

## North Vancouver School District SCHOOL PLAN for 2013-2014

**School:** Windsor Secondary School  
**Address:** 931 Broadview Drive  
 North Vancouver, BC V7H 2E9  
**Phone:** 604-903-3700

### School/Community Context:

Windsor Secondary School is a dual track school (English and French) and is located in the Blueridge area in the North Vancouver School District. Windsor houses 850 students and 70 staff.

Windsor provides a comprehensive offering of secondary opportunities in curricular and co-curricular programs. We pride ourselves on the accomplishments of students in a wide variety of areas. Student achievement is noted as the fundamental goal which all objectives and strategies strive to support. All students are encouraged to develop skills in literacy, numeracy, critical thinking, and problem solving in many different disciplines such that the application to an ever changing world is relevant and meaningful. We offer two District Programs, the Hockey Skills Academy and the Soccer Academy.

In addition to stellar academic success, Windsor has a strong reputation for its high level of achievement in Fine Arts and Athletics. Our music program has award winning bands and choirs and has become known for the production of Broadway musicals. In athletics, we offer a comprehensive sports program where many teams compete and are highly successful at both local and provincial levels.

Windsor boasts of its supportive and safe environment. Our various Clubs and Programs have strong connections in and outside the school and a strong sense of world outreach. One example is our Interact Club with over 80 members; it is the largest Rotary Sponsored service club in the Lower Mainland. Other prominent clubs include the Ambassadors Club and Best Buddies program which add significantly to students' sense of belonging.

### Demographics (2012-2013 school year):

Total number of students: 845 Male: 462 Female: 383

Grade	8	9	10	11	12
English	123	113	154	189	130
Fr. Imm.	38	39	37	21	

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>44.22</b>	<b>3.20% (27)</b>	<b>14.67 (124)</b>	<b>7.34% (62)</b>	<b>1.30% (11)</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

**Previous School Plan Goal 1: To increase the percentage of students demonstrating success in Literacy.**

**Objective 1.1** To increase the number of Grade 9 students achieving 60 - 69 % (C+ Average) or higher in English 9 based on Report Card Data Term 2.

#### Trend Data Table:

Key Performance Measure	Baseline 2012 Term 2	Actual 2013 Term 2
Percentage of students achieving less that 60%	11%	12%

#### Trend Data Analysis:

- We held steady so we need to continue with this objective next year.
- Trend data is new and thus it is early to comment on trend.

**Objective 1.2** To increase the number of students actively engaged in reading activities within the school

#### Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

##### Actual 2012-2013:

Reports from English teachers and the school librarian indicate that we are making good progress in this area. This includes:

- All students in grades 9 – 12 English conducted independent novel studies by genre using library resources
- Literature circle sets are being used in grades 9 & 11
- Increased number of visiting authors
- The purchase of updated novels continues (supported by PAC initiatives and school funds)
- After investigation, it was noted students desire to use electronic reading devices continues to increase

**Previous School Plan Goal 2: To increase the number of students reporting that they feel they belong, are valued and respected within the school culture.**

**Objective 2.1:** To increase the percentage of students reporting a sense of belonging, as indicated by the Safe Schools and Social Responsibility Survey and participation in school events (the total represents responses of sometimes and all the time)

#### Trend Data Table:

Key Performance Measure:	Baseline 2008-2009	Actual 2009-2010	Actual 2010-2011	Actual 2011-2012	Actual 2012-2013
Transition Student Survey "I feel like I belong at my school". (2012-Student Survey)	63%	n/a	92%	98%	99%
Number of cultural school events	2	8	15	10	10

From the data collected it looks like we are making progress. It is important however to continue monitoring and reporting on this objective due to its importance in making Windsor a positive and supportive environment for students.

**Objective 2.2:**

To increase the number of Cyber Bullying incidents as reported to the administration.

**Trend Data Tables:**

**Evidence:**

<b>Key Performance Measure:</b>	<b>Actual 2011-2012</b>	<b>Actual 2012-2013</b>
Incidence report to administrators of unacceptable behaviour related to internet use	15	2

**Evidence:**

**Actual 2011-2013:**  
 There were very few events of cyber bullying reported this past year. This may be largely due to school and community education on the effects of cyber bullying.

