

SCHOOL PLANNING COUNCIL REPORT

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



BLACK MOUNTAIN ELEMENTARY - APRIL 16, 2009

Snapshot of School Goals for 2009/2010

#1 LANGUAGE ARTS

A. Oral Language (Speaking & Listening)

To continue to improve the percentage of students who meet or exceed expectations with respect to oral language skill development from kindergarten to grade two

B. Written Language

To improve the percentage of students who meet or exceed expectations with respect to written language skill development from grades three to six

C. Reading Comprehension (Maintenance Goal)

To continue to sustain a high level of achievement in reading comprehension at all grade levels

#2 NUMERACY (Maintenance Goal)

To continue to sustain a high level of achievement in numeracy skill development at all grade levels

School Mission Statement

At Black Mountain Elementary School we are committed to challenging students to strive for personal excellence. We are dedicated to developing the full potential of students by fostering their intellectual, aesthetic, physical and social development. Through the active and caring involvement of all members of the Black Mountain School community, we seek to instill in students the knowledge, skills and understanding necessary for lifelong learning, and to develop in students a sense of personal responsibility and a commitment to positive citizenship.



“Together We Learn”

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

“Our Mission: To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society.”

“Our Vision: School District No. 23 (Central Okanagan) is a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed.”

DISTRICT FOCUS 2009/2010

- The Board continues to implement a four-year comprehensive plan to improve classroom instructional practices through a focus on Quality Assessment and the use of Data Warehouse technology (Skopus and Skovision).
- The Board work to improve student success by connecting students to a variety of learning opportunities by establishing further schools of choice or programs of choice within each region of the School District by June 2010.
- The Board continues work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.
- The Board encourages substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

GOALS AND FOCUS 2009/2010

DISTRICT GOALS

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

- 1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.
 - June 2009 – 85%
 - June 2010 – 86%
 - June 2011 – 87%
 - June 2012 – 88%
 - June 2013 – 89%

- 2) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8 - current average is 60%.
 - June 2009 – 65%
 - June 2010 – 70%
 - June 2011 – 75%

- 3) By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
 - 95% in Gr. 8 – current 3-year average is 89%
 - 90% in Gr. 9 – current 3-year average is 84%
 - 85% in Gr. 10 – current 3-year average is 73%
 - 80% in Gr. 11 – current 3-year average is 70%

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

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

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

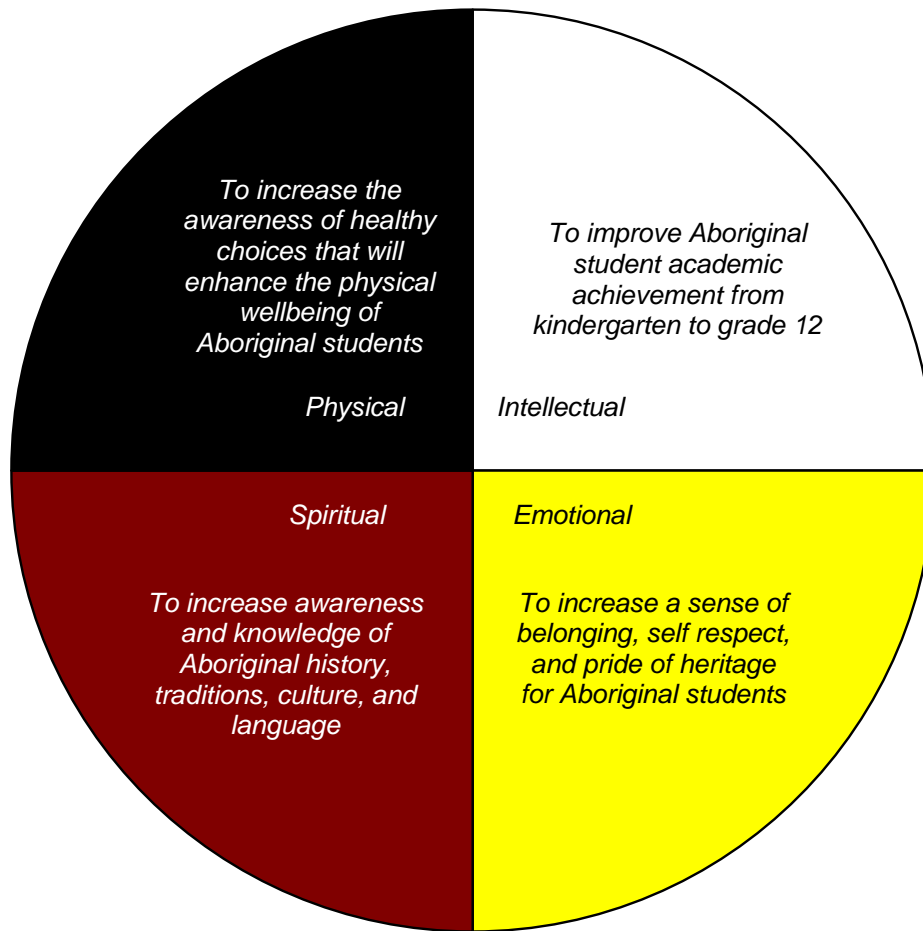
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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

- 1) The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:
 - Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.
 - Implement the three year District-wide K-12 Numeracy Assessment Plan by February 28, 2010 and begin school level implementation in the spring of 2010.
 - Implement use of the District data warehouse to monitor and report numeracy achievement of every student K - 12 in all schools by June 30, 2010.
 - Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year.
 - Include systems and structures to identify and support students at-risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010.
 - Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

Goals of Our Enhancement Agreement

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

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

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

Black Mountain Elementary is located in the south-eastern limits of the city of Kelowna. The school borders on both rural acreages and urban residences. Currently there are three new housing development projects underway that are within close proximity to the school. Construction will undoubtedly have an effect on student enrolment within the next few years. The February 2009, 1701 Report indicated that 330 students were registered. Black Mountain has a teaching staff of 15.6 fulltime teaching equivalent and 10 Certified Education Assistants. There has been a slight decline (20 students) in the overall student population this year as compared to the last few years. This has led to a staffing reduction of 1.0 full-time classroom teacher. The school building has the capacity to expand by three more classrooms or approximately 75 students. One of the three classrooms available is currently being used by the Rutland Parent Participation Preschool. 7% of the student population (22 students) is designated as Special Education. 3% of the population (10 students) is designated as First Nations. Results from Wave Two (2004-2007) of Human Early Learning Partnership using the Early Development Instrument (EDI) indicated that the Black Mountain neighborhood is an area of vulnerability.

School Performance Information *(In point form, enter results from competitions, festivals, and school initiatives/activities that enhance school climate, school culture and a healthy school environment)*

- Social Responsibility continues to be a cultural norm. There is a high level of student participation and parent support for fundraising initiatives to help those less fortunate.
- There continues to be a very high level of student participation in student leadership activities and student service teams.
- There continues to be a wealth of physical fitness programs and special events for students such as: volleyball, basketball, and floor hockey, Indoor Winter Olympics, Jump Rope for the Heart, gymnastics, tennis, golf, and track and field.
- There are a variety of physical fitness programs that are financially supported by parents (Skating, Gymnastics, Swimming, Cross Country Skiing)
- There is a high level of student participation in extra curricular noon hour sports activities that are provided by the Physical Education Teacher.
- Ready, Set, Learn story sessions provide an opportunity for early connections to be made with the school and show preschool parents valuable ways that they may practise early literacy skills at home.
- Library sponsored challenges such as Battle of the Books, Environmental I Know and Home Reading Programs are offered.
- Monthly Celebration of Learning Assemblies highlight student success and promote a positive school culture.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1: Reading Comprehension

To improve the overall percentage of students at each grade level who meet or exceed expectations in reading comprehension with particular emphasis on students transitioning from primary to intermediate

Summary of Achievements in Relation to Target(s):

