

SCHOOL PLANNING COUNCIL REPORT

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

DOROTHEA WALKER ELEMENTARY

FEBRUARY 2009

Snapshot of School Goals for 2009/2010

Goal 1: Literacy – The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on writing.

Goal 2: Numeracy – We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on computation and mathematical patterns.

Goal 3: IBO - The staff will continue to investigate and be educated / inserviced in the IBO – PYP program.

Dorothea Walker School Mission Statement



Our mission is to provide a stimulating and caring environment that promotes an appreciation for learning, a respect for self and others, and a motivation to achieve personal educational goals.



“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.

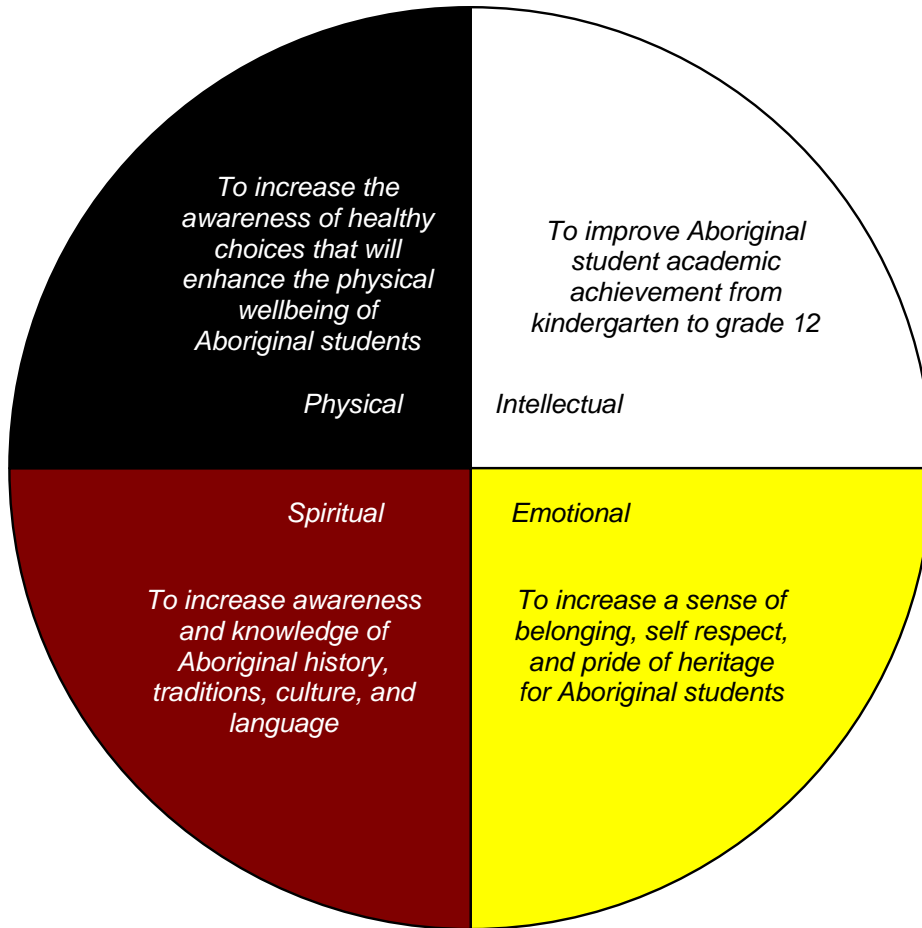
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

- Students well behaved , generally a high level of achievement
- Supportive and active parent group – PAC and SPC
- Strong music program
- Many extra-curricular opportunities for extension/enrichment

