

SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and Board of Education,
School District 23 (Central Okanagan)

Glenrosa Middle
School 4/2009 General

Information



Mission Statement

Working together with parents and the community, our mission is to provide a safe, respectful, and inclusive environment that meets the unique needs of early adolescents and develops skills and attitudes for life-long learning. We are committed to building a flexible, student centered program that promotes leadership and values excellence.

Principal : Jamie Robinson



"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.

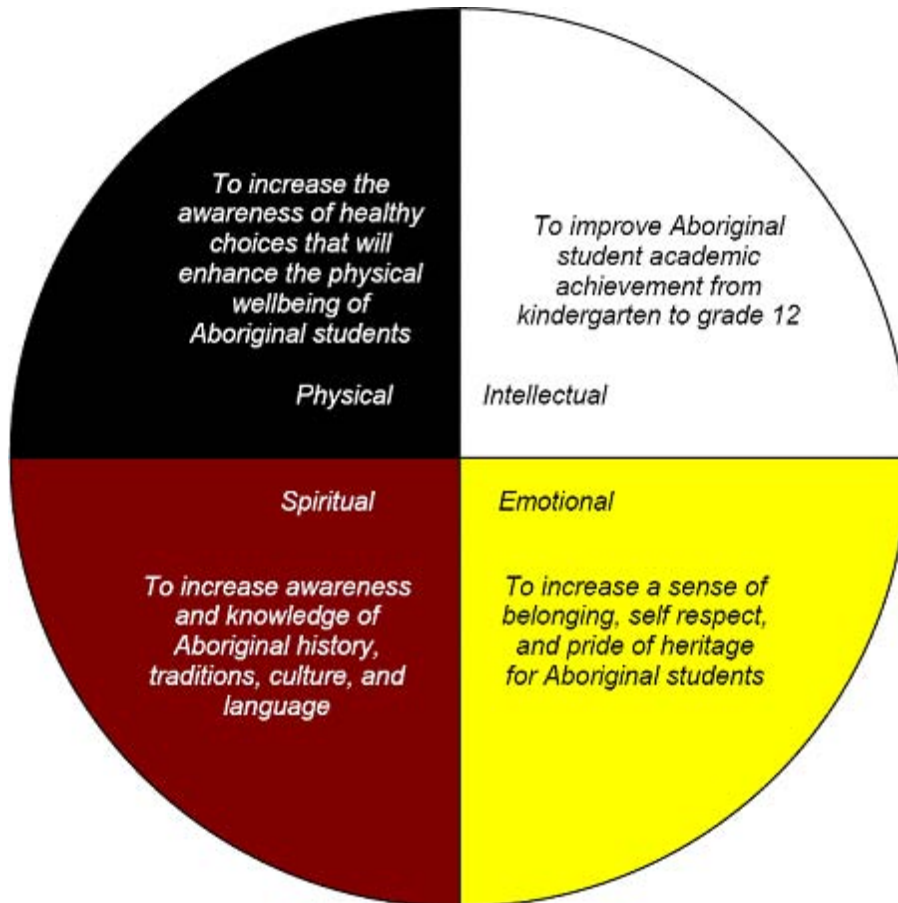
DISTRICT GOALS AS OF
4/22/2009

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%.
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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

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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:

Celebrating School Successes 2008/09

September

- Spirit Assembly – Connections, put on by WEB classes.
- GMS Open House BBQ.
- Terry Fox run.

- GMS is selected as a member of the Provincial Healthy Schools network.

October

- GMS Spirit Week (Oct. 2-6) put on by WEB classes.
- Home Economics classes visit Elementary School.
- Grade 9 WEB representatives work in each grade 7 advisory with students.
- Halloween School dance and clubs day #1 coordinated by ACES.
- Halloween WEB assembly and celebration.

November

- Transition and other grade 9 students attend a day long field trip to explore SD 23 partnership opportunities.
- WEB academic follow up, connection with grade 7 students.
- Guitar Hero competition for students.

- Remembrance Day assembly presented by grade 9 concert band and grade 9 drama class.

December

- 15th Annual Hoe Down celebrates PE class dance unit.
- Christmas concert/jazz band performance.
- Christmas school dance and clubs day #2 coordinated by ACES.
- Grade 7 WEB recognition assembly and celebration.
- Library Christmas Party for top readers.
- Term 1 Work-ethic, Honor Roll Recognition assembly.

