

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Glenmore Elementary

7/2011

General Information

Mission Statement

To create an inspirational learning environment that honours the individual student and promotes each one's success.

Principal : John McMahon

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

Built in 1950; numerous additions made through the years, including Mountainview School, a 3-pod structure.

Offers French Immersion and Gifted and Enrichment Programs in addition to regular English Program.

580 students enrolled.

Fine Arts Speciality Programs including violin, talent shows and drama opportunities.

Physical Education in grades K-6 augmented with such events as Square Dancing, Zumba, Hip Hop etc.

Enrichment for gifted and talented students is offered at the school in several subject areas.

A leadership-promoting school.

A highly active Parent Advisory Council with numerous educational supportive committees.

Built on a foundation of PBS, a well-researched framework of school-wide Positive Behaviour Support.

School Performance Information

Curricular Opportunities

Public Speaking - all students in grades 4, 5 and 6 wrote and delivered a speech in their language of instruction

Science Fair open to all Primary and Intermediate students - held on February 25th at Glenmore. Several teams competed in the March 18th District Science Fair held at Okanagan College with great success-two teams were awarded gold medals

Patrol and Crossing Guards over 40 grade 5 students dedicated to keeping students and parents safe on our two crosswalks.

Spirit Team over 35 students participate in this leadership team.

Mind Grind Eco-Challenge Glenmore Team participated in the Regional Districts 2010 Challenge and placed first for the second year in a row.

Battle of the Books

Recognition Program

Awards Program Grade 4 through 6 every student is recognized at least once per year.

Grizzly PAWs students receive specific recognition for the social responsibility we seek. Weekly and monthly PAW draws are made, and prizes given.

Math Contests Pythagoras; Fibonacci; Byron-Germain: Thales 65 students participated in grades 3-6

Weekly math challenges for primary and intermediate students

CanSpell Spelling Bee - participated in the Regional Finals

Music and Performance Framework

Music program - djembe drums, voice, performance and guitars.

Primary French Immersion/English Christmas Concerts one Kindergarten concert and primary event.

Charlie Brown Intermediate Concert Kelowna Community Theatre.

Talent Shows - to showcase music, dance and drama skills of our students. Open to all students.

Violin Program - 38 grade four to six students participate.

ETTA -Excellence Through the Arts program where artists, authors and musicians work alongside teachers.

Combined with the community to put on a CD launch event at Glenmore in April - featured dancers, fiddlers and vocalists from the school in partnership with Kyle and Chloe Davidson. The proceeds from the event supported the Niteo project.

Healthy Schools/Healthy Environment Structure

Glenmore Healthy Schools Committee of Parents:

B.C. Fruit Veggie Snack Program,

Waste reduction - composting and recycling

'Grow up Greener' Environmental Expo

Play first, eat later is in place.

Running/Fitness Club for Primary Friday 6 weeks in April May.

Running/Fitness Club 7-47 for Intermediates - Tuesday/Thursdays 6 weeks in April May.

Bike skills program developed and presented by UBCO Nursing students to grade 5 students

'Trailblazers' - active transportation opportunity developed by UBCO Nursing students, senior student led walk to school program launched in April 2010

Bike Rodeo, April 28th, bike skills and safety provided by the City of Kelowna for grades 3 to 6

Futsal mini-soccer program for grades 2-6

Bike to School Week and tour de Glenmore - May 2011

Environmental Ecological Destination Conservation Club -numerous ongoing initiatives to support the development of environmentally friendly living. Glenmore sent a team to Destination Conservation.

Positive Behaviour Support - a school-wide system of intervention proactive teaching is in Year 4 of implementation at Glenmore.

School-Wide Hip Hop Dancing For Primary over 300 primary students participated in January and February.

Intermediate Track Field Training May - June for grades 4-6.

Volleyball for 6 girls and boys.

Wrestling Club over 30 grade 3-6 boys and girls involved in this lunch-time program with COWA.

Basketball - Grade 6 Girls and Boys - inter-school competition.

Weekly Fun Lunch - increased opportunities for healthy alternatives.

Community Garden students continue to plant and learn in our school garden

Footprint Days - a community walk May 2011

Bike Rodeo in conjunction with the District Safety Officer and the school PAC group.
Partnership

Librarian partnership with COTLA to bring authors to SD23 - 2011 Canadian author Deborah Ellis, Margret Ruurs, Eric Wilson and Francois Barcelo.

