



BOARD OF EDUCATION
SD #50 (HAIDA GWAI)





Navigating Students To Success

SCHOOL PLAN 2015-2018

For the 2015-2018 School Year
George M. Dawson Secondary





George M. Dawson Secondary School Plan 2015-18 Overview

Introduction

This year's plan is the next stage in a process for renewal by identifying the wide variety of student needs, cultural expectations, increased integration of Haida Culture into school curriculum and improved rates of academic learning. The school and its staff are committed to increasing student involvement in school activities, improving student attendance and learning, ensuring that grade to grade transition rates remain high and that graduation rates improve.

School, District, and Provincial educational reports all indicate that improved student performance is needed. Provincial exam results, school attendance records, and individual student assignment records all indicate that our students are performing below expectations. Learning and teaching styles require investigation to ensure that all students are learning and performing to the best of their abilities. Students with significant learning challenges or gaps in learning need to be assessed correctly, supported as necessary, and provided with work that is commensurate with their skills, knowledge and abilities. Students and their parents/Guardians require consistent and accurate feedback about student grades, attendance, and behaviour. In return, parents and the community need to stress and support the importance of: daily attendance, completing and turning in work that is above the standards deemed acceptable and complete, attending every class and giving their best effort in each of those classes, and the significant value of completing their secondary school education with their children. Moreover, the recent signing of the Educational Enhancement Agreement between School District #50 and the Village of Old Massett should signal a commitment by students and parents/guardians that improved student attendance and effort is an expectation, not only of the school district, school and its staff, but of the community as well.

Following school and teacher rules is another area that requires improvement. Most rules infractions by students are about inappropriate language and behaviour. Respectful behaviour towards all school members is not optional. It should be a right without question. Positive student behaviour should be reinforced at every opportunity and negative behaviour requires fair, consistent and equitable consequences.

Haida Language development and expanded exposure to Haida Culture remain a priority at George M. Dawson Secondary School. Several cultural activities took place this year and our staff recognizes the importance of expanding the number and types of Haida cultural experiences to students is important to our community.



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Experiential learning and formal education instruction have both contributed to the development of these practices. The greenhouse provides food supplies for Food Studies courses and the school's lunch program. Education about food production is another essential by-product of this worthy school project. School organized activities that centre around food gathering (hunting, fishing, clamming, berry picking, sea weed harvesting, etc) allow our students to learn butchering, food preserving, and food drying skills. The school's staff recognizes that these activities not only add to the uniqueness of our school but are important to the continued survival of our world. While this area is not an official goal within the school plan it remains as one of the main focal points of the school, staff and students.

This year the student body has articulated the need for a course focusing on mental wellness and addictions. The students at GMD are prepared, willing and enthusiastic about incorporating skills, strategies and approaches to better equip themselves for the future. The need and demand for mental health support for our students is increasing. We continue to seek support from the province, Northern Health, and School District 50 to meet the needs of all our students in this area.

Highlights from 2014-15

- Introduction to Trades Program for 16 students.
- School-wide traditional food gathering activities took place. Boys and girls hunting trips were organized and completed with success
- School Wide Cultural/Activity Days once a month.
- School Wide Writes
- Grade 9's participated in a two week film course offered in collaboration with 'Reel to Reel'. (Possible students to attend GIFTS).
- Grade 9 and 11 students participated in a week-long adventure camp at Mt. Moresby
- Musical Production of a CD of student created and written songs. (DARKSPARK)
- Students built a smoke house, which will be donated, to the OMVC Youth Center.
- School sports teams travelled off-island to participate in Zone Championships in soccer, basketball, volleyball and track and field.
- GMD Post Secondary Institution Tour took several grade 11 and 12 students to a number of colleges and universities for Informational tours
- School sponsored and organized Student Youth Conference
- Cultural Field School day to Yaan by Haida students
- Tahayghen Elementary students participated in a number of activities hosted by George M. Dawson Secondary School. Tahayghen students also worked in the school's green house and gardens.
- Multiple presentations about anti-bullying, cyber-bullying, gay student issues, anti-racism, HIV, Suicide and anti-violence were presented to GMD students and staff.



SCHOOL GOALS: OUTLINE

With the assistance of all stakeholders, George M. Dawson has arrived at the following goals in our commitment to continuous improvement and student achievement:

Goal 1 – To increase all students personal responsibility and empowerment while increasing opportunities for cultural awareness.

Goal 2 – To improve student competency in reading and writing

Goal 3 – To improve student numeracy skills at all grades with a primary focus of improving student success from grades 8 through to 10.

Data

The following data tables, and data available at the Ministry of Education (<http://www.bced.gov.bc.ca/reporting/province.php> website, provides sufficient documentation to support the school's choice of goals for the following school years. Data has been collected for several years and it demonstrates consistent patterns of success. It should be noted that Provincial exam results are snapshots of specific student groups and cannot be compared. Each student cohort group has its own strengths and weaknesses and the provincial exams differ from year to year and session to session. The data presented should only be interpreted as a pattern and guide for the school's staff. Moreover, exam results and cognitive reports do not reflect the total educational experience of students or the school, nor demonstrate individual or collective student successes. These results never take into account a student's learning style, personal circumstances or alternative intelligences.

This data does not include school-based results about reading, writing or numeracy. The school is embarking on a data collection process that will track each student school-based marks, reading and writing scores, and math assessment evaluations as assessed by teachers at the school. Our plan is assess and track student progress from elementary school through until graduation in a more authentic and constructive manner. This should also allow teachers to make more formative assessment of student learning and adjust teaching strategies to more suit student learning styles.



Goals Details:

Goal 1 Student Responsibility, Empowerment and Cultural Awareness.

Goal: To increase all students' personal responsibility and empowerment while increasing opportunities for cultural awareness.

RATIONALE FOR SELECTING GOAL:

School data indicates that student attendance rates are far below provincial averages and the number of students arriving late to school and class are far above what is acceptable in other school district jurisdictions. An examination of recent referrals to the office by teachers about student behaviour shows that most students are sent to the principal for attendance related issues or for the excessive use of ambivalence. School marks and anecdotal reporting by teachers indicate that many students perform below their levels of academic readiness because they fail to, either, complete assignments or return them to their teachers in a timely manner at a level deemed acceptable or complete. In addition, the school's First Nations Worker routinely provides individual students with day-to-day school supplies to replace items that are lost or left on the floor yet, teaching staff report that there are students who arrive to class without school supplies each day. There are a very small number of students who do little work while at school, and some who refuse to follow the instructions of both their teachers and administration. As in most schools, a small number of students withdraw from class without permission and want to wander the hallways rather than apply their energy to the challenge of working in a scheduled class.

Haida culture and language remain a focal point for the school and district. Teaching staff are committed to increasing the number and quality of cultural activities available to all students. Art classes routinely include First Nations art projects like bentwood boxes, ceremonial paddles, drawing and painting. Clamming, seaweed gathering, berry gathering, and other



traditional food gathering activities have occurred each year over the past several years and will continue to be scheduled into the school's calendar. A clear plan including proposed activities, proposed dates, and supporting activities for all disciplines is being developed and a master list of individual participants complete with areas of responsibility should be maintained both for historical importance and for specific documentation.

OBJECTIVES:

- To improve the overall attitude of students towards school and specifically towards their own learning
- To further improve the behavioural management issues: expectations, communication, consequences, restitution
- To improve time management, materials organization and problem-solving of students
- To increase the involvement by students in planning and running student spirit activities(school pride)
- To improve personal pride through cultural awareness and identity building.
- To improve our response to students at-risk of falling through the cracks.

SPECIFIC PERFORMANCE TARGET:

- Improved rates of student attendance
- Decreased rates of late arrivals by students to school and/or class
- Decreased referrals to administration about student behaviour and profane language
- Reduced referrals about students arriving to class without appropriate supplies
- Increased numbers of students enrolled in Haida Language classes
- Increased numbers of cultural activities available to all students

DATA USED TO TRACE PROGRESS:

- School Attendance records



- School late records
- Report card comments
- Student referral records
- School Field Trip Forms
- Teacher and administration observations

STRATEGIES:

DESCRIPTION	INSERVICE TRAINING NEEDS	RESOURCES NEEDED	RESPONSIBILITY	START DATE	END DATE
Work with PAC, OMVC, students and staff to develop a community education plan complete with expectations about student attendance, work habits and work completion rates	None	Time	Administration Staff PAC OMVC Student Body	Sept 2015	On-going
Improve communication between school and home so that parents/guardians are regularly updated about student attendance, lates, learning and progress by: phone, e-mail, mail and/or Facebook	None	Time	Administration First Nations Support Worker Office Staff Staff	Sept 2015	On-going
First Nation Support Worker to provide parents/guardians with a written report about student absences/lates bi-weekly	None	None	Administration First Nation Support Worker Office Staff	Sept. 2015	On-going
Staff, PAC and OMVC to create a letter that would commit students and their families to improve student attendance and establish a process that require students to account for all student absences or lates	None	None	Administration Staff PAC OMVC	Sept. 2015	On-going
Families to provide accurate contact	None	None	Administration	Sept.	On-



