

# SCHOOL PLANNING COUNCIL REPORT

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

## Anne McClymont Elementary

April 2009



Anne McClymont Elementary



Anne McClymont Primary

## Snapshot of School Goals for 2009/2010

### *"Wild About Reading"*

To increase the academic achievement of AME students in reading comprehension.  
(September 2007- June 2010)

### School Mission Statement

We are committed to providing our students with the highest quality  
academic, athletic, artistic and social experiences  
which will promote the development of the whole child,  
foster and appreciation for learning, and prepare our students for the future

*A.M.E. for Excellence*



*“Together We Learn”*

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

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

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

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

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

## **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.
- 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.

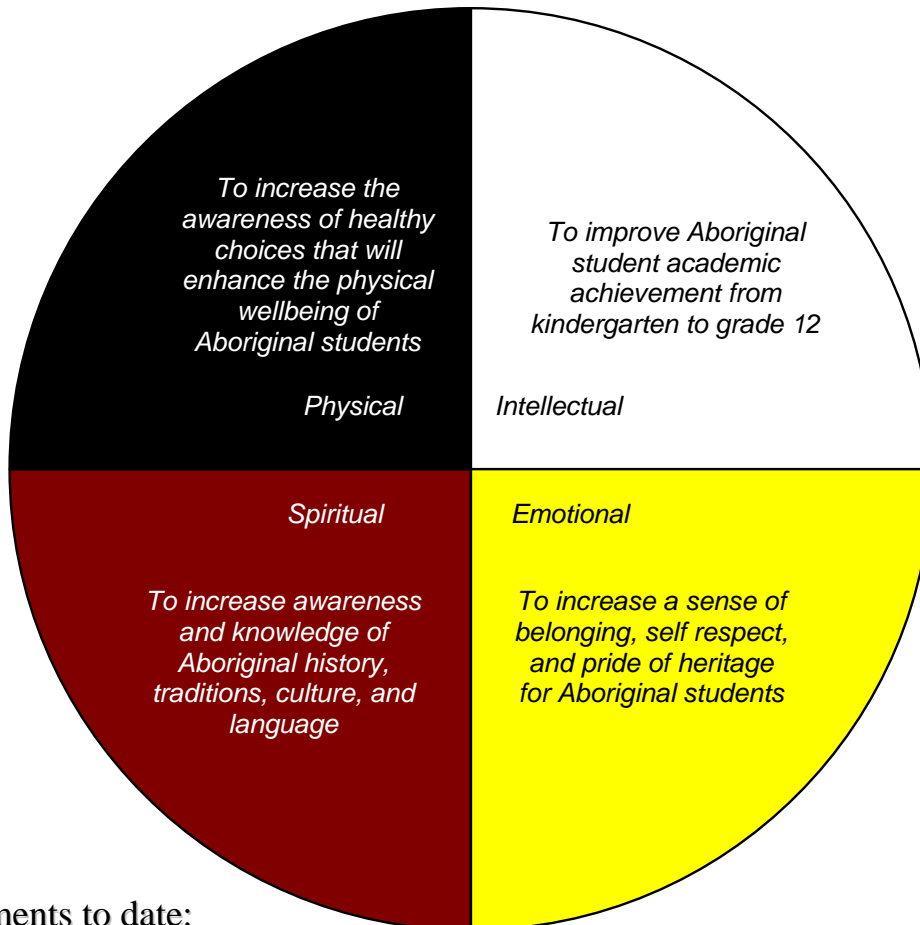
**C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.**

**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.



### Accomplishments to date:

- ✓ Hiring of a District Principal for Aboriginal Programs
- ✓ Expansion of individual student tracking system to identify students at risk
- ✓ Expansion of academic tutoring programs for elem. middle and secondary students
- ✓ Increase in the number of Aboriginal Advocates providing social, emotional and academic support at the classroom level
- ✓ Establishment of a District Aboriginal Parent and Family Education Council

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.

## SCHOOL PROFILE / UNIQUE CHARACTERISTICS

<b>STUDENTS</b>	<b>GRADES: K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
No. of students by grade:									
(2005/2006).....	57	71	78	88	94	83	104	105	680
(2004/2005).....	66	72	76	83	80	96	103	95	671
(2006/2007).....	75	72	91	90	104	104	98	104	738
(2007/2008).....	87	82	86	93	91	104	110	104	757
(2008/2009).....	74	93	90	89	97	96	103	107	749

### Demographic Context – as of September 30, 2008

	SCHOOL		PROVINCE
	AMP	AME	
Total Number of Students	238	500 (738)	587,816
Proportion Males	375 (50%)		51 %
Proportion Females	382 (50%)		49 %
Proportion Aboriginal Students	18 (2%)		10 %
Proportion of Aboriginals with Special Needs	0 (0%)		2 %
Proportion of Enrolment with Special Needs			

	School	District	Province
Physically Dependent	0 (0%)	0%	0%
Deaf blind	0%	0%	0%
Moderate to Severe/Profound Intellectual Disability	1 (0%)	0%	0%
Physical Disability/Chronic Health Impairment	2 (0%)	0%	1%
Visual Impairment	0%	0%	0%
Deaf or Hard of Hearing	1 (0%)	0%	0%
Autism Spectrum Disorder	4 (1%)	1%	1%
Intensive Behaviour Interventions/Serious Mental Illness	3 (0%)	2%	1%
Mild Intellectual Disability	2 (0%)	0%	0%
Gifted	9 (1%)	1%	2%
Learning Disability	5 (1%)	2%	3%
Moderate Behaviour Support/Mental Illness	2 (0%)	1%	2%
English as a Second Language	10(1%)	1%	10%
Students Whose Home Language is Not English	16 (2%)	4%	22%
Top 3 Non-English Home Languages in this School			
	German	7 (1%)	
	Punjabi	2 (0%)	
	Hebrew	1 (0%)	

### Educators

Number of Educators (FTE)	39 #	38,190 #
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### COMMUNITY ( 2006 Census)

Proportion of families with annual income under \$30,000	9%	23%
Formal Education Level of Population		
<i>Proportion with High School Graduation Certificate</i>	94%	88%
<i>Proportion with Bachelors Degree or Higher</i>	30%	24%
Proportion of Families Which are Single Parent	7%	15%

# CELEBRATING SCHOOL SUCCESSES

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## SCHOOL HISTORY

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Anne McClymont Elementary is named after Anne Isobel McClymont. In the early 1920's Anne McClymont's parents built a house in the Mission area of Kelowna which they named "Green Gables" in honour of their cousin, Lucy Maud Montgomery, the famed author of "Anne of Green Gables". In September 1924, Anne McClymont moved to her parents' home and started teaching at Okanagan Mission Elementary School which consisted of two rooms. Her teaching career spanned 39 years(1924 - 1963). For many of those years, Anne McClymont was an exceptional athlete, outstanding administrator and teacher, and a well-respected member of the Mission community. She was always known to encourage students and teachers to reach for higher levels of achievement. Anne McClymont was truly an inspiration to all who knew her. Anne McClymont Elementary officially opened as a two-site school as of September 1994, combining students from Okanagan Mission Primary, Bellevue Creek Elementary and Dorothea Walker Elementary. Anne McClymont Primary will officially close as of June 2009 and we will become a one site ( K-7) school with a projected enrolment of 472. Chute Lake Elementary will open in September 2009 ( K - 7) to accommodate and assist the growth in our area. It is projected to have 385 students.

