

# School Review Analysis: Growth Plan for Heritage Park Secondary School 2005-2006

**We have read and agree with the attached analysis and school improvement plan.**

Signature of School Planning Council:

Principal: \_\_\_\_\_

Parent: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

Board of School Trustees Approval:

Superintendent of Schools: \_\_\_\_\_

Board Chair: \_\_\_\_\_

Date Approved:- \_\_\_\_\_

This document is formatted to reflect the District Review Guide (2004 –05) from the Ministry of Education. It is the School Planning Council’s feeling that if our planning follows this outline we are better able to ensure that our work is aligned with the ten principles of improving districts and schools. Each section of this document begins with a statement of one of the ten principles of improving districts and schools and is then followed by our rubric assessment of how we believe we are meeting this principle. Following this is the actual details of the School Growth Plan that give credibility to our assessment.

**1. Goals**

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.

**Guide**

Not Yet ....	Approaching Expectations	<b>Meeting Expectations</b>
Goals have little focus on student achievement.	Some goals are based on evidence and focused on student achievement.	All goals are relevant, based on evidence and focused on student achievement.

**Comments:**

Through an accreditation process we identified the following school goals:

- ❑ Goal 1: Given three years, students at HPSS will recognize the need to adjust their writing and reading skills to suit their purpose.
- ❑ Goal 2: Given three years, students will demonstrate increased ability to think critically and solve problems.
- ❑ Goal 3: Given three years, the students at HPSS will exhibit an increased motivation to learn.
- ❑ Goal 4: Given three years, students and staff at HPSS will be able to understand and demonstrate the school code of conduct within the school and community.

**Objectives**

- ❑ Goal 1: This goal will improve student literacy so they will maximize their achievement in all subjects and life.
- ❑ Goal 2: This goal will improve students’ ability to successfully tackle complex problems across the program of studies, thus improving academic achievement.
- ❑ Goal 3: This goal will increase our students’ desire for learning and improve their scholastic achievement as they try their very best at school.
- ❑ Goal 4: This goal will enculturate our youth into positive, responsible members of our school and local community

## 2. Rationale

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.

### Guide

Not Yet ....	Approaching Expectations	Meeting Expectations
Goal selection appears to be based on little consideration of evidence from data.	There is some evidence that goal selection is based on relevant data.	Goal selection is based on evidence from a variety of data sources and is clearly linked to student achievement.

### Comments:

Goals 1 & 2, are specific to improving student literacy, problem solving and critical thinking, resulting in improved student achievement.

Goal 3, supports student achievement by focusing on engaging students in their learning by using strategies that increase their motivation to learn.

Goal 4, focuses on maintaining a school culture where S.O.L.E. exists, fostering student development into positive, responsible members of our school and the local community. (S.O.L.E. = Respect for Self, Others, Learning, and the Environment)

To develop our School Growth Plan for 2005/2006 we used the following procedure and rationale:

#### Step 1 – The School Accreditation Process

In June of 2002, the school reviewed its progress on its Accreditation Goals and drew the following conclusions:

- ❑ The school had made excellent progress in developing its school code of conduct and putting in place an effective behaviour support plan.
- ❑ The school had devised a plan for sampling students' current levels of reading and writing.
- ❑ The school needed to continue to work on;
  - student achievement in reading and writing across the curricula.
  - increasing student motivation through assessment.
  - improving students willingness to analyze critically and solve problems.

#### Step 2 – Examining the current data.

In September 2003 staff and School Planning Council considered data from previous years to look for trends. The staff and School Planning Council concluded that:

- assessment and evaluation practices continue to be an issue needed further discussion
- instructional strategies needed to be enhanced to meet the needs of all learners
- in the language arts, the focus should be on reading since students appeared to be writing better than they were reading.

In October 2003 and 2004 new data was analyzed which led to the School Planning Council and staff concluding that:

- increasing student achievement in reading in all subject areas was a priority.
- increasing student numeracy was also a priority. It was also noted that the importance of students being able to read math word problems and question instructions should not be overlooked as a potential cause for poor performance in math, as the data seemed to indicate our students did poorly on math word problems.
- increasing student motivation and engagement in all subject areas continues to be an issue.
- increasing students ability to critically think and successfully complete higher order thinking questions would improve students' success on Provincial Exams as the data seemed to indicate our students performed poorly on these questions.

