

Prince Rupert Middle School Plan

Vision: *Achieving Success Together*



Mission/Belief: **At PRMS we believe:**

- Each of us is a unique and creative individual of value to our school community
- We have the right to learn and have fun
- We have the responsibility to treat ourselves and others with respect
- We take pride in our work, our accomplishments, our school building, and our learning tools.

Smhawksm a PRMS

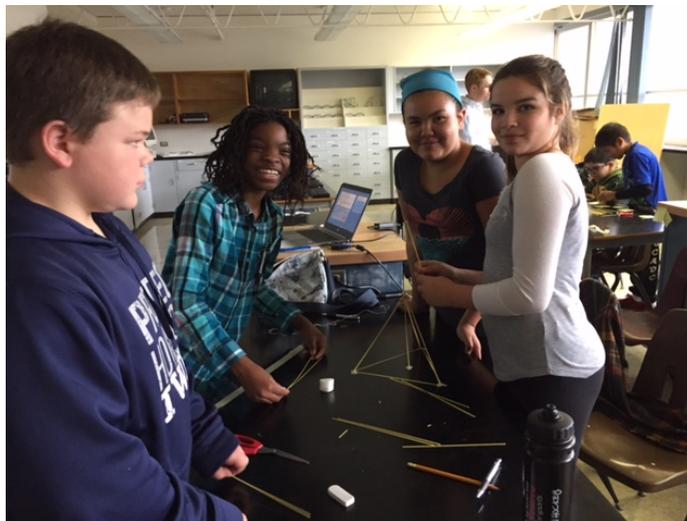
- Txa'nii kabatgüük a ts'm Wap Suwilaawksa gwa'a int gwin dagoydiksa smgit goo wulaayt ada dmt toodit.
- Gatgwasgüüdm wil suwilaawksm.
- Sgüü dm tootm txa'nii goo ada txa'nii gyet.
- Akadziksa gagoodm a goo da'axgm, na hakhatesm a Wap Suwilaawksa gwa'a ada 'nwil hoy'a hoym wil suwilaaywksm.

À PRMS nous croyons que:

- Chacun de nous est unique et créatif et que nous contribuons tous à enrichir notre vie écolière
- Nous avons le droit d'apprendre et de nous amuser
- Nous avons la responsabilité de traiter les autres et nous-mêmes avec respect
- Nous sommes fières de nos travaux, nos talents, notre école et notre environnement

Context:

Prince Rupert Middle School (PRMS) is a grade 6-8 middle school located in the City of Prince Rupert on traditional Ts'msyen territory with a diverse multicultural mix. The current enrollment of PRMS is around 415 students of which 65% are of Aboriginal ancestry. Our staff is over 50 professionals including 2 administrators, 2 school counselors, 2 family aboriginal resource workers, teachers and Educational Assistants. PRMS is a dual tract school with a French Immersion Program and offers Sm'alygyax and French as a second language course. PRMS is the first Middle School in Prince Rupert. In its sixth year, PRMS will continue to focus on developing a Middle School culture of collaboration and respect which focuses on our PRMS Beliefs. It will also begin to target some areas of concern, specifically literacy and social responsibility.



Goal(s):

- 1) Literacy – If we focus on teaching literacy in all subject areas, and provide direct and intensive instruction to students that would benefit from it, can we increase the percentage of students reading and writing, at or above grade level?
- 2) Social Responsibility – Specific goal for each grade;

- If we teach and assess using core competencies, will we see an improvement in behaviour and increase in empathy? (grade 6)
- If we teach and assess using core competencies, will we see an improvement in behaviour and respect for others? (grade 7)
- If we teach and assess using core competencies, will we see an improvement in behaviour and respect for self? (grade 8)

Structures and Strategies :

