

North Vancouver School District

SCHOOL PLAN

2009-2012

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

School/Community Context:

Windsor provides a comprehensive offering of secondary opportunities and prides itself on the accomplishments of students in a wide variety of areas. Student achievement is noted as the fundamental goal to 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.

In response to the demographic realities of the District, and specifically the Blueridge area, diversified programs continue to facilitate the offering of opportunities across schools within the District. Windsor cross-enrolled 50 students from other schools in 2010/2011 – participation was in the Hockey Academy, Fral? 8 and Automotive classes. September 2010 marked the entry of the second cohort of 44 grade 8 French Immersion students and September 2011 will see the inclusion of the next grade 8 cohort of 42 students. The program is in the third year of implementation and has been very successful, albeit posing some challenges in scheduling. Over the coming years, the French Immersion program is expected to grow to approximately one hundred and fifty students.

Demographics:

Total number of students: 840 (includes 48 cross enrolled) Male: 479 Female: 361
 792 (excludes 48 cross enrolled) Male: 443 Female: 349



With Cross Enrolled						Without Cross Enrolled					
Grade	8	9	10	11	12	Grade	8	9	10	11	12
English	144	153	135	190	145	English	132	144	128	180	138
Fr. Imm.	44	29				Fr. Imm.	42	28			
TOTAL	188	182	135	190	145		174	172	128	180	138

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
39.1	2.8% (24)	17.5% (135)	7.5% (58)	.85% (7)

Progress Analysis:

Review of School Goals – Previous Year – 2009-2010

1. To increase the number of students reporting that they feel they belong and are valued and respected by the school culture.

Several projects were undertaken during the 2009-2010 school year that encouraged student participation and sense of belonging. The creation of the First Nations Welcoming Pole was a highlight in previous years and we are look forward to the commencement of a second carving project in the future.

Cyber-bullying continues to be a societal reality. Most effective education in this area seems to be that which is student driven. A group of senior students have developed a workshop that they have shared with elementary students and the response has been excellent. Inclusion of presentation from senior to junior students may be a possibility in the future. Staff and parent education continues through staff meetings and a community forum.

The Windsor Ambassadors continue to take responsibility for welcoming new comers to the school, as well as encouraging school pride for all students. The growth of French Immersion and the grade seven transition to grade eight, was supported with opening assemblies and activities.

The trend in the survey results is that students increasingly feel safe and that they belong to the Windsor community on many levels. The events promoting inclusion are increasing and growing in terms of being student driven.

2. Improve the percentage of students who are meeting expectations in Literacy (reading, writing, and oral)

Students continue to participate in oral literacy events in the school. The Toastmasters Program was offered by a volunteer trainer and was accessed by several students. While the Health Fair was not offered this year, students have made several presentations to staff and they also continue to host school events most effectively. Several students were involved in a lower mainland study group examining future trends in schools.

Reading activities were promoted within the school and through the library. Resource constraints affect the replenishment of reading material available through the school library and this remains a focus for the school. Novel studies seem to be an effective encouragement for student reading. Opportunities for various forms of writing continued in classrooms supported by Reading 44 strategies. Students continue to enter contests and participate in writing workshops and work collaboratively with the elementary schools.

The evidence shows that there is a trend towards increasing opportunity for oral literacy but that there are more possibilities to consider. A focus on the promotion of reading will continue as the fictional library collection develops.

3. To enhance a positive learning environment through a balanced use of formative and summative assessment.

As per recent educational literature, the impact of finding balance between formative and summative assessment will be realized over a longer time frame. Impact is also driven by the participation of particular staff, who have altered assessment practice in response to their own focused reflection. To that end, the impact of assessment practices will be seen in various pilot classes, not necessarily

at a specific grade. Staff continues to share experiences of assessment practices and participate in professional development opportunities.

Where staff is refining assessment practices, they are doing so with communication to both students and parents. Broader awareness for parents will happen as an increased number of staff alters practices. To date and over time, student engagement and achievement seem to be positively enhanced.

In reflection of the year, it has been difficult to measure the engagement and achievement of students as a direct result of finding the balance between formative and summative assessment. While teachers continue to utilize assessment practices considered formative, there also remains a focus on summative assessment. The expectation is that staff will naturally continue to enhance student achievement through various forms of assessment and that they will routinely seek appropriate professional development, collaboration and conversation. Therefore, this goal is no longer deemed necessary, within the context of the school plan, at this time.

