

SCHOOL PLAN FOR STUDENT ACHIEVEMENT 2008/2009

Name of School: **Chemainus Secondary School**

School Planning Council Members: **Mr. Ted Zemek, (PAC Chair), Mrs. Amy Brophy, Mrs. Lynette Bumstead (parents), Ms. Mrs. Sue Baker (teacher), Ms. Jenelle Tschritter (student) and Mr. Grant Foster (principal)**

School Profile: Chemainus Secondary is a small secondary school that provides a full educational program for approximately 415 students in grades 8-12 within a caring and safe environment.

Unique features include a Teacher-Advisor System that was introduced in 2005-2006, a full compliment of "exploratory" courses in Fine Arts and Applied Skills at the grade 8 level, and a wide range of extra-curricular and intra-mural athletic opportunities for students. Other features include a First Nations Art Course, an ACE-IT Carpentry Program, a very active gifted program (Mind Games, Math Challenge, Chess Club) music, drama and dance and visual arts programs, Yearbook Club, a Service Tech Club, a student volunteer program (SHOE), a non-elected student council and more.

Meaningful Parent Involvement:

The parents of Chemainus Secondary are involved in the school in many meaningful ways. The two most important organizations through which parents are involved are the Parent Advisory Council (PAC) and the School Planning Council (SPC). The PAC meets monthly with an average of 10-12 participants. These meetings serve as a forum for regular PAC business, including financial support for various school initiatives. The principal reports out at each meeting and parents are free to ask questions or express concerns or make suggestions about school related issues. The SPC held four meetings to review and prepare the 2008-2009 School Plan. Parents bring with them suggestions from the PAC for discussion and inclusion in the school plan. This plan is then ratified at a regular meeting of the PAC. Parents will also have an opportunity to offer input through the Chemainus Secondary webpage where this document will be posted along with other important information about the school. Other parents are involved in the year long planning and fund raising for the annual Dry Grad celebrations.

Parents are also involved in two Parent-Teacher Interview evenings and other scheduled meetings with counsellors, teachers and the school administration. There has been an increase in the use of e-mail for informing parents about student achievement and for sending other relevant information concerning the school home.

Each year, in the late spring, an information meeting is held for parents of incoming grade 8's. This meeting is to introduce parents to the school counsellors, Learning Assistance teacher and administrators and to provide support information about programs and student services. First time parents are given the opportunity to ask questions of counsellors and administrators and to take a tour of the school following the presentation. Another meeting is held in the fall to talk to parents and students that have signed up for the ACE-IT Carpentry Program that begins in February.

Many parents are also very involved in the school through coaching, managing, chaperoning and driving students to sporting and other extra-curricular events. School band concerts, dance recitals, theatre productions and student variety shows are always well attended. A small team of parents is also in the school on a weekly basis, raising PAC bursary funds through pizza sales. Some parents serve as guest speakers in the school and often sponsor workplace opportunities for many of our students. Parents are also very supportive of our annual "Take Your Kids to Work" day each fall for grade 9 students. We have an approximately 50-60% participation rate in this activity. The school band parent organization has worked very hard to support students and the program in preparation for their annual road trip to destinations such as Disneyland or Edmonton

School Plan to increase Parent Involvement:

In 2008-2009, we plan to continue in our efforts in increase parent involvement by increasing the use of e-mail communications. Approximately 85% of our 2007-2008 parents have indicated that they wish to receive communications from the school by e-mail. We plan to continue building the e-mail database to develop a more effective communications network. This includes e-mailing parents our monthly *Reflections* newsletter. This method of communication ensures the newsletter and other important information such as student progress reports (marks spreadsheets) and School District 79 communications will reach parents directly. Our goal is to significantly reduce the paper communications to the homes of students whose parents indicate a preference for the electronic version of the newsletter in 2008-2009.

