



Saltspring Island Middle School



Submitted: October 2019
Principal: Judy Smith
Vice Principal: Michael Berendt





Salt Spring Island Middle School

School Mission Statement

Our Mission

SIMS community is dedicated to providing a safe and inclusive learning environment that fosters academic and artistic achievement, physical fitness, emotional well-being, social responsibility and global awareness.

The SIMS community:

- fosters a climate of trust with caring and concern for all
- supports and celebrates student learning
- recognizes that each individual has unique strengths, challenges and needs
- promotes involvement in the community and service to others
- encourages and values parent and community participation
- promotes respect and responsibility for the natural environment
- encourages healthy relationships through leadership and respect.



We...

- Work to improve academic skills, physical fitness and creativity.
- Aim for emotional health and a sense of belonging.
- Value taking personal responsibility within a climate of trust.
- Encourage communication between home, school and community.
- Support global citizenship and respect for our environment.

Love Where You Learn



Salt Spring Island Middle School

School Context

SIMS was created as a true middle school with the intention of supporting the growth and development of 11 – 13 year-olds in their transition to secondary school. Features of the design are: flexible scheduling, teacher teaming, exploratory programs, leadership development, community building, and active programming. SIMS promotes creativity and is proud of its evolving identity as an arts community that provides a full art program, dance, music for all, band and choir, and circus performance.

- 300 total population
- 120 French Immersion students
- 145 English track students
- 40 MYSEEC students

At SIMS, we have been working to develop and maintain a culture that focuses on learning. We feel that learning to play, work and live together is as important as learning academically. We know from research sources that anxiety impedes cognition, so it follows that the emotional and social well-being of our students is a core value. We guide our students to be self-regulating, to learn from each other, to think creatively and to learn about themselves.

Love Where You Learn. Our activities and events reflect this motto in a myriad of ways. SIMS programs are designed to address the learning needs of our students in diverse ways. They give students a variety of opportunities by which they can explore their passions, stretch academically and take learning risks in safe environments.



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SIMS students are:

- able goal setters
- many have an intrinsic motivation to excel
- engaged in the community
- kind to each other
- nurtured with the expectation of kindness and social responsibility
- emotionally intelligent
- ready to take on leadership roles

SIMS students need:

- targetted work on literacy and numeracy skills in addition to quality classroom instruction
- additional strategies for approaching their learning
- to understand their own competencies and stretches
- deeper, more authentic guidance in reflecting on their learning



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Section 1 – Student Achievement Profile

In general, SIMS students are achieving in the low average range. There is much work to be done to boost basic literacy and numeracy skills.

READING

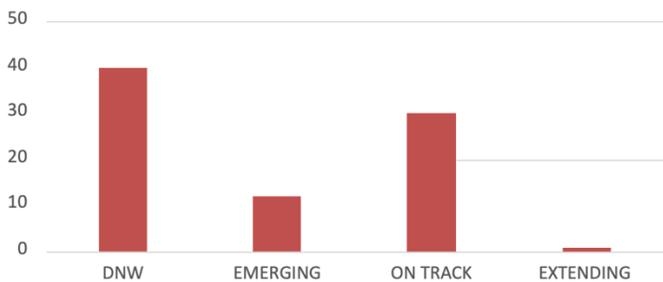
Historically, SIMS has used the DART (District Assessment of Reading Teams) to gather information about specific reading skills. In 2019 we have added a quick screen to establish instructional reading levels using the Fountas Pinnell screening test.

DART results: The coloured bars separate the subtests: Comprehension, Graphic Literacy, Extending Thinking, Making Inferences, Metacognition, and Oral Reading. All subcategories are scored on a 1-4 scale, where 1 is lowest, with the exception of the Oral Reading subtest which is scored on a 5 point scale. The majority of our students are in the Developing to Proficient zone.

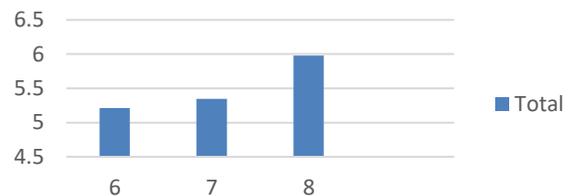
FSA results for grade 7 students are also considered. In the 2018-19 school year the FSA was written in the spring and participation rates were very low. In the 2019-20 school year the FSA was written in the fall with a much improved participation rate. Results will be added as available.

Improving reading is a school-wide goal.

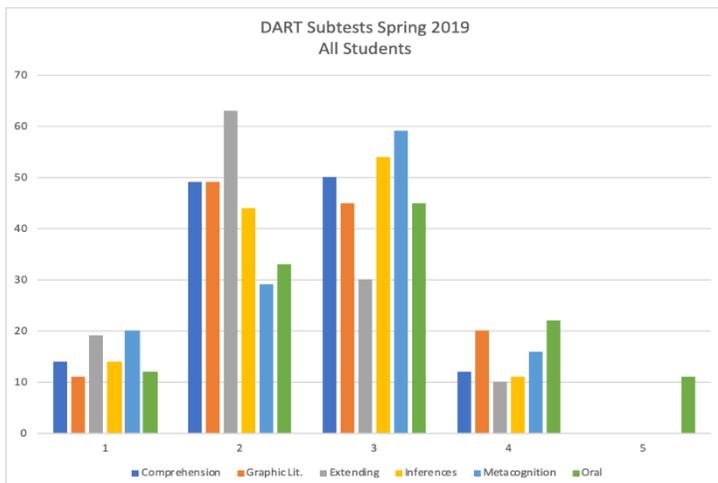
FSA Reading Grade 7 2019



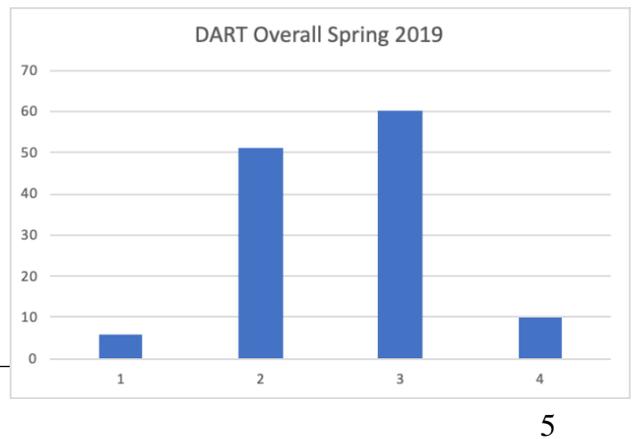
Fountas & Pinnell Reading Screen by Grade



DART Subtests Spring 2019 All Students



DART Overall Spring 2019





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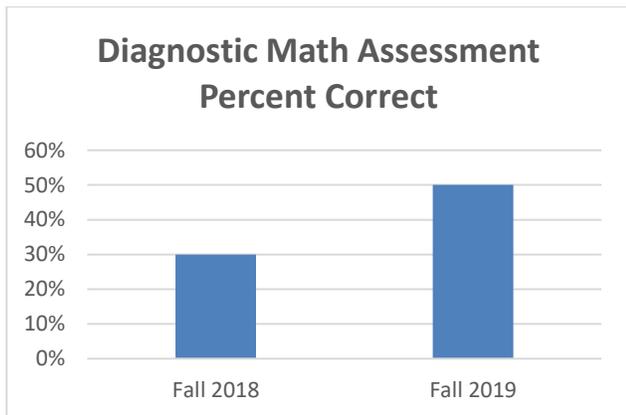
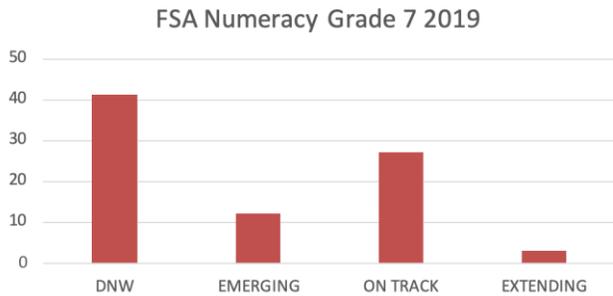
NUMERACY

The DMA is used early in the year as a tool to establish what students know, how well-developed their computational skills are, and where teachers can best begin Math instruction with their class. Growth between Fall 2018 and Fall 2019 is a positive sign.

FSA results for grade 7 students are also considered. In the 2018-19 school year the FSA was written in the spring and participation rates were very low. In the 2019-20 school year the FSA was written in the fall with a much improved participation rate. Results will be added as available.

Improving Numeracy skills is a school wide goal.

FSA Spring 2019



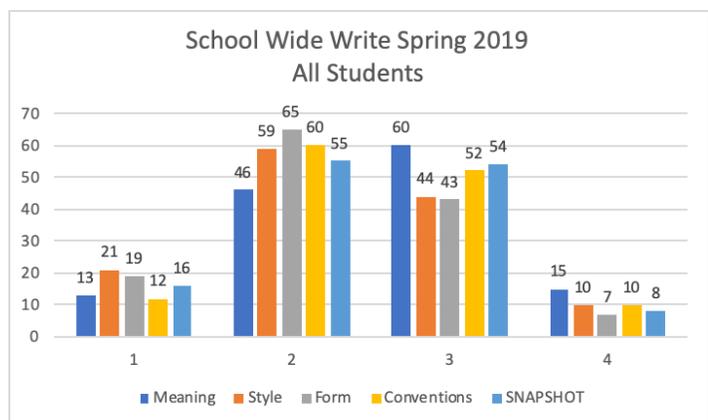
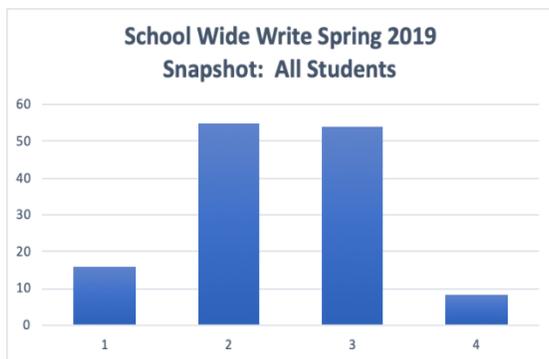


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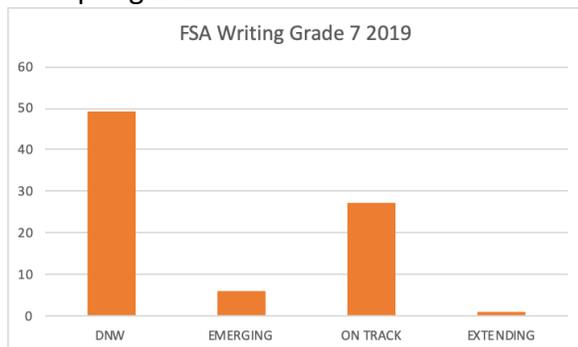
WRITING

SIMS does a School Wide Write in the fall and again in the spring. While we recognize our writing proficiency is Developing to Proficient across the school and requires work, we also recognize that improving reading has a positive effect on writing. We have chosen to focus on reading this year, but we will continue to teach and monitor growth in writing.

Fall 2019 results will be added in November.



FSA Spring 2019





Section 2 – Theory of Action

Improving student results through the “learning sprint” process is iterative – it builds on the shared experience and understanding as the staff collaborates to make a difference in student learning. Learning sprints at SIMS this year will focus on competency in numeracy and reading. Areas of focus will target specific components of literacy and numeracy as shown by DART, Fountas Pinnell and DMA results.

Some areas of focus to begin the learning sprint cycle are:

- Development of common understanding of proficiency.
- What do the assessments tell us? What’s important?
- “What next?” strategies for using assessment results to design instruction that will improve foundational skills

First Learning Team meetings were held in early September to set up classes for consistency in classroom baseline assessment. There are three learning teams of five teachers each:

1. Grade 8 classes plus MySEEC
2. Grade 6/7 classes
3. French Immersion classes

Summary of Priorities based on selected data

| 1. Student Learning | Target | Interventions/Actions | 2. Professional Learning/Supports | Monitoring Plan | 3. Roles and Responsibilities | 4. Resources |
|---|--|---|--|--|--|--|
| GOAL 1A Improved reading levels | All | Targetted reading groups Transitional reading groups | Learning sprints School Pro Growth grant Focussed time at staff meetings Collaboration time Record keeping and tracking systems | Supervision for Learning Follow up assessment | PVP: supervision Teachers: instruction, assessment and planning Teacher leaders: support District team: support | Michael Berendt Cathy Walker Anne O'Rourke |
| GOAL 1B Improved reading levels | Students who are approaching expectations but are not designated | <ul style="list-style-type: none"> •Extended Fountas Pinnell assessment to determine learning targets. •Targetted reading groups •Instructional design to address assessment results | Learning sprints School Pro Growth grant Focussed time at staff meetings Collaboration time Record keeping and tracking systems LIST support to assess learning targets | Supervision for Learning Follow up assessment | PVP: supervision Teachers: instruction, assessment and planning Teacher leaders: support District team: support | Michael Berendt Cathy Walker Anne O'Rourke |
| GOAL 2 Improved numeracy competencies and strategies | All | School wide focus Specific competency development | Professional learning with math leaders Focussed time at staff meetings Learning sprints Record keeping and tracking systems | Supervision for Learning Follow up assessment | PVP: supervision Teachers: instruction, assessment and planning Teacher leaders: support | Judy Smith Louise Doucet |



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Additional School Goals

- **Hul'qumi'num words and language will be learned by all.**
 - supported by Nanaimo and Cowichan districts
 - MySEEC leadership
 - Peri Lavender
- **Staff and students will become familiar with the new provincial proficiency scale**
 - Pilot the new reporting order
 - Staff meetings and non-instructional days used to explore, discuss and plan

School Name: Saltspring Island Middle School
School Year: 2019 - 2020
Date of Plan: October 2019

Ratified by School
Staff: June 2019

Signature of Principal: