

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

GLADSTONE SECONDARY SCHOOL

MISSION STATEMENT

Gladstone Secondary School is a community of learners dedicated to providing young people with opportunities to prepare themselves for complex and changing futures. Our purpose is to guide learners toward the acquisition of attitudes, skills and knowledge needed to interact in an increasingly complex society; to develop critical thinking; and to encourage active participation as socially responsible and contributing members of a community.

Our expectation is that all learners will benefit from a wide variety of teaching and learning experiences. We believe in our students' ability to be successful and to achieve even more success. We encourage all members of our community to take the opportunity to grow and challenge themselves, to work to their potential and to continue learning throughout their lives.

2015-2016 GOALS

GOAL A: Student Engagement in Learning

To ensure that ALL students experience success through a learning environment that supports teaching and learning.

GOAL B: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal

histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Our Neighbourhood

Gladstone Secondary School is located in East Vancouver's Kensington-Cedar Cottage community. We draw our students from a neighbourhood that, although predominantly lower middle to middle-class in socio-economic status, is characterized by diversity. Our students' families include a higher-than-average (for Vancouver) proportion of low-income households. Our neighbourhood is ethnically diverse as well, with fewer residents reporting English as their first language as compared to the city-wide average. Gladstone's student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Chinese, English, Vietnamese, Tagalog, and Spanish being the most common. Our student body includes immigrants from every populated continent and we are host to thirty two International students. Gladstone's multicultural mix is a hallmark of the school, and is celebrated and valued by staff and students alike.

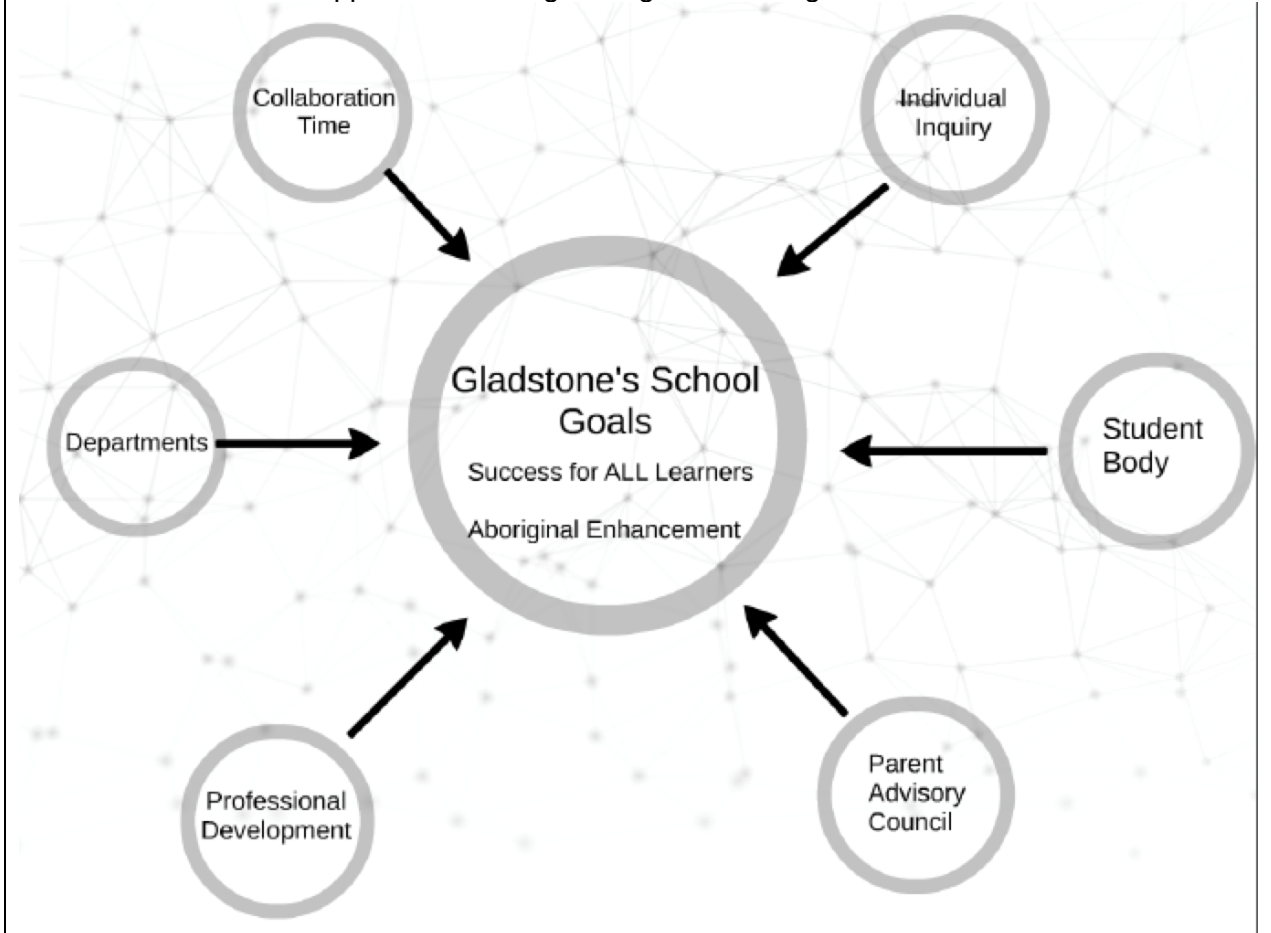
Our Students

Gladstone students are accepting, tolerant, respectful, helpful, and actively involved in school and community through extra-curricular athletics and activities, including dance, drama and music performances and service learning. While the prime objective is for our students to become successful lifelong learners, we want to collectively achieve this by creating a sense of community within which our students can feel secure and appreciated, and have leadership opportunities. Some examples of these include a student government and leadership classes that are active and inclusive of students from all grade levels. Our students have access to eight district programs including Student Transition to Employment Program (STTEP, grades 10-12), Social Development (SD, grade 8-9), Learning Assistance (LALS, grades 8-12), Learning Support (LSP, grade 8-9), Life Skills (LS, grades 8-12) and accelerated Mini School (grades 8-10).

Vision

Our vision of success focuses on academic success, social responsibility, leadership and a school facility and environment that supports teaching and learning in the 21st Century. The core of this vision is that students are successful in attaining the academic goals of secondary school, mastering the academic knowledge and skills required for success at each level and earning the credits for graduation. Along with this, we want students to become effective learners who take responsibility for their own learning, persist in the face of adversity, and find intrinsic value in the work that they do. This means solving real problems, making a difference in the world, feeling respected, and learning from and with each other, as well as with all adults in our learning community. We want students to embrace their role in shaping a safe, welcoming and supportive school community, by developing and demonstrating the personal skills, habits and character traits that are

essential to lifelong learning and success. We want a school facility and environment that is enjoyable, modern, and functional for staff and students that supports teaching and learning. Through the existing structures outlined in the graphic below, we are working to take a multi-faceted approach to strengthening our school goals.



PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL A: Student Engagement in Learning

To ensure that ALL students experience success through a learning environment that supports teaching and learning.

GOAL B: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

Identification of student(s) needs:

It is our belief that every student and staff member deserves to feel safe and supported at Gladstone and thus be able to fully participate in everything our learning community has to offer. In creating a safe and supportive environment, we consistently speak from our motto "R.E.S.P.E.C.T." which is our very own Gladstone Community Code of Conduct and from the viewpoint that our focus is on the learner. In our first month of the school year, students are welcomed as a group to a grade breakfast and introduced to the non-enrolling staff and support persons. At these events, we share information about our administration team, grade counselors, our R.E.S.P.E.C.T. rubric, the Vancouver School Board Code of Conduct, our Aboriginal Support Team and community partners (Vancouver Police Department and SACY/Vancouver Coastal Health). Specifically for our new grade 8 group, Gladstone invites all parents and students to an August orientation and a September Welcome Barbecue and Information Night. Then throughout the year we hold a series of other events and presentations that will be covered later.

This year we made efforts to identify skills and characteristics that our stakeholder groups believe are important for students to possess upon leaving Gladstone. We utilized the following question (with slight adjustment to the individual groups) and the results were collated and expressed visually in a Wordle:

PAC - What words would you use to describe the skills and characteristics you wish your child to obtain and develop while at Gladstone?



Gladstone Staff - What words would you use to describe the skills and characteristics you wish your students to obtain and develop while at Gladstone?

We will compare CAT (Canadian Achievement Test) Two results for incoming Grade 8 students to their achievement on tests and exams later in the year and then again in grade 9. We will use grade-wide assessment marks, self and peer assessments for all grades across departments. We will analyze report card marks on a term-by-term basis for all grades and review provincial exam results for grades 10, 11 and 12. For behavioural, data we will examine attendance and tardiness reports as well as classroom conduct referrals.

Addressing student(s) needs:

To academically support our students, Gladstone has continued to offer Homework Club every Tuesday and Thursday from 3:15pm to 5:00pm. Attendance has been consistent and has grown steadily throughout the year. To further support our students, the majority of staff have participated in Strategies and School Based Team meetings to identify students in need and organize resources to best support them. This year the Gladstone staff discussed parent engagement numerous times and voted in majority to add an additional Parent Teacher Conference in the 2016-17 school year to increase their participation in our school outcomes.

In 2015-16, we offered English Literature and Chemistry Advanced Placement courses. Many of our AP students are so successful that they receive credit for their first year university course. At the senior levels, we also offer Enriched classes for Physical Education, Biology, English, Chemistry, Social Studies and Mathematics. Gladstone also has an accelerated Mini School where grades 8-10 are covered in two years.

From the community perspective, Gladstone again held a series of events to bolster personal and global awareness. This school year had the 3rd annual in house Me2We Day organized by the Senior Leadership class that had numerous inspiring guest speakers. This class also organized Earth Month events and Earth Day to bring more awareness to physical global issues. The Gladstone Athletic Leadership class organized numerous events for our very own students to participate in including intramural sports, a school-wide PEP Rally, Spirit Relays and went out to all of our elementary feeder schools to work with their students in sport and health.

In February, Gladstone welcomed Kindness Rocks into our large gymnasium to support our R.E.S.P.E.C.T. Code of Conduct and our Pink Day movement on antibullying. It was a rockin' show with great messages that all students from all grades were able to experience. This was one of many shows at Gladstone. 2016-17 had over 20 shows put on by the dance, music and drama plus improv programs, and we also hosted the Adrenaline Dance Competition plus VSB Secondary and Elementary Afternoons of Dance. Thousands of students and community members were entertained and amazed from the dedication, effort, talent and expertise on display. Needless to say we are very proud of our performing arts programs, which also holds 21 classes in our timetable.

Our Athletics program also brought in a huge number of students and community members. This year Gladstone offered over 30 teams that had our students participating in sport with their VSB peers. Our Senior boys and girls volleyball and basketball teams advanced to the Lower Mainland tournaments and Provincial Championship tournaments. Over 700 individual students participated in extracurricular sport this year. 2016-17 also saw more tournaments in our Gladstone Gladiator "Coliseum" with grade 9 and 10 boys and girls basketball tournaments, our very own Senior Boys Basketball Tip Off Tournament and the VPD Senior Boys and Girls Basketball Tournament.

This year staff participated in two externally facilitated professional development sessions titled Engaging the Brain to promote teachers to incorporate strategies into their classrooms to (further)

align with current findings. Students were also given presentations on their “adolescent brain” so each member of our learning community, child and adult, could converse together from the same foundational standpoint.

DEPARTMENT GOALS

In addition to our school goals, individual departments have created their own goals specific to their teaching areas that support the school’s larger goals.

Gladstone Library Learning Commons: Department Goals for 2016-17

1. To continue to plan, teach and evaluate collaboratively with classroom teachers across all disciplines.
2. To continue to collaboratively teach cross-grade assignments and encourage teachers to do more assignments that includes skill development across single grades.
3. To incorporate information literacy skills into all projects/assignments taught using the [Points of Inquiry model](#). This will give students the opportunity to practice not only locating information from a variety of print and electronic sources, but also how to critically evaluate information for credibility, authenticity and reliability and to use information in a meaningful way.
4. To increase the promotion of the fiction collection to all of the Gladstone community of learners.
5. To evaluate and select Aboriginal materials (both fiction and non-fiction) for the Library Learning Commons collection.
6. To promote the use of technology to support student success.

Gladstone Modern Languages Department: Goals for 2016-17

1. Keep going on the path of oral proficiency by telling stories, having the students retell them, and ultimately, writing their own stories.
2. Bring in a First Nation story teller (Métis) to share First Nation stories and Métis vocabulary.
3. Bring in more speakers and performances (Japanese, French and Spanish) to enhance the students’ experience in the language they are studying with authentic cultural experiences.
4. Keep collaborating with department members to improve AIM and TPRS programs.
5. Explore a Québec students exchange.

Gladstone Science Department: Goals for 2016-17

To continue respectful collaboration among science department members with the goal of improving the learning experience and outcomes for all students at Gladstone. Our main focus will be:

New Curriculum Implementation

1. Continue to develop and revise a departmental collaborative working document that will be continuously revised and updated during 2016 and 2017 that gathers our reflections and strategies on the implementation of the new curriculum starting in 2016. We will house this on the S-drive along with the rest of the shared Science resources. ACT time will be used at times for this purpose. Discussion has started on possibilities of Project based learning as a tool to be used with the new curriculum.
2. Our aim is to develop and implement a grade wide project that would be a teacher initiated

student inquiry project where the students will work in groups to solve Scientific problems that addresses the core competencies at their grade level.

