

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

George Elliot Secondary

7/2011

General Information

"Not for Ourselves Alone"

Mission Statement

Our mission is to provide quality educational experiences for all students which will help them become healthy and productive community members.

Principal : Vianne Kintzinger

Web site : <http://www3.ges.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:

George Elliot Secondary School has 834 students in grades 8 – 12 and is a partner with the District of Lake Country as a Community School. We have 46 professional teaching staff, Interns from UVic, UBC-O and SFU, and 16 support staff working to assist students. The timetable is a 2x 4 semester system whereby students attend two classes per day. Morning and afternoon classes are 150 minutes in duration. We have modified the system to better meet the needs of our younger students and fully support our music program by offering linear classes for all students in Math 8, 9 and PE 8, 9. Our band students have linear Band 8, 9, and 10 with Social Studies 8, 9 and 10.

The school is served by six school buses and, as such, a significant proportion of our students rely on school and community bussing for transportation to and from school. The catchment area for this school stretches from Oyama to North Glenmore, resulting in some students traveling up to 45 minutes in each direction.

A breakdown of demographic information for the school provides information much of which is quite typical of schools in our area. The school has an aboriginal student population of 9%. The population of students with Ministry identified special needs at GES is 10% versus a district average of 7% identified special needs. In addition to those students identified with special needs, there are 12 students requiring individual behavior support plans. There are 49 students who are on individual learning support plans. The school has a wide socio-economic mix, ranging from low to high with significant populations in each of these categories. Only 5% of the parents in the District of Lake Country have a post-secondary degree, unlike the rest of our school district (17%) and province (18%). We have a very involved parent group and a supportive community. Our students have many opportunities to get involved in curricular extensions such as band festivals and field trips, as well as extra-curricular activities. Our school offers a wide range of teams and has several clubs operating throughout the year.

School Performance Information

GES Reading Program - One of our staff has been working with over 40 students in grade's 8 to 10 on a regular basis since September.

GES Academic Outcome Support (AOS) - Has daily lunch support for all students. A direct result of this program has been a significant decrease in failure rates in core subjects at our school. Advanced Placement results in English Literature continue to be very strong and the 2010/11 school year has the highest enrollment yet.

Our school is now in its third year of a membership in the Provincial Healthy Schools Network. This year we continued to focus on "Daily Physical Activity". Our school store is an exemplar for other schools to learn how to promote healthier choices for students.

Our fourth annual Healthy Living retreat was a huge success with over twenty volunteers from our community and parent body helping facilitate a full day retreat for over 250 grade 8 and 9 students.

Our own Full Moon Theatre Company produced "Worst Christmas Play Ever" in December and will perform their musical script "Shout" in May.

We have ongoing changing exhibitions of student art work throughout our school and in the career centre foyer, our new student art gallery / lounge. Approximately 40 – 50 works of art are continually on display. Art students also exhibit work at the regional library and District of Lake Country Municipal Hall and we currently have an exhibition of the first annual "Art on the Edge-2010" at our District of Lake Country Art Gallery.

Our Gr. 9 Band students performed in Edmonton in April and our Senior Band will be traveling to San Francisco in May to perform at a number of schools.

Students, teachers and parents organized a variety of charitable fundraisers supporting needy families which included the Terry Fox Run, and Christmas Food Drives and Hampers. A group of students sponsored an SPCA fund raiser, a Haiti fundraiser, a .




Our school sponsors a school and orphanage in Laos.

We had three of our four Junior/Senior Volleyball teams participate in Provincials this fall.

Our Grade 8's entered the Environmental Mindgrind and we awarded for being the "Most Enthusiastic" team.

Our GES staff have a Christmas "Elf Fund" sponsoring many needy students and families in our school.

