



School and Community Context

Unique Features:

Riverside Centre provides:

- Educational opportunities to regional residents ranging in age from 15-65.
- Educational opportunities for “at-risk learners” in the Eco and Transitions programs.
- Entry level career training programs in Business Support Specialist and Community Support Worker.
- Entry level trades training in Automotive Service Technician, Carpentry and Warehouseperson.
- Level one technical trades training in Automotive Service Technician, Carpenter, Professional Cook, Hair Stylist, and Plumber.
- Dual credit for students wishing to complete secondary school or adult graduation requirements as well as trade or career training.

Community Partnerships/Initiatives:

Riverside Centre has:

- Developed credible and contributory relationships with community social service agencies. We work to enhance the lives of community members through the delivery of education services and hands-on contributions.
- Worked closely with our local and regional business community to support our students in their work experience placements.
- Established a formal relationship with the Department of Fisheries, District of Mission, the Municipal Forest and Silverhill Apple Orchard for the delivery of service through the Eco Program.

Parent Involvement:

Riverside Centre:

- Affords students the opportunity for input in developing the School Growth Plan, developing school policy, generating school initiatives, providing program feedback and reviews as well.
- Operates with a Student Advisory Council in lieu of a Parent Advisory Council. Student representatives are elected from each program.



Current Data & Evidence of Change

Goal: Literacy

To enhance student knowledge, understanding and competency in literacy.

Objective:

To improve student reading text and document use skills as they relate to their trade or career program.

Rationale:

A basic requirement of trade and career programs is the need for proficiency in technical reading and document use. A provincial survey identified that employers want to see workers enter the work force with the ability to fluently read and comprehend technical writing. Most students entering our programs have undertaken the minimum requirements in previous language arts coursework. We need to improve our trade and career student's technical reading and document use abilities.

We are involved in a provincial pilot project using the *Test of Workplace Essential Skills (TOWES)* technical reading and document use assessments. Our students write a pre-test and their skills are analyzed and reported out. We provide remedial instruction for students within their program and then a post-test is completed. Results from both the TOWES: Technical Reading and TOWES: Document Use pilots have been very positive.

Data Sources:

- Student Satisfaction Survey
- Success Rates in Communication 11 and 12
- Communications 12: Provincial Examination Success
- Results of Test of Workplace Essential Skills: Technical Reading
- Results of Test of Workplace Essential Skills: Document Use

Assessment:

Student Satisfaction Survey
Are you getting better at reading?
(% of students reporting "All of the Time" or "Many Times")

	2005/06 School	2006/07 School	2007/08 School	2008/09 School
All Students	30%	66%	53%	43%
Total Participation #	119	103	114	89



Success Rates in Communications 11
(% of students who achieved a final letter grade of C- or better)

Communications 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	17 of 18	94.4%	9 of 11	81.8%	21 of 22	95.5%	14 of 14	100%
Female			3 of 3	100%	8 of 8	100%	7 of 7	100%
Male			6 of 8	75.0%	13 of 14	92.9%	7 of 7	100%
Aboriginal Students	8 of 8	100%	6 of 6	100%	6 of 6	100%	3 of 3	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	100%	Msk	100%	Msk	100%

Success Rates in Communications 12
(% of students who achieved a final letter grade of C- or better)

Communications 12	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	42 of 52	80.8%	35 of 42	83.3%	37 of 37	100%	32 of 32	100%
Female			12 of 12	100%	21 of 21	100%	11 of 11	100%
Male			23 of 30	76.7%	16 of 16	100%	21 of 21	100%
Aboriginal Students	4 of 4	100%	6 of 7	85.7%	5 of 5	100%	7 of 7	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	83.3%	Msk	100%	Msk	100%

Communications 12 Provincial Examination Success
(% of students who achieved a score of 50% or more on the Provincial Examination)

