



MCGOWAN PARK ELEMENTARY

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

SCHOOL LEARNING PLAN 2021 2021

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 Overview

McGowan Elementary School is situated in a middle class neighbourhood in Sahali. We currently have 422 students in K-7. We have one of the resource rooms in School District #73, 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 and have grown dramatically. We have 12 English Language learners, 40 Aboriginal learners, 20 Low Incidence Learners, 20 High Incidence Learners. We have a well-established teaching cohort, many of whom have been at the school for many years.

School Goals

- ★ To ensure student acquisition of strong foundational skills in numeracy.
- ★ To increase relevance of learning tasks to promote greater levels of student engagement.
- ★ To ensure student acquisition of strong foundational skills in writing conventions (added 2020).

Goal #1 To ensure student acquisition of strong foundational skills in **numeracy**.

Theory of Action:

*If we engage in collaborative work that focuses on improving student number sense **then** we will observe an increase in engagement and students' willingness to take risks with numeracy tasks **which** will improve confidence and numeracy scores for all learners.*

Targets:

- 10% improvement between Fall DNA & Spring DNA (Grades 3-7)
- 90% of all students will demonstrate Developing or better on June Summative Report - based on the content learning standards (number concepts)

Strategies:

- Direct teaching, modeling and guided practice with frequent and ongoing feedback
- Collaboration time:
 - Collaborative marking of District Numeracy Assessments in grade grouping teams. Using staff meeting time, teachers conduct mini cohort reviews identifying strengths, stretches and next steps.
 - Collaborative planning based on next steps identified

Tools/Resources:

- BC Ministry Performance Standards
- SD 73 District Numeracy Assessment
- Mathematical Mindsets (Jo Boaler)
- Estimation Tasks (Steve Wyborney)
- Good Questions: A Year of Open-ended Math Problems (Carole Fullerton)
- Math Matters Website

- Number Talks (Sherry Parish)
- Mathology (Pearson)
- Building Thinking Classrooms in Mathematics (Peter Liljedahl)
- Math Parties (in cohorts)
- Elementary and Middle School Mathematics (Van De Walle & Folk)
- Mentorship & presentations (Math leads: Denise Underwood & Karla Pawliuk)

Goal #2 To increase relevance of learning tasks to promote greater levels of **student engagement**.

Theory of Action:

*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.*

Targets:

- Based on District Engagement Well Being & Resilience Survey:
 - 20% improvement in students seeing relevance in their learning
 - 20% improvement in students expressing high levels of motivation in their learning

Strategies:

- Direct teaching, modeling and guided practice with frequent and ongoing feedback
- Spiral of Inquiry

Tools/Resources:

- See above

Goal #3 To ensure student acquisition of strong foundational skills in **writing** conventions.

Theory of Action:

*If we establish a K-7 scope and sequence and implement common language around conventions and sentence structure **then** we will observe direct teaching, modeling and guided practice **which** will lead to improvement in students' written communication.*

Targets:

- 20% improvement between January and April school-wide write
- 90% of students will demonstrate Developing or better on their June Summative Report - based on the content learning standards (Language Features, Structures and Conventions).

Strategies:

- Direct teaching, modeling and guided practice with frequent and ongoing feedback

- Direct teaching of rubric/performance standard as an assessment, self-assessment and goal setting tool
- Mini lessons - daily/weekly
- Establish a school-based Scope and Sequence based on the Content Learning Standards (Language Features, Structures and Conventions)
- School-wide write January and April
- Collaboration time: grade group planning, assessment and collaborative marking of school-wide writes
- Small group instruction
- Spiral of Inquiry

Tools/Resources:

- BC Ministry of Education Performance Standards
- SD 73 Writing Continuum
- Writing Prompts
- Writing Power (Adrienne Gear), Writing Anchors Jan Wells & Janine Reid), What's Next for this Beginning Writer (Janine Reid), Write on Track (Thoughtful Learning), Write Traits (Spandel & Hicks), Reading A-Z, Elaborations from the Content Learning Standards (Language Features, Structures and Conventions)

Targeted Spending

- Literacy Support Materials - Adrienne Gear's *Powerful Writing Structures*, and Jennifer Sarravallo's *The Writing Strategies Book*
- Release time to collaborate with Literacy Coordinators
- Anchor Books purchased for library to support reading-writing connection

Professional Development

- Adrienne Gear Workshop
- Staff meeting time to learn in teams

Collaborative Marking & Planning

- School Wide Writes Team Marking & Planning for Instruction

Spring 2021 Reflections

In year five, we began to focus on enhancing student learning in the area of writing. Challenged with moving a high achieving school forward, we refined our spiral of inquiry to explore our practices with student learning as well as teacher learning.

Refining our second goal to align more closely with our numeracy goal will allow us to focus more closely on the task design and the assessment/feedback cycle. Focusing specifically

on school wide writes, we will continue to build teacher adaptive capacity and improve practices in the areas of inclusion and differentiation.

Actions for enhancing Staff Capacity & Student Learning

Targeted spending

- Primary Numeracy Resources (Mathology)
- Teacher initiated and sourced
- Multi-faceted resources, not a program
- Aligns with BC's revised curriculum and core competencies
- Greatly improved teacher collaboration by providing common language and content around which to engage in collegial conversation and guide planning
- Scaffolded teachers in the areas they identified as wanting to develop in their practice:
 - Small group, differentiated instruction
 - Formative assessment
 - Effective use of manipulatives and math stations
 - Literacy Support Materials - Adrienne Gear's *Powerful Writing Structures*, and Jennifer Sarravallo's *The Writing Strategies Book*
 - Release time to collaborate with Literacy Coordinators
 - Anchor Books purchased for library to support reading-writing connection

Onsite professional development (May PD Day) Presenter Marc Garneau

- Workshops included: Numeracy Assessment; Number Sense and Math Thinking Routines
- Two resources were offered to teachers as a follow-up: *Mathematical Mindsets* by Jo Boaler and *Building Thinking Classrooms* by Peter Liljedahl.
- Teachers had collaboration time to discuss.
- School-wide math parties - moved onto a portable board due to covid.
- Made thinking and learning visible by bringing numeracy tasks out of our classrooms and into our hallway
- Students of all ages interacting to solve numeracy puzzles and challenges
- Adrienne Gear Workshop (Dec PD day)
- Staff meeting time to learn in teams
- School Wide Writes Team Marking & Planning for Instruction lead by District Literacy Coordinator, Patricia Persad and District Literacy Resource Teacher, Mike Carson

What did we learn?

- We affirmed that the best engagement, relevance and professional development occurs when staff learning and student learning are woven together and dynamic.

- The more visible the learning activities are, the more collaborative the learning for both staff and students, and the lower the threshold for student and staff willingness to take risks.
- Teachers appreciate and make good use of collaborative opportunities to plan and assess with grade group partners.
- According to the School Learning Survey (grade 4 & 7), a high percentage of students feel they are trying their best, yet far fewer feel that they are getting better at Math and Literacy. Perhaps we need to spend time encouraging students to reflect more on their learning targets and recognise their individual achievements in these areas. Students need to ask “what’s next and how will I get there ?”
- Our DNA results for grades 3 & 6 showed improvement from fall to spring while we saw a decrease in grade 5. Our target is attainable so we will aim for 10% again next year. We will continue to monitor these results.
- Teacher feedback indicated teachers are employing a greater variety of teaching/learning strategies to engage students in the area of writing and numeracy, as well as a greater willingness to take risks in their task designs for students.
- Observable collaborative learning - From the classroom and hallway walls and bulletin boards to the student and teacher conversations, the “language of math and writing” can be heard at McGowan Park. The use of visible thinking routines and open ended problems can be seen. As teachers collaborate to plan these activities, their professional dialogues highlight the collective adaptive capacity that is developing in our building.

Next Steps?

Our plans were interrupted due to the unforeseen impact of COVID-19 on our learning model; as a result, most of our action items will be carried forward. However, we have added items to support our new learning around dynamic and visible student-centred task design: If we continue to provide professional learning and mentoring through collaborative opportunities, then we will see improved task design focused on process and skill development, which will result in greater levels of student success and achievement.

- 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—Student Advisory Council
- Provide opportunity for robust cycles of inquiry and collaboration by providing release time for learning team planning and collegial dialogue

Establishing Common Practices

1. We will continue to focus on aligning practices across classrooms by using common language with Numeracy learning, common structures in lesson planning and common assessment practices, and while this continues to be an area of challenge, in our experience, it leads to the richest adult learning.
2. We commenced a School-wide Write practice this year. We focused on the writing process and using writing prompts to generate ideas. Our teachers worked with Patricia Persad and Mike Carson collaboratively marking and discussing the results. We used visible thinking strategies during staff meeting time to compare the results from Winter to Spring. Teachers thought it was so beneficial that next year we will introduce three school-wide writes. The suggested dates are Sept/Oct, Jan, May. Our focus will be on style, conventions, and sentence length. We will discuss teaching points that include common language, use of planning sheets and teaching the writing process.

Actions for Supporting Community Engagement

Teacher Engagement:

- Math parties: Look to increase frequency to once per month
- Expand the planning group to include teachers, parents, LARTS and CEAs
- Pilot platoon teaching project:
 - two intermediate and two primary teachers will be supported by one LART and two CEAs to provide small group guided math lessons focused on enhancing learning for all students from remediation to extension
- 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
- Continue participation in District Numeracy Team professional development and then leading learning at staff meetings in the areas of Building Number Sense, Problem Solving, Assessment & Numeracy
- 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.
- Disaggregated school assessment data (PRA., NFRA, FSA, DNA, Report Card Marks) by gender, aboriginal, nonaboriginal in order to inform instruction plans and identify specific students requiring targeted or intensive support.
- Focussing on the feedback cycle and assessment of learning practices so that students understand and are able to clearly articulate the next steps in their learning

Parent Engagement:

- We have maintained 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 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. 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.
- This year we added a school Facebook Page to provide a window into our school during COVID. We used it to celebrate ongoing learning and engagement of staff and students. Parent feedback was very positive.

Student Engagement:

- This year we started a student advisory council (SAC). This group organised spirit days, Pink shirt day activities and T-shirt orders, fundraising for BC Children's Hospital and choosing Virtues to highlight bimonthly.
- 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 and Spiral of Inquiry to determine areas for ongoing refinement and improvement of the student learning experience
- Working to improve adult connections for our aboriginal learners
- Focussing on improving the use of math language with all learners, but especially for aboriginal and ministry identified learners

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 (use disaggregated data from both DEWRs and Spiral Interviews to identify learners requiring additional support).
- Expand targeted interventions to include more collaboration between LART & classroom teachers (Whole class reviews)
- Focus on integration of First Peoples Principles of Learning (FPPL)
- Prep teacher anchored Physical Health Education (PHE) curriculum to FPPL and the Medicine Wheel
- Extensive collaboration with Teacher Librarian- including learning about and writing legends in many classes
- Indigenizing our school environment - incorporated Secwepemctsin greetings into daily announcements, acknowledgement of the territory at all staff meetings and assemblies
- Building aboriginal content in school classroom libraries and kits
- Most of this year we did not have access to an Aboriginal Education Worker, (AEW). Next year we hope to ensure that all teachers have access to collaboration time with

an AEW, and that all teachers incorporate co-planned lessons into their instructional repertoire; As well as a noon hour cultural club (open to all students) two days per week

Goal Related Data

LITERACY

Performance Measure	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
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%	Gr. 4 76%	Gr. 7 90%	n/a
Male	90%		NA		84%	83%	78%	84%	n/a
Female	96%		NA		76%	81%	74%	96%	n/a
Aboriginal	100%		NA		55%	100%	80%	100%	n/a
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%	Gr. 4 95%	Gr. 7 96%	n/a
Male	100%		NA		100%	96%	100%	94%	n/a
Female	96%		NA		97%	100%	100%	100%	n/a
Aboriginal	100%		NA		100%	100%	100%	100%	n/a
SD #73 PRA Meeting or Exceeding	73%		79%		84%		Proficient or Extending 80%		n/a

