

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Springvalley Middle School

7/2011

General Information



Springvalley Middle School Students REACH!
(Respect, Excellence, Accountability, Cooperation, Honesty)

Mission Statement

The purpose of Springvalley Middle School is to connect with students in a caring environment that enables them to demonstrate Respect, Excellence, Accountability, Cooperation, and Honesty (REACH).

Principal : Derek Lea

Web site : <http://www.sms.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 Middle School's population is more diverse than many schools in our school district. Over 12% of our students are identified under one of the Ministry of Education's special needs categories, 4.7% of our population speaks a language other than English at home, and 18.5% of our students are Aboriginal. Our overall success rate for Aboriginal students (defined by their successful transition to subsequent grades) is 95.1% compared to 98.5% of our non-Aboriginal students - a difference of only 3.4%.

Springvalley Middle is very proud of the level of involvement of our student body. 100% of our students participate in three, five-week club rotations to explore areas of interest or learn new skills. 50% of our students are involved in school athletics. Nearly 20% of our students are involved in leadership roles through WEB and our Builders Club. 100% of our students were involved in Career Programs. SMS is developing into a model school in regards to our level of social responsibility and social activism as indicated by our students' involvement in Builder's Club, the 30 Hour Famine, RESIST anti-drug and alcohol program, and our very successful Pink Shirt/Harmony Day activities. Our spirit activities are continually well supported, and as indicated in our School Culture data, our students have a strong sense of belonging at SMS. In a recent survey of extra-curricular (out of class) activities at SMS, staff and students identified over 50,000 out-of-class student contact hours during the school year.

The 2001 Community Demographics from Canada Census shows 28% of our community has an annual income under \$30,000. This percentage is 6% higher than our district average. Only 68% of all adults over 20 in our area have a high school diploma and only 6% of adults have a Bachelors Degree or higher. Only 55% of our students live with both parents. This is 7% lower than district average for middle schools. Over 12% of our students are identified on the District's Brown Bag Lunch program. The most recent data from the Human Early Learning Partnership's Socio-Economic Status indicates that our community is significantly vulnerable in 6 of the 11 variables mapped (Education, Lone Parents, Wealth of Families with Children, Residential Stability, Housing Density, and Women in Manufacturing). These factors also create a community with significant transiency, and thus SMS experiences a high turnover rate (15-20% per year) in our student population. Despite these indicators our Readiness Data from 2003 through 2009 indicates that our students in Grades 7, 8 and 9 are consistently above the district average in terms of being prepared for their next level of education.

It is through this focus on School Culture and student involvement that we have been able to continue to connect students to school, engage them in their education, and ultimately create an environment that promotes academic success.

School Performance Information

This School Performance Information is the first year of our newly refocused School Plan. It is still a transitional data set as we move to Skovision and a redefined set of School Goal Indicators, and adjust our indicator targets to provide realistic and attainable goals. The intent of our redefined indicators is to focus our efforts, better monitor the success of specific strategies and structures, and allow us to respond more immediately and effectively to our school population.

2009-2010 School Planning Council Report Data

The data chosen for the evaluation of our School Performance is intended to serve as key indicators of our progress towards the 2010-2011 School Plan as well as a baseline for Indicator targets for the 2011-2012 School Plan.

This year, with baseline data now established, we have begun to disaggregate our data to identify areas of strength and areas of concern. Graphed evidence of this disaggregated data is available as an appendix to the hard copy of this report.

For most indicators the data is showing areas of concern (and therefore areas of focus for future strategies) in regards to gender (males perform at a lower level than females), Aboriginal ancestry (Aboriginal students perform at a lower level than non-Aboriginal students) and in our Grade 8 group each year.

School Culture Goal Data:

Percentage of N's (Needs Improvement) issued as a Work Ethic Mark on students' term report cards: Our five term average is 11.2%. This is above our target of 10%, although our latest report indicated an improvement to 10.6%.