### Step 3 – Drawing up the plan.

In consultation with the staff and Parent Advisory Committee, the School Planning Council examined the data, plus the current goals and decided to carry on with these goals and with established strategies in order to give the strategies the time needed for them to have an effective. It was decided that the goals should be re-order to reflect that we have two academic goals and two supporting social goals. The School Planning Council also tried to remove as much jargon as possible.

### Step 4 – Putting the plan in place.

Heritage Park Secondary has a tradition of using the Curriculum Committee to disburse school improvement funds. This committee reviews subject specific improvement projects drawn up by individual departments, confirms that they fit in with the overall School Growth Plan, and equitably disburse any necessary funds to support these projects. This is an ongoing process to which adjustments are made throughout the year as new opportunities become available or existing projects become obsolete.

### **3. Data**

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of the district goals and is used to monitor progress.

#### **Guide**

Not Yet ....	Approaching Expectations	Meeting Expectations
It is unclear what data are being used to determine areas of need, to plan for improvement and to monitor progress.	Evidence from data are used or are beginning to be used to determine areas of need, to plan for improvement and to monitor progress	The district and schools are consistently analyzing classroom, school, district and provincial data sources to determine areas of need, to plan for improvement and to monitor progress.

#### **Data Sources**

At HPSS we collect and examine data from a variety of sources including classroom, school, district and provincial sources.

#### **Classroom**

- Class section grade distribution reports
- Individual student results to determine at risk students and put improvement action plans in place.
- Number of students completing homework on time.
- PAC information
- Attendance data from MAC School.

#### **School Data**

- Stanford Diagnostic testing of all grade eight students
- Grad Exit Survey
- GPA data MAC School
- Grade Eight Vision Testing
- SOLE Quick Scale Survey
- Grade Distribution by Subject Data
- District Wide Write
- Honor Roll and Principal List tracking
- Littering Data
- Discipline Tracking from MAC School
- Pass and Grad rates for Aboriginal Students from MAC School

#### **District / Provincial Data**

- Support Index Survey
- District Wide Write
- Provincial Exam Results
- Fraser Report Data
- Provincial Satisfaction Surveys

**4. Strategies**

Improving districts and schools have focused, well organized improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.

**Guide**

Not Yet ....	Approaching Expectations	<b>Meeting Expectations</b>
Strategies are not connected to school and/or district goals.	The district and schools have improvement strategies in place with some connection to goals	The district and schools have practical, research-based strategies in place to achieve goals. Strategies in place to achieve goals. Strategies are linked with staff development.

**Comments:**

Staff use a number of strategies that assist students in being successful academically. These strategies provide general homework support and extended or expanded opportunities for students to succeed (more time or alternate assignments). Over the past three years we have provided two homework clubs - one at lunch for grade eight students and one after school for all other grade levels. All of our teachers give students that are at risk of failing, “ I “ report card marks and develop extended opportunities plans which allow students an opportunity to demonstrate prescribed learning outcomes. Teachers also allow expanded opportunities or alternative assignments on missed major assignments.

**Goal 1: Given three years, students at HPSS will recognize the need to adjust their writing and reading skills to suit the purpose.**

**Major Strategies**

- *Led by the Curriculum Committee, all subject areas have committed to incorporate teaching reading and writing within their lessons (see appendix).*
- *Literacy mentor teacher. Worked with staff members and administrators. Increasing teachers’ repertoire of skills in the teaching of reading and the assessment of reading across the curricula. Examination of reading and learning strategies from Chris Tovani and Susan Close (SMART Learning) are the primary strands of this strategy.*

- *Assessment POSR position is maintained. The assessment POSR assists the principal in projects related to assessment of student progress, the development of authentic assessment strategies across the program of studies, delivery of professional development strategies related to literacy – reading for meaning and writing.*
- *Breakfast Club – Professional Study Group. Staff members met weekly to discuss the teaching of reading in all subject areas. Sessions focused on different ways of presenting text to students and different ways of having students demonstrate their understanding of text.*
- *Science Supper Club – Professional Study Group. Staff Members met for a number of sessions over the past two years. Emphasis was on developing different techniques for teaching vocabulary and different ways of having students demonstrate their understanding of vocabulary. Reading strategies that encourage student engagement and success were also discussed. All sessions included discussions of appropriate authentic assessments of student learning.*
- *Academic reading introduced as a topic of study in senior English Classes.*
- *Analysis of student reading and writing conducted during the 2002 FSA administration. Student writing was evaluated by cross -curricular scoring team. Objectives were identified. Similarly, reading results were analyzed and objectives identified.*
- *Analysis of student reading and writing conducted using District Writes starting in 2004. Student writing was evaluated by cross -curricular scoring team. Objectives were identified. Similarly, reading results were analyzed and objectives identified.*
- *Planning and scheduling school wide writes to support planning for teaching writing skills. March 2003 and 2004.*
- *Pod meetings to review testing and achievement of Grade 8 students. These meetings resulted in strategies and interventions to support at risk students.*