Opportunities for Further Development:

All components of literacy, reading writing and oral, are recognized as important.

While a complete re-build of the structure of the library has been indefinitely put on hold, the aesthetics and culture of the library should be enhanced through new resources, both print copy and technology.

The inclusion of French Immersion provides an opportunity for providing positive transition from Grade 7 to Grade 8, as well as ensuring a welcoming and safe environment for all students.

Reports of Cyber-bullying have risen this year but we believe this to be the case because more students are reporting what is happening. While we continue to work to reduce the occurrence of cyber-bullying, we consider the increase in reporting to be positive as it can then be dealt with directly.

The recognition of 50 Years of Excellence at Windsor has provided an opportunity to develop and showcase current student achievement as well as continue to develop a positive relationship with parents and the community.

Diversity of student interests, skills and goals demands that as many relevant avenues to success as possible are offered to the students. This may require a renewed focus on applied opportunities for junior students who are not engaged in learning at the school. It may also require a review of the delivery model of the Health and Careers program, particularly at the grade 9 to 12 level, to better meet the needs of students in transition from high school to post secondary.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and School evidence, the goals set out in the Windsor Secondary School Plan for the school years 2009 - 2012 are:

- 1. To increase the number of students reporting that they feel they belong and are valued and respected by the school culture.**
- 2. To improve the percentage of students who are meeting expectations in Literacy.**

School Goal 1:

To increase the number of students reporting that they feel they belong and are valued and respected by the 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. To increase student achievement, the positive inclusion of all students, including our international students, our First Nation students, our French Immersion students, new grade 8s and staff, is critical. It is important that all report feeling valued and supported such that increased engagement will lead to positive teaching and learning and increased student achievement.

Objective 1.1:

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

Strategies/Structures for 2011-2012:

- Engage students and community in First Nations projects:
 - o Cultural Activities in FN class – art, story telling
 - o Hold a school wide blessing ceremony new carving project in Sept of 2011
 - o Incorporating FN studies in various curricular areas – art, eng, socials, library
 - o Connection with FN parents through dinner meetings
- Support the Windsor Student Ambassadors who:
 - o Host multicultural awareness events,
 - o Participate with International Student events including Conversation Club
 - o Welcome new students to Windsor
 - o Act as hosts for various school events
- Increase General school spirit:
 - o Through the promotion of Windsor wear –athletic wear
 - o Promotion of school events to all students – establish a “Spirit Squad”
 - o Continue the 50 Years of Excellence through to December 2011
 - o Explore a school wide assembly to mark the actual opening of the school

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2008- 2009	Target 2009- 2010	Actual 2009- 2010	Target 2010- 2011	Actual 2010- 2011	Target 2011- 2012	Actual 2011- 2012
Safe and Caring Survey question #31 “I feel like I belong at my school”. (2010-11#14)	63%	70%	n/a	70%	92%	95%	
Number of cultural school events	2	4	8	10	15	15	



Evidence: (*Qualitative*)

Qualitative Baseline 2008-2012:

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
- Latin Night

Qualitative Target for 2011-2012:

- General: Continue to offer various opportunities for students to participate in all aspects of Windsor
- Specific: Opening ceremony of new field facilities
- Specific: Blessing ceremony for new carving

Qualitative Actual in 2011-2012:

Qualitative Actual in 2010-2011:

- Participation in Me to We – Interact Club
- International Student trip to Grouse Mtn – FN Feast House – December
- First Nations Student trip to UBC Museum of Anthropology – January
- Entertainment Night – Interact Club – January
- Farewell celebration for International Students departing mid year
- Publication of Inspired By book – January through April
- Italy trip – March – cultural classes Nov to March
- Obu exchange – late April – cultural classes Jan to April
- Functioning of Artificial Turf Field – May
- 50th Anniversary Celebrations – Windsorfest (Open House), Alumni Reception, Sports Day /BBQ, Dinner Dance / Car Raffle, Golf Tournament – May 12 – 15, 2011-01-11
- FN Carving Project – Welcoming Pole – April/May/June
- Little Shop Of Horrors Musical – April
- Decade Fashion Show – April/May
- Latin Night – March
-

Qualitative Actual in 2009-2010:

- Welcoming Assembly and Blessing Ceremony of the Welcoming Pole
- FN mosaic art project with Dorothy Lynas
- FN – Telling of the Story of the Welcoming Pole and creation of multi-lingual plaque
- FN – traditional Rock painting project
- International Students to Grouse Mountain
- Obu teachers visit Windsor for Exchange preparation
- French Carnival event
- Olympic Torch Relay – general Olympic/Canada/Windsor spirit
- Latin Night event
- Great Race with International Students (May)
- Student Carnival planned by Ambassadors and others (May)

Qualitative Actual in 2008-2009:

- Black History month was recognized with the presentation of a Gospel Choir
- First Nations carving project
- First Nations drumming project
- First Nations writer and speaker
- International Students to Grouse Mtn
- French Carnaval event
- Latin Night event
- Hosting of Windsorfest
- Hosting District French public speaking contest – Concour d'art
- Participation in Pow Wow

Objective 1.2:

To increase awareness of the negative impact to learning when students are victims of cyberbullying and to decrease the occurrence of the issue

Strategies/Structures for 2011-2012:

- To continue to instruct and raise awareness of cyber bullying including promoting positive uses of social network systems
- Implementation of pilot course on Social Media – blended 2 credit course
- To educate students on unacceptable behaviours and repercussions
- To formulate appropriate responses by staff, parents and students to incidents of cyber bullying
- To encourage students to report incidents of cyber bullying to the school without fear of recrimination
- Explore possibility of required course in ICT and Social Media at grade 9 level

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2008-2012	Target 2009-2010	Actual 2009-2010	Target 2010-2011	Actual 2010-2011	Target 2011-2012	Actual 2011-2012
Incidence report to administrators of unacceptable behaviour related to internet use	20	15	12	10	20	15	
Number of parent information sessions	0	1	1	1	0	1	

Evidence: (Qualitative)**Qualitative Baseline 2008-2012:**

- There is no direct question relating to cyber bullying on the Safe and Caring survey. This is an omission of some import. Parents and students report that social networks such as Facebook are utilized in negative ways and that the impact to student safety and therefore, learning, is significant for effected students.

<p>Qualitative Target 2011-2012:</p> <ul style="list-style-type: none"> - General: To inform students of positive uses of social networks and minimize the bullying that occurs. - Specific: Bring in speaker to grade assemblies - Specific: Implement new course on Social Media Awareness (if supported with enrolment) - Specific: Create opportunities for students to report serious incidents of cyberbullying ie anonymous reporting or peer reporting - Specific: Communication with parents through workshops and integrated parent information sessions
<p>Qualitative Actual 2011-2012:</p>
<p>Qualitative Actual 2010-2011:</p> <ul style="list-style-type: none"> - A Parents Guide sent to PAC - Grade assemblies - Integrated into ICT classes particularly grade 8 and 9 - RCMP involvement with students as necessary - Offering of new course in Social Media awareness
<p>Qualitative Actual 2009-2010:</p> <ul style="list-style-type: none"> - District IT presentation at staff meeting - Senior Student present Cyberbullying workshop to Elementary students - Parent Forum series to include session on Cyberbullying – March 2009 - Review electronics policy for implementation Sept 2010
<p>Qualitative Actual 2008-2009:</p> <ul style="list-style-type: none"> - N/A

Objective 1.3:

To increase opportunities to welcome new students and parents to Windsor in such a way that they feel valued and respected.

Strategies/Structures for 2011-2012:

- French Immersion welcome through incorporation of French Language in school assemblies and newsletters
- Hosting events with Windsor Family of Schools
- Continue strengthen Grade 7/8 transition (music tours, math camps, athletic camps, school tours, Gr 8 elective tour, First Day tours, new student BBQ, Buddy System grades 7-11, drama camp)
- Continue to welcome parents at Parent Teacher Interviews
- Explore the implementation of a Windsor Parent Ambassador group which may include:
 - o Being available to support new parents
 - o Connect through FOS Grade 7 Graduation
 - o Identifying specific parents for specific students

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2008-2012	Target 2009-2010	Actual 2009-2010	Target 2010-2011	Actual 2010-2011	Target 2011-2012	Actual 2011-2012
Number of Events	4	5	5	6	10	12	

Evidence: (Qualitative)

<p>Qualitative Baseline 2008-2012: Continued Events:</p> <ul style="list-style-type: none">- Gr 8 and International BBQ- Gr 8 Opening Day routine with parents- Presentations for new Windsor parents- Athletic and Academic camps and tournaments for elementary students
<p>Qualitative Target 2011-2012:</p> <ul style="list-style-type: none">- General: Continue with positive events of the past few years- Specific: Welcoming the community to the new ATF- Specific: Parent Ambassador program initiated
<p>Qualitative Actual 2010-2011:</p>
<p>Qualitative Actual 2010-2011:</p> <ul style="list-style-type: none">- Grade 8 Opening Day- Host District International Student Orientation – Sept / Feb- First Nations Parent Dinner Gathering – October- International student lunch - October- Grade 8 Waz???-Up Assembly and Lunch – November- First Nations parent night – November- Portion of Newsletter translated into French – inclusion of articles- Parent Info Series on Drug and Alcohol Use by Teens – FOS session in October- Parent programming nights with all grade levels – new and existing parents together – Jan/Feb- Health Fair for students during day and parents at night - Feb- Math Camps for elementary student – April- Family of School Open House – Windsorfest – May 12- Programming Book French Immersion courses in French- Student ambassadors visiting elementary schools to talk about transition- May
<p>Qualitative Actual 2009-2010:</p> <ul style="list-style-type: none">- Grade 8 Opening Day- Grade 8-12 Buddy Assembly- Welcome Assembly and Blessing Ceremony- New student BBQ- Elementary Drama Camp- Host Elementary Volleyball Tournament- Math Camps- Parent Info Series on Internet Safety and Alcohol Use by Teens- Invite feeder schools to Spring Carnival
<p>Qualitative Actual 2008-2009:</p> <ul style="list-style-type: none">- New Student BBQ- Grade 8 Opening- Parent programming night with all grade levels – new and existing parents together- Parent presentations for Family of School Parents – Barry McDonald, BCAA Driver- Family of School Open House – Windsorfest- Math Camp- Hosted Elementary Volleyball Tournament

Objective 1.4:

To decrease the number of students at the grade 8 and 9 level who feel disengaged, disconnected, overwhelmed and / or detached from participating in school activities including academic classes to the point of school avoidance, refusal, or seeking an alternate educational setting.

Strategies/Structures for 2011-2012:

- Identify number of students who would fit criteria above
- Increase the ability to identify number of H/R designations
- Create a space for youth workers to support students within the school
- Monitor progress of pilot project that provides an alternate learning environment within Windsor to meet the specific needs of individual students
 - o Create opportunities to succeed through implementation of on-site alternate setting - Pilot Program (District initiative)
 - o support students in times of personal or academic stress by creating an unique classroom environment with available counselling and teaching staff
 - o Consider the creation of a Board Authorized Course to meet the needs of the students
- Incorporate the school community in the program where appropriate
- Parent speakers – anxiety, etc., looking for the problem base/root cause, not the symptoms

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2010- 2011	Target 2011- 2012	Actual 2011- 2012	Target 2012- 2013	Actual 2012- 2013	Target 2013- 2014	Actual 2013- 2014
Number of H/R Designated Students	4	6					
Safe and Caring question #41 ... do you stay home	8.2%	7.5%					
Safe and Caring question #57 ... an adult in school I can go to for support	17.7%	15%					

Evidence: (Qualitative)

Qualitative Baseline 2010-2011:

- Focus has been on learning the process of designation for students with high social emotional needs
- Counselling time has been stretched in terms of meeting the needs of these students
- School wide understanding of student needs should continue

Qualitative Target 2011-2012:

- Monitor pilot project in anticipation of implementation in 2012
- Continue to find creative ways to support students with SEL needs
- Advocate for increased counselling time, special education time and outside agency support time

School Goal 2:

Improve the percentage of students who are meeting expectations in Literacy (oral, reading and writing)

Goal Rationale:

Literacy is considered to be multi faceted in nature consisting of oral, reading and writing. 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 2.1

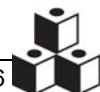
To increase the number of students participating in oral literacy events and initiatives

Strategies/Structures 2011-2012:

- Continue to encourage students to orally present in all classes and curricular areas
- Continue promotion of Slam Poetry – workshops and performance opportunities
- Increase student public oral presentations at school events (Remembrance Day, Health Fair, Course Selection Gr 7's, Grad Ceremonies, Open House, French Carnival, French Concours)
- Encourage morning PA announcements made by students
- Continue Gr 12 Portfolio Presentations to all classes
- Encourage increased involvement in District Leadership Team
- Encourage elementary reading program

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2008-2012	Target 2009-2010	Actual 2009-2010	Target 2010-2011	Actual 2010-2011	Target 2011-2012	Actual 2011-2012
Number of students who participate in a club that promotes oral literacy	8	12	16	20	15 SLAM 5 UN	25	
Number of students who participate in Health Fair	12	15	n/a	15	12	12	
Number of student presentations to staff	3	5	4	5	0	3	
Number of students supporting second language students – conversation club	n/a	n/a	4	6	10	12	
Number of students reading to elementary students	35	50	26	40	50	60	



Evidence: (*Qualitative*)

Qualitative Baseline 2008-2012:

- Oral literacy is the basis of all literacy and there is a conscious effort in classes and in the assemblies of the school to provide opportunity for students to demonstrate competency in this area. From class projects, assembly presentations, staff presentations and student mentoring opportunities, students are increasingly participating in oral literacy.

Qualitative Target 2011-2012:

- General: To continue with current programs that increase opportunities for more students both within classes and on a school wide basis. I.e Theatre Sports, Debating Team, Buddy Reading program
- Specific: Immersion and International students supporting second language learners with oral recordings
-

Qualitative Actual 2011-2012:

Qualitative Actual 2010-2011:

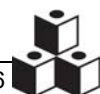
- Students participating in Entertainment night - Nov
- Students speaking/singing at Remembrance Day assembly
- Student involved in Green Thumb Theatre Production - Dec
- Gr 12 students reading with Gr 2 students from Larson
- Gr 9/10 English Transition students reading with Gr 2 students from FOS elem - March
- Students work with Grade 7 students on transitioning – small workshops by Windsor students
- Students participating in United Nations video conference at Fairleigh Dickinson University
- Participation of several Windsor students on District Leadership Council
- Leadership ICT student doing Internet safety workshops for Family of Schools
- Students participating in Model United Nations - March
- Students in Slam Poetry club at school
- Students competed Slam Poetry in Vancouver
- Slam Poetry workshops for classes
- Students participating in Health Fair – station presenters
- First Nations Story teller – Richard Wagamese – March
- Grade 12 Portfolio presentations to classes

Qualitative Actual 2009-2010:

- Gr 12 students reading with Gr 4 students
- Students speaking/singing at Remembrance Day assembly
- Students present technology information at staff meeting
- Students present at NV District Administrators Conference
- Students leading sessions at Professional Development Day
- Students participate in Toast Masters sessions
- Students present in classes
- Drama presentations - Night of Shooting Stars
- International student presentation a Latin Night
- Mock Trial at North Vancouver Courts
- Students participating in United Nations video conference at Fairleigh Dickinson University

Qualitative Actual 2008-2009:

- Students work with elementary students in reading programs and in technology training.
- Students have participated in school wide assemblies and in Health Fair.
- Students have presented technology possibilities to staff as well have coached staff in small groups and individually in the use of technology.



Objective 2.2

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

Strategies/Structures:

- Encourage increased use of the reading corner in the library
- Continue with focus on reading in all department
- Continue with focus in English classes on increasing for reading for pleasure
- Invite speakers who inspire literacy (authors)
- 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 student Book Club and Anime Club

Evidence: (Qualitative)

Key Performance Measure:	Baseline 2008-2012	Target 2009-2010	Actual 2009-2010	Target 2010-2011	Actual 2010-2011	Target 2011-2012	Actual 2011-2012
Number of special events focused on literacy	2	3	2	3	10	15	
Track the number of students involved in the book club	12	15	8	12	n/a	12	
Tracking of library check out for fictional material	n/a	800	882 (to May)	950	2061(to Mar)	2500	

Evidence: (Qualitative)

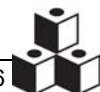
Qualitative Baseline 2008-2012:

- 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.

