

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Raymer Elementary

7/2011

General Information

## **Mission Statement**

*In partnership with staff and students, our mission at Raymer Elementary is to enable students to be*

*cooperative, confident, life-long learners in a safe, caring and respectful environment.*

Principal : Gurprit Hayher

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

Learning Through The Arts - Raymer Elementary School is currently in our third year of this three year plan. In addition to the integration of Fine Arts throughout the curriculum in all grades, we have two significant projects that relate to this goal. Our first LTTA project saw our grade six students participate in a program with SIFE Okanagan. This program began with our students creating original artwork, having it printed on cards, and selling the cards to raise money. The students then used Kiva.com, a micro-lending site, to find a suitable investment for their money. After looking at many applicants, students invested the money with a rancher who used the money to purchase cattle. The students saw their local efforts have a positive effect in another part of the world. Our second project aligns with our school's writing goal and our LTTA goal. Each of our classes will develop, write, and record a song with Ryan Donn, a local singer and song writer. The focus of the songs for each of the classes is citizenship and, under the guidance of Ryan Donn and the classroom teacher, the students will learn to write lyrics, verses, and the chorus for their song. Once recorded, the songs will be available either by CD or from our school's website. It is important to note that school Staff view the Learning Through The Arts initiative as a meaningful, integrated approach to engaging students in learning and will continue school-wide.

Demographics and Community - Raymer Elementary School is a Kindergarten to Grade Six, English language school located in the hospital area of Central Kelowna. Raymer Elementary School serves one of the more diverse populations in the Central Okanagan region. Raymer Elementary has a student population of 257 students with Aboriginal and ESL students making up approximately 10% and 6% of the population respectively. The school's catchment area is shared with AS Matheson and Casorso Elementary Schools and includes a clientele from a diverse socio-economic background. There continues to be significant urban renewal and densification of the South Pandosy area, primarily through the development of luxury multi-unit condominium projects. A notable development, completed this school year, is the New Opportunities for Women housing complex on Tutt street. This complex offers a safe and affordable housing option to women and their families. The socio-economic and cultural diversity of the neighborhood is one of its strengths, making Raymer Elementary School a school of choice for many parents who bring their children to here from the Mission, Rutland and West Kelowna areas. In close proximity are the Kelowna General Hospital, Okanagan College, Kelowna Secondary School and KLO Middle School. Some parents who work in these facilities have chosen to register their children at Raymer Elementary School.

Luna Park operates a preschool using a classroom in the Annex which introduces many more out-of-area parents to the Raymer community. The Daycare, using another part of the Annex, offers before-school and after-school Kindercare on-site. A StrongStart Center, also in the Annex, is in its second year of operation. It is a free drop-in educational service provided to families with preschool aged children 3-4 year olds and their parents, grandparents, and/or caregivers. Enrolment at Raymer Elementary has been consistent for the past three years at approximately 250 students. Transience continues to be an issue with 15-20% of the student population transferring in or out during the school year.

Health Promoting School - At Raymer Elementary School students are strongly encouraged to make healthy lifestyle and food choices. The hot lunch program, fruits and vegetables program, daily physical activity requirement, play first lunch break all contribute to the health of Raymer students. Additionally, our Physical Education program is delivered by a PE specialist and incorporates a well-subscribed intramural program. Swim to survive was an opportunity offered ,through the SD23 Healthy Schools coordinator, to all grade 3 students at Raymer Elementary.

## School Performance Information

Curricular Events - Cultural Assemblies (Zoombatomic, South Asian Arts, Duffle Bag Theater), District Science Fair, Country Study Presentations, Book Fairs, Family Literacy Day, Author Visit, District Science Fair, Education Week presentations and displays, Classroom-based field trips, Bumbershoot Theater workshops, Foundations for Success Assembly program, Winter Concert

Social Responsibility/Awareness Events - Terry Fox Run and fundraising, Remembrance Day Assembly, Harmony Day Assembly, Pink Shirt Day (Anti-bullying), InStill Life Project (with SIFE Okanagan), Artist in Residence Project with focus on Global Citizenship, Christmas Hamper, Bike Rodeo


