

SCHOOL PLANNING COUNCIL REPORT

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

ELLISON ELEMENTARY SCHOOL

May 2009

Snapshot of School Goals for 2009/2010

1. To improve the number of students meeting and exceeding expectations in literacy
 - a. **Intermediate grades** -- to improve students' knowledge and skill in written expression, particularly writing conventions and paragraph structure
 - b. **Primary grades** -- to improve literacy by improving student achievement in Reading Comprehension
2. To continue to develop and promote a positive school climate and culture through participation in healthy living and other education activities throughout the school

Focus: Continue to maintain our current success in Numeracy, with a focus on computation

School Mission Statement



As a caring and innovative school community, we actively promote academic excellence, healthy lifestyles, empathetic citizenship and life long learning



“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.

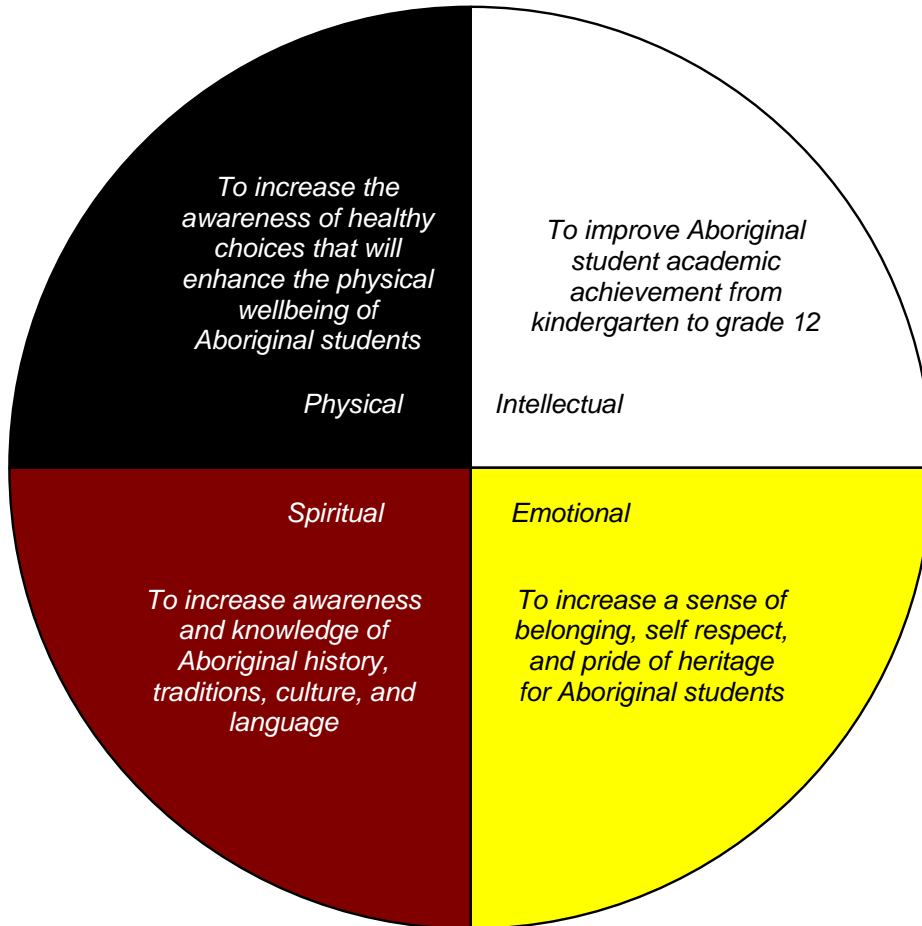
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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.



Performance Targets for Five Years:

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

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

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

- The current school opened in 1996
- 296 students 13 classrooms
- 12.5 FTE classroom teachers
- 2.4 non-enrolling teachers (.6 LAT + .3 Classroom Support, .6 Librarian, .9 Prep. Teacher)
- 5 CEAs, and 1 part time Library Clerk
- 0.2 Counsellor
- 1.0 Administration
- 3 Noon Hour Supervisors, 1.25 custodians.
- A First Nations Advocate spends one-half day at Ellison working with aboriginal children.
- Itinerant specialists for Speech/Language, Resource Room, School Psychologist, Vision, Hearing and Occupational Therapist positions work with the school on an as-needs basis.

