

School Growth Plan

October 2011

SCHOOL NAME: **Monterey Middle School**

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

ENROLMENT NUMBERS: **420**

School Context:

Monterey has a population of 420 students with 36 teaching and non-teaching staff. Monterey is located in a stable and supportive community which places a high value on education and on its schools. We support a wide range of Extra-curricular clubs and Athletic teams and we have strong Music and Leadership programs. Our community embraces the Monterey "STORM": Keep Safe, Think Team, Own your Actions, Show Respect and Make a Difference.

Summary of Progress 2010/11 Goals:

Goal #1. To increase student performance in Literacy:

- Fast ForWord results continued to indicate a significant improvement in literacy skills for many students participating in the program.
- FSA (2011) results indicated a significant improvement in writing with 15% of students exceeding expectations – an improvement of over 10% from FSA 2010. Steady progress in reading was also noted with 15% exceeding expectations.
- Master Grade Summary BCeSIS report shows 19.8% of students exceeding expectations with an 'A' letter grade and 12.5% of students minimally or not yet meeting expectations with a 'C- or C' letter grade in Language Arts.
- According to the Satisfaction Survey results in 2010/2011, grade 7 students have reported a decreased feeling of success in reading: 66% down from 75%.
- According the Parent Satisfaction Survey, grade 7 parent respondents (12) noted a low satisfaction with reading and writing skill development as compared with previous years: 57% reading 48% writing.
- The School wide Write showed a slight improvement in students' creative and descriptive writing skills
- Middle School Action Research Project Results(grade 8 Science Literacy) show significant improvements in both reading and writing from October baseline assessment to June final assessment(See Appendix 1)
- NPBS Project (grade 6 Literature Circles) showcased an initial attempt to use guided reading groups across a grade to target learning needs and differentiated instruction for all learners: eg. remedial support and enrichment.
- ALART Project (grade 8 at-risk learners and use of Assistive Technology) results indicated increased student engagement, and confidence resulting in improved literacy results (ALART video presentation available upon request).

Goal #2. To continue to improve and develop students' social responsibility as reflected in a safe, respectful and caring school community.

- This year a great deal of time was spent talking with our students about 'Making a Difference' in the school and the community.
- Guest speakers throughout the year focused on students' ability to Make a Difference and Own Your Actions.
- Awareness raising campaigns such as Stand Against Poverty, Vow of Silence, and Anti-Bullying Day all increased student awareness about the opportunities that exist to Make a Difference.
- Monterey Students participated in creating four Anti-bullying Videos for the Ministry of Education.
- Teachers utilized Advisory classes on a regular basis to discuss and develop action plans for combating bullying.
- We introduced a Breakfast of Champions to recognize our Storm Watch recipients and their families in a more formal way.
- Storm Watch Recognition Board raised the profile of students who were contributing to a positive school culture.
- Two staff members attended a Restitution Course and shared sample Advisory Lessons at subsequent staff meetings.

Our Goals 2011/12:

To improve student engagement in all curricular areas.

To increase students' socially responsible behaviour.

GOAL #1

GOAL:

To improve student engagement.

- a) Foster deep learning, leading to success for students in all curricular areas.
- b) Improve all students' sense of attachment and achievement at Monterey.

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

Despite strong achievement and results in literacy (as indicated above in progress from 2011/2011, and included in Appendix 1) and in other core academic courses, many students and parents noted a decreased feeling of success and low satisfaction with academic skill development. We believe that higher levels of student engagement are critical to narrowing the 'gap' between perceived achievement and actual achievement. Therefore, we have created this new goal for Monterey.

Research demonstrates that when students are more engaged in learning they derive more satisfaction from their school experience, learn significantly more, and are more likely to graduate. Students who are engaged in school are also more likely to continue to become engaged citizens in their community.

Deep learning is the critical analysis of new ideas, linking those ideas to already known concepts and principles, and leads to understanding and long term retention of concepts so that they can be used for problem solving in unfamiliar contexts. We believe that higher levels of student engagement will result in deeper learning in all curricular areas.

This goal supports the goals of our feeder schools and with the District Achievement Contract.

