

# 2007-2008 School Growth Plan for Pender Harbour Elementary-Secondary School

## A. Setting Directions

### Goal No. 1

- **To improve success in Mathematics at each grade level.**

### Objectives

- To increase the RIT score for each student to at least **what the target growth RIT score is for that student.**
- To increase the number of students with a C+ or better on exams.
- To reduce the discrepancy between the school mark and the final exam mark (Provincial or School Exam).

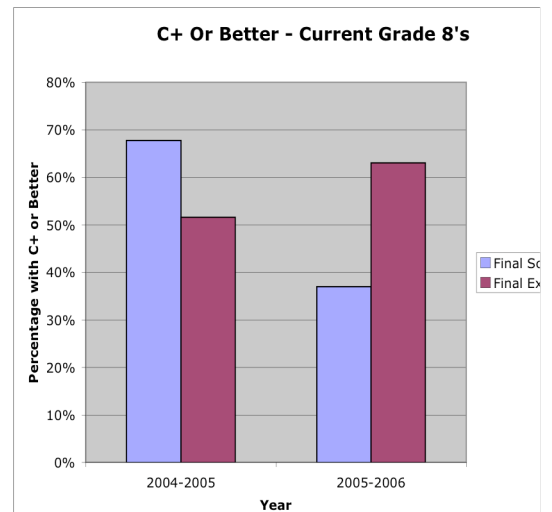
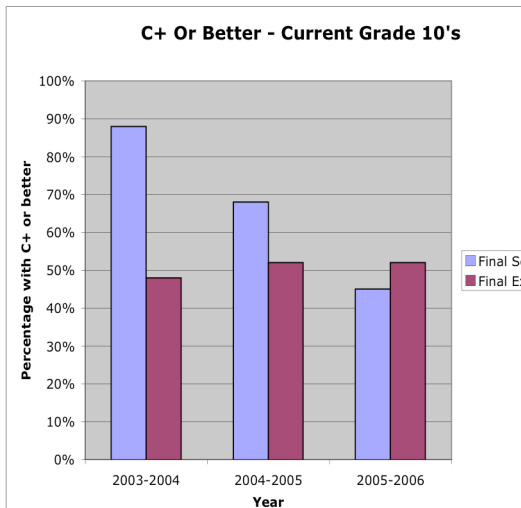
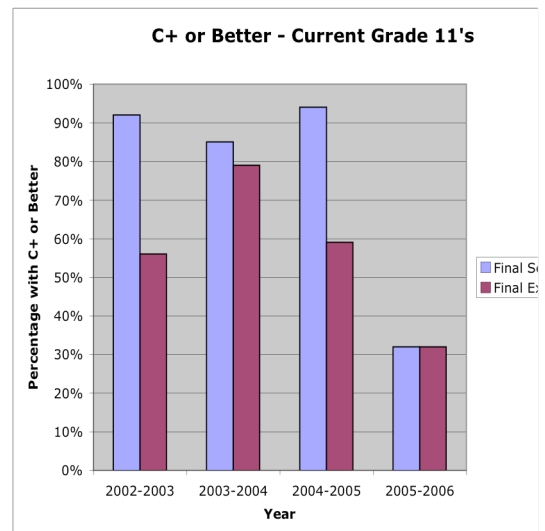
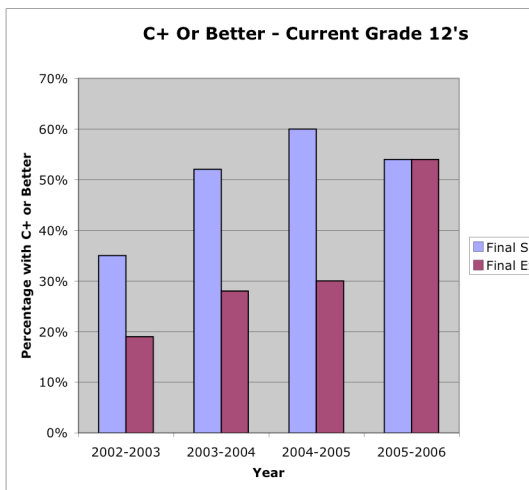
### Rationale

