

SCHOOL PLANNING COUNCIL REPORT

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

WATSON ROAD ELEMENTARY

May 2008

Snapshot of School Goals for 2007/2008

Goal Statement #1:

To improve student achievement in mathematics with a particular emphasis on applications and problem solving at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics.

Goal Statement #2:

To continue to focus on improving student achievement in literacy with a particular emphasis on reading fluency, comprehension and Writing for Excellence at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in reading and writing.

School Mission Statement

The Mission of Watson Road Elementary is to teach children to think, become independent learners, and develop academically, physically, and artistically in a school community which is supportive, collaborative, and respectful.



“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 FOR 2007/08

The Board work to improve student success by connecting students to a variety of learning opportunities by a) establishing a new formal graduation transition framework applicable for June 2008, and b) establishing either schools of choice or programs of choice within each region of the School District by 2010.

The Board obtain, develop and retain the highest quality staff by establishing formal employee recruitment and professional development plans by August 31, 2007.

The Board implement a four year comprehensive plan to improve classroom instructional practices through the use of Quality Assessment in cooperation with teachers and administrators.

The Board implement the new District Health Promoting Schools Plan, with emphasis on promoting the physical health of students by having all schools establish student activity initiatives by June 2008, and by moving toward the 2009 Ministry of Education “Guidelines for Food and Beverage Sales in B.C. Schools” as early as possible.

DISTRICT GOALS FOR 2007/08

1. Student Graduation Rate - The School District continues with its goal of increasing the Ministry six year student graduation rate with the specific target objectives:

- 85% of our students will graduate or earn their school completion certificate within six years of starting grade 8 (up from the current 76% level).
- 95% of our students who begin grade 10 in our schools and then remain in our District for the next three years will successfully graduate or earn their school completion certificate.
- The District combined Aboriginal six year graduation rate and school certificate completion rate will rise to 58%.
- The District will establish a formal grade to grade transition monitoring plan applicable to each student in our system from Kindergarten to grade 12. This is in addition to the mandatory Provincial graduation transition plan for individual students.
- 100% of our students identified as at-risk of withdrawing prior to graduation or school completion will be directed to a school-based and/or a District intervention protocol or strategy.

2. Literacy - The School District continues with its goal to improve the percentage of students meeting or exceeding expectations in literacy with the specific target objectives:

- K to Grade 3 – By the end of grade 3, 95% of students will meet or exceed expectations according to the School District No. 23 Early Literacy Screener.
- Grade 4 – 90% of grade 4 students will meet or exceed expectations according to the Reading Comprehension FSA results.
- Grade 7 – 85% of grade 7 students will meet or exceed expectations according to the grade 7 Reading Comprehension FSA results.
- Grade 10 – At least 90% of the grade 10 students will complete their English graduation requirements in the appropriate year.

3. Numeracy – The School District continues with its goal to improve the percentage of students meeting or exceeding expectations in numeracy with the specific target objectives of:

- 95% of students meeting or exceeding widely held expectations within Kindergarten to grade 3.
- 90% of students meeting or exceeding expectations on the grade 4 FSA test.
- 85% of students meeting or exceeding expectations on the grade 7 FSA test.
- Increasing by 5% the number of students participating in grade 11 and 12 math courses, with an emphasis on Principles of Math 11 and 12 enrollment.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

Watson Road Elementary is located in a rapidly growing area within the City of Kelowna. The school opened in the year 2000 with a student population of 358. The school was built with a much larger capacity as a part of the British Columbia Governments portable reduction program and in anticipation of further growth within the area. The school has experienced steady growth and has a current school population of 529.

The school has entered into a partnership agreement with the City of Kelowna. The City contributed funds to build an additional classroom and a washroom with an outside access door for groups involved in field events during evenings and weekends. Additionally, the City contributes funds towards the annual operating costs of the school. Recreation Kelowna uses the classroom space to provide a variety of day programs and an after school care program. In addition, they run a variety of evening programs, and on weekends. All registration into these programs is managed through Recreation Kelowna. The partnership provides valuable service to the community, but it also creates unique challenges relative to access to facilities for school organized evening events. These challenges are met through preplanning and ongoing communication.

The District Support Services operates a program for the Deaf and Hard of Hearing out of an allocated classroom space within the school. Students from around the district attend the program each morning from Monday till Thursday. The programs focus is to assist the students in developing their written English skills.

The school provides a wide range of activities to promote student involvement. There are extracurricular leadership, performing arts, sports and academic activities provided for students. These opportunities include such activities as intramural sports, monitoring jobs (lunch, office, library, and announcement monitors), Choir, Red Cedar Book Club, and Battle of the Books.

The parents of Watson Road are highly involved and supportive of the school. There are numerous parents willing to volunteer in a variety of roles (reading to children, supervising field trips, organizing special events, helping in the classroom). The school's PAC is also highly active both in fund raising and in putting on special activities for the students. The PAC meets monthly in the evening.

School Performance Information

- Student leadership opportunities include: Office, Library and Gymnasium Monitors; Christmas Concert performance; Buddy Program
- School received a School Recognition Award for its work in Data Driven School Improvement in the 2005/06 school year
- Exceptional Art is profiled in hallway picture frames
- Health and Fitness is developed through: Noon hour intramural sports such as hockey, volleyball; Track and Field; Kickball, Run for Fun, Terry Fox Run, Apple Bowl Track Meet
- PAC has implemented Healthy Food Choices into all of its functions.
- Community Outreach is developed through: Family Fun Fair and periodic performances at Sandalwood Retirement Living.
- School Spirit has been developed through events such as: Movie Nights; Dances; Theme Days; Primary Play Day; Snow Day; and bimonthly Hot Lunches.
- Literacy Opportunities include: Annual 'Ringling in the New Year' by every student silently reading for 2008 seconds; weekly buddy program; Battle of the Books; Young Authors; Magazine Drives, Genre Literacy Reading Program, and a Book Fair.
- Gr. 5 - D.A.R.E. Program has been in place for 6 years.
- School-wide recycling program for paper and juice boxes.
- Numerous charitable activities
- Music Performance throughout the year
- Brown Bag Lunch Program (7 regular participants)
- A wide range of curricular field trips including but not exclusive to: Inuit Games; Cross Country Skiing; Skating Program; visits to the Daily Courier; Gymnastic lessons at the Okanagan Gymnastic Centre; Mock Court; Gardom Lake camping; Swimming lessons; Art Gallery; Museum and Brandt's Creek Ecosystem.
- Ready, Set, Learn
- Read Naturally (Gr.3and Gr. 4 students)

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1:

To improve student achievement in mathematics with a particular emphasis on applications and problem solving at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics

Summary of Achievements in Relation to Target(s):

CAT3 Results

94% of the Grade 3 – 6 students achieved at the 4th stanine or above in Mathematics. This is a 5 point improvement over the previous year.

Report Card

96% of grade 1 – 3 students are within the expected range for Mathematics

FSA

86% of students met or exceeded expectations in Numeracy for the 2006/07 school year. This is a 12 point drop over previous year; however the distribution chart is not as significant.

Stanford Diagnostic (Math)

82% of Watson students attending Dr. Knox in grade 7 achieved at the average or above level in their overall score. This is a 6 point drop when compared to the previous year.
90% in the applications subtest and 63% in the computational subtest achieved at the average or above level. This compares to 97% and 66% respectively in the previous year.

Goal Statement #2:

To continue to focus on improving student achievement in literacy with a particular emphasis on reading fluency, comprehension and Writing for Excellence at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in reading and writing.

Summary of Achievements in Relation to Target(s):

CAT3 Results

93% of the Grade 3 – 6 students achieved at the 4th stanine or above in Reading. This is a 1 point drop over the previous year.

PM Benchmarks

85% of the grade 1 – 3 students met the year end benchmark for 06/07. This is a 4 point drop from the previous year. However the distribution graphs for February 08 show improved performance at all grades with a cohort of struggling students at the grade 3 level.

Star Reading

92% of the intermediate students are reading at the 25th percentile or above as measured in September 2007. This is 5 points above last years result.

44 % of intermediate students achieved at the 75th percentile or above as measured in November 2007. 75% of the students are above the 50th percentile.

Report Card

94% of the grade 1 – 3 students are within the expected range for Language Arts

FSA

89% of students met or exceeded expectations in Reading for the 2006/07 school year. This is a 6 point drop from the previous school year; however, the distribution chart is not as significant.

Stanford Diagnostic (Reading)

94% of Watson students attending Dr. Knox in grade 7 achieved at the average or above level in their overall score.

