

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Dr. Knox Middle School

7/2011

General Information



Integrity

Growth

Commitment

Working Together

Mission Statement

Guided by the core values of integrity, commitment, growth, and working together, the staff at Dr. Knox will continually strive to provide exemplary educational services that are developmentally responsive to the needs of our students with a clear focus on literacy, numeracy, exploration, citizenship, and social responsibility. We believe this will provide a positive educational foundation that inspires belief in the future and contributes to successes in life.

Principal : Rod Baruta

Web site : <http://www.drk.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:

Dr. Knox has a proud tradition of sustaining excellence throughout the years. In addition to academic standards for excellence being a hallmark of Dr. Knox, the history of high performance extends beyond the classroom to encompass many different programs and events that our students participate in. Dr. Knox has been a perennially high achieving school in sports, music, and the arts. In sports, we have consistently fielded zone, valley and provincial champions in the likes of basketball, volleyball, field hockey, and golf to name a few. Our music program also consistently achieves a level of excellence that rivals that of many junior programs in grade 10-12 high schools. As recently as this spring, our Grade 8 and 9 Jazz bands placed first at the B.C. Interior Jazz Festival with a number of our students also taking home top individual award honours in various categories. As well, our Fine Arts program continues to set an extremely high standard for itself year after year. The art work of our students is routinely displayed throughout Kelowna including places such as the Kelowna Art Gallery and the downtown public library. Additionally, our drama program continues to stage productions that are of exceptional quality that leave the audiences mesmerized.

Dr. Knox School originally opened in 1960 as a Grade 7-9 School on Burtch Rd. near the current Parkinson Recreational Area. In 1963, the school was expanded into a Junior - Senior High School (grade 8 - 12) that lasted until 1972. Subsequently, the school's configuration was changed to a Junior High School including grades 8 - 10 until 1986. Dr. Knox School was then closed as a school and used by other community groups. In 1992, Dr. Knox Middle School was re-opened in the same location with its present middle school configuration of grades 7 - 9. The original building was finally closed in June, 2008.

In September of 2009, Dr. Knox Middle School opened in its new location on Drysdale Boulevard for the 2008 -2009 school year. Enrolment at Dr. Knox has been steady since it was re-opened in 1992. This year marks the 50th anniversary of the inception of Dr. Knox as a school.

Dr. Knox Middle School is one of the largest of six middle schools in School District #23 (Central Okanagan). It has the benefit of several new specialty areas and leading technology opportunities for students and staff within the school. Dr. Knox is situated in a residential area, with easy access for many students in the Glenmore region.

Current enrolment is just under 800 students including approximately 260 Gr. 7 students, 258 Gr. 8 students and 263 Gr. 9 students. Dr. Knox Middle School also serves approximately 78 special education students and 72 students of aboriginal ancestry.

Dr. Knox receives students from five elementary schools: North Glenmore, Glenmore, Watson Road, Bankhead, and A.S. Matheson. Dr. Knox's student body generally comes from the Glenmore Valley, the downtown core area of Kelowna, and Dilworth Mountain. Families of students at Dr. Knox represent a wide range of socio-economic status from extremely poor to relatively wealthy. The school has had a history of a transient student population and it is not uncommon to experience a 10-15% change in population over the school year as students move in and out of the catchment area.

Dr. Knox has 41 professional staff. This includes 2.0 school administrators, 1.0 FTE for teacher-librarian, 1.0 FTE for counseling, 1.0 FTE for behavior support (PARK), .3 Career Coordination, and 1.6 FTE for Learning Assistance. The remaining time is allotted to deliver instructional services to approximately 210 enrolling classes. In addition to the mandated provincial curricula, Dr. Knox Middle School has implemented a number of structures and programs highlighted and supported by middle school research.

These programs include: teacher advisory programs, teacher teaming, career exploratory activities, student support services, transition activities, and flexible scheduling. All students in grade seven are placed on core academic teacher teams to reduce the number of different teacher contacts that they encounter throughout their first year in middle school.

Dr. Knox Middle School offers a comprehensive teacher advisory program that includes organization and study skills, career and personal planning, social responsibility topics, advocacy, and support services. In addition to a full complement of exploratory and elective course options, all students participate in a comprehensive careers (exploratory) program that promotes the exploration of career interests. It also emphasizes the significance of their current program related to future career goals. Dr. Knox Middle School also initiates and organizes other transition activities (WEB) for students at all grade levels to ensure that each student's progression through the school system is positive and supports successful learning progress and achievement.

