

Parkland Middle School Growth Plan

2023-2024

SCHOOL DISTRICT NO.5

SOUTHEAST KOOTENAY

YEAR 3

Principal's Message



Parkland Middle School endeavours to maintain high and measurable standards, with a focus on intellectual development, human and social development, and career development to offer each student the best opportunity to succeed in life. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, we aim to improve outcomes and enhance education experiences for all students, no matter their background or where they live.

Our School Action Plan is a continuation of the work of the past year and is reflective of the commitment our staff and community partners have in ensuring student success. Through meetings with our partner groups and school staff we continue to look at data around student success and create a plan to improve student learning. This document will be revisited at the end of each school year, to determine if the plan is improving student learning and to evaluate if what we are doing is working for our students.

In the areas of literacy and numeracy, we have work to do to support our students and we are committed to ensuring our children are literate and numerate. We will use both pre-data and post-data and will work on a continued cycle of improvement.

Overarching Questions to Move Forward

We know that students learn best when regulated. How do we support students in getting to this place of regulation, and/or co-regulation, to support our school priorities of literacy and numeracy skill acquisition?

How do we create a school environment where every student feels safe and supported and where staff understand how trauma affects behaviour and emotions?

<p>Social Emotional Learning in the classroom</p>	<p>Awareness of self and others Demonstration of positive attitudes and values Responsible decision-making Positive social interaction skills</p>
<p>Trauma Informed</p>	<p>Consistency and predictability Front load learners Build relationships and connection</p>
<p>First Peoples Principles of Learning</p>	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational. Learning involves recognizing the consequences of one’s actions. Learning is embedded in memory, history, and story. Learning involves patience and time.</p>

Key Understandings for forward momentum...

School Demographics

57

STAFF

- 2 Admin
- 19 Support Staff
- 34 Teachers

490

STUDENTS

- 86 Indigenous
- 92 French Immersion

7-9

GRADES

Grade 7-148

Grade 8-173

Grade 9-168

VISION:

Parkland Middle School strives to be a supportive, responsible, involved community that learns and works together in a safe, caring environment that enables us to realize our full potential.

MISSION:

Our students will graduate with dignity, purpose and options.



VALUES:

Integrity

- Honest, sincere, standing up for what you believe in

Responsibility

- Accountability, giving your best

Respect

- Respecting yourself and others,

Excellence

- Setting goals, remembering to plan and practice

Kindness

- Being thoughtful of others, accepting differences



PRIORITY 1 - LITERACY

GOAL

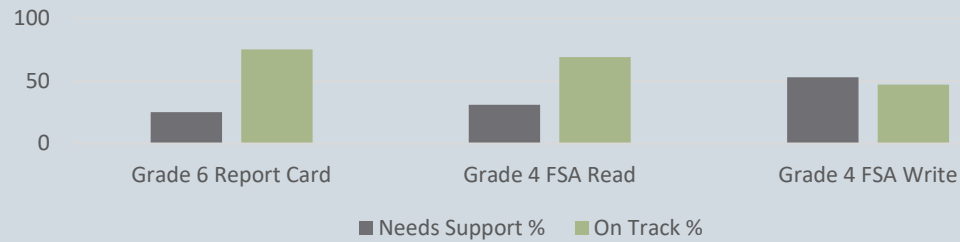
To increase student achievement in literacy.

