

South Kelowna Elementary School Learning Plan 2017-2018

Our Mission Statement

We at South Kelowna elementary, in cooperation with parents and families, believe in providing a positive learning environment for the development of a student's full potential to become a knowledgeable, responsible and confident life-long learner within the immediate and global community.

School Motto

"Soar to New Heights!"

S.K.E.

S	Sharing
K	Kindness
E	Everyday

District Overarching Goals

District Overarching Goal:

"Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor to find, follow and share their passions."

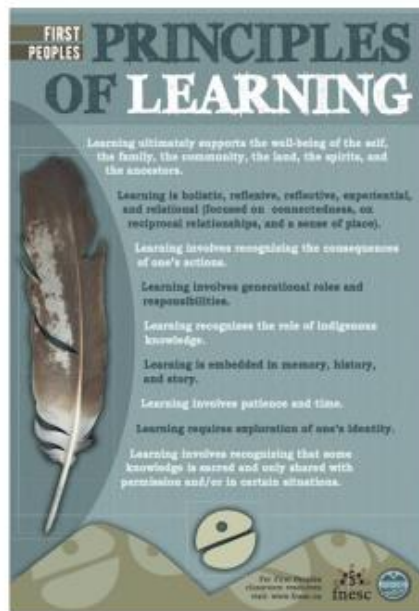
"and supporting each student to be a confident learner that graduates with dignity; purpose and opportunity"



Focusing – Goals 2017-2018

South Kelowna has identified two "big rocks" for our School Goals: 2017-2018

- (1) Social/Emotional Learning: focusing on the well-being and positive growth of students, and**
- (2) Differentiated Learning: striving to meet the needs of unique and diverse learners in each classroom.**



- 1 • Learners at the Centre
- 2 • The Social Nature of Learning
- 3 • Emotions are Integral to Learning
- 4 • Recognizing Individual Differences
- 5 • Stretching all Students
- 6 • Assessment for Learning
- 7 • Building Horizontal Connections

Learning Inquiry Question

With two concurrent *Inquiry* processes taking place, each has begged their own *Inquiry Question*.

In regards to assessment and evaluation we have asked: How do we assess growth without marks?
How do we motivate kids to improve and help them to become owners of their own learning?

In regards to growth mind set, the question raised is: How do we build more opportunities for connections with our students?



Focusing our Goals

Learning Goals

The learning goals for South Kelowna Elementary, as developed through the inquiry process are as follows:

1. To increase overall student engagement and achievement through best practices of assessment and evaluation and by further cultivating a safe and caring environment which allows all students to thrive.
2. To increase student achievement we are going to make learning more visible with an overall focus on growth mind set and connecting all learners to our world.



Scanning – Gathering Input

The above themes resulted from last year's scanning of students, staff and parents, as well as the results from 2017-2018 MDI (Middle Years Development Instrument).

Student Input – random selection from each class – approx. 10%

Students were asked the following questions:

1. How would you describe yourself?
2. Think of a time when you made a mistake.....
 - a. What is happening in your brain when you make a mistake?
 - b. How do you feel when you've made a mistake?
 - c. What do you say when you make a mistake?
 - d. What do you think when you've made a mistake?
3. What are your challenges or what do you find hard?
 - a. How do you know?
4. What are your strengths or what are you really good at? What makes you feel proud of yourself?
 - a. How do you know?
5. How do you know when you have learned something?
6. What else do you want me to know about you?

The following themes emerged from student surveys:

- Students enjoyed being at school, were happy with their learning, and felt they had many caring adults at school.
- Friendships were important for students to feel safe and happy at school.
- Students identified creating & sustaining friendships as a challenging process.

- Students also had difficulty describing their learning styles and strengths.
- Students felt most proud when they were acknowledged by adults.

Parent Input – 11% on-line response

Parent Questions:

Q1: What grade(s) is your child(ren) in? More than one choice is possible.

Q2: What's going well for your child at school?

Q3: Can your child explain what they are learning at school and why it is important? Explain or please provide an example to help us understand.

Q4: Do you feel that your child feels a sense of belonging or connection to the school? What did we do to help your child feel that way?

Q5: What could we do to help your child be more successful at school?

Q6: Please feel free to add further information and/or suggestions in regards to your child's learning.

