

## School Growth Plan May 2009

**SCHOOL NAME:** Monterey Middle School

**GRADE CONFIGURATION:** 6,7,8

**ENROLMENT NUMBERS:** 487

### School Context:

Monterey opened as a middle school for grade six, seven and eight students in September 2007 with an enrollment of four hundred and eighty-four. The students came from a variety of elementary schools, both public and private, most of which are in the Oak Bay community. This is a stable, conservative community which can be resistant to change but which places a high value on education and on its schools. As with the students, the staff of Monterey Middle School have also come from a variety of other schools and many have previous middle school experience.

Students, staff and parents are excited about the opportunity to build a school culture which exemplifies excellence in the areas of academics, athletics, the arts, and in which a culture of caring is woven throughout all aspects of school life. Much time and energy has been focused on this vision and on defining the beliefs that would form its foundation as well as the procedures and structures that would protect those beliefs. As our second year draws to an end we are all proud of the progress that we have made in creating an exemplary middle school which is geared to the needs and interests of ten through fourteen year old youth. While we are still in the early stages of our journey, we are excited about the path we are on. A challenge for us continues to be the limited amount of data available, making it difficult to identify trends indicating areas of need or where actions are leading to success. As the bank of data increases our growth plan will become more specific and comprehensive as we seek to support our students and their achievement.

### Summary of Progress 2008/09 Goals:

While Monterey has not been a middle school long enough to collect data that reflects trends over time, some of the information collected this year from surveys and anecdotal information shows promising results.

#### **Goal #1. Reading Comprehension**

- 69% of parents have noticed an expected or significant increase in their child's ability to read in the last year
- 41% of parents noticed an increase in their child's desire to read over the last year
- Staff report only some (not 'most' or 'all') students have difficulty reading and understanding fiction

- Conversations with staff reflect that developing skills in reading comprehension is seen as very important
- Staff report using a wide variety of strategies to help increase students' understanding or reading materials

### **Goal #2. Social Responsibility**

- 85.4% of parents know what the acronym STORM stands for
- 96.1% of parents say that their children know what the acronym STORM stands for
- 80% of parents report that their child has never experienced discrimination
- 63.6% of parents report that their child has never been bullied or picked on at school
- 80% of parents report that their child has never experienced discrimination of the basis of race, ethnicity, gender, size, etc. at school
- 90.9% of students feel that their classrooms are safe places to be, but only 74.7% feel safe on the playgrounds
- Few students feel that they are excluded on a regular basis, are physically attacked or experience discrimination
- 43% of our students report that they are very happy at school.
- Positive comments from grade six students surveyed include: "MONTEREY IS AWESOME", "I don't see any serious problems at Monterey", "I see no problems with the school", "I love the school and its easy to get along with people, the school is safe and comforting"

### **Our Goals 2009/10:**

1. To increase student performance in Reading Comprehension and Analysis, particularly with non-fiction materials.
2. To continue to improve and develop students' social responsibility as reflected in a safe, respectful and caring school community by:
  - Increasing student sense of safety in all areas of the school (particularly the washrooms and school grounds)
  - Reducing the number of incidents of disrespectful student interactions with staff
  - Focusing on the development of empathy and understanding

## GOAL #1

### **GOAL:**

To increase student performance in Reading Comprehension and Analysis, particularly with non-fiction materials

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

At the middle school level, strong reading skills are paramount for success in all of the content areas. Whether it is Humanities or Home Economics, students are expected to read with understanding in order to fulfill course requirements.

Monterey Middle School teachers report that some student difficulties in Math, Science, and Social Studies seem to be linked to student difficulties in reading the non-fiction materials related to the curriculum with solid understanding. They also report that some students struggle with assignments that ask for a demonstration of a deeper understanding of what they have read. Teachers estimate that 19% of their students have more difficulty comprehending non-fiction than fiction materials. Further they report the students experiencing difficulty are not confined to those students with designated special needs (staff survey).

Parents when surveyed reported that 73.6% of their children choose to read independently; a very positive finding. And 80% of parents believe that their child is reading at grade level. However, 25.8% of parents noticed no increase in their child's understanding of materials read over the last year and 57.5% noticed no increase in their desire to read. As well 26.4% of our parents' report that their child seldom or never chooses to read independently.

FSA (07/08) scores indicate that our grade seven students (81%) are performing above both the District (72%) and the Province (69%). Scores also show, however, that 15% of our students are not yet meeting expectations in reading, with aboriginal and ESL students struggling significantly. Item analysis reports indicate that in particular our students had difficulty answering questions that ask them to interpret text where they are expected to make inferences about text.

