

SCHOOL PLANNING COUNCIL REPORT

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

PEARSON ROAD ELEMENTARY

April 2009

School Goals for 2009/2010

Improve student performance in literacy by 5%
Improve student performance in numeracy by 5%
Improve student wellness through healthy foods
and increase physical activity

School Mission Statement

Our mission is to foster courtesy, consideration and cooperation within a caring environment while developing independent, life-long learners, who will be able to communicate, participate and contribute in our changing world.

School Motto

“Striving to Improve”



“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.

June 2008 our students' performance **K 68%; Gr 1 51%; Gr 2 70%; Gr 3 77%**

- 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.

June 2008 our students' performance **Data was not pulled for just our FN's...(To Do!)**

- 3) 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

June 2008 our students' performance on report cards **Gr 4 – 6 88%**

- 4) 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a whole class reading assessment by June 2011.

June 2008 our students' performance on report cards Gr 4 - 6 88 %

- 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.

June 2008 our students' performance NYM K 0%; Gr 1 2%; Gr 2 2%; Gr 3 9%

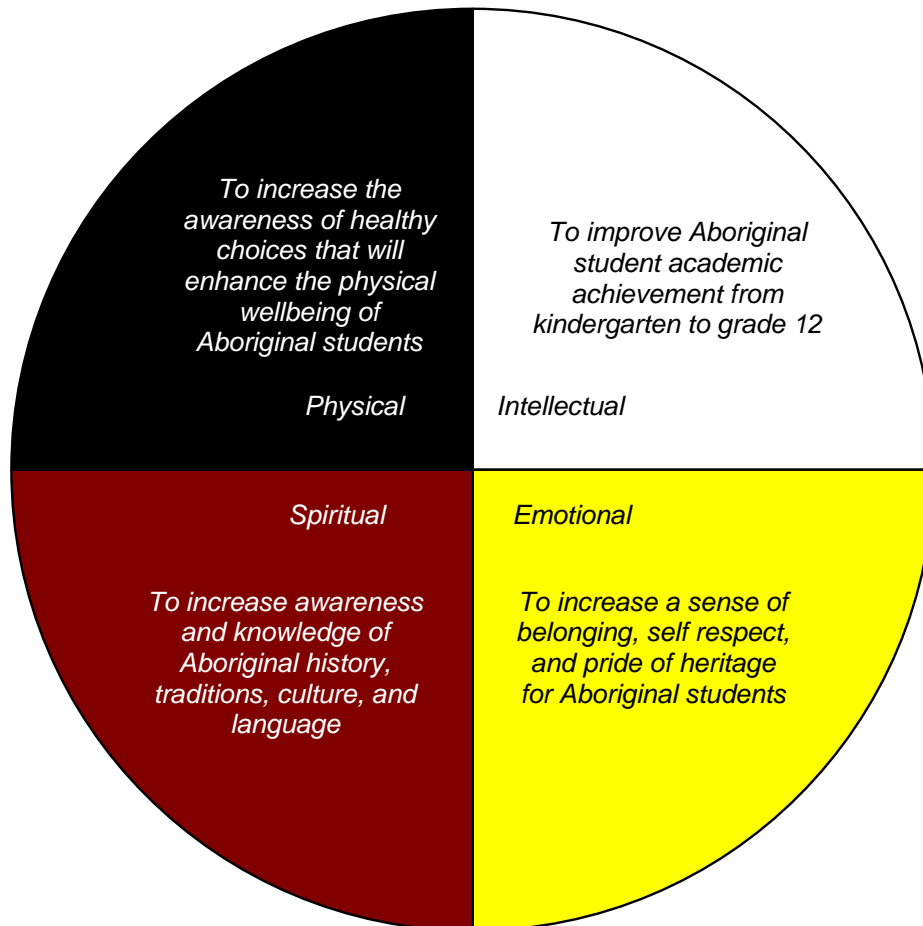
The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.

June 2008 our students' performance Gr 4 – 6 78% at “C” or above (22% were below C)

- 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:

- The school opened in 1973
- ANF School
- 340 students 19 classrooms
- Pre School in building
- Strong Start Program began in October 2008
- 10% of population is ESL
- Students wear uniforms
- Our catchment area has the second largest number of families living on assistance in Kelowna

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1:

Improve student performance in literacy

Summary of Achievements in Relation to Target(s):

- CAT 3 scores show consistent growth in the % of students at or above stanine 4 in reading
- CAT 3 scores show consistent growth in the % of students at or above stanine 4 in language
- Report Card marks show congruency with both the FSA and CAT assessments in language arts

Goal Statement #2:

Improve student performance in numeracy

Summary of Achievements in Relation to Target(s):

- CAT 3 scores show consistent growth in the % of students at or above stanine 4 in math
- Report Card marks show congruency with the CAT 3 assessments in numeracy

Goal Statement #3:

Improve student wellness through healthy foods and increased physical activity

Summary of Achievements in Relation to Target(s):

- All students are receiving BC fruit and vegetables through the Ministry's program
- Students take part in regular PE as well as gymnastics, square dancing, tennis, house teams sports
- All meals offered to our students via the PAC meet the new healthy foods regulations

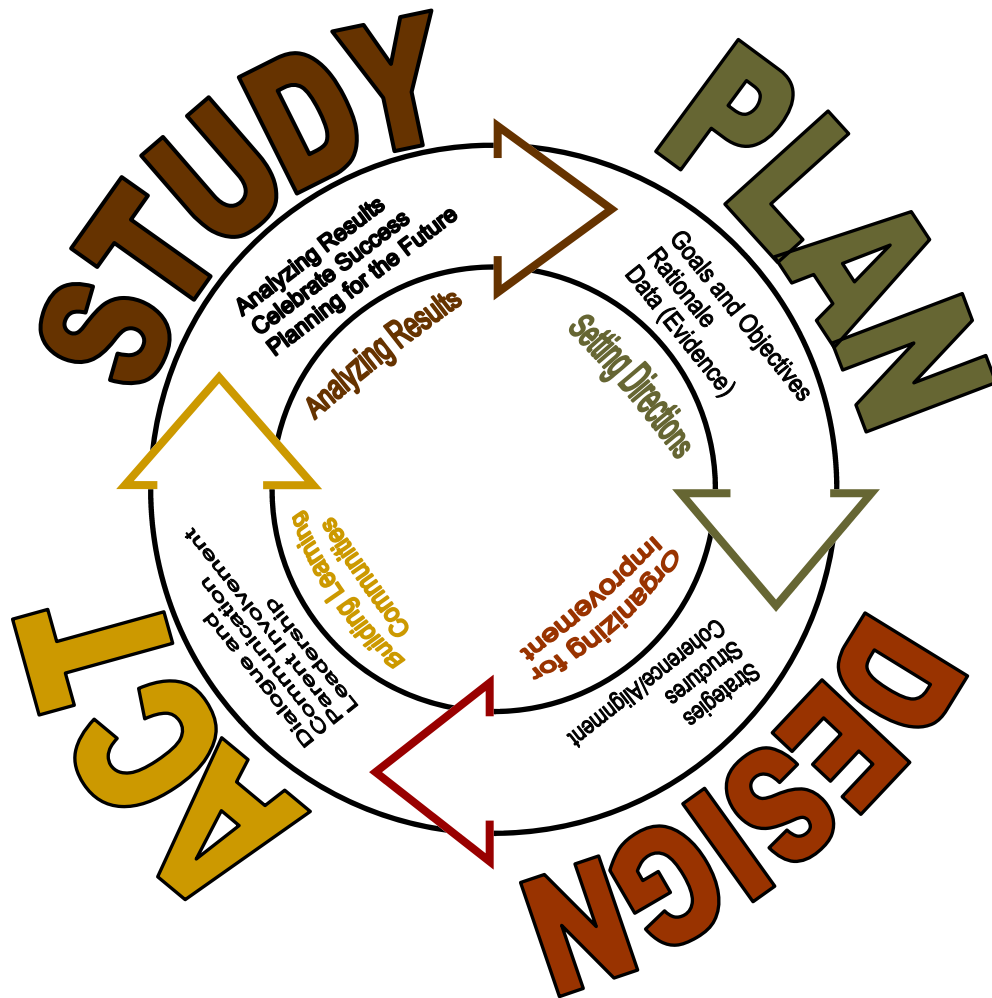
Other Areas of Focus:

We endeavoured to assist non-reading students with a brain researched based computer program called Fast ForWord

Summary of Achievements in Relation to Target(s):

- We purchased the program
- We attended 3 days of training
- We are presently offering access to the program for 15 of our students
- Data on their progress will be available in the May or early June of 2009

KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



PLANNING CYCLE

QUESTIONS FOR INQUIRY STUDY

Analyzing Results

Improving districts and schools continuously improve results. They monitor progress and make adjustments in key areas of student achievement for individual students, groups of students, schools and the district.

Questions:

- Through a review of classroom, school, district or provincial data, what improved results can you identify?
- What trends or patterns are emerging from the results?
- What evidence can you present to demonstrate that:
 - every school in the district is improving?
 - every classroom in each school is improving?
 - specific groups of students are improving?
- If results are not improving, what are you doing to find out why?
- As a result of your inquiry, what adjustments are you making to ensure that there is improvement?

PLAN

Setting Directions: Goals and Objectives

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals and objectives for improving achievement for all students.

Questions:

- What specific goals have you chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- What process is used to review and revise goals and objectives to ensure a focus on areas of need?
- How do the goals and objectives address achievement for all students;
 - The most challenged?
 - The most able?

Setting Directions: Rationale

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.

Questions:

- What reasons do you have for selecting your goals and objectives?
- When selecting your goals and objectives what specific groups of students were you most concerned about? How did you determine this priority?
- Your data seem to indicate some challenges and/or opportunities to enhance student achievement in _____.
- How do you consider this information when developing your goals and objectives?

Setting Directions: Data /Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of district goals and objectives and is used to monitor progress.

Questions:

- When setting your goals and objectives, what data/evidence did you consider:
 - Classroom?
 - School?
 - District?
 - Provincial?
- What did the data/evidence tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of particular groups of students?
- How are you aggregating data from the classroom to use at the school and district levels?
- What did you observe when you considered the relationship between performance and participation rates?
- How are you tracking data/evidence over time?
- What data/evidence did you find most useful?
- How are staff and SPCs engaged in working with data?

DESIGN

Organizing for Improvement: Strategies

Improving districts and schools have focused, well organized improvement plans in place. The strategies selected to achieve the goals and objectives are a blend of research, best practice, and innovative thinking.

Questions:

- How did you determine the strategies to support your goals and objectives?
- What strategies are you using in your improvement efforts in the areas of:
 - staff development?
 - assessment practices?
 - instructional practices?
 - other?
- What strategies are in place for schools that do not demonstrate improvement?
- What specific strategies are in place for groups of students who do not demonstrate improvement?
- How are you determining the effectiveness of your strategies?
 - what adaptations or refinements are you making to your strategies?
- What strategies are you finding promising?

Organizing for Improvement: Structures

Improving districts and schools have aligned structures – resources, time, organization - to get results. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

Questions:

- How did you determine the structures to support your goals and objectives?
- What structural changes are in place or are you considering as a result of identifying areas for improvement?
- What specific structures are in place for schools that do not demonstrate improvement?
- How do you monitor your structures and adapt or refine them as required?
- How do your structures support your strategies?
- How are you aligning your resources to support the achievement of your school goals?

Organizing for Improvement: Coherence/Alignment

In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.

Questions:

- Describe the connection between school and district plans.
- Describe how the school board:
 - consults with the SPCs.
 - approves school plans.
- To what degree do schools develop goals or objectives that respond to their unique circumstances?
- How is the connection between school and district plans reinforced and supported?
- How are connections among schools reinforced and supported?
- Describe the connection between the Enhancement Agreement and school plans.
- Describe the connection between the Enhancement Agreement and the district Accountability Contract.

ACT

Building Learning Communities: Dialogue and Communication

Improving districts and schools maintain relationships that promote continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

Questions:

- How do you build relationships with all communities in your district and schools that enable you to connect in an ongoing dialogue about student achievement?
- What strategies do you use to seek input about improving achievement?
- What strategies have you found most effective for strengthening dialogue about student achievement?
- How do you ensure communication about student achievement is consistent, timely, and delivered in multiple ways with:
 - Staff?
 - Students?
 - Parents?
 - The community?

Building Learning Communities: Parent Involvement

Improving districts and schools work with all parents to improve student achievement.

Questions:

- How do you build relationships with parents/parent groups in your district and schools that enable you to connect in an ongoing dialogue about the student achievement?
- At the school and district:
 - How are parents encouraged to support their child's achievement?
 - How are parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve student achievement?
- How are parents and SPCs involved in setting goals?
- How are SPCs reaching out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?
- What strategies are you finding most useful in engaging parents?

Building Learning Communities: Leadership

Leaders in improving districts and schools have a clear vision for, and commitment to improving achievement for all students. Leadership at all levels, in all roles; is distributed, encouraged and systematically developed with a focus on improving student achievement.

Questions:

- How do leaders in the school/district demonstrate their focus on the continuous improvement of students' achievement?
- How is leadership in the district and schools distributed among principals, vice-principals, teachers, support staff, district staff, parents and students?
- How is leadership capacity encouraged and developed at all levels?

STUDY



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

1. We have seen consistent growth in performance in reading, writing and numeracy in grades 3, 4, 5 and 6 as evidenced in our CAT 3 Results, and Report Card Data; however, we are still not at the School District's target.

Please refer to our graphs in the following sections of the SPC Binder:

- a. K – 12 Report Card Information
- b. School Based Assessment Section
- c. District Based Assessment Section

2. The trend we see with the group of students that began K in the ANF program is that they have consistently improved their performance each year and they have out performed previous groups of students, ie pre-ANF classes; however, we are still not at the School District's target number of students meeting or exceeding expectations.

3. The data that we used to demonstrate current results are:

- PM Bench Marks Grades K - 3
- Report Cards Grades K - 6
- Screener Data Grades K – 3 Years 2002 - 2008
- CAT 3 Results Grades 3 – 6 Years 2002 - 2008
- School Wide Write Grades 4 – 6 Years 2007

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

PLAN



1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students?
 - Most challenged **Each child’s progress is monitored via Success Maker, PM Benchmarks, SWR**
 - Most able **Each child’s program is tailored to their ability in Success Maker (Range is K - Gr 8)**
 - Aboriginal **Our Aboriginal children are progressing on par with most of our other students**

Goals/Targets:

1. To reduce the number of “At Risk” students in the primary grades by 5% in reading
2. To reduce the number of “At Risk” students in the primary grades by 5% in numeracy.
3. To meet district standards in writing using our School Wide Write program

Rationale:

1. Our Screener Data shows that we are below the district target of 95% m/e in reading by grade 3
2. Our Report Card Data shows that we are below the district target of 95% m/e in numeracy by grade 3
3. Our School Wide Write Data indicates there is room for growth in this area

Disaggregated Data/Evidence:

Our % of students meeting or exceeding using the Screener:

K 68%; Gr 1 51%; Gr 2 70%; Gr 3 77% (District target is 95% by end of Gr 3)

Our %’s of students meeting or exceeding in Numeracy using year end Report Card data:

K 100%; Gr 1 98%; Gr 2 98%; Gr 3 91% (District target is 95% by end of Gr 3)

PM Bench Marks will be used as one of our sources of data for K – 3 progress monitoring.

	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

- What strategies are you using in your improvement efforts in the areas of:
 - Staff development? We have professional development discussions at staff meetings, teachers plan together Teacher developed PGP's have been shared with colleagues providing rich Pro D for all
 - Assessment practices? Our main focus has been on Assessment for Learning using Anne Davies' Book
 - Instructional practices? We talk about and share "best practices" at staff meeting and in informal grade meetings
 - Other? We are implementing early intervention for struggling learners and adding new Computer programs to try to help our ESL and struggling learners (Fast ForWord)
- What specific strategies are in place for groups of students who do not demonstrate improvement?
 - Teachers provide one on one assistance
 - Learning assistance is provided and IEP's written if necessary
 - Costco volunteers (12- 14) read for one hour a week with struggling readers in grades 2 and 3
 - We use the Literacy Intervention Program at Quigley for a small group of students each year
 - The Read Naturally Program is provided before and after school for students struggling with fluency in reading
 - Handwriting Without Tears is being introduced at all the primary grades
- Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
 - Academic and behavioral assistance is provided for all our Aboriginal students via our FN's CEA and our FN's Advocate. This assistance is in alignment with the goals of the AEA, the DAC and our SPC goals. Reading and numeracy are the main areas of focus. Our FN's students have consistently exceeded district and provincial averages on FSA testing in reading, writing and numeracy.
- How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?
 - All staff development is geared towards achieving our school goals which are aligned with the District Goals. We focus on Assessment for Learning, literacy intervention strategies and support for numeracy

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

ACT

Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
 - Staff **Data binder, staff meetings, SPC report**
 - Parents **Report Cards, Newsletters, Open Door Policy, School Web Page, PAC Meetings,**
 - Students **Report Cards, Charts in classrooms, Bulletin Boards Display Certificates, Awards, Newsletters**
 - Community **SPC Report, School's Web Page, Newsletter in Punjabi**
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

1. To seek input, we ask questions informally and during parent teacher conferences. Input is invited via staff meetings. This is likely an area we could use some suggestions for improvement.
2. Answers for # 2 are listed above in red
3. Leadership is distributed among
 - teachers via our volunteer sign up sheet which covers a full range of opportunities
 - support staff via the same volunteer sheet that is posted in the staff room
 - parents via PAC leadership opportunities, SPC, volunteers in classrooms, fundraising
 - students via morning announcers, Emcees at assemblies, phone monitors, lunch monitors, recycling, delivering milk and lunches, sorting and counting money, reading to younger students, buddies,

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

Goal Statement 1: To Improve Student Achievement in Literacy

- **Rationale for this School Goal**

Although our achievement scores have improved, we need continued improvement to ensure long lasting success. Teacher satisfaction survey indicated dissatisfaction with student achievement.

- **Relationship to District Goals**

This goal is in direct alignment with the School District's Literacy Goal.

- **Performance Indicators / Performance Targets**

- Use of PM Benchmarks by primary teachers
- Incorporation of Reading 44 Grade leveled stories and instructional strategies
- Use of Benchmarks for indicators
- Use of Success Maker at grades 2 - 6
- Use of Accelerated Reader for all students accessing library books
- Use of same indicators and targets for FN
- CAT 3 target is to achieve at or above the stanine 4 level in grades 3 – 6
- Kindergarten Screener target is to decrease the number of "at risk" children in K, 1, 2, 3

Strategies for Improvement in Literacy

- Participating in the ANF program and the ANF in services
- Using Companion Reading at K, 1, 2 & 3 to provide continuity and a solid instructional base
- Using Animated Alphabet in Kindergarten and Grade 1
- Providing literacy intervention support for non readers
- Using the Screener to direct our instruction
- Utilizing PM Benchmarks for assessment and for direction with guided reading
- Utilizing the Success Maker, and Accelerated Reading (leveled books in the library)
- Utilizing leveled reading baskets in K, 1, 2 and 3 for guided reading and home reading programs
- Offering the One -To- One Reading program for primary and intermediate students through the Costco Buddy Reading Program
- Using Agendas for Primary and Intermediate students
- Using a variety of teaching and grouping strategies
- Monthly release time for teachers to enable discussions, common focus, planning, analysis
- (Those discussions have evolved into much deeper reflections on how to achieve "Best Practice")
- Providing training and information sessions for parents on how to help their child at home
- Making greater use of our library through increased librarian time and use of the Accelerated Reading leveled books accompanied by computer based testing
- Our intermediate teachers have started a School Wide Write using benchmarks for marking

Goal Statement 2: To Improve Student Achievement in Mathematics

- **Rationale for this School Goal**

Although our achievement scores have improved significantly, continued growth is necessary at all grades. Teacher satisfaction survey indicated dissatisfaction with student achievement.

- **Relationship to District Goals**

This goal is in direct alignment with the School District's Numeracy goal.

- **Performance Indicators / Performance Targets**

1. Use of Benchmarks for indicators
2. Use of same indicators and targets for FN students
3. Year End Grades target is to increase percentage of students meeting expectations by 5% per year

Strategies for Improvement in Numeracy

- Utilizing district math specialist to assist our math team
- Setting our PLC's (Professional Learning Community) focus on "best practice" for teaching math
- Having our math team share information from their training sessions
- Continuing the use of Success Maker for additional assistance in math
- Using a variety of teaching and grouping strategies
- Organizing, cataloging and placing in one location all the math manipulatives for easy access
- Offering whole school math focused events such as the Family Fun Math Games Night
- Bringing in guest speakers for math and science Pro D activities
- Purchasing *Math Makes Sense* texts grade by grade as they become available (consistency)
- Sending teachers to Kim Sutton math workshops
- Sharing ideas on how to use Kim Sutton's strategies to generate excitement for learning math

Academic Strategies

- Staff members have taken the Meyer's Brigg's Personality screener and have been grouped according to like and unlike personalities to help develop our RESPECT matrix. (Understanding self in relation to others while working as a team was the purpose for using the Meyer's Briggs)
- The teachers have taken a "Strengths" profile to identify their top 5 strengths. We are plotting our strengths as a staff on a chart to help understand our collective strengths.
- The staff, in a mixed personality grouping, took part in a computer simulation of a whole school improvement endeavor. We spent our Implementation Day figuring out how to bring about school improvement for the factious school. We will be using our findings to improve Pearson. (This computer based activity uses current Effective Schools Research.)
- Team planning for instruction has begun throughout the school for reading and math
- Platooning in the intermediate grades has resulted from team planning for reading and math
- The Kindergarten teachers have been trained to use the Animated Alphabet. Several of our other primary teachers already use that program. Our goal will be to have the same alphabet program in every primary class.
- The Companion Reading Program is being used in K, 1, 2, and 3
- Intermediate and primary teachers are being released as a group on Friday mornings to discuss ways and strategies to bring about greater achievement for our students.
- The Rosetta Stone, software program was purchased to assist our 54 ESL students at school and at home.
- Reading A – Z software program has provided teachers leveled reading packages for home and classroom
- Primary teachers use leveled reading baskets for home reading assistance.
- Primary teachers track, chart, and post the number of books children have read throughout the year
- Success Room is open for homework support at lunch and after school
- We have both literacy and numeracy teacher teams that attend workshops and share what they have learned
- We have four staff members on the District's Assessment for Learning team
- All classes have formed buddy reading groups which meet once a week (intermediate teamed with primary)
- Intermediate teachers conducted a School Wide Write for grades 4-6. This leads to consistency in marking throughout the intermediate division.

Goal Statement 3: To Improve Student Behavior

- Rationale for this School Goal
Our discipline records indicated that disrespect and disobedience are the most frequently reported misbehaviors.
- Relationship to District Goals
In keeping with the School Districts' Moral Courage and the District's Values, we are striving to improve the student's behavior and attitudes. We are using the EBS model to create whole school awareness of expected behaviors
- Performance Indicators / Performance Targets
We have shown a sustained reduction in behavior issues and will be dropping this as one of our goals

Behavior Strategies

- We are well underway with the EBS (Effective Behavioral Support) program at Pearson
- We have outstanding support from our liaison office Constable Cheryl MacKinnon
- We have the DARE program offered for our Grade 5 students
- We reviewed the RESPECT Matrix with the whole school by having the students go from area to area to hear what they would see and what they would hear if people were showing respect for themselves , others and the property in each area of the school and playground
- Our classroom support teacher works in our "Success Room" to provide guidance and academic support for students not coping well in the classroom.
- Our most challenging groups are in grades 1 and 2. Those students eat and play together under the direct supervision of our Success Room CEA.
- School Service "jobs" or responsibilities were given to every grade to enable whole school participation in the well being of the School (MC's, lunch monitors, phone monitors, bulletin board supervisors, etc.,)
- Resource books have been purchased for each "pod" . Those resource books identify numerous strategies for dealing with inappropriate behaviors. (Positive strategies to teach replacement behaviors.)
- Our whole school focus on RESPECT will reflect Michelle Borba's work as well as the EBS thinking
- Assemblies will be used to help keep the whole school focus on respecting self, others and property
- The Noon Hour Supervisors are to help teach students problem solving strategies so students can resolve their own conflicts without physical or verbal abuse.
- All students are members of a House Team. The teams compete for points for behavior and sportsmanship
- We use a "positive recognition for good behavior" system that keeps acknowledging the students who make good choices every day. (green and yellow slips, bulleting board display, Costco backpack winners)
- Kiwanis "Terrific Kids" awards are monthly assemblies honors positive behavior
- Family Group meetings take place while teachers meet as PLC. The family group meeting time focuses on positive behavior, making friends, playing together, treating one another with RESPECT.
- House Points are awarded for positive behavior and following school rules
- Expected behavior charts are posted in each classroom. (RESPECT Matrix)
- Whole school in uniforms helps increase sense of belonging and school pride
- We have the Boys and Girls Club offering after school programs for our students five days a week from 2:30 – 6 pm

Goal Statement 4: To Improve Student Wellness Through Healthy Foods and Increased Physical Activity

- Rationale for this School Goal
Provincial and District focus is to improve student wellness
- Relationship to District Goals
This goal is in direct alignment with the School District's Wellness Goal.
- Performance Indicators / Performance Targets
 - we are one of the 50 schools throughout the province receiving the BC fruit and vegetable snacks. This will introduce our students to healthy snack choices
 - we are one of the schools that is fully participating in the provincial Action School program
 - all teachers will participate in the three hour training program for BC Action School
 - all classrooms have the physical activity kit that is available from Action Schools
 - our Healthy School Committee helped revise all hot lunches and snacks to eliminate unhealthy foods
- Current Results
 - 100% of our students participate in the healthy snacks
 - 100% of our students will be participating in the Action Schools BC
 - 100% of our students participated in the City's Kick Start program

SCHOOL PERFORMANCE INFORMATION

- We currently have a 1 & 2 choir, and a 3 & 4 choir which perform at monthly assemblies
- The 3 & 4 choir performed in a Musical Production at the Kelowna Community Theatre with Norman Foote
- The school hosts an annual talent show for students, parents and the community to enjoy
- The choirs sang for the parents at the Parent Volunteer Recognition Tea
- Grade 6 students are MC's for the majority of our assemblies
- Students are showcased at our monthly Celebrations of Learning where they share things they are studying
- Grade 6 students announce our morning messages
- Our grade 5's and 6's participated in our Student Leadership program and helped teach the younger students how to make excellent use the equipment and blacktop areas of our school grounds
- We held a family fun/craft night in December and enjoyed a huge turn out of parents
- Student art work was showcased at the Rotary Center for the Arts
- Students raised over \$3000.00 during our Jump Rope for Heart campaign
- Our students participated in the Kiwanis Music Festival winning several 1st, 2nd and 3rd placements
- Our students participated in our Third Annual Science Fair
- 15 students participated in the Science Fair at UBCO. Our students earned a Gold, Silver and Bronze award
- Our First Nations students' art work was the only entry from Kelowna for the BC Arts Festival
- The FN's students' art work has been painted on the school's retaining wall for all to see and appreciate. This serves as a tribute to the students for their fine work as well as a deterrent for vandalism via graffiti. We called this our Reclaim Our School Project. We have had wonderful support from the community and the Repair and Maintenance department at SD23. As you drive by the school on McCurdy Road check out our art work!

COMMUNITY CONSULTATION AND COMMUNITY INVOLVEMENT

The community is involved in developing and implementing the school goals in the following ways:

- Our parents are involved as members of the School Planning Council
- Parent members of the SPC report to the PAC at both the executive and general meetings
- Principal has spoken at two Rotary Clubs, one Lion's Club and has invited the Kiwanis group into the school
- The Rotarians, Lions and Kiwanis service groups have all assisted the school through financial support and by donating dictionaries to the grade 3's (Rotarians)
- Costco has partnered with Pearson in literacy by placing 15 Costco volunteers in our school for one hour per week to deliver a one-to-one reading support program.
- Using our Community Link funding, we have invited the Boys and Girls Club to offer after school programs in our school.
- The support we received when we needed financial help to complete our new playground was amazing. The community came forward and supplied \$37,000.00 in a matter of two days after reading about our situation in the newspaper and hearing about it on the radio! The Ronald McDonald Charity House gave us \$7,000.00 to provide wheelchair access to the play structure. The community helped us raise \$60,000.00.
- Our school website is available and worth pursuing

The community is informed about the school goals and achievements in the following ways:

- Our school agenda books have all our school events, holidays, and activities listed on the date of the events so parents and students know exactly when each event is happening
- Teachers use the agenda books to notify parents and students of any new upcoming events or activities at the school.
- Our school newsletter is used to keep parents informed.
- We have a parent handbook, a school code of conduct and student handbook that goes home with all students during the first week of school. Those documents are also given to each new registrant.
- The PAC publishes a monthly newsletter, to keep parents informed.
- Teachers send home weekly or monthly class newsletter.
- We notify the local newspapers when school events of community interest are happening.
- We are working on our school's Web page to provide an additional source of information.
- Our school website is under construction but will be up and running shortly
- Several of our intermediate teachers have websites for students to access homework and other information about their assignments.

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

School Planning Council:

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

Monica Robert-Shaver (Print) Signature Date

Denise Johnson (Print) Signature Date

Susan Emms (Print) Signature Date

Susan MacNeil (Print) Signature Date

Superintendent

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

Mike Roberts Signature Date

Board of Education representative at the SPC review meeting:

Trustee's Name (Print) Signature Date