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information (Phone number, e-mail address, Facebook) so that staff may communicate with Parent/Guardians about topics of mutual interest or concern			Staff Families Student	2015	going
District, School and community consider creating "Saturday School" so that students who miss school work due to absences have access to a space that has both educational resources and staff support	None	Staffing Costs Materials Books	District Admin Administration Staff OMVC HEC Community	Sept. 2015	On- going
Administration and Staff create a plan that will ensure that school staff conduct information sessions/parent teacher interviews in Old Massett during the school year.	None	None	Administration Staff	Sept. 2015	On- going
Teach and post expectations & strategies for personal empowerment.	None	Release time for collaboration	Administration Staff District Admin.	Sept. 2015	On- going
Develop a school wide plan to promote positive student behaviour that: <ol style="list-style-type: none"> 1. Selects three to five expectations designed to promote positive behaviours and academic achievement such as: be respectful, be responsible, do the right thing, get better every day, do your best at all times, and be on time. 2. Teaches all students the behavioural expectations of the school. Simply telling students to be respectful is not enough. Give concrete examples of respectful behaviour such as keeping your hands and feet to yourself or not 	May be required	Research time Training time	District Admin. Administration Staff	Sept 2015	On- going



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<p>interrupting a teacher who is speaking.</p> <p>3. Develops a system for acknowledging and encouraging appropriate behaviours.</p> <p>4. Requires teaching staff and school administration to create a clear understanding of behaviours that will be managed in the classroom as well as behaviours that will be handled by administration outside of class.</p> <p>5. Develops a plan that applies consistent consequences for violations of both minor and serious policies that do not exclude the student from the academic environment.</p> <p>6. Collects, organizes, and reviews data to determine if the SWPBS (School-wide Positive Behaviour Support) plan is succeeding or needs modification.</p>					
<p>The school establishes a program/procedures that recognizes individual and collective student success</p>	None	Time Money	Administration Staff Community Support	Sept 2015	On- going
<p>The school review the current zero tolerance policy about electronic devices at school with a view to establishing procedures that fit more closely to the SWPBS objectives</p>	None	None	Administration Staff	Sept 2015	On- going
<p>School continues to develop policies and teaching strategies about appropriate student use of electronic devices for learning and communication while recognizing a teacher's right to teach and other students' right to learn.</p>	None	None	Administration Staff	Sept 2015	On- going



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Post and publicize Ministry of Education Graduation Requirements in classrooms, school publications, through the local press and at community meeting sites	None	Funds for posters	Administration	Sept 2015	On-going
Regularly update school website to ensure that the most up-to-date information about graduation is available to parents and community	None	Time	Administration District IT	Sept 2015	On-going
Re-institute the student agenda planner program that provides each student with a daily planner to record important dates and homework assignments. Teachers and parents both should utilize the planner as way of communicating about lost or late assignments, planned absences, and other areas of common interest	None	Money	Administration Staff Parents	Sept 2015	On-going
Utilize community resources (Cablevision, newspaper, community bulletin boards, etc) to publicize important dates, school milestones and school activities	None	Time	Administration Office Staff	Sept 2015	On-going
Continue to use school's Facebook page to update users about school activities, policies, and student success.	None	Time	Administration Staff Office Staff	2015	On-going
Work on cultural awareness as an underlying theme to all activities and lessons including culturally- responsive education on the staff meeting agenda.	None	Release time	District Admin. Administration Staff	Sept. 2015	On-going
Increase the number of school-wide traditional Haida cultural activities such as hunting, fishing, food gathering, and other culturally	None	Role Model Funding Collaboration	District Admin. Administration Staff	Sept. 2015	On-going



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relevant activities		time			
Increase student enrolment in BC First Nations Studies 12 course	None	None	Administration Counsellor Staff	Sept 2015	On- going
Offer English 10, 11 and 12 First Peoples courses whenever possible	Teacher training	Curriculum and curriculum resources	District Admin. Administration English teachers	Sept 2015	On- going
Encourage all Haida students to enrol in Haida Language and Culture class up to, and including, grade 11.	None	None	District Admin. Old Massett Education Council Old Massett Villiage Elders Old Massett Council Administration Staff PAC	Sept 2015	On- going
Seek out First Nations motivational speakers to encourage First Nations students to stay in school and excel in all aspects of school.	None	Time Money	District Admin Administration Staff First Nation Community	Sep 2015	On- going
include culturally- responsive education on the staff meeting agenda as a distinct meeting item	None	None	Administration Staff First Nations Support Worker	Sept 2015	On- going
Integrate an academic intervention program into a comprehensive system of support for students at-risk	Professional Development	Release time for collaboration Research time Training time	District Admin. Administration Staff HGTA	Sept 2015	On- going



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Utilize resource blocks for student support to learn organizational, planning and goal-setting skills	Professional Development	Release time for collaboration Research time Training time	District Admin. Administration Staff HGTA	Sept 2015	On-going
Continue to development an improved assessment plan that includes greater emphasis on formative assessment (assessment for learning and teaching) and less assessment of learning for reports/grades.	Professional Development	Release time for collaboration Research time Training time	District Admin. Administration Staff HGTA	Sept 2015	On-going

EVALUATION PLAN:

To be developed in consultation with Administration, Teaching and Support Staff, the Parents Advisory Council, The School Planning Council, Old Massett Education Council and District Staff. It should include processes that document:

- Improved rates of student attendance
- Decreased rates of late arrivals by students to school and/or class
- Decreased referrals to administration about student behaviour and profane language
- Reduced referrals about students arriving to class without appropriate supplies
- Increased numbers of students enrolled in Haida Language classes
- Increased numbers of cultural activities available to all students
- The number of student learning support blocks
- The use of student agenda planners by students, staff and parents
- The number of students enrolled in Haida Language and Culture, BC First Nations Studies 12 and English First Peoples courses
- The number of school field trips focussed on traditional Haida activities



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- Tracks phone calls made to student homes informing parent/guardians about student attendance, lates and accomplishments

Goal 2 LITERACY

GOAL: To improve competency in reading and writing

RATIONALE FOR SELECTING GOAL:

Current data indicates that our efforts have shown some positive changes in student performance and learning but that the school's overall Provincial exam performance is below provincial averages. This provides sufficient rationale for maintaining some of the same objectives and expanding school strategies to continue this improving trend.

OBJECTIVES:

- To increase the percentage of Grade 8,9,10 students meeting or exceeding expectations in the School Wide Write by 50 percent within three years
- To increase the percentage of students passing the written portions of the BCFN 12 Provincial Exam
- To increase the percentage of Grade 12 students meeting or exceeding provincial averages as described in the Topic/Cognitive Level Reports for Grade 12 Provincial English 12, Communications 12, and English First Peoples 12 exams by 50 percent within three years
- To increase the number of students who score C+ or better on the English 10 Provincial Exams by 50 percent within three years
- To increase the percentage of students with stronger essay and vocabulary development

FOCUSED ATTENTION ON (equity group(s):



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- Grades 8,9,10,11 Students
 - Male students in all grades

DATA USED TO TRACE PROGRESS:

- School Wide Writes Gr. 8, 9, and 10
- Provincial Exam Results (Grade 10 , Grade 12 English, Communications 12, English 12 First Peoples and First Nations Studies 12)
- Provincial satisfaction Surveys
- School Course marks

PERFORMANCE INDICATORS:

- An increased percentage of students in Grades 8 meeting or exceeding expectations in the School Wide Write
- An increased percentage of students who pass the written section of the BCFN 12 Exam
- An increased percentage of students will display stronger essay and vocabulary development in their classroom portfolios
- An increased percentage of male students who meet or exceed expectations in all of the performance indicators listed above

- An increased percentage of Grade 12 students meeting or exceeding provincial averages as described in the Topic/Cognitive Level Reports for Grade 12 Provincial English 12, Communications 12, and English First Peoples 12 exams
- An increased number of students who score C+ or better on the English 10 Provincial Exams

STRATEGIES:



