



Introduction:

At A.S. Matheson, we believe that everyone should feel valued enabling them to develop the self-confidence to attain their highest potential. The school atmosphere needs to be positive and must support the ideals of human respect, understanding and caring. Parents and school need to work together so that the child's time at school is an enjoyable experience, which promotes the idea that education is a life-long process.

Our School Planning Report has been set up a little differently than most schools, as we have included a SPC Data section, which summarizes 'key' data and makes it a little more manageable to use within our School Planning Council.

We hope you enjoy learning more about A.S. Matheson Elementary and see why we are so proud to be a "Firebird!"

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and
Board of Education, School District No. 23 (Central Okanagan)



A.S. MATHESON ELEMENTARY SCHOOL

April, 2009

Snapshot of School Goals for 2008/2009

GOAL FOCUS: To increase the percentage of students fully meeting and/or exceeding expectations in the area of writing.

MAINTENANCE GOAL: To continue to foster a safe learning environment that encourages cooperation and acceptance of others (focus on social responsibility and the consistent implementation of the PBS matrix).

MAINTENANCE GOAL: To continue to improve the percentage of students meeting and/or exceeding expectations in reading (focus on critical analysis and non-fiction).
The SPC also supports these goals for the coming year. Results from the CAT3 in June will be analyzed in the fall to confirm and refine the goals.

Goal Statement :	The school continues with its goal to improve the percentage of students meeting or exceeding expectations in writing.
Sub-Goal(s):	To continue to improve the percentage of boys, and aboriginal students meeting or exceeding expectations in the area of writing To improve the percentage of students using proper writing conventions
Performance Targets:	
Maintenance Goal:	To continue to improve the percentage of students meeting and/or exceeding expectations in numeracy (focus on number patterning and computation).
Maintenance Goal:	To continue to improve students' reading (focus on critical analysis and non-fiction)
Maintenance Goal:	To continue to foster a safe learning environment that encourages cooperation with and acceptance of others, using the consistent implementation of our Positive Behaviour Matrix,

School Mission Statement

We believe that everyone should feel valued enabling them to develop the self-confidence to attain his or her highest potential. The school atmosphere needs to be positive and must support the ideals of human respect, understanding and caring. Parents and school need to work together so that the child's time at school is an enjoyable experience, which promotes the idea that education is a life-long process.

Goals of Our



“Together We Learn”
SCHOOL DISTRICT No. 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.”

DISTRICT FOCUS 2009/2010

- The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through a focus on Quality Assessment and the use of Data Warehouse technology (Skopus and Skovision).
- The Board work to improve student success by connecting students to a variety of learning opportunities by establishing further schools of choice or programs of choice within each region of the School District by June 2010.
- The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.
- 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.



"Together We learn"

School District No. 23 (Central Okanagan)

GOALS AND FOCUS 2009/2010 **DISTRICT GOALS**

A. GRADUATION - The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with the following specific target objectives:

1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.

- June 2009 – 85%
- June 2010 – 86%
- June 2011 – 87%
- June 2012 – 88%
- June 2013 – 89%

2) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8 - current average is 60%.

- June 2009 – 65%
- June 2010 – 70%
- June 2011 – 75%

3) 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 – current 3-year average is 89%
- 90% in Gr. 9 – current 3-year average is 84%
- 85% in Gr. 10 – current 3-year average is 73%
- 80% in Gr. 11 – current 3-year average is 70%

4) By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.

B. LITERACY - The School District will continue its endeavour to improve all literacy skills for all students with the following objectives:

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.
- 2) 80% of primary Aboriginal students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011, with the objective of improving all primary Aboriginal students' literacy skills to equal the literacy skills of all primary students by 2015.
- 3) 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.
- 4) 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a whole class reading assessment by June 2011.
- 5) 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

C. NUMERACY - 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 yearend report cards.

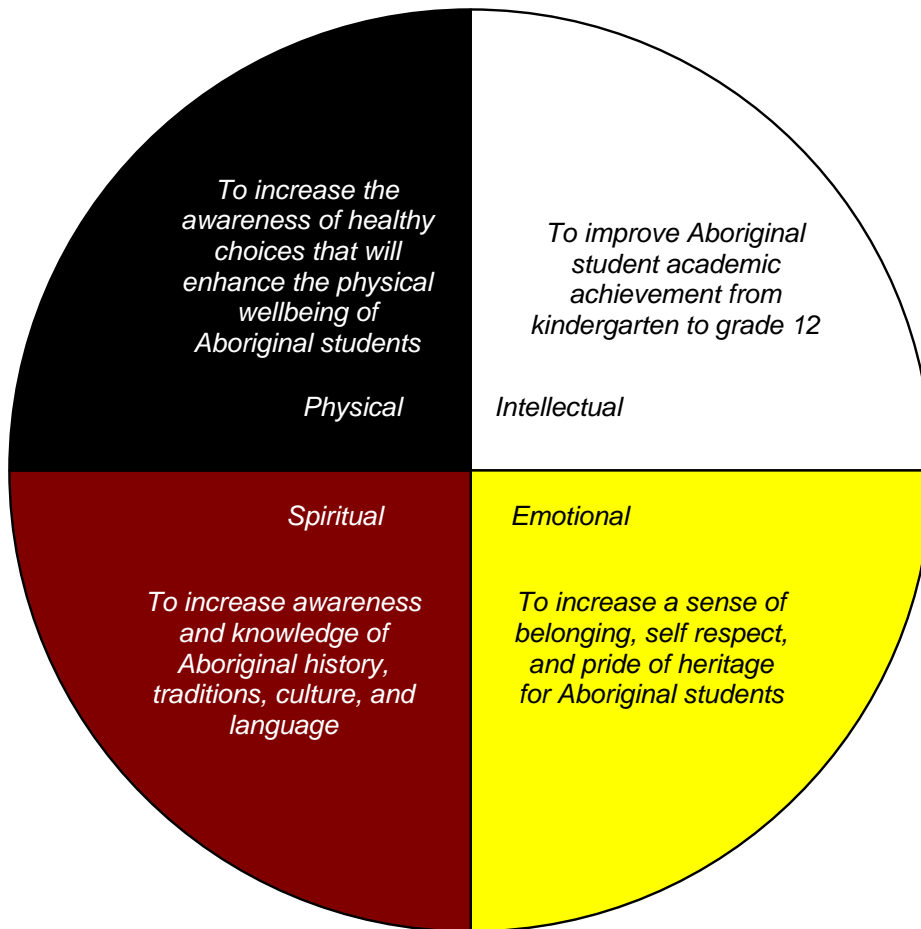
The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.

1) The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:

- Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.
- Implement the three year District-wide K-12 Numeracy Assessment Plan by February 28, 2010 and begin school level implementation in the spring of 2010.
- Implement use of the District data warehouse to monitor and report numeracy achievement of every student K - 12 in all schools by June 30, 2010.
- Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year.
- Include systems and structures to identify and support students at-risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010.
- Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

Goals of Our 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.

For further information, please refer to the District's Aboriginal Education Enhancement Agreement: "Working Together for Aboriginal Students of all Nations", December 2006 – December 2011.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

A.S. Matheson Elementary School is named after Alvah Spurgeon Matheson, a renowned educator in British Columbia and an inspector of schools in the Central Okanagan for the Ministry of Education. The school, which was built amid orchards in 1965, has seen a dramatic change in demography since it opened. The school is now located close to the downtown core of Kelowna. The school neighborhood consists of single family dwellings, apartment buildings, multiple family dwellings, subsidized housing units, churches, hospitals, shopping malls, commercial properties, dental and medical offices, a pharmacy, and agricultural land with orchards and small farms. It is situated on one of the busiest intersections in Kelowna and is within one kilometre of a major highway.

Approximately, Two hundred and forty-five students, in Kindergarten through grade 6, currently attend our school. We have a higher percentage of males (57%) than females (43%), approximately 8% of our students are aboriginal, and approximately 11% have been identified and designated with a variety special needs (i.e. severe behaviour, physical disabilities, severe learning disabilities, moderate or severe/profound intellectual disabilities, ESL, or gifted). A report, compiled by the Ministry of Education in June 2005, indicates that A.S. Matheson has a vulnerability index of 26%. Despite the at-risk population at A.S. Matheson students' achievement results are higher than others in similar socioeconomic areas and have, over time, been at or above District and Provincial averages.

Including professional staff, administration, clerical, custodial and support staff, 30 employees work at A.S. Matheson. As well, the school is supported by a number of itinerant district staff including a speech-language pathologist, a school based counselor, an Aboriginal Advocate, and a resource teacher. The professionalism and commitment of the staff have had a huge impact on school climate and culture.

Our students come from a variety of home environments. A.S. Matheson has a large percentage of students coming from low income families, single parent families, and families with limited formal education. According to the MCF Vulnerability Index, the A.S. Matheson student population is ranked as one of the most 'at risk.' Although we have a very involved Parent Advisory Council, parental involvement at A.S. Matheson has been historically very low. However, over the last three years, an average 24% of parents indicated on the Satisfaction Survey that they had volunteered at A.S. Matheson. As well, results have also shown that home-school communication has been an area of difficulty and concern, and that our staff must continually be aware of determining whether the needs of the children in our school are being met in a variety of areas.

These unique characteristics present some very real challenges for us, both in terms of academic achievement and student behaviour. We are an **Achieving a Necessary Future** (ANF limits primary class size to 18) school, a PBS school and a school which prides itself on the caring and welcoming nature of its students and staff. We are very proud that 100% of parents indicated on Satisfaction Surveys (2008) that they felt welcome at their child's school, that 93% of parents felt that teachers cared about their children and that 98% felt that expectations were clearly understood and were fairly and consistently reinforced. At A.S. Matheson it is our fundamental belief that all students can learn and that learning encompasses the whole child (social, emotional, and intellectual development). We strive to help all students meet and/or exceed expectations in all areas of the curriculum. Setting high standards for students academically and behaviorally is helping us achieve higher results on standardized District and Provincial testing.

The PAC

The A.S. Matheson Elementary PAC is comprised of a group of highly dedicated parents, who represent all grade levels, and effectively represent the larger parent community. An average of 10-15 parents attend the monthly meetings, with more parents becoming involved in various school events throughout the year. The PAC sponsors several fund raising events, which help provide numerous educational opportunities that benefit all students. This year, the PAC is continuing to support our curricular areas by providing opportunities for our students to participate in several field trips which enhance each child's learning experience at Matheson. In addition, the PAC has raised funds for our school through a number of activities including dances, bottle and can recycling, and the sale of Entertainment Books and Regal merchandise etc. We are extremely fortunate to have a PAC that cares about our students and fully understands and appreciates the work of the staff and the positive effect that our school has on their children.

School Performance Information

In September...

We began the year with our "We are Wild About Learning" Safari themed "Welcome Back" assembly. We stressed to our students the importance of working to one's potential and doing the best that one can. Also, we re-emphasized responsibility and with how Firebirds behave. At our Open House, over 150 Firebirds and their parents came to our Open House. School Goals were shared, and we re-introduced our Positive Behaviour Support plan for student success in Social Responsibility.

As well, we hosted a Scholastic Book Fair, raising over \$1500 for resources for our school library.

Our intermediate students were invited by ScotiaMcLeod (we were the only Central Okanagan school to attend) to go to the Parkinson Recreation Centre to participate in the "Tour of Hope", to meet Judi Fox, Terry's sister, and to see the van that Terry used to travel across the country. As well, our school participated in a Terry Fox assembly, and helped our choir sing "One Dream" by Ryan Donn, which Ryan had sung for us at the Terry Fox Tour of Hope. Then, we participated in the Terry Fox Run, and we raised over \$450 for the Terry Fox Foundation!

The Kelowna Firefighters and the Fire House visited our school. Students in kindergarten through grade three participated, and one of our grade 2 students was "Fire Chief" for the day.

Michael Mitchell visited our school as part of our Cultural Assembly program, and had our students singing songs about Canada

Our Intramural Program started and Intermediate students played cooperative games during lunch time.

Primary classes participated daily in the Pizza Run. Classes ran in the field and measured their distances each day. Kilometres were added up, and the classes ran across Canada! Pizza parties were held in celebration.

During Implementation Day, staff met to review and analyze last year's data, and to help re-establish the focus for this year. We really wanted to concentrate on "Writing" as our main goal this year. As well, great discussions were held, and we began to establish the plans to ensure that we are moving towards our goals.

In October...

We reviewed our Positive Behaviour Plan through a series of stations that showed our students behavioural expectations within various areas of our school.

Parent-Teacher-Student Conferences were held.

Our school funded literacy program began for primary students. This program offers small group instruction and support for varying ability levels, and utilizes all of our Primary teachers, our Librarian, and our LAT.

Grade 3 classes went to the Okanagan Science Centre in Vernon as an extension of their Space unit. Grade 1 students visited the pumpkin patch, grade 4 students visited the museum, kindergarten students went to the KLO orchards, and grade 2 students went to the Rotary Centre for the Arts on co-curricular field trips.

Our Destination Conservation team participated in the District conference.

The One-to-One Reading Program began, providing opportunities for struggling readers to gain more experience. Ten community volunteers run this program for us, and it is organized by a member of our PAC.

"Read Naturally", an after school reading program began to support struggling readers in grades 3 and 4.

Our grade 4-6 students participated in the School District's Family Life program.

We hosted the CN Police, and in small groups students learned about safety around railways and roadways.

Grade 5 and 6 students participated in intramurals (floor hockey) during lunch hour, and our grade 5 & 6 girls participated in an Extra-curricular Volleyball season with several other schools. Our school also participated in International Walk to School Week, and we were recognized by the City of Kelowna by winning the Golden Shoe Award for outstanding participation.

Our grade 3 classes started fundraising to help defer the cost of swimming lessons and field trips.

PAC organized Entertainment Book Sales and a Bottle Drive fundraiser and raised over \$1700.00!

We hosted "Floorplay" as part of our cultural assembly program, which had all of our students, K-6, dancing!

A Family Movie Night was sponsored by the PAC. The gym was decorated and students were invited to wear their Halloween costumes. On Halloween, our Kindergarten students participated in a costume parade, and the rest of our school had a "Black and Orange" day.

In November...

The annual Magazine Fundraiser took place raising over \$805.00 for school activities.

Grade 5 and 6 participated in Indoor Soccer as part of our Intramural Program.

All of our students attended our Remembrance Day Assembly. Students from Rutland Senior Secondary helped us by videotaping students from every grade read their writing assignments, and poems, and by telling us all why Peace is so important. Primary students participated in the laying of the wreaths, intermediate students read "In Flanders Fields", choir groups performed, and a student from KSS played 'Taps' and 'Reveille' for us.

Grade 2 classes visited the Kelowna Art Gallery and the Library and received their library card. As well, we had several special guests into our school, including fiction and non-fiction author Adrienne Mason and the Kelowna Rockets who read with our grade 2 students and who played floor hockey against our grade six students.

The KLO Leadership team came and taught us to be more accepting

One of our grade 4/5 classes participated in the "Sip Smart" program, as part of the Healthy Schools Initiative. Our school participated in International "Stand Up to Bullying Day" and approximately 30% of our students and staff wore PINK to support the cause.

We also attended the first session for the "Network of Performance Based Schools" and decided to pursue our goal of Writing as a school; our focus on setting our Primary Writing Plan has continued to be our goal for the NPBS. Our intermediates are planning on setting up their writing plan using "6 + 1 Traits." Many of teachers have attended several Professional development sessions on the "6 + 1" traits.

In December...

Our PAC organized the Family Christmas Dance. Santa was a hit! As well, members of our PAC organized the "Christmas Shopping Zone," where our Primary students could go shopping and buy presents for their family.

Every Primary student was able to take home a wrapped gift for a member of his or her family.

Our Grade 1 and 3 students attended "A Charlie Brown Christmas" at the Kelowna community Theatre, our grade 2 students visited the Art Gallery, our Kindergarten students watched a presentation of "One Snowy Night" at the Kelowna Public Library, and our grade 3 students went bowling.

Intramurals for intermediate students continued throughout lunch hour.

The students and parents of our school participated in a clothing and blanket collection and distribution campaign to ensure that our community had the necessary clothing to stay warm during the winter months. Extra blankets and clothing were given to the Big Brothers and Sisters society for distribution.

Our Seasonal Assemblies allowed every class to perform a song or a drama presentation, and all of our students, staff, and even some parents, joined in to sing Christmas Carols at each assembly. Our choir also performed at two of the assemblies, and led us in 'O' Canada at each assembly.

As well, our staff helped assemble and distribute 16 hampers to several of our families who were in need.

In January...

Grade 1 students visited the Kelowna Art Gallery, and one of our grade 4/5 classes won a National contest and was chosen to go to Big White to participate in a "Learn to Ski/Snowboard" day.

Guitar Club began for intermediate students at lunch.

The Library and the computer lab were open at lunch, with staff volunteers, to provide our students with extra opportunities to promote literacy or increase the students technological expertise.

Our PAC got great news! A private benefactor has decided to assist our school (and many others in the District) in replacing our existing Adventure Playground.

In February....

Grade 5 and 6 students participated in a European Handball round robin tournament that took place during lunch hours throughout the months of January and February. As well, our grade 5 and 6 students had the opportunity to participate in Extra-Curricular basketball against other schools.

Primary House Games were also sponsored during lunch hour during this month.

Parent-Teacher-Students Conferences were held.

Our grades 4/5 and 5/6 classes participated in the "Inside Out" program.

"Ready, Set, Learn" was held. Eighteen families participated in the event.

FSA (Foundation Skills Assessment) for grade four students was administered.

Paper Valentines were sold by our PAC to raise school spirit, and hearts encircled the school.

Grade 1 students went bowling.

Our school started to participate in the BC Fruit and Vegetable program

The Gizmo Guys came and entertained us with their brilliant juggling and balancing.

Axis Theatre also came and entertained us with their play "King Arthur's Kitchen."

A Family Movie Night was sponsored by our PAC

Our school joined the rest of the province and wore Pink to support "Stand Up Against Bullying" day

In March...

The KLO Leadership group came and presented a school wide assembly on being an individual, and standing up for your individual rights. The "Rock Star" theme captured the interest and energy of our students. Many of our students started to read all 12 of the novels needed to participate in the 'Battle of the Books.'

Education Week took place this month. Our school participated in a variety of ways. Mrs. Noble and one of our students represented our school, and told the panel about Battle of the Books and Historica Fair. Many of our intermediate students participated in an enrichment program culminating in the "Canadian Geography Challenge."

Our grade five students went to the David Bouchard author visit at the Community Theatre, and a class of grade one students visited the "Art in Action" display at the Kelowna Art Gallery. The grade six students visited Dr. Knox Middle School as part of the first part of the articulation process. They participated in an assembly showcasing the electives course, primarily in the fine arts and applied skills areas. Our grade 2 and 3 students attended a drama production on Fairy Tales by "Night Owl Theatre" at KSS.

One of our grade 4/5 classes hosted author Karen Autio, as they had been studying one of her novels as part of their classroom literacy project. As well, as part of 'Black Heritage Month', our grade 5/6 classes were taught by artist Charmaine Lurch and then made their own Mr. Picasso Head creations. Four representatives of our school went with Ms Peyton to the 'Care and Make It Fair' social justice conference.

In April...

We started a cross country running club. Sponsored by staff, over 30 students joined and spent part of their lunch hours running a course.

We have hosted and will host a number of assemblies this month. The UBC-O Children's Theatre presented a theatrical performance on colours and each colour's own distinct characteristics – "Aren't You Glad I Didn't Say Orange?" was a greatly received, and the UBC-O Theatre Children's Theatre were thrilled to have A.S. Matheson as the first school in their presentation schedule. As well, Sean Watson thrilled us with "Magic and Motivation". We also hosted "The NED Show" in the school. And through NED's fantastic yoyo and entertainment presentation, we, as a school, learned about three main lessons: **Never Give up, Encourage Others, and Do Your Best.**

Our students continued to be involved in their community and participated in "Operation Clean Sweep" and will be involved in "The Big Read" to support education for all children in the world.

Our grade 5/6 classes participated in a Public Speaking unit, and then several of our students competed in a school competition, and then represented A.S. Matheson in the District competition.

One of our grade 4/5 classes held several fundraisers to assist them in going to Gardom Lake for some out door adventure and team building activities.

As well, our students went on several co-curricular field trips. Our Kindergarten students visited the Little Traveller's Safety Village and Kelowna General Hospital, and also attended a Viva Musica production put on by the Vancouver Opera along with classes of grade 1 students, grade 5/6 students, and grade 4/5 students. The grade 4/5 class also went to see a performance by the Royal Canadian Ballet. Grade 1 and 2 students also visited the Kelowna Art Gallery

In late April and May...

we expect the following events to take place...

The second School-Wide Write process will take place. Spring results will be collated and studied.

The intermediate students will participate in Track and Field stations at the Apple Bowl.

Gymnastics stations will be set up for primary classes.

Many of our classes will participate in swimming lessons

We will host the Panorama Junior Band and choir from Surrey for a concert.

Our grade 6's will go to the Capital News Centre for some athletic endeavors and indoor soccer and then will walk to the Central Okanagan Sailing Association for a sailing lesson.

The PAC will have organized a Teacher Appreciation Luncheon for staff.

Grade three students will screenprint t-shirts, through our PAC's support

Our Kindergarten Orientation will be held. New kindergarten families will participate in a scavenger hunt led by our grade 5 students. All new students will leave with a 'Firebirds' backpack.

The KLO Leadership Team will present an assembly, using our school theme of going on safari!

Wes Bauer will come to our school, and we will learn about his quest to "Chase the Cure." A coin drive will help in his attempt to find a cure for cancer.

In June...

we expect the following events to take place...

Literacy Screeners will be conducted

The school will sponsor a Parent Volunteer 'Mug and Muffin' event

Primary Play Day will be another huge success!

PAC will host another Family Fun Fair

Some intermediate students will participate in the District Track and Field Meet.

A Grade 6 assembly will be held to celebrate the completion of their elementary program. During the ceremony the grade 5 students read aloud information on each grade 6 student. The assembly is followed by a reception in the library.

Intermediate classes will go bike riding and bowling, while primary students will go bowling, swimming, to O'Keefe Ranch and to the Kelowna Water Park!

The Family Fair will be lots of fun. What a great way to finish the year... **"WE ARE WILD ABOUT LEARNING!"**

And best of all, our students will finish the year feeling like they were capable, connected and contributing members of A.S. Matheson AND OF THEIR COMMUNITY!

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement (Focus): To improve students' achievement in numeracy

Sub-Goal: To improve students' computational skills

Objectives:

- By the end of **grade one** students will be able to understand the meaning of addition and subtraction (that addition is "joining groups" and subtraction is "taking away") and will recall addition facts using +0, +1, +2 strategies
- By the end of **grade two** students will be able to recall addition facts with sums to 18 and will be introduced to subtraction strategies
- By the end of **grade three** students will be able to recall basic addition facts and subtraction facts (to and from 18), will have mastered multiplication patterns of x0, x1, x2, x5 and x10 and will be introduced to the process of division
- By the end of **grade four** students will be able to recall basic addition and subtraction facts, demonstrate mastery of basic multiplication facts and will continue to develop their understanding of division
- By the end of **grade five** students will be able to recall basic addition, subtraction and multiplication facts and demonstrate mastery of basic division facts
- By the end of **grade six** students will be able to recall addition, subtraction, multiplication and division facts

Summary of Achievements in Relation to Target(s):

During the 2007/08 school year, we maintained the following Performance Targets:

That 80% of students in grades 2-6 would have mastered basic computation skills as outlined in grade objectives. That over 88% of students in grades 3-6 would have reached stanine 4 or higher on the CAT3 in the area of mathematics.

That baseline data would be collected using school based assessment practices outlined in the related chapters on number operations in the Math Makes Sense program.

2007-2008 Results

FACT FINDER information

- Over 85% of students in grades 2-6 are meeting expectations set, in relation to objectives and targets. These are similar to last year's results and our intermediate students showed slight improvement.
- Data shows that girls are slightly outperforming boys on this assessment. 88% of girls in grade 2-6 are meeting and/or exceeding expectations, while 80% of boys are meeting and/or exceeding expectations.

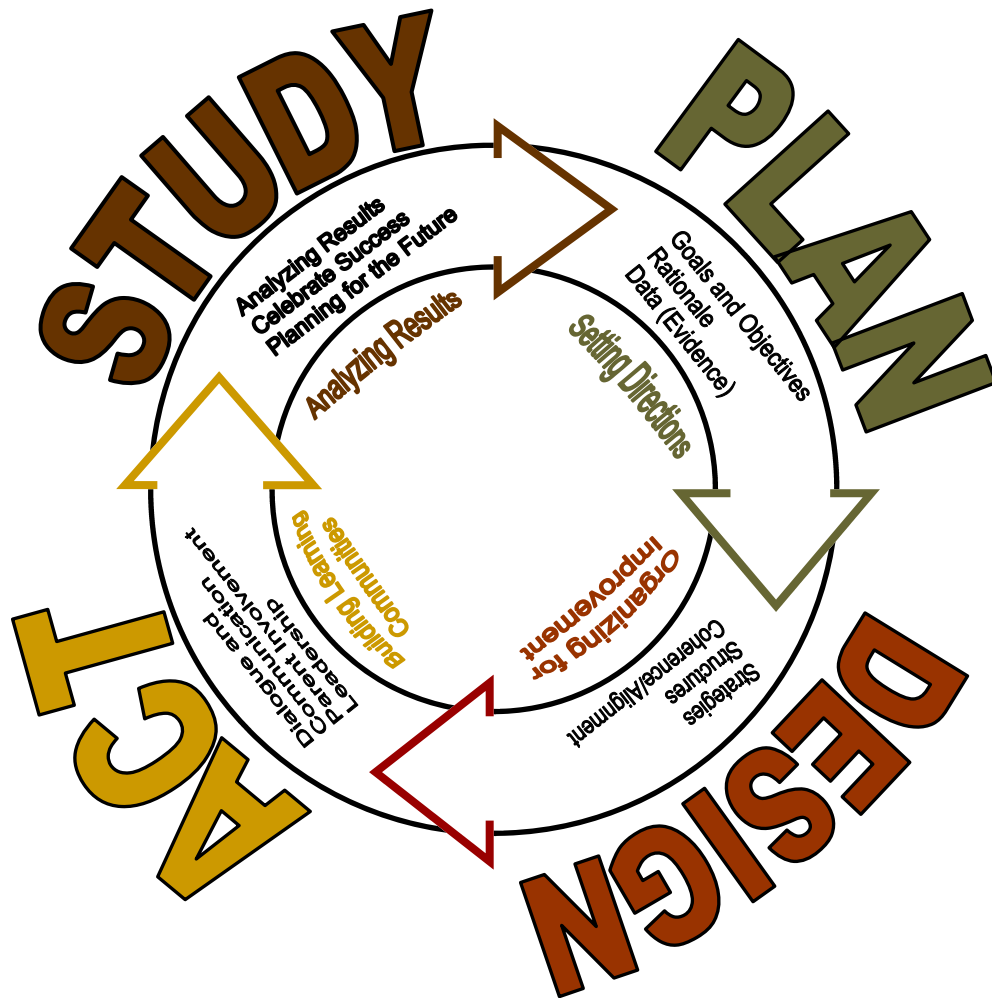
CAT3 Results

- 88% of students in grades 3-6 were at stanine 4 or higher in the area of mathematics, and approximately 83% of students were at stanine 4 or higher in the area of computation and numerical estimation. As well, all grades were above grade level, and above the Canadian Norm in Mathematics.

MATH MAKES SENSE information

- 76% of primary students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units included performance standards, rubrics, student conferencing, testing, and checklists.
- 88% of intermediate students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units was largely based on daily quizzes and unit tests.

KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



PLANNING CYCLE

QUESTIONS FOR INQUIRY STUDY

Analyzing Results

Improving districts and schools continuously improve results. They monitor progress and make adjustments in key areas of student achievement for individual students, groups of students, schools and the district.

Questions:

- Through a review of classroom, school, district or provincial data, what improved results can you identify?
- What trends or patterns are emerging from the results?
- What evidence can you present to demonstrate that:
 - every school in the district is improving?
 - every classroom in each school is improving?
 - specific groups of students are improving?
- If results are not improving, what are you doing to find out why?
- As a result of your inquiry, what adjustments are you making to ensure that there is improvement?

PLAN

Setting Directions: Goals and Objectives

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals and objectives for improving achievement for all students.

Questions:

- What specific goals have you chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- What process is used to review and revise goals and objectives to ensure a focus on areas of need?
- How do the goals and objectives address achievement for all students;
 - The most challenged?
 - The most able?

Setting Directions: Data

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.

Questions:

- What reasons do you have for selecting your goals and objectives?
- When selecting your goals and objectives what specific groups of students were you most concerned about? How did you determine this priority?
- Your data seem to indicate some challenges and/or opportunities to enhance student achievement in _____.
- How did you consider this information when developing your goals and objectives?

Setting Directions: Data /Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of district goals and objectives and is used to monitor progress.

Questions:

- When setting your goals and objectives, what data/evidence did you consider:
 - Classroom?
 - School?
 - District?
 - Provincial?
- What did the data/evidence tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of particular groups of students?
- How are you aggregating data from the classroom to use at the school and district levels?
- What did you observe when you considered the relationship between performance and participation rates?
- How are you tracking data/evidence over time?
- What data/evidence did you find most useful?
- How are staff and SPCs engaged in working with data?

DESIGN

Organizing for Improvement: Strategies

Improving districts and schools have focused, well organized improvement plans in place. The strategies selected to achieve the goals and objectives are a blend of research, best practice, and innovative thinking.

Questions:

- How did you determine the strategies to support your goals and objectives?
- What strategies are you using in your improvement efforts in the areas of:
 - staff development?
 - assessment practices?
 - instructional practices?
 - other?
- What strategies are in place for schools that do not demonstrate improvement?
- What specific strategies are in place for groups of students who do not demonstrate improvement?
- How are you determining the effectiveness of your strategies?
 - what adaptations or refinements are you making to your strategies?
- What strategies are you finding promising?

Organizing for Improvement: Structures

Improving districts and schools have aligned structures – resources, time, organization - to get results. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

Questions:

- How did you determine the structures to support your goals and objectives?
- What structural changes are in place or are you considering as a result of identifying areas for improvement?
- What specific structures are in place for schools that do not demonstrate improvement?
- How do you monitor your structures and adapt or refine them as required?
- How do your structures support your strategies?
- How are you aligning your resources to support the achievement of your school goals?

Organizing for Improvement: Coherence/Alignment

In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.

Questions:

- Describe the connection between school and district plans.
- Describe how the school board:
 - consults with the SPCs.
 - approves school plans.
- To what degree do schools develop goals or objectives that respond to their unique circumstances?
- How is the connection between school and district plans reinforced and supported?
- How are connections among schools reinforced and supported?
- Describe the connection between the Enhancement Agreement and school plans.
- Describe the connection between the Enhancement Agreement and the district Accountability Contract.

ACT

Building Learning Communities: Dialogue and Communication

Improving districts and schools maintain relationships that promote continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

Questions:

- How do you build relationships with all communities in your district and schools that enable you to connect in an ongoing dialogue about student achievement?
- What strategies do you use to seek input about improving achievement?
- What strategies have you found most effective for strengthening dialogue about student achievement?
- How do you ensure communication about student achievement is consistent, timely, and delivered in multiple ways with:
 - Staff?
 - Students?
 - Parents?
 - The community?

Building Learning Communities: Parent Involvement

Improving districts and schools work with all parents to improve student achievement.

Questions:

- How do you build relationships with parents/parent groups in your district and schools that enable you to connect in an ongoing dialogue about the student achievement?
- At the school and district:
 - How are parents encouraged to support their child's achievement?
 - How are parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve student achievement?
- How are parents and SPCs involved in setting goals?
- How are SPCs reaching out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?
- What strategies are you finding most useful in engaging parents?

Building Learning Communities: Leadership

Leaders in improving districts and schools have a clear vision for, and commitment to improving achievement for all students. Leadership at all levels, in all roles; is distributed, encouraged and systematically developed with a focus on improving student achievement.

Questions:

- How do leaders in the school/district demonstrate their focus on the continuous improvement of students' achievement?
- How is leadership in the district and schools distributed among principals, vice-principals, teachers, support staff, district staff, parents and students?
- How is leadership capacity encouraged and developed at all levels?

STUDY



1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results?

We studied 2007-2008 data collected from the Math Makes Sense Number Operation Units and the 'Fact Finder' at the classroom and school level, the CAT3 at the District level, and the FSA at the provincial level.

Classroom/School Data:

MATH MAKES SENSE information

- 76% of primary students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units included performance standards, rubrics, student conferencing, testing, and checklists.
- 88% of intermediate students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units was largely based on daily quizzes and unit tests

FACT FINDER information

District Data:

CAT3 Results

- 90% of students in grades 3-6 were at stanine 4 or higher in the area of computation and numerical estimation. When disaggregated further, it was discovered that only 79% of students were at stanine 4 or higher in the area of addition and subtraction and only 69% in the area of multiplication and division.
- 100% of aboriginal students in grades 3-6 last year were at stanine 4 or higher in mathematics.
- Stanford Diagnostic results show that 62% of grade 7 students who attended ASM in grade 6 were below average in computation.

Provincial Data:

FSA Results:

97% of grade 4 students participated in the 2007/08 Foundation Skills Assessment in Reading, 94% in Writing, and 91% in Numeracy. ASM was above District and Provincial averages.

- **100%** of all students were meeting and/or exceeding expectations in reading, and in numeracy.
- 93% of all students meeting expectations in writing, but no students exceeding expectations in this field. This was a major reason, along with classroom assessment data, for our staff to feel the need to concentrate on improving our students' writing

	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



1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students?
 - Most challenged, Most able, Aboriginal

Goal Statement 1: The school goal is to improve the percentage of students meeting or exceeding expectations in writing.

Sub-Goal(s): To focus on improved performance in writing by boys and aboriginal students.
To focus on the improved use of writing conventions.

Performance Targets:

- That 75% of primary students will be meeting or exceeding expectations in writing, as determined by school based assessment.
- That 75% of intermediate students will achieve a C or better in writing, as determined by school based assessment.

Rationale/ Disaggregated Data/Evidence:

When staff reviewed their student assessments, they felt that the general population of students at A.S. Matheson did not write or use writing conventions, as well as they could. This determination was supported by not any students reaching exceeding expectations on the Foundations Skills Assessment. As well, when looking at data from the CAT3, even though students from our school did score higher than the Canadian Norm for Language/Writing conventions, the percentile rank was often lower for this area than most other areas measured.

	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.

Maintenance of Previous Year's Main Goal:

Maintenance Goal: To continue to improve the percentage of students meeting and/or exceeding expectations in numeracy (focus on number patterning and computation).

Summary of Achievements in Relation to Target(s):

During the 2007/08 school year, we maintained the following Performance Targets:

That 80% of students in grades 2-6 would have mastered basic computation skills as outlined in grade objectives.

That over 88%% of students in grades 3-6 would have reached stanine 4 or higher on the CAT3 in the area of mathematics.

That baseline data would be collected using school based assessment practices outlined in the related chapters on number operations in the Math Makes Sense program.

2007-2008 Results

FACT FINDER information

- Over 85% of students in grades 2-6 are meeting expectations set, in relation to objectives and targets. These are similar to last year's results and our intermediate students showed slight improvement.
- Data shows that girls are slightly outperforming boys on this assessment. 88% of girls in grade 2-6 are meeting and/or exceeding expectations, while 80% of boys are meeting and/or exceeding expectations.

CAT3 Results

- 88% of students in grades 3-6 were at stanine 4 or higher in the area of mathematics, and approximately 83% of students were at stanine 4 or higher in the area of computation and numerical estimation. As well, all grades were above grade level, and above the Canadian Norm in Mathematics.

MATH MAKES SENSE information

- 76% of primary students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units included performance standards, rubrics, student conferencing, testing, and checklists.
- 88% of intermediate students were meeting and/or exceeding expectations in relation to learning outcomes covered during operations units. Assessment of these units was largely based on daily quizzes and unit tests.

DESIGN

Organizing For Improvement

1. What strategies are you using in your improvement efforts in the areas of:
 - Staff development?
 - Assessment practices?
 - Instructional practices?
 - Other?
2. What specific strategies are in place for groups of students who do not demonstrate improvement?
3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract, and school plan.
4. How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?

Strategies/Structures:

The challenge that we have faced is to determine what strategies to use to improve the writing program within our school. Initially, we contacted the District Literacy coordinators to try to determine the best route to take. Our staff was encouraged to participate in the District's optional Professional Development program through "The Learning Centre", and nine of our teachers participated in the "6 + 1 Traits Writing" workshops. As well, staff Professional Growth Plans have been developed with Writing goals being a paramount component. Through the teachers learning experiences, it was determined that our intermediate teachers would pursue our improved writing goal by using the "6 + 1 Traits" strategies. For our Primary teachers, three of our Literacy Lead teachers attended the Leadership for Learning Seminar, and through a presentation that two of them attended, our Primary teachers have decided to follow a writing program that is modeled after Assessment for Learning. (Please see appendix #)

For our struggling learners we have the following support in place: certified teacher assistants, learning assistance, and a lunch hour homework club where students benefit from additional instruction and practice. As well, teachers have been empowered to work with their students at lunch, and to continue to hold their students accountable to complete assignments to high standards.

To help our aboriginal students be successful, we have an aboriginal CEA providing in class and pullout support throughout the week. Our aboriginal students also benefit from school based CEA assistance in the classroom and homework club. As well, our Aboriginal Advocate has been asked to make regular home visits to 'At Risk' families and to support those families in supporting their children to attend regularly. This academic and social support directly supports the enhancement agreement, specifically, "to improve the aboriginal student academic achievement from kindergarten to grade 12".

This year the following expenditures have been incurred to support our writing goal: teacher release time for literacy leaders and for staff to work as a Professional Learning Community to plan cooperatively, the purchasing of resources and 'Trait Crates' to implement the writing strategies that the staff is implementing.

