Mission Public Schools

Secondary Growth Plan
2010-2011

Mission Secondary School

School and Community Context

Mission Secondary School is centrally located in the Mission Community. As the oldest secondary school in the community it has a strong history. We are proud of our culture of educational achievements and student focused learning. The population of the school is 950 students with ten percent Aboriginal and thirteen percent Indo Canadian. Mission Secondary features the most diverse cultural representation in the community of Mission. Mission Secondary is a dual track French Immersion/English School.

Mission Secondary School is linked to a plethora of community partnerships and initiatives. We are dedicated to providing our students opportunities to work with the community in a variety of ways. We engage in partnerships to bridge the local community together, as well we look globally to provide opportunities for others around the world. The multicultural club provides students the opportunity to teach each other about different cultures. They have many events throughout the year which include D'iwali, Black History Month, Lunar New Year and Robbie Burns Day, just to name a few. The multicultural club's mandate is to continue to evolve to meet the changing needs of the school. Our Aboriginal department plays a large role in the success of our Aboriginal students. During the year we provide events for our entire school population that have an Aboriginal focus. These events include a Salmon Dinner, Celebration of Dance, Aboriginal Post Secondary Evening and Elders attending our parent teacher interviews to support our Aboriginal parents.

Credit courses that link the school to the wider community, and the world, includes our student leadership class which continues the Rice Raiser campaign initiative that this year aided Haiti. Additionally the leadership class attended the Me to We event and then participated in a variety of community activities that benefit those less fortunate that themselves. Our Restorative Justice class continues to cast a wide net in order to reach more of the community and as a result is hosting a Restorative Justice Conference which will be attended by schools throughout the Fraser Valley. The planning ten classes are linked to the community via the mock interview process. Community businesses come to Mission Secondary and interview the grade tens in order for the students to practice their interview techniques and learn interview skills from business. The Mission Lions Club provides Mission Secondary School with funds to support vulnerable learners. ICBC comes to Mission to discuss the dangers of drinking and driving. The breakfast club, which has been running for the last eight years, provides breakfast for over one hundred students per day.

Finally our extracurricular programs play an integral part in our school community. We have over 300 students participating in various extracurricular activities; as well we have instituted a noon hour activity program to meet the requirement of daily physical activity.

Parents continue to play a very large role in the success of Mission Secondary. We continue to provide many opportunities for parents to become involved with the school and support their child's education. The Parent Advisory Committee continues to provide leadership within the school. They provide a venue for staff to display innovative programs that support our students. Once a month the staff can attend the PAC meetings and talk about what they are doing in the classroom. The School Planning Council discusses strategies and structures that are making improvements in the learning of our students. The Parent Leadership Program provides the school with support on the many curricular and co-curricular events that happen on a weekly basis at Mission Secondary. Many meetings occur at Mission Secondary that afford parents the opportunity to become informed of the many initiatives that are happening at the school: transitional meetings, parent group meetings, and Aboriginal post secondary meetings are some of the opportunities for parents to become involved and informed. We include the community in academic areas through training and peer tutoring opportunities in AVID classes.

Current Data & Evidence of Change

Goal: Literacy

Objective:

- Increase the number of students who are currently Meeting Expectations to Fully Meeting Expectations
- Increase the number of students who are currently Not Yet Meeting Expectations to Meeting Expectations
- To have every student pass their English 10, English 12 or Communication 12 course and examination with a C or better
- To have every teacher see themselves as a teacher of reading and writing

Rationale: Literacy has a significant impact on student success in all content areas. We believe that this goal will therefore have considerable advantages toward increasing student learning. Teachers have been participating in professional development that promotes literacy strategies in all content areas. For example, we continue to use AVID strategies to support literacy across teaching areas. Further, teachers meet regularly in collaborative team meetings where reading, writing, and literacy in the content areas is a focus of discussion, especially as it relates to supporting vulnerable learners. Our satisfaction survey data continues to show that approximately 25% of our students continue to feel they need to improve on reading and writing. Our DART scores for reading and writing have continued to improve over the last three years. The strong connection between literacy and success in the classroom continues to motivate our staff and students. We believe literacy to be an important and vital means of improving student achievement.

Data Sources:
Assessment: *Reading*

Grade 8 & 9 Reading ***2007-2008-2009 School Data***

	Not Yet Meeting			Meeting			Fully Meeting			Exceeding		
% at each level	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
School (305)	8.48	4.32	6.0	53.2	38.4	46.2	31.9	37.7	39.6	6.43	19.6	8.2
Female (162)	4.12	1.44	2.0	51.0	30.3	37.0	37.1	40.9	38.3	7.73	27.4	10.5
Male (188)	12.8	6.90	7.4	55.4	45.7	43.1	26.7	34.9	31.4	5.13	12.5	4.25
Female Aboriginal(18)	12.5	15.0	5.1	43.8	45.0	50.0	37.5	20.0	33.3	6.25	20.0	11.1
Male Aboriginal(26)	26.7	16.7	11.5	50.0	37.5	57.7	13.3	37.5	30.7	10.0	8.33	-