Rationale

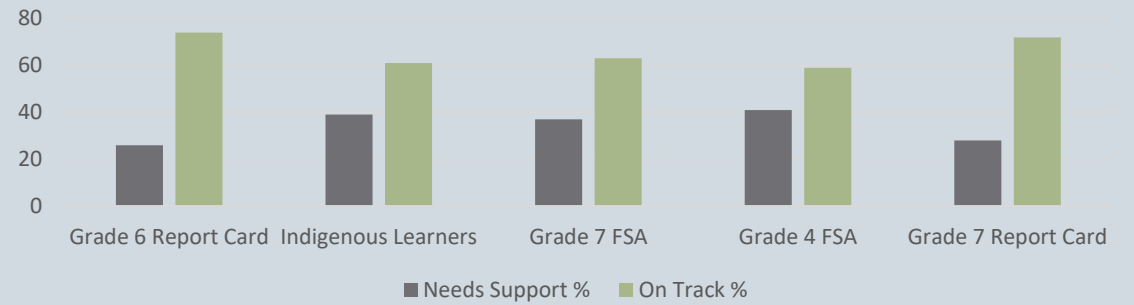
Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Lacking these skills places students at a tremendous disadvantage. Literacy creates opportunities for people to develop skills that will help them provide for themselves and their family as well as becoming positive contributors to society. Literacy is essential to developing a strong sense of well-being and citizenship. Students who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.

LITERACY PERFORMANCE

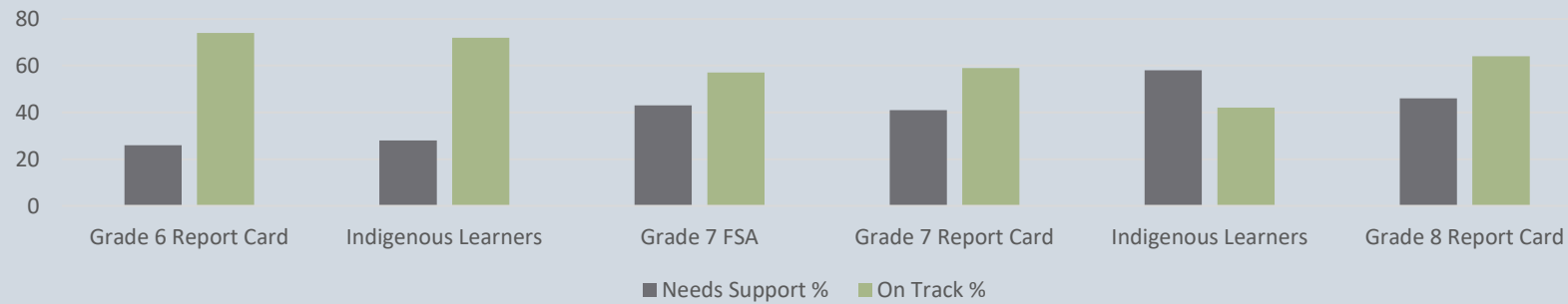
Grade 7 Cohort



Grade 8 Cohort

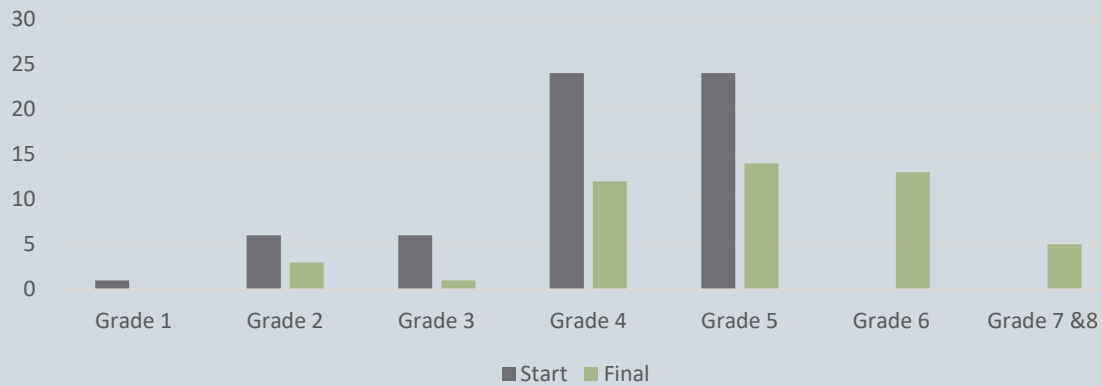


Grade 9 Cohort

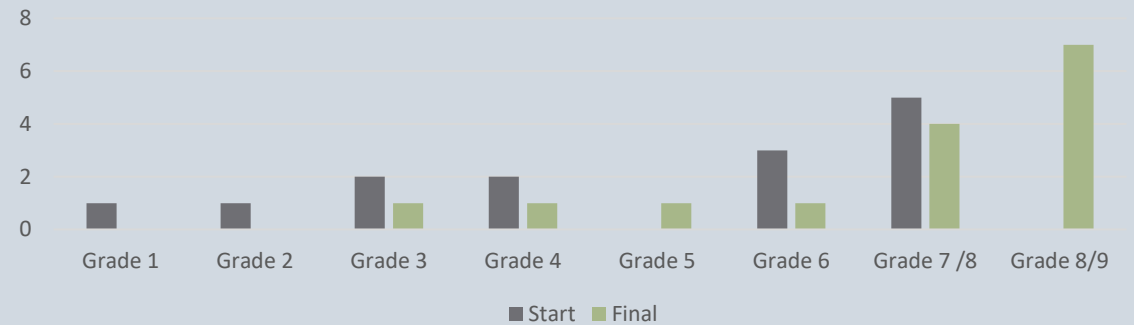


LITERACY PERFORMANCE

Tier 2 Literacy Support June 2022



Tier 2 Literacy Support June 2023



Tier 2 target literacy supports were provided to groups of students not yet on track for literacy. Reading levels were measured at the beginning of the term and the end. All students achieved growth whether within their reading grade level or by gaining 1 or 2 reading grade levels.

As students reached grade level reading goals the literacy support focus shifted to strengthening their writing skills.

Growth in Literacy

EMERGING AREAS OF NEED

The Tier 2 supports implemented last year have shown success. In looking at the report card data, it is not clear if the skills are transferring over yet into other areas. There appears to be inconsistency in achievement for all learners, in all grades.

Identifying Tier 1 strategies to implement for all learners to support and foster literacy achievement.

STRATEGIC INQUIRY

To what extent will targeting literacy skills in all classes lead to an increase in student achievement in literacy?

Are the diagnostics and FSA good indicators to identify student literacy skills and needs?

Are the literacy support classes having a positive impact in all areas of learning?

Strategic Targets and Measures - Literacy



MEASUREMENT CYCLES

-FSA
-Fountas & Pinnell in Literacy Support
-Non-Fiction Reading Assessment



TARGET

% of students will reach a level of Proficient or better.



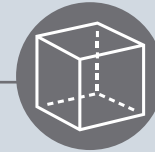
KEY DATES

FSA – Oct –Dec
F&P – Sept/Jan and Feb/Jun
Non-Fiction Reading Assessment Oct/Nov



PROFESSIONAL LEARNING

-District Literacy Support teacher
-Cross-Curricular Literacy Strategies
-Department Collaboration Time



SUPPORTING STRUCTURES

Literacy Support blocks
Common reading assessment

PRIORITY 2 - NUMERACY

GOAL

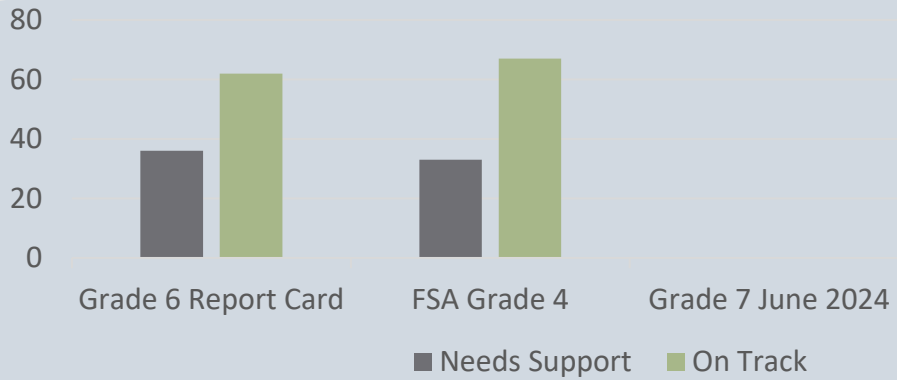
To increase student achievement in numeracy.

