

SCHOOL PLANNING COUNCIL REPORT

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

École Glenmore Elementary School

May/2009

Snapshot of School Goals for 2009/2010

To increase student achievement in numeracy to our target levels.

To strengthen and increase student skills and achievement in writing to our target levels.

Promote student achievement in Reading in relation to our target levels.

School Mission Statement

To create an inspirational learning environment that honours the individual student and promotes each one's success.



“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 AREAS OF FOCUS 2008/2009

The Board work to improve student success by connecting students to a variety of learning opportunities by establishing new schools of choice or programs of choice within each region of the School District by 2010.

The Board obtain and develop the highest quality staff by implementing a new employee recruitment portal, a national recruitment portal, and national recruitment strategy by June 2009, as well as providing mentorship for new employees.

The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators (completion by June 2011).

The Board implement the new District Health Promoting Schools Plan, with emphasis on promoting the physical health of students by having all schools fully implement student activity initiatives by September 2009, and by eliminating all man-made trans fats from foods prepared, sold or served at school by June 2009.

GOALS AND FOCUS 2008/2009

DISTRICT GOALS

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

- 1) By June 2012, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8.
 - June 2008 – 85%
 - June 2009 – 86%
 - June 2010 – 87%
 - June 2011 – 88%
 - June 2012 – 89%
- 2) By June 2012, 95% of our students who begin grade 10 in our schools and then remain in our District for the next three years will successfully graduate or earn their school completion certificate.
- 3) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8.
 - June 2008 – 63%
 - June 2009 – 67%
 - June 2010 – 71%
 - June 2011 – 75%
 - June 2012 – 79% (*This specific target has not been identified in our Enhancement Agreement.*)
- 4) By June 2012, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
 - 95% in Grade 8 – currently 3-year average is 88%
 - 90% in Grade 9 – currently 3-year average is 81%
 - 85% in Grade 10 – currently 3-year average is 69%
 - 80% in Grade 11 – currently 3-year average is 65%
- 5) By June 2009, grade readiness for each school's cohort in grade 8 – 11 will increase based on the passing rate in all five core subjects.

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

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

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

In support of this goal, the School District will:

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

C. NUMERACY - The School District will establish a formal, grade-to-grade Numeracy monitoring plan applicable to each student in our system from Kindergarten to Grade 12; and

100% of our students at-risk in Numeracy will be identified annually and supported through school-based and/or district intervention strategies beginning in 2008/2009.

2008/2009:

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

2009/2010:

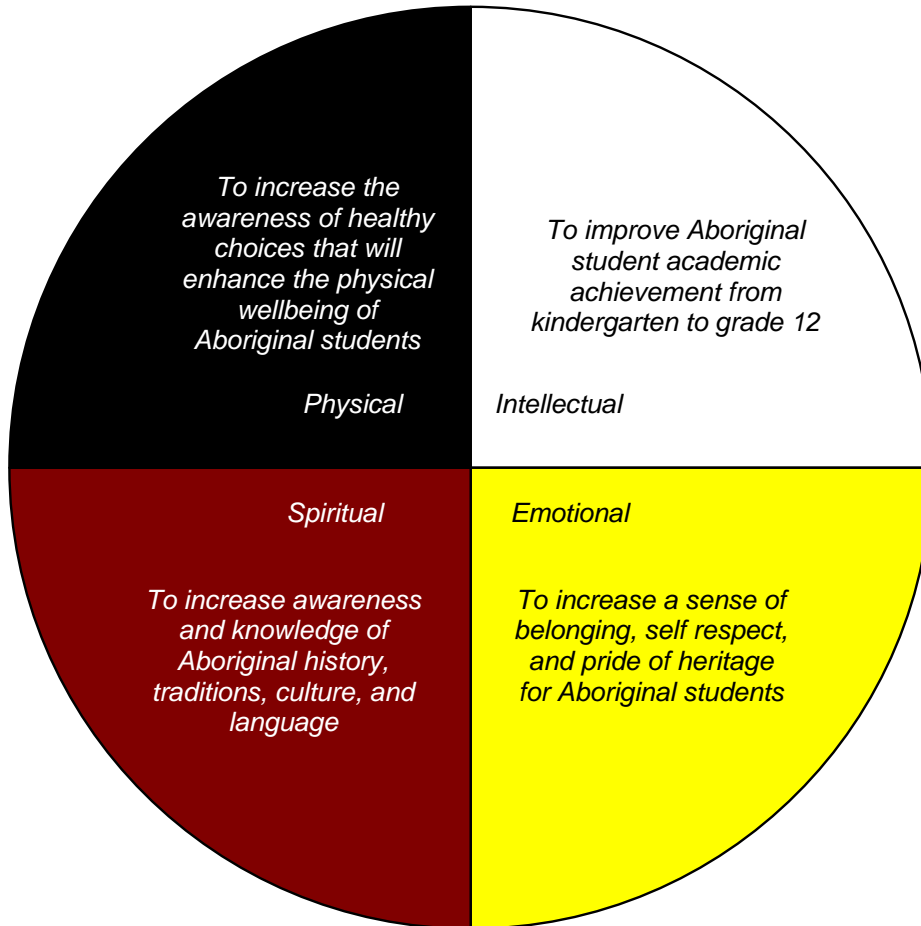
- Establish baseline data with a balance between local, provincial and standardized assessments.
- Pilot/Field-test the early Numeracy Screener.
- Identify annually 100% of our students at-risk in Numeracy and support them through school-based and/or district-based intervention strategies.

2010/2011:

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

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:

- Built in 1950; numerous additions made through the years, including Mountainview School, a 3-pod structure
- Offers French Immersion and Gifted Programming in addition to regular English Programme
- 570 students enrolled
- Music speciality programmes including introductory violin, talent support opportunities
- Physical Education in grades K-6 augmented with such events as Square Dancing, Tennis etc.
- Enrichment for gifted and talented students is offered at the school in several subject areas
- A leadership-promoting school
- A highly active Parent Advisory Council with numerous educational supportive committees
- Primary and Intermediate Fitness and running clubs offered each Spring
- Intramural and team sports including basketball, volleyball, wrestling, indoor soccer and more
- Participation in the B.C. Fruit and Veggie Snack Programme
- Built on a foundation of PBS, a well-researched framework of school-wide Positive Behaviour Support

School Performance Information

Curricular Opportunities

- **Public Speaking:** all students in grades 4, 5 and 6 wrote and delivered a speech in their language of instruction. Two grade 6 students proceeded to district zone level competition.
- **Science Fair** open to all Primary and Intermediate students: 20 teams entered at Glenmore. Three teams competed in the March 12-13 District Science Fair held at UBCO with all 30+ participants visiting the District Fair.
- **Patrol and Crossing Guards** – over 50 grade 5 students dedicated to keeping students and parents safe
- **Spirit Team** – over 35 students participate in this leadership team
- **Mind Grind Eco-Challenge** – Glenmore Team participated in the Regional District's 2009 Challenge
- **Spaghetti Bridge Building Engineering Contest** – 20 bridges were entered this year; 8 bridges were selected to be presented at Okanagan College on March 6th.
- **Family Math Fun Night** – January, 2009 – over 250 attended. Participants were highly satisfied.

Recognition

- **Awards Assemblies** – Grade 5 and 6: three times per year & Grade 4 at the end of the year. Every student is recognized at least once each term.
- **Grizzly PAWs** – students receive specific recognition for the social responsibility we seek. Weekly and monthly PAW draws are made, and prizes given.
- **D.A.R.E. Programme** – 80 Grade Five students “graduated” in December, 2008
- **Math Contests** – Pythagoras; Fibonacci; Byron-Germain – 35 students participated in grade 4-6

Music and Performance Framework

- **Music programme:** djembe drums, voice, performance and guitars
- **Primary French Immersion/English Christmas Concerts** – one Kindergarten concert and one Gr. 1 – 3 Event
- **Charlie Brown Intermediate Concert** – Kelowna Community Theatre
- **Education Week:** Two violin players performed at the Education Week Breakfast
- **Drumming Festival:** Remembrance Day
- **Talent Shows:** on March 9th and 10th to showcase music, dance and drama skills of our students. Open to all students.
- **Violin Programme:** started for grade four this year and will expand to two groups next year
- **LTTA:** Learning Through the Arts programme where artists work alongside teachers
- **NITEO Benefit Concert**