Percentage of non-designated students repeatedly (3 or more times in one month) referred to Room 31 for behavioural support each month: Our average since September 2010 is 3.2% - above our target of 3%. Our past two months have been 2.2% and 2.6%

Our School Culture Survey has only recently been completed, and therefore, we currently only have a small sample of results. This will provide a baseline data set for future goals.

These results indicate that we are making progress on our Culture Goal and are seeing Work Habits and student involvement improve.

Literacy Goal Data:

Percentage of students who meet expectations on their term report card marks in English: Our five term average is 84.4% - below our 85% target.

Percentage of students who minimally meet expectations on the School Wide Write: Our average over the last three writes is 83% but we have seen constant improvement from 76% to 87% on our most recent write. Our target is 85%.

Percentage of students who minimally meet expectations on the Literacy portion of the CAT4 assessment in Grade 8: Only 67.8% of our students in 2010 minimally met expectations. This is below our 85% target.

As of March 2011, our Grade 7 English teachers are still learning and working through the Whole Class Reading Assessment process. Data related to this indicator will be added in 2011-2012.

As of March 2011, our Literacy Committee has decided not to continue with their Reading Survey. While a focus on reading will continue, the data collected from the survey does not directly measure improvement in Literacy Skills.

While our CAT4 results are low, our marks and SWW data are consistent and indicate that we are approaching our targets.

Numeracy Goal Data:

Percentage of students who meet expectations on their term report card marks in Mathematics: Our five term average is 78.8% - below our 80% target.

Percentage of students who minimally meet expectations on the Numeracy Problem Sets: Our June 2010 results were 77% - below our 80% target.

Percentage of students who minimally meet expectations on the Numeracy portion of the CAT4 assessment in Grade 8: Our June 2010 results were 74% - below our 80% target. All three of these indicators show similar results and indicate that we are approaching our targets.

Other Notable Areas of Success

Beyond our identified indicator targets for the 2010-2011 school year, the following is a list of other notable areas of success at Springvalley Middle School:

The level of participation in community and global social awareness issues including Me to We, Builder's Club (with over 100 members), 30 Hour Famine (poised to raise nearly \$20,000 again this year), Community Clean-Up, Springvalley Park Place service club, etc.

The level of out-of-class commitment from our teachers and students accounting for more than 50,000 hours of student contact time during the year (as determined by our staff extra-curricular commitment survey).

The overall success of our Aboriginal students is comparable to our non-Aboriginal students (measured by their successful transition to subsequent grades).

The responsiveness of our revitalized KAT (Kids And Teachers advisory) to emergent school issues. For example, the school wide Anti-Bullying program delivered in KAT helped reduce the number of behaviour referrals to our Behaviour Room 31.

The level of support provided to our academically and socio-emotionally struggling students through our Pyramid of Interventions, our Behaviour Room 31, our Learning Assistance Program, our full-time Aboriginal Advocate, and our school and community based Counselling programs.

The participation and performance of our Athletics programs including District finalists/semi-finalists in Grade 8 Girls Volleyball and Grade 9 Girls Basketball.

The range of out-of-class opportunities provided to our students through clubs, teams and organizations offering exposure to experiences not traditionally found in the classroom.

We continue to work on improving awareness of the Healthy School Guidelines through:

our Health Promoting School committee

our athletics programs, intramural programs, clubs, teams and organizations

PE Healthy Living Units

KAT (advisory) lessons on REACH, anti-bullying

focus on foods and snacks in our Best Choices Bistro and at school events that meet Healthy School expectations

Student social skills programs

RESIST - our new anti-drug, alcohol and tobacco program

SMS integrates a focus on health promotion into our daily activities

The creation of HACE weeks using Project Based Learning techniques for 2011-2012










The commitment and dedication of the SMS Staff to working with all of the challenges of our community to improve the performance of all of our students.

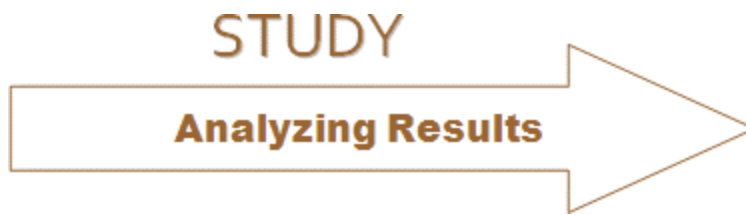
All of Springvalley Middle School's staff and students REACH for Respect, Excellence, Accountability, Cooperation and Honesty!

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
GRADUATION				
To improve student achievement by enhancing our inclusive school culture through Positive Behaviour Supports, school climate initiatives, and encouraging extracurricular school and community-related activities.				
Percentage of non-designated students repeatedly (3 or more times in one month) referred to WIT Room 31 for behavioural support each month.	1/31/2011	2.6	3	 On Target
Percentage of students responding positively to the question "At school do you participate in extra activities (for example: clubs, sports teams, and intramurals)?" on the SMS School Culture and Behavioural Survey.	3/7/2011	81	85	 Warning
Percentage of students responding positively to the statement "There is a strong sense of community/belonging at SMS" on the Grade 9 SMS online School Culture and Behavioural Survey.	3/7/2011	70	85	 Off Target
LITERACY				
To improve student achievement by increasing students' overall Literacy skills.				
Percentage of students who meet expectations ("C" or higher) on their term report card marks in English	1/18/2011	82	85	 Warning
Percentage of students who minimally meet expectations (score "2" or higher) on District School Wide Write	1/18/2011	87	85	 On Target
Percentage of students who minimally meet expectations (stanine 4 or above) on the Literacy portion of the CAT4 diagnostic test in Grade 8.	6/30/2010	67.75	85	 Off Target
NUMERACY				
To improve student achievement by increasing students' overall Numeracy skills.				
Percentage of students who meet expectations ("C" or higher) on their term report card marks in Mathematics.	1/18/2011	80	80	 On Target
Percentage of students who minimally meet expectations (score "2" or higher) on District Numeracy Problem Sets.	6/30/2010	77	80	 Warning
Percentage of students who minimally meet expectations (stanine 4 or above) on the Numeracy portion of the CAT4 diagnostic test in Grade 8.	6/30/2010	74	80	 Off Target



Results

Status : Approaching Expectations

Our newly streamlined School Plan allows us to be more proactive and responsive to goals of concern. By connecting our indicators, strategies and structures to the cycles of data collection (month, term, semester, and year) we will be able to have ongoing conversations about our progress, our success, and our concerns. The learning associated with Skovision and the ongoing adjustment of our indicators has slowed the intentions for continuous dialogue and improvement. Improvements are expected for 2011-2012.





	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: GRADUATION

SMART Goal: To improve student achievement by enhancing our inclusive school culture through Positive Behaviour Supports, school climate initiatives, and encouraging extracurricular school and community-related activities.





Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of "S"s and "G"s (Satisfactory and Good) issued as a Work Ethic Mark on students' term report cards.	12/7/2010	89.4	90	
Percentage of non-designated students repeatedly (3 or more times in one month) referred to WIT Room 31 for behavioural support each month.	1/31/2011	2.6	3	 On Target
Percentage of students responding positively to the question "At school do you participate in extra activities (for example: clubs, sports teams, and intramurals)?" on the SMS School Culture and Behavioural Survey.	3/7/2011	81	85	 Warning
Percentage of students responding positively to the statement "There is a strong sense of community/belonging at SMS" on the Grade 9 SMS online School Culture and Behavioural Survey.	3/7/2011	70	85	 Off Target

Alignment: LITERACY

SMART Goal: To improve student achievement by increasing students' overall Literacy skills.




Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of students who meet expectations ("C" or higher) on their term report card marks in English	1/18/2011	82	85	 Warning
Percentage of students who minimally meet expectations (score "2" or higher) on District Whole Class Reading Assessment.	1/1/0001		85	
Percentage of students who minimally meet expectations (score "2" or higher) on District School Wide Write	1/18/2011	87	85	 On Target
Percentage of students who minimally meet expectations (stanine 4 or above) on the Literacy portion of the CAT4 diagnostic test in Grade 8.	6/30/2010	67.75	85	 Off Target

Alignment: NUMERACY

SMART Goal: To improve student achievement by increasing students' overall Numeracy skills.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of students who meet expectations ("C" or higher) on their term report card marks in Mathematics.	1/18/2011	80	80	 On Target
Percentage of students who minimally meet expectations (score "2" or higher) on District Numeracy Problem Sets.	6/30/2010	77	80	 Warning
Percentage of students who minimally meet expectations (stanine 4 or above) on the Numeracy portion of the CAT4 diagnostic test in Grade 8.	6/30/2010	74	80	 Off Target

Rationale

Status : Meeting Expectations

With the tumultuous development of young adolescents, middle school educators are forced to deal with School Culture and School Connectedness on a daily basis. The “middle” years are the “character” years and we believe by focusing on the goal of SMS CULTURE within our many programs, structures and services it will position us to better achieve our other school goals. All successful schools have a positive culture that promotes a sense of connection to the school.

Traditionally, our students perform below the national norms on the Diagnostic Assessments and a low percentage of students score a 3 or higher on the School Wide Write. The staff and the School Planning Council continue to believe there is more that needs to be done to improve all students' performance as well as narrowing the achievement gap between low and high performing students. By focusing on literacy and numeracy across the curriculum, we hope to improve overall student performance.

By choosing indicators that can be measured throughout the year, our goals will become more dynamic, and the rationale for the goals themselves (and any adjustments that are made) will better meet the expectations of our students and of the planning process. We have also aligned our indicators to provide multiple measures of the same targets. By doing this we have built in an assessment of the measures we have selected.

Data

Status : Meeting Expectations

One significant change to the data selected to monitor indicators for 2010-2011 is the move away from basing goals on cohort specific data. We have chosen to track our data in the context of our transient population (15-20% turnover per year) and the change in curriculum from year to year. We also believe that our expectations for success should not necessarily fluctuate with a cohort's past performance or ability. Rather, we should be looking at instructional strategies that allow us to 'meet students where they are' in their learning, and adapt and adjust these strategies to move students from where they are to where we expect them to be.

The indicators chosen allow us to analyze data on an ongoing basis and therefore make the necessary adjustments to our strategies and targets. By choosing indicators that can be measured throughout the year - connected to our regular data collection cycles - these goals are becoming more dynamic, and the rationale for the goals themselves (and any adjustments that are made) will better meet the expectations of our students and the planning process.

These cyclical data points have begun to facilitate ongoing conversations around school improvement and the efficacy of our strategies and structures. New for 2011 is the focus on disaggregating data to identify areas of strength and areas of concern to help focus strategies associated with closing these achievement gaps.

Goals

Status : Sustaining Improvement

This year's goals have not changed significantly - focusing on three key areas: School Culture, Literacy and Numeracy. However, by 'sharpening' the focus within our goals and, in particular, the measures that will indicate progress, our goals are now more relevant and useful. By connecting our indicators, strategies and structures to the cycles of data collection (month, term, semester, and year) we will be able to have ongoing conversations about our progress, our success, and our concerns. We have also aligned the wording of our goals to create a singular focus on improving student achievement.

	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 student achievement by enhancing our inclusive school culture through Positive Behaviour Supports, school climate initiatives, and encouraging extracurricular school and community-related activities.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue utilizing KAT classes to reinforce School Culture initiatives such as the REACH acronym, Positive Behaviour Supports, proactive classroom management techniques, The Tour de SMS, the Behaviour Matrix, drug and alcohol messages, anti-bullying programs, WEB leadership, study skills, Daily Physical Activity, etc	Derek Lea/Curriculum Leaders	6/1/2010	6/30/2010	In-Progress	High	100		★	
Hosting free family events, such as our "Welcome Back BBQ" and "Open School Day", to engage parents in our school culture	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continuation of positive, student focused activities including intramurals, lunch break contests, honor roll and work ethic recognition, awards ceremonies, spirit and cultural assemblies, spirit events, school dances, Red Stinger Ticket draws, guest speakers/presenters, etc.	Derek Lea/Curriculum Leaders	9/1/2010	7/1/2013	In-Progress	High	100			
Continuation of Involvement in school wide and community events such as Bike to Work Week, School Wide Softball Tournament, field trips, students vs teachers fun sporting events, Terry Fox Run, KAT Olympiad, Outdoor Ed Duathlon	Derek Lea/Curriculum Leaders	9/1/2010	7/1/2015	In-Progress	Medium	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue to expand our articulation programs for Grade 9 students (visits from RSS admin and a tour of RSS) and our Grade 6 students ('Meet and Greet' for grade 6 teachers from our feeder schools, SMS tours, visits to our feeder schools, joint SMS-elementary school projects such as our Clay Tile Mural project with SVE, a BBQ in spring and our WEB Orientation in August.).	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	80			
Continue to improve recognition of staff and students	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	Medium	70			
Continuation of multi-graded KAT advisory classes to enhance belonging and community	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continuation of involvement with social activist groups such as 30 Hour Famine, Me to We, and Builders Club affiliation with Kiwanis International (food drive, clothing and blanket drive, community clean-up)	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	Medium	80		★	
Promote an environment of excellence by providing academic intervention (CSI, iWeeks, Core Catch Up, Peer Tutoring, morning SuccessMaker sessions) and academic and work ethic recognition (assemblies, Red Stinger Tickets, newspaper recognition, reference letters for Work Ethic Honor Roll students).	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	80			
Develop a "Walk of Fame" that would display the achievements of our students	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	Draft	Medium	0			
Continuation of the "Breakfast for Learning" program providing free breakfast for all students	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	Medium	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
WIT (Whatever It Takes) Room availability for all students for academic, personal, and proactive behaviour support.	Derek Lea/Curriculum Leaders	9/1/2010	7/1/2013	In-Progress	High	100			
Develop specific strategies to enhance grade 8 student's sense of belonging and engagement	Derek Lea/Curriculum Leaders	9/1/2010	6/30/2011	In-Progress	High	50			
Refocusing our timetable to better reflect the Core Middle School Values of teaming and team support for students.	Derek Lea/Curriculum Leaders	4/1/2010	7/1/2011	In-Progress	High	70			
NEW 2011: Develop Project-Based units for three focused Health and Career Education weeks to connect personal health, goal setting and career exploration.	Jill Voros/School-Based Teachers	4/4/2011	6/30/2012	Draft	Medium	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
NEW 2011: Continue working on all four pillars of the Comprehensive Health Model (social and physical, teaching and learning, partnerships and services, and healthy school policy) through our HPS committee to connect healthy choices and lifestyles to student success.	Jill Voros/Health Promoting Schools Committee	9/1/2010	6/30/2012	In-Progress	Medium	60			
NEW 2011: Begin dialogue and exploration around strategies to address student populations identified as underperforming (males, Aboriginal students, and Grade 8's)	Derek Lea/Curriculum Leaders	5/2/2011	6/30/2013	Draft	High	0			

To improve student achievement by increasing students' overall Literacy skills.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading: Use common language across the grades with reading strategies (question, connect, infer, visualize, transform)	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	80			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading: Include silent reading in the class at least twice a week (20 minutes per class) and school-wide Drop Everything and Read events throughout the year.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	Medium	100			
Reading: Use reading responses to gauge comprehension.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	Medium	100			
Reading: Send letter home to parents in September stressing the importance of daily reading. Letter to be signed and returned: Home reading expectation = 30 min minimum every night as primary homework for English.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading: Literacy Intervention Teacher, Learning Assistance Teacher, and Aboriginal CEAs to use the following programs to improve reading comprehension skills: Read Naturally, Close Connections, Non-Fiction reading comprehension exercises, STARS AND CARS, Words Their Way, Modified and Adapted Units.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	80			
Writing: Continued use of Excellence in Writing and/or Six Traits Writing: common language, focus on topic sentence, supporting details, concluding sentences for each paragraph, writing fundamentals developed through the students' writing, Quick Writes / Reflective Writing with rewrites based on student / teacher generated criteria.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	80			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Oral Language: Continued use of Socratic Circles, debates, A/B partner talks, and speeches.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	Medium	80			
Quality Assessment: Continued focus on: Beginning with the End in Mind, making targets clear to students, and involving students in co-creating criteria, making or evaluating rubrics, peer and self-assessment, and re-writing assignments.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	70	5,000		★
Refocusing our timetable to better reflect the Core Middle School Values of teaming and team support for students.	Derek Lea/Curriculum Leaders	4/1/2010	7/1/2011	In-Progress	High	70			
NEW 2011: Create a pilot project for teaching teams to engage in Project Based Learning, including professional development opportunities, collaboration, and peer review	Derek Lea/School-Based Teachers	2/22/2011	6/30/2012	In-Progress	High	10			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
NEW 2011: Develop Project-Based units for three focused Health and Career Education weeks to connect personal health, goal setting and career exploration.	Jill Voros/School-Based Teachers	4/4/2011	6/30/2012	Draft	Medium	0			
NEW 2011: Begin dialogue and exploration around strategies to address student populations identified as underperforming (males, Aboriginal students, and Grade 8's)	Derek Lea/Curriculum Leaders	5/2/2011	6/30/2013	Draft	High	0			

To improve student achievement by increasing students' overall Numeracy skills.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Quality Assessment: Continued focus on: Beginning with the End in Mind, making targets clear to students, and involving students in co-creating criteria, making or evaluating rubrics, peer and self-assessment, and re-writing assignments.	Derek Lea/School-Based Teachers	9/1/2009	7/1/2013	In-Progress	High	70	5,000		★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Placing a greater emphasis on Problem Solving by developing students reasoning, investigating, judgement, and decision-making skills.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	High	70			
Creating a philosophy / culture of "students will not fail". Students are held accountable to finish their work.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	High	70			
Providing each student in grades 7, 8, & 9 access to a Math Makes Sense webtext and a PDF version of the text on the school network. This includes access to a Practice and Homework book.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	Medium	100			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Teams can coordinate topics such as rates and ratios so that they are taught at the same time. This means that these topics are taught both in Social Studies (mapping) and Mathematics. Similarly, note taking and summary skills are emphasized and reviewed both in English and Science.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	Medium	50			
The science curriculum contains topics (volume, density, etc) that compliment the corresponding math curriculum. Connections between these curriculum are used to reinforce mathematics skill development.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	Medium	70			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue to support teacher development as they implement the new Mathematics curriculum through resource acquisition (text, Professional Guide, manipulatives) and professional development through the district coordinator as well as school-based pro-d and release time.	Derek Lea/School-Based Teachers	9/1/2010	7/1/2013	In-Progress	High	80			
Refocusing our timetable to better reflect the Core Middle School Values of teaming and team support for students.	Derek Lea/Curriculum Leaders	4/1/2010	7/1/2011	In-Progress	High	70			
NEW 2011: Create a pilot project for teaching teams to engage in Project Based Learning, including professional development opportunities, collaboration, and peer review	Derek Lea/School-Based Teachers	2/22/2011	6/30/2012	In-Progress	High	10			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
NEW 2011: Develop Project-Based units for three focused Health and Career Education weeks to connect personal health, goal setting and career exploration.	Jill Voros/School-Based Teachers	4/4/2011	6/30/2012	Draft	Medium	0			
NEW 2011: Begin dialogue and exploration around strategies to address student populations identified as underperforming (males, Aboriginal students, and Grade 8's)	Derek Lea/Curriculum Leaders	5/2/2011	6/30/2013	Draft	High	0			
Curricular alignment and common strategies (eg Process Cards) are being developed for our Math classes.	Derek Lea/Curriculum Leaders	9/7/2010	6/30/2013	In-Progress	Medium	50			

Strategies

Status: Meeting Expectations

The majority of the strategies planned for next year are continuations of ongoing programs and practices at Springvalley. Historically, the SMS School Plan has not allowed for specific, ongoing connection between performance results and the strategies in place to affect that data. While we strongly believe that our strategies are effective, the ongoing conversations focused on data collected throughout the year will allow us to more accurately evaluate their effectiveness.

Coherence and Alignment

Status: Meeting Expectations

Goals this year are specifically designed to interact and align with District goals. While the alignment with literacy and numeracy is apparent, we have worked to realign our school culture goal to the district's Graduation and Readiness goals. Our belief is that by creating a culture of success and connectedness to school, students will be more likely to stay in school through to graduation. Research indicates that up to 80% of student success can be attributed to social-emotional skills and connecting. This is also part of a long term plan to improve alignment and responsiveness to the uniqueness of SMS.

New in 2011 is the beginning of inter-school connections to support initiatives around 21st Century Learning and school culture.

Structures

Status: Sustaining Improvement

One notable structure adjustment is the continued realignment of our timetable. In 2010-2011, to more accurately reflect the core middle school values of teaming and team support, teachers and students were teamed at the Grade 7 and 8 levels. Our intent for the new timetable is to create more cohesive, formal teaching teams with common prep times to facilitate cross-curricular focus and improvement in the areas of literacy and numeracy. For 2011-2012 we have further adjusted our timetable to connect curricular areas (Math/Science, English/Social Studies) in back-to-back blocks to facilitate project-based assignments and curricular field learning. Research indicates that this will provide opportunities for increased student engagement and more consistent support for low achieving students which, in turn, should help reduce the achievement gap between our lowest and highest performing students.

	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

Efforts to involve our community in the setting and adapting of our goals is ongoing.

Every teacher on staff sits on at least one of our three School Goal Committees. Through these committees, staff has a voice in the setting and adjusting of our goals. Teaching staff are also given Professional Collaborative Time which has been focused around School Goal discussions.

Efforts to involve non-teaching staff in these conversations are in progress.

Parents are directly involved in the planning process through the SPC committee which meets approximately every 6 weeks, and indirectly through SPC reports at our monthly Parent Advisory Council meetings.

Student input, at this point has been improved in 2010-2011 to include a formal Student Voice program, survey feedback and informal conversations.

Parent involvement

Status : Meeting Expectations

SPC Committee members and PAC are actively involved in the goal setting process. More work is necessary to engage those parents who are not traditionally engaged in school improvement. While efforts have been made to connect parents to SMS in less formal ways (Community BBQs, Open School events, Parent-Teacher conferences, Awards Ceremonies etc), our next challenge is to create an environment of sustained, meaningful parental involvement with a broader cross-section of our parent community that more accurately represents our diverse student population.

Leadership

Status : Sustaining Improvement

Leadership is collaborative and well distributed throughout the school. All teachers are involved in at least one School Goal Committee, and participate in planned Collaborative Time with these committees. Curricular Leaders of our School Goals also regularly lead staff meeting presentations/activities to lead school improvement. Students are given multiple opportunities for leadership through WEB, Builder's Club, and in their KAT and academic classes.

The introduction of a formalize Student Voice process in 2010-2011 has improved our model of shared leadership as well.

	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 Middle School

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

