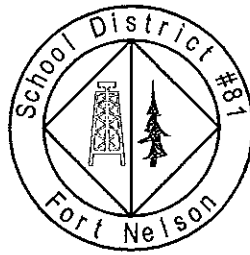


School District #81 (Fort Nelson)

School Growth Plan 2013/2014



Fort Nelson Secondary School November 2013

District Vision Statement

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

School/Community Context

Fort Nelson Secondary School enrolls approximately 348 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.

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

This year we are offering two new courses, Art Metalwork 11/12, and Photography 11/12. Due to its popularity, we are again offering PE Dance Fitness.

Students have opportunities to explore trades programs and dual credit courses through partnerships with local industry and Northern Lights College.

School Growth Plan 2013-14

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

- Meeting with SPC on April 11th and October 2nd.
- Meeting with math teachers on May 23rd.
- Meetings with selected students to discuss peer tutoring course (May/June).
- Meetings with our Grad Executive throughout the year.
- Invitation to all staff to provide input into for school improvement.

Goals Selection

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

Goal #1

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: Attendance Data

Aboriginal Data 2012-13

11% of non-aboriginal students absent on a daily basis

16% of aboriginal students absent on a daily basis

Specific Performance Targets for 2013-14:

- 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: (The following actions are continued from the past two years.)

- 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!)
- Implement new procedure dealing with frequent student tardiness (automatic HC detentions)

Goal #2. 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 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

Results from September 2013 and the 2012/13 school year:

The following tables reflect the percentage of our students not yet meeting (49.4 % or less or F), minimally meeting and meeting expectations (49.5 % to 66.4% or C- to C) and exceeding expectations (66.5% +, C + to A) on our school assessments and Provincial Exams.

Common Writing Assessment for gr 8's

Sept 2013	All Students (N=25)	Aboriginal Students (N=6)
Exceeding	32%	11%
Minimally/satisfactorily	60%	78%
Not Yet	4%	11%

Common Writing Assessment for gr 9's

Sept 2013	All Students (N=43)	Aboriginal Students (N=14)
Exceeding	60%	50%
Minimally/satisfactorily	30%	29%
Not Yet	9%	21%

English 10 Provincial Exam

Jan and June 2013	All Students (N=73)	Aboriginal Students (N=18)
Exceeding	62%	33%
Minimally/satisfactorily	34%	61%
Not Yet	4%	6%

English 12 Provincial Exam

Jan and June 2013	All Students (N=53)	Aboriginal Students (N=21)
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Exceeding	43%	33%
Minimally/satisfactorily	45%	57%
Not Yet	11%	10%

Communications 12 Provincial Exam

June 2013	All Students (N=16)	Aboriginal Students (N= 12)
Exceeding	75%	83%
Minimally/satisfactorily	25%	17%
Not Yet	0%	0%

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 writing assessments and use of identified errors on assignments to focus lessons on writing conventions. This use will include posting or sharing student samples of writing at different levels on the rubric.
- Use a variety of SMART or similar strategies in 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
- Provide "Booster" English classes for selected grade 8 and 9 students.
- Meet with selected senior students for input on school improvement ideas

Budget:

\$1500 proposed for:

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

Goal #3

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 September and the 2012-13 school year:

The following tables reflect the percentage of our students not yet meeting (49.4 % or less or F), minimally meeting and meeting expectations (49.5 % to 66.4% or C- to C) and exceeding expectations (66.5% +, C + to A) on our school assessments and Provincial Exams.

Sept 2013	All Students (N=24)	Aboriginal Students (N=5)
Exceeding	46%	40%
Minimally/satisfactorily	29%	20%
Not Yet	25%	40%

VIMA Assessment for gr 9's

Sept 2013	All Students (N=28)	Aboriginal Students (N=11)
Exceeding	10%	0%
Minimally/satisfactorily	40%	54%
Not Yet	50%	45%

Foundations of Math and Pre-Calculus gr 10 Provincial Exam

Jan and June 2013	All Students (N=52)	Aboriginal Students (N=10)
Exceeding	15%	20%
Minimally/satisfactorily	21%	30%
Not Yet	63%	50%

Apprenticeship and Workplace Math gr 10 Provincial Exam

Jan and June 2013	All Students (N=16)	Aboriginal Students (N=9)
Exceeding	13%	0%
Minimally/satisfactorily	44%	44%
Not Yet	44%	56%

Specific Performance Targets for 2013-14

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)
- In school documents will be revised using 60% as the recommended standard for promotion to next grade level
- Balance / limit student use of calculators to ensure that basic computation & operational skills are learned first.
- 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
- Develop peer tutoring course targeting math learning and achievement
- Create recognition awards for excellent achievement (Archimedes Award)
- With, every math class, review on line learning resources, specifically, those targeting BC High School students.

Budget:

\$1500 proposed for:


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

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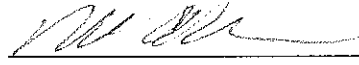
Communication Plan:

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

Submitted by School Planning Council

Principal Ray Irwin (Name) (Signature) 

Teacher _____

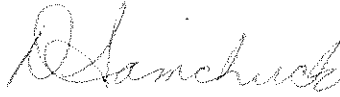
Parent Michael A. Dean 

Parent _____

Student(s) _____

Date Nov 9 2013

Recommended Approval by Superintendent


(Superintendent) (Signature)

Date Nov 15, 2013

Board Approval

(Board Chair) (Signature)

Date:



Appendix: Attendance Data

2012-2013 Semester 1 (4-Sep-2012 - 25-Jan-2013) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	73	42	26	19
Grade 9	69	31	16	11
Grade 10	75	46	33	21
Grade 11	79	44	35	26
Grade 12	87	35	27	20

2012-2013 ABORIGINAL (4-Sep-2012 - 25-Jan-2013) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	25	14	7	6
Grade 9	31	13	7	5
Grade 10	19	12	10	7
Grade 11	31	24	18	14
Grade 12	44	24	19	12
Semester 1 Students removed from classes (attendance policy)				
Gr 8				
Gr 9				
Gr 10				
Gr 11	xx (SS10, Planning 10)			
Gr 12	xx all xx all xx Com 11, Home Ec		xx Com 11,xx Com 11, PE 12	

2012-2013 Semester 2 (4-Feb-2013 - 17-Jun-2013) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	72	35	20	12
Grade 9	68	29	21	11
Grade 10	78	56	37	24
Grade 11	78	38	27	22
Grade 12	80	43	32	24

2012-2013 ABORIGINAL (4-Sep-2012 - 25-Jan-2013) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	23	14	9	5
Grade 9	30	13	10	5
Grade 10	19	16	12	6
Grade 11	32	22	22	18
Grade 12	39	25	18	14
Semester 2 Students removed from classes (attendance policy)				
Gr 8				
Gr 9	xx All, xx PE9, WW9, Math9, En 9, xx Sc9, En 8,xx En9			
Gr 10	xx En10, xx SS10, xx En10, xx En 10, Ma10, xx Ma10, xx Ma 10			
Gr 11	xx SS10, Planning 10	xx SS 11	xx SS10, En 10, xx AWM11	
Gr 12	xx Com 11, PE12	xx Com 12		

Appendix: School is Job 1

FNSS SGP 2013/14

November 7, 2013

Many local businesses support our students by encouraging good attendance and efforts.

IGA	Doug Andrews
Northern Store	Rod Eichel
Boston Pizza	Sherry Bruessler
Troyer Ventures	Scott Parker
Phoenix Theatre	Doug Roper
Domino's Pizza	Tika Yang
FN Husky	Sean Batten
Fort Pizza	Peter Benseler
The Bargain Shop	Martha Bennett
Super 8	Haroon Latif
FNAF Society	Linda Ashdown
Fort Nelson News	Cindy Bye
Kal Tire	Terry Ostash
Overwaitea	Rob Belanger
FN Pharmacy	Dwayne Knott