Gladstone Math Department: Goals for 2016-17

1. Develop and share resources with teachers and students.
2. Use social media to encourage discussion and foster a collaborative approach to problem solving.
3. Develop and implement criteria for placing students in the correct math courses.
4. Provide timely feedback to support learning.
5. Identify and support the cohort of Core students throughout their high school math career, particularly in their Grade 9 and 10 years in preparation for the Grade 10 provincial exam. Create curriculum for Core 8 and 9.

Gladstone Fine Arts Department: Goals for 2016-17

1. Continue to encourage students that would not normally choose our specific Fine Art courses to find a place to feel comfortable, a place of belonging, to gain experience in different modes of self expression and reflection, to take risks, to use high school as a time to explore and learn from teachers who are not only passionate but experts within their respective Fine Art disciplines. Our students are changing every year, and we need to look for new ways to draw different types of students into our areas- i.e. the select mute who chos es Drama, and give them meaningful opportunities to grow and learn.
2. Add a "preview" show for One Act Plays to serve as a 'teaser', to build interest and conversation, to ultimately draw a larger student audience to the evening shows. (May consider this strategy for Cabaret Night as well)
3. Add a fused glass unit to all Art Foundations classes to expose students to a new medium of creative art expression.

2016-17

Big Ideas:

1. Explore students' interests in Big ideas with regard to " Identity" so students are directly involved in planning for their learning.
2. Explore funding options for our Fine Arts disciplines that will allow us to implement the Aboriginal component of the new curriculum in a meaningful and authentic way.

Gladstone Applied Skills Department: Goals for 2016-17

Goal #1

To acquire and enhance the utilization of technology in the classroom and strengthen teacher collaboration with a goal to further support students in achieving success in all areas of Applied Skills.

Strategies:

- Hold regular department meeting and collaborate during ACT time, developing and sharing resources where applicable.
- Attend Resource Department Grade meetings.
- As new curriculum becomes available work together to develop meaningful activities for our students. Activities that encourage active participation and develop critical thinking.
- Provide timely feedback to our students in order to support and encourage learning.
- Increase student engagement (ownership/responsibility) for their own learning by offering a variety of means to showcase their learning. (eg. Creation of videos or art, use of Knovio, Noodle Tools -online citation generator).
- The use of the web tool Edmodo is encouraged as a communication tool with students and staff.
- Continue to celebrate student accomplishments by honoring high achievement and in recognition of good work habits. Certificates / plaques for 86% or better for the year's work and certificates per term for excellent work habits.
- Continue to publicly display student project work.
- Develop projects that encourage creative expression and further develop problem solving skills with opportunities for collaboration with others.
- Encourage students to challenge themselves and develop an enthusiastic attitude so their skill development may become a lifelong passion.
- Increase student awareness of career opportunities in all areas of Applied Skills.
- Collectively plan and host a mini tour of all areas of Applied Skills for the current Planning 10 students.
- Recognize the unique background and culture of all students and seek to integrate cultural traditions and practices into teaching opportunities. This would include First Nations.

REFLECTIONS FOR GOAL #1

1. Three teachers acquired used projectors for their classrooms. These have facilitated easy access to social media, showing videos, an easier means to share student work and for direct instruction.
2. With respect to enhancing student awareness of career opportunities in Applied Skills, Planning 10 students attended the Education and Career Fair in December, the VCC Journey into the Trades, as well as the BC Skills competition in Abbotsford in April. Two department members are entering their third year of participation in a VSB Inquiry related to the Trades.

3. We continue to recognize and honour students superior course work and excellent work habits with certificates/plaques being distributed by term and at year end.
4. We continue to display student work in the classrooms and hallways of Gladstone.
5. Staff held a “Mini Applied Skills Tour” for all Planning 10 students. This successfully highlighted and demystified our varied course offerings.
6. Research has begun towards the inclusion of authentic First Nations traditions and practices within our diverse subject areas – experimentation with new recipes and cooking methods, inclusion of the First Nations Food Guide, along with the Canada Food Guide, the addition of First Nations cultural traditions and family systems within the Family Studies curriculum and further examination of wood carving practices enhanced by the participation of a volunteer First Nations mentor in the classroom.

Goal #2

To develop strategies to support our growing population of English Language Learners and Special Needs students in Applied Skills courses.

Strategies:

- Seek to create a welcoming and respectful classroom environment.
- Before each AS Gr.8 rotation share student information regarding their preferred learning styles, successes and challenges with next teacher.
- As able offer extra tutorial time at lunch and/or after school.
- Develop materials that support our ELL and Special Needs students.
- Continue to develop teaching strategies that support all students, but especially ELL and Special needs students.

REFLECTIONS Goal #2

1. Planning 10 tutorials were regularly held on Wednesday’s after school and all students encouraged to attend. These sessions were well attended especially by English Language learners.
2. Department teachers started the process of creating videos of core skills with accompanying vocabulary listings. For example: linking to a youtube video for steps required when threading a sewing machine and generating an accompanying vocabulary list. The video has been very helpful in increasing student understanding and saves hours of one on one repetition with individual students. It also allows students to progress at their own pace, with time to improve vocabulary. More video/vocabulary packages will be generated in the future.
3. Multiple teachers in AS make their classrooms available for students throughout the day and after school hours, providing a safe place to congregate, connect with others and complete school work. Our rooms are often used for school club meetings.
4. Opportunities to connect with the greater community occur in the AS classrooms, such as

community catering projects, assisting fundraising for the Cedar Cottage Seniors projects by the baking of cookies to be sold each year at their spring fair (this year's was May 28th), Family Studies classes created 150 packages of cookies to complement a holiday dinner by a non-profit mental health association in the Downtown Eastside. Students volunteered for a Heart and Stroke event held at Van Dusen Gardens in April.

Gladstone Counselling Department: Goals for 2016-17

Our department has committed to developing and teaching in collaboration with the librarians all grade 8 to 10 students with the following units:

- Grade 8: Usage and your Digital Tattoo
- Grade 9: Cyberbullying and Netiquette
- Grade 10: Technology and Health

- The current grade 10's are the first cohort and have been followed by the current 9s and 8s.
- In addition we work with parents to help them better understand their role in monitoring their children's usage.
- We work with administrators and the SLO to foster insight and empathy when students participate in cyberbully. In addition, we counsel students who are having difficulties in using technology in a healthy manner as well as those who have been victims of cyberbully.

Gladstone English Department: Goals for 2016-17

Because critical reading and thinking lies at the core of effective and meaningful expression, the Gladstone English Department strives to engage our students in thoughtful reflection and insightful analysis of wide-ranging literatures and to equip our students with skills in writing and other forms of communication that will prepare them for their futures. Simply put, we wish our students to read critically, think analytically, and write / express themselves effectively. Our vision connects with the over-all intents of the Language Arts Curriculum:

English Language Arts Core Competencies:

- Language and literature help us find meaning and joy.
- Exploring a rich diversity of texts deepens our understanding and develops our ability to
 make connections, express ideas, and think critically.
- Inquiry, curiosity, and thoughtful reflection in story and text deepen our understanding of self, identity, and humanity.
- Using artistry and precision in language are powerful tools in communicating for specific audiences and purposes.

