

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Constable Neil Bruce Middle Sc

7/2011

General Information

Mission Statement

To provide a safe, supportive environment where staff, students, parents and community members are committed to meeting the unique developmental needs of adolescents.

Principal : Robert Tucker

Web site : <http://www.cnb.sd23.bc.ca>



"Together We Learn"

SCHOOL DISTRICT 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

Our Cultural Values:

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

DISTRICT GOALS AS OF 7/12/2011

1	Alignment : GRADUATION
1	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, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
2	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.
2	Alignment : NUMERACY
1	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 year-end report cards.
2	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.
3	Alignment : Economic Viability and Stability
1	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 OF THE SD23 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.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

Constable Neil Bruce Middle School is one of six middle schools in the Central Okanagan School District. There were 710 (down 20 this from last year) students enrolled at CNB in grades 7, 8 and 9 as of September 30, 2010. We have 40 teachers, 12 certified educational assistants, and 9 clerical/custodial staff working to support students.

The school was named after a local RCMP officer who was fatally wounded while attempting to rescue a young woman who was being unlawfully confined in the Westbank area. The school was officially opened in June 2000. In 2008, the Parent Advisory Council funded the painting of an exterior wall mural that honours the RCMP connection, recognizes the aboriginal influence and incorporates the CUBS mascot.

The demographic profile of the community provides information that is quite typical of other schools in the province. The proportion of lone-parent families in the community is 15% (which is slightly lower than the provincial average of 16%). The proportion of the population with a Bachelors Degree or higher is 7% (which is less than 1/2 the provincial average of 18%). The school has an aboriginal student population of 98 (up 6 from 09) students as of September 2010. The proportion of aboriginal students has grown to 14% of the overall student population (up 2% from last year). The population of students with Ministry identified special needs is 71 students (up 5 from previous year). 20% of the students participate in a school-operated meals program (20 students are receiving full or partial subsidies for their lunches). The Westbank First Nation covers the cost of lunch for all WFN children. The school community has a varied socio-economic mix, ranging from very low to above average with significant populations in each of these categories.

Goals

At Constable Neil Bruce Middle School, our Goals emphasize the skills and abilities that our community believes to be central to our students future success as 21 Century citizens.

Aligning our Improvement Initiatives

To help achieve our goals, and enhance our students 21st Century competencies: Critical Thinking and Problem Solving, Collaboration, Communication and Creativity (Wagner) CNB is developing an overarching single goal focus to guide our improvement initiatives. When finished, this statement will emphasize our intention to significantly improve authentic student engagement. To achieve this goal, CNB has developed unique programs and put in place a multi-year professional development plan.

Intellectual Engagement:

At Constable Neil Bruce, our teacher librarian works with all of our core academic teachers to develop units that follow the Project Based Learning model. In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills such as collaboration, communication & critical thinking. (Buck Institute). Our teacher librarian is one of our in-house experts who provide an element of quality control as she works collaboratively with individual teachers to develop, teach and assess PBL units. To further support this implementation, many of our lead teachers will take a three day PBL training program in September. Those teachers will then provide some initial training to the rest of our teachers at our Implementation Day in October. Throughout the year, teachers will work collaboratively, provide feedback and share successful unit plans with each other. Over time, CNB will develop a high quality inventory of successful unit plans that all teachers will be able to draw from.

In February, nine of our teachers were trained to use Kagan Structures (cooperative learning engagement techniques). In response to their overwhelmingly positive feedback regarding increased student engagement, these teachers will begin training all of our new teachers in September. All staff will get ongoing support to learn these structures at staff meetings and invitational workshops throughout the year.

In addition to our classroom commitment to quality, progressive education, CNB also offers its students the following academic support:

Academic Intervention (AI) a before and after school program to help struggling grade 7 and 8 students.

Homework Club an after school program that holds grade 9 students accountable for doing their homework.

Aboriginal Reading Program a lunchtime reading program with peer support

Full time Learning Assistance (both in class and pull out support)

Literacy Support a pull-out reading program

Health Promoting Schools an essential component of student engagement.

The promotion of healthy living is a critical component of our plan to increase student engagement. When students lack proper nutrition, exercise, sleep, a sense of belonging, etc., engagement at school suffers. Following are some of the many ways CNB promotes Healthy Living:

In addition to our excellent sports academies and physical education program, we promote physical activity by offer a terrific range of extracurricular sports. This year we had 545 positions filled by student athletes 139 in Track and Field alone.

