



Summerland Middle School



SCHOOL PROGRESS REPORT
SD67 (Okanagan Skaha) – May 2009



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Part A: Introduction

Summerland Middle School Mission Statement

In a safe and supportive environment, we will provide our students with the intellectual, physical, and social skills to enable them to become lifelong learners and responsible, contributing, and adaptable citizens in a global society.

Introducing the 2008/09 School Progress Report

This report to the public reflects our commitment to improving student achievement. It provides students, parents, and staff and the general public with an overview of what we are doing and where we are headed.

The school Progress Report tries to achieve that in two ways:

- 1) By identifying and monitoring a select number of improvement targets that we are pursuing; and
- 2) By tracking key indicators of student achievement in the areas of Intellectual, Human & Social and Career Development.

It is a work-in-progress. Changes will be made to this document throughout the year.

The school report will provide a framework for setting goals for improving student achievement, monitoring progress and consulting and informing their partner groups, PAC and school planning council.

If you would like more information, please contact the school at 250-770-7685 or at our web address at www.sd67.bc.ca/schools/

Principal:

Katie Hicks _____

Vice Principal:

Darcy Mullin _____

School Planning Council:

Julie Planiden (PAC) _____

Christine Petkau (PAC) _____

Cynthia Cutt (Parent) _____

HIGHLIGHTS FROM PREVIOUS YEARS

Intellectual Development

To improve student success in literacy:

- Implementation of a late literacy program: All students were screened using Whole Class Reading Assessments, STAR Reader and the Fluency Assessments. Below average/well below average students were tested using the individual Jerry John's Reading Inventory. Reading groups were formed based on student profiles for reading fluency, comprehension and reading rate. Groups work in an intensive reading intervention program using resources and programs specific to areas of weakness.
- All students were tested two times this year (Fall and Spring) using the Whole Class Reading Assessment.
- School Literacy Team focuses on developing strategies for all students in the area of literacy.
- District Staffing Support: 168 (two blocks) of Literacy Teacher Time to staffing.
- Summerland Middle continues to focus on professional development in the area of Smart Reading/Learning, Assessment for Learning, Literature Circles, Picture Books, Powerful Reading Strategies, and Adrienne Gear Fiction and Non-Fiction Reading Strategies.
- Accelerated Reading Program implemented at all three grades with focus on providing SSR within the timetable.

To improve student success in numeracy:

- A third goal at SMS – but not a focus goal.
- Using FSA data, report card information and individual skills testing, teachers identified math skills as an area that needed further attention.
- The district-wide Math 8 assessment tool was used to gather more critical data for further analysis of students' strengths and weaknesses. Data was examined during the School Planning Day in August. Used as assessment for learning, this data provided instructional focus within specific areas of concentration in math for this year.
- In addition, funds are spent on math resources to help support the teachers in the introduction of new concepts. Other resources such as Success Maker and web-based math supports are also used.
- Grade 7 Team examined new Math resources for 2007-08 along with district team. The implementation of this new resource, to take place 2007-08, *Math Makes Sense* textbook and resources at the grade 7 level with provision of professional development and in-service for these new resources.

Human and Social Development:

To continue to maintain and enhance our school climate for student success in Social Responsibility:

- Ongoing implementation of Tribes Process to inclusive environment for cooperative learning, providing structure for positive interaction and continuity for working groups within the school community.
- Ongoing development of student leadership through Peer Counseling/Mediation and Student Leadership with the addition of a Leadership 8 in the Exploratory Rotation and all grade 8 students taking Leadership 8.
- Ongoing integration of the "Positive Behavior Support" (PBS) Program which structures and systems support the TRIBES agreements to improve social responsibility in all our students. Language in the School Behaviour Matrix changed to match Tribes Agreements.
- Structural changes to school timetable provided greater contact time for Advisory Teachers with opportunities for leadership with grade 8 teachers "teaming" Advisory and Core classes.
- Continued implementation of the "Get Set" in grade 7 and "GoProgram" in grade 8, both with the focus on goal setting, interpersonal skills and building positive relationships and the DARE Program in grade 6.
- Ongoing opportunities for leadership development through guest speakers, leadership training and mentoring such as "Me to We" and "Leaders Today", Absolute Entertainment, Asset Development, Share the Spirit, Leadership Conference led by SSS Leadership Students and Summerland Seniors' Village Buddy Program.



Part B: School Context

Description of Summerland Middle School

Welcome to Summerland Middle School, home of “The Wave”!

Summerland Middle School (SMS) is a dual track middle school established in 1999. The school has an instructional staff of approximately 21 fte serving 365 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 wide basis and is supported by TRIBES and PBS structures and systems for discipline and individual student behavior support. In addition to core instruction, strong applied skills and fine arts programs are provided to students through the exploratory cycle.

Name: **Summerland Middle School**
 Address: 13611 Kelly Avenue, Summerland, BC V0H 1Z0
 Telephone: (250) 770-7685 Fax: (250) 770-7684
 Website: <http://sd67.bc.ca/schools/sms>

COMMUNITY CONTEXT (2001 CENSUS)

	Summerland	Province
Proportion of Families with Annual Income under \$30 000	21%	23%
Education Attainment – of Population Aged 20 or Over High School Graduation Certificate Bachelors Degree or Higher	66% 10%	68% 18%
Proportion of Families which are Lone Parent Families	13%	16%

SUMMERLAND MIDDLE SCHOOL STUDENT ENROLMENT

	2004/05	2005/06	2006/07	2007/08	2008/09
Total Enrolment (Headcount)	382	373	382	390	360
Female	186	190	198	201	178
Male	196	183	184	187	182
Grade 6	121	121	127	130	103
Grade 7	125	125	124	129	131
Grade 8	136	127	131	131	126
Aboriginal	22	21	17	24	18
French Immersion	0	27	55	82	86
English as a Second Language	2	2	2	2	3
Home School Registration	0	1	2	2	--

