

SCHOOL PLANNING COUNCIL REPORT

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



SOUTH RUTLAND ELEMENTARY

May 7, 2009

School Goals for 2009/2010

Goal #1- We will continue to focus on improving all students' skills in the areas of Reading and Writing using "quality assessment" and other exemplary instructional strategies—with an emphasis on supporting average students who are underachieving and "at risk" students.

Goal #2:

We will continue to work toward Ministry designation as a "healthy school" by focusing on students' skill development in areas outlined in the Healthy Living Performance Standard.

School Mission Statement

We provide a safe and healthy environment where there are opportunities for all learners to:

- pursue academic excellence,
- use creative and critical thinking,
- become self-reliant &
- develop positive self-esteem.

"Rocketing To Excellence"



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 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 to 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.

DISTRICT GOALS AND FOCUS 2008/2009

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.

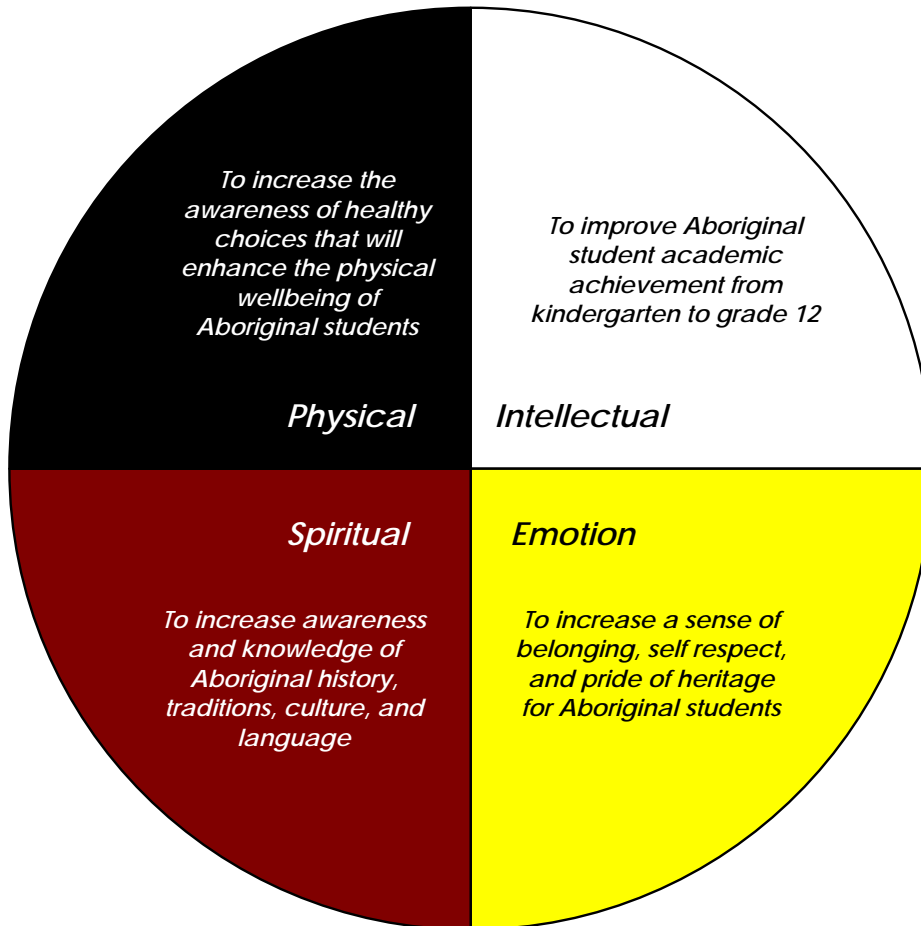
The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.

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:

Baseline data was 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:

In September 2008, South Rutland Elementary School had 293 students enrolled in 14 homerooms-- Kindergarten to Grade 6. Overall student enrolment has declined slightly in the past few years. The school is only a few blocks from the "downtown" business area of Rutland and is located less than a block from busy Highway 33. The neighbourhood surrounding the school includes houses, duplexes, condominiums/townhouses, apartment buildings and a "Habitat for Humanity" housing development.

South Rutland Elementary enrolls a diverse student population. As an "Achieving a Necessary Future" (ANF) school, we have come to expect that a significant portion of our Kindergarten students do not meet expectations for literacy performance as they enter school. In September 2008, only 8/36 students had attended preschool. We are pleased that school-based interventions lead to gains in student achievement during their Primary Program years.

The total number of Aboriginal students enrolled has remained fairly steady of the past several years, therefore, there had been no change to staffing that supports Aboriginal students. Academic support increased in 2008/2009 since 25/36 Aboriginal students qualified for support (only 14 students qualified for support in 2007/2008). CEA staffing to assist Aboriginal students increased from 7 hours to 20 hours per week.

In 2008/09, our school has experienced an increased 'transient student rate' with 18% of our student population changing since September 2008 (24 admissions/31 withdrawals between September 2008 and the end of February 2009). We had 293 students enrolled in September 2008. Only 1 of 14 classes has remained unchanged since the school year started. Our projected enrolment for 2009/10 is 261 students.

STUDENT ENROLMENT: Headcount (September of year indicated)

School Year	Elementary							Secondary							Sec Total	School Total		
	K	1	2	3	4	5	6	7	EU	Total	8	9	10	11			12	SU
02/03	47	41	59	41	44	42	43	-	-	317	-	-	-	-	-	-	-	317
03/04	35	53	41	52	43	41	40	-	-	305	-	-	-	-	-	-	-	305
04/05	53	36	47	44	54	51	40	-	-	325	-	-	-	-	-	-	-	325
05/06	39	53	36	49	42	46	54	-	-	319	-	-	-	-	-	-	-	319
06/07	35	36	51	34	53	46	48	-	-	303	-	-	-	-	-	-	-	303
07/08	35	34	36	51	34	58	45	-	-	293	-	-	-	-	-	-	-	293

South Rutland Elementary is described by many as a "family friendly" school. Parent involvement is actively encouraged and parents tell us that they feel welcomed at school. There is a large group of parents who provide leadership and who volunteer their time to support a variety of school and Parent Advisory Council (P.A.C.) activities. These volunteers take care of many things from decorating the display case at the main entrance to preparing hot lunch each week and sponsoring "Loonie Days" to sell healthy snacks to students. The P.A.C. has focused on fundraising to replace the existing Adventure Playground—we are anticipating this new structure will be installed in September 2009 (a generous donation of \$36,000 from an anonymous benefactor will make this task much easier for the P.A.C.). Our dedicated P.A.C. executive meets with interested parents each month to discuss various topics that support school initiatives. Parents coordinate volunteers and training for programs such as the One-To-One Reading Program and B.C. Fruit & Vegetable Nutritional Program, approve funding for curricular field trips to enhance students' learning and plan special events like the annual Family Dance. Individual parents are also eager volunteers who enjoy helping with classroom activities. All school events are well-supported by the community. Many families attended Hallowe'en Olympics in October 2008, the Peace Assembly in November, school concert in December and SRE's annual Multicultural Celebration (Harmony Day) in February 2009. Parent-Teacher Conferences are also well-attended.

