

School Plan for Student Achievement

Frances Kelsey Secondary

2008 - 2009

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Status of School Growth Plan: The SPC, PAC and staff are strongly committed to improving student achievement while maintaining the philosophy, educational standards and goals as stated in the school mission statement.

Mission Statement: *Frances Kelsey Secondary School, in partnership with the students, parents and the community, is dedicated to developing the individual potential of all students by providing a safe caring environment. We encourage students to be self-motivated, self-directed, responsible citizens and life-long learners.*

Frances Kelsey Secondary is located in a semi-rural setting and accommodates approximately 1200 students in grades 9-12. Demographics indicate that the school population closely approximates provincial averages. The most notable feature of the school is its individually paced curriculum delivery model. Key components of the program include an Advisor system, flexible scheduling, personalized programming and collaborative teaching. The goals of the SPC remain the same as the previous year. Continued areas of focus will be Literacy and Numeracy. Additionally we will strive to improve the attitudes of our students toward wellness and healthy living.

FRANCES KELSEY SECONDARY DEMOGRAPHICS	School	Province
Proportion of Students who are Female	51	49
Proportion of Students who are Male	49	51
Proportion of Students who are Aboriginal	5	10
Proportion of Students with Special Needs	10	10

Please Refer to the Following Complete Documents For Full Performance Data:

- School Performance Report www.bced.gov.bc.ca/reporting/levels/perf-bas.php
- Grade 10 & 12 Exam Results www.bced.gov.bc.ca/reporting/exams/
- Frances Kelsey Secondary School Data and Surveys

Goal 1: To increase student performance by improving WELLNESS, recognizing the importance of physical, social and emotional health.

Performance Data

School Data - Performance Based Schools Report

Staff & student evaluation of student social responsibility using the BC Performance Standards.

	Exceeding	Fully Meeting	Meeting	Not Yet
2005-06 Advisor Evaluation (1180- all students)	16%	43%	33%	8%
2006-07 Advisor Evaluation (220- gr.9 students only)	18%	34%	33%	15%

FKSS Balance Day Student Survey Results

"How would you rate Balance Day overall?"						
	Attendance	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Feb 2007	61%	22%	49%	21%	5%	3%
Feb 2008	83%	19%	46%	28%	6%	1%

Safe Schools Social Responsibility Survey (University College of Fraser Valley)

APRIL 2007	Never	Once or a few times	About once per month	About once per week	Always
I feel safe at school	3%	2%	7%	37%	51%
Bullying & harassment to me	46.5%	43%	7%	3.5%	---
How often have you smoked cigarettes at school?	86.5%	6%	1.5%	6%	---
How often have you smoked marijuana at school?	75%	13%	5.5%	6.5%	---
How often have you consumed alcohol at school?	82.5%	12.5%	2%	3%	---

Performance Targets	Strategies	Resources
<p>1. To improve the student social responsibility levels by 2% on the BC Performance Standard (using the <u>Performance Based Schools Report</u> survey data).</p> <p>2. To have all of our students participate and value Balance Day. To achieve 100% satisfaction on the <u>FKSS Balance Day</u> survey results.</p> <p>3. To increase the results on the <u>Safe Schools Social Responsibility Survey</u> by 2%.</p>	<ol style="list-style-type: none"> 1. Continue to enhance the Advisor system for Teachers and students using the Advisor Committee to work with staff at staff meetings and Professional Learning Community time. 2. Support the School-based intervention programs and maintain Staff-Student-Parent communication lines 3. Active participation in the Healthy Schools Network program, the Performance Based Schools Network and the CCSDL. 4. Continue to host and support annual “Balance Day” promoting healthy lifestyle, fitness and career choices. 5. Support the existing student clubs and encourage students to start new clubs in their efforts to promote wellness and social responsibility 6. To incorporate policies and practices from our involvement in Healthy Schools and Most Kids Don’t programs that support students’ health and overall well-being, recognizing the links between health and student achievement. 	<p><u>School</u></p> <ul style="list-style-type: none"> ➤ Advisor System ➤ Healthy Schools – Performance Based Schools Network ➤ TCO2. Taking care of yourself and taking care of others ➤ Victoria Drug Awareness session ➤ AIDS Vancouver Island ➤ Staff sponsors ➤ PAC input and funding ➤ Terry Fox Run ➤ Ace It cooks program which makes balanced food available for all students <p><u>Student Clubs</u></p> <ul style="list-style-type: none"> ➤ Balance ➤ SAVE ➤ Peer Counsellors ➤ Peer Tutors ➤ Red Cross ➤ SADD ➤ Philanthropy ➤ Leadership ➤ Interact ➤ Global Issues ➤ Outdoor ➤ Environmental ➤ TADA ➤ Intramurals ➤ Student Council ➤ Surf ➤ Stellar Book ➤ Crayon ➤ Anime ➤ Theatre Productions ➤ Running ➤ Grad Council ➤ Skills Canada <p><u>District</u></p> <ul style="list-style-type: none"> ➤ Aboriginal Support worker ➤ Aboriginal Education Coordinator

