



School Performance Planning Update

A.R. MacNeill Secondary

Year Three of a Three Year Cycle

2015-2016

School Context:

A.R. MacNeill, a relatively new secondary school, opened in September 2003 starting with 300 students in grades 7 and 8 from 29 elementary schools. The school was structured as schools-within-a school model: Fine Arts Academy, Science Academy and the District Incentive School. With increased residential development occurring in the neighbourhood, MacNeill School experienced rapid growth in student population. The schools-within-a school model could not be sustained and by September 2008 MacNeill became a comprehensive grade 8 to 12 secondary school serving its neighbourhood students. In the 2009-2010 year, MacNeill's Incentive Program acquired specialty academy status and is now the MacNeill Incentive Outdoor Academy. The school community continues to evolve, and the staff collaboratively explores and works with the founding principles of effective practice, flexibility and choice. They continue to build positive relationships to create a strong and engaging learning environment for all.

Mission Statement:

Although the school does not have a Mission Statement, the school operates from a philosophy and a statement of values:

Philosophy:

The central goals of education are intellectual, social and career development; we at A.R. MacNeill Secondary School believe that this development is more a journey than a destination. MacNeill has been founded on the guiding principles of effective practice, flexibility and choice. We are a school with a challenging academic core, and we believe that positive relationships among students, teachers and family are fundamental to student success. As part of a community of learners we believe in extending learning outside the walls of the school building. Students learn to set goals and formulate plans for healthy intellectual, physical, emotional and social development.

We value:

Small size – Though the school was founded as separate academies within one building and that is no longer the case, it is the intent to continue to nurture the sense of small communities.

Positive climate - Every student is known, appreciated, and included; staff and students participate in the school's decision-making process.

Dynamic teaching - Together and with students, teachers explore and employ a growing repertoire of instructional and learning strategies.

Depth - With their teachers, students engage in challenging inquiry. Students are actively engaged in their own learning.

Community experience - Students are involved in their community.

Flexible scheduling - The structure of the school day provides for flexible and variable learning

times.

Technology - Technology is a tool that supports students as thinkers, researchers, writers and presenters.

Assessment - Teachers help students to set goals and to monitor, guide and assess their own thinking in mastering learning outcomes.

Professional development - Teachers as learners explore opportunities to enrich the MacNeill community.

Balance – We recognize the need for balance in the lives of our students and staff.

Demographics:

The student population of MacNeill School is culturally diverse and represents a wide range of learners. The enrollment projection for 2015-2016 is for 790, which is a decline from 950 students four years ago, and 836 this year, reflecting the declining enrollment in Richmond at the secondary school level. MacNeill anticipates welcoming 51 International Students. Students in the school come from 39 different birth countries and identify 29 different languages as the language spoken in their homes, which represents 74.1% of the student population speaking another language other than English at home. Of the 29% of the students with designated Ministry categories that provide the district extra funding are: 160 ESL (69%), 26 Low Incidence (11%), 39 High Incidence (17%), 11 Gifted (5%).

In 2015-2016, staff at A.R. MacNeill will be composed of: 43.00 FTE including classroom teachers, librarian, counselors and administrators; 10 full time educational assistants, library and laboratory assistants; 3.5 office personnel, 3 noon hour supervisors and 5 custodians for a total of 71 staff.

MacNeill School draws from the catchment areas of Anderson, Cook, Talmey and Tomsett Elementary Schools. The MacNeill Incentive Outdoor Academy is a district program and enrolls students for all schools in the district, though students not in the catchment area must register through the district “transfer” process. Each of the grades 8, 9 and 10 in Incentive enrolls 30 students and there is an application process for the Incentive Academy. Preference is not given to students in the MacNeill catchment for registration to the Incentive Outdoor Academy.

Strengths:

The core strength of MacNeill School comes from a dedicated, hardworking and collaborative staff that believes in building relationships with students. Several structures are in place to support and reinforce this value. Advisory class is scheduled every day and students are engaged in Silent Reading, social responsibility activities, and Portfolio or Grad Transition development. A group of students remain in the same Advisory with the same teacher for the five years they are at MacNeill. To facilitate transition into high school, grade 8 students are “nested”, grouped together, and taught by the same teacher for Humanities (English and Social Studies) and also for Math/Science. This allows for teachers to become familiar with students and their learning styles and provides the flexibility to organize curriculum creatively and adjust pacing to better accommodate student needs. To enhance learning support and achievement for all of our diverse learners, the Learning Centre resource support was implemented this past school year. The Learning Center is a flexible model of learning support where students can

choose to come out of a classroom for support when needed and the classroom teacher can also send an individual or small group of students for additional support. Since September 2009, staff and students have worked very hard with the implementation of P.O.W.E.R., the Positive Behavior Support program at MacNeill, to make explicit and consistent behavior expectations for all in the school community to ensure a positive, respectful and safe learning environment. Almost all the athletic teams, and there are many, are coached or sponsored by MacNeill teachers. Both student and teachers benefit with the opportunity to build relationships and enhance student self-esteem. The MacNeill staff also provides many extra-curricular student councils, clubs and activities. Since 2011-2012 there has been Collaboration Time. Collaboration Time at MacNeill occurs eight times during the year and it is seventy minutes of instructional time when students are not in session to allow for small groups of staff to meet reflect, learn and work together.

Parents continue to actively support students and staff for, and at, many student activities and events. The PAC has been responsive to staff requests and utilizes the Gaming funds fairly and responsibly. The Dry Grad Parent Committee continues to support the graduating class by organizing and fundraising for the dry after grad celebration.

Challenges:

MacNeill is a relatively new school founded on principles and directives in a Board Resolution (RSB Resolution 247/2002, reviewed at June 21, 2010 Board Meeting). Rapid enrollment growth and now declining enrollment poses challenges in maintaining the integrity of MacNeill's origins while creating structures, school culture and traditions. To effectively mentor and acculturate staff new to MacNeill, will continue to be a challenge. There will continue to be a review and reflection of Advisory, P.O.W.E.R. and student support structures.

With the growing number of English Language Learners enrolling in the school and students with ELL background, the learning and teaching challenges are great. Instructional strategies in all classrooms need to be responsive to the diversity of learners in the classroom. A significant number of students going through ELL classes in high school cannot complete graduation requirements by grade 12. The Learning Improvement Fund helped considerably to support our ELL students in intermediate numeracy, Science 10, Social Studies 11 and by having semestered English 11 and 12. There have been a growing number of students with severe anxiety and depression. Our counselling and teaching staff is highly challenged to support the students and to provide them with the needed professional and community resources. Communicating with the parents of this population of students has been difficult with translation services not available when needed. The allotment of teacher counsellor time at MacNeill is not sufficient to meet the needs of these students as well as time to do the other required school tasks. Next school year, MacNeill will be welcoming 121 grade 7 students, of whom 11 will require significant teacher and educational assistant support. This will be a significant challenge for MacNeill staff.

The population of the school is significantly Asian with many families new to our country. It is a challenge to increase parent participation in school and in our school parent structures. The Settlement Workers in Schools (SWIS) have been invaluable, and will continue to be so, in the transition of students and their families new to the school community.

Members of School Planning Council: (must include both names and signatures)

Parent: Steve Franks, PAC Secretary _____

Parent: Dayanthi Adhihetty, PAC Treasurer _____

Parent: Borg Chan, PAC Vice-chair and Incentive Outdoor Academy Rep.

Student(s) Gary Ip, Student Council Co-president _____

Harry Shen, Student Council Co-president _____

Principal: Carol-Lyn Sakata _____

Date of submission by SPC: May 15, 2015

Goal One: Reading Comprehension

Continue to improve grade 8 reading comprehension of non-fiction texts and other media by providing explicit instruction, guided practice and offering specific feedback focusing on inferences, main idea/supporting details and other skills which may emerge after the fall PBA. The target will continue to be less than 20% of the students in grade 8 “not yet meeting expectations” in the Spring PBA.

Rationale:

Improvement in the level of literacy, consistent with the province and school district, continues to be a focus at MacNeill. Of special concern is improvement and development of literacy skills of students during the transition from grade 7 to grade 8. At the grade 8 level, English is taught with Social Studies in Humanities and literacy skills have been transferred and practiced by students in Social Studies. This past year, grade 8 teachers focused on Science for the PBA question, as content and language is often very challenging and strategic approaches to the tasks can make a significant difference. The PBA (performance based assessment) provides teachers with the opportunity to make decisions about instruction as it identifies skill areas where student scores are low. In areas that many students have low scores (checking for understanding, reading for main idea, and identifying supporting details) teachers develop lessons which are explicitly taught. Analysis of the PBA data was conducted in the fall and this enabled teachers to decide on skills to focus for explicit instruction. There was significant improvement in the skills taught as seen in the spring PBA data. The same process will be utilized in Fall 2015 to decide on the skills to focus on to improve student literacy skills.

