

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Mount Boucherie Secondary

7/2011

General Information



*Home of the Bears...  
Welcome to Our Mountain!*

### **Mission Statement**

*We will do all that we can to educate and support our students in realizing their unique and full potential, and living purposeful lives.*

Principal : John Simonson

Web site : [www.mbs.sd23.bc.ca](http://www.mbs.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:

Mount Boucherie Secondary remains the only senior secondary school serving the School District's geographically large area of West Kelowna, which continues to experience major commercial and residential development. This past September we welcomed a new vice principal and two new teachers. We went on to add an additional teacher in January and a temporary teacher in April (for a maternity leave). Our student population continues to put pressure on our facility, despite the \$9 million addition completed in January of 2008. In order to absorb some of this pressure, five portables remain in use on our site. Our Link Crew and Parent Ambassador programs continue to be excellent examples of how we are continuing to improve our articulation program and communication with students and parents. The school is proud of its unique education programs in Hairdressing, Golf, Hockey, Soccer, Culinary Arts, Fire Fighting, Aboriginal student support and various enrichment programs. Mount Boucherie offers over 20 extra-curricular club opportunities to support student involvement, enrichment and leadership. Our athletic department now has 25 active teams. We are also proud that many teachers on our staff continue to receive prestigious awards within the education community. Probably the most significant aspect of the Mount Boucherie Secondary staff is their relentless pursuit of improvement through professional collaboration and alignment with school district efforts in the area of Quality Assessment.

## School Performance Information

### Student Services

The Student Services Department staff communicate frequently with parents, colleagues, and community agencies to provide intensive support for the academic, emotional, and social well-being of our students throughout the school year.

Ran a 'Kick The Nic' smoking cessation program in conjunction with Interior Health.

### Languages

Two students have applied for the Montreal work exchange program and several for the Explore program.

The Spanish Program is growing and we will be offering Spanish 12 in September 2011.

American Sign Language 12 had record enrolment this year. Fifteen students joined other secondary schools from the district in a two-day Immersion Weekend at Deaf Deaf World in Vancouver. Deaf Deaf World is organized and manned by students in the Deaf Studies and Interpreting Programs at Vancouver Community College. Deaf adults, teenagers, students, and parents of Deaf children gather to participate in a fun time where they are immersed in a Deaf world.

### Library

The library hosted 3 special guest speakers.

For education week, the award winning author and social activist Deborah Ellis read, spoke and educated about war, Afghanistan, the drug trade and more.

For Black History month, Cheryl Foggo and Miranda Martini taught about the codes behind Spirituals, and Olive Senior spoke about being a writer.

The library website has expanded with dozens of new ebooks and special collections on numerous topics.

Staff and student participated in the annual 'Drop Everything and Read' day.

### Technology Education

Development and implementation of new assessment strategies in the metalwork shop, the aim is to individualize assessment that reflects the progress of each student in an authentic manner.

MBS continues to work with Okanagan College's Trades and Technology Teacher Education program. Mentoring students, working with classes on projects, and refining courses being taught to maximize the effectiveness of the program in getting technology teachers ready for their teaching career. New this year, we have started working with BCIT's Technology Teacher Education program (TTED) teaching current practical curriculum to the students down at the Burnaby Campus. The department has continued to take on Student teachers from the Technology Teacher Education program from UBC Okanagan.

In September 2010, we had an unveiling of equipment that was donated as part of the \$50,000 grant from Future Shop. The machinery represents a tremendous step forward in the use of computer-aided design and machining for the students of Mount Boucherie.

The Woodwork department has worked in cooperation with the school on designing and creating a welcome sign in both English and the traditional Okanagan language welcoming all visitors to the school.

The Technology Education department has worked with a number of outside groups to work on joint projects: both with the district to template and build wind powered generators that will be used on a trial basis in the district which is still in the planning stage, and in designing and building thank you plaques for the volunteers on the International Childrens Games Planning Committee.

We had students participate in the Regional Skills Canada competition - Architectural drafting (1st place), Mechanical drafting (2nd place), Animation (1st & 3rd place), Web Design (1st place). Students from MBS will go on to the Provincials (results pending).

### Home Economics

Food Studies classes at all grade levels have focused on current nutritional/food related topics such as the 100 mile diet/eating locally, Jamie Oliver's Healthy School Food program, Nutrition Hall of Fame, heart healthy eating etc.

Approximately 160 Food Studies 11 students successfully completed their Food Safe Certifications with the Department of Health.

One of our Food Studies 12 students earned a \$1000 District Scholarship Award in 2010 and another student has applied for the same award in 2011.

Food Studies classes have eliminated most trans-fats from the program

Food Studies classes are recycling most household wastes and are trying to promote greener labs.

Several textile students competed in Skills Canada Fashion Design Regional Competition.

Several textiles students travelled to Vancouver for a field trip.

Child development students went into the community to take part in a one day job placement. Students were either working in a daycare facility or preschool.

Students are planning their Daycare for a Day at MBS. They will care for 15-20 young children from the Westside Community.

The Textile Arts and Crafts course extended a knitting project into a small knitting club at the school.

#### Career Programs

9 Students in district wide Dual Credit Programs

182 Students completed Job Shadows

59 Students enrolled in MBS Specialty Programs

(26-Culinary Arts, 18-Hairdressing, 15 Firefighting Academy)

240 Career Life Program Placements

8 Students participated in the Heavy Metal Rocks Program

20 Students participated in Skills Canada Competition

#### Mathematics

Implemented a New Math 10 Curriculum

MBS placed Second in the Valley on the grade 11 Fermat Math Contest

Continued to participate in other math contests results pending

Cayley Math Contest Gr 10

Euclid Math contest Gr 12

UBCO-OC British Columbia Secondary Schools Mathematics Contest Gr 10-12

#### Science

MBS continues to run an active Science Club and provide a comprehensive selection of science courses for all levels.