Healthy School/Healthy Environment Structure

- **Designated “Action School”**
- **Glenmore Healthy Schools Committee of Parents:**
 - B.C. Fruit & Veggie Snack Programme
 - waste reduction
 - play first, eat later is in place
- **Running/Fitness Club for Primary** – Friday 6 weeks in April & May
- **Running/Fitness Club 7-47 for Intermediates** – Tuesday/Thursdays 6 weeks in April & May
- **Bike to School Week and Tour de Glenmore:** May 11-15, 2009 with neighbourhood bike tour sponsored by the City of Kelowna on May 14th, 2009
- **Environmental Ecological Destination Conservation Club:** numerous ongoing initiatives to support the development of environmentally friendly living. Glenmore sent a team to Destination Conservation.
- **Positive Behaviour Support** a school-wide system of intervention & proactive teaching is in Year 3 of implementation at Glenmore
- **Eco-Challenge:** Glenmore School was #1 in the city in the Mayor’s 2008 Environmental Challenge
- **School-Wide Square Dancing For Primary** – 325 primary students participated in January and February 2009
- **Intermediate Track & Field Training** – May - June for grades 4-6
- **Volleyball** – Grade 5 and 6 girls and boys
- **Wrestling Club** – over 30 grade 3-6 boys and girls involved in this lunch time program with COWA
- **Futsal** – April for girls and boys in grades 2-5
- **Tennis Lessons** – February in liaison with Parkinson’s Recreation Centre. All students in Grade 4-6 participated.
- **Flag Football:** in the Fall at Lunch hour for grades 4-5
- **Basketball:** Grade 6 Girls and Boys: inter-school competition
- **Weekly Fun Lunch:** increased opportunities for healthy alternatives
- **Adventure Smart:** safe outdoor education skills to students was taught to our students at all grade levels: Outdoor Snow and Avalanche Safety, Hug-A-Tree
- **School-wide Book Exchange** – 2000 pre-owned children’s books exchanged at Glenmore in March
- **Community Garden** – staff member proposal has been accepted by our PAC and is moving forward
- **Cool Ways to School Committee** – promoting active transportation to school including infrastructure improvements, in conjunction with UBCO nursing and engineering students have developed schoolpool.ca
 - completed parent surveys on need for infrastructure improvements in school area
 - developed alternatives and cost assessments.
- **Footprint Days** – a community walk April 28th to May 1st

Partnership

- Librarian partnership with COTLA to bring authors to S.D. #23: 2009 Canadian author: David Bouchard.
- Partnership with Club Penquin and school community to put a community garden on site
- Partnership with Rankin Family to bring over 200 students to a concert at Prospera Place

Traditions

- Grade 6 Year End Education Trip: Vancouver, June 10 -12 2009

Giving Structure

- Foster Child Support (Victor and Wilma Rosalia) - over \$1000.00 raised by Mr. Costa’s class & over \$ 860.00 raised by Mme Perrier’s class
- Food Bank Drive – at Christmas Glenmore students generously donated
- Jump Rope for Heart – all students – over \$21,000 was raised in 2009 for the Heart and Stroke Foundation
- NITEO – over \$10,000 raised to support education in Uganda
- Salvation Army coat drive
- Terry Fox Run
- Dictée PGL with proceeds to Africa

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Preface: In discussions and analysis of data both staff and the SPC agreed that, the previous year's goals needed to be revised to more accurately reflect the needs of the school. The measures now established (whole class reading assessment, Nelson Benchmarks, SWW etc.) provide us with the ability to establish clear targets, measure progress and implement appropriate strategies to meet goals.

Goal Statement #1: To increase the numbers of students showing growth in reading levels throughout the year in the primary grades.

Summary of Achievements in Relation to Target(s): Growth in reading levels at the primary level is in evidence. For English Students we are using Nelson Benchmarks and for the French students - GB+. Since the fall assessment we have seen an increase of the overall number of students in primary classes meeting or exceeding expectations. In our English classes the numbers of students showing growth in reading levels increased by 20% from the Fall of 2008 to the spring of 2009. At the same time we are working to establish a consistent benchmark for GB+ (It would appear that 92% of the French students have met or exceeded expectations as measured using Casorso Elementary standards for reading.)

Goal Statement #2: To raise performance in Numeracy in Primary grades.

Summary of Achievements in Relation to Target(s): In the previous year a target of 95% of students meeting or exceeding expectations by year end was set (based on report card assessment). In March of 2008, 78% of primary students met or exceeded expectations. By year end that percentage increased by 10% to 87% (8% below target). The math goal has continued this year and broadened to include intermediate students. 100% of our staff dedicated two hours of PLC time to examine best practice in numeracy (led by Lorraine Baron). The use of manipulatives and strategies introduced will invariably continue to move us toward improvement in numeracy. Our recent math night was well attended (over 300).

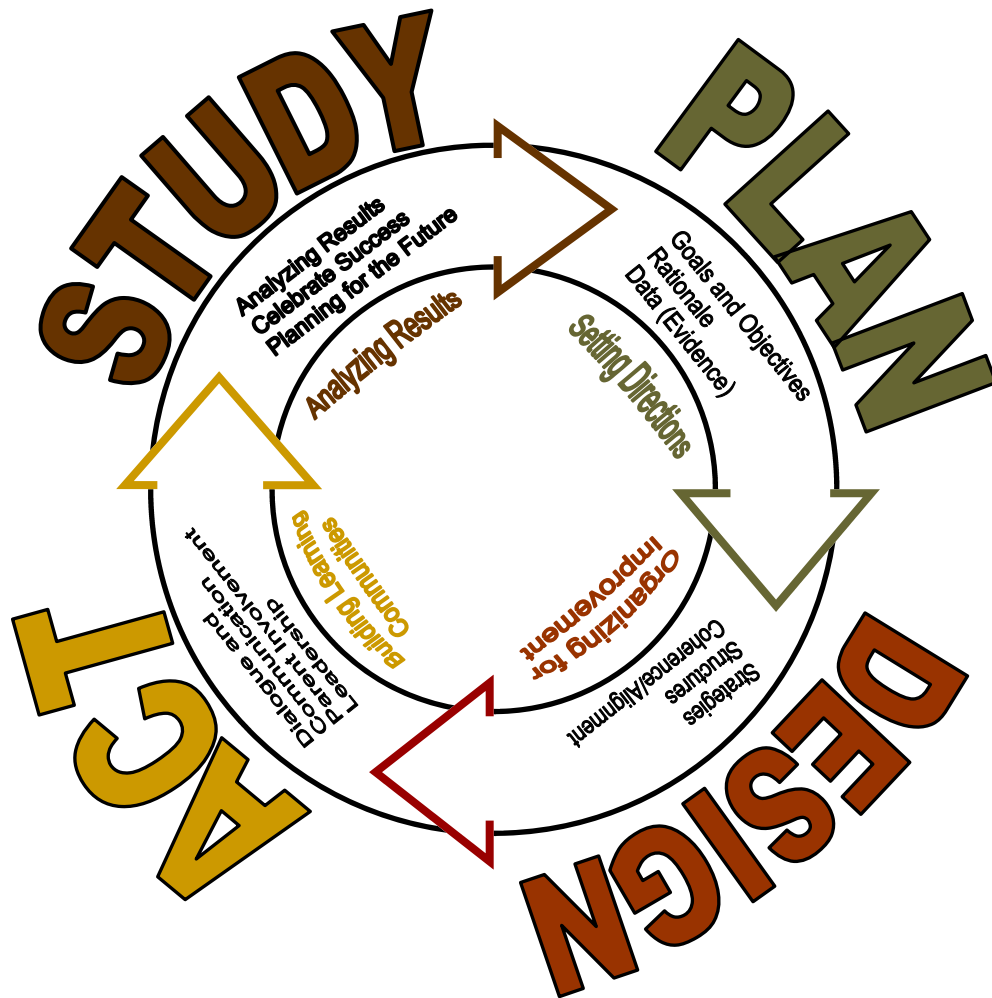
Goal Statement #3: To increase the number of male students fully meeting expectations in the intermediate grades.

Summary of Achievements in Relation to Target(s): When this goal was set, 39% of boys were not meeting expectations in reading. Today 98% of boys are meeting or exceeding expectations as compared to 98% of girls. The measure used to determine this result in second term was the Whole Class Reading Assessment (majority of staff went to a workshop to ensure consistency of the measure). Since the establishment of a consistent measure has occurred this year – there is a question as to the validity of the previous year's results.

Goal Statement #4: To maintain our identification of Gifted Students and provisions of a variety of experiences for them in their target areas.