Intramural Opportunities - Basketball, Volleyball, Floor Hockey, Soccer, Track and Field meet at Apple Bowl

Extra-curricular Opportunities - Bumbershoot Theater Production, Chess Club, Primary Lego Club, School Talent Show, School Choir, DS Club













PAC events - Welcome Back BBQ, Christmas Lunch for all students, Vancouver Aquarium Aqua Van, Funding for Nutcracker Field Trip, Funding for Gr. 6 Scout Camp, Funding for Artist in Residence - Global Citizenship project, Family Dance, Family Carnival, Ongoing Fund Raising











Student Leadership opportunities - Office monitors, Lunch monitors, Computer Lab monitors, Gym equipment sign-out monitors, Assembly set-up and tech crew, Recycling program, Kindergarten PlayPals, Big Buddies Reading

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

	Date	Value	Target	Status
<b>SCHOOL BASED</b>				
<b>Maintenance Goal: To continue to develop and further implement 'Learning Through the Arts' or LTTA approach to teaching and learning. This initiative will include all grades (K-6) and be the second step in a 3 year plan to make Raymer a school where the arts are used extensively and infused into the teaching and learning of all curricula</b>				
<b>Students learning about art and music based on 10-11 Satisfaction Survey Results</b>	4/6/2010	24	27	 On Target

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
To focus on improving student achievement in literacy with a particular emphasis on reading skills. The target is 90% of students meeting grade level expectations in reading.				
CAT 4 Total Reading - Percentage of grade 5 students above the 4th stanine	9/15/2010	93	90	 On Target
Decrease percentage of students who are at risk on the literacy screener, by the end of grade three to below 20%	9/1/2010	31	20	 Off Target
Percentage of grade 3 students meeting or exceeding expectations in Reading - PM Benchmarks.	3/27/2011	78	90	 Off Target
Percentage of Grade 4 students Meeting or Exceeding Expectations on FSA - Reading.	2/8/2010	84	90	 On Target
Percentage of Intermediate Aboriginal students achieving a C or better in Language Arts - Reading.	4/4/2011	80	80	 On Target
Percentage of intermediate students achieving a C or better in Language Arts - Reading.	4/4/2011	86	90	 On Target
Percentage of Kindergarten Aboriginal students meeting and exceeding in the area of Literacy - Reading.	4/4/2011	83	90	 Warning
Percentage of primary Aboriginal students meeting or exceeding expectations in Literacy - Reading	4/4/2011	74	80	 Warning
Percentage of primary students meeting or exceeding expectations in Reading (on year end report card.)	6/30/2010	73	85	 Off Target
To focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is for 90% of all the students to be meeting or exceeding expectations for their grade level in writing.				
CAT 4 Total Writing Conventions - Percentage of grade 5 students above 4th stanine	9/15/2010	89	90	 On Target
Percentage of Grade 4 students Meeting or Exceeding expectations on FSA - Writing.	2/8/2010	58	70	 Off Target
Percentage of Intermediate Aboriginal students achieving a C or better in Language Arts - Writing.	3/27/2011	90	90	 On Target

	Date	Value	Target	Status
Percentage of intermediate students achieving a C or better in Language Arts - Writing.	4/4/2011	84	90	 Warning
Percentage of Kindergarten Aboriginal students meeting and exceeding in the area of Literacy - Writing.	4/4/2011	83	90	 Warning
Percentage of primary Aboriginal students meeting or exceeding expectations in Literacy - Writing.	3/27/2011	40	70	 Off Target
Percentage of primary students meeting or exceeding expectations in Writing (on year end report card.)	6/30/2010	68	85	 Off Target
Percentage of students in grades two to six meeting or exceeding standard #2 on School Wide Write - Fall.	11/30/2010	78	80	 On Target
Percentage of students in grades two to six meeting or exceeding standard #2 on School Wide Write - Spring.	6/30/2010	83	90	 Warning
<b>NUMERACY</b>				
<b>Numeracy Data</b>				
CAT 4 Total Mathematics - Percentage of grade 5 students above 4th stanine	9/15/2010	85	90	 On Target
Percentage of Grade 4 students Meeting or Exceeding expectations on FSA - Numeracy.	2/8/2010	87	90	 On Target
Percentage of Intermediate Students achieving a C or better in Mathematics (on year end report card.)	6/30/2010	89	90	 On Target
Percentage of primary students meeting or exceeding expectations in Mathematics (on year end report card.)	3/27/2011	82	85	 On Target



**Results**

Status : Meeting Expectations

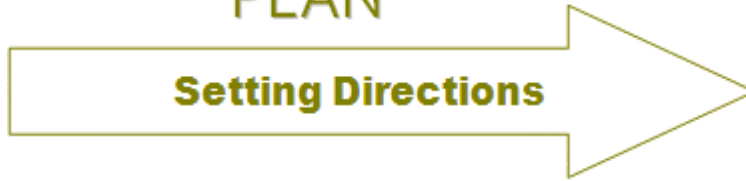
Student achievement in Literacy and Numeracy was collected from multiple sources of data (consistent with the School District's K-12 Assessment plan) including Report Cards, PM Benchmark standards, School Wide Write, the Early Learning Profile, FSA, and CAT IV.

Using the established targets for selected indicators...

- 1) Numeracy continues to be a strength for the students at Raymer Elementary School. Although CAT IV achievement receded slightly, all indicators (including CAT IV) remain within or above established target levels. We will continue to monitor Numeracy achievement indicators.
- 2) Intermediate Writing achievement indicators (Report Card Data, School Wide Write, FSA, and CAT IV) show positive results with only the FSA indicator below target level. Notably, School Wide Write results improved from Spring to Fall of 2010.
- 3) Intermediate Reading achievement indicators (Report Card Data, FSA, CAT IV) have trended downward slightly. Although this is only the second data set for these goals and the indicators remain on target, we would like to see Reading achievement reflected by a consistent upward trend.
- 4) Primary Writing achievement indicator (Report Card Data) suggests a significant number of students requiring support.
- 5) Results from Primary Reading achievement indicators (Report Card Data, Early Learning Profile, PM Benchmarks) are mixed. Presently, our PM Benchmarks indicator for grade 3 students is on target, however, we have 31% of our students at-risk on the Early Learning Profile at the end of grade 3.

	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 focus on improving student achievement in literacy with a particular emphasis on reading skills. The target is 90% of students meeting grade level expectations in reading.**

### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT 4 Total Reading - Percentage of grade 5 students above the 4th stanine	9/15/2010	93	90	 On Target
Decrease percentage of students who are at risk on the literacy screener, by the end of grade three to below 20%	9/1/2010	31	20	 Off Target
Percentage of grade 3 students meeting or exceeding expectations in Reading - PM Benchmarks.	3/27/2011	78	90	 Off Target
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Percentage of Intermediate Aboriginal students achieving a C or better in Language Arts - Reading.	4/4/2011	80	80	 On Target
Percentage of intermediate students achieving a C or better in Language Arts - Reading.	4/4/2011	86	90	 On Target
Percentage of Kindergarten Aboriginal students meeting and exceeding in the area of Literacy - Reading.	4/4/2011	83	90	 Warning
Percentage of primary Aboriginal students meeting or exceeding expectations in Literacy - Reading	4/4/2011	74	80	 Warning
Percentage of primary students meeting or exceeding expectations in Reading (on year end report card.)	6/30/2010	73	85	 Off Target

**SMART Goal: To focus on improving student achievement in literacy with a particular emphasis on writing skills.**  
**The target is for 90% of all the students to be meeting or exceeding expectations for their grade level in writing.**





**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
CAT 4 Total Writing Conventions - Percentage of grade 5 students above 4th stanine	9/15/2010	89	90	 On Target
Percentage of Grade 4 students Meeting or Exceeding expectations on FSA - Writing.	2/8/2010	58	70	 Off Target
Percentage of Intermediate Aboriginal students achieving a C or better in Language Arts - Writing.	3/27/2011	90	90	 On Target
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Percentage of Kindergarten Aboriginal students meeting and exceeding in the area of Literacy - Writing.	4/4/2011	83	90	 Warning
Percentage of primary Aboriginal students meeting or exceeding expectations in Literacy - Writing.	3/27/2011	40	70	 Off Target
Percentage of primary students meeting or exceeding expectations in Writing (on year end report card.)	6/30/2010	68	85	 Off Target
Percentage of students in grades two to six meeting or exceeding standard #2 on School Wide Write - Fall.	11/30/2010	78	80	 On Target
Percentage of students in grades two to six meeting or exceeding standard #2 on School Wide Write - Spring.	6/30/2010	83	90	 Warning

**Alignment: NUMERACY**

**SMART Goal: Numeracy Data**


**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
CAT 4 Total Mathematics - Percentage of grade 5 students above 4th stanine	9/15/2010	85	90	 On Target
Percentage of Grade 4 students Meeting or Exceeding expectations on FSA - Numeracy.	2/8/2010	87	90	 On Target
Percentage of Intermediate Students achieving a C or better in Mathematics (on year end report card.)	6/30/2010	89	90	 On Target
Percentage of primary students meeting or exceeding expectations in Mathematics (on year end report card.)	3/27/2011	82	85	 On Target

**Alignment: SCHOOL BASED**

**SMART Goal: Maintenance Goal: To continue to develop and further implement ‘Learning Through the Arts’ or LTTA approach to teaching and learning. This initiative will include all grades (K-6) and be the second step in a 3 year plan to make Raymer a school where the arts are used extensively and infused into the teaching and learning of all curricula**

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Students learning about art and music based on 10-11 Satisfaction Survey Results	4/6/2010	24	27	 On Target

**Goals**

Status : Meeting Expectations

Continue to focus on improving student achievement in reading and writing, collect and monitor numeracy data, and complete the final year of the Learning Through The Arts initiative. Disaggregate data to target specific groups with specific strategies.

**Rationale**

Status : Meeting Expectations

Evidence from multiple indicators suggests that students at Raymer Elementary School need support to improve achievement in reading and writing. Disaggregation of data through gender group comparisons of multiple indicators strongly suggests that boys require more support than girls in both reading and writing. (See data section below and Appendix A.)

**Data**

Status : Meeting Expectations

Disaggregation of Data - to further analyze achievement, gender group comparisons were completed.

Intermediate Writing (Report Card Data) - For the current school year, 5% of intermediate girls are achieving minimally acceptable marks in Writing, while 27% of intermediate boys are achieving minimally acceptable marks.

Intermediate Reading (Report Card Data) - Gender group comparisons of Intermediate Reading achievement also showed the achievement of intermediate boys lagging behind the achievement of intermediate girls. 7% of intermediate girls had minimally acceptable marks in Reading, while 25% of intermediate boys achieved minimally acceptable marks.

Primary Writing (Report Card Data) - 5% of primary girls are not yet meeting expectations in Writing, while 23% of primary boys are not yet meeting expectations.

Primary Reading (Report Card Data) - 8% of primary girls are not yet meeting expectations in Writing, while 26% of primary boys are not yet meeting expectations.

Early Learning Profile - 67% of the students at risk on the ELP at the end of grade three are boys.

School Wide Write - 13% of girls were not yet meeting expectations, while 32% of boys were not yet meeting expectations on the Fall 2010 SWW.

