

2010-2011 School Growth Plan for Pender Harbour Elementary Secondary

A. Setting Directions

Goal No. 1 (A strong instructional focus for improving student learning.)

To improve literacy for all students, with a particular focus on tracking reading and writing skills.

Objectives (To address achievement for all students.)

- Identify students in Grades 7, 8, 9 and 10 who are reading below grade level and provide a reading support program.
- Identify students in grade 9 who are writing below grade level and provide support with an extra block of time in a Writing program.
- Assess and provide strategies that promote problem solving and critical thinking skills as well as address alternative learning styles.

Rationale (A thorough and connected set of reasons **based on evidence** for the selection of student achievement goals.)

The FSA reading and writing results for grade 7 show a drop from 08 to 09. The school planning council considers reading and writing skills to be fundamental to overall academic success. The increase in the number of students with IEPs at the grade 7 to 10 level also calls for a focus on tracking growth in basic skills.

Data (At least three sources of evidence including classroom, school and district/provincial data.)

FSA results.
NWEA results for grade 7 to 9.
Grade 10 Provincial Exam results
Report Card results.

Goal No. 2 (A strong instructional focus for improving student learning.)

To assess and improve school climate in order to maintain a safe, caring and orderly environment for purposeful learning.

Objectives (To address achievement for all students.)

- Use the Ministry Satisfaction survey to review data on all aspects that contribute to a positive school environment.
- Review structures currently in place that promote a positive school climate.
- Organize activities designed to enhance school climate.

Rationale (A thorough and connected set of reasons **based on evidence** for the selection of student achievement goals.)

In 2008-2009, concerns were raised about school climate. Pender has had a proud history of having a family type climate. From January to June of last year, significant emphasis was placed on creating that kind of atmosphere. This work has continued through 2009-2010.

Social responsibility was chosen as a goal because we are aware of evidence suggesting that a school climate characterized by respect, caring and an orderly structure is critical to a student's ability and willingness to learn. We anticipate that focusing on social responsibility within a framework of traditional school goals such as literacy and numeracy, will foster learning and achievement in academic areas.

Archbishop Desmond Tutu warned that "educating the mind without educating the heart has produced scientists who used their intelligence for evil". An analysis of 270 research studies by Kathryn Wentzel found that how well children get along predicts GPA better than test scores. Daniel Goleman, in his book Emotional Intelligence, argues that it takes social intelligence as well as academic intelligence to succeed. He came to this conclusion citing many sources including an Illinois study of high school valedictorians that looked into what happened to them in later life. Despite the fact that these former students had advanced academic skills, only a few were successful in their chosen careers. In a study of Maori student success,

Rationale (A thorough and connected set of reasons **based on evidence** for the selection of student achievement goals.)

for students, parents and principals, relationships between students and their teachers were by far the most significant influence on academic success.

Data (At least three sources of evidence including classroom, school and district/provincial data.)

- Behaviour incidents tracking.
- Parent and community involvement in the school.
- Provincial satisfaction survey.

B. Organizing for Improvement

Strategies: Goal 1 (A well organized, focused improvement plan with a blend of research, best practice, and innovative thinking.)

1. Time – PD, release time, timetable adjustments, meetings, informal conversations
The school helped to fund two teachers to attend an assessment for learning workshop on the Lower Mainland in January.
Time is spent sharing learning strategies and having conversation about learning and school tone at most staff meetings. These have included using rubrics to assess reading and writing, as well as an in-depth discussion about student motivation and achievement.
SETA time is allocated to support learning in most of the junior classrooms.
School Based Team meetings are held to support students who are struggling with academics.
Peer tutors are used in some classes to support literacy and learning.
2. Curricular Initiatives
Writing nine was offered again this year to help students who are struggling with writing to improve their skills.
Business Communications 10 helps students to focus on organizational and keyboarding skills.

Strategies: Goal 1 (A well organized, focused improvement plan with a blend of research, best practice, and innovative thinking.)

We are rethinking the use of the above two courses for next year. Students tend to see these courses as “add ons” and not take them seriously. We are looking for ways to integrate literacy support into classrooms for next year.

Students are pulled out of class for learning support as needed.

Some staff members are using rubrics in English to help students assess and improve their own writing and reading skills.

Reading and writing programs such as Kurzweil, Co-Writer, All the Right Type and Clicker 4 are available to students who need them.

