



School Planning Council Report to the Superintendent of Schools
School Plan for the 2015-2016 School Year
for
Vernon Secondary School
School District #22, Vernon



“Pride on the Hill”

School Mission Statement

Vernon Secondary School values the unique attributes of each individual. We seek to provide a secure environment in which learners strive to achieve their personal best. We seek to enhance the attitudes, knowledge and skills of all students so they may become lifelong learners and adaptable, contributing and responsible citizens.

School Profile

Vernon Secondary School enrolled its first students in September, 1968. For the next fifteen years, the school housed all of the grade 11 and 12 students from the Vernon and Coldstream areas. In 1983, Vernon School District Secondary Schools changed to an 8 - 12 structure and Vernon Senior Secondary School enrolled its first grade eight classes to become Vernon Secondary School. In January, 2013 the school proudly moved into a new \$38 million dollar state of the art building on the same grounds. The three-story LEED Gold rated building is on 184, 500 square feet and has a natural light design with water flow reductions, a ground source heat exchanger, and a geothermal field that makes VSS a carbon neutral success story.

Vernon Secondary has approximately 930 students, with thirty of these students being from various countries around the world as part of our district international program. The majority of our students come from our three elementary feeder schools; Silver Star, BX, and Hillview. In addition VSS regularly attracts at least 30 more students per year from outside these three schools. English is the primary language spoken in the homes of 97% of our students. VSS offers three language programs French, German, and Spanish. Ten percent of our students are Aboriginal and these students are serviced by our Aboriginal Support Worker and a district Aboriginal Lead Teacher. Ten percent of our students are also coded with a special education category. Ten of these students belong to our district Resource Room program for students with significant physical and/or intellectual challenges. VSS also offers a school based Life Skills program designed for students with mild intellectual, social and behavioural challenges. This program provides basic academic, job readiness, and life skills that they will need after high school. The majority of our Resource room and Life Skills students will be pursuing an “Evergreen” School Leaving Certificate. All our students have access to our Student Support Services Team that includes 4 Learning Resource Teachers, 2 School Based Counsellors, a team of certified Educational Assistants, a North Okanagan Youth & Family Support Services Worker, a District Drug & Alcohol Counsellor, a Mental Health Worker, and an RCMP School Liaison Officer.

Vernon Secondary School has a proud history of achievements in athletics, fine arts, and academics. VSS athletes are recognized provincial contenders in football, volleyball, basketball, and cross-country running. Our Fine Arts and Applied Skills programs have earned a reputation for excellence in musical theatre productions, artwork, metalwork, woodwork, and automotive. Academically, VSS students have been recognized among the best in British Columbia in economics in the past few years. Most recently, VSS has received recognition for a variety of strong career education programs and its High Performance Program to support elite performers in Athletics and Fine Arts. The academic awards presented at our graduation ceremony regularly exceed \$150,000 through scholarships, grants, and bursaries. We proudly offer a number of ACE-IT Apprenticeship opportunities through our district coordinator. Specifically, Professional Cook Training Level 1 is offered on site through our cafeteria program’s partnership with Camosun College.

School Goals Consultation and Development

Our School Planning Council is comprised of three parents, two students, two teachers, and two administrators. Each group reports back to their partner group to solicit feedback for the formation of these goals. The 2013/14 report focused on student motivation and attendance to support an ongoing improvement of academic achievement. The 2014/15 report brought focus directly on academic achievement and school connectedness as a compliment to academic achievement. This 2015/16 report continues all the work laid out in the 2014/15 report. All relevant data is housed and organized in one School Planning Council binder.

School Goals Communication

School goals are at the forefront of staff meetings, department meeting, individual staff interviews, and school publications. All parents are invited to attend PAC meetings which discuss our goals in more depth. Parents at the Grade 8 Parent Night in September are introduced to the school goals. School goals are discussed with students during grade assemblies held in September and February. Our Student Voice meets monthly and school goals are part of their discussions.

School Planning Council Declaration

We certify, to the best of our knowledge, the information provided in this progress report is accurate.

Students	<u>Ava Cornell</u> <u>May 4/15</u> Ava Cornell Date	<u>Ava Ready</u> <u>May 4/15</u> Ava Ready Date
Parents	<u>Erica August</u> <u>May 5/15</u> Erica August Date	<u>Conni Damini</u> <u>May 4/15</u> Conni Damini Date
Teachers	<u>Mandy Smith</u> <u>May 4/15</u> Mandy Smith Date	<u>Thomas Bohn</u> <u>May 4/15</u> Thomas Bohn Date
Administrators	<u>Malcolm Reid</u> <u>May 4/15</u> Malcolm Reid Date	<u>Mike Grace</u> <u>May 4/2015</u> Mike Grace Date

Superintendent Declaration

I confirm that the requirements for the School Planning Council Report have been fulfilled.

Superintendent Joe Rogers May 22/15
Joe Rogers Date

Rational

At VSS our primary focus is to always be striving to improve our academic achievement in order to ensure a successful school completion for all students. This goal is grounded in our ministry and district directions outlined below.

The 2015/16 – 2017/18 BC Ministry of Education Service Plan

Goal 1: *Personalized, flexible education that enables students to be successful.*

Objective 1.1: A personalized learning system that takes into account the learning motivations, needs, and styles of individual students.

Performance Measure 1: Grade to grade transition rates.

Objective 1.3: An education system focused on student success.

Goal 3: *An effective, accountable and responsive education system.*

Objective 3.1: High standards for individual students.

Performance Measure 5: Completion rate.

The 2014- 2017 SD No. 22 Achievement Contract has the one Goal - *To achieve 100% success rate for all students. This will include those students on IEPs who receive School Completion Certificates. It is our intent that every student will cross the stage with dignity, purpose, and a plan for their future.*

Objective #3: Increase English 10, English 12 and Communications 12 Blended Results.

Objective #4: Increase the Grade 10 Foundations of Math Pre Calculus and Apprenticeship and Workplace Math Blended Results.

Objective #5: Develop a comprehensive Aboriginal Enhancement Agreement by April 2015 including implementation plans.

OBJECTIVE #1 *To increase the number of students who meet or exceed in reading, writing, and numeracy at all grade levels.*

Strategies / Analysis

Grade 8 Literacy Skills Class: Starting in February 2014 and continued in 2015 VSS offers a literacy skills class to our most literacy needy grade 8 students. This was funded from the Learning Improvement Fund. These students will be tracked to determine long term success. We hope to be able to provide this class in the years to come.

Teacher Inquiry: As part of their ongoing professional development, teachers have been involved in various inquiry groups for the past few years to improve their classroom practice.

Adapted Learning Centre Classes: VSS offers a number of adapted core academic courses designed to improve numeracy and literacy of struggling learners.

District Literacy Lead Teacher Support: Support on individual staff in best practice.

Aboriginal Department Afterschool Tutoring: This program runs every Tuesday & Thursday for all students who wish extra help after school.

Performance Indicator

Grade 10 English Blended Final Mark

Grade 10 A&WM, FMP Blended Final Mark

Target

Increase the number of students who receive a blended mark of C- / C+ or better

Increase the number of students who receive a blended mark of C- / C+ or better

Grade 10 English (Blended final mark C+ or better)

Student Group	2013	2014	2015	2016	2017
All Students	62%	68%			
Female	73%	79%			
Male	51%	55%			
Aboriginal	42%	59%			

Grade 10 English (Blended final mark C- or better)

Student Group	2013	2014	2015	2016	2017
All Students	96%	98%			

Female	96%	98%			
Male	96%	98%			
Aboriginal	92%	100%			

Grade 10 Foundations of Math & Pre Calculus (Blended final mark C+ or better)

Student Group	2013	2014	2015	2016	2017
All Students	66%	80%			
Female	68%	78%			
Male	64%	82%			
Aboriginal	MSK	MSK			

Grade 10 Foundations of Math & Pre Calculus (Blended final mark C- or better)

Student Group	2013	2014	2015	2016	2017
All Students	98%	99%			
Female	97%	99%			
Male	98%	100%			
Aboriginal	MSK	MSK			

