

Charles Hays Secondary School Plan – 2016-2017



Vision Learning and Working Together
 Apprendre et Travailler Ensemble
 Sagayt Suwilaawksa Ada Hakahalels

Mission

To ensure every student successfully completes his or her educational program.

Context

Charles Hays Secondary School (CHSS) is a grade 9 – 12 high school located in the City of Prince Rupert on traditional Ts'msyen territory. The school has a diverse multicultural population including ~ 60% students of Aboriginal ancestry. Our enrollment has been declining slowly and was 626 on September 30, 2016. CHSS is a dual track school with a French Immersion Program and offers Sm'alg yax and French as second language courses. The school has a strong academic program, a growing trades program, a vibrant fine arts program and a hockey academy.

We want to move to a timetable that allows for more flexibility in order to align with the new curriculum as well as provide more opportunity to ensure all students are finding success. The hope is to implement this new timetable in 2018-2019, after consultation with all of the stakeholders.

Goal (framed as an inquiry)



If we identify students who are experiencing difficulty with aspects of their learning, offer supports and intervene, will we see an improvement in achievement for all learners?

- a) Will we see an improvement in the number of Grade 9 students who transition into Grade 10 core courses as evidenced by report cards
- b) Will we see an improvement in our graduation rate for all learners with a particular focus on a 6 year graduation rate as evidenced by graduation data?

Structures and Strategies – What things are in place to help us meet our goal?

The school has staff members whose role is to support the teachers and students as they learn. They work alongside teachers and students, helping to build connections, relationships and trust with the students. They include the following;

- Counsellors
- Learning Services Teachers
- Education Assistants
- Aboriginal Support Workers

The school has a number of structures that provide a variety of strategies and options that support learning for all students.

- The Library Learning Commons (LLC) is a space that provides literature, technology and other resources to support learning. It more recently has also been used to provide Moodle Courses which give our students the opportunity to learn in an alternate setting when the typical classroom is not working. These courses are online and self-paced. The LLC is also used to support students who are struggling or need more time and/or assistance to work on their classes.
- The Math department has designed a Math 9 Program that allows for more skill building time for students who struggle with Math. The program uses more games, manipulatives and hands on opportunities for math learners over a full year.
- Peer Tutors are students who support other students in classes. They can be a great help to other students by helping students make relevant connections to their learning.
- Project based learning opportunities such as the Greenhouse Project, the Restoration of the 1940s Police Car, and the Shed Project allow students more experiential learning opportunities as well as the chance to make connections with community members.



- Our Breakfast and Lunch Programs are so important because we know some of our students come to school hungry and we believe it is impossible to learn when you are hungry.
- Bi-Weekly Attendance meetings help us identify students who are disconnected and/or having difficulty and come up with ways to support them.
- Weekly, Thursday morning meetings are another way we identify and support students we are concerned about.
- Bus passes are provided to students for who have a hard time getting to school as long as they are attending.
- Collaboration Time allows staff the time to work together on initiatives and new curriculum in their departments, across the curriculum, and meet with staff from Pacific Coast School (PCS) and Prince Rupert Middle School (PRMS). Our collaboration time is all scheduled at the same time.
- We have taken steps towards a model of inclusivity where every student has purpose and choice.
- My Blueprint.ca is a Canadian Careers website and all of our students have accounts in the program. Our hope is that if the students are thinking about their future right from Grade 9, it may improve our graduation rates.
- We try to offer a wide variety of courses based on the interests of our students like Musical Theatre, Basketball, Hockey Academy, Intro to Trades, Photography, Band, Guitar, Foods, Textiles, Trades courses, Art, Photography, Business and Languages.

When asked how CHSS is doing at meeting their goal?

Support staff noted that in some departments teachers are using the same teaching strategies and assessment models and that is making a difference for students.

Students feel that CHSS is doing well at meeting their goal because there are lots of opportunities in place for struggling students. They shared that teachers are taking on more creative ways to teach their classes.

Plans for Staff Development – When and What?