**Goal 2: Given three years, students will demonstrate increased ability to think critically and solve problems.**

#### **Major Strategies**

- *Led by the Curriculum Committee, all subject areas have committed to incorporate teaching critical thinking within their lessons. (see appendix)*

- *Critical Thinking Mentor Teacher block is a block assigned to a teacher who is trained in teaching other teachers how to develop and teach critical thinking type questions across the program of studies.*
- *Scope and sequence of skills in library research 8-12 further refined. Critical analysis of on line information resources moved down to the Grade 11 level.*
- *Scholars Team – various presentations to over 120 students on problem solving analysis, and critical thinking questions.*
- *EXCEL Program developed and launched to promote enriched learning experiences.*

#### Minor Strategies

- *Problem solving skills introduced at the Grade 8 level through the SOLE and EBS programs.*
- *Formation of the School Reach teams which competed in the Provincial School Reach Championships for the past two years.*
- *The Science Supper Club focuses on teaching students how to analyze text and include some strategies for students to analyze and understand problem-solving questions.*
- *Science department team planning meetings to address articulation and alignment of prescribed learning outcomes for the courses offered in this subject area.*
- *Problem solving analysis taught in science and mathematics courses.*
- *Personal problem solving taught to all students in CAPP classes.*

**Goal 3: Given three years, the students at HPSS will exhibit an increased motivation to learn.**

#### Major Strategies

- *Staff, when planning, make their courses relevant and interesting.*
- *POSR position created devoted to student achievement. Duties include initiating student and teacher actions that will increase student achievement and motivation including exam recommendations, Scholars Team and the development of the Excel Program*

- *The EXCEL Program – developed to provide enriched instruction and develop student leadership in areas of student interest.*
- *Connectivity Project – Teachers commit to forming significant relationships with every student in the school. Research indicates when students are personally known by significant adults within a school; student achievement improves.*
- *Grade 8 Podding – Teachers who teach the same students meet at scheduled times during the year to discuss appropriate and successful strategies for presenting curriculum. Grade 8 PODs are established to utilize the benefits of research that indicates when students are personally known by significant adults within a school; student achievement improves.*
- *Scholars Team – Support system for all students (grade 8 to 12) who are likely candidates for scholarships. The scholarship team will teach students to goal set and plan to apply for scholarships and explore career goals and post secondary institutions. We are hoping to create a culture where it is cool to do well in school. Scholarship team dinners, networking opportunities, special presentations, study clubs and activities will be planned for each grade level.*
- *The Principal and Vice Principals have all taken on curriculum leadership responsibilities for specific subject areas in the school, encouraging improvements in practice.*

#### Minor Strategies

- *Revision to the Physical Education program to an active living focus.. This approach uses a leveled approach to skill instruction, utilizes criterion referenced rubrics and authentic assessment practices.*
- *Fine Arts Program – increased the amount of framed art from students displayed in upper and lower classroom wings. Development of performance rubrics for all subject areas.*
- *One extra PEP Rally per year to boost school spirit.*
- *Two motivational speaker presentations (one each semester) to encourage students to do their best.*

**Goal 4: Given three years, students and staff at HPSS will be able to understand and demonstrate the school code of conduct within the school and community.**

### Major Strategies

- *POSR position devoted to school code of conduct, school culture and the Performance Based Network of Schools.*
- *SOLE is taught each September to all students.*
- *Extension of Transition Activities in our feeder schools to five visits per school.*
- *Presentation of school initiative at Network of Performance Based Schools.*
- *All students signed a school code of conduct in September. Parent signatures were also required.*
- *Student's Principal's Advisory Committee meets monthly to be proactive around student concerns at HPSS.*
- *Weekly Principal's Letter focusing on SOLE and the achievement of students*
- *Grade 7 students taught the school code of conduct and expectations before entering HPSS.*

### Minor Strategies

- *Coin-spiracy volunteer and charitable program will be explored in 2004-2005 school year (respect of others).*
- *Drama courses included developing plays on SOLE themes including respecting the environment (Footprints), on respecting others (The Bullied, the Bully and the Bystander), respecting yourself (a play delivered to the student body focusing on making positive choices regarding drugs).*
- *Staff attend ongoing professional development in Effective Behaviour Support.*
- *Discipline procedures refined and included in our new Staff Handbook to improve clarity on the process of interventions..*
- *SOLE awards given monthly.*
- *Introduction of Two School Dances, a student Rock Concert and Grad Talent Show – opportunities for students to socialize demonstrating SOLE.*
- *Clean Up Your Act Campaign begun which included increasing the numbers of garbage and recycling cans inside and outside and encouraging their use.*

**5. Structures**

Improving districts and schools have aligned structures – resources, time, organizations – to get the results they want. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

**Guide**

Not Yet ....	Approaching Expectations	Meeting Expectations
The district and schools have not aligned structures to support student achievement.	The district and schools have made some structural changes to support student achievement.	The district and schools align structures in support of student achievement in the areas of highest needs

**Comments:**

Structures that are in place that support the achievement of school goals are the following: (*structures listed in italics are new this year*)

Persons of Special Responsibility Model (POSRs), allows teacher leaders to focus on broader school goals rather than having department heads responsible only for a specific subject area. POSRs are assigned to leadership positions that specifically targeted at supporting school goals. We currently have POSRs for the following areas:

Persons Of Special Responsibility POSITIONS	AREA OF RESPONSIBILITY and CURRENT EXAMPLE PROJECT
Assessment / Literacy	Leading reading (Breakfast and Supper Clubs) and writing projects across curricula. Leading DART, District Assessments, and Stanford Diagnostic Assessment projects.
Curriculum	Chairs curriculum committee, collaboratively plans curriculum staff meetings and ongoing professional development, and facilitates the allocation of program implementation funds. New projects include Critical Thinking Project, PE Program Review, Rubric Workshops, POD support etc.
Communications / Public Relations	Assists the Principal with public relations and communications. Submits positive articles to the press and collects articles or

<p>Technology / Resources</p>	<p>information about students to be celebrated on our Highlander Stars board. Leading Clean Up Your Act Campaign</p> <p>Chairs Technology Committee, Coordinates technology use in instruction or student projects. Teacher Librarian responsible for coordinating the purchase of all curricula support resources. Co-leading research essay project (critical analysis).</p>
<p>Student Achievement</p>	<p>Responsible for assisting in the creation of a school culture where academic success is highly valued by all students. Supports Principal in supporting teachers with strategies that will improve student achievement. New projects– Exam Recommendations, Scholars Team –grade 8 to 12 and EXCEL program.</p>
<p>SOLE / School Culture</p>	<p>Responsible for promoting SOLE-- student code of conduct throughout the school. Working with Network of Performance Based Schools. Leads SOLE awards program.</p>
<p>Grade Eight Transitions/POD</p>	<p>Coordinates transition and academic work with the grade eight students. Is the leader of the POD structure and the Humanities approach to Language Arts and Social Studies. Led the grade eight intervention project for at risk students.</p>

***Other Structures:***

- ***School Based Team supports at risk students by designing instructional programs and interventions to help them succeed.***
- ***Exempt Business Manager Position – allows Principal to focus on instructional leadership***
- ***Administration as Subject area leaders and the addition of subject area meeting times to our staff meeting structure is new this year and allows teachers to collaborate on ways to improve student achievement.***
- ***Two staff meetings a month. The Curriculum Staff Meetings and Business Staff Meetings focused on strategies to improve student achievement.***
- ***Subject meeting time built in as the first item on Staff Business Meetings.***

- *Curriculum Committee – examines professional development requests against school goals and grants program implementation funds to proposals that will help the school succeed at meeting its school goals.*
- *Technology Committee – plans the effective use and distribution of technology within the school to support student learning.*
- *Budget committee of POSRs, select staff and the administration team meet each year and collaboratively allocate funds from the Operating and Learning Resource Budgets to ensure we best apply resources to meet school goals.*
- *ADHOC Committees – EXCEL Program Committee, Exam Recommendations, Retention and Promotion Committee are examples of our ADHOC committee structure.*

Minor Structures:

- Individual Teacher Leadership – e.g.) grade eight POD teachers meeting with all grade eight teachers to design individual interventions for students at risk of failing. One of our counselors formed an “at risk student support group” to teach skills in organization that may help students be more successful.
- Counselors and Administration meeting with all at risk grade 12’s.
- The Students’ Principal’s Advisory Committee made up of a cross section of students – advises the Principal every two weeks on important issues to students.
- Weekly administration team meetings – to continually review what needs to be done to help us achieve our school goals.
- Bi-Weekly administration / student services meetings to plan for continued support of staff and students.

