

DATE OF GROWTH PLAN: **April 2008**

SCHOOL NAME: **Monterey Middle School**

ADDRESS: **851 Monterey Avenue**
 Victoria, B.C. V8S 4V1

GRADE CONFIGURATION: **6-8**

ENROLMENT NUMBERS: **484**

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, and the arts, and in which a culture of caring is woven throughout all aspects of school life. Much time and energy this year 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 first 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 our journey has just begun, we are excited about the path we are on. This initial growth plan is skeletal. It will become more comprehensive with the growth in our knowledge and understanding of our students and what support they need in order to maximize their achievement.

SUMMARY OF PROGRESS ON LAST YEAR'S GOALS:

The primary goal for this year was to collect a wide range of baseline data in the areas of literacy, numeracy, and social responsibility that could be used to guide our goal setting for the coming years. As our student cohort is an amalgamation of students from fifteen different schools, previously collected data was not relevant. We are starting from a place of zero data. As evidenced in the section below, we explored and began collecting data from multiple sources, particularly for the goal of Social Responsibility which historically relies on anecdotal data. We are, however, still missing some significant pieces of data (FSA analysis, School Wide Write) and will continue to revise our growth plan as that data is available. Collecting a wide range of data on an annual basis will provide us with a solid foundation for decision making as we seek to maximize student achievement.

DATA USED TO DECIDE UPON SCHOOL GOALS:

Provincial:

- FSA data
- Satisfaction Survey data

District:

- Orca Reading results

Oak Bay Family of Schools

- Additional questions on Satisfaction Survey specific to Social Responsibility

School:

- Parent Survey on Goals for 2008-2009 (Survey Monkey)
- Student Survey on School Culture (Survey Monkey)
- Staff discussion and anecdotal comments
- Report Card Marks
- SWIS Records

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**CLASSROOM/SCHOOL DATA - LANGUAGE ARTS
END OF YEAR REPORT CARD**

2008: GRADES K – 8 (double-click in each data box to activate Excel)

- Include the number of **ALL** your enrolled students in that grade level
- Do not include Low Incidence students on a modified program
- Meeting expectations means a report card mark of “C” or above in Grades 4 - 8
- Meeting expectations means “Fully” or “Exceeding” in Grades K-3

LANGUAGE ARTS			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten			0%
Grade 1			0%
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

ABORIGINAL - LANGUAGE ARTS			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten			0%
Grade 1			0%
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

CLASSROOM/SCHOOL DATA - NUMERACY
END OF YEAR REPORT CARD

2008: GRADES K – 8 (double-click in each data box to activate Excel)

- Include the number of **ALL** your enrolled students in that grade level
- Do not include Low Incidence students on a modified program
- Meeting expectations means a report card mark of “C” or above in Grades 4 - 8
- Meeting expectations means “Fully” or “Exceeding” in Grades K-3

NUMERACY			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten			0%
Grade 1			0%
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

ABORIGINAL - NUMERACY			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten			0%
Grade 1			0%
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

CLASSROOM/SCHOOL DATA - ORCA

2008 Year End Results:

ORCA - COMPREHENSION			
	Total number of ALL students	Number of students meeting and/or exceeding expectations (3 & 4)	Percent of students meeting and/or exceeding expectations <i>(calculated automatically)</i>
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

ORCA - ANALYSIS AND RESPONSE			
	Total number of ALL of students	Number of students meeting and/or exceeding expectations (3 & 4)	Percentage of students meeting and/or exceeding expectations <i>(calculated automatically)</i>
Grade 2			0%
Grade 3			0%
Grade 4			0%
Grade 5			0%
Grade 6			0%
Grade 7			0%
Grade 8			0%

GOAL #1

GOAL:

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

RATIONALE: *(Multiple sources of data from which this goal was developed)*

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.

While raw FSA scores do not give enough information to support or dispute this supposition, they do indicate that there are still a significant number of students (19.61%) who do not yet meet expectations in reading. The impact of a focus on improving comprehension/analysis skills should be reflected in a reduction in that number of struggling readers.

ORCA 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. These results indicated that in both comprehension and analysis there are more students in the not yet meeting and the minimally meeting categories than there are in fluency. Further, the number of students in the exceeding expectation categories is lower in both comprehension and analysis than in fluency. This would indicate that while a number of our students can decode the words, they do not necessarily have a solid understanding of the content and may not be able to analyze or synthesize the material. While this will require further examination when the comprehensive FSA results are available, staff felt strongly that there was enough evidence to determine that a focus on increasing student performance, first in comprehension and then on analysis in reading was warranted.

(See Appendix #1 for overview of FSA and ORCA data considered.)

When surveyed in a SPC on-line survey, 92.9% of parents supported a continuation of focus on literacy/numeracy, a further indication of support for this goal.

Because Reading Analysis is a higher level thinking skill, we will focus on strengthening Reading Comprehension skills first.

ACTIONS:

Action	Resources/Support
<ul style="list-style-type: none">• Provide professional development for all staff on Smart Learning• Imbed Smart Learning strategies across curriculum areas to provide students with a scaffold for their thinking	<ul style="list-style-type: none">• Reconfiguration Funds• School Growth Plan

<ul style="list-style-type: none"> • Facilitate staff participation in district professional development related to developing literacy skills • Provide professional development for staff on guided reading • Expand use of guided reading groups to provide direct instruction on comprehension/analysis strategies • Use learning support staff to assist struggling readers through direct instruction, small group work and classroom support. • Track progress of Aboriginal students in reading and provide support as required. • Utilize our .1 Literacy/Numeracy support person to partner with staff to facilitate use of literacy strategies and resources. • Use staff sharing sessions at Staff Meetings to talk about strategies for incorporating student talk as well as on “viewing” as strategies to develop comprehension • Facilitate opportunities for staff to do demonstration lessons for each other in areas of Smart Learning, guided reading, literacy circles etc. • Purchase leveled non-fiction materials for classrooms and the library • Utilize the “What in the World” program • Increase computers available for student use • Apply to pilot the Fast Forward Project 	<p>funds</p> <ul style="list-style-type: none"> • District Learning Initiatives Team • Christina/Tanya/Ea(s) • Sean • Keely • Carol/Carrie • School Growth Plan funds for release time/.1 Lit/Num • Learning Resources Funds/PAC funds • Technology/PAC funds • District Special Ed. Funding
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PERFORMANCE INDICATORS AND CORRESPONDING TARGETS

(may be included as an appendix)

FSA: targets to be determined when results are analyzed at the end of May 2008

ORCA:

1. To eliminate all students from the “not yet meeting” category in Reading Comprehension by April 2009.
2. To reduce the number of students in the “minimally meeting” category in Reading Comprehension by 10% by April 2009, a further 10% by April 2010, and another 10% by April 2011 .
3. To reduce the number of students in the “not yet meeting” and “minimally meeting” categories in Reading Analysis by 5% by April 2010 and a further 5% by April 2011.
4. To increase the number of students in the “exceeds expectations” category in Reading Comprehension by 10% by April 2009, a further 10% by April 2010, and another 10% by April 2011.
5. To increase the number of students in the “exceeds expectations” category in Reading Analysis by 5% by April 2010 and a further 5% by April 2011.

See Appendix #1 for specific Target Schedule.

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: (*Multiple sources of data from which this goal was developed*)

Because Monterey Middle School is a new middle school, we have a unique opportunity to develop a vision of the kind of school community we wish to create and then to put structures in place to work towards that vision. We are free of the traditions and reputations that often hamper a well established school from making change. Prior to the opening of Monterey Middle School, creating a school culture that was safe, respectful and caring was identified as a priority. Developing our code of conduct and our *STORM* logo (Keep Safe, Think Team, Own Your Actions, Show Respect, Make a Difference) were two of our first steps in creating that school culture and have been a focus this first year. As we reflect on this year, we see that we have been very successful in our endeavour to create such a culture, but that we have more work to do.

When surveyed in an online, SPC Parent Survey about school goals, 78.1% of the 129 parents who responded, Strongly Agree with continuing to work on this goal. A further 19.5 % Agree. Further, comments from the parent survey indicated that there was a need to continue to develop respect, acceptance of diversity and differences, safety, as well as to work on issues around bullying.

Satisfaction Survey Data 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, our grade six students indicated that in general they felt safe at Monterey School. There were many comments such as "*It is already very safe*", "*Monterey rocks*", and "*I have felt safe ALWAYS*". Some students reported that they had specific concerns around areas such as the washrooms (17.5% sometimes had concerns) and the school grounds(13.4% sometimes had concerns). They also responded that while in general they experienced very little discrimination, some of them were teased or excluded on the basis of their physical size or appearance (42% had experienced discrimination of this kind at some time this year, although for only 6.5%, was this on a regular basis). Comments supporting these numbers included : "*students should be kinder to other students*", "*lots of kids are making fun of people calling them nerds or making fun of their social status*,"

provide interactive theatre presentations around bullying and discrimination	<ul style="list-style-type: none"> • PAC funds
<ul style="list-style-type: none"> • Provide in-service for staff around homophobia 	<ul style="list-style-type: none"> • Murray Harris
<ul style="list-style-type: none"> • Participate in National events highlighting discrimination 	

PERFORMANCE INDICATORS AND CORRESPONDING TARGETS

(may be included as an appendix)

<ol style="list-style-type: none"> 1. To have 100% of grade six students feel safe most or all of the time in all areas of the school by April 2010. 2. Reduce the number of grade six students who report being discriminated against almost every day/about once a week by 100% by April 2010. 3. Increase the number of grade six students who report that students at Monterey often act in a respectful way by 12.0% by April 2009. 4. Reduce the number of SWIS reports for disrespectful behaviour by 10.0%. <p>See Appendix #2 for specific target schedule</p>

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1. ALIGNMENT BETWEEN SCHOOL GROWTH PLAN AND ACHIEVEMENT CONTRACT

- Monterey Middle School Goal #1 relates directly to District Goal #1 Objective #1. Both goals focus on improving learning and achievement for students in Literacy. Monterey's goal is specific to achievement in reading at this time.
- Monterey Middle School Goal #2 relates directly to District Goal #1 Objective #2. Both goals focus on having students demonstrate socially responsible behaviour. Both also focus on ensuring that students feel safe in their school environments.
- While Monterey Middle School does not have a goal specific to the achievement of Aboriginal students, strategies for supporting their success is embedded within each of our two goals.
- While Monterey Middle Middle School does not have a goal specific to increasing the percentage of students who receive a Dogwood Completion Certificate, both of our goals work towards this end.

2. 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

3. 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

Metis 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.

