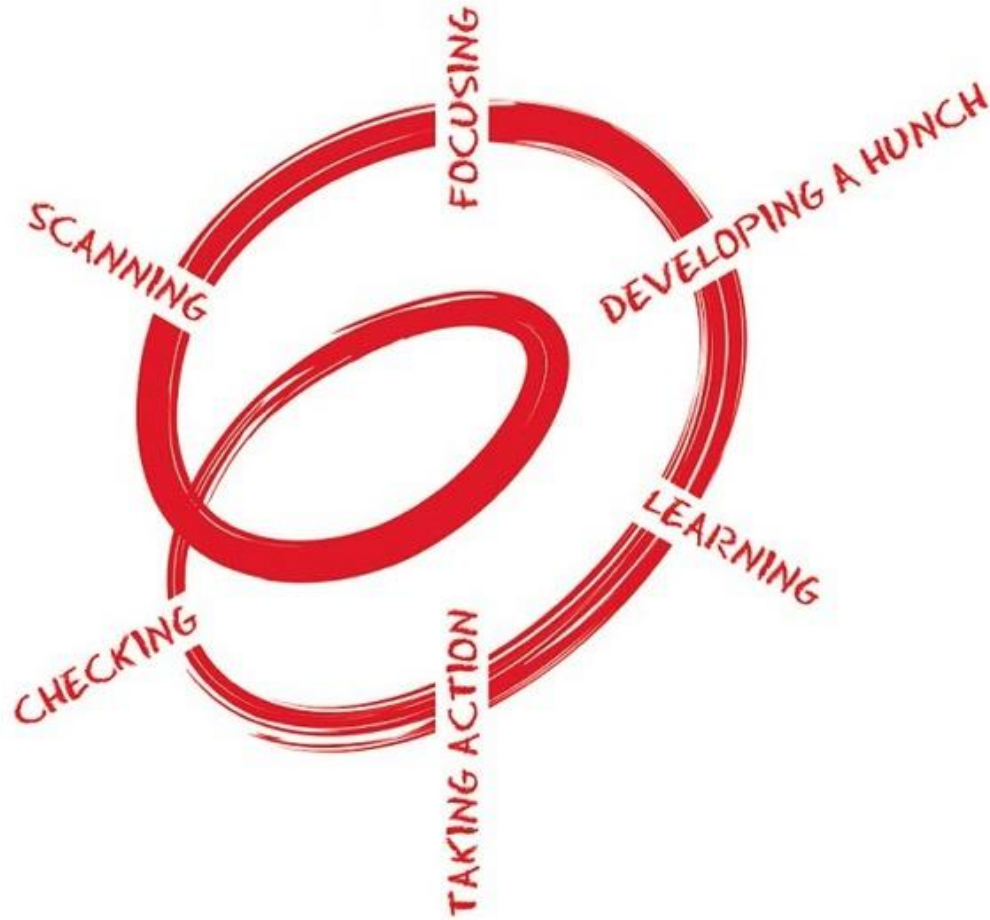




School District No. 67 (Okanagan Skaha) School Growth Plan



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser



School: Parkway Elementary

School Context:

Parkway Elementary School is located behind Cherry Lane Shopping Centre and serves a diverse neighborhood. The main building was opened in 1976 and consists of eleven classrooms, two portables, an eagle's nest, a well-stocked library, a computer lab and a spacious gymnasium with a mezzanine.

Parkway School is a major part of the local community. The building and grounds are used by community groups four nights a week and are frequently used on weekends. The school is very fortunate to have extensive grounds and has recently installed a new adventure playground, sports court and last year a school garden.

The Parent Advisory Council is a key component of Parkway School. The parents support student achievement through their organization and running of the One-to-One Reading and Safe Arrival Programs. They have made the school a more welcoming place by adding picnic tables, a playground and a hot lunch and breakfast program. The parents have enriched the schooling of the students by providing funds for swim and ski programs, numerous field trips and fine arts presentations.

Inquiry Question: What do you think is driving your plan for student success?