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)*

- Christmas Concert (K-6) – Hallway and Tree Decoration Day
- Missoulla Theatre -Reading with the Rockets (Intermediate and primary)
- Grade 7 Spring Musical -Primary playday
- Choir -Terry Fox Run
- Sport Programs – House games at lunch grade 4-7, Basketball grade 5,6 and 7, Volleyball grades 5,6 and 7, Track and Field grades 4,5,6 and 7, Cross Country grades 4,5,6 and 7,
- Chess Club -Grade 3 Swim Program
- Kareoke Club -Grade 5, 6 and 7 year end camps / trips
- Craft Club -Family Fun Night
- Knitting Club -Family Dance
- Social Skill Assemblies covering the topics of - antibullying – peer pressure – friendship etc.
- Destination Conservation -Grade 7 Dance
- Jump Rope -Environmental Mind Grind
- Primary and Intermediate Science Challenge
- Yearbook -grade 7 – milk sales, camera club, office monitoring
- Grade 7 Commencement -grade 4 – flag monitors
- Special Days -Twin Day etc. – grade 5 crosswalk patrol
- Recycling program -Harmony Day
- Student volunteers for library program, ball monitoring, camera club, flag monitoring, house game referees, milk sales, office monitoring, school cross walk patrol
- Canspell -Geography Challenge
- DARE -Science Fair (grade 7)
- Author Visits -Science Challenge Primary – Egg Drop, Intermediate – Rocket Launch
- Destination Conservation -Care and Make It Fair
- PAC Sponsored Events (Read and Recycle, T Shirts Sales, Family Dance, Family Fun Night, Book Fair)
- One to One Reading -Literacy Intervention Program (Lunch and P.M.)
- Homework Program (Lunch and P.M.)
- Reading Naturally (Lunch and P.M.)

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1: Literacy – The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on the intermediate level.

- grade 3 screener - 95% of the students meeting expectations
- grade 4 FSA - 92 % meeting or exceeding in reading (target 90%) (2006 FSA)
- grade 7 FSA - 69 % meeting or exceeding in reading (target 85%) (2006 FSA)
- grade 4 (2%) and 7 (0%) exceeding in writing on FSA (target 5%) (2006 FSA)

CAT3 2007 (% of students at stanine 4 or above)

Subject Area	Gr 3	District	Gr 4	District	Gr 5	District	Gr 6	District
Reading	98%	91%	92%	89%	100%	90%	93%	89%
Writing	98%	87%	86%	84%	93%	88%	90%	83%

-the target will be 95% at stanine 4 or above for all grade levels on CAT3 or CAT4.

Goal Statement #2: Numeracy – We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on computation and the reduction in the use of calculators.

Goal Statement #2

- grade 4 - 97% meeting/exceeding on FSA – 31% exceeding (target 95% meeting/ex., 10% exceeding)
- grade 7 - 82% meeting/exceeding on FSA – 18% exceeding (target 95% meeting/ex., 10% exceeding)

CAT3 2007 (% of students at stanine 4 or above)

	Gr 3	District	Gr 4	District	Gr 5	District	Gr 6	District
Mathematics	100%	90%	95%	90%	95%	89%	94%	89%
Computation	96%	98%	91%	83%	88%	87%	92%	84%