4. PROCESS USED TO DEVELOP AND REVIEW THE SCHOOL GROWTH PLAN

- The School Planning Council developed an on-line survey around goals for 2007-2008 and 2008-2009. One hundred and twenty-six parents participated in this survey.
- The Oak Bay Family of Schools added five questions to the student Satisfaction Survey addressing student social responsibility.
- The School Planning Council developed an on-line survey for grade six students on social responsibility.
- The SPC and staff looked at this data as well as at ORCA, FSA, SWIS data.
- Areas of focus were identified and strategies developed by staff to move forward in this goal areas.
- The SPC looked at a draft Growth Plan.
- The draft was posted on the web for parent feedback and contents were discussed by staff.

5. COMMUNICATION: *How have you communicated your goals and the progress made to your parents and 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:

Brenda Simmonds	X
PRINCIPAL	
Angela Mangiacasale, Parent	X
REPRESENTATIVE	
Joan Geber, PAC	X
REPRESENTATIVE	
Heather Murray, Parent	X
REPRESENTATIVE	
Axel Robinson, Teacher	X
REPRESENTATIVE	
May 20, 2008	
DATE	

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APPROVAL OF PLAN:

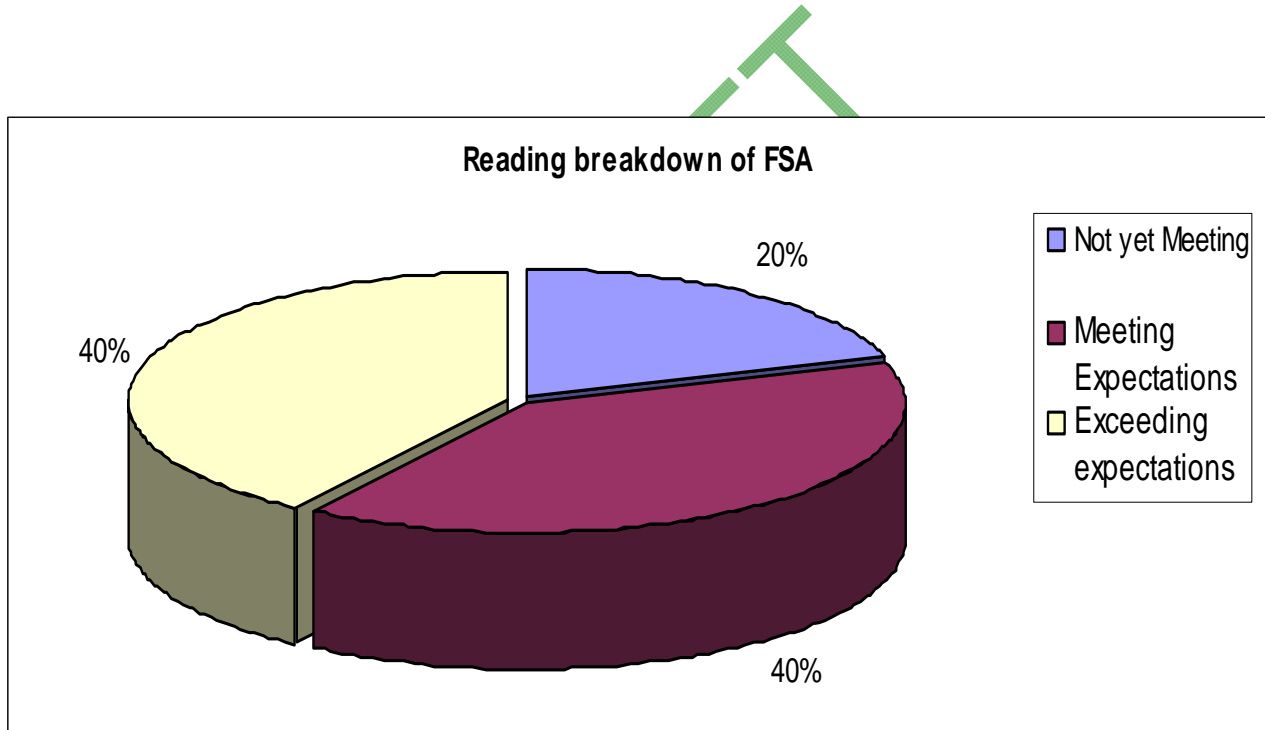
	X
ASSOCIATE SUPERINTENDENT	
John Gaipman	X
SUPERINTENDENT	
Tom Ferris	X
BOARD REPRESENTATIVE	
DATE	