Staff members participate in a multitude of Professional Development opportunities that connect to what they are teaching or the students they are supporting. Many attend specialized Professional Development Conferences (PSAs). Our Math 9 teachers have been working with Carol Fullerton, integrating strategies to support Numeracy and create new units for the New Grade 9 Math curriculum. We were fortunate to have some time with Shelley Moore at the end of May 2017 and are looking forward to more time with her in the fall.

This year, the Grade 9 curriculum was implemented and we spent some time working on the development of a Core Competency Assessment with the Grade 9 teachers. Also, a small team attended a Positive Behaviour Support session to learn about clarifying language for positive culture in the school.

Plans for staff development in the future would include the following:

- to provide opportunities to unpack and plan for the implementation of the Grade 10 – 12 New Curriculum in September 2018
- to support the Math 9 teachers in the continued work on strategies, and assessment that support Numeracy
- to work together to build a more flexible timetable that aligns with the New Curriculum, using a trimester system, with the hopes of implementing it in September 2018
- supporting work around Inclusion
- supporting work around Assessment for Learning
- building on our Code of Conduct by considering a Positive Behaviour Support framework for the school and with the staff
- continuing to provide Collaboration Time that allows staff members to work together on units and projects



The Staff indicated they are interested in the following:

- Keeping up with technology
- Staff emotional and social well-being – making use of collaboration time
- Team building opportunities
- Gallery walks
- More Professional Development for High School for teachers and Education Assistants
- More time with Shelley Moore!

Community Involvement – How does communication with stakeholders support the goal?

The parents come to the school for parent/teacher interviews, sports events, fine arts performances, fund raising events and to attend Parent Advisory Council meetings. We would like to partner with parents and the community to make attendance a community focus. We believe it will impact and benefit our community in the long term.

Community members come in as guest speakers for many departments regularly and often provide Careers Awareness.

Suggestion from the PAC:

- Create a Community Connections Room where Community Services could provide support within the school.

The plan is shared with students, teachers, education assistants, and parents and it is posted on our website.



Evidence –demonstrating school success in meeting the goal or not

Transition Data

Our Grade 9 transitions improved in 2015-2016. This year we are adding a Transitions Learning Feast to facilitate more positive connections to the school for the Grade 8 students. The goal is to connect them to the Grade 11s who will be the Grade 12s next year so they have some advocates in the school.

We notice that the transitions worsen from Grade to Grade and wonder if we focus on making great connections with our Grade 9s, will we see transitions into Grade 11 and 12 improve.

Transitions are higher for our Male students than for our Female and Aboriginal students.

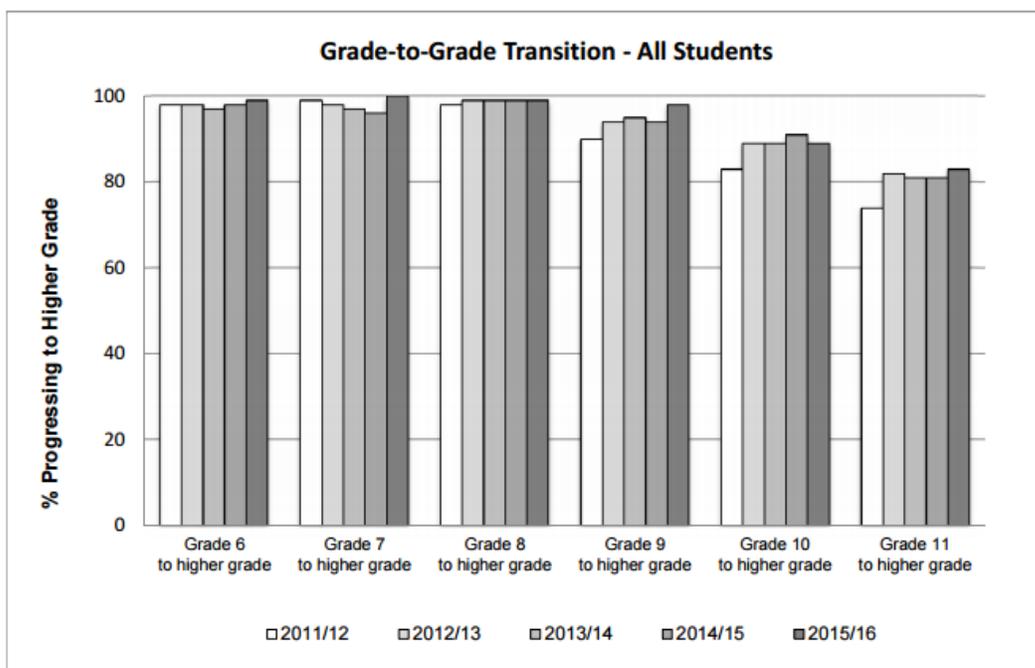
Grade To Grade Transitions - 2015/16 **052 - Prince Rupert**

