

Southern Okanagan Secondary School Plan  
2009-2010

**School Goal: To improve student success in literacy**

Rationale: Current research indicates that effective reading and writing skills are essential for good communication. Further, writing skills are developmental and require time and practice. Analysis of the data from the grade wide writes indicates a lower than expected level of success.

Objective 1: To increase the percentage of students who meet/succeed expectations in the completion of grade wide writes.

Performance Indicators

Reading Comprehension: Minimally meeting, meeting, fully meeting or exceeding		
	Grade 8	Grade 9
2006/07	81.5	90.5
2007/08	88	84
Target	95	95

Writing: Minimally meeting, meeting, fully meeting or exceeding		
	Grade 8	Grade 9
2006/07	72	93.5
2007/08	87	87
Target	95	95

Objective 2: To increase the percentage of students in Grades 8 – 9 who achieve C or higher in Humanities courses.

Performance Indicators

English: percentage of students who achieve C or higher:		
	Grade 8	Grade 9
2003 - 2004	74.2	68.8
2004 - 2005	81.8	82.1
2005 – 2006	69	76.9
2006 - 2007	57	61
2007 - 2008	70	67
Target	80	80

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English: percentage of students who achieve C- or higher:		
	Grade 8	Grade 9
2007 - 2008	94	91
Target	95	95

Social Studies: percentage of students who achieve C or higher:		
	Grade 8	Grade 9
2003 - 2004	81.1	70.6
2004 - 2005	81.6	73.1
2005 - 2006	86.8	66.7
2006 - 2007	77	77
2007 - 2008	85	65
Target	85	80

Social Studies: percentage of students who achieve C- or higher:		
	Grade 8	Grade 9
2007 - 2008	97	92
Target	100	95

Objective 3: To increase the percentage of students who successfully complete Grade 10, Grade 11 and Grade 12 mandatory Provincially Examinable Courses in Humanities.

Grade 10 English (blended) percentage of students who achieve C- or higher:			
	School	District	Province
2004 - 2005	90	94	95
2005 - 2006	97	97	96
2006 - 2007	88	91	95
2007 - 2008	92	93	95
Target	95		

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Grade 11 Social Studies (blended) percentage of students who achieve C- or higher:			
	School	District	Province
2005 – 2006	95	94	97
2006 – 2007	99	99	96
2007 - 2008	99	97	98
Target	100		

Gr. 12 Communications (blended): percentage of students who achieve C- or higher:			
	School	District	Province
2003 – 2004	100	100	97
2004 – 2005	100	100	97
2005 – 2006	96	97	97
2006 – 2007	95	97	97
2007 - 2008	100	100	98
Target	100		

Grade 12 English (Blended): percentage of students who achieve C- or higher:			
	School	District	Province
2003 – 2004	97	98	98
2004 – 2005	94	97	98
2005 – 2006	97	98	98
2006 – 2007	94	97	98
2007 - 2008	100	100	98
Target	100		

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**Strategy** Continue with the development and application of grade wide common assessments in Humanities.

Activities

- under the leadership of department heads, teams will meet to review core outcomes and further develop common exams
- teams will meet to discuss the data garnered from common exams and to work collaboratively toward improving instruction
- Humanities staff to receive training with OMR software including in-service on data interpretation
- Collate and utilize the data to assess students' needs

**Strategy** Continue to offer AVID (Gr. 12 only), a Learning to Learn program that develops skills in writing, reading, listening, speaking, questioning, discussing, studying and group work.

Activities

- continue to provide summer training for staff
- hold regularly planned meetings

**Strategy** Continue with the support of Grade 8 students in English 8 by further developing the Grade 8 Foundation Skills course for English. (For clarification, we have renamed this course 'Yearlong English'.)

Activities

- Create success by providing a positive environment with extra educational support for those students who struggle with reading and writing in Gr. 8
- Continue staff training focusing on specific adaptations
- Grade eight transition team facilitates student placement
- Track former students to collect data on future success

**Strategy** Continue the development and implementation of a school literacy plan

Activities

- continue the utilization of the grade wide writes
- provide opportunities for staff to receive strategies to improve and enhance student literacy

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**School Goal: To improve student success in numeracy.**

**Rationale:** Current research indicates that mathematical competence is an essential ingredient to productive futures. Analysis of the data from the mathematics common exams indicated a lower than expected level of student success.

**Objective 1:** To increase the percentage of students in Grades 8 & 9 who achieve C or higher in Mathematics courses.

**Performance Indicators:**

Principles of Math: percentage of students who achieve C or higher			
	Grade 8	Gr. 8 Yearlong	Grade 9
2005 - 2006	64.5	-	64.8
2006 - 2007	66	-	61
2007 - 2008	65	-	62
Target	80		80

Principles of Math: percentage of students who achieve C- or higher			
	Grade 8	Gr. 8 Yearlong	Grade 9
2007 - 2008	94	-	89
Target	95		95

Essentials of Math: percentage of students who achieve C or higher		
	Grade 8	Grade 9
2005 - 2006	40.0	31.6
2006 - 2007	25	58
2007 - 2008	-	50
Target		65

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Essentials of Math: percentage of students who achieve C- or higher			
	Grade 8	Gr. 8 Yearlong	Grade 9
2007 - 2008	-	-	97
Target			100

Objective 2: To increase the percentage of students who successfully complete Grade 10 and Grade 12 Provincial Examinable Courses in Mathematics.