- February 2008: Foundation Skills Assessments results in Reading for Grade 4 students indicated that performance was at or above the International Reading Benchmark
- November 2008: Black Mountain Elementary School was recognized as a SCHOOL OF DISTINCTION: IMPROVEMENT IN ACADEMIC ACHIEVMENT at the Garfield Weston Award's Banquet
- June 2008 Report Card: Final Report Card English Language Arts: Kindergarten 81% meeting or exceeding, Primary 72% meeting, Intermediate 91% meeting or exceeding
- Satisfaction Survey: Reading- 88% of the PARENTS indicated that they were satisfied with their child's reading skills at school "All of The Time" or "Many Times". This is above the district by 10% and provincial levels by 12%
- 96% of the STUDENTS indicated that they were getting better at reading "many times" or "all of the time". This is above the District by 7% and the Province by 9%

Goal Statement #1 A: Oral Language

To improve the overall percentage of Kindergarten and Grade One students meeting or exceeding grade level expectations in oral language skills (Speaking/Listening)

Summary of Achievements in Relation to Target(s):

- Literacy Screener: Results have been inconsistent over the past three years with respect to overall improvement in oral language skills using this assessment. Information indicates that 2-7 students at each grade level over the past 3 years have been "At Risk" on this assessment. Oral language will continue to be area of development to monitor.

Goal Statement #2: Numeracy

To improve the overall percentage of students at each grade level who meet or exceed expectations in numeracy with particular emphasis on students transitioning from primary to intermediate

Summary of Achievements in Relation to Target(s):

- CAT 3: The Grade 5 and Grade 6 cohort groups easily met the target (85% meeting or exceeding expectations) in Mathematics and Computation/Estimation
- June 2008 Report Card: Kindergarten; 83% meeting or exceeding, Primary: 78% meeting or exceeding, Intermediate: 86% meeting or exceeding
- Satisfaction Survey: Mathematics: 88% of the PARENTS indicated that they were satisfied with their child's math skills at school "All of The Time" or "Many Times". This is above the district by 13% and provincial levels by 19%
- 80% of the STUDENTS indicated that they felt they were better at mathematics "many times" or "all of the time". This is above the district by 3% and above the province by 1%

Previous Years Other Areas of Focus

1. Healthy Schools Promotion

Healthy Schools Promotion has been an area of focus for the past two years at Black Mountain.

- As a school we have expanded upon physical fitness opportunities for all children
- As a school we have increased parent and student awareness and knowledge of healthy food choices, with a particular emphasis on healthy snack choices

Summary of Achievements in Relation to Target(s):

- 90% of the staff is trained in Action Schools BC Program
- Classroom teachers are ensuring that students participate in some form of Daily Physical Activity (DPA)
- The P.E. teacher has set up the multi-purpose room to promote DPA
- All classes are participating in the B.C. Fruit and Vegetable Program to further promote healthy snack choices
- PAC Hot Lunch Program and school sponsored events promote foods that meet the Ministry of Education Food and Beverage Healthy Guidelines

2. Quality Assessment

Quality Assessment teaching practices will continue to be an area of focus for staff development.

Summary of Achievements in Relation to Target(s):

