
**G.K.N.S.S.
School Plan**



2015/2016

Mission Statement

To undertake a meaningful review of operations, including challenges and successes, in order to continually work toward improvement.

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Describe your assessment process (e.g. who was involved, the activities undertaken).

The structures and protocols of the School Planning Council that have been in place to support school improvement have changed since the last school plan. The School Act no longer mandates a committee. However, school improvement is still important and should be pursued diligently with as much consultation as possible. Discerning areas for improvement is a complicated process. It is easy for anyone to criticize and offer opinions about what needs to be done in order to affect improvement. However, designing improvement projects based on opinion or perception can lead to wasted resources and misspent time and energy.

G.K.N.S.S. is committed to improving the achievement of all students in all aspects of their educational careers. This year, we have explored how to implement the goals set last June. Those goals are:

- 1. Planning how to spread formatted (MLA, APA) essay writing conventions across grades.**
- 2. Planning how to incorporate more life skill and real credentials into Planning 10 and GT 12 while considering how to restructure GT 12 in order to maximize the potential the course offers.**

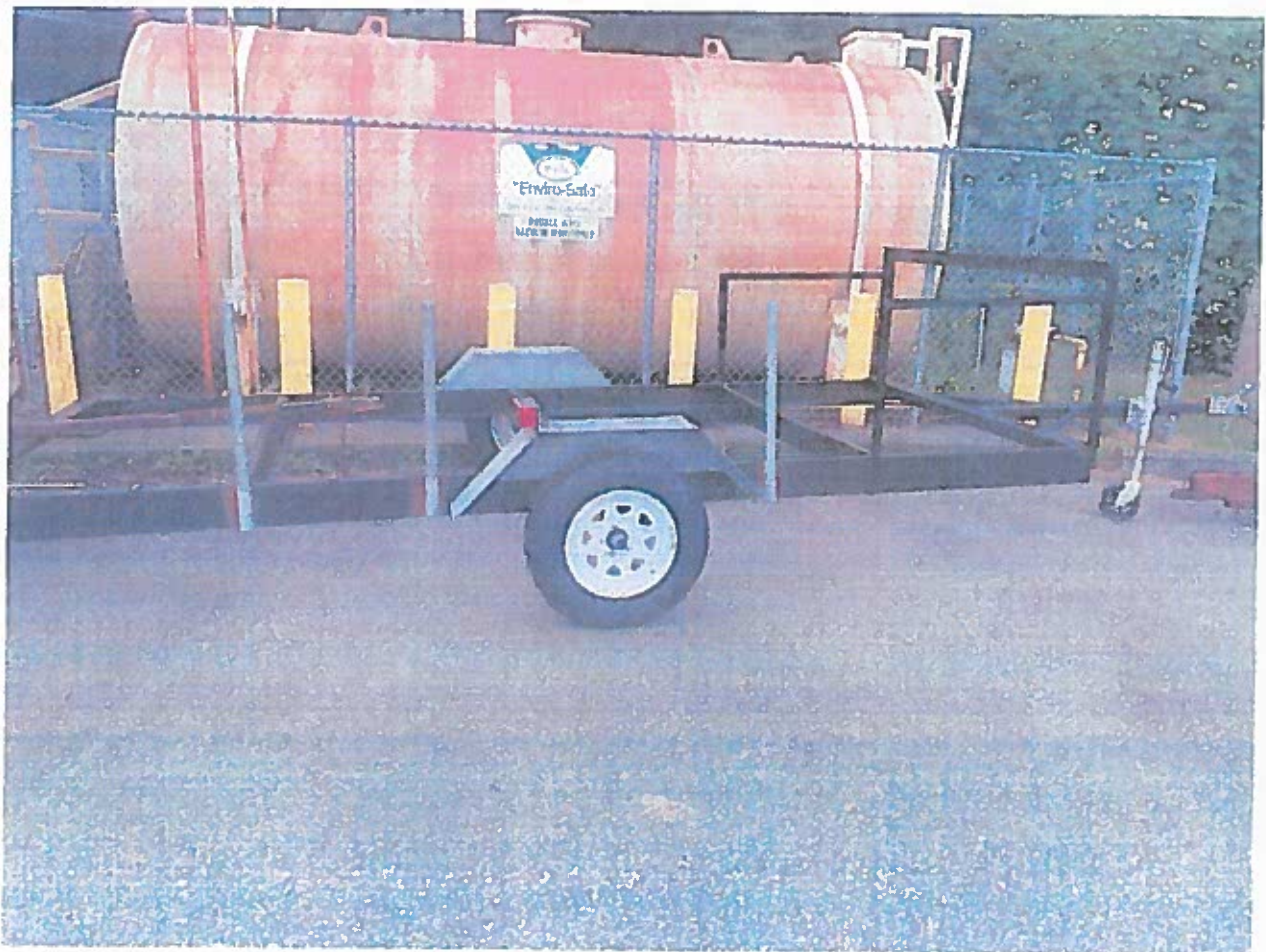
1. A survey of alumni from the last five years that was conducted in May 2015 indicated that formatted essay writing was a skill that was not being adequately addressed in high school English classes. A school committee was struck. We continue to evaluate the instruction of formatted essay writing instruction. Part One of this document deals with structuring that for English teachers.