**6. Results**

Improving districts and schools monitor and make adjustments to get improved results – at the classroom, school and district levels.

Not Yet...	Approaching <b>Expectations</b>	<b>Meeting</b> Expectations
There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools consistently monitor results and make adjustments to improve student achievement.

**General Comments about our current results:**

We are pleased with the improved behavior of our students. We currently have a reduction of over 50% in discipline referrals to the office since 2002 and continue to have a decline in the number of suspensions we are giving out. This result is because students demonstrating the school code of conduct based on respecting SELF, OTHERS, LEARNING, and the ENVIRONMENT. This was a major thrust of our work 2001 to 2003. We are now focusing on students demonstrating SOLE beyond the school community. We are pleased with the number of charitable projects our students initiated. For example in one week they raised over \$6000 for two charitable organizations, organizing a Tsunami Relief Concert and a Balding for Dollars Campaign for Cancer Research. We demonstrated SOLE for the nation when we had over 100 students volunteer to run the national Canadian Student Leadership Conference co-hosted by Mission Public Schools. Feedback from the conference was that it was one of the best ever CSLC conference. HPSS, MSS, HSS and the community of Mission have much to be proud of.

Our community’s satisfaction with our work is good. Our student satisfaction rates are above the provincial average and continue improving each of the last three years. We are also pleased that our grad exit surveys show a high degree of satisfaction with their schooling experience. We continue to have a wait list of students wanting to attend our school. We have had a lot to be excited about in particular with programs that motivate our students to like school. The applied skills courses of Culinary Arts and Fashion Design continue to win gold and silver at the regional Skills Canada Competitions. Our new rugby program has been very successful winning the league championship in their first year of existence. Our girls basketball program continues its excellent standard of performance qualifying for the AAA Provincial Championship for the 8<sup>th</sup> time in the last nine years. Our music program won international recognition winning the gold, silver and the Grand Aggregate Award at the San Francisco Heritage Festival. Our new EXCEL Program has generated excitement in the school and increased our student leadership course enrollment from approximately 20 students to over 120. This year we chose to focus on improving communications about the good work we are doing. This work has paid off with a 20% increase in the number of positive articles in our local papers

including our drama department winning a Fraser Valley Cultural Diversity Award for their innovative project, “The Laramie Project”.

Most of our academic baselines are set and showing measured improvement. Provincial exam and FSA results indicate we have more work to do. Student achievement in Mathematics, Biology and History classes are improving. English results show we have slight improvement over last year while maintaining higher than average participation rates. History and English continue to exceed the provincial average scores on exams and total mark. Our FSA results indicate we do not have enough students “exceeding expectations” in writing, reading and numeracy. We will have to begin using district data to replace the FSA results, because the FSA tests have been discontinued. We will also examine grade 10 Provincial Exam results when they become available. We are particularly concerned with our reading results. Our overall GPA is improving after a decline in GPA from 1998 to 2000. Our graduation rate and transition rates are above the provincial average and have shown a dramatic increase over the past two years.

