



SCHOOL DISTRICT 69 QUALICUM

Learning for a Lifetime / Apprendre pour la vie

ANNUAL SCHOOL GROWTH PLAN 2009-2010

QUALICUM BEACH MIDDLE SCHOOL

School Mission Statement:

“At Qualicum Beach Middle School our mission is to provide a safe environment which promotes respect and motivates students to learn and act responsibly. We believe education is the shared responsibility of the students, home, school and community.”

School Context:

Basic Information:

The school population has been declining over the past six years and has decreased from a high of 468 in 2004 – 2005 to its current projected population of 303 students for the 2009 – 2010 school year. This decline in student population for QBMS is projected for the foreseeable future as the District enters into its 9th year of declining enrolment. The student population will consist of: three Grade 6 classes with 29+ students in each (89 students), four Grade 7 classes with 29 students in each (116 students), and four classes at Grade 8 with 24+ students in each (98). The diversity of the schools population also includes a variety of International Students from Korea, First Nations Students, and Indo-Canadian Students. The daily average attendance for Qualicum Beach Middle School is 94.8%. Of the 321 students that are presently attending our school approximately 92% of them are bus students. We have a staff of 21.425 FTE Teaching Staff, 9 Educational Assistants, 1 Child and Youth Care Worker, 1 First Nations Liaison, 3 Secretaries and 3 Custodians.

Strengths:

Further to the physical and environmental settings and characteristics of the school population QBMS is a school that is caring in nature and has a staff that is committed to the consultative process. Professional development through Provincial Networks and Provincial Webcasts continues to inform our teaching practice. One of the expectations of students is that they will participate in an activity, club, committee, or team throughout the course of the school year. We pride ourselves on recognizing not only student achievements but also staff and parent contributions and efforts throughout the year in making QBMS a better place to be

Background Information:

The process outlined below was established to effectively deal with the creation of the school goals for the 2009 – 2010 school year. The following groups of individuals had input into the formation of the goals that form the basis of the annual school growth plans:

- QBMS Staff – MATA, CUPE, and Administration
- QBMS Parents
- District Staff
- School Planning Council – QBMS Staff and Parents

The staff at QBMS participated in a collaborative process that resulted in the refining and revising of the Annual School Growth Plans for the 2009 – 2010 school year. Staff engaged in meaningful discussions throughout the year. It was through these discussions that the staff came to general agreement on the targeted goals and direction for the upcoming year. The general areas that guided the conversations were:

- How to continue to improve/refine our school goals.
- How to further revise our general goals to make them specific and meaningful.
- Deciding whether or not the goals were still of importance in relation to student achievement.
- Develop new goals based on our students current needs based on the data that has been collected.

At the School Planning Council meeting, it was agreed upon by the parents that they:

- Were pleased with the overall achievement of the students,
- Would like to see a 'simpler' School Growth Plan
- Supported the school's direction,
- Would commit to supporting the Goals as outlined in the Annual School Growth Plan for 2009 - 2010.

Central to the development of the 2009-2010 goals (and integral to moving them forward into future year's goals) is the staff's involvement in two Standards-based networks:

1. The provincial Network of Performance Based Schools (NPBS) is one of these networks. The staff at QBMS continues to focus our efforts on improving student reading skills by working on their ability to make inferences. The work is across all three grades and includes participation from Language Arts, Science, Socials and Exploratory classes. The process for reviewing and renewing our Annual School Growth Plans began the staff as a whole looking at the gathered data and making recommendations for areas that should be targeted for the upcoming year. It is suggested that the staff use the September PRO D Day to re-focus on the school's Authentic Assessment long-range plan. We are also going to use the 2008 – 2009 FSA results and build them into the database.
2. The provincial Healthy Schools Network. We used the 2008 – 2009 school year to form baseline data about student wellness and how we can improve this through community involvement. The culmination of the year was a very successful Wellness Fair that we will continue in 2009 – 2010. The network applauded our creation of a student-friendly rubric. They plan to make it a public document to be shared throughout the province. It is the data from this document that will form the baseline data to be used in 2009 – 2010.

The approved 2009 – 2010 Annual School Growth Plan will be presented to the parents at a Fall 2009 PAC meeting

GOAL #1 Literacy

- **To improve students' achievement in Language Arts by focusing on the necessary skills, knowledge, and attitudes required increasing their overall performance.**

SPECIFIC OBJECTIVES:

- **To increase students' reading for understanding comprehension across the curriculum.**

SUMMARY AND PROGRESS ACHIEVED GOAL IN 2008-2009:

2008-09 was our first year as a member of the Network of Performance – Based Schools community. In reviewing various data sources (DART, FSA, report cards), it was seen that our students would benefit by a concentrated focus on 'reading for understanding'. In particular, we focused on the ability of students to make appropriate inferences as they read passages of written material. After reviewing the data that was collected throughout the school year, the staff agreed that students had made gains from the beginning to the end of the year. The school has used the DART for the fourth year as part of their

overall assessment for and of learning for Grades 6, 7 & 8 as well as incorporating the data from the competency statements from the report cards into their assessment data. We saw the following results from the Fall DART compared to the Spring DART:

	Observation	% Change
Group A	Improved at Least 1 Performance-Based Level	58.3% improved
Group B	Maintained Performance-Based Level	25.0 % neutral
Group C	Decreased at Least 1 Performance-Based Level	16.7% decreased

This goal was supported in two main areas-

- Monthly meetings of the NPBS committee to review and reflect upon the measures taken to improve student reading skills. These meetings took place before and after team-teaching had occurred in a class. Our efforts were supported by District and Provincial level personnel.
- Monthly sharing of reading strategies used by successful readers. These strategies were shared by the staff and an Action Research project was given to each staff member to try these strategies with their students throughout the upcoming months.

Overall the staff feels that by focusing on student's ability to read (reading comprehension) that their academic achievement will continue to improve over time in all subject areas.

RATIONALE:

Reading comprehension is a key to student success in all curricular areas. By providing students with strategies for pre-reading, during reading and after reading will greatly improve their ability to identify key concepts in a variety of subject areas. In looking at the data from the FSA Extended Analysis from previous years, classroom assessments, report card competency statement, and the DART it demonstrates that our students could benefit from instruction in reading comprehension strategies. Comparison of our school scores with the district indicate that we are marginally above these groups in terms of reading comprehension (70% compared to 69%). However, this indicates that 30% of our student population has still either not meeting or is just minimally meeting expectations. In addition, the data indicates that our students are performing below district and provincial levels in numeracy (school-61%, district-67%, province-70%). We plan to utilize the strategies learned in the 2008 – 2009 school year to improve student ability in numeracy, particularly in the area of problem-solving.

KEY PERFORMANCE MEASURES:

We will use the school based assessment, FSA, classroom based assessments, competency statements, DART and satisfaction survey results to see whether or not we have met or exceeded our goals.

EXPECTED AND ACTUAL RESULTS:

Specific Objective 1

	Actual Student Achievement Results (ASAR)	Expected Student Achievement Results (ESAR)																								
GOAL #1 - To improve students' achievement in Language Arts by focusing on the necessary skills, knowledge and attitudes required increasing their overall performance.																										
SPECIFIC GOAL #1 – To increase students' reading comprehension by focusing on their inferencing skills.	Foundation Skills Assessment 2000/01 – 72% 2001/02 – 88% 2002/03 – 79% 2003/04 – 84% 2004/05 – 78% 2005/06 – 75% 2006/07 – 53% 2007/08 – 70% 2008/09 - TBD	Targeted Goal is to increase student reading comprehension to be 5% above District and Provincial Averages.																								
	DART Assessment <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>2004/05 –</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>2005/06 -</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>2006/07 -</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>2007/08 -</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">32%</td> </tr> <tr> <td>2008/09 - ...</td> <td colspan="3" style="text-align: center;">TBD</td> </tr> </tbody> </table>		Grade 6	Grade 7	Grade 8	2004/05 –	N/A	53%	N/A	2005/06 -	N/A	40%	27%	2006/07 -	39%	33%	29%	2007/08 -	41%	32%	32%	2008/09 - ...	TBD			Targeted Goal for the School is 75% students Fully or Exceeding Expectations.
	Grade 6	Grade 7	Grade 8																							
2004/05 –	N/A	53%	N/A																							
2005/06 -	N/A	40%	27%																							
2006/07 -	39%	33%	29%																							
2007/08 -	41%	32%	32%																							
2008/09 - ...	TBD																									

STRATEGIES:

Reading:

- To continue to develop Reading Strategies (before, during, and after reading) based on work with Deidre Bjornson District Literacy Resource Person to identify focused reading strategies
- Continuation of Daily Reading Period (time to come from additional periods assigned to Language Arts in comparison to Ministry guidelines)
- Revival of Buddy Reading Program
- Supplement current library and class library holdings with a variety of selection of new books purchased by PAC and from fund raised money
- Provide learning resources for delayed readers – High interest low vocabulary texts, purchase of computer program that allows students opportunities to listen to books on tape (Kerzwell), SRA Reading Kits used as part of Reading Program in the BOOST Program, LRC Program and SLD Program
- SMART Reading Strategies – to implement reading strategies across the curriculum

Structures:

- Focus on Language Arts in Grade 6, 7 & 8 with higher number of classes per cycle (Grade 6 = 10 classes, Grade 7 = 9 classes, Grade 8 = 8 classes)
- 20 minute D.E.A.R. period each afternoon
- Utilize LRC time and Teacher Assistants to provide support for reading instruction – specifically working with struggling readers with strategies that they can use.
- Ensure that the necessary resources and training are in place for staff and students
 - Provide professional development opportunities for staff
 - Ministry Web-casts, District Literacy In-service
 - Release time for staff to work together using B.C. Performance Standards and to plan cooperatively
 - Use of District purchased literacy resources
 - Provide funding and coverage for staff to attend workshops and to provide leadership opportunities for staff
 - Build in opportunities for staff to share information at staff meetings

