

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Kelowna Secondary School

7/2011

General Information

## **Mission Statement**

*At Kelowna Secondary School our mission is to provide a safe and secure environment where there are diverse opportunities for students to pursue excellence, promote creative and critical thinking, become self-reliant, and develop positive self-esteem. Everyone at Kelowna Secondary School will be treated with respect and dignity, given opportunities to succeed, and encouraged to develop a life-long love of learning. Kelowna Secondary School will advocate school, home and community interaction.*

Principal : Brenda English

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

Kelowna Secondary School is the only dual-track secondary school in School District #23, enrolling 1687 students in grades 10, 11 and 12. 1,432 students participated in the English program and 255 enrolled in the French Immersion program. 110 Aboriginal students, 97 Special Education students, and 17 English-as-a-Second Language students enrolled at KSS for the 2007/08 school year.

The geographic area KSS draws students from varies greatly due to it being the only high school offering the French Immersion program. The area within the KSS School District boundaries is considered middle class. Students attend KSS from throughout the District, drawing many students because of its wide range of course offerings and specialty programs.

KSS has a staff of 91 teaching staff, 4.0 administrators, 16 certified educational assistants, 9 clerical staff, 7 custodial staff, and supportive parents and community. It has a long-standing reputation for its strengths in academics, fine arts, applied skills and athletics. The many successes and traditions established in KSS over the last 50 years have been recognized at the District and provincial levels. The staff, students and parents of KSS are proud of their school and student accomplishments. There is a desire to continue the many traditions and maintain the positive reputation KSS has earned, while continuing to strive to improve student achievement.

KSS is a tapestry of individuals, programs, courses, and extra-curricular activities. Students feel comfortable and welcomed at the school. The student population enables differences to be respected, as was noted in the satisfaction survey. KSS has had a long-term foreign student exchange program for students from around the world including Japan, Germany, France, Korea, Brazil, Italy, and Mexico, just to name a few. KSS students have also been provided with numerous opportunities to experience curricular and extra-curricular field trips such as marine biology to Hawaii, socials to France, cultural to Egypt, Greece and Italy, rugby to Great Britain, music to California and Quebec, Recreational Leadership to California, and French to Quebec.

There is an interrelationship between the academics and athletics at KSS. Both areas advocate for the students and support one another. Academic successes are due to the talent and strong work ethic of the staff and students. Many teachers provide extensive tutorial time for their students and others, outside of regular class time. Enrichment competitions, such as the Physics Olympics, Mind Grind, and a variety of math contests are also encouraged for students to participate in. K.S.S. offers several courses in Advanced Placement studies. Languages that are offered at KSS include Core French, Spanish, German, Japanese and American Sign Language. Highlights of the languages department are the Language Theatre and the Concours D'Art Ortatoire which offers students enriched opportunities to express themselves in a second language. A number of classes, such as dance, outdoor education, various music courses and performing arts are also offered outside of the regular timetable in order to accommodate those students with full schedules.

Athletics at KSS have been recognized as a force at the District and provincial levels. Coaches and players are committed to their sports. KSS teams participate in many local and out-of-town tournaments as well as hosting numerous tournaments throughout the course of a school year. It is also recognized for two tournaments that extend invitations to the provinces of western Canada – The Best in the West Volleyball Tournament and The Western Canada Basketball Tournament. Both tournaments bring students, parents and staff together to work and demonstrate school spirit.

The Fine Arts department has also created a powerful reputation in the community. The music department prepares students for performances in festivals, concerts and for Sessions evenings. The drama classes have been recognized for outstanding student productions involving casts and crews of students as performers behind the scenes. The dance program involves a wide range of students resulting in dance performances throughout the year and an impressive extravaganza at the end of the year. The art department showcases student art work around the school and in the community, while our media arts produces work recognized in several areas.

The Applied Skills department has grown in student numbers over the past few years due to the strong commitment and belief in the importance of these courses, by the teachers involved. Staff members are available prior to school starting, at lunch and after school. Students dedicate countless hours to working on their projects and gathering more knowledge about the area of interest. The Skills Canada Competition has found KSS gaining in entries. There is also a growing participation in entries for the District Dogwood Authority Scholarships.

The use of technology, by staff, has grown over the past three years. There is strong technology support within the school and on-line student conferences are available. Many faculty members have created their own web-site that hosts notes, assignments, dates for upcoming tests and due dates for assignments, and readings for student reference. Many staff members are using e-mail as a means of communicating to parents and students on a more regular basis. KSS has begun its move to be 'Refreshed', with staff members receiving personal laptops in January, 2009. Laptop carts will be available for student use in September, 2009.

Other programs for students that are offered include:

The At-Risk Breakfast Club is a program designed to keep grade 10 students in school, with a focus on reaching graduation. Individual needs and interests are addressed, while meeting course requirements.

The Flex Education program is available for students who are in grades 11 or 12 and require a more individualized approach to one or more classes, or for those who simply need to pick up an additional course.

The English as a Second Program offers international and exchange students the opportunity to be integrated into regular stream classes while supporting the development of their English language through E.S.L. classes. Students' levels of English are determined at the beginning of the year, enabling the instructor to design a personal schedule for each student.

The Special Education Program deals with all students identified within the Ministry guidelines for this program. Students are based from the Resource Room and are integrated into regular classes where feasible. Certified Educational Assistants are assigned to work with one student or a small group, depending on their needs and ability levels.

The Gifted Program offers students the opportunity to be enrolled in a variety of Honours classes and Advanced Placement classes at the senior level. In addition to AP courses, unique classes have been developed for students with a keen interest in specialty areas. These now include courses such as Museum History, Social 10 and 11 Honours, a science chemistry lab course, Health Science 12, and Marine Biology 11. Specialty programs also offer students enrichment opportunities.

The French Immersion program offers the core courses, Francais Langue 10, 11 and 12, Science Humaine 10 and 11, and Science Naturelle 10, as well as options in Mathematique, Planification 10, and Plein Aire 11 and 12.

The ACE-IT apprenticeship program offers students with a talent in auto mechanics the opportunity to work towards their apprenticeship, while finishing school.

The Teen Parent Program offers a program for students who have added responsibilities in their lives. Students receive their education while learning about parenting. A daycare service is provided for these students and their children.

KSS offers many activities during and outside of class time, planned and organized by the recreational leadership groups. These activities are acknowledged in the community and at the District as great school spirit builders and traditions of K.S.S. They have added to the positive reputation KSS has developed over the years.

## School Performance Information

### Academics

Advanced Placement 2007/08:

52 exams received a grade of 5 (35%).

32 exams received a grade of 4 (22%).

43 exams received a grade of 3 (29%).

14 exams received a grade of 2 (10%).

6 exams received a grade of 1 (4%).

147 exams written by 81 students.

AP Scholars – (a grade of 3 or higher on three or more exams) - 10 students recognized.

AP Scholar with Honours – (an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more exams – 6 students recognized.

AP Scholar with Distinction – (an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more exams) – 2 students recognized.

National AP Scholar (Canada) – (an average grade of at least 4 on all AP exams taken and grades of 4 or higher on five or more exams) – 1 student recognized.

Advanced Placement 2008/09:

There are 98 students writing 171 exams for this year.

### Math

120 students took part in a variety of math contests over the course of this school year. Results on the contests (American Mathematics Contest, Waterloo contests, Cayley and Fermat contest) were roughly the same as last year. Final results are forthcoming.

two students are being sent to Okanagan College contest.

More data will be available at a later date.

## Languages

Language theatre for French, German, ESL, Japanese and Spanish.

Spanish - Rosetta Stone lab work and studying Spanish website; cultural library project on Spanish speaking countries.

German - cultural project in the library on German-speaking countries.

Japan - trip to Japan every second year (next one is in 2010), cultural experiences in the classroom such as cooking lessons, Japanese student teacher.

French - Rosetta Stone lab work; power point projects; library project on cultural theme for French speaking countries; immersion student to Canadian University this summer (Nova Scotia) to study French; spots open for immersion students to travel and participate in the Europe Battlefield tour and use their French on the trip.

ESL - various guests from different language institutions.

Concours D'Art Oratoire - 13 participants at school level, 2 winners to Vancouver for Provincials.

Encounter with Canada found six students participating in these week-long experiences in Ottawa.

## Debate

Two girls made it to the qualifying tournament for worlds, but didn't place.

## Regionals

Senior teams placed 2nd, 3rd and 4th.

Senior individuals placed 2nd and 4th.

Junior teams placed 1st, 2nd and 3rd.

Junior individuals placed 1st, 2nd, 3rd, 4th, 5th and 6th.

## Fine Arts

### Video and Film

The Video, Film, and Creative Writing program has been involved in many ventures:

Mon Ami was a short film created by four students. It was entered in the Okanagan Film Festival and has been entered in the BC Student Film festival. (Results haven't been announced yet).

Queen of Hearts was a short film created by four students. It was entered in the Okanagan Film Festival and has been entered in the BC Student Film festival. (Results haven't been announced yet).

To Suffocate was a short film created by five students. It was entered in the Okanagan Film Festival and has been entered in the BC Student Film festival. (Results haven't been announced yet).

Film and TV 11/12 has produced two episodes of Muse so far this year. The first episode was called Welcome to the Jungle ... Welcome to KSS and was a fun and informative introduction to KSS from the students' point of view. The second episode is on the theme of "transportation" and will air on May 30th. Mayor Sharon Shepard will be a special guest in this episode.

Creative Writing students performed at Word Ruckus at the Habitat in Kelowna on Saturday, November 15th, 2008. This "Festival of Words Community" included events such as writing workshops, a kids panel on words, a silent auction, book exhibits, spoken word poetry by KSS, and evening literary performances by poets from Okanagan College and UBCO. The evening performances included a variety of styles from mixing spoken word with video images to experimental pieces. It was a terrific learning opportunity for the Creative Writing students to not only share their work, but learn from professional writers and teachers. All monies raised from this event were earmarked for scholarships for Creative Writing students. The event was organized by Okanagan College and was sponsored by UBCO, the City of Kelowna, the Canada Council for the Arts, the BC Arts Council, and the General Okanagan Foundation.

Creative Writing has hosted one Poetry Slam this year (Quench Your Verse on Dec. 10th, 2008) and has another one scheduled for April 29th. These events always play to packed houses and are very well received by the audience.

#### Music

B.C. Interior Jazz Festival:

Jazz Band 12 - best jazz band - 1st place

Jazz Band 12 - 1st and 2nd place

Senior jazz - 1st place

Jazz 10 - 2nd and 3rd place

Combo 11 - both combos tied for 4th

Vocal Jazz - 1st

Combo Choir - 1st

KSS students were recognized as:

Top male vocalist

Runner-up male vocalist

Top female vocalist

#### Art

Displays at a variety of functions and events around the school and city over the course of the year.

Education week.

High school art in the Kelowna Art Gallery.

School displays in the halls and library, and are always set up for parent evenings and open house.

#### Applied Skills

## Business Education

Investment Strategies Program - students were challenged to invest \$100,000 over a six-week period. Business 10 and 11 classes participated nationally. Due to the recession, the program had a rough start during the first semester. Results for the first half are thought to be roughly the same as last year, just in a poorer state. KSS did quite well due to the consequences. The second half of the program has just begun. Further results will be available at a later date.

## Skills Canada Competition

Two students competed in a Fashion Design Skills Canada Competition this year. Neither placed but it was a great experience.

## Athletics

### Football

Cross Country - 8th highest girl, 1st highest boy in valleys.

Boys Soccer - 2nd in valleys, outside tour, provincials.

Jr. Girls Volleyball -

Jr. Boys Volleyball - 3rd in city.

AAA Boys Volleyball - 1st in the league, 1st in valleys, 4th at provincials.

AAA Girls Volleyball - 1st in the league, 1st in valleys, 6th at provincials.

Both AAA boys and girls volleyball won the Best in West Tournament at KSS.

Jr. Girls Field Hockey - 1st in valleys.

AAA Girls Field Hockey - valley champions 6th year in a row; 7th at provincials.

Jr. Girls basketball - 1st in zone, 4th in valleys.

Jr. Boys A basketball - 1st in zones.

Jr. Boys B basketball - made it to quarter finals in zones.

AA Girls Basketball - 4th in zones.

AA Boys Basketball - 4th in zones.

AAA Girls Basketball - 2nd in valleys.

AAA Boys Basketball - 3rd in the zone.

Wrestlers - SD23 program.

Badminton - made it to valleys.

AAA Girls Soccer - a young team with 13 and 5 record halfway through the season; will make a strong run at making provincials this year.

Jr. Boys Rugby - undefeated this season.

Sr. Girls Rugby - too early to be determined.



AAA B Rugby - 10th in provincials; hosted London, England school.

Tennis - 18 students going to valleys won 2/3rds of matches.

Golf - another enthusiastic group involved in tournament play.

Track and Field - large group of talented athletes competing at the various meets in the valley.

