



# *Parkway Elementary School*

225 Kinney Avenue  
Penticton, B.C. V2A 3P2

## SCHOOL IMPROVEMENT PLAN (2010-2011)

### PARKWAY CONTEXT

Parkway Elementary School is located behind Cherry Lane Shopping Centre 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 has just recently installed a new adventure playground and 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 and breakfast 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 felt 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-evaluations 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 or earlier 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. We may do this earlier this year.
- 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 each 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 W.I.T.S. program that was 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 the Spring.
- Include parents in the home component of the *Friends, Fun Friends* and WITS program through evening meetings and notices home.
- A dedicated weekly email to parents (Fridays).
- 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 completed teacher assessments during May 2010 and gathered baseline data on all students. We developed a cohort group of NYM and MM students and are tracking them over the next 3-5 years. These assessments will be completed each May and the results compiled by the end of each June.

We completed our fall assessments in November and noticed some interesting results. Of the 41 students who are in our May 2010 cohort group (NYM or AE) 11 of them had moved away by November's assessment. This left 30 students in our cohort group. Twelve of these 30 had moved up to Fully meeting by November. That means that 40% of our May 2010 cohort group is now meeting expectations. The assessments will be done again in May 2011 and the key findings will be discussed by staff and parents.

The parent survey will also be completed each May or earlier and the results will be discussed. The results of the May 2010 parent survey were very interesting. There were six questions on the survey that really pertained to our inquiry question and we will start to track these each year. We had over 60% of our parent surveys returned last May and will hopefully improve on this number this year.

1. 94% of our families felt that their child was safe at school (6% neutral).
2. 93% felt that their child was learning the importance of caring about other people (7% neutral).
3. 48% felt bullying was not a problem at school (35% no opinion and 17% disagreed).
4. 93% felt that their child was learning the importance of respect for others (7% neutral).
5. 92% felt that they understood what the school meant by the term 'social responsibility' (8% neutral).
6. 76% of the parents were aware of the school's progress towards meeting our goal for school improvement (social responsibility) (24% neutral).

The results of the 2011 survey will be tabulated and compared with the 2010 results and then shared and discussed with parents and staff.

In 2009/2010 (by the end of May) we had 205 office discipline referrals for inappropriate behaviour on the playground or in the classroom.

In the 2010/2011 school year (by the end of May) we had 175 office discipline referrals. It is encouraging to see that these referrals are decreasing. We will continue to discuss and track these results.

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

When looking at the results of our November 2010 assessment we realized that of the 16 new students that moved to our school over the summer, eight of them (or 50%) were NYM or AE as well. We also noticed that 12 of our students who were FM in May 2010 were now NYM in November 2010. Nine of those 12 were in grade 5. Our grade 1 students also took the assessment in November for the first time and 10 of them were NYM or AE at that time. We have decided to track the students in grade 1 each year as well.

## **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 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.

The staff has had many discussions this school year about our November results and we are all looking forward to gathering the data from our May classroom and student self-assessments. After a full year of a strong focus on our Code of Conduct and Social responsibility, we would like to see what positive difference it has made.

**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.

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**SCHOOL PLANNING COUNCIL:**

Name (Principal): Kelly Jones

Name (Parent): Lindsay Christian

Name (Parent): Angie Wilson

Name (Parent): Dirk Goedhart

Name (Teacher): Donna Silvius