- There appears to be a significant difference between the exam marks (Provincial or school based) and the school mark at most grade levels
- FSA results indicate that many of our grade seven students (grade 8 this year) **Do Not Meet Expectations** (especially in reading and writing)
- Elimination of Math 9A means that all students must have skills to pass Math 9.
- Feedback from teachers indicates that Math 9 is very difficult for many students.
- With NWEA results we are able to look at individual target RIT growth for each student.

## Data

- School Mark versus Exam Mark – See Chart #1
- FSA results for Math 7 2002 through 2006 – See Chart #2
- NWEA RIT Scores Fall to Fall - see Charts #3-5

### Chart #1: School Mark versus Exam Mark



## Chart #2: Grade 7 Reading/Writing/Numeracy Results 02/03 through 05/06

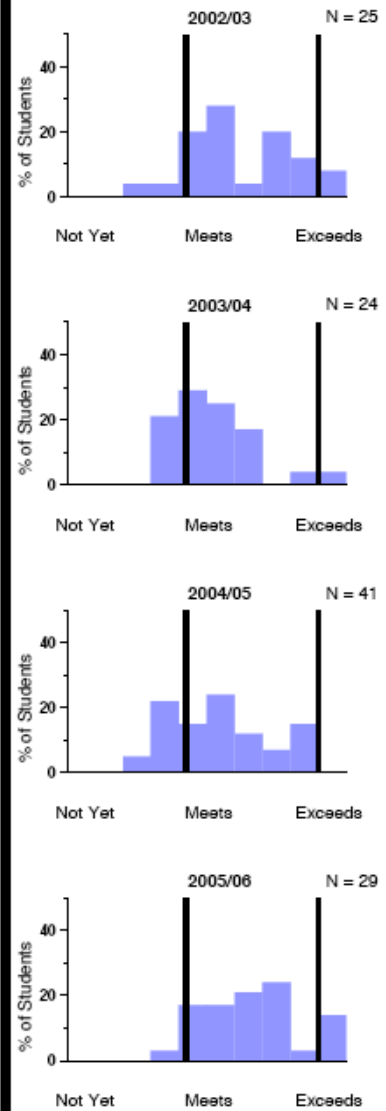
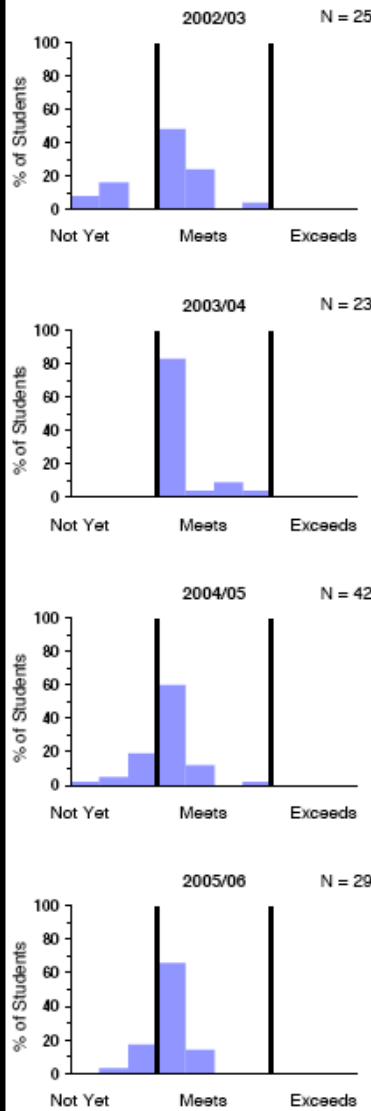
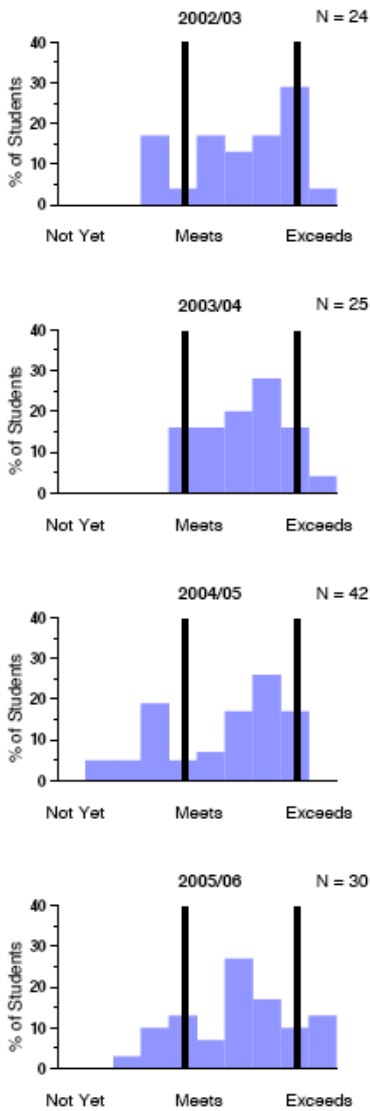
### Grade 7 Distribution of Results Over Time (% of Students)

