



Summerland Middle School

13611 Kelly Avenue
Summerland, BC V0H 1Z0

Principal: Katie Hicks
Vice Principal: Andrea DeVito

SCHOOL GROWTH PLAN (2009-10)

Summerland Context

Summerland Middle School (SMS) is a dual track middle school established in 1999. The school has an instructional staff of approximately 21 fte serving 345 pupils. We have a student services team who support 63 designated students as well as an Enrichment Program supporting 23 gifted students. The school is in the downtown area of Summerland serves all of the middle school students of Summerland and is the sole feeder school of Summerland Secondary School. The school enjoys strong community support and responds to high expectations in a diverse community.

The staff has successfully established a middle school program based on the Exemplary Middle School model. The Tribes process has been implemented on a school wide basis and is supported by structures and systems for discipline and individual student behavior support, assessment for learning practices and varied instructional and reflective practices. In addition to core instruction, strong applied skills and fine arts programs are provided to students through the exploratory cycle.

Summerland Middle School:

- understands the success of our school depends on a deep belief in--and commitment to ensuring--that all students can learn
- recognizes the importance at the middle school level the need to focus on socialization of students as well as intellectual development
- continually strives to develop teacher collegiality, reflective practice and collaborative planning
- values and encourages parental support and involvement at the school
- is committed to making decisions that are based on evidence instead of intuition

Using the Tribes process as our fundamental belief, the goal of Summerland Middle (a Tribes school) is to engage all staff, students, and families in working together as a learning community that is dedicated to caring and support, active participation, and positive expectations for all students.

INQUIRY QUESTION(S)

Inquiry question yet to be determined. *(sample question below).*

*If we have a school-wide focus on _____, will students _____ and will academic achievement improve? We know it will make a difference by _____
(data/ how will we measure the change?)*

RATIONALE: What evidence is leading us to our question?

- While we had been collecting data at Summerland Middle for some time, we did not have data that was collated in a meaningful way, data that indicated successes as well as data that was viewed critically by teachers to make decisions on instructional practices. Also at Summerland Middle, we tended to focus in the area of Literacy; yet, discussions in August questioned whether we had collected data on social responsibility, behaviour, literacy, and literacy in numeracy. The question was asked, we tend to deal with behaviours, however, is it the behavior that comes first or the struggles in literacy and numeracy that causes behaviours to happen.

In September and early October all teachers completed the Whole Class Reading Assessments and with the support of the student services team, each student completed a fluency assessment.

Administration created a spreadsheet which collection data in the four areas (which Research shows are four of the areas which are key indicators to predict student success in school). In order to track trends, data was collected from the previous year and for the current year for grades 6 and 7:

- **Attendance** (lates and daily attendance)
- **Social Responsibility** - Discipline (Office Referrals)
- **Literacy Skills:** Fluency, Star Reading, Whole Class Reading Assessments (Background Prediction, Main Idea, Extracting Information, Inferences and Conclusions, Unknown Words and Metacognition)
- **Academic Achievement** (Overall GPA by term and Marks in English and Math)

In October, each team met and in a meeting facilitated by the principal, went through specific strategies on how to examine data, ask questions and use that data to create questions. In addition, teams came up with plans to use data continually throughout the year to specifically address questions.

The grade 6 team: after viewing the data, decided to concentrate on two areas of the English curriculum to measure progress this year.

The grade 7 team: after viewing the data, decided to concentrate as well on two to three areas of the English curriculum.

The grade 8 team: after viewing the data, decided to not only focus on two to three areas of the English curriculum, but to also focus on teaching non-fiction and fiction reading strategies across the curriculum.

All teams agreed we needed to continue our Tribes Process in all classrooms and use that as our basis to model and teach pro-social behaviour.

ACTION PLAN

OBJECTIVES: Specific Steps to answer our question OR More specific questions?

1. **Grade 6 Team:** After viewing the grade 6 data, decided to concentrate on two areas in English curriculum to measure progress in literacy as well as modeling and teaching the Tribes Four Agreements. It was noticed that we weren't making gains in increasing student fluency.
2. **Grade 7 Team:** After viewing the grade 7 data, also decided to concentrate on two areas in the English curriculum as well as modeling and teaching the Tribes Four Agreements. It was recognized by the grade 7 Team that with extra supports provided because of Class Composition and the number of "At-Risk" learners, the focus needed to be building specific skills in the academics (literacy) and social responsibility.
3. **Grade 8 Team:** After viewing the grade 8 data, decided to concentrate on literacy skills across the curriculum, teaching fiction and non-fiction reading strategies in all areas of the curriculum.

STRUCTURES AND STRATEGIES: For all students and our most vulnerable learners.

Grade 6 Team:

- Invited an expert in to provide instruction on setting up the grade 6 classes for implementing the "6 Minute Solution" each day. This strategy focuses on fluency practice on a regular basis.
- Retested fluency the end of January as well as in May.
- Identified the area that seemed to need the most attention with the WCRA was extracting information.
- Team was going to as a group start with Literacy in Action Chapter One - concentrating on extracting information.
- Team was going to collaborate and pick further units that would best supports needed skill areas.
- Two divisions were involved in Action Research specifically around using audio books. The question being looked at was "Will the use of audio books in specific classrooms increase fluency and comprehension?" This question was valuable as it was directly related to the team focus on fluency. This data was to be collected and reported out when the research was completed.

Grade 7 Team:

- Invited an expert in to provide instruction on setting up the grade 7 classes for implementing the "6 Minute Solution" each day. This strategy focuses on fluency practice on a regular basis.
- Retested fluency the end of January as well as in May.
- Identified the area that seemed to need the most attention with the WCRA was extracting information.
- Team was going to as a group start with Literacy in Action Chapter One - concentrating on extracting information.
- Team was going to collaborate and pick further units that would best support needed skill areas.

Grade 8 Team:

- Invited an expert in to provide instruction on setting up the grade 8 classes for implementing the "6 Minute Solution" each day. This strategy focuses on fluency practice on a regular basis.
- Retested fluency the end of January as well as in May.
- Identified the area that seemed to need the most attention with the WCRA was extracting information and inferences and conclusions.
- Although fluency was also identified as a concern, the team decided to leave this area until into the spring.
- Two Math and Science Teachers collaborated to determine similar instructional strategies for teaching fiction and non-fiction reading strategies in Math and Science. The focus will be to use a common language across the curriculum.

ASSESSMENT PROCESS & TOOLS: What will we use to measure our success?

- In September all staff completed a "Literacy Survey" to establish a baseline as to where the staff are at as far as understanding assessments and using those assessments for making instructional decisions and use them as assessment for learning.
- Whole class reading assessments to be completed at least twice at each grade level using Whole Class Reading Assessments. In Mathematics, formative and summative assessments will be used to track student's progress.
- Students "At Risk" for fluency were given Jerry Johns and further literacy intervention by the Student Services Team.
- Progress to be monitored at monthly team and staff meetings.
- For students most "At Risk" another assessment specific to LIPS (Lindamood-Bell Phoneme Sequencing Program) was used (6 students are currently receiving more in-depth reading and writing intervention).

PROFESSIONAL LEARNING: How will we increase our capacity and collaboration?

- Collaborative planning time is provided for each team once a month (through administration releasing teams).
- Staff Meetings throughout the year focused on reflective practice, professional growth and instruction strategy focus.

RESOURCES: What do we currently have and what do we need?

- Assessment for Learning - Doing it Right - Using it Well (Richard Stiggins, Judith Arter, Jan Chappuis, and Stephen Chappuis).
- Developing Grading and Reporting Systems for Student Learning. (T. R. Guskey & J. Bailey).
- Building a Professional Learning Community at Work - A Guide to the First Year (Parry Graham, William M. Ferriter).
- Tribes: A New Way of Learning and Being Together (Jeanne Gibbs).
- Discovering Gifts in the Middle School (Jeanne Gibbs).
- The Differentiated School (Carol Ann Tomlinson).
- Continued emphasis on collaborative time (Staff meetings, release time) to move the work forward.

PARENT INVOLVEMENT: How parents will become partners in our efforts?

- This year our focus has been on developing our ability as a staff to use data to make decisions and to begin to understand the Inquiry Model in a Professional Learning Community. As we move into next year we will focus to increase our parental involvement in our collaboration and decision making.

EVIDENCE

KEY FINDINGS: What did we find out?

- In May all teams will be released to look at the data collected for the year as well as findings from Action Research Project and Audio Books.

NARRATIVE: What successes and/or challenges are not reflected in the data?

- Staff in May and June will discuss, reflect and plan for 2010/11.

REFLECTION AND SUMMARY

REFLECTIONS: What did we learn? How did it make a difference?

- In our June wrap up we will reflect on our year.
- Our staff member involved in her Action Research Project

FUTURE PLANNING: Where do we go from here?

- As part of our year end focus, we will look at the data, reflect and focus on our professional learning for August 2010.
- All teams have indicated a wish to have an Inquiry Model facilitated as a staff and then as teams. There is a wish for all staff to be involved in an inquiry model as a team or curriculum area focus.

School Planning Council:

Name (Principal): _____

Name (Parent): _____

Name (Parent): _____

Name (Parent): _____