Appendix #1

Reading Data 2007-2008

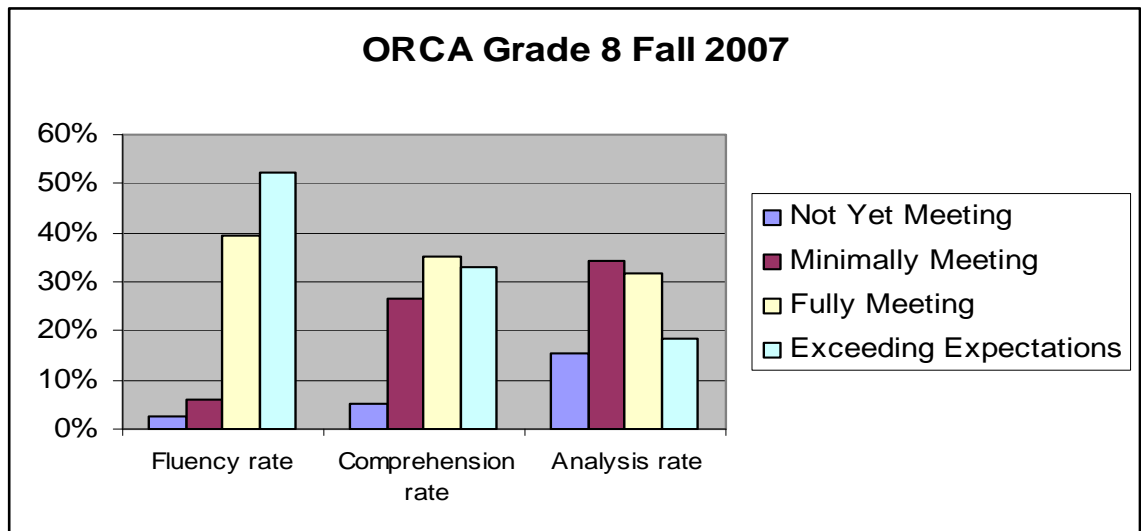
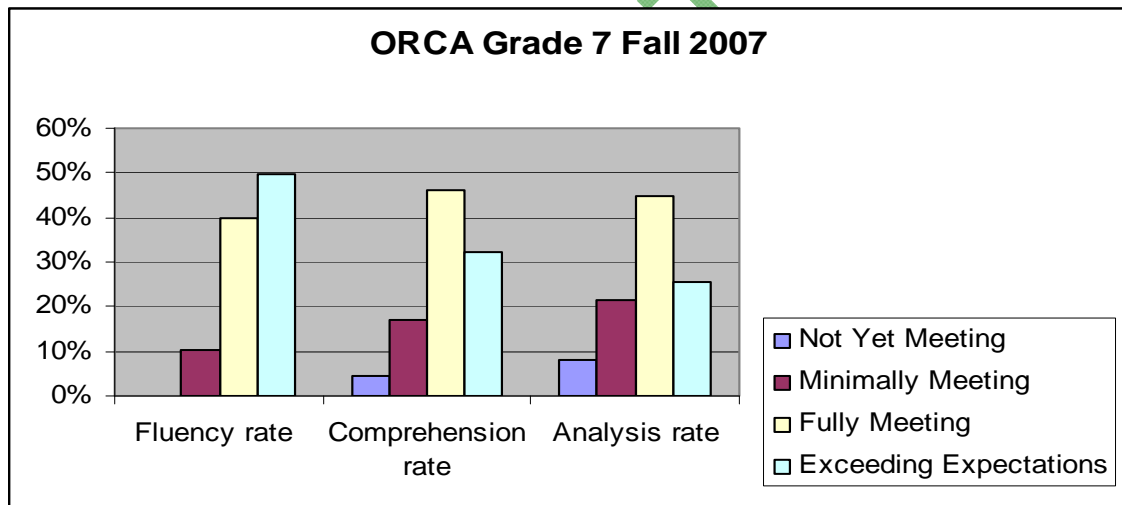
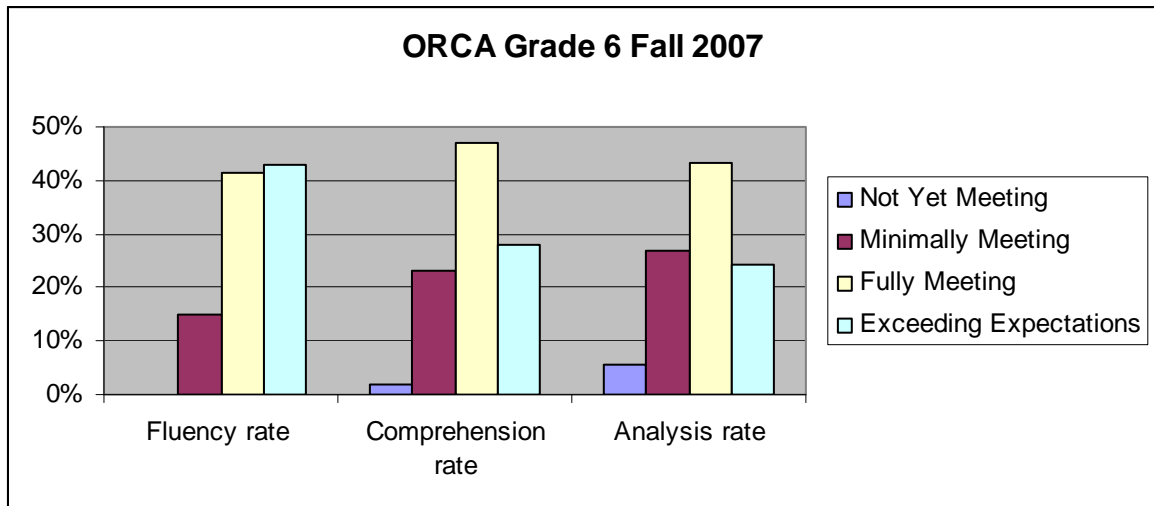
FSA

	Not yet Meeting	Meeting Expectations	Exceeding expectations	Total (153)
Reading	30	61	62	153
percentage	19.61%	39.87%	40.52%	

