable data. Analysis of data is used to focus instruction.
- First Nations Lunch Study for Aboriginal Education students
- “Booster” English for selected grade 8 students.
- Meet with selected senior students for input on school improvement ideas

Budget:

\$2500 proposed for:

- funding to support in-service on language arts strategies.
- purchase books/materials for reading groups
- lunch meetings with selected students

Goal #2

To have all students satisfactorily meeting or exceeding expectations in mathematics.

Objectives:

1. To increase the number of students satisfactorily meeting or exceeding expectations in Math 8, 9 and 10, as measured by school and provincial assessments.

Analysis/Rationale:

- Success in math will help students succeed in future courses, careers and their daily lives.

Numeracy Results for 2011-12:

The following tables reflect the percentage of our students not yet meeting (F), minimally meeting (C-), satisfactorily meeting expectations (C to C+) and exceeding expectations (B to A) on the VIMA, and Provincial exams for Apprenticeship and Workplace Math 10 and Foundations and Pre-Calculus 10.

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Evidence VIMA Math Assessment Results for Grade 8	All Students Sept 2012 N= 35	Aboriginal Students Sept 2012 N=7
Exceeding	9% 3	0% 0
Fully Meeting	26% 9	29% 2
Satisfactorily Meeting	17% 6	14% 1
Minimally Meeting	23% 8	29% 2
Not Yet Meeting	26% 9	29% 2
All Students	35	7

Evidence VIMA Math Assessment Results for Grade 9	All Students Sept 2012 N=25	Aboriginal Students Sept 2012 N=9
Exceeding	12% 3	11% 1
Fully Meeting	8% 2	11% 1
Satisfactorily Meeting	12% 3	0
Minimally Meeting	4% 1	11% 1
Not Yet Meeting	64% 16	67% 6
All Students	25	9

Evidence VIMA Math Assessment Results for Grade 10 Foundations	All Students Sept 2012 N=29	Aboriginal Students Sept 2012 N=4
Exceeding	0	0
Fully Meeting	3% 1	0
Satisfactorily Meeting	7% 2	0
Minimally Meeting	3% 1	0
Not Yet Meeting	86% 25	100% 4
All Students	29	4

Evidence VIMA Math Assessment Results for Grade 10 A&W	All Students Sept 2012 N=16	Aboriginal Students Sept 2012 N=5
Exceeding	0	0
Fully Meeting	0	0
Satisfactorily Meeting	0	0
Minimally Meeting	0	0
Not Yet Meeting	100% 16	100% 5
All Students	16	5

Evidence Foundations and Pre Calculus 10 Exam	All Students 2011/2012	Aboriginal Students
Exceeding (A&B)	26%	Msk
Meeting (C & C+)	13%	Msk
Minimally Meeting (C-)	13%	Msk
Not Yet Meeting(F)	47%	Msk

Evidence Applications and Workplace Math 10 Exam	All Students 2011/2012	Aboriginal Students Not Yet Available
Exceeding (A&B)	5%	Msk
Meeting (C & C+)	5%	Msk
Minimally Meeting (C-)	37%	Msk
Not Yet Meeting(F)	53%	Msk

Specific Performance Targets for 2012-13:

To improve students' achievement in Mathematics:

- 75% of students Satisfactorily Meeting to Exceeding Expectations
- 100% of students Minimally Meeting Expectations

Monitoring/Evaluation:

1. Grade 7 FSA test & Vancouver Island Math Assessment
2. Grade 8 and 9 common exam & Vancouver Island Math Assessment
3. Math 10 Provincial Exams

Actions:

- Implement daily practice of basic skills and concepts, through "bell work" at the beginning of every math class: (practice of basic skills, and or review of current/previous concepts)
- Balance / limit student use of calculators to ensure that basic computation & operational skills are learned first.
- Introduce all students to Mathletics program.
- Hold Mathletics workshops for parents.
- Teach/review problem solving strategies, i.e. extracting key information; identifying the question(s).
- Meet with selected senior students for input on school improvement ideas

Budget:

\$2500 proposed for:

1. TOC costs to enable teachers to share teaching strategies.
2. Purchase of special materials and resources for math instruction.

Goal #3

To have all students meeting school attendance expectations

Objective:

To increase the number of students at all grade levels meeting the following school attendance policy criteria for satisfactory attendance:

1. 10% or fewer absences from term classes
2. 5% or fewer lates per term

Analysis/Rationale:

- Our average student attendance is not good. Research indicates that attendance correlates with achievement.

See appendix

Specific Performance Targets for 2012-13:

- To have all the students meeting the attendance criteria
- To have all of the aboriginal students meeting the attendance criteria.

Monitoring/Evaluation:

1. Daily attendance is tracked by classroom teachers and attendance secretary.
2. Bi-Weekly attendance reports of students not meeting attendance expectations reported to administration.
3. Attendance reported by term in report cards to parents.

Actions:

- Administrators, counselors and support staff meeting individually with students who are not meeting attendance criteria on a regular basis.
- Administrators identify students with poor attendance and meet with their parents to discuss the problem and possible solutions.
- Principal meets with local businesses to solicit their support in encouraging better school attendance with their student employees (School is Job One!)
- Attendance Secretary makes home contact regarding students whose parents have not excused their absences.
- Office emailing of weekly student attendance reports to parents at their request.
- Student/parent education regarding importance of regular attendance

Budget: Zero

Communication Plan:

- Use the Husky Pride, school website / TV monitor in MPA, and local newspaper to communicate with students, parents, and community about school goals and progress toward achieving growth targets.

Submitted by School Planning Council

(Name)

(Signature)

Principal

Li

Ray Irwin

Teacher

Parent

Michael A. Dean

Michael A. Dean

Parent

Wendy McKenna

Wendy McKenna

Student(s)

Amburhu

Date

Nov. 7, 2012

Recommended Approval by Superintendent

D. Samchuck

(Superintendent)

D. Samchuck

(Signature)

Date

Nov. 7/12

Board Approval

Lorraine Lumsted

(Board Chair)

Lorraine Lumsted

(Signature)

Date

Nov 7, 2012