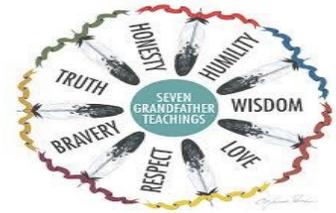


Revised Sept 20, 2022



McGowan Park Elementary Annual School Learning Plan 2022-2023

September 30, 2022



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of
the Secwépemc people and includes the seven Secwépemc First Nations
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
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Key strategies for resource allocation are integrated in the learning and wellbeing goals.	p.

Who we are in SD 73

School Vision

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

At McGowan Park our ABCs are:

Aim for success

Believe in ourselves

Care for others

School Overview



McGowan Elementary School is situated in a middle class neighbourhood in Sahali. We currently have 424 students in K-7 and 19 divisions. Over 200 students are bused to us from the Pineview area. Over the years this school has become more diverse as we service a larger area. We have grown dramatically. We have a well-established teaching cohort, many of whom have been at the school for many years.

We have been exploring weaving the 7 grandfather teachings / Value Commitments into our teachings. We plan to align our vision with the district's. We want to explore the 4 pillars of the district's vision board to help guide us. We plan to Involve our community in the development of our plan through staff meetings, professional development and PAC meetings, as well as some community consultation on our early closure day in the Fall.



Learners
424



Divisions
19



Bussed from Pineview
>200

Learning Goal - Numeracy

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

After examining our current data [data appendix](#) with regard to numeracy the staff has decided that McGowan Park should be focusing on Numeracy specifically with a focus on number sense. McGowan Park Elementary students consistently demonstrate a higher level of performance on FSAs compared to the District achieving on average over the 4 to 5 year trend. There has been a decline in our FSA results trend line in both grades 4 and 7. Although this decline is slight, staff feel that McGowan Park should focus on improving numeracy.

SCHOOL GOAL: To improve students' foundational skills in numeracy, specifically by developing stronger number sense.

AREAS TO CELEBRATE: McGowan Park students have experienced positive growth and achievement in Numeracy

- Grade 4 Numeracy - 73% (9% higher compared to the District)
- Grade 7 Numeracy - 69% (12% higher compared to the District)

AREAS TO GROW:

McGowan Park Elementary students need to grow and achieve stronger results in the following sub-populations:

- Grade 4 (2021/2022) McGowan's Indigenous students performed 6% below the district's Indigenous students average on FSAs.
- Grade 7 (2021/2022) McGowan's Indigenous students performed 13% below McGowan's non indigenous students on FSAs.

OBJECTIVES:

Aboriginal students and Non-Aboriginal students will meet or exceed numeracy expectations.

SCHOOL STRATEGIES: To improve Numeracy, we will utilize the following strategies in various areas:

Classroom Practices (may include some or all of the following):

- All classrooms working on basic computation skills and number sense appropriate to grade level
- Working to connect Math to real life skills through project based learning in Math
- Include more formative assessments
- Modeling of multi-step strategies that help students to analyze numerate tasks
- Teacher Collaboration and Modeling
- All classrooms will dedicate time to basic skills every week
- Classrooms will work to include 1 project which uses numeracy concepts (in class or cross classes) per term
- Teachers will “check in” at least once during each Math lesson and have students indicate learning (thumbs up/down, whiteboard answers, circle the emoticon)
- All classes explicitly practicing breaking down Math tasks into clear steps
- Aim for one collaboration/modeling block per month
- Presentations of Learning twice a year (Fall and Spring)
- Math Parties- problems of the week
- Encourage guided math - differentiated instruction
- Provide opportunities for daily mental math
- Give students concrete experience with numbers along with the more abstract lessons.
- Rich mathematical tasks
- Encourage vertical Math

Professional Development Opportunities (we will):

- District numeracy support person to assist with strategies
- Numeracy support person to continue to model lessons in our classrooms around this and debrief with staff
- A Primary and Intermediate Teacher Lead to attend, obtain, and present numeracy knowledge to all staff
- Support staff who would like to explore a book club (ie: Peter Lilydahl/Jo Boaler or other acclaimed specialist)

Grade to Grade Transitions (we will):

- review our student referrals and what we are doing to support them to stay or return to regular programming
- Learning Resource Teachers and CEAs to support Numeracy Skills groups

- Grade 3 to 7 teachers will be encouraged to complete the District Numeracy Assessment twice a year (fall and spring)

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of ‘The First Peoples Principles of Learning’
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite K-12 Aboriginal Resource teachers and community knowledge keepers to our building
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

To improve in learning, we are ensuring our resources meet our students’ needs:

- By having teachers lead our school wide resource committee to ensure funds are spent to address staff and students needs
- Use clear criteria

Evidence and Next Steps

If our teachers are teaching number sense and problem solving by giving tasks that have students decomposing numbers, using multiple strategies, having conversations about their thinking, we will observe an increase in:

- DNA results by Spring of 2023
- FSA results 2022/2023
- Students will have a greater sense of self efficacy as seen on the School Learning Survey “I am getting better at Math”
- Report card data
- Formative Classroom Assessment
- Ongoing discussion with PAC and parents during open houses, newsletters and PAC meetings

Review Date #1:

Students: group yet to be formed

Parents: September 22, 2022 School Open House

Staff: September 6, 2022, September 14, 2022

Ab Ed Partners: will Liaise with AEW when our position is filled

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an

appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

Over the past 5 years McGowan Students indicated they feel welcome 73% of the time (7% above the district average). However, students' positive sense of belonging is 60% (2021-2022) on the student learning survey and DEWRS results were 67% (2020 - 2021) and 61% (2021-2022). This is lower than the Canadian norm of 77%. Based on DEWRS results, our male students felt a higher sense of belonging (64%) than our female students (58%). The Canadian norm for girls is 95% and for boys is 92%. The staff feels that when our students feel that they belong, the students readily engage in class learning. [data appendix](#)

SCHOOL GOAL:

Every learner will feel welcome, safe and connected to McGowan Park.

