

Parkcrest Elementary School

School Learning Plan

2017 - 2022

(June 2021 Update, still waiting for some data)



Mission Statement

Parkcrest Elementary's purpose is to provide a safe, trusting and positive place for teaching and learning. We endeavour to support the learning needs of children while encouraging community involvement. In our school community we celebrate diversity, respecting others and ourselves, taking responsibility for our actions, value lifelong learning, and strive to always do our best.



School Context 2020-2021

Parkcrest Elementary is a K to Grade 6 school located in the Brocklehurst subdivision of Kamloops, BC. While the vast majority of the students live within walking distance to the school, the catchment extends to the west and covers the Red Creek/Tranquille area. In the past four years, Parkcrest Elementary has grown from 280 students to 340 as the community continues to grow.

2020 - 2021 School Year

Current Population	342	Library Teachers	.50
Divisions	16	LART/RR/Literacy Support	1.5
Primary Students	191	CEAs	7
Intermediate Students	156	Aboriginal Education Worker	1
Aboriginal Students	71	Clerical	1
Ministry Category	46	Administration	1.5

GOALS AND STRATEGIES (2018-2019)

The 2016-2017 staff at Parkcrest developed the following action theory statements:

- If we develop the foundational skills of our learners, with support from staff and parents, then the students will be better equipped for inquiry, project-based learning.
- If we focus on authentic, ongoing assessment, then the students, staff and parents will have varied and multiple opportunities to review learning progress.

The following goals were developed by staff for the 2017 - 2018 school year.

2019 - 2020 School Goals revisited and updated.

- Improve Foundational Skills (Reading for primary, Numeracy for intermediate) through Inquiry/Project Based Learning.
 - Focal Adjustment: to look at literacy interventions to support our intermediate students.

- Continue building an adaptable and inclusive student population that is personally and socially responsible.

Goal #1-A	<i>Literacy: Primary</i>	
<p>Connections to District Strategic Plan:</p> <ul style="list-style-type: none"> ❖ <i>Priority #1</i> - Ensure each student acquires strong foundational skills and core competencies. Students will graduate with strong foundation skills in literacy and numeracy. <ul style="list-style-type: none"> ➤ Students will demonstrate growth in thinking, communication, and personal social skills. 		
<p>Rationale: By focusing on foundational skills, students will become more successful. Through ongoing assessment, parents and students will be more informed of the learning process and successes.</p>		
<p>ACTION STATEMENT: <i>If we continue to promote foundational skills in literacy (reading & writing) through consistent focus around real world applications and opportunities for inquiry based learning, then we will observe students' confidence and perseverance continue to grow within literacy.</i></p>		
Areas of Focus	Strategies and Initiatives	Targets and Measures: How Do We Know?
<i>Early Intervention</i>	<ul style="list-style-type: none"> • K Survey Data from fall to guide instruction • PRA Term 1 Data • Phonological Awareness small groups • Small group reading instruction 	<ul style="list-style-type: none"> • K Survey • PM Benchmarks • 80% of Kindergarten students will be meeting expectations by the Spring Survey
<i>Community and Parent Involvement</i>	<ul style="list-style-type: none"> • Come Read with Me <ul style="list-style-type: none"> ◦ Grade 1 students (25 parents attended through ZOOM) • FreshGrade classrooms communicated regularly with parents • Video presentations to families of student presentations. 	<ul style="list-style-type: none"> • Follow up survey from Come Read with Me for parents • Parent attendance to school functions (crucially important for the 2021-2022 school year)
<i>Literacy Strategies</i>	<ul style="list-style-type: none"> • Daily 5 <ul style="list-style-type: none"> ◦ Pro D support for this as some are not trained • Orton Gillingham training for all staff at Pro D. • District Resource staff met with our 	<ul style="list-style-type: none"> • Many classes using Buddy Reading/Lesson time (will be fully implemented 2021-2022)

	lead teachers to explore this program and it's success.	
Areas of Focus	Strategies and Initiatives	Targets and Measures: How Do We Know?
<i>Student Service Interventions/Inclusions</i>	<ul style="list-style-type: none"> ● Hearbuilder Programming ● Google Read/Write <ul style="list-style-type: none"> ○ Staff Pro D to support learning ● Starfall program ● PBIS 	

Next Steps for Literacy:

- *Continued intensive interventions (K/1)*
- *Growth in our 1 - 1 Primary buddy reading program (start next year again)*
- *Develop a more intensive intermediate literacy program*
 - *Focus on interventions, exploring adaptations, small group instruction*

SCHOOL DATA: PRIMARY READING ASSESSMENT

	Not Meeting	Approaching	Meeting	Exceeding
2020-2021 Reports Not available at this time				
Grade 1				
Grade 2				
Grade 3				

	Not Meeting	Approaching	Meeting	Exceeding
2019-2020				
Grade 1	Spring Primary Reading assessment not available Due to COVID			
Grade 2				
Grade 3				

	Not Meeting	Approaching	Meeting	Exceeding
2018-2019				
Grade 1	25%	13%	25%	33%
Grade 2	18%	7%	18%	57%
Grade 3	19%	14%	40%	27%

	Not Meeting	Approaching	Meeting	Exceeding
2017-2018				
Grade 1	26%	7%	49%	18%
Grade 2	28%	4%	12%	56%
Grade 3	25%	4%	22%	49%

SCHOOL DATA: FSA DATA (2017 - 2021)

	PLU	EM	OT	EX
2019 - 2020 Reading		36% Reading	57% Reading	6% Reading
2018 - 2019 Reading	0% Reading	33% Reading	63% Reading	4% Reading
2017 - 2018 Reading	12% Reading	34% Reading	46% Reading	8% Reading
Increase/Decrease	12% Decrease	3% Increase	6% Decrease	2% Increase
2019 - 2020 Writing		13% Writing	87% Writing	0% Writing
2018 - 2019 Writing	2% Writing	4% Writing	94% Writing	0% Writing
2017 - 2018 Writing	16% Writing	14% Writing	66% Writing	4% Writing
Increase/Decrease	14% Decrease	9% Increase	7% Decrease	No Change

***2019 - 2020 FSA Data currently unavailable**

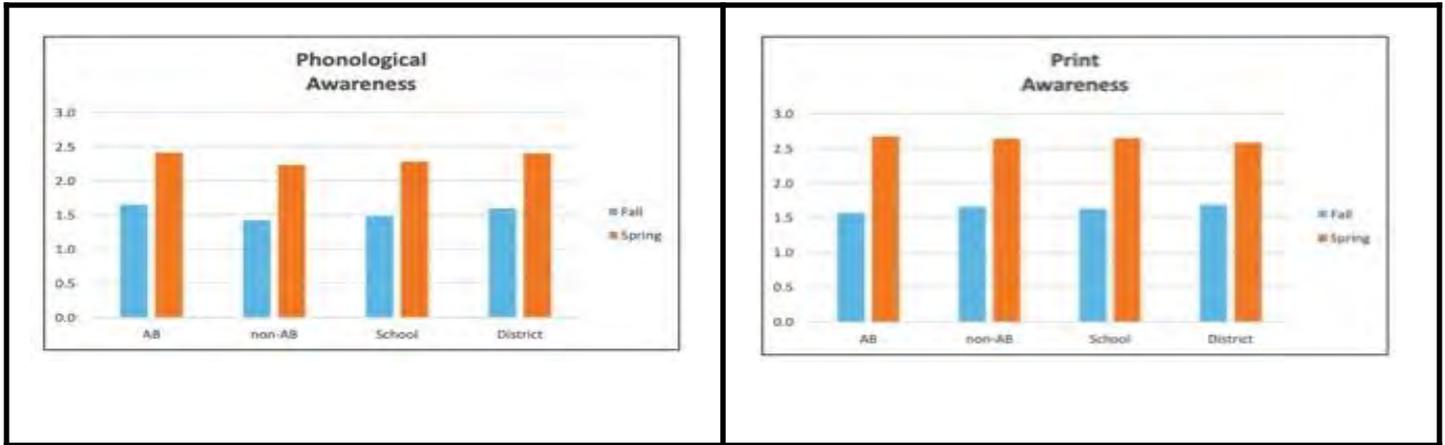
SCHOOL DATA: NON FICTION READING ASSESSMENT (2019 - 2020)

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Grade 6	21%	50%	20%	0%
Grade 5	10%	52%	21%	0%

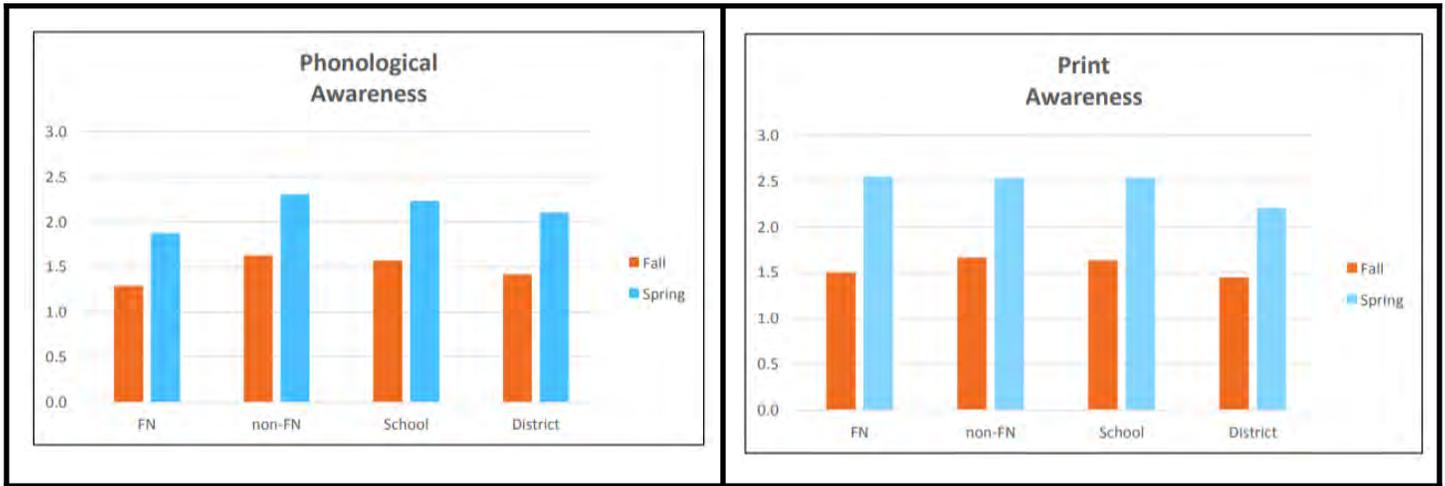
Grade 4	17.5%	50%	30%	2.5%
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SCHOOL DATA: KINDERGARTEN SURVEY

(2018 - 2019)



(2017 - 2018)



Goal #1-B *Numeracy: Intermediate*

Connections to District Strategic Plan:

- ❖ *Priority #1* - Ensure each student acquires strong foundational skills and core competencies. Students will graduate with strong foundation skills in literacy and numeracy.

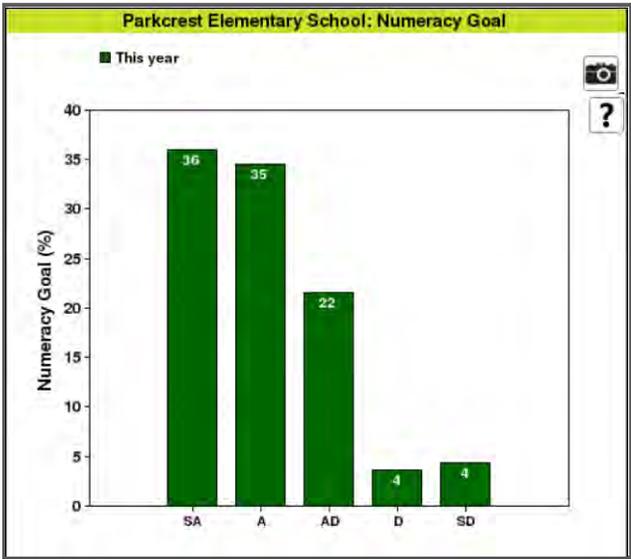
Rationale: By focusing on foundational skills, students will become more successful and through ongoing assessment, parents and students will be more informed of the learning process and successes.