Evidence:

The target for this goal was to have less than 20% of grade 8 students “not yet meeting expectations” by the Spring 2015 PBA. The summary table indicates significant improvement. With the “overall” change of 44.7% in the Fall “not yet meets” to 20.2% in the spring, though the “overall” target was not quite met, however, the target was met in the targeted areas.

PBA Percentage Results:

PBA Aspects	Pre – Fall 2014		Post – Spring 2015	
	<u>NYME – MME</u>	<u>MME – EE</u>	<u>WYME – MME</u>	<u>MME – EE</u>
Word Skills	35.9%	64.0%	21.4%	78.6%
Checks Understanding	79.5%	20.5%	16.6%	83.3%
Text Features	0.0%	0.0%	24.4%	75.6%
Accuracy & Completion	26.3%	71.0%	18.6%	81.4%
Main Ideas	42.1%	57.9%	9.4%	90.6%
Details	53.8%	46.2%	18.6%	79.1%
Inferences	38.6%	53.9%	28.6%	66.8%
Connection to Prior Knowledge	0.0%	0.0%	37.3%	62.8%
Evaluation / Reflections	36.8%	63.1%	28.0%	69.8%
OVERALL	44.7%		20.2%	

The PBA spring assessment reflected improvements in many literacy skill areas. The literacy leader facilitated meetings every month enabling teachers to discuss instructional strategies for targeted areas and also to share successes and share their work with students. The process of assessing students to inform instruction once again attests that explicit instruction does make a difference. The following tables indicate the areas assessed by the PBA and the highlighted aspects indicate foci for explicit instruction this past year. Significant improvements can be noted in all areas.

PBA Aspects	Pre – Fall 2014							Total
	<u>NYWE</u>	<u>NYW/MME</u>	<u>MME</u>	<u>M/FME</u>	<u>FME</u>	<u>FM/EE</u>	<u>EE</u>	
Predictions	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	36
Word Skills	20.5% (8)	15.4% (6)	28.2% (11)	17.9% (7)	12.8% (5)	0.0% (0)	5.1% (2)	39
Checks understanding	74.4% (29)	5.1% (2)	15.4% (6)	0.0% (0)	5.1% (2)	0.0% (0)	0.0% (0)	39
Accuracy & Completion	18.4% (7)	7.9% (3)	34.2% (13)	18.4% (7)	18.4% (7)	0.0% (0)	0.0% (0)	38
Main Ideas	26.3% (10)	15.8% (6)	28.9% (11)	15.8% (6)	13.2% (6)	0.0% (0)	0.0% (0)	37
Details	41.0% (16)	12.8% (5)	15.4% (6)	10.3% (4)	20.5% (8)	0.0% (0)	0.0% (0)	39
Inferences	28.2% (11)	10.4% (4)	23.1% (9)	10.3% (4)	20.5% (8)	0.0% (0)	7.7% (3)	39
Evaluation / Reflections	18.4% (7)	18.4% (7)	18.4% (7)	10.5% (4)	28.9% (11)	0.0% (0)	5.3% (2)	38

PBA Aspects	Post – Spring 2015							Total
	<u>NYWE</u>	<u>NYW/MME</u>	<u>MME</u>	<u>M/FME</u>	<u>FME</u>	<u>FM/EE</u>	<u>EE</u>	
Word Skills	7.1% (3)	14.3% (6)	19.0% (8)	31.0% (13)	26.2% (11)	2.4% (1)	0.0% (0)	42
Checks understanding	7.1% (3)	9.5% (4)	52.4% (22)	7.1% (3)	21.4% (9)	0.0% (0)	2.4% (1)	42
Text features	9.8% (4)	14.6% (6)	22.0% (9)	14.6% (6)	36.6% (15)	0.0% (0)	2.4% (1)	41
Accuracy & Completion	9.3% (4)	9.3% (4)	30.2% (13)	23.3% (10)	27.9% (12)	0.0% (0)	0.0% (0)	43
Main Ideas	4.7% (2)	4.7% (1)	20.9% (9)	20.9% (9)	48.8% (21)	0.0% (0)	0.0% (0)	43
Details	9.3% (4)	9.3% (4)	25.6% (11)	7.0% (3)	46.5% (20)	0.0% (0)	0.0% (0)	43
Inferences	23.8% (10)	4.8% (2)	28.6% (12)	4.8% (2)	28.6% (12)	2.4% (1)	2.4% (1)	42
Connection to prior knowledge	23.3% (10)	14.0% (6)	25.6% (11)	7.0% (3)	30.2% (13)	0.0% (0)	0.0% (0)	42
Evaluation / Reflections	23.3% (10)	4.7% (2)	34.9% (15)	11.6% (5)	23.3% (10)	0.0% (0)	0.0% (0)	43

Similar processes and data will be collected next year to indicate progress in similar areas. The target will be to continue to reduce the number of students “not yet meeting” to 20%.

Actions Taken to Address the Goal:

In the remaining part of this school year, teachers intend to develop and present a coordinated set of lessons on drawing inferences from text. In both the Fall and Spring assessment students continued to struggle with drawing inferences from text. For next year, the assumption that explicit instruction and assessment for learning makes a difference will be continued for the literacy goal targeting our grade 8 students. The information collected from the Fall PBA will be used to inform instruction and this information will be shared with students so students will know their literacy goals for learning. The

literacy leader will continue to facilitate monthly lunch hour study group meetings to discuss assessment and literacy strategies. Teachers will be looking at strategies for reading in other media as well as print. Options for using an on-line text assessment will be considered to provide teachers with on-going feedback of student progress during the year. Assessment of reading will be continued in Science classes. It is intended to follow up on this year's strategic instruction for students as they move into grade 9 by including grade 9 teachers in both Humanities and Sciences in Literacy initiatives, in Pro-D days and Collaboration Time sessions.

Communication Plan:

The goal will be discussed with students in Humanities, Science and Math 8 classes and also in Advisory class during USSR (Uninterrupted Sustained Silent Reading). The school community is being informed at Literacy study group meetings, staff meetings, educational facilitator and department meetings. Parents are informed at PAC meetings, Meet the Teacher evenings, program planning meetings, by the newsletter and web-site. This information is published in the student handbook and school calendar to parents.

Goal Two: Social Responsibility-Creating a Safe, Respectful Learning Environment

To be continued from last year is the goal to develop a safe, caring and respectful learning environment which supports the building of positive relationships by the review of P.O.W.E.R. (Positive attitude, Ownership, We not me, striving for Excellence, Respect), MacNeill's Positive Behavior Support program. An extension of the goal for next school year will be the implementation of the Office Discipline Referral process that identifies behaviours in all areas of school and responses to the behavior as a means to provide a consistent, respectful and fair process for all students.

Rationale:

P.O.W.E.R. the PBS system has been in place at MacNeill since September 2009 and the first few years saw a dramatic change in student conduct and school climate. The positive effect was perceived by students, staff, parents and visitors to the school since its implementation. Since 2011 there appeared to be a decline in students and staff embracing P.O.W.E.R. To maintain the momentum, an educational facilitator was designated to lead and facilitate the P.O.W.E.R. initiatives in the school. The need to continue to review the program and to re-energize the school community is evident in the obvious decline in the grade 10 and 12 student responses to items in this year's Satisfaction Survey and the MacNeill specific items regarding P.O.W.E.R. which was included in this year's Ministry Satisfaction Survey. The percentages reflect the sum of "all of the time" and "most of the time" responses.

SATISFACTION SURVEY RESULTS 2014 and 2015

	<u>Grade 10</u>			<u>Grade 12</u>		
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Respect people who are different from you	77%	82%	81%	88%	89%	88%
Feel safe at school	65%	70%	69%	75%	84%	74%
Bullied, teased, or picked on	12%	6%	3%	6%	6%	6%
Know school's expectations for student behavior	67%	78%	71%	78%	80%	73%
Feel welcome at school	53%	57%	61%	66%	71%	56%
Staff treat all students fairly			58%			59%
MacNeill Specific Items						
	<u>Grade 10</u>			<u>Grade 12</u>		
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Know what POWER stands for	72%	79%	77%	79%	87%	79%
Demonstrate POWERful behavior in class	54%	66%	56%	65%	73%	64%
Demonstrate POWERful behavior in other school areas	51%	67%	57%	58%	64%	42%
Believe POWER has a positive impact on student behavior	19%	40%	31%	27%	42%	58%
POWER has a positive impact on my learning			28%			31%
Learn about POWER and being a POWERful in Advisory			35%			27%
TOTAL – Average of column	49%	63%	47%	57%	67%	50%