School Performance Information 2008/2009

Academic performance indicators:

- Over 1200 Rockin' Rocket Awards were given to students in recognition of their terrific work in class 😊
- Ready, Set, Learn (February 2009) saw 18 preschoolers and their caregivers in attendance (an increase from the 6 who attended in the previous year) 😊
- Representative SRE students participated in a number of community events. We are proud of their efforts 😊
 - Pat (Gr. 6) placed first in the District Chess Championships and placed second in the regional final (Mr. DeLaurentiis, our Prep-Relief teacher, sponsored a school level club and tournament in December 2008—January 2009);
 - Dana (Gr. 6) placed in the top 10 in the regional CanSpell Spelling Bee (all SRE students in Gr. 1-6 participated in school-level spelling bees);
 - “Just for Kids” page in the Kelowna Daily Courier featured the written contributions of several S.R.E. student “reporters”;
 - Interested students will participate in the Great Canadian Geography Challenge later this spring.
- Intermediate students have earned over 230 awards for their in-class work during the 2007/2008 school year. Performance categories included Academic and Work Ethic awards 😊
- Students participated in a large number of curricular field trips that were funded by our generous P.A.C. including trips to the theatre (opera, ballet, drama productions), art gallery and local museums 😊
- We have fine-tuned the referral process to address concerns when students are not meeting expectations. The use of a standard referral form was introduced and our School-Based Team now meets weekly to discuss referrals and take action as needed 😊
- We have established regular opportunities for teaching staff to engage in professional, collaborative learning. “Learning Circles” happen on a monthly basis during the regular staff meeting time. Attendance is mandatory. Topics addressed have included quality assessment strategies and exemplary teaching practices. Staff with “lead literacy” roles at our school (Ms S. Stewart, Mrs. Dana Fowler and Mr. Dave Johnson) contributed to these sessions 😊
- Voluntary learning opportunities were also created for interested staff. These activities included webcasts at lunch break and book study groups organized in the after school hours 😊

School Performance Information 2008/2009

Academic performance indicators (continued):

- 18 students participated in the before/after school Read Naturally Program in 2008/2009. These students were supported by Ms Karey Nelson (Certified Education Assistant). Participating students in Gr. 2-4 have consistently shown improvement in the area of reading fluency ☺
- Four students (from Grades 3 & 5) attended The Literacy Centre at Quigley Elementary in 2008/2009 and all showed improvement in their reading comprehension and fluency skills ☺
- Almost 200 South Rutland students in Gr. 1-6 participated in the Camp ReadWell Program launched this year by our new teacher-librarian, Ms Suzan Bochinski ☺
- A student "Rocket Booster Leadership Team" contributed to planning and promoting special school events related to our reading goal in 2008/2009 including:
 - SRE Reads with the Rockets Day (January 2009)
 - Rockin' Readers Day (May 2009)
- SuccessMaker (an online learning tool) is accessed by all students in Grades 1—6. Mr. Enzo DeLaurentiis, our prep relief teacher, facilitates weekly opportunities for students to use SuccessMaker in the Computer Lab ☺ Reader's Workshop Cumulative Performance Reports for March 2009 showed:
 - 80% of Grade 1 students meet "Acceptable Performance" (65% correct)
 - 88% of Grade 2-6 students meet "Acceptable Performance (65% correct)
- Star Reading, software designed to track gains in students' reading skills, is also used. Again, Mr. DeLaurentiis, provides this assessment information to teachers of students in Grade 3—6 ☺ The March 2009 results reveal that:
 - 39.9% of Grade 3 students are reading at/above grade level
 - 54.1% of Grade 4 students are reading at/above grade level
 - 44.75% of Grade 5 students are reading at/above grade level
 - 34.8% of Grade 6 students are reading at/above grade level
- The large majority of parents/guardians attended Parent-Teacher Conferences in September 2008 and January 2009. Some classroom teachers introduced the use of the "student-led" conference format ☺
- All classes were involved in library-based research projects with support from their classroom teachers and our teacher-librarian. In the final term, Mrs. Dana Fowler— Learning Assistance Teacher, became part of the staff team supporting students to complete their written projects ☺
- Grade 4 students/parents show a high level of satisfaction with academic learning in the areas of Reading (Students- 89%, Parents- 86%) and Writing (Students- 86%, Parents- 82%). This information is part of an improvement trend over the past 3 years ☺

School Performance Information 2008/2009- continued

Academic performance indicators (continued):

- Grade 4 students participated in their first online FSA (Foundation Skills Assessment) in February 2008. The results for the 34 students (2 students were excused from participating in this FSA) indicate that a total of 67% of students are meeting/exceeding expectations in Reading. In Writing, 72% of students are meeting/exceeding expectations. Our school's results are below the School District average for Reading (83%) and above the District average for Writing (65%). More boys than girls are identified as "not yet meeting" expectations. Results for our Aboriginal students are masked (fewer than 5 Aboriginal learners in the grade).

FSA Grade 4, February 2008

02323033 - South Rutland Elementary

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 36

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	2	6	10	28	22	61	2	6
Male	1	8	5	38	6	46	1	8
Female	1	4	5	22	16	70	1	4
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Writing	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	3	8	7	19	25	69	1	3
Male	1	8	3	23	8	62	1	8
Female	2	9	4	17	17	74	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Special Needs*	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Performance Information 2008/2009

“Healthy School” performance indicators:

- A “kick off” assembly was held in September 2008. This “N.E.D.” Assembly (Never Give Up, Encourage Others, Do Your Best) was an engaging way to set a “healthy living” tone for the school year. Weekly “NED Days” were initiated in the spring—students brought their NED yo-yos to school to practice and build confidence and positive peer relationships ☺
- All students met the Ministry of Education requirements for Daily Physical Activity in the first year of implementing DPA. In September 2008, staff participated in “refresher” training to use the ActionSchools!BC resource. This helped teachers to implement DPA requirements in their classrooms with greater ease ☺
- Students and their families have contributed to charitable fundraisers during the current school year (Terry Fox Foundation, Kelowna Food Bank) ☺
- 35 Grade 5 students participated in the D.A.R.E Program (Drug Abuse Resistance Education) with R.C.M.P. Cst. Frank McConnell between September-December 2008—the ceremony to present certificates to these students was attended by over 100 proud family members ☺
- During 2008/2009, our school piloted the “Roots of Empathy Program” in one of our Grade 1 classes. Ms Susan Stewart, Grade 1 classroom teacher, has been a strong supporter throughout the implementation of this new program ☺
- Our school is a member of the Network of Performance-Based Schools (Healthy Schools Network) and has undertaken an action research study related to the Healthy Living Performance Standards. Leadership of this project has been provided by classroom teacher, Mr. Dave Johnson ☺
- We reviewed our Code of Conduct in the fall of 2008. The document was revised by groups of parents, students and staff to conform to Ministry of Education and School District guidelines. The revised Code of Conduct was introduced to all students at a special assembly in November 2008. We also:
 - introduced a “Play First, Eat After” lunch break (this had immediate positive results--a sharp decline in the number of student misbehaviors)
 - reintroduced the use of Rocket Raffle tickets by Student Supervisors to recognize students for their positive behavior during lunch break
- Gr. 6 students lead “DrEAM Time” (DRop Everything And Move) every day in our school gym during the late Fall and through the Winter terms as part of our school’s health-promoting school initiatives. The student leaders were trained to lead DrEAM Time fitness activities by Ms Janelle Zebedee (Health Promoting Schools Coordinator) ☺
- Citizenship certificates are presented annually to SRE students. In June 2008, 24 students were recognized for their contributions ☺
- Students in K-Gr. 3 participated in the Oral Health Month “Brush To Win” activity sponsored by the BC Dental Health Association ☺
- We introduced the B.C. Fruit and Vegetable Nutritional Program with support of PAC volunteers providing a healthy morning snack twice/week every other week to students and staff. Additionally, PAC “Loonie Days” sales offered only healthy foods ☺
- Students and staff will participate in Bike to School/Bike to Work Week (May 11th-15th, 2009). Information about this initiative will be shared at our Bike Rodeo (April 2009). There are only 14 students who ride their bikes to school on a regular basis—our aim is to increase this number ☺

