

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Pearson Road Elementary

7/2011

General Information

*"Striving to Improve"*

**Mission Statement**

*Our mission is to foster courtesy, consideration and cooperation within a caring environment while developing independent, life-long learners who will be able to communicate, participate and contribute in our changing world.*

Principal : Susan MacNeil

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

The school opened in 1973

In 2002, Pearson was designated an ANF School

Currently there are 340 students in 17 classrooms

In 2006, Preschool opened in our school. Today the preschool is full with a wait list.

In the spring of 2004, Pearson was designated a School of Choice

Students have been wearing school uniforms at Pearson Road Elementary School since 2004 - 2005

Strong Start Program began in October 2008

11% of our population are ESL Students

14% of our population are First Nations' Students

14% of our population are Special Needs Students

22% of our families earn less than \$30,000 compared to the District's 15% or province's 16%

49% of our children live with a single parent or live between two homes or live with a grandparent (single parents)

Our catchment area has the second largest number of families living on assistance in Kelowna

## School Performance Information

### General:

We have 37 students learning how to play the violin.

The violin students have performed at the Christmas Concert, monthly assemblies and will be performing at the Spring Musical

Students present a classical listening program every morning over the PA informing us about the composer and the musical selection

Students are featured at monthly assemblies for academic achievements, citizenship and can share their talent for the entire school to enjoy

6 students were trained as on site techies during our Smart Board training days. Those students have helped teachers throughout the school with a multitude of minor issues.

Student groups sing for the parents at the Parent Volunteer Recognition Tea

Grade 6 students are MCs for the majority of our assemblies

Grade 6 students announce our morning messages.

Our intermediate students participate in intramurals from January until April each year

4 of our grade 5s participated in the District's Social Justice session. Those students raised \$1000.00 to buy mosquito nets for families in Africa.

Student art work was showcased at the Rotary Center for the Arts and the SBO last year and the OK Regional Library and the SBO this year.

Our students participate in the Kiwanis Music Festival winning several 1st, 2nd and 3rd placements. Pearson has been involved with the Kiwanis Music Festival for the past 4 years

The FN's students art work has been painted on the schools retaining wall for all to see and appreciate. This serves as a tribute to the students for their fine work as well as a deterrent for vandalism via graffiti. We called this our Reclaim Our School project. We continue to have wonderful support from the community and the Repair and Maintenance Department at SD23. As you drive by the school on McCurdy Road check out our art work!

Our Grade 5's have been student monitors all year with our full day Kindergarten students

Our resource students made and sold bath salts and Christmas wreaths to raise money for their own field trips this year

Students participate in the Knights of Columbus Free Throw Contest each year.

Students give large amounts of items to the Food Bank each year

Students planned the events and raised money for Haiti

Students and their work are featured in the Daily Courier annually in the Kids Pages

Students have been quick learners using our Smart Boards. They will readily show anyone who would like to know, what they are learning.

The community is involved in developing and implementing the school goals in the following ways:

Our parents are involved as members of the School Planning Council.

Parent members of the SPC report to the PAC at both the executive and general meetings.

Principal continues to speak on behalf of the school at Rotary Clubs, the Lions Club and the Kiwanis Clubs.

The Rotarians, Lions and Kiwanis service groups have all assisted the school through financial support and by donating dictionaries to the grade 3s (Rotarians).

Costco has partnered with Pearson in literacy by placing 15 Costco volunteers in our school for one hour per week to deliver a one-to-one reading support program for the past 4 years

This year, 12 students and their parents attended the first ever Children's Concert organized by the Okanagan Symphony Orchestra

Using our Community Link funding, we have invited the Boys and Girls Club to offer after-school programs in our school.

The community of Kelowna came forward to supply \$60,000.00 to help us purchase our new adventure playground equipment. \$7,000.00 was donated by the Ronald McDonald Charity House to supply wheelchair access to the adventure playground equipment. The bulk of the \$60,000.00 came from the Rutland Rotary club and the Kettle Valley Community Developers.

Our school website is available and worth pursuing. Check out our school song!

The community is informed about the school goals and achievements in the following ways:

Our school agenda books have all our school events, holidays, and activities listed, by date, so that parents and students know exactly when each event is happening.

Teachers use the agenda books to notify parents and students of any new upcoming events or activities at the school.

Our school newsletter is used to keep parents informed. It is available in hard copy and on our website.

We have a parent handbook, a school code of conduct and student handbook that go home with all students during the first week of school. Those documents are also given to each new registrant.

The PAC publishes a monthly newsletter to keep parents informed.

Teachers send home weekly or monthly class newsletters.













We notify the local newspapers when school events of community interest are happening.









Our schools Web page is a source of current information for parents

Several of our intermediate teachers have websites for students to access homework and other information about their assignments.

We had a record number of families attend our ELFF program this year. In the past, we would only see 4 or 5 families at our Ready Set Learn and ELFF programs. We had 60 parents and children registered for our ELFF session (28 families). Those families signed up to attend our second ELFF program!

## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>LITERACY</b>				
<b>To have 90% of students meeting or exceeding expectations in Reading</b>				
<b>CAT 3 Reading percentage of Grade 3 - 6 students meeting or exceeding expectations</b>	6/5/2008	84	90	 Warning
<b>CAT 4 Math percentage of Grade 5 students meeting or exceeding expectations</b>	7/1/2010	92	90	 On Target
<b>CAT 4 Reading percentage of Grade 5 students meeting or exceeding expectations.</b>	7/1/2010	92	90	 On Target
<b>CAT 4 Reading percentage of Grade 3 students at stanine 4 and above</b>	7/7/2011	93	90	 On Target
<b>CAT 4 Reading percentage of Grade 4 students at stanine 4 and above</b>	7/7/2011	79	90	 Warning
<b>CAT 4 Reading percentage of Grade 6 students at stanine 4 and above</b>	7/7/2011	90	90	 On Target
<b>FSA Reading percentage of Grade 4 students meeting or exceeding expectations</b>	7/1/2011	72	90	 Off Target
<b>FSA Writing percentage of Grade 4 students meeting or exceeding expectations</b>	7/1/2011	87	90	 Warning
<b>Report Cards Language Arts percentage of Grade 3 students meeting or exceeding expectations by end of year</b>	7/1/2010	60	90	 Off Target
<b>Report Cards Language Arts percentage of intermediate students meeting or exceeding expectations by the end of the year</b>	7/1/2010	88	90	 Warning
<b>NUMERACY</b>				
<b>To have 90% of students meeting or exceeding expectations in Numeracy</b>				
<b>CAT 3 Numeracy percentage of Grades 3-6 students meeting or exceeding expectations</b>	6/5/2008	86	90	 Warning
<b>CAT 4 Math percentage of Grade 5 students meeting or exceeding expectations</b>	7/1/2010	92	90	 On Target

	Date	Value	Target	Status
<b>CAT 4 Numeracy percentage of Grade 4 students at stanine 4 and above</b>	7/7/2011	94	90	 On Target
<b>CAT 4 Numeracy percentage of Grade 6 students at stanine 4 and above</b>	7/7/2011	97	90	 On Target
<b>CAT 4 Numeracy percentage of Grades 3 students at stanine 4 and above</b>	7/7/2011	78	90	 Warning
<b>FSA Numeracy percentage of Grade 4 students meeting or exceeding expectations</b>	7/1/2011	80	90	 Warning
<b>Report Card Numeracy percentage of Grade 3 students meeting or exceeding expectations by the end of year</b>	7/1/2010	79	90	 Warning
<b>Report Cards Numeracy percentage of intermediate students meeting or exceeding expectations at year end</b>	7/1/2010	85	90	 Warning
<b>FOCUS AREAS</b>				
<b>Schools/Programs of Choice</b>				
<b>Recruitment/Development - Quality Staff</b>				
<b>Quality Assessment &amp; Instruction</b>				
<b>District Health Promoting Schools Plan</b>				
<b>Improve student wellness through healthy foods and increase physical activity.</b>				
<b>BC Fruit and Veggies</b>	9/1/2009	100	100	 On Target
<b>Daily PE</b>	9/1/2009	100	100	 On Target
<b>Economic Viability and Stability</b>				

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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**Results**

Status : Approaching Expectations

Our results indicate that further work is needed to reduce the number of at risk students in literacy and numeracy.

	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 have 100% of our teachers using new technology such as Smart Boards, laptops and Document Cameras to enhance the learning opportunities for students**

**SMART Goal: To have 90% of students meeting or exceeding expectations in Reading**









### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT 3 Reading percentage of Grade 3 - 6 students meeting or exceeding expectations	6/5/2008	84	90	Warning
CAT 4 Math percentage of Grade 5 students meeting or exceeding expectations	7/1/2010	92	90	On Target
CAT 4 Reading percentage of Grade 5 students meeting or exceeding expectations.	7/1/2010	92	90	On Target
CAT 4 Reading percentage of Grade 3 students at stanine 4 and above	7/7/2011	93	90	On Target
CAT 4 Reading percentage of Grade 4 students at stanine 4 and above	7/7/2011	79	90	Warning
CAT 4 Reading percentage of Grade 6 students at stanine 4 and above	7/7/2011	90	90	On Target
FSA Reading percentage of Grade 4 students meeting or exceeding expectations	7/1/2011	72	90	Off Target
FSA Writing percentage of Grade 4 students meeting or exceeding expectations	7/1/2011	87	90	Warning
Literacy Intervention Project	1/1/0001		90	
Report Cards Language Arts percentage of Grade 3 students meeting or exceeding expectations by end of year	7/1/2010	60	90	Off Target
Report Cards Language Arts percentage of intermediate students meeting or exceeding expectations by the end of the year	7/1/2010	88	90	Warning

**Alignment: NUMERACY**

**SMART Goal: To have 90% of students meeting or exceeding expectations in Numeracy**

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
CAT 3 Numeracy percentage of Grades 3-6 students meeting or exceeding expectations	6/5/2008	86	90	 Warning
CAT 4 Math percentage of Grade 5 students meeting or exceeding expectations	7/1/2010	92	90	 On Target
CAT 4 Numeracy percentage of Grade 4 students at stanine 4 and above	7/7/2011	94	90	 On Target
CAT 4 Numeracy percentage of Grade 6 students at stanine 4 and above	7/7/2011	97	90	 On Target
CAT 4 Numeracy percentage of Grades 3 students at stanine 4 and above	7/7/2011	78	90	 Warning
FSA Numeracy percentage of Grade 4 students meeting or exceeding expectations	7/1/2011	80	90	 Warning
Report Card Numeracy percentage of Grade 3 students meeting or exceeding expectations by the end of year	7/1/2010	79	90	 Warning
Report Cards Numeracy percentage of intermediate students meeting or exceeding expectations at year end	7/1/2010	85	90	 Warning

**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: Improve student wellness through healthy foods and increase physical activity.**

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
BC Fruit and Veggies	9/1/2009	100	100	 On Target
Daily PE	9/1/2009	100	100	 On Target

**Sub Alignment: Economic Viability and Stability**

**Goals**

Status : Meeting Expectations

Our data clearly indicates that our focus on literacy and numeracy needs to continue. Those two goals are appropriate for our school

**Rationale**

Status : Meeting Expectations

Our goals are in line with the District goals. Our data supports the need to maintain our literacy and numeracy goals.

**Data**

Status : Meeting Expectations

We are below District expectations. Our plan is to continue to intervene early using the screener and benchmarks data to guide our intervention and our instruction. We are incorporating Assessment for Learning strategies in classrooms as early as Grade 1.

	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 have 90% of students meeting or exceeding expectations in Reading

