



School District #75 (Mission)



SCHOOL GROWTH PLAN HATZIC SECONDARY SCHOOL

JUNE 2005



Goals and Objectives

Goals

- Goal 1: As a learning community, we will continue to improve the social responsibility of the members of our community using the Hatzic Code of Conduct which is based on:
- Respect
 - Cooperation
 - Self-Directedness
 - Responsibility
 - Honesty.
- Goal 2: The Hatzic School Community will focus on improving all our students' writing skills, with special focus on boys, to enhance performance in all curricular areas.
- Goal 3: The Hatzic School Community will focus on improving all our students' reading skills, with special focus on boys, to enhance performance in all curricular areas.
- Goal 4: The Hatzic School Community will focus on improving all our students' mathematics skills so that more of them are successful in mathematics courses, encouraging them to stay in the academic streams of mathematics, expanding their future options.

- Goal 1:** As a learning community, we will continue to improve the social responsibility of the members of our community using the Hatzic Code of Conduct which is based on:
- Respect
 - Cooperation
 - Self-Directedness
 - Responsibility
 - Honesty.

Rationale:

- *The school community has invested considerable effort over several years to develop and implement the Hatzic Code of Conduct.*
- *Informal staff and parent input, indicates that we need to keep up the momentum that has been built in improving socially responsible behaviour.*
- *An analysis of attendance data indicates improvement with room for future progress.*
- *An analysis of discipline data indicates that student behaviour is just starting to show improvement, and that further attention will continue this trend.*
- *“School Spirit” and “Student Connectedness” have improved with intramurals and student lead spirit events and further attention will continue this trend.*
- *The number of students applying for scholarships in our school has been low. Students have also been not as well prepared as they need to be. There is a need to improve in this area.*

Objectives :

- Objective 1: *To improve the attendance of all students.*
- Objective 2: *To encourage a strong sense of school spirit and pride in all school community members.*
- Objective 3: *To encourage all community members, to dress in a manner that is respectful and does not distract others when they are at school.*
- Objective 4: *To decrease the number of student suspensions, discipline referrals and the number of students who leave the school for discipline reasons.*

Performance Indicators/Evidence

Target 1: To improve student attendance.

- overall attendance
- attendance of males and females
- attendance of aboriginal students

Target 2: To improve socially responsible behaviour.

- decrease in office discipline referrals
- decrease in students removed from school for discipline reasons
- decrease in student suspensions

Target 3: To improve school spirit and student connectedness.

- increase in student involvement in school, (for example clubs, intramurals, teams)
- increase school events, (for example talent shows, battle of the bands, dances)
- increase in student application for scholarships
- increased participation in school and provincial satisfaction surveys
- investigate and design a teacher advisor program for Hatzic students
- investigate and develop a program designed to reward positive student behaviours.

Performance Targets (Expected Results)

Performance Target 2004/05:

A 5% improvement in overall student attendance to 92% by February 2005.

Results 2004/05: Target Not Met

Actual attendance for September 2004 to February 2005 was 91.5%.

This is excellent growth.

Performance Target 2005/06:

A 2% improvement in overall student attendance to 94% by February 2006.

Performance Target 2004/05:

A 10% improvement in aboriginal attendance to by February 2005.

Results 2004/05: Target Met

Actual Aboriginal attendance for September 2004 to February 2005 was 91.8%.

An excellent gain bringing Aboriginal attendance above the overall student attendance.

Performance Target 2005/06:

To keep Aboriginal attendance at or above the overall student attendance.

Target 2004/05:

Continued or improving levels of participation in intramurals and clubs.

Results 2004/05: Target Met

Both the Intramurals and Library Games clubs continue to flourish with solid participation.

Performance Target 2005/06:

To keep both Intramurals and Library Games clubs flourishing with solid participation.

Target 2004/05:

A 5% decrease in office referrals and student suspensions by June 2005.

Out of School Suspensions total 2003-4 was 119, so a 5% improvement would be to 113.

In-School Suspensions total 2003-4 was 44, so a 5% improvement would be to 42.

Results 2004/05: On Way to Meeting Target

At the halfway point of the school year, out of school suspensions total 40.

Projected year totals would be 80.

At the halfway point of the school year, in-school suspensions total 19.

Projected year totals would be 38.

Performance Target 2005/06:

Reduce out of school suspension by another 5% from the 2004-5 year total.

Continue to use In-School suspensions as a viable alternative for changing behaviour.

Target 2004/05:

A 5% decrease in students required to leave for discipline reasons by June 2005.

In 2003-4 49 students left the school for discipline reasons.