Qualitative Target 2011-2012:

- 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 a personal reading device for reading in both French and English

Qualitative Actual 2011-2012:



Qualitative Actual 2010-2011:

- Reading corner doubled in size
- Library book acquisition – tons!!
- Aboriginal Lit Circles – ongoing
- Co-teaching Librarian with other teachers
- Reading day – Oct
- First Nation author reading, listening, comprehension – March
- Gr 9/10 English students reading to Gr 2 students
-

Qualitative Actual 2009-2010:

- Active anime group established
- Established reading corner in reorganization of library
- Increased computerized reading through increased access to computers in reorganization of library

Qualitative Actual 2008-2009:

- A small but active book club has been very successful this spring
- Guest literary speakers have been well received by students and staff
- First nations poet and speaker presented to FN students and English students

Objective 2.3

Improve student's written performance in various kinds of academic writing.

Strategies/Structures:

- Continue focused instruction on writing skills specific to curricular needs
- Promote the opportunities for students to attend district writing workshops
- Writing 44 (Secondary) – introduce new edition to more teachers, implement in classes
- Promote writing competitions
- Foster the writing program with elementary students
- Increase concept of audience awareness for students

Evidence: (Quantitative)

	Baseline 2008- 2012	Target 2009- 2010	Actual 2009- 2010	Target 2010- 2011	Actual 2010- 2011	Target 2011- 2012	Actual 2011- 2012
Track number of students participating in writing contests	10	15	12	15	6	12	
Track number of students attending writing workshops	6	10	8	12	0	6	



Evidence: (*Qualitative*)

Qualitative Baseline 2008-2012:

- Writing workshops are important to augment the classroom instruction and have not yet been established at Windsor but students have participated in District workshops.
- Writing 44 is cross curricular in application.

Qualitative Target 2011-2012:

- The concept of writing for a particular audience is crucial when writing for contests and this is part of the target. The celebration of these students will be increased in order to promote writing.
- Focus on grammar to augment texting skills.

Qualitative Actual 2011-2012:

Qualitative Actual 2010-2011:

- writing competitions shared both French and English
- Inspired By book – all Eng students participating
- Students participating in writing Newsletter articles
- Cross curricular write in September for base line writing samples (including FN).

Qualitative Actual 2009-2010:

- 12 of students in writing contests / workshops
- Gr 12 writers working with elementary students
- Students participated in District Writers workshop and published works in Newsletter
- Student work published in Windsor Newsletter
- Student work published in local newspapers

Qualitative Actual 2008-2009:

- Students over the years have participated in various writing contests as advertised through the English Department.
- The publication of some student work has been highlighted but more can be done.

Connections:

Connections to Family of School's (FOS) School Plans and/or District Achievement Plan:

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 and to each elementary school and to Windsor.

Support for and between all schools in the Windsor Family of Schools is 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.

A major project during the 2010-2011 year has been the Artificial Turf Field at Windsor. This project encompasses a second, separately funded construction of an indoor training facility on the lower field. These new facilities will benefit not only the student body but also the community at large and will provide the opportunity to welcome more community members to the Windsor school facility. As this project draws to a close there is great anticipation for students and community users alike.

The celebration of the 50 Years of Excellence in May 2011 provides the entire community the opportunity to reflect on the rich tradition of the Windsor. The process of planning has encompassed many staff, students and predominantly parents. The connections draw between past and present are indicative of a strong future.

Student engagement through an increased sense of belonging is a prominent factor in student achievement and hence, there continues to be an effort to increase both student and parent engagement within this plan.

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, 2011.

School Planning Council Approval of Proposed School Plan:

Date:

	Name	Signature
Chairperson (Principal)	Elizabeth Bell	<i>Original Document signed by SPC Members</i>
Vice Principal	Greg Hockely	
Parent	Alison Dunlop	
Parent	Leslie Grover	
Parent	Susan Romeo-Gilbert	
Student	Cameron Massullo	
Student	Cliff Carley	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**