Pender Harbour Elem-Secondary

#### Grade 7 Reading Comprehension

#### Grade 7 Writing

#### Grade 7 Numeracy



## NWEA (North West Evaluation Association)

Placement guidelines help determine a students instructional level.

### Fall Mathematics Screening (RIT values)

	GRADE LEVEL								
	2	3	4	5	6	7	8	9	10
Grade Level Median	179	193	203	211	218	225	230	234	238
Gifted	198	210	222	233	240	248	253	257	261
Geometry	-	-	-	-	-	245	245	245	245
Algebra	-	-	-	-	235	235	235	235	235
Intro Algebra	-	-	-	230	230	230	230	230	230
At Risk/Special Needs:									
1 sd below grd mean	168	181	190	198	203	207	212	215	218
2 sd below grd mean	157	169	178	184	188	191	195	197	201
1 grd level below	166	179	192	203	211	217	223	228	232
2 grd level below	153	166	179	192	203	211	217	223	228

### Fall Reading Screening (RIT values)

	GRADE LEVEL								
	2	3	4	5	6	7	8	9	10
Grade Level Median	178	192	201	208	213	217	220	223	226
Gifted	201	212	219	226	232	235	238	241	243
At Risk/Special Needs:									
1 sd below grd mean	162	176	185	192	196	200	204	206	209
2 sd below grd mean	147	161	170	177	182	186	189	191	194
1 grd level below	164	177	190	199	206	211	215	218	221
2 grd level below	151	164	177	190	199	206	211	215	218

### Fall Language Usage Screening (RIT values)

	GRADE LEVEL								
	2	3	4	5	6	7	8	9	10
Grade Level Median	180	194	203	210	214	218	220	222	225
Gifted	203	214	221	226	230	233	236	238	240
At Risk/Special Needs:									
1 sd below grd mean	166	179	188	195	200	203	206	208	210
2 sd below grd mean	152	166	175	182	187	190	193	195	198
1 grd level below	166	180	193	202	208	212	216	218	220
2 grd level below	153	166	180	193	202	208	212	216	218

### Chart #3

## NWEA – Current Grade 7



**Class Breakdown by Overall RIT Score for Pender Harbour Secondary  
Pender Harbour Secondary - Fall 2006**  
Yellow indicates students performing at grade level or above

following table shows how the class is broken down by RIT and subject.