Rationale

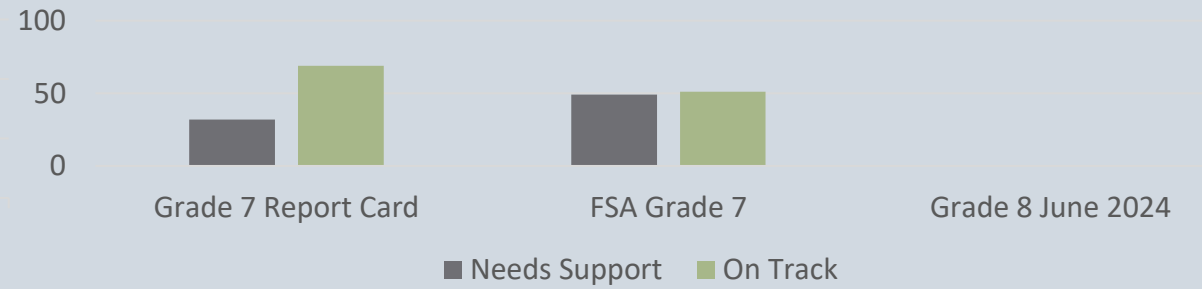
Numeracy is necessary for everyday living. From daily activities like telling the time, baking and playing cards, to more difficult tasks such as understanding budgeting, planning a trip, reading a map and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.

NUMERACY NUMBERS...

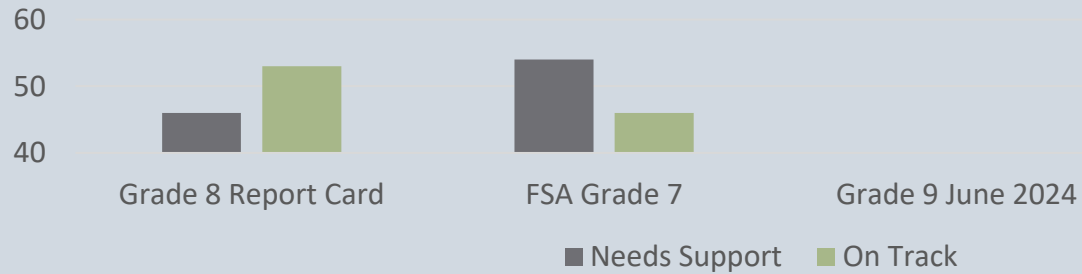
Grade 7 Cohort



Grade 8 Cohort



Grade 9 Cohort



Numeracy Analysis

The final analysis of numeracy data shows that the work of the team and their dedication to improving student performance is paying dividends. The grade 7 data shows a healthy trend for more proficient learners in math. Although we see positive trends in math 8 & 9, we did not see the same growth as with the grade 7 students. Through the year Parkland saw 24 more grade 7 students, 8 more grade 8 students, and 16 more grade 9 students gain a proficient standard in comparison to early year data. Parkland's data is valid, as every math student writes the same diagnostic and unit tests. The report card marks are comparable to all students grade 7 through 9.

Growth in Numeracy

EVIDENCE OF NARRATIVE

A large percentage of our students are achieving proficient to extending scores in their Math classes. However, while we are noticing an increase in students achieving the levels above on their report cards, there is still room to grow and get better results. Specifically, when reviewing assessment results, we noticed a need to focus on task analysis and thinking skills.