Grade 10 Apprenticeship & Workplace Math (Blended final mark C+ or better)

Student Group	2013	2014	2015	2016	2017
All Students	65%	48%			
Female	63%	41%			
Male	67%	52%			
Aboriginal	MSK	MSK			

Grade 10 Apprenticeship & Workplace Math (Blended final mark C- or better)

Student Group	2013	2014	2015	2016	2017
All Students	100%	95%			
Female	100%	100%			
Male	100%	92%			
Aboriginal	MSK	MSK			

OBJECTIVE #2 *To improve successful school completion*

Strategies / Analysis

Academic Awards: VSS has a long practice of rewarding and celebrating academic success through our awards recognition program. This provides motivation for students to not just pass their courses, but achieve the very best.

Assessment Work: Teachers ongoing work to gain a better understanding and skills of student assessment.

School Based Team: SBT works to track all students struggling with academics throughout the year and facilitate support to ensure academic success for all students.

Adapted Learning Centre Classes: VSS offers a number of adapted core academic courses for students who struggle academically or behaviourally.

Student Support: Through the Education Fund and other district support, we have offered various courses to both proactively support students who may be at risk in failing a course (smaller classes in Science 8 & English 8) and reactively support students who have failed courses catch up to their peers (Mr. Kozin's support classes).

Online Learning: At VSS we access many online learning opportunities through various school programs to help personalize student programming and improve their pathway to graduation.

Children in Care: Each student in permanent foster care are championed by at least one member our School Based Team and are monitored for both social and academic progress.

Aboriginal Support Worker: Our Aboriginal Support Worker works to specifically track our Aboriginal students to ensure they are being successful in their courses and working towards graduation.

Aboriginal Enhancement Agreement Process: School Participation in this process.

High Performance Program: Our HP Program supports elite level athletes who miss significant school time due to their sport by designing personalized schooling.

Performance Indicator

School Failure Rate by Grade Cohort
Academic Awards

Target

Decrease the cohort & grade averages
Increase the cohort & grade averages

Transition of Grade 10 Students to 11 100%
 Eligible Grade 12 Graduation Rate 100%

School Failure Rate by Grad Year Cohort - Students failing at least one course per semester

Cohort	2014		2015		2016		2017		2018	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Grad Year '14	5.49%	9.49%	X	X						
Grad Year '15	9.82%	13.21%	9.30%	7.17%						
Grad Year '16	3.80%	8.83%	9.64%	11.16%						
Grad Year '17	5.23%	N/A	9.18%	15.12%						
Grad Year '18	5.55%	N/A	4.76%	4.83%						
Grad Year '19			6.66%	4.94%						
Grad Year '20										

Academic Award Rate by Grad Year Cohort - Combined for Principal's List, Roll of Distinction, and Honour Roll.

Cohort	2014		2015		2016		2017		2018	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Grad Year '14	62.29%	N/A	X	X						
Grad Year '15	60.69%	N/A	62.20%							
Grad Year '16	72.52%	N/A	66.49%							
Grad Year '17	69.10%	N/A	62.21%							
Grad Year '18	80.00%	N/A	57.14%							
Grad Year '19			67.77%							
Grad Year '20										

Grade 10 Students Successfully Transitioning to Grade 11 – The percentage of students who enter grade 10 for the first time from a lower grade and make the transition to grade 11 anywhere in the BC school system in the next year.

Student Group	2013	2014	2015	2016	2017
All Students	95%	97%			
Female	93%	98%			
Male	98%	96%			
Aboriginal	86%	92%			

Grade 12 Eligible Grad Rate – A measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will meet all requirements to graduate, and they do graduate.