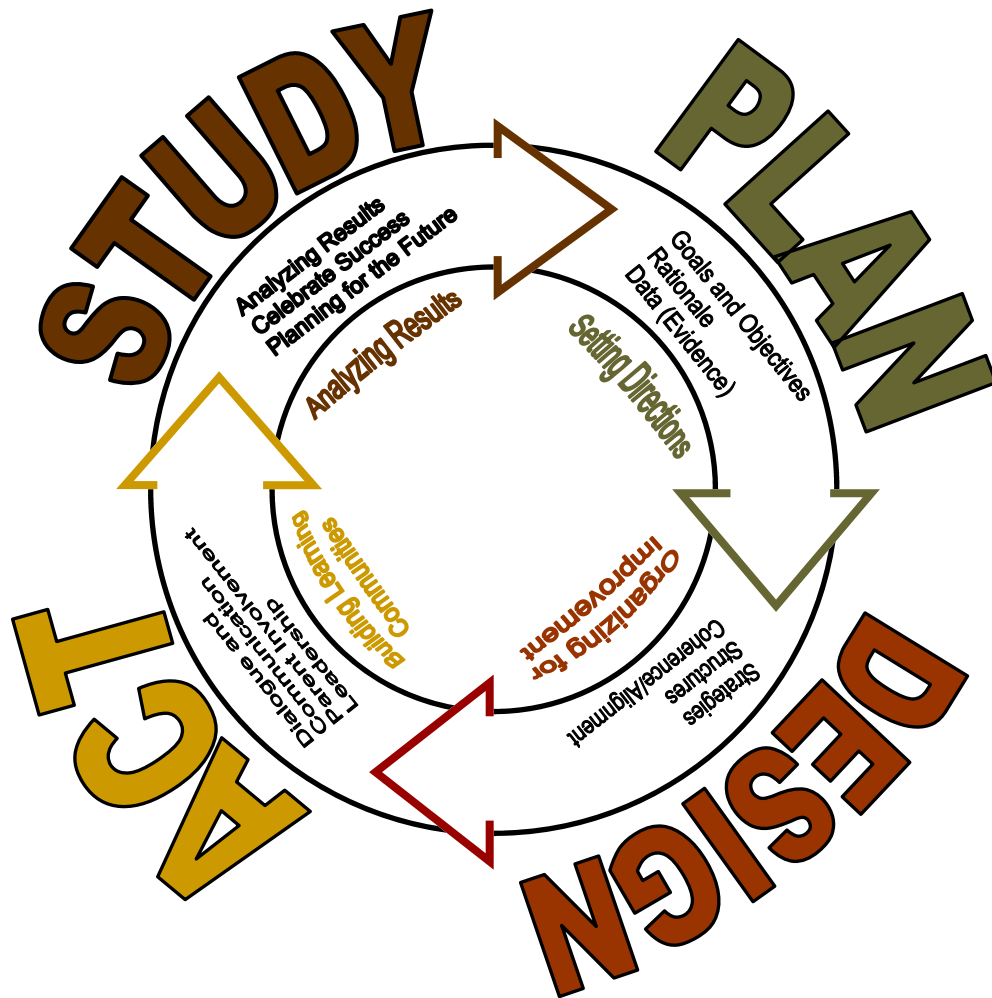
Goal Statement #3: Health and Exercise – We will continue to focus on educating our students in the area of healthy foods and encourage them to be involved in regular exercise by continuing with Action Schools and working toward finding a curriculum, preferably district wide, to assist in teaching nutrition.

- grade 4 – 42% of the grade 4 students felt they were learning about healthy food/nutrition – down from 81%
- grade 7 – 67% of the grade 7 students felt they were learning about healthy food/nutrition – down from 74%
- the target will be to have 100% of our students participating in 30 minutes of daily exercise and 100% of the students in grades 4 and 7 reporting that they are learning about healthy food/nutrition.

Other Areas of Focus:

- Assessment for, of and as Learning
- BCesis
- iLearn
- Math inservices and workshops
- Language arts inservices and workshops
- Harmony Day
- Social Justice

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?

IMPROVEMENT / RESULTS

- CAT3 results demonstrate an improvement in computation for our intermediate students. In previous years some groups were below the Canadian norm.
- In previous years a good number of the intermediate students were having problems with mathematical patterns. This year the CAT3 results indicate some progress in this area although this is still a concern at several grade levels.
- Satisfaction survey results indicate that the students feel they are working very hard at school.
- Satisfaction survey results indicate that the school is a safe and welcoming place.
- Grade 7 reading scores are higher than in previous years – trend is reversed.

TRENDS

- There was a drop in the FSA writing results at the grade 4 level and satisfaction survey results indicate that both the students and the parents are less satisfied with the development of writing skills.
- Satisfaction survey results indicate that some students (33% of the grade 4's, 20% of the grade 7's) do not think they are learning about healthy foods and exercise.
- the trend of the dropping grade 7 reading scores as measured by the FSA seems to be reversing as the grade 7 reading scores (FSA 2008) are higher than in the previous two years.
- Grade 4 - CAT3 results indicated that our grade 4 students were strong in most areas.
- Grade 5 - CAT3 results students are proficient in most area but writing conventions, sentence structure, and patterns in math seem to be of concern.
- Grade 6 - CAT3 results indicate that paragraph structure and mathematical patterns were of concern.

