

École Glenmore Elementary

Progress Report 2015-16

Demographics / Context

- Enrollment: 620 students
 - French Immersion: 420 students; 17 classes; 11 SPED students
 - English Immersion: 199 students; 8 classes; 36 SPED students
- Teaching Staff: 30 teachers / 2 administrators / 3 itinerant teachers
- Support Staff: 14 CEAs / 1 Aboriginal CEA / 3 Clerical / 3 Custodial
- Brown Bag Lunch: 8 students
- Strong fine arts presence (choir, violin, harp, drumming, dance, and drama classes)
- Active and involved PAC (Fun lunch, Footprint days, Craft fairs, Popcorn Thursdays, Book Fairs, Family Night)
- Deteriorating facility: Main structure was built in 1950 with Pods added in 1970. The old design results in serious challenges to permit students/teachers to collaborate in small group or implement 21st century learning. A rebuild is required.

School Goals / Focus 2015-16

Create student-friendly classrooms that promote the development of executive functioning skills for every student (2015-19).

- a) Every classroom at GME has resources available to help students self-regulate.
- b) Collaboratively explore and develop classroom routines to best support student self-regulation.
- c) Collaboratively develop classroom-based protocols for supporting students to focus in the classroom.
- d) Collaboratively analyze the physical design of learning spaces to maximize student learning.
- e) Develop social-emotional support structures within the school to support student self-regulation.

Develop student-friendly learning targets, common foundational vocabulary, and site-based assessment tools with respect to the redesigned BC Education Curriculum (2014-19).

- a) Raise awareness and develop understanding of the new curriculum for all teachers.
- b) Collaboratively develop learning targets for each grade and subject that are aligned K – 6 and worded in child-friendly language. These learning targets would become GME's 'guaranteed and viable curriculum' (Marzano).
- c) Collaboratively develop a common foundation of essential vocabulary required for students to successfully meet the learning targets (Marzano).
- d) Collaboratively develop common school-based assessment tools to assess growth towards learning targets (DuFour).
- e) Collaboratively work with the ILT to co-plan and co-teach lessons focused directly on learning targets (Davis).
- f) Collaboratively work with the ILT to implement instructional rounds as a common practice focused on providing non-judgmental feedback with respect to teacher developed problems of practice linked to our learning targets (City, Elmore, Fiarman, Teitel).

<p>Portfolio / Student-led Conferences</p> <ul style="list-style-type: none"> • 100% participation from teachers and students • All students have created portfolios with evidence of SD 23 Attributes of Learners • 5 teachers experimenting with Fresh Grade • 3 teachers using Fresh Grade in lieu of Term 3 Anecdotal comments (pilot project) 	<p>High Achievement in Literacy and Numeracy</p> <p>FSA Results:</p> <ul style="list-style-type: none"> • 88% meeting and exceeding Math • 96% meeting and exceeding Reading • 88% meeting and exceeding Writing <p>Report Card Results:</p> <ul style="list-style-type: none"> • 1% not yet meeting/higher than C in Math • 4% not yet meeting/higher than C in Reading • <1% not yet meeting/higher than C in Writing • 1% not yet meeting/higher than C in Lecture • <1% not yet meeting/higher than C in Ecriture
<p>Social-Emotional Well-Being</p> <ul style="list-style-type: none"> • Zones of Regulations • Furniture Upgrade in all classrooms • Fidget Kits in every classroom • School-wide Students with Attention / Focusing Concerns Protocol • School-wide Students with Anxiety Concerns Protocol • Elements Program • PEERS Program • Mind Up • Voices (Gr 5) • SCREAM (Gr 6) • CMOS • PBIS • < 1% of student body with 4+ trackers 	<p>Curriculum Project</p> <ul style="list-style-type: none"> • Curriculum Advisory Committee worked with ILT • Created matrix of competency and content for all subjects • Two Non-Instructional Days focused on revised curriculum • Half day release for all teachers to review matrices • Grade level release day for every teacher for planning with redesigned curriculum • Inquiry Project with 6 teachers focused on new Science curriculum • Collaborative Monday time focused on redesigned curriculum

Successful Structures at GME for 2015-16

<p>Inquiry Project</p> <p>Working with a COTA-funded project, six teachers have met 8 times to create engaging science lessons based upon the redesigned curriculum. The team presented their findings at the District Inquiry Project sharing session at the end of May.</p>	<p>Curriculum Advisory Team (CATs)</p> <p>Six teachers have worked collaboratively with the ILT to lead the entire staff through our work with the redesigned curriculum. They have met with the ILT for half and full day in-services (4.5 days total) to create draft copies of a matrix which articulates the curricular competencies, content and big ideas for every subject. Every staff member worked collaboratively in teams for a half day to review the matrices. All staff met in grade level teams for a day to plan a unit based on the matrices.</p>	<p>Fresh Grade Team</p> <p>Five teachers worked collaboratively with the Technology ILT to learn about Fresh Grade, visit Mar Jok and share with teachers currently using the e-portfolio, and then implement the use of the e-portfolio in their classrooms. Three of these teachers are participating in a district pilot project to use the e-portfolio in lieu of anecdotal comments for the third term report card.</p>	<p>Collaborative Mondays</p> <p>We have organized our schedule to 'free up' our non-enrolling teachers and administration on Monday afternoons so that they may cover classroom teachers who wish to work on collaborative projects. Teams of teachers apply for collaborative time. Projects have included math centers, inquiry-based learning, redesigned curriculum, document cameras, child-friendly classroom fidgets, Socratic circles, and fresh grade</p>
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Report Card data (term 1 to term 2) for all students in the classes receiving additional support through Education Fund Resources

Reading:

- 2 classes have more students at risk
- 1 class has the same number of students at risk
- 1 class has fewer students at risk
- overall 4 more students at risk

Writing:

- 4 classes have fewer students at risk
- Overall 20 fewer students at risk

Math:

- 1 class has the same number of students at risk
- 3 classes have more students at risk
- Overall 9 more students at risk

Middle Years Development Instrument (MDI)

Grade 4 students at GME participated in the MDI survey in February 2016. 74 students were surveyed with 38 boys and 36 girls participating. Results from GME are compared to SD 23 results (1363 students) and Provincial results (4147 students). The overwhelming majority of students spoke English at home (95%) with French being the second highest (21%) and Spanish being third highest (5%).

Positive Results

In general, GME students appear to have medium to high levels of well-being in most categories relative to the rest of the district and province. Using a +/- of 3% to analyze comparative data, the following categories indicate GME students have higher levels (greater than 3%) of well-being when combining high/medium levels:

Social & Emotional Development

Pro-Social Behaviour	+6%
Absence of Worries	+4%

Physical Health

Meals with Adults at Home	+8%
Rate Body Weight	+7%

Connectedness

Adults at Home	+11%
Peer Belonging	+8%

After School Time

Any Organized Activity	+10%
Educational Lessons	+9%
Team Sports	+18%
<1 hour Video/Computer Time	+11%
<1 Hour TV/Netflix	+13%
>1 Hour of Read for Fun	+11%
Wish I could do additional activities	+7% lower
Doing some act I want, but wish for more	+4% lower
By myself afterschool	+4% lower

School Experiences

School Belonging	+4%
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Bullying (never or once)	
Cyber	+3%
Social	+5%
Verbal	+5%
Overall Well-Being Index	+9%

Concerning Results

Social & Emotional Development

Absence of Sadness -6%

Physical Health

N/A

Connectedness

Adults in neighbourhood who believe in you -8%

Friendship Intimacy -5%

After School Time

Individual Sports -12%

Safe Place in Neighbourhood to hang out with friends -4%

School Experiences

N/A

Next Steps and Recommendations

1. Discuss report and summary results with staff in September;
2. Discuss report and summary results with PAC in September;
3. Consider developing an action plan to address 'Absence of Sadness' and 'Friendship Intimacy' at GME through counselor and teachers;
4. Recommend SD 23 staff work with the City of Kelowna and other community partners to create a safe place for students to hang out and interact with adults who believe in them.

Ministry Satisfaction Survey Results

The staff sample size was so small it was not statistically significant (staff = 7/50 with 0 teachers). The parent (20 of 166 possible) and student sample size (80 of 83) was statistically significant.

Parents were significantly more satisfied with GME than the District average on all questions, except one. Results are as follows:

Satisfied with what your child is learning	+18%
Are personal differences respected	+26%
Do you feel a shared role in child's learning	+33%
Does your child's teacher encourage you	+21%
Do you feel welcome	+17%
Are you included in decisions	+10%
Are you given opportunities to be involved	+20%
Does report card provide clear info	+11%
Satisfied with preparing your child for future	+28%
Satisfied with preparing for post-secondary	+34%

The only question below the district average was:

Are you satisfied with the course choices -7%

Students were significantly more satisfied with GME than the District average on all questions, except two. Results are as follows:

Like school	+15%
Like what you are learning	+15%
Getting better at reading	+8%
Getting better at writing	+11%
Getting better at math	+5%
Learning about art	+32%
Teachers help with school work	+9%
Learning how to care for environment	+9%
Learning about aboriginal peoples	+13%
Do you respect people who are different	+10%
Feel safe at school	+12%
At school are you bullied	+7% (no or few times)
Adults treat all students fairly	+6%
Would like to go to a different school	+8% (fewer want to leave)
Teachers support healthy behaviour	+10%
Participate in activities outside of class	+8%

The only questions below the district average were:

Do your parents help with your learning -5% (probably due to French Immersion and inability to help with French language)

Are you learning how to stay safe -4%

Next Steps and Recommendations

None at this time. Keep doing all the great things the school is doing!