

Boston Bar Elementary Secondary School

SCHOOL GROWTH PLAN

2008-2009

Mission Statement:

At Boston Bar Elementary Secondary School our mission is to foster in all students successful learning in the present, to instill a desire for lifelong learning and to prepare them as responsible and productive citizens in a changing world.

Our vision is that Boston Bar School is a safe and cooperative learning community in which students, parents and teachers :

- uphold positive values
- foster learning in themselves and others
- maintain high expectations for hard work and learning
- provide and participate in a wide variety of educational and life skill opportunities
- support and celebrate the achievements of every student, demonstrating respect for themselves and others.

Belief Statements:

- All students can learn.
- Success breeds success.
- Success is more a result of hard work than of inborn ability.
- Adult behaviour can instill or destroy confidence in children.
- All work has value and dignity.
- Learning requires the active participation of the learner.
- Learning is both an individual and a social process.
- Learning occurs in a variety of ways and at different rates.
- Learning does not occur from either constant success or constant failure. Learning consists of using mistakes and successes together with the associated feedback to create a higher level of skill and understanding.
- Learning experiences and school organization provide all students with opportunities for personal growth and a disposition to lifelong learning.
- Assessment of learning provides feedback that allows learners and teachers to improve learning and instruction and is done frequently.
- Assessment of learning provides feedback on learning that has occurred and is done periodically.
- Assessment of learning is not used to enforce discipline, punctuality and other non-learning issues.
- Evaluation translates assessment of learning at a given time into a snapshot regarding individual

success or progress towards the achievement of significant learning outcomes.

Belief Statements (continued):

- Reporting communicates the evaluation snapshot to parents and records the snapshot for future reference.
- Good teaching recognizes and utilizes both preplanning (or design) and the spontaneous opportunity of “the moment”.
- Leadership allows students to have maximum choices, take ownership in and assume responsibility for their own learning. Through progressive maturity and in consultation with significant others (parents, teachers, community), students learn to increasingly set their own personal and learning goals.
- Every individual has worth, development potential and capacity to think critically, communicate effectively, care deeply and to act wisely.

School Profile:

Boston Bar Elementary Secondary School in School District #78 (Fraser-Cascade) is a K – 12 school, serving Boston Bar, North Bend, Boothroyd and Anderson Creek in the upper Fraser Canyon. The school, which operates on a 4-day week, is proud of its caring family atmosphere and focus on literacy. The school hosts a Fraser Valley Regional Library branch and is the site of many community events annually. Because of small numbers in the school, valid statistical comparisons are limited, but by any measure there is an obvious need to concentrate on Literacy and Numeracy as goals within the school.

School Strengths and Promising Practices :

Structures

- Counter Attack group provides leadership opportunities for secondary students.
- Mad World Club provides leadership and service learning opportunities for elementary and secondary students.
- Buddy reading with grade 6/7, grade 2/3 and grade 4/5 classes.
- Increased opportunity for work experience placements and related career counseling for grades 10-12.
- Friday school to support Aboriginal students with small group tuition and homework supervision.
- Strong Start program started with a focus on Early Learning (ages 3-4).
- “Behaviour” / study block timetabled as additional time for failing secondary students depending on staffing.
- “Family” groups initiated to allow closer communication with students (4-12) who meet with staff every few weeks.

Programs

- Reading Rocks
 - SMART Reading
 - Math Makes Sense
- Education for Peace
FN Language Program
Book Fairs
- Roots of Empathy (K-1)
Strong Start

Partnerships

- PAC participation
 - Cooperation with Bands
 - DARE
 - RCMP Liaison and cooperative approach to community/school issues.
- Fisheries & Oceans Canada
Fraser Valley Regional Library
Boston Bar FN Band

Other

- Mutual support and problem solving.
- Global Citizen activities / Sister School.

School and District Linkages

School Goals	Linkages to District Plan
1. Student reading and writing to improve towards 85% meeting or exceeding expectations, including 15% exceeding expectations according to provincial performance standards. 2. Student numeracy improves toward 85% meeting or exceeding expectations, including 15% exceeding expectations according to provincial performance standards.	1. School has adopted the District targets for meeting and exceeding expectations as it's own. At this time we continue to focus on the reading aspect of the District's primary goal and have added writing as an integral component. 2. Although the District does not have a numeracy goal, the school's performance in this area continues to lag behind District standards and is in need of improvement. This goal is linked to the District's Aboriginal Achievement goal in that the numeracy performance of Aboriginal students, especially in

<p>3. Improve commitment from students, parents and staff to make BBESS a more supportive learning environment and to meet performance goals targeted, with all those involved acting as equal partners.</p>	<p>upper elementary and secondary grades requires considerable attention.</p> <p>3. Achievement of goals as targeted will only occur with combined effort and commitment from students, parents and staff. A cultural shift is required if our goals are to be met. The school on it's own cannot succeed without commitment to a partnership between parents and students, which includes more effective communication and higher expectations.</p>
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Key questions arising from data for future consideration:

- Low FSA results compared to report card summaries and DART
- Much lower FSA results for grade four students over the past three years
- Small class sizes a factor in interpreting results
- Low EDI scores a factor influencing performance during elementary years

Process for development and approval of the Plan

- SPC meetings
- PAC meetings
- Staff meetings
- Meeting with DEO staff

School Goals And Objectives

Goal 1: Student reading and writing improve toward District target of 85% meeting or exceeding expectations including 15% exceeding expectations according to provincial performance standards.

Objective 1.1 Aboriginal students reading will improve with fall to spring growth approaching one year.

Objective 1.2 All students (possibly excluding low incidence – high needs) will reach a functional literacy level to allow success in secondary courses.

Objective 1.3 Reduce the number of “I” packages that need to be completed at report card time.

Goal 2: Student numeracy improves toward 85% meeting or exceeding expectations including 15% exceeding expectations according to provincial performance standards.

Objective 2.1 Improve mental math, problem solving and thinking skills in students from K-12.

Objective 2.2 Improve math achievement to allow greater participation of Aboriginal students in secondary Principles of Mathematics courses as required.

Objective 2.3 Improve student attitudes towards math K-12.

Goal 3: Improve commitment from students, parents and staff to make BBESS a more supportive learning environment and to meet performance goals targeted, with all those involved acting as equal partners.

Objective 3.1 Have parents and students recognize the need for personal commitment and active learning if academic goals are to be realized.

Objective 3.2 Increase positive interactions among students, parents, staff and administration.

Objective 3.3 Improve two-way communication between school (including PAC and SPC) and home.

Goal 1: Student reading and writing improve toward District target of 85% meeting or exceeding expectations including 15% exceeding expectations according to provincial performance standards.

Rationale: FSA results and report card marks show lower than desired overall achievement in reading and writing among students.

There are too many “I” packages needing to be prepared and completed.

Too many secondary students are unable to read all materials for their courses.

Objective 1.1: Aboriginal student literacy will improve with fall to spring growth approaching 1 year.

Interim Report: There has been improvement in primary literacy but declines in elementary and secondary grades. The last two FSA cohorts have had an improvement between grades 4 and 7 testing in the percentage meeting or exceeding expectations. Grade four performance continues to decline.

Performance Indicators	Language Arts	2007-2008		2008-2009		Summary of Progress
		All	FN/Ab	All	FN/Ab	
Report Card Marks (Primary) Nov.	% Meeting or Exceeding	52% (21)	48% (17)	74% (19)	69% (16)	Improved performance from previous year.
Report Card Marks (Primary) June	% Meeting or Exceeding	67% (21)	69% (17)	% (19)	% (16)	
Report Card Marks (Elementary) November	% Meeting or Exceeding (C, C+, B, A)	81% (21)	83% (12)	70% (30)	75% (20)	Decline in performance from previous year for all students.
Report Card Marks (Elem) June	% Meeting or Exceeding (C, C+, B, A)	83% (21)	84% (12)	% (30)	% (20)	
Report Card Marks (Secondary) November	% Meeting or Exceeding (C, C+, B, A)	38% (24)	36% (14)	29% (34)	19% (21)	Decline in performance from previous year for all students.
Report Card (Secondary) June	% Meeting or Exceeding (C, C+, B, A)	48% (24)	38% (14)	0% (34)	0% (21)	
FSA	% Meeting or Exceeding	See Attached				

