

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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South Rutland Elementary

7/2011

General Information



*Engaging Minds... Launching Dreams*

## **Mission Statement**

*At South Rutland Elementary, we are dedicated to the ideal that all children can learn.*

*We offer a safe and healthy learning environment. We will:*

*engage our learners and inspire excellence;*

*support intellectual, social, emotional and physical development;*

*develop creativity;*

*nurture self-esteem and resiliency;*

*and promote respectful citizenship.*

Principal : Cathie Mutter

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

South Rutland Elementary School had 250 students enrolled as the 2010-2011 school year began. This represented a slight increase from the previous school year. The school is organized in eight small Primary classes (15-18 students) and 4 Intermediate classes (30 students each).

The school is only a few blocks from the Uptown Rutland business area and is located close to busy Highway 33. The neighbourhood surrounding the school includes single family houses, duplexes/fourplexes, condominiums, townhouses, small apartment buildings and a Habitat for Humanity housing development. South Rutland Elementary School enrolls a diverse student population.

As an Achieving a Necessary Future (ANF) school, we have come to expect that a large portion of our Kindergarten students will not meet expectations for literacy performance as they enter school. Early Development Instrument (EDI) information indicates that 39.4% of the preschool population is vulnerable in two or more areas of the EDI. In September 2009, our school opened a StrongStart Centre. This program is now well-established with an average of 15 families attending each day. We are confident that this intervention/prevention approach holds promise for our future students and that it offers support to their families. In January 2011, we again offered three E.L.F.F. (Early Learning For Families) sessions for families of 3, 4 & 5 year olds children. These sessions were attended by 19 families!

The number of Aboriginal students enrolled at our school has remained fairly steady at about 40 students. Aboriginal Certified Education Assistant and Aboriginal Student Advocate support have undergone several schedule revisions this year--the goal of the District Aboriginal Program is to provide support for all Aboriginal students on an as needed basis.

South Rutland Elementary is described by many as a family friendly school. Parent involvement is actively encouraged by educational staff and our Parent Advisory Council (P.A.C.) executive. P.A.C. volunteers take care of many things including arranging the display case at our school's main entrance to preparing lunch for students on Friday each week and organizing special family events throughout the school year. The P.A.C. is also focused on supporting the school's 21st Century Learner initiatives the P.A.C. generously contributed \$35,000 toward the installation of SmartBoards in all Grade 1-6 classrooms, Library, Learning Assistance Room and Computer Lab (SMARTboard use was initiated in September 2010). Our dedicated P.A.C. executive also meets with interested parents each month to discuss various topics in support of school initiatives. The P.A.C. coordinates volunteers and training for programs such as the B.C. Fruit & Vegetable Nutritional Program and the daily Breakfast Club. They approve funding for curricular field trips to enhance students learning and plan events like the annual Family Dance, movie nights and year-end celebrations (Gr. 6 Rocket Launch Celebration, PAC BBQ). Individual parents are also eager volunteers who enjoy helping with classroom activities.

School events are well-supported by the community. Families were there for the annual Halloween Olympics in October 2010, the Peace Assembly in November 2010, school concert in December 2010 and SREs annual Multicultural Celebration (Harmony Day) in February 2011. Parent-Teacher Conferences in September 2010 and January 2011 were also well-attended. We also initiated monthly Families Get Active Nights in partnership with the City of Kelowna Recreation and Culture Department--we hope to expand this successful program in the fall of 2011.

## School Performance Information

### Performance Information -- Healthy School Initiatives:

-Our school qualified as a Diamond school with the Recognition Award Program through Physical & Health Education Canada (January 2011).

-Our school participated in the new, District mini-rugby league in its pilot year. We attended the District jamboree in October 2010 and placed second. Our boys & girls did a terrific job of representing our school and community! School teams also participated in wrap-up tournaments for volleyball (November 2010) and basketball (March 2011). New jerseys were donated to our basketball team and we are now even more proud to say, Go, Rockets!