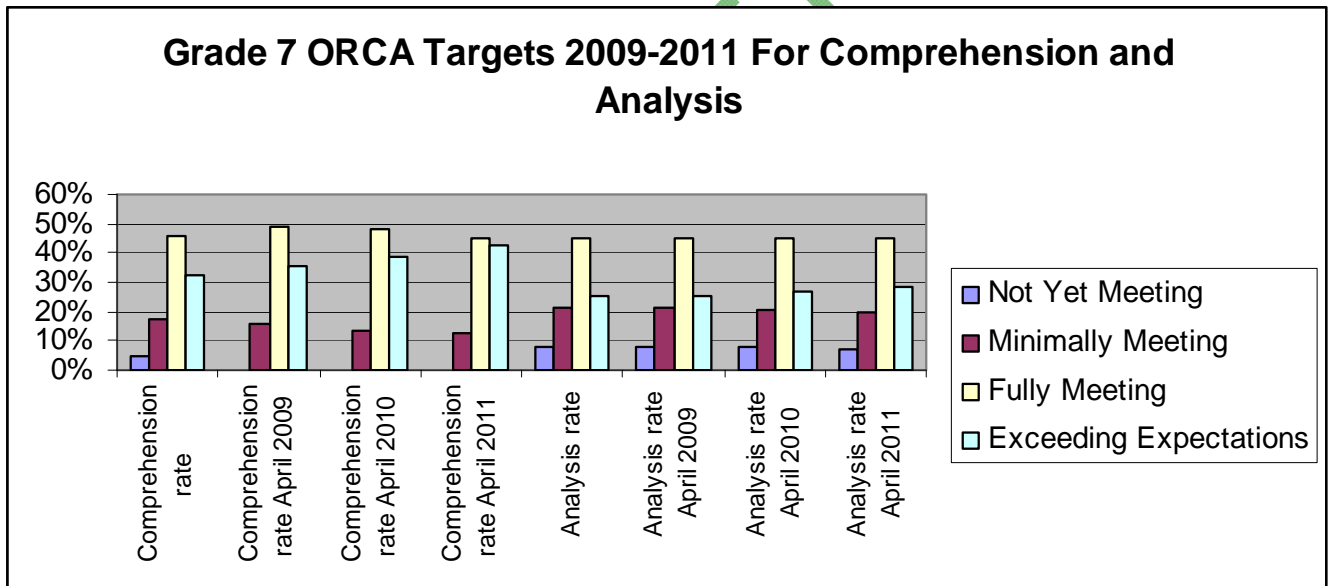
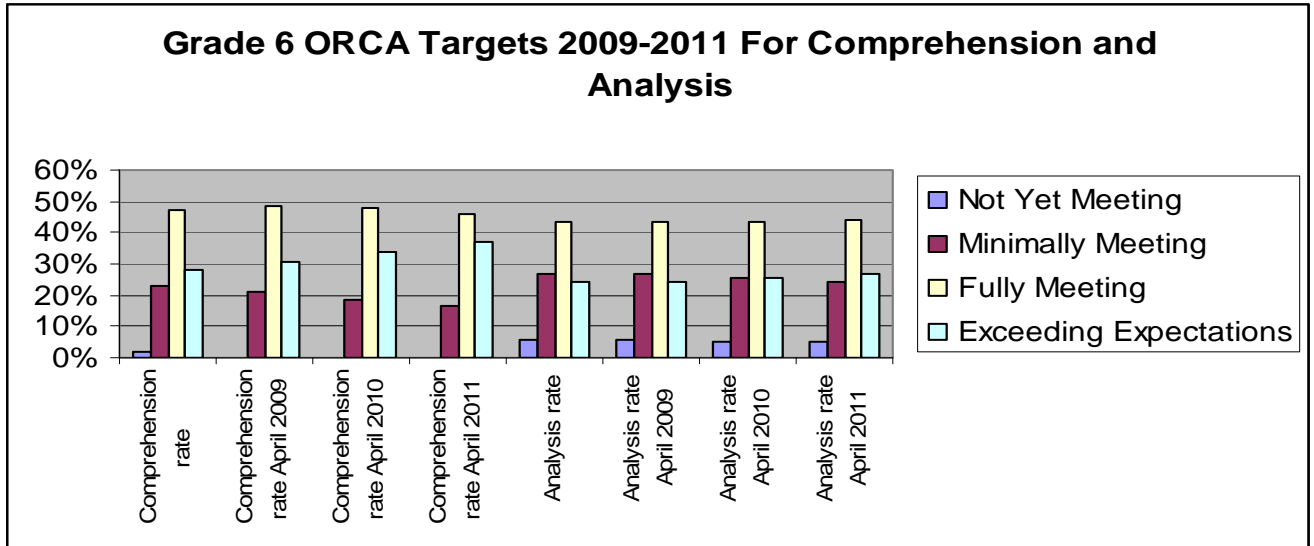


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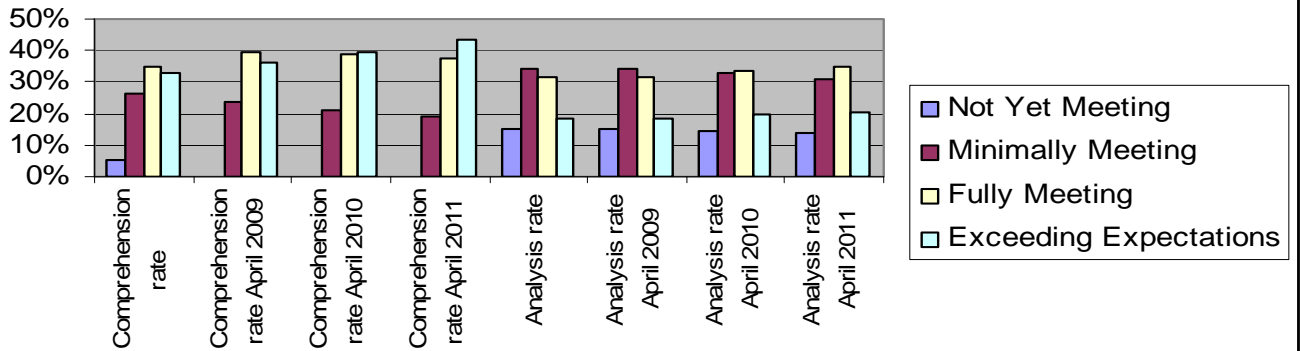
ORCA - Fall 2007



