

Naramata Elementary

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SCHOOL IMPROVEMENT PLAN (2009-10)

Naramata Context:

Naramata Elementary School is situated in the village of Naramata along the eastern shore of the southern end of Okanagan Lake, about 15 Kilometres North from School District No. 67 (Okanagan Skaha) Board Office in the City of Penticton. Naramata School presently employs one administrator, six teaching staff, and three non-teaching staff members and enrolls 75 students in four divisions.

Although some of our parents work in agriculture in the fruit or wine industry, most of our parents work in nearby Penticton. Naramata, geographically, remains a distinct and unique community, with the school frequently being the focal point for the community.

Our school community strives to maintain a safe, positive learning environment based on mutual respect and trust. It is a place where students feel a strong sense of belonging and are encouraged to develop and grow socially, emotionally, and academically. Our students achieve because they:

- feel included and appreciated by peers and teachers,
- are respected for their different abilities, cultures, gender, interests and dreams,
- are actively involved in their own learning,
- have positive expectations from others that they will succeed.

We are also very proud of the strong connections between the school and the Naramata community and we must always remember the statement that **“it takes a village to raise a child.”** With this shared partnership between our students, staff, parents, and the community, the students of Naramata School are the ones who reap the benefits. The participation of all partners is critical to the operation of Naramata School and ultimately to the success of each of our students.

INQUIRY QUESTION(S)

If we implement strategies to teach students social skills that help them value differences (i.e. Tribes stage of influence), will students' emotional safety and their ability to solve conflicts peacefully improve?

RATIONALE: What evidence compelled us to ask this question?

- Our school has been using the Tribes process to create safe, positive learning environments for all students. All teachers are trained in the Tribes process and are implementing it in their classrooms. Through the Tribes process our teachers are increasingly using cooperative learning strategies in their classrooms and it is important for students to learn to value each other and their opinions, make group decisions, solve problems peacefully, and resolve conflict for successful implementation of these strategies.
- Due to our declining enrollment, students must learn to get along together. Our classes become families so our students need the social skills to help them get along and value each other. These social skills include setting goals, making decisions, solving problems and resolving conflict.

- Due to small cohort groups of students at each grade level there is competition for friendships and to be included among students. There have also been anecdotal reports and concerns from parents regarding some students' inability to solve conflicts with their peers.
- We believe what happens on the playground can effect learning and students academic performance so we must ensure all our students feel a strong sense of belonging and that it is safe to take risks in their learning to achieve to the best of their ability.

ACTION PLAN

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

1. As a staff, do we need to spend more time collaborating on some specific steps to implementation of Tribes to help deepen and strengthen the process in our classes and school?
2. What strategies are we (staff) currently using to teach specific social skills that will help our students value differences?
3. How well are our students doing in relation to the Performance Standards for Social Responsibility?
4. What strategies are our students using to solve conflicts?

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

1. We will...
 - continue to implement the Tribes process with the hope of going deeper in its implementation by including a scope and sequence of these social skills that will allow students to work together and value each other.
 - Use common language in the teaching of social skills.
 - Development a scope and sequence for teaching social skills to enhance valuing others.
 - Assess what strategies our students are currently using when solving conflict.

We have already ...

- Used the Social Responsibility Performance scale to determine baseline data.

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

Firstly, teachers have assessed our students using the performance scale for Social Responsibility to establish baseline data on how well our students are perceived to:

- 1) contribute to the classroom and school community
- 2) solve problems in peaceful ways

Secondly, students in grades 3, 4, and 5 have assessed themselves using the performance scale for Social Responsibility (in kid-friendly language).

We will also continue to measure the growth of our students' academic performance including results in reading and numeracy. Reading performance will be measured using the kindergarten early literacy screener, PM benchmark reading assessments for grades 1 & 2, and the Whole Class Reading assessments for grades 3, 4, and 5. Numeracy performance will be measured using the District Numeracy Assessment for grade 3 & 5 students.

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

We believe that parents are crucial in our efforts to teach our students' social skills to help them value differences so that all students feel emotionally safe and improve their ability to solve conflicts peacefully. Our plan to involve parents will include:

- Using students to educate parents on Social Responsibility Performance Scale.
- Have parents assess their own child using the Social Responsibility Performance Scale.
- Look at the Parent Satisfaction Surveys and include specific questions related to our inquiry question.
- Improve our communication with parents on Tribes and its implementation at Naramata School including the language of the Tribes process and the specific skills we are focusing on at school.

EVIDENCE

KEY FINDINGS: What did we find out?

Using the Performance Scale for Social Responsibility, we found based on teacher-assessments that our students are performing lower than expected. Five students (6.5 %) are exceeding expectations, 34 students (46%) are fully meeting expectations, 34 students (46%) are minimally meeting or approaching expectations, and one student (1.5%) is not meeting expectations.

In comparison, we also asked students in grades 3 to 5 to rate their own performance using the Performance Scale for Social Responsibility in Kid-Friendly language and found that seven students (17%) feel they are exceeding expectations, 22 (54%) feel they are fully meeting expectations, 12 (29%) feel they are minimally meeting or approaching expectations and no student feels they are not yet meeting expectations.

* *Please see Appendix A & B to view full results of the Naramata School Social Responsibility Assessment Profiles for May 2010.*

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

The results from using the Performance Scale for Social Responsibility to rate our students seem to reflect the general feeling among our staff members on the observed behaviour of our students especially during minor conflict situations. However, in some cases our students performed higher in dealing with conflict than expected and performed lower in the area of contributing to the school community.

We know that conflict is a part of life and that it is important to teach our students the necessary skills to deal with conflict in positive and productive ways. The challenge for our school now is finding ways to effectively teach those social skills to help our students' value differences.

REFLECTION AND SUMMARY

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

- As a staff, we learned that descriptive feedback...

FUTURE PLANNING: Where do we go from here?

- As a result of our inquiry, we now realize we need to spend more time...

Appendix A

Social Responsibility Assessment Profiles
May 2010

	2 3	4 5	6 7	8
Grade Level	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
K	0	10	1	0
1	0	2	7	0
2	0	5	6	1
3	1	2	7	3
4	0	4	2	1
5	0	11	11	0
Total	1 (1.5%)	34 (46%)	34 (46%)	5 (6.5%)

Appendix B

Social Responsibility Student Self-Assessment
May 2010

	2 3	4 5	6 7	8
Grade Level	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
3	0	2	6	4
4	0	3	1	3
5	0	7	15	0
Total	0	12 (29%)	22 (54%)	7 (17%)

School Planning Council:

Name (Principal): Jeffrey Redden

Name (Parent): Jodi Trovao

Name (Parent): Jennifer Vozenilek

Name (Parent): Michelle McElroy