	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 focus on improving student achievement in literacy with a particular emphasis on reading skills. The target is 90% of students meeting grade level expectations in reading.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
STAR Reading Program to inform instruction	Gurprit Hayher/School-Based Teachers	4/4/2011	6/30/2011	In-Progress	Medium	50			
Differentiated Instruction Goal Groups and PLC time	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	High	90	6,000		
PM Benchmarks used to inform instruction	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	High	90	1,000		
Reading Power (Fiction and Non Fiction)	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	High	70			
Use of Quality Assessment practices	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	High	70			
SuccessMaker Reading (3rd Term)	Gurprit Hayher/	4/4/2011	6/30/2011	In-Progress	High	90			
Reading A to Z (RAZ Kids)	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	High	100	200		
Primary Automaticity Program with Reading Volunteers	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	High	90			
KSS Reading Buddies	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	Medium	100			
Library promotes and supports classroom literacy programs	Gurprit Hayher/	9/7/2010	6/30/2011	Completed	High	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Classroom Support Teacher - Intermediate	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	High	90			
Words Their Way - Spelling program	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	Medium	100	1,000		
DynEd Training for Staff (ESL support)	Gurprit Hayher/School-Based Teachers	4/4/2011	6/30/2011	Completed	High	100			
Additional Behaviour Intervention CEA Time	Gurprit Hayher/	9/7/2010	6/30/2011	Completed	High	100	5,500		
0.4 FTE Reading Intervention	Gurprit Hayher/School-Based Teachers	4/4/2011	6/30/2011	In-Progress	High	90			
Funky Phonics Program	Gurprit Hayher/School-Based Teachers	4/4/2011	6/29/2012	Completed	Medium	100	250		
Collaborative Model of Support - SD23 Pilot	Gurprit Hayher/School-Based Teachers	4/4/2011	6/30/2011	Completed	High	100			
Individual Professional Growth Plans align with school goals	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	High	100	500		

**To focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is for 90% of all the students to be meeting or exceeding expectations for their grade level in writing.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
6 + 1 Writing Traits	Gurprit Hayher/School-Based Teachers	9/8/2009	6/30/2012	In-Progress	High	50			
Differentiated Instruction Goal Groups and PLC time	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	High	90	6,000		
Use of Quality Assessment practices	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	High	70			
School-Wide Write	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	High	100			
Library promotes and supports classroom literacy programs	Gurprit Hayher/	9/7/2010	6/30/2011	Completed	High	100			
Classroom Support Teacher - Intermediate	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	High	90			
Words Their Way - Spelling program	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	Medium	100	1,000		
Additional Behaviour Intervention CEA Time	Gurprit Hayher/	9/7/2010	6/30/2011	Completed	High	100	5,500		
Printing and Handwriting without Tears	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	Medium	0	500		
Funky Phonics Program	Gurprit Hayher/School-Based Teachers	4/4/2011	6/29/2012	Completed	Medium	100	250		
Individual Professional Growth Plans align with school goals	Gurprit Hayher/School-Based Teachers	9/7/2010	6/30/2011	Completed	High	100	500		

## Numeracy Data

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Classroom Support Teacher - Intermediate	Gurprit Hayher/	9/7/2010	6/30/2011	In-Progress	High	90			

### Strategies

Status: Meeting Expectations

### Structures

Status: Meeting Expectations

The strategies and structures described above support our school improvement plan and fall into three general categories:

1) Staff Development/Building Capacity - "Improvisational differentiation is less likely to succeed than choreographed differentiation" (Carol Ann Tomlinson). Professional Learning Community time has largely focussed on Differentiated Instructional Practices. Teachers have formed goal groups with colleagues to explore differentiation of content, process, or product. Time has been provided for goal groups to develop a lesson/unit that will be used within their classes. A budget has also been created to allow goal group members to observe each other implement/deliver the lesson/unit.

2) Alignment (Vertical and Horizontal) - Specific strategies (Funk Phonics, Handwriting without Tears, Talking Tables, Words Their Way, Quality Assessment Practices, Reading Power, 6+1 Writing Traits, Reading A to Z, RAZ Kids, School Wide Write) that support our school improvement plan have been selected to align practices and programs within and across grade levels. Staff develop and use common language and best practices to support each other and student learning.

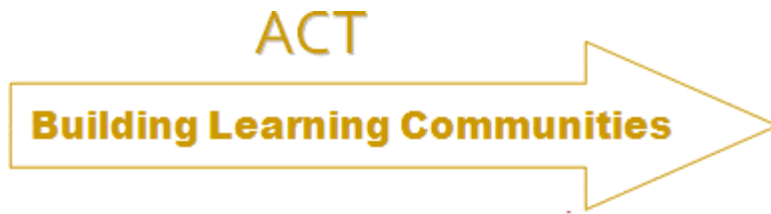
3) Interventions (General and Targeted) - Selected strategies (Additional Behaviour CEA time, Primary Automaticity Program, Read Naturally, DynEd, Successmaker, Collaborative Model of Support SD23 Pilot, 0.4 FTE Reading Intervention Teacher, Classroom Support Teacher) are interventions offered to specific students or groups of students.