January

- Skills Canada presentation to 35 grade 7-9 students.
- Grade 7,8 and 9 Assemblies focusing on Work Ethic.
- Grade 9 Science Fair.

- Knights of Columbus Free Throw competition.
- GMS begins the fruit and veggie program.

February

- School dance #3 and clubs day coordinated by ACES Program.
- Mid Winter Breakout takes place for all students.
- Writer's workshop.
- Grade 9 Leadership Presentation.
- Random Acts of Kindness Week.
- Steal Your Heart Day spirit event.
- Match Maker Questionnaires.
- Gr. 7 Jr. Achievement, "Build your own Business".
- WEB students peer reading with gr. 7 students.
- 8 students qualify for District Science Fair all students qualified for Regional Science Fair.

C
•Slam Dunk Contest.

Q
•Star Lab visits GMS.

2 Our school hosted 132 Japanese students from our sister school in Kasugai, Japan. This home-stay program has been going on between GMS and Haruhigaoka Junior High School for the past 15 years.

C

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•The Drama department performs "Robin Hood".

•Peer Reading during Advisory.

R
•GMS Idol- Talent show.

a
•Writer's Workshop.

c
•All Grade 7 students went to Community Theatre to listen to author David Bouchard.

e
•450 GMS students travel to MBSS to see Craig Kielburger presentation.

•Self Defense lesson for all students given by Westside Kung Fu academy.

d
•Several students attend Spaghetti Bridge building contests at Okanagan College.

a
April

y
•Spirit Assembly put on by WEB classes.

•Writer's Workshop.

•Recognition Assembly for Work Ethic, Honor Roll and Principal's list.

M
•Library reading recognition lunch.

a
•School Wide Career Fair.

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G
•3 Students Place in the Regional Science Fair: 2 Silvers and 1 Honorable mention.

r
•Art Walk for Elementary Students from feeder schools.

a
•Aqua van at GMS to visit Science classes.

d
•WEB organized spirit day.

e
•Grade 8/9 Jazz Band at Festival.

8

•Grade 8/9 Concert/Jazz band field trip to Edmonton.

C
•WEB students organize the 15th annual Track Fun Day where all students participate in fun cooperative events in advisory teams.

F
•Foods and Nutrition 9 class visits Science Center in Vernon with Kindergarten class from Glenrosa Elementary school.

9
une

e
•Air Band contest for all grades.

r
•Spirit Assembly put on by WEB classes.

t
•School dance #4 and Clubs day coordinated by ACES program.

•Grade 9 Leaving Celebration.

b
•Awards Night recognizes student achieving Work Ethic, Honor roll, Principal's list, subject awards and athletic participation.

n
•We had over 330 students participate in school athletics with 38 coaches on 13 teams in 2008-2009. The Grade 8/9 girls Field Hockey Team were Zone Finalists.

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School Performance Information

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RECENTLY COMPLETED GOALS/AREAS OF FOCUS:

	Date	Value	Target	Status
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CURRENT SCHOOL GOALS -
STATUS

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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.			
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GRADUATION				
To improve each student's readiness to progress to the next grade level				

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Results

meeting expectations

We have been closely monitoring results throughout the school year at a variety of levels. The SKOPUS program has facilitated the close monitoring of achievement and work ethic results for all students. It has allowed us to identify subject areas in need of improvement, and students in need of extra support.

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Alignment: GRADUATION SMART Goal: To improve each student's readiness to progress

to the next grade level. Disaggregated Data/Evidence:

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Alignment: LITERACY SMART Goal: To improve the writing of all students at

Glenrosa Middle School. Disaggregated Data/Evidence:

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Align 1 90% of students in grades 1 - 9 meeting or exceeding grade level expectations on a whole

expectations in Math. Disaggregated Data/Evidence:

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Goals

meeting expectations

Our goals accurately reflect areas in need of improvement as indicated by trends in the data over the past several years. Our goals are SMART and are focused on improving student achievement at all levels. We selected data indicators that will allow us to monitor improvements in the number of students meeting and exceeding expectations. We acknowledge that a wider range of evidence is needed in the future to help guide our goal setting process.