Appendix #1 Cont...
Performance Indicator Targets for Goal #1-Literacy

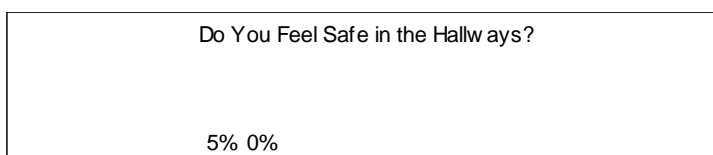
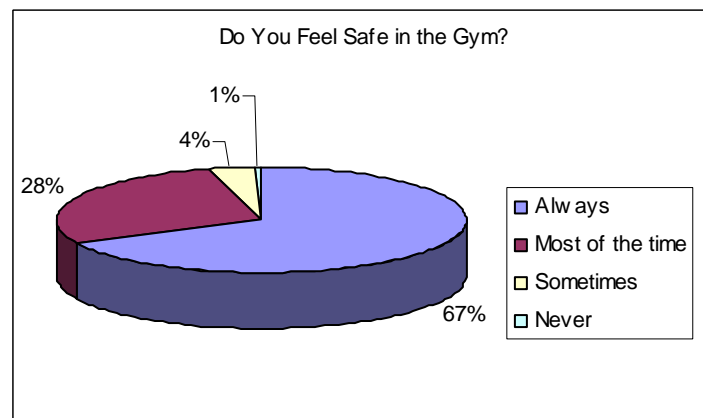
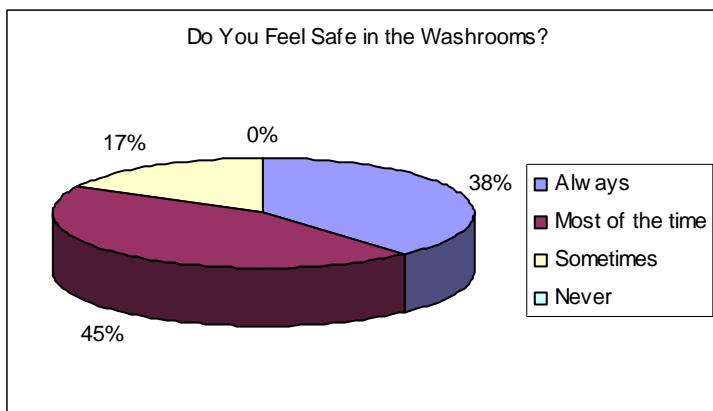
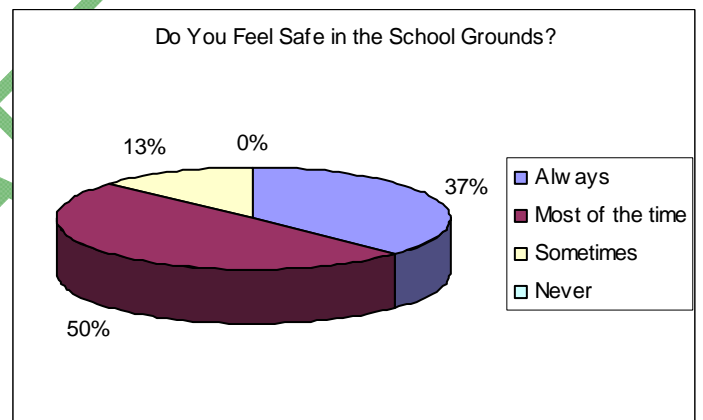
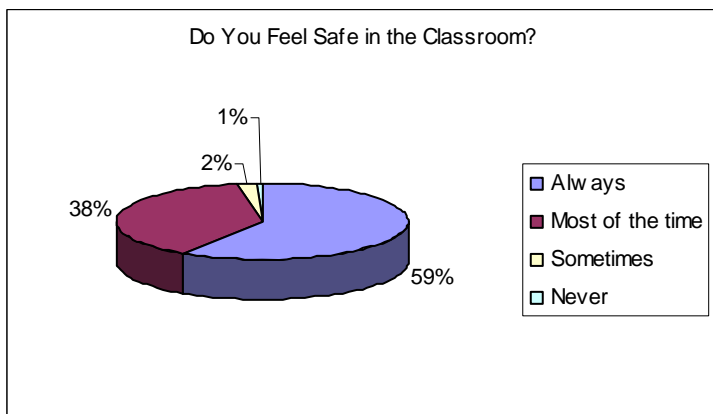