Other Areas of Focus:

Healthy Schools and Daily PE

- Terry Fox Run, Run for Fun, floor hockey intramurals, school-wide PE themes, (eg. square dancing, tennis, volleyball, basketball, gymnastics, dance), extra curricular programs and the addition of after school basketball, Track and Field, all support this initiative.
- All classrooms promote healthy snacks and lunches according to the current Canada Food Guide. Our Hot Lunch program provided by the PAC also provides a variety of healthy lunches in keeping with the suggestions provided in the District Healthy Food guide.
- Strategies and structures for Daily PE will need to be part of our planning for September 2008.

School security and student safety

- Kiss and Ride Program to reduce traffic congestion
- Enhanced signage for student washrooms
- The front entrance is the only door open during instructional time
- Field door is on key access with coded locked and unlocked times
- Doors are wired to beep in office, as they are opened, when the feature is set by secretary
- Requested and received a quote on cameras at access points at PAC's request

Student Support Model

- Developed a visual representation of the Support Model
- Coordinated support services within the school
- Developed common understanding of types of support and how they relate to each other
- Established a consistent process for accessing support

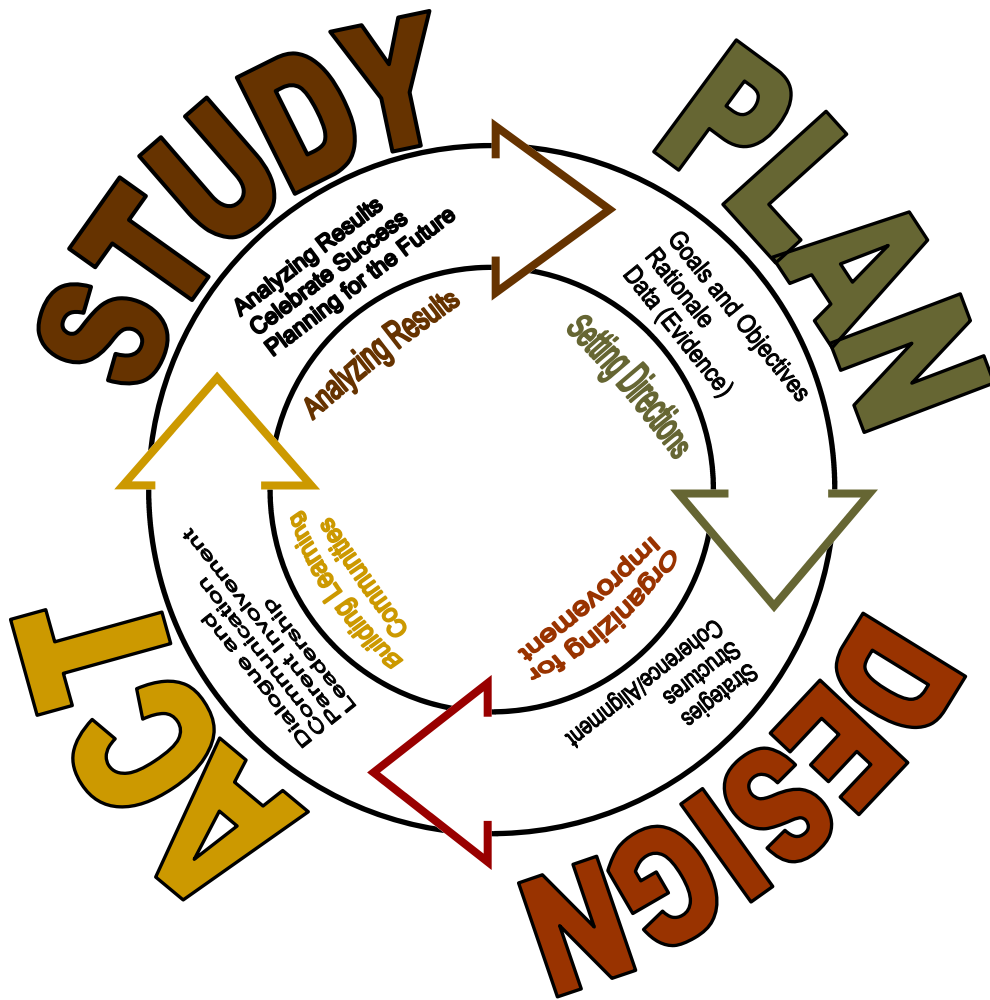
Aboriginal Enhancement Agreement

- Some library aboriginal resources (fiction, non-fiction, curricular-related) that are available from Canadian publishers, with Canadian content, have been purchased for our library. These books have been highlighted to staff with ideas for classroom instruction and curricular integration.

Challenges

- Our community is transient with about 18% of our student population – 82 new registrations for 2007/08 with a net gain of 55 students, excluding kindergarten
- We had an increase of our ESL population this year (in particular 21 new students)

KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



PLANNING CYCLE

QUESTIONS FOR INQUIRY STUDY

Analyzing Results

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

Questions:

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

PLAN

Setting Directions: Goals and Objectives

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

Questions:

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

Setting Directions: Data

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?

We studied 2006-2007 results collected from Report Cards, PM Benchmarks, and STAR Reading at the classroom and school level, the CAT3 at the District level and the FSA at the provincial level.

Classroom/School Data:

Report Card

- 96% of grade 1 – 3 students are within the expected range for **Mathematics**
- 94% of the grade 1 – 3 students are within the expected range for **Language Arts**

PM Benchmarks

- 85% of the grade 1 – 3 students met the year end benchmark for 06/07. This is a 4 point drop from the previous year. However the distribution graphs for February 08 show improved performance at all grades.

Star Reading

- 92% of the intermediate students are reading at the 25th percentile or above as measured in September 2007. This is 5 points above last years result.
- 44 % of intermediate students achieved at the 75th percentile or above as measured in Nov. 2007.

District Data:

CAT3 Results

- 94% of the Grade 3 – 6 students achieved at the 4th stanine or above in **Mathematics**. This is a 5 point improvement over the previous year.
- 93% of the Grade 3 – 6 students achieved at the 4th stanine or above in **Reading**. This is a 1 point drop

Provincial Data:

FSA

- 86% of students met or exceeded expectations in Numeracy for the 2006/07 school year. This is a 12 point drop over previous year; however the distribution chart is not as significant in that it shows only a slight shift to the left in student performance.
- 89% of students met or exceeded expectations in Reading for the 2006/07 school year. This is a 6 point drop from the previous school year; however, the distribution chart is not as significant in that it shows only a slight shift to the left in student performance.

	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 2008/2009:

To improve student achievement in mathematics with a particular emphasis on computational skills at all grade levels. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in mathematics.

Rationale:

The school has been working on mathematics with a particular emphasis on problem solving for the past two years. However, we have determined that computational skill is a relative weakness for our students. By addressing the basic math skills, the student accuracy of problem solving will be enhanced.

Disaggregated Data/Evidence:

- Classroom Assessment indicates that some students are struggling with basic Math facts when solving more complex problems.
- Stanford Diagnostic for the past two years has shown a significant discrepancy between Problem Solving and Computational Skills for our grade 7's attending Dr. Knox (90% in the applications subtest and 63% in the computational subtest achieved at the average or above level in the fall of 2007. This compares to 97% and 66% respectively in the previous year).
- Grade 3 – 6 overall achievement in Math as measured through the CAT3 in June 2007 indicated that 94 % of students were at the 4th stanine or above as compared to 88 percent in Numerical Operations and Estimation. The previous year showed little difference with achievement above the 4th stanine being 89 % and 90 % respectively.
- FSA distribution results indicate that 17% of Grade 4 students in the spring of 2007 are on the border between Not Yet Meeting and Meeting expectations. This compares to 13% in the previous year. The CAT 3 results for this group had 94% at the 4th stanine or above overall while only 80% met this level in Computation and Numerical Estimation.

Goals/Targets for 2008/2009:

To focus on improving student achievement in literacy with a particular emphasis on Writing skills. The target is for 95% of the students to be meeting or exceeding expectations for their grade level in writing.

Rationale:

The school has seen continuous improvement over the past three years in Reading. The reading structures and strategies in place are well established and will continue as part of our Literacy Program. We have seen that in the past two years we have a high percentage of our students meeting expectations in writing,, however, not as many exceeding to a higher level. A focus on Writing, with additional support and enhanced instructional practices (eg. Writing for Excellence), will enable students to improve the quality of their written work.

Disaggregated Data/Evidence:

- 89% of grade 4 students met or exceeded expectations in Reading for the 2006/07 school year as measured through the FSA. However, 98% of the grade 4 students met or exceeded the grade standard in at least two of the three assessment tools used by the school for that level (Star, CAT3, and FSA).
- 93% of grade 3 – 6 students achieved at the 4th stanine or above in the Spring 2007 CAT 3 Reading test
- 92% of Intermediate students achieved at the 25th percentile or above on the Sept. 2007 Star Reading assessment
- 94% of intermediate students achieved at or above average on the majority of the assessment tools administered to them.
- February Pm benchmark testing for grades 1 – 3 indicates continuous improvement in student achievement over the past three years.
- Yearly Distribution of results for Writing as assessed through FSA at the grade 4 level shows that only a small number of students exceed expectations while many students are just meeting expectations.
- Classroom based Assessment as discussed by teacher's targets Writing as a relative weakness for our students.
- 57% of Grade 4 parents were satisfied with their child's Writing skills as compared to 74% in Reading. This is a 21% drop from previous year.

