

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Shannon Lake Elementary

7/2011

General Information

Mission Statement

Shannon Lake Elementary students, staff and parents work together to provide a safe and respectful environment in which students strive for academic success and personal excellence.

Principal : Alida Privett

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

Shannon Lake Elementary was opened in September 1993 in the middle of a growing residential subdivision approximately 4 km from the town centre of West Kelowna. The initial school population was 278, and is currently 416. In 2009/10 we welcomed our first vice-principal. We anticipate the opening of an eight classroom addition in September 2011 to support the beginning of full-day Kindergarten classes.

Shannon Lake shares an open catchment area with Rose Valley Elementary on the West Side of Lake Okanagan, and is a school of choice with a reputation for excellence in teaching and learning. Our Instructional Focus is to improve the quality of student Writing.

Recent trends include a higher transiency rate within the school population, and an increase in the number of new students requiring additional support. The Learning Assistance Teacher (1.0 FTE) and 7 CEAs provide early intervention and instructional support. We are a learning community that adapts to change with energy and creativity.

Strong Music and Library programming provide enrichment for all students, and are both greatly appreciated in our wider community. An Aboriginal Student Advocate provides weekly cultural programming, academic support if required and acts as a liason between home and school. An itinerant Resource Teacher provides instructional supports for designated students and works closely with both classroom teacher and our CEAs.

The school is fortunate to have a very active and supportive PAC. Fundraising activities include hot lunches (aligned with the Healthy Food Choices Guidelines), family fun fairs, skates and barbeques, community dances and movie nights. Funds raised are allocated to the school in consultation with staff to support teaching and learning through additional field trips and the purchase of resources and technology. Parents and community members are also active in supporting student learning through supportive partnerships between home and school, and as classroom volunteers. An active and committed School Planning Council includes parents, a teacher, both administrators and in 2011 a grade 5-6 student working together to set learning goals and ensure growth and success for each student.

School Performance Information

Our students will participate in the regional Battle of the Books competition as an enrichment activity for intermediate readers.

Four Christmas Concerts were performed for the community in 2010 - two daytime and two evening programs. Over 1500 food items were collected for the Westside Food Bank as admission.

With the ongoing support of community partners Grade Two students visited the Village at Smith Creek monthly to perform to share evidence of their learning (Reading, Math Games, etc.) and build relationships with senior community members throughout the year.

Shannon Lake prepared a page for the Courier in February 2011 featuring Writing as our Instructional Focus

Our Kindergarten Teachers sponsored three Early Learning for Families evenings to support the development of early literacy/numeracy in 3 and 4 year olds, and to build relationships with families as they prepare their children to join our K program

Ongoing, extra-curricular programs include primary and intermediate choirs, an Aboriginal Education Program, Chess Clubs, a strong emphasis on student leadership (C-Squad, Yearbook, Student Advisory Council, Destination Conservation), and an annual grade;six team building field trip to Thetis Island.

We are a Health Promoting School. Health and Fitness is promoted through year round Intramurals, cross-country running teams, track and field teams, basketball teams, volleyball teams,square dance lessons, a special run at Rose Valley and Mission Creek Park, and participation in an Apple Bowl Track & Field meet.

Daily fitness activities and healthy snack guidelines are in place in every classroom.

The school involved the wider community in the Terry Fox Run.

The school hosted an International Student from South Korea.

The school will open our Science Fair to the wider community during Education Week. Student writing and artwork will also be displayed for viewing as a Gallery Walk that week. A Yearbook Team and a Destination Conservation Team of students will participate in the annual district wide Education Week Breakfast.

The school enrolled in and participated in the B.C. Fruit and Vegetables Program. Twice a month all students in the school are provided either fresh fruit or vegetables. The purpose of the program is to raise the level of awareness of students to the benefits of eating healthy foods. The program operates the entire school year, and the PAC offers Hot Lunches and other events involving food according to Healthy Food Choice guidelines.













