

FH Collins Secondary School

School Growth Plan Draft
2016/2017
Updated May 30, 2016



PART 1: Context, Priorities, Connections

Context:

SCHOOL COMMUNITY CONTEXT:

FH Collins Secondary School provides programs and services to about 680 students living in the catchment area of Whitehorse and the rural communities of Old Crow, Ross River, Teslin, and Carcross. Further information on the communities can be found at <http://www.yukoncommunities.yk.ca/>. The school also provides services to all Yukon learners with two shared resource rooms for students with special needs and through its citywide campus, which includes the Wood Street Centre and the Teen Parent Center. The close proximity to the student residence means that FH Collins is the primary school for many rural students. The cultural diversity at the school is unique to Yukon and a source of pride for staff and students; 30% of students are enrolled in the French Immersion program, 18% of students are First Nations, and approximately 10% are from International Cultural Minorities. To serve the diversity of student needs, the school offers a variety of programs and options. The new school project is completed with one semester of time in the new school facility. The shop wing is under renovations that should be completed by the start of the 2016-17 school year.

Priorities

At FH Collins Secondary School, we believe that the work of the school is to ensure that success is the mantra for our school community, and that all students can reach or exceed their individual learning potential. We have observed success for most students; however, we have a small group that has not responded to the methods used to promote academic success. The staff believe that we must provide intensive and new strategies to ensure success for all learners, particularly with regard to student absenteeism.

FH Collins is very proud of the diversity of students at the school as well as the programs and services offered. Working to engage each student in learning is very important, and the inclusion of First Nations languages and courses as well as the integration of cultural components across the curricula is an ongoing priority from grade 8 to 12. Engaging students also includes social connections, which are realized through the “Be the Change” initiative, and our school focus on values relates to the creation of a sustainable environment. The work to strengthen student success emphasizes literacy and numeracy, and our learning assistance teachers are increasingly working in classrooms to support student success.

The new school planning process has also provided an opportunity to engage the entire community. The school community goal is to balance the building design with new approaches of instruction, adjustment of school priorities and the underlying support to make the new school. Strategies include a blending of traditional Yukon values, culture, and environment with the current and future academics, personal needs and societal opportunities for our youth.

Summary of Progress 2015-2016

- Overall course failures were reduced to our target goal.
- Our success in academics, social behaviour and programming has developed a community awareness that FHC is a school of choice for students and staff.
- ESW and CELC are supporting students in an integrative mode with school staff and home communities.
- Communication with School Council has improved with an active Council member on the team with a second Council member shadowing the process.
- Staff are using IEPs and the Pyramid of Intervention in a more consistent manner
- Counselor alignment structure is providing long term relationships with individual students and counselors.
- Staff are working at ways to change instructional methods to implement, flipped classrooms and blended learning.
- The Sport School Program has been effective in supporting disengaged learners and improving student attendance.
- PLC work continues to be useful in supporting our students' success.
- ELL/International students have a more welcoming and integrated environment through the creation of case managers.
- New School transitions have been a significant workload for staff, students and school community. The Technology Wing renovations has lengthened the transition process into our new facilities.

What We Learned

- The External Review Team from 2013-2014 has seen positive growth over the past 3 years in our school community. We are a dynamic school that is open, caring and appreciative of diversity.
 - There is an openness in the school and staff work to bridge student gaps
 - Increased focus on FN culture within the school
 - Communication remains a challenge in a large, diverse and geographically spread out catchment area.
 - Some staff have concerns with the flexibility and choice offered to teachers.
 - Desire to grow more programming within the school
 - New School Project has caused staff fatigue and impacted levels of stress within our community
- The relationships in our school community matter, as we have seen when the relationship results are unsuccessful.
- Students have reduced their course failures, with many students working hard to pass using the credit recovery program.
- Our data needs continue to change and we believe we need school specific measures for accurate decision making
- Students who are participating with very low results generally have not improved to a satisfactory level.
- We are increasing the number of students writing exams and improving our results.
- Our school success brings challenges in ensuring the school community has common understanding
- There are challenges to engaging the school community to take part in the School Growth Plan process.
- Our most struggling academic students have attendance patterns that restrict their success but we are seeing positive changes.
- Student's use of technology for learning must be supported as students are not all ready for new technology.
- Using an Attendance Counselor has improved the following year attendance for our most absent students.

Response to School Review Recommendations

- The administration will continue to explore methods of communication with our community to improve communication.
- The relationship with School Council and the school administration has improved over the past year, which will pay benefits in the present and future support of the school community.
- The school administration is exploring how we will evaluate the concerns of student behaviour in specific school programs.
- PD activities have been focused upon sharing the best practices among colleagues and implementing 21st century learning strategies.
- Attendance program funds were accessed to support students, change behaviour and provide insight into what the school does well and what it may improve upon with regard to attendance.

Connections

Starting in the 2010 school year, FH Collins began the work to engage staff, students, and parents in a process to identify areas of strength and areas for improvement related to student achievement. Strategies to solicit input from staff began at an April professional development session that included a review of assessment results. Observations and perceptions were also gathered from student council, School Council, committee meetings, and staff meetings. A school growth planning team was formed and the data analysis, input received and subsequent discussion determined the areas of focus for the 2010-2011 year. The growth plan team would like to continue with this goal so we can explore the data and verify if our strategies are building success.

The 2010-2011 and 2013-2014 school years were pivotal years in our growth planning process as we had an external review team visit our school and talk to administration, staff, students, parents, community members, and School Council. All groups that were involved in previous years have a greater understanding of the process and expectations, which has allowed a stronger bond, and common understanding while discussing the areas of the School Growth Plan. While not all discussions have taken place exclusively for the School Growth Plan, the inputs are vital in the dialogue required to change the learning culture within our school.

The external review process highlighted areas that the school perceived to be areas of strengths and identified areas that needed further support.

Because of the review, we recognized the need to advance and support three main areas:

- A) Communication- There is concern that School Council is not communicating effectively with the School Growth Plan Committee and School Administration.
- B) Alternate forms of data- The need to have a common reference point for all staff was seen as an important aspect and the SGPT is recommending an increase in the use of Literacy assessments and the creation of a math assessment tool to identify student strengths and challenges.
- C) Attendance- Students have unique circumstances that impact their attendance. The first focus is to understand the specific issues of each student. Secondly, develop support plans to improve individual attendance in a manner that is meeting the required needs.

Limitations of Data

The statistics that are required to support our plans have been difficult for staff to use. A focus is to implement new methods of assessments that will accurately track our students' abilities and achievement in literacy and numeracy.

Policy Change

We continue to support the credit recovery method, so students are able to improve failing grades through a variety of methods. Staff have successfully captured money to support an attendance counselor. We have changed the counselor system so one counselor supports a student through his or her entire stay at FHC.

The school growth planning team that developed the 2016-2017 plan included:

Principal: Darren Hays

Vice-principal: Christine Klassen-St.Pierre and Bruce Thomson

School Council Representative: Muhammad Javed

ESW/CELC: Leonora Minet and Glenna Tetlich

Parent: Vacant: Muhammad Javed

Student: Grace Ann Janssen

Staff: Gilles Menard, Jodi Tuton, Stacey Hays, Jennifer Bonny, Marie Daniels, and Scott Kerby.

The school growth planning team is committed to ongoing connection with students, staff, parents, community, First Nations, and school council in the coming year. The school growth planning team will continue to seek input about and involvement in the work to improve student success throughout the community and is open to the involvement of and input from everyone.

PART 2: Focus

Evidence and Progress Made

The evidence used to develop our plan was drawn from the analysis of data from a variety of sources including exam data, standardized assessments, course completion rates, graduation rates, school level formative assessment, attendance, and transitions (school to school, grade to grade and rural to urban). Results can be reviewed in Appendix A.

Findings: Most students complete most of their courses and go on to graduate. However, we also have a number of students who are unsuccessful or drop out of school before completion.

A number of students do not pass their courses and a number fail more than one course. We have three years of data to track course failures and are able to see the trend increases in grade 9 and continues to grade 11 where course failures are again reduced.

We also have concerns about attendance for specific student groups and have accessed funding to hire a counselor who is supporting students and researching what practices work in the school and what practices need to change so we can support students more effectively.

Rationale for Goals and Objectives

Upon completion of our review we determined that we must provide further supports to our most struggling students in the area of attendance. While we have had historical success in improving course failure rates we have not been successful in making a systemic shift on attendance concerns.

Additionally, while many students' minimally meet or meet course expectations; we believe that we should work to move those students to fully meeting or exceeding course expectations.

We felt the need to have a direction for our school growth plan and school growth process that could embrace and engage the entire school, staff, students, parents and community.

Progress and Evidence Looking Back at 2015-2016

- The school has become more diverse over the years and the school programs are changing to address the challenges and needs presented. The modest growth was not expected and the method of transitioning for new students became problematic.
- French Immersion program numbers have increased over the past decade but are at a point of current stabilization. The stabilizing has allowed the school to align the staffing needs for French Immersion and ELL student needs.
- The school community has been transitioning to the new school which is a level of work that would not be in a regular school year. The stretching of staffing resources has impacted our ability to monitor student attendance matters.
- F. H. Collins continues to be a school of choice which stretches our resources and program space. While we address the challenge each year we still must recognize the effort on staff and students to be an effective school community.
- Course failures have gone down to 4.0% in the past school year. We continue to look at all aspects of programming and assessment to further our gains in successful course completion.

Looking Forward
Goal 1:

Each student will successfully transition through the courses and programs at FH Collins Secondary School to achieve his/her highest individual potential.

Objective 1: While maintaining high standards for all students, students fully meeting or exceeding course expectations will increase.

Target:

Monitor course failures for our students. We wish to ensure minimal failures but not be adverse to challenging students.

Target:

Develop school specific skill inventories for Numeracy based on curriculum learning outcomes to measure student challenges and learning successes in a pre and post instructional strategy. Use the DART assessment tools to increase student skills and have 10% of students move up one category in the assessment sections over the school year.

Goal 2:

Improve individualized strategies (developed by a Strategic Team) to increase academic achievement and attendance for students who had 20 or more unexcused absences per course in the previous school year.

Objective 1:

A Strategic Team consisting of teachers, learning assistance, counselors and administration will identify students at risk of failure, so individualized strategies may be implemented before the student fails the course.

Target:

All students identified will improve upon their baseline data by an amount agreed to by the Strategic Team.

Objective 2:

The Strategic Team will identify and implement strategies to increase engagement of struggling learners that conventional strategies have not worked for.

Key Elements: Cultivating one-on-one relationships, strategic course scheduling, community transition courses, learning new skills and habits, incorporate new skills and strategies, and personal responsibility for student engagement practices

Target:

Improve unexcused absences by 20% for our identified students.

PART 3: Act

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>We will engage all students to achieve their full potential by</p> <p>1. Using evidence</p> <ul style="list-style-type: none"> • Set baselines for the use of evidence and a method to track students who move from fundamental courses. • Begin to disaggregate data for specific groups of students. • Work with all staff to gain understanding of evidence and its use in determining actions and directions to support students. <p>2. Action strategies for staff Creating a list of base line activities to implement</p>	<ol style="list-style-type: none"> 1. Track course marks 2. Track progress of out of attendance area students and vulnerable students 3. School wide writes and DART scores 4. Standardized assessments and exam results 5. Course participation rates in non-mandatory classes <ol style="list-style-type: none"> 1. Creation of strategy list 	<p>Department Head</p> <p>Vice-Principals</p> <p>Vice-Principals</p> <p>Principal</p> <p>Administration</p> <p>LA Department</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>2. Implementing the consistent use of the three tiers of the Pyramid of Intervention to help students meet their potential (See appendix B for the graphic of the pyramid)</p> <p>Tier 1: Step 1 Classroom teachers will develop the capacity to:</p> <ul style="list-style-type: none"> • Use assessment for learning and student self-assessment • Differentiate instruction • Measure growth from where the student is to where he or she wishes or needs to be • Provide behavioural supports • Engage the student and the parents to address issues about ways to improve • Explore other help outside class <ul style="list-style-type: none"> ○ After school tutoring, etc. • Consult Colleagues <ul style="list-style-type: none"> ○ Other teachers ○ School-based team ○ ESW • If applicable, review IEP • Counsellor referral • Celebrate successes <p>Tier 1: Step 2</p>	<ol style="list-style-type: none"> 1. Assessment strategies reflect assessments of, as, and for learning. 2. Teachers are using performance standards or rubrics to assess progress. 3. Student using rubrics to assess themselves 4. Teachers exploring differentiated instruction i.e. flexible groupings, flipped classrooms. 5. More students are accessing homework club, peer tutoring, or academic supports during non- instructional time. 6. For students on IEPs, all teachers are addressing goals and providing adaptations or modifications. <p>Student attendance</p>	<p>Teacher</p> <p>Vice-Principals</p> <p>Teacher and Vice-Principals</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>Issues that move students into Tier 1 Step 2 include: Attendance or chronic lateness, chronic behaviour or health, social emotional development, cultural and academic challenges</p> <ul style="list-style-type: none"> • Assignments consistently not complete • Test failure or at risk of course failure • Achievement below ability • Changes in performance <p>Tier 1: Step 2 Classroom Teacher(s):</p> <ul style="list-style-type: none"> • Review files and assessments from report cards, DART, etc. • Contact previous teachers /LAs • Talk to the student • Design a plan with the student • Contact parents to inform them of the concern and the plan • If applicable reconnect with outside agencies • Counsellor referral <p>Tier 2: Step 1 Teacher(s), LA, Counselors, and administration:</p> <ul style="list-style-type: none"> • Class observation by support team to observe the student and engage in student-focused solution oriented discussion • Revise the previous plan of action and reconnect with parents • Refer to tutoring • Required systematic post classroom support at lunch (Learning Centre teacher with a connection to classroom teacher and expectations) 	<p>Counselors are providing ad hoc support Student plans are developed as required Parents contacted</p> <p>Support team used to address issues</p>	<p>Counselors, Teachers and LA</p> <p>Special Programs Department Head</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>Tier 2 Step 2: Solution-Focused School-Based Team (SBT)</p> <ul style="list-style-type: none"> • Seek a SBT meeting • May include the parents <ol style="list-style-type: none"> I. Invite the student if appropriate II. Invite other teachers • Take a solution-focused approach <ol style="list-style-type: none"> I. Explore strengths and challenges II. Discuss changes to the student plan related to work load, program or delivery III. Implement and monitor changes IV. External agency support and outside school hours support i.e. psychologist 	<p>Informal School Based Team meeting regularly to respond to all students in need (8-12)</p>	<p>School Based Team</p>
<p>Tier 3 Step 1: Formal School-Based Team</p> <ul style="list-style-type: none"> • Seek a meeting with the school-based team <ul style="list-style-type: none"> • Invite the parents • Invite the student if appropriate • Invite other teachers • Create or revise student plan or IEP as required • Implement and monitor changes 	<p>IEPs developed and implemented</p>	<p>School Based Team</p>
<p>Tier 3 Step 2: Individualized Programs Develop individual programs determined by the needs of the students</p>	<p>Review of the “Challenge Day Survey Analysis”</p>	<p>School Based Team</p>
<p>3. Strengthening student social responsibility</p> <ul style="list-style-type: none"> • Continue the “Be the Change” initiative • Explore ways to enhance cultural inclusion • Student Rep • Social Justice • Student Mentorship 	<p>Resiliency survey</p> <p>Summary of results from PLC work</p>	<p>Administration</p> <p>Administration and Department Heads</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p>4. Building staff capacity</p> <ul style="list-style-type: none"> I. PLC – research based inquiry II. Increase teacher collaboration III. Provide professional development to staff through Department initiatives IV. Staff provided with workshops on differentiated instruction V. Staff provided with training on using evidence to guide decisions and actions 	<p>Staff implementing differentiation in classrooms Staff using evidence of as and for learning</p>	<p>Growth Plan Team, School Council Representative and School Administration</p>
<p>5. Engaging parents, community, and School Council</p> <p>Develop a PR campaign to ensure student, staff, and parental awareness to ensure support of our new initiatives</p>	<p>Communications plan to be developed and School Council indicating they are more informed</p> <p>Monthly report to Council</p>	
<p>6. First Nations/Transitions</p> <ul style="list-style-type: none"> I. Accelerate the implementation of First Nations knowledge and traditions across curriculum II. Strengthen supports for students transitioning from rural to urban settings III. Continue English First Peoples course offering IV. Provide administrative support to the CHAOS program at Wood Street 	<p>English First Peoples implemented and continuing</p>	<p>Department of Education and Teachers Department of Education, ESW and feeder schools Department of Education School Administration</p>
<p>7. Attendance Counselor</p>	<p>Written Report each spring with finding outcomes</p>	<p>Administrator in charge of attendance initiative</p>
<p>8. Assessment For Learning</p> <ul style="list-style-type: none"> I. Teachers Collect Evidence From Products, Observations, And Conversations To Use In Formative And Summative Judgments. II. Students Are Involved In Co-Constructing Criteria In Instructionally Significant Areas. III. Students Give Specific And Descriptive Feedback To Themselves 	<p>Teachers Long Range Plans</p> <p>Semester end progress report</p>	<p>Teacher</p> <p>Teacher</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
IV. Students Have Access To Samples Of Quality. V. Students Give Specific And Descriptive Feedback To Others. VI. Students Set Specific Goals And Collect Evidence Of Their Progress. VII. Teachers Give Rounds Of Specific And Descriptive Feedback To Students With An Opportunity For "Second Chances".	from each teacher Staff evaluation criteria	Administrators

