

# **SCHOOL PLANNING COUNCIL REPORT**

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

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RAYMER ELEMENTARY SCHOOL

MAY/2009

## **Snapshot of School Goals for 2009/2010**

Goal #1: To focus on improving student achievement in literacy with a particular emphasis on writing skills.

Goal #2: To focus on improving student achievement in literacy with a particular emphasis on reading skills.

### **School Mission Statement**

In partnership with staff and students, our mission at Raymer Elementary is to enable students to be cooperative, confident, life-long learners in a safe, caring and respectful environment.



*“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.

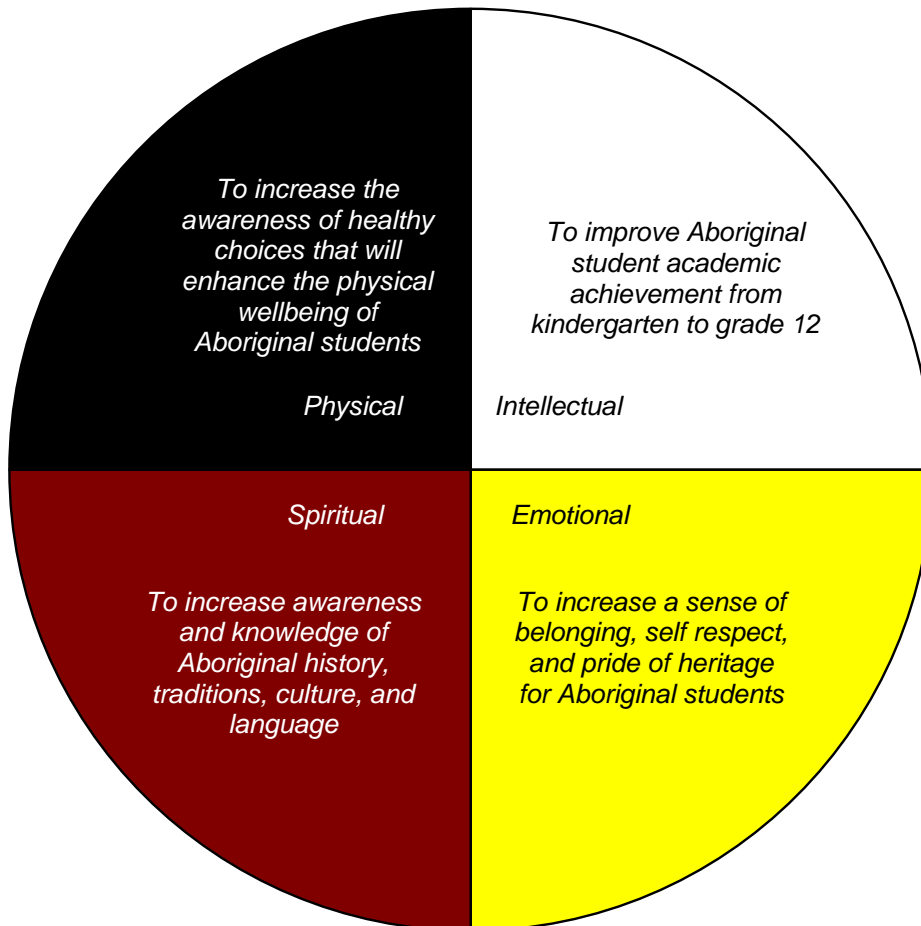
**C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.**

**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:**

Raymer Elementary is a Kindergarten to Grade six English language school located in the 'hospital area' of Central Kelowna.