SUMMARY OF PROGRESS

Despite this being a new goal, some growth and collaboration has already occurred:

- Began discussions on topic of student engagement with staff May 2011 Pro-D
- Began discussions of new goal with PAC and SPC in May/June 2011
- Continued staff pro-d on topic of student engagement, September 1, 2011 Pro-D
- Building template of new website to launch in late October / early November, 2011
- Created draft surveys for October baseline
- Drafted a technology plan, including grant applications for Best Buy 'Best in Class Fund' and SET-BC technology pilot program
- Established two teacher teams for Middle School Action Research: literacy and numeracy

ACTIONS:

<p align="center">New or Ongoing Initiatives</p>	<p>How are you or will you monitor and evaluate success? What are your targets?</p>
<p>Improve communication and opportunities for input for staff, students, and parents</p> <ul style="list-style-type: none"> • Surveys for all stakeholders: staff, students and parents (October, January and May) • New website launched, including a section to promote school goals and support continuity between the home and the school 	<ul style="list-style-type: none"> - Compile and analyze survey results. - Share with staff and parents - Track number of 'hits' on new website <p>Targets:</p> <ul style="list-style-type: none"> • Improve students' feeling of success from October to May • Improve parents' satisfaction with academic skill development from October to May
<ul style="list-style-type: none"> • Provide professional development for staff on student engagement and Assessment for Learning (AFL) • Utilize our .1 Literacy/Numeracy support person to partner with staff to facilitate use of 'wise' teaching / learning strategies and resources • Facilitate opportunities for these staff to do demonstration lessons for each other in areas of smart learning, guided reading, literacy circles etc. <p>As a result of staff pro-d we will:</p> <ul style="list-style-type: none"> • Create document / poster to share common language and understanding of student engagement. (eg. Students are engaged when ... top 5) • Identify one AFL assessment strategy to develop across school in classrooms 	
<ul style="list-style-type: none"> • Continue with school wide D.E.A.R. program and Literacy Leaders • Circulate and monitor staff / student participation • Promote and celebrate through literacy leaders group 	<p>Target:</p> <ul style="list-style-type: none"> • Student survey results show high level of engagement with reading and D.E.A.R. time • Increase number of books being borrowed from school library

<ul style="list-style-type: none"> • Expand the use of technology as learning tools: <ul style="list-style-type: none"> - Create school technology plan - Work with o.1 mentor and District support (eg. Tech Café) - Purchase mobile technology (laptops, iPads) - Explore use of WiFi and pocket technology for students - Embed technology instruction in Leadership Exploratory class (delivered to all students) 	<ul style="list-style-type: none"> - Compile and analyze survey results - Track achievement of students actively using technology - Track achievement of students using assistive technology <p>Target:</p> <ul style="list-style-type: none"> • Surveys and grade summary results show improved student engagement and achievement through use of technology
<ul style="list-style-type: none"> • Utilize the Fast Forward Program 	
<ul style="list-style-type: none"> • Create opportunities for students to experience more enrichment through: <ul style="list-style-type: none"> ○ 'Brainstorm' school enrichment ○ Small-group 'V8' program ○ Math challenge group and GAUSS ○ Clubs and extra-curricular groups 	<p>Target:</p> <ul style="list-style-type: none"> • Increase percentage of students exceeding expectations and decrease percentage of students minimally meeting expectations in all core curricular areas based on Master Grade summary BCeSIS Report
<ul style="list-style-type: none"> • Review and update scope and sequence created May 15th, 2009 • Twice yearly have school participate in a school wide write. Schedule the write just before a school pro-d to utilize part of the pro-d day for marking and collaboration about teaching strategies to improve writing. 	<p>Target:</p> <ul style="list-style-type: none"> • Improve number of students meeting or exceeding expectations in the school-wide between October and May

GOAL #2

GOAL:

To increase students' socially responsible behaviour.

- a) Increase student sense of safety in all areas of the school
- b) Increase student and parent awareness of the STORM

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

This goal has been an ongoing area of growth at Monterey since becoming a middle school four years ago. We believe that in middle schools, young adolescents must learn in a developmentally responsive, challenging, empowering, and equitable environment. Therefore, ensuring a safe, inviting, inclusive and supportive culture is a top priority at Monterey.

