

School Growth Plan

June 2010

SCHOOL NAME: Glanford Middle School

GRADE CONFIGURATION: Grades 6 to 8

ENROLMENT NUMBERS: 406 Students

School Context:

Glanford Middle School is one of ten Middle Schools in the Greater Victoria School District. In the six years since our re-configuration from an elementary school, the school population has grown from 280 students to over 400 children in 14 divisions. Our school has been at maximum capacity for the past 3 years and we have earned an enviable reputation as a small, safe Middle School with a dynamic culture. Our academic, athletic, technology, and music programs have received high praise in the larger community. An ongoing goal is to accommodate the large number of requests from non-pathway students wishing to attend our school each year.

Summary of Progress 2008/09 Goals:

In our sixth year of operation, staff and administration at Glanford Middle School focused on two areas of importance and pride: (1) maximizing student involvement and leadership within our highly active culture; and (2) maintaining academic excellence with a specific focus on raising achievement in student writing.

Glanford has created an enviably rich school culture during its formative years of operation. An in-school television station (Studio 85) continues to be the cornerstone of student leadership and GMS culture. As well, monthly Retro assemblies, a unique student recognition program, our innovative Mini-X model, and outstanding music and athletics programs continue to flourish thanks to the energy and commitment of our staff. Ongoing innovation is seen as critical to the evolution of our culture as new staff and 150 new students arrive each year.

Glanford's second goal was a focus on writing skills, an area identified in FSA testing and in teacher discussions as a weaker link in our academic achievement. We began the year with a second full-day inservice from Susan Augustyn as well as the sharing of best teaching practices at monthly staff meetings. Significant funds were directed towards each team for the acquisition of new resources. A number of strategies identified in our 2009 School Growth Plan, however, were not followed through with fully - an omission that will be corrected this year as we continue to pursue excellence in student writing.

Our Goals 2009/10:

- (1) To maximize student engagement and leadership in the highly successful culture established at GMS.
- (2) To raise achievement in student writing skills and instill a positive attitude towards the writing process in an increasingly technological culture.

GOAL #1

GOAL:

To maximize student engagement and leadership in the highly successful culture established at GMS.

RATIONALE: *(Briefly explain why you selected this goal – include evidence from Appendix 1)*

The Glanford community (staff, parents, feeder schools) has identified our vibrant school culture as the cornerstone of our success as a Middle School. GMS is a place where students want to be! This is reflected in several data sources: (1) A consistently large number of students from non-pathway schools requesting GMS as their school of choice: Sept 2008 - 117 requests; Sept 2009 - 83 requests; Sept 2010 - 65 requests. The number of requests in 2010 remained high despite McKenzie Elementary becoming our second feeder school for Sept. 2010. (2) GMS has the lowest absentee rate amongst District 61 Middle Schools in statistics compiled through GRIP (Grad Rate Improvement Program); (3) Through a school-designed Student Connectedness program, 0 students have left GMS this year for social, emotional, or conflict issues.

With one-third of our student population new each year, maintaining culture as a school focus was strongly supported by the staff and SPC. By melding existing practice with innovation and new initiatives, GMS plans to maximize student engagement and involvement for all students, particularly our new Grade 6 students.

SUMMARY OF PROGRESS

GMS continues to excel in the area of student culture due in most part to the unparalleled energy, commitment, and creativity of our staff. Ongoing and new initiatives were all implemented with the exception of the following: (1) collecting year-end Recognition Ceremony statistics as baseline data for monitoring student involvement (2) No school-wide educational theme was organized, although a new and unexpected initiative took its place – the “Me to We” club which organized numerous social awareness fundraisers and activities throughout the year, culminating in a Walk for Africa which raised \$5,000.

ACTIONS:

New or Ongoing Initiatives	How are you or will you monitor and evaluate success? What are your targets?
To recycle and refine the opening week procedures for GMS which have proven inclusive, exciting, and a cornerstone to setting the school tone for the upcoming year. Students will work cooperatively in multi-age groups on a “Rube Goldberg” science theme. This will provide a welcoming, fun environment for new staff members and students, will encourage student participation, and will establish the respectful tone and behavioral standards expected at GMS. The week will	-100% of students will participate in the week. -100% of Grade 8 students will have some leadership role in the week’s activities. -a Grade 6 satisfaction survey will be completed at the end of September. We will continue to exceed 90% satisfaction in the areas of enjoying school &