Student Group	2013	2014	2015	2016	2017
All Students	98%	97%			
Female	99%	98%			
Male	97%	97%			
Aboriginal	100%	94%			

GOAL #2 Increase Student Connectedness

Rationale

The Ministry of Education www.erasebulleying.ca website states *school connectedness involves levels of communication and caring that create feelings of being valued, respected and wanted. It is the belief of students that adults and peers in the school care about their learning and about them as individuals, and it's a very important protective factor. Research shows that youth who feel connected to their school are less likely to engage in risky behaviours like smoking, drinking, drug use, gang involvement, and the like. They are also more likely to have better academic achievement, school attendance, and to stay in school longer than those who don't feel connected.* Ben Levin in "More High School Graduates: How Schools Can Save Students from Dropping Out" (2012) states: *Research findings going back years have alerted us to the importance of strong personal connections between schools and students. Indeed the single most important factor identified by students for keeping them in school is the sense that somebody at the school actually cared about them as people* (page 44).

The 2014- 2017 SD No. 22 Achievement Contract Objective #6: Improve Social and Personal Responsibility, percent of students who feel safe at school. VSS has a proud tradition of our students feeling connected to our school. It is what we have come to call "Panther Pride". However, we also know that we may not always be connected to every student, and as noted above it is these students that many times struggle both academically and socially. This goal ensures we are keeping our focus by strengthening our present student connections and always working to build new connections where not already present. Ultimately strong student connections will be represented in an improved

academic achievement reflected in our first goal. The specific data that we will track for this goal will be student discipline and attendance.

Strategies / Analysis

The Element: As part of the new building project a team of staff developed “The Element” as a name for our beautiful commons area. This derives from the Dr. Robinson book “The Element: Where Passion Meets Talent”. The concept is for the commons area to be a talent hub where students, staff, and even community members showcase talents and encourage others to chase their own passions and dreams. This idea has gained momentum within our Media Studies Class that as part of the course will promote “Element”.

ERASE Bully Training: Members of our school based team are Erase Bully trained by a ministry trainer.

Student Code of Conduct: Spring 2014 our student code of conduct was updated to ensure modern, updated language and reflects the voices of all parts of our school community.

Student Voice: Student Voice is open to all grades and allows a venue for students to voice their opinions on a range of issues important to their school life and education.

Student Connections Survey: This past year our student voice conducted a student connections survey to help gain a deeper understanding of our present success and challenges in this area.

Extra-curricular Activities: VSS proudly offers a range of extra-curricular activities including athletics, drama, band, arts, technology, and clubs that supports students in chasing their interests while representing VSS.

Leadership: Leadership is curricular course for all grades run outside the timetable that focuses on building school culture, spirit and connectedness. The largest event is our school spirit week “CHIMO Days” in March.

Welcome Room: Our Aboriginal Department hosts a regularly open Welcome Room as place for our Aboriginal students to find cultural connections and support.

Grade 8 Transition: VSS hosts numerous activities to ensure a smooth grade 8 transition and the start of a strong school connection beginning in early spring of the grade 7 year.

Social Studies 10 Field Trip: In hopes of connecting even more to our Aboriginal population, every Social Studies 10 class visits the Kamloops Residential School as part of their regular class experience.

School Based Team: Regular case management of at-risk students to ensure school connectedness.

Assertiveness & Empowerment Training: This past year all grade 8s in second semester PE classes received Empowerment & Assertiveness training from an outside trainer. This was a successful pilot project that will plan to incorporate to every year.

Performance Indicators

Discipline Data

Target

Decrease the cohort & grade averages

Attendance Data

TBD

School Attendance Rate by Grad Year Cohort (students unexcused class absence)

Cohort	2014		2015		2016		2017		2018	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Grad Year '14	3.9%	3.8%	X	X						
Grad Year '15	4.4%	3.9%	4.6%	5.0%						
Grad Year '16	1.9%	2.2%	1.6%	3.6%						
Grad Year '17	1.6%	2.2%	3.2%	4.2%						
Grad Year '18	1.0%	1.3%	1.8%	2.0%						
Grad Year '19			1.3%	2.1%						
Grad Year '20										

School Discipline Data by Year - # of incidents & suspensions divided by the monthly average student population

	2014	2015	2016	2017	2018
Discipline Incidents	37.91%	2.15%			
Suspensions	5.02 %	3.21%			
Population	915.30Average	932.40 Average			