NOTE: all students include Aboriginal

Grade 8 & 9 Writing ***2007-2008-2009 School Data***

	Not Yet Meeting			Meeting			Fully Meeting			Exceeding		
% at each level	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
School (338)	7.82	8.59	8.9	50.2	38.0	39.6	37.7	36.2	49.1	4.27	17.2	2.3
Female (170)	5.6	5.98	12.9	44.7	33.2	40.6	41.9	40.2	44.7	7.91	20.7	2.0
Male (168)	10.1	11.0	4.8	56.0	42.5	38.7	33.3	32.5	53.6	.48	14.0	3.0
Female Aboriginal(7)	12.5	9.09	14.3	68.8	40.9	57.1	18.8	27.3	28.6	-	22.7	-
Male Aboriginal(13)	19.4	20.6	-	64.5	38.1	46.2	16.1	28.6	46.2	-	4.76	7.8

NOTE: all students include Aboriginal

Grade 10 English Final Marks

2007-2008-2009 School Data

% at each level	2007 Total # of students 222	2008 Total # of students 207	2009 (1 Semester) Total # of students 91
A	9.5%	12.1%	11.1%
B	28.1%	25.4%	26.4%
C+	18.1%	9.7%	14.3%
C	17.1%	13.1%	12.1%
C-	16.7%	18.1%	24.2%

Grade 12 English Final Marks

2007-2008-2009 School Data

% at each level	2007 Total # of students 116	2008 Total # of students 130	2009 (1 Semester) Total # of students 60
A	10.4%	6.3%	3.30%
B	41.1%	34.0%	32.0%
C+	18.1%	25.4%	32.0%
C	22.0%	21.8%	20.0%
C-	7.8%	11.8%	12.0%

Communications 12 Final Marks

2007-2008-2009 School Data

% at each level	2007 Total # of students 45	2008 Total # of students 44	2009 (1 Semester) Total # of students 31
A	2.2 %	-	-
B	20.0%	19.5%	19.4%
C+	31.1%	27.0%	13.0%
C	36.0%	29.2%	42.0%
C-	8.8%	24.3%	16.1%

Evidence of Change:

- We recognize that performance in content areas will improve when literacy in these areas similarly increases.
- Our data continues to indicate improvements. It is significant that over the past three years a number of students have moved from "not yet meeting" and "meeting" expectations to "fully meeting" expectations.
- Our staff is looking at differentiated instruction, common formative and summative assessments to really understand the needs of our children. Understanding these needs will allow us to make individual plans for students to improve learning.

Targets (over 3 years)

- Mission Secondary will continue our goal to increase the numbers of grade 8 & 9 students meeting and fully meeting expectations in both reading and writing.
- Increase the achievement on Provincial Exams in English and Communications to a C or better
- Have Aboriginal students meet with the same success as does the rest of the student population.
- Increase teacher participation in literacy related professional development and classroom strategies

Comment / Summary of Progress:

Conversations regarding supporting learning have become increasingly an everyday practice at Mission Secondary. As an example of this evolution, our science department will again administer the DART this year as recognition of the importance of literacy to success in the content area. It is important that the theory and the practice of teaching and learning continue to embrace an understanding of literacy that supports learners in all aspects of their education. It is therefore promising that our focus is increasingly pointed toward using feedback for learning as integral to supporting vulnerable learners in many areas and most specifically in literacy. In our school we have observed teachers using strategies, including clicker technology, in order to facilitate feedback for and of learning. These strategies have increased student learning at a classroom level and will clearly have an impact on our school success rates. After witnessing this progress we have provided workshops to the entire staff, and the use of the technology and the teaching/learning strategies are beginning to be used school-wide. Staff continues to develop teaching practises with the use of clicker technology. They see the impact of formative assessment.

We will continue to have deep conversations in regards to literacy in all areas of the school. It is hopeful that with the structure of the collaborative team model we will continue to ask tough questions of each other to promote the learning of all. These educational questions are listed at the back of our growth plan so teachers can extend their teaching skills in the classroom. We are realizing that we need to implement structures for our Aboriginal students to get them in the building in order to guarantee success for these students. It is our hope that improving attendance of these vulnerable learners will have a positive effect on their learning.

Action Plan:

- *Continuing Practices that are working well in our school.*

Advancement via Individual Determination Practices include the interactive note book and Cornell notes throughout the school are making a difference. We have also begun to implement workshops for parents of students in the AVID Program.

  - WIRC- writing, inquiry, reading, collaboration
  - Continue to support the use of clicker and tablet technology which facilitates feedback for, and of, learning
  - Silent Reading Practices in English and Social Studies grades 8 - 12
  - Using Collaborative Team meetings to exchange promising practices for literacy
  - Continue to vertically align curriculum in departments
  - Using our adapted classes as a springboard to move students back into the regular program
  - Using common formative assessments to identify strengths and weaknesses of our students
  - Support and encourage Professional Development on Assessment for Learning.
  - Professional Development on School Goals Day using Marzano's nine questions on assessment and teaching. *Addendum #1

- *What things will we do differently?*
  - Use of staff meetings to initiate discussion regarding our big ideas which are then taken to departments for further reflection.
  - Use a diagnostic formative reading and writing assessment tool for grade eight students in English classes and share the results with all teachers in the school as a way to support reading and writing across the curriculum.
  - Use of action research by some teachers to facilitate understanding and awareness of Aboriginal literature amongst all students.

- *How will we provide for staff development?*

We will use some of our staff development money to provide our staff with weekly or monthly collaboration time to discuss best practices. Teachers focus on questions and topics, which are applicable to supporting learning within their specific content areas throughout the year. Continue to provide opportunities for a selection of staff to attend the Assessment for Learning Conference in Portland Oregon. Over the past four years a total of 25 people have attended the conference. Knowledge and use of best practice in regards to assessment has, and will continue to, support student learning in the school.

Continue to provide opportunities for teachers to attend the Advanced Placement Conference. Over the past two years approximately 20 teachers have attended the conference. The use of strategies and best practice that teachers bring back to the school are used throughout the grade levels and subject areas and continues to support student learning. Teachers that are instructing in the Advanced Placement classes must submit their learning plan for the course.

Continue to hold regular weekly collaborative meetings with Aboriginal liaison worker, Aboriginal counsellor, Aboriginal support teacher, and administrator to discuss strategies and interventions to support academic improvement. Information and action items arising from these meetings will be conveyed to staff and parents as a way to increase student success.

Continue to support teachers who are involved in both Network of Performance Based Schools action research and Mission Public Schools initiated action research activities. Also, continue to support teachers by sharing professional literature and knowledge of innovative practices. This year two staff are working on an assessment project using clicker technology.

Continue to use the professional development opportunities provided by Mission Public School District on Assessment for Learning.

- *How will we involve parents?*

During our School Goals day we developed nine questions relative to student improvement. During our Instructional team meetings we discuss what each department is doing and provide opportunities for staff to implement some of the practises.

Every month we have instructional team meetings and department meetings. We share new information with our departments. Each meeting we develop two questions that are discussed relating to our school goals and our Professional learning work. During the course of the year we have several meetings with our School Planning Council, Parent Advisory Council and Parent Leadership where we discuss student learning. In these meetings we discuss how we support each other in making a difference with our children. As stated earlier we have also begun to implement workshops for parents of students in the AVID Program.

- *How will we monitor and adjust our actions?*

Through data collection from report cards, interim reports and teacher conversations we continually build lists of students who need interventions and/or challenges in reading and writing. These supports and challenges may include: pyramid of interventions for staff and parents, peer tutoring, side-by-side-teaching, peer coaching, peer mentoring, EA intervention, small group work, referral to School Based Team, advanced placement, pre-advanced placement, ESD, 3-6-9, AVID and providing increased rigor.

Through Instructional Team meetings we will provide regular opportunities for staff to reflect on our current practice and give feedback on structures and strategies that support student learning.

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Transition Goal:

Objective:

- Increase individual success rates and achievement of all our students
- Focus on our most vulnerable learners, most specifically aboriginal learners
- Increase the number of male students completing rigorous courses

Rationale: Disaggregating our data suggests that we need to continue to look at our vulnerable learners, most specifically Aboriginal students, who are chronic non attendees. Although we have seen some success to our reading and writing assessments a pattern of not yet meeting success often persists in certain students and certain student populations year after year. Specifically our data suggests that many boys do not challenge themselves to the same degree as do many other students. We will need to be specific in the interventions of these particular students.

Male Participation in Advanced Placement Courses

	2007 - 2008	2008 - 2009	2009 - 2010
AP English (28)	35%	24%	23%
AP History (26)	44%	44%	48%
AP Art History (22)	41%	44%	50%
AP Calculus (21)	31%	62%	64%
AP Literature (28)	57%	35%	25%
AP Psychology (30)	20%	50%	50%

Top Ten Honour Roll Students

	2007 - 2008	2008 - 2009	2009 - 2010
% of Males (Grade 8 to 12)(491)			
10 Students	30%	33%	34%

Principal's List Students Achieving above 90% Average

	2007 - 2008	2008 - 2009	2009 - 2010
% of Males (Grade 8 to 12)(491)			
14% Participation	26%	35%	35%

Assessment: *Transition*

District Data of School Trends Grade to Grade

% at each level	2008/2009				2009/2010 (Data available in March)			
	Gr. 8 to 9	Gr. 9 to 10	Gr. 10 to 11	Gr. 11 to 12	Gr. 8 to 9	Gr. 9 to 10	Gr. 10 to 11	Gr. 11 to 12
School	94	91	94	91				
Female	95	88	97	91				
Male	93	94	92	91				
Aboriginal	84	88	89	78				

Graduation Rates

	2007 - 2008	2008 - 2009	2009 - 2010
	Total # of Students 153	Total # of Students	Total # of Students
Male	97.4%	Data is not available	
Female	92.8%		
Aboriginal	80.0%		
Total	95.0%		

Vulnerable Learners Failures (one or more courses)

Grade 8

% at each level	2008/2009		2009/2010	
	Term 1 & 2	June	Term 1 & 2	June
All Students (160)	48%	11%	35%	
Female (83)	54%	14%	38%	
Male (78)	61%	29%	30%	
Aboriginal Female (8)	50%	-	88%	
Aboriginal Male (11)	63%	50%	75%	

