

OCEANVIEW SECONDARY SCHOOL

IMPROVEMENT PLAN

2008-2009

Context:

Demographics

In the 2008-2009 school year, Oceanview School will enrol 189 grade eight students. The gender split is 57% male and 43% female. 13% of the population is of Aboriginal ancestry, 22% of whom have special needs. The proportion of special needs students in the school is 17%. None of our students come from families where the home language is not English.

Unique Characteristics and School Strengths

Oceanview School is unique in Powell River as it is the only school in the district that houses this grade configuration. The school was formerly a middle school but now operates on a secondary timetable with secondary organization. In the 2007-2008 school year the school enrolled Grade Eight and Grade Nine students.

The school will offer two languages French, and Klah ah men. A reading class is going to be offered to academically at-risk students. These students will take this class in addition to their regular English class and as an alternative to taking a second language. Teachers have been organized into teams to ensure students have the same teachers for Math and Science and the same teacher for English and Social Studies. The timetable was also designed to ensure that Math/Science teachers were paired with an English/Social Studies teacher allowing each team of two teachers to teach the same students. This will allow better collaboration in the tracking of individual students.

Math, English, and P.E. are delivered daily and Socials and Science are delivered every second day. A variety of electives are offered. These electives are scheduled every other day and only run for one term. Fifteen minute Silent Reading blocks run daily.

Goal 1: To improve overall student achievement in Numeracy

Objective #1 to increase the number of First Nations students and males meeting and exceeding expectations in Math.

Objective #2 to increase the number of students exceeding expectations in Math.

Objective #3 to improve the Math attitude of students who are discouraged,

Rationale: Analysis of data indicates that a number of students in the targeted areas in objective #1 are below grade level in Math. There are a significant number of at risk students below grade level in objective #2. Analysis of data indicates that there are too few students exceeding expectations in Math.

Feedback from Brooks would indicate that students are really struggling as they enter grade 10 Math

MATH

First Nations and Male students meeting or exceeding grade level expectation in Math. The criteria for meeting or exceeding expectations was achieving a mark of 50% or greater on the year end Final Exam.

Evidence	Baseline 04/05	Target 05/06	Actual 05/06	Target 06/07	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
District Exam First Nations	Gr. 7 55% N=12/22	Gr. 8 64%	Gr. 8 43% N=12/28	Gr. 9 60%	Gr. 9 65% N=17/26	Met				
District Exam Males	Gr. 7 78% N=91/117	Gr. 8 80%	Gr. 8 77% N=87/113	Gr. 9 80%	Gr. 9 74% N=72/97	Not Met				
District Exam First Nations	Gr. 8 67% N=9/14	Gr. 9 71%	Gr. 9 75% N=12/16							
District Exam Males	Gr. 8 81% N=79/98	Gr. 9 85%	Gr. 9 84% N=87/103							
District Exam First Nations					Gr. 8 67% N=8/12		Gr. 9 70%	Gr. 9 50% N=6/12	Not Met	
District Exam Males					Gr. 8 67% N=66/99		Gr. 9 70%	Gr. 9 68% N=60/88	Not Met	
District Exam First Nations							Gr. 8 70%	Gr. 8 72% N=13/17	Met	
District Exam Males							Gr. 8 70%	Gr. 8 72% N=72/100	Met	
District Exam All Students							Gr. 8 80%	Gr. 8 77% N=147/191	Not Met	

All Students exceeding grade level expectation in Math. The criteria for exceeding expectations was achieving a mark of 86% or greater on the year end Final Exam.

Evidence	Baseline 04/05	Target 05/06	Actual 05/06	Target	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
District Exam All	Gr. 7 7.5% N=15/201	Gr. 8 10%	Gr. 8 9% N=17/196	Gr. 9 10%	Gr. 9 18% N=31/174	Met				
District Exam All	Gr. 8 8% N=14/186	Gr. 9 10%	Gr. 9 9% N=18/197							
District Exam All					Gr.8 7.6% N=14/185		Gr. 9 10%	Gr. 9 15% 25/166	Met	
District Exam All							Gr. 8 10%	Gr. 8 14% N=26/191	Met	

Math Discussion

New curriculum will be implemented in 2008/2009. The Western and Northern Canadian Protocol (May 2006) has been developed to create a common curricular framework with learning outcomes in mathematics, language arts and international language. Staff will be interested to recognize long term effects that will come about from four provinces and two territories all teaching a common curriculum. This new curriculum involves more problem solving and is less skilled based. The Math teachers will be provided a number of professional development opportunities to implement this new curriculum. Teachers and administration will make it a priority for the coming year to find ways to motivate the school population through the use of incentives and contracts for at risk students. The final exam will change significantly as a result of the implementation of the new curriculum.

