

Vanier Catholic Secondary School

School Growth Plan
2011/2012



PART 1: Context, Priorities, Connections

Context: Vanier Catholic Secondary School is a Grade 8 – 12 high school located in the Riverdale subdivision in Whitehorse, Yukon. Although the school is located in a particular residential area of the city, it is not restricted to a particular catchment area due to being the only Catholic high school in the Territory. The student population of approximately 450 reflects the diverse cultural and socio-economic demographics of the region.

Vanier strives for excellence in academics, sports, global citizenship, and individual development by providing an educational community where the Gospel values are at the center of all endeavours.

Priorities: To facilitate meaningful goal setting, it was felt that all stakeholders needed to have an opportunity to give input into what our school should focus on. A school satisfaction survey was devised to receive input from parents, students, staff, and parish community. The survey covered student intellectual, emotional, moral, physical, and spiritual development as well as communication effectiveness, and facilities. Data from the survey was compiled and prioritized. Staff also spent a professional development day discussing areas where the school was doing well, doing ok, and what needed to change. This information was compiled and discussed and the staff discerned the 3 most important areas needing change. From the data collected in both processes, the School Growth Planning Team extracted three goal areas for our school to focus on. They are: Literacy, Spiritual Development, and Relationships. The objectives and actions for each area were developed in a way that articulates what is already being done through our Professional Learning Communities and what further actions need to take place.

Connections: An effort was made to provide input into the School Growth Plan by having representation from administration, teachers, and parents on the planning team. The team used data collected from the Satisfaction Survey and staff planning sessions.

Our School Growth Planning Team consists of:

Edward Frison – Principal

Kantrina Brogdon – Counselor

Dave Thomson – Admin. Team

Caroline Holway – Staff

Shari Worsfold – School Council

Ryan Sikkes – Vice Principal

Barb Bergsma – LA Teacher

Mark Connell – Religious Education

Dianne Tait – School Council

PART 2: Focus

Evidence and Progress made:

Appendix 1: Satisfaction Survey

Appendix 2: Goals derived from survey

Appendix 3: Goals derived collaboratively by staff

Appendix 4: PLC Summary

Appendix 5: 5 year data trend for literacy performance from BCP exam results.

Rationale for goals and objectives:

Vanier staff wished to continue the work started with their Professional Learning Communities. However, it was felt that the work being done could use clarity and focus. To establish a clearer picture, a school satisfaction survey was devised using an on-line format which all stakeholders could respond to. The results of the survey gave sufficient data to suggest that focus. The staff also used professional development time to examine what they felt the school was doing very well, what the school was doing fairly well, and what the school needed to work on as a whole. This also generated sufficient data to provide focus for school improvement. When the survey data was compared to the staff data, it was noted that there was sufficient overlap to summarize into 3 main directives. These directives were further refined to be stated as goals that give direction and focus for school improvement.

Goal:

1. To increase individual student engagement and competency in all literacy skills.
2. To increase awareness, understanding, and appreciation of Catholic Faith-based education.
3. To strengthen relationships within our school community.

While on the surface, there appears to be sufficient satisfaction from parents and staff regarding literacy, we examined the increasing number of students coming or being identified in grade 8 that need assistance in literacy related areas. We felt it was worth our while to look at benchmarks that could give a trend on performance in literacy. We felt that the BCP exams given in English 10, Social Studies 11, and English 12 would provide credible evidence of student performance over a 5 year period. The results (Appendix 5) showed that there was significant room for improvement and suggested that females were out-performing males. We felt the data spoke strongly enough to warrant a literacy related goal that also fit with some of the programming changes we wished to make.

Objectives to support the goal:

- 1.1 Use differentiated instruction in all classes.
- 1.2 Increase the use of technology to demonstrate learning.
- 2.1 School Culture.
- 2.2 Academic Curriculum.
- 2.3 Formation for staff.
- 3.1 Building relationships among students.
- 3.2 Building relationships between students and staff.
- 3.3 Building relationships between school and parent community.

PART 3 – ACT

Goal: To increase individual student engagement and competency in all literacy skills.

Objectives: To target the following reading processes.

1. To use differentiated instruction in all classes to enhance literacy.
2. To increase the use of technology for demonstrating learning.

Strategies/Targets:

Objective 1: Use differentiated instruction in all classes to enhance literacy

Strategy	Current practice/Examples	Target/New Initiatives	Person / Group Responsible	Completion Year
Specialist teacher to work with intensive literacy program	Essential program instructed by general staff	90% of students to grade level by using specialist teachers with a focus on increased language instruction	LA Teachers and support staff working with students and classroom teachers	2 - 3
Screen Grade 8 for intensive literacy	DART in Oct and May	DART for Grade 8 in first two weeks of September and May to establish baseline data	LA Teachers and Grade 8 Humanities teachers	1
Use Outcome-based, criterion referenced rubrics to improve student performance	PLC groups have begun working on identifying essential PLOs.	Develop clearly defined rubrics with student participation and post in classrooms with clear samples of target performance.	All staff	1
Each unit in classes has at least one differentiated assignment	Assessment based on PLO mastery.	To develop grading system that compliments current assessment practices. Incorporate BC Performance standards.	All staff	1
Raise interest levels for reading engagement in boys and girls.	Class sets of texts, novels, plays, etc.	Incorporate variety of differentiated reading materials with an increase in student selection.	All staff	1
Daily sustained silent reading for all students	Not done	All English classes will devote 10 minutes to sustained silent reading of student choice.	All English / Humanities teachers	1

Objective 2: To increase the use of technology to demonstrate learning.

Strategy	Current practice/Examples	Target/New Initiatives	Person / Group Responsible	Completion Year
All Grade 8 to have technology instruction.	IT is an elective	All grade 8 will receive IT instruction throughout the year.	IT teacher and Skills 8 teacher	1
Adaptive technology for all students.	Adaptive tech for students on IEP	All students will be encouraged to use adaptive technology	LA teachers, IT teachers to instruct students, all staff to access and encourage.	1

Goal: VCSS will increase awareness, understanding and appreciation of Catholic Faith-based education.

- Objectives:**
1. School Culture (prayer, school wide celebrations, retreats, Eucharist, service learning, social justice activities)
 2. Formation for Staff (Vision of a Catholic School, Orientation Day)
 3. Academic Curriculum within Religion Program

Strategies/Targets:

Objective 1: School Culture

Strategy	Current Practice / Examples	Target / New Initiative	Person Responsible	Completion Year
Yearly faith themes in the schools – Enhance the state of the walls. <ul style="list-style-type: none"> • Utilize the display case as a religion display. • Banners that reflect liturgical themes (Lent, Easter, Advent) 	Inconsistent display / criteria for school hallway décor.	Assign people responsible for particular areas.	Religion Teachers	1
Continue to actively promote student involvement in social justice initiatives and service learning: <ul style="list-style-type: none"> • CSOW Food Drives • Dominican Republic Exposure Trip • Share the Spirit • Community Service Opportunities • AIDS Walk • Pro – Life Walk 	Ongoing	Continue to encourage students and their families to engage in global issues.	All Staff	1

Student input and team approach to celebrations.	Inconsistent. R.E. Coordinator is mostly responsible for developing and setting up celebrations.	Have teachers sign up for celebrations at the beginning of year with a particular class. Religious Ed Coordinator will assist.	All staff	1
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Objective 2: Staff Formation

Strategy	Current Practice / Examples	Target / New Initiative	Person / Group Responsible	Completion Year
Pastoral meeting with teachers	Informal chats between school chaplain and individual / small groups of staff.	Regularly scheduled meetings with Rel Ed coordinator. Semester pastoral meetings with teachers – check in on how morning prayer is going, what needs are, materials for prayer, etc.	R.E. Coordinator, Chaplain, Administration	1
Orientation Day for new teachers in the Catholic Schools <ul style="list-style-type: none"> • Introduce Catholic Vision / History of Education • Celebrations - Eucharist • Morning Prayer • Tour of Church • Question and Answer 	First orientation hosted this year. Narrow focus (prayer, Eucharist).	Focus on history and vision of Catholic education and provide opportunity for more discussion.	R.E. Coordinator, Chaplain, Administration	1
Orientation at first staff meeting of the year: Religious Ed needs / expectations and reasons morning prayer / Eucharistic celebrations – Ask Anything!	Nothing formal	Make a formal presentation (30 minutes to emphasize requirements)	R.E. Coordinator, Chaplain, Administration	1

Objective 3: Religion Program

Strategy	Current Practice / Examples	Target / New Initiative	Person / Group Responsible	Completion Year
Increase school relationship with parish / diocese. <ul style="list-style-type: none"> Sacred Heart church visit (Gr.8). Religions in Whitehorse tours Class masses at the church 	Circle of Caring II established Youth Masses.	Increase work with Youth Minister. Curricular connections: Sacred Heart church visit in Gr.8. Religions in Whitehorse church tours – Gr. 11 Class masses at the church (each Grade level) Continue Youth Masses	R.E. Coordinator, Chaplain, Administration	1
Focus on prayer and sacrament at each grade level. <ul style="list-style-type: none"> Classroom based masses. Sacraments a curricular focus at Gr. 8, 9, 10. Prayer projects. 	Religion PLC Group started this work this year	Implement in classroom – continue to plan within Religion department PLC.	R.E. Coordinator, Chaplain, Administration	1

Goal: To strengthen relationships within our school community.