In September 2016 teachers at the elementary level were given a renewed curriculum to work with. The renewed curriculum has changed the focus from learning content to the process of learning. For the past three years teachers at Parkway have been working to understand and implement the Core Competency language. With our staff doing this work our students have a much better understanding of what and why they are learning. However, we find that our students still have some challenges with new tasks and to have a positive outlook about this. So, we continued with our goal from last year which was:

- 1. Our goal(s); If we purposefully teach students about growth mindset will students be more flexible in their thinking and be more willing to try and persevere through challenging tasks?**

However, staff felt that we also needed to continue to talk about the implementation of the renewed curriculum. Teachers are feeling more confident with the renewed curriculum and the trajectory our students are moving.

Our staff also noticed that our assessment practices have not really shifted from assessing content to assessing the process of learning. So, we decided to start the conversation as a whole staff around assessment and what meaningful assessment is with our renewed curriculum in mind. To move forward with this direction, started to do some researched reading around the and have made it part of our regular discussions during our staff meeting.

Parkway staff has also started to work on recreating our school report cards so they reflect the renewed curriculum. To date we have completed our K-3 reports and continue to work on our Grades 4/5 reports.

Our future plan will be to create a question around assessment and what it will look like at Parkway school in the future.

Scanning: (What do you know about your students – their successes and challenges - what’s going on for them?)

Successes

During the scanning and monitoring process of our school it is clear that the majority of our students still have a strong sense of belonging and can identify adults in this building who believe they can be successful. I think this is due to the amazing work that has happened in this building around social responsibility and building a caring environment. Most of our students feel school is a safe place to be and enjoy coming to school. We continue to monitor this aspect on a yearly base. This data is based on our MDI survey that is given to our Grade 4’s each year.

Adult who believe you will be successful	2018-19	2019-20
High	86%	78%
Medium	10%	22%
Low	3%	0%

The 3 questions we have continued to scan this year are:

- i. What are you learning and why?
- ii. How are you doing with your learning?
- iii. Where are you going next with your learning?

After two full year of purposefully teaching students the Core Competency profiles it has become very clear most students are recognizing what they are learning and can now start to answer why they are learning it. Students are still at the development phase of understanding how they are doing with their learning. Our intermediate students have a stronger grasp of how they are doing with their learning as they have been working with teachers to introduce the core competencies to other classes through our whole school assemblies. This has allowed for deeper discussion and tasks with our intermediate students.

Challenges

We have several students who struggle academically. This is based on our school collecting data from teachers around reading, writing, numeracy and social responsibility 2 times a year. Over the last 5 years there has been a significant increase in the number of students who are in the not yet meeting or approaching categories. Over the last number of years Parkway has had the highest amount of support for our Early Literacy Intervention with our Grade 1 students. Students are starting school with very little academic knowledge and are often not prepared for the school setting. Students are having a hard time self-regulating themselves and have not had the opportunity to practice focused attention.

Our data shows that Parkway has an increased number of kindergarten children enrolling who are not yet ready for school. This increases the academic challenges happening at Parkway.

Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

Evidence/Data to support:

For the past 9 years Parkway has collected data around four areas two times a year. We use the provincial performance standards for math, writing and social responsibility and teachers use their best professional judgement using a number of sources to assess students reading level. In analyzing this data Parkway has done an amazing job of keeping our numbers pretty stable. However, when you look at the ELI numbers this is becoming increasingly difficult to continue.

Reading Assessment Profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
Nov 2009	7%	18%	57%	18%
Nov 2010	3%	12%	66%	19%
Nov 2011	4%	22%	54%	20%

Nov 2012	7%	25%	54%	14%
Nov 2013	4%	26%	64%	6%
Nov 2014	6%	22%	63%	9%
Nov 2015	11%	15%	65%	9%
Nov 2016	6%	21%	64%	9%
Nov 2017	10%	26%	51%	13%
Nov 2018	7%	26%	45%	14%
Nov 2019	5%	26%	50%	19%

Writing Assessment profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
Nov 2009	5%	24%	65%	6%
Nov 2010	4%	21%	70%	5%
Nov 2011	4%	23%	62%	11%
Nov 2012	5%	38%	53%	4%
Nov 2013	4%	35%	60%	1%
Nov 2014	4%	29%	65%	2%
Nov 2015	7%	27%	64%	2%
Nov 2016	6%	31%	62.5%	.5%
Nov 2017	5%	37%	56%	2%
Nov 2018	5%	36%	46%	2%
Nov 2019	6%	32%	60%	2%