**\*participation rate jumped from a percentile of 21 to 59**

<b>Evidence Goal 2</b>	<b>Baseline 2001/02</b>	<b>Target</b>	<b>Actual 02/03</b>	<b>Target Met</b>	<b>03/04 Target</b>	<b>Actual 03/04</b>	<b>Met</b>	<b>04/05 Target</b>	<b>05/06 Target</b>
Reading Writing FSAr FSAw FSAn District /sWrites Grade 8's Grade 9's	68 83 65 <b>2003</b> 80.4 84.9	+2%   N/A N/A	70 87 63	Yes Yes Yes N/A N/A	+2% 70 87 63	District		+2%	+2%
Aboriginal FSA FSAr FSAw FSAn	71 83 50	+2%	57 86 43	No Yes No				+2% +2% +2%	+2% +2% +2%
Provincial Survey Reading	10's 62% 12's 57% Parent 61%	+2%	52 72 61	No Yes No	58% 66% 71%		Yes No Yes	+2% +2% +2%	+2% +2% +2%
Provincial Survey Writing	10's 65% 12's 62% Parent 47	+2%	60 72 66	No Yes No	57% 74% 62%		Yes Yes No	+2% +2% +2%	+2% +2% +2%
Course Results Communication English Geography History Literature	64.9 71.7 63.1 76.8 67.9	+2%	69.2 71.6 72.0 67.0 69.9	Yes Same Yes See * Yes	+2% 71 73 74 69 72	65.8* 71.1* N/A 73.2 72.7	No No  Yes Yes	+2% 71 73 74 75 74	+2%
Prov. Exam Communication English Geography History Literature	66 67.4 65.9 74.2 58.9	+2%	68.6 70.3 76.5 64.5 62.5	Yes Yes Yes See* Yes	68.6 70.3 76.5 64.5 62.5	66.6* 68.5* N/A 70.2* 60	No No  Yes No	+2% 68.6 70.3 76.5 72 62.5	+2%

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Increase in % of students GPA 2-3.5	57%	+2%	61%	Yes	+2%			+2%	+2%
Positive Change Term 2 vs 4	89.2%	2%	92.9%	Yes					

\* Scores are at or slightly above the Provincial Average.

Evidence Goal 2	Baseline 2001/02	Target	Actual 02/03	Met	03/04 Target	Actual 03/04	Met	04/05 Target	05/06 Target
FSA Reading	68%	+2% 70%	70%	Yes	72%	District		74%	76%
Writing	83%	85%	87%	Yes	89%			91%	93%
Numeracy	65%	67%	63%	No	69%			71%	71%
Satisfaction Survey	10's 38% 12's 32% P's 33%	+2%	10's 57 12's 30 P's 41	Yes No Yes	10's 66 12's 47 P's 67		Yes Yes Yes	10's 12's P's	10's 12's P's
Prov. Exam Hi Order Questions:		+2%			+2%			+2%	+2%
Chemistry	52.1%	54%	56.8	Yes	56%			58%	60%
Biology	42.5	45	57.7	Yes	47			49	51
English	61,7	64	66.	Yes	66			68	70
History	77.2	79	62*	See *	81			83	85
Math	64.5	67	51.1	No	69			71	73
Physics	52.5	54	76.4	Yes*	56			58	60
Geography	73.9	75	77.4	*	77			79	81
Geology	66.4	68	44.8	Yes	70			72	74
English Lit.	56.1	58	59.3	No	60			62	64
Com 12	52.9	55	51.2	Yes	57			59	61
French	63.1	65	62.5	No No	65			66	68

\* participation rate jumped from a percentile of 21 to 59

\*\*participation sample only included 3 students who completed the course.

Evidence Goal 3	Baseline 2001/02	Target	Actual 02/03	Target Met	03/04 Target	Actual 03/04	Met	04/05 Target	05/06 Target
Effort Roll	17%	19%	15%	No	21%			+2%	+2%
Term 2 vs. Final report card	<b>2002/03</b> 89	+2%	91	Yes	+2% 91 baseline			+2%	+2%
Satisfaction Survey	10's 49% 12's 66%	+2%	10's 62 12's 59	Yes No	10's 63 12's 60		No No	10's 12's	10's 12's
Aboriginal Ed Attendance	95%	+2%	97%	Yes	<b>Same or better</b>			+2%	+2%
Pre vs Post PODS	9%	+2%	13%	Yes					

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<b>Evidence Goal 4</b>	<b>Baseline 2001/02</b>	<b>Target</b>	<b>Actual 02/03</b>	<b>Target Met</b>	<b>03/04 Target</b>	<b>Actual 03/04</b>	<b>Met</b>	<b>03/04</b>
Code of Conduct	85.6%	+2%	88%	yes	90%	98.6%	yes	98.6%
Discipline referrals	108 per month	-10%	51 per month	Yes	-10%		In progress	
Harassment & Bullying	In progress							
Cleaner & Tidier Grounds	77 pieces of litter avg.	-10%	21 pieces litter avg.	Yes	-10%	Not available Due to construction	In progress	
Recycling	30219	+5%	36219	Yes	2%			
Proactive Behavior Referrals	In progress	+5% increase in students receiving recognition						
Increase "G"s Effort Roll	116	2% more G's awarded on term 4 than on term 2	117	No	+2%		In Progress	

## 7. Communication

Improving districts and schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

### Guide

Not Yet ....	Approaching <b>Expectations</b>	<b>Meeting</b> Expectations
There is no consistent approach to communicating about student achievement.	The district and schools communicate and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue and community input is valued.

