

# **SCHOOL PLANNING COUNCIL REPORT**

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

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## **SPRINGVALLEY ELEMENTARY SCHOOL**

**APRIL 2009**

### **School Mission Statement**

To inspire all students to think, learn, achieve, care  
and enjoy a healthy lifestyle.

(developed during Fall Implementation Day 2008)

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

1. To improve students' ability to read for information
2. To improve students' ability to apply math concepts
3. To increase students physical fitness and healthy choices



*“Together We Learn”*

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

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

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

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

- The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through a focus on Quality Assessment and the use of Data Warehouse technology (Skopus and Skovision). **continue to incorporate QA in our classroom program instruction and evaluation and school-wide action-inquiry project work this provincial Network of Performance Based Schools**
- The Board work to improve student success by connecting students to a variety of learning opportunities by establishing further schools of choice or programs of choice within each region of the School District by June 2010.
- The Board continue work toward improving student health, **address in our school-based goal focus #3** and work toward improving employee health and wellness including the reduction of overall absenteeism.
- The Board encourage substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

# GOALS AND FOCUS 2009/2010

## DISTRICT GOALS

### **A. GRADUATION - The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with the following specific target objectives:**

- 1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.
  - June 2009 – 85%
  - June 2010 – 86%
  - June 2011 – 87%
  - June 2012 – 88%
  - June 2013 – 89%
- 2) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8 - current average is 60%.
  - June 2009 – 65%
  - June 2010 – 70%
  - June 2011 – 75%
- 3) By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach:
  - 95% in Gr. 8 – current 3-year average is 89%
  - 90% in Gr. 9 – current 3-year average is 84%
  - 85% in Gr. 10 – current 3-year average is 73%
  - 80% in Gr. 11 – current 3-year average is 70%
- 4) By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.

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

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011. **to be addressed in our school-based goal focus**
- 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. **to be addressed in our school-based goal focus**
- 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. **to be addressed in our school-based goal focus**
- 5) 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

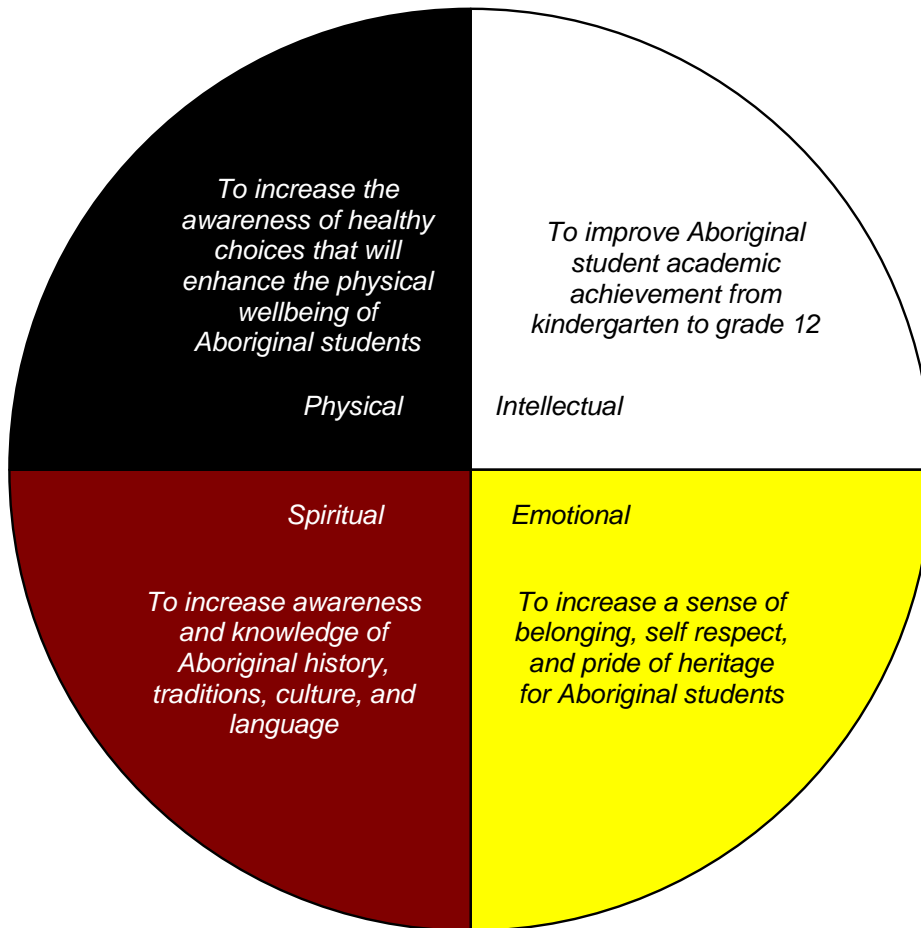
**C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards. **To be addressed in our school-based goal focus\*\*****