A school-wide recycling program for paper and beverage containers is run by students.







During the spring of 2011 our school will benefit from a Technology Refresh program to update our resources and improve student achievement

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
By June 2014, 92% of all students will meet or exceed expectations in the quality of their writing.				
5% of students in grades 3-6 will exceed expectations on the year end School Wide Write.	1/30/2010	12	5	 On Target
92% of grade 4 students will meet or exceed expectations on the FSA Writing Assessment.	3/23/2010	93	92	 On Target
92% of grade 5 students at or above Stanine 4 in CAT 4 Total Writing.	6/30/2010	93	92	 On Target
92% of grade 6 students will meet or exceed expectations on the year end School Wide write.	6/30/2010	97	92	 On Target
92% of students in grade 3 will meet or exceed expectations on the year end School Wide Write	5/30/2010	91	92	 On Target
92% of teacher identified students in grades 3-6 will demonstrate growth within or beyond their September performance level by the year end School Wide Write.	6/30/2010	38	92	 Off Target
Final Grade 3 Report card marks indicate 92% of students meeting or exceeding in Writing	1/29/2011	62	92	 Off Target
Final Grade 6 Report Card Marks indicate 92% of students meeting or exceeding expectations in Writing (mark of C or higher)	6/30/2010	97	92	 On Target
By June 2012, 92% of all students will meet or exceed expectations for their grade level in reading comprehension.				
92% of grade 3 students will meet expectations on the Early Learning Profile.	6/30/2010	86	92	 Warning
92% of Grade 3 students will meet or exceed Final PM Benchmark Reading Level in the Early Learning Profile.	6/30/2010	98	92	 On Target
92% of grade 4 students will meet or exceed expectations on the FSA Reading assessment	3/24/2010	91	92	 On Target
92% of grade 5 students score at or above Stanine 4 in CAT 4 Total Reading	6/30/2010	95	92	 On Target

	Date	Value	Target	Status
Final Grade 3 Report card marks indicate 92% of students meeting or exceeding in Reading	6/30/2010	88	92	 Warning
Final Grade 6 Report Card Marks indicate 92% of students meeting or exceeding in Reading (mark of C or higher)	6/30/2010	95	92	 On Target
NUMERACY				
By June 2012, 92% of all students will meet or exceed expectations in mathematics.				
92% Grade 4 students will meet or exceed expectations on the FSA Mathematics assessment.	3/31/2010	98	92	 On Target
92% of grade 5 students score at or above Stanine 4 on the CAT 4 Mathematics Assessment.	6/30/2010	97	92	 On Target
Final Grade 3 Report card marks indicate 92% of primary students meeting or exceeding in Mathematics	6/30/2010	88	92	 Warning
Final Grade 6 Card Marks indicate 92% of students meeting or exceeding (mark of C or higher) in Mathematics	6/30/2010	97	92	 On Target



Results

Status : Approaching Expectations

As mentioned in our notes on 'Data', we have updated our indicators in 2011 and are looking at our data trend lines through a different lens. We will continue to not include primary students at the 'approaching' level as 'meeting' outcomes, and work to ensure that each student is fully meeting by the end of grade 3. Our targets and expectations are high, and our indicator results show we are not meeting them at the primary level using our previous lenses. We also believe that our school-based Interim Writing Measure each February will provide the data we require to ensure growth by year's end for each student. Defining growth as within as well as between performance levels is far more reflective of the teaching and assessment practices used daily in each classroom.

We are looking at our results honestly and authentically. Our results are driving our focus on improving instruction in writing as well as our need to find new ways of assessing that highlight and celebrate the growth that occurs over time for each of our students.

	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: By June 2014, 92% of all students will meet or exceed expectations in the quality of their writing.

Rationale:

By selecting Writing as an instructional focus we are improving teaching, quality assessment and student learning.

2011: As we learn more about teaching and assessing writing, it is a long term goal.

