

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Peachland Elementary

7/2011

General Information



Mission Statement

Set high expectations, develop the whole child and provide support for all students in their learning.

Show commitment to education by continuing to improve and model the skills and attitudes required for life long learning.

Encourage and value input and involvement of all staff, parents, students and the community at large.

Principal : Troy White

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

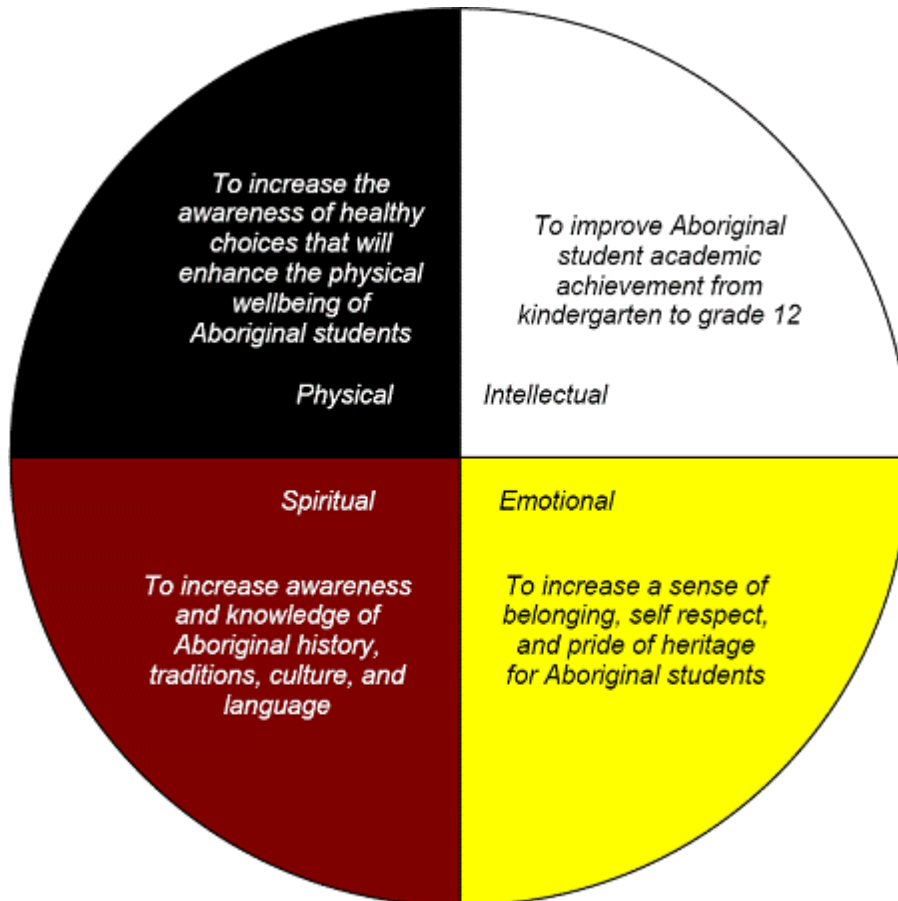
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

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:

Peachland Elementary School is the only educational facility located in the quiet rural, lakeside and lake-view community of Peachland. With a population of approximately 5,000, Peachland is home to a majority of retired pensioners. Ongoing development in the municipality appears to be attracting new families.

Population

Peachland Elementary Schools current population is 223 with room for growth at all grade levels. The majority of students who begin their schooling in Peachland stay with the school until the end of Grade 6. Peachland only has one elementary school in our community and must travel to Westbank to attend Middle and High School. In an effort to entice as many Peachland students enrolled at PLE as possible, the school has entered into a partnership with Boys and Girls' Club to offer preschool programs to children aged 3 and 4 and an after school care program for school aged children. This is an attempt to support parents in our community with a seamless transition from school to childcare.

Diversity

The students of Peachland Elementary come from diverse socio-economic environments. The spectrum is wide, covering the range from extremely high-income, two parent families to a number of families on income assistance. Of note is that the percentage of low income families in Peachland (29%) is significantly higher than both the district (22%) and provincial (23%) averages.

The current School Meal program provides 18 free bag lunches for families in need of support. Students who occasionally arrive without breakfast or a snack are also provided with healthy food items.

