

2011-2012 School Growth Plan for Elphinstone Secondary School

Goal No. 1 Student Responsibility

Objectives (Student Responsibility)

To encourage our students to become more responsible for their learning and improve their overall performance through better work habits.

Rationale: (Student Responsibility)

- Teachers expressed a concern that many students do not complete work on time or may not do the work at all. Parents want to help but are not sure how. To properly assess learning, students must demonstrate their understanding in critical area.
- Parents complain that "not knowing" that a child is failing or that their child is turning in unacceptable or poor quality work is common.
- By improving communications we can work together to improve the overall success of each of our students.

Data: (Student Responsibility)

- School: Feedback from our teachers indicates a significant number of students do not complete assignments and/or turn in assignments late or poorly completed.
- Attendance data indicates some students skip classes on a regular basis and often do not make up the missed work.
- There are a significant number of students who have a letter grade of "Incomplete" each reporting period.

Strategies: (Student Responsibility)

- Develop grading practices that address individual student need and provides for the opportunity to RE-LEARN and be RE-ASSESSED. Teachers will be encouraged NOT to assign a mark of zero for missed work. Instead, teachers will require that students complete missed work or redo poor quality work.
- Teachers may assign an "Incomplete" if a student does "not meet requirements" for critical outcomes for a course or have not completed the assessment of that outcome even if they are achieving an overall passing grade. Students will be given the opportunity to RE-LEARN or redo an assignment until it meets expectations.
- Recognize (in an assembly) those students who have excellent work habits. The teaching staff will be developing a Work Habit Rubric. Students will be familiar with the rubric and be encouraged to self-evaluate their work habits based on the rubric. (See: Draft Rubric)
- Develop a plan for dealing with students whose attendance and/or work habits require attention. Eligibility to take part in extra curricular activities would be linked to attendance and/or work habits. (Note: plan under development)

Structures: (Student Responsibility)

- Continue to encourage students to use the "Homework Club" .
- Continue with a "Meet the Teacher Night" where teachers would provide information on how to find out what is being covered in each course, how students are being evaluated, and where to look to see how they are doing.
- Continue to work at improving communications with parents so we can work as a team to improve student work.
- At staff meetings, develop a rubric to assess work habits. Students should be familiar with the rubric and be encouraged to self-assess as part of their regular classroom activities.

DRAFT-Work Habits Rubric

	Excellent (E)	Good (G)	Satisfactory (S)	Needs Improvement (N)
Responsibility	<ul style="list-style-type: none"> ☼ Demonstrates an industrious work ethic ☼ Always ready to work and learn 	<ul style="list-style-type: none"> ☼ All assignments turned in ☼ All assignments in on time ☼ Mostly ready to work and learn 	<ul style="list-style-type: none"> ☼ Most assignments turned in ☼ Assignments seldom late ☼ Usually ready to work and learn 	<ul style="list-style-type: none"> ☼ Most assignments missing ☼ Often assignments are late ☼ Frequently not ready to work and learn
Cooperation	<ul style="list-style-type: none"> ☼ A class leader exemplified by a high degree of positive and meaningful participation initiated by the student 	<ul style="list-style-type: none"> ☼ Works well with other students, teacher and/or helpers 	<ul style="list-style-type: none"> ☼ Usually works well with other students, teacher and/or helpers 	<ul style="list-style-type: none"> ☼ Does not work well with other students, teacher and/or helpers
Independence	<ul style="list-style-type: none"> ☼ A keen and enthusiastic learner actively seeking out personal growth and learning-opportunities 	<ul style="list-style-type: none"> ☼ A self-directed learner ☼ Takes appropriate initiatives 	<ul style="list-style-type: none"> ☼ Sometimes needs one-on-one attention 	<ul style="list-style-type: none"> ☼ Often needs one-on-one attention.

Goal No. 2 Mathematics

Objectives (Mathematics)

To improve the overall performance of students in mathematics at the grade 8, 9 and 10 level.

Rationale (Mathematics)

- Parents understand the importance of mathematics for almost all post secondary options (college, trade schools and university).
- Math is the one area that parents feel their children struggle the most. Students require mathematics through to grade 11.
- A new Mathematics 9 to 12 curriculum has been implemented starting in the 2009-2010 school year and continue through to 2013.
- School District #46 is developing a district math assessment tool for Math 8 and Math 9 that should be available for use at the end of this year.

Data (Mathematics)

- Marks on provincial exams for Principles of Math 10 were below the provincial average in 2007 and 2008. There has been some improvement over the last couple of years but the extra time allocated for Math 8 and 9 was only implemented last year.
- Feedback from teachers currently teaching the new Math 8 and Math 9 curriculum supports the concept of extra time for math at Elphinstone. This is supported in the ministry document outlining the learning outcomes for Math 8 and 9.

Strategies: (Mathematics)

- Continue to work on grading practices that address individual student need and provides the opportunity to RE-LEARN and RE-TEST.
- Identify students entering Math 9 that **Minimally Meet Expectations**. And place these students in a CORE Math 9 program with the goal of preparing these students for Apprenticeship and Workplace Math 10.
- Provide additional support for students through our Homework Club and our Learning Assistance Program.