PART 4: Monitor and Adjust

Dates for monitoring progress:

Proposed dates for review that will coincide with data availability

November 4, 2016

February 3, 2017

April 7, 2017

May 8, 2017

Communications Plan

The School Growth Plan (SGP) will be communicated to staff through staff meetings and professional development days. All staff will be provided copies of the School Growth Plan and School Review document. Staff will be involved in school assemblies when administration will speak to students about the School Growth Plan and resources that they can use to support their learning.

All new staff positions will have an interview question about how they will support the School Growth Plan in their class as part of the hiring process.

The School Growth Plan will be communicated to parents through the school newsletter and School Council. School Council will have the School Growth Plan as a standing item on their monthly agenda.

The School Growth Plan will continue to be communicated to students directly through signage in the hallway, involvement in the school review, and the Student Council, which has membership on our School Growth Plan Team. Students will be involved in school assemblies when administration will speak to them about the School Growth Plan and resources that they can use to support their learning. Students will continue to take advantage of credit recovery as a result of this awareness.

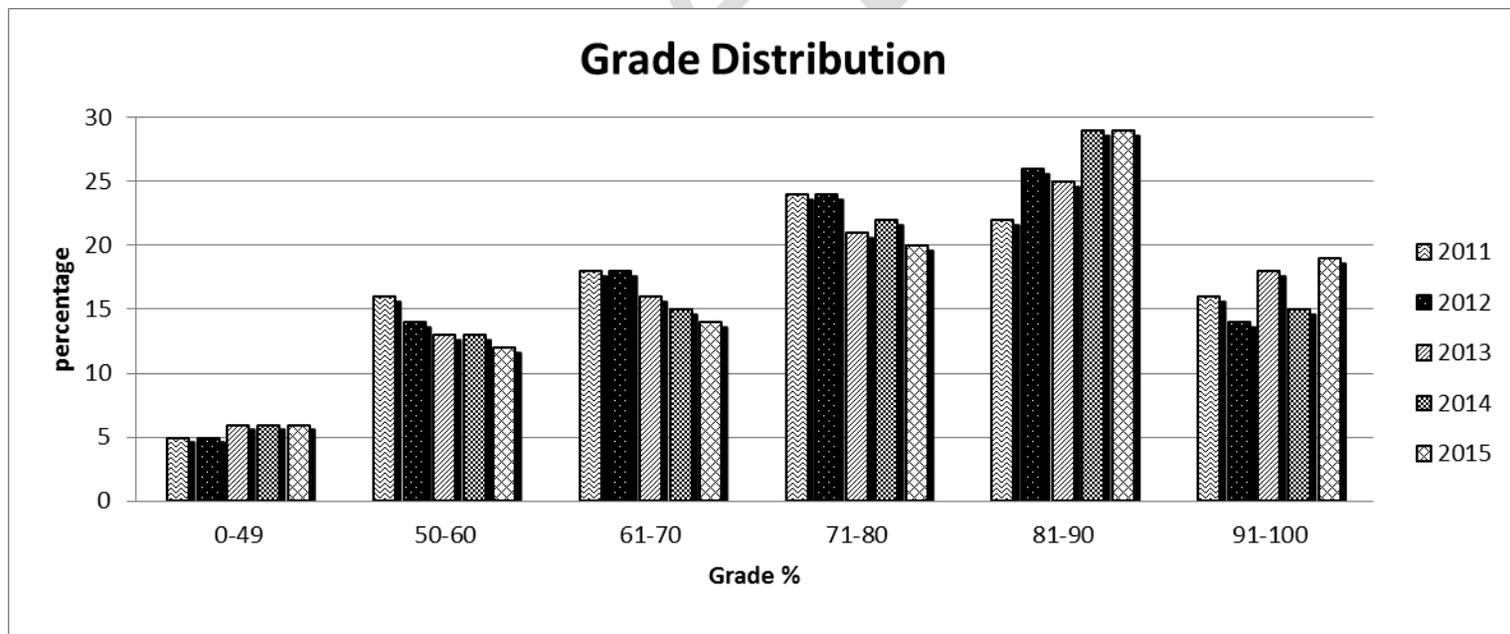
All groups are able to access the growth plan from the school website.