Community School provides outreach and programs to students not currently in school.

3. Extracurricular Offerings

The community school offers tutoring support services and is working on a homework/after school activity club. Literacy camps will be offered in the summer.

Students are involved in a variety of extended experience opportunities to enhance learning. Special programs such as Rotary Rylah and Exchange have been available to students to offer enrichment experiences.

4. Learning Resources purchases

Four new laptops were purchased to support students in Special Education who have written output challenges.

A license for Reading Assistant was purchased last year.

5. Special Projects

Fast Forward and Reading Assistant have been used to support struggling readers this year.

Strategies: Goal 2 (A well organized, focused improvement plan with a blend of research, best practice, and innovative thinking.)

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1. Time – PD, release time, meetings, informal conversations

Our PD focus at Pender this year is on Social Responsibility. In November teachers had a full day of Restitution training.

In November, a behaviour consultant was brought in to meet with each staff member privately in November and then with the staff as a whole to give us an opportunity to assess our practices with difficult students.

In April, teachers had two full days of Restorative Justice Training. We focused on establishing caring respectful relationships with students and with colleagues.

2. Curricular Initiatives

Planning 10 and HACE include may social responsibility topics, including drug and alcohol awareness, living a healthy lifestyle and good decision making.

The “Roots of Empathy” program is offered in grade 7. We hope to offer the “Friends” program to grade 7’s as well.

A leadership course is being offered to students at Pender and Elphi. It will culminate in a trip to Costa Rica in July where students will engage in a variety of community service initiatives in a developing country.

Most teachers and SETAs use restitution techniques and restorative practices with students, including allocating class time to these practices.

The Civics 11 class designed a project that culminated in a trip to the downtown eastside to hand out food and clothing in January.

Part time attendance and scheduling adaptations have been used to accommodate students with behaviour issues.

We have increased supervision at lunchtime and reorganized the mode that we use to promote outside supervision, particularly in the smoke pit and back parking lot.

3. Extracurricular initiatives

Darcie Murray, a local child and youth outreach worker comes to the school regularly to do a breakfast program and connect with the students. She is also available to students weekends and evenings.

A few of our students have met with the drug and alcohol counselor, Geordie Colvin, to receive support.

Roy Dimond, a local counselor, has provided regular support to a number of students and parents through a Community School initiative.

Strategies: Goal 2 (A well organized, focused improvement plan with a blend of research, best practice, and innovative thinking.)

Maggie Gonzales, a behavioural psychologist, has provided support to one family in particular.

Justice Circles and counseling are increasingly used as alternatives to police charges and/or long-term suspensions.

Students do interviews on John Smith's radio program. This contributes to a positive school profile in the community.

Community School programs and outreach programs are available to students outside of school time.

4. Special Projects

We host assemblies to motivate and educate students in terms of being all that they can be and to accept differences in individuals and cultures.

(e.g. Tom Hierk on leadership in October and a facially disfigured guest speaker in November)

We have held a few spirit assemblies to celebrate student accomplishments and to promote a positive atmosphere.

This year we plan to rewrite the school code of conduct to reflect our current practices and beliefs.

A Behaviour Binder is maintained to track incidents with students and facilitate progressive discipline.

Our LCT project topic is Melding Restitution Self Discipline with Restorative Justice.

We have revamped our school website to give it a "new look".

We have purchased two love seats for the library to make it a more welcoming quiet reading place.

Student Council plans events that contribute to school spirit.

Participation in the Olympic Torch Relay contributed to school spirit.

Structures (Aligned structures - resources, time, organizations - to achieve results.)

As integrated into the description of strategies above, five main structures were identified:

Time – PD, release time, timetable adjustments, meetings, informal conversations

Curricular Initiatives

Extracurricular Offerings

Structures (Aligned structures - resources, time, organizations - to achieve results.)

Learning Resources purchases
Special Projects

Coherence / Alignment (Connection between school and district goals; connections with other schools.)

Our **school goals** directly support the **school district goals** that aim to increase socially responsible behaviours of students and to improve achievement in reading and writing.

Pender teachers connect with other teachers through literacy projects and local professional development workshops. Last year, Pender shared a professional development day with Chatelech Secondary. Participants from other schools and community organizations will join us at our April PD day this year.

A number of our teachers participated in provincial conferences related to their subject area in October.

