

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Hudson Road Elementary

7/2011

General Information



Mission Statement

As a community of students, staff and parents, our goal is to promote a safe environment where there is trust and respect for self and others. Each student is encouraged to show initiative and responsibility towards life long learning.

Principal : Barrie MacLeod

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

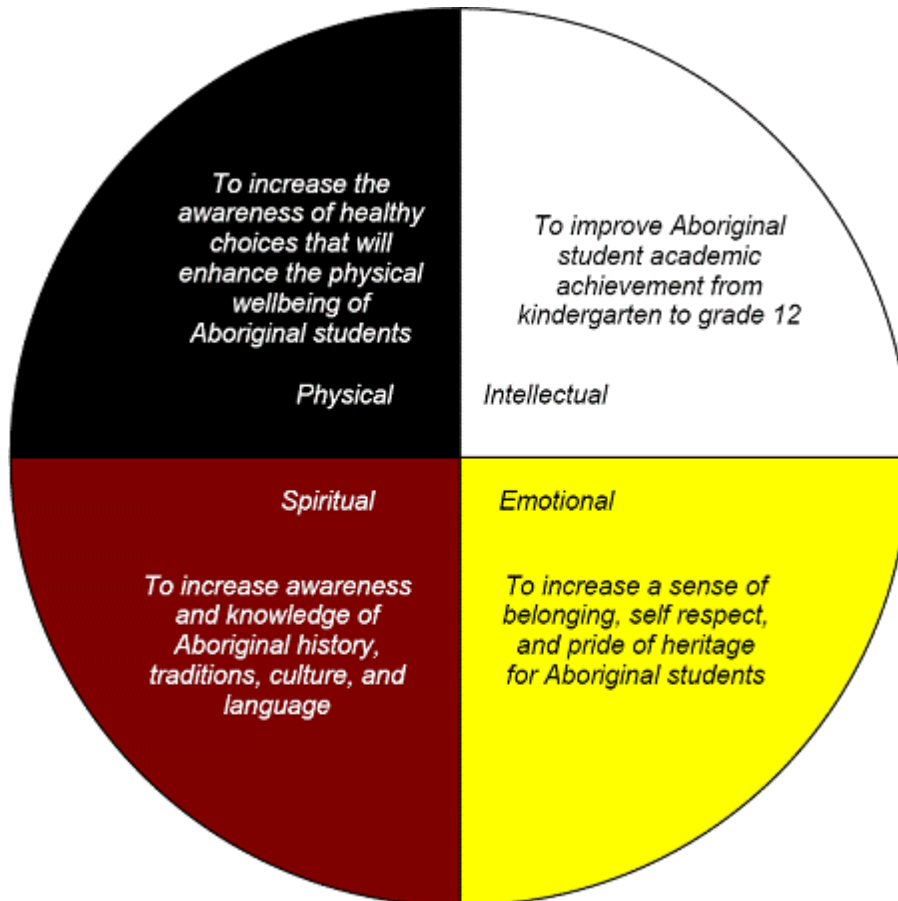
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

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:

Hudson Road Elementary School is a K-6 school located at the base of Mount Boucherie, close to Highway 97 in West Kelowna. The school was built in 1978. A renovation and addition were completed in 1993. A staffroom, office, multi-purpose room, kitchen, computer lab, classroom and learning resource centre were added while the existing facility was upgraded. At present, all classrooms are being used to meet the needs of the school population. The schoolyard with its hills, large playing fields and adventure playground, is the envy of many other schools. The site is well used by the entire community year round. Hudson Road is a primary rental site and the sports fields and school facility are used by the community for basketball, soccer, baseball and other sporting and community activities.

The location of the school near parks and the Mount Boucherie Community Complex, provides for many educational opportunities that are within walking distance or a short drive. Public transportation gives easy access to both Kelowna and West Kelowna.

Due to a large catchment area and semi-rural character, approximately 17% (70 students) of the school population arrive and return home by school district transportation, some traveling a distance in excess of 45 kilometers.

School Performance Information

Reading and Writing Goal - Strategies and Structures

One-on-One reading program with parent volunteers

Reading Buddies

Reading A-Z program

Home Reading program

School-wide technology project

Participation in the School, Zone and District Speak-offs Placing 1st in the District Competition

Use of Successmaker three times per week in all grades K-5

Homework Club

Use of Literacy Screener K-3

Assessment for Learning professional development at staff meetings

Rigor professional development at staff meetings

Collaboration time for staff

Observation Afternoons

Parent volunteers to assist in classrooms

Author and Illustrator Visits

School Based Team approach to student support

Literacy Project

Classroom literacy support in the primary classrooms

Support Information documented

Battle of The Books Teams for Grades 3/4, 5 and 6

Aboriginal Advocate time

Social Responsibility Goal Strategies and Structures

Monthly Character Assemblies

Spirit Days

Effective Behavior Support Plan

Student Leadership in Grades 4-6

Global Citizen Presentations

Community and global fundraisers: Terry Fox Collection, Food Bank Drives, Christmas Jingle Collection, Jump Rope for Heart, donation of funds to purchase equipment for water and food in underdeveloped countries and SPCA Book Drive

Remembrance Day Assembly

Positive Recognition Assemblies

Bike Rodeos

Hawkeyes

Open Gym Program

Positive Call Initiative

Elimination of the Behavior Slip without notification

Photography Club

Dance Club

Golf Club

Choir



Technology Team

Cross Country Running





Aboriginal Advocate time

Random Recognition Program

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
FOCUS AREAS				
Schools/Programs of Choice				
Recruitment/Development - Quality Staff				
Quality Assessment & Instruction				
District Health Promoting Schools Plan				
Increase the social responsibility of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 90% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% on the Ministry of Education Grade 4 Satisfaction Survey.				
Increase the social responsibility of our students.	4/11/2011	87	90	 On Target
Economic Viability and Stability				
SCHOOL BASED				
To become a wireless school that includes access to new and emergent technology that increases student motivation and achievement.				
To have fewer students suspended from school as indicated by our school statistics.	4/11/2011	9	14	 On Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To increase the percentage of students meeting expectations in reading and writing.				
To have 90% of our intermediate students achieve a "C" or better on their report card in the areas of Reading and Writing. Students on IEP's will not be included in the data but will be included in School Planning.	4/12/2011	92	90	 On Target
To have fewer Grade 3 students at risk as determined by the Literacy Screener Data.	4/11/2011	9	20	 On Target
To have more than 85% of students, in grades 2 through 6, meeting or exceeding expectations as measured by the Spring School Wide Write assessment.	4/26/2011	82	85	 On Target
FOCUS AREAS				
Schools/Programs of Choice				
Recruitment/Development - Quality Staff				
Quality Assessment & Instruction				
District Health Promoting Schools Plan				
To reinforce appropriate social behaviour of students in all school settings.				
To have fewer students suspended from school as indicated by our school statistics.	4/11/2011	9	14	 On Target
Economic Viability and Stability				



Results

Status : Meeting Expectations

	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: To increase the percentage of students meeting expectations in reading and writing.

Rationale:

Data indicates that Hudson Road students need to improve literacy skills.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
To have 90% of our intermediate students achieve a "C" or better on their report card in the areas of Reading and Writing. Students on IEP's will not be included in the data but will be included in School Planning.	4/12/2011	92	90	 On Target
To have fewer Grade 3 students at risk as determined by the Literacy Screener Data.	4/11/2011	9	20	 On Target
To have more than 85% of students, in grades 2 through 6, meeting or exceeding expectations as measured by the Spring School Wide Write assessment.	4/26/2011	82	85	 On Target

Alignment: FOCUS AREAS

Sub Alignment: Schools/Programs of Choice

Sub Alignment: Recruitment/Development - Quality Staff

Sub Alignment: Quality Assessment & Instruction


Sub Alignment: District Health Promoting Schools Plan

SMART Goal: Increase the social responsibility of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 90% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% on the Ministry of Education Grade 4 Satisfaction Survey.

Rationale:

One piece of data to compare cohort groups.

Disaggregated Data/Evidence:


Indicator	Date	Value	Target	Progress
Increase the social responsibility of our students.	4/11/2011	87	90	 On Target

SMART Goal: To reinforce appropriate social behaviour of students in all school settings.

Rationale:

The results continue to demonstrate that very few individuals in the school continue to influence the data in this area.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
To have fewer students suspended from school as indicated by our school statistics.	4/11/2011	9	14	 On Target

Sub Alignment: Economic Viability and Stability


Alignment: SCHOOL BASED

SMART Goal: To become a wireless school that includes access to new and emergent technology that increases student motivation and achievement.

Rationale:

Data and observation indicate that student engagement is vital to student success.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
To have fewer students suspended from school as indicated by our school statistics.	4/11/2011	9	14	 On Target

Data

Status : Approaching Expectations

The data we have selected for the school improvement cycle is available, current and relevant to our success.

Goals

Status : Meeting Expectations

The goals of the school are aligned with the data that we have used and focus on the improvement of students in the areas of writing, reading and social responsibility.

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:

To increase the percentage of students meeting expectations in reading and writing.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Classroom Instruction Strategies	Barrie MacLeod/	9/4/2009	9/5/2011	In-Progress	High	50			

To reinforce appropriate social behaviour of students in all school settings.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Behavior Tracking System	Barrie MacLeod/Admin Council	9/30/2010	6/30/2011	Postponed	Medium	100			

Increase the social responsibility of our students as measured by an increase in the percentage of students reporting to feel safe at school to greater than 90% and decrease the number of students reporting to be bullied, teased or picked on while at school to less than 5% on the Ministry of Education Grade 4 Satisfaction Survey.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Behaviour Matrix	Barrie MacLeod/School-Based Teachers	9/7/2009	12/3/2010	In-Progress	High	100			
Battle of the Books	Barrie MacLeod/School-Based Teachers	10/1/2007	6/29/2012	Completed		100			
Provide more opportunities for students to be successful.	Barrie MacLeod/School-Based Teachers	9/1/2009	6/25/2011	In-Progress	High	80	5,000		

To become a wireless school that includes access to new and emergent technology that increases student motivation and achievement.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Engage students through multiple uses of technology	Barrie MacLeod/School-Based Teachers	10/8/2009	6/30/2011	In-Progress	High	60	50,000		

Strategies

Status: Meeting Expectations

Structures

Status: Meeting Expectations

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.



Dialogue and communication

Status : Meeting Expectations

Leadership

Status : Meeting Expectations

Parent involvement

Status : Sustaining Improvement

	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)

Hudson Road Elementary

School Planning Council:

We certify that, to the best of our knowledge, the information provided in this progress report is accurate.

_____ Student Member's Name (Print) (grades 10-12 school)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name (Print)	_____ Signature	_____ Date
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PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

