

Brooks Secondary School

School Goals 2005/2006

Context

Demographics

- The enrolment in Brooks Secondary School is 775 students in grades 10 to 12. Approximately 13% of students are Aboriginal and 10% are students with Special Needs.
- Our school community has a lower proportion of families with annual income under \$30,000 [21% compared to 23% provincially]. Single parent families represent 20% of our families, compared to 16% provincially. Using a high school graduation certificate as the benchmark, 64% of our community has attained this level of formal education. [76% provincially].
- Brooks Secondary is the only high school in the district.

Unique Characteristics and School Strengths

- Exemplary music programs.
- A unique partnership with Malaspina University College, offering dual credit Culinary Arts and Automotive Technician programs.
- Online learning and alternate programming is offered to a range of school and district students through the Brooks Learning Center.
- Academic students consistently achieve provincial exam results that are at or better than the provincial average.
- Student and teacher use of computers - substantial new equipment, good ratio of computers to students, people are very comfortable with computers.
- First Nations presence – FN language teacher, support from FN Co-ordinator, art unit in Art 9/10, Alt Kore program, Home support worker, mocassin making workshop.
- Community involvement with the school – Dry Grad, Rotary Interact Club, P.R Credit Union Student Advisory program, support for work experience including students with disabilities, Vocal Summit XI with 300 student participants.
- Strong school sports teams for a small community.

Goal #1 To improve the school completion rate by increasing subject completion rates.

Objectives

1. To increase the percentage of males who successfully move from Grade 10 to Grade 11 to at least the provincial average.
2. To raise the percentage of First Nations students graduating as first time Grade 12's to at least the provincial average.

Rationale

Analysis of the historical school completion rates for all students in the District indicates that the completion average of the last six cohort groups has been 4.4% below the provincial average over that period of time. In 2001/2002 our cohort group Dogwood completion rate declined to a level 9.5% below the provincial average. During that same 6 year period our First Nations Dogwood completion rate was 10.1% below the provincial average. In 2001/2002 the First Nations rate dropped to 18.4% below the provincial average for First Nations students. Results for recent individual years are encouraging. In 2002/03 the cohort group was 6.5% below the provincial average and improved again to 1.8% below the provincial average in 2003/04. However, the completion average for the last six cohort groups is unchanged in relation to the provincial average. The First Nations Dogwood completion average for the same six year period has improved significantly to only 1.5% below the provincial average (2003/04). More work is needed to translate two better years into a clear improvement trend.

Strategies:

1. Implement a tutoring program to offer students support beyond regular school hours.
- 2.
3. Increase the availability of The Learning Center by having it open during July and August and by extending the hours during the school year.
4. Improve student attendance through consistent school level practices and the use of electronic media to communicate with parents.
5. Conduct a detailed analysis of First Nations students' course completion and use the information to determine a remediation plan.
6. Maximize the use of the Brooks First Nations Center which opens in September 2005.
7. Establish a program of school visitations that allows each teacher to visit another secondary school once in the next two years.

Structures

- Provide financial support to fund the tutoring program, fund having the Learning Center open for extended hours and fund teachers to visit schools and gather information.
- Provide staffing to conduct a detailed analysis of First Nations students course completion.
- Provide financial support for the First Nations art and cultural programs.

Performance Indicators

- Grade to grade transition data
- First Nations Dogwood completion rates

Performance Targets

- To raise the percentage of males who successfully move from Grade 10 to Grade 11 from 84% to 89% (provincial average in 2002/2003).
- To increase the percentage of First Nations students graduating as first time Grade 12's from 65% to 75% over time.

Grade to Grade Transitions

Evidence 3 Year Average Transition Rate	2002/03 Baseline	2003/04 Target	2003/04 Actual Result	Target Met	2004/05 Target	2005/06 Target
10 to 11 males	84%	89%	91%	Yes	91%	91%

First Nations Dogwood Completion Rate

Evidence 5 Year Average	2002/03 Baseline	2003/04 Target	2003/04 Actual Result	Target Met	2004/05 Target	2005/06 Target
Dogwood Completion Rate	34%	39%	43%	Yes	44%	49%

First Nations First Time Grade 12 Completion Rate

Evidence 5 Year Average	2002/03 Baseline	2003/04 Target	2003/04 Actual Result	Target Met	2004/05 Target	2005/06 Target
First time Grade 12 Completion Rate	65%	69%	69%	Yes	72%	75%

GOAL 2 To Increase School Connectedness.

Objectives

1. To decrease the number of students who withdraw from school by 1.5%.
2. To increase positive student responses on the School Environment section of the Provincial Satisfaction Survey to at least the provincial average.