Rationale

meeting expectations

Our goals are focused directly on improving student achievement for students at all levels. Evidence from a variety of sources support our rationale for our goals.

Data

meeting expectations

Report card data, school-wide write data, and other school based data have been analyzed. A significant move towards having teachers use classroom level student data generated through quality assessments has occurred during the current school year. This trend towards gathering and using more authentic assessment data has significantly improved student learning at GMS this year. We recognize the need to gather trend line data to help support informed decision making as a part of the shift to using the new SKOPUS data warehouse tool.

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DESIGN

Organizing For Improvement



Strategies and Structures: To improve each student's readiness to

progress to the next grade level.

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Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% ♦♦ Complete	Budget	PP	CA G
Department area professional learning communities.	Jamie Robinson/	9/8/2008	6/30/2010	In-Progress	High	0			
Programs of Choice to promote student engagement	Jamie Robinson/	9/7/2009	6/30/2011	In-Progress	Medium	0			
Structuring of timetable to maximize instructional time.	Jamie Robinson/	9/7/2009	6/30/2010	In-Progress	High	0			
Student Success Program To improve the number of students meeting and exceeding expectations in Math.	Jamie Robinson/	9/7/2009	6/30/2010	In-Progress	High	0			

To improve the writing of all students at Glenrosa Middle School.

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	%   Complete	Budget	PP	CA G
Break Through Math Study Group	Jamie Robinson/	9/8/2008	6/30/2010	In-Progress	High	0			
Math Makes Sense Inservice	Jamie Robinson/	9/7/2009	6/26/2010	In-Progress	High	0			
Math Implementation Block	Jamie Robinson/	9/7/2009	6/30/2010	In-Progress	High	0			
Provide Quality Assessment Training for Math Department Head	Jamie Robinson/	9/7/2009	6/30/2010	In-Progress	High	0			
Daily Grade 9 Math Block	Jamie Robinson/	9/8/2009	6/30/2010	In-Progress	High	0			

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% ♦♦ Complete	Budget	PP	CA G
Excellence in Writing Training	Jamie Robinson/	11/3/2008	11/29/2008	Completed	Medium	0			
6+1 Traits Training	Jamie Robinson/	4/30/2009	5/4/2009	In-Progress	High	0			
Inservice in AFL and quality assessment strategies	Jamie Robinson/	7/7/2008	6/30/2011	In-Progress	High	0			
AFL implementation block for English department head	Jamie Robinson/	9/2/2008	6/30/2010	In-Progress	High	0			
Galileo Inservice to facilitate the development of writing curriculum	Jamie Robinson/	3/2/2009	6/30/2010	In-Progress	High	0			
SMART learning inservice from Sheila Graham for all GMS teachers	Jamie Robinson/	1/6/2009	1/29/2009	Completed	Medium	0			
Coherence and Alignment meeting expectations									

There is a strong connection between the improvement plan for School District #23 and the GMS school improvement plan. We are working to make use of district resources and expertise, and to collaborate with other schools. There is room for growth in this area.

Strategies

sustaining improvement

GMS is making significant progress towards Total Instructional Alignment. This involves aligning all strategies and structures for improvement around research based best practices to maximize the capacity building of all teachers for the purpose of maximizing individual student learning. We feel the strategies being implemented will significantly improve student learning.

Structures

sustaining improvement

GMS is making significant progress towards Total Instructional Alignment. This involves aligning all strategies and structures for improvement around research based best practices to maximize the capacity building of all teachers for the purpose of maximizing individual student learning. We feel the structures being added will support improved student learning.

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
S T R A T E G I E S	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 area of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required. s
S T R U C T U R E S	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.
C O H E R E N C E A N D A	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

A variety of mechanisms are used to communicate the improvement in student achievement taking place at GMS. Traditional methods of seeking input from parents and the community are utilized, and the input received is highly valued. More opportunities to engage parents in meaningful dialogue to receive feedback are still required.

Parent involvement

meeting expectations

Parents have been fully engaged through the parent advisory council process and the school planning council process to help set school goals. Additional opportunities to create a culture of increased parent involvement in the life of the school need to be explored.

Leadership

sustaining improvement

A significant effort has been made to create leadership at all levels. There is a great deal of evidence of strong leadership by many staff at GMS, and a strong commitment by all of the staff to improve student achievement. Efforts to continue to support and develop the leadership capacity of staff members will continue to be an important priority.

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PLAN ASSESSMENT

10 Points of Inquiry Summary

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CERTIFICATION

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

Glenrosa 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) ♦♦ Signature Date (grades 10-12 school)

Parent Member's Name ♦ (Print) Signature Date

Parent Member's Name ♦ (Print) Signature Date

Parent Member's Name ♦ (Print) Signature Date

Teacher 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.

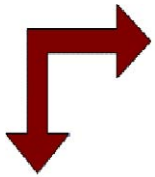
Principal's Name (Print) Signature Date

Board of Education representative at the SPC review meeting:

Principal's Name (Print) Signature Date

PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
S T R A T E G I E S	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 area of highest need and link to staff development and other improvement efforts. The district and school consistently monitor and adjust strategies as required. s
S T R U C T U R E S	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.
C O H E R E N C E A N D A L I G N M E N T	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.
	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
D I A L O G U E A N D C O M M U N I C A T I O	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.
N P A R E N T I N V O L V E M E N T	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



QUESTIONS FOR INQUIRY

STUDY

Analyzing Results

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 IRU_LQGLYLGXDO_VWXGHQWV_JURXS_VI_VWXGHQWV_VFKRROV_DQG_WKH_GLWVULFW_4XHVWLRQV
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 IRX_LGHQWLI_Z_KDW_WUHQQV_RU_SDWVHUQV_DUH_HPHUJLQJ_IURP_WKH_UHVXOWV
 Z_KDW_HYLGHOFF_FDQ_IRX_SUHVVHQW_WR_GHPROVWUDWH_WKDW
 Y_HYHU_VFKRRO_LQ_WKH_GLWVULFW_LV_LPSURYLQJ_Y_HYHU_FODVVURRP_LQ_HDFK_VFKRRO_LV_LPSURYLQJ
 Y_VSHFLILF_JURXS_VI_VWXGHQWV_DUH_LPSURYLQJ
 Z_I_UHVXOWV_DUH_QRW_LPSURYLQJ_ZKDW_DUH_IRX_GRLQJ_WR_ILQG_RXW_ZK
 Z_SV_D_UHVXOWV_RI_IRXU_LQTXLU_ZKDW_DGMXVWPHQWV_DUH_IRX_PDNLQJ_WR_HQVXUH_WKDW_WKHUH_LV_LPSURYHPPHQW

PLAN

Setting Directions: Goals and Objectives

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 REMHFWLYHV_IRU_LPSURYLQJ_DFKLHYHPPHQW_IRU_DOO_VWXGHQWV_4XHVWLRQV
 Z_KDW_VSHFLILF_JRDOV_KDYH_IRX_FKRVHQ_IRU_LPSURYLQJ_VWXGHQW_DFKLHYHPPHQW
 Z_KDW_REMHFWLYHV_KDYH_IRX_FKRVHQ_WR_VXS_SRUV_IRXU_JRDOV
 Z_KDW_SURFHVV_LV_XVHG_WR_UHYLHZ_DQG_UHYLVH_JRDOV_DQG
 REMHFWLYHV_WR_HQVXUH_D_IRFXV_RQ_DUHDV_RI_QHHG
 Z_+RZ_GR_WKH_JRDOV_DQG_REMHFWLYHV_DGGUHV_VV_DFKLHYHPPHQW_IRU_DOO_VWXGHQWV_Y_7KH_PRVV_FKDOOHQJHG_Y_7KH_PRVV_DEOH

Setting Directions: Rationale

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_KDYH_D_WK_RURXJK_DQG_FRQHFWHG
 VHW_RI_UHDVROV_EDVHG_RQ_HYLGHOFF_IRU_WKH_VHOHFWRQ_RI_WKHU
 VWXGHQW_DFKLHYHPPHQW_JRDOV_DQG_REMHFWLYHV_4XHVWLRQV
 Z_KDW_UHDVROV_GR_IRX_KDYH_IRU_VHOHFWRQ_IRXU_JRDOV_DQG_REMHFWLYHV
 Z_KHQ_VHOHFWRQ_IRXU_JRDOV_DQG_REMHFWLYHV_ZKDW_VSHFLILF
 JURXS_VI_VWXGHQWV_ZHUH_IRX_PRVV_FRQFHUQH_G_DERXW_+RZ_GLG
 IRX_GHWUPLQH_WKLV_SULRULW
 Z_+RZ_GR_WKH_VHOHFWRQ_VRPH_FKDOOH_QJHV_DQG_RU
 RSSRUWXQLWLVH_WR_HQDQFH_VWXGHQW_DFKLHYHPPHQW_LQ_BBBB
 Z_+RZ_GLG_IRX_FRQVLGHU_WKLV_LQIRUPDWLRQ_ZK_HQ_GHYHORSRQJ_IRXU_JRDOV_DQG_REMHFWLYHV

Setting Directions: Data/Evidence

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_DUH_DFWLYHO_FRQVLG_HULQJ_DW_OHDVW_WKHU_IRXUJHV
 RI_HYLGHOFF_LQFOXGLQJ_FODVVURRP_VFKRRO_GLWVULFW_DQG_SURYLQFLDO_GDWD_7KH
 DQDOVLV_RI_WKLV_HYLGHOFF_LQIRUPV_WKH_VHOHFWRQ_RI_GLWVULFW_JRDOV_DQG_REMHFWLYHV
 DQG_LV_XVHG_WR_PRQLWRU_SURJUHVV_4XHVWLRQV
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 Y_LWVULFW_Y_3URYLQFLDO
 Z_KDW_GLG_WKH_GDWD_HYLGHOFF_WHOV_IRX_DERXW_WKH_DF_KLHYHPPHQW_RI_DOO_VWXGHQWV
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 SHUIRUPDQFH_DQG_SDUWLFLSDWLQJ_UDWHV
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DESIGN

Organizing the Program: State Strategies

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_KDYH_IRFXVHG_ZHOV_RUJDQLJHG
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 JRDOV_DQG_REMHFWLYHV_DUH_D_EOHHG_RI_UHVHDUFK_EHVV_SUDFWLFH_DQG_LQIRUPDWLYH_WKLNQJLQJ_4XHVWLRQV
 Z_+RZ_GLG_IRX_GHWUPLQH_WKH_VWUDWJLHV_WR_VXS_SRUV_IRXU_JRDOV_DQG_REMHFWLYHV
 Z_KDW_VWUDWJLHV_DUH_IRX_XVLQJ_LQ_IRXU_LPSURYHPPHQW_HIRUWV_LQ_WKH_DUHDV_RI
 Y_VWDII_GHYHORSRQV_Y_DVHVPPHQW_SUDFWLFHV_Y_LQVWUXFWLRQDO_SUDFWLFHV_Y_RWKHU
 Z_KDW_VWUDWJLHV_DUH_LQ_SODFH_IRU_VFKRROV_WKDW_GR_QRW_GHPROVWUDWH_LPSURYHPPHQW
 Z_KDW_VSHFLILF_VWUDWJLHV_DUH_LQ_SODFH_IRU_JURXS_VI
 VWXGHQWV_ZKGR_QRW_GHPROVWUDWH_LPSURYHPPHQW
 Z_+RZ_DUH_IRX_GHWUPLQLQJ_WKH_HIIHFWLYHQHV_RI_IRXU_VWUDWJLHV
 Y_ZKDW_DGSDWDLRQV_RU_UHILQHPHQW_DUH_IRX_PDNLQJ_IRXU_VWUDWJLHV
 Z_KDW_VWUDWJLHV_DUH_IRX_ILQGLQJ_SURPLVLQJ

Organizing the Program: Structures

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_KDYH_DOLQJHG_VWUXFWXUHV_±
 UHVXUHFHV_WLPH_RUJDQLDWRQ__WR_JHW_UHVXOWV_7KLV_LQFOXGHV_EXW_LV
 QRW_OLPLWHG_WKH_HIIHFWLYHO_GLIHUHQWLDWLQJ_UHVXUHFHV_LQ_WKH_DUHDV_RI
 KLKHHV_QHHG_IRU_LPSURYHPPHQW_4XHVWLRQV
 Z_+RZ_GLG_IRX_GHWUPLQH_WKH_VWUXFWXUHV_WR_VXS_SRUV_IRXU_JRDOV_DQG_REMHFWLYHV
 Z_KDW_VWUXFWXUDO_FKDOOHV_DUH_LQ_SODFH_RI_DUH_IRX_FRQVLGHUQJ
 DV_D_UHVXOWV_RI_LGHQWLIQJ_DUHDV_IRU_LPSURYHPPHQW
 Z_KDW_VSHFLILF_VWUXFWXUHV_DUH_LQ_SODFH_IRU_VFKRROV_WKDW_GR_QRW_GHPROVWUDWH_LPSURYHPPHQW
 Z_+RZ_GR_IRX_PRQLWRU_IRXU_VWUXFWXUHV_DQG_DSUWRU_UHILQ_HKPHQV_DV_UHTXLUHG
 Z_+RZ_GR_IRXU_VWUXFWXUHV_VXS_SRUV_IRXU_VWUDWJLHV
 Z_+RZ_DUH_IRX_DOLQJLQJ_IRXU_UHVXUHFHV_WR_VXS_SRUV_WKH_DEKLHYHPPHQW_RI_IRXU_VFKRRO_JRDOV

Organizing the Program: Behavior/Environment

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 DQG_REMHFWLYHV_6FKRRO_XQLTXHQHV_DQG_GLWVULFW_GL_UHFWRQ_DUH_ERWK_YDOXHG
 6FKRROV_FRQHFWRQ_ZLWK_RWKHU_VFKRROV_WR_EXLOG_FSDFLW_4XHVWLRQV
 Z_HVFULEH_WKH_FRQHFWRQ_EHWHZHQ_VFKRRO_DQG_GLWVULFW_SODQV_Z_HVFULEH_KRZ_WKH_VFKRRO_ERDUG_Y_FRQVXOW_ZLWK_WKH_63&V_Y_DSSURYHV_VFKRRO_SODQV_Z_7R_ZKDW_GHJUHGR_VFKRROV_GHYHORSRQV_RU_REMHFWLYHV_WKDW_UHVSRQG_WR_WKHU_XQLTXH_FLUFXPWDDQFHV
 Z_+RZ_LV_WKH_FRQHFWRQ_EHWHZHQ_VFKRRO_DQG_GLWVULFW_SODQV_UHLQIRUFHG_DQG_VXS_SRUVHG
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 Z_HVFULEH_WKH_FRQHFWRQ_EHWHZHQ_WKH_QKDQFHPPHQW_SJUHPPHQW_DQG_WKH_GLWVULFW_SFRRQWDELOLW_&RQWUDFV

ACT

Building Learning Communities: Goals and Communication

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_PDLQWDLQ_UHODWLRQV_KLWV_WKDW_SURPRWH
 FRQWLQXRXV_GLDORJXH_DERXW_VWXGHQW_DFKLHYHPPHQW_DQG_PDNH_SXEOLF
 WKHLU_LPSURYHPPHQW_JRDOV_DQG_WKH_SURJUHVV_EHLQ_PDGH_LQ_VSHFLILF_DUHDV_RI_IRFXV_4XHVWLRQV
 Z_+RZ_GR_IRX_EXLOG_UHODWLRQV_ZLWK_DOO_FRPPXQLWLHV_LQ
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Building Learning Communities: Parent Involvement

.PSURYLQJ_GLWVULFWV_DQG_VFKRROV_ZRUN_ZLVE_DOO_SDUHQWV_IRU_LPSURYH
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 Y_+RZ_DUH_SDUHQWV_DQG_SDUHQW_JURXS_VI_XGLQJ_WKH_3&V
 DQG_3&V_LQYROYHG_LQ_HIRUWV_IRU_LPSURYHPPHQW_VWXGHQW_DFKLHYHPPHQW
 Z_+RZ_DUH_SDUHQWV_DQG_63&V_LQYROYHG_LQ_WWUJLQ_JRDOV
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 SDUHQWV_RI_VSHFLILF_JURXS_VI_VXFLQV_Y_SERULQJ_63&V_HHQQV
 DQG_63&V_VWXGHQWV_IRU_VXS_SRUV_DFKLHYHPPHQW_IRU_DOO_VWXGHQWV
 Z_KDW_VWUDWJLHV_DUH_IRX_ILQGLQJ_PRVV_XGLQJ_HQJJDJH_SDUHQWV

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?