



# School District #43 (Coquitlam)

## School Improvement Plan

Port Moody Secondary  
June 2006



### **MISSION STATEMENT**

Our Mission is to engage all students in dynamic learning environments that creates responsible citizens, able to meet life's challenges.

Goal #1: Safety and Sense of Belonging

Goal #2: Numeracy

**Signing Off Page**

Submitted by School Planning Council:

	(Name)	(Signature)
Principal	Ms. Karen Jensen	_____
Teacher	Mr. Laurie Saucier	_____
Parent	Mrs. Peta Shiau	_____
Parent	Mrs. Anne Fabbi	_____
Parent	Mrs. Ann Adair-Austin	_____
Student	Marco Chan -Grade 12	_____
	Mashaël Mawji -Grade 11	_____
Date	June 30, 2006	

Recommended by Assistant Superintendent:

<u>Sylvia Russell</u>	_____
Assistant Superintendent	Signature

Board and Superintendent Approval:

<u>Melissa Hyndes</u>	_____
Board Chair	Signature
<u>Laureen Doerksen</u>	_____
Superintendent	Signature

## School and Community Context

<p>What makes our school community unique?</p>	<p><b>Unique Characteristics</b></p> <ul style="list-style-type: none"> <li>• The school is situated on the west side of Port Moody overlooking the Barnet Inlet.</li> <li>• Port Moody Secondary is a renovated school with an enrolment of 1594 students registered for September 2006. This includes: <ul style="list-style-type: none"> <li>❖ International students (75) - integrated into classes and direct ESL classes where appropriate</li> <li>❖ ESL students (95) -integrated into classes and direct ESL classes where appropriate. Our cultural groups are Korean, Chinese, Taiwanese, Philippine, Iranian, Afghani, German and Russian.</li> <li>❖ Aboriginal Students (60) - integrated into classes; these students live in the Port Moody community</li> <li>❖ District International Baccalaureate students - a total of 592 IB Diploma students: Grade 9 - 120 (74 boys/46 girls); Grade 10 - 169 (84 boys/85 girls); Grade 11 - 166 (76 boys/90 girls); and Grade 12 - 137 (76 boys/61 girls).</li> <li>❖ Special Needs students (179) - gifted, learning disabled, skill development, behaviour and resource room.</li> </ul> </li> <li>• The student population is comprised of two distinct groups. The District International Baccalaureate Grade 9-12 Program and the Ministry of Education Grade 9-12 Program is housed at Port Moody Secondary School.</li> <li>• Approximately 65% of the student population is from our school catchment area. Our International Baccalaureate Program draws students from all 13 middle schools in District #43 (Coquitlam) which includes Port Moody, Coquitlam, Port Coquitlam, loco, and Belcarra.</li> <li>• Port Moody is known for our strong Performing Arts and Visual Arts Program (Community Band, Strings Orchestra, Jazz Band and Choir, Theatre, Art, TV &amp; Film, Animation and Multimedia), Athletic Program and Computer Technology Program.</li> <li>• Port Moody has a full Home Economic/Tourism Department and the Technology Education Program that boasts a Racing Car Program. The Engineering division builds a working hovercraft or other equipment. The Wood Design, Metal jewelry and Fabrication departments are creating a wide variety of home and business products.</li> <li>• The Career Program is the largest in the district and places 200 students each year into career placements that connect with their field of study and personal interest. In 2006, 223 Grade 11 and 12 students (94 boys/129 girls) registered in the Work Experience Program. A total of 160 students will complete Work Experience in June 2006.</li> <li>• 'The Spirit Series 2004-2005' was an initiative that sprung from Mrs. Glenda Kukulowicz's Business Education class as a PR marketing tool that was student produced and Port Moody Secondary owned. The following PMSS departments produced PR resources: Business Education, Music, Art, Photography, Animation, and TV &amp; Film. Presentations were made to the City of Port Moody and City of Coquitlam in July 2005 and connected us to possible opportunities with Hockey 2006 and Olympics 2010.</li> <li>• 'The Spirit Series 2004-2005' launched a new student program called "The Marketing One Club" that fundraises and promotes PMSS major events, such as 'Leader of the Pack Musical' and Spring Fling. Mr. Blake and Mrs. Kukulowicz are the teacher facilitators with a student team that has taken a variety of marketing activities.</li> </ul>
<p>What are the demographics?</p>	
<p>What is wonderful about our school?</p>	

### Parent Involvement

- The Parent Advisory Council (PAC) is an active partner at Port Moody Secondary School.
- The School Planning Council and Aftergrad Committee work on our behalf to support our school and Safety Goal.
- The PAC has fundraised and received a Direct Access Funds Grant (casino) in order to support students and staff with learning resources and equipment in extracurricular, classroom and other student activities.
- The PAC has provided funds to upgrade the Emergency Preparedness supplies and equipment this year.
- The PAC has established a PMSS PAC Scholarship to support a student in future education endeavours.
- The PAC has provided PMSS Student Activity Grants of \$100 per group to help support student clubs, cultural events, and Sense of Belonging Goal. Several school groups have benefited from the money for their club initiatives.
- The PAC PASS application (Participation Award for Student Success) was created to support students in need for graduation activities, fieldtrips and other student requests.
- The PAC has worked with the administration and Port Moody City Hall to address safety issues on our property, along Albert Street, the traffic light controls along St. Johns Street and the Clarke Road's lack of a cross walk for our students to cross safely. Two parents and a student met with the mayor and engineer to discuss the issues.
- Safety discussions started with 'Translink', City of Port Moody and the school district in June 2006.
- Three parents attended the School Planning Council In-service.
- A new SPC 'observing' parent was added to the team to help with the transition and sustainability from this year's to next year's team.
- Parents participate in and support fieldtrips (i.e. Science World) and other athletic tours with basketball and Cheer & Dance.

### Student Involvement

- The Student Leadership Council (SLC) involved over 150 volunteer students. They have an elected body that oversees the organization. The SLC liaisons with a vice principal and organizes the multiple activities implemented over the school year. The SLC is organized into divisions with students heading each area. They maintain a budget and oversee the clubs and activities at Port Moody Secondary. The most significant aspect of the SLC is that it is run by students. The SLC is involved in the Parent Advisory Council meetings, School Planning Council, District Student Leadership Council, Staff Meetings (presentations) and meetings with the principal or vice principals.
- Some school wide activities are: Spirit Assemblies, Spring Fling, Terry Fox Run, Most Spirited Student Pageant, Remembrance Day Ceremony, Elections Assembly, school dances, club days and other calendar event activities.
- PMSS has over 40 clubs being run by students and teacher sponsors. Two new clubs were added this year.
- Some of the student activities feature the theme of 'International Focus'. The following activities reflect this focus: 3<sup>rd</sup> WAG (World Awareness Group), Philosopher's Café, Health Month, Gay/Straight Alliance, Third World Ethical Practices (coffee/child labour), Landmine Deaths, and other overseas assistance programs.
- PMSS has a wide variety of athletic teams during the fall, winter and spring - a total of 25 teams for boys and girls (volleyball, basketball, swimming, cross country, basketball, gymnastics, soccer, rugby, tennis, badminton, water polo, and track & field, etc.)
- SOAR Student Leaders focus on a variety of themes (safety, school/district code of conduct, behaviour matrix, sense of belonging, empowerment, involvement, 40 developmental assets, bully prevention, mediation, conflict resolution, mentorship, study skills, etc.)
- SLC reviewed Code of Conduct and PMSS Behaviour Matrix this spring 2006 for publication in the agenda in September.

