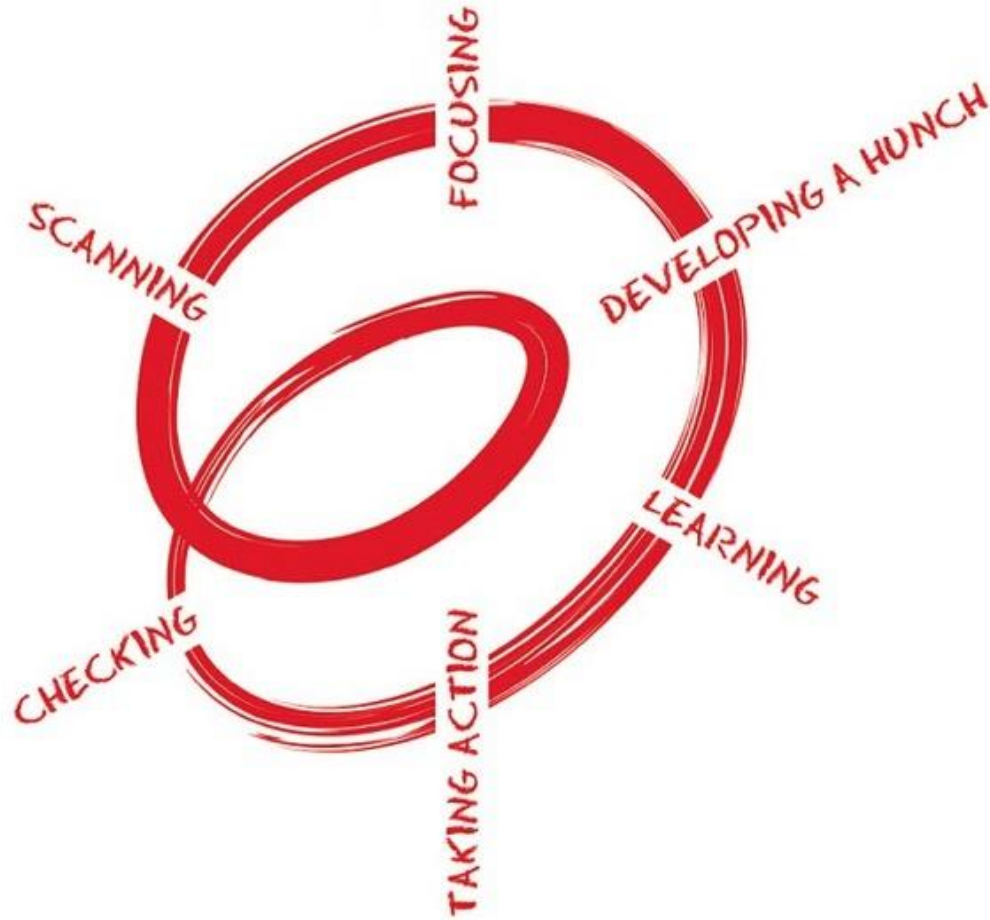




School District No. 67 (Okanagan Skaha) School Growth Plan



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



School: Kaleden Elementary

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 the school, in many ways, serves as a hub for the community. Kaleden Elementary School is a place where families can be seen gathering socially 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
- 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?

If we collectively as a school community taught student friendly language around the Core Competency “Personal Awareness and Responsibility” to all students, what will we notice in terms of our student’s engagement to their learning and their interactions within our school and community. Furthermore, how will we develop and grow professionally as educators.

Our goal(s); we will...

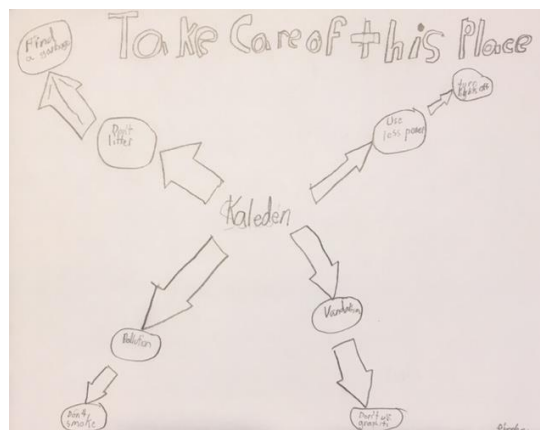
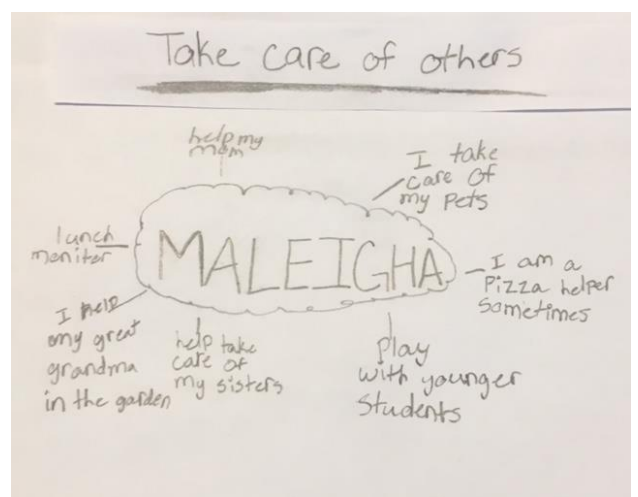
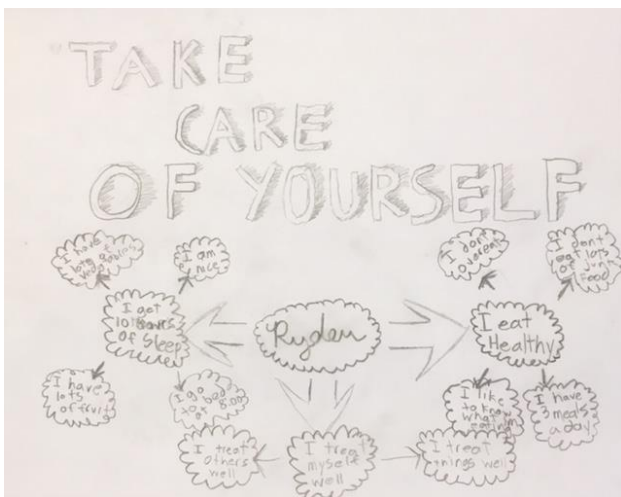
Our school goal this year aligns with BC’s Redesigned Curriculum and with our district’s themes of student voice and empowering students for their future. Our work has focused on exploring the Core Competency “Personal Awareness and Responsibility” with our students working through both class-based and school-wide activities and understandings.

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

Successes

During the first part of the school year, all students at Kaleden were given the opportunity to build capacity using the guiding principle “Taking Care of Yourself, Taking Care of Each Other and Taking Care of This Place” through a series of weekly assemblies, bulletin board displays, classroom discussions and reflective activities. Intermediate students delved further into this learning by depicting their own ideas and perceptions by completing a “Self-Reflection Poster”.

In response to this data collection and to other grade level discussions we concluded our students at Kaleden seemed to have a good initial sense of being able to identify how their personal insights and actions impact themselves and others in their school and community.



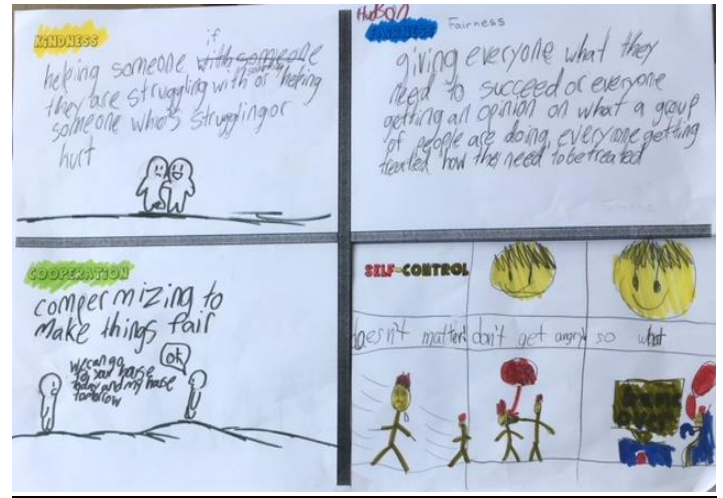
Challenges

It was apparent that very few of our students were able to delve further into deeper aspects of personal awareness and responsibility. We questioned whether these results were a determination of the fact that we did not question or prompt these ideas or whether students did not identify with these aspects based on their own self view.

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:

Based on our data collated from our students' "Self-Reflection Posters" and from ongoing discussions, observations and feedback from staff members, it was decided to have students "dig a little deeper" to reflect and self-assess their own views regarding more specific areas of personal awareness and responsibility. All students completed an activity where they were given poster paper divided into 4 quadrants to reflect and draw pictures they felt depicted acts of Kindness, Cooperation, Fairness and Self-control. In June of this year, students will engage in a self-assessment based on their work. It is felt this will give us further evidence regarding how students view themselves in terms of the Core Competency "Personal Awareness and Responsibility".



Key Learnings:

Students seem to be able to identify many aspects relating to their sense of kindness, cooperation, fairness and self-control. We need to look deeper into this data to clarify which aspects students display more or less of a connection within the four quadrant words. If we notice a particular trend, it may lead us to want to dig even deeper regarding students' sense of social responsibility and awareness of one of these aspects.

Developing a Hunch: What is leading to this situation?

When students were prompted to make their own personal connections to each of our four targeted words, given talk time, key teacher led questions, along with the option of using images and words to depict their thinking, they were able to give a fairly comprehensive depiction of their view of Kindness, Fairness, Cooperation and Self-Control.

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.)

Based on our data collection, reflections and professional conversations, staff will continue to support this 2017-2018 school wide inquiry into the upcoming school year. Next year we will be exploring the Successful Learner Trait Framework which will build on our learning this year.

Taking Action: What will you do differently?

Engaging in professional learning opportunities collectively as a staff over the course of the school year has helped to focus our actions and helped to create momentum with our inquiry. Although some processes and activities were adapted according to the various developmental levels of our learners, the entire school engaged in student reflection activities which were developed during monthly staff meetings and other professional learning opportunities. As a staff we were able to analysis how our process was working and make adjustments based on student engagement, student interactions and their individual projects. This experience made a positive difference in being able to collect meaningful and reliable data for our inquiry which included all learners in our school.

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 and how to help our learners integrate them into their day-to-day learning through the use of BC's Redesigned Curriculum.

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 and it will communicate our final results in the June issue. Lastly, our student samples which formed the basis of our data collection are displayed down our hallways.

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 and lifelong 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 in regards to the activities relating 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 at times 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 focussed 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 of the four-quadrant poster activity 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