Grade 9		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	1108	363	450	127	102	62	4	78.6%	84.8%
	2005/6	1133	399	446	131	90	63	4	79.2%	86.1%
	2006/7	943	299	392	112	83	55	2	78.7%	85.2%
Females	2004/5	1221	635	394	89	60	38	5	83.1%	91.6%
	2005/6	1045	499	363	79	65	39	0	82.4%	90.0%
	2006/7	1063	554	325	93	54	33	4	83.3%	91.4%
Combined	2004/5	2329	998	844	216	162	100	9	81.0%	88.4%
	2005/6	2178	898	809	210	155	102	4	80.7%	88.0%
	2006/7	2006	853	717	205	137	88	6	81.1%	88.5%
Grade 10		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	910	269	359	135	99	42	6	77.7%	83.8%
	2005/6	1048	378	421	114	87	47	1	79.8%	87.1%
	2006/7	1000	345	391	128	91	43	2	79.4%	86.4%
Females	2004/5	1044	492	330	94	82	44	2	81.7%	87.7%
	2005/6	1099	557	369	95	53	23	2	83.3%	92.9%
	2006/7	955	459	316	102	58	18	2	82.7%	91.8%
Combined	2004/5	1954	751	689	229	181	86	8	83.0%	85.4%
	2005/6	2147	935	790	209	140	70	3	81.6%	90.1%
	2006/7	1955	804	707	230	149	61	4	81.0%	89.1%
Grade 11		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	889	305	314	109	106	53	2	78.5%	81.9%
	2005/6	783	289	322	93	48	31	0	80.4%	89.9%
	2006/7	855	372	303	91	67	22	0	81.5%	89.6%
Females	2004/5	1275	622	437	112	73	30	1	82.8%	91.8%
	2005/6	1040	528	368	71	51	22	0	83.3%	93.0%
	2006/7	953	524	339	49	26	15	0	85.0%	95.7%
Combined	2004/5	2164	927	751	221	179	83	3	81.0%	87.8%
	2005/6	1823	817	690	164	99	53	0	82.1%	91.7%
	2006/7	1808	896	642	140	93	37	0	83.3%	92.8%
Grade 12		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	580	289	194	53	26	18	0	83.5%	92.4%
	2005/6	551	245	189	59	35	23	0	82.0%	89.5%
	2006/7	579	288	198	56	24	11	2	84.0%	93.6%
Females	2004/5	978	565	290	68	35	19	1	85.6%	94.4%
	2005/6	804	439	232	71	35	26	1	84.2%	92.3%
	2006/7	700	417	209	45	25	4	0	86.7%	95.9%
Combined	2004/5	1558	854	484	121	61	37	1	84.8%	93.6%
	2005/6	1355	684	421	130	70	49	1	83.3%	91.1%
	2006/7	1279	705	407	101	49	17	2	85.4%	94.8%