Raymer Elementary serves one of the more diverse populations in the Central Okanagan region. Its catchment area is shared with AS Matheson and Casorso Elementary Schools and includes everything from million-dollar lakeshore homes to basement suites. The immediate neighborhood is a complex mix of long-time homeowners, families seeking affordable housing, and transient renters. There continues to be significant urban renewal and densification of the South Pandosy area, primarily through the development of luxury multi-unit condominium projects. The socio-economic and cultural diversity of the neighborhood is, in fact, one of its strengths making Raymer a 'school of choice' for many parents who bring their children to Raymer from Mission, Rutland or the Westside. Approximately 13% of Raymer students reside outside the combined catchment area. Raymer's proximity to major transportation corridors (Richter, Lakeshore/Pandosy, and KLO) and easy access to public transit may contribute to the out-of-area enrolment. Also in proximity are Kelowna General Hospital, Okanagan College, Kelowna Secondary School and KLO Middle School and some parents who work in these facilities have chosen to put their children at Raymer. Luna Park operates a preschool using a classroom in the Annex and is introducing many more out-of-area parents to the Raymer community. Plans are underway to offer before-school and after-school care on site starting in September 2009 which may server to attract more drive-by traffic.

Enrolment has been steady for the past two years. Transience continues to be an issue with 15-20% of the student population transferring in or out during the school year.

While clean and functional, the physical plant is among the oldest in the Central Okanagan. The Annex is over 60 years old, the primary wing 50 and the main section of the school has been in operation for 41 years.

## **School Performance Information**

### School Initiatives

- Bi-weekly assembly program initiated to promote school themes and provide PLC (Professional Learning Community time for teachers.)
- Continuation of Pyramid of Success, (based on helping students build values and character traits associated with building blocks of success), using insert in Gr 2 – 5 student agendas
- Primary reading intervention time for all students grades 1 – 3
- After school reading program targeting Grade 3 and 4 students.
- Parent volunteers used extensively for 'One to One' reading program
- Parent and community volunteers assist with primary 'Automaticity' training. (Program to practice sounds and improve fluency)
- School theme of environmental awareness. Has included school wide composting, battery collection, lights out, Million Acts of Green challenge.

### Special events

- Family welcome back BBQ and open house
- "Canada on the Wings of our Song" K-6 musical.
- Raymer Greening Project
- Terry Fox Event & Fundraiser
- Remembrance Day Assembly
- Christmas Family Dance

- Author visits
- Book fairs
- Battle of the Books
- Apple Bowl – Grade 4 - 6
- Public speaking competition held in every class and winners speak for school and parents.
- Play day
- Primary Dance Jamboree

**Ongoing projects and activities**

- Magazine subscription fundraiser
- Student office monitors
- Student equipment sign-out monitors
- Grade 6 assembly monitors
- Spirit Days
- Participated in the district's 'Care and Make it Fair' and Environmental' Mind Grind' events.
- Field Trips – Mission Creek Park & Greenway, KLO Orchard, Waste water treatment plant, My Country Garden, Bird Sanctuary, Weather Station, KGH, Museum, Skating, caroling at seniors' homes, O'Keefe Ranch, class parties, City Hall, Kasugi Gardens, Safety Village, Sailing, presentation by Okanagan Library, TD Bank,
- Volleyball, Basketball, track & field, cross –country running
- KSS partnership – drama group, dancers, gr. 1 reading partners
- Christmas – hamper, carols, & concert
- Young Authors Conference
- Grade 6 students presented 'Country of Origin' for school and parents
- RCMP - DARE program for grade 5's
- All grade 5 students attended the 'Nutcracker'
- Visiting band and choir from local and out of town high schools
- Parent Volunteer Lunch
- Classroom special events and community speakers
- LTTA Activities including: Artist in residence (Visual - gr. 3-6), Music (Gr. 4); Gr. 1 and 2 participating in Ballet Kelowna performance and workshop, Gr. 4-5 attending in Drama musical performance.
- PAC organized LTTA Art Auction and Gala