ACTION STATEMENT: *If we create a learner profile for numeracy and access professional development options provided, then we will be able to curate a continuum of key skill sets that are reviewed and re taught each year, resulting in a confidence and overall growth as numeracy learners.*

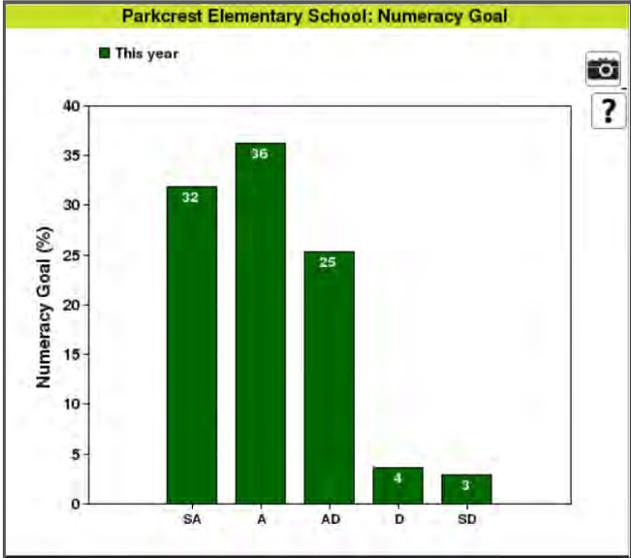
Areas of Focus	Strategies and Initiatives	Targets and Measures: How Do We Know?
<i>Numeracy Strategies</i>	<ul style="list-style-type: none"> • Math Mastery in Every Classroom • Numeracy lessons with district numeracy coordinators 	<ul style="list-style-type: none"> • Classroom use is supported in all classrooms
<i>Connecting Mathematical Learning to the Real World</i>	<ul style="list-style-type: none"> • Inquiry based math learning opportunities • Lead teachers attending district numeracy workshops 	<ul style="list-style-type: none"> • Accessing community based resources <ul style="list-style-type: none"> ○ Presentations of Learning
<i>Utilizing Technology to Support Basic Math Facts</i>	<ul style="list-style-type: none"> • Mathletics to support our struggling learners 	<ul style="list-style-type: none"> • Program tracks student progress

What We Have Learned About our Students and Numeracy?

"I feel good about my abilities in the area of numeracy (mathematics)"



"When I am given a numeracy problem and/or question, I have strategies that I rely on to help solve the problem/question"



CHALLENGE:

While many of our students know that they are doing math, they struggle to make connections to

numeracy and the real world. Our District Numeracy (DNA) assessment data from our Grade 5 and Grade 6 cohorts (2019 - 2020) suggest there is work to be done as 22% of our students are emerging and 38% of your students are developing. There is a disconnect between how the students feel about Numeracy and what our data suggests.

SCHOOL DATA: DISTRICT NUMERACY ASSESSMENT (2019 - 2020)

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Grade 6	24%	33%	17%	8%
Grade 5	19%	44%	23%	2%

