

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and
Board of Education, School District No. 23 (Central Okanagan)

CONSTABLE NEIL BRUCE MIDDLE SCHOOL

April 2009

Snapshot of School Goals for 2009/2010

1. The school continues with its goal to improve the percentage of students meeting or exceeding expectations in Literacy.
2. The school continues with its goal to improve the percentage of students meeting or exceeding expectations in Numeracy.
3. The school will continue to improve school climate and culture as measured through the use of Ministry and school-based satisfaction surveys, the Social Responsibility Performance Standards, and school data.



School Mission Statement

To provide a safe, supportive environment where staff, students, parents and community members are committed to meeting the unique developmental needs of adolescents.



“Together We Learn”

SCHOOL DISTRICT No. 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.”

DISTRICT FOCUS 2009/2010

- The Board continue to implement a four-year comprehensive plan to improve classroom instructional practices through a focus on Quality Assessment and the use of Data Warehouse technology (Skopus and Skovision).
- The Board work to improve student success by connecting students to a variety of learning opportunities by establishing further schools of choice or programs of choice within each region of the School District by June 2010.
- The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.
- 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 AND FOCUS 2009/2010

DISTRICT GOALS

A. GRADUATION - The School District continues with its goal of increasing the Ministry six-year student graduation/completion rate with the following specific target objectives:

- 1) By June 2013, 89% of our students will graduate or earn their school completion certificate within six years of starting grade 8 – current average is 84%.
 - June 2009 – 85%
 - June 2010 – 86%
 - June 2011 – 87%
 - June 2012 – 88%
 - June 2013 – 89%
- 2) By June 2011, 75% of our Aboriginal students will graduate or earn their school completion certificate within six years of starting grade 8 - current average is 60%.
 - June 2009 – 65%
 - June 2010 – 70%
 - June 2011 – 75%
- 3) 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 – current 3-year average is 89%
 - 90% in Gr. 9 – current 3-year average is 84%
 - 85% in Gr. 10 – current 3-year average is 73%
 - 80% in Gr. 11 – current 3-year average is 70%
- 4) 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. LITERACY - The School District will continue its endeavour to improve all literacy skills for all students with the following objectives:

- 1) 90% of primary students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011.
- 2) 80% of primary Aboriginal students meeting or exceeding grade level expectations on the Early Intervention Literacy Screener by June 2011, with the objective of improving all primary Aboriginal students' literacy skills to equal the literacy skills of all primary students by 2015.
- 3) 90% of students grade 3 - 9 meeting or exceeding writing performance standards by June 2011.

- 4) 90% of students in grades 4 - 8 meeting or exceeding grade level expectations on a whole class reading assessment by June 2011.
- 5) 90% of Grade 10 students completing their English graduation or school completion requirements in the appropriate year by June 2011.

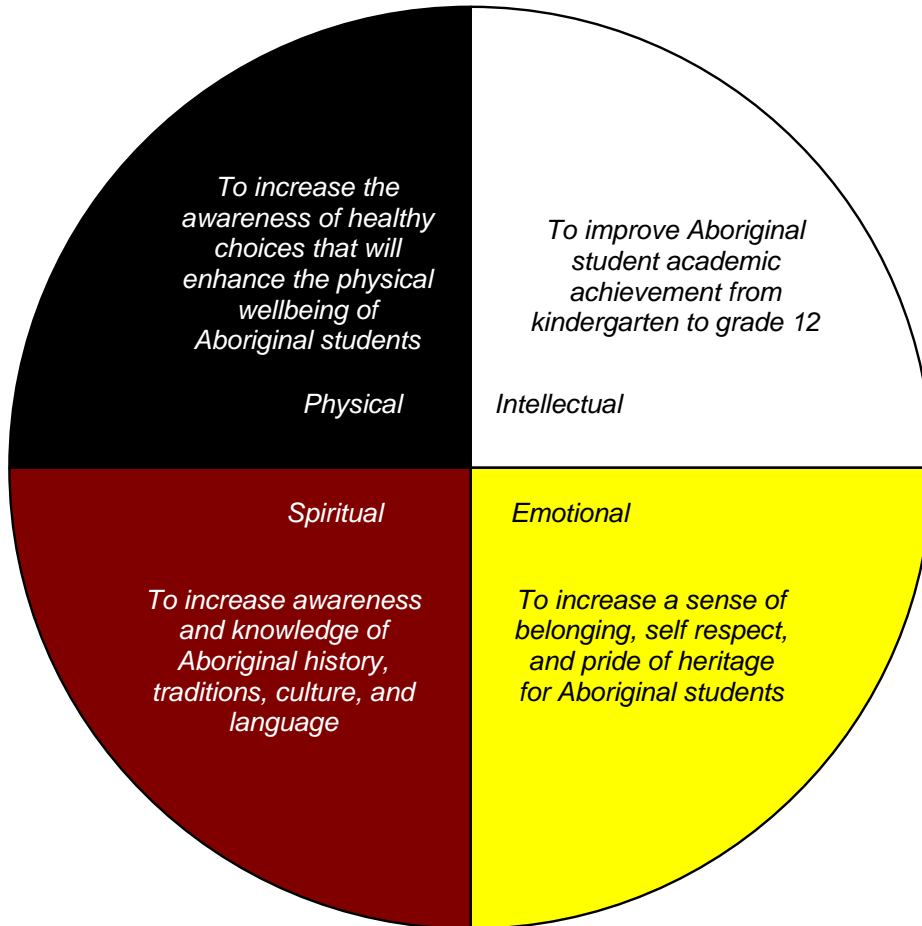
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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.

- 1) The School District 23 K - 12 Numeracy Operational Plan will outline strategies to achieve the following in 2009 - 2010:
 - Develop and circulate the Numeracy Operational Plan to all staff by December 31, 2009, including presentation at a fall Education Committee meeting.
 - Implement the three year District-wide K-12 Numeracy Assessment Plan by February 28, 2010 and begin school level implementation in the spring of 2010.
 - Implement use of the District data warehouse to monitor and report numeracy achievement of every student K - 12 in all schools by June 30, 2010.
 - Implement the use of a numeracy component of the Early Learning Screener at all elementary schools during the 2009/2010 school year.
 - Include systems and structures to identify and support students at-risk in numeracy within each school's 'pyramid of intervention' by September 1, 2010.
 - Fully operationalize numeracy intervention strategies and resources at the District level by June 2011, and assess these strategies and resources by June 2012.

Goals of Our 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.

For further information, please refer to the District's Aboriginal Education Enhancement Agreement: "Working Together for Aboriginal Students of all Nations", December 2006 – December 2011.

CELEBRATING SCHOOL SUCCESSES

Unique School Characteristics:

Constable Neil Bruce Middle School is one of six middle schools in the Central Okanagan School District. There were 745 students enrolled at CNBMS in grades 7, 8 and 9 as of September 30, 2008. We have 39 teachers, 10 certified educational assistants, and 15 clerical/custodial staff working to support students.



The school was named after a local RCMP officer who was fatally wounded while attempting to rescue a young woman who was being unlawfully confined in the Westbank area. The school was officially opened in June 2000. This past year the Parent Advisory Council funded the painting of an exterior wall mural that honours the RCMP connection, recognizes the aboriginal influence and incorporates the CUBS mascot.

The facility is well equipped and well maintained. Students attend four regular classes a day in addition to a Teacher Advisory period. The advisory class / X block is 30 minutes right after lunch with all of the other classes ranging from 70-75 minutes long. Grade 7 and 8 students are teamed and travel together as a class to all their academic subjects to encourage connections between students and with staff. The timetable has been organized to provide extended blocks of time and accommodate the need for flexible scheduling.

The school is served by nine school buses and a major proportion of our students rely on school and community bussing to get to and from school. The catchment area for this school runs from Westbank to Lake Okanagan Resort. This results in some students traveling up to 45 minutes in each direction. In September 2008, we had 48 students join our school community who were not from one of our feeder elementary schools. This is a reflection of the number of transient students in our school community.

The demographic profile of the community provides information that is quite typical of other schools in the province. The proportion of lone-parent families in the community is 15% (*which is slightly lower than the provincial average of 16%*). The proportion of the population with a Bachelors Degree or higher is 7% (*which is less than 1/2 the provincial average of 18%*). The school has an aboriginal student population of 88 students as of September 2008. The proportion of aboriginal students has grown to 11% of the overall student population. There are 4 international students attending the school. The population of students with Ministry identified special needs is 60 students. There are 12 students on fully modified academic programs, 20 on combination of adapted/modified and 41 students on adapted Individual Education Plans. Close to 20% of the students participate in a school operated meals program (27 students are receiving full or partial subsidies for their lunches). The Westbank First Nation covers the cost of lunch for all WFN children. The school community has a varied socio-economic mix, ranging from very low to above average with significant populations in each of these categories.