School Performance Information 2008/2009

"Healthy School" performance indicators (continued):

- "SRE So You Think You Can Dance" was launched in P.E. classes following a day-long Cultural Performance (January 2009) that offered workshops for all classes with FloorPlay Inc. (a hip-hop dance group). Gr. 6 students were featured in a hip-hop show that day with help from FloorPlay. In the follow-up "So You Think You Can Dance" show (February 2009) 20 students were invited to showcase their talents at an assembly for all students. This event was well-attended by parents/guardians ☺
- Our students participated in a number of school/community events and activities:
 - Lunching with the Law (Primary and Intermediate student representatives attend lunch with our R.C.M.P. School Liaison Officers)
 - In-School Mentoring Program offered in partnership with Big Brothers & Big Sisters (8 new matches have been established in 2008/2009, with the goal of 10 matches established by June 2009)
 - Hallowe'en Olympics (October 2008)
 - Gr. 6 excursion to Tube Town at Silver Star Mountain (Vernon) in February 2009
 - Bike Rodeo (April 2009)
 - all Gr. 1-6 students will go on a year-end trip to the Vernon waterslides
- A student "Rocket Booster Leadership Team" was established early in the school year ☺ This group planned and promoted a number of "healthy living"/celebration events in 2008/2009 including:
 - Hallowe'en Olympics (October 2008)
 - Peace Assembly (November 2008)
 - "Blast Off to Christmas" concert (December 2008)
 - Harmony Day (February 2009)
 - Bike Rodeo (April 2009)
- Three SRE Grade 5 students (Ashli, Courtney, Avneet) along with sponsor teacher, Ms Tara Dionne, participated in the C.O.T.A. "Care and Make It Fair" focused on developing students' Social Responsibility skills ☺
- Student volunteers helped out around our school as Lunch Monitors, Office Monitors, PA Announcers, Clean Team (custodian's helpers), Yard Clean-Up, DrEAM Leaders, Catering Assistants, Assembly Crew. Intermediate students earned more than 200 Service awards for their dedication to these tasks during the 2007/2008 school year ☺
- Students participated in a large number of curricular field trips that were funded by our generous P.A.C. including swimming lessons (Gr. 3 classes), martial arts lessons (Gr. 6 students), skating and swimming excursions (K classes and their Gr. 4 & Gr. 5/6 buddies), Little Travellers' Safety Village (K classes) and bowling (Gr. 1 classes) ☺
- Students engaged in a variety of extra-curricular activities such as Primary Choir, Volleyball & Basketball Leagues, Computer Lab time & Chess Club ☺
- Parents of Grade 4 students responded that 7% of our students are experiencing bullying and teasing at school. 14% of Grade 4 students reported that they have been bullied, teased or picked on at school. An anti-bullying curriculum will be considered in an effort to reduce these numbers ☺
- We sent information to families about a variety of healthy living topics including bullying prevention, internet safety and the importance of physical activity & healthy eating ☺

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Please note that Goal Statement #1 was refined in the fall of 2008 to reflect further input from teaching staff. Goal #1 had originally focused on the broad topic of "Literacy". A staff sub-committee met to plan and make recommendations to the staff in general. The original goal was narrowed to focus on improvements in the area of reading.

Goal Statement #1: *We will increase the number of students who meet or exceed expectations in Reading.*

Summary of Achievements in Relation to Target(s):

- **Early Literacy Screener Results**

The newly established target: 90% of SRE Grade 3 students will meet/exceed expectations by 2011.

Early Literacy Screener Results (June 2008)

	At-Risk	Meeting/Exceeding Expectations
Kindergarten	23%	77%
Grade 1	53%	47%
Grade 2	35%	65%
Grade 3	13%	87%

Early Literacy Screener Results (June 2007)

	At-Risk	Meeting/Exceeding Expectations
Kindergarten	53%	47%
Grade 1	50%	50%
Grade 2	22%	78%
Grade 3	12%	88%

It is clear that students (especially those identified as "at risk" in Kindergarten) need time in the four year Primary program to more fully develop their skills. Our Kindergarten teacher has observed that the large majority of students who enter Kindergarten at our school do not meet expectations on the October Early Literacy Screener. Early Literacy Screener results in Grades 1—3 have included the use of a variety of assessment tools by individual teachers at each grade (Alberta Diagnostic, PM Benchmarks, Alpha Kids) to determine "reading level". As a result, it has been a challenge to compare students' reading progress from year to year. Consistent use of "PM Benchmarks" will be implemented for students in Grades 1-3 (June 2009). Targets for Primary PM Benchmarks results will be added.

- **Report Card Results (June 2008)**

Year-end report card information is listed below. Success on the chart below is defined as "meeting/exceeding expectations" in Kindergarten—Grade 3 or a letter grade of C (or better) in the Intermediate grades. Report card marks are somewhat subjective—inconsistencies are sometimes evident. As a result, other common classroom-based assessment measures will be examined.

Grade	Primary Language Arts	Intermediate Language Arts
Kindergarten	97% meeting/exceeding expectations	
Grade 1	54% meeting/exceeding expectations	
Grade 2	75% meeting/exceeding expectations	
Grade 3	75% meeting/exceeding expectations	
Grade 4		90% with a letter grade of C or better
Grade 5		98% with a letter grade of C or better
Grade 6		93% with a letter grade of C or better

- **Whole Class Reading Assessment (Spring 2008)**

This information was gathered as a "school-based measure" for the first time in the Spring 2009. This assessment should help the school to establish baseline performance information in the area of reading for students in Gr. 3, 4, 5 and 6. The added benefit is that the information gathered can also be used by the teacher to focus/adjust instruction to support areas of greatest need. Targets will be identified by staff after reviewing Spring 2009 results.

Please note that Goal Statement #2 was refined in the fall of 2008 to reflect further input from teaching staff. Goal #2 had originally focused on the narrow topic of “Daily Physical Activity” (DPA). A staff sub-committee met to plan and make recommendations to the staff in general. The original goal was broadened to focus on designation as a “healthy school”.

Goal Statement #2: *Staff, students and parents will work collaboratively to implement practical strategies that will enable us to meet criteria for Ministry of Education designation as a “healthy school”.*

Summary of Achievements in Relation to Target(s):

Full compliance with the Ministry requirement for Daily Physical Activity (15 minutes/day in Kindergarten, 30 minutes/day in Grades 1-6) was expected—the target was 100% student participation. The process of tracking student participation was established prior to the first term report card (November 2008). We fully met this target since all South Rutland Elementary School’s students met the DPA requirements. No other measures/targets were identified in the previous School Planning Council report.

In the coming year, we intend to use additional data sources. Targets are identified as follows:

- **Healthy Living Performance Standard (DRAFT)**

This comprehensive document outlines aspects of “Healthy Living” including:

- Healthy Eating (nutrition knowledge, healthy food choices)
- Active Living (DPA, fitness goals, exertion during physical activity)
- Healthy Relationships (positive connections at school, bullying prevention, friendships, peaceful conflict resolution)
- Healthy Practices (safety, behaviour rules, hygiene, personal health)

Baseline information will be gathered in the coming year (Fall 2009) using the Healthy Living Performance Standards for K-Gr. 3 and Gr. 4-6. We will continue to monitor incidents of student misbehaviour—reducing incidents by 5% per year. Our target: 95% of our students will meet or exceed expectations according to the Healthy Living Performance Standard.

- **Primary and Intermediate Report Card Marks**

Baseline information is identified using Primary report card data from the Fall 2008

Grade	Physical Education	Social Responsibility
Kindergarten	93% meeting/exceeding expectations	87.5% meeting/exceeding expectations
Grade 1	91% meeting/exceeding expectations	91% meeting/exceeding expectations
Grade 2	94% meeting/exceeding expectations	63% meeting/exceeding expectations
Grade 3	100% meeting/exceeding expectations	60% meeting/exceeding expectations

Baseline information is identified using Intermediate report card data from the Fall 2008.

Grade	Physical Education	Health & Career Education
Grade 4	100% achieved letter grades of C or better	100% achieved letter grades of C or better
Grade 5	100% achieved letter grades of C or better	93% achieved letter grades of C or better
Grade 6	100% achieved letter grades of C or better	96% achieved letter grades of C or better

Our new targets:

- 95% of all Primary students will meet/exceed expectations in Physical Education by 2011
- 90% of all Primary students will meet/exceed expectations in the area of Social Responsibility by 2011
- 95% of all Intermediate students will achieve a letter grade of C or better in Health and Career Education by 2011

Maintenance target: -98% of Intermediate students will continue to achieve a letter grade of C or better in Physical Education

NOTE: There was some discussion amongst teaching staff that success be defined as a minimum letter grade of C+.

- **Ministry criteria for designation as a “Healthy School”**

Ministry criteria are not available at this time. At the meeting of the Healthy Schools Network (Richmond, October 2008), network leaders indicated to session participants that schools in the network (South Rutland Elementary is a member of the Healthy Schools Network) may qualify for designation as a “Healthy School”. Our goal will be to meet the criteria for this special recognition. We have initiated several strategies that will help us to qualify. In addition to Healthy Living Performance Standards information, we examined Grade 4 Satisfaction Survey results (students and their parents) for their opinions about questions related to “Healthy Living”. Our intent is to apply for Healthy School status once the application process is revealed.

Other Areas of Focus:

Writing- There are currently no standardized, school-based or classroom-based measures used to systematically and regularly assess students' achievement in this area. Use of the "School-Wide Write" will be implemented in 2009/10 in Grades 3-6 in accordance with the District's new assessment plan.

Staff training will be needed in the use of this "new to South Rutland Elementary" assessment tool. In addition, teacher participation in District or COTA inservice/professional development in the use of "6 + 1 Traits", "Excellence in Writing" and other "exemplary" writing resources/strategies will be encouraged.

We will continue to monitor students' performance in Writing as recorded on student report cards. Baseline information will be established in 2009/2010 with the implementation of the School-Wide Write.

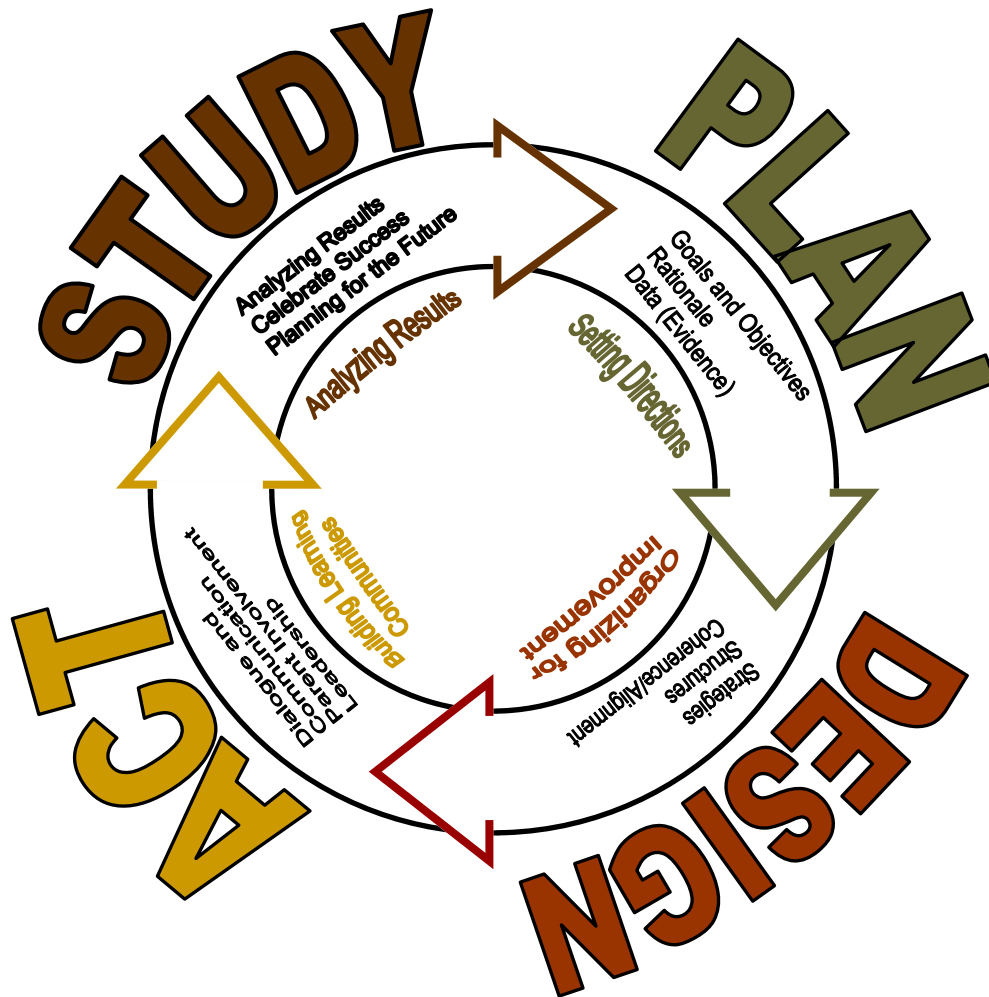
Numeracy- There are currently no standardized, school-based or classroom-based measures used to systematically and regularly assess students' achievement in this area. We will implement the use of the CAT•4 (Grade 5 only) and Early Numeracy Screener in accordance with the District's new assessment plan. Staff will be encouraged to take advantage of future District training opportunities in this area. CAT•4 results will be available later in the Spring of 2009.

We will continue to monitor students' performance in Mathematics as recorded on student report cards. Baseline information is to be established in June 2009.

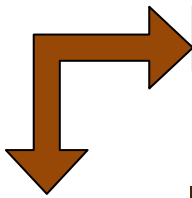
A review of Mathematics resources (and embedded assessment tools) is recommended.

A school-based "Numeracy Team" will continue to attend in-service offered by the District and provide leadership in this area as needed.

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:

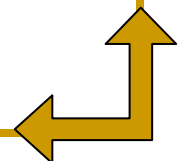
- How do you build relationships with parents/parent groups in your district and schools that enable you to connect in an ongoing dialogue about the student achievement?
- At the school and district:
 - How are parents encouraged to support their child's achievement?
 - How are parents and parent groups, 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?
2. What three pieces of evidence have you chosen to demonstrate current results?
3. What trends or patterns are emerging from previous years' results?