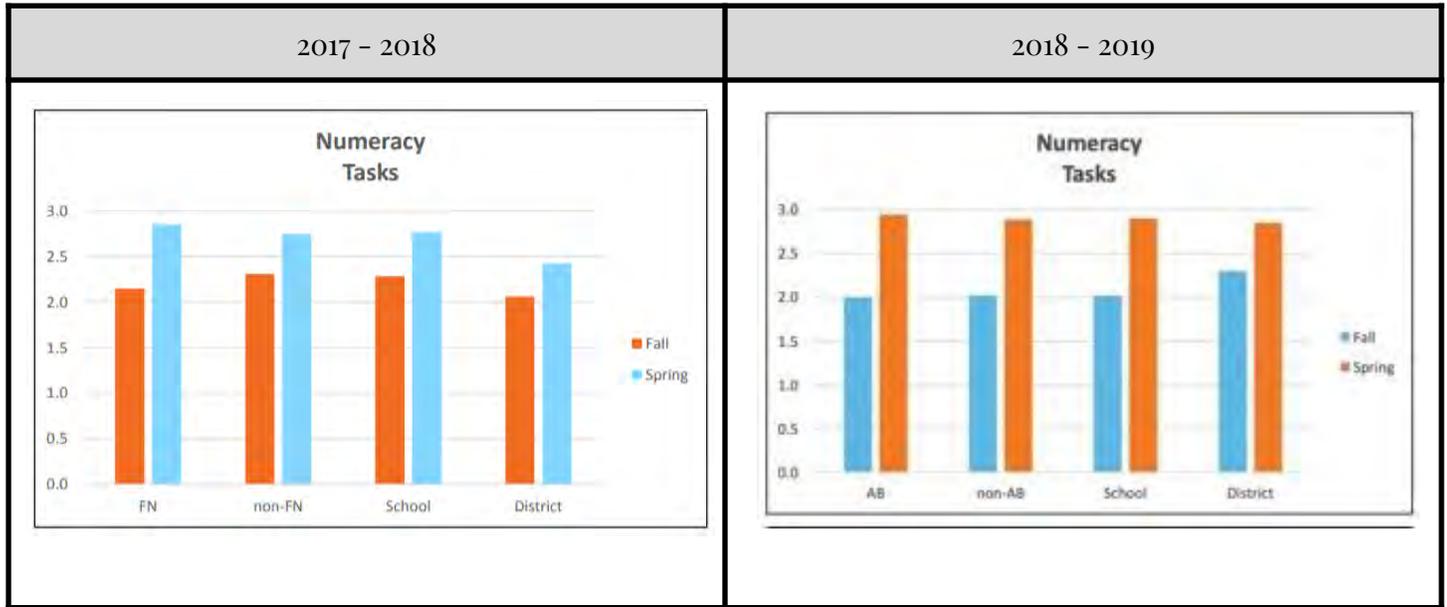
FSA DATA (2017 - 2020)

	PLU	EM	OT	EX
2019 - 2020				
2018 - 2019	2%	25%	67%	6%
2017 - 2018	12%	42%	44%	2%
Increase/Decrease	Decrease 10%	Decrease 17%	Increase 23%	Increase 4%

***2019 - 2020 Data Not Available

Foundation Skills Numeracy 2017 - 2018	Foundation Skills Numeracy 2018 - 2019
<p>School Breakdown</p> <p>OT 44% EM 42% PLU 2% EX 12%</p>	<p>School Breakdown</p> <p>OT 67% EM 25% PLU 2% EX 6%</p>
<p>23% Increase</p> <p>What are we doing differently and how does that correlate to our students attitudes about numeracy?</p>	

KINDERGARTEN SURVEY DATA - NUMERACY



Next Steps for Numeracy:

- District Numeracy Assessment (Grade 3 - 6 Implementation)
- Accessing our District Numeracy Team
- Collaboration Time/Opportunities (Full Year Professional Development)
- Addressing Universal Design, Targeted and Intensive Intervention Opportunities
 - Numeracy Stations
 - Community Math Walks/First Peoples Principles Component
 - Push In Support Models
- Creation of Numeracy Continuum/Profile of a learner in Math (What are the key curricular competencies that we want our learners to be proficient in?)
- Primary focus on basic number sense, intermediate on critical thinking

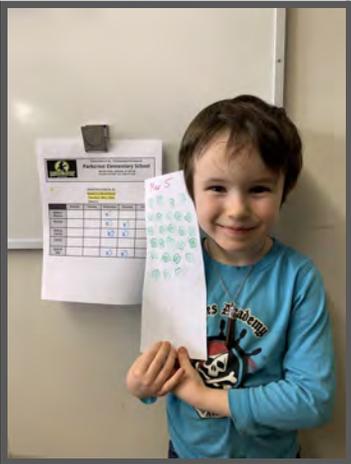
Goal #2***Assessment the Core Competency of Personal and Social Responsibility: School Culture*****Connections to District Strategic Plan:**

- ❖ *Priority #1* - Ensure each student acquires strong foundational skills and core competencies. Students will graduate with strong foundation skills in literacy and numeracy.
- ❖ *Priority #4* - Foster and inclusive, adaptable and accountable district culture

Rationale: With a diverse group of learners, Parkcrest students come to our school with a wide range of social/emotional needs. Building connections with our students and fostering our relationships supports the curation of a learning environment that better meets the needs of our learners. Building self determination, emotional regulation and an overall sense of well being ensures we provide our learners with the tools and skill sets to support their learning journey.