Our goals / objectives for 2016-17 will continue to build upon the initiatives undertaken this year.

English Department goals:

- a. To continue building upon department resources regarding Canadian Literature, with a special focus on First Nations / Aboriginal literature. We have strength in our senior classes,

but need to filter this focus to our junior grades just as successfully.

- b. To continue developing materials which will focus on improving student writing skills.
- c. To increase opportunities for personal expression and creative writing.

objective a:

The following question has served as a starting point to address our first objective:

How can we (Gladstone's English department) not only enhance our students' appreciation of Canadian Literature but also deepen their understanding of Canadian culture and identity through its literature?

The English Department provides an array of opportunities for its students to experience Canadian Literature. We have selected specific texts to be used at specific grades. For example, in addition to accessing a variety to texts, all English 11 students will read and be exposed to the Canadian Aboriginal issues found within Wagamese's novel *Indian Horse*. Our grade 12 students will have a choice of 4-6 key novels to choose from, all focusing on

Canadian culture / identity. We are hoping to use Learning Resources funds this year to purchase enough copies of Drew Hayden Taylor's *The Night Wanderer* to use in grade 10. Grade 8 and 9 classes are able to draw upon selected short stories which focus on First Nations. Detailed student resource guides have been and are being developed for novels at our grade 11/12 level (*Disappearing Moon Café*, *Indian Horse*, for example)

In the future, we may consider implementing First Peoples English 10 as an option for students.

objective b:

Teacher / student resources packages have been re-worked and refined for use in our senior grades, guides which focus on LPI (Language Proficiency Index) preparation and address some of the common structure and usage errors found in student composition. A comprehensive resource package comprised of significant strategies for effective sentence combining has also been distributed to all teachers. For the upcoming school year, we wish to focus on scaffolding core skills to promote creativity (what needs to be taught where and why).

objective c:

Success in all areas of English and celebration ties in with the department's aim of increasing student awareness of the importance of a language arts curriculum. This awareness we hope will be enhanced through increased student engagement and more student activities beyond the classroom experience, such as poetry readings, and other opportunities for students to share, read, and publish their successes. In short, we would like to create a stronger sense of wonder, awe, and appreciation connected to the written and spoken word, one which impacts all learners, regardless of ability.

Students will have the opportunity to see their creative work published in our annual *Gladstone Review* anthology to be available in May. Our Creative Writing 12 programme continues to be strong. Students in this class participated in the UBC *New Shoots* initiative. A number of students

successfully participated in *Poetry in Voice*. Teachers held in-class competitions and all finalists competed in the school wide event. Gladstone was represented at the National finals.

Gladstone Social Studies Department: Goals for 2016-17

Goal #1:

To address key student need(s) as identified by individual classroom teachers by following key elements from the Proposed Principles for Classroom Assessment from the Draft curriculum.

Strategies:

- Classroom assessment happens in an ongoing fashion and should be seamlessly intertwined with instruction. Assessment is designed to give timely feedback.
- Classroom assessments should be based on clear criteria and examples so that students know what is expected.
- Performance tasks should be substantial and get at deeper learning and understanding.

Goal #2:

To develop a department focus on using Historical Thinking Concepts at each grade level. The DRAFT SS curriculum is organized around the 6 Historical Thinking concepts as envisioned by Dr. Peter Seixas. In Social Studies, the major part of the “Thinking” Core Competency (or *Thinking Core Competency profile*) will be Historical Thinking.

Strategies:

- Develop Historical Thinking activities and rubrics for each grade.
- These will be saved to Folders on the Shared Drive.
- Teachers will increase the frequency & complexity of using the Historical Thinking Concept of *Evidence* in their lessons to correspond to grade level.
- Access *Staff Development Funds* to order ½ day TOCs so the department can collaborate to create Historical Thinking tasks based on the new SS curriculum.

Gladstone Physical Education Department: Goals for 2016-17

Our vision at Gladstone Secondary is to **educate** our students on how to live a healthy lifestyle both physically and mentally. Along with educating our students, our vision is also to **train** them to be physically fit and mentally healthy. With the knowledge and the physical skills students will be able to apply them to a variety of physical activities as a lifelong pursuit of health and wellness.

1. All students will practice ongoing goal setting and self-reflection in the following three areas: Active Living and Physical Fitness, Healthy Choices and Personal and Social Development. Within these areas, students will be exposed to the main curricular core competencies of physical activity, substance abuse, mental health, healthy relationships and sexuality.

2. To train our students to become physically healthy. This will be accomplished by teaching students fundamental movement skills (running, stopping, pivoting, weight transferring, cutting, skipping, throwing, catching, kicking, jumping, and landing). Students will be exposed to exercises

to improve their strength, aerobic capacity, flexibility, power and anaerobic capacity.

Gladstone Resource Department: Goals for 2016-17

SPECIAL EDUCATION –TOP PRIORITY FOR 2015-16

1. Which learners are we most concerned about?

- Select # of students in regular program, LSP and STEP, Social Development Programs– low literacy and numeracy skills
- Students above who are in regular program who need significant adaptations across 5 academic subjects in order to minimally meet expectations, especially those in grs. 8-10
- Students with undiagnosed learning disabilities – misunderstood learning challenges
- Aboriginal learners with complex learning, social emotional and environmental challenges
- Grade 9 students in Learning Support Program – grade 8/9 program for students with severe learning disabilities who are receiving significant adaptations to curriculum and assessment but who plan to go to mainstream in grade 10
- Students in Social Development Program who have significant mental health diagnoses who have come to us from treatment settings for whom it is difficult to prioritize academics for
- Lack of placement options for students with complex learning and behavioural challenges, exiting Social Development Program
- Senior students in our LA Life skills and Life Skills Program who are preparing to transition out of the Program and Gladstone
- Overall, students who lack self-confidence and motivation
- Increasing number of students who experience extreme anxiety that impacts their learning

2. What are the students' needs:

- Students on Resource/Skills case load - adapted curriculum and instruction, including printed notes to accompany oral instruction, pre-teaching strategies and note taking, test taking strategies(resource teachers), adapted test materials, peer and SSW support, more direct instruction (Resource, Skills & AST), alternate setting/more time for major writing assignments/tests, encouragement, praise
- Grade 9 students in LSP and Social Development who will leave programs and enter mainstream in grade 10 need opportunities for integration before grade 10
- Students in Social Development who need significant and specific support for ADHD, anxiety related conditions, low academic abilities and behavioural challenges
- Students in Programs who are integrated in mainstream electives – strive to provide students electives they enjoy, will have success in and will support possible future career

interests

- Students in STEP – food, clothing, a stable, consistent learning environment, clear and concise boundaries, encouragement, praise, opportunities for academic success and work experience.
- LA Life Skills Program – more SSW support so there can be more community based instruction and application