Percent of Students Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students (%)	Grade 7 Students (%)	Grade 8 Students (%)	Grade 9 Students (%)	Grade 10 Students (%)	Grade 11 Students (%)
All Students	2011/12	98	99	98	90	83	74
	2012/13	98	98	99	94	89	82
	2013/14	97	97	99	95	89	81
	2014/15	98	96	99	94	91	81
	2015/16	99	100	99	98	89	83
Female	2011/12	99	99	98	86	78	72
	2012/13	99	97	100	91	89	87
	2013/14	99	96	99	98	89	76
	2014/15	97	95	99	93	92	81
	2015/16	100	100	97	95	88	80
Male	2011/12	97	100	98	93	87	76
	2012/13	97	99	98	96	89	79
	2013/14	96	97	100	90	89	85
	2014/15	99	96	100	95	89	82
	2015/16	99	100	100	100	90	88
Aboriginal	2011/12	98	100	98	82	74	68
	2012/13	99	98	100	92	82	75
	2013/14	97	96	99	91	86	72
	2014/15	98	94	99	90	88	78
	2015/16	100	100	98	97	88	80
English Language Learner (ELL)	2011/12	100	100	Msk	Msk	Msk	Msk
	2012/13	100	92	100	Msk	Msk	Msk
	2013/14	100	94	100	92	Msk	Msk
	2014/15	100	100	100	Msk	60	Msk
	2015/16	100	100	100	Msk	Msk	Msk
Special Needs	2011/12	93	100	95	75	82	71
	2012/13	91	93	100	91	80	73
	2013/14	Msk	100	100	90	76	88
	2014/15	Msk	Msk	100	87	93	83
	2015/16	100	100	100	100	80	75

Grade To Grade Transitions - 2015/16 052 - Prince Rupert

Percent of All Students Progressing to a Higher Grade - 2011/12-2015/16



Grad Data

The “Eligible Grade 12” data remains high and consistent year to year. This is the group of students who we are working with to ensure they have everything they need to be successful.

The “First-time Grade 12” data is for students who are graduating in 5 years and this rate remains quite consistent over time.

The “Six-year Grade 12” rate is also consistent and concerning. We wonder about the 219 students listed for 2015-2016, where is this number coming from and does it include all of those students who have left our school district and who have left the public school system?

We will update the data in November, when the data for the 2016-2017 year becomes available.