ACTION STATEMENT: *If we continue to develop connections with our most vulnerable learners, then we will begin to*

see growth in their abilities to feel successful in their schooling.

Areas of Focus	Strategies and Initiatives	Targets and Measures: How do we Know?
<ul style="list-style-type: none"> ● <i>Personal Awareness and Responsibility</i> <ol style="list-style-type: none"> 1. <i>Self Determination</i> 2. <i>Self Regulation</i> 3. <i>Well Being</i> 4. <i>Developing School Culture</i> 	<ul style="list-style-type: none"> ● Positive behaviour intervention system school <ul style="list-style-type: none"> ○ Pilot school 2017 - 2018 ○ Student Shout Outs/Entrance TV for Positive Recognition ● After school programs <ul style="list-style-type: none"> ○ Sports ○ Arts ○ Yoga ● Student survey development ● Powerstart Breakfast Program ● <u>Next Steps:</u> ● Re Implement our Primary survey <ul style="list-style-type: none"> ○ Address connections 	<ul style="list-style-type: none"> ● Develop and implement office referral and behaviour tracking <ul style="list-style-type: none"> ○ Continue to track trends and focus on Targeted Behaviour Intervention ● Check in Check Out (Second Step Programs Implemented ● Over 100 students accessed and took part in these three (3) programs ● Intermediate students surveyed (<i>See Data and Trends Below</i>) ● D.E.W.R.S. Survey (October 2019 only) ● Families picked up and brought to school prior to the school day ● Come together as a staff to discuss what we might do moving forward to address these connections

Primary/Intermediate Student Survey Results - 2018 - 2020

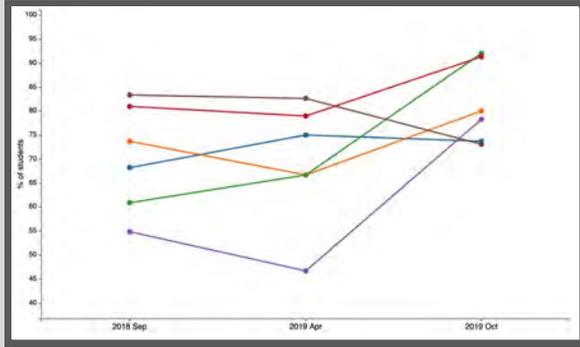


In September 2020, our Intermediate Students took part in the District Engagement and Well Being Survey (D.E.W.R.S.). Questions asked supported their experiences at school and the relationships built with both peers and school staff. This initial data supports our personal & social responsibility goal as it enables us to gain an understanding of how our students perceive their schooling.



D.E.W.R.S. Survey Results Grade 4,5,6

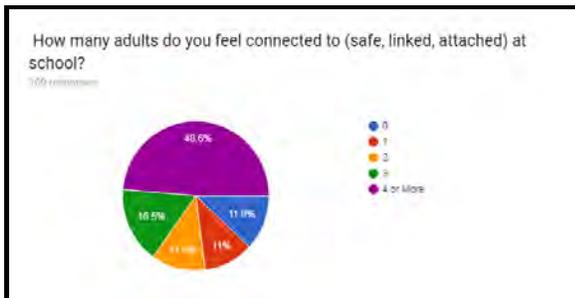
	2018 - 2019 (April)	2019 - 2020 (October)
<i>Feel Safe Attending School</i>	68%	82%
<i>Positive Student Teacher Relations</i>	8.3 out of 10	8.7 out of 10
<i>Positive Learning Environment</i>	6.1 out of 10	7 out of 10



Our Data Suggests:

Our students in Grade 4- 6 are feeling safe at school (an increase from April 2020 - October 2020) of 14%. Further, positive student teacher relationships and outlooks towards the learning environment are on the rise as well.

Connections to Adults - 2018 - 2019 (Primary Student Survey Data)



Our Data Suggests:

- Our students feel strong connections to their peers (84.6% of students have connections with one or more than one adult)

We planned to survey primary students in April 2020. We will look to do this in the fall now.