**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. **To be addressed in our school-based goal focus\*\*****

- 1) The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:
  - Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.
  - Implement the three year District-wide K-12 Numeracy Assessment Plan by February 28, 2010 and begin school level implementation in the spring of 2010. \*\*
  - Implement use of the District data warehouse to monitor and report numeracy achievement of every student K - 12 in all schools by June 30, 2010. \*\*
  - Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year. \*\*
  - Include systems and structures to identify and support students at-risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010. \*\*
  - Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

# Goals of Our Enhancement Agreement

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



## Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

For further information, please refer to the District's Aboriginal Education Enhancement Agreement: "Working Together for Aboriginal Students of all Nations", December 2006 – December 2011.

# CELEBRATING SCHOOL SUCCESSES

## **Unique School Characteristics: (2008-09)**

- 337 students, a decline from 350 in previous year with many enrolment entrances and departures throughout the year once again. (This appears to be a reflection of ongoing economic and related struggles of some families in this area of the city.)
- Maintaining an ANF School supporting the primary years due to significant need as indicated by the district's 'vulnerability' indicators. These 'vulnerability' indicators may also account for some of the primary-to-intermediate transition challenges that many students continue to face as evident in our data.
- additional staffing provided to address the unique needs of the students for language development and early literacy intervention
- 17 classrooms staffed by teachers who have remained committed to students and families at Springvalley Elem. for many years (significantly many for 10-20 years)
- Increasing percentage of ESL and immigrant families starting out in our school catchments area.
- 18% of enrolment is Aboriginal with additional cultural and academic support provided by two advocates

## **School Performance Information (2008-09)** *(In point form, enter results from competitions, festivals, and school initiatives/activities that enhance school climate, school culture and a healthy school environment)*

- Outstanding Fine Arts program support with productions of 'A Penguin Christmas' winter '08 and 'Treasure Island' spring '09 involving all students, many in significant roles as actors or choir members
- School Choir Performances including performance with children's entertainer Norman Foote at KCT
- Continued PAC supported gymnastics and swimming lessons for all students. In addition, tennis and lacrosse lessons introduced 08-09 through school-based fundraising as part of Healthy Schools focus.
- Initiated a 'connecting' relationship with Springvalley Middle School through student leaders support for Sports BC initiatives, Educational Olympians mural project, Drama productions etc.
- Part of the provincial Network of Performance Based Schools with two action-inquiry projects currently being conducted, one with a 'reading for information' focus and a 'healthy schools' fitness focus
- Library programs support quality assessment practices engaging students in informed literature selections and many collaboratively planned research units promote Gr. 2-6 literacy skills.
- Primary classes provide care and friendship through regular visits to seniors' manor in community