Disaggregated Data/Evidence:








Indicator	Date	Value	Target	Progress
5% of students in grades 3-6 will exceed expectations on the year end School Wide Write.	1/30/2010	12	5	On Target
92% of grade 4 students will meet or exceed expectations on the FSA Writing Assessment.	3/23/2010	93	92	On Target
92% of grade 5 students at or above Stanine 4 in CAT 4 Total Writing.	6/30/2010	93	92	On Target
92% of grade 6 students will meet or exceed expectations on the year end School Wide write.	6/30/2010	97	92	On Target
92% of students in grade 3 will meet or exceed expectations on the year end School Wide Write	5/30/2010	91	92	On Target
92% of teacher identified students in grades 3-6 will demonstrate growth within or beyond their September performance level by the year end School Wide Write.	6/30/2010	38	92	Off Target
Final Grade 3 Report card marks indicate 92% of students meeting or exceeding in Writing	1/29/2011	62	92	Off Target
Final Grade 6 Report Card Marks indicate 92% of students meeting or exceeding expectations in Writing (mark of C or higher)	6/30/2010	97	92	On Target

SMART Goal: By June 2012, 92% of all students will meet or exceed expectations for their grade level in reading comprehension.

Rationale:

We are maintaining our strong achievement levels in Reading, and targeting the Reading-Writing connection as part of our instructional focus in Writing.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
92% of grade 3 students will meet expectations on the Early Learning Profile.	6/30/2010	86	92	 Warning
92% of Grade 3 students will meet or exceed Final PM Benchmark Reading Level in the Early Learning Profile.	6/30/2010	98	92	 On Target
92% of grade 4 students will meet or exceed expectations on the FSA Reading assessment	3/24/2010	91	92	 On Target
92% of grade 4 students will read at or beyond the instructional level as measured by the Whole Class Reading Assessment.	1/1/0001		92	
92% of grade 5 students score at or above Stanine 4 in CAT 4 Total Reading	6/30/2010	95	92	 On Target
Final Grade 3 Report card marks indicate 92% of students meeting or exceeding in Reading	6/30/2010	88	92	 Warning
Final Grade 6 Report Card Marks indicate 92% of students meeting or exceeding in Reading (mark of C or higher)	6/30/2010	95	92	 On Target






Alignment: NUMERACY

SMART Goal: By June 2012, 92% of all students will meet or exceed expectations in mathematics.

Rationale:

Building assessment capacity through the Numeracy Problem Sets has focused on communication and problem solving skills.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
92% Grade 4 students will meet or exceed expectations on the FSA Mathematics assessment.	3/31/2010	98	92	 On Target
92% of grade 5 students score at or above Stanine 4 on the CAT 4 Mathematics Assessment.	6/30/2010	97	92	 On Target
92% of Kindergarten Students will meet expectations in Numeracy on the Early Learning Profile.	1/1/0001		92	
Final Grade 3 Report card marks indicate 92% of primary students meeting or exceeding in Mathematics	6/30/2010	88	92	 Warning
Final Grade 6 Card Marks indicate 92% of students meeting or exceeding (mark of C or higher) in Mathematics	6/30/2010	97	92	 On Target

Goals

Status : Sustaining Improvement

Our goals have been refined in 2011 to reflect our professional learning. Our Writing is a long term goal, and both Reading and Mathematics goals will be reviewed annually, with a commitment to continue to maintain our high achievement standards of 92%.