Communications 12 Examinations	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	19 of 21	90.5%	25 of 26	96.2%	17 of 19	89.5%	25 of 28	89.3%
Female			10 of 11	90.9%	9 of 10	90.0%	9 of 10	90.0%
Male			15 of 15	100%	8 of 9	88.9%	16 of 18	88.9%
Aboriginal Students	4 of 5	80%	5 of 5	100%	5 of 5	100%	6 of 7	85.7%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	100%	Msk	100%	Msk	75.0%



TOWES: Technical Reading
Pilot Project – Pre-test November 2008 with Post-test February 2009
(% of Automotive, Carpentry and Plumbing students who met the minimum of Level 3)

% of Students (Nov 08 – Feb 09)	Not Yet Meeting		Minimally Meeting		Fully Meeting (Level 3)		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Pre-test # (n=38)	73.3%	50.0%	7.9%	0.0%	7.9%	0.0%	10.5%	50.0%
Post-test # (n=36)	69.4%	100.0%	11.1%	0.0%	13.9%	0.0%	5.6%	0.0%

TOWES: Technical Reading
Increase in Raw Score (November 2008- February 2009)

Year	Number of students with increased scores	% of students with increased scores	Change in Raw Score (Total Raw Score=500)
2006/2007	9 of 26	34.6%	30.6
2007/2008	12 of 19	63.2%	20.3
2008/2009	18 of 34	52.9%	26.0
Average	39 of 79	49.4%	25.3

TOWES: Document Use
Pilot Project – Pre-test November 2008 with Post-test February 2009
(% of Automotive, Carpentry and Plumbing students who met the minimum of Level 3)

% of Students (Nov 08 – Feb 09)	Not Yet Meeting		Minimally Meeting		Fully Meeting (Level 3)		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Pre-test # (n=38)	73.7%	50.0%	5.3%	50.0%	13.2%	0.0%	2.6%	0.0%
Post-test # (n=36)	66.7%	50.0%	16.7%	50.0%	8.3%	0.0%	18.3%	0.0%

TOWES: Document Use
Increase in Raw Score (November 2008 – February 2009)

Year	Number of students with increased scores	% of students with increased scores	Change in Raw Score (Total Raw Score=500)
2006/2007	17 of 26	65.4%	22.6
2007/2008	14 of 21	66.7%	20.4
2008/2009	23 of 34	67.6%	25.2
Average	54 of 81	66.7%	23.1



Evidence of Change:

- The success rates in Communications 11 improved for all and for male students.
- The success rate in Communications 12 was maintained for all and for aboriginal students.
- All students outperformed aboriginal students on the Communications 12 Provincial Examination.
- Student results on the TOWES: Technical Reading pilot showed a significant improvement (> 5 points).
- Student results on the TOWES: Document Use pilot showed a significant improvement (>5 points).

Targets for 2010/2011:

- 100 % of students to be successful in Communications 11.
- 60% of trade students to demonstrate an increase in their ability to read technical writing.
- 70% of trade students to demonstrate an increase in their ability to use documents.

Comment / Summary of Progress:

- Results in the TOWES pilot continue to indicate that the majority of our students are operating well below the minimally competent level.
- Results from the TOWES pilot indicate that we are able to increase student competency in technical reading and document use with direct instruction within the trade training programs.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing practices that are working well in our school

- Students in similar trade and career training programs are scheduled into their Communications 11/12 class together. This allows the instructor the opportunity to adapt instruction to the student population as well as integrate technical reading and writing in the course.
- Each trade program will provide technical reading and document use instruction using Skilplan.

What things will we do differently?

- Include the technical reading and document use skills within the Communications 11/12 coursework.
- Customize remedial programs for students who need additional support in technical reading, document use and/or Communications 11/12 through the Learning Centre.
- Continue to inform parents and students that strong technical reading and document use skills are needed for trade or career programs.

How will we provide for staff development and collaboration.

- Program instructors and Communication teacher will collaborate in the development of technical reading and document use activities.

How will we monitor and adjust our actions?

- Students will track their progress in developing the necessary technical reading and document use skills.
- Program instructors can monitor and assess each student's technical reading and document use ability through weekly activities.



Goal: Transition

To improve the ability of all students to successfully transition to the workplace with appropriate trades and career training as well as their secondary school or adult graduation.

Objective:

To encourage all students to complete their secondary school or adult graduation requirements as well as their trades or career certification.

Rationale:

At Riverside Centre most students complete their secondary or adult graduation with a focus on the transition to the workplace. Students complete a trades or career certificate while gaining work experience in their chosen field.

Data Sources:

- Student Satisfaction Surveys
- Core Course Success Rates
- Graduation Rates
- Trade and Career Program Success Rates

Assessment:

Student Satisfaction Survey
Are you satisfied that school is preparing you for a job in the future?
(% of students reporting “All of the Time” or “Many Times”)

	2005/06 School	2006/07 School	2007/08 School	2008/09 School	2008/09 District
Percentage	92%	93%	83%	84%	53%
Total Participation #	119	103	114	89	347

Are you satisfied that school is preparing you for post-secondary education
(for example college, university, trade school)?
(% of students reporting “All of the Time” or “Many Times”)

	2005/06 School	2006/07 School	2007/08 School	2008/09 School	2008/09 District
Percentage	70%	76%	71%	71%	58%
Total Participation #	119	103	114	89	347



Core Course Success Rates
(% of students who achieved a final letter grade of C- or better)

Communications 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	17 of 18	94.4%	9 of 11	81.8%	21 of 22	95.5%	14 of 14	100%
Female			3 of 3	100%	8 of 8	100%	7 of 7	100%
Male			6 of 8	75.0%	13 of 14	92.9%	7 of 7	100%
Aboriginal Students	8 of 8	100%	6 of 6	100%	6 of 6	100%	3 of 3	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	100%	Msk	100%	Msk	100%

Essentials of Mathematics 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	37 of 43	86.0%	35 of 43	81.4%	38 of 40	95.0%	43 of 43	100%
Female			16 of 18	88.9%	19 of 20	95.0%	25 of 25	100%
Male			19 of 25	76.0%	19 of 20	95.0%	28 of 28	100%
Aboriginal Students	7 of 7	100%	7 of 9	77.8%	8 of 8	100%	12 of 12	100%
Female			Msk	66.7%	Msk	100%	Msk	100%
Male			Msk	83.3%	Msk	100%	Msk	100%

Civics 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	24 of 33	72.7%	14 of 15	93.3%	13 of 14	92.9%	13 of 13	100%
Female			7 of 7	100%	8 of 8	100%	6 of 6	100%
Male			7 of 8	87.5%	5 of 6	83.3%	7 of 7	100%
Aboriginal Students	5 of 6	83.3%	5 of 6	83.3%	4 of 4	100%	4 of 4	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	75.0%	NA	NA	Msk	100%



Science & Technology 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	12 of 18	63.2%	16 of 17	94.1%	19 of 19	100%	9 of 9	100%
Female			7 of 7	100%	7 of 7	100%	2 of 2	100%
Male			9 of 10	90%	12 of 12	100%	7 of 7	100%
Aboriginal Students	4 of 5	80.0%	6 of 7	85.7%	5 of 5	100%	3 of 3	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	75%	Msk	100%	Msk	100%

Communications 12	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	42 of 52	80.8%	35 of 42	83.3%	37 of 37	100%	32 of 32	100%
Female			12 of 12	100%	21 of 21	100%	11 of 11	100%
Male			23 of 30	76.7%	16 of 16	100%	21 of 21	100%
Aboriginal Students	4 of 4	100%	6 of 7	85.7%	5 of 5	100%	7 of 7	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	83.3%	Msk	100%	Msk	100%

Graduation Rates

Graduation Rate	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	33 of 63	52.3%	47 of 54	87.0%	28 of 41	68.3%	52 of 54	96.3%
Female			23 of 23	100%	12 of 17	74.5%	20 of 22	91.0%
Male			24 of 31	77.4%	16 of 24	66.7%	32 of 32	100%
Aboriginal Students	7 of 14	50.0%	7 of 9	77.8%	4 of 8	50%	11 of 11	100%
Female			Msk	100%	Msk	60.0%	Msk	100%
Male			Msk	60%	Msk	33.3%	Msk	100%