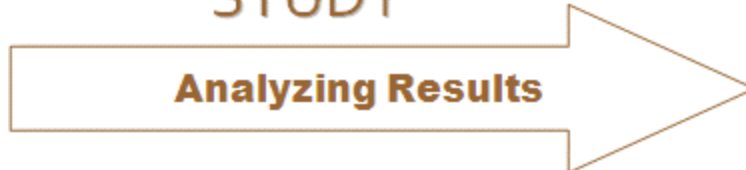
RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
GRADUATION				
To ensure that all students graduate with a school leaving or dogwood certificate.				
The percentage of students earning an "S" or a "G" for their work ethic at each grade level	1/25/2011	50	80	 Off Target
LITERACY				
To continue to improve student achievement in literacy for all students.				
The number failures in all Language Arts Courses	6/29/2007	96	0	 Off Target
NUMERACY				
To continue to improve student achievement in numeracy for all students.				
The number of failures in all Math courses	3/26/2010	3.54	0	 Off Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
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STUDY



Analyzing Results

Results

Status : Meeting Expectations

Comments

Our review of the various sources of data have led us to the following the observations:

- a. Our Provincial exam results in English courses continue to be above the provincial average, while our failure rates continue to decline. These results continue to be cause for celebration.
- b. Our Provincial exam results the Essentials 10 and Math 12 courses have made an improvement in the 2009/09 school year. We are above the district exam results in all two of the three Provincially examinable math courses. We are improving our participation rates in the Principles stream but we saw a decline in the results in the 2008/09 school year. The number of students enrolled in Math 12 has remained steady.
- c. The Grad Rate at GES (98%) is higher than both the provincial (95.4%) and the district average (96.8%).
- d. Our Grade to Grade Transition Data is very positive: Gr.8-9 (99%), Gr. 9-10 96%, Gr.10-11 (96%), Gr. 11-12 (94%)
- e. We have continued to experience strong success with our “laptop cart program” and several departments are now looking to expand the use of our laptops with "Smartboards".
- f. We have expanded our “Pyramid of Intervention” Strategies to include the Academic Outcome support program to meet the needs of all students.
- g. New for 2010/11, our District of Lake Country schools will have a dedicated RCMP liaison officer.
- h. We wish to recognize the continued significant support we have received from our local RCMP Detachment.
- i. We have 85% of our staff participating in our Graduation Commencement Ceremonies.
- j. Our GES PAC has been overwhelmingly supportive with strong turnouts at each PAC meeting and responding to our school needs for input on a variety of issues.
- k. Our suspension data indicates the number of offences occurring at GES from 2008/09 to the current 2009/10 school year remained the same.
- l. We see that our students are being successful and that the failure rate (all curricular areas combined) has consistently dropped since the 2007 school year. Current data of 2.64% with a district target of 5%. We feel that as a school we now need to look at the number of students meeting and exceeding expectations to further ensure success after their Graduation.
- m. As a school, we believe that a strong work ethic will further ensure success toward graduation and post-secondary. We will be using our work ethic data to develop strategies and structures to support our students' work ethic.

	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.

PLAN



Alignment: GRADUATION

SMART Goal: To ensure that all students graduate with a school leaving or dogwood certificate.





Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
The number of parents participating in parent/student teacher interviews.	1/1/0001			
The percentage of students at each grade level indicating "fairly well or excellent" in the student generated satisfaction survey questions.	1/1/0001			
The percentage of students earning an "S" or a "G" for their work ethic at each grade level	1/25/2011	50	80	Off Target
The percentage of students meeting or exceeding expectations (C+) in all Applied Skills Courses	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Fine Arts classes	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Language Arts courses.	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Science courses	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Social Studies Courses	1/1/0001			

Alignment: LITERACY

SMART Goal: To continue to improve student achievement in literacy for all students.




Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
The number failures in all Language Arts Courses	6/29/2007	96	0	 Off Target
The percentage of students meeting or exceeding expectations on all Language Arts Exams	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Language Arts courses.	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Language courses	1/1/0001			

Alignment: NUMERACY

SMART Goal: To continue to improve student achievement in numeracy for all students.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
The number of failures in all Math courses	3/26/2010	3.54	0	 Off Target
The percentage of students meeting or exceeding expectation all Grade 10 Mathematics Exams	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Mathematics courses.	1/1/0001			

Alignment: FOCUS AREAS

Sub Alignment: Schools/Programs of Choice

Sub Alignment: Recruitment/Development - Quality Staff

Sub Alignment: Quality Assessment & Instruction

Sub Alignment: District Health Promoting Schools Plan

SMART Goal: To promote lifelong healthy lifestyles for all students.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
The number of parents participating in parent/student teacher interviews.	1/1/0001			
The number of students participating in extra-curricular sports/activities.	1/1/0001			
The percentage of students at each grade level indicating "fairly well or excellent" in the student generated satisfaction survey questions.	1/1/0001			
The percentage of students meeting or exceeding expectations (C+) in all Physical Education courses	1/1/0001			
The percentage of students participating in the Healthy Living Retreat	1/1/0001			

Sub Alignment: Economic Viability and Stability

Goals

Status : Meeting Expectations

Goal 1

To continue to improve achievement in LITERACY for all students.