EVIDENCE

- 2008 CAT3 results
- Primary Screener
- School Wide Write results – Fall 2009
- Report Card Marks – Year End 2008
- FSA 2008 - considered

	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:

Goal Statement #1: Literacy – The school continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with a focus on writing.

Goal Statement #2: Numeracy – We will attempt to improve the percentage of students meeting or exceeding expectations in numeracy with a focus on mathematical patterns and computation.

Goal Statement #3: IBO – The staff will continue to investigate and be educated / inserviced in the IBO – PYP program.

Rationale:

Goal Statement #1 - It appears that there is a drop in the numbers of students meeting or exceeding expectations in writing conventions and paragraph and sentence structure as measured by the CAT3 test. Satisfaction surveys also indicate that students and parents are least satisfied with the development of the students writing skills. The intermediate classes have used the Writing with Style and Structure program for the last 3 years.

Goal Statement #2 – Although our students appear to be doing reasonably well in numeracy we have again noticed there is a historical drop in the average percentile rank of the grade 4 to grade 7 students as measured by the CAT3 testing. We would also like to reduce the use of calculators and work with our students to ensure they have a good grasp of the basic facts and can recognize mathematical patterns.

Goal Statement #3 – This is a new program in the district and the staff will need to be more aware prior to making the decision to implement the program throughout the school.

Disaggregated Data/Evidence:

Goal Statement #1

-grade 3 - 2008 screener - 91% of the students were meeting expectations.

-grade 4 - 2008 FSA - 63 % meeting or exceeding in writing, 2009 FSA – 90% meeting or exceeding in writing.

-grade 7 - 2008 FSA - 79 % meeting or exceeding in writing, 2009 FSA – 97% meeting or exceeding in writing.

-2008 satisfaction survey – 78% of grade 4 students, 64% of the grade 7 students and 67% of the parents are satisfied with the development of writing skills.

CAT3 2008 (% of students at stanine 4 or above)

Subject Area	Gr 3	District	Gr 4	District	Gr 5	District	Gr 6	District
Writing	97%	89%	87%	82%	91%	84%	89%	86%
SWW Fall 2009	MM/M/E		84%		94%		91%	

-the target will be 95% at stanine 4 or above for all grade levels on CAT3 or CAT4.

Goal Statement #2

-grade 4 – 2008 FSA - 89% meeting/exceeding (24% exceeding) , – 2009 98% meeting/exceeding (% exceeding)

-grade 7 – 2008 FSA - 83% meeting/exceeding (8% exceeding) , – 2009 97% meeting/exceeding (% exceeding)

CAT3 2008 (% of students at stanine 4 or above)

	Gr 3	District	Gr 4	District	Gr 5	District	Gr 6	District
Mathematics	97%	90%	94%	89%	95%	88%	91%	90%
Computation	95%	86%	90%	83%	92%	83%	92%	83%

-the target will be 95% of the students at stanine 4 or above on CAT3 or CAT4.

Goal Statement #3:

IBO – The staff will be educated and inserviced in the IBO – PYP program. Presently 2 staff members are inserviced and both are very interested in implementing the program. A survey of the staff indicated that over half are interested in implementing the program.

The target will be that all of the staff will plan at least one unit in the IBO format.

	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

Provide time for teachers at grade levels to determine the strategies they will use in their classrooms to achieve the school goals. Primary and intermediate meetings will be held throughout the year. The intermediate teachers have indicated that they would like to continue to make assessment a focus for next year. We will also be exploring the IBO PYP program.

ASSESSMENT PRACTICES

Primary Literacy Screener, FSA, CAT3 or CAT4, Fall, Spring School Wide Write and Whole Class Reading Assessment.

