

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Springvalley Elementary

7/2011

General Information

Mission Statement

To inspire all students to think, learn, achieve, care and enjoy a healthy lifestyle.

Principal : Linda Fehr

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

Springvalley Elementary School where,

every student is inspired to think, learn, achieve, care and enjoy a healthy lifestyle.

Springvalley Elementary is a Kindergarten to Grade 6 neighbourhood school situated in an established Rutland community of Kelowna. Just down the street from Mission Creek Park, across from the Springvalley Seniors Care Centre and beside Springvalley Middle School, we enjoy a supportive working, playing and learning relationship with our neighbours. Surrounded by some major shopping centres, businesses, bus routes, parks and nearby community centers, our students enjoy many health promoting activities that the playing fields, pools, skating rinks, gymnastics centres and natural settings provide.

Within a neighbourhood of single family dwellings, duplexes, multi-family townhouse complexes and apartments, most of our students live within walking and biking distance to the school while others arrive by city bus or car with their families from other communities in the Kelowna area. We celebrate a great diversity in our school population and yet a growing sense of family among students, parents and staff. Many of our established families boast second generation attendance at our school, aboriginal students are plentiful and other families represent close to two dozen international homelands and various provinces of Canada or other areas of the city. We have welcomed many new families to this school community in recent years with forty new students who enrolled just this September.

Our parents and caregivers are hardworking, supportive members of our school community who enjoy coming together for family events and festivities through shared common values. These events include achievement celebrations, family barbecues, fun movie nights, bingo fun, family dances, sporting events, school theatre productions and through generous support of fundraising events such as fall garage sales, winter book fairs and spring carnivals. The Parent Advisory Council, the School Planning Council and the School Meal Program co-ordinators are a very dedicated group who have planned and provided effective, fun and health promoting fundraising products and events. They have set generous goals to financially support many academic programs with resources and health and fitness programs and technologies.

Like many families, a good number of our teaching and support staff have remained with Springvalley for many years. Some are now teaching the children of former students over a 20-30 year teaching career. The further development of Literacy and Numeracy skills continues to be a major focus of the classroom teachers and with smaller class sizes at the primary level, students have a strong start in strengthening their skills, knowledge and understandings. Along with the promotion of a strong home-school support for learning, each teacher works closely with the support staff, Learning Assistant Teacher, Resource Teacher, Teacher Librarian, School Counsellor, Speech and Language Teacher, Aboriginal Advocates, Classroom CEAs and Principal, to ensure that all the unique, diverse and individual learning needs of each student are met through collaborative planning and teaching.

Our school is well supported and active in lessons of physical development in swimming, gymnastics and in organized sports teams and tournaments. Many teachers offer social skills development with table games and learning to play musical instruments to further develop students intellectual and artistic abilities. We are most proud of our gifted Fine Arts teacher whose amazing work enhances classroom programs so that each student benefits from a dynamic Performing Arts Program. The Primary Christmas Musicals and the Intermediate spring Theatre Productions are outstanding and include the singing, dancing and acting talents of classes, 40 individual actors and our 60 member Gr.3-6 Choir. These concerts continue to wow and delight packed out crowds of parents and guests at each performance. This year we were thrilled that our school choir was invited to perform five pieces in two performances with the Symphony Orchestra in April at the Kelowna Community Theatre. The students of Springvalley Elementary continue to show notable growth and improvements academically, physically, socially and emotionally and continue to 'shine like stars' artistically! We parents and staff are proud of the progress each one has made in the development of their abilities, talents and skills.

School Performance Information

Much is accomplished through the collaborative work of our Springvalley Elementary School community; students, parents/caregivers, teachers, support staff and neighbourhood volunteers;

Teacher and Support Staff Involvement in Co-Curricular and Lunch Hour Clubs and Teams

Gr. 3-6 Choir, Actors Group, Guitar, Chess, Cribbage, Basketball, Volleyball, Track and Field, Indoor Games, Lunch Time Friendship Club in the NEST, Cooking Club, Aboriginal Friendship Circles & Lunchtime Gatherings, Milk Program & Healthy Snacks Vending

Musical and Theatrical Performances

Gr. 6 Wax-Works Outdoor Theatre (Famous People research writing & speaking, Nov. 2010), the comedic Primary Christmas Concert, A Christmas Moosical, (Dec. 17, 2010) with Kindergarten-Gr.3 classes, actors group and choir participation, Intermediate Musical Theatre Performance of Pinocchio, No Strings Attached (Apr. 28, 2011) with Gr. 4-6 classes, actors and choir, School Choir performances with the Symphony Orchestra (Apr. 4, 2011) at the Kelowna Community Theatre, Fine Arts Jambi Drum Workshop and Performance (May-June 2011)