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DESCRIPTION	INSERVICE TRAINING NEEDS	RESOURCES NEEDED	RESPONSIBILITY	START DATE	END DATE
<p>To continue to develop strategies that support struggling students learning to read:</p> <ol style="list-style-type: none"> 1. Providing time for every student to read something that the student has selected for reading. 2. Ensure that students are reading material that they can read with 98% accuracy. 3. Every student reads something they understand. 4. Every student talks with their peers about what they are reading to improve comprehension and engagement with reading 5. Every student in grade 8 and 9 listens to a fluent adult read aloud to increase student fluency, comprehension, background knowledge, sense of awareness and story, plus text structure. 	Professional development	Training Professional Reading Release time Funding	District Admin. Administration Staff HGTA	Sept. 2015	Ongoing
To continue to develop staff	Conference	Release time	District Admin.	Sept. 15	Ongoing



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expertise and use of differentiated learning strategies	attendance Professional reading	Conference Fees Professional Literature	Administration Staff HGTA		
To continue to develop assessment for learning (formative and summative) strategies to guide informed teaching practice	Conference attendance Professional reading	Release time Conference Fees Professional Literature	District Admin. Administration Staff HGTA		
To continue to collect and review data from the School Wide Write, Provincial Exams and to use the data to develop focussed action plans	Release time to set anchor papers, mark papers, and to review data	TOC's to release teachers to meet and mark	District Admin. Administration and Staff	Sept. 2014	Ongoing
To continue to develop an increased number of classroom writing assignments which help students with the five paragraph essay format	None	Research topics and library resources	Administration Staff	Sept 2015	Ongoing
To provide OMVC Education Council with up-to-date Performance Standards and Measurement Scales in English and Mathematics	None	None	Administration Staff OMVC Education Council Staff	Sept. 2015	Ongoing
To provide OMVC Education Office Staff access to pertinent school professional development opportunities as they relate to shared educational interests	None	None	Administration Staff OMVC Education Office Staff	Sept 2015	Ongoing
To carefully identify students who require additional reading and writing support and develop individual student learning plans	None	Teacher release time for testing and planning	District Admin Administration Staff LRT Teacher	Sept 2015	Ongoing



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that articulate enhanced strategies to improve student performance and learning			Counsellor		
To involve all grade 8 students in a library based English assignment before the end of September of the current school year	None	None	Administration Staff English Department	September 2015	Ongoing
To increase the number of Project-based/Problem solving assignments which utilize all of the school's resources including the library	None	Release time Professional development	District Admin Administration Staff HGTA	September 2015	Ongoing
To improve student attendance in all English classes	None	None	Administration Staff First Nations Support Worker Students Parents	Sept 2015	Ongoing
To continue to support the goals of the Aboriginal Education Enhancement Agreement and this Literacy Goal	Continued district literacy education training, and attendance at school's department meetings, Smart Learning opportunities, and school wide professional development	Resources housed in district aboriginal literacy and Smart learning resources	Administration Staff First Nations Support Worker SEA's Counsellor	Sept 2012	Ongoing



EVALUATION PLAN:

Staff will review School Wide Write and Provincial Examination data at a department level, in staff meetings and Reading meetings. Review of data will also occur in the collaborative marking sessions for the School Wide Write. School Data will be reviewed annually by school staff and members of the PAC and be used to formulate new school plans and guide teaching strategies to improve student learning.

Goal 3 NUMERACY

GOAL: To improve numeracy skills at all grades with a primary focus of improving student successes from grades eight through ten.

RATIONALE FOR SELECTING GOAL:

Provincial Exam results demonstrate that George M. Dawson Secondary School regularly perform below provincial averages.



OBJECTIVE:

Primary:

1. Increase the number of students achieving 60 percent or greater on the Grade 10 Provincial Math Exams by 25 percent within three years.
2. Increase the number of students who pass all Math courses by 50 percent.
3. Improve the Numeracy skills of students as demonstrated by increased math course pass rates; Provincial Exam Pass Rates, and Provincial Final Marks scores.

Secondary:

1. Establish baseline data for Principles of Math 8 students using the School District #50 Assessment tools and disaggregating the data by gender and aboriginal students.
2. Continue to establish baseline data for grade 10 using the Provincial exam results for both Pre-Calculus and Workplace Math programs and disaggregating the data by gender and aboriginal students.
3. Improve attendance rates in all math courses.

