

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Watson Road Elementary

7/2011

General Information

Mission Statement

The Mission of Watson Road Elementary is to consistently foster a safe, compassionate environment where every individual is valued, respected and encouraged to work to their full potential.

Principal : Randy Mcgraw

Web site : www.wat.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:

Watson Road Elementary is located in a rapidly growing area within the City of Kelowna. The school opened in the year 2000 with a student population of 358. The school was built with a much larger capacity as a part of the British Columbia Government portable reduction program and in anticipation of further growth within the area. The school has experienced steady growth and has a current school population of 526.

The school has entered into a partnership agreement with the City of Kelowna. The City contributed funds to build an additional classroom and a washroom with an outside access door for groups involved in field events during evenings and weekends. Additionally, the City contributes funds towards the annual operating costs of the school. Recreation Kelowna uses the available space to provide a variety of day programs and an after-school care program. In addition, they run a variety of evening and weekend programs. All registration for these programs is managed through Recreation Kelowna. The partnership provides valuable service to the community, but it also creates unique challenges relative to access to facilities for school organized evening events. These challenges are met through preplanning and ongoing communication.

The school provides a wide range of activities to promote student involvement. There are extracurricular leadership, performing arts, sports and academic activities provided for students. These opportunities include such activities as intramural sports, monitoring jobs (lunch, office, library, and announcement monitors), Choir, Red Cedar Book Club, and Battle of the Books.

The parents of Watson Road are highly involved and supportive of the school. There are numerous parents willing to volunteer in a variety of roles (reading to children, supervising field trips, organizing special events, helping in the classroom). The schools PAC is also highly active both in fund raising and in putting on special activities for the students. The PAC meets monthly in the evening.

School Performance Information

Student leadership opportunities include: Lunch time class monitors, Grade 6 morning announcers, Christmas Concert performance, and Buddy Program.

School received a School Recognition Award for its work in Data Driven School Improvement in the 2005/06 school year.

Exceptional art is profiled in hallway picture frames and in the lobby.

Health and fitness is developed through: Noon-hour intramural sports such as Hockey, Volleyball, Track and Field, Kickball, Run for Fun, Terry Fox Run, Apple Bowl Track Meet.

PAC has implemented Healthy Food Choices into all of its functions.

Community Outreach is developed through: Family Fun Fair and periodic performances at Sandalwood Retirement Living.

School spirit has been developed through events such as: Movie Nights, Dances, Theme Days, Primary Play Day, and bi-weekly Hot Lunches.

Literacy Opportunities include: annual 'Ring in the New Year' by every student silently reading for 2010 seconds, weekly Buddy Program, Battle of the Books; Young Authors, Magazine Drives, Genre Literacy Reading Program, and a Book Fair.

School-wide recycling program for paper and juice boxes by grade 6's.

Numerous charitable activities. such as Mosquito Nets for Africa

Music performances throughout the year.

Christmas Hampers (seventeen Hampers distributed to families in the community)

A wide range of curricular field trips including, but not exclusive to: Inuit Games; Cross-country Skiing, Skating Program, visits to the Daily Courier, gymnastics lessons at the Okanagan Gymnastic Centre, Mock Court, Gardom Lake camping, Swimming lessons, Art Gallery, Museum, Badminton, Davidson Orchards and Brandt's Creek Ecosystem.

Ready, Set, Learn.

Read Naturally (Gr. 3 and Gr. 4 students).

SUCCESSMAKER.

Kokanee Enhancement Program.

Healthy Foods Initiatives:

Daily Physical Activity fully implemented

Staff trained in Action Schools BC

Multiple opportunities for intermediate students to participate in intramurals

Run for Fun (all grades) - April

PAC follows Health Foods Guidelines in all events, including Hot Lunch program

Play equipment provided by the PAC for every classroom

Brown Bag Lunch program (21 students)

New adventure playground (installed May, 2009)

Numerous activity based curricular field trips such as:

Swimming

Skating

Cross-country skiing

Inuit games

Water slides

Gymnastics

UBCO Volleyball camp for all grades within timetable

Intermediate Track & Field (May)

California Kickball for intermediate students (June)







Jump Rope for Heart (May)

