

SCHOOL PLANNING COUNCIL REPORT

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

Quigley Elementary School



“A Great Place to Learn – A Great Place to Be”

May, 2009

Snapshot of School Goals for 2009/2010

LITERACY GOAL: *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Reading and Writing.*

NUMERACY GOAL (Mathematics): *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Numeracy (Mathematics).*

Other Areas of Focus:

As well, we will continue to maintain high standards in student Social Responsibility: School Staff, in partnership with students and parents, will work towards improving school climate by focusing on enhancing a safe school environment and in further reducing unwanted behaviours in and around the school.

“Our Mission, in partnership with our community, is to encourage and challenge our students within a safe and positive environment to achieve their potential as life long learners and responsible citizens.”



“Together We Learn”

SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

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

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

DISTRICT FOCUS 2009/2010

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

GOALS AND FOCUS 2009/2010

DISTRICT GOALS

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

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

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

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

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

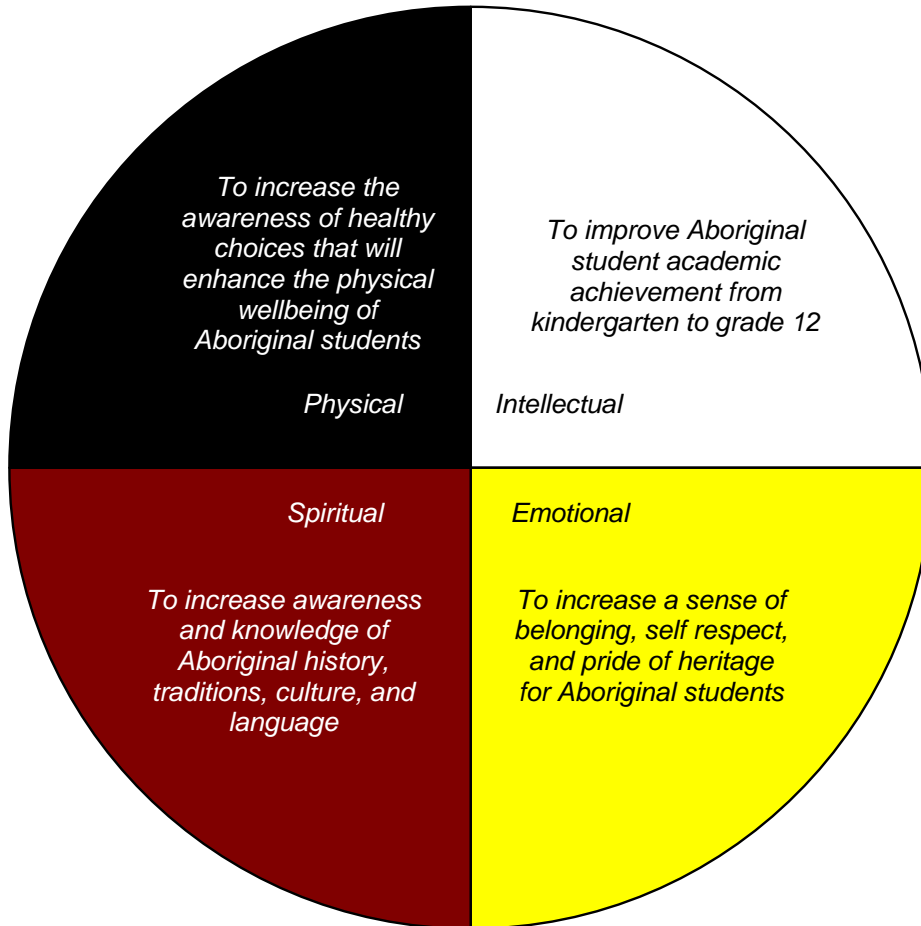
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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

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

Goals of Our Enhancement Agreement

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



Performance Targets for Five Years:

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

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

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

History of Quigley Elementary

Quigley Elementary School opened in 1970 at 1040 Hollywood Road. The school was named after local pioneers who owned property in the immediate Rutland area. In early 1971 a new addition was added to the school building. The K to 7 school operated as such until the mid 1990's, when the grade 7 students were moved to the newly developed Hollywood Middle School. The Hollywood Middle School operated until 2000, when it was amalgamated into what it now Spring Valley Middle School. On December 20, 2002, the Quigley school operations began to move to the newly-renovated Hollywood Middle School site. The move was completed on January, 2003.

An aboriginal pre-school program was initiated in early 2003 to service the needs of students in the greater Rutland area, while a YW/YMCA "Kindercare" program began operating on our campus in September, 2008. B.C.I.T., in partnership with Rutland Senior Secondary, uses the secondary school shops on the Quigley site. We are very proud of our school.

The demographics of the Quigley student population have changed greatly over recent years, due to several contributing factors, including:

- The "open boundary" policy that now exist, giving parents the right to enroll their children in the school of their own choice, has contributed to an in-migration of families, seeking a school with a good reputation, which Quigley has enjoyed.
- A general influx of families with greater socio-economic needs has resulted in a school with much greater needs than in previous years. During the Spring of 2007, the school received "**ANF**" status within the district, giving us smaller class sizes at the primary level. The latest statistics show that 41% of the K students in this part of the city are deemed to be "vulnerable."
- We have a very high transience rate among our students, remaining at about **30%**.
- This year, we saw a decline in our enrolment, decreasing by about 10 students through the year. This has been a result of this same transience.

The school community has done an admirable job of trying to meet the demands of this increasingly needy student population, through constant monitoring of needs, the introduction of new programs, school-wide use of technology to **support learning and through every other means available**. It has also initiated programs in support of the District **Health Promoting Schools Plan, including fitness and healthy-eating programs, morning nutrition breaks, brown bag lunch programs and healthy PAC-sponsored hot-lunch programs**. We have a **Y Kindercare** and **Y After-School** care program in place for K-6 students. During the 2008-2009 school year, we added the "**Roots of Empathy**" program to our school, where a mother and infant visit our school regularly to encourage love, care and empathy for young children. As well, we have welcomed the "**Big Brothers/Big Sisters**" in-school mentorship program into Quigley, making a big difference for a number of our students. In September 2009, we will be adding the provincially-sponsored "**Healthy Foods**" program to our school's routines.

School Performance Information

We are also very proud of our Quigley community. The great students, supportive students and exemplary staff all contribute to making this a special place. We believe that we have a school culture that promotes our **STAR** characteristics (**S**afety, **T**ogetherness, **A**chievement and **R**espect).

Outside of academic programs, we are pleased to offer various student programs, such as...

- **student council** (responsible for several very significant school and community projects) **School monitor programs** (equipment monitors, lunch monitors, computer monitors, library helpers, re-cycling monitors, crossing guards, etc.)
- Noon-hour **sports and activities**, including volleyball, basketball, flag football, floor hockey and track and field teams, library club, spelling bees and craft clubs
- **Outstanding service to the community and beyond**: Quigley has had a long tradition of raising money for the Terry Fox Cancer Campaign, for the Hurricane Katrina victims, the Salvation Army and Community Food Banks, Kelowna Gospel Mission, UNICEF, "Run for the Cure" and other charities.
- **We have received recent civic awards for our citizenship, environmental efforts and courtyard revitalization program**.
- During the fall of 2009, we will receive our new **playground**, coming to us through a major donor.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS: (2008-2009)

Goal Statement #1:

LITERACY GOAL: *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Reading and Writing.*

Summary of Achievements in Relation to Target(s)... (Results in Brackets)

READING: By the end of the 2008-2009 school year we will...

- **TARGET:** have a long-term average of 80% of our students meeting or exceeding expectations in the Reading assessment on the gr. 4 FSA and have at least 85% of our students reaching this standard every year. (2009: 100% LT Average, as of 2009: 79%... a gain of 3% in one year!)
- **TARGET:** have 85% of our students at the grade 3-6 levels meeting or exceeding expectations (reaching the 4th stanine or above) in Reading on the CAT each year. *Our latest CAT3 scores (2008) indicate that 89% of our students met or exceeded expectations, raising our long-term average by over 1%.*
- **TARGET:** Have 90 % of all students in all grades meeting our exceeding expectations in Reading on the Primary PM Benchmarks or Intermediate STAR Reading (*Our PM Benchmarks data is not yet available and we decided not to use the STAR Reading results, as they were very sporadic, giving the same students wildly different results throughout the school year.*)

WRITING: Each year we will...

- **TARGET:** Have at least 90% of our students meeting or exceeding expectations in the Writing assessment on the gr. 4 FSA. (2009: 91% met or exceeded expectations LT Average, as of 2009: 91%)
- **TARGET:** Strive to have 85% of our students at the grade 3-6 levels meeting or exceeding expectations (reaching the 4th stanine or above) in Writing on the CAT each year. *Our latest CAT3 scores (2008) indicate that 89% of our students met or exceeded expectations in this area, raising our long-term average by over 1%.*

Goal Statement #2:

NUMERACY GOAL: *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Numeracy (Mathematics).*

Summary of Achievements in Relation to Target(s)... (Results in Brackets)

TARGET: By the end of the 2008-2009 school year we will...

- have a long-term average of 90% of our students meeting or exceeding expectations in the Numeracy assessment on the gr. 4 FSA and have at least 90% of our students reaching this standard every year. (2009: 100% met or exceeded expectations LT Average, as of 2009: 88%... a gain of 1% in one year!)
- Strive to have 80% of our students at the grade 2-6 levels meeting or exceeding expectations (reaching the 4th stanine or above) in Numeracy on the CAT each year. *Our latest CAT3 scores (2008) indicate that 89% of our students met or exceeded expectations in this area, raising our long-term average by over 1%.*

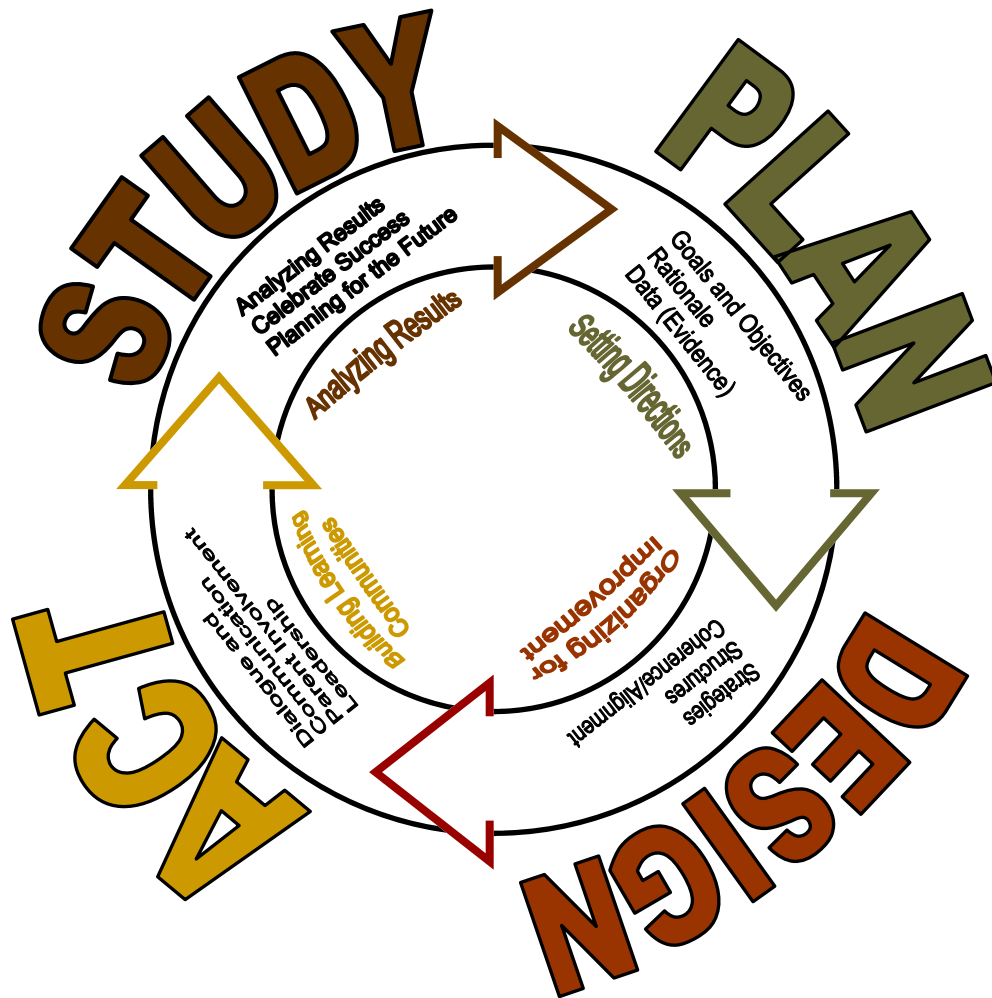
Other Areas of Focus:

In addition to our stated goals, we will continue to maintain high standards in student Social Responsibility: *School Staff, in partnership with students and parents, will work towards improving school climate by focusing on enhancing a safe school environment and in further reducing unwanted behaviours in and around the school.*

Summary of Achievements in Relation to Target(s):

As of April 30, we have seen a **25% decrease** in the number of misbehaviours reported to the school office, when compared to the same time period during the last school year. Positive behaviours continue to be reinforced regularly and systematically. *Thousands* of behaviour awards are given out each year.

KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



PLANNING CYCLE

QUESTIONS FOR INQUIRY STUDY

Analyzing Results

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

Questions:

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

PLAN

Setting Directions: Goals and Objectives

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

Questions:

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

Setting Directions: Rationale

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

Questions:

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

Setting Directions: Data /Evidence

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

Questions:

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

DESIGN

Organizing for Improvement: Strategies

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

Questions:

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

Organizing for Improvement: Structures

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

Questions:

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

Organizing for Improvement: Coherence/Alignment

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

Questions:

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

ACT

Building Learning Communities: Dialogue and Communication

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

Questions:

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

Building Learning Communities: Parent Involvement

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

Questions:

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

Building Learning Communities: Leadership

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

Questions:

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

STUDY



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?

Answers:

1. We are encouraged with the following areas of improvement....
 - **Reading Results:** we had our *best ever* FSA results in Mar. 2009 (100%). Of particular interest is the fact that 42% of these students *exceeded* expectations in this area. As well, we are at or above national averages in almost every grade with our Read Naturally reading fluency results.
 - **Writing Results:** we exceeded our long-term average in our FSA results in Mar., 2009. (91%)
 - **Math (numeracy) Results:** we had our *best ever* FSA results in Mar. 2009 (100%). Of particular interest is the fact that 23% of these students *exceeded* expectations in this area.
Our latest CAT3 scores (2008) indicate that 89% of our students met or exceeded expectations, raising our long-term average by over 1%.

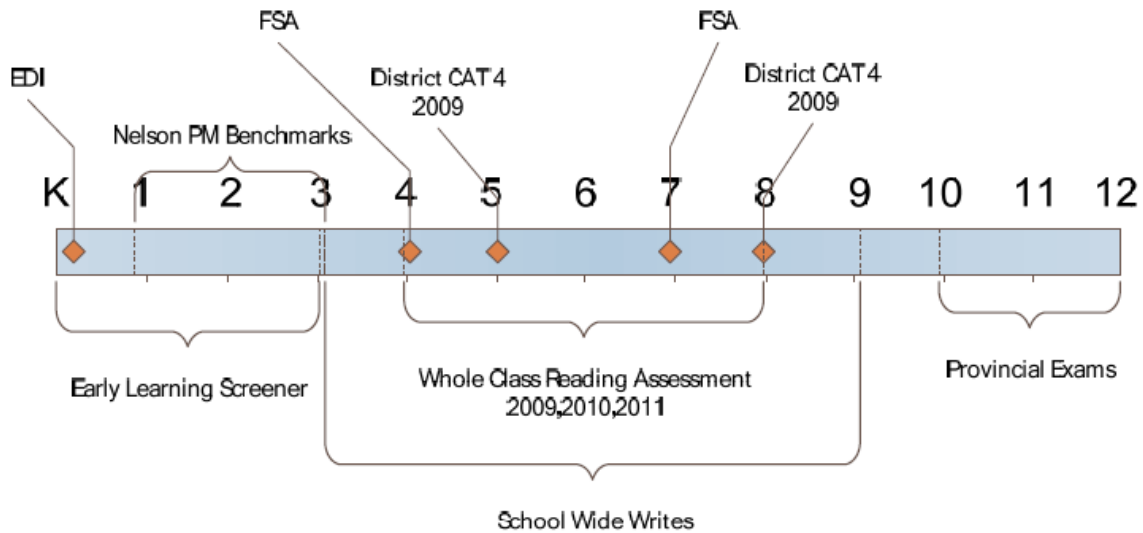
2. The trends/patterns that we have identified are....
 - We also raised our long-term Reading average on our 2009 FSA results by 3% to 79%
 - We maintained our long-term Writing average on our 2009 FSA, with a score of 92%.
 - We also raised our long-term Numeracy average on our FSA reading results by 1% to 88%
 - Our CAT3 scores have continued to rise over the long-term in Reading, Writing/Language and Numeracy (Math).

In reaching our Literacy and Numeracy Goals, we believe that we have attained the following level:

	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.	<i>The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.</i>	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.

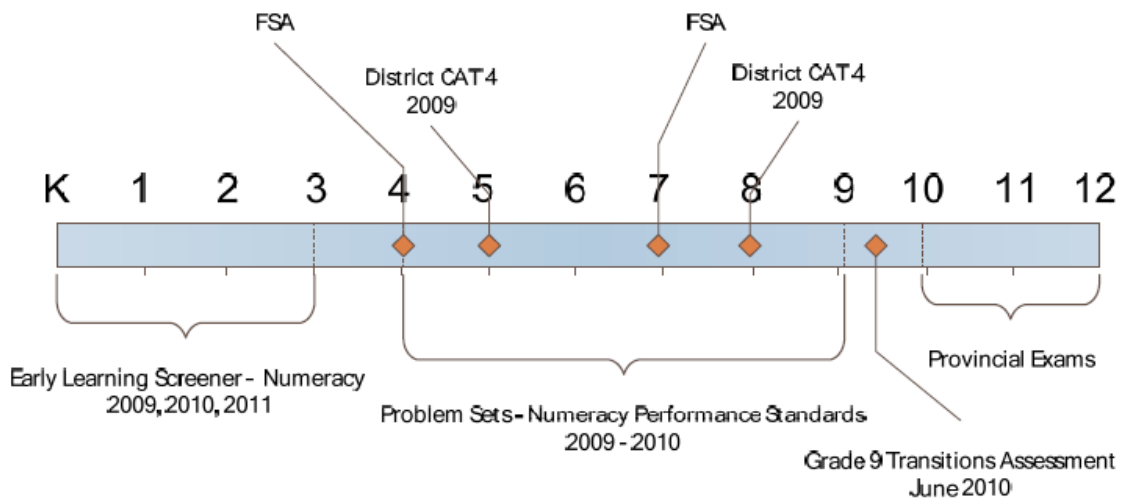
3. We have chosen the following sources of evidence *for our next school year* in the following goal areas:
 In keeping with the new, *district-wide plan*, we will do the following....

LITERACY



In addition, we will use the Read Naturally reading fluency assessments on a scheduled basis throughout the year at grades 1-6.

NUMERACY



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

LITERACY GOAL: *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Reading and Writing.*

LITERACY TARGETS:

READING: By the end of the 2009-2010 school year we will...

- Have 90% of our primary students meeting or exceeding expectations on the Early Primary Intervention Screener by June 2011.
- Have a long-term average of 80% of our students meeting or exceeding expectations in the Reading assessment on the gr. 4 FSA and have at least 85% of our students reaching this standard every year. (*In 2008/2009 we had 100% meet or exceed*)
- Have 90% of our students at the grade 5 level meeting or exceeding expectations (reaching the 4th stanine or above) in Reading on the CAT4 each year. (Just being introduced in May 2009)
- Have 90 % of our grade 1-3 students meeting our exceeding expectations in Reading on the Nelson Primary PM Benchmarks
- Have 90 % of our grade 3-6 students meeting our exceeding expectations in Reading on the Whole Class Reading Assessment (*being introduced in 2009-2010*)

WRITING: Each year we will...

- Have at least 90% of our students meeting or exceeding expectations in the Writing assessment on the gr. 4 FSA.
- Have at least 90% of our grade 3-6 students meeting or exceeding expectations in the School Wide Write assessment each year.

Reasons/Rationale:

- Although we have made significant progress towards our literacy goals in recent years, we recognize the critical importance of these skills and want to continue to improve in our success rate with students. (*We recognize that we are changing some of our measuring tools.*)

Disaggregated Data/Evidence:

- We understand that there has been another change in the mode of delivery of the grade 4 FSA tests.
- We would like to track the varying degrees of success occurring within our population groups (those who are most-challenged, those who are most able, our Aboriginal population, our gender groups). *Our district's new data warehouse will provide us with easier ways to track these statistics.*

NUMERACY GOAL: *The School Staff, in partnership with students and parents, will work towards having more students meeting or exceeding expectations in Numeracy (Mathematics).*

NUMERACY TARGETS:

- Have 90% of our primary students meeting or exceeding expectations on the *new Early Learning Screener for Numeracy* by June 2011.
- Have 90% of our intermediate students meeting or exceeding expectations on the *new Problem Sets for Numeracy* by June 2010.
- Have a long-term average of 90% of our students meeting or exceeding expectations in the Numeracy assessment on the gr. 4 FSA and have at least 90% of our students reaching this standard every year. (*In 2008/2009 we had 100% meet or exceed*)
- Have 90% of our students at the grade 5 level meeting or exceeding expectations (reaching the 4th stanine or above) in Reading on the CAT4 each year. (*Just being introduced in May 2009*)

Reasons/Rationale:

- Although we continue to make progress towards our Numeracy goals, we recognize the critical importance of these skills and want to continue to improve in our success rate with students.
- We see that our students need to become stronger in their computational skills, particularly as they prepare themselves for middle school and for the job market that awaits them.

Disaggregated Data/Evidence:

- We recognize that our methods of data collection are changing, with several new sources being introduced, providing additional indicators.
- We would like to track the varying degrees of success occurring within our population groups (those who are most-challenged, those who are most able, our Aboriginal population, our gender groups) *Our district's new data warehouse will provide us with easier ways to track these statistics.*

	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.	<i>All goals and objectives are relevant, based on evidence, and focused on student achievement.</i>	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.	<i>Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.</i>	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.	<i>The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.</i>	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

DESIGN

Organizing For Improvement

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

Answers

1. Strategies/Structures (Literacy):

- District ANF (Kindergarten to Gr. 3)
- School-Wide Home Reading Programs
- Scheduled primary-wide and intermediate-wide Literacy Blocks each day
- Scheduled Library Blocks
- After School “Read Naturally” Reading Fluency Program *
- Reading Buddies program
- Rutland Regional Literacy Program (located in Room 1)
- First Nations CEA Support *
- LAT provides Literacy Support *
- Proposed introduction of UDL Practices across the school (including installation of SMARTboard technology)
- Teacher/Librarian (0.4) provides Literacy Support
- All Teachers have subscription access to Reading A-Z Program
- All Primary teachers trained in and using Primary Benchmarks reading assessment program
- Use of SuccessMaker across the school
- Significant classroom “leveled” libraries are in place
- Specific strategies/IEP’s for at-risk students
- School-Based Team monitors student progress
- Planned introduction of new *SMARTboard* technology into some classrooms should provide a powerful learning tool

2. Strategies/Structures (Numeracy):

- District ANF (Kindergarten to Gr. 3)/Kindercare and Aboriginal Pre-School programs are in place
- LAT provides Numeracy Support *
- Math series of texts and resources purchased and program continues to be implemented
- First Nations CEA Support *
- Regular math practice at all levels
- Use of SuccessMaker in many grades
- Numeracy-Focused Teacher meetings and inservice
- Various skills-specific websites used Proposed introduction of UDL Practices across the school (including installation of *SMARTboard* technology)
- Specific strategies/IEP’s for at-risk students
- School-Based Team monitors student progress

****Note: Our LAT time has been reduced for the 2009-2010 school year.*

3. Connection with District Plans and the Aboriginal Enhancement Agreement

- All of our goals and measures are in keeping with district plans and commitment and are supportive of the Aboriginal Enhancement Agreement stipulations.

4. Alignment of Resource (Purchase and) Distribution/Staff Development

- We focused our resource purchases on literacy and numeracy resources. As well, we focused our teacher-training sessions on numeracy and *Assessment for Learning*.

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.	<i>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.</i>	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.	<i>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.</i>	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.	<i>Connections between the district and schools are interactive and reflect both school uniqueness and district directions.</i>	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?

Answers

1 and 2. Input and Communication are accomplished through:

- School Assemblies
- Staff , PAC and SPC Meetings
- Synrevoice Automated Phone System call-out is used for major events and developments
- Newsletters (Including Calendars and Feedback Forms)
- Daily Home Reading Logbooks
- Student, Parent and Staff Surveys
- Parent-Teacher Conferences
- School Website
- Use of local media
- Use of Reminder-Binder student agenda
- School Based Team meetings

3. Leadership is distributed within the staff by:

- Time has been provided for grade group meetings. Lead teachers have coordinated at the K/1, 2/3 and 4-6 levels.
- Two literacy lead teachers
- Two numeracy lead teachers
- A *SMARTboard* committee is in place, with the hope that our new technology will soon be arriving (support through several grants, the District's Technology and Student Support Services departments and from our school community)
- Teacher-Leaders report to staff at staff meetings

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.	<i>The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.</i>	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.	DIALOGUE AND COMMUNICATION
There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	<i>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.</i>	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.	<i>Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.</i>	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