Rationale

School connectedness is the belief by students that adults in the school care about their learning as well as about them as individuals. Analysis of the 2003/04 Grade 10 Student Satisfaction Survey results indicate that only 19% of students reported that teachers cared about them many times or all of the time compared to a provincial average of 42%. In the same survey, only 17% of students reported liking school many times or all of the time compared to a provincial average of 33%. In September 2005, roughly two thirds of Brooks' students will be new to the Marine campus. A literature review shows that students who feel connected to school are more likely to succeed academically and graduate and (independent of how these students are faring academically) are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behaviour, experience suicidal thoughts or attempt suicide and become pregnant. In addition the research indicates that when young people feel connected to school, they are less likely to skip school or be involved in fighting, bullying, and vandalism.

Strategies

1. Involve all teaching staff in professional development on differentiated instruction.
2. Schedule 80 minutes per week of 'flex time', instructional time in which students take an active role in meeting their own educational needs. A particular focus during flex time is students accessing individual and small group help.
3. Implement a plan for transitioning students from grade 9 to 10.
4. Establish a major service project that all students and staff can work on together.
5. Establish a Brooks Change Committee with representation from teachers, students, parents, trustees and administration. The purpose of the committee will be to gather input from the school community, to propose changes and to assist with the implementation of change.

Structures

- Provide funding to support professional development on differentiated instruction.
- Establish two 40 minute blocks of Flex Time in the weekly schedule.
- Provide funding to support a major service project and to support the work of the Brooks Change Committee

Performance Indicators

- Enrolment data that details student withdrawals from school
- Provincial Satisfaction Survey data

Performance Targets

- To decrease the annual number of students who withdraw from school from 6.2% [2004 – 2005] to 4.7%.
- To increase the percentage of Grade 10 students (3 year average) giving positive responses on the School Environment section of the Provincial Satisfaction Survey from 28% to 34%.

Student Withdrawal from School Rate

Evidence	2003/04 Actual	2004/05 Actual	2005/06 Target	2005/06 Actual Result	Target Met
Withdrawal Rate	5.01% 50 students	6.2% 45students	4.7% 37 students		

Provincial Satisfaction Survey Results

Evidence	2003/04 baseline	2004/05 target	2004/05 actual	Target met	2005/06 target	2006/07 target
3 Year Average						
Positive Responses On Teacher Caring Question. (Gr. 10)	28% student	30%	26%	No	34%	38%
Positive Responses On Teacher Caring Question.(Gr. 12)	42% student	45%	44%	No	47%	49%
Positive Responses On Teacher Caring Question. (Gr. 10 & 12)	62% Parent	66%	67%	Yes	68%	70%

Note: The percentages listed above are a three year average. They are based on one question from the School Environment section, "Do your teachers care about you?"

Goal #2 To Improve Student Writing [2004-2005 School Goal]

After two years as a school goal for Brooks Secondary improving student writing has been removed from the school improvement plan. The teaching staff will continue the initiatives and strategies that have been put in place over the past two years. The English/Languages, Social Studies and Science Departments will implement additional strategies. The school will continue to conduct grade wide writes in grades 10 and 11 in order to evaluate the students' progress with writing skills.

The results from 2004-2005 indicate little change from the previous year. Unfortunately there are no provincial measures to compare our school to, leaving us to make comparisons only between cohort groups as they move from grade to grade.

There is no longer school wide support for continuing with a student writing goal. Other than the English/Languages, Social Studies and Science Departments, the other subject areas do not feel there is a next level of improved student writing that they can aim for. In math, applied skills, fine arts and physical education the style and quantity of writing is more limited than in the other three core academic subject areas.

Students Fully Meeting or Exceeding Expectations in Writing

Evidence	2003/04 Result	2004/05 Target Cohort	2004/05 Actual Results	Target Met	2005/06 Target
Gr. 9 BCPS All	19% N=223	22% Gr. 10	24.9% Gr. 10 N=50/201	Yes	N/A
Gr. 9 BCPS Female	28% N=103	30% Gr. 10	31.2% Gr. 10 N=29/93	Yes	N/A
Gr. 9 BCPS Male	11% N=120	16% Gr. 10	19.4% Gr. 10 N=21/108	Yes	N/A
Gr. 9 BCPS First Nations	0% N=14	29% Gr. 10	7% Gr. 10 N=1/14	No	N/A
Gr. 10 BCPS All	22% N=229	24% Gr. 11	20.6% Gr. 11 N=34/164	No	N/A
Gr. 10 BCPS Female	29% N=114	31% Gr. 11	15.2% Gr. 11 N=28/95	No	N/A
Gr. 10 BCPS Male	15% N=115	17% Gr. 11	3.0% Gr. 11 N=6/69	No	N/A
Gr. 10 BCPS First Nations	13% N=16	31% Gr. 11	20% Gr. 11 N=4/20	No	N/A

School Data in this area will continue to be collected with new in-Department targets rather than school-wide goals.