Grade 9

% at each level	2008/2009		2009/2010	
	Term 1 & 2	June	Term 1 & 2	June
All Students (195)	58%	22%	29%	
Female (85)	54%	14%	25%	
Male (110)	61%	29%	33%	
Aboriginal Female (12)	50.0	-	75%	
Aboriginal Male (11)	63%	50%	65%	

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Grade10

% at each level	2008/2009		2008/2009		2009/2010		2009/2010	
	Term 1	January	Term 3	June	Term 1	January	Term 3	June
All Students (201)	23%	16%	27%	30%	16%	14%		
Female (102)	18%	11%	22%	21%	12%	12%		
Male (99)	28%	21%	31%	40%	18%	15%		
Aboriginal Female (9)	33%	33%	56%	56%	-	19%		
Aboriginal Male (20)	40%	50%	37%	67%	18%	17%		

Grade 11

% at each level	2008/2009		2008/2009		2009/2010		2009/2010	
	Term 1	January	Term 3	June	Term 1	January	Term 3	June
All Students (240)	16%	14%	20%	14%	16%	17%		
Female (130)	8%	9%	9%	11%	17%	19%		
Male (110)	25%	19%	33%	28%	18%	10%		
Aboriginal Female (11)	-	9%	18%	20%	-	-		
Aboriginal Male (14)	43%	36%	54%	23%	-	-		

Grade 12

% at each level	2008/2009		2008/2009		2009/2010		2009/2010	
	Term 1	January	Term 3	June	Term 1	January	Term 3	June
All Students (178)	12%	10%	13%	15%	14%	12%		
Female (76)	9%	7%	9%	10%	13%	11%		
Male (102)	14%	10%	15%	15%	16%	13%		
Aboriginal Female (9)	-	11%	11%	25%	11%	10%		
Aboriginal Male (5)	40%	40%	40%	40%	19%	17%		

Vulnerable Learners Failures
(Core Courses)

Grade 8

	2008/2009		
	Term 1	Term 3	Final
# Students:	171	164	161
English	11%	7%	5%
Social Studies	14%	12%	3%
Math	9%	8%	5%
Science	10%	7%	4%

Grade 9

	2008/2009		
	Term 1	Term 3	Final
# Students	195	185	186
English	15%	10%	4%
Social Studies	14%	15%	9%
Math	6%	11%	7%
Science	8%	7%	8%

Grade 10

	2008/2009
	(Semester 1 & 2)
# Students:	Final
English (207)	13%
Social Studies (207)	11%
Math (207)	16%
Science (207)	7%

Grade 11

	2008/2009
	Semester 1 & 2
# Students:	Final
English (223)	3%
Social Studies (223)	5%
Math (223)	12%
Science (223)	6%

Grade 12

	2008/2009
	Semester 1 & 2
# Students	Final
English (171)	4%
Social Studies (110)	5%
Math (96)	9%
Science (110)	3%

Evidence of Change:

- Our transition rates have improved over time
- Failures at the end of the year continue to reduce in most areas.
- Through strategies such as Advancement via Individual Determination (AVID), Advanced Placement (AP), 3-6-9, and our Adapted Program our retention rates are improving.
- We are refining our referral practice to the AVID program in order to ensure that we are including vulnerable and Aboriginal students.
- Attendance data suggests that students who are failing courses are those with high absenteeism throughout the year. Our continued emphasis and strategic work, which improve attendance, are resulting in vulnerable students passing courses although they may have failed one or more terms.
- We have identified our most vulnerable learners through our collaborative team process and grade-team meetings. We are increasing the use of parent and care team meetings in order to use home and community resources in order to support vulnerable learners in the school.
- Our collaborative teams have implemented strategies such as, peer tutors, side by side teaching, reduced homework, back on track strategy, and common formative assessments to ensure success of all our students.

Targets

- Have all our students passing all their subjects by the end of the year.
- Continue to reduce our numbers of absenteeism per student in order to promote student success.
- Increase structures and strategies that will facilitate student success.

Comment / Summary of Progress:

We will continue to have deep conversations about new structures and strategies to support students and their learning. Our Aboriginal students continue to decline in transitional rates as they move grade to grade and therefore we will need to build more support structures for this population group. This may include a pyramid of interventions for staff and parent. In our collaborative teams there needs to be a real focus on transitions rates and how we provide the rigor in the classroom and build self-confidence of every child in the building. The staff clearly understand that the landscape is quickly changing and we need to be in front of our children as much a possible giving them the skills necessary to achieve their potential. We have to monitor the students' progress and then reflect on our teaching practices to support the individual needs of the student. We can no longer suggest that it is the sole responsibility of the child to learn, it is our responsibility to teach and re-teach in order for the student to be successful. We have noted a marked increase in the participation and the success rates of our male students in our most rigorous courses.

Action Plan:

Continuing Practices that are working will in our school

- Using the feedback for learning model teachers have a real sense of where students are and what the next steps to be taken might be.

- We have provided teachers with a wide variety of technologies, systems and strategies they may use to support vulnerable learners; teachers use these systems and strategies proactively as they monitor student learning. These strategies include: teachers use of common prep-formative and summative assessments and a variety of assessment tools are also used

- Collaborative team meetings to support our vulnerable learners

- Peer tutors work side by side with our vulnerable learners in the classroom. Peer tutors support by helping organize student's binders and lockers and re teach lessons when necessary. We are training all our tutors in AVID strategies. Additionally, we are bringing in university AVID trained tutors.