Performance Targets	Strategies	Resources
<p>4. To maintain or increase the percentage of all students receiving C+ or better in their courses,</p> <p>5. To improve the percentage of our male students' achieving C+ or better in their courses by 2% over the next year.</p> <p>6. To improve our practice of assisting students to complete their courses, while maintaining the achievement level as indicated by those achieving C+ or better in their courses (please refer to Appendix: Transition Rates data at the end of the document).</p> <p>7. Increase the transition rates of our Aboriginal students by 2% for each grade transition (please refer to Appendix: Transition Rates data at the end of the document).</p>	<p>7. Subject related incentives to complete in a timely manner.</p> <ul style="list-style-type: none"> ➤ "double dip" to receive credit in multiple areas for the same assignment ➤ give credit for extra curricular activities and sports teams ➤ alternative methods of assessment ➤ exam relief incentives ➤ provide benchmarks for students to better inform their pacing <p>8. Examine the learning guides to ensure they engage all learners.</p> <p>9. To improve the orientation to our school for new students. This will positively affect our students' academic success.</p> <p>10. Review our practice to include more assessments that appeal to male students.</p> <p>11. Continue the "Earn Your Wings" program for grade.9, 10 & 11 students</p> <p>12. Continue the grade 12 "Study Pass" program.</p> <p>13. Continue to refine the school-wide Action Alert intervention process.</p> <p>14. Continue to utilize and support the staff-student-parent communication lines within the school.</p> <p>15. Use the expertise of the Aboriginal support worker to connect with our Aboriginal students.</p> <p>16. Use strategies that would appeal to the individual learning styles and situations of our Aboriginal students.</p>	<p><u>District</u></p> <ul style="list-style-type: none"> ➤ District funding ➤ District K-12 Improvement Plan for Social Responsibility ➤ In-house and district technology expertise. <p><u>School</u></p> <ul style="list-style-type: none"> ➤ Advisor System ➤ Staff Professional Learning Communities ➤ Sports ➤ Theatre ➤ Music ➤ School funding ➤ FKSS Website ➤ Student Success Committee ➤ PAC input and funding ➤ Welcome Wagon program for new students ➤ School Email ➤ Advisor Email ➤ FKSS website ➤ parent access to Netmarks

Goal 2: LITERACY: *To maintain or improve student achievement.*

Performance Data – Humanities Non-Provincially Examinable

English 9		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	132	35	56	17	15	7	2	77.1%	81.8%
	2005/6	134	25	65	22	13	8	1	75.9%	83.6%
	2006/7	119	21	58	20	13	7	0	75.8%	83.2%
Females	2004/5	143	83	41	9	5	4	1	83.8%	93.0%
	2005/6	130	60	45	16	6	3	0	81.8%	93.1%
	2006/7	143	59	58	15	6	5	0	81.4%	92.3%
Combined	2004/5	275	118	97	26	20	11	3	80.6%	87.6%
	2005/6	264	85	110	38	19	11	1	78.8%	88.3%
	2006/7	262	80	116	35	19	12	0	78.9%	88.2%
Com munications 11		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	13	0	4	3	4	2	0	67.5%	53.8%
	2005/6	10	0	6	1	1	2	0	70.4%	70.0%
	2006/7	20	0	16	2	0	2	0	75.0%	90.0%
Females	2004/5	7	0	6	1	0	0	0	76.6%	100%
	2005/6	9	0	5	1	2	1	0	71.3%	66.7%
	2006/7	7	0	5	0	1	1	0	71.7%	71.4%
Combined	2004/5	20	0	10	4	4	2	0	70.7%	70.0%
	2005/6	19	0	11	2	3	3	0	70.8%	68.4%
	2006/7	27	0	21	2	1	3	0	74.1%	85.2%
English 11		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	77	11	36	12	14	4	0	75.4%	76.6%
	2005/6	91	23	35	20	7	6	0	77.2%	85.7%
	2006/7	96	24	41	14	15	2	0	77.5%	82.3%
Females	2004/5	127	48	55	10	7	7	0	81.0%	89.0%
	2005/6	126	51	59	7	5	4	0	81.7%	92.9%
	2006/7	121	58	52	7	3	1	0	84.0%	96.7%
Combined	2004/5	204	59	91	22	21	11	0	78.9%	84.3%
	2005/6	217	74	94	27	12	10	0	79.8%	89.9%
	2006/7	217	82	93	21	18	3	0	81.1%	90.3%
Socials 9		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	139	40	61	18	15	5	0	78.5%	85.6%
	2005/6	139	39	52	23	14	11	0	77.2%	82.0%
	2006/7	115	24	49	21	16	5	0	76.8%	81.7%
Females	2004/5	146	76	54	8	4	4	0	84.3%	94.5%
	2005/6	144	55	68	12	7	2	0	81.5%	93.8%
	2006/7	124	59	42	14	7	2	0	82.5%	92.7%
Combined	2004/5	285	116	115	26	19	9	0	78.6%	90.2%
	2005/6	283	94	120	35	21	13	0	78.1%	88.0%
	2006/7	239	83	91	35	23	7	0	79.6%	87.4%
Socials 10		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	121	23	53	23	17	4	1	75.5%	81.8%
	2005/6	130	45	57	16	10	2	0	80.6%	90.8%
	2006/7	131	37	70	14	4	6	0	80.2%	92.4%
Females	2004/5	140	63	51	16	8	2	0	81.9%	92.9%
	2005/6	131	66	53	9	2	1	0	84.4%	97.7%
	2006/7	126	63	42	14	6	1	0	83.4%	94.4%
Combined	2004/5	261	86	104	39	25	6	1	78.9%	87.7%
	2005/6	261	111	110	25	12	3	0	82.5%	94.3%
	2006/7	257	100	112	28	10	7	0	81.8%	93.4%

