



Heritage Park Secondary School

School Growth Plan

2010 – 2011



**Table of Contents**

Unique Features:.....	2
Community Partnerships/Initiatives: .....	2
Parent Involvement:.....	2
Current Data & Evidence of Change.....	3
Literacy Goal .....	3
Objective.....	3
Rationale.....	3
Data Sources.....	3
Evidence of Change.....	8
Targets (over 3 years).....	8
Comment / Summary of Progress.....	9
Action Plan.....	9
Goal: Mathematics & Science.....	11
Objective.....	11
Rationale.....	11
Data Sources .....	11
Evidence of Change.....	16
Targets (over 3 years).....	17
Comment / Summary of Progress.....	17
Action Plan .....	17
Transition Goal.....	19
Objectives.....	19
Rationale.....	19
Data Sources .....	19
Evidence of Change.....	24
Targets (over 3 years).....	24
Comments/Summary of Progress .....	24
Action Plan .....	24



**Current Data & Evidence of Change**

**Literacy Goal: To improve reading and writing skills across the curriculum.**

**Objective:**

1. To increase the number of grade 8 and 9 students who fully meet expectations on District Reading and Writing Assessments, with an emphasis on Aboriginal students and male students.
2. To increase the provincial marks for English 12, Communications 12, BC First Nations 12, Social Studies 11, English 10, and Science 10.

**Rationale:**

Literate individuals seek to understand, internalise and apply new information for environmental, occupational, informational, recreational and ritualistic purposes. They set aside time for reading and writing and incorporate it as part of their everyday lives (Goodman, 1994; Moll, 1994)

As stated in the English Language Arts IRPs, literacy is fundamental to thinking, learning and communicating; skilled use of language creates more opportunities for success in life, not to mention the “benefits and pleasures of language in all its forms” (ELA 11 and 12 IRP, 1996).

Heritage Park Secondary School is committed to tracking and increasing student literacy. Over the past several years, approximately fifty percent of our grade eights and nines have only minimally met expectations according to our District-Wide Reading and Writing Assessments. Our goal is to provide opportunities for all levels of learners to gain literacy skills that will enable them to succeed in life.

**Data Sources:**

**Note: All students include Aboriginal**

**Assessment: District Assessments**

**DART 2006-2007 grade 8**

**District Data**

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female (n=162)</i> <i>Aboriginal n=7</i>	13.0%	14.29%	44.4%	57.1%	32.7%	14.3%	9.9%	14.3%
<i>Male (n=134)</i> <i>Aboriginal n=7</i>	22.4%	14.29%	55.2%	57.1%	20.9%	28.6%	1.5%	0.0%
<i>Total Participation #</i>	17.2%	NA	49.3%	NA	27.4%	NA	6.1%	NA



### Writing 2007-2008 grade 8/9

#### District Data

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female (n=144)</i> <i>Aboriginal n=14</i>	2.08%	14.29%	34.03%	57.14%	48.61%	21.43%	15.28%	7.14%
<i>Male (n=117)</i> <i>Aboriginal n=9</i>	5.98%	11.11%	52.14%	66.67%	29.06%	22.22%	12.82%	0.0%
<i>Total Participation</i> <i>(n= 261)</i>	3.38%	NA	42.15%	NA	39.85%	NA	14.18%	NA

### Writing 2008-2009 grade 8

Note: The 2008/2009 data is displayed as per district assessment data

#### District Data

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female (n=67)</i> <i>Aboriginal n=8</i>	1	1	20	3	33	3	13	1
<i>Male (n=53)</i> <i>Aboriginal n=7</i>	4	4	36	3	8	0	5	0
<i>Total Participation #</i>	5	5	56	6	41	3	18	1

### Writing 2008-2009 grade 9

#### District Data

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female (n=60)</i> <i>Aboriginal n=5</i>	2	2	21	1	27	2	10	0
<i>Male (n=53)</i> <i>Aboriginal n=8</i>	4	0	36	3	8	0	5	0
<i>Total Participation #</i>	6	2	57	4	31	2	15	0