Performance Indicators:

G. 10 Pr. of Mathematics (blended): percentage of students who achieve C- or higher:			
	School	District	Province
2004 – 2005	90	94	93
2005 – 2006	86	88	92
2006 - 2007	91	93	92
2007 - 2008	86	97	92
Target	95		

Gr. 10 Ess. of Mathematics (blended): percentage of students who achieve C- or higher:			
	School	District	Province
2004 – 2005	85	84	91
2005 – 2006	87	89	92
2006 – 2007	81	85	92
2007 - 2008	88	87	93
Target	95	86	92

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**Strategy** Continue with the development and application of grade wide common assessments in Mathematics

Activities

- under the leadership of department heads, teams will meet to review core outcomes and further develop common exams
- teams will meet to discuss the data garnered from common exams and to work collaboratively toward improving instruction
- continue the use of OMR software

**Strategy** Continue with the development and application of courses to support student success in Mathematics (i.e. Yearlong Math 8, Essentials of Math 9). Continue offering Applications of Math 11 as an alternative to Essentials Math 11 or Principles Math 11. Offer Applications of Math 10.

Activities

- under the leadership of the Math department head, math teachers will work collaboratively to refine curriculum
- Develop the Yearlong Math 8 course to create success by providing a positive environment with extra educational support for those students who struggle with math in Gr. 8

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**School Goal: To support the District’s goal ‘10’s to 2010 – Leading and Learning with Hope...Building Student Success.**

**Rationale:** Graduation is tangible evidence of success in the K-12 education system. In an increasingly complex society, graduation is a critical step in preparation for the workplace and for gaining access to further education and training. Analysis of graduation rates, specifically male graduation rates and Aboriginal graduation rates, indicated a lower than expected level of success. Students who receive a grade of C or below in a key core subject area are considered at risk and have been identified for detailed monitoring and tracking. When our current Gr. 10 students’ June 2007 report cards (for the end of Grade 9) were reviewed, using the criteria above, 55% of our current Gr. 10 students qualified for monitoring.

**Objective 1:** To increase the percentage of students who graduate.

**Performance Indicators:**

Percentage of first-time Grade 12 students to graduate:			
	School	District	Province
2001 – 2002	81	60	75
2002 – 2003	74	70	75
2003 – 2004	75	71	75
2004 – 2005	71	63	76
2005 – 2006	71	66	77
2006 – 2007	74	71	78
2007 - 2008	90	70	78
Target	95		

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Objective 2: To increase the percentage of Aboriginal students who graduate

Performance Indicators:

Percentage of first-time Grade 12 aboriginal students to graduate:			
	School	District	Province
2001 – 2002	33	27	-
2002 – 2003	43	57	54
2003 – 2004	71	65	52
2004 – 2005	57	65	52
2005 – 2006	56	53	53
2006 – 2007	56	41	55
2007 - 2008	57	48	
Target	80		

**Strategy** Continue with the development of academic interventions in order to support students who are academically at risk.

Activities

- scheduled help sessions across the curricular areas for students during non-instructional time
- offer Yearlong Math 8 and English 8
- continue to investigate academic interventions to support student learning

**Strategy** Develop intervention programs for Aboriginal Students that focus on academics and behaviour

Activities

- AO to work with Aboriginal support workers and Aboriginal Helping teacher to meet regularly regarding Aboriginal students and the Aboriginal program.
- Continue to support teachers in the classroom
- Continue to use the Aboriginal Resource room for academic, behavioural and cultural support for Aboriginal students.
- Continue to have an Aboriginal support worker present for SBT meetings.
- Continue to provide support for Aboriginal parents
- Involve Aboriginal students in SafeTeen presentations

**Strategy** Identify students who are falling behind and need extra support

Activities

- Record and track each student's core academic marks on a database. We are currently tracking two cohort years – the original, now in Grade 11, and this year's Grade 10 students. As a staff, we will review this information during the school plan day in August.
- Terry Collis to do in-service regarding modified/adapted students on school plan day
- Review at-risk students with SBT, counsellors and involved teachers
- Involve parents on an on-going basis.

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- Continue with Gr. 8, 10 and 12 parent evenings
- Continue with phone calls and emails home reporting progress
- Involve School Based Team – take ‘at-risk’ students to SBT
  - Continue regular weekly morning meetings
  - Continue to take minutes and store in accessible binder
  - Continue to invite involved teachers
  - Continue to advertise students on SBT agenda through Monday morning announcements
- Counsellors to meet with students needing extra support
- Continue regular weekly AO-counsellor meetings to discuss at-risk students

**Strategy** Help students take more personal responsibility for their own academic achievement

**Activities**

- Call for committee of teachers-AO to rework ‘I’ forms to provide more information to students and parents
- Counsellors to meet with students individually as well as in group sessions regarding appropriate course planning and timetable scheduling
- Continue to offer AVID Gr. 12
- Track and reward students who attend extra-curricular ‘help’ sessions
- Make academic achievements more visible and public
- Embed awards assemblies
- Further reinforce the connection between academic achievement and life success
- Bring in guest speakers
- Continue to invite graduates for Gr. 12 evening panel

**Strategy** Continue with development and application of Assessment for Learning practices.

**Activities**

- Continue discussions at staff meetings, including working through resources

**Strategy** Continue the development of teacher collaborative teams

**Activities**

- Team leaders (department heads) will continue to receive training to enhance leadership skills including data interpretation
- The primary focus will be curricular teams, but there will be further discussion regarding reformatting teams in other ways toward student learning