

Revised July 4, 2023



McGowan Park Elementary Annual School Learning Plan 2023-2024

September 25, 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](#).

Who we are in SD 73

School Vision

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

School Overview



McGowan Elementary School is situated in a middle class neighbourhood in Sahali. We currently have 432 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 aligned and explored 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.



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 [McGowan Park Elementary School Data](#)

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

- 2022-23 Grade 4 Numeracy - 73% (10% higher compared to the District)
- 2022-23 Grade 7 Numeracy - 76% (14% higher compared to the District)

2022-23 FSA Data

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	76%	75%	1%	75%	75%	0%
Gr 7 Literacy	84%	69%	15%	83%	71%	12%
Gr 4 Numeracy	73%	63%	10%	77%	67%	10%
Gr 7 Numeracy	76%	62%	14%	77%	63%	14%

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 - (student buddies or staff)
- 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

Ideas to explore for 2023/2024 (may include some or all of the following):

- School wide math problem of the month
- Financial literacy rotation day
- Family math games night
- Math expo
- District Numeracy Assessment for Primary Students

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 Liljedahl/Jo Boaler or other acclaimed specialist)
- Box Cars
- Numeracy coordinator led sessions (Steve Wyborney)

Resources to consider

- Math manipulatives for each classroom

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

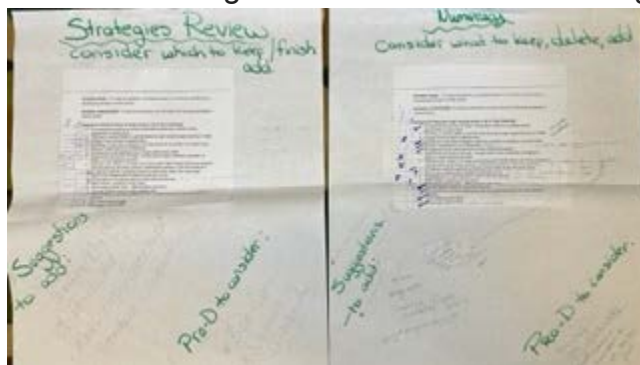
To improve in learning, we are ensuring our resources meet our students' needs:

- 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
- Sept 14, 2022 - reviewed numeracy goals and strategies in grade groupings. Share out group wonderings and observations. We talked about adding resources to the school website.
- May 10, 2023 - reviewed staff with our School learning survey data and DNA results. Asked staff for ideas for Pro D for 2023/2024. Google doc created to input ideas.
- May 10, 2023 - met with staff to review strategies that are currently being used and to add new strategies or delete obsolete strategies.



- September 2023 - ensure that numeracy lead teacher(s) are willing to share with staff information gained at lead teacher sessions and willing to take more of a lead role
- September 2023 - Explore liaising with Stacy Kaczur and the idea of cooperative planning and teaching.

Review Date #1:

Students: group yet to be formed

Parents: September 2022 School Open House

Staff: September 6, 2022, September 14, 2022, May 10, 2023

Ab Ed Partners: Liaise with AEW ongoing

Review Date #2:

Students: group yet to be formed

Parents: September 2023

Staff: September 2023

Ab Ed Partners: Liaise with AEW ongoing, District Aboriginal Coordinator C Ross - primary math kits K - 3

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), 61% (2021-2022) and 63% (2022-2023). This is lower than the Canadian norm of 77%. Based on 2022-2023 DEWRS results, our male students felt a higher sense of belonging (66%) than our female students (64%). The 2022-2023 Canadian norm for girls is 75% and for boys is 79%. The staff feels that when our students feel that they

belong, the students readily engage in class learning. [McGowan Park Elementary School Data](#)

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.
- 100% of our Indigenous grade 7 students feel safe at school most of the time or all of the time.

AREAS TO GROW:

McGowan Park students indicated that they do not feel a strong sense of belonging.

