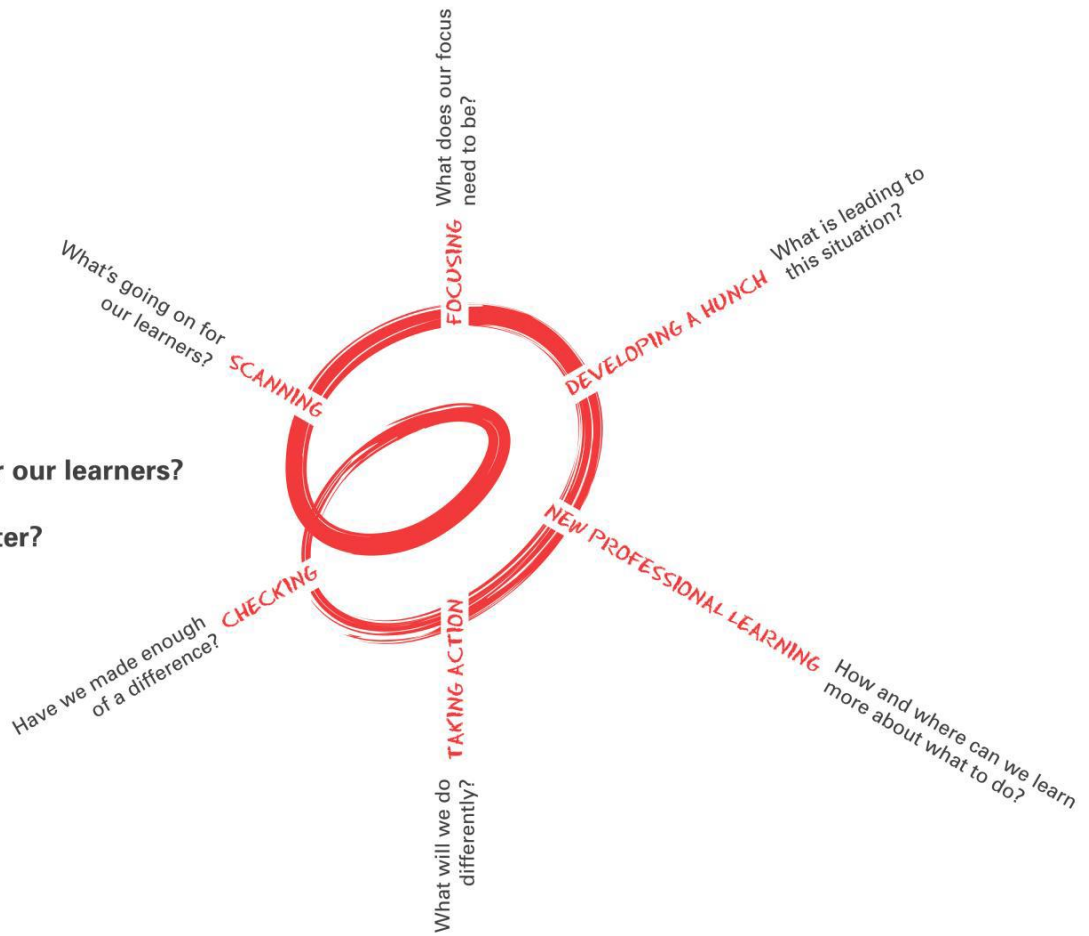


École Heritage Park Middle School Growth Plan

2017-2018



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

School and Community Context:

We are a middle school consisting of 640 students between Grades 7 through 9. We are a dual track school offering a French Immersion Program as well as an Intensive Core French (ICF) Program. Halq'eméylem, the language of the Sto:lo people, is enjoyed by our Grade 7 students on a weekly basis as supported by the Aboriginal Education Department Siwal Si'wes. Our school focusses on Character Education through our Advisory classes. Responsibility, Respect, Courage, Perseverance, Empathy and Integrity are the character traits we work to fully develop in our students. We have an active extracurricular athletics program. As well, many staff members sponsor clubs that foster student connectedness in our school community. We are fortunate to have a supportive Parent Advisory Council that sponsors the Daily Breakfast Club and Homework Club twice weekly. We are part of the BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks.

MISSION

(Why are we here?)

At École Heritage Park Middle School we empower all learners to strive for success.

VISION

(What do we need to become in order to achieve our mission?)

Our vision is a collaborative learning community where:

- ~Everyone feels safe, included, and valued as partners~
- ~All learners are engaged, empowered and motivated~
- ~Accomplishments are celebrated~

VALUES

(How do we need to behave in order to achieve our mission?)

At École Heritage Park Middle School, we will:

- ~Set high standards for ourselves and our students~
- ~Offer a wide variety of learning opportunities~
- ~Teach and assess in a variety of ways~
- ~Engage students in activities that encourage critical thinking, collaboration and creativity~
- ~Provide a nurturing and supportive learning environment~
- ~Celebrate our diversity of learners and their learning~
- ~Communicate openly, respectfully, and professionally with students, parents and staff~

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

Successes:

- ✓ High number of students achieving Honour/Effort Roll status each term
- ✓ Leadership Program
- ✓ Extra-Curricular Fair in September to promote clubs, activities to students
- ✓ Leadership Spirit Days and activities such as Spirit Week before Halloween and Christmas Break, Francophone Festival before Spring Break, and National Character Day Activities and Guest Speakers
- ✓ Character Education through Advisory classes
- ✓ Music Department
- ✓ Drama & Dance Department
- ✓ Counselling Department
- ✓ The Thistlestop (school store)
- ✓ Athletic Teams
- ✓ School Clubs
- ✓ Recycling & Composting Program
- ✓ Highlander Games
- ✓ Ho Ho Hoedown
- ✓ Community Fundraising – Cops for Cancer, Cycling for Diversity, Terry Fox Run

Challenges:

- Mental Health Issues
- Grief/Loss Issues
- Poverty Issues
- Peer Pressure
- Cell Phone Distraction
- Social Media Issues/Cyberbullying
- Attendance/Late Issues
- Class Preparedness (bringing essential equipment to class)
- Apathy/Work Ethic
- Learned Helplessness

Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on Foundational Skills (literacy, writing, numeracy)
- Character Education through Advisory classes Grade 7-9
- Critical and Creative Competencies using inquiry based approach
- Consider a schoolwide inquiry project
- Continue to provide opportunities for positive connections to the school through involvement in classes, participation in school clubs and athletic teams and through volunteering at school events

2017-2018

- Provide and recommend ongoing support for students and their families within the school and Mission community
- Adapted classes

Inquiry Question: (State what your driving question will be.)

How can we ensure that our middle school students attain the necessary academic skills, social responsibility and resiliency to successfully transition to the secondary school?

Hunch: (What is leading to this situation for your learners?)

- Family generational issues with educational support/success
- Fatigue, hunger
- Lack of organizational skills
- Students need to see the relevance of their learning to real life experiences
- Many students feel that passing is good enough and are not driven to excel
- Increased distraction by technology
- Lack of specialist teachers to ignite passion in learning

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

- ❖ Continued opportunity for teacher collaboration to focus on the new curriculum
- ❖ Focus on increasing staff engagement to ensure that all take an active role in ensuring learning takes place for all students
- ❖ The shift to the inquiry based approach is based on the goal of improving engagement and the creative and critical competencies
- ❖ Explore Critical Thinking Consortium www.tc2.ca
- ❖ Explore, develop, enrich school culture and connections
- ❖ Deb McNamara and Gordon Neufeld Institutes to learn ways to strengthen connections
- ❖ Connect with other schools to explore inquiry, project based learning
- ❖ Increase knowledge of technology and its' application in the classroom
- ❖ Explore notion of eliminating letter grades – will this help or hinder motivation?
- ❖ Guest speakers at staff meetings
- ❖ Co-sponsor workshops with community groups eg. Mission Hospice

Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- On-going teacher collaboration
- Report Card Data for each term
- Numbers of students participating in extra-curricular sports teams/clubs
- Student Connectivity Surveys
- Individual Student Reflection on learning
- Core Competencies Assessments
- If no changes, explore further supports through School Based Team & Student Service

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	Total No. of Students	MATH	%	SCIENCE	%	ENGLISH	%	SOCIAL STUDIES	%
Grade 7	205	143	69.8%	147	71.7%	139	67.8%	129	62.9%
Grade 8	202	98	48.5%	134	66.3%	118	58.4%	115	56.9%
Grade 9	230	126	54.8%	122	53.0%	123	53.5%	158	68.7%

Baseline Evidence ~ Report Card Data from 2016/17 school year

Achievement Data: Students Achieving Letter Grade of C+ or Better, Term 3 Report Card, April 2017

Target is to consistently achieve 75% of students achieving C+ or better in all academic courses.

Connection to the District Goals or Directions:

Inquiry based approach supports the District's goal of the *Educated Citizen*

District Goals	École Heritage Park Middle School Connections
<ul style="list-style-type: none"> Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base 	<ul style="list-style-type: none"> Project research leading to beginning with an hypothesis and learning how to apply to real world by making presentations in class or school wide Critical and Communication Competencies
<ul style="list-style-type: none"> Creative, flexible, self-motivated and who have a positive self-image 	<ul style="list-style-type: none"> Character Education through Advisory classes
<ul style="list-style-type: none"> capable of making independent decisions 	<ul style="list-style-type: none"> Critical and Communication Competencies Personal and Social Competencies
<ul style="list-style-type: none"> skilled and who can contribute to society generally, including the world of work 	<ul style="list-style-type: none"> Digital Citizenship Use of My Blueprint
<ul style="list-style-type: none"> productive, who gain satisfaction through achievement and who strive for physical well-being 	<ul style="list-style-type: none"> Personal and Social Competencies Extracurricular athletic teams and clubs
<ul style="list-style-type: none"> cooperative, principled and respectful of others regardless of differences 	<ul style="list-style-type: none"> Character Education through Advisory classes
<ul style="list-style-type: none"> Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world 	<ul style="list-style-type: none"> Personal and Social Competencies Social Justice Project in Advisory 9

~Inspire a Passion for Learning~

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

- Regular updates to the PAC
- Family/Staff BBQ during Parent/Teacher Conferences
- Regular updates to all parents electronically through school website
- Auto-dialers messages to parents
- Reader Board Messages
- Local newspaper
- Continued use of Check My Mark

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

- Ask parents for input on motivating students
- Invite parents to guest speakers presentations
- Invite parents to staff collaboration sessions



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Submitted by:

This school growth plan has been written, reviewed and supported by:

Principal

Signature

Date

Superintendent

Signature

Date

Board Chair

Signature

Date