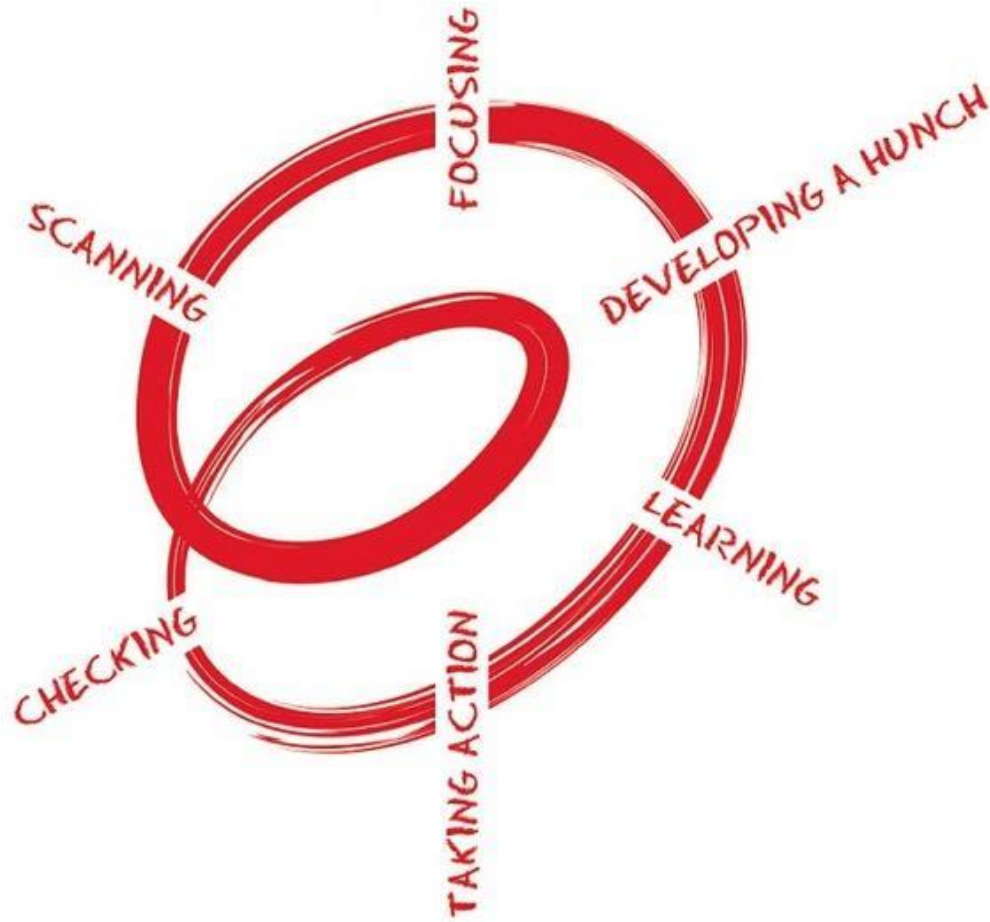




**School District No. 67 (Okanagan Skaha)
Penticton Secondary School**

School Growth Plan



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser



School: Penticton Secondary School

School Context:

Founded in 1913, Penticton Secondary School is located in the heart of Penticton's downtown area. Referred to affectionately as Pen Hi, our school has a student population of approximately 1100 housed in a building that was newly built renovated in 2008. Penticton Secondary School offers students a wide variety of opportunities in the areas of academics, arts, athletics, and employment training. Not surprisingly, this large student body, guided by a committed staff of teachers, coaches and mentors, consistently wins numerous provincial and national awards every year. Visitors to Pen High are often impressed by the student involvement and leadership in the community. Pen High is committed to promoting a learning culture that fosters a sense of personal and global responsibility and citizenship through teaching and promoting our core values of: integrity, respect, compassion, and commitment.

Penticton Secondary School:

- strives to develop students who are well-rounded and equipped to succeed following high school
- values open and timely communication with parents through a variety of methods
- values and encourages parental support and involvement at the school
- is dedicated to the preparation of caring and responsible learners
- values traditions and legacy, while embracing the innovations in education and technology
- is supported by an active Parent Advisory Council

Inquiry Question: What do you think is driving your plan for student success?

Primary Focus Question: Will the implementation of yearlong Career Life Connections 12 course along with a comprehensive Exit Interview improve students' sense of preparation for life beyond high school?

Our goal(s); we will...

- improve the sense of direction and options for our graduating students
- ensure our students are engaged in meaningful conversations with two or more adults about life beyond high school

Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)

Successes

During the past few school years, an emphasis has been put on continuing to build upon the progress made on previous inquiries specifically related to student-staff relationships and the implementation of core competency work and related student interviews. We are very happy with the overall sense of belonging that students appear to have with Pen High. The vast majority of students feel connected to the staff and school and are experiencing success here at school. Our Advanced Placement program continues to grow and our extra-curricular opportunities for students are plentiful. Many students are finding success here and are proud to call Pen High their school.

Challenges

While students appear to be feeling connected to staff and engaged in their learning, there continues to be a general feeling of being unprepared for life after Pen High. Student transitions from grade to grade have been automatic and lacking a sense of intention for students. Students appear to need a greater awareness of their options moving forward and their skills to accomplish what is before them.

Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

Evidence/Data to support:

- Student Learning Survey Data from Grade 10 and Grade 12 students
- Anecdotal staff feedback

As part of our improvement process, staff at PSS highlighted a Grade 9 through 12 transition plan beginning with student self-reflection of the core competencies in Grade 9, building to Career Life Education 10 learning outcomes, and culminating in the senior years with Career Life Connections 12 and a formal exit interview.

Supporting Data: PSS – 2018/19 Student Learning Survey Grade 10

	% of students responding “Many Times” or “All of the Time”	5 year range of results	Typical range across BC
Are you satisfied that school is preparing you for post-secondary education?	46%	27% - 57%	32% - 44%
Are you satisfied that school is preparing you for a job in the future?	36%	19% - 42%	24% - 35%

Supporting Data: PSS – 2018/19 Student Learning Survey Grade 12

	% of students responding “Many Times” or “All of the Time”	5 year range of results	Typical range across BC
Are you satisfied that school is preparing you for post-secondary education?	47%	19% - 51%	30% - 43%
Are you satisfied that school is preparing you for a job in the future?	24%	10% - 33%	18% - 28%

Supporting Data: PSS – 2019/20 Student Learning Survey Grade 10 *incomplete*

	% of students responding “Many Times” or “All of the Time”	2018/2019 Results	5 year average
Are you satisfied that school is preparing you for post-secondary education?	26%	46%	27% - 57%
Are you satisfied that school is preparing you for a job in the future?	21%	36%	19% - 42%

Please note: only 108 surveys (~42% of Grade 10s) had been completed before disruption of regular classes.

Supporting Data: PSS – 2019/20 Student Learning Survey Grade 12 *incomplete*

	% of students responding “Many Times” or “All of the Time”	2018/2019 Results	5 year average
Are you satisfied that school is preparing you for post-secondary education?	38%	47%	19% - 51%
Are you satisfied that school is preparing you for a job in the future?	22%	24%	10% - 33%

Please note: only 95 surveys (~32% of Grade 12s) had been completed before disruption of regular classes.

Key Learnings:

Implementation:

1. Staff identified a Grade 9 to 12 transition plan.
2. Students were transitioned from grade to grade once they had completed required coursework.
3. Students not yet “grade-ready” were supported to complete required courses and were immediately transitioned to the next grade level once finished.
4. Two teachers along with administration implemented the CLC 12 program.
5. Students were provided with one assignment per term building towards the comprehensive exit interview.
6. Staff connected with students in grade-wide assemblies as well as in-class during a selected block in the schedule.
7. Unfortunately, the disruption to regular instruction resulted in major changes to the CLC 12 exit interview that had been planned. Students were offered a variety of options in terms of concluding the course and most opted for a final assignment rather than a comprehensive interview.

Developing a Hunch: What is leading to this situation?

The staff believes that providing a Grade 9-12 transition plan with an emphasis on reflection and personal growth will help students to feel more prepared for life beyond high school.

New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

The CLC 12 teaching staff collaborated with admin to develop the work students would complete each term. Intention was brought to emphasize what students knew about themselves, where they hoped to go following high school and how they would accomplish that goal.

Taking Action: (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)

Each term, the CLC teachers co-assessed student growth and progress towards the culminating event. When needed, the teachers connected with struggling students in class, or at lunch to discuss the stages of the CLC 12 plan.

Check: (Have we made enough of a difference? How do we know?)

Unfortunately, the disruption to regular instruction also interrupted our student learning survey data. At the time, only a small number of Grade 10 (~42%) and Grade 12 (~32%) classes had completed the survey. Moreover, the classes who had completed the survey tended to be our support classes and elective classes. Our more academic classes had not yet made the time to complete the survey with students. This likely explains why the survey results are lower, specifically with regards to preparation for Post-Secondary studies.

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

The school plan, using the inquiry approach is a dynamic, yearlong process. All initiatives related to this plan are vetted through staff and focus groups. Updates related to our school plan are published in our newsletters and/or on our website.

Parental/Community Involvement: (How will you work together as a school community to do this work?)

Teachers, students, and parents are invited to participate in inquiry based focus groups which support the school planning process. Their feedback is incorporated into the direction and initiatives that become formalized through the plan. Staff meetings and professional development days (specifically the school implementation day) represent opportunities to communicate these intentions with staff and provide further opportunities to refine/define the intentions as the plan evolves. Throughout the school year accommodations have to be made for introducing and combining new and innovative ideas into the plan that support the intentions and encourage improvement to student learning and achievement, and to school culture.

Connection to the District Goals: (How does this plan connect to our district goals?)

Ensuring that all students graduate with a sense of dignity, purpose and options is one of the primary district goals. By increasing students feeling of preparation for life beyond high school, we hope to see improved graduation rates as well as a greater sense of purpose and options down the road.

Connection to the 7 Principles of Learning:

As we check on the effectiveness of our plan, we will continue to measure its success through the lens of the seven principles of learning in an innovative learning environment and by evaluating and contextualize the data collected throughout the year along with all our stakeholder partners.

(How do each of these principles align with your plan?)

- 1. Learners at the centre**
- 2. Social nature of learning**
- 3. Emotions are integral to learning**
- 4. Recognizing individual differences**
- 5. Stretching all students**
- 6. Assessment for learning**
- 7. Building horizontal connections**

The implementation of our Career Life Connections 12 course and associated comprehensive exit interview, is based on the 7 Principles of Learning. The intent for this course is to 1) ensure students are central to their learning; 2) recognize the diversity of learners represented; 3) build connections with peers, staff and the community; 4) recognize student learning both in school and out of school; 5) celebrate individual student differences and their incredible accomplishments; and 6) stretch students to grow in areas that will better prepare them for the future.