

## North Vancouver School District SCHOOL PLAN for 2015-2016

**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 offering students in Grades 8 through 12 a comprehensive program in both English and French. The school is located in the Blueridge community in North Vancouver and enrolls over 900 students with approximately 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 success is the foundational goal that all our objectives and strategies in the Windsor school plan seek to maximize. 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 addition to French Immersion, Windsor is host to three District Programs: a Hockey Skills Academy, a Soccer Academy and a Dance Academy.

In addition to strong academic success, Windsor is recognized for its high level of achievement in Fine Arts and Athletics. Our music program has developed award winning bands and choirs. In athletics, we offer a comprehensive sports program, with a leading participation rate on the North Shore and a record of success at both the local and provincial levels.

One of Windsor’s greatest strengths is its supportive and safe environment. Our various clubs and programs have strong connections both in the school, and through outreach in the community. 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, the Kiwanis Care Center volunteer group, and Best Buddies program, all of which add significantly to our students’ sense of belonging and active citizenship.

### Demographics (2014-2015 school year):

Total number of students: 928 Male: 479 Female: 449

Grade	8	9	10	11	12
English	145	132	150	152	139
Fr. Imm.	48	49	39	35	39

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ELL
<b>47.03</b>	<b>2.69% (25)</b>	<b>16.59% (154)</b>	<b>7.43% (69)</b>	<b>1.83% (17)</b>

## Progress Analysis:

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

#### Previous School Plan Goal 1: To increase the number 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	Actual 2014 Term 2	Actual 2015 Term 2
Percentage of students achieving less than 60%	11%	12%	15%	14%

#### Trend Data Analysis:

##### Actual 2014-15:

- Numbers of students achieving less than 60% has decreased by 1% over last year's results
- Composition of English classes continues to be a challenge
- Numbers may be more of an indication of increasing complexity of learning and behavioural needs than an indication of response to literacy interventions
- Literacy interventions may not be aligning optimally with student needs

**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 2014-15:

- Reports from English teachers and the school librarian indicate that we continue to make good progress in this area. This includes:
  - The French Immersion department's commitment to ensure that FRAL students read every class. Daily silent reading has been the norm for most English teachers, but the FRAL teachers have actively supported this in 2014/15 resulting in a marked increase in circulation numbers. When informally surveyed, French Immersion students acknowledge an increase in reading ability.
  - Circulation numbers: Jan 563 (up 140 over Jan 2014), Feb 500 (up 100 over Feb 2014)
  - Visiting authors continue to be hosted at Windsor, including Richard Scrimger (YA author)
  - The purchase of high quality and current titles continues (supported by PAC initiatives and school funds). Titles are purchased for struggling readers and ELL students, including high interest/low vocabulary "Fast Reads"
  - NEW Library Purchases – Sep/Oct/Nov 2014: 223 books, 4 Kindle e-books, 6 ipads; Jan/Feb/Mar 2015: 45 English titles, 14 French titles
  - The use of electronic reading devices (Kindles) is well supported and continues to increase; 6 new ipads were also purchased as reading/research devices
  - "Reading Rounds" continues for the fifth year, pairing junior Windsor students with primary students from Seymour Heights. Grade 8 students entering Windsor in Sept 2015 are among the first cohort of buddy readers originally hosted by Windsor!
  - Book talks (i.e. themed, new arrivals, genres) scheduled for English 8-12 students
  - Comic Life lessons for ELL learners on ipads in library very engaging and successful

- Special education department has integrated the Kurtzweil software system into the host of assistive technologies available to students

**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	Actual 2013-2014	Actual 2014-2015
Transition Student Survey "I feel like I belong at my school". (2012-Student Survey)	63%	n/a	92%	98%	99%	N.A.	N.A.
Number of cultural school events	2	8	15	10	10	10	10

**Actual 2014-2015:**

- The data collected suggests that we are making progress. However, the [elementary] *Transition Student Survey* has been discontinued in the Windsor Family of Schools.
- The cultural event reporting for this objective suggests that Windsor continues to support events to foster a positive and supportive environment for students.

**Objective 2.2:** To increase the number of reports by students regarding Cyber Bullying incidents to the Administration [to address cyber bullying through increased awareness and responsiveness by Students and Administration].

**Trend Data Tables:**

**Evidence:**

Key Performance Measure:	Actual 2011-2012	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015
Incidence report to Administrators of unacceptable behaviour related to internet use	15	2	8	12

**Evidence:**

**Actual 2014-2015:**  
 While up over the previous year, there were still very few reports of cyber bullying this past year. This may be largely due to school and community education on the effects of cyber bullying.

Although still 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 Grade 8 and 9 levels that feel engaged, connected and safe coming to the school.

**Trend Data Table:**

**Evidence:** (Quantitative)

Key Performance Measure:	Actual 2011-2012	Actual 2012-2013	Actual 2013-2014	Actual 2014-2015
Number of H/R Designated Students ***	11		10	10
Safe & Caring schools question: Do the teachers and staff at your school support and encourage positive behaviour?	NA**	NA***	92% Yes	89% Yes
Safe and caring schools question: I feel safe at school	NA*		94% Yes	91% Yes

- “H and R designations” refer to special needs categories established by the BC Ministry of Education;
  - H = *Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness*;
  - R = *Students Requiring Behaviour Support or Students with Mental Illness*

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

The two questions presented in Objective 2.3 are derived from the 2013-14 and 2014-15 Safe and Caring Schools Social Responsibility Surveys.

**Previous School Plan Goal 3: To improve the success rate of students in Mathematics at the Junior and Senior grade levels (across the school).**

**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.

**Trend Data Table:**

Key Performance Measure:	Baseline 2013 Term 2	Target 2014 Term 2	Actual 2014 Term 2	Actual 2015 Term 2
Math 8 Report Card Grades: Students achieving 60% or better	82%	85%	86%	92%
Math 9 Report Card Grades: Students achieving 60% or better	82%	85%	79%	81%

**Trend Data Analysis:**

**Actual 2014-2015:**

- The data suggest that the strategies/structures/resources continue to produce gains in student success rates in math at both the Grade 8 and 9 levels
- The data suggest that strategies/structures/resources in place in 2014-2015 are more effective at the grade 8 level than grade 9

- Increased focus on successful 7/8 transition and the successful implementation of classroom adaptations facilitated by grade 8 teacher meetings may be contributing to increased success at the grade 8 level
- **Note:** the objective calls for qualitative measurements to be using final letter grades which is not possible given the May 1<sup>st</sup> school plan completion deadline; this may be addressed by averaging term one and term two report card percentages
- **Note:** The incoming grade 7s should benefit from longer and more structured articulation meetings, two additional parent information nights for French Immersion and Special Education, as well as increased elementary-secondary integration facilitated by the “family of schools” (FOS) teacher leader.
- Two enhanced strategies of note that were new for 2014-2015 and may have contributed to the positive growth:
  - Math Lab, math school remedial math sessions for junior students under the direction of math teachers and supported by senior math students; the strategy offers one-to-one remediation two days after school
  - Grade eight teachers were provided with a custom-built “transition binder” that included transition information for their grade 8 students from elementary schools that supported individual student success; the binders also contained *Learning Assistance Plans* (LAP) and *Individual Education Plans* (IEP); the binder enhanced teachers’ understanding of individual students’ needs and successful adaptations strategies

**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).

**Trend Data Table:**

Key Performance Measure:	Baseline 2013 Term 2	Actual 2014 Term 2	Actual 2015 Term 2
Math 10 Report Card Grades: Students achieving 70% or better	59%	68%	57%
Math 11 Report Card Grades: Students achieving 70% or better	67%	75%	66%

**Trend Data Analysis:**

**Actual 2014-2015:**

- This objective focuses on “above-average” achievement in the most challenging math “stream” at grade 10 and 11 and aligns with achievement levels required for post-secondary enrolment and honour roll achievement awards
- The data suggest that the “above-average” achievement cohort in math is shrinking in size at the grade 10 and 11 levels.