NOTE: SMS has experienced a slight decline

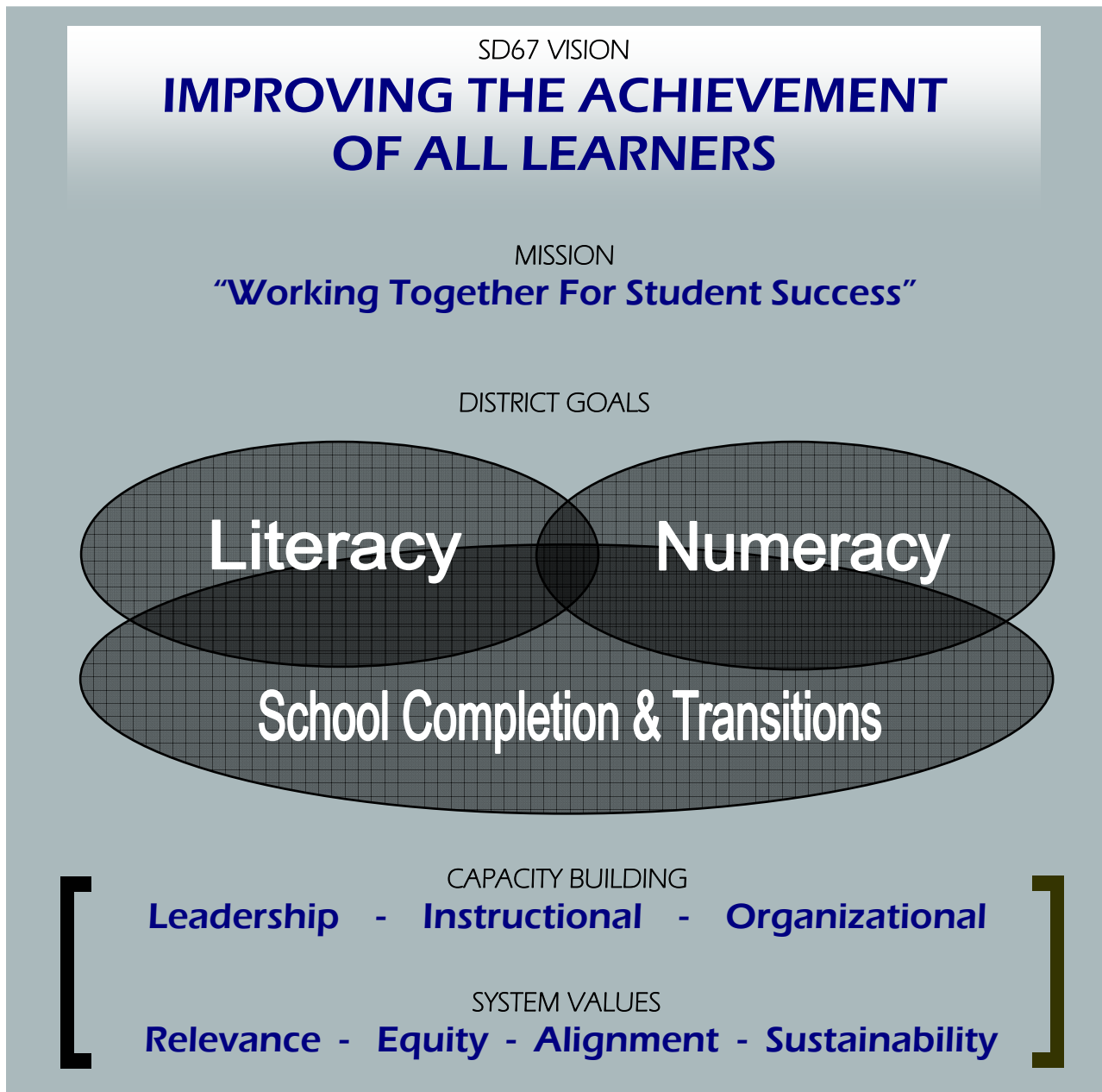
Part C: Improvement Framework

Leadership for Learning Framework

The vision of 'improving achievement of all students' deepens each year as schools and communities explore and develop the concepts of:

- *A collaborative, student focused (Learning Community) culture;*
- *Assessment for Learning practices; and*
- *Differentiated instruction strategies to meet student's varying needs.*

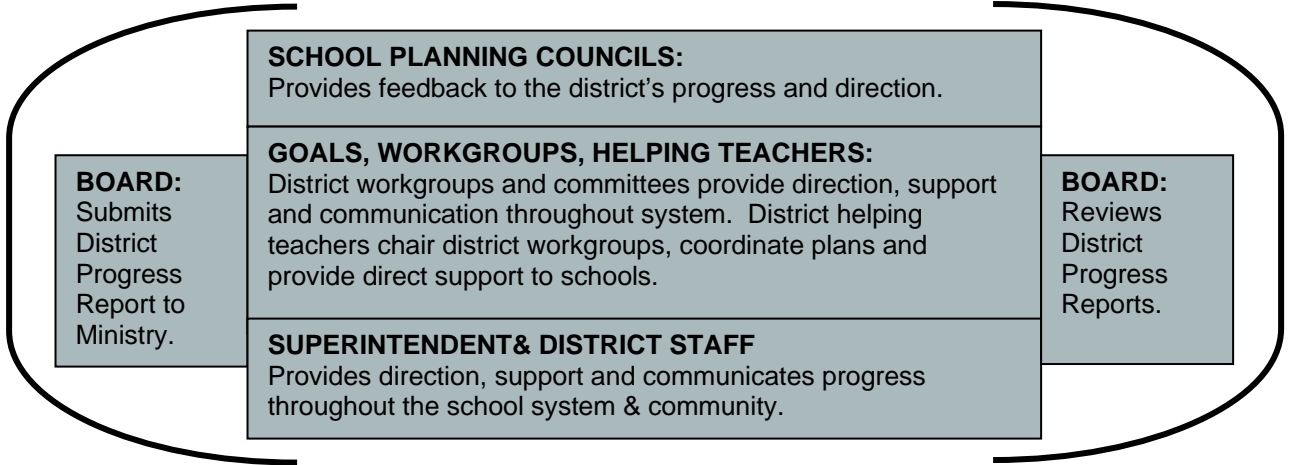
The critical elements (vision, mission, goals, capacity building and values) are reflected in the 'leadership for learning' framework.



DISTRICT & SCHOOL CONNECTIONS

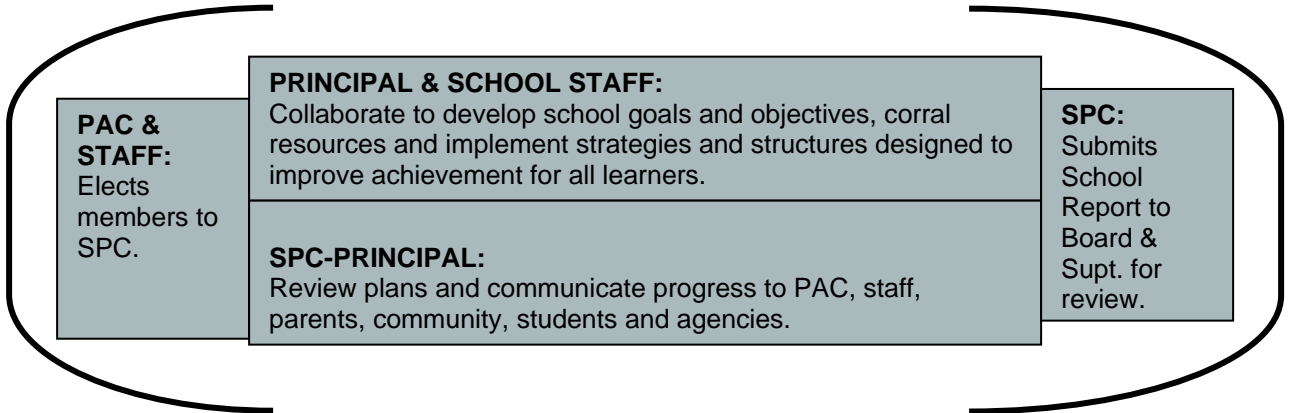
The diagram illustrates the integrated working relationship among all partner groups in SD67, the common efforts to improve student achievement and the process used to approve and support school plans.

DISTRICT PROGRESS REPORT



DISTRICT STAFF & SCHOOL ADMIN. : Meets to review progress in each school.	SCHOOL ADMINISTRATION GROUPS: Collaborates with colleagues.
SCHOOL PLANNING COUNCIL (SPC): Each of the 3 School Zones organize a Fall and Spring session each year. LIAISON SCHOOL TRUSTEES: Attends a SPC meeting in each school.	
ABORIGINAL STUDENT SUCCESS: Aboriginal Planning Council works towards implementing the goals of the enhancement agreement. District and school plans reflect the need to improve success of all aboriginal students. District VP (Aboriginal) provides support to schools, district, aboriginal community and district workgroups. (See Appendix A for more complete details)	
CELEBRATION: Showcase student and staff achievements.	

SCHOOL PROGRESS REPORT



Sept Oct Nov Dec Jan Feb Mar Apr May June



RESOURCE ALLOCATION

This resource allocation template is used to delineate the many programs and services provided in the school system and its linkages with the overall priorities. This document has been particularly useful for planning and budget consultation purposes.

IMPROVING THE ACHIEVEMENT OF ALL LEARNERS

“Working Together for Student Success”

LITERACY - NUMERACY SCHOOL COMPLETION & TRANSITIONS

LEADERSHIP - INSTRUCTIONAL - ORGANIZATIONAL CAPACITY BUILDING

Learning Community

- Compelling vision
- Collaborative culture
- Focus on improvement

Leadership development

- All levels
- All roles

Teamwork/Collaboration

- District/Community
- District/Partners
- District/DPAC/SPC
- District/School
- School/SPC/PAC
- School/Community

Accountability

- District Progress Report
- School Progress Report
- Ministry Review
- Board Review

Board Governance

- Leadership
- Stewardship
- Relationship

Curricular Programs

- Resources
- Instructional practices
- Interventions & Initiatives

Assessment Practices

- Personalized learning

Transitions

- Grade to grade
- School to school
- School & home
- School, work & post sec.

Support Services

- Library services
- Special Education
- ESL
- Gifted
- Aboriginal Education
- Counseling
- Learning Centres
- Home Learners
- International Ed
- Technology
- Administrative support

Extra-curricular Programs

- Resources

Human Resource Management

- Resource planning
- Enlistment
- Capacity development

Maintenance/Custodial

- Schools
- Grounds
- Delivery system
- Equipment & Supplies

Transportation system

- Buses & routes
- Access

Financial Management

- System requirements
- Budget development
- Transactions
- Reporting

Technology system

- Hardware
- Software
- Support
- Infrastructure

DISTRICT GOALS (2002 - 2009)

GOAL	OBJECTIVES
Improve student success in reading.	<p>To increase the percentage of students who meet/exceed the expectations for reading proficiency by the end of grades 3 and 8.</p> <p>To continue to improve the ability of our high school students to read with comprehension and fluency across the curricular areas.</p>
Improve students' transitions and success in completing school.	<p>To provide focused support for students.</p> <p>To enhance the relevancy of programs and learning options for students.</p> <p>To develop and implement approaches to instruction that are supportive of learning.</p> <p>To increase students' understanding, practice, and recognition of socially responsible behaviour.</p>
Improve student success in numeracy.	<p>To increase the percentage of students who meet/exceed the expectations for numeracy proficiency by the end of Grade 3, 5, 8 and 12.</p>

SCHOOL GOALS

GOAL	OBJECTIVES
To increase socially responsible behaviour.	<p>To increase students' sense of safety and belonging.</p> <p>To increase peaceful problem solving in schools.</p> <p>To increase the awareness of a healthy lifestyle.</p> <p>To continue elementary and high school transition process and to further involve all staff to be part of the transition process.</p>
To improve student success in reading.	<p>To increase the percentage of students who fully meet/exceed the expectations for reading proficiency by the end of grades 8.</p>
To improve student success in numeracy.	<p>To increase the percentage of students who meet/exceed the expectations for numeracy proficiency by the end of grade 8.</p>

Summerland Middle School Goals for 2008-09

	Goal 1	Goal 2	Goal 3
SCHOOL GOAL	Related to Human and Social Development – To increase the percentage of students who demonstrate socially responsible behavior.	Related to Literacy – To increase the percentage of students who meet/exceed expectations in reading by the end of grade 8.	Related to Numeracy – To increase the percentage of students who meet/exceed expectations in numeracy by the end of grade 8.
Rationale	The goal addresses the concern at our school related to the developmental needs of this age group of students (10-14 year olds). Research tells us that there is a direct correlation between student achievement and the recognition and practice of socially responsible behaviour. Schools in partnership with parents and the community are charged with preparing students to be responsible citizens. The purpose of the Tribes Process and EBS Systems approach is to develop a positive environment that promotes human development and learning.	This goal reflects the concern related to improving the delivery of opportunities for developing fluency, comprehension, and reading rate with reading strategies for all students. It is apparent that students at the middle level, more than ever, need these reading strategies reviewed and reinforced.	This goal addresses the concern related to student math results and was identified as a high priority by staff. Within the area of elementary transition to middle school, middle year's mathematics experiences, and middle school to high school transitions, mathematics skill development is critical to students' skill development.
2007-08	1. Increase opportunities will be provided for contributions to class, school and community.	1. Establish baseline by using not only FSA results and perceptual data through the satisfaction surveys but also the percentage of students meeting and exceeding expectations in Whole Class Reading Assessment.	1. Establish baseline measures for each of the three grades.
	2. Students will demonstrate effective problem solving techniques (safety).	2. Continued in-service for staff on the use of performance standards with release time provided through Flex Funding.	2. Implement the new math curriculum and resources through a numeracy team with grade representation.
	3. Students will demonstrate a value for diversity (tolerance).	3. Establish performance targets for tracking success at the end of grade 8.	3. Student improvement in computation skills.
	4. Increased opportunity for positive student involvement (leadership).	4. Establish a school protocol to identify and track all "at-risk" readers.	4. Student improvement in number sense.
	5. Students will be able to exercise their rights and responsibilities (citizenship).	5. Continue to develop strategies to support "At Risk/Seriously At Risk" students through learning assistance and within the classroom.	5. Student improvement in problem solving.
	6. Students will demonstrate an awareness of the importance of personal fitness and healthy lifestyles.	6. Continue to provide in-service and implement reading strategies (Reading 44, Power Lessons, Smart Reading, Faye Brownlie, etc.) for cross-curricular use.	6. Student improvement in understanding the vocabulary of mathematics.
	7. The school staff will continue to be a force of positive change promoting positive interactions using the Four Agreements.	7. Continue to use Accelerated Reader in all three grades, and focus on purchasing additional resources for the Library.	7. Student use of mentoring opportunities (related to the study and application of math).
	8. The administration will continue to provide opportunities to develop teacher collegiality, reflective practice and collaborative planning in social responsibility..	8. We will continue to use literature circles for the teaching of reading and will into and will expand the use of picture books.	8. Student improvement in measured results.
	9. Establish performance targets for tracking success at the end of grade 8 using performance standards scales and Tribes language.	9. We will continue to use demo lessons, team teach, side by side teaching and will debrief these lessons with literacy and classroom teachers.	9. Continue to develop use of varied instructional strategies in mathematics instruction.

Part D: School Goals



Goal: To improve student success in the area of social responsibility

SOCIAL RESPONSIBILITY OBJECTIVE 1:
To increase the percentage of students who demonstrate socially responsible behavior by contributing to a safe and caring learning community. This includes solving problems in peaceful ways and valuing diversity.

RATIONALE:
 The goal addresses the continued concern related to the developmental needs of this age group of students (10-14 year old). It recognizes that by transforming the culture of the middle school into a caring learning community and by using an active learning approach for teaching social skills, student development, motivation and academic achievement are promoted.

The Positive Behavior Support Program (PBS) systems are used at SMS to identify student needs and support positive behavioral choice at this developmental stage. The "Tribes Process" is being extensively used to develop social skills and enhance the learning environment. Future focus will see the development of the use of the Performance Standards which will be integrated with the Tribes language.

TARGET:
 By June 2010, 85% of students will report feeling safe at school and 65% will report liking school.

Leading Performance Indicator(s)	Baseline Results		Results % Reporting "All of the Time" or "Many Times"			
	2006	2007	2008	2009	2010	
Ministry Satisfaction Survey:						
Do you feel safe at school?	81%	74%	69%			
Do you like school?	56%	44%	36%			

BACKGROUND INDICATORS						
	2003/04	2004/05	2005/06	2006/07	2007/08	Province 2007/08
Ministry Satisfaction Survey: "Do you feel safe at school?"						
All Students	83%	69%	81%	74%	69%	%
Parents	88%	91%	Msk	91%	Msk	%
Ministry Satisfaction Survey: "At school, do you respect people who are different from you?"						
All Students	89%	86%	89%	84%	88%	%
Parents	62%	74%	Msk	74%	0	%
Ministry Satisfaction Survey: "At school, are you bullied, teased, or picked on?"						
All Students	8%	15%	8%	11%	12%	%
Parents	5%	4%	Msk	13%	Msk	%
Ministry Satisfaction Survey: "Do your teachers care about you?"						
All Students	66%	47%	78%	74%	70%	%
Parents	80%	82%	Msk	82%	Msk	%

BACKGROUND INDICATORS						
	2003/04	2004/05	2005/06	2006/07	2007/08	Province 2007/08
Ministry Satisfaction Survey: "Do adults in the school treat all students fairly?"						
All Students	56%	36%	59%	52%	51%	%
Parents	68%	71%	Msk	78%	Msk	%
Ministry Satisfaction Survey: "Do your teachers help you with your school work when you need it?"						
All Students	73%	72%	84%	79%	71%	%
Parents	69%	72%	Msk	78%	Msk	%
Ministry Satisfaction Survey: Do you know how your school expects students to behave?						
All Students	85%	72%	85%	83%	71%	%
Parents	88%	84%	Msk	93%	Msk	%

Social Responsibility Goal BACKGROUND INDICATORS Attendance							
	Summerland Middle School						
	BASELINE: 2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Students with over 20 Absences during the School Year:							
Grade 6 Students	17	17					
Aboriginal	1	2					
Grade 7 Students	41	41					
Aboriginal	3	2					
Grade 8 Students	34	45					
Aboriginal	2	4					

Social Responsibility Goal BACKGROUND INDICATORS Office Referrals/Suspensions/Work Habits							
	Summerland Middle School						
	BASELINE: 2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Total Number of Office Referrals: (All Students)	125	142					
Grade 6	19	14					
Grade 7	36	31					
Grade 8	70	97					
Total Number of Student Suspensions : (All Students)	13	24					
Grade 6	0	0					
Grade 7	0	5					
Grade 8	13	19					

	BASELINE: 2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Students with >2 office referrals	20	21					
Grade 6	5	2					
Grade 7	6	3					
Grade 8	9	16					
Effort Roll - number of students receiving 6 "G"s for work habits: (All Students)	211	178					
Grade 6	69	77					
Grade 7	65	54					
Grade 8	77	47					

**Social Responsibility Goal
BACKGROUND INDICATORS
At-Risk Students**

Summerland Middle School

	BASELINE: 2007/08 Fall	2008/09 Fall	2009/10	2010/11	2011/12	2012/13	2013/14
Academic At-Risk - GPA less than 2.5	34	71					
Grade 6	4	13					
Grade 7	17	27					
Grade 8	13	31					
Reading At Risk - Fluency, Star Reader, or Performance Standards	46						
Grade 6	6	17					
Student Services/LAT	6	11					
Other	0	6					
Grade 7	21	26					
Student Services/LAT	16	15					
Other	5	11					
Grade 8	19	28					
Student Services/LAT	14	18					
Other	5	10					