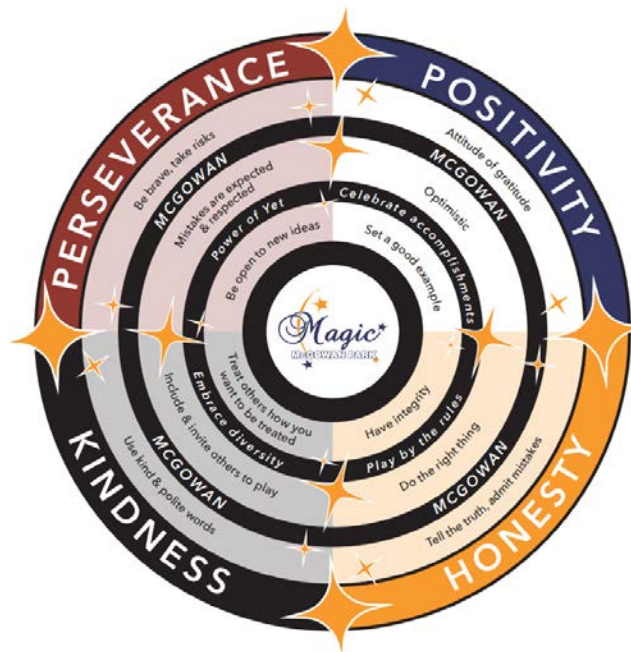
- 60% of students indicated via the student learning survey 2021- 2022 they have a sense of belonging
- Expand the diversity club by celebrating diversity in our school community.
- Revitalize School Climate Committee and hold regular monthly meetings

SCHOOL STRATEGIES:

To improve students feeling welcome, we will

- Encourage student voice; SAC, school climate survey
- Staff collaboration on a School Climate Committee (optional lunch time meetings)
- Recognise Students of the Week - post Photos on the wall & announce how students have positively contributed to our school. Connecting with parents to inform them that their child was selected as a student of the week and recognized within our school community.
- Maintain photo stream on our hallway TV
- Continue to invite staff to join school climate committee meetings

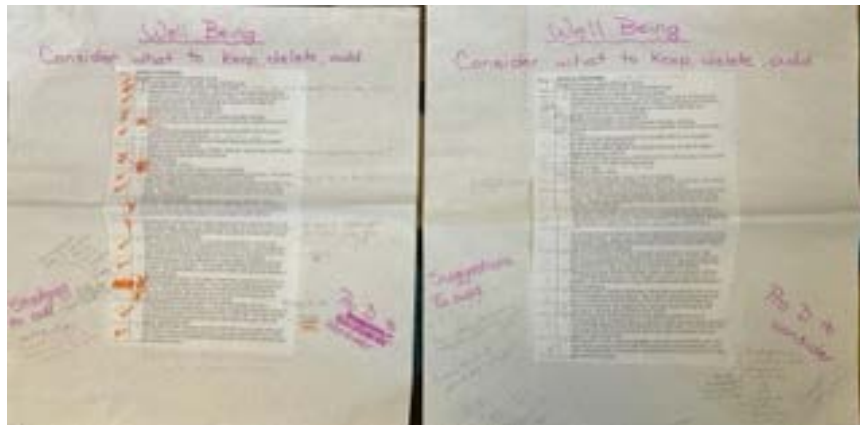
- Provide PD resources/opportunities from diversity/LGBTQ and Aboriginal Education School representatives.
- We will use the district calendar and diversity resources as well as student leaders and teacher mentors.
- Examine school learning survey, DEWRS, School created survey, behaviour referral data to inform staff
- Organize more multi-aged learning activities
- Host assemblies
- Maintain norms when staff meet to improve collegiality
- Hosted 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). 22 students were identified as needing connections with caring adults. Adults were challenged to find the students at least once a day and connect in a positive way.



- Envision the school library to create a library learning commons that is in the heart of the school, that is more inviting, welcoming and where all students feel they belong. Collaborating with district staff, specifically Andrea Wallin Library Learning Commons Coordinator.
- Day of Suwentwecw, all classes voluntarily participated in a school wide assembly in colour groups to represent the medicine wheel. District staff and

other guests presented how to introduce themselves by identifying where they have come from in order to make the connection that we all belong.

