



Sussex Regional High School

School Improvement Plan

2011 – 2015

*“Our Vision is to create a barrier free school
that is understanding, connected,
and inspires change.”*

SRHS Students Youth Forum

Sussex Regional High School
School Improvement Plan 2010 - 2013

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**Sussex Regional High School
SCHOOL IMPROVEMENT ACTION PLAN
2011 - 2015**

MISSION STATEMENT

Our Mission is to ensure success in learning in a safe and positive learning environment.

BELIEFS AND VALUES

- We believe in student success.
- We believe every individual has value.
- We believe everyone can learn.
- We believe in continuous learning.
- We believe in community partnerships.
- We believe in a safe and healthy learning environment.
- We believe that with rights come responsibility and accountability.

School Policy 1	Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.
School Policy 2	Students will demonstrate continuous improvement in literacy skills (English and French), reaching or exceeding provincial targets. Areas of focus for 2011-2014 will include, but not be limited to, French Second Language, writing across the curriculum, and literacy through science.
School Policy 3	Students will demonstrate continuous improvement in numeracy skills, meeting or exceeding provincial targets. An area of focus for 2011-2014 will be numeracy across the curriculum.
School Policy 4	SRHS will further develop and enhance strong family, business and community partnerships, focusing on communication, and family/community engagement.
School Policy 5	SRHS will participate in the Provincial Demonstration School Research Project involving technology in education.

MONITORING, ASSESSING, AND EVALUATING THE SCHOOL IMPROVEMENT PLAN

Success in achieving our improvement strategies will be monitored and reported on as follows:

- The School Administration Team will oversee the implementation of the plan and will be responsible for reporting to the Teaching Professional Learning Community on progress.
- The teaching teams (PLCs) will make recommendations to the school Principal and the PSSC for future changes in the improvement plan.
- The school principal will work with the PSSC to review and make changes.

SRHS 2011 - 2014 School Improvement Plan

School Policy 1	Students and staff will learn and work in a safe, healthy and positive environment, supported by family, community agencies and groups.
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Strategies	Indicators of Success (Monitoring Process)	Timeframe		Responsibility	Update
		Start Time	End Time		
To hold a Youth Forum for over 100 students to focus on improving the school and Sussex community for youth.	Perception data indicating improvement in student involvement/sense of belonging.	Nov 2010	Dec 2010	Guidance, Students, Community planners, RCMP, teachers.	Completed Further actions . . .
To develop a wall of inspiration by students for students.	Improved student perception of connectedness to the school.	2012		Youth Forum Students / Staff / Community Volunteers	
To reform the student council model to reflect a student leadership team approach.	Improved effectiveness of student leadership activities.	2011		Student Leadership Advisories	Leadership team formed
To provide professional development to teachers on the purpose of advisories and effective use of advisory time.	Perception of students feeling connected to the school.	Jan 2012		Professional development committee, School Administration.	
To incorporate stage three of the Advisory program. (Stage three focuses on helping students develop an e-portfolio as a graduation requirement)	Student presentations of their e-portfolios of learning.	2012	2015	School Admin, School PD Committee, Advisory teachers.	
Improve the quality of the recognition given to academic success by revamping the recognition ceremony and looking into other ways to celebrate academic success.	Improved student perception survey data on the importance of students doing well.	2011	2012	Celebrate committee, teachers, school admin team	Ongoing
To administer a Learning Styles Inventory for all students in the school to inform Advisory teachers of the learning styles of each of their students.	Improved student learning as a result of improved self awareness of learning styles.	Sept 2012		School Administration (to located an appropriate test) Advisory teachers to administer test.	
To work with the district to encourage the cafeteria vendor to provide food with more variety and quality.	Improved number of students choosing to stay at school and make healthy eating choices.	2011	2012	Teachers / School Administration / Student Leadership	