ORCA (07/08) results indicate that there is a significant discrepancy between the scores in fluency rates and those in comprehension and analysis rates at the grade six, seven and eight levels (see attached charts). These results indicated that 100% of our students at grades six and seven and 97 % at grade eight meet expectations as far as fluency rate goes-they are good decoders. However, this level decreases significantly when looking at comprehension rates, and again further for analysis rates. This would indicate that while our students can read the words, they do not necessarily have a solid understanding of the content and may not be able to analyze or synthesize the material. Note: ORCA is currently being administered. Results will be added as soon as they are available.

This goal is inline with the literacy goals of our feeder schools and with the district.

**ACTIONS:**

<p style="text-align: center;"><b>New or Ongoing Initiatives</b></p>	<p><b>How are you or will you monitor and evaluate success? What are your targets?</b></p>
<ul style="list-style-type: none"> <li>• Provide the opportunity for professional development for all staff on Smart Learning</li> <li>• Imbed Smart Learning strategies across curriculum areas to provide students with a scaffold for their thinking</li> </ul>	<p>Success of this goal will be measured primarily through student performance on FSA tests, ORCA assessment, staff and parent assessments.</p> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• FSA: to increase by 4% to 85% of students who will meet or exceed expectations in reading comprehension; reduce by 5% the number of students answering Interpret Texts incorrectly</li> <li>• ORCA: Increase by 5% the number of students meeting or exceeding expectations on the comprehension section of ORCA at all grade levels</li> <li>• Staff Survey: The number of staff who have major concerns about reading comprehension will decrease by 5%</li> <li>• Parent Survey: 20% of parents will notice a significant increase in their child's desire to read</li> </ul>
<ul style="list-style-type: none"> <li>• Commitment from all teachers to imbed the use of the Reading Strategies -The Daily Dozen from Reading 44 in their instruction regardless of curriculum area</li> <li>• Focus on the developing the skills identified by staff as a priority at the grade six, seven and eight level</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide professional development to staff from Susan Augustyne on going from non-fiction reading to writing on September pro-d day</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide professional development for staff on guided reading (Wendy Payne)</li> </ul>	

<ul style="list-style-type: none"> <li>• Expand use of guided reading groups for direct instruction on comprehension/analysis strategies</li> </ul>	
<ul style="list-style-type: none"> <li>• Implement school wide daily D.E.A.R. with non-fiction reading specified on two days a week</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore the use of Voice Threads, Podcasts, etc. to increase students' understanding of readings in the content areas</li> </ul>	
<ul style="list-style-type: none"> <li>• Use learning support staff to assist struggling readers through direct instruction, small group work and classroom support</li> <li>• Utilize our .1 Literacy/Numeracy support person to partner with staff to facilitate use of literacy strategies and resources</li> <li>• Use staff sharing sessions at Staff Meetings to talk about strategies such as student talk and "viewing"</li> <li>• Facilitate opportunities for staff to do demonstration lessons for each other in areas of smart learning, guided reading, literacy circles etc.</li> <li>• Purchase leveled non-fiction materials for classrooms and the library (teachers will let Keely know what curriculum materials are still needed)</li> <li>• Purchase more non-fiction magazines at a variety of reading levels</li> <li>• Continue to pilot the Fast Forward Project with an emphasis on serving grade six students</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop a section on school website for recommended reading in a variety of genres</li> <li>• In newsletters have a section with tips for parents around talking about non-fiction writing</li> <li>• Communicate with parents what skills in reading are typical for students of this age and what will be covered during the year</li> </ul>	

## GOAL #2

### **GOAL:**

To continue to improve and develop students' social responsibility as reflected in a safe, respectful and caring school community by:

- Increasing student sense of safety in all areas of the school (particularly the washrooms and school grounds)
- Reducing the number of incidents of disrespectful student interactions with staff
- Reducing incidents of discrimination through the development of empathy and understanding

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

Prior to the opening of Monterey Middle School, creating a school culture that was safe, respectful and caring was identified as a priority.

When surveyed, 85.4% of parents were aware of STORM, the acronym for our code of conduct (Keep Safe, Think Team, Own your Actions, Show Respect, Make a Difference). Parents also reported that 96.1% of their children knew what STORM meant. While 63.6% reported that their child had never been bullied or picked on and 31.8% reported that it had happened only occasionally, 3.1% of parents reported that this had happened weekly, and 1.6% reported that it happened on a daily basis. They also reported that 3.8% of their children had experienced discrimination.

Satisfaction Survey Data (07/08) indicated parents, staff and students view Monterey as a safe place, (87% believe that Monterey is a safe place most or all of the time) and that expectations around student behaviour were clear. There remain some issues around the area of teasing/bullying as 6% of parents believed that this happened to their child on a frequent basis. The additional questions asked by the Oak Bay Family of Schools on the Satisfaction Survey indicated that 14% of students did not feel safe at school on a regular basis and 12% feel that they are bullied or teased on a regular basis. There are also a small group of students who feel isolated both in the classroom and on the school grounds.

