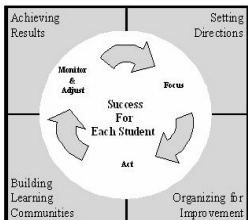


# SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## 2011-2012

### Chemainus Secondary School



SPC Cycle for Improvement



At Chemainus Secondary School we realize that the success of all of our students does not just come from one of the following; on-going support programs that facilitate student learning, the innovative use of technology both in and out of the classroom, the continuing role and expansion of the relationship with our “Family of Schools”, the value that we place on developing a connection with our First Nation Partners, the innovative instructional and assessment strategies that our classroom teachers place on creating successful opportunities for all of our learners, the program opportunities that allow students to take a more active role in their own learning, the close and supportive relationship that the school has with the parents and local community, and the variety of courses that allow students to develop skills, explore their interests and prepare themselves for their future success. In fact, it is a combination of all of these things that lead to student success.

Our most recent data shows us that we are achieving success across most of our grade levels. Particularly in Grades 8-10, the transition of students has been exceptional. This has been achieved as a result of programs implemented to identify students who require curriculum support as well as the creation of different program opportunities for them to be successful. Having two years to make the transition to Grade 10 and once in Grade 10 utilizing programs created for students to be successful is very positive. However, these programs require a level of staffing that may be difficult to maintain and may put some of this success at risk.

During the Grad Transition Interviews, our graduating students consistently tell us that what has contributed greatly to their success at CHSS is their feeling of connection with others. This may have been with a teacher, a counselor, or a support worker. Other times it was fellow students, peer tutors, a secretary, resource person or an administrator. Whatever the connection, students are successfully graduating with the feeling that someone cared about their success and made a connection with them. Students also have told us that even though they have appreciated the opportunities to take more responsibility for their own learning through “Independent Directed Studies Courses”, “Online Learning”, introductory courses with Vancouver Island University, work experience through the Ace-It Program, and many other unique opportunities, the gradual reduction of classroom elective opportunities has left some of the students with a feeling of missed opportunities. This is definitely a concern that may affect the success and retention of our future students.

