

**ABORIGINAL ENHANCEMENT SCHOOLS NETWORK
2011-2012**

**PARKWAY ELEMENTARY
#67 Okanagan Skaha**

Leadership Team

Kelly Jones, Catherine Terris

Contacts

kjones@summer.com, caterris@summer.com

School Context/Community

Parkway Elementary is a K to 5 school in Penticton, B.C., located in the Okanagan Valley. We have 245 students and a very active parent group within our school. The school has recently been focusing on literacy and numeracy. We decided to expand our focus to also include social responsibility. While having students complete self assessments, we provide students with expectation guidelines and an improved awareness of how to get along with others and solve problems that may arise in the classroom and on the playground.

School Inquiry Action Story

School Question

Will using the social responsibility performance standards (Contributing to Others and Solving Problems in a Peaceful Way) and the student friendly self assessment forms improve student behaviour in the classroom and on the playground?

Focus of Inquiry

We selected the student friendly self assessment to help our general student population become more aware of what behaviours are expected of them and to enable students to take ownership of their behaviours. The self assessments encourage students to take personal responsibility for their actions and to use appropriate problem solving techniques and exhibit appropriate behaviours in the classroom and on the playground.

We have had all students complete both the fall and spring self assessment forms this year and we have seen an improvement in student behaviour among the students who participated in the assessments during the 2009-2010 school year and 2010-2011 school year.

Strategies

The teaching focus was for all students to complete the student self assessment forms in both the fall and spring of the 2011-2012 school year. The process of completing the self assessments increased student awareness of acceptable behaviours in the classroom and on the playground. In completing the self assessments, students were also encouraged to take ownership of their behaviours. Teachers were given an inservice on how to administer the student self assessments, record results and complete teacher assessments for individual students.

School Findings

Our focus was on social responsibility. Using the results of the teachers' assessment from November 2009 as our baseline data, it was noted that teachers did observe an improvement in student behaviours in the classroom and on the playground. In May 2011 a greater percentage of students displayed behaviours in the *fully meeting expectations* category. This continued in the fall of 2011.

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	NY		MM		FM		E	
	%	#	%	#	%	#	%	#
Fall 2008	11	9	17	14	33	28	39	33
Spring 2009	8	7	17	15	38	32	35	30
Fall 2009	12	6	16	8	58	29	14	7
Spring 2010	6	3	12	6	58	29	24	12
Fall 2010	4	7	21	42	62	120	13	24
Spring 2011	4	8	20	37	48	88	28	51
Fall 2011	5	10	17	36	50	104	28	60
Spring 2012	3	6	15	32	50	103	32	66

School Plans for 2012-2013

Our plan is to once again have every student complete the social responsibility self assessment in the fall and spring of the 2012-2013 school year. All students will be aware of the social responsibility performance standards and work toward continued success in moving students into the *fully meeting expectations* category.

Reflections

- We would recommend having a larger sample group. This way the school will be provided with a larger base from which to assess the overall improvement in behaviour.
- We believe that as students become more familiar with the process of self assessment and school expectations, we will see a greater improvement in student behaviour.
- Results from the student self assessments and/or teacher assessments should be calculated and shared as a staff in the fall and spring.
- We are pleased that students demonstrated improved behaviour in the classroom and on the playground.