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	STRATEGIES
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.	STRUCTURES
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.	COHERENCE AND ALIGNMENT

ACT

Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
 - Staff
 - Parents
 - Students
 - Community
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

The *community* is *informed* about the school goals and achievements in the following ways:

- At PAC meetings, on the website, and through the SPC, parents were informed about school goals and encouraged to have feedback.
- Assemblies, parent sessions, and our Open House reinforced school goals with students and parents. The *community* provided *feedback* regarding the school goals and achievements in the following ways:
- Newsletter Response Forms- In monthly newsletters, parents were asked to sign and comment on an aspect of our school. Seeking input in this way was invaluable. We have averaged an approximate return rate of 75%. The response form has provided all parents with the opportunity to provide feedback on school goals, as well as, to provide input on various school based decisions.
- Staff Meetings have been designed to elicit professional dialogue and collaboration around data, goals and action plans.
- Several SPC Meetings were held throughout the year and the school plan was designed and monitored with parent group.

Leadership was distributed in the following ways:

- Literacy and Numeracy Lead teachers met regularly with other schools for ongoing in-service throughout the school year. Activities and strategies learned were modeled for ASM staff during PLC time and staff meetings.
- Staff have been involved in a collaborative approach during staff meetings and have been encouraged to share ideas and input.
- Staff were encouraged to be involved with the school's newly formed staff committee.
- Staff members and the Principal cooperatively planned the school's "Ready, Set, Learn" night.
- PAC has been involved in many decision making opportunities and have appreciated the opportunity to have input.

This year 100% of parents indicated on the Satisfaction Survey that they were given the opportunity to be involved in school planning activities, with 77% stating that they had the opportunity many times or all the time. This percentage is well above District and Provincial averages,.

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	DIALOGUE AND COMMUNICATION
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.	PARENT INVOLVEMENT
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.	LEADERSHIP

CURRENT RESULTS FOR THE 2007-2008 SCHOOL YEAR and REFLECTION for NEXT YEAR:

Current Results

FACT FINDER information

- 84% of students in grades 2-6 met grade level expectations (80% -100% mastery of basic facts). We did not quite meet our target of 85%.
- 88% of females in grades 2-6 are meeting expectations and 80% of males are meeting expectations. In the previous two years boys had out performed girls.

MATH MAKES SENSE information

- 93% of students were meeting expectations using Math Makes Sense end of unit problem and rubric. We met our target in this area this year.
- We noticed overall improvement in the primary grades this year.
- Based on the grade results we will look at providing more resources and support to grades three and five.

FSA Results

- 100% of our grade 4 students were meeting or exceeding expectations in reading.
- 86% of grade 4 students were meeting expectations in writing.
- 97% of grade 4 students were meeting or exceeding expectations in numeracy.
- FSA results reflect 100% participation.

SCHOOL WIDE WRITE

- There has been steady improvement in school wide write results over the last three years. Not only are more students meeting expectations, more students are in the fully meeting category.
- 93% of students in grades 1-6 were meeting, fully meeting and/or exceeding expectations on the 2008 assessment.
- 89% of males were minimally meeting, fully meeting and/or exceeding expectations on the 2008 assessment.
- 96% of females minimally meeting, fully meeting and/or exceeding expectations on the 2008 assessment.

PM BENCHMARKS

- 97% of students in grade 3, 4 and 5 were minimally meeting, fully meeting and or exceeding expectations by the end of term two. It is recommended that the literacy project target grades 1, 2 and 3 next year in light of these results.

BEHAVIOUR

- There has been a steady decrease in the number of reported incidents of misbehaviour over the last five years. Of the reported incidents this year, most were categorized as level one behaviours.

Reflection for Next Year

Last year, staff were asked to reflect on current results and on daily observations, communications, and products in their classrooms to set tentative goals. At the time, 55% of the staff responded that writing was the school's first or second priority. 45% of the staff responded that numeracy was the school's first or second priority, and 27% of the staff responded that social responsibility was the school's first or second priority. 18% of the staff responded that reading was the school's first or second priority. Therefore, the following goals were tentatively set for the 2009-2010 school year, with the acknowledgement that we have just started our goal on improving students' writing and will continue to construct our plan for successful implementation of strategies.

GOAL FOCUS: To increase the percentage of students fully meeting and/or exceeding expectations in the area of writing (focus on performance of boys and aboriginal students; writing conventions).

MAINTENANCE GOAL: To continue to improve the percentage of students meeting and/or exceeding expectations in numeracy (focus on number patterning and computation).

MAINTENANCE GOAL: To continue to foster a safe learning environment that encourages cooperation and acceptance of others (focus on social responsibility and the consistent implementation of the PBS matrix).

MAINTENANCE GOAL: To continue to improve the percentage of students meeting and/or exceeding expectations in reading (focus on critical analysis and non-fiction).

The SPC also supports these goals for the coming year.

A. CERTIFICATIONS (This page is to be forwarded to Superintendent's Office.)

A.S. Matheson Elementary School

School Planning Council:

We certify that, to the best of our knowledge, the information provided in this progress report is accurate.

_____ Parent Member's Name (Jennifer Hutton)	_____ Signature	_____ Date
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_____ Parent Member's Name (Tara Hawes)	_____ Signature	_____ Date
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_____ Parent Member's Name (Traci Bonin)	_____ Signature	_____ Date
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_____ Teacher Member's Name (<u>declined</u>)	_____ Signature	_____ Date
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_____ Principal's Name (Scott Sieben)	_____ 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 Assistant Superintendent's Name	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name (<u>Print</u>)	_____ Signature	_____ Date
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