http://www.fhcollins.ca/uploads/1/0/0/4/10049717/sgp_fhc_15_16.pdf

Appendix A: Evidence used for Planning

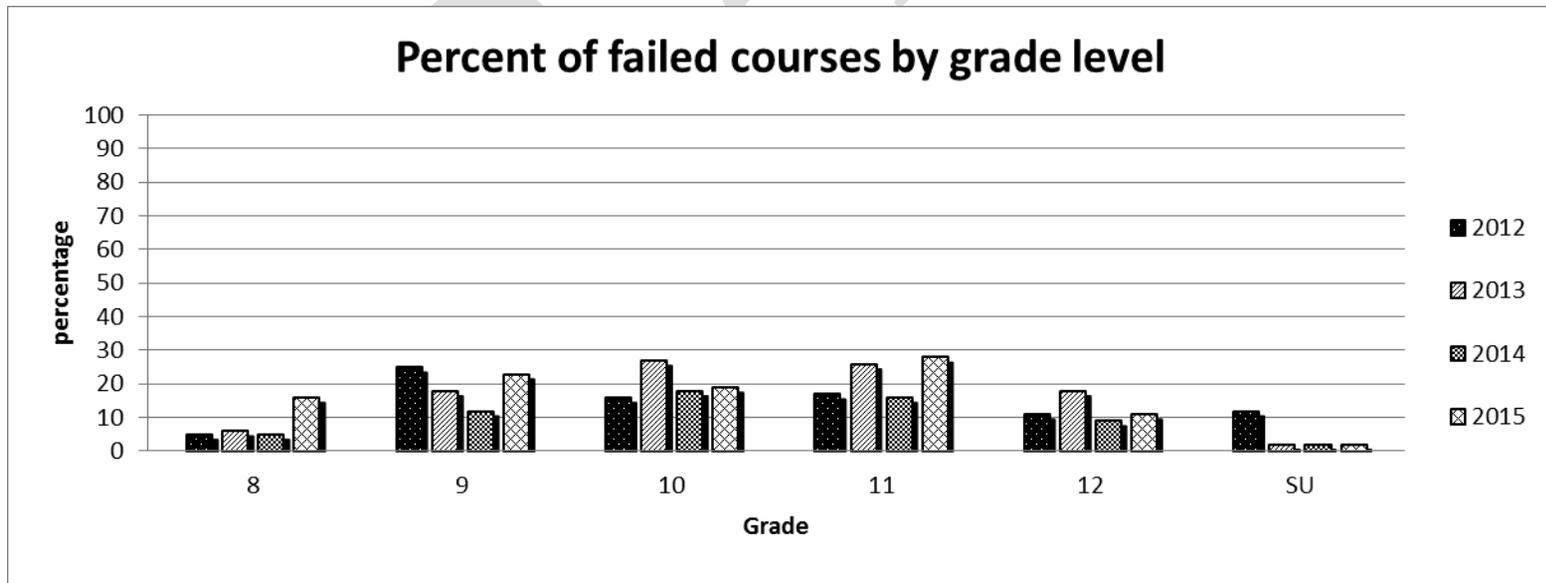
Grade Distribution for Courses

Final Grade Range	2011	2012	2013	2014	2015
0-49%	5%	5%	6%	6%	6%
50-60%	16%	14%	13%	13%	12%
61-70%	18%	18%	16%	15%	14%
71-80%	24%	24%	21%	22%	20%
81-90%	22%	26%	25%	29%	29%
91-100%	16%	14%	18%	15%	19%



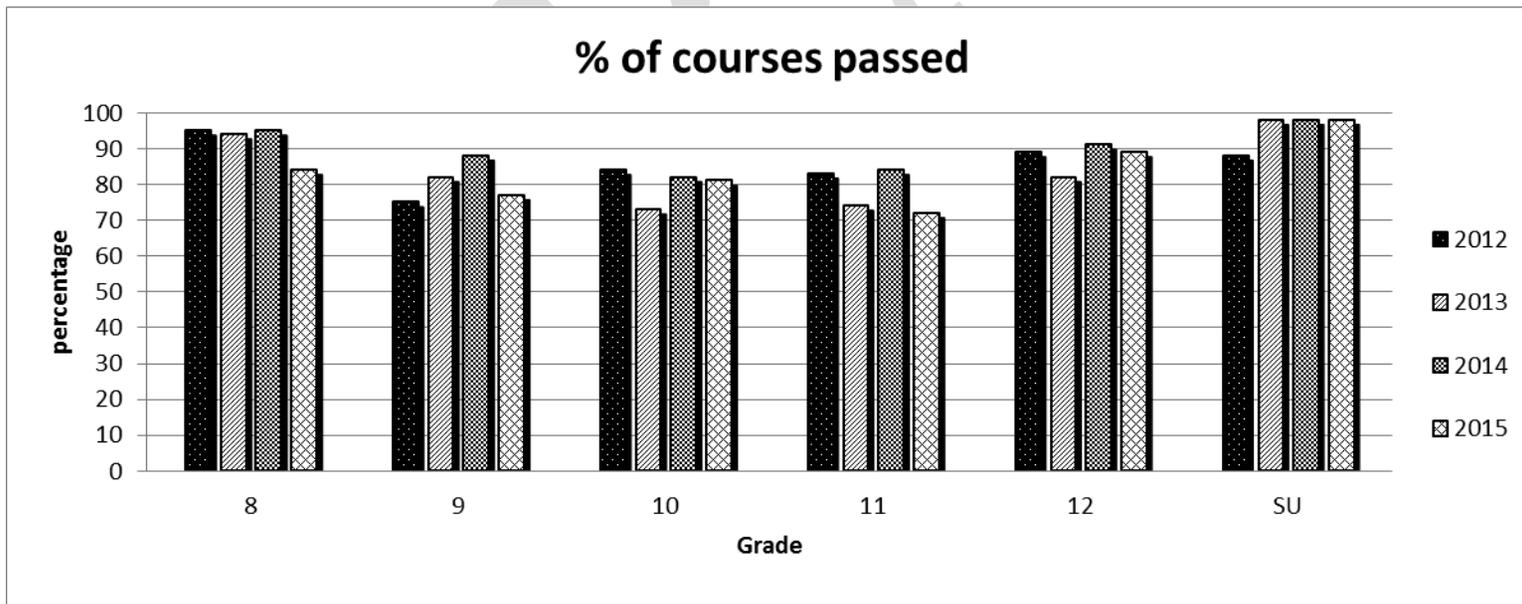
Percent of Courses Failed

Grade	2012	2013	2014	2015
8	5%	6%	5%	16%
9	25%	18%	12%	23%
10	16%	27%	18%	19%
11	17%	26%	16%	28%
12	11%	18%	9%	11%
SU	12%	2%	2%	2%



Percent of Courses Passed

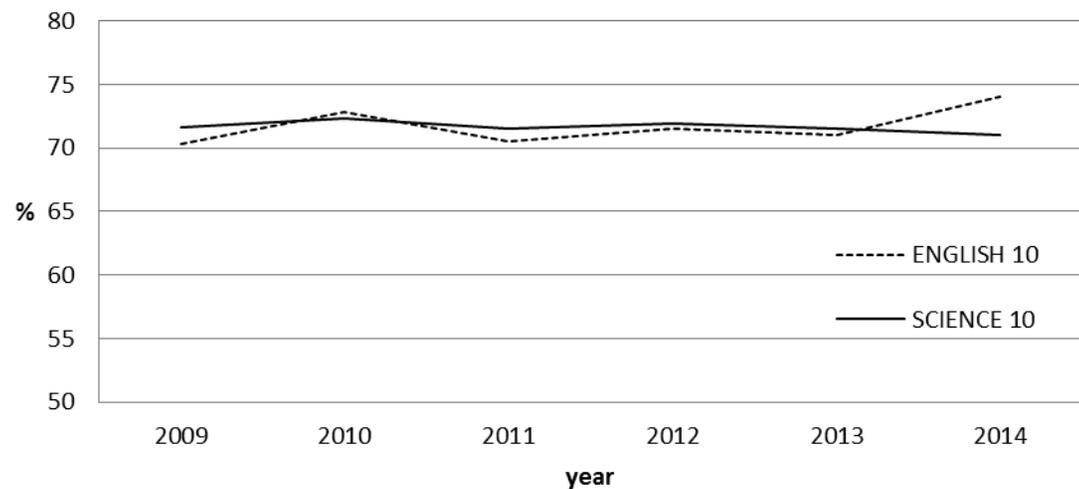
Grade	2012	2013	2014	2015
8	95%	94%	95%	84%
9	75%	82%	88%	77%
10	84%	73%	82%	81%
12	89%	82%	91%	89%
SU	88%	98%	98%	98%



English 10 and Science10 Course BCP Exam averages

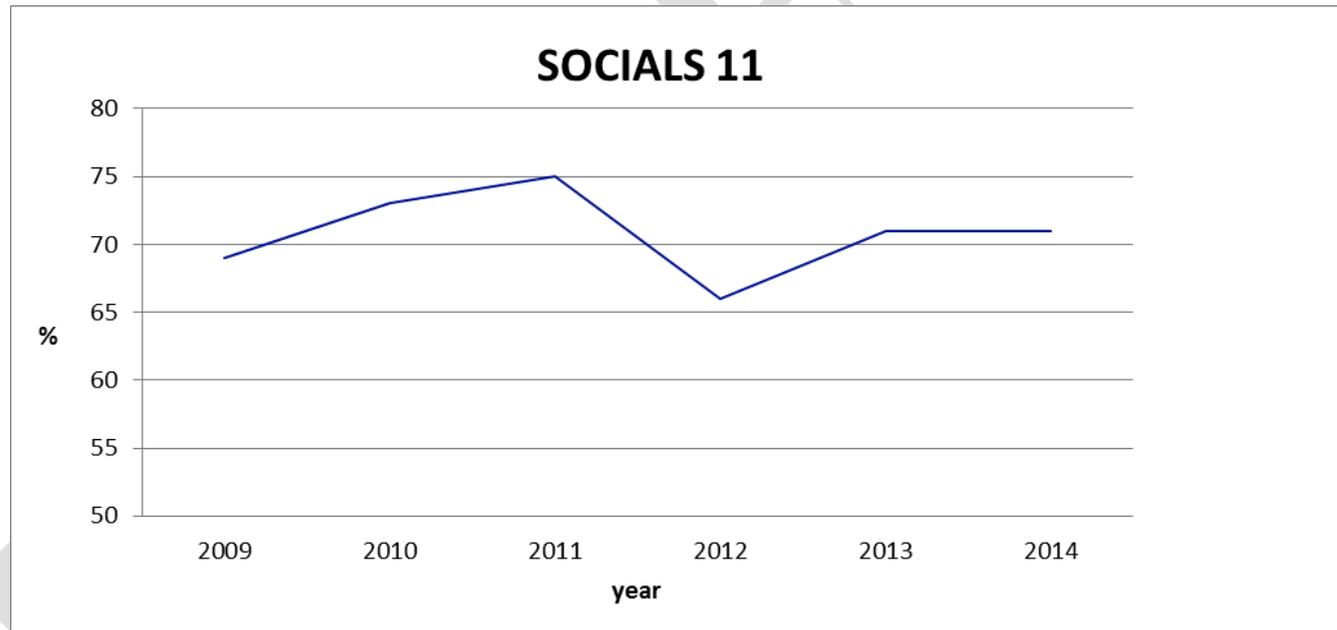
FHC	2009	2010	2011	2
ENGLISH 10	70	73	71	
SCIENCE 10	72	72	72	