Two staff members participated in a Lower Mainland workshop related to assessment in January.

Staff members who make connections with teachers in other schools and around the province have an opportunity to report out at staff meetings.

Our Special Education teacher meets monthly with colleagues around the district.

We want to work on providing opportunities for Pender teachers to connect with other teachers, particularly in our elementary feeder schools, Madeira Park and Halfmoon Bay.

Our community school is an integral part of Pender Secondary. The school coordinates a number of support services that enhance school climate and student achievement.

C. Building Learning Communities

Dialogue and Communication

(Promotion of dialogue about student achievement and progress on goals.)

Teachers and administration make frequent phone calls home regarding behaviour, attendance and achievement. Records of calls home and behaviour incidents are collected in the office.

We are using a new software program, **Synervoice**, to improve communication with parents regarding student attendance and information about special dates.

Interim reports are sent home twice a year and parents have an opportunity to arrange for **interviews** with teachers on early dismissal days or at any time that is convenient.

Both **staff and parents** are invited to have **input** related to school issues through newsletters, PAC meetings, staff meetings, staff bulletins and individual conversations.

Reports and discussions related to the school goals are held at **staff meetings** and updates are given at **PAC meetings**.

Our **web page** is a source of information that contains our school goals, the growth plan, newsletters and the school handbook.

Newsletters contain relevant updates and educate parents regarding social and literacy issues.

The **School Planning Council** will has met four times this year in part or as a whole to complete the growth plan, review the budget and discuss other items related to the school's wellbeing.

The formal **School Growth Plan** is presented in draft form to staff and parents for comment and input. The final School Growth Plan will be made available to staff and parents through announcements in staff bulletins, newsletters, on our web page and a summary will appear in the local paper along with the District Annual Report in June.

Parent Involvement

(Working with parents, including specific groups of parents, on improving student learning.)

All parents were invited to the school one evening in September to participate in an Open House.

We have a number of parent volunteers who participate in the following:
canteen/hot lunch,
grad,
recycling,
fundraising,
coaching,
emergency preparedness,
extended experience at all grade levels.

Parents have hosted special clubs at lunch time, e.g. the chess club

Parents participate in **monthly PAC meetings**. We have an attendance that is consistently around 10 at each meeting.

Four dedicated parents and, where appropriate, our Community School Coordinator serve on the **School Planning Council** and contribute to discussions related to school growth and budget.

Parents are formally invited to attend interviews in November and March. A number of parents participate in School Based Team meetings to discuss educational concerns that relate to their child.

We are committed to continuing efforts to encourage parent involvement in the school and awareness of our social responsibility initiatives. I invite parents at every opportunity to come and socialize with students at the school during lunch and at breaks.

Leadership (Principals, vice-principals, teacher, parent and student leadership is encouraged and systematically developed - with a focus on improving student learning.)

Teacher leadership is apparent in numerous areas. We have a number of teachers involved in mentorship and teaming on projects within the school. Some teachers are involved in the district PD, LSA and LCT committees. A number of teachers have received training in and participated in a variety of workshops related to social responsibility and assessment strategies. Teachers share their learning and instructional strategies at staff meetings. Teachers take leadership in planning school based PD days.

Parent leadership is apparent in parent volunteer involvement as listed earlier. In particular, parents help with recycling program, the hot lunch program and grad. A few parents have offered lunchtime activities. Parents are also involved in a variety of committees, including PAC, grad and the SPC.

Student leadership is evident through student involvement in the following: The student council organizes theme days, assemblies and dances. Occasionally individual students organize a special initiative. For example, in March, one student organized a clean up of the highway between the school and the post. We have had students participate in the Rotary exchange program and Rylah. We also had a student go to Ottawa this past year with Encounters Canada. Many of our students monitor each other and set limitations on what behaviours they will accept.