Rationale

Status : Sustaining Improvement

We have altered our goals in 2011 to reflect what we have learned by focusing on teaching and learning in Writing over the past year. We have realized that our Writing goal will need to be longer term - at least 5 years to show the growth and deep understanding we are aiming for. Ongoing staff development and professional learning/collaboration are revealing what higher level skills are involved in both the teaching and learning of writing. We are building teacher capacity in differentiated instruction due to the very nature of writing. We are realizing how developmental it is, and we aim to develop our own Writing Continuum that will help teachers, students and parent to assess GROWTH along a continuum - growth that may not be easily reflected/recorded in the broad categories of the performance standards. We also require more in-depth, authentic measures that reflect and celebrate growth/development WITHIN those broad assessment categories - not just between them. As we focus on Writing as a Professional Learning Community, we are learning to assess and instruct in new ways and are very excited to support growth over the longer term. We believe that our instructional focus in Writing embraces many of the critical thinking and communication skills required for successful 21st Century Learners. We believe that our goals need to continue at high achievement levels: more than 90% of our students will reach the expected standards in Literacy and Numeracy.

Data

Status : Sustaining Improvement

We have updated our indicators to reflect our professional learning and quality assessment practices. To date we have measured achievement in the our primary program by the number of students in grades 1-3 meeting or exceeding grade level expectations and then averaged that number as a percentage. The large numbers of students in the 'approaching' category reflect accurate and excellent assessment by our primary specialists. These children are developing writers, readers and mathematicians - they are on a continuum of growth over the four years of the Primary Program. We have not calculated those in the 'approaching' category as 'meeting', which reflects in our results. Our updated indicators measure achievement data at the end of grade 3, to allow for growth over the duration of the primary program. We will begin to collect Cohort Data with our June 2011 Kindergarten class and track their progress over the duration of the Primary Program. We have included the 'C' level of performance as 'meeting' in our grades 4-6 data. In consultation with parents we have also decided to use grade 6 teacher awarded Report Card marks as representative of the intermediate grades 4-6 program, as there are other measures unique to both grades 4 and 5 in our indicators. We believe these changes will allow us to measure and celebrate growth over time, and to be true to our district's quality assessment practices.

	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:

By June 2014, 92% of all students will meet or exceed expectations in the quality of their writing.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
6 + 1 Writing Traits as job-embedded professional development.	Alida Privett/	8/28/2009	6/30/2014	In-Progress	High	30			
Align Professional Growth Plans with Instructional Focus in Writing.	Alida Privett/School-Based Teachers	10/5/2009	6/18/2014	In-Progress	High	25			
Collaborative teacher time for Grade Level Teams	Alida Privett/	10/5/2009	6/30/2012	In-Progress	High	25		★	
SPC Sponsored Family Education Night - Writing	Alida Privett/	1/15/2010	4/28/2011	In-Progress	High	50			
Ongoing staff development to access and use technology for writing instruction	/School-Based Teachers	9/8/2009	6/30/2011	In-Progress	High	25	1,000		
Building teacher capacity in the use of technology to improve instruction	Terrilynn Scarcelli/School-Based Teachers	11/30/2009	6/30/2012	In-Progress	High	25	10,000		

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Developing a Writing Continuum K-6 to demonstrate growth and development for students, parents and teacher.	Alida Privett/	3/1/2011	10/31/2011	Draft	High	10			
Learning Assistance intervention focused in primary grades.	Alida Privett/School-Based Teachers	9/13/2010	6/30/2011	In-Progress	High	50	1,000		
Aboriginal advocate increasing contact with families and making home visits when possible.	Alida Privett/	9/30/2010	6/30/2011	In-Progress	High	50			
School based team meeting regularly and coordinating all referrals for student support and/or intervention.	Alida Privett/School-Based Teachers	9/30/2010	6/30/2011	In-Progress	High	50			