1) Literacy

- LST and ELD co-planning and co-teaching in classrooms.
- Targeted literacy skill building blocks
- Teacher collaboration for grade level units and lessons
- Step-up to writing
- Library Prezi's to promote Literacy
- 6 Minute Solution
- Reading Power Strategies
- Celebration of Reading pictures posted within the school
- Guided reading across classrooms

2) Social Responsibility

- Counsellor developed advisory and STORM class topics to increase social awareness and social responsibility
- Positive Behaviour Support change model
- School wide shared matrix to promote language used to increase positive behaviours within the school
- Grade group focus to scaffold social responsibility goal from grade 6 through to grade 8
- Student led groups to increase personal awareness and social responsibility
- Kindness Club
- Developing lessons to explicitly teach social responsibility goals at each grade level
- Explicitly teaching students how to self-assess using the core-competencies
- School wide focus on our belief statement
- Promoting peer-tutoring roles to increase personal awareness
- School wide focus on "We Believe" statements



Plans for Staff Development :

- Shelly Moore professional development on inclusive learning
- School team training in Positive Behaviour Support
- Regular weekly collaboration
- Cross-Currents Professional development
- PITA Professional Development
- Carol Fullerton professional development in literacy in mathematics
- Staff book club
- Time to collaborate and follow up after Pro-d implementation to promote the learning opportunity



Community Involvement:

- Working with the PAC to host family fun nights to increase parental comfort with the school
- Students working with the community to fundraise for Salvation Army
- Students seeing a need in the community and raising awareness
- House challenges involving community activities
- Role model guest speakers
- Neighbourhood clean-up events
- Working with the Port – Great Shoreline Clean-up events and other initiatives

Communication:

- SIP is shared with parents at PAC meetings
- SIP developed through team leader meetings, grade group meetings, and staff meetings
- SIP will be placed on website for parents to read



Evidence :

- Benchmark reading levels
- Performance Standard rubrics
- Teacher tracking and observation
- Student Survey
- Office Referrals
- Student comments and/or attitudes
- TTOC and guests to the school, comments and observations
- Comments/observations from hosts during visits outside of the school

- Parent comments on changes in students social responsibility
- Comments from staff on progress with students helping others and inclusion



Reflection and Summary:

Professional Development

Shelly Moore provided in-service to all of the classroom teachers with the first visit focusing on grade 6 & 7 and the second visit with grade 8 teachers. Teachers worked with Shelly on planning inclusive lessons from the on-set rather than modify or adapting lessons for students. We hope to continue this learning with Shelly in the next school year.

A school team attended PBIS training in April. The team was composed of LST's, counsellors, Admin, teachers, and Educational Assistants. We worked on our existing framework and made improvements. The team will meet again in September to plan for the school year.

Community

The PRMS PAC hosted our first family movie night at PRMS. The movie was free of charge and snacks were a small cost. This was a way to promote families coming into the school in a fun way. We hope to have a few of these nights next year. The PAC purchased the projector and sound system we used for this event.

Ms. Ragan's class joined the Port of Prince Rupert in the annual Great Shoreline Clean up event in October. The class collected over 500 kg of garbage.

The grade 6 classes hosted a cupcake fundraiser in support of the SPCA

Ms. Wright's grade 6 class collected food items from staff and students as well as from local businesses to help support the Salvation Army in the spring, a time when donations are scarce.

Evidence

Benchmark reading levels – We have moved away from Benchmarking all students. Student’s with an IEP and students suspected of being well below grade level were assessed. We cannot report on this.

Literacy will remain as one of our goals for next year and we will decide at the beginning of the year how we will evidence growth in Literacy for all students. We may use pre and post assessments using the performance standards to do this.

Performance Standard Rubrics – Grade 8 teachers designed a book report assignment that was completed by all grade 8 students. Students were given a rubric created from the Performance Standards on how their assignment would be assessed. The assignment was created so that all students would be able to complete the project. Performance Standards were also used with many projects across the grades.

Grade 8 English teachers found that the book report assignment was a success and students demonstrated a growth in Literacy skills from the beginning of the year. Teachers were surprised that all students were able to complete the assignment. Students were aware of the expectations for the assignment from the rubric that they were provided. Teachers made accommodations in choice of novel and framework of project for certain students that required this.

Teacher Tracking and Observation

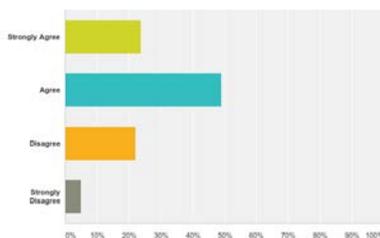
For next school year, we will need to come up with a better method for collecting teacher observations. One method we could use would be a teacher survey at the beginning and at the end of the year. Another method we could use is pre and post assessments using the performance standards. We would also like to include tracking of information from our PBIS school framework and from student self assessments of core competencies.

Student Survey & Student comments and attitudes

Framework for Enhancing Student learning 6-8 June 2017

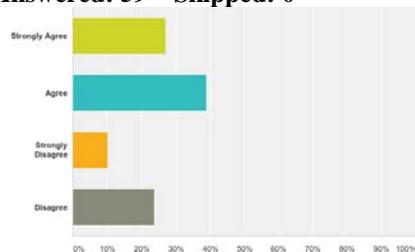
I like reading.

Answered: 59 Skipped: 0

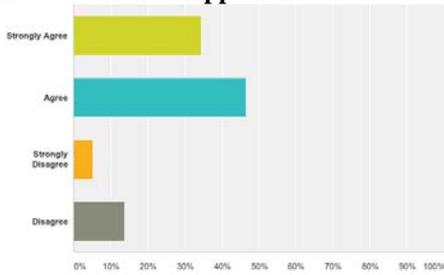


I read for enjoyment.

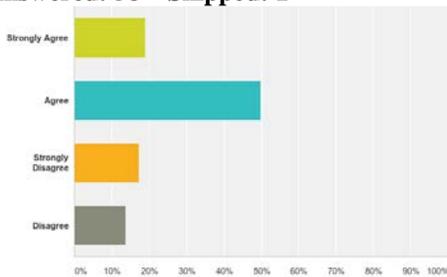
Answered: 59 Skipped: 0



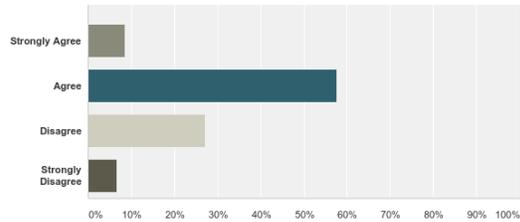
I am confident about my reading skills.
Answered: 58 Skipped: 1



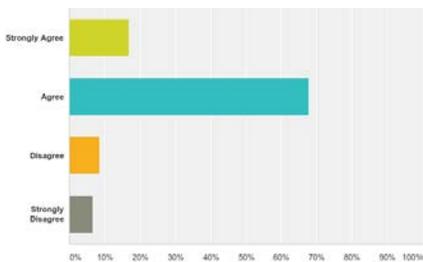
I like math.
Answered: 58 Skipped: 1



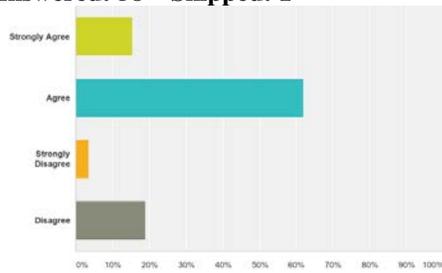
I do real life calculations with the math I do in school.
Answered: 59 Skipped: 0



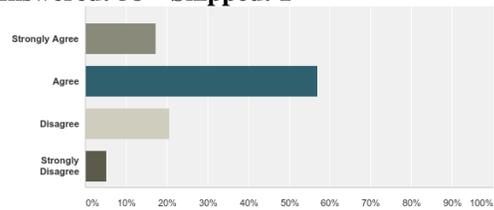
My learning at school is connected to the real world.
Answered: 59 Skipped: 0



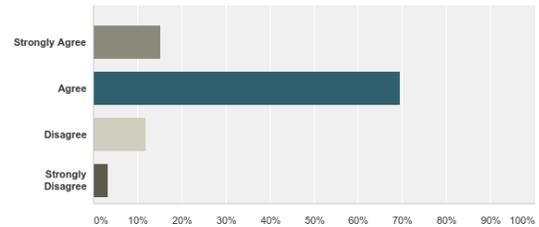
I read for information.
Answered: 58 Skipped: 1



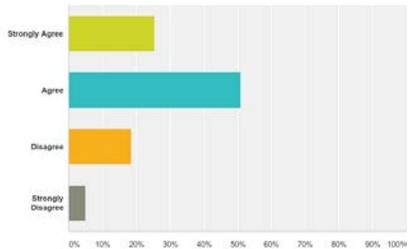
I am confident about my math skills.
Answered: 58 Skipped: 1



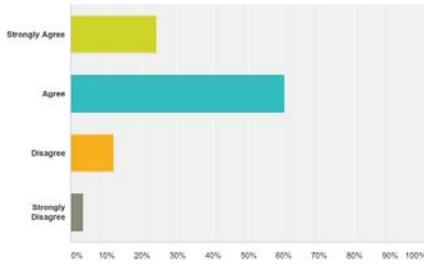
I learn about Aboriginal content at my school.
Answered: 59 Skipped: 0



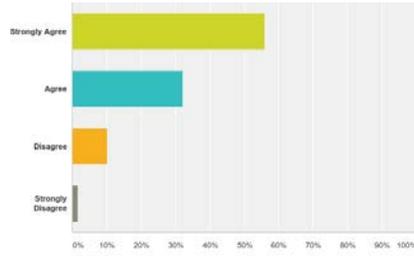
I enjoy activities where I can solve problems.
Answered: 59 Skipped: 0



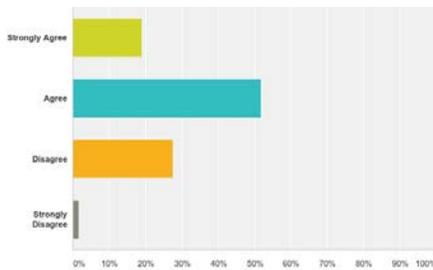
I feel comfortable in my school Answered: 58
Skipped: 1



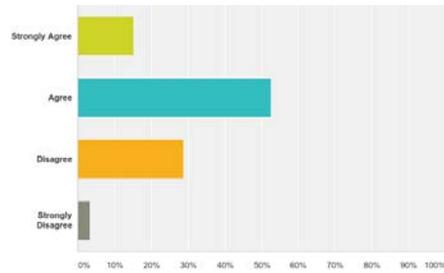
I enjoy activities where I can build or make things.
Answered: 59 Skipped: 0



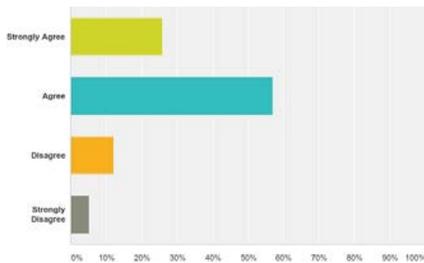
There are activities in school I participate in.
Answered: 58 Skipped: 1



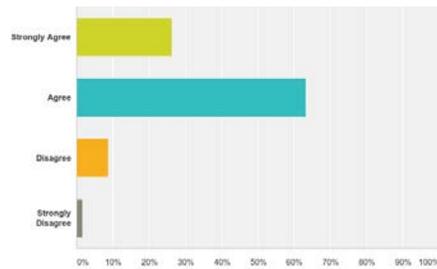
I see myself reflected in my school (ie. people like myself, things I believe in, things I like to do etc...)
Answered: 59 Skipped: 0



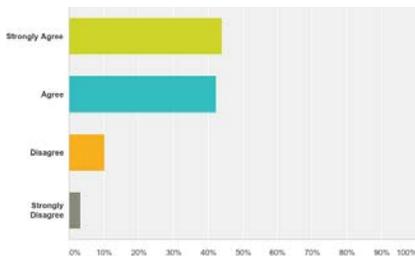
There are adults at school that care about me.
Answered: 58 Skipped: 1



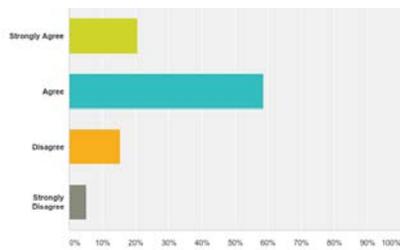
When I have a problem at school, there are enough people to help me.
Answered: 57 Skipped:



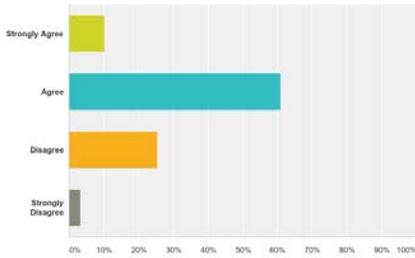
I have good friends at school.
Answered: 59 Skipped: 0



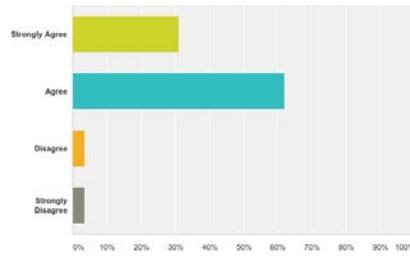
I like helping others.
Answered: 58 Skipped: 1



I do kind things at my school without being asked.
Answered: 59 Skipped: 0



I know the behaviour expectations for a student at my school.
Answered: 58 Skipped: 1



Office Referrals

Office referrals could not be tracked accurately as many teachers did not follow the referral procedure. With increasing focus on our STORM Matrix, we are hoping that we will be able to accurately track office referrals next school year.

Observations from outsiders to our school on student behaviour

We were given positive and negative feedback of student behaviour outside of the school. When guest speakers came to talk to the school or classrooms, feedback of student behaviour was positive. During the Great Shoreline Cleanup Event, staff from the Port of Prince Rupert were pleasantly surprised by how hard students worked. The Gideon's were handing out bibles in front of the school and several of them made comments to school staff on how polite students were in accepting or not accepting a bible. During structured activities, most feedback about our students was positive. Negative feedback came from unstructured time when students were outside of the building, from City staff at the Civic Centre or on the field, and from community members when students were playing at a local park or walking around the community.



Next Steps:

PBIS - School wide involvement in Positive Behaviour Support. Our PBIS team will be meeting in September and decide how we will promote this.

Inclusion – All students will be scheduled into mainstream classrooms in September and our Lifeskills program will no longer exist. We hope to do more sessions with Shelly Moore on planning units that are inclusive.

Collaboration – We will continue to have teacher collaboration time every Wednesday. The grade and subject units that are planned during collaboration have proven to be invaluable to both students and teachers.

Core Competency Self-assessments – Each grade completed a student self-assessment for the Personal Awareness and Responsibility competency. The grade 6 students completed this self-assessment for term 2 and term 3. The grade 7 & 8 students completed this for term 3. We plan to do more teaching around self-assessment during Health and Career education next year. We plan to complete the self-assessment each term next year and to add one or two more competencies to the self-assessment.