Trade and Career Program Success Rates
(% of students who achieved a Trade or Career Certification)

	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	98 of 144	68.1%	117 of 152	77.0%	75 of 84	89.3%	64 of 93	68.8%
Female			78 of 89	87.6%	48 of 53	90.6%	28 of 46	60.9%
Male			39 of 63	61.9%	27 of 31	87.1%	36 of 47	76.6%
Aboriginal Students	13 of 21	61.9%	6 of 13	46.2%	16 of 17	94.1%	7 of 16	43.8%
Female			Msk	71.4%	Msk	90.0%	Msk	11.1%
Male			Msk	16.7%	Msk	100%	Msk	85.7%

Evidence of Change:

- The success rates in Communications 11 improved for all and for male students.
- The success rate in Essentials of Mathematics 11 improved for all students.
- The success rate in Civics 11 improved for all and for male students.
- The success rate in Science and Technology 11 was maintained for all and for aboriginal students.
- The success rate in Communications 12 was maintained for all and for aboriginal students.
- The graduation rates improved for all and for aboriginal students. The graduation rate improved for male and female students.
- The success rates in trade and career programs declined for all and for aboriginal students. The success rate in trades and career programs declined for male and female students.

Targets for 2010/2011:

- Maintain 100% success rate in core grade 11 and 12 courses.
- 97% completion rate for Graduation.
- 90% success rates in Trade and Career Programs.

Comment / Summary of Progress:

- Our students indicate that they feel they are being prepared for both a job and post-secondary education in the future. Our school results continue to exceed the district results.
- Male and female students perform equally well in core grade 11 and 12 courses.
- The graduation rate of aboriginal students is higher than that of all students. The graduation rate of male students is higher than that of female students.
- We were able to significantly improve our graduation rate this year by setting up a formal intervention process early in the second semester. Student schedules were modified to build in extra time for the completion of core grade 11 and 12 courses.
- The trade and career program completion rate of all students is higher than that of aboriginal students. The trade and career program completion rate of male students is higher than that of female students.
- Our trade and career program completion rate declined significantly this year. Our students were able to achieve the 70% or higher required for their in-school mark but were unable to achieve the 70% or higher on the ITA Level 1 examination. Many of these students are presently working in their trade accumulating work-based hours and may rewrite the examination at a later date.



Action Plan: These are the actions we believe will accomplish our objectives...

Continuing practices that are working well in our school)

- Preparing students for the world of work by combining secondary school or adult graduation with trade or career training programs.
- Delivering trades and career programs across 10 months and limiting students to two academic courses per semester improves student success.
- Supporting the diverse needs of our students through the Teacher Advisor model.

What things will we do differently?

- Teacher Advisors will monitor a student's attendance and performance on a daily basis. They will be able to identify concerns and provide support in a timely fashion.
- Teacher Advisors will focus on preparing students to continue their trades or career training through a post-secondary institute.
- Teacher Advisors will include the three aspects of the Graduation Transitions program within their trade or career program.

How will we provide for staff development and collaboration?

- Encourage all staff to be involved in at least one staff development activity per year that supports our students.

How will we monitor and adjust our actions?

- Continue to discuss students concerns at every Staff Meeting.
- Continue to monitor attendance and progress on student report cards.
- Begin monitoring student progress towards graduation and program completion from the first report card.



Goal: Numeracy

To enhance student knowledge, understanding and competency in numeracy.

Objective:

To improve student numeracy skills as they relate to their trade or career program.

Rationale:

A consistent requirement across trade and career programs is the need for proficiency in numeracy. A provincial survey found that employers want to see workers enter the work force with the numeric and problem solving skills required by the industry. Most students entering our programs have undertaken only the minimum requirement in previous mathematics coursework. Students in trade programs need to improve their numeracy skills.

