

SCHOOL PLANNING COUNCIL REPORT

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



George Pringle Elementary School École Élémentaire George Pringle

APRIL 2009

Snapshot of School Goals for 2009/2010

- Improve student achievement in literacy
- Improve student achievement in numeracy
- Continue to develop student responsibility.

School Mission Statement

The staff of George Pringle Elementary School, École Élémentaire George Pringle, is committed to working in partnership with the school community to promote the development of each student's full potential. We strive to provide a safe, friendly environment where students can acquire positive self-esteem, skills, knowledge and attitudes to become tolerant, empathetic citizens, and endeavour to be independent, life-long learners.

School Motto: **"We take PRIDE in what we do!"**

GPE Values

At GPE, we value:



Trust therefore we will provide a caring environment where everyone will feel safe.

Fairness, honesty and respect in all our relationships, therefore we will teach and model these and other virtues with compassion and a positive attitude.

Diversity therefore we will develop instruction that accommodates students' strengths and learning styles to help them become self-confident and independent learners.

Collaboration therefore we will build positive relationships through open, honest communication among students, parents and staff.

Purposeful learning therefore we will engage students in meaningful educational programs.

Social and environmental awareness therefore we will encourage our students to contribute to the local and global community.

Excellence therefore we will provide students with opportunities to celebrate their talents and success.

Progress and accomplishment therefore we will encourage our students to work hard and do their best.

Good health therefore we will encourage students to be active and eat nutritious foods.

Our students therefore we will make decisions in their best interests.

Vision Statement

Here at George Pringle, we take pride in who we are and we aspire to further integrate our rich Canadian diversity into our student's learning. Through teaching and modeling strong virtues and respect towards everyone, we hope to create an environmentally friendly school where parents, students and staff feel welcome and secure. In addition to recognizing the importance of academics in the development of our students, we strive to offer a variety of artistic, linguistic, cultural and athletic experiences. By taking this action, we envision a greater sense of community within our school, where everyone's feelings, beliefs and talents are valued, and students are given the skills, tools and confidence to become successful, independent adults.



“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.



"Together We learn"

School District No. 23 (Central Okanagan)

GOALS AND FOCUS 2009/2010

DISTRICT GOALS

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

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

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

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.

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

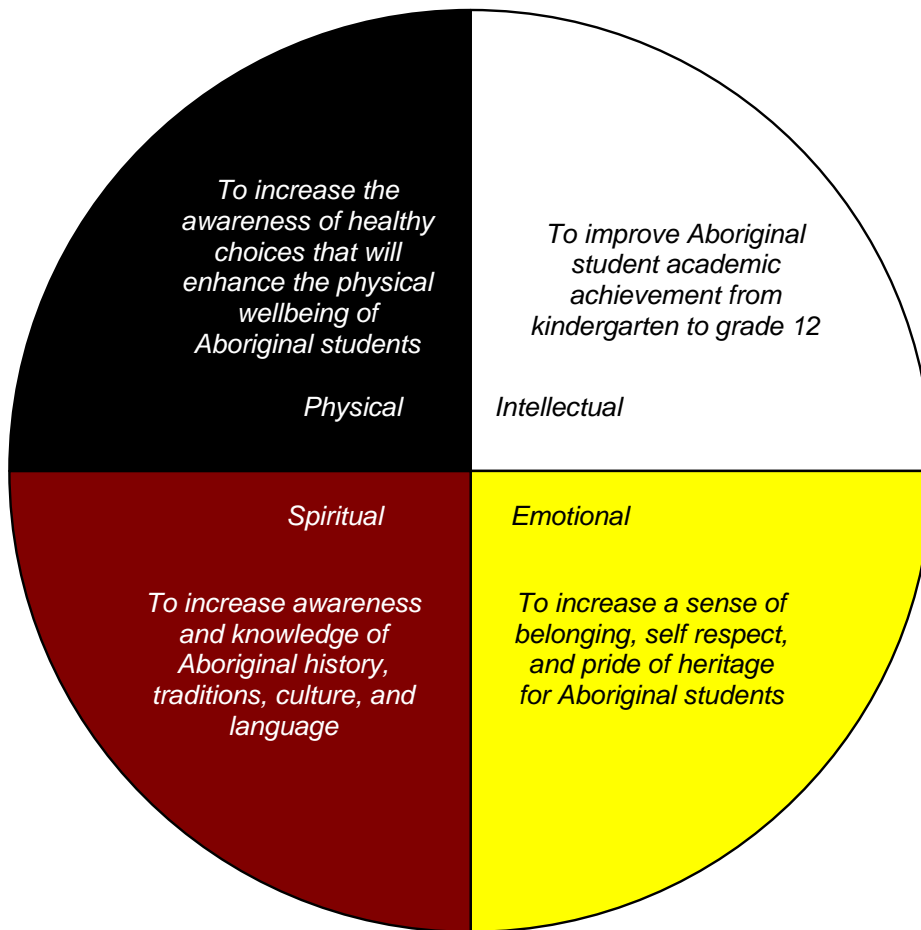
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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

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

Goals of Our Enhancement Agreement

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



Performance Targets for Five Years:

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

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

CELEBRATING SCHOOL SUCCESSES

STUDENTS

ENGLISH STUDENTS	GRADES:							Total
	# K	# 1	# 2	# 3	# 4	# 5	# 6	
No. of students by grade 2009	27	20	32	35	37	36	47	234
FRENCH STUDENTS	GRADES:							Total
	# K	# 1	# 2	# 3	# 4	# 5	# 6	
No. of students by grade 2009	32	32	38	23	41	24	19	209
TOTAL STUDENTS	GRADES:							Total
	# K	# 1	# 2	# 3	# 4	# 5	# 6	
No. of students by grade 2009	60	52	62	58	78	60	66	436

