

September 2023



Parkcrest Elementary
Annual School Learning Plan
2023-2024



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. After being destroyed by a fire on September 5, 2019 Parkcrest Elementary is now located in the George Hilliard Elementary building with plans to move to our new location in Spring 2024.

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 2023-2024 student enrollment has gained significantly over the past five years. Currently we have 347 students in 17 divisions: 73 students identify as Indigenous, 6 students identified as English Language Learners, and we have 48 students with an Inclusive Education Plan.

Our students are active in a variety of District initiatives such as Young Artists, Young Authors, Battle of the Books, District Heritage Fair Stamp competition, After School Sports and Arts Initiative programming, and extra-curricular sports. Our staff provide opportunities for our students by leading the SOGI Club (Rainbow Ravens), a Creativity Club, Intermediate and Primary Art Club, Primary Choir, Homework Support, Lunch Monitor program 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 revisions 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, Parent questionnaire, collection of Street Data from our students (discuss strategies that can be used to gain information)

Parents: PAC meetings, parent engagement evenings and events, school newsletters.

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 RESULTS ANALYSIS 2022-2023:

- June 2023 Primary Reading Assessment data shows that our Grade 1-Grade 3's are on par with District data.

	Performance	All Schools		Parkcrest Ele (Kamloops)	
DRA Level	NA	<u>437</u>	6.08%	<u>9</u>	5.84%
	DEV	<u>307</u>	8.54%	<u>21</u>	13.64%
	PRO	<u>880</u>	24.49%	<u>26</u>	16.88%
	EXT	<u>1184</u>	32.94%	<u>65</u>	42.21%
	EMG	<u>786</u>	21.87%	<u>33</u>	21.43%
Accuracy	NA	<u>460</u>	12.80%	<u>3</u>	1.95%
	Frus	<u>262</u>	7.29%	<u>13</u>	8.44%
	Inst	<u>1587</u>	44.17%	<u>76</u>	49.35%
	Ind	<u>1284</u>	35.74%	<u>62</u>	40.26%

SCHOOL GOAL: Literacy: Each student will exhibit progress and improvement in their literacy skills.

AREAS TO CELEBRATE:

- Science of Reading classrooms seeing success.
 - Our focus and success with phonological awareness from Kindergarten to grade 3 is shown in the data above, especially around Accuracy where we are ~5% higher than the school district average at an Independent and Instructional level.

- Looking at our DRA Level, we are ~10% higher than the school district average in students that are Extending!
- Those using Heggerty also seeing success
- Diverse Learners are doing well on District/Provincial assessments
- Phonological Awareness screener supporting instruction for primary students
- Time given to teachers to observe each other UFLI lessons (University of Florida Literacy Institute Resources)
- Time given to consistent TTOC's in our building to observe UFLI lessons to enable their understanding when they are in the building.
- Development of instructional videos to show parents how to support their child with Home Reading.
- Our Primary Staff hosted Pro D for other schools on Oct. 21 to share what they had learned regarding the Science of Reading strategies.

AREAS TO GROW:

- Intermediate Students (Grade 4-6) need specific instruction to address gaps.
- Intermediate resources for Science of Reading Curriculum (ie. Words their Way, Adrienne Gear, Word Study, etc.) At this time, we have not identified one specific program that covers all of the main skill areas included in SOR, therefore we are using a variety of resources that teach the necessary skills.
- Indigenous learners are lower in literacy skills, out of 67 identified students 30 students had been absent for 28 days or more this school year.
- Diverse learners (finding new ways to report to families on the successes that these students have)
- How to use the CHEQ survey to guide instruction and provide early interventions for our Kindergarten students.
- Improved attendance for our priority learners is crucial.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- focus on the five strands: comprehension, fluency, phonemic awareness, phonics, vocabulary
- LART small group and whole class intervention support as needed

- Informing/teaching parents about reading with their children, continue on with presentations done by staff to parents

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

- Science of Reading Pro D and training
- Professional development books: *Shifting the Balance*, *Reciprocal Teaching at Work*, *Toe by Toe*, *Assessing Reading: Multiple Measures for Kindergarten through Twelfth Grade*, *The Reading Strategies Book 2.0: Your Research Based Guide to Developing Skilled Readers*.
- District literacy professional development opportunities. We have a staff member on the committee for the re-design of the District PRA binders and the District book mark. She brings valuable knowledge back to our school team and shares with colleagues.

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 twice a year: Intermediate students will be assessed using the NFRA data twice a year. The NFRA provides data on intermediate students' growth in key SOR areas such as oral reading (fluency),

comprehension and vocabulary/morphology, guiding instruction towards specific areas of need.

- Weekly School base team meetings to address academic concerns (2022-2023 School Year we had 28 School Base team meetings, as well as CBIEP meetings in September, January and June (56) for all of our SPED students)

Wellbeing Goal

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

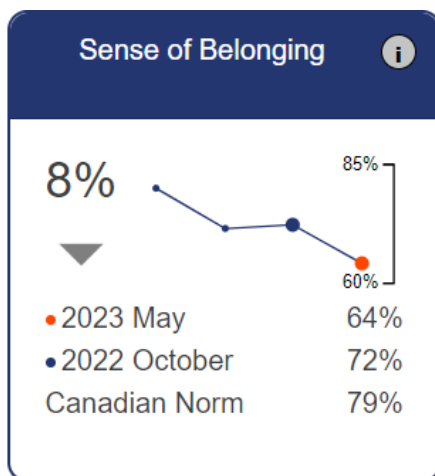
HUMAN & SOCIAL DEVELOPMENT

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:



According to the DEWRS report in May, our Grade 4-6 students Sense of Belonging has dropped. This is concerning because it would make sense that this would have increased over the course of the school year.

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

-what do other kids have to offer to each other

-what are the strengths of your peers (being respectful of the diversity in your classroom).

-we want students to realize that we are all different, and value everyone's abilities in giving to the community, classroom, school and to each other.

-inclusiveness in the classroom means that everyone is valued.

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.
- Staff participated in a Mental Health Literacy Professional Development day. Indication that they would like future/consistent training on these topics.

SCHOOL STRATEGIES:

- We need to collect some Street Data on why our sense of belonging is decreasing according to our DEWRS results. (Have dropped 8% from October 2022 to May 2023) **Strategies from Street Data about talking to students. (Listening Campaign strategy, Fishbowl strategy, Grade 6's lead the driving questions)
- 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 , 3 Family Movie nights
- 2022-2023 Opportunities for students provided:
 - Rainbow Ravens Club
 - Primary Choir (Grade 1-3) weekly. Performances at 2 assemblies.
 - Creativity Club
 - 5 sessions of the ASSAI programming
 - Cross Country Running, Basketball, Volleyball, Flag Football, Track and Field, Parloff.
 - Intramural programming: Floor Hockey and Ultimate Frisbee. Our school traveled to Rayleigh Elementary for a friendly tournament of Ultimate and to PAC way for the Floor Hockey tournament.
 - 3 months of morning basketball drop in (three times a week) for Intermediate students
 - Weekly homework club supported by intermediate staff
 - 3 classes participated with Brock Swim Academy students for swimming instruction (3 times per class)
 - Dance Play for the whole school for 2 day workshop (sponsored by PAC)
 - Worry Dragons session for 12 intermediate students with District personnel
 - Lunch Monitors for all of our K-Grade 3 classrooms, training was done at the beginning of the year.
 - Big/Little Buddy field trips on city buses to downtown Kamloops (Big Little Science Center)

To improve classroom practices, we will:

- Facilitate trauma informed presentations
- Mental Health Literacy continuation of learning from Andrew Baxter's presentation last year.
- 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

- 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.
- As a school, we will celebrate and acknowledge Truth and Reconciliation Day, National Indigenous Peoples Day, Day of Suwewtwecw, and attend the School District Powwow day.
- Share with staff Standard 9 video to promote the importance of Aboriginal student learning

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

- Supporting students with food and snacks throughout the day.
- Providing 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 (e.g., stress, anxiety, frustration)
- Our Aboriginal Counsellor provided support to three students this year. There is a need to access outside agency support to increase the numbers of families that are looking for support.

Evidence and Next Steps

- We will use the “Parkcrest Primary Student Survey” and complete orally with students to give us understanding of where our students Grade 1-3 are in terms of Social Emotional well being.
- Complete DEWRS in the Spring 2024.
- 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.