

OKANAGAN FALLS ELEMENTARY SCHOOL

School Plan 2011 – 2012



Our Mission is to provide a healthy learning environment while developing the qualities of respect, responsibility, and excellence of achievement in life-long learning through the involvement of students, staff, parents and community.



Okanagan Falls Elementary School

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School Plan Process 2011-2012

STAFF MEETINGS

- | | |
|---------------------------|--|
| January 4 Staff Meeting | - Review of School Plan Process
- Discussion of how Science Focus School and Science Initiative can be improved |
| February 1 Staff Meeting | - Data Review, 2010/11 School Plan Review and PAC recommendations review
- Initial discussion of goals and strategies for 2011/2012 school plan |
| February 15 Staff Meeting | - Discussion of 3 goals plus Science Focus School /Science Initiative |
| March 7 Staff Meeting | - Initial Draft School Plan (emphasis on Science Focus School /Science Initiative) |
| April 4 Staff Meeting | - Review and revision of Draft School Plan |
| April 18 Staff Meeting | - Final review of Draft School Plan |

PAC MEETINGS

- | | |
|------------------------|---|
| January 10 SPC Meeting | - Welcome SPC Members, Discuss School Plan Process- Set Mtg dates
- Data Review, 2009/2010 School Plan Review and PAC recommendations review
- Initial discussion of goals and strategies for 2010/2011 school plan |
| February 7 PAC Meeting | - Review and discussion of 2010/2011 plan and ideas for direction for the 2011/2012 plan |
| March 6 SPC Meeting | - Review of Draft School Plan |
| April 10 PAC Meeting | - Review of Draft School Plan |
| April 18 Staff Meeting | - Presentation of School Plan to District Review Committee |

Okanagan Falls Elementary School Profile – 2010-11

<i>Enrollment</i>	93 FTE students, K-7, average attendance 96%
<i>Demographics</i>	Rural agricultural: 14% of students are bused in from outlying areas
<i>Staff</i>	6.35 FTE teaching staff, 9 support staff
<i>Student Profile</i>	<p>20% have Ministry of Education 1701 designations requiring Special Services support</p> <p>20% require Learning Assistance support</p> <p>16% are Aboriginal Ancestry</p> <p>1% are identified for the School & District Gifted Program</p> <p>6% of Intermediate students achieve Honour Roll Status each term</p> <p>6% of Intermediate students achieve Effort Roll Status each term</p> <p>60% of Primary and Intermediate students are involved in sport activities at lunch</p> <p>95 children registered in StrongStart (8-14 students attend daily; some days more than 20 students attend)</p> <p>30 Preschool students (17 students' age 4 years; 13 students age 3 years)</p>
<i>School Initiatives</i>	Fostering collaboration between StrongStart / PreSchool/ Kindergarten to enhance Early Learning To develop a Science Focus School at Okanagan Falls Elementary
<i>School Activities</i>	One to One Reading, Learning Assistance Support, Fine Arts (Band, Art, Music, Drama), Intramurals, Extra-curricular Sports, Canteen, Environmental Study Field Trips, Environmental Mind Grind, Terry Fox Run, Spring Carnival, School Spirit Days, Honour Band, Fun Days, Scholastic Books, School-wide Read-a-thon, Pen Pals, Action BC Fitness, Fruit and Vegetables Program, Roots of Empathy, Newspaper Club, School-wide Fitness, School-wide Swim Program, Fire Safety, Chess Club, Running Club
<i>School Programs</i>	<p>Effective Behaviour Support – to promote positive behaviours and track frequency/nature of misbehaviours</p> <p>Pre-School - for 3 and 4 year olds within the school building</p> <p>Out-of-School Daycare – from 2:20 – 5:45 p.m. each day school is in session</p> <p>StrongStart Centre – from 8:30 – 11:30 each day school is in session</p> <p>School-wide Fitness – Daily Physical Activity + Weekly Session (whole school) in Gym</p> <p>Summer Read n Rec Program – four week 'extra practice' for students needing assistance</p> <p>OKF Parks & Recreation – coordination for 'School's out' Activities</p> <p>Breakfast Program – Community-funded (T, Th)</p> <p>Lunch Program – Pizza, Pasta, Salad Bar (Fridays)</p> <p>Community Partnership – Partnered with Community Service Groups / Parks & Rec / etc.</p>