Performance Targets	Strategies	Resources
<p>1. To maintain or increase the number of students achieving C+ or better as a final letter grade in our Humanities courses, which are heavily dependent on reading literacy.</p>	<p>1. Use the Professional Learning Community teams that focus on literacy:</p> <ul style="list-style-type: none"> ➤ formative assessment ➤ problem-based learning ➤ learning strategies ➤ continuous progress <p>2. Staff focus on Assessment and Evaluation practices.</p> <ul style="list-style-type: none"> ➤ Formative-Summative Assessment ➤ “double dip” to receive credit in multiple areas for the same assignment ➤ alternative methods of assessment ➤ exam relief incentives 	<p><u>District</u></p> <ul style="list-style-type: none"> ➤ District K-12 Improvement plans for Writing and Reading. ➤ District Department Head meetings ➤ Instructional Intelligence work with Barrie Bennett ➤ SMART Learning ➤ District Literacy Specialist ➤ Assessment and Evaluation Pro-D opportunities for Staff <p><u>School</u></p> <ul style="list-style-type: none"> ➤ Teacher time provided through In-service account (#1630) and other Pro-D opportunities ➤ Department Heads from all areas ➤ Administration ➤ Funding from PAC
<p>2. To maintain or improve the gender balance in academic performance school letter grade distribution.</p>	<p>3. Introduction by colleagues of the Instructional Intelligence work</p> <p>4. Review learning guides and apply new Learning Strategies.</p>	<p><u>Students</u></p> <ul style="list-style-type: none"> ➤ Peer Tutoring

Literacy Performance Data – Provincially Examinable Courses:

Subject	School Year	Students Assigned Blended Final Mark	C- (pass) or Better				C+ (good) or Better			
			School		District	Province	School		District	Province
			#	%	%	%	#	%	%	%
English 10	04/05	191	191	100	98	95	169	88	69	64
	05/06	277	277	100	99	96	257	93	72	65
	06/07	254	253	100	98	95	232	91	74	65
Socials Studies 11	04/05	-	-	-	-	-	-	-	-	-
	05/06	159	159	100	98	97	143	90	66	68
	06/07	211	211	100	98	96	184	87	67	66
English 12	04/05	197	197	100	99	98	175	89	78	68
	05/06	181	181	100	100	98	149	82	69	68
	06/07	178	178	100	100	98	161	90	70	68
Communications 12	04/05	25	25	100	96	97	20	80	54	47
	05/06	29	29	100	99	97	23	79	42	46
	06/07	44	44	100	99	97	41	93	65	49
Literature 12 *	06/07	26	26	100	97	98	41	93	65	49
French 12 *	06/07	9	9	100	100	99	9	100	97	86
Geography 12 *	06/07	38	38	100	100	97	36	95	83	72
History 12 *	06/07	40	40	100	97	97	37	93	77	70
Japanese 12 *	06/07	Msk	Msk	Msk	100	99	Msk	Msk	100	89
Spanish 12 *	06/07	6	6	100	100	98	6	100	100	84