We have 26 students enrolled in AP Chemistry for September 2011.

One of our students will be travelling to Toronto to compete in the National Science Fair at the end of May.

#### Social Studies

MBS teacher travelled to Ottawa to take part in a Teacher's Institute on Parliamentary Democracy.

Several members of the department made presentations to colleagues in the district as part of their local specialist association.

Several MBS students have entered essay contests (results pending).

Ten students have travelled to Ottawa to participate in the 'Encounters with Canada' program.

Students will be attending the UBCO Human Rights Symposium.

#### English

The English department has continued implementation of Quality Assessment techniques at all levels.

Department members are using Literature Circles, Socratic Circles and other student engagement practices.

All English 12 teachers are accredited to mark Provincial Exams.

The English department has a diversity of programs implemented to meet all students needs- adapted English 10-12, Communications 11-12, Course Completion and AP Preparation.

Department members regularly present at Implementation Days, district pro-d days and associate district schools.

The department offers AP English Language exam preparation seminars for students willing to challenge the exam.

#### Fine Arts

40 grade 10/11/12 visual art students participated in the 25th annual Art in Action showcase at the Kelowna Art Gallery

25 First Nation and Sculpture students completed a Northwest coast paddle design project. First time this scale of a project was completed by this group.

Okanagan First Nations Pictograph design representing the school bear theme was completed

Alice in Wonderland production was a huge success

Over 110 music and choir students travelled to San Francisco for music clinics and performances.

#### Interior Jazz festival results-

The MBS Grade 12 Jazz Combos won 1st and 2nd place in their category, both at the Gold standard.

The MBS Grade 11 Jazz Combo placed 2nd in their category and achieved the Gold standard.

The MBS Grade 10 Jazz Combos placed 1st and 3rd in their category, both at the Gold standard.

Results for the Jazz Bands are not yet available.

Several of our bands and combos have been invited to perform at the nationals in Richmond this May.

The Jazz choir received a very high silver ranking with one MBS student tied for the best local vocal soloist.

The chamber choir was runner-up in the combination choir class and the Mount Boucherie singers were third.

We will have 4 choirs competing in the Kiwanis Choral festival (results pending)

8th annual Fine Arts Night, over 300 kids participating

Jazz nights in December, Jazz combos continue to be active in the community as musicians-for-hire

Grade 11 dance class performed their daily class at the Evening of Arts in November.

The grade 11 dance class performed at the Teacher's vs Senior boys basketball game in December

The dance team performed two group routines and one duet in the Great Canadian Dance Challenge. The hip-hop duet earned a high silver and the groups earned silver and gold standing. We are the only group that is not a private studio class in the entire competition.

All year-long and semester 2 classes will be performing in the year-end show on June 1st. Approximately 150 students in total will be performing 2-3 numbers each.

This year there will be a small alumni class of ex-MBSS dancers performing a jazz routine in the show too.

#### Physical Education

Hosted the Westside elementary school volleyball and basketball tournaments

Have the highest enrolment in senior level PE courses in the past 5 years

Successfully added the Soccer Academy to PE.

Have grown the inside the timetable weights and fitness course

Dropped lifestyle girls PE in favour of an advanced girls PE 10 course.

Added many off campus elements to our senior PE

Team teaching grade 10 boys PE wherever possible has added to everyone's knowledge base.

Total of 120 grade 10 dance students will participate in the year end show, which is the highest number of students ever.

Providing First aid training to all blocks of PE 10.

#### Counselling Center

Peer councilors, leadership students, and link leaders provide exceptional school leadership.

Only school that has student mediators for bullying

10 MBS students have served on the district Lifesavers Team which presented at all district high schools (except KSS)

The MBS Lifesavers team is also facilitating resiliency groups where at-risk students meet once a week with the mental health clinician at each district middle school

145 students applied for Central Okanagan Bursaries

Counselors held four post-secondary preparation (PSP) sessions that were attended by grade 12 students

MBS continued the Graduation Readiness classes to help struggling grade 12 students achieve their graduation requirements

#### Readiness
















Pilot project from readiness funding - English 10/11 teachers are adding Aboriginal content to their classes

MBS teacher is providing a unit plan for an aboriginal teen novel plus a list of speakers to attend the English 10/11 classes











## RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
<b>GRADUATION</b>				
<b>To improve our grade to grade transition rates and maintain our graduation rate.</b>				
Attendance rates.	6/30/2009	91	95	⚠ Warning
Course Pass Rates.	4/11/2011	97	100	🟢 On Target
CP Designation for Graduating students.	6/30/2010	43	75	🔴 Off Target
MBSS Grade 10 Academic Readiness data	6/30/2010	74.6	85	🔴 Off Target
MBSS Grade 11 Academic Readiness data	6/30/2010	74.64	80	⚠ Warning
Three year Graduation Rate including School Completion Certificates for Aboriginal students.	6/30/2010	69	85	🔴 Off Target
Three year graduation rate including School Completion Certificates. %	6/30/2010	87	95	⚠ Warning
<b>FOCUS AREAS</b>				
<b>Schools/Programs of Choice</b>				
<b>To provide a diverse range of programs for both student interest and student needs.</b>				
Course Pass Rates.	4/11/2011	97	100	🟢 On Target
MBSS Diverse Programs Survey: I am able to become an expert in any Applied Skills area that I choose.	4/4/2011	85	85	🟢 On Target
MBSS Diverse Programs Survey: I am able to become an expert in any core area (Math, Science, English, Social Studies) that I choose.	4/5/2011	84	85	🟢 On Target
MBSS Diverse Programs Survey: I am able to become an expert in any Fine Arts area that I choose.	4/5/2011	85	85	🟢 On Target
MBSS Diverse Programs Survey: I am aware of opportunities offered through Career Programs.	4/5/2011	81	85	🟢 On Target
MBSS Diverse Programs Survey: I am involved in school activities outside the timetable.	4/5/2011	58	85	🔴 Off Target
MBSS Diverse Programs Survey: I am satisfied that my school is preparing me for a job in the future.	4/5/2011	79	85	⚠ Warning