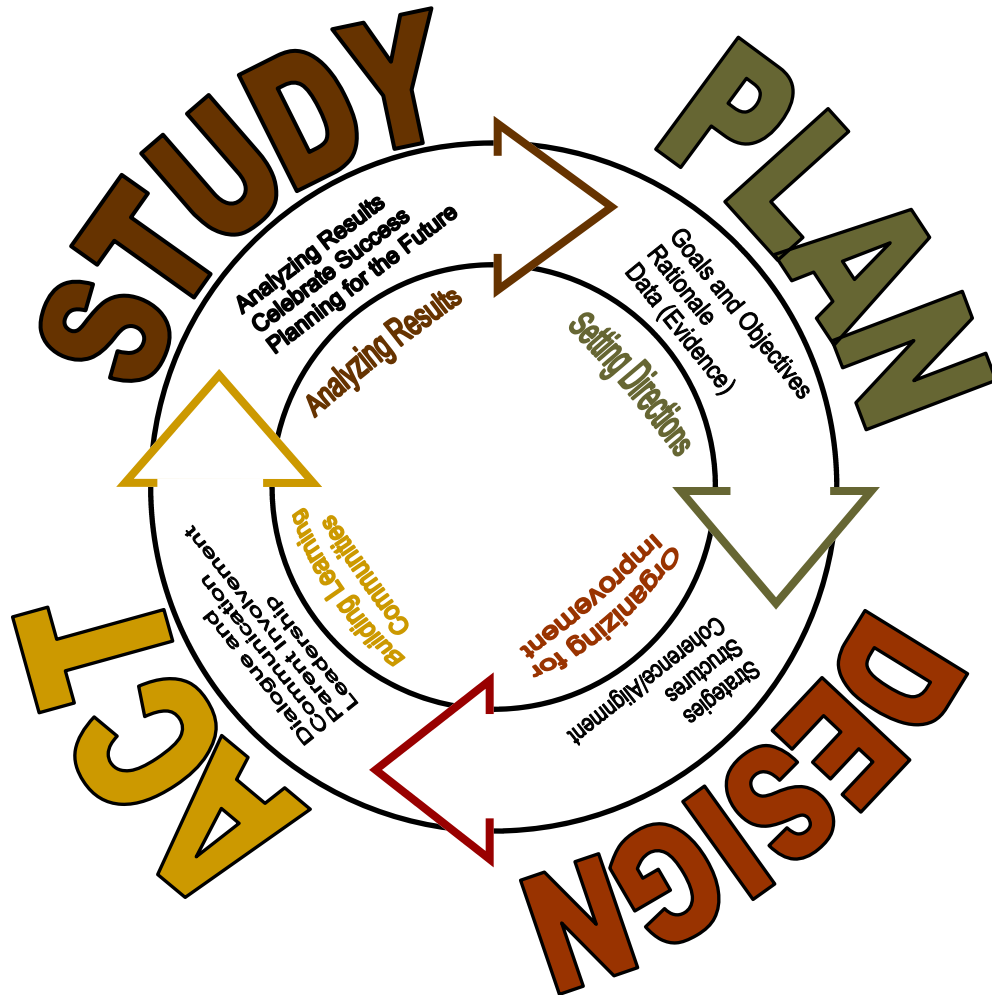
- Staff learning teams are currently focussing on:
 - using Performance Standards to guide instructional practice
 - collecting student work samples as models to guide instructional practice
 - involving students as partners in the assessment process by using criteria, self assessment and peer assessment
- Please refer to the Design Section of this report for further detail.

New Area of Focus for 2009-2010

Fine Arts (Art, Music and Drama)

Feedback received from both staff and PAC indicates that we are ready to adopt Fine Arts as a school wide area of focus. By highlighting “the Arts” we hope to provide new pathways for student engagement, motivation and success. We feel that strong curricular connections exist between the Arts and our major goal areas of oral and written language skill development. By highlighting the Arts, student creativity will be encouraged and a pathway to further meet or exceed learning expectations in curricular areas may be enhanced.

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?

Improving districts and schools have a clearly defined 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?

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 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

Analyzing Results

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?

Goal Statement #1:

READING TARGET: 85%

To improve the percentage of students meeting or exceeding grade level expectations in **reading** comprehension

Summary of Achievements in Relation to Target(s):

2007/08 CAT 3 RESULTS (SCHOOL)

- Grade 3- 84% and 85% of students were at stanine 4 and above in reading and language respectively
- Grade 4- 83% and 81% of students were at stanine 4 and above in reading and language respectively
- Grade 5- 93% and 95% of students were at stanine 4 and above in reading and language respectively
- Grade 6- 87% and 84% of students were at stanine 4 and above in reading and language respectively

Analysis of Achievements

- Overall each cohort group met or were close to the target
- The upper intermediate cohort groups out performed the younger aged cohort groups

Trends over Time- Reading

- School level results indicate that reading achievement continued to increase from 2002/03-2006/07. (sustaining improvement)
- 2007/08 school year reading achievement declined overall from the previous year. (8.3%)

Trends over Time- Language

- School level results indicate that language achievement has fluctuated up and down over the past six years, 80% to 90% range (sustaining improvement)
- 2007/08 school year language achievement increased in the Grade 5 cohort group

In the tab "*School Based Assessment*" are charts that graph the progress of each cohort.