School Service and Student Leadership

Gr. 5 Crossing Guard Safety Patrol Team, Gr. 6 Juice Bottles & Cans Recycling Team, Gr. 5 Paper & Plastics Recycling Team, Gr. 4 Equipment Monitors, Gr. 4-6 Lunch Monitors, Gr. 6 School Announcers, Audio/Video & Assembly Crew, Kindergarten Playground Helpers, School Store Clerks, Milk and Fruit & Veggies Helpers, Bike Compound Helper, School-wide classroom Reading & Arts/Crafts Buddies, Gr. 3-6 International Tea Cultural Event Coordinators, Gr. 5 Winter and Spring Scholastic Book Fairs and Sports Team & Gr. 4 Bake Sales, Gr. 3 Conservationists, Gr. 5 Social Justice Group

Caring for Our Community and World; Regular visits from primary classes to Springvalley Seniors' Care Facility, Terry Fox Run (\$150.00 raised for Cancer Research), Unicef Coin Drive (\$50.00 raised for School Supplies), Month of Love for Ugandan Orphanage (\$1400.00 raised for teacher salary, resources & school supplies)

School Counsellor, Resource Teacher and Speech/Language Support

Through referral and goals set in Individual Education Plans; ongoing school-based support is provided weekly to meet the special needs of students and their parents/caregivers in further development of strategies and skills

Library Supported Literacy

Author Visits Deborah Ellis, Eric Wilson, Kenneth Oppel

English as a Second Language speaking and listening language development support

Full complement of literature purchased & organized for levelled reading found in bins & in library stacks along with corresponding reading quizzes (Star Reading etc.) available on library computers for ease of student self-assessment and book selections

Collaborative planning and team teaching of Reading, Writing, Science and Social Studies units

Regular Book Exchanges and Story time for classes with Teacher Librarian

Learning Assistance Student Support (N.E.S.T.)

CEAs schedule of support in each classroom assisting with follow up to math, reading and writing lessons, small group and computer program lessons with LAT and LIT CEA for targeted skill development (provided as added support to compliment class-based student learning),

Middle School and Secondary students and Community Volunteers providing Tutor Support for one-to-one phonics, site vocab. and reading comprehension help,

Classroom Assignment Support with IPod Applications for students with written output disabilities (Action Research Inquiry Pilot Project), Home Reading RAZ Kids support

Aboriginal Student Support

Cultural Advocate sponsored individual, small group and class-based activities, luncheons, school and district gatherings, guests speakers and traditional arts and crafts, whole school events (such as Winter Stories and Puppetry Gathering, Harmony/International Tea, Lacrosse Tournament)

Academic Advocate sponsored individual and small group classroom support for reading, writing, math and project completion, after school Homework Club for primary and intermediate aboriginal student support, further education and career goal focussed presentations for Gr. 4-6 aboriginal students (UBC-O)

Recognition and Celebration

STAR tickets recognition with weekly draws for daily academic & work ethic achievements, social/emotional positive behaviour support and encouragement for random acts of service & kindness to others (celebrating with treasure box prizes, stickers, bookmarks and SVE Starbucks for the school store and most importantly, words of affirmation from the Noon Hour Supervisors, teachers and principal!), Fall Welcome Luncheon with the Principal for new students & their parents /caregivers

Daily birthday announcements & small gifts from the principal (pencils, stickers, bookmarks to celebrate their special day), Come See the Principal drop-ins for positive recognition & encouragement in demonstrating reading skills & abilities, sharing of journals & story writing or project completion, celebration of goals reached for individual targeted behaviour improvements, frequent classroom visits and photo opportunities from the principal to see work and learning in action, principal tag-along on field trips and special events to share in student experiences

Talks around The Table of Truth for students learning to solve problems in peaceful ways and to make plans for restitution among peers, and student leadership group sessions to plan for special events (theme days, International Tea for Harmony day, parent recognition events, hosting assemblies etc.)

Term One and Two Celebration Assemblies in Game Show format with principal, student and teacher hosts and assistants acknowledging students term achievements in outstanding academics, work ethic, fine arts, physical accomplishments and school service (Gr. 4-6), Term and Year-end Recognition with Certificates (Gr. 4-6) and Special Awards Gr. 6 (Year-end), Term 3 Year-end Slideshow / Musical Celebration & Farewell Assembly for all!

