



School District 70 (Alberni)  
Ucluelet Secondary School  
2017-2018 Goal: School Completion

**System Goal:** All students will successfully transition from grade to grade culminating in a Dogwood or Evergreen diploma within six years of entering grade 8.

**School Goal:** To ensure all students are making academic progress between report periods.

**2017-2018 Objectives:**

1. Staff will track academic progress.
2. Individualized plans will be developed and implemented for students identified through tracking system.
3. Staff will use the data collected to help plan for how resources are used and classes are configured, and to identify potential professional development opportunities.
4. Extra teaching time was directed to implement a new homework completion program for grade 8 & 9 students who have been identified through a separate weekly tracking system.

**Rationale:**

Historically, collecting data and measuring academic progress of students was done during formal reporting periods. In between reporting periods teachers were often left on their own to chase down students for missing assignments, communicate with parents, and develop/implement strategies to help students find success. A need for a more holistic approach involving a team has been developing over the past couple years.

A few years ago we started identifying the students at-risk of not successfully completing their courses before the final marks of a course were submitted; we developed an excel document for the purposes of sharing this list and tracking the strategies implemented to help get the students back on track. We also started hosting a homework club after school three days a week that many of these students were encouraged to attend. The homework club is run in partnership with Nuu-chah-nulth Tribal Council, Yuułuʔiłʔatḥ Government, Tla-o-qui-aht First Nation, and School District 70 (Alberni).

The use of the school-wide excel spreadsheet identifies which students require our team's attention. Administration and the Nuu-chah-nulth Education Worker (NEW) have been using this information to know which parents we need to contact, which teachers we need to communicate with prior to students being directed to the homework club, and which other supports students may require set up in order to find success. The data collected has also provided critical information we can share with our stakeholders.

Last year we began using the excel spreadsheet in some staff meetings to plan for how we best help our students find success. This year we are dedicating time at all staff meetings for this purpose.



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This fall we developed a complementary system of tracking homework progress weekly and using this information to identify grade 8 & 9 students requiring assistance with homework completion. A method of communicating the success of this system will be developed this semester.

**Evidence:**

An excel spreadsheet has been developed to help staff identify any students that are at-risk of not being successful. This spreadsheet will then be updated at every monthly staff meeting.

Once these students have been identified, we will have staff and administration formulate a plan to work with students and their families. We will collectively reach out to them in order to best support them socially and academically as required. Individual plans will be altered as needs of each student changes.

It is our hope that using a weekly homework tracking system and two lunch time homework sessions each week for the grade 8/9 students along with the school-wide tracking system used in the past we can ensure that more of our students are finding success and are transitioning towards their Dogwood Diploma within the allotted six years they can spend with us.

Report card marks will track how many students are achieving more than 60% for term marks in their core academic classes as this is our goal for students at this time.

**Success/Results**

*Evidence shared with staff and stakeholders*

This year, we will use data from our academic concerns tracking system in order to obtain baseline data to direct future school plan. Within the current school year, we will use the data every week to ensure academic supports are in place for students who have not been making progress in their courses.

See sample of tracking system at the end of this document.

**November 2016 Data** (numbers of students in each grade on the academic concerns list)

Grade 8 = 10 students  
Grade 9 = 15 students  
Grade 10 = 6 students  
Grade 11 = 8 students  
Grade 12 = 5 students

**2017/18 Targets**

*Expected results*

To decrease the number of students on the academic concerns tracking list as the year progresses.



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|   |  |
|---|--|
| <p><b>January 2017 Data</b> (numbers of students in each grade on the academic concerns list)</p> <p>Grade 8 = 12 students<br/>Grade 9 = 15 students<br/>Grade 10 = 4 students<br/>Grade 11 = 5 students<br/>Grade 12 = 2 students</p> <p><b>April 2017 Data</b> (numbers of students in each grade on the academic concerns list)</p> <p>Grade 8 = 14 students<br/>Grade 9 = 9 students (two students on the Nov list left USS)<br/>Grade 10 = 5 students (one student on the Nov list left USS)<br/>Grade 11 = 9 students<br/>Grade 12 = 10 students</p> <p><b>June 2017 Data</b> (numbers of students in each grade on the academic concerns list)</p> <p>Grade 8 = 12 students<br/>Grade 9 = 12 students<br/>Grade 10 = 3 students<br/>Grade 11 = 8 students<br/>Grade 12 = 1 student</p>                         |  |
| <p><b>Organizing for Improvement</b></p> <p><b>Strategies and Structures</b></p> <p>We will continue to use our data collection system to develop/implement plans for students identified through the data; and use the data to direct how resources should be used.</p> <p>Seeing as most report card comments indicate that homework completion was the cause for students lack of success in their classes, staff have developed a new plan to use resources (staffing) to directly work with grade 8/9 students identified by their teachers as having missing assignments. These students will be identified weekly and sent to a homework hall on Tuesdays &amp; Wednesdays for assistance. Lunch will be provided and student attendance will be mandatory if identified as a student missing assignments.</p> |  |



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**Communication**

We will communicate progress at monthly staff meetings, at our PAC meetings, and at the Spring School Board meeting held out on the West Coast each year. We will also find an opportunity to share this data with our First Nations stakeholders.

|         | first term                          | second term   | NOTES   |
|---------|-------------------------------------|---|---|
| Grade 8 |                                     |   |   |
| 1       | SC I, SS 37%                        | SC 8 38%; SS 8 44%                                      | contact with parents; encouraged to come to homework club         |
| 2       | SC I, SS I, EN 33%, MA 40%, NCN 37% | SC 8 1%; SS 8 8%; EN 8 0%; MA 8 NM; PE 8 35%; NCN 8 25% | extreme attendance concern; family involved with outside agencies |
| 3       | SC I, SS 37%                        | SC 8 26%; SS 8 21%; EN 8 30%; MA 8 40%; NCN 8 41%       | disruption at home; contact with counsellor                       |
| 4       | SC I, SS 21%, NCN 45%               | SC 8 23%  | contact with parents; working with Karen after school             |
| 5       | SC I, SS 29%, MA 40%                | SC 8 24%; SS 8 24%                                      | contact with parents; encouraged to come to homework club         |
| 6       | SC I, SS 23%, EN 40%, MA 48%        | SC 8 27%  | contact with parents; encouraged to come to homework club         |
| 11      |                                     | SS 8 47%  |   |
| 7       | SC I, SS 15%, MA 42%                | SC 8 46%; SS 8 30%                                      | contact with parents; encouraged to come to homework club         |
| 8       | SC I, SS 12%, NCN 32%               | SC 8 12%, SS 8 17%, NCN 21%                             | contact with parents; encouraged to come to homework club         |
| 12      |                                     | MA 8 46%  |   |
| 9       | SC I, SS I, EN 41%, MA 27%, FR 22%  | SC 8 7%; SS 8 4%; EN 8 21%; MA 8 NM; FR 8 30%           | attendance concern, SBT referral                                  |
| 10      | SC I                                | SC 8 41%  | contact with parents; encouraged to come to homework club         |

Above is a sample of the excel spreadsheet.