- Peer counsellors work with vulnerable learners on a weekly basis to provide emotional and social support.

- Counsellors create a vulnerable list and meet with these students on a weekly basis to monitor their progress.

- Educational Assistants spend time at lunch to facilitate learning and build skill sets for learners in a classroom setting. This is a proactive approach where students are rewarded for going to lunchtime support.

- Youth Care workers reconnect with our most vulnerable learners who are making decisions about not coming to school. We are expanding their home/ school role to include picking up students at home and increased communication with parents and care givers

- Aboriginal team meetings every Monday

- Pyramid of Interventions for students and for families

- *What things will we do differently?*

Conversations with our collaborative teams must become deeper. We need to look at data and find out why students continue to fail. We are at the beginning stages of this work and the conversation is around attendance and why students are not coming to school. We are looking at the research and having those conversations with our teams.

We are discussing the timetable and asking if it is effective and efficient for our students. We need to support our vulnerable learners during the day and are exploring different models of timetables that would meet these goals. These models may include lengthening a block to have additional time or creating a block of time before or after school to meet the needs of the vulnerable learners.

- *How will we provide for staff development and collaboration.*

We will use some of our staff development money to provide our staff with weekly or monthly collaboration time to discuss best practices. Teachers focus on questions and topics, which are applicable to supporting learning within their specific content areas throughout the year.

Continue to provide opportunities for a selection of staff to attend the Assessment for Learning Conference in Portland Oregon. Over the past three years a total of 25 people have attended the conference. Knowledge and use of best practice in regards to assessment has, and will continue to, support student learning in the school.

Continue to hold regular weekly collaborative meetings with Aboriginal liaison worker, Aboriginal counsellor, Aboriginal support teacher, and administrator to discuss strategies and interventions to support academic improvement, information and action. We continue to promote cultural knowledge and practice as a way to build relationships with Aboriginal students, families, community and school. Examples of these include: Métis Day and the First Salmon Ceremony.

- *How will we involve parents?*

Parents play a vital role in their child's education. We need to inform and communicate with our parent community as much as possible. We have a variety of parent evenings discussing opportunities for their students. We also have parent evenings that discuss programs that may suit the child learning or career aspirations. We have an Aboriginal Tea early in the year and throughout the year our Aboriginal liaison worker bridges the gap between school and family. Our Website is constantly updated and it is a very good resource for our school community. Our Parent Leadership program allows parents to meet once every three months to discuss school events culture and leadership activities for our parents to be involved in. We have regular meeting with our counsellors and parents of a vulnerable learner. These meeting provide solutions to meet the needs of a particular student.

- *How will we monitor and adjust our actions?*

Examine the data over the next three years will be an important part of making any progress. As a staff we continue to use the collaborative model and have deep conversations in the Professional Learning Community context. It is important that we work hard on a few new structures to make improvements.

These may include: lunch time academic support, the five week study skill intervention, back on track strategy and PLC work on formative assessment. We must be proactive and provide interventions to support student learning. It is not acceptable to have students fail if we know that they need changes in their educational plan. We must know our vulnerable learners and meet with them on a regular basis and make adjustments to their learning.

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Submitted by:
School Planning Council

This school growth plan has been written, reviewed and supported by:

CAROLINE A. GALLAN	Caroline A. Gallan	2010-04-07
Parent Member's Name	Signature	Date
Shelley Tanzé	Shelley Tanzé	2010-04-07
Parent Member's Name	Signature	Date
Debra Horton	[illegible]	April 17, 2010
Parent Member's Name	Signature	Date
Teacher Member's Name	Signature	Date
Principal's Name	Signature	April 17/2010
		Date
Superintendent	Board Chair	Date

Pro D Questions

Management

1. What will we do to establish or maintain classroom rules and procedures?

English Dept

- Outline a clear set of rules at the beginning of term and be consistent in applying them (reference IRPs)
- Record student behaviour
- Greet students at door to set a positive tone
- Circulate around room to avoid being "tied to desk"
- Students should be able to hold teachers to same standards

Applied Skills Dept

- Make expectations/consequences very clear
- Consistency
- Practice procedures with students (i.e. fire drill)
- Keep consequences appropriate
- Post rules\Involve students in developing expectations
- Make a personal connection with each student in the class

Fine Arts Dept

- Outline classroom rules in the course outline so that students are aware of them from the beginning
- Post classroom rules so that there is not dispute over what the expectations are even if there is a TOC in attendance
- Be consistent in applying the rules and do not make exceptions
- Listen to students' concerns if they feel the rules are being applied unjustly
- Use the office forms to report on inappropriate behaviour
- Establish a school-wide policy on lates and enforce it

Science Dept

- Rules in course outlines
- Applied fairly and consistently
- Detentions for catch-ups

Business/Planning/Tech/Library/Psych/Law Depts

- Be clear about classroom expectations (course outline)
- Be consistent in application
- Hold students accountable for their own learning

Social Studies Dept

- Discussion of class and school expectations and routines, also displayed in course outlines and school agendas
- Be reasonable in relationship with students and be fair, yet firm on a daily basis
- Be consistent with respect to issues that require discipline
- Keep a handle on lates and attendance issues through discussions with students, phone call parents and possibly involve admin
- Keep track of issues through documentation. Establish a paper trail to refresh mind, aid parents, proof of situations that have occurred

- What is policy on lates? What are our consequences as a department, school??? What options do we have for consequences??
- Daily attendance in the upper Grades 11's and 12's horrible

Languages Dept

- Hand them in, at beginning of year, review regularly as the need arises. Skips and defiants are sent to office; same with seat warmers. Parents are contacted for hard to crack ones

2. <u>What steps do we take when student do not adhere to classroom rules and procedures?</u>

English Dept

- Write students' names on board which means they have to serve a DT if their behaviour doesn't improve during class
- Meet with students who have chronic issues such as lates
- Keep after class
- Move student to another seat or a senior classroom for a period
- Call parents
- Refer to office, especially in the cases of blatant defiance or safety risk

Applied Skills Dept

- Follow through with previously established consequences
- Teach the "why" of rules
- Behaviour assignments that revisit the rules/expectations
- Review rules/procedures with the entire class
- Accept that at some point the Administration may have to become involved

Fine Arts Dept

- Draw the student's attention to the behaviour and tell them clearly what is wrong. Private conversations with the student in the hallway or after class about their behaviour
- Engage the parent in the situation through a note home or a phone call
- Notify the office and/or counselling department
- Fill out the proper forms to document the behaviour if it is ongoing

Science Dept

- Consequences are given out at the beginning of the year in outlines or handbook
- Applied fairly with follow-through

Business/Planning/Tech/Library/Psych/Law Depts

- Loss of privileges
- Make-up assignments
- Detention
- Reward Excellence
- Worst case scenario send to administration

Social Studies Dept

- Usually begins with a conversation, may lead to parent contact (phone call or email), and possible admin referral (through referral form) depending on severity of action

- Student removed from classroom to hallway or other teacher/other grade for a small time period
- Tone of some students within teacher interaction this year is rude, especially grade 8's

Languages Dept

- See #1; use of corridor, occasionally another teacher's room for cool-down

3. **<u>What will we do to maintain effective relationships with students?</u>**

English Dept

- Speak to students daily about personal interests of students
- Speak to students about behaviour privately
- Ask students for input in curriculum and rules and show the value of their ideas by making changes if possible
- Treat students fairly

Applied Skills Dept

- Develop a rapport with students
- Decrease class sizes
- Show students a sense of fairness
- Let students know where they stand
- Show a caring attitude

Fine Arts Dept

- Always give a student the opportunity to succeed – be realistic in the amount of work assigned, deadlines, availability of materials, etc.
- Emphasize the "personal best" rather than competing with each other
- Strike a balance between being consistent and fair in dealing with students, but at the same time recognise individual differences and circumstances

Science Dept

- Treat them with respect
- Talk to them and get to know them
- Use their interests in examples where applicable

Social Studies Dept

- Treat students with respect and consider them "young adults". Respect must be earned. Sense of humour at times is helpful
- Show caring side through consistent and fair structure of classroom happenings
- Clear communications are a key
- Most Socials teachers coach clubs or teams which helps deepen the relationships with some
- Know student's backgrounds/situations that may improve level of relationship/interaction

Languages Dept

- Talk with them about things that they are interested in. Treat them relatively equally. Try to have one on one conversations

4. **How do we support each other?**

English Dept

- Continual sharing of curriculum ideas, teaching strategies and resources
- Department meetings
- Hallway, lunch hour, after school discussions about strengths and weaknesses of lesson plans
- Respect professional autonomy

Outcomes and Assessment

1. **How do we establish and communicate learning goals?**

English Dept

- At the beginning of the term let students know how they will be evaluated and the goals implicit in those assessment tools
- Criterion referenced assignments
- Explain Performance Standards and government 6 point scale for senior classes
- Sample pieces
- Peer editing and marking
- Pre-reading activities
- Course/unit outlines

Fine Arts Dept

- State learning goals on course outline
- Cross-reference course outlines with IRP
- Begin each class with a statement to the students about the goal of the lesson
- Keep a checklist of goals in your planner
- If students keep a journal –direct their entries around learning goals

Science Dept

- PLOs are given to senior classes
- Department course outlines for junior grades with PLOs attached
- Key ideas are found in the grade 9 & 10 textbooks at the beginning of each section

Business/Planning/Tech/Library/Psych/Law Dept

- Each teacher has objectives highlighted in the course outlines

Social Studies Dept

- Textbook outcomes at beginning of each chapter in Pathways, Horizons, etc.
- Teacher's objectives on their course outlines
- Teachers review goals for unit or chapter
- Teachers daily goal concept or outcome for the day
- Students take notes or fill-in notes on daily topic
- Classroom discussions of quizzes and examples of student's work that demonstrate or explain learning goals
- Discussions about work habits and expectations occur occasionally during the year

Languages Dept

- Learning goals are done in our department and shared with students and parents at the beginning of the year (with outcomes & assessments)

Math Dept

- MathLinks texts have "focus on..." objectives listed, key ideas, etc. Start of each chapter highlights the learning outcomes, and there are the stoplights handout for pre-, during, and post-assessments
- Each teacher has objectives highlighted on course outlines
- We review overall goals for the unit/chapter. For example, the students are able to factor or calculate using percents
- Teachers use a daily learning outcome that focuses on process, not necessarily the topic. For example, "I will be able to..."
- Use fill-in or template notes for the daily topic
- Post PLOs in the classroom
- Classroom discussions of quizzes and tests incorporate the learning goals
- Work habits and classroom work ethic is discusses and reinforced during the year

2. <u>What will we do to communicate high expectations for all of our students?</u>

English Dept

- Hand back inferior work. Work will not be graded until it meets standard
- Allow for drafts and final copies
- Support AP programmes
- Build on success: scaffold skills to ensure the level of learning challenges students' abilities
- Give students the opportunity to rewrite assignments
- Show students models of high quality work
- Give pre-test and mark hard
- Students are expected to complete all work

Fine Arts Dept

- Outline expectations in the course outline
- Keep expectations consistent from grade level to grade level
- When using self/peer evaluations clearly state what the evaluation is on and what constitutes an "A" vs. "B"
- Post rules of behaviour around the classroom so if a TOC is in charge there will be consistency

Science Dept

- Course expectations are in the course outlines
- G, S, N criteria are posted in each classroom
- Students redo assignments that are not up to quality standards before they are marked
- Students show their work for all mathematical questions
- Students answer in full questions or copy out questions
- Students have criteria based marking sheets for labs which they can use to mark their work before handing it in
- Sample lab reports/projects are posted around the room or handed directly to students

Business/Planning/Tech/Library/Psych/Law Depts

- Each teacher has objectives highlighted in the course outlines
- Accept only quality standard, examples will be provided
- Allow re-writes of tests

Social Studies Dept

- Use AVID strategies for organization and planning
- Check student agendas (especially in grades 8 and 9 for organization and planning
- Have students complete homework at beginning of class or during lunch when not complete for the day (for marks or not)
- Students have opportunity to redo assignments
- Attempt to prohibit failures, must do all work, quizzes and tests
- Outline what is expected by each and every student through use of course outline
- Display and exhibit examples of student work so students know what is expected
- Pay particular attention to grade 8's work structure, lay-out, and detail, as to set a foundation for years to follow
- Year end final packages

Languages Dept

- We go over them at the beginning and the end of each term. Criteria are posted on our doors. We encourage, exempt from final exams (in FSL & Spanish) at 80%. We show exemplars, demonstrate excellence in whatever production we request. No student has the choice to fail; admin is involved when despite our best efforts students still choose not to work (especially at end of tem, when there is less time to catch up). Students have to make up absences, no "free ride"

Mathematics Dept

- Outline expectations in the course outline
- Have students redo with work shown
- Don't allow failures; must redo all the work and tests
- Show problem-solving and homework exemplars so students know what is expected of them
- Focus on procedural details during grade 8 so that it becomes a common expectation for senior grades
- Check for homework. Homework may not be worth many marks, or no marks at all
- Utilize AVID strategies for organization and planning

3. **What plans are in place for the department to implement common assessment for each grade?**

English Dept

- DART for grades 8 & 9
- Government exams for grades 10 & 12, and common exams for grades 8, 9, and 11
- Mark English 10 finals together
- Discuss weight of various assignments

Fine Arts Dept

- Recognise that evaluation in the Fine Arts is more subjective than objective
- Strong focus on self-evaluation and peer assessments
- The use of observation and personal interviews in addition to written evaluations
- The use of rubrics – beginning in grade 8 and continuing through grade 12
- Recognising that each discipline – Visual Art, Music, and Drama, has its unique assessment tool/procedure

Science Dept

- Common final exams are in place for Science 8-10
- Resources are shared throughout the department
- Teachers agree to have the same marking scheme for each grade level

Business/Planning/Tech/Library/Psych/Law Depts

- Not applicable

Social Studies Dept

- Grade 8 and 9 introduction quiz
- Grade 8 through 10 common school exams (Adapted may have own exam)
- Grade 11 provincial exam
- Attempt to use same textbooks and teacher guides
- Share or discussion of resources and assessment methods used in class

Languages Dept

- We only have one teacher teaching each course (except for FSL 8), so common assessment is not usually possible. We try to apply similar percentages to oral, comprehension etc. across courses (when applicable). Tests are usually not sharable (different languages)

Math Dept

- Grade 8 district exam
- Possibly district, but probably grade 9 school exam
- Some teachers utilize common term exams if possible. It depends on how much material is covered and what order the material was taught in

Teaching

1. **What will we do to help students effectively learn new knowledge?**

English Dept

- Present multiple opportunities for reading, speaking, and writing
- Library offers a wide range of literature
- Use technology to gain access to resources and to have students critique the medium itself

Applied Skills Dept

- Advocate for smaller class sizes (larger class sizes can be broken into 2 groups, though supervision and space constraints pose a problem)
- Break projects into smaller portions
- Repetition: say it, demonstrate it, do it
- Have students write instructions down before or after watching a demo
- Involve students in designing projects (AKA: student directed projects)
- Do not accept inferior work
- Have EAs that are knowledgeable in the subject area
- Interact with the students during the delivery of lesson
- Teach students to make mental pictures of new concepts