## **PREVIOUS YEAR'S GOALS/AREAS OF FOCUS: 2007-2008**

### **Area of Focus (Previously Goal Statement #2 for 2006 through to 2008):**

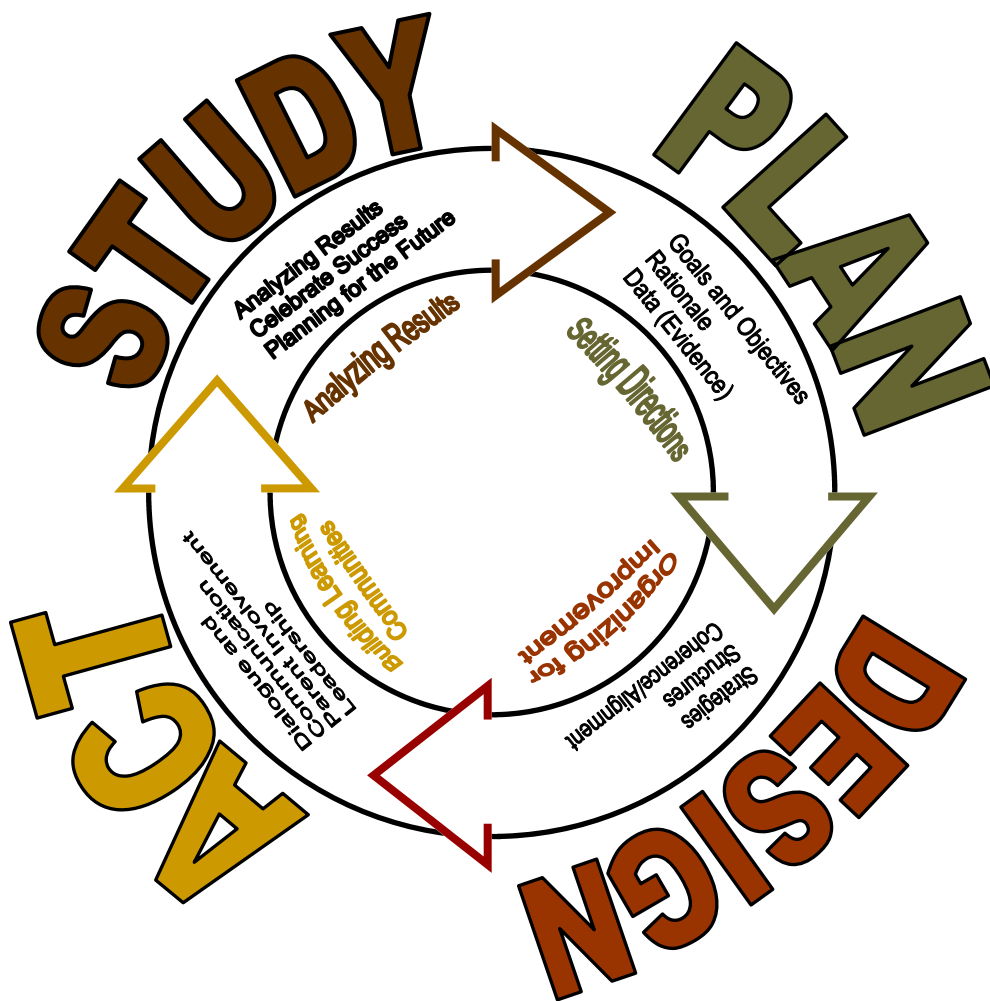
*To increase meaningful parent involvement at our school with targets focusing on engaging families in one or more key areas of recognized parent involvement: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.*

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

Please note that the staff, School Planning Council and PAC executive agreed, following the development of a new mission statement in the fall 2008 and at the recommendation of Superintendent Roberts to acknowledge this previous goal as an area of focus. Therefore, the summary here is brief and does not include data to support previously set targets. However, we do wish to acknowledge the work of the PAC executive, parents, guardians and community volunteers for their on-going involvement at Springvalley Elementary. We continue to acknowledge the strong and necessary link between home and school when working to impact student progress and to support and celebrate achievement. The objectives of maintaining high parental participation and involvement with parent-teacher-student conferences, satisfaction surveys, home reading programs, class-based activities and field trips will continue to be maintained. We are continuing to improve our home-school communications through a focus on teacher-to-parent communication, updates of the school website with current and relevant information, adding an automated phone call-out system with reminders for families, inclusion of a monthly calendar to our monthly newsletter and extend inclusive invitations for volunteers to assist with school-based initiatives and projects.



# 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



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

1. Improvement Results Identified;

Progress levels have been maintained in many areas, but growth in performance in relation to the reading and writing targets for grade 3-6 was not evident as presented through the Grade 3 screener data, CAT3 results for grades 3 and 6, Grade 4 FSA results or SWW data Grades 3-6 measures.

Please refer to details provided in the following sections of the SPC Binder:

- K – 12 Report Card Information, FSA Section, Screener Data Section
- School-Based Assessment Section and District-Based Assessment Section

2. Emerging trends/patterns;

Report card marks summarizing Year End-Spring 08 and Term One-Fall 08, available through BCeSIS, are included here. Indicated is the collective percentage of students approaching (AE), meeting (ME) and exceeding expectations (EE) K-3 (in brackets are % calculated by removing AE approaching expectations % in primary data) and C- to A in Gr.3-6 (in brackets are % calculated by removing of C-).

Colour-Coded Chart showing snapshot of cohort groups at year end '08 to fall Term One '08 as follows:

	LangArts Yr.End 08 w/o AE%	Reading Fall 08 w/o AE%	Writing Fall 08 w/o AE%	Math Yr.End 08 w/o AE%	Math Fall 08 w/o AE%
K	66%			72%	
Gr. 1	86% (65%)	88% (49%)	84% (48%)	93% (86%)	95% (88%)
Gr. 2	84% (68%)	67% (62%)	74% (54%)	100% (81%)	97% (87%)
Gr. 3	89% (59%)	92% (85%)	95% (62%)	91% (82%)	100% (78%)
Gr. 4	88% (74%)	92% (77%)	92% (75%)	87% (79%)	92% (77%)
Gr. 5	78% (77.5%)	93% (76%)	90% (77%)	83% (70%)	87% (59%)
Gr. 6	95% (81%)	88% (74%)	86% (74%)	94% (80%)	88% (74%)

3. The data that we are using to demonstrate current year results are;

- Report Card Marks Grades K – 6
- PM Bench Marks and Primary Screener Data Grades K - 3
- Whole Class Reading Assessment and SWW Grades 3 – 6
- (considering CAT4 for Grades 3 – 6 as school-based / district reference)
- (will likely use FSA Grade 4 as reference but not to indicate progress results)

	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 -see **Pyramid of Interventions for supports provided to assist all students**

### Goals/Targets:

1. to improve students ability to read for information (targets: to improve by 5% at the primary level and 5% at the using gr.4-6 report card marks for reading, science and social studies and Whole Class Reading baseline data gr. 3-6)
2. to improve students' ability to apply math concepts (targets 5% improvement Gr.4-6 report card marks for math and apply district initiated performance indicators using numeracy component to Early Learning Screener and implementation of numeracy intervention strategies)
3. to promote and improve students' wellness and fitness levels through creative, healthy choices and daily activity (Sports BC is currently piloted in the Gr.3-6 classes. Data being collected 08-09 will provide baseline for targets)

### Rationale:

1. Literacy screener, SWW and report card data indicate reading and writing scores to be well below the district targets
2. Noted decline in math report card marks from primary to intermediate which may be due to students not applying concepts learned in primary fully and/or experiencing difficulty 'reading' the text for understanding
3. Certain lifelong interests fostered early, such as Fine Arts and Athletic endeavours, contribute to 'staying in school'

### Disaggregated Data/Evidence:

Percentage of students meeting or exceeding using Primary Screener Data based on June 2008:

- K 75%, Gr. 1 59%, Gr. 2 74%, Gr. 3 57%

(District target for primary literacy screener data is 90% ME or EE by end of 2011)

Percentage of Language Arts Report Card marks June 2008

- K 66%, Gr. 1 65%, Gr. 2 68%, Gr. 3 59%, Gr. 4 74%, Gr. 5 77.5%, Gr. 6 81%

(District target is 90% of students Gr. 4-8 ME or EE on Whole Class Assessment by June 2011)

Percentage of students ME or EE writing performance standards May 2008

Gr. 3 77%, Gr. 4 74%, Gr. 5 78%, Gr. 6 90%

(District target is for 90% of Gr. 3-9 students ME or EE in writing performance by June 2011)

Primary Numeracy scores based on June 2008 year end:

- Gr. 1 at 14% NYME or AE, Gr. 2 at 19% NYME or AE, Gr. 3 at 17 % NYME or AE

(District target is to reduce NYME and AE in Math by 25% annually)

Intermediate Numeracy scores based on June 2008 year end:

-Gr. 4 at 8% C- (no Fs), Gr. 5 at 13% C- (no Fs), Gr. 6 at 15% C-/F

(District target to reduce C- and Fs in Math by 25% annually)

	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 connection between Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
4. How have staff development /distribution of resources been aligned to help the achievement of school / District goals?

1. Strategies and Structures Focussed on Staff Development, Assessment Practices and Instructional Practices;
  - a) Weekly flex blocks release for grade group meetings (3-6 teachers/week) focussing on literacy projects, healthy school initiatives, Assessment for Learning and related Action-Inquiry projects implemented 2008-09 (NPBSchools)
  - b) Professional Learning Sessions at staff meeting in which teacher leaders examining and describe strategies, lead discussions and report out on progress made with projects and initiatives stated in a)
  - c) Professional Growth and Professional Development Plans pursued individually and/or by teacher teams
  - d). District In-service / workshops attended by staff reps or interested teachers and shared at staff mtgs / flex blks
2. Strategies and Structures in Place for Struggling Learners;
  - a) SBT to develop modified / adapted IEPs, set goals/targets and design and implement program supports
  - b) Gr. 1-3 'ability' Reading Groups based on BM and JJ data and supported my teaching teams and LATs
  - c) 'Read Naturally' and interactive computer literacy programs by LAT/CEA for strategies for literacy development
  - d) Class-Based Early Language and ESL support provided by additional ½ time Literacy Teacher for K-2
  - e) Speech and Language Teacher, Math LAT, Behaviour CEA and Counsellor introduce strategies and provide coaching
3. Strategies and Structures in Place for Aboriginal Learners; (2 FN Advocates utilized)
  - a) Class-based and after school one-to-one support in Reading and Math provided by FN Academic Advocate
  - b) One-on-one child, group and family support provided by FN Cultural Advocate with emotional/social, spiritual, physical focus through Healthy Schools' initiatives (check and connect, lunch program, lunch break sports programs, clothes closet etc.) Individuals & class groups participate in curriculum-based FN cultural presentations / field trips.
4. Resources Supporting Staff Development
  - a) \$2000.00 Library-based budget targeted for purchase of levelled books aligned with 'Reading Powers'/'Star Reading'
  - b) Literacy CEA and BIT/Academic CEA hours purchased to support Learning Initiatives & Intermediate Transition
  - c) Teacher Based Pro-D funds targeted for purchase of A. Gear 'Non-Fiction Reading Powers' (reading for information)
  - d) School-Based Pro-D funds provide TOCs release for teachers to attend workshops related to QA, Literacy, Numeracy

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

### Input Strategies

- Early collaborative work to develop / implement mission statement resulting from examination of shared vision and values... *to inspire every student to think, learn, achieve, care and enjoy a healthy lifestyle*
- Early input forms provided as framework for discussions between parents and teachers in September
- monthly staff meetings and staff committee meetings as issues arise needing immediate attention
- monthly School Planning Council (SPC) meetings and Parent Advisory Council (PAC) meetings
- class-based newsletters and home-school communication books utilized
- Early morning and after school access to teachers, LATs, CEAs, counsellor, FN advocates and Admin. for working parents is provided
- SBT meetings with parents, family advocates, counsellors, ministry case-workers (foster parents), CEAs
- Annual Satisfaction Surveys - Caring, accessible, knowledgeable office staff provides initial contact

### Communication of Student Achievement

- Three terms of Report Cards issued annually describing growth and areas needing greater focus
- School Service, Work Ethic and Academic Achievement results published for parents and posted on school-success bulletin board for student and family viewing and public recognition
- Achievement Awards Certificates presented to students in classrooms as report cards are issued each term
- Recognition Celebrations conducted for Grades 4-6 each term (Game Show Style 'Deal or No Deal' with students as contestants and teachers as Game Hosts and Assistants). Primary classes invited to celebrate.
- Parent / Teacher and Student Lead Conferences held mid-term one and two to report on progress
- School Website and Hawk Talk newsletters provide pictorial and anecdotal report of successes/celebration

### Distributed Leadership

- SPC parent input, discussions, reporting out to PAC meetings (minutes shared by parent member monthly)
- Pro-D Reps and Action-Inquiry Team Leaders plan, prepare, share and lead professional learning discussions at staff meeting and during flex block meetings
- School-Based Reps for LAT, Tech., Fine Arts, Literacy, Numeracy & Action Schools are active leaders
- All gr.4-6 & some gr.3 students active in service projects, fundraisers and/or as reading buddies for others

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 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

\_\_\_\_\_  
Ms. Karen Jennex      Parent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mrs. Tammy LaFont      Parent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mrs. Laura-Lee Peake      Parent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Member

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ms. Linda Fehr      Principal

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Superintendent or Assistant Superintendent:

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

\_\_\_\_\_  
Mr. Hugh Gloster  
Assistant Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Board of Education representative at the SPC review meeting:

\_\_\_\_\_  
Mrs. Gail Scanlan  
Trustee Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date