-South Rutland Elementary Intermediate students are recognized for their service leadership as Peer Tutors, Play Pals, Equipment Monitors, Rocket Advisory Panel, Crosswalk Safety Patrollers, Rocket Booster Spirit Team, Think We Team, Student Announcers along with Office, Lunch and Recycling Monitors. A Work Ethic Award was added in the 2009-2010 school year. Over 300 awards have been presented for Academic Achievement, Service & Work Ethic so far this year.

-Established partnerships offer a variety of programs to support SRE students: Breakfast Club - Big Brothers & Big Sisters of the Okanagan, Interior Savings Credit Union, COSTCO, Cobbs Bakery and PAC volunteers; Families Get Active Night- City of Kelowna: Recreation & Culture, In-School Mentorship Program- Big Brothers and Big Sisters of the Okanagan and CommunityLINK/Ready, Set, Learn funds (Brown Bag Lunch and Early Literacy For Families- E.L.F.F. Programs). A new partnership with ActNow BC has enabled some students in our school to benefit from connections related to healthy living and setting personal goals with an Olympic athlete- Kristi Richards (snowboarder).

-We have between 20-40 families who attend monthly Families Get Active Nights. We are exploring the possibility of introducing weekly activities and the Kids Can Move program as an extra-curricular opportunity for our students.

-Since September of 2008, all behaviour incidents for individual students have been recorded using BCeSIS. The number of incidents has declined significantly since that time (from 181 in June 2009 to 94 in June 2010 and 68 to date in March 2011). A number of initiatives at our school have contributed to this steady improvement including: Orientation activities in the early fall term for all classes, timely review of expectations on an as needed basis, offering a wide range of extra-curricular activities that cater to students' varied interests (Chess Club, Dance, Glee, sports activities- floor hockey, rugby, volleyball and basketball), Play Pals, Equipment Monitors and input from the Rocket Booster Spirit Team and Rocket Advisory Panel (R.A.P.) who have taken on the production of SMARTcasts to share information about school behaviour expectations and, recently, the new combined recycling program.

-Intermediate student achievement in the area of Health & Career Education shows that 84% of Gr. 4-6 students achieving a letter grade of C or better in June 2010. 16% of those students exceed expectations with a letter grade of A. For Primary students, 100% of students are meeting expectations in this area.

-Social Responsibility is an important aspect of a healthy school. The performance standard identifies the area of contributing to school and community. Our school has taken action in a number of ways including:

Together is Amazing Foodbank Fundraiser- a partnership activity with Shaw. Our Think We Team encouraged students to donate and we collected a large truck full of non-perishable food items for donation. This team was featured on a Shaw TV broadcast for our efforts (October 2010).

A campaign to support Salvation Army programs in December 2010- we collected over 20 boxes of food and clothing for this organization through our Mitten Tree event.

Students In Free Enterprise partnered with one of our Grade 6 classes to work on an Instill Life greeting card project. Our students created beautiful cards and sold them to raise funds. The funds are then donated to an organization that provides money to people in underdeveloped countries to start businesses with the hope that their quality of life will improve.

An SRE student was diagnosed with rhabdomyosarcoma last year. We have provided financial support to him and his family with fundraising events such as school bottle drives and Movie Nights for Markus. We also send him messages of support to help him stay positive.

Our Think We (Social Justice) Team, along with a number of parent and community volunteers, is currently in the process of planning a fundraiser in aid of the Red Cross to support those affected by the earthquake and tsunami in Japan.

-the Healthy Living Performance Standard will be used for the first time with all Grade 3 to Grade 6 students in June 2011 (the use of this Performance Standard was piloted with a sampling of Intermediate students in 2010 as part of an Inquiry Project with the Healthy Schools Network--our school earned \$1000 as a result of our participation).

Performance Information -- Literacy Initiatives:

-Gr. 4 FSA results are being tracked annually--SRE results vary widely from year to year. We use the results for individual students to track their performance in relation to provincial standards. In March 2010, we note that 13% of our students did not write the FSA for a variety of reasons. Our results: Reading- 56% of students meeting/exceeding expectations, Writing- 66% meeting/exceeding expectations and Numeracy- 59% meeting/exceeding expectations. Preliminary, unofficial results for February 2011 indicate that there seems to be a much higher success rate this year- 78% meeting/exceeding expectations in Reading, 91% meeting/exceeding expectations in Writing and 87% meeting/exceeding expectations in Numeracy.

-May 2010 CAT\*4 results for Grade 5 revealed that the large majority of students are on track for success (at or above Stanine 4) in Reading (82%), Writing Conventions (94%) and Mathematics (70%). With the exception of Mathematics, the majority of students exceed the Canadian norm.

-Primary students' performance in Language Arts (Reading, Writing, Oral Language) is very steadily moving toward our target of 90% of students meeting/exceeding expectations (Reading- from 12.2% not yet meeting expectations in November 2010 to 10.1% in March 2011; Writing- from 11.2% not yet meeting expectations in November 2010 to 7.07% in March 2011; and from 9.4% not yet meeting expectations in Oral Language in November 2010 to 4.1% not yet meeting expectations in March 2011)

-Grade 3 results for the Early Learning Profile are also showing improvement. In June 2010, 85% of our students were meeting/exceeding expectations on all areas of the ELP (getting close to our 90% target). This is an improvement from 79% in June 2009.

-Intermediate students' performance in Language Arts has improved steadily since 2008-2009 when we first began to use the information from the School-Wide Write and Whole Class Reading Assessment. Since that time, new NelsonLiteracy resources are being used in all Grade 3-6 classrooms. School-Wide Write and Whole Class Reading Assessment are now administered on a regular basis in Gr. 4-6 classes (SWW: June 2010- 60% of students meeting/exceeding expectations, December 2010- 78.3% of students meeting/exceeding expectations; WCRA: June 2010- 62% of students meeting/exceeding expectations, December 2010- 71.3% of students meeting/exceeding expectations) and are showing steady improvement.







-New NelsonLiteracy resources include a range of quality assessment tools, lessons to teach 6 + 1 Traits writing and activities for use with our SMARTboard interactive whiteboards. The current report card results are getting very close to our target of 90% of students with letter grades of C or better. In June 2010- 87% of students were achieving this level in Reading, 86% were successful in Writing. In November 2010, this improved slightly- 89% achieving Reading success and 87% of students with C or higher in Writing.

-our school organizes an annual Spelling Bee and, for the last 3 years, the school's Top Speller has gone on to compete at the regional CanSpell final. Kaiden (Gr. 6) represented our school at this event in March 2011--making it to the third round before he was stumped by cauliflower... or is that cauliflour?








Other:

-two South Rutland students placed first for their Grade levels at the District Chess Championships (February 2011) and went on to compete at the provincial tournament (April 2011). We are very proud of Joven and Anthony!

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

	Date	Value	Target	Status
<b>SCHOOL BASED</b>				
<b>Other Areas Being Monitored- Health-Promoting School</b>				
<b>Behaviour Incidents information as recorded in BCeSIS</b>	4/10/2011	68	100	 On Target
<b>Health &amp; Career Education Report Card Marks-Intermediate Students</b>	6/30/2010	84	90	 Warning
<b>Healthy Living Performance Standard</b>	11/27/2009	93	95	 On Target
<b>Physical Education Report Card Marks-Interemediate Students</b>	6/30/2010	99	90	 On Target
<b>Physical Education Report Card Marks-Primary Students</b>	6/30/2010	99.8	90	 On Target
<b>Social Responsibility Report Card Marks-Primary Students</b>	6/30/2010	97	90	 On Target