## Staff Involvement

- Staff sponsor or coach the clubs and athletic teams. Staff is involved in school wide activities.
- Staff Pro D: teaching and learning, evaluation and assessment, special needs adaptations/department curricula, ESL teaching strategies, IEP in-service, drug awareness (Rob McGirr), and 'Boys and Girls Learn Differently'.
- 'Think Tank' - professional sharing on teaching and learning topics with teachers (30) and administration.
- PMSS Learning Teams: Grad Program/Portfolio, Math & Teaching Strategies and Learning Team.
- Staff Development in Staff Meetings: EBS development - PMSS Behaviour Matrix, Office and Counsellor Referral forms, and Office Levels (levels 1, 2 and 3) Referral Matrix.
- 'Staff Collaborative Time' (twice a month with adjusted bell schedule; early dismissal at 2:15 pm) provides an opportunity for staff to discuss topics such as SIP, data, school directions, department goals and initiatives, curricular planning, teaching and learning needs, evaluation and assessment, articulation of students, special needs students/IEP's, articulation, department issues, provincial exam results, failure folders, equipment/learning resource ordering, sharing ideas, etc.
- Collaborative Decision Making Committee works on school planning and improving the working conditions.
- Curriculum Leaders (Department Heads) focus on student achievement in relation to the SIP Goals and the connection to their department, curricula, teaching and learning strategies, assessment, school procedures, etc.
- The Teacher SPC Rep reviews the SIP plan and the monthly progress communicated in the staff meetings.
- Staff provides support with school initiatives: International Student Orientation (Aug.), Grade 9 Welcome Orientation (Aug.), Parent Orientation Meeting (Sept.), Grade 12 Parent Graduation and Scholarship Information Evening (Sept.), Parent-Teacher Interviews (Nov.), IB Parent Information Evening (Jan.), Afghani and Iranian Family Evening, with the Immigrant Services Society of BC, (Feb.), Grade 8 School Tour (Feb.), Grade 9-11 Electives Tour (Feb.), Grade 8 Programming Evening (Feb.), Grade 9-11 Programming Evening (Feb.), Graduation Portfolio Information Meeting (Feb.), Parent-Teacher Interviews (April), Athletic Banquet (May), Awards Evening (June), etc.
- 'Leader of the Pack' musical put on by PMSS staff (30) and students.
- Music Evenings - three times per year, plus numerous festivals and performances in the community.

## District and Trustee Involvement

- The District School Review included Assistant Superintendent, Ms Sylvia Russell's SIP/goals, gains in student achievement, data/evidence collection, strategies/structures, communication and 10 Questions of Inquiry. (May 2006)
- Director of Curriculum and Instruction, Mrs. Maureen Dockendorf and Secondary Coordinator, Mrs. Jill Reid, assisted in reviewing PMSS's 2005-2006 SIP and the current document.
- District Internal Review May 2006 (Mrs. Sylvia Russell, Assistant Superintendent, and Mrs. Judy Robb, principal).
- Superintendent's School Reports three times per year provided information and communication on our SIP and school initiatives, events and celebrations.
- Spring Assistant Superintendent's formal visits to meet with the principal and vice principals to review the school's SIP progress, general school needs, staffing, etc. Ms Sylvia Russell was accessible and supportive in dealing with the daily events and large picture vision of Port Moody Secondary. Ms Russell was active in our school ceremonies: Awards Evening, Commencement and other yearly activities.
- Mrs. Jill Reid, Secondary Curriculum Coordinator, worked with the Graduation Portfolio/Planning Team, Math Team, Math Think Tank, Music Department, Special Education Team and PMSS Teacher Learning Team.

### Community/Business Involvement

- Volunteer coaches in volleyball (4), basketball (2), swimming (1), rugby (1), badminton (1) and Cheer & Dance Team (4).
- Big Brothers and PMSS Partnership: PMSS students mentor the students in neighbouring elementary schools.
- PMSS Racing team is sponsored by the Port Moody Police who has supplied the car and car trailer for our students to work on over the years.
- Our Career Program works with 130 companies to place over 230 students in a variety of work experience programs.
- Secondary School Apprenticeship Program completion - 2 students in carpentry and joinery.
- 'Take your Grade 9 student to Work' and the 'Grade 10 Economics of Staying in School' - cancelled due to BCTF strike. Will be implemented in November 2006.
- Counselling Department and the Advisory Coordinator have offered extensions to the curriculum through a variety of 'Awareness Weeks' that involved a number of presentations by local agencies i.e. Drug Awareness and Prevention -Rob McGirr, ICBC and Ms Johnston on Dangerous Driving, MADD Presentation - John Banovich, Employability Skills and Future Job Trends - Russ Garrett, Nutrition and Health Month, BC Lung Presentation, Red Cross Child Abuse Presentation, and St. John's First Aid.
- Philosopher's Café and the local Share Society work together to fundraise for the Port Moody area. A variety of outside speakers from local universities, community groups and former students.

1. Goal #1: Safety and Sense of Belonging

Goal #2: Numeracy

<p><b>Point of Inquiry</b> What goals have we chosen for improving student achievement? What objectives have we chosen to support our goals? How do the goals and objectives address achievement for all students?</p>	<p><b>Goal #1 Safety and Sense of Belonging Objectives:</b></p> <ol style="list-style-type: none"><li>1. To increase the number of Grade 9 students (Non-IB and IB) to fall within the range of minimally meeting expectations (Letter Grade C-) to fully meeting expectation (Letter Grade A) in English, Socials Math and Science.</li><li>2. To increase the number of grade 9 students' feeling:<ul style="list-style-type: none"><li>▪ a sense of belonging</li><li>▪ empowerment and a valued member of the school community</li><li>▪ connectiveness to the school community</li><li>▪ safe and having a clear understanding of school expectations</li></ul></li></ol> <p><b>Goal #2 Numeracy Objectives:</b></p> <ol style="list-style-type: none"><li>1. To increase the number of Grade 9 Math students (Non-IB and IB) to fall within the range of Minimally Meeting Expectations (Letter Grade C-) to Fully Meeting Expectations (Letter Grade C- to A).</li></ol>
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## 2. Rationale