Demographic Context

	SCHOOL 08/09	PROVINCE Most Current Data
Total Number of Students	436	651,625
Proportion Males	49%	51%
Proportion Females	51%	49%
Proportion Aboriginal Students (70)	16%	10%
Proportion of French Immersion students (209)	48%	6%
Proportion of Enrolment with Special Needs		
Low Incidence (3 students) (Dependent Handicapped, Deaf/Blind, Moderate/Severe/Profound Intellectual Disability, Physical Disability/Chronic Health Impairment, Visual Impairment, Deaf/Hearing Impaired, Autism)	1.8%	10%
High Incidence (students) (Severe Learning Disability, Mild Intellectual Disability, Moderate Behaviour Disorders, Rehabilitation Programs)	.8%	4.4%
Severe Behaviour (Severe Behaviour)	.6%	1%
Gifted	0%	1.3%
Proportion English as a Second Language (ESL) (2 students)	.4%	10%
Proportion Non-English Home Language	3%	16.36%
Educators		
Number of Educators (FTE)	22	33,800.9

UNIQUE SCHOOL CHARACTERISTICS

École George Pringle Elementary School is located in the heart of West Kelowna, very near Highway 97, close to businesses and churches, and adjacent to the West Kelowna Town Centre Shopping Area. The student population on September 30, 08 contained 220 French Immersion Students and 223 English Students, for a total of 443 students. The French Immersion catchment area is from Peachland to Trader's Cove. The school also is home to the Westside Operations Department, Westside Education Support Services Team, the High 5 Westside Literacy Intervention Program, Le Petit Hibou Preschool and the StrongStart program.

Transportation:

École George Pringle Elementary School students currently arrive at school by the District School bus from the Smith Creek area (92 students of which 75 to 80 ride on any given day), by parents' vehicles, and on foot.

Staffing:

École George Pringle Elementary School staff consists of 18 classroom teachers with 19 divisions. There are 9 FTE English classroom and 8.5 FTE French Immersion classroom teachers. Our counselor and librarian are at our school 2 and 3 days per week respectively. Our Music specialist works with all classes from grades 1-6. All students are involved in the school choirs. Classroom Support has been provided to the Intermediate Teachers to support the Reading Block program in both French and English and to French Immersion primary students for language development. Students have benefited from the provincial Class Size Initiative which maintains class sizes at K – 22, grades 1-3 at 24, and grades 4-6 at 30. Staff are regularly given time to work together to develop teamwork and provide support in the area of curriculum development share resources. The school benefits from energetic and committed teachers and support staff.

Special Programs:

École George Pringle Elementary School's learning assistant teachers are 0.8FTE for English and 0.4 FTE for French Immersion. Four CEAs support our Special Needs students with the assistance of an Itinerant Resource Teacher and Counsellor. All of the following Westside Education Support Services Team has been involved at École George Pringle Elementary School: Itinerant Resource Teacher, School Psychologist, Hearing Resource Teacher, and Speech-Language Pathologist

Aboriginal Program

École George Pringle Elementary School's Aboriginal population is one of the highest in the School District at 15%. A significant number of students live in the Okanagan Metis / Aboriginal Housing Complex and only 6 Status First Nations students live on reserve land. George Pringle has 27.5 Aboriginal CEA hours per week for students who need support. Our Aboriginal Advocate is at George Pringle 4 days per week and has been an excellent liaison with the community. We continue to expand our Aboriginal Homework Breakfast program which provides a warm and welcoming start to the day for students who attend.

Enrichment:

We extend leadership opportunities to students, especially in grade six, who demonstrate an interest in this area. All grade 6 students participate in the grade 6 leadership program. Throughout the year, they rotate through a series of different modules e.g. School Spirit, Good Samaritan, Media, Recycling, Bulletin Boards etc. This program has been beneficial for both students and the school environment. We have provided 0.1 teacher time to assist with special programming for gifted students. Within the regular classroom, curriculum is compacted and students are encouraged to elaborate on self directed, open-ended projects. In addition, teachers are encouraged to give differentiate the curriculum and provide assignments which focus on creative and critical thinking. Successmaker math is a self directed program which challenges students. Further enrichment opportunities are provided through student leadership, Public Speaking, Battle of the Books, visiting speakers and presenters, the Environmental Mind Grind, Destination Conservation, the District's E3 Conference and the Care and Make It Fair Conference.

Extra-Curricular Programs:

At GPE, we have developed a growing number of intra and extra curricular events to promote a strong sense of school community and spirit. Our Music Prep. Teacher provides Music and choir to all the students in our school in both French and English. Special events like our Winter musical, Remembrance Day ceremony, and our monthly celebration assemblies have been excellent due to our focus on Music and the Fine Arts. Many extracurricular programs are provided for students such as Volleyball, Basketball, Track & Field, Running Club, Primary Intramurals, Soccer, Floor hockey, Dance Club, Battle of the Books, Chess, Sewing and Knitting clubs.

SCHOOL PERFORMANCE INFORMATION (MOST RECENT AVAILABLE)

School initiatives/activities that enhance school climate: Remembrance Day student led assembly

Special Events

Many special events take place throughout the school year including Terry Fox Run, Francophone Day, Harmony Day, Aboriginal Awareness Day, Aboriginal cultural events, Spirit days, Flag Day, Public Speaking for French Immersion and English students, Talent Contest, Battle of the Books, Jump Rope for Heart assembly and event, Prevent Bullying presentations, inter school athletic games, Playday, Apple Bowl athletics' event, Carnival, Book Fairs, inter school Battle of the Books, Grade 5 Destination Conservation and Environmental Mind Grind, and community service for our local Food Bank.

Celebration Assemblies

Monthly celebration assemblies are held to which parents are invited. All classes participate at some point throughout the year to present plays and musical performances. Grade 6 students help to organize and MC these productions. This year, each assembly has focused on a specific "virtue" e.g. Tolerance, Empathy, Joy. Every year, there is a special assembly for Remembrance Day. This year, GPE was proud to host a Citizenship Ceremony where new immigrants to Canada received their Canadian Citizenship.

Technology Initiative

With our technology refresh during the summer of 2008, we have added 32 laptops on 2 carts for use with intermediate students. With the help of our PAC, we also added 24 new computers in our computer lab for Primary students. We have purchased 3 Smartboards which are used with intermediate classes to provide visual, hands-on, interactive learning. Our goal over the next 3 years is to increasingly infuse technology into the curriculum to support students and engage them in their learning.

Technology Evening

Parents are invited to observe students demonstrating a variety of technology projects and programs.

Community Garden

Our community garden is up and running. We have worked closely with the local community to design our section of the garden. Classes are now planning for planting in the Spring e.g. edible flowers, sunflowers and pumpkins. Math and science curriculum is integrated into these projects.

Student Responsibility

This year, we had a major focus on developing student responsibility. We have initiated several, award programs to recognize student work ethic and contribution to the school community – Super Kid, Pride Ticket, Social Responsibility (based on report card marks in this area) and Perfect Attendance.

Student-Led Conferences

Students led their parents through the conferences by discussing work in their student portfolios. In some classes, they also led their parents through short activities in language arts, math, science and social studies. Student led conferences give parents a more complete picture of their child's learning and the opportunity to help their child set positive goals for the future.

StrongStart Early Learning Centre

The first StrongStart program in West Kelowna opened at GPE in September 2008. StrongStart is a free drop-in for children aged 5 and under and their parent, grandparents or caregivers. Children participate in art activities, stories and songs, open play. A healthy snack is also provided. StrongStart provides an excellent opportunity for students to get ready for entry to Kindergarten.

All Day Kindergarten

This is the first year we have offered full day Kindergarten in both the English and French Immersion programs. French Immersion students come to school Tuesday, Thursday and alternative Fridays, while students in the English program come every Monday, Wednesday and alternative Fridays.

French Immersion Support Site for Parents

French Immersion teachers are developing a web site which parents at GPE can access to help their child with reading in French. Stories currently being read in classes are recorded and posted on the school website. Students and parents can therefore read together in French at home.

French Immersion Kindergarten Open house

Parents interested in enrolling their children in the French Immersion program were invited to tour the school and observe the program in action.

Traffic Safety

Our continued focus on Traffic Safety over the last 2 years has led to some major improvements. Sidewalks have been added around the school on Elliot and Ingram roads. A new pedestrian crossing has been added in front of the school. PAC has supported the school in hiring a traffic crossing guard in this area before and after school. The new drop off loop in front of the school has eased congestion at the rear of the building during school drop off times. We are greatly indebted to a parent volunteer who helps with our morning traffic flow.

Playground

This Fall, the second section of our Adventure Playground was completed. We thank our Parent Advisory Committee for all their hard work raising funds for this wonderful project.

Aboriginal Breakfast Club

Our Breakfast Club continues to expand with over 70 students enrolled. The program is also open to any child who will benefit from a nourishing breakfast in a warm and caring environment.

B.C. Fruit and Vegetable Program

This is the first year that our School has participated in this program. Every second week, fresh fruits or vegetables are delivered to our school and distributed to all classes by parent volunteers. The program has been very successful and students enjoy eating fresh carrots, apples, pears, tomatoes, oranges etc.

Security Camera

A security camera has been added to our school building at our Primary entrance, part of our ongoing efforts to ensure safety for everyone at GPE.

Communities in Bloom

The local Communities in Bloom organization worked with the students at GPE on a project to add colour and interest to the outside of our building. Hand painted, wooden flowers were attached to the fences around our school grounds.

Family Movie Nights

Our parent volunteers organized 3 'Movie Nights' in our gym. Students and parents brought sleeping bags, blankets, deck chairs and relaxed together for an evening of fun.

Teacher Websites

Many of our teachers have designed their own websites with information about homework and classroom assignments, upcoming events and field trips. They can be accessed through the staff directory on the school web site.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS (2007/08):

Goal Statement #1: To Improve Student Achievement in Reading

Summary of Achievements in Relation to Target(s):

CAT 3 (target 90%)	an average of 90.4% at Stanine 4 or above for grades 3-6 Reading
FSA (target 90%) (target 10%)	88% of grade 4 students meeting or exceeding expectations in Reading 21% of grade 4 students exceeding expectations in Reading
Primary Screener	a 50% decrease in the number of grade 3 students at risk on the screener in comparison with their grade 1 scores
School Fluency Assessment	84.5% of students in the grades 2-6 English program meeting or exceeding expectations in Reading Fluency. 93% of French Immersion students in grades 3-6 are meeting or exceeding expectations in Reading fluency.
Read Naturally	average gain for grades 3-4 is 24 words per minute in reading fluency
Report Cards	90.3% of intermediate students in the English program and 98.4% in the French Immersion program are meeting or exceeding expectations in language arts.

• Strategies / Structures To Support Goals

- A school wide Reading Assessment Program was implemented i.e. Jerry Johnson Fluency Testing, District Screener, etc.
- All student assessment data was collected in a student assessment binder and given to teachers in classroom binders in September.
- Student assessment results were examined to determine teaching strategies to meet individual student needs (Assessment For Learning).
- Classroom Support was provided to help teachers assess individual students' reading levels
- Gr. 3 and 4 Read Naturally program was implemented by CEAs during lunch recess.
- Students referred to the High Five Westside Reading Intervention program for intensive support as needed.
- French Immersion teachers used their PDP time to meet after school to discuss strategies focused on developing students' oral and written skills.
- Additional classroom support time was allocated to French Immersion classrooms to further students language development
- Parent helpers were recruited to read with students
- Literacy Lead teacher attended "Stepping Out Workshops."
- School Intermediate and Primary Teacher Contacts for Literacy attended District workshops.
- Home reading programs were developed for all classes.
- School- wide Fun Literacy events were implemented to motivate students to read (ie. Read-A-Thon, Reading incentive programs through the Library.)
- PAC provided funds to purchase classroom readers for primary classes and to purchase books for the library.
- Each teacher received funds from the school budget to purchase leveled, reading materials for the classroom.
- The Successmaker reading program was implemented with primary students.
- F.I. L.A.T. teacher time was increased to 0.4 to support language development with students.
- 0.1 classroom support time was provided for student enrichment.

Goal Statement 2: To improve student achievement in Numeracy

Summary of Achievements in Relation to Target(s):

CAT 3 (target 90%)	an average of 85.5% of students at stanine 4 or above for grades 3-6 mathematics
FSA (target 90%) (target 15%)	92% of grade 4 students meeting or exceeding expectations in mathematics 20% of grade 4 students exceeding expectations in mathematics
Report Cards	90.3% of intermediate students in the English program and 96.3% in the French Immersion program are fully meeting or exceeding expectations in math
Successmaker	The average student gained 1 school year, 2 months and 1 day from initial placement.

● **Strategies / Structures To Support Goals**

- Implemented new math curriculum with all grades K-6
- Provided staff with time to explore, understand and implement new curriculum through professional learning communities
- Aligned “Math Makes Sense” text book with new curriculum
- Encouraged teachers to group students according to ability within the classroom and by providing the opportunity to platoon
- Provided students with tutorials in math with the Learning Assistance Teacher – short term extra help for students who are struggling with a specific math concept (i.e. 2 week Fraction Tutorial)
- Implemented District math benchmarks to provide for formative assessment of student progress
- Provided leadership to enhance teacher development through math representatives at district workshops
- Prepared bins of manipulatives for each grade level
- Created a Math Committee to explore new ideas and plan for implementation with teachers
- Involved parents in supporting math instruction through a Family Math Night
- The District Math Coordinator mentored teachers in professional learning communities.

Goal Statement 3: To develop student social responsibility within a positive school culture

Summary of Achievements in Relation to Target(s):

Grade 4 Ministry Satisfaction Survey results for 2007-2008.

Based on All or Many Times responses:

1. 80% of grade 4 students like going to GPE (Target 90%).
2. 90% of grade 4 students feel safe at GPE (Target 90%).
3. 81% of grade 4 students feel they are treated fairly at GPE (Target 90%).
4. The number of grade 4 parents who believed they had the opportunity to be involved in school planning and decision-making increased by 10% (Target 8%)
5. The number of grade 4 parents satisfied with their child's opportunity to be involved in activities outside of class increased by 19% (Target 10%)
6. The number of grade 4 students satisfied with the opportunity to be involved in activities outside of class increased by 16% (Target 10%).

Response rate 97%

School Satisfaction Survey results for 2007-08.

Over the last 2 years we have gradually changed how we interpret and report the data from our school survey to now focus on improvement in the All or Many Times categories only, as seen below.

Based on All/Sometimes to 2006 and All/Many/Sometimes for 2007 and All or Many Times for 2008:

7. 84% of grades 1-6 students like going to GPE (Target 90%).
8. 84% of grades 1-6 students feel safe at GPE (Target 90%).
9. 64% of grades 1-6 students feel they are treated fairly when they break the rules at GPE (Target 90%).
10. 79% of grades K-6 parents believe that school rules are clear and consistently applied (Target 90%)

Response rate 67%

• Strategies / Structures To Promote Student Responsibility and a Positive School Culture

We planned several activities during the year to develop a positive climate for École George Pringle Elementary School. Some of the programs or activities included:

- Primary and Intermediate lunch times are staggered so that fewer students are on our playground at the same time to increase student safety.
- Staff continued to teach Revised Code of Conduct, Discipline Policy and Behaviour Expectations
- Student hard work and effort were recognized through monthly SuperKids awards for all students (school pin, pen, pencil etc)
- Access to the Aboriginal Homework Breakfast Club was expanded to all needy students to provide a nurturing environment to begin the school day. This program also encourages students to be on time for school.

- French and English teachers and classes worked together to promote positive relationships between the French and English students (e.g. Field Trips, Buddy programs, intramural & extramural sports, family groupings for school-wide events such as Global Awareness Day).
- School Spirit examples: Winter Concert, Environmental Mind Grind, Destination Conservation, Art Walk, increased student participation in Celebration Assemblies, Jump Rope for Heart, Running Club, Child Run, Intermediate Track & Field, Primary Playday, Gr. 5/6 Volleyball and Basketball Teams, Floor hockey and soccer intramurals, Halloween/Shakewood Annie Family Dance, Art Club, Fitness Club, Carnival
- A peer mediator program was developed to provide students with extra assistance to problem solve on the playground.
- All grade 6 students participated in the leadership program which involved them in service projects for the school community.
- 0.1 classroom support teacher time was provide to develop the leadership program.
- GPE staff participated in the planning for the school's section of the new Community Garden
- PAC sponsored a school mural with the George Pringle Logo at the intermediate entrance.
- The safety plan for the school was upgraded – all doors locked except Primary door after 8.35 a.m. New signage for visitor information posted. An application for a video surveillance camera at the primary door was made to the Superintendent.

Areas of Focus – Summaries of Achievement

1. Quality Assessment

Teachers were involved in school and district professional development activities focused on Quality Assessment. At the beginning of the school year, they came together for 2 days to explore this topic in greater depth. Throughout the school year, Quality Assessment was discussed frequently during Professional Learning Communities and at staff meetings. Teachers were supported in this process by teacher leaders who attended district workshops and provided training to their colleagues on-site. Teachers gradually began to integrate quality assessment strategies into their instructional practice e.g. developing criteria, exemplars of student work and rubrics.

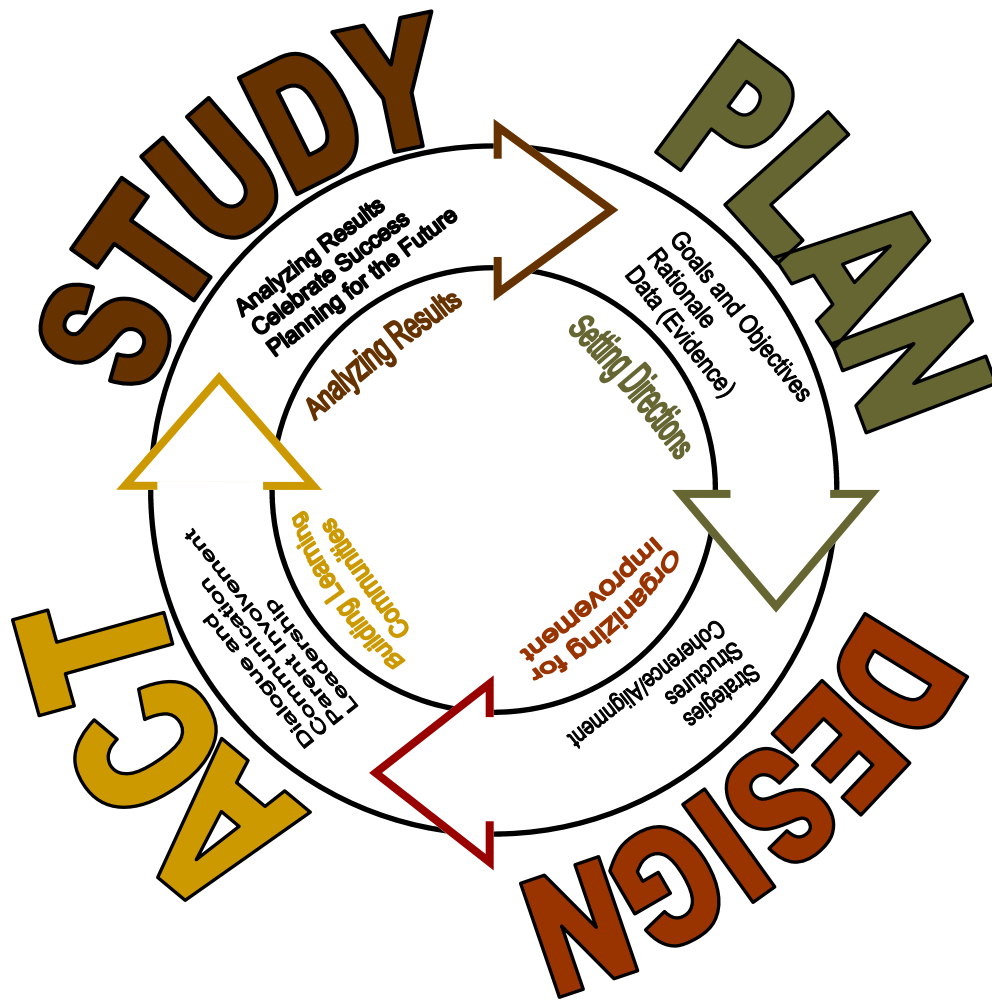
2. Promote The Physical Health of All Students

Nutrition – Working with our PAC, we ensured that all foods sold at GPE met the health guidelines. PAC also continued to provide bottled water for students in all classrooms to ensure the children remained adequately hydrated for maximum learning. An application was made to the B.C. Fruit and Vegetable program so that all students can learn to eat fruit and vegetables as part of their regular diet. All classes were given the opportunity to plan for a Spring planting of vegetables in the Community Garden encouraging the consumption of natural foods.

Physical Activity – The implementation of the Daily Physical Activity program has greatly benefited students. Increased physical activity is provided in the following ways:

- by teachers team teaching 2 classes in our large gym and therefore increasing student access
- the implementation of the ActionBC program with its focus on different ways to become active e.g. stretching, dance, active games etc.
- school-wide activities such as the Terry Fox Run, the Pumpkin Run and Jump Rope For Heart
- intramurals e.g. running club, grade 2/3 fitness club, floor hockey, soccer, biking club, cross country running
- extra-murals - basketball and volleyball
- the addition of our new adventure playground.

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 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

Analyzing Results

1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results?

Literacy:

- **Report Cards** - the intermediate report card marks remain very strong for 2007/08, with 95 % of students fully meeting or exceeding expectations in language arts in both the English and French Immersion programs. This data reflects a trend over the last 5 years with the majority of intermediate students consistently demonstrating that they have met provincial standards in reading. This conclusion is supported by the grade 4, 2008 FSA results in reading with 88% meeting expectations (21% exceeding). As we examine the data for the primary grades, we witness a decrease in the number of students fully meeting expectations with more students in the approaching expectations (minimally meets expectations) category. The average number of students fully meeting or exceeding expectations in the French Immersion program (83%) is significantly higher than in the English program (61%). As the number of students in the English program decline, the concentration of students in classrooms who are vulnerable academically and emotionally increases. Term 1 and 2 report card marks for Intermediate students in 2008/09 remain strong at 91.1% in English program and 93.2% in the French Immersion program. In the Primary grades, there continues to be significant numbers of students in the "approaching expectations" category in both programs at this point in the year.
- **Primary Screener Data** – the primary screener gathers data concerning all kindergarten students in our school. From grades 1-3, the Screener is only implemented with students in the English program. An examination of the data over the last 3 years demonstrates that on average a consistently high number of students in the English program enter grade 1 at risk (52.6%). By the end of grade 3, the number of students at risk has been reduced on average to 35%. The last 2 years have shown significant reductions in students at risk at the end grade 3 – 32% and 30% respectively. Of the number of students designated at risk at the end of grade 3, 80% are boys, 20% girls and 40% Aboriginal. Although students make significant gains from entering grade 1, the number of students in the English program still struggling to read fluently at this point is of great concern to us. Students are referred to Read Naturally, a fluency and comprehension program which targets students in grades 3 and 4 in both the English and French Immersion programs. Students are highly motivated to attend this program because of the engaging reading materials and high success rate. The average gain for students attending Read Naturally in 2007/08 was 24 words per minute in increased reading fluency. Aboriginal students have been provided with additional access to the Read Naturally Program working with the Aboriginal C.E.A.
- **School Wide Fluency Assessment (Jerry John's)** – An average of 80.5% of students in the English program (grades 2-6), and 87.5% of students in the French Immersion (grades 3-6) are meeting or exceeding expectations on the fluency assessment tests for the academic year 2009. Individual grades demonstrate small increases or decreases from previous years, but there is no significant trend over the years. It is noted that a significantly higher number of students (14%) in grade 3 French Immersion were below the 25 percentile. This data may reflect the fact that students only begin reading English in September of grade 3. On the other hand, it may reflect the fact that a more socio –economically diverse group of students are now entering the French Immersion program. We continue to work towards our target of having less than 10% of students below the 25 percentile by 2011.