Parent Support and Participation / Fundraising and Fun-Filled Family Time

Gr. 1- 5 RAZ Kids computer generated Home Reading Program, Book Bags and library selections for Home Reading, Gr. 2 Literacy Back Packs (books & activities for fun at home), Teacher/Parent/Student Conferences, emails, phone calls home or in-person chats with teachers and principal, teacher and school websites, electronic calendar and newsletters, Premier Agenda Home/School Communication, homework completion & study support, School Based Team meetings

Welcome Back Family BBQ, Bingo & Movie Nights (fall, winter & spring), Fall Garage Sale/Bottle Drives, Spring Fling Family Fun Night, Family Photo Sessions (Halloween/Christmas), International Tea Booths/Harmony Day, Audience Support of celebrations and recognition assemblies, student musicals and theatre performances and district cultural shows




















Planning, organizing, preparing and serving Friday Hot Lunches, Daily Breakfast Program (Toast & Juice), Weekly Fruit & Veggies, Movie Night concessions, Family Fun Night BBQs & Concession, Staff Appreciation Luncheons





Home/School Magazine Drive, Garage Sale/Bottle Drive, Entertainment Books, Spring Flare Home and Garden Spring Fling and Bingo Night Fundraising projects (totalling \$6,000.00-\$12,000.00 raised annually along with BC gaming funds to help support gymnastics and swimming lessons / reduce admission and bussing costs for all K-6 students and help support the purchase of classroom resources and technology equipment etc.)

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To improve students' ability to read for information.				
Aboriginal Gr. 1 - 3 Reading Report Card Marks	3/18/2011	84	93	 Warning
Aboriginal Gr. 4 - 6 Reading Report Card Marks	3/18/2011	96	93	 On Target
All Gr. 1-3 Reading Report Cards	3/18/2011	86	93	 Warning
All Gr. 4 -6 Reading Report Card Marks	3/18/2011	90	93	 Warning
Gr. 1 Reading Level PM Benchmarks (growth since K screener)	3/18/2011	56	70	 Off Target
Gr. 2 Reading Level PM Benchmarks (growth since yearend Gr. 1)	3/18/2011	64	70	 Warning
Gr. 3 Early Learner Profile Transition Data ('not at risk' by June)	6/30/2010	81	80	 On Target
Gr. 3 Reading Level PM Benchmarks (growth since yearend gr. 2)	1/30/2011	80	85	 Warning
Gr. 4 Reading Foundation Skills Assessment (FSA)	2/28/2010	66	90	 Off Target
Kindergarten Early Learner Screener Transition Data 2007-2010 ("not at risk" by June)	6/30/2010	76	80	 Warning
Non-Aboriginal Gr. 1 - 3 Reading Report Card Marks	3/18/2011	86	93	 Warning
Non-Aboriginal Gr. 4 - 6 Reading Report Card Marks	3/18/2011	89	93	 Warning
Whole Class Reading Assessment Gr. 3 - 5 (now in Gr. 4 - 6)	10/30/2010	85	85	 On Target
Whole Class Reading Assessment Gr. 4 Cohort Group to Gr. 5	10/30/2010	82	85	 Warning
NUMERACY				
To improve students' ability to apply math concepts.				
Aboriginal Gr. 1-3 Math Report Card Marks	3/18/2011	94.8	95	 On Target
Aboriginal Gr. 4 -6 Math Report Card Marks	3/18/2011	88	95	 Warning
All Gr. 1 - 3 Math Report Card Marks	3/18/2011	96	93	 On Target
All Gr. 4 - 6 Math Report Card Marks	3/18/2011	87	95	 Warning
Gr. 3-6 Math Diagnostic Fall and Spring Data (pending)	10/30/2010	64.25	95	 Off Target

	Date	Value	Target	Status
Gr. 4 Math Foundation Skills Assessment (FSA)	2/28/2010	60	90	 Off Target
Math Diagnostic Problem Solving Data Trend Gr. 3 to 6	10/30/2010	90	95	 Warning
Non-Aboriginal Gr 1 -3 Math Report Card Marks	3/18/2011	96	100	 Warning
Non-Aboriginal Gr.4 -6 Math Report Card Marks	3/18/2011	86	95	 Warning

STUDY

Analyzing Results

Results

Status : Sustaining Improvement

Our Smart Goals 1) To improve students' ability to read for information and 2) To improve students' ability to apply math concepts, represent the bulk of the focus of this report;

- the Indicators, Strategies and Structures are specific to these literacy and numeracy goals
- the reading data was gathered from report card marks, FSA, Early Learner Screener, Whole Class Reading Assessment and PM Benchmarks
- Math data used was specific to report card marks, FSA and Math Diagnostics.
- The report card data for Math and Reading by 'All Students', 'Aboriginal Students' and then 'Non-Aboriginal Students' provided a specific breakdown of the results. We were able to see patterns of growth/improvements or decline within these subgroups. See attached 'results' graphs.
- These patterns help us to guide the structures and supports needed for learning needs within these subgroups and show the continued need for math and reading support.
- Teachers use individual student achievement data to develop individual improvement plans specific to each students' learning needs and measure individual growth. Of note, are the many 'at risk' or vulnerable primary students who have made significant gains in PM Benchmarks reading levels and Early Learning Screener grade transitions over 4 year span.
- Administration supports the collection of data from teachers fall and spring in inquiry format to inform instructional practices and measure ongoing improvements. The Learning Assistance teacher continues to collect class lists of 'individual scores' data each term to determine targets additional support.
- Data collecting methods / practices are providing good measure of school improvements in our goal areas. Individual, 'student specific' data helps inform the teachers' instructional focus needed and places the emphasis on improved student learning.

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

PLAN



Alignment: LITERACY

SMART Goal: To improve students' ability to read for information.










Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Aboriginal Gr. 1 - 3 Reading Report Card Marks	3/18/2011	84	93	⚠ Warning
Aboriginal Gr. 4 - 6 Reading Report Card Marks	3/18/2011	96	93	🟢 On Target
All Gr. 1-3 Reading Report Cards	3/18/2011	86	93	⚠ Warning
All Gr. 4 -6 Reading Report Card Marks	3/18/2011	90	93	⚠ Warning
Gr. 1 Reading Level PM Benchmarks (growth since K screener)	3/18/2011	56	70	🔴 Off Target
Gr. 2 Reading Level PM Benchmarks (growth since yearend Gr. 1)	3/18/2011	64	70	⚠ Warning
Gr. 3 Early Learner Profile Transition Data ('not at risk' by June)	6/30/2010	81	80	🟢 On Target
Gr. 3 Reading Level PM Benchmarks (growth since yearend gr. 2)	1/30/2011	80	85	⚠ Warning
Gr. 4 Reading Foundation Skills Assessment (FSA)	2/28/2010	66	90	🔴 Off Target
Kindergarten Early Learner Screener Transition Data 2007-2010 ("not at risk" by June)	6/30/2010	76	80	⚠ Warning
Non-Aboriginal Gr. 1 - 3 Reading Report Card Marks	3/18/2011	86	93	⚠ Warning
Non-Aboriginal Gr. 4 - 6 Reading Report Card Marks	3/18/2011	89	93	⚠ Warning
Whole Class Reading Assessment Gr. 3 - 5 (now in Gr. 4 - 6)	10/30/2010	85	85	🟢 On Target
Whole Class Reading Assessment Gr. 4 Cohort Group to Gr. 5	10/30/2010	82	85	⚠ Warning

Alignment: NUMERACY

SMART Goal: To improve students' ability to apply math concepts.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Aboriginal Gr. 1-3 Math Report Card Marks	3/18/2011	94.8	95	 On Target
Aboriginal Gr. 4 -6 Math Report Card Marks	3/18/2011	88	95	 Warning
All Gr. 1 - 3 Math Report Card Marks	3/18/2011	96	93	 On Target
All Gr. 4 - 6 Math Report Card Marks	3/18/2011	87	95	 Warning
Gr. 3-6 Math Diagnostic Fall and Spring Data (pending)	10/30/2010	64.25	95	 Off Target
Gr. 4 Math Foundation Skills Assessment (FSA)	2/28/2010	60	90	 Off Target
Math Diagnostic Problem Solving Data Trend Gr. 3 to 6	10/30/2010	90	95	 Warning
Non-Aboriginal Gr 1 -3 Math Report Card Marks	3/18/2011	96	100	 Warning
Non-Aboriginal Gr.4 -6 Math Report Card Marks	3/18/2011	86	95	 Warning

Alignment: FOCUS AREAS

Sub Alignment: Schools/Programs of Choice

Sub Alignment: Recruitment/Development - Quality Staff

Sub Alignment: Quality Assessment & Instruction

Sub Alignment: District Health Promoting Schools Plan

SMART Goal: Maintenance Goal: To increase students' physical fitness and healthy choices.

Sub Alignment: Economic Viability and Stability

Rationale

Status : Meeting Expectations

Further work to improve the literacy skills of our students is needed as our results indicate that many students entering Kindergarten do not have a strong phonological awareness and that reading comprehension skills take a longer, more concentrated effort throughout the primary years;

- 'At risk' students (including Aboriginal students) will continue to receive targeted classroom support
- Our 'best practices' of providing more reading instruction / practice and assessments using levelled reading materials, teacher directed and students' self assessment of reading, etc. will continue
- Non-fiction and fiction "Reading Powers" strategies (Adrienne Gear) and new Nelson Literacy Reading Series from Gr.1 to 6 will continue to further strengthen students' reading skills especially in the area of reading for information

A broad objective related to our Numeracy goal as indicated by our Math report card marks is planned as follows;

- A teacher group will join the Network of Performance Based Schools with an action research inquiry question in 2010-2011 focussed on Numeracy Performance Standard related 'to improving students' ability to apply math concepts'
- Inquiry data will be collected pre and post
- Specific teaching strategies and structures will be emphasized reflected this inquiry (i.e. further use of computer lessons, smartboard instruction and/or use of math manipulatives)
- problem solving strategies related to 'Math Problem Sets' assessment will be fully implemented from grades 4 to 6
- Math Diagnostic Testing will be explored / used by all our intermediate teachers as another indicator
- Lead teachers will guide the teaching team through this project of inquiry

Data

Status : Meeting Expectations

Upon examination of the school's data collection systems, staff and parents of the School Planning Council observed that we have been moving from 'meeting expectations' towards 'sustaining improvements' in tracking, recording and using individual, group and class data at different intervals throughout the school year to inform teachers regarding effective instructional practices and improved student learning.

1). We plan to continue our current data collection practices for Literacy which are as follows;

- Whole Class Reading Assessment data collected by grade to six teachers because of the valuable information this provides teachers about students' ability to 'reading for information' (six areas of reading process)
 - WCR data used for reflection of teachers' instructional practices (teaching specific strategies or 'Reading Powers' to students and using new reading series etc) and ways to further build on these practices
 - WRC data was used to measure the effectiveness of teacher's instructional practice and their impact on individual students, and whole class learning from Gr. 3 - 6
 - Report Card data disaggregated as 'All Students', Aboriginal Students', 'Non-Aboriginal Students' (with further examination of data by gender and/or grade level considered)
 - PM Benchmarks of Reading Levels Gr. 1, 2 and 3 to measure individual growth
- Primary Screener data showing improvements in gr 3 transitions to intermediate program over four years span

2). With regards to Numeracy indicators, see above for 'Setting Directions - Rationale' outlining specific plans for data collection and inquiry of Math.

- and including Kindergarten Numeracy Screener

Goals

Status : Sustaining Improvement

Continuing with our 2009-2012 school goals aligned with School District #23 Literacy and Numeracy Goals;

1. "To improving students' ability to read for information"

- this literacy goal was developed from a general reading focus using Whole Class Reading Assessment to measure students improvement in reading, using Adrienne Gears 'Reading Powers' , new Nelson Literacy Reading Series with a focus on reading for information through Science and Social Studies Units
- the results of this Network of Performance Based Schools action research study in 2008-2009, showed that our students would benefit from further instruction in developing comprehension strategies in order to improve their skills in reading for information
- a three year literacy goal focus was established to measure results annually as teachers directed their instructional practices to teach non-fiction reading strategies so that students might further develop their skills in this area

2. 'To improve students' ability to apply math concepts developed through an examination of previous school data.

- We found that students' struggled to apply more complex math problem solving skills once they transitioned from the primary to the intermediate curriculum.
- a three year numeracy goal was established (2009-2012) to examine results annually
- teachers have begun to use assessment tools specifically designed to measure students' abilities to apply problem solving strategies (i.e. district math problem sets, math diagnostics testing etc.)

3. Our Healthy Schools Goal "to increase students' physical fitness and healthy choices' is aligned with the Healthy Schools District #23 focus and has become a maintenance goal.

- students continue to be involved in daily physical activities and develop healthy attitudes towards while exploring a variety of sports, fitness lessons and field trip activities (i.e.skating, gymnastics, swimming, etc)
- this goal is not represented with specific indicators or strategies in this report. However, an action inquiry question conducted by teachers through the Network of Performance Based schools measured the effects of this and it is a continued focus.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

DESIGN

Organizing For Improvement

Strategies and Structures:

To improve students' ability to read for information.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Computer Generated Literacy Supports & Skill Development	Linda Fehr/Quality Assessment	9/16/2009	6/30/2012	In-Progress	High	0		★	
Home Reading Programs per class including RAZ Kids Computer Program	Linda Fehr/School-Based Teachers	9/8/2009	6/25/2012	In-Progress	High	0			
Gr. 2 Home "Back Pack" Weekly Reading Program	Linda Fehr/School-Based Teachers	9/8/2009	6/25/2012	In-Progress	High	0			
Accelerated Reader Levelled Books and Quizzes	Linda Fehr/Quality Assessment	9/7/2009	6/22/2012	In-Progress	High	0		★	
First Nations Homework Support Club	Linda Fehr/Department Heads	9/21/2009	6/22/2012	In-Progress	High	0			
Additional Reading Instruction and Practice with Learning Assistance	Linda Fehr/Curriculum Leaders	9/4/2007	6/22/2012	In-Progress	High	0		★	
Read Naturally with non-fiction fluency program	Linda Fehr/Curriculum Leaders	9/4/2007	6/25/2010	In-Progress	High	0			
FN Academic Classroom Support	Linda Fehr/Department Heads	9/4/2007	6/22/2012	In-Progress	High	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Non-Fiction Reading Strategies (Adrienne Gear)	Linda Fehr/School-Based Teachers	9/14/2009	6/22/2012	In-Progress	High	0		★	
STAR Reader Student Focused Quality Assessment	Linda Fehr/School-Based Teachers	9/8/2008	6/22/2012	In-Progress	Medium	0			
Gr. 2 and 3 'Ability Grouping' Reading Group Instruction	Linda Fehr/School-Based Teachers	9/4/2007	6/22/2012	In-Progress	Medium	0			
Levelled Book Selection Based on Students' Knowledge of PM Level	Linda Fehr/Curriculum Leaders	9/4/2009	6/22/2012	In-Progress	Medium	0			
Remedial Computer Programs for at risk students (supported by Literacy CEA)	Linda Fehr/Curriculum Leaders	9/4/2007	6/22/2012	In-Progress	Medium	0			
'Reading A-Z Levelled Non-Fiction Booklets with Comp. Questions	Linda Fehr/School-Based Teachers	9/4/2007	6/22/2012	In-Progress	Medium	0			
Author Visits for Primary and Intermediate students through the Library	Linda Fehr/Curriculum Leaders	9/4/2007	6/22/2012	In-Progress	Medium	0			
Lit Circles with grade 5 and 6 classes	Linda Fehr/Curriculum Leaders	6/22/2009	6/22/2012	In-Progress	High	0			
Scholastic Book Fairs (2 per year) hosted by Gr. 5 students	Linda Fehr/School-Based Teachers	11/23/2007	3/9/2012	In-Progress	Medium	0			
RAZ Kids Home Reading for all Gr. 2 & Enrichment for Gr. 1	Linda Fehr/Curriculum Leaders	9/30/2010	6/30/2012	Draft		0			

To improve students' ability to apply math concepts.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
First Nations Homework Support Club	Linda Fehr/Department Heads	9/21/2009	6/22/2012	In-Progress	High	0			
Math Problem Sets Instruction, Practice and Assessment	Linda Fehr/School-Based Teachers	9/21/2010	6/22/2012	In-Progress	High	0			
FN Academic Classroom Support	Linda Fehr/Department Heads	9/4/2007	6/22/2012	In-Progress	High	0			
Nelson Math Series Problem Based textbook lessons	Linda Fehr/School-Based Teachers	9/14/2009	6/22/2012	In-Progress	High	0			
Kidspirations - Computer Generated Intermediate Math Lessons	Linda Fehr/School-Based Teachers	10/23/2009	6/22/2012	In-Progress	Medium	0			
'Fun Brain' computer program for primary students	Linda Fehr/School-Based Teachers	9/4/2007	6/22/2012	In-Progress	Medium	0			
Diagnostic Math Testing Gr. 4-6	Linda Fehr/School-Based Teachers	9/4/2007	6/22/2012	In-Progress	Medium	0			
Math Manipulatives for Primary and Intermediate Math Lessons	Linda Fehr/School-Based Teachers	9/4/2007	6/22/2012	In-Progress	High	0		★	
Additional Math Instruction and Practice with Learning Assistance	Linda Fehr/Curriculum Leaders	9/4/2007	6/22/2012	In-Progress	High	0		★	
Smartboard NLVM Virtual Manipulatives with Smartboard Lessons	Linda Fehr/Curriculum Leaders	9/30/2010	6/30/2012	In-Progress	High	0			
Nelson Math & Science Probe On-line textbooks & quizzes	Linda Fehr/Curriculum Leaders	9/30/2010	6/30/2012	In-Progress	Medium	0			

Strategies

Status: Meeting Expectations

Best practices for improving and assessing reading have been implemented steadily as individual teachers, curriculum leaders, primary and intermediate lead teachers and grade group committees have studied and shared through professional learning opportunities. In addition, Spring 2011 K - 4 teachers will participate in a Literacy Pilot Project to target "at risk" students in areas of need. The strategies outlined here, reflect these ongoing efforts by staff and show those practices that have a strong connection to improving student learning;

- steady emphasis on strategies that promote reading such as teaching students the 'reading powers', targeted instruction, home reading practice, levelled books selection, student and teacher assessment / tracking progress through STAR and Accelerated Reader, buddy reading practice, more reading instruction through LAT processes, FN Academic Advocate one-on-one practice and group work to develop skills with Literacy support staff and computer lessons that build reading skills, etc.

- while we have identified a number of math strategies currently in place at our classes, further examination of these and other strategies would be useful
- continue the development of a school-wide focus on effective math strategies, resources, quality assessment practices and data collection to aid us in meeting the objectives of our math goal particularly in Gr. 4-6
- linking this work to an action research inquiry question framed around specific numeracy performance standards through the Network of Performance Based Schools is timely for next year

Structures

Status: Sustaining Improvement

Best practices for improving and assessing reading have been implemented steadily as individual teachers, curriculum leaders, primary and intermediate lead teachers and grade group committees have studied and shared through professional learning opportunities. This same approach to improving and assessing math is being explored by staff.

The following have been established to meet the teachers' needs to implement promising strategies and fully utilize program structures.

Organization and Time;

- Collaborative Flex Blocks are provided by the Fine Arts teacher and the Principal
- Grade groups, primary or intermediate teachers partners meet to plan and develop programs, lessons, instructional strategies and/or assessments
- The Teacher/Librarian and LAT provide teachers planning support for the use of levelled reading books, assessment tools, classroom and individual program/student support or planning for purchases

School Based Program Support;

- The Resource teacher, Learning Assistance teacher, Teacher/Librarian, FN Advocates develop plans of classroom based and individual or group support of vulnerable students who are at risk in reading and/or math
- Ongoing testing and parent communication is provided to support the classroom teacher in implementing special program support for students
- School-based CEAs and Literacy Support CEA assist teachers in the implementation of individualized plans
- Many early literacy intervention processes are utilized to engage 'at risk' students in active learning and computer generated skill building activities

Professional Learning and Staff Development;

- 3/4 of the time provided at our monthly staff meetings and Implementation Days are focussed on implementing aspects of our school goals and mission
- 'Teachers leading teachers' is the model used for discussions and sharing of best practices or planning for implementation of new teaching strategies or assessment practices
- Teacher team supported by the Network of Performance Based Schools, the Principal and partner school in the district implements new program of student support, collects and analyzes project data, develops instructional strategies and implements quality assessment practices
- School Based and District ProD is supported and encouraged. Lead teachers give valuable updates, direction and feedback at staff meetings or collaborative planning sessions about district initiatives related to assessment practices, technology or literacy and numeracy inservice

Resources;

- School-based budget plans were developed and shared. Department heads such as Technology, Library, LA, Fine Arts teachers submitted requests
- An initial \$12,000 commitment was made to purchase the new Nelson Literacy Series for Gr. 2 to 6 by the Spring of 2010, with the further commitment to purchase K to Gr. 1 materials in 2011 (in progress).
- Teachers are delighted that the new reading resources with effective strategies and structures provided to aid students in Reading and understanding of Science and Social Studies concepts
- \$1500 in grants was generated by the Network of Performance Based Schools (Healthy Schools and Reading initiatives 2009-10) and these funds were used to purchase PE and DPA equipment and reading materials
- the PAC's Fundraising and Parents Hot Meals Programs committed to providing \$10,000 to \$12,000 for a second year to off set the costs of field trip bussing, gymnastics, swimming and enable school funds to target resources and technology to support programs in classrooms.
- release time and coverage was provided through district and school funds to enable teachers to attend in-service sessions

Coherence and Alignment

Status: Sustaining Improvement

The indicators, strategies, structures and design identified in our report are specific to the support of our goals for Literacy and Numeracy improvements. These goals are aligned with the District's direction of promoting quality assessment and developing capable learning through Literacy and Numeracy Initiatives.

- The SPC welcomed two new parent members and include our Learning Assistance teacher for a third year into the monthly planning and information meetings.
- Former parent member joined us again this year as new CEA on staff as member of SPC in advisory/mentor role to new parents on council.

While we are a well established school in the community, we have been making efforts to connect with other schools and community groups in the district as a way to further develop our capacity and realize our potential.

- As the Network of Performance Based Schools promotes collaborative professional development among teachers, it also encourages each school to collaborate with another school interested in exploring a similar inquiry question. This year, Springvalley Elementary partnered with Peter Greer Elementary in a technology supported inquiry question focussed on supporting students with IPOD devices and apps helping with written output difficulties

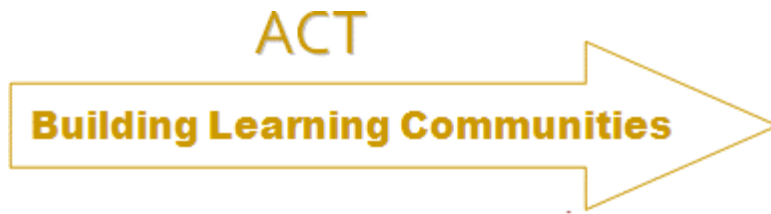
- Our school continues to forge a connecting relationship with our neighbouring Springvalley Middle School with a variety of literacy and fitness related tutoring programs and with Rutland Secondary for additional tutor support from gr. 12 students interested in a career in Education

In addition to the district initiatives that support the SD23 Enhancement Agreement for Aboriginal students outside our school building, each teacher and grade groups of teachers booked First Nations guests to make presentations in all students and participated in field trips with the assistance of our Cultural Advocate. School based budget was targeted for this priority.

