



**SCHOOL GROWTH PLAN
FOR
Cedar Valley School**

2005 - 2006

ANNUAL PLAN FOR IMPROVING STUDENT ACHIEVEMENT

We believe goal #1 is essential to the success of our students and this belief is supported by our students, their parents/caregivers, and the wide variety of agencies working with many of our students. We are embarking on a three year plan (2003-2006) to address this area of need. To this end, we will not be changing annually as we continue to work toward having students become more aware of what it means to be socially responsible and to have them demonstrate this in their day to day interactions. Rather, we will be working toward continually redefining the work we do, so as to stay abreast of the needs that arise. In essence, we will continually be reviewing the work toward this goal considering it to be that of a living document, subject to change, as change is required. However, we will ensure a reporting out on an annual basis.

Student Achievement Goals:

Goal #1 – To continue to work toward improving student awareness and demonstration of social responsibility; in the end, seeing them become more socially responsible school/community citizens.

Analysis / Rationale For Selection of the Goals:

Despite efforts this past year and indeed many successes, many Cedar Valley School students continue to have difficulties demonstrating socially responsible attitudes and behaviors and as a result, continue to find themselves in conflict with either the school community or the community at large. It is our belief that a continued, careful building of relationships founded on strong, socially responsible attitudes and behaviors is necessary so that we can be even more successful in assisting students.

There are two main paths for students to follow at Cedar Valley. One path is to complete graduation from Cedar Valley with the following option: enter the work force, enroll in a post secondary institution, or engage in a post secondary trade. The second path for some students after acquiring a number of skills would be the following: enroll in a mainstream secondary program, enroll at Riverside, or enter the work force with the possibility of the Secondary School Apprenticeship.

Data Sources Used in Analysis (Provincial, District, School, Classroom) - general:

- Regular teacher observations relative to the attitude and deportment of the students
- Performance Standards/ Social Responsibility
- Attendance
- Discipline referrals
- Daily send homes
- Suspensions
- Overall course completions
- School counselor/student interactions
- Student/teacher interactions
- Involvement in school activities
- Students who successfully complete 4 or more courses
- Stolo Awards/Elementary Aboriginal Award recipients
- Scholarship/Bursary recipients
- Other special award categories
- Grad Exit surveys

- F.A.C.T.S. Canada statistics
- Satisfaction surveys
- Citizenship surveys
- Planning 10 course
- Student Portfolios

Specific Performance Target(s) for Improving Student Achievement:

Improve overall attendance rates (school wide) by 10%
 Using results from Quick Scales (Social Responsibility) show improvement in levels of Social Responsibility of 10%
 Reduce the numbers of discipline referrals, daily send homes and suspensions by 10%
 Improve course completions school wide by 10%

Groups Targeted for Focused Attention:

Students new to the school
 Repeat offenders re: attitude and deportment
 Students who struggle to complete one course
 Poor attendees
 Aboriginal students

Data Used to Track Progress - specific:

Discipline referral database
 Course completion database
 Transition rates within the school, back to mainstream or to work, or to other educational venues
 Performance Standards (Social Responsibility) Quick Scale
 Attendance database
 Satisfaction surveys
 Citizenship surveys
 School leavers database
 Student /Teacher interaction database
 School Counselor/student interaction database
 Planning 10 course
 Student Portfolios
 Grad Exit Surveys
 F.A.C.T.S. Canada statistics

Signature of School Planning Council:

Principal: *Don Hunt*
 Teacher: *Grant Schiller*
 Parent: *J. Cooper*

Parent: *Rogaine Lasse*
 Parent: *Jim [unclear]*
 Student: *Tim [unclear]*

Board of School Trustees Approval:

Superintendent of Schools: _____

Board Chair: _____

Date Approved: _____



**SCHOOL GROWTH PLAN
FOR
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2005 - 2006**

ANNUAL PLAN FOR IMPROVING STUDENT ACHIEVEMENT

We believe goal #2 is essential to the success of our students and this belief is supported by our students, their parents/caregivers, and the wide variety of agencies working with many of our students. We are embarking on a three year plan (2003-2006) to address this area of need. To this end, we will not be changing direction annually as we continue to work toward better preparing our students for the work force. Rather, we will be working toward continually redefining the work we do, so as to stay abreast of the needs that arise. In essence, we will continue to review the work toward this goal considering it to be that of a living document, subject to change, as change is required. However, as is required, we will ensure a reporting out on an annual basis.

Student Achievement Goals:

Goal #2 – To continue to enable students to understand and utilize effective employability skills and thus be better prepared to make a smooth transition to the workforce

Analysis / Rationale For Selection of the Goals:

It is our belief we are continuing to be successful in better preparing students for the workforce. Guided work experience, Secondary School apprenticeship, or trades training, are all vital links to the success of this endeavor. We will continue to work toward building upon the successes we have experienced this past year. Preparing students and then assisting them in exploring these areas will remain a focus. We will continue to develop a program school-wide that will better prepare students to more effectively enter the workforce. Using the databases now in place, we will continue the work of tracking the wide variety of work experiences students engage in. We will continue to develop materials and strategies that can be integrated into existing coursework so as to assist in creating a more concrete awareness of these workplace skills. As well, we will work toward maximizing the numbers of students that are utilizing programs such as Riverside College and the Secondary School Apprenticeship program. We will continue to work toward accessing the numerous community workplace resources already in place, as well as finding additional workplace resources that students might have access to.

Data Sources Used in Analysis (Provincial, District, School, Classroom) - general:

Work experience exposures
SSA placements
Riverside or other like transitions
Relevant aspects of coursework
Work related activity
Surveys
Performance Standards (Social Responsibility)
Grad exit survey (F.A.C.T.S. Canada)
Planning 10 course
Student Portfolios

Specific Performance Target(s) for Improving Student Achievement:

Improve rate of work experience exposures by 10%
Increase SSA placements by 10%
Increase Riverside or other like placements by 25%
Using results from Quick Scales (Social Responsibility) show improvement in relevant levels of Social Responsibility of 5%

Groups Targeted for Focused Attention:

All students for basic employability skills
Students who are identified as not interested in returning to mainstream school
Students who are not likely to make a choice to attend college or university

Data Used to Track Progress - specific:

- Work experience exposure database
- SSA placement database
- Riverside transition database
- Results of Social Responsibility Quick Scale – relevant pieces
- Satisfaction survey
- Grad Exit Survey
- Employer's levels of satisfaction
- Student self assessments
- Planning 10 course
- Student Portfolios

Signature of School Planning Council:

Principal: [Signature]
Teacher: [Signature]
Parent: [Signature]

Parent: [Signature]
Parent: [Signature]
Student: [Signature]

Board of School Trustees Approval:

Superintendent of Schools: [Signature]

Board Chair: [Signature]

Date Approved: May 17, 2005