



Princess Margaret Secondary School

PLANNING FOR STUDENT SUCCESS

2010-11

Description of Princess Margaret Secondary School

Welcome to Princess Margaret Secondary School!!!! “Home of the Mustangs”

Princess Margaret officially opened its doors in September 28th, 1958 with 200 students enrolled in grades 8-10 along with 19 staff members. Our ‘new’ Princess Margaret Secondary School opened in October 28th, 2002 with our first graduating class in June 2004. Today, our school enrolls approximately 650 students in grades 9-12 with an excellent staff comprised of 3 administrators, 3 office staff, 45 teachers, 13 educational assistants, 4 custodians, a library assistant and a Child Care Worker. Our school community includes a significant first nation’s population and is located within the traditional Okanagan Nation territory. Our school is fed from 4 elementary schools and 1 middle school.

Name: **Princess Margaret Secondary School**

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Website: <http://sd67.bc.ca/schools/pm>

QUESTION

If our school places increased emphasis on improving student engagement and work completion rates will it result in increased graduation and school completion percentages?

RATIONALE (Why are we asking this question?)

Six years ago we began to analyze the factors that were preventing students from having success in school and ultimately graduating. We came up with two primary indicators: a) the lack of school engagement which often results in, b) inconsistent attendance patterns, and the resulting missing assignments. We began to structure our school to address these issues.

STRUCTURES AND STRATEGIES (What are we going to do?)

We realized that the impact of missing work had a dramatic effect on academic performance. Assignments not submitted result in zeroes in the teacher gradebooks. We began to research grading and assessment practices. This resulted in the following changes:

- 1. Work assigned is work expected. Don't include zeroes in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.*
 - Resist including homework in the gradebook*
 - Resist reducing scores for late work*
 - Resist using a mark of "zero" for work not handed in*
 - Consider allowing students to re-write tests and quizzes*
 - Consider exploring different grading practices and Assessment for Learning strategies*
 - Intervention strategies were developed to support teachers and students in efforts to see required work submitted. (see attachment A) The most successful and broad-based of these interventions has been the development of the lunchtime "Homework Club". Staffed by volunteers this club has been extremely successful in helping students complete missing assignments. (see attachment 1)*
 - Expertise continues to be developed at the staff level to support growth in assessment and grading practices. We have had the opportunity to share our experience with colleagues at a number of workshops and conferences. We have*

made excellent progress in the areas of fair and equitable grading practices and assessment for learning strategies.

2. *We need to develop a culture of support at school that emphasizes mutual respect and trust. In doing so we hope to improve student engagement and therefore improve attendance.*
 - *Review protocols, processes and communication regarding attendance policy to ensure that we develop partnerships with students and parents in emphasizing the importance of being in class and on time.*
 - *Reduce the use of “approved study” and encourage all students to assume a full course load.*
 - *Link Crew – brings together senior students and incoming grade 9 students. The focus is providing support on an ongoing basis for our new students. Fostering relationships between seniors and incoming students eases the transition from middle school to high school.*
 - *Peer Mentoring, Peer Tutoring, Peer Counselling are courses widely subscribed to by our grade 11 and 12 students. This helps to enhance the culture of support that is so critical to student success.*
 - *A.I.R. (Accountability, Integrity, Respect) are our core values. We teach our expectations in the area of social responsibility by delivering AIR lessons on a regular basis. These are short lessons with themes that reflect our core values. Many of these lessons are developed and delivered by our students.*
 - *Leadership course credit is available to all students at Princess Margaret. The focus is on providing services to others. This can include anything from running a student activity to raising funds for an orphanage in Vietnam. We have a strong history of being service providers.*
 - *Our instructional practices are evolving to create more student engagement in lessons. More student-directed learning would increase value of attendance for students. We are experienced in SMART learning concepts and the uses of differentiated instruction and personalized learning.*
 - *We offer a series of the **Be the Change** workshops is to increase personal power and self-esteem, to shift dangerous peer pressure to positive peer support and to eliminate the acceptability of teasing, violence and all forms of oppression. This day is designed to unite the students of the school and to empower them to carry the themes of the program back to the greater school population. We hope to*

successfully address the issues of violence, teasing, social oppression, racism, harassment, conflict management, suicide, peer pressure, alcohol and drugs.

