

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

A S Matheson Elementary

7/2011

General Information

At A.S. Matheson, We Are Sailing Towards Success!

Mission Statement

We believe that everyone should feel valued, enabling them to develop the self-confidence to attain their highest potential. The school atmosphere needs to be positive and must support the ideals of human respect, understanding, and caring. Parents and school need to work together, so that the child's time at school is an enjoyable experience, which promotes the idea that education is a life-long process.

Principal : Scott Sieben

Web site : <http://www.asm.sd23.bc.ca>



"Together We Learn"

SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)

Our Mission:

To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society

Our Vision:

School District No. 23 (Central Okanagan) is a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed

Our Cultural Values:

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

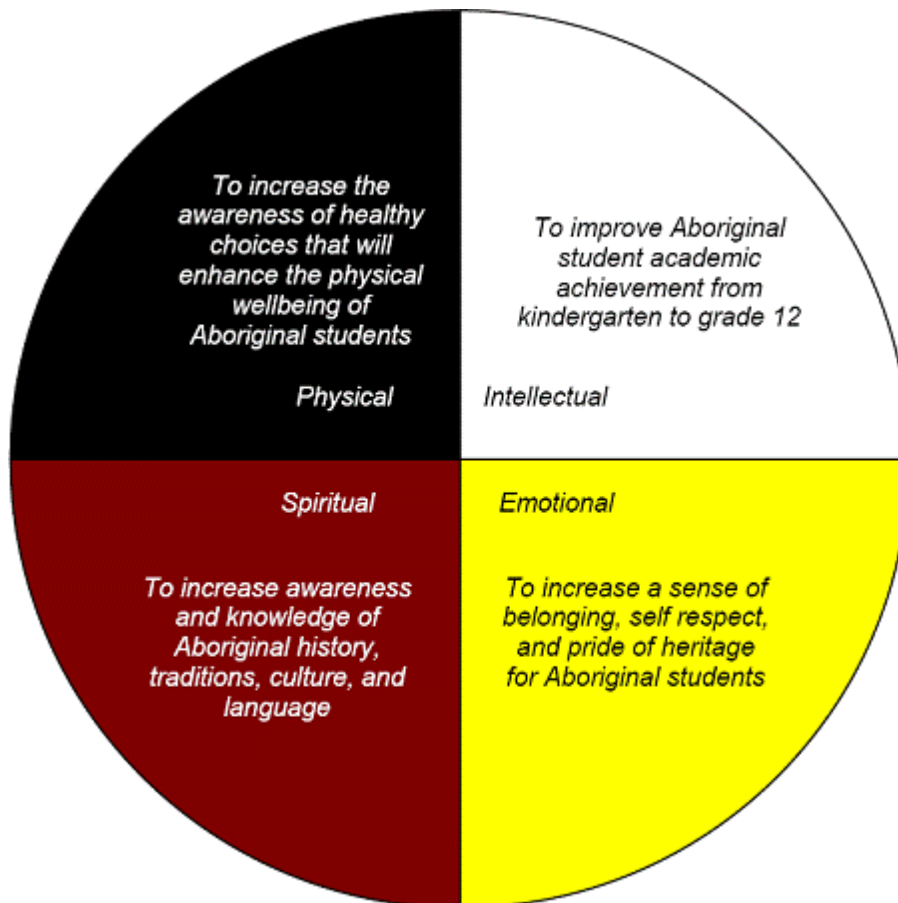
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

DISTRICT GOALS AS OF 7/5/2011

1	Alignment : GRADUATION
1	By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach 95% in Gr. 8, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
2	By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.
2	Alignment : NUMERACY
1	The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on year-end report cards.
2	The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.
3	Alignment : Economic Viability and Stability
1	The Board encourage substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

GOALS OF THE SD23 ENHANCEMENT AGREEMENT

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

A.S. Matheson Elementary School is named after Alvah Spurgeon Matheson, a renowned educator in British Columbia and an inspector of schools in the Central Okanagan for the Ministry of Education. The school, which was built amid orchards in 1965, has seen a dramatic change in demography since it opened. It is now located close to the downtown core of Kelowna. The school neighborhood consists of single family dwellings, apartment buildings, multiple family dwellings, subsidized housing units, churches, hospitals, shopping malls, commercial properties, dental and medical offices, a pharmacy, and agricultural land with orchards and small farms. It is situated on one of the busiest intersections in Kelowna and is within one kilometer of a major highway.

