

# SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

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Quigley Elementary

7/2011

General Information

*“A Great Place to Learn – A Great Place to Be”*

**Mission Statement**

*“Our Mission, in partnership with our community, is to encourage and challenge our students within a safe and positive environment to achieve their potential as life long learners and responsible citizens.”*

Principal : Kathy Weninger

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

### History of Quigley Elementary

Quigley Elementary School opened in 1970 at 1040 Hollywood Road. The school was named after local pioneers who owned property in the immediate Rutland area. In early 1971 a new addition was added to the school building. The K to 7 school operated as such until the mid 1990s, when the grade 7 students were moved to the newly developed Hollywood Middle School. The Hollywood Middle School operated until 2000, when it was amalgamated into what is now Springvalley Middle School. On December 20, 2002, the Quigley school operations began to move to the newly-renovated Hollywood Middle School site. The move was completed in January 2003.

In partnership with the Ki-Low-Na Friendship Society, an aboriginal pre-school, recently named Skamxist was initiated in early 2003 to service the needs of families in the greater Rutland area and currently has 30 children, all with aboriginal heritage, enrolled. In addition, we have a YW/YMCA before and afterschool program operating on our campus that has 10 children enrolled. In addition we have a YMCA afterschool care program operating out of our gymnasium that has 68 children (35 Quigley students) enrolled. One of School District 23's Literacy Centres is also housed at Quigley. B.C.I.T., in partnership with Rutland Senior Secondary, uses the secondary school shops on the Quigley site. We also have various user groups, such as Kelowna Minor Basketball, the City of Kelowna, and the Central Okanagan Soccer Association, who use our facilities after regular school hours.

The demographics of the Quigley student population have changed greatly over recent years, due to several contributing factors, including:

The open boundary policy that now exists, giving parents the right to enroll their children in the school of their own choice, has contributed to an in-migration of families, seeking a school with a good reputation, which Quigley has enjoyed.

A general influx of families with greater socio-economic needs has resulted in a school with much greater needs than in previous years. During the Spring of 2007, the school received ANF status within the district, giving us smaller class sizes at the primary level. However, for the 2010-2011 school year, we deviated from the ANF status in September 2010 in order to accommodate 8 additional K students and 5 additional grade 3 students. The ANF status will resume for the 2011 - 2012 school year. The latest statistics show that 51% of the K students at Quigley are deemed to be vulnerable.

Our student transience rate among our students is currently approximately 15%.

Enrollment stayed fairly consistent throughout 2009/10 with 311 students enrolled in September and 316 students enrolled in June 2009. Our enrollment decreased to 292 in September 2010 and sits at 308 as of April 2011. The school community has done an admirable job of trying to meet the demands of this increasingly needy student population, through constant monitoring of needs, the introduction of new programs, school-wide use of technology to support learning, differentiated learning, professional dialogue and collaboration.

The school community has also initiated programs in support of the District Health Promoting Schools Plan, including fitness and healthy-eating programs, morning nutrition breaks, brown bag lunch programs, healthy PAC-sponsored hot-lunch programs, and thanks to generous donations, alternative school-wide healthy snacks. We are in our second year of the BC Fruit and Vegetable Program and the inclusion of fruit and vegetable snacks for our students has become part of our school routine.

We continue to offer the Roots of Empathy program to our school, where a mother and infant visit our school regularly to encourage love, care and empathy for young children. These three values are also encouraged through the school-wide buddy program. We continue to be involved with the Big Brothers/Big Sisters in-school mentorship program and currently have 15 students (5 girls and 10 boys) participating. In January 2011, we launched the WITS and WITS LEADS social responsibility program and related lessons, assemblies, and ongoing discussion have been implemented. In addition, Values assemblies have been introduced to reinforce social responsibility.

## School Performance Information

We are very proud of our Quigley community. The great students, supportive parents and exemplary staff all contribute to making this a special place. We believe that we have a school culture that promotes our STAR characteristics (Safety, Togetherness, Achievement and Respect).

Outside of academic programs, we are pleased to offer various student programs that we believe lead to improved student engagement, such as:

Student council (responsible for several very significant school and community projects)

Gr. 6 Assembly team (responsible for organizing and running monthly assemblies and daily announcements)

School monitor programs (lunch monitors, computer monitors, library helpers, recycling monitors, crossing guards, playground monitors, school store monitors)

Before school, lunch time, and recess time activities, including volleyball, basketball, flag football, floor hockey, soccer, cross country running and track and field teams, jump club, photography club, homework club, library/computer lab morning time, spelling bees, primary choir, and and dancing

Extracurricular interschool sports teams: volleyball, basketball, track and field, and cross country running

Outstanding service to the community and beyond - Quigley has had a long tradition of raising money to support our local and global communities and 2010/2011's efforts included the following charities: the Terry Fox Cancer Campaign, the Salvation Army and Community Food Banks, the Ride to Conquer Cancer, the Japan Earthquake and Tsunami relief effort, and the Bruce Stewart Memorial Bursary. Our partnerships with Fernbrae Retirement Home and Willowpark Starbuck's continue.

Evening drop-in soccer

PAC sponsored movie nights

Academically, we are proud of our accomplishments this past year to improve student engagement:

Implementation of the Words Their Way program in many classes

Implementation of Smart Learning strategies in many classes

Implementation of new strategies using new technology (LCD projectors and Smart Boards)

Book study - The Differentiated Classroom

Continuation of the 6 plus 1 Writing Traits program














Continuation of the Talking Tables oral language program









Continued focus on quality assessment practices

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

	Date	Value	Target	Status
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## CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
SCHOOL BASED				
FOCUS GOAL: To improve student engagement.				
Percentage of grade 5 students at or above Stanine 4 in CAT 4 Reading.	5/28/2010	100	95	 On Target
Percentage of grade 5 students at or above Stanine 4 in CAT 4 Writing.	5/28/2010	98	95	 On Target
Percentage of intermediate students who receive a writing mark of C+ or better on the final report card	6/30/2010	70	85	 Off Target
Percentage of intermediate students with a Math Final Mark of C+ or better	6/30/2010	76	85	 Off Target
Percentage of intermediate students with a reading mark of C+ or better on the final report card	6/30/2010	72	85	 Off Target
Percentage of our grade 4 students meeting or exceeding expectations according to the FSA reading results	4/28/2011	91	95	 Warning
Percentage of our grade 4 students meeting or exceeding expectations according to the FSA writing results.	4/28/2011	97	95	 On Target
Percentage of our grade 4 students meeting or exceeding expectations according to the Numeracy FSA results	4/28/2011	97	95	 On Target
Percentage of our grade 5 students at stanine 4 and above on the CAT 4 - Math	5/28/2010	95	95	 On Target
Percentage of primary students meeting or exceeding in numeracy based on final report card marks	6/30/2010	84	90	 Off Target
Primary Reading - percentage of students K-3 meeting or exceeding on year end Report Card	6/30/2010	65	95	 Off Target
Primary writing - percentage of students K-3 meeting or exceeding on year end Report Card	6/30/2010	70	90	 Off Target
Quigley Student Engagement Survey: I look forward to coming to school each day because of what I get to do in class.	4/27/2011	80	90	 Off Target

	Date	Value	Target	Status
Quigley Student Engagement Survey: I get descriptive feedback from myself, classmates and teachers to help me improve my learning.	4/27/2011	80	90	 Off Target
Quigley Student Engagement Survey: I know (in my school work) where I am, where I need to go and what to do next to get there.	4/27/2011	91	90	 On Target
Quigley Student Engagement Survey: I know I am expected to listen, focus, and contribute in class.	4/27/2011	95	90	 On Target
Quigley Student Engagement Survey: I participate in class.	4/27/2011	87	90	 On Target
Quigley Student Engagement Survey: I practice my school work at home because I know how it will help me be a better learner.	4/27/2011	75	90	 Off Target
Quigley Student Engagement Survey: I show what I have learned in a variety of ways.	4/27/2011	83	90	 Warning
Quigley Student Engagement Survey: I use samples of work to show me what next steps I need to take to continue my learning.	4/27/2011	81	90	 Off Target
Quigley Student Engagement Survey: I work with other students on projects and school work during class.	4/27/2011	85	90	 Warning



**Results**

Status : Sustaining Improvement

Our school has been consistently monitoring results and making adjustments to improve student achievement. The Skopus data warehouse has definitely helped us more easily monitor data during our collaborative time, staff meetings, and SPC meetings and as a result, look to adjust programs and/or strategies as needed. We have noted evidence of improved results over time.

	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.

# PLAN












Alignment: SCHOOL BASED

SMART Goal: FOCUS GOAL: To improve student engagement.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Percentage of grade 5 students at or above Stanine 4 in CAT 4 Reading.	5/28/2010	100	95	● On Target
Percentage of grade 5 students at or above Stanine 4 in CAT 4 Writing.	5/28/2010	98	95	● On Target
Percentage of intermediate students who receive a writing mark of C+ or better on the final report card	6/30/2010	70	85	■ Off Target
Percentage of intermediate students with a Math Final Mark of C+ or better	6/30/2010	76	85	■ Off Target
Percentage of intermediate students with a reading mark of C+ or better on the final report card	6/30/2010	72	85	■ Off Target
Percentage of our grade 4 students meeting or exceeding expectations according to the FSA reading results	4/28/2011	91	95	◆ Warning
Percentage of our grade 4 students meeting or exceeding expectations according to the FSA writing results.	4/28/2011	97	95	● On Target
Percentage of our grade 4 students meeting or exceeding expectations according to the Numeracy FSA results	4/28/2011	97	95	● On Target
Percentage of our grade 5 students at stanine 4 and above on the CAT 4 - Math	5/28/2010	95	95	● On Target
Percentage of primary students meeting or exceeding in numeracy based on final report card marks	6/30/2010	84	90	■ Off Target
Primary Reading - percentage of students K-3 meeting or exceeding on year end Report Card	6/30/2010	65	95	■ Off Target
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Quigley Student Engagement Survey: I use samples of work to show me what next steps I need to take to continue my learning.	4/27/2011	81	90	 Off Target
Quigley Student Engagement Survey: I work with other students on projects and school work during class.	4/27/2011	85	90	 Warning

**Data**

Status : Meeting Expectations

School data is consistently being used to determine areas of need and planning for improvement for all students. Through professional learning community time and staff meetings, teachers collaboratively study data. As a result we have identified areas of need and have planned accordingly (eg. use of exemplars, use of descriptive feedback, oral language, and reading performance standards). The data conversations have also resulted in a number of questions related to disaggregating the data, cohort groups, and teacher best practice. We are currently digging deeper into the data to fine tune instructional practices.

**Goals**

Status : Sustaining Improvement

The thrust of the 2010/2011 school year was to focus more directly on improving student engagement with the belief that if student engagement improves, student achievement will follow suit across all subject areas. With this in mind, our school goal and academic district goals align. In terms of our previous goal of improved school culture, we believe students engaged in their school will also have a greater sense of belonging and safety.

## Rationale

Status : Sustaining Improvement

Our school goal of improving student engagement continues to be based on prior and current research, professional readings, book studies and discussions with staff and SPC members. Our goal is aligned with the district goals and supports the district's initiatives related to assessment for learning, attributes of a graduate, and 21st century learning. The staff and SPC are currently studying the book "The Differentiated Classroom" as one of the efforts to focus on the achievement of all students.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
GOALS	Goals and objectives have little focus on student achievement.	Some goals and objectives are based on evidence and focused on student achievement.	All goals and objectives are relevant, based on evidence, and focused on student achievement.	All goals and objectives are relevant, based on a range of evidence, and focused on student achievement. Goals and objectives are systematically reviewed and revised. Consideration is given to all students.
RATIONALE	Reasons for the selection of goals and objectives appear to be based on little consideration of evidence from data.	There is some evidence that the reasons for the selection of goals and objectives are based on relevant data.	Reasons for the selections of goals and objectives are based on evidence from a variety of sources and focused on student achievement.	Reasons for the selection of goals and objectives are consistently based on evidence from a variety of sources and focused on the achievement of all students
DATA	It is unclear what data are used to determine areas of need and plan for improvement.	Evidence from data is used or beginning to be used to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress.	The district and schools consistently analyze classroom, school, district, and provincial data sources to determine areas of need, plan for improvement, and monitor progress of all students. Data are disaggregated, participation rates are considered, and trends are tracked over time.

# DESIGN

## Organizing For Improvement

### Strategies and Structures:

**FOCUS GOAL:** To improve student engagement.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Implementation of Numeracy Problem Sets	Kathy Weninger/School-Based Teachers	9/28/2009	6/30/2012	In-Progress	Medium	50		★	
6 + 1 Writing Traits	Kathy Weninger/School-Based Teachers	9/9/2009	6/30/2012	In-Progress	Medium	0		★	
Implementation of Quality Assessment Practices	Kathy Weninger/School-Based Teachers	9/1/2009	7/1/2012	In-Progress	High	0	500	★	★
Building a data team	Kathy Weninger/School-Based Teachers	11/1/2009	6/15/2012	In-Progress	Medium	0			★
Professional Learning Community/ Collaboration Time	Kathy Weninger/School-Based Teachers	9/9/2009	6/30/2014	In-Progress	High	0		★	★
Increase the use of manipulatives and visuals (e.g. LCD projectors) during instruction to increase student understanding of concepts.	Kathy Weninger/School-Based Teachers	2/5/2010	2/8/2013	In-Progress	High	0		★	★

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Increase the use of technology in the classroom to both support struggling learners and to enrich the curriculum for our most able users.	Kathy Weninger/School-Based Teachers	9/9/2009	6/30/2012	In-Progress	High	0		★	★
Involve students in developing criteria for assigned tasks.	Kathy Weninger/School-Based Teachers	9/9/2009	6/25/2014	In-Progress	High	0		★	★
Professional Learning at Staff Meetings	Kathy Weninger/	9/8/2009	6/23/2014	In-Progress	High	0		★	★
Quigley Student Engagement Survey	Kathy Weninger/School-Based Teachers	1/4/2010	6/30/2015	In-Progress	High	0		★	
Book Study "The Differentiated Classroom"	Kathy Weninger/School-Based Teachers	1/20/2011	10/20/2011	In-Progress	High	0	450	★	★
Use of Smartboards/LCD projectors in classrooms	Kathy Weninger/School-Based Teachers	9/7/2010	1/30/2012	In-Progress	High	0	40,000	★	★
Smart Learning Inservice for teachers/administrator	Kathy Weninger/School-Based Teachers	8/25/2010	6/29/2012	In-Progress	High	0	4,000		★

### **Coherence and Alignment**

Status: Meeting Expectations

Currently, connections between our school and district are interactive and reflect our school's uniqueness and district directions. Our student engagement goal is related to the district's assessment for learning direction. A few examples to highlight the connections with the district to demonstrate the appreciation of Quigley's uniqueness are the assistance with additional support for our students with behaviour concerns, funding for declining enrollment, and various curricular inservices. Our school is beginning to connect more with other schools to build capacity and look forward to more growth in this area.

### **Strategies**

Status: Sustaining Improvement

Our school and district have a number of practical, research-based strategies in place to help our school achieve our goal and address the areas of highest need and link to staff development and other improvement efforts. Smart learning training, use of new technology, a new spelling program "Words Their Way", and teacher collaboration are a few of the strategies deemed as strategies to address areas of highest need. We are consistently monitoring and adjusting our strategies based on teacher and student input.

**Structures**

Status: Sustaining Improvement

Our school and district have structures in place to support school/district goals as evident in our plan overview. The structures support the areas of highest need and align with our school strategies and are consistently monitored and adjusted as required. The most positive structure that has been put in the place in the 2010/2011 school year is the addition of professional learning community/collaboration time into our school timetable.

	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 : Sustaining Improvement

Communication to improve student achievement occurs in multiple ways; professional dialogue, newsletters, websites, parent teacher conferences, PAC meetings, SPC meetings, professional learning at staff meetings, and an "open door" policy for staff and parents to discuss any aspects of student achievement. The practices are embedded at the school level and sustained overtime.

### **Parent involvement**

Status : Sustaining Improvement

Our PAC and SPC are actively involved in the goal setting process. Additional input is often requested in our newsletters (Quasar Quickbits) and website. Parents are also involved throughout the year in helping our school work towards our school goals (volunteering in the classroom, making and delivering healthy snacks, fundraising for technology, and organizing movie nights and dances). Parents are regularly updated with information through the telephone system and also invited to grade specific information nights, Early Learning for Family nights, and family nights.

### **Leadership**

Status : Sustaining Improvement

Leadership is collaborative effort at Quigley. The principal, teachers, and parents work collectively to improve student achievement. Lead learners lead professional learning opportunities through staff meeting presentations, professional learning times, and after school volunteer sessions. All staff are continually asked for input regarding ideas and issues as they arise. Efforts to build and sustain leadership capacity at all levels are evident.

	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)

Quigley Elementary

School Planning Council:

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

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

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

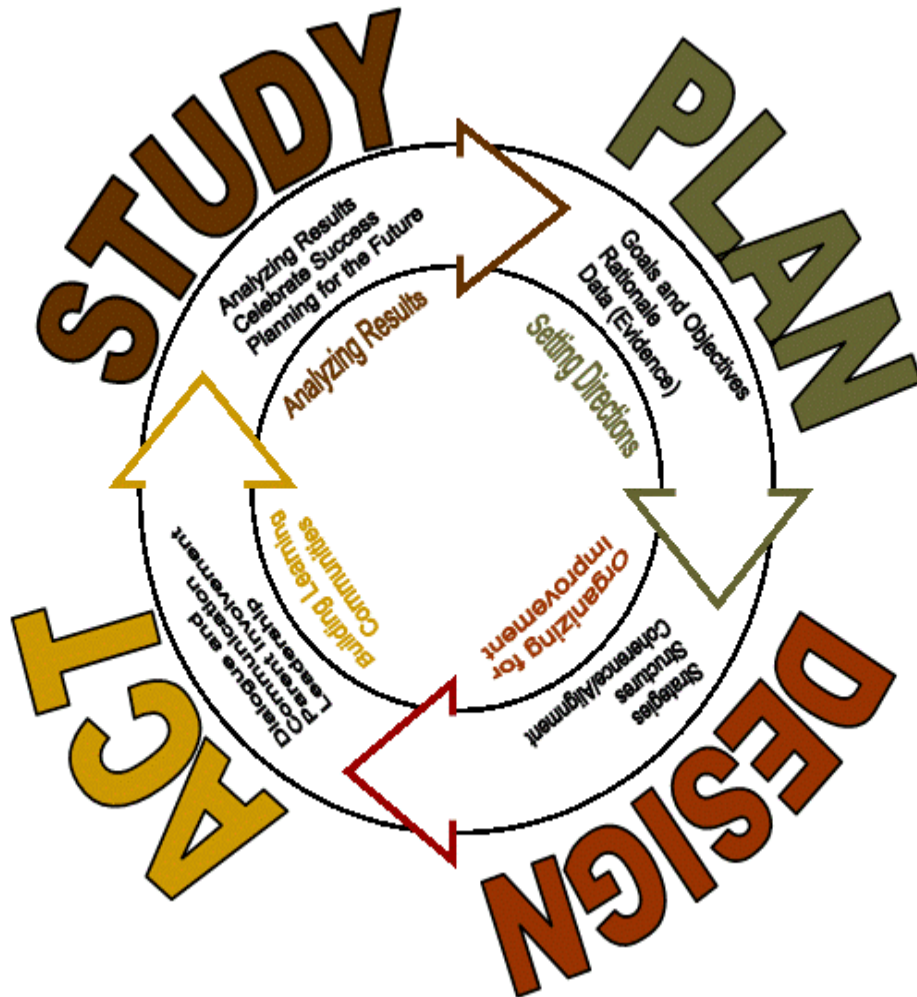
_____ Superintendent's Name or Designate's Name (Print)	_____ Signature	_____ Date
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Board of Education representative at the SPC review meeting:

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

key areas for inquiry  
to enhance school improvement



PLANNING CYCLE