On the nutritional front, all students at CNB are taught about the importance of a healthy diet in their Foods and Nutrition classes. As well, our PAC run school store and Vending Machines sell only Choose Most and Choose Sometimes items. Some of the items sold at the school store are burgers on whole wheat buns, Booster Juice, Sushi, salads, pasta, baked chips, granola bars, popcorn, water and juice.

CNB is very fortunate to also have a meals coordinator who provides a healthy daily lunch option for 150 students on a first come first served basis. All needy students that come to our attention are offered this meals program on a fully or partially subsidized basis. Following the Canadian Food Guide and district information, our coordinator provides our students the choice of milk (chocolate or regular) or juice, plus fruit and vegetables with every meal. With burgers and sandwiches, students apply their own condiments and have the choice of adding cheese, lettuce, pickles and onions. The meals program at CNB is a huge hit with the students. CNB also participates in the provincially run Fruit and Veggie Program.

Social Engagement:

In September, 2011 CNB will implement a mentorship program. This will be a multi-grade, small group program run by a teacher who acts as an advocate, advisor and mentor to each of his/her students. The sole purpose of this program is to support each students academic and personal development. There will be no letter grade associated with this program.

Other unique programs that CNB offers to enhance student engagement at school include the following:

Outdoor Education Academy

Soccer Academy

Me to We social justice club

WEB Leadership Program

Career Education and Entrepreneurial initiatives

Service Learning Projects (all students)

Musical Theatre

Various clubs and all extracurricular sports











Practical and Fine Art Electives







School Performance Information

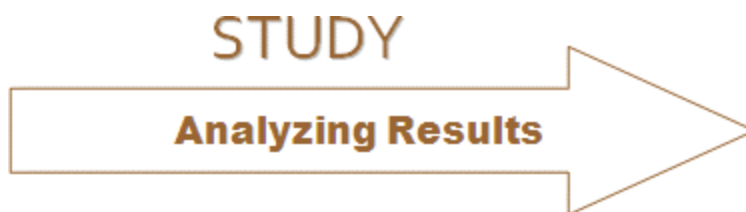
RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
--	------	-------	--------	--------

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
We will improve the percentage of students meeting or exceeding expectations in literacy with the specific target goals.				
100 percent of our students will be ready to transition to the next grade level according to District Literacy "Readiness Data" by 2012.	6/30/2010	99.4	100	 Warning
85% of students will score "at or above" stanine 4 on year-to-year tracking of grade 8 CAT4 reading results..	5/9/2010	81	85	 Warning
90% of students will achieve between "Minimally Meeting and Exceeding Expectations" on the Spring School Wide Write.	6/30/2010	88.5	90	 Warning
98% of students will meet or exceed expectations in English 7-9 based on June report card results.	5/9/2010	98	98	 On Target
The achievement gap between aboriginal and non-aboriginal students will narrow by 2% per year in Math and English.	6/30/2010	1	2	 Off Target
The achievement gap between male and female students will narrow by 2% per year in Math and English.	6/30/2010	0	2	 Off Target
There will be a 5% increase in the number of students "exceeding expectations" on Spring School Wide Write results compared to Fall baseline.	6/29/2010	3	5	 Off Target
NUMERACY				
We will improve the percentage of students meeting or exceeding expectation in numeracy with the specific target goals.				
100 percent of our students will be ready to transition to the next grade level according to District Numeracy "Readiness Data" by 2012.	6/30/2010	99.4	100	 Warning
90% of students will score "at or above" stanine 4 on year-to-year tracking of grade 8 CAT4 math results.	5/9/2011	88	90	 On Target
98% of students will meet or exceed expectations in Math 7-9 based on June Report Cards.	6/29/2010	98	98	 On Target

	Date	Value	Target	Status
The achievement gap between aboriginal and non-aboriginal students will narrow by 2% per year in Math and English.	6/30/2010	1	2	 Off Target
The achievement gap between male and female students will narrow by 2% per year in Math and English.	6/30/2010	0	2	 Off Target
SCHOOL BASED				
We will improve school climate and culture in a measurable way for all students at CNB with specific target goals.				
100 percent of our students will be ready to transition to the next grade level according to District "Readiness Data".	6/30/2010	99.48	100	 Warning
Every student at CNB will be involved in planning, organizing and running a leadership / school service project.	6/30/2009	100	100	 On Target
Number of students on the Work Ethic in term #1	6/29/2010	51	60	 Warning
We will maintain or increase the current levels of satisfaction as measured by Ministry of Education Satisfaction Surveys.	3/25/2010	75	75	 On Target



Results

Status : Approaching Expectations

We are experiencing some very positive results with regard to the goals we have set for ourselves. Our students continue to show growth in the areas where we are "not yet meeting" and we continue to "revise upward" the Indicator Standards that we consistently achieve "meeting or exceeding expectations." That said, some of our assessments are relatively new and it will take a few years to make any definitive statements regarding our progress on those measures.

The "result" that I believe to be most significant at CNB this year, is the growth we have made towards developing a coherent multi-year improvement plan. The data is telling us that we are quite successful at supporting our "at-risk" students and that we have a very healthy cohort of highly achieving students. The data is also telling us very clearly that we have too many students who are "minimally meeting" expectations. This group is disproportionately made up of Aboriginal students (male and female) and non-Aboriginal males. Information like this has been instrumental in helping us to understand the need to find more effective ways to engage our students in their learning. This will be our main focus over the next several years. I believe that this focus will significantly help us to achieve our goals and by extension help the district to achieve theirs.

	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.



Alignment: LITERACY









SMART Goal: We will improve the percentage of students meeting or exceeding expectations in literacy with the specific target goals.

Rationale:

Focusing on improving each of our students' literacy performance is important for several reasons:

- competent literacy skills are essential to our students' independent success in school. The stronger their skills, the greater the chance that they will be successful - in all curricular areas.
- In aligning with a School District priority, we are able to take advantage of available "best practice" experts, materials and courses.
- While we are making progress towards our overall goal, some of our indicators of success have yet to be met and a few "Strategies and Structures" are still in the implementation stage.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
100 percent of our students will be ready to transition to the next grade level according to District Literacy "Readiness Data" by 2012.	6/30/2010	99.4	100	 Warning
85% of students will score "at or above" stanine 4 on year-to-year tracking of grade 8 CAT4 reading results..	5/9/2010	81	85	 Warning
90% of students will achieve between "Minimally Meeting and Exceeding Expectations" on the Spring School Wide Write.	6/30/2010	88.5	90	 Warning
98% of students will meet or exceed expectations in English 7-9 based on June report card results.	5/9/2010	98	98	 On Target
Our "at-risk" students' work ethic will improve from the time they are identified until leaving CNB.	1/1/0001		8	
The achievement gap between aboriginal and non-aboriginal students will narrow by 2% per year in Math and English.	6/30/2010	1	2	 Off Target
The achievement gap between male and female students will narrow by 2% per year in Math and English.	6/30/2010	0	2	 Off Target
There will be a 5% increase in the number of students "exceeding expectations" on Spring School Wide Write results compared to Fall baseline.	6/29/2010	3	5	 Off Target







Alignment: NUMERACY

SMART Goal: We will improve the percentage of students meeting or exceeding expectation in numeracy with the specific target goals.

Rationale:

While we are already meeting the District expectation within the numeracy component of "Grade Readiness" for grades 8 and 9, there are compelling reasons to continue on with this goal. 65% of our Gr. 8s scored at Stanine 4,5 and 6 - 22% of those at stanine 4 (low average). As a generalization, math gets considerably more complicated from grades 8-12. Our students' ability to meet the demands of the curriculum as they move towards graduation will be greatly enhanced with strengthened fundamentals - as indicated by their movement into higher stanine levels and end of year grades. Additionally, continuing to focus on math prioritizes improvement in math instruction. Our math department has been exceptionally progressive in this regard in the last couple of years.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
100 percent of our students will be ready to transition to the next grade level according to District Numeracy "Readiness Data" by 2012.	6/30/2010	99.4	100	 Warning
90% of students will score "at or above" stanine 4 on year-to-year tracking of grade 8 CAT4 math results.	5/9/2011	88	90	 On Target
98% of students will meet or exceed expectations in Math 7-9 based on June Report Cards.	6/29/2010	98	98	 On Target
Numeracy Problem Set Indicator to be determined in September.	1/1/0001			
The achievement gap between aboriginal and non-aboriginal students will narrow by 2% per year in Math and English.	6/30/2010	1	2	 Off Target
The achievement gap between male and female students will narrow by 2% per year in Math and English.	6/30/2010	0	2	 Off Target






Alignment: SCHOOL BASED

SMART Goal: We will improve school climate and culture in a measurable way for all students at CNB with specific target goals.

Rationale:

According to the National Middle School Association, a key aspect of developmentally responsive middle schools is a positive school climate. We believe that Satisfaction Survey results, Work Ethic marks, behavioral referrals and Grade Readiness data will give us a reasonably good indication of how we are doing in this regard. A positive trendline indicates an increasingly positive school climate. We believe that a sustained positive climate will in turn develop a strong and enduring positive culture.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
100 percent of our students will be ready to transition to the next grade level according to District "Readiness Data".	6/30/2010	99.48	100	 Warning
Every student at CNB will be involved in planning, organizing and running a leadership / school service project.	6/30/2009	100	100	 On Target
Number of students on the Work Ethic in term #1	6/29/2010	51	60	 Warning
Our "at-risk" students' work ethic will improve from the time they are identified until leaving CNB.	1/1/0001		8	
We will maintain or increase the current levels of satisfaction as measured by Ministry of Education Satisfaction Surveys.	3/25/2010	75	75	 On Target

Data

Status : Approaching Expectations

We are continuing to move in the right direction with regard to appropriate data collection. All grade 7 classes completed two Whole Class Reading Assessments this year which will provide the baseline we require to begin looking for trends. Hopefully, the district will be ready to implement the Numeracy Problem Sets (Gr. 7-9) for next school year.

This year, we have included two more significant "indicators" of our students' achievement. The first is Aboriginal achievement (Ma/Eng) vs Non Aboriginal achievement (Ma/Eng) This data reflects the percentage of our students who achieve in the "C" to "F" range on year end report cards. Using the same paramaters, we are also now looking for trends in the data that show the achievement levels of our Non-Aboriginal male population vs. our Non-Aboriginal female population. We have added this focus because it tells a significantly different story from the data that demonstrates the success that we have had over time bringing down "F"ailure rates of students in these categories. For example, fewer Aboriginal students receive an "F" in Ma or Eng. than our Non-Aboriginal students. However, Aboriginal students consistently (15% more) achieve in the "C- to C" range than Non-Aboriginal students. This is a static result over the last 4 or 5 years of data at CNB. A very similar trend is evident when looking at the male vs. female data. Clearly, this is an area that we need to address if we are to enhance the overall achievement of our students at CNB.

Goals

Status : Meeting Expectations

Our goals continue to be very worthwhile. However, as a result of becoming more familiar with this process, we have revised target values and added a couple of Indicators to help us become more precise in our analysis of our true progress towards meeting our goals.

Rationale

Status : Meeting Expectations

The rationale for our goals continues to be solid. CNB is making several structural changes to the way we deliver our programs. Keeping our eye on our students' achievement with regard to Numeracy, Literacy and Climate and Culture allows us to monitor the effect of these changes. While we believe that our goals continue to be the right ones, we continue to add and adjust the "indicators" to ensure that we are getting the most meaningful and accurate data with regard to our progress towards meeting these goals.

	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

Strategies and Structures:

We will improve the percentage of students meeting or exceeding expectation in numeracy with the specific target goals.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Monthly Math problem	Robert Tucker/Department Heads	9/25/2009	6/18/2010	Completed	Medium	100	200		
Math contests	Robert Tucker/Curriculum Leaders	10/1/2009	6/18/2012	Completed	Medium	100	500		
Common positive support block for "at risk students".	Robert Tucker/Department Heads	9/6/2010	6/28/2012	Draft		0			
Breakthrough Math Group	Robert Tucker/Curriculum Leaders	9/6/2010	6/6/2011	Completed	High	100	100		
Math Problem Sets	Robert Tucker/School-Based Teachers	9/20/2010	6/1/2011	Draft	High	0			
Create structures that emphasize "Team Responsibility" for student success/achievement	Robert Tucker/School-Based Teachers	9/6/2010	6/24/2011	Completed	High	0			
English Extensions/Readers and Writers/Geost+	Linda Ross/School-Based Teachers	10/5/2009	5/10/2011	Completed	High	100	500		
Additional CEA support for Aboriginal Learners	Robert Tucker/School-Based Teachers	9/6/2010	6/17/2011	Completed	High	100			

We will improve the percentage of students meeting or exceeding expectations in literacy with the specific target goals.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Star Reading and Whole Class Reading Assessments	Robert Tucker/Curriculum Leaders	10/4/2010	5/18/2012	In-Progress	High	50	100		
School Wide Writes	Linda Ross/Department Heads	9/16/2010	6/1/2011	Completed	High	100	1,000		
Create structures that emphasize "Team Responsibility" for student success/achievement	Robert Tucker/School-Based Teachers	9/6/2010	6/24/2011	Completed	High	0			
Literacy Committee	Linda Ross/Department Heads	9/6/2010	6/22/2012	In-Progress	High	50	5,000		
English Extensions/Readers and Writers/Geost+	Linda Ross/School-Based Teachers	10/5/2009	5/10/2011	Completed	High	100	500		
Additional CEA support for Aboriginal Learners	Robert Tucker/School-Based Teachers	9/6/2010	6/17/2011	Completed	High	100			
Very Promising Literacy Strategies (see description)	Linda Ross/Department Heads	9/6/2010	6/8/2012	In-Progress	High	75	1,000		

We will improve school climate and culture in a measurable way for all students at CNB with specific target goals.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Common positive support block for "at risk students".	Robert Tucker/Department Heads	9/6/2010	6/28/2012	Draft		0			
Create structures that emphasize "Team Responsibility" for student success/achievement	Robert Tucker/School-Based Teachers	9/6/2010	6/24/2011	Completed	High	0			
Additional CEA support for Aboriginal Learners	Robert Tucker/School-Based Teachers	9/6/2010	6/17/2011	Completed	High	100			
Every student at CNB will be involved in planning, organizing and running a leadership / school service project.	Linda Ross/Department Heads	9/7/2009	6/8/2012	Completed	High	100			

Strategies

Status: Approaching Expectations

This has been a very exciting year at CNB with regard to teacher professional learning and the development of strategies to enhance student engagement - thus learning and achievement.

Sept: Staff begin process of identifying one main focus behind which we can align our thinking and improvement initiatives

Nov: teams of CNB, GMS and Boucherie teachers form Kagan (cooperative learning structures) Inquiry groups supported jointly by BCTF and Schools.

Jan: Following visit to High Tech High, Administration begins discussion with key teachers around greater implementation of Project Based Learning at CNB.

Feb: 9 teachers take a 3 day Kagan Structures training course. The day after returning, all trained teachers using these structures in their classrooms. System set up to provide training and support for other interested teachers.

Feb: Teacher/Admin. group (CNB/GMS) begin work on determining how best to deliver a mentorship program in middle school.

March: Teacher-Librarian takes on role of resident expert in Project Based Learning. Will work with teachers to co-plan, deliver and assess PBL units. This way, over time, all classroom teachers will be supported in their learning of how to implement PBL in their classes and will have the benefit of ongoing support from a highly trained teacher in our own building.

May: 8 teachers signed up for a 3 day training course in Understanding By Design in August.

May: Discussions continue on how best to train several interested teachers in PBL next September.

May: 4 PBL units under way with a presentation to staff regarding the enhanced role played by the teacher-librarian at CNB.

Structures

Status: Meeting Expectations

Academic Structural Support

With regard to structures, our move to tighter teaming at the grade 7 and 8 levels has been very successful. Fewer teachers (with common preps) looking after a manageable number of students has led to much more effective accountability. One indicator of this success has been far fewer "I" packages at the end of each term. This is especially meaningful considering this was also our first year without 8 "pull out support blocks." Adding to our Academic Intervention model at the Grade 7 and 8 level, we created a similar program for our Grade 9 students in January. By in large, we have found this opportunity for the grade 9s to be very well received. Most of these students (and their parents) appreciate being held accountable for their work at school - even though it is after hours. In fact, many students have said to us, "I don't mind, I know I won't get it done at home".

Social/Emotional Support Structures

Next school year, we are implementing a mentorship block . Every Monday and Thursday, about 16 students from grades 7-9 will meet with their mentor for 40 minutes. The mentor will be responsible for knowing these students better than any others in the building. They will know how they are doing academically as well as socially - and will help them plan for success in each of these areas. The mentor will also be the primary contact for the parent/guardians of their kids. We will also use the Thursday Mentorship Block to run assemblies for these students and to occasionally release teachers for short collaboration sessions.

