

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Glenrosa Elementary

7/2011

General Information



Mission Statement

Our mission is to provide a quality education, which meets the needs of all students to enable them to become lifelong learners.

Principal : Donna Stathers

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

STUDENT POPULATION

- September 2010 - 290 students registered in twelve divisions (2009 - 315, 2008 - 311, 2007 - 303, highest in 2002 - 344)
- Continued trend of net gain between October and May (6 this year, and 5 for both 2009/2010 & 2008/2009)

STUDENT DEMOGRAPHICS

- 49.7% Girls (District = 48.9% and Province = 49.1%)
- 14.5% Aboriginal Population (District = 10.3% and Province = 10.1%)
- 1% (3 students) ESL and non-English home language Population (District = 1.7% and Province = 10.7%)
- 2.8% (8 students) Ministry Designation: Autism (District = 0.8% and Province = 1%)
- 2.4% (7 students) Ministry Designation: Intensive Behaviour (District = 1.7% and Province = 1.3%)
- 2.1% (6 students) Ministry Designation: Moderate Behaviour (District = 0.8% and Province = 1.1%)
- Comparison of class size average (GRE larger for Kindergarten and Primary & in between for Intermediate)

Kindergarten: GRE - 20.6, District - 18.6 and Province - 18.3

Primary: GRE - 22, District - 20.8 and Province - 20.7

Intermediate: GRE - 27.3, District - 27.9 and Province - 25.9

EARLY DEVELOPMENT INSTRUMENT

- Percentage of Kindergarten children vulnerable on one or more of the scales
2009/2010: 30.77% (All areas) and 17.95% on two or more scales
2008/2009: 18.75% (Emotional Maturity, Communication Skills and General Knowledge)

COMMUNITY DEMOGRAPHICS (2006 Census)

- 8th out of 13 Elementary Schools on the Vulnerability Index
- 89% High School Graduation Certificate (District = 89% and Province = 88%)
- 10% Bachelors Degree or higher (District = 16% and Province = 25%).
- Fewer families earning less than \$30,000 (District = 15% and Province = 16%)
- 14% Single Parent Families (District and Province = 15%)

SCHOOL STAFF

Glenrosa Elementary has a healthy mixture of veteran and new-to-teaching staff. Of the current 15 teaching staff, 8 have more than 15 years of experience, 1 has more than 10 years of experience, 4 have more than 5 years of experience and 1 has less than 5 years of experience. Two teachers will be retiring this year. The support staff includes 6 Noon Hour Supervisors, 2 Clerical Staff, 2 Custodians, 13 CEAs, 1 Counsellor and up to 6 itinerant support teachers for students with special needs.

School Performance Information

FAMILY EVENTS

PAC Welcoming BBQ, Fall Book Fair, Staff Christmas Hampers, Winter Book Fair, Family Dance, Speech Contest, PAC Garage Sale/Basket Draw, Volunteer Tea, Grade 6 Celebration, Up, Up and Away.

COMMUNITY EVENTS

Terry Fox Run, Field Trip to Hardy Falls, International Walk to School Week, Fire Chief for a Day, McMillan Pumpkin Patch, Swimming at Johnson Bentley Pool, Okanagan Regional Library, Skating at Mt. Boucherie Arena, Festival of Trees, Food Bank Drive, Early Learning For Families (ELFF), Art Gallery, Field Trip to other schools, Gr. 5s Deborah Ellis Author Visit, Okanagan Symphony, Jump Rope for Heart, Kindergarten Orientation, Bike to School/Work Week, Grade 6s Camping at Silver Lake.

SPECIAL ASSEMBLIES

Celebration/Showcase Assemblies, Terry Fox Assembly, Cultural Performances, Social Responsibility Assemblies, Remembrance Day Assembly, Christmas Concert, Family Literacy Day, Harmony Day, Education Week, Jump Rope for Heart, Fine Arts Festival, Recognition Assembly, Grade 6 Awards, Staff Retirement Celebrations.

SCHOOL ACTIVITIES

Recycling, Office Monitors, Milk Monitors, Kindergarten Assistance, Buddy Classes, Grade 6 Peer Mediators, Equipment Sign-out Monitors, Grizzly Voice Meetings, Crossing Guards, Gymnastics Club, Battle of the Books, Swimming and Skating, Volleyball and Basketball Teams, Skiing, Spelling Bee, Knights of Columbus Basketball Shoot, Norman Foote Choir, Science Fair, Storytelling, Fibonacci Math Competition, Byron-Germaine Math Competition, Pythagoras Math Competition, Track and Field, Bike Rodeo, Primary Play Day, Grade 6 Sailing at COSA, Grade 6 Camping to Silver Lake.

HEALTH PROMOTING SCHOOLS PLAN

FOCUS AREA #1: Social Responsibility

- Certificates are given to students who meet the criteria for Perfect Punctuality at each reporting period, with special recognition given to students who have this for the entire year.
- Students have participated in seven Social Responsibility Assemblies entitled Kids Can Make A Difference
- Rights and Responsibilities language is consistent throughout the school with all employee groups

FOCUS AREA #2: Healthy Living / Eating / Lifestyles

Healthy Living

- At lunchtime, students go outside to play prior to eating their lunch. This enables them to play actively and most children are engaged in informal games of basketball, soccer, football, skipping, or playing on the adventure playground. Grade 6 student monitors sign out equipment at lunch (balls, skipping ropes, etc.) and students use it well.
- Each class receives two 40 minute blocks in the gym per week. In addition, all classes augment their PE time with daily physical activity such as jogging around the field, aerobics in the class, activities from the Action Schools bins, etc. All students actively participate in 30 minutes of physical activity per day.
- Grade 6 Volleyball and Basketball teams practice at lunch and/or after school and play games after school with other Westside schools. The school also participates in cross country running activities, competing at a variety of events.
- Intermediate students will participate in a track and field meet at the Apple Bowl with Peachland Elementary School in May.
- In the past, the PAC has funded a series of swimming lessons at the Johnson Bentley Pool in Westbank for our Grade 3 students. This year the school participated in a Survival Swimming Lessons, in partnership with H2O and the School District.
- The school hosts several special events such as the Terry Fox Run, International Walk to School Day and Jump Rope for Heart.
- An intramural program is supervised by a volunteer (Ben McGillvray) every Friday at lunch with various games / activities in the gym or outside. Each week, different groups of students are provided this opportunity (Kindergarten-Grade 2, Grade 3-4 and Grade 5-6)

Healthy Eating

- Students are encouraged to bring healthy lunches from home. During snack time, all teachers require students to eat a healthy snack (e.g. fruit or vegetable). Some classes permit and encourage students to have a water bottle to use at their desk.
- Hot lunches sold by the PAC as a fund raiser meet the new food guidelines from the provincial government. Items selected have been from the serve most and serve sometimes categories. None of the lunches includes deep fried foods. Main lunch items include pasta and sauce, sandwiches, baked chicken strips, hamburgers, salads and pizza
- Glenrosa Elementary School has run the Milk Program through the BC Dairy Foundation for the past 6 years. Milk is available for students to purchase and is ordered three times per year and delivered to classrooms at lunch time.
- PAC has supported and embraced healthy eating initiatives in Garage Sale planning and special events.
- Our Kindergarten and K/1 classes have worked in a partnership with Glenrosa Middle School on a Healthy Living project (most recently planting 'spuds in tubs' which will be harvested and eaten in June)

Healthy Lifestyles

- In the past, Grade 5 students have participated in the DARE program, which has now been updated to the SOAR program in which Grade 6 students will participate.
- Primary classes use the CAREKIT to teach about how to say no and Intermediate classes participate in Family Life Education as delivered by the Family Life team.
- Glenrosa Elementary has the opportunity to participate in a bike rodeo every couple of years (May 2011) which encourages children to ride their bikes and also connects us to the














community.


- Ms. White took four grade 5 students to the COTA sponsored Care and Make it Fair symposium. This event focused on accepting individual differences and student diversity within the school.

- The use of common language for our code of conduct, with Rights and Responsibilities posters located in every room, makes it clear to students that treating each other with respect is key in our building. Conversations around any incident, can be linked back to one of these 6 posters, making the dialogue consistent throughout the school and with all of the different employee groups (discussions/learning for the future/restitution).















Please Note: The SPC and the Teacher Committee will complete the electronic Health Promoting Schools Survey in early June

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
MONITOR #1: To improve the percentage of students meeting and exceeding expectations in literacy - writing performance.				
CAT4 (Total Writing) - % of Gr. 5 students at Stanine 4 or above	5/6/2010	93	90	 On Target
Final Report Card Marks - % of Intermediate students meet / exceed expectations in Writing	6/7/2010	69	90	 Off Target
Final Report Card Marks - % of Kindergarten students meet / exceed expectations in Writing	6/7/2010	95	90	 On Target
Final Report Card Marks - % of Primary students meet / exceed expectations in Writing	6/7/2010	69	90	 Off Target
School Wide Write - % of Gr. 1 students meet / exceed expectations	4/30/2010	82	90	 Warning
School Wide Write - % of Gr. 2 students meet / exceed expectations	4/30/2010	51	90	 Off Target
School Wide Write - % of Gr. 3 students meet / exceed expectations	4/30/2010	66	90	 Off Target
School Wide Write - % of Gr. 4 students meet / exceed expectations	4/30/2010	61	90	 Off Target
School Wide Write - % of Gr. 5 students meet / exceed expectations	4/30/2010	50	90	 Off Target
School Wide Write - % of Gr. 6 students meet / exceed expectations	4/30/2010	57	90	 Off Target
NUMERACY				
MONITOR #2: To improve the percentage of students meeting and exceeding expectations in numeracy.				
CAT4 (Computation) - % of Gr. 5 students at/above Stanine 4	5/6/2010	89	90	 On Target
Final Report Card Marks - % of Intermediate students meet / exceed expectations in Numeracy	6/7/2010	75	90	 Warning
Final Report Card Marks - % of Kindergarten students meet / exceed expectations in Numeracy	6/7/2010	97	90	 On Target

	Date	Value	Target	Status
Final Report Card Marks - % of Primary students meet / exceed expectations in Numeracy	6/7/2010	89	90	 On Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
1) To improve the percentage of students meeting and exceeding expectations in literacy - reading performance.				
CAT4 (Total Reading) - % of Gr. 5 students at/above Stanine 4	5/6/2010	98	90	 On Target
Early Learning Profile - % of Gr. 2 students meet / exceed expectations	6/6/2010	74	90	 Off Target
Early Learning Profile- % of Gr. 1 students meet / exceed expectations	6/6/2010	84	90	 Warning
Early Learning Profile- % of Gr. 3 students meet / exceed expectations	6/6/2010	86	90	 Warning
Early Learning Profile- % of Kindergarten students meet / exceed expectations	6/6/2010	74	90	 Off Target
Final Report Card Marks - % of Intermediate students meet / exceed expectations in Reading	6/7/2010	69	90	 Off Target
Final Report Card Marks - % of Kindergarten students meet / exceed expectations in Reading	6/7/2010	97	90	 On Target
Final Report Card Marks - % of Primary students meet / exceed expectations in Reading	6/7/2010	83	90	 Warning
PM Benchmarks - % of Gr. 1 students meet / exceed expectations	6/6/2010	86	90	 Warning
PM Benchmarks - % of Gr. 2 students meet / exceed expectations	6/7/2010	85	90	 Warning
PM Benchmarks - % of Gr. 3 students meet / exceed expectations	6/7/2010	94	90	 On Target
Whole Class Reading Assessment - % of Gr. 4 students mod. meet to exceed expectations	3/31/2011	81	90	 Warning
Whole Class Reading Assessment - % of Gr. 5 students mod. meet to exceed expectations	3/31/2011	78	90	 Warning
Whole Class Reading Assessment - % of Gr. 6 students mod. meet to exceed expectations	3/31/2011	96	90	 On Target



Results

Status : Meeting Expectations

WHOLE CLASS READING ASSESSMENT – Grades 4 to 6

- despite the fact that this is a fairly new assessment, in two of the three grades, in all three years that it has been used, there is noticeable improvement from each year's first assessment to the second assessment (students who are in the Moderately Meeting to Exceeding Expectations

	2008/2009	2009/2010	2010/2011
o Grade 4 –	76% to 89%	51% to 83%	55% to 81%
o Grade 5 –	71% to 80%	60% to 69%	67% to 78%
o Grade 6 –	73% to 71%	51% to 72%	64% to 63%

EARLY LEARNER PROFILE: PM BENCHMARKS - Grades 1-3

- as the students move from early primary to late primary, there is a noticeable improvement in the percentage of students meeting/exceeding expectations regarding reading level measured at the end of each year
- it will be interesting to see if the Full Day Kindergarten Program has an impact on reading level for the grade 1 students in June 2012

	2005	2006	2007	2008	2009	2010
o Grade 1	83%	86%	97%	84%	82%	86%
o Grade 2	97%	96%	92%	92%	88%	85%
o Grade 3	-	96%	93%	98%	88%	92%

BC PERFORMANCE STANDARDS in READING – Grades 1 to 6

- this is the first year that this assessment data has been collected, therefore there is no comparative data available, however the data has been used for professional discussion amongst colleagues and to guide instruction for individual classrooms. The data notes the students who are Meeting to Exceeding Expectations

	2010/2011
o Grade 1 –	80% to
o Grade 2 –	75% to
o Grade 3 –	57.5% to
o Grade 4 –	70.5% to
o Grade 5 –	47% to
o Grade 6 –	50% to

CANADIAN ACHIEVEMENT TEST (CAT4) – Grades 5

- for two years in a row, the school scored higher than the District (Stanine 4 and Above) in one area, in addition to improving the scores in five of the six areas in the second year:

	2008/2009	2009/2010
o Reading	87% (SD23 – 92%)	98% (SD23 – 94%)
o Vocabulary	89% (SD23 – 94%)	91% (SD23 – 95%)
o Writing Conventions	91% (SD23 – 92%)	93% (SD23 – 93%)
o Spelling	89% (SD23 – 87%)	85% (SD23 – 89%)
o Mathematics	83% (SD23 – 91%)	86% (SD23 – 91%)
o Computation/Estimation	81% (SD23 – 89%)	89% (SD23 – 89%)

END OF YEAR REPORT CARD DATA

- With the assistance of the District, this is the first year where we have pulled out this data from SKOPUS . As we collect this data in future years, we will be able to use the information for looking at trends over time. The data below represents the students Meeting/Exceeding Expectations

- **READING:**
2009/2010
 - o Kindergarten 97% (Aboriginal 100%)
 - o Primary 83% (Aboriginal 60%)
 - o Intermediate 69% (Aboriginal 63%)
- **WRITING:**
2009/2010
 - o Kindergarten 95% (Aboriginal 100%)

- o Primary 69% (Aboriginal 47%)
 - o Intermediate 69% (Aboriginal 57%)
- NUMERACY: 2009/2010
 - o Kindergarten 97% (Aboriginal 100%)
 - o Primary 89% (Aboriginal 53%)
 - o Intermediate 75% (Aboriginal 73%)

• It is important to share the Aboriginal data with the school's Aboriginal Advocate and CEA to help address the learning needs of our Aboriginal learners - guide instruction/support.

SCHOOL-WIDE WRITE: BC PERFORMANCE STANDARDS – Grades 1 to 6

• in all five grades that use this assessment two times per year, except in one case, there is noticeable improvement from the Fall assessment to the Spring assessment as noted in our data regarding the students who are Meeting to Exceeding Expectations (NOTE: grade 1 only has Spring assessment)

	2008/2009	2009/2010	2010/2011
o Grade 1 –	80%	82%	
o Grade 2 –	31% to 73%	37% to 73%	37% to
o Grade 3 –	61% to 73%	43% to 66%	28% to
o Grade 4 –	28% to 68%	62% to 61%	32% to
o Grade 5 –	42% to 65%	42% to 50%	31% to
o Grade 6 –	50% to 78%	47% to 57%	32% to

	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) To improve the percentage of students meeting and exceeding expectations in literacy - reading performance.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 (Total Reading) - % of Gr. 5 students at/above Stanine 4	5/6/2010	98	90	 On Target
Early Learning Profile - % of Gr. 2 students meet / exceed expectations	6/6/2010	74	90	 Off Target
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Early Learning Profile- % of Kindergarten students meet / exceed expectations	6/6/2010	74	90	 Off Target
Final Report Card Marks - % of Intermediate students meet / exceed expectations in Reading	6/7/2010	69	90	 Off Target
Final Report Card Marks - % of Kindergarten students meet / exceed expectations in Reading	6/7/2010	97	90	 On Target
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Whole Class Reading Assessment - % of Gr. 6 students mod. meet to exceed expectations	3/31/2011	96	90	 On Target

SMART Goal: MONITOR #1: To improve the percentage of students meeting and exceeding expectations in literacy - writing performance.





Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 (Total Writing) - % of Gr. 5 students at Stanine 4 or above	5/6/2010	93	90	 On Target
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School Wide Write - % of Gr. 3 students meet / exceed expectations	4/30/2010	66	90	 Off Target
School Wide Write - % of Gr. 4 students meet / exceed expectations	4/30/2010	61	90	 Off Target
School Wide Write - % of Gr. 5 students meet / exceed expectations	4/30/2010	50	90	 Off Target
School Wide Write - % of Gr. 6 students meet / exceed expectations	4/30/2010	57	90	 Off Target

Alignment: NUMERACY

SMART Goal: MONITOR #2: To improve the percentage of students meeting and exceeding expectations in numeracy.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 (Computation) - % of Gr. 5 students at/above Stanine 4	5/6/2010	89	90	 On Target
Final Report Card Marks - % of Intermediate students meet / exceed expectations in Numeracy	6/7/2010	75	90	 Warning
Final Report Card Marks - % of Kindergarten students meet / exceed expectations in Numeracy	6/7/2010	97	90	 On Target
Final Report Card Marks - % of Primary students meet / exceed expectations in Numeracy	6/7/2010	89	90	 On Target

Data

Status : Approaching Expectations

New Goal - first year of three year plan

Conversations / Collaboration around data to guide instruction

Goals

Status : Meeting Expectations

Rationale

Status : Meeting Expectations

	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) To improve the percentage of students meeting and exceeding expectations in literacy - reading performance.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
6 + 1 Writing Traits	Donna Stathers/School-Based Teachers	12/1/2008	6/30/2009	In-Progress	High	100		★	
Excellence in Writing	Robert Tucker/	9/15/2008	6/30/2009	In-Progress		0		★	
Additional 0.2 Literacy Support for Primary teachers to coordinate screener and provide support for "at-risk" learners	Donna Stathers/School-Based Teachers	9/9/2008	6/29/2012	In-Progress	High	80	20,000	★	
Read Naturally / RAZZ Kids	Donna Stathers/School-Based Teachers	1/4/2011	6/18/2011	In-Progress	High	75	3,000	★	
One to One Reading Program	Donna Stathers/School-Based Teachers	1/1/2010	6/17/2011	In-Progress	High	85		★	
Aboriginal CEA and Advocate works with our aboriginal students to support their emotional, spiritual, intellectual, and physical developmental needs.	Donna Stathers/	2/5/2010	2/8/2013	In-Progress	High	0			
Collaboration Time	Donna Stathers/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	100	1,100	★	
Family Handbook	Donna Stathers/	2/5/2010	2/8/2013	In-Progress		100	600		

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Whole Class Reading Assessment in Intermediate classrooms.	Donna Stathers/School-Based Teachers	9/30/2009	6/30/2012	In-Progress	High	85			
Involve students in developing criteria for assigned tasks.	Donna Stathers/School-Based Teachers	9/8/2009	6/25/2010	In-Progress	High	0			
Earobics	Donna Stathers/	9/11/2009	6/17/2010	In-Progress	Medium	100			
Purchase of Resources for Reading Strategies	Donna Stathers/School-Based Teachers	9/9/2010	6/29/2012	In-Progress		100	800	★	
Common Language K-Gr. 6: Reading Strategies	Donna Stathers/School-Based Teachers	9/7/2010	6/28/2013	In-Progress		85		★	
Use of Performance Standards - Common Understanding/ Language	Donna Stathers/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	85		★	

MONITOR #2: To improve the percentage of students meeting and exceeding expectations in numeracy.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Aboriginal CEA and Advocate works with our aboriginal students to support their emotional, spiritual, intellectual, and physical developmental needs.	Donna Stathers/	2/5/2010	2/8/2013	In-Progress	High	0			
Collaboration Time	Donna Stathers/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	100	1,100	★	
Family Handbook	Donna Stathers/	2/5/2010	2/8/2013	In-Progress		100	600		
Math Support	Donna Stathers/School-Based Teachers	1/4/2010	5/21/2010	In-Progress	Medium	100			

MONITOR #1: To improve the percentage of students meeting and exceeding expectations in literacy - writing performance.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Aboriginal CEA and Advocate works with our aboriginal students to support their emotional, spiritual, intellectual, and physical developmental needs.	Donna Stathers/	2/5/2010	2/8/2013	In-Progress	High	0			
Collaboration Time	Donna Stathers/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	100	1,100	★	
Family Handbook	Donna Stathers/	2/5/2010	2/8/2013	In-Progress		100	600		
Gr. 2 to Gr. 6 - Fall School Wide Write and Gr. 1 to Gr. 6 Spring School Wide Write.	Donna Stathers/School-Based Teachers	2/5/2010	2/8/2013	In-Progress	High	50			
Involve students in developing criteria for assigned tasks.	Donna Stathers/School-Based Teachers	9/8/2009	6/25/2010	In-Progress	High	0			
Vocabulary Development	Donna Stathers/	2/5/2010	2/8/2013	In-Progress	Medium	0			
Use of Performance Standards - Common Understanding/ Language	Donna Stathers/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	85		★	

Strategies

Status: Meeting Expectations

Improvement Strategies are fully connected to goals / objectives

Structures

Status: Meeting Expectations

Structures that have been put into place support the goals/objectives

Coherence and Alignment

Status: Meeting Expectations

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



Parent involvement

Status : Approaching Expectations

Interested parents can participate in the setting of goals and can work collaboratively with the school and District in order to improve the achievement of all students

Despite having the opportunity to participate, the number of participants is low, typically with School Planning Council reporting out to Parent Advisory Council.

The one opportunity that we have as a school to get over 50% feedback from our families, is in our Spring School Parent Survey that has been created in consultation with both the teaching staff and SPC (2008/09 = 49%, 2009/2010 = 51%)

Dialogue and communication

Status : Meeting Expectations

The District and School work together regarding student achievement - provide training regarding Quality Assessment as well as assessment tools

The improvement goals are shared with the public/community through websites (School and District), newsletters, School Planning Council, Parent Advisory Councils

The District workshops for School Planning Councils are greatly appreciated as this connects the learning across the Kindergarten to Grade 12 spectrum

Leadership

Status : Meeting Expectations

The staff is observed working collaboratively with the key focus being on students - achievement and opportunities for engagement

Teachers work on different committees for specific indicators that we use to assess students achievement

Teachers share promising practices with each other at monthly staff meetings

Teachers share ideas about how to move students forward during Professional Learning Community time - with particular focus on assessment data

	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)

Glenrosa 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