Male	74%	79%	79%	78%	n/a			
Female	70%	78%	88%	82%	n/a			
Aboriginal	40%	60%	75%	73%	n/a			
Non-Aboriginal	77%	82%	82%	83%	n/a			
NFRA Accuracy - Independent	78.5 %	72%	65.5%	59%	n/a			
NFRA Fluency - Fluent	79.5%	79%	71.5%	79%	n/a			
NFRA Comprehension - Meeting ↑	86%	94%	87.5%	88% Developing ↑	n/a			
Report Cards Marks Ap ↑ or C ↑ 2018 forward Reporting Pilot Developing ↑ *Reporting Pilot Data nor comparable	K 87% Primary 93% Intermediate 95%	K 94% Primary 90% Intermediate 95%	K ELA 90% Primary ELA 94% Intermediate *	COVID	K ELA % Primary ELA % Intermediate *			
K Survey Print Awareness 80% ↑	74%	96%	91%	COVID	n/a			
K Survey Phonological Tasks 80% ↑	83%	89%	87%	COVID	n/a			
NUMERACY								
Performance Measure	2016-2017	2017-2018		2018-2019	2019-2020	2020-2021		
FSA Numeracy Meeting or Exceeding 2016-2017 data not comparable	Gr. 4 Gr.7 91% 95%	Gr. 4 87%	Gr. 7 78 %	Gr. 4 76%	Gr. 7 86%	Gr. 4 78%	Gr. 7 66%	n/a

Male	90% 100%	NA	82% 92%	82% 62%	n/a
Female	91% 88%	NA	68% 78%	73% 71%	n/a
Aboriginal	100% 100%	NA	56% 80%	80% 66%	n/a
Report Cards Marks Ap ↑ or C ↑ <small>*Data not comparable - Reporting Pilot</small>	K 98% Primary 99% Int. 97%	K 94% Primary 99% Int. 95%	K 88% Primary 97% Int. 59%	COVID	n/a
K Survey <small>Numeracy Tasks 80% ↑</small>	94%	100%	100%	COVID	n/a

DNA - Overall Proficient & Extending	Fall 2020	Spring 2021
Grade 3	40%	48%
Grade 4	n/a	51%
Grade 5	56%	48%
Grade 6	37%	46%
Grade 7	n/a	n/a

School Learning Survey 2021 - Grade 4	% Agree & Strongly Agree
I feel I am getting better at math	69%
I feel I am getting better at writing	69%
I try my best in Math (and science) at school	84%
I try my best in Language Arts (Social Studies) at school	82%
I feel safe at school	79%

School Learning Survey 2021 - Grade 7	% Agree & Strongly Agree
I continue to get better at Mathematics	65%
I continue to get better at Writing	67%
I feel safe at school	78%

Winter & Spring School Wide Write Results see Appendix A & B

MCGOWAN PARK MAGIC

School Wide Write Reflections

Grade(s): 7 February 2021

Areas of Strengths	<ul style="list-style-type: none"> • took their time + followed the directions + worked through the process • descriptive lang, but not always higher level • clearly organized / logical order (generally)
Areas of Concern	<ul style="list-style-type: none"> • elaborating with interesting details instead of bland, boring • No / IC sentence structure • "conclusion" + introduction not as strong • "matter of fact" <p><i>misuse of commas</i></p>
Classroom/General Observations	<ul style="list-style-type: none"> • this was their last piece of work because they were forced to do all steps + be conscientious → we were all at the same place at the same time • when they work "independently" @ their own pace they tend to just want to get done asap
Possible Suggestions to address these concerns	<ul style="list-style-type: none"> - go through the motions we mean thought to the "steps" - need to have students take pride in their work; just to be done or G/E (good enough) attitude is so too rampant.