School Performance Information

At Ellison there is strong support for activities and events that strengthen the 'family' feeling and enhance the learning environment for all in the school community.

- Literacy-based activities/clubs/programs:
 - Literacy Intervention program (with LAT)
 - Reading Counts (Grades K-6)
 - Library Contests (Grades K-6)
 - Scholastic Book Fairs
 - Battle of the Books
 - Author visits
 - Read Naturally Reading Program
 - RAH home reading program
 - Read and Recycle (PAC sponsored)
 - Spell-a-thon (PAC sponsored)
 - Speechfest (Grades 3-6)
- House Teams activities– students divided into colour teams with events
 - Red and White Day
 - Fall X-Country Running
 - Volleyball Teams
 - Snowman Contest
 - Pyjama Day
 - Pink Day (Anti-bullying)
 - Basketball Teams
 - Spell-a-thon
 - Lunch hour games
 - Positive Teamwork Points (PTP)
- Student Leadership team (grade 6)
- Support Buddy System (Primary and Intermediate classes)
- Musicals (Halloween, Christmas Concert, Spring)
- Hot Lunch program (Fridays)
- Fire Chief for a Day
- Bike to School Week / Day – Bike Rodeo
- Family fun night, family dances, movie night
- Seasonal thematic artwork presentations in the school foyer
- Snowman/Snow Animal contest – families to display project in front foyer
- Selected student participation in school/RCMP community liaison meetings – “Lunching with the Law”
- Student talent show
- Special assemblies and cultural presentations
- Homework Club and extra help in individual classrooms during the lunch hour
- Gr. 6 Math groups – enrichment / remedial
- Terry Fox school-wide activity

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1: To improve the number of students meeting and exceeding expectations in literacy

- a. **Intermediate grades** -- to improve students' knowledge and skill in written expression, particularly writing conventions and paragraph structure
- b. **Primary grades** -- to improve literacy by improving student achievement in Reading Comprehension

Summary of Achievements in Relation to Target(s):

- 95% of students in grades 4- 6 will meet or exceed writing performance standards on SWW
Students in grades 4-6 scored the following on the October SWW:
 - a. Gr. 4: 36% Not yet meeting, 56% Meeting, 6% Fully Meeting, 0% Exceeding Expectations
 - b. Gr. 5: 17% Not yet meeting, 62% Meeting, 21% Fully Meeting, 0% Exceeding Expectations
 - c. Gr. 6: 22% Not yet meeting, 53% Meeting, 24% Fully Meeting, 0% Exceeding ExpectationsWe did not reach our targets at any grade level for the first write in October, however, we expect results to improve on 2nd write.
- 95% of the primary students will meet or exceed grade level expectations on the Primary Benchmarks
November / February Primary Benchmark testing yielded the following results
 - a. Gr. 1: 19% Not Yet Meeting, 14% Approaching, 67% Meeting or Exceeding
 - b. Gr. 2: 6% Not Yet Meeting, 10% Approaching, 84% Meeting or Exceeding
 - c. Gr. 3 : 7.5% Not Yet Meeting, 10% Approaching, 82.5% Meeting or ExceedingWe did not reach our targets at any grade level, however, we expect results to improve on the June assessment

Goal Statement #2: To continue to develop and promote a positive school climate and culture through participation in healthy living and other education activities throughout the school

Summary of Achievements in Relation to Target(s):

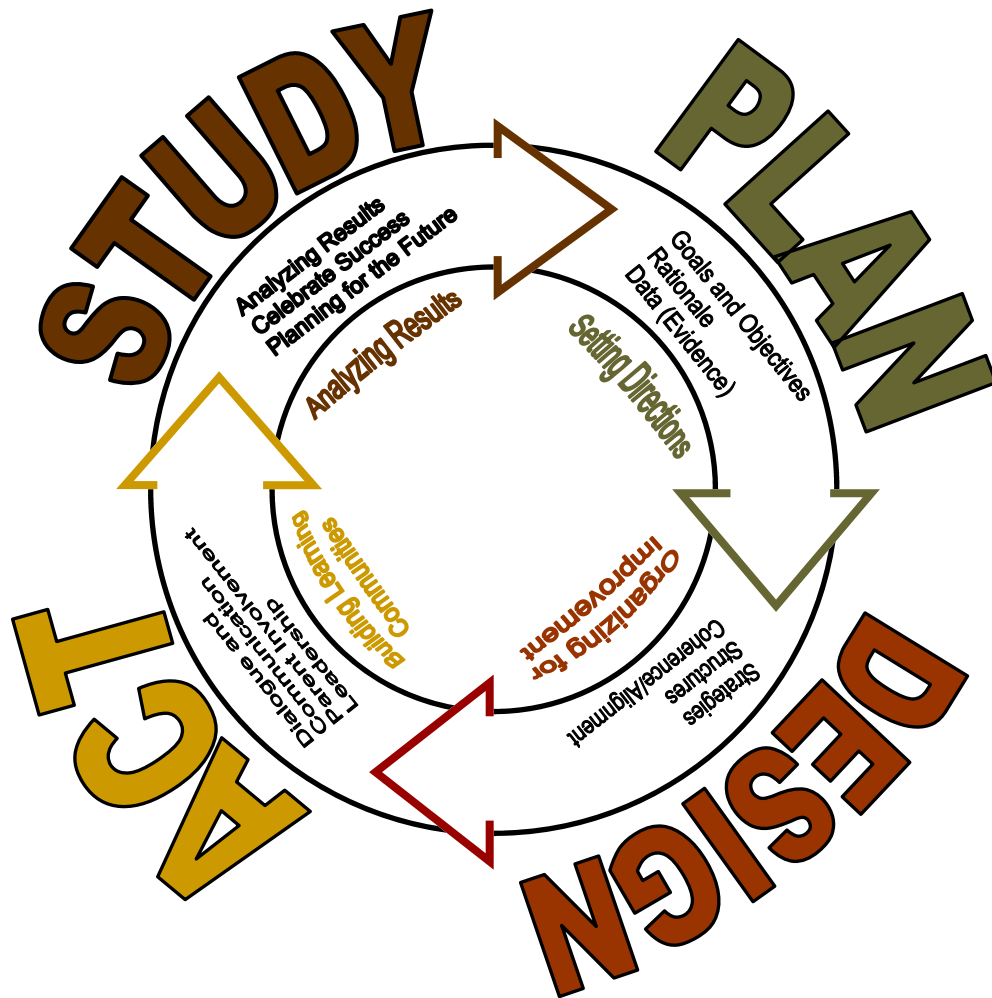
- 100% of students will participate in an extra curricular event at school
 - a. 98.7% of students participated in at least 1 "house point" activity
 - b. Only 4 students did not participate in any activities
 - c. 38 students did not receive any Positive Teamwork Points
 - d. PTP system used sporadically amongst teachers, for the most part usage is declining as year goes on
 - e. Very often same students are receiving numerous points each month

Other Areas of Focus: Continue to maintain our current success in Numeracy, with a focus on computation

Summary of Achievements:

- Grade 3: 92% of students at Stanine 4 or above (District average: 90%)
- Grade 4: 97% of students at Stanine 4 or above (District average: 89%)
- Grade 5: 89% of students at Stanine 4 or above (District average: 88%)
- Grade 6: 75% of students at Stanine 4 or above (District average: 90%)

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?

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 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? **We implemented a few new assessments and teaching strategies this year (Reading Power, PM Benchmarks, SWW). Results demonstrate that we need to continue to work on this goals. The parent satisfaction survey showed some differences between boys' and girls' parents satisfaction with reading and writing, however, test results demonstrated no significant differences between genders**
3. What three pieces of evidence have you chosen to demonstrate current results? **CAT 3, SWW, PM Benchmarks, Satisfaction Survey**

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- b. **Primary grades** -- to improve literacy by improving student achievement in Reading Comprehension

District Data:

CAT Results

- With regards to Intermediate writing, the percent of students at stanine 4 or above decreased from the previous year for grades 4,5 and 6
- Gr. 3: 85% of the students scored at Stanine 4 or above, down from 92% the previous year (89% district average)
- Gr. 4: 89% of the students scored at Stanine 4 or above, down from 95% the previous year (82% district average)
- Gr. 5: 89% of Gr. 5 students scored at Stanine 4 or above, down from 93% the previous year (84% district average)
- Gr. 6 84% of Gr. 6 students scored at Stanine 4 or above, down from 86% the previous year (86% district average)

