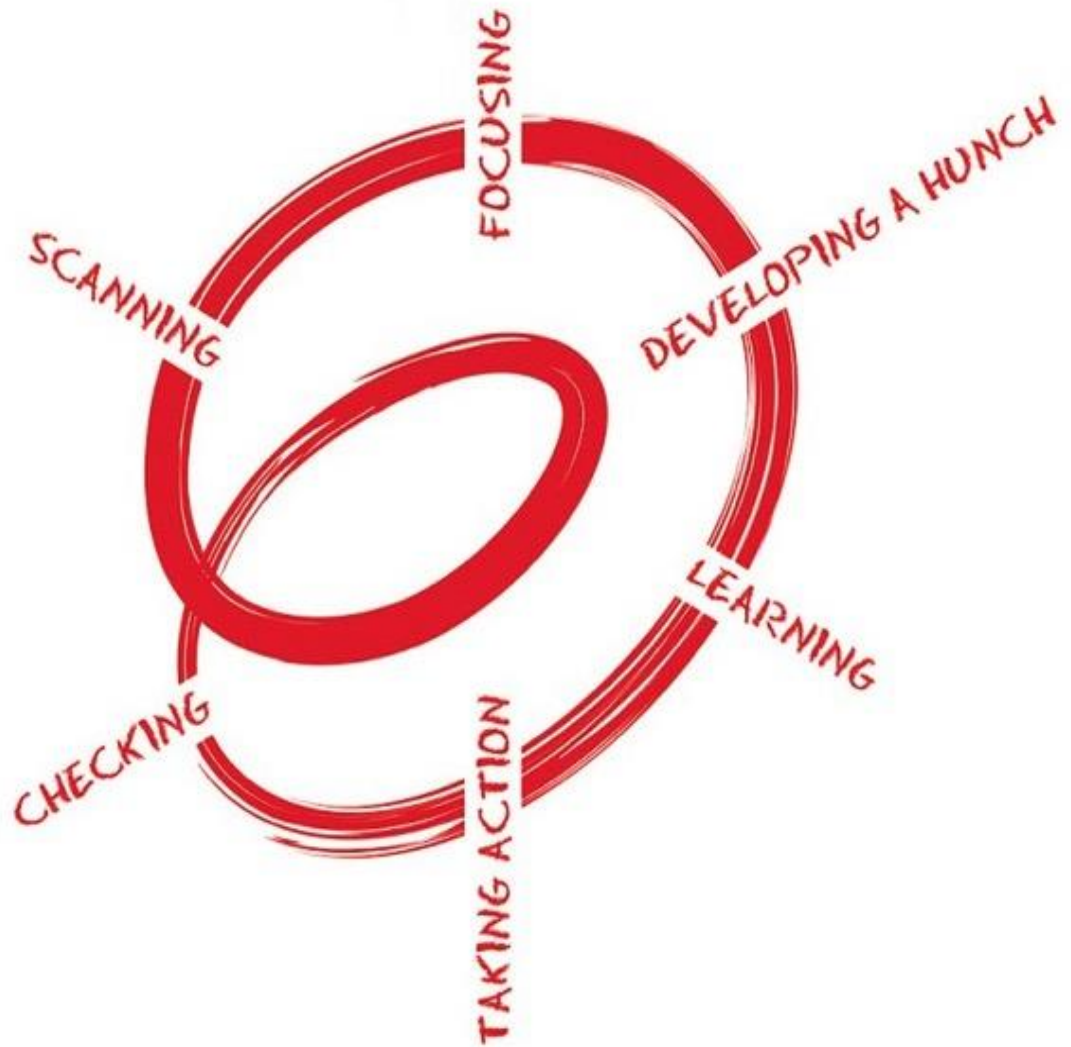




School District No. 67 (Okanagan Skaha) Kaleden Elementary School Growth Plan



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



School: Kaleden Elementary 2019 - 2020

School Context:

Kaleden is a picturesque community situated 12 kilometers south of Penticton. Kaleden Elementary School provides education to approximately 100 students in Kindergarten through to Grade 5. We are a proud school community that strives to ensure each of our students achieves his or her potential in a meaningful, inclusive and sustainable framework.

The Kaleden community is close knit and, in many ways, the school serves as a hub for the community. Kaleden Elementary is a place where families can be seen socially gathering during and outside of the school day. Families at Kaleden are very supportive and involved; particularly with activities and events that nurture and develop social and emotional development of children.

Kaleden Elementary School:

- is dedicated to the preparation of caring and responsible learners who are given the opportunity to voice their knowledge and understanding
- strives to ensure individual student experience personal success and growth
- values open and timely communication with parents
- values and encourages parental support and involvement at the school

Our school is supported by an active PAC. This collaborative support provides a meaningful connection to the surrounding environment and offers students the chance for involvement with and in service to others.

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

How do we collaboratively build capacity as a school community to create a learning environment that focuses on the Core Competency 'Personal Awareness and Responsibility' and enables reflection on the First People's Principles of Learning.

What will we notice in terms of our student's engagement to their learning and their interactions within our school and community?

Our goal(s):

To build a school culture focused on self-awareness, self-regulation and social growth.

To provide students with opportunities to demonstrate learning through class-based and school-wide activities and understandings while reflecting on the First People's Principles of Learning. This will allow for student self-assessment and student voice.

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

Successes:

- students respond well to school wide common language and approach to expand their understanding of positive social traits and behaviors
- teachers and support staff incorporating targeted vocabulary to offer students the opportunity to voice their understanding and knowledge and to engage in self-assessment
- staff observation of students in a variety of social settings demonstrating learned skills while interacting with adults and peers

Challenges:

- keeping the momentum in order to ensure continuity and growth throughout the school year – being able to maintain approaches and learning that capture student engagement
- finding opportunities to support a wider group of students by offering ways to communicate the skills and behavior they are learning
- offering ongoing opportunities for school staff to examine data, to offer input, and to collaborate and plan

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?)

Focus - Personal Awareness and Responsibility (Core Competency)

- Create and maintain a school culture that is safe and nurturing to enable learning and play.
- Use the core competency, Personal Awareness and Responsibility, to create a space that can ground student learning.
- Calculated and consist planning to capture student voice and behavior to build momentum and growth.
- Strive to have ongoing learning and behavior reflected in all parts of the school day.

Evidence/Data to support:

Data was based upon:

- Middle Years Development Instrument (MDI) results
- Feedback from 4 Key Survey Questions for Learners (Spirals of Inquiry)
- Weekly assemblies based on 4 key Successful Learner Traits (SLT)
 - Student of Week recognition – student goal setting and voice
 - Word of the Week – to support and delve into the 4 key learner traits and theme focus
 - Bulletin Board Display – visual for school community and parent feedback during PAC meetings and during visits into the school
- Classroom reflections, projects, self-assessment and discussions / whole school projects, assemblies – learning based, recognition / playground behavior, student-student and teacher-student interactions
- Staff feedback, reflection, planning and implementation

Middle Years Development Instrument (MDI): Grade 4's (completed mid-January)

4 Key Student Survey Questions:

November / December 2019: Four students were selected from each of our five classrooms to answer four key questions:

1. Can you name two adults at school who care about you or who feels you will be a success in life?
2. How do you know?
3. How is it going with your learning? Is there something you are learning that makes you excited or curious?
4. Can you give me an example of how you have shown confidence during a day at school or what it means to be strategic?

Key Learnings:

- safe and nurturing environment is foundational
- ongoing caring relationships are significant
- student voice and feedback is a key factor in planning and revision
- continuous discussion and input to support direction
- keep end goal in mind
- ongoing energy and vivacity to maintain momentum

Developing a Hunch: What is leading to this situation?

The desire to build a school culture focused on self-awareness, self-regulation and social growth.

The need for students to identify and focus on skills and attributes related to the Personal Awareness and Responsibility core competency.

The conviction to build an environment for social-emotional well-being and academic accomplishment while reflecting on the First People's Principles of Learning.

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.)

School staff will focus on the following selection of resources and approaches:

- Successful Learner Traits (SLT) – core competency-based program centered around student's being mindful of these four traits: what is strategic thinking, how being enthusiastic is engaging, what being Industrious feels like and being Confident with an 'I can do it!' attitude (Pro-D Oct. 2019)
- First People's Principles of Learning – staff focused on ways to incorporate these principles with ongoing activities from our Indigenous Support Worker, various Professional Development Opportunities and community members
- BC Ministry of Education and The Educated Citizen
- Creating social-emotional conditions to improve student focus and regulation using the SLT's
- Staff introduction to the Four Point Proficiency Scale – to communicate student progress in all areas of learning
- Staff collaboration and input – individual, teams and whole school participation in inquiry projects, such as Zones of Regulation, social-emotional learning and inclusive practice

Ongoing and whole school consistent use of:

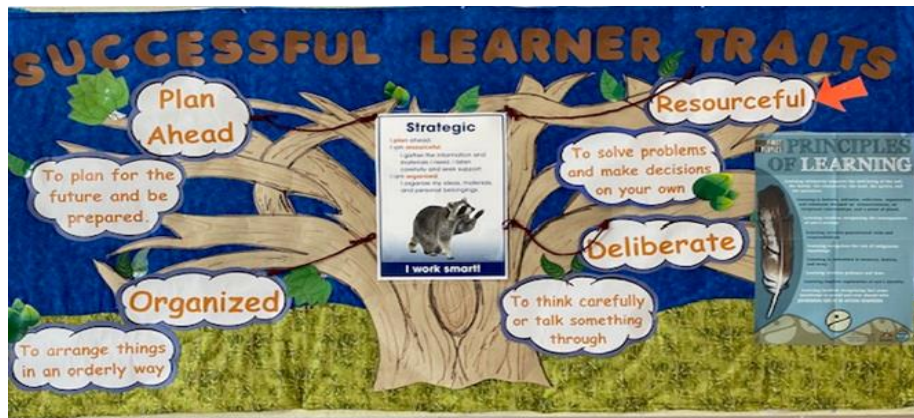
- Successful Learner Traits and related selected vocabulary – this will be reinforced with:
 - Word of the Week practice, Student of the Week recognition for goal setting around SLT's
 - Practice, modeling and student self-reflection using socially responsible behaviors
 - Focus during weekly assemblies, daily morning announcements, and carry over at the classroom level

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

Our inquiry focus on the Core Competency “Personal Awareness and Responsibility” has resulted in both staff and students developing demonstrated growth in their understanding of this topic. Our school is moving forward in our journey toward a better understanding of the Core Competencies through the exploration of activities with our students combined with on-going professional learning and dialogue as a whole staff. This year we have learned how to bring them to life, how to develop common language around them, how to and how to help our learners integrate them into their day-to-day learning through the use of BC’s Redesigned Curriculum. Our weekly assemblies and daily morning announcements have given daily ‘teachable’ moments and ongoing opportunities for student self-reflection.

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

Our Kaleden school community has been involved in this inquiry since its beginning. Our PAC is updated on a monthly basis and we use a portable bulletin board in the front hallway to display and share our work.



Our monthly school newsletter periodically contains updates. Lastly, our student samples which formed the basis of our data collection are displayed in our main hallway.

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

Our school staff will continue to engage in ongoing professional conversations regarding this work as well as the data that is the foundation of this inquiry. Collective staff member reflection will be the determining factor if further work is warranted with this area. Our school will continue to inform, seek input and update partner groups regarding our inquiry. This will happen on an on-going basis through the various formats outlined above.

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

Our school plan connects well with our District goal to ensure that student learning remains the focus of everything we do as an organization, with our emphasis being on ensuring that each of our student achieves his or her potential in a meaningful, flexible, realistic and sustainable framework. It reflects our system wide commitment to continuous improvement, to assessment practices that provide choice and flexibility and to lifelong learning. Our plan to support student success has also included reflection on the First People’s Principles of Learning.

**Connection to the 7 Principles of Learning:
(How do each of these principles align with your plan?)**

Our inquiry demonstrates a strong connection to the 7 principles of Learning. Students were at the centre of their learning regarding the activities related to their exploration of their “Personal Awareness and Responsibility” goal.



All students were actively engaged in all aspects of the school-wide inquiry which centered on them as individuals. Students and educators worked collaboratively throughout the year to brainstorm and engage in conversations regarding the inquiry and related activities. Students were encouraged to demonstrate their understanding in order to share their ideas and perspectives with their classmates.



Our staff was appreciated, thanked and felt cohesive during the planning of activities as well as the dissemination of the related data.

This inquiry focused on helping students to stretch to find their own understanding and to take responsibility for their actions and their own learning. They were also challenged to understand how their actions affect their own well-being and that of others.



Students' self-assessment activity (above) demonstrates they are able to be self-reflective in their journey towards becoming a more self-regulated learner. Having students reflect on their connection not only to themselves and to others demonstrates an ability to make horizontal connections to their wider community.