

SCHOOL PLANNING COUNCIL REPORT

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

École Élémentaire Casorso Elementary School

May 8, 2009

Snapshot of School Goals for 2009/2010

Raise student achievement in reading, increasing the number of students meeting and exceeding expectations to 90%.

Raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterns, and estimation to 85%.

Raise student achievement levels in writing, increasing the number of students meeting and exceeding expectations to 90%.

School Mission Statement

We at Casorso Elementary School – École Élémentaire Casorso endeavor to work together with home and community to provide a positive learning environment facilitating the growth of the whole child to become a self-confident, cooperative, independent life-long learner.



“Together We Learn”

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

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

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

DISTRICT FOCUS 2009/2010

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

GOALS AND FOCUS 2009/2010

DISTRICT GOALS

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

- 1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.
 - June 2009 – 85%
 - June 2010 – 86%
 - June 2011 – 87%
 - June 2012 – 88%
 - June 2013 – 89%
- 2) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8 - current average is 60%.
 - June 2009 – 65%
 - June 2010 – 70%
 - June 2011 – 75%
- 3) By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
 - 95% in Gr. 8 – current 3-year average is 89%
 - 90% in Gr. 9 – current 3-year average is 84%
 - 85% in Gr. 10 – current 3-year average is 73%
 - 80% in Gr. 11 – current 3-year average is 70%
- 4) By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.

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

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.
- 2) 80% of primary Aboriginal students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011, with the objective of improving all primary Aboriginal students' literacy skills to equal the literacy skills of all primary students by 2015.
- 3) 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

- 4) 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a whole class reading assessment by June 2011.
- 5) 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

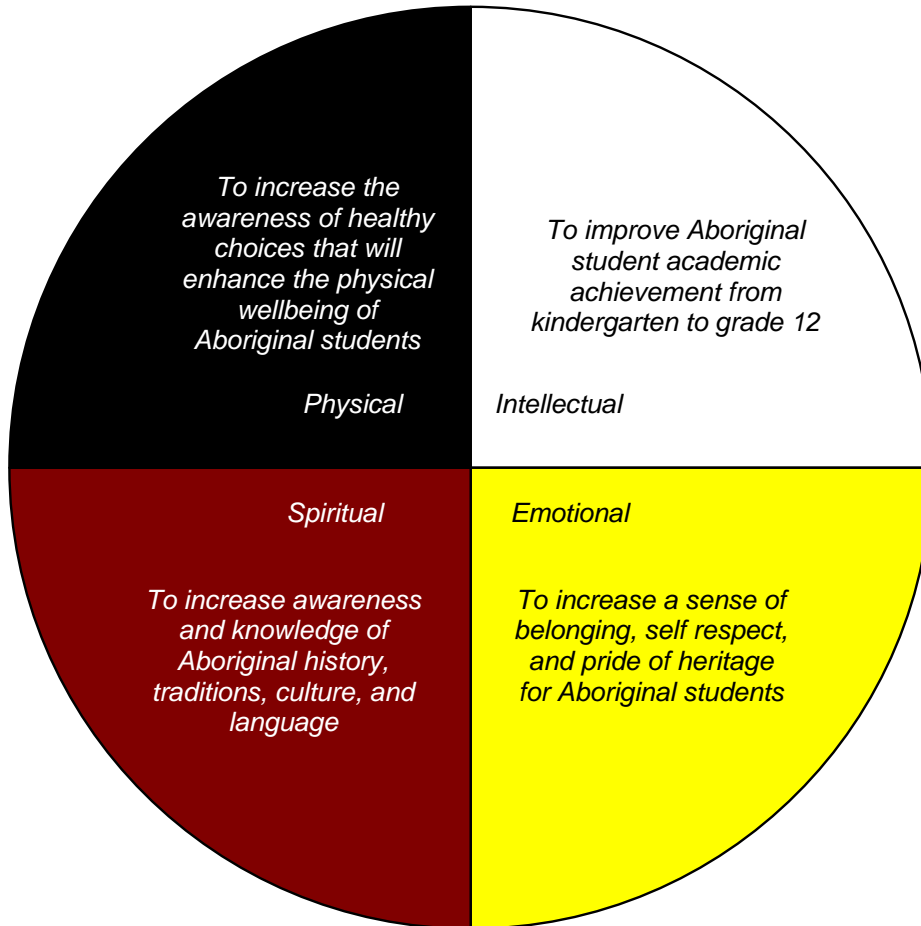
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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

