



School and Community Context

Unique Features: Albert McMahon is a busy and vibrant learning environment. We are a growing school with new students arriving regularly. As a result, our school is welcoming and accepting. We offer a well rounded program of academics, fine arts and athletics.

Community Partnerships/Initiatives: McMahon has an ongoing partnership with local high schools and community volunteers supporting our athletic programs. McMahon is a charter member of the Healthy Schools Network and we have been involved with the Network of Performance Based Schools for many years. Our active Little Readers group meets weekly, all school year long in the library. Ready Set Learn events and Books for Bedtime are held each year to promote early literacy in our pre-school community. Our SWAT (Students With an Aptitude for Teaching) leaders can be found with their little reading buddies each day for fifteen minutes of reading tutor time. Our *Me to We* student leaders are actively involved in meeting their commitment to make the world a better place.

Parent Involvement: McMahon has an active core group of parent volunteers who are committed to making the school the best it can be. All parents are welcomed and encouraged to become involved in whatever capacity best suits their schedules.



Current Data & Evidence of Change

Literacy:

Goal #1: IMPROVE THE LITERACY SKILLS OF ALL STUDENTS

Objective 1: To improve the reading skills of all Intermediate students.

Objective 2: To improve the writing skills of all students.

Objective 3: To improve the early literacy skills of all Primary students.

Rationale:

Objective 1: To improve reading skills of all Intermediate students

- Literacy is the basis for learning in all curricular areas.
- An analysis of our Grade 4 and 7 Reading FSA (Foundation Skills Assessment) results indicate a need to remain focused on reading.
- Our 2009 District Reading Assessment (DART) results for Grades 3-7 indicate that while 96% of the students meet expectations, 31% of the students are minimally meeting expectations. We wish to see more students moving from not meeting to meeting and from meeting expectations to fully meeting expectations and also to have more students exceeding expectations. We were pleased to see that we continue to make small but steady gains in moving children along. A gender gap is evident in our Aboriginal student population with girls outperforming boys but these results need to be examined within the context of the small Aboriginal student population.

Objective 2: To improve the writing skills of all our students

- An analysis of our Grade 4 and 7 Writing FSA (Foundation Skills Assessment) results indicate a need to focus our attention on the writing skills of our students.
- Our school has yet to implement a school-wide instructional strategy that focuses upon the improvement of student writing skills. We have been using the 6-Traits strategies in grades 4-7 but have yet to implement consistent instructional strategies for writing across all grades.
- Our 2009 District Write results have 37% of our students minimally meeting expectations and 57% fully meeting or exceeding expectations. We wish to see more students fully meeting and exceeding expectations. The gender gap has narrowed in the District Write results but this needs to be monitored over time before we claim success. We are pleased to see a steady trend towards improvement in our results overall.

Objective 3: To improve the early literacy skills of all Primary students

- Over the last five years we see that our District Reading Assessment results of our Kindergarten to Grade 2 students indicate at risk students by grade two vary from as low as 16% at risk in 2008 to 26% in 2009. We need to remain focused on reducing the numbers of at risk readers. The DRA results for our Aboriginal and ESL students are a concern but we must also note that the number of Aboriginal and ESL students is very small compared to the larger population. Only 13 Aboriginal students, males and females, were in K-2 in 2009 and 20 ESL students.



Data Sources: DART 3-7, District Write, DRA K-2, FSA 4 and 7

NOTE: "all students" include Aboriginal

Assessment: K-2 Reading Comparison (DRA/PM Benchmarks) Students at Risk 2009

School / District Based Assessment

	Kindergarten		Grade One		Grade Two	
	2008	2009	2008	2009	2008	2009
<i>% of all students</i>	23%	18%	14%	29%	13%	17%
<i>Females</i>	27%	6%	5%	15%	19%	0%
<i>Males</i>	29%	24%	23%	45%	10%	29%
<i>Aboriginal Fem.</i>	---	0%	0%	100%	0%	0%
<i>Aboriginal Males</i>	50%	0%	0%	50%	25%	50%
<i>ESL</i>	0%	25%	33%	67%	100%	0%

