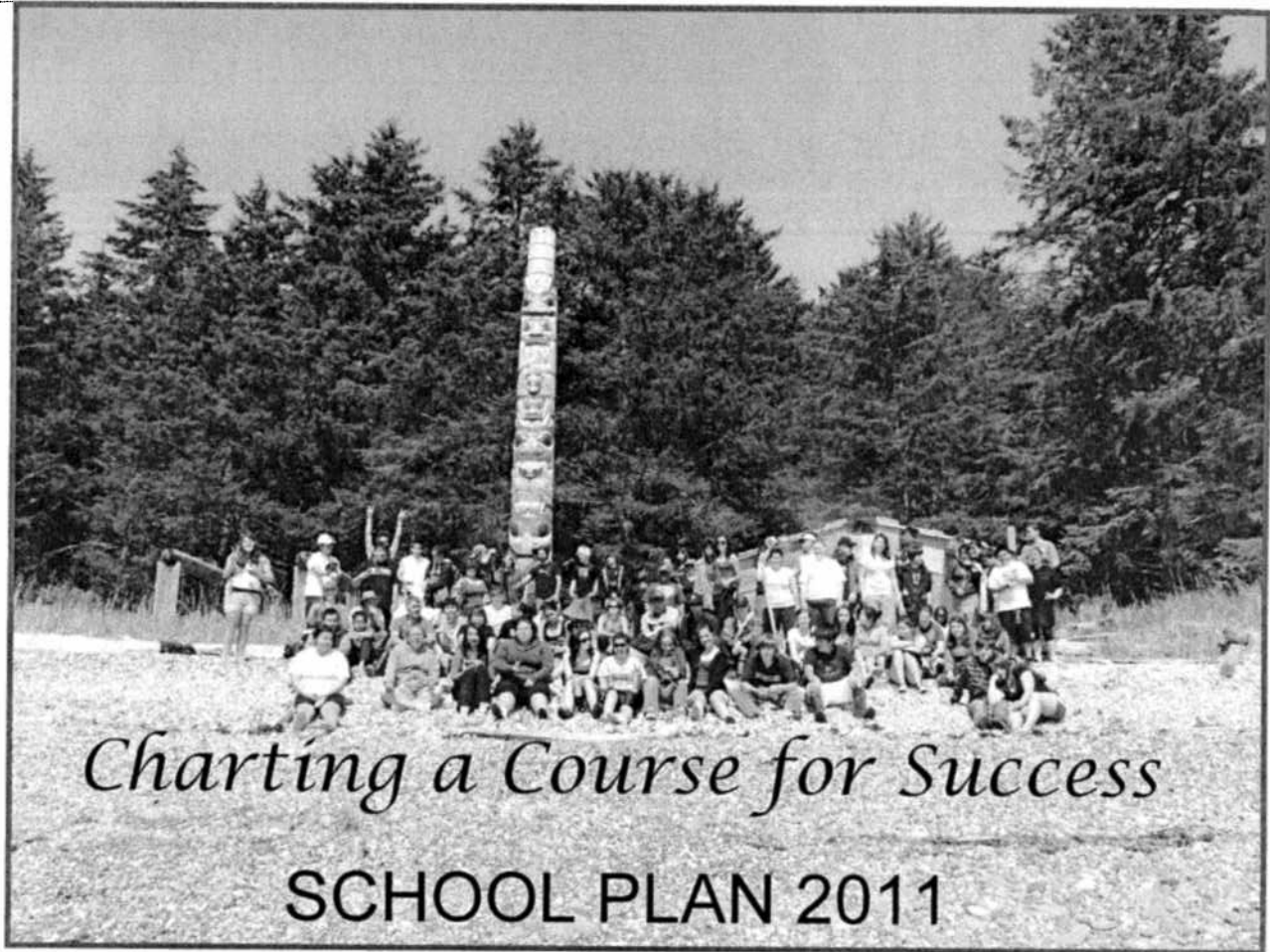


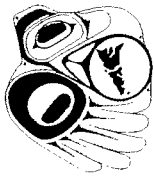
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SCHOOL DISTRICT NO. 50
HAIDA GWAI



For the 2011-2012 School Year

George M. Dawson Secondary





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SCHOOL DISTRICT NO. 50
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George M. Dawson Secondary School Plan 2011-12 Overview

Rationale

This year's plan is the next stage in a specific process for renewal for identifying and filling in the gaps in service and a program of courses to address the wide variety of student needs.

Goals Overview

With the assistance of all stakeholders, George M. Dawson has arrived at the following goals in our commitment to continuous improvement and student achievement:

Goal 1 – To increase all students personal responsibility and empowerment while increasing opportunities for cultural awareness.

Goal 2 – To improve student academic success.

Goal 3 – To continue to develop a grade 8-12 sustainable communities program encompassing healthy living, healthy foods and skills and knowledge for local development.