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Animated Alphabet K/1	Susan MacNeil/	9/6/2009	7/1/2012	In-Progress	High	0			
ANF School	Susan MacNeil/	9/1/2009	7/1/2011	In-Progress	High	0			
Companion Reading	Susan MacNeil/	9/1/2009	7/1/2010	In-Progress	High	0			
Learning Assistance	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
ESL Support	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
PM Benchmarks	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Success Maker	Susan MacNeil/	9/1/2009	2/28/2011	In-Progress	High	0			
Accelerated Reading	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Levelled Reading Baskets K - 3	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Costco Reading Buddies	Susan MacNeil/	9/1/2009	7/1/2010	In-Progress	High	0			
Student Planners Gr 1 to Gr 6	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Variety of Teaching and Grouping Strategies	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
School Wide Write	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Assessment for Learning	Susan MacNeil/	9/1/2009	7/1/2011	In-Progress	High	0			
Handwriting Without Tears K - 3	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Reading 44	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Medium	0			
Screener K - 3	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Platooning Gr 4-6	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Medium	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading A-Z	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Low	0			
Red Cedar Club	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Success Room	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Medium	0			
Reading Fluency Monitor	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Reading Buddies	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Literacy Intervention Program	Susan MacNeil/Literacy Committee	4/11/2011	6/10/2011	In-Progress	High	0	3,000		
Primary literacy team meetings	Susan MacNeil/Literacy Committee	4/11/2011	6/10/2011	In-Progress	High	0			
Data analysis	Susan MacNeil/Literacy Committee	4/11/2011	6/10/2011	In-Progress	High	0			
Ability grouping based on screener and PM benchmarks data	Susan MacNeil/Literacy Committee	4/11/2011	6/10/2011	In-Progress	High	0			

**To have 90% of students meeting or exceeding expectations in Numeracy**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
ANF School	Susan MacNeil/	9/1/2009	7/1/2011	In-Progress	High	0			
Learning Assistance	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Success Maker	Susan MacNeil/	9/1/2009	2/28/2011	In-Progress	High	0			
Student Planners Gr 1 to Gr 6	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Variety of Teaching and Grouping Strategies	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Math Manipulatives	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Math Games Night	Susan MacNeil/	12/16/2009	12/16/2009	Completed	Medium	0			
Assessment for Learning	Susan MacNeil/	9/1/2009	7/1/2011	In-Progress	High	0			
Math Makes Sense	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Kim Sutton Materials	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Medium	0			
Success Room	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	Medium	0			
Math Problem Sets	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Math Day Whole School	Susan MacNeil/	4/14/2010	4/14/2010	Completed	High	0			

**To have 100% of our teachers using new technology such as Smart Boards, laptops and Document Cameras to enhance the learning opportunities for students**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Variety of Teaching and Grouping Strategies	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			

**Improve student wellness through healthy foods and increase physical activity.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Daily PE	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
Healthy Hot Lunches	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
BC Fruit and Veggie Program	Susan MacNeil/	9/1/2009	7/1/2012	In-Progress	High	0			
PE equipment purchased for Kindergarten	Susan MacNeil/Health Promoting Schools Committee	10/29/2010	7/1/2011	Completed	High	100	1,000		
PE equipment purchased for outdoor use for each grade (color coded)	Susan MacNeil/Health Promoting Schools Committee	10/29/2010	7/1/2011	Completed	High	100	2,000		

**Strategies**

Status: Approaching Expectations

We need to incorporate additional strategies to reduce the number of at risk students in literacy and numeracy.

**Structures**

Status: Approaching Expectations

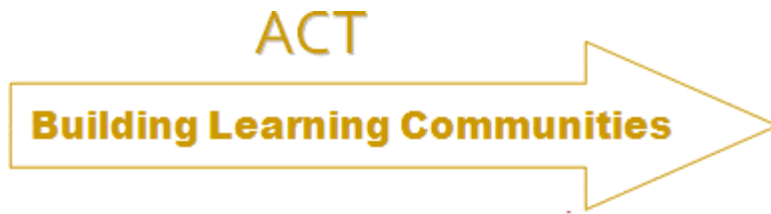
We need to incorporate additional structures that will reduce the number of students at risk in literacy and numeracy.

**Coherence and Alignment**

Status: Meeting Expectations

We have aligned our goals with district goals; however, we need to examine our strategies to fully meet the needs of our students.

	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 : Approaching Expectations

We need to have more in school dialogue about our progress using the data from our report cards, screeners, benchmarks, school wide writes and problem sets.

We need to share our data/results in our newsletters.

We need to create opportunities for our Math Team, Literacy Team, Action Schools Team and our Assessment for Learning Team to share what they have learned at training sessions.

### **Parent involvement**

Status : Approaching Expectations

This is a challenging area for our school. Fortunately we are seeing a greater involvement through our Strong Start Program and in our Full Day K program. The parents who are involved with our school carry a huge load. A small number of very committed parents do the work of many!

### **Leadership**

Status : Approaching Expectations

Increased opportunities for shared leadership would be appropriate for Pearson.

	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)

Pearson 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