School Data:

School Satisfaction Survey

- 81% (73% males, 88% females) of parents agreed all or many times that they are satisfied with the development of their childs' writing skills at school.
 - This is down from 87% the previous year, particularly the males (from 89% to 73%)
- 85% (78% males, 92% females) of parents agreed all or many times that they are satisfied with the development of their childs' reading skills at school.
 - This is down from 90% the previous year, particularly the males (from 91% to 78%)

School Wide Write Fall term

- Gr. 4: 36% Not yet meeting, 56% Meeting, 6% Fully Meeting, 0% Exceeding Expectations
- Gr. 5: 17% Not yet meeting, 62% Meeting, 21% Fully Meeting, 0% Exceeding Expectations
- Gr. 6: 22% Not yet meeting, 53% Meeting, 24% Fully Meeting, 0% Exceeding Expectations

PM Benchmarks

- Gr. 1: 19% Not Yet Meeting, 14% Approaching, 67% Meeting or Exceeding
- Gr. 2 Gr. 2: 6% Not Yet Meeting, 10% Approaching, 84% Meeting or Exceeding
- Gr. 3: 7.5% Not Yet Meeting, 10% Approaching, 82.5% Meeting or Exceeding

	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.

STUDY



1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
This year provided us with some baseline data to compare future results to.
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results? House Team participation

Goal Statement #2: To continue to develop and promote a positive school climate and culture through participation in healthy living and other education activities throughout the school

- 98.7% of students participated in at least 1 house point activity
- Pyjama Day attracted the highest participation
- Only 4 students did not participate in any activities: 1 grade 5, 1 grade 3, 2 Kindies
- 38 Students have not received any Positive Teamwork Points

The school provided a number of activity choices for the students including,

- House Team activities
 - Red & White Day
 - Fall X-Country Running
 - Volleyball Teams (Gr. 4-6)
 - Snowman Contest
 - Pyjama Day
 - Pink Day
 - Basketball teams (Gr. 4-6)
 - Spell-a-thon
 - Lunch hour games (Gr. 1-6)
- House Team activities
- Gymnastics – trips to the Okanagan Gymnastics Centre (Primary)
- Terry Fox school-wide activity
- Hot Shot Basketball Tournament (grades 4,5,6)
- Grade 3 swimming program
- Playground equipment sign-out monitors
- Primary ice-skating
- Intermediate Apple Bowl (Track and Field Meet) with neighboring school
- Hot Lunch

According to the school satisfaction survey, 81% (80%, 81%) of parents who responded agreed all or many times that their child is learning about how to stay healthy. Also, 86% of parent agreed all or many times that their child gets exercise at school.

Focus: Continue to maintain our current success in Numeracy, with a focus on computation

- Grade 3, 4, and 5 remained above district averages
- Grade 6 dropped significantly below
- Introduced mental math strategies – consistency across grades
- Purchased mental math posters for each classroom
- Introduced Math groups in Grade 6 with classroom support teacher and principal

	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 – Each child’s progress will be monitored via Successmaker, PM Benchmarks, SWW
 - Most able – Each child’s program is tailored to their ability in Success Maker (range is K – Gr. 8) and Leveled Reading books
 - Aboriginal – Our Aboriginal children are progressing on par with most of our other students

Goals:

1. To improve the number of students meeting and exceeding expectations in literacy
 - a. **Intermediate grades** -- to improve students’ knowledge and skill in written expression, particularly writing conventions and paragraph structure
 - b. **Primary grades** -- to improve literacy by improving student achievement in Reading Comprehension

Performance Targets:

- 90% of students in grades 4- 6 will meet or exceed writing performance standards on SWW
- 90% of the primary students will meet or exceed grade level expectations on the primary benchmarks

Rationale/ Disaggregated Data/Evidence:

Intermediate:

- Assessment results continue to demonstrate that we are low in the areas of writing conventions and have decreased from the previous year (CAT 3)
- We implemented School Wide Write this year and plan to continue to use the data to direct instruction and produce a consistent scope and sequence of material to be taught across the grades
- Observations and discussions with parents and the community indicate there is room for growth in this area of school community.

