



School Planning Council Report Mount Boucherie Secondary

Presentation on Study – Plan – Design - Act



School Improvement Planning

SD#23 has established a four step plan for school improvement :

Study - Plan – Design – Act

▶ At the STUDY stage, we review classroom, school, district, & Ministry of Education’s provincial data, to answer the following three questions:

1. *Are we satisfied with the current/historical levels of achievement?*
2. *Are students going to the next level with solid skills?*
3. *Is there room for improvement?*



Eligible Grade 12 Graduation Rate

- ▶ For **All Students**, our Eligible Grade 12 Graduation Rate has shown consistently strong results starting at 96% in 2004/2005 and reporting out at 99% in 2008/2009. Our results are slightly higher than the overall results for the district in % of graduates and % of honours graduates.

Eligible Grade 12 Graduation Rate (2009-2010)				
	Total Gr 12	Graduates		Honours Grads %
		#	%	
MBS All Students	464	456	98	43
<i>District All Students</i>	<i>1798</i>	<i>1735</i>	<i>96</i>	<i>41</i>
MBS Aboriginal	42	40	95	24
<i>District Aboriginal</i>	<i>136</i>	<i>128</i>	<i>94</i>	<i>23</i>



First Time Graduation Rates

- ▶ In 2004/2005 the First-Time Gr. 12 Graduation rate was 82% and grew to 94% by 2008/09. Our current results (90%) are still significantly higher than the average results in the district (84%). In 2009/10, the First-Time Gr. 12 Graduation Rate for **Aboriginal students** at MBS was 80% compared to 67% for the district.

First-Time Grade 12 Graduation Rate (2009-2010)				
	Total Gr 12	Graduates		Honours Grads %
		#	%	
MBS All Students	500	449	90	39
<i>District All Students</i>	<i>2038</i>	<i>1706</i>	<i>84</i>	<i>36</i>
MBS Aboriginal	49	39	80	20
<i>District Aboriginal</i>	<i>189</i>	<i>127</i>	<i>67</i>	<i>16</i>

Grade to Grade Transition Rates

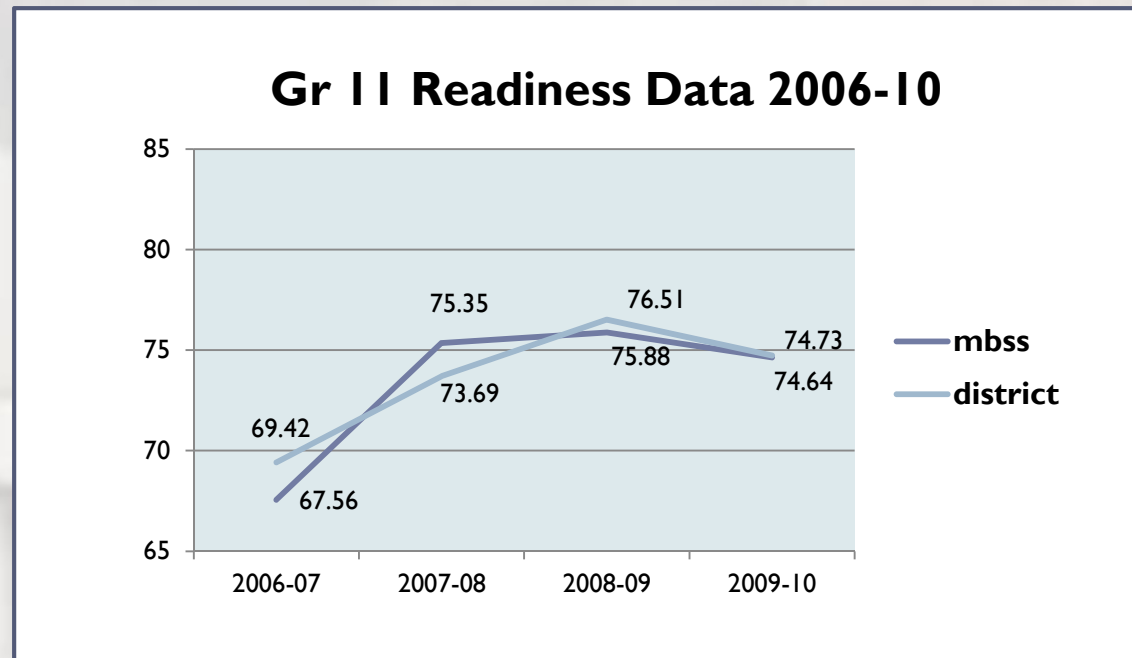
- ▶ For all students, our Grade to Grade Transition Rate for both Grade 10 and Grade 11 indicates a general trend of improvement over six years and also reports out marginally higher than the District and Provincial rates.