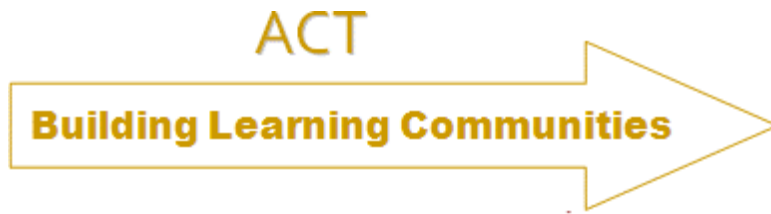
Coherence and Alignment

Status: Meeting Expectations

We have worked hard this year to develop a single, coherent focus for CNB that will allow us to meet our goals even more efficiently. While we still have a ways to go, our final wording will likely be crafted around the idea of enhancing student engagement. Zeroing in on "student engagement" has helped us make very good strategic decisions around staff development and school-wide support structures this school year. We have also used this "filter" when looking at what our data is telling us. For example, we have begun specific discussions around how we can better engage our Aboriginal and male cohorts. This is a distinctly different conversation than we had with regard to our overall student population.

With regard to alignment, our goals are very closely aligned with those of SD#23. Everything we can do to achieve our goals will contribute positively towards the district meeting theirs.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	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.
STRUCTURES	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.
COHERENCE AND ALIGNMENT	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.



Dialogue and communication

Status : Meeting Expectations

Administration has regular communication with staff, students, parents and the community. I met with the SPC on a regular basis to examine resource issues, program direction and school goals. Monthly updates were provided to PAC members with minutes published in newsletters and posted on the website. The Synervice telephone call out system and CNB Parent email list were used to communicate about upcoming events at CNB. The move to the electronic Master Grade reporting to parents on a regular basis has been much appreciated by parents. We are currently working with district staff to make this communication system even more effective at CNB for September. In response to parent interest, our Numeracy Department Head will take on the additional portfolio of "Electronic teacher/parent communication" next year.

Open houses, grade level meetings and information sessions allowed parents and the community to see what was happening at CNB. The Westside Weekly provided the community with excellent coverage of student successes and leadership initiatives. The monthly newsletter and annual School Planning Council report were posted on the school web page. Satisfaction surveys were used to gauge perceptions of the school and programs. Time was scheduled at every staff meeting to examine quality teaching practices, curricular initiatives and data. Teacher leaders led discussions on strategies and resources designed to meet goals in specific curricular areas. District literacy and numeracy coordinators made presentations to staff and provided in-service training sessions. Teachers networked regularly with staff from other schools and carried out articulation activities with associate elementary and secondary schools.

Parent involvement

Status : Meeting Expectations

I am very impressed with the degree of parent support and involvement in all areas of CNBs daily operation. We have a very strong PAC (often more than 10 parents in attendance at meetings). Parents come to discuss many important school related issues and usually have a guest speaker. Additionally, we have several parent coaches and drivers ensuring a very successful athletics program. The School Planning Council parents are equally engaged. They attend regular meetings, are interested in discussing, offering opinions and making decisions involving achievement data, budgetary considerations and new programs. We also have many parent volunteers who help out at the school store, attend field trips as chaperones and plan events such as the annual Gr. 9 Celebration.

Leadership

Status : Meeting Expectations

Leadership is distributed widely throughout our staff, students and parents. This entire document is a testament to the leadership of many individuals in the CNB family. Our formal and informal teacher leaders have really distinguished themselves this year. Every day, we have teachers working together for self-improvement or designing a program to help their peers. They are on top of current best practices and eagerly share their learning with each other - as their students. Staff all volunteer for the various jobs that keep the school running and work with their students on service projects designed to develop empathy and leadership and to raise money for charity. In addition, we have a leadership group of students who are responsible for helping the Gr. 6 students transition smoothly into middle school. This opportunity for grade 9 students has become a full elective course. CNB also has a successful "Me to We" student leadership club. These students have spent many hours identifying, working on and carrying out successful service initiatives.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
DIALOGUE AND COMMUNICATION	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.
PARENT INVOLVEMENT	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.
LEADERSHIP	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.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results		X		
PLAN	Goals			X	
	Rationale			X	
	Data		X		
DESIGN	Strategies		X		
	Structures			X	
	Coherence and Alignment			X	
ACT	Dialogue and communication			X	
	Parent involvement			X	
	Leadership			X	

CERTIFICATIONS

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

Constable Neil Bruce Middle Sc

School Planning Council:

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

_____ Student Member's Name (Print) (grades 10-12 school)	_____ Signature	_____ Date
---	--------------------	---------------

_____ Parent Member's Name (Print)	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

_____ Parent Member's Name (Print)	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

_____ Parent Member's Name (Print)	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
--	--------------------	---------------

_____ 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.

_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
---	--------------------	---------------

Board of Education representative at the SPC review meeting:

_____ Trustee's Name (Print)	_____ Signature	_____ Date
---------------------------------	--------------------	---------------

PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

