

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Glenrosa Middle School

7/2011

General Information



Mission Statement

The Staff of Glenrosa Middle School is currently engaged in a process to create a new mission statement.

Principal : Jamie Robinson

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

At Glenrosa Middle School, our school goals are centered around creating learning environments that intellectually engage students through the use of 21st Century Learning. Specifically, teaching practices provide all students with a solid foundation in mathematics and the opportunity to become strong writers. Our school is also committed to programs and opportunities that promote social and academic engagement in the school.

Intellectual Engagement:

The staff at Glenrosa Middle School is immersed in a multi-year professional development initiative designed to increase students' intellectual engagement in the classroom. To this end, staff members in each of the academic curricular areas are using Understanding by Design as a curriculum organization framework, and are working to design 21st Century Learning environments for their students. Furthermore, teachers are using Kagan collaborative learning structures to increase student engagement. What does all of this mean? It means that staff members in each department are working collaboratively to design instructional and assessment strategies which create learning environments that have the following characteristics:

- curriculum and assessment is organized around enduring understandings or big ideas.
- students work on authentic, real world problems.
- students are engaged in rigorous, deep learning.
- teachers use formative assessment to provide students with specific feedback on how they can improve their level of understanding.
- teachers have students working in structured collaborative groups to create meaning and construct new knowledge
- students appropriately incorporate the use of technology into the demonstration of their learning.

A Strong Foundation in Mathematics:

The math department at Glenrosa Middle School is committed to ensuring that all students master each of the enduring understandings in the mathematics curriculum. Teachers are working collaboratively to plan all instruction and assessment around the enduring understandings in math. Instruction is rooted in problem solving, and assessments are organized around learning outcomes; students are given specific, formative feedback about areas in which they need to improve their comprehension. Re-teaching and re-assessment ensure that all students master all outcomes. At the grade nine level, students participate in daily math classes to provide students the instructional time and the practice they require to deepen and solidify their understanding.

Powerful and Persuasive Writing:

The English department at Glenrosa Middle School is working to ensure that all students have the ability to write powerfully and persuasively. To achieve this goal, English teachers have been trained to use the 6+1 Traits writing process to systematically improve student writing in the areas of ideas, organization, voice, word choice, sentence fluency, and conventions. At the grade seven and eight levels, all students are enrolled in an extra half-year course called English Writing where the focus is improving writing skills. Electronic blogs and class wikis facilitate the processes of self-assessment, peer-assessment, and teacher-assessment. The use of rubrics and exemplars provides students with frequent and specific formative feedback about how to improve their writing.

Social Engagement:

In addition to traditional music, fine arts, and applied skills courses, Glenrosa Middle School offers many program choices aimed at connecting students to their passions at school including a social justice program, a high performance hockey program, a WEB student leadership program, and a full slate of extra curricular athletic programs. Next year, a mentorship block will be added to ensure each student is socially engaged at GMS.

Academic Engagement:

Glenrosa Middle School is committed to ensuring all students are accountable for mastering the learning outcomes in all core courses at each grade level. For this reason our school has a directed intervention program. Students who do not respond to teacher level interventions to ensure they are passing their courses are directed to attend the Critical Student Intervention Program that runs from 3:15-4:30 after school. The program is staffed by two qualified teachers who provide students with the extra time and support they need to ensure they successfully master all learning outcomes.

Health Promoting Schools Initiatives














Glenrosa Middle School is committed to supporting the District's health promoting schools focus. For this reason our school is a member of the Network of Health. Promoting Schools and has initiated several programs including the fruit and veggie program, our school's Little Buddies nutrition mentorship program, and our Life Fitness program for adolescent girls. In addition our school exceeds provincial guidelines for healthy food options for students.

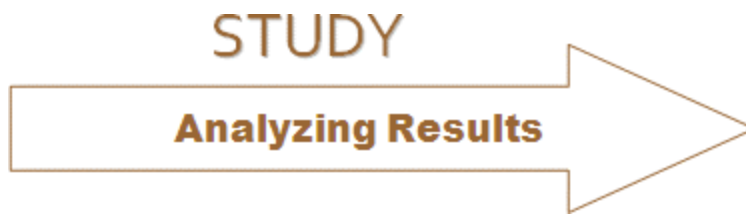
School Performance Information

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
GRADUATION				
To increase each student's academic achievement and each student's level of intellectual, academic and social engagement.				
Course failure rates	2/14/2011	0	0	 On Target
Course failure rates for Aboriginal students	2/14/2011	0	0	 On Target
Grade 7 Readiness Data	2/14/2011	97.9	100	 On Target
Grade 8 Readiness Data	2/14/2011	99	100	 On Target
Grade 9 Readiness Data	2/14/2011	97.3	100	 On Target
Report Card Data: The combined % of Aboriginal students receiving good (c+), very good (B), and outstanding (A) marks.	2/14/2011	70	85	 Warning
Report card data: Combined % of students receiving good (C+), very good (B), and outstanding (A) marks in English.	6/25/2010	79	85	 Warning
Report card data: Combined % of students receiving good (C+), very good (B), and outstanding (A) marks in Math.	9/24/2010	77	85	 On Target
Report card data: Combined % of students receiving good (C+), very good (B), and outstanding (A) marks in Science.	9/24/2010	76	85	 Warning
Report card data: Combined % of students receiving good (C+), very good (B), and outstanding (A) marks in Socials.	9/25/2010	85	90	 On Target
Report card data: Combined % of students receiving good (C+), very good (B), and outstanding (A) marks.	2/14/2011	84	85	 On Target
Suspensions	2/14/2011	67	50	 Warning
LITERACY				
To improve the writing and oral communication skills of all students at Glenrosa Middle School.				
The % of all students fully meeting and exceeding expectations on the spring school-wide write.	4/12/2010	43	85	 Off Target
The % of students minimally meeting, meeting and exceeding expectations on the spring school-wide write.	4/12/2010	95	100	 On Target



Results

Status : Sustaining Improvement

We have been closely monitoring results at a variety of levels. The SKOPUS program has facilitated the close monitoring of achievement for all students. It has allowed us to identify subject areas in need of improvement, and students in need of extra support. Teachers are using formative assessment tools organized by learning outcomes to allow them to provide students specific formative feedback on how to increase their understanding of all learning outcomes. This practice is having a significant impact on improving student achievement.

	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 each student's academic achievement and each student's level of intellectual, academic and social engagement.



Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Course failure rates	2/14/2011	0	0	On Target
Course failure rates for Aboriginal students	2/14/2011	0	0	On Target
Grade 7 Readiness Data	2/14/2011	97.9	100	On Target
Grade 8 Readiness Data	2/14/2011	99	100	On Target
Grade 9 Readiness Data	2/14/2011	97.3	100	On Target
Report Card Data: The combined % of Aboriginal students receiving good (c+), very good (B), and outstanding (A) marks.	2/14/2011	70	85	Warning
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Suspensions	2/14/2011	67	50	Warning

Alignment: LITERACY

SMART Goal: To improve the writing and oral communication skills of all students at Glenrosa Middle School.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
The % of all students fully meeting and exceeding expectations on the spring school-wide write.	4/12/2010	43	85	 Off Target
The % of students minimally meeting, meeting and exceeding expectations on the spring school-wide write.	4/12/2010	95	100	 On Target

Goals

Status : Sustaining Improvement

Our goals accurately reflect areas in need of improvement as indicated by trends in the data over the past several years. Our goals are SMART and are focused on improving student achievement at all levels. We selected data indicators that will allow us to monitor improvements in the number of students meeting and exceeding expectations. We acknowledge that a wider range of evidence is needed in the future to help guide our goal setting process and we are exploring options to help measure intellectual, academic and social engagement.

Rationale

Status : Sustaining Improvement

Our goals are focused directly on improving student achievement for students at all levels. Evidence from a variety of sources support our rationale for our goals, and they are consistent with best practice research by Tony Wagner, Jay McTighe, Spencer Kagan, the Canadian Education Association, and the Partnership for 21st Century Skills.

Data

Status : Sustaining Improvement

Report card data, school-wide write data, and other school based data have been analyzed. A significant move toward having teachers use classroom level student data generated through quality assessments has occurred over the past three years, particularly in the areas of English and Math. This trend toward gathering and using more authentic assessment data has significantly improved student learning at GMS. We recognize the need to gather trend line data to help support informed decision making as a part of the shift to using the new SKOPUS data warehouse tool, and the need to find a tool to measure the intellectual, academic, and social engagement of our students.