Approximately two hundred and fifty students, in kindergarten through grade six, currently attend our school. We have a higher percentage of males (52%) than females (48%), approximately 14 % of our students are aboriginal, approximately 7% are ESL, and approximately 9% have been identified and designated with a variety of special needs (i.e. severe behaviour problems, physical disabilities, learning disabilities, or profound intellectual disabilities.) A report, compiled by the Ministry of Education in June 2005, indicates that A.S. Matheson has a vulnerability index of approximately 25%. Despite the at-risk population at A.S. Matheson, student achievement results are higher than others in similar socio-economic areas and have, over time, been at or above District and Provincial averages.

Including professional staff, administration, clerical, custodial, and support staff, approximately thirty employees work at A.S. Matheson. As well, the school is supported by a number of itinerant district staff including a speech-language pathologist, a school-based counselor, an Aboriginal Advocate, a school psychologist, and a resource teacher. The professionalism and commitment of the staff have had a huge impact on school climate and culture.

Our students come from a variety of home environments. A.S. Matheson has a large percentage of students coming from low income families, single parent families, and families with limited formal education. According to the MCF Vulnerability Index, the A.S. Matheson student population is ranked as one of the most at risk. Although we have a very involved Parent Advisory Council, parental involvement at A.S. Matheson has been historically very low. However, over the last five years, an average 24% of parents indicated on the Satisfaction Survey that they had volunteered at A.S. Matheson. As well, results have also shown that home-school communication has been an area of difficulty and concern, and that our staff must continually be aware of determining whether the needs of the children in our school are being met in a variety of areas.

These unique characteristics present some very real challenges for us, both in terms of academic achievement and student behaviour. We are an 'Achieving a Necessary Future' school (ANF limits primary class size to 18), a Positive Behaviour Support (PBS) school, and a school which prides itself on the caring and welcoming nature of its students and staff. We are very proud that 94% of parents indicated on Satisfaction Surveys (2008) that they felt welcome at their child's school, that 84% of parents felt that teachers cared about their children, and that 95% felt that expectations were clearly understood. At A.S. Matheson, it is our fundamental belief that all students can learn and that learning encompasses the whole child (social, emotional, physical, and intellectual development). We strive to help all students meet or exceed expectations in all areas of the curriculum. Setting high standards for students, academically and behaviorally, is helping us achieve higher results on standardized District and Provincial testing, as well as in the classroom. Also, we believe that the structures and strategies we have in place through our behavioural matrix assist our students in being better prepared to focus on their academic work, and therefore, assist our students in achieving closer to their individual potentials.

The A.S. Matheson Elementary PAC is comprised of a group of highly dedicated parents who represent all grade levels, and effectively represent the larger parent community. An average of 7-10 parents attend the monthly meetings, with more parents becoming involved in various school events throughout the year. The PAC sponsors several fund raising events and social events, which help provide numerous educational and extra-curricular opportunities that benefit all students. This year, the PAC is continuing to support our curricular areas by providing opportunities for our students to participate in several field trips and classroom excursions which enhance each child's learning experience at Matheson. In addition, the PAC has raised funds for our school through a number of activities including dances, bottle and can recycling, and the sale of Entertainment Books and Regal merchandise, etc. We are extremely fortunate to have a PAC that cares about our students and fully understands and appreciates the work of the staff and the positive effect that our school has on their children.

School Performance Information

This year, our theme was Sailing, and we used the slogan listed below to motivate our students and to instill in them a sense of pride.

At A.S. Matheson, We Are Sailing Towards Success!

At A.S. Matheson, we work as a team and provide our students with a caring environment that adds stability to our community.

Some strategies and structures we use to aid in the achievement, academically and socially, of our students include:

Positive Behaviour Support used within school by all staff

Smile Awards for Positive Behaviour

Positive Behaviour Office Referral program

Black History Month Presentation

Literacy Support through Reading programs, Read Naturally, One to One Reading, Homogeneous Small Group Instruction, Assigned Silent Reading, and Classroom Reading time, and LAT Intervention

Scholastic Book Fair
Read and Recycle
Author Visits and Guest Speakers and Presenters
Home Reading Programs
UBCO Athletics Reading Program
Kelowna Rockets Reading Program
Writer's Workshop used with Primary classrooms, and will be introduced to Intermediate classrooms in the following year
Early Learning for Families Night
Kindergarten Information Nights
Kindergarten Orientation
Field Trips
Interactive Presentations
Lunchtime Student Leadership Monitors
Student Morning Announcement Presenters
Student Leadership - Firebird Spirit Council
Buddy programs, linking Primary and Intermediate classes
Fire Chief for the Day
Anti-Bullying Day & Harmony Day
Aboriginal Winter Gathering
Aboriginal Cultural Presentations
Circle of Courage Assembly
Cultural Assemblies
Social Responsibility Assemblies
Seasonal Performances and Carolling
Drumming Workshops (Excellence Through the Arts)
Square Dancing
Spring Performance
'Care and Make It Fair' Representatives & Social Justice Club
Homework Club
Enrichment Opportunities (I.e. Geography Challenge, Environmental Mind Grind, History Fair etc.)
Choir and Guitar Club
PAC Events, including movie nights, dances, Family Fun Fair, Primary Shopping Zone etc.

Art displays & the Starlight Foundation Art Contest
Okanagan College Math fair (and UnFair) held at AS Matheson
Grade 5 Math and Science 'Pull Out' Instruction
Harmony Day Celebration
Grade 6 Celebration & Middle School Liaison and Transition
Operation 'Clean Sweep' and 'Pitch-In Canada'
BG Green Games Submission
Staff Sponsored Parent Volunteer 'Mug and Muffin'
Collection and distribution of food hampers
Community partners
Healthy Schools Initiatives:
Daily Physical Activity
Terry Fox Run
Run Across Canada - Primary students
Intramurals for Intermediate students
Extra-curricular sports teams (Volleyball, Basketball, Track and Field)
Primary House Games
Track and Field for Intermediate students
Gymnastics for Primary students
Recycling Program (Encorp)
Blue Bin Recycling Program (Pilot School for School District #23)
Destination Conservation team
Brown Bag Lunch Program
Hot Lunch Program
BC Fruit and Vegetable Program
Big Brothers and Sisters Mentorship Program
Big Brothers and Sisters Healthy Snack Program
Walk to School Week
Bike to School Week
Environmental Week/Earth Day
Primary Play Day
Christmas Hampers and Food Drive (partnership with Thrive and The Bridge Church)

Partnership With Chute Lake Elementary and Dorthea Walker Elementary- Warm Clothing and Blanket Drive and Distribution

District Elementary Track & Field Meet











Intermediate Track and Field Apple Bowl Day










Grade 3 Swim to Survive Lessons

Swimming lessons for the majority of our students

Jump Rope For Heart

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
FOCUS GOAL: 90% percent of students will meet expectations in reading.				
Oral Language - Percentage of students who are meeting or exceeding expectations on the June Final Report Card in listening and speaking at each grade level. (1-3)	6/30/2010	66	80	 Warning
Reading - 90% of our grade 4 students will meet or exceed expectations according to the Reading FSA results	6/30/2010	80	90	 Warning
Reading - Percentage of grade 1 students 'at risk' on the literacy screener	6/30/2010	33	25	 Warning
Reading - Percentage of grade 2 students 'at risk' on the literacy screener	6/30/2010	42	25	 Warning
Reading - Percentage of grade 3 students 'at risk' on the literacy screener	6/30/2010	13	12	 On Target
Reading - Percentage of kindergarten students 'at risk' on the literacy screener	6/30/2010	37	25	 Warning
Reading - Primary Report Cards	6/30/2010	65	80	 Warning
Reading - Report Cards - Grade 4 - C or Better	6/30/2010	90	90	 On Target
FOCUS GOAL: 90% of students will meet expectations in the area of writing				
Writing - 90% of our grade 4 students will meet or exceed expectations according to the Writing FSA results	6/30/2010	75	90	 Warning
Writing - Percentage of students in grades 2 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or above)	6/30/2010	70	90	 Off Target

	Date	Value	Target	Status
Writing - Percentage of students in grades 2 to 6 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or Better)	6/30/2010	85	90	 Warning
Writing - Percentage of students in grades 3 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write.	6/30/2010	100	90	 On Target
Writing - Percentage of students in grades 4 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write.	6/30/2010	94	90	 On Target
Writing - Percentage of students in grades 5 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or Better)	6/30/2010	92	90	 On Target
Writing - Percentage of students in grades 6 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or More)	6/30/2010	92	90	 On Target
NUMERACY				
MAINTENANCE GOAL: 90% percent of students will meet expectations in mathematics.				
Math - % of Intermediate students Meeting Expectations on Fact Finder	3/14/2011	76	90	 Warning
Math - % of Primary students Meeting Expectations on Fact Finder	6/30/2010	75	90	 Warning
Math - 90% of our grade 4 students will meet or exceed expectations according to the Numeracy FSA results	6/30/2010	89	90	 On Target
Math -Grade 4 Final Mark (C or better)	6/30/2010	78	90	 Warning
Math Primary Final Report Card marks (meeting or exceeding)	6/30/2010	68	80	 Warning

	Date	Value	Target	Status
SCHOOL BASED				
MAINTENANCE GOAL: All students will know the behavioural expectations of our school and will understand that a safe learning environment encourages cooperation and acceptance of others. As a staff, we will focus on social responsibility and consistent implementation of the PBS matrix, which will result in a reduction of referrals to the office for misbehaviour.				
Student Satisfaction Survey indicates that students know what the school's behavioural expectations are of them at all times.	6/30/2010	90	95	◆ Warning

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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Results

Status : Meeting Expectations

It is imperative to review our results to improve our planning for better instruction. Staff meetings and collaborative time within a Professional Learning Community will be used to assess our standing in working towards our goals.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.



Alignment: LITERACY








SMART Goal: FOCUS GOAL: 90% percent of students will meet expectations in reading.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Oral Language - Percentage of students who are meeting or exceeding expectations on the June Final Report Card in listening and speaking at each grade level. (1-3)	6/30/2010	66	80	Warning
Reading - 90% of our grade 4 students will meet or exceed expectations according to the Reading FSA results	6/30/2010	80	90	Warning
Reading - Intermediate - Whole Class Reading Assessment - % of students meeting or exceeding on year end assessment.	1/1/0001			
Reading - Percentage of grade 1 students 'at risk' on the literacy screener	6/30/2010	33	25	Warning
Reading - Percentage of grade 2 students 'at risk' on the literacy screener	6/30/2010	42	25	Warning
Reading - Percentage of grade 3 students 'at risk' on the literacy screener	6/30/2010	13	12	On Target
Reading - Percentage of kindergarten students 'at risk' on the literacy screener	6/30/2010	37	25	Warning
Reading - Primary Report Cards	6/30/2010	65	80	Warning
Reading - Report Cards - Grade 4 - C or Better	6/30/2010	90	90	On Target

SMART Goal: FOCUS GOAL: 90% of students will meet expectations in the area of writing

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Writing - 90% of our grade 4 students will meet or exceed expectations according to the Writing FSA results	6/30/2010	75	90	 Warning
Writing - Percentage of students in grades 2 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or above)	6/30/2010	70	90	 Off Target
Writing - Percentage of students in grades 2 to 6 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or Better)	6/30/2010	85	90	 Warning
Writing - Percentage of students in grades 3 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write.	6/30/2010	100	90	 On Target
Writing - Percentage of students in grades 4 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write.	6/30/2010	94	90	 On Target
Writing - Percentage of students in grades 5 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or Better)	6/30/2010	92	90	 On Target
Writing - Percentage of students in grades 6 who are meeting or exceeding grade level expectations in written language on the spring schoolwide write. (2 or More)	6/30/2010	92	90	 On Target

Alignment: NUMERACY

SMART Goal: MAINTENANCE GOAL: 90% percent of students will meet expectations in mathematics.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Math - % of Intermediate students Meeting Expectations on Fact Finder	3/14/2011	76	90	⚠ Warning
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Math -Grade 4 Final Mark (C or better)	6/30/2010	78	90	⚠ Warning
Math Primary Final Report Card marks (meeting or exceeding)	6/30/2010	68	80	⚠ Warning

Alignment: SCHOOL BASED

SMART Goal: MAINTENANCE GOAL: All students will know the behavioural expectations of our school and will understand that a safe learning environment encourages cooperation and acceptance of others. As a staff, we will focus on social responsibility and consistent implementation of the PBS matrix, which will result in a reduction of referrals to the office for misbehaviour.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Student Satisfaction Survey indicates that students know what the school's behavioural expectations are of them at all times.	6/30/2010	90	95	⚠ Warning

Goals

Status : Meeting Expectations

We are working on building a more aligned writing program. We have seen a huge impact and improved student achievement with our "Writer's Workshop", at the Primary level, and are looking forward to bringing a more consistent approach to teaching writing at the Intermediate level. We have now developed a "Scope and Sequence" for writing at the intermediate level. In the next few years, we will begin to see the plan that has been developed put into place. Our Focus goals and our Maintenance goals allow us to continue to make Literacy, Numeracy, and Social Responsibility focal points for our school and community.

Rationale

Status : Meeting Expectations

We are in the second year of our goal to improve the writing abilities of our students. Past data had shown that writing was an area where our students were lagging behind their counterparts within our district and our province. As well, as shown by the large percentage of students that we have in the Primary grades who are 'At Risk', according to the Early Learning Profile, our staff has recommended that Reading be a focus goal for the coming years.

As well, we still want to keep an emphasis on improving our students abilities in numeracy and reading, and we feel that it is part of our duty to teach our students skills in social responsibility.

Data

Status : Meeting Expectations

Through analysis of data, we, as a staff, with the support of our School Planning Council, feel that our focus needs to be on Improving the Writing and Reading abilities of our students.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

DESIGN

Organizing For Improvement

Strategies and Structures:

FOCUS GOAL: 90% of students will meet expectations in the area of writing

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
6 + 1 Writing Traits	Scott Sieben/School-Based Teachers	9/8/2009	6/30/2010	In-Progress	High	20	500		

MAINTENANCE GOAL: All students will know the behavioural expectations of our school and will understand that a safe learning environment encourages cooperation and acceptance of others. As a staff, we will focus on social responsibility and consistent implementation of the PBS matrix, which will result in a reduction of referrals to the office for misbehaviour.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Behaviour Matrix	Scott Sieben/School-Based Teachers	9/8/2009	12/16/2009	In-Progress		100			
Behaviour Matrix Stations	Scott Sieben/	11/10/2009	1/27/2010	In-Progress		50			

Strategies

Status: Meeting Expectations

Our Primary teachers introduced a process of writing called "Writer's Workshop" and developed a clothesline showing stages of writing development. Within six months, our clothesline had to be 'tweaked' because we saw dramatic improvement in our students' writing.

Our Intermediate teachers, used a variety of writing strategies to encourage their students to become better writers. Some of these tools included, but were not limited to, "6 + 1 Traits, and "Excellence in Writing." Within the next year, we are hoping to use the "Writer's Workshop" at all levels to aid in our students' transition from year to year, and to develop a common language throughout the school, so that all students are clear of the expectations when they are writing.

We have now developed a scope and sequence for writing from Kindergarten to grade six.

In reading, we will continue to use a variety of strategies to improve our students reading. Some of the strategies that we will use will include: small group instruction, school wide silent reading, and Learning Assistance for students who are severely "At-Risk."

Structures

Status: Meeting Expectations

Our Intermediate teachers are now using the Nelson Literacy series, and we have developed a "Scope and Sequence" for Writing.

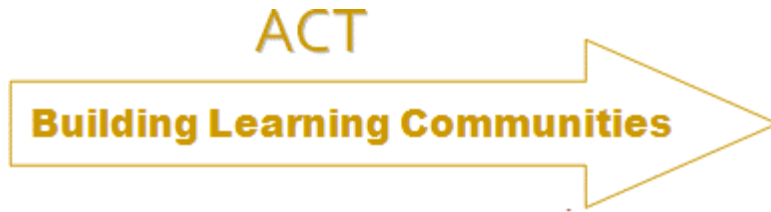
Coherence and Alignment

Status: Meeting Expectations

We have continued to follow the District's lead in the implementation of a strong writing program. Many teachers have taken training in 6 + 1 Writing Traits, but we also use other strategies and teaching methods (Writer's Workshop, Excellence in Writing, etc.) to give our students the best opportunity to succeed.

For reading, we are continuing to use methods of instruction and intervention to give our students the best possible opportunity to succeed.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	Strategies are not connected to school and/or district goals and objectives.	The district and schools have improvement strategies in place with some connection to goals and objectives.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies link to staff development and other improvement efforts. There is evidence of monitoring and adjusting strategies as required.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies are in place to address areas of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required.
STRUCTURES	The district and schools have not aligned structures to support school and/or district goals and objectives.	The district and schools have some structures in place to support school and/or district goals and objectives.	The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.	The district and schools have structures in place to support school and/or district goals and objectives. Structures support the areas of highest need and align with strategies. Structures are consistently monitored and adjusted as required.
COHERENCE AND ALIGNMENT	There is little connection between school and district plans, and there is little evidence of efforts to develop connections.	The district and schools are developing connections between school and district plans.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions. Schools connect with other schools to build capacity.



Parent involvement

Status : Approaching Expectations

Our School Planning Council meets regularly to review data, and our Parents' Auxiliary Council has been apprised of our goals and have been approached in regards to the setting of our school goals. Our PAC continues to support the academic achievement of our students, and continues to provide opportunities for our students to socially interact, both in a curricular setting and in an extra-curricular setting.

Dialogue and communication

Status : Meeting Expectations

Teachers use a variety of methods to communicate with parents and we have over 95% of our parents attending Parent Teacher conferences. Parents are encouraged to be involved in their children's education, and are welcomed into the school.

Leadership

Status : Meeting Expectations

Our teachers work collaboratively in grade groupings, and as a staff as a whole, to set the direction of our school towards achieving its goals.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
DIALOGUE AND COMMUNICATION	There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.
PARENT INVOLVEMENT	There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.
LEADERSHIP	There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results			X	
PLAN	Goals			X	
	Rationale			X	
	Data			X	
DESIGN	Strategies			X	
	Structures			X	
	Coherence and Alignment			X	
ACT	Dialogue and communication			X	
	Parent involvement		X		
	Leadership			X	

CERTIFICATIONS

(This page is to be forwarded to Superintendent's Office)

A S Matheson Elementary

School Planning Council:

We certify that, to the best of our knowledge, the information provided in this progress report is accurate.

_____ Student Member's Name (Print) (grades 10-12 school)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name (Print)	_____ Signature	_____ Date
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PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

