

September 15, 2022 Revised



Parkcrest Elementary
Annual School Learning Plan
2022-2023



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](#).

CONTEXT

Parkcrest Elementary is located on the traditional territories of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People. It is the largest K-6 elementary school in the NorBrock Family of Schools. Our students



move to Brock Middle School for Grade 7-9 and then to Norkam for their senior years. After being destroyed by a fire on September 5, 2019 Parkcrest Elementary is now located in the George Hilliard Elementary building.

While the vast majority of the students live within walking distance to the previous Parkcrest site, the catchment extends to the west and covers the Red Creek/Tranquille area. Daily, we have 130 transported by school bus to our current location. The student enrollment has gained significantly over the past five years. Currently we have 356 students in 17 divisions.

Our students are active in a variety of District initiatives such as Young Artists, Young Authors, Battle of the Books, District Heritage Fair, afterschool programs, school sports and intramural sports. We are fortunate to have a very active PAC who provide our students with hot lunches every week, special days of celebration, classroom support for requested funds and stock our Food Share cupboard that is very well used by our students. Annually, we will communicate our school goals with families. This will also be discussed with our PAC at the beginning of the year and as data becomes available.

Our school community will be included in the development and revisiting of this plan through the following:

Staff: Staff meetings, Professional Development days, committee meetings discussing areas of need

Students: Data from DEWRS, Student Satisfaction Surveys, Student Leadership group discussions.

Parents: PAC meetings, surveys sent through email, parent engagement evenings and events (Mug and Muffin, Family Games Night, Bannock and Bingo, etc.)

SD#73 DISTRICT STRATEGIC PLAN 2022-2027

Mission: Supporting learning opportunities and environments which inspire students to thrive.

Vision: Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

Value Commitments

- **Connection/Relationships:** Building meaningful relationships that support and strengthen learning and growth.
- **Equity:** Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.
- **Well-being:** Fostering opportunities to promote emotional, psychological, and physical well-being for all students and staff.
- **Sustainability:** Embracing our responsibility to contribute to a sustainable environment.

Learning Goal

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 literacy/numeracy expectations for each level.

SCHOOL GOAL: Literacy: All students (K-6) to meet or exceed reading comprehension skills/strategies as shown through classroom assessment, observation and interviews, and district/provincial assessments.

AREAS TO CELEBRATE:

- Science of Reading classrooms seeing success
- Those using Heggerty also seeing success
- Diverse Learners are doing well on District/Provincial assessments
- Phonological Awareness screener supporting instruction for primary students

AREAS TO GROW:

- Intermediate Students (Grade 4-6) need specific instruction to address gaps
- Indigenous learners are lower in literacy skills
- Diverse learners (provide other ways to show learning/understanding, and are there ways for non verbal students to show understanding)
- how to use the CHEQ survey to guide instruction and provide early interventions for our Kindergarten students
- improved attendance for our priority learners crucial

SCHOOL STRATEGIES:

To improve in literacy, we will:

- focus on the five strands: comprehension, fluency, phonemic awareness, phonics, vocabulary
- Sprints model use to address lagging skills (small group or whole class)
- LART small group and whole class intervention support as needed

To improve classroom practices, we will do the following for Professional Development:

- Science of Reading Pro D and training
- Really Great Reading Workshop (free tutorials online):
<https://www.reallygreatreading.com/workshops>
- Professional development books: Shifting the Balance, Reciprocal Teaching at Work, Toe by Toe
- District literacy professional development opportunities

To improve in grade-to-grade transitions, we will...

- Parents of students coming into Kindergarten will complete the CHEQ Questionnaire through UBC to help us understand where there are existing gaps
- SPARK programming for future Kindergarten students in the Spring
- Grade 6 Exit meetings with Brock Middle School

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

- Decodable Readers
- Heggerty
- Secret Stories resources
- Intermediate resources for Science of Reading Curriculum
- Books on audio and Adapted materials at their level

Evidence and Next Steps

- Consistent Assessment of primary students reading levels
- NFRA data at least twice a year
- School Wide Writes (would be new to us this year)
- Weekly School base team meetings to address academic concerns

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: Parkcrest students' responses are higher than the district in all areas.

SCHOOL GOAL: Students will feel a sense of belonging and a positive connection with the adults in the building.

AREAS TO CELEBRATE:

- Proud of our Indigenous population results and our diverse learners.
- Our high percentage of students that feel they belong at Parkcrest
- Student Leadership opportunities provided
- Extra curricular activities and attendance

AREAS TO GROW:

- Glean information from our primary students in a measurable way
- A query, however, from the DEWRS is the question of the number of adults that care. We would like this to be higher.

SCHOOL STRATEGIES:

- Continue work with our Positive Behavioural Interventions and Supports (PBIS) committee to plan school-wide incentives to promote SOAR
- Mug and Muffin, Family Game night, Bingo and Bannock
- Greeting students at the door each morning
- Provide opportunities for SOGI, Sports, Arts, Cultural, and Diversity Clubs with the purpose of having students feel included

To improve classroom practices, we will:

- Facilitate trauma informed presentations
- Mental Health Literacy Pro D in September
- SEL Program with support from SFC
- Strategies from Ensouling our Schools (e.g. class meetings, Respect for Diversity lessons, Spirit Buddies). These are ways of building connections within one's own class and with each other. Connecting students to students.

To improve in grade-to-grade transitions, we will:

- Use our new format with Behaviour and Academics (0,1,2) that teachers use to indicate need. Class placement meetings in June.
- Admin to talk to families about soft starts in August, come in and look around the school when it's quiet.
- Facilitating and supporting a visit to Brock in June with priority students

To improve Aboriginal student learning, we will

- Provide Boys and Girls Powerstart breakfast Club to increase school attendance
- Access supports between home and school for our struggling families (AEW, Aboriginal Outreach Workers, Counselors, LMO and Secwepemc Family Services)
- Increase opportunities for Indigenous families to be involved in our school, AEW to facilitate families to come in

To improve wellbeing, we are allocating our financial resources towards:

- Supporting students with food and snacks throughout the day
- Providing space spaces for students to have time and space in a dignified manner

To build on the sense of belonging and connection with two or more adults who care, we will:

- Speak with a random sampling of students from various grade levels about ways we can best foster that sense of belonging and connection
- Based on feedback from students, plan school-wide activities through our PBIS committee to provide intentional engagement
- Connect students to multiple adults through buddy programs and volunteering in other classrooms (lunchtime monitors, officer monitors)
- Connect to students using a Check-In Check-Out (CICO) system
- Provide opportunities for students to connect with an adult outside the classroom through intramural activities, after school Arts and Sports Programs, lunchtime clubs, and extramural activities

To improve classroom practices, we will::

- Intentional teaching regarding our SOAR matrix (PBIS), with the use of incentives (tokens)

- Incorporate feedback from students into classroom practices
- Professional Development regarding a school-wide SEL Program to help establish a common language to support students in managing big emotions, stress and anxiety
- Provide in school Worry Dragon curriculum through our School and Family Consultant
- Meet regularly with our Aboriginal Counsellor regarding strategies of engaging and supporting our Indigenous students and families

Evidence and Next Steps

- do a primary evaluation like 2018-2019? Similar to DEWRS: re: safety and belonging (same time as DEWRS)
- Complete DEWRS twice a year
- Our school goals will also be shared at our PAC meeting, where input and feedback will be invited from families
- Student and Parent Satisfaction Survey
- Exit survey at the end of the year for families asking what they would like to see the next year.
- Paper copy of students responding to surveys related to adults involved in their lives at Parkcrest. This will help determine which students we need to become more involved with.