To review the code of conduct to include some emphasis on student accountability in terms of engaging in the learning process.	-improved student engagement. -improved level of behaviour			Teacher Committee / School Administration / PSSC	
To review the code of conduct to provide more specific and individualized interventions so that needs of the dysfunctional student does not override the collective needs of the class.	Improved learning environment	2011		Teachers / SST / School Administration	
To review the code of conduct to provide a standard level of academic achievement and behaviour in order to participate in school clubs, teams, drama, etc.	Improved learning environment	2011		SPRs, Coaches, School Administration, PSSC	
To lock perimeter doors to provide only one main entrance for the general public so that they are required to sign-in at the office on entering the school.	Improved sense of safety by staff.	2011		School Custodial Staff	
To develop a school-wide anti bullying awareness program.	Improved learning environment	2011-2012		Guidance / Teachers	
To review our current Attendance Exemption policy and determine if changes could be made to encourage students to strive for academic excellence.	Changed policy and successful review of impact on new policy.	2011		Students/Staff/PSSC	Policy established
To introduce a School pedometer challenge program to staff and grade nine students to increase physical activity among students, staff and the school community.	Yearly final report of statistics collected by the pedometers	2012		Spencer Jeffrey, & staff	Funding received
The FILA 110 class will be preparing a Project Based Learning (PBL) on cyber bullying.	Improved awareness of the issues of cyber-bullying.			Mme. A. Belliveau	
Develop an awareness campaign to highlight the Health & Safety committee and what it can do for an individual's workplace safety.	Improved safety	2012		Workplace Health & Safety Committee	
To develop a formal Restorative Justice program for SRHS (including involving the PSSC and obtaining community partners)	Improved student behaviour	2012		The Guidance Staff, Administration and Student Services Team	

School Policy 2	Students will demonstrate continuous improvement in literacy skills (English and French), reaching or exceeding provincial targets. Areas of focus for 2011-2014 will include, but not be limited to, French Second Language, writing across the curriculum, and literacy through science.
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Strategies	Indicators of Success (Monitoring Process)	Timeframe		Responsibility	Update
		Start Time	End Time		
All subject teachers will receive professional development on the “cross-curricular look-fors”	Improved student literacy	2011	2012	Teachers, School Administration	Many teachers still require training
All teachers will apply effective literacy practices relevant to their curriculum.	Improved student literacy	2012		All subject teachers / School Administration	PLC Goals reflect progress
To provide phonic reading skills to struggling grade nine readers to improve their literacy skills.	Improved results on the ELPA	2011		English Language Arts teachers	
To provide more novels geared for boys at the grade nine and ten level	Improved student engagement for males	2011		English Language Arts teachers	
To develop common assessments that are linked with specific literacy skills	Improved student literacy	2011		English Language Arts teachers	
The French department will review the results of French grade 10 Prov. Exam and develop strategies to better prepare students.	Improved French Literacy	2011	2012	French Department	
The school will promote French culture to improve the attitude towards learning French and the French culture	Improved French Literacy	2011	2013	French Immersion teachers , CPF and school community	

The school will hold an annual French Awareness Week / promoting French week.	Improved attitude towards learning French	2011	2014	All teachers of French, school community	
Teachers in the French department will have students conduct research using primary documents to ensure students gain skills in using primary documents and reporting in essay or oral form.	Improved French Literacy	2011	2014	All French Immersion teachers.	
The math department will establish a writing component in math classes at all grade levels (communication as per framework in curriculum documents)	-administration of journal questions by teachers -student math journals to be submitted to the classroom teacher -improvement in students' written and verbal math skills	Sept 2011	2014	Math SPR and math teachers	
Resource teachers will investigate opportunities to provide specialized literacy recovery to students who cannot read	-improved literacy for non readers	Jan 2012	2014	Resource teachers	
Students will prepare project reports and draft an instruction manual for each activity performed by students in the Technology department.	-improvement in technology literacy	2011		Technology teachers	
The technology teachers will post exemplars of exceptional technology writing in each of the shop areas.	-improvement in technology literacy	2011		Technology teachers	
The school will hold a fine-arts evening around a central character (a war bride who has moved to Sussex), and will cross 7 decades (50s to present), emphasizing the local music and events of each decade.	-to involve 80-100 students in this PBL combining fine arts with this literacy initiative	2012		Humanities / Fine Arts teachers	
The Science Department will increase students' hands on experience through well planned laboratory practice that will encourage reading instructions, following procedures, and follow a formal lab write up protocol as described on the SRHS web site.	Improved student scientific literacy	2011		All Science Staff	
The Science Department will provide students with periodic opportunities to read current articles on subject specific topics and encourage feedback, either oral or written, on such.	Improved student scientific literacy	2012		All Science Staff	
The Mathematics department will establish a writing component in math classes at all grade levels (as per framework in curriculum document)	Improvement in students written and verbal math skills	2012		All Mathematics Staff	