Goal 1	Goal 2
<p>New Strategies/Structures:</p> <ol style="list-style-type: none"> 1. To continue to build our scope of culturally relevant educational events(field school day, opening day, role models, traditional food, celebrations) 2. Outline a checklist of skills for Skills support blocks for students to master. 3. Task Student Leadership with specific areas for development of student success (including a slogan in Haida) 	<p>New and Developing Strategies/Structures:</p> <ol style="list-style-type: none"> 1. Arrange staffing to maximize support to students: <ol style="list-style-type: none"> a. add resource blocks to the schedule to accommodate the needs of special needs students b. split grade 8 class between regular and modified classes c. keep library staffed as much as possible to support small group work and students utilizing Distance Learning d. add additional year or half year of classes to students not ready to move into next grade 2. Focus Ministry Day on differentiated learning and assessment for learning- modelling at every staff meeting 3. Invite staff to work as a research team for problem solving, use of differentiated instruction and assessment 4. Review and build up comprehensive support system for identification of student not meeting academic success. 5. Develop a comprehensive system of strategies to support struggling students. Write it & post it. 6. Utilize reading statistics function of Word program to help students write at grade level. 7. Enrol all students on Khan Academy to boost math skills.
Goal 3	
<p>New and Developing Strategies/Structures:</p> <ol style="list-style-type: none"> 1. Chart a scope and sequence that encompasses all current programs and curriculum that support sustainable community, cultural awareness and healthy living (gardens, health curriculum, CRE, Field School, cultural traditions) 	



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Capital Planning/Upgrades

Completed since summer 2010:

- ✓ renovation of both gym change rooms- completed phase 1
- ✓ upgrade computer lab: 4 more monitors; 4gb ram; 3 motherboards; 4 new mice
- ✓ renovation of medical room bathroom after water damage
- ✓ reno lunch room
- ✓ reno one set of student bathrooms
- ✓ reno outdoor pursuits storage room
- ✓ installation of greenhouse

Summer 2011

- replacement of windows in 3 classrooms(3 more slated for the following year)

Long-term Planning Wishlist:

- building of entrance with longhouse structure and student-created totems
- painting of student lockers
- replacement of teacher desks
- replacement of doors
- display cabinet for First Nations books collection in library



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Goals Details

Goal 1 - To increase all students personal responsibility and empowerment while increasing opportunities for cultural awareness.

Objectives:

- I. To improve the overall attitude of students towards school and specifically towards their own learning
- II. To further improve the behavioural management issues: expectations, communication, consequences, restitution
- III. To improve time management, materials organization and problem-solving of students
- IV. To increase the involvement by students in planning and running student spirit activities(school pride)
- V. To improve personal pride through cultural awareness and identity building.
- VI. To improve our response to students at-risk of falling through the cracks.

Chronic and challenging behaviours(in no particular order):

1. Attendance including lateness
2. Swearing
3. Refusal/reluctance to do classroom assignments
4. Unprepared for class.

Strategies and Structures:

Long-standing:

Language policy: education and various deterrents for swearing. Students actually made suggestions to help deter swearing with moderate success.

Continuing:

1. Focus staff development on differentiated learning and assessment for learning.
2. Teach and post expectations & strategies for personal empowerment.
3. Implementation of whole-school theme-based cross-grade alternative programming.
4. Student leadership development through expanded student leadership course.
5. Integration of the academic intervention program into a comprehensive system of support.
6. Inclusion and expansion of resource blocks for student support to learn organizational, planning and goal-setting skills.
7. Work on cultural awareness as an underlying theme to all activities and lessons including culturally- responsive education on the staff meeting agenda.



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8. Continued development of an improved assessment plan that moves towards more assessment for learning (to encourage student responsibility) and reserves assessment of learning for reports/grades.

New:

9. Outline a checklist of skills for Skills support blocks for students to master.
10. Task Student Leadership with specific areas for development of student success.

Goal 2 - To improve student academic success

Objectives:

- I. To improve our tracking of student success plans.
- II. To define success for each student early in their academic career.
- III. To have a systematic system of review for student academic plans.
- IV. To encourage and support independent learners.

Data

1. Ministry Topic/Cognitive Level Report for the June 2010 exams reports that our students show low performance levels relative to the provincial performance levels.

	2007	2010
Analyze texts	Low	low
Writing	lowest	lowest
Interpret texts	Close to prov.	Close to prov.
Recognize meaning	comparative	lower
Retrieve information	low	comparative

There were too few students for the Ministry to comparative reports on Essentials of Math 10, Principles of Math 10, BC First Nations Studies 12 and Communications 12. Embedded in the district results, the results for these same exams showed no significant differences to the provincial results. However, the results for both the school and the district on the Science 10 exam were significantly lower than the provincial results.

