

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Chief Tomat Elementary

7/2011

General Information



*At CTE we have 3 R's...  
...respect yourself  
...respect others  
...respect the school environment*

## **Mission Statement**

*In keeping with our educational philosophy and the District Mission Statement, the staff at Chief Tomat Elementary will help each child:*

*Develop pride in personal achievements through a positive approach that encourages a desire to learn;*

*Develop a positive self-image;*

*Develop skills in reading, writing, speaking and listening to enable them to communicate ideas and feelings;*

*Develop a desire to learn and explore the world in the school, community and in Canada;*

*Respect their own property and that of others;*

*Respect the feelings, concerns and rights of others and show it through courteous behaviour;*

*Appreciate culture and beauty through creative contact and experiences in Art, Music and Literature;*

*Understand democratic ideas and ideals through living and working with others;*

*Become aware of good health and safety habits through participation in games and exercise.*

Principal : Jared Birkeland

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

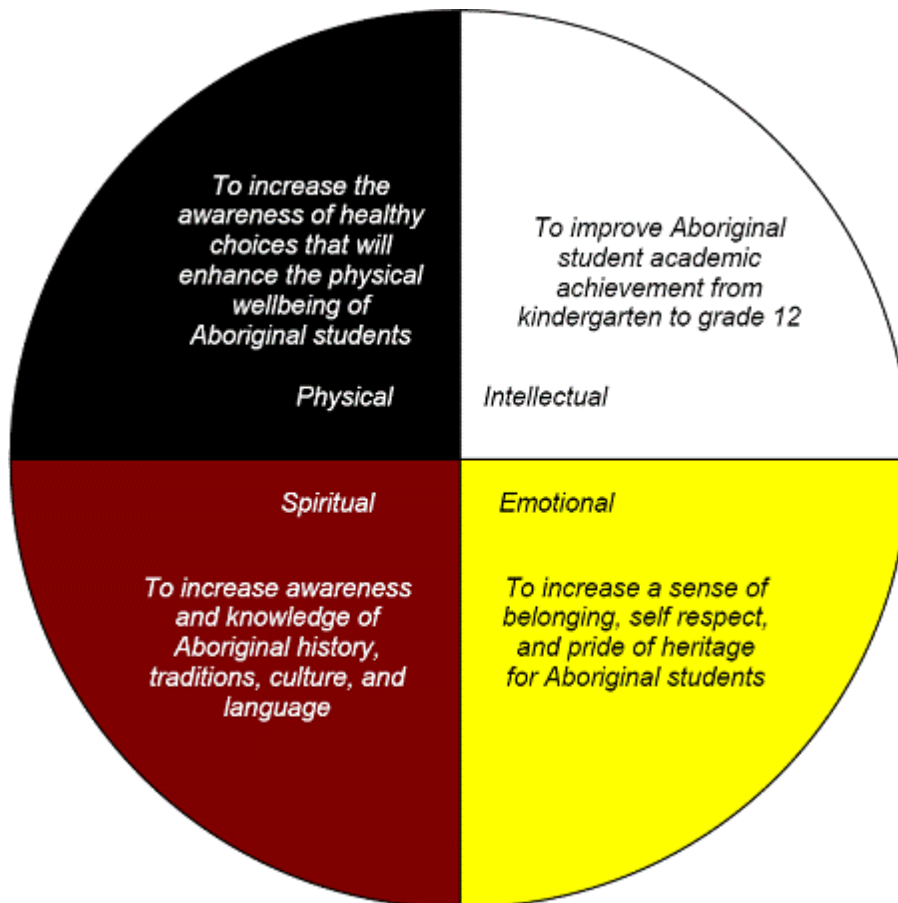
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

## 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:

Unique School Characteristics:

Student Demographics

Grade Level

K

1

2

3

4

5

6

Total

# of Students

32

28

37

27

24

31

47

226

Proportion of Population

% of Students

Male

54

Female

46

Claiming Aboriginal Ancestry

33

## Special Needs

6

## Community

Chief Tomat Elementary School serves a community of 226 kindergarten to grade six students with 75 students claiming Aboriginal ancestry. An independent pre-school operates out of one classroom. The school borders on the southwest side of Lake Okanagan and Westbank First Nations Reserve land and encompasses a large catchment area with varied neighbourhoods and varying socio-economic means. The enrolment of the school has declined slowly over the years, but appears to be stabilizing at its present level. The families whose children attend Chief Tomat range from quite low to quite high socio-economic backgrounds.

Chief Tomat Elementary School was built in 1996. The building is aesthetically pleasing and in excellent condition. The school was designed on three levels. The lower level consists of four classrooms, a preschool classroom, a multipurpose room and gym. The ground level houses the administrative office, three small offices for the schools counsellor and resource teachers, a learning assistance room, the computer lab and the library. The upper level houses eight classrooms. An elevator links all three levels making the school accessible to students with special needs.

Twenty committed staff members, 13 being teachers, service the 226 students. As well, itinerant (speech, hearing, resource, and counseling) teachers provide support for children with special needs. Three part-time First Nations Advocates provide support to the schools 75 Aboriginal students. One of our advocates is assigned to support students with their social-emotional needs, and the other two provide support for their academics. Three certified education assistants provide support to students with special needs.

Many students take advantage of school/district sponsored activities that go beyond the classroom: Homework/Breakfast Club, computer/library/gym/office monitors, primary classroom lunch monitors, intramural sports, sports teams (basketball, volleyball), community projects (Terry Fox Run, Christmas Food Hamper, Festival of Trees, fundraising bake sale for the Westside Food Bank, etc.).

There is a very supportive PAC of approximately ten parents who meet monthly and are very involved in fundraising to support field trips and purchase equipment for the school (e.g. science and math manipulatives, PE equipment, books for the library, computers, classroom sound-field systems, and an illuminated message board on the school exterior). Fundraising involves gaming funds, raffles, treat sales (ice cream, popcorn), poinsettia sales, bottle drives, family picture package sales, entertainment book sales, family spaghetti nights, catalogue sales and magazine orders. The PAC is very community focused having organized guest speakers at meetings, Welcome Back BBQs. The PAC has hired a lower mainland artist, Dean Lauze, to complete two amazing murals depicting our school mascot, the wolverine, in our gym and school foyer. It is a very familiar sight at Chief Tomat to see parents in the hallways, on field trips and in classrooms working with students and teachers.

## School Performance Information

### School Performance Information

A Family Oriented, Welcoming and Involved School Community:

Opening Day Meet and Greets

Aboriginal Gatherings and Feasts

PAC's Welcome Back BBQs

PAC Spaghetti Nights

Book Fairs

Math Nights

Literacy Nights

Winter Concerts

Parent Appreciation Teas

Grade 6 Leaving Ceremonies

Carol Singing

Primary Play Days

Intermediate Track and Field

Parent Evening Fundraisers

Birthday Announcements

Clothing Drives

Family Photos

Santa Visits and Gifts

Family Movie Nights

Open Houses

Students are exposed to many extra-curricular opportunities and community members:

Positive Behavioural Support

Traditional Native Dancers

Cultural Presentations

Public Speaking Competition

Author visits

One-to-One Reading

Grade 6 Orientation at CNB

Social Justice Committee

Apple Bowl

Foundations Assembly Program

Skating at Mt. Boucherie Arena

Swimming at Johnson Bentley Pool

Grade 5/6 Halloween Dance

Grade Six Camp at Gardom Lake

Square Dance

RCMP SOAR program

Lions Club Canadian Citizenship Ceremony

Fire Chief For A Day

Field trips (City Hall, Potters Addict, Mission Creek Eco Centre, Art Gallery, Kelowna Museum, Llama Farm, Safety Village, KLO Orchards, My Country Garden, Father Pandosys Mission, Kelowna Theatre, Vernon Science Centre, Metro Depot, Vancouver Science World, Aquavan)

A School environment that promotes and supports academic success:

Battle of the Books

Homework Club for grades 1-6

Career Fair

Term Award Certificates

School grounds clean-up

Public Speaking

Reading Challenge

Kindergarten Orientation

Term Principals Academic Luncheon

SuccessMaker

A School environment that promotes empathy, kindness, and understanding:

Remembrance Day Assembly

Harmony Day Celebration

CTE Family Food Bank Hampers

Terry Fox Run

School grounds clean-up/recycling program

Fall and Spring Community Clothing Drives

Festival of Trees

Positive Behavioural Support Program

A School environment that promotes leadership, healthy living and positive self image:

D.A.R.E / S.O.A.R. programs

10 Minute Daily Run

Classroom DPA activities











Registration as an Action School






ActNowBC Fruits and Vegetable Program  
Lunch program complies with Healthy Schools guidelines  
Buddy reading program  
Social Responsibility Club  
District Brown Bag lunch program  
Student Breakfast Club  
Office/Library/Computer Lab monitors  
Lunch hour sports equipment sign-out  
Terry Fox Run  
Noon-hour Intramurals  
Grade 5/6 basketball  
Grade 5/6 volleyball  
Knights of Columbus Basketball Shoot  
Track and Field

**RECENTLY COMPLETED GOALS/AREAS OF FOCUS:**

	Date	Value	Target	Status
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## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
Decrease the number of students identified by the primary screener as 'at-risk' in reading at the end of grade 3 to less than 10% by June 2012.				
% Grade 4 students Meeting/Exceeding expectations in Reading on the FSA.	2/28/2010	42	90	 Off Target
% of intermediate students achieving at a 'C' or better in reading	6/30/2010	89	90	 On Target
% of primary students meeting/exceeding expectations in reading.	6/30/2010	76	90	 Off Target
CAT4 Grade 5 Reading	5/1/2010	96	90	 On Target
Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Literacy Screener Summary	6/30/2010	17	10	 Warning
<b>NUMERACY</b>				
Increase the number of students meeting or exceeding expectations to 90% according to their report card marks in math by June 2012.				
% Grade 4 students Meeting/Exceeding expectations in Mathematics on the FSA.	2/28/2010	45	90	 Off Target
% of primary students meeting or exceeding expectations in math.	6/30/2010	87	90	 On Target
CAT4 Grade 5 Mathematics	5/1/2010	91	90	 On Target
Percentage intermediate students achieving at a C or better in math.	6/30/2010	87	90	 On Target
<b>FOCUS AREAS</b>				
Schools/Programs of Choice				
Recruitment/Development - Quality Staff				
Quality Assessment & Instruction				
District Health Promoting Schools Plan				
Increase the social responsibility and emotional well-being of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 95% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% by June 2012.				
The number of grades 1,2,3,5, and 6 students reporting to be bullied, teased, or picked on at school according to the school satisfaction survey.	5/13/2011	11	5	 Warning

	Date	Value	Target	Status
The number of grades 1,2,3,5, and 6 students reporting to feel safe at school according to the school satisfaction survey.	5/13/2011	76	95	 Off Target
The number of grades 1,2,3,5, and 6 students reporting to know how their school expects them to behave according to the school satisfaction survey.	5/13/2011	83	95	 Off Target
The number of students reporting to be bullied, teased, or picked on at school according to the Ministry satisfaction survey.	5/13/2011	8	5	 On Target
The number of students reporting to feel safe at school according to the Ministry satisfaction survey.	5/13/2011	78	95	 Off Target
The number of students reporting to know how their school expects them to behave according to the Ministry satisfaction survey.	5/13/2011	78	95	 Off Target
Economic Viability and Stability				



**Results**

Status : Approaching Expectations

We are doing a good job of gathering information and monitoring results. However, we appear to be making little progress in achieving our goals.

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



**Alignment: LITERACY**

**SMART Goal: Decrease the number of students identified by the primary screener as 'at-risk' in reading at the end of grade 3 to less than 10% by June 2012.**

**Rationale:**

The importance of children being well on their way to becoming readers at the end of grade three is a well established truism in education – “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3” (Snow, in the Early Literacy Screener, 2006). In analyzing the data it would appear that over time the number of students meeting or exceeding expectations does not meet the district expectations that 95% of grade 3 students meet or exceed expectations according to the School District No. 23 Early Literacy Screener.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
% Grade 4 students Meeting/Exceeding expectations in Reading on the FSA.	2/28/2010	42	90	■ Off Target
% of intermediate students achieving at a 'C' or better in reading	6/30/2010	89	90	● On Target
% of primary students meeting/exceeding expectations in reading.	6/30/2010	76	90	■ Off Target
CAT4 Grade 5 Reading	5/1/2010	96	90	● On Target
Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Literacy Screener Summary	6/30/2010	17	10	◆ Warning





**Alignment: NUMERACY**

**SMART Goal: Increase the number of students meeting or exceeding expectations to 90% according to their report card marks in math by June 2012.**

**Rationale:**

The District Math Steering Committee has stated that “too many students have become completely dependent on their calculators for the simplest of tasks. They have not worked enough with numbers, number concepts, patterns and basic skills. Without these numeracy skills, they are not able to extend their knowledge to higher-level tasks because they cannot connect the simple patterns they should know, to more complex number patterns and concepts that are new to them”. Our students are not performing to District expectations, and our staff finds that many tasks students are asked to perform become very laborious because they do not know basic number facts and computation skills and students lose interest and motivation in learning new math concepts. Therefore the staff has committed itself to focus on improving student’s basic computation skills in order to improve overall achievement in numeracy.

**Disaggregated Data/Evidence:**

<b>Indicator</b>	<b>Date</b>	<b>Value</b>	<b>Target</b>	<b>Progress</b>
<b>% Grade 4 students Meeting/Exceeding expectations in Mathematics on the FSA.</b>	2/28/2010	45	90	 Off Target
<b>% of primary students meeting or exceeding expectations in math.</b>	6/30/2010	87	90	 On Target
<b>CAT4 Grade 5 Mathematics</b>	5/1/2010	91	90	 On Target
<b>Percentage intermediate students achieving at a C or better in math.</b>	6/30/2010	87	90	 On Target

**Alignment: FOCUS AREAS**

**Sub Alignment: Schools/Programs of Choice**

**Sub Alignment: Recruitment/Development - Quality Staff**

**Sub Alignment: Quality Assessment & Instruction**







**Sub Alignment: District Health Promoting Schools Plan**

**SMART Goal: Increase the social responsibility and emotional well-being of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 95% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% by June 2012.**

**Rationale:**

Effective schools research indicates a clear link between student learning and a Health Promoting School learning environment. The physical, emotional and social aspects of a school must be considered. The SPC has decided to base its focus in this area on a measure of student safety as reflected by our satisfaction survey results. Ministry Satisfaction Survey data and SPC Survey data both indicate that bullying, teasing, and perceived safety at school are real issues that have only been addressed to some degree of success. Currently 25% of our students are still reporting to be bullied, teased or picked on. We feel that before our school can begin to work towards improving student achievement, the essential work is the provision of a safe and caring environment.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
The number of grades 1,2,3,5, and 6 students reporting to be bullied, teased, or picked on at school according to the school satisfaction survey.	5/13/2011	11	5	 Warning
The number of grades 1,2,3,5, and 6 students reporting to feel safe at school according to the school satisfaction survey.	5/13/2011	76	95	 Off Target
The number of grades 1,2,3,5, and 6 students reporting to know how their school expects them to behave according to the school satisfaction survey.	5/13/2011	83	95	 Off Target
The number of students reporting to be bullied, teased, or picked on at school according to the Ministry satisfaction survey.	5/13/2011	8	5	 On Target
The number of students reporting to feel safe at school according to the Ministry satisfaction survey.	5/13/2011	78	95	 Off Target
The number of students reporting to know how their school expects them to behave according to the Ministry satisfaction survey.	5/13/2011	78	95	 Off Target

**Sub Alignment: Economic Viability and Stability**

**Goals**

Status : Meeting Expectations

Goals are specific, measurable, attainable, realistic, and timely based on the data available.

**Data**

Status : Meeting Expectations

We are making use of the ability of Skopus to disaggregate data. We are also generating our own data based on the needs of the school.

**Rationale**

Status : Sustaining Improvement

The goals are based on a range of evidence, sound data and research.

	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:

Decrease the number of students identified by the primary screener as 'at-risk' in reading at the end of grade 3 to less than 10% by June 2012.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Use assessment to drive instruction that will promote measurable gains in learning for all students	/School-Based Teachers	9/8/2009	6/25/2010	In-Progress	High	0			
Focus on the development of oral language (during teacher and / or child directed activities,) using research based strategies (eg. Readers' Theatre, oral story telling assemblies, 'Just Say It' public speaking, etc.).	/School-Based Teachers	9/8/2009	6/25/2010	Draft		0			
Implement a set of research based and 'best practice' strategies for reading and writing that will be used across all grades and therefore provide consistency to students in their learning	/Curriculum Leaders	9/8/2009	6/25/2010	Draft		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Home Reading Program	/School-Based Teachers	1/3/2006	6/24/2011	Draft		0			
Be strategy focused – explicit teaching and modeling of strategies for reading and writing, monitoring of their use, provide time for reflection, and further development of ideas by students	/School-Based Teachers	9/8/2009	6/30/2010	Completed		0			
Involve students in developing criteria for assigned tasks.	/School-Based Teachers	9/8/2009	6/25/2010	Draft		0			
LAT will work exclusively with those students who are identified as at-risk in reading at the primary level, and those operating on a modified IEP in language arts at the intermediate level	Jared Birkeland/	9/25/2009	6/25/2010	Draft		0			
Preschool buddy reading program pairing intermediate classes with primary	/School-Based Teachers	9/8/2009	6/25/2010	Draft		0			

**Increase the number of students meeting or exceeding expectations to 90% according to their report card marks in math by June 2012.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Have a Numeracy committee of two teachers that attend district in-service meetings and report back to staff	Jared Birkeland/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Create math manipulative carts in each of the intermediate classrooms	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Classrooms have grade specific Mental Math posters that outline strategies that can be used by students	/School-Based Teachers	9/7/2010	6/30/2011	Completed		0			
Commit to daily practice of math facts at each grade level (suggestion – 10 minutes)	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Making use of games, activities, and programs such as Box Car and One-Eyed Jacks to encourage computation and mental math strategies from Trevor Caulkin's 'The Power of Ten'	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Provide Professional Learning Community (PLC) time for sharing of ideas and planning around numeracy strategies	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Have students work on computation skills with SuccessMaker three times per week	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Make use of classroom parent volunteers to target students struggling in specific areas of math	/School-Based Teachers	9/7/2010	6/30/2011	Draft		0			
Aboriginal Academic Advocate supporting 1st Nations students in the classroom with learning in Math	/School-Based Teachers	9/7/2010	6/30/2011	Completed	High	100			

**Increase the social responsibility and emotional well-being of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 95% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% by June 2012.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Have a Health Promoting School Committee with a teacher that attend district in-service and reports to staff	Jared Birkeland/	9/7/2010	6/30/2011	Draft		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Increase and centralize resources on bullying for easy access by staff, parents and students, Health Promoting School committee shares resources with staff at staff meetings	Jared Birkeland/	9/7/2010	6/25/2011	Draft		0			
Code of conduct has been revised into a one page document that can be used with children and parents	Jared Birkeland/	9/25/2010	6/25/2011	Draft		0			
EBS has been fully implemented	Jared Birkeland/	9/25/2010	6/25/2011	Draft		0			
SPC student satisfaction survey and follow-up questions will provide a larger data set, providing more reliable results	Jared Birkeland/	9/25/2010	6/25/2011	Draft		0			
Aboriginal Advocate supporting 1st Nations students with their social and emotional needs	Jared Birkeland/	9/25/2010	6/30/2011	Completed		100			
Teach students traditional playground games that encourage teamwork, sportsmanship, and physical activity during recess times	Jared Birkeland/School-Based Teachers	5/3/2010	5/15/2010	Draft		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Make use of an assembly program that promotes empathy, fairness, honesty, responsibility, respect, and courage, focusing on the emotional and social well-being of students and celebrating successes.	Jared Birkeland/School-Based Teachers	9/25/2010	6/25/2011	Draft		0			
Develop a student safe-play monitor program that relies on grade 5 and 6 students to promote safe and fair play on the playground while facilitating problem solving and conflict resolution	Jared Birkeland/Health Promoting Schools Committee	9/9/2011	6/29/2012	Draft		0			

**Strategies**

Status: Meeting Expectations

We have practical strategies based on best practice and research. Adjustments are being made in order to make better progress in achieving our goals.

**Coherence and Alignment**

Status: Meeting Expectations

Goals are consistent with the goals of the District but also reflect the unique needs of the school.

**Structures**

Status: Sustaining Improvement

Structures are consistently monitored and adjusted to better support our strategies and goals.

	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

Some parents are involved in goal setting and working with the school to improve student achievement. However, parent involvement in school initiatives could be greatly improved.

**Dialogue and communication**

Status : Meeting Expectations

Parents are well informed regarding student achievement. Input is sought out and valued.

**Leadership**

Status : Meeting Expectations

Decisions are made collaboratively based on a shared understanding of the needs of students and the school.

	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)

Chief Tomat 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

