

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Rose Valley Elementary

7/2011

General Information

Mission Statement

As a community partnership of school staff, parents/guardians and community members, our mission is to maximize student growth and learning for life, while encouraging a positive school climate fostering respect, responsibility and caring for all.

Principal : Robert McEwen

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



"Together We Learn"

SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)

Our Mission:

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

Our Vision:

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

Our Cultural Values:

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

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

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

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

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

DISTRICT GOALS AS OF 7/12/2011

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

GOALS OF THE SD23 ENHANCEMENT AGREEMENT

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



Performance Targets for Five Years:

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

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

RVE is a large K-6 elementary school. Our current enrolment is 569 students with a projected enrolment in September 2011 of 589. Our school is situated in the rapidly growing area of West Kelowna Estates in the community of West Kelowna. Enrolment has continued to increase by 25-50 students/year since 2005. RVE currently has eight portables on-site all used as classrooms.

School Performance Information

RVE provides a wide range of extra curricular sports activities for students including House Games, Cross Country Running, Grade Six Basketball and Volleyball teams and a Track and Field program. RVE is represented at the District Track Meet every year and hosts the Westside Cross Country Run every spring. Healthy living is further promoted through our Daily Run Program and Daily Physical Activity initiatives including the Action Schools Program. The staff had an opportunity to participate in a training workshop for Action Schools in January 2010. For the past three years our Hot Lunch Program has been aligned with the Canada Food Guide recommendations.

Fine Arts development is promoted with an extra curricular choir as well as targeted prep in Fine Arts for most grades. Primary students perform a Christmas concert annually and Intermediate students perform a Spring Musical every year both of which develop and showcase student achievement in Drama and Music and are very popular community events.

This year we have implemented an EBS model by incorporating Family Groups where multi-aged children meet monthly in an assembly as well as a smaller group lesson format to review character education including Honesty, Responsibility, Respect, Empathy and Fairness. We have also included a positive behaviour system to reinforce our behaviour matrix. RVE has a very active Student Leadership Program which aligns with our school Area of Focus in Social Responsibility and with the District Cultural Values. Students develop leadership skills as they provide service to the school in many ways and participate in projects which benefit the wider community as well. The continuation of the Playground Pals Program, Safety Patrol, Leadership Club, Destination Conservation, Lunch Monitors, and Equipment Monitors has had a positive impact on student behaviour around the school.









Highlights:

- * 2011 Harmony Day Video Contest Winner (Elementary)- 4th year running
- * Participation in Food Bank Drives
- * Christmas Fundraiser for Kelowna Women's Shelter

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.				
CAT4 Reading Results % at Stanine 4 and above	5/21/2010	96	95	 On Target
Early Learning Screener	6/30/2010	89	90	 Warning
Report Card Marks in Reading (Intermed. C-)	3/31/2011	2	5	 On Target
Report Card Marks in Reading (Primary NYM)	3/31/2011	2	5	 On Target
2.) Our School will continue to improve students' writing skills with specific emphasis on personal writing.				
CAT4 Writing Results % at Stanine 4 and above	5/21/2010	93	95	 Warning
Report Card Marks in Writing (Intermediate C-)	3/31/2011	3	5	 On Target
Report Card Marks in Writing (Primary NYM)	3/31/2011	2	5	 On Target
SWW Achievement % of students Fully Meeting or Exceeding Expectations	10/14/2010	34	80	 Off Target



Results

Status : Meeting Expectations

Improvement Results:

Our focus on data has been based on the K-12 Assessment Plan and the following assessment tools:

- Early Learning Profile
- Whole Class Reading Assessment
- School Wide Write
- CAT 4

Our main goal is to meet the district targets in these areas prior to moving on to other important goal areas. We have worked to be specific and accurate with two goals, going deeper by triangulating data and working on specific skills.

We are seeing good progress in all areas, but continue to see areas of concern such as in the Early Learning Profile. We continue to build baseline data in some areas to determine whether interventions are successful or need to be modified to meet student learning needs.

	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: 1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.

Rationale:

It continues to be a shared belief within our school community that reading is the underpinning of all academic success. The ability to comprehend what is read will support student learning in all subject areas. Because of the revised District goal to move toward the Whole-Class Reading Assessment as a data point, we want to continue to see students gain reading comprehension abilities and use this measure to inform instruction rather than using the discontinued CAT 3. We have aligned our goals, over the next three years to attempt to exceed the District goal of having 90% of students meet/exceed expectation on the Literacy Screener (K-3) and Whole-Class Reading Assessment (Gr.4-8)

Disaggregated Data/Evidence:





Indicator	Date	Value	Target	Progress
CAT4 Reading Results % at Stanine 4 and above	5/21/2010	96	95	On Target
Early Learning Screener	6/30/2010	89	90	Warning
Report Card Marks in Reading (Intermed. C-)	3/31/2011	2	5	On Target
Report Card Marks in Reading (Primary NYM)	3/31/2011	2	5	On Target
Whole Class Reading Assessment 65% (Gr.3-6): Extracting Information	10/1/2010	25		
Whole Class Reading Assessment 65% (Gr.3-6): Gathering Information	10/21/2010	27		
Whole Class Reading Assessment 65% (Gr.3-6): Inferring	10/1/2010	24		

SMART Goal: 2.) Our School will continue to improve students' writing skills with specific emphasis on personal writing.