The following themes emerged from parent on-line surveys:

- Parents were interested in learning more about the new curriculum
- Parents were interested in learning more about instructional strategies in the classroom
- Parents wanted more information on the specific learning progress of their students

MDI Data – Middle Development Instrument – on-line responses from all Gr 4's

The Middle Development Instrument (MDI) is a questionnaire designed to measure the developmental health and well-being of children in middle childhood. The MDI was developed by researchers at UBC in collaboration with the United Way of the Lower Mainland and the Vancouver School Board. This is a self-report questionnaire completed by children in Grade 4 where all the questions are read out loud by a classroom teacher. The questions measure five areas of development and well-being: (1) social and emotional development; (2) connectedness; (3) school experiences; (4) physical health and well-being; and (5) constructive use of time.

Data derived for South Kelowna students indicated:

- Happiness, self-esteem, self-regulation all strong and need to continue to grow
- Social and emotional development – absence of worries, empathy, prosocial behavior and optimism needed improvement

Teaching Staff Input – based on all of the above data

The following growth themes emerged from staff discussions:

- Students could more readily demonstrate social-emotional maturity, responsibility empathy & resilience
- Students had difficulty describing themselves as a learner – did not readily identify learning strengths, needs and goals

Developing a Hunch – Plans Around the Input

Related to the above scanning, SKE Staff created the following plans for the 2017-1018 school year:

- Develop social / emotional learning by creating stronger *friendship connections*
- Build student awareness, self-confidence, and pride in their achievements through *Growth Mindset*
- Support students in describing their learning progress and goals, and inform parents of their progress through new ways of *Communicating Student Learning*
- Differentiate learning to meet students' individual needs through *Core Competencies, First Peoples Principles of Learning, and Inquiry Learning*

Learning – Our Learning Journey

To achieve our goals, staff learning took place in a variety of ways throughout the year:

- Implementation Day
- Monthly Staff Meetings
- Collaboration Time
- Lunch and Learns
- District Instructional Leadership Team Sessions
- Early Learning Team Sessions
- Excellence Through the Arts – Artists in Residence
- School Classroom Visits
- Inquiry Learning
- District Workshops



The following chart outlines a number of topics explored:

Some of our Learning Stories:

STAFF LEARNING	SOCIAL/EMOTIONAL LEARNING	DIFFERENTIATED LEARNING
Co-plan & Co-teach	Leadership	Fresh Grade
Core Competencies	Zones of Regulation	Making Learning Visible
Reflection	Growth Mind Set – Power of Yet	G-Suite/Google Classroom
Kindness	Reflection	Google Apps for Educ (GAFE)
Assessing Growth without Marks	Build Opportunities for Connections with Students	Assessment tools to empower students
Learning to Use new Technology	Art Journals/Gratitude Journals	STEM – Science, Technology, Engineering, Mathematics
Making Learning Visible	Core Competencies	Innovative Learning Classrooms
Fresh Grade	Mindful Breathing	Provocations
Innovative Classrooms	Kindness – Belonging Stones	Differentiated student groups
		Multi-age activities with others
		Virtual Field Trips

Communicating Student Learning CSL

The following brainstorming resulted from an engaging Implementation Day, centered around the Ministry Mandate to explore new ways to communicate student learning:

Why is CSL important to me and my learners?

- Promotes growth mindset
- Shows where they started and how far they've come – personal achievements
- How students can learn to see how practice makes progress
- Accountability
- Celebrate and learn from failure
- Look at my teaching what I need to do better and how you can help students inform instruction
- Informs instruction
- Promotes motivation to continue to progress and set goals
- Promotes life-long learners and independent growth mind-set into adulthood
- Promotes self-reflection
- Kids more involved = more motivation = more meaningful
- Shows growth, gives students and teachers the opportunity to reflect/see/articulate and show
- Recognize and record growth

What types of evidence will my students collect?

- Work in scrapbooks
- Pictures, videos, group activities
- Memories
- Video evidence (reading)
- Work from different subjects
- Photos of projects
- Writing samples, school wide write
- Science reflections
- Entry and exit slips with teacher and peer feedback
- Presentation of scrapbooks to classmates and displays for others

How will students interact with their evidence?