		2007/08		2008/09		Summary of Progress
		All	Aboriginal	All	Aboriginal	
DERAIT K Fall	% Meeting or Exceeting	100% (5)	100% (5)	75% (4)	66% (3)	Decline in performance from previous year.
DERAIT K Spring	% Meeting or Exceeting	100% (5)	100% (5)	0% (5)	0% (5)	All students meeting literacy goals for this level.
DERAIT 1 Fall	% Meeting or Exceeting	65% (4)	58% (3)	100% (6)	100% (6)	Significant gains indicated from last year.
DERAIT 1 Spring	% Meeting or Exceeting	80% (5)	75% (4)	0% (5)	0% (4)	Decline in performance from previous year.
DERAIT 2 Fall	% Meeting or Exceeting	73% (11)	78% (9)	40% (5)	25% (4)	Decline in performance from previous year.
DERAIT 2 Spring	% Meeting or Exceeting	40% (5)	50% (4)	0% (5)	0% (4)	Significant decline in performance from previous year.

Goal 1, Objective 1.1: RESULTS RATIONALE FOR 2008-2009

- Small class size limits reliability and interpretation of results.
- Improvements in basic skill level are indicated for primary grades , but declines in report card performance for elementary and secondary students.

- **Goal 1, Objective 1.1: Strategies and Structures**

STRATEGIES:

Continue to:

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading to volunteers
- invite parent and community volunteers into classrooms including FN elders

- invite First Nations parent and community participation in the school (FNSW will help to make First Nations parent and community participants feel welcome and comfortable in the school)
- provide tutoring and Friday school for all students as per this year
- provide targeted performance based reading instruction at lower and upper intermediate levels so that there is focused reading instruction for students who require it from K to 9. These strategies could include SMART Reading, Guided Reading, etc.
- provide Early Intervention instruction and support for families with pre-school age children using Ready Set Learn model
- schedule staff meetings that focus specifically on reading strategies and structures in the school

Begin to :

- use a more structured approach that focuses on strategies, sharing ideas, etc.
- focus on study skills and searching for clues (meta-cognition) for grades 8-12

STRUCTURES:

Continue to:

- have daily home reading structure in place throughout elementary grades
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standard rewritten into student friendly language
- make reading and writing a visible priority throughout the school
- increase remedial literacy and numeracy support for grades 8 and 9 during academic course instruction
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning
- offer FN language instruction and related oral tradition to Primary students, including story telling and cultural icons
- provide Strong Start program at school to support parents of pre-school age children

Begin to :

- schedule regular FN education committee meetings with local Band managers or chiefs to discuss student progress
- schedule peer observations of lessons, followed by discussion about “best practices” in literacy / numeracy instruction
- examine daily routines to determine what activities could be excluded to allow for more instructional time for core academics
- timetable one class daily as study / behaviour class in place of electives to support failing students.

Objective 1.2: All students (possibly excluding low incidence – high needs) will reach a functional literacy level to allow success in secondary courses.

Interim Report: Report card summaries at the elementary level indicate acceptable rates of progress, less so for our secondary students. Goal attainment for Special Ed. students is consistent with District results.

Goal 1, Objective 1.2: RESULTS RATIONALE FOR 2008-2009

- Small class size limits reliability and interpretation of results.
- Improvements in basic skill level are indicated for elementary students, but decline for secondary students from the same time the previous year.

Goal 1, Objective 1.2: Strategies and Structures

STRATEGIES:

Continue to:

- expect daily reading for all students at school and at home – including USSR, Buddy Reading, Oral Reading to volunteers
- invite parent and community volunteers into classrooms
- generate and sustain higher expectations for achievement among students, parents and teachers.
- provide formal reading instruction (Smart Reading) at lower and upper intermediate levels so that there is reading instruction for students who require it from K to 9.
- expand “Reading Buddies” model as whole school initiative, pairing elementary and secondary students.

Begin to:

- celebrate individual successes for targeted goals through the use of SuccessMaker and other criterion referenced resources.
- communicate those successes more consistently to families as they occur to encourage their active involvement.

STRUCTURES:

Continue to:

- have daily home reading structure in place throughout elementary
- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standards
- make reading and writing a visible priority throughout the school
- provide release time for staff to continue training on Smart Reading strategies
- provide a higher level of tutoring, learning assistance and special education support for students within the timetable
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning

Begin to:

- Evaluate Smart Reading outcomes after one year in use to determine effectiveness; refine as necessary.