Okanagan Falls Community

	Okanagan Falls (%)	Zonal (%)	National Average (%)
Immigration to the area	0	1.1	3.3
Residential Mobility	18.1	15.3	14.3
Lone Parent	13.7	14.2	15.7
Low Income status	13.4	15.6	16.0
Without a High School Diploma	35.2	37.0	29.9

School Goal: To improve student performance in Reading and Writing

(Meets District priority - Demonstrating improvement in literacy performance and advancing student learning through the use of effective instructional and assessment practices)

Rationale:

Current research indicates that student achievement in reading by the end of grade three is the best predictor of later academic success. Research also indicates that by teaching meta-cognitive strategies at all grade levels, students can meet with reading success at the later grades. The staff of Okanagan Falls Elementary wants to maintain strong results on BC Performance Standards assessments.

Objectives: Increase the percentage of Primary students meeting or exceeding expectations in reading
Increase the percentage of Intermediate students meeting or exceeding expectations in writing

Indicators of Success:

1. 92% of gr. 1-2 students will meet /exceed expectations for Reading in May/June 2011 (PM Benchmarks as the assessment tool).
2. 92% of gr. 3-7 students will meet / exceed expectations for Reading in May/June 2011 (Peters/Gardiner Whole Class Reading Assessment and BC Performance Standards as the assessment tools).
3. 90% of gr. 1-7 students will meet / exceed expectations for Writing in May/June 2011 (BC Performance Standards as the assessment tool).

Key Indicators - all percentages are based on small numbers of students (8 – 25 students)

READING (Meet or Exceed Expectations)

	02 / 03	03 / 04	04 / 05	05 / 06	06 / 07	07 / 08	08-09	09-10
Gr. 1	N/A	87%	85%	88%	87%	75%	80%	75%
Gr. 2	N/A	88%	81%	83%	84%	100%	86%	75%
Gr. 3	N/A	71%	85%	85%	100%	88%	92%	85%
Gr. 4	N/A	90%	80%	84%	90%	100%	90%	93%
Gr. 5	90%	83%	86%	88%	91%	100%	100%	94%
Gr. 6	N/A	100%	67%	80%	94%	92%	90%	82%
Gr. 7	91%	93%	100%	67%	100%	100%	100%	75%
School		87%	85%	82%	92%	93%	91%	83%

WRITING (Meet or Exceed Expectations)

	02 / 03	03 / 04	04 / 05	05 / 06	06 / 07	07 / 08	08-09	09-10
Gr. 1	N/A	86%	92%	94%	93%	81%	84%	63%
Gr. 2	95%	100%	91%	75%	84%	100%	92%	83%
Gr. 3	96%	90%	96%	94%	93%	94%	96%	69%
Gr. 4	82%	79%	80%	87%	90%	94%	94%	87%
Gr. 5	97%	89%	81%	74%	94%	100%	100%	56%
Gr. 6	92%	100%	67%	95%	100%	92%	90%	36%
Gr. 7	100%	100%	96%	100%	96%	100%	94%	67%
School		94%	88%	88%	93%	94%	93%	66%

*** 09-10 Approaching Expectations was considered Not Meeting Expectations

Secondary Indicator - all percentages are based on small numbers of students (8 – 25 students)

F.S.A Results (% Meeting or Exceeding Expectations)

		00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08-09	09-10
# students participating		14	33	24	19	25	22	20	16	17	14
Gr. 4	Reading	100%	76%	54%	74%	58%	87%	70%	82%	88%	85%
	District			66%	77%	76%	87%	70%	73%	77%	80%
	Writing	93%	100%	78%	100%	92%	88%	90%	50%	88%	93%
	District			91%	91%	92%	94%	88%	67%	64%	73%
# students participating		23	30	27	15	25	9	22	12	11	9
Gr. 7	Reading	78%	63%	56%	80%	80%	67%	73%	42%	90%	88%
	District			72%	79%	80%	80%	76%	69%	75%	73%
	Writing	70%	90%	58%	93%	84%	88%	77%	58%	100%	100%
	District			78%	84%	90%	85%	81%	72%	74%	72%

