School District No. 67 (Okanagan Skaha)
Kaleden Elementary School – School Growth Plan
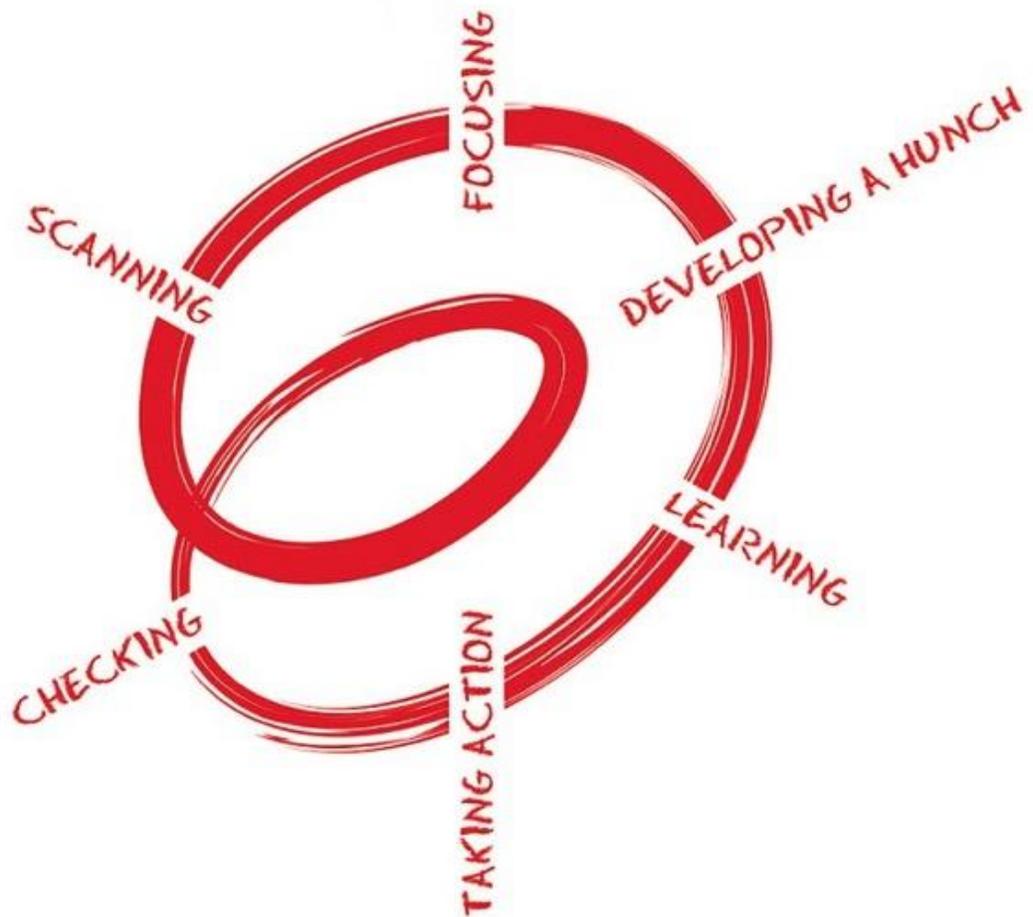
School: Kaleden Elementary

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 socially gathering 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 who are given the opportunity to voice their knowledge and understanding.
- 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?

How do we collaboratively build capacity as a school community to create a learning environment that focuses on the Core Competency Personal Awareness and Responsibility?

What will we notice in terms of our student's engagement to their learning and their interactions within our school and community?

Our goal(s); we will…

- Build a school culture focused on self-awareness, self-regulation and social growth.

- Provide students with opportunities to demonstrate learning through class-based and school-wide activities and understandings. This will allow for student self-assessment and student voice.

- Develop an environment for social-emotional well-being and academic accomplishment.

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

Successes

- Students respond well to school wide common language and approach to expand their understanding of positive social traits and behaviors.

- Students are willing to incorporate targeted vocabulary into their daily learning. Students are using the opportunity to voice their understanding and knowledge and to engage in self-assessment.

- Students are observed demonstrating learned skills while interacting with adults and peers in a variety of social settings

Challenges

- Keeping the momentum in order to ensure continuity and growth throughout the school year – being able to maintain approaches and learning that capture student engagement.

- Finding opportunities to support a wider group of students by offering ways to communicate the skills and behavior they are learning.

- Offering ongoing opportunities for school staff to examine data, to offer input, and to collaborate and plan.

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)?

