

School Growth Plan

October 15, 2011

SCHOOL NAME: **Margaret Jenkins**

GRADE CONFIGURATION: **K-5**

ENROLMENT NUMBERS: **400**

School Context:

École Margaret Jenkins School (EMJS) is a dual-track (French Immersion) school situated in the Fairfield neighbourhood in Victoria. Many students at this school come from middle to upper-middle socioeconomic backgrounds, however the demographics are shifting to a more diverse group of students. Approximately 30% of our students are from Out-of-Catchment. Margaret Jenkins has an enrolment of 400 students in 2011-2012, offering instruction from Kindergarten to Grade 5 in English, and French Immersion.

We have a long and rich history, with Margaret Jenkins School first opening in 1916. We are proud of our vibrant sports and Visual Arts programs and the wide variety of extra-curricular opportunities offered in areas such as cross country, chess, soccer, basketball, dance, swimming, and mountain biking. Our school purpose is to create a safe, caring climate where learning will flourish. Our Code of Conduct focuses on developing a respectful, responsible, and safe learning community for all at Margaret Jenkins.

Summary of Progress 2010/11 Goals:

In an effort to explore 21st Century Learning in a deeper and more meaningful way, last year our staff and SPC decided to pursue a goal to improve student creativity. Our target was to have our staff test one or more of the creativity instructional tools with their classes, taught to them at two Professional Development sessions in the fall of 2010. This target was met and half of those teachers reported out on the creativity tools they used and the response by their students. The first term was spent defining creativity collectively as a staff and exploring various instructional approaches to increasing creativity in students. In January we developed and administered, a Creativity Student Self-Assessment based on the research of creativity expert Paul Torrance. One self-assessment was created for primary students and another for intermediate students. This gave us a baseline of data that we were able to compare with a second assessment done in May.

The primary January to May results were as follows:

I have lots of ideas to share – increased 1.5%

I share my ideas with others – increased 2.5%

I notice things that are different – increased 6%

I enjoy trying new things – increased .5%

I keep trying at things, even when not easy- increased 3%

The intermediate results were as follows:

- I generate many ideas when brainstorming – increased 5.25%**
- I share my ideas with others – decreased 2%**
- I think of things in different ways to get new ideas – increased 5.25%**
- I notice things that are different, or unusual – increased 1%**
- I enjoy trying new things – decreased 1 %**
- I don't give up easily – increased 3.25%**

While the results show some growth in many areas, there is clearly work needed in key areas. We would also like to broaden the assessment to include a teacher evaluation on student creativity.

Our Goal 2011/12:

To further increase student creativity across the curriculum.

GOAL #1

GOAL:

To further increase student creativity across the curriculum.

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

At the May 2011 Professional Development Day staff and SPC members agreed that the energy and enthusiasm developed in the creativity goal last year warrant further action in this area. A great deal of time was invested in the first year defining and exploring our collective philosophy and beliefs associated with creativity. It is believed that this work will serve as a good foundation for continued work in 2011-12. Teachers noted that reading and writing were further areas in need of improvement and this could be addressed within the creativity goal. Staff suggested that one strategy to improve writing would be to have a continuous and consistent school wide writing program. Using a “wordle” program, the most frequently used words in the teachers’ comments about the success of the creativity goal were represented. Words such as **students, think, 21st century, future, school-wide, reflect, together** and **involvement** indicate that having an emphasis on creativity is a student centered, forward thinking and engaging task for the school community.

ACTIONS:

<p>New or Ongoing Initiatives</p>	<p>How are you or will you monitor and evaluate success? What are your targets?</p>
<p>Continue to share articles, activities and ideas about creativity with parents, staff and students to further develop understanding of creativity through newsletters, assemblies and student-led activities.</p>	<p>Student designed surveys administered in the fall will provide a baseline for student awareness of the creativity goal. This survey will be given again in May. Our target is that all students will know what our school goal is.</p>
<p>Students will continue to self- assess their growth in creativity. Teachers will work on an assessment tool for creativity that includes the standards and strategies that have been identified as effective.</p>	<p>The student surveys designed and used last year have been used to determine baseline data for 2011/2012 school year. This year, the survey will be re-administered to measure knowledge and exposure to creativity-building strategies.</p> <ul style="list-style-type: none"> • Undertake second survey in May 2012 to measure growth. • Students will demonstrate awareness of the creativity areas.
<p>Use leadership student-designed surveys to gather data from peers.</p>	<p>Students' understanding of working creatively together and implementing innovation will improve. Surveys will establish benchmarks for year to year improvement.</p>
<p>Continue to use <i>Creativity and Innovation</i> standards to guide our strategies this year. These are:</p> <ol style="list-style-type: none"> 1. Think Creatively 2. Work Creatively with Others, and 3. Implement Innovations <p>Identify accompanying strategies that will be the focus of one school term and will be promoted by classrooms, assemblies, bulletin boards, newsletters and over the PA announcements. Possible areas of focus are literacy and numeracy.</p>	<p>Students will be able to describe one or more strategies/standard and will be able to apply them to different subject areas as measured by the teacher designed assessment.</p>
<p>Continue to utilize <i>Adrienne Gear's 5 Reading Powers: Connect, Question, Visualize, Infer and Transform</i> in classroom reading instruction. Set aside time each day for guided reading</p>	<ul style="list-style-type: none"> • A baseline will be set using Benchmark, GB+, Alberta Diagnostic comprehension results.

<p>instruction featuring strategies such as descriptive feedback, self-assessment and goal setting.</p>	<ul style="list-style-type: none"> • More ÉMJS students will demonstrate that they can Connect, Question, Visualize and Transform by fully meeting grade level reading comprehension expectations. • Student's creative thinking before, during and after reading will increase by the use of these strategies as measured by the student self assessments using the creativity and Innovation standards.
<p>To increase opportunities for building "Reading Power" skills purchase more leveled reading books and novels in French and English with learning resource money to enrich student choices.</p>	<p>Students will be able to pursue personal interest areas and apply concepts of creativity when interacting with text. Target areas include high interest, low vocabulary books. Method of assessment, teacher observation and qualitative data.</p>
<p>Use story-telling, creative story-writing, and theatre to build and reinforce the following literacy skills:</p> <p>Recognize, locate and retrieve supporting information</p> <p>Be able to use information from the story to connect 2 characters</p> <p>Develop inference skills so as to be able to:</p> <ul style="list-style-type: none"> - interpret information so as to infer the main idea and the intended audience of a text (story, fable, poem...) - take meaning from a visual image or a quote - interpret the author's viewpoint and make a generalization - identify an opinion or the reasons for an opinion - connect and interpret information from 2 articles 	<p>A baseline will be set using Benchmark, GB+, Alberta Diagnostic comprehension results. More ÉMJS students will demonstrate that they can Infer by fully meeting grade level reading comprehension expectations. The students' comprehension will be reassessed in May 2012.</p>
<p>Teachers will use self-assessments of all students. These will be done at least once per term to guide creativity activities.</p>	<p>Students are able to set personal goals based on their self-assessments. Teacher observation and qualitative data will be used to assess progress in this area.</p>
<p>Explore the possibility of having Oak Bay High</p>	<ul style="list-style-type: none"> • Students will know what a blog

<p>School students (as an Oak Bay Family initiative) teach EMJS students to build and use classroom Blogs.</p>	<p>is and how they can use one for personalized learning</p> <ul style="list-style-type: none"> • Students will use blogs to support their creative endeavors. • Monitor use of classroom blog.
<p>Build and use a school blog at EMJS to showcase student and staff personalized learning.</p>	<p>Students will be able to find and log onto the school Blog. This will be measured by the volume of content and type of usage as well, a benchmark can be established based on student and staff usage.</p>
<p>Survey the parents on the school goal of Creativity to raise awareness of our goal.</p>	<p>Parental awareness and support of the creativity goal will result in student growth in their ability to apply creative thinking to a wide variety of areas.</p>
<p>Using the PAC survey results, which includes questions about areas of expertise and interest in being involved, request that the PAC support ways to build creativity by spearheading the establishment of activities such as a Lego club, Science club or FAME club.</p>	<p>At least one club will be established this year.</p>
<p>Request that the PAC assist in the purchase of 10 document cameras to provide opportunities for creative lessons and presentations within the classroom.</p>	<p>Students in pilot classrooms will become familiar with and use a document camera.</p>
<p>Continue to create opportunities for older students to work with younger students to develop creativity. Possible areas of focus: reading mentors, writers' workshops</p>	<ul style="list-style-type: none"> • Students will become coaches and mentors. • Students will demonstrate increased engagement in learning about creativity and its application to personalized learning. • These activities will be highlighted on the school blog (when up and running), the newsletter and in the school showcase. • Monitor number of mentorship programs.

