

# SCHOOL PLANNING COUNCIL REPORT

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

## Helen Gorman Elementary May 2009



**Look: *Inward*, *Outward*, *Upward*!**

### Snapshot of School Goals for 2008/2009

1. Our School will continue to improve student achievement in reading with emphasis on the area of comprehension.
2. Our School will continue to improve student achievement in writing
3. Our School will continue to support the development of a school-wide math program to continue students' growth in numeracy.

Our Mission is:

“To provide our students with the  
knowledge, skills and attitudes to be  
effective members of society”





*“Together We Learn”*

## **SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)**

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

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

### **DISTRICT FOCUS 2009/2010**

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



# **GOALS AND FOCUS 2009/2010**

## **DISTRICT GOALS**

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

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

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

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



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

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

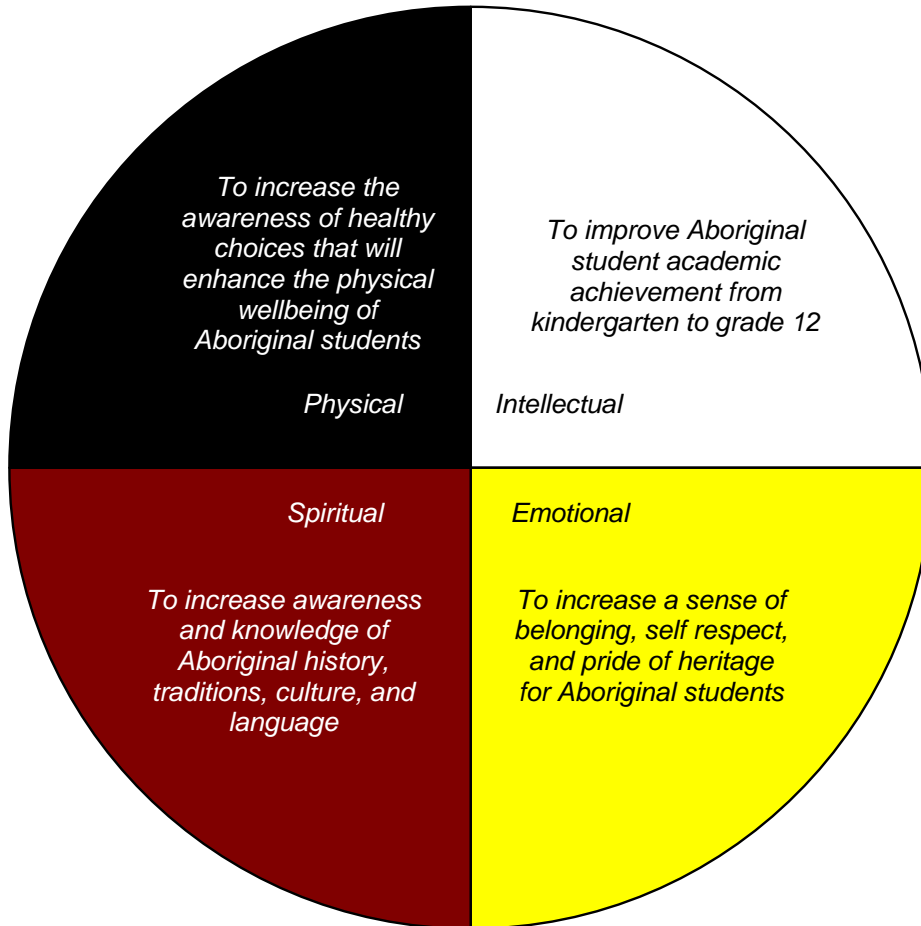
**The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.**

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



# Goals of Our Enhancement Agreement

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



## Performance Targets for Five Years:

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

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



# CELEBRATING SCHOOL SUCCESSES

## **Unique School Characteristics:**

Helen Gorman Elementary is situated on the Westside in the semi-rural community of Glenrosa. The school presently enrolls 250 students from Kindergarten to Grade 6. After several years of declining enrollment, the school saw some growth last year with projected growth for next year of 266 students. 15 of our students are Aboriginal descent. HGE is one of four feeder schools for Glenrosa Middle School, which is one of two middle schools feeding into Mount Boucherie Senior Secondary. The school shares an "open boundary" area with Glenrosa, Peachland and George Pringle Elementary schools. The catchment area for the majority of our students encompasses both sides of Glenrosa Road up to Crystal Mountain Ski Resort on the north and Highway 97 on the south.

Our Socio-economic profile (according to Stats Canada) reflects a community comparable with the following district elementary schools: Glenrosa, Hudson Road, George Pringle Elementary, Peter Greer and Chief Tomat and some Rutland area schools.

Helen Gorman currently houses a preschool run by Westside Boys and Girls Club and Webber Road Community Centre. It is an EBS (Effective Behaviour Systems) school and spends considerable time encouraging positive behaviour expectations. HGE is an Action School and takes seriously the fitness and physical health of our students and staff.

## **School Performance Information:**

- Ready Set Learn Event
- Kindergarten Orientation
- Grade 1-6 Choir with Norman Foote
- Grade 3-6 Battle of the Books
- Grade 4-6 Flag Football
- Grade 4-6 Intramurals
- Grade 6 Leadership Groups
- Grade 5 D.A.R.E.
- Grade 4-6 Author Visits
- Grade 4-6 Cross Country Skiing Program
- Grade 5-6 Strings Program (Violin)
- Grade 6 Golf Team
- Grade 6 Basketball Tournaments
- Grade 6 Volleyball Tournaments
- Grade 6 Completion Celebration
- Grade 6 Sailing
- Read Team
- Scholastic Book Fair
- Family Group Assemblies/Lessons
- Christmas Community Concert
- Care and Make it Fair
- Destination Conservation
- Art Team
- Knight of Columbus Free Throw
- Cross-Country Running 4-6
- District Track & Field
- Terry Fox Run
- I Walk
- Guitar Heroes Club (Gr. 4-6)
- Fine Arts Trips: Opera, Ballet, Actors Theatre, Art Gallery
- Apple Bowl Track Meet
- Spring Community Fair
- Jump Rope for Heart
- Grade 6 Spirit Committee
- Grade 5 Social Justice Committee
- Sign Language Club
- Ready Naturally
- 5 Cultural Performances
- Fine Arts Rotations
- Celebration/Fine Arts Assemblies



## **PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:**

**Goal Statement #1:** *Our School will continue to improve student achievement in reading with emphasis on the area of comprehension.*

**Summary of Achievements in Relation to Target(s):**

- maintain a 99% at or above the 4<sup>th</sup> stanine in reading on the Canadian Achievement Test
- ensure that “Fab 4” strategies are in place in all classrooms (predict, clarify, question and retell).
- increase the number of K-3 students demonstrating reading readiness from 88% to 90%

**Goal Statement #2:** *Our School will continue to improve student achievement in writing*

**Summary of Achievements in Relation to Target(s):**

- a 10% gain in the percentage of students exceeding expectations between fall and spring writes
- increase the percentage of students meeting or exceeding expectations in writing conventions on the Canadian Achievement Test
- increase the use of the ‘kid friendly’ performance standards school wide to 100%

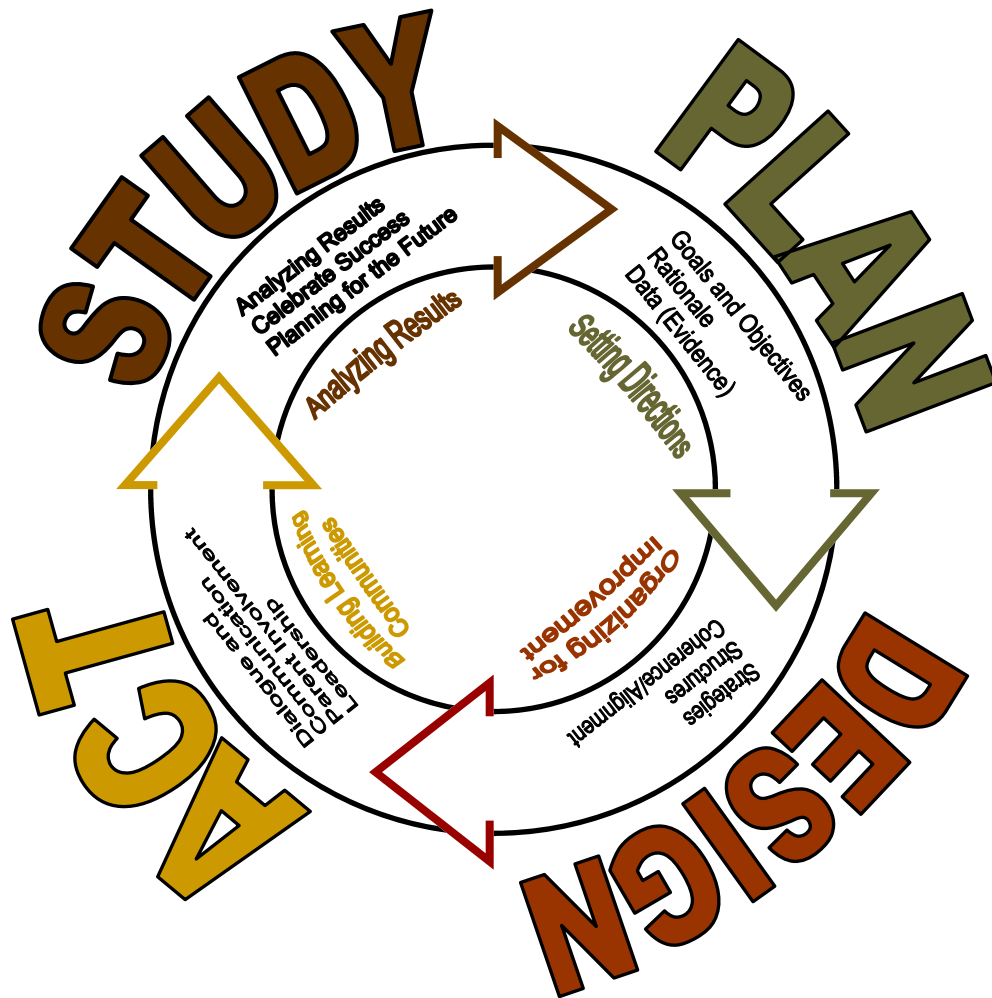
**Goal Statement #3:** *Our School will continue to support the development of a school-wide math program to continue to students’ growth in numeracy.*

**Summary of Achievements in Relation to Target(s):**

- 100% of staff supported in the delivery of the new math IRP and maintain the present level of achievement on standardized tests.



# 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?

When analyzing achievement levels for students, we attempted to use data that is **specific, current, and useful to track individuals and cohorts overtime**. The data chosen to inform our goals and to investigate successes include Report Card Data (classroom), School-Wide Writes (school), Whole-Class Reading Assessments (school), and CAT 3 Evaluations (district/national).

### **Improvement Results**

**Refer to tab K-12 Report Card Info for graphs:** This is the first opportunity to look at data from the projected data warehouse through School District 23. The data has been broken down into cohort groups with the previous year's final marks, as well as the first and second term marks from this year. We are pleased with student performance overall, but will continue to focus on students who *do not meet* or *minimally meet* in areas of reading and writing. We will continue to track student progress within grade cohorts and are excited about the opportunities with the development of the data warehouse.

**Refer to tab School Based Assessment for School-Wide Write (SWW) and Whole-Class Reading Assessment Data:** We continue to see good improvement in achievement scores within the SWW and Whole Class Reading Assessment. During the Fall SWW of the 2008-2009 year, there are more students who received a score of 1 than the previous year's write at the same time. Albeit, the expectation are for *April/May* of the school year, but we will need to ensure that students are supported to achieve increased success levels. As for the Whole-Class Reading assessment, this is the first year we have disaggregated items and have identified three target areas for improvement: Informational Gathering, Extracting Information, and Inferring. Our direction is to support learning to see more students scoring 3s and 4s on the assessment. Overall, students continue to show good progress as demonstrated by both of these assessments.

**Refer to tab School Based Assessment for charts:** 2007/2008 Screener Summaries indicate that there are cohorts of students who are identified "at risk", a percentage above the district target for 2011. The main focus is the Grade 3-End of Year Summary that indicated that 18% or 7 students were at risk.

**Refer to tab District Based Assessment for our graphs:** CAT 3 Reading, 4th Stanine and Above by Current Grade Cohorts. This data continues to show that HGE meets and exceeds national averages. The CAT 3 is discontinued this year, and the CAT 4 test will be administered in Grade 5 only for 2008-2009 year.

**Three-year plan:** At this point we are focused on realigning our assessments to match the proposed District K-12 assessment model. Helen Gorman is well on its way in meeting District goals over the next three years. We will continue to increase performance around reading and writing targets over the next year and re-evaluate our math performance through early numeracy assessments and the new CAT 4 to determine whether we begin to target math. We have selected two goals with targets that are specific and use assessments that give us timely feedback to make changes in instruction as well as systems in the school to support student learning. In short, our focus will continue to be reading comprehension, writing, and math over the next three years; we will meet and exceed the District targets in these areas.



Results against 2008-2009 Targets:

- **maintain a 99% at or above the 4<sup>th</sup> stanine in reading on the Canadian Achievement Test**  
Students continued to perform very well in the CAT 3 in reading. Each grade continued to exceed the Canadian norm with either 100% or mid 90s as a percentage. The data indicated that the current grade 6 cohort did show a dip in performance in their grade 5 year. During their grade 5 year, one section of student had three different homeroom teachers during the year, due to extenuating circumstance. Additional classroom support was implemented at the beginning of this year for the grade, after seeing these results on the CAT 3.
- **ensure that “Fab 4” reading strategies are in place in all classrooms (predict, clarify, question and retell)**  
The Fab 4 continue to be within all classrooms, in conjunction with our Read Team and in addition to the Reading Powers: Connect, Question, Visualize, Infer, Transform.
- **increase the number of K-3 students demonstrating reading readiness from 88% to 90%**  
K-3 students met or exceeded reading readiness targets gleaned from the Early Literacy Screener (Phonological Awareness and Receptive, Expressive, and Social Language). **93%** of students met expectations in these areas which exceeds the 90% target. We will now move toward decreasing students who are “at risk” as a whole and focus to align with the District goal of 90% of students meeting or exceeding expectations for the screener overall.
- **a 10% gain in the percentage of students exceeding expectations between fall and spring writes**  
Data for this year’s SWW is available in May. The data cycle for SWW has traditionally been a fall and spring write, but May is often too late to use to identify trends and use for current year SPC. The 2009-2010 final write will take place in April to help determine student writing performance in this area.
- **increase the percentage of students meeting or exceeding expectations in writing conventions on the Canadian Achievement Test**  
Student percentage on the CAT 3 in writing conventions was increased in one grade, but was relatively unchanged in the other two grades.
- **increase the use of the ‘kid friendly’ performance standards school wide to 100%**  
The use of ‘kid friendly’ or conventions performance standards continue to be used school-wide. Some teachers have even developed more specific criteria in conjunction with the performance standards and have created exemplars for students to self-assess their own writing.
- **100% of staff supported in the delivery of the new math IRP and maintain the present level of achievement on standardized tests.**  
Expectations at this point are that all teachers are following and instructing using the updated IRP. Resources have been purchased to support this delivery including manipulative cart and new math resources that are aligned to the updated curriculum.

	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?

## **Goal # 1: Our school will continue progress to improve student achievement in reading, with specific emphasis on comprehension.**

**Rationale:** It continues to be a shared belief within our school community that reading is the underpinning of all academic success. The ability to comprehend what is read will support student learning in all subject areas. Because of the revised District goal to move toward the Whole-Class Reading Assessment as a data point, we want to continue to see students gain reading comprehension abilities and use this measure to inform instruction rather than using the discontinued CAT 3. We have aligned our goals, over the next three years to attempt to exceed the District goal of having 90% of students meet/exceed expectation on the Literacy Screener (K-3) and Whole-Class Reading Assessment (Gr.4-8)

### **Targets:**

- Targets for March's 2<sup>nd</sup> term assessment, of 3, Whole Class Reading Assessments:
  - Increase to **70%** of students scoring a 3 or 4 on *Informational Gathering* items.
  - Increase to **65%** of students scoring a 3 or 4 on *Extracting Information* items.
  - Increase to **65%** of students scoring a 3 or 4 on *Inferring* items.
- **Decrease** percentage of students who are **not meeting expectations** on the literacy screener, by the end of grade three to **below 10%** (currently 18%).

### **Disaggregated Data/Evidence:**

A.) Whole Class Reading Assessment 2008-2009 *Percentage of students scoring a 3 or 4:*

	Assessment 1	Assessment 2	Difference
Informational Gathering	52%	63%	+11%
Inferring	55%	61%	+ 6%
Extracting Information	55%	58%	+ 3%

B.) Early Literacy Screener 2007-2008

*Percentage of students at risk:*

Grade Three Year End Summary: **18% or 7 students (target 10%)**

### **Specific Strategies:**

- Utilize professional learning/collaboration time to discuss instructional strategies and best practices to support student learning in reading comprehension specific to the above three areas
- Encourage more staff participation in our current action research project through the Network of Performance Based Schools which is focused on improving student achievement on the Whole-Class Reading Assessment through developing comprehension skills.
- Implement systems in which teachers have the opportunity to collaborate on how to introduce achievement standards for the Whole-Class Reading Assessment to students, mark assessments together to develop similar standards, and to identify instructional interventions.
- Assess need and implement classroom support or differentiated guided reading groups (Gr.1-3)
- Continue to instill and encourage the Reading Power/FAB 4 strategies with every student.



**Goal # 2: Our school will continue to improve students' writing skills with specific emphasis on impromptu writing.**

**Rationale:** Although our students continue to do well in writing, it is one of the areas where we seek continued gains. Report cards indicate that several students are NYME (not yet meeting) or are at risk (C-) in writing from Gr. 1-6. School-Wide Write (SWW) results show 11 students did not meet expectations in 2007-2008. The data cycle for SWW has traditionally been a fall and spring write. Typically, the spring write takes place at the end of May, but is often too late to use to identify trends and use for current year SPC. The 2009-2010 final write will take place in April to help determine student writing performance in this area. We have aligned our goal with the District goal to see 90% of students, grade 3-9, to meet/exceed writing BC performance standards.

**Targets:**

- The following targets between the 1<sup>st</sup> and the 2<sup>nd</sup> School-Wide Write.
  - Increase of **25%** students who score **fully meeting (3)** or **exceeding (4)** overall. (Current year increase of 19%)
  - Decrease the percentage of students **not-yet meeting (1)** below **5%** (currently 6%).
- 100% of students, grade 2-6, will continue to use the British Columbia Writing Performance Standard, including the experience of self-assessing their writing.

**Disaggregated Data/Evidence:**

**1<sup>st</sup> Write: 2007-2008 Fall School-Wide Write**

	M		F		Total
Score	No	Percent	Number	Percent	
1	17	19	5	5.5	12%
2	50	54	30	35	45%
3	21	23	40	46.5	34%
4	4	4	11	13	8%
Total	92		86		42%

**2<sup>nd</sup> Write: 2007-2008 Spring School-Wide Write**

Sex	M		F		Total
Score	Number	Percent	Number	Percent	
1	7	7.5	4	5	6%
2	39	42	19	23	33%
3	39	42	44	54	48%
4	8	8.5	15	18	13%
Total	93		82		61%

Increased 19%

**Strategies:**

- Utilize professional learning/collaboration time to discuss instructional strategies for writing as well as ways to acquire feedback of student writing progress. Disaggregate SWW data.
- Students will have opportunities to use performance rubrics to take more ownership of their learning, to better understand expectations, and to gain valuable feedback of their writing.
- School community will be educated regarding the specific goals and parents will be informed of their child's scores and expectation of each SWW. We will celebrate success collectively.
- Teachers can assess SWW within their cohort grades to ensure more accurate results.
- Targeted prep coverage using Excellence in Writing Strategies for all students.



3. How do goals/objectives address achievement for all students?

- Most challenged
- Most able
- Aboriginal

**Most challenged:**

- targeted intervention such as LAT, Classroom Support, The “Read Team” and Read Naturally with the CEAs
- adapted and modified programs
- support from School-Based CEA
- support from First Nations Advocate

**Most able:**

- enrichment opportunities such as Destination Conservation, Student Leadership Program, Contests, Spirit Committee, Battle of the Books, Art Club, Sign Language Club
- music opportunities in violin, guitar, choir and ukulele