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

Goals of Our Enhancement Agreement

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



Performance Targets for Five Years:

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

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

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

- Kindergarten to grade six ; dual-track school as of May 2002.
- 584 students, 22 classrooms (3 in portables)
- Library, gym, computer lab, staff room small for this population
- Of the 29 elementary school catchment areas, Casorso has the 6th highest percentage of families on income assistance in Kelowna
- First EDI Wave deemed 34% of catchment area Kindergarten students vulnerable in one or more areas; most recent EDI Wave results were suppressed due to small sample size
- No bussing of students to school

School Performance Information

- *Walk Like a Coyote* walk-to-school program supported by staff and PAC, as well as monthly walk-to-school promotional days
- *Friday Hot-Lunch* program run by PAC (adhering to healthy food guidelines)
- Participation in numerous, community charitable, festival, sports, environmental programs and activities

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1:

-To raise student achievement levels in literacy, increasing the number of students meeting and exceeding expectations in reading to 90%

Summary of Achievements in Relation to Target(s):

- CAT 3 results – 93% at or above stanine 4 in reading
- STAR Reading results – for past 4 years, a steady upward trend of students at or above the 50th percentile
- Report Card marks – 97% at or above letter grade “C”

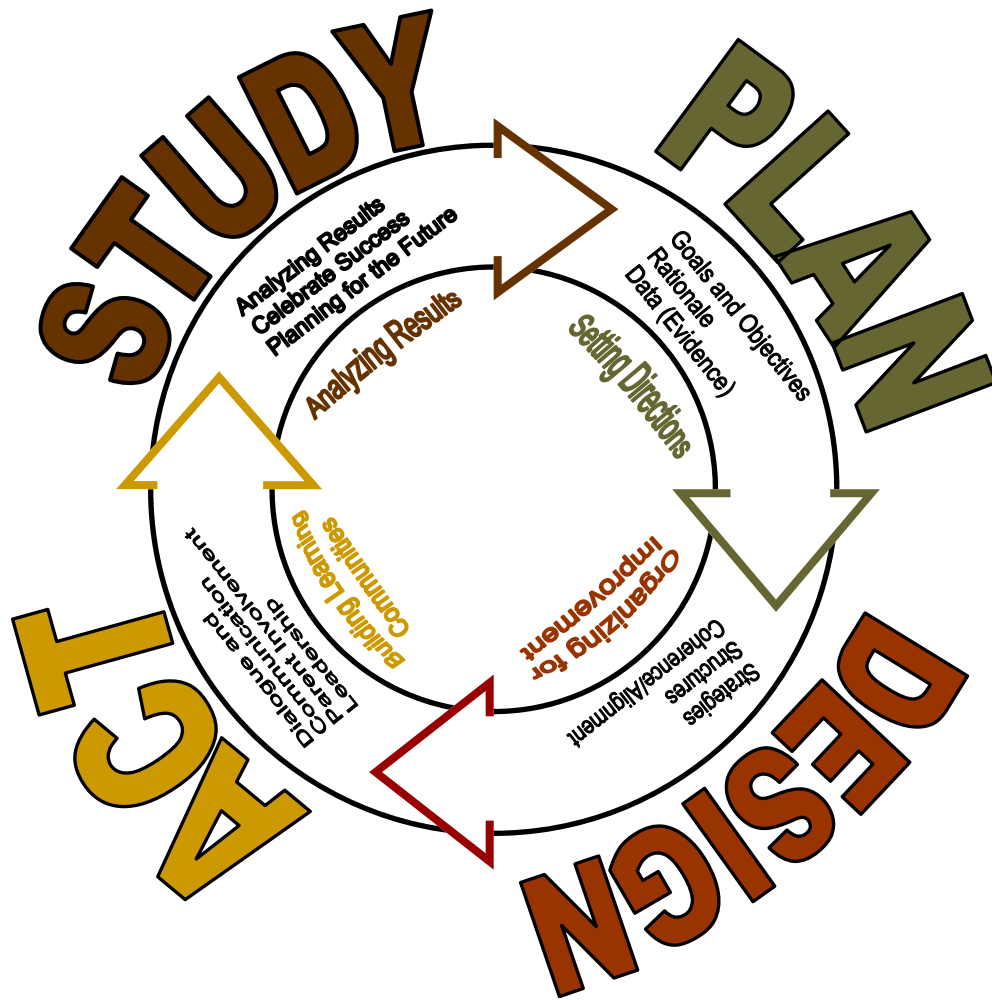
Goal Statement #2:

