

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Belgo Elementary School

5/2009

General Information



Home of the Blazers:
Forging the future/Façonnons le futur

Mission Statement

At École Belgo Elementary School, students come first. Our mission, in partnership with parents and the community, is to encourage and challenge our students to achieve personal success, life-long learning and responsible citizenship, within a safe and positive environment which develops their aesthetic, emotional, intellectual and physical potential.

Principal : Leanne Zorn

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

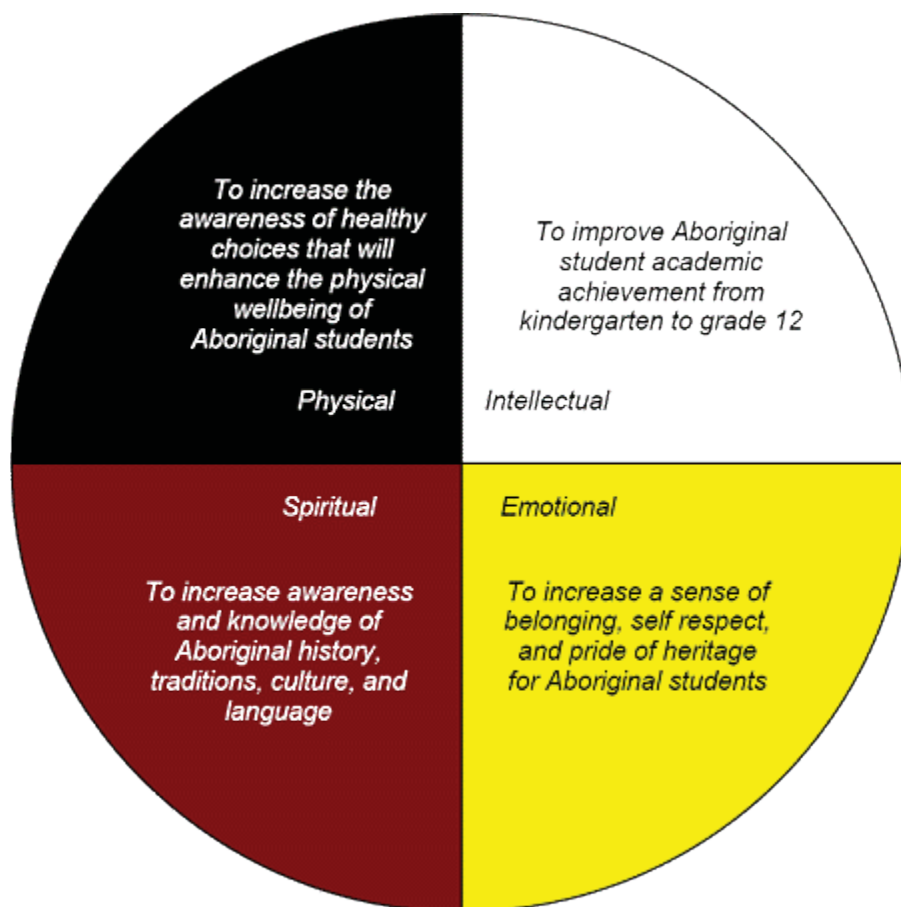
DISTRICT GOALS AS OF 5/13/2009

1	Alignment : GRADUATION
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%.
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%.
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, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
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.
2	Alignment : LITERACY
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.
3	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 yearend 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.
4	Alignment : Schools/Programs of Choice
1	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.
5	Alignment : Quality Assessment & Instruction
1	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).
6	Alignment : District Health Promoting Schools Plan
1	The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.

7	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:

- Belgo School was built in 1970. After 16 years in operation, the district closed the school in 1986. It was leased out to a private school. Following this, the building underwent some renovations, and reopened in 1990 as a School District #23 dual track school, offering French Immersion and English programs.
- École Belgo School is situated on 5.19 acres of property at the south end of Rutland. A residential neighbourhood surrounds the school and grounds. The community from which Belgo draws ranges from low to middle income. The school is one of 8 elementary schools in the Rutland area. It is approximately 3 km to the Rutland Arenas and Athens Pool.
- It is interesting to note that Belgo's student population does not draw exclusively from its immediate surroundings. There continues to be a significant proportion of students from areas well beyond walk-limits, including Walburn Road, Toovey Heights and north of Highway 33.
- Belgo is now the only school in Rutland not part of the district's A.N.F. (Achieving a Necessary Future) program.
- The school grounds include an adventure playground rebuilt this past fall, thanks almost entirely to the fundraising efforts of our PAC.
- There is a fenced pre-school play area, complete with CSA standard gravel area and 10-foot storage container. This was built in 2002, with the arrival of Le Petit Hibou preschool, funded partially by École Belgo School and partially by B.C. Ministry Grants to the non-profit society preschool.
- In the spring of 2007, the school received all new computers as part of the district's "refresh" program.
- While the last three years has seen the declining enrolment that statisticians have predicted for the province, our primary French Immersion program has experienced significant growth and the two programs, French and English, are becoming almost equally populated.
- Last year, the school also formed a partnership with the YMCA in offering an after-school program run out of our Success Room.

School Performance Information

CLIMATE AND CULTURE

BATTLE of the BOOKS: This club for Grades 3-6 students, sponsored by Mrs. Gillian Hayward, teacher-librarian, requires students to read designated books and to meet as a team to discuss. The teams will compete against other school district teams at Rose Valley Elementary in May to determine who retained the most information about the books read.

BUDDY CLASSES: Several classes pair in a partnership to share in learning.

CAROLLING WEEK: A long-standing tradition for the week before Christmas break, Belgo invited retired teacher, Mr. Steve Rees, to lead students in singing every traditional carol available, in French and English.

CHRISTMAS CONCERT: Once again, primary and intermediate students put on two separate evening performances.

COMMITTEE STRUCTURES: Each staff member is asked to participate on one of three school committees: Literacy, Numeracy, or Behaviour (EBS). These committees meet four times a year to discuss goals, progress, resources, needs and concerns.

DANCES: For Halloween and the Grade 6 Year-End celebration, dances are planned by Grade 5/6 students and teachers, where social skills are taught.

EBS/PBS: The entire school population is part of EBS (Effective/Positive Behaviour Support). Students are reminded of school-wide expectations on the morning of the second day of school, where they rotate through 10 settings. From the school bus to the gymnasium to the hallway, every staff member teaches the students about the EBS "Behaviour Matrix". Held on the third day, a school-wide assembly reinforces a team approach to "raising the bar in social responsibility". Shared leadership and shared language have made this a highly successful program at Belgo. All families are encouraged through an incentive program to post the Matrix on their fridge at home and discuss the behaviours with their children.

ENVIRONMENTAL DUTY: Each Friday, students in our Grade 3/4 French Immersion class are responsible for gathering recyclable items throughout the school. Leadership students and the P.A.C. collect our juice boxes aluminum cans for recycling. Classes are also scheduled on a weekly, rotational basis to do "environmental clean-up" of our playgrounds.

ÉTOILES BELGO STARS: In cooperation with our EBS program, these are the coveted recognition for positive behaviour, which enters students in a weekly draw for prizes during our Tuesday school-wide assembly. A student contest was held to rename the award for something more bilingual and inspiring.

FOSTER CHILD: Approximately \$600 is raised annually through fundraisers to support Belgo's foster child.

FUN FAIR: Held after-school in the spring, this highly anticipated event incorporates a theme with a variety of amusements and activities for students and families.

GREEN TEAM: Sponsored by Mme Stacey Lea and Mrs. Gillian Hayward, this team of Grades 3-6 students have raised awareness of environmental issues by hosting a Christmas Card Crafts, Tote Your Trash Day, Litterless Lunches and a Recycled Art contest.

JUST FOR KIDS: Published in the Daily Courier, staff and students worked together to produce this celebration of activities at Belgo. Articles and photos covered the Musical Matinée, Green Team, tongue twisters and artwork, in the March issue.

LEADERSHIP: This year shows another high level of participation in our Grade 5/6 leadership group. Students are involved in promoting school spirit, raising money for charity, attending conferences, and promoting social justice and school safety.

MATH CONTESTS: Grade 5/6 French Immersion students participate in the Pythagorean and Fibonacci math contests every year.

MATH MANIA: The staff hosted another afternoon of Math Mania, where each class rotated through three different classrooms, learning a different card or dice game that built on math skills. Instructions to all games were sent home to families

MUSIC PROGRAM: Every child in every grade receives weekly instruction from music specialist, Mrs. Vecchio. The music room inventory includes tambourines, rhythm sticks, Orff instruments – bass xylophones and alto xylophones, "boomwhackers", piano, drums and a full drum set.

MUSICAL MATINÉE: Mrs. Vecchio annually puts on a spectacular event that showcases the talents of Belgo students. This year's theme was Music Across the Decades, featuring an airband competition of music from the 1940s to 1980s.

PARENT "MEET and GREET": On the first morning of school, P.A.C. sponsors this opportunity for parents to interact over coffee and muffins.

PRIMARY PLAY DAY: Organized by staff and parents, this spring event involves engaging all the primary students in a half-day of cooperative play and friendly competition, with a mix of grade groupings.

SPELL-a-THON: This popular PAC fundraiser returned this year with excellent participation from Belgo students. Practicing their set words for the week, students competed against themselves to meet sponsorship goals. The fundraiser brought in approximately \$6000 this year.

SPIRIT TREE/ASSEMBLIES: Across from our office sits Belgo's Spirit Tree. The EBS committee chose to focus on the 5 Cs (Caring, Common Sense, Cooperation, Courtesy and Consideration). Once a month, this theme is presented and modeled in assemblies through role-playing, discussing and watching video. Students who have demonstrated the focus behaviour are recognized by having a decoration with their name and photo placed on the Spirit Tree.

SCHOOL SERVICE: A collection of selected student leaders are trained in hall, lunch and office monitoring, flag maintenance and etiquette, and audio-visual technology.

TOONIE PIZZA OPEN HOUSE: This now five-year old tradition yields a large turnout of families in the second week of school.

WORK ETHIC AWARDS: To receive a work ethic award at Belgo, intermediate students must obtain all Gs (good) or all but 1 G in all subject areas. Those students who achieve this in all 3 terms are recognized as Work Ethic Superstars in the Year End Celebration Assembly.

YEAR-END GR. 6 CELEBRATION: Held strictly for the Grade 6 students, this evening event has a dinner and dance component.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

- Summary of Achievements in Relation to READING Target(s):

REPORT CARDS: an average of 80% of primary students fully meeting or exceeding expectations and 90% of intermediate students at a C or better in Language Arts/Reading; and an average of 85% of intermediate males at a C or better in Language Arts/Reading

- Term 1/07: 69 % in Primary Reading, 87% in Intermediate Reading with 78% males
- Term 2/08: 81 % in Primary Reading, 79% in Intermediate Reading with 71% males
- Term 3/08: 70% in Primary Reading, 86% in Intermediate Reading with 81% males
- Term 1/08: 85% in Primary Reading, 75% in Intermediate Reading with 71% males
- Term 2/09: 80% in Primary Reading, 80% in Intermediate Reading with 72% males

READ NATURALLY: an average gain of 40% in fluency for participating students

- 07/08: Average increase of 46%
- Term 1/ 08: Average gain of 40%
- Term 2/08: Average gain of 36%

SUCCESSMAKER: an average individual student gain from September to June of 0.5 of a grade level for participating students

- Jan/09: Average gain of 0.4
- Mar/09: Average gain of 0.6

LITERACY SCREENERS: 30% reduction in at-risk students from September to June

- English Ks: 4 Grade 1s: 5 Grade 2s: 4 Grade 3s: 4

- French Ks: 8 Grade 1s: 0 Grade 2s: 1 Grade 3s: 4

CAT3: an average of 88% at stanine 4 and above for Grades 3-6 Reading for participating students; and an average of 85% of males at stanine 4 and above for Grades 3-6 Reading

- Grade 3 – 92%, Grade 4 – 95%, Grade 5 – 80%, Grade 6 – 85% MALES – 74%

- Summary of Achievements in Relation to NUMERACY Target(s):

REPORT CARDS: an average of 80% of primary students fully meeting or exceeding expectations and 88% of intermediate students at a C or better in Numeracy; and an average of 83% of intermediate females at a C or better in Numeracy

- Term 1/07: 81 % in Primary Numeracy, 84% in Intermediate Numeracy with 93% females
- Term 2/08: 90 % in Primary Numeracy, 86% in Intermediate Numeracy with 71% females
- Term 3/08: 71% in Primary Numeracy, 81% in Intermediate Numeracy with 77% females
- Term 1/08: 78% in Primary Numeracy, 85% in Intermediate Numeracy with 91% females
- Term 2/09: 81% in Primary Numeracy, 87% in Intermediate Numeracy with 89% females

SUCCESSMAKER: an average individual student gain from September to June of 0.5 of a grade level for participating students

- Jan/09: An average gain of 0.16
- Mar/09: An average gain of 0.19

CAT3: an average of 88% at stanine 4 and above for Grades 3-6 Numeracy for participating students

- Grade 3 – 87%, Grade 4 – 87%, Grade 5 – 80%, Grade 6 – 84%

OTHER AREAS OF FOCUS:

- Behaviour (EBS/PBS) and Social Responsibility
- Healthy Schools

- Summary of Achievements in Relation to BEHAVIOUR Target(s):

- BEHAVIOUR COMMITTEE: This long-standing committee continues to meet to discuss, monitor, and discourage negative behaviours, as well as encourage positive behaviours.
- ÉTOILES BELGO STARS: Belgo continues to identify and reward students for positive behaviour using the EBS/PBS model. Last year, the program received a "facelift", as there was a school-wide contest to rename our "Scooby-Doo". The new award is called an "Étoile Belgo Star". Staff members given an étoile or star to students who have demonstrated positive behaviour. These are placed into classroom draw-boxes and names are drawn weekly for prizes.
- SPIRIT TREE: This year, our EBS Committee introduced the concept of a Spirit Tree to recognize positive behaviour. Every 2 months, there is a new school-wide focus, such as Kindness, Respect, or Responsibility. These are introduced and explained at a Spirit Assembly. Teachers choose students who have demonstrated this quality and then place students' name and photos on a decoration that is then hung on the Spirit Tree.

- **SUSPENSIONS/TRAILERS:** While we have noticed an increase in suspensions (10) from the previous year, it is worth noting that these incidents involve four students, three of whom are designated behaviour students. We continue to monitor our "trailers" which have identified the areas of rough play, disrespect and disobedience as being areas of concern.

- **WORK ETHIC AWARDS:** Belgo continues to recognize students who have demonstrated excellent work ethic each term. Approximately half of the intermediate population typically earns a Work Ethic Award which is announced during our regular Spirit Assemblies and published in our monthly newsletter. An analysis of the last two terms indicates that there are higher percentages of French Immersion than English and females than males that receive this award.

- Summary of Achievements in Relation to HEALTHY SCHOOLS Target(s):

- **ACTION SCHOOLS:** Last year, Belgo registered as a B.C. Action School, and the entire staff received training from District Health Coordinator, Janelle Zebedee. The School also received "action bins", which promote healthy activities both in and out of the classroom.

- **ATHLETICS:** The 2008/2009 school year has seen the participation of Belgo students in team sports such as Basketball and Volleyball, as well as individual pursuits such as Cross-Country Running and Track and Field.

- **GRADE 6 CAMP-OUT:** Each year, Grade 6 students participate in an overnight, outdoor adventure at places like 8-mile Ranch, Camp Dunlop and, this year again, Camp Owaissi.

- **HOT LUNCH:** The coordinators of this program continue to take great pains to search out and offer only healthier food choices for this program.

- **INTERMEDIATE TRACK FIELD:** During three weeks of specialized training, all intermediate students participate in a variety of Track and Field stations culminating in a competition at the Apple Bowl with a partner school. In 2009, Belgo will again be competing with Glenmore Elementary. This year, Belgo will again be sending students to the district's Track and Field meet.

- **INTRAMURALS:** Thanks to our Leadership students and two of their sponsors, Mrs. McCrady and Mrs. Greenberg, Belgo hosted weekly lunch-hour intramurals from January to March. Activities included Volleyball, Basketball, Handball and Floor Hockey.

- **PRIMARY GAMES:** Thanks again to our Leadership team, Belgo hosted weekly lunch-hour Primary Games that included a variety of activities, such as Soccer, Floor Hockey, Frisbee/Bean-Bag Toss, Obstacle Course, Dance Contest, Skipping, Gymnastics, Three-Legged Races, and so much more.

- **TERRY FOX RUN:** In its seventh year of participation, the Terry Fox Run is especially meaningful for Belgo, because three of our students have lost their lives to cancer. Belgo has raised an average of \$300.00 each year to the Terry Fox Foundation.















- **TUCK SHOP:** The Tuck Shop has maintained its mandate to meet the Healthy Food Guidelines, providing ONLY healthy snacks for students to purchase on Wednesday afternoons. Including items like yoghurt tubes, fruitios, fruit and granola bars, the Tuck Shop has been pleased to note that there continues to be an increase in sales over previous years.

- **WALK TO SCHOOL CHALLENGE:** This fall event challenges students and families to engage in healthy, environmentally-friendly transportation alternatives. Once again, we were recognized by the City of Kelowna for our outstanding participation.

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To improve the number of students meeting and exceeding expectations in Reading.				
1.5 Report Cards - Primary Reading	3/13/2009	80	80	 On Target
1.4 Read Naturally	3/13/2009	36	40	 Warning
1.2 FSA - Reading	2/27/2009	88	85	 On Target
1.8 SuccessMaker - Reading	3/13/2009	.63	.5	 On Target
1.3 Literacy Screener	9/29/2008	30	21	 Off Target
1.1 CAT3 - Reading	5/30/2008	88	88	 On Target
1.6 Report Cards - Intermediate Reading	3/13/2009	80	90	 Off Target
1.7 Report Cards - Intermediate Reading (Males)	3/13/2009	72	85	 Off Target
NUMERACY				
To improve the number of students meeting and exceeding expectations in Numeracy				
2.1 CAT3 - Math	5/30/2008	84	88	 Warning
2.6 SuccessMaker - Math	5/5/2009	.35	.5	 Warning
2.4 Report Cards - Intermediate Math	3/13/2009	87	88	 Warning
2.3 Report Cards - Primary Math	3/13/2009	81	80	 On Target
2.5 Report Cards - Intermediate Math (Females)	3/13/2009	89	83	 On Target
2.2 FSA - Math	2/27/2009	81	85	 Warning

STUDY



Results

sustaining improvement

READING:

- **Report Cards:** We continue to see very high percentages of our students meeting and exceeding expectations in Reading. With our focus on improving the number of students fully meeting expectations, we have seen improvements here as well. The first two terms of this year, we have met our goal of having 80% of our primary students fully meeting expectations. We have not, however, met our intermediate goals of having 90% of intermediate students (and particularly 85% of intermediate males) achieving a C or higher in Reading.
- **Read Naturally:** Results over the last four years indicate that our students increase their reading fluency on average by 30-62%. The last two sessions have resulted in fluency gains of 40 and 36 words per minute. Far more English than French Immersion students tend to participate in this program for at-risk readers; however, French Immersion students tend to see higher gains. While there is no question that students' reading and comprehension improve, often significantly, through participation in this program, it is important to note that Read Naturally is not a "quick-fix".
- **SuccessMaker:** Our new goal of increasing by 0.5 of a grade level in Reading is on-track, as it was achieved before March.
- **CAT3:** Our goal of 88% of students at stanine 4 and above was met with strong results in last spring's Grade 3s and 4s, average results in Grade 6s and lower results in Grade 5s.

NUMERACY:

- **Report Cards:** We continue to see high percentages of our students meeting and exceeding expectations in Math. With our focus on improving the number of students fully meeting expectations, our progress has been on-track. The first two terms have seen the percentage of primary students fully meeting hovering around our 80% goal, and the percentage of intermediate students with a C or higher in Math has been close to our goal of 88% with our intermediate females far surpassing the goal of 83%
- **SuccessMaker:** While it appears that we are far from our goal of increasing by 0.5 of a grade level by June, many classes focus on Reading for the first half of the year. We see no reason why this goal will not be achieved by the end of the school year.
- **CAT3:** Our goal of 88% of students at stanine 4 and above was close to being met by last spring's Grade 3s and 4s with lower results in the Grade 5s and 6s.

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



Alignment: LITERACY

SMART Goal: To improve the number of students meeting and exceeding expectations in Reading.

Rationale:

An overall analysis of school, provincial, and standardized data continues to identify Reading as an area of growth for our students. A disaggregation of the historical data indicates that typically females outperform males and French Immersion students outperform English students.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
1.1 CAT3 - Reading	5/30/2008	88	88	On Target
1.2 FSA - Reading	2/27/2009	88	85	On Target
1.3 Literacy Screener	9/29/2008	30	21	Off Target
1.4 Read Naturally	3/13/2009	36	40	Warning
1.5 Report Cards - Primary Reading	3/13/2009	80	80	On Target
1.6 Report Cards - Intermediate Reading	3/13/2009	80	90	Off Target
1.7 Report Cards - Intermediate Reading (Males)	3/13/2009	72	85	Off Target
1.8 SuccessMaker - Reading	3/13/2009	.63	.5	On Target

Alignment: NUMERACY

SMART Goal: To improve the number of students meeting and exceeding expectations in Numeracy

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
2.1 CAT3 - Math	5/30/2008	84	88	Warning
2.2 FSA - Math	2/27/2009	81	85	Warning
2.3 Report Cards - Primary Math	3/13/2009	81	80	On Target
2.4 Report Cards - Intermediate Math	3/13/2009	87	88	Warning
2.5 Report Cards - Intermediate Math (Females)	3/13/2009	89	83	On Target
2.6 SuccessMaker - Math	5/5/2009	.35	.5	Warning

Goals

sustaining improvement

READING:

Primary Report Cards: a 25% annual reduction in the number of primary students not yet meeting and approaching expectations in Reading as measured on year-end report cards

Intermediate Report Cards: a 25% annual reduction in the number of intermediate students achieving a C- or F in Reading as measured on year-end report cards

Read Naturally: an average gain of 40% in fluency for participating students

SuccessMaker: an average individual student gain from September to June of 0.5 of a grade level for participating students

Early Learning Screener: a 25% reduction in at-risk Kindergarten students from September to June

NUMERACY:

Primary Report Cards: a 25% annual reduction in the number of primary students not yet meeting and approaching expectations in Mathematics as measured on year-end report cards

Intermediate Report Cards: a 25% annual reduction in the number of intermediate students achieving a C- or F in Mathematics in mathematics as measured on year-end report cards

SuccessMaker: an average individual student gain from September to June of 0.5 of a grade level for participating students

Rationale

sustaining improvement

An overall analysis of school, provincial, and standardized data continues to identify Reading as an area of growth for our students.

Report Cards:

We continue to see exceptionally high percentages of our students that are meeting or exceeding expectations in Reading, but a deeper analysis quickly reveal that a significant percentage of these students are only minimally meeting expectations. A trend analysis of the last 5 terms indicates some improvements in the primary grades with concerns still existing in the intermediate grades particularly with boys. More often than not, French Immersion outperform English students. Furthermore, high percentages of our Aboriginal students are not yet fully meeting expectations in Reading.

Literacy Screeners:

Historically, Belgo has had a higher percentage of students at-risk than the district averages. Again, the data indicates more males than females at-risk, more English than French Immersion.

CAT3:

Historically, our CAT3 Reading results tend to be well above national averages, while they fluctuate around district averages, depending on the grade or year. A disaggregation of data trends indicates that females outperform males and French Immersion outperform English.

An overall analysis of school, provincial, and standardized data also identifies Numeracy as an area of growth for our students.

Report Cards:

We continue to see exceptionally high percentages of our students that are meeting or exceeding expectations in Numeracy, but analysis again reveals that a significant percentage of these students are only minimally meeting expectations. Historical trendlines continue to indicate that French Immersion students typically outperform English students. A further analysis of the last two terms indicates high percentages of our intermediate males and Aboriginal students not yet fully meeting expectations in Numeracy.

CAT3:

Historically, our CAT3 Numeracy results tend to be well above national averages, while they fluctuate around district averages, depending on the grade or year. A disaggregation of the data indicates that females and males performed similarly and French Immersion outperformed English.

Data

sustaining improvement

	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



Strategies and Structures:

To improve the number of students meeting and exceeding expectations in Reading.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Read Naturally program	Leanne Zorn/	1/9/2006	6/25/2010	In-Progress	High	90		★	★
Learning Assistance	Leanne Zorn/	9/2/2008	6/24/2011	In-Progress	High	90			★
Home Reading Program	Leanne Zorn/	1/3/2006	6/24/2011	In-Progress	Low	90			
SuccessMaker	Leanne Zorn/	1/9/2006	6/25/2010	In-Progress	High	90		★	★
Quality Assessment	Leanne Zorn/	9/4/2007	6/25/2010	In-Progress	Medium	40		★	★
Skopus/Skovision & Data Warehousing	Leanne Zorn/	5/5/2008	6/25/2010	In-Progress	Medium	30			
STAR Reading program	Leanne Zorn/	1/7/2008	6/26/2009	In-Progress	Low	40			
Literacy & Numeracy Support	Leanne Zorn/	9/3/2007	6/26/2009	In-Progress	Medium	90			
La Roue program	Leanne Zorn/	9/2/2002	6/24/2011	In-Progress	High	90		★	
Reading Power	Leanne Zorn/	11/5/2007	6/25/2010	In-Progress	Medium	40	2,500	★	
Reading Buddies	Leanne Zorn/	9/4/2006	6/25/2010	In-Progress	Low	90			
School-Based Team	Leanne Zorn/	5/5/2008	6/24/2011	In-Progress	High	75			
Library Program	Leanne Zorn/	9/6/2005	6/24/2011	In-Progress	High	90	50,000		
Quigley Literacy Centre	Leanne Zorn/	9/5/2005	6/25/2010	In-Progress	Medium	90			★
Guest Authors & Readers	Leanne Zorn/	9/6/2005	6/24/2011	In-Progress	Low	90	5,000		
SMART Board Technology	Leanne Zorn/	9/2/2008	6/24/2011	In-Progress	Medium	20	10,000	★	★
Literacy Screeners	Leanne Zorn/	9/6/2005	6/24/2011	In-Progress	High	90	5,000		
Literacy Committee	Leanne Zorn/	9/4/2007	6/24/2011	In-Progress	Medium	90	7,500		
Battle of the Books	Leanne Zorn/	10/1/2007	6/29/2012	In-Progress	Low	90			

To improve the number of students meeting and exceeding expectations in Numeracy

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Learning Assistance	Leanne Zorn/	9/2/2008	6/24/2011	In-Progress	High	90			★
SuccessMaker	Leanne Zorn/	1/9/2006	6/25/2010	In-Progress	High	90		★	★
Quality Assessment	Leanne Zorn/	9/4/2007	6/25/2010	In-Progress	Medium	40		★	★
Skopus/Skovision & Data Warehousing	Leanne Zorn/	5/5/2008	6/25/2010	In-Progress	Medium	30			
Literacy & Numeracy Support	Leanne Zorn/	9/3/2007	6/26/2009	In-Progress	Medium	90			
School-Based Team	Leanne Zorn/	5/5/2008	6/24/2011	In-Progress	High	75			
Math Makes Sense	Leanne Zorn/	9/6/2005	6/25/2010	In-Progress	Medium	90	40,000	★	
SMART Board Technology	Leanne Zorn/	9/2/2008	6/24/2011	In-Progress	Medium	20	10,000	★	★
Math Mania	Leanne Zorn/	2/6/2007	4/2/2010	In-Progress	Medium	90	1,000		
Cooperative Problem-Solving	Leanne Zorn/	1/5/2009	6/25/2010	In-Progress	Medium	20		★	
Math Manipulatives and Games	Leanne Zorn/	9/6/2005	6/26/2009	In-Progress	Medium	90	2,000	★	
Numeracy Committee	Leanne Zorn/	9/4/2007	6/24/2011	In-Progress		90	7,500		

Strategies

meeting expectations

Reading

- Non-enrolling staff (LAT, Teacher-Librarian, CEAs and principal) will continue Read Naturally intervention to identified students in 8 week rotations. Funding will be allocated to ensure continuing the allocation of extra CEA time for Read Naturally support. This program will continue to focus on both fluency and comprehension.
- The Learning Assistance Teacher (LAT) will continue to deliver intensive reading intervention to homogeneous groupings of students with the highest needs, based on assessments such as Literacy Screener, Read Naturally, SuccessMaker, CAT3 and report cards.
- Grade 3-6 French Immersion and Grades 1-6 English classes will continue to use the SuccessMaker program. New teachers will continue to receive training in this program. Staff will continue to receive in-service on how to extract performance reports on individual students' course level, effort, areas of concern, and progress-to-date. The I.P.M. (Initial Placement Motion) will be redone for all students in September to get an accurate concept of individual placement and gains. Based on students' needs, teachers will establish whether students should be working on Reading or Math.
- Teachers may use STAR Reading to provide a further "snapshot" students' individual reading progress and track growth on a monthly, term or yearly basis.
- French Immersion teachers will continue to use La Roue, a reading methodology proven tremendously successful for primary French Immersion students.
- Staff development will continue to be supported in the area of Quality Assessment/Assessment for Learning. To date, all teachers have received a copy of Anne Davies' book, Making Classroom Assessment Work. Two staff members attended Faye Brownlie's two full-day Leadership for Learning sessions, as well as Tom Guskey's half-day workshop. Many staff members further attended Tom Guskey's keynote and workshop on the February Pro-day. Staff have received multiple Professional Learning Community and staff meeting time further exploring the concepts.
- Staff will further explore and implement Adrienne Gear's Reading Power, so that there is a system-wide approach and common language towards teaching reading. French and English versions of her books have been purchased for staff members and the teacher-librarian has created book bins with multiple "gems" for teaching each of the reading powers. The teacher-librarian is also teaching the reading powers during teacher prep.
- Peter DeVries has been piloting SMART board technology to further engage student learning. The PAC will be installing another SMART board in the library, so that every student and staff member has the opportunity to utilize this resource.
- French and English guest authors and readers will continue to be invited as regular presenters to promote reading. Whenever possible, male presenters (such as the Kelowna Rockets or UBCO Heat) will be sought, with a hope that boys will especially be inspired.
- The teacher-librarian continues to sponsor teams of motivated and/or gifted readers to participate in the district's Battle of the Books.
- Whenever possible, at-risk readers will participate in intensive intervention through the Quigley Literacy Centre.

Numeracy

- Classes continue to use SuccessMaker Math Concepts and Skills to instruct students' in math skills and track progress.
- LAT will continue to deliver intensive numeracy intervention to homogeneous groupings of students with the highest needs, based on assessments such as report cards, SuccessMaker and CAT3. One of the strategies is for students to "over learn" math concepts, until they become ingrained.
- Primary teachers will continue to be supported in using Trevor Calkins' Power of 10 teaching materials. To date, all teachers have received the learning resources, and collaborative teaching time with the Learning Assistance teacher to implement them. Teachers are speaking very positively of the program, and are looking forward to taking it "to the next level".
- Intermediate teachers will continue to be supported in teaching through problem-solving. Intermediate teachers will continue to receive collaborative teaching time with the Learning Assistance teacher and Principal.
- Classroom teachers will continue to be supported in using Math Makes Sense and Mathématiques. In addition to district workshop opportunities, staff have been provided with the latest WNCP learning resources.

Structures

meeting expectations

Reading

- Release time will continue to be provided to primary teachers to utilize the district's Early Learning screener, as well as the Alpha-Jeunes reading assessments to identify at-risk students and to evaluate progress. Next year, we will look at doing the fall screener in its entirety for Kindergarten and new students, and just the PM Benchmarks for the remainder. The spring screener will be done in its entirety for all primary students.
- The school will continue to support a Home Reading program for interested classes, especially at the primary level. Student agendas will continue to have a monthly calendar to track reading, and funding will be offered to purchase incentives.
- The library continues to supplement its excellent collection with a wide variety of French and English books. The teacher librarian will continue searching for captivating reading materials, including popular culture, science fiction, non-fiction and best-sellers.
- It is hoped that there will again be extra funding available to increase both Learning Assistance and Literacy Support time by 0.1 FTE next year as another intervention for at-risk students.
- New teachers will continue to be provided with in-service and/or support to implement strategies such as SuccessMaker, Early Learning Screeners, STAR Reading, La Roue,
- Reading "buddies", which match intermediate students with primary students, continue to be used as an opportunity to reinforce reading fluency and comprehension.
- The staff's Literacy Committee continues to meet regularly to evaluate progress, research best practice and plan for improvements. The committee would also like to investigate how to improve results with intermediate boys.
- Tips for promoting literacy will continue to be provided in monthly newsletters.
- Our Aboriginal CEA continues to support at-risk aboriginal students.
- English as a Second Language support continues to be provided to at-risk ESL students.
- School-Based Team Meetings will occur bi-monthly to develop plans to support students at-risk in literacy.

Numeracy

- Building on the success of our highly successful Family Games Night in 2007, staff will continue to host a school-wide afternoon of Math Mania. All students rotated through three different classes learning games with cards, dice, chips and other manipulatives, which were aimed at increasing computational and problem-solving skills. Each family received a booklet with instructions to all of the games, so that these could continue to be played at home. Next year, the instructions will be put on the school's website to save paper.
- Through release time, assemblies or staff meetings, teachers continue to collaborate regarding best practice, goal setting, progress and in-service. On the September implementation day, teachers received a workshop from Lorraine Baron, District Numeracy Coordinator, on teaching basic facts by constructing meaning rather than teaching an algorithm.
- The Numeracy Committee continues to meet regularly to evaluate progress, research best practice and plan for improvements.
- Tips for promoting numeracy will be provided through take-home literature and monthly newsletters.
- School-Based Team Meetings will occur bi-monthly to develop plans to support students at-risk in Numeracy.

Coherence and Alignment

meeting expectations

Both our Reading and Numeracy goals align well with the district's goals around Literacy and Numeracy. Our decision to focus specifically on Reading reflects the needs of our school population. Furthermore, our most recent report card indicators of reducing at-risk students by 25% directly correlate to the district's Numeracy targets. Lastly, many of our strategies and structures, including Assessment for Learning, Read Naturally, Literacy Screeners, and Math Makes Sense, are directly correlated with district strategies and structures.

	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

approaching expectations

The School Planning Council developed goal and performance indicators with input from the learning community (staff, parents, and students).

Based on available data throughout the year, parents have been consulted regularly regarding goal development, performance indicators, and strategies/structures during monthly PAC meetings.

Dialogue and communication

meeting expectations

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

Progress regarding performance indicators is provided at monthly PAC and staff meetings.

Individual reports for 2008 CAT3 and 2009 FSA results were provided to parents.

Reading and Numeracy initiatives and progress regarding performance indicators is provided through monthly newsletters and our school website.

Local businesses, such as The Bean Scene, McDonald's, and WalMart, have been involved in supporting the school and its goals.

Leadership

meeting expectations

Based on available data throughout the year, staff has been consulted regarding goal development, performance indicators, strategies and structures during the September implementation day and subsequent Literacy, Numeracy and Behaviour Committee meetings, as well as Professional Learning Community time. This collaboration and consultation continues regularly at monthly staff meetings.

Building leadership capacity within the school has continued to achieve better results and increase ownership of our goals and focuses:

- Lauren McCrady's Professional Growth Plan focussed on Quality Assessment this year. She presented related strategies during Professional Learning Community time. Also, as our school's Literacy Representative, Lauren also presented several mini-workshops on Literature Circles and Reading Power.
- Gillian Hayward, our teacher-librarian, has been teaching Reading Power strategies to all students during prep time. She has also created primary and intermedate bins of "gems" related to each of the reading powers.
- Aline Grigg, our Learning Assistance teacher, has co-taught the Power of 10 and cooperative problem-solving strategies with the staff.
- Peter DeVries continues to provide leadership in the area of technology. This year, he has piloted and shared his successes with SMART board technology.
- Stacey Lea has been a passionate member of the Behaviour committee and leader in Positive Behaviour Support, bringing to fruition a number of our current school-wide strategies.
- Darquise Patenaude has continued to provide leadership in the area of French Immersion.
- Jean-Yves Pineault has continued to provide leadership in the area of Active and Healthy living through coaching, role modelling and organizing.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
IALOGUE 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				••
PLAN	Goals				••
	Rationale				••
	Data				••
DESIGN	Strategies			••	
	Structures			••	
	Coherence and Alignment			••	
ACT	Dialogue and communication			••	
	Parent involvement		••		
	Leadership			••	

CERTIFICATIONS

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

Belgo Elementary School

School Planning Council:

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

_____	_____	_____
Student Member's Name (Print) (grades 10-12 school)	Signature	Date

_____	_____	_____
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.

_____	_____	_____
Principal's Name (Print)	Signature	Date

Board of Education representative at the SPC review meeting:

_____	_____	_____
Principal's Name (Print)	Signature	Date

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: Rationale

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?