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## UNIQUE SCHOOL CHARACTERISTICS

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- AME is School District 23's largest elementary school and only dual campus elementary school.
- Enrollment has risen steadily from 625 in 2003 to **749** in September 2008 with a higher enrolment in the upper intermediate grades (403) than in the lower primary years(346).
- To accommodate increased enrollment for September 2007, another portable was added to the primary site giving us a total of 10 portables (five on each site)
- More applications for enrolment were received over the past three years than could be accepted due to space restrictions. Our overflow ( of 31 students ) were accommodated by our neighbouring school, Dorothea Walker
- 50% of our students arrive by bus, 35% arrive by private vehicle, 15% arrive on foot or bicycle.
- Six school buses service our school. Three are user pay. We have nearly 200 user pay riders as of 2008-2009. With the high volume of user pay, each student was charged \$14.50 per month ( 145.00 annual ) to pay for the cost of the bus.
- Students are organized for instruction in 29 divisions: 12 at the primary site; 17 at the elementary site.
- AME has an active Parents' Advisory Council with an executive of 13 members and 10 coordinators.
- AME has a teaching staff of 39 full and part-time staff and 21 full and part-time support staff.
- A shortage of skilled and/or interested workers has been a challenge to fill vacancies on our team of 12 student supervisor positions
- Our school became an allergy-aware zone in 2005 - 2006.
- Our school has provided a full fine arts program, including a 10-month band program for all our Gr. 7 students which has been an opportunity for over 14 years
- Our school has over 150 parent volunteers who provide time and leadership in organizing our PAC, hot lunch program, traffic safety committee and crosswalk patrol, transportation, coaching, library assistance, classroom support, AME logo clothing, and fundraising.
- Our Family Fun Fair in May 2008 raised over \$22,000.
- Our school wide campaign for a Good Cause raised over \$12,000 in three weeks in June 2008, for Free the Children.
- Our PAC has donated over \$78,000 to AME in 2008-2009, for requests for bussing costs, sound field systems for 2 more classrooms, monies set aside for video surveillance, 10 action school bins, gym mural painting, celebrations for DARE, Sports activities, Fine Arts opportunities: materials, music equipment, choir vests, Family Dance, Missoula Children's Theatre, Grade 7 Ancient Cultures Day, Bursaries, Guest Speakers and PAC meetings, PAC reader board, our Grade 7 Year End Celebration and transition planning to close AMP and transfer students to CLE.

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## SCHOOL PERFORMANCE INFORMATION:

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### School Performance Information

- Terry Fox Run
- Grade 3 Okanagan Science Centre
- Salvation Army Hamper Drive
- Choir Sings at Orchard Park Mall
- Kelowna Rockets Reading Program
- Ready Set Learn Event
- Music CD for Afghanistan troops
- Valentines Family Dance
- Grade 7 Ancient Cultures Day
- Grade 7 Girls Basketball Jamboree
- Grade 5 Author Visit - Paul Yee
- Grade 6 Basketball Tournament

- Grade 7 Band Performances
- Grade 5 D.A.R.E. Celebration
- Geography Challenge – AME Finals
- Kickstart Pedometer Challenge
- Read and Recycle
- Missoula Children’s Theatre Performance
- Grade 5 Mini Science Fair
- Triple E Enrichment Expo
- Grade 4 Music Expo
- Grade 2 Author Visit – Ian Wallace
- Grade 4/5/6 Battle of the Books
- Spirit Day – AME Wear
- Family Fun Evening
- Grade 3 Salmon Release
- Juvenile Diabetes Research Foundation
- Just For Kids – AME in the News
- Mayor’s Environmental Expo
- Kindergarten Orientation
- Apple Bowl Track Meet
- Guitar Performance
- Commuter Challenge Week
- Solar Car Race
- Primary Play Day
- Volunteer Tea
- Grade 7 Celebration

**School Clubs:** Spirit Committee, Peacekeepers, Destination Conservation, Sports Council, Student Lunch Monitors, Recycling – *Drink Containers*, Recycling – *Paper*, Photography, Knitting, Chess, Choir, Library Monitors, Office Monitors, Traffic Safety, Running Club, Sports Teams – *Volleyball*, *Basketball*, *Field Hockey*, *Lacrosse*, Good Cause Committee

**CURRENT YEAR’S GOALS/AREAS OF FOCUS:**

**“ WILD ABOUT READING”**

**Goal:** To increase the academic achievement of AME students in reading comprehension (2007-2010) Yr 2 of a 3 yr. plan

**Areas of Focus:** Healthy School Initiatives (Healthy Living, Code of Conduct, Traffic Safety)

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

- To increase the number of students meeting and/or exceeding expectations using the rubric for the Reading Performance standards in grades 1 – 7 ( see current results on page 15)
- To increase the number of students meeting and/or exceeding expectations using the District 23 Early Literacy Screener ( see current results on page 13)
- To decrease the proportion of students still assessed as being at risk by the end of Kindergarten and Grade One. ( see current results on page 13)
- To increase the enjoyment of students in Grade 4 and Grade 7 so that when asked if they like what they are learning in school, at least 55% will honestly answer “*most of the time*” or “*all of the time*” .  
2008 FSA results indicate: 61% of grade four and 42% of grade seven students say “*most or all of the time.*”
- To increase the perception of students in Grade 4 and Grade 7 so that when asked if they are getting better at reading, at least 85% of the students will honestly answer “*most or all of the time*” .  
2008 FSA results indicate: 93% of grade four students agree, 81% of grade seven students agree.
- To annually demonstrate healthy school initiative improvements using the health promoting school assessment and planning document ( current copy included in SPC binder)

**PREVIOUS YEAR’S GOALS/AREAS OF FOCUS:**

“Science Rocks”

“Science Rocks”: AME Students in K through Gr. 7 will achieve the prescribed outcomes of the newly mandated science curriculum (January 2005 – June 2007).

“A Caring School”

To measure and increase indicators of empathy among students. (2004 - 2006).

“Enriching Our Students Writing”

To improve our student’s writing. (September 2002 - December 2004).

“No More Bullies”

To reduce the incidence of bullying among students. (September 2002 - June 2004).

“Learning At Different Rates”

The school will improve its provisions for helping students learn at different rates (1999 - June 2002).

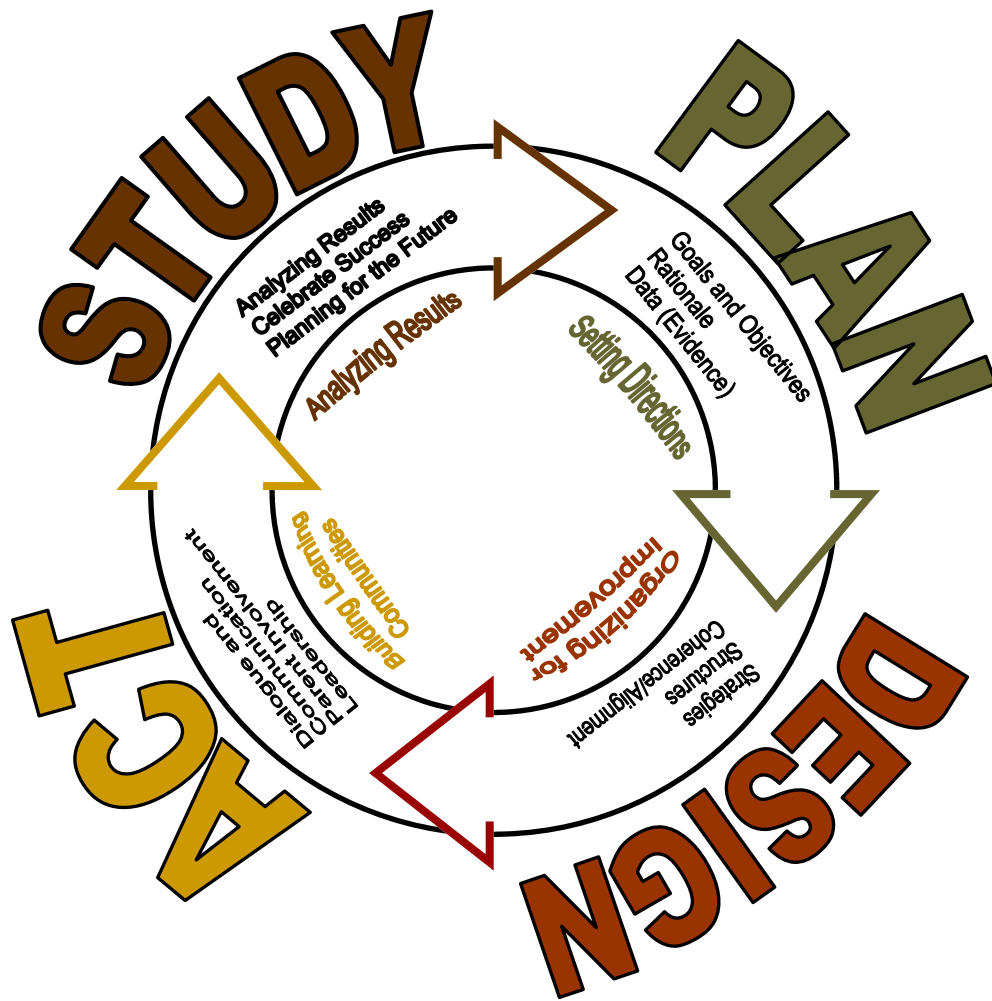
“Respect and Tolerance”

The students will demonstrate a higher degree of tolerance and respect for the feelings, beliefs and property of others. (1999 - June 2002).

“Mathematics”

The student will demonstrate improvement in the knowledge, skills and attitudes of the Mathematics curriculum (1999 - June 2002).

# 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 the Improvement 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



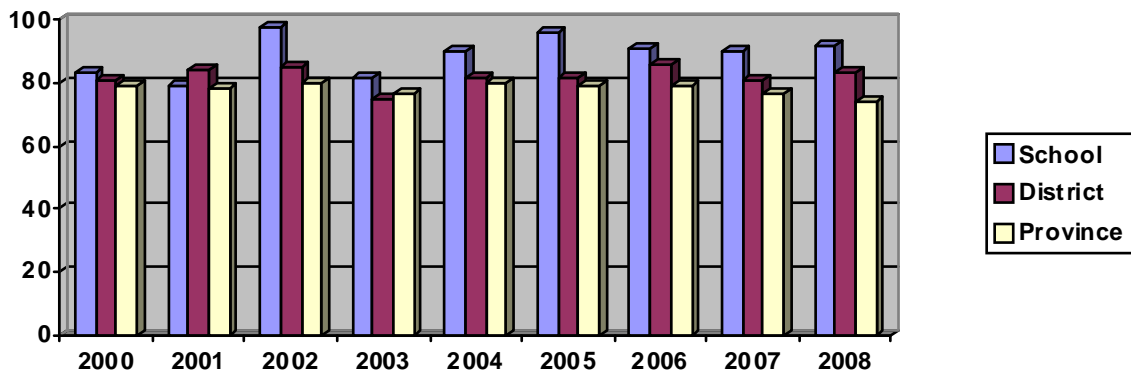
1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results?

## LITERACY ACHIEVEMENT:

We are currently in **Year Two (2008 - 2009)** of our **reading comprehension** goal. It was examination of the trends and patterns of past **FSA Reading Comprehension and Satisfaction results, Early Literacy Screener results and CAT3 Scores for grades 3 and 6** that assisted our decision to move to establish this three year goal for our school. Our Early Literacy Screener has identified that one quarter of our students in Kindergarten and Grade one are in need of support to acquire mastery of these basic foundational skills. Our grade four FSA scores have been consistently within the District targets. Our Grade Seven students, although scoring above district and provincial scores, are below the district literacy target with respect to the FSA scores, and our results at the grade seven level have not shown growth for the past five years. Proudly, we are above District and Provincial and International scores at the grade four level. Our 2008-2009 plan includes a move toward using the **BC Reading Performance Standards** as a standardized, school-wide pre and post assessment tool. We are using this as an assessment for learning. For the 2008-2009 school year we will continue to use the FSA reading comprehension and satisfaction data, the Early Literacy Screener data, CAT3 scores for grade 3 and grade 6 and our own school wide K- 7 Reading Comprehension data.

