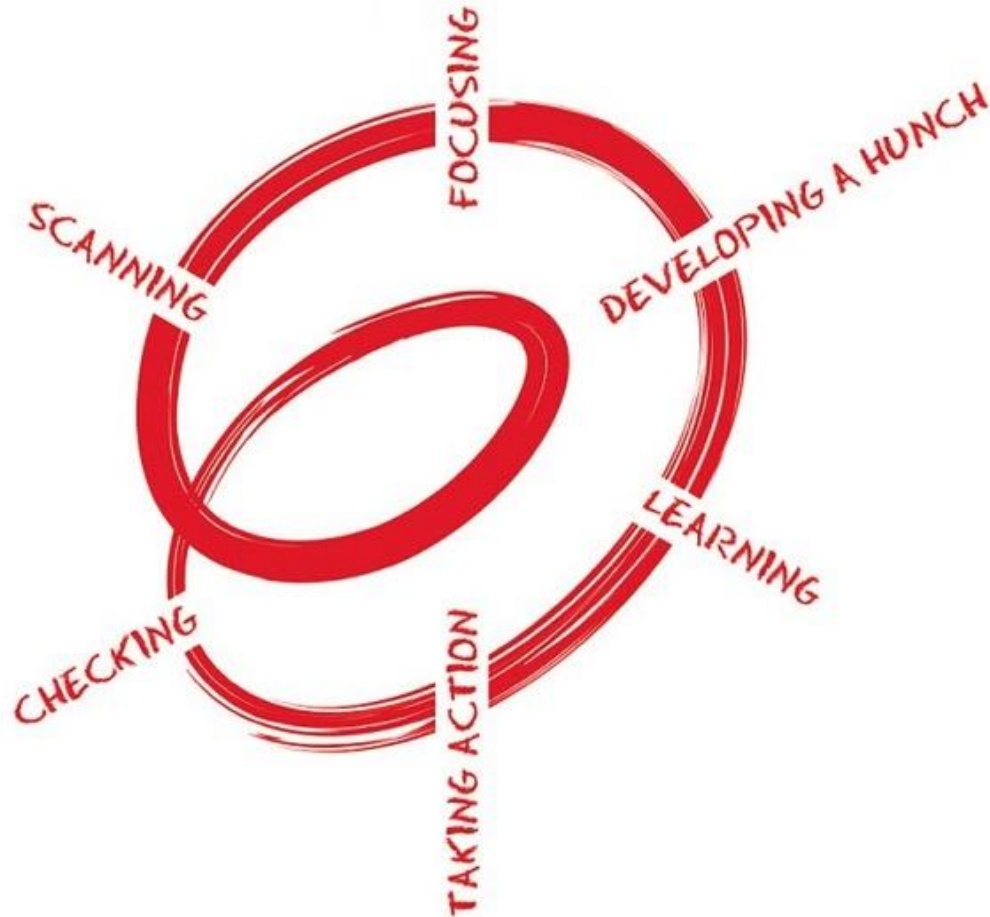




## School District No. 67 (Okanagan Skaha) Parkway Elementary - School Growth Plan



*"Spirals of Inquiry for equity and quality"*  
Judy Halbert and Linda Kaser



**School: Parkway Elementary**

### **School 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, two portables, an eagle's nest, a well-stocked library, a computer lab and a spacious gymnasium with a mezzanine.

Parkway Elementary School is a major part of the local community. The building and grounds are used by community groups four nights a week and are frequently used on weekends. The school is very fortunate to have extensive grounds and has recently installed a new adventure playground, sports court and last year a school garden.

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

### **Inquiry Question: What do you think is driving your plan for student success?**

In September 2016 teachers at the elementary level were given a renewed curriculum to work with. The renewed curriculum has changed the focus from content to the process of learning. For the past two years teachers at Parkway have been working to understand and implement the Core Competency language. With this work our students have a much better understanding of what and why they are learning. However what our students were still struggling with was the ability to accept new challenging tasks and have a positive outlook about this. So as a staff we decided to create a new goal:

- 1. Our goal(s); If we purposefully teach students about growth mindset will students be more flexible in their thinking and be more willing to try and persevere through challenging tasks?**

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

### Successes

During the scanning process it has become clear that the majority of our students has a sense of belonging to our school and can identify adults in this building who believe they can be successful. This was reflected in the Middle Years Development Instrument we used to survey all of our Grade 4 students. 86% of our Grade 4 students felt there was an adult at Parkway who believes they will be successful. I think this is due to the amazing work that has happened in this building around social responsibility and building a caring environment. The majority of our students feel school is a safe place to be and enjoy coming to school. We continue to monitor this aspect on a yearly base.



## CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available [in the MDI Field Guide \(http://discovermdi.ca/making-sense/connectedness\)](http://discovermdi.ca/making-sense/connectedness).

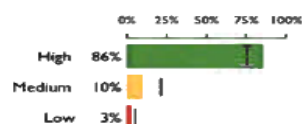
### RESULTS FOR PARKWAY ELEMENTARY

| School District Average

#### CONNECTEDNESS WITH ADULTS

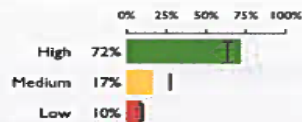
##### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



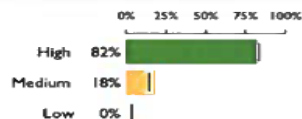
##### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



##### ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



The 3 questions we have continued to scan this year are:

- i. What are you learning and why?
- ii. How are you doing with your learning?
- iii. Where are you going next with your learning?

After two full year of purposefully teaching students the Core Competency profiles it has become very clear most students are recognizing what they are learning and can now start to answer why they are learning it. Students are still at the development phase of understanding how they are doing with their learning. Our intermediate students have a stronger grasp of how they are doing with their learning as they have been working with teachers to introduce the core competencies to other classes through our whole school assemblies. This has allowed for deeper discussion and tasks with our intermediate students.

## **Challenges**

We have a number of students who struggle academically. This is based on our school collecting data from teachers around reading, writing, numeracy and social responsibility 2 times a year. Over the last 5 years there has been a significant increase in the number of students who are in the not yet meeting or approaching categories. Over the last number of years Parkway has had the highest amount of support for our Early Literacy Intervention with our Grade 1 students. Students are starting school with very little academic knowledge and are often not prepared for the school setting. Students are having a hard time self-regulating themselves and have not had the opportunity to practice focused attention.

Our data shows that Parkway has an increased number of Kindergarten children enrolling who are not yet ready for school. This increases the academic challenges happening at Parkway. Through our work on our last goal around the core competencies we have also scanned that a number of children have challenges with new tasks and often shut down and do not have the perseverance to complete tasks.

**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)?**

### **Evidence/Data to support:**

For the past 8 years Parkway has collected data around four areas two times a year. We use the Provincial performance standards for math, writing and social responsibility and teachers use their best professional judgement using a number of sources to assess students reading level. In analyzing this data Parkway has done an amazing job of keeping our numbers pretty stable. However when you look at the ELI numbers this is becoming increasingly difficult to continue.

Reading Assessment Profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
Nov 2009	7%	18%	57%	18%
Nov 2010	3%	12%	66%	19%
Nov 2011	4%	22%	54%	20%
Nov 2012	7%	25%	54%	14%
Nov 2013	4%	26%	64%	6%
Nov 2014	6%	22%	63%	9%
Nov 2015	11%	15%	65%	9%
Nov 2016	6%	21%	64%	9%
Nov 2017	10%	26%	51%	13%
Nov 2018	7%	26%	45%	14%

Writing Assessment profile

	Percentage Conversions Whole school Total			
Parkway	Not yet meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
Nov 2009	5%	24%	65%	6%
Nov 2010	4%	21%	70%	5%
Nov 2011	4%	23%	62%	11%
Nov 2012	5%	38%	53%	4%
Nov 2013	4%	35%	60%	1%
Nov 2014	4%	29%	65%	2%
Nov 2015	7%	27%	64%	2%
Nov 2016	6%	31%	62.5%	.5%
Nov 2017	5%	37%	56%	2%
Nov 2018	5%	36%	46%	2%