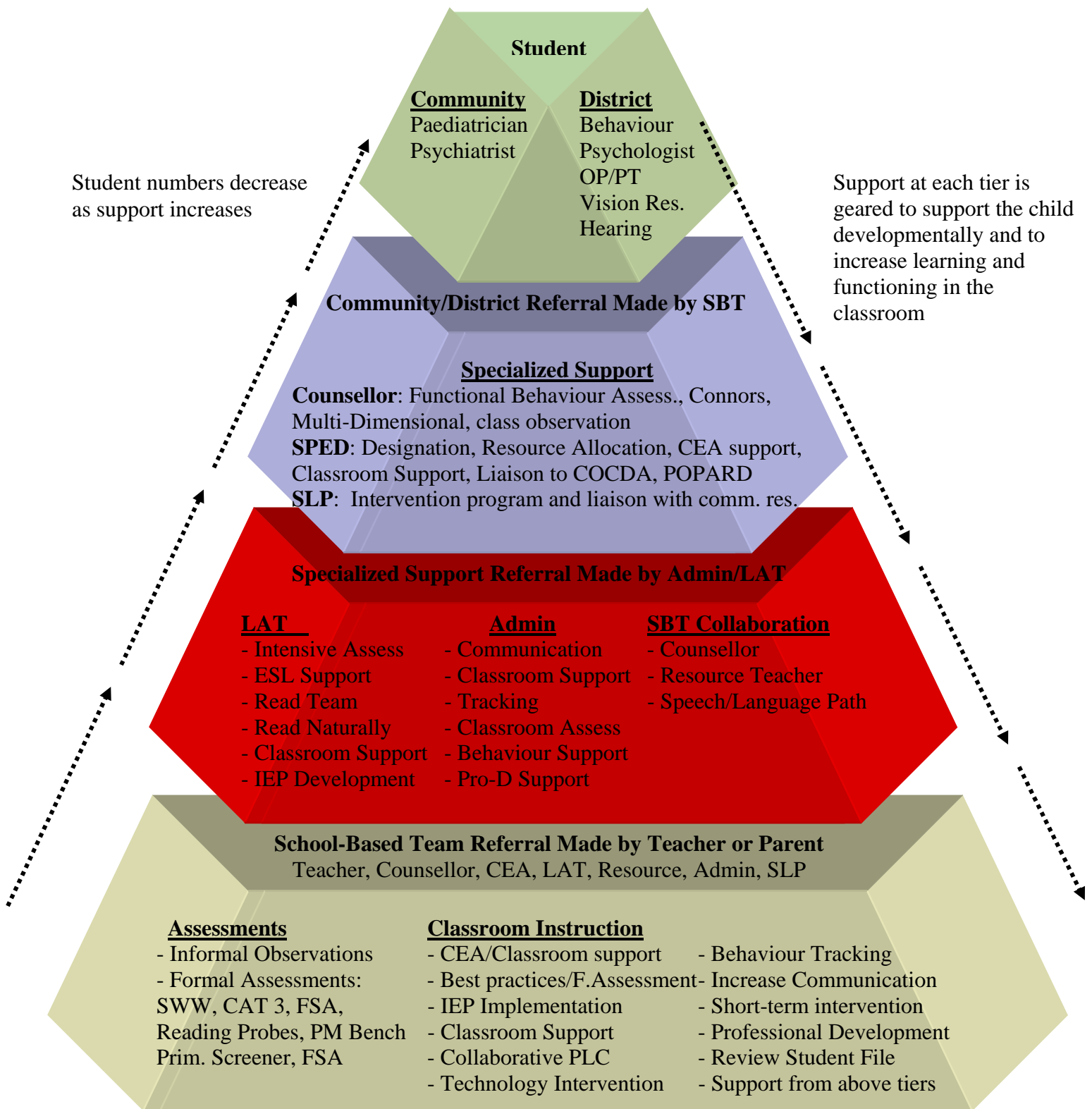
**Aboriginal:**

- support from our advocate, Leslie-Anne Hawkes and District Principal, Jason Seright
- direct academic support through our Aboriginal CEA
- cultural activities planned (dancing, music and foods)

	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.



# Pyramid of Intervention for Most Challenged Student



***Parental involvement, communication, and collaboration at all levels***



# DESIGN



## Organizing For Improvement

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

**Staff development:** Professional Learning Groups (PLCs) have been an area of focus in the 2008-2009 year and will continue to be an integral part of staff development. To this point, we have studied Instructional Best Practices and Quality Assessment and we will work collaboratively to plan the next layer of PLC staff development. We also continue to have staff involved in the Network of Performance Based Schools which has studied the progress of reading comprehension within our school from Grades 2-6. Highlighting topics of interest, sharing instructional experience, and discussion of professional development are often key elements of staff meetings.

**Assessment practices:** During our Ministerial Day, analyzing data and developing strategies using Assessment For Learning practices was a focus led by two of our teachers. Through our intermediate and primary PLCs, led by three teacher leaders, we have worked through “Refocus”, a book discussing quality assessment. Each session, teachers discuss and share effective assessment strategies utilized in the classroom and ways to improve formative assessment strategies.

**Instructional practices:** The teachers and staff at Helen Gorman continue to demonstrate a deep commitment to the philosophy that each and every child can learn and experience success. Collaboration, platooning, and sharing instructional successes have been evidenced throughout the school. Collaboration time and provided opportunities for teachers to discuss instructional practices is one way HGE continues to distribute and share the immense expertise that is contained within the Helen Gorman teaching staff. With the school’s focus on the arts, instruction continues to be empowered and enriched through the artistic endeavours that occur within classrooms and throughout the school.

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

- one-to-one support from LAT
- specific learning classroom support: individual/small group
- differentiated primary guided Reading A-Z groups led by teachers, LAT, classroom support
- differentiated math groups led by teachers, LAT, classroom support
- CEA classroom support: FN, behaviour, at risk students
- Individual Education Programs
- Daily Read Naturally
- behavioural or academic support from itinerant staff
- READ Team support provided by trained parents and overseen by LAT



**3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and School Plan.**

The Aboriginal Enhancement Agreement, the District Accountability Contract and the School Plan 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 to attend to the physical, intellectual, spiritual and emotional well being of those in attendance at Helen Gorman. Our current theme, *Look: Inward , Outward, Upward*, attends to the whole child. We spend considerable time in Family Group Assemblies and FG in class lessons learning about positive character traits. *Inward* is a focus on reflection and valuing self. *Outward* is our relationship with others and respect. *Upward* is our focus on excellence and striving to learn the best we can. The framework has served all students and community members well. In partnership with our advocate we continue to strive to recognize and support the unique and diverse needs of aboriginal students.

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

- resources are distributed to support school and district goals.
- time to release teachers within the school day has been utilized for PLC with school/district goals as a focus, including instructional practices, data analysis related to school goals, and conducting assessments attached to District goals.
- text materials and programs have been purchased that have assisted the delivery of current math and language arts curriculum as outlined in previous and current SPC goals.
- staff are supported to collaborate and find professional development opportunities on common assessment practice
- staff are often consulted and support the use of funds for school 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



### 1. What strategies do you use to seek input?

- ministry surveys (parents/student in grade 4)
- School Planning Council
- Consultation with individuals and small groups in school community
- email feedback from the school/website
- PAC executive and executive meetings
- Staff Meeting and individual meetings with teachers and staff

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

#### **Staff:**

- staff meetings centered on student achievement
- data results are analyzed and collated by many staff members
- separate data meetings focused specifically on achievement and goal planning with teachers
- success maker data, school wide write results, reading assessments etc. are routinely shared
- all student achievement is centralized in a spreadsheet with every assessment for every student
- Consistent School-Based Team Meetings
- dialogue between LAT, classroom support, and classroom teacher
- IEP meetings
- transition activities/information at end of year

#### **Parents/Guardians:**

- Monthly “Paws Prints” newsletter distributed, highlighting website info and school activities
- student achievement is highlighted at PAC meetings
- website
- report cards and conferences
- IEP meetings
- Personal Phone calls to parents/guardians
- Synervoice messages to school community
- Student agenda books

#### **Students:**

- assemblies
- in classrooms- assessment for learning (i.e., criteria based rubrics, exemplars, performance standards)
- opportunities for self-reflection and self-assessment

#### **Community:**

- website/Synervoice
- newsletters
- newspapers and press releases



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

- (a.) Administration facilitates discussions and encourages other members to develop leadership in various areas: instructional leadership, designing assemblies, running school initiatives and being lead learners.
- (b.) Teachers lead various programs throughout the school and take leadership roles. Lead-learners facilitate professional learning communities both in structured time provided and outside of class hours. Teachers are consistently offering their time and expertise in developing and sustaining initiatives that support learning goals around the school.
- (c.) Support staff participated in our ministerial day and often take on leadership to promote school goals and programs.
- (d.) Parent and community member volunteerism continues to increase and to support students most challenged (Read Team)
- (e.) Students at the grade 5/6 level are given leadership roles such as learning helpers, assembly crew, library support, sports council, spirit committee, etc.
- (f.) Preschool, kindergarten, and Gr.1 reading volunteers
- (g.) Parents and staff collaborating together in task groups i.e. yearbook, photography, etc

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.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- These practices are embedded in school and district culture and are sustained over time.</li> </ul>	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.	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	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.	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	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