Rationale:

Improving achievement in Writing remains a goal for the 2010-2013 year. Spring SWW results for 2008-2009 indicated 65% of students meeting/exceeding expectations. The 2009-2010 results indicate 71% of students meeting or exceeding. Over the next three years we want to focus on data that identifies at risk and readiness indicators.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 Writing Results % at Stanine 4 and above	5/21/2010	93	95	 Warning
Report Card Marks in Writing (Intermediate C-)	3/31/2011	3	5	 On Target
Report Card Marks in Writing (Primary NYM)	3/31/2011	2	5	 On Target
SWW Achievement % of students Fully Meeting or Exceeding Expectations	10/14/2010	34	80	 Off Target

Alignment: SCHOOL BASED

SMART Goal: 3.) Health Promoting Schools Focus: Active Living and Safe and Caring Environment

Rationale:

RVE will continue to promote a safe and caring learning environment for all students through various opportunities and systemic programs, i.e. EBS Model, Family Groups, strong athletics program. We have tracked office referrals for behaviour throughout the year as baseline date prior was not available. This will be useful data to compare year-to-year with the anticipation of the new District behaviour tracking system we will hopefully implement next year.

There will be a continued focus on promoting expected school-wide behaviour and encouraging a safe and inclusive school culture through our Family Groups Program, EBS Model, character education, Playground Pals, and other initiatives.

RVE has promoted active living by purchasing resources such as athletic equipment and storage, to increase participation and engagement during recess, lunch, and classroom activities. RVE continues to offer a substantial in school and extracurricular athletics program.

Goals

Status : Meeting Expectations

School goals align with District goals and are focused on student achievement. We have moved toward two goals in literacy this year to be more specific in our intentions, using disaggregated data, and promote the triangulation in data for each goal.

Rationale

Status : Meeting Expectations

Reasons for selecting our goals are based on at least three pieces of data related to the K-12 Assessment Plan, student achievement related to curriculum, and standardized tests.

Data

Status : Meeting Expectations

We made specific indicators for the two goals and used them to triangulated data. We intentionally included district assessments outlined in the K-12 Assessment Plan. Because the Whole-Class Reading Assessment is a new assessment to the school, this year's data will be our baseline.

	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:

2.) Our School will continue to improve students' writing skills with specific emphasis on personal writing.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Instructional Focused - Staff Meetings	Robert McEwen/School-Based Teachers	9/24/2010	5/27/2013	In-Progress		0			
Targeted Prep	Robert McEwen/	9/15/2010	6/25/2013	In-Progress		0			
Focus on 6 + 1 Traits/Excellence in Writing Program	Robert McEwen/	9/15/2010	6/25/2013	In-Progress		0			
Academic Intervention/ SuccessMaker	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Scheduled Literacy Block in AM	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Specific/Timely Data through Skopus/Skovision	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Understanding by Design Model of Planning	Robert McEwen/	9/9/2011	6/21/2013	In-Progress		0			
Shared Practice/Collaborative Planning Model	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Smart Technology	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			

1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Targeted Intervention via SBTM	Robert McEwen/	9/24/2010	5/27/2013	In-Progress		0			
Focus on Reading Power Instructional strategies	Robert McEwen/	9/15/2010	6/15/2013	In-Progress		0			
Strong Library Program	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Read Team: Parent Volunteers trained by LAT, focused on early literacy skills	Robert McEwen/	9/21/2010	6/21/2013	In-Progress		0			
LAT/Classroom Support for struggling readers, "Let's Do Lunch!"	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
RAZ-Kids Programs	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Academic Intervention/ SuccessMaker	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Scheduled Literacy Block in AM	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			
Shared Practice/Collaborative Planning Model	Robert McEwen/	9/9/2010	6/21/2013	In-Progress		0			

Strategies

Status: Meeting Expectations

Staff Development: Strategies used in improvement efforts in staff development include: inservice at staff meetings, providing opportunities for peer observation/mentoring, several professional learning community through a COTA/District partnership focused on improving instructional practice. We have also discussed and agreed on a structure for next year that focuses on shared practice and collaborative planning and implementation of an Understanding by Design model.

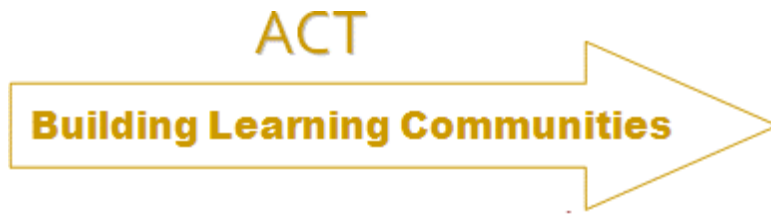
Structures

Status: Meeting Expectations

Coherence and Alignment

Status: Meeting Expectations

	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

This school plan is a three year model. We have developed "School Goals on a Page" to help communicate student progress, celebrate successes, and articulate strategies and structures to the school community. At this point we are approaching expectations until we are able to articulate the school plan to the school community as a whole.

Parent involvement

Status : Approaching Expectations

Parent involvement remains strong with parent helpers actively involved in supporting students in 1:1 programs, practice and a wide variety of activities as needed. We have seen some exciting successes through our Read Team which is made up of parent/community volunteers. We look forward to engaging our parent/guardian community with our school goals more easily articulated on our "RVE School-Goals on a Page"

Leadership

Status : Meeting Expectations

There are many opportunities for developing and sharing leadership through the Math Learning Team, grade group teacher meetings, teacher sponsorship of initiatives related to goal areas and teacher presentations at staff meetings.

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

PLAN ASSESSMENT

10 Points of Inquiry Summary

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

CERTIFICATIONS

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

Rose Valley 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

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Parent Member's Name (Print)	Signature	Date

_____	_____	_____
Teacher Member's Name (Print)	Signature	Date

_____	_____	_____
Principal's Name (Print)	Signature	Date

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

Board of Education representative at the SPC review meeting:

_____	_____	_____
Trustee's Name (Print)	Signature	Date

PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

