



KVR Middle School

300 Jermyn Avenue
Penticton, BC V2A 2E1
Principal: John Olfert
Vice Principal: Steve DeVito

SCHOOL IMPROVEMENT PLAN (2009-10)

KVR Middle School Context

KVR is a dual-track school that offers a Late French Immersion program at the Grade 6 to 8 levels. This situation gives us a mix of students from all the elementary schools in the district. Our English track feeder schools are Carmi and Queen's Park Elementary. KVR Middle School enjoys strong community and parent support and actively responds to high expectations.

Established in 1997, KVR has an instructional staff of 34 serving 460 pupils and has successfully established a middle school program based on the Exemplary Middle School Model.

Background (2009-10) at KVR:

Staff Inquiry Interviews: - Beginning in November 2009, each KVR staff member was interviewed by administration. All feedback around the following three questions was collated. These questions were posed to the staff ahead of time with the goal of allowing 'think time' to prepare responses.

1. What is the one key thing we can do this year to move all students forward?
2. What is most important in our work to improve success for each child in KVR?
3. If you had a gift to give to our students (vulnerable learners) that you could check on three years from now, what would it be?

➤ Two themes began to emerge during this process:

- Belonging / Connectedness to School
- Relevant Differentiated Instruction

Grade wide discussions facilitated by Judith King: On February 1st, Judith King attended our regular staff meeting to go over the information provided during the *Inquiry Interviews*. The purpose of this session was to confirm and focus the themes of 'Belonging/Connectedness to School' and "Relevant Differentiated Instruction."

Voluntary Staff Dinner Meeting: On April 7th, 20 staff members attended a voluntary dinner meeting. The purpose of this meeting was to formulate questions based on the information that came out of our 'inquiry interviews' and the focus session facilitated by Judith King. At this meeting, teachers divided into two work groups, each attending one of the two focus areas. These groups spent this time, and subsequently a series of follow up lunch hour sessions, crafting the following inquiry questions. These questions could lead to possible individual/small group inquiry.

Staff Meeting Discussion: On May 4th with agreement on the two main focus areas.

May 31st: Planning meeting with Pro D Representative, Inquiry Question Representatives, and Judith King (facilitator).

1. If we implement strategies to improve our meaningful connections with each other and with students, in what ways will student attitudes towards school, others and themselves change, and how will it effect achievement and attendance?

2. If teachers provide tasks which are relevant to students and have clear connections to the Learning Outcomes what will the impact on effort and achievement be?

INQUIRY QUESTION 1

1. If we implement strategies to improve our meaningful connections with each other and with students, in what ways will student attitudes towards school, others and themselves change, and how will it effect achievement and attendance?

1. RATIONALE: What evidence compelled us to ask this question?

Evidence that supported this inquiry question, included, but not limited to:

- Staff experience and work in the following areas: Dr. Martin Brokenleg, Tribes, Empathy and Floor Wide (grade based) Approaches with School Wide Consistency
- This inquiry question came out of the three questions staff members were asked during interviews
- There are a number of students who start the year in grade 8 but do not finish the year with us in June. This relates to students not being able to complete regular programming or with assistance with special support and individual accommodations available in our building. (Historically we lose 5- 7 students per year)
- The staff feedback/perception was that we were not meeting the needs of all learners. This is related to the school completion work being done in the district and students who fall out of our system. (Historically 5-7 students per year)
- The SOSQ (student orientation to school) and satisfaction surveys pointed to high anxiety levels of students related to their time at KVR

ACTION PLAN

OBJECTIVES: Specific Steps to answer our question OR More specific questions?

- Staff will investigate issues around belonging and connectedness related to curriculum and prescribed learning outcomes
- Our Advisory Program will be analyzed for its applicability as it relates to connections with students and adults in school (KVR)
- A book club on the Dr. Martin Brokenleg model will be held by staff

STRUCTURES AND STRATEGIES: For all students and our most vulnerable learners.

- The Tribes program promoting the four agreements of **Mutual Respect, Attentive Listening, Right to Pass, Appreciations** has and will be implemented in a growing number of classroom settings
- Our Grade based teams meet regularly to evaluate our program offerings and provide insight, direction, and feedback. In addition to core instruction, strong applied skills and fine arts programs are provided to students through the exploratory cycle
- Mac/Advisory time will be analyzed for curriculum related to belonging, connectedness, and school community

ASSESSMENT PROCESS & TOOLS: What will we use to measure our success?

- Yearly SOSQ surveys will be used to track trends
- Satisfaction survey results will be used to track trends
- Tracking of students lost to other programs (our historical numbers are between 5-7 per year)

PROFESSIONAL LEARNING: How will we increase our capacity and collaboration?

- What does the staff need:
 - Collaboration time at staff meetings
 - Changing focus of team meetings from administration tasks to collaboration related to inquiry
 - Support for Self Directed or Small Group Inquiry
- Structures need to be formalized related to Collaboration

RESOURCES: What do we currently have and what do we need?

- Staff perception that this is an important issue and worth pursuing related to their interest and expertise
- Providing research during May and June for further investigation related to this question of belonging/connectedness

PARENT INVOLVEMENT: How parents will become partners in our efforts?

- As more work is being done it will be shared with school community through PAC and newsletters
- Our School Planning Council is involved in our inquiry focus and will continue to have input

EVIDENCE

KEY FINDINGS: This is next fall's work related to strategies and implemented change. Do our efforts around connectedness/belonging show that our strategies are having an impact?

NARRATIVE: Next year we will analyze our results and questions arising from the new approaches and Strategies.

INQUIRY QUESTION 2

2. If teachers provide tasks which are relevant to students and have clear connections to the Learning Outcomes what will the impact on effort and achievement be?

2. RATIONALE: What evidence compelled us to ask this question? Evidence supporting this inquiry question included:

- Staff experience and work in the following areas: Appropriate tasks – related to Learning Outcomes (PLO), Engaging tasks, Respectful Tasks, and Differentiated Relevant Instruction
- This inquiry question came out of the three staff interview questions
- Teachers wish to meet the needs of all learners in their classes. There is a cognitive dissonance expressed by staff related to traditional pedagogy and typical student learners in 2010
- Much work is being done in our district and in our school related to Differentiated Instruction. Staff is interested in providing related and relevant work connected to prescribed learning outcomes

ACTION PLAN

OBJECTIVES: Specific Steps to answer our question OR More specific questions?

- Continued involvement in Differentiated Instruction to provide instructional strategies that promote relevant and meaningful tasks and higher student engagement
- Continued presentation and sharing of practice related to differentiated instruction

STRUCTURES AND STRATEGIES: For all students and our most vulnerable learners:

- Regularly scheduled sharing session at staff and team meetings
- Time provided for collaboration

ASSESSMENT PROCESS & TOOLS: What will we use to measure our success?

- Math assessments (Grades, District Math Assessments, FSAs)
- Reading and writing assessments (Grades, Whole Class Reading Assessment, FSAs)
- Tracking of cohort groups (longitudinal comparisons)

PROFESSIONAL LEARNING: How will we increase our capacity and collaboration?

- What does the staff need:
 - Collaboration time with a focus on Differentiated Instruction Strategies
 - Changing focus of team meetings from administration tasks to collaboration related to inquiry
 - Support for Self Directed or Small Group Inquiry related to pedagogy. (teaching practice)
- Structures need to be formalized related to Collaboration

RESOURCES: What do we currently have and what do we need?

- Staff perception that this is an important issue and worth pursuing based on teaching expertise, areas, and interest
- Providing research during May and June for further investigation related to this question of belonging/connectedness

PARENT INVOLVEMENT: How parents will become partners in our efforts?

- Our School Planning Council is involved in our inquiry focus and will continue to have input
- As more work is being done it will be shared with school community, PAC, and newsletters

EVIDENCE

KEY FINDINGS: This is next fall’s work related to strategies and implemented change. Does our work around differentiated instruction show that our strategies are having an impact?

NARRATIVE: Next year we will analyze our results and questions arising from the new approaches and strategies.

REFLECTION AND SUMMARY

REFLECTIONS: What did we learn? How did it make a difference?

- As a staff, we are learning that we are unified in the importance of our two inquiry questions.

FUTURE PLANNING: Where do we go from here?

- As a result of our journey into the inquiry process, we want to see positive growth in these two areas and will investigate how to measure and effect change.
- Teachers will spend June through August with research related materials looking at trends and current educational research related to student connectedness to school and student belonging issues.

<u>School Planning Council:</u>	
John Olfert (Principal):	_____
Steve DeVito (Vice Principal):	_____
Susanne Theurer (Parent):	_____
Shannon Bull (Parent):	_____
Carol Bouillet (Parent):	_____