Parent involvement in their children's education also varies. Some families are extremely supportive of the school in every way helping children with homework, communicating regularly with school staff, assisting with fund raising and PAC sponsored events, etc. While all families presumably want the best for their children, some have more difficulty freeing up time to assist with homework or support school sponsored events.

The PAC

The Peachland Elementary School PAC is comprised of a group of highly dedicated parents who represent all grade levels, and effectively represent the larger parent community. An average of 10-15 parents attend the monthly meetings, with more parents becoming involved in various school events throughout the year. The PAC sponsors several fund raising events, which help to provide numerous educational opportunities that benefit all students. PAC has also supported the process of implementing Smart Boards in many of our school classrooms.

This year, the PAC is continuing to support our curricular areas by providing swimming lessons for our primary students as well as an outdoor cross country/snowshoe experience for our intermediate students. This year, the PAC has donated in the range of \$3,000 to enable the school to provide curricular field trips for all classes. These funds were raised through a Hot Lunch program on Wednesdays, selling entertainment books, and many other various fundraising initiatives. In addition, the PAC has raised funds for the library by sponsoring a Scholastic Book Fair this year. As well as all the extra-special events, parents volunteer in the classroom, field trips and for other school-related business. The PAC is an important part of our school community.

Community Connections

Peachland Elementary maintains solid ties with local service organizations and depends on them for both financial and community support. These organizations include The Lions Club, The Rotary Club, The Peachland Legion Branch #69, and seniors who participate in the One-to-One Reading program. Reg Lawrence, a retired police officer, still contributes to the school by organizing a wonderful Bike Rodeo.

Also of key importance to our school, is the Peachland Community Centre. This relationship is reciprocal for both institutions, as the Community Centre provides a wide range of activities for both adults and children throughout the year.

The Emmanuel Church in Peachland now utilizes our facilities on Wednesdays and Sundays for their youth group and church services. This has brought new people into our building, introducing them to the wonderful facility that we have. With this connection we hope to encourage our parents to register their children at our school.

The Peachland Public Library remains a substantial resource for the school community. Just a short walk away from the school, the library has become a favorite regular excursion for students and teachers. Local businesses, on many occasions, support our school in many fundraising activities. The Peachland Community is very generous in this area.

School Contributions to the Community

Peachland Elementary is very much a part of the social fabric of the community. The local Arts Council, Peachland Wellness Center, Peachland Fall Fair Committee, Spirit of B.C., B.C. Olympic Committee, as well as the Little School House Society are examples of organizations that regularly include the school children in their activities. Peachland Elementary students are featured regularly in the local community newspaper. The Peachland View staff covers various school events and often publishes photographs of student activities. This is a great morale booster for students, as they see and read about their accomplishments in the newspaper. These articles and pictures are clipped and posted in the school hallway.

School Performance Information

Physical: To increase the awareness of healthy choices that will enhance the physical wellbeing of students.

Assemblies/Cultural Performances: A variety of assemblies and cultural performances are held throughout the year, including topics such as team work, Heroes, anti-bullying, honesty, spirit days, Remembrance Day, and year-end celebration.

Athletics: Peachland Elementary School students participate in team sports such as basketball, volleyball, rugby, as well as a running club.

Bike Rodeo: Constable Reg Lawrence organizes a Bike Rodeo for all students at Peachland Elementary School. This event focuses on bike safety.

Curling: Intermediate students took part in a three-day Curling Experience at the Kelowna Curling Club. This was a PAC sponsored event.

DARE: This grade five program is taught by an RCMP member and focuses on giving students the life skills they need to avoid involvement with drugs, gangs, and violence.

Grade 4/5/6 Outdoor Education: Mr. Koops and Mrs. Evanss class participated in an overnight, outdoor adventure at Silver Lake Lodge. Mrs. Frey took her class to Victoria on a two-day overnight Field Trip.

Gymnastics - Primary students took part in a two-day Gymnastics Experience at the Kelowna Gymnastics Club. This was a PAC sponsored event.

Intermediate Track and Field/Apple Bowl: In May/June, intermediate students participate in a variety of track and field stations preparing to attend a competition at the Apple Bowl with a partner school. In 2011, Peachland will be competing with Glenrosa Elementary School. Select students will participate in the District Track and Field Meet in June.

International Walk to School Day: This fall event challenged students and families to walk to school together creating an environmentally friendly transportation alternative.

Intramurals: On Wednesdays, Ben McGillivray runs an intramural program of minor games. Mr. White is the teacher sponsor.

Jump Rope for Heart: Students and staff participate in the school-wide event which raises money for the Heart and Stroke Foundation.

Primary Play Day: Organized by staff and parents, primary students are involved in a half-day of cooperative play and friendly competition.

So You Think You Can Dance: This school event allows students the opportunity to showcase their talents and learn performance and presentation skills.

Swimming Lessons: Primary students took part in a four-day swimming lesson session at Johnson-Bentley Aquatic Center. This was a PAC sponsored event.

Terry Fox Run: Students, staff and parents participated in this years Terry Fox Run within the Peachland Community.

Westside Warriors: Utilizing this organization, we invited these hockey athletes to read to our primary students and play floor hockey with our intermediate students.

Intellectual: To improve student academic achievement from Kindergarten to grade 12.

Author Visits: School Librarian invites authors to support literacy initiatives and encourage students to read.

Buddy Classes: Several classes partner with each other to share in their learning.

ELFF - Early Learning For Families - Peachland Staff initiated an Early Learning for Families initiative. Parents of three, four and five year olds were invited out for supper and take part in successful strategies and activities that will help their children be more successful in school.

First Nations Advocacy: A trained CEA supports students with Aboriginal backgrounds academically and socially.

Home-Reading Program: All students have the opportunity to participate in our home reading program. With parental support, students are encouraged to read at least 10-15 minutes per day.

Homework Club: Each day from 11:15 a.m. 12:10 p.m. students have an opportunity to get extra assistance by a CEA on work they have not fully understood or finished.

Monitors: A collection of student leaders are trained in office monitoring and gym equipment monitoring.

Spell-a-thon: Students take part in a Spelling Bee type activity. This year we have a higher turn-out of students (25).

Work Ethic Awards: to receive a gold work ethic award at Peachland, intermediate students must obtain all G's (good) in the work habits column of their report card. To receive a silver, intermediate students must obtain all G's (good) and one S in the work habits column of their report card. To receive a bronze, intermediate students must obtain all G's (good) and two S's in the work habits column of their report card. No N's can be present in the work habit column of their report card.

Emotional: To increase a sense of belonging, self respect, and pride of one self and the school that they attend.

Homework Club: Each day from 11:15 a.m. 12:15 p.m. students have an opportunity to get extra assistance by a CEA on work they have not fully understood or finished.

Athletics: Peachland Elementary School students participate in team sports such as basketball, volleyball, rugby, as well as a running club.

Big Brother/Big Sisters: Community members connect with identified students.

Carnival: This event is held after school and is highly anticipated by students. The night comes with a variety of amusements and activities for students and families.

Chess Club: Intermediate Students had the opportunity to join the Chess Club on Mondays from 2:30-3:30 p.m. Select students were then taken to the District Chess Tournament.

Christmas Carolling: Long-standing tradition of singing songs on the last day of class before vacation. Parents and community members are invited to sing with our students.

DARE: This grade five program is taught by an RCMP member and focuses on giving students the life skills they need to avoid involvement with drugs, gangs, and violence.

ELFF - Early Learning For Families -Peachland Staff initiated an Early Learning for Families initiative. Parents of three, four and five year olds were invited out for supper and take part in successful strategies and activities that will help their children be more successful in school.

Effective Behaviour System: Students are reminded of school-wide expectations on the first week of school. Appropriate behaviour and strategies are taught to students from school bus, gymnasium, to the hallway and classroom. Every staff member teaches Peachland Elementary's Behaviour Matrix. Held on the second day, the Principal reinforces a team approach to increasing student responsibility in a school assembly. Shared leadership and shared language have made this very successful at Peachland. Student behaviour forms also utilize the Provincial Social Responsibility rubric. Putting your Best Foot Forward Super Hero Bracelet and Team Pennants

Foot Awards: These are recognition certificates for positive behaviour, which are entered into a weekly draw for a plastic foot that can be placed on the students shoelaces.

FRIENDS: This grade four program helps children and teenagers cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills in a simple, well-structured format.

Parents Mugs and Muffins: On the first morning of school, PAC sponsors this opportunity for parents to interact over coffee and muffins.

Website: Students, staff and parents can receive information about Peachland Elementary School on the school website, www.ple.sd23.bc.ca. This website is updated daily to inform parents of the most up-to-date information.

Westside Warriors: Utilizing this organization, we invited these hockey athletes to read to our primary students and play floor hockey with our intermediate students.

Work Ethic Awards: to receive a gold work ethic award at Peachland, intermediate students must obtain all G's (good) in the work habits column of their report card. To receive a silver, intermediate students must obtain all G's (good) and one S in the work habits column of their report card. To receive a bronze, intermediate students must obtain all G's (good) and two S's in the work habits column of their report card. No N's can be present in the work habit column of their report card.

Year-end Grade 6 Celebration: Grade 6 students celebrate the commencement of their middle school days.

Spiritual: To Increase Awareness and knowledge of Personal History, traditions, culture and language in one self or in others.

Assemblies/Cultural Performances: A variety of assemblies and cultural performances are held throughout the year, including topics such as team work, Heroes, anti-bullying, honesty, spirit days, Remembrance Day, and year-end celebration.

Christmas Carolling: Long-standing tradition of singing songs on the last day of class before vacation. Parents and community members are invited to sing with our students.

Christmas Concert: Christmas concert showcases every class with a dramatic or musical performance.

DARE: This grade five program is taught by an RCMP member and focuses on giving students the life skills they need to avoid involvement with drugs, gangs, and violence.

ELFF - Early Learning For Families -Peachland Staff initiated an Early Learning for Families initiative. Parents of three, four and five year olds were invited out for supper and take part in successful strategies and activities that will help their children be more successful in school.

Effective Behaviour System: Students are reminded of school-wide expectations on the first week of school. Appropriate behaviour and strategies are taught to students from school bus, gymnasium, to the hallway and classroom. Every staff member teaches Peachland Elementary's Behaviour Matrix. Held on the second day, the Principal reinforces a team approach to increasing student responsibility in a school assembly. Shared leadership and shared language have made this very successful at Peachland. Student behaviour forms also utilize the Provincial Social Responsibility rubric. Putting your Best Foot Forward Super Hero Bracelets Teamwork Pennants:

First Nations Advocacy: A trained CEA supports students with Aboriginal backgrounds academically and socially.

First Nations Culture Connections: Sensisysusten visits our school for Remembrance Day and class visits. Special Guest visit our school.

FRIENDS: This grade four program helps children and teenagers cope with feelings of fear, worry, and depression by building resilience and self-esteem and teaching cognitive and emotional skills in a simple, well-structured format.

Jump Rope for Heart: Students and staff participate in the school-wide event which raises money for the Heart and Stroke Foundation.

Milk Program: Peachland students have an opportunity to take part in our 9th annual milk program in which they can purchase milk daily.

Recycling Day: Each week, students at Peachland Elementary School are responsible for gathering recyclable items throughout the school. Mrs. Frey and Mrs. Thiesmann collect our juice boxes and aluminium cans for recycling. Classes are also scheduled on a weekly rotational basis to do environmental clean-up of our school grounds. Ms. Evans looks after the paper recycling at the school.










Student Council: Students are involved in promoting school spirit, raising money for charity, attending conferences, and promoting social justice and school safety












Year-end Grade 6 Celebration: Grade 6 students celebrate the commencement of their middle school days.

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To increase students' skills in Reading from one proficiency level to the next proficiency level.				
Increase the percentage of grade 4 parents that feel satisfied with the development of their child's reading at school from the Grade 4 Satisfaction Survey.	6/29/2010	90	90	 On Target
Increase the percentage of Grade 5 students that achieve stanine 4 and above in Reading on their CAT 4 Test	6/29/2010	96	96	 On Target
Increase the percentage of parents that feel satisfied with the development of their child's reading at school. (K, 1, 2, 3, 5, 6)	6/29/2010	87	87	 On Target
Increase the percentage of students in Grade 4 that will exceed expectation in the reading portion of the Foundation Skill Assessment.	9/25/2010	3	6	 Warning
Increase the percentage of students that feel satisfied with the development of their reading at school. (Grade 4)	9/30/2010	93	96	 Warning
To increase students' skills at impromptu writing from one proficiency level to the next proficiency level.				
Decrease the percentage of Primary students considered to be "At Risk" by the end of Grade 3 on the Primary Screener.	6/30/2010	19	14	 Off Target
Increase the percentage of grade 4 parents that feel satisfied with the development of their child's writing at school from the Grade 4 Satisfaction Survey.	9/25/2010	95	95	 On Target
Increase the percentage of Grade 5 students that achieve stanine 4 and above in Language Arts on their CAT 4 Test	6/29/2010	100	86	 On Target
Increase the percentage of parents that feel satisfied with the development of their child's writing at school. (K, 1, 2, 3, 5, 6)	9/9/2010	79	75	 On Target

	Date	Value	Target	Status
Increase the percentage of students in Grade 4 that will exceed expectation in the writing portion of the Foundation Skill Assessment.	9/25/2010	0	8	 Off Target
Increase the percentage of students in grades 1-6 that will meet or exceed expectations in the Spring School Wide Write.	4/3/2010	92	94	 Warning
Increase the percentage of students that feel satisfied with the development of their writing at school. (Grade 4)	9/25/2010	76	80	 Warning
Increase the percentage of students that will met or exceed expectation on their report card in Writing.	2/23/2010	96	96	 On Target
FOCUS AREAS				
Schools/Programs of Choice				
Recruitment/Development - Quality Staff				
Quality Assessment & Instruction				
District Health Promoting Schools Plan				
To improve students' abilities to demonstrate social responsibility				
Decrease the number of student suspensions.	6/30/2010	8	17	 On Target
Decrease the percentage of average student absentee rate	6/30/2010	6.5	5	 Off Target
Decrease the percentage of students referred to the office for behavioral incidents.	6/30/2010	68	141	 On Target
Increase the percentage of Grade 4 Parents that feel their child is not bullied, teased or picked on at school.	9/25/2010	94	90	 On Target
Increase the percentage of Grade 4 Students that feel they are not bullied, teased or picked on at school.	9/25/2010	94	95	 Warning
Increase the percentage of Grade K,1,2,3,5,6 Parents that feel their child is not bullied, teased or picked on at school.	9/25/2010	95	92	 On Target
Increase the percentage of students receiving work ethic awards	9/29/2010	180	141	 On Target
Economic Viability and Stability				



Results

Status : Sustaining Improvement

The SPC and staff consistently monitors results of our students. With the help of SKOPUS, this will increase our frequency to adjust and improve upon our strategies as results will become more frequent and accessible. There is evidence of improving over time.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.

PLAN



Alignment: LITERACY









SMART Goal: To increase students' skills in Reading from one proficiency level to the next proficiency level.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Increase the percentage of grade 4 parents that feel satisfied with the development of their child's reading at school from the Grade 4 Satisfaction Survey.	6/29/2010	90	90	● On Target
Increase the percentage of Grade 5 students that achieve stanine 4 and above in Reading on their CAT 4 Test	6/29/2010	96	96	● On Target
Increase the percentage of parents that feel satisfied with the development of their child's reading at school. (K, 1, 2, 3, 5, 6)	6/29/2010	87	87	● On Target
Increase the percentage of students in Grade 4 that will exceed expectation in the reading portion of the Foundation Skill Assessment.	9/25/2010	3	6	◆ Warning
Increase the percentage of students that feel satisfied with the development of their reading at school. (Grade 4)	9/30/2010	93	96	◆ Warning

SMART Goal: To increase students' skills at impromptu writing from one proficiency level to the next proficiency level.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Decrease the percentage of Primary students considered to be "At Risk" by the end of Grade 3 on the Primary Screener.	6/30/2010	19	14	 Off Target
Increase the percentage of grade 4 parents that feel satisfied with the development of their child's writing at school from the Grade 4 Satisfaction Survey.	9/25/2010	95	95	 On Target
Increase the percentage of Grade 5 students that achieve stanine 4 and above in Language Arts on their CAT 4 Test	6/29/2010	100	86	 On Target
Increase the percentage of parents that feel satisfied with the development of their child's writing at school. (K, 1, 2, 3, 5, 6)	9/9/2010	79	75	 On Target
Increase the percentage of students in Grade 4 that will exceed expectation in the writing portion of the Foundation Skill Assessment.	9/25/2010	0	8	 Off Target
Increase the percentage of students in grades 1-6 that will meet or exceed expectations in the Spring School Wide Write.	4/3/2010	92	94	 Warning
Increase the percentage of students that feel satisfied with the development of their writing at school. (Grade 4)	9/25/2010	76	80	 Warning
Increase the percentage of students that will met or exceed expectation on their report card in Writing.	2/23/2010	96	96	 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: To improve students' abilities to demonstrate social responsibility

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Decrease the number of student suspensions.	6/30/2010	8	17	 On Target
Decrease the percentage of average student absentee rate	6/30/2010	6.5	5	 Off Target
Decrease the percentage of students referred to the office for behavioral incidents.	6/30/2010	68	141	 On Target
Increase the percentage of Grade 4 Parents that feel their child is not bullied, teased or picked on at school.	9/25/2010	94	90	 On Target
Increase the percentage of Grade 4 Students that feel they are not bullied, teased or picked on at school.	9/25/2010	94	95	 Warning
Increase the percentage of Grade K,1,2,3,5,6 Parents that feel their child is not bullied, teased or picked on at school.	9/25/2010	95	92	 On Target
Increase the percentage of students receiving work ethic awards	9/29/2010	180	141	 On Target

Sub Alignment: Economic Viability and Stability

Goals

Status : Sustaining Improvement

The goals and objectives are based on evidence and focused on student achievement. The plan has considered all students. The SPC has identified that the plan has a systemic system that will review the evidence on a continuous fashion through our SPC meetings and teacher staff meetings. SkoVision will be a great assest to improve upon this plan.

Rationale

Status : Sustaining Improvement

Selection of goals and objectives are based on evidence from a variety of sources. The SPC has improved upon the disaggregation of heir school data. The team has looked deeper into First Nations, gender, and age of students to determine trends of concern and celebration. Again, the implementation of SkoVision will assist in the collection of this data.

Data

Status : Sustaining Improvement

The school consistently analyzes classroom, district, and provincial data sources to determine areas of need. This data has been used consistently to monitor the plan. The SPC has also identified that they have improved upon the disaggregation of data.

	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 students' skills at impromptu writing from one proficiency level to the next proficiency level.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Gr. 1 to Gr. 6 students will participate in a Fall School Wide Write and in a Spring School Wide Write. Teachers will use an evaluation rubric based on the BC Performance Standards for Writing to assess student work.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Teachers are utilizing "Assessment for Learning" assessment practices to support our impromptu writing and reading goal	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teachers collaboratively work with the school's Teacher-Librarian and focus on an Assessment for Learning strategies for writing and reading learning outcomes. Staff then present this lesson at our monthly staff meetings with the Teacher-Librarian.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Our Teacher Librarian continues to support our writing and reading goal by organizing and inviting Canadian authors to our school.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			
The LAT will continue to deliver an intensive writing and reading intervention to groups of primary and intermediate students based on needs.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Enrichment opportunities for writing advertised regularly on the Peachland Elementary School's Website to encourage participation. Student successes as writers recognized in monthly newsletters.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
As decoding relates to encoding, the SPC members and staff feel that reading programs such as Read Naturally, One to One Reading and scheduled visits to the library are great strategies to improve impromptu writing.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Our school's literacy lead teachers will continue to attend district initiatives and utilize and consult with the district literacy coordinators, Brenda Bell and Sheila Graham, regarding further writing strategies.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
The First Nation Advocate supports the strategies that the teaching staff is utilizing within the school.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			
Teachers are utilizing "Assessment for Learning" strategies and how this type of assessment can improve student's writing and reading abilities.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
A homework club has been established and supervised by a CEA to assist students who are struggling with writing, reading and numeracy assignments.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
ELFF (Early Learning for Families)	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Increase the use of manipulatives and visuals (e.g. Smartboards, Document Cameras) during instruction to increase student understanding of concepts.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Literacy Screeners	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Excellence in Writing	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Educate and share with Parents on "Assessment for Learning" strategies and how this type of assessment can improve student's writing and reading abilities.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			
Continue to connect with the Boys and Girls' preschool (which is located in our school) to support and share schools' strategies and techniques in Reading and Writing with our preschool children within our community.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			

To increase students' skills in Reading from one proficiency level to the next proficiency level.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teachers are utilizing "Assessment for Learning" assessment practices to support our impromptu writing and reading goal	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teachers collaboratively work with the school's Teacher-Librarian and focus on an Assessment for Learning strategies for writing and reading learning outcomes. Staff then present this lesson at our monthly staff meetings with the Teacher-Librarian.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Our Teacher Librarian continues to support our writing and reading goal by organizing and inviting Canadian authors to our school.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			
The LAT will continue to deliver an intensive writing and reading intervention to groups of primary and intermediate students based on needs.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Our school's literacy lead teachers will continue to attend district initiatives and utilize and consult with the district literacy coordinators, Brenda Bell and Sheila Graham, regarding further writing strategies.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
The First Nation Advocate supports the strategies that the teaching staff is utilizing within the school.	Troy White/Curriculum Leaders	2/5/2010	2/8/2013	In-Progress		0			
A homework club has been established and supervised by a CEA to assist students who are struggling with writing, reading and numeracy assignments.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
ELFF (Early Learning for Families)	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Increase the use of manipulatives and visuals (e.g. Smartboards, Document Cameras) during instruction to increase student understanding of concepts.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Literacy Screeners	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
The SPC members and staff feel that reading programs such as Read Naturally, One to One Reading and scheduled visits to the library are great strategies to improve reading skills.	Troy White/School-Based Teachers	1/22/2011	6/27/2014	In-Progress		0			
Smartboards / document cameras	Troy White/School-Based Teachers	11/23/2010	6/28/2013	In-Progress		0			
Adrienne Gear's Reading Power Strategies	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			
A-Z Reading	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			
Purchased new classroom Nelson Reader Levelled Books for K-3 students	Troy White/School-Based Teachers	11/27/2009	6/28/2013	In-Progress		0		★	
Continue to implement the one-to-one reading program for students who are not yet meeting or approaching expectations in Reading.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			★
Home Reading Program	Troy White/School-Based Teachers	1/22/2010	6/28/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Implementing the Whole Class Reading Assessment in Intermediate classrooms.	Troy White/School-Based Teachers	11/26/2010	6/21/2013	In-Progress		0			
Educate and share with Parents on "Assessment for Learning" strategies and how this type of assessment can improve student's writing and reading abilities.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			
Continue to connect with the Boys and Girls' preschool (which is located in our school) to support and share schools' strategies and techniques in Reading and Writing with our preschool children within our community.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			
Continue to utilize the website "RAZ-Kids.com" to provide a webpage resources for parents, students, and staff that will support individualized reading at each child's level.	Troy White/School-Based Teachers	11/26/2010	6/28/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Purchased new novels and various reading level books for our intermediate students. Implemented literacy circle in many of our intermediate classes.	Troy White/School-Based Teachers	11/26/2010	11/22/2013	In-Progress		0			

To improve students' abilities to demonstrate social responsibility

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Student Office Referral Forms utilize the BC Social Responsibility Performance Standards. These new Office Referral Forms improve home/school communication link.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Each classroom teacher committed to review, explain and support Peachland Elementary's Behaviour Matrix.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Continue support from our Behaviour CEA Specialist to provide guidance and academic support for students not doing well in the classroom.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teacher, CEA, Noon Hour Supervisor and Principal's continually direct and redirect appropriate behaviour	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
In keeping with the School District's Values, we are striving to improve the student's behaviour and attitudes. This year, we have also begun to use the EBS model to create a school of expected behaviours	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
We use a "positive recognition for good behaviour" system that acknowledges the students who make good choices every day. These certificates are called "Foot Awards". Students get recognized in the newsletter for putting their best foot forward. Phone calls home for positive student behaviour.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Recognize and celebrate work ethic awards – Bronze, Silver, Gold	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
We will continue to stress the fact that students are here to do a "job". Their job is to learn. Peachland Elementary is an ACADEMIC and social school.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Daily checks from teachers and parents of agendas-notes back and forth.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Noon Hour Supervisors are to help teach students problem solving strategies so students can resolve their own conflicts without physical or verbal abuse.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Assemblies will be used to help keep the whole school focus on respecting self, others and property.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Focus on recognizing and celebrating punctuality – to give all students equal opportunity for instruction.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Staff Meetings: Monthly discussions on topics related to goals.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue the DARE program offered to our Grade 5 students.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
A team of four Gr. 5 students represented PLE at the District "Care and Make it Fair Forum."	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Big Buddies program at the school – Students role modeling to younger students the importance of learning.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
To increase the school spirit of Peachland Elementary students so they feel safe, connected and engaged with their school and classroom teachers. Students will feel proud of their school.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Peachland Elementary School has teamed up with Big Brothers/Big Sisters in our community. 5 - 6 students now have a direct connection at school with a community member. Parents have appreciated this program and students are excited to come to school. In the past these students with anxiety and behaviour issues had difficulty with attendance.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Peachland Elementary School, together with Glenrosa Elementary School, has connected with ARC programs in Kelowna to offer a 10 day session to support students and parents with anxiety issues.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	Completed		0			
Aboriginal CEA works with our aboriginal students to support their emotional, spiritual, intellectual, and physical developmental needs.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Family Handbook	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			
Harmony Day	Troy White/School-Based Teachers	2/5/2010	2/5/2010	Completed		0			
Social Responsibility themes developed each year.	Troy White/School-Based Teachers	2/5/2010	2/8/2013	In-Progress		0			

Strategies

Status: Sustaining Improvement

Strategies are in place to achieve goals and objectives. Staff development and other improvement efforts are aligned with school and district goals. SPC consistently monitors the data and strategies as required. .2 of our teacher librarian is utilized to ensure that AFL strategies support our goals.

Structures

Status: Sustaining Improvement

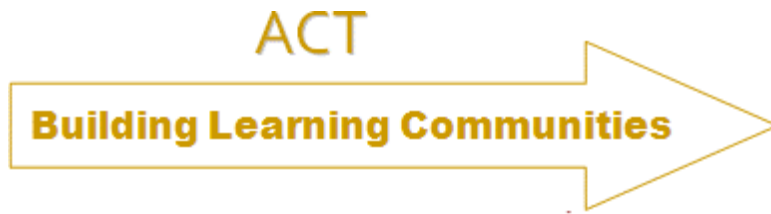
Structures are in place that support the areas of highest need and are aligned with strategies at district and school level. The school effectively utilizes the LEVELS of INTERVENTION to support all students. With the addition of Skovision, we will be able to more frequently monitor the effectiveness of these structures and make adjustments were required. Our structures support the areas of highest need and are aligned with our strategies. We also have programs and structures in place to support all students to be successful, moving them from one proficiency level to the next proficiency level.

Coherence and Alignment

Status: Sustaining Improvement

Connections between the school and the district are very strong. Our goals are aligned with the district goals. Our school district recognizes our uniqueness. Our school connects with other schools to build capacity. For example, our school joined Helen Gorman and Glenrosa Elementary for our September Professional Development Day.

	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 : Sustaining Improvement

The school communicates in many ways by looking at data to improve student achievement. Discussion and dialogue occurs in staff meetings to change our instruction in the class to improve student achievement. The School Planning Council meets and discuss the school concerns and success. Input from parents is valued and discussed. The SPC presents back to all parents at the Parent Advisory Committee. These practices are embeded in our school and within our district.

Parent involvement

Status : Sustaining Improvement

Most groups of parents work collaboratively with the school in the goal seeting process. The SPC looks at data at the school, district and provincial level to improve achievement of all students. The SPC reports back to the Parent Advisory Committee and asks for feedback. Unfortunately, we only have a limited number of parents that attend the PAC meeting on a regular basis. We do provide a Parent Suvery to get feedback from a larger propotion of parents. Efforts are made to engage less active parents as well as specific groups of parents are very evident.

Leadership

Status : Sustaining Improvement

The leaderhsip model at Peachland Elementary School i sone that is collaborative. Parents, staff and students have an opportunity to share leadership initiatives to improve upon student achievement. Parent leadership is critical at our school as we have a limited number of adult resources at our school. Parents support programs by providing co-curricualr funding for field trips, specialty programs, and extra-curricular activites. Students have the opportunity for leadership and give a voice in activities at our school by way of our Student Council program that is supported by Mrs. Frey. Leadership capacity is sustained by our teachers by professional development opporunities, staff meetings, and peer to peer collaboration. All of these oppotunity for shared leadership empowers each of our partner groups to focus on improving student achivement.

	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)

Peachland 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