ACTION PLAN:	ACTION:
<p>1. Continue the implementation and development of programs aimed at developing socially responsible behavior in students.</p> <ul style="list-style-type: none"> • DARE (Grade 6) • TRIBES (school wide) • PEER TUTOR (school wide) • PEER MEDIATION (Grade 7 and 8) • GET SET (Grade 7) • Assets for Youth and Developmental Assets (SADI) • Me to We Philosophy (Leadership) • School Wide Assemblies • Destination Conservation (School Team) • Senior Buddy Program (Grade 8) • Leadership 8 (Block in Timetable) • Get Set (Grade 7) Go Program (Grade 8) 	<ul style="list-style-type: none"> • 90% of the staff completed Tribes Training by August 2007 • Principal and two staff member completed the Tribes Trainer of Trainers • Ongoing Staff Training in Tribes Process and using strategies which work on “internalization” of the norms (agreements) • Staff continue to use Tribes agreements to enhance cooperative learning strategies • Staff lessons include social and content objectives (i.e. Rwanda Project, Foster Child)
<p>2. Continue to use Tribes Process as a force for positive change along with PBS principles and Assessment for Learning principles:</p> <ul style="list-style-type: none"> • Peer counseling/Peer Mediation Training. • Students Services Support Area with counselor intervention for “students at risk”. • Advisory Program (Bullying, Conflict Resolution, Empathy Training). • School Wide Assemblies (Appreciations). 	<ul style="list-style-type: none"> • School Planning Day and Staff Meetings focus on systems to pre-teach and reinforce desired behaviors in all curricular areas. • School Behaviour Matrix changed from EBS language to Tribes language (includes the four agreements) • Positive appreciations (student recognition assemblies; appreciations bulletin boards for staff and students, etc.)
<p>3. Establish a definition of an at-risk student and create cohorts by grade</p> <ul style="list-style-type: none"> • Using grades, reading assessments, attendance, discipline referrals, and staff feedback create cohorts at the grade 6, 7 and 8 levels of at-risk students. • Students deemed “at-risk” and not designated are provided with additional supports beyond LAT/or Special Education. • Student Services Area provides support for these students with 1 ½ teachers and 1 full time CEA. Support will be a combination of in-call and out of class classroom work support and remediation. • Students deemed “at-risk” are provided with opportunity to participate in group counseling sessions (provided through school counselor) • New attachments with deadlines and expectations included with all “I” Reports. Active tracking by counseling and student services with development of supports as necessary. 	<ul style="list-style-type: none"> • Grade 7 Teacher completes research on the effect of Tribes implementations as part of Masters Research and continues to take a lead role as a Tribes Trainer. • Development of Performance Standards Rubric with Tribes Agreements (Masters Research). • Development of a student survey focused on Tribes Agreements (Masters Research). • Performance Standards used in some classrooms for assessment for learning (self-evaluation) as well as content area (evaluate characters from literature, history, etc.)
<p>4. Develop and revise program to improve grade to grade transition (Grade 5 to Grade 6 and Grade 8 to Grade 9)</p> <ul style="list-style-type: none"> • Analyze Satisfaction Survey data to identify potential areas that are negatively impacting on transition rates. • Create a working group from each school to share best practice and design improvement plans. • Facilitate initiatives to ease student transitions from middle to secondary and K-7 to middle 	<ul style="list-style-type: none"> • Summerland Community School Planning Councils Meetings (Fall, Winter and Spring) which focus on transition. • Secondary, Middle and Elementary School Principal meetings monthly with focus transition. • Transition Team meetings with SSS Transition Team. • Release time for SMS and SSS teachers to visit transition school and collaborate re transition ideas. • Joint staff meeting with SSS in March where focus is transition and the Summerland Learning Community.
<p>5. Continue to develop instructional approaches that encourage the development of socially responsible behavior and understandings at the classroom level.</p> <ul style="list-style-type: none"> • Continued implementation of the “Building Instructional Capacity Project” that included in-service in: “Structuring Instructional Groups”, “Tribes” and “Instructional Strategies including sharing instructional strategies workshops at SMS • Continue to apply the instructional strategies to the teaching of socially responsible behavior within the curricular areas 	<ul style="list-style-type: none"> • Teachers continue to attend workshops focused on Instructional Strategies (Smart Reading, Faye Brownlie Leadership, Assessment for Learning) • Ongoing Tribes Training and Reflection (school Pro D, Staff Meetings, Team Meetings)

ACTION PLAN:	ACTION:
<p>6. Pursue the implementation of the Healthy Schools Guidelines</p> <ul style="list-style-type: none"> • Breakfast Club • Vending machines will offer only approved healthy snacks and drinks as per the guidelines and timelines established for the district and by the ministry • Pedometer Program (Grade 6) • Health Fair (Grade 6) • Fitness for Life Focus • Action Schools 	<ul style="list-style-type: none"> • Partnership with the Community of Summerland providing Physical Education Opportunities (Curling, Bowling, Skating, Swimming) • Grade 7 Learning to Ski, Tubing and Outdoor Survival Program and Snowshoeing Programs • Grade 8 Ski Program and Silver Lake Outdoor Survival • Action Schools Trainer on staff taking a lead role in creating an Action School •
<p>7. Continue to support Aboriginal Education programs and events</p> <ul style="list-style-type: none"> • Aboriginal Education Assistant (Support Worker) based at SMS 	<ul style="list-style-type: none"> • Aboriginal Support Worker. Schedule allows for daily contact with students • Aboriginal Support Worker provides cultural opportunities for aboriginal students (POW WOW, Osoyoos Desert Centre)
<p>8. Student Leadership 8: has a focus of promoting pro-social skills and school spirit.</p> <ul style="list-style-type: none"> • Student Led Assemblies • Student Recognition Assemblies (monthly) • Student Led Initiatives • Tribes/40 Developmental Asset Student Leadership Initiatives • Seven Habits of Highly Effective Teens 	<ul style="list-style-type: none"> • School recycling program • Student initiated activities and presentations (SWA) • Theme Days/School Spirit Activities • Student Leadership "Conference" (Grade 8) • Me To We Presentation (Grade 7 and 8) • SSS Leadership Conference and Mentoring

STRUCTURES (2008-2009):

- Funding:**
 - Funds provided to help support the initiatives of the Social Responsibility goals
 - Funds provided to help support the professional growth of teachers/administrators in social responsibility practices.
- Personnel:**
 - Principal and two Teachers part of district Tribes Trainer initiatives and workgroup
 - Vice Principal teaches Leadership 8 Class
- Organization:**
 - Changes to the Summerland Middle School timetable support the vision of 'improving achievement of all students'

COMMUNICATIONS (2008-2009):

- Formal and Interim Report Cards
- Parent/Teacher Interviews
- Open House/School Wide Assemblies/PAC meetings
- Results from FSA's sent home with first report card
- Tests sent home for parent/guardian signatures
- Appreciations (written and verbal)
- Newsletters / telephone / e-mail
- Summerland Middle School Web Page

ANALYSIS:

- Parent perception and student perception of "are you bullied at school" appears to be different and there is a slight increase from 2005-06 to 2006-07.
- Parent and student perception of "teachers caring about you" again different which leads to further student surveys to get more in depth feedback on how students are feeling at school and how support and what supports they might feel they need.
- "Do you know how your school expects students to behave?" Again parent and student perceptions at times are different, is there some way we need to communicate to parents the expectations.

FUTURE CONSIDERATIONS:

<u>ACTION PLAN:</u>	<u>ACTION:</u>
<ul style="list-style-type: none">• Why absences are increased and number of students missing over 20 days...are these anxiety based or for other reasons...consideration for school to investigate and follow up with individual programming. School Based Team should be involved in these discussions and setting up a plan.• Establishing consistent and specific systems and supports for our identified "At Risk Students". Creating a system to follow track social, emotional and academic achievement from grade 6 to grade 8.• Using only Satisfaction Survey results as Leading Indicator (which may not be contextual to SMS) is not satisfactory. Further considerations are for the school to develop a tool (i.e. using the Performance Standards and Tribes language) to track Social Responsibility successes and use this data for future planning.• To specifically focus on bullying/bystander type behaviours implement a "Change of Heart" training/Asset Development and Tribes conference day using survey tool pre (to set up groups), provide students with specific goal (i.e. "Pay it Forward type goal) and do a follow-up.• Develop and new question for the Network of Performance Based Schools 2008-09: How does implementing the Tribes process within a middle school (three year focus) create a cultural change for the school?	