2007/2008 FINAL REPORT CARD (SCHOOL)

* Note that trends over time data was not available

- Kindergarten: 81% of the students met or exceeded expectations in Language Arts
- Primary: 72% of the students met or exceeded expectations in Language Arts
- Intermediate: 91% of the students met or exceeded expectations in Language Arts

Analysis of Achievements by Cohort Groups for 07/08

- Kindergarten Males: 79% met or exceeded in Language Arts
- Kindergarten Females: 86% met or exceeded in Language Arts
- Primary Females: 78% met or exceeded expectations in Language Arts
- Primary Males: 70% met or exceeded expectations in Language Arts
- Intermediate Females: 100% met or exceeded expectations in Language Arts(C or above)
- Intermediate Males: 89% met or exceeded expectations in Language Arts(C or above)

Overall:

- Intermediate cohorts out performed Primary cohorts in Language Arts
- Intermediate cohorts achieved higher in Language Arts than in Mathematics
- Primary cohorts achieved higher in Mathematics than in Language Arts
- Female/Male Comparison: Females out performed the males at each cohort level in Language Arts

2007/08 GRADE 4 FOUNDATION SKILLS ASSESSMENT RESULTS (PROVINCIAL)

Reading Comprehension

- 81% (41/51) of the Grade 4's met or exceeded expectations
- 76% (19/25) of the males met or exceeded expectations
- 85% (22/26) of the females met or exceeded expectations

Analysis of Achievements

- 2007/08 Cohort group performed at or above the International Reading Benchmark

Trends over Time (sustaining improvement)

- Females have out performed males on this assessment

In the tab "*Foundations Skills Assessment*" are charts of the progress of each cohort.

* Please note that the format and timing of this assessment changed in the 2007/08 school year and therefore validity of comparing trends is questionable.

2007/2008 EARLY LITERACY SCREENER RESULTS (DISTRICT)

- Kindergarten 5/46(11%) overall at risk, 5/46 (11%) at risk for language which means that 89% met or exceeded expectations
- Grade One 9/46 (20%) overall at risk, 3/46 (7%) at risk for language which means that 80% and 93% met or exceeded expectations
- Grade Two 6/50 (12%) overall at risk, 4/50 (8%) at risk for language which means that 88% and 92% met or exceeded expectations
- Grade Three 12/51(24%) overall at risk, 7/51(14%) at risk for language which means that 76% and 86% met or exceeded expectations

Analysis of Achievements

- One quarter of the 2007/2008 Grade 3 cohort group is at risk in language/reading skills

Trends over Time

- The percentage of students at risk has decreased over time at each grade level
- Language development continues to be an area to monitor

In the tab “*District Based Assessment*” are charts of the progress of each cohort

Goal Statement #2:

NUMERACY TARGET: 85%

To improve the percentage of students at each grade level who meet or exceed expectations in **numeracy**

Summary of Achievements in Relation to Target(s):

2007/2008 CAT 3 RESULTS (SCHOOL)

- Grade 3-79% and 85% of students were at stanine 4 and above in Mathematics and Computation/Numerical Estimation respectively
- Grade 4- 83% and 70% of students were at stanine 4 and above in Mathematics and Computation/Numerical Estimation respectively
- Grade 5- 97% and 91% of students were at stanine 4 and above in Mathematics and Computation/Numerical Estimation respectively
- Grade 6- 95% and 87% of students were at stanine 4 and above in Mathematics and Computation/Numerical Estimation respectively

Analysis of Achievements

- The Grade 5 and Grade 6 cohort groups easily met the target in Mathematics and Computation/Estimation

Trends over Time: Mathematics

- Overall achievement has fluctuated in each of the cohort groups from 79% to 92% (sustaining improvement)
- The Grade 6 cohort group has continued to make good gains over time

Trends over Time: Computation/Numerical Estimation

- Overall achievement has fluctuated in each of the cohort groups from 77% to 88% (sustaining improvement)

In the tab “*School Based Assessment*” are charts that graph the progress

2007/2008 FINAL REPORT CARD (SCHOOL)

* Trends over time data was not available

- Kindergarten Report Card: 83% of the students met or exceeded expectations in mathematics
- Primary Report Card: 78% of the students met or exceeded expectations in mathematics
- Intermediate Report Card: 86% of the students met or exceeded expectations in mathematics

