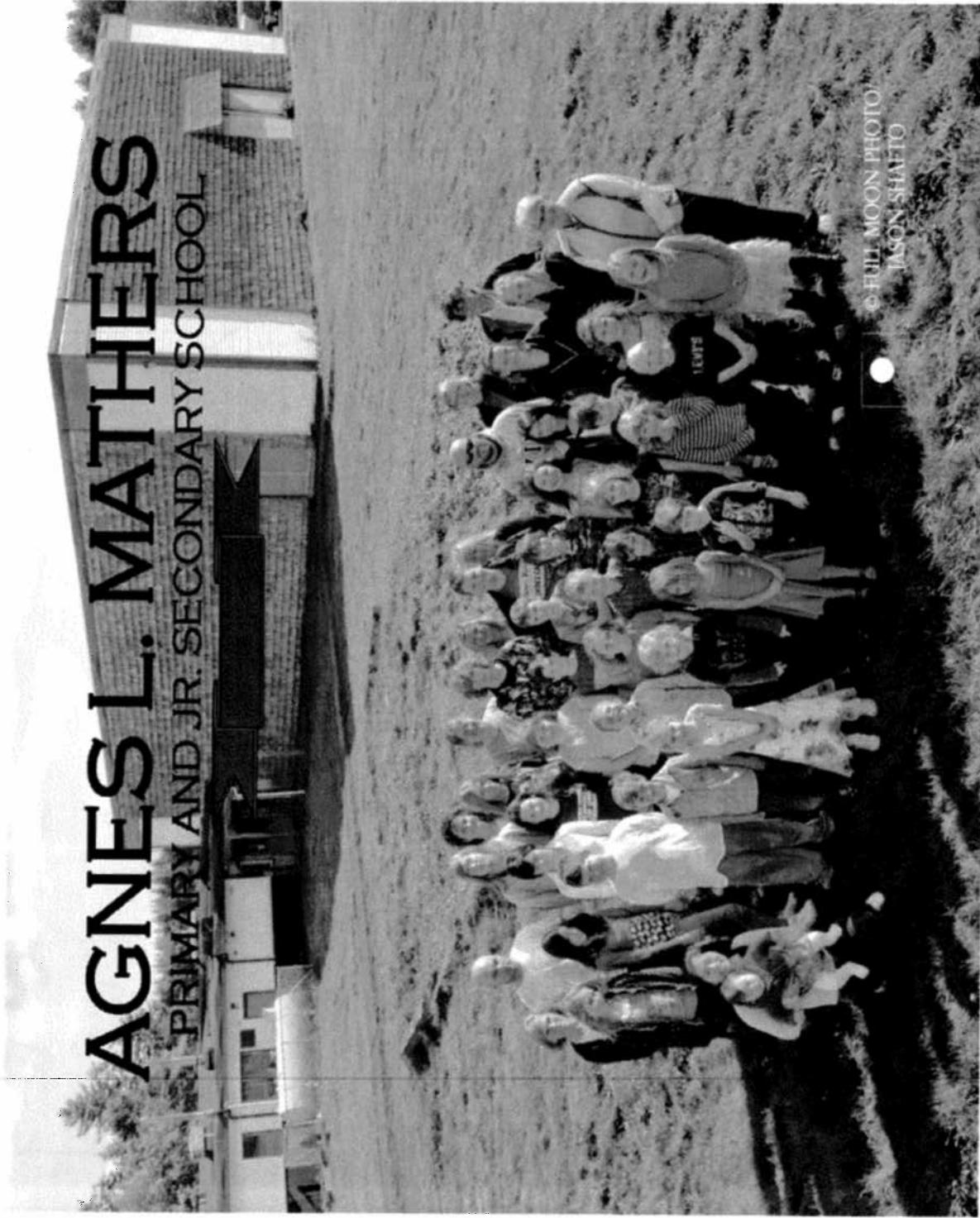


2011/2012

Agnes L. Mathers
Elementary Junior Secondary



School Statistics

Number of Students: 33 A.L.M/37 E-school / 23 Adult Learn. Center (headcount)

Full-Time Equivalents (FTE): 33 A.L.M / 37 E-school / 4.75 Adults

Students of First Nations Ancestry 29 % A.L.M / 70% E-school

Number of Teachers 3.0 FTE (A.L.M) / 0.9 FTE (E-school ALM)

Support Staff: 0.2 FTE (E-School North End)

- Secretary 30 hours per week
- Special Ed. Assistant 60 hours per week
- First Nations Support 5 hours per week
- Library Clerk 5 hours per week
- Noon-Hour Supervisor 5 hours per week

Janitor:

Contract

Unique Characteristics

- Small school where all children and teachers know each other.
- Family atmosphere.
- Parents visit regularly in staff room/ classroom.
- Parent / Student ratio for fieldtrips excellent

Unique Initiatives at A.L.M.