1. Analysis of the exams results
 - a. Both students with special needs and average students did better in class marks and exam marks when in split classes over combined classes (English 10)
 - b. English 10- average exam results have improved over the last three years



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English 10

Year	Percentage passing the exam				Passing the course				Avg. Class Mark	Avg. Exam Mark	Combined class and exam avg.
	Ab.	Not Ab.	Boys	Girls	Ab.	Not Ab.	Boys	Girls			
Jun 05	65	83	66	79	36	79	41	69	54%	62	
Jan 06	69	100	66	100	69	100	66	100	59	53	62 cl
Jun 06	88	100	80	100	67	100	50	100	68	65	59 ex
Jan 07 ¹	18	100	30	0	55	100	60	50	60	36	69 cl
Jun 07	70	83	100	33	66	83	83	50	75	67	54 ex
Jan 08 ¹	18	50	43	0	69	50	44	100	60	36	68 cl
Jun 08	100	88	88	100	100	100	100	100	74	66	53 ex
Jun 09	50	100	33	75	64	100	50	83	64	54	Na
Jun 10	76	100	83	83	69	100	80	83	64	55	na

Notes: 1. Adapted/modified class

English 12 Marks

This chart examines the three years prior to the new grad program in addition to the last three years. Previously data was collected in terms of average exam scores but with the move to bump borderline students into English instead of Communications, we thought it was more important to track actual percentage of students passing the exam. Average marks can be skewed by really high and really low marks but don't reflect an overall improvement in pass rates.

Year	Percentage passing the exam				Passing the course				Prov. Exams	
	Ab.	Not Ab.	Boys	Girls	Ab.	Not Ab.	Boys	Girls	Eng 12 Avg. Mark	Comm 12 Avg. Marks
Jun 05	50	100	75	83	67	100	75	92	61	49
Jun 06	50	75	63	60	90	100	100	90	52	37
Jun 07	63 ¹	75	70	64	88 ²	88 ²	80	93 ³	52	37
Jun 08	30	100	56	63	50	100	78	63	51	43
Jun 09 ⁴	20	-	20	-	40	-	40	-	22	-
Jan 10	40	75	36	66	80	88	73	92	53	57
Jun 11										

Notes:

1. Trend is overall improvement for Aboriginal students.
2. Parity between aboriginal and aboriginal students for passing the course, however
3. The rate of girls passing the course is much higher than boys passing the course when compared to exam results.
4. English First Peoples



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c. Social Studies 11

Year	Percentage passing the exam				Passing the course			
	Ab.	Not Ab.	Boys	Girls	Ab.	Not Ab.	Boys	Girls
Jan 06					83		100	
Jan 07	88	100	88	100	75	89	78	88
Jan 08	25	100	80	60	60	100	90	80
Jun 09	88	100	100	83	100	100	100	100
Jan 10	33	50	100	30	55	100	100	50
Jan 11	72	100	100	72	72	100	100	72

Targets

1. Improvement in all exams	Continue tracking trends
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New Math curriculum provincial exam results – January 2011

School Mark average 58% provincial average = 70%

Exam mark average 31% provincial average= 65%

Final mark average 52% provincial average = 70%

Whereas 100% of our students have failed this new exam, 25% of all students across the province failed the exam. Review of the results from the district math assessment of grade 8's showed that while overall concept knowledge is good, problem solving(reading comprehension) and calculating are weak. This is an area that needs further review.

Strategies and Structures

1. Arrange staffing to maximize support to students:
 - a. add resource blocks to the schedule to accommodate the needs of special needs students
 - b. split grade 8 class between regular and modified classes
 - c. keep library staffed as much as possible to support small group work and students utilizing Distance Learning
 - d. add additional year or half year of classes to students not ready to move into next grade
2. Focus Ministry Day again on differentiated learning and assessment for learning.
3. Invite staff to work as a research team for problem solving, use of differentiated instruction and assessment
4. Review and build up comprehensive support system for identification of student not meeting academic success.
5. Develop a comprehensive system of strategies to support struggling students. Write it & post it.



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6. Utilize reading statistics function of Word program to help students write at grade level.
 7. Enrol all students on Khan Academy to boost math skills.

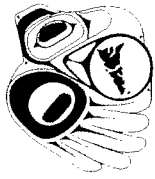
Goal 3 – To build a grade 8-12 sustainable communities program encompassing healthy living, healthy foods and skills and knowledge for local development.

Rationale:

We have been adding a number of new projects and programs to our plate of offerings and we need to review what needs to be removed. We need a clear picture of where we are going and incorporate only those things that fit in with the vision developed last November.

New and Developing Strategies/Structures:

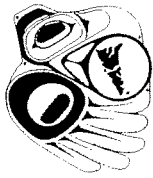
1. Chart a scope and sequence that encompasses all current programs and curriculum that support sustainable community, cultural awareness and healthy living (gardens, health curriculum, CRE, Field School, cultural traditions)



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School Planning Council

<u>Student Name</u>	<u>Signature</u>	<u>Date</u>
<u>Cheryl Bennett</u>		
<u>Parent Name</u>	<u>Signature</u>	<u>Date</u>
<u>Florence Lockyer</u>		
<u>Parent Name/OMVC Ed. Admin</u>	<u>Signature</u>	<u>Date</u>
<u>Parent Name</u>	<u>Signature</u>	<u>Date</u>
<u>Teacher Name</u>	<u>Signature</u>	<u>Date</u>
<u>Lorrie Joron</u>		
<u>Principal Name</u>	<u>Signature</u>	<u>Date</u>
<u>Angus Wilson</u>		
<u>Superintendent Name</u>	<u>Signature</u>	<u>Date</u>
<u>Wayne Wilson</u>		
<u>Board of Trustees Chairperson</u>	<u>Signature</u>	<u>Date</u>



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Historical Data

Number of students

Year	Student Headcount	Adult Headcount	Total Headcount	Percent Aboriginal
2002/03	189	42	229	69%
2003/04	187	39	221	69%
2004/05	175	38	213	69%
2005/06	163	30	193	69%
2006/07	143	21	164	69%
2007/08	124	19	143	74%
2008/09	115 ¹	20	135	74%
2009/10	115	12	127	74%
2010/11	114	9	123	75%
2011/12	Projected 110	Proj. 5	Proj. 115	Proj. 76%
2012/13	Proj. 112	0	112	78%
2013/14	Proj. 108	0	108	78%
2014/15	Proj. 105	0	105	78%

Note: 1. This represents a 39% drop in enrolment in 5 years.

Staffing

Year	FTE teachers	FTE support	FTE Admin	Total	Educator to Pupil ratio
2002/03	10.93	116.375 hrs	.875	11.705	16.15
2003/04	13.2	137.5 hrs	1.0	14.2	13.1
2004/05	12.125 ²	137.5 hrs	.875	13.0	13.46
2005/06	11.6	117.5 hrs	1.0	12.6	12.9
2006/07	11.428	117.5 hrs	1.0 ³	12.428	11.5
2007/08	11.57	117.5 hrs	1.0	12.37	10.02
2008/09	11.429	142.5	1.0	12.429	9.25
2009/10	10.429	107.5	1.0	11.429	10.06
2010/11	9.229	112.5	1.0	10.229	11.14
2011/12	9.73	105.5	1.0	10.73	9.8
2012/13					
2013/14					
2014/15					

Note 2: The start of the new Graduation Program necessitated additional teachers to cover required courses despite declining enrolment.

Note 3: from 2006 on, the admin time includes .143 teaching time



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English 12

Year	Percentage passing the exam				Passing the course				Prov. Exams	
	Ab.	Not Ab.	Boys	Girls	Ab.	Not Ab.	Boys	Girls	Eng 12 Avg. Mark	Comm 12 Avg. Marks
Jun 02	data not readily available								52%	52
Jun 03									68	48
Jun 04									62	58
Jun 05	50	100	75	83	67	100	75	92	61	49
Jun 06	50	75	63	60	90	100	100	90	52	37
Jun 07	63 ¹	75	70	64	88 ²	88 ²	80	93 ³	52	37
Jun 08	30	100	56	63	50	100	78	63	51	43

English 10

Year	Percentage passing the exam				Passing the course				Avg. Class Mark	Avg. Exam Mark	Combined class and exam avg.
	Ab.	Not Ab.	Boys	Girls	Ab.	Not Ab.	Boys	Girls			
Jun 05	65	83	66	79	36	79	41	69	54%	62	
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Jun 06	88	100	80	100	67	100	50	100	68	65	59 ex
Jan 07 ¹	18	100	30	0	55	100	60	50	60	36	69 cl
Jun 07	70	83	100	33	66	83	83	50	75	67	54 ex
Jan 08 ¹	18	50	43	0	69	50	44	100	60	36	68 cl
Jun 08	100	88	88	100	100	100	100	100	74	66	53 ex
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Jun 10	76	100	83	83	69	100	80	83	64	55	na

Notes: 1. Adapted/modified class



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School Planning Council

Grace Cole _____ June 2/11
Student Name Signature Date

Cheryl Bennett _____ June 3/11
Parent Name Signature Date

Florence Lockyer _____ June 2/11
Parent Name/OMVC Ed. Admin Signature Date

Parent Name Signature Date

Teacher Name Signature Date

Lorrie Joron _____ June 2/11
Principal Name Signature Date

Angus Wilson _____
Superintendent Name Signature Date

Wayne Wilson _____ June 3-11
Board of Trustees Chairperson Signature Date

CHRISTINE MARTYNULU
VICE CHAIR