### Coherence and Alignment

Status: Meeting Expectations

Our school improvement plan aligns with the Literacy, Numeracy, and Graduation goals of School District 23 and the Learning Enhancement Agreement. Classroom instructional strategies help to address the "Intellectual" component of the medicine wheel and Health Promoting Schools initiatives aid in address the "Physical" component. Our Aboriginal Advocate addresses the "Social" and "Emotional" components through cultural activities and field trips. Specific strategies that support our school improvement plan have been selected to align practices and programs within and across grade level. Individual Professional Growth Plans align with our school goals. Resources are allocated to support strategies, structures, and staff development.

	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

The Parents Advisory Council is comprised of an active core group of parents that works diligently to invite, include, and involve additional parents. The PAC discusses student learning needs with the Principal and supports school improvement by providing funding for materials or experiences that would benefit student learning. Additionally, the PAC is fully funding, among other things, our Artist in Residence program, The Vancouver Aquarium Aqua Van, and substantial support for Library programs. Two parents from the PAC are members of the School Planning Council.

Parent Volunteers contribute to the success of the Primary Automaticity Program, Science Fair, Hot Lunch Program, Healthy Fruit and Vegetables program, Booster Juice, clubs (LEGO club for our K-3 students, chess club), intramurals, Bumbershoot Theater production, as well as special events within the classroom and school.

### **Dialogue and communication**

Status : Meeting Expectations

Staff meetings, PAC meetings, Health & Safety committee meetings, grade level meetings, staff committee, First Class conferences, monthly newsletter and calendar, school website, letters or notices sent home, individual or group conversations with school administrator, parent-teacher conferences, school-based team meetings, informal conversations, report cards, ELFF nights, electronic surveys, and school assemblies are used to share information and gather input from members of the school community.

### **Leadership**

Status : Meeting Expectations

Throughout the year teachers have demonstrated and shared leadership to support student learning. Teachers have formed goal groups and are actively exploring and sharing differentiated instructional practices. They readily provide personal experience, expertise, and support to each other, parents, and administration during staff meetings, staff development opportunities, and school-based team meetings. Leadership is further demonstrated when teaching staff propose, refine, and volunteer to lead/support our school winter concert, Bumbershoot Theater residency, School Choir, ELFF nights, student-led conferences, DS club, School Talent Show, Family Literacy Day, Spring Musical.

Students demonstrate their leadership skills by engaging in the many leadership opportunities offered at Raymer: Kindergarten playpals, office monitors, lunch monitors, PE equipment sign-out monitors, leadership roles within the intramural program (referees, captains, organizers), set-up and tech crew for assemblies, presentations at school assemblies, recycling program, presenting at Education week breakfast, Gr. 3/4 Recycling, Gr. 5/6 office monitors and Primary classroom monitors, Sign-out equipment monitors, Classroom V.I.P's, Intramural program where students act as referees, captains, and organizers, set-up crew for assemblies and supervising of younger students, Gr. 6's run school spirit days and each classroom has their own classroom based leadership opportunities.

Parents demonstrate their leadership by volunteering for classroom events, school events, school programs, and PAC events. The PAC has long-standing, active, and committed executive members responsible for planning and coordinating ongoing fund raising, school hot lunch program, family events (Welcome Back BBQ, family dance, spring carnival), curriculum-related events like the Vancouver Aquarium Aqua Van and the Artist in Residence Program. Additional leadership is demonstrated by the parents actively engaged in the School Planning Council.

Support Staff demonstrate their leadership by participating in the School's Health and Safety Committee and, through their diligence, ensuring that the physical environment of the school is conducive to learning.

	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)

Raymer 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