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
We will continue to focus on student engagement, quality assessment and instructional excellence in an effort to increase all students' skills in the area of Language Arts (Reading, Writing and Oral Language) with an emphasis on supporting average students who are underachieving and identified "at risk" students.				
Early Literacy Screener- Grade 3 students for 2009/2010	6/30/2010	85	90	 Off Target
Grade 4 FSA Results in Reading	3/7/2010	56	85	 Off Target
Grade 4 FSA Results in Writing	3/3/2010	66	90	 Off Target
Language Arts Report Card Marks- Intermediate Students	3/18/2011	88.5	90	 On Target
Language Arts Report Card Results- Primary classes	6/30/2010	93.9	90	 On Target
School-Wide Write- Intermediate	12/17/2010	78.3	90	 Off Target
Whole Class Reading Assessment	4/10/2011	71.3	90	 Off Target



**Results**

Status : Approaching Expectations

The School Planning Council and teachers completed the data review process in different ways. While both the teaching staff and SPC completed a "Data Walk" on separate occasions--alternatives to this are being considered for the future.

Results continue to show that the area of Literacy should be an area for attention.

As we move toward a "single goal" for our entire School District there is no doubt that this will impact our future goal selection and the process by which we review results.

Our Indicator Results show that our school is on target and making improvements steadily. Questions from staff and the School Planning Council are helping us to develop a process for examining disaggregated data and make further adjustments to the strategies and structures that we implement. Our efforts are clearly making a difference as we move closer and closer to performance targets.

	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: We will continue to focus on student engagement, quality assessment and instructional excellence in an effort to increase all students' skills in the area of Language Arts (Reading, Writing and Oral Language) with an emphasis on supporting average students who are underachieving and identified "at risk" students.**

**Rationale:**

Focusing on student engagement is a priority for our school because without engagement, there is no learning! Our objectives focus on Reading and Writing performance of average students who are underachieving and “at risk” students because:

- well-developed skills in these areas can positively impact students’ success in almost all other subject areas;
- “Literacy” is a priority for the School District and will enable us to align with the District’s direction and take advantage of in-service and professional development opportunities;
- Reading and Writing resources have been updated recently. Best instructional and assessment practices are embedded in the new resources will enhance classroom learning and, potentially, students’ success.
- School-based data shows that we continue to have room for improvement and that new strategies and structures are beginning to have an effect—we have not, however; achieved school-based targets.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Early Literacy Screener- Grade 3 students for 2009/2010	6/30/2010	85	90	 Off Target
Grade 4 FSA Results in Reading	3/7/2010	56	85	 Off Target
Grade 4 FSA Results in Writing	3/3/2010	66	90	 Off Target
Language Arts Report Card Marks- Intermediate Students	3/18/2011	88.5	90	 On Target
Language Arts Report Card Results- Primary classes	6/30/2010	93.9	90	 On Target
School-Wide Write- Intermediate	12/17/2010	78.3	90	 Off Target
Whole Class Reading Assessment	4/10/2011	71.3	90	 Off Target







## Alignment: SCHOOL BASED

### SMART Goal: Other Areas Being Monitored- Health-Promoting School

#### Rationale:

This goal was linked to District Areas of Focus in 2009/2010. "The Board continue to work toward improving student health...". A continued focus the Healthy Living Performance Standard addresses students' skills in the areas of Healthy Eating, Active Living, Healthy Relationships and Healthy Practices and will enhance the learning environment at our school. Our school's mission indicates that we will provide a "safe and healthy learning environment". School-based data indicates that a continued focus on students' skill development in areas such as Physical Education, Social Responsibility and Health & Career Education can lead to greater success (eg. setting goals, demonstrating improved physical skills, responsible behaviour and, ultimately, high school graduation).

#### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Behaviour Incidents information as recorded in BCeSIS	4/10/2011	68	100	 On Target
Health & Career Education Report Card Marks-Intermediate Students	6/30/2010	84	90	 Warning
Healthy Living Performance Standard	11/27/2009	93	95	 On Target
Physical Education Report Card Marks-Intermediate Students	6/30/2010	99	90	 On Target
Physical Education Report Card Marks-Primary Students	6/30/2010	99.8	90	 On Target
Social Responsibility Report Card Marks-Primary Students	6/30/2010	97	90	 On Target

#### Goals

Status : Meeting Expectations

Improving schools have a strong instructional focus. Our school continues to demonstrate that we are an improving school--we have reviewed data to identify school-wide priorities.

Our goal identifies student engagement, quality assessment and exemplary instruction in Language Arts as a priority "with an emphasis on supporting average students who are underachieving and 'at risk' students".

We will continue many of the strategies and structures to maintain our "Healthy School" status--these processes and resources are well-established and our students continue to demonstrate high performance in all areas of the Healthy Living Performance Standard and Physical Education.

The literacy goal was chosen as a focus area with input from staff, representative students and parents.

#### Rationale

Status : Meeting Expectations

Goal #1- Focusing on student engagement and instructional excellence will enhance learning opportunities for students and lead to improved results in Reading, Writing and Oral Language performance. Focusing on those students who are underachieving and “at risk” was selected as a priority because:

- well-developed skills in these areas can positively impact students’ success in almost all other subject areas;
- “Literacy” is a priority for the School District. Focusing on Reading and Writing will continue to enable us to align with the District’s direction and take advantage of in-service and professional development opportunities;
- Updated Reading, Writing and Oral Language resources have recently purchased. Use of these resources that include best instructional/assessment practices are not fully implemented—we are confident that the use of these new resources will enhance classroom learning and, potentially, students’ success.
- School-based data shows that we continue to have room for improvement and that current strategies and structures are having a positive effect—we still have some distance to go in reaching school-based targets.

Maintain/Monitor- We have fully achieved our "Healthy School" goal (2009/2010) and will continue to monitor student achievement in this area along with students' performance in Math (Numeracy). Action will be taken as needed.

**Data**

Status : Meeting Expectations

## Reading/Writing/Oral Language Data

We examined:

- Early Learning Profile Results for Primary grades focusing on results for Grade 3
- Intermediate Report Card Results in Language Arts (Reading, Writing)
- Primary Report Cards Results in Language Arts (Reading, Writing, Oral Language)
- All Intermediate students participate in "Whole Class Reading Assessment" and complete a School-Wide Write at least twice during the school year (fall/spring). Baseline results (April 2009) revealed that 87/139 or 62% of Intermediate students are meeting grade level expectations. Results for Fall 2010 reveal that 78.3% of students are now meeting/exceeding writing expectations.
- Students in Grades 3 will participate in their first School-Wide Write in May 2011, establishing a performance baseline
- CAT 4 results for Grade 5 students show that our student population is diverse.
- We continue to monitor Grade 4 FSA Results (used to define the cohort group, not intended to be used as "trend line" information).

Other:

- We continue to monitor the following areas related to Healthy School & Math performance:
  - CAT 4 results (Numeracy) for Gr. 5
  - FSA Numeracy results for Gr. 4
  - Early Learning Profile- Numeracy performance for Kindergarten
  - Behaviour Incidents
- all students' report card marks in the areas of Health & Career Education, Physical Education and Primary students' report card information for Social Responsibility
- all Gr. 3-6 students will be assessed using the Healthy Living Performance Standard for the first time by June 2011

	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:

We will continue to focus on student engagement, quality assessment and instructional excellence in an effort to increase all students' skills in the area of Language Arts (Reading, Writing and Oral Language) with an emphasis on supporting average students who are underachieving and identified "at risk" students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Implement use of new Language Arts resources in Grades 3-6	Cathie Mutter/School-Based Teachers	9/7/2009	7/27/2012	In-Progress	High	0	5,600	★	★
Continue to provide Assessment Release Time for all Primary and Intermediate classroom teachers	Cathie Mutter/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	0	14,000	★	★
Preferential scheduling of Primary gym and prep times	Cathie Mutter/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	0		★	★
Early Learning Initiatives-ELFF Nights	Cathie Mutter/Health Promoting Schools Committee	11/18/2010	1/19/2011	Completed	High	100		★	★
Continue to operate the StrongStart Centre	Clara Sulz/Admin Council	5/1/2009	6/28/2012	Completed	High	100		★	★
Breakfast Club	Cathie Mutter/Health Promoting Schools Committee	1/4/2010	6/29/2012	In-Progress	High	0		★	★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
LAT and Teacher-Librarian coordinate efforts to support literacy learning through team teaching with the classroom teacher when doing research activities in the Library	Cathie Mutter/School-Based Teachers	9/8/2009	6/30/2011	In-Progress	High	0		★	★
Quality Assessment is a focus for professional learning	Cathie Mutter/School-Based Teachers	8/24/2009	6/29/2012	In-Progress	High	0		★	★
Professional learning will focus on Literacy instruction and integrated use of technology	Cathie Mutter/School-Based Teachers	9/18/2009	6/27/2014	In-Progress	High	0		★	★
Continue to implement use of SmartBoard interactive whiteboards in all classrooms, Library, LAT Room, Staff Room & Computer Lab	Cathie Mutter/School-Based Teachers	9/8/2009	6/29/2012	In-Progress	High	0	83,500	★	★
Targetted Intensive Intervention	Cathie Mutter/School-Based Teachers	4/11/2011	6/10/2011	In-Progress	High	0	6,000	★	★
Oral Language Intervention	Dana Fowler/School-Based Teachers	5/2/2011	6/10/2011	In-Progress	High	0		★	★
Literacy Enrichment Pilot Project	Cathie Mutter/School-Based Committee	4/21/2011	6/10/2011	In-Progress	High	0		★	
SMARTcast Development	Cathie Mutter/School-Based Committee	1/3/2011	6/27/2014	In-Progress	High	10		★	

**Other Areas Being Monitored- Health-Promoting School**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Breakfast Club	Cathie Mutter/Health Promoting Schools Committee	1/4/2010	6/29/2012	In-Progress	High	0		★	★
Participate in the Olympic Athlete Program through ActNow BC (in recognition of 2010 Spirit School Bronze Medal)	Cathie Mutter/School-Based Teachers	9/8/2009	6/30/2011	Completed	High	100		★	
Continue "Play Pals" and "Equipment Monitors" on our playground	Cathie Mutter/	9/21/2009	6/26/2012	In-Progress	High	0	35,003,500	★	★
Participate in a Health Promoting Schools Network Inquiry Project	Cathie Mutter/Health Promoting Schools Committee	9/8/2009	6/29/2010	Completed	High	0	3,500	★	
Continue Crosswalk Safety Patrol	Cathie Mutter/	7/3/2009	6/28/2012	In-Progress	High	0	5,005,000	★	

**Strategies**

Status: Approaching Expectations

Our school initiated a number of promising, new strategies in 2009-2010. These have expanded during 2010-2011 and include the use of several new assessment tools, new Language Arts resources for Primary and Intermediate classes that have "best instructional practices" embedded, release time to facilitate assessment for learning/teaching processes and new professional learning opportunities. We have focused on addressing students' needs in the areas of Reading, Writing, Oral Language and will continue to monitor our "Healthy School" status and Numeracy.

The structures for 2011/2012 include the following:

- preferential scheduling to enable most Primary classes to have an uninterrupted Literacy Block each morning;
- scheduled classroom support time that enables Primary and Intermediate teachers to be released to work on assessment tasks;
- Staff Development Meetings continue to focus on discussions/activities related to school goals and exemplary instructional practices;
- ELFF Nights (Early Learning For Families) were again hosted during the Winter Term;
- Full Day Kindergarten has been implemented at our school;
- the StrongStart Centre at South Rutland Elementary continues to welcome preschoolers and their families to our school every day;
- a school-wide focus on "6 + 1 Traits Writing" in Gr. 3-6;
- expanding the Targetted Intensive Intervention pilot project through the coming school year (TII activities with small groups of identified, at-risk Gr. 1 & 2 students with classroom teachers, students who meet/exceed expectations will work with the Learning Assistance Teacher and Teacher-Librarian);
- an in-service/professional learning plan that supports the implementation of effective instructional strategies.

### **Structures**

Status: Approaching Expectations

We have a number of structures in place to support student learning in the areas of Reading, Writing and Oral Language. These have included new, "strategy-based" Language Arts resources for Primary and Intermediate classes, release time that gives the classroom teacher support in examining assessment results to determine areas for instructional focus, professional learning opportunities (webcasts, HRES workshops, "Classrooms That Work" book study, additional support for underachieving and at-risk learners through a pilot project- Targetted Intensive Intervention (TII) and implementing the use of interactive whiteboards (SMARTboards) that were installed in all classrooms and other areas throughout our school as part of the recent technology refresh (with added funds of \$35,000 from our generous PAC).

Structures have also been put in place to support students and staff as follows:

- scheduled assessment release time for all classroom teachers;
- ELFF (Early Learning For Families) sessions for preschoolers, students and their families;
- preferential scheduling of gym and prep time for Primary classes to allow for uninterrupted Literacy blocks every day;
- operating a StrongStart Centre at South Rutland Elementary
- offering a Breakfast Club to students through donations from several generous individuals and organizations

### **Coherence and Alignment**

Status: Meeting Expectations

Our school, in keeping with the Aboriginal Enhancement Agreement, is focused on the development of the "whole child"--social/emotional, spiritual, physical and intellectual growth. Our goal closely aligns with District goals and areas of focus.

Our plan has the support of teachers, support staff and the Parent Advisory Council. In 2010, the PAC provided generous funding (over \$35,000) to support implementation and continues to give input and give ongoing support to our school.

Intermediate students have been encouraged to take on leadership roles in initiatives that support their growth and learning--our Rocket Advisory Panel (RAP) is an excellent example of representative Kindergarten-Grade 6 students' who fully participate in the school improvement process.

A concerted effort has been made to keep our entire community informed and involved (such as the email subscriber list, school newsletter, weekly bulletins- Mutterings- for staff, PAC meetings, assemblies, Plan-on-a-Page concept and more)

The collaboration process is in its beginning phase--teacher engagement related to the examination of data continues to be a priority. Having a knowledgeable teacher representative on the School-Planning Council has been terrific!

	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 : Approaching Expectations

Leadership is developing in a number of ways.

- Lead Teachers have been identified (Literacy- Dana Fowler, Dave Johnson; Data Lead Team- Susan Brown, Dana Fowler, Dave Johnson, Cathie Mutter);
- Professional learning sessions have been organized at the Administrative Implementation Day and monthly Staff Development Meetings;
- teacher reps/principal have attended a number of learning opportunities at the school and District level (ECE/K Summer Institute: "Early Learning in the Summer Sun"- August 2010, Administrative Implementation Day- September 2010, ELFF Training- November 2010, Daily 5 Sharing sessions at SRE facilitated by Susan Brown (August, October and November 2010), Early Learning Webcasts- Project-Based Learning (February 2011) and Self-Regulation (May 2011) along with discussions during Collaborative Meeting Time for Primary and Intermediate teacher teams;
- school-based ELFF (Early Learning for Families) sessions were facilitated by staff (Jacquie Powell, Carrie Hebert- K Teachers, Denise Paley- StrongStart Coordinator, Cathie Mutter- Principal);
- Afternoon TEA sessions (Classrooms That Work Book Study activity) will be hosted for interested Primary and Intermediate teachers (April-May 2011);

In 2011/2012 we will continue to build capacity related to school leadership- expanding these roles to provide mentorship for teaching staff in the areas of student engagement, instructional excellence, quality assessment and support to integrate technology tools in an effort to enhance learning opportunities.

