

SCHOOL GROWTH PLAN – INQUIRY MODEL

Gulf Islands Secondary School



Inspire – Integrate – Involve



Submitted: September 2019

Principal: Lyall Ruehlen

Introduction – School Context

School Mission Statement

- Student success is at the heart of all that we do at GISS. Our role is to ensure that every student is afforded all life opportunities through graduation. Every student will cross the stage with dignity, purpose and options.

School Context

- GISS is the main high school for the Gulf Islands (Salt Spring, Galiano, Mayne, Saturna, Pender); students from Crofton/Cowichan area also attend.
- Grades 9-12, International, Adult Grad, GISPA, Alt. Ed, Continuing Education Studies, Careers program
- Student population of roughly 560

Summary of Student Body Asset

- Social/emotional learning is strong
- Strong student-staff relationships
- Strong school culture / connectedness
- Happy and engaged
- Curious and passionate about their learning
- Confident

Student success is at the heart of all we do at GISS and is the core of our School Growth Plan. Through our inquiry, **“WHAT CAN WE DO AS A SCHOOL COMMUNITY TO ENSURE SUCCESS FOR ALL OUR STUDENTS ON THEIR LEARNING JOURNEY TOWARD GRADUATION?”** the staff have identified two areas of focus:

- Graduation rates / Assessment results
- Early intervention / Knowing our learners

Section 1 – Student Achievement Profile

1. Quality teaching and leadership

- Technology use
- Professional development

2. Student-centered learning

- GISS
- Alternate Education
- Continuing Education
- Phoenix Place

3. Future orientation

- Trades
- Post-secondary
- Pathways (modified)
- Career Education – Transition Plans

4. High and measurable standards

- Island Literacy Network writing continuum
- Literacy assessment workshop (whole school activities, targeting specific numeracy skills, needs assessment to inform practice)
- Numeracy assessment workshop (whole school activities, targeting specific numeracy skills, needs assessment to inform practice)
- BC performance standards
- Whole school writing

5. Healthy and effective learning environments

- Veggie/fruit program
- Lunch program
- Cafeteria breakfast program
- Phoenix Place food program
- Partnership with Community Services

Section 2 – Theory of Action (Professional Inquiry and DATA gathering)

- Class Reviews - scanning and knowing where the students are at currently; class composition/strengths and needs
- Response to Intervention - targeted support – universal to essential supports
- Universal Design for Learning – entry points into the curriculum for all students
- Leading a Culture of Learning - instructional/assessment leadership support

DATA TO INFORM PRACTICE AND SUPPORT STUDENT SUCCESS

- **Grade 9 School Wide Write**

During the first semester of the 2019-2020 school year, all grade 9 students were assessed through the School Wide Write. Students' responses were marked by GISS teachers and results will be shared with students and posted on the Dashboard. This early writing assessment will help us target literacy challenges immediately when students enter our school and inform practice leading into future provincial assessments that are required for graduation.

- **Graduation Literacy Assessment 10 Results**

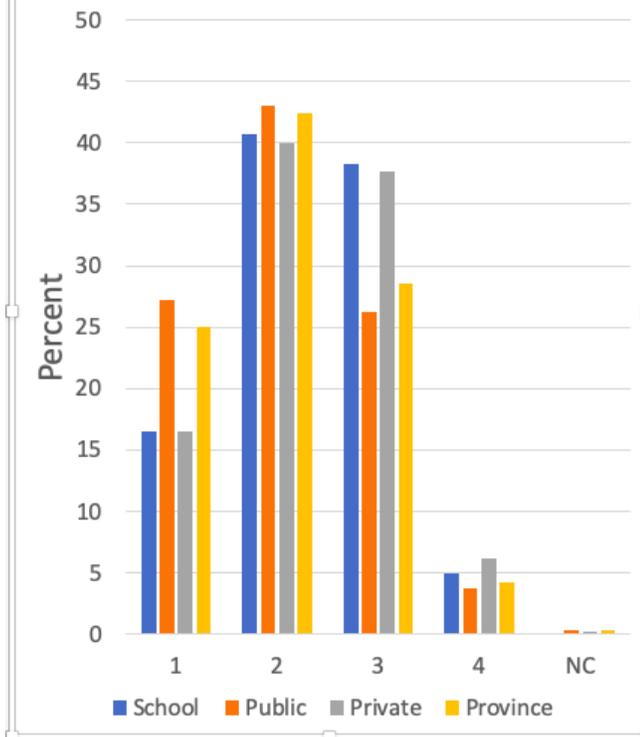
During the first semester of the 2019-2020 school year, all our grade 10 students completed a practice Graduation Literacy Assessment. This provided an opportunity for our students to familiarize themselves with the structure of the assessment and online navigation. Students' responses will be marked by GISS teachers and results will be shared to help them prepare for the actual assessment. In January, prior to writing the assessment, students will have opportunities to attend Flex block prep sessions. During these sessions, students will review the scoring guide, student exemplars, and assessment specifications.

These pre-test assessments will also be shared with staff to inform practice.

- **Graduation Numeracy Assessment Results**

After a year of ensuring supports are in place to prepare our students for this new assessment, our results show that the majority of our students are Developing and Proficient in Numeracy, which is on par and ahead of the provincial average.

Numeracy Assessment Results 2018-19



- 1) Emerging
- 2) Developing
- 3) Proficient
- 4) Extending

• **Provincial Exam Results - English 12, Communication 12, FRAL 12**

Provincial Exam Results June 2019		
	GISS	PROVINCE
English 12 Exam Mark	70.57	66.91
Final Mark	77.32	72.36
Communications 12 Exam Mark	56.42	52.26
Final Mark	65.4	58.25
FRAL 12 Exam Mark	66.56	64.48
Final Mark	79.21	74.1

• **School Assessment vs Provincial Exam - GAP (June 2019)**

English 12: 77.25 vs 70.57 = 6.68% gap
 Communication 12: 60.00 vs 56.42 = 3.58% gap
 FRAL 12: 87.69 vs 66.56 = 21.13% gap

- **Interim Reports & Mid Term Reports - Parent/Teacher Meetings**

Interim Reports are emailed to parents of students not meeting expectations in a class(es), inviting parents to make an appointment to meet with teachers. These meetings are an important link between home and school as they provide a means to discuss student progress:

- what the student is able to do;
- areas in which the student requires further attention or development; ways in which teachers are supporting the student's needs;
- and ways in which parents can support student learning.

- **SBT Referral Process (data)**

The online referral system makes the support process visible; we can identify common themes, see trends and monitor the effectiveness/progress made. The data will help inform our practice: what are the challenges; what are the barriers to success; what level of response to intervention do we need to implement?



- **Transition Meetings (Gr.8 into Gr.9)**

Multiple meetings take place to ensure we have clear data and information on our incoming students. These meetings are between teachers, SBT chairs, counsellors and admin. All students are discussed with reference to strengths and areas of concern. This data informs the makeup of REAL 9 cohorts and the distribution of Learning Service Supports.

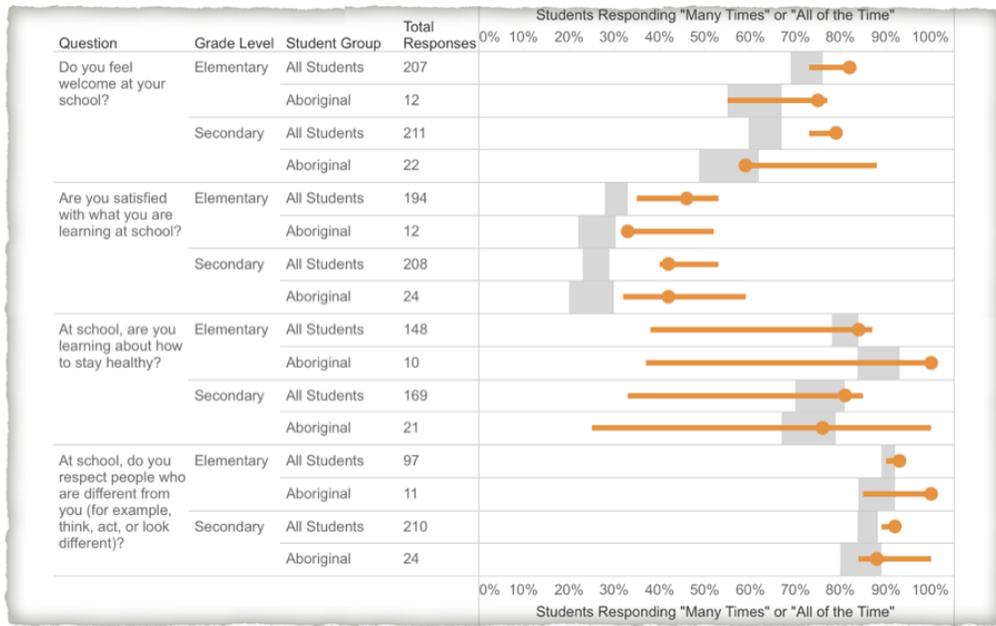
- **Attendance Tracking/Data**

Research clearly demonstrates that regular attendance positively impacts student engagement and achievement. We anticipate that the Family Portal in MyEducation BC, which gives parents access to their child's attendance record, will lead to productive conversations that will help to encourage regular attendance. To this end, we initiated an attendance reporting system that generates an "Attendance Alert" email to those parents whose child missed one or more classes that were not excused, or where notification from a parent was not received. The notification includes the class(es)

missed, encourages parents to access the Family Portal and to contact the school to provide additional information about an absence. Parents can expect to hear from teachers and/or administrators when learning outcomes are being compromised by poor attendance. We are confident that together we can identify and address attendance issues that might indicate a larger issue, and work toward solutions that will support student success.

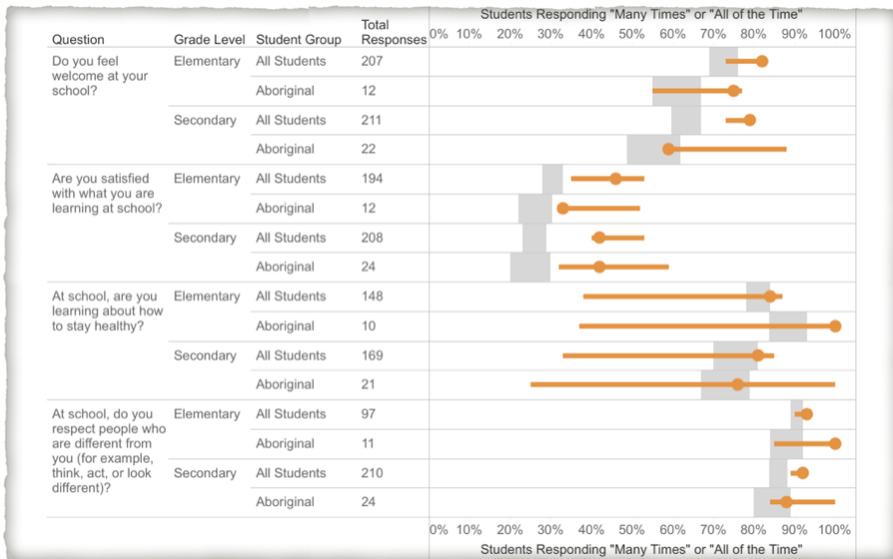
Ministry of Education Policy on Supporting Student Success

- **Human and Social Development** To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.



GISS student responses on the 2018 Learning Survey Orange bullet represents the 2018 school year; orange line represents responses over the last five years; and the grey area represents the provincial response.

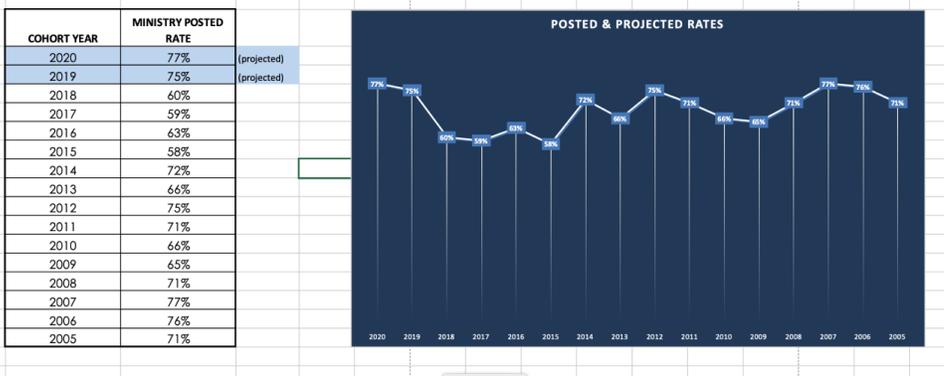
- **Career Development** To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.



GISS student responses on the 2018 Learning Survey Orange bullet represents the 2018 school year; orange line represents the average over the last five years; and the grey area represents the provincial response.

- **Intellectual Development** To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression

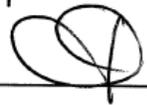
GISS PROJECTED GRADUATION RATE



Section 3 – Focus on Learning / Supporting Students

100% Graduation Rate					
Creating the conditions	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities
Environment Transition / Class composition	Best fit, best configuration classes for optimal learning	Transition information form (Gr.8s)	Understanding the impact of the environment on student learning	Meetings re: class composition prior to start of school; monitor and reassess throughout the term.	Admin, case managers, counsellors – compile information, build classes, best efforts Teachers - feedback, referrals
Support Early identification of needs and supports / Targeted intervention	All students (academic, social/emotional, mental wellness, self-regulation, etc.)	Transition form system (Gr. 8s) SBT referral process	Gathering information on the needs and supports required for success School-base team	Referral come in weekly; follow-up with student, parents and teachers. Assess needs and follow-up with action plan.	Case Managers Counsellors Administration AB Ed support worker
Tracking Grade 12 students who did not graduate	Targeted plan for grade 12+ students to graduate in their 6th year	Individual meetings with students/teachers/parents to work out a plan for the 6th year Assess their needs / what are they missing....	Targeted FTE at Phoenix Place	Monthly meeting w/ parent, teacher, admin, counsellor	Phoenix teacher - curriculum Admin - oversees plan/communicate with parents Counsellor - checks credits, Ministry requirements,

Plan submitted by:

	Name	Signature
Principal	<u>Lyall Ruehlen</u>	<u></u>
Teacher(s)	<u>Kim Chalmers</u>	<u>Kim Chalmers</u>
PAC Chair	<u>Joanne O'Connor</u>	<u></u>
Date	<u>Nov 18/19</u>	