Objectives: To target the following relationship partnerships:

1. Students / Students
2. Students / Staff
3. School / Parents & Community

Strategies / Targets:

Objective 1 – Students / Students

Strategy	Current Practice / examples	Target / new initiatives	Person / Group Responsible	Completion Year
Creating a peer-helping program	A few individual students have offered and have provided some peer helping on an as needed basis.	A group that is trained and regularly followed up throughout the year. Perhaps as a credit course.	Councillors and Skills teachers	1 – 2
Increasing the role of the Student Council	Formed this year and has coordinated several activities.	Regular elections and a long term plan with regular school events.	Sponsor teachers and Administration	1
Increasing participation in Tutoring program	Students are invited to be tutored and more tutors are needed than volunteer.	Active recruitment of students tutors so that tutoring can be directed when necessary.	LA teachers, Councillors and Skills teachers	1
Increasing opportunities for Teaching Assistants	Students self-identify and self-select classes to be TAs.	Potential teacher assistants are identified during annual	All staff	1 – 2

		promotional meetings and are encouraged to be a TA.		
Increasing Sr. student facilitation in retreats	A handful of Sr. students are selected by religion teachers to help with younger grade retreats.	More promotion by religious education department.	All staff	1

Objective 2 – Students / Staff

Strategy	Current Practice / examples	Target / new initiatives	Person / Group Responsible	Completion Year
Increasing the variety of extra-curricular activities	Lots of current examples – mostly athletic.	Increase non-athletic options during lunches and after school.	Grade 8 Elective teachers, all staff	1 – 2
Creating lunch-time clubs	Very few of these that meet sporadically at times.	New elective scheme in Gr. 8 will present more options. Would still like to encourage more teachers to volunteer.	Grade 8 Elective teachers, all staff	1
Increasing students' abilities for self-advocacy	Students are encouraged and mentored by learning assistance teachers to self-advocate.	In grade 8 learning skills class, students will be taught and mentored through the steps to self-advocacy. Older students will continue to be mentored by learning assistance teachers and other learning assistance staff to self-advocate.	Grade 8 Elective teachers	1
Connecting at-risk students to staff members	School based team meeting generate referrals for teacher/student “buddies”	End of year promotional meetings to identify student/teacher mentor pairings. Ongoing identification of student teacher mentor pairings.	Administration, Counsellors, LA teachers	1
Increasing opportunities for students to connect with staff outside of class time	Sports both formal and informal, clubs, duty time, tutoring.	More organized lunch time clubs and groups. More diversification in sports sponsors. Greater staff input in activities such as the school musical.	All staff	1

Objective 3 – School / Parents & Community

Strategy	Current Practice / examples	Target / new initiatives	Person / Group Responsible	Completion Year
Encourage parents to keep contact information (including emails) up to	YSIS forms gave new information last year. Student demographic sheets	Teachers can contact parents at the beginning of classes to confirm	All staff	1

date	are sent at the beginning of the year.	emails. Teachers send home information sheets with each class and verify emails.		
Make parents more aware of attendance issues earlier	Teachers make referrals to SBT when students have several absences. Office staff often make referrals based on attendance data/late sign in sheets.	An auto generated phone call after ___ absences. An auto generated letter after ___ absences requesting a parent teacher meeting. Referral to admin/counsellor after ___ absences from any class.	All Staff	1
Creating and enforcing a dispute-resolution policy	Disputes are solved based on need and situation. Each situation may require a different method of resolution.	A common dispute-resolution policy for the school, school council and department to ensure that complaints and concerns are responded to effectively and appropriately.	Staff, Administration, Council, and Superintendent	1
Increasing opportunities for community partners to be in the school	Community members are invited to take part in various classes as guest speakers, supervisors for dances, etc.	Poll students/parents to ask if there are skills/information/services they would like to offer the school and in what capacity. Teachers may follow up via email or phone invitations.	All Staff	1

Part 4: Monitor and Adjust

How and When will the plan be monitored for progress?

Our PLC groups have been an integral part of the school growth process this past year. We hope to continue to use the expertise of the staff to collaborate at grade level and subject specialty. We will review our attempts to create consistency in assessment and the utilization of current grading practices at our regular meetings. PLC leaders will emphasize and model the use of rubrics and student/teacher created criteria in all subject areas. They will also summarize and report the actions of their groups with the resulting changes in performance indicators. This will be done quarterly to coincide with formal reporting using YSIS report cards. Our relational and faith-based goals will be monitored by all staff on an on-going basis. Indicators of individual objective success will be based largely on feedback provided by all stakeholders. We will look at sampling our school and community by another on-line survey which will focus on completion years 1 and 2. The survey would be presented in April of 2012. As well, we will continue to use the BCP exam results in English 10, Social Studies 11, and English 12 as benchmarks for literacy performance and begin integration of student performance on DART and School Wide Writes as additional data.

What will be done to improve results?

PLC groups, School Based Team, and the administration will collaborate internally and with other professionals to determine what adjustments need to be made to planning and implementation of lessons, celebrations, peer mentors, and extra-curricular teams and clubs. The administration will monitor individual classes/teachers to ensure consistency in agreed-upon pedagogical practices.

How will progress be communicated?

Administration will collect and collate data from the various groups into a progress report. Highlights of this report will be given to staff, students, community, and the Superintendent. The school newsletter and web-site will be used to update readers regularly.

Resources used for development of goals.

“School Growth Planning: An Inquiry-Based Guide”

Vanier School Staff goals (March 2011 Professional Development Day)

Vanier School on-line satisfaction survey (February 2011)