Regularly scheduled PE blocks

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
To focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in writing.				
CAT4 Reading 7th stanine and above	6/30/2011	44	40	● On Target
CAT4 Total Reading % of grade 5 student 4th stanine and above	6/30/2011	97	94	● On Target
CAT4 Total Writing Conventions % of grade 5 students 4th stanine and above	6/30/2011	98	95	● On Target
Grade 4 Foundation Skills Assessment Students Exceeding Expectations Reading (raw score)	5/6/2011	19	17	● On Target
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Reading (raw score)	3/15/2011	93	90	● On Target
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Writing (raw score)	3/15/2011	99	90	● On Target
Grades 1 - 3 Students exceeding expectations in reading (final report)	6/30/2011	51	40	● On Target
Intermediate Reading Final Mark (A)	6/30/2011	16	25	◆ Warning
Intermediate Reading Final Mark (C or better)	6/30/2011	96	95	● On Target
Pm Benchmark (Grade 3 Final)	6/30/2011	97	95	● On Target
Primary Writing Final Mark (Approaching, Meeting or Exceeding)	6/30/2011	95	95	● On Target
School Wide Write % (Grade 3 - 6) students meeting year end standard (Fall)	10/11/2010	89	90	● On Target
School Wide Write (Grades 3 - 6) meeting year end standards (Spring)	6/30/2011	96	95	● On Target
NUMERACY				
To improve student achievement in mathematics with a particular emphasis on computational skills at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics.				
CAT3 Math % of students from grade 3 - 6 above 4th stanine	11/10/2009	100	95	● On Target

	Date	Value	Target	Status
CAT4 Mathematics 7th stanine and above	6/30/2011	27	40	⚠ Warning
CAT4 Total Mathematics % of grade 5 students 4th stanine and above	6/30/2011	95	95	🟢 On Target
Grade 1-3 Students Exceeding Expectations in Numeracy (final report)	6/30/2011	24	25	🟢 On Target
Grade 4 Foundation Skills Assessment Students Exceeding Expectations in Numeracy (raw score)	2/28/2010	9	14	⚠ Warning
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Numeracy (raw score)	3/15/2011	96	90	🟢 On Target
Intermediate Mathematics Final Mark (A)	6/30/2011	31	25	🟢 On Target
Intermediate Mathematics Final Mark (C or better)	6/30/2011	98	95	🟢 On Target
Primary Mathematics Final Mark (Approaching, Meeting or Exceeding)	6/30/2011	98	95	🟢 On Target
SCHOOL BASED				
To reduce the number of infractions of the School Code of Conduct by 70% with a particular emphasis on minor but recurring behaviours.				
Staff Survey (PBS Implementation) % of criteria fully or partially in place	2/11/2010	94.5	95	🟢 On Target
Student Satisfaction Survey indicates that students know what the school's behavioural expectations are of them at all times.	2/28/2011	69	80	⚠ Warning
Total Office referrals "chronic" office referrals (students who have been referred three or more times during the year)	4/30/2011	18	15	⚠ Warning
Total Office Referrals per Term	6/30/2011	55	60	🟢 On Target
Total Office Referrals per Term (After School)	6/30/2011	2	5	🟢 On Target
Total Office Referrals per Term (Before School)	6/30/2011	7	5	⚠ Warning
Total Office Referrals per Term (Classroom)	6/30/2011	10	10	🟢 On Target
Total Office Referrals per Term (Field)	6/30/2011	16	30	🟢 On Target
Total Office Referrals per Term (Lunch)	6/30/2011	23	30	🟢 On Target
Total Office Referrals per Term (Physical)	3/1/2011	29	15	⚠ Warning

	Date	Value	Target	Status
Total Office Referrals per Term (Recess)	6/30/2011	4	10	 On Target
Total Office Referrals Per Term (Verbal)	3/31/2011	4	12	 On Target
Total Office Referrals per Year	6/30/2011	169	180	 On Target
Total Office Referrals per Year (Defiance)	6/30/2011	17	8	 Warning
Total Office Referrals per Year (Other)	7/4/2011	30	16	 Warning
Total Office Referrals per Year (Physical)	6/30/2011	102	38	 Warning

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
--	------	-------	--------	--------



Results

Status : Meeting Expectations

There is evidence of results over time when analyzing all three goals. Our primary goal is in its first year of implementation. As such we can state that we have seen improvement but do not know whether the improvement will be sustained over time.