Actions that Supported our Students Personal and Social Responsibility Growth

• Self Determination

- Academic Support (Lunch)
- Check in Check Out System
- Student Leadership
- Shared responsibility among staff

• Self Regulation

- Social Skills Groups
- Second Step Program
- Supporting SOAR Matrix
- Sensory Room
- Student Leadership (Assemblies, Games, Spirit Days)

• Well Being

- Morning Circuit Training (BOKS Program)

• Developing School Culture

- After School Art/Sports/Yoga Programs
- Student/Teacher Connection
- Trauma Informed Practice
- Building Connections with our Most Vulnerable Students/Families
- Powerstart Powerstart Breakfast Program
- Hot Lunch Every Second Week
- Lunch Time Art Clubs
- Our Amazing Crossing Guard Hugh - Here Volunteering Every Morning and Afternoon

- Shout out Program on Announcements/RAK (Pictures on the Hallway TV)
- After School Art/Sports/Yoga
- AEW Girls Groups
- We are Parkcrest T-Shirts
- Primary Choir

NEXT STEPS:

- Addressing self-advocacy, task perseverance, and emotional management.
- Developing the attributes of a Parkcrest learner that we feel would best embody a successful learning environment.
- Early Intervention supports to ensure our students come ready to learn.
- Continue to develop/build upon our leadership program
- Further utilize programs in place (Kids in the Know/Second Step)
- Continued Positive Office Shout Outs



Aboriginal Learners:

Activities, this year, that were meant to enhance all students' understanding of and respect for Aboriginal culture, history and language were:



- Salmon presentation from district personnel
- Crafts such as rain sticks, dream catchers
- Indigenizing our new space
- Outside Support Learning Opportunities
- Traditional Thank You Sage Bundles
- Day of Suwentwec Activities throughout the School

Student Services Supports:

Parkcrest has a process in place to have supportive discussions regarding students who are struggling. This process is talked about at staff meetings and we discuss community access supports that are shared through the CAST Meeting process. Using conduct data, academic information and the knowledge that the school may have about our families, we can put an informed plan in place to support our struggling learners. This may be extra support in the classroom (LART, CEA), Check in/Check Out system, moving to External School Base Team, letters written on behalf of the family for outside agencies, participation in our before/after school programming, extra curricular etc. Our entire school staff can be involved in supporting just one student. Our staff do not believe that if the student is not in your class you cannot be a part of the success of the student. We really believe that the more adults supporting a child the better.

- Pro D for staff on ASD, FASD, Trauma informed practices
- Google Read & Write for all students
- Scheduled breaks for students who need support (Sensory breaks)
- Early intervention programming specifically in reading
- Check in/Check Out opportunities for students

Learning Partner Engagement: *The following would be ways in which we could connect with our learning partners.*

Students:

- DEWRS survey (October and April)
- Discussions with the student leadership team
- Student learning survey

- Build on student passions and interests: what kinds of things in the community can support these?
- Build student focus group in intermediate to talk about school challenges and what they would like to see at Parkcrest

Staff:

- Staff meetings
- Professional development opportunities

Parents:

- PAC Meetings and presentations (popcorn/hot chocolate days/hot lunch days)
- Presentation of Learning nights
- Mug and Muffin morning
- Bannock and Tea
- Opportunities to be involved in classrooms and on field trips
- New reporting document will connect parents and teachers more often

Professional Learning Plan

Our professional learning plan continues to evolve to best meet the needs of our students where they are at on a regular basis. Our goal is to continue to reflect on the possibility of having some new practices in our school. In building resources, classroom libraries, school programming we would like to explore new programming and learn about some new resources through our district coordinators. For example, our literacy team has provided us with some new ideas of primary guided reading resources that we have ordered and will do professional development on.

Professional Learning Opportunities (2019 - 2020)

September - December 2019

- Literacy Coordinator Visits (Primary/Intermediate Classrooms)
- Lead Teacher Training (Numeracy)

January - June 2020

- Literacy Coordinator Visits (Primary/Intermediate Classrooms)
- Lead Teacher Training (Numeracy)