Currently, there are more than 70 students on Individual Education Plans (IEP's) at Dr. Knox with the vast majority being designated as Q - Learning Disability. The remaining students are designated in one of the following categories: Autism Spectrum Disorder, Intensive Behaviour/Serious Mental Illness, Mild Intellectual Disability, Moderate Behaviour Support/Mental Illness, Moderate to Profound Intellectual Disability, Physically Dependent, Gifted, and Physical Disability or Chronic Health Impairment.

One 1.0 FT itinerant resource teacher and more than 277 hours per week of Certified Education Assistant (CEA) time support the Ministry of Education identified students in the resource program. Students with chronic health impairments, Autism, or intellectual impairments are receiving exemplary services and programs developed by our itinerant resource teacher.

Dr. Knox has a significant aboriginal population of approximately 72 students. The students come from several Bands around the province. Our Aboriginal Advocate currently provides support service five days per week. The Aboriginal CEA provides additional hours of academic support daily. A variety of aboriginal cultural activities are incorporated into our cultural program at Dr. Knox including presentations and learning opportunities provided by prominent members of the aboriginal community.

Dr. Knox has an active and dedicated Parent Advisory Council. They volunteer time in, and participate in, various programs within Dr. Knox. These include drivers, sponsors and coaches for clubs and sports teams, chaperones for school field trips, and guest speakers. Members of PAC have also volunteered their time to provide an active noon-hour activity program for students at Dr. Knox.

Dr. Knox provides a full complement of curricular and extra-curricular opportunities. Two recent additions are the Hockey Academy and the Soccer Academy. There are many clubs, sports teams and intramural activities offered for students. These opportunities and programs operate largely due to the efforts of the very dedicated and caring staff at Dr. Knox Middle School.

Dr. Knox Middle School is committed to supporting the District's health promoting schools focus. For this reason, our school exceeds provincial guidelines for healthy food options for students. Additionally, our school is a member of the Network of Health Promoting Schools and has initiated several programs including the fruit and veggie program and the healthy brown bag lunch program for needy students. We are also in the process of implementing the Girl Power program to work with at risk girls focussing on issues such as self-esteem and making good life choices.

School Performance Information

At Dr. Knox, we have a number of initiatives and programs designed to support students academically, socially and emotionally. Identified below is an overview of the ways we are supporting our goals as well as a snapshot of the many opportunities we provide for students in furthering their adolescent development and increasing their sense of belonging to the school.

Academic Achievement and Readiness

Dr. Knox Middle School is committed to ensuring all students are held accountable for meeting all learning outcomes in each of their courses, while at the same time receiving the support they may need in order to achieve success. For this reason, our school has a specific protocol in place for helping students. Our Pyramid of Academic Intervention outlines progressive efforts on the part of the school, in partnership with parents to assist all children in being succesful. Notably, we run an after school Classroom Support Intervention (CSI) that students can be referred to when other interventions are proving to be unsuccessful.

Our staff has also embraced the opportunities provided to collectively move forward in our learning as a professional community. During the current year, we have allocated significant financial resources in support of furthering teacher development in several different areas relating specifically to our goals. Notably, we sent a team of teacher leaders to visit High Tech Middle School to further our learning around teaching to 21st Century Skills and the structures and strategies best implemented to teaching those skills. As we look forward to the 2011/2012 school year, we have allocated resources towards sending a large teaching team to the Summer Symposium with Jay McTighe. In our efforts to move forward in teaching for depth of understanding around essential questions based on the UBD model, participation in the Summer Symposium is critical.

Social and Emotional Connections

Improving social-emotional connections for all members of our school community begins with increasing staff development opportunities directly related to this goal. For example, we sent a team of teacher leaders to the annual CADA conference. The conference is designed with the specific intent to provide teachers with tools and strategies for increasing student sense of belonging in their schools. Many of the ideas brought back by the staff members have already been implemented within the school, including spirit assemblies and team building activities.

In addition to traditional music, fine arts and applied skills courses, a particular strength of Dr. Knox is the multitude of other programs and extra-curricular opportunities aimed at connecting students to their passions at school. Provided below is a snapshot of some of the many ways our staff and students work to develop and enhance every student's connection to the school and increase their sense of belonging.