SRHS 2011- 2014 School Improvement Plan

School Policy 3	Students will demonstrate continuous improvement in numeracy skills, meeting or exceeding provincial targets. An area of focus for 2011-2014 will be numeracy across the curriculum.
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Strategies	Indicators of Success (Monitoring Process)	Timeframe		Responsibility	Update
		Start Time	End Time		
(Math PLC) Develop common exams/assessments	-product -collaboration -comparison of results at each grade level -results to help guide sharing of best practices	Sept 2011	June 2011	Math SPR and math teachers	
Create and administer a web-based assessment of base-line mathematical skills to identify areas for improvement	-compilation of results -discussion of results at each grade level -completion of test with sample group administration of test in October and April	Sept 2011	June 2011	Math SPR and math teachers	
Provide PLC meeting time to enable the completion of math department SMART Goals	-common meeting time planned -assessments, lessons, and strategies documented	Jan 2012	2014	Administration, Math SPR and math teachers	
Participation in the University of Waterloo Math competitions	-competition enrollment -students selected	Nov 2011	2014	Math SPR	
Creation of a noon math center to be operated by the math department as a duty station	-number of students receiving math remedial	Sept 2011	2014	Math SPR and math teachers	
Posting curriculum outcomes on Mathematics classroom walls	Improved student knowledge of curriculum expectations	2011	2014	Math SPR and math teachers	

The technology department will develop a pre/post-test of core numeracy concepts required for the trades to drive instruction.	-improved level of numeracy for the trades.	2011			
The technology teachers will meet to review curriculum documents and will analyze the math component of each of the courses. The tech team will develop math lessons specific to the needs of the trades.	Improved level of Mathematics skills for students entering into the trades after high school.	2011		All Technology Staff	
The Technology department will develop a trade's standard math pretest and then post test during the exam to monitor student improvement in the area of technology/trades math skills.	Improved level of Mathematics skills for students entering into the trades after high school.	2012		All Technology Staff	
The Science Department increase students' scientific numeracy through a well planned laboratory practice that will encourage collecting and interpreting data.	Improved level of Mathematical skills for students taking science	2011		All Science Staff	
The Science Department will encourage the consistent application of significant digit rules in all science courses to enhance common practice for teachers and students.	Improved level of Mathematical skills for students taking science	2011		All Science Staff	
Class composition at the grade ten level will be studied to determine if there is a better way to prepare students for the changing Math curriculae.	Improved level of preparation for the different streams of Mathematics.	2012		Mathematics teachers, School Administration	

SRHS 2011-2014 School Improvement Plan

School Policy 4	SRHS will develop further and enhance strong family, business and community partnerships, focusing on communication, and family/community engagement.
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Strategies	Indicators of Success (Monitoring Process)	Timeframe		Responsibility	Update
		Start Time	End Time		
The PSSC will review the results of the NB Student Wellness Survey.	Completed during PSSC meeting				
The PSSC will look into using their budget to improve communication within the school and with parents.	Improved communication				
To allocate funds for "field trips" that allow students to gain insight into the working world, and the interconnectedness of community etc. - Provide opportunities for students to experience how life is lived in different aspects.	Improved student connectedness	2012		School Administration / Teachers	
Increase the number of teachers posting coursework/homework on wiki's, blogs, etc.	Improved communication	2011	2014	School Teachers	
Increase the number of teachers posting marks online – Grade keeper/Ed-line	Improved awareness of individual success	2012	2014	School teachers	
Have all teachers use School Connects to communicate with the home	Improved communication	2011	2014	School Teachers	
To hold student focus groups sessions twice yearly to inform school administration and teachers on areas of improvement	Student input into the SIP	2011	2014	School Administration	
To invite community guest speakers into Advisories	Improved connection between community and school	2012	2014	Advisory teachers	

To investigate strategies for encouraging students to volunteer and develop a tracking mechanism (graduation requirement)	Improved number of volunteers in the community	2012	2014	School Admin and staff	
The technology department will develop at least one partnership per teacher with a respective member or business in the community to investigate how to incorporate student work into the relationship.	Improved student connection to the community through the trades	2011		Technology teachers	

SUSSEX REGIONAL HIGH SCHOOL PROFILE

Sussex Regional High is situated in the beautiful Kennebecasis Valley surrounded by rolling hills. It is located in downtown Sussex close to medical and other school facilities and serves a rural community. A mixed economy features a healthy dairy industry combined recently with a vibrant mining sector.

Built in 1979, Sussex Regional High serves students from Grade 9 to 12 with a student population of 950. It is a beautiful building, situated on extensive grounds.