<p><b>Point of Inquiry</b></p> <p>Why is this goal and objectives important to our school?</p> <p>What specific groups of students are we most concerned about? How did we determine this?</p> <p>What is the status of the goal - new, focus, maintenance?</p>	<p><b>Goal #1 Safety and Sense of Belonging</b></p> <p>This is the conclusion of the third year (June 2006) that Port Moody Secondary has continued with the Safety and Sense of Belonging Goal to assist grade 9 students with the transition from middle school to secondary school. In 2003/04, the SOAR Program worked with the Grade 9 and 10 Students with Developmental Assets. This was a large project and four areas of concern surfaced from the survey data and results: Students needed a sense of belonging, to be seen as empowered and a valued member of the school community, have connectiveness to the school community, and safety through a clear understanding of the school expectations. The 2005/06 school year focused on activities and structures that supported these four concerns. The Grade 9 SOAR Program was instrumental in the implementation in the paired course of Social Studies 9 and English 9. Although the data indicated improvement in the four areas, the SPC has decided to continue the focus on the same four areas for the 2006/07 SIP. Ensuring that the Grade 9 students who are successful, continue to be so, and that we continue to target the grade 9 students and the at-risk students identified by the middle schools and Port Moody Secondary staff.</p> <p><b>Goal #2 Numeracy</b></p> <p>Last year our goal was focused on improving the Grade 9 Math students' academic achievement school wide. For 2005/06 the letter grade data fell within the targeted range to maintain or achieve up to 2% improvement in student achievement (minimally meeting C- to fully meeting expectations A). The data reflects a minimal improvement of 0.4% (2004/05 - 85%; 2005/06 85.4%) in the success rate (C- to A letter grade) of students. The focus for the 2006/07 SIP Numeracy Goal will be to continue to decrease the failure rate of students in Mathematics 9 (maintain academic levels to 2% target rate for improvement) over the next two years.</p>
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### 3. Evidence (Data)

<p><b>Point of Inquiry</b></p>	<p><b>Goal #1 Safety and Sense of Belonging</b>          2005-2006 School year was the third year our school focused on Safety and Sense of Belonging in four areas:          1. Sense of Belonging; 2. Empowerment and the community values youth; 3. Connectiveness to the School Community; and 4. Safety/School Expectations. Our focus included ensuring that students felt safe, and through a variety of strategies and structures the Grade 9 students would improve their sense of belonging. In addition the goal was to improve the students' comfort level, as well as, improve their student achievement in their academics.</p> <p>In comparing our letter grade data from 2003/04, 2004/05, to 2005/06, we increased Grade 9 student academic achievement in all three subject areas (Social Studies 2.9% increase, Math 0.4% increase and Science 1.9% increase). In English the 2005/06 results were 94.4% - an increase of 1.4% from 2003/04 but a decrease of 0.9% in 2005/06. We had targeted a 0-2% academic improvement over 1-2 years of students Minimally Meeting to Meeting Expectations (C- to A Letter Grades). We met and exceeded the target of 2% in Social Studies only. We will continue with modest targets for 2006/07 with 0-2% improvement in the four academics.</p> <p>Our SOAR surveys included the Fall 2005 and Spring 2006 results. Final survey results are a combination of both the Grade 9 non-IB and IB students and indicate:</p> <table border="1"> <thead> <tr> <th><u>04/05</u></th> <th><u>05/06</u></th> <th><u>Question</u></th> </tr> </thead> <tbody> <tr> <td>90%</td> <td>91%</td> <td>1 ~ felt safe at PMSS (safety, rules/boundaries).</td> </tr> <tr> <td>82%</td> <td>85.5%</td> <td>3 ~ felt PMSS provides a safe, encouraging environment.</td> </tr> <tr> <td>79%</td> <td>84.5%</td> <td>7 ~ Grade 9 students felt they made a positive contribution in the school community (empowerment).</td> </tr> <tr> <td>81%</td> <td>85.5%</td> <td>8 ~ Grade 9 students felt that youth were given opportunities in useful roles.</td> </tr> <tr> <td>85%</td> <td>87.8%</td> <td>9 ~ were proud to say they went to PMSS.</td> </tr> <tr> <td>78%</td> <td>82.5%</td> <td>10 ~ Grade 9 students felt that adults in their school community valued youth.</td> </tr> <tr> <td>81%</td> <td>81.5%</td> <td>13 ~ the SOAR students (non-IB) felt the relationships with the SOAR teachers and student leaders were positive and supportive.</td> </tr> <tr> <td>73%</td> <td>78.5%</td> <td>14 ~ the SOAR (non-IB) students felt the topics were valuable and relevant.</td> </tr> </tbody> </table> <p>Please note: The SOAR Survey results listed above include the combined Grade 9 responses and the response range from "Neither Agree nor Disagree", to "Somewhat Agree", to "Strongly Agree". In general both student groups made significant improvement in their feelings of safety, connectiveness and sense of belonging. The survey results in both groups slightly dropped in all areas in the Spring 2006 SOAR survey.</p> <p><b>Classroom/Teacher:</b></p> <ul style="list-style-type: none"> <li>• Grade 9 SOAR Teachers' on-going observations on student safety and sense of belonging (SSOB)</li> <li>• Grade 9 Student SOAR Leaders' on-going observations and lesson debriefing of the students (SSOB)</li> <li>• SOAR Coordinator, Mrs. Joni Tsui's ongoing observations and collation of the teacher and student leader observations</li> <li>• SOAR survey of all grade 9 students</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• SOAR Survey</li> <li>• Report Card Data: Letter Grades in English, Social Studies, Math and Science</li> </ul> <p><b>District:</b> District Survey - English 2003/04, 2004/05, 2005/06  <b>Province:</b> Satisfaction Survey - safety</p>	<u>04/05</u>	<u>05/06</u>	<u>Question</u>	90%	91%	1 ~ felt safe at PMSS (safety, rules/boundaries).	82%	85.5%	3 ~ felt PMSS provides a safe, encouraging environment.	79%	84.5%	7 ~ Grade 9 students felt they made a positive contribution in the school community (empowerment).	81%	85.5%	8 ~ Grade 9 students felt that youth were given opportunities in useful roles.	85%	87.8%	9 ~ were proud to say they went to PMSS.	78%	82.5%	10 ~ Grade 9 students felt that adults in their school community valued youth.	81%	81.5%	13 ~ the SOAR students (non-IB) felt the relationships with the SOAR teachers and student leaders were positive and supportive.	73%	78.5%	14 ~ the SOAR (non-IB) students felt the topics were valuable and relevant.
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## Goal # 2 Numeracy

Last year was the third year we focused on improving school wide student achievement in Grade 9 Mathematics. From our initial starting point of 41% failure rate in Math 9 in 2002/03 to 18% - 2003/04, 15% - 2004/04, then to 14.5% - 2005/06, this has been a significant academic improvement due to the strategies and structures introduced along the three year journey. Particularly in 2005/06 our attention and tracking of the identified grade 8 at-risk math students has helped make significant gains. We will continue with the same strategies and structures in 2006/07 with some minor adjustments.