Performance Indicators/Evidence

- District Math Exam
- Report card results
- Feedback from Brooks and Oceanview Teachers
- Provincial Performance Standards
- Percentage of time students are engaged in learning

Strategies for Improvement:

- Increased differentiated instruction within classrooms.
- Small group work and continued individual assistance for at-risk students
- Use of motivational material (Accelerated Math Computer Program) which appeals to the competitive nature of teenage boys

- Introduce motivational contracts (intrinsic and extrinsic) contracts for at risk students.
- Motivational strategies (material and media) to increase interest and participation
- Introduce real life/contextual information for at risk students
- Use of supplementary materials to meet the needs of students
- Monitor homework completion records
- Integration of Math and Science
- Teacher professional development

Structures

- Sharing of Numeracy strategies at monthly team meetings.
- Tracking of student achievement at the beginning and end of the year for analytical purposes used to inform teacher instruction.
- Ongoing analysis of student achievement results by school Math Team
- Increased time dedicated to Math instruction
- Joint meetings with Brooks teachers
- Use of Provincial Performance Standards
- Scheduled meetings every month for Math teachers to discuss curricular issues

Goal 2:

To improve student achievement in Literacy, including the content areas, specifically Reading and Writing.

Objective #1 to increase the number students, including but not limited to, First Nations students, males and at-risk

learners meeting and exceeding expectations in Reading and Writing

Objective #2 to improve student achievement of all students

Rationale: Analysis of data indicates that a number of students in the targeted areas in objective #1 are below grade level. There are a significant number of at risk students below grade level in objective #2. Analysis of data indicates that there are too few advanced students exceeding expectations.

Performance Indicators/

- Gates MacGinitie Reading Test Results
- BC Performance Standards in Writing
- Report card results

READING

Gates-McGinitie Criteria

Grade 8 - students would need to achieve a reading level of 8.4 to 9.3 in order to be considered meeting expectations and a level of 9.4 and above to be considered exceeding expectations.

Grade 9 - students would need to achieve a reading level of 9.4 to 10.3 in order to be considered meeting expectations and a level of 10.4 and above to be considered exceeding expectations.

First Nations and Male students meeting or exceeding grade level expectation in Reading.

Evidence	Baseline 04/05	Actual 05/06	Target 06/07	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
Gates-McGinitie First Nations	Gr. 7 36% N=9/25	Gr. 8 39% N=11/28	Gr. 9 42%	Gr. 9 39% N=10/26	Not Met	N/A			
Gates-McGinitie Males	Gr. 7 62% N=73/118	Gr. 8 63% N=71/113	Gr. 9 65%	Gr. 9 58% N=56/96	Not Met	N/A			

Gates-McGinitie First Nations	Gr. 7 13% N=2/15	Gr. 8 25%	Gr. 8 26% N=4/15	Met	31%	Gr. 9 25% N=3/12	Not Met	
Gates-McGinitie Males	Gr. 7 53% N=54/102	Gr. 8 56%	Gr. 8 51% N=37/73	Not Met	56%	Gr. 9 51% 44/87	Not Met	
Gates-McGinitie First Nations			Gr. 7 40% N=4/10	N/A	Gr. 8 45%			
Gates-McGinitie Males			Gr. 7 39%					
Gates-McGinitie First Nations					32%	Gr. 8 35% N=6/17		38%
Gates-McGinitie Males					50%	Gr. 8 37% N=33/90		42%
Gates-McGinitie All					55%	Gr. 8 47% N=84/178		44%

Targets are based on an average of past scores.

Students exceeding grade level expectation in Reading.

Evidence	Baseline 04/05	Actual 05/06	Target 06/07	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
Gates-McGinitie All	Gr. 7 40% N=81/203	Gr. 8 43% N=85/196	45%	Gr. 9 50% N=86/173	Met	N/A			
Gates-McGinitie All		Gr. 7 49% N=91/185	55%	Gr. 8 63% N=93/148	Met	68%	Gr. 9 46% 76/165	Not Met	51%
Gates-McGinitie All				Gr. 7 23%	N/A	Gr. 8 28%	Gr. 8 31% N=56/178	Met	37%
Gates-McGinitie All									

WRITING

Male and First Nations students meeting or exceeding grade level expectation in Writing. The criteria for meeting or exceeding expectations was a mark of 3 or 4 on the BC Performance Standard's four point scale.

Evidence	Baseline 04/05	Target 05/06	Actual 05/06	Target Met	Target 06/07	Actual 06/07	Target Met	Target 07/08	Actual 07/08	Target Met	Target 08/09
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BC Performance Standards in Writing First Nations	Gr. 7 64% N=16/25	Gr. 8 72%	Gr. 8 64% N=18/28	Not Met	Gr. 9 72%	*See Note					
BC Performance Standards in Writing Males	Gr. 7 78% N=90/115	Gr. 8 83%	Gr. 8 78% N=88/113	Not Met	Gr. 9 83%	*See Note					
BC Performance Standards in Writing All	Gr. 7 82% N=160/195	Gr. 8 85%	Gr. 8 80% N=157/196	Not Met	Gr. 9 85%	*See Note					
BC Performance Standards in Writing First Nations	Gr. 8 41% N=9/22	Gr. 9 54%	Gr. 9 55% N=10/18	Met							
BC Performance Standards in Writing Males	Gr. 8 65% N=73/112	Gr. 9 71%	Gr. 9 75% N=77/103	Met							
BC Performance Standards in Writing All	Gr. 8 78% N=152/195	Gr. 9 83%	Gr. 9 80% N=158/197	Not Met							
BC Performance Standards in Writing First Nations						Gr. 8 13% N=1/8	16%		Gr. 9 15% 2/13	Not Met	
BC Performance Standards in Writing Males						Gr. 8 68% N=67/98	71%		Gr. 9 43% N=44/101	Not Met	
BC Performance Standards in Writing All						Gr. 8 60% N=78/129	63%		Gr. 9 59% 104/177	Not Met	
BC Performance Standards in Writing First Nations								40%	Gr. 8 50% N=7/14	Met	
BC Performance Standards in Writing Males								66%	Gr. 8 37% N=42/114	Not Met	
BC Performance Standards in Writing All								70%	Gr. 8 63% N=99/158	Not Met	

