

# SCHOOL PLANNING COUNCIL REPORT

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

## Shannon Lake Elementary School April 2009

### Snapshot of School Goals for 2008/2009

**Goal Statement 1: To improve student reading fluency and comprehension at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in reading fluency and comprehension.**

**Objectives:**

1. By the end of grade 3, 90% of students will meet or exceed expectations based on SD 23 primary screener.
2. By March of grade 4, 90% of the grade 4 students will meet or exceed expectations on the Reading FSA assessment.
3. By the end of each grade 3 – 6, 90% of the students will meet or exceed expectations on the CAT 3 assessment for reading and language.
4. Staff will identify specific areas of concern in reading and begin to plan strategies for student improvement.

**Goal Statement 2: To improve students' quality of writing at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in writing.**

**Objectives:**

1. By March of the grade 4, 90% of grade 4 students will meet or exceed expectations on the Writing FSA assessment.
2. For each grade 3, 4, 5, and 6 grade, 90% of the students will score 90% or more on the CAT 3 assessment for language and writing conventions.
3. For each grade 3, 4, 5, and 6 grade, 90% of the students will score 2 or more on the four point scale.
4. Staff will identify specific areas of concern in writing and begin to plan strategies for student improvement.

**Goal Statement 3: To improve students' performance at all grade levels in numeracy. The target is for 90% of students to be meeting or exceeding expectations in math for their grade level.**

**Objectives:**

1. By March of grade 4, 90% of the grade 4 students will meet or exceed expectations on the FSA Assessment for math.
2. For grade 3, 4, 5, and 6, 90% of students will meet or exceed expectations in mathematics and computation.
3. Staff will identify specific areas of concern in math and begin to plan strategies for student improvement.



*“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 AREAS OF FOCUS 2008/2009**

The Board work to improve student success by connecting students to a variety of learning opportunities by establishing new schools of choice or programs of choice within each region of the School District by 2010.

The Board obtain and develop the highest quality staff by implementing a new employee recruitment portal, a national recruitment portal, and national recruitment strategy by June 2009, as well as providing mentorship for new employees.

The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators (completion by June 2011).

The Board implement the new District Health Promoting Schools Plan, with emphasis on promoting the physical health of students by having all schools fully implement student activity initiatives by September 2009, and by eliminating all man-made trans fats from foods prepared, sold or served at school by June 2009.

# GOALS AND FOCUS 2008/2009

## 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 2012, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8.
  - June 2008 – 85%
  - June 2009 – 86%
  - June 2010 – 87%
  - June 2011 – 88%
  - June 2012 – 89%
- 2) By June 2012, 95% of our students who begin grade 10 in our schools and then remain in our District for the next three years will successfully graduate or earn their school completion certificate.
- 3) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8.
  - June 2008 – 63%
  - June 2009 – 67%
  - June 2010 – 71%
  - June 2011 – 75%
  - June 2012 – 79% (*This specific target has not been identified in our Enhancement Agreement.*)
- 4) By June 2012, 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 Grade 8 – currently 3-year average is 88%
  - 90% in Grade 9 – currently 3-year average is 81%
  - 85% in Grade 10 – currently 3-year average is 69%
  - 80% in Grade 11 – currently 3-year average is 65%
- 5) By June 2009, grade readiness for each school's cohort in grade 8 – 11 will increase based on the passing rate in all five core subjects.

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

- 1) 95% of the primary students meeting or exceeding grade level expectations on the primary benchmarks by June 2011.
- 2) 90% of students grade 4 – 9 meeting or exceeding writing performance standards by June 2011.
- 3) 90% of Grade 10 students completing their English graduations requirements in their appropriate year by June 2011.

The School District will measure both school and District progress toward meeting these long-range indicators on a yearly basis.

In support of this goal, the School District will:

- Continue to support all teachers (cross-curricular through professional development and in-service activities) to increase student engagement in learning;
- Continue to support the teachers and administrators to apply the Quality Assessment strategies to increase student's ability to articulate what they have learned, and what skills and knowledge they will need to improve their literacy skills; and
- Continue to expand the Early Learning and K – 12 initiatives to increase the involvement of parents in their children's educational journey, with an emphasis on supporting literacy.

**C. NUMERACY - The School District will establish a formal, grade-to-grade Numeracy monitoring plan applicable to each student in our system from Kindergarten to Grade 12; and**

**100% of our students at-risk in Numeracy will be identified annually and supported through school-based and/or district intervention strategies beginning in 2008/2009.**

2008/2009:

- Develop a process for monitoring the numeracy achievement of every student.
- Analyze current sources of student performance data (e.g. report card results, local, provincial and standardized assessments, etc) and investigate other possible sources.
- Develop an early Numeracy Screener.
- Identify annually 100% of our students at-risk in Numeracy and support them through school-based intervention strategies.
- Develop district-based intervention strategies for supporting at-risk students in Numeracy.

2009/2010:

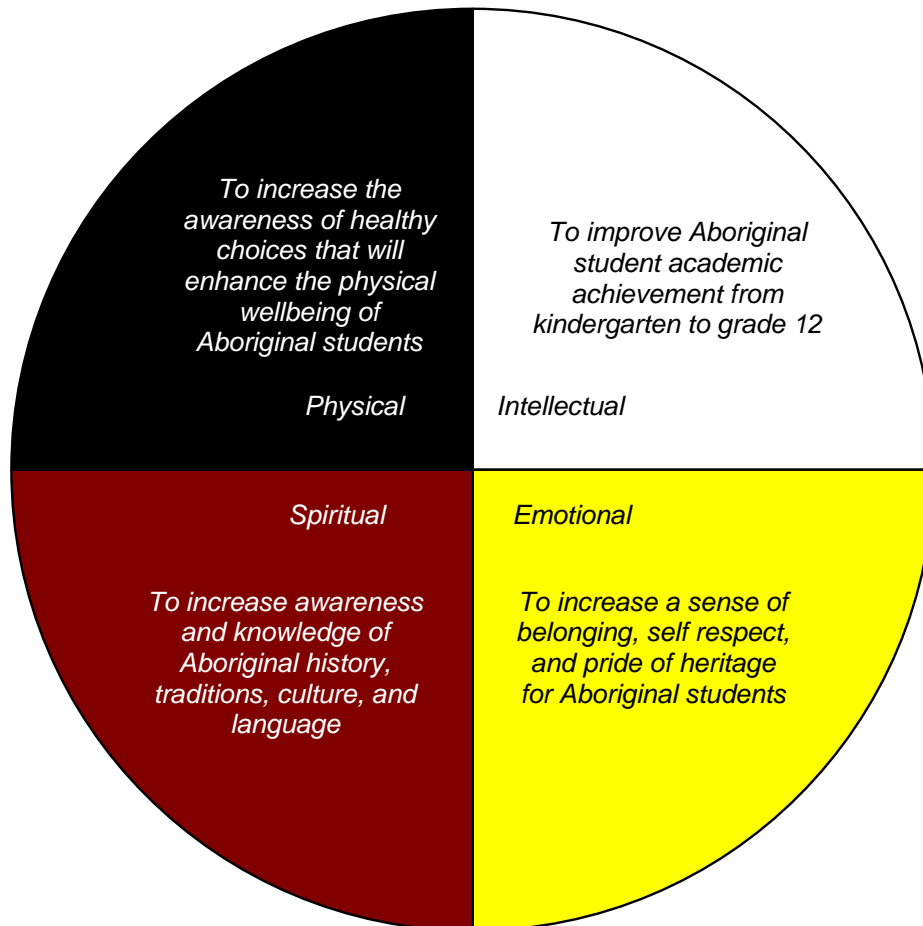
- Establish baseline data with a balance between local, provincial and standardized assessments.
- Pilot/Field-test the early Numeracy Screener.
- Identify annually 100% of our students at-risk in Numeracy and support them through school-based and/or district-based intervention strategies.

2010/2011:

- Determine meaningful achievement targets with a balance between local, provincial and standardized assessments.
- Fully implement the Early Numeracy Screener.

# 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

Shannon Lake Elementary was opened in September 1993 to service a growing population in the community. Shannon Lake Elementary is situated approximately 4 km from West Kelowna Town Center. The school is located in the middle of a residential subdivision that is now experiencing significant home construction. At the time of opening, Shannon Lake Elementary had a student population of 278. Its current student population is 425. This growth is accounted for by further development in the area as well as a school district decision to expand the school's boundary. Interestingly, the demographic data based on 2006 information indicates that the Shannon Lake community is slightly below the provincial average in terms of family income. The Shannon Lake community has slightly higher high school graduates than the provincial mean but fewer students getting post secondary degrees. There are slightly fewer one parent families in the Shannon Lake community when compared to the provincial average for families with just one parent.

Shannon Lake has a relatively low transience rate within its population. However, we are starting to see a trend to more movement. We have found that there is a growing number of students coming to the school who require additional support. There is strong demand to have students attend Shannon Lake. During the summer of 2008, two portables were moved on site and two more teachers were hired to deal with the natural growth of the school. The addition of the two new classrooms provided room for growth at all grade levels. The extra rooms allowed us to have class size numbers more at par with the rest of the district. Traditionally we have had some of the largest class sizes in the district. This past year we had 8 CEAs working with a number of designated students. One CEA was specifically hired to work with students in a homework club situation, after school, as well as providing specific support during instructional time. The CEA worked with students not formally designated and the CEA was paid for through discretionary funding found in the school based budget. We are anticipating one more portable to be installed over the Spring Break and possibly one more over the summer months. This would be dependent on the number of students attending the school.

The school district was able to address issues around the loss of our music room. They had the existing computer lab renovated and turned in to the new music room. The desk top computers in the lab were re-distributed to other schools and the district funded 31 lap top computers on a cart. This creative step allowed us to address the need to have a permanent music room to support a quality program. It also allowed us to have a portable lab to address the learning outcomes for such technology. There are some limitations and frustrations with the lap top format. The portables were not set up for wireless signals so the lap tops can only be used in the main building. This has forced our teachers to be very creative in how they can share classroom space in the main building for computer use. We have also had to use the library on days when the teacher librarian is not working to allow for the students in the portable to use the lap tops effectively. The lap tops need to be re-charged daily and this needs to be monitored as there are days when they do not get plugged in and they won't work the next day. The lap tops have also proven to be very slow in terms of turning them on and logging onto the main system. It can take up to 5 minutes for some units to get functional.

The school has a very active PAC, which works diligently to support school improvement initiatives. They plan fundraising activities which raise money and promote community involvement. Events such as the family barbecue, movie night, community dance night and family fun fair help the PAC fund raise money that is then allocated to the school to pay for field trips and other resources. Parents also support the classroom directly in numerous volunteer roles. Over the past four years, the PAC has helped fund 6 sound field systems, a new digital electronic piano, new sound system for the gym, grade 6 Thetis Island Year End field trip, \$20 per student field trip allocation, and new drums for the music program. They provide a hot lunch program each Friday and members of PAC operate the Health Foods Program.

The school has two levels with four classrooms on the top floor and five classrooms on the bottom floor. The school has walk in street access to each level. In addition, the school has six portables on site. The school has a chronic problem for meeting space and often the staff room and the book room were used as instructional areas.

With the need to hire two new teachers, there was a budgetary impact. Our direct support to students was reduced somewhat as staffing lead to a full time equivalent teacher for LAT but classroom support was reduced by (.5 fte). The discretionary funds that the school enjoyed for the past 5 or 6 years was able to be protected due to the fact the school had so many additional students enroll. This money allowed for a lot of creative problem solving. The programs that we traditionally were able to implement in the past were maintained. We had worked at dealing with students who needed support through a process of classroom identification in connection with the LAT and some standard assessment tools such as STAR, Early STAR, PM Bench Marks, FSAs, CAT 3 and classroom report card marks. Programs were put into place to deal with these students. Such programs were platooning, tutoring and LAT support and the development of IEPs. CEA time was purchased and extra time was provided to work with these students in small groups or 1 on 1. Tutoring was provided by some staff. Release time was provided to do some assessments such as the PM Bench Marks and the School Wide Write. Classroom support resources were also provided to help individual and small groups with

extra support time. Additional support through the First Nations CEA was also assigned where necessary. CEAs that were funded through Student Support Services also provided some additional help. A binder of resource data was created for each teacher for September which highlighted the strengths and weaknesses of each child in the class. This allowed for more specific data to be given each teacher about their new students. Other assessments that were used were the FSA, the CAT 3 and teacher assessments leading up to report cards. Great Leaps and Read Naturally were also available.

**School Performance Information** *(In point form, enter results from competitions, festivals, and school initiatives/activities that enhance school climate, school culture and a healthy school environment)*

- Christmas Concerts continued to be held in the evening for the second time in as many years. The concerts were very well received.
- Intermediate music program visited senior homes and presented a wonderful Christmas Music program.
- On going extra-curricular programs including primary and intermediate choirs, chess clubs, student leadership club, annual grade 6 team building field trip to Thetis Island, house games throughout the year, three theme days during the year, cross country team, track and field team, basketball teams volleyball teams, dance lessons, square dance lessons, special run at Rose Valley and Mission Creek Park, participation in school based Apple Bowl and a revived District Apple Bowl.
- Individual class fund raising activities to support a variety of causes such as looking after children in developing countries to help funding the Thetis Island trip.
- PAC sponsored movie and dance nights along with a Community BBQ and Family Fun Nights were also offered.
- Grade 5 student won the Westside Legion Remembrance Day Poem Contest.
- PAC and school sponsored and decorated a Christmas Tree as a fund raiser for the Westside Food Bank.
- The school will be involved in a Jump Rope for Heart fundraiser.
- Student leadership group organized a number of spirit days throughout the year.
- Group of students started a school newspaper.
- Group of grade 6 students participated in a school based spaghetti bridge building event and then attended the championships at the college.
- Students participated in house games, square dancing, drawing club, and chess club.
- The school enrolled in and participated in the Health Food Choices Program sponsored by the government. This means that twice a month all students in the school are provided either fresh fruit or vegetables twice a week. The purpose of the program is to raise the level of awareness of students to the benefits of eating healthy foods. The program operated the entire school year.

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

**Goal Statement #1:** To improve student reading fluency and comprehension at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in reading fluency and comprehension.

### Objectives:

1. By the end of grade 3, 90% of students will meet or exceed expectations based on SD 23 primary screener.
2. By the end of grade 4, 90% of the students will meet or exceed assessment expectations on the Reading FSA.
3. By the end of each grade 3 – 6, 90% of the students will meet or expectations on the CAT 3 assessment for reading and language.
4. Staff will begin to review areas of concern that were evident on the CAT 3 assessment or the FSA to verify if these areas are truly a concern. If they are areas of concern, then staff to develop or select appropriate diagnostic assessment tools and appropriate instruction as required. A post assessment would also be developed or selected.

The report card assessment indicated that students consistently did well in academic and non-academic subjects. Percentages indicated students met or exceeded expectations\* for Language Arts and Math are as follows:

Grade	2006	2007	2008	2006	2007	2008
	Language Arts All	Language Arts All	Language Arts All	Math All	Math All	Math All
K	93.2%	88%	89%	100%	100%	93%
1	92.6%	81%	77%	96.3%	96%	94%
2	94.3%	84%	82%	98.1%	88%	83%
3	86.8%	70%	84%	86.8%	85%	73%
4	95.8%	91%	95%	97.9%	91%	78%
5	94.4%	92%	88%	98.6%	94%	88%
6	87.7%	93%	96%	86.0%	98%	98%

- Meeting or exceeding expectations means that a student got a C- or more for intermediates and the student got a meeting or exceeding for primary.

### On the FSA

	School	District	Province	
Reading 2008	97%	83%	74%	FSA in 2008 was tested in February
Reading 2007	85%	81%	77%	FSA in 2007 and before were tested in May of each year.
Reading 2006	77%	86%	80%	
Reading 2005	88%	82%	79%	
Reading 2004	96%	82%	80%	
Reading 2003	81%	75%	77%	

In 2008, our students exceeded the 90% goal bench mark as well as they outperformed the district and provincial averages.

**PM Benchmarks** were used to track student progress in reading comprehension in grades 1, 2, and 3. A comparison between the fall of 2007 and the fall of 2008 indicates that our students have shown good improvement in grade 1,2 and 3 for 2008 as compared to 2007. The PM Bench Marks for March of 2009 also indicate excellent growth in grade 1, 2 and 3 from the beginning of the school year. Please refer to the Nelson Bench Marks Data sheet for grades 1, 2, and 3 located in the School Based Assessment section. The pattern of improvement indicated on the Nelson PM Bench Marks for Grade 1,2 and 3 is consistent for our students over the past five years.

**Star Early Literacy** is being used to track student skill development in Reading in grade 1 and grade 2. The data is showing steady and consistent growth in student skill development from year to year as they progress through the primary program. This pattern has been consistent over the past four years.

	Emergent				Transitional				Probable			
	Fall 2007	Feb, 2008	Fall 2008	Feb. 2009	Fall 2007	Feb. 2008	Fall 2008	Feb. 2009	Fall 2007	Feb. 2008	Fall 2008	Feb. 2009
Grade 1	64%	35%	58%	30%	24%	42%	35%	46%	11%	23%	8%	24%
Grade 2	5%	4%	6%	4%	38%	20%	26%	21%	56%	76%	68%	76%

Consistent growth over the past four years indicates that our reading programs are being successful in moving our students along the reading continuum. The Early Star acts like a bench mark for our teachers so that they can see that such consistent growth is indeed happening and our students are where they should be. It is anticipated that the final assessment done in May on the Early Star will show even greater percentages of our students identified as Probable Readers.

**Star Reading** is being used to assess reading from grades 3 to 6 on a school-wide basis. These percentages show the number of students getting higher than the 25 percentile.

	Fall 2007	Fall 2008	March 2008	March 2009
Grade 3	79%	76%	91%	80%
Grade 4	93%	85%	93%	90%
Grade 5	92%	93%	86%	90%
Grade 6	90%	88%	91%	83%

However, when we looked at breaking this information down into the following percentile ranges, for the fall of 2008 and March 2009, we got a more meaningful picture of performance:

This data suggests that we look at ways to see how we can move more students over to the right. How can we support those in the less than 25%ile range and how can we get more students in the 25 – 49%ile range moved higher?

	Students below 25%		25- 49%ile		50 – 74%ile		75 – 100%ile	
	Fall 08	Mar. 09	Fall 08	Mar. 09	Fall 08	Mar. 09	Fall 08	Mar. 09
Grade 3	18%	20%	26%	24%	22%	27%	35%	28%
Grade 4	15%	9%	21%	23%	29%	28%	36%	39%
Grade 5	10%	9%	23%	22%	36%	37%	32%	32%
Grade 6	14%	17%	36%	27%	21%	31%	29%	24%

**Cat 3 Data** reflects the following :

Consistent progress in the Reading Section with scores for all four grades for the past four years with scores hovering in the 85 – 90% range. Please refer to CAT 3 Reading chart in the District assessment section.

**Goal Statement #2: To improve students’ quality of writing at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in writing.**

**Objectives:**

1. By the end of grade 4, 90% of students will meet or exceed expectations on the Writing FSA assessment.
2. For each grade 3, 4, 5, and 6, 90% of the students will score 90% or more on the CAT 3 assessment for language and writing conventions.
3. For each grade 3, 4, 5, and 6, 90% of the students will score 2 or more on the four point scale.
4. Staff will begin to review areas of concern that were evident on the CAT 3 assessment or the FSA. The purpose is to verify if these areas are truly a concern. If they are areas of concern, then to develop or select appropriate diagnostic assessment tools and provide appropriate instruction as required. A post assessment would also be developed or selected.

FSA	School	District	Province
Writing 2008	84%	65%	71%
Writing 2007	94%	91%	90%
Writing 2006	94%	91%	90%
Writing 2005	99%	95%	93%
Writing 2004	88%	91%	91%
Writing 2003	93%	95%	94%

**FSA in writing in 2008 was tested in February.  
FSA in writing in 2007 and each year before was tested in May of each year.**

Once again, student scores have been strong on the CAT 3 for Language Arts areas. However, the following data reflects areas where 20% or more of the students did not meet end of grade expectations as per the CAT 3 definition.

Grade	Area	Not meeting year end expectations		
		2005 – 2006	2006 – 2007	2007 - 2008
Three	Word Analysis	25%	0%	1%
	Non Fiction	21%	15%	17%
Four	Stated information	23%	11%	17%
	Sentence Structure	27%	24%	28%
	Writing conventions	46%	43%	39%
	Editing skills	27%	20%	23%
	Writing conventions	33%	33%	11%
Five	Sentences / Phrases	22%	22%	27%
	Paragraph structure	37%	21%	26%
Six	Writing Mechanics	--	24%	21%
	Editing Skills	--	29%	28%

Staff discussion indicates overall concern for writing conventions and reflects similar concern indicated by the CAT 3 data shown in the chart above. Writing conventions, paragraph structure, editing skills and writing mechanics are all areas that still require some attention in the next school year. Therefore a writing goal continues to be an appropriate goal for the school.

**School Wide Write Data:  
February 2009**

Grade	Level 1	Level 2	Level 3	Level 4
3	2%	58%	38%	2%
4	5%	76%	19%	0%
5	15%	64%	15%	6%
6	12%	70%	13%	5%

**Goal Statement 3: To improve students' performance at all grade levels in numeracy. The target is for 90% of students to be meeting or exceeding expectations in math for their grade level.**

**Objectives:**

1. By the end of grade 4, 90% of students will meet or exceed expectations on the FSA Assessment for math.
2. For grade 3, 4, 5, and 6, 90% of students will meet or exceed expectations in mathematics and computation.
3. Staff will begin to review areas of concern such as subtraction, multiplication and division; that were evident on the CAT 3 assessment. The purpose is to verify if these are truly a concern. If they are areas of concern, then to develop or select appropriate diagnostic assessment tools and provide appropriate instruction as required. A post assessment would also be developed or selected.

**On the FSA in Math:**

	School	District	Province
2008	96%	81%	70%
2007	98%	90%	86%
2006	96%	89%	86%
2005	91%	86%	87%
2004	96%	87%	88%
2003	98%	86%	87%

The FSA test in 2008 was done in February.

The FSA test in 2007 and each year before was done in May of each year.

On the CAT 3 assessments for 2005, 2006, 2007 and 2008 – see appendix for graphs, the following was evident in computations and mathematics.

**For computations:**

- Grade 3 Annual improvement in computation from 80% in 2005 up to 94% in 2007.
- Grade 4 Annual maintenance of performance in the 90% range each year.
- Grade 5 Improved performance from 2005 and maintained performance in the 90% range for 2006 and 2007.
- Grade 6 With a dip in 2006 the performance in 2007 rebounded to the 90% range.

For the mathematics portion of the assessment, except for a dip in grade 5 in 2006 (83%), all grades 3-6 maintained performance levels in the 90% range.

Even though overall student performance has been strong in math, the following break down in data reflects potential areas of review and improvement for each grade in math from grades 3 to grade 6. This data supports a numeracy goal where data is broken down further to address specific areas of concern which are highlighted in bold below.

The areas highlighted indicate areas where 20% or more of the students in each grade demonstrated a performance at a level that does not meet end of grade expectations as per the CAT 3 definition.

Grade	Math Area	Not meeting year end expectations		
		2005 – 2006	2006 – 2007	2007 - 2008
Three	Measurement	24%	18%	16%
	Adding whole numbers	21%	13%	17%
	<b>Subtracting whole numbers</b>	<b>50%</b>	<b>39%</b>	<b>40%</b>
Four	Number concepts	27%	6%	24%
	Patterns	33%	28%	31%
	Geometry/Spatial Sense	21%	9%	21%
	<b>Multiplying whole numbers</b>	<b>25%</b>	<b>24%</b>	<b>37%</b>
	<b>Dividing whole numbers</b>	<b>48%</b>	<b>30%</b>	<b>42%</b>
Five	<b>Estimating strategies</b>	<b>58%</b>	<b>20%</b>	<b>37%</b>
	<b>Patterns</b>	<b>32%</b>	<b>22%</b>	<b>26%</b>
	<b>Multiplying / Dividing whole numbers</b>	<b>56%</b>	<b>47%</b>	<b>60%</b>
Six	Estimating strategies	26%	16%	27%
	<b>Patterns</b>	<b>33%</b>	<b>48%</b>	<b>48%</b>
Six	<b>Multiplying / Dividing whole numbers</b>	<b>31%</b>	<b>21%</b>	<b>35%</b>
	<b>Decimal operations</b>	<b>30%</b>	<b>31%</b>	<b>35%</b>

Staff will be taking time to sit down with same grade partners to review areas of concern in math. Through staff meeting discussion it is apparent that staff have concerns over subtraction, division, multiplication and word problems which mirror the issues shown by the CAT 3 data.

## **Other Areas of Focus:**

### **Begin to implement Healthy School Program**

1. Hot Lunch coordinator took Healthy foods workshop with district coordinator.
2. District coordinator for Healthy Schools attended PAC meeting to provide overview of changes and what can be done at schools.
3. Hot lunch menu was changed to meet the requirements of Healthy Schools Program.
4. School applied for the fruit and vegetable program funded by the government
5. Special events menus for fun nights and BBQs were changed to meet the requirements of the Health Schools Program
6. Healthy School exercise and eating components of program shared at Staff Meetings. Staff asked to help to develop class and school plan to increase physical activity and health choices for foods. Main focus for this aspect will be the 2008 – 2009 school year.
  - a. Under this plan explicit teaching of proper nutrition and exercise will be the focus.
  - b. It is anticipated that on the next survey students will respond at a much higher level that they are learning about healthy foods and lifestyle.
7. Staff to begin a review of how the 30 minutes per day of physical activity will develop. Areas of focus will be the incorporation of:
  - a. Recess
  - b. Exercise in the classroom
  - c. Regular PE classes
  - d. Doubling up PE classes for physical fitness activities
  - e. School wide fitness activities to be done on a regular basis
  - f. Promotions such as Jump Rope for Heart

**The following are many of the things that we do at the school on an annual basis:**

Early STAR

STAR

PM Benchmarks

Kindergarten Screener

Grade 1,2,3 Screener

Report Card grades

Primary:

**NYM, Approaching, Meeting, Exceeding**

Intermediate:

**A,B,C+,C, C-, I, Adapted IEP, Modified IEP, LAT, Pyramid of Intervention**

FSA

SuccessMaker

Accelerated Reader

CAT3

Mathematics

Computations

Reading

Writing Conventions

School Wide Write

School Goals

Reading

Writing

Numeracy

Homework Club

Tutorial sessions

Homework

Science Fair

Hockey team visits with focus on literacy

Cultural presentations

Volleyball

Basketball

Cross Country

Track and Field

Field Trips

Student Leadership

Grade 6 Speech contest

Theme Days

Synervoice service

School Emails

Newsletters

Assemblies

Early literacy meetings

Mathematics reps

Literacy reps

Assessment for Learning focus

School Planning Council

Parent Advisory Council

Staffing to meet needs

Classroom

LAT / Classroom Support

Library

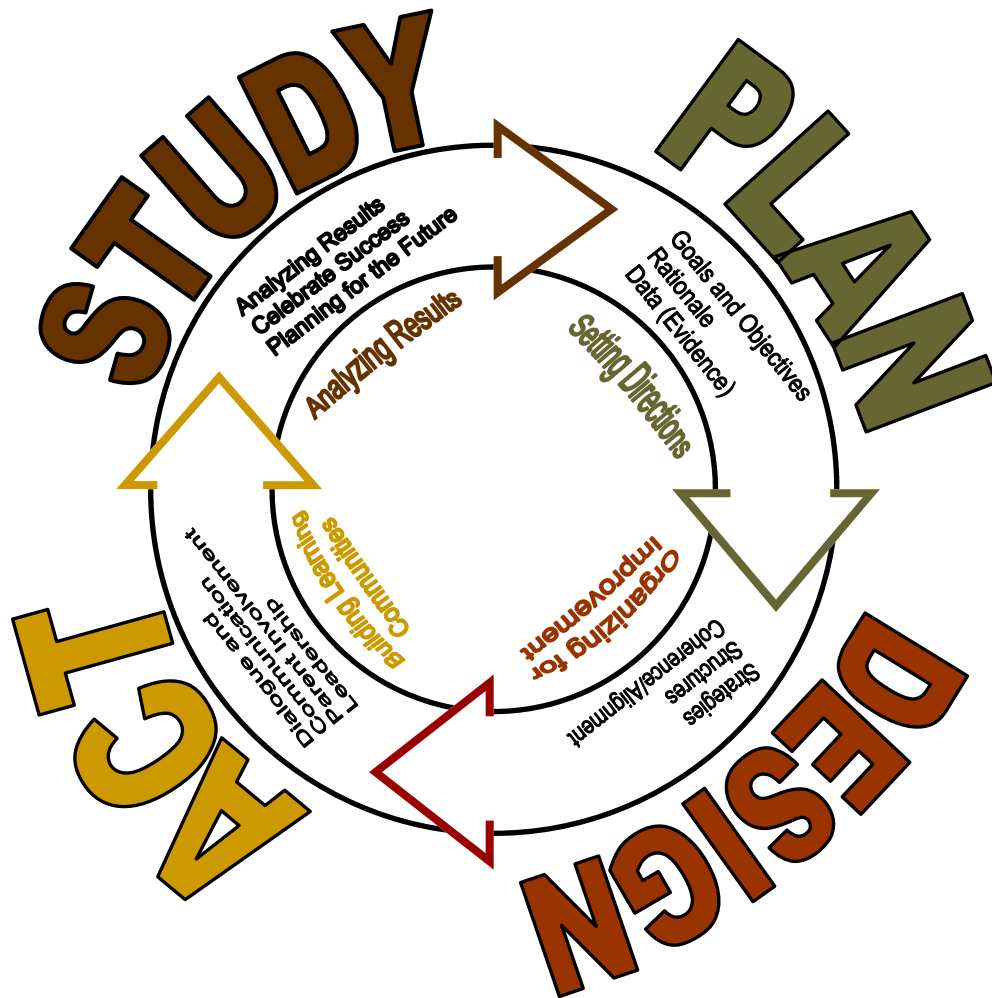
Music / Prep

CEAs

First Nation CEA support for students identified as needing additional support

First Nation Advocate support for all First Nation Students at Shannon Lake

# KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



## PLANNING CYCLE

# QUESTIONS FOR INQUIRY STUDY

## Analyzing Results

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

### Questions:

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

# PLAN

## Setting Directions: Goals and Objectives

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

### Questions:

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

## Setting Directions: Rationale

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

### Questions:

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

## Setting Directions: Data /Evidence

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

### Questions:

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

# DESIGN

## Organizing for Improvement: Strategies

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

### Questions:

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

## Organizing for Improvement: Structures

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

### Questions:

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

## Organizing for Improvement: Coherence/Alignment

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

### Questions:

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

# ACT

## Building Learning Communities: Dialogue and Communication

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

### Questions:

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

## Building Learning Communities: Parent Involvement

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

### Questions:

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

## Building Learning Communities: Leadership

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

### Questions:

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

# STUDY

## Analyzing Results

### **1, Through review of classroom, school, district or provincial data, what improvement results can you identify?**

Classroom letter grades indicate that our students continue to do well in Language Arts and Math over the past three years. However, in 2008, staff have indicated a drop in grade 3, 4, and 5. This indicates concern by some teachers that the students are not performing in class to the level that staff feels is necessary. The students are not at the 90% level for letter grades.

In the Language Arts, concern has been expressed, by staff, about student writing conventions, paragraph structure, staying on topic and being aware of key vocabulary. However in the grade three level, improvement was noted as the teachers implemented new strategies that allowed the students to demonstrate greater organizational skills, more interesting language and more sequential information.

The FSA for reading continues to be a highlight for students in grade 4. Our goal is to try to get our students to achieve at the 90% or higher level. We have reached that goal twice. Each year except for 2006, our students have performed better on the Reading portion of the FSA when compared to the school district and the province as a whole.

Early Star scores for this past school year 2008-2009 indicated a consistent pattern of growth that has been evident over the past four years. There is a definite shift from emergent and transitional reading skills to probable reading skills. It is anticipated that the percentage for probable reading skills will be high in May / June just as they have been in previous years.

Star Reading scores for 2007 and 2008 indicated consistent improvement from the fall to March. It is anticipated that the scores for June will reflect significant growth over the year.

When the Star Scores was broken down – more specific data was generated. Students who got less than the 25<sup>th</sup> percentile in the fall of 2007 and 2008 had similar numbers for grade 3 and grade 6. For grade 4 and 5 there was improvement in grade 4 and 5. Students who scored between the 25<sup>th</sup> percentile and the 49<sup>th</sup> percentile scored at a similar level. Students who scored between the 50<sup>th</sup> percentile and the 74<sup>th</sup> percentile showed improvement at grade 3 and 6 while the scores at grade 4 and 5 were similar. Students who scored above the 75<sup>th</sup> percentile showed either a similar performance or had a bit of a drop in 2008 than in 2007. Staff will need to look at trying to have more students move from below the 25<sup>th</sup> percentile to the next level and to have more students move from the 25 – 49<sup>th</sup> percentile move to the next level as well.

The CAT 3 scores over the past three years have been strong. The scores have been significantly higher than the Canadian Norm and higher than the District average in almost every category except in grade 3 word analysis and grade 5 language and writing conventions. Reading scores were good on the CAT 3 at all grade levels. They were higher than the district and higher than the Canadian norm.

The scores from 2007 and 2008 showed little change in the following writing areas: non fiction in grade 4, sentence structure in grade 4, writing conventions in grade 4, and editing skills in grade 4. In grade 5 the use of sentences remains a concern. In grade 6 paragraph structure, writing mechanics and editing skills saw little change in performance by the grade 6 students.

The FSA scores for writing have been consistently in the 90% range over the past five years and consistently higher than the district and province. Even the score from 2008 which was done in February was better than the district and the province.

The school wide write scores for February 2009 indicate that students in grades 3 (98%), grade 4 (95%), grade 5 (85%) and grade 6 (87%) got a level 2 or higher. However, when we analyze the numbers we see that in grade 3 (58%) scored level 2, in grade 4 (76%) scored level 2, in grade 5 (64%) scored level 2, in grade 6 (70%) scored level 2. Though we are seeing more students scoring at a level 3 at each grade level, our goal is to try to get more students to score at level 3 or 4.

The scores for Math over the past five years have been consistently high, well into the 90% range. Students at Shannon Lake have consistently scored higher than the district and the province.

The CAT 3 scores have also been good with scores well into the 90 % range that are higher than the district and the Canadian Norm. The one area where our scores dropped was in grade 5 with the computation and numerical estimation. Here the students only scored at the Canadian Norm.

When we looked at the break down of scores for the CAT 3 of 2008 we saw the following:

Subtraction at the grade 3 level remains an issue.

Computation skills and estimation at the grade 4, 5, and 6 levels remain an issue for the staff.

**2. What trends or patterns are emerging from previous years' results?**

We are holding our own in reading, writing and math when we analyze student progress on standardized assessment tools. We compare well to the district and the province. However, we have tended to have reached a plateau in our performance in reading, writing and math. As we looked deeper in the scores we found areas that coincide with staff concerns. Staff felt that we need to focus on writing and math this year and keep reading as a maintenance goal. The issues around writing deal with conventions, paragraph structure and common vocabulary. The issues around math deal with computational skill development and the identification and teaching of core processing strategies that will allow students to be more successful in completing problem solving questions.

**3. What three pieces of evidence have you chosen to demonstrate current results?**

The data sources for this report are as follows:

Early STAR, STAR, PM Benchmarks, early screener, FSA, School Wide Write, CAT 3

Report Card Marks:

Primary: NYM, Approaching, Meeting, Exceeding

Intermediate: A,B,C+,C, C-, I, Adapted IEP, Modified IEP, LAT and CAT3 assessing: Mathematics, Computations, Reading and Writing Conventions.

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

# PLAN



## 1. What specific goal(s) / target(s) have you chosen for student improvement?

### Goals/Targets:

**Goal Statement 1: To improve students' quality of writing at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in writing.**

#### **Objectives:**

1. By March of the grade 4, 90% of grade 4 students will meet or exceed expectations on the Writing FSA assessment.
2. For each grade 3, 4, 5, and 6 grade, 90% of the students will meet or exceed expectations in language and writing conventions as well as vocabulary development and paragraph structure based on assessment tools newly identified by the school district and the staff at the school.
3. For each grade 3, 4, 5, and 6 grade, 90% of the students will score 2 or more on the four point scale. The intent is to try to have more students score at level 3.
4. Staff will identify specific areas of concern in writing and begin to plan strategies for student improvement.
  - a. Kindergarten and Grade 1 teachers will review the work of Lucy Calkins with the intent of implementing a number of writing strategies based on her work.
  - b. Grade 1 teachers will platoon together to provide more targeted teaching for students who are struggling, for students who are doing satisfactorily and for students who are excelling.
  - c. Grade 3 teachers will develop a learning team approach to identify common strategies and vocabulary to teach the students.
  - d. Some grade 4, 5, and 6 teachers will develop a learning team approach to develop a working support folder that will provide ongoing assistance to students as they write a variety of genres throughout the year. The focus will be on developing common vocabulary and common strategies for each child to use in grade 4, 5 and 6.

**Goal Statement 2: To improve students' performance at all grade levels in numeracy. The target is for 90% of students to be meeting or exceeding expectations in math for their grade level.**

#### **Objectives:**

1. By March of grade 4, 90% of the grade 4 students will meet or exceed expectations on the FSA Assessment for math.
2. For grade 3, 4, 5, and 6, 90% of students will meet or exceed expectations in mathematics and computation on newly identified assessment tools selected by the school district and the staff at the school.
3. Staff will identify specific areas of concern in math and begin to plan strategies for student improvement.
  - a. Staff will identify the core vocabulary words that are needed for each grade level in math. These vocabulary words will be taught to mastery.
  - b. Staff will begin to identify core strategies that will help students deal with the process of problem solving and computation. A core list of problem solving strategies will be identified and taught to the children similar to the "daily dozen" concept shared in the Reading 44 Document.
  - c. Core computational skills will be identified for each grade level and taught to mastery for most students.

**Maintenance Goal: To improve student reading fluency and comprehension at all grade levels. The target is for 90% of the students to be meeting or exceeding expectations for their grade level in reading fluency and comprehension.**

#### **Objectives:**

1. By March of grade 4, 90% of the grade 4 students will meet or exceed expectations on the Reading FSA assessment.
2. By the end of each grade 3 – 6, 90% of the students will meet or exceed expectations on the newly identified assessment tools for reading and language. Some of these tools to be identified for use by the district and some will be develop by staff at the school level.
3. Staff will maintain ongoing support strategies that will continue to focus on the reading goal.

## 2. What reasons do you have for selecting your goals?

### Rationale:

**Reading Goal:** Reading continues to be one of the most important skills for student success in life. Because our scores have remained quite high over the past few years, staff felt that we need to look at reading as a maintenance goal for the 2009-2010 year. This would allow for more time and attention to be given to the writing and math goals.

**Writing Goal:** Though we tended to score well on the FSA, results from the CAT 3 assessment, the school wide write and staff input have shown that writing remains an area of concern. The vast majority of our students are only getting a level 2 on the School Wide write. Writing conventions and editing are also other areas of concern as expressed by staff and seen on the CAT 3. Staff have identified writing as an area of concern as they are not satisfied with the level of writing our students are doing on a regular basis. This is based on student assignments and report cards. New strategies being used in grade 1 and 3 have already had a positive effect with students writing as students are doing more precise writing with better organizational skill and better story lines. New tools are currently being developed for grade 4, 5 and 6 that will provide greater support for students to identify different types of writing, improve paragraph structure and develop common vocabulary. More time is required for all grade levels to further develop new strategies, implement them and then assess them.

**Math Goal:** Though we tended to score well on the FSA, we found that on the CAT 3 assessment and staff input indicate that certain sub skills in math: subtracting, multiplication, and division continue to be issues requiring further attention. It is also a concern of the staff that with the new philosophy of the math program that leans heavily on problem solving skills and having students explain how and what they did to solve problems we need to spend more time on identifying some key processing strategies as well as maintaining a balanced approach to the teaching of computational skills.

## 3. How do goals/objectives address achievement for all students?

The **most challenged** students will continue to have the pyramid of intervention strategies in place at all times. This includes IEP planning, CEA support, re-teaching, homework club and tutorial support.

The **most able** students will benefit as we develop more precise language to support the writing and the math. Students who are stronger will be expected to produce at a higher level that will show their strengths. It is anticipated that strong students will extend their skills as they become better processors of information in writing and math.

Most of our **aboriginal** students have progressed well and have shown similar progress as the majority of our non aboriginal students. For those who are struggling, they will have the same support system as any other student through the pyramid of intervention. They will also have additional support through the First Nation advocacy program and some First Nation CEA support.

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

# DESIGN



## Organizing For Improvement

**What strategies are you using in your improvement efforts in the areas of:**

### **Staff development**

The staff is beginning to spend more time in learning groups with more specific focus on certain aspects of writing and math. However this process will need to become more formalized during the next school year. This means setting up specific meeting times and providing release time for groups to get together to discuss and plan. Time was provided this year but has not been well used and it is anticipated that this money will be available for next year.

At present we have the grade 1 teachers and the kindergarten teachers meeting to discuss issues around writing and math as well as platooning to address specific learning situations. This group is reviewing materials from Lucy Calkins that applies directly to writing. New strategies are being explored and implemented.

The grade 3 teachers have joined together to work on common strategies for reading SMART Goals and writing. They have also discussed the need to develop some common strategies for helping students become better problem solvers in math. This means identifying processing strategies similar to the Daily Dozen outlined in the Reading 44 Document. What are the must strategies to be learned. Computational skills will also be emphasized. The intermediate teachers have been working on developing a writing tool that will help students improve their writing skills by providing quick reference to vocabulary, criteria sheets and self assessment guides so that they can self assess their work prior to handing it in. They also feel the need to identify common vocabulary in math and to also develop common processing strategies to help students become better problem solvers. Time to meet and discuss such strategies will be required next year.

Staff meetings or other meetings will need to be used to allow time for the staff to read, discuss and then plan for new assessment strategies based upon the book entitled “Transforming Barriers to Assessment for Learning” by Anne Davies et al. Each staff member has been given their own personal copy.

### **Assessment practices**

The school district will be identifying more current assessment tools to be used in SD 23. Shannon Lake staff will need to learn how to use these tools as they become available.

Staff will also need to use new assessment practices to help gather more applicable data. This is based upon staff asking better questions about what they need to have the students do so that they can develop their own assessment tools that will better help teachers understand the progress students are making. For example the grade 3 teachers developed their own “prompt” for the school wide write.

### **Instructional practices**

Assessment for learning strategies will be the key focus for instruction over the next number of years and instructional practice will need to include such strategies from developing clear criteria, standards based curriculum, exemplars and other strategies that will help students take on greater ownership to their learning. This year a number of staff began to use students led conferences both at the primary and intermediate level. Staff have already begun to use a number of strategies that reflect assessment for learning.

2. **What specific strategies are in place for groups of students who do not demonstrate improvement?**

Pyramid of Intervention strategies. See attached,

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

We focus on having our aboriginal students be successful. Of the 26 student we have this year 22 have progressed as well as, if not better than many of non aboriginal students. The four students who have been identified as struggling have been identified and are provided support through our Pyramid of Intervention as well as through the First Nation Advocate and First Nation CEA.

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

- a. The focus on staff development has been on Assessment for Learning.
- b. Each staff member has been given two books by Anne Davies.
  - i. How to make Assessment for Learning Work in the Classroom.
  - ii. Transforming Barriers to Assessment for Learning.
  - iii. Both books have become the basis for discussion on staff development. SD 23 has made Assessment for Learning a long term goal and the school has aligned itself with this goal.
- c. A portion of the school budget has been set aside to provide release time to staff so that they can work together in learning teams to address Assessment for Learning strategies.
- d. A portion of the school budget has been set aside to purchase new materials that will support Assessment for Learning strategies and programs that are compatible. The school purchased Lucy Calkins materials for the primary teachers

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?

- Ministry designed survey for parents and student who are in grade 4.
- School Based survey of all parents with students attending Shannon Lake K-6.
- Focus groups to seek specific information about specific topics.
- Parent Advisory Council ideas and suggestions
- School Planning Council ideas and suggestions
- Parent Teacher conferences
  - Formally scheduled twice a year
  - Informally held meetings between parents and teachers as needed
  - Formal parent meetings to review specific topics such as school wide safety and vandalism

### 2. How do you ensure communication about student achievement is delivered to:

- Staff
  - o Staff Meetings
  - o Staff Memos
  - o Student binders sharing specific data
- Parents
  - o PAC Meetings
  - o SPC Meetings
  - o Newsletters – which are now electronic in nature
  - o School Web Site
  - o Parent Teacher conferences both formal and informal
  - o Report Cards
  - o Synervoice call out system
- Students
  - o On going assessments
  - o Report cards
  - o Parent Teacher conferences
  - o Tests and Quizzes
  - o Marking of projects
- Community
  - o School Web site
  - o Newsletters
  - o Special Announcements where appropriate – Ready Set Learn
  - o Special meetings when needed

### 3. How is leadership distributed among administrators, teachers, support staff, parents and students?

#### Staff

- i. Specific staff contacts for specific subject areas:
  1. Math contact
  2. Language Arts contact
  3. However, there needs to be a better information sharing system developed at the school.
- ii. Early literacy Committee – All Kindergarten to Grade 2 staff members
  1. Dealing with ongoing issues
  2. Dealing with setting future direction through planning
  3. This committee was not used in 2008=2009 and it should be re-instated.
- iii. Same grade planning groups
  1. Informal planning sessions
  2. More time needs to be given for this to happen.
- iv. IEP meetings / LAT / Resource Leadership – LAT teachers and Classroom support teachers
  1. CEA sharing of knowledge and expertise
  2. Action plans drawn up
- v. Specialist groupings
  1. Science Fairs

2. Book Fairs
3. Author visits
4. Special group visits
5. Concerts
- vi. Volunteer leadership provided by staff for:
  1. Chess
  2. Sports teams
  3. Music
  4. Dance
  5. Clubs
  6. Web site

Students

1. Student leadership group – formal group to organize specific projects
2. Special projects by grade
3. Fun raising groups
4. Special event groups
5. Speech contest group
6. Choir groups
7. Team groups
8. Home work club
9. Tutorial support group
10. Great Leaps group of gr. 6 students teaching grade ones and fours
11. Assessment for learning activities that start to ask students to take more leadership in their own learning

Parents:

12. Guest instructors for specific activities in art
13. Volunteering in the school to work with students on special activities in the class and one on one in the hall ways
14. School Planning council
15. Key in developing school plan
16. Parent Advisor council activities and meetings
17. Learning about healthy schools initiatives
18. Community events:
19. Movie nights
20. BBQs
21. Family Fun Nights
22. Information nights
23. Staff feel that we can do a better job getting more parents involved in the overall decisions of the school.
24. The best way is to have more information sessions for parents to better understand what is needed for reading, writing and math.
25. Parents need to become more actively involved in the child's learning and strategies to assist them in doing so need to be reviewed.

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