We are involved in a provincial pilot project using the *Test of Workplace Essential Skills (TOWES)* numeracy assessment. Our students write a pre-test; their skills are analyzed and reported out. We provide remedial instruction for students within their program and then a post-test is completed. Results from the TOWES: Numeracy pilot are very positive.

Data Sources:

- Student Satisfaction Survey
- Success Rates in Essentials of Mathematics 11 Course
- Results on Test of Workplace Essential Skills: Numeracy

Assessment:

Student Satisfaction Survey
Are you getting better at mathematics?
(% of students reporting “All of the Time” or “Many Times”)

	2005/06 School	2006/07 School	2007/08 School	2008/09 School
All Students	52%	49%	48%	41%
Total Participation #	119	103	114	89



Success Rate in Essentials of Mathematics 11
(% of students who achieved a final letter grade of C- or better)

Essentials of Mathematics 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	37 of 43	86.0%	35 of 43	81.4%	38 of 40	95.0%	43 of 43	100%
Female			16 of 18	88.9%	19 of 20	95.0%	25 of 25	100%
Male			19 of 25	76.0%	19 of 20	95.0%	28 of 28	100%
Aboriginal Students	7 of 7	100%	7 of 9	77.8%	8 of 8	100%	12 of 12	100%
Female			Msk	66.7%	Msk	100%	Msk	100%
Male			Msk	83.3%	Msk	100%	Msk	100%

Results on TOWES: Numeracy
(% of Automotive, Carpentry and Plumbing students who met the minimum of Level 3)

% of Students (Nov 08 – Feb 09)	Not Yet Meeting		Minimally Meeting		Fully Meeting Level 3		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Pre-test # (n=38)	50.0%	50.0%	13.2%	0.0%	18.4%	0.0%	18.4%	50.0%
Post-Test # (n=36)	33.3%	50.0%	8.3%	0.0%	38.1%	0.0%	9.5%	50.0%

TOWES: Numeracy
Increase in Raw Score
(November 2008 – February 2009)

Year	Number of students with increased scores	% of students with increased scores	Change in Raw Score (Total Raw Score=500)
2006/2007	16 of 26	61.5%	21.8
2007/2008	14 of 21	66.7%	30.4
2008/2009	23 of 34	67.6%	28.7
Average	53 of 81	65.4%	27.1



Evidence of Change:

- The success rate in Essentials of Mathematics 11 improved for all students. The success rates improved for male and female students.
- Student results on the TOWES: Numeracy pilot showed a significant improvement (> 5 points).

Targets for 2010/2011:

- 100% success rate in Essentials of Mathematics 11.
- 70% of trade students to demonstrate an increase in their numeracy ability.

Comment / Summary of Progress:

- Results in the TOWES: Numeracy Assessment continue to indicate the majority of our students are operating well below the minimally competent level.
- Results from the TOWES pilot indicate we are able to increase student competency in numeracy through direct instruction within the trade training programs.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing practices that are working well in our school

- Students in similar trade training programs are scheduled into the same Essentials of Mathematics 11 class. This allows the instructor the opportunity to adapt instruction to the student population as well as integrate technical reading and writing in the course.
- Each trade program will provide numeracy instruction using Skilplan.

What things will we do differently?

- Include numeracy skills within the Essentials of Mathematics 11 coursework.
- Customize remedial programs for students who need additional support in numeracy and/or Essentials of Mathematics 11 through the Learning Centre.
- Continue to inform parents and students that strong math skills are needed for trade or career programs.

How will we provide for staff development and collaboration?

- Program instructors and Mathematics teacher will collaborate in the development of numeracy activities.

How will we monitor and adjust our actions?

- Students will track their progress in developing the necessary numeracy skills.
- Program instructors will monitor and assess each student's numeracy ability through weekly activities.



Goal: Social Responsibility

Encourage all students to be socially responsible citizens who are prepared to make positive contributions to society.

Objective:

To help our students develop an understanding of their community, an awareness of its issues and a social conscience to do something to help. Our students are encouraged to get involved in helping their community through the practical applications of the skills they have learned in their trade or career program.