### Comments:

Our communication continues to improve. We feel that we need to continue working on communicating. We are pleased with the increase in positive press coverage in the media for the past two years. We communicate with all our partners through a number of communication tools:

### To Parents:

- *Monthly PAC Meetings*
- *Monthly PAC Executive Meetings*
- *School Planning Council*
- *PAC Web Page,*
- *Monthly School Newsletters,*
- *Report Cards and Informal Progress Reports*
- *Annual School Report*
- *News articles and advertisements.*
- *PAC also gets a copy of our weekly internal Highlander Newsletter.*
- *Autodial Phone Messages*

### To Staff:

- *Curriculum Staff Meeting*
- *Business Staff Meeting*
- *Committees including the Technology Committee, a Budget Committee, and numerous ADHOC committees that report back to staff.*
- *Counsellors meet bi-weekly with the Administration Team*
- *Memos*
- *Notes on the white board in the mailroom. Posters.*
- *Bulletin Boards with monthly virtues, SOLE news, news articles and student work.*
- *Orientation evenings for transitions, program information, and the Scholars' Team.*

- *The Principal's weekly newsletter "The Highlander" highlighting best educational practice thoughts and kudos for members of our school community.*
- *Teachers are given our Provincial Exam, Grad Survey, Provincial Survey, Grade Distribution, and other pertinent data so they can assist in improving student performance.*

**Students:**

- *Daily staff – student interactions.*
- *TV and PA announcements.*
- *The Principal's letter – read every Monday first block.*
- *Leadership students, peer tutors and peer counselors to help communicate skills and strategies students can use to be more successful.*
- *The Students Principal's Advisory Group advises the Principal on important issues to students.*
- *Posters from teams, leadership classes advertising events of interest to students.*
- *Bulletin Boards with monthly virtues, SOLE news, news articles and student work.*
- *Orientation evenings for transitions, program information, and the Scholars' Team.*
- *Two PEP Rallies and awards assemblies to celebrate or review progress.*
- *We also communicate our students' successes through skills competitions, plus athletic and fine arts events.*

**Community:**

- *Annual School Report.*
- *We hold a variety of information nights on various topics surrounding life at Heritage Park Secondary School (eg. Grade 7 and 8 Parent orientation, Grade 10 and 12 Graduation Program.*
- *We also participate in the Mission Community Archives Project.*
- *Regularly updated Reader Board Sign on Stave Lake Road*
- *Newspaper articles and advertisements*

## 8. Teamwork – District and School Coherence

Improving districts and schools have an interactive strategy for connecting school and district goals. School uniqueness and district directions are both valued.

### Guide

Not Yet ....	Approaching Expectations	Meeting Expectations
There is little connection between school district plans and there is little evidence of a strategy to develop connections.	The district and schools are developing thoughtful strategies to connect school and district plans.	The district and schools use interactive and thoughtful strategies to connect plans and to reflect school and district uniqueness.

### Comments:

The following table delineates the alignment of the Heritage Park Secondary School Growth Plan with the Mission Learning Agreement with the Ministry of Education:

What the Mission School District: Accountability contract Agreement says:		How the Heritage Park Secondary School Goals and School Growth plan aligns:
Writing Success	Goal 1: Improve the Literacy skills of all our students.	<ul style="list-style-type: none"> <li>□ HPSS recognizes that students continue to develop as readers throughout their secondary school life. Programs will be put in place to raise awareness among students and all staff that strategies exist to improve student achievement in reading and all subjects.</li> <li>□ Assessment and evaluation of student progress will be monitored through the use of the Performance Standards.</li> <li>□ This success will be reflected in the increase in the Grade 10 Provincial Exam scores and District Writes Scores</li> <li>□ HPSS continues to review the achievement of its Aboriginal learners and enhance its programs to meet their needs.</li> </ul>
Reading Success		
Numeracy & Mathematics Success	Goal 2 Objective 2 Relevant Target 2a Target 2b Target 2c Objective 2	<ul style="list-style-type: none"> <li>□ HPSS recognizes the work it needs to do in this area of student achievement.</li> <li>□ HPSS recognizes that reading skills play a key role in student achievement on the Grade 10 and 12 Provincial Math Exams. Reading skills in the mathematics and science domains are a focus in the plan.</li> </ul>