According to Satisfaction Survey (2011) results, 87% of Grade 7 students surveyed know how our school expects students to behave. This is the highest result since becoming a middle school. In addition, 77% of students surveyed feel safe at Monterey. While these numbers are promising, they still leave room for improvement. Of particular concern are the 9% of students who feel that they have been bullied, teased, or picked on.

Overall, we hope to have Monterey students generally feeling safer, and have students and parents more connected and happier in their time at Monterey school.

SUMMARY OF PROGRESS

Growth and Collaboration that has occurred so far:

- STORM video in September 2011 assembly
- STORMWATCH nominations
- STORM newsletter information
- Created draft surveys for October baseline
- Reinforced Code of Conduct and Monterey's BIG 5
- Planning for School-wide presentations on topics of Cyberbullying, Acceptance of Others, Making Safe Choices(Substance Abuse)
- Student Leadership initiatives to raise awareness of socially responsible behaviours

ACTIONS:

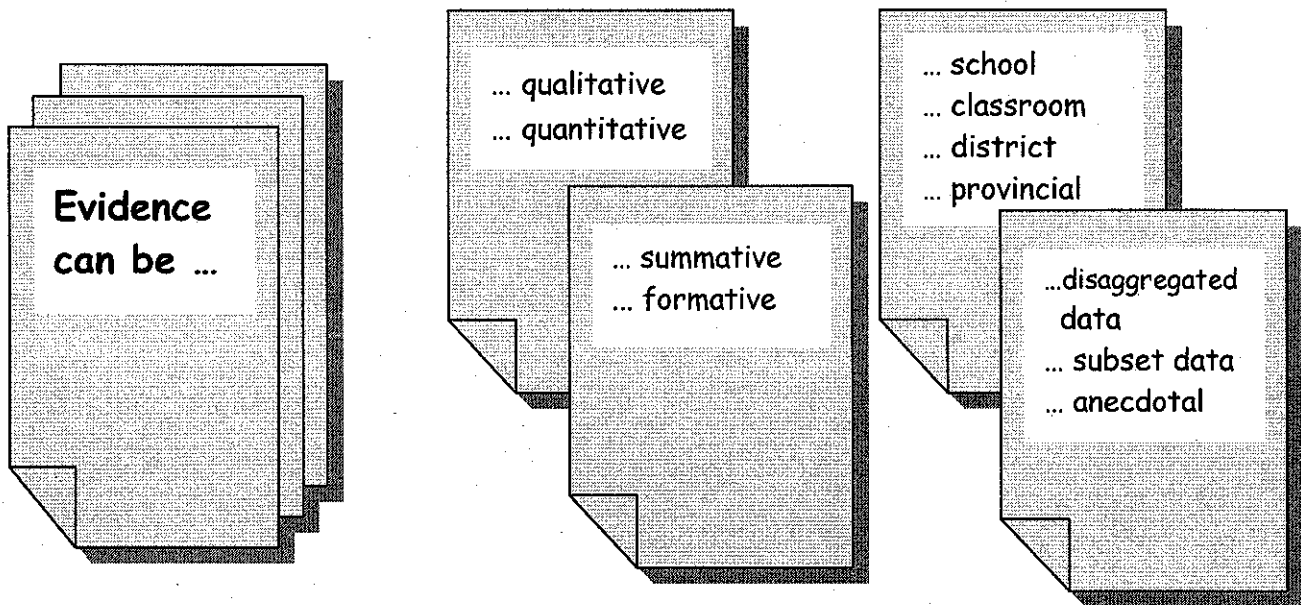
New or Ongoing Initiatives	How are you or will you monitor and evaluate success? What are your targets?
Continue to focus on Code of Conduct and on STORM: <ul style="list-style-type: none"> • Clarify expectations around 'BIG 5' behaviour expectations • Identify bottom line behaviors and consequences 	Targets: 2012 Satisfaction Survey: <ul style="list-style-type: none"> • Increase percentage of students who feel safe at Monterey • Decrease percentage of students who feel bullied,