Goal 2

To continue to improve achievement in NUMERACY for all students.

Goal 3

To promote lifelong healthy lifestyles for all students.

Goal 4

To ensure that all students graduate with a School Leaving or Dogwood certificate.

Rationale

Status : Meeting Expectations

Goal 1

Literacy transcends all curricular disciplines, therefore; it is key to academic success.

We are very satisfied to see a positive trend where we are achieving, exceeding and increasing our long term literacy goals set a few years ago. We continue to achieve the ideal of 100 % in all Language Arts courses. We have exceeded the District average on all Provincial Exams. We have also noted increased participation in all elective Language Arts Courses. With the introduction of the new data warehouse technology, specifically SKOPUS we are now able to better track student achievement. Additionally, we have now set performance targets of all students successfully achieving a C+ or better in all Language Arts courses at all grade levels.

Goal 2

No matter what life path our graduates choose, numeracy will play a vital, practical role in their lives.

Goal 3

Although "Healthy Living" is not an academic school goal, at GES we believe that students educated in making healthy choices related to diet, physical activity, and social and emotional health are more likely to be successful in school. More importantly, these skills will serve them well throughout their lives.

Goal 4

We are pleased to introduce our new Graduation Goal. Results for the 2008/09 Grade 10 and 12 Satisfaction Surveys prompted us to look at Graduation rates. Data shows that George Elliot Secondary Graduates as a percentage of eligible Grade 12 students are at 87%, which is above the district average of 84%. We are now tracking information from many sources, including: Completion Data, Grad Readiness Data, Satisfaction Surveys and information (performance targets and work habits) from all departments. Ensuring when every George Elliot Secondary student graduates with a School Leaving or Dogwood certificate means, "Success for all students".

Data

Status : Meeting Expectations

Goal 1

The pass rates for all Language Arts courses continue to be high at each level and 100% in Communications 12 and English 12. GES exceeds the district average on both the English 10 and English 12 Provincial Exams. We have increased the number of students in elective Language Arts courses with 22 students in AP Literature and 30 students in Writing 10, 11, and 12.

Goal 2

Once again we are pleased to report that pass rates for Grade 10 and 12 Math courses have increased. The Math Principles 10 pass rate rose from 92.8 % to 94. 5% (+1.7%) and Math Principles 12 went from 97.5% to 100% (+2.5%). Although we are happy with the results, we would like to continue the trend next year with the idea of 100% pass rates in both Grade 10 and 12 Math, in mind.

Goal 3

We have continued to see growth in our number of students participating in extra curricular sports and senior PE courses. Our gym continues to be filled everyday at lunch and our teams have had a very successful sports year. We have endeavoured to respond to our student concern about preparation for post-secondary with a course selection evening, more post-secondary information events and an increased number of student opportunities to participate in transition activities.

We continue to do very well on our healthy school assessment tool.

Goal 4

At GES, we believe that all courses and activities support our students as they move toward graduation with a dogwood or school leaving certificate. Our current Grade 12 Grad rate is at 97%. We have set a target of 100% Grad rate with 80% of our students achieving a C+ or better in all areas of their studies.

	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 continue to improve student achievement in literacy for all students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Reading Groups for Grade 8 and 9	Vianne Kintzinger/School-Based Teachers	9/8/2009	6/30/2010	In-Progress	High	0	6,500		★
School Wide Writes for Grade 8 and 9	/School-Based Teachers	9/2/2009	4/30/2011	In-Progress	Medium	0		★	★
Develop literature to provide parents and students information to use library	Vianne Kintzinger/Curriculum Leaders	9/2/2009	10/24/2009	Completed	Medium	100		★	
Whole-class reading assessment	Vianne Kintzinger/Curriculum Leaders	9/2/2009	4/30/2012	In-Progress	High	0	1,000		★
Develop a "strategies and vocabulary" poster for each classroom (English)	Vianne Kintzinger/	9/2/2009	9/1/2010	In-Progress	Low	50	50	★	
Bring in District Based Literacy Coordinator to train in "Inquiry Based" Learning	Vianne Kintzinger/Curriculum Leaders	9/23/2009	6/2/2010	In-Progress	High	80	200	★	
Use 6 -1 Writing Traits	Vianne Kintzinger/School-Based Teachers	9/3/2008	4/25/2012	In-Progress	Low	0		★	

To ensure that all students graduate with a school leaving or dogwood certificate.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Develop a school-wide rubric for students and staff to use for Work Ethic	Duane Thachyk/Curriculum Leaders	3/31/2010	5/31/2010	In-Progress	Medium	0		★	★
Standardized Grade 8, 9, 10 and 11 Evaluation tools	Vianne Kintzinger/Curriculum Leaders	9/3/2008	4/30/2011	In-Progress	Medium	30		★	
Tracking Data in all curricular areas for student success	Vianne Kintzinger/Department Heads	4/1/2010	4/30/2012	In-Progress	Medium	25		★	
Tutorials for all provincial exams	Duane Thachyk/School-Based Teachers	9/3/2008	6/29/2012	In-Progress	High	0	1,000	★	
Plan collaborative time for departments to get together to discuss CIA	Vianne Kintzinger/Curriculum Leaders	9/2/2009	9/7/2011	Draft	Medium	0			
Healthy Living Retreat for all Gr. 8 and 9	Duane Thachyk/Curriculum Leaders	1/30/2008	1/27/2012	In-Progress		0	1,000		
Course Selection Evening for students and parents	Duane Thachyk/School-Based Teachers	1/20/2010	1/12/2011	In-Progress	Medium	50		★	
Meet with feeder school teachers to align curriculum	Vianne Kintzinger/Department Heads	5/13/2010	5/19/2011	In-Progress	Medium	0		★	
Participate in the Healthy Schools Network	Duane Thachyk/Curriculum Leaders	9/2/2009	6/29/2010	In-Progress		50			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
The Career Coordinator, PE Department Head and Athletic Director will continue to promote greater participation in sports programs by tracking of athletic hours outside of school to fulfill Graduation requirements.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
More post secondary seminars, Career Prep. Assemblies, encouraging more students to participate in job shadows	Duane Thachyk/Curriculum Leaders	9/2/2009	6/22/2011	In-Progress		0			
The Math Coordinator, working with all Math teachers, will continue to use a data-driven approach to improving students' numeracy abilities. Provincial exams form one component of this data tracking but other data sources include the CAT 4, the grade 9 district-wide final exam as well as common grade level exams from Math 8 to12.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
We will continue to offer Math 8 and Math 9 as linear courses. We will offer Math 8 / 9 Core next year if there are enough candidates.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
Continue with the use of the Aboriginal CEA and Tutorial Programs in order to provide support and extra tutorials	Vianne Kintzinger/School-Based Teachers	9/8/2009	6/22/2011	In-Progress		0			

To promote lifelong healthy lifestyles for all students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Survey students and parents for amount of daily physical activity	Vianne Kintzinger/Curriculum Leaders	11/17/2009	6/23/2010	In-Progress	Medium	50			
Healthy Living Retreat for all Gr. 8 and 9	Duane Thachyk/Curriculum Leaders	1/30/2008	1/27/2012	In-Progress		0	1,000		
Participate in the BC Fruit and Veggie Program	Vianne Kintzinger/School-Based Teachers	9/2/2008	5/3/2011	In-Progress		0			
Participate in the Healthy Schools Network	Duane Thachyk/Curriculum Leaders	9/2/2009	6/29/2010	In-Progress		50			
Prepare and serve "Healthy Food" at our school store	Duane Thachyk/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
The Career Coordinator, PE Department Head and Athletic Director will continue to promote greater participation in sports programs by tracking of athletic hours outside of school to fulfill Graduation requirements.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
Our PAC and community support each of our students with an apple or pear each school day of the year.	Duane Thachyk/Curriculum Leaders	9/2/2008	6/1/2011	In-Progress		0			