Grade 8 ORCA Targets 2009-2011 For Comprehension and Analysis

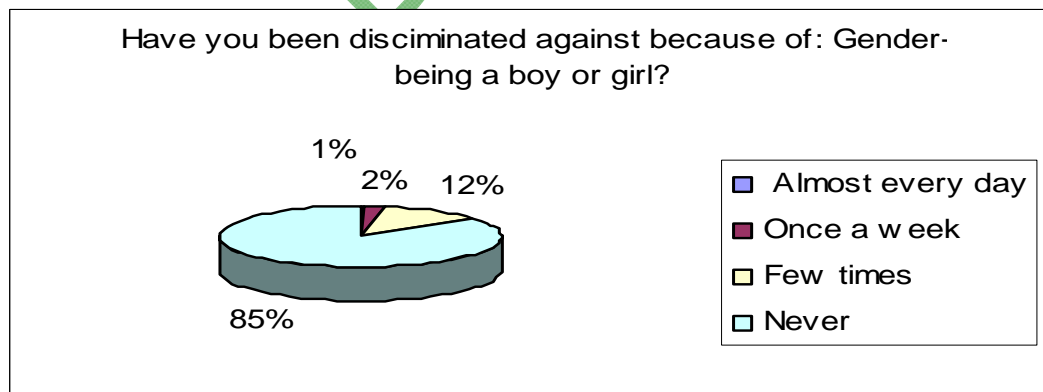
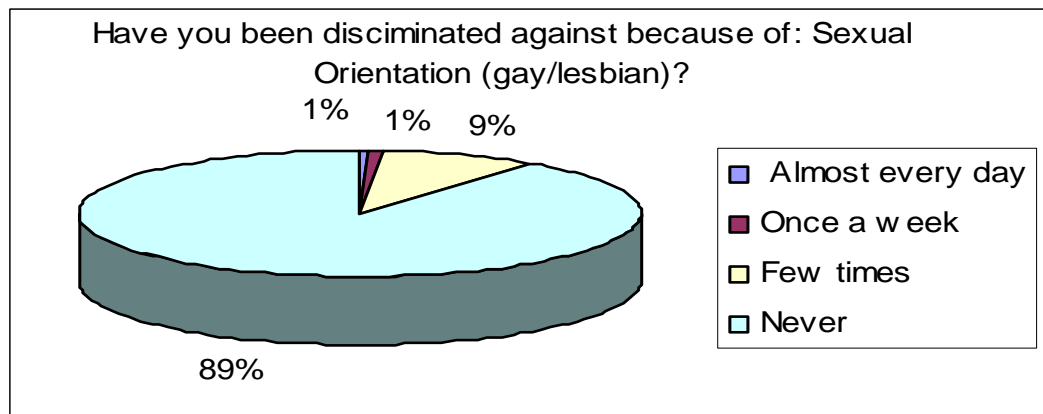


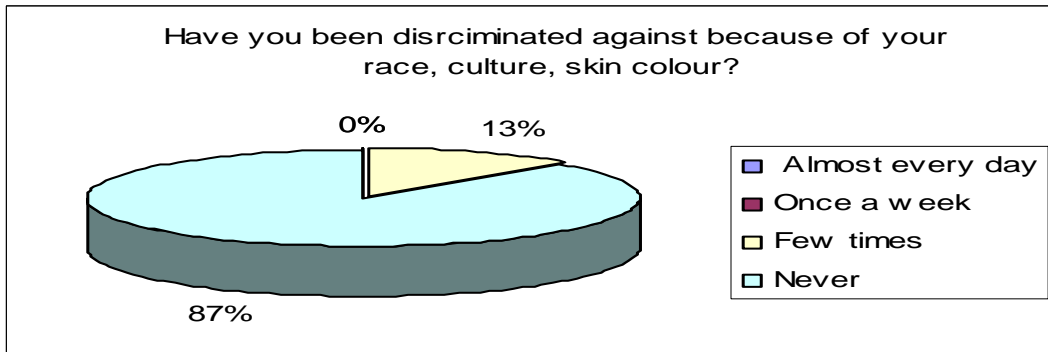
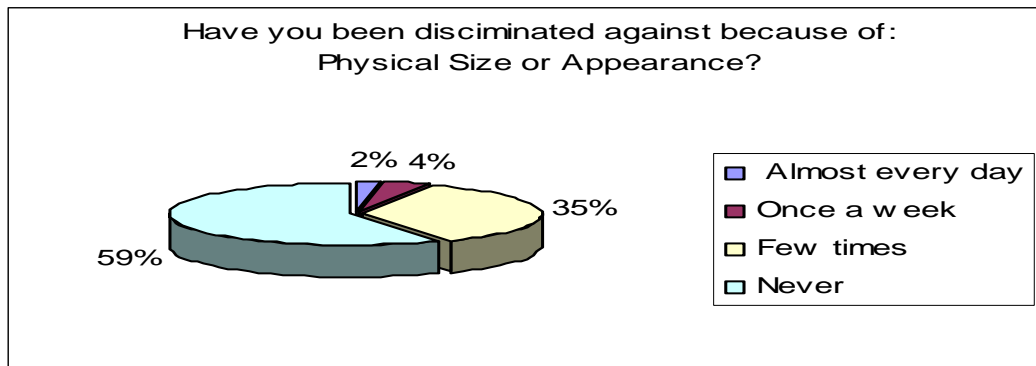
Appendix #2

Grade 6 Student Survey Results (April 2008)