Goal: To improve student success in reading.

READING OBJECTIVE 2:

To increase the percentage of students who meet/exceed expectations in reading by the end of grade 8.

RATIONALE:

This goal addresses the concern related to student reading results, as evidenced from *FSA Reading Results* and was identified as a high priority by staff. Middle school students need opportunities to continue to develop and improve rates of fluency, vocabulary, comprehension, and the use of reading strategies. The gap for the struggling reader widens at the middle school level, and, in some cases, the reader may not have been developmentally ready for the directed strategies in elementary school. Directed reading strategies need to be reviewed and reinforced as well as the fostering of a "love of reading" for all students. It also seems to follow that "the more students read, the better readers they will become." The focus on Literacy at SMS continues to develop a culture of reading evidenced by library data.

TARGET:

By June 2008, 60% of grade 8 students will fully meet or exceed expectations as measured by Reading for Information Assessment

Leading Performance Indicator(s)	Baseline Results	Results			
	2005	2006	2007	2008	2009
Whole Class Reading Assessment (Peters/Gardner)	District 49% School 51%	District 54% School 51%	District 43.2% School 49.6%	District 41.1% School 30.3 %	District School 23.8%
STAR Reading Results Grade 8 (% of students within average, above average, or well above)		91.5%		71%	73%
Running Record Accuracy Score (Jamestown Publisher) (% of students at the end of grade 8 that are average, above average, or well above average in reading fluency)	58%	73.8%		84%	78%

**SCHOOL LITERACY DATA COLLECTION FOR SUMMERLAND MIDDLE SCHOOL
SD67 Assessment Reading for Information
Whole Class Reading Assessment (Peters/Gardner)
Grade 8 Students**

	May 2007		May 2008		May 2009		DISTRICT RESULTS 2008	
	#	#	#	%	#	%	#	%
Not Yet Meeting	21	21	6	5%	24	19.8%	24	11.7%
Minimally Meeting	45	45	79	64.8%	67	55.4%	280	54.3%
Fully Meeting	50	50	35	29%	27	22.3%	194	37.6%
Exceeding	12	12	2	2%	3	2.5%	18	3.5%
Total Number Writing	130	130	122	98%	121	96%	516	97.5%
Total Number of Students	132	132	124		126		529	100%

Notes:

SMS Data includes:

- French Immersion – 100%
- Special Education – 13/16 81%
- Aboriginal Education – 4/6 67%
- Absences – 2/132 2%
- *Minimally Meeting 2005 and 2006 includes school category "Approaching"

Reading Objective BACKGROUND INDICATORS							
	Summerland Middle School				SD67	PROV	
	2005/06	2006/07	2007/08	2008/09	2009/10	2009/10	
STAR Reading Results Grade 6*	55%	76%	85%	83%			
Whole Class Reading Grade 6	62%	65%	68%	48%			
STAR Reading Results Grade 7*	75%	68%	86%	76%			
Whole Class Reading Grade 7	58%	53%	31%	53%			
FSA Results (GRADE 7) Foundation Skills Assessment							
All Students**	92%	94%	86%	71%			
Male**	95%	92%	83%	77%			
Female**	88%	95%	87%	66%			
Aboriginal**	67%	100%	60%	85%			
Reading Participation**	92%	94%	86%	98%			
Elem. Parent Satisfaction Survey "Are you satisfied with your child's reading skills development in school?"**	79%	MSK	77%	Msk			
Gr 7 Satisfaction Survey "Are you getting better in reading?"**	63%	78%	70%	78%			
Reading Objective BACKGROUND INDICATORS							
	Summerland Middle School						
	2006/07	2007/08	2008/2009 *up to April 15/09	2009/10	2010/11	2011/12	2012/13
Accelerated Reader Results							
Grade 6							
% correct	82.6%	81.9%	*80.9%				
Points	3441.39	8631.5	*832.8				
Grade 7							
% correct	88.0%	84.2%	82.6%				
Points	2162.7	9621.2	8196.0				
Grade 8							
% correct	78.8%	80.5%	85.4%				
Points	1536.9	1763.5	3640.5				
Library Circulation							
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Items checked out	8917	8523	8236				

Writing Objective BACKGROUND INDICATORS						
	Summerland Middle School				SD67	PROV
	2005/06	2006/07	2007/08	2008/09	2008/09	2008/09
FSA Results (GRADE 7) Foundation Skills Assessment						
All Students**	95%	95%	85%	75%	81%	75%
Male**	94%	93%	83%	77%	78%	69%
Female**	97%	97%	86%	74%	85%	81%
Aboriginal**	83%	100%	60%	72%	76%	56%
Writing Participation**	95%	95%	85%	98%		
Elem. Parent Satisfaction Survey "Are you satisfied with your child's writing skills development in school?"**	79%	MSK	70%	Msk	73%	65%
Gr. 7 Satisfaction Survey "Are you getting better in writing?"**	62%	68%	65%	71%	69%	72%

- *Percentage of students within average, above average, or well above average
- **Percentage of students meeting or exceeding grade level expectations
- ***All of the time and Many Times