ENGLISH 10 & SCIENCE 10



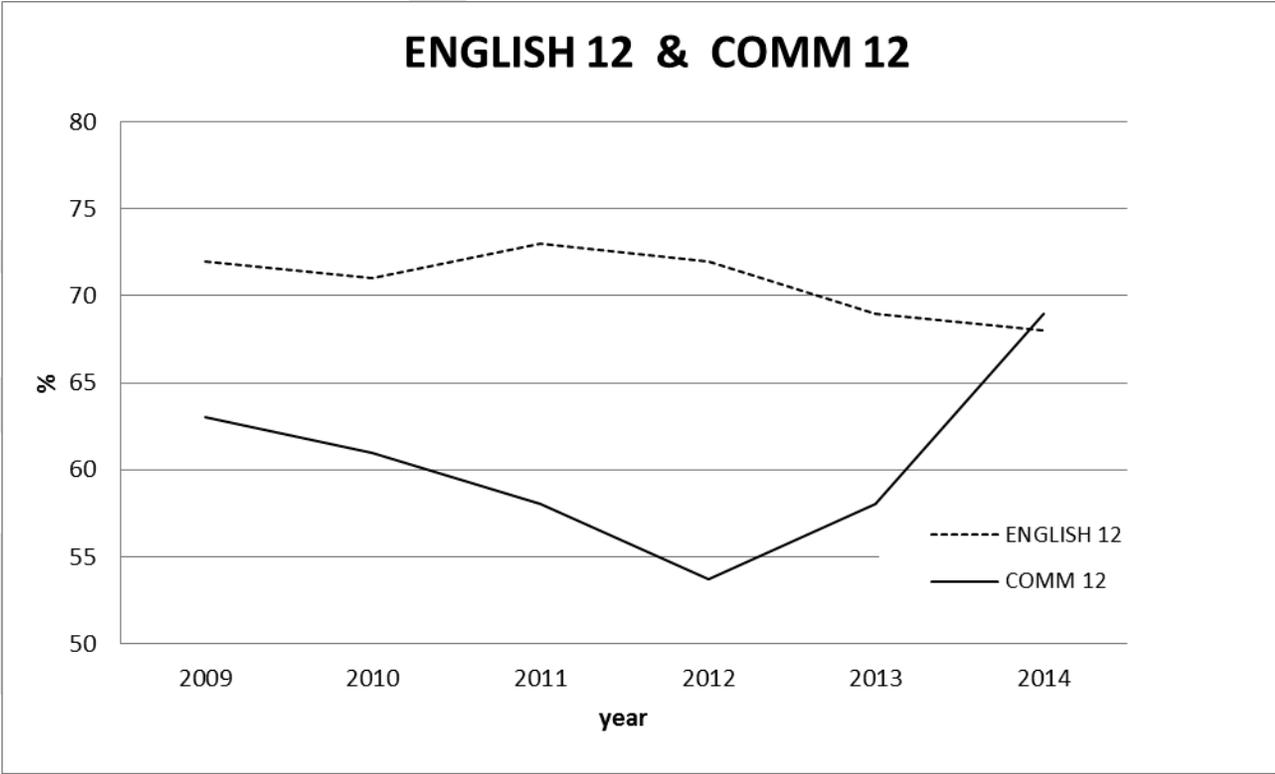
Social Studies 11 Course BCP Exam averages

FHC	2009	2010	2011	2012	2013	2014	2015		
Socials 11	69	73	75	66	71	71	74		



English 12 and Communications 12 Course BCP Exam averages

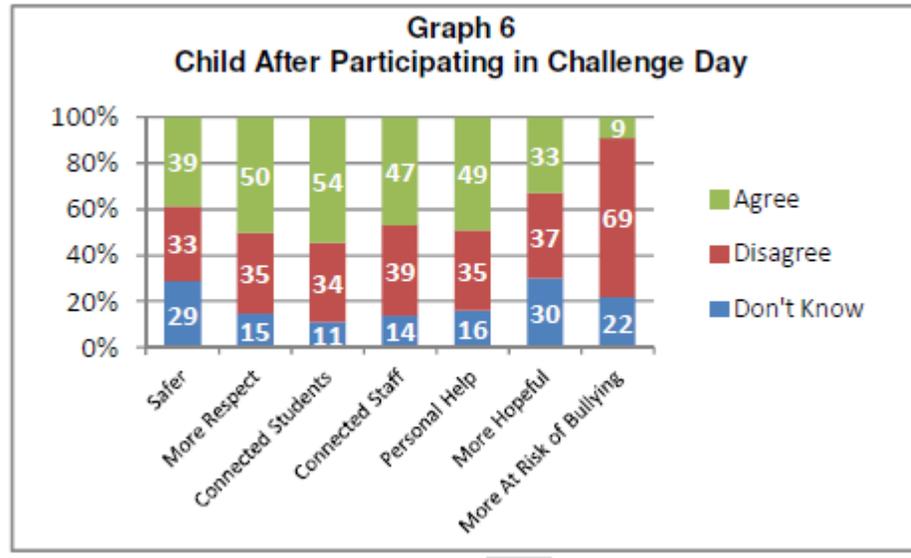
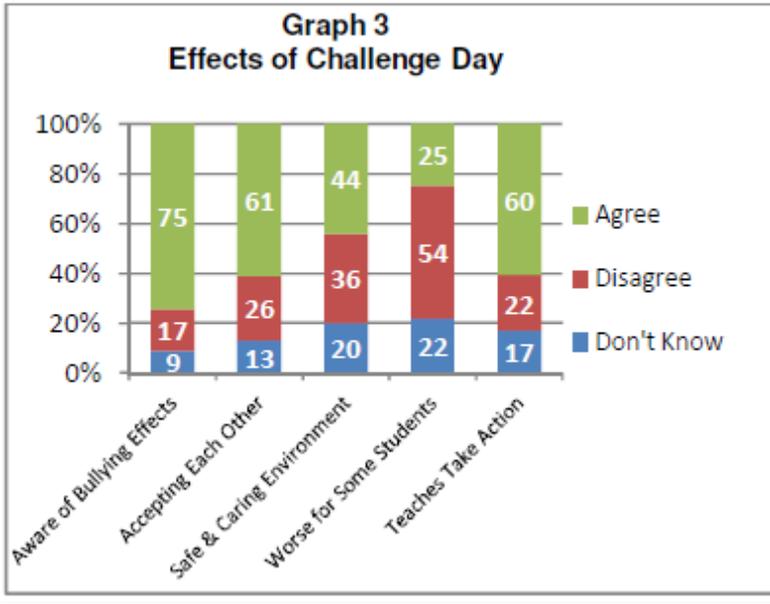
FHC	2009	2010	2011	2012	2013	2014
ENGLISH 12	72	71	73	72	69	68
COMM 12	63	61	58	53.7	58	69