- Aboriginal Education Worker, Ms Wright, makes weekly connections with our vulnerable aboriginal students. She creates a welcoming, safe place for the students. Her natural ability to connect with students and adults has fostered a place of belonging.
- Aboriginal Support Teacher, Mrs Bailey, makes daily connections with 3 of our most vulnerable aboriginal students. She is able to connect during instruction and non instructional helping students with their social emotional learning.
- Spring Production, which has been a long standing tradition but due to circumstances had not been done in a number of years and was highly valued by long time staff members, was reintroduced this current year. This was met with enthusiasm and due to the voluntary nature was highly successful with both parents, students and staff.
- Working with our PAC, hosting a fantastic community Carnival which saw more than half our school community attend and enjoy the evening festivities. Many staff, including CUPE, and students volunteered their time to help the PAC make this evening a success.



Ideas to explore for 2023/2024 (may include some or all of the following):

- Student feedback / engagement around the question 'What does it mean to belong at McGowan Park?'
- SAC (School Advisory Council) take the ideas from our student population and brainstorm ways to support students' sense of belonging. (Develop a school cheer) Building school community through various school wide activities.
- Student of the week - not tied to the traits but more wide open
- Big buddy playground helpers with vests
- Buddy bench on intermediate side
- Brain dance to begin the day
- More staff functions to make our students feel better
- Optional lunch time choices
- Monthly exploration school wide of Indigenous cultural and arts:

- Bannock
- Jig
- Sash
- Food
- Plants
- Medicine
- History
- Presenter (Holly Farkas)

Professional Development Opportunities (we will):

- Hosted the Ease program facilitators on September Pro - D Day 2022. Hosted the Mindup program facilitators on September Pro - D Day 2021. Discuss as a staff to implement school-wide either Mind Up or EASE September 2023.

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

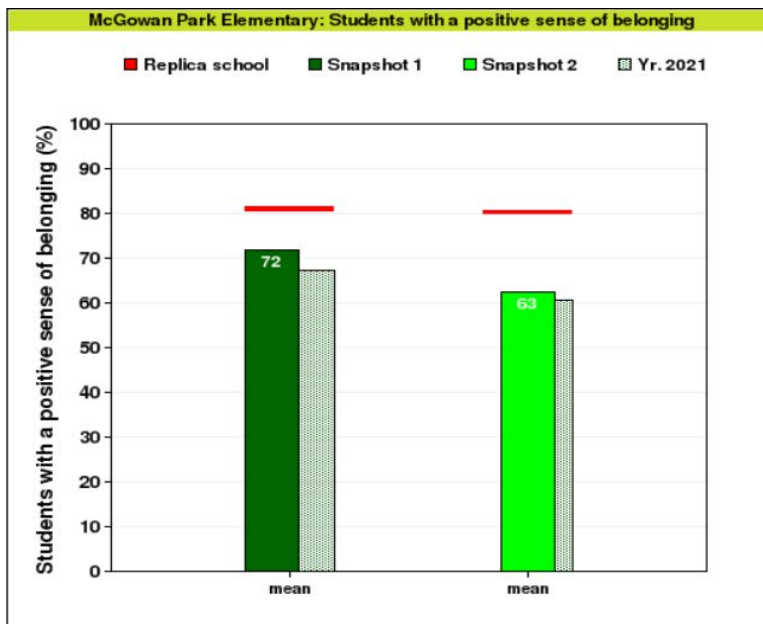
If we continue to focus on creating a space where students feel like they are welcome, safe and connected, we will see an increase in how our students feel through school level surveys, DEWRS, Student Learning Survey, reduction in office referrals.

- Review data at staff meetings
- Discussions with PAC
- School Climate Committee meetings - to be scheduled monthly during lunch hour
- Staff meeting time to discuss and brainstorm where to go next based on evidence (
- Sept 14, 2022 - discussed ways to update our Matrix that reflect our shared values. The 4 value areas are - kind, honest, perseverance and positive. Posters were put up in the staff room so that they could add to it. We wanted to reduce the amount of actions brainstormed down to 5 action statements.
- Oct 5, 2022 - Teachers were put into groups and looked at action statement for each value.

