

## **Introduction and Process**

The Osoyoos Secondary School Plan focuses on four areas: Literacy, Numeracy, School Climate and Academic Culture. These areas have been in place for several years. We have chosen to stay the course in these areas and hope to see continued improvement as a result of sustained focus and effort. In addition, we have been keeping data over the course of the past few years and believe we are having an impact as we recognize and study trends.

All teachers in our building committed themselves to one area of the School Plan and met to discuss their portion of the School Plan at the September, November, February and March staff meetings. Staff members met in their groups to determine what steps needed to be taken to reach their goals and to gather data and analyze their successes and challenges. Groups also made adjustments to their plan as the year progressed. The groups then reported back to the whole staff.

In addition, the SPC met on April 28<sup>th</sup> to approve the final draft of the plan. On May 7, the superintendent and local trustees met to review the School Plan. Any suggestions for the Plan arising out of these meetings were incorporated into the final draft.

There is reason to be encouraged about the direction the school is heading. In semester one, OSS provincial exam results were above the provincial average in the following required examinable course: Applications of Math 10, Essentials of Math 10, English 10, Science 10, Social Studies 11 while Principles of Math 10 and English 12 were below. The number of failing grades in the school has continued to decline and the GPA of most grade levels has increased.

Year-long LA has been sustained for grade eight and nine this year and the Homework Club continues to service all students after school. Most of the staff became part of the Assessment for Learning professional growth group and have been implementing strategies. At year's end, this group is expected to make a recommendation to the staff for implementation in the coming year.

The process for issuing "I's" at our school has become streamlined. All "I's" are issued two weeks prior to the end of the reporting period so that they are resolved, or changed to a letter grade, before the report card is issued. Students who have I's are tracked by the office and are receiving visitations from office staff to ensure there is a plan in place for completion.

Students have many opportunities for involvement at OSS. Students have had opportunities at every grade level to play on a sports team (soccer, basketball, volleyball, golf, curling). Student parliament and Global Awareness clubs are active volunteer organizations that serve the school community. Students have had the opportunity to travel to Quebec on the French trip, the US on the History trip and Ottawa with Encounters with Canada. Our intramural program runs all year at lunch and foosball and ping-pong tables are available all day and the library is a popular stop for

students before school, at lunch and after school. Also, the 09/10 school year will be the first year of the OSS Hockey Academy.

In addition, a greater number of students are being placed in Work Experience and Apprenticeship programs. It is our expectation that these placements continue to grow as we find ways to service students who are entering their careers as well as those heading to post-secondary school. We placed our first student in the ACE-IT program this year. This program allows students to attend college and receive both high school and college credits as they begin their apprenticeship program.

Student discipline problems continue to decline. The administration has actively sought to use restoration and restitution in addressing behavioral concerns rather than punitive measures. This creative approach has given students much more input into the discipline process and has resulted in decreased referrals to the office. OASIS, the school's alternate program, is running well and is servicing a greater range of students. Furthermore, staff generated a list of students who were underperforming and staff talked about those kids at several staff meetings and came up with a plan for each one. This has resulted in School Based Team referrals, OASIS placements, Homework Club assignments, office, counselor or outside agency referrals. We have continued to refine our "I" policy and forms and have made improvements to both resulting in more completions and less failures.

Both student and parent satisfaction surveys are at the highest levels they have been in five years. The staff is working well together and has a positive outlook. In fact, as staff has discussed student concerns, they have often asked administration to have discussions with students about the positive changes they have seen. As a result, students are becoming aware that not all visits to the office are negative.

Furthermore, the school actively seeks input from staff, students and visitors. Staff has been encouraged to look at the school with new eyes and report their suggestions to administration. Students are encouraged to offer suggestions for clubs, programs or changes. In addition, visitors to the building are often asked to report what they see or experience at our school. These insights are openly solicited by administration and assist in making positive changes to the school. Some of the obvious changes around the school have been the logo on the wall, changes in the number of tables and the manner in which they are arranged, student academic displays, quotes around the building and signage.