Objective 1.3: Reduce the number of secondary “T” packages that need to be completed at report card time.

Interim Report: New objective : Lack of consistent effort from students leads in most cases to failure. Strategies will be put in place to prevent students from getting so far behind that they cannot pass.

Performance Indicators	Performance Categories	2007-2008		2008-2009		Summary of Progress
		All	FN/Ab	All	FN/Ab	
Number of “T” packages	By student	35%	41%	0%	0%	Gains for Aboriginal students are indicated from previous year.

	By course	18%	14%	0%	0%	Students are not challenged by all courses equally.
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Goal 1, Objective 1.3: RESULTS RATIONALE FOR 2008-2009

- Current strategies appear to be having a positive effect for Aboriginal students, which is possibly related to Friday school support. Comparing these outcomes by course also suggests Humanities courses are more challenging for Aboriginal students, which is likely a factor of low literacy skills.

Goal 1, Objective 1.3: Strategies and Structures

STRATEGIES:

Continue to:

- schedule parent and community volunteers in classrooms
- arrange parents and the community support for students in attaining required outcomes including homework support both in and out of school.
- follow up with students in developing a stronger work ethic
- target students who have a history of “Incompletes” on report cards and closely monitor their progress, setting individual goals, providing counseling , support and incentives
- adjust secondary timetable as reporting periods approach, offering study hall instead of electives until work is complete
- encourage Aboriginal students to take advantage of Friday school and ensure they can get to school consistently to attend.

Begin to:

- acknowledge effort to improve outcomes, including phone calls home and special activity incentives.
- recognition that focuses on percentage gains specifically.
- focus on positive responses more than negative.

STRUCTURES:

Continue to:

- develop student portfolios throughout the grades as assessment of, for and as learning
- extend use of Provincial Performance Standards for assessment as and for learning
- host tutoring program within the school/offer Friday school opportunities
- provide a higher level of tutoring, learning assistance and special education support for students
- use provincial performance standards and exemplars combined with portfolio assessment to improve assessment as and for learning

Begin to:

- use Social Responsibility Quick Scale as feedback to students regarding their performance in class.
- use graphs and other visual aids to reinforce obvious gains.

Goal 2: **Student numeracy improves toward 85% meeting or exceeding expectations including 15% exceeding expectations according to the provincial performance standards.**

Rationale: Report card marks indicate that too many students are not meeting expectations in math. The question “Why is math such a struggle?” is being investigated. Performance of grade four students has continued to decline over the past three years on FSA results. Secondary report card marks for November have shown a decline in performance. Secondary FN students have also recorded a decline in performance from last year’s report.

Objective 2.1: **Improve mental math, problem solving and thinking skills – K – 12.**

Interim Report: This objective is a combination of previous objectives and is approaching its second anniversary. Strategies like Math Makes Sense have been in place for elementary students and results suggest for Primary students that strategies are working . Satisfaction Survey results also indicate grade four students are very positive about their better understanding of Math principles.

Performance Indicators	Mathematics	2007-2008		2008-2009		Summary of Progress
		All	FN/Ab	All	FN/Ab	
Report Card Marks (Primary) Nov.	% Meeting or Exceeding	81% (21)	88% (17)	84% (19)	81% (16)	Positive gains recorded overall.
Report Card Marks (Primary) June	% Meeting or Exceeding	80% (21)	77% (17)	0% (19)	0% (16)	
Report Card Marks (Elementary) Nov.	% Meeting or Exceeding (C, C+, B, A)	57% (21)	58% (12)	63% (30)	65% (20)	Improved performance from previous year.
Report Card Marks (Elementary) June	% Meeting or Exceeding (C, C+, B, A)	66% (21)	74% (12)	0% (30)	0% (20)	
Report Card Marks (Secondary) Nov.	% Meeting or Exceeding (C, C+, B, A)	77% (22)	64% (14)	50% (34)	40% (20)	Decline for all students from previous year .
Report Card Marks (Secondary) June	% Meeting or Exceeding (C, C+, B, A)	69% (22)	60% (14)	0% (34)	0% (20)	
FSA						Last two FSA cohorts have shown decline between grade 4 and grade 7. (See appendix)

Goal 2, Objective 2.1: RESULTS RATIONALE FOR 2008-2009

- Strategies being used appear to be leading to more consistent results for Primary and Secondary students in their Math performance as indicated on report cards.