	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 each student's academic achievement and each student's level of intellectual, academic and social engagement.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Academic Engagement Strategy: After-School Behavior Intervention Program	Jamie Robinson/	10/6/2008	6/30/2010	Cancelled	High	0			
Academic Engagement Strategy: Critical Student Intervention Program	Jamie Robinson/	9/8/2008	6/29/2012	In-Progress	High	0		★	
Academic Engagement Strategy: REACH for Excellence Work Ethic Initiative	Jim Laird/	9/8/2008	6/29/2012	In-Progress	High	0			
Academic Engagement Strategy: Achievement and Work Ethic Assembly Recognition Program	Jim Laird/	10/1/2008	6/29/2012	In-Progress	High	0			
Academic Engagement Strategy: Readiness Coordinator monitors all at risk students and directs students to necessary interventions.	Jim Laird/	9/8/2008	6/29/2012	In-Progress	High	0		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Academic Engagement Strategy: Aboriginal Student Critical Student Intervention Program	Jamie Robinson/	10/6/2008	6/30/2010	In-Progress	High	0			
Intellectual Engagement Strategy: Daily Grade 9 Math Block	Jamie Robinson/	9/8/2009	6/30/2010	In-Progress	High	0			
Intellectual Engagement Strategy: Continue AFL professional development by having staff members share exemplary assessment for learning practices at staff meetings and during collaboration time.	Jamie Robinson/	7/7/2008	6/30/2011	In-Progress	High	0			
Intellectual Engagement Strategy: Essential Questions Training	Jamie Robinson/Curriculum Leaders	4/27/2010	6/30/2011	Completed	High	0			
Intellectual Engagement Strategy: Inservice all staff in Kagan Collaborative Learning Structures so all teachers are able to implement Kagan Structures in the classroom.	Jamie Robinson/Curriculum Leaders	2/17/2011	6/29/2012	In-Progress	High	0			
Intellectual Engagement Strategy: Learning Rounds Pilot Project	Jamie Robinson/Curriculum Leaders	10/7/2011	6/29/2012	Draft	High	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Intellectual Engagement Strategy: Continue to implement Inquiry Based Learning with a focus on higher level thinking in the evidence of student learning through McTighe's Six Facets of Understanding.	Jamie Robinson/Curriculum Leaders	8/31/2011	6/29/2012	Draft	High	0			
Intellectual Engagement Strategy: Project Based Learning Pilot with Social Studies and Applied Skills/Fine Arts Departments	Jamie Robinson/Curriculum Leaders	8/31/2011	6/29/2012	Draft	High	0			
Social Engagement: Implement mentorship block and effective student mentorship for all students for the 2011/2012 school year.	Jim Laird/	9/6/2011	6/29/2012	Draft	High	0			
Social Engagement Strategy: Resiliency Block/Program Pilot for our most vulnerable students.	Jamie Robinson/Curriculum Leaders	9/6/2011	6/29/2012	Draft	High	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Intellectual Engagement Strategy: Math curricular leader provides inservice to ensure Problem Based Learning and Mastery Assessment Model Common to all Mathematics Classes	Jamie Robinson/Curriculum Leaders	9/9/2008	6/29/2012	In-Progress	High	0			
Professional Learning Community Structure: Staff meetings used as professional learning meetings to support implementation of innovations in teacher pedagogy.	Jamie Robinson/Curriculum Leaders	9/9/2008	6/29/2012	In-Progress	High	0			
Professional Learning Community Structure: Assembly and dance departmental release time.	Jamie Robinson/Curriculum Leaders	9/9/2008	6/29/2012	In-Progress	High	0			

To improve the writing and oral communication skills of all students at Glenrosa Middle School.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Intellectual Engagement Strategy: 6+1 Traits Training for all English teachers	Jamie Robinson/Curriculum Leaders	4/30/2009	5/4/2009	In-Progress	High	0			
Intellectual Engagement Strategy: English Writing 7 and 8 based on 6+1 Traits writing system delivered through technology.	Jamie Robinson/Curriculum Leaders	9/8/2009	6/28/2013	In-Progress	High	0			

Coherence and Alignment

Status: Meeting Expectations

There is a strong connection between the improvement plan for School District #23 and the GMS school improvement plan. We are working to make use of district resources and expertise, and to collaborate with the other Westside middle schools. We are also collaborating with other middle schools to share best practices.

Strategies

Status: Sustaining Improvement

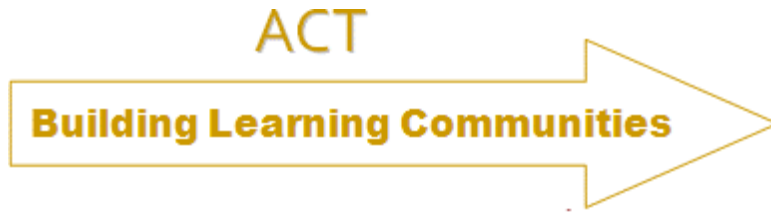
GMS is making significant progress towards organizing our school structures and strategies for improvement around best practice research from a variety of sources. Our strategies, structures, and budget are all aligned to implement best practices and maximize the capacity building of all teachers for the purpose of maximizing individual student learning. We are consistently monitoring the effectiveness of strategies used and adapting and adding new strategies to continue improvement. The strategies being implemented significantly increase student learning.

Structures

Status: Sustaining Improvement

GMS has successfully implemented structures to increase student achievement in targeted curriculum areas like English and Math. We have also successfully implemented professional learning community structures to support the implementation of strategies to improve curriculum and instruction. We continue to monitor the effectiveness of these structures and make changes to improve their effectiveness. Additionally, we recognize the need for additional structural changes and are making adjustments to add these next year.

	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

A variety of mechanisms are used to communicate the improvement in student achievement taking place at GMS. Traditional methods of seeking input from parents and the community are utilized, and the input received is highly valued. More opportunities to engage parents in meaningful dialogue to receive feedback are still required.

Parent involvement

Status : Meeting Expectations

Parents have been fully engaged through the parent advisory council process and the school planning council process to help set school goals. Special parent evenings on topics of interest have been successfully added this year. Additional opportunities to create a culture of increased parent involvement in the life of the school will be implemented next year.

Leadership

Status : Sustaining Improvement

A significant effort has been made to create leadership at all levels by building the capacity of staff, and empowering them to lead in their areas of expertise. There is a great deal of evidence of strong leadership by many staff at GMS, and a strong commitment by all of the staff to improve student achievement. Efforts to continue to support and develop the leadership capacity of staff members is ongoing, and will continue to be an important priority. Shared leadership is a strength of the GMS learning community.

	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)

Glenrosa 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