For students to know they have a voice and are welcome at McGowan Park: To make McGowan Park a more welcoming space where students experience a positive sense of belonging.

Collaborative environment among staff and students - evident. Sense of pride

AREAS TO CELEBRATE: McGowan Park students feel adults care and they are welcome.

- 73% of students indicated they feel welcome at school
- The 5 year trend for adults who care is 80% which is 12% above the district average.
- McGowan Park Indigenous students 67% feel they belong compared to 55% of non indigenous students.
- 2021-2022 started a diversity club. Attendees loved it.

AREAS TO GROW: McGowan Park students indicated that they do not feel a strong sense of belonging.

- 60% of students indicated via the student learning survey 2021- 2022 they have a sense of belonging
- Expand the diversity club by celebrating diversity in our school community.

SCHOOL STRATEGIES:

To improve students feeling welcome, we will

- Encourage student voice; SAC, school climate survey
- Staff collaboration on a School Climate Committee
- Recognise Students of the Week - post Photos on the wall & announce how students have positively contributed to our school
- Maintain photo stream on our hallway TV
- Invite staff to join school climate committee
- Use staff meeting time to examine values and attributes of positive welcoming humans.
- Provide PD resources/opportunities from diversity/LGBTQ and Aboriginal Education School representatives.
- We will use the district calendar and diversity resources as well as student leaders and teacher mentors.
- Examine school learning survey, DEWRS, behaviour referral data to inform staff
- Organize more multi-aged learning activities
- Host assemblies
- Revise our Matrix, Vision
- Maintain norms when staff meet to improve collegiality
- Host the Ease program facilitators on the September Pro-D Day - then decide as a staff to implement school-wide either Mind Up or EASE
- Greet and engage with students of all ages when opportunities arise (Pat on the Back Club)

Professional Development Opportunities (we will):

- Host the Ease program facilitators on September Pro - D Day - then decide as a staff to implement school-wide either Mind Up or EASE.

Grade to Grade Transitions (we will):

- Review common language either Mind Up or EASE

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite K-12 Aboriginal Resources teachers and community knowledge keepers
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

To improve in learning, we are ensuring our resources meet our students' needs:

- By having a teacher lead school wide school climate committee

Evidence and Next Steps

If we continue to focus on creating a space where students feel like they are welcome, safe and connected, we will see an increase in how our students feel through school level surveys, DEWRS, Student Learning Survey, reduction in office referrals.

- Review data at staff meetings
- Discussions with PAC
- School Climate Committee meetings

Review Date #1:

Students: group yet to be formed

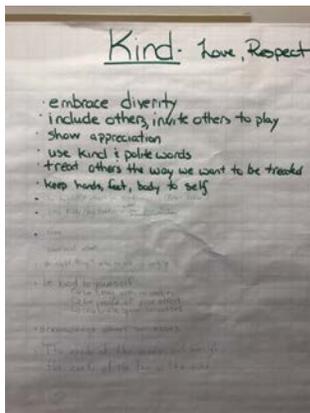
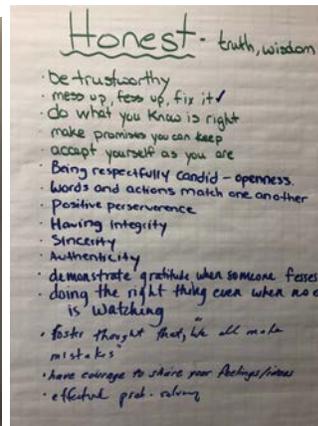
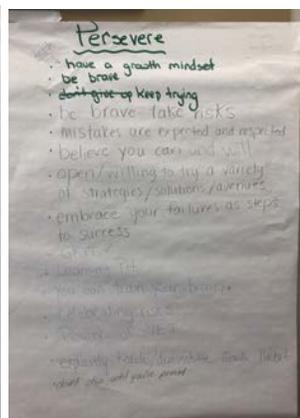
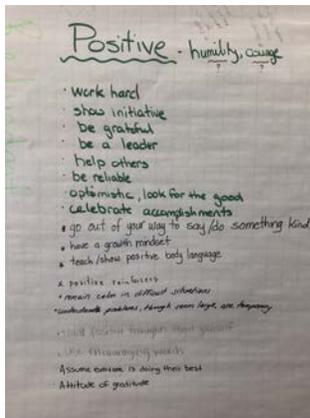
Parents: September 22, 2022 School Open House

Staff: September 6, 2022, September 14, 2022

Ab Ed Partners: will Liaise with AEW when our position is filled.

Evidence and Next Steps

Staff meeting notes. Charts from Values discussions.



CULTURAL & IDENTITY GOAL

School Leaders: You are not required to set a cultural and identity goal for the 2022-2023 school year. There will be a district report that you may choose to include and then share how your school has been involved in learning about cultural safety.

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES: State how your school community will work together to learn about cultural safety.

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you review the school learning plan and who was involved. Aim to review it with students, parents, and staff on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis).