

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Dr. Knox Middle School

4/2009

General Information



Integrity

Growth

Commitment

Working Together

Mission Statement

Guided by the core values of integrity, commitment, growth, and working together, the staff at Dr. Knox will continually strive to provide exemplary educational services that are developmentally responsive to the needs of our students with a clear focus on literacy, numeracy, exploration, citizenship, and social responsibility. We believe this will provide a positive educational foundation that inspires belief in the future and contributes to successes in life.

Principal : Daryl Graf

Web site : www.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.

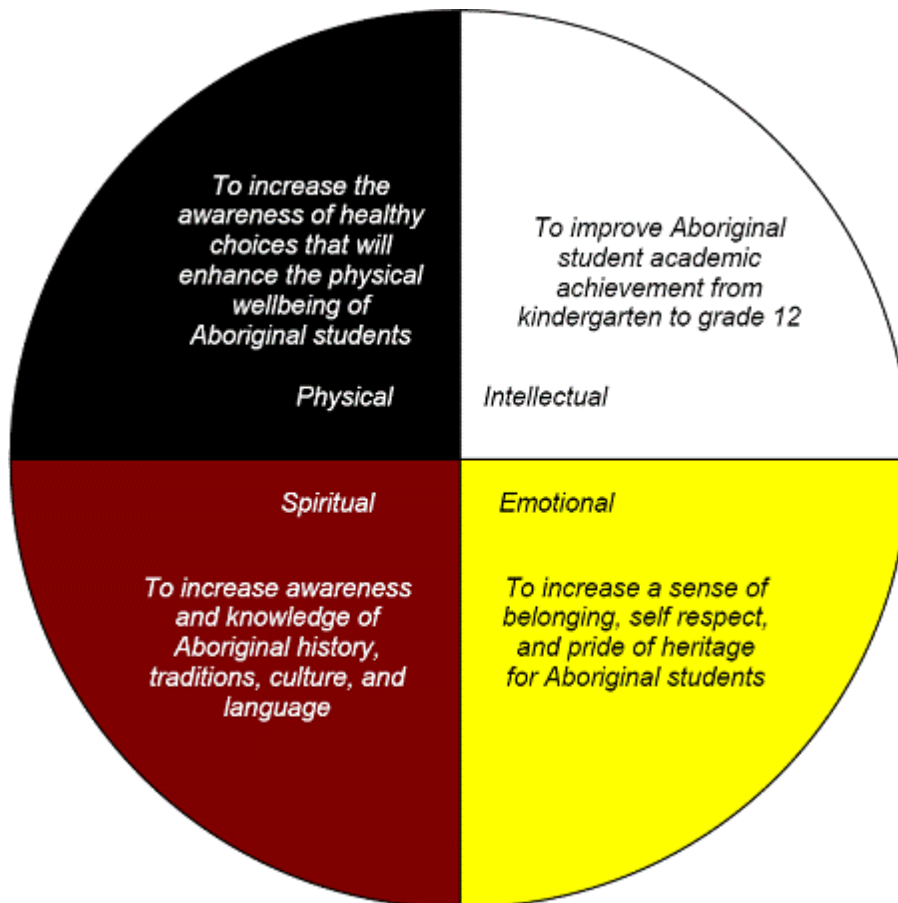
DISTRICT GOALS AS OF 4/28/2009

1	Alignment : GRADUATION
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%.
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%.
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, 90% in Gr. 9 , 85% in Gr. 10, 80% in Gr. 11.
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.
2	Alignment : LITERACY
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.
3	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 yearend 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.
4	Alignment : Schools/Programs of Choice
1	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.
5	Alignment : Quality Assessment & Instruction
1	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).
6	Alignment : District Health Promoting Schools Plan
1	The Board continue work toward improving student health, and work toward improving employee health and wellness including the reduction of overall absenteeism.

7	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:

Dr. Knox School originally opened in 1960 as a Grade 7-9 School on Burtch Rd near the current Parkinson Recreational Area. In 1963, the school was expanded into a Junior - Senior High School (grade 8 - 12) that lasted until 1972. Subsequently, the school's configuration was changed to a Junior High School including grades 8 - 10 until 1986. Dr. Knox School was then closed as a school and used by other community groups. In 1992, Dr. Knox Middle School was re-opened in the same location with its present middle school configuration of grades 7 - 9. The original building was finally closed in June 2008.

In September of 2009, Dr. Knox Middle School opened in its new location on Drysdale Boulevard for the 2008 -2009 school year. Dr. Knox has been a school of rapid growth. The enrolment has been consistent since it was re-opened in 1992.

Dr. Knox Middle School is one of the largest of 6 middle schools in School District #23 (Central Okanagan). It has the benefit of several new specialty areas and leading technology opportunities for students and staff within the school. Dr. Knox is situated in a residential area, with easy access for many students in the Glenmore region.

The current enrolment is 810 students including approximately 270 Gr.7 students, 271 Gr. 8 students and 269 Gr. 9 students. Dr. Knox Middle School also serves approximately 66 special education students and 92 students of aboriginal ancestry.