Although low in reported numbers, we will continue to support initiatives in this area as it is part of our Safe and Caring schools programs.

**Objective 2.3:** To increase the number of students at the Grades 8 and 9 levels who feel engaged and connected to the school.

**Trend Data Table:**

**Evidence:** (Quantitative)

<b>Key Performance Measure:</b>	<b>Actual 2011-2012</b>	<b>Actual 2012-2013</b>
Number of H/R Designated Students (take out	11	
Safe and Caring question #41 ... do you stay home	NA*	NA**
Safe and Caring question #57 ... an adult in school I can go to for support	NA*	

Due to the teachers' strike of 2011/2012, the Safe & Caring School Survey was not administered.

\*\*These questions have been removed from the 2012/2013 Safe & Caring School Survey  
 We will continue with this objective but we will use different key performance measures

**Opportunities for Further Development**

Based on current progress the School Planning Council has determined to maintain the current two goals with slight modifications. This includes tracking a cohort group of grade 9 students through to grade 10 with the eventual option of continuing it to grade 12. It is also important to add opportunities to intervene, and provide academic and social/emotional supports for students in grade 8. In addition, based on the SPC, in consultation with the Math Department agreed that the implementation of a math goal for 2013 2014 would benefit our students.

The Ministry of Education is in the process of finalizing the BC Education Plan. This Plan, through its three Competencies –: Thinking Competency; Personal and Social Competency; and Communication Competency will influence future teaching practice in the Windsor Family of Schools. The Plan is based on the principles that education should lead to the development of the whole student-intellectually, personally and socially. The competencies are the set of intellectual, personal, and social skills that all students need to develop in order to engage in deeper learning—learning that encourages students to look at things from different perspectives, to see the relationships between their learning in different subjects, and to make connections to their previous learning and to their own experiences, as members of their families, communities, and the larger society.  
([www.bcedplan.ca](http://www.bcedplan.ca))

### **School Goals for 2013-2014:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Windsor Secondary School Plan for 2012-2013 are:

- 1. Communication Competency: To increase the percentage of students demonstrating success in Literacy.**
- 2. Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected within the school culture.**
- 3. Thinking Competency: To improve the success rates of students in mathematics at the junior and senior levels.**

**School Goal 1:  
Communication Competency: To increase the number of students demonstrating success in Literacy.**

---

**Goal Rationale:**

Literacy, which includes the communications competency of reading, writing, and oral expression, is considered to be fundamental for student success. Our expectation is that by providing focused opportunities in literacy, the learning and comprehension of students will increase and filter through all subject areas.

---

**Objective 1.1:**

To increase the number of grade 9 students achieving 60 -69 % (C+ Average) or higher in English 9 based on Report Card Data.

**Strategies/Structures/Resources:**

- Increase staff's awareness for improving literacy through in-service at staff meetings and Pro-D Day seminars
- Review Department goals with the various departments to reinforce specific learning strategies from Reading 44 and Writing 44
- Promote extra-curricular activities which promote student literacy ie Slam Poetry, Gr. 12 Portfolio Presentation
- Continue to encourage students to orally present in all classes and curricular areas
- Work with FOS for early interventions of students at risk
- Continue to focus instruction on writing skills specific to curricular needs
- Promote the opportunities for students to attend District writing workshops
- Promote writing competitions
- Foster the writing program with elementary students
- Using formal and informal classroom assessments, identify students who are not meeting expectations
- Review strategies for differentiated instruction, such as Reading and Writing 44 initiatives
- Adapt classroom instruction for students who do not meet expectations

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>
Percentage of Students Achieving Less than 60%	12%	7%

**Evidence:**

<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>Track student progress through interims, report cards, and teacher comments. Students, especially those in transitional classes, will be monitored in first term through to the end of the school year</li> </ul>
<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>All students should be meeting expectations</li> <li>All adapted English 9 students ( English 9T) pass by the end of the school year.</li> </ul>