By June 2012, 92% of all students will meet or exceed expectations for their grade level in reading comprehension.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Three Early Learning for Families events to focus on early literacy and numeracy development	Alida Privett/School-Based Teachers	9/23/2009	4/21/2014	In-Progress	High	20	1,200	★	
Piloting RAZ home online reading program at the grade 2 level	Terrilynn Scarcelli/School-Based Teachers	10/5/2009	10/30/2010	Completed	High	100	300		★
Successmaker Reading	/School-Based Teachers	9/21/2009	6/18/2010	In-Progress	Medium	80			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Implementing the Whole Class Reading Assessment in intermediate classrooms.	Alida Privett/School-Based Teachers	9/30/2009	6/30/2012	In-Progress	High	30	250		
Building teacher capacity in the use of technology to improve instruction	Terrilynn Scarcelli/School-Based Teachers	11/30/2009	6/30/2012	In-Progress	High	25	10,000		
Learning Assistance intervention focused in primary grades.	Alida Privett/School-Based Teachers	9/13/2010	6/30/2011	In-Progress	High	50	1,000		
Aboriginal advocate increasing contact with families and making home visits when possible.	Alida Privett/	9/30/2010	6/30/2011	In-Progress	High	50			
School based team meeting regularly and coordinating all referrals for student support and/or intervention.	Alida Privett/School-Based Teachers	9/30/2010	6/30/2011	In-Progress	High	50			

By June 2012, 92% of all students will meet or exceed expectations in mathematics.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Intermediate Math tutorials before and after school	/School-Based Teachers	11/1/2009	5/28/2010	Completed	High	100			
Successmaker Math	/School-Based Teachers	10/5/2009	6/18/2010	In-Progress	Medium	70			
Implementation of Numeracy Problem Sets	Alida Privett/School-Based Teachers	9/28/2009	6/15/2012	In-Progress	High	50			
Initial implementation of Early Numeracy Screener	Alida Privett/School-Based Teachers	9/28/2009	6/15/2010	Completed	High	100			
Building teacher capacity in the use of technology to improve instruction	Terrilynn Scarcelli/School-Based Teachers	11/30/2009	6/30/2012	In-Progress	High	25	10,000		
Purchasing and supporting implementation of Math manipulatives in intermediate classrooms.	Terrilynn Scarcelli/	9/30/2010	9/30/2011	In-Progress	Medium	30	600		
Learning Assistance intervention focused in primary grades.	Alida Privett/School-Based Teachers	9/13/2010	6/30/2011	In-Progress	High	50	1,000		
Aboriginal advocate increasing contact with families and making home visits when possible.	Alida Privett/	9/30/2010	6/30/2011	In-Progress	High	50			
School based team meeting regularly and coordinating all referrals for student support and/or intervention.	Alida Privett/School-Based Teachers	9/30/2010	6/30/2011	In-Progress	High	50			

Strategies

Status: Sustaining Improvement

Staff has been working collaboratively and focused on using common effective practices particularly in the teaching of Writing. We are building and using common language around these practices which supports continuity of learning between 'grades' for students. The necessity to develop a Continuum of Writing has come from the authentic desire of both teachers and students to find a better way to measure and reflect GROWTH as students develop into independent writers. Involving parents in this project, and having our SPC sponsor parent educational evenings also supports the understanding that we are looking for a year's growth in a year for each students. Daily targeted intervention with our LAT (in early literacy and numeracy support for students 'at risk' on the ELP) is having powerful results. Using a school-based Interim Measure in writing between the fall and spring district writes allows us a 'dipstick' into growth - particularly for teacher identified students we are tracking. Technology initiatives, including five SmartBoards and classroom LCD projectors are broadening the scope of instruction. Our new addition will include a SmartBoard in each classroom. Job-embedded pro-d is provided to support these instructional tools. An example is 'Comic Life', an engaging program that allows intermediate students to write in comic book format. There is also a broader conversation about learning happening at Shannon Lake: 3-Way Learning Conferences are changing previous parent-teacher conferences into goal setting based on evidence of learning with parents, teachers and students.