- Two of the same – comparisons to show personal growth
- Look, examine work from Sept to June
- Listen, reflect, Ah moment, celebrate
- Explain their learning
- Watch it, read it
- Be more meaningful to them.
- Showcase it
- Make learning goals

- Share ideas and celebrate together success as well as making "friends with failure" to move forward
- Compare and contrast and celebrate making it purposeful to them
- Self-reflection
- Film them talking about their work – just talk

How will evidence be collected?

- Scrapbooks
- Google classroom
- Journals
- Student videos, photos
- Portfolios
- Laptop – headsets,. Recording themselves explaining learning/understandings
- Ipod – video themselves, take photos
- FreshGrade
- Teacher capture moments, students comment/explain
- Conversations, conferencing student-student and student-teacher
- Take pictures to show students on screen

Personalized Learning Through Technology

Draw & Tell

- We explored a great app called "Draw & Tell" that can be used K-6 to help students make their thinking visible on the iPads. We'll spend the first 20 minutes looking at how the App works and some examples of how it can be used to support the redesigned curriculum. The remaining of the session will be spent "playing" with the App and sharing out how we might use the tool.

Gsuite Essentials

We will dove into GSuite (Google Apps for Education) and learn how it can be a powerful tool for both students and teachers to collaborate, share and create with. This session is mostly geared for those teaching intermediate grades.

Growth Mindset

Growth Mindset

I became clear that as a staff, we wanted to increase the Growth Mindset of our students. It started at the beginning of the year at our Welcome back assembly where growth mindset was discussed and we watched a short video clip explaining that our brain was a muscle. The more you used your muscle the more it would grow. And so our journey began.

As we all know, things take time.

2016-2017 – SKE created a rock garden where the sign reads: "At SKE we are unique and we support each other to learn and grow." Each child choose and designed a rock to represent themselves and added it to our school rock garden. The books, "Only One You" and "Ishi" were used by classes in support of growth mindset, as well as many conversations and lessons focused on growth mindset.

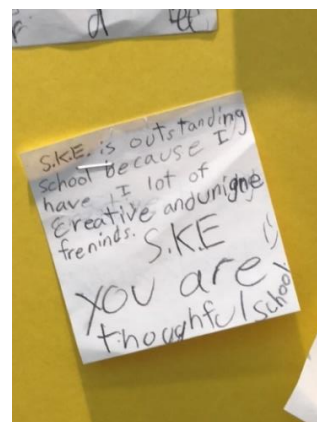
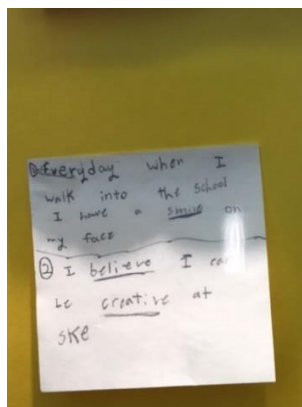
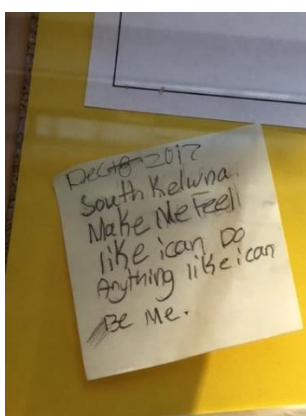




2017-2018 - Today, we are continuing our Growth Mindset journey by asking students, staff and community what SKE means to them. We received much of the same feedback from students but some students made strong connections to our school.

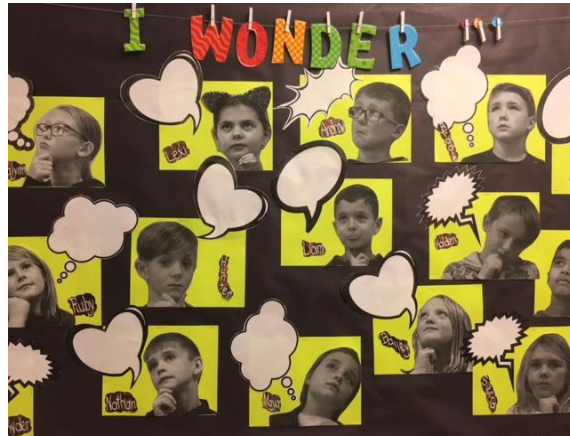
Here are what the kids are saying:

No one can do everything but everyone can do something. I have lots of opportunities at SKE. I can persevere through my problems. We are creative thinkers. SKE is an outstanding school because I have lots of creative and unique friends. SKE is a thoughtful school. I believe SKE is a place of kindness and growth mindset. School is fabulous at SKE. We have lots of super kind teachers. SKE makes me feel like I can do anything. I can be me. Whenever you walk in the door, you see unique people. Everyday when I walk into the school, I have a smile on my face. I believe I can be creative at SKE.



