



Parkway Elementary School

225 Kinney Avenue

Penticton, B.C. V2A 3P2

Principal: Kelly Jones

SCHOOL IMPROVEMENT PLAN (2009-2010)

PARKWAY CONTEXT

Parkway Elementary School is located behind Cherry Lane Mall and serves a diverse neighborhood. The main building was opened in 1976 and consists of eleven classrooms and two portables, a well-stocked library, a computer lab and a spacious gymnasium with a mezzanine.

Parkway School is a major part of the local community. The building and grounds are used by community groups five nights a week and are frequently used on weekends. The school is very fortunate to have extensive grounds and is currently fundraising to provide a sports court.

The Parent Advisory Council is a key component of Parkway School. The parents support student achievement through their organization and running of the One-to-One Reading Program. They have made the school a more welcoming place by adding picnic tables, a new playground and a hot lunch program. The parents have enriched the schooling of the students by providing funds for swim, skate and ski programs, numerous field trips and fine arts presentations.

INQUIRY QUESTION

Will the teaching of our new *Code of Conduct* result in positive changes to student behaviour?

RATIONALE: What evidence compelled us to ask this question?

Based on teacher observations and school parent surveys, our staff developed our inquiry question in response to the needs of our school. Social responsibility was seen as the one area that we could have the biggest impact on our students. Teachers felt that if the students were better behaved in classrooms and had increased social skills they would be better able to learn. They also felt that the school climate and atmosphere would be even better and this would make the learning environment better for students.

ACTION PLAN

OBJECTIVE:

With direct instruction of social skills, student behaviour will improve in supervised and unsupervised settings and consequently: improve school climate, improve citizenship and feelings of school ownership, improve students' feelings of self-worth, and increase the sense of community in the school.

STRUCTURES AND STRATEGIES:

- Daily in-class instruction and reinforcement on the new code of conduct.
- The code of conduct highlighted during assemblies. Each class is responsible for one month end assembly.
- Classes will complete student self-evaluation using student friendly social responsibility performance standards twice per year (November and May).
- Teachers will complete teacher evaluation of each student using performance standards twice per year (November and May).
- All staff will use the WITS social responsibility program to develop a common language with students in class and on the playground.
- We will post a dedicated bulletin board to highlight monthly focus - updated monthly.
- Our annual parent survey will be sent home each May and results shared with staff and parents.
- Through our School Based Team, student specific action plans will be developed for our cohort group.

ASSESSMENT PROCESS AND TOOLS:

- Teachers will use the social responsibility performance standards: 'solving problems in a peaceful way' and 'contributing to school and community.'
- Our annual parent survey sent out in May. The survey is a school based survey that is looking for feedback from parents on a variety of issues including bullying, home/school communication, safety, leadership, parent involvement and academic progress. The survey is given out each May and the results are shared with the staff and parents each fall.
- Office discipline referrals will be tracked on an annual basis.
- We will hold School Based Team meetings for students referred for behavioural difficulties - action plan developed.

PROFESSIONAL LEARNING:

- Teacher meetings will be held to discuss findings and future plans through the use of flex funds (possibly in November).
- Possible professional development in the fall at the school level focusing on the social responsibility performance standards and the student friendly self assessment standards. We will also be focusing on our new social responsibility WITS program that will be implemented in the fall.
- We will use collaborative teacher planning time for school events around student social responsibility.

RESOURCES:

- School social responsibility code of conduct.
- WITS program.
- Guest presentations in class and at assemblies.
- Section of books in school library (eg: Simon's Hook).
- Teacher resources in library.
- Flex funds used for teacher meetings and training.
- Leadership students used to present and promote social responsibility themes during assemblies and special events.
- Social responsibility poster contest with the winning posters displayed in the hallway (2010).

PARENT INVOLVEMENT:

- Our parent survey will be done annually in May.
- Include parents in the home component of the *Friends* and WITS program.
- A dedicated email to parents with weekly/monthly focus.
- A social responsibility section in monthly newsletters.
- Monthly updates at Parent Advisory Committee meetings.
- Set individual teacher/administrator meetings with parents.

EVIDENCE

KEY FINDINGS:

We are currently doing teacher assessments during May 2010 to gather baseline data on all students. We are planning on developing a cohort group of NYM and MM students to track over the next 3-5 years. These assessments will be completed by May 21st and the results compiled by the end of June. The parent survey will also be completed in May and used as baseline data.

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

* This section will be completed next fall.

REFLECTION AND SUMMARY

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

By meeting as an entire staff and discussing social responsibility we saw the importance of using a 'common language' regarding social responsibility with students, parents, teachers, and support staff. After using the student self assessments with most of our classes, the teachers have really emphasized the importance of spending a lot of time in preparing the students for the self assessment. The more familiar they are with the assessment and the language used in the assessment, the more accurate they are able to be when self assessing. We believe with more and more practice this will only continue to improve.

* This section will be completed next fall after data has been compiled and reflected upon.

FUTURE PLANNING: Where do we go from here?

Will we be able to link social responsibility to academic achievement sometime in the future?

There is a lot of interest at looking into this and trying to make a connection between the two.

SCHOOL PLANNING COUNCIL:

Name (Principal): Kelly Jones

Name (Parent): Terri Wood

Name (Parent): Angie Wilson

Name (Parent): Dirk Goedhart

Name (Teacher): Donna Silvius