3. What steps do we take to address the identified needs?

- ongoing communication and collaboration with parents, resource and program teachers, support staff, subject teachers, school psychologist, counsellors and administrators, including email, grade flag meetings, integrated case conferences, Strategies meetings, SBT, email, IEP meetings with parents and students (including progress reviews, integrated case conferences
- Student IEPs available for access on shared drive
- Students identified for placement in Resource/Skills classes through articulation, Canadian Achievement Testing of incoming grade 8 and as needed with individual students identified by classroom teachers, counsellors and parents
- direct instruction provided by resource teachers, supported by peer tutors
- SSW student and classroom teacher support
- Encourage reading for pleasure with all students
- Small classes (15-20 students) with access to direct instruction by specialized teacher for select number of grade 8 and 9 students who have been assessed as two or more grade levels below peers in literacy and numeracy skills – school offers Socials 8 Literacy, English 9 Literacy, Math 8 and Math 9 Core classes
- Literacy courses provided at the grade 10 and 11 levels for STEP students and tutorial blocks for students in LSP and Social Development where students have access to increased individualized instruction in literacy and numeracy skills
- Provide resource teacher led after-school tutorial services (twice per week) to support students' academic and skills needs and to encourage students to be resourceful and take responsibility for their learning.
- Students in LSP, Social Development and STEP and LA Life Skills who are integrated in electives – communication of students' needs to subject teachers
- Students in Social Development –Program teacher integrates teach students to self-regulate emotions and impulses
- School trusted adult attachment figures (teacher, counsellor, SSW, Y&F workers) identified

for at risk students and overall for students with behaviour challenges and difficult family dynamics

- Students in STEP – late starts for students, replaced by meetings with individual students, STEP teachers eat lunch with students, student of the month
- Students in Social Development and STEP – regular ongoing communication with home and mental health professionals and agencies by YFWs
- LA Life Skills – Life Skills type checklists
- Referral to AST for academic and skills support and to encourage students to be resourceful and take responsibility for their learning.

4. What is the evidence of students' success? (what 'is' the evidence of students' success for 2015-16 and what 'will' be the evidence of students' success for 2016-17?)

- Improved work habits/organization (reflected in report card teacher comments and WHs)
- Improvements in literacy and numeracy skills
- Increased self-confidence and self-esteem
- Increased initiative by reluctant learners
- Increased sense of belonging, attachment and socialization for isolated students
- Improvements in home situations
- Opportunities for acquiring 'best' program and course placements for students to address individual student needs
- More overall engagement in learning / improvements in performance / increased independence, self advocating for IEP accommodations, focusing on future and career goals by senior students
- Student self-referral to Afterschool Tutorial
- Improved attendance and engagement in learning and school community
- LA Life Skills – Paid employment, entry into SPED college programs, active participation and services from allied agencies versus just "sitting at home"

5. What adjustments may need to be made?

- Increase number of Program Rounds meetings to once every two months to keep up with communication around IEPs, CF management, student identified concerns and placements, resource sharing, etc

- Hand-timetabling for select students in integrated classes
- Increased focus on addressing students' IEP goals and needs, including parent, student and support staff involvement, direct instruction to address specific needs, progress review of and adjustments to goals, year-end recommendations
- Increased communication with community teams, including through formal integrated case management meetings
- Focus on professional development of teachers and support staff on trust building strategies to enhance our relationships with students to increase their academic success and their behavioural and social emotional health
- further understanding of roles and responsibilities of support staff and development of working relationship between classroom teacher and support staff
- Increase expectations of students (work ethic) through education, modeling, practice and positive reinforcement
- Increased parent involvement – follow-up with parents after Walk-a-Bout, end of term, offer Open House with social component once per term
- Social Development – recommend formal assessments before placement in program, regular on-going assessment of students' mental health needs, more involvement with community mental health professionals and agencies
- Students with behaviour designations – regular integrated case management meetings
- Help support engagement of Aboriginal students, parents and/or guardians with Aboriginal Enhancement teacher, support workers and other community services
- More transitioning and planning involved when students are coming into and out of programs – ie into SD from treatment programs and out of Social Development into grade 10 Programs, grade 9 students in LSP/SD being integrated for grade 10
- STEP – setting the bar of success for each student based on their learning needs, increased focus on literacy and numeracy skills, increased opportunities for some students to earn a Dogwood certificate and others to have more work experience
- LA Life Skills and Life Skill –
- Encourage students in Dogwood bound programs (LSP, Social Development and STEP) to access afterschool tutorial services

6. How do we communicate and celebrate student success?

- Praise, positive feedback, encouragement

- Work Habits Honour Role
- Social Development – sharing student successes with rest of class, earning rewards (ie movies)
- STEP – “student of the month”, field trips, consistent acknowledgement of achievements
- Offer students opportunities to advance learning (expanded academic or other interest, leadership role), highlight these initiatives through presentation and visibility and earn extra additional marks, credits and/or community service points
- LALS – monthly bonus Box prizes and end of term celebrations

2015-16 GOALS and carry over and/or new GOALS for 2016-17

WHOLE department goals for 2015-16 with each goal carried over to 2016-17:

GOAL #1: To continue to develop inclusive and collaborative whole team and program team model to support learning.

TEACHER AND SUPPORT STAFF: Enhanced and more efficient communication (formal and informal) between individuals, within programs, with department as a whole, with whole staff and district.

Strategies:

- Department and Program meetings
- Team building, including making decisions based on collaboration about individual and group roles and responsibilities for teaching and support staff – ie case managers for gr 8 and 9 students in Social Development, for gr 10, 11 and 12 students in STEP
- External and Internal communication from program case managers
- Strategies and grade flag meetings
- Current and updated IEPs and Learning Profiles, other special education related information and resources, class lists, etc on shared drive, for easy teacher access

Successes:

This year’s Ministry of Education Special Education Audit of CFs for students with low incidence designations provided our department the excellent opportunity to increase the communication and collaboration between Learning Services and our Special Education school staff related to confidential file organization and management, IEP development, ministry designation documentation requirements, district services for access and to establish a process for reviewing and maintaining the above. In order to continue to improve our practice related to the above, the department will increase for next year the number of formalized Program meetings to one every 2 months, including having a year-end formal review of files in the form of a ‘mock audit’, offer professional guidance for IEP writing. Since the audit was only of CFs of students with low incidence designations, our department will need to focus on file organization and management of CFs for students with high incidence designations. One area of weakness this year remains as in previous years, the active involvement of students and parents in IEP development, implementation and review. See strategies to address this in adjustment section above.

GOAL #2: To continue to develop self-efficacy and resilience in students to increase

engagement in learning. (see successes reflected in program goals)

GOAL #3: To continue to develop further student literacy and numeracy skills to promote and support independence, work experience and employability and post secondary education. (see successes reflected in program goals)

Added Whole Department Goals for 2016-17:

GOAL #4: To work to further develop communication and personal and social core competencies to promote independence and self-identity.

Objectives /Strategies: Teachers and support staff to:

- Model positive emotions
- Recognize students for accomplishments in course work and extracurricular activities
- Help students commit to personal growth plans through goal setting, seeking and accepting support and personal responsibilities.