STRATEGIC INQUIRY

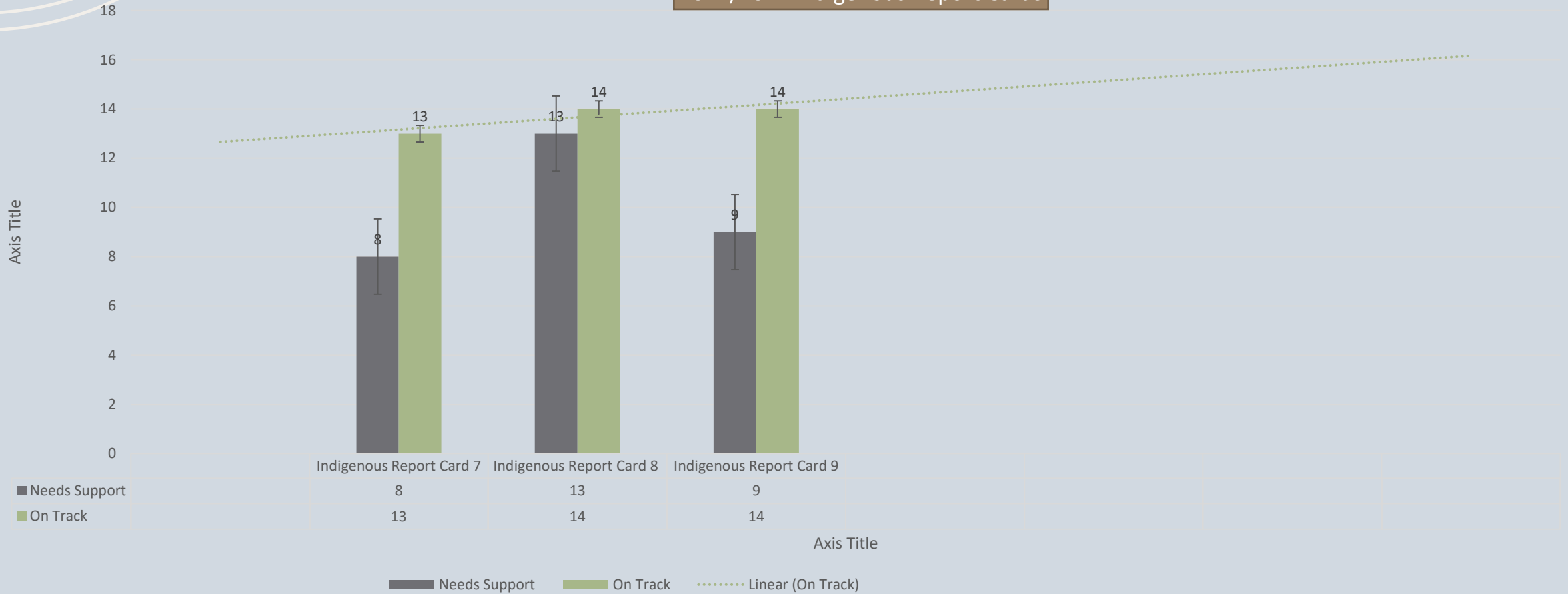
To what extent will ongoing thinking challenges lead to an increase in student achievement in numeracy?

Are the diagnostics and FSA good indicators to identify student numeracy skills and needs?

Are they numeracy support classes having a positive impact?

NUMERACY PERFORMANCE

2021/2022 Indigenous Report Cards



Grade 7,8 and 9 Indigenous Data Analysis

The final analysis of the indigenous grade 7, 8 and 9 data shows a positive trend toward more proficient or extending learners .

For this document we are focused on indigenous report card marks at the end of grade 7, 8 and 9. The data shows Grade 7 are 61% at proficient or extending level at the end of the school year. Grade 8 are at 51% and the grade 9s are at 60%. The numeracy goal was not met for the grade 8 indigenous learners.

Strategic Targets and Measures - Numeracy



MEASUREMENT CYCLES

FSA
Basic Skills Diagnostic



TARGET

60% of all numeracy students will achieve a proficient standard or better.



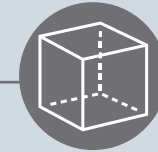
KEY DATES

FSA – Oct-Nov
Diagnostic – Sept, Feb, June



PROFESSIONAL LEARNING

Shared exemplars
Anchor marking
Department collaborative time
Numeracy Support Teacher time
Carole Fullerton ProD series



SUPPORTING STRUCTURES

Grade 6 Diagnostic
Collaboration time
Scaffolded assessments