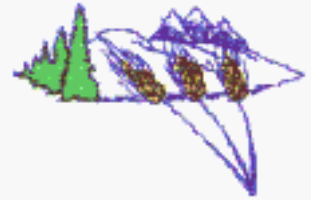




2009-2010 Chetwynd Secondary School Plan Overview



The School Planning Council (SPC)

Collaborative Input Teacher

Informal Committee Students

Cheryl Dyer Principal

Diana Canning Parent

Dennis Garvey Parent

Todd Roland Parent

Liaison Trustees: Marcie Fofonoff & Sorene Kampen

The SPC represents all members of the school community including staff, parents, and students. The SPC oversees the plan itself and monitors progress.

The work that is represented in the plan is the daily and ongoing assessment, decision-making, planning, instruction, and evaluation by the instructional staff and departments of CSS.

There is a big picture of student learning and success at CSS. This plan is a collective focus on just a few places where some key strategies are expected to impact results.

THE GOALS

What do we want to accomplish?

Our School Mission is to provide the environments and programs that will enable each student to meet the challenges of the future.

Goal 1: To improve the fulltime program completion rates of our at-risk target group of students in grades 9-12 to 54% for the 2009-2010 school year

Indicators: *% of fulltime program successfully completed (based on plan set for each student in the target group and aggregated up to a success rate for the group)*

Goal 2: To achieve the successful completion of grade level English at 91% for Grade 8, 84% for Grade 9, and 84% for Grade 10 for the 2009-2010 school year.

Indicators *% of fulltime program successfully completed (based on plan set for each student in the grade and aggregated up to a success rate for the grade)*

Goal 3: To achieve the successful completion of grade level Math at 85% for Grade 8, 92% for Grade 9, and 91% for Grade 10 for the 2009-2010 school year.

Indicators: **targets for % successfully completed Math at grade level (based on plan set for each student in the grade and aggregated up to a success rate for the grade).*

BUILDING A CULTURE OF RESPONSIBILITY AT **CSS**

SOCIAL RESPONSIBILITY OF STUDENTS
ENVIRONMENTAL RESPONSIBILITY
COLLECTIVE RESPONSIBILITY FOR STUDENT SUCCESS

OUR STORY

Our current school plan builds on previous success. We have made a shift in our overall culture that has made CSS a better place for students and staff. We have worked together to build and implement school wide systems to address lates, language, and loitering (hallway wandering). We have created an extensive recycling program that is growing out into the community. During the process we have developed our capacity to work as a team, to use a planning cycle, to use data, and to stick with our initiatives and monitor and adjust them. We also asked questions about what we were noticing as we went along. We are now looking at the next steps we can take as a school to continue to move forward.

We have impacted the school culture in some key ways and now the students who are not changing their behaviour are noticeable. This group is a focus for us. We also have reviewed our grad rate and see that a number of students that start with us in grade 8 do not continue right through to finish their programs. We believe that successfully completing a school program is important and part of a student having positive outcomes in life. We believe that our focus group of students are at-risk for non-completion. We believe that engaging these students is where we can have an impact on their lives and at the same time continue to improve the culture of the school. We see three stages we need to move through with these students: getting them to the building, getting them into their classes, and getting them to care about their success in their courses. We will meet students where they are on that continuum and work with them to move forward over time. We will set individual targets for the courses each student will complete and put in place school-wide, cohort, and individual interventions to achieve a better result and a brighter future for these students.

For our first goal we have chosen the percentage of a full time program completed by the students as our indicator. The reasons for them not yet being engaged are complex and vary for individual students. This level of data is where they come together as a group. We have specific strategies targeted at this group as well as a school-wide focus for next year on engagement that will benefit all of our students.

For the English and Math goals, a key measure of student performance is final grade. We also looked at other sources of classroom, school, district, and provincial data (including teacher ratings of Numeracy using BC Performance Standards, classroom assessments, & provincial exam results) to identify grades 8,9,10 and Aboriginal students as target groups for interventions for the 2009-2010 school year.

We have a strong leadership base in our department heads and informal leadership roles people assume over the year. We have processes and systems to guide our work together. The 2009-2010 Year is another turn of the planning cycle and an opportunity to reach our next set of collective goals.



Wrap around support for the School Plan is a year long cycle of Department, School Based