Analysis of Achievements for Cohort Groups 07/08

- Kindergarten Males: 88% met or exceeded expectations in Mathematics
- Kindergarten Females: 86% met or exceeded expectations in Mathematics
- Primary Females: 82% met or exceeded expectations in Mathematics
- Primary Males: 81% met or exceeded expectations in Mathematics
- Intermediate Females: 94% met or exceeded expectations in Mathematics (C or above)
- Intermediate Males: 90% met or exceeded expectations in Mathematics (C or above)

Overall:

- Intermediate cohorts out performed Primary cohorts overall in Language Arts and Mathematics
- Intermediate cohorts achieved higher in Language Arts than in Mathematics
- Primary cohorts achieved higher in Mathematics than in Language Arts
- Kindergarten cohorts achieved slightly higher in Mathematics than in Language Arts
- Comparison of Male/Female: There was no significant difference in achievement with respect to gender in Mathematics

In the tab "*School Based Assessment*" are charts that graph Final Report Card progress

2007/2008 FOUNDATION SKILLS ASSESSMENT (PROVINCIAL)

75% (38/51) of the Grade 4's met or exceeded expectations in numeracy

84% (21/25) of the males met or exceeded expectations in numeracy

65% (17/26) of the females met or exceeded expectations in numeracy

Analysis of Achievements

- The males out performed the females on numeracy
- There was an overall decline in the number of students who met or exceeded expectations from last year (18%)

* Please note that the format and timing of this assessment changed in the 2007/08 school year and therefore validity of comparing trends should be taken into consideration

In the tab "*Foundations Skills Assessment*" are charts that graph the progress.

2007/08 GRADE READINESS REPORT ALL SUBJECTS (SCHOOL)

Grade 4:
 91.67% (44/48) Overall Students Grade Ready
 85.42% Grade Ready (C- excluded)
 10.42% (5/48) students with C-

Grade 5:
 91.53% (54/59) Overall Students Grade Ready
 86.44 % Grade Ready (C- excluded)
 5.08% (3/59) Students with C-

Grade 6:
 97.5% (39/40) Overall students Grade Ready
 77.50% Grade Ready (C- excluded)
 20.0% (8/40) Students with C-

In the tab, "Grade To Grade Transitions" are charts to show these results.

	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

Setting Directions



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

#1 LANGUAGE ARTS

A. Oral Language (Speaking & Listening)

To continue to improve the percentage of students who meet or exceed expectations with respect to oral language skill development from kindergarten to grade two with the following objectives:

- 85% of kindergarten students will meet or exceed expectations as indicated by the Early Literacy Screener by June 2010 and Final Report Card by June 2011(March 09- 58%, Dec. 08- 44%, June 08-81%)
- 90% primary students will meet or exceed expectations as indicated by the Early Literacy Screener and Final Report Card by June 2011(March 09-83%, Dec.08- 82%, June 08- 72%)

B. Written Language

To improve the percentage of students who meet or exceed expectations with respect to written language skill development from grades three to six with the following objectives:

- 90% of the grade 3- 6 students will meet or exceed expectations with respect to written language skills development as indicated by the writing performance standards by June 2011

C. Reading Comprehension (Maintenance Goal)

To continue to sustain a high level of achievement in reading comprehension at all grade levels with the following objectives:

- 90% of the primary students will meet or exceed expectations as indicated by PM Benchmarks and Final Report Card by June 2011(March 09- 78%, Dec. 08- 75%)
- 90% of the intermediate students will meet or exceed expectations as indicated by Whole Class Informal Reading Assessment and Final Report Card by June 2011(March 09-87%, Dec. 08- 89%)

#2 NUMERACY (Maintenance Goal)

To continue to sustain a high level of achievement in numeracy skill development at all grade levels with the following objectives:

- 85% of kindergarten students will meet or exceed expectations as indicated by June Report Card (March 09- 88%, Dec. 08- 88%, June 08- 83%)
- 85% of primary students will met or exceed expectations as indicated by June Report Card (March 09-84%, Dec. 08- 84%, June 08-78%)
- 90% of intermediate students will met or exceed expectations as indicated by June Report Card (March 09- 87%, Dec. 08- 83%, June 86%)

Rationale:

Trends over time from school, district and provincial assessments suggest that we are making consistent improvement. We are on the right path and have a clear direction. By continuing to align student support services toward early intervention we will continue to address student needs at the kindergarten and primary levels. Continuing our Ready, Set, Learn story sessions focussing on oral language development, common primary literacy blocks and grouping students based on instructional needs will assist with student achievement. Focussing on written language skill development from grades 3 to six by using the writing performance standards will ensure that there is a consistent pathway for skill development. Using common writing programs such as the Excellence in Writing Program will further help to develop a consistent pathway.