	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 focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in writing.

Rationale:

The school has been focusing on Literacy as a goal for the past 4 years. The data is showing an improvement over time according to a range of performance indicators. The students are achieving at or close to the targets set by the school.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 Reading 7th stanine and above	6/30/2011	44	40	● On Target
CAT4 Total Reading % of grade 5 student 4th stanine and above	6/30/2011	97	94	● On Target
CAT4 Total Writing Conventions % of grade 5 students 4th stanine and above	6/30/2011	98	95	● On Target
Grade 4 Foundation Skills Assessment Students Exceeding Expectations Reading (raw score)	5/6/2011	19	17	● On Target
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Reading (raw score)	3/15/2011	93	90	● On Target
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Writing (raw score)	3/15/2011	99	90	● On Target
Grades 1 - 3 Students exceeding expectations in reading (final report)	6/30/2011	51	40	● On Target
Intermediate Reading Final Mark (A)	6/30/2011	16	25	◆ Warning
Intermediate Reading Final Mark (C or better)	6/30/2011	96	95	● On Target
Pm Benchmark (Grade 3 Final)	6/30/2011	97	95	● On Target
Primary Writing Final Mark (Approaching, Meeting or Exceeding)	6/30/2011	95	95	● On Target
School Wide Write % (Grade 3 - 6) students meeting year end standard (Fall)	10/11/2010	89	90	● On Target
School Wide Write (Grades 3 - 6) meeting year end standards (Spring)	6/30/2011	96	95	● On Target










Alignment: NUMERACY

SMART Goal: To improve student achievement in mathematics with a particular emphasis on computational skills at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics.

Rationale:

The school has been focusing on Numeracy as a goal for the past 4 years. The data is showing an improvement over time according to a range of performance indicators. The students are achieving at or close to the targets set by the school.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT3 Math % of students from grade 3 - 6 above 4th stanine	11/10/2009	100	95	 On Target
CAT4 Mathematics 7th stanine and above	6/30/2011	27	40	 Warning
CAT4 Total Mathematics % of grade 5 students 4th stanine and above	6/30/2011	95	95	 On Target
Grade 1-3 Students Exceeding Expectations in Numeracy (final report)	6/30/2011	24	25	 On Target
Grade 4 Foundation Skills Assessment Students Exceeding Expectations in Numeracy (raw score)	2/28/2010	9	14	 Warning
Grade 4 students Meeting or Exceeding in Foundation Skills Assessment for Numeracy (raw score)	3/15/2011	96	90	 On Target
Intermediate Mathematics Final Mark (A)	6/30/2011	31	25	 On Target
Intermediate Mathematics Final Mark (C or better)	6/30/2011	98	95	 On Target
Primary Mathematics Final Mark (Approaching, Meeting or Exceeding)	6/30/2011	98	95	 On Target

















Alignment: SCHOOL BASED

SMART Goal: To reduce the number of infractions of the School Code of Conduct by 70% with a particular emphasis on minor but recurring behaviours.

Rationale:

The school has been tracking office referrals according to a variety of criteria for the past year. These include location, time of day, grade, type of infraction and frequency of referrals for individuals. While the majority of students are consistently adhering to the Code of Conduct, some times of day, locations and types of infractions are disproportionately high.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Staff Survey (PBS Implementation) % of criteria fully or partially in place	2/11/2010	94.5	95	 On Target
Student Satisfaction Survey indicates that students know what the school's behavioural expectations are of them at all times.	2/28/2011	69	80	 Warning
Total Office referrals "chronic" office referrals (students who have been referred three or more times during the year)	4/30/2011	18	15	 Warning
Total Office Referrals per Term	6/30/2011	55	60	 On Target
Total Office Referrals per Term (After School)	6/30/2011	2	5	 On Target
Total Office Referrals per Term (Before School)	6/30/2011	7	5	 Warning
Total Office Referrals per Term (Classroom)	6/30/2011	10	10	 On Target
Total Office Referrals per Term (Field)	6/30/2011	16	30	 On Target
Total Office Referrals per Term (Lunch)	6/30/2011	23	30	 On Target
Total Office Referrals per Term (Physical)	3/1/2011	29	15	 Warning
Total Office Referrals per Term (Recess)	6/30/2011	4	10	 On Target
Total Office Referrals Per Term (Verbal)	3/31/2011	4	12	 On Target
Total Office Referrals per Year	6/30/2011	169	180	 On Target
Total Office Referrals per Year (Defiance)	6/30/2011	17	8	 Warning
Total Office Referrals per Year (Other)	7/4/2011	30	16	 Warning
Total Office Referrals per Year (Physical)	6/30/2011	102	38	 Warning

Rationale

Status : Meeting Expectations

The reducing student infractions of the Code of Conduct was selected after collecting and disaggregating data for a year to establish a baseline and determining need for improvement. The school targets were then set using baseline data to determine realistic targets. Data continues to be collected and compared to the baselines established in the 2008/09 school year. The numeracy and Literacy goals were moved to maintenance based on sustaining improvement and meeting targets over time.

Data

Status : Meeting Expectations

The school consistently considers a variety of data sources when tracking improvement. The data is disaggregated and participation rates are considered. Provincial, district and school data sources are evident in the report and trends over time are tracked.

Goals

Status : Sustaining Improvement

All school goals are selected based on the collection and analysis of data.

	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 in mathematics with a particular emphasis on computational skills at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Successmaker Math	Randy Mcgraw/	10/5/2009	6/25/2010	Completed	High	0			★
Purchase Manipulatives	Randy Mcgraw/	1/5/2009	3/13/2009	Completed	Medium	0	2,000		
Math Enrichment Club	Randy Mcgraw/	1/5/2009	3/18/2011	In-Progress	Medium	100	300		
Math Makes Sense	Randy Mcgraw/	9/8/2008	6/25/2009	Completed	High	0			
Manipulatives to Support Number Sense	Randy Mcgraw/	9/8/2008	6/25/2011	In-Progress	Medium	0			
Mental Math	Randy Mcgraw/	9/8/2008	6/25/2011	In-Progress	Medium	0			
Combined Grade Resources for Math	Randy Mcgraw/	9/8/2008	6/25/2009	Completed	Medium	0			
Web of Intervention	Randy Mcgraw/	9/8/2009	6/25/2010	Completed	High	0			
Transition Binders	Randy Mcgraw/	9/25/2009	6/25/2011	In-Progress	High	0			
Student Support Team	Randy Mcgraw/	9/7/2009	6/25/2011	In-Progress	High	0			
Smartboards for Classrooms	Randy Mcgraw/	10/4/2010	1/3/2011	Completed	High	100	45,000		
Smart Board Pro D Feb. 18/11	Susan Bergen/	1/3/2011	2/18/2011	Completed	High	100			

To reduce the number of infractions of the School Code of Conduct by 70% with a particular emphasis on minor but recurring behaviours.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Track student office referrals.	Susan Bergen/	9/8/2009	6/25/2011	In-Progress	High	0			
Create School Wide Behaviour Matrix	Randy Mcgraw/	12/10/2008	1/30/2009	Completed	High	100			
Code Of Conduct Review	Randy Mcgraw/	1/5/2009	6/25/2011	In-Progress	Medium	100			
Harmony Day, 2009	Randy Mcgraw/	2/9/2009	2/9/2009	Completed	High	0			
Positive Recognition - Red Wing Award	Randy Mcgraw/	9/8/2009	6/25/2011	In-Progress	High	0			
New Adventure Playground	Randy Mcgraw/	2/4/2008	6/1/2009	Completed	High	100	40,000		
Supervisor Handbook and Criteria Matrix	Randy Mcgraw/	9/8/2009	6/25/2010	Completed	Medium	0			
Bullying Presentation	Randy Mcgraw/	2/9/2009	6/25/2009	Completed	High	0			
Outside Play Equipment	Randy Mcgraw/	9/8/2008	6/25/2011	In-Progress	Medium	0			
Primary Anti-Bullying Curriculum	Randy Mcgraw/	9/7/2009	6/25/2011	In-Progress	High	0			
Web of Intervention	Randy Mcgraw/	9/8/2009	6/25/2010	Completed	High	0			
Transition Binders	Randy Mcgraw/	9/25/2009	6/25/2011	In-Progress	High	0			
Student Support Team	Randy Mcgraw/	9/7/2009	6/25/2011	In-Progress	High	0			
Behaviour Matrix Stations	Randy Mcgraw/School-Based Teachers	9/28/2010	9/29/2011	Completed	High	100			★
Harmony Day, 2010	Veronica Dumontet/School-Based Teachers	2/8/2010	2/8/2010	Completed	Medium	0			
Harmony Day Assembly 2011	Susan Bergen/	1/3/2011	2/23/2011	Completed	High	100			
Watson Wonder Wings	Susan Bergen/	4/4/2011	6/30/2011	In-Progress	Medium	50			

To focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in writing.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Successmaker Reading	Randy Mcgraw/	10/5/2009	6/25/2010	Completed	Medium	0			★
School-Wide Write	Randy Mcgraw/	9/19/2010	6/19/2011	In-Progress	High	0			
6 + 1 Writing Traits	Randy Mcgraw/	12/1/2008	6/30/2011	In-Progress	Medium	0			
Use criteria for assessing students	Randy Mcgraw/	9/8/2008	6/26/2011	In-Progress	High	0			
Hand Writing Without Tears	Randy Mcgraw/	10/6/2008	6/25/2011	In-Progress	Medium	0			
Reading Power (Fiction and Non Fiction)	Randy Mcgraw/	9/8/2008	6/25/2011	In-Progress	High	0			
Classroom Instruction Strategies	Randy Mcgraw/	11/3/2008	6/25/2011	In-Progress	Medium	0			
Web of Intervention	Randy Mcgraw/	9/8/2009	6/25/2010	Completed	High	0			
Transition Binders	Randy Mcgraw/	9/25/2009	6/25/2011	In-Progress	High	0			
Student Support Team	Randy Mcgraw/	9/7/2009	6/25/2011	In-Progress	High	0			
ESL Support Teacher	Randy Mcgraw/	5/26/2009	6/25/2011	In-Progress	High	0	30,000		
Participation in the Network of Performance Based Schools	Veronica Dumontet/School-Based Teachers	11/23/2009	5/31/2010	Completed	Medium	0	500	★	
Smartboards for Classrooms	Randy Mcgraw/	10/4/2010	1/3/2011	Completed	High	100	45,000		
Smart Board Pro D Feb. 18/11	Susan Bergen/	1/3/2011	2/18/2011	Completed	High	100			

Strategies

Status: Meeting Expectations

The school has researched based strategies in place to improve student achievement. Teacher professional development, staff in service and Professional Growth Plans consistently support teachers developing capacity to meet the needs of students.

Structures

Status: Meeting Expectations

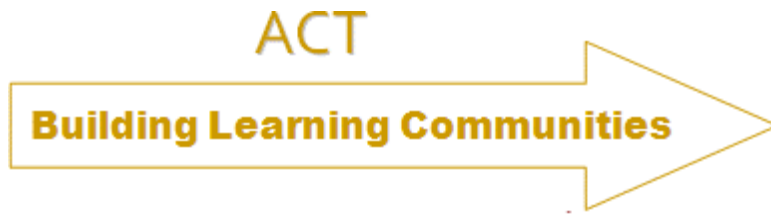
The school has well established structures to sustain student improvement such as the PBS committee, school recognition (Red Wings), Student Support Team, Trackers, prep timetable, and collaborative release time .

Coherence and Alignment

Status: Meeting Expectations

School goals are aligned with district goals.

	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.



Parent involvement

Status : Approaching Expectations

Parent involvement in student learning is evident throughout the school. The school has a full PAC executive, SPC team, and numerous parent volunteers who support a wide range of activities to enhance student success and feeling of connectiveness with the school.

Dialogue and communication

Status : Meeting Expectations

Student achievement is discussed at Staff , SPC, PAC , PBS, Admin Team, Student Support Team, Collaborative time and Network of Performance Based schools meetings. Structures and strategies are constantly monitored and adapted to enhance student success.

Leadership

Status : Meeting Expectations

Opportunities for Leadership exist at all levels. Teachers, parents, Administration, and students all take on leadership opportunities within the school setting.

	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)

Watson Road 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