Goal 2, Objective 2.1: Strategies and Structures

STRATEGIES:

Continue to:

- improve match of instruction with IRPs
- do daily mental math practice
- extend the use of numeracy performance standards as assessment of, for and as learning
- invite participation of parent volunteers (as per Literacy Goal)
- provide funds for purchase of MMS materials for elementary grades
- provide release time for teachers to attend training sessions in MMS
- partner with District to provide training in MMS, mentorship and leadership in MMS instruction

Begin to:

- individualize instructional goals by identifying common skill sets that are lacking or in need of reinforcement.

STRUCTURES:

Continue to:

- meet bi-monthly to discuss strategies and data
- update math resources/training of elementary teachers in MMS
- offer numeracy course at grade 8 and 9 focusing on Math recovery in preparation for Principals of Math 10
- offer additional Friday school learning assistance /tutoring support targeted on Math

Begin to:

- analyze strengths and weaknesses in skill sets that might be attributed to MMS as we begin our third year of instruction using this model.

Objective 2.2: **Improve math achievement to allow greater participation of Aboriginal students in secondary Principles of Mathematics courses.**

Interim Report: Baseline data indicates that the majority of Aboriginal students continue to be streamed into Essentials of Math.

Goal 2, Objective 2.2: RESULTS RATIONALE FOR 2008-2009

- Strategies being used appear to be leading to better results for Primary students and non-Aboriginal secondary students.

Goal 2, Objective 2.2: Strategies and Structures

STRATEGIES:

Continue to:

- do portfolio goal setting including personal numeracy goals
- update math resources
- improve match of instruction with IRPs
- do daily math practice
- extend the use of numeracy performance standards as assessment of, for and as learning
- encourage participation of parent volunteers
- investigate and track differences in math achievement between aboriginal and non-aboriginal learners and determine strategies, methods and activities compatible with different learning styles of aboriginal and non-aboriginal learners
- re-examine effectiveness of instructional methods currently in use and look for alternatives

- target individual FN students who are considered “at risk” in math skills, setting realistic, achievable goals with them and providing the support needed for them to be successful.

Begin to:

- assess MMS performance relative to IRP outcomes to determine suitability of this math strategy for all students.

STRUCTURES:

Continue to:

- meet bi-monthly with staff, FN students and parents to discuss strategies and data
- offer additional learning assistance support focused on Math, tutoring/Friday School

Begin to:

- identify specific skill sets and individualize instruction to support this development.

Objective 2.3: Improve student attitude toward math K - 12

Interim Report: Introduction of Math Makes Sense in our elementary divisions is expected to develop more positive attitudes towards Math over time as students are challenged to be more creative and less conventional in their approach to the subject. As we begin our second full year of implementation it is time to evaluate outcomes and determine effectiveness of this strategy.

Goal 2, Objective 2.3: RESULTS RATIONALE FOR 2008-2009

- Recent Satisfaction Survey results for grade 4 indicates confidence in Mathematics. Too few students in grades 7 and 10 responded to be statistically significant.

Goal 2, Objective 2.3: Strategies and Structures

STRATEGIES:

Continue to:

- update math resources/training
- improve match of instruction with IRPs
- do daily mental math practice
- extend the use of numeracy performance standards as assessment, of, for and as learning
- invite participation of parent volunteers
- help individual students understand and recognize specific problems in their math strategies and build those into short term goals.
- investigate and track differences in math achievement between aboriginal and non-aboriginal learners and determine strategies, methods and activities compatible with different learning styles of aboriginal and non-aboriginal learners
- encourage teachers to mentor other users of Math Makes Sense in school district
- develop assessment strategies that will properly assess MMS as an effective curriculum and how it supports IRP outcomes.

Begin to:

- celebrate individual successes in Math
- set progressive goals that are realistic and possible.

STRUCTURES:

Continue to:

- meet bi-monthly to discuss strategies and data
- offer numeracy recovery course at the early secondary level
- offer additional learning assistance support focused on Math tutoring/Friday School
- provide travel and ProD support to establish partnerships and create dialogue for the enhancement of Math instruction, incorporating proven strategies and best practice in teaching mathematics.

Begin to:

- offer release time to select staff members to attend Pro D activities, including Rural Schools conferences to raise awareness about current best practices.