We also plan to increase communications with the parents of our aboriginal students. Our Aboriginal Support Worker has increased the contact by phone and home visitations and we plan to continue this form of contact for 2008-2009. It is particularly important to find ways to encourage many of our aboriginal students to improve their attendance and subsequently enjoy greater success in school. We have established the Chemainus Secondary Aboriginal Joint Working Committee consisting of education coordinators, elders and chiefs and members of various agencies such as Kwamut Ielum, H' ulh-etun Health, Aboriginal Child and Youth Services, to discuss and advise the school on issues concerning ways to benefit our Aboriginal students in the school and the community. The Committee has also produced two self-help brochures for Aboriginal families and Aboriginal students in 2008. We also plan to continue integrating units of work that contain aboriginal content into various curriculum areas and providing all students with opportunities to participate in Cultural Activity events. Special events and field trips have also been planned for aboriginal students including arrangement to visit the special collections area of the provincial museum and the Anthropology Museum at UBC. In 2007-2008, we developed a new BAA course titled "Aboriginal Fisheries 11". This course will be implemented in September 2008. We are hopeful that by including some Aboriginal parents and community members as resource persons, we can encourage closer contact with the school. We plan to continue promoting cultural activities in 2008-2009 to raise Aboriginal cultural awareness. Our goal is to make learning more relevant for both aboriginal students and their parents.

Goals not continued in new plan and rationale for discontinuing: None

Goal 1: Measurable improvement in student achievement

Performance Data					Performance Targets	Strategies	Resources																																			
Mathematics 8 – 10 Annual Avg. % Final Exam Marks <table border="1"> <thead> <tr> <th>Grade</th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>na</td> <td>60.2</td> <td>67.0</td> <td>56.5</td> </tr> <tr> <td>9</td> <td>na</td> <td>57.9</td> <td>65.0</td> <td>58.3</td> </tr> <tr> <td>9e</td> <td>na</td> <td>41.6</td> <td>49.6</td> <td>55.0</td> </tr> <tr> <td>10p</td> <td>na</td> <td>60.0</td> <td>64.0</td> <td>64.8*</td> </tr> <tr> <td>10a</td> <td>na</td> <td>56.0</td> <td>63.0</td> <td>66.6*</td> </tr> <tr> <td>10e</td> <td>na</td> <td>61.0</td> <td>61.0</td> <td>62.2*</td> </tr> </tbody> </table> <p>* bold indicates Ministry Exam data for 2005-2007</p>					Grade	2004	2005	2006	2007	8	na	60.2	67.0	56.5	9	na	57.9	65.0	58.3	9e	na	41.6	49.6	55.0	10p	na	60.0	64.0	64.8*	10a	na	56.0	63.0	66.6*	10e	na	61.0	61.0	62.2*	<p>To improve student achievement on Ministry Exams in the following areas:</p> <ol style="list-style-type: none"> Annual average final exam marks Average overall final mark in the course The annual average percentage of students with a “C” letter grade or better The annual average percentage of students that complete the course. <p>The following Ministry exams will be included in this analysis: Math 10 (Principles, Applied and Essentials), Science 10, English 10 and Social Studies 11.</p> <p>All other non-Ministry examinable courses in grades 8 and 9 Math, Science, English and Social Studies including Social Studies 10 will be analyzed using school based data to exam the same areas (see a,b,c,d above)</p> <p>Targets for non-Ministry examinable courses will be an increase in achievement of 2% based on 2004 data.</p> <p>If the 2004 baseline data was met, the 2% increase will begin with the data in the year that the school successfully met the baseline data serving as the new baseline for 2008 targets.</p>	<p>Chemainus Secondary, in cooperation with elementary feeder schools will assess incoming grade 8 students to determine the level of their math competency. Students that are identified as performing significantly below grade level will be encouraged to take an elective course called LD Math Skills 8 prior to enrolling in Math 8 to ensure greater possibility of success.</p> <p>The Math Department will also assess the knowledge and skill levels of grade 9 and 10 math students prior to entering grades 10 or 11 in September of 2008. Recommendations regarding the best choice (Principles, Applications or Essentials) will be made in the best interests of the learner. It is understood that parents will have the final approval.</p> <p>Teachers will utilize eight early Professional Learning Community (PLC) release times times (80 minutes each) as collaboration time to work on the development of learning strategies and assessment and evaluation techniques that will address student achievement.</p> <p>Departments will utilize school based inservice funds to focus on projects related to improving student achievement.</p> <p>Teacher Advisors will continue to meet with advisees on a regular basis during Advisor time to review progress and provide support and guidance that focuses on improved student achievement.</p> <p>The Aboriginal Counsellor and the Aboriginal Support Worker will work closely with subject teachers to improve student achievement.</p> <p>Teachers will continue to employ Instructionally Intelligent Teaching tactics and strategies (Barrie Bennett et. al.) and SMART learning strategies (Susan Close et. al.) in the classroom.</p> <p>Teachers will introduce SMART reading strategies that will enable all students to understand reading materials in all subject areas.</p> <p>Teachers will utilize the Learning Continuum Resource binder developed by Chemainus teachers and approved by the staff in 2008, to assist students to improve literacy skills at all grade levels</p> <p>English teachers will assess all grade 9 English students entering grade 10 to determine those students who are most in need of additional learning assistance support prior to enrolling in English 10 and writing the provincial exam.</p>	<p>Advisors will act as advocates for their student advisees to ensure that they develop the necessary planning and study skills to be successful students.</p> <p>Advisors will refer advisees to counsellors, School Based Team, Student Development Center or the administration as required, for additional help.</p> <p>The school will work with grade 7 math teachers at feeder elementary schools to conduct a math assessment and to recommend best math placement for students in September 2008.</p> <p>The counsellors will continue to work with the grade 7 teachers from feeder schools by having the teachers complete a one page Transition form for every incoming student. Chemainus counsellors will then work with grade 7 teachers to analyze these forms and discuss the need of each student.</p> <p>The counsellors will work with grade 9 math teachers to assess students and to recommend the best placement for grade 10 math including Math Learning Strategies 10. Parents will have final approval</p> <p>Department heads will continue to share learning strategies at the District level during District Department Head meetings. These learning strategies will be shared with members of the department at the school.</p> <p>Students will receive additional assistance when necessary from the Student Development Center, Counsellors, Advisor and/or Aboriginal Support Worker.</p> <p>All staff members will be encouraged to participate in the DART 8 & 9 Assessments. Every staff member will become involved in analyzing the data and working within their respective departments to identify and employ strategies that will assist students to become more successful readers and writers.</p> <p>Departments will continue to work with the District Literacy and Math Coordinators to improve instructional strategies and evaluation techniques.</p>
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Science 8-10 Continued