While there is still much room for improvement, the school is definitely headed in the right direction. Staff and students interact positively in settings both inside and outside of the school. Students receive the support they need. The school is an energetic and fun place that has an optimistic outlook. The following School Plan is intended to keep the school moving forward in its pursuit of excellence.

## **NUMERACY**

**School Goal:** Improve student achievement and attitude in Math and Numeracy

**Rationale:** Parental and staff concerns about attitude and achievement in Math. To better equip students to be more successful in Math

**Objective #1:** To improve students' achievement in Gr. 8 and 9 Math

**Objective #2:** To improve students' achievement on Gr. 10 Provincial exams

**Objective #3:** To improve students' Math skills in Gr. 8, 9, 10 to better prepare them to be successful at the senior level

### **Indicators of Success (or Performance Indicators):**

- Increase all student's category standing (below, minimally, fully meeting, exceeding) from Gr. 8 to 9 by 5% from a lower category to a higher category
- To meet or exceed average score for provincial final mark (school mark and provincial) in Math 10 Principles, Applications, and Essentials on provincial exam
- Increase all student's category standing (below, minimally, fully meeting, exceeding) in Math 12 Principles and Applications on school final mark.

### **Strategies and Activities (Link to Objectives):**

1. Analysis and planning to improve results in identified areas:  
Grade 10 provincial exam results  
School Math results  
\*year long – Bob Ward
2. Selected students from Gr. 8 – Gr. 12 to participate in prize exams  
\*year long – Bob Ward and Math dept.
3. Discuss/share instructional and assessment strategies during department meeting.
4. Through parental discussion and counselling ensure appropriate placement of students in Essential, Application, and Principle streams (especially for students entering Grade 10).  
\*year long – Bob Ward
5. Implement Peer Tutors (gr. 11 and 12 students) in gr. 8 to gr. 10 Math classes.

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**Structures:**

YEAR	Grade District Exam 8	District Exam 9	Provincial Exam 10			District Exam 11				Provincial Exam 12 EMa 12 AMa 12 PMa 12
			Exam	Sch	Pro	Exam	B	M	F	
<b>2004-05 Gr. 8 cohort</b>	B M F E 20% 37% 29% 14%	B M F E 7% 13% 37% 43%	Exam			Exam				
			EMa10	75	62	EMa11	0	25	75	0
			AMa10	64	61	AMa11	0	67	28	5
			PMa10	73	67	PMa11	14	24	41	21
<b>2005-06 Gr. 8 cohort</b>	B M F E 16% 25% 40% 19%	B M F E 23% 44% 21% 12%	Exam							
			EMa10	43	61					
			AMa10	60	60					
			PMa10	71	66					
<b>2006-07</b>	B M F E 22% 33% 28% 17%	B M F E 11% 40% 42% 7%								
<b>2007-08</b>	B M F E 18% 41% 37% 4%									
<b>2008-09</b>										

**Note:** The table above is read across. The data tracks a specific cohort as it advances through the grade levels. The cohort is identified by the school year that the cohort was in grade eight.

## **LITERACY**

**School Goal:** To improve reading comprehension and writing skills.

**Rationale:** Reading and writing skills are crucial to an individual's success in future endeavors.

**Objective:** To all students will improve their reading and writing skills by one level.

**Indicators of Success:** School Wide Writes

**Target:** By May 2009 40% of the students in grades 8 and 9 will move up one or more categories in grade-wide reading/writing expectations on the District Wide Assessment.