**BC First Nations 12**

**Provincial Data**

# at each level	Not Yet Meeting (Less than 50%)	Minimally Meeting (50-66%)	Fully Meeting (67-85%)	Exceeding (86-100%)
	All Students	All Students	All Students	All Students
<i>Total Participation (n=25)2006-2007</i>	28%	72%	0%	0%
<i>Total Participation (n=23)2007-2008</i>	9%	69%	22%	0%
<i>Total Participation (n=22) 2008-2009</i>	0%	64%	36%	0%

**Social Studies 11**

**Provincial Data**

# at each level	Not Yet Meeting (Less than 50%)	Minimally Meeting (50-66%)	Fully Meeting (67-85%)	Exceeding (86-100%)
	All Students	All Students	All Students	All Students
<i>Total Participation (n=127)2006-2007</i>	17%	40%	35%	8%
<i>Total Participation (n=128)2007-2008</i>	7%	46%	40%	7%
<i>Total Participation (n=122)2008-2009</i>	2%	46%	32%	20%

**English 10**

**Provincial Data**

# at each level	Not Yet Meeting (Less than 50%)	Minimally Meeting (50-66%)	Fully Meeting (67-85%)	Exceeding (86-100%)
	All Students	All Students	All Students	All Students
<i>Total Participation (n=166)2006-2007</i>	10%	29 %	51%	9 %
<i>Total Participation (n=164)2007-2008</i>	12%	32%	45 %	11 %
<i>Total Participation (n=151) 2008-2009</i>	2%	36%	49%	13%



### **Comment / Summary of Progress:**

Our results show that significant percentages (93.83%) of our students are meeting expectations in the district DART assessment. Through continued use of SMART Reading strategies and the implementation of Assessment For Learning strategies, we have shown an improvement in student outcomes in exceeding expectations and have decreased the number of students not yet meeting expectations on this Assessment.

Our results show that our students are doing significantly better in English 10, 12, Social Studies 11, Communications 12, Science 10 and BC First Nations 12. Through continued use of Assessment For Learning strategies and SMART Reading strategies across the curriculum, we will continue to show an improvement in provincial results.

### **Action Plan: These are the actions we believe will accomplish our objectives...**

- Continuing Practices that are working well in our school.
  - a. We are continuing to use SMART Reading and Assessment For Learning strategies across the curriculum.
  - b. Literature circles and Highlanders Read Silent Reading program will continue to provide opportunities for students to increase their literacy levels.
  - c. Collaboration between teachers and the teacher librarian will continue to increase the number of library research projects carried out in the library across the curriculum.
  - d. Working on meeting the goals in the Aboriginal Enhancement Agreement in Social Studies 10 within the framework of the Network of Performance Based Schools.
  - e. Introduction of Pre-Advanced Placement and Advanced Placement courses.
  
- What things will we do differently?
  - a. Deliver a fall/winter, in school, Formative Reading Assessment to assess the reading skills, share results and create an action plan with all content area teachers.
  - b. Encourage discussion at monthly department meetings and staff meetings regarding how each department is meeting the Literacy School Goal.
  - c. Encourage all teachers to implement Assessment For Learning strategies in their classes.
  - d. Encourage reading strategies to be a major component of all programs with an emphasis on: Learning Assistance, Adapted, and Alternate Delivery.
  
- How will we provide for staff development and collaboration?
  - a. Professional materials will be purchased and added to the growing professional library.
  - b. Teacher Librarian will continue to collaborate with teachers in all subject areas to create higher level research assignments that incorporate critical thinking skills.
  - c. Teachers who attend school funded professional development will be given the opportunity to share information with staff at staff meetings, Instructional Leader meetings or after school professional development sessions.
  - d. Literacy Instructional Leader will meet with departments to discuss reading and writing strategies and provide support materials.



