

PROPOSED SULLIVAN HEIGHTS SECONDARY SCHOOL PLAN
(Pending ratification from School Planning Council)

2012 – 2013

School Profile

HOME OF THE STARS!



Sullivan Heights is a semester school that is home to approximately 1300 students in grades 8 to 12. We are leaders in inquiry research in 21st century assessment, learning practices and the use of technology. We have a strong academic focus combined with outstanding athletics, fine arts and performing arts programs. We are committed in our endeavor to support our students in leadership and global awareness initiatives.

Our Mission:

Our mission is to create a learning community where students can fulfill their personal potential by participating in quality learning experiences, prepare for a lifetime of challenges and opportunities, and develop a personal vision of a preferred future.

Our Vision:

The staff of Sullivan Heights Secondary School is committed to helping students develop the knowledge skills and attitudes that will prepare them to be citizens of the twenty-first century. To achieve this goal, we will design learning experiences that will help students:

- develop oral and written communication skills, problem-solving skills, mathematical and scientific literacy, and the ability to work cooperatively with others.
- learn to use technology to access, select, organize, evaluate, and apply information.
- understand and begin to fulfill a role as citizens in an economically, socially, and culturally diverse local and global community.
- use the processes of critical, creative and reflective thinking.
- demonstrate goal setting, decision-making, and career planning skills, and the attributes of a responsible, self-directed life-long learner.
- develop an appreciation of and an interest in the Practical and Fine Arts.
- understand the need for physical, social, and emotional well-being.

Goal: #1 To align our purpose with all stakeholders by reviewing and retooling our school mission, vision and values.

Rationale: Our current mission, vision and values has not ben updated and or looked at since the school was opened.

Objectives: To create a common sense of community by aligning our school profile with a current, more relevant purpose.

Data: Feedback from a collective dialogue with staff, PAC members and a student focus group.

Performance Targets: That all stakeholders are able to sign off on and be able to speak to the revised document. So that all stakeholders feel that their voice and work is reflected in the new document

Summary of Results as of Nov. 5, 2012

Our Mission: Through quality teaching and learning, we commit to nurturing a community of learners who will be prepared for a lifetime of healthy living, life long learning and citizenship.

Our Vision: At Sullivan Heights Secondary School, we will provide a quality education and design learning experiences that help students:

- develop literacy and numeracy skills.
- develop critical, creative and reflective thinking skills
- appreciate the diversity of a global community.
- appreciate the value of goal setting, career planning and positive contributions to society.
- appreciate the value of physical, social, and emotional well being.

Our Values: At Sullivan Heights Secondary School, we value:

- all learners
- a diversity of learning opportunities for all students
- social emotional wellness and healthy living for all students
- students taking responsibility for their learning
- engagement of parents and community in student learning

Strategies:

- Using systemic organizational mechanisms that bring all staff, parent and student voices, opinions and values to the discussion.
- Department Head Meetings and Staff Department Meetings
- Student focus groups
- PAC meetings

Goal: #2 To create a support services model that clearly defines a process of intervention that supports all students.

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| Rationale: | The current system does not adequately ensure that all students are supported in their social-emotional and academic domains |
| Objectives: | Provide a more thorough comprehensive mechanism for supporting all students with interventions targeted at students who have not been identified through designation and /or our articulation process. |
| Data: | Staff and student surveys, BCeSIS school discipline data, number and nature of student referrals. |
| Performance Targets: | Reduced student discipline referrals, increased staff satisfaction of the Process of Intervention and increased parents' satisfaction in how their children have been supported through our process of intervention. |
| Summary of Results: | TBA |
| Strategies: | <ul style="list-style-type: none">• Create a new referral form and referral process that looks at the whole student.• To shift the mindset from disciplining to supporting.• To modify our "Process of Intervention" so that student support referrals go to our counselors, the primary "student support coordinators".• Create and support SPACE program for students at risk who do not meet the criteria for formal support designations. This will be a formal course supported by a classroom teacher and a Youth Care Worker |

Goal: #4 To create opportunities for teachers, students and parents to gain a better understanding of the role of assessment FOR, OF and AS learning.

Rationale: To keep pace with the evolution of assessment practices in public education. Understanding that change in assessment practices is an evolving process; it's more than just going to a seminar and /or attending a professional development session. It takes time to dialogue and digest the change so that it becomes best practice in our classrooms.

Objectives: To help bridge the gap between the current divide in assessment practices. Our objective is to create a teacher facilitated discussion forum to allow teachers to engage in ongoing professional discussions around AFL and begin using these assessment practices more consistently in their classrooms.

Data: Staff and Student surveys

Performance Targets:

- To increase the number of teachers who engage in professional dialogue around assessment practices.
- To see an increase in the number of teachers who have attempted to implement AFL strategies in their classroom.
- To produce an "Assessment Handout" for parents that helps them better discuss assessment and assessment practices with their children and their teachers.

Summary of Results: TBA

Key Instructional Interventions: Assessment FOR, OF and AS Learning principles

Strategies:

- Facilitating a 2 to 3 years dialogue based on current research in AFL
- Develop an assessment forum for staff to regularly meet to dialogue and discuss their assessment practices
- Promote and encourage collaborative inquiry as the main primary mechanism for dialogue around assessment
- Bring in outside expertise to work with staff and pods of teachers.
- Assign a professional development day to AFL