Fine Arts Dept

- Be mindful of different learning styles when introducing new concepts
- Allow time in class for practice which the teacher can then monitor
- Practice assessing for learning in case we have to re-teach a new concept
- Mentorship model

- Use technology to engage students
- Allow for an individual response to new concepts
- Give choice of material or projects that meet similar learning outcomes

Science Dept

- Use of new technology to bring to life concepts (e.g. Smartboards, projectors, YouTube)
- Notes given using PowerPoint or Smartboard Notebook
- Use of clickers for instant feedback on conceptual learning
- Department members are available before school, at lunch, and after school for extra help

Business/Planning/Tech/Library/Psych/Law Depts

- Create PowerPoint, use up-dated technology i.e.. Videos
- Chunking material, break down into smaller units

Social Studies Dept

- Utilize smartboard, videos, artefacts, documents, etc. that are more engaging, interactive and up to date
- Allow students to photocopy missed notes from other students or teacher
- Use template notes for students
- Review concept in next class or classes following introduction of new concepts
- Use peer tutors in class and in AVID classes

Languages Dept

- Have them repeat over and over, practice new language structures. Games. Teach them strategies for memorizing, organizing content, skills writing tests

Mathematics Dept

- Utilize smartboards that are colourful, interactive and engaging
- Photocopy notes for students. These could be template notes
- Email template notes to students so they can print them out or upload to a website, using MOODLE
- Assume nothing and always review
- Use peer tutor, scribes, and allow calculator use, if needed

2. <u>What will we do to help the students practice and deepen their understanding of new knowledge?</u>

English Dept

- Use a variety of technology: smartboards, videos, etc.
- Bring in speakers, author
- Make the great themes of literature more relevant to students' lives
- Allow students to practice a variety of creative and rhetorical writing techniques
- Allow extra time for some students
- Allow students to discuss and share learning experiences and materials with each other

Applied Skills Dept

- Limit number of new ideas or concepts given to students at any one time
- Help students to understand why a concept is important
- Use hands on projects to reinforce concepts
- Repeat the concept in different ways/contexts

- Use of visual aids to illustrate concepts

Fine Arts Dept

- Rehearsals leading to a public performance
- Use of exemplars
- Written assignments for discovery
- Self and peer assessments at multiple time during a project/assignment
- Use the Internet to connect classroom learning with the "real"world
- View live or taped performances

Science Dept

- Labs for hands-on based learning
- Pre-tests practice exams
- Practice problems/assignments that are marked and reviewed, not just checked for completion

Business/Planning/Tech/Library/Psych/Law Depts

- Give them tests
- Provide opportunities to express their understanding of materials/concepts i.e.. Presentations, written reports
- Check notebooks, peruse assignments with individual students

Social Studies Dept

- Spend more time on new geography skills and major historical events or happenings
- Tutorials (lunch and after school), special class or day events ex. Métis day, guest speakers
- Use of different instruction methods ex. Self discovery, pare-share, lecture, carrousel, research projects
- Use of different forms of assessment ex. Self-assessment

Languages Dept

- See #1. Use assessment for learning as much as possible. Present them with applications in real life, and with challenge cases

Mathematics Dept

- Spend more time on concepts due to curriculum-restructuring and problem-solving. The application of skills is important to deepen understanding of knowledge
- Use of manipulatives
- Time in courses to absorb skills and then apply, which is a problem in grades 10-12
- Use of formative and self-assessment

3. **<u>What will we do to engage students?</u>**

English Dept

- Short periods of chunked activities
- Allow students to move and discuss
- Allow students choice in topics and novel titles
- Have students present information in groups or individually
- Allow students to share their experiences and stories
- Vary the pacing and content of the lesson

Applied Skills Dept

- Hands on activities
- Emphasize skills for life
- Present in ways that are relevant to students` lives
- Teach to students` abilities (or check for ability before teaching a concept)
- Check/monitor for instruction understanding
- Set and maintain a learning tone throughout the school
- Give students choice in project topics and mediums
- Ensure teachers have necessary equipment to teach the learning outcomes in a way that students are able to learn new knowledge

Fine Arts Dept

- Use technology that students are familiar with
- Establish the link between concepts and practice
- Use peer mentors/models in the classroom
- Allow class a choice of assignments as long as they involve the same learning outcomes
- Group work allows students to build on their own areas of expertise

Science Dept

- Visuals through new technology
- Labs
- Botany Project
- Questioning as teaching
- Computer labs
- Demonstrations
- Real-life examples

Business/Planning/Tech/Library/Psych/Law Depts

- Not applicable

Social Studies Dept

- Use technology ex. Smartboard, PowerPoint, videos, guest speakers, field trips, artefacts, etc.
- Assign projects and group activities especially with grade 8's and 9's
- Build relationships and rust with students
- Relate topics to modern examples and the student's lives

Languages Dept

- Use the Internet, Smartboards (when we have one...). Show relevance to their life/future life

Mathematics Dept

- Utilize technology: smartboards, video clicker, etc.
- Assign projects and conduct research, etc.
- Assign smaller projects in grades 8 and 9
- Build relationships and trust with students
- Explain concepts using real-life examples and applications