

**SCHOOL IMPROVEMENT PLAN
2014 – 2015
GOLD RIVER SECONDARY SCHOOL**

GOAL # 1

To promote the health and well-being of students and staff while encouraging all students to feel a sense of pride and ownership in belonging to this school and community.

Why We Chose This Goal:

- Healthy living skills obtained in secondary school are needed so that students will have the healthy living skills they require as adults.
- The practice of making healthy choices leads to a reduction in bullying and will assist in promoting positive behaviours that encourage the students to feel good about themselves.

We Will Address This Goal By Continuing and Expanding on the Following:

- Annual review of and implementation of Code of Conduct (input from students, staff, and parents)
- Student Leadership Group (focus on Student Government)
- Allocation of teaching staff to alternate and transition students
- Anti-Bullying/Anti-Racism Pledge by everyone in the school (reaffirmed annually)
- Annual Parent/Student surveys
- Local Education Committee
- Culture Awareness Week
- Grade 7 Transition visit
- Bring speakers in to speak on bullying and other topics
- Health Fair
- Guest speakers on Healthy Living topics
- Highlight in Health, Physical Education, Doing It Right, Music, Art, and Planning classes

How We Will Track Progress:

- Continue student Suggestion Box
- Continue Satisfaction Survey Results
- Continue survey of Students, Staff, Parents
- Continue Bullying survey for students
- Initiate grade 12 student feedback about achieving learning intentions

GOAL # 2

To improve the literacy of all students at GRSS in the areas of reading and writing.

Why We Chose This Goal:

- Teachers frequently mentioned that low reading comprehension levels and a lack of fluency in all teaching areas was dramatically impacting on student success and their ability to demonstrate learning.
- Educational research has clearly shown that the level of student success is influenced by their ability to read, write and express themselves orally.
- Enrollment in Language Arts courses also indicates that a number of students require an adapted program in order to have instruction at their level of reading, writing and oral expression.
- Literacy levels impact on numeracy success.

How We Continue To Address This Goal:

- All staff to include literacy strategies with all course outlines.
- The principal will hold sessions on assessment for learning (formative assessment) with related implementation strategies.
- The allocation of staffing and operating budget to support an expanded adapted Language Arts program at the grades eight to twelve level.
- The acquisition of appropriate leveled reading material and reading materials with a First Nations cultural focus.
- Expand novel study topics to include cultures from other countries, travel journals, etc.
- Teachers continue with writing program for students (Achieving Excellence in Writing program).
- Formalized communication between feeder school and our school.
- Audio books to complement written books (Vancouver Island Regional Library and BCARC).
- Grade 7 Literacy and Numeracy evaluation during Transition visit.
- Grade 8 and 9 students have been tested for literacy and numeracy skills (1.5 hours each). They are ungraded and divided into 3 fluid learning groups.

How We Will Continue To Track Progress:

- Writing samples collected for each student annually and placed in their permanent file.
- Success rate on Provincial examinations.
- Successful completion of either English 12 or Communications 12.
- Dual credit course successes.
- Junior students evaluated at the end of the year for progress from start of the year.

GOAL # 3

To have all students succeed in the mathematics component required for graduation or an individualized program.

Why We Chose This Goal:


- A pattern of lower than provincial averages is emerging in a number of measurements focusing on student success in numeracy (Grade 7 FSA, participation rates in academic mathematics courses).
- Current student confidence in their numeracy abilities is low.

How We Will Address This Goal:

- Using more concrete instructional methods rather than abstract methods.
- Communication between RWES and GRSS teachers around student strengths and needs.
- Grade 8 and 9 students have been tested for literacy and numeracy skills (1.5 hours each). They are ungraded and divided into 3 fluid learning groups

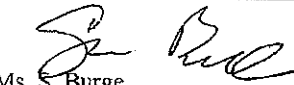
How We Will Track Progress:

- Grade 7 FSA results.
- Student participation in academic mathematics courses.
- Student success in mathematics courses.
- Grade 7 "Ducky" results in June prior to entering grade 8.
- Success rate on Grade 10 Provincial examinations.
- Number of students enrolling in Foundations of Mathematic 11 and 12.
- Junior students evaluated at the end of the year for progress from start of the year.

Signatures of School Planning Council Members:


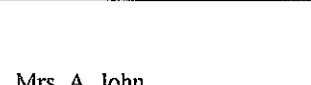
Mrs. A. Fehr

Principal



Ms. S. Burge

Parent



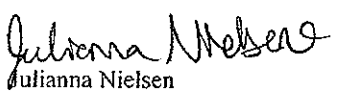
Mrs. A. John

Parent



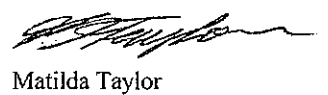
Mrs. K. Nielsen

Parent




Julianna Nielsen

Student




Matilda Taylor

Student



James Williams

Student



April 28, 2014

Date