### Classroom/Teacher:

- Classroom assessment based on teacher assessment, unit exams, etc.
- Teacher analysis of Grade 9 Entrance examination (September / February)

### School:

- Grade 9 Math Final Examination -school wide
- Grade 9 Letter Grades

### District:

- 2005/06 Grade 8 District Numeracy assessment - Moody and Banting Middle stats will be used as part of the 2006/07 SPC dialogue.

### Province:

- no available Grade 9 data

## 4. Strategies

<p><b>Point of Inquiry</b></p> <p>What instructional strategies are we using in our improvement efforts?</p>	<p><b>Goal #1 Safety and Sense of Belonging</b></p> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1. To continue the SOAR program for grade 9 regular program students, focusing on: <ul style="list-style-type: none"> <li>▪ school rules, expectations and boundaries</li> <li>▪ District and PMSS School Code of Conduct</li> <li>▪ PMSS Behavioural Matrix -The 4 R's: Respect for Self/Others, Environment, Learning, and Health/Safety</li> <li>▪ empowerment and valued citizenship</li> <li>▪ student skills - time management, organization, energy management, and self advocacy</li> <li>▪ social responsibility, conflict resolution, personal restraint, and interpersonal skills</li> <li>▪ grade 9 transitional skills to build comfort level and school climate</li> <li>▪ developmental asset curriculum, i.e. empowerment, caring, boundaries, sense of belonging, etc.</li> <li>▪ SOAR orientation activities and year long SOAR building activities</li> </ul> </li> <li>2. Ensure a variety of opportunities are communicated and available to students, i.e. sports teams, clubs, club fairs, leadership opportunities (peer counseling, tutoring, student leadership council, etc.), community and school volunteer opportunities (i.e. Big Brothers, SOAR Leaders, team/club managers, peer counselors and peer tutors, lab helpers, etc.)</li> <li>3. Ensure Progressive Discipline process is in place and communicated to students to improve school safety and student achievement, i.e. behaviour matrix, office referral forms, counselor referral form, acceptable student conduct document, consequences and support programs. Review Student Agenda in Advisory.</li> <li>4. Survey the grade 9 students regarding topics or themes that are relevant for their needs and school year in September.</li> <li>5. Continue to use the SOAR LAN groups of English 9 and Science 9 pairing to deliver the SOAR program.</li> <li>6. Expand the SOAR topics into the Advisory CAPP 9 program with the Advisory teachers.</li> </ol> <p><b>School</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement Social Responsibility skills, EBS (Effective Behaviour Systems) and common language for students, staff and parents.</li> <li>2. Develop an action plan with SOAR teacher and student leaders and staff around teacher/staff expectations, encouragement and interventions to promote student achievement.</li> <li>3. Ensure school rules, acceptable school conduct and progressive discipline is communicated, reviewed, and published to all members of the learning community.</li> <li>4. Expand a Staff Mentoring program to partner staff with the grade 9 students who have been identified by the middle schools as students highly at-risk. These staff will work closely with these students up and above the SOAR program, advisory, LAC, Behaviour Program, counseling and peer counseling programs.</li> </ol>
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<p><b>Point of Inquiry</b></p> <p>What instructional strategies are we using in our improvement efforts?</p>	<p><b>Goal #2 Numeracy</b></p> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1. Administer an Entry Level Grade 9 Math Assessment to determine the math skills learned and a starting point for the Review Unit in Grade 9 Math. Communicate students' skill level to parents.</li> <li>2. Maintain and Implement a Grade 9 cross-grade final exam to establish a consistent assessment.</li> <li>3. Maintain and implement a school 'Study and Homework Guide' to assist students in daily acquisition of mathematics.</li> <li>4. Establish 'study buddies' and contacts for all students.</li> </ol> <p><b>School</b></p> <ol style="list-style-type: none"> <li>1. Allocate professional development time for math teachers in order to expand and improve teaching strategies and curriculum delivery practices in math.</li> <li>2. Through Middle School/ Secondary school Articulation identify At-Risk Math students (Spring 2006).</li> <li>3. Schedule a remedial Math Foundations Class for the identified At-Risk Math students. Support with Learning Assistance where a support block was appropriate.</li> <li>4. Improve consistency of assessment and evaluation practices and letter grade distribution within the Grade 9 Math courses.</li> <li>5. Develop Grade 9 'modular math units' so students can improve their performance on weak, 'in progress', or incomplete math units. Therefore, this will provide more time for students to be successful beyond a regular semester, especially for students who have achieved an "Incomplete" letter grade.</li> <li>6. Maintain a Block 2, 3, or 4 (Grade 9 lunch hour) math tutorial with a teacher and senior math student tutors throughout the year.</li> <li>7. Maintain the on-line/web-base resource that students can access from school for assistance in Mathematics - Brain Pop.</li> <li>8. Communicate to students other on-line/web-based resources to access at home for assistance with homework.</li> </ol>
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## 5A. Structures - Goal #1 Safety and Sense of Belonging

<p><b>Point of Inquiry</b></p> <p>What resources, professional development needs, and organizational changes are we using to promote student achievement?</p>	<p><b>School</b></p> <ol style="list-style-type: none"> <li>1. SOAR Program, SOAR teacher leaders and student leaders in place</li> <li>2. SOAR Program linked to LAN groups - one class in semester one and two - English and Social Studies</li> <li>3. SOAR Student Leaders to complete a Needs Assessment Survey with Grade 9's to determine what additional topics or themes should be included in the SOAR classes (i.e. empowerment, valued citizen at PMSS, involvement, etc.)</li> <li>4. SOAR Teacher Co-coordinator Position established to oversee program</li> <li>5. SOAR Vice Principal liaison with the SOAR Coordinator</li> <li>6. Pro-D funds allocated as needed to support SOAR in-service for staff and student leaders, i.e. retreat, SOAR lessons, Behaviour Matrix, Code of Conduct, Social Responsibility</li> <li>7. Staff Development at Staff Meetings, Department Head Meetings, District Pro-d, School Pro-d days and Provincial Conferences.</li> <li>8. Health and Career Education 9 course delivered in the Advisory Program to address some aspects of Safety &amp; Sense of Belonging.</li> </ol> <p><b>Parents</b></p> <ol style="list-style-type: none"> <li>1. PAC has set aside Educational Funds to organize parent information and educational workshops as related to parent needs and student achievement related to our school goal Safety and Sense of Belonging, i.e. Drug and Alcohol, MADD, ICBC Dangerous Driving, etc.</li> </ol>
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## 5B. Structures - Goal #2 Numeracy

<p><b>Point of Inquiry</b></p> <p>What resources, professional development needs, and organizational changes are we using to promote student achievement?</p>	<p><b>School</b></p> <ol style="list-style-type: none"> <li>1. Articulation process (Spring 2007) to identify at-risk math students from middle school.</li> <li>2. Create a remedial math program, 'Math Foundations 9', to address students' weak math 9 skills in semester one.</li> <li>3. Assignment of a math teacher trained in Math 8 and Math 9-12 curriculum to transition the students from Math Foundations 9 to Math 9 Principles (i.e. the same teacher all year).</li> <li>4. SBT/Math Department to determine placement of at-risk students into Principles Math 9 or Essentials Math 10, learning assistance, peer tutoring and/or tutorial support, and summer school referral.</li> <li>5. Review the Math 9 Pre-Assessment document (administered at the beginning of Semester 1 and 2)</li> <li>6. Review the Math 9 Cross Grade Final Exam Maintain the Math Learning Team Re: Numeracy Goal implementation</li> </ol> <p><b>Parents</b></p> <ol style="list-style-type: none"> <li>1. PAC supports a Math Department Workshop</li> <li>2. PAC supports the Grade 9 Study Guide</li> <li>3. PAC supports the Curriculum Link Website Resources available for students at school or home</li> </ol>
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## 6. Summary of Progress (Monitoring Results)

<p><b>Point of Inquiry</b></p> <p>How will we know, throughout the year that we are making progress or that we need to make adjustments towards our goals? What is our plan for continuous monitoring?</p>	<p>The SPC would review the following data throughout the year:</p> <ul style="list-style-type: none"> <li>• PMSS SOAR surveys (Fall 2006 and Spring 2007)</li> <li>• PMSS Grade 9 SOAR Needs Assessment (Fall 2006)</li> <li>• PMSS SOAR Teacher and Student Leaders' classroom judgment and input -reflections</li> <li>• Ministry of Education Satisfaction survey 2005-2006, 2006-2007</li> <li>• District #43 Safety Survey (if used)</li> <li>• District grade 8 Mathematics Assessment 2005/06 and 2006/07 - to use as a reference point.</li> <li>• PMSS Math Assessment (pre-assessment information)</li> <li>• PMSS Semester End Cross Wide Exam results - semester 1 and 2</li> <li>• PMSS Letter Grades in Math 9, Science 9, Social Studies 9 and English 9 (Minimally Meeting to Exceeding Expectations: C- to A)</li> <li>• PMSS math teachers' classroom judgment and input-reflections (Numeracy and SSOB)</li> <li>• PMSS English, Science and Social Studies (SSOB)</li> </ul>
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## 7. Planning Process and Communication Plan

<p><b>Point of Inquiry</b></p> <p>How are we going to share the school goals, School Improvement Plan and progress with the school community including staff, parents, students, and others?</p>	<p><b>School Planning Council</b></p> <p>The School Planning Council held regular meetings in which they worked alongside the school staff to understand the school data, strategies, structures and directions. The SPC parent rep reports out monthly at the PAC meeting to keep the parents informed of the progress. The SPC teacher reports out at the staff meetings. Teachers provide input regarding the SIP to the SPC teacher representative. The SPC student reps report out to the Student Council as appropriate. Also, the principal updates the parents and students regarding our two school goals through the PMSS newsletter and during school assemblies as appropriate. The SPC attended the Ministry of Education/District sponsored web cast sessions. The SPC participated in the District budget process at our school and the District SPC budget setting meeting. The Strategic Plan for the district was provided to the PAC, SPC, Student Council and teacher representatives to review and respond to the document.</p> <p><b>Staff Involvement</b></p> <p>Staff was involved in a variety of ways with the School Improvement Plan. One teacher representative was the member on the SPC. A SOAR Learning Team was organized to address the Grade 9 Teaching and Learning issues. In addition, the SOAR Coordinators (2), Teacher Leaders (15) and Student Leaders (32) worked together at a SOAR Retreat, Pro-d Days, Advisory and after school meeting times to design lesson and curriculum for the SOAR Program. The Math Learning Team worked together on Pro-D days and other committee times to work on Math 9 Modules, Math Assessment, Learning and Teaching Strategies (i.e. conceptual processes), and the Pre Math 9 Assessment Document. The staff worked with the SPC teacher representative to provide input to the revisions for the 2006/07 SIP.</p> <p>The School Improvement Plan and the progress towards the goals are communicated in the following ways:</p> <ul style="list-style-type: none"> <li>• staff meetings, curriculum leader meetings, PAC meetings and Student Council meetings</li> <li>• monthly newsletters and summer mail out newsletter</li> <li>• assemblies - students and parents as appropriate</li> <li>• SPC monthly meetings</li> <li>• SIP posted on the school website</li> </ul>
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## 8/9. Teamwork: District and School Coherence/District and Parent Involvement

<p><b>Point of Inquiry</b></p> <p>What are the connections between our school and the district plans?</p> <p>How is our SPC focusing on student achievement?</p> <p>How are parents and parent groups (PAC) involved in efforts to improve student learning?</p>	<p><b>District and School Connections</b></p> <p>Both goals, Safety and Sense of Belonging and Numeracy, make direct connections to the district and Ministry of Education goals. The link between the school and the district plans is reinforced by regular reports to the superintendent, SPC in-services, principal discussions at the bi-monthly superintendent meetings, as well as regular meetings with our Zone Assistant, Ms Sylvia Russell.</p> <p>The Safety and Sense of Belonging and the Numeracy goals are continued due to the unique needs for our students. Although our data recognized improved academic student achievement, our results still indicate that continuing the goals for 2006/07 would benefit our students. All partners are involved in the communication and input for the SIP goals. The SPC members, after communicating the recommendations to PAC, staff and Student Council, approved the two SIP goals for 2006/07.</p> <p><b>Teamwork</b></p> <p><b>SPC Involvement</b></p> <p>The SPC recognized that the dialogue around the goals, data and staff's intervention of teaching and learning strategies, proactive processes and new structures collectively contributed to improved student achievement for both goals. In addition, the dialogue with the SOAR student leaders suggested that we administer a needs assessment that better addresses the Grade 9 students' transition concerns. This information will be gathered in Sept./Oct. 2006 by SOAR student leaders. These needs should be met through Advisory, as well as the SOAR program. Additional emphasis must be addressed in the following areas: empowering students, school community values youth, students provided with opportunities for useful roles in the school, and understanding of school expectations.</p> <p>Also, the dialogue with the math teachers and middle school teachers through the Spring Grade 8 articulation process identified specific math needs that led us to continue our Math 9 course delivery. Math 9 Foundations course (1 block) will be added to support low achieving students prior to taking Math 9 Principles. One tutorial block with an experienced math teacher and math tutors (grade 11 and 12 students) was to be continued to support the grade 9 math students.</p> <p><b>Parent Involvement</b></p> <p>The SPC reported the goal progress and directions at each PAC meeting. The PAC provided input on SIP directions and actively addressed safety issues for students, staff and parents at PMSS and on Clarke Street and St. Johns Street. In addition, the PAC has targeted funds to support parent education regarding school, parent and safety issues. The PAC supports both goals through parent education evenings and participation. A special emphasis will be made to include all parents and specialty groups (ESL, Aboriginal and Special Needs) in our school.</p> <p><b>Teacher Involvement</b></p> <p>Dialogue with the curriculum leaders and staff around the SIP goals and the interdisciplinary connection between the Safety and Sense of Belonging goal and Numeracy goal. The 2006/07 year focus will be to increase awareness of these goals, relevance to every department, and the staff's dialogue with students regarding the connection. For example, teachers can connect Numeracy in Art, Music, Science, Home Economics, Technology Education and even, English. In addition, teachers are applying for District Teacher Team resources in order to meet as departments to discuss teaching and learning, and assessment practices (2006/07).</p>
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## 10. Leadership

### Point of Inquiry

In what ways is our school providing leadership development opportunities for teachers, support staff, parents and students?

Port Moody Secondary is providing leadership opportunities for staff, students, parents and administration. The District Curriculum Department and senior management provide leadership opportunities and support for PMSS.

#### School Leadership Opportunities:

- School-based Learning Teams: Mathematics, SOAR, and department
- Grade 9 SOAR Teacher and Student Leader Retreat
- SOAR Student Leaders Learning Team - Advisory Leadership Team works with the SOAR Coordinator
- SOAR Teacher Coordinator (1) - 1 block
- SOAR Student Leaders (32) - build relevant curriculum for SOAR Program
- Peer Tutors (22) and Peer Counsellors (14) - supporting SOAR Grade 9 classes
- PMSS Counsellors and Student Services Team - supporting the at-risk students
- PMSS Staff Mentors for At-Risk Students Program
- Department and Staff Meetings
- Student Council Meetings
- SPC, PAC and Aftergrad
- Math Tutorial Teacher Coordinator -2 blocks
- Math Tutorial Student Leaders (22)
- SPC and PAC involvement with data review and presentations
- PAC involved in Parent Orientation Meeting assemble and other parent evenings to speak to their role in the SIP goals
- International Baccalaureate In-Service Training for administration and teachers - Level I, II, and III

#### District Leadership Opportunities:

- SPC District In-Service - MOE web-casts updates
- Superintendent Meetings with Principals/Vice-Principals - regularly provides SIP Leadership opportunities, as well as support for the SPC.
- Ms Maureen Dockendorf and the Winslow Curriculum Team presented to school, SPC groups, School Learning Teams in regards to SIP goals and student achievement.
- Teacher Learning Teams - applications for teacher groups.



