



MCGOWAN PARK ELEMENTARY

<http://mcgowan.sd73.bc.ca/>

SCHOOL LEARNING PLAN

October 2019

2080 TREMERTON DRIVE
KAMLOOPS, BC V2E 2S2



School Vision

"McGowan Park School is committed to the development of the child as a unique individual"

School Goals

#1 *To ensure student acquisition of strong foundational skills in ~~literacy~~ and Numeracy*

Action Theory:

*If we improve task design and assessment practices (AFL)
Then we will observe development in teacher adaptive strategies
Which will improve numeracy scores for all learners.*

#2 *To improve students' responsibility for their own learning*

Action Theory:

*If we improve task design and assessment practices (AFL)
Then we will observe more differentiated instruction & inclusive practices
Which will increase student engagement and self reflection.*

Reflections on Year 3

In year three, our numeracy goal was the focus for enhancing student learning. Using a spiral of inquiry approach we explored student learning as well as teacher learning. Based on numerous scans we developed a hunch that focusing on improving task design and assessment for learning practices (AFL) in the area of numeracy would build teacher adaptive capacity and result in improved practices in the areas of inclusion and differentiation.

What did we do?

Actions for Enhancing Staff Capacity & Learning:

1. Embedded learning into staff meetings (exploring research on inclusive practices, executive function, number sense/theory, assessment for learning, feedback cycle)
2. Accessed District Numeracy Support Teacher/Coordinator - Staff meeting presentation & in class support
3. Hosted District Numeracy Workshop (December Professional Development Day)
4. Curriculum Day
 - Going deeper with instructional practice (unpacking research – Hattie & Timperley)
 - Visible thinking routines (Chalk Talk & Connect, Extend, Challenge) to establish common language
 - Whole class math scan (What's going on for our learners? Student strengths & stretches clearly identified, including action plan for targeted & intensive support)
 - Collegial conversations – exploring scans & planning with a partner
 - Individual Action statements

5. Majority of staff participated in May Interior Math Conference
6. School team participated in Cognitively Guided Instruction (CGI) with District numeracy leaders
7. Ongoing collaborative planning at staff meetings
 - Check in on individual action statements
 - Collaborative lesson planning with a focus on task design & feedback cycle
 - Renewed action statements

Actions for Enhancing Student Capacity & Learning:

Universal: daily calendar, numeracy stations/centres, number talks, mixed groupings with colleague, student led conferences, manipulatives, wordless number problems, math word walls, guided math

Targeted: learning sprints, small group instruction, push in LART/CEA support,

Intensive: small group and/or 1:1 pull out instruction

What is Working?

1. **Professional Collaboration Time** - Refining our structured collaborative model as a routine practice at all staff meetings continues to improve action planning and adaptive expertise. As we become more proficient engaging in Visible Thinking routines we continue to delve deeper into our work, while at the same time creating entry points for all staff. The locus of ownership has shifted and collaboration time is now teacher driven.
2. **Learning Sprints** - Our sprint model continues to be used as a powerful vehicle for addressing student needs as well as developing teacher adaptive and collective capacity. Identifying specific students, establishing small targets, collaborating to plan and implement instruction and monitor progress naturally leads to improved capacity.

What's the Evidence?

1. **Data** - FSA numeracy data indicates significant improvement with overall Grade 7 scores (8%), but a significant decline with overall Grade 4 scores (12%).
2. **Feedback on Collaboration Time** - Feedback from teachers continues to be positive. They feel that they have made some gains this year in terms of cooperative and collaborative planning and targeting the needs of our learners. School leaders note a positive shift in teacher engagement and responsiveness. We are seeing a direct correlation between developing collaboration skills and improving task design and assessment practices. While these celebrations are largely anecdotal, we look forward to tracking and documenting these interactions and their impact on student achievement in our next steps.

- 3. Perspective** - A subtle shift from “Where do we start?” to “Whom should we start with?” has improved our ability to focus our efforts and respond more purposefully to student needs. By disaggregating data, we will drill down not just to under performing groups, but down to specific students that will be identified for targeted or intensive support.

Next Steps?

Continue to build teacher and student capacity through targeted professional development, increased collaborative time and the refinement of targeted interventions and supports.

- Continue with partner planning & check ins
- Complete whole class scans at the beginning & end of the year
- Make math learning more visible through school wide lessons, platoon teaching, math fun days
- Student voice – conduct more student interviews
- Provide opportunity for robust cycles of inquiry and collaboration by providing release time for learning team planning and collegial dialogue

Establishing Common Practices - While we have worked hard to align practices across classrooms by establishing a common language, common structures in lesson planning and common assessment practices, this continues to be a stretch for McGowan and will be a focus moving forward.

Actions for Supporting Community Engagement

Teacher Engagement:

- Teacher led professional development
 - September Non Instructional Day - Reporting & Assessment - addressing practices in assessment literacy in order to facilitate changing practices in communicating student learning (reporting pilot); collaborative work on yearly overviews, including assessment
 - Accessing expertise in the building to plan & facilitate ongoing professional development and professional conversations during staff meetings and on upcoming Non-instructional Days
- Roll out of teacher sourced and endorsed Mathology resource (Pearson) for grades K-3. Teachers are working in grade grouping teams to plan differentiated, small group instruction, and this work is supported with a home connection activity to the focus lesson shared through a URL or hard copy based on parent preference.
- Administration of District Numeracy Assessment in November followed by collaborative interpretation of results (drilling down into the data) and action planning for instruction, with follow up assessment in March
- Two lead teachers (primary & intermediate) participating in District Numeracy Team professional development and then leading learning at staff meetings in the areas of

Building Number Sense, Problem Solving, Assessment & Numeracy

- Disaggregating school assessment data (PRA, NFRA, FSA, DNA, Report Card Marks) by gender, aboriginal, nonaboriginal in order to inform instructional plans and identify specific students requiring targeted or intensive supports
- Intermediate teachers have collaborated to develop “I can” self assessment statements based on the new Proficiency Scale. These scales are visible in all intermediate classrooms and students and teachers are embedding this language in their daily practice.

Parent Engagement:

- We are establishing our website as a primary source of information, communication and feedback. We have established an interactive page under the Parents/Students tab where parents can watch a video, featuring Principal Dinsdale, on the Reporting Pilot and view a slide show summarizing the Reporting Pilot and the move away from letter grades to the new Proficiency Scale. As well, we have established a feedback form where parents can ask questions and/or leave comments. As our team responds to the parent questions, we will develop a link to Frequently Asked Questions. Teacher leaders are committed to expanding this dialogue to include both informational and interactive links that highlight our numeracy goal, and showcase authentic and playful ways for families to engage with their children at home.

Student Engagement:

- Ongoing self assessments using the “I can statements” from the Proficiency Scale
- Student led conferences and/or presentations of learning for each term
- Using feedback from DEWRS Survey to determine areas for ongoing refinement and improvement of the student learning experience

Actions for Facilitating Inclusive Practices & First Peoples’ Principles of Learning

- Committed focus on identification and adaptive planning for vulnerable learners & students with learning challenges by drilling down into assessment data and planning for targeted and intensive supports
- Expand targeted interventions to include more collaboration between LART & classroom teachers (Whole class reviews)
- Focus on integration of First Peoples Principles of Learning
 - Indigenizing our school environment
 - Building aboriginal content in school.classroom libraries and kits
 - Ensuring that all teachers have access to collaboration time with our Aboriginal Education Worker, and that all teachers incorporate coplanned lessons into their instructional repertoire
 - Noon hour cultural club (open to all students) two days per week
 - Facilitated Boys Group

Goal Related Evidence

Performance Measure	2016-2017		2017-2018		2018-2019	
LITERACY						
FSA Reading On Track or Exceeding <small>2016-2017 data not comparable</small>	Gr. 4 82%	Gr. 7 87%	Gr. 4 87%	Gr. 7 91%	Gr. 4 81%	Gr. 7 82%
Male	90%	95%			84%	83%
Female	96%	88%			76%	81%
Aboriginal	100%	100%			55%	100%
FSA Writing On Track or Exceeding <small>2016-2017 data not comparable</small>	Gr. 4 98%	Gr. 7 82%	Gr. 4 94%	Gr. 7 98%	Gr. 4 98%	Gr. 7 98%
Male	100%	83%			100%	96%
Female	96%	82%			97%	100%
Aboriginal	100%	100%			100%	100%
SD #73 PRA Meeting or Exceeding	73%		79%		84%	
Male	74%		79%		79%	
Female	70%		78%		88%	
Aboriginal	40%		60%		75%	
Non-Aboriginal	77%		82%		82%	
NFRA Accuracy - Independent	78.5 %		72%		65.5%	
NFRA Fluency - Fluent	79.5%		79%		71.5%	
NFRA Comprehension - Meeting ↑	86%		94%		87.5%	
Report Cards Marks Ap ↑ or C ↑ <small>*Data not comparable - Reporting Pilot</small>	K Primary Intermediate	87% 93% 95%	K Primary Intermediate	94% 90% 95%	K Primary Intermediate	* * *
K Survey Print Awareness 80% ↑	74%		96%		91%	
K Survey Phonological Tasks 80% ↑	83%		89%		87%	

Numeracy						
FSA Numeracy Meeting or Exceeding 2016-2017 data not comparable	Gr. 4 91%	Gr. 7 95%	Gr. 4 87%	Gr. 7 78%	Gr. 4 76%	Gr. 7 86%
Male	90%	100%			82%	92%
Female	91%	88%			68%	78%
Aboriginal	100%	100%			56%	80%
Report Cards Marks Ap ↑ or C ↑ *Data not comparable - Reporting Pilot	K Primary Intermediate	98% 99% 97%	K Primary Intermediate	94% 99% 95%	K Primary Intermediate	* * *
K Survey Numeracy Tasks 80% ↑		94%		100%		100%