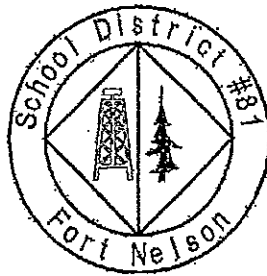


School District #81 (Fort Nelson)

School Growth Plan 2014-15



FORT NELSON SECONDARY SCHOOL

District Vision Statement:

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

**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 2013-14 (Sept-June)**

9% of non-aboriginal students absent on a daily basis

13% of aboriginal students absent on a daily basis

**Specific Performance Targets for 2014-15:**

- To have all students meeting the attendance criteria
- To have all 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:**

- Secretary calls home for each unexcused absence at the beginning of each block
- Classroom teachers report to counselor and/or admin on student absence, progress, and parent contact/interventions at 5, 10, 15, and 20 absences
- 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.
- Use consistent consequences such as detentions or in-school suspension for truancy or frequent tardiness
- Solicit staff, parent and student feedback through surveys and forums to identify the key issues around absenteeism and possible solutions

### **School/Community Context**

Fort Nelson Secondary School enrolls approximately 300 students in grades 8 through 12. In addition to academic courses, FNSS offers opportunities for students to develop practical, artistic, athletic and social skills. Shop, Art, Drama, and Band classes continue to be popular choices and our medal winning jazz and concert bands travel to music festivals every year. Athletics teams, intramural sports, art club, the robotics club, and Friends of Rachel are some examples of extra-curricular activities that allow students to build community and explore their gifts and talents.

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

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

### **School Growth Plan 2014-15**

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

- Meeting with SPC on April 3<sup>rd</sup>, 2014 and November 24, 2014
- Meeting with math teachers on April 8<sup>th</sup>
- Meetings with selected students to discuss peer tutoring course (May/June)
- Meetings with our Grad Executive throughout the year including a year-end meeting on June 6<sup>th</sup>
- Invitation to all staff to provide input into for school improvement

As a part of the school growth plan process, ongoing input will be sought from staff, students and parents on both school improvement and the issues that surround absenteeism.

### **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 2013-14 (Sept-June)**

9% of non-aboriginal students absent on a daily basis

13% of aboriginal students absent on a daily basis

**Specific Performance Targets for 2014-15:**

- 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:**

- Secretary calls home for each unexcused absence at the beginning of each block
- Classroom teachers report to counselor and/or admin on student absence, progress, and parent contact/interventions at 5, 10, 15, and 20 absences
- 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.
- Use consistent consequences such as detentions or in-school suspension for truancy or frequent tardiness
- Solicit staff, parent and student feedback through surveys and forums to identify the key issues around absenteeism and possible solutions

## Goal #2:

### All students will satisfactorily meet or exceed 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 2013-14 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 2014	All Students (N=34)	Aboriginal Students (N=11)
Exceeding	11 (32%)	1 (9%)
Minimally/satisfactorily	6 (18%)	2 (18%)
Not Yet	17 (50%)	8 (73%)

#### **Common Writing Assessment for gr 9's**

Sept 2014	All Students (N=22)	Aboriginal Students (N=1)
Exceeding	17 (77%)	0
Minimally/satisfactorily	4 (18%)	0
Not Yet	1 (5%)	1 (100%)

#### **English 10 Provincial Exam**

Jan and June 2014	All Students (N=53)	Aboriginal Students (N=21)
Exceeding	30 (57%)	12 (57%)
Minimally/satisfactorily	16 (30%)	8 (38%)
Not Yet	7 (13%)	1 (5%)

#### **English 12 Provincial Exam**

Jan and June 2014	All Students (N=43)	Aboriginal Students (N=9)
Exceeding	22 (51%)	4 (44%)
Minimally/satisfactorily	13 (30%)	3 (33%)
Not Yet	8 (19%)	2 (22%)

## Communications 12 Provincial Exam

June 2014	All Students (N=21)	Aboriginal Students (N=10)
Exceeding	15 (71%)	8 (80%)
Minimally/satisfactorily	4 (19%)	1 (10%)
Not Yet	2 (10)	1 (10%)

### 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 Great Leaps and Precision Reading or similar programs to increase fluency for struggling readers, and training of new staff in the use of these programs
- 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 (5 days/week)
- Provide "Booster" English classes for selected grade 8 and 9 students
- Provide year-long English 10 class for identified students.

### Budget:

1. \$1500 proposed for:
  - TOC costs to enable teachers to share teaching strategies.
  - Purchase of special materials and resources for language arts instruction

### **Goal #3:**

**All students will 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 2013-14 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 Provincial Exams.