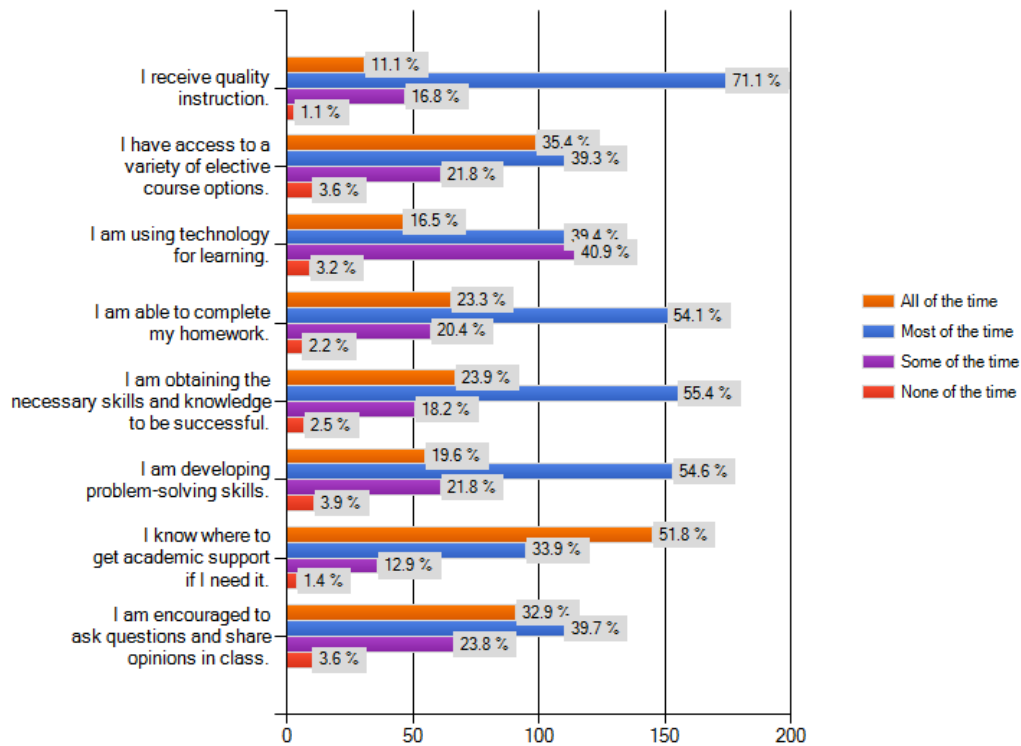
Vanier PLC action summary

DART Strategy, April 2007

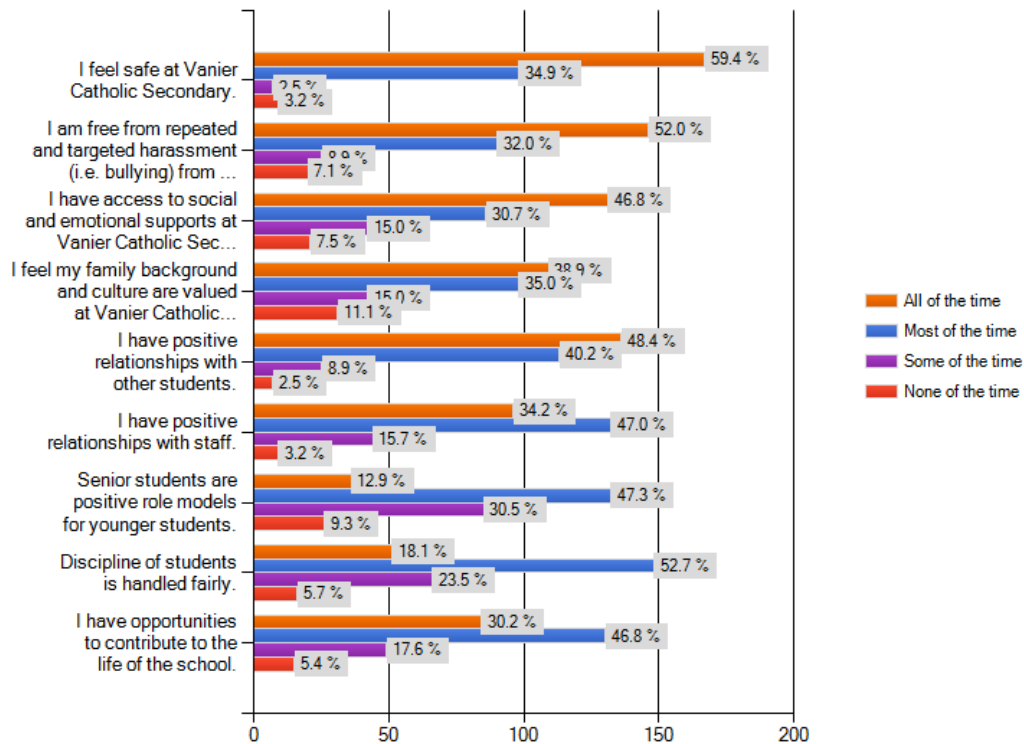
BCP results for English, 10 and 12 and Social Studies 11 (2005 – 2010)

Student Satisfaction Survey – quantitative results

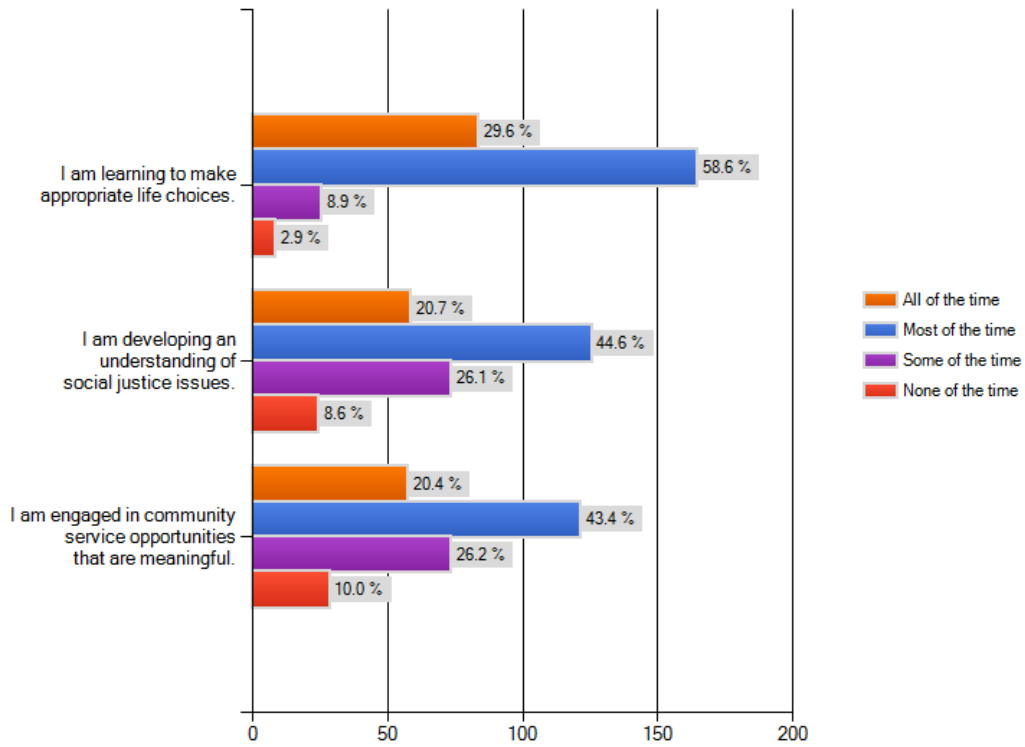
In terms of my intellectual development, I am satisfied that:



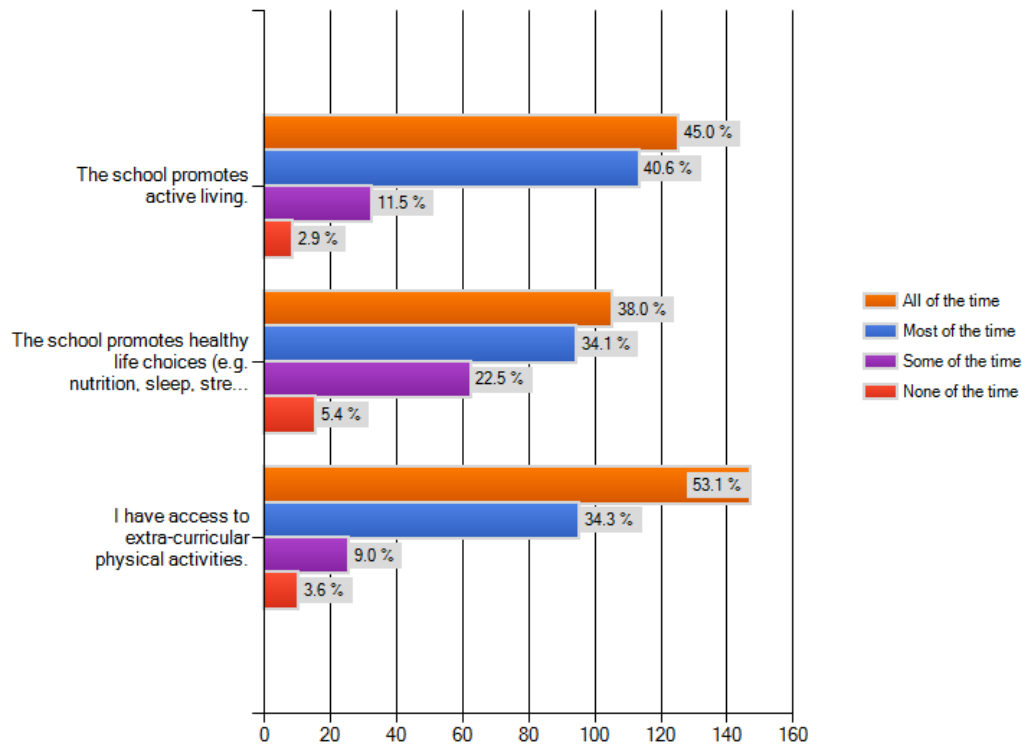
In terms of my emotional and social development, I am satisfied that