Numeracy:

- **Report Cards** – We continue to see a high percentage of intermediate students meeting or exceeding expectations in math (93.3%) in both the English and French Immersion programs for 2007/08 school year. This conclusion is also supported by the grade 4, 2008 FSA results in numeracy with 92% meeting expectations (20% exceeding). At the kindergarten level 72% of students in the English program and 97% in the French Immersion met or exceeded expectations. This discrepancy between the results of the 2 programs is also demonstrated in the grades 1-3 report card data (English 77%, French Immersion 93.7% meeting expectations.) For terms 1 and 2 of 2008/09, this trend continues for French Immersion intermediate students (91.6) with a slight drop for intermediate students in the English program (85%), at this point in the year. For primary students the results are closer (71% English and 72.8% French Immersion) for the first 2 terms. It is anticipated that there will be considerable learning growth for students in both programs during term 3.
- **Successmaker Math** – All grades 1-3 students are now accessing the Successmaker math program 3 times per week. The majority of intermediate grades access the program at least 2 times per week. The 2007/08 results are based on 424 students. The average student gained 1 school year, 2 months and 1 day since their initial placement, therefore exceeding the initial target set of a 0.5 grade level gain from September to June. There is no doubt that our students benefit from this self-paced program that provides immediate feedback on their individual progress and uses technology to engage them in their learning. This program has particularly helped students understand the following concepts – addition and subtraction, geometry, measurement, probability and statistics, and problem-solving.
- **CAT** - Student results are averaged for grades 3-4 in both the English and French Immersion program. The results for mathematics report a slight trend upwards from 2004-2008 with an increase of 2.5%. By grade 6, students demonstrate strengths in the following areas – number concepts, data analysis and probability. Results in Computation and Numerical Estimation have fluctuated up and down over the same period showing an increase of 1.5%. We will focus improvement in the following areas multiplication and division and decimal operations.

Student responsibility

Opportunities for service and active citizenship (Grades 5 and 6) – 100% of grade 6 students participated in the leadership program at our school. 0.1 Teacher time was dedicated to organizing this program. Every grade 6 teacher and all school administrators worked with a group of students. A series of leadership options were provided e.g. school’s spirit team, recycling group, service to humanity group, yearbook photographers, assembly support, office monitors, peer mediators, peer tutoring, refereeing, primary intramurals. Students chose their groups for the year and rotated through 3 groups of 10 weeks in duration. All participants kept a journal to log their hours in the program and reflect on their experiences. This program is extremely successful and students are keen to be involved each year. Grade 5 students had the opportunity to be involved in Destination Conservation and provide leadership in developing environmental projects for our school. Students also had the option of being lunch recess monitors supporting lunch hour supervisors in the primary classrooms and also of being babysitters at our Parent Conferences and Open Houses.

GPE Satisfaction Survey - Every year the school surveys our students and parents to elicit feedback to help us improve our school environment and programs. The following questions elicited data (always/many times) in the area of student responsibility.

- 1. Are personal differences respected at your school? (2008, Students – 59%, Parents – 83%)
(2009, Students – 70.5%, Parents – 88%)
- 2. Do you understand expectations for student behaviour? (2008, Students – 93%, Parents – 86%)
(2009, Students – 91.5%, Parents – 92%)
- 3. Do you try your best at school? (Students – 89% 2008, 93.9%, 2009)

This is the first year that we have reported the data with *always/many times*, excluding the *sometimes* category. As expected, scores will be lower than previously recorded. This is especially noticeable in the students’ response to, “respecting personal differences.” Student responses for this question contrast significantly with grade 4 student responses to the same question in the 2008 Ministry Survey at 83% and the 2009 Ministry Survey at 97%. In the 2007/08 school survey, there was a 67% student response to the survey, lower than in previous years, which may have impacted the results. However, we are pleased to note an 11.5% increase in the student response to this question for 2009. It may be that students in the earlier grades have more difficulty understanding the survey questions and survey format. We are proud that 93.9% of students try their best at school. We will continue to work as a school to maintain a culture where students are responsible and respect personal differences.

Student Referrals To The Office – Benchmarks are being developed for the 2008/09 school year. Data has been collected for September through March. The majority of referrals stem from incidents which have taken place before school during recesses or on the bus. There are very few referrals by teachers sending students out of class. An analysis of the results so far, clearly indicates that boys are referred much more frequently than girls and students in the English program more frequently than those in the French Immersion program. Many of the students who are repeatedly sent to the office are students with either behaviour designations or those who are recognized by staff to be socially and emotionally vulnerable.

	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: **School Goals 2009-10**

- Improve student achievement in literacy with a focus on reading fluency and basic writing skills
- Continue to improve student achievement in numeracy (maintenance goal)
- Continue to develop student social responsibility.

1. **Literacy**

Objectives:

- Less than 10% of students in the English program will be at risk on the Primary Screener at the end of grade 3 within 2 years.
- The number of grades 1-3 students fully meeting or exceeding expectations on their report cards will increase by 10%.
- 97% of intermediate students will receive a C or better on their report cards.
- All students in the Read Naturally program will increase their fluency by 25 words a minute.
- Less than 10 % of students will be below the 25th percentile on Jerry John's Fluency rating scale within 3 years in grades 2-6.
- 85% of students in grade 6 will meet or exceed expectations in writing within 3 years, as demonstrated in the School Wide Write.
- 90% of grades 1-3 students will meet or exceed expectations on the PM Benchmarks for reading within 3 years.

All objectives refer to students in both the English and French Immersion Programs unless otherwise stated.

Rationale:

Literacy is the foundation of all learning therefore we will continue to maintain a strong focus in this area. 30% of our students in the English program are still at risk in reading fluency at the end of grade 3, so continued efforts in this area are required. Data from the 2008 FSA tests demonstrate a drop in student scores in writing. These results remain on a par with the District. However, combined with parent responses to the question, "I am satisfied with my child's writing skills," on the school, 2009 Satisfaction Survey, we feel that it is important to refocus our literacy goal on improving writing skills (79% in the English Program, 87% in the FI program).

Relationship to district goals:

Goals are aligned with the district goals of improving student literacy and student graduation rates.

New Strategies

- Implement the Successmaker Reading program with grades K-1 students in the English program
- Provide Aboriginal students with additional access to the Read Naturally program
- Concentrate LAT resources in grades K-3
- Increase opportunities for small group, guided reading and literature circles through platooning
- Purchase high interest, non-fiction books to motivate boys to read (classroom and library)
- Implement the District School Wide Write with all grades 3-6 classes
- Provide all teachers with opportunities to work in teams to examine writing standards, compare student writing samples, create a common language and understanding around student performance and to develop instructional strategies for improvement
- Increase the use of technology in the classroom to both support struggling learners and to enrich the curriculum for our most able students.

2. Numeracy (Maintenance Goal)

Objectives

- 100% of primary students will access Successmaker on a weekly basis.
- Primary students will demonstrate a 0.5 grade level gain in Successmaker math from September to June.
- The number of grades 1-3 students meeting or exceeding expectations on their report cards will increase by 10%.
- 95% of intermediate students will receive a C or better on their report card
- 90% of K-3 students will fully meet or exceed expectations on the Primary Math Screener.

Rationale

FSA and CAT results in mathematics are strong. In 2008, 92% of grade 4 students met or exceeded expectations on the FSA assessments, well above the District average at 81% and the Provincial average at 70%. For the first time, 20% of our students exceeded expectations. These results are supported by our CAT results which demonstrate that 86% of students from grades 3-6 are at or above Stanine 4 or above. We will continue to maintain our focus on steadily improving students' skills in math to reduce the number of students marginally meeting expectations.

Relationship to District Goals

Our school goals continue to be directly linked to the District goal of improving student numeracy skills.

New Strategies:

- Purchase new Math Makes Sense text books for all English classes and for all FI classes (as they become available) to support implementation of the new math curriculum
- Teach problem-solving strategies to students so that they know there is more than one way to solve a problem
- Increase the use of manipulatives and visuals (e.g. Smartboards) during instruction to increase student understanding of concepts
- Ensure all classes access Successmaker math on a weekly basis.

3. Continue to Develop Student Social Responsibility

Objectives

- Involve all grade 5 and 6 students in meaningful service roles
- Acknowledge active student citizenship within the school community
- Reduce the number of student referrals to the office over 3 years. Benchmark to be set in 2008/09.
- Ministry and school surveys - 100% of parents and students will respond in the “all of the time” or “many times” categories to the following questions:
 1. Are personal differences respected at your school?
 2. Do you try your best at school?
 3. Do you understand expectations for student behaviour?

Rationale:

All our students must feel welcome and safe at GPE so that they can learn in a positive, productive environment. Student and parent responses to the above questions in our School Satisfaction Survey indicate that we can continue to improve in this area.

Relationship To District Goals

As stated previously, this goal is related to providing an excellent learning environment (literacy and numeracy) where students feel supported and want to come to school (graduation rates).

Strategies

- All students and parents will sign a contract in September agreeing to uphold the school Code of Conduct.
- All staff will discuss the student Code of Conduct in September at the staff and support staff meetings to reach a common understanding of the school philosophy, rules and procedures.
- A “Quiet Room” to proactively teach social skills, anger management and organizational skills will be implemented.
- Student participation will be consistently recognized through the “Super Kid” awards, and Pride Tickets (given out by staff when students are acting very responsibly).
- Certificates will be given to students who meet the criteria for the Student Responsibility Honour Roll and Perfect Attendance.
- Celebration Assemblies and school announcements will focus on one “value/virtue” per month e.g. trust, honesty, respect.
- All grade 6 students will participate in the leadership program.
- School-wide participation in Destination Conservation will continue.
- Grade 5 and 6 students will have the opportunity to be Peer Mediators, peer tutors, office/classroom monitors, baby-sitters.
- The school will continue to be involved in service projects to support local, national and international organizations.
- Staff will meet to identify vulnerable students on an ongoing basis. Support will be provided to students as outlined in the Web of Intervention.
- Vulnerable students will be matched with mentors from Big Brothers and Sisters when appropriate to foster resiliency.

Other Areas of Focus:

1. Quality Assessment

- Teachers will integrate quality learning strategies into their instructional practice.
- Students will understand what they need to do to be successful.
- Students will know when they have done a good job.

Rationale

By involving teachers, we will improve instruction. By involving students, we will increase motivation to learn.

Relationship to District Goals

This goal is directly related to the district 4 year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators.

Strategies

- Identify teacher leaders to attend district workshops on Quality Assessment and develop school based workshops as appropriate
- Provide teachers with time to meet in teams to discuss the following – student performance standards and Quality Assessment strategies.
- Promote and monitor the integration of Quality Assessment strategies in all classrooms
- Implement the use of student process folios and Student-Led Conferences school-wide.

2. Increase The Use of Technology In The Classroom To Support Student Learning.

Rationale

GPE strives to meet the needs of a diverse student population in the English, French Immersion and Aboriginal programs with a significant number of vulnerable students as well as a large group of students who require enriched programming. Technology will assist us in meeting all student needs while engaging them more actively in their learning.

Year 1

- Purchase a minimum of 2 additional Smartboards for use in the Intermediate classrooms and 1 for the Primary classrooms
- Provide all staff with time to meet in teams to explore the educational philosophy for Universal Design for Learning
- Provide staff with time to explore on-line programs related to UDL and discuss how they can effectively implement them into their instructional strategies e.g. Smart technology, Kurzwell, Brain Pop, Discovery Learning
- Provide release time for teachers to observe colleagues who are already implementing Smartboard technology
- Provide “just in time” training for staff to develop their computer skills e.g. how to use the Smartboard, web site design.

Year 2

- Purchase 5 additional Smartboards with PAC support
- Continue to provide the same professional development opportunities to staff as described in year 1
- Introduce a unit planning document such as Wiggins, “Backward Design.”
- Increase the implementation of UDL strategies in the classroom
- Explore the philosophy behind Inquiry Learning.

Year 3

- Purchase 6 additional Smartboards with PAC support
- Implement Smartboard technology and Universal Design for Learning strategies into all classrooms
- Continue to provide similar professional development opportunities for staff as described in year 1 and 2
- Provide staff with time to develop units of study based on Inquiry Learning and implement with students.

	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/Structures:

1.
 - Teachers are grouped in Professional Learning Communities and meet 6 times a year to discuss and improve instructional strategies related to school goals. This year all teams came together around common interests based on Quality Assessment. Teachers are therefore given an opportunity to research and share best practices, discuss promising innovation and plan/reflect on classroom implementation.
 - Common prep time is provided at grade level to allow teachers to meet and plan together
 - Class binders include all relevant data about individual students to provide for ongoing assessment.
 - French Immersion teachers meet on an ongoing basis to discuss instructional strategies
 - Literacy and numeracy lead teachers highlight effective teaching strategies during staff meetings
 - Research materials and practical applications for quality assessment are discussed at staff meetings and in Professional Learning Communities.
 - Release time is provided to teachers for in school mentorship, as required.
 - District facilitators have been brought into the school to provide workshops for staff on technology e.g. developing classroom web-sites, Successmaker. Lead teachers in-serviced staff on report cards in BCeSIS.
 - Assessment practices – Early Literacy Screener, FSA/CAT3 scores, Jerry Johnson Fluency screener, Report card marks, grades 5-6 grade- wide writes, individual student assessment binder to permit teachers to analyse data and alter instructional practice, ministry and school surveys.
 - Instructional practices – focus on implementing new math curriculum, Smartboard technology.
2. and 4.
 - Allocate 1.2 LAT time, additional classroom support, C.E.A. from school budget, Aboriginal C.E.A. Referrals to Read Naturally, High Five Westside Reading Intervention program, volunteer parent readers, Successmaker math and reading programs. Before and after school Homework clubs with instruction from LAT. Aboriginal Breakfast Homework Club.
 - Staff development is focussed on supporting school goals.
3. School goals are linked to district goals. School and district plans reinforced through Superintendent, Family and FI meetings.

Enhancement Agreement and School Plans:

- Emotional:* Breakfast Homework Club, aboriginal advocate provides support between home and school. Aboriginal CEA and NHS.
- Spiritual* Aboriginal Brunch, cultural events, Okanagan greetings on school announcements, presentations at school assemblies, special Harmony day event based on Aboriginal story telling.
- Physical* Breakfast Program aligned with health initiative, DARE program, intra/extra-murals, Brown Bag lunch program.
- Intellectual* Support is provided through designated CEA. Aboriginal students can access all the supports available in the school for struggling students. Breakfast homework club gets students organised for the upcoming day. Additional access to Read Naturally program is provided to improve students' reading skills.

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
Strategies are not connected to school and/or district goals and objectives.	The district and schools have improvement strategies in place with some connection to goals and objectives.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies link to staff development and other improvement efforts. There is evidence of monitoring and adjusting strategies as required.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies are in place to address areas of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required.	STRATEGIES
The district and schools have not aligned structures to support school and/or district goals and objectives.	The district and schools have some structures in place to support school and/or district goals and objectives.	The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.	The district and schools have structures in place to support school and/or district goals and objectives. Structures support the areas of highest need and align with strategies. Structures are consistently monitored and adjusted as required.	STRUCTURES
There is little connection between school and district plans, and there is little evidence of efforts to develop connections.	The district and schools are developing connections between school and district plans.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions. Schools connect with other schools to build capacity.	COHERENCE AND ALIGNMENT

ACT

Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
 - Staff
 - Parents
 - Students
 - Community
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

1. Staff provided input into decision-making at staff meetings, Muffin mornings, Support Staff, NHS, Health and Safety meetings, through First Class, surveys, daily conversations. Parents have similar input at PAC and SPC meetings, participation on school committees, surveys, open door policy, Parent Ambassador program. Students have input through leadership program and surveys.
2. School newsletter (now e-mailed directly to most parents), web-site, Synervoice, student agendas, teacher web-sites, report cards, parent conferences, open houses, teacher weekly newsletters, Celebration Assemblies, and local media provide parents with ongoing information and encourage parental input. PAC has created positions for Aboriginal, English and French Immersion parent representatives. Teachers also receive information through daily announcements, weekly Pringle Press, First Class. Student data, school goals, budget are discussed at SPC and PAC meetings. A variety of strategies are used to gain input from all stakeholders.
3. A formal grade 6 **student** leadership program has been developed. All grade 6 students participate in a module of their choice. Grade 5 and 6 students also have the option of being a Peer Mediator. Grade 5 students can choose to be involved in Destination Conservation. Grades 5 and 6 students are also office and lunch monitors, as well as part of the Baby Sitting Club. All intermediate students are buddied with a primary class and given the opportunity to be positive role models. **Parents** have leadership roles in the following areas – PAC, SPC, hot lunch program, BC Fruits and Vegetable program, student intramurals, school committees (e.g. Traffic, Community Garden, Playground, Fund Raising). Several school initiatives were spearheaded by parents – full day kindergarten, on-line car pooling, Breakfast Club of Canada, grades 2/3 intramurals. The **Staff** is encouraged to take on a variety of leadership opportunities to develop leadership capacity throughout the school (district representatives, school committees, organizing school events/teams) We also continue to organize our professional learning communities around team leaders who will be provided with additional preparation time to plan for meetings. Teachers also provide leadership in organizing Professional Development Activities (e.g. Successmaker, Smart board Technology, Report Cards).

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.)

École Élémentaire George Pringle

School Planning Council:

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

_____ Parent Member's Name Jeanette White	_____ Signature	_____ Date
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_____ Parent Member's Name Janice Moase	_____ Signature	_____ Date
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_____ Parent Member's Name CarolLee Sproule	_____ Signature	_____ Date
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_____ Principal's Name Jean Makosz	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

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

_____ Assistant Superintendent Hugh Gloster	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name Jeff Watson	_____ Signature	_____ Date
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