- *We have developed an effort rubric that is used as both a pre and post assessment of student's ability to meet widely held expectations. This rubric was developed through discussions with students and conversations within departments regarding the characteristics consistent with student success. Students evaluate their current performance, set goals for the term and at term end meet with the teacher, who also evaluates the students, and discusses their progress towards established goals. This process has established clear criteria for the effort mark that is placed on student report cards. (see attachment 2)*

3. We need to create predictable opportunities for our staff to engage in professional, reflective dialogue designed to improve the performance of all of our students.

- *We have developed 11 structured 60 minute Collaborative Planning Meetings for staff. They are pursuing forms of action research or school inquiry that are self-selected. These meetings take place during the school day. Minor adjustments to the regular bell schedule have provided us with this opportunity. Currently there are 11 different collaborative groups active in this process.*
- *The progress of Collaborative Groups is checked via Department Head and Staff meetings where we discuss what is being discovered during the meetings and any needs that might be arising. We have also established a WIKI sight were all group members can post updates and comments. This allows all staff to be kept aware of what is being pursued by the various groups. Examples of inquiry/action research topics are included below:*
 - *Science – We are utilizing journaling in classes, both as a means of checking for student understanding, and as a means of creating links between classroom learning and everyday life for our students.*
 - *English – We are using Literature Circles as a method of both building interest in reading and helping students understand how the development of powerful questions can improve comprehension.*
 - *Applied Skills – Will using film as a resource enhance our teaching areas; improve student learning and student motivation?*
 - *Social Justice – In what ways will at-risk students success in my classroom improves when I implement purposeful strategies suggested in the book, "Reclaiming Youth at Risk," by Dr. Martin Brokenleg?*

- *Cross-Curricular Team – To what degree will opportunities for movement and creativity increase student engagement and academic performance?*
- *Be the Change Team - We acknowledge that students who feel connected to school are likely to be more successful. Can connectedness to school be positively impacted by exposing students to a workshop designed to build bonds between individuals and across the greater school community?*

RESOURCES:

- *We provide a variety of networking opportunities for staff to engage in reflective dialogue regarding best practice. We believe that privacy of practice produces isolation and isolation is the enemy of improvement. We subscribe to the theory that all the knowledge and skills we require to improve student achievement rests in the hearts and minds of our staff.*
- *We have had multiple staff members attend workshops on grading and assessment practices.*
- *We have accessed district support through workgroups in the areas of Assessment for Learning Strategies and School Completion.*
- *We conduct two book study groups each school year. Titles are selected based on our focus areas.*

KEY FINDINGS (What did we find out?)

Number Of Courses Below 50%

Year	Term 1	Term 2	Term 3	Term 4	Final Mark
2004/05	292	334	321	300	192
2005/06	215	272	265	291	118
2006/07	160	198	193	248	104
2007/08	5	33	40	53	36
2008/09	43	98	47	104	35
2009/10	62	76	92	104	85
*I's					

**baseline year tracking "incompletes" rather than course failures*

Results

Passport to Education

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
2005/06	78.3%	80.5%	83.6%
2006/07	84.8%	82.6%	84.3%
2007/08	87.3%	89.3%	89.5%
2008/09	89.67%	89.17%	91%
2009/10	89.2%	92.8%	91.8%

First time Gr.12 Grad Rate	Total Gr. 12	Graduates	Percentage
2005/06	157	145	92%
2006/07	140	111	79%
2007/08	136	126	93%
2008/09	147	143	97%
2009/10	117	109	93%

REFLECTIONS (What did the team learn through this research? How did it make a difference?)

To date we have learned how much capacity we have to affect student performance. We have discovered that all the knowledge and skills required to create success for all students resides within our staff. Through collaboration and inquiry we believe that we can continue to further the scaffolding required to sustain improvement.

WHERE TO FROM HERE?