Appendix 1

EVIDENCE

Appendix 1 evidence includes:

2006-2011 Performance Standards Cube Data,
FSA data,
School-Wide-Write data, and Reading data by gender.
Benchmarks/ English – primary grades
GB Plus May 2011. French
Alberta Diagnostic – Intermediate English- Grade 4/5
Baseline Creativity Assessment May 2011
School Wide Write May 2011
Qualitative data from staff and parents

Qualitative Data from Staff

What was the best thing about the Creativity goal this year?

- 1) Instead of **me** being creative, I had to think about how I could let the **students** be creative.
- 2) It gave me **freedom** to think beyond the traditional classroom and get away from pencil and paper so much. The looks on the students' faces when they get to be creative instead of just "do".
- 3) I liked being able to **plan together**.
- 4) I like that students learned that creativity is important for the **future** and that it could be learned. We moved closer as a school to **21st century learning**.
- 5) It helped me to identify and **reflect** and continue to promote creativity in **my practice** and in my children.
- 6) It was a great opportunity to **think differently** although I found it personally **challenging**. It was novel and **interesting**.

If you could do the year over, what would you suggest we do differently to improve creativity skills in our students?

- 1) Discuss **vocabulary** with students early in the year so they can use it and better **recognize** when they are **being creative**.
- 2) We should talk more about what **creativity** is and **why** it's **important**.
- 3) Have a **creativity team**.
- 4) Promote a **school-wide common language**.
- 5) **Explicit teaching** on the goal.
- 6) **Involve the students** in how to teach and evaluate creativity
- 7) Have more **student involvement**.
- 8) Have more **cross staff involvement**.

Student Creativity Survey Results

Primary

- I have lots of ideas to share – increased 1.5%
- I share my ideas with others – increased 2.5%
- I notice things that are different – increased 6%
- I enjoy trying new things – increased .5%
- I keep trying at things, even when not easy- increased 3%