We have an involved parent group and a supportive community. Our students have many opportunities to get involved in curricular extensions such as band festivals and field trips, as well as extra-curricular activities. Our school runs a full slate of teams and has several clubs operating throughout the year. CNBMS offers an Outdoor Education Academy for students that combines the learning outcomes from Social Studies 9 with Physical Education 9 and we will be offering a Soccer Academy next September. We also have a peer-mentoring program (WEB crew) in place where grade 9 students assist grade 7 students with the transition to middle school.

School Performance Information

- Overall rating by students on the Ministry Satisfaction surveys are high and are generally at or above the level of satisfaction for the district and province.
- Our students participated in several Social Responsibility and community support campaigns. The staff and students raised over \$850 in support of the Terry Fox Run and we had over 2300 items + \$500 collected for the Westside Community Foodbank. During the month of December, we raised approx \$3,900.00 and sponsored 40+ projects through World Vision. The school has collected over \$13,000.00 during the past three years for the Canadian Cancer Society (in May 2008 we received a Community Champion Award).
- Approximately 250 students participated in the Pink Shirt anti-bullying campaign.
- We had fifteen grade 7 and 8 student reps attend the SCOPE conference this spring. As a direct result, a group of these students has formed a social responsibility action team.
- Seven CNB art students had work selected for display as part of the Kelowna Art Gallery “In the Making” exhibit.
- Thirty grade 9 students were trained as web leaders. These students used their leadership skills to support the new grade 6 students. They made classroom presentations and mentored individuals one on one.
- All of the grade 7 homeroom classes worked through the GO Program materials to improve their skill in solving problems in a peaceful way.
- All of the thirty-one homeroom classes have taken on leadership roles in sponsoring activities from ‘Re-Cycling’ to ‘Fruit and Veggie’ program to organizing the ‘Air Band’ contest.
- 100% of students have participated in an exploratory clubs program offered in the fall and spring.
- 100% of grade 9 students received training in the Advanced Coronary Treatment high school cardio-pulmonary resuscitation (CPR) program.
- We will have over 450 student athletes participate in school sports on some 29 teams. This translates into the highest participation rates and largest numbers of teams of any middle or secondary school in the district. Our grade 9 boys’ basketball team placed 11th in the BC Provincial Invitational Tournament after winning the city and zone championships. Our grade 9 boys’ volleyball team placed first in the city. We are the defending champions for the past two years in golf. Our grade 7 boys’ & girls’ and grade 8 boys’ & girls’ track and field teams placed first overall at the zone championships this past spring.
- We had eight teams of students competing in the Dragon’s Den young entrepreneurship challenge. Last year a team from CNB placed first overall. Two teams participated in the OUC Robocup. Two groups of students entered their designs in the OUC Spaghetti Bridge building contest.
- All grade 7 and 8 students participated in the CNML competition, 30 grade 9 students participated in the Pascal math contest, 200 grade 9 students participated in the preliminary round of the Okanagan College High School Contest (and 3 grade 9 students made it to the final round), 30 grade 7’s participated in the Euler contest, 30 grade 8’s participated in the Lagrange contest, 30 grade 9’s participated in the Newton contest, 30 grade 7’s and 30 grade 8s participated in the Gauss contest and 10 grade 9’s participated in the Fryer math contest. Last year one of our students earned the Gold Standard in the Fryer’s contest which placed him in the top 2% of participants from all across Canada.
- A substantial number of students have entered a variety of essay, poetry and spelling contests. One student had her short story published in an anthology titled “Gems of the Okanagan”. Two students have had their work selected for printing in the “2008 Anthology: Celebration of Young Poets.”
- One of our students placed 2nd in the Can-west Okanagan Regional Canspell spelling bee.
- The choral department presented music for the Remembrance Day Assembly. Grade 7, 8 and 9 choirs performed the annual “Christmas By Candlelight Concert” with many solos, etc. “The Gala of Choir Stars” at the Kelowna Community Theatre was a huge success. The choir tour to Vancouver in April allows the grade 8/9 Music Magic Choir to sing at several venues including the Stanley Park Aquarium-singing for the beluga whales! Other performances include the foyer at Zellers and the Rotary Centre for the Arts during Education week.

PREVIOUS YEAR'S GOALS/AREAS OF FOCUS:

Goal Statement #1:

We will improve the percentage of students meeting or exceeding expectations in literacy with the specific target goals-

- 5% increase in number exceeding expectations, with no more than 10% not yet meeting based on the spring SWW.
- Students will show gains of one or more reading levels in year to year tracking of the Stanford Diagnostic Reading Test, and there will be growth in the number of students at or above grade level norms.
- 94% of students will meet or exceed expectation in English 7-9 based on June report card results.

