

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Peter Greer Elementary

7/2011

General Information

## **Mission Statement**

*We believe that learning is a life long process involving intellectual, aesthetic, physical, emotional and social development. Our mission is to provide a caring environment that develops the qualities of self-esteem, respect for self and others, creative and critical thinking, responsible citizenship and a love for learning.*

Principal : Marion Barnes

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

Welcome to Ecole Peter Greer School! Our school is tucked in the rolling hills on the east side of Winfield, District of Lake Country, overlooking farmlands and the vista of the Okanagan Valley. Designed in 1992, the building is a very modern, unique design that allows for open and individual classroom meeting areas. The Library and foyer are at the central core of the school and extend the welcome that at Peter Greer everyone belongs.

Ecole Peter Greer School is a dual track school (English and French Immersion) with a population of 384 students (May 2011) 280 students in the English program and 104 in the French Immersion Program. Students in the English Program attend to grade 7 and then transition to George Elliot Senior Secondary in Winfield while students in the French Immersion Program attend to grade 6 and then transition to KLO Middle School in Kelowna.

Our mission at Ecole Peter Greer School is to support all children in all ways intellectually, emotionally, socially and physically. Children are at the core of our school and decisions are made based on what is good for kids.

Throughout the year there is a major focus on our academic goals as well as a focus on developing caring responsible citizens. We recognize that students have different needs and as such we try to provide a variety of activities both in and out of the classroom. A few highlights of the year are: Roots of Empathy Program, leadership opportunities, community support programs (Food Bank, Little Women for Little Women for Afghanistan, Talent Show, Science Fair, Harmony Week, Caring Kids Awards, Public Speaking, Award Luncheons for students achieving Work Ethic and / or Honour Roll, Author visits.

Teachers, support staff, parents and administration at Ecole Peter Greer School are recognized as being a very dedicated, professional and cohesive group. We welcome you to visit!

## School Performance Information

Little Women for Little Women in Afghanistan (leadership).

Talent Show in April (talents beyond the classroom).

Terry Fox Run, Food Bank donations (PGE has a heart).

Remembrance Day Ceremony, Christmas Concert.

Science Fair - 11 students attend - 1 silver, 1 award in non-competitive (creativity), 2 Honourable Mentions

Public Speaking Competition

Enrichment programming Solar Car races, Battle of the Books, Science Fair, Math League Club, Roots and Shoots, noon hour - yoga, kickbox, wrestling, volleyball, basketball

FRED Families Reading Every Day (family involvement/PAC sponsors book awards).

Continue to be an Action School (Cross-country Run, DREAM).

Harmony Week Focus / Pink Day Focus / Education Week (Where in the World is Carmen Santiago?).

ELFF (Early Learning For Families - 3 sessions - about 15 families at each)

Grade 5/6's attend author presentation at KCT

Community Youth Dance staff organized/PAC supported (200 students attend PGE, DRE and OTS)

Awards Luncheon for students achieving Work Ethic and / or Honour Roll Awards each term

School Clubs; Spirit Day, Lunch Monitors, Recycling, Running, Wrestling, Kickbox, Yoga

Buddy Classes

Caring Kids Awards

Music Program for grade 7s for a six week period with GESS support;(school funded).

Spell-A-Thon

Parent Meet and Greet / PAC / SPC

Fruit and Veggie Program

Literacy One to One Program

Field Trips (O'Keefe Ranch, Rotary Centre for the Arts, Kelowna Community Theatre, Mayor's Expo, elympics (City of Kelowna), Kelowna General Hospital, GESS.














District Pedometer Challenge winners











Roots of Empathy

**RECENTLY COMPLETED GOALS/AREAS OF FOCUS:**

	Date	Value	Target	Status
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## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in literacy through a focus on the reading/writing connection.				
85% of grade 3 students successful (not at risk) on Primary Literacy Screener	6/30/2010	86	85	 On Target
90% of Grade 3 students in Reading will Exceed or Meet expectations (English-Report Cards)	6/30/2010	84	90	 Warning
90% of Grade 3 students in Reading will Exceed or Meet expectations (French-Report Cards)	6/30/2010	76	90	 Off Target
90% of Grade 3 students in Writing will Exceed or Meet expectations (English-Report Cards)	6/30/2010	78	90	 Off Target
90% of Grade 3 students in Writing will Exceed or Meet expectations (French-Report Cards)	8/30/2010	71	90	 Off Target
90% of grade 5 students at or above Stanine 4 in CAT 4 Writing (conventions).	5/29/2010	85	90	 Warning
90% of grade 5 students at or above stanine 4 in CAT4 Reading	5/29/2010	84	90	 Warning
90% of grade 5 students at or above stanine 4 in CAT4 Vocabulary	5/29/2010	95	90	 On Target
90% of grade 6 students (English) will achieve an C or above rating in Reading on final report card	6/30/2019	98	90	 On Target
90% of grade 6 students (English) will achieve an C or above rating in Writing on final report card	6/30/2019	92	90	 On Target
90% of grade 6 students (French) will achieve an C or above rating in Reading on final report card	6/30/2010	100	90	 On Target
90% of grade 6 students (French) will achieve an C or above rating in Writing on final report card	6/30/2010	100	100	 On Target
90% of students in grades 3-7 will be meeting expectations on the School Wide Write (minimally, meeting, exceeding)	6/30/2010	82	90	 Warning

	Date	Value	Target	Status
<b>SCHOOL BASED</b>				
Peter Greer will focus on character education/social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and developing citizenship in our students.				
5% or less of grade 4 students feel they are bullied, teased or picked on at school (Satisfaction Survey )	3/14/2010	5	5	 On Target
5% or less of grade 7 students feel they are bullied, teased or picked on at school (Satisfaction Survey )	5/28/2010	11	5	 Warning
5% or less of parents feel their child is bullied, teased or picked on at school (Satisfaction Survey )	5/28/2010	10	5	 Off Target
90% of grade 4 students know behaviour expectations (Satisfaction Survey)	5/28/2010	89	90	 On Target
90% of grade 4 students will feel safe at school (Ministry Satisfaction Survey)	5/29/2010	74	90	 Off Target
90% of grade 7 students know behaviour expectations (Satisfaction Survey )	5/28/2010	83	90	 Warning
90% of grade 7 students will feel safe at school (Satisfaction Survey)	5/28/2010	92	90	 On Target
90% of parents feel the school provides clear expectations of behaviour for students (Satisfaction Survey)	5/29/2010	90	95	 On Target
90% of parents will feel their child is safe at school (Satisfaction Survey)	5/29/2010	80	95	 Off Target
Decrease in the number of referrals to the Success Room	3/30/2011	107	150	 On Target



**Results**

Status : Meeting Expectations

## Results: sustaining improvement

It appears that while a high percentage of our students are meeting and exceeding expectations in Reading and Writing there is a definite need to focus on improving the number of students fully meeting and exceeding expectations.

1. Literacy - trend lines tend to be inconsistent depending on the assessment tool used . Writing continues to need significant focus and attention.

\*ELP by the end of grade 3 (good growth over time): 2005-06 = 38% successful, 2006-07 = 64% successful, 2007-08 = 76% successful and 2008-09 = 76% successful, 2009 -10 = 86%.

\*Reading - CAT 4 - grade 5 students at stanine 4 and above - from 79% to 84% in reading and from 90% to 95% in vocabulary. (District was 94% and 95% - May 2010)

\*Writing - lower School Wide Write results

\*Quality Assessment – this has been a focus at staff meetings. A staff survey in March 2009, 2010, 2011 indicate “knowledge” with certain aspects of Quality Assessment and areas where development is needed.

a. Students are able to articulate learning destinations and understand what success looks like.

Not yet there (5.5%/7%/0%) Getting there (67%/29%/25%)

Steady progress (22%/50%/70%) Established practice (5.5%/14%/5%)

b. Students have access to samples that show quality work.

Not yet there (11%/0/5%) Getting there (61%/50%/40%)

Steady progress (17%/29%/35%) Established practice (11%/21%/20%)

c. Students are able to describe what evidence of learning might look like (meeting or exceeding expectations).

Not yet there (0/0/10%) Getting there (50%/36%/50%)

Steady progress (44%/50%/35%) Established practice (6%/14%/5%)

d. Students set criteria with teachers to define quality.

Not yet there (5.5%/7%/10) Getting there (61%/29%/35)

Steady progress (22%/50%/30%) Established practice (11%/14%/25%)

e. Students present evidence of learning. They have opportunities to improve. Evaluation is based on multiple sources.

Not yet there Getting there (31%/7%/35%)

Steady progress (62%/71%/35%) Established practice (6.5%/21%/30%)

f. Students receive and give themselves specific, descriptive feedback as they learn.

Not yet there (17%/7%/0) Getting there (50%/64%/75%)

Steady progress (22%/14%/20%) Established practice (11%/14%/5%)

g. Students have time to learn.

Not yet there (19%/0/5%) Getting there (19%/0/15%)

Steady progress (50%/57%/45%) Established practice (12.5%/43%/35%)

h. Students collect evidence of their own learning.

Not yet there (19%/7%/5%) Getting there (62%/36%/40%)

Steady progress (19%/36%/50%) Established practice (13%/21%/5%)

i. Students revisit and reset the criteria as they learn more.  
 Not yet there (37.5%/14%/5%) Getting there (44%/50%/45%)  
 Steady progress (6%/21%/40%) Established practice (12.5%/14%/10%)

j. Students use feedback and self assess to set goals for future learning.  
 Not yet there (18%/14%/0) Getting there (59%/21%/55%)  
 Steady progress (24%/43%/25%) Established practice (13%/21%/20%)

k. Students debrief their learning with their peers and others and get feedback for learning.  
 Not yet there (35%/7%/15%) Getting there (5%/43%/55%)  
 Steady progress (54%/36%/20%) Established practice (6%/14%/10%)

2. Social Responsibility – Staff survey showed the need to maintain this goal.

\*Data (referrals to the Success Room) have declined significantly –

2009, 2010, 2011 comparisons:

November- 47 / 38 / 24  
 December - 37 / 14 / 12  
 January - 52 / 22 / 21  
 February - 46 / 26 / 30  
 March - 31 / 14 / 20

(Total - 213 / 114 / 107)

To date: 1 out-of-school suspension

3. Numeracy - variations in data but GESS term 2 marks indicate this needs to be a focus area for 2011-12:

- \*12% failure
- \*26% achieve C-
- \*15% achieve C

4. Aboriginal - 23 of 33 intermediate Aboriginal students receive Work Ethic or Work Ethic and Honour Roll Awards - term 2 (February 2011).

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



**Alignment: LITERACY**

**SMART Goal: Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in literacy through a focus on the reading/writing connection.**











**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
85% of grade 3 students successful (not at risk) on Primary Literacy Screener	6/30/2010	86	85	 On Target
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**Alignment: SCHOOL BASED**

**SMART Goal: Peter Greer will focus on character education/social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and developing citizenship in our students.**

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**Data**

Status : Meeting Expectations

- \*Focus needed on all writing traits in primary and in intermediate
- \*Intermediate students especially need greater focus on reading non-fiction
- \*Need for cognitive strategies to be taught at all grade levels - need for more emphasis
- \*Need to have students more involved in their own learning (quality assessment practices) – many lack motivation
- \*Need to continue to focus on vocabulary development
- \*Focus on engaging lessons
- \*Numeracy strategies yet to be developed

**Goals**

Status : Sustaining Improvement

Objectives to support the Literacy goal:

- \*Teacher inservice (staff meetings / PLCs)
- \*Intermediate students will be specifically taught the cognitive strategies for reading (Adrienne Gear)
- \*Primary students will be specifically taught the cognitive strategies of connecting and visualizing and questioning
- \*Small group instruction (particularly in primary grades)
- \*Stronger focus on ongoing classroom assessment to drive instruction
- \*Implement whole class reading assessment to grades 4 and 7
- \*Focus on in-class support (LAT)
- \*Streaming” of needs for literacy instruction (grade one - January 2010)
- \*Focus on “quality assessment” growth
- \*To connect with other French Immersion schools with an emphasis on developing oral skills (eg. video conferencing, buddies)
- \*Initiate discussions on “assessment” as per Thomas Guskey’s work
- \*Continue to support Read Naturally Program (school budget)
- \*Writing – emphasis on teaching strategies - modeling, guiding and then independent work - emphasis on a common language (traits)
- \*Use of Ministry Performance Standards
- \*Commitment to writing everyday in the primary grades
- \*Common Language across the grades (6 Traits and Excellence in Writing)

How do goals/objectives address achievement for all students?

Most challenged:

- \*AIP planning and implementation
- \*Read Naturally (through School funding)
- \*ANF at primary levels in English
- \*Homework Help Room daily supervised by intermediate teachers – hours for the Aboriginal CEA were extended in order to be available during this time as well
- \*Behaviour CEA is in the classroom supporting students academically and behaviourally
- \*Aboriginal CEA support in the classroom
- \*Literacy Intervention Program - mornings
- \*School based team meetings - Learning Plans / IEPs in place
- \*Healthy food programs – bag lunches, breakfast club, B.C. Fruits and Vegetable Snack Program
- \*Pyramid of Intervention – first looking closely at support needed in the classroom
- \*Social “clubs” eg. Lego
- \*Levelled resources for classes – both fiction and non fiction
- \*Teacher PGPs complement goals
- \*Introduction of RTI (early intervention planning)

Most able:

- \*Enrichment opportunities (Solar Car Races, Battle of the Books, Math Contest, Writing Contests, Public Speaking, Science Fair, Math League)
- \*Literature Circles
- \*Enrichment Math opportunities

Aboriginal:

- \*Breakfast and lunch programs (for all needy students)
- \*Advocate one/two days / week
- \*Staff support for the guiding principles of the Education Enhancement Agreement
- \*Community contacts (Social Services, Friendship Centre, parent input)
- \*Encouragement to attend French Immersion programming

\*Encouragement to share the Aboriginal culture (eg. Aboriginal Day, Bulletin Board, PT Interview Day)

\*Speech Language Teacher is piloting a developmental program for Aboriginal students

French Immersion:

\*Focus on oral language

\*Increase in resources

**Rationale**

Status : Sustaining Improvement

In analyzing the data for reading and writing, it is apparent that over time the number of students meeting and particularly exceeding expectations in Reading and Writing is inconsistent and at times does not meet the District expectations. There are too many students still "minimally meeting" or achieving "C" level. Research is clear that achieving a high level of academic success has profound results in reducing the dropout rate and increasing the number of students who experience success in post secondary or the the world of work.

As well, there is a clear link between student learning and learning environment. A healthy and safe environment will lead to increased student learning and achievement.

We are confident that continued use of the School Wide Write, Six Traits, PM Benchmarks, Nelson Literacy Resources (student engagement/embeds literacy across subject areas), just right (levelled) "reading resources", and the Whole Class Reading Assessment will produce positive results in the reading and writing proficiencies of our students.

Looking to 2011-12, discussions will continue with GESS as to how to improve student achievement particularly in Numeracy. Strategies and structures to be developed with staff.

	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:

Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in literacy through a focus on the reading/writing connection.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Common language throughout K to 7 when teaching writing.	Marion Barnes/School-Based Teachers	9/7/2009	6/30/2011	In-Progress	High	50	1,000		
Analyze school wide writes through a focus on the specifics of the 6+ 1 writing traits and the ministry performance standards	Marion Barnes/School-Based Teachers	10/5/2009	6/30/2011	In-Progress	High	0	2,000		
Homework club supervised by teachers, assists students who are struggling with completing academic assignments.	Marion Barnes/School-Based Teachers	9/7/2009	6/16/2010	In-Progress	High	0			
Common resource (Nelson Literacy Program) for intermediate grades that embeds literacy across subject areas	/School-Based Teachers	9/8/2009	6/15/2012	In-Progress	High	50	12,000		
Reading Power resource and "book bins" to support.	/School-Based Teachers	9/9/2008	6/18/2010	In-Progress	High	75	4,000		

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
La Roue	/School-Based Teachers	9/18/2006	6/24/2011	In-Progress	High	90			
Bi-lingual Learning Assistance Teacher	Marion Barnes/	9/9/2008	6/24/2011	In-Progress	High	0			
Create SWW for French Immersion across the grade levels.	/School-Based Teachers	3/29/2010	6/24/2011	Draft		0			
Create writing samples for "meeting expectations" for each grade level.	Marion Barnes/School-Based Teachers	3/26/2010	6/24/2011	Draft	High	0	2,000		
GB+ reading assessment for French Immersion Primary	/School-Based Teachers	9/9/2008	6/22/2012	In-Progress	High	0			

**Peter Greer will focus on character education/social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and developing citizenship in our students.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue with "Using Self Control" and "Caring Kids" focus.	Marion Barnes/School-Based Teachers	10/24/2008	6/24/2011	In-Progress	High	0			

### **Strategies**

Status: Meeting Expectations

1. What strategies are you using in your improvement efforts in the areas of:

Staff Development:

- \*Implementation Day focus on goals and strategies
- \*Professional Development section in Staff Meetings
- \*Regular Primary and French Immersion teacher meetings
- \*Some collaborative time during school time
- \*Committees to design a school wide action plan for our literacy and social responsibility objectives - release time for teachers to meet as a team (eg. social responsibility team)
- \*Team teaching (LAT with classroom teacher)
- \*Involve literacy co-ordinators as partners in improving students' reading and writing skills
- \*Sharing of information re: assessment K-8 (includes GESS results)

Assessment Practices:

- \*Ensure that Screener results are shared and analyzed with receiving teacher in September
- \*Sharing of Quality Assessment ideas at staff meetings (eg. exemplars)
- \*All primary teachers now using PM Benchmarks
- \*French Immersion teachers using GB+
- \*Use of performance standards in writing and social responsibility (kid friendly language)
- \*Design of rubrics for cognitive strategies (ongoing)
- \*Implement and analyse whole class reading assessments for grades 4 and 7

Instructional Practices:

- \*Focus on research based metacognition (thinking about one's own thinking) strategies for reading comprehension (specifically, at the primary level, making connections and visualizing and at the intermediate level of making connections, asking questions (literal and inferential) and monitoring comprehension - Literacy Bins have been created to support teaching of these strategies
- \*Focus strategy instruction combined with model, explain and demonstrate classroom instruction
- \*Embed literacy across the curriculum (Nelson Resources)
- \*Continue to use "book bins" for teaching metacognition strategies both in English and French
- \*Smart Boards / document cameras / Skype?
- \*2011 - 2012 Focus of Study "Teach Like A Champion" by Doug Lemov

2. What specific strategies are in place for groups of students who do not demonstrate improvement?

- \*LAT (bilingual) support within the class (team teaching) and by student "withdrawal" (small groups)
- \*Homework Help Room – daily, at noon, and supervised by teachers
- \*Literacy Intervention Program by District person
- \*Read Naturally (supported by School funding)
- \*Aboriginal Advocate support
- \*ANF classrooms in primary English
- \*support from District Leaders (Literacy, Behaviour)
- \*regular contact with parents / guardians
- \*wide choice of reading materials – both fiction and non fiction (high interest, low vocabulary)
- \*Use of technology - Smart Boards (interactive process)

**Structures**

Status: Meeting Expectations

Literacy:

- \*release time for teachers (for assessments, grade level sharing, inservice)
- \*home reading programs
- \*student agendas
- \*Literacy Intervention Teacher and CEA
- \*Behaviour CEA in class
- \*Librarian / Classroom Teacher team teaching
- \*New teacher mentoring
- \*Reading Buddies
- \*Newsletter - tips for parents
- \*School based team meetings
- \*Aboriginal CEA and Advocate support literacy / behaviour initiatives

### **Coherence and Alignment**

Status: Meeting Expectations

Our Reading / Writing goal aligns well with the District's goal around Literacy , but more importantly our decision was based on data and the needs of our school population.

Having looked at Numeracy results (CATs, FSA, report cards, GESS results), it was decided that Numeracy should now be a focus.

Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.

\*The school plan supports the district's mission statement to "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" and respects the rights of all Aboriginal students to ensure that they receive a quality education at Peter Greer. The Aboriginal Enhancement Agreement, District Accountability Contract and school plan, complement each other to support the physical, intellectual, spiritual and emotional growth of our children. Money is dedicated to Aboriginal in the school budget.

How has staff development and the distribution of resources been aligned to help with the achievement of school / District goals?

- \*As much as possible, money dedicated relates to one of the goals listed
- \*Staff is being supported with time and resources that support the school goals

	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

Parents:

- Trained in One to One Reading
- \*Involvement in PAC and SPC (noon hour clubs, fundraising)
- \*Parent-Student-Teacher interviews
- \*Student led interviews

### **Dialogue and communication**

Status : Meeting Expectations

What strategies do you use to seek input?

- PAC input at regular monthly meetings
- Staff agreed that all teachers would be responsible for the goals, giving input and following through with implementation.
- Staff meetings are used to discuss goals, objectives, strategies and structures.
- The SPC was consulted in stating what they felt should be the goals for 2011 – 2012.
- Admin and Teacher Open Door Policy
- Staff Committees (Social Responsibility, Primary, French Immersion)
- Student performance data provided to teachers and SPC as available

2.How do you ensure communication about student achievement is delivered to Staff, Parents, Students, Community:

- Monthly newsletter telling what each class is doing (majority is now distributed by email)
- Regular staff Meetings
- Web page
- School Planning Council Report to the Trustees and Superintendent
- Principal shares with Elementary Director at the yearly Growth Goal Meetings
- Weekly “Week At a Glance” to staff
- Student agendas, meetings with parents and report cards
- Student handbook, parent handbook, code of conduct
- PAC newsletter / teacher newsletters
- Media
- PAC and SPC meetings
- Open door policy of teachers and principal
- Parent Bulletin Board / First Nations Bulletin Board
- Orientation for Kindergarten parents
- Orientation for preschoolers, “ELFF”

### **Leadership**

Status : Sustaining Improvement

How is leadership distributed among administrators, teachers, support staff, parents and students?

Staff:

- Presentations by Staff at staff meetings
- Leadership roles for special events
- Principal Designate Role
- District Initiatives (Math, Literacy, Full Day Kindergarten Assessment for Learning, UBD Symposium)
- CEAs supported when taking on leadership roles (eg. Science Fair)
- Input for “what is working, what is not working?”

Students:

- Grade 7 Leadership opportunities – (Spirit Day, assembly set up-sound system)
- Students attending such events as “Care and Make It Fair”
- Clubs such as “Roots and Shoots”, “Little Women”
- Noon Hour Monitors (grade 6)
- Assemblies (eg. Fashion show as to “what not to wear”)

	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)

Peter Greer 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