Results 2004/05: On Way to Meeting Target

At the halfway point of the school year, 12 students have left for discipline reasons

At this pace projected year totals would be 24.

Performance Target 2005/06:

Reduce the number of students required to leave for discipline reasons by another 5% from the 2004-5 year end totals.

New Performance Target 2005/06:

Design and implement a HatzicTeacher Advisor Program by September 2006.

New Performance Target 2005/06:

Design a Hatzic Student Reward Program based on the code of conduct by staff, students and parents, and ready to implement by September 2005.

Strategies

Objective 1: *Improving student attendance by;*

- The direct teaching of the Code of Conduct to all students by common lessons taught by all staff.
Lessons to be reviewed and revised by a committee of staff
- Increase awareness of the Code of Conduct to parents and school community members
- Close monitoring including:
 - Office generated “at risk list” checked weekly
 - Internal publication of attendance “at risk list” and reconciliation

- Teacher referrals of student patterns of student absence
- Office and teacher follow up including phoning for attendance issues
- Office autodialer phoning home for all unexcused absences
- Specific Aboriginal strategies include:
 - School counsellor phoning homes of absent aboriginal students
 - School counsellor home visitations
 - Band Office meetings involving Administration or School Counsellor
 - Support the development of band office tutoring center
 - Continuation of Science, Technology and Society research project to integrate Aboriginal science into the science curriculum.

Objective 2: Encouraging a strong sense of school spirit and student pride.

- Continuation of the one block Athletic and Intramural Director, (A.D.) position for a teacher to oversee and develop the extra-curricular athletic and intramural programs.
- Form a staff-student-parent committee to develop and implement a school-wide system rewarding positive student behaviours.
- Form a committee of staff to develop and implement a “teacher-advisor” program. This would be initially for grade 8 students with other grades added later.
- Continue the development of the Hatzic Scholarship Team by:
 - Hosting an parent and student information evening in September
 - Assigning all grade twelve students with CAPP scholarship assignments
 - Include parents and students on scholarship email list
 - Involve the senior English teachers more directly in the scholarship application process especially the writing of the application and application letters
 - Continue to encourage a strong sense of school spirit and pride in the school community.

Objective 3: Encouraging student dress that is respectful and does not distract others.

- The direct teaching of the Code of Conduct to all students by common lessons taught by all staff. Lessons to be reviewed and revised by a committee of staff
- Continue to review staff protocol for correcting student contraventions of Code of Conduct at staff meetings so that all staff will follow the same protocols
- Continue the practice of emailing staff that students report to later in the day, when student dress code violations are dealt with in the office
- Continue random, spot checks in classrooms by administration
- Promote the school Code of Conduct to the school community

Objective 4: Decreasing the number of student suspensions, discipline referrals and the number of students who leave the school for discipline reasons.

- The direct teaching of the Code of Conduct to all students by common lessons taught by all staff. Lessons to be reviewed and revised by a committee of staff
- Continue to review staff protocol for correcting student contraventions of Code of Conduct at staff meetings to ensure consistency
- Continue supporting the use of in-school suspensions when appropriate
- Devise a Teacher Advisor Program with student and parent input to increase student connectedness to the school
- Install a student reward system devised by staff, students and parents

- Promote the school Code of Conduct to the School Community.

Structures

- School-wide Code of Conduct lessons
- Attendance Protocols
- Aboriginal Attendance Strategies
- Athletic Director/Intramural Director position
- Scholarship Team and Senior English Scholarship Advisor
- Promote the school Code of Conduct the School Community
- Student Reward Program
- Teacher Advisor Program.

Goal 2: The Hatzic School Community will focus on improving all our students' writing skills, with special focus on boys, to enhance performance in all curricular areas.

Rationale:

- *Writing performance affects all curricular areas*
- *Girls tend to outperform the boys by 20 to 25%*
- *Aboriginal writing is at the school average*
- *Analysis of data shows that overall writing scores can be improved by targeting the performance of boys.*

Objectives :

- Objective 1: *Improving the writing skills of all students*
- Objective 2: *Specifically targeting the writing skills of boys*
- Objective 3: *Enabling more students to be successful in English courses*
- Objective 4: *Improving student results on English 10 and 12 provincial exams.*

Performance Indicators/Evidence

Target 1: Improving the Writing Skills of our Students

- Twice yearly school-based writes marked by teams of teachers at grades 8 and 9
- Yearly district-based write at grades 8 and 9
- Improve English course success rates.
- Grade 10 and 12 provincial exam results.
- Increased enrollment in English 11 and 12 and decreased enrollment in Communications 11 and 12

Target 2: Improving the Writing Skills of our Boys

- Staff Inservice targeting improving the achievement of boys
- Research and purchase specific reading and writing materials which will be of high interest to boys.

