

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Belgo Elementary School

7/2011

General Information



Home of the Blazers

Forging the future/Façonnons le futur

Mission Statement

At École Belgo Elementary School, students come first. Our mission, in partnership with parents and the community, is to encourage and challenge our students to achieve personal success, life-long learning and responsible citizenship, within a safe and positive environment which develops their aesthetic, emotional, intellectual and physical potential.

Principal : Veronica Dumontet

Web site : <http://www.bge.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

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:

Belgo School was built in 1970. In 1986, after 16 years in operation, the district closed the school. It was then leased out to a private school. Following this, the building underwent some renovations and reopened in 1990 as a School District 23 dual-track school offering French Immersion and English programs.

Ecole Belgo School has a welcoming and inviting quality about it. Parents have commented that it has a community feel. Many former students return year after year to visit and reminisce while viewing their class photo which is still displayed on the wall near the office and gym.

The building itself is situated on 5.19 acres of property at the south end of Rutland. A residential neighbourhood surrounds the school and grounds. The community from which Belgo draws, ranges from low to middle income. The school is one of eight elementary schools in the Rutland area. It is approximately three kilometers to the Rutland Arenas and Athans Pool.

It is interesting to note that Belgo's student population does not draw exclusively from its immediate surroundings. There continues to be a significant proportion of students from areas well beyond walk limits, including Walburn Road, Toovey Heights and north of Highway 33.

Belgo is the only school in Rutland that is not part of the districts A.N.F. (Achieving a Necessary Future) program.

The school grounds include an adventure playground rebuilt in the fall of 2008, thanks almost entirely to the fundraising efforts of our PAC.

There is a fenced pre-school play area, complete with CSA standard gravel area and 10-foot storage container. This was built in 2002, with the arrival of Le Petit Hibou preschool, funded partially by Ecole Belgo School and partially by B.C. Ministry Grants to the non-profit society preschool. We continue to enjoy a successful partnership.

In the spring of 2007, the school received all new computers as part of the districts 'refresh' program. The school will undergo its next refresh in the Fall of 2011.

While the last four years have seen the declining enrolment that statisticians have predicted for the province, our primary French Immersion program has experienced significant growth and our French Immersion population now exceeds our English.

In 2008, the school also formed a partnership with the YMCA in offering an after-school program run out of our Choices Room. This partnership supports parents in our community with a seamless transition from school to childcare.

The students of Ecole Belgo Elementary come from diverse socio-economic environments. The current School Meals program provides eighteen bag lunches to students in need. In addition, students who occasionally arrive without breakfast or a snack are provided with healthy food items.

The Ecole Belgo Elementary School Parent Advisory Council is comprised of a group of highly dedicated parents who represent both the English and the French programs. An average of eight to ten parents attend the monthly meetings, with more parents involved in various events throughout the year. The PAC sponsors several fund-raising events which help to provide numerous educational opportunities that benefit all students. As well as with the extra-special events and weekly hot lunch program, parents volunteer in the classroom, on field trips, and with the creation of the Yearbook.

Ecole Belgo School is connected to its community. Of key importance to our school is our connection with the RCMP School Liaison Officer who visits the school frequently, presents at PAC meetings and at school assemblies, and offers a Lunching with the Law program four times throughout the year.

School Performance Information

CLIMATE AND CULTURE

5 Cs: The school has continued its focus on Caring, Common Sense, Cooperation, Courtesy and Consideration. In 2010, a parent created a logo of the 5 Cs that is now on posters in classrooms, on a banner in the gym and available in the form of temporary tatoos.

ASSEMBLIES / CULTURAL PERFORMANCES: A variety of assemblies including one for each of the 5Cs mentioned above, and cultural performances are held throughout the year. Special assemblies, such as those for the beginning of the year, five cultural performances, Remembrance Day, two KLO Assemblies, Harmony Day / Pink Shirt Day, and a year end celebratory assembly feature a variety of presenters and opportunity for audience participation. They also provide opportunity for the school to join in enthusiastic singing of O Canada in both official languages. We also were very pleased to welcome Rene Turmel, The Maple Man, who presented the history and cultural events surrounding the maple sugar harvest in Quebec. Monsieur Turmel presented to small groups throughout the day and presented in English or French depending on the audience. Students participated in traditional French-Canadian dance, playing spoons, and tasting the delicious maple taffy.

ATHLETICS: Ecole Belgo Elementary students are invited to participate in team sports such as basketball (Grades 5-6), volleyball (Grades 5-6) and a running club (Grades 3-6). For the month of May, all intermediate students are involved in Track & Field training and practice which occurs during the school day three days per week. This training is in anticipation of Apple Bowl Day and the District Track Meet in early June.

AUTHOR VISITS: Our teacher librarian, Mrs. Gorjanc, invites authors to support literacy initiatives and encourage students to read. In the 2010-11 school year, visiting authors represented both official languages.

BATTLE OF THE BOOKS: This club for Grades 3-6 students, sponsored by Mrs. Gorjanc, teacher-librarian, requires students to read designated books and to meet as a team to discuss. The teams compete against other school district teams in May to determine who retained the most information about the books read.

BUDDY CLASSES: Several classes pair in a partnership to share in learning. Activities vary between reading / art / writing / problem solving. These activities support the community of learners and provide leadership opportunities for the older students.

CAROLLING WEEK: A long-standing tradition for the week before Christmas break, Belgo teachers continue to invite classes to the gym on three days before the Christmas break and lead students in singing carols, in French and English. Mr. DeVries and a former parent provide the accompaniment on piano and guitar and very often involve class groupings to provide the percussion or lead the actions to the song.

CHRISTMAS CRAFT NIGHT & CAROLING: Staff invited students and families to attend an evening of crafts and caroling prior to the Christmas break. This evening was very well attended. Adding to the festivities, the PAC served hot chocolate and cookies.

COMMITTEE STRUCTURES: Teachers are asked to participate on one of three school committees: Literacy, Numeracy, or Behaviour (EBS). These committees meet during the school year to discuss goals, progress, resources, needs and concerns.

DANCES: For Halloween and the Grade 6 Year-End celebration, dances are planned by Grade 5/6 students and teachers, where social skills are taught.

EARLY LEARNING FOR FAMILIES (ELFF): In partnership with staff from Le Petit Hibou Preschool, Ecole Belgo School staff invited parents of three, four and five year olds to attend two ELFF evenings. Families gathered for supper and to take part in strategies and activities that promote and support school readiness. School representatives were our Aboriginal Advocate, two Preschool staff members, our Teacher Librarian, a Kindergarten teacher and the principal.

EBS/PBS: The entire school population is part of EBS (Effective/Positive Behaviour Support). Students are reminded of the broad guidelines and school-wide expectations during a school-wide assembly at the beginning of the school year. For the remainder of the week, every staff member teaches the students about the Behaviour Matrix, which reinforces a team approach to raising the bar in social responsibility in all settings of the school. Shared leadership and language have made this a highly successful program at Belgo. A positive reward system, known as the Etoile Belgo Stars, are recognized each week during the school year.

ENVIRONMENTAL DUTY: Each Friday, students in our Grade 4/5 French Immersion class are responsible for gathering recyclable items throughout the school. Members of the Green Team and the P.A.C. collect our juice boxes and aluminum cans for recycling. Classes are also scheduled on a weekly, rotational basis to do environmental clean-up of our playgrounds.

ETOILES BELGO STARS: In cooperation with our EBS/PBS program, Etoile Belgo Stars are the coveted recognition for positive behaviour. All staff and students can designate someone as the deserving recipient of an Etoile Belgo Star. Students who receive an Etoile Belgo Star may enter their name in a weekly draw for prizes announced over the P.A. system. Staff members also select deserving recipients of a Staff Etoile Belgo Star which is presented at the monthly staff meetings.

FIELD TRIPS: All students at Ecole Belgo School have opportunity to participate in field trips that are offered throughout the year. Field trips have included Okanagan Gymnastics Centre (gymnastics) , Laurel Building (orcharding history) , Kelowna Museum (Aboriginal history, Kelowna history), H2O Aquatic Centre (swimming lessons), Camp Owaissi (Grade 6 year-end camp), Rotary Centre for the Arts (theatre), the Kelowna Community Theatre (symphony and theatre), Athans Pool, Rutland Arena (skating), Rotary International Children's Festival (French immersion music & theatre), Kelowna Art Gallery (art displays & lessons), Bird Sanctuary (study of wildlife & habitat),.

FOSTER CHILD: Approximately \$300 is raised annually through fund raisers to support Belgo's foster child.

FUN FAIR: Held during an evening in the Spring, this highly anticipated and well-attended event, coordinated and organized by the PAC, incorporates a variety of amusements and activities for students and families.

GREEN TEAM: Sponsored by Mrs. Hayward, this team of students in Grades 3-6 have raised awareness of environmental issues by promoting events such as Christmas Card Crafts, Toy Swap, Clothing Swap, Earth Day face-painting and the Environmental Mind Grind.

HARMONY DAY: In keeping with the SD23 Harmony Day theme, our school hosted an assembly and activity that incorporated all of the 5Cs. Students participated in a small writing activity that was then displayed on the gym wall for all to see and be reminded of the Harmony Day theme.

KLO ASSEMBLIES: Twice during the year, a team of leadership students and staff from Ecole KLO Middle School presents assemblies based on themes promoting Social Responsibility. These assemblies are enriching for the students and provide release time for Professional Learning Community activities for teachers.

LEADERSHIP: This year showed another high level of participation in our Leadership group. Students are involved in promoting school spirit through Spirit Days, raising money and collecting food for the Food Bank at Christmas time, attending conferences such as the Care & Make it Fair Conference, and promoting social justice and school safety by volunteering as Play Pals and hall monitors.

MATH CONTESTS: Grade 6 French Immersion students participate in the Pythagorean and Fibonacci math contests every year as do students who receive math enrichment instruction from Mrs. Lakusta our Learning Assistance Teacher.

MUSIC PROGRAM: Every child in every grade receives weekly instruction from our music specialist, Mrs. Vecchio. The music room inventory includes tambourines, rhythm sticks, Orff instruments - bass and alto xylophones, boomwhackers, piano, various percussion instruments and a full drum kit.

MUSICAL MATINEE: Mrs. Vecchio annually puts on a spectacular event that showcases the talents of Belgo students. This year's theme was Music Across the Decades, featuring a wide variety of tunes from the 1930's to the 1980's. Students in Grades 4-6 participated in researching the different decades, choreographing, costuming, building props, and lip-synching tunes. There is always a huge community turn-out!

PARENT MEET AND GREET: On the first morning of school, the Belgo PAC sponsors a Meet & Greet opportunity for parents to interact over coffee and muffins.

PRIMARY PLAY DAY: Organized by staff and parents, this spring event involves engaging all the primary students in a half day of cooperative play and friendly competition, with a mix of grade groupings.

SPEECHES: Mrs. Gorjanc sponsored a Grade 6 speech-writing group that prepared speeches in preparation for the Rotary Public Speaking Competition. We are proud of our student who represented Ecole Belgo School at the speech competition.

SPELL-A-THON: This popular PAC fundraiser returned this year with excellent participation from Belgo students. Practicing their set of words in either English or French (or both!), students competed against themselves to meet sponsorship goals. The fundraiser brought in approximately \$3,000 this year.

SPIRIT TREE/ASSEMBLIES: The Ecole Belgo School Library is home to our Spirit Tree. The Spirit Tree displays names and photos of students who have been nominated by their teachers as having exemplified the characteristic that is the focus of one of the 5Cs assemblies. Our Assembly Committee develops assemblies that focus on each of the 5Cs. Through role-playing, discussing, participating in activities, watching video clips, the themes of the 5Cs are reviewed. Students who have demonstrated the focus behaviour are recognized by being called to the front of the gym and having a decoration with their name and photo placed on the Spirit Tree.

SCHOOL SERVICE: Intermediate students are invited to apply for the position of student leader and are trained in hall, lunch, office monitoring, Play Pals, or audio-visual technology. This year, sixty-one of our 109 intermediate students held at least one official position where they participated in providing school service. Of the sixty-one students, 23% held one leadership role, 36% held two leadership roles, and 41% held three or more leadership roles.

STUDENT VOICE: Intermediate students are invited to participate in the Student Voice writing club which prepares articles of interest for the monthly school newsletter.

TOONIE PIZZA OPEN HOUSE: This now seven-year old tradition invites families to attend an evening Open House where they can enjoy pizza together and meet staff members. It is generally held during the second or third week of school.

WORK ETHIC AWARDS: To receive a work ethic award at Belgo, intermediate students must obtain all G's (good) or all but one G in all subject areas. Students who qualify for a work ethic award receive a certificate from their classroom teacher and are recognized at a school assembly. Those who achieve Work Ethic in all three terms are recognized as Work Ethic Superstars in the Year-End Celebration Assembly.

YEAR-END GRADE 6 CELEBRATION: Held strictly for the Grade 6 students, this evening event has a dinner and dance component. Students attending remember the good old days and celebrate the commencement of their middle school days.

PREVIOUS YEARS' GOALS/AREAS OF FOCUS

Summary of Achievements in Relation to Reading Target(s):

REPORT CARDS Reading: Since the first term of 2007-2008, we report an average of 77% of primary students fully meeting or exceeding expectations and 84% of intermediate students at a C or better; with an average of 77% of intermediate males at a C or better.

Term 1/07: 69% in Primary Reading, 87% in Intermediate Reading with 78% males.

Term 2/08: 81% in Primary Reading, 79% in Intermediate Reading with 71% males.

Term 3/08: 70% in Primary Reading, 86% in Intermediate Reading with 81% males.

Term 1/08: 85% in Primary Reading, 75% in Intermediate Reading with 71% males.

Term 2/09: 80% in Primary Reading, 80% in Intermediate Reading with 72% males.

Term 3/09: 81% in Primary Reading, 82% in Intermediate Reading with 84% males.

Term 1/09: 71% in Primary Reading, 88% in Intermediate Reading with 77% males.

Term 2/10: 74% in Primary Reading, 88% in Intermediate Reading with 80% males.

Term 3/10: 82% in Primary Reading, 89% in Intermediate Reading with 80% males.

Term 1/10: 72% in Primary Reading; 79% in Intermediate Reading with 74% males.

Term 2/11: 76% in Primary Reading; 90% in Intermediate Reading with 85% males.

READ NATURALLY: Over the past four years, we report an average gain of 38% in fluency for participating students.

07/08: Average gain of 46%.

08/09: Average gain of 35%.

09/10: Average gain of 29%.

10/11 Average gain of 40%.

CAT Test Reading: The 2009-10 Grade 5 results indicate high alignment to report cards and FSA scores

06/07: Gr. 3s (91%), Gr 4s (85%), Gr. 5s (83%), Gr. 6s. (87%)

07/08: Gr. 3s (93%), Gr 4s (95%), Gr. 5s (80%), Gr. 6s (85%)

08/09: Gr. 3s (90%), Gr 4s (87%), Gr. 5s (89%), Gr. 6s (75%)

09/10:Gr. 5s (95%)

SUMMARY OF ACHIEVEMENTS IN RELATION TO NUMERACY:

REPORT CARDS Targets for Math: The number of K-3 not yet meeting and approaching expectations in math will be reduced annually by 25% as measured on year-end report cards. The number of students in grades 4-6 achieving C- and F letter grades in math will be reduced annually by 25% as measured on final report cards.

Term 1/08: 19% of Primary students NYM or AE; 13% of Intermediate students at a C- level

Term 2/09: 19% of Primary students NYM or AE; 11% of intermediate students at a C- level

Term 3/09: 18% of Primary students NYM or AE; 13% of intermediate students at a C- level

Term 1/09: 18% of Primary students NYM or AE; 7% of intermediate students at a C- level

Term 2/10: 16% of Primary students NYM or AE; 8% of intermediate students at a C- level

Term 3/10: 11% of Primary students NYM or AE; 14% of intermediate students at a C- level

Term 1/10: 12% of Primary students NYM or AE; 18% of intermediate students at a C- level

Term 2/11: 14% of Primary students NYM or AE; 8% of intermediate students at a C- level

HEALTH PROMOTING SCHOOLS:

During the 2010-11 school year, the School Planning Council served as the Health Promoting Schools Committee at Ecole Belgo Elementary School. The committee was apprised of district policies related to Health Promoting Schools committees and from that, began to conceptualize how the HPS mandates aligned with many events and structures that are already occurring at Belgo.

Initial discussions also brought to light the groups firm belief that the development and support of the Whole Child is critical to academic success.

Through brainstorming and discussion, a list of existing health promoting initiatives was created. Further discussion led to the list being divided into four domains: physical, emotional, awareness and safety.

We found that symbolically, we could represent the four domains in a circle similar to the Aboriginal Medicine Wheel. The circular representation also symbolizes wholeness.

A complete assessment of existing Health Promoting practices has led to the determination of direction for the future:

Continue existing programs

Initiate a Play First Lunch

Create a Student Safety Team

Improved communication to families concerning all of the HPS initiatives that exist

Improved signage around Tuck Shop (e.g. Tuck Shop follows Healthy Foods Guidelines)

Increase the number of times that student monitors are rotated, can apply / resign

Initiatives, projects and events that complete the four domains are:

Physical:

Fruit & Veggie program

PAC adheres to Healthy Foods Guidelines for weekly hot lunch program and Tuck Shop

Team sports such as volleyball and basketball

Running Club

Intermediate Track & Field practices and meets

Square dancing

Field trips to expose community facilities & enhance physical activity (all classes went twice to gymnastics & skating; many classes participate in swim programs).

Daily Physical Activity

Stretch breaks and morning nutrition break

Brown Bag Lunch program (currently 18 lunches provided daily)

Healthy snacks and breakfast items available in the office

At least 20 minutes provided for students to eat their lunch

Ride-to-work and Walk-to-work weeks are promoted

Staff pedometer challenge

Nutrition lessons as prescribed by curriculum

Participation in the BC Dental Associations brushing challenge

Vision / hearing screenings

Vaccinations

Belonging:

PAC-sponsored events to build community (dances, toonie pizza night, Mug & Muffin, Energyplex),

5Cs (Cooperation, Courtesy, Compassion, Common Sense, Consideration) assemblies and recognition

Leadership opportunities (Hall, office, classroom monitors, technical crew for assembly set-up, Play Pals, sign crew, Spirit leaders)

Aboriginal Winter Gathering

YMCA after school care

Petit Hibou Preschool

Spirit Days

Clubs

Music Productions

Aboriginal Guitar & Crafts Club

Positive Behaviour System (PBS)

Etoile Belgo Stars

Christmas carolling

Access to Counsellor, RCMP liaison officer

Student Voice

Transitions program for kindergarten students and with middle schools

Awareness:

PBS (Positive Behaviour Systems)

School Code of Conduct

Green Team (Environmental Mind Grind, toy swap, clothing swap, recycling, Earth Day)

Leadership

Play Pals

Buddy classes

Aesthetics committee

Substance abuse programs (DARE / SOAR)

Collections for Food Bank

Sponsoring Foster Child

Integration of children with special needs

Aboriginal cultural program

Harmony Day

French cultural Assembly and author visit

Environmental duty

Lunching with the Law

Terry Fox Run & fund-raiser for cancer

ELFF nights

Safety:

Health & Safety Committee

Safe arrival at school program

Staff trained in First Aid

Code of conduct includes expectations for safe behaviour

Active supervision of student activity during breaks

Play Pals

Kindergarten reverse lunch, gradual integration with rest of school

Two-way radios in classrooms of younger students

Mittens & scarves basket

Alternative activities provided during cold & inclement weather,

Limited access to classrooms during the day

Staff epi-pen training

Allergy aware classrooms

Hand washing before lunch / snacks

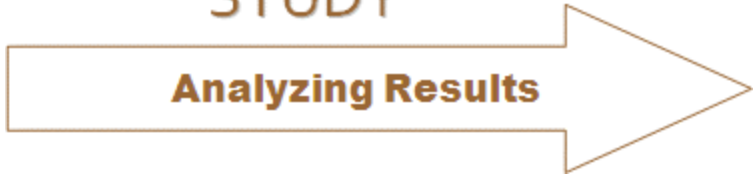
RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
To increase the number of students meeting or exceeding expectations in Literacy with special focus on Reading.				
1.1 CAT - Reading Scores - Test administered to Grade 5 students	5/30/2010	95	88	● On Target
1.10 Whole Class Reading Assessment (Grade 4)	1/17/2011	75	90	■ Off Target
1.10 "Lecture" Primaire - Report Card	3/18/2011	75	80	■ Off Target
1.11 "Lecture" - Intermediaire - Report Cards	4/25/2011	86	85	● On Target
1.2 FSA - Reading	3/11/2011	89	85	● On Target
1.3 Early Learning Profile (ELP)	6/28/2010	16	25	● On Target
1.4 Read Naturally	3/15/2011	40	40	● On Target
1.5 Report Cards - Primary "Reading"	4/5/2011	28	30	● On Target
1.6 Report Cards - Intermediate Reading	4/5/2011	90	90	● On Target
1.7 Report Cards - Intermediate Reading (Males)	4/5/2011	85	85	● On Target
3.3 School-Wide Write	12/28/2010	11	10	◆ Warning
3.4 Satisfaction Survey - Writing	5/3/2011	82	85	◆ Warning
NUMERACY				
To increase the number of students meeting and exceeding expectations in Numeracy.				
2.2 FSA - Math	3/11/2011	89	85	● On Target
2.3 Report Cards - Primary Math	4/5/2011	16	24	● On Target
2.4 Report Cards - Intermediate Math	4/5/2011	89	88	● On Target
2.7 CAT IV - Grade 5 Math	4/25/2011	87	90	■ Off Target
2.8 Satisfaction Survey - Math	4/28/2011	76	80	◆ Warning

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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STUDY



Results

Status : Sustaining Improvement

READING:

- **Report Cards:** Our trends continue to show a very high percentages of our students meeting and exceeding expectations in reading. Our target has been to reduce the number of students at-risk in reading by 25% from September to June . By identifying students at-risk in reading from June 2010 report cards, we targeted them with a variety of interventions including Learning Assistance, IEPs, the Quigley Literacy Program, Read Naturally and ESL/classroom support. Our School-Based Team met weekly to determine best programs for individual students, and ensure that all those "at-risk" were receiving at least one intervention.
- **Read Naturally:** Results over the last fiveyears indicate that our students increase their reading fluency on average by 38%. While there is no question that students' reading and comprehension improve, often significantly, our Learning Assistance teacher also focuses on assisting students with strategies to improve their writing.
- **Literacy Screener:** Our goal is to reduce the number of at-risk students by 25%. In the 2009-10 school year, we had 33 students at-risk on the Literacy Screener. This year, there are 16. With a variety of interventions provided, we hope that we will reduce this number significantly by June.

NUMERACY:

- **Report Cards:** Our trends continue to show a very high percentages of our students meeting and exceeding expectations in numeracy. Our previous focus on improving the number of students FULLY meeting expectations, showed further improvements; however, we shifted our focus this year to reducing the number of students at-risk in numeracyby 25% from September to June . We have targeted them with a variety of interventions including Learning Assistance, IEPs, SuccessMaker, Power of 10 and classroom support. By March 2011 report cards, we saw that there were no students in Immersion Primary achieving at the "not yet meeting" level. Five percent of English primary students were at the "not yet meeting level". Seven percent of Immersion intermediate students were at the C- level, and thirteen percent of English intermediate students were at the C- level. At this point, there appears to be no identifying feature of this group; however, this is something the staff continues to monitor and analyze.

	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: To increase the number of students meeting or exceeding expectations in Literacy with special focus on Reading.

Rationale:

An overall analysis of school, provincial, and standardized data continues to identify Reading as an area of growth for our students. A disaggregation of the historical data indicates that typically females outperform males and French Immersion students outperform English students.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
1.1 CAT - Reading Scores - Test administered to Grade 5 students	5/30/2010	95	88	● On Target
1.10 Whole Class Reading Assessment (Grade 4)	1/17/2011	75	90	■ Off Target
1.10 "Lecture" Primaire - Report Card	3/18/2011	75	80	■ Off Target
1.11 "Lecture" - Intermediaire - Report Cards	4/25/2011	86	85	● On Target
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3.3 School-Wide Write	12/28/2010	11	10	◆ Warning
3.4 Satisfaction Survey - Writing	5/3/2011	82	85	◆ Warning

Alignment: NUMERACY

SMART Goal: To increase the number of students meeting and exceeding expectations in Numeracy.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
2.2 FSA - Math	3/11/2011	89	85	● On Target
2.3 Report Cards - Primary Math	4/5/2011	16	24	● On Target
2.4 Report Cards - Intermediate Math	4/5/2011	89	88	● On Target
2.7 CAT IV - Grade 5 Math	4/25/2011	87	90	■ Off Target
2.8 Satisfaction Survey - Math	4/28/2011	76	80	◆ Warning

Goals

Status : Meeting Expectations

Analysis of data has led to the determination of a new goal for 2011-2015 - "To increase the number of students fully meeting or exceeding expectations in Writing".

Maintenance Goal: Reading

Primary Report Cards: a 25% annual reduction in the number of primary students not yet meeting and approaching expectations in Reading as measured on year-end report cards

Intermediate Report Cards: a 25% annual reduction in the number of intermediate students achieving a C- or F in Reading as measured on year-end report cards

Read Naturally: an average gain of 40% in fluency for participating students

CAT IV Results: 95% of Grade 5 students achieving at Staning 4 or higher

FSA, CAT IV and Report Card data show high alignment in Reading results.

Early Learning Screener: a 25% reduction in at-risk Kindergarten student from September to June

Maintenance Goal: NUMERACY

Primary Report Cards: a 25% annual reduction in the number of primary students not yet meeting and approaching expectations in Mathematics as measured on year-end report cards

Intermediate Report Cards: a 25% annual reduction in the number of intermediate students achieving a C- or F in Mathematics in mathematics as measured on year-end report cards

Highlights from the 2010-11 school year:

Term 1/10: 12% of Primary students NYM or AE; 18% of intermediate students achieving at a C- level

Term 2/11: 14% of Primary students NYM or AE; 8% of intermediate students achieving at a C- level (10% fewer in one term)

Rationale

Status : Meeting Expectations

An overall analysis of school, provincial, and standardized data have in the past identified Reading and Numeracy as areas of growth for our students. However, report card data collected in 2010-11 has led to the development of a new goal area: Writing. Therefore, our school goal for the next four years is: "To increase the number of students fully meeting or exceeding expectations in Writing".

Review of Report Card Data:

This year, we continue to see exceptionally high percentages of our students that are meeting or exceeding expectations in reading. A deeper analysis indicates that the achievement trend is not due to one group or another. A trend analysis indicates some improvements with concerns still existing particularly with boys. We are particularly proud of the alignment of progress indicated by Reading scores in the FSA, CAT 4, and Report Cards. We will keep our Reading goal as a maintenance goal.

Early Learning Profile:

Historically, Belgo has had a higher percentage of students at-risk than the district averages. At the end of 2009-10, fewer than usual (16 compared to 30) students were considered at-risk.

CAT4:

Our CAT4 Reading results tend to be well above national averages, while they fluctuate around district averages, depending on the grade or year. A disaggregation of data trends indicates that female students outperform males and French Immersion students outperform English. We are particularly proud of having 95% of our Grade 5 students at or above the 4th stanine in Reading.

FSA:

Historically, our FSA Reading results have indicated concerns in reading . This year, student performance in the Reading tests of the FSA aligned with report cards and surpassed provincial data. Aboriginal results have typically been masked due to low numbers.

An overall analysis of school, provincial, and standardized data in the past had identified Numeracy as an area of growth for our students.

This year, the FSA results aligned very closely with report card data - an indication that our assessment strategies are in line with the Ministry standards.

Report Cards:

We continue to see exceptionally high percentages of our students that are meeting or exceeding expectations in Numeracy, but analysis again reveals that a significant percentage of these students are only minimally meeting expectations. Historical trendlines typically indicate that French Immersion students typically outperform English students. Students achieving at the C- or the NYM levels are reviewed at School -Based Team meetings and it is assured that interventions are applied. We will keep our Numeracy goal as a maintenance goal.

Data

Status : Sustaining Improvement

Data is disaggregated and shared at School Planning Council meetings, School-Based Team meetings, PAC meetings, staff meetings. Conversations with individual teachers often revolve around student achievement and data such as PM Benchmarks levels, FSA results, report card data and interventions for those who are not yet meeting expectations., At staff meetings, time is devoted to discussion of school and district data in an effort to raise awareness of our client profile, improve student achievement and monitor progress towards goals.

	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:

To increase the number of students meeting or exceeding expectations in Literacy with special focus on Reading.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Read Naturally program	Veronica Dumontet/	1/9/2006	6/24/2011	In-Progress	High	90		★	★
Learning Assistance	Veronica Dumontet/	9/2/2008	6/24/2015	In-Progress	High	90			★
Home Reading Program	Veronica Dumontet/	1/3/2006	6/24/2011	In-Progress	Medium	90			
SuccessMaker	Veronica Dumontet/	1/9/2006	6/24/2011	In-Progress	High	0		★	★
Quality Assessment	Veronica Dumontet/	9/4/2007	6/24/2011	In-Progress	Medium	50		★	★
Skopus/Skovision & Data Warehousing	Veronica Dumontet/	5/5/2008	6/24/2011	In-Progress	Medium	30			
STAR Reading program	Veronica Dumontet/	1/7/2008	6/24/2011	In-Progress	Low	30			
La Roue program	Veronica Dumontet/	9/2/2002	6/24/2011	In-Progress	High	90		★	
Reading Power	Veronica Dumontet/	11/5/2007	6/24/2011	In-Progress	High	75		★	
Reading Buddies	Veronica Dumontet/	9/4/2006	6/24/2011	In-Progress	Low	90			
School-Based Team	Veronica Dumontet/	5/5/2008	6/24/2011	In-Progress	High	90			
Library Program	Veronica Dumontet/	9/6/2005	6/24/2015	In-Progress	High	0		★	
Quigley Literacy Centre	Veronica Dumontet/	9/5/2005	6/24/2011	In-Progress	Medium	90			★
Guest Authors & Readers	Veronica Dumontet/	9/6/2005	6/24/2011	In-Progress	Low	90			
SMART Board Technology	Veronica Dumontet/	9/2/2008	6/24/2011	In-Progress	Medium	30		★	★
Early Learning Profile	Veronica Dumontet/	9/6/2005	6/24/2011	In-Progress	High	90			
Literacy Committee	Veronica Dumontet/	9/4/2007	6/24/2011	In-Progress	Medium	90			
Battle of the Books	Veronica Dumontet/	10/1/2007	6/24/2011	In-Progress	Medium	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
French Reading Tutors (Peer Tutoring)	Veronica Dumontet/School-Based Teachers	4/9/2010	6/24/2015	In-Progress	Medium	40		★	★
Aboriginal Advocate & CEAs	Veronica Dumontet/	9/5/2005	6/30/2011	In-Progress	High	0		★	★
GB+ French Reading Assessment & Levelled Books	Veronica Dumontet/	5/22/2009	6/24/2015	In-Progress	High	40		★	
EBS/PBS Committee	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	Medium	0			
5C's Character Education	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	High	0			
Student Leadership	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	Medium	0			
Evaluation of reading intervention program	Veronica Dumontet/	2/7/2011	6/30/2011	In-Progress	Medium	0			
Academic Intervention (Homework Club)	Veronica Dumontet/	4/4/2011	6/30/2011	In-Progress	High	0			
Levelled reading resources for classrooms	Veronica Dumontet/	9/27/2010	6/28/2013	In-Progress	High	0			
School-Wide Write for Grades 3 - 6	Veronica Dumontet/	10/18/2010	6/30/2015	In-Progress	Medium	0			
Whole Class Reading Assessment for Grades 4 - 6	Veronica Dumontet/	1/4/2011	6/30/2015	In-Progress	Medium	0			
Reading A-Z	Veronica Dumontet/	9/27/2010	6/30/2011	In-Progress	Medium	0			
RAZ-Kids Reading program	Veronica Dumontet/	9/27/2010	6/30/2011	In-Progress	Medium	0			

To increase the number of students meeting and exceeding expectations in Numeracy.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Learning Assistance	Veronica Dumontet/	9/2/2008	6/24/2015	In-Progress	High	90			★
SuccessMaker	Veronica Dumontet/	1/9/2006	6/24/2011	In-Progress	High	0		★	★
Quality Assessment	Veronica Dumontet/	9/4/2007	6/24/2011	In-Progress	Medium	50		★	★
Skopus/Skovision & Data Warehousing	Veronica Dumontet/	5/5/2008	6/24/2011	In-Progress	Medium	30			
School-Based Team	Veronica Dumontet/	5/5/2008	6/24/2011	In-Progress	High	90			
Math Makes Sense	Veronica Dumontet/	9/6/2005	6/24/2011	In-Progress	Medium	90		★	
SMART Board Technology	Veronica Dumontet/	9/2/2008	6/24/2011	In-Progress	Medium	30		★	★
Math Manipulatives and Games	Veronica Dumontet/	9/6/2005	6/24/2011	In-Progress	Medium	90		★	
Numeracy Committee	Veronica Dumontet/	9/4/2007	6/24/2011	In-Progress	Medium	90			
Power of 10 - Trevor Calkin's	Veronica Dumontet/School-Based Teachers	9/29/2008	6/24/2011	In-Progress	High	90		★	
Game of the /Month	Veronica Dumontet/	9/7/2010	6/24/2011	Draft	Low	0			
Aboriginal Advocate & CEAs	Veronica Dumontet/	9/5/2005	6/30/2011	In-Progress	High	0		★	★
Key Math Assessment	Veronica Dumontet/	1/4/2011	6/30/2015	In-Progress	Medium	0		★	★
EBS/PBS Committee	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	Medium	0			
5C's Character Education	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	High	0			
Student Leadership	Veronica Dumontet/	9/10/2010	6/30/2015	In-Progress	Medium	0			
Academic Intervention (Homework Club)	Veronica Dumontet/	4/4/2011	6/30/2011	In-Progress	High	0			
Problem of the Day	Veronica Dumontet/	9/7/2010	6/28/2015	In-Progress	High	0			

Strategies

Status: Meeting Expectations

In addition to those already outlined, new or improved strategies may be adopted as the year progresses due to new staff and leadership, as well as what quality assessments may reveal. Given the turnover in staff, attention has been paid to ensuring those teachers are adequately trained in the current strategies. This takes considerable time, but "staying the course" and "alignment" have been mottos that have helped ensure that all are on board.

Structures

Status: Meeting Expectations

A newly configured "Model of Student Success" has replaced the former "Pyramid of Interventions". The new configuration holds the child at the centre, which aligns with our mission statement. The new configuration also places the classroom at the top in recognition of the importance of the classroom teacher in influencing student progress & achievement. Finally, the new configuration indicates a two-way flow of information between all three "levels" of monitoring student progress: classroom, school support, district support.

The School-Based Team (administrator, counsellor, learning assistance teacher) meet weekly to discuss achievement data, behavioural concerns, and individual student progress. Programs are developed to address student needs.

Coherence and Alignment

Status: Meeting Expectations

Both our Reading and Numeracy goals align well with the district's goals around Literacy and Numeracy. Our decision to continue to focus specifically on Reading reflects the needs of our school population and with the large changeover of staff, assisted in helping us "stay the course" and "align" practice within the school and with the district. Furthermore, our report card indicators of reducing at-risk students by 25% directly correlate to the district's Numeracy targets. Lastly, many of our strategies and structures, including Quality Assessment, Read Naturally, Reading Power, Early Learning Profile, SMART Board Technology, Power of 10, and Math Makes Sense, align and support district initiatives.

	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

The community is informed about the school goals and achievements in the following ways: Family Handbook, report cards, parent-teacher conferences. Progress regarding performance indicators is provided at PAC and staff meetings. Individual reports for 2010 CAT4 and 2011 FSA results were provided to parents. Reading and Numeracy initiatives and progress regarding performance indicators are often provided through monthly newsletters.

Parent involvement

Status : Meeting Expectations

Goals are devised and performance indicators are determined with input from the learning community (staff, parents, and students).

Based on available data throughout the year, parents have been consulted regarding goal development, performance indicators, and strategies/structures during monthly PAC meetings.

Parents support the school by assisting students with homework, home reading program, responding to the newsletter questions, attending parent-teacher conferences, serving on PAC committees, fund-raising to further educational opportunities.

Leadership

Status : Sustaining Improvement

Based on available data throughout the year, staff have worked cooperatively to analyse progress, brainstorm effective strategies and structures currently in place, participate in Numeracy, Literacy and Behaviour Committee meetings, as well as Professional Learning Community time. This collaboration and consultation continues regularly at monthly staff meetings.

Building leadership capacity within the school has continued to achieve better results and increase ownership of our goals and foci:

Individual teachers have taken a leadership role in:

- developing the assembly program which is directly linked to our Health Promoting Schools character education program.
- organizing and planning the ELFF nights.
- leading students in Battle of the Books and Public Speaking (related directly to our literacy goal).
- working on inquiry projects (one is focused on improving student writing by using Excellence in Writing. This project is coordinated through the Network of Performance Based Schools. Results of the project will be presented in June; a second project is related to piloting math resources that increase mathematical understanding in students who are struggling with "number sense").
- leading the Green Team.
- sponsoring the Cross-Country Running Club.
- coordinating large events for students in order to promote and celebrate French literacy - "The Maple Man", and "La Chaise Perdue".
- hosting colleague observers in their classrooms.
- serving on district committees (such as the committee that is developing rubrics for French writing).
- chairing the weekly School-based Team meetings
- conferencing with teachers about individual student achievement.
- initiating and hosting the Academic Intervention program which is a lunchtime homework club.
- coordinating the Whole Class Reading Assessment
- coordinating the CAT IV assessment procedures.
- providing leadership in the area of technology.
- taking on responsibility for the school website
- leading sessions in the use of SuccessMaker.
- leading the school in Christmas Carols during the week before the Winter Break.
- organizing and leading musical productions
- mentoring student teachers
- coaching
- coordinating the Grade 6 camp
- coordinating Apple Bowl activities
- serving as principal designate
- organizing the Terry Fox Run and fund-raising campaign for cancer research
- providing information and resources for teacher Professional Development through the COTA
- presenting workshops at the provincial level in French Immersion
- attending French Book Fairs on behalf of the school to facilitate ordering of resources.
- leading the Staff Committee.
- developing professional learning community projects.

In addition, Intermediate Students have the opportunity for leadership through monitoring, technical crew, Student Voice, Play Pals.

Parents have the opportunity for leadership through assuming a coordinating role with the PAC, volunteering in classrooms.

	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)

Belgo Elementary School

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

