

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Casorso Elementary

7/2011

General Information

## **Mission Statement**

*We at Casorso Elementary School – École Élémentaire Casorso endeavour to work together with home and community to provide a positive learning environment facilitating the growth of the whole child to become a self-confident, cooperative, independent life-long learner.*

Principal : Charles Schneider

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



*"Together We Learn"*

## **SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)**

### **Our Mission:**

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

### **Our Vision:**

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

### **Our Cultural Values:**

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

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

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

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

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

## DISTRICT GOALS AS OF 7/12/2011

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

## GOALS OF THE SD23 ENHANCEMENT AGREEMENT

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



### Performance Targets for Five Years:

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

# CELEBRATING SCHOOL SUCCESSES

## Unique School Characteristics:

Kindergarten to grade six; dual-track school as of May 2002.

605 students, 23 classrooms (4 in portables).

Library, gym, computer lab, staff room small for this population.

30% of Casorso families have an annual income of less than \$30 000; 5% on income assistance (5th highest total out of district's 30 elementary schools(Ministry of Education, Jan. 2008)

We have bussing for only 12 students to school at this time

## School Performance Information

Walk Like a Coyote walk-to-school program supported by staff and PAC, as well as monthly walk-to-school promotional days.

Friday Hot-Lunch program run by PAC (adhering to healthy food guidelines).

BC Fruit and Vegetable program

Participation in numerous, community charitable, sports, environmental programs and activities

Participation in District and Regional Academic and Art activities (e.g. Science Fair, Math contests, Kiwanis Festival, etc.)





Participation in district and regional academic academic and arts activities (e.g. science fair, national math contests, Kiwanis music festival, etc.

Roots of Empathy program was introduced in one gr. 1 English and one gr. 1 French Immersion classroom this year













School vegetable garden constructed; 6 classes participating (2 kindergarten, 2 gr. 3, gr. 4/5, gr. 5/6)

Red Cedar Book Awards club had more than 100 students participating; 56 students (of varying reading ability) read four or more books on their own time in order to achieve voting status

## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>LITERACY</b>				
<b>To raise student achievement in reading, increasing the number of students meeting and exceeding expectations to 90%.</b>				
<b>Percentage of Grade 4 students meeting or exceeding expectations in Reading on FSA</b>	3/16/2011	90	90	 On Target
<b>Percentage of Grade 5 students at Stanine 4 and above in Reading on CAT4</b>	2/17/2011	95	95	 On Target
<b>Percentage of Intermediate students achieving C+ or higher in Reading on year-end report card</b>	2/18/2011	93	90	 On Target
<b>Percentage of Primary students fully meeting or exceeding expectations in Reading on year-end report card</b>	2/18/2011	87	90	 Warning

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
To raise student achievement levels in writing, increasing the number of students meeting and exceeding expectations to 90%.				
Percentage of Grade 4 students meeting or exceeding expectations in Writing on FSA	3/16/2011	94	90	 On Target
Percentage of Grade 5 students at or above Stanine 4 in Writing on CAT4.	2/17/2011	95	95	 On Target
Percentage of Intermediate students achieving C+ or higher in Writing on year-end report card	2/16/2011	90	90	 On Target
Percentage of Primary students fully meeting or exceeding expectations in Writing on year-end report card	2/16/2011	82	90	 Warning
Percentage of students grades 2 to 6 meeting or exceeding expectations on School-Wide Write	2/18/2011	59	80	 Off Target
<b>NUMERACY</b>				
To raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterning, and estimation to 90%.				
Percentage of Grade 4 students meeting or exceeding expectations in Numeracy on FSA	3/16/2011	95	85	 On Target
Percentage of Grade 5 students competent or proficient in estimation on CAT4	2/17/2011	86	85	 On Target
Percentage of Grade 5 students competent or proficient in math patterns on CAT4	2/17/2011	84	85	 On Target
Percentage of Grade 5 students competent or proficient in numerical computation on CAT4	2/17/2011	74	85	 Off Target
Percentage of Intermediate students achieving C+ or higher in Math on year-end report card	2/18/2011	90	95	 Warning
Percentage of primary students who are meeting or exceeding expectations in Mathematics on year-end report card	2/18/2011	91	95	 Warning
Successmaker progress	5/2/2011	1.43	1	 On Target



**Results**

Status : Sustaining Improvement

Results are consistently monitored, improvement noted and celebrated, and highlighted needs addressed.

	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.

# PLAN



## Alignment: LITERACY

**SMART Goal: To raise student achievement in reading, increasing the number of students meeting and exceeding expectations to 90%.**

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of Grade 4 students meeting or exceeding expectations in Reading on FSA	3/16/2011	90	90	On Target
Percentage of Grade 5 students at Stanine 4 and above in Reading on CAT4	2/17/2011	95	95	On Target
Percentage of Intermediate students achieving C+ or higher in Reading on year-end report card	2/18/2011	93	90	On Target
Percentage of Primary students fully meeting or exceeding expectations in Reading on year-end report card	2/18/2011	87	90	Warning

**SMART Goal: To raise student achievement levels in writing, increasing the number of students meeting and exceeding expectations to 90%.**








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Percentage of Intermediate students achieving C+ or higher in Writing on year-end report card	2/16/2011	90	90	On Target
Percentage of Primary students fully meeting or exceeding expectations in Writing on year-end report card	2/16/2011	82	90	Warning
Percentage of students grades 2 to 6 meeting or exceeding expectations on School-Wide Write	2/18/2011	59	80	Off Target

## Alignment: NUMERACY

**SMART Goal: To raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterning, and estimation to 90%.**

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of Grade 4 students meeting or exceeding expectations in Numeracy on FSA	3/16/2011	95	85	 On Target
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Percentage of primary students who are meeting or exceeding expectations in Mathematics on year-end report card	2/18/2011	91	95	 Warning
Successmaker progress	5/2/2011	1.43	1	 On Target

### Goals

Status : Sustaining Improvement

Our improvements in student achievement in reading comprehension have been sustained at a high level over the past 3 years. Math results in the areas of computation, estimation and patterning have been improving over the past three years and we continue to monitor progress and focus on further improvement. Writing results are improving, and results show that we have more to work on in this area.

### Rationale

Status : Sustaining Improvement

Our reading results are consistently very strong, with few anomalies in specific student cohorts.

We have strong overall achievement in math. We also continue a trend of difficulty in the intermediate grades in the areas of computation, patterning, and estimation. While results have improved significantly in all three areas in this past year, we look forward to further growth.

We have a trend of improving achievement in Writing since we implemented the School-Wide Write in the 2005-2006 school year, and we look forward to continued growth in this area as a result of this and instructional strategies and structures implement in recent years.

Student achievement data is analyzed on an individual basis, and those students who require intervention beyond those available in class are identified for further support through the LAT, aboriginal advocate/CEAs, etc.

**Data**

Status : Sustaining Improvement

Student achievement data in literacy and numeracy are analyzed for validity (i.e. triangulation and trends over time). And goals are set, modified, or completed based on this evidence.

	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 raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterning, and estimation to 90%.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Successmaker	Gurprit Hayher/	9/7/2009	6/30/2010	In-Progress	Medium	50			
Increase use of math manipulatives	Gurprit Hayher/	1/7/2008	6/30/2011	In-Progress	High	50			
PLC time targeted for math	Gurprit Hayher/	9/7/2009	6/30/2010	In-Progress	High	50			
Noon-Hour Homework Club	Charles Schneider/	9/5/2006	6/23/2012	In-Progress	High	50			
Individual Teacher Professional Growth Plans	Charles Schneider/	9/5/2006	6/23/2012	In-Progress		50			
Soundfield Systems	Charles Schneider/	9/5/2006	6/24/2011	In-Progress	Medium	80			
SmartBoard and Notebook 10	Charles Schneider/	9/4/2009	6/8/2012	In-Progress	Medium	20			
Refining learning outcomes in Intermediate Language Arts, Math, and Science	Charles Schneider/	9/10/2009	6/7/2012	In-Progress	Medium	20			

**To raise student achievement levels in writing, increasing the number of students meeting and exceeding expectations to 90%.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Successmaker	Gurprit Hayher/	9/7/2009	6/30/2010	In-Progress	Medium	50			
Noon-Hour Homework Club	Charles Schneider/	9/5/2006	6/23/2012	In-Progress	High	50			
Individual Teacher Professional Growth Plans	Charles Schneider/	9/5/2006	6/23/2012	In-Progress		50			
Soundfield Systems	Charles Schneider/	9/5/2006	6/24/2011	In-Progress	Medium	80			
Words Their Way	Charles Schneider/	9/8/2009	6/24/2011	In-Progress	Medium	30			
6 + 1 Traits of Writing	Charles Schneider/	9/9/2009	6/6/2012	In-Progress	High	20			
Achieving Excellence in Writing	Charles Schneider/	9/16/2008	6/7/2012	In-Progress	High	40			
SmartBoard and Notebook 10	Charles Schneider/	9/4/2009	6/8/2012	In-Progress	Medium	20			
Refining learning outcomes in Intermediate Language Arts, Math, and Science	Charles Schneider/	9/10/2009	6/7/2012	In-Progress	Medium	20			
The Daily 5 - Work on Writing, Word Work	Charles Schneider/	9/5/2009	6/28/2013	In-Progress	High	20			

**To raise student achievement in reading, increasing the number of students meeting and exceeding expectations to 90%.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading Power/Lecture Engages	Charles Schneider/	9/4/2007	6/26/2010	In-Progress	High	50			
Noon-Hour Homework Club	Charles Schneider/	9/5/2006	6/23/2012	In-Progress	High	50			
Individual Teacher Professional Growth Plans	Charles Schneider/	9/5/2006	6/23/2012	In-Progress		50			
Soundfield Systems	Charles Schneider/	9/5/2006	6/24/2011	In-Progress	Medium	80			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Levelling of classroom book collections for students' independent reading	Charles Schneider/	9/25/2009	6/19/2010	In-Progress	Medium	90			
SmartBoard and Notebook 10	Charles Schneider/	9/4/2009	6/8/2012	In-Progress	Medium	20			
Refining learning outcomes in Intermediate Language Arts, Math, and Science	Charles Schneider/	9/10/2009	6/7/2012	In-Progress	Medium	20			
Whole-Class Reading Assessment	Charles Schneider/	9/3/2008	6/15/2012	In-Progress	High	30			
Red Cedar Book Club	Charles Schneider/	9/8/2009	6/15/2012	In-Progress	Medium	20			
GB+ and PM Benchmarks Reading Assessments	Charles Schneider/	9/3/2008	6/17/2011	In-Progress	High	80			
The Daily 5 - Read to Self, Read to Someone, Listen to Reading	Charles Schneider/	9/7/2009	6/28/2013	In-Progress		20			
Record levelled books, download to MP3 player for students to listen to while reading	Charles Schneider/	9/6/2010	6/28/2013	In-Progress	Medium	20			

### **Coherence and Alignment**

Status: Meeting Expectations

All of the strategies and structures described above support our school plan and are in keeping with the goals of the District Accountability Contract and the Aboriginal Enhancement Agreement, particularly in regard to the "Intellectual" segment of the Medicine Wheel. Other segments of the Medicine Wheel, "Spiritual" and "Emotional", are addressed by the Aboriginal activities and presentations (e.g. making button blankets, bracelets, etc.) that we bring in for specific classes and the support and activities provided by our Aboriginal Advocate. Finally, all staff development at Casorso supports our school goals, which are aligned with District goals.

Often, support from the district directly complements the school improvement efforts at Casorso, though sometimes district priorities supercede and impede school-based improvement efforts. More collaboration and time for district initiatives to develop from the school level moving upward, would help.

**Strategies**

Status: Sustaining Improvement

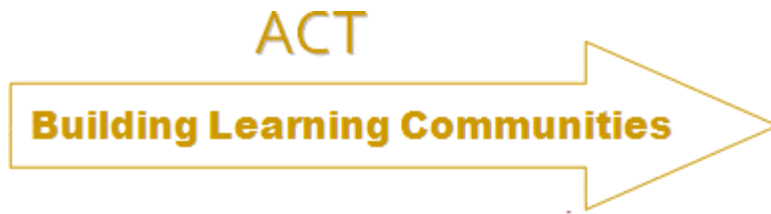
Many of the strategies cited above benefit all students in the grade levels to which they are applied. Specific strategies such as SuccessMaker, Learning Assistance, Speech-Language Therapy, CEA support, Noon-Hour Homework Club, etc. are offered as interventions for students who struggle to meet grade-level expectations or who would benefit from additional challenge. These interventions are introduced as outlined in the the Casorso Web of Interventions.

**Structures**

Status: Sustaining Improvement

The Casorso Web of Interventions is an evolving structure that guides the support to students in need, and it complements the instructional strategies in place for all students.

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



### **Parent involvement**

Status : Approaching Expectations

Parents contribute to goal-setting and efforts to improve student achievement primarily through participation in the School Planning Council. Members of the Parents Advisory Council collaborate in supporting the school plan through discussions of student learning needs and providing funding for materials and opportunities to support student learning. Members of the PAC also organize parent education opportunities and coordinate parent volunteer efforts to support student learning.

Some parents contribute consistently in these ways, while many are minimally engaged in whole-school improvement efforts.

### **Dialogue and communication**

Status : Meeting Expectations

Through report cards, newsletters, staff meetings, SPC and PAC meetings, the school web site and letters or notices sent home, we communicate about student achievement with all stake-holders. We request and receive input in the above-mentioned meetings and as a result of invitations to respond through our various print communications.

While the district is very supportive of school improvement efforts, opportunities for consistent, two-way feedback are limited, and district initiatives tend to originate at the top.

### **Leadership**

Status : Meeting Expectations

Teachers demonstrate leadership as they form learning and goal groups specifically aimed at improving student learning. They share expertise and ideas in staff meetings, district committees, and parent gatherings. Teachers also share the results of their individual professional growth plans with colleagues. Volunteer efforts to sponsor and coach such student activities as sports teams, chess club, Red Cedar Book Club, Digital Media Arts Club, etc. further demonstrate leadership to support student learning.

Support staff demonstrate leadership through participation in the Health and Safety committee and through numerous suggestions and initiatives made to improve practices and physical plant features that affect student learning.

Parents demonstrate leadership as they collaborate with staff and administration to varying degrees to initiate and maintain: Walk Like a Coyote walk to school program, Walk to School Wednesdays, BC Fruit and Vegetable Program, and numerous other volunteer and fundraising efforts in individual classrooms and for the entire school.

Students demonstrate leadership as they read to younger students and peers, make the morning announcements, monitor younger students at lunch-time, do safety patrol, act as library monitors, participate in the student leadership program, etc.

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

# PLAN ASSESSMENT

## 10 Points of Inquiry Summary

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

# CERTIFICATIONS

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

Casorso Elementary

School Planning Council:

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

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

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

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

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

key areas for inquiry  
to enhance school improvement



PLANNING CYCLE