D. Achieving Results (please indicate trends over time)

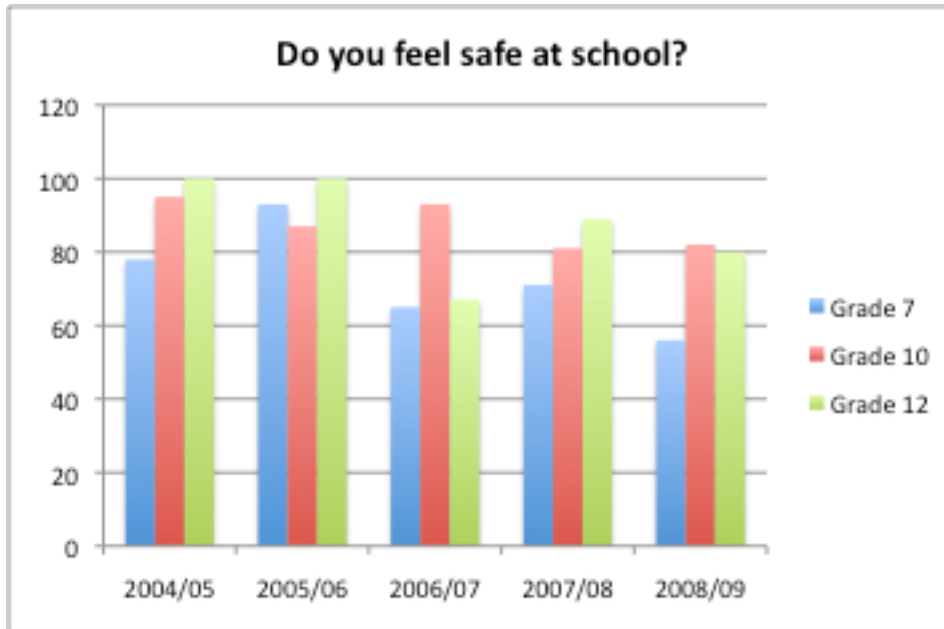
Results (Monitor key areas of student achievement and make adjustments to improve.)

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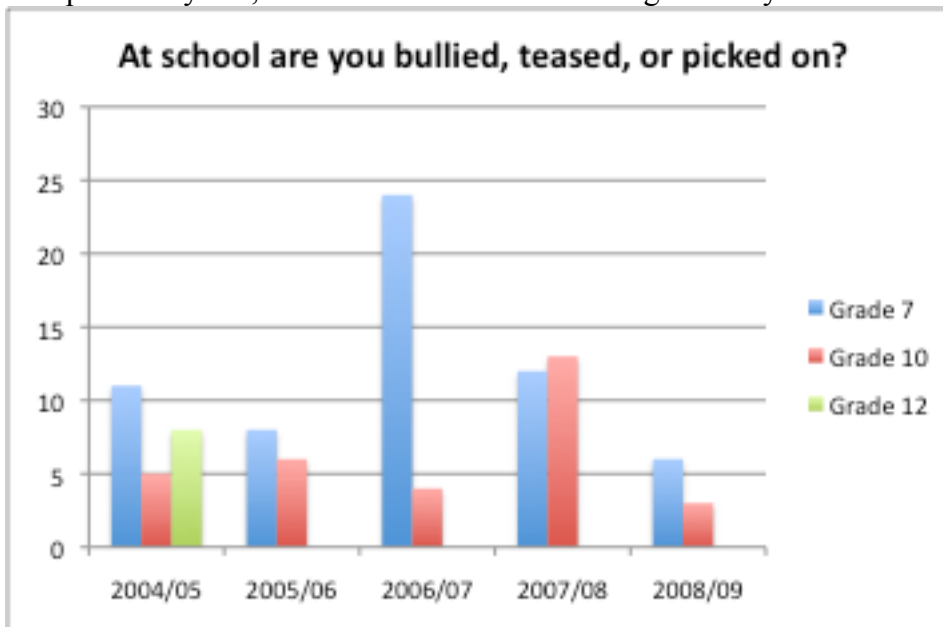
Goal No. 2

Parent participation rates in the Satisfaction Survey dwindled to 0 last year. This year we have made an effort to increase parent response in order to get information that will help us to determine parent perceptions about school climate and tone.

The following graphs chart grade 7, 10 and 12 responses to questions that relate to school climate and tone from the provincial satisfaction surveys for the past five years.

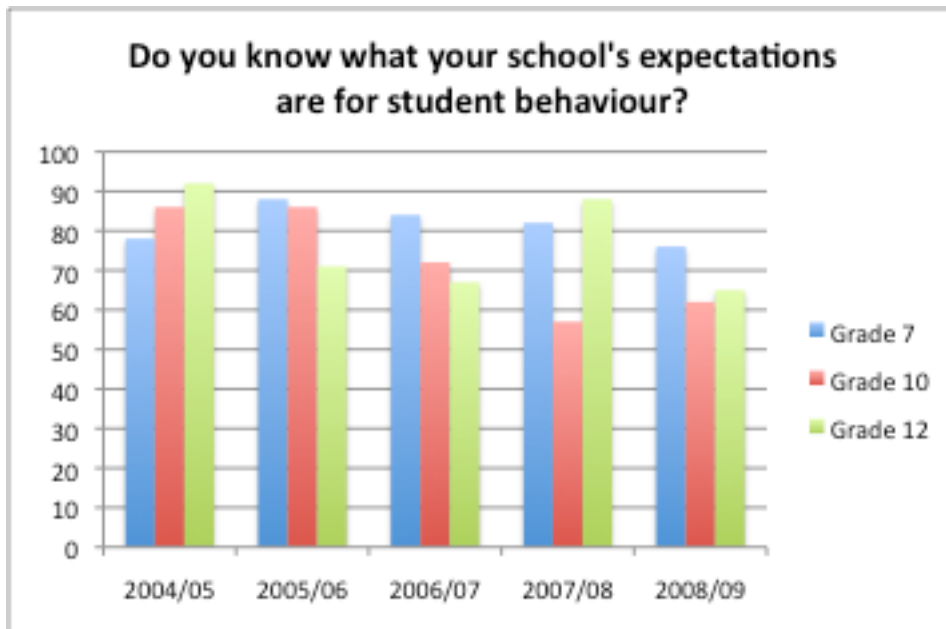


Over the past five years, there is a decline in the feeling of safety of students at school.

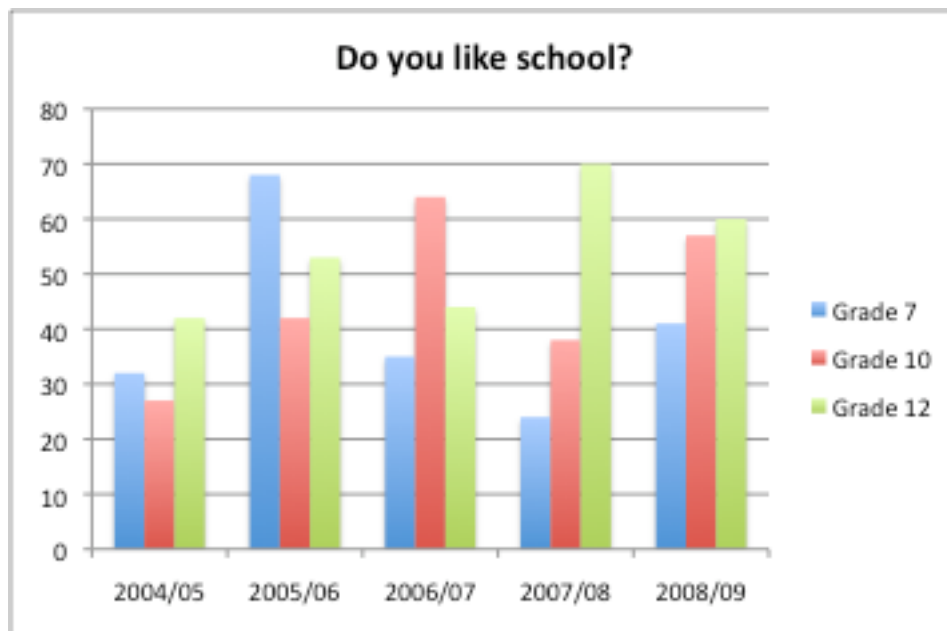


Over the past five years very few grade 12's have felt bullied. The majority of students who feel bullied are in grade 7 with a spike in 06/07. That would be this year's grade 10s.