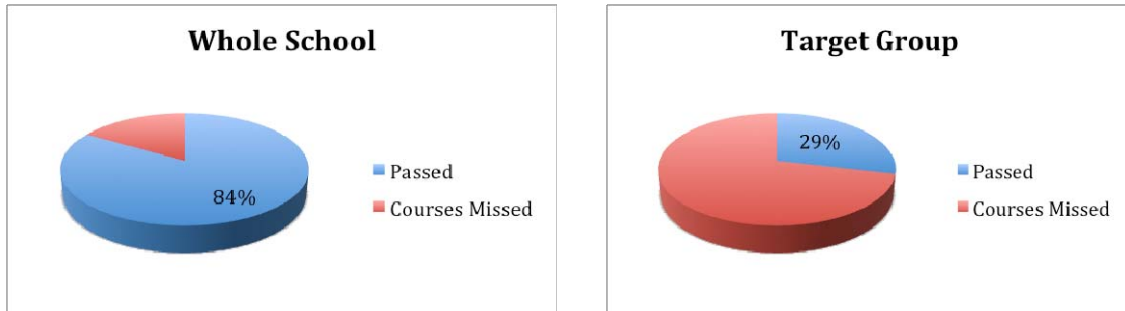
GOAL 1: COURSE SUCCESS RATE

To improve the success of our most underperforming students Gr. 9-12

2008-2009 Baseline Data

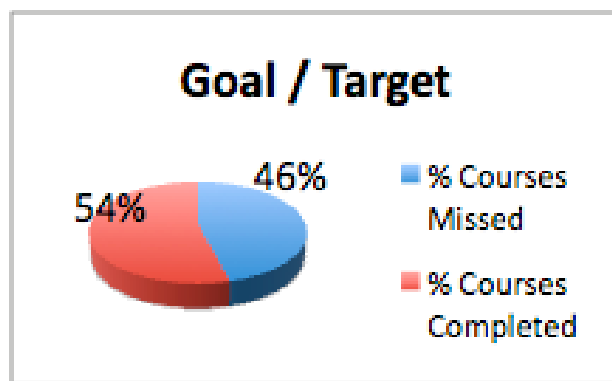
*pie chart shows percent of a fulltime program completed by the group

BASELINE



GOAL FOR THIS YEAR

Percentage of a full time program planned to be completed by this group this year



Key Interventions Planned:

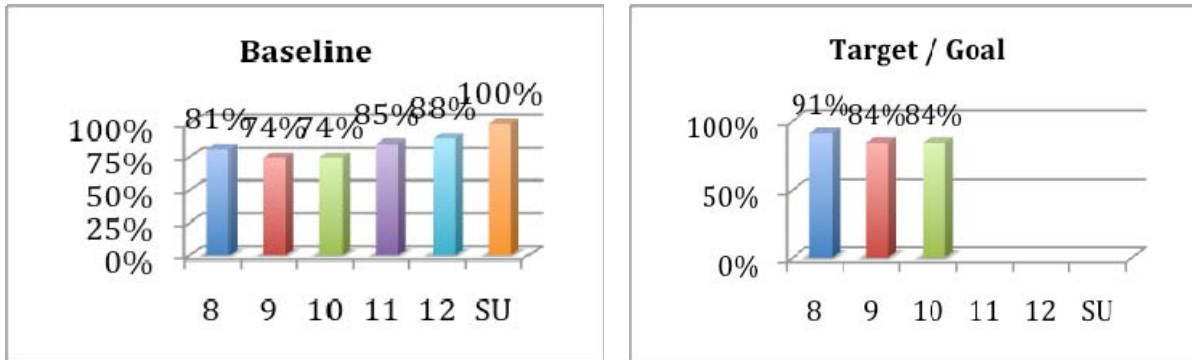
- **Communications/English Class:** a year long homeroom class in which the students build literacy skills and earn Communications/English credit, while also building community and getting coaching and support around the rest of their day
- **Tag System:** individual staff members commit to connecting on a daily basis with individual students in target group
- **SBT Focus:** School Based Team (student support services) plans with each of student in the target group before the start of the year and monitors and supports their success over the year

Team, whole staff, and School Planning Council meetings to monitor progress and adjust strategies



GOAL 2: ENGLISH SUCCESS RATE

Baseline is the % of students in each grade that completed Math at grade level last year; target is % planned to meet grade level based on individual student targets set by teacher teams aggregated up to a whole grade target.

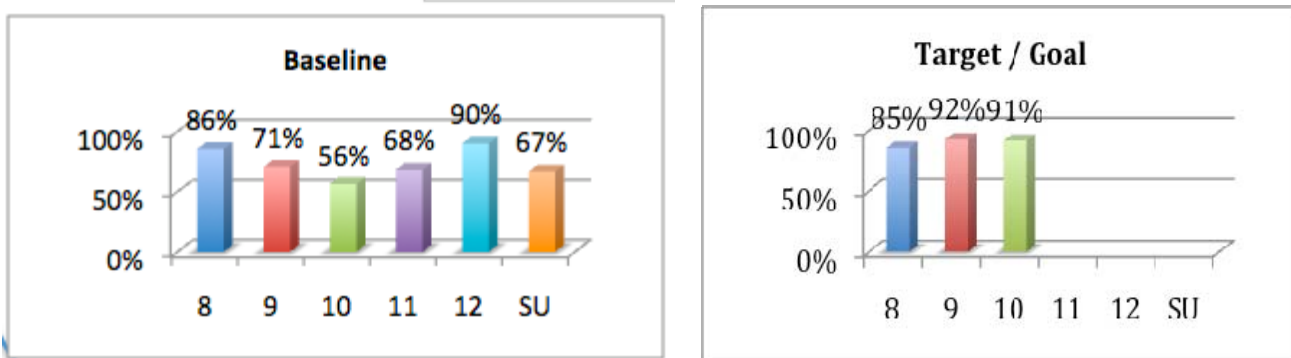


INTERVENTIONS PLANNED

- Supplementary Grade 8 Literacy class
- 1:1 Grade 9, 10 reading support for students not meeting expectations
- Monitoring, In-class support staff, attendance focus, & tutoring for Aboriginal students

GOAL 3: MATH SUCCESS RATE

Baseline is the % of students in each grade that completed Math at grade level last year; target is % planned to meet grade level based on individual student targets set by teacher teams aggregated up to a whole grade target.



INTERVENTIONS PLANNED

- Grade 8, 9, 10 Math instructional focus on basic skills
- Pilot Application of Math 10 course
- Monitoring, In-class support staff, attendance focus, & tutoring for Aboriginal students