

## **SCHOOL DISTRICT #8**

### **SCHOOL PLAN TO STRENGTHEN LEARNING 2013/14**

**Name of School**            **L.V. Rogers Secondary School**

**Goal:** Will focusing on strategies to make L.V. Rogers a resilient school decrease the academic gender gap and increase appropriate behavior?

**Objectives: (if needed)**

- To have a common understanding among students, staff and our school community on resilience as having good coping skills and having the ability to mitigate life's challenges (Hurlington, 2010),
- To create learning environments that increase the achievement of all students with a focus on boys
- To identify students with few or no school connections and focus on connecting those students with adults in this school,
- To use the expertise of community professionals to help us identify students with mental health issues and increase their support options, and
- To increase the percentage of students who enjoy their schooling at L.V. Rogers Secondary School

**Evidence-Based Rationale (please explain the clear reason for choosing this goal, with a link to some type of evidence)**

“... a narrow focus on only cognitive development ignores other critical areas of youth development including the process of promoting the social, emotional, physical, moral, cognitive, and spiritual development of young people through meeting their needs for safety, love, belonging, respect, identity, power, challenge, mastery, and meaning. (Benard 1991, 2013)

Generally, the three key principles that guide resilient schools are:

- Caring relationships,
- High expectations and academic standards
- Opportunities for participation

L.V. Rogers grade 10 and grade 12 students have indicated that they feel safe in the school (97% of grade 10's and 94% of grade 12's felt safe 'all of the time' or 'many times' in 2012/13) and most try their best at school (6% of 10's and 4% of 12's answered 'at no time' or 'few times' in 2012/2013 to the question 'Do you try to do your best in school?'). Our provincial exam results consistently rank above the provincial average and we offer a wide range of courses that challenge students academically, artistically and athletically.

However data we have gathered indicates that we have areas of growth to address to become a resilient school:

- 9% of grade 10 students and 8% of grade 12 students answered ‘many times’ or ‘all the time’ for the question ‘I would like to transfer to another school’
- 40% of LVR grade 10’s thought that only 0, 1 or 2 adults cared about them at the school
- 18% of LVR grade 10’s answered ‘at no time’ or ‘few times’ for ‘Do you like school?’
- 64% of LVR grade 10’s answered “at no time”, ‘few times’ or ‘sometimes’ to the question “Are you satisfied with what you are learning?”
- Of the grade 12 students who graduated with honours in June 2013, 60% were female and 40% were male
- 60% of all students who failed at least one course in 2012/13 at LVR were male; 40% were female,
- Of the 15 students at LVR who failed two or more courses in 2012/13, 11 were male and 4 were female,
- Enrollment data from the last 4 years indicate that, on the average, three times more boys enroll in Communications 11 and 12 than girls,
- Enrollment data from the last three years indicate that, on the average, two-and-a-half times more boys enroll in the Apprenticeship and Workplace mathematics pathway than girls,
- The vast majority of out-of-school suspensions have been applied to males: So far in 2013, about 15 males and 0 females have been suspended for one day or longer with all of the suspensions for possession or use of drugs. In the 2012/13 school year, more than 90% of the suspensions applied to males at L.V. Rogers Secondary School and
- The introduction of a daily email attendance program has not yet showed a clear attendance pattern for our students.

### **Assessment tools and processes to assess progress on goals and objectives**

1. Satisfaction surveys for grades 10 and 12,
2. ‘The Resilience Quiz’ developed by Nan Henderson for grade 9’s
3. Satisfaction survey for parents; school developed questions inserted in this survey for 2013/2014,
4. Track out-of-school suspensions using the *Incidents* feature of eSIS for gender and type of incident,
5. Track usage of our Wellness Clinic,
6. Continue to track course failures,
7. Increased communication through our online report cards and ‘I’ forms – we now have over 90% of our parent email addresses,
8. Continue to track Provincial Exam results,
9. Continue to track graduation rates – and rates by gender and
10. Continue to track our daily email attendance program for patterns.