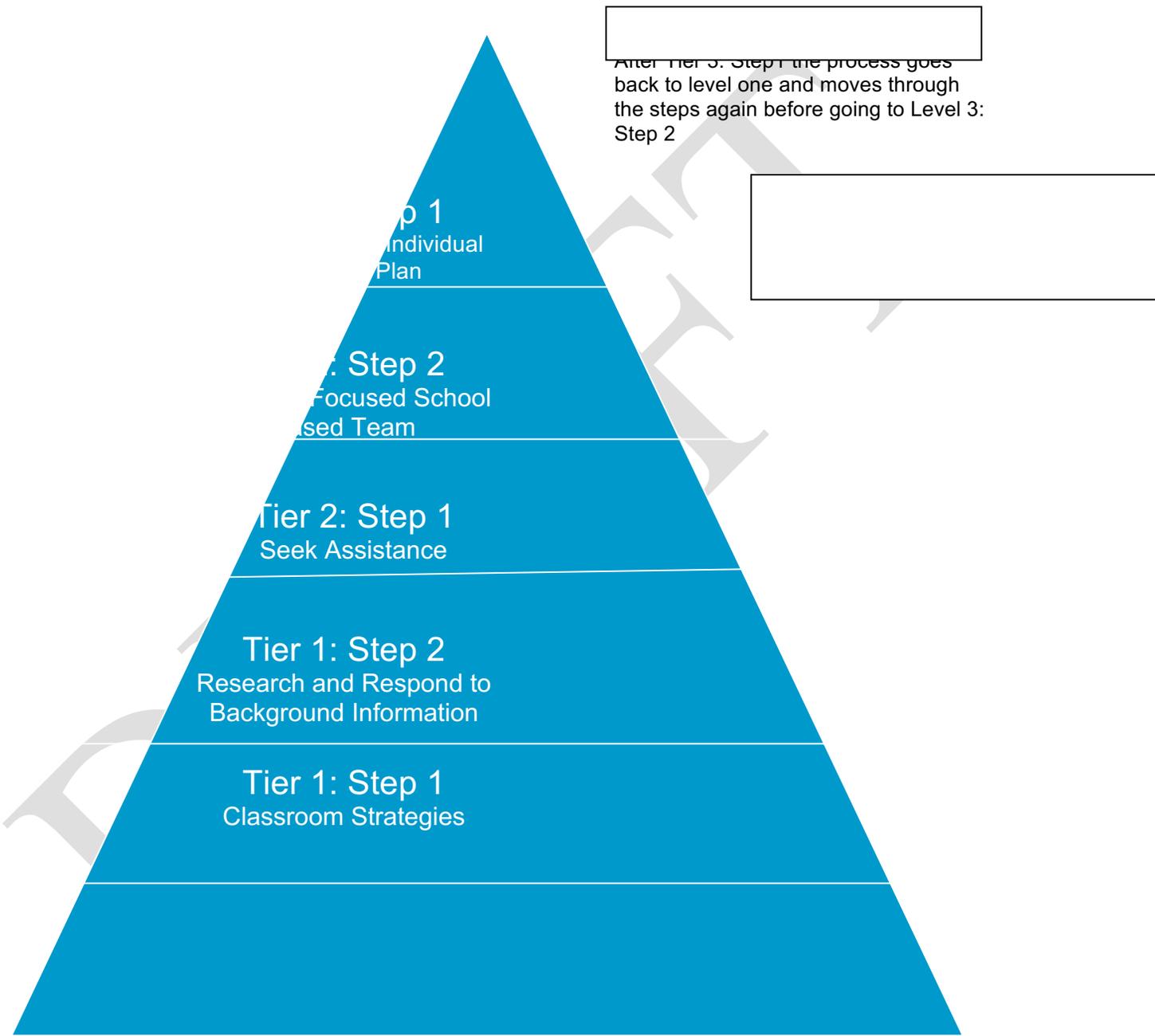


Challenge Day Survey Results

The complete survey will be released after a working committee has been formed and reviews the reports

Table 1: Frequency of Being a Victim of Bullying				
	<i>All the Time/Often</i>		<i>Sometimes</i>	
Type of Bullying	Before	After	Before	After
Physical	6%	5%	10%	9%
Verbal	20%	14%	25%	17%
Social	17%	10%	23%	14%
Electronic	6%	6%	9%	8%
Racial Discrimination	6%	6%	4%	4%
Sexual Harassment	7%	8%	6%	5%





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After Tier 3: Step 1 the process goes back to level one and moves through the steps again before going to Level 3: Step 2

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Step 1
Individual
Plan

Step 2
Focused School
Based Team

Tier 2: Step 1
Seek Assistance

Tier 1: Step 2
Research and Respond to
Background Information

Tier 1: Step 1
Classroom Strategies

DRAFT