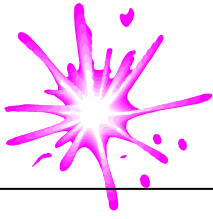




# Uplands Elementary School



SCHOOL PROGRESS REPORT  
SD67 (Okanagan Skaha) – May 2009




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# Part A: Introduction

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## **Uplands Elementary School Mission Statement**

*In a safe and supportive environment, we will provide our students with the intellectual, physical, and social skills to enable them to become lifelong learners and responsible, contributing, and adaptable citizens in a global society.*

The staff, supported by parents and community, work together in a safe, secure environment to offer all students opportunities to:

- *pursue excellence in all areas of the curriculum;*
- *become responsible for their choices;*
- *develop knowledge, skills and attitudes necessary to succeed both independently and cooperatively;*
- *become lifelong learners.*



# Part B: School Context

## Description of Uplands School

### Brief Description of School:

Uplands Elementary is the school with the view, situated above Penticton city center and Okanagan Lake. It has provides a K-5 full education program for the Redlands, Uplands, and Naramata Road areas. Uplands Elementary has always been proud of providing a sound start in the core areas of education as well as programs that extend our youth, such as extracurricular sports, music program and leadership opportunities.

### Uplands Elementary “A School With a VIEW to Excellence”

Address: 145 Middle Bench Road South, Penticton, BC V2A 8S7

Telephone: (250) 770-7678

Website: <http://sd67.bc.ca/schools/Uplands>

### COMMUNITY CONTEXT (2001 CENSUS)

	School	Province
Proportion of Families with Annual Income under \$30,000	30%	23%
Education Attainment – of Population Aged 20 or Over <ul style="list-style-type: none"> <li>High School Graduation Certificate</li> <li>Bachelors Degree or Higher</li> </ul>	67% 9%	68% 18%
Proportion of Families which are Lone Parent Families	23%	16%

### UPLANDS ELEMENTARY SCHOOL STUDENT ENROLMENT

	2005/06	2006/07	2007/08	2008/09
Total Enrolment (Headcount)	253.5	261	266	239
Female	119.0	124	140	126
Male	134.5	137	126	113
Kindergarten	20.5	35	41	30
Grade 1	44.0	43	39	44
Grade 2	41.0	40	46	38
Grade 3	53.0	42	41	45
Grade 4	44.0	51	41	45
Grade 5	51.0	50	58	36
Aboriginal	15.5	23	15	14
English as a Second Language	1.0	6	2	1
Home School Registration	0.0	0	0	
Students with Special Needs		19.0	15.0	16
Designated Gifted Students		9	13	15

**NOTE:** Uplands has experienced a slight decline in school population.

**UPLANDS ELEMENTARY SCHOOL PARENT ADVISORY COMMITTEE EXECUTIVE**

<b>POSITION</b>	<b>NAME</b>
<b>Co-Chairs</b>	Mrs. Shannon Bull
<b>Vice-Chair</b>	Mrs. Jo-Anne Bettauer
<b>Secretary</b>	Mrs. Kirsten Odian
<b>Treasurer</b>	Mr. Jarrod Dunham
<b>SPC Reps</b>	Mrs. Jo-Anne Bettauer and Mrs. Shannon Bull

**UPLANDS ELEMENTARY SCHOOL PLANNING COUNCIL**

<b>POSITION</b>	<b>NAME</b>
<b>Principal</b>	Ms. Cathy Bowles
<b>Parent Representative</b>	Mrs. Karen Widney
<b>Parent Representative</b>	Mrs. Jo-Anne Bettauer
<b>CUPE Representative</b>	Mrs. Shelly Watkins
<b>Parent Representative</b>	Mrs. Shannon Bull
<b>Teacher Representative</b>	Mr. Allen Beckingham

## UPLANDS ELEMENTARY SCHOOL

UPLANDS SPECIAL INITIATIVES	
1.	Grade 4 and Grade 5 Implementing <i>Literacy in Action</i> Program
2.	Student Support Programs (ESL Program, Early Literacy Program, Learning Assistance Program, Special Education Program, Speech and Language Intervention Program, Occupational Therapy Program)
3.	SMART Reading Strategy Focus and/or Guided Reading for several classes including Word Work
4.	Music Program for K-5
5.	Guitar Program for Grade 5 Students
6.	Extra-curricular Sports Program for Intermediate Students (Soccer, Volleyball, Badminton, Basketball, Cross Country Running and Track and Field)
7.	Implementation of Accelerated Reading for 2008
8.	Action School Participant

PARENT AND COMMUNITY SUPPORT FOR STUDENTS	
1.	One To One Reading Program
2.	Wednesday Hot Lunch Program
3.	PAC Sponsored Special Days
4.	Grade 5 Cross-Country Ski Lesson
5.	Grade 3 Swim Program
6.	Participation in the Okanagan Children's Festival
7.	Cultural Performances
8.	Museum – Centennial Project

## UPLANDS ELEMENTARY SCHOOL

No.	Name:	Assignment:
Div. 1	Mrs. Linda Kantz	Grade 5
Div. 2	Mrs. Shada Gardhouse	Grade 4/5
Div. 3	Mr. Allen Beckingham	Grade 4
Div. 4	Mrs. Janice MacIntyre	Grade 3
Div. 5	Ms. Nicola Blumel	Grade 3
Div. 6	Ms. Judy Street	Grade 2
Div. 7	Mrs. Carolyn Buzikevich (0.75 F.T.E.) Mrs. Cathy Bowles (0.25 F.T.E.)	Grade 2
Div. 8	Ms. MaryAnn McLean	Grade 1
Div. 9	Mr. Paul Kopf	Grade 1
Div.10	Ms. Lynn Porteous	Kindergarten
Div. 11	Ms. Lynn Porteous	Kindergarten
	Mrs. Kathie Bryce	LAT & Special Ed.
	Mrs. Cyndie Salting	Librarian
	Ms. Shelly Leiding	Secretary/NHS
	Mrs. Debbie Gratton	C.E.A.
	Mrs. Laurie Hepso	C.E.A.
	Mrs. Monica Schimmer	C.E.A.
	Mrs. Wanda Berry	Oral Interpreter
	Mr. Brian Delorme	Custodial
	Mr. Jas Malhi	Custodial
	Mr. Dave Kroschinsky	District – Counsellor
	Ms. Jill McCullum	District – Teacher of Deaf and Hard of Hearing
	Ms. Heather McMillan	District – Speech Pathologist
	Ms. Gayle Walford	Occupational Therapist
	Mrs. Sandy Woodford	Library Assistant

