

Southern Okanagan Secondary School Plan
2010-2011

School Goal: To improve student success in academic courses

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. 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 English 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
2008 - 2009	81	75
2009 - 2010		
Target	80	80

English: percentage of students who achieve C- or higher:		
	Grade 8	Grade 9
2007 - 2008	94	91
2008 - 2009	95	91
2009 - 2010		
Target	95	95

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

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
2008 - 2009	78	85
2009 - 2010		
Target	85	80

Social Studies: percentage of students who achieve C- or higher:		
	Grade 8	Grade 9
2007 - 2008	97	92
2008 - 2009	96	99
2009 - 2010		
Target	100	95

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Objective 3: To increase the percentage of students in Grades 8 & 9 who achieve C or higher in Math 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
2008 - 2009	69	89	62
2009 - 2010			
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
2008 - 2009	93	100	90
2009 - 2010			
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
2008 - 2009	-	75
2009 - 2010		
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
2008 - 2009	-	-	92
2009 - 2010			
Target			100

Objective 4: To increase the percentage of students in Grades 8 & 9 who achieve C or higher in Science courses.

Science: percentage of students who achieve C or higher:		
	Grade 8	Grade 9
2009 - 2010		
Target	100	95

Science: percentage of students who achieve C- or higher:		
	Grade 8	Grade 9
2009 - 2010		
Target	100	95

Objective 5: To increase the percentage of students who successfully complete Grade 10, Grade 11 and Grade 12 mandatory Provincially Examinable Courses

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
2008 - 2009	93	94	96
2009 - 2010			
Target	95		

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G. 10 Foundations of Mathematics and Pre-calculus (Principals of Math to 2011) (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
2008 - 2009	85	87	93
2009 - 2010			
Target	95		

Gr. 10 Apprenticeship and Workplace Math (Essentials of Math to 2009) (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
2008 - 2009	100	95	92
2009 - 2010			
Target	95	86	92

Grade 10 Science (blended) percentage of students who achieve C- or higher:			
	School	District	Province
2009 - 2010			
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
2008 - 2009	98	98	96
2009 - 2010			
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
2008 - 2009	-	-	98
2009 - 2010			
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
2008 - 2009	95	95	98
2009 - 2010			
Target	100		

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Performance Indicators:

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

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

Strategy Continue with the development and application of strategies to support student success in Mathematics (i.e. Yearlong Math 8). Offer AW Math 10 as an alternative to Foundations of Mathematics & Pre-calculus 10.

Activities

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

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
- Collate and utilize the data to assess students' needs
- 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(grade 7 to 8) team facilitates student placement

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School Goal: To promote a positive culture in our school community, including a climate of inclusiveness, and mutual respect including supportive behaviors to create success.

Rationale: We know that there is a correlation between school environment and student success. We have entered into a construction/renovation process that is challenging for all of our school community. We want to work through the renovations and move to the new building with a positive school spirit and work together to create a safe, supportive and engaging place to teach and learn.

Objective 1: To increase school spirit and sense of belonging

Strategy Administer survey from Educational Testing Service Canada

Activities

- Use results to guide next steps
- Create a end of year student survey regarding school climate

Strategy Continue with programs that encourage/support students and that provide leadership opportunities for students.

Activities

- Maintain the Link Crew Program that integrates Grade 8 orientation with Grade 11 and 12 leadership opportunities
- Continue to provide SafeTeen training for Gr.8 girls and all Gr. 10 students
- Continue to develop and support peer counseling program
- Continue to develop and support work experience program
- Implement fun/motivational awards
- Re-visit S.A.C. and student council
- Investigate the possibility of monthly school wide activity such as BBQ
- Re-visit Active Living Day
- Investigate the possibility of implementing “house wars”
- Use technology to recognize and promote activities
- Continue with showcase assemblies
- Provide the opportunity to attend motivational speaker assemblies
- Investigate implementing a ‘class of the month’ award

Objective 2: Continue to monitor and support struggling students

Strategy Identify students who are falling behind and need extra support, academically, socially and emotionally

Activities

- Record and track each student’s core academic marks on a database. As a staff, we will review this information during the school plan day in August.
- Continue to have Terry Collis do in-service regarding modified/adapted students on school plan day
- Encourage teachers to refer students to sixty-minute school until caught up
- Review at-risk students with SBT, counsellors and involved teachers
- Involve parents on an on-going basis.
- Continue with Gr. 8 student meetings at the end of each term
- Continue with phone calls and emails home reporting progress

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- Involve School Based Team – take ‘at-risk’ students to SBT
 - Continue regular weekly morning meetings
 - Provide teachers with new referral form (referral to SBT)
 - 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
 - Case manager to use new referral form to provide updated information to teachers
- Counsellors to meet with students needing extra support
- Continue regular AO-counsellor meetings to discuss at-risk students
- Continue to develop peer counseling program
- Investigate implementing an “adopt a student” program

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

Activities

- AO to work with Aboriginal support workers and Aboriginal District support 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
- Continue to provide after-school tutorials for Aboriginal students, with the support workers present
- Explore different strategies to address student attendance

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
- Recognize and reward students who attend extra-curricular ‘help’ sessions
- Make academic achievements more visible and public
- Embed awards assemblies into our school calendar
- Further reinforce the connection between academic achievement and life success
- Bring in guest speakers (ex. grade 12 panel, career enthusiasts)

Objective 3: Investigate student attendance and lates

Strategy Review current attendance and late policy

Activities

- Call for attendance committee to review current policy, develop new strategies to address, develop ways to motivate students to attend
- Utilize parent emails for communication
- Emphasize parent/guardian communication (phone or email) regarding attendance issues, especially when impacting student achievement
- Investigate phone call-out system for new school
- Reward good attendance
- Encourage “positive thoughts first” discussions with students