Both of our First Nations Cultural and Academic Advocates worked effectively with the Principal to realize her goal of highlighting each component of the Medicine Wheel with schoolwide events to reflect its Spiritual, Physical, Emotional and Intellectual teachings. This year we were able to host a variety of events and involve all students at our school in the following;

- 1). Intellectual - Classroom based and after school homework support with increased staffing to provide for the specific learning needs of our students. UBC-O provided a career focussed presentation to Gr.4-6 Aboriginal students.
- 2). Emotional - Hosting the Harmony Day International Tea with special thanks to Kassinda in Gr. 5, parents, and advocate for their leadership
- 3). Spiritual - FN guest invited as Winter Storyteller with her puppetry presentations for all classes emphasizing the history, culture and language of the Aboriginal people
- 4) Physical - Spring Lacrosse Tournament for all classes hosted by Aboriginal student leaders at SVE and SMS, including guests and parents of First Nations background planned once again for spring

	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 : Meeting Expectations

Many of our opportunities for dialogue and communication reflect the alignment of all school structures with a focus on the SVE mission statement reflecting the staff's, parents' and community's shared vision and values... 'to inspire every student to think, learn, achieve, care and enjoy a healthy lifestyle'

The following three frameworks were used to build upon are our mission;

1. Quality Assessment Practices and Recognition of Student Success

- recognition of achievement following term report cards in the areas of work ethics, fine arts, academic achievement and physical fitness accomplishments
- certificates of achievement presented to students with report cards
- parents invited to share in the celebration of students' success as we host 'Game Shows' celebrations each term for Gr. 4-6

2. The Inquiry model of the Network of Performance Based Schools through action research and assessment. Questions posed as follows;

- a). Will students with written output disabilities increase their ability to express understandings/ideas using audio recording applications on iPod devices as they develop and edit their writing samples?

3. Effective/Positive Behaviour Systems supporting academic achievement and social/emotional well-being;

- supporting student conduct, work ethic and achievement through partnerships with parents , teachers, administration and all departments of support staff

Parent involvement

Status : Meeting Expectations

Many and varied ways to involve parents have been established and are maintained. We believe that the work of the staff and PAC to invite parents in to school and to get involved in parent information nights, fundraising events, celebrations etc. continues to deepen an interest and trust of school structures. We are seeing times of greater parent involvement in understanding, promoting and impacting student achievement goals through;

- Early input discussions between parents and teachers in September
- monthly meetings and staff committee meetings as issues arise needing immediate attention
- monthly then weekly School Planning Council (SPC) meetings to share school data and strategies throughout year and to prepare for reporting out
- SPC committee reports out monthly at Parent Advisory Council (PAC) mtgs
- class-based newsletters and home-school communications utilized (all classes now fully implementing premier student agendas for daily use)
- Early morning and after school access to teachers, LATs, CEAs, counsellor, FN advocates and principal for working parents is provided
- SBT meetings with parents, family advocates, counsellors, ministry case-workers (foster parents), CEAs, district itinerant workers (i.e. speech/language, hearing specialist, child psychologist)
- Annual Gr. 4 students and parents Satisfaction Surveys
- Caring, accessible, knowledgeable office staff provides initial contact

Communication of Student Achievement

- Three terms of Report Cards issued annually describing growth and areas needing greater focus
- School Service, Work Ethic and Academic Achievement results published for parents and posted on school-success bulletin board for student and family viewing and public recognition
- Achievement Awards Certificates presented to students in classrooms as report cards are issued each term
- Recognition Celebrations conducted for Grades 4-6 each term (Game Show Style with students as contestants and teachers and students as game hosts and assistants.
- Parent / Teacher and Student Lead Conferences are held mid-term to report on progress
- School Website, Call Out phone messages and Hawk Talk newsletters provide oral, pictorial and anecdotal report of successes/celebration

Leadership

Status : Sustaining Improvement

School Staff, Parents and Students play an important part as leaders in our school to ensure progress toward achieving our school goals.

- SPC parent members provide input, discussion and reporting out at PAC meetings (minutes shared by parent members monthly)
- Action-Inquiry Team Leaders plan, prepare, share and lead professional learning discussions during Professional Learning Time at staff meetings
- Variety of teachers provide goal focussed inservice during Professional Learning Time at monthly staff meetings
- Grade Level teacher leaders provide planning and organizing during Flex Block meetings (class coverage provided by Fine Arts teacher and Admin.)
- School-Based Reps for LAT, Ab. Educ, Tech., Fine Arts, Library/Literacy, Numeracy & Action Research are active leaders
- 6-8 teachers partnering in PGPs focussed on Math initiatives and inquiry
- All Gr.4-6 & some Gr. 3 students active in service projects, daily physical activity leaders, fundraisers, harmony day planning/serving, justice reps, conservation teams, reading buddies and lunch monitors for younger students

	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)

Springvalley 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