# School District #43 (Coquitlam)

## Goal Documentation

## Goal #1: Safety and Sense of Belonging

Objectives	Baseline (where we started)	Evidence (2005/06)	Performance Targets (where we hope to be)	Summary of Progress (results – 2005/06)																																																				
<p>#1 Objective</p> <p>To increase the number of Grade 9 students (non-IB and IB) to fall within the range of Minimally Meeting Expectations to Fully Meeting Expectations (Letter Grades C- to A) in English, Social Studies, Math and Science.</p>	<p><u>Grade 9 Academics:</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>03/04</u></th> <th><u>04/05</u></th> <th><u>05/06</u></th> </tr> </thead> <tbody> <tr> <td>EN -ME</td> <td>93%</td> <td>95.5%</td> <td>94.4%</td> </tr> <tr> <td>-NME</td> <td>7%</td> <td>4.5%</td> <td>5.6%</td> </tr> <tr> <td>SS -ME</td> <td>93%</td> <td>95.5%</td> <td>98.4%</td> </tr> <tr> <td>-NME</td> <td>7%</td> <td>4.5%</td> <td>1.6%</td> </tr> <tr> <td>MA -ME</td> <td>82%</td> <td>85%</td> <td>85.4%</td> </tr> <tr> <td>-NME</td> <td>18%</td> <td>15%</td> <td>14.6%</td> </tr> <tr> <td>SC -ME</td> <td>90%</td> <td>96%</td> <td>97.7%</td> </tr> <tr> <td>-NME</td> <td>10%</td> <td>4%</td> <td>2.3%</td> </tr> <tr> <td>Math 9 Foundations -ME</td> <td>n/a</td> <td>n/a</td> <td>100%</td> </tr> </tbody> </table> <p><u>Note:</u> ME - Minimally Meeting To Meeting Expectations (C- to A) NME -Not Meeting Expectations (Failing/Inc)</p> <p><u>Grade 9 Writing Assessment</u> (for meaning, style, form, + convention)</p> <table border="1"> <thead> <tr> <th></th> <th><u>03/04</u></th> <th><u>04/05</u></th> <th><u>05/06</u></th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>94.0%</td> <td>97.4%</td> <td>97.4%</td> </tr> <tr> <td>NME</td> <td>6.0%</td> <td>2.6%</td> <td>2.6%</td> </tr> </tbody> </table>		<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	EN -ME	93%	95.5%	94.4%	-NME	7%	4.5%	5.6%	SS -ME	93%	95.5%	98.4%	-NME	7%	4.5%	1.6%	MA -ME	82%	85%	85.4%	-NME	18%	15%	14.6%	SC -ME	90%	96%	97.7%	-NME	10%	4%	2.3%	Math 9 Foundations -ME	n/a	n/a	100%		<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	ME	94.0%	97.4%	97.4%	NME	6.0%	2.6%	2.6%	<p>This year, 2005/06, we have identified that students are currently successful - Minimally Meeting to Meeting Expectations (C- to A), in the following Grade 9 academic subjects: English - 94.4% MM-ME Socials - 98.4% MM-ME Math - 85.4% MM-ME Science -97.7% MM-ME</p> <p>The 2005/06 Grade 9 writing snapshot indicates a consistent academic achievement over the last two years. This is considered strong evidence of academic achievement and correlates with the letter grade achievement (C- to A) – 94.4%.</p> <p>This data for this objective is gathered through: ~ Grade 9 letter grades in English, Social Studies, Math and Science ~ Grade 9 SOAR teachers' responses and input ~ SOAR Student Leaders' reflections ~ Grade 9 Writing Assessment (snapshot)</p>	<p>PMSS is committed to achievement for all grade 9 students. We are particularly concerned about the regular (Non-IB) students' academic achievement. We commit to showing an increased growth, year to year.</p> <p>In 2006-2007 our target is to <u>maintain current levels to a 2% improvement of students' achievement.</u> (Minimally Meeting Expectations to Exceeding Expectations: C- to A)</p> <p>Progress will be monitored throughout the year by using the results from the report card and SOAR teacher / student's reflections, and District English Writing Assessment.</p> <p>If we have students who are not achieving, we are committed to finding out why and determining intervention strategies.</p>	<p>This is the conclusion of our third year for this objective. Data was collected during the 2005/06 school year and discussed by the SPC.</p> <p>We have improved student achievement in three academic areas: Social Studies (2.9%), Math (0.4%) and Science (1.7%). In Math, we maintained our target from last year with a marginal increase of 0.4%. In English, our results decreased by 1.1% from last year. We are pleased with the overall improvement of student academic success in the four academic areas.</p> <p>The Grade 9 Writing Assessment snapshot indicates students are minimally meeting to exceeding expectations. The English Department is committed to improve the writing skills for each student. The goal is to have all students at minimally meeting expectations or higher next year. The English teacher is working closely with Student Services to ensure success for the at-risk students.</p> <p>The Non-IB students are performing academically lower then the IB students. Strategies are targeted to assist students through the SOAR Program, math tutorial program, Peer Counselling and Peer Tutoring Program, and the At-Risk Mentoring Program.</p> <p>For 2006/07, the academic target to maintain academic success and to aim at maintaining to a 2% improvement next year.</p>
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<p>#2 Objective: To increase the number of Grade 9 Students' feeling:</p> <p>a.) A Sense of Belonging</p> <p>b.) Empowerment and a valued member of the school community</p> <p>c.) connectiveness to the school community</p> <p>d.) clear school expectations; safety</p>	<p>In 2003-2004 our Grade 9 SOAR students (non-IB) completed a comprehensive Developmental Assets Survey that defined several areas of concern to be targeted for our students.</p> <p>The cost of the Developmental Assets assessment was cost prohibitive, so a PMSS survey was developed in 2004/05.</p> <p><u>The Grade 9 survey results in Fall '05 and Spring '06 indicated that:</u></p> <table border="1"> <thead> <tr> <th>Question</th> <th>04/05</th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90%</td> <td>91%</td> </tr> <tr> <td>3</td> <td>82%</td> <td>85.5%</td> </tr> <tr> <td>7</td> <td>79%</td> <td>84.5%</td> </tr> <tr> <td>8</td> <td>81%</td> <td>85.3%</td> </tr> <tr> <td>9</td> <td>85%</td> <td>87.8%</td> </tr> <tr> <td>10</td> <td>78%</td> <td>82.5%</td> </tr> <tr> <td>13</td> <td>81%</td> <td>81.5%</td> </tr> <tr> <td>14</td> <td>73%</td> <td>78.5%</td> </tr> </tbody> </table> <p>(See questions on Page 9)</p> <p><u>Student Satisfaction Survey (Gr. 10 + 12) (Results: some of the time / many times / all of the time)</u></p> <p>a/ Do you feel safe at school?</p> <table border="1"> <thead> <tr> <th></th> <th>03/04</th> <th>04/05</th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>89%</td> <td>93%</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>90%</td> <td>96%</td> <td>Inc results</td> </tr> </tbody> </table> <p>b/ At school are you bullied, teased or picked on?</p> <table border="1"> <thead> <tr> <th></th> <th>03/04</th> <th>04/05</th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>20%</td> <td>18%</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>90%</td> <td>96%</td> <td>Inc results</td> </tr> </tbody> </table> <p>c/ Do you know what your school's expectations are for behaviour?</p> <table border="1"> <thead> <tr> <th></th> <th>03/04</th> <th>04/05</th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>85%</td> <td>85%</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>86%</td> <td>81%</td> <td>Inc results</td> </tr> </tbody> </table>	Question	04/05	05/06	1	90%	91%	3	82%	85.5%	7	79%	84.5%	8	81%	85.3%	9	85%	87.8%	10	78%	82.5%	13	81%	81.5%	14	73%	78.5%		03/04	04/05	05/06	Gr. 10	89%	93%	Inc results	Gr. 12	90%	96%	Inc results		03/04	04/05	05/06	Gr. 10	20%	18%	Inc results	Gr. 12	90%	96%	Inc results		03/04	04/05	05/06	Gr. 10	85%	85%	Inc results	Gr. 12	86%	81%	Inc results	<p>This is the conclusion of the third year, June 2006, of the Safety and Sense of Belonging Goal.</p> <p>In 2005/06 all of the Grade 9 students (SOAR and IB) completed a PMSS survey. The survey was completed in Fall 2005 and Spring 2006.</p> <p><u>Areas to consider for next year:</u></p> <p>69.5% - I have adults in the building whom I feel I can talk to. (Question 4)</p> <p>69.0% - I value the adults at school. (Question 6)</p> <p>71% - The SOAR Program has encouraged me to be an important contributing member of PMSS community (Question 17)</p> <p>61.5% - I have learned something about myself through the SOAR Program (Question 19)</p> <p>67.0% - I feel I have gotten to know my class members through the SOAR Program (Question 20)</p> <p>68% - I feel better prepared for future semesters because of the SOAR Program (Question 21)</p> <p>Student Satisfaction Survey (Gr. 10 + 12) (Results: some of the time / many times / all of the time)</p> <p>a/ Do you feel safe at school?</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 10</th> <th>Gr. 12</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>Inc results</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>Inc results</td> <td>Inc results</td> </tr> </tbody> </table> <p>b/ At school are you bullied, teased or picked on?</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 10</th> <th>Gr. 12</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>Inc results</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>Inc results</td> <td>Inc results</td> </tr> </tbody> </table> <p>c/ Do you know what your school's expectations are for behaviour?</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 10</th> <th>Gr. 12</th> </tr> </thead> <tbody> <tr> <td>Gr. 10</td> <td>Inc results</td> <td>Inc results</td> </tr> <tr> <td>Gr. 12</td> <td>Inc results</td> <td>Inc results</td> </tr> </tbody> </table>		Gr. 10	Gr. 12	Gr. 10	Inc results	Inc results	Gr. 12	Inc results	Inc results		Gr. 10	Gr. 12	Gr. 10	Inc results	Inc results	Gr. 12	Inc results	Inc results		Gr. 10	Gr. 12	Gr. 10	Inc results	Inc results	Gr. 12	Inc results	Inc results	<p>We are committed to achievement for all students through a Sense of Belonging, Empowerment and a Valued member of the school community, Connectiveness to the school community, and Safety and School Expectations.</p> <p>We are committed to work towards an increase of students' success from maintaining current levels to a 1-2% increase over the next two years.</p>	<p>We have analyzed our Grade 9 survey data, as well as the SOAR teacher and student leader input, and have determined to continue the focus on the four areas to increase the feeling of:</p> <ul style="list-style-type: none"> <li>• Sense of Belonging</li> <li>• Empowerment/Valued citizen</li> <li>• Connectiveness to the school community</li> <li>• Safety/School Expectations</li> </ul> <p>The 2005/06 SOAR survey results reflect the efforts, strategies and structures implemented by the SOAR teachers and student leaders. In the eight questions identified to meet the SOAR objectives, there has been an overall improvement in rating (from 0.5% to 4.5%). We will continue to aim for maintaining to a 2% improvement next year, 2006/07.</p> <p>This year has been successful for students in the transition from grade 8 to grade 9. The various interventions from the SOAR Program has been a key component in the academic improvement and comfort level of our grade 9 students. The structures and strategies delivered through the SOAR Program will continue next year.</p> <p>In discussion with the SPC (June 2006), we will:</p> <ul style="list-style-type: none"> <li>• continue the SOAR survey in Fall 2006 and Spring 2007</li> <li>• survey grade 9 students in the Fall to determine student needs</li> <li>• continue SOAR teacher and student leader Pro D and retreat in-service</li> <li>• continue to use the SOAR student leaders as the delivery the topics</li> <li>• implement appropriate SOAR and school topics in the Advisory Health &amp; Career 9 curriculum and LAN courses</li> <li>• continue with the strategies and structures currently in place from 2005/06</li> <li>• further SPC discussion and targeting of student issues identified in the SOAR survey – Questions 4, 6, 17, 19, 20 and 21</li> </ul>
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**Goal #1: Safety and Sense of Belonging (continued)**

Objectives	Baseline (where we started)	Evidence (where we are now)	Performance Targets (where we hope to be)	Summary of Progress (results)
<p>Objective #2 To increase the number of Grade 9 Students' feeling:</p> <ul style="list-style-type: none"> <li>* Sense of Belonging</li> <li>* Empowerment / Value</li> <li>* Connectiveness</li> <li>* Safety / School Expectations</li> </ul>		<p>Note: The SOAR Survey results include the response range from "Neither Agree or Disagree", to "Somewhat Agree", to "Strongly Agree"</p> <p>PMSS maintained a 2% or more improvement.</p>		

## Goal #2: Numeracy

Objectives	Baseline (where we started)	Evidence (where we are now)	Performance Targets (where we hope to be)	Summary of Progress (results)																
<p>1. To increase the number of Grade 9 Math students (Non-IB and IB) to fall within the range of Minimally Meeting Expectations to Fully Meeting Expectations (Letter Grades C- to A)</p>	<p>Math</p> <table border="1" data-bbox="346 337 711 435"> <thead> <tr> <th></th> <th>03/04</th> <th>04/05</th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>82%</td> <td>85%</td> <td>85.5%</td> </tr> <tr> <td>NME</td> <td>18%</td> <td>15%</td> <td>14.5%</td> </tr> </tbody> </table> <p>Foundations Math 9 (Pre Math 9 course)</p> <table border="1" data-bbox="346 540 711 605"> <thead> <tr> <th></th> <th>05/06</th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>100% (letter grade C- to A)</td> </tr> </tbody> </table> <p><u>Note:</u> ME - Minimally Meeting To Meeting Expectations (C- to A) NME -Not Meeting Expectations (Failing)</p>		03/04	04/05	05/06	ME	82%	85%	85.5%	NME	18%	15%	14.5%		05/06	ME	100% (letter grade C- to A)	<p><u>2005/06 Math 9 + Math 9 IB</u> 85.5% of the student are meeting expectations (C- to A letter grades) 14.5% of the students are not meeting expectations (Failing/Incomplete)</p> <p><u>Foundations Math 9</u> 100% (67 students, Sem. 1)</p> <p><u>Foundations Math 9 Students' Analysis and Future Directions:</u></p> <ul style="list-style-type: none"> <li>~ 67 students (3 classes) completed Foundations Math 9 (review grade 8 and Intro to Math 9 Principles)</li> <li>~ 51 of 67 students (76%) continued onto Math 9 Principles in Sem. 2, February 2006</li> <li>~ 16 of 67 students (24%) selected Essentials Math 10 for 2006/07</li> <li>~ Of the 51 students who completed Math 9 Principals, Feb. 06:             <ul style="list-style-type: none"> <li>➢ 27 students (53%) ME (C- to A)</li> <li>➢ 24 students (47%) NM (failed)</li> </ul> </li> <li>~ Of the 24 students (47%) who did not pass Math 9 Principles             <ul style="list-style-type: none"> <li>➢ 13 students (25.5%) selected Essentials Math 10 for 2006/07</li> <li>➢ 9 students (17.6%) going to Summer School for Math 9 Principles and intend to continue onto Math 10 Principles</li> <li>➢ 2 students (3.9%) repeating Math 9 Principles or Math 10 Essentials in 2006/07 (students moving – placement to be determined by their new school)</li> </ul> </li> </ul> <p>(25.5% + 17.9% + 3.9% = 47%)</p>	<p>In 2006/07, PMSS aims to increase the number of number of grade 9 students Meeting Expectations (C- to A letter grades) in Mathematics.</p> <p>For 2006/07 our academic target is to maintain or improve academic success by 1-2% over the next two years.</p> <p>The grade 8 middle school teachers, through our yearly "Articulation Process" have identified 24 students who will need additional assistance in Math. These students will be completing the Foundations 9 course in semester one (remedial). This course will review the grade 8 math topics and introduce grade 9 learning outcomes. One math class with an experienced teacher will be part of addressing this low achievement. Students will continue in Principles of Math 9 in semester two with the same teacher. Some of these students and others identified during the articulation process will be given one to two Learning Centre blocks.</p>	<p>We have analyzed our school data and have determined to continue the Numeracy focus for 2006/07. We hope to decrease the grade 9 failure rate each year. We realize this may take 2 to 3, or more years to significantly drop the failure rate. We hope to maintain academic achievement or improve success by 1-2%.</p> <p>We believe the math teachers' interventions of teaching and learning strategies, the block of math tutorials dedicated in the timetable, the math tutors, the Study Guide for students, the pre-math assessment at the beginning of Math 9, the school wide examinations, Pro D Math sessions have been significant in the increase in student achievement in Math 9. It is recommended that these strategies continue for 2006/07.</p> <p>The Math Foundations 9 program was successful in closing the math concept gap and raise the skill level, confidence and self-esteem of these 67 students. This program was a success based solely on improving student attitude and confidence.</p> <p>In 2005/06 we did not maintain the same math teacher for semester 2, Math 9 Principles. We believe this would have helped maintain the rapport and sense of belonging for these 51 students. These students were still academically and emotionally sensitive to the math curriculum. Next year students will have Math 9 Foundations and Math 9 Principles linked all year with the same teacher.</p>
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			<p>At the end of semester one, Feb. 2007, discussions will occur with the School Based Team, Math Department, counsellors, administration, students and parents to determine the appropriate future math stream directions for each student.</p> <p>In addition to teacher observations and letter grades, other evidence could be considered:</p> <ul style="list-style-type: none"> <li>~ classroom assessment (Math 9 pre-assessment) results in Sept. and Feb.</li> <li>~ school-wide Math 9 final examination results</li> <li>~ math teacher observations / input</li> <li>~ Math 9 Foundation results and directions</li> </ul>	<p>The following additional strategies will be included to increase student success:</p> <ul style="list-style-type: none"> <li>~ Scheduling a Foundation 9 block in semester 1, prior to taking Principles of Math 9 in semester 2.</li> <li>~ The math teacher follows these students to Math 9 Principles.</li> <li>~ Grade 8-9 articulation - screening students for Learning Assistance blocks, Foundations Math 9 class, peer tutoring support, or tutoring block.</li> <li>~ Review the Grade 9 Pre-Math Assessment to determine service or additional support</li> <li>~ Appropriate placement of students into the math streams: Principles Math 9 or Essentials Math 10.</li> <li>~ Articulation for math students from grade 9 to grade 10 math levels.</li> </ul>