

Growth Plan 2016/2017



The mission of Albert McMahon Elementary is to provide a safe and nurturing environment where all students are free to learn, grow and pursue their personal best.

School Community and Context

Unique Features:

- Albert McMahon is a busy and vibrant learning environment, offering a well-rounded program of academics, fine arts and athletics to a population of 407 students from kindergarten to grade 6.
- We take pride in our inclusive school culture, and we have programs in place to meet the needs of all students.
- Albert McMahon's behaviour support program is entitled the S.H.A.R.P. Program, an acronym for Safe, Helpful, Accountable, Respectful and Positive.
- Students practicing these behaviours are recognized with S.H.A.R.P. tickets which go into a draw for prizes to be awarded at assemblies.
- Our *SWAT* (Students With an Aptitude for Teaching) grade 5 and 6 leaders can be found with their little reading buddies each day for fifteen minutes of reading tutor time.
- The Peer Counselling program involves training senior students in communication and leadership skills. The Peer Counsellors assist younger students with problem solving on the playground.
- A variety of extra-curricular sports are popular at McMahon, including basketball, volleyball, track and field

Community Partnerships/Initiatives:

- McMahon has an ongoing partnership with local high schools and community volunteers supporting our athletic programs.
- Ready Set Learn events and Books for Bedtime are held each year to promote early literacy in our pre-school community.
- Me to We Program >> In this program, students organize fundraisers to help those who are less fortunate, locally and internationally.
- Our school has helped the local Mission Food Bank and has assisted communities around the world by organizing food drives, clothing drives, and supporting programs such as We Create Change. Grade 4-6 students partner with Fraser House in learning to make positive choices.
- Cops for Cancer kilometer club every spring to support the Cops for Cancer movement.
- Cycling for Diversity visits the school to speak with our students on an annual basis.
- Jump Rope for Heart takes place at Albert McMahon every two years
- Every year the local Sun Hang Do operation runs a two week program for all our students.
- MACL and its Club kids program that runs after school.

Inquiry Question: Will a collaborative emphasis on developing literacy skills and self-regulation skills improve the level of student engagement and academic achievement?

A) Objectives (Focusing – What can we do to support our students?)

- **To create and use collaborative structures (PLC) for assessment development/review and continued dialogue on literacy skill development and student self-regulation.**
- *The efficacy of this approach will be measured in the number of Intermediate and Primary students meeting expectations on school, district and provincially established academic assessments.*
- *Student discipline as related to regulation of emotions will be recorded and analyzed to determine the improvement our students are showing.*

B) Rationale (Scanning – What are we seeing? and what are we doing?)

- Although most of our students are meeting expectations on our classroom based, district based (DART) and provincial assessments (FSA) the percentage of those meeting has declined on some assessments.
- Screening of our primary students reading ability has led to effective tiered intervention (Tier 1, Tier 2 and Tier 3) for the children. LST based assessment tools used.
- Students referred to SBT receive levels of intervention that followed specific plans based on how they are presenting. These plans are reviewed regularly to determine the efficacy of the intervention.
- Members of the SBT have noted a relationship between those referred for academic concerns and those that have social/emotional needs.
- Focused teaching of emotional regulation strategies developed by ISP teacher has proven effective for many learners.

C) Connections 2016/2017 Curriculum

I) Big Idea Embedded in Language Arts Curriculum *“Everyone can be a reader and a writer”*

The new curriculum has put an onus of importance on developing communication skills. From K-6 the curriculum outlines that students are expected to know and show competency in the following Areas:

- 1- reading strategies
- 2- oral language strategies
- 3- metacognitive strategies
- 4- writing processes

At each grade level the expected proficiency of the student changes. These levels are clearly identified when examining the curriculum.

II) Core Competency; Personal Awareness and Responsibility

Key components of this core competency are to educate our students on how to regulate their emotions and manage their stress.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>

D) Hunch (What is leading to this initiative?)

- Exploring opportunities for students to strengthen their literacy skills is something that our teacher's seek out on a regular basis. It has been identified through teacher observation and assessment that stronger literacy skills lead to academic success across the curriculum.
- Ensuring all students learn becomes a matter of delivering fair and equitable instruction from classroom to classroom (Dufour, Dufour, Eaker & Karhank, 2004, p.7). It becomes the responsibility of the PLC to ensure that students have opportunities for needed interventions.
- Self-regulation has become a very important focus in many schools in our district and beyond. More parents report that their child has anxiety issues every year. Our teachers are noticing elevated responses from children when they are challenged emotionally. Our ISP program has specialized much of its efforts to teaching children self-regulation skills. Our self-regulation room has become a learning environment for students and staff.

F) Assessment/Checking (Describe how you know what you are doing works and that you have made a difference for your students?)

- Each collaborative team will develop a plan for teaching timelines, assessment and review.
- Assessment (formative and summative) is agreed upon by the collaborative teams. Pedagogical practice and student assessment results are discussed at PLC meetings.
- School, district and provincial assessment results will be collated for quantitative analysis.
- Data from the school survey provides measurable and comparable data regarding some elements related to student engagement.
- Tracking data used for students on IEP's, IBP's or intervention plans requiring Self-regulation will be collated.
- Student academic achievement as measured by teacher based summative assessments.
- SBT referral process will be a helpful structure and process for monitoring how well students are responding to new strategies and approaches.

E) Professional Learning

- Staff attended Dr. Anthony Muhammad's PLC workshop in September.
- Established the framework for the development of learning teams within our school and collaboration time built within our monthly calendar.
- Each PLC collaborates and identifies how the best support their initiatives with resources or professional development opportunities.
- "Effects of Brain Trauma" workshop. A 2 part workshop that was run by a district team in collaboration with FVCD and CYMH. Focus on need for regulation strategies.

G) Connection to the District Goals or Directions

- Our School district is in the process of developing the framework for student learning. The goals will tie in to the ministries continued focus on Literacy, Numeracy and Social Responsibility.
- Our district achievement plan along with those of its schools will be based on a "Spiral of Inquiry Model"

Principles of Learning

1. Learners at the centre
2. Social Nature of learning
3. Emotions are integral to learning
4. Recognizing Individual differences
5. Stretching all learner
6. Building Horizontal Connections

Communication Strategies: (How will we communicate our results to the community?)

- Having our learning plan in front of our parent community by having it posted on the school website.
- Review of the plan at PAC meetings along with sharing the initiatives and processes engaged in by our staff.
- Monthly newsletters highlighting our successes.

Summary of Inquiry Question:

Will a collaborative emphasis on developing literacy skills and self-regulation skills improve the level of student engagement and academic achievement?

Mission School District – District Achievement Contract 2014

Goal 1: Literacy

Improve the literacy skills of all students.

Goal 2: Numeracy & Mathematics

Improve the Numeracy and Mathematic skills of all our students

Authorized Signatures

Principal

Vice Principal

Superintendent

Board Chair