### **Instructional strategies/structures to be implemented to impact goal, worded as an**

## **inquiry question(s).**

### Strategies:

1. Will a regularly scheduled (once weekly, Thursdays) Wellness Clinic help identify students with mental health issues and help them develop supports so they may attend school and succeed?
2. Will a 'Boys Club' with regularly scheduled events (adventurers, field trips, events) increase how many boys like school and decrease the number of boys suspended for inappropriate behavior/ drug use/possession?
3. Will an increased focus on boys and learning (movement, outdoor activities, shorter lessons) lead to an increase in student achievement and student connection to adults in this school?

### Structures:

1. Book club: "Boy Smarts" by Barry MacDonald – Barry will be coming to LVR and the Nelson community in February 2013,
2. Reinforce teaching and learning strategies from 'Boy Smarts' with weekly articles, emails and discussions with staff,
3. Weekly research, articles posted in staff email and in staffroom on resilience, boys' learning, teaching strategies and mental health,
4. Wellness Clinic in LVR counseling area run by local doctor (Dr. Lisa Sawyer)
5. Innovative Practices group focusing on healthy activities for boys using locations and providers both in the school and community,
6. Gender specific physical education classes for grades 9 and 10,
7. Mental gymnastics, movement incorporated into as many classes as possible,
8. Regular weekly SBT meetings with a focus on at-risk grade 9 students,
9. Continue to send students to events such as R-Life (Oct. 2013).

## **Plans for staff development and collaborative work:**

1. Collaborative staff meeting with Trafalgar and DESK to share strategies (what has worked, what we need to work on) and share information,
2. August staff meetings: using the expertise of outside agencies (ie Javier Gonzales from MCFD) and SD staff (Todd Kettner),
3. Including our Wellness Clinic doctor in staff meetings and involving her with students (new student BBQ), appearances on LVTN, question/answer box on sexual health,
4. Involving Louis Poole (healthy schools) to develop 'Parents' Night Out' evenings with speakers including Gary Anaka (The Teenage Brain), Dr. Joel Kailia / Michelle Williams (anxiety/depression and Barry MacDonald (Boy Smarts author),
5. Collaborating with Freedom Quest and other agencies to develop activities for boys,
6. Collaborating with Selkirk College for more Selkirk Days for all students with hands-on activities

## **Parental and community involvement strategies**

1. Get more parents to participate in the satisfaction survey,
2. Continue to publicize our Wellness Clinic,
3. Get all parents signed up to our online announcements/communications

4. Publicize our LVTV channel and YouTube channel to make more of our information accessible,
5. Creating a blog on our website to continue important discussions on mental health,
6. Invite parents to join future book clubs when relevant and
7. Make articles we post and discuss in the school and the links to them available to community

### **Communication Strategies (students, staff, community)**

1. Get all parents signed up to our online announcements/communications
2. Publicize our LVTV channel and YouTube channel to make more of our information accessible,
3. Creating a blog on our website to continue important discussions on mental health,
4. Make articles we post and discuss in the school and the links to them available to community,
5. Monthly staff meetings,
6. Department head meetings,
7. PAC meetings,
8. SPC meeting dates,
9. Planning Day and
10. Make important information available to the local press.

### **Monitoring Dates Plan**

1. Semester breaks (Course failure, provincial exam data),
2. Weekly SBT meetings (gather information on at-risk students),
3. Staff meetings (anecdotal information),
4. Department head meetings,
5. Counselor meetings (Boys Club planning sessions) and
6. PAC meetings

### **School Plan Contributors:**

Members: LVR School Planning Council

Members: School Staff

Grade 12 student:

**One thing you are going to do to enhance the health status of students in your school.**

Breakfasts/lunch program for hungry students, continuation of wonderful intramurals program and maintain strength of afterschool teams.

**One thing you are doing to help with the implementation of the Aboriginal Enhancement Agreement and improve the performance of aboriginal students.**

Our abed worker also works at Trafalgar and REACH; we will involve Trafalgar students and REACH students in cultural events plus begin academic support by offering BC First Nations 12 for the first time.