Summary of Achievements in Relation to Target(s): Assessments to determine giftedness continued with eight completions. Two students were designated in this category. While this was selected as a goal in the previous SPC report less emphasis was placed in this area as it was discussed and determined to fall under 'best practice'. Further, opportunities for enrichment are offered regardless of the number of designated students.

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) We have identified the following improvement results:

- Reading results improved - based on “whole class reading assessment” October 2008 to March of 2009. From the initial assessment in the fall it was determined that 72% of intermediate students were meeting or exceeding expectations. A second mid-year assessment indicated that 98% of students were meeting or exceeding. It should be noted, however, that 19% of students could be delineated out to the “minimally meeting” category – or “just across the border”.
- Our primary students also showed significant progress as measured by Nelson Benchmark and GB+ reading assessments. Of particular note in terms of progress was in evidence at the grade one level in English. This was identified in the fall as an area of concern as 63% of students were not yet meeting expectations. By March 2009 84% of students were meeting or exceeding expectations.

2) The trends or patterns that emerge are that writing and numeracy are areas requiring attention:

- In the spring write of 2008, 60% of grades 3-6 students met or exceeded expectations. Our first school-wide write data from the fall revealed that this is an area to continue supporting. 54% of grades 3-6 students met or exceeded expectations. We took into consideration, given the low percentage, that an additional 34% of students are in the ‘approaching’ category. Improvements in writing are now at the forefront of this school year’s endeavours.
- CAT3 results from May of 2008 indicated that 87% of students were meeting or exceeding expectations providing further evidence of the appropriateness of a math goal.
- results in numeracy continues to be below target levels as measured by report card data and the CAT3 (though there is a trend in the basic skills to an upward direction on the CAT3). Report card data indicates that our primary students are below the 95% target set with only 87% in the meeting or exceeding category. Report card data for our Intermediate students indicated that 83% were above the letter grade of C. It is the belief of the SPC and the staff that this result could be improved further.

- PM Benchmarks/GB+ Grades K – 3
- Report Cards Grades K – 6 (it should be noted that through the development of quality assessment report card mark validity has been strengthened)
- CAT 3 Results Grades 3 – 6
- School Wide Write Grades 4 – 6

| | 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

Goals/Targets:

To increase student achievement in numeracy to our target levels.

Our target for math is to have 95% of students meeting or exceeding expectations as measured by the CAT4 test and the primary math assessment tool (to be introduced in 2009/2010) and reflected in report card assessment.

To strengthen and increase student skills and achievement in writing to our target levels.

Our target in our first year of the newly adopted strategies is to move students to 80% above minimally meeting expectations as measured by the School Wide Write (Fall write 54% were above minimally meeting).

Promote student achievement in Reading in relation to our target levels.

On the three point scale results are very good – our target however, is to have 85% of students above minimally meeting expectations (presently 79% as measured by whole class reading assessment).

Rationale:

Numeracy, writing and reading are all fundamental to academic success. Since we are not yet meeting our target levels it becomes necessary to continue to take specific steps to reach our goals. The SPC and the staff are in agreement as to these areas of focus. Further, the staff has committed to the goals and are actively working toward them both as individuals and as a team. Perhaps the most compelling reasons for adopting these goals are that they serve all students interests. We expect all students to enjoy the greatest possible success and will put in place strategies to address the needs of our most challenged (i.e., Fab Four, Read Naturally, Success Room, volunteers, LAT in partnership for IEPs) to our most able (i.e., gifted enriched challenges, classroom instructional changes to provide challenge in activities such as individualized reading programs). We will continue to address the needs of our aboriginal students through the provision of direct support and culturally relevant experiences.

Our adoption of Assessment for Learning practices in the classrooms will also serve the learning needs of all. The use of rubrics and performance standards is now widely in use at the school.

Disaggregated Data/Evidence:

Report card results for primary students provides strong evidence for continuing with a numeracy goal. At 87% meeting or exceeding expectations, we are clearly short of the goal of 95%. CAT 3 results indicate that numeracy is an area of concern - in particular, in measurement and in basic math skills. In writing there has not been evidence of a positive trend line in results.

| | 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?

1) Strategies and Structures:

Staff Development:

- Nine staff members completing PGPs that were all relevant to school goals (2 staff members elected to do a ‘voluntary PGP’)
- Staff began the year with an in-depth study of best practice in the instruction of reading (devoted PLC time as well as the ministerial day)
- Staff agreed to give the February Pro-d day to writing and meet as a team
- Professional Learning Community Time (PLC Time) Mondays – structured; directed; accountable – continues in collegial sharing outside PLC time
- Staff Meeting and PLC time focus on best practice
- Direct support from District Staff at PLCs and in classrooms (multiple visits by Lorraine Baron, Sheila Graham and Brenda Bell)

Assessment Practices:

- Assessment for Learning study of Anne Davies’ book as a staff and in daily practice
- School-wide use of rubrics (common rubric in kid friendly language recently adopted for writing)
- Strengthening of assessment continues to support quality report cards
- Use of assessment to guide practice (SWW, Whole Class Reading, etc.)
- Anne Davies video presented at staff meeting to lead to discussion of assessment for learning
- Tool for reading assessment is now standardized in primary and intermediate in the school

Instructional Practices:

- Adoption school-wide of *Excellence in Writing* and the continued use of School-Wide Write
- Lit Circles adopted in intermediate classrooms
- Classroom focus on comprehension strategies from September pro-d
- A shift to a more concentrated use of math manipulatives to strengthen student conceptual grasp of numeracy

Other:

- Accelerated Reader put in place in the school (grades 3-5)
- School has joined the Network of Performance Based Schools
- Math Night

2) Strategies for students not demonstrating improvement:

- Our foundational structure is the *Glenmore Pyramid of Interventions*, implemented in full by Glenmore Staff in the Fall of 2007 (See Appendix Glenmore Pyramid of Interventions)
- Success Maker provided to targeted, at risk learners and enrichment before and after school, and immediately after lunch (in addition to Success Maker in grade 2 and 3, and for some selected classes based on data)
- ‘Fab Four’ volunteer program established (parents trained in how to promote reading comprehension are assigned students to work with on a daily basis)

3) Connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan:

• The Aboriginal Enhancement Agreement, the District Accountability Contract and the school plan area all connect through their design. Each of the three is created to ensure the provision of a quality education. The Enhancement Agreement was created for the unique needs of our aboriginal students and founded in the goals reflected in the teachings of the medicine wheel. Our school plan and strategies have a similar design in a construction created to attend to the physical, intellectual, spiritual and emotional well being of those in attendance at Glenmore. Our strong focus on “Helping Others”, has served all students and community members to develop a sense of the larger community. In partnership with our advocate we continue to strive to recognize and support the unique and diverse needs of aboriginal students.

4) Staff development and the distribution of resources aligned to help the achievement of school and District goals:

- resources are distributed to support school goals – school goals, in turn are in alignment with District goals
- text materials and programs have been purchased that have assisted the delivery of quality instruction (professional books to staff members ... such as “Literature Circles” Faye Brownlie or Reading Power)
- staff are supported to collaborate and work on common assessment practice based on sound pedagogical foundations of assessment for learning
- staff accept and support the use of funds for school goals
- PGPs financially supported if in alignment with school and district goals
- PLCs in alignment with school and 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?
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?

Strategies to seek input:

- To seek parent input: a formalized Parent Survey will take place in May. To seek teacher input: formal staff meeting surveys and input sessions, and PLC time input sessions are scheduled.
- SPC presents at monthly PAC meetings

2. To ensure student achievement is communicated:

- teachers receive a data binder in the Fall with extensive current data on each student.
- school-wide achievement data is shared at staff meetings and in structured PLC meetings, and it is referred to in monthly newsletter. Principal reports at PAC meetings and SPC meetings include student achievement information. Newsletters and SPC reports are posted to school website.
- students are made aware of student achievement through the report card & term awards

3. Leadership is distributed among

- teaching staff through a cycle of capacity-building in our various teams: Literacy, Numeracy, PBS, Environmental Education, Healthy & Active Schools
- teachers in “Sharing the Load” which covers a full range of opportunities in the school
- support staff through inclusion and invitation in the capacity building process
- parents through an extensive PAC structure with 30 standing committees
- students with a multitude of opportunities not limited to: Spirit Team; Classroom Lunch Helpers; Office Monitors; Recycling Crew; Multiple Branches of the Environmental Club; Standing fundraising for worthy causes; Ready, Set, Learn Student Leaders; Bike Rodeo Student Leaders, Crossing Guards and Reading Buddy opportunities

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

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

School Name

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