

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Dorothea Walker Elementary

7/2011

General Information

Mission Statement

Our mission is to provide a stimulating and caring environment that promotes an appreciation for learning, a respect for self and others, and a motivation to achieve personal educational goals.

Principal : Russ Bischoff

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

Students well behaved; generally a high level of achievement.

Supportive and active parent group – PAC and SPC.

Strong music program.

Many extra-curricular opportunities for extension/enrichment.

School Performance Information

Christmas Concert (K-6) - Hallway and Tree Decoration Day

Missoulla Theatre

Reading with the Rockets (intermediate and primary)

Grade 7 Spring Musical

Primary playday

Choir

Terry Fox Run

Sport Programs - House games at lunch grades 4-7, Basketball grades 5,6 and 7, Volleyball grades 5,6 and 7; Track and Field grades 4,5,6 and 7, Cross Country grades 4,5,6 and 7

Chess Club

Grade 3 Swim Program

Karaoke Club

Grade 5, 6 and 7 year-end camps / trips

Craft Club

Family Fun Night

Knitting Club

Family Dance

Social Skill Assemblies covering the topics of - antibullying , peer pressure, friendship, etc.

Destination Conservation

Grade 7 Dance

Jump Rope

Environmental Mind Grind

Primary and Intermediate Science Challenge

Yearbook

Grade 7 Leadership program

Grade 7 - milk sales, camera club, office monitoring

Grade 7 Commencement

Grade 4 flag monitors

Special Days -Twin Day, etc.

Grade 5 crosswalk patrol

Recycling program

Harmony Day

Student volunteers for library program, ball monitoring, camera club, flag monitoring, house game referees, milk sales, office monitoring, school crosswalk patrol

Canspell

Geography Challenge

DARE

Science Fair (grade 7)

Author Visits (primary and intermediate)

Science Challenge: Primary – Egg Drop, Intermediate – Rocket Launch

Destination Conservation

Care and Make It Fair

PAC Sponsored Events: (Read and Recycle, T-Shirt Sales, Family Dance, Family Fun Night, Book Fair)

One-to-One Reading

Literacy Intervention Program (Lunch and p.m..)

Homework Program (Lunch and p.m.)

Reading Naturally (Lunch and p.m.)

Speechfest (grade 6 7)

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on writing.				
FSA - Grade 4 - Writing	2/28/2011	97	90	● On Target
FSA - Grade 7 - Writing	2/28/2011	88	90	● On Target
Grade 4 satisfaction survey - writing	2/28/2011	86	90	● On Target
Grade 7 Student Satisfaction Survey - writing	2/28/2011	78	90	■ Off Target
Intermediate Report Card - Writing	4/1/2011	96	90	● On Target
Literacy Screener	6/1/2011	91	90	● On Target
Parent satisfaction survey - writing	2/28/2011	88	90	● On Target
Primary Report Cards - Language	4/1/2011	85	90	◆ Warning
School Wide Write - % of Grade 3 students meeting level 2 or higher.	5/30/2011	93	90	● On Target
SWW - % of grade 4 students at level 2 or higher	5/30/2011	92	90	● On Target
SWW - % of grade 5 students at level 2 or higher	5/30/2011	96	90	● On Target
SWW - % of grade 6 students at level 2 or higher	5/30/2011	92	90	● On Target
SWW - % of grade 7 students at level 2 or higher	2/1/2011	92	90	● On Target
NUMERACY				
We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on computation and mathematical patterns.				
CAT 4 - Grade 5 - Computation	6/6/2009	94	90	● On Target
CAT4 - Grade 5 - Math Concepts	6/6/2009	96	90	● On Target
FSA - Math - Grade 4	2/28/2011	81	90	◆ Warning
FSA - Math - Grade 7	2/28/2011	86	90	● On Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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STUDY

Analyzing Results

Results

Status : Sustaining Improvement

We need to show improvement in the area of word problems. Results from the FSA show that students at the grade 4 and 7 level still need improvement in this area.

We have shown positive gains in our writing results both on the FSA and School Wide Writes. We look forward to improving further on these results next year.

	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: The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on writing.

Rationale:

This goal aligns directly with the district goals of having 90% of our students meeting or exceeding in writing.

Student results on the FSA, CAT4 and School Wide Write indicate that we are meeting our goal. However, we want to increase the percentage of students that are fully meeting expectations.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
FSA - Grade 4 - Writing	2/28/2011	97	90	● On Target
FSA - Grade 7 - Writing	2/28/2011	88	90	● On Target
Grade 4 satisfaction survey - writing	2/28/2011	86	90	● On Target
Grade 7 Student Satisfaction Survey - writing	2/28/2011	78	90	■ Off Target
Intermediate Report Card - Writing	4/1/2011	96	90	● On Target
Literacy Screener	6/1/2011	91	90	● On Target
Parent satisfaction survey - writing	2/28/2011	88	90	● On Target
Primary Report Cards - Language	4/1/2011	85	90	◆ Warning
School Wide Write - % of Grade 3 students meeting level 2 or higher.	5/30/2011	93	90	● On Target
SWW - % of grade 4 students at level 2 or higher	5/30/2011	92	90	● On Target
SWW - % of grade 5 students at level 2 or higher	5/30/2011	96	90	● On Target
SWW - % of grade 6 students at level 2 or higher	5/30/2011	92	90	● On Target
SWW - % of grade 7 students at level 2 or higher	2/1/2011	92	90	● On Target

Alignment: NUMERACY

SMART Goal: We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on computation and mathematical patterns.

Rationale:

This goal aligns with the district goal of reducing the number of students not meeting or approaching expectation (primary level) or receiving and C- or F (intermediate) by 25% per year.

This is also a goal we should continue to work on as we have noticed that our students are generally not achieving in the areas of computation and mathematical patterning as measured by CAT3 and FSA. This year the results for our grade 5 students as measured by CAT4 seem to be better.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT 4 - Grade 5 - Computation	6/6/2009	94	90	● On Target
CAT4 - Grade 5 - Math Concepts	6/6/2009	96	90	● On Target
FSA - Math - Grade 4	2/28/2011	81	90	◆ Warning
FSA - Math - Grade 7	2/28/2011	86	90	● On Target

Goals

Status : Meeting Expectations

All staff have been provided with resource materials for 6+1 Traits. As a school we are using 6+1 Traits as a framework for our instruction and rubrics. The staff are actively attending workshops and collaborating to improve teaching and learning. We want all intermediate students to be able to speak the language of 6+1 Traits.

Rationale

Status : Meeting Expectations

In selecting the goals we looked at historical as well as current data. The goal of writing was chosen based on the scores on FSA testing, CAT3 and CAT4 testing, school wide writes and the grade 4, 7 and parent satisfaction surveys.

We have made great strides in achieving our goal and realize that it will be ongoing.

As our writing goal took priority, we did not have math as a high priority. Next year, we will be looking at purposefully moving towards implementing structures to enhance our math program.

Data

Status : Meeting Expectations

We considered a wide range of data including FSA test results (grade 4 and 7), CAT4 (grade 5), school wide write results (grade 3-7), literacy screener results (grades K-3), satisfaction surveys (grade 4 student, grade 7 student and parent) and report card marks (grades K-7). This year we have also tested the whole class reading assessment in the intermediate grades and the numeracy screener in the primary grades and numeracy problems solving assessment in the intermediate grades. These assessment tools will become useful as we become familiar with them and develop a trend line for the school.

	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:

We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on computation and mathematical patterns.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Classroom Instruction (Math Drills)	Russ Bischoff/School-Based Teachers	9/8/2009	6/25/2010	In-Progress	Medium	25		★	

The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on writing.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
6 + 1 Writing Traits	Russ Bischoff/School-Based Teachers	9/8/2009	6/30/2010	In-Progress	High	25	1,000	★	
Implement Nelson PM Benchmarks	Russ Bischoff/School-Based Teachers	9/6/2009	6/29/2012	Draft	High	100		★	

Strategies

Status: Meeting Expectations

Staff meetings, implementation day and weekly grade level meetings will provide opportunity for staff to collaborate.

Ten staff members have registered for the Jay McTighe workshop in August of 2011. This will be a great spring board to get a majority of staff exposed to planning in the backwards by design model.

We will be providing staff with 6+1 Traits training at various staff meetings over the course of the year.

Structures

Status: Meeting Expectations

Staff meetings have been dedicated to collaborating with grade level teams to specifically discuss improving writing skills. We know that good writers write - daily. Staff were provided with a monthly calendar to record the writing activities that they perform with their students. They share this record with grade level partners.

Next year we will be including parents in our strategy regarding daily writing.

Coherence and Alignment

Status: Sustaining Improvement

Our goals align with the district goals. District workshops will support our goal in the area of writing. Consistent collaboration with staff will contribute to reaching our goal.

	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

Our goals were developed with the assistance of several parents on our SPC. Goals are reviewed with the parents at PAC meetings. Students and parents will be very aware that we are a writing school as we plan to distribute a letter at the beginning of the school year to ensure that parents are part of the process as on a daily basis.

Parent involvement

Status : Meeting Expectations

Goals are developed with parents on the SPC and reviewed with parents at PAC meetings. Goals are also published in the school newsletters and on the school web site. Parents are welcomed to provide input at any time. A response/suggestion sheet is included with each newsletter. Satisfaction surveys are distributed to parents of students in grade 4 and 7 in the Spring.

Leadership

Status : Meeting Expectations

The administration reviews data with the teachers and SPC members. Staff will take an active role in reviewing data from SWW, FSA, math problem sets, etc in an effort to learn from the results. It is critical that our staff is engaged in the process. By doing so, they can become more effective in classroom practice.

	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)

Dorothea Walker 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