School and Cool Ways to School Parent Committee partnered with UBCO Learning Exchange to work on several active transportation projects with UBCO School of Nursing students under the direction of instructor Wilda Watts.

Traditions

Grade 6 Year-End Education Trip: Vancouver, June 15 - 17, 2011. Students involved in fundraising to support their trip.

Giving Structure

Foster Child Support (Victor and Wilma Rosalia) - monies are raised by Mr. Costa's class and Mme. Perrier's class.

Food Bank Drive - at Christmas Glenmore students generously donated.

Jump Rope for Heart - all students - generous donations to the Heart and Stroke Foundation.

NITEO - monies raised to support education in Uganda.

Terry Fox Run.














Clothing drive for the Salvation Army

Care and Make it Fair


Me to We

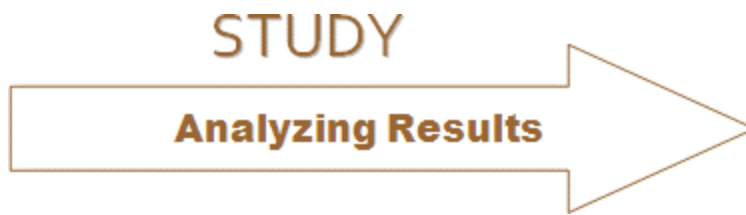
Justice Theatre

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
LITERACY				
Promote student achievement in reading in relation to our target levels.				
CAT4 Grade 5 students in Reading (at or above 4th stanine)	6/21/2011	98	95	 On Target
FSA - Ministry Assessment in February - Reading	2/25/2011	93	95	 On Target
GB+ French Reading Assessment	2/4/2011	95	90	 On Target
Reading intermediate marks (c or better)	3/11/2011	99	100	 On Target
Reading primary marks - English (meeting or exceeding)	3/11/2011	94	90	 On Target
Reading primary PM Benchmarks - English	2/4/2011	89	90	 On Target
Whole Class Reading - grades 4 - 6	11/26/2009	98	100	 On Target
NUMERACY				
To increase student achievement in numeracy to our target levels.				
CAT4 - Grade 5 students in Computation and Estimation (at or above 4th stanine)	6/21/2011	89	95	 Warning
CAT4 - Grade 5 students in Mathematics (at or above 4th stanine)	6/21/2011	92	95	 On Target
FSA - Ministry Assessment in February - Math	2/24/2011	97	95	 On Target
Math Intermediate marks (C or better)	3/11/2011	97	95	 On Target
Math primary marks - English (meeting or exceeding)	3/11/2011	91	90	 On Target
Math primary marks - French (meeting or exceeding)	4/11/2011	90	90	 On Target

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
LITERACY				
To strengthen and increase student skills and achievement in writing to our target levels.				
CAT4 Test - Grade 5 students in writing (at or above 4th stanine)	6/21/2011	95	95	 On Target
FSA - Ministry Assessment in February - Writing	2/17/2011	94	90	 On Target
Writing - School-wide write grade 3 to 6 students (meeting or exceeding)	10/11/2010	88	90	 On Target
Writing Intermediate Marks - c or better	3/11/2011	95	100	 On Target



Results

Status : Meeting Expectations

The school monitors results carefully. Trends are examined from a global viewpoint and individual needs are also identified so that those students requiring support receive what is needed to help them succeed. There are constant adjustments to the delivery of service depending on the needs of students.

	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: Promote student achievement in reading in relation to our target levels.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 Grade 5 students in Reading (at or above 4th stanine)	6/21/2011	98	95	● On Target
FSA - Ministry Assessment in February - Reading	2/25/2011	93	95	● On Target
GB+ French Reading Assessment	2/4/2011	95	90	● On Target
Reading intermediate marks (c or better)	3/11/2011	99	100	● On Target
Reading primary marks - English (meeting or exceeding)	3/11/2011	94	90	● On Target
Reading primary PM Benchmarks - English	2/4/2011	89	90	● On Target
Whole Class Reading - grades 4 - 6	11/26/2009	98	100	● On Target

SMART Goal: To strengthen and increase student skills and achievement in writing to our target levels.