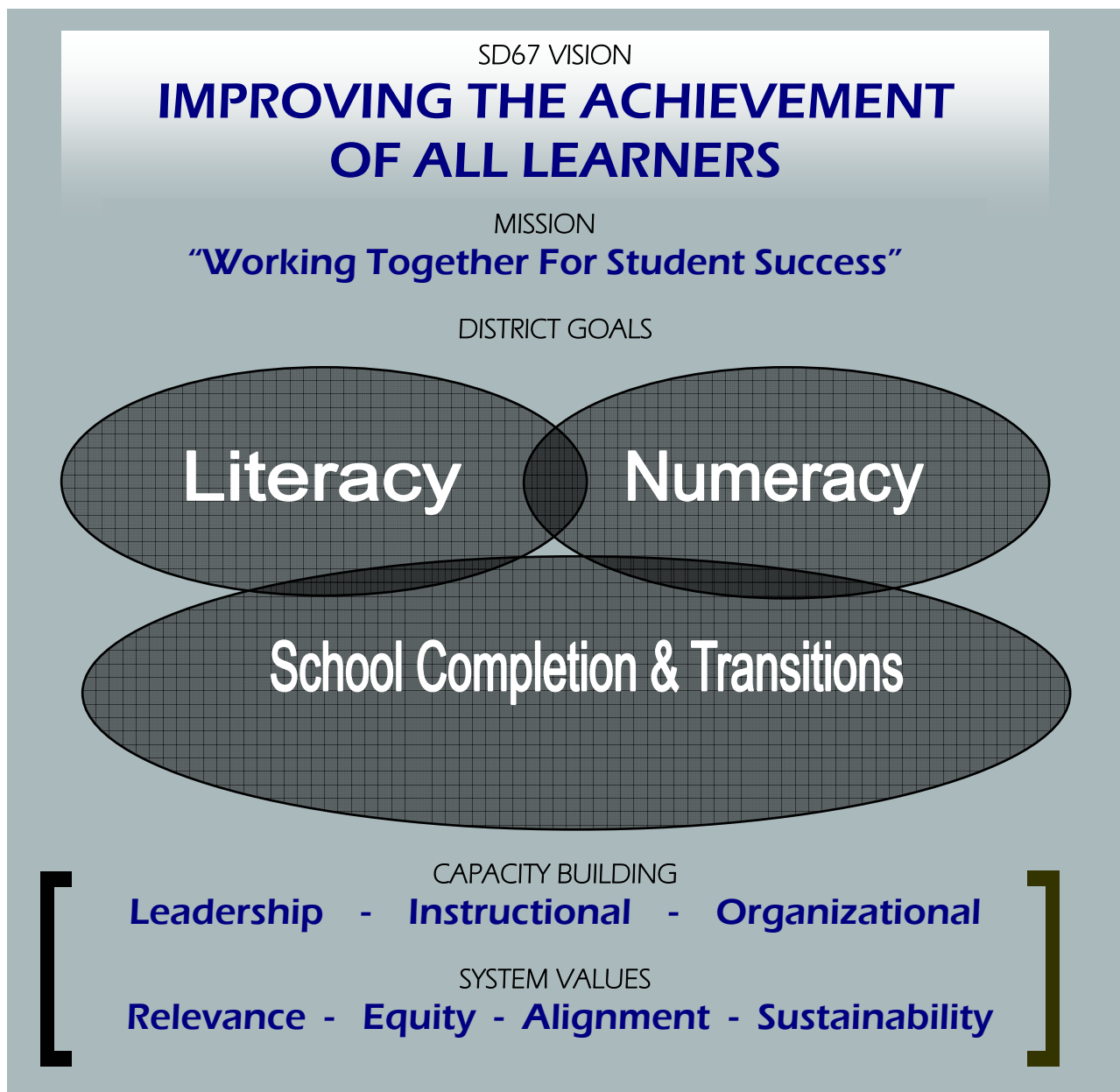
# Part C: Improvement Framework

## Leadership for Learning Framework

The vision of 'improving achievement of all students' deepens each year as schools and communities explore and develop the concepts of:

- *A collaborative, student focused (Learning Community) culture;*
- *Assessment for Learning practices; and*
- *Differentiated instruction strategies to meet student's varying needs.*

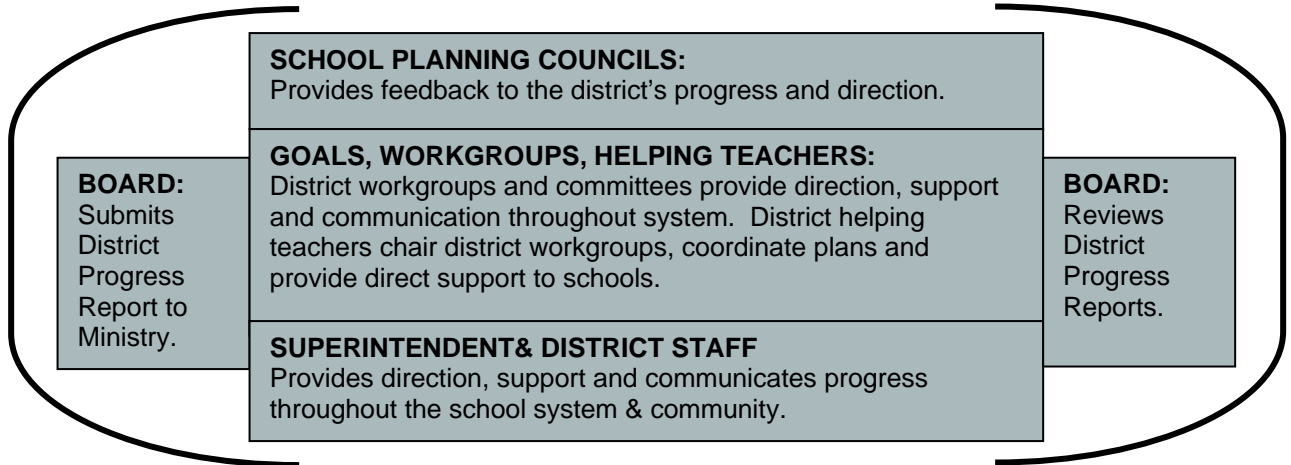
The critical elements (vision, mission, goals, capacity building and values) are reflected in the 'leadership for learning' framework.



# DISTRICT & SCHOOL CONNECTIONS

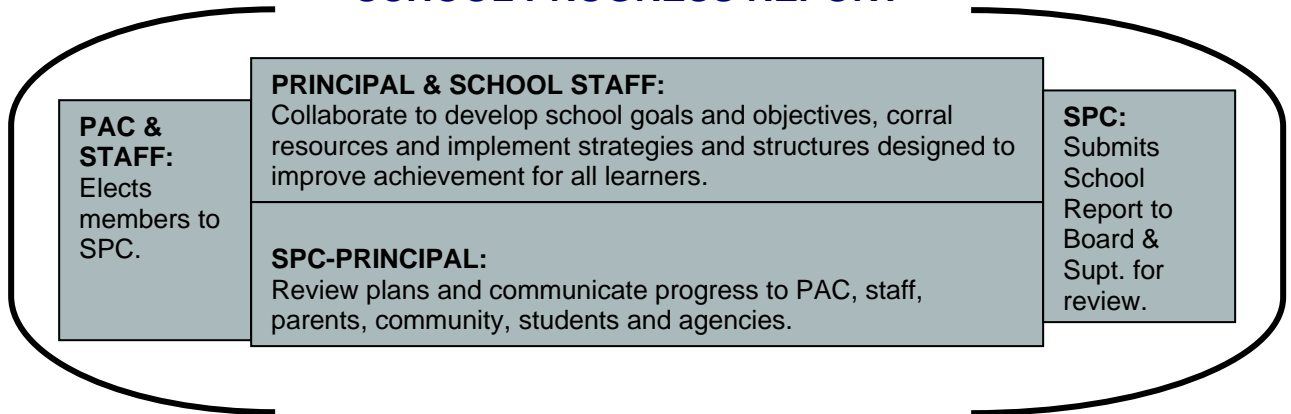
The diagram illustrates the integrated working relationship among all partner groups in SD67, the common efforts to improve student achievement and the process used to approve and support school plans.

## DISTRICT PROGRESS REPORT



<b>DISTRICT STAFF &amp; SCHOOL ADMIN :</b> Meets to review progress in each school.	<b>SCHOOL ADMINISTRATION GROUPS:</b> Collaborates with colleagues.
<b>SCHOOL PLANNING COUNCIL (SPC):</b> Each of the 3 School Zones organize a Fall and Spring session each year. <b>LIAISON SCHOOL TRUSTEES:</b> Attends a SPC meeting in each school.	
<b>ABORIGINAL STUDENT SUCCESS:</b> Aboriginal Planning Council works towards implementing the goals of the enhancement agreement. District and school plans reflect the need to improve success of all aboriginal students. District VP (Aboriginal) provides support to schools, district, aboriginal community and district workgroups. See Appendix A for more complete details.	
<b>CELEBRATION:</b> Showcase student and staff achievements.	

## SCHOOL PROGRESS REPORT



Sept    Oct    Nov    Dec    Jan    Feb    Mar    Apr    May    June



**RESOURCE ALLOCATION**

This resource allocation template is used to delineate the many programs and services provided in the school system and its linkages with the overall priorities. This document has been particularly useful for planning and budget consultation purposes.

**IMPROVING THE ACHIEVEMENT OF ALL LEARNERS**

*“Working Together for Student Success”*

**LITERACY - NUMERACY  
SOCIAL RESPONSIBILITY**

**LEADERSHIP - INSTRUCTIONAL CAPACITY BUILDING - ORGANIZATIONAL**

**Learning Community**  
 - Compelling vision  
 - Collaborative culture  
 - Focus on improvement

**Leadership development**  
 - All levels  
 - All roles

**Teamwork/Collaboration**  
 - District/Community  
 - District/Partners  
 - District/DPAC/SPC  
 - District/School  
 - School/SPC/PAC  
 - School/Community

**Accountability**  
 - District Progress Report  
 - School Progress Report  
 - Ministry Review  
 - Board Review

**Board Governance**  
 - Leadership  
 - Stewardship  
 - Relationship

**Curricular Programs**  
 - Resources  
 - Instructional practices  
 - Interventions & Initiatives

**Assessment Practices**  
 - Personalized learning

**Transitions**  
 - Grade to grade  
 - School to school  
 - School & home  
 - School, work & post sec.

**Support Services**  
 - Library services  
 - Special Education  
 - ESL  
 - Gifted  
 - Aboriginal Education  
 - Counseling  
 - Learning Centres  
 - Home Learners  
 - International Ed  
 - Technology  
 - Administrative support

**Extra-curricular Programs**  
 - Resources

**Human Resource Management**  
 - Resource planning  
 - Enlistment  
 - Capacity development

**Maintenance/Custodial**  
 - Schools  
 - Grounds  
 - Delivery system  
 - Equipment & Supplies


**Transportation system**  
 - Buses & routes  
 - Access

**Financial Management**  
 - System requirements  
 - Budget development  
 - Transactions  
 - Reporting

**Technology system**  
 - Hardware  
 - Software  
 - Support  
 - Infrastructure

**RELEVANCE - EQUITY - ALIGNMENT - SUSTAINABILITY**

<b>SCHOOL GOALS</b>	
<b>GOAL</b>	<b>OBJECTIVES</b>
<p><b>SOCIAL RESPONSIBILITY</b></p> <p><b>To maintain and improve social development of students</b></p>	<ul style="list-style-type: none"> <li>• To develop awareness of respectful behaviour and language</li> <li>• To increase school-wide wellness through deliberate teaching of daily physical activity, Social Responsibility traits and healthy food choices</li> <li>• To increase positive and proactive ways to peacefully problem solve</li> </ul>
<p><b>LITERACY</b></p> <p><b>To improve student performance in Literacy</b></p>	<ul style="list-style-type: none"> <li>• To increase the number of students who meet/exceed expectations in reading</li> <li>• To increase the number of students who meet/exceed expectations in writing</li> </ul>
<p><b>NUMERACY</b></p> <p><b>To improve student performance in Numeracy</b></p>	<ul style="list-style-type: none"> <li>• To increase the number of students who meet/exceed expectations in Numeracy in grade 3</li> <li>• To increase the number of students who meet/exceed expectations in Numeracy in grade 5</li> </ul>



# Part D: School Goals

## Goal: To improve student success in the area of social responsibility

### OBJECTIVES:

- To continue to focus respectful language and behaviour
- To increase school-wide wellness through deliberate teaching of daily physical activity, Social Responsibility traits and healthy food choices
- To develop positive and proactive ways to peacefully problem solve

### RATIONALE:

The understanding, practice, and recognition of socially responsible behavior by students enhances the satisfaction level of students and parents with the school experience. This climate enhances individual learning and the learning experience.

In addition, students' understanding, practice, and recognition of socially responsible behavior are directly affected by their perception that those positive behaviors are modeled by all partners in the school.

Our school rule is: *We respect ourselves, others and school property and procedures.* In order for individuals to treat others with respect and caring, they must first learn to treat themselves in the same fashion. Good emotional health is developed through a healthy lifestyle and is the root of social health. All partners have the right to an environment free of physical and emotional threat. Respectful behaviour must be the expectation, not the exception, and we all have a role in creating such an environment, just as we all have a role as global citizens in making our school, community and the world a better place to be. Even though the majority of our students are meeting this goal, we feel it is important to improve our practice in this area.

With this in mind, we need to gather more perceptual data using the BC Performance Standards Social Responsibility Quick Scales. We will also include perceptual data from student-friendly social responsibility rubrics. Further to this we would like to create a whole school survey giving us information similar to the Ministry Satisfaction Survey.

### TARGET:

- To have 95% of our students fully meet or exceed expectations as determined by the social responsibility quick scale at the end of grade 3 and grade 5 by 2010.

Leading Performance Indicator(s)	Baseline Results	Results				
	2006	2007	2008	2009	2010	
<b>Ministry Satisfaction Survey</b>						
Do you feel safe at school?	82%	82%	90%	97%		
Do you like school?	65%	47%	66%	75%		

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Ministry Satisfaction Survey: "Do you feel safe at school?"</b>						
All Students	82%	82%	90%	97%		
Parents: "Do you think that you child is safe at school?"	100%	88%	90%	92%		
<b>Ministry Satisfaction Survey: "At school, do you respect people who are different from you?"</b>						
All Students	95%	94%	98%	86%		
Parents	82%	85%	94%	87%		
<b>Ministry Satisfaction Survey: "At school, are you bullied, teased, or picked on?"</b>						
All Students	5%	6%	0%	3%		

<b>Ministry Satisfaction Survey:</b> "Do your teachers care about you?"	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
All Students	93%	95%	93%	92%		
Parents	89%	87%	100%	96%		
<b>Ministry Satisfaction Survey:</b> "Do adults in the school treat all students fairly?"						
All Students	89%	78%	78%	83%		
Parents	77%	75%	95	83%		
<b>Ministry Satisfaction Survey:</b> "Do your teachers help you with your school work when you need it?"						
All Students	84%	86%	78%	77%		
Parents	71%	74%	86%	87%		
<b>Ministry Satisfaction Survey:</b> "Do you know how your school expects students to behave?"						
All Students	84%	98%	98%	89%		
Parents	97%	95%	95%	100%		

Action Plan:	Ongoing Progress To Date:
<p><b>1. Contributing to the classroom and school community:</b></p> <ul style="list-style-type: none"> <li>a. weekly assemblies dealing with recognition of student's achievement related to social responsibility               <ul style="list-style-type: none"> <li>• caught being kind</li> <li>• random acts of kindness</li> <li>• code of conduct student review</li> </ul> </li> <li>b. implementation and promotion of School Behaviour Matrix Code of Conduct               <ul style="list-style-type: none"> <li>• teacher assessment using performance standards</li> <li>• student self assessment using child friendly performance standards</li> <li>• morning announcement: weekly theme for Code of Conduct focus</li> <li>• new posters made by students and displayed in hallway</li> <li>• Code of Conduct displayed on plaque by front door</li> <li>• school website updated monthly</li> <li>• newsletters including Code of Conduct</li> <li>• daily classroom instruction/reminders of Code of Conduct</li> </ul> </li> <li>c. leadership opportunities will be made available through many activities:               <ul style="list-style-type: none"> <li>• daily telephone monitors</li> <li>• library monitors</li> <li>• recycling of drink containers</li> <li>• Kindergarten helpers</li> <li>• lunch meal helpers</li> <li>• leading monthly assemblies</li> <li>• class playground cleanup</li> <li>• computer shut down monitors</li> <li>• sanding of icy areas</li> </ul> </li> <li>d. to increase school spirit, pride and identity:               <ul style="list-style-type: none"> <li>• intramural activities</li> <li>• school theme and spirit days</li> <li>• school sports teams</li> <li>• family fun day</li> <li>• Tuesday school T-shirt day</li> <li>• Penticton Vees floor hockey games</li> <li>• staff versus student games</li> </ul> </li> <li>e. "buddy class" activities between intermediate and primary grades:               <ul style="list-style-type: none"> <li>• reading buddies</li> <li>• computer buddies</li> <li>• Winter concert</li> <li>• sports day and fun day</li> </ul> </li> <li>f. healthy living:               <ul style="list-style-type: none"> <li>• Daily Physical Activity (DPA)</li> <li>• District cross country runs</li> <li>• Terry Fox Run</li> <li>• daily meals program (government subsidized) and weekly UPAC Lunch Program</li> <li>• apply for BC Fruit and Veggie Program</li> <li>• recognition of student's with allergies and other health concerns</li> <li>• Hand washing workshop for all classes</li> </ul> </li> <li>g. school community contributions:               <ul style="list-style-type: none"> <li>• whole school contributions for Christmas food hamper and support of a family</li> <li>• unclaimed lost and found clothing donated to needy organizations</li> </ul> </li> <li>h. respecting the environment:               <ul style="list-style-type: none"> <li>• turning lights out and computers off daily</li> <li>• student-led (students with special needs lead the whole school initiative) recycling program in each classroom</li> <li>• playground clean-up</li> <li>• classroom silver broom award for daily cleanest classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Assemblies are held on Monday at 1:00pm of each week. Assembly themes include: reviewing Code of Conduct and behaviour expectations have been covered, sharing of upcoming events, leadership initiatives such as Destination Conservation, Friendship Week, School Spirit activities, physical health, etc. At each assembly students are recognized for "making Uplands a better place to be". At each assembly over 50 students are recognized.</li> <li>b. School Wide Social Responsibility Assessment introduced January 2008 and school implementation Spring 2008.</li> <li>c. All leadership activities are happening on a daily/weekly basis.</li> <li>d. All activities are on-going.</li> <li>e. Each class has participated in buddy activities on a class by class basis.</li> <li>f. DPA Implemented Sept. 2008 - ongoing</li> <li>g. Two district runs have been completed. All classrooms are charting progress for school wide runs.</li> <li>h. Implemented BC Fruit and Veggie Program</li> <li>i. School Health Nurse completed hand washing workshops for all classes</li> <li>j. Santa's Workshop raises money to support a family's wishes for the Christmas season. Penticton Food Bank receives a barrel of food items that Uplands families support.</li> <li>k. About \$40.00 per month (\$160.00 in the past four months) has been raised for Special field trips from the recycling program.</li> </ul>

Action Plan:	Ongoing Progress To Date:
<p><b>2. Solving Problems in Peaceful Ways</b></p> <ul style="list-style-type: none"> <li>a. implementation of and promotion of school Social Responsibility Code of Conduct               <ul style="list-style-type: none"> <li>• Second Step program</li> <li>• Teaching of the school behaviour matrix</li> </ul> </li> <li>b. use of discipline binder to track school-wide and individual behaviour, and to subsequently develop strategies               <ul style="list-style-type: none"> <li>• parent/teacher/student conferences</li> <li>• School Based Team meetings</li> <li>• communication to all team members</li> <li>• Behaviour Intervention Support (BIS) district program</li> <li>• curriculum based classroom programs</li> <li>• FRIENDS program for Grade 4</li> <li>• TRIBES program for Grade 5</li> <li>• Second Step program for most grades</li> <li>• C.A.R.E. Kit</li> </ul> </li> </ul> <p><b>3. Provide staff in-service on the use of performance standards</b></p>	<ul style="list-style-type: none"> <li>a. All classrooms are teaching the Second Step program, behaviour matrix.</li> <li>b. 12 School Based Team meetings focusing on students with behaviour issues.</li> <li>c. Two students are receiving support from the BIS program.</li> <li>d. SR programs are on-gong in individual classrooms.</li> </ul> <ul style="list-style-type: none"> <li>a. Provide staff with sample lessons, scales and surveys.</li> <li>b. Include social responsibility report at each staff meeting.</li> <li>c. Investigate criteria and rubric information related to performance standards relative to social responsibility.</li> </ul>
<b>STRUCTURES:</b>	
<ul style="list-style-type: none"> <li>• Weekly School Based Team meetings.</li> <li>• Flex funds used to plan and review Social Responsibility Performance Standards. Staff takes on extra roles in support of Social Responsibility objectives.</li> <li>• Equipment for outdoor activities supplied at recess and lunchtime to support programs introduced in classroom i.e. marbles, skipping, football.</li> </ul>	
<b>COMMUNICATIONS:</b>	
<ul style="list-style-type: none"> <li>• Use planners, weekly newsletters, phone calls, email, meetings, and web page to keep parents informed about individual and general progress.</li> <li>• Parent response to the school through monthly newsletters.</li> <li>• Use weekly staff memos, white boards (staff white board and code of conduct white board) in staffroom, and staff meetings to keep staff informed.</li> <li>• Assemblies that not only inform but instruct and recognize being responsible, proactive citizens in the school, community and world.</li> </ul>	
<b>ANALYSIS:</b>	
<ul style="list-style-type: none"> <li>• We are pleased with the number of programs that we have for students to improve their Social Responsibility. We are currently collecting data to analyze the effectiveness of these programs and their results.</li> </ul>	
<b>QUESTIONS FOR FURTHER STUDY:</b>	
<ul style="list-style-type: none"> <li>• Look at gathering baseline data around the Healthy Living objective.</li> <li>• Are the programs (Friends, Tribes, Second Step) working to improve our student's skills as per the Social Responsibility Performance Standards?</li> <li>• Over time will we see a difference in results for boys and girls?</li> <li>• Look at reasons for student not liking school.</li> <li>• Look at a school-wide survey to give data based on K – 5 perceptions.</li> </ul>	

**Goal: To improve student performance in literacy.**

**OBJECTIVE 1:**  
To increase the percentage of students who meet/exceed expectations in reading.

**RATIONALE:**

- Literacy is the cornerstone of learning.
- It is imperative that all students develop solid literacy skills, in order to succeed in a very competitive academic environment.
- In order for our students to meet their full potential, they will need competent skills in reading.
- Writing is key to expressing and communicating students' ideas and thoughts. Competent skills in the expression of thought on paper and on the computer are keys to their academic success in the future. In order for our students to meet their full potential, they will need solid skills in expressing themselves.

**TARGET:**  
By June 2010, 90% of grade 3 students will fully meet or exceed expectations as measured by the PM Benchmarks (Kit 1 or 2).  
By June 2010, 90% of grade 5 students will fully meet or exceed expectations as measured by the North Okanagan Whole Class Reading Assessment (Gartner/Peters). This assessment was initiated in the fall of 2006 by the intermediate classes. North Vancouver Assessment changed to North Okanagan Assessment in 2006/07.

Leading Performance Indicator(s)	Baseline Results	Results			
	2005/06	2006/07	2007/08	2008/09	2009/10
Whole Class Reading Assessment (Grade 3) New 2008/2009					
Whole Class Reading Assessment (Grade 4) Background indicator	64%	63%			
Whole Class Reading Assessment (Grade 5)	78%	64%			

Supporting Performance Indicator(s)	Baseline Results	Results			
	2005/06	2006/07	2007/08	2008/09	2009/10
Words Their Way Orthographic Assessment		N/A			

SCHOOL LITERACY DATA COLLECTION FOR UPLANDS SCHOOL North Okanagan (Gartner/Peters) Whole Class Reading Assessment Performance Standards Grade 4/5 Students								
	Fall 2006		May 2007		May 2008		May 2009	
	#	%	#	%	#	%	#	%
Not Yet Meeting	4	5%	5	4%				
Minimally Meeting	22	25%	39	32%				
Fully Meeting	52	60%	61	50%				
Exceeding	9	10%	17	14%				
Total Number Writing	87	100%	122	100%				
Exempt	4		4					

Reading Objective 1: BACKGROUND INDICATORS				
	2006/07	2007/08	2008/09	2009/10
K screening Phonemic Awareness (Administered in May: Not yet meeting, Minimally meeting, Fully meeting expectations)	6% 'NY' 12% 'MM' 82% 'FM'	% 'NY' % 'MM' % 'FM'	% 'NY' % 'MM' % 'FM'	

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
<b>FSA Results (GRADE 4) Foundation Skills Assessment</b>						
All Students*	98%	96%	91%	94%	95%	
Male	100%	97%	86%	93%	96%	
Female	96%	95%	96%	96%	92%	
Aboriginal*	67%	67%	100%	80%	Msk	
Special Education	100%	67%	33%	50%	Msk	
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's reading skills development in school?"***	43%	81%	81%	88%	86%	
<b>Grade 4 Satisfaction Survey</b> "Are you getting better in reading?"***	92%	98%	84%	85%	85%	

- \*Percentage of students within average, above average, or well above average
- \*\*Percentage of students meeting or exceeding grade level expectations
- \*\*\*All of the time and Many Times

Action Plan:	Ongoing Progress To Date:
<p><b>1. To maintain and extend interventions for at-risk readers</b></p> <p>a. Implement the Kindergarten screening instrument Sept./Oct., Jan./Feb. and May/June yearly.</p> <p>b. Conduct early literacy screening for new primary students attending Uplands Elementary.</p> <p>c. Implementation of Uplands Early Intervention Program.</p> <p>d. Implementation of Uplands English as a Second Language Program.</p> <p>e. Use referral systems for Speech and Language, Vision and Hearing Screens.</p> <p>f. Implementation of Rotary One-to-One Reading Program.</p>	<ul style="list-style-type: none"> <li>• Release time from district and Flex Funds will be used for screening students.</li> <li>• Primary staff completed an early literacy screen which included letter and letter sound recognition and PM Benchmarking to determined reading levels.</li> <li>• Two students each term will be supported by Mrs. Kathie Bryce with daily literacy intervention.</li> <li>• One student receives support from Mrs. Kathie Bryce with English as a Second Language support.</li> <li>• H. McMillan is at UES Thursdays each week.</li> <li>• J. McCullum facilitates hearings screens for those referred.</li> <li>• Vision and Hearing screens for Kindergarten students by Health Unit.</li> <li>• Four to 6 students per term receive reading support three times per week with parent and community volunteers. As a result of this support students increase their benchmarked reading level by several levels.</li> </ul>

<b>Action Plan:</b>	<b>Ongoing Progress To Date:</b>
<p><b>2. To provide support to students with aboriginal ancestry identified as at-risk readers.</b></p>	<ul style="list-style-type: none"> <li>• Two students with aboriginal ancestry identified as at-risk readers were supported by the Aboriginal Early Intervention Program (Fall 2007) facilitated by Bonny-Lynn Donovan. No students for 2008-09 school year.</li> </ul>
<p><b>3. To provide support for the implementation of a reading assessment for Grade 1 - 5.</b></p>	<ul style="list-style-type: none"> <li>• All staff completed and reviewed reading assessments and word work assessments in the Fall. This will also be done throughout the school year.</li> <li>• Word Work Assessments will be completed three times a year.</li> <li>• Several primary teachers have assessed students using SMART Learning Reading Assessment Record.</li> </ul>
<p><b>4. Increase the use of research based models, best practice, shared expertise and in-service of reading programs and instructional practices.</b></p>	<ul style="list-style-type: none"> <li>• Kindergarten: Animated Alphabet, Phonological Awareness, and Firm Foundations.</li> <li>• Primary Classes: SMART Learning Strategies               <ul style="list-style-type: none"> <li>○ J. Street and P. Kopf used Flex Funds to implement strategies from SMART Learning with Primary Teachers upon their request.</li> <li>○ Continue to provide opportunities to further implement SMART Learning Strategies.</li> </ul> </li> <li>• Guided Reading and Reading Power Strategies:               <ul style="list-style-type: none"> <li>○ Most staff continues to use these strategies to improve student reading.</li> </ul> </li> <li>• Intermediate Classes: Literacy in Action (LIA)               <ul style="list-style-type: none"> <li>○ All teaching staff are implementing part of the LIA program to students.</li> </ul> </li> <li>• Word Work: All Primary teachers and three intermediate teachers were given support for implementing Word Work.               <ul style="list-style-type: none"> <li>○ J. MacIntyre and J. Street supported staff in a team teaching role to implement Word Work.</li> </ul> </li> </ul>
<p><b>5. Develop a parent education program that will raise awareness of reading instruction and how parents can assist at home.</b></p> <p>a. Pre-school Programs</p> <p>b. Primary</p> <p>c. Intermediate</p> <p>d. Video/DVD Support</p>	<ul style="list-style-type: none"> <li>• Provide two opportunities for families with pre-school children to learn about early literacy.               <ul style="list-style-type: none"> <li>○ Ready, Set, Learn (3 and 4 Year Old Program)</li> </ul> </li> <li>○ PALS (Parents as Literacy Supporters)               <ul style="list-style-type: none"> <li>○ Encouraging Pre-school and Kindergarten Registers to attend StrongStart at QPES.</li> </ul> </li> <li>• Primary Parent Meetings to teach parents about how they can support programs at school.               <ul style="list-style-type: none"> <li>○ Word Work Meeting</li> <li>○ Home Reading Meeting</li> <li>○ SMART Learning Meeting</li> </ul> </li> <li>• PAC Meetings to teach parents about how they can support programs at school.               <ul style="list-style-type: none"> <li>○ Review of Literacy In Action Program (Heather Rose)</li> </ul> </li> <li>○ Review of Accelerated Reading Program (Uplands Parent Advisory Council supported the purchase of this program by giving \$2000.00)</li> </ul>

<b>STRUCTURES:</b>	
<b>1. Funding:</b>	<ul style="list-style-type: none"> <li>• Flex Funds provided to help support assessment practices.</li> <li>• Flex Funds provided to help support professional growth of teachers and principal in literacy (SMART Learning, Literacy in Action, Word Work, Action Research, Demonstration teaching, Team Teaching, etc.).</li> <li>• Flex Funds, Learning Resources Budget, School District Budgets and Implementation Budgets as well as the generous support from Uplands Parent Advisory Council funds were used for teaching resources such as Literacy in Action Program, Leveled Readers, Reading Assessment Records, Accelerated Reading Program, etc.</li> </ul>
<b>2. Personnel:</b>	<ul style="list-style-type: none"> <li>• Support for District Literacy Helping Teacher (Heather Rose) to support Reading Assessment and Reading Strategies.</li> <li>• Support from SMART Learning Research Team facilitated by Susan Close and with support from the Literacy Grant.</li> <li>• Support from Mrs. K. Bryce, LAT, Special Education, ESL Teacher, and Early Intervention Teacher. Mrs. Bryce also oversees the One-to-One Reading Program for our school.</li> <li>• Support from Cyndie Salting, School Librarian</li> <li>• Support from H. McMillan, Speech and Language Pathologist.</li> <li>• Support from J. McCullum, Teacher of the Hearing Impaired.</li> <li>• Support from B. Barber, Early Childhood Educator and StrongStart Coordinator.</li> <li>• Parent and Community Volunteers for the One-to-One Reading Program.</li> </ul>

<b>ANALYSIS:</b>	
<b>QUESTIONS FOR FURTHER STUDY:</b>	
<ul style="list-style-type: none"> <li>• Are the assessments giving staff the information needed to determine our teaching focus?</li> <li>• How can we use the assessment information to better inform our teaching focus?</li> <li>• Are we on track for reaching our reading goal?</li> <li>• Review of Flex Funds and how we would use Flex Funds next year?</li> <li>• Would grade appropriate lessons be useful to staff while implementing Ministry Social Responsibility performance standards?</li> </ul>	
<b>NEXT STEPS:</b>	
<ul style="list-style-type: none"> <li>• Consider using the Reading Assessment Record to focus our teaching.</li> <li>• Develop and implement the use of student-friendly and parent-friendly Reading Rubrics.</li> <li>• Use the North Okanagan Reading Assessment for all grade 3 students during the winter and spring of each year.</li> <li>• Continue to develop &amp; implement Word Work Strategies at all levels.</li> <li>• Review Teaching Overview Practices with a focus on Assessment for Learning, using current Learning Outcomes and Performance Standards.</li> <li>• Look to provide more opportunities for parents to have active roles in their child's learning.</li> <li>• Look for more opportunities to involve pre-school children in the school environment.</li> <li>• Continue to offer workshops, team teaching opportunities and demonstration classes that reinforce learning and teaching of best practices and current reading strategies.</li> <li>• Continue to study brain research.</li> <li>• Continue to support colleagues where they are at and where they want to go.</li> <li>• Add data from grade 3 NORA to Performance Indicators.</li> <li>• Develop a staff collaborated unit that supports the integration of Ministry Social Responsibility performance standards.</li> </ul>	

<b>COMMUNICATIONS:</b>	
<ul style="list-style-type: none"> <li>• Use planners, newsletters and web page to keep parents informed about individual and general progress</li> <li>• Use weekly staff memos and staff meetings to keep staff informed</li> <li>• Assemblies</li> <li>• Uplands Web-page</li> <li>• Uplands Parent Advisory Council Meeting Parent Education Focus</li> </ul>	

## Goal: To improve student performance in Literacy

### **OBJECTIVE 1:**

To increase the percentage of students who meet/exceed expectations in writing

#### **RATIONALE:**

- Writing is key to expressing and communicating students' ideas and thoughts. Competent skills in the expression of thought on paper and on the computer are key to their academic success in the future. In order for our students to meet their full potential, they will need solid skills in expressing themselves.

#### **TARGET:**

By June 2008, 90% of grade 3 students will fully meet or exceed expectations as measured by BC Performance Standards Writing Scales

- To increase the amount of students who "meet or exceed expectations" from 0 to 5% by the spring of 2006, as assessed in the grade 4 FSA's.

Leading Performance Indicator(s)	Baseline Results		Results		
	2006	2007	2008	2009	2010
Grade 3 School-wide Write	66%	61%			
Grade 5 School-wide Write	63%	56%			

SCHOOL LITERACY DATA COLLECTION FOR UPLANDS SCHOOL								
BC Performance Standards								
School-wide Write								
Grade 3 Students								
	May 2006		May 2007		May 2008		May 2009	
	#	%	#	%	#	%	#	%
Not Yet Meeting	1	2%	0	0%				
Minimally Meeting	14	28%	14	37%				
Fully Meeting	28	56%	17	45%				
Exceeding	5	10%	2	16%				
Exempt	2	4%	1	2%				
Total Number Writing	48	96%	38					
Total Number of Students	50	100%		100%				

\*These percentages are based on the number of students who wrote the assessment

#### **Notes:**

Data includes:

- Special Education
- Aboriginal Education
- Exempted - 2 (2006)
- Absences - 0

Writing Objective BACKGROUND INDICATORS							
	Uplands Elementary School					SD67	PROV
	2004/05	2005/06	2006/07	2007/08	2008/09	2006/07	2006/07
<b>FSA Results (GRADE 4) Foundation Skills Assessment</b>							
All Students*	96%	93%	94%	97%		89%	90%
Male	97%	86%	93%	100%		82%	85%
Female	95%	100%	96%	93%		96%	94%
Aboriginal*	67%	100%	80%	Msk		80%	79%
Special Education	67%	67%	50%	Msk		91%	87%
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's writing skills development in school?"**	76%	77%	76%	71%		72%	64%
<b>Grade 4 Student Satisfaction Survey</b> "Are you getting better in writing sentences and stories?"***	89%	84%	86%	88%		81%	79%

SCHOOL LITERACY DATA COLLECTION FOR UPLANDS SCHOOL School Wide Write Performance Standards Grade 5 Students								
	May 2006		May 2007		May 2008		May 2009	
	#	%	#	%	#	%	#	%
Not Yet Meeting	5	17%	2	4%				
Minimally Meeting	6	20%	20	36%				
Fully Meeting	16	53%	27	49%				
Exceeding	3	10%	4	7%				
Exempt			2	4%				
Total Number Writing	30		55					
Total Number of Students	30	100%	55	100%				

\*Percentage of students within average, above average, or well above average

\*\*Percentage of students meeting or exceeding grade level expectations

\*\*\*All of the time and Many Times

<b>Action Plan:</b>	<b>Ongoing Progress To Date:</b>
<p><b>1. To maintain and extend interventions for at-risk writers.</b></p> <p>a. Assess student writing three times a year using School-wide Write based on SMART Learning strategies</p>	<ul style="list-style-type: none"> <li>• Release time from Flex Funds to review the School-wide Write.</li> </ul>
<p><b>2. To provide support for the implementation of a writing assessment for grade 1 - 5.</b></p>	<ul style="list-style-type: none"> <li>• All staff completed and reviews writing assessments and word work assessments in the Fall. Teachers will develop a topic for the write that aligns with a current area/unit of learning.</li> <li>• Word Work Assessments will be completed three times a year.</li> <li>• Several primary teachers have assessed students using SMART Learning Reading Assessment Record which has a significant writing component and offers assessment for learning directions.</li> </ul>
<p><b>3. Increase the use of research based models, best practice, shared expertise and in-service of writing programs and instructional practices.</b></p>	<ul style="list-style-type: none"> <li>• Kindergarten: Animated Alphabet, Phonological Awareness, and Firm Foundations as well as journal writing.</li> <li>• Primary Classes: SMART Learning Strategies.               <ul style="list-style-type: none"> <li>○ Use Flex Funds to implement strategies from SMART Learning in classrooms as requested by teachers.</li> <li>○ Continue to provide opportunities to further implement SMART Learning Strategies.</li> </ul> </li> <li>• Write Traits and Traits of Writing Kit               <ul style="list-style-type: none"> <li>○ Most staff continues to use these strategies to improve student Writing.</li> </ul> </li> <li>• Intermediate Classes: Literacy in Action, Reading Power, and SMART Learning.               <ul style="list-style-type: none"> <li>○ All teaching staff has received professional development from Carole Stickle and Heather Rose in order to implement Literacy in Action.</li> <li>○ Intermediate Teachers used Flex Funds in order to implement Write Traits.</li> </ul> </li> <li>• Word Work: All Primary teachers and three intermediate teachers were given support for implementing Word Work.               <ul style="list-style-type: none"> <li>○ Teachers with SMART Learning training supported staff in a team teaching role to implement Word Work.</li> </ul> </li> </ul>
<p><b>4. Develop a parent education program that will raise awareness of writing instruction and how parents can assist at home.</b></p> <p>a. Primary</p> <p>b. Intermediate</p> <p>c. Student/Parent</p>	<ul style="list-style-type: none"> <li>• Primary Parent Meetings to teach parents about how they can support programs at school.               <ul style="list-style-type: none"> <li>○ Word Work Meeting.</li> <li>○ Developing Writing Meeting.</li> <li>○ SMART Learning Meeting.</li> </ul> </li> <li>• PAC Meetings to teach parents about how they can support programs at school.               <ul style="list-style-type: none"> <li>○ Review of Literacy In Action Program (Heather Rose).</li> </ul> </li> <li>• Develop and use student-friendly and parent friendly writing rubrics.</li> </ul>

<b>Action Plan:</b>	<b>Ongoing Progress To Date:</b>
<p><b>5. Use of Technology to communicate written ideas in a variety of ways.</b></p>	<ul style="list-style-type: none"> <li>• Create a school-wide scope and sequence that gradually increases the integration of technology across the curriculum strands.</li> <li>• Students to develop a range of skills that incorporate graphic organizers, spreadsheets, graphing, document design, web design and graphics editing.</li> <li>• Students investigate and utilize school-based software including MS PowerPoint, Paint, KidPics, MS Frontpage, MS Publisher, MS Work, All The Right Type, and MS Photo Editor.</li> <li>• Intermediate teaching staff is working toward developing technology skills in order to facilitate successful transition to Information and Communication Technology (ICT) Ministry performance standards that commence in grade 5.</li> </ul>

<b>STRUCTURES:</b>
<p><b>1. Funding:</b></p> <ul style="list-style-type: none"> <li>a. Flex Funds provided to help support assessment practices.</li> <li>b. Flex Funds provided to help support professional growth of teachers and principal in literacy (SMART Learning, Literacy in Action, Word Work, Action Research, Demonstration teaching, Team Teaching, etc.).</li> <li>c. Flex Funds, Learning Resources Budget, School District Budgets, Library and Implementation Budgets as well as the generous support from Uplands Parent Advisory Council funds were used for teaching resources such as Literacy In Action Program, Write Traits (at all grade levels), Writing Strategies Kit (Primary and Intermediate), Reading Assessment Records, Accelerated Reading Program, etc.</li> </ul>
<p><b>2. Personnel:</b></p> <ul style="list-style-type: none"> <li>a. Support for District Literacy Helping Teacher (Heather Rose) to support Writing Assessment and Writing Strategies.</li> <li>b. Support from the Network of Performance-based School initiative.</li> <li>c. Support from SMART Learning Research Team facilitated by Susan Close and with support from GHES Team.</li> <li>d. Support from LAT, Special Education, ESL Teacher, and Early Intervention Teacher.</li> <li>e. Support from School Librarian.</li> </ul>

<b>ANALYSIS:</b>
<p><b>QUESTIONS FOR FURTHER STUDY:</b></p> <ul style="list-style-type: none"> <li>• Are the assessments giving staff the information needed to determine our teaching focus?</li> <li>• How can we use the assessment information to better inform our teaching focus?</li> <li>• Are we on track to meeting our writing objectives?</li> </ul>
<p><b>NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>• Consider using the Reading Assessment Record to focus our teaching of writing.</li> <li>• Develop and implement the use of student-friendly and parent-friendly Writing Rubrics.</li> <li>• Review the School-wide Write and whether it meets our needs as assessment for and of learning.</li> <li>• Continue to develop Word Work Strategies at all levels.</li> <li>• Review Teaching Overview Practices with a focus on Assessment for Learning, using current Learning Outcomes and Performance Standards.</li> <li>• Look to provide more opportunities for parents to have active roles in their child's learning.</li> <li>• Look for more opportunities to involve pre-school children in literacy learning in the school environment.</li> <li>• Continue to offer workshops, team teaching opportunities and demonstration classes that reinforce learning and teaching of best practices and current writing strategies.</li> <li>• Continue to study brain research that supports teaching of writing skills.</li> <li>• Continue to support colleagues where they are at and where they want to go.</li> </ul>

<b>COMMUNICATIONS:</b>
<ul style="list-style-type: none"> <li>• Use planners, newsletters and web page to keep parents informed about individual and general progress</li> <li>• Use weekly staff memos and staff meetings to keep staff informed</li> <li>• Assemblies</li> <li>• Uplands Web-page</li> <li>• Uplands Parent Advisory Council Meeting Parent Education Focus</li> </ul>

**Goal: To improve student success in numeracy.**

**NUMERACY OBJECTIVE**

To increase the percentage of students who are meeting or exceeding expectations in numeracy by the end of grades 3 and 5.

**RATIONALE:**

Numeracy refers to the application of mathematical understanding in daily activities at school, at home, at work and in the community. It involves both using mathematical skills and knowing how mathematics can be used to solve problems. The BC math curriculum places great emphasis on numeracy and problem solving skills. Our school along with other schools in our district is in its second year of using a new math program from K to grade 5 (*Math Makes Sense*). We have identified assessment tools that will help us to use data to see how well students are performing (District Math Assessment-DMA's and First Steps in Math-FSiM assessments). During the upcoming years we will continue to immerse ourselves in professional development and dialogue as we reflect on assessment practices and instructional strategies that help improve student achievement.

**TARGET:**

By June 2012, 95% of students will be minimally meeting / meeting / exceeding expectations by the end of grades 3 and 5.

Leading Performance Indicator(s)	Baseline Results	Results			
	2009/10	2010/11	2011/12	2012/13	2013/14
District Numeracy Assessment					
Grade 3	%				
Grade 5					

Numeracy Objective BACKGROUND INDICATORS						
	Uplands Elementary School				SD67	PROV
	2006	2007	2008	2009	2009	2009
<b>FSA Results (GRADE 4) Numeracy</b>						
All Students*	91%	94%	94%	%	%	%
Male	86%	89%	96%	%	%	%
Female	100%	96%	93%	%	%	%
Aboriginal*	100%	60%	Msk	%	%	%
Numeracy Participation*	93%	92%	94%	%	%	%
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's development in math skills?"**	78%	80%	83%	%	%	%

- \*Percentage of students meeting or exceeding grade expectations
- \*\*All of the time and many times
- \*\*\*Percentage of students meeting or exceeding (C- or better)

## SPECIAL ACTIVITIES, PROGRAMS & OPTIONS FOR STUDENTS

### Curriculum Based

1. Opening Week Orientation - all grade 1-5 students participate in an assembly to review aspects of the school code of conduct / School Mission statement, Code of Conduct and Behaviour Matrix as well students are assigned to their classes.
2. Recycling Program – Special Education students involved in recycling program (paper, juice, pop containers). Monies raised go toward activities for Special Education Students.
3. Fine Arts Performances – (district arranged)
4. Remembrance Day Assembly – classes and community are involved and present at this assembly.
5. Winter and End of Year Concerts – all students are given an opportunity to perform on stage at one of the concerts. Generally, Kindergarten to grade 4 classes participate in the Winter Concert and grade 5 students participate in a Guitar Concert at the end of the year.
6. Fine Arts Workshops – all K-5 students participated in drumming (African Drumming – 2006), dance (Shakewood Annie Dance – 2007), art workshops, Children’s Festival supported by Uplands Parent Advisory Council and parents.
7. Student Field Trips – A variety of trips occur throughout the year. Here are examples of some of the places students have gone. Deep Creek, Penticton Fire Station, Vaseaux Lake Wetlands Project, Grassland Desert Osoyoos, Nk'mip, Safety Village, Vernon Science Centre and O’Keefe Ranch, Farmer John’s Petting Zoo, Vernon Science Centre.
8. Swim Program – all grade 3 students with instructors at the Penticton Recreation Centre.
9. Skating Program - all K - 5 students.
10. Cross Country Skiing Program – Grade 5 students at Nickel Plate with instructor three sessions.
11. Cross Country Running Club – participate in Kaleden, Naramata, Trout Creek and West Bench grade 3 District runs.
12. Sports Activity morning - June: K - 5.
13. Action Schools Activity Afternoon – all classes during January.
14. Fun Fitness – January-February 5 minute fitness workouts 2-3 times a week.
15. Bus Safety – Grade 3.
16. Canadian Author Visits – Margreit Ruirs (2006).
17. Special Science Projects – Stream Study, Life Cycles: Larvae to beetles to Mealworms, Eggs to Chicks, Seed to Plants.
18. 100’s Day – K to grade 3.
19. Tennis workshops – grade 4-5 students 2006.
20. Literacy Events - School Wide Writes, Literacy Showcase, Scholastic Book Fair, Family Literacy Day/Pajama Day.
21. Red Cedar Book Club – participation by students – coordinated by our Librarian.
22. Math Arcade – K to grade 5 (2007).
23. Hug A Tree Program, Green Space Development.
24. Destination Conservation.
25. Survive Outside Program (Division 1 and 2).
26. Aboriginal Education Program – Invitation to SLMS Pow Wow May 18, 2007
27. Action Schools – all students participate in Action Schools initiatives. Daily Physical Activity.
28. World Hockey – grade 4 and grade 5 students have the opportunity to participate in Uplands School World Hockey Program twice weekly for a term.

### Social Based

1. PBS Systems – positive behaviour support that teaches students to behave in appropriate and safe ways.
2. Lunch Program – provided to students whose parents cannot afford lunches (District program).
3. School-wide Theme Days – initiated and planned by the Special Events Ambassadors, where possible they support and promote the school goals.
4. Penticton Veas Read and Succeed Program – with Hockey Team vs. Students (floor hockey).
5. Summerland Sting Hockey players here to play hockey in sports court for Activity Day.
6. Buddy Class Program - K - 5.
7. FRIENDS Program - throughout the year the grade 4 students are trained in the Friends Program.
8. Terry Fox Run - participation by all students.
9. Open House/Spaghetti Dinner.
10. PAC Pumpkin Carving Night.
11. Invited Parents to Walk to School for International walk to school week in October.
12. Participation in Operation Christmas Child and Santa’s workshop to collect money for needy families at Christmas (PAC).
13. Salvation Army Food Bank – Uplands students collected the most food of all the schools in the district.
14. Public Health - hand washing sessions K - 5.
15. Apex Fundraiser 2007 – for new defibrillator.
16. Fine Arts Concert – 1-2 May 31<sup>st</sup> – showcasing individual efforts by students in the fine arts i.e. voice, music, dance, etc.
17. Relay for Life

### Student Participation/Volunteer

1. School-wide Projects –Terry Fox Run, UNICEF Drive, Food Bank and Toys for Tots and Teens, Operation Christmas Child.
2. Earth Day – PAC sponsored Anti Idling program.
3. Recycling – paper and juice boxes (Special Ed Students).
4. Clean Air Day - June – Students have opportunity to fly kits with clean air messages.
5. Friendship Week Student Initiative – A group of grade 5 students set up a Friendship Gram Fundraiser during the week of Valentine’s Day. Funds raised went toward supporting our Adventure Playground project.

**PARENT AND COMMUNITY SUPPORT FOR STUDENTS**

1. PAC – sponsored events to date, funds provided for swimming and cross-country skiing, Sound Field Systems, Home Reading Books for Primary students, Reading A-Z reading support, Adventure Playground fundraising, Green Space initiative.
2. Public Health - dental screening for Kindergarten students, hand washing clinics for K – 5.
3. Community Centre – free skating sessions to schools.
4. ICBC Booster Seat Program – Primary classes were given workshop on Booster seat use.
5. Green Space Development
6. Destination Conservation
7. Penticton Centennial Project 2008
8. Relay for Life
9. Marble Works