**Opportunities for Further Development**

The Ministry of Education is in the process of finalizing the BC Education Plan. This Plan, through 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))

Based on current progress the School Planning Council has determined to maintain the current three goals with slight modifications. With the recent introduction of Bill 11 in the BC Legislature, it is anticipated that the current accountability framework will transition to a new model in the 2015/2016 school year. Consequently, this year's School Planning Council (SPC) has elected to maintain the current three-goal structure with only minor changes for this final year of the plan.

In developing the 2015-2016 school plan the school planning council identified several key areas, which surfaced through the review of the data and the meeting dialogue. The view of the council was that the following questions should be considered in the development of a new school plan under a new model:

- What knowledge, skills and attributes are required for student success in post-secondary programs?
- What is the relationship between attendance and achievement?
- What strategies can be employed to address chronic non-attendance and school refusal?
- What is the impact of Distributed Learning on Windsor? Why are students choosing DL over the same course at Windsor?

### School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Windsor Secondary School Plan for 2015-2016 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 8 students** achieving 60 - 69% (C+ Average) or higher in English 8 - based on Report Card Data.

**Strategies/Structures/Resources:**

- Increase staff awareness for improving literacy through in-service at staff meetings and Pro-D Day seminars
- Promote extra-curricular activities which promote student literacy i.e. Slam Poetry, Gr. 12 Portfolio Presentation, Talent Show
- Continue to encourage students to orally present in all classes and curricular areas
- Work with FOS to support assessment and interventions of students at risk i.e. 7/8 transition needs/supports
- Continue to focus instruction on reading and writing skills specific to curricular needs across different subject areas
- Using formal and informal classroom and school-based assessments, identify students who are not meeting expectations and plan supports/interventions
- Review strategies for differentiated instruction, such as Reading and Writing 44 initiatives
- Adapt classroom instruction for students who do not meet expectations i.e. liaise with LC/Choices, Gr. 8 Teacher meetings, Ross Greene/PBS approach, SBRT consultation)
- Invite speakers and authors across a variety of genres who inspire literacy
- Continue collaboration with library to implement independent novel studies
- Increase participation in Book Club
- Encourage increased use of reading corner in library
- Promote use of personal reading devices (Kindles) for reading in English and French
- Continue to purchase a variety of updated novels, including high interest/low vocabulary texts ("Fast Reads") and graphic novels
- Foster the reading program between junior Windsor students and primary classes in FOS

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline 2013/2014</b>	<b>Actual 2014/2015</b>	<b>Target 2015-2016</b>
Percentage of Students Achieving Less than 60%	13%	10%	13%

**Evidence:**

<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>• Flag at-risk learners through 7/8 Articulation process and plan interventions/supports in collaboration with Grade 8 Transition Team and Grade 8 teachers across all subject areas. Track student progress through interims, report cards, and teacher comments. Students, especially those requiring targeted supports, 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>• Increase the number of students who should be approaching expectations for their Identified literacy levels.</li> <li>• Increase the number of English 8 students who regularly attend English classes until the end of the year</li> <li>• Increase the number of English 8 students who demonstrate satisfactory and above work habits</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
- Encourage increased use of the reading corner in the library
- Continue to purchase a variety of updated novels, including high interest/low vocabulary texts ("Fast Reads") and graphic novels
- Encourage the use of adapted/alternate reading materials in instruction

**Evidence:** (*Quantitative*)

**Baseline 2011-12**

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.

**Target 2012-2014**

**Increase circulation of reading materials through the Library**

- Maintain the reading corner in the library
- 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 a 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 results in academic excellence, artistic creativity, and citizenship.'