### **Strategies and Activities:**

1. English/Humanities teachers to participate in staff development activities (workshops, peer coaching, peer observations, demonstration lessons, collaborative meetings) in a variety of reading and writing strategies including SMART reading, Stepping Out and The Comprehension Toolkit.  
\*year long – Natasha Schroeter
2. English/Humanities teachers to work with our Strand Coordinator to implement a variety of reading and writing instructional strategies in Humanities 8 and 9.  
\*year long – Natasha Schroeter
3. Grade 8 and 9 teachers will create a scope and sequence for the use and implementation of The Comprehension Toolkit as an organized way to teach reading and comprehension strategies.  
\*year long – Natasha Schroeter.
4. Have all Gr. 8 and 9 students participate in the District-wide Reading and Writing Assessment in to measure student achievement in reading.  
\*Sept & June – Natasha Schroeter and Humanities teachers.
5. Skills seminars to parents at a PAC Meeting to inform parents about Reading & Writing Performance Standards and District-wide Reading Assessment practices.  
\*October 2008 – Natasha Schroeter, Glen Heinrichs.
6. English/Humanities teachers to meet every second month during the staff development portion of staff meetings to review progress of school plan strategies.  
\*year long – Natasha Schroeter, English/Humanities teachers.
7. Plan and offer a Writers Workshops to all students in all grade levels.

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**Indicators of Success:**

	GR 8				GR 9				GR 10 Prov Eng Exam
	READ	%*	WRITE	%*	READ	%*	WRITE	%*	
<b>2004/05</b>									
Total	55		54		59	-	58	-	<u>Prov</u>
Below	3	5.5	1	1.9	1	1.7	0	0.0	68.7%
Min at	5	9.1	4	7.4	3	5.1	4	6.9	
At	42	76.4	48	88.9	47	79.7	47	81.0	<u>School</u>
Exceed	5	9.1	1	1.9	8	13.6	7	12.1	74.8%
<b>2005/06</b>									
Total	59	-	59	-	49	-	48	-	<u>Prov</u>
Below	0	0.0	3	5.1	0	0.0	2	4.2	71.0%
Min at	3	5.1	3	5.1	7	14.6	1	2.1	
At	36	61.0	38	64.4	35	72.9	35	72.9	<u>School</u>
Exceed	19	32.2	12	20.3	4	8.3	5	10.4	76.1%
Ab/NS	1	1.7	3	5.1	2	4.2	5	10.4	
Participation Rate		98.3		94.9		95.8		89.6	
<b>2006/07</b>									
Total	57	-	57	-	58	-	58	-	<u>Prov</u>
Below	0	0	0	0	3	5.2	6	10.3	71.0%
Min at	11	19.3	4	7	8	13.8	6	10.3	%
At	36	63.1	35	61.4	30	51.7	21	36.2	
Exceed	7	12.2	14	24.6	9	15.5	17	29.8	<u>School</u>
Ab/NS	1/2	1.7/3 .5	2/2	3.5/3. 5	4/4	6.8/6. 8	3/4	5.2/6.8	74.9%
Participation Rate		94.8		92		86.4		88.3	
<b>2007/08</b>									
Total	51				46				<u>Prov</u>
Below	0	0	1	1.9	0	0	0	0	71.2%
Min at	11	21.5	6	11.7	5	10.8	3	6.5	
At	23	45	23	45	25	54.3	21	45.6	<u>School</u>
Exceed	17	33.3	21	41.1	14	30.4	20	43.4	73.9%
Ab/NS	0	0	0	0	2	4.3	2	4.3	
Participation Rate		99.8		99.7		99.8			

**%\* - denotes the percentage of those writing**

Note: 13 students had a significant discrepancy (more than 4 points) between their reading and writing scores. This indicates either a problem with the test or the testing situation. Validity of these scores is being questioned.

**CLIMATE AND CULTURE:**

**School Goal:** To increase involvement by OSS students in the school community.

**Rationale:** Low results in student satisfaction surveys indicating a sense of a lack of student ‘ownership’ of their school. We want to increase involvement of students in school activities so students feel more ownership and connection to Osoyoos Secondary.

**Vision:** A school where all students are actively engaged in curricular and co-curricular activities and feel they belong.

**Short Term Target:**

1. To continue last year’s Culture Committee Projects: - continue with the Grade 10 Outreach Involvement – Camp Rattler Outdoor Education Experience (so far we have run 3 camps over 3 years) including financial support and parent involvement.
2. To continue with the “Teens ‘n Town Together” (gr 8,9) – learning in a different environment. We have organized our first and put into effect our third “Teens ‘n Town” experience (after feedback participation was limited to grades 8 and 9).