Focus - Personal Awareness and Responsibility (Core Competency)

- Create and maintain a school culture that is safe and nurturing to enable learning and play.
- Use the core competency, Personal Awareness and Responsibility, to create a space that can ground student learning to enable students to advocate for themselves and their ideas.
- Intentional, thoughtful and consistent planning to capture student voice and behavior to build momentum and growth around students taking ownership of their goals, learning and behavior.
- Work to have learning and behavior be reflected in all parts of the school day.

Evidence/Data to support:

Data based upon:

- Middle Years Development Instrument (MDI) results
- Feedback from 4 Key Survey Questions for Learners (Spirals of Inquiry based)
- September Class Reviews to identify students of concern. Term 1 and 2 reporting check-in's
- Weekly assemblies based on Successful Learner Traits (SLT). Follow up application and observation in classroom using student reflection / self-assessment, informal interactions and discussions. Student of Week - classroom based student recognition during assemblies – all students during the year are given the opportunity to share their goal setting and voice around areas of success/self-achievement

- Bulletin Board Displays – visual used for school community and parent feedback
- Classroom reflections, projects, self-assessment and discussions / whole school projects, assemblies – learning based, recognition / playground behavior, student-student and teacher-student interactions
- Staff feedback, reflection, planning and implementation

Middle Years Development Instrument (MDI):
The MDI is a self-report questionnaire that asks children in Grade 4 about their thoughts, feelings and experiences in school and in the community. It helps our school to gain a deeper understanding of how our students are doing at this stage in their lives.

Information from the MDI supports our School Growth Plan in these areas:
  o Optimism, Empathy, Prosocial Behavior and Adult Connectedness at School

4 Key Survey Questions:
A number of students were randomly selected from each of our classrooms to answer questions regarding their experiences at school as they related to our School Growth Plan. This information gave our staff the opportunity to reflect on our teaching strategies and to review our strategies moving forward.

Key Learnings:

Data Gathered Indicated the following;

- safe and nurturing environment is foundational
- ongoing caring relationships are significant
- student voice and feedback is a key factor in ongoing planning and revision
- the importance of continuous discussion and input to support direction
- keep end goal in mind
- ongoing energy and vivacity is needed to maintain momentum

<u>Taking Action</u>: (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students)?

Our Kaleden School Community will actively focus on developing whole school participation in activities and learning that (1) capture student engagement, (2) expand their understanding of positive social traits and behaviors and (3) enable individuals to voice their understanding and knowledge to engage in self-assessment.

<u>Developing a Hunch</u>: What is leading to this situation?

- The desire to build a school culture focused on self-awareness, self-regulation and social growth for all students.
- The need for students to identify and focus on skills and attributes related to the Personal Awareness and Responsibility core competency.
- The conviction to build an environment for social-emotional well-being and academic accomplishment.

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).

School staff to focus on the following selection of resources and approaches:

- Successful Learner Traits (SLT) – core competency-based program centered around eight traits. (Pro-D Oct. 2018) Kaleden School Target Words: Compassionate, Risk-Taking, Creative and Thoughtful
- BC Ministry of Education and The Educated Citizen
- Creating social-emotional conditions to improve student focus and regulation using the SLT's
- Staff collaboration and input – individual, teams and whole school working on inquiry projects, such as Zones of Regulation, around social-emotional learning and inclusive practice

Ongoing classroom and whole school consistent use of:

- Successful Learner Traits and related selected vocabulary – this will be reinforced with the Word of the Week practice, Student of the Week recognition for goal setting around SLT's
- Practice, modeling and student self-reflection using socially responsible behaviors
- Main focuses during weekly assemblies, daily morning announcements, and carries over at the classroom level
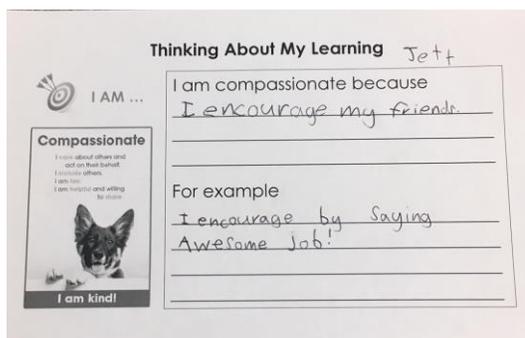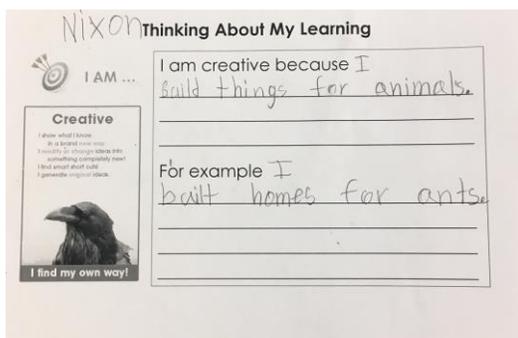
## Taking Action: What will you do differently?

