

MISSION SECONDARY SCHOOL 2005-2006

Student Achievement Goals:

Goal One: To increase student success rates

Rationale:

Over the last three years we have been pleased with the improvement in our success rates. In fact, according to the Fraser Institute Report, our school is the most improved public school in the province. In order to further this success we believe we need to be more specific with our goal. Our data suggests that an area in need of improvement is student work habits. By disaggregating our data it is clear that special attention needs to be given to boys and Aboriginal students. Our conversations with staff suggest that standards for work habits are inconsistent, and need to be addressed. It is also evident that there are inconsistencies in effort and its correlation to achievement. In some cases, students are meeting learning outcomes, but staff is dissatisfied with work habits. For instance, a large number of the honour roll students did not receive effort roll status. According to the 1997 Ministry of Education, Skills and Training Annual Report that examined "Transition to Work – What Employers Want" found 93% responded that "positive work habits and attitudes" were very important. If our success rates are to continue to improve, then we believe the next step is to address issues surrounding work habits.

Objective 1: To improve individual student work habits in all courses

Performance Indicators:

Classroom level: Class work, Tests, Assignments, Projects, Reports, Notebooks, Binders, Agendas, Notes

School level: Report Cards, Transition Rates, Satisfaction Surveys, Provincial Exam Results, Report Card Grades

Baseline Data:

1. Work Habits marks (Report Cards)

The following is representative of Term 1 and Term 2 totals of (G) Good work habits marks

	2004-2005	Boys	Girls	Aboriginal	A. Girls	A.Boys
Grade 8	64%	57%	70%	41%	41%	41%
Grade 9	57%	51%	65%	44%	51%	38%
Grade 10	55%	45%	66%	45%	46%	44%
Grade 11	56%	51%	65%	37%	19%	54%
Grade 12	56%	50%	63%	61%	63%	61%
All average	57.6%	50.8%	65.8%	45.6%	44%	47.6%

2. Student Satisfaction survey results re: “Do you try your best at school ‘All of the time or Many times’?”

	<u>2004</u>	<u>2005</u>
Grade 10	78%	
Grade 12	72%	
All average	75%	

3. Parent Satisfaction survey results re: “Are you satisfied that school is preparing your child for a job in the future ‘All of the time or Many times’?” *Please note that parent participation rates for this survey were too low to be statistically accurate.*

	<u>2004</u>	<u>2005</u>
	72%	

4. Number of students with one or more F’s on report card(need to add)

	<u>2004-2005</u>
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
All average	

Performance Targets (2005-2008)

1. 70% of work habit marks issued on report cards will be good.
2. Increase satisfaction survey results re “try best at school all times” to 80% for students.
3. Increase satisfaction survey results re “prepare (student) for a job in the future at all times” to 80% or all satisfaction survey respondents.
4. Overall Average F results will not exceed _____%.(need to add)

Strategies

1. Identify students in need of improving work habits
2. Develop and implement standardized work habit criteria.
3. Implement a recognition system for work habits achievement.
4. Develop a plan with staff and parents to address work habits improvement
5. Create sharing sessions for staff to exchange promising practices
6. Liase with Aboriginal counselor regarding work habit strategies
7. Provide staff development in strategies that work with boys

Structures

1. Focus second staff meeting on student achievement.

2. Increase awareness of work habits and recognize improvement by using newsletter
3. Include work habits as an agenda item for department staff meetings.
4. Provide resources and time for staff development and department planning.

Professional Development

1. Instructional Team Leaders will develop in their departments a consistent approach to grading work habits.
2. Instructional Team Leaders will also investigate criteria for work habits from other schools.

Goal One: To increase student success rates

Rationale

Reading comprehension has a major impact on student success in all content areas. According to satisfaction survey data, 30% of our students do not feel they are improving their reading all of the time or many times. Our school-based survey shows that 89% of our grade twelve students feel that their reading ability has improved due to the silent reading program. Since a majority of the material in the silent reading program is fiction, it suggests the area in need of improvement is reading across the curriculum. Students have confirmed that reading text books, such as, science or math is particularly challenging. Our provincial exam results in some content areas also suggest that there is need for improvement. Conversations with students, parents, and staff have confirmed our analysis of the survey data, thus reading in content areas needs to be addressed.

Objective 2. To improve reading comprehension in the content areas.

Performance Indicators

Classroom level: Class work, Tests, Assignments, Projects, Reports, Notes
 School level: Report Cards Grades, Satisfaction Surveys, Provincial Exam Results, Transition Rates

Baseline Data:

1. Student Satisfaction survey results re: “Are you getting better at reading ‘All of the time or Many times’?”

	<u>2004</u>	<u>2005</u>
Grade 10	70%	
Grade 12	70%	
2. Parent Satisfaction survey results re: “Are you getting better at reading ‘All of the time or Many times’?” *Please note that parent participation rates for this survey were too low to be statistically accurate.*

	<u>2004</u>	<u>2005</u>
	88%	

3. Silent Reading Program Survey re: “The silent reading program has helped my reading ability.

<u>2004</u>	<u>2005</u>
89%	

4. Provincial Examination Scores that are approaching provincial average

	<u>MSS</u>	<u>Province</u>
Biology 12		
2002-2003	62.1%	64.6%
2003-2004	62.7%	66.7%
Geography 12		
2002-2003	75.5%	77.1%
2003-2004	62.2%	76.6%
History 12		
2002-2003	61.5%	69.4%
2003-2004	67.0%	70.2%
English 12		
2002-2003	62.1%	64.6%
2003-2004	62.7%	66.7%
Physics 12		
2002-2003	58.0%	69.9%
2003-2004	57.8%	69.6%
Science 10		
Jan 2004	55.1%	62.4%
English 10		
Jan 2004	63.9%	65.7%
Math 10 P		
Jan 2004	65.0%	67.1%

Performance Targets (2005-2008)

1. Increase satisfaction survey results re “getting better at reading some, many or all the time” to 80% for students.
2. Increase satisfaction survey results re “their child is getting better at reading some, many or all the time” to 90% for parents.
3. 95% of students will report that the silent reading program has improved their reading ability
4. Meet or Exceed provincial average in all provincially examinable courses.