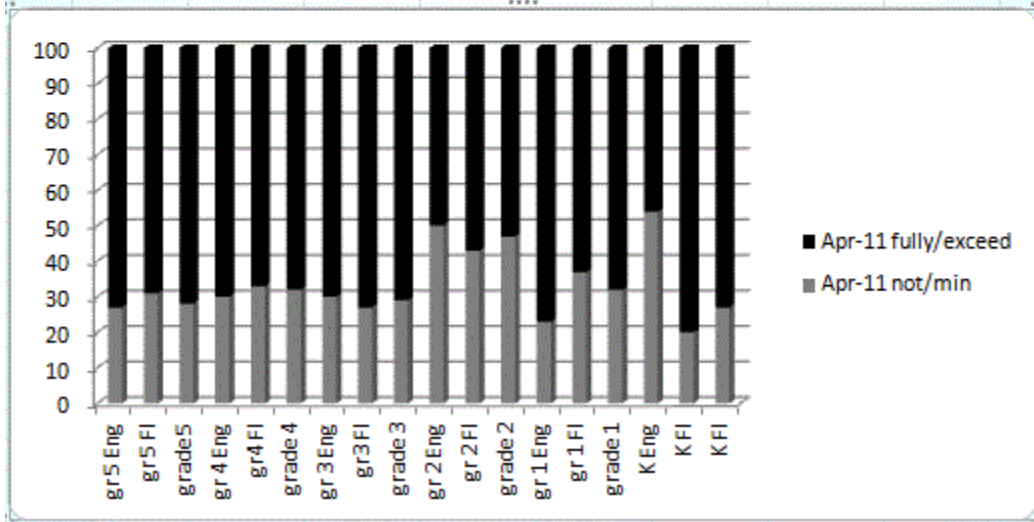
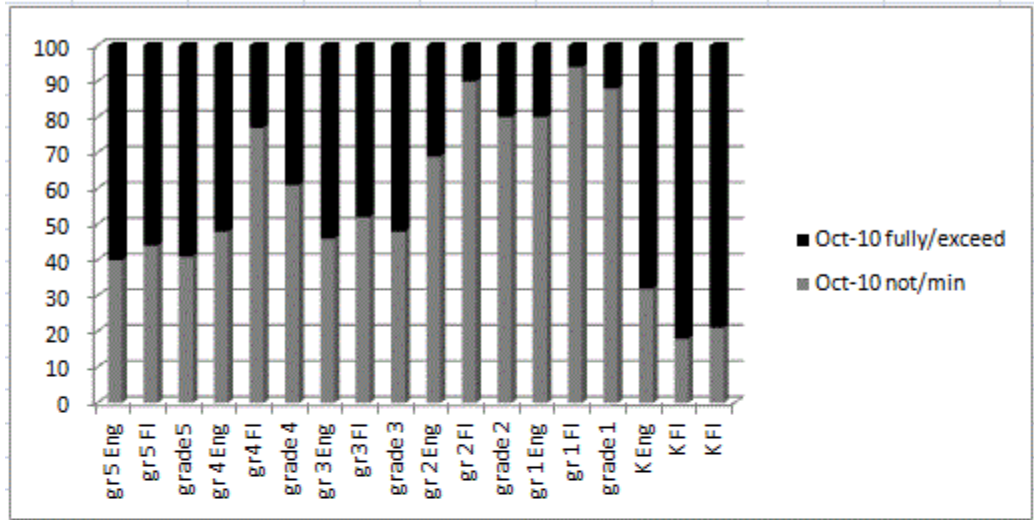
Intermediate

- I generate many ideas when brainstorming – increased 5.25%
- I share my ideas with others – decreased 2%
- I think of things in different ways to get new ideas – increased 5.25%
- I notice things that are different, or unusual – increased 1%
- I enjoy trying new things – decreased 1 %
- I don't give up easily – increased 3.25%

EMJS Reading Data			
Sept 2010		June 2011	
PM /Benchmarks K-3 English		PM Benchmarks K-3 English	
Grade	Percentage Meeting or Exceeding	Grade	Percentage Meeting or Exceeding
K	NA	K	81%
1	52%	1	94%
2	45%	2	83%
3	75%	3	71%
Alberta Diagnostic Grade 4,5		Alberta Diagnostic Grade 4,5	
4	76%	4	92%
5	67%	5	93%
GB Plus K-5 French		GB Plus K-5 French	
K	NA	K	
1	23%	1	77%
2	38%	2	85%
3	81%	3	58%
4	68%	4	55%
5	82%	5	55%

Reading Data – All Grades Sept. 2010 Meeting and Exceeding		Reading Data – All Grades May 2011 Meeting and Exceeding	
English	French	English	French
63%	58%	86%	66%
Reading Data – All Grades Sept. 2010 Meeting and Exceeding		Reading Data – All Grades May 2011 Meeting and Exceeding	
61%		76%	