Continue to work with teachers and the school assessment team in understanding and implementing Assessment for Learning.

INSTRUCTIONAL PRACTICES

Teachers in grade groups will meet to determine which strategies they will use in their classrooms in order to achieve the school goals.

Continue with Writing with Style and Structure, Action Schools and Nutrition programs. In writing have the teachers focus on writing conventions. Introduce and train teachers in the 6 Traits of Writing.

SPECIFIC STRATEGIES FOR STUDENTS

Literacy Intervention Program, Homework support at lunch and after school, Reading Naturally at lunch and after school, Successmaker, 1 to 1 Reading, LAT support, grade 7 Compacted Math.

ABORIGINAL ENHANCEMENT AGREEMENT < DISTRICT ACCOUNTABILITY CONTRACT

-support for the aboriginal students – CEA support – LAT support – Aboriginal cultural support – Homework support – aboriginal presentations (this year a number of grades have had presentations relating to the aboriginal peoples)

STAFF DEVELOPMENT AND DISTRIBUTION OF RESOURCES

Use social skills assembly time to provide time for teachers to plan together - provide implementation funding to release staff to allow them to meet in grade groups – discuss goals and classroom initiatives at staff meetings on a regular (monthly) basis, staff input as to the classroom resources needed and the school wide programs needed to support the 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?
2. How do you ensure communication about student achievement is delivered to:
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

STRATEGIES TO SEEK INPUT

Staff - staff meeting, grade group meetings, individual teacher growth goal meetings – Parents - satisfaction survey, PAC meetings, SPC meetings and returns from newsletters.

Strategies to be considered are :

- Training of the teachers in the 6 Traits of Writing.
- Training of the teachers in the use of the Whole Class Reading Assessment.
- Continuing the School Wide Write – grades 3-7.
- Involving our readers in the Battle of the Books.
- Setting a goal to increase the focus on and the amount of writing our students accomplish.
- Beginning the Battle of the Books program

COMMUNICATION WITH STAFF< PARENTS<STUDENTS< COMMUNITY

- Staff – staff meetings – grade group meetings – implementation day.
- Parents – newsletter – PAC meetings – FSA results for grade 4 and 7 sent home – CAT3 results communicated at parent teacher conferences.
- Students – review FSA results with the grade 7 students, review goals with all students – goals posted in each classroom.
- Community – newsletter.
- expand our use of teacher websites for positive communication.

DISTRIBUTION OF LEADERSHIP > ADMINISTRATORS> TEACHERS>SUPPORT STAFF> PARENTS AND STUDENTS

-Three staff members are the representatives for literacy and numeracy. These staff members attend workshops and report back to the staff. The intermediate literacy representative is also responsible for the coordination of the school wide write in grades 3 to 7.

-Each staff member is responsible for the implementation and monitoring of the Action Schools Program within their classroom. A designated staff member will continue as the coordinator of the Action Schools program.

-A staff member is responsible to lead our Assessment for Learning team.

-Two staff members have been responsible for introducing the concept of IBO PYP. Consideration will be given towards the appointment of a IBO coordinator next year.

-each teacher is responsible for the development of the goals within their classroom. Teachers meet several times a year to discuss the goals and the specific strategies they are using within their classroom.

A.

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

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

Dorothea Walker Elementary

School Planning Council:

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

<u>Sue Noble</u> Parent Member	_____	<u>April 2009</u> Date
	Signature	

<u>Christine Taitinger</u> Parent Member	_____	<u>April 2009</u> Date
	Signature	

_____ Teacher Member's Name	_____	_____
	Signature	Date

<u>Doug Evans</u> Principal's Name	_____	<u>April 2009</u> Date
	Signature	

Superintendent or Assistant Superintendent:

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

<u>Mike Roberts</u> Superintendent's Name or Assistant Superintendent's Name	_____	<u>April 2009</u> Date
	Signature	

Board of Education representatives at the SPC review meeting:

<u>Gail Scanlan</u> Trustee	_____	<u>April 2009</u> Date
	Signature	