The school has a long standing tradition of producing strong academic students. It is proud of the fact that it has one of the most experienced professional staffs in the school district.

Sussex Regional offers programs for all levels of academic ability. The programs consist of courses from the general to the advanced level with the classes being fully integrated. A well equipped library and computer rooms offer opportunities for enrichment and distance education. The school provides an excellent background in basics of English, Math, Science, and History. The school offers a full French Immersion. A wide variety of courses in the various areas of Technology are offered. The school has a well developed Broadbased Technology lab. Because of strong community support, the school is able to offer a Co-operative Education program which allows participating Grade 12 students to learn in the workplace for part of their school day.

This community support is also reflected in the Partners in Alternative Learning Strategies (PALS) program, a community partnership school designed to serve the at-risk student. This alternative school, although not on site, falls under the umbrella of Sussex Regional High.

SRHS offers a strong art, drama, and music program. With these three areas working together, the school is able to stage a theatrical production each year with a large portion of the student body participating. This Fine Arts program has brought high acclaim to Sussex.

Sussex Regional has a very active athletics program offering both intramural and extramural activities. The school features a full array of sports including softball, soccer, field hockey, basketball, volleyball, badminton, golf, hockey and rugby. These sports feature both a men's and ladies' team, which compete interscholastically throughout the province. SRHS can boast of several provincial titles.

In addition to sports and fine arts programs, the school offers many clubs and organizations in which the students can participate. Sussex Regional High offers a diverse educational program to students of varying abilities. Sussex Regional is proud of its students and their achievements.

SRHS Demonstration School Research Question #1

Question 1: (Engagement)

The question to be answered by this research is: Does the implementation of one-to-one netbook technology increase the level of engagement for reluctant learners, at the grade nine-ten level, in the areas of truancy, number of missed and late assignments, and their overall perception of themselves as learners?"

The research team recognizes that a wide variety of teaching strategies will be tested to incorporate the use of one-to-one netbooks into the various classrooms. For the purpose of this research, the team will not be investigating which of the teaching strategies are or are/are not effective in improving student engagement. The research team would like to know if the overall impact of the various teaching strategies, combined with anytime/anywhere individual student access to netbook technology, causes an overall improvement in student engagement for a group of identified reluctant learners in the areas of truancy, late and missed assignments, and self perception as a learner.

Hypothesis:

It is the belief of this research leadership team that there are a large number of students at the grade nine-ten level that are capable of completing the curriculum outcomes, but for a number of reasons are reluctant to do so. Areas of concern by teachers for reluctant learners are truancy, not completing assignments on time, not submitting assignments, and the overall self-perception of the students as learners. Based on the research cited, it seems likely that if the use of one-to-one netbook technology is integrated into all Grade 10 classrooms, that a positive change in student engagement for reluctant learners will be demonstrated. The research team believes that if teachers receive professional development on the traits of reluctant learners, and the students have one-to-one access to netbook technology, that reluctant learners will demonstrate an improvement in truancy, number of late and missed assignments, and their overall self-perception as a learner..

Protocol:

Five criteria will be measured to determine whether the implementation of one-to-one technology causes an increase level of engagement for a group of identified reluctant learners. The criteria used to identify the students as reluctant learners are attendance, late assignments, missed assignments, subject teachers' perception of work ethic, students' perception of their attitude towards achieving success.

Process for Identifying Reluctant Learners

Teachers of students in year nine and ten will participate in a professional development session on the traits of 'reluctant learners' as identified by Deborah E. Burns (2008). For the purpose of this research, the teachers of grade nine students will identify at least 50 reluctant learners that have met the requirements for completing year nine.

Truancy

The research team has identified truancy as an indicator of school avoidance for reluctant learners. Simply put, the reluctant learner cannot be engaged in the learning activities if they are not present to do so. For the purposes of this research, truancy will be measured by an unexcused absence from class.

The daily attendance for the identified students will be collected for their year nine and subsequent year ten broken down by semester. The attendance data will be analysed to determine a level of truancy for each of the identified students. A T-test comparison analysis will be utilized to assess whether the percentage means of two years of truancy are statistically different from each other.

Late Assignments

Some of the teachers of current grade 9 students track late assignments. Where available, this data will be used as control data to check for improvement in the number of students completing assignments in the identified group. A standard will be put in place to identify late assignments for all grade 10 students. The number of late assignments for the identified group will be extracted from the data and a comparison will be made to determine the impact on the percentage of late assignments by the identified group. A T-test comparison analysis will be utilized to assess whether the percentage means of two years are statistically different from each other.

Missed Assignments

The percentage of missed assignments will be collected for students in year nine and for the same students during their subsequent year ten. A T-test comparison analysis will be utilized to assess whether the percentage means of two years are statistically different from each other.

Student Attitudinal Perception Surveys

Towards the end of the 2010-2011 school year, all students in year nine will complete the attitudinal perception survey (See attached). The data for the identified group of students will be extracted and used as control data.

At the end of the first semester of the 2011-2012 school year, all students in year ten will complete the same attitudinal perception survey. The data for the identified group of students will be extracted and compared to the control data to determine attitudinal difference.

The questions from the perception data will be grouped into three or four indicators of attitude.

A summary total of each indicator will be determined. The most appropriate statistical test will be applied to determine the changes in attitude toward learning.

Teacher Perception Surveys

Towards the end of the 2010-2011 school year, all teachers of students in year nine will complete the attitudinal perception survey for the identified group of students (See attached). The data for the identified group of students will be extracted and used as control data. The survey will determine the level to which the teachers believe that the students are: passive, quick to give up/not try, easily frustrated, bored, depressed, angry, anxious, inattentive, hesitant, oppositional, indifferent, withdrawn, rebellious, and apathetic. (Burns, Deborah E.,

At the end of the first semester of the 2011-2012 school year, all teachers of students in year ten will complete the same attitudinal perception survey. The data for the identified group of students will be extracted and compared to the control data to determine attitudinal difference.

The questions from the perception data will be grouped into three or four indicators of attitude.

A summary total of each indicator will be determined. The most appropriate statistical test will be applied to determine the changes in attitude toward learning.

Timeline:

Professional development for year nine and ten teachers on the traits of reluctant learners. May 2011

The year nine reluctant learners will be identified. June 2011

Attitudinal perception survey for year nine students and teachers will be administered. June 2011

Attendance, late assignments and missed assignments data collection for identified reluctant learners in year nine. June 2011

Attendance, late assignments and missed assignments data collection for identified reluctant learners in year ten. January and June 2012

Attitudinal perception survey for year ten students and teachers will be administered May 2012

T-test for statistical significance (attendance, missed and late assignments). June 2012

Appropriate statistical test for attitudinal surveys will be administered. June 2012

Report submitted. June 2012

Data Indicators:

Truancy data will be extracted from Student Information System (Winschool) for both the control and subject group of this research. Late and missing assignment data will be collected from subject teachers. Perception survey data will be collected from all current year nine students and teachers of the control group as well as all year ten students and teachers of the identified group during the 2011-2012 school year.

The following survey questions will be administered to year nine students and the subsequent year ten students:

Student Attitudinal Survey

The following survey is completely confidential and anonymous. The purpose of this survey is to identify how students feel about their learning.

1. I become easily frustrated when learning something new. (Easily Frustrated)
2. I am quick to give up when required to complete an assignment. (Quick to give up/Withdrawn)
3. Doing well on an assignment is important to me. (Passive/Indifferent)
4. I find it difficult to pay attention in class. (Bored/Inattentive)
5. Trying new things in class makes me nervous. (Anxious)
6. When I don't understand something the first time, I get angry. (Angry)
7. I wait for other students to try something new before I try it myself. (Hesitant)
8. I don't like sharing my thoughts in class. (Hesitant)
9. Handing my work in on time is important to me. (Indifferent)
10. I would rather sit and do nothing in class than participate. (Rebellious/Withdrawn)
11. I would rather leave a question blank than work hard to find the answer to the question. (Quick to give up)
12. Most of the work we do in class is enjoyable. (Bored)
13. I feel satisfied when I complete an assignment. (Indifferent)
14. If I do not get an assignment done on time, then I do not bother passing it in. (Apathetic/Give up)
15. It is important for me to find out what work I have missed when I am absent. (Apathetic)
16. In group work, I allow others to complete the work.(Withdraw/not try)
17. Getting along with others in class is not important to me.(Oppositional)
18. Given the choice I would rather work by myself than with a group. (Withdrawn)
19. The mark I receive on an assignment is not important to me. (Indifferent)
20. I choose not to participate rather than show that I do not understand something. (Oppositional/Anxious)
21. I will only try if I think I can get it right.