Overall Avg. % Final Mark in Course

Grade	2004	2005	2006	2007
8	65.6	59.3	62.5	63.1
9	63.1	61.0	62.0	65.8
10	68.2	65.0	64.0	66.9*

* bold indicates Ministry Exam data for 2005-2007

Percentage of Students with a "C" letter grade or better

Grade	2004	2005	2006	2007
8	63.0	50.0	56.7	57.6
9	59.0	55.5	54.4	65.8
10	76.0	62.9	59.0	66.7*

* bold indicates Ministry Exam data for 2005-2007

Percentage of Students that Successfully Complete the Course

Grade	2004	2005	2006	2007
8	96.0	84.4	87.8	82.1
9	89.0	85.5	86.4	87.3
10	91.0	91.0	91.0	94.7*

* bold indicates Ministry Exam data for 2005-2007

Social Studies 8-11

Annual Avg. % Final Exam Marks

Grade	2004	2005	2006	2007
8	na	63.5	60.6	56.4
9	na	65.3	60.8	63.2
10	na	58.0	61.4	61.3
11	na	na	70.0	74.9*

*bold indicates Ministry Exam data for 2005-2007

Overall Avg. % Final Mark in Course

Grade	2004	2005	2006	2007
8	52.3	63.2	66.4	58.0
9	66.1	64.2	61.3	69.1
10	62.7	62.2	62.5	61.3
11	na	na*	69.0	70.3*

*bold indicates Ministry Exam data for 2005-2007

Percentage of Students with a "C" letter grade or better

Grade	2004	2005	2006	2007
8	39.0	55.0	67.8	49.4
9	68.0	66.9	54.2	69.9
10	58.0	58.1	58.9	57.3
11	na	na	83.0	82.9*

*bold indicates Ministry Exam data for 2005-2007

Percentage of Students that Successfully Complete the Course

Grade	2004	2005	2006	2007
8	71.0	91.0	87.7	76.5
9	91.0	87.5	85.9	93.6
10	85.0	85.7	90.2	84.1
11	na	na	90.0	94.5*

