



Summerland Secondary School

9518 Main Street
Summerland, BC V0H 1Z0

Principal: Dave Searcy

Vice Principal: Doug MacDonald

Vice Principal: Donna Moroz

SCHOOL IMPROVEMENT PLAN (2009-10)

Summerland Context

- **Community Information** - Summerland Secondary School serves 568 students and is located in the business, recreation, and cultural center of the community. The local economy has evolved from the original agricultural base to include tourism, light industry, and retirement services. Our attractive location, rural and recreational attractions and the Federal Agricultural Research Centre have resulted in an above average population of residents involved in professions related to management, research, and large commercial enterprises.
- **Student population** - 568 students.
- **Staff** - 35 teachers, 9 teacher assistants, 2 job coaches, 1 child care worker, 1 Family Support Worker, 1 Pathways counselor, 4 custodians, 1 library assistant, 3 secretaries.
- **Special Programs** - Alternate program, French Immersion Program at Grade 9 and 10, Adult Learning Centre, Hockey Skills Academy, and Bridge Program
- **Course Offerings** - wide variety of course offerings in the Sciences, Humanities, Fine Arts and Skills areas, all government exam courses are offered, over 10 Board approved courses are added to the course selection list, including FDTV 11, and Computer Animation 10-12.
- **Parents** - Summerland parents are very interested in their students' success and participate in school decisions through the PAC, the SPC, and district wide programs. They attend parent/teacher interviews, act as volunteers for extra curricular activities and curricular events, and are involved in community service, recreation, cultural and church activities. Many parents commute to jobs outside of this community.

INQUIRY QUESTION(S)

If we have a school-wide focus on increasing personalized learning skills for our students, will students become more engaged in their classes and will academic achievement improve?

RATIONALE: What evidence compelled us to ask this question?

- Our staff developed a character rubric just over one year ago in response to concerns raised regarding the skills our graduates were leaving our school with
- Reflecting on the results from the rubric scores this past year it has become evident that the area of personalized learning was where students were lowest and where students not completing school were most likely to score very low - Of the 17 students who left SSS during the 2009-10 school year:
 - 8 students who withdrew scored below 8 on the Personalized Learning Rubric
 - 5 students who transferred to other schools moved from Summerland
 - 2 students (that scored high in personalized learning) transferred to other schools as they didn't feel they were being engaged in their program here at SSS
 - 1 student (who scored high in personalized learning) withdrew as they were not engaging in regular or alternate classes
 - 1 student (who scored high in personalized learning) withdrew due to issues within home and community

ACTION PLAN

OBJECTIVES: Specific Steps to answer our question OR More specific questions?

1. The question and school wide focus was just finalized this May 2010. We have been working at the development of the Character Rubric and have used the assessment in a school wide reporting twice.
2. We have begun to brainstorm a list of methods we can follow to improve student scores in the Personalized Learning section of the Character Rubric.

Personalized Learning	0	1	2	3	4	Personalized Learning
Unaware						Self reflective
Intolerant						Accepting
Does not care (apathetic)						Curious
Uses excuses and avoids consequences						Takes initiative
No motivation						Self motivated (intrinsic)
Work never completed						Self Advocating
Avoids interaction (verbal)						Speaks with confidence & purpose
No follow through						Demonstrates follow through

- Areas Identified so far include:
 - Structure of classes
 - Instructional and assessment practices
 - Grade wide opportunities and events
3. Each Department will develop a more specific question and a method (s) to move students in the area they identify.

STRUCTURES AND STRATEGIES: For all students and our most vulnerable learners.

1. We use the rubric when discussing with students our expectations in regards to behavior in our classrooms and our school
2. We will teach what each aspect of the rubric means and would look like as a behavior
3. We will strive to use learning strategies that will both develop, and allow practice in, the areas focused on in the Personalized Learning Rubric
4. When choosing or developing learning strategies we will take into account the different learning styles that our students prefer (as we have found through our Learning Styles Survey)
5. Twice during the 2010-11 year we will work with Summerland Middle School Staff to use the character rubric with the grade 8 class (getting important data for transition)

ASSESSMENT PROCESS & TOOLS: What will we use to measure our success?

- We will continue to report out using the SSS Character Rubric and will focus on the Personalized Learning Section
- We will track a group of at-risk students to see if there is improvement in their scores
- We will track those same at-risk students course grades to see if there is improvement
- We will continue to track students by grade and gender in both the character rubric and course grades
- Departments may track other specific information depending on the questions they develop

PROFESSIONAL LEARNING: How will we increase our capacity and collaboration?

- The identification of learning strategies that increase students abilities in the areas of Personalized Learning (as per the SSS Character Rubric) will be researched
- Staff will continue to pursue differentiation of instruction
- Once identified the learning strategies will be reviewed on the School Improvement Day and again during Staff Meetings throughout the year
- The Department Head Structure will be used to follow-up on strategies and their relative success within each department
- Flex Funds and Department Head Days will be used to support staff development in these areas
- Attempts to create common spaces for staff to allow for collaboration

RESOURCES: What do we currently have and what do we need?

- Differentiated Instruction Webinar (Team of 10 staff worked together in 2009-10)
- Differentiated Instruction Conference – April 2010 in Penticton – 7 staff attended
- Time and structure for collaboration
- Shared expertise from within School District No. 67

PARENT INVOLVEMENT: How parents will become partners in our efforts?

- The School Planning Council went through the same process as staff in 2009-10 and came to the same conclusion/focus as the staff
- We will continue to report out to parents regarding the SSS Character Rubric and their children

EVIDENCE**KEY FINDINGS: What did we find out?**

- Grade 9 Boys are scoring 13% lower than Grade 9 Girls in the area of Personalized Learning as assessed on the SSS Character Rubric
- Of the three areas reported on the Character Rubric (People Skills, Acceptance of Self and Others, and Personalized Learning) Personalized Learning scores are the lowest for students overall
- On a learning styles survey that was taken by both staff (89% surveyed) and students (76% surveyed) it was found that:
 - most staff (52% of those surveyed) fell into the category of ‘Sensing and Judging’ only 19% of students surveyed fell into that same category
 - 38% of students actually fell in the category of ‘Sensing and Perceiving’ while only 2% of staff found themselves in this same category
 - most staff felt they were visual learners (54%) while most students were in the multisensory category (58%)
 - Our preferred learning styles and strengths are not the same as those students in our classes thus lessons we feel would work for ourselves are not necessarily suited to those students we are working with

NARRATIVE: What successes and/or challenges are not reflected in the data?

- We have focused on School Completion for the past four years and many of our efforts have been in the development of programs that have supported those students most at-risk of not graduating – We have successfully implemented a number of programs and structural changes to the school and have had a direct impact on our Grade-Grade Transition Rates and thus our Graduation Rates
 - Grade 11 to 12 transition rate 10% higher than the Provincial Rate!
 - 17 students this year have started (or will soon be starting) in apprenticeships – including a number of students who were seen to be at-risk of not completing school
- We have created an assessment tool that allows us to dig deeper into how all students approach their learning
- While these efforts have been successful we would like to see a positive change in all students (not just those who were most at-risk) – Our challenge now is to effect change in our everyday classroom practices that impacts on how all of our students approach learning

REFLECTION AND SUMMARY

REFLECTIONS: What did we learn? How did it make a difference?

- As a staff, we have just begun this process

FUTURE PLANNING: Where do we go from here?

- As a staff, we have just begun this process

School Planning Council:

Name (Principal): _____

Name (Parent): _____

Name (Parent): _____

Name (Parent): _____