

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Chute Lake Elementary

7/2011

General Information



Mission Statement

Our mission is to develop inquiring, respectful and industrious young people who help make a better world by being critical, creative and compassionate thinkers.

Principal : Bruce McKay

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

CLE is School District 23s newest elementary school located in Kettle Valley in the Upper Mission. The school was built to high, environmentally sustainable standards achieving an unofficial LEED* (Leadership in Energy and Environmental Design-International Rating System) silver rating. Landscaping includes indigenous, drought-resistant vegetation and native, low-mow grass mixes which will reduce irrigation. CLE school grounds connect onto Chute Lake Park which provides a vast expanse of green space to be utilized by staff and students for special field events.

CLE is equipped with Smart Board and Document Camera technology in every classroom including the Learning Assistance room. Dedication to integrating technology in the classroom to support and enhance learning is embraced by the CLE staff.

The mission statement for CLE states:

Our mission is to develop inquiring, respectful and industrious young people who help create a better world by being critical, creative and compassionate thinkers.

Our mission statement embraces our philosophy that every student who graduates from CLE leave with the skills of problem solving, inquiry, and critical and creative thinking; We want students to be motivated and excited to learn as well as to act responsibly and compassionately by giving back to others in their local and global communities.

Enrollment in September was at maximum school capacity (472) as the computer lab was converted to a Primary classroom. Students are organized for instruction in 18 divisions. Students are well-behaved and generally attain high levels of achievement. CLE has a teaching staff of 21 full and part-time staff and 6 full and part-time support staff.

Many extra-curricular opportunities in sports, clubs and extension/enrichment opportunities are provided. CLE has also provided a strong music program throughout the grades integrating ORFF instruments, guitar and a 10-month band program for all Gr. 7 students. In addition, we offer a 'before school' guitar program.

CLE has a strong 'Arts' focus which has included an Intermediate musical, Primary concert, School Art Gala featuring watercolor art by every CLE student, dance and singing by CLE students, 84 students performing in the Kiwanis Speech Arts competition.

One school bus services CLE providing rides to 51 user pay students. The remaining 90% of students arrive by private vehicle, on foot, or by bicycle and scooter.

CLE has an active Parents Advisory Council. The main fundraising focus for the PAC has been to repay the \$60,000 debt for our new playground. They have done well over the past 20 months and are close to paying off this debt. PAC meetings are very well attended with many parents actively and vocally participating in events. CLE also has a very committed School Planning Council. Our school has numerous parent volunteers who provide time and leadership in: organizing our PAC, helping with the twice weekly hot lunch program, volunteering to listen and provide feedback to students preparing for the Kiwanis Festival, providing transportation on field-trips, coaching teams, volunteering as classroom support, and donating time in numerous fundraising events.

Our parents have established a Spend to Earn program where a number of local businesses donate a portion of sales towards the CLE Playground fundraising efforts.

Our Grade 7 Leadership Me to We campaign to raise funds to build a school in Sierra Leone have almost met their goal of \$8000 by April, 2011. Our school's second Halloween for Hunger initiative raised over 1500 pounds of non-perishable food items for the local Kelowna food bank.

School Performance Information

Special Events - Arts

Christmas Concert (K-3) Intermediate Classes involved with decorating.

Intermediate Musical - 'Treasure Island'

Remembrance Day Assembly

Grade 7 Band Concert in the Spring

Intermediate Talent Competition

Bumbershoot Theatre production in February, 2011

School 'Art Gala'

Grade 7 Artist in the Classroom Program

Kiwanis Festival- Grades 1-7

Other

Early Learning for Families (ELFF)

Kindergarten Orientation

Year end camps / field-trips

Environmental Mind Grind

District 23 Speech Contest- Grade 7

Fundraising Events- Local and Global

Halloween for Hunger

Salvation Army Christmas Hamper Drives

Clothes Collection (Warm Winter Challenge)

One Night Out

Vow of Silence

Cranes for Japan

School Culture

School Wide Assembly Program; Theme - 'Pryamid of Success'

School Committees- Data Team , 'Critical Thinking' planning committee

Smart Board- Sharing of strategies and ideas by various staff members throughout the school year- afterschool.

Halloween All School Extraveganza- Pumpkin Carving/ Light Festival/Costume Parade

Reading With the Rockets, and UBCO Basketball/Volleyball Players (Intermediate and Primary)

Choir

Grade 7 Dances- Halloween and Valentine's Day

Office Monitoring

Lunch Room Monitoring of Primary Classes

Scheduled Spirit Days

Grade 5 crosswalk patrol

Recycling program

Buddy Classes

Student volunteers for special events

Technical Crew- intermediate students selected for audio-visual set up during assemblies and special events

Me to We Leadership Student Initiative Team

Success Maker

Homework Program (Lunch and P.M.)

Grade 7 Celebration

Parent Appreciation Tea

Christmas Carol Sing-a-long

Field Trips

Winter Sports Carnival- Grades 1-7

No Bullying Pink Day/ Harmony Day

Scouting Lessons in preparation for Grade 6 year-end camping trip

Drama Workshops

Bike Rodeo

Sports and Fitness

House game referees

Sport Programs House games at lunch grade 4-7

Basketball grades 5 -7

Volleyball grades 6 and 7

Track and Field grades 4,5,6 and 7

Cross Country grades 4,5,6 and 7

Bike to Work

Running Club

Knights of Columbus Basketball Shoot

Ball room Dance Instruction

Yoga Instruction

Primary Playday/Intermediate Apple Bowl Track and Field

Grade 7 Girls Field Hockey

PAC Sponsored Events

Art Gala

T Shirts Sales

Spring Carnival

Book Fair

Marble Slab Fundraiser

Pay for the Playground Initiative

Act Now BC Fruits and Vegetable Program

Hot Lunch Program and Snack Program in compliance with Healthy Schools Guidelines

Healthy Schools Initiatives (In addition to the related sports, PAC and cultural activities listed above)

-Play first - eat second lunch hour schedule

-bike rodeo

-primary play day / intermediate apple bowl track and field

-hot lunch and snack program in compliance with Food and Beverage Guidelines

-strong social responsibility leadership with grade 7 students who have brought the Me to We philosophy to the entire school








-pro-active school code of conduct as well as school routines and rules that are student focussed

- partnership with The City of Kelowna for after school sports and Family Active events.

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

| | Date | Value | Target | Status |
|--|-----------|-------|--------|--------------|
| LITERACY | | | | |
| To increase the reading achievement of primary and intermediate students in both fluency and comprehension. | | | | |
| FSA Reading results for Grade 4 | 4/14/2011 | 90 | 92 | ● On Target |
| FSA Reading results for Grade 7 | 4/18/2011 | 93 | 92 | ● On Target |
| Phonological Awareness from ELP | 5/13/2011 | 99 | 95 | ● On Target |
| PM Benchmarks | 4/14/2011 | 89 | 88 | ● On Target |
| Report card results for Reading (Grade 4-7) | 4/14/2011 | 88 | 90 | ● On Target |
| Whole Class Reading Assessment | 5/4/2011 | 85 | 85 | ● On Target |
| SCHOOL BASED | | | | |
| Develop a positive school culture by building capacity for growth in academics, athletics, arts, and social responsibility. | | | | |
| MOE Gr 4 Student Opinion Survey | 5/4/2011 | 1 | 5 | ■ Off Target |
| MOE Grade 7 student opinion survey | 5/4/2011 | 5 | 5 | ● On Target |
| MOE Parent Opinion Survey | 5/4/2011 | 7 | 7 | ● On Target |
| Student Opinion Survey | 4/22/2010 | 6 | 6 | ● On Target |
| The number of office referrals for serious code of conduct infractions during the school year. | 5/9/2011 | 21 | 50 | ● On Target |
| The number of suspensions during the school year. | 5/9/2011 | 2 | 10 | ● On Target |
| The participation rate of eligible students in two or more athletic focused activities/events such as extramural sports teams, and sports related curricular field trips. | 5/9/2011 | 68 | 70 | ● On Target |
| The participation rate of students in two or more arts focused activities/events such as the band program, musicals, concerts, choir, artists in residence programs, and speech arts. | 5/9/2011 | 100 | 85 | ● On Target |

CURRENT SCHOOL GOALS - STATUS

| | Date | Value | Target | Status |
|--|-----------|-------|--------|--|
| LITERACY | | | | |
| Increase the number of students meeting or exceeding expectations in writing to 90% or higher. | | | | |
| FSA Writing Results | 4/18/2011 | 93.5 | 95 |  On Target |
| Grade 5 Cat-4 Writing Conventions | 6/29/2010 | 84 | 95 |  Off Target |
| Primary Screener | 5/13/2011 | 88 | 90 |  On Target |
| Report Card Marks- Writing | 5/9/2011 | 85 | 90 |  Off Target |
| School Wide Write | 5/9/2011 | 49 | 70 |  Off Target |
| SCHOOL BASED | | | | |
| To develop student's ability to utilize critical thinking. | | | | |
| 65% of students fully meeting or exceeding basic performance expectations in 'reasoning' based on results from 'Sages' assessment. | 4/14/2011 | 44 | 65 |  Off Target |
| Number of activities/month used by teachers to integrate CT skills into learning. | 5/4/2011 | 2.6 | 5 |  Off Target |



Results

Status : Meeting Expectations

Goal #1: Increase the number of students meeting or exceeding expectations in writing to 90% or higher.

Target: 90% of students meeting or exceeding expectations in writing based on results from FSA, Report Cards and School Wide Write and primary screener.

Report card data (Intermediate): We used Term #2 results for Grades 4 - 7 for 'Writing'

2010 data

96% of students were at a 'C' or higher

83% of students were at a C+ or higher

2011 Data

96% of students were at a 'C' or higher

85% of students were at a C+ or higher

(Our Goal is to have 90% at C+ or higher)

FSA Data:

2010 FSA results for writing for Grades 4 and 7

Grade 4: 88% of students are meeting or exceeding expectations

Grade 7: 93% of students are meeting or exceeding expectations

2011 FSA results for writing for Grades 4 and 7

Grade 4: 95% of students are meeting or exceeding expectations

Grade 7: 94% of students are meeting or exceeding expectations

School Wide Write (SWW): We used the Second write for grades 3 - 6 and First Write for Grade 7. The following data indicates the cumulative results for students grades 3 - 7 in the 4 parameters measured on the SWW.

2010 Data

Meaning - 6% NYM 40% MM 41% M 13% E

Form - 6% NYM 46% MM 39% M 8% E

Style - 8% NYM 49% MM 34% M 9% E

Conventions - 9% NYM 38% MM 45% M 8% E

2011 Data

Meaning - 6% NYM 41% MM 39% M 14% E

Form - 12% NYM 41% MM 35% M 13% E

Style - 8% NYM 47% MM 34% M 10% E

Conventions - 7% NYM 30% MM 48% M 16% E

Primary Screener Results for 'Oral Language' For students identified as 'At Risk' in the fall 2009 screener.

K: 5 students
 1: 9 students
 2: 4 students

18/ 168 (K - 3) or 11% of students are at Risk. Target was less than 10% at Risk or 90% meeting/exceeding.

Primary Screener Results for 'Oral Language' For students identified as 'At Risk' in the fall 2010 screener.

2011

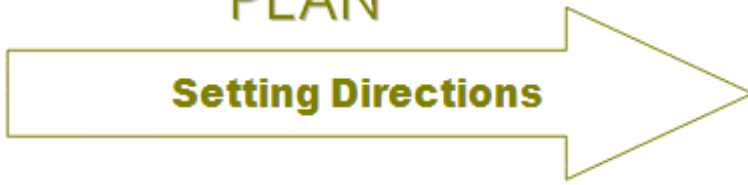
Last year, 18/ 168 (K - 3) or 11% of students were at Risk. Target was less than 10% at Risk or 90% meeting/exceeding.

Of these 18 students, 6 are no longer at risk, 4 are designated as ESL students, 4 are receiving support through our Speech and Language Pathologist, one student is on an modified academic IEP and the remaining 3 have behavioural concerns that are impacting their academic performance.

This year we have an additional 15 students who are at risk. (Total is now 27). Of these, 12 are from Kindergarten and 3 other new students from grades 1 - 3.

| | 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: Increase the number of students meeting or exceeding expectations in writing to 90% or higher.

Rationale:

This goal was selected in 2009 based on:

1. A continuation of the goal or improving oral language skills in primary students that was established at AME. (the majority of our primary students transferred from AME)
2. Given that we had no historical data for our full population, we selected writing as a primary focus based on preliminary classroom observations from Intermediate teachers suggesting that writing was a worthy area to focus on improving student achievement.

Our results over the past 18 months suggest that writing needs to be a focus for the coming year and beyond, We are currently not meeting targets in 3 of 5 performance indicators.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|-----------------------------------|-----------|-------|--------|--------------|
| FSA Writing Results | 4/18/2011 | 93.5 | 95 | ● On Target |
| Grade 5 Cat-4 Writing Conventions | 6/29/2010 | 84 | 95 | ■ Off Target |
| Primary Screener | 5/13/2011 | 88 | 90 | ● On Target |
| Report Card Marks- Writing | 5/9/2011 | 85 | 90 | ■ Off Target |
| School Wide Write | 5/9/2011 | 49 | 70 | ■ Off Target |

SMART Goal: To increase the reading achievement of primary and intermediate students in both fluency and comprehension.

Rationale:

Our data over the past 18 months suggests that this goal should be moved to become a maintenance goal.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|---|-----------|-------|--------|-------------|
| FSA Reading results for Grade 4 | 4/14/2011 | 90 | 92 | ● On Target |
| FSA Reading results for Grade 7 | 4/18/2011 | 93 | 92 | ● On Target |
| Phonological Awareness from ELP | 5/13/2011 | 99 | 95 | ● On Target |
| PM Benchmarks | 4/14/2011 | 89 | 88 | ● On Target |
| Report card results for Reading (Grade 4-7) | 4/14/2011 | 88 | 90 | ● On Target |
| Whole Class Reading Assessment | 5/4/2011 | 85 | 85 | ● On Target |









Alignment: SCHOOL BASED

SMART Goal: Develop a positive school culture by building capacity for growth in academics, athletics, arts, and social responsibility.

Rationale:

CLE is a new school that opened in Sept. 2009. It is, therefore, critical that we establish a positive school culture and make this a focus in the first 1 - 3 years of operation.

Disaggregated Data/Evidence:



| Indicator | Date | Value | Target | Progress |
|---|-----------|-------|--------|--|
| MOE Gr 4 Student Opinion Survey | 5/4/2011 | 1 | 5 |  Off Target |
| MOE Grade 7 student opinion survey | 5/4/2011 | 5 | 5 |  On Target |
| MOE Parent Opinion Survey | 5/4/2011 | 7 | 7 |  On Target |
| Student Opinion Survey | 4/22/2010 | 6 | 6 |  On Target |
| The number of office referrals for serious code of conduct infractions during the school year. | 5/9/2011 | 21 | 50 |  On Target |
| The number of suspensions during the school year. | 5/9/2011 | 2 | 10 |  On Target |
| The participation rate of eligible students in two or more athletic focused activities/events such as extramural sports teams, and sports related curricular field trips. | 5/9/2011 | 68 | 70 |  On Target |
| The participation rate of students in two or more arts focused activities/events such as the band program, musicals, concerts, choir, artists in residence programs, and speech arts. | 5/9/2011 | 100 | 85 |  On Target |

SMART Goal: To develop student's ability to utilize critical thinking.

Rationale:

Based on the objective of our Mission Statement, and the current focus on developing 21st century learning skills in all students, we believe that the development of critical thinking skills is essential.

Disaggregated Data/Evidence:

| Indicator | Date | Value | Target | Progress |
|--|-----------|-------|--------|--|
| 65% of students fully meeting or exceeding basic performance expectations in 'reasoning' based on results from 'Sages' assessment. | 4/14/2011 | 44 | 65 |  Off Target |
| Number of activities/month used by teachers to integrate CT skills into learning. | 5/4/2011 | 2.6 | 5 |  Off Target |

Data

Status : Approaching Expectations

Data related to Goal #1

Report card data (Intermediate): We used Term #2 results for Grades 4 - 7 for 'Writing'

96% of students were at a 'C' or higher
85% of students were at a C+ or higher

(Our Goal is to have 90% at C+ or higher)

FSA Data: We used the 2011 FSA results for writing for Grades 4 and 7

Grade 4: 95% of students are meeting or exceeding expectations
Grade 7: 94% of students are meeting or exceeding expectations

School Wide Write (SWW): We used the Second writes for grades 3 - 7. (April 2011) The following data indicates the cumulative results for students grades 3 - 7 in the 4 parameters measured on the SWW.

| | | | | |
|-------------|-----------|--------|-------|-------|
| Meaning | - 6% NYM | 41% MM | 39% M | 14% E |
| Form | - 12% NYM | 41% MM | 35% M | 13% E |
| Style | - 8% NYM | 47% MM | 34% M | 10% E |
| Conventions | - 7% NYM | 30% MM | 48% M | 16% E |

Primary Screener Results for 'Oral Language' For students identified as 'At Risk' in the fall 2010 screener.

2011

Last year, 18/ 168 (K - 3) or 11% of students were at Risk. Target was less than 10% at Risk or 90% meeting/exceeding.

Of these 18 students, 6 are no longer at risk, 4 are designated as ESL students, 4 are receiving support through our Speech and Language Pathologist, one student is on an modified academic IEP and the remaining 3 have behavioural concerns that are impacting their academic performance.

This year we have an additional 15 students who are at risk. (Total is now 27). Of these, 12 are from Kindergarten and 3 other new students from grades 1 - 3.

Data Related to Goal #2:

Sages Results:

Target - 65% of students meeting/exceeding basic performance expectations in 'reasoning'. Currently we have only 44 % at this desired level.

Critical Thinking Skill Based Activities/month

Target: 5/month

Results: Teachers are currently averging 2.6 activities/month where Critical Thinking skills are formally introduced or 'taught' within a curricular area.

Goals

Status : Meeting Expectations

Goals have been established with input from SPC and teaching staff.:

2010-2011 Goals

Goal #1: Establish the number of students meeting or exceeding expectations in writing at 90% or higher.

Goal #2: To increase the reading achievement of primary and intermediate students in both fluency and comprehension to 90% meeting/exceeding expectations. (This goal has been designated as a completed goal as of May 2011)

Goal #3: Develop a positive school culture by building capacity for growth in academics, athletics, arts and social responsibility. (This goal has been designated as a completed goal as of May 2011)

Goal #4: To develop student's ability to utilize critical thinking skills.

Rationale

Status : Meeting Expectations

Goals established based on:

Goal #1: Establish the number of students meeting or exceeding expectations in writing at 90% or higher.

Writing - Based on results gathered over the past 18 months (school wide write, CAT-4, report cards, FSA, Primary Screener) we have noted that we are not meeting our performance targets in 3 of these 5 indicators.

Target: 90% of students meeting or exceeding expectations in writing based on results from FSA, Report Cards and 70 % on the School Wide Write.

Our 2009-2011 data suggests this should continue to be a goal for the 2011-2012 school year.

Goal #2: To develop student's ability to utilize critical thinking skills.

Our rationale for this goal is based on the following:

1. Our Mission Statement specifies Critical Thinking as an attribute we wish to develop in all CLE students.
2. Recent educational research and focus has identified Critical Thinking as fundamental 21st Century skill for all students.
3. The majority of students attending this school have excellent readiness skills and are performing at or above expected levels academically. Therefore, we believe it is important to focus on higher order learning skills.
4. This focus is in alignment with the School District's attributes of a Graduating student.

| | 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:

Increase the number of students meeting or exceeding expectations in writing to 90% or higher.

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|---|-----------------------------------|------------|-----------|-------------|----------|------------|--------|----|-----|
| Think Aloud | Bruce McKay/School-Based Teachers | 11/15/2009 | 6/1/2010 | In-Progress | High | 10 | 5,000 | | |
| 6 + 1 Writing Traits | Bruce McKay/School-Based Teachers | 11/30/2009 | 6/25/2010 | In-Progress | | 80 | 500 | | |
| Literacy Screeners | Bruce McKay/School-Based Teachers | 9/8/2009 | 6/29/2012 | In-Progress | | 75 | | ★ | ★ |
| School Wide Write - Grades 3 to 7 - fall and spring | Bruce McKay/ | 10/5/2009 | 6/30/2011 | In-Progress | | 40 | 1,500 | | |
| SmartBoard | Bruce McKay/School-Based Teachers | 9/4/2009 | 6/8/2012 | Completed | High | 100 | 2,500 | | |

Develop a positive school culture by building capacity for growth in academics, athletics, arts, and social responsibility.

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|---|-------------------------------------|-----------|-----------|-----------|----------|------------|--------|----|-----|
| ELFF (Early Learning for Families) | Brenda Kirsch/School-Based Teachers | 9/8/2009 | 3/31/2011 | Completed | High | 100 | | | |
| Develop a new School Code Of Conduct | Brenda Kirsch/School-Based Teachers | 1/5/2009 | 6/25/2009 | Completed | | 100 | | | |
| Me to We - Building global awareness | Brenda Kirsch/School-Based Teachers | 9/14/2009 | 6/30/2011 | Completed | Medium | 100 | | | |
| Enroll teams in district leagues at grade 6 and 7 level | Bruce McKay/ | 9/7/2009 | 6/30/2010 | Completed | | 100 | | | |

To develop student's ability to utilize critical thinking.

| Strategy | Person / Committee Responsible | Start | Finish | Status | Priority | % Complete | Budget | PP | CAG |
|---|--------------------------------------|-----------|-----------|-------------|----------|------------|--------|----|-----|
| Learning Through the Arts Initiatives | Bruce McKay/ | 9/7/2009 | 6/29/2012 | In-Progress | | 80 | 3,500 | | |
| Critical Thinking Steering Committee/Team | Brenda Kirsch/School-Based Teachers | 10/1/2010 | 6/30/2013 | In-Progress | High | 10 | 5,000 | | |
| Pilot Critical Thinking Resources | Brenda Kirsch/School-Based Committee | 2/1/2011 | 6/29/2012 | In-Progress | High | 5 | 1,500 | | |

Strategies

Status: Meeting Expectations

Strategies identified have and are being widely used.

Key Strategies:

6+1 Writing Traits

Identified struggling students are provided with additional LA support directly related to classroom programs

Read Naturally and Success Maker

Teacher Talk and Modeling

Partner/Group/Class Share

Word Walls in Primary Classes

Primary Phonics

Excellence in Writing

Word works

Library research strategies connected with technology to improve writing

Use of 'Critical Thinking Challenges' resources within the curriculum

Structures

Status: Meeting Expectations

The following structures are in place currently to support school goals

1. Prep for 14/16 classes based on Fine Arts (music) and modified schedule to ensure every class receives instruction from our music specialist.
2. Band program for grade 7 students.
4. Flexible gym schedule to allow for multiple usage.
5. Mobile computer lab allows for flexibility in using technology as well as multi usage of computer lab space.
6. All classrooms equipped with Smart Board technology, document cameras. This includes the Learning Assistance room so student at risk have additional opportunity to benefit from this technology.
7. PLC (Professional Learning Community) time for teachers created through scheduling of whole school assembly program.
8. School based Critical Thinking Committee with 50 % of teachers participating.

Coherence and Alignment

Status: Meeting Expectations

CLE has established goals that are in alignment with the District goals and focus as well reflecting the unique characteristics of our school.

Our professional development focus over the past year and continuing into the next year will be to:

1. Develop a common understanding of 'critical thinking' and implement strategies leading to improvement of instructional practice to teach associated skills..
2. Develop effective ways to assess critical thinking skills.
3. Continue to develop and expand expertise in the use of Smart Board technology as it relates to student achievement.

Both of these align with SD #23 expectations.

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



Dialogue and communication

Status : Meeting Expectations

Communication strategies include:

- Staff Meetings, grade group meetings, committee meetings
- CLE First Class conference with calendar that is used by all teachers and support staff
- Weekly staff information memo (McNotes) along with extensive email communication
- School based team meetings, Parent-teacher conferences, Kindergarten orientation session
- Newsletters
- Synervoice telephone reminders to parents
- Effective school web site as well as some teacher web sites
- Weekly parent email bulletin
- On-line system for parents (99% participation) to order hot lunches, concert tickets, school clothing etc.
- Weekly parent 'e-news' that is received by approx. 95% of parents
- PAC meetings
- ELFF nights, teacher sharing nights, student presentation evening events

Parent involvement

Status : Meeting Expectations

We feel that parents have been actively involved in the life and operation of the school and have made an enormous positive impact during our first year of operation. Specifically parents have:

- continued and expanded parent run programs that impact students including 'hot lunch', fruit and vegetable program, book fairs, room 'key' contacts
- highly successful 'on-line' registration system for parents to access all school programs, events, purchases
- set up a weekly email bulletin to keep parents informed.
- led and coordinated the school theatre production "The Emperor's new Clothes"
- meet regularly as PAC as well as sub-committees to administer many school fund-raising and support programs.
- SPC members provided significant input into setting of school goals, providing input into budget decisions.
- Parents have a variety of ways they continuously communicate with teachers including PT conferences, email, phone calls, open house, school events
- Parent volunteers have coached school teams, assisted with data collection, helped with reading support
- Parents have led key special events such as our 'Art Gala', Spring Carnival, and Movie Nights

Leadership

Status : Meeting Expectations

Staff

Teachers have taken on many key leadership roles including:

- equipment and supply ordering in all curricular areas
- key roles on organizing committees such as Critical Thinking
- setting up gym, computer lab and music room scheduling
- Staff sign-up list is indicative of the breadth of responsibilities teachers have taken on
- School events such as musicals, track meets, sports teams, etc.
- leading presentations at ELFF night, PAC meetings, and SBT meetings
- Coaching

Parents

- PAC - leadership related to key school programs, events and fund-raising initiatives
- SPC - provides consultation regarding school planning, finances
- PAC Executive - leadership consultation on school policy, procedure and structures used to communicate

Students

- Assembly monitors
- Office monitors
- Classroom buddies with younger classes
- Lunch monitors
- Grade 5 Traffic Patrollers/Crossing guards
- House games referees
- Grade 7 'Me To We' initiatives designed, promoted and led by Grade 7 students
- Other social fund-raising initiatives led by Grade 5/6 students (Cranes for Japan)

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

PLAN ASSESSMENT

10 Points of Inquiry Summary

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

CERTIFICATIONS

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

Chute Lake 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