<p>culminate in the traditional GMS Friday breakfast, a video presentation of the week, and a demonstration of the Rube Goldberg finalists.</p>	<p>belonging, as in the past 2 years. -3 new teachers will join the Opening Week planning committee.</p>																																				
<p>To expand the opportunities for students to get involved and engaged at GMS beyond our rich music and athletic programs. In particular, we wish to increase the number of Grade 6 students receiving year-end recognition. These opportunities will include:</p> <ol style="list-style-type: none"> (1) A noon hour sports program, including Juggy League; intermurals led by Spectrum Athletic Leadership students; dance club; and Pickle Ball league. Other clubs may include guitar club and floor hockey. (2) Regular staff/student challenges: CanWest Spelling Bee contest; noon hour cribbage tournament, Warhammer challenge, annual sport challenges including the Golden Boot and Basketball Cup. (3) Increased leadership opportunities for Grade 6 and 7 students: participation in the Me to We Leadership club; Cops for Cancer head shave (\$17,000 raised in 2008 and again in 2009), new Waste Management program; other fund-raisers associated with local and global awareness. 	<p>-Use data from June 2010 Recognition Assembly as a baseline for increasing Grade 6/7 participation and recognition:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Awards:</th> <th style="text-align: center;"><u>Gr. 7</u></th> <th style="text-align: center;"><u>Gr. 6</u></th> </tr> </thead> <tbody> <tr> <td>Academic</td> <td style="text-align: center;">18</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Sports</td> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Fine Arts</td> <td style="text-align: center;">7</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Citizenship</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>Two areas:</td> <td style="text-align: center;">15</td> <td style="text-align: center;">13</td> </tr> <tr> <td>3 areas:</td> <td style="text-align: center;">7</td> <td style="text-align: center;">3</td> </tr> <tr> <td>4 areas:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: center;">48</td> <td style="text-align: center;">67</td> </tr> <tr> <td>%age:</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">49%</td> </tr> </tbody> </table> <p>Our goal is a 5 to 10% increase in recognition for service/citizenship, sports, and fine arts.</p> <p>-Provincial Satisfaction survey results will maintain or exceed current rates in two areas:</p> <ol style="list-style-type: none"> a) "Do your teachers care about you? Most times – 35%; Always – 41%. b) "Do you participate in activities outside of class hours?" Most times – 19%; Always – 31% 	Awards:	<u>Gr. 7</u>	<u>Gr. 6</u>	Academic	18	40	Sports	1	5	Fine Arts	7	6	Citizenship	0	0				Two areas:	15	13	3 areas:	7	3	4 areas:	0	0				TOTAL:	48	67	%age:	41%	49%
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<p>GMS will maintain our Student Connectedness program despite the loss of a mini-grant from Community Link funding. The staff leader of the program will continue to target any student identified as vulnerable for the following reasons:</p> <ol style="list-style-type: none"> 1) chronic absenteeism 	<p>-Our goal is to maintain a 0% dropout or transfer rate for students identified as vulnerable at GMS. -To reduce the number of students chronically absent (30+ days per</p>																																				

<ul style="list-style-type: none">2) family issues3) mental health concerns4) social/emotional issues with peers5) Tier 3 transfers into our community.	<p>year or more) from 14 students to 0 students.</p> <ul style="list-style-type: none">-To increase the number of identified “vulnerable” students receiving year-end recognition from 6 in June 2010 to 12 in June 2011.-To provide continued support to the following highly successful programs:<ul style="list-style-type: none">-morning check in with vulnerable students for absenteeism.-noon hour “social skills” club-flexible scheduling of EA to permit crisis intervention when needed.
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GOAL #2

GOAL:

To raise achievement in student writing skills and instill a positive attitude towards the writing process in an increasingly technological culture.

RATIONALE: *(Briefly explain why you selected this goal – include evidence from Appendix 1)*

Both parents and staff view high academic achievement as an important component of Middle School. GMS has demonstrated ongoing success in FSA **reading comprehension** and **numeracy** results. In June 2010, 10% of students were exceeding expectations in both of these areas. **Writing skills** continues to be the weaker area of student achievement with only 6% of students are exceeding expectations on FSA testing. 13% are not yet meeting grade expectations.

With text-messaging, e-mail, “cut and paste” research, spell-check, and alternative media for presenting information (Powerpoint, i-movies), the relevance of “traditional” writing skills appears to be diminishing. Our goal is to strengthen writing skills at GMS within the context of a rapidly changing technological world. The traditional time allotment for writing has decreased due to a fuller curriculum (Advisory, DPA, Exploratory, FSL) and we are striving to make writing an important component of *all* subject areas, not just Language Arts.

