



School Growth Plan *Burnsview Secondary* 2013 – 2015

School Context:

Burnsview is a dual track school of 41 teaching staff, 9 education assistants, and 760 students of whom approximately 50% are in the French Immersion program. Burnsview is also the E.S.L. reception school for all level 1, 2 and most level 3 students in North Delta. Currently our ESL Program supports over 20 students in levels 1-5. Our Grad Quest program presently enrolls 19 students with varying intellectual and social/emotional needs. Our Learning Assistance program supports over 70 students who are struggling significantly with their academic courses. Our Strategies for Learning program supports over 30 students with one or more learning disabilities that severely impact their potential to succeed. We enroll approximately 30 Aboriginal students and provide program enhancement and academic support through our itinerant Aboriginal Support Worker and additional Education Assistant hours. We also enrol approximately 12 students with behavioural/emotional difficulties in our offsite Alternate Education Program.

Goal #1:

To improve student engagement and achievement by implementing school wide instructional strategies focused on the development of literacy skills.

Objectives:

To improve literacy skills through consistent school wide use of instructional strategies in all content areas.

Rationale:

Basic literacy skills are a concern and a frequent topic of conversation. Burnsview's past reading goal was narrow in focus. We are developing a broader goal to improve literacy skills through consistent, school wide use of instructional strategies in all content areas. The link between strategic teaching and student learning will be our focus.

Data Sources Used in Developing the Rationale:

Improvement in literacy skills and overall student engagement and achievement will be measured by;

- An indication that students are familiar with the instructional strategies being used and motivated by their use (WDYDST survey)
- Stanford Diagnostic Reading Test – Gr. 8 and 9
- Cross Grade Writing Grade 9 and 10
- Provincial Exam Results Gr. 10, 11 and 12
- Report Cards Grades
- Work Habit Grades

As stated in our District Vision:

We will know we have reached our highest vision when students are engaged through stimulating, relevant and inspiring educational experiences that ignite a lifelong passion for learning.

Specific Performance Targets (Expected Results):

Our focus on the link between strategic teaching and student learning aims to result in more engaged and motivated students who demonstrate improved literacy skills as measured by the data sources listed above.

Based on the Stanford Diagnostic Reading Comprehension scores from the cross grade assessment administered in the fall of 2013, we aim to improve the reading scores of our Grade 8 students to their grade level equivalents by the fall of 2014. These improvements will carry over into curriculum areas. We shall compare the reading scores of students as they move from grade 8 to grade 9 and garner anecdotal data from teachers of English and Socials.

Progress Towards Achievement of Performance Targets:

Improvement in Grade Equivalents and %ile

2006-2007

Gr. 8s - 1.1 GE in 1 year, 1.6 GE (8.1 %ile) in 2 years

Gr. 9s – 1.4 GE in 1 year (9.9%ile)

2007-2008

Gr. 8s - .9 GE in 1 year, 2.3 GE (no %ile data) in 2 years

Gr. 9s - .5 GE in 1 year (3%ile)

2008-2009

Gr. 8s - .6 GE in 1 year (-2.4%ile)

Gr. 9 – 1.4 GE in 1 year (no %ile data)

2009-2010

Gr. 8s – 1 GE in 1 year (.4%ile)

2010-2011

Gr. 8 – 2 GE (12%ile) in one year

2011-2012

Gr. 8 – 1.2 GE (9.5%ile) in one year

While reading scores have improved overall, our 2008 grade 8's dropped by 2.4%ile. Anecdotal reports from teachers indicate an improvement in the reading and confidence level of Soar to Success students.

Action Plan:

- Our professional development will focus on the investigation and adoption of instructional strategies and understanding the links between strategic teaching and student learning.
- We will model the use of a variety of teaching strategies at staff and department meetings.
- Several instructional strategies will be chosen and used consistently throughout the school.
- Classroom activities will be sequenced to activate prior learning, process learning, and then synthesize/transform or apply learning.
- Reading skills (for informational texts) will be taught in the junior grades.
- Silent reading will continue in English and Français langue classes.
- Continue with the development, introduction, and application of direct instructional reading improvement strategies and “reading focused” units of study in the content areas.
- The English Department and Library will continue to assess, purchase and use engaging reading materials (e.g. illustrated novels) for boys.
- Continue the Soar to Success remedial reading program with LA students.
- Continue the use of remedial reading resources in Science.
- Carry out informal and formal assessments of grade 8-9 reading comprehension in curricular areas.

Connection to the District Achievement Contract:

By improving students' literacy skills and engagement, we aim to raise the individual achievement of academically at-risk students in reading and mathematics.

By focusing on strategic teaching that improves motivation and engagement we aim to improve student behavior and social responsibility.

Communication Strategies:

School goal information and updates posted on our website

Occasional reports to PAC

Discussions at monthly staff, department head, department, SBT and collaboration meetings

Discussion topic at parent information nights

Parental Involvement:

School goal information and updates posted on our website

Provide parent resources related to our school growth plan on our website

Occasional reports to PAC

Consultation with SPC

Summary of School Goals (2013 - 2015):

We are developing a broader goal to improve literacy skills through consistent, school wide use of instructional strategies in all content areas. The link between strategic teaching and student learning will be our focus.

Approval of School Plan

Signatures of School Planning Council:

Parent: _____

Teacher: _____

Parent: _____

Principal: _____

Parent: _____

[Student]: _____

Date approved by SPC _____

Board Approval:

Superintendent: _____

Board Chairperson: _____

Date approved by School

Board: _____

District Goals (2013 - 2015):

Goal 1 – Student Achievement

To raise the individual achievement of academically *at-risk* students in reading and mathematics

Goal 2 – Social Responsibility

To improve student behaviour in a socially responsible manner demonstrating respect for themselves, others, and their environment.