

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Helen Gorman Elementary

7/2011

General Information

*Finding Your Inner Superhero*

## **Mission Statement**

*“To provide our students with the  
knowledge, skills and attitudes to be  
effective members of society”*

Principal : Scott Parker

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

<b>1</b>	<b>Alignment : GRADUATION</b>
<b>1</b>	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.
<b>2</b>	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.
<b>2</b>	<b>Alignment : NUMERACY</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	<b>Alignment : Economic Viability and Stability</b>
<b>1</b>	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:

Helen Gorman Elementary is situated on the Westside in the semi-rural community of Glenrosa. The school presently enrolls 265 students from Kindergarten to Grade 6. After several years of declining enrollment, the school saw some growth in the past couple of years. Fifteen of our students are Aboriginal descent. HGE is one of four feeder schools for Glenrosa Middle School, which is one of two middle schools feeding into Mount Boucherie Senior Secondary. The school shares an open boundary area with Glenrosa, Peachland and George Pringle Elementary schools. The majority of our students encompasses both sides of Glenrosa Road up to Crystal Mountain Ski Resort on the north and Highway 97 on the south.

Our socio-economic profile (according to Stats Canada) reflects a community comparable with the following district elementary schools: Glenrosa, Hudson Road, George Pringle Elementary, Peter Greer, Chief Tomat and some Rutland area schools.

Helen Gorman currently houses a preschool run by the Westside Boys and Girls Club and Webber Road Community Centre. It is an EBS (Effective Behaviour Systems) school and spends considerable time encouraging positive behaviour expectations. HGE is an Action School and takes seriously, the fitness and physical health of our students and staff.

## School Performance Information

### Music and Art

- \* Grade 1-6 Choir with Norman Foote
- \* Afterschool Violin Program
- \* Grade 6 Ukulele Program
- \* Grade 4 Recorder Program
- \* Art Team Club
- \* Fine Arts Trips: Opera, Ballet, Actors Theatre, Art Gallery
- \* Grade 4-6 Strings Program (Violin)
- \* Fine Arts Rotations
- \* K-6 Art Cards
- \* Staff Art Party
- \* Christmas Concert
- \* Music Monday
- \* Choir Field Trips
- \* Choir K-6

### Literacy

- \* Early Learning For Families
- \* Drop Everything and Read Day
- \* Grade 5 and 6 Public Speaking
- \* Grade 3-6 Battle of the Books
- \* Grade K-3 Author Visit
- \* Grade 4-6 Author Visit
- \* Grade 3-4 Poet Visit
- \* Grade 1 Circle Stories
- \* Hi 5 Reading Team
- \* Grade 3 pen pals
- \* Read Team (grade 3 comprehension)
- \* Grade 1, 1-to-1 parent volunteer reading
- \* Grade 1, 100 days of reading
- \* Scholastic Book Fair
- \* RAZ kids
- \* American Sign Language Club

#### Science and Technology

- \* School-wide Science Exposition
- \* Primary and Intermediate SmartBoard classrooms
- \* Document Camera(s)
- \* Laptop Cart

#### Healthy Promoting School

- \* Fruit and Veggie Program
- \* Healthy Choices Hot Lunch Program
- \* Knights of Columbus Free Throw Competition
- \* K-6 Ice Skating
- \* Grade 3-6 Cross-Country Running
- \* Grade 4-6 Intramurals
- \* Grade 4-6 Cross-Country Skiing Program
- \* Grade 5-6 Co-ed Rugby
- \* Grade 6 Volleyball
- \* Grade 6 Basketball
- \* Grade 6 Golf Team

- \* District Track & Field grades 3-6
- \* Terry Fox Run
- \* Apple Bowl Track Meet
- \* Jump Rope for Heart
- \* After school ski program
- \* Swimming
- \* Gymnasistics field trips
- \* Grade 2 bowling

#### Community Connections and Communication

- \* Early Learning For Families (ELFF)
- \* Kindergarten Orientation
- \* Aboriginal Education Program
- \* PAC Free Family Movie Night
- \* Free PAC presentation: How to Raise Anxious Children
- \* Spring Community Fair
- \* Grade 6 Sailing
- \* Community Recycling Round-Up (Earth Week)
- \* Juice box recycling
- \* Online Safety
- \* Grade 4 Screen Time Project
- \* Juice Box Recycling Program
- \* Destination Conservation
- \* Care and Make It Fair Club
- \* Monthly PAC Meeting/Socials (with babysitting)
- \* PAC Newsletters
- \* PAC E-mail Program (through Hotlunches.net)
- \* School Syner-voice Messages
- \* Quick Scale Writing and Reading in Agenda (for both parents and students)
- \* Learning Outcomes - provided with student report cards
- \* Parent Teacher Interviews

#### Student Leadership

- \* Grade 6 Leadership Groups
- \* Grade 6 Spirit Committee

- \* Grade 6 Completion Celebration/Green Bay
- \* Buddy Classes
- \* Family Group meetings

#### Assemblies

- \* Five Cultural Performances
- \* Multiple Musical performances
- \* Family Group Assemblies/Lessons
- \* Music Monday
- \* Christmas Community Concert
- \* Celebration/Fine Arts Assemblies
- \* Harmony Day Assembly
- \* Anti-Bullying Day Assembly
- \* Remembrance Day Ceremony

#### Leadership and Professional Growth Opportunities for Staff

- \* Collaborative Professional Growth Plans (PGP)
- \* Formal observations
- \* Network of Performance-based Schools
- \* In-school professional learning communities
- \* School-based professional development
- \* Staff Meetings
- \* Implementation Day











#### HGE Green Initiatives




- \* New Geo-thermal Heat Exchange System
- \* Lighting Upgrade
- \* UV Window tinting (proposed) in Library
- \* Natural Playground / play space (Summer 2011)

**RECENTLY COMPLETED GOALS/AREAS OF FOCUS:**

	Date	Value	Target	Status
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## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>LITERACY</b>				
1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.				
ELS: Decrease percentage of students who are not meeting expectations on the literacy screener, by the end of grade three to below 10%	4/26/2011	0	10	 On Target
Intermediate Report Card READING: "C-" as a %	4/26/2011	4	10	 On Target
Performance Standards:  100% of students, Gr. 2-6, will continue to use the British Columbia Writing Performance Standards, including the experience of self-assessing their writing	4/26/2011	100	100	 On Target
Primary Report Cards READING: % of student receiving a "Not Yet Meeting".	4/26/2011	.9	5	 On Target
SWW: 65% of students scoring a 3 or a 4 on the second write of the School-Wide Write.	4/26/2011	45	65	 Off Target
WCRA: Increase to 65% of students scoring a 3 or 4 on Extracting Information items for the Whole Class Reading Assessment.	4/27/2011	78	65	 On Target
WCRA: Increase to 65% of students scoring a 3 or 4 on Inferring items for the Whole Class Reading Assessment	4/27/2011	81	65	 On Target
WCRA: Increase to 70% of students scoring a 3 or 4 on Informational Gathering items for the Whole Class Reading Assessment.	4/27/2011	81	70	 On Target
2.) Our school will continue to improve students' writing skills with specific emphasis on impromptu writing.				
FSA Writing: % of Student "Not Yet Meeting"	4/26/2011	3.1	5	 On Target
Intermediate Report Cards WRITING: "C-" as a %.	4/26/2011	6	9.9	 On Target

	Date	Value	Target	Status
Performance Standards:  100% of students, Gr. 2-6, will continue to use the British Columbia Writing Performance Standards, including the experience of self-assessing their writing	4/26/2011	100	100	 On Target
Primary Report Cards WRITING: % of student receiving a "Not Yet Meeting".	4/27/2011	2.6	5	 On Target
SWW: 65% of students scoring a 3 or a 4 on the second write of the School-Wide Write.	4/26/2011	45	65	 Off Target



**Results**

Status : Meeting Expectations

The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.