SUMMARY OF PROGRESS

We began our 2009 school year with a second visit from Susan Augustyn. It was intended that her strategies provide a common instructional thread to writing instruction. As well, regular sharing of best practices occurred at staff meetings and team funds were targeted towards literacy and writing materials. Several action statements, however, were not addressed. These became the focus of a May Pro-D day reflection & action activity – the results of which appear below.

ACTIONS:

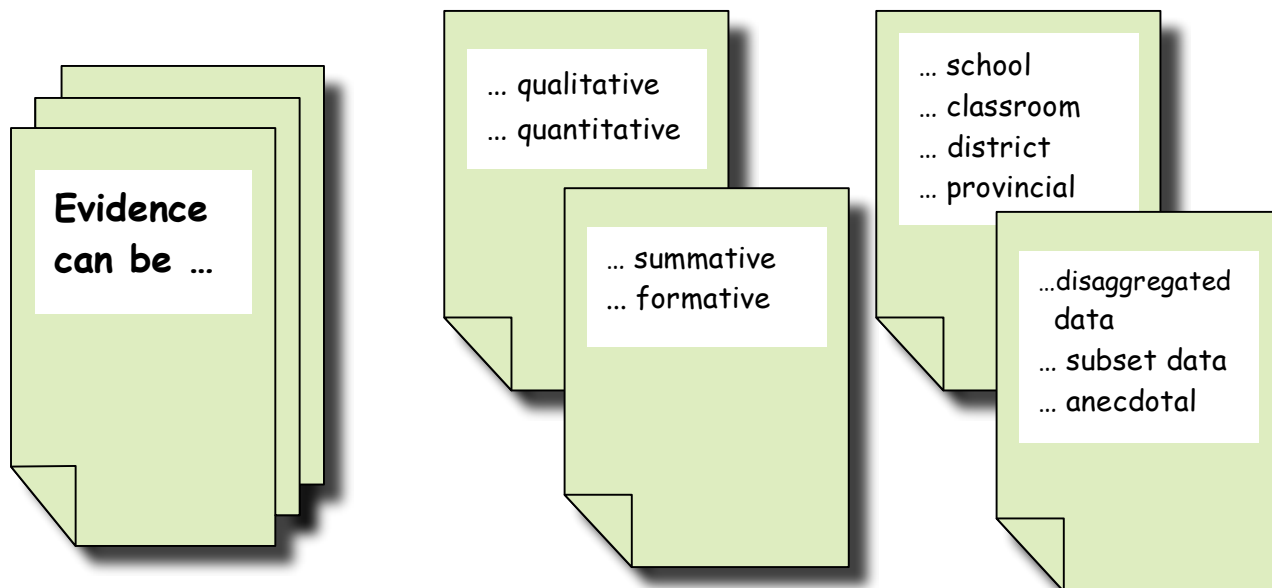
New or Ongoing Initiatives	How are you or will you monitor and evaluate success? What are your targets?
To create a standard GMS writing rubric that will be used in all subject areas as a writing guide and evaluatory tool. The intent is to create a sense of value and importance for writing skills across the curriculum, not just in Language Arts.	-a writing rubric will be created before October 15, 2010. -100% of core subjects (excluding mathematics and PE) will have an assessment component based on writing.

<p>One Pro-D day will be dedicated to the writing process to further teacher pedagogy & practice in this area. Using the GVSD Learning Initiatives team, our focus will be RAWC – the Reading and Writing Connection.</p>	<p>-100% of staff will attend the Pro-D activity on writing, even those in curricular areas other than English/Language Arts. -Best practices will continue to be shared monthly at staff meetings.</p>
<p>Student writing samples will be collected in student <i>Writing Portfolios</i> to be introduced in September 2010. At least one team meeting prior to April 2011 will be used to collaboratively compare student writing samples and share best practice.</p>	<p>-100% of students will create a writing portfolio beginning in Sept. 2010. -100% of students will complete a writing self-evaluation in Sept. and May. This self- evaluation will be kept in their portfolio. -one writing sample per term will be completed by each child.</p>
<p>GMS prides itself on innovation, with our Studio 85 television studio as our best known initiative. Staff will develop at least 3 new strategies for promoting reading and writing at GMS. These ideas include:</p> <ol style="list-style-type: none"> (1) A 30-minute sustained silent reading block each Friday afternoon at 1 pm. (2) A literacy-based Studio 85 intro on Friday at 1 pm. This could include student readings, book reviews, mystery readers, weekly edit challenges, etc. (3) Writing and poetry will be incorporated into our annual Cabaret and Patisserie evening in February 2011. This can include a poetry slam, student readings, and visual displays of student writing. (4) GMS will continue to promote numerous writing contests, including the lucrative MYABC contest each fall. 	<p>-3 new writing initiatives will appear on our new Friday afternoon timetable. -100% of GMS students will participate in a sustained 30-minute reading program at 1 pm each Friday. -Most importantly, the number of students exceeding grade expectations on Grade 7 FSA results will rise from 1% to 5 – 10%.</p>