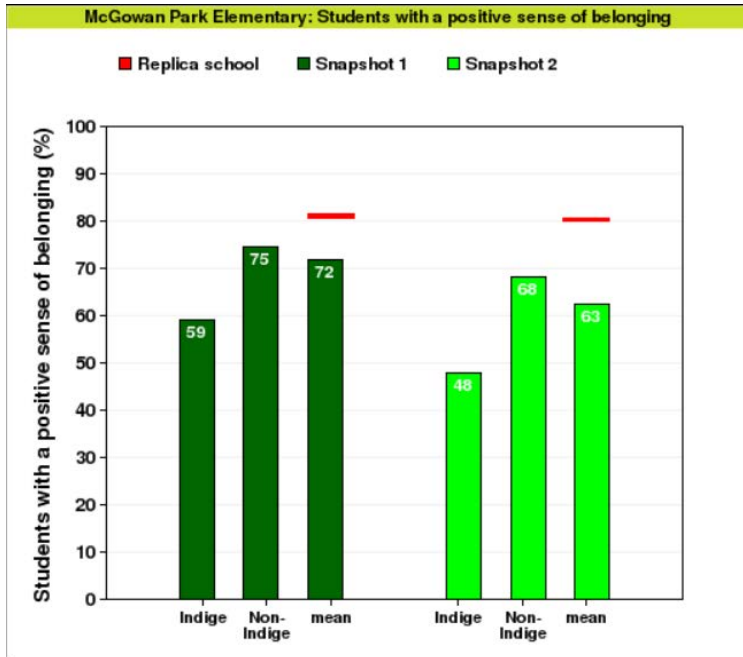
- Oct 26, 2022 - Clarifying value statements and voted on key action statements for each value. Discussed the second year of the school climate survey. We discussed if there was a good way to have the primary students complete a similar survey but decided to stay with only intermediates. Survey was updated based on the review of the questions.
- Nov 9, 2022 - staff looked specifically at types of mean behaviour and who is exhibiting it. Staff were introduced to gold tickets based on the 4 core values. Student advisory council met and came up with theme days.
- Jan 11, 2023 - talked about introducing the survey at an assembly and discussed what it looks like, sounds like and feels like with regard to our values. Decided to meet with graphic artists to come up with a new matrix design.
- Feb 15, 2023 - Review of the intermediate climate survey in small groups
- May 10, 2023 - reviewed staff with our School learning survey data. Asked staff for ideas for Pro D for 2023/2024. Google doc created to input ideas.
- May 10, 2023 - met with staff to review strategies that are currently being used and to add new strategies or delete obsolete strategies.

DEWRS Data

Comparison of 2021/22 and 2022/23



Indigenous students compared to non Indigenous students sense of belonging



- We are wondering if our students understand what it means to belong because we have a high percentage who say they feel welcome at school in our surveys.

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.

Review Date #2:

Students: group yet to be formed
 Parents: September 2023
 Staff: September 2023
 Ab Ed Partners: Liaise with AEW

Evidence and Next Steps

September / October 2022
 Staff meeting notes. Charts from Values discussions.

Positive - humility, courage

- work hard
- show initiative
- be grateful
- be a leader
- help others
- be reliable
- optimistic, look for the good
- celebrate accomplishments
- go out of your way to say/do something kind.
- have a growth mindset
- teach/show positive body language
- x positive reinforcers
- remain calm in difficult situations
- confident problems, though seem large, are temporary
- avoid positive thoughts about yourself
- use encouraging words
- Assume everyone is doing their best
- Attitude of gratitude

Persevere

- have a growth mindset
- be brave
- don't give up keep trying
- be brave take risks
- mistakes are expected and respected
- believe you can and will
- open/willing to try a variety of strategies/solutions/advice
- embrace your failures as steps to success
- learn
- you can train your brain
- celebrating wins
- Power of YES
- explicitly teach/demonstrate growth habits
- don't stop until you're proud