*bold indicates Ministry Exam data for 2005-2007

English 8 –10

Annual Avg. % Final Exam Marks

Grade	2004	2005	2006	2007
8	61.6	62.0	63.2	62.0
9	64.6	64.4	68.9	68.0
10	61.7	68.0	72.0	76.5

*bold indicates cumulative Ministry Exam data for 2005-2007

Overall Avg. % Final Mark in Course

Grade	2004	2005	2006	2007
8	61.6	59.9	63.5	63.2
9	64.6	61.8	60.4	64.1
10	61.7	70.0	70.0	71.6

*bold indicates cumulative Ministry Exam data for 2005-2007

Percentage of Students with a “C” letter grade or better

Grade	2004	2005	2006	2007
8	61.0	50.5	59.5	60.4
9	61.0	52.7	48.2	59.8
10	56.0	76.0	79.0	75.5

*bold indicates cumulative Ministry Exam data for 2005-2007

Percentage of Students that Successfully Complete the Course

Grade	2004	2005	2006	2007
8	86.0	85.6	88.5	85.2
9	87.0	89.3	87.7	88.8
10	87.0	94.0	98.0	98.7

*bold indicates cumulative Ministry Exam data for 2005-2007

Percentage of Students with a “C” letter grade or better

Grade	2004	2005	2006	2007
Ma 11 P	51.0	61.0	50.0	65.6
En 12	77.0	86.0	98.0	84.0

*bold indicates cumulative Ministry Exam data for 2005-2007

Annual Participation Rate for English 12

Grade	2004	2005	2006	2007
En 12	77.0 (33.0)	86.0* (63.0)	84.0 (43.0)	87.0 (62.5)
Prov. Part. Rate	65.0	67.0	67.0	na

*bold indicates cumulative Ministry Exam data for 2005-2007

**Annual Percentage of G and N
Work habit marks grades 8-12**

W.H.	2004	2005	2006	2007
G's	25.0	43.4	45.0	48.0
N's	17.0	21.2	20.2	17.2

To increase the number of students achieving and overall mark of “C” or better in English 12

To increase the annual participation rate of students enrolled in English 12 to 80% or better

To increase the average percentage of “G” work habits given annually to 50% or better and decrease the number of “N” work habits to 10% or less annually.

Teachers will review the expectations for work habits marks with students on a regular basis to ensure that students are familiar with work habit criteria.

The criteria for earning work habits will be posted in every classroom. Work habit definitions appear on the reverse side of all formal reports.

A copy of the Ministry definitions for work habits is posted in every classroom to ensure that students are familiar with the meaning of “G”, “S” and “N” that appear on formal reports

Goal 3: To Increase and enhance the communication among staff, students and parents

Performance Data	Performance Targets	Strategies	Resources																																									
<p>Improve Parent and Student satisfaction on the annual Ministry of Education "Satisfaction Survey"</p>	<p>To improve Parent Satisfaction Survey Results on questions related to School Environment from "many times" to "all of the time".</p> <p>1. Do teachers care about your child? (% agree)</p> <table border="1" data-bbox="569 245 1024 321"> <thead> <tr> <th>2003</th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>0-59</td> <td>60-69</td> <td>70-79</td> <td>70-79</td> <td>90-100</td> </tr> </tbody> </table> <p>2. Do you feel welcome in your child's school? (% agree)</p> <table border="1" data-bbox="569 394 1024 470"> <thead> <tr> <th>2003</th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>70-79</td> <td>70-79</td> <td>80-89</td> <td>70-79</td> <td>60-69</td> </tr> </tbody> </table> <p>To improve Student Satisfaction Survey Results on questions related to School Environment from "many times" to "all of the time".</p> <p>1. Do your teachers help you with your school work when you need it?</p> <table border="1" data-bbox="569 641 1024 824"> <thead> <tr> <th>Year</th> <th>Grade 10</th> <th>Grade 12</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>60-69%</td> <td>70-79%</td> </tr> <tr> <td>2003</td> <td>60-69%</td> <td>70-79%</td> </tr> <tr> <td>2004</td> <td>70-79%</td> <td>70-79%</td> </tr> <tr> <td>2005</td> <td>60-69%</td> <td>70-79%</td> </tr> <tr> <td>2006</td> <td>70-79%</td> <td>80-89%</td> </tr> <tr> <td>2007</td> <td>70-79%</td> <td>70-79%</td> </tr> </tbody> </table>	2003	2004	2005	2006	2007	0-59	60-69	70-79	70-79	90-100	2003	2004	2005	2006	2007	70-79	70-79	80-89	70-79	60-69	Year	Grade 10	Grade 12	2002	60-69%	70-79%	2003	60-69%	70-79%	2004	70-79%	70-79%	2005	60-69%	70-79%	2006	70-79%	80-89%	2007	70-79%	70-79%	<p>Teacher Advisors will be able to discuss issues directly related to student progress with parents effectively through e-mail contact, telephone or face-to-face meetings.</p> <p>Parents will be encouraged to use Advisors as the first line of contact concerning their child's progress. The objective is to build on the parent/student/advisor relationship to ensure the student is receiving greater support.</p> <p>Subject teachers will be able to e-mail <i>Integrate</i> mark spreadsheets home on a regular basis. This will allow teachers to inform parents about student successes and/or incomplete assignments in a timely manner.</p> <p>Parents will have the ability to log onto the school website to access secure student <i>Parent Wise</i> information regarding attendance/lates, report card marks and student timetable information.</p> <p>N.B. When the transition to the BC Electronic Student Information System (BCESIS) is implemented in the fall of 2008, parents will be fully informed by e-mail of the advantages and limitations of this system that will replace the current <i>Integrate</i> marks spreadsheet and the <i>Windsor</i> parent callout and <i>Parent-Wise</i> systems. This communication is intended to keep parents informed of any changes to the existing services provided by the school in 2007-2008.</p> <p>Parents will be able to access the school website to:</p> <ol style="list-style-type: none"> read current and back issues of the monthly school newsletter "Reflections" as well as the monthly Principal's Report to PAC refer to Parent Advisory Council Minutes, announcements, PAC constitution, budget updates, meeting schedules and other announcements refer to up-to-date Grad Committee or Student Council information. <p>The school sign will be used on a regular basis to announce important upcoming events, dates and times that will help to keep the parents and community informed.</p> <p>A Q&A (Question and Answer) section will be developed for the Parent section of the school website. This section will be based on the most frequently asked questions that parents may have about the school.</p>	<p>District Computer Technology Support staff to support online access to student information.</p> <p>All teachers will have access to a computer in their primary teaching areas with e-mail capability.</p> <p>The Aboriginal Support Worker will provide First Nations students with additional help and assist with communication to the home as required.</p> <p>In order to ensure that there is a smooth transition to BC Electronic Student Information System or BCESIS, the administration will ensure that District expertise is provided to ensure that:</p> <ol style="list-style-type: none"> staff are equipped with adequate computer hardware and connectivity to satisfactorily perform their duties staff are supported with appropriate district lead inservice on BCESIS software that is required to perform their duties <p>Parents will be kept informed to new initiatives such as:</p> <ul style="list-style-type: none"> - the implementation of BCESIS and any changes to tracking attendance or reporting -the relocation of the Chemainus Alternate School to Chemainus Secondary School. -the implementation of a self-paced program for students that have chronic attendance problems. <p>The PAC plans to develop an alumni e-mail list so that they are able to contact Chemainus Secondary alumni with relevant news, and important events such as grad reunions, the annual alumni basketball game and other important dates.</p> <p>The PAC are hopeful that alumni can support the school in other ways e.g. guest speakers, work experience sponsors and scholarship/bursary donors.</p>
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Please check:

SPC Approved Plan

Parent/Community Aware of Plan

Staff Aware of Plan

Certification: School Planning Council

I respectfully submit the plan on behalf of Chemainus Secondary School

Grant Foster

Principal Name

Signature on behalf of SPC

Date

Certification: District

I confirm that the school plan meets the criteria.

**School District 79 (Cowichan
Valley)**

District Name

Signature

Date

Certification: Chair – Board of School Trustees

The Board accepts the school plan submitted for Chemainus Secondary School

Chair – Board of School Trustees

Signature

Date