* Note: First year of optional exams

Performance Targets	Strategies	Resources
<p>3. To maintain or exceed the number of students receiving C+ or better in our provincially examinable subjects so they remain at or above the provincial average</p>	<p>5. Mock provincial exams and exam review sessions.</p> <p>6. Encourage departmental collaboration through the use of in-service funds</p> <p>7. Provide more options for student initiated self-directed study units.</p> <p>8. Provide more options within learning guides to appeal to different learning styles.</p> <p>9. Continue to recognize the gender differences in learning styles.</p> <p>10. Use technology to increase instructional opportunities (web site, videos)</p>	<p><u>District</u></p> <ul style="list-style-type: none"> ➤ District K-12 Improvement plans for Writing and Reading. ➤ District Department Head meetings ➤ Instructional Intelligence work with Barrie Bennett ➤ SMART Learning ➤ District Literacy Specialist ➤ Assessment and Evaluation Pro-D opportunities for Staff <p><u>School</u></p> <ul style="list-style-type: none"> ➤ Teacher time provided through In-service account (#1630) and other Pro-D opportunities ➤ Department Heads from all areas ➤ Administration ➤ Funding from PAC <p><u>Students</u></p> <ul style="list-style-type: none"> ➤ Peer Tutoring
<p>4. Increase the number of opportunities to express literacy using multiple expressions of literacy across the curriculum.</p>	<p>11. Encourage the use of multiple expressions of Literacy (i.e. Fine Arts, Music, Dance...)</p> <p>12. Stellar Book Club program encourages reading.</p> <p>13. More library materials aimed at boys.</p>	

Goal 3: NUMERACY: *To maintain or improve student achievement.*

Performance Data – Math / Sciences Non-Provincially Examinable

Principles of Math 9		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	88	29	29	15	9	5	1	77.2	83.0%
	2005/6	89	24	36	13	7	7	2	76.7	82.0%
	2006/7	55	17	12	8	8	10	0	73.5	67.3%
Females	2004/5	113	50	31	13	13	6	0	79.8	83.2%
	2005/6	90	34	29	11	10	6	0	78.8	82.2%
	2006/7	86	32	27	12	10	4	1	78.3	82.6%
Combined	2004/5	201	79	60	28	22	11	1	78.7	83.1%
	2005/6	179	58	65	24	17	13	2	77.8	82.1%
	2006/7	141	49	39	20	18	14	1	76.4	76.6%
Applications of Math 9		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	33	3	13	6	5	6	0	70.7	66.7%
	2005/6	38	4	12	9	8	5	0	70.6	65.8%
	2006/7	51	9	16	13	7	6	0	72.0	74.5%
Females	2004/5	26	4	8	9	4	1	0	73.9	80.8%
	2005/6	44	6	20	6	6	6	0	73.9	72.7%
	2006/7	28	8	15	3	2	0	0	79.2	92.9%
Combined	2004/5	59	7	21	15	9	7	0	72.1	72.9%
	2005/6	82	10	32	15	14	11	0	72.4	69.5%
	2006/7	79	17	31	16	9	6	0	74.6	81.0%
Essentials of Math 9		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	11	0	0	1	4	6	0	59.6	9.1%
	2005/6	16	1	6	4	2	3	0	69.4	68.8%
	2006/7	1	0	0	1	0	0	0	72.0	100.0%
Females	2004/5	9	0	3	0	2	4	0	62.6	33.3%
	2005/6	5	1	1	0	3	0	0	71.0	40.0%
	2006/7	4	0	1	0	1	1	1	61.3	25.0%
Combined	2004/5	20	0	3	1	6	10	0	61.0	20.0%
	2005/6	21	2	7	4	5	3	0	69.8	61.9%
	2006/7	5	0	1	1	1	1	1	63.4	40.0%

Principles of Math 11		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	58	16	20	8	10	4	0	75.7	75.9%
	2005/6	61	19	30	5	2	5	0	78.5	88.5%
	2006/7	61	27	20	9	3	2	0	80.9	91.8%
Females	2004/5	99	37	29	16	10	7	0	76.8	82.8%
	2005/6	97	48	26	12	8	3	0	81.4	88.7%
	2006/7	94	42	39	8	2	3	0	82.8	94.7%
Combined	2004/5	157	53	49	24	20	11	0	76.4	80.3%
	2005/6	158	67	56	17	10	8	0	80.3	88.6%
	2006/7	155	69	59	17	5	5	0	82.1	93.5%
Applications of Math 11		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	28	6	17	3	2	0	0	78.0	92.9%
	2005/6	33	6	20	4	2	1	0	77.5	90.9%
	2006/7	39	15	14	7	2	1	0	81.0	92.3%
Females	2004/5	40	7	19	10	4	0	0	76.8	90.0%
	2005/6	27	6	15	2	3	1	0	77.3	85.2%
	2006/7	28	17	7	2	1	1	0	84.3	92.9%
Combined	2004/5	68	13	36	13	6	0	0	77.3	91.2%
	2005/6	60	12	35	6	5	2	0	77.4	88.3%
	2006/7	67	32	21	9	3	2	0	82.4	92.5%
Essentials of Math 11		Number Complete	Number of each letter grade					Average Percent	C+ or better	
			A	B	C+	C	C-			F
Males	2004/5	16	0	8	4	3	1	0	71.9	75.0%
	2005/6	5	0	4	1	0	0	0	77.8	100.0%
	2006/7	8	1	5	0	1	1	0	72.3	75.0%
Females	2004/5	16	1	8	5	2	0	0	74.1	87.5%
	2005/6	9	2	7	0	0	0	0	80.9	100.0%
	2006/7	6	0	2	2	0	2	0	66.0	66.7%
Combined	2004/5	32	1	16	9	5	1	0	73.0	81.3%
	2005/6	14	2	11	1	0	0	0	79.8	100.0%
	2006/7	14	1	7	2	1	3	0	69.6	71.4%

Performance Targets	Strategies	Resources
<p>1. To maintain or increase the number of students achieving C+ or better as a final letter grade in Math and Science courses which are more heavily dependent on numeracy.</p> <p>2. To maintain or improve the gender balance in academic performance in school letter grade distribution.</p>	<p>1. Use the Professional Learning Community teams that focus on numeracy:</p> <ul style="list-style-type: none"> ➤ formative assessment ➤ problem-based learning ➤ learning strategies ➤ continuous progress <p>2. Introduction by colleagues of the Instructional Intelligence work.</p> <p>3. Provide more options within learning guides to appeal to different learning styles.</p> <p>4. Continue to recognize the gender differences in learning styles.</p>	<p><u>District</u></p> <ul style="list-style-type: none"> ➤ District K-12 Improvement plans for Numeracy. ➤ District Department Head meetings ➤ Instructional Intelligence work with Barrie Bennett ➤ District Numeracy Specialist <p><u>School</u></p> <ul style="list-style-type: none"> ➤ Teacher time provided through In-service account (#1630) and other Pro-D opportunities ➤ Department Heads from all areas ➤ Possible funding from PAC ➤ After school Math and Science help by teachers & evening support for students in Provincially examinable courses <p><u>Students</u></p> <ul style="list-style-type: none"> ➤ Peer Tutoring

Science 9		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	132	30	59	25	11	6	1	76.5%	86.4%
	2005/6	129	35	56	24	7	6	1	76.9%	89.1%
	2006/7	110	22	48	20	14	6	0	76.1%	81.8%
Females	2004/5	144	52	61	14	11	5	1	79.8%	88.2%
	2005/6	131	38	61	14	11	7	0	78.6%	86.3%
	2006/7	120	41	50	20	6	3	0	79.9%	92.5%
Combined	2004/5	276	82	120	39	22	11	2	78.2%	87.3%
	2005/6	260	73	117	38	18	13	1	77.8%	87.7%
	2006/7	230	63	98	40	20	9	0	78.1%	87.4%
Sc & Tech 11		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	20	1	5	1	4	9	0	63.4%	35.0%
	2005/6	16	3	8	2	2	1	0	76.9%	81.3%
	2006/7	20	3	6	3	4	4	0	71.0%	60.0%
Females	2004/5	14	1	8	2	1	2	0	73.7%	78.6%
	2005/6	13	5	4	0	2	2	0	76.2%	69.2%
	2006/7	7	1	5	0	1	0	0	80.4%	85.7%
Combined	2004/5	34	2	13	3	5	11	0	67.6%	52.9%
	2005/6	29	8	12	2	4	3	0	76.6%	75.9%
	2006/7	27	4	11	3	5	4	0	73.4	66.7%
Bi 11 / Ch 11 / Ph 11		Number Complete	Number of each letter grade						Average Percent	C+ or better
			A	B	C+	C	C-	F		
Males	2004/5	94	19	30	18	19	7	1	71.1%	71.3%
	2005/6	112	32	51	21	6	2	0	78.4%	92.9%
	2006/7	115	42	50	8	12	3	0	78.0%	87.0%
Females	2004/5	170	43	74	19	26	7	1	76.4%	80.0%
	2005/6	159	59	64	17	13	6	0	79.1%	88.1%
	2006/7	191	76	88	18	9	0	0	81.8%	95.3%
Combined	2004/5	264	62	104	37	45	14	2	74.4%	76.9%
	2005/6	271	91	115	38	19	8	0	78.8%	90.0%
	2006/7	306	118	138	26	21	3	0	80.3%	92.2%

Numeracy Performance Data – Provincially Examinable Courses

Subject	School Year	Students Assigned Blended Final Mark	C- (pass) or Better				C+ (good) or Better			
			School		District	Province	School		District	Province
			#	%	%	%	#	%	%	%
Applications of Math 10	04/05	34	33	97	95	91	20	59	33	38
	05/06	58	58	100	98	91	42	72	47	38
	06/07	84	84	100	100	91	59	70	57	38
Essentials of Math 10	04/05	18	18	100	95	91	12	67	42	41
	05/06	21	21	100	93	92	15	71	36	42
	06/07	20	20	100	96	92	12	60	49	43
Principles of Math 10	04/05	131	131	100	97	93	109	89	59	60
	05/06	177	177	100	98	92	145	82	61	58
	06/07	167	167	100	99	92	139	83	66	57
Science 10	04/05	178	178	100	98	94	146	82	60	61
	05/06	236	234	99	96	94	195	83	57	58
	06/07	261	261	100	98	93	197	75	61	57
Biology 12 *	06/07	91	91	100	97	95	83	91	64	66
Chemistry 12 *	06/07	29	29	100	98	96	23	79	67	74
Principles of Math 12*	06/07	70	69	99	97	95	57	100	74	79
Physics 12 *	06/07	6	6	100	94	97	6	100	74	79

* Note: First year of optional exams

Performance Targets	Strategies	Resources
<p>5. To maintain or exceed the number of students receiving C+ or better in our provincially examinable subjects so they remain at or above the provincial average</p>	<p>5. Review sessions for Provincial Exams.</p> <p>6. Mock exam sessions for Provincial Exams</p> <p>7. Examine the use of alternative testing strategies (oral upgrades, posters, displays)</p> <p>8. Use technology to increase instructional opportunities (web site, videos)</p> <p>9. Student study groups.</p> <p>10. Staff focus on Assessment and Evaluation practices.</p> <ul style="list-style-type: none"> ➤ alternative methods of assessment ➤ exam relief incentives ➤ formative and summative assessment ➤ data analysis across curricular areas <p>11. Review learning guides and apply new Learning Strategies.</p>	<p><u>District</u></p> <ul style="list-style-type: none"> ➤ District K-12 Improvement plans for Numeracy. ➤ Director of Middle & Secondary Education Department Head meetings ➤ Instructional Intelligence work with Barrie Bennett ➤ District Numeracy Specialist <p><u>School</u></p> <ul style="list-style-type: none"> ➤ Teacher time provided through In-service account (#1630) and other Pro-D opportunities ➤ Department Heads from all areas ➤ Possible funding from PAC ➤ After school Math and Science help by teachers & evening support for students in Provincially examinable courses <p><u>Students</u></p> <ul style="list-style-type: none"> ➤ Peer Tutoring

Action to date:

Staff Awareness of Plan

Parent / Community Awareness of Plan

Certification: Principal

I respectfully submit this plan on behalf of *Frances Kelsey Secondary*.