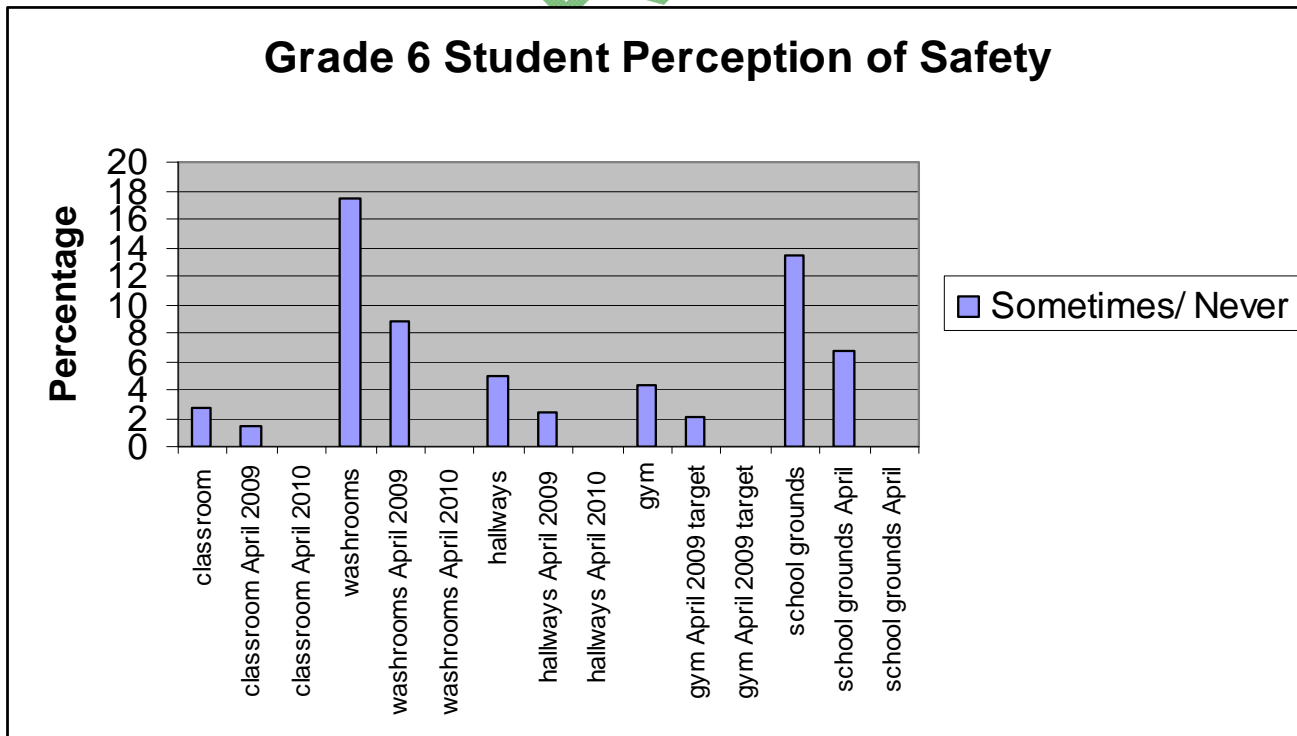
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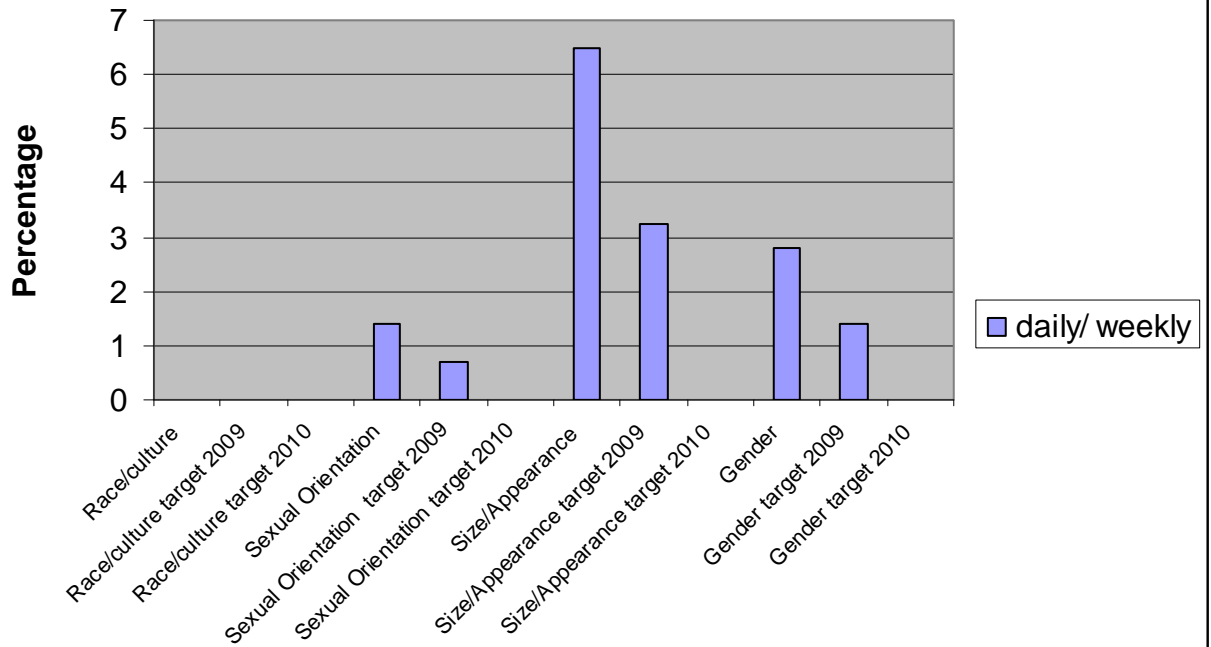


Appendix 2 cont...

Performance Indicator Targets for Goal #2-Social Responsibility



Grade 6 Student Experience With Discrimination



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