- Eagle Eye Draws weekly to encourage positive behaviors.
- X-Country Club in the fall.
- Home reading program for K-3 students
- Camping trip to Gray Bay for all students.
- Camping trip to Vertical Point and Limestone Island for the Ancient Murrett Research or Cumshew
- Sleeping Beauty beginning of the year hike.
- Teachers and parents sponsor sporting activity for the students.
- Christmas sit down lunch, Christmas Concert, Garden Party Lunch in June,.
- Numerous outdoor educational opportunities for students in the local environment
- Bike Rodeo for grades K-6.
- WITS program
- Nutrition Snack Program
- Woodwork Program & Sewing Program
- Volunteer Music lessons from community volunteers

Community & School Background

Agnes L. Mathers Elementary Secondary School has served Sandspit for over 40 years. The school serves a homogenous population in a community of about 250 people. The industry base is primarily service industry. With the downturn of the economy and company turnover, jobs have been decreasing, hence population decrease has resulted in less students at Agnes L. Mathers Elementary Secondary School.

Capital Planning & Upgrades

- Application has been made to the BC Ministry of Finance for a new (smaller) building and upgraded gym.

What is the School Plan?

The School Plan is Ministry mandated. It is the yearly statement of goals, objectives and strategies for improving

student achievement in Agnes L. Mathers Elementary Secondary School. The School Plan includes:

- A description of the school and its communities;
- A review of the previous year's goals and results;
- An explanation of each goal and why it was selected;
- A summary of data supporting the explanation;
- Specific targets for improving student achievement;
- Explanations for how targets will be met and how success will be measured.
- The Teachers' Union discourages teacher participation at this point in time.

School Planning Council (SPC):

The School Plan is drafted by the School Planning Council in consultation with the Parent Advisory Council (PAC), Principal: Claudette Lavoie, PAC representative: Bente Sutherland, Judy Foster, Chris Charman, and teacher Dennis Baran are the members of the 2010-2011 SPC.

Parent Advisory Council (PAC):

All parents and guardians of students attending Agnes L Mathers Elementary Secondary are members of the PAC. It meets monthly during the school year to get updates on activities, discuss parent interests and concerns, make decisions organizing fundraising activities and provide input to the principal on educational matters.

Statistics

Small numbers of students mean that statistical data is of very limited use in evaluating school and student performance. One child's performance will account for 7% to 20% of the grade's performance, depending on enrollment. This variation can create dramatic swings in results from year to year, especially if two or three students are unusually high or low achievers. To counterbalance this, teachers focus on tracking individual students and meeting their needs.

At times FSA statistics are simply unavailable. For example if there were less than 5 students in grades 4 and 7, the results from those years are masked.

Surveys

What are we measuring with surveys? How questions are framed and interpreted is extremely important, particularly when dealing with young children. As an actual example, a child filling out a survey claimed they no longer felt safe in school. When asked why, the child explained s/he had been accidentally hit with a soccer ball in gym class the previous week.

Data

We used this years data to make the plan for next year. As a result the plan was developed in late April and early May.

School Goals

What are they for?

School goals determine how school resources are going to be used to help students achieve. School goals reflect District goals.

How are they set?

The goals are meant to reflect what parents, principal and staff feel students need to work on to improve their performance. The School Planning Council sets them using the District goals as a guide. They are reviewed by parents, then forwarded to the School Board for approval.

District Goals:

- Goal #1: Improving Academic and Social Success for Haida students.
- Goal #2: Improving Student Reading and Writing.
- Goal #3: Promoting Levels of Social Responsibility.
- Goal #4: Improving Student Achievement in Numeracy.