School Staff will:

- Infuse new ideas and resources throughout the year to maintain/amplify interest and bring vitality to our goal
- Actively engage in ongoing discussions to maintain momentum
- Continue to develop opportunities for students to demonstrate their engagement, understanding and learning of our primary focus

Check: (Have we made enough of a difference? How do we know?

- Ongoing examination of data collected through observation, formal and informal assessment to measure effectiveness of our inquiry goal.

Mid-year data scan: Mid-year data scan indicated many of our students were struggling with understanding the Successful Learner Trait - Creative. School staff gave more instruction and focus on this trait using a school-wide activity which had each student describe what being Creative meant to them. These projects were displayed in the main hallway.
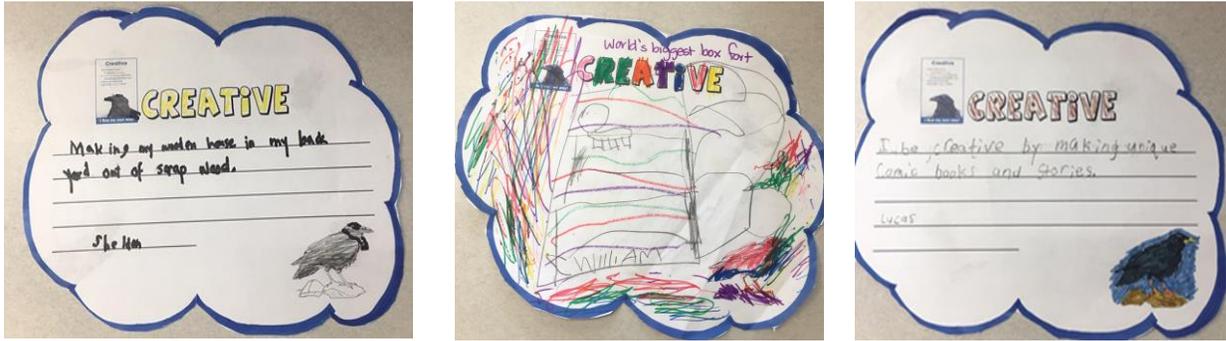

Year-end whole school Activity: Student Samples of the 4 Successful Learner Traits

<u>Communication Strategies</u>: (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.
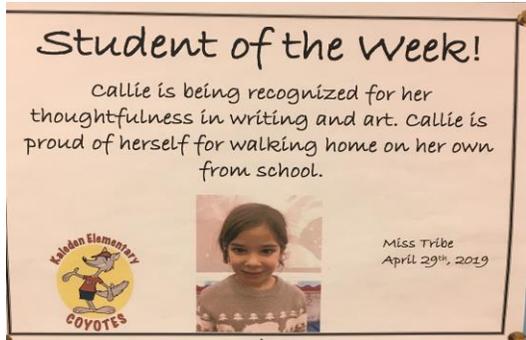
Parental/Community Involvement: (How will you work together as a school community to do this work)?

Our school staff will continue to engage in ongoing professional conversations regarding this work and the data that is the foundation of this inquiry. Staff member's reflections and discussion 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 during PAC meetings, during reporting parent/teacher interviews and during other opportunities such as our Kaleden HUB meetings. 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 each of our student achieves his or her potential in a meaningful, flexible, realistic and sustainable framework. The Board continues to develop a culture of health and wellness for all students with the objective to create a collaborative holistic plan to support all students around wellness in the areas of physical, mental, social and emotional learning.

There is a direct alignment to the District focus area - *social and emotional learning/social responsibility* – as well as a connection to student voice, empowering students for their future.

Connection to the 7 Principles of Learning:

How do each of these principles align with your plan?

1. **Learners at the center:**
   Use of the Successful Learner Traits to provide opportunities for all students to learn, demonstrate and model learning.
2. **Social nature of learning**
   Use and practice of common language gives opportunity to understand positive social traits and behaviors. In addition, encourages the ability to learn and interact with others and transfer understanding to other contexts.
3. **Emotions are integral to learning**
   Professional learning to create social emotional conditions enabling students to learn and self-regulate.
4. **Recognizing individual differences**
   The learning environment is sensitive to all students' need to identify and focus on skills and attributes related to self-awareness, self-regulation and social growth.

5. **Stretching all students**
   The learning environment allows each child to work to potential and beyond, and, creates a culture focused on social growth and self-regulation.
6. **Assessment for learning**
   Students demonstrate and express learned skills and behaviors, allowing for more opportunities to demonstrate their understanding of the core competencies.
7. **Building horizontal connections**
   The learning environment promotes common language that can be transferred to all contexts. A culture is created that is supportive and interactive.