**Goal: Mathematics & Science: To improve math and science.**

**Objective:**

1. To increase the percentage of students taking Foundations and Pre-Calculus Math in grade 11 and 12.
2. To improve the provincial exam marks for Science 10 and Math 10.
3. To improve the GNAP 8 results and Science 8 school marks.

**Rationale:**

In our previous growth plan, the math courses addressed were Applications and Principles, but with the changing curriculum, the courses being addressed now are Foundations and Pre-Calculus Math. We will continue to encourage the use of critical thinking strategies across the Math and Science curriculum. We are currently collecting base line data to represent our revised objective. Even though we are noticing recent growth in our Science 10, Math 10 and GNAP 8 results we would like to continue to see growth in these areas.

**Data Sources:**

**Note: All students include Aboriginal**

**Assessment: School Data**

**Note: Because the math curriculum and course offerings are changing, there is no current data to report. For the purpose of comparison with the previous objective, we have left the previous data for examination.**

**Participations rates in Applications and Principles**

**Grade 10**

**School Data**

# at each level	Essentials	Applications	Principles
	All Students	All Students	All Students
<i>Participation rates (n=170)2006-2007</i>	22.3%	12.9%	64.7%
<i>Participation rates (n=166)2007-2008</i>	12.3%	28.9%	58.4%
<i>Participation rates (n=158) 2008-2009</i>	25.9%	27.2%	46.8%



**GNAP 8 (2008/2009)**

**District Data**

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female (n=74)</i> <i>Aboriginal n=12</i>	6.76%	16.67%	39.19%	50.00%	43.24%	33.33%	10.81%	0%
<i>Male (n=76)</i> <i>Aboriginal n=4</i>	9.21%	0%	35.53%	25.00%	43.42%	50.00%	11.84%	25.0%
<i>Total Participation</i> <i>(n=150)</i>	8.00%	NA	37.33%	NA	43.33%	NA	11.33%	NA

Note: Data will be displayed as a distribution of letter grades in future growth plans.

**Assessment: School Data**

**Science 8**

**School Data**

# at each level	Not Yet Meeting (less than 50%)	Minimally Meeting (50% to 66%)	Fully Meeting (67% to 85%)	Exceeding (86% to 100%)
	All Students	All Students	All Students	All Students
<i>Total Participation</i> <i>(n=142)2006-2007</i>	9.2%	27.5%	44.4%	19.0%
<i>Total Participation</i> <i>(n=155)2007-2008</i>	1.3%	34.2%	51.0%	12.9%
<i>Total Participation</i> <i>(n=150) 2008-2009</i>	4.7%	22.7%	44.7%	26.0%



**Assessment: Required Provincial Exams**

Note: Data will be displayed as a distribution of letter grades in future growth plans.

Science 10

**Provincial Data**

# at each level	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
	All Students	All Students	All Students	All Students
<i>Total Participation (n=165)2006-2007</i>	5%	53%	34%	8%
<i>Total Participation (n=164)2007-2008</i>	5 %	53%	32%	11%
<i>Total Participation (n=140) 2008-2009</i>	5%	46%	34%	15%

Math 10 Principles

**Provincial Data**

# at each level	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
	All Students	All Students	All Students	All Students
<i>Total Participation (n=110)2006-2007</i>	7%	51%	34%	8%
<i>Total Participation (n=97)2007-2008</i>	16%	44%	31%	8%
<i>Total Participation (n=68) 2008-2009</i>	6%	44%	41%	9%



### Targets (over 3 years)

- a. To encourage students to enrol in Foundations and Pre-Calculus Math courses to ensure post secondary opportunities are available.
- b. To have 50% of students in the fully meeting or exceeding category in Math 9.
- c. To have 60% of students in fully meeting or exceeding category in Science 9.
- d. To have 60% of the students writing the GNAP 8 and Math 8 in the fully meeting or exceeding category.
- e. To have 55% of students in Science 10 fully meeting or exceeding expectations.
- f. To have 90% of students minimally meeting or better in the new Math curriculum.

### Comment / Summary of Progress:

With the change of curriculum being implemented in 2010/2011 it is important that students choose the math course most suitable to their future careers. With many universities, colleges and trade schools requiring at least completion of Pre-Calculus (Principals) or Foundations (Applications) of Mathematics 11, it is important to develop and maintain students in both streams. By completing these courses, students are given more opportunities in their post high school education. Through teacher support such as tutorials, extra help, and exam preparation, students should be given many opportunities to be successful in the Pre -Calculus and Foundations streams of math classes. The mathematics department is actively promoting an increased awareness and attitude towards mathematics within the school culture.

In order to build the essential skills with our junior students, we will focus more attention on moving students from minimally meeting expectations to fully meeting expectations, while continuing to reduce the number of students in the not yet meeting category. We will continue to use problem solving and Formative Assessment techniques (Assessment For Learning) in all Mathematics and Science classes.

Our data shows that most of our students are succeeding in both Math and Science 10 but, are only minimally meeting expectations. In order to have continued success in these areas it is important that we move the students from minimally meeting expectations to fully meeting or exceeding expectations. This will ensure that students have more opportunities in their choices of Math and Science and aid in acceptance to post secondary institutions. We will have the Math and Science departments work collaboratively with problem solving and vertically align our courses to increase concept alignment in these courses. This will be accomplished by increasing collaboration and communication in both departments. With the implementation of the new Math curriculum, our objective is to move the bulk of our students who are currently minimally meeting expectations to the fully or exceeding expectations categories.

### Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school.
  - a. Continue to encourage Math and Science classes to use Assessment For Learning strategies.
  - b. Continue to align curriculum in Math and Science courses and encourage staff to work collaboratively between departments.
  - c. The Math and Science Instructional Leader will report out to staff, at math and science department meetings and staff meetings, regarding student progress.
  - d. Continued participation of the Collaborative Learning Team and the development of incomplete policies (I policy)



**Transition Goal: To improve the transition rates from Grade 8 through to Grade 12.**

**Objectives:**

1. To move students who are in the not yet meeting or minimally meeting categories to a higher level of achievement.
2. To improve student transition rates from grade to grade, through to graduation, in all subject areas, with a focus on vulnerable learners.

**Rationale:**

The transition rates between grades 8 to 12 becomes increasingly problematic if students begin to fall behind in grade 8 and 9 courses from year to year. Even if a student is successful by achieving a C or C- we have found that they may be less successful at the next level. By focusing on early identification of vulnerable students and implementing meaningful intervention strategies, we are encouraging the future success of our student population. We will focus on increasing the number of students in the fully meeting or exceeding expectations categories, in our efforts to ensure successful transitions.

**Data Sources:**

**Note: All students include Aboriginal**

**Assessment: School Data**

**Note: Data will be displayed as a distribution of letter grades in future growth plans.**

**Final Marks in Grade 8 & 9**

**Humanities 8**

**School Data**

	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
<b># at each level</b>	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
<i>Total Participation (n=142)2006-2007</i>	<b>2.8%</b>	<b>28.9%</b>	<b>44.4%</b>	<b>22.5%</b>
<i>Total Participation (n=153)2007-2008</i>	<b>3.3%</b>	<b>31.4%</b>	<b>51.6%</b>	<b>13.7%</b>
<i>Total Participation (n152) 2008-2009</i>	<b>2.0%</b>	<b>27.36%</b>	<b>49.3%</b>	<b>21.21%</b>



**Social Studies 9**

**School Data**

# at each level	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
	All Students	All Students	All Students	All Students
<i>Total Participation (n=149) 2007-2008</i>	1.3%	38.3%	41.6%	18.8%
<i>Total Participation (n=147) 2008-2009</i>	4.8%	33.3%	46.9%	15.0%

**Science 9**

**School Data**

# at each level	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
	All Students	All Students	All Students	All Students
<i>Total Participation (n=147) 2007-2008</i>	6.8%	50.2%	32.0%	11.0%
<i>Total Participation (n=156) 2008-2009</i>	6.4%	36.5%	45.5%	11.5%

**Mathematics 9**

**School Data**

# at each level	<b>Not Yet Meeting (less than 50%)</b>	<b>Minimally Meeting (50% to 66%)</b>	<b>Fully Meeting (67% to 85%)</b>	<b>Exceeding (86% to 100%)</b>
	All Students	All Students	All Students	All Students
<i>Total Participation (n=154) 2007-2008</i>	5.8%	45.5%	34.4%	14.3%
<i>Total Participation (n=146) 2008-2009</i>	4.8%	52.1%	30.8%	12.3%



### Applied Skills & Leadership 8/9

#### School Data

# at each level	Not Yet Meeting (less than 50%)	Minimally Meeting (50% to 66%)	Fully Meeting (67% to 85%)	Exceeding (86% to 100%)
	All Students	All Students	All Students	All Students
<i>Total Participation</i> <i>(n=154)2006-2007</i>	5.8%	45.5%	34.4%	14.3%
<i>Total Participation</i> <i>(n=348) 2008-2009</i>	2.4%	15.2%	52.3%	27.3%

Note: Participation numbers are taken from HPSS year end enrolment data.  
Data is not yet available for 2008/2009 transition rates. It will be updated when available.

### Assessment: School Transition Data

#### Grade to Grade Transitions

# at each level	Grade 8		Grade 9		Grade 10	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Total Participation</i> <i>2006-2007</i>	94% (n=157)	100% (n=10)	99% (n=175)	100% (n=16)	92% (n=175)	86% (n=6)
<i>Total Participation</i> <i>2007-2008</i>	98% (n=159)	88% (n=14)	97% (n=155)	94% (n=17)	93% (n=175)	82% (n=16)
<i>Total Participation</i> <i>2008-2009</i>	(n=173)	(n=21)	(n=154)	(n=14)	(n=157)	(n=17)
# at each level	Grade 11		Grade 12			
	All Students	Aboriginal	All Students	Aboriginal		
<i>Total Participation</i> <i>2006-2007</i>	87% (n=157)	71% (n=10)	95% (n=131)	100% (n=10)		
<i>Total Participation</i> <i>2007-2008</i>	94% (n=157)	100% (n=7)	98% (n=138)	100% (n=11)		
<i>Total Participation</i> <i>2008-2009</i>	(n=161)	(n=11)	(n=152)	(n=6)		



## Heritage Park Secondary Secondary Growth Plan 2010 – 2011



- What things will we do differently?
  - a. Adapt some of the middle school practices by creating subject area pods with our grade 8 students.
  - b. Encourage teachers to use student led conferences at parent teacher student conferences.
  - c. Encourage staff and families to use checkmymark.com to monitor progress and increase student achievement.
  - d. Develop a school wide program that electronically tracks school discipline issues.
  - e. Carefully examine school policies to ensure are they are consistent with a supportive, yet rigorous, learning environment.
  - f. Develop community partnerships to support our vulnerable students ( ie: “ wrap-around” support network and RCMP Connections Evenings).
  
- How will we provide for staff development and collaboration?
  - a. Staff and Administration will meet to discuss and plan intervention strategies.
  - b. Offer professional development opportunities for teachers in the middle school models .
  - c. Encourage staff who work with vulnerable students to attend relevant professional development opportunities.
  
- How will we involve parents?
  - a. Host: Grade 8 Parent Evening and Course Planning/Information Evenings, Aboriginal Parent Tea and Graduation Information Evenings.
  - b. Student progress updates, in regards to the school growth plan, will be given in the school newsletter.
  - c. Encourage parents to attend Parent-Student-Teacher conferences and use checkmymark.com.
  - d. Encourage parents to be involved in PAC and School Planning Council.
  
- How will we monitor and adjust our actions?
  - a. Transition instructional leader will report out to staff, at regular staff meetings and grade level meetings, regarding the progress of vulnerable learners and intervention strategies.
  - b. We will continue to use Assessment For Learning strategies to improve teaching practices and student achievement.