<ul style="list-style-type: none"> • Continue with student leaders promoting STORM and opportunities for social and academic engagement • Highlight elements and examples of a safe, respectful, caring culture at monthly assemblies • Utilize advisory to model and teach respect, empathy, collaboration 	<p>teased, or picked on</p> <ul style="list-style-type: none"> • School surveys show clear understanding and awareness of STORM beliefs and actions • Parent and student responses show high percentages (95% +) of students feeling comfortable and safe at school
<p>Continue to recognize students for demonstrating STORM values</p> <ul style="list-style-type: none"> • STORM WATCH recipients and celebration board in hallway • 'Breakfast of Champions' for recipients and families • Team recognition for STORM values • End of the year student recognition: academics, citizenship, fine arts, athletics 	
<ul style="list-style-type: none"> • Use the grade seven leadership students to act as ambassador's on the playground during Nutrition break and lunch recess in an effort to help them change the perception of the grade six students and to help build connections 	
<ul style="list-style-type: none"> • Meet with Supervision Assistants on a monthly basis to discuss what works/what needs work , develop Restitution skills, and increase consistency 	
<ul style="list-style-type: none"> • School Wide Participation in the "Me to We" program with both a community and global projects • Continue to involve students in community programs and connecting with seniors • Invite secondary theatre students and professional groups to provide interactive theatre presentations around bullying and discrimination 	
<ul style="list-style-type: none"> • Work with the PAC to provide opportunities for parent education around issues related to social responsibility: <ul style="list-style-type: none"> *bottom line behaviours and consequences *ways to support youth in owning/fixing mistakes *topics such as sexuality, drug and alcohol use, cyber safety 	

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 (2011)
- Satisfaction Survey results (2010 - 11)
- BCeSIS Master Grade Summary results for literacy and numeracy (2010-11)
- Middle School Action Research Assessment Data (science literacy – Grade 8)
- School Wide Write reflections and summary evidence

Elementary and Middle Schools: Which of the four assessments will you use (twice a year)?

Alberta Diagnostic Assessment YES/NO

Benchmarks YES/NO

District Assessment of Reading Team (DART) YES/NO

Oral Reading Assessment (ORCA) **YES**

Please submit the above data.

FSA results (2011):

FSA Grade 7, February 2011

08181089 - Monterey Middle School

Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 149

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	45	30	17	11	66	44	23	15
Male	23	31	13	18	28	38	10	14
Female	22	29	4	5	38	49	13	17
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs*	2	17	5	42	4	33	1	8

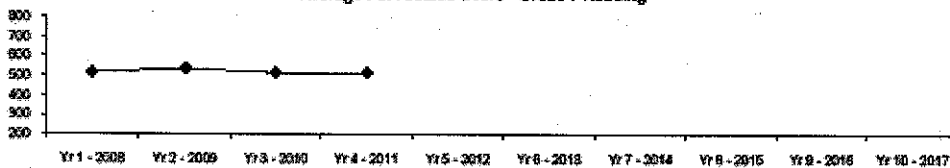
Writing	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	51	34	8	5	70	46	22	15
Male	27	38	4	5	37	50	6	8
Female	24	31	4	5	33	43	16	21
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs*	2	17	0	0	9	75	1	8

Numeracy	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	47	31	29	19	69	46	6	4
Male	24	32	16	22	30	41	4	5
Female	23	30	13	17	39	51	2	3
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs*	2	17	3	25	7	58	0	0

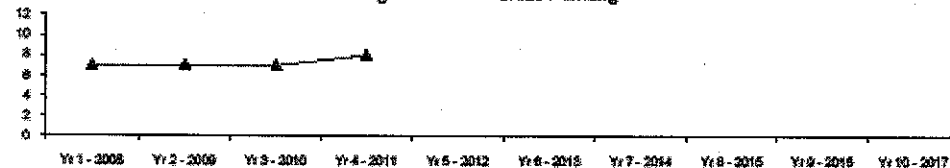
Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs Includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