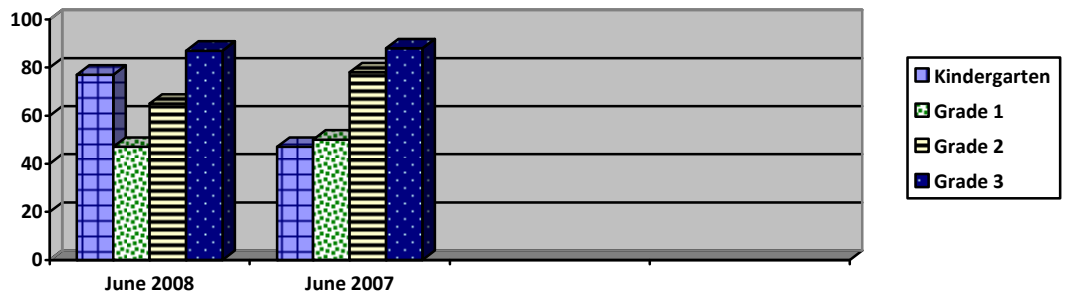
1. Improvement Results—Reading Data:

Literacy has been a focus for South Rutland for a number of years. By narrowing our focus to concentrate on the needs of the identified "at risk" learners teaching staff will make changes to strategies and structures that impact students' success rates in Reading and Writing and other academic subjects. Teaching staff are particularly concerned about the effects of "transiency" on students' success and the need for added support for students identified as "at risk". Our target: 90% of Grade 3 students will meet/exceed expectations on the Early Literacy Screener by 2011 (an improvement of 1-2% per year). For Intermediate students, our new target is that 95% of Gr. 4-6 students will achieve a letter grade of C or better by 2011 using information from the District "Grade Ready Report". Since report card results are somewhat subjective, we will add the "Whole Class Reading Assessment" as a classroom-based assessment tool and an indicator of student performance—targets will be established after baseline data is examined (Spring 2009).

2. Current Results:

Prior to fully implementing this goal:

- Early Literacy Screener results (below) indicate that the number of students in Grade 3 who meet/exceed expectations is holding steady (June 2007- 88%, June 2008- 87%). We believe that ANF (Achieving a Necessary Future) strategies are an essential part of increasing students' opportunities for success.



- District "Grade Ready Report" data for June 2008 in Language Arts reveals baseline performance:
 - Grade 4- 71% of students achieved letter grades of C or better
 - Grade 5- 72% of students achieved letter grades of C or better
 - Grade 6- 77% of students achieved letter grades of C or better
- Whole Class Reading Assessment (Spring 2009) baseline performance data indicates:
 - Grade 4-
 - Grade 5-
 - Grade 6-

3. Emerging Trends/Patterns:

It is clear that time in the Primary Program is needed for Primary students to fully develop their literacy skills. More than 50% of students who enroll in Kindergarten at our school are identified as "at risk" each fall according to the Kindergarten teacher. Time in the Primary Program enables students to be successful. We are within reach of our target that 90% of Grade 3 students will meet/exceed expectations as defined by the Early Literacy Screener.

The Intermediate "Grade Ready Report", "Whole Class Reading Assessment" (Gr. 3-6), CAT•4 results (Grade 5) and School-Wide Write information (Gr. 3-6) will provide a more complete comprehensive picture of students achievement in Grades 3—6. Trends will emerge as data is reviewed over the next 5 years.

1. Improvement Results-Healthy School Data:

Healthy School Goal

100% of South Rutland students met the Daily Physical Activity requirement (meeting the target established in the 2007/2008 School Planning Council Report). Other data related to this goal has now been identified (report card marks, behaviour incident tracking, Satisfaction Survey responses and, in the coming year, use of the Healthy Living Performance Standard). Targets will be identified after baseline information has been recorded and reviewed. Satisfaction Survey information (Gr. 4 students & their parents) is included for responses to health-related questions.

A consistent tracking system to record incidents of student misbehavior was introduced in 2008/2009. A copy of available behaviour data for the 2007/2008 school year is included in the "Behaviour Data" Appendix for reference. BCeSIS is now used to record all behaviour incidents. Partial BCeSIS results are included below with complete results to be available in June 2009.

2. Current Results:

Prior to taking action on this goal (action plan approved in December 2008), Fall 2008 report card results showed:

- Primary Physical Education: an average of 94.5% of Primary meet/exceed expectations
- Primary Social Responsibility: an average of 75% of Primary students meet/exceed expectations

- Intermediate Physical Education: 100% of Gr. 4-6 with letter grades of C or better
- Intermediate Health & Career Education: 96% of Gr.4-6 with letter grades of C or better

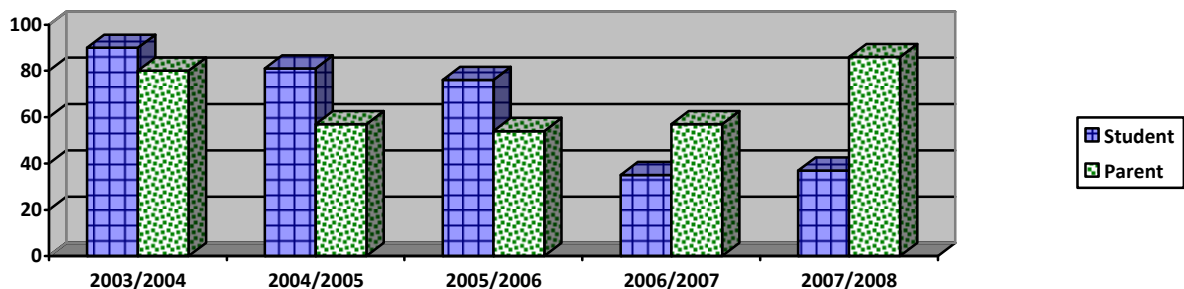
Baseline report card information was reviewed (Fall 2008) and revealed that:

- as much as 9% of Primary students struggle to meet expectations in Physical Education
- as much as 40% of Primary students struggle to meet expectations in Social Responsibility
- as much as 9% of Intermediate students struggle to meet expectations in Health & Career Education

BCeSIS "Incident Summary" for 2008/2009 reports the following information:

School	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Total
Whole District													
South Rutland Elementary		20	33	19	15	20	17	6					130
Area Sub-Total	0	20	33	19	15	20	17	6	0				130
Grand Total	0	20	33	19	15	20	17	6	0				130

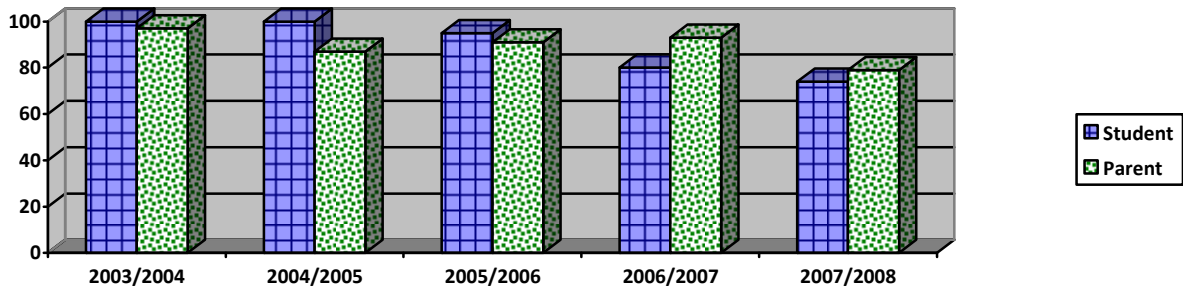
Satisfaction Survey responses for 2003/2004—2007/2008 indicate the following response from students and parents when asked "At school, are you/is your child learning about healthy food and exercise?"



Students' results show a clear decline—fewer students respond that they are learning about healthy food and exercise. Parents' responses are on the upswing—this could be the result of local media coverage (Spring 2008) related to the Board/District discussions about strategies to implement "Daily Physical Activity". Students would have been largely unaware of this local and provincial priority. Students' perceptions clearly indicate that we have some work to do in this area!

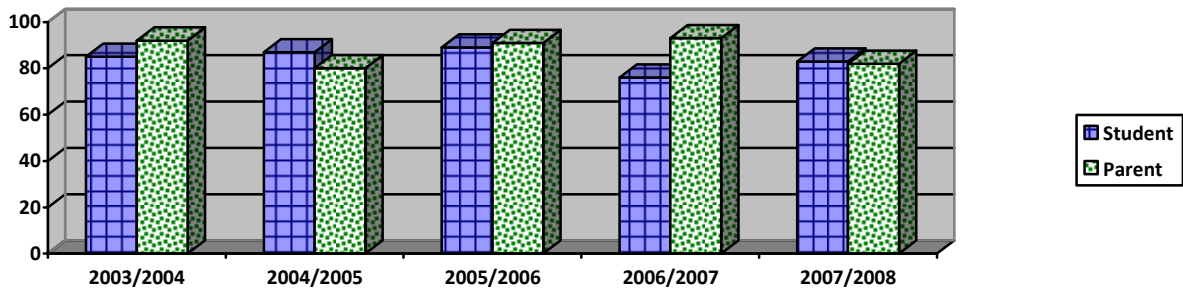
3. Current Results (continued):

The results below are the students' and parents' responses to the question, "At school, do you/does your child get exercise?"



It would appear that students and their parents share similar views in this regard. Students and their parents both report that students in 2007/2008 were given fewer opportunities to exercise.

And finally, in answer to "Do you feel safe/Do you think your child is safe at school?"—students and parents gave the following responses:



Again, students and their parents shared similar views—the trend shows that there has been little variation in this response over time.

Healthy Living Performance Standard information is not yet available (baseline information to be gathered in the Fall of 2009).

4. Emerging Trends/Patterns:

It appears that incidents of student misbehavior have declined during the current school year. The data indicates that approximately 3 out of 4 incidents of misbehavior were attributed to Intermediate students. Boys were involved in almost 4 times as many incidents as girls.

There is a general decline in students' and parents' satisfaction related to the school health and physical education curriculum. A focus on designation as a healthy school should go a long way toward changing students' and parents perceptions in this regard (and the positive benefits for the students should be revealed in improved performance in the areas of Physical Education, Social Responsibility and Health & Career Education).

	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

Goals/Targets for 2009/2010:

Goal #1- We will continue to focus on improving all students' skills in the areas of Reading and Writing using "quality assessment" and other exemplary instructional strategies—with an emphasis on supporting average students who are underachieving and "at risk" students.

Using our Early Literacy Screener results (currently at 87% using Alberta Diagnostic assessment), our targets for Reading:

- 87% of Gr. 3 students will meet/exceed expectations in June 2009
- 88% of Gr. 3 students will meet/exceed expectations in June 2010
- 89% of Gr. 3 students will meet/exceed expectations in June 2011
- 90% of Gr. 3 students will meet/exceed expectations in June 2012

Current FSA results (February 2008) indicate that 67% of our students are meeting/exceeding expectations in Reading and 72% of our students are meeting/exceeding expectations in Writing. These results are only a 'snap shot' of our Gr. 4 students' skills—we would prefer to gather results over the school year (Grade 3—6) using quality assessment tools. The Whole Class Reading Assessment and School-Wide Write will provide information that teachers may use in identifying instructional priorities. Therefore, we will gather baseline data for Reading (Gr. 3-6) using the Whole Class Reading Assessment (Fall 2009) and the School-Wide Write (Spring 2010) before establishing targets. CAT•4 data in Reading and Writing will also be examined when available (anticipated that this assessment tool will be used in May 2009 to establish baseline data for Gr. 5 according to the District's new assessment plan).

Year-end report card information is listed below. We face some challenges in using report card marks as the sole measure of students success (since report card marks can be somewhat inconsistent from year to year). The use of report card marks as an indicator is under review. Preliminary targets were established in any case:

- 90% of Grade 3 students will meet/exceed Language Arts expectations by 2011 (1-2% gain per year)
- 95% of Intermediate students will receive a letter grade of C (or better) in Language Arts by 2011 (an increase of approximately 1-2% per year for Intermediate students). Current achievement:

(this information does not include students with IEPs):

Grade	Primary Language Arts	Intermediate Language Arts
Kindergarten	97% meeting/exceeding expectations	
Grade 1	54% meeting/exceeding expectations	
Grade 2	75% meeting/exceeding expectations	
Grade 3	75% meeting/exceeding expectations	
Grade 4		90% with a letter grade of C or better
Grade 5		98% with a letter grade of C or better
Grade 6		93% with a letter grade of C or better

The District "Grade Ready Report" (June 2008) for all Intermediate students revealed baseline performance:

Grade	Intermediate Language Arts	Therefore...
Grade 4	71% achieved C or better	29% of students are "not ready" for next grade
Grade 5	72% achieved C or better	28% of students are "not ready" for next grade
Grade 6	77% achieved C or better	23% of students are "not ready" for next grade

Readiness data suggests that our school will need to find alternate ways to ensure greater success for our struggling Intermediate students (those who are under achieving or who are not meeting the goals of their Individualized Education Plans)—further strategies/structures that address the needs of those who are "not ready" will be discussed by staff.

Goals/Targets for 2009/2010 (continued):

During Term 2, all Intermediate classes participated in their first "Whole Class Reading Assessment". Baseline results are included below:

Whole Class Reading Assessment ~ Grade Summary Results ~ March/April 2009

	Not Meeting Expectations	Minimally Meeting Expectations	Approaching Expectations	Fully Meeting Expectations	Exceeding Expectations	Percentage App/FM/Exc
Grade 4	1	14	20	9	1	30/45 = 66%
Gr. 4 Boys	1	5	13	5		24
Gr. 4 Girls		9	7	4	1	21
Grade 5	4	12	9	8		17/33 = 51%
Gr. 5 Boys	4	6	2	3		15
Gr. 5 Girls		6	7	5		18
Grade 6	4	17	21	18	1	40/61 = 65%
Gr. 6 Boys	2	10	10	5		27
Gr. 6 Girls	2	7	11	13	1	34
School Total	9	43	50	35	2	87/139=62%

WCRA results provide valuable information that will help teachers to focus instruction in weaker areas of reading (according to the criteria on the WRCA) during the final months of the current school year. With time remaining in the final term at this time, the percentage of students who are deemed to be "meeting expectations" includes those who are "approaching", "fully meeting" and "exceeding" expectations according to the criteria on the Whole Class Reading Assessment. The need for a reading/writing focus is supported by this data. Our new target: 90% of students will meet expectations using the Whole Class Reading Assessment by June 2011 (in line with District).

Goal #2 – We will continue to work toward Ministry designation as a "healthy school" by focusing on students' skill development in areas outlined in the Healthy Living Performance Standard.

Baseline information will be gathered in the coming year (Fall 2009) using the Healthy Living Performance Standards for K-Gr. 3 and Gr. 4-6. Report card results (June 2009) will also be examined for Physical Education (K-Gr. 6), Social Responsibility (K-Gr. 3) and Healthy & Career Education (Gr. 4-6). And finally, incidents of student misbehaviour will be tracked and reported.

New Targets:

- Healthy Living Performance Standard target to be set after the baseline is established in the Fall 2009
- 95% of Primary students will meet/exceed expectations for Physical Education by 2011
- 90% of Primary students will meet/exceed expectations for Social Responsibility by 2011
- 90% of Intermediate students will achieve letter grades of C+ or better in Health & Career Education by 2011
- 90% of Intermediate will achieve letter grades of C+ or better in Physical Education by 2011
- Satisfaction Survey results (Gr. 4 students/parents) will show an improvement trend in response to questions related to student health and school safety

Rationale:

Goal #1- Focusing on improving the Reading and Writing performance of average students who are underachieving and "at risk" students was selected as a goal area because:

- well-developed skills in these areas can positively impact students' success in almost all other subject areas;
- "Literacy" is a priority for the School District. Focusing on Reading and Writing will enable us to align with the District's direction and take advantage of in-service and professional development opportunities;
- Reading and Writing resources at our school are outdated. Best instructional/assessment practices are not embedded—new resources will enhance classroom learning and, potentially, students' success.
- School-based data shows that we continue to have room for improvement and that current strategies and structures are not always effective—we have not achieved school-based targets.

Goal #2- This goal is linked to District Areas of Focus for 2009/2010. "The Board continue to work toward improving student health...". A continued focus the Healthy Living Performance Standard addresses students' skills in the areas of Healthy Eating (nutrition knowledge and making healthy food choices), Active Living (DPA, setting fitness goals), Healthy Relationships (bullying prevention, school connectedness, respect) and Healthy Practices (health habits, drug abuse prevention, following school/safety rules, demonstrating appropriate behaviour) and will enhance the learning environment at our school. Our school's mission indicates that a "safe and healthy learning environment" will enable our students to "Rocket To Excellence". School-based data indicates that students' skill development in areas such as Physical Education, Social Responsibility and Health & Career Education could lead to greater success (eg. setting goals, demonstrating improved physical skills, responsible behaviour).

Disaggregated Data/Evidence:

Due to the limitations of our data sources, we were able to extract very little information about students who were experiencing difficulties with their learning or struggling with their behaviour. Our ability to extract data was restricted. We were able to find out that boys were successful less often—teaching staff are concerned about the achievement of all struggling students, boys and girls.

Goal #1- Reading

- Early Literacy Screener results revealed that:
- 5/8 Kindergarten students identified as “at risk” were boys
 - 10/18 Grade 1 students identified as “at risk” were boys
 - 8/12 Grade 2 students identified as “at risk” were boys
 - 6/7 Grade 3 students identified as “at risk” were boys

We also reviewed our school’s “Grade Ready Report” for Intermediate students and found that:

- 6/10 Grade 4 students who were “not ready” (IEP/C- on report card) were boys
- 9/16 Grade 5 students who were “not ready” (IEP/C- on report card) were boys
- 9/11 Grade 6 students who were “not ready” (IEP/C- on report card) were boys

Goal #2- Healthy School

Closer examination of related behaviour data for September 2008-March 2009 reveals that:

- 18 students were identified as “repeat offenders” (more than one incident)
- 103 of the offences were committed by boys/27 involved girls
- 22 Primary offences/108 Intermediate offences (40% of the offences were committed by Gr. 6 students)
- 55% of the offences occurred before the updated Code of Conduct was introduced in November 2008

	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?

Current Strategies:

Staff development opportunities expanded in 2008/2009 to include:

- staff "goal setting/action planning" teams were established as a follow-up to the Implementation Day activities where school culture, mindful teaching and commitment were explored. These teams refined the original "Literacy/Assessment for Learning" and "Daily Physical Activity" goals and each group recommended action plans to the staff (school goals were revised as a result and action plans were approved by staff at staff meetings during the fall term).
- a team of interested teachers attended the "Leadership for Learning Academy—Year 7" with Faye Brownlie;
- both Grade 4 teachers were released to attend workshops to address the "Grade 4 slump";
- lead teachers attended District literacy & numeracy workshops with release time provided by the School District;
- regular Staff Meetings became "Learning Circles"—providing professional, collaborative learning opportunities related to quality assessment practices and exemplary teaching (bi-monthly "Mug & Muffin" meetings were held to discuss calendar items/share information—attendance was voluntary, the schedule was shifted from Monday to Wednesday morning at the request of the Staff Committee);
- opportunities to view webcasts were provided for teachers during the school year;
- staff conferences related to school goals were established on SRE Staff (FirstClass);
- refresher training in ActionSchools!BC was held in September 2008.

New Strategies:

Teaching staff have offered the following recommendations for implementation in 2009/2010:

- Collaborative teaching initiatives to support reading and writing instruction in Grades 2-6 (involving classroom teachers and support staff) such as common "Guided Reading Group" times and LAT support provided for research activities in the Library.
- "Daily 5" and "Reading Power" book clubs will be organized in the Fall and Winter of 2009;
- Accessing archived webcasts and other "quality assessment" resources to further support teachers' professional learning;
- Staff training in the use of new assessment tools will be made available (2 half days of training time has been budgeted for every enrolling teacher);
- Introducing new Language Arts "strategy-based" resources in Grades 4-6 (Nelson Literacy) with the potential of expanding to the Primary grades as resources become available. The Nelson Literacy resource is matched to the BC Integrated Resource Packages and is integrated to include themes from Science, Social Studies and Healthy Living/Health & Career Education.
- \$35,000 in PAC funds has been donated to the school for a technology upgrade—a Tech Design Team (staff/parents/District staff) will develop a plan to upgrade our school's technology infrastructure and implement the use of interactive SmartBoards to enhance student learning using these funds.

Current Structures:

- ANF (Achieving a Necessary Future) class organization in Primary grades (limits class size to 18 students);
- Students who are struggling with academics or behaviour are referred to the School-Based Team
 - consistent referral process established in 2008/2009 (see Intervention Levels information in the Appendix marked "Pyramids of Intervention");
 - new referral form was developed and put into use (September 2009);
 - the School-Based Team (Learning Assistance Teacher, Principal and School Counsellor) meets on a weekly basis to discuss students' needs and follow-up/support plans;
 - notes from School-Based Team meetings are circulated to teaching staff (follow-up meetings are scheduled on an "as needed" basis with individual staff members/parents).
- There was a significant increase in the number of Aboriginal students qualifying for academic support (CEA staffing increased from 7 to 20 hours/week (2008/2009- 25 students, 2007/2008- 14). The Aboriginal Support CEA (Certified Education Assistant) and Aboriginal Student Advocate provided intervention/support services to identified students. This support includes an Aboriginal Homework Club (Tuesday—Thursday).
- The school's Code of Conduct was revised in the Fall of 2008. The discipline process and recognition of students for their positive behaviour was also clarified. The behaviour incident tracking process was updated—BCeSIS is now used to record information about incidents of student misbehaviour. This has become an integral part of sharing information/follow-up actions with individual teachers. Students who are repeat offenders are referred to the School-Based Team.
- Learning Assistance Teacher/Itinerant Resource Teacher/School Counsellor manage learning plans for designated students or students who require an adapted/modified Individualized Education Plan (IEP) and take the lead to ensure that members of the School-Based Team are informed and appropriate supports/interventions and necessary documentation is in place.
- Daily Physical Activity opportunities were created with the addition of DrEAM (DRop Everything And Move) on a daily basis in the late Fall and through the Winter terms. These sessions were facilitated by one of our Intermediate teaching staff, Ms Tara Dionne, and her class of Grade 6 "Dream Leaders". Dream Leader training took place in the fall with Ms Janelle Zebedee- Health Promoting Schools Coordinator.
- Health-promoting activities were scheduled throughout the school year including the following (and many others): "Do Bugs Need Drugs", D.A.R.E. Program, "So You Think You Can Dance SRE", a Bike Rodeo, N.E.D. Assembly (Never give up, Encourage others, Do your best), SRE Healthy & Wellness Fair and year-end Soccer Social;
- A licensed, out-of-school care program was introduced in the Fall 2008 (offered in partnership with the Rutland Boys & Girls Club);
- "Play First" Lunch schedule was introduced—this structure will continue in the coming school year.

New Structures:

- Class sizes will be reduced in Intermediate grades (approximately 25 students in each class). This school organization plan (along with ANF classes in Primary) will be promoted in our school neighbourhood in an effort enhance opportunities for students' success and maintain enrolment.
- School-funded "Classroom Support" staffing will be added. This .2 allotment will provide release time to all enrolling teachers to facilitate training and the use of classroom-based assessment tools (Early Literacy Screener, Whole Class Reading Assessment, School-Wide Write). Classroom Support time will be scheduled on a rotational basis on Tuesday and Thursday afternoons each week.
- Preferential scheduling of gym and prep times for Primary teachers will facilitate an uninterrupted "literacy block" each morning (optimum learning time). In all Primary classrooms, a minimum of 2 hours will be scheduled on a daily basis for "literacy" learning.
- Literacy support initiatives for families of 3 and 4 year old children will expand in the coming year to include 3-5 "P.A.L.S." sessions (Parents As Literacy Supporters). District financial support will be provided to initiate this program. We plan to offer this opportunity to the families attending the Ready, Set, Learn event. The scheduling of our Ready, Set, Learn event will move to the Fall to allow for the P.A.L.S. follow-up sessions.
- Our school has been approved as a new "StrongStart" centre in 2009/2010 that will provide new opportunities for preschoolers and their families to access resources and staff support through a drop-in centre that could enhance children's early learning and developmental readiness. Space will be provided in our school and a schedule developed—planning is already underway.
- CommunityLINK funding is anticipated in 2009/2010. Part of these funds will be earmarked to support the introduction of a "Breakfast Club" for students. This opportunity will be available to all students and will be offered in partnership with Big Brothers & Big Sisters of the Central Okanagan and parent volunteers.

Linking the Aboriginal Enhancement Agreement, District Accountability Contract & School Plan

Our school goals address all aspects of the Aboriginal Enhancement Agreement—Spiritual, Emotional, Physical and Intellectual growth. By focussing on key skills in Reading, Writing and Healthy Living we will take action to contribute to the development of the “whole child”.

The District Accountability Contract lists goals and objectives in the areas of Literacy, Numeracy and Graduation.

Our school plan addresses the area of literacy with a focus on Reading and Writing in 2009/2010. As a result of the alignment with the District’s priorities, teaching staff are able to take advantage of professional learning opportunities at the school and District levels in the areas of Literacy, Quality Assessment and Numeracy. Our assessment practices will also align with the District’s newly developed assessment plan in the areas of Reading and Writing. The school is also able to use the “Grade Ready Report” data prepared by the District Graduation Coordinator to track students in Gr. 4, 5 & 6 who achieve letter grades of C or better. The District defines its readiness rates as students achieving letter grades of C- or better. At our school, we believe that students with letter grades of C- are not primed for school success and that they are at greater risk of leaving school before graduation.

School actions linked to the use of the Healthy Living Performance Standards, Health & Career Education Integrated Resource Package and the area of Social Responsibility will support students toward school graduation. Social skills such as learning to solve problems in peaceful ways, forming positive relationships with others, contributing to their community and developing feelings of school “connectedness” help students to experience greater success and stay in school. Our school’s “Levels of Intervention” and focus on comprehensive student health provides a foundation of support for all students (especially “at risk” students) to reach graduation.

A review of our school data reveals a trend similar to the District—more male students are identified as “at risk” in our population (we do not have clear trend information regarding our Aboriginal students). Intensive, targeted, school-based support is provided for students who are struggling. These supports are outlined in the Appendix: Pyramid of Intervention.

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 principal, teachers, support staff, parents and students?

- Two staff teams were formed in Fall 2008 to re-examine the "Literacy/Assessment for Learning" and "Daily Physical Activity" goals. These staff sub-committees used release time to re-examine the original goal statements, suggest revisions and participate in initial discussions about strategies and structures to support implementation. Each sub-committee had a teacher leader.
- Satisfaction Survey information is reviewed annually. The school has indicated an interest in participating in a future, pilot survey process through [The Learning Bar, Inc.](#) using the "Tell Them From Me" web-based evaluation. This opportunity was offered by our Director of Instruction, Mr. Norm Bradley.
- Goal information is shared with staff, parents, students and the school community in several ways including:
 - school assemblies
 - hallway bulletin boards
 - school calendar
 - "Mug & Muffin" sessions for all staff
 - school website and "SRE Staff" conference on FirstClass
 - weekly [Rocket Fuel](#) school newsletters
 - discussions at staff and P.A.C. meetings
 - monthly "Learning Circle" meetings for teachers
- Performance information is also shared with staff, parents, students and the school community as appropriate:
 - term report cards (1st, 2nd, 3rd terms)
 - school newsletters
 - "side bar" on the school's fax sheet
 - School Planning Council meetings
 - Awards Assemblies (1st, 2nd, 3rd terms)
 - parent-teacher conferences (September, January)
 - FSA results given to parents of Gr. 4 students (March 2009)
 - school website and "SRE Staff" conference on FirstClass
 - School-Based Team meetings
- We will introduce several new processes/publications such as:
 - a "Year in Review" pamphlet to accompany the June 2009 report card
 - adding a "Student Handbook" that includes goal information to the Premier School Agenda provided as a learning resource for students in Intermediate classes
 - adding a sign-up box to our website's homepage that enables families to subscribe to automatic notification about school information, events and activities
- Leadership is distributed in various ways:
 - BCeSIS, Numeracy Team, Literacy Lead Teacher and Primary Network Contacts identified
 - school goal sub-committees were led by teachers
 - teachers encouraged to share strategies/experiences at monthly "Learning Circle" meetings (held instead of staff meetings since teachers were unable to reach consensus about an acceptable way to arrange release time during the school day)
 - Professional Book Clubs: [The Daily 5](#), [Reading Power](#) (established Spring and Fall 2009)
 - webcast viewing opportunities organized at school
 - principal and teacher reps participated in several inservice and professional development activities together (Assess to Learn-Learn to Assess Summer Symposium, ActionSchools!BC Refresher Training, Leadership for Learning Academy-Y7 with Faye Brownlie, Thomas Guskey assessment/evaluation sessions, Healthy Schools Network sessions, Numeracy Team workshops, UDL/SmartBoard sessions). Follow-up information was shared with staff in a variety of ways.

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.	IALOGUE 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 signed/forwarded to the Superintendent's Office)

School Name: South Rutland Elementary School

School Planning Council:

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

Mrs. Debbie Oegema _____
Parent Member Signature Date

Mrs. Monica Collingwood _____
Parent Member Signature Date

Mrs. Kim Bergstrom _____
Parent Member Signature Date

Mr. David Johnson _____
Teacher Member Signature Date

Mrs. Cathie Mutter _____
Principal Signature Date

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

Mr. Hugh Gloster _____
Assistant Superintendent Signature Date

Board of Education representative at the SPC review meeting:

Mr. Wayne Horning _____
Trustee Signature Date