Primary:

- Assessment results continue to demonstrate a need in the area of reading comprehension
- PM Benchmarks were used in the Fall for the first time and will continue to be used as one of our sources of data for K-3 progress monitoring
- Reading Power and Quality Assessment strategies will be introduced further, and we will be using the Successmaker Reading Comprehension practice for further assistance
- Observations and discussions with parents and the community indicate there is room for growth in the area of literacy

	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.

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 – Each child’s progress will be monitored via Successmaker, PM Benchmarks, SWW
 - Most able – Each child’s program is tailored to their ability in Success Maker (range is K – Gr. 8) and Leveled Reading books
 - Aboriginal – Our Aboriginal children are progressing on par with most of our other students

Goals:

2. To continue to develop and promote a positive school climate and culture through participation in healthy living and other education activities throughout the school

Performance Targets:

- 100% of students will participate in an extra curricular event at school

Rationale/ Disaggregated Data/Evidence:

- We had excellent results with our culture goal this year. We hope to continue this trend and continue to improve and build a sustainable school culture
- In Numeracy we will continue to expand our focus on computation with mental math strategies. We will also include a focus on problem solving with the new district problem sets assessments

Focus: Continue to maintain our current success in Numeracy, with a focus on computation and problem solving

- Expand implementation of Mental math strategies
- Expand usage of Math Makes Sense textbook
- Continue with Math groups in various grades where appropriate

	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, Instructional Practices and Assessment Practices
 - We will continue to use PLC's, Pro D and staff meetings time to focus on our goals this year
 - Reading Power and Writing strategies will be further developed
 - Teachers will be released on a monthly basis to work in grade groups
 - Staff meetings will include a showcase of exceptional lesson and assessment strategies
 - Focus will be on using Quality Assessment and using Performance Standards to improve student learning
2. What specific strategies are in place for groups of students who do not demonstrate improvement?
 - Teachers provide one on one assistance
 - CEA support, learning assistance, classroom support teacher, and a lunch hour homework club
 - Literacy Intervention Program developed at our school, LAT support
 - To help our aboriginal student be successful we have an aboriginal advocate help in the school 1 morning a week.
 - Resources will be directed towards implementing our action plan: ie. Purchasing assessment for learning material, levelled reading books for Primary, Intermediate writing program
 - Natural Reading, One to One Reading
 - Math groups at the grade 6 level
3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
 - Academic and behavioural assistance is provided for all our aboriginal students via our FN advocate, CEA, and LAT teacher, if required. This assistance is in alignment with the goals of the AEA
1. How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?
 - All staff development will be geared towards achieving our school goals which are aligned with the District Goals. We will focus on quality assessment, using performance standards, SWW, and primary benchmarks
 - More Leveled Primary Reading books will be purchased.

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?

Opportunities to give feedback and input regarding the school goals are provided in the following ways:

- Staff meetings are designed to illicit professional dialogue and collaboration around data, goals and action plans
- SPC meetings were held every 2 months and the school plan was designed and monitored
- Parents are informed through report cards, newsletters, school web page, monthly PAC meetings
- Students are informed through assemblies, report cards, newsletters
- Community is informed through School's Web Page

Leadership is distributed in the following ways:

- Teachers via our volunteer sign up sheet which covers a full range of opportunities
- Support staff via the same volunteer sheet
- Parent via PAC leadership opportunities, SPC, volunteers in classrooms, fundraising
- Some Literacy and Numeracy lead teachers met with other schools for in-service throughout the school year
- Teachers organize and run various events throughout the school year, including musicals, talent show, speechfest, Jump Rope for Heart, Athletic teams, Battle of the Books, etc.
- Leadership students via Emcees at assemblies, buddies, assembly set-up, spirit and event days

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

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

School Name

School Planning Council:

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

Sandi Kneller

Parent Member's Name (Print)

Signature

Date

Bev Freathy

Parent Member's Name (Print)

Signature

Date

Tracey Arnold

Parent Member's Name (Print)

Signature

Date

Teacher Member's Name (Print)

Signature

Date

Brady Ibbetson

Principal's Name (Print)

Signature

Date

Superintendent or Assistant Superintendent:

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

Mike Roberts

Superintendent's Name or
Assistant Superintendent's Name

Signature

Date

Board of Education representative at the SPC review meeting:

Anna Hunt-Binkley

Trustee's Name (Print)

Signature

Date