The student responses to the above items show a notable decline in most areas compared to last year and even the previous year. These results indicate the need to re-visit and re-energize the school community around POWER, the positive behavior support initiative. This school year the response to the item regarding student perception of “staff treating all students fairly” is an area that the POWER Committee felt needed focus and so this was added to the above items. The last two MacNeill specific items were added this year and will provide a base line for measuring progress for the planned initiatives for next year.

Evidence:

It is the staff and parents hope that students feel safe and welcomed at their school. We also want students to know they are being treated fairly and respectfully at school. Many of the POWER initiatives throughout the year work to this end. It is also hoped that the implementation of the Office Discipline Referral Form and making explicit expected behaviours and the consequences of the behaviours will enhance student perceptions of being treated fairly. Each year MacNeill specific items are included in the Ministry Satisfaction Survey. We have taken this as an opportunity for students to provide feedback and input on various aspects of the school so we can improve the learning environment at MacNeill. We will continue to use this format to gather data from students. **The 2015-2016 targets will be to increase by 5% in all areas at the grade 10 level and the grade 12 level with the Ministry Satisfaction Survey items. For the MacNeill specific items on POWER, the target goal will be to see an increase in the “TOTAL average” to no less than 60% for both grades.**

An interesting and very contrary result is noted from the Tell Them From Me Survey administered in January 2015 to students in grade 8, 9 and 11. The TTFM survey 67% of students reported a “positive sense of belonging to the school”; 96% reported “positive behavior at school”; and 85% “feel safe attending the school, as well as going to and from school”.

Actions Taken to Address the Goal(s):

The educational facilitator will continue to work with the district area counsellor support, administration, the POWER staff committee and POWER student representatives from each grade, to initiate actions towards the review, re-energizing and implementation of POWER initiatives. The P.O.W.E.R. educational facilitator and the Advisory educational facilitator will continue to work together to teach and reinforce P.O.W.E.R. during Advisory classes. All expectations are reinforced through Advisory classes and daily language used in the course of instruction or conversation. P.O.W.E.R. is explained to all non-school staff (e.g. noon-hour supervisors, cafeteria workers) and the common language of P.O.W.E.R. will continue to be used when addressing student behavior; both positive and negative behavior. POWER will be on the agenda for Pro-D Days. The P.O.W.E.R. committee will again choose areas of focus and specific suggested activities for the September 2015 kick off. Continued will be a focus week on an aspect of student behavior which we promote, teach and encourage at the beginning of every month. Students receive P.O.W.E.R. cards for exhibiting P.O.W.E.R.ful behavior. These cards are entered into a monthly draw. P.O.W.E.R. Pep Rallies and other P.O.W.E.R. events will be planned throughout the year. New for 2015-2016 will be the implementation of the Office Referral Form. The POWER Committee is currently investigating making the Form an interactive electronic form.

Communication Plan:

School wide language and expectations are all represented in the P.O.W.E.R. matrix. The matrix for P.O.W.E.R. is in the front of the student agenda. There are P.O.W.E.R. matrices posted in classrooms. There are large, colorful P.O.W.E.R. banners posted in every classroom and in public areas within the school. The matrix is used to encourage students to think about how they could do things differently next time. Parents are also re-introduced to the P.O.W.E.R. matrix if they must meet with school personnel regarding their child’s behavior/attitude. MacNeill also has anywhere from 1–3 students/Advisory class who act as the P.O.W.E.R. reps for their Advisory. The P.O.W.E.R. Reps meet monthly to discuss activities and events and share the information with their Advisory classmates. The P.O.W.E.R. Rep meetings also give voice to the school population’s thoughts/ideas/reflections. P.O.W.E.R. is a standing item on the monthly staff meeting agenda. The P.O.W.E.R. committee meets monthly with District staff/coaches. The P.O.W.E.R. committee includes members of the teaching staff and administration.

Communication to parents occurs at PAC meetings, at Meet the Teacher evenings, parent program planning meetings and through the newsletter and website. It is also published in the school calendar to parents.