	< 171	171-180	181-190	191-200	201-210	211-220	221-230	231 +
<b>Mathematics</b>				(197) (199)	(201) (203) (205) (206) (207) (209) (210) (210) (210)	(212) (217) (218) (218) (219) (220)	(221) (222) (224) (228) (228)	(232) (234)
<b>Reading</b>			(188)	(193) (194)	(201) (201) (202) (204) (204) (205) (207) (208) (210) (210)	(211) (214) (215) (216) (219)	(221) (224) (228) (229) (230) (230)	(233) (235)
<b>Language Usage</b>	(169)	(171)		(191) (194)	(205) (208) (208) (210)	(215) (218) (218) (219) (220)	(224)	(231)

### Chart #4

## NWEA – Current Grade 8



**Class Breakdown by Overall RIT Score for Pender Harbour Secondary  
Grade 8 - Pender Harbour Secondary - Fall 2006**  
Yellow indicates students performing at grade level or above

following table shows how the class is broken down by RIT and subject.

	< 181	181-190	191-200	201-210	211-220	221-230	231-240	241-250	251 +
<b>Mathematics</b>		(188)	(193) (199) (200)	(203) (207)	(213) (214) (220)	(224) (225) (225) (230) (230)	(233) (234) (234) (235) (235) (236) (237) (237) (238) (239)	(241) (242) (245) (246) (247) (250)	(254)
<b>Reading</b>	(179)		(195)	(202) (207) (210)	(211) (211) (212) (214) (219)	(221) (226) (227) (228) (229) (229)	(235)		

## Goal No. 2

**To improve literacy for all students**

## Objectives

Using the rubric adopted by our school in 2003, improve the writing skills for all students to a C+ Level (4+ on the rubric) or better.

Identify students in Grades 7 and 8 who are reading below grade level and provide a reading support program.

## Rationale

- 1) Grade 7 FSA results indicate that a higher percentage of students at this school are writing “below expectations” compared to the Provincial average.
- 2) Feedback from English/Humanities teachers indicate that work in this area would be beneficial to students in other subjects as well.
- 3) Employable Skill Survey 2000 developed by the Conference Board of Canada determined that the most important “Fundamental Skill” required to enter, stay and progress in the work place was the ability to communicate effectively (**read, write, and present information in a variety of forms**).
- 4) The Reading Level of the print material, including recommended text books, used to support the course work is often at or above grade level. This makes it difficult for our weaker readers to learn. Addressing this issue at the earlier grades (Grade 7 and 8) will help the students in subsequent years.

## Data

## Data

- 1) FSA Results (in grade 7) in Writing indicate that a high percentage of students are *Not Within Expectations* or *Minimally Meet*.
  - a. 2002/2003 – 24% *Not Meeting / Exceeding Expectations*
  - b. 2003/2004 – 0% *Not Meeting / Exceeding Expectations*
  - c. 2004/2005 – 26% *Not Meeting / Exceeding Expectations*
  - d. 2005/2006 – 21% *Not Meeting / Exceeding Expectations*
  
- 2) Provincial Exam Results 2005 indicate a high percentage of students are scoring below the C+ level.
  - a. English 10 Provincial Exam - scored lower than a C+ on exam  
2004-2005 - 32%  
2005-2006 – 22%
  - b. English 12 & Com 12 Provincial Exam - scored lower than a C+ on exam  
2004-2005 – 50%  
2005-2006 – 52%
  
- 3) NWEA Results in Language Arts indicate a high percentage of students are below the mean. See Charts # 3-4
  
- 4) The 2005-2006 FSA results in Reading indicate a significant number of our current Grade 8 students (23%) do NOT MEET EXPECTATIONS. This is supported by our NWEA Test results for both Grade 8 and Grade 7 students. Once identified, the students received pull-out support. **This year and next we have identified the students in grade 7 that need additional support for reading and have given them daily concentrated support for second semester...this is before the FSA & NWEA has been completed.**