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

**Goal Statement #1:** (Primary Goal): To increase the number of students meeting or exceeding expectations in literacy.

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

#### **Reading Target/Results**

- (2008) CAT-3: 90% meeting/exceeding expectations **Result:** (2008) CAT-3: (Gr.3 - 97%); (Gr. 4- 62%); (Gr. 5 - 92%); (Gr. 6 - 76%) meeting/exceeding (82% - Gr. 3-6 meeting/exceeding)
- Year End (k-3) screener - Less than 10% at risk **Result:** (K -45 %, Gr. 1 55- %, Gr. 2 -24 %, Gr. 3 - 5%
- Literacy program (Gr. 2 - 3) - Less than 10% at risk **Result:** 7.2% at risk (reading fluency) ( 5 of 69 students)

#### **Writing Target/Results**

- CAT-3: - 85% meeting/exceeding expectations **Result:** 84% (CAT) meeting/exceeding **Result:** CAT-3: (Gr.3 - 83%); (Gr. 4- 67%);(Gr. 5 - 82%); (Gr. 6 - 88%) meeting/exceeding (80% - Gr. 3-6 meeting/exceeding)
- Grade Wide Write: 85% at level 2 or higher **Result:** 87% (Grades 2 - 6) at Level 2 or higher Spring 2008

**Goal Statement #2:** (Secondary Goal): To increase the number of students who meet or exceed expectations in Numeracy.

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

#### **Numeracy Target/Results**

- **Target:** CAT-3: 90% meeting/exceeding expectations
- **Result:** CAT-3: CAT-3: (Gr.3 - 87%); (Gr. 4- 69%); (Gr. 5 - 89%); (Gr. 6 - 74%) meeting/exceeding (80% - Gr. 3-6 meeting/exceeding)

**Goal Statement #3:** (Tertiary Goal): To increase student awareness and active use of socially acceptable and responsible behaviors.

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

During this past year we have changed our focus in using behaviour support. The referral process has been adjusted to align with the updated code of conduct. This has led to many potential referrals being addressed at the classroom level. The overall result has been a significant reduction in office and Target room referrals.

**Other Areas of Focus:** Introduce Learning Through the Arts (LTTA) strategies into all classrooms in the core subject areas with the purpose of making LTTA a school wide approach to teaching and learning.

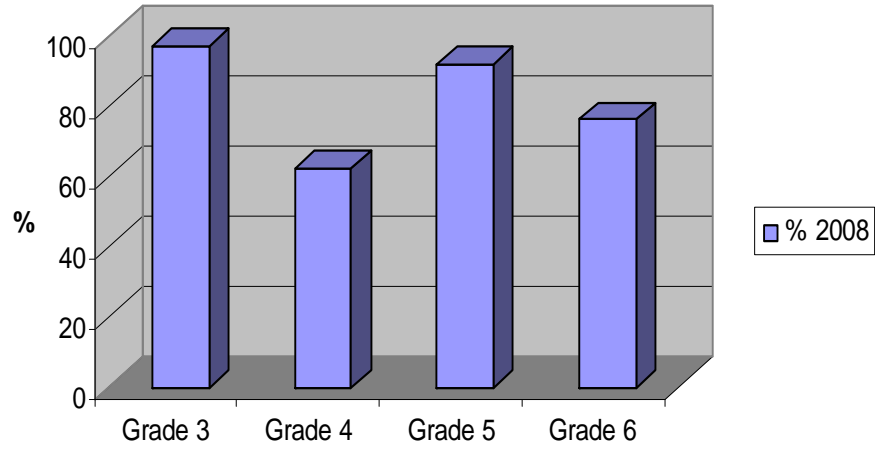
### **Summary of Achievements in Relation to Target(s):**

**Target:** Every teacher will use LTTA strategies by conducting LTTA based lessons in a core curricular area during each term. Results will be recorded using school based data form (ARTFORM)

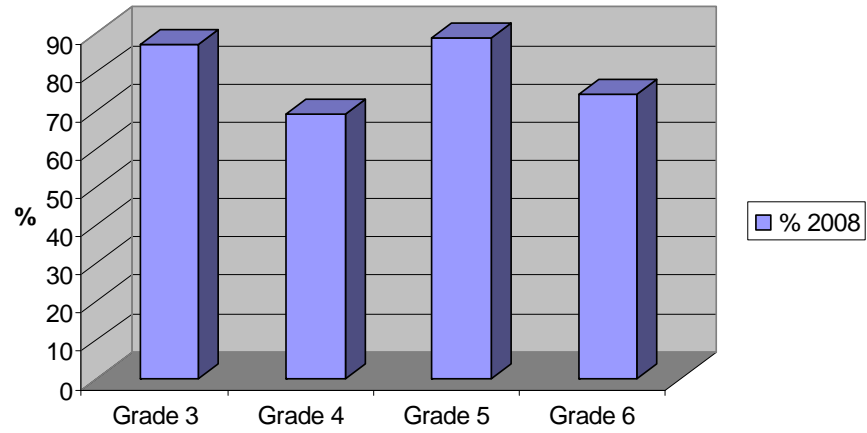
#### **Results:**

1. 90 Art forms (Teacher lesson reflection document) submitted from grades 1 – 6 with 138 direct connections to curricular areas through art based or infused lessons.
2. Applied for and received Art Starts Artist in Residence Grant. Ran a 6 week Artist in Residence program for grade 3 – 6 students.
3. PAC organized and run student 'ART GALA' where every Raymer student has art displayed and available for auction.

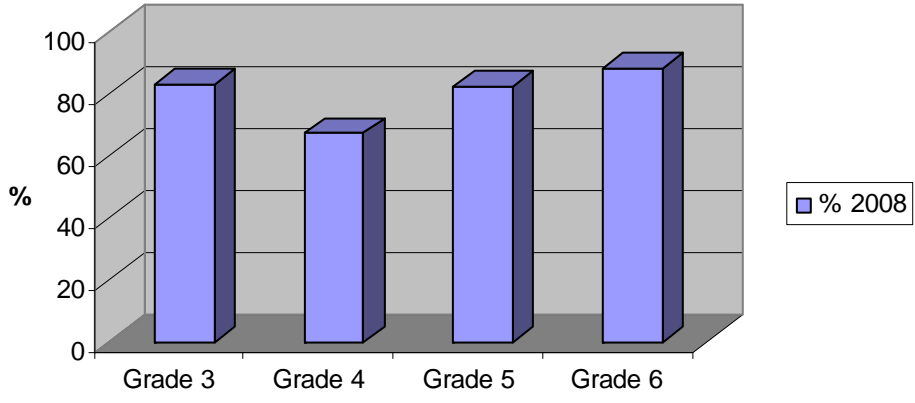
### CAT3 Reading Students 4th Stanine & Above



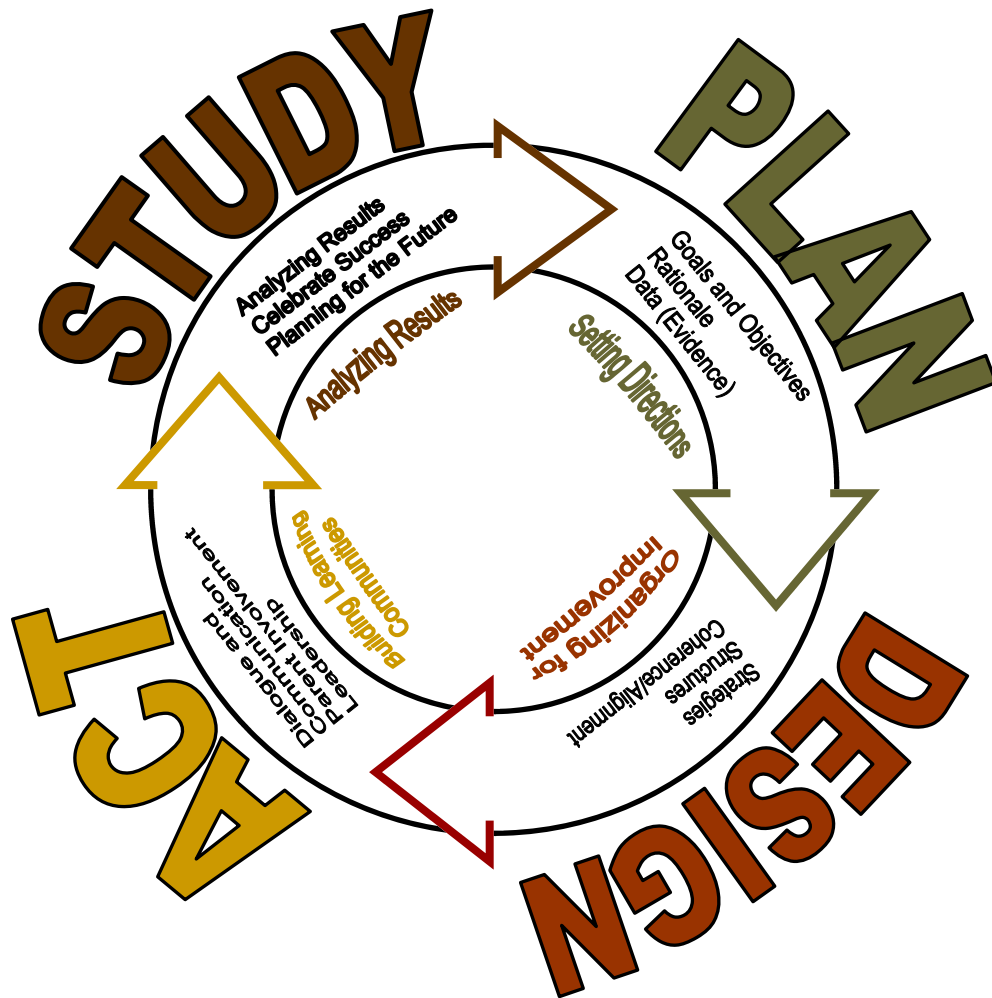
### CAT3 Math Students 4th Stanine & Above



### CAT3 Language/Writing Conventions Students 4th Stanine & Above



# 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

## Analyzing Results

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

### Reading Target/Result

#### Reading Target/Results

- (2008) CAT-3: 90% meeting/exceeding expectations **Result: (2008) CAT-3: % meeting/exceeding**  
**Result: (2008) CAT-3: (Gr.3 - 97%); (Gr. 4- 62%); (Gr. 5 - 92%); (Gr. 6 - 76%) meeting/exceeding (82% - Gr. 3-6 meeting/exceeding)**
- Year End (k-3) screener - Less than 10% at risk **Result: (K -45 %, Gr. 1 55- %, Gr. 2 -24 %, Gr. 3 - 5%**
- Literacy program (Gr. 2 - 3) - Less than 10% at risk **Result: 7.2% at risk (reading fluency) ( 5 of 69 students)**

#### Trends:

CAT-3: The results for the past year indicate varied results with the grade 4 cohort clearly not achieving the target result. The result for grade 4 is lower than previous years. In fact the results are lower in all grades over the previous year. (See CAT comparison chart in binder under District Based Assessment)

K-3 Screener: There is a significantly high % of students still at risk K-2. While the % at risk has been greater than 15-20% the results this past year are even higher. This was an issue the school has attempted to address during this past year and will be a trend line to watch carefully over the next year or two.

Literacy Program (Gr. 2- 3): The cohort group tracked over the 10 months have demonstrated significant reduction in the number of students lower than expectations in reading fluency. (17/54 students at risk in Sept. 2006 reduced to 3/54 in June 2007) For 2007-2008 only 5/69 students were identified as 'at risk' following the spring assessment. Of these, 2 were on modified IEP's.

### Writing Target/Results

#### Writing Target/Results

- CAT-3: - 85% meeting/exceeding expectations **Result: 84% (CAT) meeting/exceeding**  
**Result: CAT-3: (Gr.3 - 83%); (Gr. 4- 67%); (Gr. 5 - 82%); (Gr. 6 - 88%) meeting/exceeding (80% - Gr. 3-6 meeting/exceeding)**
- Grade Wide Write: 85% at level 2 or higher **Result: 87% (Grades 2 - 6) at Level 2 or higher Spring 2008**

#### Trends:

While the CAT-3 results suggest a poor performance by the Grade 4 cohort, this group performed at a higher level on the Grade wide write. (82% meeting or exceeding). 2007-2008 was the first year for this school wide assessment and will serve as a baseline for future trend comparison.

### Behaviour Target

Our target was to:

- (a) Improve parent satisfaction to 95% on both Ministry and school satisfaction survey.
- (b) Reduce incidents of fighting, bullying and aggressive behaviour based on Target Room referrals and suspensions.

#### Results:

- (a) The 2008 Ministry Parent survey results show that 90% or more parents feel their child is safe at school.
- (b) Suspensions have remained consistent with last year. (11 vs 12 in 2007-2008) Target room referral data has been impacted by significant program change.

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

# PLAN

## Setting Directions

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

### **Goals/Targets:**

1. To focus on improving student achievement in literacy with a particular emphasis on writing skills. The target is:
  - for 88% of the students to be meeting or exceeding expectations for their grade level in writing.
  - for 50% of students (excluding those already exceeding expectations) to improve their performance by one level in the 4 point standard using the Grade Wide Write
2. To focus on improving student achievement in literacy with a particular emphasis on reading. The target is:
  - 90% of 'at risk' students moving to meeting expectations by the end of grade 3.
  - 90% of Grade 2 and 3 students meeting grade level expectations in reading fluency (using the Read Naturally fluency monitor)

### **Rationale:**

- These goals are consistent with the district goals.
- **WRITING:** While we have seen success in writing, the next step is to move more students to achieving a standard of 'fully meeting'
- **READING:** 'reading performance' has continued to improve as a result of intervention strategies used over the past two years. However, our screener results clearly indicate that early reading literacy related skills must be a focus. It is critical to sustain the momentum built and to move more students farther along the performance spectrum from 'at risk' to fully meeting/exceeding.

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

- Current data in CAT-3 and school based assessments indicate we are only partially meeting our performance objectives (in writing).
- Data from the grade wide write (Spring 2008) indicates that 13% of students in grades 2 – 6 are not meeting expectations and 42% are only minimally meeting expectations in writing.
- Current data in CAT-3 and school based assessments indicate we are partially meeting our performance objectives (in reading).
- Current screener data shows a high % of students still 'at risk' in one or more language skills.
- School based assessments (15% of Intermediates received C- as final grade in language Arts, 8% of primary students are NYME in overall Literacy and 19% are AE in overall Literacy) indicate that we are below the 90% fully meeting target for reading.

### **Meeting the Needs of All Students**

- These goals are designed to meet the needs of all students at Raymer. The intervention practices assist the most challenged learners, while the goals also address the need to enrich learning for our most able students so they also experience academic growth.
- Our goals also address the needs of our Aboriginal students by focusing on development of basic literacy skills for those who are challenged and able. These students are further supported by CEA help as well as Advocacy assistance.

### **Focus for 2008-2009:**

- To continue to develop and further implement 'Learning Through the Arts' or LTTA approach to teaching and learning. This initiative will include all grades (K-6) and be the second step in a 3 year plan to make Raymer a school where the arts are used extensively and infused into the teaching and learning of all curricula.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students.
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

# DESIGN

## Organizing For Improvement

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

### **Strategies:**

The strategies that we have utilized over the past year support our school plan and are aligned with the District Accountability Contract and the Aboriginal Enhancement Agreement. (Specifically the 'intellectual' segment of the Medicine Wheel.) Other segments of the Medicine Wheel are complimented by the Aboriginal activities and participation in events through the school Aboriginal Advocate. In addition, we have a CEA position for our 8 hours of allocated First Nations academic support time. This CEA provides additional academic support to our First Nations students.

### **Structures:**

1. Literacy Intervention Program: All grade 2 and 3 students (Sept – June) are placed in small, skill-appropriate groups and receive 45 minutes of literacy support (reading fluency) 4 days/week in addition to their regular Language Arts program. This program is supported through school based funding of a part time CEA.
2. Teachers using Reading Power (Adrienne Gear), Read Naturally Program, PM Benchmarks to provide targeted grade level reading strategies.
3. We continue to sustain a 0.4 Teacher-Librarian position for the past year. Our teacher librarian supports literacy initiatives through:
  - Research projects for grades 2 to 6, where as many students as possible are selected to present their finished products publicly at the annual regional *Historica Fair* at the Rotary Centre For the Arts.
  - Seven author visits through the year.
  - Organizing and promoting Student/Parent at Home -Loan program for educational CD's such as Cross Country Canada, Cross Country Canada Photo Safari, All the Right Type, and Abacus (Math).
  - Maintaining a current collection and providing many opportunities for students to connect with literature.
  - Scholastic Book Fairs Fundraising: During this event, the TL trains/supervises student staff to completely run the fair. Students must complete Student Staff job applications & training sessions. Great outcomes: kids and parents making choices together/kids saving & counting their cash/kids helping kids.
  - Read and Recycle: kids bring gently loved books they are finished with and exchange for others
  - Book Clubs – *Battle of the Books* motivational reading programs for grades 4, 5 &6 ending with citywide competition.
  - Contests – Win-a-book-a-week skill testing contest.
  - Orientations – programs to familiarize students in all grades with library resources and procedures

4. Raymer hosts a district Literacy Intervention program that provides additional support for ‘at risk’ students.
5. All teachers were trained in the Susan Augustyn ‘Writing For Excellence’ program in Sept. 2007. Several teachers trained in 4 Blocks Writing strategies 2008-2009.
6. Assessment for Learning focus for teachers through PLC meeting time created using our bi-weekly assembly program. PLC meetings have include AFL presentations by district staff as well as sharing between teachers.
7. Numerous teachers have attended district-sponsored math workshops and are implementing strategies.
8. We have had all teachers commit to implementing Learning Through the Arts teaching and lesson strategies in one or more curricular areas during 2008-2009.
9. All teachers attended in-service on “Teaching Strategies to Foster Student Creativity”. (Sept. 2008)

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.	<b>STRATEGIES</b>
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.	<b>STRUCTURES</b>
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.	<b>COHERENCE AND ALIGNMENT</b>

# 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?

We seek input from our parent community in a variety of ways including:

- PAC meetings
- SPC meetings
- Letters and notices sent home
- Newsletters
- Focus group meetings (open to all parents)
- Parent-teacher interviews
- E-mail (principal and many teachers)
- School web site (new this year)
- Teacher 'classroom' web sites.
- School sign- board.
- Teachers communicate with each other via PLC, staff meetings, grade group meetings, school based team meetings.

### Leadership

- Principal: Participates in PAC meetings where information is shared and collected to inform school decisions; Leads the SPC; Provides overall direction and support relative to implementation of school based initiatives.
- Teachers/support staff: Many teachers have opportunities to lead through participation as school numeracy and/or literacy representatives at district in-service and training sessions. Teachers lead discussions and training at all PLC sessions. Teachers provide ongoing leadership of school based initiatives, programs and events.
- Parents: Provide leadership at the PAC and SPC. Parents also lead by organizing and running school events such as the welcome back BBQ, family dance, fun fair and numerous fundraising initiatives.
- Students: Opportunities for leadership include many school service activities such as library, office, and equipment monitoring. We have an active intramural program where older students can serve as captains, referees, and organizers. Our assembly program allows students to lead by organizing gym set-up and take down as well as leading and supervising all the younger classes. Grade six students participate in school leadership by organizing and running school spirit days. In each classroom students have specific classroom based leadership opportunities.

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

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

\_\_\_\_\_  
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