**Objective 1.2**

To increase the number of students actively engaged in reading activities within the school

**Strategies/Structures:**

- Continue with focus on reading in all departments
- Continue with focus in English classes on increasing reading for pleasure
- Invite speakers and authors who inspire literacy
- Continue collaboration with library to implement independent novel studies
- Foster the reading program between English classes and Primary classes
- Re-establish the Enjoyment of Reading Survey with the new grade 8 cohort
- Increase participation in the Book Club and Anime Club
- Encourage increased use of the reading corner in the library

**Evidence:** (*Quantitative*)

<p><b>Baseline 2011-12</b></p> <p>Student enjoyment in reading is difficult to track and varies based on grade and gender. While check out of fictional material is not necessarily an extensive guide of student reading, it does suggest that students are reading to a certain extent, be that within the context of classes or personally.</p>
--

**Target 2012-2014**

With the establishment of a reading corner in the library – how many students are reading (not just how many books have gone out)  
 Encourage increased number of visiting authors across various genres  
 Continue purchase of updated novels  
 Investigate use of personal reading devices for reading in both French and English

**School Goal 2:**

**Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected by the Windsor school culture.**

**Goal Rationale:**

Providing a safe and caring school environment has been a core commitment of Windsor Secondary administration and staff for many years. The current focus of enhancing the welcoming nature of the school is built on the common values of respect and responsibility. It is important that all students report feeling valued and supported such that increased engagement will lead to positive teaching and learning experience and increased student achievement. Out of this came our new Mission Statement: ‘At Windsor Secondary School, we strive to create an environment that honours respect, dignity, diversity, and the value of lifelong learning. We value everyone’s right to work and learn in a safe, supportive, and challenging environment, that result in academic excellence, artistic creativity, and citizenship.’

**Objective 2.1:**

To increase the percentage of students reporting a sense of belonging, as measured by the Grade 8 Transition Survey and participation in school events (students responding Always or Sometimes or Many Times and All of the Time – survey response specific)

**Strategies/Structures/Resources:**

- Engage students and community in First Nations projects:
- Support the Windsor Student Ambassadors
- Increase General school spirit
- Continue to utilize staff development presentations on understanding youth

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Actual</b>	<b>Target</b>
Transition Student Survey “I feel like I belong at my school”. (2012-Student Survey)	99	100%

**Evidence:** *(Qualitative)*

<b>Baseline 2008-2013:</b> Continued Events: Grouse Mt First Nation Feast House trip for International Students International and Grade 8 Barbeque – new students to the school Sharing of Obu correspondence in classes
<b>Target for 2013-2014:</b> General: Continue to offer various opportunities for students to participate in all aspects of Windsor

**Objective 2.2:**

To increase the number of students at the grade 8 and 9 level who feel engaged and connected to the school as measured by the Safe & Caring Schools Social Responsibility Survey

**Strategies/Structures:**

- Identify number of students who feel disengaged or disconnected
- Increase the ability to identify number of H/R designations
- Monitor progress of students in Choices to meet the specific needs of individual students
- Create opportunities to succeed through implementation of on-site alternate setting
- Support students in times of personal or academic stress by creating an unique classroom environment with available counselling and teaching staff
- Offer opportunities for parents to hear speakers in areas such as anxiety
- Continue to find creative ways to support students with special needs
- Advocate for increased counselling time, special education time and outside agency support time
- Encourage positive, differentiated classroom learning experiences

**Evidence:** *(Qualitative)*

<b>Key Performance Measure:</b>	<b>Baseline 2012-2013</b>	<b>Target 2013-2014</b>
Do you like school?	ManyTimes =56.4% All the time=13.3%	65%/15%
Have you participated in a group to make school a better place?	ManyTimes=20.1% All the Time=18.3%	30%/20%
Do you participate in school activities outside school hours (dances, teams, etc)?	ManyTimes=24% All the Time=39.6%	35%/40%



**School Goal 3:****Thinking Competency: To improve success rates of students in Mathematics at the Junior and Senior grade levels (across the school).****Goal Rationale:**

Numeracy, which includes a combination of mathematical knowledge, problem solving, and communication skills, is a foundational skill for all students in their schooling. Further, the Windsor community believes that it is a critical skill for personal and professional success. Although currently very few students fall under the less than satisfactory category (achieving less than 60%) in the various levels of math offered at Windsor, it is important that success rates be closely monitored and systems put in place to identify and support students who are struggling. It is also important to create a culture of success where all students strive to improve their mathematical skills and knowledge.

