

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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North Glenmore Elementary

7/2011

General Information

## **Mission Statement**

*North Glenmore is a positive, respectful environment that encourages and supports all learners to achieve personal excellence. Our staff works as a cohesive, collaborative team to provide meaningful, differentiated experiences to meet the needs of the 21st Century learner.*

Principal : Maeve Buckley

Web site : <http://www.nge.sd23.bc.ca>



*"Together We Learn"*

## **SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)**

### **Our Mission:**

To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society

### **Our Vision:**

School District No. 23 (Central Okanagan) is a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed

### **Our Cultural Values:**

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

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

## DISTRICT GOALS AS OF 7/12/2011

<b>1</b>	<b>Alignment : GRADUATION</b>
<b>1</b>	By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach 95% in Gr. 8, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
<b>2</b>	By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.
<b>2</b>	<b>Alignment : NUMERACY</b>
<b>1</b>	The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on year-end report cards.
<b>2</b>	The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.
<b>3</b>	<b>Alignment : Economic Viability and Stability</b>
<b>1</b>	The Board encourage substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

## GOALS OF THE SD23 ENHANCEMENT AGREEMENT

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



### Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

# CELEBRATING SCHOOL SUCCESSES

## Unique School Characteristics:

North Glenmore Elementary School opened in 1964 as a two-room school. In 1967, two rooms, plus a half-sized gym and library were added. In 1993, three classrooms, a computer lab, new office spaces, a new library and a full-sized gymnasium were also added. In 2001, a final two-storey addition, including an elevator, four classrooms, support staff offices, a conference room and book storage room, were completed. The thirteen portables that had been on-site until that time were removed in August of 2001, and all students were housed within the building for the first time in many years.

Big changes in the schools population, due to the subdivision of numerous farms and orchards in the area, necessitated construction over the years. Between September 1989 and 1993, the population grew from 190 students to 424 students, despite the reassignment of the Grade Seven students to a middle school in 1992. The population peaked at 648 students by 1999, and in 2000, a boundary change meant 250 students were reassigned to the new Watson Road Elementary School a few kilometers down the road.

The current population of 430 students is housed in a well-appointed building that is centrally located. The facility is spacious, with a computer lab, excellent library and current resources. It is a school with a reputation for respectful students, strong family support and an effective staff. The area is desirable and housing sales are quick. Families frequently upgrade in the same area so their children can continue to attend North Glenmore Elementary.

The new Wilden subdivision has brought many additional families to our school in the past four years.

The Glenmore Bypass has been completed. It runs along the back of our school property. The bypass was expected to significantly reduce traffic at the front of our school, now called Snowsell St. This was once considered one of the citys busiest roads, with the Glenmore/Union intersection accommodating approximately 800 cars during busy traffic hours. The bypass has increased traffic on Union Road, which is a main access point to the bypass. The intersection of Snowsell and Union is very busy and has a blind spot that often creates confusion for drivers and a danger for pedestrians. With the change to Union, parents have very limited drop-off and pick-up areas, creating congestion around the school. The school and district is working with the city of Kelowna to create safer access to the school.

North Glenmore Elementary continues in our role as a rental facility in our community, where our gymnasium, multi-purpose room and sports fields are actively utilized outside of school hours.

The North Glenmore PAC is a positive, active partner in the school and keeps parents informed about events and activities at our school, educational programs, and new school, district and ministry initiatives. The PAC executive is a strong, active group of volunteer parents in our school. They continually focus on their role of providing service for all students. On average, 10-15 parents attend the regularly held monthly meetings. Teachers also attend PAC meetings on an ongoing basis, dependent upon agenda items.

North Glenmore offers a pre-school program that is sponsored by the Boys & Girls Club. This program provides an excellent service to three and four year olds in our community.

A special feature of our facility is the amazing mural painted in our gym depicting our Gator mascot. This project was co-funded by the school, the PAC, and family donations and greatly promotes school spirit.

One of the most unique features about North Glenmore in the last four years is that we are working with essentially a brand new team with a new principal, ten new teaching staff, and a vice principal added to our team last year. This has given us a wonderful opportunity to renew the vision for the school. Veteran staff members have been very welcoming and open to the variety of skills, experiences and ideas that new staff members have brought to the school. As a new team, we have had great discussion around what values, traditions, and student opportunities need to be maintained, and what can be let go of or replaced. We have begun to look at all areas of the school that lead to student achievement and staff success: programs, systems, and structures.

A three-year staff development/shared leadership plan (2007-2010) for NGE was to develop cohesiveness (New Shoes), consistency (Ducks in a Row), and collaboration (Solving Puzzles) amongst our team. We continued this past year with a book study on the book Brain Rules, by John Medina. It sparked meaningful discussion about learning styles, differentiated instructional practices, and the role of health, nutrition, exercise and sleep in brain functioning. This year we had a number of staff members involved in 2 Inquiry Projects related to differentiated instruction: Gr 4 Focus on Boys' Learning; K focus on Project-Based Learning.

## School Performance Information

### 1. Assemblies:

Monthly Celebration Assemblies

Collaboration Assemblies (6 per year - focused on District Cultural Values)

Lunch-time Showcase (4 per year)

Justice Theatre: Internet Safety and Cyber Bullying Awareness assembly

Christmas Concerts (Pre-School and K-6)

### 2. Clubs and Programs

Gr 4 & Gr 6 Recycling Monitors

Garden Club

Photography Club

Year Book Club

Chess Club

Spirit Club - Monthly Spirit Days

Brown Bag Lunch Programs














Lunch, Kindy, and Office monitors

### 3. Enrichment Opportunities

Battle of the Books

Environmental Mind Grind  
Geography Challenge  
School Newspaper  
CanWest Spelling Bee  
Rotary Public Speaking Competition  
Grade 6 Leadership Program  
Grade 6 Leadership and Team Building Day at Bertram Park  
Grade 6 Outdoor Education Program (Scouts Canada)  
Social Justice - Care and Make it Fair Conference  
4. Healthy School  
Self Defence with Great Way Martial Arts (Grade 6)  
Intramural Floor Hockey (Grades 1 - 6)  
Volleyball and Basketball teams (Grade 6)  
Terry Fox Run  
100 km Running Club  
Intermediate Track and Field, Apple Bowl Track Meet  
Swim to Survive Program  
BC Fruit and Vegetable Program  
Daily Physical Activity - all classes participate in Action School BC  
Primary Kidfest  
5. Literacy  
One to One reading Program  
Primary Reading Groups  
Author Visits  
ELFF Preschool Parent Nights (hosted 2 this year)  
6. Other  
Gator Gotcha Goals, Work Ethic Awards  
Little Gators Pre-School  
Effective Behaviour System (EBS) school-wide behaviour expectations

## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>LITERACY</b>				
<b>Continue to improve student achievement in literacy.</b>				
<b>Grade 1 Year End PM Benchmark Results 2010</b>	6/30/2010	75	80	 Warning
<b>Grade 2 Year End PM Benchmark Results 2010</b>	6/30/2010	77	80	 Warning
<b>Grade 4 Reading FSA Results 2010</b>	6/30/2010	84	90	 Warning
<b>Grade 4 Writing FSA Results 2010</b>	6/30/2010	64	90	 Off Target
<b>Grade 5 CAT Reading Scores 2010</b>	6/30/2010	96	90	 On Target
<b>Grade 5 CAT Writing 2010</b>	6/30/2010	98	90	 On Target
<b>Language Arts Intermediate Report Card Marks June 2010</b>	6/24/2009	95	90	 On Target
<b>Language Arts Kindergarten Report Card Marks June 2010</b>	6/24/2009	85	90	 Warning
<b>Language Arts Primary Rreport Card Marks June 2010</b>	6/30/2009	76	90	 Off Target
<b>School Wide Write Spring 2010 (Grade 6)</b>	4/29/2011	85	80	 On Target
<b>NUMERACY</b>				
<b>Continue to improve student achievement in Numeracy.</b>				
<b>FSA Numeracy Scores 2010</b>	6/30/2010	84	80	 On Target
<b>Numeracy Intermediate Report Card Marks June 2010</b>	4/6/2010	92	90	 On Target
<b>Numeracy Primary Report Card Marks June 2010</b>	4/6/2010	98	90	 On Target

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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**Results**

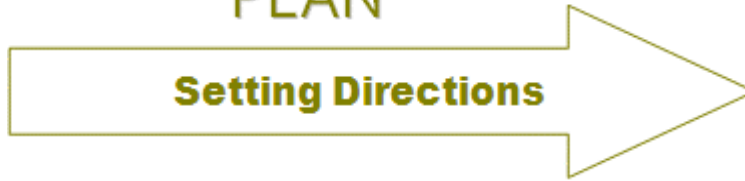
Status : Meeting Expectations

See data analysis information for Celebrations, Observations, and Further Explorations in the following areas:

Report Card Marks, Grade Cohorts, PM Benchmarks, FSA, CAT 4, and School Wide Write

	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.

# PLAN



## Alignment: LITERACY

**SMART Goal: Continue to improve student achievement in literacy.**

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Grade 1 Year End PM Benchmark Results 2010	6/30/2010	75	80	⚠ Warning
Grade 2 Year End PM Benchmark Results 2010	6/30/2010	77	80	⚠ Warning
Grade 4 Reading FSA Results 2010	6/30/2010	84	90	⚠ Warning
Grade 4 Writing FSA Results 2010	6/30/2010	64	90	🔴 Off Target
Grade 5 CAT Reading Scores 2010	6/30/2010	96	90	🟢 On Target
Grade 5 CAT Writing 2010	6/30/2010	98	90	🟢 On Target
Language Arts Intermediate Report Card Marks June 2010	6/24/2009	95	90	🟢 On Target
Language Arts Kindergarten Report Card Marks June 2010	6/24/2009	85	90	⚠ Warning
Language Arts Primary Rreport Card Marks June 2010	6/30/2009	76	90	🔴 Off Target
School Wide Write Spring 2010 (Grade 6)	4/29/2011	85	80	🟢 On Target

## Alignment: NUMERACY

**SMART Goal: Continue to improve student achievement in Numeracy.**

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
FSA Numeracy Scores 2010	6/30/2010	84	80	🟢 On Target
Numeracy Intermediate Report Card Marks June 2010	4/6/2010	92	90	🟢 On Target
Numeracy Primary Report Card Marks June 2010	4/6/2010	98	90	🟢 On Target

**Alignment: SCHOOL BASED**

**SMART Goal: Parents as Partners**

**Goals**

Status : Meeting Expectations

## Other Areas of Focus:

### Healthy Schools and Daily Physical Activity

- Programs such as Terry Fox Run, Move for Health Day, 100 K Club, floor hockey intramurals, school-wide PE themes (e.g. volleyball, basketball, gymnastics), Track and Field, all support this initiative.
- Our primary classes are taught by a PE specialist during Prep time. Additionally, this teacher acts as a resource to intermediate teachers and assists in planning school-wide activities.
- All classrooms promote healthy snacks and lunches according to the current Canadian Food Guide. Our Wednesday Hot Lunch program provides a variety of healthy lunches in keeping with the suggestions provided in the District Healthy Foods guide.
- Current staff are trained in Action Schools B.C. Equipment bins have been provided for all classrooms and are used on a regular basis. DPA focuses on strength, flexibility and endurance. Staff report that frequent activity breaks throughout the day have helped students remain alert, boost their energies, and refocus on their learning.
- Our school participates in the Ministry of Agriculture's Fruit & Veggie program.
- We believe that healthy living is a part of our school's culture.

### Aboriginal Enhancement Agreement

- Physical: participation in all Healthy School activities
- Intellectual: Dawn Dunstan, Aboriginal CEA, has provided excellent support for our aboriginal students this year. Dawn provides academic support for 10/32 students (6 primary / 4 intermediate).
- Spiritual / Emotional: Gr 1 Science— incorporating the "Okanagan Curriculum Project" resources on aboriginal seasonal stories and activities; Pamela Barnes presentation on Okanagan life and legends. Gr 2 – guest speaker on importance of animals in aboriginal culture. Gr 3 Social Studies –the Saikuz first people interaction with pioneers; Gr 4 Social Studies– aboriginal history, traditions and culture, including field trip to Kelowna Museum; Gr 4 Language – novel studies Indian School (residential schools) and Silver (dog sled teams); Gr 4 Art – button blankets and inukshuks; Gr 5 Social Studies – aboriginals as part of Canada's founding peoples; aboriginal self-government; treaties, reserves, consensus vs. majority rule; traditions of whaling and potlatch; residential schools, assimilation; Gr 5 Science – Nisga'a Fish Wheel as a means of careful use of resources; Gr 5 Art – mask making; Gr 6 Art – Soap Stone Carving; Library – updating aboriginal literature (all recommended resources available); Music (Primary & Early Intermediate) – drumming, chanting, learning songs with aboriginal content and history.

### Assessment for Learning (AFL) / Quality Assessment (QA)

- In keeping with SD#23 focus, staff have explored AFL / QA practices this year
- A team of 2 lead teachers and 2 administrators attended the District August AFL training day in 2009
- A team of 3 teachers and 2 administrators will be attending this summer's August UBD training
- The AFL team presented to the staff on the Ministerial Day
- Lead teachers supports AFL and DI strategies in a variety of ways:
  - Hosting TLC (Teacher Learning Community) luncheon session ( attendance 18 staff)
  - Providing exemplars and classroom strategies
  - Sharing their classroom experiences
  - Sharing samples from the Alberta Assessment Consortium
  - Providing QA articles for discussion
  - Providing mentorship for individual teachers
- Collaboration Meetings are used to align practices and improve consistency across grade levels
- 3 of NGE's Grade 4 teacher's took part in the district's Inquiry Project where they continue to study best practices for improving the achievement level of male students

### **Rationale**

Status : Meeting Expectations

Our focus goal is to continue to improve student achievement in Literacy. This goal is in keeping with the District goal. Although improving Literacy has been a goal for the school for many years, we are presently in our 2nd year of a 3-year plan to collect specific data for new trend lines.

Last year's maintenance goal to continue to improve student achievement in Numeracy. We have reinstated improvement in Math as a focus goal for next year. Over the past 2 years, we have surpassed our achievement goals with 93% of intermediate students and 97% of primary students meeting or exceeding expectations in report card marks. During this time we monitored numeracy results, but we will now once again begin to focus on improving Math results. We will continue to focus on reinforcement of Math facts. Our PAC has committed to annually presenting all Grade 3 students with a special "gift" of multiplication cards to help motivate mastery of Math facts.

**Data**

Status : Sustaining Improvement

See data analysis information for Celebrations, Observations, and Further Explorations in the following areas:

Report Card Marks, Grade Cohorts, PM Benchmarks, FSA, CAT 4, and School Wide Write

	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 improve student achievement in literacy.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading Power: ongoing implementation of school-wide Reading Power instructional strategies	Maeve Buckley/School-Based Teachers	10/2/2008	6/30/2010	In-Progress	High	100		★	
Reading Power: develop Reading Power scope and sequence of grade level strategy focus	Maeve Buckley/Curriculum Leaders	9/11/2008	12/25/2008	Completed	High	100		★	
Reading Groups: create levelled reading instruction groups Gr 1-3	Maeve Buckley/School-Based Teachers	9/2/2008	6/29/2010	In-Progress	High	100	1,500		★
Reading Groups: targeted small group primary reading instruction 3x week	Maeve Buckley/School-Based Teachers	9/2/2008	6/25/2010	In-Progress	High	100			★
School-Wide Write: conducted in grades 2-6 in the fall and grades 1-6 in the spring	Jesse Bruce/School-Based Teachers	9/2/2008	6/25/2010	In-Progress	High	100	3,500		★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Nelson Primary Benchmarks used to assess student reading levels each term	Maeve Buckley/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	100			★
Excellence in Writing: program implemented in Grades 4 - 5 and reinforced in Grade 6	Maeve Buckley/School-Based Teachers	9/1/2008	6/30/2009	Completed	High	100		★	
6+1 Writing Traits: implemented school wide	Maeve Buckley/School-Based Teachers	9/1/2009	6/30/2012	In-Progress	High	50		★	
Whole Class Reading Assessment: begin implementation of this assessment in grades 4-6	Jesse Bruce/School-Based Teachers	9/1/2009	6/30/2010	In-Progress	High	50			★
6+1 Writing Traits: purchase resources for grades 1-5	Maeve Buckley/Curriculum Leaders	1/8/2010	1/8/2010	Completed	Medium	100	1,000	★	
6+1 Writing Traits: implemented school wide	Maeve Buckley/Curriculum Leaders	9/1/2009	6/30/2011	In-Progress	High	50		★	
One to One Reading Program	Maeve Buckley/Curriculum Leaders	1/1/2010	6/26/2010	In-Progress	High	50		★	

## Parents as Partners

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Parent transition meetings (Grades K, 4, 6)	Maeve Buckley/	9/1/2011	6/30/2012	In-Progress	High	0		★	
Parent Home / School Conferences	Jesse Bruce/	9/1/2011	6/30/2012	In-Progress	Medium	0		★	
Parent Previews	Maeve Buckley/	9/1/2011	6/30/2012	In-Progress	High	0		★	
Parent Home / School Connection Newsletter	Maeve Buckley/	9/1/2011	6/30/2012	In-Progress	High	0		★	
Parent Home Reading Brochure	Maeve Buckley/Curriculum Leaders	9/1/2011	12/16/2011	In-Progress	High	0			★
Parent Math Home Practice Brochure	Jesse Bruce/Curriculum Leaders	9/1/2011	12/16/2011	In-Progress	High	0		★	
Parent and Student Math Night	Jesse Bruce/Curriculum Leaders	9/1/2011	6/30/2012	In-Progress	Medium	0			★
Parent Information Nights	Maeve Buckley/	9/1/2011	6/30/2012	In-Progress	Medium	0	200	★	

## Strategies

Status: Approaching Expectations

District budget constraints have made it more difficult to pull together lead teachers, provide in service etc..

Assessment for Learning strategies are being introduced in all areas.

- In Literacy, Reading Power, Excellence in Writing, and 6+1 Traits are all strategies that will continue to be used throughout the grades to provide a common approach to instruction.
- Programs in place for struggling students: LAT, Class Support, 1-1, Read Naturally, Kurzweil, Successmaker, Aboriginal CEA.

## Structures

Status: Meeting Expectations

Primary Gr 1-3 grades will continue to schedule 3x / week for levelled reading groups. This structure will continue to require additional resource personnel (LAT, Lib, Admin) for support. Primary staff indicate that this targeted instruction has created increased success for all levels of learners and consider continuing this new structure a priority. Primary Benchmark data shows a significant increase in students meeting or exceeding from Term 1 to Term 2.

- We will continue to provide time for collaborative team discussion and planning.
- We will further explore our assessment practices, and have implemented new structures to provide us with relevant, school-based data (e.g. Whole Class Reading Gr 3-6, School-Wide Write Gr 1-6). Funding has been provided for collaborative assessment time and is considered a priority for staff.
- Our School-Based Team structure has been very successful in developing comprehensive plans (home & school) for students who require additional support. Funding was provided to release teachers to meet and plan with the SBT.

### **Coherence and Alignment**

Status: Meeting Expectations

Learning Resource funds have been allotted for literacy enhancement (e.g. Power Reading classroom bins, Home Reading books, 6+1 Trait Crates Gr. 1-5) Additional resources provided this year have been well utilized.

NGEPAC has allotted \$200 per class for the 2nd year to be used at teacher discretion to support our Literacy and Numeracy Goals.

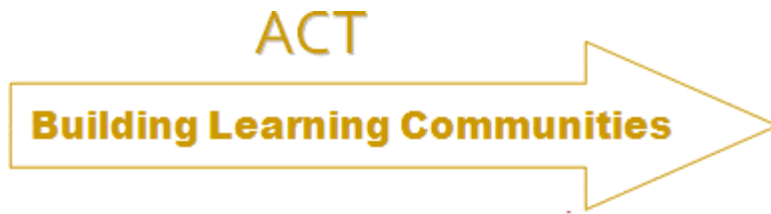
Human Resources (staffing) allotments have been adjusted to accommodate Primary Reading Groups (e.g. Teacher-Librarian, Learning Assistance / Classroom Support and Administrative time).

Budget funding allotment for collaborative time (e.g. Grade group release time for School Wide Write).

Administrative time and small budget allotment to provide collaborative time for Primary & Intermediate team meetings.

Prep schedule adjusted to allow for Grade partner meetings.

	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

PAC – active executive members, fund raising, family events (e.g. Sept welcome night, family dance), project planning (e.g. new playground)

Parent Volunteers - classroom assistance, One-to-One Reading, school events (e.g. Track & Field, Primary Play Day)

Parents as Partners will be made a specific goal and focus for the upcoming school year.

### **Dialogue and communication**

Status : Meeting Expectations

Input:

Weekly muffin meetings, monthly staff meetings, collaboration meetings (6 per year), staff committees, NGE First Class conference, written memos, informal discussions, school newsletters, monthly PAC meetings, PAC committees, PAC newsletters, monthly CEA meetings, weekly clerical meetings, TLC (Teacher Learning Communities) luncheon meetings, Staff Development meetings, Primary & Intermediate Team Collaboration meetings

Communication:

Staff – All of the above

Parents – Additional to above: report cards, home/school conferences, School-Based Team meetings, IEP meetings, phone calls, agendas, behavioural reports, notices home, teacher websites, school website, Parent Previews (beginning of each term), special topic Parent Information Notices (e.g. on-line bullying), Parent email notices

Students – criteria rubrics, exemplars and assessments, ongoing feedback, individual conferences, agendas, daily announcements, assemblies, term previews, report cards, Work Ethic awards, teacher and school websites

Community – field trips and visits within community, bulletin board, Pre-school newsletters, school website

### **Leadership**

Status : Meeting Expectations

Shared Leadership:

Staff – committee leaders, curriculum lead teachers, primary and intermediate teaching teams, extra-curricular sponsors (teacher and CEA's), staff responsibility sign-up (includes all staff), hosting parent information nights (e.g. ELFF pre-school parent literacy program, K Parent information meeting, Gr 4 Parent transition meeting, Gr 6 Parent information meeting)

Students – Gr 6 leadership, Gator Gotchas Goals, Celebration Assemblies, Gr 4 & 6 Recycling, Gr 6 Road Safety Monitors, Office Monitors, Kindergarten Playground Helpers, student photographers, enrichment projects that represent our school (e.g. newspaper, education week, public speaking)

Parents - PAC Family activities (e.g. Welcome Back Bar-b-que, Family Dance), One-to-One Reading Program

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

# PLAN ASSESSMENT

## 10 Points of Inquiry Summary

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

# CERTIFICATIONS

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

North Glenmore 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