The SPC has given serious consideration to the District Goals in setting our goals. District Goals #1 to improve academic and social success for Haida students is inherent in all of our goals. The data indicates that 11 students (37%) of aboriginal ancestry are in our regular program and are supported with First Nations support worker and 10% of curriculum is focused on aboriginal content.

Literacy Goal 2011-2012

To improve students' reading, and writing skills across the curriculum.

Strategies:

- Increase utilization of school and public libraries.
- Improve research resources at the school through internet, money in library resources, weekly library time, Library Clerk in library 1 hour per day and promotion of books.
- Have a variety of books available as prizes for homework completion in the month, etc.
- Word of the week for primary and intermediate classes to improve vocabulary skills to be announced on the daily announcements.
- Use the provincial performance standards to mark assignments.

Data Analysis:

- School wide writing samples that are evaluated using B.C. Performance Standards. October 2010 / June 2011.
- Writing samples indicate that the students in the 1-3 classes are fully meeting or exceeding (73%) 8 students (27%) 3 students are minimally meeting expectations
- Writing samples for the grades 4-6 classes indicate that (90%) of students are fully meeting / exceeding expectations and (10%) (1 student) is minimally meeting expectations, (0%) (0 students) are not yet meeting expectations.
- Writing samples for the grades 7-10 class indicate that (89%) (8 students) are fully meeting / exceeding expectations, 11% are minimally meeting expectations, and 1 student is not yet meeting expectations.
- FSA results available for the 2011 results: All students in grades 4 and 7 fully met or exceeded expectations in reading and writing.

Language Arts	C+ or Better	C	C or Less	No Mark	Fail	Total
Grade 4	2					2
Results %	100%					
Grade 5	3					3
Results %	100%					
Grade 6	2					2
Results %	100%					
Grade 7	2	1				3
Results %	66%	33%				
Grade 8	2					2
Results %	100%					
Grade 9	1					1
Results %	100%					

Numeracy Goal for 2011-2012

To improve student performance and have each student working at grade level as per the IRP's.

- **Target:** To have report card marks and diagnostic mathematics assessment to be within 5-10%. Targets met for grades 2-9.

Strategies:

- Teaching assistant support added to the grade 4-9 class to address difficulties in math.
- Principal to meet with teachers to use diagnostic assessment to zero in on problem areas. Students need to practice standardized test to learn to apply skills to different problems and formats.
- Meetings with mathematics teachers once per term.
- The style of test questions used in the math program must reflect the same style used in the provincial IRP's.

Data:

- FSA results available for the 2011 results: All students in grades 4 and 7 fully met or exceeded expectations in numeracy.

Math	C+ or Better	C	C or Less	No Mark	Fail	Total
Grade 4 Results %	2 100%					2
Grade 5 Results %	3 100%					3
Grade 6 Results %	2 100%					2
Grade 7 Results %	2 66%	1 33%				3
Grade 8 Results %	2 100%					2
Grade 9 Results %	1 100%					1

Diagnostic Math Assessment	Multiple Choice	Computation	Problem Solving	Total
Grade 2 & 3 Results %	91%	89%	94%	8
Grade 4-7 Results %	78%	97%	71%	10
Grade 8 & 9 Results %	60%	57%	38%	3

Social Responsibility/Healthy Living Goal:

To improve Social Responsibility/ Healthy Living ALM students by:

- **promoting social responsibility in the school.**
- **Continuing to promote responsible choices in fitness and nutrition.**
- Implement a fitness test in Sept/May of next school year and monitor throughout the year. Data not available at this time but will be at the end of June.*

Targets and Results:

- Absenteeism - to have only 15% of students with no more than 15 absences per year. **Target met for 2010-11 with (2/30) 7% of students having more than 15 absences.**
- Lates - to have only 8% of the students with 10 or more lates. **Target met as (2/30) 7% had 10 or more lates for 2010-2011.**
- To focus on personal responsibility through studying the relationship between nutrition, fitness and health. Not directly measurable, but there is a large body of research showing that regular physical activity and good nutrition improve academic performance. Instilling habits of fitness and good nutrition in elementary school may offer long-term benefits for students. Each classroom did nutrition education. On all school field trips healthy food was encouraged and eaten.

Data:

- School satisfaction survey
- Attendance and tardiness compared to last two years shows that students have increased and has met the target for reduced absenteeism but not for lates. School staff supports and initiates good parent communication with interviews, phone calls, and meetings, records in the office indicate all parents were contacted regularly.
- Analysis of the data indicates that students who live in the community attend more regularly that students who travel to the community.
- **Strategies:**
- Implement a fitness test in Sept/May of next school year and monitor throughout the year.
- Continue with changing the start time of the school day for High School students has helped them be on time. This helped with absenteeism and lates.
- Continuing opportunities for school involvement for parents.
- Problem solving by discussing with parents and PAC continuing a consultative style of decision making between school and home.
- Encourage student activity days, aiming for one per month.
- Continue health and fitness program, focusing on exercise and nutrition through running club, education, outdoor education activities.
- Maintain broad student participation in sports and fitness activities.
- Continue exposure to different cultures through international lunch day.
- Teacher/parent contact and a meeting take place with Principal.
- Experiential Learning - Science - Dover Creek
- Music program
- Sewing program

- Monitor Student Problem Solving forms –2010-2011 (# of forms 27)

Data Collection:

- School satisfaction survey
- Attendances and lates
- Office referrals— problem solving forms monitored and tabulated.
- PE grades
- Participate in food programs.
- Participate in extracurricular activities.
- Teachers taught anti-bullying program in classroom.
- Parent/teacher contacts.

E-school Goals:

1. To help at-risk students reconnect with education.

Rationale:

There are 58 students enrolled in our E-school program with one or more courses. Of those 58 students, 44 (76%) are of Aboriginal ancestry.

Our data indicates that many students have been enrolled in E-school 2 or more years and more students are now starting to make progress. Students who are a few credits short of graduation are using E-school to complete graduation.

Strategies:

- Provide Special Education Assistant time in communities where possible.
- Provide support for students to do volunteer work by assisting them with the initial contact and follow up.
- Provide life skills for students who require it.
- Address individual student needs by providing a package of attainable academic work. Assignments are tailored to the student's ability level.
- Special education initiative to help students obtain employment skills. Application for a Gwaji Trust grant of \$10 000. Assist with paying money per hours worked with predetermined employers. (In progress)
- Meet with Social Services, Mental Health providers, Probation officers and previous school

Data:

Teacher visits approx. 730 per year.

- Number of students making progress in Math/Language Arts – 15/40 making progress
- Number of students referred from high school—10/40
- Number of students suspended from regular high school—7/40
- Number of students working on their program - 20/40
- Emails by teacher to student 433.
- 3 students graduated who were a few credits short of graduation. 1 student on regular programming will graduate this year.

2. To improve student literacy and numeracy skills.

Rationale:

Students are registered in E-school due to a number of reasons such as family choices or crisis, drugs or alcohol or behavioural difficulties that prevent them from attending regular school.

Strategies:

- Regular daily contact with SEA
- Teacher available by phone or email daily
- Work packages for specific subjects redesigned so students can experience success.
- On-line tutoring available from provincial website
- Teacher calls each week and home visits every second week.
- Provide computers for home use when appropriate.
- Follow B.C. curriculum (IRP's) and provide programming for new subjects (e.g.. Aboriginal English 12
- Programs: provide a variety and flexibility in program delivery.

A.L.M. 2011/2012 Goals:

- To improve student's reading, comprehension and writing skills across the curriculum.
- To promote social responsibility in the school and school in the community.
- To promote responsible choices in fitness and nutrition.
- To improve numeracy skill.

E-school 2011/2012 Goals:

- To help at-risk students reconnect with education.
- To improve student numeracy and literacy skills.

It is anticipated that this document will continue to be modified and improved as additional data is gathered and stakeholders continue to contribute to the setting of goals, performance targets and strategies for improvement.



Claudette Lavoie, Principal



Bente Sutherland, Parent

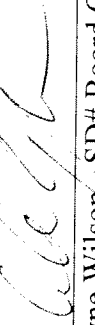
Judy Foster, Parent

Chris Charman, Parent



Dennis Baran, Teacher

Angus Wilson - Superintendent SD#50



Wayne Wilson - SD# Board Chair
CHAIRMAN
VICE CHAIR