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

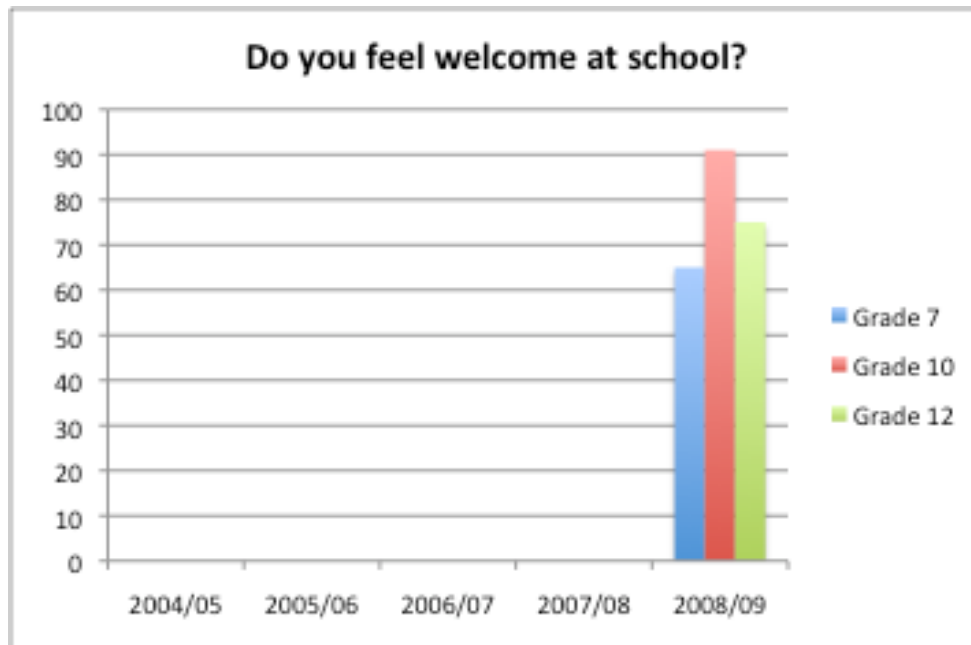


There is a decline in the awareness of the school's behaviour expectations over the past five years. If you compare cohorts, the grade 7's in 04/05 became less aware of behaviour expectations by the time they got to grade 10 in 07/08. A similar shift occurred for the 7's in 05/06 to when they reached grade 10 in 08/09.

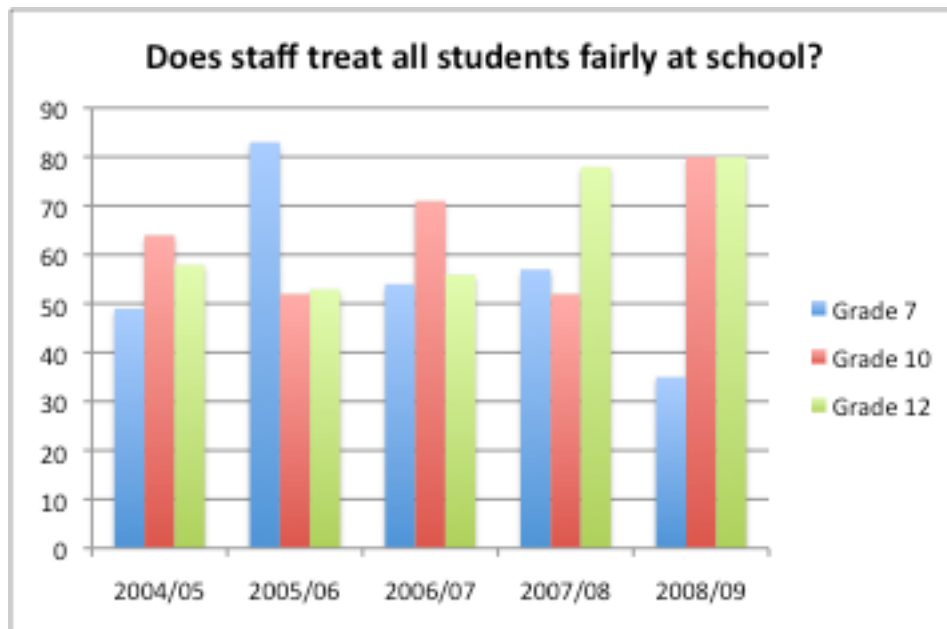


There is an overall increase in the number of students responding positively to this question with more grade 12's than 7's and 10's responding positively in most years.

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



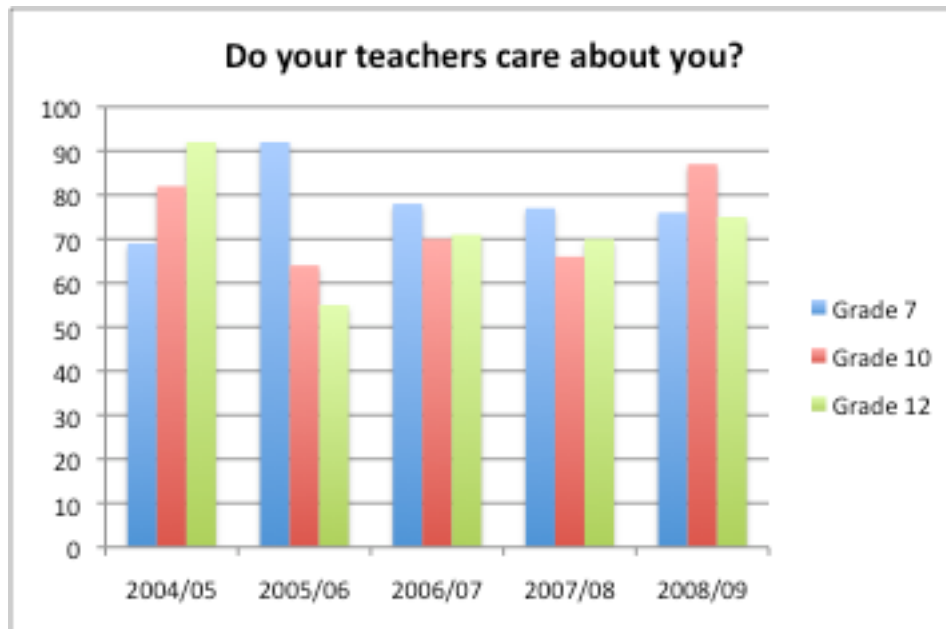
This will be a question to track over time. Grade 7 responses were over 10% lower than the district and province. Grade 10 responses were over 20% higher than the district and province. Grade 12 responses were over 10% higher than the district and the province.



Grade 10's and 12's have the highest rate of feeling like they are treated fairly. The sense of fair treatment has increased over time. Grade 7's tend to have the lowest sense of fair

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

treatment. And the grade 7 results have decreased over time. The ratings of the grade 7 cohort of 04/05 shows a slight increase in their grade 10 year, 07/08. The 05/06 grade 7 cohort shows a slight decrease in their grade 10 year, 08/09. However, over time, the ratings of cohorts appear to be fairly consistent.



The sense of teachers caring seems to be overall highest in grade 7's. If you compare the grade 7 cohort of 04/05 and that of 05/06 with their grade 10 ratings, they are fairly consistent.

Goal No. 1:

FSA:

In 2008, the Ministry switched the grade 7 FSA to February. Hence we only have data from February 08 and February 09. The grade 7 results decrease slightly in both reading and writing. They stayed the same in Math.

NWEA:

Current grade 7's:

12 of the 27 are not yet meeting or minimally meeting grade level expectations in reading. Only five of the 12 improved in reading from the Spring of 08 to the Spring of 09. However, all 12 have made overall reading gains when you look at the results for the last three to five years.

Current grade 8's:

7 of the 23 are not yet meeting or minimally meeting grade level expectations in reading. One of the 7 improved in the Spring 08 to Spring 09 scores. Five of the 7 improved when you look at results over three to five years.

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

Current grade 9's:

4 of the 25 are not yet meeting or minimally meeting grade level expectations in reading. Two of the 4 improved from Spring 07 to 08. There is no data for Spring 09. All four have made gains when you look at improvement over four or five years.

Current grade 10's:

11 of the 35 are not yet meeting or minimally meeting grade level expectations in reading. Nine of the 11 improved from Spring 06 to Spring 08. All have made gains over a five-year period.

Report Card results do not correlate to the reading scores of the above students. There is a more erratic fluctuation in report card marks. Some of the students failed English, while their actual reading levels have improved. The English mark reflects a wider variety of skills.

Our goal this year was mainly to identify a cohort of students and to start to collect data on growth in reading and writing.

E. Members of the School Planning Council

| | <u>Name (please print)</u> | <u>Signature</u> |
|------------------------------|----------------------------|------------------|
| Principal | | |
| Teacher | | |
| Parent | | |
| Parent | | |
| Parent | | |
| Student | | |
| Representatives (non-voting) | | |

F. Approval of proposed School Plan

School Planning Council Members

Date: _____

Superintendent of Schools

Date: _____

Signed: _____

Board Chair

Date: _____

Signed: _____