Literacy Intervention Programs and Learning Assistance are based on formative assessments and are aligned with service to students. We know that we need to closely monitor students as they transition from primary to intermediate. Increasing parent awareness of the benefits of daily home reading support and regular school attendance will continue to be areas to promote. Consistency of practise using formative assessment tools both at the primary (PM Benchmarks) and intermediate levels (Whole Class Reading) will help to guide instructional practises and increase student learning.

Collaborative Teacher Learning Teams with a Quality Assessment focus will help to further ensure consistency of practise.

Highlighting “the Arts” as a school area of focus will further provide another opportunity for increased student engagement, motivation and creativity.

Disaggregated Data/Evidence:

Trends over time indicate that as children begin their educational career at Black Mountain School there are a number of students who are approaching expectations or at risk for literacy development in speaking, listening, reading and writing. It is also noteworthy that results of the Early Development Instrument (EDI) have identified the Black Mountain neighbourhood as one of vulnerability. Further evidence from the Literacy Screener and Final June Report Card indicate that Primary is an area where we need to continue to focus and increase our network of interventions.

We are proud of the fact that trends over time, as indicated by CAT 3, FSA, and Final June Report Card, show that as our students advance through the intermediate grades significant gains are made.

The Grade Readiness Report shows that our students are ready for their middle school years.

Special Education students are on modified or adapted Individual Education Plans that have a clear direction of goal areas, strategies and progress. Black Mountain students and staff support inclusion.

	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?

Staff Development

- September Implementation Day agenda is aligned to staff needs and school goals
- There is an opportunity for team-building
- Staff Meeting agenda provides an opportunity “FOR LEARNING/SHARING”
- Lead teachers have been identified in the areas of Literacy and Numeracy both at the Primary and Intermediate level
- Lead teachers attend district workshops and share information at the school level (Intermediate Lead Teacher Meeting, Primary Networking Meeting)
- Principal allocates school funding to support lead teachers and interested staff in attending conferences, dinner speakers and training sessions
- Staff participation at District In-service has been excellent!
- To date teachers have attended district Literacy sessions on “Minimizing The Grade Four Slump, Literacy Coaching, Engaging Students Through Literature Circles (x2), Teaching Writing using 6 plus 1 traits, Whole Class Reading Inventory (x3)
- To date teachers have attended district Numeracy sessions on Kindergarten Numeracy, Numeracy Professional Learning Community (x3)
- Two teachers have selected literacy as an area for Personal Professional Development
- A school team consisting of the Grade Two teachers, Literacy Intervention Teacher, Learning Assistance Teacher and Principal are members of The Network of Performance Based Schools and doing an Action Research Project on improving student Reading skills
- Two of the Intermediate teachers are participating in the Central Okanagan Teachers’ Association (COTA) Inquiry Project on Quality Assessment

Assessment Practices/Instructional Practices

- Some aspect of “Quality Assessment” is highlighted at every staff meeting
- The Principal has given each staff member a copy of Anne Davies Book, Making Classroom Assessment Work
- Teachers have identified key assessment tools to guide instructional practice (Whole Class Reading Inventory, Alberta Diagnostic, Jerry Johnson’s, PM Benchmarks, B.C. Performance Standards)
- Teachers are working on developing consistency of practise in using these formative assessment tools
- Continuing to focus on using common core programs school wide such as Math Makes Sense, Adrienne Gear, Nelson Networks, Literacy In Action and Excellence In Writing will assist in determining a clear consistent pathway for skill development
- Using a collaborative model, Grade 2- 6 teachers are involved in “Quality Assessment Learning Teams”
- Team learning goals are focussed upon:
 - o using Performance Standards to guide instructional practice
 - o collecting student work samples as models to guide instructional practice
 - o involving students as partners in the assessment process by using criteria, self assessment and peer assessment

Other: As a school we feel that it is time to focus on Fine Arts as a pathway to increase student creativity and engagement. Many cross-curricular connections may be enhanced by highlighting Art, Music and Drama.