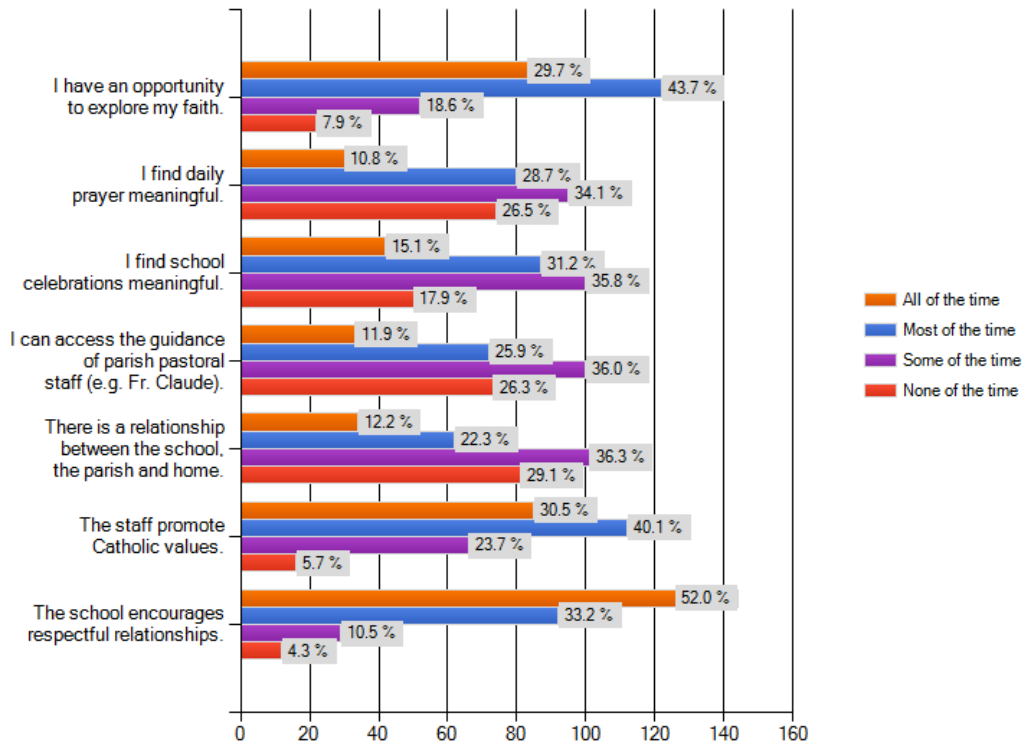
In terms of my moral development, I am satisfied that:



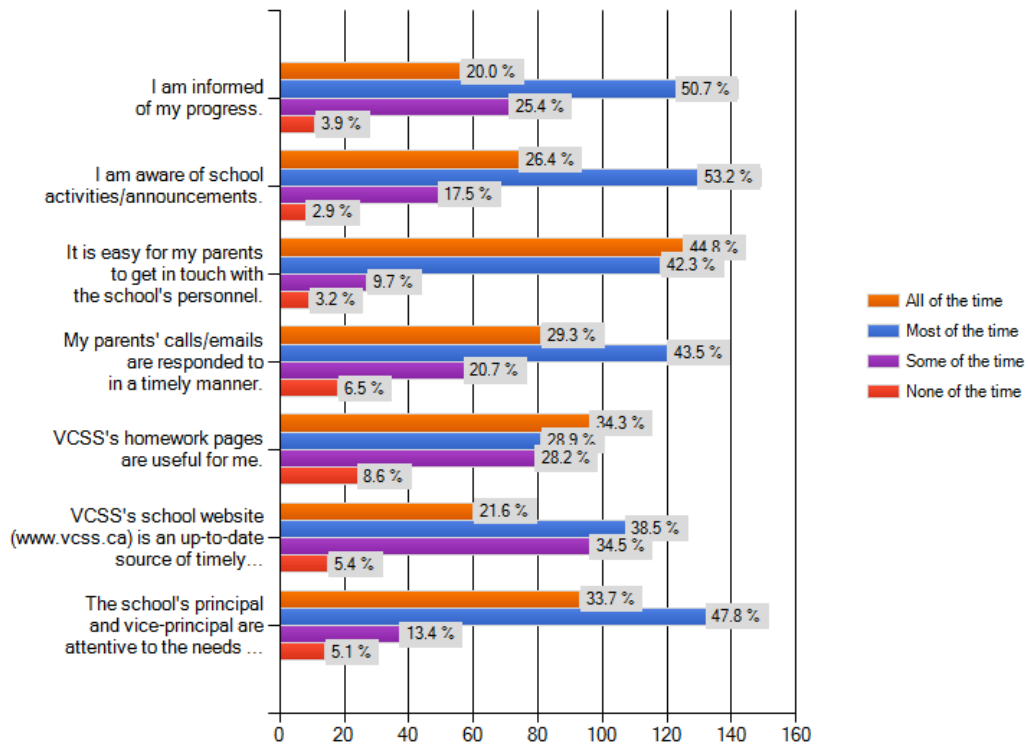
In terms of my physical development, I am satisfied that:



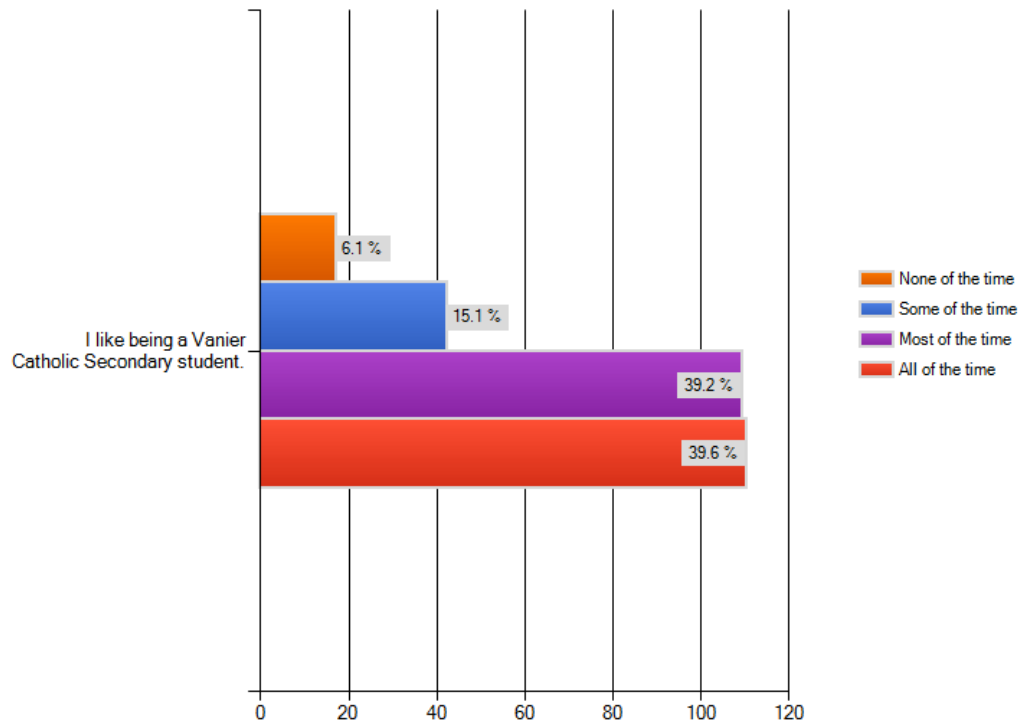
In terms of my spiritual development, I am satisfied that:



With regard to communication, I am satisfied that:

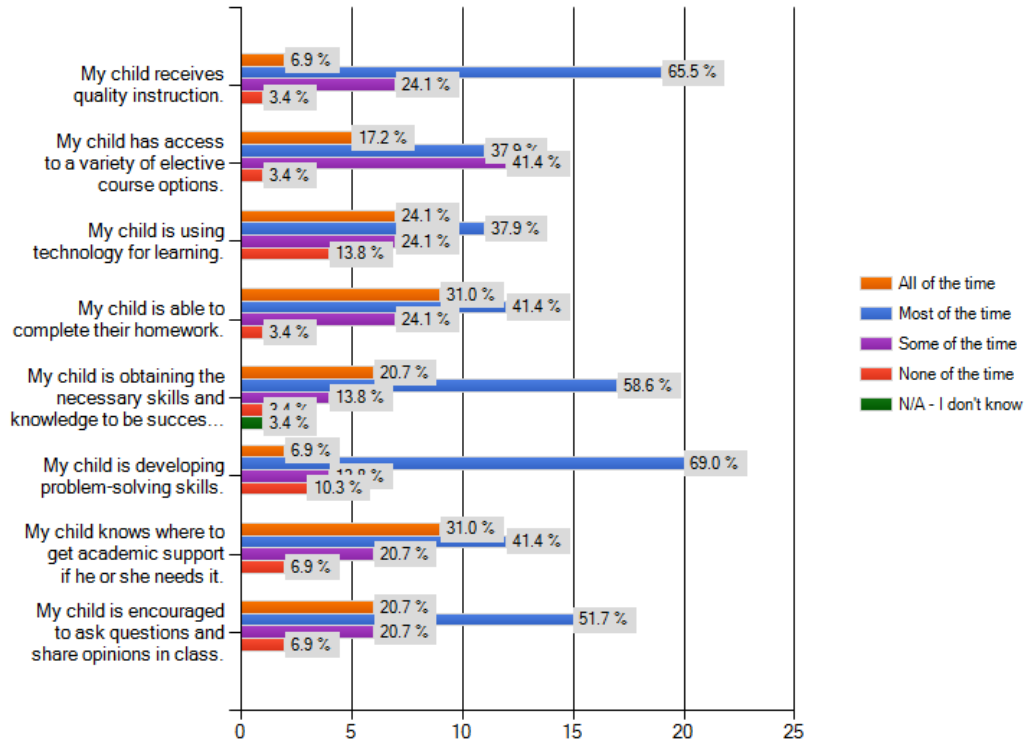


(Whoops! Please note that the options for this question are in the reverse order than the rest of the survey!) Most importantly...

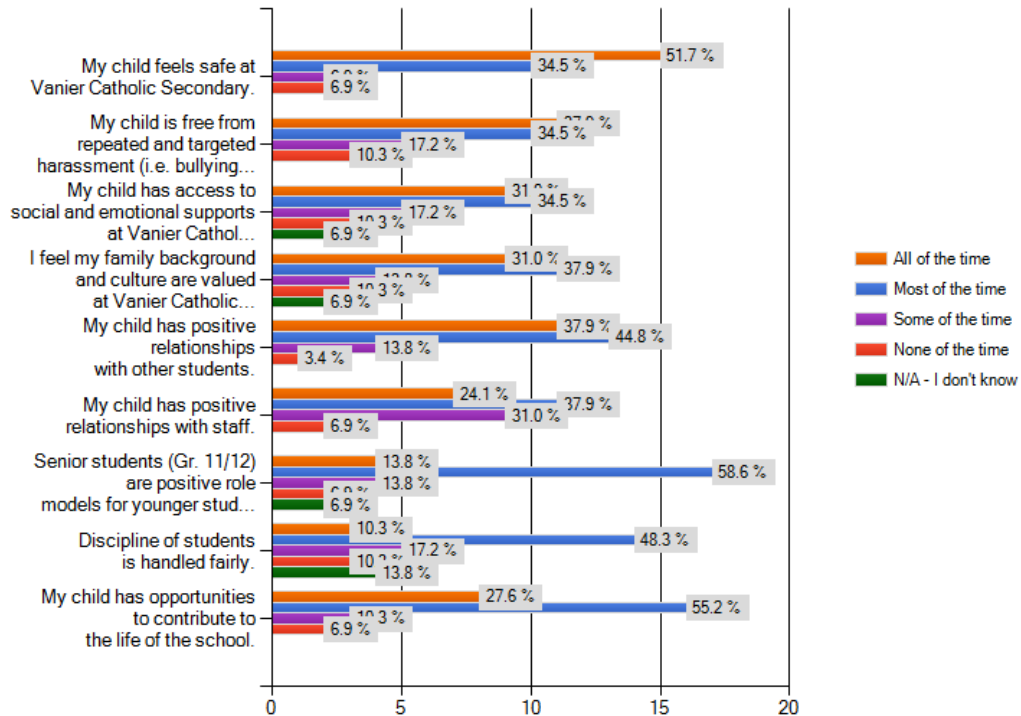


Parent Satisfaction Survey – quantitative results

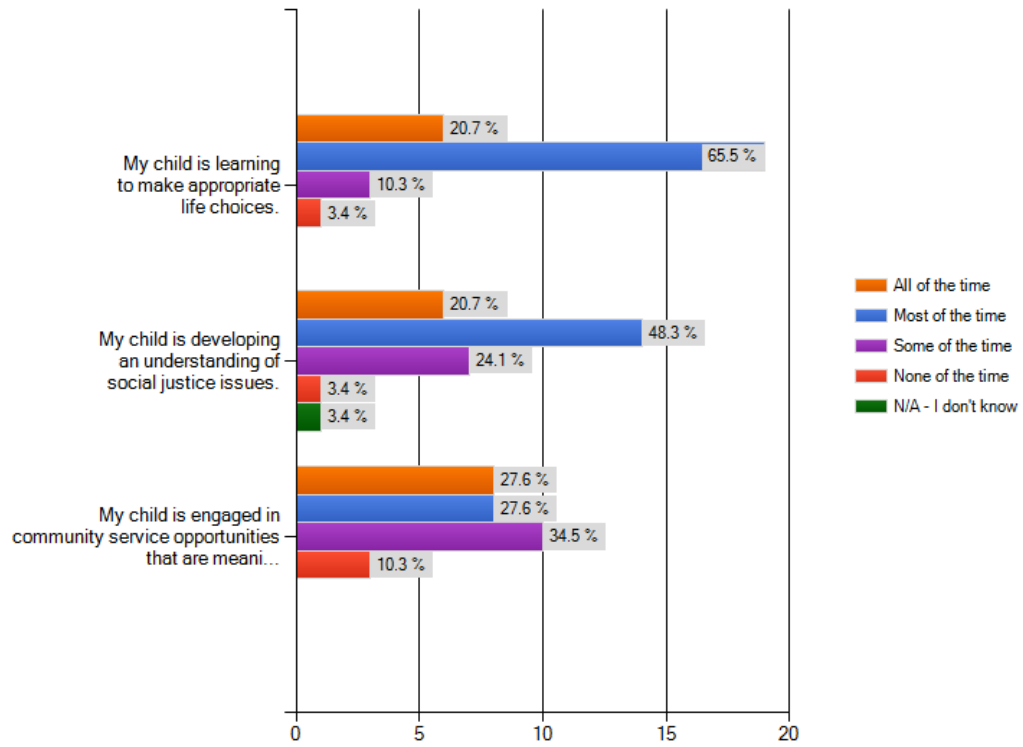
In terms of my child's intellectual development, I am satisfied that:



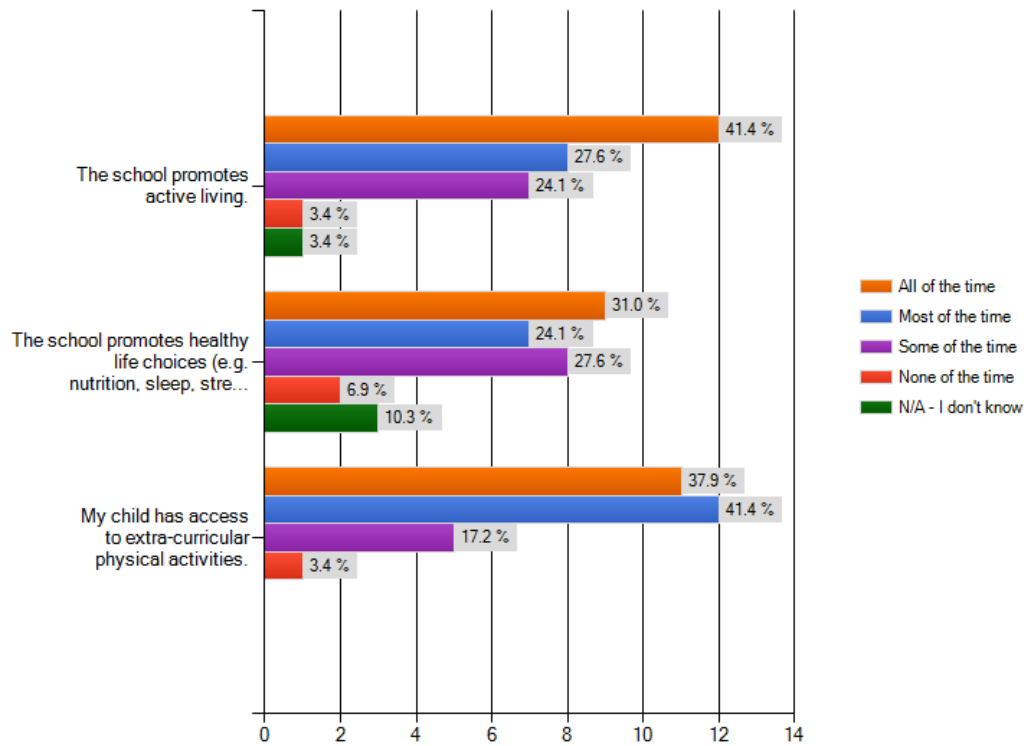
In terms of my child's emotional and social development, I am satisfied that



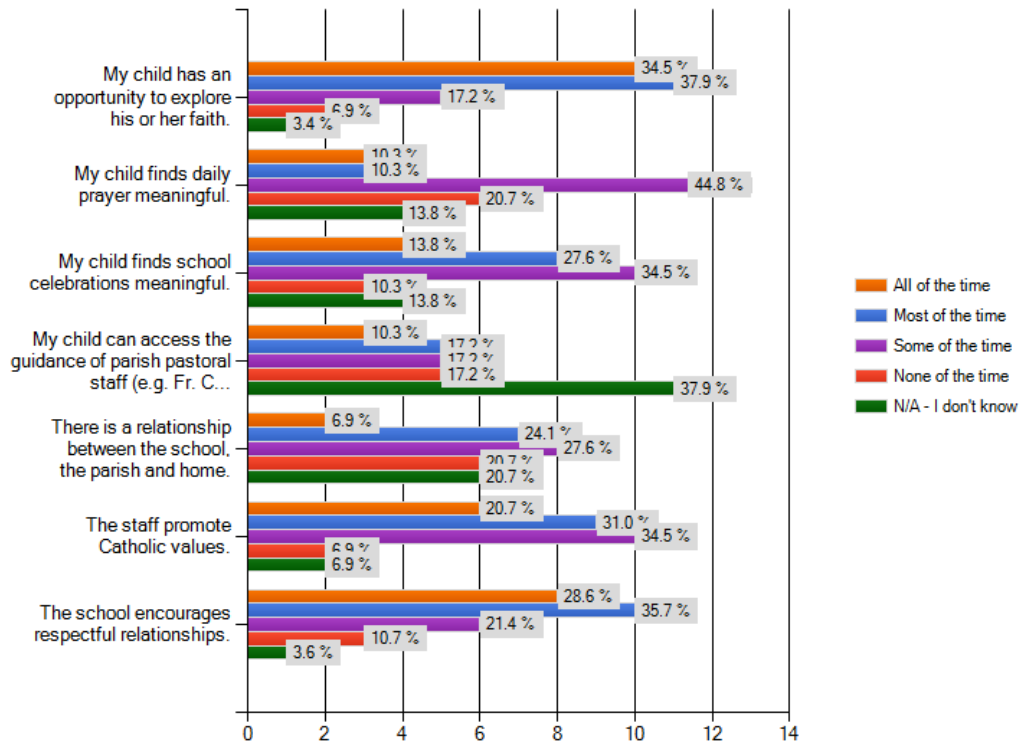
In terms of my child's moral development, I am satisfied that:



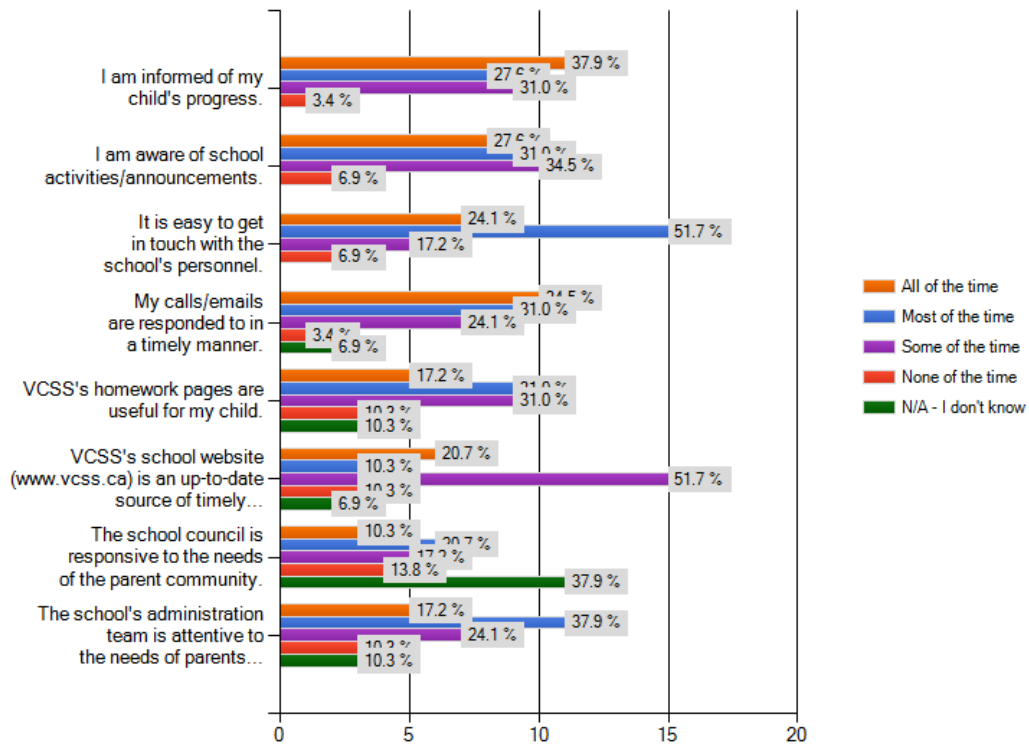
In terms of my child's physical development, I am satisfied that:



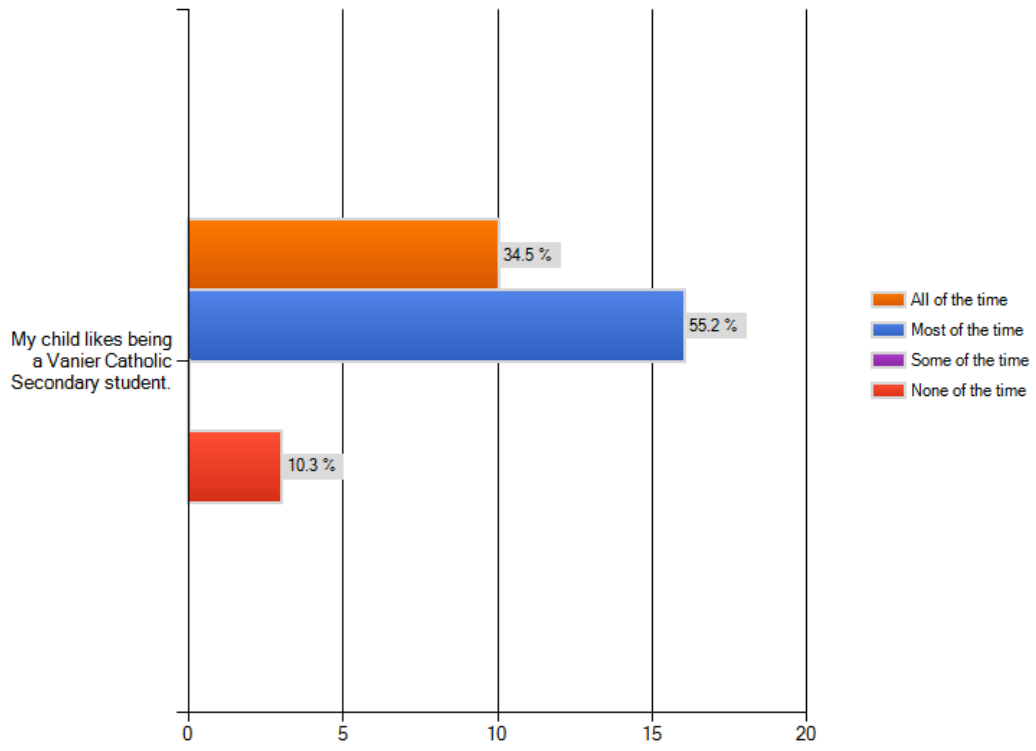
In terms of my child's spiritual development, I am satisfied that:



With regard to communication, I am satisfied that:



Most importantly...