Percent of Students Making Successful Transitions to the next grade (2009-10)		
MBSS Gr. 10	All Students	96%
	Aboriginal	89%
District Gr. 10	All Students	95%
	Aboriginal	90%
MBSS Gr. 11	All Students	94%
	Aboriginal	94%
District Gr. 11	All Students	93%
	Aboriginal	86%

- ▶ Note: *There was no significant difference between the Grade to Grade Transition Rate for male and female students. As the Aboriginal student data is generated from a relatively small sample group there can be dramatic fluctuations from year to year. We will continue to track these trends as we work to close this achievement gap.*

Multiple Sources of Evidence

- ▶ The district Readiness Data for the 2009/10 year indicated that students in Grade 10 and Grade 11 were achieving at the average for all secondary schools in the district.



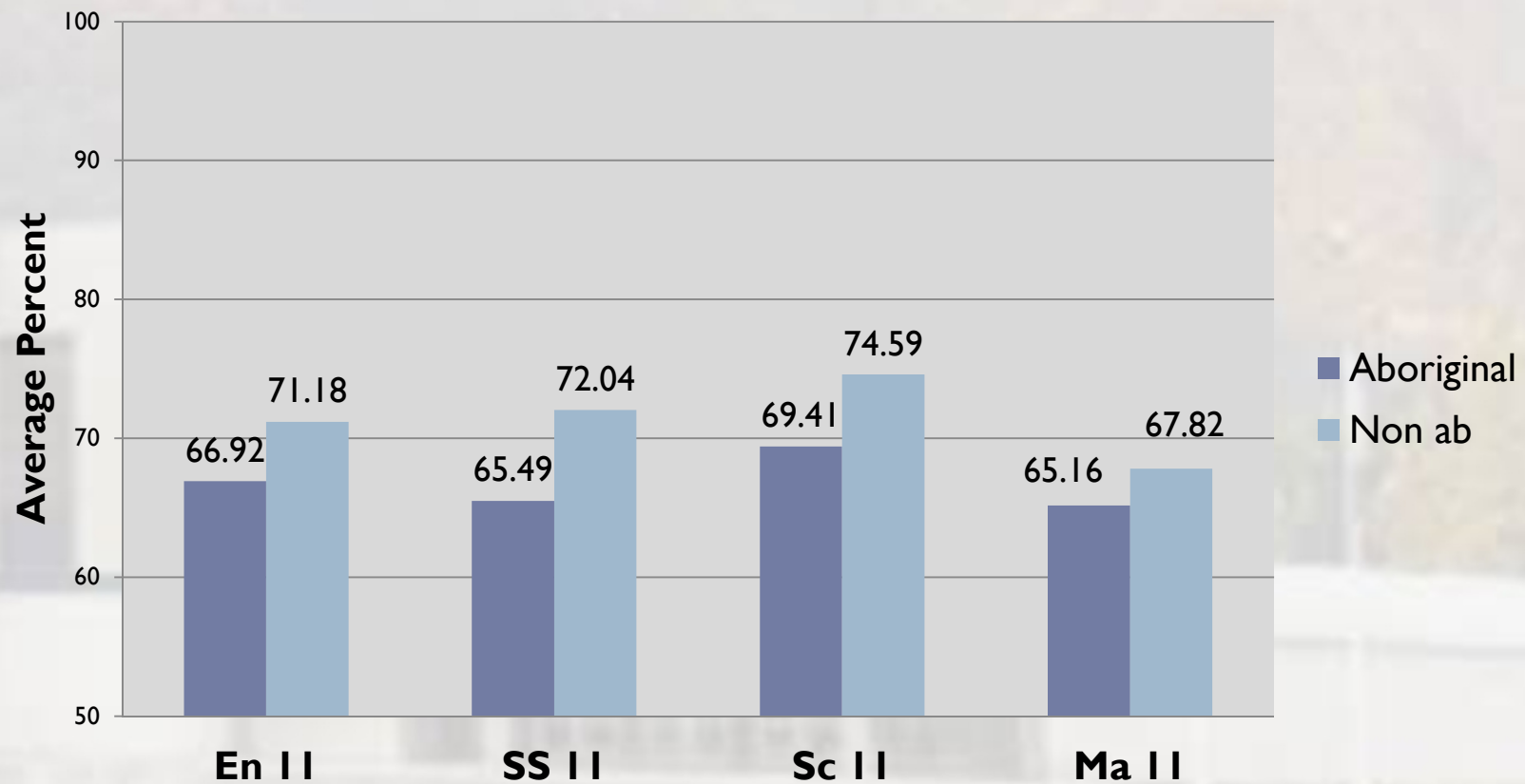
Aboriginal Student Performance

- ▶ Despite seemingly excellent Graduation and Grade to Grade Transition results at MBS, there is room for continued improvement, particularly with respect to Aboriginal student performance.
- ▶ An examination of SKOPUS data has shown that there is a 6-11% difference in the average performance of Grade 10 Aboriginal and non-Aboriginal students in the core Readiness indicators of Math, Science, PE, English & Social Studies.
- ▶ A similar trend appears in Grade 11 Aboriginal and non-Aboriginal results when comparing the average percent in Math, Science, English & Social Studies.



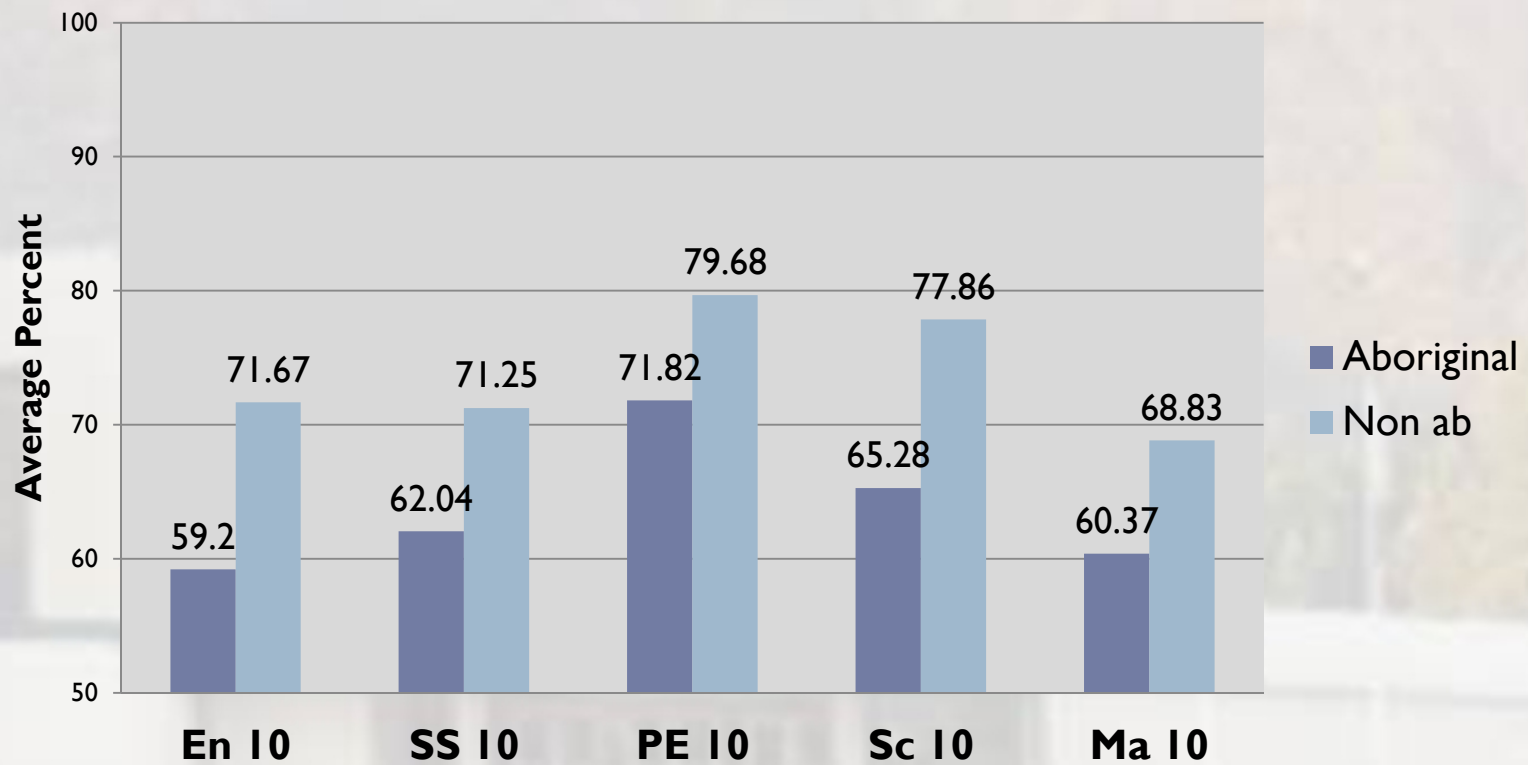
Grade 11 results

**Comparison of Gr 11 Average Percent
(MBS final marks - June 2010)**



Grade 10 results

**Comparison of Gr 10 Average Percent
(MBS final marks - June 2010)**



Aboriginal Student Success

Many Aboriginal Students are exceeding expectations and finding success in academics and leadership opportunities.

In January 2011, we had 172 individuals reporting aboriginal heritage (approx. 12% of all students).

Principal's List - 13 of 172 or 7.6%

Honour Roll List - 44 of 172 or 25.6%

Work Ethic List – 61 of 172 or 35.5%



This year Aboriginal students have been finalists for awards (e.g. Global Citizen Kelowna Youth Award, the Millenium Challenge, etc.) and being nominated for major University Entrance scholarships (e.g. UBC Community Builder's Award).



Course Pass Rates

- ▶ **Course Pass Rate** data is quite reliable and we are able to track this information by term. We see improving trends in many curricular areas with respect to Course Pass Rates.

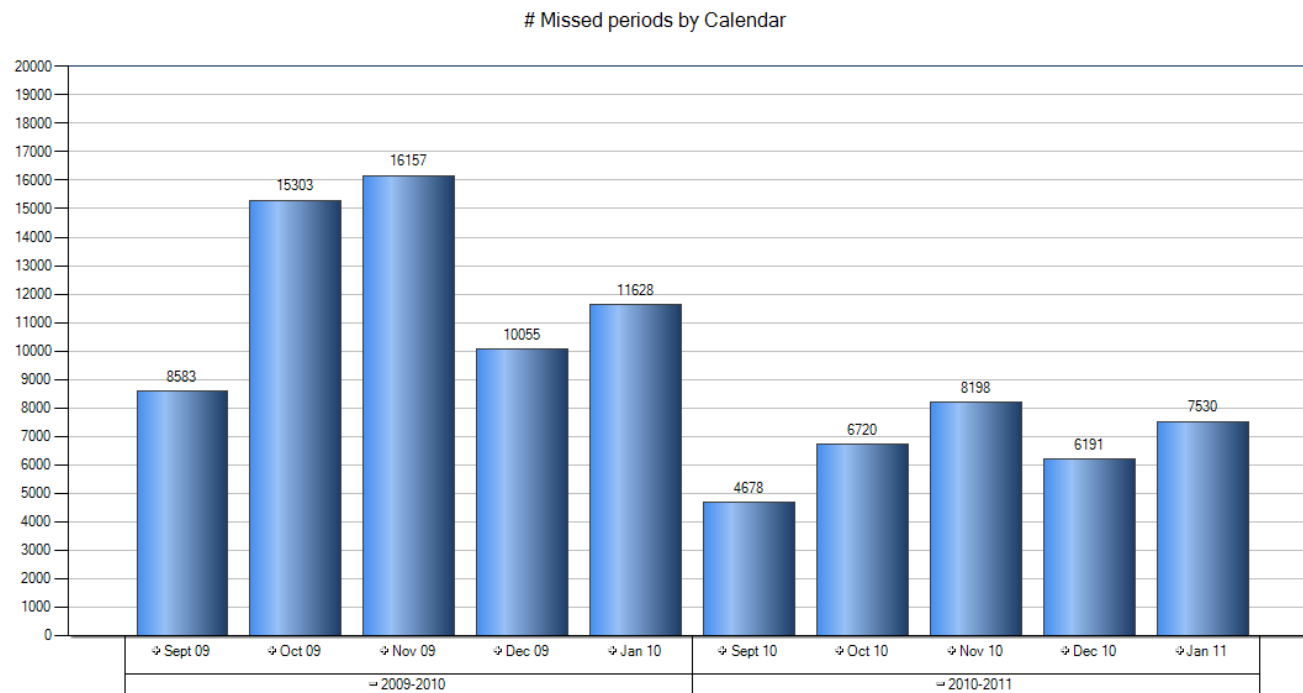
MBS Course Pass Rate						
Year	All %	Girls %	Boys %	AB %	AB Girls %	AB Boys %
2008	96.3	97.4	95.3	93.1	95.2	91
2009	95.8	96.5	95.3	92.6	94.6	90.3
2010	96.3	97.1	95.6	92.7	93.8	91.3

Note: *Data can be broken out by subject, by gender & Aboriginal/non-Aboriginal.*



Attendance Data

- ▶ We believe there is correlation between attendance and academic success. A comparison of attendance records from Sept.-Jan. 2009/10 with Sept.-Jan. 2010/11 has shown a 35% reduction in missed periods.



PLAN: Setting Directions

- ▶ Goals – Improving districts and schools have a strong instructional focus. Our two main goals are in direct alignment with the School District.
 1. To maintain our graduation rates and improve our grade to grade transition rates.
 2. To adopt Quality Assessment practices and improve student engagement in the classroom.

We also have two maintenance goals which we will continue to monitor. These goals are to sustain a *diverse range of programs* for both student interest and need and to *improve our school climate* (these goals align with areas of Schools / Programs of Choice and our District Health Promoting Schools Plan).



PLAN: Setting Directions

- ▶ Rationale - Improving districts have a thorough and connected set of reasons, based on evidence, for the selection of the student achievement goals and objectives
 - ▶ Student success is the focus
 - ▶ Identify and support students who were not finding success
 - ▶ Maintain a positive school culture and climate
 - ▶ Involve students in the learning process
 - ▶ Increase the level of engagement for students



PLAN: Setting Directions

- ▶ Data - Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and Provincial data. We have chosen the following sources of data to measure our success and identify areas for growth.

- Attendance Rates
- Course Pass Rates
- District Readiness Data
- SKOPUS achievement data (disaggregated)
- Student Survey Results



DESIGN: Organizing for Improvement

- ▶ **Strategies:** Improving schools have focused, well organized improvement plans in place.
 - ▶ ***Improving Instruction and Student Engagement***
 - Expanding expertise in Quality Assessment, Understanding by Design, Differentiated Instruction and KAGAN cooperative learning structures.
 - ▶ ***How are we supporting our Aboriginal students?***
 - Advocates, dedicated tutors and after school homework club/support
 - Cultural opportunities and classes – e.g. Ab. Leadership class for Sept 2011
 - Aboriginal student representation on SPC, Student Voice, surveys.
 - ▶ ***How are we supporting struggling students?***
 - ▶ Adapted programs – English, Social Studies
 - ▶ Course Completion, Grad Readiness, Learning Centre, Career Programs opportunities, Behaviour Intervention and Support
 - ▶ ***How are we supporting our more successful students?***
 - ▶ AP Courses – expanding AP course offerings.
 - ▶ Leadership Opportunities, Global Awareness, Service Opportunities, Competitions (e.g. Skills Canada, Math & Essay contests, etc.)



DESIGN: Organizing for Improvement

Structures: Improving schools have aligned structures, resources, time, organization.

- Adopted two block timetable to align with other schools in the district, shorten transition times, and increase student choice. This schedule gives our students the opportunity to participate in courses at other schools as well as to pursue work experience (WEX) opportunities.
- Initial data shows a significant improvement in attendance rates across all grades. Survey and interview data show that students (for the most part) prefer the two block timetable.
- Teaching staff have mixed opinions on the two block schedule.
- We will continue our efforts to support teachers and students through the transition.



DESIGN: Organizing for Improvement

Coherence/Alignment: there is a connection between school and district goals and objectives.

Graduation and Readiness

- Grad Readiness blocks, diversity of course offerings, specialty programs, Aboriginal support, articulation with associate feeder schools, no Spares policy, continued focus on data.

Quality Assessment and Instruction to Improve Student Engagement

- Continued teacher learning and sharing in Quality Assessment , Differentiated Instruction, Understanding by Design and Kagan Structures. Give teacher leaders opportunities to share best practices and to collaborate with teachers at other schools (e.g. COTA Inquiry Project).
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ACT: Building Learning Communities

Dialogue & Communication: At MBS we encourage dialogue and communication amongst all stakeholders by:

- Finding avenues to improve communication about student progress and achievement;
- Developing systems to enhance dialogue about the needs and plans for our 'at risk' students;
- Gathering feedback from stakeholders;
- Encouraging dialogue both face to face and using current modes of technology; and
- Working with local media services to provide en masse communication.



ACT: Building Learning Communities

Parent Involvement: This has and will continue to be strong at MBS. We achieve parent involvement through:

- The Parent Ambassador Program;
- The Parent Advisory Council;
- The School Planning Council;
- Career Mentorship Program; and
- Career Programs Community Ambassador Program.



ACT: Building Learning Communities

Leadership: Opportunities for staff and student leadership through:

- Student's Bear Council / Student Voice
 - Grad Council
 - Link Leadership
 - Leadership Class and Leadership Conferences
 - Peer Counselling Group (and LifeSavers Team)
 - Global Service Groups
 - Clubs
 - Teacher Assistants
 - COTA/SD 23 Inquiry Projects
 - Staff Bear Council
 - Staff Pro-D Leadership
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Vision for the Future

WE WANT TO BE A PROFESSIONAL LEARNING COMMUNITY THAT -

Believes in a collaborative approach to learning;

Engages all learners;

Allows for a diverse range of programs and instructional strategies;

Recognizes and celebrates student success and achievement in all areas; and

Supports a positive and safe school culture.