**Objective 2.1:**

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



### Strategies/Structures:

- Identify students who feel disengaged or disconnected using attendance data
- Monitor progress of students in Choices to meet the specific needs of individual students
- Continue to provide opportunities to succeed through implementation of on-site alternate setting (CHOICES intervention program)
- Continue to support students in times of personal or academic stress by creating an unique classroom environment with available counselling and teaching staff (CHOICES intervention program)
- 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
- Encourage participation in the Windsor Boys Club and the Windsor Girls Club
- Encourage students to enrol in clubs and teams
- Continue to offer clubs day with a dedicated presentation to grades 8 and 9

### Evidence: (Qualitative)

Key Performance Measure:	Baseline 2013-2014	Actual 2014-2015	Target 2015-2016
Do you like school?	ManyTimes = 53% All the time = 15%	52% / 14%	52%/ 14%
Have you participated in a group to make school a better place?	ManyTimes = 21% All the Time = 25%	29% / 8%	31%/ 10%
Do you participate in school activities outside school hours (dances, teams, etc.)?	ManyTimes = 31% All the Time = 37%	29% / 37%	31%/ 39%

**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 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.

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### Objective 3.1:

To increase the number of Grade 8 students meeting expectations (achieving 60% or better) in Mathematics in grade 8 and 9 as measured by an average of their term one and term two report card marks.

#### Strategies/Structures/Resources:

- Promote instructional strategies that relate to real world applications
- Identify “at-risk” students in math through the grade 7/8 transition process
  - Grade eight teachers will be provided with a custom-built “transition binder” that includes transition information for their grade 8 students from elementary schools that supports individual student success; the binders also contain *Learning Assistance Plans* (LAP) and *Individual Education Plans* (IEP); the binder will enhance teachers’ understanding of individual students’ needs and successful adaptations strategies
- Continue to use classroom based adaptations to support “at-risk” students in math 8 and 9
- Continue to offer a “Math Lab”, math school remedial math sessions for junior students under the direction of math teachers and supported by senior math students; the strategy offers one-to-one remediation two days after school

Key Performance Measure:	Baseline 2013-2014 Term 1 & 2 Aver	Actual 2014-2015 Term 1 & 2 Aver	Target 2015-2016 Term 1 & 2 Aver
Math 8 Report Card Grades: Students achieving 60% or better	87%	92%	93%
Math 9 Report Card Grades: Students achieving 60% or better	84%	81%	84%

### Objective 3.2:

To increase the number of Grade 10 students fully meeting/exceeding expectations (achieving 68% or better) in Mathematics by the end of their Grade 12 year, as measured by an average of their term one and term report card marks (for all math courses at each grade level)

#### Strategies/Structures:

- Emphasize real world applications of math skills and understandings
- Continue to offer a “Math Lab”, math school remedial math sessions for junior students under the direction of math teachers and supported by senior math students; the strategy offers one-to-one remediation two days after school
- Create a culture that encourages students to pursue math into grade 12

Key Performance Measure:	Baseline 2013-2014 Term 1 & 2 Aver	Actual 2014-2015 Term 1 & 2 Aver	Target 2015-2016 Term 1 & 2 Aver
<i>Foundations and Pre-Calculus Math 10</i> Report Card Grades: Students achieving 68% or	77%	59%	77%

better			
<i>Pre-Calculus Math 11</i> Report Card Grades: Students achieving 68% or better	79%	74%	79%
<i>Foundations Math 11</i> Report Card Grades: Students achieving 68% or better	48%	31%	48%
<i>Pre-Calculus Math 12</i> Report Card Grades: Students achieving 68% or better	77%	77%	78%
<i>Foundations Math 12</i> Report Card Grades: Students achieving 68% or better	62%	50%	62%

## Connections:

### Connections to Family of School's School Plans and/or District Achievement Plan:

The Windsor Family of Schools is moving towards 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 as 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 our FOS.

#### **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, 2015.

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

Date: May 15, 2015

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Adam Baumann	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Yvonne Brown	
Parent	Dana Hirst	
Parent	Susan Romeo-Gilbert	
Students	Colleen Grehan	
(Gr 10, 11, 12 schools only)	Katherine Manshreck	

**Board Approval of School Plan:**

***Approved by:***

Pius Ryan, Assistant Superintendent  
June 15, 2015