School Wide Write Data by Grade



1. Strategies to support the success of each student

- Weekly School-Based Team Meetings to monitor struggling students
- .1 Literacy – Numeracy Teacher to support teachers in class, with assessments, and in staff development
- Early Intervention literacy support for Grade 1,2 and 3 students in French Immersion and English
- All classes are screened for students needing special services, or extra attention/support, in SBT Meetings every September.
- Learning Assistance Program in both English and French Immersion
- We also have a school counsellor, and District staff (Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist) who are actively involved with students needing extra support.
- Specialized software including SuccessMaker, Academy of Reading, Destination Math, Co-Writer are also used in our Learning Support Room with various students. SET BC also provides a number of AlphaSmart Keyboards and a Tech Talker for some of our students with special needs. Soar to Success is also used as a reading program by our Learning Support Teacher.
- Grey IEPs are written and followed for students who cannot be officially designated but still require specialized and adapted programming.
- We also use the K-TEA-II and the Alberta Diagnostic Test for Reading for school-based initial learning assessments. PM Benchmarks and GB Plus (French Immersion) is used in our early grades to detect reading problems as soon as possible. The F.I.A.T. is also sometimes used to diagnose learning problems with our French Immersion students.
- Use assessment for learning strategies to engage students in their learning, to diversify instruction and set learning goals.
- Use of computer notebooks, school laptops and projectors by students when writing or to show what they know.
- Use the Boardmaker computer program to make visual schedules and write social stories.
- Use student created criteria and other assessment tools to develop individual student goals.
- Encourage students to self-monitor and self-correct.
- Have school wide events throughout the year with a high level of student planning with learning intentions clearly stated.
- Use student interests to provide the basis for choice in the delivery of learning outcomes
- Give a personal welcome for each student at the beginning of the day so they feel connected to the school.
- Use of Smart Learning strategies to create connections for each student.
- Engage artists to come in and work with students.
- organize information for ease of understanding and remembering by
- create meaningful connections between skills, ideas and real-life situations

2. Strategies to enhance the success of aboriginal learners

Our school works to support aboriginal students by promoting cultural awareness programs and units on First Nations culture in all classrooms. Teachers regularly access personnel and resources from ANED to support aboriginal awareness activities in classrooms. We also continued with a Parent Multi-cultural Education Committee this year that helps raise the awareness of aboriginal education in our school for all students. A plaque has just been mounted to show the traditional welcome to these Songhees and Esquimalt lands where our school is located. An afterschool Aboriginal Program is planned by our Parent Committee that will and feature resource people from our ANED. While our First Nations student numbers are small, these students are identified each September and discussed during initial School Based Team Screening Meetings. The Aboriginal Connectedness Project is supported by the Principal who meets with the Champion for each of our aboriginal students to review their individualized folder and support plan. Any extra resources or support that might be necessary would be requested through the School-Based Team, the District Aboriginal Education Department or the Friendship Centre. We also have used outside agencies or organizations such as Surrounded by Cedars, and have access to the support of the First Nations Counsellor at George Jay School when necessary. Specific strategies used to support the success of aboriginal learners are:

building relationships with individual students
gathering information from parents, other teachers and students
observing students in a variety of situations
helping them focus
using a variety of approaches and materials
give opportunities to transfer skills and ideas to other situations
making meaningful connections between skills and ideas and real-life situations
give opportunities to reflect on and assess their learning
use of graphic organizers
co-operative learning

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

Our goal is published on the front page of our school newsletter every two weeks. The newsletters are posted on our website, further promoting our school goal. Our growth plan is also shared and discussed at our Oak Bay Family of Schools meetings on a regular basis to share resources and ideas amongst schools in close proximity to each other. The school goal is also discussed at the PAC meetings and will continue to be addressed through SPC Meetings this year. The SPC and Staff meet in the Spring to discuss school data and whether targets have been met. The plan will also be referred to each month at staff meetings during a sharing time on creativity tools by staff. It will also be highlighted and discussed at school assemblies. Leadership students will be conducting surveys about our school goal and contributing to the communication of our goals. School bulletin boards and display cases will be filled with pictures and references to the school goal.

4. Describe your “Green” Initiatives.

We are a part of the District Waste Management Project. We run a Composting Program and recycled returnables as well as soft plastics, foil, hard plastics, and batteries/electronics through our Waste Management Program. Our school also has a Parent-Staff Greening Committee that manages two garden areas on our grounds. They undertake beautification type projects annually. We post signs in many areas of the school to ask staff and students to turn off lights when they leave a room to improve our energy conservation efforts, in addition to the water and energy conservation projects implemented by the District Facilities Department in our building.

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	