Dr. Knox receives students from five elementary schools: North Glenmore, Glenmore, Watson Road, Bankhead, and A.S. Matheson. The student body generally comes from the Glenmore Valley, the downtown core area of Kelowna, and Dilworth Mountain. The families of students at Dr. Knox represent a wide range of socio-economic status from extremely poor to relatively wealthy. The school has had a history of a transient student population. It is not uncommon to experience a 10-15% change in population over the school year as students move in and out of the catchment area.

Dr. Knox has 42.8 professional staff. This includes 2.0 school administrators, 1.14 FTE for teacher-librarian, 1.14 FTE for counseling, 1.00 FTE for behavior support (PARK), .3 Career coordination, and 1.5 FTE for Learning Assistance. The remaining time is allotted to deliver instructional services to approximately 215 enrolling classes. In addition to the mandated provincial curricula, Dr. Knox Middle School has implemented a number of structures and programs highlighted and supported by middle school research.

These programs include: teacher advisory programs, teacher teaming, career exploratory activities, student support services, transition activities, and flexible scheduling. All students in grade 7 have been scheduled on core academic teacher teams. Every teaching team has at least one block of non-enrolling time to provide academic support services including IEP coordination, contact with parents, and direct academic support.

Dr. Knox Middle School offers a comprehensive teacher advisory program that includes the organization and study skills, career and personal planning, social responsibility topics, advocacy, and support services. In addition to a full compliment of elective course options, all students participate in a comprehensive careers (exploratory) program that promotes the exploration of career interests. It also emphasizes the significance of their current program related to future career goals. Dr. Knox Middle School also initiates and organizes other transition activities (WEB) for students at all grade levels to ensure that students' progression through the school system is positive and supports successful learning progress and achievement.

Currently, there are more than 100 students on Individual Education Plans (IEPs) at Dr. Knox. Sixty-six of these students are on the Autism spectrum; hard of hearing; gifted; have intensive behavior/serious mental illnesses; have learning disabilities; have mild intellectual disabilities; require moderate behaviour support; have moderate to profound intellectual disabilities; have a physical disability or chronic health impairment; one is visually impaired; and some are English as a Second Language (ESL). The remaining students are on IEPs in one or more subject areas and require some form of adaptation or modification to their academic curriculum.

One 1.0 FT itinerant resource teacher and more than 300 hours per week of Certified Education Assistant (CEA) time support the Ministry of Education identified students in the resource program. Students with chronic health impairments, Autism, or intellectual impairments are receiving exemplary services and programs developed by our itinerant resource teacher. The 6 gifted abilities students, along with approximately 35 other high achieving students, are enrolled in a teacher advisory group with a teacher who delivers a program and support specific to gifted students.

Dr. Knox has a significant First Nations population of approximately 92 students. The students come from several Bands around the province. Our First Nations Advocate currently provides support service 5 days per week. The First Nations CEA provides additional hours of academic support daily. A variety of First Nations cultural activities are incorporated into our cultural program at Dr. Knox including presentations from our First Nations community.

Dr. Knox has an active and dedicated Parent Advisory Council. They volunteer time in and participate in various programs within Dr. Knox. These include drivers, sponsors and coaches for clubs and sports teams, chaperones for school field trips, and Guest speakers. This year, the PAC has also assisted to establish an active noon hour activity program for students at Dr. Knox.

Dr. Knox provides a full compliment of curricular and extra-curricular opportunities. There are many clubs, sports teams and intramural activities offered for students. These opportunities and programs operate largely due to the efforts of the very dedicated and caring staff at Dr. Knox Middle School.

School Performance Information






- WEB Leaders – Grade 9's working with Grade 7's
- REC Leadership – Dances, Air Band, Knox Idol, Guitar Hero
- Bands and Jazz bands, Combo Groups – Gold +
- Choral Group – 1st place at festival
- Drama – Second School Production – Adventures of a Comic Book Hero
- Aboriginal Program – Special presentations by First Nations personnel
- School Store – Special Ed Department – service and support to school programs

- Academic Excellence and Recognition Students -450+ per term
- Work Ethic Students – 7G’s 350+ students per term
- PE – Dance Jamboree
- Science – Science Fair (Regional Winners / Nationals)
- Math -high numbers of International Contest participants and Honors Math 9 (25 % Of population)
- English – Reading Competitions
- Tech Ed – Skills Now and Pre- Apprenticeship
- HEC – Food Safe Program Training
- French – Cultural trip to France
- Careers – over 100 presentations this year (2000+ hours)
- Mind Grind Competition (Winners)
- Grade 9 BBQ and celebration
- Band and Choral Trips
- French Cultural Trip
- Lord Schneider’s Cup- Hockey
- Math Science Field Trip to Vancouver
- Christmas Hamper Drive
- Bingo Milk Run Children’s Hospital Silent Auction – Fundraisers (\$25,000)
- Athletics
- Volleyball
- Basketball
- Cross - country
- Rugby
- Field Hockey
- Track and Field
- Golf
- Grade 7 Track meet and Softball tournament
- Grade 8 Softball Tournament

RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
GRADUATION				
Reduce the number of referrals to the P.A.R.K. by 11%				
School based and District based behavioral data	4/3/2009	21	25	 On Target
SCHOOL BASED				
All students will provide evidence of daily physical activity.				
Teacher comment	4/27/2009	99	95	 On Target
Students at Dr. Knox will improve academic performance in each subject area based on report card letter grades by 0.25 (A=4.0 B= 3.0 C+= 2.5 C= 2.0 C-= 1.0)				
Report Card Marks	4/27/2009	81.37	70	 On Target
School based and District based behavioral data	4/3/2009	21	25	 On Target
Teacher comment	4/27/2009	99	95	 On Target



Results

sustaining improvement

Based on the academic and improvement of behavior of students attending Dr. Knox over the past five years, it is evident that the school community members are consistently seeking new strategies to continue to improve learning within the school.

	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: Reduce the number of referrals to the P.A.R.K. by 11%

Rationale:

Students learn the most while in class.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
School based and District based behavioral data	4/3/2009	21	25	On Target

Report Comment:

More information is required to get gender-specific data.

Alignment: SCHOOL BASED

SMART Goal: All students will provide evidence of daily physical activity.

Rationale:

It is extremely important for students to recognize the importance of healthy living.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Teacher comment	4/27/2009	99	95	On Target

SMART Goal: Students at Dr. Knox will improve academic performance in each subject area based on report card letter grades by 0.25 (A=4.0 B= 3.0 C+= 2.5 C= 2.0 C-= 1.0).

Rationale:

It is essential for all students to strive to improve their individual level of performance to the best of their ability in all subject areas.

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Report Card Marks	4/27/2009	81.37	70	On Target
School based and District based behavioral data	4/3/2009	21	25	On Target
Teacher comment	4/27/2009	99	95	On Target

Goals

meeting expectations

The three goals are an indication of the expectations of the Dr. Knox School community. Student academic performance, healthy lifestyle, and positive school culture are core components for improving the success rate at Dr. Knox.

Rationale

meeting expectations

Students learn the most while in class.

It is extremely important for students to recognize and take responsibility for a healthy lifestyle in terms of active living and healthy food choices.

It is essential for all students to strive to improve their individual level of performance to the best of their ability in all subject areas.

Data

meeting expectations

The data is dependent on the accuracy of the information being recorded by school support staff and teacher reports.

	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 selection 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



Strategies and Structures:

Students at Dr. Knox will improve academic performance in each subject area based on report card letter grades by 0.25 (A=4.0 B= 3.0 C+= 2.5 C= 2.0 C-= 1.0)

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Identify students with N or S work habits and I Letter Grades establish work habit program.	Daryl Graf/Curriculum Leaders	4/1/2009	6/26/2009	In-Progress	High	50			

Reduce the number of referrals to the P.A.R.K. by 11%

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Use school and district suspension and more specific referral data	Daryl Graf/Quality Assessment	9/2/2008	6/26/2009	In-Progress	High	50			

All students will provide evidence of daily physical activity.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Inclusion of a record / tracking system during Teacher Advisory	Daryl Graf/	9/2/2008	6/26/2009	In-Progress	Medium	50			

Strategies

meeting expectations

As the year progresses, new ideas and strategies appear. Design or structures may change as the year progresses to achieve better results.

Structures

meeting expectations

The data is dependent on the accuracy of the information being recorded by school support staff and teacher reports.

Coherence and Alignment

meeting expectations

These correspond with the District expectations in recognition of improvements in Literacy, Numeracy, and Graduation rates.

	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

meeting expectations

Goals, strategies, and improvement plans are consistently discussed with staff, students, and parents. Sharing all information available to stakeholders of Dr. Knox Middle School is considered paramount to the overall improvement plan for the school and district.

Parent involvement

meeting expectations

It is a goal of the Parent Advisory Council and School Planning Council that parents will play an integral role in the education of students at Dr. Knox Middle School.

Parents are encouraged to participate in all school wide activities and have undertaken noon hour activities and hosted guest speakers for the student population.

Leadership

meeting expectations

Leadership within the school is intended to facilitate individual and group opportunities for staff, parents, and students to lead various activities and events.

Experience and expertise from the community is encouraged particularly through activities such as Career Fair days each year.

	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				½
PLAN	Goals			½	
	Rationale			½	
	Data			½	
DESIGN	Strategies			½	
	Structures			½	
	Coherence and Alignment			½	
ACT	Dialogue and communication			½	
	Parent involvement			½	
	Leadership			½	

CERTIFICATIONS

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

Dr. Knox Middle School

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.

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

_____ Principal's Name (Print)	_____ Signature	_____ Date
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key areas for inquiry to enhance school improvement



PLANNING CYCLE