	Date	Value	Target	Status
<b>MBSS Diverse Programs Survey: I am satisfied that my school is preparing me for post-secondary education (for example, college, university, trade school).</b>	4/5/2011	82	85	● On Target
<b>MBSS Diverse Programs Survey: I am satisfied with the program choices available at my school.</b>	4/5/2011	86	85	● On Target
<b>MBSS Diverse Programs Survey: I get to make choices about what I study at school.</b>	4/5/2011	88	85	● On Target
<b>MBSS Diverse Programs Survey: I have an understanding of all the extracurricular activities that are offered at my school.</b>	4/11/2011	86	85	● On Target
<b>MBSS Diverse Programs Survey: I have participated in opportunities through Career Programs.</b>	4/11/2011	70	85	■ Off Target
<b>MBSS Diverse Programs Survey: My school offers a wide range of choices and programs that interest me.</b>	4/5/2011	85	85	● On Target
<b>MBSS Diverse Programs Survey: My school offers enough school activities outside the timetable.</b>	4/5/2011	84	85	● On Target
<b>MBSS Diverse Programs Survey: My school offers support for learning when I need it.</b>	4/11/2011	87	85	● On Target
<b>MBSS Diverse Programs Survey: My teachers help me with my school work when I need it.</b>	4/5/2011	86	85	● On Target
<b>Recruitment/Development - Quality Staff</b>				
<b>Quality Assessment &amp; Instruction</b>				
<b>District Health Promoting Schools Plan</b>				
<b>To improve school climate.</b>				
<b>Attendance rates.</b>	6/30/2009	91	95	◆ Warning
<b>MBSS Climate Survey: I am an important person in this school.</b>	4/5/2011	75	85	◆ Warning
<b>MBSS Climate Survey: I can ask the administration for help if I need it.</b>	4/5/2011	83.4	85	● On Target
<b>MBSS Climate Survey: I feel safe at this school.</b>	4/5/2011	85	85	● On Target
<b>MBSS Climate Survey: I feel that I belong at this school.</b>	4/5/2011	83	85	● On Target

	Date	Value	Target	Status
<b>MBSS Climate Survey: I feel that my things left at the school are safe.</b>	4/5/2011	49	85	 Off Target
<b>MBSS Climate Survey: I know how I am supposed to act at school (ie. I know the rules.)</b>	4/5/2011	94	85	 On Target
<b>MBSS Climate Survey: I like going to this school.</b>	4/5/2011	82	85	 On Target
<b>MBSS Climate Survey: I like the way the school building and grounds look.</b>	4/5/2011	72	85	 Off Target
<b>MBSS Climate Survey: I see the administration all around the school.</b>	4/11/2011	86	85	 On Target
<b>MBSS Climate Survey: I think it is important to follow class and school rules.</b>	4/5/2011	90	85	 On Target
<b>MBSS Climate Survey: My teachers like their work. They like to teach.</b>	4/5/2011	84	85	 On Target
<b>MBSS Climate Survey: My teachers respect and care about me.</b>	4/5/2011	85	85	 On Target
<b>MBSS Climate Survey: Sports and extracurricular activities add a lot to this school.</b>	4/5/2011	88	85	 On Target
<b>MBSS Climate Survey: Students at this school show respect for each other.</b>	4/5/2011	68	85	 Off Target
<b>MBSS Climate Survey: Students in my class help each other.</b>	4/5/2011	83	85	 On Target
<b>MBSS Climate Survey: Students who break the rules are treated the same.</b>	4/5/2011	67	85	 Off Target
<b>MBSS Climate Survey: The rules at this school are enforced.</b>	4/5/2011	87	85	 On Target
<b>MBSS Climate Survey: The staff treats all students fairly at school.</b>	4/5/2011	70	85	 Off Target
<b>MBSS Climate Survey: This school is a friendly place.</b>	4/5/2011	83	85	 On Target
<b>Economic Viability and Stability</b>				

## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
<b>FOCUS AREAS</b>				
Schools/Programs of Choice				
Recruitment/Development - Quality Staff				
Quality Assessment & Instruction				
To improve student engagement.				
Attendance rates.	6/30/2009	91	95	 Warning
Course Pass Rates.	4/11/2011	97	100	 On Target
MBSS Engagement Survey: I am held accountable for paying attention and contributing in class.	4/5/2011	82	85	 On Target
MBSS Engagement Survey: I have collaborated with other students on projects/assignments during class.	4/5/2011	79	85	 Warning
MBSS Engagement Survey: I participate in class.	4/5/2011	83	85	 On Target
MBSS Engagement Survey: I practice my school work at home because I understand how it will benefit my achievement.	4/5/2011	63	85	 Off Target
MBSS Engagement Survey: I provide evidence of my learning in a variety of ways.	4/5/2011	73	85	 Off Target
MBSS Engagement Survey: I receive and use on-going and frequent descriptive feedback from my self, peers and teacher to monitor and improve my achievement.	4/5/2011	66	85	 Off Target
MBSS Engagement Survey: I use 'exemplars' (samples) as targets to aim for in my achievement.	4/5/2011	71	85	 Off Target
MBSS Engagement Survey: I use rubrics/performance standards to monitor and describe my progress toward 'Meeting or Exceeding' standards.	4/5/2011	50	85	 Off Target
District Health Promoting Schools Plan				
Economic Viability and Stability				



**Results**

Status : Meeting Expectations

Through a review of the Ministry of Education's provincial data, we can identify many positive results for our school. For all students, our Eligible Grade 12 Graduation Rate has shown consistently strong results starting at 96% in 2004/2005 and reporting out at 98% in 2009/2010. These results are similar to the overall results for the district. The data from the Ministry of Education indicated that last year 95% of Eligible Grade 12 Aboriginal students graduated (district average was 94%).

In 2004/2005 the First Time Graduation Rate was 82% and has grown to 90% by 2009/2010. The current results are significantly higher than the average results in the district (84%). In 2009/10, the First-Time Grade 12 Graduation Rate for Aboriginal students at MBS was 80% compared to 67% for the district. The percent of Grade 12 Aboriginal Students who earned a Honours graduation at MBSS was 20% compared to 16% at the district level.

For all students, our Grade to Grade Transition Rate for both Grade 10 and Grade 11 indicate a general trend of improvement over five years and also report out marginally higher than the District and Provincial rates. Our Grade 10 Transition Rate for 2009/2010 was 96% and our Grade 11 Transition Rate was 94%. There was no difference in the Grade to Grade Transition Rate for Grade 11 Aboriginal students (94%) compared to All Students. However, our Grade to Grade Transition Rate for Grade 10 Aboriginal students is much lower (89%) than the rate for All Students. As the Aboriginal student data is generated from a relatively small sample group, the results from a small number of students can cause dramatic fluctuations from year to year. We will continue to track these trends as we work to close this achievement gap.

Despite seemingly excellent Graduation and Grade to Grade Transition results at Mount Boucherie, there is room for continued improvement, particularly with respect to our Aboriginal students. An examination of SKOPUS data has shown that the average performance of Grade 10 Aboriginal students is 6-11% lower on average than the performance of non-Aboriginal students in the core Readiness areas of Math, Science, PE, English & Socials. A similar trend appears in Grade 11 results when comparing average percent in Math, Science, English & Socials.

With respect to reporting out on transition and graduation rates, we generally have only provincial level evidence. The main issue with this source of data is the confusing and inaccurate information being reported out by the Ministry of Education. In order to consider multiple sources of evidence and to be able to disaggregate our data more effectively, our school will be moving to the use of SKOPUS and district Readiness Data. The district Readiness Data for the 2009/10 year indicated that students in Grade 10 and Grade 11 were achieving at or above the average for all secondary schools in the district. We will track this information to measure our success in meeting our goal of maintaining our Graduation rate and improving our Grade to Grade Transition rates.

We also use Attendance Results as an indicator of our progress. We value this information as it relates to our student success. A comparison of attendance records from Sept-Jan 2009/10 with Sept-Jan 2010/11 has shown a 35% reduction in missed periods.

Course Pass Rate data is quite reliable and we are able to track this information by term. We see improving trends in almost all curricular areas with respect to Course Pass Rates. We rely on this data and the new SKOPUS system to disaggregate our large scale results into individualized student information. SKOPUS will improve the ease with which we can monitor our progress and plan for success.

	<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 our grade to grade transition rates and maintain our graduation rate.**

**Rationale:**

Student success is the focus of this goal. We recognize our mandate as a secondary school is to move students successfully through our three grades in three years leading to graduation and subsequently, to a successful transition to the next stage in their lives (whether it is work or post-secondary education). As well, our data suggests that our boys and Aboriginal students should be the main focus for our school.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Attendance rates.	6/30/2009	91	95	⚠ Warning
Course Pass Rates.	4/11/2011	97	100	🟢 On Target
CP Designation for Graduating students.	6/30/2010	43	75	🔴 Off Target
MBSS Grade 10 Academic Readiness data	6/30/2010	74.6	85	🔴 Off Target
MBSS Grade 11 Academic Readiness data	6/30/2010	74.64	80	⚠ Warning
Three year Graduation Rate including School Completion Certificates for Aboriginal students.	6/30/2010	69	85	🔴 Off Target
Three year graduation rate including School Completion Certificates. %	6/30/2010	87	95	⚠ Warning

**Alignment: FOCUS AREAS**

**Sub Alignment: Schools/Programs of Choice**





**SMART Goal: To provide a diverse range of programs for both student interest and student needs.**

**Rationale:**

This goal was established to catch any students who were not finding success, even within a more engaging learning environment. This goal aims to provide a diverse range of programs for both students' needs and interests. The assumption was and is that education must be relevant in order for students to fully engage. While classroom instruction must be relevant, so must our specialized career opportunities meet the interests of our students.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Course Pass Rates.	4/11/2011	97	100	🟢 On Target

<b>MBSS Diverse Programs Survey: I am able to become an expert in any Applied Skills area that I choose.</b>	4/4/2011	85	85	 On Target
<b>MBSS Diverse Programs Survey: I am able to become an expert in any core area (Math, Science, English, Social Studies) that I choose.</b>	4/5/2011	84	85	 On Target
<b>MBSS Diverse Programs Survey: I am able to become an expert in any Fine Arts area that I choose.</b>	4/5/2011	85	85	 On Target
<b>MBSS Diverse Programs Survey: I am aware of opportunities offered through Career Programs.</b>	4/5/2011	81	85	 On Target
<b>MBSS Diverse Programs Survey: I am involved in school activities outside the timetable.</b>	4/5/2011	58	85	 Off Target
<b>MBSS Diverse Programs Survey: I am satisfied that my school is preparing me for a job in the future.</b>	4/5/2011	79	85	 Warning
<b>MBSS Diverse Programs Survey: I am satisfied that my school is preparing me for post-secondary education (for example, college, university, trade school).</b>	4/5/2011	82	85	 On Target
<b>MBSS Diverse Programs Survey: I am satisfied with the program choices available at my school.</b>	4/5/2011	86	85	 On Target
<b>MBSS Diverse Programs Survey: I get to make choices about what I study at school.</b>	4/5/2011	88	85	 On Target
<b>MBSS Diverse Programs Survey: I have an understanding of all the extracurricular activities that are offered at my school.</b>	4/11/2011	86	85	 On Target
<b>MBSS Diverse Programs Survey: I have participated in opportunities through Career Programs.</b>	4/11/2011	70	85	 Off Target
<b>MBSS Diverse Programs Survey: My school offers a wide range of choices and programs that interest me.</b>	4/5/2011	85	85	 On Target
<b>MBSS Diverse Programs Survey: My school offers enough school activities outside the timetable.</b>	4/5/2011	84	85	 On Target
<b>MBSS Diverse Programs Survey: My school offers support for learning when I need it.</b>	4/11/2011	87	85	 On Target
<b>MBSS Diverse Programs Survey: My teachers help me with my school work when I need it.</b>	4/5/2011	86	85	 On Target

**Sub Alignment: Recruitment/Development - Quality Staff**

## Sub Alignment: Quality Assessment & Instruction

### SMART Goal: To improve student engagement.

#### Rationale:

Authentic student involvement is essential in order to maximize individual student learning and for ALL students to reach their potential. Instructional practices must include activities, strategies and structures that promote student involvement and hold each student accountable for their learning.

#### Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Attendance rates.	6/30/2009	91	95	⚠ Warning
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MBSS Engagement Survey: I am held accountable for paying attention and contributing in class.	4/5/2011	82	85	🟢 On Target
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## Sub Alignment: District Health Promoting Schools Plan

### SMART Goal: To improve school climate.

#### Rationale:

This past goal was set to maintain a positive school culture and climate. It was and is through this goal that we ensure that students and parents know that we care. A sense of safety and belonging is critical to a student's participation and success in a secondary school. Many activities, clubs and opportunities exist for our students.

**Disaggregated Data/Evidence:**

Indicator	Date	Value	Target	Progress
Attendance rates.	6/30/2009	91	95	 Warning
MBSS Climate Survey: I am an important person in this school.	4/5/2011	75	85	 Warning
MBSS Climate Survey: I can ask the administration for help if I need it.	4/5/2011	83.4	85	 On Target
MBSS Climate Survey: I feel safe at this school.	4/5/2011	85	85	 On Target
MBSS Climate Survey: I feel that I belong at this school.	4/5/2011	83	85	 On Target
MBSS Climate Survey: I feel that my things left at the school are safe.	4/5/2011	49	85	 Off Target
MBSS Climate Survey: I know how I am supposed to act at school (ie. I know the rules.)	4/5/2011	94	85	 On Target
MBSS Climate Survey: I like going to this school.	4/5/2011	82	85	 On Target
MBSS Climate Survey: I like the way the school building and grounds look.	4/5/2011	72	85	 Off Target
MBSS Climate Survey: I see the administration all around the school.	4/11/2011	86	85	 On Target
MBSS Climate Survey: I think it is important to follow class and school rules.	4/5/2011	90	85	 On Target
MBSS Climate Survey: My teachers like their work. They like to teach.	4/5/2011	84	85	 On Target
MBSS Climate Survey: My teachers respect and care about me.	4/5/2011	85	85	 On Target
MBSS Climate Survey: Sports and extracurricular activities add a lot to this school.	4/5/2011	88	85	 On Target
MBSS Climate Survey: Students at this school show respect for each other.	4/5/2011	68	85	 Off Target
MBSS Climate Survey: Students in my class help each other.	4/5/2011	83	85	 On Target
MBSS Climate Survey: Students who break the rules are treated the same.	4/5/2011	67	85	 Off Target
MBSS Climate Survey: The rules at this school are enforced.	4/5/2011	87	85	 On Target
MBSS Climate Survey: The staff treats all students fairly at school.	4/5/2011	70	85	 Off Target
MBSS Climate Survey: This school is a friendly place.	4/5/2011	83	85	 On Target

**Sub Alignment: Economic Viability and Stability**

## **Goals**

Status : Meeting Expectations

Our two main goal areas are in direct alignment with the School District. Our first goal is to maintain our graduation rates and improve our grade to grade transition rates. Our second major goal area is aligned with Quality Assessment and seeks to improve student engagement in the classroom. Both of these goals are squarely aimed at student achievement and success rates.

We also have two maintenance goals which we will continue to monitor. These goals are to sustain a diverse range of programs for both student interest and need and to improve our school climate. These two goal areas align with our district through the focus areas of Schools / Programs of Choice and our District Health Promoting Schools Plan.

## **Rationale**

Status : Meeting Expectations

The rationale for our goals is still based on research conducted by the Harvard Graduate School of Education: Change Leadership Group. Increasing the level of student engagement is an essential part of our improvement plan in our classrooms. We are still focusing on Rigour, Relevance and Relationships in the classroom. A commitment to improving instruction must be the focus of schools today.

**RIGOUR:** Exposing students to challenging course work with academic and social support leads to a more engaging classroom. This academic rigour allows for more involvement of individual students in discussions about their own learning and how to be successful in school. An engaging classroom allows for teachers to support students through their individualized learning plans. Switching to a two-block timetable provides the teachers and students more time to allow for those discussions and support of learning. This timetable has led to improved attendance rates as a result of structural and policy improvements. Comparing attendance data from September 2009 to September 2010 and from January 2010 to January 2011, we have seen a significant improvement in attendance. If more students are aware of where they are academically, where they need to be and how they can get there, there will be an improvement in achievement performance. Also to add to the rigour, we will be including Chemistry 12 Advanced Placement as an option for students in the 2011/2012 year. We are using survey results as our major indicator for this area.

**RELEVANCE:** Education must be relevant in order for students to be fully engaged. Our maintenance goal of diversity of programs seeks students who are not finding success, even within this improved teaching and learning environment. While classroom instruction must be relevant, so must our specialized career opportunities. In keeping with this, we have many unique educational opportunities to provide students with connections to their future career aspirations and personal goals. Programs such as Hairdressing, Culinary Arts, Fire Fighting, Golf, Hockey and Soccer Academies allow students to earn credits toward their graduation while also completing course work that fulfills their personal and career goals. Many other unique courses and programs are provided for our students. With the implementation of a two-block timetable, students are able to access specialty programs at other high schools in the district.

In an effort to properly place all students in courses where they will be successful, we are providing proactive support for struggling students. For our Aboriginal students, we have started a pilot Academic Intervention Program that is already showing great signs of success. We would love to expand this program to all students in the future depending on funding. We also offer drug counselling and a "Kick the Nic" program for the small percentage of students dealing with these issues.

For students not in these specialized programs, we must ensure successful completion of credits toward graduation. Our Pyramid of Interventions provides individualized attention for each student's plan. If students are properly placed, engaged in their learning, or identified and re-programmed in time, no student should ever fail a course. Our goal is a 100% course pass rates as an indicator of success in this area.

**RELATIONSHIPS:** Our other maintenance goal deals with School Climate improvement. It is through the maintenance of this goal that we ensure that students and parents know that we care. A sense of safety and belonging is critical to a student's participation and success in a secondary school. Many activities, clubs and opportunities exist for our students. Our students are surveyed each year and sometimes twice per year so we know how our students are feeling and can gauge where our cultural focus needs to be. Students are also provided with a suggestion box on our office counter so that they may anonymously provide feedback at any time. Improved school spirit and extracurricular lunch time activities have been a particular focus over the past few years. Our LINK crew does a fabulous job of looking after our grade 10 students and caring for their well being throughout their first year. As well, we have a Department Head to oversee Student Leadership for improved opportunities and inclusion.

Ultimately, our student engagement goal will provide more meaningful one-on-one conversations between teachers and students. This improved dialogue will further ensure that students feel that their teachers know them and care about their personal goals.

We are continuing to create mentorship opportunities between community members and our students. Each grade 12 student presents their "My Action Plan" (MAP) to a community member. This exercise helps build

and nurture positive relationships between the students and the greater community. We piloted Grade 10 Mock Interviews this year.

**Data**

Status : Meeting Expectations

Since Provincial level data is difficult to compare to our individual student results and has significant issues with tracking cohort information, we are using school level indicators to track our graduation rate goal. We have triangulated three pieces of school data to track our results - Attendance Rates, Course Pass Rates and the district Readiness Data.

Our goal of improving student engagement through Quality Assessment is difficult to quantify. We have selected three sources of school level data to triangulate our evidence. We are using Attendance Rates, Course Pass Rates and Student Survey Results.

	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 improve our grade to grade transition rates and maintain our graduation rate.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Complete and then implement our Pyramid of Interventions.	Gerry Mason/	7/3/2008	6/29/2012	In-Progress	Medium	80	900	★	
Establish a formal Grade to Grade Transition monitoring plan applicable to each student in our school.	Gerry Mason/Readiness Committee	9/1/2009	6/29/2012	In-Progress	High	35	84,000	★	
100% of our students identified as at-risk of withdrawing prior to grad or SCC will be directed to a school-based and/or District intervention protocol or strategy.	Gerry Mason/Readiness Committee	9/1/2009	6/30/2011	In-Progress	High	25		★	
Develop alignment within and between schools and school levels.	John Simonson/	9/3/2008	6/29/2012	In-Progress	Medium	30			
Develop and use an electronic withdrawal protocol for students leaving school.	Gerry Mason/Readiness Committee	4/6/2009	6/29/2012	In-Progress	High	50		★	

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue "No Spares" Policy for Grade 10 and 11 students.	John Simonson/	9/3/2007	6/29/2012	In-Progress	High	100			
Continue the Grade 12 Policy of a minimum of three courses per semester.	John Simonson/	9/3/2007	6/29/2012	Completed	High	100			
Timetable all at-risk grade 12 students (first semester) into grad readiness block.	John Simonson/	9/8/2009	1/3/2012	In-Progress	High	90	35,000		
Develop and implement a support group for at-risk Aboriginal students.	John Simonson/	1/18/2010	6/24/2011	In-Progress	High	25	1,000	★	
Student participation in Aboriginal Cultural Events.	John Grodzki/	9/5/2006	6/29/2012	In-Progress	High	40	1,000		
Aboriginal student participation in Graduation Retreat.	John Simonson/	4/28/2006	6/29/2012	In-Progress	High	90			
Aboriginal Student Leadership Development program.	John Grodzki/School-Based Committee	10/10/2008	6/29/2012	Completed	High	90	10,000		
Aboriginal Student on School Planning Council.	John Simonson/	9/9/2008	6/29/2012	In-Progress	High	100			
Aboriginal student survey.	John Grodzki/	5/25/2009	6/29/2012	In-Progress	High	90		★	
Aboriginal Community Ambassador (Career Mentorship) participation.	John Grodzki/	9/9/2008	6/29/2012	In-Progress	High	10			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Transition program for incoming grade 10 students.	John Simonson/	5/16/2008	5/18/2012	In-Progress	Medium	80	1,000		
Student Bear Council.	John Simonson/	9/5/2006	6/29/2012	In-Progress	High	75			
Aboriginal Course offerings improvement to support the emotional, spiritual, intellectual, and physical development of Aboriginal students at MBSS.	John Grodzki/	9/5/2006	6/29/2012	In-Progress	High	60	10,000		

