

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

---

Ellison Elementary

7/2011

General Information

## Mission Statement

*As a caring and innovative school community, we actively promote academic excellence, healthy lifestyles, empathetic citizenship and life-long learning.*

Principal : Brady Ibbetson

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

The current school opened in 1996

268 students in 12 classrooms

12.0 FTE classroom teachers

1.6 non-enrolling teachers (.5 LAT + .3 Librarian, .8 Prep. Teacher)

6 CEA's, and 1 part-time Library Clerk

0.2 Counsellors

1.0 Administration

3 Noon-Hour Supervisors, 1.25 custodians

A First Nations Advocate spends one-half day at Ellison working with aboriginal children

Itinerant specialists for Speech/Language, Resource Room, School Psychologist, Vision, Hearing and Occupational Therapist positions work with the school on an as-needed basis

## School Performance Information

At Ellison there is strong support for activities and events that strengthen the 'family' feeling and enhance the learning environment for all in the school community.

Literacy-based activities/clubs/programs

Library Contests (Grades K-6)

Battle of the Books

Author visits

One to One Reading Program

RAH home reading program

Read and Recycle (PAC sponsored)

School Culture / House Teams activities - students divided into colour teams with event

Special themed days (Red and White, Pyjama., Crazy hair, House Team Colour)

Sports Teams and Intramurals

Hot Shots

Positive Teamwork Points (PTP)

Musicals (Halloween, Christmas concert, Spring, Student talent show)

Bike to School Week/Day - Bike Rodeo

Family fun night, movie night











Snowman contest - families to display project in front foyer

Special assemblies and cultural presentations

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

	Date	Value	Target	Status
--	------	-------	--------	--------

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
1.) With a focus on critical thinking and problem solving, our school will continue to improve student achievement in reading with emphasis on the area of comprehension and fluency.				
Report Card Marks -- Primary Reading -- % of students (K-3) meeting or exceeding on final mark	1/26/2010	92	95	 Warning
95% of our grade 5 students at stanine 4 and above on the CAT 4 - Reading	4/6/2010	100	95	 On Target
Increase the percentage of students who are meeting expectations on the literacy screener, by the end of grade three to above 90%	6/30/2010	92	90	 On Target
PM Benchmarks (Grade 3 Final)	6/30/2010	100	90	 On Target
Report Card Marks -- Intermediate Literacy -- % of students meeting or exceeding (C or better)	6/30/2010	97	96	 On Target
Report Card Marks -- Intermediate Reading -- % of students meeting or exceeding (C or better) on final term.	6/30/2010	93	96	 Warning
2.) Our school will continue to improve students' writing skills with specific emphasis on conventions and paragraph structure				
95% of grade 5 students at or above Stanine 4 in CAT 4 Writing.	4/6/2010	100	95	 On Target
Report Card Marks -- Intermediate Writing -- % of students meeting or exceeding (C or better) on final term.	6/30/2010	94	95	 Warning
School Wide Write - % of students in Grades 3-6 FULLY meeting or exceeding on year end (final) assessment.	6/30/2010	62	55	 On Target
School Wide Write - % of students in Grades 3-6 meeting or exceeding on year end (final) assessment.	6/30/2010	91.5	90	 On Target



**Results**

Status : Meeting Expectations

Results show that we are improving. Further breakdown of data shows a need for improvement in specific areas of Reading and Writing.

	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: 1.) With a focus on critical thinking and problem solving, our school will continue to improve student achievement in reading with emphasis on the area of comprehension and fluency.**

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Report Card Marks -- Primary Reading -- % of students (K-3) meeting or exceeding on final mark	1/26/2010	92	95	⚠ Warning
95% of our grade 5 students at stanine 4 and above on the CAT 4 - Reading	4/6/2010	100	95	🟢 On Target
Increase the percentage of students who are meeting expectations on the literacy screener, by the end of grade three to above 90%	6/30/2010	92	90	🟢 On Target
PM Benchmarks (Grade 3 Final)	6/30/2010	100	90	🟢 On Target
Report Card Marks -- Intermediate Literacy -- % of students meeting or exceeding (C or better)	6/30/2010	97	96	🟢 On Target
Report Card Marks -- Intermediate Reading -- % of students meeting or exceeding (C or better) on final term.	6/30/2010	93	96	⚠ Warning

**SMART Goal: 2.) Our school will continue to improve students' writing skills with specific emphasis on conventions and paragraph structure**

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
95% of grade 5 students at or above Stanine 4 in CAT 4 Writing.	4/6/2010	100	95	 On Target
Report Card Marks -- Intermediate Writing -- % of students meeting or exceeding (C or better) on final term.	6/30/2010	94	95	 Warning
School Wide Write - % of students in Grades 3-6 FULLY meeting or exceeding on year end (final) assessment.	6/30/2010	62	55	 On Target
School Wide Write - % of students in Grades 3-6 meeting or exceeding on year end (final) assessment.	6/30/2010	91.5	90	 On Target

**Alignment: SCHOOL BASED**

**SMART Goal: To continue to develop and promote a positive school climate and culture through participation in healthy living and other education activities throughout the school.**

**Data**

Status : Approaching Expectations

We are continuing to look at data to drive instruction and determine areas of need, however, more consistency and regularity is required.

**Rationale**

Status : Meeting Expectations

Assessment results continue to demonstrate a need in the area of reading comprehension. We are in year 3 of implementing PM Benchmarks as an assessment and Reading Power as a school wide program for teaching reading and we are seeing improved results. Teachers continue to notice a need to improve fluency.

Assessment results continue to demonstrate that we can improve in the area writing. Although we continue have a high number of students meeting expectations in various assessments, we find that the majority of those students are still just meeting expectation. We have shown some improvement in the area however, so we are pleased with that. We are in year 3 of implementing School Wide Write and year 2 of using 6+1 Traits of writing program school wide.

**Goals**

Status : Sustaining Improvement

We will continue with our Literacy goals for next year. We are seeing progress but need to delve deeper into the area of critical thinking. We are continuing to implement school wide programs of Reading Power and 6 +1 Traits of Writing as well as incorporate the critical thinking aspects explored by the Inquiry Project group.

	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:

1.) With a focus on critical thinking and problem solving, our school will continue to improve student achievement in reading with emphasis on the area of comprehension and fluency.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Quality Assessment	Brady Ibbetson/	9/4/2007	6/30/2011	In-Progress	High	0		★	★
Reading Power	Brady Ibbetson/	11/5/2007	6/30/2011	In-Progress	High	0		★	
Read Naturally program	Brady Ibbetson/	1/9/2006	6/25/2010	In-Progress	Medium	0		★	★
Learning Assistance	Brady Ibbetson/	9/2/2008	6/30/2011	In-Progress	High	0			★
SMART Board Technology	Brady Ibbetson/	9/15/2008	6/30/2011	In-Progress	Medium	0		★	★
One to One Reading Program	Brady Ibbetson/	11/2/2009	6/21/2010	In-Progress	Medium	0		★	
School Based Team	Brady Ibbetson/	9/7/2009	6/29/2012	In-Progress	Medium	0		★	
CEA Support	Brady Ibbetson/	9/7/2010	6/30/2011	Completed	High	0	6,000		
Using Performance Standards to assess and guide instruction	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	High	0		★	★
Using PM benchmarks results to guide instruction.	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	High	0		★	★
Literature Circles	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	Medium	0		★	★
Socratic Circles	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	Medium	0			
Collaboration time	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	High	100	1,650	★	

**2.) Our school will continue to improve students' writing skills with specific emphasis on conventions and paragraph structure**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Quality Assessment	Brady Ibbetson/	9/4/2007	6/30/2011	In-Progress	High	0		★	★
6 + 1 Writing Traits	Brady Ibbetson/	12/1/2008	6/30/2011	In-Progress	High	0		★	
Learning Assistance	Brady Ibbetson/	9/2/2008	6/30/2011	In-Progress	High	0			★
SMART Board Technology	Brady Ibbetson/	9/15/2008	6/30/2011	In-Progress	Medium	0		★	★
School Wide Write - Grades 3 to 6 - October and May	Brady Ibbetson/	10/5/2009	6/30/2011	In-Progress	High	0		★	
School Based Team	Brady Ibbetson/	9/7/2009	6/29/2012	In-Progress	Medium	0		★	
CEA Support	Brady Ibbetson/	9/7/2010	6/30/2011	Completed	High	0	6,000		
Using Performance Standards to assess and guide instruction	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	High	0		★	★
Collaboration time	Brady Ibbetson/	9/7/2010	6/30/2011	In-Progress	High	100	1,650	★	

**Structures**

Status: Approaching Expectations

Teachers provide one on one assistance to students in need

CEA support, leaning assistance, and lunch hour homework club are geared towards those students most in need

Resources directed towards implementing our action plan (purchasing of Reading Power and 6 +1 Traits books)

One to One Reading implemented

More funding needed for classroom support and help with at risk students

**Coherence and Alignment**

Status: Approaching Expectations

Some staff feel there is a disconnect between the district and the school. However, others disagreed and those were the ones who took advantage of the opportunities presented by the district to share in the development of goals and strategies and structures.

**Strategies**

Status: Meeting Expectations

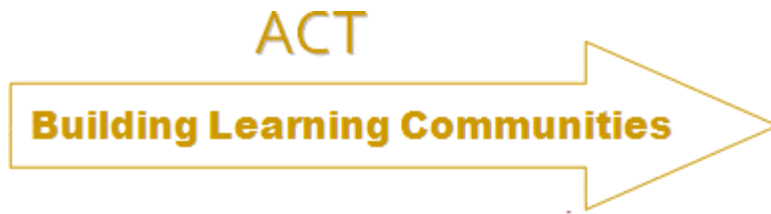
We will continue to use PLC's, Pro D and staff meeting time to focus on our goals this year. We will also use Collaboration time provided through large group assemblies.

Reading Power and 6 +1 Traits of Writing strategies will be further developed as a school focus with the addition of non-fiction books..

There will be a continued focus on using Quality Assessment and using Performance Standards to guide instruction to improve student learning

Focus will be on critical thinking strategies.

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



### **Parent involvement**

Status : Approaching Expectations

Parents have an opportunity to discuss ideas at PAC meetings, however, these are often poorly attended.

SPC meetings were held to discuss and help design our school plan. More consistent and regular meetings need to be implemented.

### **Dialogue and communication**

Status : Meeting Expectations

Staff meetings continue to be designed to illicit professional dialogue and collaboration around data, goals, and action plans. However, dialogue is still limited to within the school for most staff. More opportunities for input at the district level and from the community is needed.

### **Leadership**

Status : Meeting Expectations

Teachers and Support Staff volunteer for a range of activities around the school. At the collaboration meetings, leadership was shared amongst the members. More dialogue and discussion was evident at all levels, however, this is an area that still needs growth.

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

# PLAN ASSESSMENT

## 10 Points of Inquiry Summary

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

# CERTIFICATIONS

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

Ellison 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