School Survey Goal Summary

Preamble: Examining all our practices and routines to allow all students to have the skills and knowledge to be successful in a knowledge-based society (e.g. "21st Century Skills")

1. Increasing our students' achievement in the area of literacy.
 - Boys' achievement and engagement
 - Information Technology skills
 - Reading for understanding
 - Writing for appropriate audiences
 - Organization of information

2. Creating a greater awareness, understanding and appreciation of a faith-based educational program.
 - prayer and self-reflection
 - celebrations to build community
 - parish/home/school relationships
 - interdenominational/ecumenicism

3. Creating more opportunities for students to form positive relationships with other students and staff.
 - community service opportunities
 - leadership of Sr. Students within the school and in the community
 - non-athletic extra-curricular activities

4. Ensuring parents and students are always up-to-date on students' progress and school activities.
 - greater use of websites to share information/assignments
 - general assessment practices
 - frequency of reporting to parents
 - self-evaluation as a common practice

School Growth Plan
Staff Generated Goals

1. Develop a common VCSS vision that takes into account student engagement, increased student accountability and expectations by increasing programming for success.
2. Analyze Teaching practices and work collaboratively to develop new teacher supports like mentoring, information sharing, and collaborative time, so as to improve student learning.
3. Build student spirit and school community through integration, such as in combined grade-level activities, homerooms, houses, and peer mentoring.

**Vanier Catholic Secondary School
PLC Summary – Midpoint of 2010-2011 School Year**

All teaching staff are grouped into two groups (grade level and subject area) for the entirety of the school year. Each group has a group leader who gets a department head allowance. These groups were determined by the administration based on the particular courses that teachers taught with some exceptions to create balanced groups.

Grade Level	Group Leader	Members
Grade 8	Dorota	Melanie, JD, Tamara, Kim, Janet
Grade 9	David	Philip, Mike, Amber, Jonathan, Sheila, Sylvie O.
Grade 10	Carrie	Nicole, Susan, Bill, Kyla, Jenny, Russ
Grade 11	Barb	Jud, Brian, Jerry, Marcia, Dominic
Grade 12	Katrina	Caroline, Jane, Dwayne, Sylvie, Mark

Grade wide activities to date (3 PLC Thursdays): Homework policies, late assignment policies and grading practices. Also discussed were individual students and issues relating to the transition of students from their previous grades into their current ones.

Subject Area	Group Leader	Members
Math/Science	Jane & Caroline	JD, Brian, Mike, Jerry, Sheila
Jr. Humanities	Carrie	Melanie, Jonathan, Tamara, Katrina
Senior Humanities	Jud	Marcia, Bill
Languages	Sylvie H.	Sylvie, Amber, Dave
Religion	Mark	Dominic, Susan, Ed
Applied/Fine Arts	Russ	Jenny, Philip, Kyla, Kim
Differentiation/Grading	Nicole	Dwayne, Barb, Dorota, Penny, Ryan

Subject area activities to date (5 PLC Thursdays): Creation of new comment banks for each subject area for the YSIS system with a focus on creating 3-part comments (a strength, a needs improvement and a suggestion) for each student in each class. Preliminary look at learning outcomes by subject including discussions of what learning outcomes are Essential, Highly Desirable and Desirable - this will be carried on in the second semester.

Upcoming activities

Date	Group	Activity
February 3	Whole school	Grading and Assessment Ken video (2 hrs)
February 17	Whole school	Nicole Morgan to lead workshop on test development and question validity

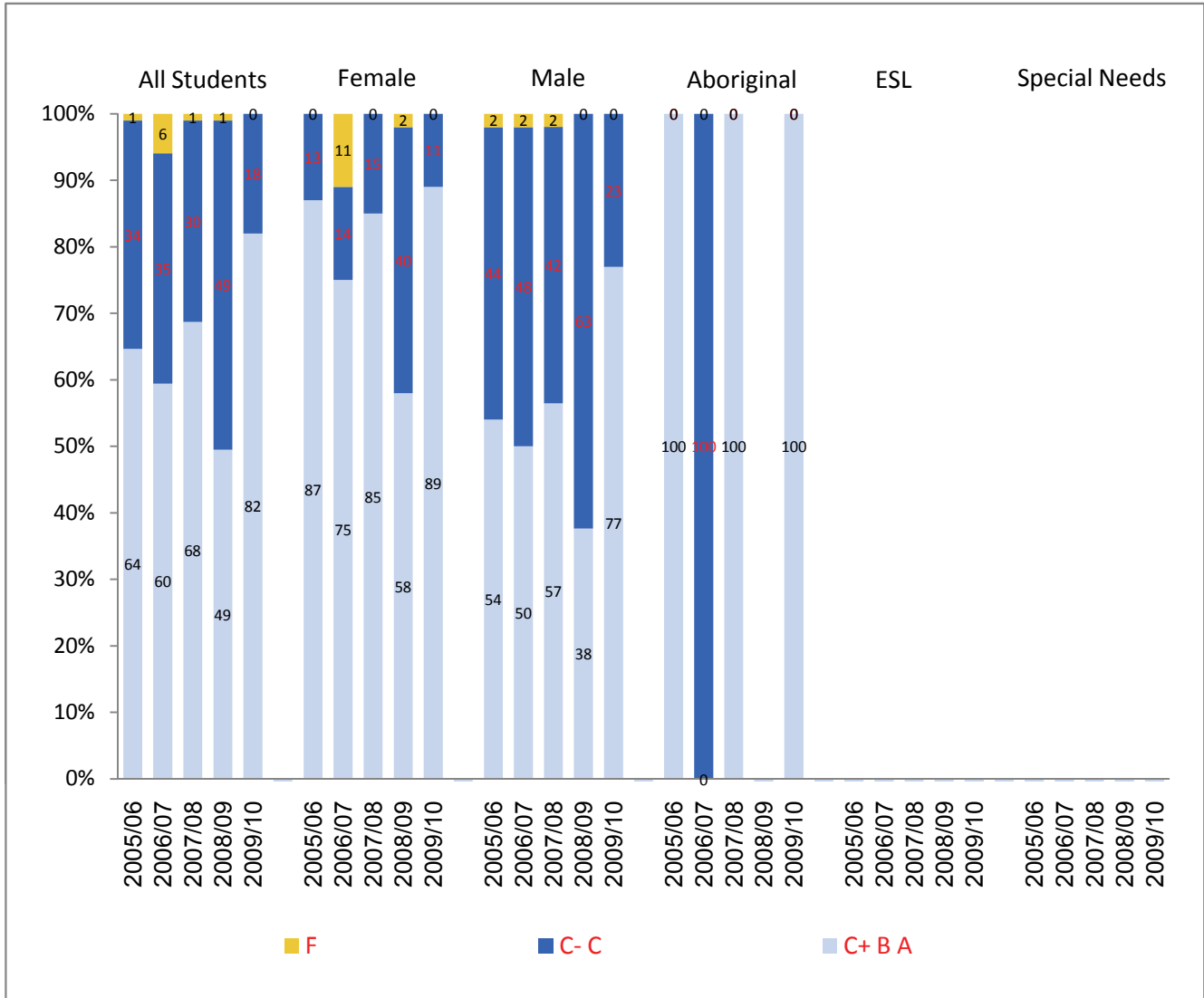
March 3	Subject Area	PLOs – essential outcomes by grade Math, English & others (Overall goal: to develop a school-wide scope and sequence for all core subjects where each learning outcome is ranked as Essential, Highly Desirable or Desirable)
March 31	Subject Area	PLOs – essential outcomes by grade Science, Social Studies & others
April 14	Subject Area	PLOs – essential outcomes by grade Math, English & others
April 28	Subject Area	PLOs – essential outcomes by grade Science, Social Studies & others
May 12	Grade-wide (for next year) Groups: 7/8, 9/10, 11/12	Grade-level expectations
May 15		Ranked PLOs due
May 26	Grade-wide (for next year)	Transition planning
June 9	Grade-wide (for next year)	Transition and next year planning (orders, textbooks, etc.)

Provincial Required Examinations - 2009/10

09898014 - Vanier Catholic Secondary

ENGLISH 10 - Blended Final Marks

Distribution of Letter Grades by Subpopulation* - 2005/06 - 2009/10



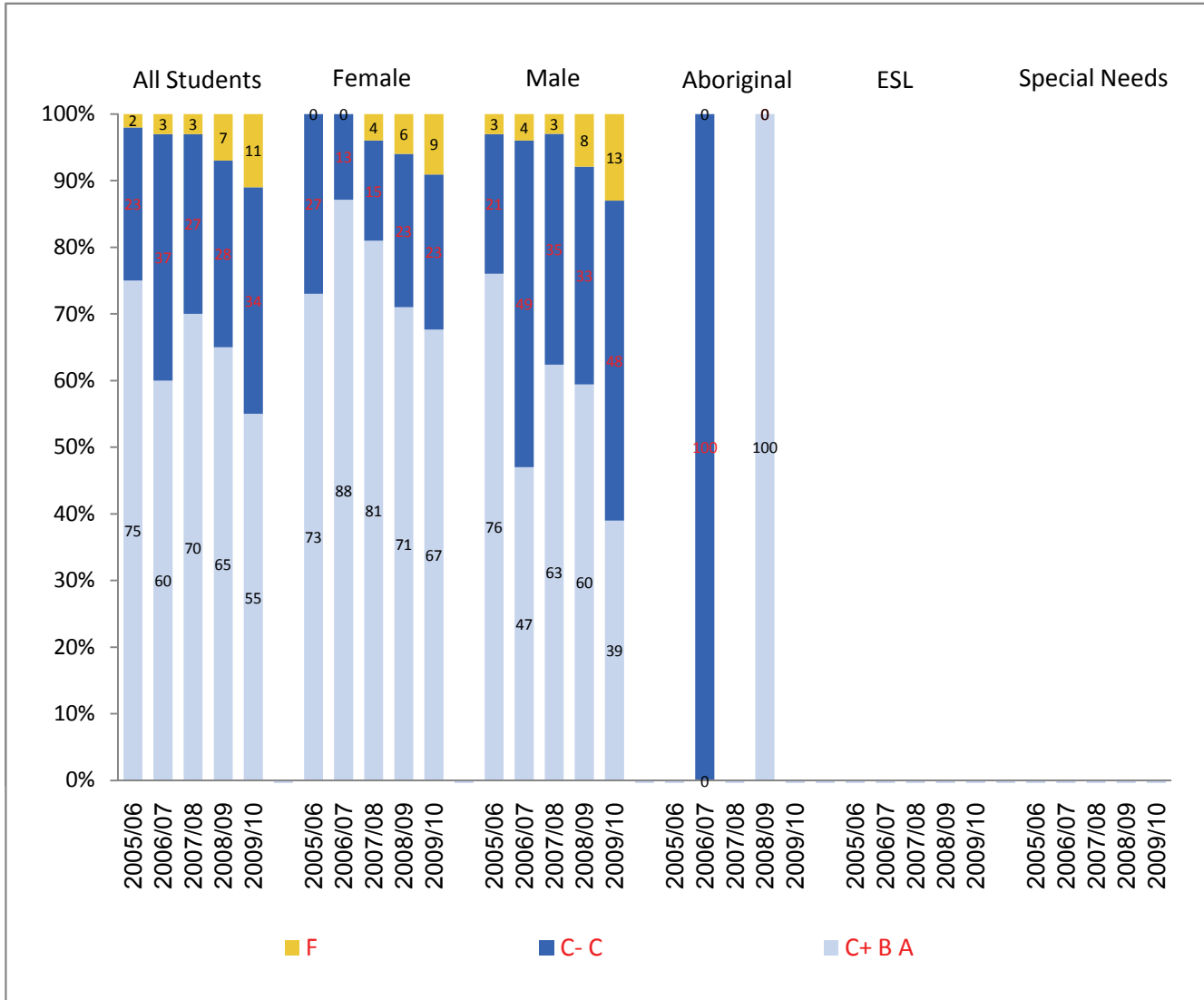
* Due to rounding totals may not equal 100%

Provincial Required Examinations - 2009/10

09898014 - Vanier Catholic Secondary

SOCIAL STUDIES 11 - Blended Final Marks

Distribution of Letter Grades by Subpopulation* - 2005/06 - 2009/10



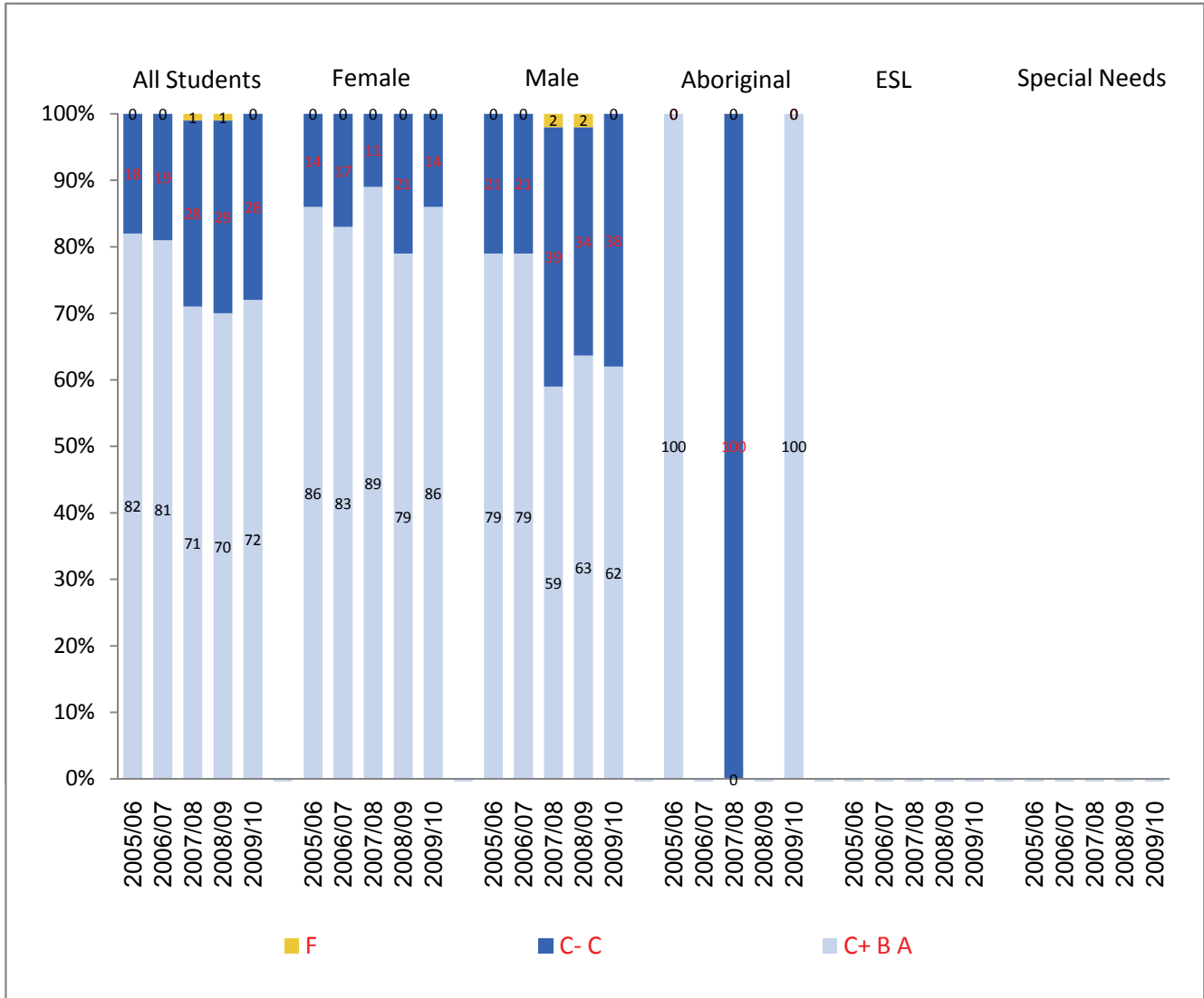
* Due to rounding totals may not equal 100%

Provincial Required Examinations - 2009/10

09898014 - Vanier Catholic Secondary

ENGLISH 12 - Blended Final Marks

Distribution of Letter Grades by Subpopulation* - 2005/06 - 2009/10



* Due to rounding totals may not equal 100%