* School Wide Write was not conducted for grade 9 in June of 2007. Targets were set using an average of past years results.

Language Arts Discussion

The goals of increasing the reading scores of males and First Nations students have not been successful. The school has made a commitment to revitalize the Read for the Top Program. This program includes a collection of multiple copies of 20 novels for each grade level. A great number of these books target the male reader. The collection will be looked at again to increase the number of novels with first nation content.

Strategies for Improvement:

- Incorporate READING PLUS into instruction time for Grade 8
- Target skills instruction in Reading and Writing, including in the content areas
- Continue with specific instruction by Socials, Science, and Math teachers about how to read textbooks
- Weekly quick writes
- Increase and improve differentiated instruction in classrooms
- Small group work and more closely supervised assistance for First Nations students at risk. Tutorials, reading intervention, catch-up block
- Enhance the profile of First Nations in the school by displaying First Nations Art
- Provide novels on the READ for the TOP list which include First Nation content.
- Work collaboratively with the librarian to design units
- Continue with Master Binder refined to subject specific
- Incorporate as many BOSS strategies in as many classes as possible
- BOSS strategy sharing at staff meetings
- Provide Kurtzweil in every Social Studies/English classroom

Structures

- Sharing of Literacy strategies at monthly staff meetings
- All Teachers are teachers of English. Encourage the use of Performance Standards for Writing in other subjects.
- Sustained silent reading with tracking of material read, more varied reading material allowed, and competitive opportunities to encourage free reading
- Comparative testing of student achievement at the beginning and end of the year for the purpose of directing teacher instruction
- Regularly scheduled school-wide, use of performance standards writes and two formal exams
- Scheduled meetings every month for Humanities teachers to discuss curricular issues
- Incorporate a FN unit in English curriculum

Goal 3: To create a positive connected climate that fosters the growth and development of socially responsible citizens.

Objective #1 to increase the number of students in extra curricular activities.

Objective #2 to create a sense of student ownership in of school life; including the building, the plant, and the organization of aspects of the school.

Rationale: Educational Researcher David Galloway and others point to the fact that the emotional wellbeing of students is directly related to their feeling of connectedness. This connectedness translates into a student's sense of belonging or a belief that they are valued at school. Galloway argues that this connectedness has an effect on learning. Long-term learning cannot effectively take place until students feel this connectedness. As Oceanview is now a one-year school, the success of this goal is vital to the ultimate success of the school.

Performance Indicators/Evidence

- Discipline records (see attached data)
- Achievement in Literacy and Numeracy
- Participation rates in extra-curricular activities

Performance Targets (Expected Results)

Office referrals for 2004/2005	1215		
Target for 2005/2006	1094 (10% reduction)		actual 800
Target for 2006/2007	800	Maintain 2005/2006 level	actual 821

Connectedness Discussion

In the past few years, Oceanview School has gone from being a traditional three-year Middle School to its current configuration: a one-year, grade eight school. Our goal of connecting quickly and immediately with the student body and providing opportunities for all to become involved in the school community is vital to the creation of a positive and inclusive climate. An aspect of connectedness we would like to monitor for next year is how connectedness can influence how engaged the learner is in the classroom. Data will be collected in this area.

Strategies for Improvement:

- Integrate relevant social issues which demonstrate responsible behaviour into daily teaching.
- Introduce and use of a Student Portfolio to display and assess student efforts in this area.
- Model responsible respectful behaviour despite confrontational situations
- Enhance the profile of First Nation culture in the school.
- Scheduled monthly fun days/activities organized jointly by teachers and students
- More staff /student games.
- Organize a three day leadership camp at Strathcona to instruct students in how to be more involved in their school and how to enlist others to be more involved
- Counsellor will assign at risk students to a teacher. That teacher will make an effort to connect with that student during the year, a hello in the morning or a smile during the day.
- Encourage students to become active participants in the organization of events.

Structures

- Counsellor will monitor the progress teachers are making with their assigned, at-risk students.
- A discussion of the progress made on this goal will take place at each staff meeting.
- Health and Career teacher will monitor each student's portfolio to evaluate participation in school events.