Structures

Status: Sustaining Improvement

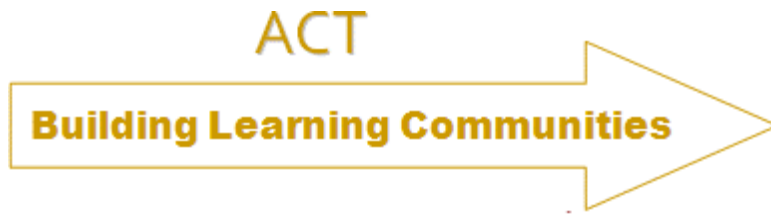
We are learning to monitor and make adaptive change as a learning community. Collaborative time has been a huge structural shift: teachers are learning to make use of time offered during the day - not for prep time, but for collaborative planning, team teaching, classroom intervisitations and building common assessments. These sessions have included t grade level teacher teams as well as between 1-3 teachers working in a common area. We plan for this to become part of the culture at SLE to support the ongoing growth of a professional learning community. We also continue to provide release time for ELP assessments, PM Benchmark assessments and in-class support for the WCRA in grades 4-6. In January five of our teachers visited KSS classrooms to experience instructional strategies across the K-12 curriculum, and seven KSS teachers visited SLE classrooms with the same purpose. The ensuing professional feedback and dialogue has been a rich learning experience for our staff, and a structure we will build on as we continue the journey. Our hope is to provide funding for SLE teachers to visit GPE teacher's classrooms, as we share a common instructional focus in Writing.

Coherence and Alignment

Status: Sustaining Improvement

Establishing an instructional focus in Writing and committing to align as much of the 'the work' as possible with this focus is beginning to provide us with the criteria for making decisions about what it is that we will NOT take on in order to maintain our quest for excellence in the teaching and learning of Writing. As we improve instruction in Writing, learning will improve across the curriculum, building coherence. Writing as communication connects and covers many outcomes in the subject areas through the Big Ideas that cross the curriculum and build enduring understanding. Through the lens of our Instructional Focus on writing we have focused staff development/ job-embedded pro-d on writing - including the application of technology for the improvement of student writing. Many teachers are focusing their PGP's on Writing instruction. Our collaborative processes and structures support our professional growth and build expertise.

	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.



Leadership

Status : Meeting Expectations

The principal and vice-principal endeavour to model collaborative leadership. 2011 is only the second year SLE has had a vice- principal, and the position is still becoming part of the culture. Providing teacher collaborative time, and focusing on improving instruction challenges staff to share and develop expertise to improve student learning. This is also building capacity and showcasing leadership at all levels. This staff is exemplary in their commitment to this learning community. Student leadership has been a focus over the past two years and C-Squad, Yearbook and SAM (Student Advisory Meetings) are becoming embedded in this school culture. This year students have begun a Destination Conservation initiative and have become district leaders in the number of projects they have undertaken. Support staff as well as teachers are involved in supporting student leadership groups.

Dialogue and communication

Status : Sustaining Improvement

We have begun to change the language at SLE, and to think of ourselves as a community where everyone is learning. Inviting parents into a 3-Way Learning Conference mid-way through each year where all three learning partners examine evidence of learning and support the goals students are setting for their learning is a powerful dialogue between all stakeholders. Slowly we are changing the language of assessment from 'grades' to 'meeting outcomes', 'setting learning goals' and learning how to learn. Our newsletter is on line - Shannon Lake Live - which allows us daily updates to our community, as does the effective use of Synervoice. SPC sponsored learning events for parents align with our Instructional Focus and are well received. Our PAC is working at involving new K parents in the life of the school. Every principal's report to PAC includes a section about teaching and learning. Monthly Student Advisory Meetings (SAM) also invites the student voice into our community decisions.

Parent involvement

Status : Sustaining Improvement

Our SPC are actively involved in ongoing conversations about teaching and learning. Our new goals and the adjustments to our indicators in 2011 have come from direct parent input, and sustained learning conversations over the past year. Improving student achievement by measuring and celebrating growth has been paramount in these discussions. Both PAC and our SPC are developing succession plans and working to involve new parents to continue the excellent tradition of parent involvement and support at SLE. The SPC has decided to invite a student to be involved in our meetings and during planning processes.

	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)

Shannon Lake 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