GOAL #5: Using the building blocks of trust (competence, concern, commitment and consistency), enhance our relationships with students to increase their academic success and their behavioural and social emotional health.

Special Education staff to work to develop trusting building strategies to enhance relationships with students, using trust building blocks (competence, commitment, concern and consistency) to increase students' academic success and improve their social emotional health and behaviour.

Strategies:

- Professional development opportunities, reference to current literature on building trusting relationships between teachers and students
- Small group discussions on topics at department meetings
- work together to develop some best practices
- share success stories / seek feedback from others, including from students
- use or develop a checklist or survey that reflects/measures trust components
- develop a measure for evaluating student success

Program Goals for 2015-16 with carried over and/or new goals for 2016-17:

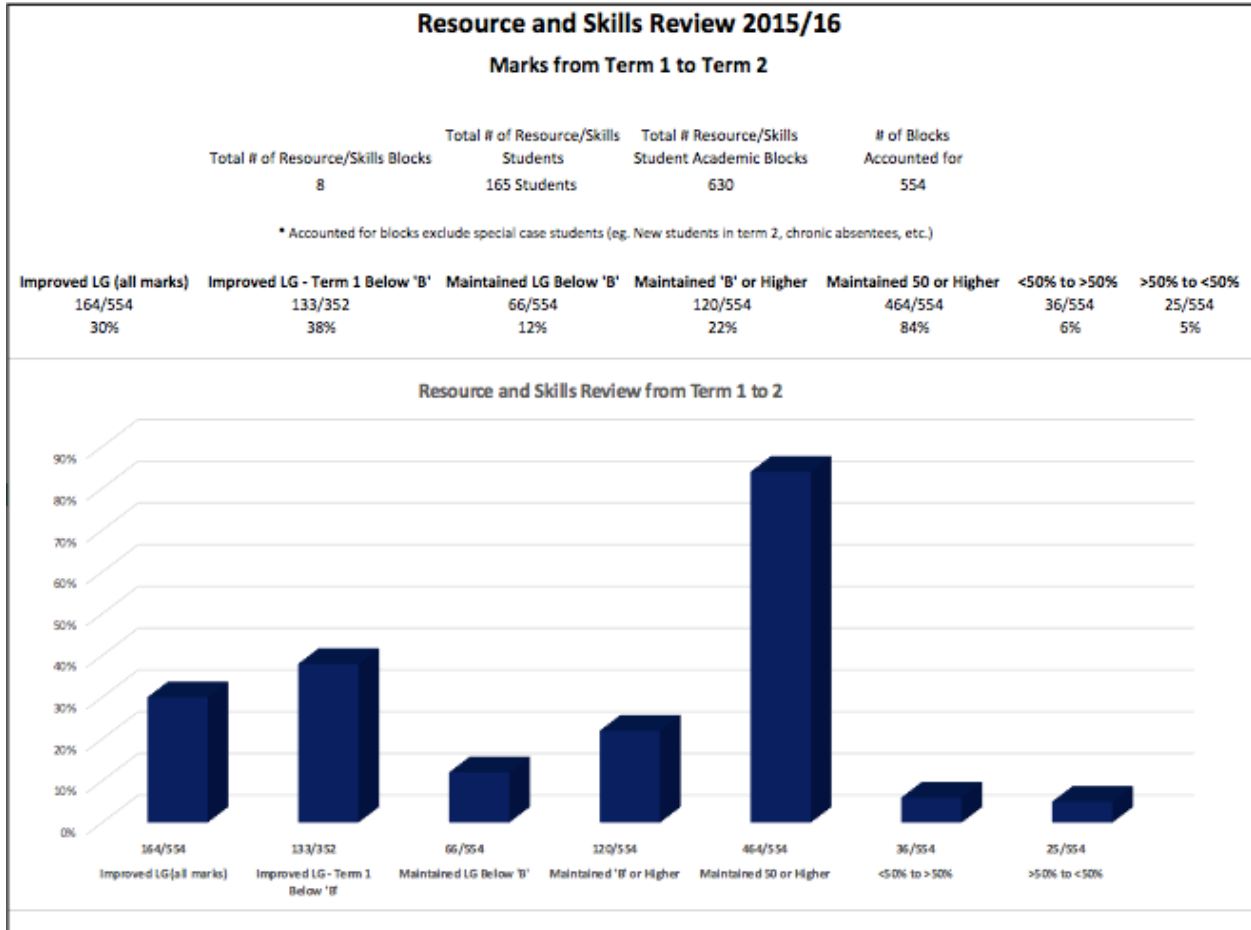
1) RESOURCE AND SKILLS:

GOAL #1: Between term 1 and term 2, an average of students' achievement will improve by one letter grade in courses that are B or below. (carried over to 2016-17)

Measures and Successes: A quantitative assessment of the data of letter grades achieved for academic subjects obtained by all students in term 1 and term 2 found the following:

- 30% of the total # of academic blocks showed an increase by a letter grade between term 1 and term
- 38% of the total # of academic blocks with marks below B in term 1 improved at least one letter grade
- 22% of total # of academic blocks showed student achievement was maintained at a B letter grade or higher

- 84% of the total # of academic blocks showed student achievement of 50% or higher
- these improvements accompanied improvements in work habits and organization (as reflected in report card teacher comments and in work habits) and increased self-confidence, independence and engagement in learning (observed by Resource Team).



GOAL #2: To improve reading comprehension, language, vocabulary and numeracy skills of a select # of students identified by grade 7 articulation and Canadian Achievement testing as working at least 2 grade levels below grade, in 2 or more of the above skills and enrolled in SS8 Literacy and/or Math 8 Core. Measures of success included results for Pre and Post CAT tests and average of term 1 and 2 marks in English 8, Science 8 and Math 8 Core (no mark assigned for SS8 Literacy) (carried over to 2016-17)

- averaging term 1 and 2 marks, 75% of students had passing grades in Science 8 and Math 8 Core and 90% of students had passing grades in English 8. Of the students who are passing, 50% of students in English 8 and Science 8 had C grades or higher.
- There was no significant change in reading comprehension, language, vocabulary and numeracy scores in pre/post Canadian Achievement test scores, taken one year apart with students enrolled in SS8 Literacy and Math 8 Core

- Recommendation for 2016-17: Using the CAT, measure for two year growth in the above skills in students who have taken SS8 Literacy and English 9 Literacy and Math 8 and Math 9 Core.
-

Added goal for Resource and Skills for 2016-17:

GOAL #4: Through active participation in developing Individual Education Plans, students will identify areas of strength and needs and develop self-advocacy and communication skills to promote greater independence and self-identity.

Strategies and **Success Measures**

DISTRICT PROGRAMS:

2) STEP:

GOAL #1: To increase opportunities for students to achieve a Dogwood Certificate by offering Provincial Examinable courses over two years.

Strategies:

- Accommodating student needs with a slower classroom pace based on skill building and development.
- Providing extra time and preparation for Provincial exams.
- Increased literacy support for STEP students.

Success Measures:

- For the first time in STEP Program history, two students are on track to receive their Dogwood Certificates

GOAL #2: To increase accessibility to training programs and employment opportunities through work experience exposure and communication skills.

Strategies

- Developing career readiness skills including the “soft skills” that employers look for in entry-level workers.
- Growth of communication, critical thinking and problem solving skills through work experience exposure.

Measures for success:

- Currently 50% of STEP Grade 12s hold jobs.

GOAL #3: To increase by 25% the number of STEP students who are successful at earning Dogwood Certificate academic credits for English 10, Science 10, Apprenticeship & Workplace Math 10, Civic Studies 11 and Communications 12.

Strategies:

- Providing extra time and preparation for Provincial exams.
- Increased literacy support for STEP students through Literacy block courses at the grade 10 and 11 level
- Encouraged STEP students who are on track for earning a Dogwood to access tutorial

services in Gladstone's After-school Tutorial Program, offered twice a week.

Measures for success:

- 4/12 of STEP students in grade 11 are signed up to write English and Science 10 exams
- 8/12 of the 11s and 3/9 of the 12's to write the A & W Math 10 exam
- 4/9 of the 12s to write the Civic Studies 11 exam
- 7/9 of students in grade 12 to write the Communications 12
- Two grade 12 students will earn their Dogwood at the end of this school year.

GOAL #4: To facilitate a plan for STEP 12 students to transition to Adult Education.

Strategies

- Beginning in Grade 10, teachers and YFWs facilitate a goal path for students to follow.

Measures for success:

- Many STEP students from previous years currently attend Adult Education.

GOAL #5: To offer a safe and positive classroom environment to help STEP students discover their academic strengths and learning styles, to learn about and understand their IEP goals and to increase their willingness and ability to communicate and advocate for adaptations around these goals.

Strategies

- Provide the opportunity for IEP collaboration between student, parent, and STEP team.
- Check-ins each term with students regarding their IEP goals.

Measures for success:

- Several parents met with the STEP team throughout the year to help meet the changing needs of their kids.

GOAL #6: To increase workplace training opportunities, especially for students who are anticipated to NOT be Dogwood bound.

Strategies

-Establishing a work history and connections with employers that can aid in future job searches

Measures for success:

-Many STEP students have acquired gainful employment as a direct result of the work experience program.

3) SOCIAL DEVELOPMENT:

GOAL: To provide safe and positive classroom and community environments and activities and positive reinforcement to help students discover and expand their core competencies in communication, thinking and personal / growth domains.

Successes: classroom rules created as a group, students volunteering to clean, assist others in need, and no injuries so far this year.

Adjustment for next year: a more thorough scan and possible removal of items that are distracting to students or may cause harm based off of individual IEP's and a further focus on RESPECT.

GOAL #2: To continue to prepare students to function successfully within a larger group setting inside the classroom and outside in the community.

Successes: 3 successful field trips this year! No behavioural issues during those trips.

Adjustments for next year: create a weekly or bi-weekly field trip program where one or two students work on planning a field trip to somewhere close in the community. More learning opportunities to prepare for public transit trips together (etiquette focused).

Goals 3 and 4 below added to Social Development for 2016-17:

GOAL #3: To work to further develop communication and personal and social core competencies to promote independence and personal responsibilities.

Successes already: one of our students obtained a job at White Spot as a dish washer, another student is involved in a baseball league, other students have become more active (Parkour, hockey, wrestling, hiking) in the community and all of our students can use public transit.

Adjustments for next year: use of role playing in group activities during class time to practice appropriate social competencies in several different scenarios and use our class community walks to put our learning into practice.

GOAL #4: To continue to provide a supportive environment with predictable routines, consistent rules and clear expectations.

Successes: class rules developed as a group, use of a schedule written on the board in detail, staff communicating on a daily basis and recording student's behaviours in a log book, texting, or calling to remain focused on student's goals outlined in their IEP's.

Adjustments for next year: To focus on personal planning, social emotional learning, involve parents to maintain consistency in regards to rules/expectations.

4) LEARNING SUPPORT PROGRAM:

GOAL #1: To work to prepare students who will leave programs and enter regular program in grade 10, opportunities for integration during their grade 9 year.

- Grade level LSP math students integrated in regular math classes in grade 8 or 9 math adapted classes
- Students audited a unit in an area of strength
- Students integrated informally in a regular class for a term or longer

Measures of success:

- Teacher observation

- Student self-evaluation
- Quiz, test and assignment marks

Success:

- 2 grade 9 students attended an appropriate grade level Math class this year. Both students reported that they felt comfortable and that the work was at their level. Both received a passing mark based on the Math 9 curriculum
- 1 grade 9 student has spent the entire term in a grade 9 Social Studies classroom. He reports being comfortable with the work and the teacher has observed good classroom participation and satisfactory assignments. No formal evaluation was done, but a passing mark would have been attainable. He has chosen to go into the STEP program
- 1 grade 8 student was integrated early in the year into a Math 8 classroom. The teacher reported that he was successful and able to keep up with the work. He was later fully integrated.

GOAL #2: To focus on organization skills to support readiness to learn, work ethic and academic performance.

Strategies:

Organizational skills:

- Having an organized binder
- Handing in assignments on time
- Being prepared for class
- Reviewing subjects consistently

Measures of success:

- Binder checks
- Graded binder organization assignments
- Recording late and missing assignments
- Parent assessment
- Quiz marks that reflect good study habits.
- Homework marks

Successes and adjustments:

This goal continues to be a challenge for many students. A variety of different methods are used to encourage improvements for the students. Through multiple assessments, growth has been seen in this area even it is only a small one. For example, one student handed in 18/20 assignments late in term one. The same student only handed in 12/18 assignments late so far term three. Successful quiz marks have been found to be a great motivator for students to preview the work the night before.

GOAL 3 added to Learning Support Program for 2016-17:

GOAL #3: To continue to develop further student literacy and numeracy skills to promote and support independence, work experience and employability and post secondary education. (see successes reflected in program goals)

Baseline measure: Canadian Achievement Testing

5) LA Life Skills:

GOAL#1: To continue to provide students school and community integration as they work towards transition out of secondary school.

Successes:

Three LALS students returned for a 6th and 7th year. Two participated in the joint VSB-VCC Gateway to Post Secondary program and one has applied to enter the Retail and Hospitality Program and the other to the Computer Program for this fall. The third student has been working with Work BC to find customized employment. Given the high SSW turnover this year in LALS, not all the targeted students were able to work through the VSB Travel and Transit Training Program. Those students will be picked up next year. Two students though have started to take public transit to school every morning and we are gradually working towards afternoon travel on transit. With the one stable SSW, grade 8 and 9 students have been going out into the community to work on lifeskills for shopping, handling money and dealing with service staff in various businesses.

GOAL #2: Through class and community instruction and practice, students will acquire core competencies in communication, thinking and person/growth domains.

Measures for success: Have continued to assess academic skills using the Woodcock Johnson III and a lifeskills

GOAL #3: – To work towards paid employment, entry into SPED college programs, active participation and services from allied agencies versus just “sitting at home”.

- Students have been involvement with Passport to Play and parents have been connected to outside agencies that provide recreational and athletic programs for special needs students. Staff have helped facilitate these connections by going with the students on weekends to these events.
- VSB information meetings for the grade 12+ programs are given to parents of grade 12's with the expectation that they also need to attend with their child. VCC Instructor for GPS also came to observe students and class to assess needs and supports for upcoming students.
- Teacher meets regularly with families 2 to 5 times a year and with their community teams to plan for transition out of the public school system
- Community work experience requires one SSW to be on site with those students for the full day. This year, Work Experience happened 2 days per week, next year will be 3. School integration also requires support. As a result, incoming grade 8's will not be able to participate in any school integration until grade 9. All students work on the same lifeskills, functional academics and social skills and adjustments are made on a needs basis and targeted as a short term objective.

6) LIFE SKILLS:

GOAL: To continue to provide students school and community integration as they work towards transition out of secondary school.

Measures for success:

- Educational Field Trips

- supported and independent work experience placements within the school and community
- Bus training towards independent transportation from school to home and throughout the community.

Measures are based on the IEP and individual goals

GOAL #2: Students to continue to be motivated by and learn to use technology as forms of communication as well as form academic learning.

Measures for success:

Using the computer and Ipads in the classroom, library and computer lab. Students are working towards remember there student numbers and passwords and independently navigating the internet.

Measures are based on the IEP and individual goals

GOAL #3: Guided by their Individual Education Plans, students will continue to be challenged to develop the skills they need to become independent and productive members of our community.

Measures for success:

Supported and independent work experience placements in the school and community.

Measures based on the IEP and individual goals

GOAL #4: Students to continue to participate in school and community social and recreation

Measures for success:

Introduce students to a variety of social and recreational environments in the community. Students participated in all school based assemblies, rallies, dances and social based activities throughout the year.

Measures were made by having all the students participate in all the events.

What was the evidence of success for each student?

This year we continued our focus of promoting “Positive Trajectories” by encouraging departments to use “actionable” feedback comments on interim and formal reports. We therefore were better able to identify students who required an intervention and were frequent to highlight opportunities to address specific needs throughout the year. We also used these reports as a method of not only notifying parents of students’ current achievement and overall learning, but also to encourage parents to book appointments with teachers at our highly successful January Parent Teacher Conferences. After much discussion, Gladstone will be adding a second Parent Teacher Conferences evening in the 2016-17 school year. Also coming from the formal reports was the data for our Awards Assemblies, one after each of our three terms, where over half of students made one of the Principal’s List, Honour Roll, Honourable Mention or Work Habits distinctions.

After both report periods 1 and 2 we supplied all Department Head Teachers with achievement data for each course offered in their department. The department members then discussed student supports and consistent grading practices. Very few students were identified as “not meeting expectations”.

Our two teacher librarians and teachers from our Skills Centre continue to work with “reading pals”, where low level grade 8 students are paired with strong senior students every second day during the Silent Reading Period. Many of our strongest students also

enrolled in our Peer Tutoring course that provided invaluable support to our weakest students. In addition, our English Department continued with Gladstone Reads that has our students and staff read a collection of Canadian books. This year's book was Ru, about a Vietnamese woman and her immigration to Canada.

Modern Languages have continued to utilize the AIME "gestures" approach to teaching French which has been very successful and they have also provided the opportunity for each student to experience success by incorporating multiple test-taking sessions.

Again our Science Department organized grade-wide test re-write sessions for all grade levels. This department also continued its engaging Junior Scientist program this year where grade 10-12 Gladstone students led 21 classes of elementary students from our feeder schools through scientific activities and experiments. With the incredible support from our Special Education Department, intense tutoring sessions were timetabled in the preceding weeks for the Foundations of Mathematics 10 provincial exam and the results were impressive.

Once again special attention was given to all of our Aboriginal students especially those in their graduating year. In an effort to support this group of students we tracked each and identified areas for direct focus and held several case meetings with counselors, our aboriginal support worker and teacher, and administration to develop individual success plans. This was completed after report cards were issued for terms 1 and 2. In addition we were very lucky to have Shane Pointe, our VSB Aboriginal Knowledge Keeper, visit numerous times throughout the year to speak with all our English and Social Studies 11 and 12 students, speak at our local ME2We Day, and at a staff meet and greet.

Finally in this 21st Century we continued our forward movement with technology and are preparing to launch our very own Gladstone app for students, staff and the community to be connected to information and events.

How did we communicate and celebrate student success

SCHOOL SETTING

We celebrated student successes on our School website, through daily student/staff bulletins and PA announcements, through Social Media such as GSS Updates and our Gladstone Twitter account @GladstoneSec. The Hashtag #em2fgss (Every Monday To Friday at GSS) was created to celebrate at least one positive thing going on in the Gladstone community every Monday to Friday over the entire school year. Individual Grade Recognition Assemblies, which highlighted athletic participation and prowess as well as Academic and Work Habit Honour Roll achievement among peers, again occurred shortly after Terms 1 and 2. This year we were very proud that all grades had 50% or more achieving honour roll status.

We also celebrated student success through performance. These included Athletic

games and tournaments, Wrestling tournaments, Music concerts, Drama productions, Dance performances and Improv shows, the Musical Theatre Showcase and VEX Robotics Competitions. This year our robotics team, the Robosavages, qualified three teams to compete in the VEX World Championships in Louisville, Kentucky with one team finished tied for 6th out of the 500 teams at the tournament and 12,000 eligible teams.

Additionally through presentations in our Library, we celebrated Modern Language student success in Coffee House, Café Polyglotte, and Visual Art and Graphics. Further our multiple display cases highlighted student work and accomplishments.

Again we continued to focus on literacy skills and development by implementing alternative assessment practices with students including Literacy week hosted by the English Department. Once again we had a bilingual Poetry In Voice event that led to one student qualifying for the national event.

We plan to continue to communicate through our website, daily Public Address announcements school Twitter account, local newspaper and through student recognition in classrooms and assemblies. We will celebrate through the performance and/or display of student work; the provision of timely feedback, peer feedback, awards and certificates.

We held a school wide PEP Rally in the fall, recognizing first term athletes and inspiring our student body and hosted our third Athletic BBQ Banquet at the end of June to recognize all athletes, coaches and managers. New to this year was a movement to bring alumni back into the school through athletics. There were two alumni versus grade 12 basketball games and numerous alumni volunteering as coaches to our current students.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

Focus on results from our question “What words would you use to describe the skills and characteristics you wish to obtain and develop while at Gladstone?” and on teaching and learning around the new BC Curriculum, Core Competencies and Graduation Requirements.

Look at Student Forum and Student Survey Data: Explore the relationship between social emotional wellness and students’ confidence in skill level and how it may relate to

perceptions of performance.