**Objective 3.1:**

To increase the number of Grade 8 students meeting expectations (achieving 60% or better) in Mathematics by the end of their Grade 9 year, as measured by their final letter grade.

**Strategies/Structures/Resources:**

- Promote instructional strategies that relate to real world applications.
- Develop a math 7/8 Articulation tool that identifies students at risk and intervention needs
- Develop a Math Peer Tutor Program to provide extra support for students not meeting expectations

<b>Key Performance Measure:</b>	<b>Baseline 2013 Term 2</b>	<b>Target 2014 Term 2</b>
Math 8 Report Card Grades: Students achieving 60% or better	82%	85%
Math 9 Report Card Grades: Students achieving 60% or better	82%	85%

**Objective 3.2:**

To increase the number of Grade 10 students striving to exceed expectations (achieving 73% or better) in Mathematics by the end of their Grade 12 year, as measured by their final letter Grade (Using Data from Foundations of Math 10 and Pre Calculus 11).

**Strategies/Structures:**

- Promote instructional strategies that relate to real world applications.
- Develop a math 10/11 Articulation tool that identifies students at risk and intervention needs
- Develop a Math Peer Tutor Program to provide extra support for students not meeting expectations
- Create a culture that encourages students to pursue math into grade 12

<b>Key Performance Measure:</b>	<b>Baseline 2013 Term 2</b>	<b>Target 2014 Term 2</b>
Math 10 Report Card Grades: Students achieving 70% or better	59%	70%
Math 11 Report Card Grades: Students achieving 70% or better	67%	70%

**Connections:**

**Connections to Family of School’s School Plans and/or District Achievement Plan:**

The Windsor Family of Schools is moving towards using the use of current language as set out by the Ministry in the BC EdPlan. This is reflected the following ways:

**Goal 1: Communication Competency: To increase the percentage of students demonstrating success in Literacy.**

- This goal is present in all the Windsor Family of Schools Plans in one form or another. Some schools denote it reading and writing; others as Language Arts.
- This goal also aligns with the school district’s Achievement Plan

**Goal 2: Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected within the school culture.**

- This goal is also prevalent in all FOS. In addition, Windsor administers it’s own Grade 7 to 8 transition survey that focuses on students sense of belonging in their first year of High School

**Goal 3: Thinking Competency: To improve the success rates of students in mathematics at the junior and senior levels.**

- This goal was decided in consultation with the Windsor Family of Schools in an effort to increase success rates of students improving their math skills and opting for the academic stream math (Foundations & Pre-Calculus)
- This goal aligns with the district’s Achievement Plan

**Other Connections:**

- The FOS Principals and Vice – Principals meet regularly and part of these meetings always focuses on discussions of issues and ideas regarding improvement of student achievement.
- The Windsor FOS Parent Executive group continues to be an instrumental group in expanding the connections between all schools in the Windsor catchment. Through their hard work and commitment, they have fostered parental connection to each elementary school and to Windsor.

- Support for and between all schools in the Windsor Family of Schools and close work between staffs and parents is essential and valuable. The FOS PAC executive group is most appreciated and has supported increased communication between schools.

**Consultation Process of Windsor Secondary School Planning Council:**

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Windsor Secondary School Plan will be posted on the school web site by October 31, 2013.

**School Planning Council Approval of Proposed School Plan:**

Date: May 1, 2013

Name		Signature
Chairperson (Principal)	Olga Woodland	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Alison Dunlop	
Parent	Leslie Grover	
Parent	Susan Romeo-Gilbert	
Students (Gr 10, 11, 12 schools only)	Amy Hetherington Cliff Carley	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent**