

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

École George Pringle Elementary

7/2011

General Information



"We take PRIDE in what we do!"

Mission Statement

The staff of George Pringle Elementary School, Ecole Elementaire George Pringle, is committed to working in partnership with the school community to promote the development of each students full potential. We strive to provide a safe, friendly environment where students can acquire positive self-esteem, skills, knowledge and attitudes to become tolerant, empathetic citizens, and endeavour to be independent, life-long learners.

Principal : Rhonda Ovelson

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

Ecole George Pringle is located in the heart of West Kelowna. The French Immersion catchment area is from Peachland to Traders Cove. The school also is home to the Westside Education Support Services Team, the High 5 Westside Literacy Intervention Program, Le Petit Hibou Preschool and the StrongStart program.

Transportation: Ecole George Pringle Elementary School students currently arrive at school by the District School bus from the Smith Creek area, by parents vehicles, and on foot.

Staffing: Ecole George Pringle Elementary School staff consists of 19 classroom teachers with 19 divisions. There are 9 FTE English classroom and 10 FTE French Immersion classroom teachers. Our counselor and resource teacher are at our school 2 days per week. Our teacher librarian is available every afternoon, Monday through Friday. Our Music specialist works with all classes from grades K-6. All students are involved in the school choirs. Students have benefited from the provincial Class Size Initiative which maintains class sizes at K 22, grades 1-3 at 24, and grades 4-6 at 30. Staff are regularly given time to work together to develop teamwork, to provide support in the area of curriculum development and to share resources. The school benefits from energetic and committed teachers and support staff.

Special Programs: Ecole George Pringle Elementary Schools learning assistant teachers are 0.8 FTE for English and 0.7 FTE for French Immersion. Our French Immersion Learning Assistant is also 0.3 District French Immersion Helping Teacher. Five CEAs support our Special Needs students with the assistance of an Itinerant Resource Teacher and Counsellor. All of the following Westside Education Support Services Team have been involved at cole George Pringle Elementary School: Itinerant Resource Teacher, School Psychologist, Hearing Resource Teacher, and Speech-Language Pathologist.

Aboriginal Program: Ecole George Pringle Elementary Schools Aboriginal population is one of the highest in the School District. George Pringle has an Aboriginal CEA that provides academic support for our Aboriginal learners. George Pringle also has an Aboriginal Advocate that acts as an excellent liaison with the community.

Enrichment: We extend leadership opportunities to students, especially in grade six, who demonstrate an interest in this area. All grade 6 students participate in the grade 6 leadership program. Throughout the year, they rotate through a series of different modules e.g. School Service, Community Service and Global Service Projects. This program has been beneficial for both students and the school environment. Within the regular classroom, curriculum is compacted and students are encouraged to elaborate on self-directed, open-ended projects. In addition, teachers are encouraged to differentiate the curriculum and provide assignments which a focus on creative and critical thinking. Further enrichment opportunities are provided through Public Speaking, Battle of the Books, visiting speakers and presenters, the Environmental Mind Grind, Robocup, the Districts E3 Conference, and the Care and Make It Fair Conference.

Extra-Curricular Programs: At GPE, we have developed a growing number of intra and extra-curricular events to promote a strong sense of school community and spirit. Our Music Teacher provides music and choir to all students in grades K-6 in both French and English. Special events like our Winter musical, Remembrance Day ceremony, and our monthly celebration assemblies have been excellent due to our focus on Music and the Fine Arts. Many extracurricular programs are provided for students such as Volleyball, Basketball, Track & Field, Primary Intramurals, Intermediate Intramurals (Soccer, Floor Hockey), Dance Club, Battle of the Books, and Chess clubs.

School Performance Information

School initiatives/activities that enhance school climate:

Special Events: Many special events take place throughout the school year including the Terry Fox Run, French Cultural Days, French Immersion Open House, the Winter Concert, Harmony Day, Aboriginal cultural events, Spirit days, Public Speaking for French Immersion and English students, Robocup, the Talent Contest, Battle of the Books, the inter-school Chess competition, Jump Rope for Heart, the prevention of bullying (cyber-bullying) presentations, primary and intermediate intramurals, team sports (basketball, volleyball, track and field, cross country running), Playday, the Apple Bowl athletics event, Book Fairs, the Environmental Mind Grind and Social Justice Club. This year, kindergarten teachers and early childhood educators organized an Early Learning For Families (ELFF) evening when parents of young children were invited into the school to learn how to support their children with early literacy and math skills to prepare them for Kindergarten.

Celebration Assemblies: Monthly celebration assemblies are held to which parents are invited. All classes participate at some point throughout the year to present plays and musical performances. Grade 6 students help to organize and MC these productions. This year, each assembly has focused on a specific virtue e.g. Responsibility, Excellence, Fairness. Special assemblies were also held for the Terry Fox Run, Remembrance Day, Harmony Day, the French Cultural Day and Jump Rope for Heart.

Breakfast Clubs of Canada: As our school-based Aboriginal Breakfast Club continues to expand, we have sought out sustainable funding through the Breakfast Clubs of Canada. The BCC supports community-based nutrition programs for school children across Canada by raising awareness and funding on their behalf. Studies show that good nutrition is important to each child's success at school, particularly over the long term. Children who frequently arrive at school hungry have higher rates of absenteeism, lower levels of concentration and often do not perform as well as their peers. The BCC vision is that all children will have an equal chance to start their school day with a nutritious, hot breakfast, in a positive and self-affirming environment. GPE is now offering breakfast to all interested students in the school. Breakfast is served each school day from 7:45-8:15 a.m. Our PAC kitchen has undergone renovations and passed a health inspection. All of our supervisors have completed Safe Food certification. Presently, approximately 60 students attend morning breakfast club.

B.C. Fruit and Vegetable Program: GPE continues to participate in this program to promote healthy eating. Every second week, fresh fruits or vegetables are delivered to our school and distributed to all classes by parent volunteers. The program has been very successful and students enjoy eating fresh carrots, apples, pears, tomatoes, oranges etc.

Community Garden: Our community garden is a great asset to our school. We worked closely with the local community to design our section of the garden. Classes are now planning for planting in the Spring e.g. edible flowers, sunflowers and pumpkins. Math and science curriculum are integrated into these projects. Last year, we enjoyed a bountiful harvest which was shared with the school and the local food bank. This year, our school's participation in the community garden earned itself a national award!

Technology Initiative: With our technology refresh during the summer of 2008, we have added 32 laptops on 2 carts for use with intermediate students. With the help of our PAC, we also added 24 new computers in our computer lab for Primary students. In 2009, we purchased 8 Smartboards which are used with classes to provide visual, hands-on, interactive learning. We also purchased 9 netbooks to help struggling learners in the Primary classrooms acquire basic literacy and math skills. Our goal over the next 2 years is to increasingly infuse technology into the curriculum to support students and engage them in their learning.

Teacher Websites: Many of our teachers have designed their own websites with information about homework and classroom assignments, upcoming events and field trips. They can be accessed through the staff directory on the school web site.

French Immersion Support Site for Parents: French Immersion teachers are developing a web site which parents at GPE can access to help their child with reading in French. Stories currently being read in classes are recorded and posted on the school website. Students and parents can therefore read together in French at home.

Student Responsibility: At GPE, there is a major focus on developing student responsibility. We have initiated several award programs to recognize student work ethic and contribution to the school community - Pride Tickets, Social Responsibility (based on report card marks in this area) and Perfect Attendance Awards and/or Certificates. Students are also involved in a number of events which promote social responsibility e.g. Harmony Day, Social Justice Day, as well as raising funds for a variety of school, community and global service projects. Our grade six leadership program and Social Justice Club pride themselves on their contribution to various service projects.

Student-Led Conferences: Students led their parents through the conferences by discussing work in their student portfolios. In some classes, they also led their parents through short activities in language arts, math, science and social studies. Student led conferences give parents a more complete picture of their child's learning and the opportunity to help their child set positive goals for the future.

StrongStart Early Learning Centre: GPE piloted the first StrongStart program in West Kelowna. StrongStart is a free drop-in for children aged 5 and under and their caregivers. Children participate in art activities, stories and songs, open play. A healthy snack is also provided. StrongStart provides an excellent opportunity for students to get ready for entry to Kindergarten.

Le Petit Hibou: GPE is also home to a French Immersion preschool offering classes for 3 and 4 year olds.

Full Day Kindergarten: Full day kindergarten is offered five days a week for all students (French and English programs) at GPE. This year was the first year of this program and we are pleased with the social, emotional and academic growth that our kindergarten students have showed this year. Full day kindergarten is without a doubt the gift of time for these early learners.

French Immersion Open House: Parents interested in enrolling their children in the French Immersion program were invited to tour the school and observe the program in action.

Traffic Safety: Our continued focus on Traffic Safety over the last 3 years has led to some major improvements. Sidewalks have been added around the school on Elliot and Ingram roads. A new pedestrian crossing has been added in front of the school. The school hires a traffic crossing guard in this area before and after school. The new drop off loop in front of the school has eased congestion at the rear of the building during school drop off times.

One to One Reading: A community partnership exists to support readers throughout our school. Community volunteers were trained by learning assistant teachers and on a weekly basis provide support to both French Immersion and English Program students.

PAC Sponsored Events

Fundraising and Community Building:

Carnaval This is a huge family event and the major fundraiser of the school year. A variety of fairground events are offered to families. This is a fun evening for everyone.





Family Movie Nights - our parent volunteers organized 3 Movie Nights in our gym. Students and parents brought sleeping bags, blankets, deck chairs and relaxed together for an evening of fun.

Street Market - school and community members rented tables to sell different new or second hand items to raise funds for our school.










Bottle Drive Challenge - GPE is in competition with other schools in BC to collect the most recycled bottles. In 2009-2010 we finished third in the province for our category!

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
Improve student achievement in literacy with a focus on reading fluency (maintenance goal).				
90% students are meeting or exceeding expectations in reading according to report card data	7/4/2011	93	90	● On Target
Less than 10% of students will be at level one on the Jerry Johns fluency rating scale in grades 2-6	4/2/2010	4	10	● On Target
NUMERACY				
Continue to improve student achievement in numeracy (maintenance goal).				
90% of grade 5 students will be at stanine 4 or above on the mathematics CAT 4	7/4/2011	96	90	● On Target
95% of intermediate students will receive a C or better on their report card in math	7/4/2011	98	95	● On Target
The number of primary students meeting or exceeding expectations will increase by 10% according to report card data in math	7/4/2011	91	81	● On Target
SCHOOL BASED				
Continue to develop student social responsibility (maintenance goal).				
90% of parents believe that students understand expectations for behaviour at GPE based on the GPE satisfaction survey completed by parents	7/4/2011	90	90	● On Target
90% of parents feel that personal differences are respected at GPE based on the GPE satisfaction survey completed by parents	7/4/2011	86	90	● On Target
90% of parents feel that the rules are enforced consistently at GPE based on the GPE satisfaction survey completed by parents.	7/4/2011	85	90	● On Target
90% of parents feel that their child (ren) feel(s) safe at GPE based on the GPE satisfaction survey completed by parents.	7/4/2011	96	90	● On Target

	Date	Value	Target	Status
90% of parents feel that their child (ren) like going to GPE based on the GPE parent satisfaction survey	7/4/2011	92	95	 On Target
90% of students feel that personal differences respected at GPE based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	72	80	 Warning
90% of students try their best at school based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	99	90	 On Target
90% of students understand expectations for behaviour at GPE based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	93	90	 On Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To continue to improve student achievement in literacy with a focus on oral and written communication.				
80% of intermediate students will have a C+ or better in writing according to report card data	7/4/2011	82	80	 On Target
80% of primary students will be meeting or exceeding expectations according to report card data in writing	7/4/2011	61	80	 Off Target
80% of students in grades 3-6 will fully meet or exceed expectations in writing as determined by the SWW	7/4/2011	59	80	 Off Target
Less than 10% of students in the English program will be at risk, in one or more areas, on the Early learner Profile, at the end of grade 3	7/4/2011	17	10	 Off Target
To continue to improve student achievement in literacy with a focus on reading comprehension, response and analysis.				
80% of primary students will be meeting or exceeding expectations according to report card data in reading	7/4/2011	69	80	 Off Target
80% of students in the Grade 3 Kid Lit project will be moderately meeting, full meeting or exceeding expectations on the whole class reading assessment	1/28/2011	75	80	 Warning
90% of grade 5 students will be at stanine 4 or above for reading according to CAT4	7/4/2011	100	90	 On Target
90% of intermediate students will have C+ or higher in reading according to report card data	7/4/2011	88	90	 On Target
The number of students exceeding end of grade 5 expectations on the CAT4 will increase by 10% in reading.	7/4/2011	36	56	 Off Target



Results

Status : Meeting Expectations

SOCIAL RESPONSIBILITY

GPE School Parent Survey:

There was a 37% return rate for the 2009-2010 Parent School Survey. All grade levels, in both French and English programs, were evenly represented. Participation rates do show that a slightly lower % of aboriginal families completed the survey than non-aboriginal families. The results from the school survey were very strong. Parents with children in grades K-6 overwhelmingly responded that they felt welcome (96%), that their children liked school (97%), and that they were satisfied with learning programs being offered (98%). Satisfaction with the development of their child's writing skills was rated the lowest (84%). Parents also indicated that they were aware of school goals (80%), and that they had the opportunity to be included in decisions (78%), and to plan/participate in school events (81%). Results show that more parents are accessing the website for information (69%). Parents also felt that their children were safe at school (94%), that personal differences were respected (92%), that expectations were clear (93%) and that rules were enforced consistently (87%). Results also show that there is strong school spirit at GPE (94%).

Ministry Student Satisfaction Survey:

Both SPC and staff noted that the 2009-2010 grade 4 student satisfaction survey results were significantly lower than trend data in the area of safety. Only 81% of students indicated they felt safe many or all times and 14% responded that they were bullied, teased or picked on many or all times. Disaggregation of the Parent School Survey by grade also reflects this. 23% of grade 4 parents indicated that their child was bullied, teased or picked on many or all times. Class configuration and composition will be carefully considered next year to support this cohort group in the area of social responsibility.

READING, WRITING and NUMERACY

School Wide Write:

School Wide Write data was collected and entered for a second year. First Write data shows that we did not meet our target (80% of students in grades 3-6 fully meet or exceed expectations). 48% of students in grades three through six were fully meeting or exceeding expectations. Boys in particular are at risk in this area (78% not meeting or minimally expectations).

Report Card Data:

Targets were met in numeracy on first term report cards in 2010-2011 . 85% of primary students were meeting or exceeding expectations in numeracy and 86% of intermediate students received a C+ or higher. Targets were not met however in reading and writing. 69% of primary students were meeting or exceeding expectations in reading. It should be noted that there is a smaller % of English program students meeting/exceeding in reading than French Immersion students. 83% of intermediate students received a C+ or higher in reading. Results show that the % of English program students not meeting expectations in reading decreases throughout the intermediate grades. Targets were also not met in the area of writing. On first term report cards in 2010-2011, 64% of primary students were meeting or exceeding expectations and 74% of intermediate students received a C+ or higher. Looking closer, 22% of boys were not meeting/approaching expectations. These results support the findings of the SWW.

LITERACY SCREENER

Relative to the District average, GPE continues to have a significantly higher % of English program students at risk on the screener. Trend lines indicate that the 2009-2010 cohort showed significant gains over three years. 39% of this cohort were at risk in kindergarten. Now, in grade three, 22% of this cohort are at risk at GPE. The achievement gap between school and district averages has closed significantly over the few years.

CAT4

GPE results are consistently at or above District averages in reading, writing and mathematics. In June 2010, 95% of grade 5 students at stanine 4 or higher in reading. 92% of grade 5 students at stanine 4 or higher in mathematics. Reading and mathematics results show that most of these students are between stanine 4 and 7. The school will now focus on moving students into the above average category (stanine 7-9). 94% of grade 5 students are at stanine 4 or higher in writing conventions and spelling. These

results were not reflected on the SWW as results for all strands (conventions, meaning, form and style) were below targets.

GPE is meeting expectations at this time. Evidence shows general improvement in the areas of social responsibility, reading fluency, readiness skills and numeracy over time. We did not place ourselves in the sustaining improvement category as we did not see evidence of writing results improving over time. We also felt that further disaggregation of data suggested that the % of students exceeding expectations was not improving over time.

	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: Improve student achievement in literacy with a focus on reading fluency (maintenance goal).

Rationale:

Results from the Jerry Johns assessment shows that students are reading fluently.

Disaggregated Data/Evidence:





Indicator	Date	Value	Target	Progress
90% students are meeting or exceeding expectations in reading according to report card data	7/4/2011	93	90	 On Target
Less than 10% of students will be at level one on the Jerry Johns fluency rating scale in grades 2-6	4/2/2010	4	10	 On Target

SMART Goal: To continue to improve student achievement in literacy with a focus on oral and written communication.

Rationale:

Literacy is the foundation of all learning therefore we will continue to maintain a strong focus in this area. 22% of our students in the English program are still at risk in one or more areas on the literacy screener by the end of grade 3, so continued efforts in this area are required. SWW results, Parent survey results, and Report Card data all also show that a focus on oral and written communication is also necessary. Presently 48% of students in grades 3-6 are fully meeting or exceeding expectations on the SWW. In addition, only 22% boys are fully meeting or exceeding expectations. Report Card data is consistent with this information. Only 34 % of boys were meeting or expectations (C+ or higher) on Term Two Reports Cards in March 2010. 65% of boys were meeting or exceeding expectations on Term 1 Report Cards in December 2010.

Disaggregated Data/Evidence:







Indicator	Date	Value	Target	Progress
80% of intermediate students will have a C+ or better in writing according to report card data	7/4/2011	82	80	 On Target
80% of primary students will be meeting or exceeding expectations according to report card data in writing	7/4/2011	61	80	 Off Target
80% of students in grades 3-6 will fully meet or exceed expectations in writing as determined by the SWW	7/4/2011	59	80	 Off Target
Less than 10% of students in the English program will be at risk, in one or more areas, on the Early learner Profile, at the end of grade 3	7/4/2011	17	10	 Off Target

SMART Goal: To continue to improve student achievement in literacy with a focus on reading comprehension, response and analysis.

Rationale:

Literacy is the foundation of all learning therefore we will continue to maintain a strong focus in this area. 22% of our students in the English program are still at risk in one or more areas on the literacy screener by the end of grade 3, so continued efforts in this area are required. Report Card data also shows that only 69% of primary students are meeting or exceeding expectations in reading. Early intervention initiatives will be a priority over the next few years.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
80% of primary students will be meeting or exceeding expectations according to report card data in reading	7/4/2011	69	80	 Off Target
80% of students in the Grade 3 Kid Lit project will be moderately meeting, full meeting or exceeding expectations on the whole class reading assessment	1/28/2011	75	80	 Warning
90% of grade 5 students will be at stanine 4 or above for reading according to CAT4	7/4/2011	100	90	 On Target
90% of intermediate students will have C+ or higher in reading according to report card data	7/4/2011	88	90	 On Target
90% of students in grades 4-6 will be minimally meeting or exceeding expectations on the whole class reading assessment	1/1/0001		90	
The number of students exceeding end of grade 5 expectations on the CAT4 will increase by 10% in reading.	7/4/2011	36	56	 Off Target




Alignment: NUMERACY

SMART Goal: Continue to improve student achievement in numeracy (maintenance goal).

Rationale:

CAT results in mathematics continue strong. In 2010, 92% of grade 5 students were at stanine 4 or higher on the CAT4. These results were higher than District and Canadian norms. This was supported by school report card marks where 85% of primary students were meeting or exceeding expectations and 95% of intermediate students received a C or higher.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
90% of grade 5 students will be at stanine 4 or above on the mathematics CAT 4	7/4/2011	96	90	 On Target
95% of intermediate students will receive a C or better on their report card in math	7/4/2011	98	95	 On Target
The number of primary students meeting or exceeding expectations will increase by 10% according to report card data in math	7/4/2011	91	81	 On Target









Alignment: SCHOOL BASED

SMART Goal: Continue to develop student social responsibility (maintenance goal).

Rationale:

All our students must feel welcome and safe at GPE so that they can learn in a positive, productive environment. Student and parent responses to the following questions in our School Satisfaction Survey indicate that we are meeting targets in all but one area. We will continue to focus on respecting personal differences in the coming year.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
90% of parents believe that students understand expectations for behaviour at GPE based on the GPE satisfaction survey completed by parents	7/4/2011	90	90	 On Target
90% of parents feel that personal differences are respected at GPE based on the GPE satisfaction survey completed by parents	7/4/2011	86	90	 On Target
90% of parents feel that the rules are enforced consistently at GPE based on the GPE satisfaction survey completed by parents.	7/4/2011	85	90	 On Target
90% of parents feel that their child(ren) feel(s) safe at GPE based on the GPE satisfaction survey completed by parents.	7/4/2011	96	90	 On Target
90% of parents feel that their child(ren) like going to GPE based on the GPE parent satisfaction survey	7/4/2011	92	95	 On Target
90% of students feel that personal differences respected at GPE based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	72	80	 Warning
90% of students try their best at school based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	99	90	 On Target
90% of students understand expectations for behaviour at GPE based on the GPE satisfaction survey completed by grades 1-6 students	7/4/2011	93	90	 On Target

Goals

Status : Meeting Expectations

GPE is meeting expectations at this time. To sustain improvement in this area we hope to expand the range of evidence we are using to include more classroom based data. The principles of quality assessment will guide us so that consideration is given to all students. In doing so we hope to help all learners (struggling to gifted) achieve their potential. We have embarked on this endeavor this year. For example, in writing we have begun to isolate each of the writing traits, and assess each trait using child friendly rubrics, in order to provide more specific feedback to students. This classroom based data guides instruction and allows for differentiation. It also triangulates evidence with report card , CAT4 and SWW data.

Rationale

Status : Meeting Expectations

GPE is meeting expectations in this area. Goals were established based on a review of provincial, district and school based data. Goals also reflect skills required of today's 21st Century learners. "Communication skills are a major factor highlighted in dozens of studies over the years that focus students' lack of preparation for both college and the workplace, and these skills are only going to become more important as teams are increasingly composed of individuals from diverse cultures. When employers were asked about the skills of high school graduates in the Partnership for 21st Century Skills study, more than half say that written communications, which includes writing memos, letters, complex reports clearly and effectively, is very important for high school graduates' successful job performance and 81% of respondents report high school graduate entrants as deficient." (Closing the Global Achievement Gap, Wagner, 2008) To sustain improvement in this area we will collect and analyze classroom data more effectively in order to better meet the needs of all learners and better prepare them for their futures.

Data

Status : Sustaining Improvement

SPC and STAFF have been engaged in data driven dialogue throughout last Spring and into the Fall to study and plan for school improvement. To sustain improvement in this area we set a goal to monitor our progress more regularly and to adjust our action plan in a more responsive manner throughout the year. We feel that we have successfully accomplished this.

	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:

Continue to develop student social responsibility (maintenance goal).

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Celebration Assemblies and school announcements will focus on school "values" e.g. trust, honesty, respect. Student will be consistently recognized through Pride Tickets, awarded by staff, to students who are being respectful as outlined by the PBS matrix.	Rhonda Ovelson/School-Based Teachers	9/1/2008	6/30/2010	Completed	Medium	20	18,000	★	
All grade 6 students will participate in the leadership program.	Peter Gallo/School-Based Teachers	9/1/2006	6/30/2010	Completed	High	100	18,000	★	
Access to the Breakfast Club of Canada was expanded to all students to provide a nurturing environment to begin the school day. This program also encourages students to be on time for school.	Peter Gallo/Admin Council	3/22/2010	6/30/2012	In-Progress	High	50	10,000		

To continue to improve student achievement in literacy with a focus on reading comprehension, response and analysis.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Support will be provided to students as outlined in the Web of Intervention.	Rhonda Ovelson/School-Based Teachers	9/1/2008	6/30/2012	Draft	High	20	1,000		★
Concentrate LAT resources in grades K-3	Rhonda Ovelson/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	50	72,000	★	★
Increase opportunities for small group, guided reading and literature circles through the Kid Lit program.	Rhonda Ovelson/School-Based Teachers	9/1/2008	6/30/2011	In-Progress	Medium	20	18,000	★	★
PAC provided funds to purchase classroom readers for home reading programs (English and FI)	Rhonda Ovelson/	9/1/2007	6/30/2011	In-Progress	High	80	14,000		

To continue to improve student achievement in literacy with a focus on oral and written communication.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Support will be provided to students as outlined in the Web of Intervention.	Rhonda Ovelson/School-Based Teachers	9/1/2008	6/30/2012	Draft	High	20	1,000		★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Provide staff with time to explore, understand and implement new instructional strategies and assessment strategies through professional learning communities	Rhonda Ovelson/Curriculum Leaders	9/1/2007	6/12/2013	In-Progress	Medium	20	18,000	★	
Provided leadership to enhance teacher development through 6+1 Writing Skills and Differentiated Instruction	Peter Gallo/Curriculum Leaders	9/1/2007	6/30/2012	In-Progress	Medium	80	1,000	★	
Concentrate LAT resources in grades K-3	Rhonda Ovelson/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	50	72,000	★	★
All teachers will collaborate to examine writing standards, compare student writing samples, and develop instructional strategies.	Rhonda Ovelson/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	20	8,000	★	★
Parents provided with a workshop on using writing performance standards.	Rhonda Ovelson/	4/11/2010	6/23/2010	Completed	Medium	100	100		
Writing exemplars posted on school website and/or in school newsletter	Rhonda Ovelson/Curriculum Leaders	9/7/2010	6/22/2011	In-Progress	High	30	330		

Continue to improve student achievement in numeracy (maintenance goal).

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Increase the use of manipulatives and visuals (e.g. Smartboards) during instruction to increase student understanding of concepts	Rhonda Ovelson/School-Based Teachers	9/1/2008	6/30/2012	In-Progress	Medium	50	15,000		
Continue to implement new math curriculum with all grades K-6	Jean Makosz/Curriculum Leaders	9/1/2007	6/30/2010	Completed	High	100	10,000		
Implemented District math benchmarks to provide for formative assessment of student progress	Jean Makosz/Quality Assessment	9/1/2007	6/30/2008	Completed	Medium	100	1,000		

Improve student achievement in literacy with a focus on reading fluency (maintenance goal).

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Increase the use of technology in the classroom to both support struggling learners and to enrich the curriculum for our most able users.	Jean Makosz/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	40	16,000		★
Purchased and implemented Alpha-Jeunes levelled reading series and GB+ for FI grades 1-6	Rhonda Ovelson/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	60	10,000		
Additional classroom support was allocated to FI classrooms to further students language development	Jean Makosz/Curriculum Leaders	9/1/2008	6/30/2010	Completed	High	100	18,000		
Implementation of Audacity on-line home reading program, to help parents support their FI children at home	Jean Makosz/Curriculum Leaders	9/1/2009	6/30/2012	In-Progress	High	100	500		

Strategies

Status: Meeting Expectations

GPE has some/many strategies that are practical and research-based in place to achieve school goals. To sustain improvement in this area we plan to ensure that all strategies are measurable and research-based in order to better address our areas of highest need and to more consistently monitor and adjust strategies as required. We have begun to build in measures for pilot projects such as Kid Lit. For the Kid Lit project, PM Benchmarks and Whole Class Reading Assessments are being used to measure the effectiveness of the Nelson Guided Reading series that was purchased to directly impact the reading comprehension of one of our most vulnerable groups.

Structures

Status: Meeting Expectations

Many structures are in place to support areas of highest need and align with strategies. We will strive to more consistently monitor these structures and adjust them as required. We have begun to build in measures for pilot projects such as Kid Lit. For the Kid Lit project, PM Benchmarks and Whole Class Reading Assessments are being used to measure the effectiveness of the small group structure that was created and the effectiveness of using LAT and library time to support the Kid Lit project. At the end of the year we will also measure the effectiveness of Professional Learning Communities and their impact on students' oral and written communication skills.

Coherence and Alignment

Status: Sustaining Improvement

School goals are linked to district goals. School and district plans are reinforced through Superintendent, Family and FI meetings, as well as, through professional development networks which are organized by district coordinators. In this way connections between district and GPE are interactive and reflect the school's unique needs and the District's direction.

Enhancement Agreement and School Plans:

Emotional: Breakfast Homework Club, aboriginal advocate and academic advocate provide support between home and school.

Spiritual: Aboriginal Brunch, cultural events, Okanagan greetings on school announcements, presentations at school assemblies, and Harmony Day.

Physical: Breakfast Program aligned with health initiative, intra/extra-murals, and Brown Bag lunch program.

Intellectual: Academic support is provided through school Aboriginal Advocate and Academic Advocate. Aboriginal students can access all the supports available in the school for struggling students. Breakfast Homework club gets students organised for the upcoming day.

In addition, GPE is part of the Westside Learning Network and as such connects with other schools to build capacity. Last year's Implementation Day was one example of this. Westside schools came together to deepen their conversation around what effective instruction looked like and began to build common language around the 3 Rs (rigor, relevance, and relationships).

	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

Staff provided input into decision-making at staff meetings, department meetings, Muffin mornings, Support Staff, NHS, Health and Safety meetings, through First Class, surveys, and daily conversations. Parents have similar input at PAC and SPC meetings, participation on school committees, surveys, and through the school newsletter. Students have input through the leadership program and surveys.

Parent involvement

Status : Meeting Expectations

School newsletter (now e-mailed directly to most parents/ paper copy sent home quarterly with response form), web-site, Synervoice, student agendas, teacher websites, report cards, parent conferences, open houses, teacher weekly newsletters, Celebration Assemblies, and local media provide parents with ongoing information and encourage parental input. PAC has created positions for Aboriginal, English and French Immersion parent representatives. Student data, school goals, and budget are discussed at SPC and PAC meetings and now through the newsletter. Parental support at home is also strongly valued at GPE. Many teachers use their websites to encourage home support. For parents of French Immersion students a website has been developed to help them access stories which are recorded in French for home reading programs. We are proud to have 96% of parents feel welcome at GPE. 80% of parents say that they are aware of school goals, 78% feel they have the opportunity to be involved in school decisions that affect their child (ren) and 81% feel they have the opportunity to plan or participate in school events. GPE has a very dedicated group of parent volunteers who are actively involved in engaging families in school events. We will continue to strive to use a variety of strategies to gain input from all stakeholders and encourage the active involvement of the entire community.

Leadership

Status : Sustaining Improvement

A formal grade 6 student leadership program has been developed. All grade 6 students participate in a module of their choice. Grade 5 and 6 students also have the option of being a Peer Mediator. Grade 5 students can choose to be involved in Destination Conservation. Grades 5 and 6 students are also office and lunch monitors, as well as part of the Baby Sitting Club. All intermediate students are buddied with a primary class and given the opportunity to be positive role models. Parents have leadership roles in the following areas – PAC, SPC, hot lunch program, BC Fruits and Vegetable program, student intramurals, school committees (e.g. Community Garden, Playground, Fund Raising, Classroom Help and Support). Several school initiatives were spearheaded by parents – full day kindergarten, Breakfast Club of Canada, grades 2/3 intramurals, regular Bottle Drive, Family movie nights. The Staff is encouraged to take on a variety of leadership opportunities to develop leadership capacity throughout the school (district representatives, school committees, organizing school events/teams) We also continue to organize our professional learning communities around team leaders who will be provided with additional preparation time to plan for meetings. Teachers also provide leadership in organizing Professional Development Activities (e.g. Successmaker, Smart board Technology, Report Cards).

	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)

École George Pringle 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