**To improve student engagement.**

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Develop Professional Learning Community.	John Simonson/	9/4/2007	6/22/2012	In-Progress	High	25		★	
Build leadership capacity.	John Simonson/	9/4/2007	6/30/2011	In-Progress	High	20		★	
Send four lead teachers to Differentiated Instruction Institute (2010).	John Simonson/	3/2/2010	6/25/2010	Completed	High	50	3,500		
Teachers will be trained in the use of KAGAN structures.	Luke Campbell/	10/19/2010	10/7/2011	In-Progress	High	30	5,000	★	
Teacher inquiry project to study strategies to increase student engagement.	John Simonson/	10/4/2010	5/27/2011	In-Progress	High	80	2,000		
Increasing the collection of novels written by Aboriginal authors.	John Grodzki/School-Based Committee	1/27/2011	6/29/2012	In-Progress	Medium	60	2,000		
Teacher professional development in Understanding By Design.	John Grodzki/	8/23/2011	6/26/2015	In-Progress	Medium	10	2,200		

**Coherence and Alignment**

Status: Approaching Expectations

Due to the structural changes that we have in place, our district and school will continue to support teachers by providing opportunities to collaborate and dialogue about promising practices amongst themselves and their colleagues at other schools. We will continue to explore strategies to improve instruction within these new structures to advance our goal of increased student readiness and transition from grade to grade. We will also continue to encourage dialogue and articulation with our associate feeder schools in order to facilitate successful transition for our new students from middle to secondary school.

**Strategies**

Status: Meeting Expectations

Our district and school continues to focus on the research on best practices to improve instruction. The research states that improvement in instructional practice is the key to improving student achievement. With this in mind, we continue to expand our collective expertise on Quality Assessment, Understanding by Design, Differentiated Instruction, and Kagan Structures. Training and professional development in these areas continue to be a focus for our school. We continue to review policy, provide professional development opportunities, and enact structural changes needed for our district and school to advance reform of current practice.

Transitioning and graduating all of our students is of paramount concern and focus. To this end we strive to identify struggling students and support all our students by offering grad-readiness blocks in the timetable to specifically support grade 12's, learning assistance, course completion blocks, behavior support, adapted classes, and access to specialty programs including Hairdressing and Culinary Arts.

With respect to our goal of transitioning and graduating our Aboriginal students, we continue to revise our choice of strategies to ensure that we are doing all that we can to improve our support structures. We currently have an Aboriginal student representative on our School Planning Council. We continue to survey our Aboriginal students to gain feedback on their Physical, Intellectual, Emotional and Spiritual development (as reflected in the Medicine Wheel). We had 82% of the Aboriginal students surveyed agree or strongly agree that "My school provides a caring and encouraging environment." In order to increase the levels of engagement of our Aboriginal students we will continue to offer English 12 First Peoples, First Nation Studies 12 classes, as well introduce a new Aboriginal Leadership course. We have been able to extend Aboriginal tutoring time, establish an after-school homework club twice a week and promote Aboriginal cultural performances. We have procured a number of novels written by Aboriginal authors to offer students a wider choice of reading materials in their English classes and we have made a special effort to recognize Aboriginal student successes. Of note, we consulted with an elder from the WFN to design a welcome sign on the front entrance of our school. This sign will say, "Hello, we are honoured you have arrived at Mount Boucherie" in the Okanagan language. Our goal is to continue to welcome our Aboriginal students and community and develop a sense of pride and belonging.

### **Structures**

Status: Meeting Expectations

This year, our school made a significant structural timetable change. We moved from a four block per day schedule to a two block, primarily semestered timetable. Students in semestered courses have one extended class in the morning, and one in the afternoon. The continuation of a semestered system and moving to a two block timetable supports district goals and rationale. This includes giving students the opportunities for mid-year intakes when they move to our school, acceleration of studies and early graduation, access to synchronous online learning, access to unique programs (academies, dual-credit programs, etc), and access to courses and programs that better meet student interests and requirements. Initial results have shown better attendance, easier access to work experiences, reports that students can focus on fewer courses per day, have less unfinished work to complete at home, and have more time with teachers to work on project based learning. This move also supports the district's request to have common timetable at each secondary school. We will continue to support teachers in their adjustment to this new schedule by offering opportunities for professional development and collaboration with teachers from other schools.

	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

As a school we strive to encourage both dialogue and communication among all stakeholders. Specifically we have established structures to promote frequent communication about individual student progress and facilitate communication about the needs and plans for "at risk" students. We gather input and feedback from staff, parents, students, and community and encourage dialogue both face to face and using current modes of technology. We also utilize local media services to provide en masse communication.

One of our highest priorities is improving timely communication around student progress, and we have now established a more unified mode of reporting mid-term performance. The staff has transitioned to a single grade book system which has improved communications with parents on students' performance. We have cleaned up the parent email database allowing for a more efficient means of contacting the home. This has enabled staff to streamline the initial email contact process and allows for an easy parent response. The First Class email addresses and voice mail contact information for all staff is easily accessible to parents through school, district and teacher developed web pages. We continue to schedule parent-teacher conferences, and to facilitate further communication through parent and student surveys, electronic newsletters, and Synvoice. Our school has an open door policy allowing parents and students to bring their concerns to all staff. The Parent Ambassador program, PAC and SPC all work together to provide a meaningful communication network. We are striving to improve communication with our Aboriginal community through our Aboriginal advocates and tutors. Mount Boucherie has collaborated with Okanagan Elders to create a new sign written in the Okanagan language welcoming our Aboriginal and non-Aboriginal visitors to our school.

To address specific student learning, behavioral and social needs we have established a 'Pyramid of Interventions' and we are working towards implementing a streamlined online referral process. The referral process requires dialogue between school and home encouraging a collaborative approach to both identifying and responding to student needs. Staff and parents, through the school's Student Success Team, can access specific services for students such as LA, behavioral support, Aboriginal tutoring, counselling, and district services like speech/language pathology and psychologists.

Staff dialogue is encouraged through Monday morning informal staff meetings, scheduled department meetings, teacher inquiry groups, Bear Council meetings and Implementation Days. We facilitate student dialogue and input through Student Voice, Grad Council, Global Service Club, Link Crew, Leadership Classes, Peer Counselors and classroom assistants.

Finally, we have established a media coordinator who works with a group of students to prepare a full page publication titled "MBSS Community Connections" for the local newspaper. Staff and students regularly contribute photos and articles highlighting school events and student achievements to the Westside Weekly (a Kelowna Daily Courier publication). We have found that planned events have received excellent coverage from our local media. These structures serve to develop and reinforce a strong learning community.

### **Parent involvement**

Status : Meeting Expectations

Parent involvement has been, and will continue to be strong at Mount Boucherie. Our signature parent communication link is our Parent Ambassador Program. Through five information sessions held throughout the school year, approximately 50 parents are trained to disseminate school information to the general parent population. Participation in the program allows those parents to provide feedback and input into what we do. In addition to the ambassador program, parents can get involved through our Parent Advisory Council (PAC) or School Planning Council (SPC). PAC representatives spend time fundraising and deliberating over financial support decisions for our school. We also have a PAC representative who sits on the district advisory council (COPAC). Parent members of our SPC make a significant contribution toward the development of the school improvement plans. They collaborate with school representatives in reviewing performance data, and making important decisions on the direction and goals of the school.

Community connections are being made through our Career Programs. Our long term goal is to establish networking opportunities, and liaise with the community in order to better highlight our students and their many achievements. This year we attempted to bring members of our community into our school on a more consistent basis. The "MBS Community Ambassador Program," was again a successful endeavour, and our flourishing "Career Mentorship Program" continues to link members of our community with a student mentee. We are also organizing an Alumni lunch to allow past grads to connect with current students, and share their post secondary experiences. Another aspect of our Career Programs is the My Action Plan (MAP) sessions held at the end of each semester. These sessions bring in community members who interact with students through their transition plan presentations and provide valuable feedback to the students. Through these initiatives, we believe we will nurture positive relationships with community members thereby enhancing opportunities for our students to experience volunteer opportunities and gain employment.

## **Leadership**

Status : Sustaining Improvement

Our student leadership department has three main goals: (1) to create collaborative structures; (2) to promote intergroup cooperation and information and (3) to increase leadership involvement and development opportunities both for leadership oriented students and for the general student population. Student voice, grad council, link leadership, leadership classes, peer counseling, classroom assistants, global service groups (both the global service club and Rotary Interact) and clubs, strive to further these goals within the school and community. In late September, a Clubs Day was again held in the school. This was followed by a student leadership forum in the late fall, and we will have another leadership day in the spring. These days are filled with celebrating leadership successes and reflecting on future plans. For students in grade 9, 10 and 11 who hope to be involved in one of the groups in the following year, these sessions provide leadership building activities and opportunities to develop teamwork skills.

The Student Voice (student council) continues to provide a voice for all students within the school on key issues. The Grad Council is the driving force behind the quality Grade 12 events such as Winter Formal, grad breakfasts, and the Grad Dinner and Dance. Link leaders provide key transitional support and mentoring activities for the Grade 10's coming into the school.

The leadership classes organize a wide range of activities and opportunities for students. These include lunch hour tournaments, games, spirit days, food drives, the Terry Fox run and the 'Lose your Locks for Fox' events. MBS leadership students travelled to the Canadian Student Leadership Conference and the BC Student Leadership Conference, bringing their ideas and enthusiasm back to our school. We also had six students represent Mount Boucherie at the Aboriginal Student Leadership Conference held in Kitimat over spring break.

The peer counselors provide many support services such as mediation, resiliency groups in the middle schools and the Life Savers presentations. MBSS students have participated in the high school Social Justice Conference, the Millennium Development Challenge Day, a district student leadership day and in several Me-to-We presentations to elementary and middle schools on the Westside.

The Global Service Club has organized events such as the Change for Change campaign, the Arts for Ecuador night, the Love Your World week, and the upcoming Mt Boucherie Mayhem spring carnival. All these events raise money to support the Adopt a Village project with Free the Children in Ecuador. In addition, the club continues to help run and maintain the school's recycling program. For the past three years, this program has supported an orphanage and school for girls in Nairobi. Rotary Interact provides more opportunities for students to show they care through the "In from the Cold" project and the 24 Hour Famine. Other groups in the school include the Science Club, the Chess Club and the Anime Club as well as a variety of other clubs.

	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)

Mount Boucherie Secondary

School Planning Council:

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

_____ Student Member's Name (Print) (grades 10-12 school)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Parent Member's Name (Print)	_____ Signature	_____ Date
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_____ Teacher Member's Name (Print)	_____ Signature	_____ Date
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_____ Principal's Name (Print)	_____ Signature	_____ Date
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Superintendent or Assistant Superintendent:

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

_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

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

key areas for inquiry  
to enhance school improvement



PLANNING CYCLE