-To raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterning, and estimation to 80%

Summary of Achievements in Relation to Target(s):

- CAT 3 results – 93% at or above stanine 4 in math
- CAT 3 specific math skills results – 71% of students competent or proficient in skills listed above
- Report Card marks – 99% at or above letter grade “C”

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 do 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?

1. Our reading comprehension results continue to improve.
2. We have a general trend over the past four years of strong performance in reading comprehension and mathematics. Still, in math we are looking to improve our performance in the specific skills of computation, patterns, and estimation.
3. For supporting data, please refer to :
 - K – 6 report card information
 - CAT 3 results: overall reading and math, as well as competency reports in above math skills
 - STAR Reading results
 - STAR Reading cohort trends (4-year trend for the 2005 gr. 3 cohort, and 3-year trend for the 2006 gr. 3 cohort)
 - Primary Literacy Screener 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. |

| | 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. |

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 – **All receive interventions to the degree required as outlined on our *Web of Interventions*.**
 - Most able – **All receive enrichment in class or in our enrichment pull-out program, or both.**
 - Aboriginal – **All student progress is monitored through the various data sources listed in this report, and those students requiring intervention receive service as outlined in our *Web of Interventions*.**

Goals/Targets:

1. *-To raise student achievement in reading, increasing the number of students meeting and exceeding expectations to 90%.*
2. *-To raise student achievement levels in numeracy, increasing the number of students meeting and exceeding expectations in computation, patterns, and estimation to 85%.*
3. *-To raise student achievement levels in writing, increasing the number of students meeting and exceeding expectations to 90%.*

Rationale:

1. While our reading results are generally very good, we have inconsistent results in specific student cohorts which we believe warrant further attention.
2. Though our overall achievement in math is strong we continue to see a trend of difficulty in the intermediate grades in the areas of computation, patterning, and estimation.
3. We are happy to see a trend of improved achievement in writing since we implemented the School-Wide Write three years ago, but we look for further growth in this area.

Disaggregated Data/Evidence:

Please see: K – 6 report card information; CAT 3 results, both overall reading and math, as well as competency reports in above math skills; STAR Reading results and STAR Reading cohort trends (4-year trend for the 2005 gr. 3 cohort, and 3-year trend for the 2006 gr. 3 cohort; Primary Literacy Screener results

DESIGN

Organizing For Improvement

1. What strategies are you using in your improvement efforts in the areas of:

- Teachers continue to request and are supplied with copies of *Reading Power/Lectures Engagés* to guide their reading strategies instruction (i.e. teachers new to the school or this approach)
- Teachers formed goal groups on implementation day (group goals focused on literacy, numeracy, and/or social responsibility and worked on one or more aspects of quality assessment) and continue to pursue initiatives throughout the year, meeting during designated times in monthly staff meetings and assemblies (4 this year) and when they request release time (Examples of initiatives: whole-school adoption of “flower stamps” and K/1 classes’ adoption of “targets” to facilitate student self-assessment and communicate goals and progress to parents; increased use of *Vancouver Island Net* and *BCFA* math assessments to inform instruction in grade 5/6 classes; Grades 2/3 classes using “Read to Someone” strategies from *The Daily 5*; increased use of student goal-setting and collection of evidence of learning in gr. 3/4 classes; increase whole-school use of student self-assessment and student-led parent-teacher conferences)
- Purchased a large number of French and English picture books for library sign-out which explore, illustrate, and use math concepts
- Refined structure of computer lab schedule to allow for targeted, daily use of *SuccessMaker* by most challenged students (literacy in term 1, numeracy in term 2, combined in term 3)
- Painted variety of playground lines to facilitate math learning (e.g. calculator(s), numbers lines and matrix, tic-tac-toe, snakes and ladders, etc.)
- Increased use of *Jolly Phonics*, *La Roue*, and *Handwriting Without Tears* in primary classes
- A *Smartboard* was used successfully in a grade one class this year to facilitate speech to text instruction (assessment of other possible uses is ongoing)
- All teachers’ Professional Growth Plans are directly linked to our Literacy, Numeracy, and/or Quality Assessment initiatives
- Soundfield system installations continue (now in all classes up to grade 4)
- Additional math manipulatives and resources purchased for intermediate grades (primaries were done last year)
- Hosted Math Night for parents

2. What specific strategies are in place for groups of students who do not demonstrate improvement?

Please refer to the *Casorso Web of Interventions*.

3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.

All of the strategies and structures described above support our school plan and are in keeping with the goals of the District Accountability Contract and the Aboriginal Enhancement Agreement, particularly in regard to the “Intellectual” segment of the Medicine Wheel. Other segments of the Medicine Wheel, Spiritual and Emotional, are complemented by the Aboriginal Activities and Presentations (e.g. making button blankets, bracelets, etc.) that we bring in for specific classes and the support and activities provided by our Aboriginal Advocate. **Note: 87% of our aboriginal students are currently meeting or exceeding literacy and numeracy expectations.**

4. How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?

All staff development supports our school goals which are aligned with District goals.

| 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?

Through report cards, newsletters, staff meetings, SPC and PAC meetings, the school web-site and letters or notices sent home, we communicate about student achievement with all our constituents. We request and receive input in the above-mentioned meetings and as a result of invitations to respond through our various print communications (See School Profile tab for examples).

2. How do you ensure communication about student achievement is delivered to:

- **Staff:** staff meetings and minutes, SPC report, sharing of information from school and district-level assessments
- **Parents:** report cards, newsletters, school web page, verbal communication, PAC meetings, SPC report
- **Students:** report cards, self-assessments, teacher-led assessments (some collaborative), and as noted above
- **Community:** SPC report, school web page
(See School Profile tab for examples of communications.)

3. How is leadership distributed among administrators, teachers, support staff, parents and students?

- **Teachers:** goal groups, presenting in staff meetings and assemblies, leading curricular and other committees, numerous duties for which they volunteer on our sign-up sheet at beginning of year
- **Support Staff:** membership in H & S committee, initiatives and contributions to administrative team`s work; volunteer sign-up sheet
- **Parents:** PAC, SPC, volunteering in classrooms, fundraising and leading school community activities (Family Fun Night, Movie Night, Earth Day Walk, Walk to School Wednesdays, etc.)
- **Students:** class presentations and group work roles, reading to younger students and peers, morning announcements, lunch monitoring, safety patrol, library monitoring, performance opportunities (intermediate talent show, Christmas and spring productions)

| 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

School Planning Council:

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

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

Signature

Date

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Teacher Member's Name (Print)

Signature

Date

Principal's Name (Print)

Signature

Date

Superintendent or Assistant Superintendent:

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

Superintendent's Name or
Assistant Superintendent's Name

Signature

Date

Board of Education representative at the SPC review meeting:

Trustee's Name (Print)

Signature

Date