Rationale:

According to Joyce M. Herzog, a reluctant learner is one who "is not interested in life at all, is not interested in what you are teaching, and is not able to learn in the time-frame or manner of presentation" (2002).

Many of the educators in our school have identified a significant number of reluctant learners in the current grade nine level. It is perceived to be one of the most challenging groups for teachers to reach as their academic ability is hard to gauge since engagement is limited or sporadic. In addition these students tend to lack strategies for self-motivation and often come with learning gaps.

Studies have shown that students who are exposed to technology in the classroom have higher independence and greater involvement in classroom activities (2000, p31). Gulek & Demirtas (2005) suggest in their research that “students spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers.” If students are motivated through the use of one-to-one technology, engagement levels will increase leading to an increase in attendance, assignment completion and more positive attitudes towards learning.

The results of this study of the engagement of reluctant learners early into their high school career will provide strategies that will be incorporated into the School Improvement Plan to enhance student learning at all high school grade levels.

Herzog, J. M. (2002). Motivating reluctant learners. Retrieved Apr. 07, 2005, from AHEA Online Web site: <http://www.aheaonline.com/motivating.html>.

Syminton, L., & Stanger, C. (2000) Math = Success: new inclusionary math software programs add up to a brighter future. *TEACHING Exceptional Children*, 32(4), 28-32.

Timeline:

01/05/2011 to 22/06/2012

Demonstration School Research Question #2

Question 2: (Achievement)

Does participation in the one-to-one netbook project improve student achievement at the year ten level across a variety of curricula?

Hypothesis:

Based on the research cited, it seems likely that if the use of one-to-one netbooks is integrated into all classes of year ten students, that a positive change in student achievement in all curricula areas will be demonstrated.

Protocol:

At the grade ten level, data will be collected to determine the effect of the implementation of one-to-one netbook technology on student achievement. This data will be drawn from the following courses: Math, English, Science, Social Studies, Core French, and Health & Phys. Ed.

To establish baseline data, teachers in each of the subject areas will submit the assessment results from two identified evaluations for students in the previous year who did not have access to one to one netbooks. During the course of this research project, the teaching methodology will be altered to incorporate the use of technology, but the assessment criteria will remain the same. In the subsequent year, two identical evaluations will be administered to students in each of the identified subject areas with access to one to one netbooks.

Where possible, the teaching assignment will be maintained for the identified classes for the gathering of both the baseline data and the research data.

A T-test comparison analysis will be utilized to assess whether the percentage means of the assessments in each of the courses are statistically different from the baseline assessments.

Data Indicators:

The primary sources of data are the individual class assessments. Each year ten subject teacher will select two different assessments that were administered to students without the use of netbooks for learning the curricula for the purpose of establishing baseline data. The assessments will be repeated with students who have had access to one-to-one netbooks to assist with their learning to determine significant statistical difference in achievement.

Rationale:

The mission of the staff at SRHS is “to ensure success in learning.” This research project will guide the leadership team in determining the effectiveness of the one-to-one component of the netbook project. Specifically in the area of the effectiveness of the use of the technology to improve student academic achievement.

A recent study of a one-to-one laptop program concluded that “one half or more of the 9th graders reported they did more work, quicker, and of higher quality when they had laptops (Silvernail & Lane, 2004). Subsequent survey results indicated that the 9th graders felt the quantity and quality of their school work had declined once they no longer had laptops (Silvernail & Lane, 2004).

Honey, Culp & Spielvogel (2005) concluded that “when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.”

Gulek, J.C & Demirtas, H. (2005) suggest that students in classrooms that provide all students with their own laptops showed significantly higher achievement in nearly all areas of measure after one year in the program.

The results of this study will indicate whether there is a relationship between student achievement and the integration of one-to-one netbook technology at the grade ten level.

These findings will provide future direction in terms of incorporating technology in the classroom.

Gulek, J.C & Demirtas, H. (2005) Learning With Technology: The Impact of Laptop Use on Student Achievement, *The Journal of Technology, Learning, and Assessment*, Vol. 3 No. 2

Silvernail, D. & Lane, D. (2004) The Impact of Maine's One-to-One Laptop Program on Middle School Teachers and Students, Phase One Summary Evidence Research Report #1, Maine Education Policy Research Institute

Honey, M. , Culp, M., & Spielvogel, R (2005) Critical Issue: Using Technology to Improve Student Achievement. Center for Children and Technology

Timeline:

01/03/2011 to 22/06/2012