Summary of Achievements in Relation to Target(s):

- There was a 4% increase in the number of students exceeding expectations in Writing with only 5.4% of students not yet meeting based on the Spring School Wide Write.
- Based on the SDRT results of the current grade 8 cohort, this group showed a reduction in the percent of students below the norm (from 19% -16%) and an increase in the number performing above average (from 19%-29%) between November 2007 and November 2008.
- 99% of grade 7 students, 95% of grade 8 students and 93% of grade 9 students met or exceeded expectation based on the June 2008 report cards results.

Goal Statement #2:

We will improve the percentage of students meeting or exceeding in numeracy with the specific target goals-

- Student will show gains of one or more years, in year to year tracking of Stanford Diagnostic Math Test.
- Student achievement in math will meet or exceed district averages as measured on the grade 7 FSA and district Math 9 final exam. The district will re-establish the grade 9 Transition Assessment in June 2010.
- 94% of students will meet or exceed expectations in Math 7-9 based on June report card results.

Summary of Achievements in Relation to Target(s):

- With the coming changes in the district assessment program we decided not to administer the SDMT.
- With the changes in timing and methodology, it was determined that a comparison year to year of FSA results would not be appropriate.
- 99% of grade 7 students, 97% of grade 8 students and 94% of grade 9 students met or exceeded expectation based on the June 2008 report cards results.

Goal Statement #3:

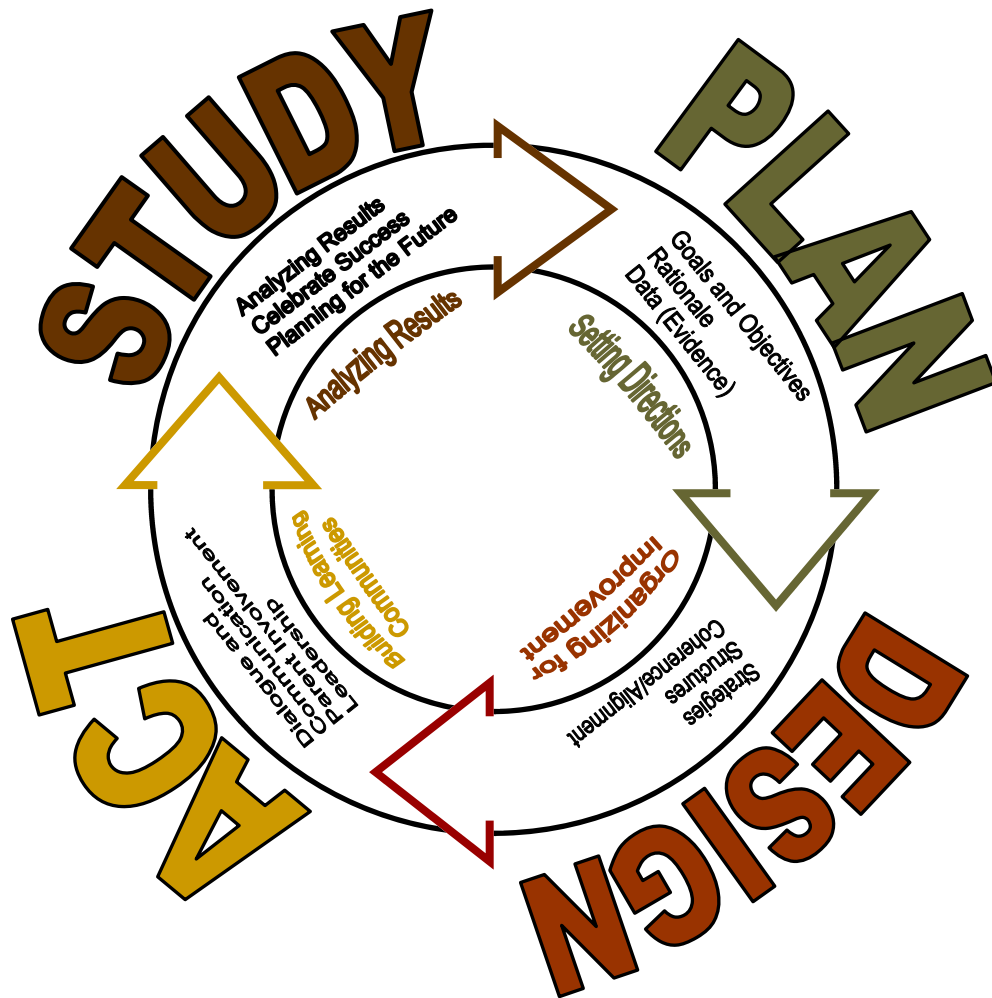
We will improve school climate and culture in a measurable way for all students at CNB with specific target goals-

- There will be a further 5% reduction in the number of definite suspensions
- We will maintain or increase the current levels of satisfaction as measured by the Ministry of Education and school based satisfaction surveys.
- Every student will be involved in planning, organizing and running a leadership / school service project.

Summary of Achievements in Relation to Target(s):

- At this point of the year we do not have complete data. We anticipate that while the total number of suspensions will be similar, the total number of days of suspension will be greater.
- The satisfaction levels based on survey data remains consistent (+/- 5%). We continue to exceed district and provincial levels in most categories.
- At present we are on pace to meet this goal. All classes have participated in some form of service learning.

KEY AREAS FOR INQUIRY TO ENHANCE SCHOOL IMPROVEMENT



PLANNING CYCLE

QUESTIONS FOR INQUIRY STUDY

Analyzing Results

Improving districts and schools continuously improve results. They monitor progress and make adjustments in key areas of student achievement for individual students, groups of students, schools and the district.

Questions:

- Through a review of classroom, school, district or provincial data, what improved results can you identify?
- What trends or patterns are emerging from the results?
- What evidence can you present to demonstrate that:
 - every school in the district is improving?
 - every classroom in each school is improving?
 - specific groups of students are improving?
- If results are not improving, what are you doing to find out why?
- As a result of your inquiry, what adjustments are you making to ensure that there is improvement?

PLAN

Setting Directions: Goals and Objectives

Improving districts and schools have a strong instructional focus. This focus is made visible in relevant goals and objectives for improving achievement for all students.

Questions:

- What specific goals have you chosen for improving student achievement?
- What objectives have you chosen to support your goals?
- What process is used to review and revise goals and objectives to ensure a focus on areas of need?
- How do the goals and objectives address achievement for all students;
 - The most challenged?
 - The most able?

Setting Directions: Reasons

Improving districts and schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.

Questions:

- What reasons do you have for selecting your goals and objectives?
- When selecting your goals and objectives what specific groups of students were you most concerned about? How did you determine this priority?
- Your data seem to indicate some challenges and/or opportunities to enhance student achievement in _____.
- How did you consider this information when developing your goals and objectives?

Setting Directions: Data /Evidence

Improving districts and schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of district goals and objectives and is used to monitor progress.

Questions:

- When setting your goals and objectives, what data/evidence did you consider:
 - Classroom?
 - School?
 - District?
 - Provincial?
- What did the data/evidence tell you about the achievement of all students?
- How are you disaggregating data to get a deeper understanding of particular groups of students?
- How are you aggregating data from the classroom to use at the school and district levels?
- What did you observe when you considered the relationship between performance and participation rates?
- How are you tracking data/evidence over time?
- What data/evidence did you find most useful?
- How are staff and SPCs engaged in working with data?

DESIGN

Organizing for Improvement: Strategies

Improving districts and schools have focused, well organized improvement plans in place. The strategies selected to achieve the goals and objectives are a blend of research, best practice, and innovative thinking.

Questions:

- How did you determine the strategies to support your goals and objectives?
- What strategies are you using in your improvement efforts in the areas of:
 - staff development?
 - assessment practices?
 - instructional practices?
 - other?
- What strategies are in place for schools that do not demonstrate improvement?
- What specific strategies are in place for groups of students who do not demonstrate improvement?
- How are you determining the effectiveness of your strategies?
 - what adaptations or refinements are you making to your strategies?
- What strategies are you finding promising?

Organizing for Improvement: Resources

Improving districts and schools have aligned structures – resources, time, organization - to get results. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

Questions:

- How did you determine the structures to support your goals and objectives?
- What structural changes are in place or are you considering as a result of identifying areas for improvement?
- What specific structures are in place for schools that do not demonstrate improvement?
- How do you monitor your structures and adapt or refine them as required?
- How do your structures support your strategies?
- How are you aligning your resources to support the achievement of your school goals?

Organizing for Improvement: Coherence/Alignment

In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.

Questions:

- Describe the connection between school and district plans.
- Describe how the school board:
 - consults with the SPCs.
 - approves school plans.
- To what degree do schools develop goals or objectives that respond to their unique circumstances?
- How is the connection between school and district plans reinforced and supported?
- How are connections among schools reinforced and supported?
- Describe the connection between the Enhancement Agreement and school plans.
- Describe the connection between the Enhancement Agreement and the district Accountability Contract.