Students are involved in a range of leadership activities including: School Crosswalk Safety Patrol, Equipment Monitors, Rocket Booster Spirit Team, Rocket Advisory Panel (RAP), Play Pals, Assembly Crew/Tech Team, Student Announcers, Think We Team, Office/Lunch/Recycling Monitors and more. We will continue to provide a variety of opportunities in this area.

Parent leadership opportunities are available--there is limited response when requests are made for parents to take lead roles. To the parents who take up the challenge and make the extra commitment to share time with our school, we would like to offer a heartfelt "Thank You". Their efforts make a difference with programs such as the BC Fruit and Vegetable Nutritional Program, Breakfast Club and One-To-One Reading Program and with ongoing PAC initiatives.

## **Dialogue and communication**

Status : Meeting Expectations

Teaching and support staff gave input to strategies/structures in planning for 2010-2011 and the upcoming school year (eg. resources, staffing, scheduling, examining school data, reviewing/revising our school mission statement/motto).

A Data Team was initiated that includes lead Intermediate, Primary and support teachers. Strategies and structures that make data more accessible (Skopus) will certainly put more information in the hands of teachers. Teachers are becoming more comfortable with the SRE Data Warehouse on FirstClass and we are looking forward to accessing assessment information through the Skopus "dashboard".

Discussions with staff reveal that complicated composition and larger classes in Gr. 4, 5 and 6 have had an impact on staff energy and morale. Efforts to boost student achievement by adding extra classroom support (LAT, Teacher-Librarian, two Aboriginal Student Support CEAs, release time for assessment) have made a difference to teaching staff. Class Review Meetings were scheduled in September 2010 and March 2011 with individual teachers to discuss class strengths/needs and address emerging concerns regarding class composition. Teachers of smaller Primary classes also face significant challenges in regard to students' academic growth and behaviour. We will continue to communicate our schools actions and efforts regarding school progress with all partner groups.

Communication regarding the school improvement plan continues to include:

- a regularly updated school website along with the opportunity to subscribe to our school's email service
- Administrative Implementation Day session for teaching staff (this year focussed on SMARTboard use)
- weekly "Rocket Fuel" newsletters for families & "Mutterings" weekly bulletin for SRE Staff
- SRE Staff conference on FirstClass (Staff Handbook, AfL/Literacy and Healthy School information)
- professional learning as part of monthly Staff Development Meetings (Mug & Muffin info sessions are also scheduled monthly)
- including a Student Handbook to the students' Premier Agendas;
- a school calendar that is distributed early in the school year that includes a "family handbook";
- Primary and Intermediate "team" meetings held in most months during Celebration Assembly time

The School Planning Council has been informed about the school organization plan, Class Composition Meetings (September 2010, March 2011) and met several times prior to the SPC Report review to review current data and provide input to the school improvement plan. The "Plan-on-a-Page" document was developed as a result of these discussions and is a key part of the SPC Report review with District staff and trustee representatives.

## **Parent involvement**

Status : Meeting Expectations

Parent involvement is actively encouraged in various roles including: PAC executive, classroom helpers, volunteers for PAC events/activities, field trip chaperones, home reading program, BC Fruit & Vegetable Program, weekly PAC Lunch and daily Breakfast Club), Parents are represented as SPC members and participate fully in this process. Parent involvement, input and education has also been encouraged through:

- invitations to attend classroom activities such as Readers Theatre and other school events such as Kindergarten Orientation, school concerts, special assemblies for Remembrance Day & Harmony Day, Families Get Active Nights, Parent-Teacher Conferences and the annual Book Fair;
- parents of Grade 6 students do the planning and fundraising for year-end "Rocket Launch" activities;
- School Planning Council meetings;
- questions/informal input at monthly PAC meetings;
- Gr. 4 parent responses to the annual Satisfaction Survey (Ministry of Education).
- focus group sessions to address a range of interests (Raising Confident Girls & Boys, My Tween & Me, SMARTcast for Parents during Education Week, ELFF Nights- Numeracy, Play & Emotions).

This will continue to be an area for ongoing growth and attention.

	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)

South Rutland 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