Area of Focus for 2008/2009:

To investigate the implementation of “Positive Behavior Support”, to address concerns about less serious but recurring infractions of the school code of conduct, thereby, improving the overall climate and culture of the school.

Rationale:

Discussion amongst staff indicates that clear behavior expectations need to be taught and reinforced.

Disaggregated Data/Evidence:

- Staff has noted an increase in number and recurrence of minor infractions of the code of conduct as the school has continued to grow.
- 79% of grade 4 students indicated that they know how the school expects them to behave.
- 88% of Grade 4 parents surveyed indicated that the school provides clear expectations for student behavior at all times or many times.
- 88% of Grade 4 parents surveyed indicated that rules are enforced consistently at all times or many times.

	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?

Strategies:

Individual student progress is tracked and distributed out to teachers through the Transition binder.
Primary teachers are released three times a year to assess reading development.
Primary and Intermediate teachers are given the opportunity to receive 800 minutes of additional Professional Development Release time.
Literacy Enrichment blocks in library provides all students instruction on Reading Power for Non Fiction.
182 students are receiving extra support (either enrichment or remediation).
Literacy Support teacher is providing support to students identified through screener as well as assisting teachers in implementing new reading strategies into their classroom.
Reading Power is being implemented in many classrooms.
Writing for Excellence is being implemented in many classrooms.
Professional Growth Goals are linked to school goals
Numeracy and Literacy lead teachers share out information
Teachers taking a leadership role sharing new strategies to all staff – (i.e. Genre passport)
Other lead teachers bring in strategies that are being shared

Structures:

Prep schedule has been developed to release teachers by grade to facilitate collaboration.
6 distinct additional supports are available for struggling students in addition to classroom instructional practices.
The removal of the computer lab from the library has increased access to the library and the teacher librarian.
Wireless Computer Lab has increased flexibility in the use of computer technology in achieving prescribed learning outcomes.

Resources:

PM Benchmark's classroom libraries continue to be expanded.
Allocation of staffing to provide release time for assessment remains a priority.
Release time for Professional Growth has been provided through admin time.
Additional allocation of ESL time was provided through admin time.
Library has purchased resources to support Read Naturally.
Certified Educational Assistant Support continues to be used creatively to impact a greater number of students.
Sound Field Systems are being purchased through a combination of PAC and School funding.

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

ACT

Building Learning Communities

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

Input:

Monthly staff meetings, staff committees, WAT First Class conference, written memos, emails, informal discussions, school newsletters, monthly PAC meetings, PAC newsletters, informal clerical meetings

Communication:

Staff – All of the above

Parents – Additional to above, report cards, home/school conferences, School-Based Team meetings, IEP meetings, phone calls, agendas, behavioural reports, notices home, teacher website, school website, Student agendas

Students – rubrics, work assessments, individual conferences, agendas, daily announcements, report cards, Work Ethic awards

Community – field trips and visits within the community, bulletin board, Ready, Set, Learn

Shared Leadership:

Staff – committee leaders, curriculum lead teachers, extra-curricular sponsors, staff responsibility sign-up, Learning Leaders

Students – Gr. 6 Recycling, Gr. 5/6 office monitors and Primary classroom monitors, Classroom V.I.P's

PAC – active executive members, fund raising, hot lunch days, family events (eg. family dance), project planning (eg. new playground)

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.	DIALOGUE AND COMMUNICATION
There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.	PARENT INVOLVEMENT
There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.	LEADERSHIP

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

Watson Road Elementary School

School Name

School Planning Council:

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

Parent Member's Name (Joel Short)

Signature

Date

Parent Member's Name (Karen Cocar)

Signature

Date

Parent Member's Name (Lorraine Roth)

Signature

Date

Teacher Member's Name (declined)

Signature

Date

Principal's Name (Randy McGraw)

Signature

Date

Superintendent or Assistant Superintendent:

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

Superintendent's Name or
Assistant Superintendent's Name

Signature

Date

Board of Education representative at the SPC review meeting:

Trustee's Name (Print)

Signature

Date