Six-Year Completion and Grade 12 Graduation Rates - 2015/16

052 - Prince Rupert

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate				
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*
		#	%	#	#	%	%	%	#	%	%	
All Students	2011/12	244	67.3	133	127	95		185	127	69		
	2012/13	212	73.6	138	129	93		167	128	77		
	2013/14	211	70.7	106	100	94	35	168	105	63	21	
	2014/15	194	64.5	131	122	93	40	184	127	69	31	
	2015/16	219	67.4	115	108	94	38	176	113	64	26	
Female	2011/12	111	62.6	61	57	93		94	58	62		
	2012/13	109	62.9	67	62	93		76	58	76		
	2013/14	99	70.5	49	46	94	47	73	49	67	29	
	2014/15	90	65.9	65	59	91	43	91	61	67	34	
	2015/16	111	64.3	58	55	95	50	87	56	64	34	
Male	2011/12	133	71.1	72	70	97		91	69	76		
	2012/13	103	85.0	71	67	94		91	70	77		
	2013/14	112	70.9	57	54	95	25	95	56	59	16	
	2014/15	104	63.3	66	63	95	36	93	66	71	28	
	2015/16	108	70.5	57	53	93	26	89	57	64	17	
Aboriginal	2011/12	116	47.4	52	47	90		99	49	49		
	2012/13	119	56.0	62	59	95		88	59	67		
	2013/14	115	62.6	37	34	92	27	91	41	45	11	
	2014/15	109	49.2	46	41	89	17	92	47	51	13	
	2015/16	118	49.8	51	47	92	27	104	54	52	14	
ELL	2011/12	80	47.4	Msk	Msk	Msk		Msk	Msk	Msk		
	2012/13	82	55.4	Msk	Msk	Msk		Msk	Msk	Msk		
	2013/14	82	52.5	-	-	-	-	Msk	Msk	Msk	Msk	
	2014/15	72	41.0	-	-	-	-	Msk	Msk	Msk	Msk	
	2015/16	87	47.8	-	-	-	-	Msk	Msk	Msk	Msk	
Special Needs	2011/12	45	36.0	16	15	94		17	14	82		
	2012/13	38	58.1	15	14	93		16	14	88		
	2013/14	48	56.1	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
	2014/15	36	46.0	10	9	90	10	14	10	71	7	
	2015/16	48	64.7	16	16	100	6	20	15	75	5	

Six-Year Completion Rate - The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The data are only available at district and province level.

Eligible Grade 12 Graduation Rate - The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are *eligible to graduate* if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.

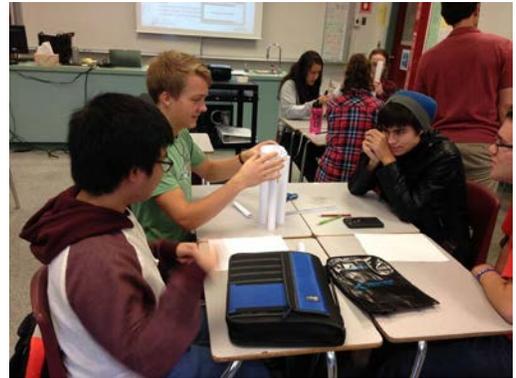
First-Time Grade 12 Graduation Rate - A measure of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.

* To ensure accuracy, data on Eligible Grade 12 Honours Graduates prior to 2013/14 is excluded from the current table due to changes in the calculation formula.

Moodle Data

This is the first year we have made Moodle available to our students as a choice within the school. We have learned much this year and worked to put some systems in place to support students. The students and courses ranged from Grade 9 – 12. We believe that most students will learn better in a classroom with a teacher and their peers. If students were not doing well in Moodle, they were encouraged to return to a classroom.

LIBRARY LEARNING COMMONS 2016-2017			
# of Courses Students were Enrolled	Courses Completed	Courses Continuing	Students Removed
98	32	6	60



Skill Builder Math Data

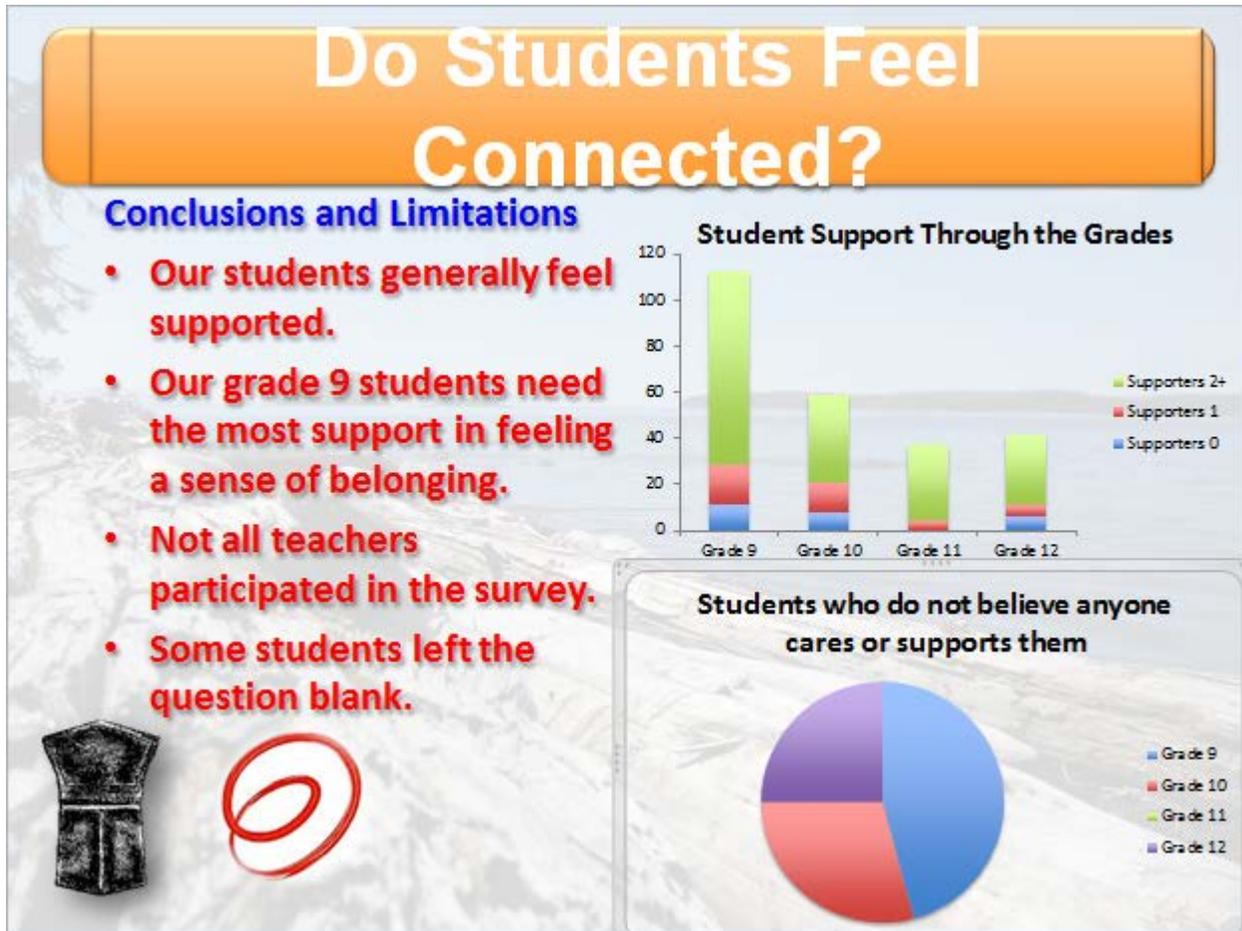
We are in our second year with the Math 9 Program. Students work on building their Numeracy skills in Semester 1 and then take Math 9 in the second Semester. We have provided data to show how the students did last year and how they did in their Math 10 classes this year. We have also added this year's data.

Percentages	Math 9 (2015-2016)	AWM 10 2016-2017	FMP 10 2016-2017	Numeracy 2016-2017	Math 9 2016-2017
Not Yet Meeting	2	5			5
50 - 64	8	7	1	1	12
65-73	5		1		4
74-85	3	2			1
86-100	2	3			1
Totals in classes	20	17	2	1	23

AESN Data

We are part of a 3 year Transitions Inquiry along with 10 other high schools in British Columbia. Our inquiry has been looking at how we are doing at Charles Hays with transitions from grade to grade. We started by asking students, "What brings you to school? What keeps you here?"

Below, you will see some data we presented at the NOII Symposium in May 2017.



We believe that by working hard to make positive connections with our Grade 9 students, we will have an impact on future transitions from grade to grade. Currently, we bring the Grade 8s in for tours, and this June we held a Transitions Learning Feast to welcome the Grade 8s with Grade 11 students hosting.



