



PARKVIEW ELEMETARY SCHOOL
School Learning Plan 2024-2025



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

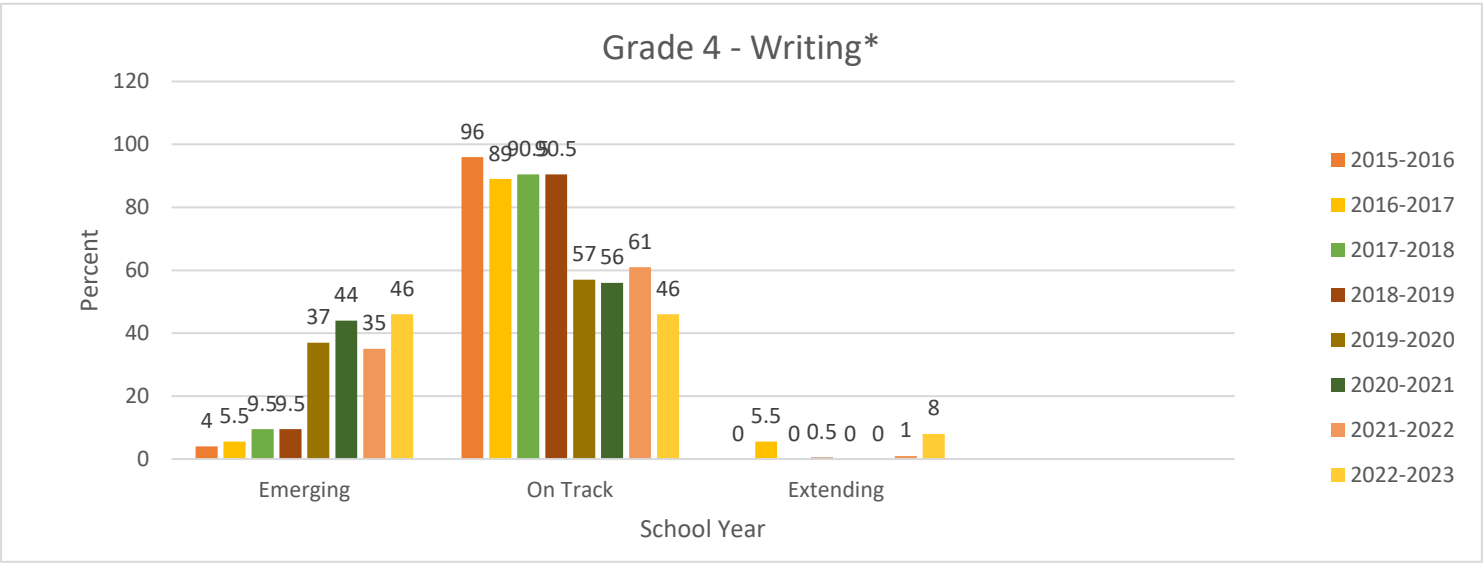
Parkview is a rural elementary school in Sicamous BC. Parkview serves the communities of Sicamous, Malakwa and Mara. It is the only elementary school in the community. 39% of our students identify as Indigenous. Parkview was projected to have 200 students in 2024-2025 and current enrollment is 210, which meant that we received a 10th division. Parkview has seen significant student growth in the past few years. Sicamous is a transient community and Parkview’s enrollment numbers fluctuate throughout the school year (+/- 15 students). Parkview staff monitors its vulnerability profile annually (Interministerial involvement, addiction/wellness concerns, food vulnerability, attendance concerns, and fitness levels). At Parkview, we have a significant need for food security, as several of our students use our breakfast and lunch programs. The food programs are funded by the Ministry and supported by several staff members as well as community member and our Parent Advisory Committee.

Strategic Priority: Intellectual Development

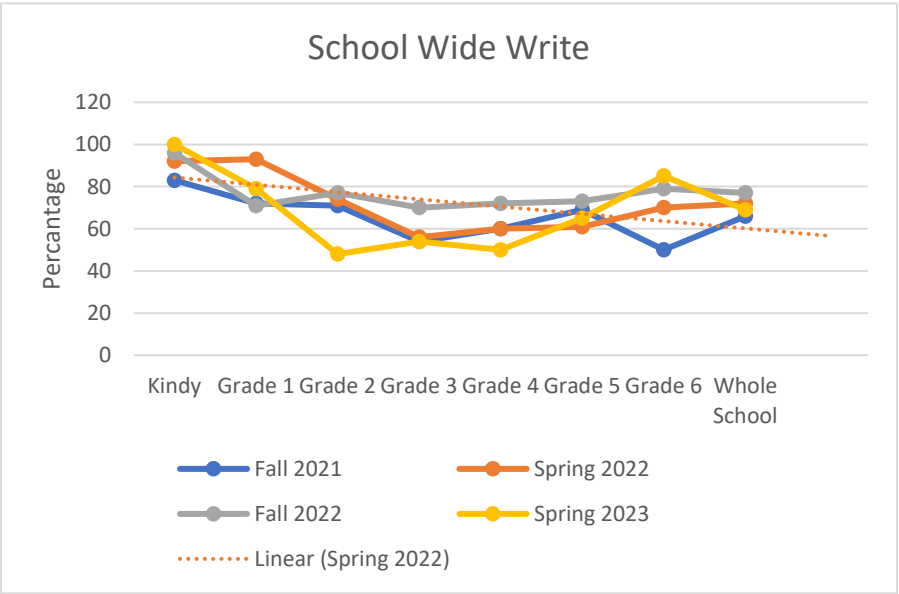
- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:	Numeracy Goal:
Increase non-fiction writing proficiencies across all grades at Parkview (K-6) For 75% of the student body to be within range of grade level non-fiction writing expectations (minimally meeting or higher) by the end of the school year (May 2025). Rationale: - Writing equips us with communication skills - Writing allows us to express who we are as people - Writing makes our thinking and learning visible and permanent - Writing fosters our ability to explain and refine our ideas to others and ourselves - Specific Parkview rationale: Current student data identifies writing as an area in which many Parkview students need extra support - Parkview has seen success and improvement in student achievement in reading and numeracy over the past 7 years. We have a deficit in our writing skills (low writing scores) and will now direct more attention to this area	Increase problem solving proficiencies across all grades at Parkview (K-6) by 10% (SNACC) For 50% of the student body to be Proficient in Level C problem solving by the end of the school year (May 2025) (SNACC). Rationale: • Problem solving empowers students with real world math experience • Problem solving allows students to explain their thinking • Problem solving allows students to use various strategies to demonstrate their learning and knowledge • Specific Parkview rationale: Current SNACC data identifies problem solving as an area that many Parkview students need extra support in Parkview has seen success and improvement in student achievement in numeracy over the past 7 years. We have a deficit in our problem-solving skills and will direct more attention to this area
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
• Data will be provided by results from the school-wide write	• SNACC data results

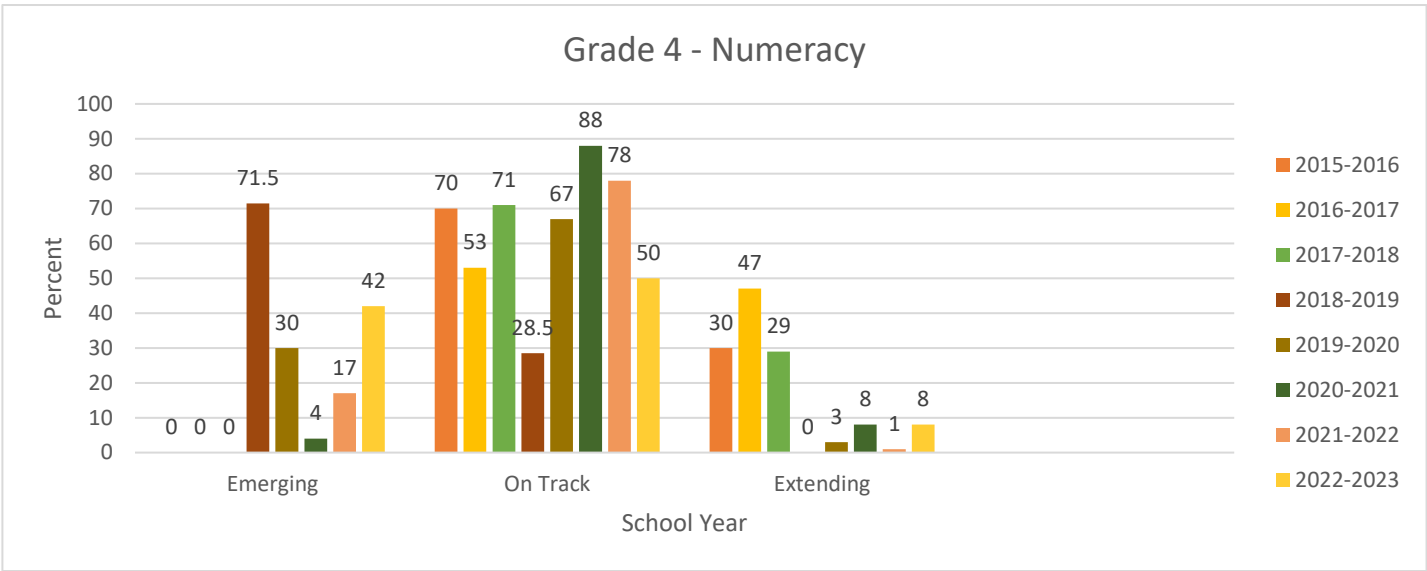
FSA results



*2018-2019 Malakwa Academy closure – influx of students
**2019-2020 Parkview temporary closure during FSA’s, optional return to school April-June due to Covid- 19
*** 2021-2023 FSA now measures literacy (reading and writing combined)

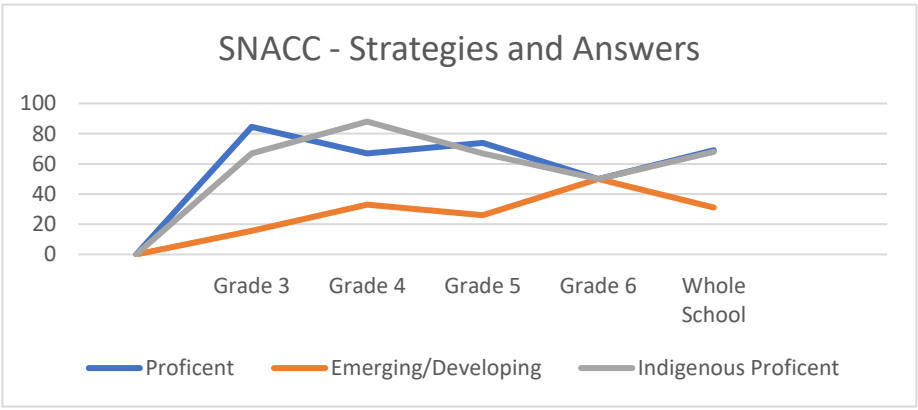


FSA results



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2023 Spring Student Numeracy Assessment of Critical Concepts (SNACC) Data
Level C: Strategies and Correct Answer



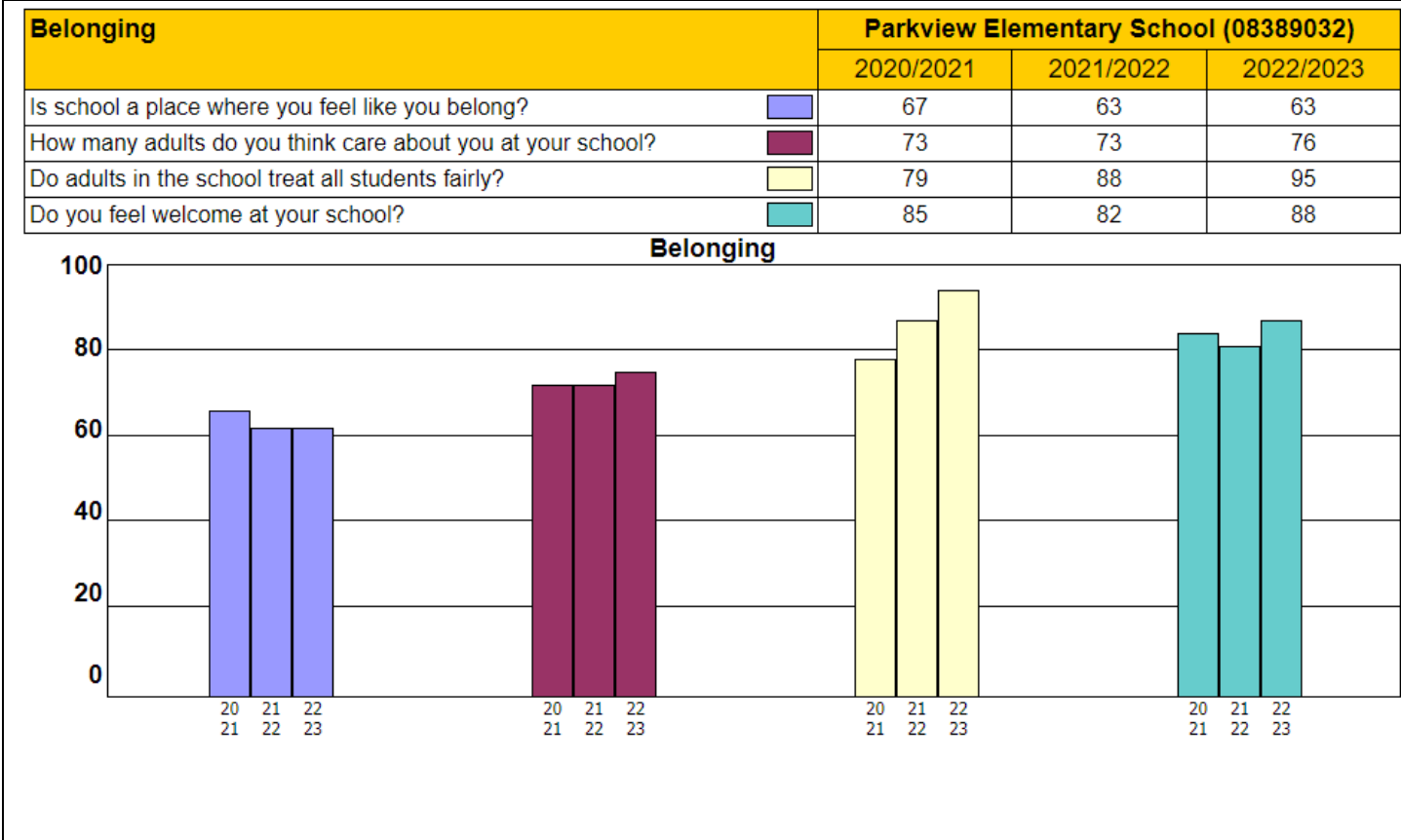
Data Analysis/Narrative:	Data Analysis/Narrative:
Data Analysis: FSAs The data from FSA results indicate that our students require additional support in developing writing skills. The 8-year trend is demonstrating that each year fewer of our children are “on track” in their writing. We will be concentrating on non-fiction writing and basic mechanics to enhance writing fluency. This continues to be an area of need and focus – 31% of Parkview students are emerging in their Literacy skills. Data Analysis: School-Wide Writes We still have significant improvement required to reach our target of 75% of our students to be within range of grade level non-fiction writing expectations (minimally meeting or higher) by the end of the school year. We had 66% of students withing range in the fall of 2021 and 72% in the spring of 2022. We are seeing very positive trends in our primary classes, yet writing results dropped from grades 3-5. Our overall trend line supports the need to continue with this goal.	Data Analysis: FSAs The data from FSA results indicate that while our students have shown some good growth in numeracy it continues to be an area for development. The 8-year trend is demonstrating that we have had a decline in students who are “extending” in numeracy. We will be concentrating on problem solving strategies. Data Analysis: SNACCs Parkview students are lagging in their problem-solving skills and strategies. The overall trend of our students is well below our 70% threshold of students who are “Proficient” in Level C Problem Solving skills. We will work closely with all classroom teachers, learning support teachers and Indigenous Education worker to bridge gaps and lagging skills.
Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	Strategic Priority: Developing a Culture of Well-Being - In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal:	Student Well-Being Goal:

Vision: *Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.*

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

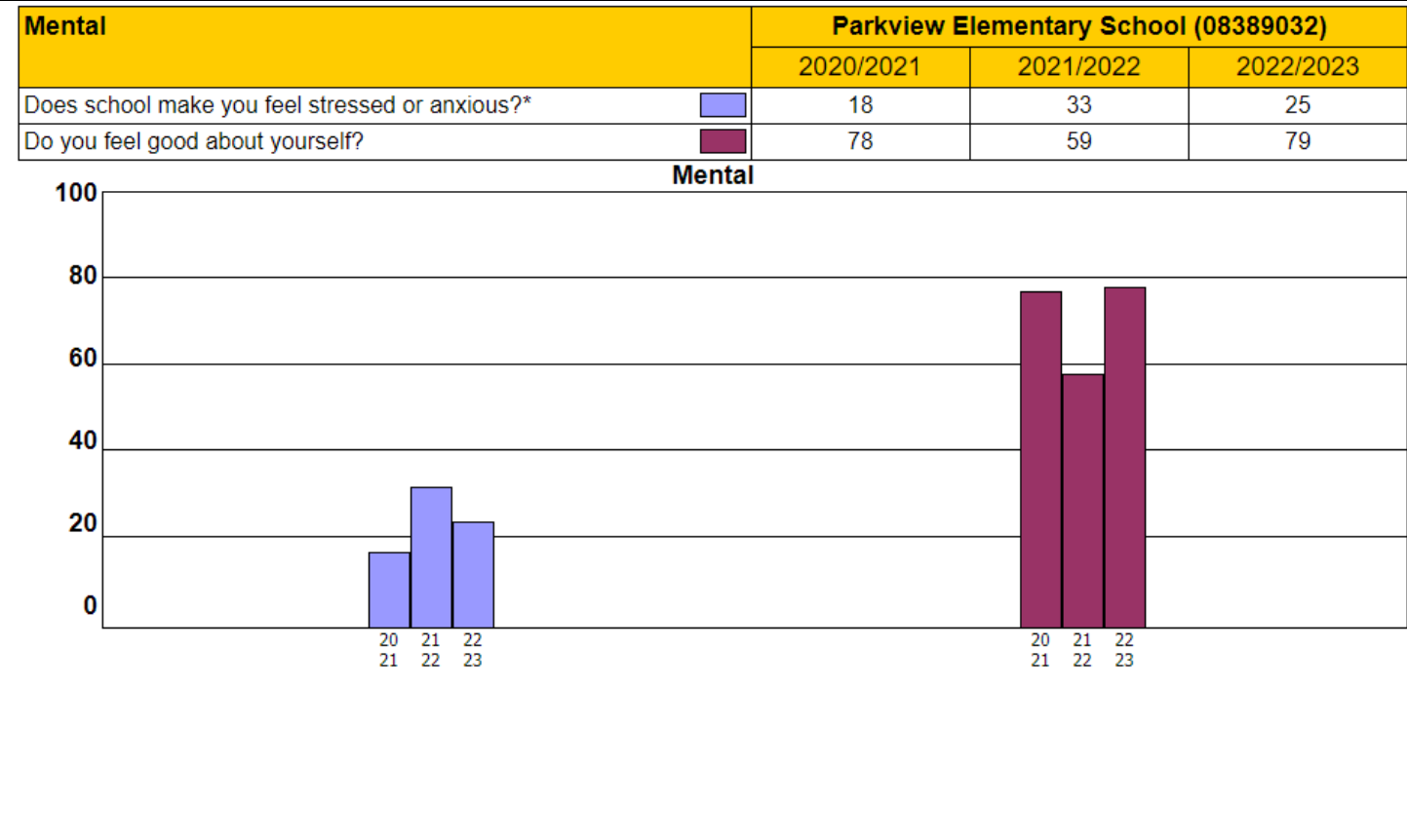
Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Each student will feel connected to our school and community. The intent of the goal is to improve staff and students understanding of our local Indigenous culture and offer more authentic learning opportunities. All students should see themselves in the curriculum.	Parkview students will feel supported socially, academically, and emotionally by staff and volunteers in our building.
Data to Inform/Support Sense of Belonging Goal:	Strategies to Support Student Well-Being Goal:
As a school, we have focused our attention on the aspirational qualities of Parkview students through ongoing activities, assemblies, and classroom presentations. We also have a vast number of ways to create a sense of belonging and well-being: - A significant impact on how students connect with adults and peers can be traced to what they see modelled by the adults in our school. Our teachers will often share students, team teach, and problem solve together. Students are aware of these positive relationships, and I believe are influenced by the care that exists among staff and the strong culture of caring that exists in our school. - Student Buddy Groups to connect Intermediate and Primary students - Student Intramural sports and Extracurricular sports 1-to-1 reading with community members - Our Gr. 6s volunteer as classroom supervisors for our primary classes - We work with community to visit important learning locations throughout the town (regional library, firehall, etc.) - We recognize students at monthly assemblies that aim to increase student pride in the school - Students are often asked to be Emcees for Cultural Presentations and school assemblies - Students are learning to make Land Acknowledgements and learn the new District name	- Indigenous activities hosted by our Indigenous Education Worker. Our current IEW has 81 students on her caseload and time for her has increased from 2.5 days/week to 5 days/week - Breakfast and lunch available to ALL students through our robust food program - Our Behaviour Support teacher is actively involved with and proactive in teaching the zones of regulation - We have a regulation room where students can go for a calming space and adults they can talk to - Most teachers have Core Competency posters displayed in their classrooms for quick reference and discussion with students. - Many classroom teachers host daily or weekly class meetings. - School counsellor will be presented on trauma informed practices on first school based Pro D. - Teachers have utilized counsellors lending library on social-emotional learning and teaching - Adding a 10th division has reduced class sizes and provided less stress to staff as they can focus more on instruction and less on behaviours



Data Analysis/Narrative:

- Noticeable data is that only 63% of students who responded feel that school is a place where they feel they belong. We would like to see an increase by this time next year
- Thankful to know that students feel that adults in the school treat all students fairly
- Positive data showing that students feel welcome at Parkview Elementary



Data and Data Analysis/Narrative:

- Informal conversations and interactions with students
- Feedback from school stakeholders
- Student participation in school events, clubs and teams
- Positive to see that students are feeling less anxious and stressed about school, but still work to do in this domain

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*

In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.	
Strategies and Opportunities for Career Development:	
The K-6 years focus more on developing knowledge, skills and attributes that will enable our students to work with others, develop the resilience to handle challenges, and learn to communicate orally and through writing. Some of the focal points are as follows: - Primary focus on collaboration and problem-solving skills - Intermediate focus collaboration, problem solving, communication and thinking critically - Visitations to different community businesses and groups – local library, police station, local farms, firehall, and Kingfisher site. - Visits from local politicians and community leaders	
Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
- Parkview’s School Improvement working committee has collected - Parkview exemplars at each grade level. The working committee co- - assessed writing samples and shared their finding with the staff at a staff - meeting. - Staff will continue to co-assess and discuss School Wide Write results - throughout the school year. Release time will be provided for grade - level co-marking. - Increase focus on intentional classroom writing instruction and regular - independent writing opportunities throughout the school year. - Teachers to provide students with shared writing opportunities during - instructional time. - Increased focus on intentional problem-solving instruction and strategies – classroom teachers will commit to daily problem solving - A school based Pro D will be dedicated to teaching problem solving – common language and experience. - District numeracy Pro D opportunities.	- As a staff, we have looked at the previous iterations of our “School Growth Plans” and had discussions about how we have changed, the reasons for the changes, and what our next steps need to be to enhance what we currently do. This has been a common theme at monthly staff meetings - We have looked at our resources, and in a number of cases, added to them to ensure that we have the tools necessary to help achieve our goals (adding to math manipulatives, Indigenous storybooks, technology, etc.) - Collaboration with staff to create and maintain writing committee at school - As an improvement for next year, students will be surveyed for their input as it relates to well-being and sense of belonging at Parkview