GOAL #2 Authentic Assessment

- **To improve students' achievement in all curricular areas by focusing on authentic assessment practices for teachers and students.**

SPECIFIC OBJECTIVES:

- **Teach students how to use Self-assessment and Goal-Setting to increase their learning.**

RATIONALE:

“In recent years, each of the provinces and territories in the WNCP (Western and Northern Canadian Protocol) has recognized the power of assessment for student learning in statements that reinforce a focus on assessment for enhancing learning for all students.” (Earl and Katz, *Rethinking Classroom Assessment with Purpose in Mind*, 2006).

Research continues to demonstrate that (authentic) assessment is a powerful process for enhancing learning. The intentional use of assessment in the classroom to promote learning improves student achievement. Learning is also enhanced when students are encouraged to think about their own learning, to review their experiences of learning and to apply what they have learned to their future learning.

Cohorts of students will be tracked throughout their years at QBMS, starting with next year’s incoming Grade 6 class. As the plan is created, benchmarks and data-tracking devices will be created to analyze how students are achieving as a result of this goal. Our membership in the Healthy Schools Network is a fundamental resource for this goal. It is expected that students will learn to self-assess the creation of the rubric.

KEY PERFORMANCE MEASURES:

The staff will be embarking on a long-term plan (three to five years) that will create optimal conditions for learning. The plan will start at the end of the 2007- 08 school year. The plan will focus on Assessment For Learning and Assessment As Learning structures.

Year Two (2009 - 10) will continue to see professional development focus on creating the paradigm shift necessary to create an Assessment For Learning environment.

Shifting Paradigms: From “Deficit” Explanations of Diversity to “Inclusive” Strategies for All	
Deficit paradigm	Inclusion paradigm
<ul style="list-style-type: none"> ❖ What’s wrong with the child ❖ Focus on deficits ❖ Prescriptive ❖ Tolerates differences ❖ Takes child out of class ❖ Reliance on external expert ❖ Professionalized 	<ul style="list-style-type: none"> ❖ What’s wrong with the environment ❖ Focus on strategies ❖ Malleable ❖ Embraces differences ❖ Keeps child in class ❖ Teacher / parent as expert ❖ Personalized
<i>(Adapted from Philpott et al., Supporting Learner Diversity in Aboriginal Schools)</i>	

Years Two and Three (2009-11) will see professional development focus on creating an environment that supports Assessment As Learning. This form of assessment is critical in improving student achievement. It is a process of developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning.

STRATEGIES and STRUCTURES:

The following table illustrates the Summary of Planning Assessment For / As / Of Learning that will form the basis of our long-term plan

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Why Assess?	To enable teachers to determine next steps in advancing student learning	To guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps	To certify or inform parents or others of student's proficiency in relation to curriculum outcomes
Assess What?	Each student's progress and learning needs in relation to the curricular outcomes	Each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	The extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes
What Methods?	A range of methods in different modes that makes students' skills and understanding visible	A range of methods in different modes that elicit students' learning and metacognitive processes	A ranges of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> • Accuracy and consistency of observations and interpretations of student learning • Clear, detailed learning expectations • Accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> • Accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment • Engagement of the student in considering and challenging his or her thinking • Students record their own learning 	<ul style="list-style-type: none"> • Accuracy, consistency and fairness of judgments based on high-quality information • Clear, detailed learning expectations • Fair and accurate summative reporting
Using the Information	<ul style="list-style-type: none"> • Provide each student with accurate and descriptive feedback to further his or her own 	<ul style="list-style-type: none"> • Provide each student with accurate descriptive feedback that will help him or her develop 	<ul style="list-style-type: none"> • Indicate each student's level of learning • Provide the foundation for discussions on

	<p>learning</p> <ul style="list-style-type: none"> • Differentiate instruction by continually checking where each student is in relation to the curricular outcomes • Provide parents or guardians with descriptive feedback about student learning and ideas for support 	<p>independent learning habits</p> <ul style="list-style-type: none"> • Have each student focus on the task and his or her learning (not on getting the right answer) • Provide each student with ideas for adjusting, rethinking, and articulating his or her learning • Provide the conditions for the teacher and student to discuss alternatives • Students report about their learning 	<p>placement or promotion</p> <ul style="list-style-type: none"> • Report fair, accurate, and detailed information that can be used to decide the next step in a student's learning
<p>(Adapted from Earl and Katz, <i>Rethinking Classroom Assessment with Purpose in Mind</i>, 2006)</p>			

Concluding Statement:

The staff of Qualicum Beach Middle School is committed to the well being of each and every student. During the past school year the staff have worked towards providing a motivating and challenging program for the students. This Annual School Growth Plan is reflective of the commitment by all staff, parents and school community members.