#### **Foundations of Math and Pre-Calculus gr 10 Provincial Exam**

Jan and June 2014	All Students (N=44)	Aboriginal Students (N=17)
Exceeding	13 (30%)	4 (24%)
Minimally/satisfactorily	15 (34%)	5 (29%)
Not Yet	16 (36%)	8 (47%)

#### **Apprenticeship and Workplace Math gr 10 Provincial Exam**

Jan and June 2014	All Students (N=22)	Aboriginal Students (N=11)
Exceeding	3 (14%)	0
Minimally/satisfactorily	11 (50%)	5 (45%)
Not Yet	8 (36%)	6 (55%)

*\*Note: VIMA data has not been used as a measure of student achievement, but it or other diagnostic tools will continue to be used as to inform instruction in all grades*

#### **Specific Performance Targets for 2014-15**

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 final exams, and Vancouver Island Math Assessment or other diagnostic tool to help inform instruction
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, with a rationale provided
- Collaboration will take place between math teachers and administration to start developing a comprehensive strategy for math improvement
- 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)
- Provide "Booster" Math 8 course for identified students
- Provide year-long Math 9 course for identified students
- In collaboration with staff and students, develop a peer tutoring course targeting math learning and achievement that will be implemented fully in 2015/16, and also explore other avenues of providing assistance to students
- Continue with recognition awards for excellent achievement (Archimedes Award)
- With every math class review on line learning resources, specifically those targeting BC High School students
- Purchase and utilize Nelson "Leaps and Bounds 7 & 8" program for diagnosis and remediation in grades 8 – 10
- Use LIF funds to hire an EA that will be specifically targeted to assist in math classrooms, and assist other EA's in learning strategies for helping students in mathematics

**Budget:**

1. \$1500 proposed for:
  - TOC costs to enable teachers to share teaching strategies/develop common resources
  - Purchase of special materials and resources for math instruction

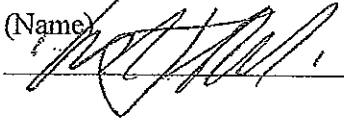


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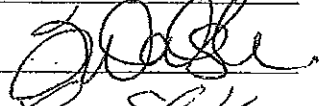
### Communication Plan:

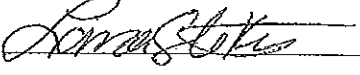
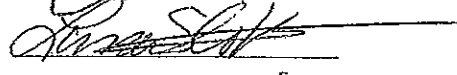
Use the Husky Pride, school website, email, marquee sign and local newspaper to communicate with students, parents, and community about school goals and progress toward achieving growth targets.

Submitted by School Planning Council

Principal (Name)  (Signature) Mark Theobald

Teacher \_\_\_\_\_

Parent Susan Walsh 

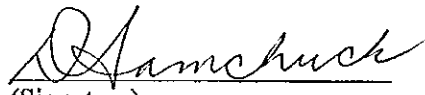
Parent  

Parent TOVA Dancevic 

Date: \_\_\_\_\_

Recommended Approval by Superintendent

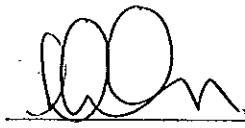
D. Samchuck  
(Superintendent)

  
(Signature)

Date: Dec. 2, 2014

Board Approval

Linda Dolen  
(Board Chair)

  
(Signature)

Date: Dec. 2, 2014

Appendix:  
Attendance Data, 2013/2014

2013-2014 Semester 1 (4-Sep-2013 - 25-Jan-2014) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	59	25	13	5
Grade 9	65	29	20	11
Grade 10	58	32	21	18
Grade 11	74	41	28	20
Grade 12	80	37	27	20

2013-2014 ABORIGINAL (4-Sep-2013 - 25-Jan-2014) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	24	13	9	2
Grade 9	24	10	8	6
Grade 10	25	18	12	11
Grade 11	23	19	14	11
Grade 12	32	16	12	10
<b>Term 1 Students removed from classes (attendance policy)</b>				
Gr 8				
Gr 9				
Gr 10	A. Collins - AW Math 10, D. Sorken - All,			
Gr 11	R. Oswald - Sc10, J. Clark - FMath10			
Gr 12	G. Wheeler - All			
<b>Term 2 Students removed from classes (attendance policy)</b>				
Gr 8				
Gr 9				
Gr 10	N. Hewlett - Sc 9, D. Payou - Sc 10, W. Skinner - F Math 10			
Gr 11	B. Barry - AW Math 10, Sc 10, M. Campbell - F Math 10, D. Greene - Biology 11, Planning 10, B. Harrold - Communications 11			
Gr 12	T. Gilmore - Chemistry 11, K. Trenter - Chemistry 11			

2013-2014 Semester 2 (3-Feb-2014 - 11-Jun-2014) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	59	23	10	8
Grade 9	64	34	17	7
Grade 10	59	29	19	12
Grade 11	76	43	31	25
Grade 12	74	31	27	16

2013-2014 ABORIGINAL (3-Feb-2014 - 11-Jun-2014) excluded exam days				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	25	11	6	6
Grade 9	22	13	6	2
Grade 10	26	13	11	8
Grade 11	21	14	12	10
Grade 12	29	16	16	11
<b>Term 3 Students removed from classes (attendance policy)</b>				
Gr 8				
Gr 9				
Gr 10	D. Sorken All, N Hewlett Ma 9			
Gr 11	T. Tsakoza All, C. Isaiah - Pl 10, B Harrold AWM 11, G Greene Ma 10, J. Beaulieu En 10			
Gr 12	D. Edjericon All			
<b>Term 4 Students removed from classes (attendance policy)</b>				
Gr 8				
Gr 9				
Gr 10	D. Payou Ma10, En 10, SS 10, J. Thompson Sc 10			
Gr 11	B. Bary Sc10, SS 11, Pl10, D. Hubel En 11, Ma 11, B. Harrold Foods 12, Com 12, D. Greene SS 10, J Beaulieu SS 11			
Gr 12				

2013 -2014 Term 1 (3-Sep-2013 - 8-Nov-2013) Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	61	8	4	0
Grade 9	67	12	6	3
Grade 10	62	12	9	5
Grade 11	72	20	10	7
Grade 12	81	20	9	2

2013 -2014 Term 1 ABORIGINAL Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	25	4	1	0
Grade 9	25	5	3	2
Grade 10	25	8	6	3
Grade 11	20	10	6	4
Grade 12	33	9	4	1

2013 - 2014 Term 2 (12-Nov-2013 - 28-Jan-2014) Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	59	7	4	2
Grade 9	65	16	7	3
Grade 10	58	15	4	2
Grade 11	74	19	9	7
Grade 12	80	18	13	5

2013 - 2014 Term 2 ABORIGINAL Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	24	4	2	1
Grade 9	24	7	6	3
Grade 10	25	8	3	1
Grade 11	23	8	4	3
Grade 12	32	9	6	3

Term 1 Students removed from classes (attendance policy)				
Gr 8				
Gr 9				
Gr 10	A. Collins - AW Math 10, D. Sorken - All,			
Gr 11	R. Oswald - Sc10, J. Clark - FMath10			
Gr 12	G. Wheeler - All			

Term 2 Students removed from classes (attendance policy)				
Gr 8				
Gr 9				
Gr 10	N. Hewlett - Sc 9, D. Payou - Sc 10, W. Skinner - F Math 10			
Gr 11	B. Barry - AW Math 10, Sc 10, M. Campbell - F Math 10, D. Greene - Biology 11, Planning 10, B. Harrold - Communications 11			
Gr 12	T. Gilmore - Chemistry 11, K. Trenter - Chemistry 11			

2013 -2014 Term 3 (Feb 3- Apr 17) Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	59	10	6	3
Grade 9	65	10	3	2
Grade 10	59	14	7	3
Grade 11	76	26	13	7
Grade 12	72	13	8	5

2013 -2014 Term 3 ABORIGINAL Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20 + Core Classes
Grade 8	26	7	6	3
Grade 9	23	3	1	1
Grade 10	26	7	5	1
Grade 11	21	8	6	3
Grade 12	28	7	5	3

2013 - 2014 Term 4 (22-Apr-2014 - 11-Jun-2014) Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	59	7	3	0
Grade 9	64	9	6	5
Grade 10	59	10	3	0
Grade 11	76	19	9	5
Grade 12	74	20	8	4

2013 - 2014 Term 4 ABORIGINAL Student Absences				
	Total Students	10-14 Core Classes	15-19 Core Classes	20+ Core Classes
Grade 8	25	3	2	0
Grade 9	22	4	2	2
Grade 10	26	5	2	0
Grade 11	21	10	4	3
Grade 12	29	13	6	3

Term 3 Students removed from classes (attendance policy)				
Gr 8				
Gr 9				
Gr 10	D. Sorken All, N Hewlett Ma 9			
Gr 11	T.Tsakoza All, C. Iseiah - Pl 10, B Harrold AWM 11, G Greene Ma 10, J. Beaulieu En 10			
Gr 12	D. Edjericon All			

Term 4 Students removed from classes (attendance policy)				
Gr 8				
Gr 9				
Gr 10	D. Payou Ma10, En 10, SS 10, J. Thompson Sc 10			
Gr 11	B.Barry Sc10, SS 11, Pl10, D. Hubel En 11, Ma 11, B. Harrold Foods 12, Corn 12, D. Greene SS 10, J Beaulieu SS 11			
Gr 12				