Performance Targets (Expected Results)

Performance Target 2004/05:

Using June 2005 as the baseline data, increase by 2% per year of the number of students who pass the English 10 Provincial exam. This gain would be reflected by the three year trend of data, not single year fluctuations.

Results 2004/05:

June 2005 will supply the baseline data.

Performance Target 2005/06:

Increase by 2% the number of students successful on the English 10 Provincial Exam.

Performance Target 2004/05:

Cohort groups to improve by 5% per year, the number of students who meet or exceed BC Performance Standards expectations on school marked writing samples. (A cohort Group is one group of students progressing through the grades, e.g. grade 8 Sept. 2004, grade 9 Sept 2005 etc.)

Results 2004/05: Target Not Met

Middle of the year results have decreased within cohorts. Data to be collected again at end of year.

Target 2004/05:

To have a 5% increase to 94% overall success rate in English classes between September 2003 and June 2005.

Results 2004/05: Target Met

In June 2004, the overall success rate for English in this school was 93.2%.

At the halfway point in the 2004-5 school year it has slipped to 88%, but is expected to improve by June.

Performance Target 2005/06:

Have the overall English success rate remain at 94% by June 2006.

Target 2004/05:

To maintain the high success rate in the grade 12 provincial exams in English and Communications.

The previous five years averaged 97% in English and 90% in Communications.

Results 2004/05: On Way to Meeting Target

The success rate in Communications 12 (semester one) was 100%.

The success rate in English 12 (semester one) was 95%.

Performance Target 2005/06:

Maintain the high exam success rates in both English and Communications Grade 12 Provincial Exams.

New Performance Target 2005/06:

Reduce the five year average percentage of students taking Communications 12 by 2% from the five year average of 23.6%.

Strategies

- Continued use of Writing Performance Standards materials in English classes
- Increased English class time for grade 8 students who are identified by their grade 7 teachers as likely to benefit from this increased time
- Continue the Hatzic 150 Program
- Continue the Learning Centre Model that would address the following needs:
 - students requiring short or long term academic support
 - students taking courses in alternate ways, (for example distance education or on line)
 - students referred by teachers for short term assistance
 - providing reading and scribing services to special needs students
 - students referred by administration as an alternative to suspension
 - students referred by administration as an alternative to removal
 - assessment testing of students referred by administration
 - evaluation testing of special needs students referred by teachers
 - monitoring and training all of the peer tutors.
- Continuing the Hatzic Challenge Program, where some academically successful students may be placed in the same classes
- Continuing the in depth collection of data for the grade 7 to 8 transition
- Earlier identification of grade 8 special needs students
- Continue to strive for more student writing displayed in classrooms, in newsletter and on school web site
- Continue to strive for quality student writing across the curriculum, through Professional Development opportunities and staff meeting emphasis
- Staff inservice on helping improve the writing performance of boys
- Staff researching and purchasing resources specifically interesting to boys
- Use of YouthInk magazine to get some of our students writing published.

Structures

- School-based "Performance Standards" writing assessments
- Group marking of writing assessment
- Continuation of Hatzic 150 Program where students identified by their grade 7 teacher as likely to benefit from additional time in English will get fifty percent more class time with their English teacher
- Continuation of Learning Centre Program
- Hatzic Challenge Program
- Communication meetings between the Hatzic Administrator and each grade seven partner school teacher to identify students who would be better served in Resource Room, Hatzic 150, Hatzic Middle School, or the Hatzic Challenge Program
- Common school-wide English grade 8 and 9 exams and exam specifications to be used by all English 8 and 9 teachers starting in June 2005
- Hatzic AVID program to help students organization skills and increase their desire to attend university.

Goal 3: The Hatzic School Community will focus on improving all our students' reading skills, with special focus on boys, to enhance performance in all curricular areas.

Rationale:

- *Reading performance affects all curricular areas.*
- *This will be the first year where we will gather specific reading data, however, we expect that it will parallel the writing data. We expect that the girls will be performing better than the boys, and that aboriginals will be on par with the school averages.*

Objectives :

Objective 1: *Improving the reading skills of all students*

Objective 2: *Specifically targeting the reading skills of boys*

Objective 3: *Enabling more students to be successful in English courses*

Objective 4: *Improving student results on English 10 and 12 provincial exams.*

Performance Indicators/Evidence

Target 1: Improving the Reading Skills of Students

- District-based reading assessment at grades 8 and 9
- English course success rates.
- Grade 10 and 12 provincial exam results
- Decreasing the enrollment in Communications 11 and 12

Target 2: Improving the Reading Skills of Boys

- Disaggregated data on district-based reading assessment at grades 8 and 9.

