



McNicoll Park Middle School

1213 Debeck Street,
Penticton, BC V2A 3Z1
Principal: Roland Holowaty
Vice Principal: Todd Lindsay

SCHOOL IMPROVEMENT PLAN (2009-10)

McNicoll Park Context

McNicoll Park Middle School is in its seventh year of operation as a grade 6-8 Middle School. There are 274 students currently enrolled and 31 professional and support staff. The school is located in the heart of a residential community at 1213 Debeck Street. McNicoll Park is one of two feeder schools to Penticton Secondary School. The school enjoys strong community support and responds to high expectations in a diverse community.

The staff has successfully established a middle school program based on the Exemplary Middle School model. McNicoll Park develops socially responsible students who are willing to give their best effort as we work to improve their academic achievement. We offer a full-range of core and exploratory classes, as well as support services.

McNicoll Park Middle School strives:

- to ensure that individual students experience personal success
- to increase socially responsible behaviour
- to improve student success in reading
- is dedicated to the preparation of caring and responsible learners

Our school is supported by a dedicated PAC. This support provides many opportunities for our students to participate in a variety of activities.

INQUIRY QUESTION(S)

If we help students learn systematic strategies for quality work completion tied to clear school wide consequences, will we see an improvement in student achievement?

RATIONALE: What evidence compelled us to ask this question?

Our staff developed this question with several things in mind. We wondered about whether the students would be better learners if we teach them individual responsibility accountability. We feel that providing them with the skills and strategies to be responsible will prepare them for their future, both in school and out of school. We have decided that we need to avoid the “easy way” and not do the work for the students. Instead, our students, with appropriate support from their teachers, need to learn for themselves.

ACTION PLAN

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

In order to answer our question our first step will be to develop some baseline data as well as monitor work completion and student achievement in the first term. During the first term we will introduce intervention strategies and skill strategies for students to begin to take responsibility for their learning. We will then collect the data for the second term and review the findings – and then adjust our intervention plan accordingly.

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

In order to see successful results, we will organize the following: We will develop high interest projects, assignment and activities to increase student engagement through a differentiated instruction model. We will have teachers charting the data to see where gains and losses are taking place. We will be involved in a goal setting activity with both the staff and students. Teachers will continue to be examples of effective learners. One teacher has expressed an interest in sharing with staff a strategy involving six identified work habits. We will expose students to other models of success not just in the academic world, but in the larger society. We will change our X-block schedule to occur only once a month as opposed to every week to help maintain more consistency in the daily routines of the students. Our staff would like to expand the use of the student planner and promote, encourage and sustain its daily use by students and staff. We will explore the use of powerful messages about success being displayed in the school – trying to create a common language around work habits.

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

Our baseline data will begin with the collection on the number of late and missing assignments as well as the number of “I”s on report cards for each term.

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

As a staff we have agreed to modify our weekly schedule to remove Wednesday X-block to have a school wide collaboration time with a once a month X-block for staff to meet. During this time a school wide assembly would be run by administration and leadership students. Staff will continue to review and discuss relevant articles on building student responsibility. These will be shared and discussed through our Academic Leadership Team, Team Leaders Team, School Climate Team and at our monthly staff meetings. The staff has expressed an interest in pursuing a book club to read and review *Love and Logic* by Jim Fay and David Funk. We currently have a small workgroup of teachers who are working on differentiated instruction.

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

The resources we have are a willing staff that is committed to improving student achievement. We will gather more resources about the six study habits. We will investigate the cost and purchase of *Love and Logic* by Jim Fay and David Funk.

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

Parents will be a key partner to ensure that unfinished work is completed at home. Also, we will ask our parents to keep the planner program running smoothly by making them aware that there is an expectation for its use. Our Parent Advisory Council will also be a key component to our success as this will be an avenue where information will be shared and input sought.

EVIDENCE

KEY FINDINGS: What did we find out?

At this time we do not have any evidence to share.

NARRATIVE: What successes and/or challenges are not reflected in the data?

We continue to discuss and explore our question. Our goal is to have our question reflect a more preventative approach as opposed to a reactionary response, as well as ensuring there is an element of engagement that is learner-outcome focused as opposed to task oriented.

REFLECTION AND SUMMARY

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

As a staff, we have felt that the inquiry process has helped to facilitate professional dialogue in our school. As we have worked together to develop our evolving question, staff have had to reflect on their current practice, ask others about their practice and continue to look at teaching as a collegial profession as opposed to isolationist in nature. Although, we have come to a consensus on a question there is still more conversation to take place before the question can be solidified.

FUTURE PLANNING: Where do we go from here?

As a result of the inquiry process, we will need to continue to work on our question as it has not been solidified at present.

School Planning Council:

Name (Principal): Roland Holowaty

Name (Parent): Laura Willson

Name (Parent): Elizabeth Van Os

Name (Parent): _____