To continue to improve student achievement in numeracy for all students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
The Math Coordinator, working with all Math teachers, will continue to use a data-driven approach to improving students' numeracy abilities. Provincial exams form one component of this data tracking but other data sources include the CAT 4, the grade 9 district-wide final exam as well as common grade level exams from Math 8 to 12.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
We will continue to offer Math 8 and Math 9 as linear courses. We will offer Math 8 / 9 Core next year if there are enough candidates.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
Collaboration time is extremely effective and the department (math) will continue to maintain a culture of collaboration for the next school year.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue with the use of the Aboriginal CEA and Tutorial Programs in order to provide support and extra tutorials	Vianne Kintzinger/School-Based Teachers	9/8/2009	6/22/2011	In-Progress		0			
Continue to encourage and register grade 8 students and advanced students in the various math competitions.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
During PAC meetings in the year the Math Department will continue to share information and updates with our parent group.	Vianne Kintzinger/Curriculum Leaders	9/2/2008	6/29/2011	In-Progress		0			
The Math department will continue to use and expand the use of manipulatives in each of our math classes.	Vianne Kintzinger/Curriculum Leaders	9/8/2009	5/31/2011	In-Progress		0			

Strategies

Status: Meeting Expectations

Coherence and Alignment

Status: Sustaining Improvement

All strategies and structures are aligned to support each of our school goals.

All school goals are aligned with district goals .

	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.



Parent involvement

Status : Meeting Expectations

Reports to the Parent Advisory Council in the Principal's report provide updates on progress for school programs

- Strategies for teachers are explored as a result of 'Teacher Training/Implementation' release time and through cooperatively planned professional development. (Collaborative Time)
- Newsletter information distributed in hard copy, electronically to parents by grade level, Coyote Council, local newspapers and faculty, as well as being posted to the web site
- GESS web site information
- Electronic Reader Board
- Email communication on a regular basis with PAC executive, Coyote Council and SPC members
- SPC section in each GES monthly newsletter

Our phone messaging system is very positively received and keeps our parents informed of all upcoming events (Synervoice)

- Working relationship with local newspapers to promote / inform community of school events and accomplishments
- Bulletin board in hallway proudly displaying newspaper articles about GES and its members.
- Weekly community school meetings with District of Lake Country partners
- Grade 8/Grade 9 Parent Ambassadors

Leadership

Status : Meeting Expectations

Faculty and Department Head meetings to discuss data, goals, and action plans

Bi-monthly collaborative time within school departments

Quality Assesment Team with representation from all departments

Dialogue and communication

Status : Sustaining Improvement

Communication and Seeking Input at GES

Initiatives new in 2009/10

Parent input was gathered through Ministry Satisfaction surveys, monthly Parent Advisory Council meetings and a monthly newsletter

The SPC has truly worked collaboratively in numerous intense meetings to produce a quality report based upon analyzed data and honest dialogue; we are thrilled this year to be able to use the SKOPUS data available in a timely manner. Our SPC was composed of parents, students and administration. We informally consulted with unofficial teacher representatives, department heads and coordinators, as well as formally consulted with the entire faculty, student senate and PAC

Due to the fact that teachers are not actively participating in the SPC process, we engaged staff on numerous occasions to assess data / strategies / structures and analyze what is working and not working.

Student and staff input were gathered through school-based and Ministry Satisfaction surveys

Discussions between the Aboriginal Advocate, the Principal and District Principal (Aboriginal Students) on how to best support Aboriginal students and improve achievement

Development of District Student Council and monthly meetings with GES Coyote Council

School-based communicator in every classroom and hallway

Faculty and Department Head meetings to discuss data, goals, and action plans

Bi-monthly collaborative time within school departments

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
IALOGUE 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				
	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)

George Elliot Secondary

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
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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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
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Board of Education representative at the SPC review meeting:

_____ Trustee's Name (Print)	_____ Signature	_____ Date
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PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry
to enhance school improvement



PLANNING CYCLE