Reflection and Summary – what was learned and how it has or will make a difference?

Our focus is on improving learning for all students at Charles Hays Secondary School. This is happening in many ways such as having conversations about the New Curriculum and

how it will benefit our students, implementing practices that promote inclusivity, and by providing programs and courses that are real, engaging and hands-on.

This year we implemented the New Curriculum for our Grade 9 classes. The Grade 9 teachers worked together to produce a self-assessment for the core competencies. Teachers produced units that connected to the new curriculum, such as a Financial Literacy Unit in Math 9 and a Greenhouse Unit for Science 9. A Science 10 prototype was developed this year that is not relying on the textbook and students are doing well. We look forward to more conversations about the implementation of the New Curriculum for Grade 10 – 12. We will be thinking about how the New Curriculum can be enhanced by a more flexible timetable.

We are having conversations and making plans for becoming a more inclusive school. This year we changed from programs to caseloads for our mild and moderate students which resulted in many rising to the challenge. That being said many still struggled in classes and we are looking forward to working together on some of our challenges next year. We will continue the work with Shelley Moore on Inclusivity.

The school continues to provide real, engaging, hands-on experiences for students. Our transitions math class has been effective and we have continued that for a second year. Moodle was a new venture for us and we found that while challenging, having online courses in house has resulted in more students completing those courses. In the past we have seen a 10 % success rate and this year we've had 25% complete and another 22% in progress. The Library Learning Commons (LLC) was noted to be more welcoming, better use of the space and because the Moodle students are using the space it draws those on spares in to use their time more effectively.

Next Steps – a springboard for future planning that allows us to develop plans for the following year

The staff identified many things to work on in order to improve learning and ensure every student is finishing their educational program. Some of the projects and initiatives we will be working on are as follows;

- Making plans for a new timetable for 2018-2019
- Continue to work on improving communication (two way)
- Providing more support for our students who are struggling, during classes and at lunch and after school
- A plan for a community attendance focus
- Providing more technology along with more education about how to use it effectively for learning
- Starting the graduation conversation with our Grade 9 students more deliberately and using MyBlueprint.ca to connect to the Careers focus

Things to Celebrate

We have so much to celebrate! Here are a few things the staff and students have said;

- The LLC is more welcoming and the students working on Moodle courses are drawing others in to work there on their spares.
- The Fitness & Conditioning class is growing as it appeals to the non-sports team students as well.
- Ms. Johnson's Science 10 class is doing a non-text book version and students are understanding better.
- The Intro to Trades program with half day academics and half day trades is a big success.
- Former Life Skills students have risen to the challenge and we have seen incredible improvement in many of them.
- Students feel there are lots of opportunities in place for struggling students.
- Students feel teachers are taking on more creative ways to teach their classes.
- Students are celebrating extracurricular and volunteer opportunities, interesting Science classes, and having student voice.
- The Greenhouse Project is bringing more hands on learning into the Science curriculum.



- The Breakfast Program ensures students are fed in the morning.
- Our Musicals provide an opportunity for many students to participate.
- Student council provides student voice and collaboration on fun days.
- Aboriginal Ways of Knowing and the First Peoples Principles of Learning are acknowledged and embedded in our learning at CHSS.

Inquiry Questions

Informal inquiry is happening in our school all the time and we are involved in a formal 3 year inquiry as part of a group of 10 High Schools in British Columbia who are part of the Aboriginal Enhancement Network. Here are some of the inquiry questions at CHSS;

AESN - How can we better support our learners in their educational journeys?

Will providing Moodle courses improve our graduation rates as we are able to support and offer courses in a more flexible way?

Will offering Grade 9 students who are struggling with Math a block to continue to build their skills before taking Math 9 build more numerate students?

How can we become more inclusive at Charles Hays Secondary School?

Teachers are also working on inquiry around embedding Aboriginal Ways of Knowing and the First Peoples Principles of Learning in their classes.

The New Curriculum is causing much informal inquiry as we consider how this will impact teaching and learning at Charles Hays Secondary School.