ACTION PLAN:	ACTION:
<p>1. Increase the use of research based models, best practice, shared expertise and in-service of school wide reading programs and instructional practices. Continue to apply the instructional strategies to the teaching of reading.</p> <ul style="list-style-type: none"> a) District in-service on Reading/Instructional Practices. b) Staff Literacy Teacher continues to be a member sitting on the District Literacy Committee and sharing best practice with grade teams. c) School Professional Development presentations by Literacy Teachers. d) Whole Class Reading Assessments for Reading Strategies – teacher collaboration for each grade level, curriculum wide with focus on making instructional decisions based on assessment for learning. e) School Literacy teacher is also a mentor working under Faye Brownlie presenting provincially and side by side teaching using various Reading Strategies from Faye Brownlie; Literature circles and integrated units using Literacy in Action. f) Team of eight (8) teachers attend Faye Brownlie Leadership for Learning (Fall and Spring), Adrienne Gear Reading Strategies using Non-Fiction Literature. 	<ul style="list-style-type: none"> • For the third year a team of teachers and principal attend Faye Brownlie <i>Leadership for Learning Academy</i> (November 2008/February 2009) focusing on creating readers and writers with Faye with continued focus on Pro D opportunities at team and staff meetings. • Smart Reading Demo Teacher at SMS with a team of teachers involved in attending district demo lessons. • Team of 5 attended Assessment for Learning in Portland and team continues AFL focus involved in District Webcasts focused on AFL. • Strategies continued to be modeled at staff meetings by various teacher leaders (Literature Circles, Picture Books, Reading Strategies across the curriculum, AFL, etc).
<p>2. Use of grade wide reading assessment at all grades to focus instructions and track progress.</p> <ul style="list-style-type: none"> a) Literacy teacher works with the district literacy team and develop reading assessment for use by students in all grades. b) Use of the results from the reading assessments to identify areas of need within all grade teams. c) All teams collaborate and use instructional strategies across all curricular areas, focusing on improving areas identified. d) Use staff development time in staff meetings to implement instructional strategies needed for above. e) Accelerated Reading Program to track reading practice, provide accountability, and motivate students at the grade 6, 7 and 8 level. f) Set baseline for Reading Objective using the Reading Assessments (Probes, Whole Class Reading Assessments and STAR). 	<ul style="list-style-type: none"> • Assessments written and assessed September 2007 extracting information chosen as focus area after fall assessment. • Staff to review implementation of reading strategies at team and staff meetings. • Other instructional strategies include: demonstration lessons Literature Circles, Picture Books, Pre-Reading Strategies, Reading Strategies cross curricular, etc. • Continued renewal of library resources and tracking circulation.
<p>3. Reading/Writing Connection</p> <ul style="list-style-type: none"> a) Faye Brownlie Strategies (Reading-Writing Connections). b) SMART Reading –reading/writing connections (Demo Class). c) Tablet Project (Pilot Project). d) Use of “Neo” with identified students. 	<ul style="list-style-type: none"> • Literacy Teachers provide leadership for developing school wide writing focus around specific topics (i.e. Random Acts of Kindness, Pay it Forward). • Literacy Teacher (Holly Colquhoun) provide Staff Pro D during Staff Meetings and at School Pro on reading/writing connections using technology (for example: using blogs. • Continued staff development on making connections using journals in Math, Science as well as the Humanities. • 30 new tablets provide the opportunity to enhance the use of technology for research and writing.
<p>4. Assessment for Learning</p> <ul style="list-style-type: none"> a) Rubrics, Exemplary Models, Student Conferencing, Classroom Assessments using Performance Targets and Learning Outcomes. b) Ongoing Professional Development and implementation of Assessment for Learning Strategies (<i>teachers focusing</i> in Learning Teams re individual strategies). c) Performance Standards for Reading used as classroom assessment for learning to help guide instruction of reading strategies (Grades 6, 7, & 8). d) STAR Reading to assess overall reading comprehension and vocabulary and to provide students with a reading range to assist in selecting books. e) Fluency completed on all grade 6 and 7 students in the fall of each school year. f) Jerry Johns Basic Reading Inventory for identified “at-risk” or “seriously at-risk” students. g) Classroom assessment practices focus on Assessment for Learning. 	<ul style="list-style-type: none"> • Team of Teachers attended Spring <i>Assessment for Learning for the Classroom Teacher</i> in Portland, Oregon. • Assessment for Learning Team providing Pro D and workshop in-service at staff meetings. • Professional Learning Community – Focus Articles reviewed and discussed at staff meetings. • Model lessons, coaching and practice by Literacy Teachers and Assessment Team Members. • Team involved in BCELC Web casts (AFL).

<p>5. Literacy support teacher have support blocks with the following focus:</p> <ul style="list-style-type: none">a) Identify and train teachers to implement identified programs for late literacy intervention such as Oral Reading Practice to improve fluency.b) Assist teachers in developing and maintaining classroom materials.c) Coordinate data collection.d) Coordinate Staff Development.	<ul style="list-style-type: none">• Two Literacy Teachers provide leadership for implementation of school wide reading goals.• Accelerated Reader used as one way of organizing student reading and creating a tool for self-tracking and motivation for reading.• Two Literacy Teachers provide leadership through mentoring and workshops on using the Reading Strategies across in all curricular areas.
<p>6. Developing Strategies to Support “At Risk/Seriously At Risk” Students:</p> <ul style="list-style-type: none">• Using the three pieces of assessment (Prince George Screener, Performance Standards, and Star Reader), the two Special Education/Learning Assistance teachers along with an administrator, created initial groups of “at risk” and “seriously at risk” groups in grades 6, 7 and 8. These were then shared with the grade teams to ensure that everyone was in agreement with the groups and that no one was missed. This also meant double checking some of the data in cases where there were large discrepancies (e.g. Oral checking of the Performance Standards, retesting in the star reader).• Common reading block time created to allow for the small groups to be given remediation by support teachers, EA’s and administrator. These will initially be for six week blocks of time.• Students falling in either the “at risk or seriously at risk” category will be given the “Jerry John’s Reading Inventory” diagnostic reading test to determine the nature of the reading problem and the intervention required as a pre-test and a post-test will follow at the end of the intervention period.<ul style="list-style-type: none">• At Risk – Any student who is within two years of their current grade level• Seriously At Risk – Is any student who is more than two years below their age-appropriate grade• Support teachers have planned intervention programs to be carried out in small groups using a combination of Rewards and Read Naturally.• A tracking form has been developed by the middle school subcommittee. This will follow these students through Summerland Middle School.• In addition, a reading fluency program for home was developed for use by students who were meeting expectations in comprehension but needed more fluency practice. Teachers will also check on these students using miscue analysis monthly during the individual student conferencing.• Administer a curriculum-based measurement with a one-minute read at the end of grade 8 to measure overall results. These results will be shared with the high school to help with further remediation for identified students along with Whole Class Reading Assessments based on the Performance Standards.• Release group of teachers to develop adapted and modified mini-lessons around reading strategies. This will be continued this year and we will also utilize the AR (Accelerated Reader) Power Lessons that have been given to each reading teacher.• Track progress of “at-risk” readers.	<ul style="list-style-type: none">• Develop a home reading, peer reading (peer tutor) program for students 1-2 grades below reading level.• Create opportunities for teachers to work collaboratively in teams and observe each other delivering “best practice” mini-lessons in reading instruction.• Two assessments to be completed school wide at least two times per year (Sept/Jan/May) using STAR READING, the BC Performance Standards, and a 1-minute timed read.• Identify both reading levels and specific strategies for implementation (students at grade level), (students 1-2 grades below) and (+2 grades below) with staff using varies levels of interventions.• School-Wide Program using five universal reading strategies.• Workshop by Vicki Rothstein <i>Assessment and Instruction for Students with Development Disabilities</i>.• Identification of “At Risk” students using criteria which includes Literacy Data with increased intervention and remediation for students beginning grade 6 and following these cohorts through to grade 8.

STRUCTURES: (2008-09)**1. Funding:**

- Funds continue to be provided to purchase literacy materials to support Accelerated and STAR Reading Programs.
- Funds continue to be provided for library resources to support the reading programs (Lit Circles).
- Funds provided for staff to attend, Faye Brownlie, SMART Reading, Literacy in Action, AFL and other Professional Development opportunities that are focused on Literacy and Reading/Writing strategies.
- Funds provided for release time to help support the professional growth of teachers/administrators in literacy and the use of performance standard assessment in reading.
- Funding provided to help support "Building Instructional Capacity" initiative.