**Long Term Target:**

To continue to evaluate both experiences and determine if they improve the culture of Osoyoos Secondary School, that is, they have a positive effect on the students enjoying school. To make these activities annual events in the Osoyoos Secondary School calendar.

**Indicators of Success:**

1. Satisfaction survey:
  - a. At school do you participate in activities outside of class hours?  
(% reporting “all of the time” or “many times”)

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Grade 10	N/A	N/A	52	58	49	45	40
Grade 12	N/A	N/A	48	31	48	53	74

Note: The data trend indicates that grade 10’s are less involved in the school activities outside of class hours while the grade 12’s are increasingly involved in the school activities outside of class hours.

- b. Do you like school? (% reporting “all of the time” or “many times”)

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Grade 10	33	36	32	41	37	39	46
Grade 12	24	33	40	41	54	51	55

Note: The data trend indicates that students are enjoying school more all of the time. The last four years are the highest results the school has ever seen.

2. Student response on Teens 'n Town and Camp Boyle surveys (designed and administered by OSS Staff)-are more useful because the Satisfaction Survey does not provide enough information to evaluate the effect of the two new events.
3. Attendance at each event (participation rates).

### **Strategies and Rationale:**

1. Teens 'n Town Together – to increase the options and opportunities for students at Osoyoos Secondary School by having community members show them new activities (away from the classroom). To evaluate through 1) targeting attendance at the experience, 2) staff evaluation and 3) student evaluation of the experience.
2. Grade 10 “Camp Rattler” Outdoor Experience – it is an accepted fact that classmates have an impact on our exposure to new experiences, as well as assisting in developing a ‘team’ concept and the feeling of belonging. Outdoor group experiences are very well known for their character/team building. This strategy would put these elements together. In our evaluations for the first three camps, support for the camps was overwhelmingly positive from staff, students and parents. Though financially challenging, the camp has brought a heightened enthusiasm from Grade 10 students and their parents. A number of students report that it was their first opportunity to ‘camp out’. We will continue to measure responses on future surveys, as well as holding debriefing sessions with grade 10 students at camp and back at school. Conversations with grade 10 parents at Parent/Teaching meetings will be used to gauge the success of this event also.

### **3. Strategies and Activities - ongoing**

#### Athletic-related Activities:

- Senior & Junior Girls Volleyball
- Grade 8 Girls Volleyball
- Senior Girls & Boys Soccer
- Grade 8 Girls & Boys Basketball
- Senior Girls Basketball
- Junior Girls & Boys Basketball
- Golf
- Basketball “Night Hoops”
- Badminton Club
- Intramurals
- “Rattler Racing” – Dragster/Hovercraft Team
- Rattler Rookie Camp
- Indoor/Outdoor Track meets
- Foosball tables
- Ping Pong tables

Arts & Science Related Activities:

- Jazz Band
- Stage Band
- Physics Olympics
- Spaghetti "Bridge"
- Global Awareness/Multicultural Club

Field Trips:

- Quebec
- Leadership Camp
- Hampton Jazz Festival
- OASIS Experience Field Trip
- Baldy French Excursion

Service-Oriented Activities:

- Student Parliament
- Yearbook Committee
- Leadership Class
- Rotary Student Involvement
- Hoops for Hearts
- Dry Grad Initiatives
- Dances (4)
- Muffin Breakfast Program

**ACADEMIC CULTURE:**

**School Goal:** Increase or improve academic achievement of students at OSS

**Rationale:** Based on the professional judgement of staff, many students at OSS are achieving below their potential.

**Objective #1:** Decrease mediocrity and complacency of students and to motivate students to do their best.

**Indicators of Success:**

1. Fewer Incompletes
2. Increase the rate of successful resolution of I's
3. Increase number of students on the Honour roll and Improvement roll
4. Fewer F/C- on report cards
5. Increase grade wide GPA/Grade distribution improvement (shift up)

**Note:** The tables below are read across. The data tracks a specific cohort as it advances through the grade levels. The cohort is identified by the school year that the cohort was in grade eight