Goal 3: Improve commitment from students, parents and staff to make BBESS a more supportive learning environment and to meet performance goals targeted, with all those involved acting as equal partners.

Rationale: The school needs to have all partners (Students, Staff, Parents and Principal) working together to make school work a success. Without relationships there will be no success.

Objective 3.1: Create an active and engaged student population that is responsible and accountable for their own successes and failures.

Interim Report: Performance on this goal will continue to be tracked by targeting students considered at risk and helping them set individual performance goals. Outcomes will focus on individual gains rather than global scores.

Goal 3, Objective 3.1: RESULTS RATIONALE FOR 2008-2009

- Indicators of success for this goal will be the same as goals 1 and 2. Personal commitment to this goal will potentially result in improved academic success of our students.

Goal 3, Objective 3.1: Strategies and Structures

STRATEGIES:

Continue to:

- Use Rules cards, auctions
- Organize Friday Ripple Days

- Have “Fun” field trips involving parents.
- Recognize contributions of those who make this goal a reality.
- Explore with parents ways in which they can be involved in their children’s education.
- Invite parents into the school as volunteers for reading, demonstrations, story telling, language, etc.
- Offer “community” forums in partnership with local FN Bands to explore common concerns.
- Involve parents in our Horticulture , Salmon enhancement and Counter Attack activities.
- Offer Primary FN Language and Culture curriculum for next year using local elders.
- Organize a parent / staff planning day that includes a BBQ and baseball game to start the school year.

Begin to:

- Start a “phone home” program 3 times annually to gauge success, parent issues, etc.
- Have students meet with one staff member in “family groups” to discuss issues and concerns.
- Schedule a secondary “study” block daily for any students who are failing courses.

STRUCTURES:

Continue to:

- Promote and encourage more active PAC involvement, which has declined recently.
- Promote parent-teacher contact in different formats.
- Schedule more informal sessions at school together with recreational events that include parents.
- Invite “Elders” into the school to promote language and culture.

Begin to:

- Invite parents to Friday school to observe and interact with children.
- Use parents as career resource role models in hosting local career days.

Objective 3.2: Augment and supplement home / school support structures. Further develop the notion of partnerships between parents, teachers and other support systems through Band resources.

Interim Report: Friday school continues with funding provided by Boston Bar FN Band. Funds cover transport, lunch and teacher payment.

Goal 3, Objective 3.2: RESULTS RATIONALE FOR 2008-2009

- Indicators of success from this additional support would include better academic performance generally at all levels.
- Success on this goal would also be indicated by Satisfaction Survey results from students who feel better about being at school, that their teachers care about them and parents who feel more connected and informed about decisions made at school.

Goal 3, Objective 3.2: Strategies and Structures

STRATEGIES:

Continue to:

- offer Friday School
- have pull out tutoring during school day

Begin to:

- offer courses that would improve options for employment, including Foodsafe and Babysitting.
- phone parents more consistently when students are not performing to their capacity.
- Schedule a “behaviour / study” block one period daily in place of electives for failing students .

STRUCTURES:

Continue to:

- use local people and resources to support educational initiatives, including career development
- be accessible and responsive to parents issues and concerns
- schedule informal opportunities for parents and school staff to interact
- expand the model of “community school” to increase informal gatherings and comfort levels with being in the school.
- provide educational opportunities for parents to broaden their own understanding through parenting classes, early literacy, Strong Start, Mother Goose (FVRL), Computer literacy, drugs, etc.

Objective 3.3: Help students learn accountability for both positive and negative behaviours.

Interim Report: For all of our “best intentions”, improved academic performance from students will not happen without their full commitment to the goals identified in this plan. See page 11 re: “I” reports. Secondary improvement is noted on report cards following initiation of “study” block for struggling students. See appendix for summary.

Goal 3, Objective 3.3: RESULTS RATIONALE FOR 2008-2009

- Students who hold themselves accountable for their own behaviour and academic performance will perform better and be more responsible. Our goal is to encourage students by a more direct approach to take ownership and be more self directed at school.
- Realization of this goal precedes achievement of goals 1 and 2. Indicators of success remain the same.
- When adults model and practice mutually respectful and responsible behaviour, students respond positively.