Things to Celebrate

- Two School Successes:

Grade group collaboration of units, lessons, and activity days – From grade group collaboration, teachers have developed units, lesson plans, and activity days that are grade specific and school wide events. These learning opportunities promote learning through big ideas, hands-on learning, and connecting learning to real life. Some of the learning activities included in this are; the 6er mixer, totem pole unit, rocket launch, student vote, crests and clans, amazing race, carnival, medieval faire, museum of ancient civilizations, and Viking boat race.

The school band program has had a very successful year. At the Pacific Northwest Music Festival, both the grade 6/7 band and 7/8 band received invitations to participate in Music Fest Canada. In order to receive this invitation, the grade 6/7 band needed to receive superior ranking and the grade 7/8 band needed to receive excellent ranking. The jazz band won the McDaniel Trophy for winning junior stage performance of the year. The band also traveled to Langley to compete in the Kiwanis Fraser Valley Music Festival.

- Important School Initiatives:

Positive Behaviour Support – Our staff has developed a positive behaviour support change matrix for the school “STORM” where each letter supports what we value as a school; safety, trust, organization, responsibility, and mindfulness. A school team attended PBiS training at the April professional development day. Our staff has committed to increasing our focus on positive behaviour support change throughout the school. Included in this, as a staff we will focus on our code of conduct at the beginning of the school year, and in increasing empathy and acceptance through social responsibility initiatives.

Inquiry Questions

- Can using strategies taught by Shelly Moore, as well as Universal Designs for Learning and Backwards Planning, help us to plan units and lessons that are inclusive of all learners and decrease the amount of time that students are in separate classrooms from their peers?
- If we create a classroom for students that struggle academically due to attendance, that has fewer students and allows students to work from where they are at, will we see an increase in attendance and student engagement?
- What is the smallest thing that can kill you..
- Can we increase engagement with students through the application of Functional Math Skills in real life situations to foster understanding and independence?
- If a Carnival unit was prepared for grades 6 through 8, will the students be more engaged in learning about francophone culture and language?
- Will using a Positive Behaviour Support model lead to a decrease in office referrals?



Self Assessments

Student Self-Assessment Personal Awareness and Responsibility

Name _____

	Always	Usually	Sometimes	Rarely
I am focused during work time.				
When I become angry or upset I am able to calm myself.				
I can take responsibility for my physical and emotional well-being.				
I take pride in my work.				
I take care of our school building and learning tools.				

I can show responsibility by _____

I can improve by _____

Respect for Others

Grade 7 - Student Core Competency Self-Assessment: Personal Awareness and Responsibility

Situation	1 not yet meeting expectations (Rarely)	2 Minimally meeting expectations (Some of the time)	3 Fully meeting expectations (Most of the time)	4 Exceeds expectations (Always)
When an adult in the school asks me to do something, I immediately comply.				
I listen to my peers/classmates without interrupting.				
I make sure that any area I use in the school is left in the same or better condition than when I found it.				
I follow school rules.				
I am mindful before I speak that what I am about to say is kind and respectful.				
I am aware of the real-life consequences of my online actions.				

I show respect by:

Grade 8 Self-Assessment

Questions	Circle which of the four options most closely applies to you.			
When I don't understand something and need help I....wait for someone to come along and help me.	Ask for help by saying "I don't get it"	Ask for help by saying "I tried this but it doesn't seem to work. What am I doing wrong?"	Search my notes or read up on a topic and then try several solutions before asking for help about a specific situation.
When I know something I...	...keep quiet.	...mention what I know to someone next to me or a friend.	...share what I know with people around me.	...ask for an opportunity to share what I know with people.
I show up to school because...	I have to be here and get in trouble if I don't.	I have to be here because I know that school is important.	I know that school will let me get a good job when I'm older.	I have a specific career goal that needs the skills I get in specific classes.
When I do something wrong I...	...say nothing and hope that no one notices.	...say nothing but try to fix it before anyone notices.	...say something but don't really try to fix it.	...say something and apologize while trying to make amends.

What does it mean to be prepared for class?