Numeracy Assessment Profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations

Nov 2009	4%	20%	67%	9%
Nov 2010	2%	20%	70%	8%
Nov 2011	2%	21%	73%	4%
Nov 2012	3%	24%	71%	2%
Nov 2013	2%	17%	77%	4%
Nov 2014	4%	24%	70%	2%
Nov 2015	5.5%	16%	78%	.5%
Nov 2016	4%	20%	75%	1%
Nov 2017	4%	19%	75%	2%
Nov 2018	4%	26%	66%	4%
Nov 2019	3.5%	18%	75%	3.5%

Social Responsibility Profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
Nov 2012	5%	26%	63%	5%
Nov 2013	11%	23%	59%	7%
Nov 2014	4%	26%	64%	6%
Nov 2015	5%	22%	66%	7%
Nov 2016	3%	30%	64%	3%
Nov 2017	1.5%	31%	64%	3.5%
Nov 2018	5%	35%	58%	2%
Nov 2019	1%	24%	65%	10%

Parkway Early Learning Intervention (ELI)

Year	Number of students	# of gr. 1	# of gr.2	# of gr. 3
2009	3	2	1	
2010	5	2	3	
2011	6	4	2	
2012	10	8	2	
2013	8	6	2	
2014	15	12	2	1
2015	16	9	6	1
2016	19	14	4	1
2017	20	13	6	1
2018	10	10		
2019	14	14		

Key Learnings:

One of the major learnings that have occurred with our staff is the value in having student set goals for themselves. All year students have been setting “I can statement”. While an “I can statement” is not a goal and is more a recognition of what students can do, it has evolved into students setting their next goal to reach another I can statement. We have also observed an increase sense of pride with student as they shared their “I can statement” which has increase student motivation.

Developing a Hunch: What is leading to this situation?

There may be a number of factors leading to the academic challenges at Parkway school however as a staff we have decided to focus on one. We have several students who have fixed mindsets when working on challenging tasks. This leads to students not feeling a sense of self-worth just continues in the cycle of a fixed mindset.

New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

Our staff has started to explore at a couple of chapters from Tom Schimmer new book Growing Tomorrow’s Citizen’s in Today’s classrooms. We started to look at the 7 critical

components to assessing. We hope to continue this next year as all of our staff meeting this spring has been around Covid-19.

Taking Action: (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)

Taking Action: What will you do differently?

In September we will continue to push forward our Super Hero's to promote the core competencies and weaving our growth mindset language into our whole school assemblies and announcements.

Each month we will do a check in with staff to share out what they are trying and discuss the challenges they are having so we can continue to support each other through some of the change process.

We will also continue to have assessment be our main topic during our staff meeting discussions. The hope is to get to a new question next year as we move through the spirals model.

Check: Have we made enough of a difference? How do we know?

Our students are regularly using the core competencies and growth mindset language which means they are starting to internalize this as part of their learning. It is nice to have a common language to use when we talk with students who are shutting down. We hope to continue to build on this and be consistent with our language over the next couple years.

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

At our June Parent Advisory Council meeting Mr. Lindsay will share the school growth plan.

Parental/Community Involvement: (How will you work together as a school community to do this work?)

We will look to involve parents as our inquiry moves forward next year.

Connection to the District Goals: (How does this plan connect to our Ddistrict goals?)

Connection to the 7 Principles of Learning:

(How do each of these principles align with your plan?)

- 1. Learners at the centre**
- 2. Social nature of learning**
- 3. Emotions are integral to learning**
- 4. Recognizing individual differences**
- 5. Stretching all students**
- 6. Assessment for learning**
- 7. Building horizontal connections**

Currently our plan connects a number of the principles of learning. Learners being at the centre as we are working directly with each student to understand what goals they need to set to have a growth mindset. Students are recognizing individual differences as each goal is different for each student. We are also asking students to stretch themselves by choosing goals that are challenging for them. We support this by also including actions they need to do to meet this goal.