Goal 3, Objective 3.3: Strategies and Structures

STRATEGIES:

Continue to:

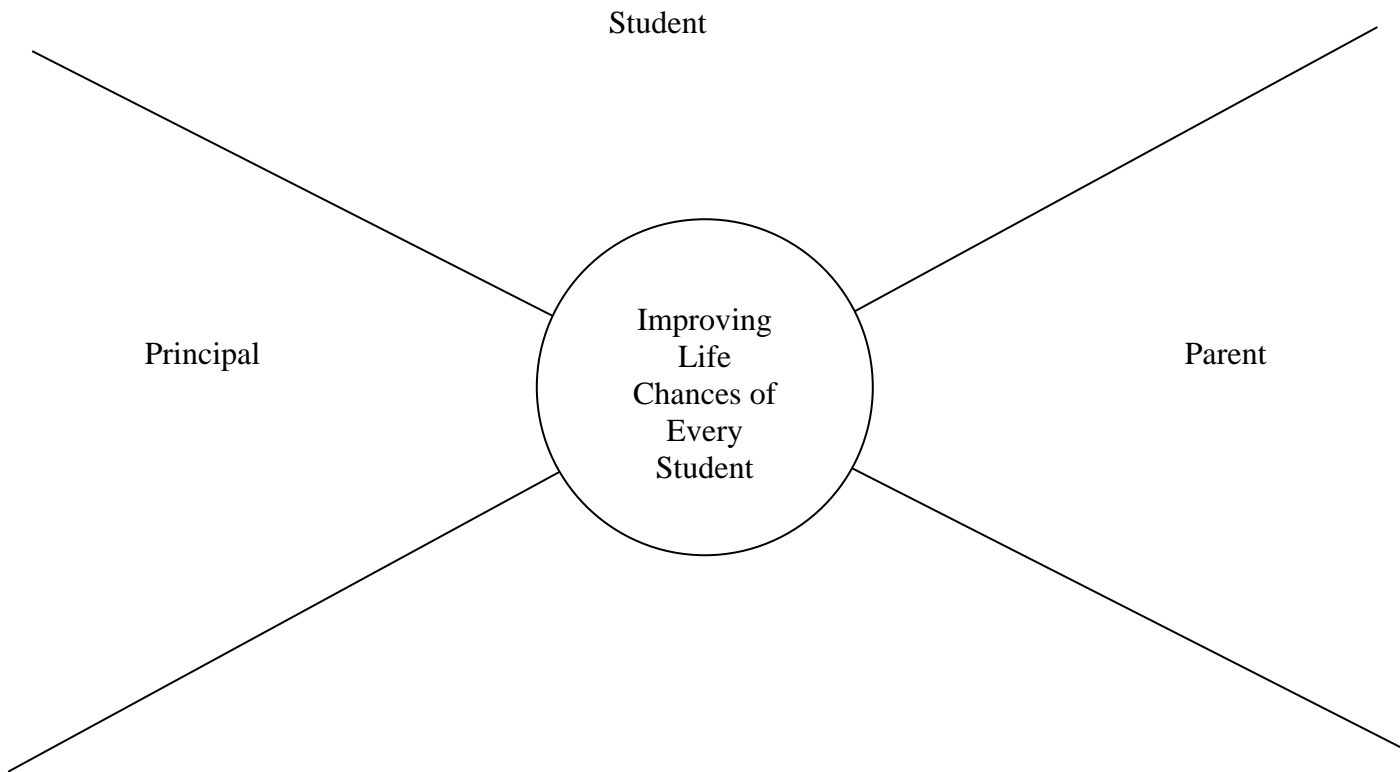
- Hold students accountable for their outcomes at school.
- Provide rewards for positive behaviours and obvious change in effort and outcomes

- Provide “catch up” time instead of electives before report cards are due.
- Schedule individual meetings with students to review progress and develop strategies for improvement.
- Offer attractive incentives for whole group when achievement goals are met.
- Use peers for support of less academic students.
- Advertise goals and chart whole school progress
- Build strong extra-curricular and intramural program for students, staff and community.

STRUCTURES:

Continue to:

- have parent-teacher meetings
- have an “open house” annually
- develop and display bulletin board of roles and responsibilities based on all-party input
- have dinners and social gatherings where adults can interact and students can take pride in their school and community
- meet with parents and other community representatives to explore structures that will improve parent involvement with their students’ education
- make parents feel welcome at school



Teacher