**INCOMPLETES:**

YEAR	GR 8			GR 9			GR 10			GR 11			GR 12		
Sem I	I	R	U	I	R	U	I	R	U	I	R	U	I	R	U
01/02 Gr 8 cohort													64	31 48%	33 52%
02/03 Gr 8 cohort										18	6 33%	12 67%	23	13 62%	8 38%
03/04 Gr 8 cohort							27	10 37%	17 63%	21	8 40%	12 60%	10	4 57%	3 43%
04/05 Gr 8 cohort				37	11 30%	26 70%	49	35 73%	13 27%	25	20 80%	5 20%	14	7 50%	7 50%
05/06 Gr 8 cohort	17	5 31%	11 69%	32	19 60%	13 40%	43	19 50%	19 50%	20	15 75%	5 25%			
06/07 Gr 8 cohort	59	32 64%	18 36%	24	12 50%	12 50%	24	11 48%	12 52%						
07/08 Gr 8 cohort	52	27 54%	23 46%	55	33 60%	22 40%									
08/09 Gr 8 cohort	57	26 48%	28 52%												

I = issued

R = resolved

U = unresolved

NOTE: typically, where the I's issued do not total the resolved and unresolved, students have withdrawn

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**GRADE POINT AVERAGE**

YEAR	GR 8		GR 9		GR 10		GR 11		GR 12	
<b>Sem I</b>	GPA	F	GPA	F	GPA	F	GPA	F	GPA	F
2001/02 Gr 8 cohort									4.104	15
2002/03 Gr 8 cohort							4.105	6	4.23	0
2003/04 Gr 8 cohort					4.061	11	4.05	5	4.586	1
2004/05 Gr 8 cohort			3.679	12	4.01	4	4.045	2	2.36*	0
<b>Yearend</b>										
2005/06 Gr 8 cohort	4.66	10	4.45	8	4.42	7				
2006/07 Gr 8 cohort	4.08	16	4.24	4						
2007/08 Gr 8 cohort										
2008/09* Gr 8 cohort										

\*switched to a 4.0 GPA

Note: The trend of every cohort's GPA is moving up except one (05/06). The switch from Semester One results to Year End results was made to reflect the linear courses in grade 8 & 9.

**HONOUR ROLL**

YEAR	GR 8		GR 9		GR 10		GR 11		GR 12	
<b>Sem I</b>	H	VP	H	VP	H	VP	H	VP	H	VP
2001/02 Gr 8 cohort									20	19
2002/03 Gr 8 cohort							20	14	20	16
2003/04 Gr 8 cohort					26	16	23	20	20	23
2004/05 Gr 8 cohort			17	10	21	17	18	14	21	12
2005/06 Gr 8 cohort	28	28	31	26	24	20	23	18		
2006/07 Gr 8 cohort	20	13	18	13	20	13				
2007/08 Gr 8 cohort	24	21	20	13						
2008/09 Gr 8 cohort	21	6		.						

H = Honour Roll

VP = Vice Principal List

**Strategies and Activities:**

1. Study Strategy – Index (m & m) cards available to all students in the school. Cost \$1.00 per pack, available at the office. - all teaching and office staff
2. Improvement recognition – students with .5 GPA improvements were placed on the improvement roll – recognized on report card (stamp) and newsletter. – Administrators and office staff.
3. Sell agenda books to grade 8 & 9 students – Administrators and office staff.
4. Continue to have students participate in Career Fair opportunities and college visitations. – Career Coordinator/Work Experience Teacher.
5. Explore the use of Career Spotlights at OSS. - Career Coordinator/Work Experience Teacher.
6. Issue l's two weeks prior to mark cut-off date. – Administrators and office staff.
7. Homework Club for Grades 8, 9 and 10 – Vice-Principal (Dave Foster)
8. Display more student work around the school. (Peter Gajda)
9. Displays of student work in concourse on Parent/Teacher nights. - Administration and teaching staff.

**Budget Considerations**

- Agenda Books - \$500.00