ACT

Building Learning Communities: Dialogue and Communication

Improving districts and schools maintain relationships that promote continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

Questions:

- How do you build relationships with all communities in your district and schools that enable you to connect in an ongoing dialogue about student achievement?
- What strategies do you use to seek input about improving achievement?
- What strategies have you found most effective for strengthening dialogue about student achievement?
- How do you ensure communication about student achievement is consistent, timely, and delivered in multiple ways with:
 - Staff?
 - Students?
 - Parents?
 - The community?

Building Learning Communities: Parent Involvement

Improving districts and schools work with all parents to improve student achievement.

Questions:

- How do you build relationships with parents/parent groups in your district and schools that enable you to connect in an ongoing dialogue about the student achievement?
- At the school and district:
 - How are parents encouraged to support their child's achievement?
 - How are parents and parent groups, including the PAC(s) and DPAC, involved in efforts to improve student achievement?
- How are parents and SPCs involved in setting goals?
- How are SPCs reaching out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?
- What strategies are you finding most useful in engaging parents?

Building Learning Communities: Leadership

Leaders in improving districts and schools have a clear vision for, and commitment to improving achievement for all students. Leadership at all levels, in all roles; is distributed, encouraged and systematically developed with a focus on improving student achievement.

Questions:

- How do leaders in the school/district demonstrate their focus on the continuous improvement of students' achievement?
- How is leadership in the district and schools distributed among principals, vice-principals, teachers, support staff, district staff, parents and students?
- How is leadership capacity encouraged and developed at all levels?

STUDY



1. Through review of classroom, school, district or provincial data, what improvement results can you identify?
2. What trends or patterns are emerging from previous years' results?
3. What three pieces of evidence have you chosen to demonstrate current results?

We have examined report card data to identify trends. We recognize a drop in student achievement levels between grade 7 and grade 9. Based on district readiness data, this appears to be consistent with results from other schools. There is an achievement gap ranging from 4-8% between male and female students in gr. 7-9 English, Social Studies and Science. It is encouraging to see that the gap between aboriginal and non-aboriginal student performance has been reduced. There has been significant improvement in this area over the past number of years.

Literacy: Reading achievement for all students will be measured using a variety of diagnostic assessment tools. Teachers will use this information to guide instruction and determine appropriate reading levels for students. Most English teachers use the STAR Reading test to measure individual student growth throughout the year. Cohort group results are tracked to measure year to year progress. We continue to see gains of one or more years when comparing student reading skills between their grade 7 and grade 8 years.

The fall and spring School Wide Writes are used to identify areas of strengths and weakness and to determine areas of focus for each grade level. Students are learning to apply the Writing Performance Standard to their own work. We continue to see an increase (5%) in the number of students exceeding expectations in writing between the fall and spring writes. We are also pleased to see a significant growth in the numbers of students moving from “not yet meeting” to “meeting” expectations.

We will continue to track the June report cards results to measure the percent of students meeting or exceeding expectations in English. This past year our student’s performance in English 7-9 surpassed the 94% target that we established for the number “meeting” or “exceeding” expectations.

Numeracy: Numeracy proficiency for all students is measured using report card results and other assessment tools. Teachers use this information to guide instruction and determine appropriate areas for remediation. Key skills are reinforced with additional practice drills during X block. Cohort group results are tracked to measure year to year progress.

We will continue to track the June report card results to measure the percent of students meeting or exceeding expectations in Math. This past year our student’s performance in Math 7-9 surpassed the 94% target that we established for the number meeting or exceeding expectations.

Social Responsibility: Using results from Ministry of Education and school-based surveys we have been tracking perceptions of students and parents on a number of key questions that are indicators of school climate. We are pleased to recognize that we have maintained the positive shift in these responses over the past five years (“Do you feel safe at school”, “Are you being bullied”, “My child feels good about attending”, etc.).

The transition rates and grade readiness levels for grades 7-9 indicate that students are meeting with a high degree of success. The readiness level of grade 8 students in June 2008 was 91.39% (district target is 95% by 2012). The readiness level of grade 9 students in June 2008 was 85.19% (district target is 90%). We continue to monitor absenteeism and tardiness rates in the hope of reducing the negative impact of student achievement.

	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



1. What specific goal(s) / target(s) have you chosen for student improvement?
2. What reasons do you have for selecting your goals?
3. How do goals/objectives address achievement for all students?
 - Most challenged
 - Most able
 - Aboriginal

<p>Literacy: We will improve the percentage of students meeting or exceeding expectations in literacy with the specific target goals-</p> <ul style="list-style-type: none"> • There will be a 5% increase in the number of students exceeding expectations in Writing with no more than 10% of students not yet meeting expectations based on the Spring School Wide Write. • Students will show gains of one or more reading levels in year to year tracking, and there will be growth in the number of students at or above grade level norms. The district is in the process of identifying and implementing common assessment tools. We will be collecting baseline data in the fall of 2009. • 95% of students will meet or exceed expectations in English 7-9 based on June report cards results.
<p>Numeracy: We will improve the percentage of students meeting or exceeding expectation in numeracy with the specific target goals-</p> <ul style="list-style-type: none"> • Students will show gains of one or more years, in year to year tracking and there will be growth in the number of students at or above grade level norms. The district is in the process of identifying and implementing common assessment tools. We will be collecting baseline data in the fall of 2009. • Student achievement in math will be at or above district averages as measured using CAT 4 and the Grade 9 Transitions Assessment (implementation June 2010). • 95% of students will meet or exceed expectations in Math 7-9 based on June report cards results.
<p>Social Responsibility: We will improve school climate and culture in a measurable way for all students at CNB with specific target goals-</p> <ul style="list-style-type: none"> • We will monitor and support at-risk students in terms of behaviour, grade readiness and attendance. • We will maintain or increase the current levels of satisfaction as measured by Ministry of Education and school based satisfaction surveys. • Every student will be involved in planning, organizing and running a leadership / school service project.

	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

1. What strategies are you using in your improvement efforts in the areas of:
 - Staff development?
 - Assessment practices?
 - Instructional practices?
 - Other?
2. What specific strategies are in place for groups of students who do not demonstrate improvement?
3. Describe the connection between the Aboriginal Enhancement Agreement, District Accountability Contract and school plan.
4. How has staff development and the distribution of resources been aligned to help with the achievement of school and District goals?

The curriculum leadership team has been developing an 'Assessment and Grading Policy' for the school. There have been presentations at staff meetings, Implementation Day, etc. Staff members have attended sessions with Thomas Guskey, as well as hearing from teacher leaders from associate schools. Professional readings are distributed monthly to expand the knowledge base.

All subject areas are encouraged to look at ways to effectively engage male learners with the goal of reducing the achievement gap. The staff fully supports the Aboriginal Enhancement Agreement and has implemented initiatives and programs to address all four areas of the medicine wheel.

Literacy

Strategies:

- The English department met regularly to promote AFL strategies and discuss common focus areas.
- English teachers examine the results of the fall SWW and coach students on how to use the Performance Standards to identify their current level of achievement and steps to improve. The focus for grade 7 students is on developing descriptive language through the use of dress ups, as well as improved sentence form and structures. The grade 8 English teachers will address the delivery of writing and ideas, while the grade 9 students will learn to develop a thesis statement with supporting details to improve their persuasive writing skills.
- The English department will continue to revise and refine the scope and sequence in their curriculum area. This year we have focussed on the Readers/Writers 9 and the English Extensions 7 & 8.
- Further training has been undertaken in the use of 'literature circles'. Through this opportunity we have been able to expand the number of grade 8 titles to include more high interest and aboriginal content materials.
- The district Literacy coordinator has worked with the Social Studies and English departments on topics such as Smart Reading lessons, Socratic Circles and 6 + 1 Writing Traits.
- SDRT used to identify reading levels and candidates for additional support- ARC program, LAT reading groups, ESL reading group, Partner Reading, Kurzweil and Successmaker (computer assisted instruction), STAR reading.
- Access to Kurzweil technology has been expanded to allow teachers to use this tool to support struggling readers in their classrooms.

Structures:

- A team continues to investigate the effectiveness of a Partner Reading program to increase aboriginal reading skills as part of the Network of Performance Based Schools. The Vice principal, LAT and Aboriginal CEA are working with a group of aboriginal leadership students to train grade 9 mentors to work with struggling grade 7 or 8 readers.
- Additional time beyond a regular English block is scheduled for students to increase their literacy skills at grade 7, 8 and 9.
- Additional CEA support time has been purchased by the school to support aboriginal learners in the classroom and for an after school Academic Intervention program.
- An effective library promotion program and extended reading opportunities are provided to encourage reading for pleasure (a graph of the circulation numbers is included).

