

Parkland Middle School Growth Plan

2024-2025

SCHOOL DISTRICT NO.5

SOUTHEAST KOOTENAY

YEAR 4

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 Growth 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.

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

49

STAFF

- 2 Admin
- 17 Support Staff
- 30 Teachers

444

STUDENTS

- 75 Indigenous
- 89 French Immersion

7-9

GRADES

Grade 7-134

Grade 8-144

Grade 9-166

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

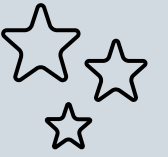
- Respecting yourself and others,

Excellence

- Setting goals, remembering to plan and practice

Kindness

- Being thoughtful or others, accepting differences



CROSS-CURRICULAR LITERACY

GOAL

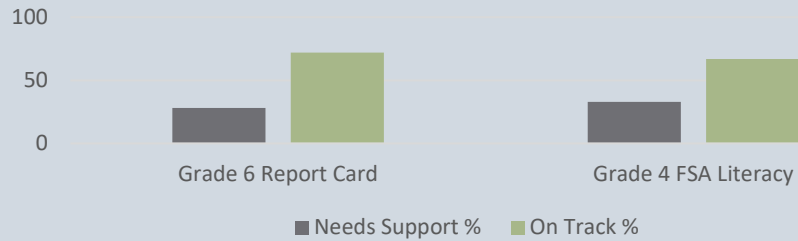
To increase student competencies in literacy across all subject areas.

Rationale

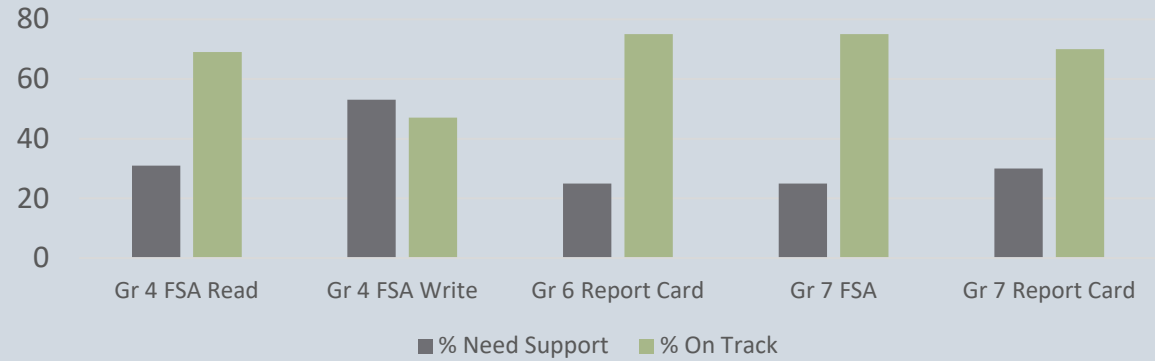
Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Lacking these skills places students at a tremendous disadvantage. Literacy creates opportunities for people to develop skills that will help them provide for themselves and their family as well as 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

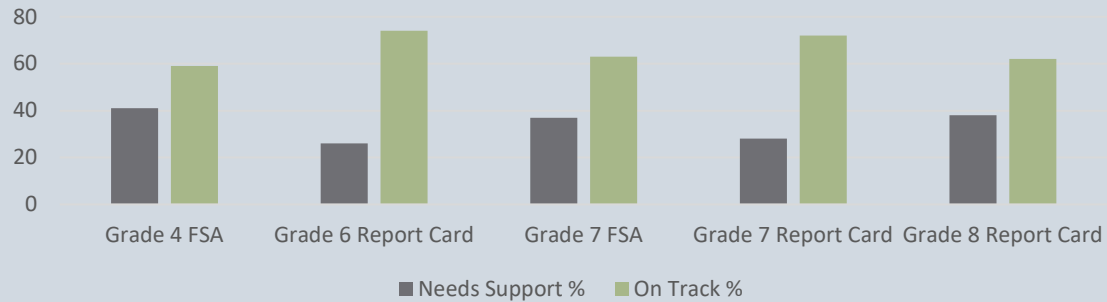
Grade 7 Cohort



Grade 8 Cohort

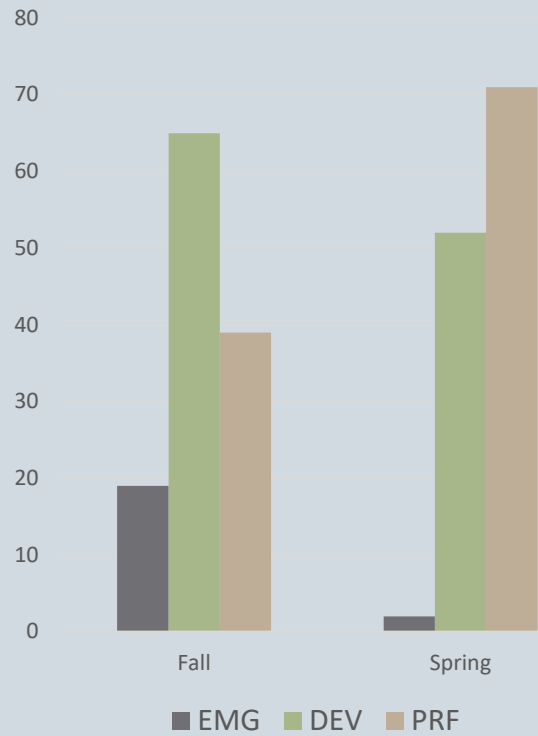


Grade 9 Cohort

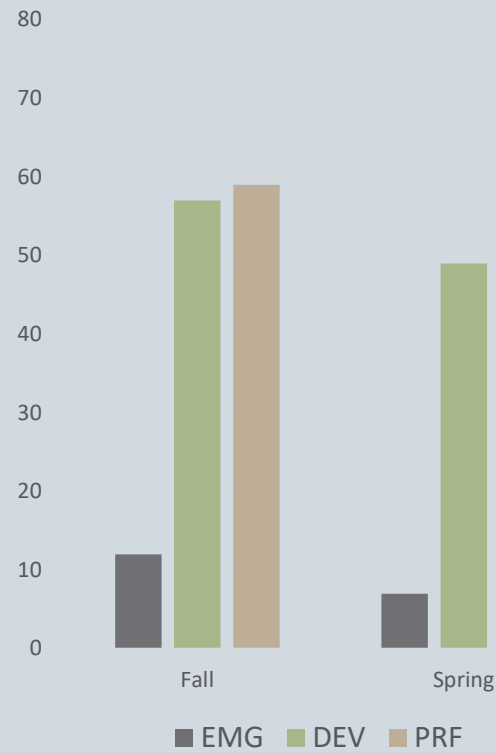


NON-FICTION LITERACY 23-24

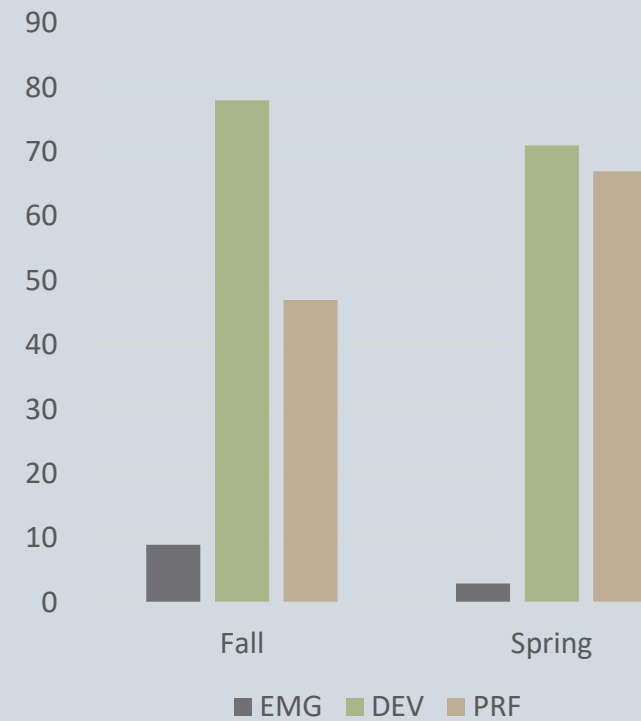
Grade 7



Grade 8



Grade 9



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 in all curricular areas.

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?

Is there a better diagnostic tool out there? What are our advancing diagnostic needs?

Strategic Targets and Measures - Literacy



MEASUREMENT CYCLES

-FSA
--Non-Fiction Reading Assessment
- Report Card Data



TARGET

% of students moving to reach a level of Proficient or better.



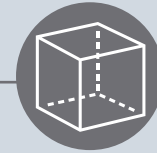
KEY DATES

FSA – Oct –Dec
Non-Fiction Reading Assessment Sep; May
Report Card - June



PROFESSIONAL LEARNING

-Cross-Curricular Literacy Strategies
-Department Collaboration Time



SUPPORTING STRUCTURES

Common non-fiction reading assessment