It was agreed that SKE would best describe all our thoughts if the letters represented these words:

Sharing Kindness Everyday



The February 2018 Winter Olympics has provided us with a focus around the winter sports and Kelsey Serwa, who used to attend SKE in her younger years. Her past teacher's and new teachers are still cheering Kelsey on! SKE hosted a Mini-Winter Olympics where the students took part in the Olympic sports while persevering. Congratulations to Kelsey for winning Gold for Canada in ski-cross. SKE is using growth mindset, perseverance and determination embedded in our daily learning.



2017-2018 Inquiry Learning

In house field trips where connections are made outside the school in our very own community. Our kindergarten class has walked out to our treed area and did an inquiry around the base of the trees. They might be heading out again to look at what's currently there.

The K/1 and Gr.3/4 classes went on a walking field trip to one of our local orchards. They looked through the lens of inquiry and returned with more questions and desire to return in the spring to see how the seasons affect orchards.



Action – Staff Engagement

Assessment

We started off the year by reviewing 'student questionnaire' and discussed where to do go from here.

Big Idea: Why would educators consider a shift in the way that they report student progress to parents?

We have ongoing staff discussions concerning assessment and evaluation. As we work toward an improved reporting process, we continue to ask ourselves: What is quality assessment?

What is quality assessment?

"Quality assessment"

- Clear Learning Intentions
- Meaningful Learning Experiences
- Student Ownership of Learning
- Authentic Evidence of Learning
- Thoughtful, Descriptive Feedback

We reviewed the reporting order and discussed the options available and the musts as per the ministry. The First Peoples Principles of Learning – 7 Principles of Learning (OECD) are both necessary for the changes to happen. Our staff have begun to incorporate these principles through innovative learning environments and reflective practices on the core competencies. Learning evidence can be collected via observations, fresh grade, google classroom, photos, videos, self-reflections, one-to-one conversations, phone calls, emails and daily learning.

Criteria for Quality Communication of Student Learning

Criteria for Quality Communication of Student Learning



Clear Learning Intentions

- are constructed from the learning standards (curricular competencies and content.)
- clearly describe what students are expected to understand, know, and do.



Meaningful Learning Experiences

- are derived from the learning standards.
- will support learners' development of the core and curricular competencies.
- will facilitate learners' deep understanding of the learning standards.



Student Ownership of Learning

- empowers learners to select evidence that best represents their growth over time.
- enables learners to develop their own voice as they determine how to best communicate their learning.
- encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning.



Authentic Evidence of Learning

- is triangulated from a variety of sources and represents learners' growth over time.
- is linked to meaningful learning experiences.
- clearly represents what learners understand, what they know, and what they are able to do.



Thoughtful, Descriptive Feedback of Learning

- is ongoing, specific, and helpful to learners.
- helps learners understand their strengths and growth areas in relation to the learning standards as they develop their unique profile as learners.

We decided, as a staff, that we would grow and learn together towards a common report card for our students and parent community. We will learn and attend the CSL (Communicating Student Learning) workshops offered by the district and discuss as staff next steps. Our focus is what's best for kids, social/emotional, and develop a common language. We are collaborating on moving away from an artificial system of using grades to a more authentic, inquiry, rich learning experiences.

We continue to strive to see what best suits our students by keeping these questions in mind and with the goal that our reports will focus on and begin to reflect quality communication.

Is there a way to "shift" our comments to reflect the re-designed curriculum? How can our comments help parents understand their child's learning?



FIRST PEOPLES PRINCIPLES OF LEARNING

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 (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The First Peoples Education Council
first.peoples.education.ca

fpesc

1	• Learners at the Centre
2	• The Social Nature of Learning
3	• Emotions are Integral to Learning
4	• Recognizing Individual Differences
5	• Stretching all Students
6	• Assessment for Learning
7	• Building Horizontal Connections