M. Sandford
Principal Name

Signature

Date

Certification: District

I confirm that the school plan meets the criteria.

District Name

Signature

Date

Certification: Chair - Board of School Trustees

The Board accepts the school plan submitted for *Frances Kelsey Secondary*.

Chair - Board of School Trustees

Signature

Date

APPENDIX:

GRADE-TO-GRADE TRANSITION

Transition to a Higher Grade From:	School Year	Total Students In Grade #	Transition Rates			
			School #	School %	District %	Province * %
Grade 9	02/03	244	206	84	89	94
	03/04	296	252	85	84	94
	04/05	299	285	95	93	94
	05/06	295	280	95	92	94
	06/07	267	254	95	92	95
Grade 10	02/03	270	190	70	77	89
	03/04	297	261	88	86	90
	04/05	276	250	91	89	90
	05/06	342	300	88	84	89
	06/07	305	256	84	85	90
Grade 11	02/03	227	138	61	74	79
	03/04	237	167	70	75	80
	04/05	326	220	67	75	81
	05/06	270	170	63	73	82
	06/07	313	215	69	74	83

GRADUATION: FIRST-TIME GRADE 12 STUDENTS



School Year	1 st Time Gr 12 September #	Graduates			
		School #	School %	District %	Province * %
02/03	156	139	89	87	75
03/04	189	156	83	84	75
04/05	199	165	83	88	76
05/06	244	182	75	82	77
06/07	192	155	81	84	78

**GRADE-TO-GRADE TRANSITION
MALE (M) / FEMALE (F)**



Transition to a Higher Grade From:	School Year	Total Students		Transition Rates				District	
		In Grade	In Grade	School		District		M	F
		M #	F #	M #	F #	M %	F %	M %	F %
Grade 9	02/03	120	124	99	83	107	86	88	91
	03/04	147	149	120	82	132	89	82	86
	04/05	143	156	138	97	147	94	92	93
	05/06	153	142	144	94	136	96	92	92
	06/07	131	136	125	95	129	95	92	92
Grade 10	02/03	109	161	68	62	122	76	75	80
	03/04	144	153	117	81	144	94	81	90
	04/05	128	148	117	91	133	90	89	88
	05/06	168	174	151	90	149	86	84	85
	06/07	156	149	131	84	125	84	86	84
Grade 11	02/03	111	116	57	51	81	70	74	74
	03/04	96	141	60	63	107	76	71	79
	04/05	153	173	85	56	135	78	70	79
	05/06	133	137	73	55	97	71	70	77
	06/07	157	156	102	65	113	72	72	76

**GRADUATION: FIRST-TIME GRADE 12 STUDENTS
MALE (M) / FEMALE (F)**



School Year	1st time Gr 12 September M #	1st time Gr 12 September F #	Graduates					
			School				District	
			M #	M %	F #	F %	M %	F %
02/03	53	103	48	91	91	88	86	88
03/04	77	112	57	74	99	88	80	87
04/05	73	126	53	73	112	89	84	93
05/06	100	144	67	67	115	80	80	84
06/07	90	102	69	77	86	84	82	86

Transition Rates **FRANCES KELSEY SECONDARY**

FRANCES KELSEY SECONDARY, District 079	Percent (%)					
	Grade 6 to higher grade	Grade 7 to higher grade	Grade 8 to higher grade	Grade 9 to higher grade	Grade 10 to higher grade	Grade 11 to higher grade
Aboriginal						
2002/03	-	-	-	100	43	63
2003/04	-	-	-	75	67	50
2004/05	-	-	-	82	81	63
2005/06	-	-	-	81	79	67
2006/07	-	-	-	80	50	46
Non-Aboriginal						
2002/03	-	-	-	84	72	61
2003/04	-	-	-	86	89	71
2004/05	-	-	-	96	91	68
2005/06	-	-	-	96	88	63
2006/07	-	-	-	96	85	70