### Data: FSA Reading Comprehension - Grade Four

	2002	2003	2004	2005	2006	2007	2008
<b>School</b>	98%	82%	90%	96%	91%	90%	92%
<b>District</b>	85%	75%	82%	82%	86%	81%	83%
<b>Province</b>	80%	77%	80%	79%	79%	77%	74%

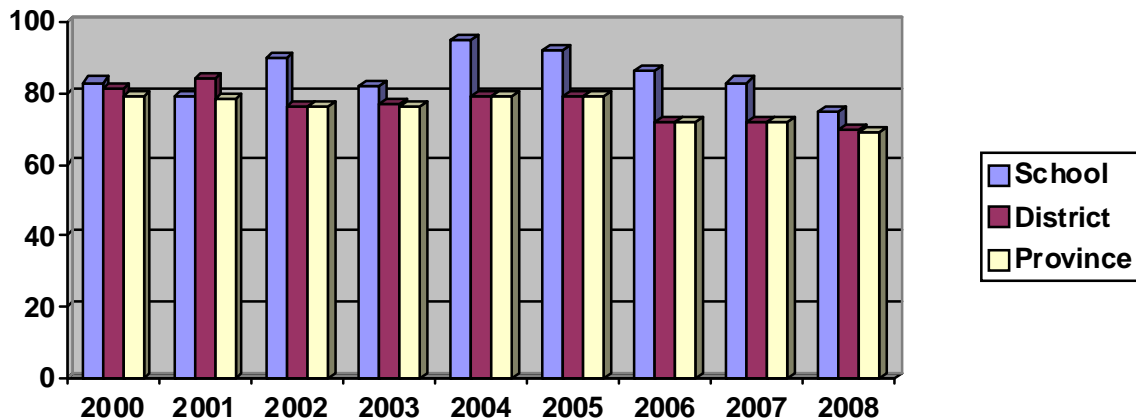


### Analysis statement:

- We have consistently out performed the district and the province for the past seven years.
- AME is meeting the District target expectations at the grade four level.
- Our male students out performed the female students by 1% (girls 92%, boys 93%).
- District results: females out performed the males by 9% (girls 88%, boys 79%)
- Our school **participation rate** was higher than the district and provincial rates.
  - A.M.E. participation : (2007/08) 98%
  - District participation : (2007/08) 94%
  - Province participation : (2007/08) 89%

**Data: FSA Reading Comprehension – Grade Seven**

	2002	2003	2004	2005	2006	2007	2008
<b>School</b>	90%	82%	95%	92%	86%	83%	75%
<b>District</b>	76%	77%	79%	79%	72%	72%	70%
<b>Province</b>	76%	76%	79%	76%	73%	72%	69%



**Analysis statement:**

- We have consistently out performed the district and the province for the past six years.
- AME Grade seven FSA reading comprehension results have been dropping over the past five years.
- Our female students have performed the same as our male students (boys 75%, girls 75%).
- District results: females out performed the males by 12% ( girls 76%, boys 64% )
- Our school **participation rate** was higher than the district and provincial rates.
  - A.M.E. participation : (2007/08) 99%
  - District participation : (2007/08) 90%
  - Province participation : (2007/08) 89%

**Data: FSA Satisfaction Survey 2008 .....(District Target: 85%)**

	2004	2005	2006	2007	2008	District	Province
<b>Grade Four Results:</b> • Are you getting better at reading?	88%	86%	92%	84%	93%	89%	87%
<b>Grade Seven Results:</b> • Are you getting better at reading?	68%	79%	89%	68%	81%	71%	74%
<b>Elementary Parent Results:</b> • Are you satisfied with the development of your child’s reading?	76%	83%	82%	78%	85%	78%	76%
<b>Elementary Parent Results:</b> • Are you aware of the school goals for improving student learning?	65%	72%	68%	62%	62%	62%	61%

**Analysis statement:**

- Our grade four and seven students feel that they **are improving** in reading compared to the District and provincial average
- Our parent confidence in their child’s reading ability, has improved over the last five years.
- Our parents are not demonstrating an awareness of knowledge of the school goals for improvement.

## School-Based Assessment

During the 2007/2008 school year our classes participated in the following school based assessments:

Kindergarten/ Grade One: Early Literacy Screener, Speech and Language,

Primary: School Wide Write - 2 times per year,

Sight Word recognition,

LAT assessments,

CAT 3 for Grade 3 in the Spring,

Intermediate: School Wide Write - 2 times a year,

CAT 3 for Grade 6 in the Spring,

LAT assessments,

FSA - Grade 4 and Grade 7 only.

PIRLS - International Reading Assessment: Grade 4 only:

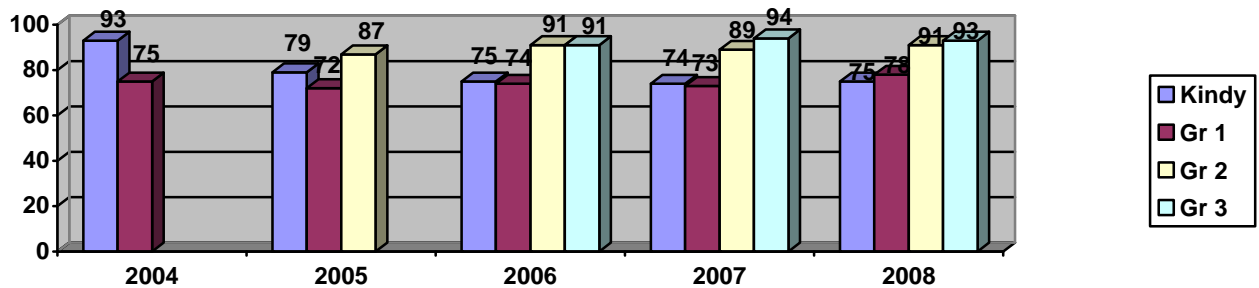
\*AME performed at or above the International benchmark for the PIRLS assessment.

**Data: Early Literacy Screener (Meeting and Exceeding Expectations)**

**Number of AME Primary Students 'Not Yet Meeting'**

Year	Kindergarten	Grade 1	Grade 2	Grade 3
2003/04	3/44 (7%)	18/72 (25%)	-	-
2004/05	14/66 (21%)	20/72 (28%)	11/82 (13%)	-
2005/06	15/59 (25%)	19/72 (26%)	7/80 (9%)	8/88 (9%)
2006/07	20/78 (26%)	21/78 (27%)	10/88 (11%)	6/93 (6%)
2007/2008	22/88 (25%)	18/82 (22%)	8/86 (9%)	6/92 (7%)

**Early Literacy Screener: Meeting Expectations**



**District Target: 90 % (AME successfully achieves the district target by grade two)**

Early Literacy Screener - Monitoring the students AT RISK 2008-09												
Year	A - (1) Phonological Awareness	A - Oral Language (66 responses) (31 students)			B - Reading (43 responses) (26 students)					C - Writing (12 responses) (8 students)		
	Phonological Total	Receptive Language	Expressive Language	Social Language	Letter Recognition	Concepts About Print	Whole Word Recognition	Reading Level a) decoding b) comprehension	Reading Fluency Rate	Diagnostic Spelling Test *optional in K	Writing - Alphabet/ School Wide Write	
Grade 1	1	3	15	13	10	2	-	-	-	-	-	
Grade 2	0	5	8	3	1	0	3	11	6	4	0	
Grade 3	0	4	4	4	0	0	1	1	2	3	0	
Grade 4	0	2	1	3	0	0	0	1	2	3	2	
<b>Total</b>	<b>1</b>	<b>14</b>	<b>29</b>	<b>23</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>2</b>	

### Analysis statement:

Early Literacy Screening – All students in K through Gr. 3 are now being assessed to identify skill areas which may put them at risk of not meeting grade level performance expectations for literacy. Our K results have shown a steady increase in the proportion of students coming into our school in K and Gr. 1 with low readiness levels. By Gr. 2 and Gr. 3, the ratio of students at risk improves. Student results indicate that **oral language** is the skill in which the largest percent of students demonstrate lower than expected levels of performance. Initiatives to improve performance in 2007-2008 included restructuring our school staffing to include a .8 LAT position for K-3 students as well as a 1.0 position for grades 4-7. The primary LAT position dedicates her time to analyzing the Early Literacy Results, targeting support for those most in need and meeting each term with grade group teachers to assess FOR learning with respect to early literacy skills. Our SPC as of April 2009 has recommended that public awareness be instituted to educate the community about the importance of oral language skills. Collaborating with the Public Health Unit, Feeder pre schools, libraries, PAC mtgs, Ready Set Learn and Castinet could help.

### Data: Canadian Achievement Tests – CAT/3

The CAT/3 was administered to students in late May or June of each year.

#### CAT3 Reading Data History: Percentage of Students at Stanine 4 and above: (District Target: Gr. 3 = 95%, Gr. 4 = 90% & Gr. 7 = 85%)

Grade	2003	2004	2005	2006	2007	2008
Three	91%	97%	95%	96%	97%	96%
Four	91%	96%	95%	-	-	
Five	96%	93%	96%	89%	-	
Six	96%	93%	86%	92%	94%	91%
Seven	92%	94%	96%	98%	-	

### Analysis statement:

- Due to assessment/scoring costs, the school has decided to assess grades three and six only each year
- Over the past five years, grade three students remain above the District target of 95%
- Over the past six years, grade six students have remained above the District target of 90% except for 2005.
- The CAT4 will be mandated as of 2008 to be administered district wide in grades five and eight.

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### READING STRATEGIES DATA: VISUALIZING / INFERRING

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During the 2007-2008 school year our classes participated in an initiative to provide formative data for our two selected focus reading strategies for year one: visualization and inferring.

### Data: Teacher-Created Performance Standards Rubrics (November 2007)

#### Reading Strategy Skill – Visualizing

Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
34/565 (6%)	220/565 (39%)	237/565 (42%)	74/565 (13%)

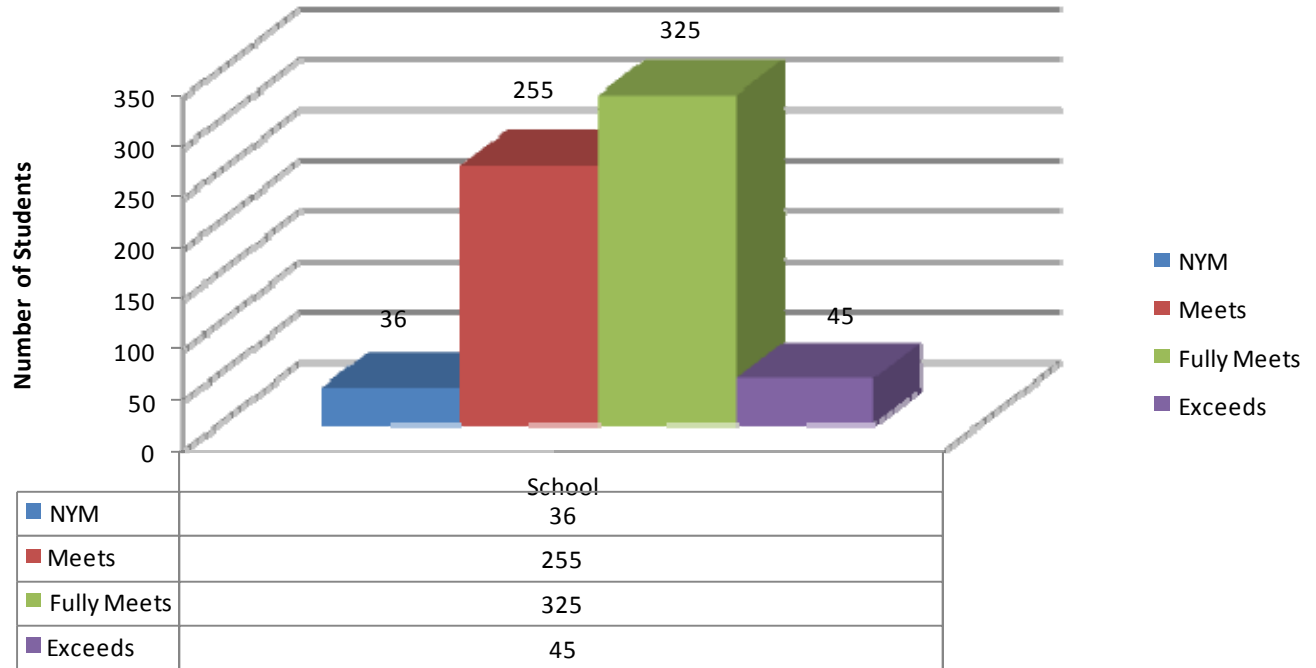
#### Reading Strategy Skill – Inferring

Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
86/575 (15%)	256/575 (45%)	177/575 (31%)	55/575 (9%)

