

SCHOOL PLANNING COUNCIL REPORT

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

NORTH GLENMORE ELEMENTARY

May 2009



Snapshot of School Goals for 2009 / 2010

Goal 1: Literacy

Continue to improve student achievement in literacy

- primary focus on reading levels
- intermediate focus on writing composition

Goal 2: Numeracy

Maintain success in numeracy

- focus on increase in computation skills

NGE School Mission Statement

“Our Mission is to provide a safe, caring educational environment which respects the individual, encourages personal success and prepares for and inspires life-long learning.”



“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.

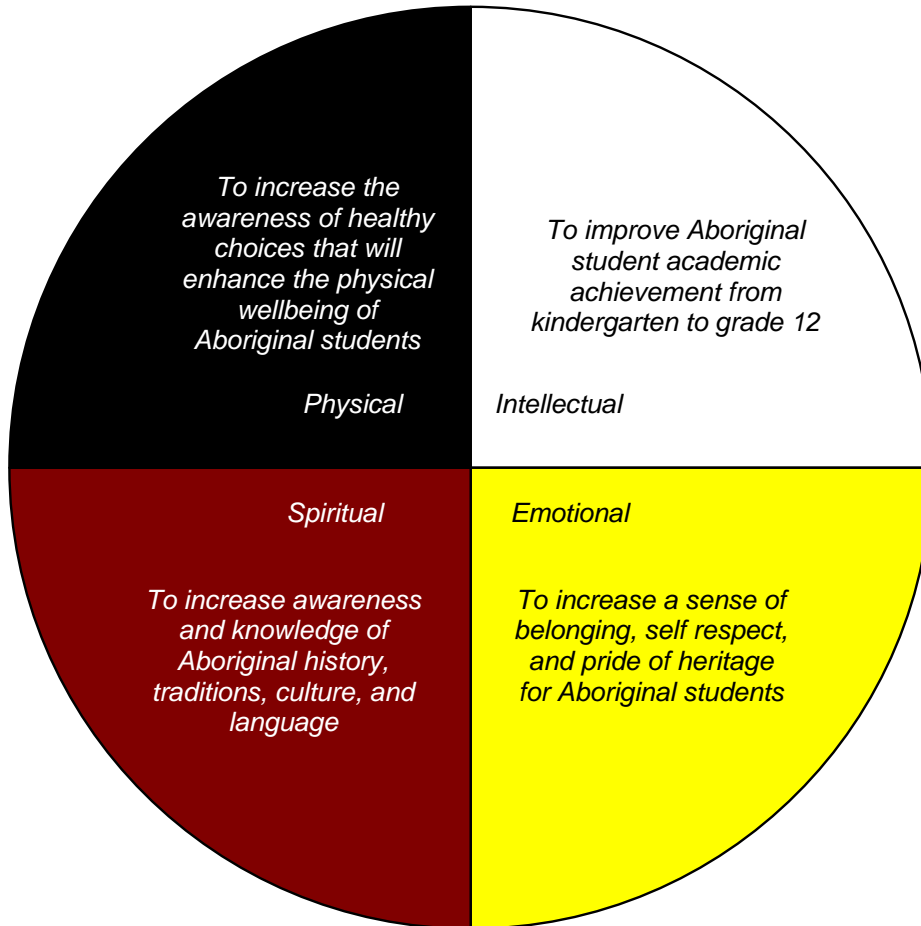
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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:

- North Glenmore Elementary School opened in 1964 as a two-room school. In 1967, two rooms plus a half-sized gym and a library were added.
- In 1993, 3 classrooms, a computer lab, new office spaces, a new library and a full-sized gymnasium were also added.
- In 2001, a final two-storey addition including an elevator, four classrooms, support staff offices, a conference room and book storage room was completed. The thirteen portables that had been on site until that time were removed in August of 2001, and all students were housed within the building for the first time in many years.
- Big changes in the school's population due to the subdivision of numerous farms and orchards in the area necessitated the construction over the years. Between September 1989 and 1993, the population grew from 190 students to 424 students, despite the reassignment of the grade 7 students to a middle school in 1992. The population peaked at 648 students by 1999, and in 2000, a boundary change meant 250 students were reassigned to the new Watson Road Elementary School a few kilometers down the road.
- The current population of 389 students is housed in a well-appointed building, centrally located, yet still in a country environment. The facility is spacious, with an updated computer lab, excellent library and current resources. It is a school with a reputation for respectful students, strong family support and an effective staff. The area is desirable and housing sales are quick. Families frequently upgrade in the same area so their children can continue to attend North Glenmore Elementary.
- The new Wilden sub-division has brought many additional families to our school in the past 2 years.
- Planning has begun for a Glenmore By-Pass that will run along the back of our school property. The By-Pass is expected to significantly reduce traffic on Glenmore Rd., presently considered one of the city's busiest roads, with the Glenmore/Union intersection accommodating approximately 800 cars during peak traffic hours. Heavier traffic is, however, expected on Union Rd. as a main access point to the By-Pass. The school and district are presently working with the City of Kelowna regarding safety, acoustic and visual issues related to the By-Pass. We are also working together to plan for upgrades to sports fields, side-walks and parent drop-off zones in conjunction with the planning for the By-Pass.
- North Glenmore Elementary continues in our role as a rental facility in our community, where our gymnasium, multi-purpose room and sports fields are actively utilized outside of school hours.
- The North Glenmore PAC is a positive, active partner in the school to keep parents informed about events and activities at our school, educational programs, and new school, district and ministry initiatives. The PAC Executive is a strong, active group of volunteer parents in our school. They continually focus on their role of providing service for all students. On average 10 parents attend the regularly held monthly meetings. Teachers also attend PAC meetings on an ongoing basis, dependent upon agenda items.
- The PAC has focused the last two years on planning and fundraising for new playground equipment. They applied for, and received a \$7500 grant towards this project. The playground committee has done an excellent job planning and coordinating this special project, including both students and community members in their fundraising efforts. The school community is looking forward to having the equipment installed this summer.
- North Glenmore offers a pre-school program that is sponsored by the Boys & Girls Club. This program provides an excellent service to 3 & 4 year olds in our community.
- A special feature of our facility is the amazing mural painted in our gym depicting our Gator mascot. This project was co-funded by the school, the PAC, and family donations and greatly promotes school spirit.
- One of the most unique features about North Glenmore in the last 2 years is that we are working with essentially a brand new team with a new principal, and 10 new teaching staff. This has given us a wonderful opportunity to renew the vision for the school. Veteran staff members have been very welcoming and open to the variety of skills, experiences and ideas that new staff members have brought to the school. As a new team, we have had great discussion around what values, traditions, and student opportunities need to be maintained, and what can be "let go of" or replaced. We have begun to look at all areas of the school that lead to student achievement and staff success: programs, systems, and structures.
- A 3-year staff development / shared leadership plan (2007-2010) for NGE is to develop cohesiveness (New Shoes), consistency (Ducks in a Row), and collaboration (Theme TBA) amongst our team.

School Performance Information *(In point form, enter results from competitions, festivals, and school initiatives/activities that enhance school climate, school culture and a healthy school environment)*

- Monthly Celebration Assemblies
- Lunchtime Showcase (4 per year)
- Christmas Concerts (Pre-School and K-6)
- Gr 1-2 Choir, Music Club (lunch hour)
- Gr 4 & 6 Recycling Programs, SEEDS Environmental Program
- Environmental Mind Grind (team went to semi-final round; team won 2 spirit awards)
- Gr 5 DARE program
- Gr 6 Leadership program (all Gr 6 students perform positive leadership roles in our school)
- Gr 6 Outdoor Education Program (Scouts Canada will be filming NGE students at camp for National promotion)
- Gr 6 Public Speaking (NGE students have won zone competition 3 years in a row)
- Garden Club, Photography Club, Year-Book Club, Chess Club
- Gator Club – recreational lunch-time activity
- Math Club – after school math games
- Terry Fox Run
- Intramural Floor Hockey
- Gr 6 Volleyball & Basketball teams,
- 100 km Running Club, Wrestling Club
- Spirit Club – monthly Spirit Days
- Intermediate Track & Field, Apple Bowl Track Meet
- Primary Fun Day
- Games Room (rotating lunch hour schedule)
- Gator Gotcha Goals, Work Ethic Awards
- The Great Canadian Geography Challenge
- Author and Illustrator visits
- Little Gators Pre-School
- PALS Pre-school Parent Nights (4 per year)
- Ready, Set, Learn Parent Night
- Social Justice – Care and Make it Fair Conference
- Safety Patrol and Road Safety Monitors, Lunch and Office Monitors, Kindergarten Playground Helpers
- Brown Bag Lunch Program (10 regular participants)
- One-To-One Reading, Read Naturally
- Effective Behaviour System (EBS) – school-wide behaviour expectations
- Daily Physical Activity – all classes participate in Action Schools B.C.
- Solar Car Racing – enrichment project
- School Newspaper – enrichment project
- Aboriginal Lacrosse program – healthy living project

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1: Literacy – Continue to improve student achievement in literacy

- primary focus on reading levels
- intermediate focus on writing composition

Summary of Achievements in Relation to Target(s):

Primary

Language Arts Report Card Marks June 2008: 88 % meeting / exceeding (Target 90%)

- levelled reading groups initiated in Grades 1-3
- students participate in targeted small group reading instruction 3x/week
- teachers plan & assess collaboratively each term
- Nelson Primary Benchmarks used to assess student reading levels each term
- Reading Power strategies introduced at Grades 2 (visualize, connect) & 3 (visualize, connect, infer)
- Reading Power literature bins provided for each primary class
- School Wide Write implemented in fall (Grades 2 & 3) and spring (Grades 1-3)
- school-based data collected this year in PM Benchmarks and School Wide Write will start new trend line

Intermediate

Language Arts Report Card Marks June 2008: 96% meeting / exceeding (C to A) (Target 90%)

- Reading Power strategies implemented Grades 4-6
- Reading Power literature bins provided for each intermediate class
- Excellence in Writing program implemented Grades 4 & 5 and reinforced in Grade 6
- School Wide Write implemented in fall and spring for Grades 4-6
- school-based data collected this year in School Wide Write will start new trend line

Goal Statement #2: Numeracy – Maintain / increase success in Numeracy

- focus on computation skills (balanced with problem solving)

Summary of Achievements in Relation to Target(s):

Primary

Math Report Card Marks June 2008: 97 % meeting / exceeding (Target 90%)

- continued implementation of Math Makes Sense program
- upgraded Math resources Grades 1-3 to current Math Makes Sense texts
- Home Practice books and regular Math drills used at Gr 3
- staff will look for an additional assessment tool that will provide a new trend line for next year

Intermediate

Math Report Card Marks June 2008: 93% meeting / exceeding (C to A) (Target 90%)

- continued implementation of Math Makes Sense program
- upgraded Math resources Grades 4-6 to current Math Makes Sense texts
- Home Practice books and regular Math drills used at Gr 4 – 6
- staff will look for an additional assessment tool that will provide a new trend line for next year

Goal Statement #3: Social Responsibility – Maintain success

- focus on “team”

Summary of Achievements in Relation to Target(s):

As recommended by Superintendent Mike Roberts during the 2007-2008 SPC meeting, Social Responsibility need no longer be stated as a specific goal for our school since we have achieved high success in this area in the past several years. We are pleased to report that behavioural expectations are consistently high, discipline issues continue to decline, and school spirit remains strong and positive. Classroom behaviour achievements continue to be structured around team goals where students encourage and assist one another and are proud of their team successes.

Other Areas of Focus:

Healthy Schools and Daily Physical Activity

- Programs such as Terry Fox Run, Move for Health Day, 100 K Club, floor hockey intramurals, school-wide PE themes (e.g. volleyball, basketball, gymnastics), Track and Field, all support this initiative.
- Our primary classes are taught by a PE specialist during Prep time. Additionally, this teacher acts as a resource to intermediate teachers and assists in planning school-wide activities.
- All classrooms promote healthy snacks and lunches according to the current Canadian Food Guide. Our Thursday Hot Lunch program provides a variety of healthy lunches in keeping with the suggestions provided in the District Healthy Foods guide.
- All staff is trained in Action Schools B.C. Equipment bins have been provided for all classrooms and are used on a regular basis. DPA focuses on strength, flexibility and endurance. Staff report that frequent activity breaks throughout the day have helped students remain alert, boost their energies, and refocus on their learning.

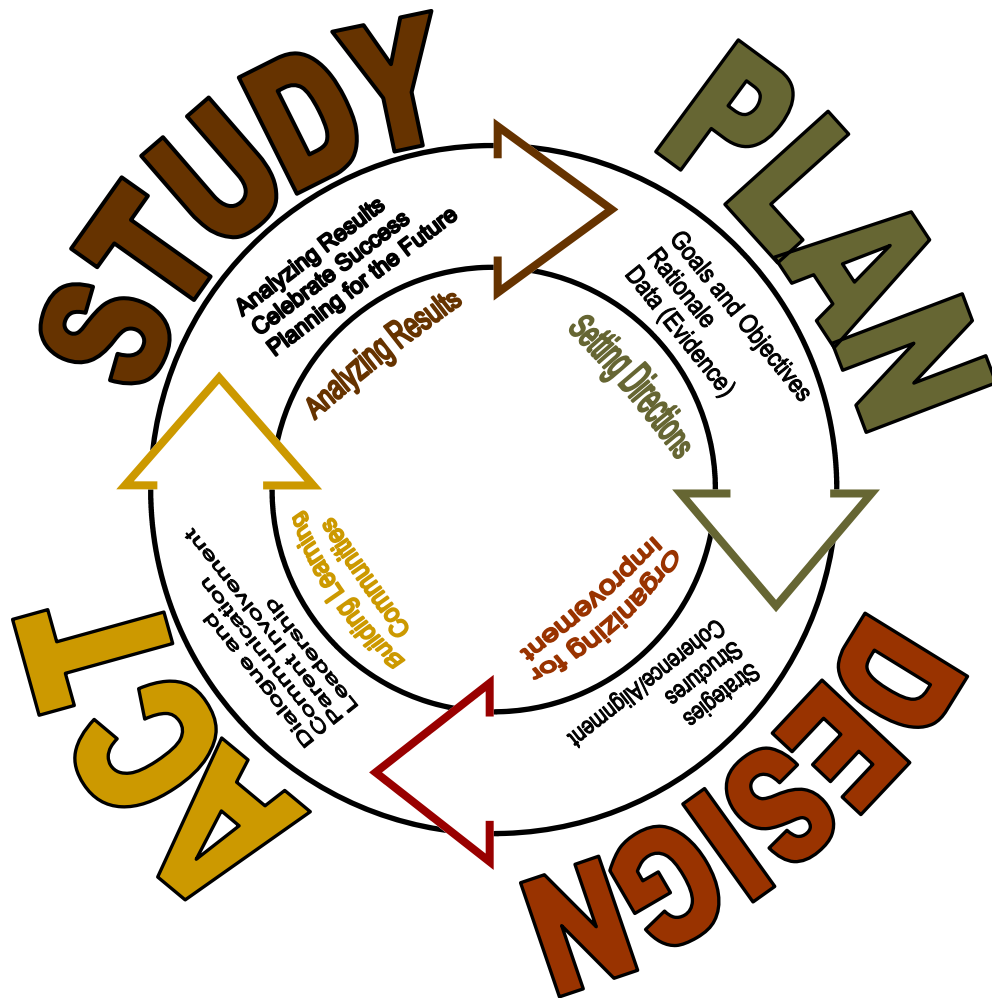
Aboriginal Enhancement Agreement

- Physical: Healthy Living Grant for 6 week lacrosse program for our aboriginal students
- Intellectual: Dawn Dunstan, Aboriginal Advocate and CEA, has provided excellent support for our aboriginal students this year. Dawn provides cultural support for 23/28 students, Language Arts support for 10/28 students (8 primary) and Math support for 2/28 students (both intermediate).
- Spiritual / Emotional: Gr 1 Science– incorporating the “Okanagan Curriculum Project” resources on aboriginal seasonal stories and activities; Pamela Barnes presentation on Okanagan life and legends. Gr 2 – guest speaker on importance of animals in aboriginal culture. Gr 3 Social Studies –the Saikuz first people interaction with pioneers; Gr 4 Social Studies– aboriginal history, traditions and culture, including field trip to Kelowna Museum; Gr 4 Language – novel studies Indian School (residential schools) and Silver (dog sled teams); Gr 4 Art – button blankets and inukshuks; Gr 5 Social Studies – aboriginals as part of Canada’s founding peoples; aboriginal self-government; treaties, reserves, consensus vs. majority rule; traditions of whaling and potlatch; residential schools, assimilation; Gr 5 Science – Nisga’a Fish Wheel as a means of careful use of resources; Gr 5 Art – mask making; Gr 6 Art – Soap Stone Carving; Library – updating aboriginal literature (all recommended resources available); author visit David Bouchard; Music (Primary & Early Intermediate) – drumming, chanting, learning songs with aboriginal content and history.

Assessment for Learning (AFL) / Quality Assessment (QA)

- In keeping with SD#23 focus, staff have explored AFL / QA practices this year
- A team of 3 lead teachers attended the District QA Symposium and the District Leadership session (with speaker Tom Guskey)
- This “Dream Team” (consisting of a primary rep, an intermediate rep, and our LAT) has provided direction for the staff throughout the year in a number of ways:
 - Presented at Ministerial Implementation Day
 - Staff meeting sessions
 - Hosted TLC (Teacher Learning Community) luncheon sessions
 - (3 to date – attendance 12-14 staff)
 - Providing exemplars and classroom strategies
 - Sharing their classroom experiences
 - Sharing samples from the Alberta Assessment Consortium
 - Providing QA articles for discussion
 - Providing mentorship for individual teachers
- All staff attended the Professional Development session with keynote speaker Tom Guskey
- Intermediate staff book study: A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O’Connor

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

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?

Aligning Resources

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?

Improvements:

- Report card data indicate excellent results in both Literacy and Numeracy. We are particularly proud of the high number of intermediate students achieving B and A levels in English (Language Arts) and Math.

Subject	B	A
English	44%	22%
Math	45%	18%

- Preliminary reports indicate that the majority of primary students are progressing well throughout their reading levels. Gr's 1 & 2, with 4 smaller instructional groups, report a number of students making a "big leap" and moving "up" an instructional level in reading.

Gr	Low to Mid	Mid to High
1	4 students	7 students
2	4 students	2 students
3		1 student

Note: Gr 3's are divided into 3 larger groups of wider ability, with less flexibility to move "up."

- Preliminary School-Wide Write results indicate specific areas for student improvement and instructional focus. Teachers are using fall exemplars in the spring write for students to self-assess before writing.

Trends:

- FSA results have decreased overall, but are still comparative to district results in writing and math. The computer-based testing may have had an adverse affect on results. This group may also be an anomaly with 8 IEP's (7 modified, 1 adapted). All students wrote some portion of the test.
- CAT 3 scores are inconsistent with previous years (some areas higher, some lower). It is noted that the CAT 3 test does not closely match our curriculum and that some outcomes are assessed on minimal question items. Comparative to district results, however, NGE scores continue to indicate that computation and numerical estimation are areas for improvement.
- Staff and SPC feel strongly that we presently do not have sufficient, valid data on which to base long-term decisions on specific goals and resource allocation.

Evidence:

- Staff are committed to implementing more school-based assessments next year and plan to begin new trend lines with the following:
 - School-Wide Write (fall & spring)
 - Intermediate Whole Class Reading Assessment (each term)
 - Primary Nelson PM Benchmarks (each term)
 - NGE Work Ethic awards
 - Dr. Knox Gr 7 first term marks
- Staff will search for a Math assessment that best reflects our current practices
- Staff and SPC are interested in tracking mastery of Math facts on school-wide basis
- SPC is interested in learning more about how the Accelerated Reading Program is being used and tracked

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.

PLAN

Setting Directions

1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students? Most challenged, Most able, Aboriginal

Goal 1: **Literacy** Continue to improve student achievement in literacy
 - primary focus on reading levels
 - intermediate focus on writing composition

Goal 2: **Numeracy** Maintain success in numeracy
 - focus on increase in computation skills

Targets: Consistent with District Goals, our target is to have 90% of students meeting / exceeding expectations in both Literacy and Numeracy. New trend lines will begin next year as we move to more school-based data, which may result in more specific goals and targets.

Rationale:

Staff and SPC wish to continue with general Literacy and Math goals at this time for a number of reasons:

- School goals are related to District goals
- This is a transition year for data and trend lines
- Continuing strategies and structures implemented last year are considered a priority for staff

Disaggregated Data/Evidence:

- Evidence from data is not presently available from a wide variety of valid sources
- Number of school-based IEP's (19 Mod / 19 Adapt) has positively shifted (16 Mod / 21 Adapt) but still indicates a need for targeted instruction
- Levelled reading groups, Reading Power strategies, and Excellence in Writing programs allow for instructional activities at all learning levels
- 36% (10/28) of our aboriginal students are receiving literacy support from LAT and / or CEA. Reduced from 57% (20/35) last year.

	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: Assessment for Learning strategies are being introduced in all areas.

- In Numeracy, staff continues to maintain an instructional balance between problem solving skills and computations skills. We are committed to the new “constructivist” strategies in the Math Makes Sense program and are yet to discover how the new curriculum and program will affect students as they move from primary to intermediate. Mastery of basic facts (in a Kumon style) will be the focus for the upcoming year.
- In Literacy, Reading Power, Excellence in Writing, and 6+1 Traits are all strategies that will continue to be used throughout the grades to provide a common approach to instruction. Additional resources provided this year have been well utilized.
- Programs in place for struggling students: LAT, Class Support, 1-1, Read Naturally, Kurzweil, Successmaker, Aboriginal Advocate.

Structures:

- Primary Gr 1-3 grades will continue to schedule 3x / week for levelled reading groups. This structure will continue to require additional resource personnel (LAT, Lib, Admin) for support. Primary staff indicate that this targeted instruction has created increased success for all levels of learners and consider continuing this new structure a priority.
- We will explore a plan for utilizing some of our August Pro D days at the school level, to provide further in-service on Reading and Writing programs & assessments, as well as provide time for collaborative team discussion and planning.
- We will further explore our assessment practices, and consider what structures to put into place to provide us with relevant, school-based data (e.g. Whole Class Reading, School-Wide Write). Funding has been provided for collaborative assessment time and is considered a priority for staff.
- Our new School-Based Team structure has been very successful in developing comprehensive plans (home & school) for students who require additional support. Classroom support funds that have been allotted to this are not available next year. We will need to consider a new structure to maintain this team meeting approach.
- Funds may not available to continue assigning CEA support to our Math Club or Gator Club next year.
- A structured Home Practice program (as opposed to Home Work) will be considered next year, particularly in the area of Math. Staff is exploring a variety of basic fact strategies for regular Home Practice. PAC will consider funding Math flash cards for all students.

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

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?

Input:
 Weekly muffin meetings, monthly staff meetings, staff committees, NGE First Class conference, written memos, informal discussions, school newsletters, monthly PAC meetings, PAC committees, PAC newsletters, monthly CEA meetings, weekly clerical meetings, TLC (Teacher Learning Communities) luncheon meetings

Communication:
 Staff – All of the above
 Parents – Additional to above: report cards, home/school conferences, School-Based Team meetings, IEP meetings, phone calls, agendas, behavioural reports, notices home, teacher websites, school website, Parent Previews (beginning of each term)
 Students – criteria rubrics, exemplars and assessments, ongoing feedback, individual conferences, agendas, daily announcements, assemblies, term previews, report cards, Work Ethic awards, teacher and school websites
 Community – field trips and visits within community, bulletin board, Pre-school newsletters, school website

Shared Leadership:
 Staff – committee leaders, curriculum lead teachers, primary and intermediate teaching teams, extra-curricular sponsors (teacher and CEA’s), staff responsibility sign-up (includes all staff), hosting parent information nights (e.g. PALS pre-school parent literacy program, Ready, Set, Learn for pre-schoolers and parents)
 Students – Gr 6 leadership, Gator Gotchas Goals, Celebration Assemblies, Gr 4 & 6 Recycling, Gr 5 & 6 Safety Patrol, Safety Monitors, Office Monitors, Kindergarten Playground Helpers, student photographers, enrichment projects that represent our school (e.g. newspaper, solar car, public speaking)
 PAC – active executive members, fund raising, parent information nights, SEEDS environmental program, family events (e.g. Sept welcome night, family dance), project planning (e.g. new playground)

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.)

North Glenmore Elementary

School Planning Council:

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

Parent Jacqueline Kostas

Signature

Date

Parent Sara Fernandez

Signature

Date

Parent Tracy Huggan

Signature

Date

Principal Maeve Buckley

Signature

Date

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

Board of Education representative at the SPC review meeting:

Trustee Wayne Horning

Signature

Date