Rationale:

Riverside is a school of opportunity for all its students. Our students have learned that they need to gain an education in order to move forward to lead rewarding and productive lives. Many of these students are enjoying levels of educational success not previously experienced in their lives. During this time it is critical that we engender in our students the highest level of social responsibility possible.

Data Sources:

- Student Satisfaction Surveys
- Community Service Projects
- Civics 11 Success Rates

Assessment:

Student Satisfaction Survey
At school, do you respect people that are different from you?
(% of students responding “All the Time” or “Many Times”)

All Students	2005/06 School	2006/07 School	2007/08 School	2008/09 School
Percentage	92%	100%	83%	79%
Total Participation #	119	103	114	89



Community Service Projects

Program	Projects
Automotive Services Technician	Automobile repairs for persons in need Automotive repairs on vehicles being donated to charity
Carpenter	Yes 2 It project at West Heights Elementary (Tables, Benches) Preparatory work on the Community Literacy B.U.S.
Hair Stylist	Ladies Night at Shoppers Drug Mart Beauty-a-thon for Christmas Bureau Hair for MSS Drama production Hair for clients from Triangle Resources, Mission Mental Health And Mission Community Services Hair for students in HPSS Inclusive Support Program
Community Support Worker	Heart of Mission Program
Eco	Christmas Hamper Hosted Christmas Dinner for Community Partners Ferndale Institution Partners in Learning Program Scotch Broom removal from Mission Landfill Habitat monitoring program at Cedar Valley Connector Recreational trail building, repair and maintenance Salmon catch and egg take at Inch Creek Fish Hatchery Blackberry removal and tree planting at Bench Farms Planting, pruning and maintenance at Apple Hill Apple Orchard

Civics 11 Success Rate
(% of students who achieve a final letter grade of C- or better)

Civics 11	2005/2006		2006/2007		2007/2008		2008/2009	
	#	%	#	%	#	%	#	%
All Students	24 of 33	72.7%	14 of 15	93.3%	13 of 14	92.9%	13 of 13	100%
Female			7 of 7	100%	8 of 8	100%	6 of 6	100%
Male			7 of 8	87.5%	5 of 6	83.3%	7 of 7	100%
Aboriginal Students	5 of 6	83.3%	5 of 6	83.3%	4 of 4	100%	4 of 4	100%
Female			Msk	100%	Msk	100%	Msk	100%
Male			Msk	75.0%	NA	NA	Msk	100%



Evidence of Change:

- Five programs were involved in Community Projects.
- The Civics 11 success rate has improved for all and for male students.

Targets for 2010/2011:

- Involve the entire school in one Global Project per year.
- Involve every program in at least one Community Project per year.
- 100% success rate in Civics 11.

Comment / Summary of Progress:

- The trade and career programs exist as cohort groups of 15-20 school age and adult students.
- The trade and career instructors act as Teacher Advisors by establishing positive working relationships with the students in the program.
- The coursework is a mix of theory and practice with students working together in teams to complete projects and solve problems.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing practices that are working well in our school.

- Continued implementation of the Teacher Advisor model.
- Maintaining the team-focus in trade and career programs.
- Focussing on giving back through local and global projects.

What things will we do differently?

- Expand community partnerships to involve more trade and career programs.

How will we provide for staff development and collaboration?

- Staff collaborating to build relationships to develop more community based projects.

How will we monitor and adjust our actions?

- Each trade and career program will report out their community projects in April.

Submitted by:

School Planning Council

This school growth plan has been written, reviewed and supported by:

AMANDA BOND
Student Member's Name


Signature

MARCH 29/2010
Date

TERRALYNN PRICE
Student Member's Name


Signature


March 29/2010
Date

RICHARD HARRISON
Teacher Member's Name


Signature

APRIL 12 - 2010
Date

DIANA PURSER
Teacher Member's Name


Signature

April 12, 2010
Date

SHARON KINDREE
Principal's Name


Signature

Mar 29/2010
Date

Superintendent

Board Chair

Date