

SCHOOL PLANNING COUNCIL REPORT

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

BANKHEAD ELEMENTARY

April 28, 2009

School Goals for 2008/2009

- To increase the number of students meeting or exceeding expectations in Numeracy;
- To maintain or increase the number of students meeting or exceeding expectations in Literacy; and
- To maintain or increase the number of students meeting or exceeding expectations in Social Responsibility.

School Mission Statement

**Together we are partners in learning,
encouraging personal best.**



“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.”

GOALS AND FOCUS 2008/2009

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 2012, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8.

- June 2008 – 85%
- June 2009 – 86%
- June 2010 – 87%
- June 2011 – 88%
- June 2012 – 89%

2) By June 2012, 95% of our students who begin grade 10 in our schools and then remain in our District for the next three years will successfully graduate or earn their school completion certificate.

3) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8.

- June 2008 – 63%
- June 2009 – 67%
- June 2010 – 71%
- June 2011 – 75%
- June 2012 – 79% (*This specific target has not been identified in our Enhancement Agreement.*)

4) By June 2012, 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 Grade 8 – currently 3-year average is 88%
- 90% in Grade 9 – currently 3-year average is 81%
- 85% in Grade 10 – currently 3-year average is 69%
- 80% in Grade 11 – currently 3-year average is 65%

5) By June 2009, grade readiness for each school’s cohort in grade 8 – 11 will increase based on the passing rate in all five core subjects.

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

- 1) 95% of the primary students meeting or exceeding grade level expectations on the primary benchmarks by June 2011.
- 2) 90% of students grade 4 – 9 meeting or exceeding writing performance standards by June 2011.
- 3) 90% of Grade 10 students completing their English graduations requirements in their appropriate year by June 2011.

The School District will measure both school and District progress toward meeting these long-range indicators on a yearly basis.

In support of this goal, the School District will:

- Continue to support all teachers (cross-curricular through professional development and in-service activities) to increase student engagement in learning;
- Continue to support the teachers and administrators to apply the Quality Assessment strategies to increase student’s ability to articulate what they have learned, and what skills and knowledge they will need to improve their literacy skills; and
- Continue to expand the Early Learning and K – 12 initiatives to increase the involvement of parents in their children’s educational journey, with an emphasis on supporting literacy.

C. NUMERACY - The School District will establish a formal, grade-to-grade Numeracy monitoring plan applicable to each student in our system from Kindergarten to Grade 12; and 100% of our students at-risk in Numeracy will be identified annually and supported through school-based and/or district intervention strategies beginning in 2008/2009.

2008/2009:

- Develop a process for monitoring the numeracy achievement of every student.
- Analyze current sources of student performance data (e.g. report card results, local, provincial and standardized assessments, etc) and investigate other possible sources.
- Develop an early Numeracy Screener.
- Identify annually 100% of our students at-risk in Numeracy and support them through school-based intervention strategies.
- Develop district-based intervention strategies for supporting at-risk students in Numeracy.

2009/2010:

- Establish baseline data with a balance between local, provincial and standardized assessments.
- Pilot/Field-test the early Numeracy Screener.
- Identify annually 100% of our students at-risk in Numeracy and support them through school-based and/or district-based intervention strategies.

2010/2011:

- Determine meaningful achievement targets with a balance between local, provincial and standardized assessments.
- Fully implement the Early Numeracy Screener.

DISTRICT FOCUS 2008/2009

- The Board work to improve student success by connecting students to a variety of learning opportunities by establishing new schools of choice or programs of choice within each region of the School District by 2010.
- The Board obtain and develop the highest quality staff by implementing a new employee recruitment portal, a national recruitment portal, and national recruitment strategy by June 2009, as well as providing mentorship for new employees.
- The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators (completion by June 2011).
- The Board implement the new District Health Promoting Schools Plan, with emphasis on promoting the physical health of students by having all schools fully implement student activity initiatives by September 2009, and by eliminating all man-made trans fats from foods prepared, sold or served at school by June 2009.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

- **Universal Design for Learning** - Bankhead is involved in a pilot program offered by SET BC (Special Education Technology) through the Ministry of Education. This program focuses on technology as the main tool to engage all types of learners in a classroom. Our school has a student population which has very diverse needs. The philosophy of this program allow us to use a wide variety of means to in which we help our students become successful learners.
- **Bankhead Community School Programs** - Our Community School offers programs after school hours for all aspects of our school community. Kids' Kamp is a licensed, out-of-school care program offered from 2:30-6:00 each day to 50 children in Kindergarten- Grade 6 and a wide variety of evening family and adult programs. A Kindercare program is provided for Kindergarten children that goes from the 11:00 Kindergarten dismissal to 2:30 when Kids' Kamp starts. The Community School Coordinator attends our PAC meetings thus ensuring the school, parent and community needs are being met. The programs are supervised by City of Kelowna Recreation Department staff.
- **Bankhead Family Place** – BFP offers opportunities for parents and children to play and learn together. The parent participation preschool provides the opportunity for parents to observe and interact with their children in a supported childcare environment. We are very excited about this valuable service that is provided to the Bankhead community.
- **Highly Transient population**- According to statistics presented by our Superintendent, the Bankhead area is the second most transient area in SD #23. At the time of this meeting Grade 6 – 47 % started in K and 55 % started in K or 1, Grade 5 – 40 % started in K and 53 % started in K or 1, Grade 4 – 55 % started in K and 62 % started in K or 1. Our yearly change ranges from 10 – 20 %.
- **Library**- Full Library access is offered to all students and their families. The library is open before school, at lunch and after school every day. The teacher-librarian is instrumental in organizing a home reading incentive program for Primary students and offering Library “events” such as book displays or book talks and other literacy promotions for students and staff throughout the school year. Our school Library is an integral part of Bankhead Elementary.
- **Parent Involvement**- Bankhead parents are involved at many levels in supporting our school, offering timely input and, often times, financial and volunteer support to shape some quality school programs and initiatives. Parent input (through surveys, focus groups, room parents and P.A.C. meetings) has helped to shape school decisions in regard to school goals, community school, parent orientation activities, and special events. We work closely with our PAC in the setting of their goals. Our parents are an integral part of the success of our school.

- Connections Project – Our Connections project evolved from our Social Responsibility Goal. We have a high percentage of change in our student population each year. Many of these students have diverse educational and emotional needs so we needed to address these issues. Also we believe that Connections fits into the Districts Goal of increasing the graduation rate. We believe that; if students are connected to their school they will behave better; they will work harder at their academics and they will assimilate new students more easily. And if students connect to their school at an early age, then they are more likely to connect to their school when they get older and increase the likelihood of them graduating on time.

School Performance Information

- Extracurricular events; house games, basketball, volleyball, cross country running, track & field (at the school and Apple Bowl), book club, writers club, computer club, crossing guards, office, library, and lunch monitors, recycling and leadership. These are some of the ways in which students contribute to the culture of our school.
- Spotlight and ArtWalk Assemblies – These assemblies are special to Bankhead. The students and parents look forward to them. Two more ways in which students can connect with their school.
- Student Leadership – Spirit days, Bankhead Week, Operation Pitch-In, Christmas Hamper, performing at school assemblies to promote our Connections’ themes. All of these are examples of the wide variety of quality opportunities students have to connect with their school.

PREVIOUS YEAR’S GOALS/AREAS OF FOCUS:

Goal Statement #1:

To maintain or increase the number of students meeting or exceeding expectations in Literacy.

Summary of Achievements in Relation to Target(s):

FSA and CAT scores showed us at or above the district average. The ANF five year review data showed that our students who were in the ANF program scored well above the district average in CAT3 and FSA test results. Reading scores at Dr. Knox are at or above the District average.

Goal Statement #2:

To maintain or increase the number of students meeting or exceeding expectations in Social Responsibility.

Summary of Achievements in Relation to Target(s):

Our school based parent survey has shown an increase in parent and student satisfaction with all aspects of our school for the past three years. We have reached our goal. We use our Connections Project as a basis or addressing the needs of our students in this goal area. Our statistics show that only 1.6 % of our students have ongoing behaviour issues and only 9% have been referred to the principal for serious issues.

Goal Statement #3:

To increase the number of students meeting or exceeding expectations in Numeracy

Summary of Achievements in Relation to Target(s):

Our students’ results have been inconsistent. Results have been group specific. Our CAT3 scores show weakness in basic skills and more strength in Mathematical concepts. Our students that have gone to Dr. Knox have shown the same weakness in basic computations.

Other Areas of Focus:

1) Healthy Schools: We have included programs to promote healthy students.

Summary of Achievements in Relation to Target(s):

We have not measured our activity specifically. Our FSA Satisfaction and our own PAC/SPC Surveys show good satisfaction with the amount and variety of physical activity. We have a school program in place to promote healthy eating at snack time. All of our students are meeting the Daily PE requirements.

2) Technology; Bankhead has shown tremendous leadership in SD #23 in the use of technology to meet the diverse needs of students.

Summary of Achievements in Relation to Target(s):

The staff has held two sessions for district teachers and has plans for more this school year. We have also hosted senior district staff, trustees, and 2 PAC groups to show what we are doing. We have contacted district technology staff to set up a system on First Class where staff can share ideas, resources, and ask questions.

Goals and Objectives

2007 - 2009

Goal: To increase the number of students meeting or exceeding expectations in Numeracy:

- Because of the transient nature of our student population, have a plan in place to do a file review of all new students and when necessary do an academic assessment.
- Survey parents about the affect of the games sent home on the students' attitudes toward numeracy with a goal of an 85% approval rate.
- Increase the number of students who are minimally in the fully meeting expectations category.
- Substantive change takes three years; monitor our students here and at Dr. Knox to see if the trend in basic computations is increasing.

Goal: To maintain or increase the number of students meeting or exceeding expectations in Literacy:

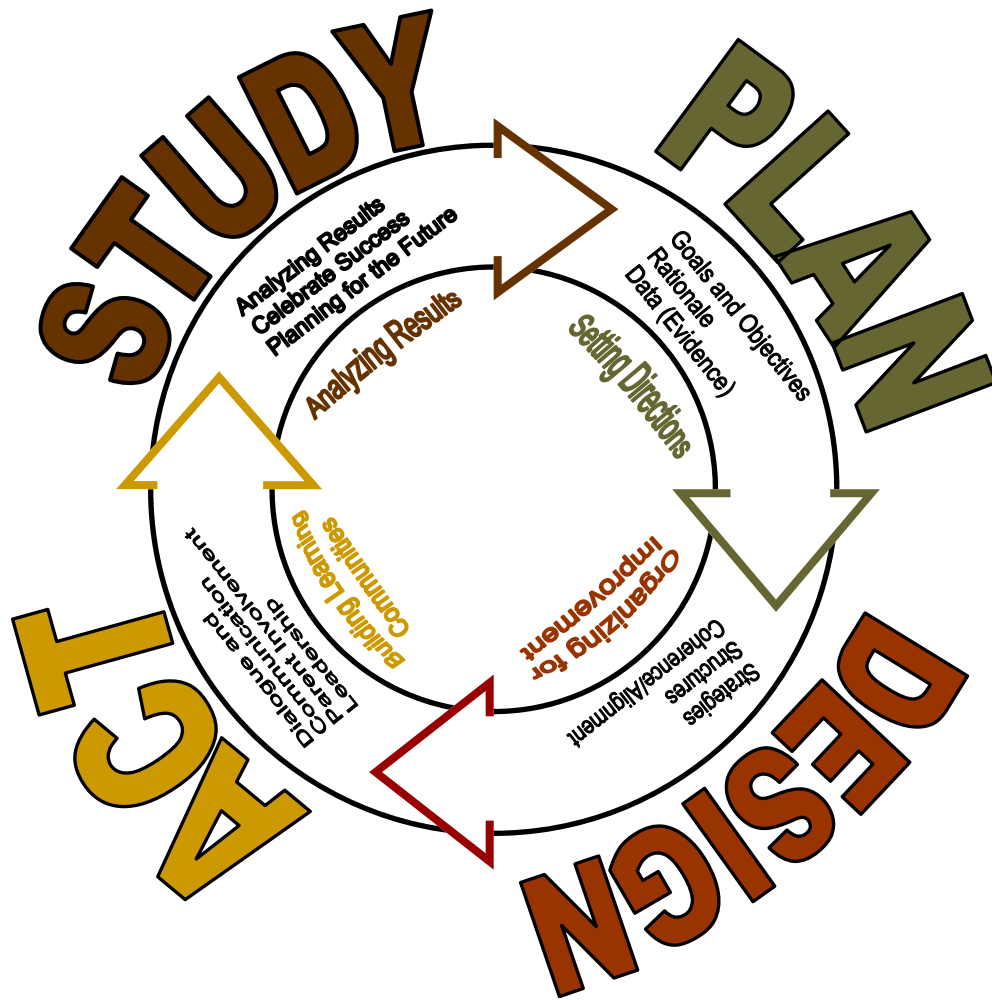
- Because of the transient nature of our student population, have a plan in place to do a file review of all new students and when necessary do an academic assessment.
- Increase the number of students who are exceeding expectations.

Goal: To maintain or increase the number of students meeting or exceeding expectations in Social Responsibility:

- Monitor all new students for behaviour and their assimilation into our school culture.
- 90% of all students referred to the office will not have another referral.
- 95% of all students referred to the office will not have more than 5 referrals.
- Use our SPC/PAC survey to measure student and parent satisfaction with our school. Using the 1 – 5 scale, we will have score of over 4.0 in satisfaction with the child feeling safe at school, the child likes to come to school and the child understands what is expected of them at school.

We recognize that we need to make our objectives for our goal areas specific to our school's needs

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?

Numeracy – Our results have been somewhat inconsistent. Last year we started to focus more on basic math skills and attitudes by introducing Math / Numeracy games to students and parents. Until last year our ANF status had kept most of our attention on Literacy. Our parent survey showed a 4.04 positive score on the Lickert scale. CAT3 results for last school year show basic skills in the high 70% as a average but 90% for Math concepts.

Literacy – On FSA, CAT3, and primary literacy screener assessments, our students score very closely or above the district average. Using the EDI index as one predictor our students should be scoring below the district average. Our results have shown that our students have been performing at the same or slightly higher over the past 4 years. Our goal was to get to the District Average.

Social Responsibility – Because of the highly transient nature of our student population this area will always need to be an area that needs to be addressed. Our PAC/SPC Parent survey shows an increase in parent satisfaction since the start of the survey 3 years ago. See school based data.

Evidence chosen for evidence

- ❖ SPC/PAC Parent Survey – we chose this survey because it tells us how our parents are feeling about the programs and general life here at Bankhead.
- ❖ CAT3 – We chose a standardized test so we can see how our students are doing in relation to our District and Canadian National scores of students who wrote these tests.
- ❖ ANF Review – we chose this review because the ANF project is a major part of our school so we need to see how it is working.
- ❖ Report card marks for this 2007/2008 and term 1 of 2008/2009

	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

Goals/Targets:

Numeracy will be our main area of focus this year, specifically basic computations has been the focus for this year. Literacy and Social Responsibility will be maintenance goals.

Rationale:

We have focused on Literacy and Social Responsibility over the past 3 years. These were pointed out as areas of concern when Mr. Tetreau was assigned to Bankhead. Literacy because we are an ANF school and the CAT3 and FSA Reading scores had gone down the previous 3 years. The 3 years since the scores have increased. We hope to maintain the gains in Reading and Social Responsibility and focus on Numeracy, specifically basic computations. Our results are consistent through FSA, CAT3 and the Dr. Knox Stanford Diagnostic tests. Our approach is to use Numeracy games as our vehicle because we hope to develop a more positive attitude toward Numeracy as well as improve basic computations. We have done inservice with staff with the games in Math Makes Sense, have created Math folders for each classroom and have sent home the Math games we focussed on in class. It is our hope that the parents will get the students to teach them the games. By getting the students to teach the parents that an affective attachment with be made with the Numeracy similar to the affective attachment with Reading through our Home Reading Plan.

Most challenged, Most able, Aboriginal

Generally our aboriginal students' results are very similar to the non-aboriginal students. We have a CEA in place to support aboriginal students who need an extra boost at times. Students who need extra help are supported in a variety of ways; primary students are part of the ANF program but we do refer primary students to our School Based Team (SBT) for support of classroom teacher; Gr. 4's receive extra help early in the school to aide with the transition to larger classes; we are piloting a technology project(Universal Design for Learning) to help students how; and we have Success Maker available to all students.

Disaggregated Data/Evidence

This is an area that we need to work on. We have done this generally but we think we can do more.

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

DESIGN

Organizing For Improvement

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:

Staff Development

- ❖ The introduction of the Teacher Learning Teams; Intermediates are based on UDL with Excellence in Writing being the focus and Primary focus has been the building of exemplars (with a focus on writing).
- ❖ Implementation Day focus on Numeracy. Our Numeracy committee had a parent on it.
- ❖ Professional Development section of Staff Meetings
- ❖ Cooperative planning time provided through Assembly Program and Team Planning release time.
- ❖ Intermediate and Primary teachers' meetings

Assessment

- ❖ Initial assessment for new students

Instructional Practises

- ❖ Reading Grouping & Fluency project
- ❖ Connections
- ❖ Numeracy games
- ❖ Gr. 4 – extra support in the classroom for September
- ❖ Pilot Programs – UDL and the integration of technology

Structures:

- ❖ Our goals are aligned with the District goals. Our Connections project relates directly to the Medicine Wheel idea that we need to consider the whole student.
- ❖ We have costs of our actions a part of each goal area action plan. We have been able to keep to our plan.

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?

Communication

- ❖ Community: member the advisory boards for Community School and Parent participation Preschool
- ❖ PAC : attend all PAC and PAC executive meetings; SPC – regular meetings; Parent Professional Development (Math Mania); Parent Lending Library; Newsletters
- ❖ Staff: regular full staff meeting, intermediate and primary teacher meetings; various committees
- ❖ Students: Student Leadership Club
- ❖ Community School staff attend PAC meetings

Leadership

- ❖ Staff Committees: Numeracy, Literacy, Connections, professional development at staff meetings
- ❖ Parents: Numeracy committee
- ❖ Student: Leadership Club, Safety Patrollers, Assembly Crew, Office and Library Monitors, Equipment Sign out monitors, Buddy Classes,
- ❖ UDL; staff leadership at the school and district level

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.	IALOGUE 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

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

School Name: **BANKHEAD ELEMENTARY**

School Planning Council:

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

Rachel Jantzen
Parent Member's Name (Print)

Signature

April 28, 2009
Date

Trevor Haaheim
Parent Member's Name (Print)

Signature

April 28, 2009
Date

Wendy Brown
Parent Member's Name (Print)

Signature

April 28, 2009
Date

Jim Klein
Principal's Name (Print)

Signature

April 28, 2009
Date

Superintendent or Assistant Superintendent:

I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

Hugh Gloster
Superintendent's Name or
Assistant Superintendent's Name

Signature

April 28, 2009
Date

Board of Education representative at the SPC review meeting:

Wayne Horning
Trustee's Name (Print)

Signature

April 28, 2009
Date