Appendix 1

EVIDENCE

In this section, please include data/evidence you used to determine your goals. This evidence will support your rationale.



Appendix 1 evidence includes:

- (1) 2010 Performance Standards
- (2) 2010 FSA results
- (3) Provincial Satisfaction Survey results – 2009.
- (4) Informal staff survey of Writing Practices conducted at May 19, 2010 Pro-D.

Elementary and Middle Schools: Which of the four assessments did you use this year?

Alberta Diagnostic Assessment	NO	Benchmarks	NO
District Assessment of Reading Team (DART)	NO	Oral Reading Assessment (ORCA)	YES

Please submit the above data.

ORCA – Analysis and Response	Not yet within expectations: 7%
	Minimally meeting expectations: 24%
	Fully meeting expectations: 53%
	Exceeds expectations: 16%
ORCA – Comprehension	Not yet within expectations: 3%
	Minimally meeting expectations: 21%
	Fully meeting expectations: 53%
	Exceeding expectations: 23%

1. Strategies to support the success of each student

GMS has two Learning Assistance programs to support lower achieving students. These programs run concurrently during the morning; one for Gr. 6/7 students in Language Arts and Mathematics and one for Grade 8 students whose timetabling and social needs are quite different. As well, EA support is provided as extensively as possible within each grade level to provide teaching support for students within the classroom.

Glanford has not received a Community Link micro-grant for September 2010. However, we will continue to use a designated EA to provide daily morning check-ins with approximately 20 chronic non-attenders. As well, student attendance, school involvement, homework completion, and behavior were monitored and tracked for approximately 29 additional students. No identified at-risk students at GMS transferred, left school, or received a Tier 3 suspension in 2009/10. As well, the newly implemented "Curriculum Completion" days eliminated the majority of "I's" from all report cards. It is an expectation that all work *will* be completed by every student.

GMS identifies Gifted students within our school community. These students are grouped with the counterparts at each Grade level and also receive weekly Gifted instruction.

2. Strategies to enhance the success of aboriginal learners

At this time, GMS has 9 aboriginal students, the majority of whom are non-status and reside in our catchment area. All fall well within grade expectation. To further promote a sense of connectedness, a First Nations educational assistant meets regularly with these students to monitor school connectedness, promote social networking, and share cultural pride. Our library continues to add appropriate books to honor First Nations peoples and their history. The library resources are an excellent resource for our teaching staff. As well, there is a large First Nations component to the Grade 6 eco-rowing program offered at Royal Roads. Finally, novels that celebrate Aboriginal culture (ie. *Touching Spirit Bear*) are used in classrooms.

3. Communication: *How are you communicating your goals and progress to parents and the wider community?*

The School Planning Council was delighted to welcome 3 new parents to the SPC team this year. The Glanford PAC was asked for input at their June 3, 2010 meeting attended by the Principal and VP. On June 11, 2010, the SPC committee met for a half-day to create this document. A teacher rep was not in attendance as directed by the BCTF and GVTA. The GMS staff were provided time a May 21st Pro-D day to provide input. The final 2010/2011 School Growth Plan was shared with the GMS teaching staff and PAC in September 2010. As always, the School Growth Plan is posted on the GMS school web page.

4. Describe your “Green” Initiatives.

GMS participated fully in the District Waste Management pilot program. Each classroom and hallway is now equipped with sorting bins for paper, plastic, drinking containers, and compost items. There has been an appreciable decrease in the garbage collected by our school custodian and the Waste Management teams from each classroom have been recognized for their citizenship. As well, staff turn lights off when exiting classrooms at break time.

5. SCHOOL PLANNING COUNCIL:

	X
PRINCIPAL	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
DATE	

APPROVAL OF PLAN:

Tom Ferris	X
BOARD CHAIR	
John Gaipman	X
SUPERINTENDENT	
	X
ASSOCIATE SUPERINTENDENT	
DATE	