## **B. Organizing for Improvement**

### **Strategies: Goal 1**

1. Keep students well informed of the importance of doing well in math:
  - a. help them understand how their marks affect future goals (i.e. UBC, SFU, trade schools) by developing a list of programs that require math.
  - b. Remind students that a low mark in Principles of Math will likely not keep any “doors open” and that Essentials of Math might be a better course depending on their future plans.
2. Use up to 15 hours of extra Grade 9 math time to teach some Grade 10 concepts (a pre-course, i.e. trig, exponents/radicals).
3. Develop strategies to prepare students for exam writing.
4. Emphasize the appropriate course areas to prepare students for finals/Provincials.
5. Emphasize self-talk skills (what is being asked for in this question? What are the steps?) Develop problem solving skills early on.
6. Release teachers to meet/discuss strategies (Pro-D days/ classes), LCT projects.
7. Work with students individually to encourage and raise their personal standards.
8. Develop policies on exam rewrites
  - a. certain conditions must be met before a re-write can be written (i.e. all assignments done, come in for tutorials).
  - b. Students may be given a maximum number of re-writes.
  - c. To qualify for a re-write students may have to do a pre-test.
9. Use NWEA results to target specific areas in need of attention.
10. Use staff meeting and school based Pro-D time to focus on school goals.
11. Math Department will meet at least three times per year to review progress.
12. Develop a consistent assessment strategy that effectively communicates the level of learning in relation to the outcomes for the course by:
  - a. separating formative assessment (homework and quizzes) from summative assessment (unit tests or in-class writes)
  - b. keeping parents informed of any problems through the use of phone calls (using a blue slip to document) and interim reporting.
  - c. indicating on the report card through the use of a letter grade the work done in that term, rather than a cumulative assessment.

### **Strategies: Goal 2**

## **Strategies: Goal 2**

- 1) Purchase texts and other resources to support Language Arts 7 – 12 - two class sets of dictionaries, Crossroads 9 & 10 plus novels as required.
- 2) Standardize acceptable writing for all subjects (determine standard for punctuation, spelling, etc.).
- 3) Humanities teacher to team up with teachers in other disciplines to evaluate student writing.
- 4) Teachers will adopt a modified version of the 6-point scale we have been using. Students will be given marks such as 5.2 or 5.5 instead of just 5 or 6 to more accurately reflect the quality of their writing, and to reward improvement. However, students need to realize that on provincial exams, the markers will continue to use whole numbers.
- 5) Grade 7 teachers will develop a holistic marking rubric that is appropriate for grade 7's.
- 6) Focus on organizational skills in Business Communications 10.
- 7) The senior English and Social Studies teachers will coordinate student writing assignments. Students will write their essays in English class allowing more time for teaching content in Social Studies 11.
- 8) Provide a Reading Program (50 – 100 hours) for students in Grade 7 and Grade 8 identified as significantly below grade level. The program will allow for the easy movement for these students back into their regular Language Arts class as their reading level improves. The reading program is the SRA Decoding Program with threshold placement test based on fluency (accuracy and speed).

## **Structures**

- 1) Timetable an additional 50 hours of math at the Grade 9 levels and 30 hours for Principles of Math 10.
- 2) Professional Development activities (school based) and departmental meetings to work on strategies.
- 3) Teachers will create separate bins for all exams so that information can be tracked.
- 4) Students not taking French 9 or French 10 will be required to take Writing 9 or Business Communications 10. This will provide time to work with students who have weaker writing skills.
- 5) Hire a Writing Support Teacher to work with individual students. (1 block)
- 6) Keep Language Arts classes as small as possible (budget constraints) to allow for more one-on-one writing time with students to develop writing.
- 7) Pro-D activities to focus on evaluation strategies across curricula.
- 8) Have on going discussions at our regular staff meetings to review our assessment strategies.
- 9) Departmental meetings at least three times per year to review progress and