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FSA - Ministry Assessment in February - Writing	2/17/2011	94	90	● On Target
Writing - School-wide write grade 3 to 6 students (meeting or exceeding)	10/11/2010	88	90	● On Target
Writing Intermediate Marks - c or better	3/11/2011	95	100	● On Target

Alignment: NUMERACY

SMART Goal: To increase student achievement in numeracy to our target levels.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
CAT4 - Grade 5 students in Computation and Estimation (at or above 4th stanine)	6/21/2011	89	95	 Warning
CAT4 - Grade 5 students in Mathematics (at or above 4th stanine)	6/21/2011	92	95	 On Target
FSA - Ministry Assessment in February - Math	2/24/2011	97	95	 On Target
Math Intermediate marks (C or better)	3/11/2011	97	95	 On Target
Math primary marks - English (meeting or exceeding)	3/11/2011	91	90	 On Target
Math primary marks - French (meeting or exceeding)	4/11/2011	90	90	 On Target

Data

Status : Meeting Expectations

Report card results and additional data sources (i.e., CAT IV, FSA, Screeners, PM Benchmarks, etc.) have provided information to support continuing with our goals. We are looking for improvement and excellence in all areas.

Goals

Status : Sustaining Improvement

The use of assessment continues to guide instruction and forms the basis of professional discussions at Glenmore Elementary. Staff have been trained and supported to effectively use assessment for learning strategies. Professional learning time has been provided to ensure all are supported. Assessments used at the school include, but are not limited to:

- PM Benchmarks
- GB+
- District Screeners
- Numeracy Problem Sets
- CAT IV
- FSA
- School Wide Write
- Classroom Assessment and Rubrics

The results of the assessments are used to formulate goals and set targets toward the achievement of the goals. Both Staff and Parents are involved in this process.

Rationale

Status : Sustaining Improvement

Numeracy, writing and reading are fundamental to academic success. We are still working toward our desired target levels and it is important to continue the focus on these goal areas. The SPC and the staff are in agreement as to the goals selected. These goals serve all students. We expect students to enjoy the greatest possible success and will put in place strategies to address the needs of all from our most challenged (i.e., Fab Four, Read Naturally, Success Room, LAT) to our most able (i.e., Enrichment Opportunities, Individualized Reading Programs etc.,)

	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



Strategies and Structures:

Promote student achievement in reading in relation to our target levels.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
"Fab Four" One to One Reading Program	John McMahon/School-Based Teachers	9/21/2009	6/21/2010	Draft	Medium	0			
Literacy Screeners	John McMahon/School-Based Teachers	9/6/2005	6/24/2011	In-Progress		0		★	
Literacy & Numeracy Support	John McMahon/School-Based Teachers	9/7/2009	6/20/2011	In-Progress	Medium	0			
Learning Assistance	John McMahon/School-Based Teachers	9/2/2008	6/24/2011	In-Progress	High	0			★
Differentiated Reading Groups	John McMahon/School-Based Teachers	9/24/2009	9/19/2013	Draft	Medium	0			
Summer Reading Program - pilot	John McMahon/School-Based Teachers	6/30/2010	9/30/2011	Draft		0			
Adrienne Gear's Reading Power Strategies	John McMahon/School-Based Teachers	4/21/2010	6/30/2011	Draft		0			
Accelerated Reading	John McMahon/School-Based Teachers	4/21/2010	6/20/2013	Draft		0			
Use of Success Maker software for students.	Peter Maryschuk/School-Based Teachers	9/14/2009	9/12/2011	In-Progress	Medium	0			
Primary reading groups.	John McMahon/School-Based Teachers	1/12/2009	12/17/2010	In-Progress	High	0			

To strengthen and increase student skills and achievement in writing to our target levels.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Excellence in Writing	John McMahon/School-Based Teachers	9/21/2009	6/22/2012	In-Progress	High	0		★	
Literacy & Numeracy Support	John McMahon/School-Based Teachers	9/7/2009	6/20/2011	In-Progress	Medium	0			
Learning Assistance	John McMahon/School-Based Teachers	9/2/2008	6/24/2011	In-Progress	High	0			★
Pyramids of Intervention – Academic/Social & Emotional/Behaviour	John McMahon/School-Based Teachers	9/8/2009	6/30/2010	In-Progress		0			
Creative Writing partnership with UBC-O	John McMahon/School-Based Teachers	9/23/2010	11/30/2010	Draft		0			
Handwriting Without Tears	John McMahon/School-Based Teachers	4/10/2009	5/3/2013	Draft		0			
Use of Success Maker software for students.	Peter Maryschuk/School-Based Teachers	9/14/2009	9/12/2011	In-Progress	Medium	0			
Writer's Workshop	John McMahon/School-Based Teachers	3/1/2010	6/24/2011	In-Progress	Medium	0			