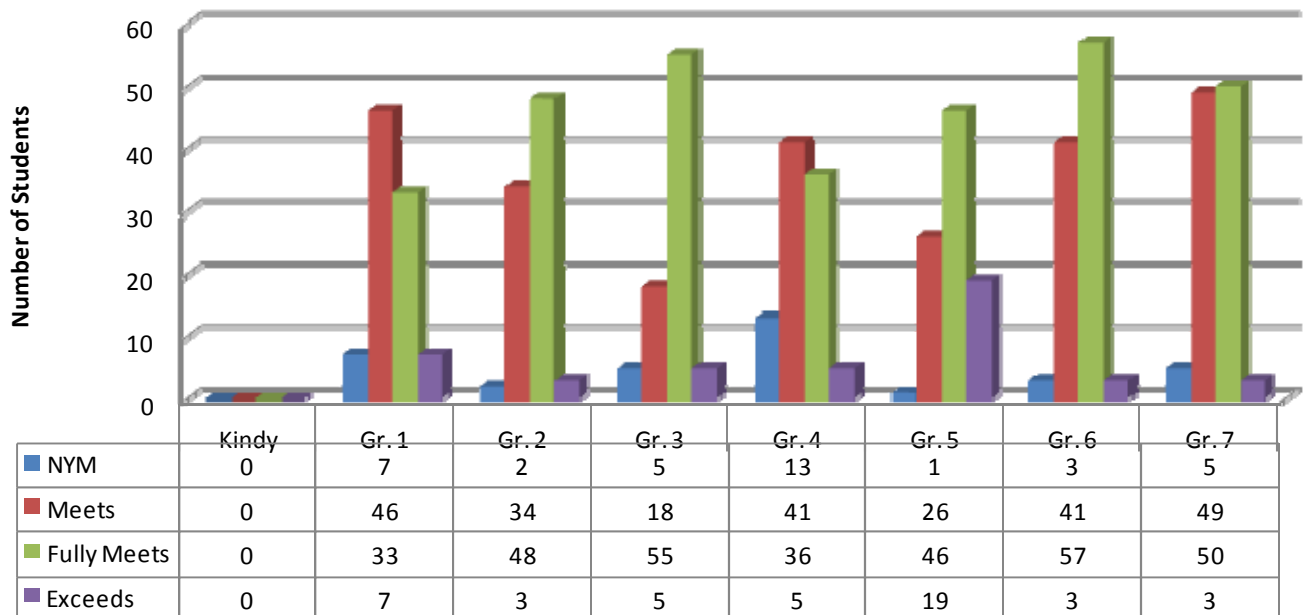
NOTE: Refer to School Assessment Tab in AME School Planning Council Binder for Grade Level Results

**B.C. PERFORMANCE STANDARDS- READING COMPREHENSION DATA**

**AME PS Reading Comprehension Nov. 2008**



**AME Reading Comp. PS Data: Nov. 2008**



**Analysis statement:**

It was determined through extensive staff discussion and collaboration that our assessment practices focusing on two strategies only, was not sufficient or appropriate school wide data to effectively target student achievement in reading comprehension. Therefore, as of January 2008, the school goal setting committee adopted, with staff consensus, a new plan to use the BC Reading Performance Standards as our school wide tool for assessment consistency. This data will be collected and analyzed in 2008/2009. Data was collected in November 2008 and will be again in April 2009 to be used as comparative school improvement information for our school. The November 2008 data from the Performance Standards indicated that 94.5% of our students, grades 1 – 7 are meeting to exceeding in reading comprehension according to a variety of classroom based assessments.

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

# PLAN

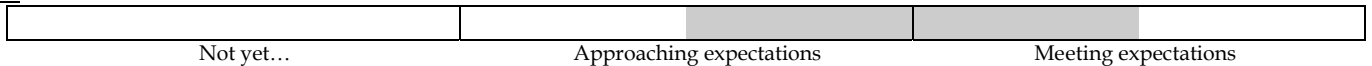


1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students?
  - Most challenged
  - Most able
  - Aboriginal

## GOAL STATEMENT

**LITERACY : Increase the academic achievement of our students in reading comprehension**

### Results



### Relationship to District Goals

This goal is consistent with the District goal, which is to see an overall rise in literacy.

School District #23 Performance Targets	Primary Target	Intermediate Target
	95%	90%

### Rationale

Increased achievement in literacy is one of our district goals. In 3 out of the past 5 years, FSA results have suggested that our students' reading skills are not as strong as their numeracy skills in both Grade 4 and Grade 7. Our Learning Assistance teacher has reported a sharp increase in the number of students being referred by classroom teachers for learning assistance over the past 2 years. The number of students entering our school with literacy skills assessed, as being at risk in some areas, has risen in the past four years from 7% in 2003 to 21% in 2004, 25% in 2006, 26% in 2007 and 25% in 2008.

### Data: Performance Indicators

- To increase the number of students meeting and/or exceeding expectations using the rubric for the Reading Performance standards in grades 1 - 7
- To increase the number of students meeting and/or exceeding expectations using the District 23 Early Literacy Screener
- To decrease the proportion of students still assessed as being at risk by the end of Kindergarten and Grade One.
- To increase the enjoyment of students in Grade 4 and Grade 7 so that when asked if they like what they are learning in school, at least 55% will honestly answer "most of the time" or "all of the time".  
2008 FSA results indicate: 61% of grade four and 42% of grade seven students say "most or all of the time."
- To increase the perception of students in Grade 4 and Grade 7 so that when asked if they are getting better at reading, at least 85% of the students will honestly answer "most or all of the time".  
2008 FSA results indicate: 93% of grade four students agree, 81% of grade seven students agree.

### Student Achievement:

We have structured our staffing to accommodate all ranges of learning needs. We have learning assistance teachers on both sites, classroom teachers are using assessment for learning techniques to plan for instruction, and we have a .3 assignment dedicated to students who require gifted/enrichment programs. We have community of staff including administration, both LATs, the school counselor and the resource teacher who meet once a week to dialogue and plan for students at risk in our school. Our aboriginal population is low and we recognize that we need to have some specific dialogue and plans in place to meet the cultural needs of these students.

Attachment: Pyramid of Intervention- describes our human resources and structure support plan for AME.

## AREA OF FOCUS:

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### HEALTHY SCHOOL INITIATIVES:

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We currently (2007-2008) have five school wide committees who are assessing and analyzing our needs.

- Healthy Living
- School Safety: Code of Conduct
- School Safety: Traffic Safety
- Transition: Celebration and transition planning to close Anne McClymont Primary
- Transition: Staff, student and family transition planning to move students to AME or CLE.

#### **Accomplishments of each committee to date:**

##### **Healthy Living**

- ✓ Assessing the three identified areas using the Healthy schools assessment planning tool
- ✓ Developing an ACTION PLAN for:
  - A. School Policies, Practices and Environment
  - B. Teaching and Learning
  - C. Partnerships
- Results and Action Plan: Refer to School Based Assessment Tab for assessment tool review.

##### **School Safety: Code of Conduct**

- ✓ Rewriting our school Code of Conduct to meet Ministry regulated guidelines.
- ✓ Implementation of six Rights and Responsibilities, posted in all areas of our building
- ✓ Implementation of a FOW ( Focus of the Week for our building) using schoolwide behaviour curriculum
- ✓ Implementation of Restitution as a model for effective discipline
- ✓ Surveying our entire school community ( students, staff and parents) with respect to school safety which will become an annual survey in February of each school year
- Results and Action Plan: Refer to School Based Assessment Tab

##### **School Safety: Traffic Safety**

- ✓ Partnership with SD 23 Traffic Safety Officer and RCMP
- ✓ Implementation of a parent/grade five student Traffic Crosswalk Team
- ✓ Implementation of two hired support staff supervisors (8:00-8:30 am and 2:30-3:00 pm)
- ✓ Implementation of three user pay busses in 2008/2009 with 200 paying students.

##### **Transition Planning**

- ✓ Celebration planned and scheduled for May 14, 2009 to formally say good bye to AMP
  - Open House planned with formal words at 4:30
  - Historical slide show, memory book, speakers
  - Alex Fong hired to complete a water colour painting of our little school
  - Prints and cards of Alex' work to be available for sale
  - Lapel pins designed as gifts to each primary student and staff member
  - Over 100 invitations mailed to past educators, principals, students
- ✓ Celebration planned and scheduled for June 4, 2009 to formally say good bye to our current large AME
  - Combined event with Jump Rope for Heart Good Cause campaign
  - Aerial fly over with photo taken of all students standing in AME formation
  - Music/ skipping event ( fundraiser)
  - Timberwolf tattoos and ribbons will be given to each student as momentos
  - Gym painting to be completed with Timberwolf design by Tina Schnellert and Dean Lauze ( August)
- ✓ Staffing reorganized
  - Surplus teachers declared in April 2009
  - 'Interview clinic' held for interested staff : Jody Nelson giving helpful tips to a successful interview
  - Seniority staff reorganized for 2009/2010
  - Moving of all staff to new classrooms and transitioning 751 students to AME, CLE and OKM.

	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:

#### **School Wide Strategies: Staff Development**

- Establish school wide committees, with representation at each grade level, to design and provide a school wide action plan for our literacy and assessment for learning objectives
- Promote the work of the school Network team to increase student learning through the use of the of BC Performance Standards for Reading across the grades.
- Provide in-service professional education to help teachers use interventions to help aching struggling readers become strategic readers
- Involve literacy co-ordinators as partners in improving students reading fluency and reading comprehension

#### **School Wide Strategies: Assessment**

- Increase K-3 student entry skills through analyzing, identifying and addressing Early Literacy Screener skills
- Participate in professional education to familiarize teachers with the outcomes and performance standards of the revised English Language Arts K - Grade 7 program (Full Implementation 2007-2008).
- Assess the gains made by students using the **Performance Standards as a school wide assessment tool.**
- **Analyze the CAT3/Cat4 results at the grade 3, 5 and 6 levels.**
- Participate in a professional learning community at each staff meeting to complete Anne Davies book study.

#### **School Wide Strategies: Instructional Practice**

- Increase teacher skills in providing appropriate differentiated instruction in the classroom to support students entering with a range of learning needs.
- Staff at each grade level to design rubrics for performance standards for each annual adopted reading comprehension strategies. (ie 2008-2009: Accessing Prior Knowledge, Connecting)
- Continue to provide full-time teacher librarian support for reading
- Increase the time spent on reading instruction to 315 minutes per week
- Focus learning assistance on students entering our school as at-risk
- Designate classroom support time to literacy interventions
- Develop a school wide resource base for primary and intermediate grades (ie. Strategy based literature, PM benchmarks and purchase an intermediate anthology resource with teacher collaboration).

### Alignment :

We believe we have aligned our goals with the District literacy goal and the Intellectual development of the Aboriginal Enhancement agreement. Our SPC and staff plan to further discuss our goal to design outcomes that meet with the Spiritual and Emotional development expectations of the Aboriginal Enhancement Agreement.



## 2007-2010 School Goal

### Three Year Plan

As identified by our goal setting committee – one teacher rep per grade – on May 22, 2007, our school goal is improving student achievement in Reading Comprehension.

We are all responsible for teaching all of the learning outcomes in Reading, however, we would like to emphasize the following strategies in a three year plan:

#### 2007/2008

- 1) Visualizing
- 2) Predicting (Inferring)

#### 2008/2009

- 1) Accessing Prior Knowledge
- 2) Connecting

#### 2009/2010

- 1) Retelling / Summarizing (Synthesizing)
- 2) Asking Questions



To measure our specific goals / objectives regarding student achievement in these focus areas we will utilize the BC Performance Standards in Reading. We will be using these strategies in both non-fiction and fiction throughout the year.

## Prescribed Learning Outcomes: English Language Arts – 2006

<b>STRATEGIES FOR LEARNING TO READ AND VIEW</b>								
<b>In discussion, use <u>strategies</u> before reading and viewing to enhance comprehension, including:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
• accessing prior knowledge (to make connections)	✓	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)
• predicting	✓	✓	✓	✓	✓	✓	✓	✓
• making connections	✓							
• asking questions	✓	✓	✓	✓	✓	✓	✓	✓
• setting a purpose		✓	✓	✓				
• previewing texts				✓	✓	✓	✓	✓
• setting a purpose and constructing personal goals (considering personal reading goals)					✓	(✓)	(✓)	(✓)
<b>In discussion, use <u>strategies</u> during reading and viewing to (construct) monitor (and confirm meaning) comprehension, including:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
• predicting and confirming unknown words and events using language patterns and pictures (predicting and making connections / figuring out unknown words)	✓	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)
• making pictures in their heads (visualizing)	✓	✓	✓	✓	✓	✓	✓	✓
• asking the question, “Does that make sense?” (self-monitoring and self-correcting)	✓	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)	(✓)
• retelling (and beginning to summarize) ((summarizing)) [summarizing and synthesizing]		✓	(✓)	((✓))	[✓]	[✓]	[✓]	[✓]
• asking and answering questions				✓	✓	✓	✓	✓
• using text features				✓	✓	✓	✓	✓
• reading selectively				✓	✓	✓	✓	✓
• making inferences and drawing conclusions					✓	✓	✓	✓
• determining the importance of ideas / events					✓	✓	✓	✓
• visually representing texts					✓			
<b>Use <u>strategies</u> after reading and viewing to confirm and extend meaning, including:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
• rereading or “re-viewing”		✓	✓					
• discussing with others		✓	✓					
• retelling (and beginning to summarize) ((and summarizing)) [summarizing and synthesizing]		✓	(✓)	((✓))	[✓]	[✓]	[✓]	[✓]
• sketching		✓	✓					
• writing a response		✓	✓					
• self-monitoring and self-correcting				✓	✓	✓	✓	✓
• generating and responding to questions				✓	✓	✓	✓	✓
• visualizing				✓	✓	✓	✓	✓
• using text features to locate information				✓	✓	✓	✓	✓
• using graphic organizers to record information				✓	✓	✓	✓	✓
• making inferences and drawing conclusions					✓	✓	✓	✓
• reflecting and responding					✓	✓	✓	✓

**Assessment for Learning (AFL)**

Teacher gathers information and adjusts student learning experiences accordingly.

**Assessment of Learning (AOL)**

Process of making a judgment about student performance in relation to the learning outcome.

	K	1	2	3	4	5	6	7
<b>Assessments FOR learning:</b>								
• Observation/Anecdotal record	✓	✓	✓	✓	✓	✓	✓	✓
• Reading/Writing Conferences	✓	✓	✓	✓	✓	✓	✓	✓
• Work samples / portfolios	✓	✓	✓	✓	✓	✓	✓	✓
• Dictation Samples		✓		✓	✓	✓		
• Graphic organizers	✓	✓	✓	✓	✓	✓	✓	✓
• Progress charts	✓			✓	✓	✓	✓	✓
• Criteria/ Rubrics	✓			✓	✓	✓	✓	✓
• Buddy Reading	✓	✓	✓	✓	✓	✓	✓	✓
• Checklists	✓	✓	✓	✓		✓		
• SD#23 Early Literacy Screener	✓	✓	✓	✓				
• PM Benchmarks	✓	✓	✓					
• Jerry John’s Reading assessment				✓				
<b>Assessments OF learning:</b>								
• Sight Word/ Key words	✓	✓	✓	✓	✓	✓	✓	✓
• Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓
• Weekly spelling tests			✓	✓	✓	✓	✓	✓
• Unit quizzes and tests				✓	✓	✓	✓	✓
• Comprehension exercises		✓	✓	✓	✓	✓	✓	✓
• Closure exercises	✓	✓	✓	✓	✓	✓	✓	✓
• Grammar tests						✓	✓	✓
• Home Reading Log	✓	✓	✓	✓	✓	✓	✓	✓
• Reading responses/book reports		✓	✓	✓	✓	✓	✓	✓
• Research			✓	✓	✓	✓	✓	✓
• Rubrics						✓	✓	✓
• School Wide Write x 2		✓	✓	✓	✓	✓	✓	✓
• Student Self Evaluation	✓	✓	✓	✓	✓	✓	✓	✓
• CAT3 ( Fall and Spring)				✓			✓	
• FSA - Grade 4 and Grade 7 only					✓			✓
• Performance Standards		✓	✓	✓	✓	✓	✓	✓
• LAT reports	✓	✓	✓	✓	✓	✓	✓	✓

**Structures:**

- Support Staff: Itinerant Teachers – Resource, Speech and Language,
- On Site Support Staff: Learning Assistance Teacher – 1.8 FTE. ( 1.0 Elem site, .8 Prim site) focus on early literacy, assessments
- Classroom timetables devoted to 30% literacy instruction (+350 minutes).
- Uninterrupted morning sessions (8:30 – 11:10 a.m.)
- Professional Development opportunities:
  - Teaching strategies ie: Four Blocks, PALs, Miriam Trehearne, Adrian Gear, Susan Close
  - Teaching assessments ie: PM Benchmarks, Jerry John’s, Early Literacy Screener, Performance Standards
  
- Staff Committee Structures:

- One grade representative from staff to sit on committees. Committees include: Literacy, Code Of Conduct and Healthy Schools
- Early Literacy staff based team meetings
- Transition Committees for this school year ( 08/09)
- Staff Meetings: monthly discussions on topics related to goals
- Restructuring school organization to adjust staffing to assist the literacy goal ( support directed to literacy rather than science.)

(Refer to Ministry District Review Guidelines at [www.bced.gov.bc.ca/review/reviewguide.pdf](http://www.bced.gov.bc.ca/review/reviewguide.pdf))

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.	<b>STRATEGIES</b>
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.	<b>STRUCTURES</b>
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.	<b>COHERENCE AND ALIGNMENT</b>

# 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?

### A. COMMUNITY CONSULTATION

The community is involved in developing and implementing the school goals in the following ways:

- Student performance data is circulated for review by teachers as it becomes available and reviewed at teaching staff meetings including an annual performance data review on the September Ministerial day.
- Members of the School Planning Council review performance indicators on behalf of the Parent Advisory Council.
- Goal areas are identified through the review of performance data. Staff and parents provide feedback on proposed goal areas by survey and/or in meetings
- Goal statements and strategic plans are endorsed at meetings of the School Planning Council
- The teaching staff develops the implementation plan and presents it to the School Planning Council for feedback before the plan goes to the Parents' Advisory Council for response.

Parent and student input was gathered through:

- BC Ministry of Education survey : Grade four and seven parents, students and staff
- Requests for involvement in implementing our programs ( One to one reading, tutoring, success system, classroom assistance, home reading)
- Discussions at monthly Parent Advisory Council meetings
- Report card results, parent and student interviews and comments.

### B. COMMUNICATIONS

The community is informed about the school goals and achievements in the following ways:

#### Annually

- Satisfaction Survey ( FSA,) completed by Parents, Staff and Students in February of each year.
- Review Provincial and District goals with Staff and PAC
- Growth goals are established and action plans are designed by staff with consultation of SPC/PAC.
- Growth goals are clearly outlined in our School Handbook, Staff
- Team committee meetings are held to focus on specific plans.
- School Planning Council Report to the Superintendent of Schools shared with Staff, PAC, Superintendent, Trustees.
- School website

#### Monthly

- SPC meetings to dialogue data.
- Monthly school newsletters include school goals and objective, information and updates.

- Reports to the Parent Advisory Council in the Principal’s report provides updates on progress for school goals
- Reports to the Parent Advisory Council in the School Planning Council monthly report
- Strategies for teachers are explored in staff meetings and through cooperatively planned professional development.
- Staff meetings are opportunities to revisit goals, strategies and school improvement results.
- Bulletin boards are updated regularly with current information relative to our school goals and activities
- Morning announcements to students and staff

Weekly

- Anne McClymont Elementary is represented on a frequent basis in the Daily Courier, and the Capital News, both community newspapers

The community provided feedback regarding the school goals and achievements in the following ways:

- Newsletters
- PAC discussion
- SPC meetings
- Bulletin boards
- Surveys

Our School Planning Council is taking the initiative to improve our feedback with the following:

- An updated web page with related links

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.)**

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Anne McClymont Elementary

School Planning Council:

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

Mrs. Susan Katinic  
Parent Member's Name

Signature

April 20, 2009

Mrs. Barbara McNair  
Parent Member's Name

Signature

April 20, 2009

Mrs. Katharine Wall  
Parent Member's Name

Signature

April 20, 2009

Mrs. Brenda Leimert  
Principal's Name

Signature

April 20, 2009

Superintendent or Assistant Superintendent:

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

Mr. Mike Roberts  
Superintendent

Signature

April 20, 2009

Board of Education representative at the SPC review meeting:

Mrs. Gail Scanlan

Signature

April 20, 2009