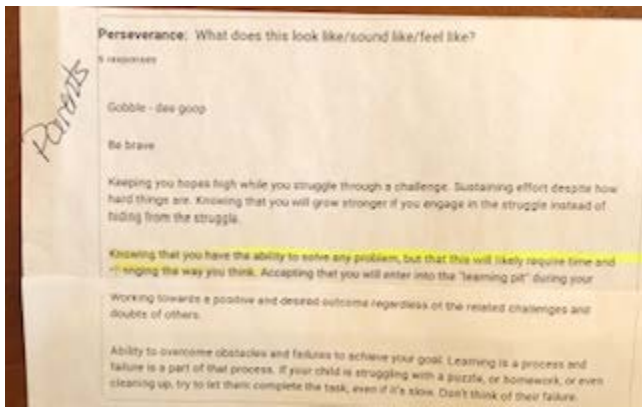
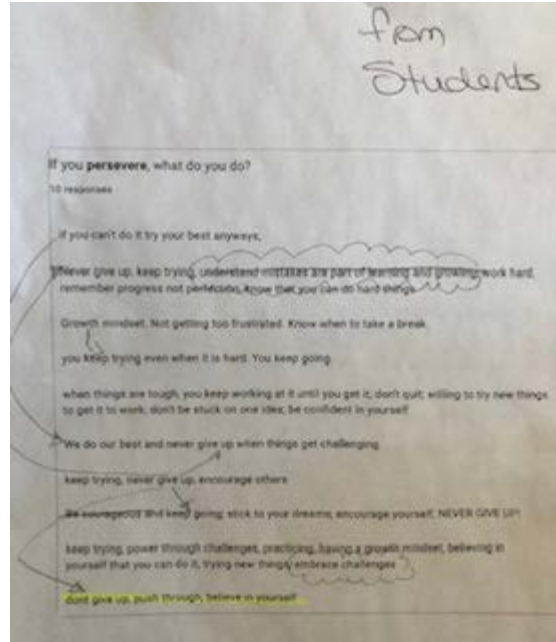
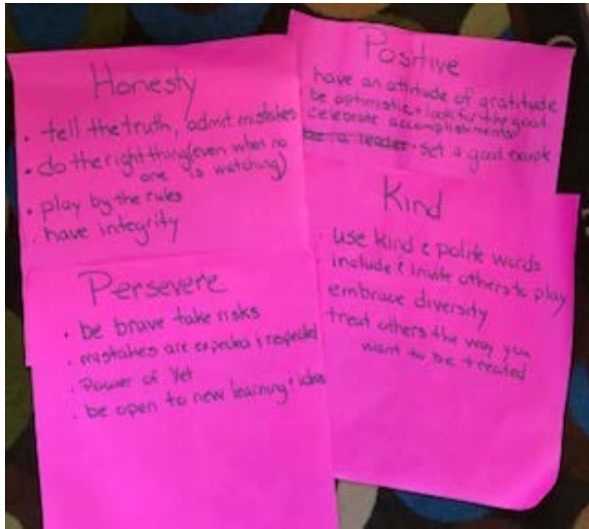
Honest - truth, wisdom

- be trustworthy
- mess up, fess up, fix it!
- do what you know is right
- make promises you can keep
- accept yourself as you are
- Being respectfully candid - openness
- words and actions match one another
- positive perseverance
- Having integrity
- Sincerity
- Authenticity
- demonstrate gratitude when someone fesses up
- doing the right thing even when no one is watching
- foster thought that we all make mistakes
- have courage to share your feelings/ideas
- effective prob. solving

Kind - love, respect

- embrace diversity
- include others, invite others to play
- show appreciation
- use kind & polite words
- treat others the way we want to be treated
- keep hands, feet, body to self
- be kind to yourself
- be kind to others
- acknowledge others' successes
- The needs of the many outweigh the needs of the few or the one

October / November 2022



December 2022



Name: _____

Teacher _____

- Kind
- Honest
- Positive
- Persevere

Given by: _____

January 2023



Name: _____

Teacher _____

- Use kind & polite words
- Include & invite others to play
- Embrace diversity
- Treat others how you want to be treated

Given by: _____



Name: _____

Teacher _____

- Attitude of gratitude
- Optimistic
- Celebrate accomplishments
- Set a good example

Given by: _____

February 2023



Name: _____

Teacher _____

- Be brave, take risks
- Mistakes are expected & respected
- Power of Yet
- Be open to new learning & ideas

Given by: _____



Name: _____

Teacher _____

- Tell the truth, admit mistakes
- Do the right thing
- Play by the rules
- Have integrity

Given by: _____

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).