

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Bankhead Elementary

7/2011

General Information

## **Mission Statement**

*Together we are partners in learning, encouraging personal best.*

*Our mantra is: Together we can!*

Principal : Janet Williams

Web site : <http://www.bhe.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 7/12/2011

<b>1</b>	<b>Alignment : GRADUATION</b>
<b>1</b>	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.
<b>2</b>	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.
<b>2</b>	<b>Alignment : NUMERACY</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	<b>Alignment : Economic Viability and Stability</b>
<b>1</b>	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:

Bankhead Elementary is an exciting place and a friendly learning community. When surveyed with the question, 'What is the best thing about Bankhead', our students stated on the feedback forms, 'Everywhere you look there is a friendly smiling face to greet you when you walk in the door.' And one student stated, 'We all care about each other and that we are Bankhead Bulldogs'. In fact, on their surveys 41% of our students wrote the best thing about Bankhead is the people, the staff, the teachers, and the parents. Our staff consists of 14 classroom teachers, who are supported by a learning assistant teacher (.6), a music teacher, teacher-librarian (.4), a counselor (.4), a literacy intervention specialist (.4), a resource teacher, (.5), an aboriginal advocate (.4), an aboriginal educational assistant (.4), seven certified educational assistants, and a principal. Accounting for 1.3% of the district population, our school has 285 students, (47% female, 53% male) with a 16% aboriginal population (District average 10%), a 3% ESL population (District average 1.7%), and 10% special needs population (District average 8%). Our average classrooms are 19 for our kindergarten rooms, 16.5 for our grade 1 - 3 rooms, and 26 for our intermediate rooms. We are very proud and excited about all the valuable services that are provided to the Bankhead community.

Technology Focused - Bankhead was involved in a pilot program offered by SET BC (Special Education Technology) through the Ministry of Education two years ago. This program focused on technology as the main tool to engage all types of learners in a classroom. Last year, four of our intermediate teachers were involved in a Teacher Inquiry Project, which was an action research project. A core group of these teachers continue to be instrumental in mentoring and providing workshops for their colleagues in technology use. This ensures that we continue to encourage the use of technology by all grades. We have SmartBoards in 76% of our classrooms. It is advantageous as our student population has very diverse needs. We have a technology committee this year, and have met to discuss the ways we use technology throughout the school to best support our student achievement. To aid in quality assessment practices we had a presentation on the use of Smart Response systems, and will be using this in our classrooms for a trial period. This tool adds to the wide variety of means with which we can help our students become successful 21st century learners. Next year, our school will pilot a 21st century grade 6 classroom focussed on project-based learning.

Music Program - Music at Bankhead Elementary is used as an everyday mode of communication. It broadens and deepens understanding of literacy, numeracy, and higher order thinking skills. The music illuminates conceptual principles that are held in common between music and other academic disciplines. The sing-along activities are particularly useful for motivating young children to learn to read and to improve their reading skills. We integrate music into all of our learning experiences at Bankhead and share our best at the bi-monthly assemblies. It has been noted that Bankhead sends the most students selecting band onto middle schools than any other school in the district. Juno award winning children's artist, Norman Foote, noticed the high level of musical talent at one of our assemblies and asked us to join him for a concert last fall at the Kelowna Community Theatre. One hundred of our students performed at the show did so well he has invited us to participate along side him again next year!

Arts Program - Following our implementation day, which focused on the work of Ken Robinson, our staff embraced the idea of sharing the arts experience with our students this year in a different way. In a collaborative effort, our students were divided up into family groups, and provided the options of participating in art activities for the month of March. These activities ranged from cross stitch, to photography, to origami, to drama. These activities were supported by all members of our staff. Due to its overwhelming success, the staff decided at the March staff meeting to continue with this project next year. Further, our students have been given the following opportunities of performing on stage: i) during the Norman Foote tour at the Kelowna Community Theatre; ii) our Christmas musical at Bankhead; and, iii) in the production of The Emperor's New Clothes hosted by Bumbershoot Theatre, and 100% PAC supported.

Connections - This is a social responsibility focused project whose main goal is to create stronger connections between the students, parents, community, and staff. We believe that students who have strong connections with their school will give a greater commitment to their school. To that end, we believe that students will benefit in many ways socially, emotionally and academically. We believe that this is a team project to teach and model our seven chosen virtues. This year, students were provided six engaging and interactive assemblies facilitated by Chantelle Adams, founder of Foundations of Success. Students, parents, staff and community must all work together in a variety of approaches to meet the needs of all our students. It is a shared belief at Bankhead that we all need to have the same philosophy about the relationship between people a supportive and safe environment in which everyone feels valuable and valued. We wish to provide opportunities to explore interests, and a wide variety of experiences. This project uses the moral intelligence work by Michele Borba to teach about values. Her book Building Moral Intelligence - The Seven Essential Virtues that Teach Kids the Right Thing To Do is the basis of what we do. Further, walking the halls and on the playground you will often hear our students chanting, Stop, think, do the right thing.

Health Promoting School - It is easier to build strong children than to repair broken men and women. Bankhead takes healthy life choices seriously. This year we are particularly proud to have one staff member who is a district healthy committee representative, and to have also opened a morning breakfast room supported by charitable donations. Further, it is our expectation that students will eat a healthy snack during the morning snack time and all students are encouraged to have a water bottle at their desks. We are in the second year of the Fruit and Vegetable program, and always have a basket of 'sharing' food for students without a healthy choice. Our PAC also encourage the proper choices with healthy food options during hot lunch days. Further, all of our classes utilize the daily physical activity time well into their class routines which demonstrates that athletic activity is a priority at Bankhead. We organize games every lunch hour during our winter months, and have a playground pals program to help our younger students. We have participated in wrestling, 7-side rugby, lacrosse, volleyball, basketball, and track and field.

Bankhead Family Place This program offers opportunities for parents and children to play and learn together. They focus on the nurturing program entitled, 'Natural Pathways'. The parent participation preschool provides the opportunity for parents to observe and interact with their children in a supported childcare environment.

The Literacy Lab - This program provides support for students in Grades 3 - 6 who are at-risk due to identified learning disabilities. A Literacy Intervention Teacher provides daily support to students from this school as well as students who come from two neighbouring schools - A.S. Matheson, and Glenmore Elementary.

## School Performance Information

Bankhead Elementary celebrates and recognizes the accomplishments of those within our school community. The Bankhead spirit is tangible and we hear comments from visiting staff, parents, and others about the 'positive', 'welcoming', and 'happy' school climate.

Extracurricular events - House games, 7-aside Rugby, volleyball, lacrosse, cross-country running, track and field (at the school and Apple Bowl), crossing guards, playground pals, office monitors, spirit team, library and lunch monitors, recycling, composting and student voice leadership. These are some of the ways in which students contribute to the culture of our school.






Buddy Buck Incentives - awarded thousands of Buddy Bucks to students; recognizing them for their efforts to be a Bankhead B.U.D.D.Y. (Be prepared, Use good manner, Do your best, Discuss problems, You show respect).

Student Leadership - Spirit days, Christmas Hamper, performing at school assemblies to promote our Connections themes. All of these are examples of the wide variety of quality opportunities students have to connect with their school.










Music - This past year our Bankhead music students have had the opportunity to perform their Orff instruments at assemblies, singing beautifully at our Christmas concert, the Norman Foote concert in the fall, and the Bumbershoot Theatre in the winter.











Academic Clubs - this last year we have supported Reading Pins, the Canwest Spelling Bee, Chess Club, Destination Conservation team, a Me to We Group, Reading Club after school, and an Environmental Mind Grind team.




## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>SCHOOL BASED</b>				
<b>100% of our of students grades K - 6 will be instructed, encouraged, and acknowledged for demonstrating social responsibility.</b>				
<b>SOCIAL RESPONSIBILITY: The percentage of grade 4 students who feel safe "most of the time" and "all the time" at school according to the Ministry's Satisfaction Survey will continue to increase.</b>	4/12/2011	78	80	 Warning
<b>SOCIAL RESPONSIBILITY: The percentage of intermediate students who are placed on the service award list increases each term</b>	4/12/2011	54	55	 On Target
<b>SOCIAL RESPONSIBILITY: Student Satisfaction Survey indicates that grade 4 students know what the school's behavioural expectations are "most times", and "at all times".</b>	4/12/2011	75	80	 Off Target
<b>SOCIAL RESPONSIBILITY: The number of definite suspensions will continue to decrease each year as noted on April's BCeSIS Student Discipline Report.</b>	4/12/2011	10	20	 On Target
<b>SOCIAL RESPONSIBILITY: The percentage of intermediate students who are placed on the work ethic list increases each term</b>	4/12/2011	50	55	 Warning

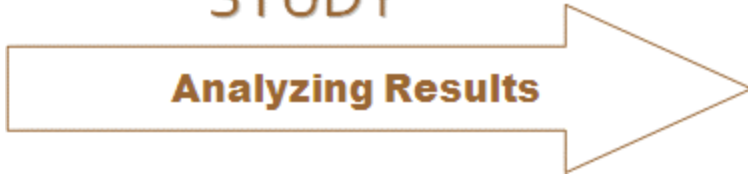
## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
90% of our primary students will meet or exceed writing performance standards.				
90% of grade 3 students will meet or exceed writing performance standards based on the school wide write.	4/26/2011	81	90	 Off Target
LITERACY: 90% of primary boys (gr. 1 - 3) will meet or exceeding grade level expectations in writing skills as determined by report card data.	4/12/2011	66	90	 Off Target
LITERACY: 90% of primary girls (gr. 1 - 3) will meet or exceeding grade level expectations in writing skills as determined by report card data.	4/12/2011	63	90	 Off Target
LITERACY: The Intermediate Language Arts Reading mark for Term 2 Mark will have 90% of our students meeting or exceeding (C or better) grade level expectations.	4/1/2011	94	90	 On Target
LITERACY: The Intermediate Language Arts Writing mark for Term 2 Mark will have 90% of our students meeting or exceeding (C or better) grade level expectations.	4/12/2011	87	90	 Warning
LITERACY: 90% of K-3 students will meet and exceed in reading and representing as determined by term 2 report card.	4/12/2011	78	90	 Off Target
LITERACY: 90% of K-3 students will meet and exceed in writing and representing as determined by term 2 report card.	4/7/2011	71	90	 Off Target
LITERACY: Canadian Achievement Test 4 (CAT 4) - Literacy (spelling, comprehension) - % of grade 5 students above 4th stanine	4/1/2011	85	90	 Warning
LITERACY: Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Early Intervention Literacy Screener Summary	6/20/2010	18	10	 Off Target

	Date	Value	Target	Status
LITERACY: The percentage of aboriginal students in K - 3 who are meeting or exceeding grade level expectations in reading, and writing as determined by term 2 report card data.	4/12/2011	77	90	 Off Target
LITERACY: The percentage of students in grade 3 - 6 will meet or exceed grade level expectations in written language as determined by the school wide write.	4/6/2010	81	90	 Off Target
LITERACY: To identify which students are at-risk in literacy by the end of term 1.	12/18/2009	100	100	 On Target
<b>NUMERACY</b>				
90% of the intermediate students will meet or exceed expectations (a mark of C or higher) in numeracy as indicated by year-end report cards.				
NUMERACY: 90% of grade 4 female students will meet or exceed expectations in numeracy as determined by the FSA assessments.	4/12/2011	83	90	 Warning
NUMERACY: 90% of grade 4 male students will meet or exceed expectations in numeracy as determined by the FSA assessments.	4/12/2011	94	90	 On Target
NUMERACY: 90% of intermediate boys will meet or exceeding grade level expectations in numeracy skills as determined by term 2 report card data.	4/12/2011	81	90	 Off Target
NUMERACY: 90% of intermediate girls will meet or exceeding grade level expectations in numeracy skills as determined by term 2 report card data.	4/12/2011	83	90	 Warning
NUMERACY: 90% of primary students will meet and exceed in K-3 numeracy for term 2.	4/1/2011	90	90	 On Target
NUMERACY: The percentage of students meeting or exceeding expectations in grade 4 for numeracy as determined by the FSA assessments.	4/12/2011	77	90	 Off Target
NUMERACY: Increasing the percentage of grade 5 students above the fourth stanine in the Canadian Achievement Test 4 (CAT 4) - Mathematics Assessment provided in May.	4/1/2011	85	90	 Warning

	Date	Value	Target	Status
NUMERACY: The percentage of aboriginal students in gr. 4 - 6 who are meeting or exceeding grade level expectations in numeracy as determined by term 2 report card data.	4/12/2011	78	90	 Off Target
NUMERACY: The percentage of students at-risk in June in K to grade 3, as noted on the Early Learning Profile, will decrease by the end of the first term report card the following year.	4/7/2011	14	10	 Off Target
NUMERACY: To identify which students are at risk in numeracy by the end of term 1	4/1/2011	100	100	 On Target

# STUDY



## Results

Status : Meeting Expectations

"Our education system was never designed to deliver the kind of results we now need to equip students for today's world - and tomorrow's. The system was originally created for a very different world. To respond appropriately, we need to rethink and redesign." Tony Wagner, 2006

Where are we now? The Bankhead Staff began the year strongly focused on student achievement. At the Implementation Day, the discussion centered on the idea of rigor, change, 21st century learning, single goal focus, and art. Examining last year's goals, it was very apparent that our staff understood and already strive to ensure student engagement as a priority. The day began with our staff examining 'student success' reaffirming that we all believe students can be successful. Our staff clearly empathizes with their students, which helps them recognize that everyone is unique in their thinking and learning. We used a Ken Robinson vignette entitled, "Bring on the learning revolution" as a springboard into a discussion on differentiated learning, leading up to our Learning Plan and IEP discussion. Further, this led to a plan for March to celebrate art at Bankhead. This March focus will allow students the opportunity to explore 'what they are good at' and provide them with opportunities to be creative and to showcase students diversity of talents in our school setting. Our staff know the importance of qualitative data, and discussed at this time the need to celebrate the organic quality of our school culture by including photos, student writing, anecdotal comments to our school plan presentation.

During the implementation day, the staff reviewed the structures in place to help support the goals, and highlighted the most important structures and programs to keep running. They reviewed the goals from the previous year, which were more specific and based on our report card data. Then, each teacher highlighted an area of focus for term 1 to support the literacy and numeracy goal.

In order to monitor and adjust our goals we will compare this year's data results with our established base line data from the previous year, and we will reassess and find out an area of future focus. We will disaggregate our data and examine the trends in order to note the areas of improvement, and those that have not improved. We will maintain open communications, engage all partners, and monitor progress.

The staff will also continue to discuss the benefits of utilizing classroom, and district assessment tools like School Wide Writes, Screeners, etc. as a method of 'assessment for' to use to show trends in our quest to improve literacy and numeracy rates. We will continue to monitor our results throughout the year, and share and celebrate results that indicate an improvement with our learning community.

	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: 90% of our primary students will meet or exceed writing performance standards.**













**Rationale:**

Bankhead Elementary's literacy goal has been in place for some time. It will continue to be our focus as we still continue to seek ways to improve student achievement in this area. In March 2011, the term report card results were shared with the staff, and at this time, literacy rates in the primary grades were still continuing to show a more significant level of at-risk students compared to those in the intermediate grades. Hence, the urgency towards this goal at this level was very noticeable. The term 2 report card data clearly shows that 78% of our primary students are meeting or exceeding expectations in reading, whereas only 65% of our students are meeting or exceeding expectations in writing. Specifically, 4% of our students are not yet meeting grade level expectations, and 31% are approaching.

Presently our term report card data clearly indicates that even though we have various strategies to ensure that all students meet or exceed the expectations in all aspects of literacy (reading, writing, and oral), we still not meeting our goal of 90%. Conversely, on the grade 4 FSA writing assessments, 100% of the girls were meeting or exceeding expectations in writing, and 95% of the boys. This snapshot data indicates that we are on-target.

At our March staff meeting, it was discussed by the primary teachers to refocus our literacy goal specifically on writing. This is also being decided due to our School Wide Write results which have only 82% of our students in grade 3 - 6 meeting or exceeding expectations.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
90% of grade 3 students will meet or exceed writing performance standards based on the school wide write.	4/26/2011	81	90	 Off Target
LITERACY: 90% of primary boys (gr. 1 - 3) will meet or exceeding grade level expectations in writing skills as determined by report card data.	4/12/2011	66	90	 Off Target
LITERACY: 90% of primary girls (gr. 1 - 3) will meet or exceeding grade level expectations in writing skills as determined by report card data.	4/12/2011	63	90	 Off Target
LITERACY: The Intermediate Language Arts Reading mark for Term 2 Mark will have 90% of our students meeting or exceeding (C or better) grade level expectations.	4/1/2011	94	90	 On Target
LITERACY: The Intermediate Language Arts Writing mark for Term 2 Mark will have 90% of our students meeting or exceeding (C or better) grade level expectations.	4/12/2011	87	90	 Warning
LITERACY: 90% of K-3 students will meet and exceed in reading and representing as determined by term 2 report card.	4/12/2011	78	90	 Off Target
LITERACY: 90% of K-3 students will meet and exceed in writing and representing as determined by term 2 report card.	4/7/2011	71	90	 Off Target
LITERACY: Canadian Achievement Test 4 (CAT 4) - Literacy (spelling, comprehension) - % of grade 5 students above 4th stanine	4/1/2011	85	90	 Warning
LITERACY: Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Early Intervention Literacy Screener Summary	6/20/2010	18	10	 Off Target
LITERACY: The percentage of aboriginal students in K - 3 who are meeting or exceeding grade level expectations in reading, and writing as determined by term 2 report card data.	4/12/2011	77	90	 Off Target
LITERACY: The percentage of students in grade 3 - 6 will meet or exceed grade level expectations in written language as determined by the school wide write.	4/6/2010	81	90	 Off Target
LITERACY: To identify which students are at-risk in literacy by the end of term 1.	12/18/2009	100	100	 On Target

**Alignment: NUMERACY**

**SMART Goal: 90% of the intermediate students will meet or exceed expectations (a mark of C or higher) in numeracy as indicated by year-end report cards.**

**Rationale:**

At BHE we will continue to focus our energy towards an improvement in numeracy skills as was done in past years. However, examining our term report card marks, this goal will be specific to the intermediate teachers in hopes that our intermediate student number of at-risk students will decrease.











Presently our data indicates that intermediate students' term report card marks indicate that 15% of the students are not meeting expectations. Our goal is to reduce this to 10%.

The CAT4 assessment completed in 2009/2010 indicates similar results to those of this year's grade 6 term marks - with 15% of our students not meeting expectations in numeracy.

Our disaggregated data illustrates that our intermediate boys do better at math than our girls.

In March, our intermediate students attended a math fair. A teacher explained: "The college students put in a tremendous effort in creating interesting and engaging activities for students. It was exciting to see those of my students, who learn from a different modality, being totally engrossed and successful with many of the activities." Another teacher described the experience: " The Math Fair was excellent. It grabbed the interest of all my students and kept them enraptured for the entire time. The stations were challenging, but solvable. Students, working in small teams, were engaged in rich and meaningful conversation trying to answer the questions." As a student described in her journal, the day was "fun because we got to do lots of problem solving games". This learning model will be further investigated for next year.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
<b>NUMERACY: 90% of grade 4 female students will meet or exceed expectations in numeracy as determined by the FSA assessments.</b>	4/12/2011	83	90	 Warning
<b>NUMERACY: 90% of grade 4 male students will meet or exceed expectations in numeracy as determined by the FSA assessments.</b>	4/12/2011	94	90	 On Target
<b>NUMERACY: 90% of intermediate boys will meet or exceeding grade level expectations in numeracy skills as determined by term 2 report card data.</b>	4/12/2011	81	90	 Off Target
<b>NUMERACY: 90% of intermediate girls will meet or exceeding grade level expectations in numeracy skills as determined by term 2 report card data.</b>	4/12/2011	83	90	 Warning
<b>NUMERACY: 90% of primary students will meet and exceed in K-3 numeracy for term 2.</b>	4/1/2011	90	90	 On Target
<b>NUMERACY: The percentage of students meeting or exceeding expectations in grade 4 for numeracy as determined by the FSA assessments.</b>	4/12/2011	77	90	 Off Target
<b>NUMERACY: Increasing the percentage of grade 5 students above the fourth stanine in the Canadian Achievement Test 4 (CAT 4) - Mathematics Assessment provided in May.</b>	4/1/2011	85	90	 Warning
<b>NUMERACY: The percentage of aboriginal students in gr. 4 - 6 who are meeting or exceeding grade level expectations in numeracy as determined by term 2 report card data.</b>	4/12/2011	78	90	 Off Target
<b>NUMERACY: The percentage of students at-risk in June in K to grade 3, as noted on the Early Learning Profile, will decrease by the end of the first term report card the following year.</b>	4/7/2011	14	10	 Off Target
<b>NUMERACY: To identify which students are at risk in numeracy by the end of term 1</b>	4/1/2011	100	100	 On Target

**Alignment: SCHOOL BASED**

**SMART Goal: 100% of our of students grades K - 6 will be instructed, encouraged, and acknowledged for demonstrating social responsibility.**

### Rationale:

Bankhead Elementary has been working for sometime at improving student responsibility through the teachings of the Connections virtues. Bankhead Elementary encourages the development of responsibility and self discipline of students resulting in personal rewards of self-reliance, dignity, and a sense of self-worth. One of our main structures to support this is our bi-monthly school assemblies.






Presently, our data indicates that we have had 37 student discipline actions reported on BCeSIS. 35 of these are male students. The majority of these incidents are due to behaviour. Our staff help provide students the ability to make proper choices, and to Stop, Think and Do the Right Thing before needing guidance at the office. Our teachers review our "Rockin Rules" in early September with their classes, and in the early spring these rules are reviewed with all the new students.

As educators we know that there is a direct correlation between proper behaviour and student achievement. We actively continue to monitor, model and teach appropriate behaviour strategies, and encourage citizenship among all students. Our data indicates that we have almost 54% of our intermediate students demonstrating proper work ethic, and over 50% who received service awards. For those students who are identified as struggling, Mrs. Garton and Mrs. Williams meet with them using social stories to help teach the importance of being socially responsible.

The number of students who receive our work ethic and service awards each term is increasing. We added more service areas this year. However, there is a definite difference between genders. Our female population receives approximately 40% more awards than our male population. One structure which supports this goal is our homework club which helps assist students reach their level of success.

Building confident, happy learners is embedded in the culture of our school, and is the foundation for all we do at Bankhead. We help instill and provide practice in the five district values of responsibility, respect, honesty, empathy, and fairness. We have decided that this goal is completed, as we will continue to sustain what we are doing. Being socially responsible is embedded in our school culture, and it will continue to be our compass for guiding our path to build caring global citizens.

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
<b>SOCIAL RESPONSIBILITY: The percentage of grade 4 students who feel safe "most of the time" and "all the time" at school according to the Ministry's Satisfaction Survey will continue to increase.</b>	4/12/2011	78	80	 Warning
<b>SOCIAL RESPONSIBILITY: The percentage of intermediate students who are placed on the service award list increases each term</b>	4/12/2011	54	55	 On Target
<b>SOCIAL RESPONSIBILITY: Student Satisfaction Survey indicates that grade 4 students know what the school's behavioural expectations are "most times", and "at all times".</b>	4/12/2011	75	80	 Off Target
<b>SOCIAL RESPONSIBILITY: The number of definite suspensions will continue to decrease each year as noted on April's BCeSIS Student Discipline Report.</b>	4/12/2011	10	20	 On Target
<b>SOCIAL RESPONSIBILITY: The percentage of intermediate students who are placed on the work ethic list increases each term</b>	4/12/2011	50	55	 Warning

## **Goals**

Status : Meeting Expectations

Bankhead Elementary has held fast to the vision of 'improving achievement of all'. We have focused on literacy, numeracy and social responsibility for the last four years. In this school year, it was identified that our school goals need to be more specific, measurable, action orientated, results orientated, and trackable. We quickly identify students who are at-risk and in need of intervention, and adaptations. At each monthly staff meeting, we provide opportunity to discuss at-risk students. And, our community and culture of the school lend itself to be a caring, and empathetic environment to support all of our children at Bankhead. At the end of term one, teachers provided a list of 'at-risk' students to Mrs. Williams to help foster the 'next step' in aiding these students' achievement levels. A new 'pyramid of intervention' was drafted by the School Based Team and presented to the teachers in term 3 to help assist them.

By 2012, we will be seeing a continual trend of improvement by reducing the percentage of at risk students in literacy and numeracy by continuing the focus on quality instruction, assessment and student engagement.

## **Rationale**

Status : Meeting Expectations

The school goals we have set are based on evidence. This year in Literacy, the goal to decrease the number of students at-risk in the primary grades, has been reinforced by the term assessments, and fall screener results. The teachers continue to use the Nelson Benchmark series, and have incorporated using guided reading bins within their literacy structures. In the fall, we subscribed to the online "RAZ Kids" computer program with our primary classes, and have seen wonderful reading gains with our students. We also scheduled a one day a week session of Read Naturally during school time to support student growth. And, our LIT teacher began an after school reading program in January to support our at-risk readers. More leveled readers were purchased for the primary classrooms in October. Our ESL students were introduced to the DynEd computer program to support their acquisition of a new language. In the intermediate classes, a continued focused on literature circles, and Writing Traits, has kept our literacy rates improving. At our March staff meeting, the primary teachers would like to narrow the literacy goal to focus primarily on writing, as the report card term mark demonstrate that this is the weaker area. The primary teachers have discussed group marking, and monthly class writing opportunities that utilize the BC Performance Rubrics. In fact, they would like to have classroom exemplars of student writing at the various levels to help encourage students achievement, as well as, create a school wide continuum for writing expectations. The primary teachers hope to incorporate a common writing process (eg. 6+1 Writing Traits) from K-3 to strengthen writing skills.

This year in Numeracy, the goal to decrease the number of students at risk in the intermediate grades, has been reinforced by the term assessments, FSA assessment, and the CAT 4 assessment. The intermediate teachers focus their instructional strategies to help improve these results by using technology assisted structures (SmartBoard, Internet programs, Successmaker), as well as, small group instruction. The teachers still include math drills to help improve quick math fact recall with their students. Many of our teachers joined in the Math World Day using computers. Their lessons on mental math strategies are more easily put into practice when students have a understanding of their math facts. The Math 44 resource was purchased this year in January to help with lesson creation using manipulatives, concepts of patterning, place value, and problem-solving strategies. The LAT organized and ordered much needed math manipulatives in term 3 to support this goal.

## **Data**

Status : Meeting Expectations

The staff has been keen to understand and view the data presented this year to determine student needs, and to help plan for improvement. At the end of term 1 and term 2, the report card marks were graphed and presented to the teachers and the SPC. The graphs show the percentages of students deemed 'at-risk' by the assessments. Specifically, the data used for Literacy in the primary grades examines the number of students 'not meeting' and 'approaching' in writing and reading. In the intermediate grades, the data used from the report cards examines the number of students who received a mark of C- or lower. For both groups, the data includes all students (eg. resource, behaviour, etc.). Similarly, the numeracy data used is consistent with the literacy data with the exception of including ESL students within the data collection.

To aid in the teachers' practice, term marks have been graphed and overlapped with Screener results, and CAT 4 results from the previous year. Teachers are provided information through the years as a comparison. During the data discussion, teachers have the opportunity to note the areas to celebrate, the concerns, and the gaps in information. The same data walk was provided to our SPC. Although we cannot track a true cohort group due to the higher transient rate at our school, the data collected from the previous year does paint a positive trend of student improvement. Further, it is an excellent visual that helps us understand that in numeracy and literacy, we are seeing a trend of improvement, and a decrease in the number of students at-risk in these areas throughout the years. It was hoped that Bankhead staff could have a data committee this year to help us monitor our results by presenting a clear, data overview for the staff to peruse. However, at this time the staff was not interested in supporting this. The principal continued to present current data to the staff to consider all information on an on going basis, and to ensure we celebrate our achievements as they present themselves.

The other data sources (Reading Assessments, School Wide Write results, and Satisfaction Surveys), which are shared with the staff, PAC, and SPC, will continue to help guide our urgent focus. In the past five years, a Bankhead Family Survey was used to gain insight from the parent community regarding our school growth goals, perceptions, and areas of concerns. Last year only twelve percent of the surveys were returned, and this year only three percent of the surveys were returned. Hence, we will not use the data collected from this small sample. Further, the satisfaction survey results were used to show students' perception as to whether they believe they are getting better at reading, writing, and numeracy. This has been an issue discussed by our teaching staff as the question "Are you getting better at ..." can be easily misinterpreted by students. As a student who is already an 'A' student, exceeding the expectations in Language Arts for example, may not answer this question as an "All the time" as they perceive themselves to be already 'better' and hence, not 'getting better'. Due to this, I agree with the staff and will not be using the Satisfaction Survey results to direct our growth goals for numeracy and literacy. One point to celebrate is that our students who believe that they are getting better at reading is 7% higher than the district average. Finally, the FSA results are viewed as only a 'snapshot' of a student's ability, and more onus is placed on the daily assessment teachers do daily and report on at the end of term.

With the above insight, a two question survey was distributed by our Student Voice representatives to all classrooms, except our kindergarten students. The two questions were as follows: What is one thing that you most like about Bankhead Elementary? and If you could change one thing about Bankhead Elementary what would it be? These two questions provided a lot of interesting, and valuable information and insights into the culture and perception of our school through the students' eyes. The information was graphed, and presented to the students, the Student Voice group, the SPC, and the staff. It was, in the teachers and SPC opinion, far more usable than the satisfaction survey results. The results helped guide the 'student voice' committee in their quest to help better the school. We will continue to use this survey next year.

	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:

90% of the intermediate students will meet or exceed expectations (a mark of C or higher) in numeracy as indicated by year-end report cards.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Monthly collaboration meetings	Janet Williams/School-Based Teachers	9/1/2009	6/25/2011	In-Progress	Medium	0			
To use math manipulatives, songs, and games to aid in the instruction of numeracy lessons.	Janet Williams/	9/1/2009	6/30/2012	In-Progress	Medium	40	5,000		
Small Group Instruction - Numeracy	Janet Williams/School-Based Teachers	9/9/2009	5/27/2011	In-Progress		80	8,900		
Technology assisted learning - specifically Smartboards / document cameras/ Flip cameras/Kurz weil program	Janet Williams/School-Based Teachers	9/9/2008	6/27/2012	In-Progress		75	10,000		
A homework club has been established two days a week to assist students who are struggling with writing and numeracy assignments.	Janet Williams/School-Based Teachers	9/9/2008	2/8/2013	In-Progress	Medium	80		★	
Aboriginal CEA Assistant scheduled to assist identified students at Bankhead	Janet Williams/	9/8/2009	6/30/2011	In-Progress	Medium	75			★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Early Learning Initiatives-ELFF Nights	Janet Williams/	1/20/2010	2/17/2011	In-Progress	Medium	75	200		
Self-directed math drills/"mad minutes"	Janet Williams/	9/5/2007	6/29/2011	In-Progress		80			
Student reflection/student self-assessment	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			
Awards - work ethic, service, and reading pins	Janet Williams/School-Based Teachers	9/5/2007	6/23/2011	In-Progress		80			
Parent Workshops - various topics	Janet Williams/	1/5/2010	3/24/2011	Completed	Medium	100	25	★	
Math Word Walls	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		75			
Technology Committee	Janet Williams/School-Based Teachers	12/9/2010	6/25/2012	In-Progress	Low	25	10,000		
Quality Assessment Practices	Janet Williams/School-Based Teachers	9/3/2009	6/22/2012	In-Progress	Medium	0			
Pyramid of Intervention	Janet Williams/School-Based Committee	9/6/2010	6/24/2011	In-Progress	Medium	0			
Breakfast room is opened daily.	Janet Williams/	10/4/2010	6/29/2011	In-Progress	Medium	60			
BrainPop - website	/School-Based Teachers	9/9/2010	6/24/2011	Draft		0	600		

**90% of our primary students will meet or exceed writing performance standards.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Monthly collaboration meetings	Janet Williams/School-Based Teachers	9/1/2009	6/25/2011	In-Progress	Medium	0			
Reading aloud (Read Naturally Program, One to One Reading, Parent Volunteers, Big Buddies)	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress	Medium	40	3,000		

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Handwriting Without Tears	Janet Williams/School-Based Teachers	9/10/2008	6/24/2011	In-Progress	Low	50	1,000		
Technology assisted learning - specifically Smartboards / document cameras/ Flip cameras/Kurz weil program	Janet Williams/School-Based Teachers	9/9/2008	6/27/2012	In-Progress		75	10,000		
Aboriginal CEA Assistant scheduled to assist identified students at Bankhead	Janet Williams/	9/8/2009	6/30/2011	In-Progress	Medium	75			★
Writing Programs - 6 Traits/Excellence in Writing/Quick Writes	Janet Williams/School-Based Teachers	9/5/2007	6/29/2011	In-Progress		0			
Early Learning Initiatives-ELFF Nights	Janet Williams/	1/20/2010	2/17/2011	In-Progress	Medium	75	200		
PM Benchmarks Reading Assessments Gr. 1-3	Janet Williams/School-Based Teachers	9/9/2009	6/17/2011	In-Progress	High	80	1,000		
Student reflection/student self-assessment	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			
Small group instruction - Literacy	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			
Awards - work ethic, service, and reading pins	Janet Williams/School-Based Teachers	9/5/2007	6/23/2011	In-Progress		80			
Parent Workshops - various topics	Janet Williams/	1/5/2010	3/24/2011	Completed	Medium	100	25	★	
Screening Assessments ('screener'; SWW, WCR, FSA, PM Bench marks, CAT4)	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Promote Literacy with the Parent Community	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		60			
BC Performance Writing Rubrics for self-assessment - "Clothesline Project"	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress	Medium	50		★	
Technology Committee	Janet Williams/School-Based Teachers	12/9/2010	6/25/2012	In-Progress	Low	25	10,000		
Quality Assessment Practices	Janet Williams/School-Based Teachers	9/3/2009	6/22/2012	In-Progress	Medium	0			
Pyramid of Intervention	Janet Williams/School-Based Committee	9/6/2010	6/24/2011	In-Progress	Medium	0			
Breakfast room is opened daily.	Janet Williams/	10/4/2010	6/29/2011	In-Progress	Medium	60			
Literature Circles	/School-Based Teachers	12/9/2010	6/24/2011	In-Progress	Low	50			
RAZ Kids - On Line reading program	Janet Williams/	11/4/2010	6/24/2011	Draft		0	600		
BrainPop - website	/School-Based Teachers	9/9/2010	6/24/2011	Draft		0	600		
Aboriginal Shared Reading Program	Janet Williams/	4/21/2011	6/23/2012	Draft		0	300		

**100% of our of students grades K - 6 will be instructed, encouraged, and acknowledged for demonstrating social responsibility.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Monthly collaboration meetings	Janet Williams/School-Based Teachers	9/1/2009	6/25/2011	In-Progress	Medium	0			
Bi-monthly School Assemblies	Janet Williams/School-Based Teachers	9/1/2008	6/28/2011	In-Progress	High	75	650		

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
A homework club has been established two days a week to assist students who are struggling with writing and numeracy assignments.	Janet Williams/School-Based Teachers	9/9/2008	2/8/2013	In-Progress	Medium	80		★	
Aboriginal CEA Assistant scheduled to assist identified students at Bankhead	Janet Williams/	9/8/2009	6/30/2011	In-Progress	Medium	75			★
Early Learning Initiatives-ELFF Nights	Janet Williams/	1/20/2010	2/17/2011	In-Progress	Medium	75	200		
Student reflection/student self-assessment	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			
Student Leadership - lunch room monitors, student voice members, office monitors, spirit team members, crossing guards, and playground pals	Janet Williams/	9/9/2009	6/23/2011	In-Progress		80			
Awards - work ethic, service, and reading pins	Janet Williams/School-Based Teachers	9/5/2007	6/23/2011	In-Progress		80			
Parent Workshops - various topics	Janet Williams/	1/5/2010	3/24/2011	Completed	Medium	100	25	★	
Praising student's proper choices	Janet Williams/School-Based Teachers	9/9/2009	6/23/2011	In-Progress		80			
Review "Rockin Rules" in early September	Janet Williams/School-Based Teachers	9/25/2009	10/7/2011	Completed	Medium	100			
Social Responsibility Group	Janet Williams/	1/31/2011	3/18/2011	In-Progress	Medium	0		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Meet with 'new' students separately to go over our school's Rockin Rules.	Janet Williams/School-Based Teachers	1/7/2010	1/4/2013	In-Progress	Low	50			
Pyramid of Intervention	Janet Williams/School-Based Committee	9/6/2010	6/24/2011	In-Progress	Medium	0			
Social Stories	Janet Williams/School-Based Teachers	9/6/2010	6/24/2011	In-Progress	Low	60	100		
SASSY - Save One Student	/School-Based Teachers	9/6/2010	6/24/2011	In-Progress	Low	60			
Breakfast room is opened daily.	Janet Williams/	10/4/2010	6/29/2011	In-Progress	Medium	60			

### **Strategies**

Status: Meeting Expectations

At Bankhead Elementary we utilize strategies that are practical, research-based, and linked to staff development. We continue to monitor and adjust our strategies to suit our learning community, and best support our student achievement. All of our strategies share the ability to honour students varying abilities, and provide differentiated instruction. Further, the strategies that we have in place at Bankhead Elementary assist in our ability to build relationships, relevance, and rigor with our school population.

Our strategies are research-based:

i) Collaboration meetings: Research has found that new teachers seem more likely to stay in schools that have an “integrated professional culture” in which new teachers’ needs are recognized and all teachers share responsibility for student success. There appears to be a direct correlation to teacher collaboration and student achievement.

ii) Math manipulatives: Top math authorities agree that young children learn to understand math concepts best with the use of manipulatives so that children are actively involved in doing mathematics. Educational research indicates that the most valuable learning occurs when students actively construct their own mathematical understanding.

iii) Small group instruction: Research has shown that the use of small-group instruction in the classroom may positively affect student self-concept, as well as academic achievement. We know that students are more successful with more intensive, and more support in small-group or one-on-one formats.

iv) Technology assisted instruction: The reasons for using technology include: (a) experiential learning, (b) motivation, (c) enhance student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding.

v) Homework Club: The benefit of our supervised homework lunch hour club is to improve students’ success, and understanding and retention of the material covered. It also promotes responsibility, time management skills, improves study skills, and self discipline.

vi) Student reflection: Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

vii) Awards and Praise: Research states that when students are given incentives, and praise there is a significant increase in pupil on-task behavior, pupils’ academic self-concepts increased; pupils are more aware of what makes them successful at tasks; and pupils were more capable of dealing positively with failure when they received explanations about successful academic performance.

vii) Reading Aloud: Repeatedly reading aloud not only helps children learn to read but also has an impact on school success. Lifelong enjoyment of reading is directly related to daily reading. Children see the pictures and print up close, ask questions, and make comments. Research notes that “Daily read-alouds help children internalize language and structures they’ll apply to their own reading one day.”

viii) Handwriting without Tears: Functional written communication is founded on two cornerstones – legibility and speed. Children’s handwriting must not only be readable, but it must be performed in a timely fashion in order for children to perform written school assignments adequately at their grade levels (Amundson & Weil, 1995).

ix) Common Assessments: We use the general term assessment to refer to all those activities undertaken by teachers -- and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs. Within our district, it is consistent and adds to richer dialogue when an agreed upon, common assessment, and

common language base is established.

x) Student Led Conferences: These three way conversations during term 2, allow students to take responsibility of their learning and present to their parents an overview of skills and achievements noted over the course of the school year. The teachers have the students rehearse using their created portfolios of work, and some teachers have the students create an e-portfolio using technology to lead the conference.

## **Structures**

Status: Meeting Expectations

We have many structures currently in place to support the areas of highest need - increasing the number of primary students meeting and exceeding our expectations in literacy, and increasing the number of intermediate students meeting and exceeding expectations in numeracy.

We began the year with the social story of "Fill a Bucket" to encourage kindness, and empathy towards others. Then we asked each student to focus on a goal. Each student wrote their goal on a 'shoe', as we all were ready to "Put Our Best Foot Forward" for the start of the year. Finally, in celebration of our diversity, we asked each student to paint a flower on our courtyard mural to denote how each of us are very unique and distinct.

Our plan to achieve these goals include the continual use of technology assisted learning structures (Kurzweil, SmartBoards, Flip Cameras, Document Cameras, LCD Projectors, Successmaker, and Computers). Our technology structures are generously supported by our Parent Advisory Committee. The school will continue to provide professional learning opportunities for teaching staff related to quality assessment practices and effective teaching strategies in the area of reading and writing (this will happen at monthly staff meetings, luncheon meetings, and collaboration times). Our CEA's are provided a monthly collaboration meeting to discuss strategies, and to highlight professional development learned at workshops. We have successfully proceeded with the early learning initiatives of Full Day Kindergarten, and ELFF (Early Learning For Families). Teachers will be presented with in-service training for their school for specific assessment and strategies (Screener, Numeracy Assessment, School Wide Writes, etc.). Our small group reading sessions (One to One, Read Naturally) continued this year. As well, in our library literacy events such as book fairs, author visits, family literacy day, and our annual book swap, and library and reading program for grade 1's and 3's this year continued. These will continue next year. Further, we will continue to add to our teacher resources (eg. Math Makes Sense resources, Math 44, and PM Benchmark Readers). Finally, a kindergarten parent workshop in October, hosted by the principal and school counsellor, focused on the topic of emotional well being and school readiness. At the PAC meetings, a 'hot topic' on homework was presented by the principal for the parents. These structures are important to build connections and understanding in our learning community. The culture of our school will continue to nourish the spirit of good citizenship. We will continue to teach students the mantra, "Stop, Think, Do the Right Thing." At assemblies, and in our conversations with students, we will use common language (Rockin' Rules), and our virtues to teach proper behaviour. This year, Chantelle Adams presented at six of our assemblies focusing on the virtues, as the foundation to success. Finally, this year three new structures have been incorporated to lead to a more inclusive and empathetic culture. These three structures are our school spirit team, our school breakfast room, and our student voice committee. We will proceed to utilize our leadership students to provide service to the school, to model appropriate behaviour, and to acknowledge good citizenship.

Our 'connections' or 'pyramid of intervention' was revisited in January at a staff meeting. As the ministry guidelines changed regarding IEP's and Learning Plans, it was a good time to re-examine at how we identify and seek support to aid those students who need intervention and adaptations to support their achievement. The SBT team of our LAT, Resource Teacher, Counsellor, as well as, teachers will sign off on the protocol at April's staff meeting.

As we work towards our objectives, we believe that the structures we have in place are supported, developed, and promoted to align our vision for the success for all students with the district's focuses.

## **Coherence and Alignment**

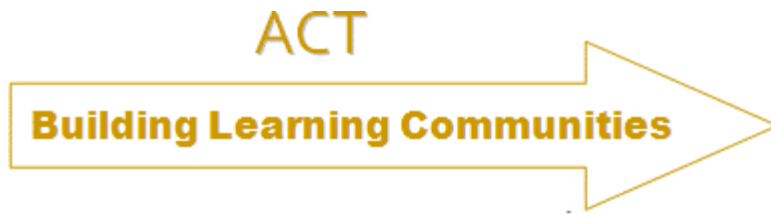
Status: Meeting Expectations

Our school goals are aligned with the district's vision of assisting our students in achieving success in literacy and numeracy by ensuring that our school provides rigorous instruction. At Bankhead Elementary we meet and understand our student needs. Our student population has higher than district averages with ESL, Resource, and Aboriginal students. As instructional strategists, our teachers are always collaborating, and seeking new, and innovative ways to make learning interesting. We practice assessment for learning, and develop criteria with students to provide thoughtful, and ongoing feedback .

The district's vision of 'one goal' was introduced to the BHE staff in September. In December, our staff examined the attributes of a grad, and examined how our primary and intermediate classrooms aid in the acquisition of these attributes. In January, we continued the conversation and identified the four most important attributes as follows: i) collaboration skills; ii) critical thinking skills; iii) self-directed skills; and iv) communication skills. We truly believe that these are important qualities of a 21st century learner, and these will be the focus of next year's grade 6 project-based classroom.

It should be noted that generally our sixteen percent aboriginal population results are very similar to the non-aboriginal students in our school. We have an advocate and an aboriginal CEA to support our aboriginal students who need extra assistance (both academically and behaviourally). Our advocate has focused on relationship building in his first year at our school, and offers guidance and builds strong rapport with all our students. He began a lunch hour beading club and guitar club which has been well received by many of our students. Further our aboriginal CEA has worked with our more at-risk students and provided one on one tutoring after school. In keeping with the Medicine Wheel of the Enhancement Agreement which uses a holistic approach to enhance the learning of all student, we will run an aboriginal shared reading program. This program, which has been funded by the Aboriginal District Committee, will use Aboriginal content leveled stories to build students literacy skills and cultural awareness. At term 2, our data indicated that 30% of our aboriginal student population was at risk in one or more areas of the curriculum. The program will run throughout the year, and will be organized and overseen by the aboriginal support worker. The long term focus is twofold, to improve Aboriginal Student achievement in reading, and to build cultural awareness.

	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.



### **Dialogue and communication**

Status : Meeting Expectations

At Bankhead Elementary we value input, and encourage various methods in our school learning community for two way dialogue (eg.Meetings, Workshops, electronic newsletters, etc.). A school newsletter is sent home with students bi-monthly which highlight important events, cultural presentations, virtues, student successes, and growth goal information. Our school website is updated weekly, and links directly to the school district site to provide a broader understanding of our alignment, guiding beliefs and culture.

Further, many classroom teachers prepare regular newsletters updating parents of specific classroom events. As well, teachers send home each term previews to parents regarding outcomes, themes, and units that will be studied. Four of our teachers host their own websites and this continues to be an area of growth for many. As well, the School Handbook is included in the student planner, and includes ways parents can support school growth goals. The minutes from the PAC meeting, when made available, are shared by print and electronic media with the parent community of the school. In the planning phase, and in the goal-setting process, the members of the SPC are asked by the principal to get input from other parents for their thoughts, concerns, and ideas regarding school goals. Parent-teacher conferences and our three-way student led conferences, give timely and accurate information regarding students' progress in all areas, including those targeted in our goals.

Our teachers are very professionally active and our staff collaborate regularly with same grade teachers. Our bi-monthly assemblies aid in this valuable collaboration time. We will continue to focus our goal discussions at both our staff meetings, and our staff luncheons. We will discuss strategies, and share instructional ideas. Further, we will examine our school data, and continue to ask the difficult questions which will help demonstrate the urgency in our school community. Leadership capacity is encouraged and developed among all staff members.

We will continue to share our growth goals with our school community to ensure they understand the urgency of the need for our primary students to improve their literacy skills, and our intermediate students need to improve their acquisition of numeracy skills.

### **Parent involvement**

Status : Meeting Expectations

At Bankhead Elementary we are all about making 'home' connections, and embracing 'school' connections for the whole family. In our school learning community, we pride ourselves with a caring, and safe classroom environment, where we all work collaboratively with the students' best interest in mind. Parents support our teamwork and leadership initiatives by attending monthly PAC meeting, executive PAC meeting, DPAC meetings, and School Planning Council meetings. They play a critical role in helping set our goals, working with the school, and specifically supporting our literacy goal by volunteering their time and energy in operating our book fairs, and aiding in classroom reading sessions. They assist with our kindergarten orientation program. Further, they support our initiatives for promoting healthy schools (eg. Fruit and Vegetable Programs, 'Choose Most' menu items for hot lunch days, and the Milk program). We had more volunteers this year at Bankhead who assisted in a variety of ways. For instance, our Courtyard Mural Painting, our Family Literacy Day event, annual primary pumpkin carving, CanWest Spelling Bee, our March 'Excellence through the Arts' campaign, our Gardom Lake fundraising drive, classroom assistance for field trips, literature circles, Christmas concerts, and Bumbershoot Theatre. It is hoped that we continue to encourage and motivate the less active parents to play an integral part in our school culture, and to educate all our community members about the 'urgency' surrounding our growth goals at Bankhead Elementary.

Our PAC is sponsoring a guest speaker next October at the Kelowna Community Theatre. The guest speaker will be Barry McDonald who is known for his work entitled, "Boy Smarts". This aligns with our understanding that in some curricular areas there are significant gender differences when we measure achievement. This educational speaker will help bring our parent community and school community together as we work to assist all of our students learning.

Further, our SPC is interested in beginning coffee mornings at our school once a week to encourage networking and community building among our parents who drop their children off in the morning.

### **Leadership**

Status : Meeting Expectations

At Bankhead we are proud that we all take responsibility and share the commitment to improve student achievement. In fact, we look at each student as 'our student', rather than a specific 'teacher's student'.

**The Principal:** The principal facilitates the provision of resources, such as time, materials, and flexible staffing to identify, to strategize, and to assess student achievement. It is important to ensure that resources are allocated in ways that support the greatest priorities. The principal also actively seeks ways to build capacity, and to stimulate focused professional discussion amongst staff regarding the academic and behavioural needs of the student population. By listening to staff and parents share their perceptions of student needs, and by coordinating the school budget, the school plan is given support.

**Teachers:** Many of our teachers take on leadership roles, and work in teams to make learning happen. They meet formally and informally throughout the year to implement strategies and activities specific to students' needs. Specifically, many of the staff share their expertise and lead other teachers in technology development. Our two kindergarten teachers have worked closely together, sharing their visions and learning from each other in the first year of transition into the full day kindergarten program. In fact, they have also observed in each other's classrooms this year as part of their professional growth plans. One grade 6 teacher and the principal have been collaborating on a project to pilot 21st century classrooms next year, based on the work of Tony Wagner. Two intermediate teachers will be attending the summer symposium "Understanding by Design" to help integrate McTighe's work into their unit planning.

**School Based Team:** Our SBT meetings involve the expertise of Carol Garton, student support services, Krista Vejvan, Learning Assistant Teacher, and Janet Williams, Principal. Together, this team facilitates meetings regularly providing support for classroom based instructional adaptations and assessment of students working on adapted and modified programs. These individuals work collaboratively to meet the needs of our students who require extra support for learning and behaviour. The pyramid of intervention document which guides our work as a SBT has been reworked this year and provided to the staff in a new format to aid in working with students at-risk.

**Student Leadership:** We have many different ways that students are used in positive roles in our school community. Our School Spirit team, sponsored by a CEA, open our school assemblies with great gusto, and help direct our special event days, like Harmony Day, and Halloween, by creating special events to honour the day or the theme. Our student voice group, sponsored by the school principal, meets monthly and helps provide a voice and directs student-initiated changes for the school. Issues are discussed, and as one teacher stated, "It is great to let kids have their opinions heard." Further, we have playground pals, library monitors, lunch room monitors, office monitors, safety patrollers, and zipper patrol, and we will continue to utilize our leadership students to provide service to the school, to model appropriate behaviour, and to acknowledge good citizenship. By recognizing citizenship in them, we encourage it in others.

	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
<b>STUDY</b>	<b>Results</b>			X	
<b>PLAN</b>	<b>Goals</b>			X	
	<b>Rationale</b>			X	
	<b>Data</b>			X	
<b>DESIGN</b>	<b>Strategies</b>			X	
	<b>Structures</b>			X	
	<b>Coherence and Alignment</b>			X	
<b>ACT</b>	<b>Dialogue and communication</b>			X	
	<b>Parent involvement</b>			X	
	<b>Leadership</b>			X	

# CERTIFICATIONS

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

Bankhead 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

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Teacher Member's Name (Print)	Signature	Date

_____	_____	_____
Principal's Name (Print)	Signature	Date

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

Board of Education representative at the SPC review meeting:

_____	_____	_____
Trustee's Name (Print)	Signature	Date

# PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry  
to enhance school improvement



PLANNING CYCLE