WEB Leaders Grade 9s working with Grade 7s
REC Leadership Dances, Knox Idol, Guitar Hero
Bands and Jazz bands, Combo Groups Gold at recent festivals
Choral Group Invited to participate in the Provincials and the Kiwanis Gala Concert
Drama Annual School Productions
Social Justice Club - Me to We participation and social conscious awareness or various global injustices
Aboriginal Program Special presentations by First Nations dignitaries
School Store Special Ed Department and Athletics in Partnership Service and Support to School Programs
Academic Excellence and Recognition Students - 450+ students per term
Work Ethic Students 7Gs - 350+ students per term
PE Dance Jamboree
PE Academies - Hockey and Soccer multigrade academies
Science Strong participation and showing at the annual Science Fair
Math - high numbers of International Contest participants and Honors Math 9
English Spelling Bee Competition
Tech Ed Skills Now and Pre-Apprenticeship , Yes 2 It program
HEC Food Safe Program Training
Careers Take Our Kids to Work Day, Career Fair Day, Yes 2 It Grade 7 Lamp project
Mind Grind Competition
Grade 9 BBQ and Celebration
Lord Schneiders Cup - Hockey - intramural program
Annual Christmas Hamper Drive
Bingo Milk Run
Childrens Hospital Silent Auction and Bald Falcon Day Fundraisers (\$60,000)
Athletics
Volleyball
Basketball
Cross-country
Rugby
Field Hockey
Track and Field
Golf

Grade 7 Track Meet and Softball Tournament

Grade 8 Softball Tournament

Synopsis

As well as providing students with a myriad of activities and programs that they can become involved in, and supporting each student with a number of achievement intervention strategies, we have also dedicated significant resources to staff development in relation to both of our school goals.

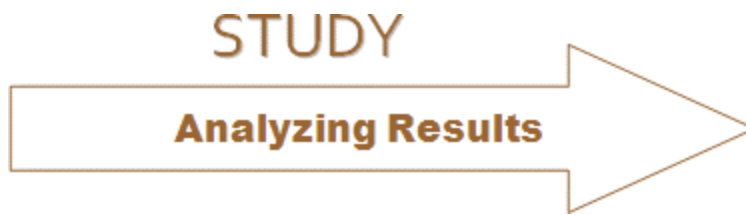
Our plan moving forward is to continue to allocate resources to a targeted account dedicated to staff development in support of both school goals. This is a fundamental aspect of our strategy moving forward. Research clearly supports the link between building staff capacity from a professional development perspective and improved results relating to achievement in all aspects of a student's educational career.

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
GRADUATION				
To increase and monitor each student's achievement in all subject areas and continue to increase student readiness for grade to grade transitioning.				
Annual readiness rate for grade 7	4/4/2011	100	100	● On Target
Annual readiness rate for grade 8	4/4/2011	97.66	100	◆ Warning
Annual readiness rate for grade 9	4/4/2011	99.06	100	● On Target
Grade 8 CAT 4 - District Testing	5/21/2010	9.3	10	● On Target
Report Card Data: The combined % of Aboriginal students receiving good (C+), very good (B), and outstanding marks.	2/16/2011	77	85	◆ Warning
Report Card Marks	2/14/2011	83.09	82.5	● On Target
SCHOOL BASED				
To foster a safe and caring environment for students and staff which promotes greater connectedness and a sense of belonging.				
Attendance levels	1/5/2011	21,743	55,000	● On Target
Frequency of incidents of inappropriate behaviour	4/12/2011	650	850	● On Target
Satisfaction Surveys	5/2/2011	81	95	◆ Warning
Suspension Rates	4/18/2011	67	60	◆ Warning

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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Results

Status : Sustaining Improvement

Based on the academic, social and emotional behavior of students attending Dr. Knox over the past five years, it is evident that the school professionals are consistently seeking new strategies to continue to improve learning within the school.

By connecting our indicators, strategies and structures to the regularly updated data provided through SKOPUS, we will be able to have regular and ongoing conversations as a staff about our progress and constantly reflect on areas of concern, as well as celebrate areas of success.

	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: GRADUATION

SMART Goal: To increase and monitor each student's achievement in all subject areas and continue to increase student readiness for grade to grade transitioning.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Annual readiness rate for grade 7	4/4/2011	100	100	● On Target
Annual readiness rate for grade 8	4/4/2011	97.66	100	◆ Warning
Annual readiness rate for grade 9	4/4/2011	99.06	100	● On Target
Grade 8 CAT 4 - District Testing	5/21/2010	9.3	10	● On Target
Report Card Data: The combined % of Aboriginal students receiving good (C+), very good (B), and outstanding marks.	2/16/2011	77	85	◆ Warning
Report Card Marks	2/14/2011	83.09	82.5	● On Target

Alignment: SCHOOL BASED

SMART Goal: To foster a safe and caring environment for students and staff which promotes greater connectedness and a sense of belonging.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Attendance levels	1/5/2011	21,743	55,000	● On Target
Frequency of incidents of inappropriate behaviour	4/12/2011	650	850	● On Target
Satisfaction Surveys	5/2/2011	81	95	◆ Warning
Suspension Rates	4/18/2011	67	60	◆ Warning

Goals

Status : Meeting Expectations

This year's goals have not changed significantly. However, we have made adjustments to the wording of our graduation aligned school goal. We have incorporated into the goal a readiness component in order to better reflect a more comprehensive profile of student achievement. By connecting indicators and strategies and structures to the data sets provided by SKOPUS, we are able to have ongoing conversations about our progress, areas of focus for further growth, and celebrate successes.

For our school based goal, we have elected to continue with a focus on each school member's sense of belonging at Dr. Knox. This is a fundamental component of middle school philosophy and values. If adolescents do not feel safe or connected to the adults or other students in the building, it becomes extremely difficult for them to experience success. While we are eager to continue to work with this particular goal, we acknowledge that a wider range of evidence is needed in the future to help guide our goal setting process. We are currently exploring options to help measure sense of belonging in a more significant way than our current data sets permit.

Rationale

Status : Meeting Expectations

Our goals are focused directly on improving student achievement for all students in areas of academics, readiness, and social-emotional well-being. Evidence from a variety of sources support our rationale for our goals and are directly aligned with what is understood to be best practice, both in terms of student achievement (McTighe, Stiggins, Tomlinson) and middle school core values (National Middle Schools Association, Neufeld & Mate, Glasser and Albert)

Adolescence is a tumultuous time for many young people as they transition from child to young adult. Middle school educators, by necessity, are forced to deal with school connectedness on a daily basis. In the absence of students being connected to the school, they will become disengaged or disinterested in their learning. It is during this disengagement, when many students start to make poor choices that have long term effects on their futures.

By placing a specific focus on connectedness, we are better able to support our goal relating to student achievement.

Data

Status : Meeting Expectations

Report card data, Canadian Achievement Test data, Behaviour Support Program data and other school-based data have been studied in support of constructing informed conversations with our staff and school community to guide growth. As we continue the shift towards utilizing the SKOPUS data warehouse tool as an instrument for guiding discourse, we are exploring many different avenues for enhancing data triangulation in support of our goals.

As an example, conversations are moving forward with the intent of introducing a survey for the next school year to provide an additional data set to measure the sense of belonging members of the Dr. Knox community may or may not have.

	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:

To increase and monitor each student's achievement in all subject areas and continue to increase student readiness for grade to grade transitioning.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Increase LA staffing	Rod Baruta/Quality Assessment	4/1/2009	6/29/2012	In-Progress	High	100	89,000		
Collaboration time	Rod Baruta/Department Heads	9/8/2009	6/30/2011	In-Progress	Medium	0	3,000		
Use Skopus as a tool to measure areas of strength and concerns.	Rod Baruta/Department Heads	9/8/2009	6/30/2010	In-Progress	High	0			
Pyramids of Intervention – Academic/Social & Emotional/Behaviour	Rod Baruta/School-Based Teachers	9/8/2009	6/30/2012	In-Progress	High	0			
After school Classroom Support Intervention	Rod Baruta/School-Based Teachers	9/7/2010	6/29/2012	In-Progress	High	0			
Increase Pro-D opportunities for staff	Rod Baruta/Quality Assessment	9/7/2010	6/29/2012	In-Progress	High	0	25,000		
Staff Meetings	Rod Baruta/Curriculum Leaders	9/8/2009	6/29/2012	In-Progress	High	0	3,000		
Teacher Peer Coaching model	Rod Baruta/School-Based Teachers	9/7/2010	6/30/2011	In-Progress	Medium	0			
Academic Intervention - After School Aboriginal Homework Club	Rod Baruta/School-Based Committee	9/8/2009	6/29/2011	In-Progress	High	0			

To foster a safe and caring environment for students and staff which promotes greater connectedness and a sense of belonging.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Pyramids of Intervention – Academic/Social & Emotional/Behaviour	Rod Baruta/School-Based Teachers	9/8/2009	6/30/2012	In-Progress	High	0			
Increase and improve activities for students	Rod Baruta/Curriculum Leaders	9/3/2009	6/29/2012	In-Progress	Medium	0	4,500		
WEB Program	Rod Baruta/School-Based Teachers	9/1/2009	6/29/2012	In-Progress	High	0			
Teacher Advisory	Rod Baruta/School-Based Teachers	9/2/2009	6/29/2012	In-Progress	High	0	7,600		
Spark Champions	Rod Baruta/Readiness Committee	2/3/2011	6/29/2012	In-Progress	Medium	0			
Transitioning Activities	Rod Baruta/School-Based Committee	5/2/2011	6/29/2012	Draft	Low	0			

Strategies

Status: Meeting Expectations

Strategies identified and supported during the current school year are continuations of ongoing practices and programs at Dr. Knox. As such, the strategies identified and effectuated continue to address the areas of highest need at our school while continuing to hold all students accountable for their learning. Our strategies, structures and budget have been aligned so as to maximize focus on student development by continuing to build capacity within staff around best practice.

Structures

Status: Meeting Expectations

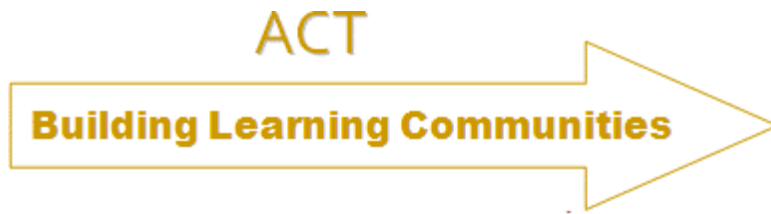
Similar to strategies, the majority of the structures for the current year are continuations of ongoing programs and supports that have been historically utilized in support of our goals. As we move forward, we are exploring ways in which we can provide more opportunities to develop a professional community of learners for staff, including collaborative time opportunities at ongoing points throughout the year. Additionally, we have made some changes to the timetable in order to develop common preps for teaching teams so as to provide the opportunity for team teachers to collaborate and discuss the best ways to support their students. Research strongly supports the value of common prep time for team teachers as a way of providing more consistent attention to our most at risk students and their needs.

Coherence and Alignment

Status: Meeting Expectations

Our school goals are designed to specifically align with District goals. While the alignment with student achievement is apparent, our goal of increasing sense of belonging supports district readiness targets. Research strongly indicates that one's sense of belonging to a school greatly serves to enhance the success an individual experiences, and subsequently, their readiness to transition to the next stage of their schooling. Additionally, by focusing on adult sense of belonging at Dr. Knox, we are aligning with the District Health Promoting Schools Plan as it relates to employee wellness. Studies show that the more connected individual's are with their workplace, the greater their health and wellness is.

	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

Goals, strategies, and improvement plans are consistently discussed with staff, students, and parents. Sharing all information available to stakeholders of Dr. Knox Middle School is considered paramount to the overall improvement plan for the school and district.

Staff meetings have been structured so as to include time for goal work and conversations monthly. The format for this component of our staff meetings is such that time for professional conversations focusing on best practice and strategies has been built in. These conversations fall under the umbrella of ongoing goal work and are such that, they are directly aligned so as to further our school goals.

Parents are directly involved in the planning process through our SPC committee which meets on a semi-regular basis. Efforts will be made to hold more regular meetings next year as we continue to focus on the growth as a living document subject to revision and reflection on an ongoing basis.

Student input to this point, has been minimal. A student survey is planned for next year to establish a baseline with regards to how students feel attending Dr. Knox. As well, the introduction of monthly "student voice" meetings is in the planning stages for next year.

Parent involvement

Status : Meeting Expectations

It is a goal of the Parent Advisory Council and School Planning Council that parents will play an integral role in the education of students at Dr. Knox Middle School.

Parents are encouraged to participate in all school wide activities and have undertaken noon hour activities and hosted guest speakers for the student population.

While parental involvement in the planning process at the school at large has been good, more efforts will be undertaken to develop sustained, meaningful parental involvement in our school as it relates to moving our goals forward.

Leadership

Status : Meeting Expectations

An ongoing effort is made to develop leadership capacity within all members of the Dr. Knox community. Teachers are encouraged to present at staff meetings on particular topics they are passionate about.

Student Achievement Leaders are actively involved in goal setting and the direction of the school, and in supporting the numerous strategies designed to enhance our school environment for all.

Students are also involved in many leadership opportunities at Dr. Knox; most notably, through WEB. Additional opportunities for student leadership are in the planning stages for the next school year.

	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)

Dr. Knox Middle School

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

