

SCHOOL PLANNING COUNCIL REPORT

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

Ecole Peter Greer Elementary
April 2009

Snapshot of School Goals for 2009/2010

Goal Statement 1: Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in Literacy through a focus on the reading writing connection.

Goal Statement 2: Peter Greer will focus on character education / social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and develop citizenship in our students.

School Mission Statement

We believe that learning is a life long process involving intellectual, aesthetic, physical, emotional and social development.

Our mission is to provide a caring environment that develops the qualities of self esteem, respect for self and others, creative and critical thinking, responsible citizenship and a love for 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.



"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 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.

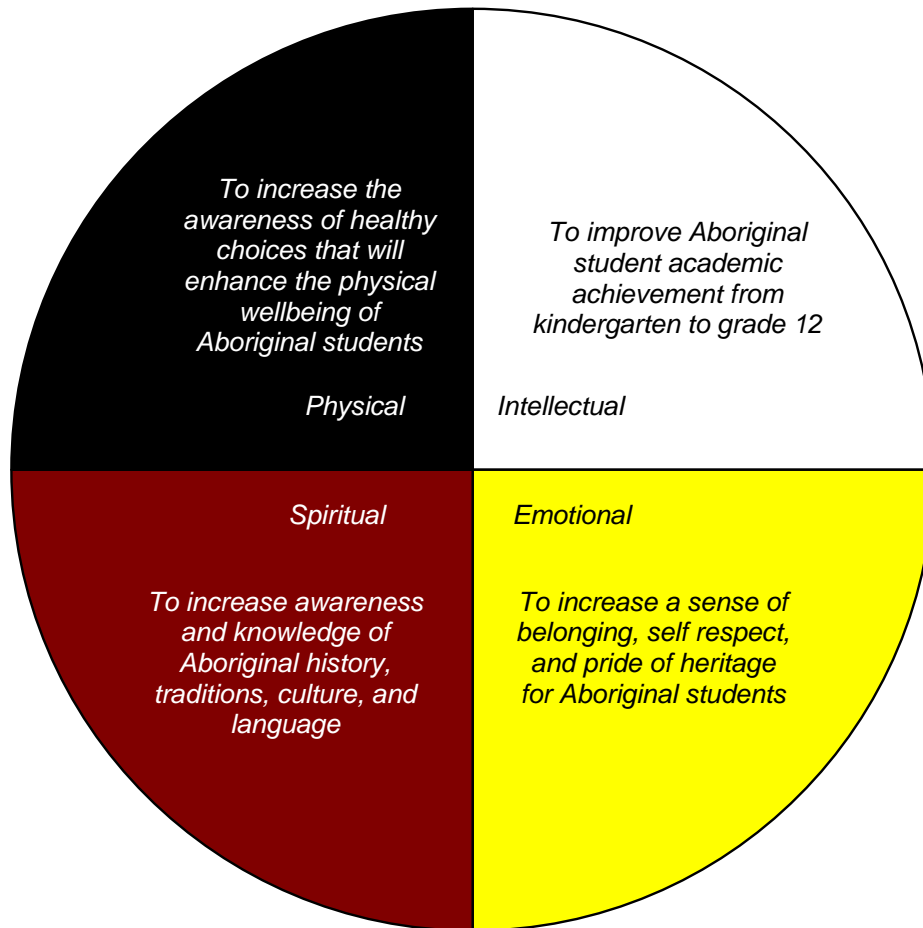
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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 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:

- *Dual track school (English (75%) and French Immersion (25%))
- *Includes English grade 7 students - grade 7 Immersion students attend KLO in Kelowna (creates an interesting year end "graduation" celebration)
- *Growth has met last year's projections (hovers around 395)
- *55 students (14%) of Aboriginal ancestry – 10 are enrolled in French Immersion
- *Achieving A Necessary Future program for K – 3 English students
- *Families with annual income under \$30,000 is 14% (District 15%, Province 16%)
- *Those 25-64 with High School Graduation Certificate is 85% (District 89%, Province 88%)
- *Those 25-64 with a Bachelor's degree or higher is 10% (District 16%, Province 24%)
- *Lone parent families is 13% (District 15%, Province 15%)
- *Split grades in many intermediate classes (English) to accommodate academic and behavioural needs
- *Three way split in intermediate Immersion due to numbers (5-14-3)
- *Literacy Intervention Program (morning) supports nine students / term
- *Adventure Playground to be built in May (PAC = \$28,000, District of Lake Country donation = \$10,000, Anonymous donation = \$25,000 for a total of \$63,000 – playground will be wheelchair accessible)
- *Pre-school shares space in school and participates in some school activities (Ready Set Learn, cultural presentations, pre-school to kindergarten transition)
- *School supports pre-school activities (eg. PALS, use of gym, equipment)
- *School is used to full capacity – no extra classrooms (therefore StrongStart could not be accommodated)
- *LAT position extended to full time to support academic needs (English and French)
- *District BIT is 30 hours / week to support 13 intensive behaviour students
- *Roots of Empathy Program is in its first year – (purpose is to reduce levels of aggression among school children while raising social/emotional competence and increasing empathy (CEA time support is school funded))
- *Teacher support for extra-curricular and special events – volleyball, basketball, talent show
- *Breakfast Club supports 15 to 18 students each morning
- *30 students on Brown Bag Lunch Program
- *CEA position funded by school to support Homework Help at noon hour with volunteer teachers
- *CEA position funded by school to supervise noon hour activities (floor hockey)
- *CEA position funded by school to support student homework help from 8:00 to 8:30 each morning
- *CEA full time support (BIT) funded by school to support one specific student
- *PAC support (Fun Lunch program every Thursday, field trips, playground, swimming lessons for grades 3 and 4, First Aid training for grade 7s, Roots and Shoots, Voices of Nature)

School Performance Information (not inclusive):

- *Little Women for Little Women in Afghanistan continues (leadership)
- *Talent Show in April (talents beyond the classroom)
- *Terry Fox Run surpassed last year's donations, Food Bank donations (PGE has a heart)
- *Remembrance Day Ceremony, Christmas Concert
- *Science Fair – 22 students attend at UBCO – two grade 6 students win silver
- *Public Speaking Competition – hosted zonals – two students go on to the Regional competition
- *Enrichment programming – Solar Car races, Battle of the Books, Science Fair (22 participants from grades 1 to 6 attended District Science Fair – two students (one team) achieved Gold and will attend the Zonal Science Fair)
- *FRED – Families Reading Every Day (family involvement/PAC sponsors book awards)
- *Continue to be an "Action School" (Cross Country Run, DREAM, intramurals, sports teams)
- *Harmony Week Focus and Pink Day Focus
- *Kelowna Rockets Reading program
- *Ready Set Learn (35 families attended)
- *Grade 5s attend presentation by David Bouchard
- *Community Youth Dance – staff organized / PAC supported (180 students attend – PGE, DRE and OTS)
- *Wasteless Wednesdays initiative led to Waste Audit participation
- *Awards Luncheon for students achieving Work Ethic and/or Honour Roll Awards (89 students celebrated in term 2)

School Clubs: Spirit Day Committee, Student Lunch Monitors, Recycling, Running Club, Sports Teams, Referee Teams, Roots and Shoots.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement 1: Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in Literacy through a focus on the reading writing connection.

Summary of Achievements in Relation to Target(s) 2007 - 2008:

- 80% of grade 3 students will be successful on the District Screener-not achieved at 76%
- 90% of grade 3 students will meet or exceed expectations of stanine 4 on CAT 3 Reading-achieved at 100%.
- 85% of grade 6 students will meet or exceed expectations of stanine 4 on CAT 3 Reading-achieved at 85%.
- 90% of grade 3 students will meet or exceed expectations of stanine 4 on CAT 3 Writing-info not available.
- 85% of grade 6 students will meet or exceed expectations of stanine 4 CAT 3 Writing-not achieved at 76%.
- 50% of students will fully meet or exceed expectations in SWW-achieved at grade 2 and 3 levels only.

Goal Statement 2: Peter Greer will focus on character education / social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and develop citizenship in our students.

Summary of Achievements in Relation to Target(s) 2007 - 2008:

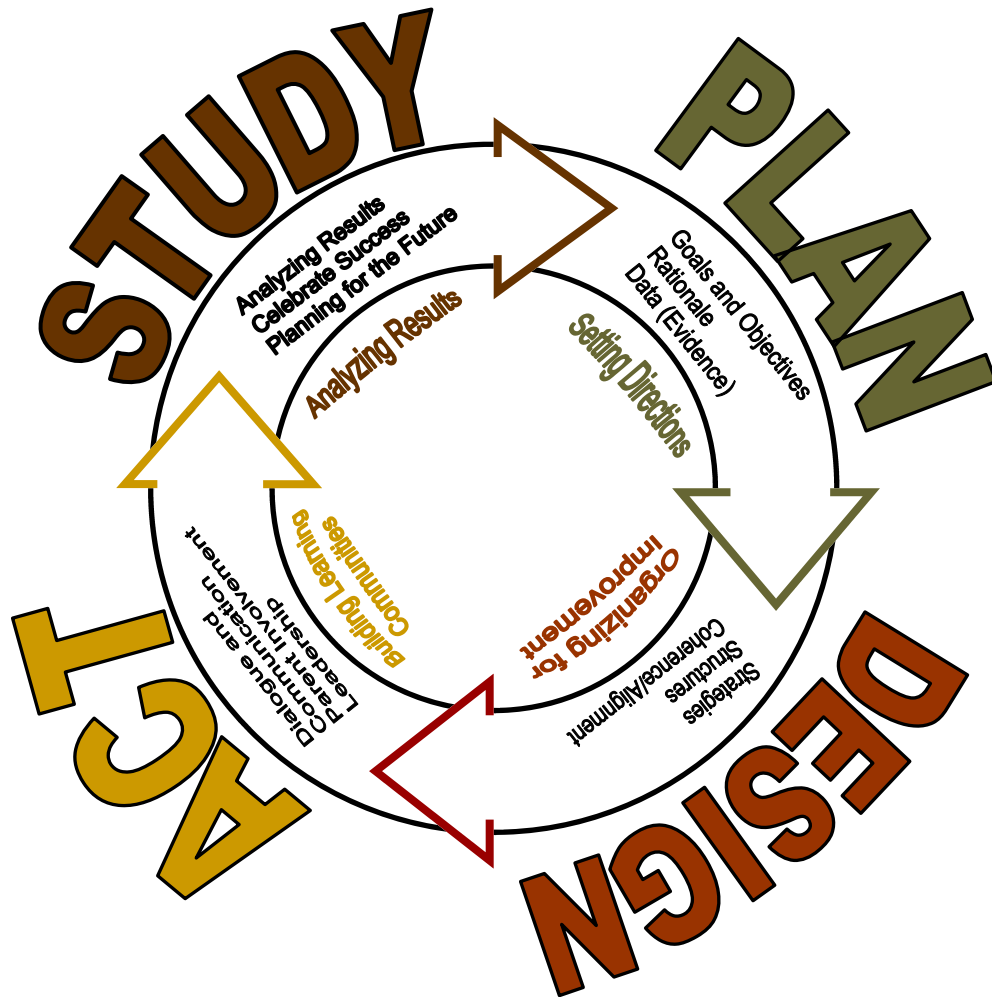
- Objectives:
 - *To teach specific virtues such as empathy, conscience and self control – followed the Michelle Borba focus with a virtue discussed and taught every two weeks.
 - *To use the Ministry social responsibility performance standards school wide – rewrote these in “kid friendly language”.
- Performance Targets:
 - *To increase the % of students who feel safe by 5% in grade 4 (66%)- achieved in 2008/09 (86%)
 - *To increase the % of students who feel safe by 5% in grade 7 (59%) - achieved in 2008/09 (71%)
 - *To increase the % of parents who feel that their child is safe at school by 5% (70%) – achieved in 2008/09 at 94%
 - *To support children in the classroom as opposed to withdrawal from the class as research states that “best learning” takes place in the classroom (from 90% out of class to 100% in class)-achieved with the exception of very “special circumstances”.

Maintenance Goal: Healthy Living – to continue to provide opportunities for students to engage in physical activities (as per Ministry directive) and be aware of healthy living.

Summary of Achievements in Relation to Target(s) 2007 - 2008:

- Vending machine items changed to approved and much higher standards
- Play first, eat second, remains highly supported by staff and parents
- Equipment purchased for the classrooms to be used during recess breaks (hockey sticks, skip-its, balls, crazy carpets)
- CEA hired to supervise gym activities at noon hour
- Breakfast Club menu highly nutritious
- Balanced “treat days” – fruits, vegetables, limited sweets
- Fundraisers using healthier items (eg. popcorn)
- PAC Fun Lunches meet nutritional guidelines
- Rewards by teachers more focused on “incidentals (eg. Dollar Store items)” as opposed to “candy”
- Running Club
- Extracurricular sports – volleyball, basketball
- DREAM continues in primary grades

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: Goals and Objectives

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 (2007-2008)?
3. What three pieces of evidence have you chosen to demonstrate current results?

1. Literacy - trend lines tend to be inconsistent. Some areas appear in decline while others have increased. This may be partially due again to the increased participation rate for FSAs and CAT3 assessments as 2007 – 2008 saw a 98% participation rate.

***Screener** by the end of grade 3: 2005-06 = 38% successful, 2006-07 = 64% successful, 2007-08 = 76% successful – very positive growth

***CAT 3 Reading** (Grade 3) (District 93%) – there was an increase over three years (from 84 to 79 to **100**) in the % of students at stanine 4 and above.

***CAT 3 Reading** (Grade 6) (District 90%) – there was inconsistency over three years (from 82 to 71 to **85**) in the % of students at stanine 4 and above.

***CAT 3 Writing** (Grade 3) (District 89%) – information not available for school

***CAT 3 Writing** (Grade 6) (District 86%) – there was inconsistency over three years (from 80 to 63 to **76**) in the % of students at stanine 4 and above.

***School Wide Write** – May 2008

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
%NYM	7	11	22	15	20
%MM	32	16	46	54	44
%FM	61	63	27	31	36
%Exceed	0	11	5	0	2
%MM/FM/EX	(93%)	(89%)	(78%)	(85%)	(80%)

***Teaching of Cognitive Strategies** – Staff Survey in March 2009

Primary – making connections

Not yet there (10%)	Getting there (40%)	Steady progress (50%)	Established practice
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Primary – visualization

Not yet there (40%)	Getting there (50%)	Steady progress (10%)	Established practice
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Intermediate – making connections

Not yet there	Getting there (17%)	Steady progress (83%)	Established practice
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Intermediate – asking questions

Not yet there (17%)	Getting there (50%)	Steady progress (33%)	Established practice
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Intermediate – making monitoring comprehension

Not yet there	Getting there (17%)	Steady progress (83%)	Established practice
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Intermediate – visualization

Not yet there (17%)	Getting there (17%)	Steady progress (66%)	Established practice
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***Quality Assessment** – this has been a focus at staff meetings over the last two years and will continue to be so in the future. A staff survey in March 2009 indicated “knowledge” with certain aspects of Quality Assessment and areas where support is needed.

a. Students are able to articulate learning destinations and understand what success looks like.

Not yet there (5.5%)	Getting there (67%)	Steady progress (22%)	Established practice (5.5%)
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b. Students have access to samples that show quality work.

Not yet there (11%)	Getting there (61%)	Steady progress (17%)	Established practice (11%)
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c. Students are able to describe what evidence of learning might look like (meeting or exceeding expectations).

Not yet there	Getting there (50%)	Steady progress (44%)	Established practice (6%)
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d. Students set criteria with teachers to define quality.

Not yet there (5.5%)	Getting there (61%)	Steady progress (22%)	Established practice (11%)
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e. Students present evidence of learning. They have opportunities to improve. Evaluation is based on multiple sources.

Not yet there	Getting there (31%)	Steady progress (62%)	Established practice (6.5%)
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f. Students receive and give themselves specific, descriptive feedback as they learn.

Not yet there (17%)	Getting there (50%)	Steady progress (22%)	Established practice (11%)
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g. Students have time to learn.

Not yet there (19%)	Getting there (19%)	Steady progress (50%)	Established practice (12.5%)
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h. Students collect evidence of their own learning.

Not yet there (19%)	Getting there (62%)	Steady progress (19%)	Established practice (13%)
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i. Students revisit and reset the criteria as they learn more.

Not yet there (37.5%)	Getting there (44%)	Steady progress (6%)	Established practice (12.5%)
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j. Students use feedback and self assess to set goals for future learning.

Not yet there (18%)	Getting there (59%)	Steady progress (24%)	Established practice (13%)
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k. Students debrief their learning with their peers and others and get feedback for learning.

Not yet there (35%)	Getting there (5%)	Steady progress (54%)	Established practice (6%)
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***Read Naturally** – gains of an average of three to five reading levels in fluency and comprehension.

2. Social Responsibility – given the needs of many of the children at Peter Greer and the transient rate, this will continue to be an area of focus. Staff survey showed the need to continue with this goal. In support, several teachers have chosen this topic as an areas of study for their PGP.

Not yet there (40%)	Getting there (33%)	Steady progress (13%)	Established practice (13%)
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Data (referrals to the Success Room) in comparison to another ANF school – 2008 - 2009

	November 2008	December	January 2009	February	March
ANF School	115	104	96	73	32
Peter Greer	47	37	52	46	31

3. Numeracy – trends tend to be less inconsistent. This will not be an area of focus for 2009-10.

	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.	<u>The district and schools monitor results and make adjustments to improve student achievement.</u> 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 Statement 1: Peter Greer will continue with its goal to improve the percentage of students meeting or exceeding expectations in Literacy through a focus on the reading writing connection.

Objectives:

- *Intermediate students will be specifically taught the cognitive strategies of making connections, asking questions (literal and inferential) and monitoring comprehension
- *Primary students will be specifically taught the cognitive strategies of connecting and visualizing and possibly questioning
- *Stronger focus on ongoing classroom assessment to drive instruction
- *Implement whole class reading assessment to grades 4 - 7
- *Focus on in-class support and possibly “streaming” of needs for literacy instruction
- *Focus on “quality assessment”
- *To connect with other French Immersion schools with an emphasis on developing oral skills (eg. video conferencing, buddies)
- *Initiate discussions on “assessment” as per Thomas Guskey’s work
- *Continue to support Read Naturally Program over and above District funding
- *Writing – emphasis on teaching strategies - modeling, guiding and then independent work
- *Commitment to writing everyday in the primary grades

Performance Targets:

- *By end of grade 3, decrease the % of students at risk on the District Screener (2006 = 62%, 2007 = 36%, 2008 = 24%) to 15%
- *That 90% of students in grade 3 reach stanine 4 or higher on CAT3 (reading and writing)
- *That 85% of students in grade 5 reach stanine 4 or higher on CAT4 (reading and writing)
- *That 85% of students in grade 6 reach stanine 4 or higher on CAT3 (reading and writing)

Rationale: In analyzing the data it is apparent that over time the number of students meeting and particularly exceeding expectations in Reading and Writing does not meet the district expectations. Research is clear that achieving a high level of academic success has profound consequences in terms of reducing the dropout rate and increasing the number of students who experience success in post secondary or in the world of work.

Disaggregated Data/Evidence:

- *Focus needed on writing conventions in primary and paragraph structure in intermediate
- *Intermediate students especially need greater focus on reading non-fiction
- *Need for cognitive strategies to be taught at all grade levels
- *Need to have students more involved in their own learning (quality assessment practices) – many lack motivation
- *Need to focus on vocabulary development

Goal Statement 2: Peter Greer will focus on character education / social responsibility in order to continue to teach and reinforce strategies that maintain our safe and caring learning environment and develop citizenship in our students.

Objectives:

- *To teach specific skills school wide using “same language, same strategies” (eg. using self control) – include noon hour supervisors
- *To develop consistency of expectation school wide

Performance Targets:

- *To develop a school wide survey to get perceptions from all parents in our community
- *To support children in the classroom as opposed to withdrawal from the class (from 90% out of class to 100% in class with certain exceptions)
- *To reduce referrals to the office by 10%/month in 2009/10
- *Develop a “connections” program for new students
- *Look for specific intervention to support boys

Rationale: It is our opinion that there is a clear link between student learning and the learning environment. A healthy, safe environment will lead to increased student learning and achievement. As well, “best” learning takes place in the classroom.

Disaggregated Data/Evidence:

- *Majority of referrals to the Success Room are males; the majority of school suspensions are males

How do goals/objectives address achievement for all students?

Most challenged:

- *LAT (increased from .7 to full time during the year)
- *AIP planning and implementation
- *Read Naturally (through District and School funding)
- *ANF at primary levels in English
- *Homework Help Room daily supervised by intermediate teachers – hours for the First Nations CEA were extended in order to be available during this time as well
- *Behaviour CEAs are in the classroom supporting students academically and behaviourally
- *First Nations CEA support in the classroom
- *Literacy Intervention Program - mornings
- *School based team meetings
- *Healthy food programs – bag lunches, breakfast club, B.C. Fruits and Vegetable Snack Program
- *Pyramid of Intervention – first looking closely at support needed in the classroom
- *Social “clubs” eg. Lego
- *Levelled resources for classes – both fiction and non fiction
- *Teacher PGP’s complement goals
- *Focus on “Handwriting Without Tears” at the primary level

Most able:

- *Enrichment opportunities (Solar Car Races, Battle of the Books, Math Contest, Writing Contests, Public Speaking, Science Fair)
- *Literature Circles

Aboriginal:

- *Breakfast and lunch programs (for all needy students)
- *Cultural Advocate one day / week
- *Staff support for the guiding principles of the Education Enhancement Agreement
- *Community contacts (Social Services, Friendship Centre)
- *Encouragement to attend French Immersion programming
- *Encouragement to share the Aboriginal culture (eg. Aboriginal Day, Bulletin Board, PT Interview Day)
- *Speech Language Teacher is piloting a developmental program for Aboriginal students

French Immersion:

- *Focus on oral language
- *Increase in resources

	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.	<u>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.</u>
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.	<u>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.</u>
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.	<u>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.</u>

DESIGN

Organizing For Improvement

1. What strategies are you using in your improvement efforts in the areas of:
 - Staff development?
 - Assessment practices?
 - Instructional practices?
2. What specific strategies are in place for groups of students who do not demonstrate improvement?
3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
4. How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?

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

Staff Development:

- *Implementation Day will focus on Literacy
- *Professional Development section in Staff Meetings
- *Regular Primary and French Immersion teacher meetings
- *Some collaborative time during school time
- *Establish committees to design a school wide action plan for our literacy and social responsibility objectives - release time for teachers to meet as a team (eg. social responsibility team)
- *Team teaching (LAT with classroom teacher)
- *Involve literacy co-ordinators as partners in improving students' reading and writing skills

Assessment Practices:

- *Ensure that Screener results are shared and analyzed with receiving teacher in September
- *Sharing of Quality Assessment ideas at staff meetings (eg. exemplars)
- *All primary teachers now using PM Benchmarks
- *Use of performance standards in writing and social responsibility (kid friendly language)
- *Design rubrics for cognitive strategies
- *Implement whole class reading assessments for grades 4 to 7

Instructional Practices:

- *Focus on research based metacognition (thinking about one's own thinking) strategies for reading comprehension (specifically, at the primary level, making connections and visualizing and at the intermediate level of making connections, asking questions (literal and inferential) and monitoring comprehension - Literacy Bins have been created to support teaching of these strategies
- *Focus strategy instruction combined with model, explain and demonstrate classroom instruction
- *Embed literacy across the curriculum
- *Focus on transition times – is valuable time being lost?
- *Continue to use "book bins" for teaching metacognition strategies both in English and French
- *Smart Boards

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

- *LAT (bilingual) support within the class (team teaching) and by student "withdrawal" – hope to maintain in 2009-10
- *Homework Help Room – daily, at noon, and supervised by teachers and FN CEA
- *Literacy Intervention by District person to nine students per term
- *Read Naturally (supported by District and School funding)
- *Aboriginal Advocate support
- *ANF classrooms in primary English
- *support from District Leaders (Literacy, Behaviour)
- *regular contact with parents / guardians
- *wide choice of reading materials – both fiction and non fiction (high interest, low vocabulary)
- *Use of technology - Successmaker and Smart Boards

3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.

*The school plan supports the district's mission statement to "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" and respects the rights of all Aboriginal students to ensure that they receive a quality education at Peter Greer. *The Aboriginal Enhancement Agreement, District Accountability Contract and school plan*, complement each other to support the physical, intellectual, spiritual and emotional growth of our children. Money is dedicated to Aboriginal in the school budget.

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

- *As much as possible, money dedicated relates to one of the goals listed
- *Staff is being supported with time and resources that support the school goals

	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.	<u>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.</u>	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.	<u>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.</u>	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.	<u>Connections between the district and schools are interactive and reflect both school uniqueness and district directions.</u>	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. What strategies do you use to seek input?

- PAC input at regular monthly meetings
- Staff agreed that all teachers would be responsible for the goals, giving input and following through with implementation.
- Staff meetings are used to discuss goals, objectives, strategies and structures.
- The SPC was consulted in stating what they felt should be the goals for 2009 – 10.
- Admin and Teacher Open Door Policy
- Staff Committees (Social Responsibility, Primary, French Immersion)
- Student performance data provided to teachers and SPC as available

2. How do you ensure communication about student achievement is delivered to Staff, Parents, Students, Community:

- Monthly newsletter telling what each class is doing
- Regular staff Meetings
- Web page
- School Planning Council Report to the Trustees and Superintendent
- Principal shares with Elementary Director at the yearly Growth Goal Meetings
- Weekly "Week At a Glance" to staff
- Student agendas, meetings with parents and report cards
- Student handbook, parent handbook, code of conduct
- PAC newsletter / teacher newsletters
- Media
- PAC and SPC meetings
- Open door policy of teachers and principal
- Parent Bulletin Board / First Nations Bulletin Board
- Orientation for Kindergarten parents
- Orientation for preschoolers, "Ready Set Learn"

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

Staff:

- Presentations by Staff at staff meetings
- Leadership roles for special events
- Principal Designate Role
- District Initiatives (Math, Literacy, FAS Teams)

Parents:

- Parent involvement in SPC and PAC
- Parents trained in One to One Reading

Support Staff:

- CEAs supported when taking on leadership roles (eg. Wear Pink Day)
- Input for "what is working, what is not working?"

Students:

- Grade 7 Leadership opportunities – (organizing Spirit Day, assembly set up-sound system)
- Students attending such events as "Care and Make It Fair"
- Clubs such as "Roots and Shoots", "Little Women"
- Noon Hour Monitors (grade 6)
- Assemblies (eg. Fashion show as to "what not to wear")

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.	<u>The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.</u>	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.	<u>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.</u>	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.	<u>Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.</u>	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.	LEADERSHIP

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

School Name

School Planning Council:

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

Student Member's Name (Print)
(grades 10-12 school)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Teacher Member's Name (Print)

Signature

Date

Principal's Name (Print)

Signature

Date

Superintendent or Assistant Superintendent:

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

Superintendent's Name or
Assistant Superintendent's Name

Signature

Date

Board of Education representative at the SPC review meeting:

Trustee's Name (Print)

Signature

Date