PERFORMANCE INDICATORS:

1. Improved pass rates in Math 8 – 12 courses.
2. Improved School Mean Scores on Provincial Math exams.
3. Increased number of students achieving 60% or greater on Grade 10 Provincials Exams.
4. Increased number of students achieving 60% or greater in Provincial Exam Final Blended Marks



STRATEGIES:

DESCRIPTION	INSERVICE TRAINING NEEDS	RESOURCES NEEDED	RESPONSIBILITY	START DATE	END DATE
Review the Intended Learning Outcomes for each Math course and determine the essential outcomes for each course at each grade level. IRP updated 2014	None	Release time for collaboration	Math Teachers	Sept. 2015	On-going
Create a plan that would allow for two semesters of Math for in-coming grade 8 students who are known to struggle with mathematics.		Time to liaise with feeder schools	Gr. 7 Teachers Counsellors Math Dep't. Admin.	Sept. 2015	On-going
Review the placement criteria for students selecting Pre-Calculus and Apprenticeship and Workplace Math Courses	None	None	Resource room, counsellors, Math dept., Admin	Sept 2015	On-going
Offer a Peer Tutoring Math program	None	Financial Support Senior students willing to participate. Room Supplies	Principal Math Teachers Counsellors	Sept. 2015	On-going
Work with the Education Committee of the Haida Education Council to: <ol style="list-style-type: none"> 1. Identify Math resources that could be used by OMVC to offer Math support to aboriginal students. 2. Identify Band students who would benefit from additional math instruction. 	None		Admin. Math Dep't. OMVC Education Officer Counsellor	Sept. 2015	On-going



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<p>3. Identify Aboriginal youth who could act as mentors/tutors to other aboriginal youth.</p> <p>4. Supply OMVC Education Council with Math resources to be used to support Band inter-session math instruction.</p>					
<p>Work with the OMVC Aboriginal Education Tutors to provide appropriate math support to students' learning</p>		<p>Ab. Ed. Tutor provided by OMVC Aboriginal Education Department</p>	<p>Principal Math Department</p>	<p>Sept. 2015</p>	<p>On-going</p>
<p>Encourage the school district to store data and make it available in ways that support student learning and teaching.</p>	<p>Technical Support</p>	<p>Software support</p>	<p>SD #50 IT Department Principal</p>	<p>Sept. 2015</p>	<p>On-going</p>
<p>Improve communication with elementary feeder schools about:</p> <ul style="list-style-type: none"> • Math skills required by Grade 8 students • Importance of all Gr. 7 students writing the Gr. 7 School District Math Assessment test • Students who have below grade math skills. 			<p>Principal Math Department</p>	<p>Sept. 2015</p>	<p>On-going</p>
<p>Improve communication with parents and Admin about student absences from math class</p>		<p>Improved telephone contact from school to home</p>	<p>Admin First Nations Support Worker Math Teachers</p>	<p>Sept. 2015</p>	<p>On-going</p>
<p>Improve student attendance in Math classes</p>	<p>None</p>	<p>None</p>	<p>Administration Staff First Nations Support Worker</p>	<p>Sept 2015</p>	<p>On-going</p>



EVALUATION PLAN:

Teachers involved in the Numeracy goals, Math Assessment program and the Math department will evaluate the data from the assessments as the data becomes available, and continue to share with the staff as a whole. Provincial exam data, course marks and letter grades, and the grades 8 & 9 Mathematics Assessments will be reviewed at the end of each semester. The data and the discourse will be used to formulate revisions of school and department strategies and to guide teaching practice to meet the needs of students.

SUMMARY STATEMENT:

This school plan sets out an ambitious agenda for its students and staff. It is not intended to be prescriptive. We have established guidelines and set out numerous strategies that could be used over time to accomplish the stated goals. It is a plan that spans at least three years. Some modifications should be expected in that time span but it is hoped that any strategies employed by the school and its partners will occur over the life of the plan so that the necessary tweaks and twists will have time to do their work and meet the goals set out in the plan.

There are specific targets in those areas where improvement in student learning and performance is integral to student success, both at school and later in life. George M. Dawson Secondary School is a unique school. Its students and staff work well together. It is our hope that that school and students will demonstrate improved success rates in learning in the future, and this plan will help the school move forward in a positive manner.



School Planning Council

Melanie Woode
Parent Name

M Woode
Signature

July 7/15
Date

Florence Lockyer
Parent Name/OMVC Ed. Admin

Signature

Date

Barbara Sly
Pamela Ewasjuk
Parent Name

Barbara Sly
Signature

July 10/15
Date

Bernadette Marie
Principal Name

B Marie
Signature

July 7/15
Date

Angus Wilson
Superintendent Name

Signature

Date

Board of Trustees Chairperson

Signature

Date