

# SCHOOL PLANNING COUNCIL REPORT

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



May 7, 2009

## Snapshot of School Goals for 2009/2010

Goal # 1: To improve levels of literacy achievement at all grade levels.

Goal # 2: To continue to improve levels of numeracy achievement at all grade levels.

Maintenance Goal: Maintain a comprehensive healthy school based on the nine components of a healthy school established by the BC Network of Healthy Schools.

## School Mission Statement

*We at South Kelowna Elementary, in cooperation with parents and families, believe in providing a positive learning environment for the development of a student's full potential to become a knowledgeable, responsible and confident life-long learner within the immediate and global community.*



*“Together We Learn”*

## **SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)**

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

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

### **DISTRICT FOCUS 2009/2010**

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



*"Together We learn"*

School District No. 23 (Central Okanagan)

## **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.

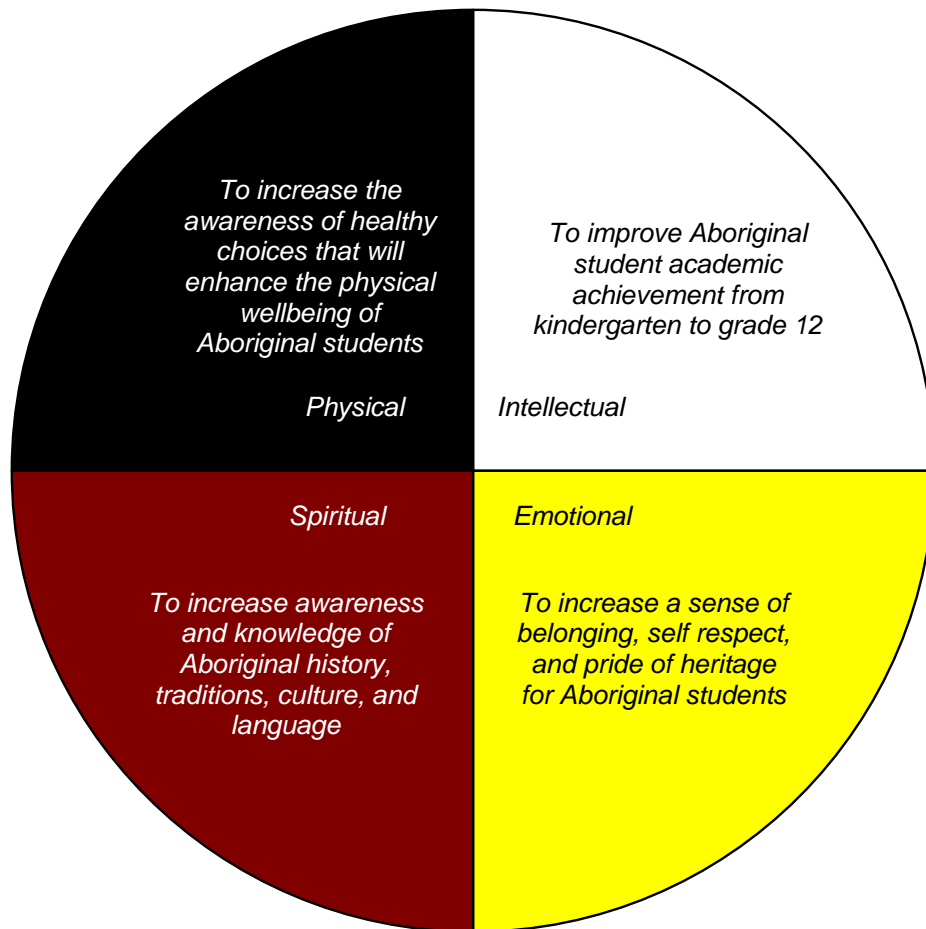
**C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.**

**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:**

### **School**

South Kelowna Elementary School is situated approximately ten kilometers south of downtown Kelowna, amid a semi-rural orchard area. Two school busses and one city bus service our school. Our present facility opened in 1997, after extensive renovations and additions, and now features thirteen classrooms, a full size gymnasium, multi-purpose room, library, computer laboratory, community size kitchen and eighteen acres of grounds that is shared with the City of Kelowna. Our site is often described as “beautiful” and we feel fortunate to be part of a modern, attractive school in such a lovely setting. South Kelowna Elementary is a very inviting place to learn and work.

South Kelowna Elementary initiated a joint-use agreement with the City of Kelowna in 1998. Our facility is now the “hub” for community activities. The South Kelowna Community Recreation began with a part-time facilitator and offered approximately 50 programs throughout the year. This group has grown substantially over the past four years and presently provides 100 programs for children, youth and adults, along with 8 special community events.

