

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Davidson Road Elementary

7/2011

General Information

## Mission Statement

*The mission of Davidson Road Elementary School, as a community of students, parents and staff,  
is to provide a safe, caring, and respectful environment which promotes the academic,  
physical and social development of all students.*

Principal : Murray MacKenzie

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

Davidson Road draws the majority of its students from the west side of Highway 97 in Lake Country. From Kindergarten to Grade 4, approximately 40% of Davidsons school population has changed indicating, a high transitional rate in the community.

A stable group of approximately 15 parents make up the Parent Advisory Council. This hard-working group of parents provides excellent opportunities for the students at Davidson, from curricular activities to family social events. All events are extremely well supported by the community with large numbers attending the many events during the school year. Funds raised are often blended with school funds to support school goals such as literacy initiatives, the One-to-One Reading program and author visits. The administration and several staff members attend all PAC meetings to provide input and support for the Parent Advisory Councils goals.

Davidson Road Elementary is a very active school where there are always parents or community members assisting in different roles. A strong bond exists between the parents and the staff for the benefit of students.

The student population is diverse with a full range of student abilities and behaviours. Davidson Road Elementary has six certified education assistants working to assist teachers with special needs students, aboriginal students, and students with behaviour modification needs.

Davidson Road Elementary supports student achievement through the implementation of various programs and activities:

Awesome Readers Club is a school program which hires two certified education assistants after school to work on primary students reading skills (grades 1 to 3).

Read Naturally is a school program which hires two certified education assistants after school to work on reading fluency, three days a week for forty-five minutes (grades 3 to 5).

Reading for Success is a program providing support for students in grades 3 to 7 who are at risk due to severe, moderate or mild learning disabilities.

One-to-One Reading is a program for children in grades 3 to 6. It was started in 2001-2002 and supports readers who need extra practice. It is offered on a daily basis to qualifying students by trained parent and community volunteers.

Reading Suitcase is a program that is designed so that parents can sign out a suitcase, which includes reading materials and games, at their childs reading level.

Davidson Road is only one of two elementary schools in School District 23 that provides a band program. The school has a very active music program which includes choirs, guitar, and recorders. The PAC has purchased a class set of jimbays and classes will begin to intergrate them into their music program in the fall.

The school wide daily run was applauded by Dr. Warshawski, Pediatrician, who indicated that the academic benefits of the 15 minute run are outstanding.

The framed art pictures in our halls are actually students' work. The quality is superb and the artwork is rotated during the school year.

Battle of the Books is provided as enrichment for grade 3-7 students.

The Christmas Sing Along with the school community followed by a whole school cross-country run and a treat has become an annual Davidson Road event.

Our annual school wide celebration highlights the accomplishment of one or many school goals.

The Davidson Road Social Justice Committee is organized for Grades 4 to 7 students.

Our Leadership Club, made up of Grade 6 and 7 students, organizes activities to raise money for specific causes (Earthquake relief in Haiti, Build a village through Free the Children, etc).

Floor hockey for intermediate students and the computer lab activities for all grade levels on a rotating basis, provide students with winter time activities as a cold weather recess alternative.

DRE offers basketball and volleyball team opportunities for our Grade 7 boys and girls.

Ready Set Learn evenings for families of 3 and 4 year olds prepare them for the expectations of Kindergarten.

Primary Choir is offered to interested primary students.

The school and PAC help fund curriculum based field trips in all grade levels.

Davidson Road students participate in whole school skating (3 trips for each class) at the Winfield arena.

The Parent Parking Lot Safety Committee helps keep our parking lot safe and vehicles moving.

Reflectors are supplied by the PAC for all students for night-time visibility.

Intermediate students participate in Track and Field activities that culminate in a competition at the Apple Bowl in Kelowna.

Our Summer Reading Program is organized and run by parents.

## School Performance Information

Davidson Road Elementary celebrates and recognizes the accomplishments of those within our school community.

Students in grades 6 and 7 participate in the School District Public Speaking Competition

After the report card is handed out, parents, grand-parents, and friends are invited to an assembly where academic and work ethic awards are given out to students in grades 4 to 7.

Davidson Road organizes a Buddy System Program which teams primary students with intermediates to work on noon-hour supervising, reading and friendship activities. This program has proven to be very successful as it provides a positive link to the playground.

Davidson Road has several Spirit Days each year. Some of those include: hat day, crazy hair day, sports day, green day.








## Health Promoting Schools Report

The School Planning Council, staff, students and parents believe in a healthy school environment. To facilitate this program, the school has:











- 1- Banned vending machine
- 2- Daily school-wide run

- 3- Spring and fall running club
- 4- Designated nutritional snack times
- 5- Hydration bottles on students desks
- 6- Hydration stations
- 7- Limit of treat days
- 8- Community, students, and staff involved in annual Survivor Relay
- 9- Sports teams
- 10- Winter indoor intramural sports activities

## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>GRADUATION</b>				
<b>4. Improve the Language Arts and Mathematics results for cohort "1998" at Davidson Road Elementary.</b>				
<b>4A. An average increase of five months academic growth comparing Canadian Achievement Test scores from 2008-2009 with the CAT from 2009-2010 in Reading</b>	4/15/2010	4.6	3.97	 On Target
<b>4B. A 5 month growth increase in the CAT Mathematics scores from 2008-2009 to 2009-2010</b>	4/15/2010	4.12	3.85	 On Target
<b>4C. An improved Stanford Diagnostic Reading Test- Grade Equivalency (2009-2010) when comparing with the grade 5 Stanford Diagnostic Math test - Grade Equivalency (2008-2009)</b>	4/15/2011	3.8	3.78	 On Target
<b>4D. An improved Stanford Diagnostic Math Test- Grade Equivalency (2009-2010) when comparing with the grade 5 Stanford Diagnostic Math- Grade Equivalency (2008-2009)</b>	4/15/2010	3.81	3.25	 On Target
<b>SCHOOL BASED</b>				
<b>1. Grades 4-7: To implement school wide quality assessment strategies in each of three categories: setting and using criteria; self-assessment and goal-setting; and conferencing and reporting.</b>				
<b>1A. Two staff representatives attend district assessment symposium (2009)</b>	9/1/2009	100	100	 On Target
<b>1B. All teaching staff attend Quality Assessment Learning Community Meetings</b>	5/1/2009	100	100	 On Target
<b>1C. All intermediate staff are trained in School Wide Write assessment and Data Warehouse input</b>	1/29/2010	100	100	 On Target

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
<b>2. K-3: To improve student printing and handwriting</b>				
2A. 100% of our primary teachers trained in Handwriting Without Tears program	7/1/2010	10	10	 On Target
2B. Handwriting Without Tears program implemented in our K-3 classes	4/13/2011	10	10	 On Target
2C. Handwriting Without Tears materials were purchased for primary classrooms	4/13/2011	10	10	 On Target
2D. 77% of kindergarten students will be meeting or exceeding expectation according to the Handwriting Without Tears Proficiency Screener.	4/15/2010	89	77	 On Target
2E. 90% of Grade 1 students will be meeting or exceeding expectations according to the Handwriting Without Tears Proficiency Screener.	4/29/2011	77	90	 Off Target
2F. 93% of Grade 2 students will be meeting or exceeding expectations according to the Handwriting Without Tears Proficiency Screener.	4/29/2011	90	93	 Off Target
<b>5. Grades 4 - 7: Improve students reading skills by June 2012</b>				
5A. 80% of students in grades 4 - 7 will be fully meeting or exceeding grade level expectations on the final WCRA of 2011-2012	6/29/2012	0	80	 Off Target
5B. 90% of Grade 4-7 students will be meeting or exceeding grade level expectations in Reading in the last reporting period in 2011-2012	6/29/2012	0	90	 Off Target
5C. 100% of intermediate teachers are implementing the WCRA in the first and the last term as a tool to assess the reading skills of their students.	4/29/2011	100	100	 On Target
5D. 80% of intermediate teachers find that the WCRA is beneficial in targeting the areas that students need to work on in order to improve their overall Reading skills	4/8/2011	100	80	 On Target

	Date	Value	Target	Status
NUMERACY				
3. Grades K-7: To improve student performance in problem solving by focusing on interactive math strategies.				
3A. All students will participate in a math problem pre-test to determine a school baseline from grades 1 to 7	11/2/2010	100	100	● On Target
3B. Students will demonstrate an average of 10% academic growth by completing a pre-test and post-test using Ministry strands in problem solving.	4/9/2010	16.5	10	● On Target
3C. 70% of students receive meeting or exceeding expectations in Mathematics in their final report card in 2010-2011	6/30/2011	0	70	■ Off Target



**Results**

Status : Meeting Expectations

Please see attached graphs and written summary of results for:

- 1) Whole Class Reading Assessment
- 2) Handwriting Without Tears
- 3) Math Problem Solving
- 4) FSA 2008-2009 and 2009-2010
- 5) Numeracy Term 1 and 2 for 2008-2009 and 2009-2010
- 6) Reading Term 1 and 2 for 2009-2010
- 7) Satisfaction Survey and Fraser Institute Results

	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: GRADUATION**

**SMART Goal: 4. Improve the Language Arts and Mathematics results for cohort "1998" at Davidson Road Elementary.**

**Rationale:**

Students currently in the "1998" cohort demonstrate academic risk based on standardized test scores. Ten students from this cohort scored below the Canadian norm in almost all academic subjects in 2008.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
4A. An average increase of five months academic growth comparing Canadian Achievement Test scores from 2008-2009 with the CAT from 2009-2010 in Reading	4/15/2010	4.6	3.97	● On Target
4B. A 5 month growth increase in the CAT Mathematics scores from 2008-2009 to 2009-2010	4/15/2010	4.12	3.85	● On Target
4C. An improved Stanford Diagnostic Reading Test- Grade Equivalency (2009-2010) when comparing with the grade 5 Stanford Diagnostic Math test - Grade Equivalency (2008-2009)	4/15/2011	3.8	3.78	● On Target
4D. An improved Stanford Diagnostic Math Test- Grade Equivalency (2009-2010) when comparing with the grade 5 Stanford Diagnostic Math- Grade Equivalency (2008-2009)	4/15/2010	3.81	3.25	● On Target

**Report Comment:**

As of April 30th, 2011, the cohort has dropped from the ten original students to six, due to family relocation throughout Western Canada. The benefits of this program are apparent when one sees how the students carry themselves and contribute to the school environment in a positive, respectful manner.

The focus of this program has led to leadership opportunities and positive peer interactions.

Recommended strategies will be discussed during placement meetings to ensure additional support and a smooth transition into the high school. Staff will ensure that parents are included in class placement and the transitional process. Because of the ongoing conversations with the high school, GESS has identified this cohort to receive additional support.







**Alignment: LITERACY**

**SMART Goal: 2. K-3: To improve student printing and handwriting**

**Rationale:**

If all primary grades are working from the same program this will help foster continuity in :  
 -instruction and assessment strategies  
 -development of standardized written format  
 -clear expectations of curriculum scope and sequence between grade levels

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
<b>2A. 100% of our primary teachers trained in Handwriting Without Tears program</b>	7/1/2010	10	10	 On Target
<b>2B. Handwriting Without Tears program implemented in our K-3 classes</b>	4/13/2011	10	10	 On Target
<b>2C. Handwriting Without Tears materials were purchased for primary classrooms</b>	4/13/2011	10	10	 On Target
<b>2D. 77% of kindergarten students will be meeting or exceeding expectation according to the Handwriting Without Tears Proficiency Screener.</b>	4/15/2010	89	77	 On Target
<b>2E. 90% of Grade 1 students will be meeting or exceeding expectations according to the Handwriting Without Tears Proficiency Screener.</b>	4/29/2011	77	90	 Off Target
<b>2F. 93% of Grade 2 students will be meeting or exceeding expectations according to the Handwriting Without Tears Proficiency Screener.</b>	4/29/2011	90	93	 Off Target

**Report Comment:**

In the four outcomes on the Handwriting Without Tears Proficiency Screener, as of April 15th, 2011, compared to the scores of June 30th, 2010, Kindergarten students have surpassed scores in orientation, placement, and sentence skills.

This is a snapshot towards our June 30th goals. Continued work will be done on memory with the 2 1/2 months of teaching time before the outcomes need to be reached (June 2011).

This has been an ambitious year since all primary teachers have decided to incorporate "Handwriting Without Tears" into their classrooms, as opposed to waiting for the gradual grade entry. This goal will continue to be a DRE focus in 2011-2012.





**SMART Goal: 5. Grades 4 - 7: Improve students reading skills by June 2012**

**Rationale:**

This goal is aligned with the school district's mandated assessment model. The WCRA helps in understanding the individual needs of our students in the areas of reading comprehension and analysis.

The WCRA aligns itself well with the primary screener, as it continues the assessment of students' reading comprehension skills into the intermediate grades providing a continuum from Kindergarten to grade 7.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
<b>5A. 80% of students in grades 4 - 7 will be fully meeting or exceeding grade level expectations on the final WCRA of 2011-2012</b>	6/29/2012	0	80	 Off Target
<b>5B. 90% of Grade 4-7 students will be meeting or exceeding grade level expectations in Reading in the last reporting period in 2011-2012</b>	6/29/2012	0	90	 Off Target
<b>5C. 100% of intermediate teachers are implementing the WCRA in the first and the last term as a tool to assess the reading skills of their students.</b>	4/29/2011	100	100	 On Target
<b>5D. 80% of intermediate teachers find that the WCRA is beneficial in targeting the areas that students need to work on in order to improve their overall Reading skills</b>	4/8/2011	100	80	 On Target

**Report Comment:**

While the mandated implementation of WCRA for our district was for grades 4 and 7, DRE implemented this tool in grades 4 through 7, in order to work on this goal as a team.

At this point in time, we are in the process of analyzing this year's results to set direction for targeting areas of instruction for each grade level. The two areas that are the most apparent are inferring and extracting information, which should be our focus next year.




**Alignment: NUMERACY**

**SMART Goal: 3. Grades K-7: To improve student performance in problem solving by focusing on interactive math strategies.**

**Rationale:**

Even though math scores on standardized tests demonstrate Davidson Road students achieve significantly better than the Canadian norm, students' assessment, both formative and summative, indicates that problem solving continues to be an area of challenge. Teachers have stated that students need additional support identifying and applying the processes needed to solve real life word problems.

**Disaggregated Data/Evidence:**

<b>Indicator</b>	<b>Date</b>	<b>Value</b>	<b>Target</b>	<b>Progress</b>
<b>3A. All students will participate in a math problem pre-test to determine a school baseline from grades 1 to 7</b>	11/2/2010	100	100	 On Target
<b>3B. Students will demonstrate an average of 10% academic growth by completing a pre-test and post-test using Ministry strands in problem solving.</b>	4/9/2010	16.5	10	 On Target
<b>3C. 70% of students receive meeting or exceeding expectations in Mathematics in their final report card in 2010-2011</b>	6/30/2011	0	70	 Off Target

**Report Comment:**

Students were involved in assessment for learning. They took an active part in developing a rubric to determine the process involved in successfully attacking a word problem.

This goal is ongoing into 2011-2012.

Having identified areas of opportunity, we are targetting areas to support students' learning. Time will be taken to plan as grade-level teams.




**Alignment: SCHOOL BASED**

**SMART Goal: 1. Grades 4-7: To implement school wide quality assessment strategies in each of three categories: setting and using criteria; self-assessment and goal-setting; and conferencing and reporting.**

**Rationale:**

This goal is in alignment with district quality assessment initiative and is supported by current research which documents improved learning as a result of increased emphasis on formative assessment. Staff has expressed interest in continuing to develop a learning community to support quality assessment strategies

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
1A. Two staff representatives attend district assessment symposium (2009)	9/1/2009	100	100	 On Target
1B. All teaching staff attend Quality Assessment Learning Community Meetings	5/1/2009	100	100	 On Target
1C. All intermediate staff are trained in School Wide Write assessment and Data Warehouse input	1/29/2010	100	100	 On Target

**Report Comment:**

This is now a maintenance goal.

**Goals**

Status : Meeting Expectations

**Rationale**

Status : Meeting Expectations

Please see Rational stated with each separate goal for more information.

**Data**

Status : Meeting Expectations

This is the first year where Handwriting Without Tears has been implemented in all primary classes. We have found significant improvements in students' handwriting early in the third term and anticipate an increase in their scores between now and the end of the school year to meet the goals of the program.

Comparative results in Kindergarten (which has been implementing this program for the past two years) would indicate that students at Davidson Road have exceeded the goals of the Handwriting Without Tears program.

We have established a baseline for Goal #5, improving student reading using the WCRA. Having the primary screener inputted in the data warehouse will also allow for a fluid transition of data from grade 3 to grade 4 in August-September.

	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:

#### 2. K-3: To improve student printing and handwriting

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Kindergarten teacher and grade 2 teacher attend Handwriting Without Tears Workshop	Murray MacKenzie/School-Based Teachers	7/1/2009	7/7/2009	Completed	High	100	2,000		
Collect baseline exemplars from students in primary classes to see if there is an improvement	Murray MacKenzie/School-Based Teachers	1/1/2010	4/29/2011	Completed	High	100			
Accelerate implementation to grades 1-2-3 in Sept 2010 through summer Pro-D inservice	Murray MacKenzie/	8/23/2010	8/27/2010	Completed	High	100			
Program materials will be purchased for all K -3 classes	LeeAnn Yapps/	6/30/2010	6/30/2010	Completed	High	100	3,500		
Inservice any new teachers through primary meetings and individual mentoring.	Murray MacKenzie/Department Heads	9/1/2011	6/29/2012	In-Progress	High	0			
Plan with intermediate staff on how to best reinforce Handwriting Without Tears from grade 4 to 7.	Murray MacKenzie/	9/1/2011	6/29/2012	In-Progress	High	0			

**3. Grades K-7: To improve student performance in problem solving by focusing on interactive math strategies.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Administer a pre and post test (October 2010 and April 2011) and yearly thereafter	Murray MacKenzie/	10/1/2009	5/1/2011	Completed	High	100	75		
Teachers will observe colleagues modelling problem solving in their classrooms	Murray MacKenzie/School-Based Teachers	9/6/2011	6/29/2012	Draft	High	0	1,000		
With the help of parents and students, teachers will create a "Brain Freeze" theme day for all students K-7, to participate in interactive problem solving centres.	Murray MacKenzie/School-Based Teachers	4/29/2010	4/29/2010	Completed	High	100	1,000		
Staff use rubrics created for every grade level to assess learning	Murray MacKenzie/School-Based Teachers	9/6/2010	6/17/2011	Draft	High	0			
Students will create self-assessment profiles to be passed on to the following year's teacher	Murray MacKenzie/	10/3/2011	6/29/2012	Draft	High	0			
Staff will design a student friendly math rubric	Murray MacKenzie/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	75			
Staff will review pre-tests in grade level groupings	Murray MacKenzie/Curriculum Leaders	9/1/2009	6/30/2011	Completed	High	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Committee will add pre and post test templates to the DRE Staff Icon on First Class	LeeAnn Yapps/	9/27/2010	9/27/2010	Completed	High	100			

### 5. Grades 4 - 7: Improve students reading skills by June 2012

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Inservice and support to all intermediate teachers as a Pro-D activity by October 2010	LeeAnn Yapps/	7/1/2010	7/1/2010	Completed	High	100	100		
Determine reading comprehension areas that need to be improved	LeeAnn Yapps/	9/30/2011	10/28/2011	In-Progress	High	30			
Third terms results will be collected and forwarded to the next year's teacher	LeeAnn Yapps/	6/24/2011	8/26/2011	In-Progress	High	30			
Provide release time to support administration and marking of individual assessments	LeeAnn Yapps/	9/1/2010	6/30/2011	Completed	High	100			
Identify the weakest strands for each grade level for 2010-2011	LeeAnn Yapps/	9/6/2010	5/2/2011	Draft	High	100			
Staff will review WCRA results to determine the instructional goals for the upcoming year at the first staff meeting of Sept 2011.	LeeAnn Yapps/	9/5/2011	9/5/2011	In-Progress	High	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Intermediate teachers will meet in grade groups to plan strategies targetting the needs identified at each grade level as well as the school-wide trends. This will be done in the second September 2011 staff meeting.	LeeAnn Yapps/	9/30/2011	9/30/2011	In-Progress	High	0			

**1. Grades 4-7: To implement school wide quality assessment strategies in each of three categories: setting and using criteria; self-assessment and goal-setting; and conferencing and reporting.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teachers will participate in Learning Community meetings-responsibilities to be shared (team leaders, selection of strategies, collection of results, development of surveys)	Murray MacKenzie/	9/2/2008	6/26/2009	Completed	High	100			
Cross-curricular grade samples will be collected from K-7 for reference/sharing purposes	Murray MacKenzie/	9/3/2007	6/26/2009	Completed	High	100			
Teachers will complete a satisfaction survey at the beginning and end of the school year to discuss benefits of assessment strategies	Murray MacKenzie/	9/3/2007	6/25/2010	Completed	High	100			

**4. Improve the Language Arts and Mathematics results for cohort "1998" at Davidson Road Elementary.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Preferential time table	Murray MacKenzie/	9/1/2008	6/24/2011	Completed	High	100			
Individualized instruction	Murray MacKenzie/	9/1/2008	6/30/2011	Completed	High	100			
Literacy intervention support on a daily basis for select students	Murray MacKenzie/	9/1/2008	6/24/2011	Completed	High	100	10,000		
Additional learning assistance will be provided to meet individual needs.	Murray MacKenzie/	9/1/2008	6/30/2011	Completed	High	100			
Smaller group instruction	Murray MacKenzie/	9/1/2008	6/24/2011	Completed	High	100			
Recommended strategies discussed with the high school to ensure a smooth transition into High School	LeeAnn Yapps/	3/1/2011	6/30/2011	Draft	High	75			

**Strategies**

Status: Meeting Expectations

We feel confident, as a school community, that we are putting the necessary strategies in place to meet the needs of our student population. Based on the data, and our indicator results, we can say that we are meeting expectations in this area.

**Structures**

Status: Meeting Expectations

For All Goals

**Coherence and Alignment**

Status: Meeting Expectations

Goal 1 (Quality Assessment) and Goal 5 (Literacy) align with the school district's 2010-2012 goals.

Goal 2 (Handwriting Without Tears), Goal 3 (Interactive Math), and Goal 4(1998 cohort) focus on the needs of our school population.

	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 : Sustaining Improvement

By tapping into the knowledge of the district math and literacy consultants and by reviewing performance standards, strategies have been developed to meet school goals. Through the use of professional days, after school meetings, primary meetings, assessment for learning, and a section of the monthly staff meeting being designated to achieving school goals, our plans are in place for the upcoming school year.

Leadership is distributed to educational teams who have created the school's four goals. Once the goals were created, they were presented to the SPC and PAC for further review and direction.

**Parent involvement**

Status : Sustaining Improvement

Through PAC and SPC meetings, newsletters, student reports and parent/teacher meetings, parents are informed of the school goals. Our newsletter is now available on our website so parents can access information at any time. Surveys and discussions provide opportunities for feedback. Four parents and two teachers are part of our school goals and sub-committees. Eight teachers sit on our broad goals committee and provide staff direction.

Parents are involved at DRE in many ways:

1- Parking Lot Management Committee: Parents created a committee that manages the vehicles that come and drop off and pick up children. The parents help unload children, keep traffic moving, and keep the bus zone clear. This has ensured a safe and orderly parking lot with less vehicle congestion.

2- Parental support and involvement in academic events and activities.

3- Sound Systems- The PAC has helped purchase 18 sound systems for the classrooms. These sound systems amplify sound and tune out background noise. They are beneficial in large rooms, help with students with auditory processing difficulties, and students with difficulty focusing.

4- Reflectors- The DRE PAC purchased reflectors for every student at our school. The reflectors were attached to all the school bags to ensure that when students walk home in the dark they can be seen by oncoming vehicles. This is a pro-active measure initiated by one of our concerned parents. Reflectors are handed out to new DRE students through out the year as well.

5- Summer Reading Program- DRE parents collect donated books and magazines that are then given to students and their families over the summer when the school's library is closed. This is a popular program organized and run by dedicated parents.

6- Parents were involved in providing input for the new principal coming to Davidson Road Elementary. They spoke with our director about the needs of our school as well as the specific characteristics that they value in administration.

7- Welcome Back BBQ- DRE PAC hosts a "back to school" bbq in the fall for the school community to interact outside of school hours. Parents come with their children to meet their new teacher and socialize with other families.

8- Family Fun Night and the Family Dance- Every year our PAC fundraises for DRE. They alternate between a Fun Night and a Family Dance.

9- Hot Lunch Program- A dedicated group of parents organize the Friday Hot Lunch Program providing students with a hot lunch option every second week.

10- Christmas Sing Song- The DRE school community gets together on the last day before the winter holidays and sings carols, does a whole school run and celebrates with some hot chocolate, mandarine oranges, and candy canes.

### **Leadership**

Status : Sustaining Improvement

Leadership is distributed to educational teams who have created the school's goals. Once the goals were created, they were presented to the SPC and PAC for further review and direction.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
<b>DIALOGUE AND COMMUNICATION</b>	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.
<b>PARENT INVOLVEMENT</b>	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.
<b>LEADERSHIP</b>	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)

Davidson Road 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

