



SCHOOL PLAN FOR STUDENT ACHIEVEMENT 2009/2010

Frances Kelsey School



SPC Cycle for Improvement

School Profile:
(brief description)

School Planning Council: Marilyn Sandford, Mike Martin, Kevin van der Linden, Sharleen Impett (parent), C.J. Kubica (parent), Judy Eburne (parent), Sue Robinson (teacher), Arianna Augustine (student), Marcie Callewaert (student).

Status of School Growth Plan: The SPC, PAC and staff are strongly committed to improving student achievement and transitions 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 1100 students in grades 9-12. Demographics indicated 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 focus on improving the attitudes of our students toward wellness and healthy living as well as improving achievement and transition.

School Goals (Max 2)	Rationale (based on data*)	Performance Targets	Summary of Progress (Spring 2010)	Action Plans
Goal 1: To increase student performance by improving WELLNESS, recognizing the importance of physical, social and emotional health.	Students who engage in regular wellness activity are happier and demonstrate improved academic performance at school (based on data from ACT NOW BC and the Frances Kelsey Balance Day and Student Satisfaction Surveys). Appendix: Goal 1	To improve student social responsibility levels by 2% on the BC Performance Standards (using the Performance Based Schools Report survey data). To have all of our students participate and value Balance Day. To achieve 100% satisfaction on the FKSS Balance Day survey results. To increase the results on the Student Satisfaction Survey by	<ul style="list-style-type: none"> Where are we? What worked? How do we know? What does the evidence tell us we need to work on? What needs to change? 	<ul style="list-style-type: none"> To enhance the Advisor system for teachers and students by providing an opportunity for collaboration at staff meetings and Professional Learning Community time. To continue to use the Advisor system: to promote and educate students about wellness and to provide emotional and social support. To continue to develop communication lines between school and the home through the use of school email, phone, netmarks, Whale's Tale and website links. To effectively utilize the School-based intervention programs and maintain Staff Student-Parent communication lines through use of Action Alerts, and at risk student referral system.

		<p>2% on questions related to wellness. Appendix: Goal 1</p> <p>To increase the GPA of all students to 2.5 or higher.</p>		<ul style="list-style-type: none"> • Continue to host and support an annual "Balance Day" promoting healthy lifestyle, fitness and career choices. • To work with the PAC to support the building of a fitness track around the perimeter of the school property. • To provide a variety of opportunities for students in sports, theatre, music, community service and curricular programs. • To support the existing student clubs and encourage students to start new clubs in their efforts to promote wellness and social responsibility. To provide an opportunity for all students to attend a club fair during orientation week. • Active participation in the Healthy Schools Network Program, the Performance Based Schools Network and the CCSDL. • To incorporate policies and practices from our involvement in Healthy Schools & Most Kids Don't programs that support students; areas include health and overall well-being and recognize the links. • To provide all students with a workshop on cyber-bullying and responsible internet use. • To continue Pink Shirt Day, SAVE, TADA and other anti-bullying programs.
<p>Goal 2: To work as a South End Family of Schools to support District Transitions.</p>	<p>Grade 12 Completion data has levelled off for the last 10 years and has been at least 10% lower than the Provincial average for the same period.</p> <p>School data indicates a gender difference in</p>	<p>To maintain or increase the percentage of all students receiving C+ or better in their courses.</p> <p>To improve the percentage of our male students' achieving C+ or better in their</p>		<ul style="list-style-type: none"> • Continue to develop incentives to complete courses in a timely manner such as: <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 for learning. - exam relief incentives. - provide benchmarks for students to better inform them of their pacing.

	<p>achievement. Appendix: Goal 2</p> <p>School data indicates good levels of achievement but grade to grade transitions can improve. Appendix: Goal 2</p> <p>Ministry data shows above average results in Provincially examinable subjects.</p>	<p>courses by 2%.</p> <p>To improve our practice of assisting grade 11 students to complete their courses, while maintaining the achievement level as indicated by those achieving C+ or better in their courses. Appendix: Goal 2</p> <p>Increase the transition rates of our Aboriginal students by 2% (refer to Appendix: Transition rates data). Appendix: Goal 2</p> <p>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. Appendix: Goal 2</p> <p>Grade to grade transitions and six year grad completion will rise by 5%.</p> <p>To improve the success of identified vulnerable students both in 2009/10 and in six year Grad completion.</p> <p>To improve the Grade 9 transition from Bonner.</p>	<ul style="list-style-type: none"> • Continue to assess the learning guides to ensure they appeal to all learning styles. • Utilize S.M.A.R.T. Goals (specific, measurable, action orientated, realistic, term appropriate). • Develop activities within learning guides which support self-regulated learning and task analysis. • Consistent assessment within each department. • Continue to recognize the gender differences in learning styles. • Continue the "Earn Your Wings" program for grade 9, 10 & 11 students and the study pass program. • Continue to refine the school-wide Action Alert intervention process. • Continue to utilize and support the staff-student-parent communication lines within the school. • Develop an intervention program to meet the needs of vulnerable students. • Use the expertise of the Aboriginal support worker and the District coordinator and continue to develop relationships with our Aboriginal students. • Staff focus on Assessment and Evaluation practices recognizing Aboriginal and gender differences. • Mock provincial exams and exam review sessions. • Encourage departmental collaboration through the use of in-service funds. • Provide more options for student initiated self-directed study units. • Use technology to increase instructional
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To maintain or improve the success of students who return for a 5th year.

Appendix: Goal 2

To maintain or improve the percentage of first-time Grade 12 students who graduate with honours.

Appendix: Goal 2

opportunities (web site, videos).

- Advisors will identify vulnerable students and put strategies in place to help those students be successful this year and in future years.
- To continue to strengthen our transitions with Family of Schools by:
 - Provide report card data to Bonner.
 - SAVE program, student opportunities to help at feeder schools.
 - Utilize spreadsheet from Bonner - DART, FSA, DWW.
 - Transition meetings, L.A. and Counsellor.
 - Collaboration time with Bonner teachers.
 - Implementation Day - Family of Schools together improving the orientation to our school for new students.
 - grade 9 orientation session in block X.
 - follow up with student success team members meeting with grade 9's (fireside chats).
 - visits by Bonner students and teachers while in session.
 - maintain the Bonner parent/student information evening.
 - Counsellors, peer counsellors and administrators visits to grade 8 classes at Bonner.
- To utilize the list of vulnerable students from feeder schools to allow for earlier interventions by the student success team.
- To continue to evaluate the learning environment in our supervision areas to meet the needs of all learners.
- To increase the opportunities for physical education students to access a variety of physical activities.

• *Include details of evidence / data as attachment (4)*

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 SPC met on a number of occasions to look at school data to determine the school's goals. The SPC is a regular topic at the monthly PAC meetings. The SPC presented the plan to Department Heads for staff input. Once complete, the SPC Plan was posted to the Frances Kelsey website.

Certification: School Planning Council

I respectfully submit the plan on behalf of Frances Kelsey Secondary School

Marilyn Sandford

Principal Name

Signature on behalf of SPC

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 School

Chair – Board of School Trustees

Signature

Date