Discussion

- Cohorts for each Grade level are very small (a few students not meeting or exceeding expectations translates into a large percentage not meeting or exceeding)
- We have large number of transient students each year (2007-08 = 23 entries and 20 withdrawals)
- We have lost 30 – 50 % of our Grade 5 classes over the past 3 years to Skaha Lake Middle School in Penticton – parents work in Penticton and can choose their child’s school (open boundaries)
- Many leaving students are from our Honour Roll and Effort Roll and this removes the top academic students for grades 5, 6 and 7 (those meeting / exceeding expectations) and increases the percentages of those not meeting or exceeding within each class
- Increased percentage of 1701 students (designated students requiring school support) per class in the Intermediate classes
Grade 3/4 = 4 / 19 students; Grade 4/5 = 4 / 23 students; Grade 6/7 = 9 / 23 students
- Students named on 1701 list have not always been exempted from completing FSA exams; they would complete the exam with no support or with support as described in their Individualized Education Plan (many would not meet expectations)
- Lower numbers of students at all grade levels over the past years has resulted in many split or multi-grade classes per year --
2006-07 (Kindergarten/Grade 1, Grade 2/3, Grade 4/5, Grade 5/6, Grade 6/7)
2007/08 (Kindergarten, Grade 1/2, Grade 2/3, Grade 3/4, Grade 5, Grade 6/7)
2008-09 (Kindergarten, Grade 1, Grade 2, Grade 3/4, Grade 4/5, Grade 6/7)
2009-10 (Kindergarten, Grade 1/2, Grade 3/4, Grade 4/5, Grade 6/7)
2010-11 (Kindergarten, Grade 1, Grade 2/3, Grade 4/5, Grade 6/7)
- Focus on writing over the past several years
 - Author Visit (April 2008) – Lee Edward Fodi –stimulated writing and illustrating
 - Author Visit (April 2009) – Deborah Hodge at OK Falls Regional Library for non-fiction writing
 - Author Visit (November 2009) – 3 authors from Raise-A-Reader Program in Penticton
 - Author Visit (January 2011) – 2 authors from Raise-A-Reader Program in Penticton
 - Pen pal letters by Grade 3 / 4 class to England
 - Students have won prizes in several writing contests (local and regional)
- Staff have incorporated strategies from various workshops (attended individually or as a large group)
 - Reading Power (Adrienne Gear) – 5 staff members to Penticton (April 2009)
 - Literacy & Assessment (Cathy Peters)
 - Daily 5

Grade Groups - Results of tracking grade groups are indicated below. The first year represents the results for the lower grade and follows the changes through each year to the higher grade.

- **Reading --- Meet or exceed expectations** - all percentages are based on small numbers of students (8 – 25 students)

Grade cohort	03 / 04	04 / 05	05 / 06	06 / 07	07/08	08-09	09-10
Grade 1 to Grade 5			88%	84%	88%	90%	94%
Grade 1 to Grade 6		85%	83%	100%	100%	100%	82%
Grade 1 to Grade 7	87 %	81 %	85 %	90 %	100%	90%	75%
Grade 2 to Grade 7	88 %	85 %	84 %	91 %	92%	100%	
Grade 3 to Grade 7	71 %	80 %	88 %	94 %	100%		
Grade 4 to Grade 7	90 %	86 %	80 %	100 %			

- **Writing --- Meet or exceed expectations**

Grade cohort	03 / 04	04 / 05	05 / 06	06 / 07	07/08	08-09	09-10
Grade 1 to grade 5			94%	84%	94%	94%	56%
Grade 1 to Grade 6		92%	75%	93%	94%	100%	36%
Grade 1 to Grade 7	86 %	91 %	94 %	90 %	100%	90%	67%
Grade 2 to Grade 7	100 %	96 %	87 %	94 %	92%	100%	
Grade 3 to Grade 7	90 %	80 %	74 %	100 %	100%		
Grade 4 to Grade 7	79 %	81 %	95 %	96 %			

- **Foundation Skills Assessment**

Grade cohort	Reading Grade 4	Reading Grade 7	Writing Grade 4	Writing Grade 7
Grade 4 (00 / 01) and Grade 7 (03 / 04)	100 %	80 %	93 %	93 %
Grade 4 (01 / 02) and Grade 7 (04 / 05)	76 %	80 %	100 %	84 %
Grade 4 (02 / 03) and Grade 7 (05 / 06)	54 %	67 %	78 %	88 %
Grade 4 (03 / 04) and Grade 7 (06 / 07)	74 %	73 %	100 %	77 %
Grade 4 (04 / 05) and Grade 7 (07 / 08)	58 %	42 %	92 %	58 %
Grade 4 (05 / 06) and Grade 7 (08 / 09)	87 %	90 %	88 %	100 %
Grade 4 (06 / 07) and Grade 7 (09 / 10)	70 %	88 %	90 %	100 %

Discussion

- Tables indicate students are doing well in reading and writing while at Okanagan Falls Elementary
- Open boundaries have allowed students to transfer to Penticton (SD 67 – Okanagan Skaha), particularly the Effort Roll and Honour Roll students.
- Small numbers in both Grades 4 (range 14- 24 students; last few years 17 - 20 students) and Grade 7 (range 11-27 students; last few years 12 students) can easily skew results/ percentages downwards

Strategies and Activities	Target Date	Person(s) Responsible
Utilize scope and sequence for Non-Fiction reading and Reading Power (grades 1 – 7)	September 2011	staff
Complete an Item Analysis of the FSA exams (Reading and Writing) to determine curricular areas requiring specific attention and practice by teachers at each grade level	November 2011	Principal, staff
Use of Success Maker , Kurzweil, Clicker 5, CoWriter, and Smart board for students who are experiencing difficulties with Reading fundamentals	Ongoing	Staff, LAT
Continue the School-wide Read-a-thon Program in January (Continue with Penticton Vees / Penticton Lakers Community Reading Program) to generate more enthusiasm and number of minutes read by students at home Students will set personal goals for reading (incentives will be provided for reaching their goal) Home Reading Program for Primary Classes	January 2012 And Ongoing	Principal, staff
Continue collaboration and joint projects with Kindergarten / StrongStart / Preschool to facilitate Early Learning Literacy (“Literacy Parents”) <ul style="list-style-type: none"> ▪ Ready, Set, Learn and Welcome to Kindergarten ▪ Social skills and parenting Skills 	Ongoing	Principal, ECE’s, Kindergarten
Read-N-Rec Summer Program Primary students to be selected, recruited, and processed for July 2010 (include a Rhyme ‘n’ Rec Program if warranted)	April – June 2012	Primary staff, Principal
Use “student friendly” Performance Standards (Writing to Communicate Ideas and Information) with students in writing (gr. 1-7) as assessment for learning	Ongoing	Staff
Staff will continue to encourage students / classes to participate in writing contests – Remembrance, Penticton Writer’s, etc.	Ongoing	Staff
Utilize Alberta Assessment Consortium Website <ul style="list-style-type: none"> ▪ Rubrics ▪ Assessment tools 	Ongoing	Staff
Science Theme (In-house pets) – guinea pigs, hedge hog, salmon, Red Wiggler worms, butterflies, frogs, etc. – combine with non-fiction reading and writing	Ongoing	Staff

School Goal: To improve student performance in Numeracy.

(Meets District priority - Demonstrating improvement in numeracy performance and advancing student learning through the use of effective instructional and assessment practices)

Rationale:

Performance Standards results from the past three years shows strong student achievement in Numeracy (problem-solving). Mathematical competence is a cornerstone for future success. Students should learn to value mathematics, become competent in their ability to do mathematics, become mathematical problem-solvers, learn to communicate mathematically, and learn to reason mathematically. Students should be able to bridge and make connections between numeracy, literacy and oral language.

The staff of Okanagan Falls Elementary wants to maintain strong results on BC Performance Standards assessments.

Objective: increase the percentage of students meeting or exceeding expectations in numeracy

Indicators of Success:

1. 92% of students in Grades 1-7 will meet or exceed expectations for Numeracy in May /June 2010 (BC Performance Standards as the assessment tool).

Key Indicators - all percentages are based on small numbers of students (8 – 25 students)

NUMERACY (Meet or Exceed Expectations)

	02 / 03	03 / 04	04 / 05	05 / 06	06 / 07	07 / 08	08-09	09-10
Gr. 1	N/A	95%	83%	94%	93%	81%	85%	63%
Gr. 2	100%	100%	90%	58%	95%	100%	88%	83%
Gr. 3	N/A	64%	96%	75%	100%	83%	94%	92%
Gr. 4	83%	84%	84%	92%	90%	100%	88%	100%
Gr. 5	N/A	84%	85%	92%	N/A	100%	96%	100%
Gr. 6	88%	100%	100%	75%	N/A	92%	92%	91%
Gr. 7	N/A	94%	100%	67%	90%	100%	92%	75%
School		89%	91%	79%	N/A	94%	91%	86%

Secondary Indicators

F.S.A. Results (% Meeting or Exceeding Expectations)

		00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08-09	09-10
Number of students		14	33	25	19	26	24	22	16	17	14
Gr. 4	Numeracy	93%	88%	71%	95%	96%	88%	85%	75%	100%	100%
	District			79%	90%	93%	93%	84%	72%	74%	80%
Number of Students		23	30	27	15	23	9	20	12	9	9
Gr. 7	Numeracy	91%	86%	65%	86%	87%	56%	65%	25%	100%	67%
	District			83%	83%	82%	86%	86%	72%	68%	66%

Discussion

- Cohorts for each Grade level are very small (a few students not meeting or exceeding expectations translates into a large percentage not meeting or exceeding)
- We have lost 30 – 50 % of our Grade 5 classes over the past 3 years to Skaha Lake Middle School in Penticton – parents work in Penticton and can choose their child’s school (open boundaries)
- Many leaving students are from our Honour Roll and Effort Roll and this removes the top academic students for grades 5, 6 and 7 (those meeting / exceeding expectations) and increases the percentages of those not meeting or exceeding
- Increased percentage of 1701 students (designated students requiring school support) in the Intermediate classes
- Lower numbers of students at all grade levels over the last 2 years has resulted in many split or multi-grade classes per year --
2006-07 (Kindergarten/Grade 1, Grade 2/3, Grade 4/5, Grade 5/6, Grade 6/7)
2007/08 (Kindergarten, Grade 1/2, Grade 2/3, Grade 3/4, Grade 5, Grade 6/7)
2008-09 (Kindergarten, Grade 1, Grade 2, Grade 3/4, Grade 4/5, Grade 6/7)
2009-10 (Kindergarten, Grade 1/2, Grade 3/4, Grade 4/5, Grade 6/7)
2010-2011 (Kindergarten, Grade 1, Grade 2/3, Grade 4/5, Grade 6/7)

Grade Groups - Results of tracking grade groups are indicated below. The first year represents the results for the lower grade and follows the changes through each year to the higher grade.

- **Numeracy --- Meet or exceed expectations - all percentages are based on small numbers of students (8 – 25 students)**

Grade cohort	03 / 04	04 / 05	05 / 06	06 / 07	07/08	08/09	09-10
Grade 1 to Grade 4				93%	100%	94%	100%
Grade 1 to Grade 5			94%	95%	83%	88%	100%
Grade 1 to Grade 6		83%	58%	100%	100%	96%	91%
Grade 1 to Grade 7	95 %	90 %	75 %	90 %	100 %	92%	75%
Grade 2 to Grade 7	100 %	96 %	92 %	N/A	92 %	92%	
Grade 3 to Grade 7	64 %	84 %	92 %	N/A	100 %		
Grade 4 to Grade 7	84 %	85 %	75 %	90 %			

- **Foundation Skills Assessment**

Grade cohort	Numeracy Grade 4	Numeracy Grade 7
Grade 4 (00 / 01) and Grade 7 (03 / 04)	93 %	86 %
Grade 4 (01 / 02) and Grade 7 (04 / 05)	88 %	87 %
Grade 4 (02 / 03) and Grade 7 (05 / 06)	71 %	56 %
Grade 4 (03 / 04) and Grade 7 (06 / 07)	95 %	63 %
Grade 4 (04 / 05) and Grade 7 (07 / 08)	96 %	25 %
Grade 4 (05 / 06) and Grade 7 (08 / 09)	88 %	100 %
Grade 4 (06 / 07) and Grade 7 (09 / 10)	85 %	67%

Discussion

- Tables indicate competency in Numeracy skills for class work but a decline in Numeracy skills on the FSA.
- Possible reasons
 - Honour and Effort Roll students move away
 - On-line Assessment takes time for students to become at ease and familiar with process
 - Large proportion of students with adaptations / IEPs wrote with insufficient support
 - Test (Feb. 2008) was written when there was significant turmoil (social issues) in the Grade 7 class
 - Students have difficulty with ‘math reading’ and this made the multi-step problems more difficult for the students
- Small numbers in both Grades 4 (range 14- 24 students; last few years 17 - 20 students) and Grade 7 (range 11-27 students; last few years 12 students) can easily skew results/ percentages downwards

Strategies and Activities	Target date	Person(s) Responsible
Complete an Item Analysis of the FSA exams (Numeracy) to determine curricular areas requiring specific attention and practice – particularly for the Grade 5 to Grade 7 levels	November 2011	Principal, staff
Use of Success Maker for students who are experiencing difficulties with Math fundamentals (arithmetic operations)	Ongoing	Staff, LAT
Utilize Alberta Assessment Consortium Website <ul style="list-style-type: none"> ▪ Rubrics ▪ Assessment tools 	Ongoing	Staff
Use Staff Development time to develop <ol style="list-style-type: none"> a) a Scope & Sequence for multi-step / multi-answer problems (facilitator TBD) b) lessons / skills for multi-step / multi-answer problem solving at different grade level (facilitator TBD) 	April 2012	Principal, Staff

5. Satisfaction survey results regarding feelings of student bullying in 2009/2010 will be at or below the target of 5% for grade 4 and 7 students, and parents

Question - At school, are you bullied, teased, or picked on? (S) Is your child bullied, teased, or picked on at school? – (P)

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09-10
All Parents	5%	6%	7%	0%	0%	6%	12%	8%
Grade 4 students	8%	17%	12%	4%	10%	12%	16%	13%
Grade 7 students	0%	14%	17%	0%	5%	8%	10%	10%

6. Students will show a greater commitment to their personal fitness level through increased activity. 80% of students will show an improvement in their fitness based on pre / post testing in the Go Active Fitness program (started in Spring 2008)

Discussion

- Positive strategies for all students have improved school tone --- at Recognition Assemblies, our Posi draws by class and by whole school generates tremendous excitement
- Have utilized Restorative Justice with students (District Initiative)
- Fitness is done as a school-wide activity for 20 minutes on Wednesday (whole school in the gym led by a teacher / fitness instructor) / Intermediate student(s)
- Focus on warm-up – exercise – cool down (monitor heart rate)
- Due to low student numbers at the Grade 6 / 7 level, we have difficulty fielding a team for extra-curricular sports
- School will focus on individual fitness and clubs / intramural activities for exercise
- Participation in some District sports – Cross country, volleyball, track & field
- Continue Community Link Program for students ‘at – risk’ in the school
- Continue a Fruit and Vegetable Program (instruction / lessons with the snacks)

Strategies and Actions	Target Date	Person(s) Responsible
Continue the following Effective Behavior Support activities: <ol style="list-style-type: none"> a) recognize positive student behaviors with Posis and Posi draws held in classes and at recognition assemblies. b) actively teaching the school wide “Rights and Responsibilities” behavior matrix three times a year (September, January, April) c) set individual behaviour plans for ‘high flyers’ 	Ongoing	Principal, staff
Continue the following School Climate activities: <ol style="list-style-type: none"> a) Buddy Reading program for all grades (also includes Preschool) b) DARE program for Grade 5 students (renew in 2012) c) Family Life Program for Grades 4-7 d) Develop and implement theme days/fun days throughout the year. e) Grade 6/7 Study Skills f) Drug & Alcohol Awareness (Grade 6 / 7) g) School & Community December Luncheon h) Remembrance Day Ceremony (both at school & in the community) i) Eco Studies Program and other activities during Earth Week j) Carnival and Christmas Basket Raffle k) Kindness Week (February) l) Preschool / StrongStart / Kindergarten connections & activities m) First Nation Aboriginal Education worker and students (celebrations, arts, crafts, language, cooking, culture, etc.) 	Ongoing	Principal
Continue with community service events. <ol style="list-style-type: none"> a) Jump Rope for Heart (Heart & Stroke Foundation) b) Terry Fox Run c) Community Pitch-in d) Food Bank Drive e) Volunteer Appreciation Tea f) Recycle Program – funds sponsor a Foster Child 	Ongoing	Principal, staff
Continue Roots of Empathy Program for at least one class in the school	Ongoing	Principal, staff
<u>Fitness</u> <ol style="list-style-type: none"> a) Continue a 5 – 10 minute ‘activities’ into the regular classroom routine. b) Continue 20 minute weekly School-wide Fitness activity c) Continue membership in Healthy Schools Network d) School-wide swimming lessons (4 or 5 lessons) e) Continue with lunch hour running club (Fall and Spring) 	Ongoing	Principal, staff
<u>Healthy Eating</u> <ol style="list-style-type: none"> a) Integrate lessons on healthy eating / lifestyles into Career & Health Education Lessons. b) Focus on healthy food items served in School Canteen c) Sustain a Fruit and Vegetable Program (Ministry) d) Sustain a Salad Bar Program (minimum 2x per month) 	Ongoing	staff

School Initiative: To develop a Science Focus School at Okanagan Falls Elementary

Rationale:

The Science K – 7 IRP was initiated in 2005 – 2006 and resources were purchased for all grade levels. Textbooks and teacher guide books were purchased for the Intermediate grades as well as kits for the Primary Science Units. A visitation to the BIG Little Science Center (Kamloops) initiated a proposal to the School Board for a comparable program at Okanagan Falls Elementary. The staff provides students with many varied opportunities to learn about Science (pets in the classroom, field trips, Earth Week Workshops, Guest speakers, etc.). OK Falls Elementary wishes to increase the accessibility of ‘hands-on’ demonstrations and experiments to promote Science and Technology for the 21st Century. The support of the BLSC Society and the proximity of resources (Science facilities and ecosystems sites) provide a wonderful opportunity for the staff and students.

Objectives:

1. To continue implementation of a Science Focus School at Okanagan Falls (including OK Falls Elementary School becoming an affiliate to the BIG Little Science Center in Kamloops)
2. To increase the number of hands-on activities for Science.
3. To include Science in reading, writing and numeracy activities.

Indicators of Success:

1. A room at the school will be designated as a Science Room / Hands-on Room and supported with Science resources and guest presenters.
2. There will be an increase in the enthusiasm and interest in Science for all grades (Satisfaction Survey).

Strategies and Actions	Target Date(s)	Person(s) Responsible
Use Staff Development Meetings to meet as collaborative groups (Primary and Intermediate) to review the Science IRP and develop and share appropriate strategies for multi-grade groups.	Ongoing	Staff
Liaison with the BLSC Society to develop an implementation plan for a similar Center at OKFES <ul style="list-style-type: none"> ▪ Room for demonstrations and experiments ▪ Hands-on room for “WOW” activities ▪ Sponsorship from nearby institutions (DRAO, UEE) ▪ Volunteer coordinator (part-time) 	Ongoing	Principal, staff, PAC
Purchase, build, acquire supplies and hands-on materials	Dec. 2011	Principal, coordinator (?)
Continue class activities with live plants and animals	Ongoing	Staff
Continue Guest Speakers to enhance Science Opportunities and Science knowledge.	Monthly List	Staff
Continue Ecological activities – monthly and thematically - (Earth Week Activities with OSCA, RDOS Mind Grind, SORCO speakers)	Monthly	Staff
Develop problem-solving skills as well as use of technology (laptops) to research and prepare presentations for Science topics (Intermediate students) Focus on the Scientific Method for problem-solving (Primary) and research skills (Intermediate)	Sept. 2011- June 2012	Staff