*K-2 enrolment for 2009 N=156

Assessment: Grades 3-7 DART (District Assessment of Reading) 2009

School / District Based Assessment

% at each level	Not Yet Meeting		Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female N=118	5%	18%	41%	9%	49%	73%	5%	0%
Male N=116	9%	11%	35%	56%	52%	33%	3%	0%
Total Participation N=255	4%		31%		54%		10%	



Assessment: Grade 4 FSA Reading 2009

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	16%	78%
Female	14%	79%
Male	17%	76%
Aboriginal	mask*	mask*
Total Participation #	9	45

Assessment: Grade 7 FSA Reading 2009

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	9%	81%
Female	8%	76%
Male	10%	86%
Aboriginal	mask*	mask*
Total Participation #	4	37

*Results are masked due to small numbers of participants in this category



School / District Based Assessment: District Write 2009

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	2%	6%	34%	17%	49%	61%	15%	17%
Male	10%	10%	40%	13%	44%	80%	6%	0%
Total Participation # 344	6%		38%		47%		10%	

Assessment: Grade 4 FSA Writing 2009

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	5%	88%
Female	3%	89%
Male	7%	86%
Aboriginal	mask	mask
Total Participation #	4	51

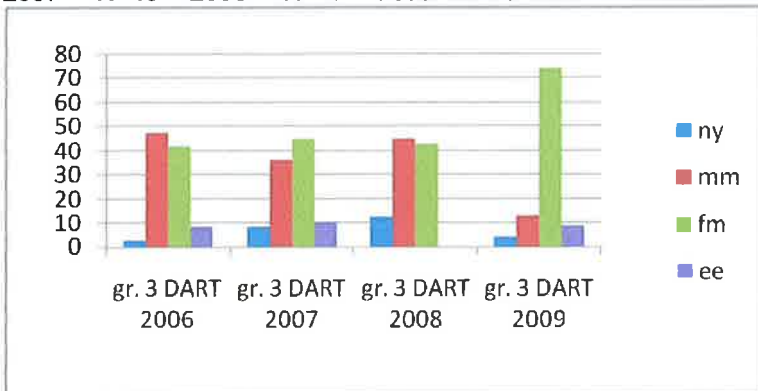
Assessment: Grade 7 FSA Writing 2009

Provincial Assessment

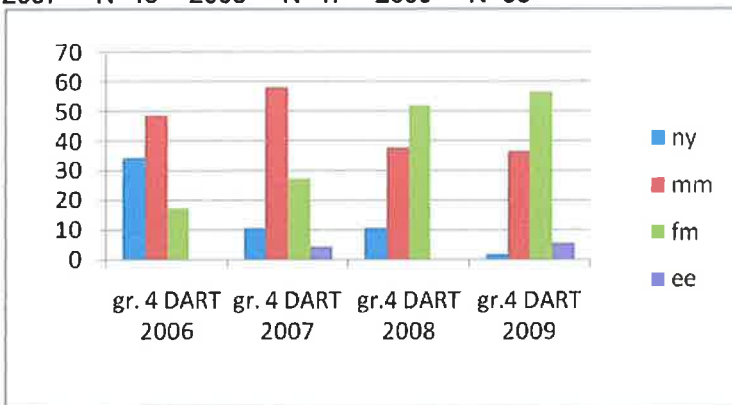
	Not Yet Meeting	Meeting or Exceeding
All Students	7%	83%
Female	4%	80%
Male	10%	86%
Aboriginal	mask	mask
Total Participation #	3	38



Albert McMahon DART Grade 3 2006-2009 2007 N=48 2008 N=47 2009 N=55



Albert McMahon DART Grade 4 2006-2009 2007 N=48 2008 N=47 2009 N=55

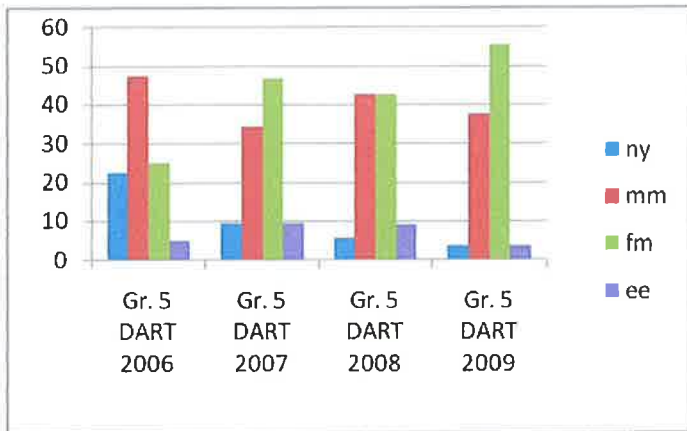




Albert McMahon

DART Grade 5 2006-2009

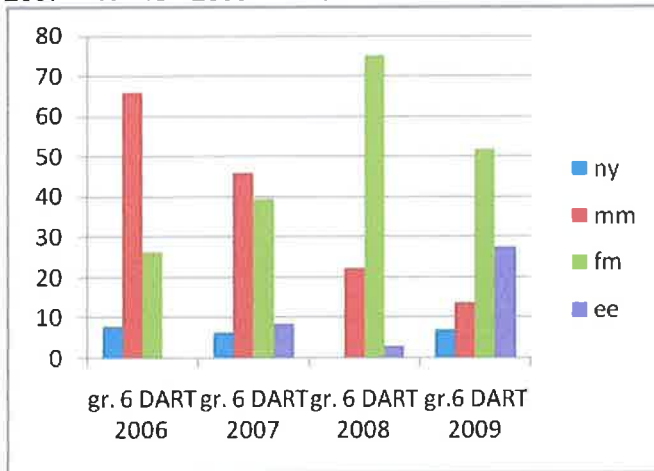
2007 N=32 2008 N=47 2009 N=56



Albert McMahon

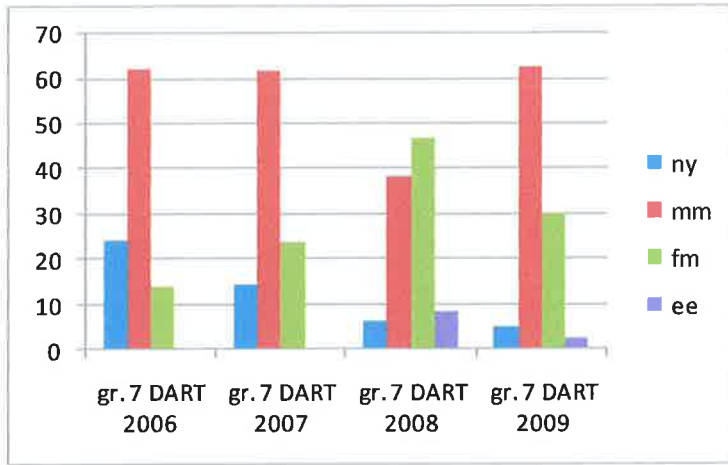
DART Grade 6 2006-2009

2007 N= 48 2008 N=36 2009 N=58





Albert McMahon DART Grade 7 2007 N=42 2008 N=47 2009 N=40 2006-2009





DART Reading Trends over 3 years 2007-2009

Students who fully meet or exceed expectations	Grade	2007	2008	2009
	3	55	43	83
	4	31	52	62
	5	56	52	59
	6	49	78	79
	7	24	56	32

SCHOOL WIDE WRITE writing trends over 3 years 2007-2009

Students fully meeting or exceeding expectations	Grade	2007 Baseline	2008	2009
	1	67	67	51
	2	45	68	67
	3	54	52	63
	4	39	50	50
	5	70	48	72
	6	49	48	34
	7	27	44	62



Evidence of Change:

There is some evidence that we are making a positive difference in reducing at risk learners in the primary grades. Over the past three years, data reflecting students at risk in reading remained similar (18%, 21%, 16%) but we still see years when these percentages are much higher (ex. 29% of grade ones in 2009). Our DART (District Assessment of Reading) Grades 3-7 results indicate that more students are moving into fully meeting from minimally meeting in previous years. When the data was disaggregated, we noticed that our 2007 DART data indicated that the students made significant progress in reading with 79% fully meeting or exceeding expectations at the grade 7 level. The 2008 data indicated growth for two years and then an unusual drop with only 32% of students fully meeting or exceeding expectations at the grade 7 level. Overall, 65 % of students fully meet to exceed expectations from grades 3-7 as measured in the DART compared to 55% the previous year. 96 % of our students meet to exceed expectations as measured in the DART compared to 90% the previous year. These results are comparable but we are celebrating the change in the percentage of students fully meeting expectations. The Grade 4 FSA reading results indicate that there is no longer a gender gap between boys and girls.

Targets (ending 2010-11)

- Our Grade 7 FSA results will indicate a shift from meeting to at least 60% fully meeting by 2010-11.
- Our Grade 7 DART results will indicate a shift from meeting to at least 60% fully meeting by 2010-11..
- At least 85% of our grade 4 and 7 students will meet or exceed expectations on FSA Reading and Writing by 2010/11.
- DRA results K-2 will indicate that students at risk in reading will be no more than 10% in Kindergarten, 18% in grade one and grade two.
- The gender gap in Grade 7 reading and writing will be reduced. Males and females will have results with no more than a 5% spread by 2010/11. Males will be at least 80% meeting or exceeding expectations and females at least 85%

Comment / Summary of Progress:

- We will continue to focus our efforts with early intervention in the primary grades and will continue to support all our students. Continuing our unified, team approach with staff development and a school wide focus on Feedback for Learning, Reading Comprehension, and Writing across the grades will help us on our way.
- We are excited to plan for full day Kindergarten for all students in September 2010. Our primary team is dedicated to their work with the 0-8 Early Learning Project.
- We will follow the 2007 Grade 4 cohort across the grades as a measure of our success in reaching our targets from year to year.



Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school

- SWAT (Students with an aptitude for teaching). Older students are trained and buddied with struggling readers for 15 minutes each day for the year.
- Reading recovery model for our at risk learners in primary grades 1-3.
- Whole school focus of Adrienne Gear Reading Power strategies and feedback for learning practices.
- Most teachers, Grades 3-7, use the Fall DART, a mid year DART (for formative assessment, Feedback for Learning) and then the Spring DART.
- Scheduling time for teachers to talk, plan and work together in grade group meetings (once a month staff meetings, release time)
- Feedback for Learning group action research and a focus on Feedback for learning strategies across the curriculum
- Network of Performance Based Schools
- Vice-Principal support for vulnerable students' model

- What things will we do differently?

- School wide goal for all grade 3-7 classes to participate in the FALL DART and K-2 teachers will use the Early Reading Assessment with their students.
- Expand the use of the Mid year Dart for Grade 7 students in order to monitor progress more closely throughout the year and help target instruction for this group
- Continue to expand implementation of 6 Traits writing to all grade 4-7 classes.
- Continue awareness of strategies to reduce gender gap (hook with books), high interest and non-fiction literature for both genders.
- Early Learning demonstration school project
- Full day Kindergarten for all students

- How will we provide for staff development and collaboration?

- Ongoing professional development and professional learning community within the school. One staff meeting a month has a pro-d focus and release time is provided for teachers to work together.
- Feedback for Learning staff development opportunities at staff meetings and district events with strong staff participation.
- Lesson study model and collaborative planning time provided through Staff Development funds (Adrienne Gear Reading Comprehension Strategies)

- How will we involve parents?

- Principal's report at monthly PAC meetings.
- School newsletter and Annual Report
- School Website
- Celebrating at assemblies
- Parent Teacher interviews and student conferences
- Little Readers, Ready Set Learn, Books for Bedtime
- Whole school Home Reading Program



- How will we monitor and adjust our actions?

By continuing to review and collect information about our students' learning, as well as continuing to have conversations as a staff about our students' learning, we can adjust, fine tune and focus classroom practice. Having a once a month Staff meeting with a pro-d focus is an excellent strategy for monitoring and adjusting our actions. More emphasis will be placed on discussing the data at staff meetings and in grade group meetings with the idea of changing and adapting instruction to move ALL students forward. Encouraging Feedback for Learning strategies in the classroom to focus teaching practices.

Goal: IMPROVE THE NUMERACY SKILLS OF ALL STUDENTS

Objective:

- To continue the improvement of our student's numeracy and mathematics skills.

Rationale:

- The school is continuing to implement the new Math curriculum-IRP and Math Makes Sense from K-7.
- Our Grade 4 and 7 FSA (Foundation Skills Assessment) data indicates the need to remain focused on numeracy and problem solving exists. The results indicate a gender gap in the Grade 7 FSA Numeracy results that bears attention.
- GNAP results for Grade 5 show improvement but more students are still falling within the minimally meeting range.

Data Sources: FSA 4-7, GNAP 5

Assessment: Grade 4 FSA Numeracy 2009

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	21%	72%
Female	3%	77%
Male	7%	81%
Aboriginal	mask	mask
Total Participation # N=58	12	42



Assessment: Grade 7 FSA Numeracy 2009

Provincial Assessment

	Not Yet Meeting	Meeting or Exceeding
All Students	24%	65%
Female	28%	56%
Male	19%	77%
Aboriginal	mask	mask
Total Participation # N=43	11	30

NOTE: "all students" include Aboriginal

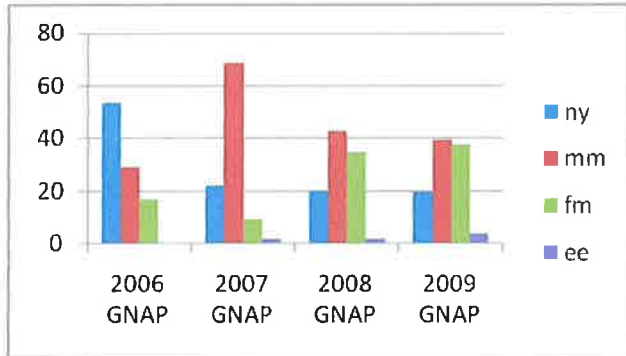
Assessment: GNAF 5 2009

School / District Based Assessment

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	19%	100%	43%	0%	38%	0%	0%	0%
Male	21%	0%	43%	0%	32%	100%	4%	0%
All students	19%		39%		38%		4%	
Total Participation # N=56	11	3	22	1	21	5	2	0



Albert McMahon
GNAP 2006-2009
2009 N=56



GNAP math trend over 3 years 2007-2009

Students who fully meet or exceed expectations	Grade	2007	2008	2009
	5	11	37	41

Evidence of Change:

The Grade 5 GNAP results for 2009 continue to improve with 42% of students fully meeting or exceeding expectations and 81% of our students met expectations (minimally to exceeding expectations) and this is comparable to our results over the past 2 years but a huge improvement from 2006 where only 46% of students were meeting expectations. We would like to see more of our students moving from minimally meeting to fully meeting to exceeding expectations. Our FSA (Foundation Skills Assessment) Grade 4 results have improved but in grade 7 we see a significant gender gap with males outperforming girls by 21%. Our aboriginal student population was very small this past year and results were masked.

Targets (ending 2010-11):

- 85% of Grade 4 and 7 students will meet or exceed expectations in FSA Numeracy by 2010-11.
- 85% of Grade 5 students will meet or exceed expectations as measured by the GNAP and the gender gap in GNAP results will reduce to no more than 5% by 2010-11.

Comment / Summary of Progress:

- The implementation of Math Makes Sense will continue in Grades K-7. Our FSA results, especially at Grade 7, are a concern.
- We will continue to support the Math Exemplar Problem Solving Program.



Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school

- School wide focus on problem solving strategies.
- Continuing to implement the new Math Curriculum and Math Makes Sense K-7
- Hands on math activities and thinking about math (oral discussions and math journals "How did we get there?") in the primary grades
- Continue to provide additional support using the VP model of support for vulnerable students and teacher support
- Feedback for learning strategies and our Network of Performance Based Schools action research have a math focus
- Network of Performance Based Schools participation (Math Problem Solving)
- *Many of the school staff are undertaking Masters' degrees or have recently completed Masters' degrees. This adds much to our Professional Learning Community

- What things will we do differently?

- Focus our staff development funds on lesson study/collaboration using Marilyn Burns' resources
- Expand the use of the Math Exemplar Program
- Begin a monthly primary and intermediate math problem solving incentive program

- How will we provide for staff development and collaboration?

- provide opportunities for teachers to work together with a math focus at staff meetings and release time
- teacher led Math book club focusing on problem solving

- How will we involve parents?

- Principal's report at monthly PAC meetings.
- School newsletter and Annual Report
- School Website
- Celebrating at assemblies
- Parent Teacher interviews and student conferences

- How will we monitor and adjust our actions?

- We will monitor student progress with the GNAP
- We will monitor progress with pre and post assessment using the MATH Exemplar Problems
- We will expand the use of math problem solving rubrics to target instruction
- By continuing to review and collect information about our students' learning, as well as continuing to have conversations as a staff about our students' learning, we can adjust, fine tune and focus classroom practice.



Goal: IMPROVE THE SOCIAL RESPONSIBILITY OF ALL STUDENTS

- Objective 1: To continue the improvement of all our students' conflict resolution skills
Objective 2: To have all students acquire the skills to become socially responsible citizens both globally and locally through our Me to We philosophy
Objective 3: To ensure that all students meet the Daily Physical Activity requirements and understand all aspects of healthy living as defined by our Healthy Living Performance Standards

Rationale:

- For the past six years our systematic approach to behaviour management has established for the school a Code of Conduct which includes a clear protocol for responding to student misconduct and outlines a plan to support students' positive behaviour. Our whole school Effective Behaviour Support approach to teaching students behavioural expectations has made a tremendous impact on the school climate. Continued effort and attention is required to maintain progress and continued support for students requiring further practice in acquiring socially responsible behaviour.
Satisfaction survey data regarding if students feel safe at school at Grade 7 improved greatly with 84% of Grade 7s indicating they felt safe at school. The results from this question have been up and down over the years. (82%, 66%, 73%, 59%, 84%) The low results from past years may be indicative of student apathy with respect to the survey instrument rather than an accurate and reflective measure of the perception of safety by our grade 7 students.
Satisfaction survey data has improved greatly with respect to learning about healthy food and staying healthy with 83% of students in Grade 4 and 66% of Grade 7 students indicating that they are learning about this at school. We would like to see an improvement in this area with our Grade 7 students.

Data Sources: Office referral and incident data, Satisfaction Surveys

Assessment: Office referrals and incident data

School Based Assessment

Table with 5 columns: Percentage of students making Positive Behaviour Choices (Students without behaviour citations), 2006, 2007, 2008, 2009. Data: 96%, More than 99%, More than 98%, More than 96%

School Based Assessment

Table with 2 columns: % Students without Suspensions Sept-Feb., 2009. Data: In school 99%, Out of school More than 99%



Assessment: Satisfaction Surveys

Provincial Assessment: 2009

Satisfaction Survey Results Question	"All of the time" or "Many Times" (%)	
	Grade 4	Grade 7
Do you feel safe at school?	77%	84%
At school, are you bullied, teased Or picked on?	8%	11%
Do you know how your school Expects you to behave?	93%	82%
At school, are you learning about healthy food and exercise?	83%	66%
At school, do you get exercise (for example, physical activity or sports)	96%	91%

Evidence of Change:

The evidence suggests the work the staff and students are engaged in is making a substantial difference to the school culture and climate. The tone of the school is calm, content and industrious and this tone is evident to staff, parents, students and visitors to the school. The rapid decrease in suspensions and data reflecting students who are making positive behaviour choices is notable over the last several years. The improvement in our satisfaction survey data regarding exercise and healthy living is notable from 81% in 2008 at grade 4 to 96% in 2009.

Targets (ending 2010-11):

Maintaining the rate of students making positive behaviour choices at 96 % or higher.

Comment / Summary of Progress:

The whole school team approach that is possible through Effective Behaviour Support continues to have a huge positive change for the school. Teaching the students our expectations for their behaviour, providing them with feedback and re-teaching as required has been the key in creating a positive school climate. Having all staff on the same page and working towards a common goal with all our students has resulted in the dramatic results found in our data. Visitors to our school routinely comment on our excellently behaved and courteous students. We are extremely proud of the changes and proud of the positive growth made by our students. The entire school has embraced the new Daily Physical Activity requirements. We are in year 3 of participation in the BC Fruits and Vegetable program and in year 4 of participation in the Healthy Schools Network. We have embraced the Me to We philosophy and consider ourselves a Me to We School. Locally we have hosted a Halloween Dance and launched a Christmas Drive to collect food items for the local food bank. We have launched a Valentines Gram campaign to collect rice and money for Rice Raisers. For the Friends of Autism, we invited their spokespeople and mascot to a pep rally to raise awareness. We also participated in the Autism Awareness Walk throughout the community. Students attended a Global Citizenship Fair in Mission to determine organizations that they wanted to support. Globally, we initiated a campaign to raise funds for Haiti relief - money was given to Heart to Heart. A Vow of Silence Day for the whole school with money being sent to Free the Children to be used as needed. Rice Raisers - rice was given to local food banks but money given was used for overseas efforts. Students are participating in Dare at Grade 5, Roots of Empathy in Grade 1, and Grade 4's are being introduced to the Friends program. All students are being introduced to the healthy living performance standards in the classroom.



Action Plan: These are the actions we believe will accomplish our objectives...

- Continuing Practices that are working well in our school
 - **BUILDING THE LEADERSHIP CAPACITY OF OUR STUDENTS.** Our student leaders will continue to be taught the “Cool Solutions” program which assists them in becoming peer counsellors for their fellow students. Our Me to We team has thoroughly embraced the philosophy of “We can change the world” and are well on the way to meeting their commitment of at least 10 actions this school year. Our student leadership group continues to support school activities and act as role models. SWAT (Students with an aptitude for teaching) supports many of our at risk readers. Most Intermediate classes are buddied with a primary class for additional Big/Little Buddy opportunities. Our student office monitors answer telephones and handle office requests over the lunch hour.
 - Instructional practises include the explicit teaching of expectations for behaviour in each area of the school and playground program.
 - Monthly SHARP (Safe, Helpful, Accountable, Respectful and Positive) draws with winners announced in school newsletter.
 - Morning Announcements by student leaders will announce the weekly behaviour focus each day as well as other announcements
 - Assemblies will focus on expectations for behaviour as needed. Expectations are sent home to parents in September, revisited frequently by staff and students and posted prominently in the school.
 - Code of Conduct in place
 - Whole school embrace of Daily Physical Activity
 - DARE, Roots of Empathy, Friends program
- What things will we do differently?
 - Student ambassadors will be trained to tour visitors and new students around the building.
 - Report out data regarding the percentage of students making positive behaviour choices at staff meetings to keep staff informed.
 - Expand the use of the 4 components of the Healthy Living Performance standards.
 - Introduce new Kindergarten parents to our behaviour goals at Kindergarten orientation.
 - Review behaviour goals with staff in September
 - Develop with staff an assessment tool to monitor the impact of the Me to We philosophy
- How will we provide for staff development and collaboration?
 - **Staff Development:** Teachers will continue to work with Effective Behaviour Support. This will focus the students on our expectations for their behaviour throughout the school. These expectations will be revisited and reinforced with staff through the year at staff meetings as required.
 - Whole school commitment to continue with Effective Behaviour Support
- How will we involve parents?
 - Principal’s report at monthly PAC meetings.
 - School newsletter and Annual Report
 - School Website
 - Celebrating at assemblies
 - Parent Teacher interviews and student conferences
 - Surveys of parents and students
 - Student leaders present Effective Behaviour support to parents at a PAC meeting
 - Effective Behaviour Support expectations posted prominently in the school
- How will we monitor and adjust our actions?
 - Office referral data and suspension data will be reviewed frequently.
 - Ongoing discussions at staff meetings will be provided.



Mission
Public Schools

Albert McMahon
Elementary Growth Plan
2009 - 2010



Office referral data and suspension data will be reviewed frequently. Ongoing discussions at staff meetings will be provided.

Submitted by:
School Planning Council

This school growth plan has been written, reviewed and supported by:

LINDA LEMKE
Parent Member's Name

Lemke
Signature

Mar 2 2010
Date

Tamera Bridal
Parent Member's Name

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Date

Cathy Erickson
Principal's Name

Erickson
Signature

March 2, 2010
Date

Superintendent

Board Chair

Date