Numeracy

Strategies:

- Staff in-service training session on incorporating ‘Assessment For Learning’ into the math classrooms.
- A department wide policy is being developed for students to redo and improve their summative assessment results.
- Numeracy lead teachers will be provided with time to present strategies / initiatives at staff meetings.
- Math teachers will initiate professional learning communities to improve and review their classroom practice.
- The math department will continue to revise and refine the scope and sequence for Math 7-9 based on changes to the curriculum and implementation of new support materials and resources.
- Continued emphasis on hands-on, experiential approach to teaching. Expand the use of computer technology to provide dynamic and interactive lessons and activities.
- Use Examview to provide multiple versions of unit tests for practice prior to the final exam. Links to on-line drills and practice sheets will encourage additional learning opportunities.
- Curriculum leaders will share strategies from district numeracy sessions in department meetings.

Structures:

- Additional time beyond a regular Math block is scheduled for students to increase their numeracy skills at grade 7, 8 and 9. In grade 7/8 drills in basic numeracy skills are incorporated into X block. In grade 9 the Geometry/Statistics course provides students with an additional 50 hours of math instruction.
- Students in grade 9 can select Math 9 with extensions or Math 9 Core.
- Additional CEA support time has been purchased by the school to support aboriginal learners in the classroom and for an after school Academic Intervention program.

Social Responsibility

Strategies:

- All gr. 7 advisory classes will use Go Program materials to encourage solving problems in peaceful ways.
- To acknowledge the traditional teachings of the Elders and the wisdom of their Aboriginal culture, we have adopted the ‘Seven Teachings of the Grandfather’ as part of our character education program (Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth).
- Continue to expand leadership opportunities and to offer service learning projects to all homerooms and all students.
- Continue to promote positive behaviours using the GOTCHA program tied to the Seven Teachings.

Structures:

- Lesson plans are being developed by curricular leaders for the exploration of each virtue. An ‘I Movie Club’ has been formed to link to the Seven Teachings and highlight the virtue of the month.
- Continue to support at-risk student with PARK advisory grouping.
- Behaviour support plans, Success Club tracking, attendance contracts, referral process- to identify, monitor and support at-risk students.

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	STRATEGIES
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.	STRUCTURES
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.	COHERENCE AND ALIGNMENT

ACT

Building Learning Communities

1. What strategies do you use to seek input?
2. How do you ensure communication about student achievement is delivered to:
 - Staff
 - Parents
 - Students
 - Community
3. How is leadership distributed among administrators, teachers, support staff, parents and students?

School Planning Council meets on a regular basis to examine resource issues, program direction (e.g. Soccer Academy proposal), and school goals. Monthly updates are provided to parents at the PAC meetings with minutes published in the newsletter and posted on the website. The PAC focus is on supporting student success (not fundraising events) and providing staff / admin with input and ideas for school improvement. The 'Synervoice' telephone call out system and our CNB Parent email list are used to communicate about upcoming events and activities at CNB. The move to the electronic Master Grade interim reporting system has improved parent access to individual student achievement data.

Open houses, grade level meetings and information sessions allow parents and the community to see what is happening at CNB. The Westside Weekly has provided the community with excellent coverage of student successes and leadership initiatives. Our monthly newsletter and annual School Planning Council report are posted on the school web page. Ministry and school designed satisfaction surveys are used to gauge perceptions of the school and our programs. An elder within the Westbank First Nation community has been consulted for input on school initiatives.

Time is scheduled at every staff meeting to examine Quality Assessment, curricular initiatives (e.g. Literacy, Numeracy and Social Responsibility), share relevant data (e.g. Aboriginal Education Enhancement Agreement) and examine effective teaching practices (e.g. Reporting Student Progress: Policy and Practice). Teacher leaders head up discussions on strategies and practices from implementing Assessment for Learning to the Pyramid of Interventions. Departments meet to share strategies and resources designed to meet goals in specific curriculum areas. District literacy and numeric coordinators (e.g. Sheila Graham and Lorraine Baron) have made presentations to staff and provided in-service training sessions. Teachers network regularly with staff at other middle schools and articulate with associate elementary and secondary schools.

Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement	
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.	IALOGUE AND COMMUNICATION
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.	PARENT INVOLVEMENT
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.	LEADERSHIP

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

School Name

School Planning Council:

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

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Parent Member's Name (Print)

Signature

Date

Principal's Name (Print)

Signature

Date

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
Assistant Superintendent's Name

Signature

Date

Board of Education representative at the SPC review meeting:

Trustee's Name (Print)

Signature

Date