School Goal	Rationale (based on data*)	Performance Targets	Summary of Progress (Spring 2011)	Action Plans
<p>Continue to improve upon our Grade-to-Grade Transition and Graduation Rate of <u>ALL</u> of our students while implementing programs that support and improve upon this success.</p>	<p>Data taken from the 2007 – 2008, 2008 – 2009, and 2009 - 2010 School Years. Note – Aboriginal Students comprise approx. 20% of overall enrollment.</p> <p><u>Grade-to-Grade Transition Rate for all students.</u></p> <p><b>Aboriginal Students</b></p> <p><b>Grade 8</b> 2007 – 2008 - 78% 2008 – 2009 - 83% 2009 – 2010 – 100%</p> <p><b>Grade 9</b> 2007 – 2008 – 91.7% 2008 – 2009 – 93.75% 2009 – 2010 – 94.44%</p> <p><b>Grade 10</b> 2007 – 2008 - 80% 2008 – 2009 – 85.7% 2009 – 2010 – 100%</p> <p><b>Grade 11</b> 2007 – 2008 – 72.7% 2008 – 2009 – 85.7% 2009 – 2010 – 58.3%</p> <p><b>All Students</b></p> <p><b>Grade 8</b> 2007 – 2008 – 94.25% 2008 – 2009 – 93.33% 2009 – 2010 – 98.67%</p> <p><b>Grade 9</b> 2007 – 2008 – 95.83% 2008 – 2009 – 97.62% 2009 – 2010 – 95.77%</p>	<p>Maintain or improve the course completion rates in all academic areas. Focus on improving the success of all students and in particular our Aboriginal Students at the Grade 11/12 level. Maintain the graduation success rate of students. Focus on maintaining the success of our Aboriginal Students by continuing to offer special programs of academic support.</p>	<p>Our academic support classes focusing on Math 8/9, Science 9/10, and English 10 have provided students with improved skills and excellent success in transitioning to the next grade level.</p> <p>The continued sharing of student information between CHSS and the elementary schools has aided in understanding the needs of incoming Grade 8 students allowing CHSS to provide a better learning opportunity for each student. However, there is minimal release time available to bring secondary and elementary teachers together and therefore an alternative method of sharing information needs to be developed. One that is more thorough and that allows better communication between teachers, students and parents.</p> <p>Specialist teachers in a DL role have continued to provide students with support in completing both full</p>	<p>Continue the focus on providing successful academic support classes using innovative assessment and instructional strategies to assist our struggling students. Identify and establish, if staffing allows, similar support programs for our struggling academic students in Grade 11. Teachers utilizing the “Assessment for Learning” model for course delivery have proven to be extremely affective in these support classrooms. Support the sharing of their experiences with other classroom teachers.</p> <p>An application made for a “Growing Innovation in Rural Sites of Learning” grant if accepted will provide an opportunity to develop an online interactive program that assists incoming Grade 8 students in transitioning to CHSS and developing skills that will make them academically successful and instill in them life-long learning skills. The program will support the research that states that the first year of high school is pivotal. School systems must support first year students to improve their chances of success.</p> <p>Within our “Family of Schools” we have discussed ways in which we can utilize the learning management system to share student information between teachers and schools related to academic strength and weaknesses, share instructional strategies that work best with specific students and share examples of student work that prepares Grade 8 Teachers for their incoming students. Also, the communicated support (online) of Grade 7 Teachers (when their students transition to Grade 8) for the first several months and even longer can add greatly to the success of students. Teachers will be able to see examples of student work, report card results, and can also provide feedback and words of support to their previous students.</p> <p>Grades 11/12 - students requiring additional time to complete an academic course are eligible to complete the basic requirements of the course through an individualized support program (DL). Students who wish to proceed at a faster rate through their academic</p>

	<p><b>Grade 10</b>  2007 – 2008 – 93.24%  2008 – 2009 – 93.06%  2009 – 2010 – 94.12%</p> <p><b>Grade 11</b>  2007 – 2008 – 86.3%  2008 – 2009 – 92.54%  2009 – 2010 – 81.08%</p> <p><u>% of Grade 12 Students Eligible to Graduate who Graduate –</u>  <b>Aboriginal</b>  <b>2009 – 2010 - 100%</b>  <b>All Students</b>  <b>2007 – 2008 - 95%</b>  <b>2008 – 2009 – 94%</b>  <b>2009 – 2010 – 97%</b></p> <p><u>% of First-Time Grade 12 Students who Graduate –</u>  <b>Aboriginal</b>  <b>2009 – 2010 - 83%</b>  <b>All Students</b>  <b>2007 – 2008 - 84%</b>  <b>2008 – 2009 – 91%</b>  <b>2009 – 2010 – 85%</b></p>		<p>and partial courses. This program supplements the senior elective and some academic courses. It also serves to provide students with the opportunity to transition at a quicker pace.</p> <p>Continued relationship building with our local First Nations Communities has continued to be a focus as the school strives to create a stronger connection within this partnership.</p> <p>Building a better understanding among all students at CHSS of local Aboriginal Language and Culture has had some success due to the work of the Cultural and Support workers, the Aboriginal Implementation Teachers, and guest presenters. However, we know that we are not meeting all student needs in this area.</p> <p>Several of the other First Nations Projects including the Elder Project Book, Aboriginal Grad Celebration at CHSS,</p>	<p>studies may be eligible to do so through “DL Studies”. A plan to deliver a DL Program from Chemainus Secondary to all students requiring this support in the District (supported by the District Grad Committee) has been postponed at this time. The expansion of this program would have benefits to the staffing at CHSS.</p> <p>Building capacity in students to manage their own learning environment and take a more active role in documenting their academic progress are skills that we want all students to attain. Students have been successfully completing their Grad Transition assignments in this manner for two years. A plan to extend this format of instruction and support to the Planning 10 Program has been delayed for 2011-2012 due to potential staffing restrictions. The program would allow students in Grade 10 to develop valuable independent learning skills as well as creating the opportunity for students to participate in additional elective courses.</p> <p>The CHSS Aboriginal Working Committee is comprised of the CHSS cultural and support workers, the Education Coordinators from the Penelakut and Halalt Bands, the District Aboriginal Curriculum Coordinator and the Principal. This committee meets regularly to plan, support and assess program activities that enhance and improve the understanding and acceptance of Aboriginal Culture and Language in the school community. This committee will continue it’s support.</p> <p>In the upcoming year, with Aboriginal Teaching support, CHSS will be offering a six week integrated Aboriginal Language and Culture Program throughout the school year for <u>ALL</u> of our Grade 8 students. Students and their teachers in all academic courses will spend a portion of their class time immersed in the language and culture as it is integrated into the curriculum. Through this program we hope to develop a</p>
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			<p>development of the Robert Munsch books in Hul'qumi'num, the success of the “24-7 One Heart One Mind” program, have all helped to further the connections of our First Nations Students with the school.</p> <p>Continue to support the use of interactive technology in the classroom where appropriate to further engage student learning. Feedback from students and teachers has confirmed that when used effectively, students understanding and connection to the curriculum improves with this technology use.</p> <p>As staffing is reduced, some senior academic elective courses are not offered in the regular timetable and they do not easily lend themselves to a DL environment. This limits course options for students.</p>	<p>better awareness and understanding of Aboriginal Language and Culture for all of our students as they transition through CHSS. Also, teachers who are involved in the program can transfer the skills and understanding that they acquire into their other teaching classes.</p> <p>These activities will be supported and continue as we understand the importance of building on the relationship with our First Nation Community. The second poetry book – “The Elders Speak”, a joint project of students from our “Family of Schools” is nearing completion and a celebration of the book release will occur on June 1, 2011.</p> <p>Nearly all of the instructional classrooms are setup with interactive whiteboards (“SmartBoard”) or LCD Projector systems. This adds greatly to the engagement of students and augments the instructional skills of the teachers. With available funds we hope to continue extending this technology to other teachers and classrooms.</p> <ul style="list-style-type: none"> <li>• Explore the option of sharing courses with other District Sites via videoconferencing course delivery.</li> <li>• Setup an Adult Education Campus at CHSS delivering after school and evening courses to the community.</li> <li>• Explore opportunities with Post Secondary Institutions (VIU and Camosun) to offer dual credit courses to Senior Students.</li> </ul>
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- *Attachments – Transition Rates, Graduation Rates, Student Enrollment Details*

Please check:

SPC Approved Plan                       Parent/Community Aware of Plan                       Staff Aware of Plan

Parent Involvement and Communication: (describe how parents participated in the process and how the plan was communicated)

**The Plan was developed through the School Planning Council consisting of 5 parents and the School Principal. Communication was also made with and feedback encouraged from the regular members and executive of the Parent Advisory Council and the school Teaching Staff. The Plan has been posted to the school web site and a copy has been emailed to parents/guardians.**

**Certification: School Planning Council**

I respectfully submit the plan on behalf of Chemainus School

\_\_\_\_\_  
Ron Nunweiler  
Principal Name

\_\_\_\_\_  
Signature on behalf of SPC

\_\_\_\_\_  
May 2011  
Date

**Certification: District**

I confirm that the school plan meets the criteria.

\_\_\_\_\_  
Dan Boudreault  
District Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
May 2011  
Date

**Certification: Chair – Board of School Trustees**

The Board accepts the school plan submitted for Chemainus Secondary School

\_\_\_\_\_  
Candace Spilsbury  
Chair – Board of School Trustees

\_\_\_\_\_  
Signature

\_\_\_\_\_  
May 2011  
Date