2. Personnel:

- Literacy Helping Teacher (Holly Colquhoun/Darcy Fedorak) hired by the district to support the Literacy goal.
- Literacy Team established consisting of Literacy Support Teacher, Administration, Learning Assistance/Special Education Teacher, and Grade Level Representations.
- School Librarian to support and coordinate with grade level teams' reading initiatives such as grade level resources, reading incentive programs, author visits and library time.
- Two staff members involved in District Literacy Work group.
- Release time in place for marking of all grades reading assessments.
- Reading support instruction (for at-risk support block) – LAT/Special Ed Teachers.

3. Organization:

- Changes to the Summerland Middle School timetable support the vision of 'improving achievement of all students with an emphasis on home basing core classes.

COMMUNICATIONS: (2008-09)

- Formal and Interim Report Cards.
- Individual results of STAR Reading Assessment communicated to parents and students.
- Parent/Teacher Interviews.
- Open House/School Wide Assemblies/PAC meetings.
- Results from FSA's sent home with first report card.
- Tests sent home for parent/guardian signatures.
- Good News Notices targeting student success in reading.
- Newsletters will communicate progress on school goals.
- Summerland Middle School Web Page.
- Accelerated Reading Bulletin Board to high-light student success.
- Home reading program to be implemented and monitored by teachers and parents.
- Parent E-mail from teachers and parents.

ANALYSIS:

- FSA data and STAR Reading data indicate quite a difference: STAR Reading 2003/04 54 % where as FSA 92% or 2004/05 STAR Reading 67% and FSA 83%. Trend may indicate grade 7 students are getting more "confident" in their reading.
- STAR Reading Data should indicate number of tests taken rather than points.

FUTURE CONSIDERATIONS:

- Future focus will be on increased strategies to include Reading/Writing connections. These connections should be made which clearly connects reading and writing (Smart Learning)
- Does there need to be a school wide focus on writing...what will this look like?
- What are we doing for the students at risk and assessment for learning?
- Are we meeting the needs of students at risk; are we focused on remediation or work completion?
- Continue "challenge" to involved the parents in the student learning and approaches to learning using metacognition.
- New timetable (five block) proposed for 2008-09 may allow for additional time for SSR enhancing the "culture of reading".
- 2008-09 move to create a Reading/Writing Connection goal.

Goal: To improve student success in numeracy.

NUMERACY OBJECTIVE

To increase the percentage of students who are meeting or exceeding expectations in numeracy by the end of Grade 8.

This goal addresses the concern related to student math results, as evidenced in *FSA Numeracy Results*. While it is listed as a goal in our document, it is not a focus goal for the school. Within the area of elementary transition to middle school, middle year's mathematics experiences, and middle school to high school transitions, mathematics skill development is critical to students' skill development.

TARGET:

By June 2009, 60% of students will be minimally meeting / meeting / exceeding expectations by the end of grade 8.

*Assessment tool has been switched June 2007 from district wide tool to DMA which reflect WNCP Math Curriculum.

Leading Performance Indicator(s)	Baseline Results	Results			
	June 2007	June 2008	June 2009	June 2010	June 2011
District Numeracy Assessment					
Grade 8	66%	67%			
District Average	68%	67%			
Aboriginal (5 out of 8)	50%	50%			
District Aboriginal Average	63%	44%			

Numeracy Objective BACKGROUND INDICATORS						
Summerland Middle School					SD67	PROV
	2005/06	2006/08	2007/08	2008/09	2008/09	2008/09
FSA Results (GRADE 7) Numeracy						
All Students*	87%	85%	77%	63%	66%	71%
Male	93%	85%	78%	68%	72%	70%
Female	81%	86%	75%	58%	59%	71%
Aboriginal*	Msk	Msk	60%	57%	51%	47%
Numeracy Participation*	90%	89%	83%	%	%	%
Elem. Parent Satisfaction Survey "Are you satisfied with your child's development in math skills?"**	60%	MSK	68%	Msk	79%	69%
Grade 7 Satisfaction Survey "Are you getting better in math?"***	73%	81%	72%	70%	72%	72%

- *Percentage of students meeting or exceeding grade expectations
- **All of the time and many times
- ***Percentage of students meeting or exceeding (C- or better)

ACTION PLAN:	ACTION
<p>1. Establish performance targets for tracking success at the end of grade 8.</p> <ul style="list-style-type: none"> Work with District Numeracy teacher to develop consensus on the performance indicator, method of tracking results and targets. Explore ability to separate data for Aboriginal and Non-Aboriginal students. 	<ul style="list-style-type: none"> Two teachers are involved on District Numeracy Committee and assisting in coordinating the Middle School Project to help teachers present a consistent district-wide program throughout the middle schools. The focus is to help many teachers who are not math specialists. Math Teachers provide Pro-D at staff meetings providing activities to motivate students in numeracy.
<p>2. Teacher Leader provides leadership in using Adrienne Gear's Reading strategies in the Math and Science Classrooms.</p> <ul style="list-style-type: none"> Vice-Principal and teacher leader involved in Network of performance Based School Project. 	<ul style="list-style-type: none"> Math Teacher provides Pro-D at staff meetings providing instructional strategies to integrate the reading strategies within the Math and Science classrooms.
<p>3. Pilot new Math Resource <i>Math Makes Sense</i> at the Grade 7 Level.</p> <ul style="list-style-type: none"> Work with District grade 7 Teachers to implement new Math Resource. 	<ul style="list-style-type: none"> Provide release and mentoring for the grade 7 team of teacher with support of District Numeracy Teacher. Provide manipulatives and other resources required to use the new resource.

STRUCTURES:

- Funding:**
 - Funds provided to help support the initiatives of the District Numeracy Workgroup committee.
 - Funds provided to support the "Building Instructional Capacity" initiative.
 - Funds provided to help support the professional growth of teachers/administrators in numeracy and assessment practices.
- Personnel:**
 - Assessment for Learning Team established focusing on assessment practices in math.
 - Two staff members involved in District Numeracy Work group.
- Organization:**
 - Changes to the Summerland timetable support double blocking of mathematics and science.

COMMUNICATIONS (2008-09)

- Formal and Interim Reports, Parent Teacher Interviews, telephone/e-mail and personal parent contact.
- Parent Advisory Council and School Planning Council – regular reports.
- Planner use, tests and FSA results sent home.
- School Website.

ANALYSIS:

- Parent satisfaction with learning mathematics is generally lower than student satisfaction levels.
- Perhaps many parents struggled with numeracy skills in school and continue to struggle with understanding what their child's learning needs are.
- Parent and student perception of "teachers caring about you" again different.

FUTURE CONSIDERATIONS:

- Future focus will be on using assessment tool to identify students' struggling with numeracy as a pre test to determine baseline (in all grades).
- Assessment for Learning and mathematics connections – setting targets with students using targets and providing ongoing feedback to students and parents focused on assessment for learning.
- Implementation of "Math Makes Sense" may require us to have better communication with parents (i.e. through parent night in the early fall). This is a different approach to Math than many parents are used to, thus communication and involving parents in the process is very important.