



School District 19
(Revelstoke)

School District No. 19 (Revelstoke)
Revelstoke Secondary School
2011 – 2012 Goals
School Completion & Academic Achievement



<p>Goal</p> <p>2010 – 2011 Goal to be continued:</p> <p>To improve student school completion rates and academic achievement.</p>	<p>2011 – 2012 Objectives:</p> <ol style="list-style-type: none"> 1. Reduce the number of students with multiple failures by addressing assignment completion. 2. Ensure consistent and predictable grading / assessment expectations for students in all subjects. 3. Reduce the number of students in grade 8 through 10 achieving at a C or below level and increase the number of students achieving a C+ or better.
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<p>Rationale</p> <p><i>Evidence and information used to set this goal:</i></p> <ol style="list-style-type: none"> 1. There is a direct link between lack of appropriate completion or submission of homework/assignments with overall student success; therefore, assessment and grading of homework/assignments have been reviewed to ensure that all students are supported to meet learning outcomes. Assessment practices reflect student progress toward those outcomes. 2. Students moving from the C- and C range into the C+ and B or better range will demonstrate increased student achievement. Effective instructional and assessment practice has proven to yield increased student achievement. 3. Students who fail courses at the grade 8 and 9 levels are less likely to graduate than their peers who pass. A reduction of failure rates at these levels will increase graduation rates. 4. Grading and assessment practice in the school should be consistent and reflect the student's acquisition of learning outcomes. To accomplish this, letter and percentage grades will evaluate learning outcomes and work ethic marks will evaluate work ethic and social skills.

<p>Data</p> <p><i>Data considered (Provincial, District, School and Classroom)</i></p> <ul style="list-style-type: none"> • Track success of students referred to the home study support program and students referred through LAMA forms. • Collect work ethic data from reporting periods for both male and female students by subject. • Monitor male and female grades by course and by grade. • Analyze school completion – Dogwood and Evergreen certificates at 5, 6, and 7 year periods. • Maintain anecdotal records for students who do not complete school in 6 years.

<p>Success/Results</p> <p><i>Data results shared with SPC, PAC, Parents and Staff in 2010-11:</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Work Ethic Grades</th> </tr> <tr> <th></th> <th>2006-07</th> <th>2009-10</th> <th>2010-2011</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td>46%</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>Satisfactory</td> <td>37%</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>Needs Improvement</td> <td>16%</td> <td>10%</td> <td>11%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Achievement Grades</th> </tr> <tr> <th></th> <th>2006-07</th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>A or B (73%-100%)</td> <td>50%</td> <td>64%</td> <td>57%</td> </tr> <tr> <td>C+ (67% - 73%)</td> <td>12%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>Pass (50% - 67%)</td> <td>27%</td> <td>22%</td> <td>18%</td> </tr> <tr> <td>Fail (< 50%)</td> <td>8%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>No Mark/Require Met</td> <td>NA</td> <td>NA</td> <td>11%</td> </tr> </tbody> </table>	Work Ethic Grades					2006-07	2009-10	2010-2011	Good	46%	59%	60%	Satisfactory	37%	31%	29%	Needs Improvement	16%	10%	11%	Achievement Grades					2006-07	2009-10	2010-11	A or B (73%-100%)	50%	64%	57%	C+ (67% - 73%)	12%	11%	11%	Pass (50% - 67%)	27%	22%	18%	Fail (< 50%)	8%	3%	3%	No Mark/Require Met	NA	NA	11%	<p>Targets for 2011/2012</p> <p><i>Expected results:</i></p> <p>Increase the success rate of all students, focusing specifically on those students who achieve at a C or less through the appropriate completion of quality of assignments, by 5% in all subject areas.</p> <p>Increase the number of students receiving a “G” by 5% and decrease the number receiving an “N” in all subject areas by 5%.</p> <p>Reduce the number of students failing multiple courses by 10%.</p> <p>Increase graduation to 90% by 2012. (Graduation rate was 88% in 2008-09.)</p>
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RSS Grade Statistics: Core Areas

Work Ethic									
<i>G(Good), S(Satisfactory) N(Needs Improvement) – assigned to students in accordance with the "Work Ethic Criteria", published in the student handbook.</i>									
	06/07	08/09	10/11	06/07	08/09	10/11	06/07	08/09	10/11
	%G	%G	%G	%S	%S	%S	%N	%N	%N
ENG 8	41	65	64	35	25	23	24	10	13
SS 8	42	60	60	34	22	29	24	18	11
MA 8	46	43	53	23	39	36	21	17	11
SC 8	31	64	64	46	26	24	23	10	12
ENG 9	33	44	51	49	40	33	18	16	16
SS 9	46	55	56	42	30	32	12	23	12
MA 9	47	30	62	21	30	27	22	30	11
SC 9	54	48	55	36	30	29	9	21	16
ENG 10	38	21	47	36	62	39	28	16	14
SS 10	46	39	63	34	42	30	21	19	7
MA 10	35	58	65	25	19	26	40	23	9
SC 10	54	46	58	31	39	28	15	15	14

Data results shared with SPC, PAC, Parents and Staff in 2010-11:

RSS Grade Statistics: Core Areas

Core Subject	C+ or Better			B or Better		
	2006-2007	2008-2009	2010-2011	2006-2007	2008-2009	2010-2011
Social Studies 8	53	63	68	44	50	50
Social Studies 9	61	61	72	46	43	57
Social Studies 10	55	45	83	41	35	70
English 8	56	74	72	44	63	64
English 9	52	52	67	29	38	53
English 10	51	42	64	37	35	46
Math 8	67	52	62	50	49	51
Math 9	51	44	64	40	39	49
Math 10	48	66	68	35	47	54
Science 8	61	71	71	45	59	53
Science 9	49	50	64	39	37	52
Science 10	50	58	68	40	38	51

Success/Results

Data results shared with SPC, PAC, Parents and Staff in 2010-2011:

Percentage of Students Receiving an "F" (school mark only)

	Grade 8			Grade 9			Grade 10		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
English	9	3	2	5	3.5	2	15	9	6
Social Studies	9	3	1	3	1	1	13	1	0
Math	5	6.5	5	10	16	9	17	7	3
Science	5	3	2	4	2	7	5	6	6

Organizing for Improvement

Strategies and Structures

Reduce the number of students with multiple failures by addressing assignment completion

- Notify parents when students are not completing course work.
- Students will be required to complete work outside of class time if their effort or achievement level are below expectations. Teachers will use LAMA process to ensure students complete assigned work.
- Review relevance of course work loads assigned and maintain consistent course work grading by department.
- Teachers will require the use of an agenda at the grade 8 level and encourage the use of a comparable organization system beyond this level.
- Reinforce the purpose and encourage the use of the homework club. This may be done in conjunction with LAMA process.
- Monitor students/teachers regarding effect of home study program and monitor informal feedback and stats.
- Continue to allocate Community Link funds to support an after school Homework/Study Tutor position

Maintain consistent and predictable grading / assessment expectations for students in all subjects.

- Teachers will use percentage grades to assess learning outcomes, and work ethic criteria and expectations to address work ethic and social/behavioral issues.
- Teach the use of the "Work Ethic Criteria" in all classrooms. Students will complete self-evaluation of work ethic.
- Educate teachers, parents, and students about our "no incomplete assignment" policy.
- Continue to provide updates in newspaper about school activities and student expectations regarding how school relates to life outside of school.
- Continue to recognize recipients of PERC cards by publishing of names in the newsletter and the community paper and by sending token rewards/recognition letter home to parents.
- Reinforce the criteria for achieving "Work Ethic Honour Roll" during the year with all students.
- Continue recognition of positive classroom achievement in the classroom and school.
 - Avalanche Card
 - Student of the Month
 - Announcement
 - Phone call home
 - Certificate at end of year
 - Post cards home (more direct contact with home with positives)
 - Common classroom award template

Reduce the number of students in grade 8 through 10 achieving at a C or below level and increase the number of students achieving a C+ or better.

- The school-based team will meet weekly to review students' performance in the areas of attendance, work habits, academic success, and social/behavioral concerns.
- Review students achieving C- or less every three weeks by reviewing marks from teachers.

Communication

- Highlight successes in newsletters, morning announcements, assemblies, staff meetings, PAC meetings.
- Identify areas of need as they emerge in newsletters, morning announcements, assemblies, staff meetings, PAC meetings.
- Report cards and parent conferences
- School Board presentation