To increase student achievement in numeracy to our target levels.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Literacy & Numeracy Support	John McMahon/School-Based Teachers	9/7/2009	6/20/2011	In-Progress	Medium	0			
Learning Assistance	John McMahon/School-Based Teachers	9/2/2008	6/24/2011	In-Progress	High	0			★
Pyramids of Intervention – Academic/Social & Emotional/Behaviour	John McMahon/School-Based Teachers	9/8/2009	6/30/2010	In-Progress		0			
Use of math manipulatives	Peter Maryschuk/	9/16/2009	9/17/2012	In-Progress	Medium	0			
Math Medic	Peter Maryschuk/School-Based Teachers	9/2/2009	9/11/2013	Draft	Medium	0			
Use of Math Journals	Peter Maryschuk/School-Based Teachers	9/10/2009	9/12/2013	Draft	Medium	0			
Math Games	Peter Maryschuk/School-Based Teachers	9/23/2009	9/12/2013	Draft	Medium	0			
Math Challenges for students in grade 3 through 6	Peter Maryschuk/School-Based Teachers	10/7/2009	6/10/2011	In-Progress	Medium	0	250		
Use of Success Maker software for students.	Peter Maryschuk/School-Based Teachers	9/14/2009	9/12/2011	In-Progress	Medium	0			

Strategies

Status: Sustaining Improvement

Strategies have been selected to assist in meeting each goal. Professional Learning Community (PLC) time is provided to explore the strategies that are most effective. Staff members have taken on the responsibility to lead and plan for PLCs. As for individual teachers - the majority of PGP topics are in goal areas. Some of the strategies in place are listed below:

Numeracy: math games, Kim Sutton Kits created, math journals, use of math manipulatives, power of ten

Reading: Fab Four, Adrienne Gear, Literature Circles, Individualized Reading, Animated Alphabet, Whole Class Reading, Fun Family Phonics

Writing: Excellence in Writing, Six Traits of Writing, Writer's Workshop, Graphic Organizers, Guided Writing, Handwriting Without Tears,

Structures

Status: Sustaining Improvement

Monthly professional staff development has been scheduled (Professional Learning Communities) to ensure the opportunity for collective professional growth. Staff meetings are focussed on instructional improvement and professional growth. All meetings and committees have the express purpose of supporting the very highest level of student achievement.

Coherence and Alignment

Status: Sustaining Improvement

Staff Development and the distribution of resources is aligned with school and district goals. Text materials and programs have been selected to assist with the delivery of quality instruction. Staff are supported to collaborate and work on common assessment practices based on sound pedagogical foundations. Professional Growth Plans and adult meeting times (both staff meetings and PLCs) are aligned with 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.



Dialogue and communication

Status : Meeting Expectations

We have made considerable progress toward communicating about student improvement in multiple ways. Staff receive information in a variety of ways - in charts at staff meetings as well - each staff member receives a binder with detailed student achievement data (transition binders). This may not be necessary in coming years as Skopus continues to develop and expand in its usefulness.

Parents receive information at PAC meetings as our SPC report out on school goals. Input from the larger parent body is received at these times. We also publish information in our newsletters and on our website. Concentrated effort has been made this school year to improve on our website. Features added to the website promote effective communication to our community.

Parent involvement

Status : Meeting Expectations

Glenmore has a high level of parent involvement - though not all parents are directly looking at data and formulating goals their involvement in supporting programs, resources and services and their direct involvement as volunteers makes them essential partners in supporting student achievement.

Leadership

Status : Sustaining Improvement

Leadership is distributed amongst:

- the teaching staff through their ongoing leadership and presenting at PLCs, sitting on school committees and through 'sharing the load" of tasks we are faced with
- parents are actively involved in leadership roles through an extensive PAC structure that includes a large number of committees
- students are given a multitude of opportunities in the school such as: Spirit Team, Classroom Helpers, Office Monitors, Recycling Crew, Environmental Club, Safety Patrollers, Lunch Break Monitors.

	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)

Glenmore Elementary

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