When responding to an SPC survey on social responsibility (08/09), our grade six students indicated that in general they felt safe at Monterey School but the results were slightly less positive than last year with students feeling less safe in washrooms (11% negative difference) and on the playgrounds (10.2% negative difference). Students report slightly more physical violence this year and feel that students are less respectful and caring this year (75.6%-90.0% depending on the area). They also responded that while in general they experienced very little discrimination (87.4% report never), some of them were teased or excluded on the basis of their physical size or appearance (6.3%). The results this year were slightly less favourable than those last year. Comments from students indicate that the behaviour of our grade eight cohort, issues with the number/effectiveness of playground supervisors, and unkind behaviour of some of our students contribute to these results. Comments about ways we could improve include: "teach other students to be nicer", "teach the grade eights to be nicer", "make more severe punishments for interfering with games, bothering people", "have more safety

people on the playground”, “have more lockdown drills”, and “have more sport options for grade sixes”.

**ACTIONS:**

<p><b>New or Ongoing Initiatives</b></p>	<p><b>How are you or will you monitor and evaluate success? What are your targets?</b></p>
<ul style="list-style-type: none"> <li>• Provide all staff with further Restitution Training</li> <li>• Provide a parent education evening on Restitution</li> <li>• Expand the use of Restitution strategies in interactions with students in the classrooms and common areas</li> <li>• Provide time for staff to share Restitution successes and challenges at staff meetings</li> </ul>	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Satisfaction surveys: 92% of parents will report that Monterey School is a safe place most or all of the time, 90% of our parents will report that their children feel safe while at school</li> <li>• Parent survey: 70% of parents will report that their child has never been bullied or picked on at school, and that 0% report that their child was discriminated against</li> <li>• Grade six student survey: Eliminate all reports of students feeling unsafe, picked on or bullied on a daily basis, increase the percentage of students who always feel safe in their classrooms to 100% and in hallways and playground by 5%</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to focus on Code of Conduct and on STORM</li> <li>• Clarify expectations around dress code, iPod and cell phone use, etc. to ensure consistency</li> <li>• Identify bottom line behaviors and consequences</li> <li>• Highlight elements of a safe, respectful, caring culture at monthly assemblies</li> <li>• Utilize advisory to model and teach respect, empathy, collaboration</li> </ul>	

<ul style="list-style-type: none"> <li>• Use the grade six survey results as a discussion point with the new grade eights. Help them come up with a plan to change the perception of the grade sixes and to build connections</li> </ul>	
<ul style="list-style-type: none"> <li>• Establish a group of grade eight peer helpers who will volunteer to be on the playground at breaks to support kids</li> <li>• Establish buddy opportunities between grade six and eight classrooms</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop structures for recognition of student accomplishments:             <ul style="list-style-type: none"> <li>* stormwatch cards done bi-weekly</li> <li>* team recognitions</li> <li>* end of the year recognition awards-students will have the criteria for the awards in their agenda planners and will set goals in September as to which awards they choose to work towards</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Reorganize schedule of Supervision Assistants to provide maximum visibility at the recesses</li> <li>• Meet with Supervision Assistants on a monthly basis to discuss what works/what needs work , develop Restitution skills, and increase consistency</li> </ul>	
<ul style="list-style-type: none"> <li>• Involve leadership students in school wide campaigns to highlight elements of a safe, respectful, caring culture</li> <li>• School Wide Participation in the “Me to We” program with both a community and global projects</li> <li>• Continue with “acts of kindness” campaigns in the school and community</li> <li>• Continue to involve leadership students in community programs such as providing lunch at the Rainbow Kitchen, connecting with seniors</li> <li>• Invite secondary theatre students and professional groups to provide interactive theatre presentations around bullying and discrimination</li> </ul>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Provide opportunities for parent education around issues related to social responsibility:<ul style="list-style-type: none"><li>*bottom line behaviours and consequences</li><li>*supporting youth to decrease bully/victim behaviours</li><li>*ways to support youth in owning/fixing mistakes</li><li>*topics such as sexuality, drug and alcohol use, internet safety.</li></ul></li></ul> |  |
|---|--|

## GOAL #3

**GOAL:**

--

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

--

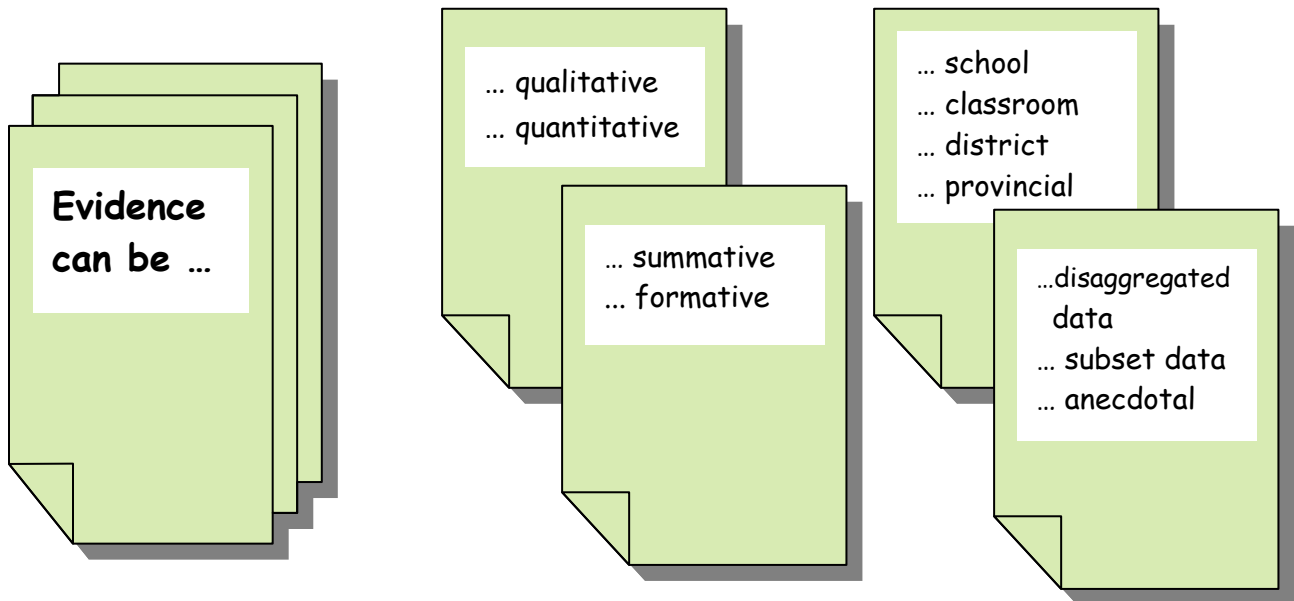
**ACTIONS:**

<b>New or Ongoing Initiatives</b>	<b>How are you or will you monitor and evaluate success? What are your targets?</b>

## 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:

- FSA results (07/08), including Item analysis
- Satisfaction results (07/08)
- SPC Parent survey results (08/09)
- Staff Reading Comprehension survey (08/09)
- Grade 6 Student survey results (07/08, 08/09, Comparison graphs)
- ORCA results

## 1. **Strategies to support the success of each student**

- Attaching Learning Support Services to each team
- Utilizing Student Services Meetings to discuss academic, social, and behavioural needs of students and how those will be addressed
- Forming a partnership with parents in order to fully support vulnerable learners through IEPs, Agenda Planners, Parent-Teacher Interviews, Student Led Conferences, and informal communication with school staff
- Providing a combination of EA and teacher support in classrooms as well as pull out for direct instruction when necessary
- Providing support and programming that provides challenge to our gifted students
- Special education teachers continuing to consult with colleagues to help identify appropriate learning materials as well as to adapt and modify curriculum resources
- Continuing to support staff attendance at professional development such as Differentiated Instruction, Smart Learning, Marking What Counts, and Restitution
- Continuing to monitor student attendance, alerting parents of marked absenteeism or late arrivals, and requesting district support for students with chronic absenteeism and who may be at risk of dropping out of school
- Continuing to purchase materials and technology appropriate for a wide range of ability levels in all curriculum areas
- Continuing to have discussions about best practice in supporting all of our learners at staff meetings and school professional development activities

## 2. **Strategies to enhance the success of aboriginal learners**

- Connecting aboriginal students with Aboriginal Champions. Our goal as Champions at Monterey is to make that connection and to develop a relationship in a supportive manner that best helps the individual student
- Specific strategies used by Champions:
  - \* afternoon visit to the recreation centre
  - \* walk with student to the corner store
  - \* supporting the student in researching/ writing a presentation on the Métis people
- Inviting guest presenters from The Aboriginal Curriculum and Cultural Integration Program to visit our classrooms at Monterey to create awareness with all students
- Having a staff representative attend all district sponsored Connectedness workshops to learn of and develop further ideas to support aboriginal learners which can be shared with staff
- Continuing to have an Aboriginal Champions Committee at Monterey

meet formally and informally to discuss students and to share ideas for supporting aboriginal students at Monterey Middle School

- Matching Aboriginal students with Aboriginal student mentors from Oak Bay Secondary as appropriate

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

- Include the Growth Plan in Monterey Staff Handbooks
- Post the Growth Plan on the Monterey School Website
- Highlight goals at PAC meetings
- Make reference to the goals in newsletters throughout the year

**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	