MSS Growth Plan

**2016**

Ecole Mission Senior Secondary School

4/15/2016



**Mission Senior Secondary School**

**School Information**

**School Name:** Mission Secondary
**School Address:** 32939 7th Ave, Mission, British Columbia, Canada
**School Phone:** 604.826.7191
**School Fax:** 604.826.8187

**Web Address:** <http://mss.mpsd.ca/>

**Principal:** Jim Pearce

**Principal Email:** jim.pearce@mpsd.ca

**Vice Principals:** Beth-Anne Cullen, Hardeep Grewal

**Demographics**

**Number of Students:** 1275
**Percentage of Special Education Students:**17%

**Percentage of Aboriginal Students:** 14%

**Percentage of International Students**: 10%

**Vision and Beliefs**

Our school staff will collectively support all learners in order to ensure high levels of learning. Students will achieve the essential learning outcomes by implementing Response to Intervention (RTI) tiers and strategies. Staff will work collaboratively in a vertical team model within the school district and with our educational partners to maximize student achievement and post-secondary enrollment. Staff will participate in a professional learning community and professional development. Effective formative and summative common assessments will form the foundation for assessment practices to drive our achievement goals.

**Expectations:**

* Staff will work to implement Response to Intervention strategies at Tiers 1, 2, and 3, including tutorials embedded within the timetable as well as outside the timetable
* Staff will participate in vertical teams within the school, with middle schools, with alternate education schools and with post-secondary institutions
* Staff will have a comprehensive understanding of the new curriculum, coupled with the ability to interpret curriculum appropriately to accommodate individual differences and incorporate personalized learning.
* Staff will work collaboratively with curricular partners on instructional strategies, meeting students’ educational needs, and administering and analyzing common assessments.
* Staff will design and provide all students with timely formative and summative assessments that align with essential learning outcomes and monitor student progress effectively and communicate with students and parents in a timely manner.
* Staff will be involved in professional development with an ongoing commitment to learn and implement new methodologies and strategies.
* Staff will work collaboratively with students, parents and community stakeholders to enhance the school as a learning community.

**Where we are now…Where are we going?**

As a part of reconfiguration, the district recognized that in order to ensure success and provide more learning opportunities for our students, we needed to increase enrollment at the high school level. We achieved this by creating one senior secondary school with an enrollment of 1275 students. The consistency in the course catalogue, in the learning support services, and in the common assessment practices for our school community will allow us to target specific interventions to increase graduation rates. The reconfiguration also allowed the school to offer a much more diverse course selection and provided students the opportunity to select the most rigorous academic course selection in preparation for post-secondary institutions. It also provided enriched learning opportunities for all students who had a passion for studying at a deeper level in a particular academic and/or non-academic area. Furthermore, reconfiguration provided the opportunity to implement RTI practices on a school-wide basis to ensure success for all our students including our most vulnerable learners.

**GOAL #1: Improve Graduation Rates and Student Satisfaction**

* Improve overall graduation rate
* Improve aboriginal students graduation rate
* Increase post-secondary enrollments
* Conduct grade 12 student exit survey

**Scanning**

Collecting baseline data will allow us to implement our strategies to improve graduation rates and student satisfaction.

**Focused**

Using our RTI model and other interventions, we will focus our attention on improving our graduation rates and student satisfaction.

**Developing a hypothesis**

If we provide a systematic intervention approach, then graduation rates will improve and students will be more satisfied with their high school experience.

**New professional learning**

A majority of teaching and non-teaching staff attended various professional development seminars focused on RTI, professional learning community and assessment strategies.

**Taking action**

Instructional team leaders, along with their departments, have engaged in monthly collaboration meetings to ensure student success

**Is there a big enough difference?**

A difference will not be noted this year as we are collecting baseline data.

**GOAL #2: Increase the number of Advanced Placement and honours courses and increase the**

 **diversity of courses offered**

* Increase number of courses offered
* Increase the different types of courses and academic electives
* Increase participation rates in Advanced Placement courses
* Improve Advanced Placement exam scores

**Scanning**

We need to give all students the same opportunity to advance their education before entering post-secondary institutions. We are underrepresented in high level academics and need to elevate the learning of our academic students. Students need to engage in a deeper understanding of the course content.

**Focused**

We are focused on developing honours and AP programs that enhance the essential learning skills for our students and increase the variety of choices in course selection.

**Developing a hypothesis**

If we provide an honours program, then enrollment in AP courses will increase.

If we provide a greater number and variety of courses, then students will be more satisfied with their high school experience.

**New professional learning**

* Administration attend AP conference
* Group of staff attend their specific content area Pro D.
* Working collaboratively in departments to discuss deeper understanding of the content.

**Taking action**

Based on students course selection we are offering more honours, AP courses and electives

**Is there a big enough difference?**

Base line data has indicated an increase in both honours and AP courses. We have also increased the number of elective courses offered.

**GOAL #3: RTI success**

* Decrease student drop-out rates
* Improve grade-to-grade transition rates
* Survey staff and students about learning support model

**Scanning**

Students were enrolled in classes that only provided package work as a method of meeting the learning outcomes

**Focused**

We implemented a new approach that focused on an RTI model that guaranteed high levels of learning for all.

**Developing a hypothesis**

If we provide early interventions through RTI practices, then student success rates will increase.

**New professional learning**

Our student support service team visited other programs to develop a system of support for students. A large percentage of staff attended RTI conferences.

**Taking action**

Our student support service team used a push-in and pull-out model to support vulnerable learners. Teaching staff designed common assessments through PLC to support student learning and included RTI practices.

**Is there a big enough difference?**

Baseline data is being collected for grade-to-grade transitions and drop-out rates. An exit survey is being designed to collect information about our learning support system.

**Summary**

As a professional learning community, we will always focus on four questions to ensure high levels of learning for all students. The questions are as follows:

1. What do we want students to learn?
* curriculum
1. How do we know students are learning?
* formative and summative assessments
1. What do we do when students are not learning?
* Response to Interventions (RTI) tiers
1. What do we provide for students who understand the learning outcomes?
* honours, AP and electives courses

**This school growth plan has been written and reviewed by:**

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Principal Signature Date

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Vice-principal Signature Date

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Superintendent Signature Date

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Board Chair Signature Date