	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: 1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.**

**Rationale:**

It continues to be a shared belief within our school community that reading is the underpinning of all academic success. The ability to comprehend what is read will support student learning in all subject areas. Because of the revised District goal to move toward the Whole-Class Reading Assessment as a data point, we want to continue to see students gain reading comprehension abilities and use this measure to inform instruction rather than using the discontinued CAT 3. We have aligned our goals, over the next three years to attempt to exceed the District goal of having 90% of students meet/exceed expectation on the Literacy Screener (K-3) and Whole-Class Reading Assessment (Gr.4-8)

**Disaggregated Data/Evidence:**






Indicator	Date	Value	Target	Progress
<b>ELS: Decrease percentage of students who are not meeting expectations on the literacy screener, by the end of grade three to below 10%</b>	4/26/2011	0	10	 On Target
<b>Intermediate Report Card READING: "C-" as a %</b>	4/26/2011	4	10	 On Target
<b>Performance Standards: 100% of students, Gr. 2-6, will continue to use the British Columbia Writing Performance Standards, including the experience of self-assessing their writing</b>	4/26/2011	100	100	 On Target
<b>Primary Report Cards READING: % of student receiving a "Not Yet Meeting".</b>	4/26/2011	.9	5	 On Target
<b>SWW: 65% of students scoring a 3 or a 4 on the second write of the School-Wide Write.</b>	4/26/2011	45	65	 Off Target
<b>WCRA: Increase to 65% of students scoring a 3 or 4 on Extracting Information items for the Whole Class Reading Assessment.</b>	4/27/2011	78	65	 On Target
<b>WCRA: Increase to 65% of students scoring a 3 or 4 on Inferring items for the Whole Class Reading Assessment</b>	4/27/2011	81	65	 On Target
<b>WCRA: Increase to 70% of students scoring a 3 or 4 on Informational Gathering items for the Whole Class Reading Assessment.</b>	4/27/2011	81	70	 On Target

**SMART Goal: 2.) Our school will continue to improve students' writing skills with specific emphasis on impromptu writing.**

**Rationale:**

Although our students continue to do well in writing, it is one of the areas where we seek continued gains. Report cards indicate that several students are NYME (not yet meeting) or are at risk (C-) in writing from Gr. 1-6. School-Wide Write (SWW) results show 11 students did not meet expectations in 2007-2008. The data cycle for SWW has traditionally been a fall and spring write. Typically, the spring write takes place at the end of May, but is often too late to use to identify trends and use for current year SPC. The 2009-2010 final write will take place in April to help determine student writing performance in this area. We have aligned our goal with the District goal to see 90% of students, grade 3-9, to meet/exceed writing BC performance standards.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
FSA Writing: % of Student "Not Yet Meeting"	4/26/2011	3.1	5	 On Target
Intermediate Report Cards WRITING: "C-" as a %.	4/26/2011	6	9.9	 On Target
Performance Standards: 100% of students, Gr. 2-6, will continue to use the British Columbia Writing Performance Standards, including the experience of self-assessing their writing	4/26/2011	100	100	 On Target
Primary Report Cards WRITING: % of student receiving a "Not Yet Meeting".	4/27/2011	2.6	5	 On Target
SWW: 65% of students scoring a 3 or a 4 on the second write of the School-Wide Write.	4/26/2011	45	65	 Off Target

**Alignment: NUMERACY**

**SMART Goal: Maintenance Goal: Our school will continue to support the development of a school-wide math program to continue students' growth in numeracy.**

**Alignment: SCHOOL BASED**

**SMART Goal: Health Promoting Schools Focus: Our school will continue to strive to focus on positive student behaviour through a school-wide behaviour system (EBS) with a character education component and positive incentives as monitored through discipline incident reporting system (Easy Discipline).**

**Goals**

Status : Meeting Expectations

All goals and objectives are relevant, based on evidence, and focused on student achievement.

**Rationale**

Status : Meeting Expectations

Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.

**Data**

Status : Meeting Expectations

The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.