Strategies

1. Continue with silent reading program in English Department.
2. Investigate strategies for reading comprehension in the content areas.
3. Create sharing sessions for staff to exchange promising practices.
4. Encourage all teachers to participate in Staff Development on reading comprehension strategies.
5. Continue to survey students to monitor progress with the silent reading program, as well as, reading in the content areas.
6. Develop reading assessment tool for content areas.

Structures

1. Focus second staff meeting on reading comprehension strategies and student achievement.
2. Establish a procedure for teachers to observe other teachers teaching reading comprehension.
3. Provide resources and time for staff development and department planning.

Staff Development

1. Seek out promising practices in effective reading strategies to bring to staff.
2. Instructional Team Leaders will investigate assessment tools for improving classroom level reading comprehension across the curriculum.

Goal Two: To continue to improve student social responsibility

Rationale

In order to develop a respectful and responsible learning environment all students and staff need to follow the school code of conduct: Respect, Responsibility and Safety. Students will be more successful if they can learn in a positive, caring and safe school environment. As well, students learn to make wise choices when they understand the rules and when they are involved in the school. Currently our school has been working to improve student attendance and punctuality across all grades through the school code of conduct. Our data suggests that although there is improvement in this goal area, we need to continue addressing attendance.

Objective 1. To improve student attendance and punctuality across all grades through the school code of conduct.

Performance Indicators

Attendance Records

Baseline Data

1. Summary the average number of students with 4+ lates per month for Sept. 04-Mar. 05

	<u>2004-2005</u>
Grade 8	10.6%
Grade 9	9.0%
Grade 10	11.4%
Grade 11	16.5%
Grade 12	13.7%
All average	12.2%

2. Summary the average number of students with more than 2 unexcused absences per month for Sept. 04-Mar. 05

	<u>2004-2005</u>
Grade 8	16%
Grade 9	21%
Grade 10	23%
Grade 11	28%
Grade 12	26%
All average	23%

Performance Targets:

1. Decrease the % of students with 4 or more lates per month to less than 8%
2. Decrease the % of students with 2 or more unexcused absences per month to less than 15%.

Strategies

1. Ensure students understand the School Code of Conduct.
2. Implement First Class attendance procedures for teachers.
3. Have staff report early those students who are chronically late or who have high absenteeism.
4. Counselors and administrators work with parents of students who have attendance problems.
5. To put the chronic late and students with high absenteeism on a contract.

Structures

1. To continue a late and attendance class after school.

Goal Two: To continue to improve student social responsibility

Rationale

In order to develop a respectful and responsible learning environment all students and staff need to follow the school code of conduct: Respect, Responsibility and Safety. Students will be more successful if they can learn in a positive, caring and safe school environment. As well, students learn to make wise choices when they understand the rules and when they are involved in the school. When students are involved in their school community they become more committed to school and are more likely to achieve their full potential. The more students involved in socially responsible leadership activities and extra curricular activities the better chance we have of creating a school culture that is inclusive, respectful and optimistic.

Objective 2 To increase the number of students involved in socially responsible leadership activities and extra curricular activities

Performance Indicators:

- Participation Rates in various leadership classes, clubs, committees and programs
- Satisfaction Survey Results

Baseline Data

1. Number of students involved in socially responsible leadership activities

Restorative Justice	4
Student Leadership	17
Peer Counselling	16
Breakfast Club	12
Multicultural Committee	20
All average as a percentage	7%

2. Number of students involved in extra-curricular activities

Art Club	15
Band	47
Choir	17
Christian Club	20
Clubs & Games	25
Drama	69
Sports	260
Web Club	5
All average as a percentage	46%

3. Student Satisfaction survey results re: “At school, do you participate in activities outside class hours (for example, clubs, dances, sports teams, music?) ‘All of the time or Many times’?”

	<u>2004</u>	<u>2005</u>
Grade 10	54%	
Grade 12	42%	

4. Parent Satisfaction survey results re: “At school, does your child participate in activities outside class hours (for example, clubs, dances, sports teams, music?) ‘All of the time or Many times’?” *Please note that parent participation rates for this survey were too low to be statistically accurate.*

	<u>2004</u>	<u>2005</u>
	44%	

Performance Targets:

1. Increase participation in socially responsible leadership activities to 15%
2. Increase participation in extra-curricular activities to 55%.
3. Increase satisfaction survey results re “At school, does your child participate in activities outside class hours (for example, clubs, dances, sports teams, music?) ‘All of the time or Many times’?” to 55% for parents.

Strategies

1. Encourage more students to get in involved in one of our student leadership courses
2. Encourage all students to be involved in at least one activity.
3. Encourage staff to support students in extra-curricular activities.
4. Encourage staff to support student leadership activities.

Structures

1. Support students and staff through the timetable.
2. Help support teachers who need coverage during certain times of the year.

Signature of School Planning Council:

Principal: _____ Parent: _____

Teacher: _____ Parent: _____

Parent: _____

Board of School Trustees Approval:

Superintendent of Schools: _____ Board Chair: _____

Date Approved: _____