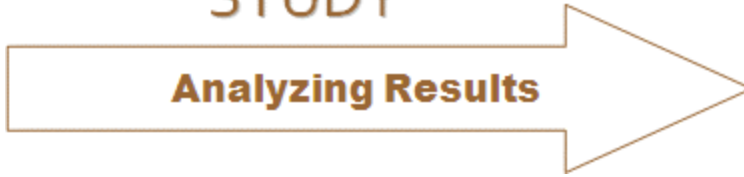
**RECENTLY COMPLETED GOALS/AREAS OF FOCUS:**

|  | Date      | Value | Target | Status  |
|--|-----------|-------|--------|---|
| <b>GRADUATION</b>  |           |       |        |   |
| To improve Grade Readiness by decreasing the number of students failing courses each term and for the year by 10%. |           |       |        |   |
| Number of students passing courses.  | 2/16/2011 | 92    | 98     |  On Target |
| <b>SCHOOL BASED</b>  |           |       |        |   |
| Reduce the numbers of "F"s   |           |       |        |   |
| Number of students passing courses.  | 2/16/2011 | 92    | 98     |  On Target |

## CURRENT SCHOOL GOALS - STATUS

|  | Date | Value | Target | Status |
|--|------|-------|--------|--------|
|--|------|-------|--------|--------|

# STUDY




|                | <b>Not Yet</b>   | <b>Approaching Expectations</b>  | <b>Meeting Expectations</b>   | <b>Sustaining Improvement</b>  |
|----------------|--|--|---|--|
| <b>RESULTS</b> | 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 improve Grade Readiness by decreasing the number of students failing courses each term and for the year by 10%.**

**Disaggregated Data/Evidence:**


| Indicator                           | Date      | Value | Target | Progress  |
|-------------------------------------|-----------|-------|--------|---|
| Number of students passing courses. | 2/16/2011 | 92    | 98     |  On Target |

**SMART Goal: To increase the retention rate for Kelowna Secondary School by 10%.**

**Alignment: SCHOOL BASED**

**SMART Goal: Reduce the numbers of "F"s**

**Disaggregated Data/Evidence:**

| Indicator                           | Date      | Value | Target | Progress  |
|-------------------------------------|-----------|-------|--------|---|
| Number of students passing courses. | 2/16/2011 | 92    | 98     |  On Target |

|           | 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:

#### Strategies

Status: Approaching Expectations

|                         | 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.   |

# ACT



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

# CERTIFICATIONS

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

Kelowna Secondary School

School Planning Council:

We certify that, to the best of our knowledge, the information provided in this progress report is accurate.

|   |                    |               |
|---|--------------------|---------------|
| _____<br>Student Member's Name (Print)<br>(grades 10-12 school) | _____<br>Signature | _____<br>Date |
|---|--------------------|---------------|

|                                       |                    |               |
|---------------------------------------|--------------------|---------------|
| _____<br>Parent Member's Name (Print) | _____<br>Signature | _____<br>Date |
|---------------------------------------|--------------------|---------------|

|                                       |                    |               |
|---------------------------------------|--------------------|---------------|
| _____<br>Parent Member's Name (Print) | _____<br>Signature | _____<br>Date |
|---------------------------------------|--------------------|---------------|

|                                       |                    |               |
|---------------------------------------|--------------------|---------------|
| _____<br>Parent Member's Name (Print) | _____<br>Signature | _____<br>Date |
|---------------------------------------|--------------------|---------------|

|  |                    |               |
|--|--------------------|---------------|
| _____<br>Teacher Member's Name (Print) | _____<br>Signature | _____<br>Date |
|--|--------------------|---------------|

|                                   |                    |               |
|-----------------------------------|--------------------|---------------|
| _____<br>Principal's Name (Print) | _____<br>Signature | _____<br>Date |
|-----------------------------------|--------------------|---------------|

Superintendent or Assistant Superintendent:

I confirm that the requirements of the School District No. 23 (Central Okanagan) accountability program have been fulfilled.

|   |                    |               |
|---|--------------------|---------------|
| _____<br>Superintendent's Name or<br>Designate's Name (Print) | _____<br>Signature | _____<br>Date |
|---|--------------------|---------------|

Board of Education representative at the SPC review meeting:

|                                 |                    |               |
|---------------------------------|--------------------|---------------|
| _____<br>Trustee's Name (Print) | _____<br>Signature | _____<br>Date |
|---------------------------------|--------------------|---------------|

# PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

key areas for inquiry  
to enhance school improvement



PLANNING CYCLE