Next year we will spend two professional development days establishing our new collaborative cohorts and mapping plans for improvement. We continue to seek opportunities to develop our capacity to learn together more effectively and move towards our vision of a school community where all students experience success.

School Planning Council:

Don MacIntyre (Principal): _____

Eleanor Trautmann (Parent): _____

Peter Dunstan-Adams (Parent): _____

Celia Tara (Parent): _____

Attachment 1

Princess Margaret No Zero Policy

At Princess Margaret Secondary School, we value learning and education. We believe that assigned work gives teachers the opportunity to see if students understand what has been taught. It is on the basis of completed and marked work that teachers determine whether they need to re-teach a concept or whether they may move on to teach a new concept. Furthermore, assignments often emphasize learning that needs to take place before students can attempt, with confidence, the next level of learning.

For these reasons, we believe that it is imperative that students complete their assignments in a timely fashion. We recognize that not all assignments will be handed in on time; however in view of the importance of these assignments, we believe that work assigned needs to be completed. Students should not be given the option to “take a zero” by not handing in an assignment. Allowing students not to complete work is an educationally unsound policy and cannot be supported by the staff of Princess Margaret.

When a student fails to complete work on time, a teacher should implement the following procedures/interventions in a timely manner to encourage the student to hand in the incomplete work as soon as possible. A teacher does not need to follow every level of intervention outlined. They are listed as effective proactive steps to encourage the student to complete the assignment and to avoid issuing marks of zero.

If a student does not hand in an assignment on time, the following actions may be utilized by the teacher:

School-Wide Expectations

*Speak to the student to see why the assignment is late. Sometimes it is as simple as they forgot it at home. Bring it next day.



*Agree upon another due date for the late assignment. **This level of support is crucial to the development of the student/teacher relationship.**

Personal issues may have hampered the completion of the assignment. Agree on a new due date or a course of action to help with the personal issues preventing the student from completing the work.



At any time an interim report can be issued making clear what assignment is late and when the new due date is.



*Assign a grade 9 student to work with a peer mentor.



*Contact the parents to inform them of the late assignment, and to help motivate the student to do the assignment.

Call or email the parents to inform them of the late assignment. Parents are sometimes able to communicate the importance of completing assignments in ways that teachers are not. Bottom line, the parents need to know.



*Teacher keeps the students at lunch or after school to catch up on the missing work.



*Teacher assigns the student a lunch time DT.

As a proactive way of getting the assignment done, assign a lunch hour catch-up session. **See *Lunch DT assignment procedure and sheet.***



*If student “refuses” to go to the DT, refer the matter to the grade administrator.



*If student does not attend the DT, the matter is referred to the grade administrator.



*Refer to SBT minutes to see if there are identified strategies that can be utilized to help.

*Refer the matter to SBT (School Based Team)



*Teacher assigns student to “I” session during collaborative planning time, supervised by the administration. **See *school calendar for school collaborative planning dates.***



*For chronic “I”s, teacher to contact parent/counselor to arrange a meeting.



*Teacher to contact parent/admin to arrange a meeting.



*Refer the matter to the grade level school administration.



*Jr. Students could be held after school until the work has been completed.

*Jr. Students could be assigned in-school suspensions to get the work done.



*Refer the student to Saturday School (1 per term).



*Assign an "I" at report card time. Student has two weeks after receiving his or her report card to get the incomplete work done. After the two weeks, if the work has not been completed and many of the above interventions have been attempted, the "I"s are converted to zeros.

Attachment 2

Princess Margaret Secondary Effort Rubric

Course _____ Term _____ Name (please print) _____

Student Self-Assessment

Goal for this term:

End of the term assessment:

E	G	S	N	Responsibility	E	G	S	N
E	G	S	N	Cooperation	E	G	S	N
E	G	S	N	Independence	E	G	S	N

Please circle the description that most accurately reflects performance in each category.

	Excellent	Good	Satisfactory	Needs Improvement
Responsibility	<p>Demonstrates an industrious work ethic-ready to work and learn. Student <u>always:</u> -is on time and prepared -is ready to work -submits assignments on time -shows initiative in making up any missed work</p>	<p>All assignments are turned in - ready to work and learn. Student <u>usually:</u> -is on time and prepared -is ready to work -submits assignments on time -shows initiative in making up any missed work</p>	<p>Most assignments are turned in - generally ready to work and learn. Student <u>often:</u> -is on time and prepared -is ready to work -submits assignments on time -shows initiative in making up any missed work</p>	<p>Most assignments missing - frequently not ready to work and learn. Student <u>rarely:</u> -is on time and prepared -is ready to work -submits assignments on time -shows initiative in making up any missed work</p>
Cooperation	<p>A class leader exemplified by a high degree of positive and meaningful participation initiated by the student. Student <u>always:</u> -shows self-control -behaves safely -demonstrates good cooperative skills -is an effective member of a cooperative team.</p>	<p>Works well with other students and teachers, participates in class in a meaningful way. Student <u>usually:</u> -shows self-control -behaves safely -demonstrates good cooperative skills -is an effective member of a cooperative team.</p>	<p>Generally works well with other students and teacher(s). Student <u>often:</u> -shows self-control -behaves safely -demonstrates good cooperative skills -is an effective member of a cooperative team.</p>	<p>Does not work well with other students or teacher(s). Student <u>rarely:</u> -shows self-control -behaves safely -demonstrates good cooperative skills -is an effective member of a cooperative team.</p>
Independence	<p>A keen and enthusiastic learner actively seeking out personal growth and learning opportunities. Student is <u>always:</u> -respectful to self, others and property -a motivated self-starter -able to evaluate self progress and adjust well</p>	<p>A self-directed learner who takes appropriate initiative and responsibility for learning. Student is <u>usually:</u> -respectful to self, others and property -a motivated self-starter -able to evaluate self progress and adjust well</p>	<p>Periodically requires direction. Student is <u>often:</u> -respectful to self, others and property -self motivated -able to evaluate self progress and adjust well</p>	<p>Needs one on one attention most of the time. Student is <u>rarely:</u> -respectful to self, others and property -able to show self-motivation -able to evaluate self progress and adjust well</p>

*The language used in the construction of this effort rubric has been supplied by the Ministry of Education and appears on the back of all report cards.

At mid-term I have calculated my effort as:

E G S N

Teacher Assessment of Student Effort

E G S N

Teacher Signature _____



PRINCESS MARGARET SECONDARY SCHOOL

“LUNCH TIME CATCH UP ASSIGNMENT” LUNCH TIME

At Princess Margaret Secondary we believe in the success of all of our students. One way that we help students succeed in school is insisting they complete ALL assignments issued by their teachers.

Teachers: Please complete this form, have the student sign it, and then photocopy it. Keep the original form and submit the photocopied referral form into the “Detention” binder that is kept in the main office on the counter in front of Shelly Doucette’s work area.

As a result of not completing an assignment, you have been assigned a LUNCH TIME CATCH-UP ASSIGNMENT.

PROCEDURE: Name of student: _____ Grade: _____

Teacher’s name: _____ Subject: _____

	Teacher assigns “Lunch Time Catch-Up” assignment. <i>(teacher to put a tic to the left of this box indicating this has been done).</i>
<div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> _____ _____ </div> <p style="text-align: center; margin-top: 5px;">DAY DATE</p>	Day and date of assignment. <i>(printed on the left of this box).</i>
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"> _____ </div> <p style="text-align: center; margin-top: 5px;">student signature</p>	Student is aware of the assignment to the “Lunch Time Catch-Up Assignment” room, the date of the assignment, the room they are to attend and the work that is to be completed. <i>(student to sign to the left of this box).</i>

Completed by supervising teacher:

Student completed the session

Student was a no show

The student will give the supervising teacher their completed work. The photo copy of this assignment sheet that was put in the “Detention” binder will be stapled to the completed work and left in the “Lunch Time Catch-Up Assignment” section of detention binder to be picked up by the teacher.

DESCRIPTION OF WORK TO BE COMPLETED BY THE STUDENT *(referring teacher to complete)*: