

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Okanagan Mission Secondary

7/2011

General Information

"Excellence Through Effort"

Mission Statement

The mission of Okanagan Mission Secondary School is to provide, in partnership with parents and the community, a broad, educational experience in a safe environment where students are encouraged to become self-directed, adaptable, confident, responsible citizens who value learning as a life-long pursuit.

Principal : Scott McLean

Web site : <http://www.okm.sd23.bc.ca>



"Together We Learn"

SCHOOL DISTRICT 23 (CENTRAL OKANAGAN)

Our Mission:

To educate students in a safe, inspirational learning environment where every student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society

Our Vision:

School District No. 23 (Central Okanagan) is a progressive leader in education, which sets the standard for educational excellence and ensures that every student has opportunities to succeed

Our Cultural Values:

Honesty is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

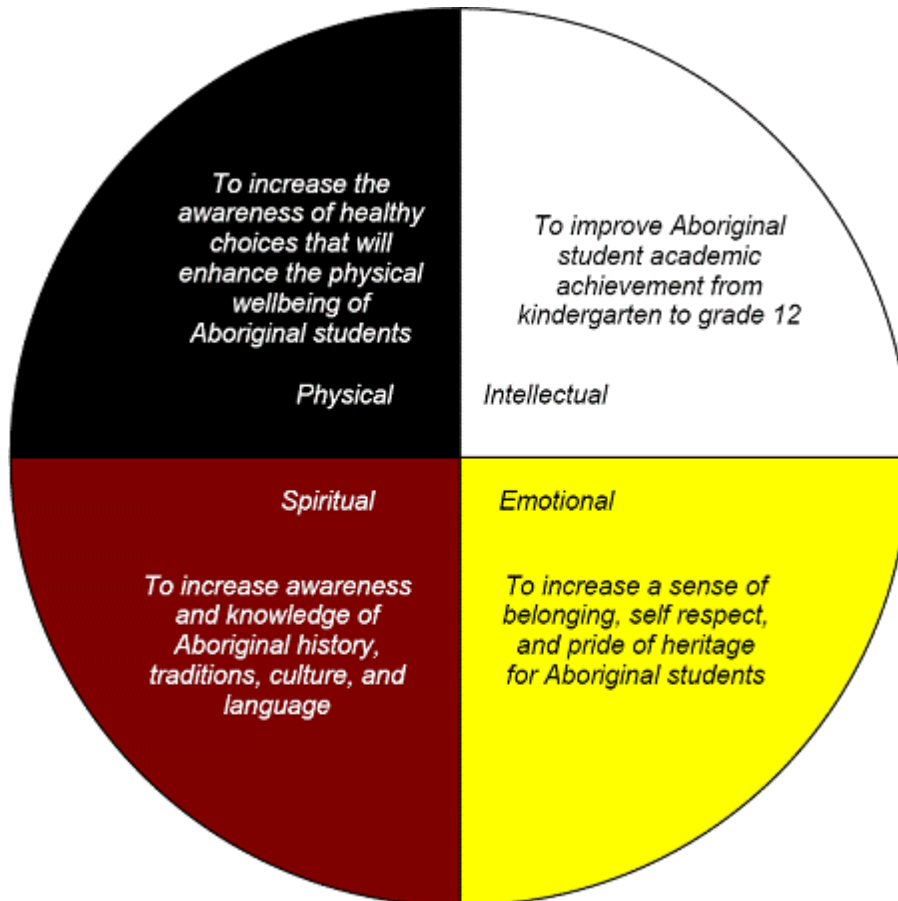
While recognizing individual situations and differences, Fairness is ensuring impartiality where everyone plays by the same rules.

DISTRICT GOALS AS OF 7/12/2011

1	Alignment : GRADUATION
1	By June 2013, grade readiness (as defined by passing rate in all five core subjects) from grades 8 to 11 will increase each year to reach 95% in Gr. 8, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
2	By June 2013, 75% of our graduating students will have received a career programs designation on their Dogwood Diploma – currently, approximately 25% of our graduates earn a CP designation annually.
2	Alignment : NUMERACY
1	The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on year-end report cards.
2	The number of students in grades 4 - 12 achieving C- and F letter grades in mathematics courses will be reduced annually by 25% as measured on final report cards.
3	Alignment : Economic Viability and Stability
1	The Board encourage substantive structural change in District and school programs, and operational procedures toward creating long-term economic viability and stability for the School District.

GOALS OF THE SD23 ENHANCEMENT AGREEMENT

The following goals, reflecting the teachings of the Medicine Wheel, will be implemented over the next five years to support the emotional, spiritual, physical, and intellectual development of Aboriginal students in the Central Okanagan School District.



Performance Targets for Five Years:

The baseline data will be developed where not available in the 2006/2007 school year. In each year thereafter, in all categories, increased growth is expected. The Aboriginal Education Committee will review annually and report the level of student and parent satisfaction with the achievement of the goals. The EA Committee will determine annual targets, indicators and strategies that are realistic and attainable for the following year.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

OKM has earned a reputation as a school with high academic standards. The staff works diligently to meet the needs of all students in a variety of programs that are geared towards student success. Our enrolment has steadily been increasing as the Mission Community selects OKM as a school of choice. In the last 3 years, the enrolment has increased by 125 students. For the 2010/11 school year, the student enrolment is 1075.

School Performance Information

We are proud of the many programs we have implemented to meet the needs and interests of our students. The following programs have been implemented successfully for the last few years.

Academic Excellence

Our staff and community are very proud of the academic excellence we have achieved over the last number of years. Our students perform substantially above the provincial average on all Provincial Exams. This success is due to the concerted effort our staff has in making their lessons as engaging as possible and holding the belief that students must do their work. The support we receive from our parent community in this area is incredible.

Fine Arts Programs

OKM has a very vibrant Fine Arts Program. There are more than 500 students enrolled in Band, Drama, and Art. The number of students taking Art has grown over the last few years. There has been a change in focus that allows students to follow their interest in Art. In the last four years, our Fine Arts Department has put on three very large productions. In 2007-08 they wrote a production called James Bond 007. This involved our Band, Drama, Video Production, and Art students. For the 2008/09 school year, the Fine Arts Department produced the musical Footloose which was hosted in the Mary Irwin Theatre. The musical was a huge success that entertained a full house every night for five nights. This production had over 100 students involved. The huge success of our Fine Arts Program lead to our Fine Arts Academy. This current year is the first year of our Academy and they are producing the production Hairspray. We will once again use the Mary Irwin Theatre for the performances of Hairspray. This current year our Senior Band Students went to Europe for 12 days. While there, the students played with other orchestras, performed for audiences in Britian and France. They also had the opportunity to see the WW II sites where Canada made a strong contribution.

High Performance Program (HPP)

The HPP provides elite-level athletes and performers with an innovative school option. The option gives added support for students who have extra-curricular or performance commitments that result in frequent absences from school.

Hockey Canada Skills Academy (HCSA)

The HCSA program offers students an opportunity to develop their hockey skills within the structure of a traditional school program. We have 90 students presently enrolled in this program.

Advanced Hockey Canada Skills Academy (ASP)

The ASP program offers elite hockey players an opportunity to refine their hockey skills as well as learn about sports psychology, nutrition and elite training techniques. This program dedicates two blocks of the student's timetable to hockey. The program maintains an academic focus and allows students to take the required courses for any post-secondary route. There are currently 26 students enrolled for next year.

Soccer Academy (SA)

The soccer program offers students an opportunity to develop their skills within the structure of a traditional school program. We have 90 students presently enrolled in this program for the 2010/11 school year. For 2011/12 we have over 100 students registered for the course

Swim Academy

Like the Soccer Academy, this program allows students to develop their skills while in a traditional school setting. Next year will be our second year for the Academy and we expect the number of students to double to 60 students.

Fine Arts Academy

Having an academy for Fine Arts is a natural extension of the tremendous success we have had with our regular Fine Arts classes. This school year we have 80 students in the Academy and the students will be performing the musical Hairspray in the first week of May.

Advanced Placement Program (AP)

Another initiative well underway is our Advanced Placement Program (AP). As a logical extension of our existing honours programs, and to address the community's desire for further academic challenge, OKM offers Advanced Placement courses to students. Students in Grade 12 can take the Pre-AP course in first semester and then the AP course during second semester. For the 2010/11 school year we are offering AP Biology and AP Literature. For the 2011/12 school year, we hope to offer AP Chemistry 12. In preparation for this we will have an Honours Chemistry 11 course for 2011/12.

Academic Intervention Program (AI)

The AI Program has been designed to provide additional time and support for students who may be at risk of failing. This program is coordinated by a student support services teacher and Certified Educational Assistants. The program has had a significant impact on decreasing the number of students failing courses. In the last 3 years there has not been more than 5 course failures. The additional support is offered outside of regular instructional hours, Monday through Friday from 3:30 pm to 5:00 pm. Attendance for identified students is mandatory.

Enrichment Program

Our enrichment program is offered through Health and Career Education 9. This program covers the Health and Career 9 curriculum as well as the Planning 10 course requirements. Students in this program have completed exceptional projects during the past year.

Athletics/Extra-Curricular

As a result of the myriad of extra-curricular and athletic offerings, OKM was awarded the BC School Sports Outstanding School of the Year for 2007/08. We have had a number of teams make it to the Valley and/or Provincial Championships.

Leadership Excellence Program

The Leadership Excellence Program for grades 10 - 12 has 50 students enrolled in the class. The students are taught leadership skills and they use these skills to organize events for the school. The impact of this program has been tremendous, as it has positively affected our school culture.

We feel leadership skills are important for success in life and thus we have expanded our leadership program to grades 8 and 9.

Experiential Learning

Having opportunities to learning outside the classroom is important at OKM. Every year we take most of our grade 12's to a week long hiking and camping trip in the Lake O'Hara area. The students are pushed physically and mentally and feel a great sense of accomplishment when the trip is over. Our Lake O'Hara trip is well known in the community as it has been occurring for over 30 years. For the last 3 years we have been taking students on the S.A.L.T.S. trip. Students spend one week on a tall ship where the main learning is about themselves and learning how to work with others. This year 25 Biology students went to Bamfield where they had experiential learning with Marine Biology. We hope to make this an annual trip. Our Band Program has trips for our grade 9 - 12 band students. This year our Senior Band students traveled to Europe where they played with other orchestras, performed in London, and towns in France.

Healthy Living Initiatives

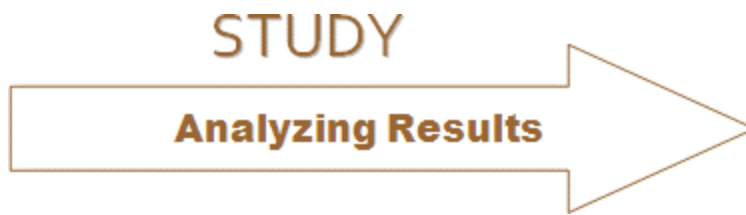
At OKM we are pleased to have met District and Provincial requirements relative to the Health Promoting Schools policies and procedures. All food sales through our school store meet the Healthy Food Guidelines. Proper nutrition is promoted through the Free Veggie and Fruit Program that our school has been part of for 2 years.

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
GRADUATION				
Continue to improve overall academic achievement and a 100% graduation rate by enhancing our school culture with an emphasis on realizing students' potential.				
* Complete results are listed in Appendix A.	4/3/2011	1	1	● On Target
Graduation rate for eligible grade 12 students	6/30/2010	99	100	● On Target
The number of course failures.	6/30/2010	5	10	● On Target
LITERACY				
Continue to improve literacy skills for all students with an emphasis on 'average' and 'at-risk' students.				
* Complete results are listed in Appendix A.	4/3/2011	1	1	● On Target
English 10 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	92	85	● On Target
English 12 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	77	80	● On Target
Number of students with a C- or C in English.	6/30/2010	22	30	● On Target
School Wide Write. Number of students who do not meet expectations.	6/30/2010	0	0	● On Target
NUMERACY				
Continue to improve achievement in Mathematics and Sciences for all students with an emphasis on 'average' and 'at-risk' students.				
% of students on the Foundations of Math 10 Exam achieving a C+ or greater. To exceed the Provincial total by 20%	6/30/2010	21	20	● On Target
* Complete results are listed in Appendix A.	4/3/2011	1	1	● On Target
Number of students with C- or C in Math	6/30/2010	47	47	● On Target
Science 10 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	82	70	● On Target



Results

Status : Sustaining Improvement

Literacy

- The 2011/12 school year will be the last year we have Literacy as one of our school goals. We have had sustained improvement for the last 4 years and feel we need to move to another area of growth. We expect our new goal will focus on the attributes of a graduate of an OKM student.
- Single course failures have been maintained at a very low level. The last 3 years we have had 5 or less students who failed one course. For the last 4 years we have not had any students fail more than one course.
- For the past five years, the percentage of grade 12 students eligible to graduate who DO graduate has been a remarkable 99% or 100%.
- The students at OKM continue to score significantly higher on Provincial Exams than the provincial average. On the English 10 Provincial Exam, 92% of our students in 2009/10 earned a C+ or higher. This is a remarkable 30% higher than the provincial average. In Social Studies 11, 84% of our students in 2009/10 earned a C+ or better. This is 22% higher than the provincial average.
- There was a dramatic drop in the number of students who earned a C- or C in English. In most cohorts the number was 50% less than it was the previous year. In the grade 10 cohort, there were no students who earned a C-.

Numeracy

- The 2011/12 school year will be the last year we have Numeracy as one of our school goals. We have had sustained improvement for the last 4 years and feel we need to move to another area of growth. We expect our new goal will focus on the attributes of a graduate of an OKM student.
- The students at OKM continue to score significantly higher on Provincial Exams than the provincial average. The percentage of students who achieved a C+ or better on the Principals of Math 10 Provincial in 2009/10 was 65%. This is an incredible 22% higher than the provincial average. On the Science 10 Provincial Exam, 82% of our students scored a C+ or higher. That is an amazing 25% higher than the provincial average.
- In most cohorts, the target was met for the number students who earn a C- or C in math. This is the second year that we have met our targets in this area.

Identified improvement areas:

School Culture

- We have done extremely well with our graduation rate and course failure rate. With these two indicators we are showing sustained improvement.
- The school and SPC are not happy with the Provincial Satisfaction Survey results. The results have been declining the last two years. There have been a number of changes in our strategies for the school culture goal that we feel will reverse this trend.

Areas of Concern:

- We feel that the results of the satisfaction rates are below our standard of excellence and thus we have made changes in our strategies for our school culture goal that we feel will lead to results that meet our level of excellence. The results can be viewed in Appendix A.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
RESULTS	There is little evidence of monitoring results and adjusting to improve student achievement.	The district and schools are beginning to monitor results and make adjustments to improve student achievement.	The district and schools monitor results and make adjustments to improve student achievement. There is evidence of improving results.	The district and schools consistently monitor results and make adjustments to improve student achievement. There is evidence of improving results over time.



Alignment: GRADUATION

SMART Goal: Continue to improve overall academic achievement and a 100% graduation rate by enhancing our school culture with an emphasis on realizing students' potential.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
* Complete results are listed in Appendix A.	4/3/2011	1	1	● On Target
Graduation rate for eligible grade 12 students	6/30/2010	99	100	● On Target
The number of course failures.	6/30/2010	5	10	● On Target

Alignment: LITERACY

SMART Goal: Continue to improve literacy skills for all students with an emphasis on 'average' and 'at-risk' students.

Rationale:

Although our present achievement rates are high relative to District and provincial averages, the SPC wishes to increase the number of 'average' students striving for excellence. In addition, the SPC wishes to ensure that all students have the necessary reading and writing skills to be successful. Higher literacy rates will have a positive impact on graduation rates

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
* Complete results are listed in Appendix A.	4/3/2011	1	1	● On Target
English 10 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	92	85	● On Target
English 12 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	77	80	● On Target
Number of students with a C- or C in English.	6/30/2010	22	30	● On Target
School Wide Write. Number of students who do not meet expectations.	6/30/2010	0	0	● On Target





Alignment: NUMERACY

SMART Goal: Continue to improve achievement in Mathematics and Sciences for all students with an emphasis on 'average' and 'at-risk' students.

Rationale:

While student achievement in junior math and science is already well above Provincial and District averages, the SPC wishes to increase the number of 'average' students striving for excellence. In addition the SPC wishes to ensure that all students have the necessary math skills to be successful.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
% of students on the Foundations of Math 10 Exam achieving a C+ or greater. To exceed the Provincial total by 20%	6/30/2010	21	20	 On Target
* Complete results are listed in Appendix A.	4/3/2011	1	1	 On Target
Number of students with C- or C in Math	6/30/2010	47	47	 On Target
Science 10 Provincial Exam - Percentage of students earning a C+ or higher	6/30/2010	82	70	 On Target

Goals

Status : Sustaining Improvement

Rationale

Status : Sustaining Improvement

Data

Status : Sustaining Improvement

	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:

Continue to improve literacy skills for all students with an emphasis on 'average' and 'at-risk' students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue to promote Best Practice in instruction	Scott McLean/Curriculum Leaders	9/7/2009	6/30/2012	In-Progress	High	0	20,000		
Staff Collaboration	Scott McLean/	9/7/2010	6/30/2012	In-Progress	High	0			
Work on our assessment practices with the goal of improving student achievement.	Scott McLean/Curriculum Leaders	9/7/2010	6/30/2012	In-Progress	Medium	0			
Continue with our Academic Intervention Program	Michael Kormany/	1/9/2010	6/30/2012	In-Progress	High	0	65,000		
Skill Building English classes - Dynamics 8 and 9	Scott McLean/	9/7/2010	6/30/2012	In-Progress	High	0	26,000		
Staff Professional Development - sending staff to the Alberta Assessment Conference.	Michael Kormany/	9/7/2010	6/30/2012	In-Progress	Medium	0	4,000		

Continue to improve achievement in Mathematics and Sciences for all students with an emphasis on 'average' and 'at-risk' students.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue to promote Best Practice in instruction	Scott McLean/Curriculum Leaders	9/7/2009	6/30/2012	In-Progress	High	0	20,000		
Staff Collaboration	Scott McLean/	9/7/2010	6/30/2012	In-Progress	High	0			
Work on our assessment practices with the goal of improving student achievement.	Scott McLean/Curriculum Leaders	9/7/2010	6/30/2012	In-Progress	Medium	0			
Continue with our Academic Intervention Program	Michael Kormany/	1/9/2010	6/30/2012	In-Progress	High	0	65,000		
Staff Professional Development - sending staff to the Alberta Assessment Conference.	Michael Kormany/	9/7/2010	6/30/2012	In-Progress	Medium	0	4,000		
More class time for the C and C- math students in grades 9 and 10.	Scott McLean/Curriculum Leaders	9/8/2011	6/30/2012	Draft	Medium	0			

Continue to improve overall academic achievement and a 100% graduation rate by enhancing our school culture with an emphasis on realizing students' potential.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Continue with our Academic Intervention Program	Michael Kormany/	1/9/2010	6/30/2012	In-Progress	High	0	65,000		
Our Leadership Programs will have a focus on school spirit	Michael Kormany/	9/7/2010	6/30/2014	In-Progress	Medium	0	10,000		
Holding students accountable to do their work.	Scott McLean/	9/7/2010	6/30/2012	In-Progress	High	0			
Expanding our Leadership Program	Michael Kormany/	7/9/2010	6/30/2014	In-Progress	Medium	0			

Strategies

Status: Sustaining Improvement

Structures

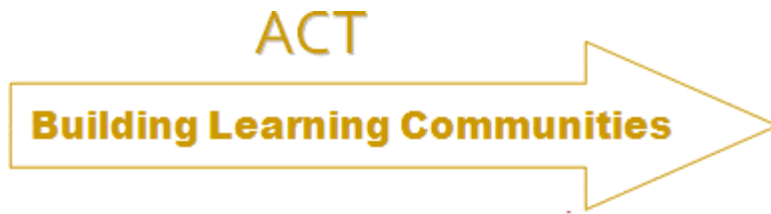
Status: Sustaining Improvement

Coherence and Alignment

Status: Sustaining Improvement

Our three goals align perfectly with the District's goals of Literacy, Numeracy, and Graduation.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STRATEGIES	Strategies are not connected to school and/or district goals and objectives.	The district and schools have improvement strategies in place with some connection to goals and objectives.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies link to staff development and other improvement efforts. There is evidence of monitoring and adjusting strategies as required.	The district and schools have practical, research-based strategies in place to achieve goals and objectives. Strategies are in place to address areas of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required.
STRUCTURES	The district and schools have not aligned structures to support school and/or district goals and objectives.	The district and schools have some structures in place to support school and/or district goals and objectives.	The district and schools have structures in place to support school and or district goals and objectives. Structures support areas of highest need and align with strategies.	The district and schools have structures in place to support school and/or district goals and objectives. Structures support the areas of highest need and align with strategies. Structures are consistently monitored and adjusted as required.
COHERENCE AND ALIGNMENT	There is little connection between school and district plans, and there is little evidence of efforts to develop connections.	The district and schools are developing connections between school and district plans.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions.	Connections between the district and schools are interactive and reflect both school uniqueness and district directions. Schools connect with other schools to build capacity.



Dialogue and communication

Status : Approaching Expectations

1. Input to Goals

Staff have input to the school goals through staff meetings. Parent input is sought through our newsletter. Parental input is also sought through the PAC and the SPC.

2. Communication

Staff- Student achievement is communicated regularly at staff meetings and Curricular Leader meetings.

Parents – Student achievement data is communicated through the newsletter. School goals have also been posted on the school sign and website. There are 3 parents who are active members of our School Planning Council.

Students – achievement information is communicated by the classroom teacher.

Community - Student achievement data is communicated through the newsletter. School goals have also been posted on the school sign and website.

3. Leadership

Administrators – The Principal and Vice Principals play an integral part in the development and implementation of the school's improvement plans. The Principal is the administrator responsible for the school's literacy and numeracy goals and the Vice Principals are the administrators responsible for our school culture goal.

Teachers – There are 10 key teachers, our Curricular Leaders, who lead other staff with our school goals. Our Curricular Leaders take the lead role for all our school goals. At staff meetings, teachers have shared their expertise in their subject area. Lastly, OKM teachers have lead our staff and others in professional development on a number of occasions.

Support Staff - Our support staff is given the opportunity to have input in our goals. Many of them will be assisting our teachers with the implementation of our goals.

Parents – Through our PAC and SPC, parents have had an opportunity to have input into our school goals. At Parent/Teacher Conferences, parents are at times, made aware of our goals when teachers are discussing the progress of students in Math and English.

Students – Students have leadership in our numeracy and literacy goals through their own learning. Most students take responsibility for their learning and thus improve in numeracy and literacy. For our school culture goal, students will be surveyed about our school and changes may be made based on this input. Students also have a voice about our school and the goals through our Student Voice program. Our Leadership Excellence students, our Peer Councillors, and our Link Crew will have a central role in this goal in the coming years.

Parent involvement

Status : Approaching Expectations

Parents – Through our PAC and SPC, parents have had an opportunity to have input into our school goals. At Parent/Teacher Conferences, parents are at times, made aware of our goals when teachers are discussing the progress of students in Math and English.

Leadership

Status : Approaching Expectations

Administrators – The Principal and Vice Principals play an integral part in the development and implementation of the school’s improvement plans. The Principal is the administrator responsible for the school’s literacy and numeracy goals and the Vice Principals are the administrators responsible for our school culture goal.

Teachers – There are 10 key teachers, our Curricular Leaders, who lead other staff with our school goals. Our Curricular Leaders take the lead role for all our school goals. At staff meetings, teachers have shared their expertise in their subject area. Lastly, OKM teachers have lead our staff and others in professional development on a number of occasions.

Support Staff - Our support staff is given the opportunity to have input in our goals. Many of them will be assisting our teachers with the implementation of our goals.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
IALOGUE AND COMMUNICATION	There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.
PARENT INVOLVEMENT	There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.
LEADERSHIP	There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results				X
PLAN	Goals				X
	Rationale				X
	Data				X
DESIGN	Strategies				X
	Structures				X
	Coherence and Alignment				X
ACT	Dialogue and communication		X		
	Parent involvement		X		
	Leadership		X		

CERTIFICATIONS

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

Okanagan Mission 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

