

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Rutland Elementary

5/2009

General Information



“The Race To Excellence Has No Finish Line.”

Mission Statement

Our mission, in partnership with parents and the community, is to provide a safe, positive environment where all students can experience success as they develop independence, pride in accomplishment and their self esteem to achieve their potential as life-long learners and responsible citizens.

Principal : Janet Slaney



"Together We Learn"

SCHOOL DISTRICT 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

Our Cultural Values:

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

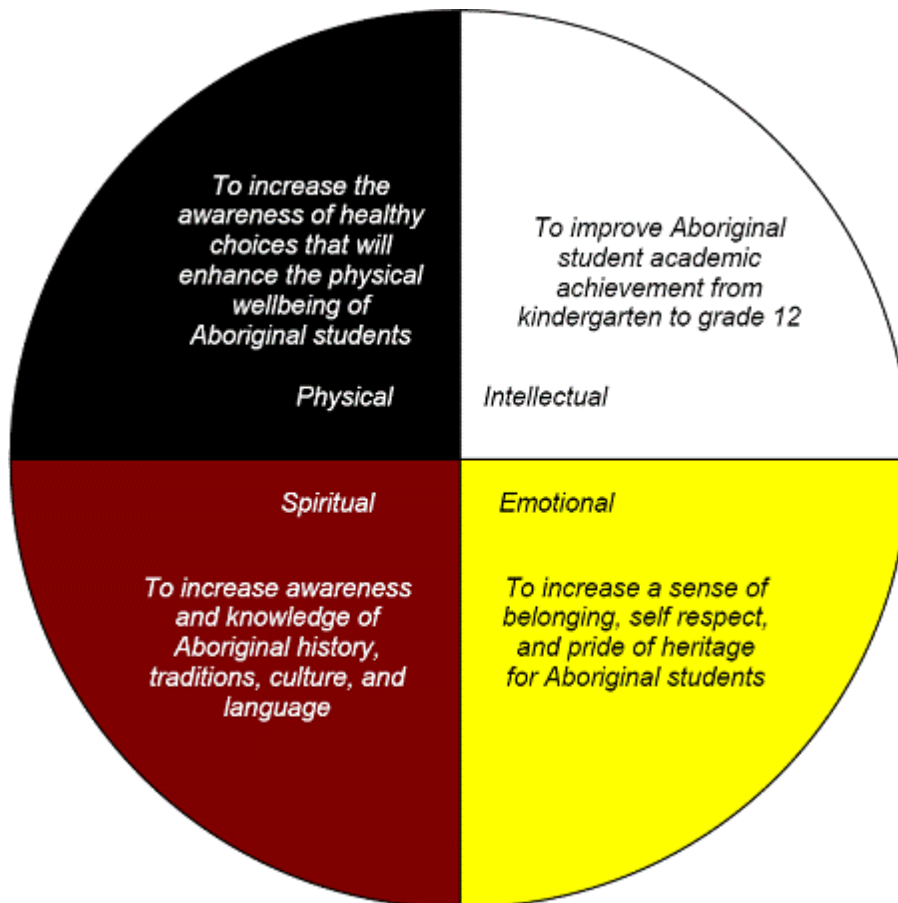
DISTRICT GOALS AS OF 5/29/2009

1	Alignment : GRADUATION
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%.
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%.
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, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
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.
2	Alignment : LITERACY
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.
3	Alignment : NUMERACY
1	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.
2	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.
4	Alignment : Schools/Programs of Choice
1	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.
5	Alignment : Quality Assessment & Instruction
1	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).
6	Alignment : District Health Promoting Schools Plan
1	The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.

7	Alignment : Economic Viability and Stability
1	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 OF THE SD23 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.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

In September 2003, a new Rutland Elementary School was opened. It is located in the Rutland area of Kelowna. This new facility is within 0.5 km of the original elementary school, Rutland Middle School and Rutland Senior Secondary School. The school is also in close proximity to the YM/YMCA Athan's Pool Complex, Okanagan Gymnastics Centre and the Rutland Arena. All Rutland Elementary students walk, ride their bike, rollerblade or are driven to school as all students enrolled are within walking distance. The neighbourhood making up the school population is a mix of single and multi-family dwellings, some low income housing units and a huge new housing complex adjacent to our school. Rutland Elementary opened in 1913. Some of our students are fourth generation attendees. We currently house 382 students ranging from Kindergarten to grade six. At present Rutland Elementary has a very large number of 'English as a Second Language' (ESL) learners; just over 10% of the student population. We are located in close proximity to local farming, orchards and to the Sikh Temple. The school is considered an ANF (Achieving a Necessary Future) school, that focuses on the development of early literacy skills with lower teacher to student ratios. This ANF initiative directly impacts students in Kindergarten to grade three. Rutland Elementary School is fortunate to have specialty programs that enhance the school community. The school is strongly supported by the Parent Advisory Council that is directed by a core of approximately 20 parents that consistently attend monthly meetings. An integral component of our school is the Rutland Elementary Community School Society. Rutland Elementary has operated as a Community School since 1997 with the support of a variety of funding including the Ministry for Child and Family Development and the School District. The Community School also offers a wide variety of programs designed to meet the needs of Rutland Elementary students and families as well as the entire Rutland community. There are two tracks of programming. The first is a licensed daycare that provides before and after school care as well as an afternoon Kindercare program for Kindergarten students located off site. The daycare services are also provided on non-instructional days, school days and summer holidays. We are currently licensed for 70 full time registrants and we provide pick up service to neighbourhood schools. We currently have children registered from most Rutland area schools. The second track consists of community programs including sports leagues, movie nights, family craft nights, Kids Club, Family Enhancement Programs, adult training courses, dances, family road trips and babysitting courses. In addition the programs provide a number of opportunities for parents and youth to volunteer and build their skills. At present our school is running at full capacity with many students within our neighbourhood on waitlists for all grades.

School Performance Information

- Literacy Group Initiative – Grades 2 and 3 / Intermediate Skills Groups
- Chess, Knitting, Friendship, Board Games, Skipping, Choir, Craft and Environmental Mind Grind Clubs
- Primary/Intermediate swimming, skating and gymnastics programs using local facilities
- Intramural athletic program for grade 4-6
- Primary-Intermediate 'Buddy Program'

- 10 matches with Big Brothers and Big Sisters Program
- Monthly participation with 'Lunch with the Law' Program
- Weekly assembly program / School spirit days / "Rutland's Got Talent" Assembly
- Participation in the Social Justice/Leadership Student Conference / National Aboriginal Day / Harmony Day
- Celebrated Battle of the Books Club and Recycle Reread Campaign
- Math League Contest / Thinking Cap Challenge
- D.A.R.E. Program
- Involvement with B.C. Fruits and Vegetable Snack Program
- Full staff trained in Action Schools
- Literacy One to One runs throughout the entire school year / Read Naturally
- Composer of the Week Program / Student Announcement Program
- Circle of Friends
- Plus a wide range of curricular field trips including but not exclusive to: Climbing Wall, EECO Centre and Lion's Park, Mayor's Expo, O'Keefe Ranch, Father Pandosy's Mission, Camp Boyle, Sailing, Vernon Science Centre, Ben Lee Park, Rotary Centre for the Arts, Museum, Aboriginal Winter Gathering, Kelowna General Hospital, Rutland Senior and Rutland Middle Schools

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To improve students`writing skills with a target of 95% of the students meeting or exceeding expectations.				
5) 95% of our grade 4 students will meet or exceed expectations according to the Writing FSA results	2/29/2008	40	95	 Off Target
7) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Language	6/2/2008	88	95	 Warning
Percent of Staff Trained in "Excellence in Writing"	9/19/2008	100	100	 On Target
1) Language Arts Primary (meeting or exceeding on year end Report Card)	6/26/2008	92	95	 Warning
4) Language Arts Intermediate Final Mark (C or better)	6/26/2008	94	95	 Warning
2) PM Benchmarks (Grade 3 Final)	6/26/2008	80	95	 Warning
9) School Wide Write- Grades 3 -6	5/1/2008	96	95	 On Target
6) 95% of our grade 4 students will meet or exceed expectations according to the Reading FSA results	2/29/2008	91	95	 Warning
8) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Reading	6/2/2008	91	95	 Warning
3) Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Literacy Screener Summary	6/26/2008	19	9	 Off Target
NUMERACY				
To improve students`numeracy performance with a target of 95% of the students meeting or exceeding expectations.				
1) Math Primary Final marks (meeting or exceeding)	6/26/2008	90	95	 Warning
2) Math Intermediate Final Mark (C or better)	6/26/2008	84	95	 Warning
3) 95% of our grade 4 students will meet or exceed expectations according to the Numeracy FSA results	2/29/2008	92	95	 Warning

	Date	Value	Target	Status
4) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Math	6/2/2008	84	95	◆ Warning



Results

sustaining improvement

	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.



Alignment: LITERACY

SMART Goal: To improve students' writing skills with a target of 95% of the students meeting or exceeding expectations.

Rationale:

For the past two years, the school has focussed their attention on improving the writing skills of all students. However, results from both the Literacy Screener, and the FSA Writing component, indicate that we must continue to focus on this goal if we are meet our target of having 95% of our students meeting or exceeding in their grade level in writing. We are confident that continued use of our school wide Excellence in Writing program, taught by both our enrolling and non enrolling teachers, reinforced by our consistent use of PM Benchmark leveled books, should positively impact the writing proficiency of our students.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
1) Language Arts Primary (meeting or exceeding on year end Report Card)	6/26/2008	92	95	⚠ Warning
2) PM Benchmarks (Grade 3 Final)	6/26/2008	80	95	⚠ Warning
3) Reduce the number of exiting grade 3 students considered 'At-Risk' as indicated on the Year End Literacy Screener Summary	6/26/2008	19	9	🛑 Off Target
4) Language Arts Intermediate Final Mark (6/26/2008 or better)	6/26/2008	94	95	⚠ Warning
5) 95% of our grade 4 students will meet or exceed expectations according to the Writing FSA results	2/29/2008	40	95	🛑 Off Target
6) 95% of our grade 4 students will meet or exceed expectations according to the Reading FSA results	2/29/2008	91	95	⚠ Warning
7) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Language	6/2/2008	88	95	⚠ Warning
8) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Reading	6/2/2008	91	95	⚠ Warning
9) School Wide Write- Grades 3 -6	5/1/2008	96	95	🟢 On Target
Percent of Staff Trained in "Excellence in Writing"	9/19/2008	100	100	🟢 On Target

Alignment: NUMERACY

SMART Goal: To improve students' numeracy performance with a target of 95% of the students meeting or exceeding expectations.

Rationale:

For several years, improving the numeracy performance of our students has been one of our top priorities. Since the implementation of the resource; Math Makes Sense (K-6) the trend lines within the data indicate we are making progress. However, the students' numeracy performance is not yet meeting our targets with specific concern within our intermediate grade students on their year end Progress Reports.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
1) Math Primary Final marks (meeting or exceeding)	6/26/2008	90	95	Warning
2) Math Intermediate Final Mark (C or better)	6/26/2008	84	95	Warning
3) 95% of our grade 4 students will meet or exceed expectations according to the Numeracy FSA results	2/29/2008	92	95	Warning
4) 95% of our grade 5 students at stanine 4 and above on the CAT 3 - Math	6/2/2008	84	95	Warning

Data

meeting expectations

Goals

sustaining improvement

Rationale

sustaining improvement

	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

Strategies and Structures:

To improve students` writing skills with a target of 95% of the students meeting or exceeding expectations

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Conduct a staff survey soliciting the level of implementation of "Excellence in Writing" within individual classroom programs.	Janet Slaney/	1/19/2009	1/23/2009	Completed	Medium	100			
School Wide Write	Janet Slaney/	10/15/2007	5/1/2008	Completed	Medium	0			
Nelson PM Benchmark books (in class libraries)	Janet Slaney/	9/6/2005	6/22/2012	In-Progress	High	0			
Handwriting Without Tears	Janet Slaney/	11/1/2007	6/22/2012	In-Progress	High	0		★	
Reading Power (Fiction and Non-Fiction)	Janet Slaney/	9/5/2006	6/22/2012	In-Progress	Medium	0			
Excellence in Writing	Janet Slaney/	11/1/2007	6/22/2012	In-Progress	High	0		★	
Literacy Groups	Janet Slaney/	11/1/2007	6/22/2012	In-Progress	High	0			

To improve students` numeracy performance with a target of 95% of the students meeting or exceeding expectations.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Math Makes Sense	Janet Slaney/	11/1/2007	6/22/2012	In-Progress	High	0			
Math Manipulatives and Supporting Resources	Janet Slaney/	9/5/2005	6/22/2012	In-Progress	Medium	0			
Active Numeracy Team	Janet Slaney/	9/4/2006	6/22/2012	In-Progress	Medium	0			
Thinking Cap Challenges	Janet Slaney/	9/6/2004	6/22/2012	In-Progress	Medium	0			

Coherence and Alignment

meeting expectations

Strategies

sustaining improvement

Structures

sustaining improvement

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	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.
STRUCTURES	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.
COHERENCE AND ALIGNMENT	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.



Parent involvement
meeting expectations

Dialogue and communication
sustaining improvement

Leadership
sustaining improvement

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
DIALOGUE AND COMMUNICATION	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.
PARENT INVOLVEMENT	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.
LEADERSHIP	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.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results				¿
PLAN	Goals				¿
	Rationale				¿
	Data			¿	
DESIGN	Strategies				¿
	Structures				¿
	Coherence and Alignment			¿	
ACT	Dialogue and communication				¿
	Parent involvement			¿	
	Leadership				¿

CERTIFICATIONS

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

Rutland Elementary

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
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

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

_____ Principal's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

_____ Principal's Name (Print)	_____ Signature	_____ Date
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key areas for inquiry to enhance school improvement



PLANNING CYCLE