Performance Targets (Expected Results)

Performance Target 2004/05:

Gather baseline reading data by June of 2005 for grade 8 and 9 students.

Results 2004/05:

District reading assessment is in place and will be administered.

Performance Target 2004/05:

Using June 2005 as the baseline data, an increase of 2% per year of the number of students who pass the English 10 Provincial exam. This gain would be reflected by the three year trend of data, not single year fluctuations.

Results 2004/05:

June 2005 will supply the baseline data.

Performance Target 2005/06:

Increase by 2% the number of students successful on the English 10 Provincial Exam.

Performance Target 2004/05:

Gather baseline reading data to occur in the spring of 2005.

Results 2004/05:

Dates and protocols for District Reading Assessment have been set.

Target 2004/05:

Achieve a 5% increase to 94% overall success rate in English classes between September 2003 and June 2005.

Results 2004/05: Target Met

In June 2004, the overall success rate for English in this school was 93.2%.

At the halfway point in the 2004-5 school year it has slipped to 88%, but is expected improve by June.

Performance Target 2005/06:

Overall English success rate remain at 94% by June 2006.

Target 2004/05:

Maintain the high success rate in the grade 12 provincial exams in English and Communications.

The previous five years averaged 97% in English and 90% in Communications.

Results 2004/05: On Way to Meeting Target

The success rate in Communications 12 (semester one) was 100%.

The success rate in English 12 (semester one) was 95%.

Performance Target 2005/06:

Maintain the high exam success rates in both English and Communications Grade 12 Provincial Exams.

New Performance Target 2005/06:

Reduce the percentage of students taking Communications 12 by 2% from the five year average of 23.6%.

Strategies

- Continued use of Reading Performance Standards materials in English classes.
- Increased English class time for grade 8 students who are identified by their grade 7 teachers as likely to benefit from increased time
- Continuation of the Learning Centre Model that would address the following needs:
 - students needing short or long term academic support
 - students taking courses in alternate ways, (for example distance education or on line)
 - students referred by teachers for short term assistance
 - providing reading and scribing services to special needs students
 - students referred by administration as an alternative to suspension
 - students referred by administration as an alternative to removal
 - assessment testing of students referred by administration
 - evaluation testing of special needs students referred by teachers
 - monitoring and training all of the peer tutors
- Continuing the Hatzic Challenge Program, where some identified academically successful students may be placed in the same classes.
- Better collection of data for the grade 7 to 8 transition.
- Earlier identification of grade 8 student special needs.
- Continue to strive for student writing across the curriculum, and not only in English classes through Professional Development opportunities and Staff Meeting emphasis.
- Staff inservice on helping improve the reading performance of boys.
- Staff to research and purchase specific reading resources that are highly interesting to boys.

Structures

- District Reading assessment performed on all students in grades eight and nine..
- Continuation of Hatzic 150 Program where some students identified by their grade 7 teacher as likely to benefit from additional time in English will get fifty percent more class time with their English teacher.
- Continuation of Learning Centre Program.
- Hatzic Challenge Program.
- Communication meetings between Hatzic administrator and each grade seven partner school teacher to identify students who would be better served in Resource Room, Hatzic 150, Hatzic Middle School, or the Hatzic Challenge Program
- Common school-wide English grade 8 and 9 exams and exam specifications to be used by all English 8 and 9 teachers starting in June 2005.
- Exam Exemption for students attaining a B average in non-provincial exam courses.
- Hatzic Scholarship Team

- Hatzic AVID program to help students organization skills and increase their desire to attend university.

Goal 4: The Hatzic School Community will focus on improving all our students' mathematics skills so that more of them are successful in mathematics courses, encouraging them to stay in the academic streams of mathematics, expanding their future options.

Rationale:

- *While Foundations Skills Assessment, (FSA) and provincial exam results have been close to provincial average, our overall success rates in mathematics over the past several years have been around 80% while success rates in other academic course areas have been mid-eighties to low nineties during the same time period.*
- *Too many students are giving up on the academic stream of math and reducing their future options.*

Objectives :

Objective 1: *Improving the success rates in mathematics courses by 2% per year until they are on par with other academic courses in the school.*

Objective 2: *Increasing the number and percentage of students who remain in the academic streams of mathematics, (Principles and Applications, rather than Essentials).*

Performance Indicators/Evidence

Target 1: Improving the mathematics success rates by 2% per year until they are on par with the other academic courses in the school.

- school or district based mathematics assessment
- mathematics course success rates.

Target 2: Increasing the percentage of students that remain in the academic stream of mathematics.

- Grade 10 and 12 provincial exam results and participations rates
- Ratio of students in the academics to essentials streams of math by grade eleven.

Performance Targets (Expected Results)

Performance Target 2004/05:

Improve the math success rate from the five year average of 81% by two percent a year until it is on par with the other academic courses in the school at around 90%.

Results 2004/05: Target Met

The June 2004 math success rate was just under 90% bringing the five year average up to 83%. So far in 2004-5 we are on target to be above the 83% so the five year rate should increase again.

Performance Target 2005/06:

Increase the five year average success rate for math courses another 2% to 85% by June 2006.

Performance Target 2004/05:

Grade 10 provincial baseline data will be set by the June 2005 exam.

Results 2004/05:

The data will be gathered from our students results June 2005

Performance Target 2005/06:

Increase by 2% the number of successful students on the math 10 provincial exam by June 2006.

Performance Target 2004/05:

Increase the percentage of students in the academic stream of math by 2% per year. In June 2004 there were 59% of our grade 11s in the academic stream of Mathematics 11.

Results 2004/05: Target Met

At this point we have 68% of our grade elevens in the academic stream of math. While this is encouraging, this is only a short segment of data and we need to gather five year averaged data to see the trend.

Performance Target 2005/06:

Increase the three year average of grade elevens remaining in the academic stream of math from 63% to 65%.

Performance Target 2004/05:

Increase by 2% the number of students meeting or exceeding the provincial average on the grade 12 provincial exam, while keeping the participation rate high.

Results 2004/05: Target NOT met

For several years our participation rate had been around 20 to 21%. In June 2004 the participation rate went up to 39%. The pass rate went from 82 and 83% the two previous years to 67% in June 2004. There was no significant difference between Hatzic males and females or Aboriginals on either participation or success rates.

Performance Target 2005/06:

Improve the participation rate by 2% above the five year rate of 24.4% to 26.4% by June of 2006.

Improve the exam average percentage by 2% above the five year rate of 63% to 65% by June of 2006.

Strategies

Objective 1: Improve the mathematics success rates by 2% per year until they are on par with the other academic courses in the school.

- Continuation of Hatzic 150 Program where some students identified by their grade 7 teacher as likely to benefit from additional time in Mathematics will get fifty percent more class time with their Mathematics teacher
- Communication meetings between Hatzic administrator and each partner school grade seven teacher to identify students for Hatzic 150, Hatzic Middle School, Hatzic Challenge and Hatzic Learning Centre Programs
- Continuation of the Learning Centre program to give students another learning option in mathematics
- Common school-wide Mathematics exams and exam specifications
- Initiation of Introduction to Mathematics 9 Course
- Encourage use of TLE, (The Learning Equation) computer software to augment instruction in mathematics 8, 9 and 10
- Maintain the leadership role in the district math curriculum review involving elementary partner schools and all intermediate grades, (4 to 10)

Objective 2: Increase the percentage of students that remain in the academic stream of mathematics.

- Strategies as above to increase the student success and make them more willing to stay in the academic stream.
- Better publicize the consequences of the switch to the Essentials Stream
- Formalize the course change protocol including a form that must get signed by parents when moving into the Essentials Stream.

Structures

- Hatzic 150 Program
- Introduction to Mathematics 9 Course
- Learning Centre Program
- District-based mathematics projects including scope and sequence and standardized testing
- Communication meetings between Hatzic Administrator and each partner school grade seven teacher
- Common school-wide Mathematics exams and exam specifications
- Hatzic Scholarship Team
- Hatzic AVID program to help students organization skills and increase their desire to attend university
- Formalized course change protocols.

APPENDIX

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Tab #3	Satisfaction Survey Results
Tab #4	Code of Conduct
Tab #5	Attendance
Tab #6	Communication
Tab #7	Emergency Response Information
Tab #8	Special Education Programs
Tab #9	Aboriginal Programs
Tab #10	FSA
Tab #11	DRA (school data)
Tab #12	Speech Data
Tab #13	District Write (school data)
Tab #14	Reading
Tab #15	Other Assessment Data

Signature of School Planning Council:

Principal: _____

Teacher: _____

Parent: _____

Parent: _____

Parent: _____

Student: _____

Board Approval:

Superintendent: _____

Board Chair: _____

Date: _____