## **Structures**

- NWEA results, and develop strategies to address weaknesses.
- 10) Starting in September 05 all Humanities teachers will record writing assignments in a separate CSL marks bin in order to better track progress.
  - 11) On-going professional development on marking/teaching would be helpful.
  - 12) Block Social Studies 11 and English 11 in the same semester to facilitate Strategy 7 on the previous page.
  - 13) One-on-one time with students is crucial for developing writing. Teachers are exploring ways of creating this:
    - a. Pull-outs from class
    - b. Bring in guest speakers/critiquing time
    - c. Create a position where a teacher works one on one with individual students.
  - 14) Purchase Reading Support material and a block of time (100 hours) for a reading teacher to support the grade 7 students who are weak.
  - 15) At Grade 8, schedule students identified as requiring Reading Support into the Reading Program with the Grade 7 students.

## **Coherence / Alignment**

- 1) Meet with our “feeder schools” in May to identify students that would benefit from a smaller class and possibly require Reading Support.
- 2) Provide time for our Special Education Team to meet with their counter parts at Halfmoon Bay and Madeira Park Elementary to make the transition to Secondary school as smooth as possible.
- 3) The school goals of Literacy and Numeracy are consistent with district goals.
- 4) Teachers are planning to access the support being provided by the District Helping Teacher, Bev Craig, to assist in developing Performance Standards for Grade 7 and 8 Language Arts.

## **C. Building Learning Communities**

### **Dialogue and Communication**

1. Report on our progress to the PAC as part of the Principal's Report.
2. We have had discussions with parents at PAC meetings. Teachers no longer include homework, home projects and short quizzes as part of the Term Grade. These tools are used to guide instruction.
3. We encourage Teacher /Parent contact via telephone, and have installed additional phones in five classrooms to facilitate this.

### **Parent Involvement**

1. Several of our parents work with the Community School to organize and train tutors.
2. Many of our parents attend parent/teacher interviews after receiving their son or daughter's report cards. These are scheduled on our early dismissal days or in the evening.
3. Parents are invited to attend School Based Team meetings for discussion of educational concerns about their child.

## **Leadership**

1. The Principal provides time at staff meetings to discuss teaching practices, and research that encourages good teaching practices.
2. The school's Professional Development Committee plans activities that support our school goals.
3. The school's Learning Community Team provides the opportunity for teachers to be involved in the "team marking" of student writing, the development of a rubric for marking writing for content in Science and Language Arts.
4. We are actively looking for a student representative for next year.
5. We encourage parent involvement by calling our parents when there is an activity or meeting at this school.

## **D. Achieving Results**

### **Results** (Monitor key areas of student achievement and make adjustments to improve.)

Writing: Teachers "feel" that student writing is improving. Data will be analyzed at the end of the year to evaluate student progress towards this goal. Teachers are now using different Performance Standards depending on the type of assessment required. The Grade 7 Language Arts teacher has modified the Performance Standards to better meet their need at this grade level.

Math: A summary of the number of students receiving a C+ or better on exams indicates students are improving. We have adjusted the school timetable to allow for an additional time in math 7 and math 9 this year.

The NWEA results data shows many students are improving in math but this is still a need for more improvement

Reading: The program continues for Grade 7 and a few Grade 8 students. Those students that have met their reading goal are moved back into the regular schedule for their grade.

**E. Members of the School Planning Council**

	<u>Name (please print)</u>	<u>Signature</u>
Principal	Mr. Phil Luporini	
Teacher	-	
Parent	Ms. Mardell Vestad	
Parent	Ms. Debbie Cole	
Parent	Ms. Diana Rae	
Student	-	
Representatives (non-voting)	Ms. Gwen Struthers	

**F. Approval of Proposed School Plan**

School Planning Council Members

Date: \_\_\_\_\_

Superintendent of Schools

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Board Chair

Date: \_\_\_\_\_

Signed: \_\_\_\_\_