<p>Improve Social Responsibility Success</p>	<p>Goal 3 Objective 1 Relevant Target 1c Target 1d Target 1f Target 1g Target 1h Target 1i Target 1j Strategies Goal 3</p>	<ul style="list-style-type: none"> <li>❑ HPSS will continue its SOLE program, which supports a trusting and respectful learning environment.</li> <li>❑ HPSS will continue to work on refining its Effective Behaviour Support program that uses respect as a foundation.</li> <li>❑ We have instituted the POD structure at grade eight to strengthen human connections.</li> <li>❑ Our EXCEL Program develops covenant relationships around enriched learning.</li> <li>❑ We have partnership connections through our PAC, SPC, DPAC representative, Principal Advisory Group.</li> <li>❑ We support school counselors, plus peer tutors, peer counselors and leadership students who help support and create a respectful environment.</li> </ul>
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District Goals are arrived at by examining the goals from schools across the district. District plans influence school goals. We work to ensure our school goals are in alignment with district goals. Meetings of both Secondary Principals and all the Districts Principals help us align our goals. The District staff work hard to support our staff's initiatives with support for training and projects. The district has also begun a number of initiatives in working with Math teachers on articulation of programs from elementary to secondary, training staff on District Assessment evaluation techniques, DART delivery and assessment and providing opportunities for staff to attend in-servicing with reading programs like SMARTLearning.

## 9. Teamwork –District and Parent Involvement

Improving districts and schools work as a team with parents, including specific groups of parents, on improving student achievement.

### Guide

Not Yet ....	Approaching Expectations	Meeting Expectations
There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working together to improve the achievement of all students.	Some groups of parents have a role in setting goals and working together with schools and the district to improve the achievement of all students.	Parents and parent groups are actively involved in setting goals and are working together with school and the district to improve the achievement of all students.

### Comments:

1. Our School Planning Council is currently reviewing district goals, school goals (accreditation plan) and the school’s current growth plan.
2. Parents were a part of the Internal Accreditation team and parent surveys were used to help decide which goals to focus on.
3. The PAC and PAC executive continue to advise the Principal about school improvement. Their advice this year led to the program review and changes to the Physical Education program.
4. We have District PAC representatives on our school PAC and support the DPAC financially. DPAC informs PAC parents of district initiatives and allows for input and discussion at the school level.
5. School administration accepts input from First Nations groups through our First Nations Teacher Assistant and the District’s First Nations Vice Principal.
6. School administration has an open door policy for parents. We are available before and after school to meet with parents hear concerns and plan for student success.
7. There are systemically scheduled meetings in the evenings for parents to become informed about school activities, school culture, or learn about their students’ progress.

## 10. Leadership / Teamwork

Leaders in improving districts and schools have a clear vision for, and commitment to improvement achievement for all students. Leadership at all levels, in all roles, is encouraged and systematically developed in a collaborative learning community with a focus on improving student achievement.

### Guide

Not Yet ....	Approaching Expectations	Meeting Expectations
There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.

### Comments:

We have a collaborative leadership culture that is systemically in place as indicated by our structures. Our shared leadership structure is collaborative and is focused on achieving our school goals – which will improve student learning and are aligned with District Goals.

We have our School Planning Council in place and have received 8 sessions of leadership development to date. The district has provided this leadership development. We have regularly planned our SPC meetings and are using inclusive processes to determine school goals. The district provides opportunities for leadership development for administration, staff and parents during professional development days. DPAC has offered in-servicing for parents on various topics.

Parent leadership is encouraged by our Parent Advisory Committee Executive; a number of activities are planned that give parents decision-making opportunities regarding the financial support of school programs or the direction new programs will take. The PAC works closely with the Principal to make changes in practice that improve communication and parents’ ability to support their students learning.

Student leadership is encouraged through our EXCEL Program, our Student Leadership courses (over a 100 students are currently enrolled) and the Students’ Principal Advisory Committee. Heritage Park has a strong culture of student leadership and students contribute to the improvement of our school by continually raising the bar of expectation on what students can achieve. The increase in international, provincial, and regional awards received in many programs, participation in the Model U.N. in Montreal, the EXCEL European History Trip, the increase in students attending extra Provincial Exam study sessions and participating in Scholars Team activities are anecdotal evidence that student leaders are making a positive difference in student performance that will be translated to provincial results in the near future.

FINAL DRAFT