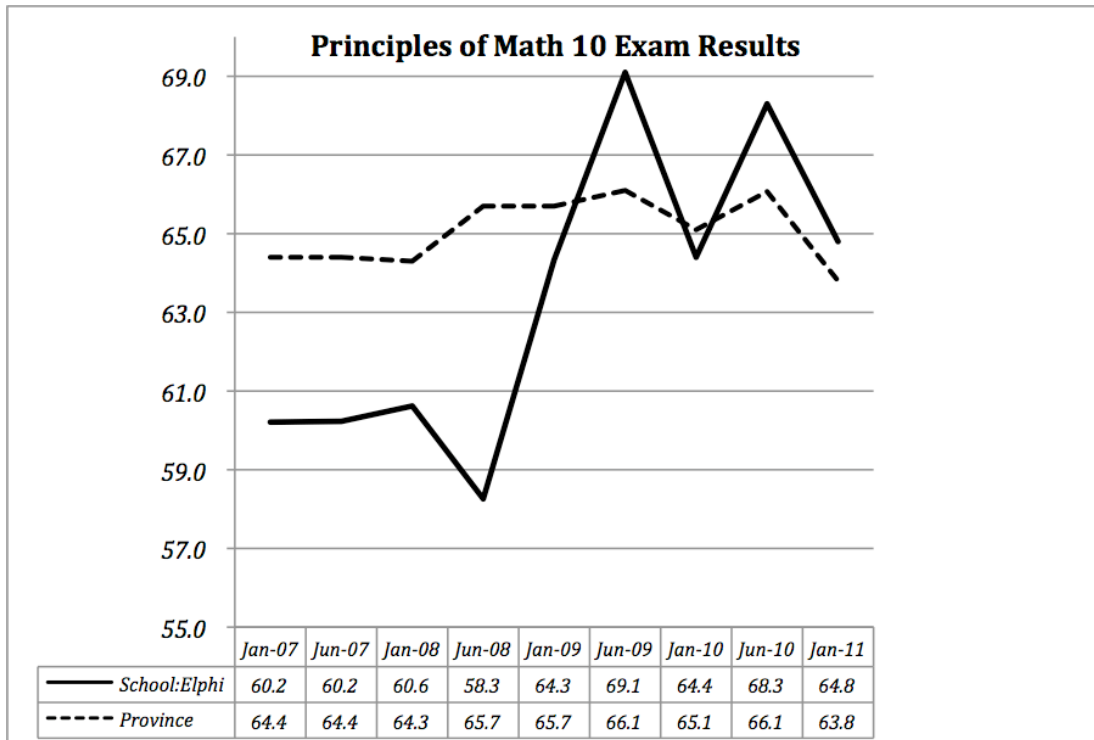
Structures: (Mathematics)

- Starting in 2010-2011 all sections of Math 9 will be 150 hours. (50 hour increase). Elective time will be reduced by 50 hours.
- Teacher feedback on the textbook used for Applications and Workplace Math 10 has **not** been positive. This school will purchase additional resources to support Applications and Workplace Math 10 and Applications and Workplace Math 11 as they become available.
- Students in Grades 8 and 9 will write the District Math Assessment Test being developed at the district level for each grade. The results will be included in next year's growth plan.

Results: (Mathematics)

- Marks on provincial exams for Principles of Math 10 were below the provincial average in 2007-2008. Test results have improvement over the last couple of years. (See Chart below).

Math 10 Provincial Exam Results 2007-2011



Elphinstone Secondary School has scored above the provincial average on the Principles of Math 10 Provincial Exam (Foundations and Pre-Calculus - 2011) for most exam sessions after June 2008. Prior to this, the school was significantly below the provincial average.

Coherence / Alignment

- **Goal # 1: Student Responsibility** is aligned with both the Numeracy and Literacy goal. Both goals identify an action of building partnerships with teachers, parents and the community. Effective communication is an integral part of this action plan. The intent of this goal is to improve student performance in all subject areas.
- **Goal #2: Numeracy** is aligned with the district goal in this area.

Dialogue and Communication

- Department meetings and staff meetings
- PAC meetings
- Pro-D
- Web page
- E-mailing interim report through Master Grade -Teacher Grade Book.

Parent Involvement

- School Planning Committee
- PAC Meetings with teachers presenters

Leadership

- Math department meetings
- Teacher mentor group/LSAs
- Pro D opportunities and Learning Community Team
- PAC executive

E. Members of the School Planning Council

	<u>Name (please print)</u>	<u>Signature</u>
Principal	John Clements	
Teacher		
Parent	Martha Humpries	
Parent	Kirsten Storvold	
Parent	Jackie Guy	
Parent	Natalie Smith	
Student	Sam Garmulewicz	

F. Approval of proposed School Plan

School Planning Council Members Date: _____

Superintendent of Schools Date: _____

Signed: _____

Board Chair Date: _____

Signed: _____