2. Working with the current GT teacher and various organizations, Planning 10 and GT12 have been re-imagined and a structure for Planning 10 is forthcoming. In the meantime, certain credentials have been made available to Grade 10s and Graduation Transitions has been re-imagined through an Intervention Day model explained in Part Two of this document.

Part One
The Year in Review

Trades

Student Trailer Project



Students manufactured the trailer from scratch. The project taught students to apply learning gained through various courses across trades, including welding, metal fabrication and mechanics. The project involved several capacity building initiatives that have increased Mr. Wagner's ability to offer comprehensive programming.

Students also participated in the Innovation Challenge competition in Terrace. Competition was apparently fierce, but students won a runner up prize for \$850.00 for the design and construction of a quadracycle built entirely from pvc pipe.



Foods

Thanks to several funding partners and local organizations, the focus on local foods in Haida Gwaii has been a huge success at G.K.N.S.S.





Part Two

Essay Writing

Academic Conventions for Essay Writing

The Provincial Curriculum for English 12, as it is right now, refers specifically to conventions of formatted essay writing in the following Prescribed Learning Outcome:

C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

- grammar and usage
- punctuation, capitalization, and Canadian spelling
- **copyright and citation of references**
- presentation /layout

Suggested Achievement indicators are given as follows:

Copyright/Citation of References

- define and explain copyright and plagiarism in context
- acknowledge sources of information when creating texts (e.g., print, web-based)
- respect and acknowledge copyright
- embed quotations within sentences
- cite research information, ideas, and quotations in a consistent and ethical manner, according to acceptable research methodology (e.g., cite sources using a recognized style such as the Modern Language Association (MLA), American Psychological Association (APA), Chicago Style)

The outcomes and suggested achievement indicators for grade 11 are identical to those of English 12. In grade 10, the suggested achievement indicators do not specify MLA, APA or Chicago styles. The School Committee acknowledges that Chicago style essay formatting is obsolete.

As new curriculum becomes available, and then mandatory, for the senior high school grades, it is important to continue to communicate that these have been identified as priorities to teachers of English 10, 11 and 12 students.

