

# School Growth Plan

## October 15, 2012

SCHOOL NAME: **Margaret Jenkins**

GRADE CONFIGURATION: **K-5**

ENROLMENT NUMBERS: **406**

### **School Context:**

École Margaret Jenkins School (EMJS) is a dual-track (French Immersion) school situated in the Fairfield neighbourhood in Victoria. Many students at this school come from middle to upper-middle socioeconomic backgrounds, however the demographics are shifting to a more diverse group of students. Approximately 30% of our students are from Out-of-Catchment. Margaret Jenkins has an enrolment of 406 students in 2012-2013, offering instruction from Kindergarten to Grade 5 in English, and French Immersion.

We have a long and rich history, with Margaret Jenkins School first opening in 1914. We are proud of our vibrant sports and Visual Arts programs and the wide variety of extra-curricular opportunities offered in areas such as cross country, chess, soccer, basketball, dance, swimming, and mountain biking. Our school purpose is to create a safe, caring climate where learning will flourish. Our Code of Conduct focuses on developing a respectful, responsible, and safe learning community for all at École Margaret Jenkins.

### **Summary of Progress 2011/12 Goals:**

In an effort to continue the focus on learning in a deeper and more meaningful way, last year we decided to continue to pursue a goal to improve student creativity. In addition, we wanted to explore options for the use of technology to enhance deep learning and to increase communication with students and parents.

Grade four and five students engaged in designing, using and analyzing results from school wide student surveys. The students then posted some of the results on a newly created SPC blog. Students discovered through their surveys that most students did not know what the school goal was. This realization spawned several rich conversations about how we could/should involve students in our school goal.

A parent survey about our school goal which was administered through our SPC blog had a 74% response rate. Results from this survey will be used to design our goal this year. Though there was lack of teacher participation, the SPC team felt there was significant progress made in an effort to create a foundation of strategies for communication about our goal with parents and students.

Students and teachers did not participate in measuring creativity last year. Reading assessments were administered last year but the results were not shared in a school wide discussion.

Students in two senior grades created their own websites and posted information from research projects on their sites. A new club for students called "Destination Imagination" was run as a pilot project last year and will be expanded this year. Four document camera stations were purchased and assembled for use last year. Each station has a laptop, projector and document camera.

**Our Goal 2012/13:**

**To improve students' ability to be self-regulated learners and citizens.**

## **GOAL #1**

**GOAL:**

**To increase students' ability to be self-regulated learners and citizens.**

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

Report card data from May 2011 showed that 12 % of our students were minimally meeting or not meeting expectations in Social Responsibility. 2012 Spring report cards indicate that 18% of our students were minimally or not meeting expectations in Social Responsibility. After reviewing behavior reports from last year incidents could be clustered under the categories of respect, noncompliance, physical aggression when in conflict and bullying/teasing. The teachers expressed concern about the number of physically aggressive acts and bullying incidents that occurred at the school last year. 62 (excluding designated behavior students) different children had behavior incident reports last year in at least one or more of the categories.

When looking at the reports, a lack of social skill and anti-bullying training did not seem to be present in the students who were involved in the incidents. The students could articulate the skills they should have used but were unable to follow through with their training. This seemed to point to a lack of self-control rather than knowledge. Grades one to three had the highest number of student incidents.

Student surveys last year indicated that most of the children were happy at school and felt safe. There was a trend that showed younger students did not feel as confident on the playground as the older students at the beginning of the year but grew in confidence by the end of the year.

Teachers noted that 2012 math and writing data indicated that 91% of the students were meeting expectations. Reading report card data indicated 88% of students were

meeting expectations. Grades one to three in English and one to four in French had higher numbers of students not meeting expectations.

The results from the parent survey indicated that most parents favored the use of surveys and email as a way to contribute to the school growth plan. Parents wanted features about the growth plan to be continued in the newsletter and also how this plan would affect the children. Last year 47% of the parents were unaware of the growth plan even though the goal was at the top of each newsletter and featured on the walls of the school and the school website. 50% of the parents did not know what the school goal was.

In our École Margaret Jenkins community, there was interest in exploring ways that as a whole school we could reduce the number of behavior incidents, increase the civic awareness of all students and improve students' ability to read. Exploring all of these topics seemed a daunting task and we searched for a way to honor all the voices in our school. To this end, the study and application of self-regulation theory seemed to provide us with a useful framework that would help us focus our efforts and also explore strategies that would enhance learning in more than one domain.

Research on self-regulation indicates that self-regulation learning impacts positively on the healthy growth of children and enables students to live a meaningful and productive life as a literate and compassionate citizen. In fact the theory suggests self-regulation is not just a matter of compliance reinforced by punishment, but that it nurtures the ability of the child to cope with greater and greater challenges(see research in appendix) .The first year of this growth plan will involve building our knowledge of self-regulation and the impact it has on learning in academic, social and emotional realms. In addition, we would be learning about and sharing strategies that enhance the capacity of students to self-regulate. As we learn more about self-regulation we hope to make connections between strategies that we use in our school community and a child's development as a self-determined and productive learner.

**ACTIONS:**

<b>New or Ongoing Initiatives</b>	<b>How are you or will you monitor and evaluate success? What are your targets?</b>
Inform the ÉMJS parent community that the new goal for this year is "To improve students' ability to be self-regulated learners and citizens."	<ul style="list-style-type: none"> <li>- Use of SPC blog to inform and gather input from parents about our goal</li> <li>- 95% of parents will know the school goal. (Baseline 50% of parents are currently aware of school goal)</li> </ul>
Inform the ÉMJS student community that the new goal for this year is To improve students' ability to	<ul style="list-style-type: none"> <li>- Assemblies, classroom discussions and student</li> </ul>

<p>be self-regulated learners and citizens</p>	<p>generated surveys.</p> <ul style="list-style-type: none"> <li>- 95% of students will know the school goal. (baseline – from student surveys over 60% of the students did not know the school goal)</li> </ul>
<p>Through ProD opportunities (book club, expert café), ÉMJS staff will have the opportunity to self-assess their learning/teaching styles and implement learning strategies that build self-regulated learners.</p>	<ul style="list-style-type: none"> <li>- Teachers will identify self-regulation strategies they are already using and how they could adjust their teaching to further encourage student growth.</li> <li>- Increased student engagement</li> </ul>
<p>ÉMJS staff and students will build a common language and understanding of the three central characteristics of self-regulated learning</p> <ul style="list-style-type: none"> <li>- awareness of different ways of learning</li> <li>- strategies that build self-regulated learners,</li> <li>- the importance of sustaining individual motivation.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will begin using a common language with staff about self-regulated learning.</li> </ul>
<p>Teach students to self-regulate their emotions, ability to problem solve and to defer gratification</p>	<p>Weekly and Monthly school goals around</p> <ul style="list-style-type: none"> <li>- Communication with parents</li> <li>- Restitution</li> <li>- Bullying</li> <li>- WITS/Social thinking</li> <li>- Feeling safe to speak up</li> <li>- Respect</li> <li>- Manners</li> <li>- Team building</li> <li>- Community service</li> </ul> <p>Reduction in incident reports involving physical aggression, teasing, non-compliance and lack of respect by 5%. Increased student participation rates in community service projects. Baseline data to be collected this</p>

	year.
<p>“Experts among Us” round table mentoring Pro-D about in-class and whole school project-based learning, visual arts and technology- document cameras, iPads , web/blog design, digital storytelling, graphic novels and animation.</p>	<ul style="list-style-type: none"> <li>- Increased engagement in student learning as assessed by student and staff surveys and observations</li> <li>- a reduction in incident reports involving physical aggression, teasing, non-compliance and lack of respect by 5%.</li> </ul>
<p>Use leadership student-designed surveys to gather data from peers.</p>	<p>Students’ understanding of self-regulated learning will improve. Surveys will establish benchmarks for year to year improvement.</p>
<p>Continue to focus on SMART Learning oral language strategies to address reading achievement levels at gr.1-3 (English) and gr. 1-4 (French).</p> <p>Set aside time each day for guided reading instruction featuring strategies such as descriptive feedback, self-assessment and goal setting.</p> <ul style="list-style-type: none"> <li>• Student’s use of self-regulation learning strategies such as: <ul style="list-style-type: none"> <li>- goal setting before, during and after reading</li> <li>- Direct instruction and modeling</li> <li>- Guided and independent practice</li> <li>- Social support and feedback</li> </ul> </li> </ul>	<p>Action Research Question</p> <p>What effect will purposefully teaching and using visual and oral strategies have on listening and reading comprehension?</p> <p>A baseline will be set using Benchmark, GB+, Alberta Diagnostic comprehension results.</p> <p>These strategies will be measured by the student self assessments</p>
<ul style="list-style-type: none"> <li>- Make reading a fuller, multisensory, social experience in the classroom (book clubs, partner/buddy reading, guided reading, Drop Everything and Read...)</li> <li>- Ensure that we have a wide range of “interest” material at all levels of reading competency to bring back the joy and meaningfulness of reading</li> <li>- Request that parents come in to listen to students read</li> <li>- Look for new resources</li> <li>- Utilize Learning Support teachers to deliver</li> </ul>	<ul style="list-style-type: none"> <li>- A baseline will be set using Benchmark, GB+, Alberta Diagnostic comprehension results and these assessments will be re-administered in May.</li> <li>- Target – an increase of 5% in students fully meeting and exceeding in reading.</li> </ul>

<p>guided reading programs</p> <ul style="list-style-type: none"> <li>- Look into Brain Research on reading</li> </ul>	
<ul style="list-style-type: none"> <li>- Parents are involved in a reading program with their child</li> </ul>	<ul style="list-style-type: none"> <li>- Reading logs indicate parent involvement in supporting their child's home reading program</li> <li>- Parents use the Accelerated Reading program at home to support their child's home reading program</li> </ul>
<p>Use story-telling, creative story-writing, and theatre to build and reinforce literacy skills:</p>	<p>A baseline will be set using Benchmark, GB+, Alberta Diagnostic comprehension results.</p> <p>Target – an increase of 5% in students fully meeting and exceeding in reading.</p>
<p>Build and use a school website at EMJS to showcase student and staff personalized learning.</p>	<p>Students will be able to find and log onto the school website.</p>
<p>Continue to create opportunities for older students to work with younger students to develop self-regulation skills.</p>	<ul style="list-style-type: none"> <li>• Students will become coaches and mentors.</li> <li>• Students will demonstrate increased engagement in learning about creativity and its application to personalized learning.</li> <li>• Monitor number of mentorship programs.</li> </ul>