## Numeracy Assessment Profile

	<b>Percentage Conversions Whole school Total</b>			
<b>Parkway</b>	<b>Not yet meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeds Expectations</b>
Nov 2009	4%	20%	67%	9%
Nov 2010	2%	20%	70%	8%
Nov 2011	2%	21%	73%	4%
Nov 2012	3%	24%	71%	2%
Nov 2013	2%	17%	77%	4%
Nov 2014	4%	24%	70%	2%
Nov 2015	5.5%	16%	78%	.5%
Nov 2016	4%	20%	75%	1%
Nov 2017	4%	19%	75%	2%
Nov 2018	4%	26%	66%	4%

## Social Responsibility Profile

	<b>Percentage Conversions Whole school Total</b>			
<b>Parkway</b>	<b>Not yet meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeds Expectations</b>
Nov 2012	5%	26%	63%	5%
Nov 2013	11%	23%	59%	7%
Nov 2014	4%	26%	64%	6%
Nov 2015	5%	22%	66%	7%
Nov 2016	3%	30%	64%	3%
Nov 2017	1.5%	31%	64%	3.5%
Nov 2018	5	35	58	2

## Parkway Early Learning Intervention (ELI)

Year	Number of students	# of Gr. 1	# of Gr.2	# of Gr. 3
2009	3	2	1	
2010	5	2	3	
2011	6	4	2	
2012	10	8	2	
2013	8	6	2	
2014	15	12	2	1
2015	16	9	6	1
2016	19	14	4	1
2017	20	13	6	1
2018	10			

### **Key Learnings:**

One of the major learnings that have occurred with our staff is the value in having student set goals for themselves. All year students have been setting “I can statement”. While an “I can statement” is not a goal and is more a recognition of what students can do, it has evolved into students setting their next goal to reach another “I can statement”. We have also observed an increase sense of pride with students as they share their “I can statements” which has increased student motivation.

### **Developing a Hunch: What is leading to this situation?**

There may be a number of factors leading to the academic challenges at Parkway Elementary School, however as a staff, we have decided to focus on one. We have a number of students who have fixed mindsets when working on challenging tasks. This leads to students not feeling a sense of self-worth just continues in the cycle of a fixed mindset.

### **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).**

At the beginning of the school year we had a mindset presentation from Paul and Denise Mend who have both done a lot of work around the psychology of changing your mindset. We felt it was important for each staff member to set a goal for themselves around an aspect in their life

that they often had a fixed mindset around. The belief is that the adults in the building need to develop a growth mindset and have experience working through this before we can expect kids to try this. We needed to lead by example.

To support students around completing challenging tasks and not shutting down our staff decided to do a couple book studies around growth mindset. The first book we read was Mindset this set the foundation to understand the concept of mindset. Then we moved to a more practical book called Mindset in the Classroom. This book has supported teachers with practical ideas to introduce and continue to teach about mindset.

**Taking Action: (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)?**

**Taking Action: What will you do differently?**

In September we will continue to push forward our Super Hero's to promote the core competencies. However we will weave in the growth mindset language to incorporate it into our whole school assemblies and announcements.

Each month we will do a check in with staff to share out what they are trying and discuss the challenges they are having so we can continue to support each other through some of the change process.

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

It is a little early to tell but our students are have the growth mindset language and are still working on including these strategies when challenging tasks happen. It is nice to have a common language to use when we talk with students who are shutting down. Antidotally we have made a difference with many of our students but we have to continue with the language and process to solidify it for students.

**Communication Strategies: (How will you communicate your inquiry and your results to the school community)?**

At our June Parent Advisory Council meeting Mr. Lindsay will share the School Growth Plan.

**Parental/Community Involvement: (How will you work together as a school community to do this work)?**

We will look to involve parents as our inquiry moves forward next year.



**Connection to the District Goals: (How does this plan connect to our District goals?)**

**Connection to the 7 Principles of Learning:  
(How do each of these principles align with your plan)?**

- 1. Learners at the centre**
- 2. Social nature of learning**
- 3. Emotions are integral to learning**
- 4. Recognizing individual differences**
- 5. Stretching all students**
- 6. Assessment for learning**
- 7. Building horizontal connections**

Currently our plan connects a number of the Principles of Learning. Learners being at the centre as we are working directly with each student to understand what goals they need to set to have a growth mindset. Students are recognizing individual differences as each goal is different for each student. We are also asking students to stretch themselves by choosing goals that are challenging for them. We support this by also including actions they need to do to meet this goal.