The following chart indicates some details of specific key learnings across grades in terms of academic expectations for writing persuasive or research essays:

	Grade 10	Grade 11	Grade 12
Concept	<ul style="list-style-type: none"> • Intellectual Property • Plagiarism • Academic Fraud • Evaluating internet sources 	<ul style="list-style-type: none"> • Academic rigour • Research tools (Scholarly searches) • Identifying thesis 	<ul style="list-style-type: none"> • Literature review • Identifying bias
Convention of In-Text Citation	<ul style="list-style-type: none"> • Able to demonstrate acknowledged source of information in text. 	<ul style="list-style-type: none"> • In text citations MLA 	<ul style="list-style-type: none"> • Compare MLA with APA
Convention of bibliographical information	<ul style="list-style-type: none"> • Able to demonstrate acknowledged sources of information on a separate page. 	<ul style="list-style-type: none"> • Works Cited MLA 	<ul style="list-style-type: none"> • Compare MLA with APA references page
Conventions of formatted writing	<ul style="list-style-type: none"> • Line spacing • Indentations • Italicizing titles 	<ul style="list-style-type: none"> • Review Grade 10 conventions • Title Pages MLA 	<ul style="list-style-type: none"> • Review grade 10/11 • Title pages APA

Part Three

Graduation Transitions and RTI

Although Graduation Transitions performs a service for students that was identified in our alumni survey as an experiential gap, it was considered as too much of a time commitment by the School Planning Council at the time. Our task was to re-imagine how Graduation Transitions could be delivered within the school context.

It was identified that Graduations needed to be:

1. Not scheduled as an ordinary 120 hour course.
2. Spread out over grades 11 and 12.

The challenges to the current model of timetabling if Graduation Transitions was to be halved in time were prohibitive. Exploring alternate models of timetable delivery became necessary.

A strategy recommended by the Ministry of Education is **Response To Intervention (RTI)** (<http://www.udlresource.ca/?p=2782>).

It is difficult to sort through all of the different approaches and understandings of RTI across North America. Communicating the ideas to the school staff has caused me to remove much of the rhetoric involved with the concept. Simply put, we are going to implement an Academic Intervention Day on Wednesdays of the 2016/2017 school year.

On Wednesdays, the bell schedule will be changed, and classes will be shortened in order to allow for an intervention block. This may allow the school to:

- Intervene when students are struggling rather than wait until they have already failed a term before we do anything about it.
- Reduce Graduation Transitions 12 to one block per week.
- Allow Grade 11s to participate in a Graduation Transitions Program designed to assist them in identifying their educational paths in grade 12.
- Adapt to recent changes announced, but not detailed, in the new graduation plan.
Specifically:
 - The removal of Planning 10 and Graduation Transitions to be replaced with a new Graduation Requirements structure.

The new day will be scheduled as follows:

8:45 – 9:05	Teachers meet in small groups to identify essential learning outcomes, plan assessments for those outcomes and to plan interventions for those students that need them.
9:10 - 9:25	TAG/Homeroom
9:30 – 10:25	Intervention Block
10:25 – 10:40	Nutrition Break
10:45 – 11:40	Block 1 (Grade 11 and 12 GT)
11:40 – 12:30	Lunch
12:35 – 1:25	Block 2
1:30 – 2:20	Block 3
2:25 – 3:15	Block 4

Growth Plan from 2015

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School Growth Plan

Goal # 1 Essay Writing

Objective #1

To improve the delivery of accepted academic, formatted essay writing instruction across grades.

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
Strategy 1 Establish a committee to "scope and sequence" the needs at each grade level.	None	Release time for committee teachers	Principal, Three teachers from the English department	Oct. 2015	May 2016	\$1000.00	A document that outlines the concepts taught at each grade level to support expertise in formatted essay writing.
Strategy 2 Communicate the School Plan to all teachers/Share results of survey Evaluation Plan Continued alumni surveys	None	None	Principal	Sept. 2015	May 2016	\$230	Establishment of the committee first staff meeting.

Communication Plan

Newsletters communicated through email list and staff meeting

*** School Growth Plan**

Goal #2 Evaluate Planning 10 and GT 12

Objective #2

To examine options for delivery of the GT12 requirements

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
Strategy 1 Review GT course binder	none	None	Academic Advisor, Principal	Oct. 2015	Dec. 2015	\$0.00	Recommendations about course delivery structure

Evaluation Plan

Principal will determine whether the recommended structure fits within the current 4x8 timetable model.

Communication Plan

Reports to the School Planning Council/PAC and to staff at regularly scheduled meetings.