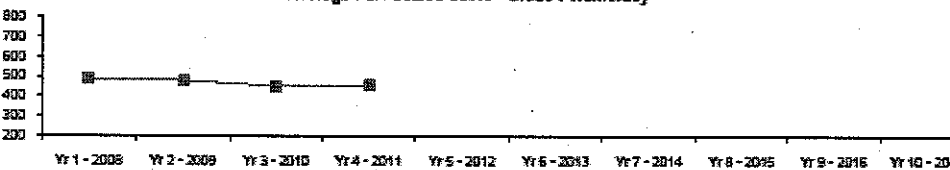
Average FSA Scaled Score - Grade 7 Reading



Average FSA Score - Grade 7 Writing



Average FSA Scaled Score - Grade 7 Numeracy



-For more information, please visit the FSA website at www.bc.edu.gov.bc.ca/assessment/fsa/

Satisfaction Survey results, 2011:

Satisfaction Survey - 2010/11
06161069 - Monterey Middle School

Student Survey – Achievement

Are you getting better at reading?

2007/08	63%
2008/09	71%
2009/10	75%
2010/11	66%

Student Survey - Safety

Do you feel safe at school?

2007/08	72%
2008/09	80%
2009/10	81%
2010/11	77%

At school, are you bullied, teased, or picked on?

2007/08	13%
2008/09	4%
2009/10	10%
2010/11	9%

Parent/Guardian Survey - Achievement

Are you satisfied with the development of your child's reading skills at school?

2007/08	72%
2008/09	75%
2009/10	93%
2010/11	57%

Are you satisfied with the development of your child's writing skills at school?

2007/08	52%
2008/09	50%
2009/10	89%
2010/11	48%

BCeSIS Master Grade Summary results for literacy and numeracy Grades 6, 7, 8:

	A letter grade (exceeding expectations)	C / C- letter grades (minimally meeting exp.)
Math	30.9%	16.3%
English Language Arts	19.8%	12.5%

Middle School Action Research Assessment Data (science literacy – Grade 8):
Monterey Reading Information

	Oct. Not Meeting	June Not Meeting	October Meeting	June meeting	Oct. Fully Meeting
Comprehension	7	0	22	12	30
Response and Analysis	6	0	26	12	25
Personal Writing for meaning	4	0	28	22	28
Personal Writing for style	7	0	32	15	22
Personal Writing for form	8	0	30	23	23
Totals	32	0	138	84	128

School Wide Write reflections and summary evidence:

0.1 Lit/Num Mentor reflections:

Overall results show that our students across the grades are improving their writing skills.

The most noticeable areas of improvement were in the strands of style and form as students in all grades began to extend their writing in multiple paragraphs to include humour and more variety of descriptive language.

An area across the grades that requires more attention is in the strand of meaning.

This year we plan to collect baseline and reassessment data using the 1-4 scale from the Performance Standards for Writing.

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 AFL, Differentiated Instruction, Smart Learning, Marking What Counts, and Restitution
- Continuing to support staff participation in District Professional Development Initiatives such as ALART, Middle School Action Research Project and NPBS
- Continuing to host our 'Breakfast of Champions' for STORM WATCH recipients and their parents
- Continuing to offer 'Learning Over Lunch' for students who may need extra time or support to complete assignments
- 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 local bakery
 - * 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

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

4. Describe your “Green” Initiatives.

We have created a group of students called the ‘Eco Elves’ who support our recycling program as well as our Beach Clean Up day in the spring. We have created an email contact list that allows us to send most of our written communication including newsletters via email. We utilize our website as a communication method with parents in an effort to reduce photocopying and paper costs. We communicate with parents and students safe and green transportation choices.

5. SCHOOL PLANNING COUNCIL:

Deb Whitten PRINCIPAL	X <i>D Whitten</i>
Madeline Duke REPRESENTATIVE	X <i>M Duke</i>
Lucy Mears REPRESENTATIVE	X <i>L. Mears</i>
Alexis MooreS REPRESENTATIVE	X <i>Alexis Moore</i>
REPRESENTATIVE	X
<i>October 12, 2011</i> DATE	

APPROVAL OF PLAN:

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