Strategies for groups of students who do not demonstrate improvement

- Refer to **BME Pyramid of Intervention Model** for a description of classroom, school level interventions and programs
- 0.6 Learning Assistance staffing allocation is aligned to student achievement and greatest area of student needs
- 0.4 Literacy Intervention: Principal has used school funds to purchase this additional staffing allocation. Assessment guides instruction in this program.
- Behaviour Support/Homework Support: Principal has used school funds to staff a lunchtime (1.0 hour) a day
- Network Of Performance Based Schools- Grade Two Reading Project: both Grade Two teachers, Learning Assistance Teacher and Literacy Support Teacher have grouped forty-five students based on learning needs for reading instruction
- Staff will work as a team to design a school level scope and sequence overview that defines learning and highlights student sharing of the Fine Arts

Connection between the Aboriginal Enhancement Agreement, District Accountability Contract and School Plan.

- Literacy and Numeracy are key areas of focus in all three documents
- Of the 10 students designated as Aboriginal at BME two students qualified for 1 hour each of Aboriginal CEA support.
- BME has a First Nations Advocate that supports the cultural activities one afternoon a week
- Grade 5 students have participated in the David Bouchard Author presentation
- Grade 6 students have participated in the Spirit Stones presentation

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?

1. Strategies used to seek input:

- Principal designed June Staff Feedback Form: What's working? What's not?
- This information informs next steps in school planning
- June Placement Meetings: Grade group teachers, LAT, Principal
- Office Orientation Meeting for new families with the Principal
- Parent Teacher Conferences: fall and winter
- Individual Education Plan review meetings: fall and spring
- Monthly Staff Meetings
- Weekly SBT Meetings (LAT, classroom teacher, counsellor, principal, parent)
- Daily: First class email (staff)
- Satisfaction Survey: Grade Four student and Parent feedback
- Informal feedback from guest presenters and Teacher's On Call

2. Communication about student achievement:

- All of the above
- Monthly school newsletters
- School website
- BME participates in Kelowna Courier: "Just For Kids"
- Principal sends pictures to Communications Director for District E newsletter
- Principal attends PAC meetings
- Monthly Celebration of Learning Assemblies
- Sharing of Term Report Card achievement
- Sharing of STAR reading results by Term (Literacy Teacher)
- Sharing of Successmaker Program by Term (Literacy Teacher)
- Sharing of standardized testing results: CAT 3
- Sharing of district designed Primary Literacy Screener
-

3. Leadership Distribution

- Lead Teachers for Literacy, Numeracy, Assessment for Learning, Physical Education
- Lead teachers in Fine Arts will design and assist with the implementation of our new school focus on Fine Arts for 2009-2010
- Quality Assessment Learning Teams
- Teaching and Support Staff "Jump In and Share The Load"
- Learning Assistance Teacher and Resource Teacher
- Parent Advisory Council, School Planning Council
- Student Leadership and Service Teams

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.	DIALOGUE AND COMMUNICATION
There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.	PARENT INVOLVEMENT
There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.	LEADERSHIP

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

School Name: **Black Mountain Elementary**

School Planning Council:

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

N/A
Student Member's Name (Print) _____ Signature _____ Date _____
(Grades 10-12 school)

Brenda Crowley
Parent Member's Name (Print) _____ Signature _____ Date _____

Judith Brunt
Parent Member's Name (Print) _____ Signature _____ Date _____

Sarah Watson
Parent Member's Name (Print) _____ Signature _____ Date _____

Cindy Charland
Teacher Member's Name (Print) _____ Signature _____ Date _____

Linda Watson
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.

Hugh Gloster
Superintendent's Name or _____ Signature _____ Date _____
Assistant Superintendent's Name

Board of Education representative at the SPC review meeting:

Anna Hunt- Binkley
Trustee's Name (Print) _____ Signature _____ Date _____