

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Black Mountain Elementary

7/2011

General Information

*"If You Believe It,
You Can Achieve It!"*

Mission Statement

At Black Mountain Elementary School we are committed to challenging students to strive for personal excellence. We are dedicated to developing the full potential of students by fostering their intellectual, aesthetic, physical and social development. Through the active and caring involvement of all members of the Black Mountain School community, we seek to instill in students the knowledge, skills and understanding necessary for lifelong learning, and to develop in students a sense of personal responsibility and a commitment to positive citizenship.

Principal : Linda Watson

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

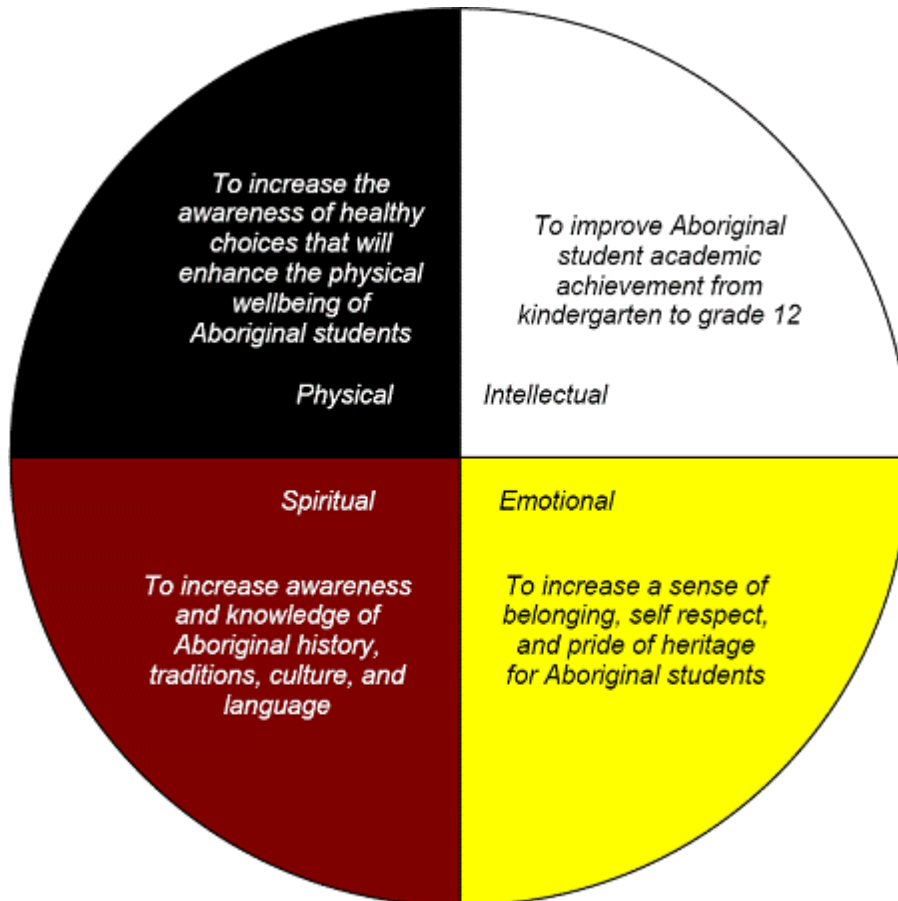
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

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:

Black Mountain Elementary is located in the south-eastern limits of the city of Kelowna. The school borders on both rural acreages and urban residences. Highway 33 runs east to west and divides the Black Mountain area in half. Currently this provincial highway is being expanded to include four lanes, sidewalks and a bike path. Pedestrian safety is of prime importance both within a busy school parking lot and outside of the school yard. Currently there are four new housing development projects underway that are within close proximity to the school. It is anticipated that construction will undoubtedly have an effect on student enrolment within the next few years.

The February 2011, 1701 Report indicated that 353 students are registered. Family status information indicates that 76.8% of our students come from two parent families. This year Black Mountain has a teaching staff equivalent of 18.2 full-time teachers and 6 Certified Special Education Assistants. Student enrolment has fluctuated between 319 and 356 over the past 5 years. Projected enrolment for September 2011 is 365 students. The school building has the capacity to expand by one more classroom or approximately 30 students. Currently this room is being used by the Rutland Parent Participation Preschool. 5.6% of the student population or 20 students are designated as Special Education, 5.6% of the population or 20 students are designated as First Nations and 2% of the student population or 7 students are designated as English as a Second Language Learners.

Results from 2004-2008 Human Early Learning Partnership, using the Early Development Instrument (EDI), indicated that the Black Mountain neighborhood is an area of vulnerability. 13% of the 34 Kindergarten students in 2008-2009 were vulnerable on one or more of the following scales: Physical Health, Social Competence, Emotional Maturity, Language Cognitive Development, Communication Skills and General Knowledge.

Conversely, the June 2010 Final Report Card data indicated that 98% of the Grade Six students are meeting or exceeding expectations by the time they transition to middle school. This has been a positive consistent trend over the last 5 years.

School Performance Information

Social Responsibility continues to be a cultural norm at BME. There is a consistently high level of student participation and teacher/parent support for a variety of initiatives to help those less fortunate. Student participation in leadership clubs, school service teams (of which we have had self-initiated ones), library programs and extra-curricular noon-hour sports has been at a high level as well.

Again this year we have been focusing on increasing student learning through the Arts as a way to further develop our language literacy goal. Both visual and performing arts have been highlighted in the classrooms, at a school level and within the district.

BME promotes Health and Fitness on a regular and consistent basis. There continues to be a wealth of physical fitness programs and activities or special events. These include: volleyball, basketball, and floor hockey, Indoor Winter Olympics, Jump Rope for Heart, gymnastics, tennis, golf, running, and track and field. Parents financially support student participation in skating, gymnastics, swimming and cross-country skiing. This year we have once again partnered with the City of Kelowna to host well-attended Families Get Active Nights at our school. At our most recent event we had a record 82 people in attendance!

BME promotes healthy eating and participates in the BC Fruit and Vegetable Program. More effort has been paid to healthy options in terms of our Hot Lunch Program as well, and new menu items have been added. The PAC has also looked at healthier options for fundraising ideas: for example, substituting hanging baskets and planters for our Purdy's Chocolates for our spring/Mother's Day fundraiser.

In addition, our monthly Celebration of Learning Assemblies help to promote a positive school culture and continue to provide an arena to showcase student successes and achievements in a wide variety of curricular areas.

Some note-worthy items:

- * There has been an increase in academic and cultural support for our Aboriginal students. Our designated Aboriginal Advocate's hours have been increased from 2.5 to 7 hours per week. Our Aboriginal Advocate runs a Lunchtime Craft and Culture Club, and a Before and After-School Homework Study group for Aboriginal students in grades 3-6. Additionally, aspects of First Nations' culture have been integrated into various classes throughout the school.
- * There has been a number of activities initiated and put on by the school that bring preschoolers into the school itself as a strategy to address noted vulnerabilities. One example is our Rutland Parent Participation Preschool that is located in the school itself. Teacher Bev has been running this amazing program for 6 years, and now offers three full days of preschool and 2 half days of classes. Also of note are the Early Learning for Families (ELFF) programs, all of which have been very well attended again this year, as well as the Ready, Set, Learn Story Sessions and the K-3 Pajama Bedtime Story event in February.
- * The YMCA After-School Care program is now in its second year at BME. It is a fantastic program that includes a variety of fun, play-based educational programming such as: interactive play stations, literacy, science, building, drama, arts and crafts, daily 45 minutes of physical activity, including indoor play, swimming and community out-trips. It also encourages and promotes self-esteem and leadership skills in the children and teaches the values of caring, respect, honesty and responsibility.
- * Full-Day Kindergarten was instituted at BME in September 2010. We have 3 full kindergarten classes and to date the feedback from our teaching team of 3 teachers has been very positive. This year the PAC made the Hot Lunch Program available to kindergarten students, and it proved to be quite successful. This had a lot to do with a dedicated group of Kindergarten parent volunteers who first championed for the program itself, then made sure the program ran smoothly.
- * New this year is the Kindergarten Pals Team. Grade 6 students are trained to play games and do activities, and are then partnered with Kindergarten students. This helps create a connectedness between the older and younger students in the school. The Grade 6's are also trained in assessing and addressing the needs of 4 and 5 year olds. Lunchtime was reversed until Spring Break for our 59 kindergarten students. This provided an opportunity to develop safe play skills outdoors with the help of the Grade Six Pals Team.

* BME once again participated in a Valentine's Day project, partnering with Meals on Wheels. The Grade One classes brought in homemade goodies and created treat bags that were delivered to seniors in the community, along with a Valentine for each recipient. The Valentines are donated by a community member every year.

* Under the general heading of Social Responsibility, we'd like to highlight the numerous groups: Grade 6 Leadership Program, Library Monitors, Sports Monitors, Lunch Monitors, Safety Patrol Team, Computer Team, and the Kokanee Monitor Team.

List of Social Responsibility by Grade:

Grade 1: Valentine's Project with Meals on Wheel

Grade 2: School Clean-up

Grade 3: Terry Fox Campaign

Grade 4: Paper Recycling









Grade 5: Juice Box Recycling and Community Fundraisers

Grade 6: Leadership and Community Fundraisers















SPC Survey

We realized in discussions this year that perhaps we had underscored ourselves in terms of parent involvement. So we devised a survey to get more information. Results support the fact that we are a school with really involved parents!

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

| | Date | Value | Target | Status |
|--|-----------|-------|--------|---|
| NUMERACY | | | | |
| Numeracy achievement will be maintained at all grade levels. | | | | |
| CAT 4 - Computation & Estimation-Grade 5 | 5/21/2010 | 85 | 85 |  On Target |
| CAT 4: Mathematics: Grade 5 | 5/21/2010 | 80 | 85 |  Warning |
| FSA Numeracy: Grade 4 | 2/4/2010 | 52 | 80 |  Off Target |
| Numeracy June Final Report Card-Primary | 6/25/2010 | 93.13 | 85 |  On Target |
| Numeracy June Final Report Card: Kindergarten | 6/26/2010 | 93.48 | 85 |  On Target |
| Numeracy June Final Report Card: Intermediate | 6/25/2010 | 87 | 90 |  On Target |
| SCHOOL BASED | | | | |
| School Based Focus on Fine Arts: Learning through the Arts (music, art, drama, dance) will be increased at all grade levels | | | | |
| Fine Arts: Intermediate students will have performance opportunities | 11/2/2010 | 4 | 4 |  On Target |
| Fine Arts: Student groups will present at Celebration Of Learning Assemblies or Special Event Assemblies | 3/18/2011 | 6 | 6 |  On Target |

CURRENT SCHOOL GOALS - STATUS

| | Date | Value | Target | Status |
|---|-----------|-------|--------|--|
| LITERACY | | | | |
| Kindergarten to Grade 2 students will meet or exceed expectations in oral language skills | | | | |
| District Screener: K-2: Oral Language | 6/30/2010 | 94 | 95 |  On Target |
| June Report Card: Oral language Primary (1-3) | 6/26/2010 | 90.07 | 85 |  On Target |
| Oral Language: June Report Card Kindergarten | 6/25/2010 | 65.22 | 75 |  Warning |
| Term Report Card Kindergarten: Oral Language | 3/18/2011 | 76.27 | 75 |  On Target |
| Term Report Card: Grade One- Oral Language | 4/10/2011 | 84.8 | 90 |  Warning |
| Term Report Card: Grade Two Oral Language | 3/17/2011 | 95 | 90 |  On Target |
| Grade 3 to 6 students will meet or exceed expectations in written language skills | | | | |
| FALL Schoolwide Write (Grade 3-6) | 9/24/2010 | 26 | 75 |  Off Target |
| June Report Card: Grade 3 Written Language | 6/25/2010 | 78.26 | 85 |  Warning |
| CAT 4: Written Conventions: Grade 5 | 6/17/2010 | 96 | 90 |  On Target |
| FSA Writing: Grade 4 | 2/27/2010 | 71 | 80 |  Off Target |
| June Report Card: Intermediate Written Language | 6/25/2010 | 87 | 90 |  On Target |
| SPRING Schoolwide Write: Grades 3-6 | 5/3/2010 | 48 | 75 |  Off Target |
| Term Report Card Written Language Grade 3 | 3/18/2011 | 84.75 | 85 |  On Target |
| Term Report Card: Intermediate Written Language | 3/18/2011 | 87 | 85 |  On Target |



Results

Status : Sustaining Improvement

Results

Status: Sustaining Improvement

There is evidence of improving results over time: social responsibility, reading, oral language and numeracy at the primary level.

There is evidence that our previous school wide focus of healthy food choices and physical fitness continues to be maintained and is becoming an expected and accepted norm.

Results of assessments are clarified and discussed with staff. Lead teachers attend in-services and the Principal invites District Co-ordinators to the school to discuss results and assessment tools.

For example the results of the School Wide Write tool were in need of clarification on averaging the four point scales to "meeting" or averaging to "minimally meeting" expectations. This was clarified by inviting the District Literacy Lead Teacher to meet with our teaching team.

Year Two of School Wide Write: Fall Write indicated that 78.4 % of our students were either approaching or not yet meeting. A gender difference has been noted on both the 2010 Spring Write and the 2010 Fall Write. 25% of males are not meeting, 13% of females are not meeting expectations. We need to try to motivate the males with interesting topics and varying forms of writing. Our results indicate that we need to focus on are writing STYLE and FORM.

As a staff we have adopted a common program, Six Plus One Writing Traits and are consistently using student friendly performance standards, peer feedback and writing samples.

New technological tools may be an avenue to further engage our males.

| | 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: Kindergarten to Grade 2 students will meet or exceed expectations in oral language skills

Rationale:

2010 Oral Language (Speaking & Listening)

Historical data trends indicate that oral language skills are an area to focus on in early primary. (receptive, expressive and social language)

As language is developmental and listening and speaking skills increase with age we will look at the results from the end of Kindergarten to the end of Grade Two.

2011 (K-2) Results and teacher observations indicate oral language with a focus on receptive language (Listening) needs to have more attention rather than expressive language and social language.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|---|-----------|-------|--------|-------------|
| District Screener: K-2: Oral Language | 6/30/2010 | 94 | 95 | ● On Target |
| June Report Card: Oral language Primary (1-3) | 6/26/2010 | 90.07 | 85 | ● On Target |
| Oral Language: June Report Card Kindergarten | 6/25/2010 | 65.22 | 75 | ◆ Warning |
| Term Report Card Kindergarten: Oral Language | 3/18/2011 | 76.27 | 75 | ● On Target |
| Term Report Card: Grade One- Oral Language | 4/10/2011 | 84.8 | 90 | ◆ Warning |
| Term Report Card: Grade Two Oral Language | 3/17/2011 | 95 | 90 | ● On Target |

SMART Goal: Grade 3 to 6 students will meet or exceed expectations in written language skills

Rationale:

Written Language Year One: Grade 3-6

90% of the grade 3- 6 students will meet or exceed expectations with respect to written language skills as indicated by the writing performance standards by June 2011.

Results from the 2008 and 2009 FSA and June Final Report Cards indicated written language is an area in need of further improvement.

2010- FSA results indicate no great gender difference.

June 2009 Final Report Card indicates that a slightly higher percentage of females out performed males overall in written language.

2009-2010 Term writing results indicate that the Grade 5 cohort group is improving but is currently below the target. This cohort group also performed below the target on written language on the FSA when they were in Grade 4. There is no gender gap in performance with this cohort group.

Preparing for, administering and using the results of the Schoolwide Write Assessment Tool will be new for students and staff this year.

Written Language Year Two: Grade 3-6

2011-Written language skill development will continue to be our major area of focus. We are meeting expectations in written language according to the June report cards.









The Schoolwide Write assessment results on both FALL and SPRING writes, indicate that style/form are skill areas to focus on at all levels.

Year Two of School Wide Write: Fall Write indicates that an overall low percentage of students are meeting expectations. 78.4 % on this early write were either approaching or not yet meeting.

Gender difference has been noted on both the Spring 2010 write and the Fall 2010 write.

Fall 2010: 25% of males are not meeting, 13% of females are not meeting.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|--|-----------|-------|--------|--|
| FALL Schoolwide Write (Grade 3-6) | 9/24/2010 | 26 | 75 |  Off Target |
| June Report Card: Grade 3 Written Language | 6/25/2010 | 78.26 | 85 |  Warning |
| CAT 4: Written Conventions: Grade 5 | 6/17/2010 | 96 | 90 |  On Target |
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| June Report Card: Intermediate Written Language | 6/25/2010 | 87 | 90 |  On Target |
| SPRING Schoolwide Write: Grades 3-6 | 5/3/2010 | 48 | 75 |  Off Target |
| Term Report Card Written Language Grade 3 | 3/18/2011 | 84.75 | 85 |  On Target |
| Term Report Card: Intermediate Written Language | 3/18/2011 | 87 | 85 |  On Target |

Alignment: NUMERACY

SMART Goal: Numeracy achievement will be maintained at all grade levels.

Rationale:

Numeracy has been a goal at Black Mountain Elementary School for the past 4 years. As our CAT 4 and historical CAT 3 data were slightly below the target in some years we felt it important to keep this goal as a maintenance goal. We also know that new Math Problem Set Assessment tools and Kindergarten Screener Assessment Tools are in the first stages of implementation in the district and we want to ensure that our staff is current with new methods and that our students benefit from varied approaches.

2009 FSA numeracy data and CAT 4 data indicate that we need to refocus on this goal especially at the Intermediate level. 2009 Term results indicate that we should be monitoring the Grade 5 male cohort group. There appears to be a noticeable decline overall in the results from June 09 to March 10 in this cohort group. Further investigation into mobility factor, attendance and family status may prove to be helpful.

2010 FSA Numeracy data indicates that our students are struggling with the format of questions.

2011- Numeracy Goal:

We will maintain this goal for another year refocusing our energy and resources on numeracy at the Intermediate level.







As an intermediate team we need to look at CAT 4 and FSA numeracy assessments and dig deeper to align our strategies to meet student need.

Term report cards and the June Readiness Report also indicate that of the CORE subject areas numeracy is in need of our attention.

Math contests and on line websites may prove to be beneficial.

Our technology refresh program will provide further opportunities to access sites.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|--|-----------|-------|--------|--|
| CAT 4 - Computation & Estimation-Grade 5 | 5/21/2010 | 85 | 85 |  On Target |
| CAT 4: Mathematics: Grade 5 | 5/21/2010 | 80 | 85 |  Warning |
| FSA Numeracy: Grade 4 | 2/4/2010 | 52 | 80 |  Off Target |
| Numeracy June Final Report Card-Primary | 6/25/2010 | 93.13 | 85 |  On Target |
| Numeracy June Final Report Card: Kindergarten | 6/26/2010 | 93.48 | 85 |  On Target |
| Numeracy June Final Report Card: Intermediate | 6/25/2010 | 87 | 90 |  On Target |

Alignment: SCHOOL BASED

SMART Goal: School Based Focus on Fine Arts: Learning through the Arts (music, art, drama, dance) will be increased at all grade levels

Rationale:

2010- As a staff we felt that increasing student learning in the Arts would provide another pathway to increase oral and written language skills in our students.

2011- As a staff we have increased learning opportunities for our students by bringing in professional artists to instruct our students.

2011- Student presentations at Celebration Assemblies are evidence that "Learning through The Arts" has been a positive structure to increase oral and written language skills.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|--|-----------|-------|--------|-------------|
| Fine Arts: Intermediate students will have performance opportunities | 11/2/2010 | 4 | 4 | ● On Target |
| Fine Arts: Student groups will present at Celebration Of Learning Assemblies or Special Event Assemblies | 3/18/2011 | 6 | 6 | ● On Target |

Data

Status : Meeting Expectations

Written Language: Year Two

This is the second year we have collected fall data for the goal of written language skill development. This has helped to align our resources and planning for instruction based on student learning needs.

Formative data samples will be collected on the Fall Schoolwide Write and on the Fall and Winter Term Report Cards.

During Learning Team Release Time we are working on consistency of administering and marking the SWW .

Summative data samples will continue to be collected from the following writing assessments on an annual basis:

FSA: Grade 4

CAT 4: Grade 5

Spring Schoolwide Write: Grade 3 to 6

June Final Report Card: Grade 3 to 6

Oral Language (K-2) Next steps are to design student friendly rubrics for good listening and speaking. Receptive language appears to be more of an area of concern than expressive language or social language. Consistency of practise will help move our young children forward.

We have involved our Speech and Language Specialist in the Learning Release Time conversations and in weekly School Base Team Meetings.

Goals

Status : Sustaining Improvement

Literacy Goal:

(K-2) Results and teacher observations indicate oral language with a focus on receptive language (listening) needs to be a focus rather than expressive language and social language.

(3-6) Written language skill development will continue to be our major area of focus. We are meeting expectations in written language according to the June report cards. The School Wide Write Assessment tool results indicate that we need to direct more time to teach aspects of style and form.

Numeracy Goal:

We will maintain this goal for another year refocusing our energy and resources on numeracy at the Intermediate level.

As an intermediate team we need to look at CAT 4 and FSA numeracy assessments and dig deeper to align our strategies to meet student need. Term report cards and the June Readiness Report also indicate that of the CORE subject areas numeracy is in need of our attention.

Rationale

Status : Sustaining Improvement

Rationale

All goals are relevant and based on both formative and summative data sources.

Goals and objectives are reviewed by term at staff meetings.

Consideration is given to individual student needs on an on-going basis at weekly School Based Team meetings that include the Learning Assistant teacher, Principal, Counselor, Speech and Language teacher, classroom teachers and parents.

The Skopus database has helped us drill down deeper into the data snapshots to look for groups of students who need intervention. We have looked carefully at students who are approaching expectations and are noting trends in gender and/or designations of: Special Education, English As A Second Language or Aboriginal.

Attendance, birthdates and parental involvement with home support are also factors to consider in our rationale.

| | 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:

Grade 3 to 6 students will meet or exceed expectations in written language skills

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|--|------------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| 6 + 1 Writing Traits | Linda Watson/School-Based Teachers | 9/8/2009 | 6/30/2011 | In-Progress | High | 0 | 1,000 | ★ | |
| Teachers are utilizing "Assessment for Learning" practices to support writing goal | Linda Watson/School-Based Teachers | 9/11/2009 | 6/24/2011 | In-Progress | High | 0 | 1,500 | ★ | |
| Student friendly writing performance rubrics | Linda Watson/School-Based Teachers | 10/23/2009 | 5/31/2011 | In-Progress | High | 75 | | ★ | |
| Literacy Lead Teachers attend district inservices on oral and written language. | /Curriculum Leaders | 9/7/2009 | 6/1/2011 | Completed | High | 100 | | | |
| Network of Performance Based Schools Writing Inquiry Project | /School-Based Teachers | 10/15/2009 | 6/1/2010 | Completed | High | 0 | 350 | | |
| Grade Group Teachers Meet as a Team to Assess Student Writing and Plan Instruction | Linda Watson/School-Based Teachers | 10/14/2009 | 4/30/2011 | In-Progress | High | 0 | 2,000 | ★ | |

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|--|------------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| New staff members attend District Literacy Inservices on Early Primary Screener, Schoolwide Write, Whole class Reading | Linda Watson/Literacy Committee | 9/7/2010 | 6/30/2011 | In-Progress | High | 0 | | | |
| Principal plans for Professional Learning Team Time | Linda Watson/School-Based Teachers | 10/15/2010 | 2/23/2011 | In-Progress | Medium | 90 | 1,000 | | |
| Grade 5/6 teachers have students use performance standards in writing at February Conference | Linda Watson/ | 2/3/2011 | 2/4/2011 | Completed | High | 0 | | | |

Kindergarten to Grade 2 students will meet or exceed expectations in oral language skills

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|--|------------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| Literacy Lead Teachers attend district inservices on oral and written language. | /Curriculum Leaders | 9/7/2009 | 6/1/2011 | Completed | High | 100 | | | |
| Speech and Language Itinerate Teacher is a regular member at our weekly SBT meetings | /Curriculum Leaders | 9/14/2006 | 6/3/2010 | In-Progress | Medium | 80 | | | |
| Early Learning For Family Program (ELFF) | Linda Watson/School-Based Teachers | 1/18/2010 | 2/26/2011 | Completed | High | 100 | 750 | ★ | |
| Ready, Set, Learn Story Sessions | /School-Based Teachers | 1/24/2006 | 5/19/2010 | In-Progress | High | 0 | 1,200 | ★ | |
| Speech & Language Itinerate Specialist Presents At Primary Learning Team Time | Linda Watson/ | 2/9/2011 | 6/24/2011 | In-Progress | High | 0 | 150 | | |
| New staff members attend District Literacy Inservices on Early Primary Screener, Schoolwide Write, Whole class Reading | Linda Watson/Literacy Committee | 9/7/2010 | 6/30/2011 | In-Progress | High | 0 | | | |
| Principal plans for Professional Learning Team Time | Linda Watson/School-Based Teachers | 10/15/2010 | 2/23/2011 | In-Progress | Medium | 90 | 1,000 | | |

Numeracy achievement will be maintained at all grade levels.

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|--|------------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| Intermediate Math Problem Sets | /School-Based Teachers | 9/25/2009 | 5/11/2012 | In-Progress | Medium | 50 | | | |
| LAT- Key Math | /Curriculum Leaders | 1/5/2010 | 5/27/2011 | In-Progress | Medium | 0 | | | |
| Kindergarten Early Numeracy Screener | /Curriculum Leaders | 10/16/2009 | 5/14/2012 | In-Progress | Medium | 100 | | | |
| Learning Resources: Math Manipulatives have been purchased and organized | Linda Watson/School-Based Teachers | 5/15/2007 | 5/15/2009 | Completed | High | 100 | 5,000 | ★ | |
| Electronic Math Problems, content, websites | Linda Watson/ | 2/28/2011 | 6/30/2012 | Draft | High | 0 | | | |

School Based Focus on Fine Arts: Learning through the Arts (music, art, drama, dance) will be increased at all grade levels

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|---|--------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| Plan Fine Arts (music and drama) opportunities as a tool to increase oral language skill development. | /School-Based Teachers | 9/8/2010 | 6/15/2011 | In-Progress | Medium | 0 | | | |
| Excellence In Arts Application For Funding Local Artists | Linda Watson/ | 11/26/2010 | 3/18/2011 | In-Progress | High | 0 | 375 | ★ | |
| Fine Arts: Dance groups, choirs, bands invited to perform at BME | Linda Watson/ | 9/30/2010 | 6/3/2011 | In-Progress | Medium | 0 | 200 | | |

Strategies

Status: Sustaining Improvement

Strategies are aligned to the goals and are reviewed by the staff on an on-going basis.

There is evidence that consistency of using student friendly rubrics to define writing performance is working.

Self evaluation, peer evaluation and parent feedback using the rubrics is a promising practise. Our grade 5 and 6 teachers are using a common form.

The alignment of the performance standards with the 6 Plus One Writing Traits has been useful. We have purchased the Six Plus One Trait Crates and accompanying books. Learning Team Release Time has been provided with our District Literacy Lead Teacher. Staff are choosing to find out more about how to implement The Six Plus One Traits to improve student writing by attending Pro Day Sessions and District Inservices.

Structures

Status: Sustaining Improvement

Planning for professional learning and sharing time at monthly staff meetings is helping to keep strategies alive that focus on school goals.

Providing release time for Staff Teaching Teams to focus on written language has been a useful to ensure consistency of practise.

Our 2010 Network of Performance Based Writing Project on using student friendly rubrics is working to increase student and parent understanding of the different aspects of writing and how to improve skills.

Staff initiated group professional day projects are aligned with our goals.

Our September Implementation Day is well planned to set the stage for learning.

This year we have invited specialist teachers to both our Primary and Intermediate Learning Team Release Times.

Chantelle Adams Assembly Program and The Shake wood Annie Dance Lessons were helpful programs that provided an opportunity for Staff Learning Team Time.

The benefits to student learning of Teacher Learning Team Time are visible when the time is scheduled on a regular, consistent basis and the results of student learning are shared using student work samples.

Budgeting for staffing for Teacher Learning Team Time will be a consideration for next year.

Group professional growth plans are another structure that could prove to be very beneficial in moving us forward.

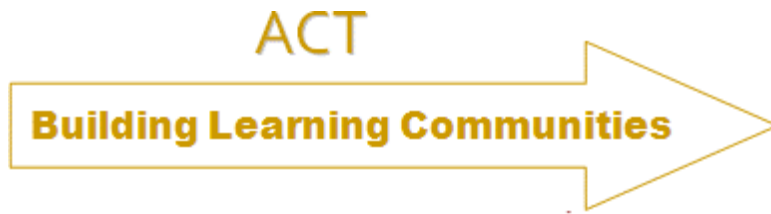
Coherence and Alignment

Status: Sustaining Improvement

Staff readily volunteer to attend district inservices and training both during instructional time and after the regular work day that are aligned to our school goals.

Senior staff readily volunteer to mentor new teachers and to sponsor student teachers.

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



Parent involvement

Status : Meeting Expectations

2011- This year our SPC conducted a Parent Involvement Survey to gain information on how parents felt they were involved in their child's education and how they would further like to be involved. We had a very good response rate on this survey. (42%)

Parental Involvement in Learning: On average, parent teacher interviews received the highest average score in terms of frequency of involvement, followed closely by supporting the home reading program and monitoring homework. Other high average scores were reading the school newsletter and assisting children with test preparation.

Parents reported that they liked to be involved in school functions such as class field trips, followed by athletic programs and the December "Ho Down".

Parent volunteers run the weekly Hot Lunch Program, B.C. Fruit and Vegetable Snack Program and assist with the Grade Five Safety Patrol Program.

Our Parent Advisory Council meets on a monthly basis and supports school programs and special trips. The Parent Advisory Council also assists the school greatly by purchasing equipment to enhance student learning such as the new sound system, projection unit and laptop cart for assemblies.

Dialogue and communication

Status : Sustaining Improvement

2011- 70% of the responses on the Parent Involvement Survey indicated the most useful communication tools for getting information about student progress, school programs and special events are parent/teacher interviews, school newsletter, student agendas/planners and report cards.

Daily, weekly and monthly communications about student achievement is on-going and valued. The school website, community bulletin board, monthly school and PAC newsletters are helpful communication tools.

Adding a link on the school website for newsletters to be emailed to home email addresses has been helpful, as has using the automated voice mail call out system.

The student agenda continues to be well used by students, staff and parents at all grade levels. (1-6)

Increasing the use of technology tools to further increase staff and student learning will be the next steps. Projection unit/laptop cart, digital camera, flip camera, new wireless mic and sound system for oral presentations are proving useful to further engage students and staff.

Tec Refresh is scheduled for the fall 2011. Wireless network capability will enhance communication.

Leadership

Status : Sustaining Improvement

Student leadership and service project teams are a cultural norm at BME.

Leadership is modelled, shared and valued.

Students take action to initiate service projects.

Both the teaching and support staff readily jump in and share the load by volunteering to sponsor special programs, clubs and teams.

Parent volunteers help with special events and field trips.

The Principal values and promotes teamwork and shared leadership.

| | Not Yet | Approaching Expectations | Meeting Expectations | Sustaining Improvement |
|---------------------------|--|---|---|--|
| IALOGUE 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)

Black Mountain 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