	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:**

**1.) Our school will continue to improve student achievement in reading with emphasis on the area of comprehension.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
PLCs: Feedback	Scott Parker/	11/18/2009	6/25/2010	Draft		0		★	
Student Use of Writing Performance Standards	Scott Parker/	9/8/2009	6/21/2012	Draft		0		★	
Parent/Community Informed of Assessment Process and Data	Scott Parker/	9/8/2009	6/21/2012	Draft		0		★	
Network of Performance Based Schools	Scott Parker/	9/8/2009	6/18/2010	Draft		0			
Collaborative WCRA Assessment	Scott Parker/	9/10/2009	6/18/2010	Draft		0			
Reading Power/FAB Four	Scott Parker/	9/10/2009	6/18/2010	Draft		0			
Differentiated Reading Groups	Scott Parker/	9/10/2009	6/18/2010	Draft		0			
Learning Assistance/Classroom Support	Scott Parker/	9/8/2009	6/18/2010	Draft		0			
Data Focus/Collaboration at Staff Meetings	Scott Parker/	9/8/2009	6/18/2010	Draft		0			
Raz Kids	Scott Parker/	9/26/2008	6/24/2010	Draft		0			
Celebrating Reading-Battle of the books/Scholastic Book Fair	Scott Parker/	9/24/2009	6/24/2010	Draft		0			
Read Team	Scott Parker/	9/18/2008	6/16/2011	Draft		0			
Primary Reading Programs: Parent Volunteers/Book Bags	Scott Parker/	9/18/2009	6/16/2011	Draft		0			

**2.) Our school will continue to improve students' writing skills with specific emphasis on impromptu writing.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
PLCs: Feedback	Scott Parker/	11/18/2009	6/25/2010	Draft		0		★	
6 + 1 Writing Traits	Scott Parker/	12/1/2008	6/30/2009	Draft		50		★	
Student Use of Writing Performance Standards	Scott Parker/	9/8/2009	6/21/2012	Draft		0		★	
Parent/Community Informed of Assessment Process and Data	Scott Parker/	9/8/2009	6/21/2012	Draft		0		★	
Collaboration in evaluating SWW	Scott Parker/	9/8/2009	6/21/2012	Draft		0			
Targeted Prep: Writing	Robert McEwen/	9/8/2009	9/21/2012	Draft		0			★
Learning Assistance/Classroom Support	Scott Parker/	9/8/2009	6/18/2010	Draft		0			
Data Focus/Collaboration at Staff Meetings	Scott Parker/	9/8/2009	6/18/2010	Draft		0			

**Strategies**

Status: Meeting Expectations

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.

**Structures**

Status: Meeting Expectations

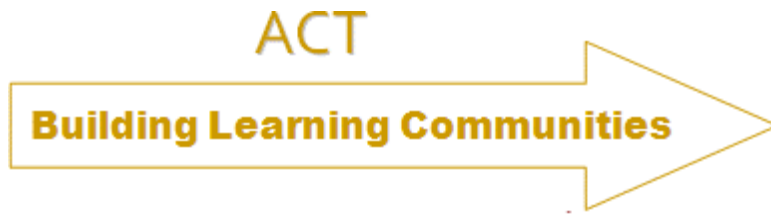
The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.

**Coherence and Alignment**

Status: Meeting Expectations

Connections between the district and schools are interactive and reflect both school uniqueness and district directions.

	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 : Approaching Expectations

The district and schools communicate about student achievement and make public their improvement goals and the progress being made.

We continue to look for opportunities and effective means to communicate goals and achievement to our school community. Ways to solicit community input and work with parents/guardians to articulate learning outcomes for their children have begun.

### **Parent involvement**

Status : Approaching Expectations

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.

We have a very committed core of parents who are involved and who are working collaboratively with the school. We would like to see an increase in the amount of participation where parents and students are involved in goal setting to improve student achievement.

### **Leadership**

Status : Meeting Expectations

Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.

	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
<b>STUDY</b>	<b>Results</b>			X	
<b>PLAN</b>	<b>Goals</b>			X	
	<b>Rationale</b>			X	
	<b>Data</b>			X	
<b>DESIGN</b>	<b>Strategies</b>			X	
	<b>Structures</b>			X	
	<b>Coherence and Alignment</b>			X	
<b>ACT</b>	<b>Dialogue and communication</b>		X		
	<b>Parent involvement</b>		X		
	<b>Leadership</b>			X	

# CERTIFICATIONS

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

Helen Gorman 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