The largest area of growth has been our after school recreational activity program (L.E.A.P.) which accommodates over 100 children per week. Although we were not able to secure Community Link funding this year, we continue to provide opportunities to those children in our community who may be financially disadvantaged. Due to the success of our added recreational programs, South Kelowna Recreation employees have increased over the past 2 years with a Community Facilitator working 30 hours/week, a Youth Facilitator for 5 hours/week, and 3 after school facilitators.

School and City grounds combined provide about eighteen acres of recreational space, including Centennial Park, a full size soccer pitch, four mini-fields, a senior ball diamond, two small diamonds, two adventure playgrounds, a multi-purpose rink (hockey, lacrosse, and tennis) and a treed park-like area. With the school’s location some distance from other district schools and set apart from the city, we feel that we are truly a neighborhood school within a distinct community

### **Parents/Community**

The attendance area of South and East Kelowna includes several thousand single-family homes, a few multi-family dwellings, and three mobile home parks. Our community consists of a variety of socio-economic levels, but the majority of parents would be in the middle-income range. Recent housing developments have brought an increase of middle to upper-income homes to our community. Several of our parents are orchard farmers; however, most parents have chosen to live in this semi-rural area and commute downtown. The community values its lifestyle and shows a high level of spirit. Parents are proud of their school and the opportunities it provides. Our Parent Advisory Council consists of an active executive who show a high degree of commitment and involvement in our school. Parent Council meetings are usually well attended. We are fortunate to have over one hundred and fifty volunteers throughout the year (Family Fair, Healthy Schools Expo, hot lunch program, reading helpers, classroom helpers, special events i.e. Family Dance, Christmas crafts, field trip drivers, play day, fund raisers). Historically, South Kelowna parents have continued to be highly involved at the middle and high school levels.

### **Students**

Current Enrolment: 313 in grades K to 6  
Number of Special Needs students: 18 (5%)  
Number of Aboriginal Students: 15  
Number of Aboriginal Students Receiving Advocate Support: 13  
Number of Aboriginal Students Receiving First Nations CEA Support: 4

### **Staff**

Our staff consists of the3 following allocations: 14.0 Classroom Teachers, 0.6 Library, 0.6 Learning Assistance (including Gifted), 0.9 Prep Relief, 0.3 Counselor, and 1.0 Administration. Our support staff include: 1.2 Clerical, 2.0 Custodians, 0.35 Library Clerk, 7 Certified Educational Assistants, 3 regular noon-hour supervisors, and 3 student supervisors for special needs students. Collectively, staff is highly motivated when it comes to implementing school improvement plans. They work hard to develop and maintain positive relationships with students, parents, the SPC, PAC and members of our community. They participate in Professional Learning Communities (learning teams), Professional development, and in-service that focus on our school goals. Many have Professional Growth Plans that are aligned with our goals as well as other district focus areas (e.g. Healthy Schools). Three teachers are currently working towards their Master’s Degree.

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

### **Goal Statement #1:**

- Maintain a comprehensive healthy school based on the nine components of a healthy school established by the BC Network of Healthy Schools.

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

- There will be a 3% increase in the number of male Grade 4 to Grade 6 students who obtain a "C" or better on report card results for writing.  
Initially we didn't think we could measure this but upon further review there is good news. 97% of students in grades 4-6 obtained a 'C' or better in Language Arts for 07/08 compared to 91% the year before. Prior to the 06/07 school year, a comparison could not be made because the baseline data shows the % of students meeting or exceeding expectations in Language Arts where 'meeting or exceeding' was defined as 'C-' or better. In addition, data was not kept separately for 'writing'. As a result, our performance target is not measurable for writing alone. We will have to change it or hope for this data to be accessible in a convenient and timely manner. We will start a new baseline where 'meeting or exceeding' will be defined as a 'C' or better.
- There will be a 5% increase over the established baseline in the number of male K to Grade 3 students who meet or exceed expectations on report card results in Language Arts. We did not meet this target. There was an 8% decrease in the number of male students meeting or exceeding expectations in Language Arts in 07/08 compared to a six year baseline average of 81%.
- Grade 3 to Grade 6 – students will meet or exceed district average in Language Arts on the CAT 3. Students in grades 5 and 6 met or exceeded the District CAT 3 average while students in Grade 3 and 4 did not.

### **Goal Statement #2:**

- Improve levels of literacy achievement at all grade levels.

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

- K to Grade 3 – By the end of grade 3, 85% of all grade 3 students will meet expectations according to the School District #23 Early Literacy Screener.  
In 07/08, 82% of all grade 3 students met expectations according to the School District #23 Early Literacy Screener. Our current Grade 4 cohort shows a steady increase in the number of students meeting expectations on the Literacy Screener:  
  
2005 – 62%  
2006 – 65%  
2007 – 72%  
2008 – 82%

Although our Early Literacy Screener results show a positive trend we continue to have a higher number of at-risk students in each grade for each of the past 4 years compared to the District. We have a ways to go to reach the District target of 95%.

- By the end of grade 3, 90% of all grade 3 students will meet or exceed expectations according to the Language Arts report card marks.  
We did not meet this target. In 07/08, 73% of all grade 3 students met or exceeded expectations according to the Language Arts report card marks. 91% of these same students met or exceeded in grade 1. New teachers and a new report card could have played a role.
- Grade 4 to Grade 6 – 95% of students will meet or exceed expectations ('C' or better) on report cards in Language Arts. We met this target. 95% of all grade 4 to 6 students met or exceeded expectations on report cards in Language Arts.
- Grade 3 to Grade 6 –90% of students will meet or exceed expectations (Stanine 4 and above) in reading comprehension, writing conventions and spelling on the CAT 3. Students will also meet or exceed the district average in reading comprehension, writing conventions and spelling on the CAT 3. (It should be noted that there are no performance targets at the district level using the CAT3).

Reading:

- 88% of students in grades 3 to 6 met or exceeded expectations in reading on the CAT3. Students in grades 5 and 6 met or exceeded the district average, but our students in grades 3 and 4 did not meet the district average.

Writing:

- 86 % of students in grades 3 to 6 met or exceeded expectations in writing on the CAT3 compared to 85% for the school district.

Spelling:

- 86% of students in grades 3 to 6 met or exceeded expectations in spelling on the CAT3 compared to 87% for the district.

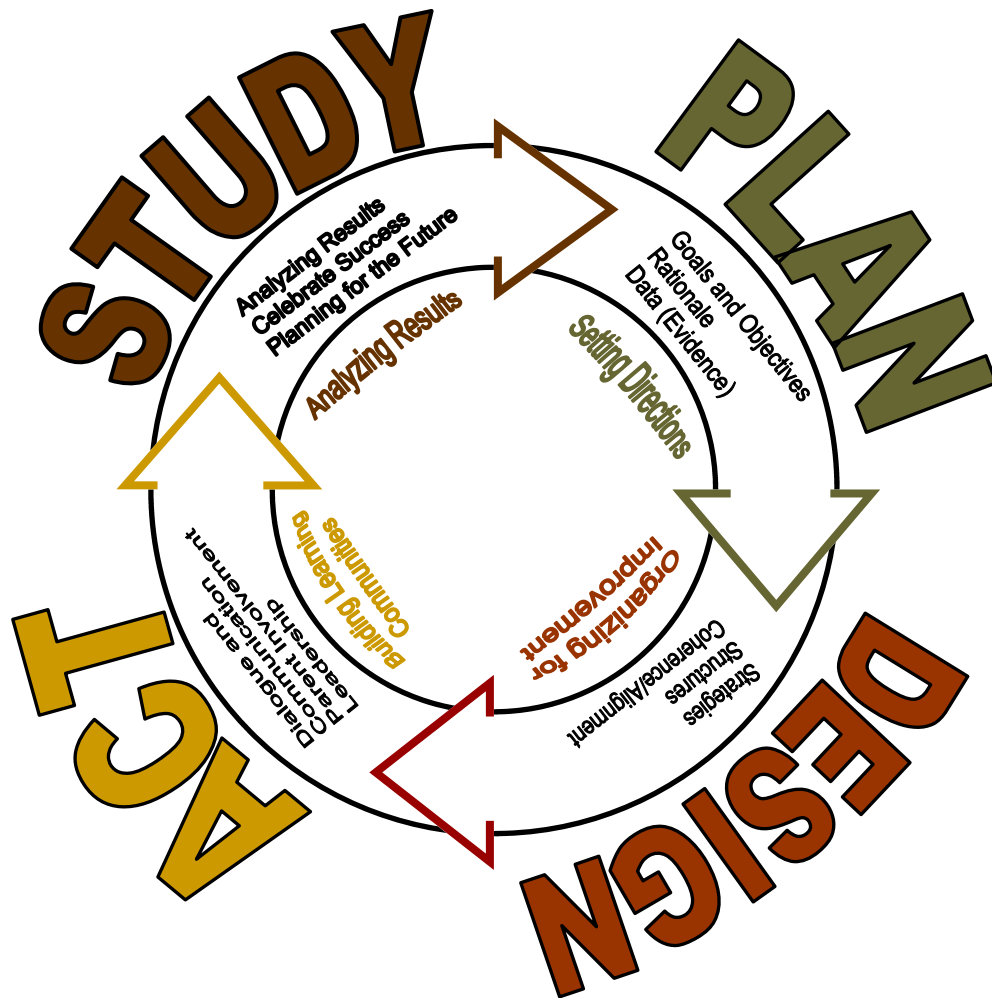
**Goal Statement #3:**

- Continue to improve levels of numeracy achievement at all grade levels.

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

- K to Grade 3 – By the end of grade 3, 95% of students will meet or exceed expectations in Math on report cards.  
We did not meet this target. 87% of students met or exceeded expectations on report cards. Do we need a new target, something more realistic?  
For example:
  - By the end of grade 3, there will be a 5% increase over the established six year baseline of 88% in the number of students meeting or exceeding expectations in Math on report cards.
- Grade 4 to Grade 6 – 90% of students will meet or exceed expectations on report cards in Math.  
88% of students in grades 4-6 obtained a 'C' or better in Math 07/08 compared to 90% the year before.
- Grade 3 to Grade 6 – students will meet or exceed district average in Math areas according to CAT 3.  
86% of students in grades 3, 4 and 6 met or exceeded expectations compared to 89% for the district average. 93% of our grade 5 students met or exceeded expectations which exceeded the district average of 88%.
- 90% of all students (K-6) will meet or exceed expectations on final report card marks. (This was changed from the original target asking that we maintain a 90% overall baseline).  
89% of students in grades K-6 met or exceeded expectations on final report card results.

# 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: Data /Evidence

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

#### Questions:

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

### Setting Directions: Data /Evidence

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

#### Questions:

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

## DESIGN

### Organizing for Improvement: Strategies

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

#### Questions:

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

### Organizing for Improvement: Structures

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

#### Questions:

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

### Organizing for Improvement: Coherence/Alignment

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

#### Questions:

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

## ACT

### Building Learning Communities: Dialogue and Communication

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

#### Questions:

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

### Building Learning Communities: Parent Involvement

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

#### Questions:

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

### Building Learning Communities: Leadership

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

#### Questions:

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

# STUDY

## Analyzing Results

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

### **Healthy Schools Goal**

At this point, we do not have any quantitative data to suggest that our healthy school initiatives have had a direct causal effect on improving student learning. Our findings are consistent with much of the available research. We certainly feel, through anecdotal observations that that our efforts in this area have contributed to a positive school culture even though we were not able to obtain meaningful data for many of our performance indicators. Most teachers report that the healthy schools initiatives do make a difference in terms of the students' ability to focus, but demonstrating a causal effect in improving their learning results is difficult to find. Nevertheless, our staff is strongly committed to health and fitness. We see the affects that healthy eating and physical activity has on helping students function in a classroom. We do believe that increasing health and fitness activities will assist our students' academic achievement, attitude towards school and learning, and promote a positive school culture.

### **Literacy Goal**

Although we have made some gains with our students' overall progress in literacy and have worked as a team to implement best practices to further develop literacy, we still have work to do. We continue to fall short in certain areas as measured most notably by the CAT3 and FSA. Our Early Literacy Screener results show a positive trend but we still have a higher number of at-risk students in each grade for each of the past 4 years compared to the district. Our report card results show positive trends in grades 4 to 6 but are inconsistent in grades K-3. Our girls continue to exceed our boys in Literacy, particularly at the early grade levels. We see Literacy as one of the primary goals of education, as is noted within the District and Ministry goals and wish to maintain support in this area. It appears as though we are at a crossroads with our performance indicators and the methods used to track our progress. The FSA will continue to be monitored but will no longer be a significant part of the SPC process. We are also replacing the CAT 3, so school-wide sources of data will come from the SWW, Report Cards, Whole Class Reading Assessment, CAT 4, Satisfaction Surveys, and the Early Literacy Screener.

### **Numeracy Goal**

Numeracy results continue to be solid and generally meet or exceed District expectations, but there are some areas where further discussion is necessary. For example, 82% of students in K in 2006 met or exceeded expectations on report cards in Math. Only 67% of these same students met or exceeded the following year in grade one. 97% of students in K in 2007 met or exceeded expectations on report cards in Math. Only 66% of these same students met or exceeded the following year in grade one. 63% of students in Grade 3 in 2007 met or exceeded expectations in Math. This jumped to 89% the following year in grade four. There are two possible explanations. We either have some students who are 'losing' or 'gaining' knowledge and skills from one grade to the next or it could be a question of standardization of our assessment and evaluation practices. Most teachers have embraced the new Math philosophy, strategies and use of manipulatives, however, further time and in-service is required for complete implementation of the new program. PAC has continued to support our school in this area with additional funding for materials. We will continue to work towards increasing the number of students who fully meet or exceed. We see Numeracy as one of the primary goals of education, as is noted within the District and Ministry goals and wish to maintain support in this area.

Data Sources

The main data sources we looked at were report cards, CAT3, School Wide Write and Literacy Screener results. The teachers feel that the report card and SWW results provide the most helpful information for guiding their instruction and are pleased with the district's new assessment plan. The SPC agrees that we continually need to find learning results that are valid, reliable, and meaningful to students, parents and teachers. The SPC also acknowledges that it is important to know how our students are doing compared to the rest of the District and Province and that we should consider all sources so that an overall picture can be obtained.

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

# PLAN

## Setting Directions

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

### **Goal # 1: Improve levels of literacy achievement at all grade levels.**

#### **Performance Targets:**

- In 07/08, 82% of all grade 3 students met expectations according to the School District #23 Early Literacy Screener.
- By the end of grade 3, 90% of all grade 3 students will meet or exceed expectations according to the Language Arts report card marks.
- Grade 4 to Grade 6 – 95% of students will meet or exceed expectations ('C' or better) on report cards in Language Arts.
- Grade 5 –90% of students will meet or exceed expectations (Stanine 4 and above) in reading comprehension, writing conventions and spelling on the CAT 4. Students will also meet or exceed the district average in reading comprehension, writing conventions and spelling on the CAT 4. (It should be noted that there are no performance targets at the district level using the CAT 4).

#### **Rationale:**

We are not in a position to change our goals for two reasons. One, we would like to see more improvement in this area, and two, our ways of measuring our progress are in flux. Although we have made some gains with our students' overall progress in literacy and have worked as a team to implement best practices to further develop literacy, we still have work to do. We continue to fall short in certain areas as measured most notably by the CAT3 and FSA. Our Early Literacy Screener results show a positive trend but we still have a higher number of at-risk students in each grade for each of the past 4 years compared to the district. Our report card results show positive trends in grades 4 to 6 but are inconsistent in grades K-3. Our girls continue to exceed our boys in Literacy, particularly at the early grade levels. We see Literacy as one of the primary goals of education, as is noted within the District and Ministry goals and wish to maintain support in this area. It appears as though we are at a crossroads with our performance indicators and the methods used to track our progress. The FSA will continue to be monitored but will no longer be a significant part of the SPC process. We are also replacing the CAT 3, so school-wide sources of data we come from the SWW, Report Cards, Whole Class Reading Assessment, CAT 4, Satisfaction Surveys, and the Early Literacy Screener.

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

Separate data for Aboriginal students, including report card results, has not been kept at SKE. This past year, we had 15 students with Aboriginal ancestry. 11 were meeting to fully meeting academic expectations. 4 were minimally meeting and these students qualified for additional LAT and CEA support even though one student's parents opted out of this offer. At present, a FN Advocate is providing these hours.

## **Goal # 2: Continue to improve levels of numeracy achievement at all grade levels.**

### **Performance Targets:**

K to Grade 3 – By the end of grade 3, 90% of students will meet or exceed expectations in Math on report cards.

### **Rationale:**

Numeracy results generally meet or exceed District expectations, but there are some areas where further discussion is necessary. For example, 82% of students in K in 2006 met or exceeded expectations on report cards in Math. Only 67% of these same students met or exceeded the following year in grade one. 97% of students in K in 2007 met or exceeded expectations on report cards in Math. Only 66% of these same students met or exceeded the following year in grade one. 63% of students in Grade 3 in 2007 met or exceeded expectations in Math. This jumped to 89% the following year in grade four. There are two possible explanations. We either have some students who are 'losing' or 'gaining' knowledge and skills from one grade to the next or it could be a question of standardization of our assessment and evaluation practices.

Most teachers have embraced the new Math philosophy, strategies and use of manipulatives, however, further time and in-service is required for complete implementation of the new program. PAC has continued to support our school in this area with additional funding for materials. We will continue to work towards increasing the number of students who fully meet or exceed. We see Numeracy as one of the primary goals of education, as is noted within the District and Ministry goals and wish to maintain support in this area.

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

Separate data for Aboriginal students, including report card results, has not been kept at SKE. This past year, we had 15 students with Aboriginal ancestry. 11 were meeting to fully meeting academic expectations. 4 were minimally meeting and these students qualified for additional LAT and CEA support even though one student's parents opted out of this offer. At present, a FN Advocate is providing these hours.

**Maintenance Goal: Maintain a comprehensive healthy school based on the nine components of a healthy school established by the BC Network of Healthy Schools.**

**Performance Targets:**

- We hope to start gathering baseline data for attendance and discipline (from BCesis) so that we can set some performance targets for this goal.
- There will be a 3% increase in the number of male Grade 4 to Grade 6 students who obtain a “C” or better on report card results for writing.
- There will be a 5% increase over the established baseline in the number of male K to Grade 3 students who meet or exceed expectations on report card results in Language Arts.
- Grade 3 to Grade 6 – students will meet or exceed district average in Language Arts on the CAT 3.

**Rationale:**

Although we do not have any quantitative data linking our healthy school initiatives to improving student learning, we are interested in keeping this goal. We feel, through anecdotal observations, that that our efforts in this area have contributed to a positive school culture. We see the affects that healthy eating and physical activity has on helping students function in a classroom. Most teachers report that the healthy schools initiatives do make a difference in terms of the students' ability to focus. As a community, we continue to be strongly committed to health and fitness.

We also continue to believe that increasing health and fitness activities will assist our students’ academic achievement and attitude towards school and learning. Cognition, concentration and cooperation are all enhanced when students are healthier (Kolbe, 1985). We continue to be particularly interested in addressing the physical needs of young boys, who have more difficulty settling for long periods of learning. We hope that our efforts in this area will help boys’ achievement in literacy. Based on the available data, teachers are interested in maintaining their efforts in these areas, while also ready to take on a new focus that is consistent with the Ministry efforts to create a more healthy society.

	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?

### **Goal # 1: Improve levels of literacy achievement at all grade levels.**

#### Strategies & Structures

- **Guided Reading Groups** –continue to provide guided reading instruction to groups of our most vulnerable students as identified by the literacy screener and teacher recommendations. We identified four groups with similar needs at the start of the year and are pleased to see most students advancing from one group to the next. Early intervention is our priority. For next year, the Learning Assistance Teacher, Principal, Teacher-Librarian and the classroom teachers hope to continue to schedule two, 45 minute sessions per week (i.e. Tues/Thurs.).
- **Track Cohort Groups** - when establishing performance targets, we will shift our focus from targeting “whole grades” to smaller, more manageable groups of students who are vulnerable. Identify (using the Primary Literacy Screener and teacher recommendation) and track these students more closely. Ensure that teachers have all the information they need (articulation) about their students so that their instruction in the classroom is designed to meet the needs of these students and is consistent with the interventions provided outside the classroom. New performance targets will need to be established.
- **One to One Reading Program** – after changing the structure of the 30 minute sessions to include re-reading previously read material (for fluency) and asking more focused comprehension questions, we have noticed improvement. Our Kindergarten teacher (Bettina Schell) and L.A.T. (Sandra Bitcon) will continue to work with the One to One Coordinator (Deb Dachwitz), in fine tuning this very valuable program. Teachers may want to have their parent volunteers focus on the “other” students as opposed to the ones identified for One to One or the Guided Reading groups.
- **Spelling Program** – we will again purchase two resources (one for Primary and one for Intermediate) to be used to teach teaching basic writing conventions, grammar and strategies for spelling. We think tohe continuity and common language will benefit the students. The parents have indicated that they too like the continuity between classes.

- **Implement SD 23 Assessment Plan** – adhere to district's new district-wide assessment plan and timeline.
- **Kindergarten Learning Project** – K and Grade 1 teachers will continue to meet to look at the Kindergarten Learning Project video resource and new assessment rubric and discuss how it can help us develop a common understanding of assessment language and perhaps a less subjective approach to assessment and evaluation.
- **Whole Class Reading Assessment** – Two teachers attended the WCRA Session with Brenda Bell at HRES. These teachers have worked together to implement it in their classrooms. Our Literacy Lead Teacher presented to all Intermediate teachers and there will continue to be TOC support and Principal and LAT support for full classroom implementation in grades 4 to 6. Most teachers have reported that it is a very 'teacher friendly' assessment that provides useful information to guide their instruction. We will encourage more teachers to consider using it.
- **Assessment Lunches** – we had one 'AFL' lunch this past year, but plan on having at least 3 of these lunches over the course of next year so we can meet to discuss some best practices around assessment. One of the more interesting topics that have been raised by both teachers and parents lately is homework and what our general guidelines should be in assigning homework. This year we completed a draft homework guidelines document that we will publish in our parent handbook and website.
- **Collaborative Time** – this past year, teachers were able to meet on four occasions during the school day to discuss ways to promote best practices in assessment and literacy and to plan 'alternating year plans' in science, socials and novels. Next year, we hope to establish a steering committee to structure a more formal format and purpose for each of these collaborative sessions. The long term goal is to work towards identifying the essential learning outcomes for each grade for Language Arts and Numeracy. Once we agree on what it is we want students to learn, we can then work on developing common language and common assessments. This collab time will come from the following:
  - KLO Web assemblies (3)
  - fundraiser assembly (1)
  - Character Ed (Sunburst Media Program) /Action Schools assemblies (3)
  - Teachers may choose to get together outside of school time and submit dinner receipts for compensation
  - Some TOC time available
- **Levels of Support Model** – teachers, PAC and the SPC reviewed our existing structure of student support and built a visual representation of what we do to support students. This 'pyramid of interventions' or as we call it 'Levels of Support' model is now complete and published on our webpage and in the parent handbook.

#### Other Strategies/Structures

- Continue to:
  - host 3 PALS (Parents as Literacy Supporters) Sessions a year
  - use *Excellence in Writing* Program
  - focus on *Assessment for Learning* strategies at staff meetings
  - administer School-Wide Write Gr. 1-6
  - provide One-to-One reading program Gr. 2-3
  - provide extra literacy support from the Teacher-Librarian
  - use S.M.A.R.T. Reading strategies Gr. 2-6
  - provide Red Cedar Enrichment Reading Program
  - provide Read Naturally Program – Gr. 3 & 4
  - use a collaborative approach to building classes and articulating

### **Goal # 3: To continue to improve levels of numeracy achievement at all grade levels.**

#### New Strategies/Structures

- Kindergarten teachers will participate in *Ready, Set, Math* sessions at HRES and present ideas at Ready, Set, Learn, PALS, and Kindergarten Orientation.
- SKE Numeracy Team to attend Problem-Solving with Dr. Wendy Klassen after school workshops. Numeracy Team to share ideas with teachers during collaborative time.
- Primary Teachers Numeracy Inservice with for Lorraine Baron, SD Numeracy Coordinator – *Mental Math* strategies for problem solving

#### Ongoing Strategies/Structures

- Numeracy Team District Workshops for administrators and Numeracy Lead teachers to receive information and to share ideas on Math implementation at their schools.
- Reviewed the online BC Formative Assessment Tool for Intermediate Grades – we decided not to renew our subscription
- Continue to use the new Math Makes Sense program which focuses on solving problems to learn math.
- Providing opportunities for student interaction around math (e.g. math games, group problem solving, speaking and writing about math)
- Programs planned to emphasize mastery of math facts – particularly multiplication & division
- Emphasis on varied methods to achieve solution
- Timetable change in order to schedule 1 hour math lessons for intermediate students
- Split classes (Gr 4/5) platoon to enable single grade teaching
- LAT provides classroom support to high needs and split classes
- Providing students with fewer questions with more depth
- Integrating math with literature studies, especially in K-3
- Emphasis on Math vocabulary at all grade levels
- Use of internet sites to reinforce and have fun with Math
- Professional Development opportunities for staff (e.g. Kim Sutton, Trevor Caulkins, Math Makes Sense workshops)
- Numeracy Support team attended district workshops
- Primary and Intermediate Team planning meetings
- Success Maker program implementation
- Numeracy promoted as a goal and an instructional focus for 2007-2008
- PAC funding support for Math materials
  
- Continue Action Schools Playground Games Sessions using Grade 6 student leaders
- Staff continue to model a healthy lifestyle by making healthy choices and by getting exercise before and after school as well as during lunch
- Continue school-wide programs to enhance the PE curriculum: Tennis, Hip Hop & Square Dancing etc.
- Continue to work with the City of Kelowna to install new bike lanes and a crosswalk at McCulloch

**Goal # 2: Maintain a comprehensive healthy school based on the nine components of a healthy school established by the BC Network of Healthy Schools.**

New Strategies/Structures

- The September Implementation Day was spent looking at ways to implement the new 30 minute Daily Physical Activity requirement. Teachers participated in an Action Schools BC Training Session (physical activity refresher session and healthy eating component). Teachers are scheduling 30 minutes of DPA into their daybooks/calendars and will be reporting to parents on report cards.
- Teachers are sending letters home to parents indicating our expectations for healthy eating at school and providing examples of healthy lunches and snacks that are suitable.
- Leadership Club –review purpose, refine structure and expand opportunities for students

Existing Strategies & Structures

- Healthy Schools Team will continue to meet regularly to plan initiatives and review progress.
- Continue to use the BC Healthy Schools Network Assessment Tool to assess our progress, strengths and growth areas.
- Continue to participate in Action Schools in-service for staff; add a session for healthy eating.
- Continue to consult with Janelle Zebedee, SD 23 Healthy School Coordinator
- Continue to use *Science in Action* strategies.
- Continue participating in the BC School Fruit & Veggie Snack Program
- Continue with Healthy Schools Expo and display case for month of May
- Continue the Young Lungs at Work Awareness Campaign with Leadership students
- Continue with Healthy Schools Bulletin (4 times per year)

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

There are specific targets for Aboriginal students in both the enhancement agreement and the district Accountability Contract in the area of intellectual development (i.e. transition rates, grad rate etc.). One connection our school plan has with the Enhancement Agreement is in the area of healthy choices, although our plan is targeted towards all students. At present we do not have any data to suggest we need additional support in this area. Our goals and plan supports the District’s Accountability Contract and its three goals of improving the graduation rate, literacy and numeracy. Our goals and plan also support the district’s emphasis on promoting health as outlined in the accountability contract.

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

District implementation and/or Pro D funds, as well as funds from Learning Resources, are used to support our goal of becoming a comprehensive healthy school as well as for our numeracy and literacy goals. For the past two years, our PAC has allocated funds to support our healthy schools goal. Pac provided funds to help us purchase a new reading program – “Cornerstones”- for our grade 5 classes, and \$750 for numeracy. Once again this year, PAC has allocated \$6000 towards field trips and special school-wide PE programs (i.e. tennis, dance etc.). We have established a school-based ‘Healthy Schools PLC’ that has used school generated time to collaborate and plan activities to support our goal. This team planned our previous two September Implementation Days. The team continues to use the ‘self-directed’ option for professional development on professional development days where their focus has been on implementing strategies to support our main goal. Most funding for TOCs went for a Primary Teachers Numeracy Inservice with for Lorraine Baron, SD Numeracy Coordinator, on *Mental Math* strategies for problem solving.

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

# ACT

## Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
  - Staff
  - Parents
  - Students
  - Community
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

The SPC and the Principal use both formal and informal ways to seek input. All partner groups are provided opportunities for input although we would like to find additional ways for students to be involved in a meaningful way. SPC feedback is brought to the staff for consideration and at the same time, teachers offer feedback and/or recommendations to the SPC. The SPC understands its own limitations and is eager to find additional ways to involve teachers in the planning cycle in a more meaningful way.

The SPC believes that establishing and maintaining positive relationships with partner groups is the most effective way to facilitate two-way communication. We also believe that leadership is a shared responsibility separate from the role of the Principal. SPC members are ambassadors for the school and parents look forward to their updates at PAC meetings. The SPC is open to feedback from staff, parents, PAC, community members and in some instances, students. We are “hungry” for information about the school and have accepted input through email and our web site, through feedback forms on newsletters and through PAC meetings. Communication about student achievement is delivered to partner groups in the following ways:

- School goals discussed at PAC meetings
- Healthy School Bulletins (4x per year)
- PAC presentations and workshops
- Monthly Celebration Assemblies
- Parent /Teacher conferences
- Student Agenda Planners
- Monthly school newsletters - School Planning Council Highlights
- School website
- Classroom newsletters
- Parent Previews – Curricular Outcomes, Class Themes, Activities, Resources and Special Programs (for all classes, K-Gr 6, three times/year, at the beginning of each term)
- School Planning Council reports at PAC meetings
- Parent Handbook
- Kindergarten Orientation, Parent Evening, and Information Package
- School-Based Team Meetings, written minutes, IEP’s, and reviews
- PALS Sessions
- Ready Set Learn
- Special Events: Healthy School Expo
- Term Report Cards
- Learning Assistance Program reports
- PAC and Community Bulletin Boards
- Displays of student curriculum related accomplishments
- Student Leadership Announcements (over PA at noon)
- Field Trip information and consent forms
- Classroom Special Activity announcements (ie. Unit culmination celebrations)
- School Special Events announcements (ie. Aquavan Presentation, Clean-Hands presentation)

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.)**

South Kelowna Elementary School

School Planning Council:

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

Lisa Mabey \_\_\_\_\_ May 7, 2009  
Parent Member's Name (Print) Signature Date

Marcy Greaves \_\_\_\_\_ May 7, 2009  
Parent Member's Name (Print) Signature Date

Deb Dachwitz \_\_\_\_\_ May 7, 2009  
Parent Member's Name (Print) Signature Date

Leanna Estey \_\_\_\_\_ May 7, 2009  
Teacher Member's Name (Print) Signature Date

James Minkus \_\_\_\_\_ May 7, 2009  
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.

Mr. Hugh Gloster \_\_\_\_\_ May 7, 2009  
Assistant Superintendent Signature Date

Board of Education representative at the SPC review meeting:

Gail Given \_\_\_\_\_ May 7, 2009  
Trustee' Signature Date