

SCHOOL PLANNING COUNCIL REPORT

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

ROSE VALLEY ELEMENTARY SCHOOL

MAY 2009

Snapshot of School Goals for 2009/2010

Goals/Targets for Student Improvement:

Goal 1: Literacy To improve the achievement of all students in Reading

Comprehension and Writing as indicated in the following targets.

- Student achievement in Writing in Grades 3-6; 75% Meeting /Exceeding Performance Standards expectations
- Student achievement in Reading in Grades 3-6; 90% Meeting/Exceeding Performance Standards expectations
- Early Intervention Screener; 90% of primary students Meeting/Exceeding grade level expectations

Goal 2: Numeracy To continue to improve the achievement of all students in computational skills and to meet standards as set by the District in problem solving skills.

- 90% of students in Grades 1-6 will demonstrate mastery of basic computational skills as specified in grade level objectives.

Area of Focus:

To promote and develop work ethic and social responsibility in students.

To promote initiatives which provide opportunities for students to learn about and practice aspects of Social Responsibility as specified in the Performance Standards.

School Mission Statement

As a community partnership of school staff and parents, our mission is to maximize student growth and learning for life, while encouraging a positive school climate fostering respect, responsibility and caring for all.



“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.

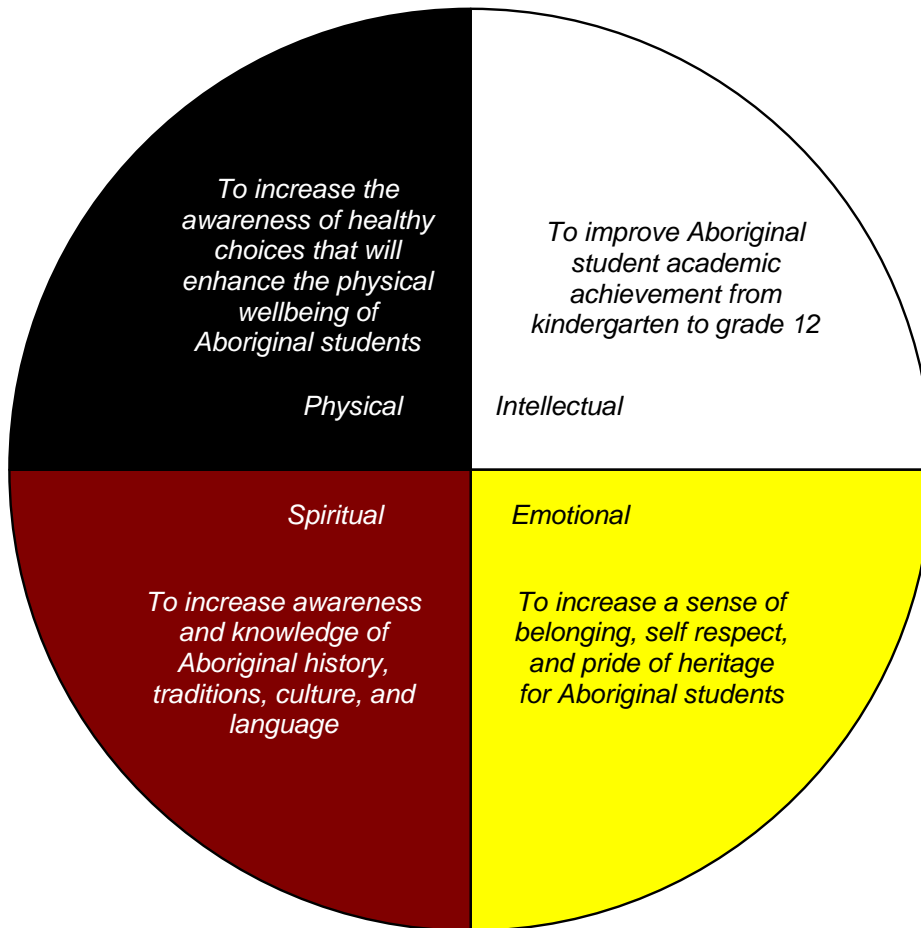
C. NUMERACY - The number of students in grades K - 3 not yet meeting and approaching expectations in mathematics will be reduced annually by 25% as measured on yearend report cards.

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: RVE is a large K-6 elementary school (540 students). Our school is situated in the rapidly growing area of West Kelowna Estates in the community of West Kelowna. Enrolment has continued to increase by 30-50 students/year since 2005. This is a relatively young community; with Kindergarten enrolment remaining strong (expected 77 students Sept. 2009). RVE currently has 6 portables on site with 2 additional portables added for the 2009/2010 school year. The increasing enrolment each year places a unique challenge on the school to accommodate/facilitate the scheduling and delivery of curriculum and maintenance of the facility and grounds.

School Performance Information

- Shaw Cable Pumpkin Patrol Video Contest Winner - \$10,000.00 for school and \$1,000.00 for school pizza party
- 2008 Harmony Day Video Contest Winner (Elementary)
- Participated in Coat and Blanket project for homeless –sponsored by UBCO Pyschiatric Nurses
- Participated in Global Citizens project sponsored by Mt. Boucherie students – collecting books for Uganda
- Fundraiser for Gr. 1 RVE student (family) who suffered from brain tumour – raised over \$8,000.00 in one week

PREVIOUS YEAR’S GOALS/AREAS OF FOCUS:

Goal Statement #1:

To improve the achievement of all students in Writing and Reading Comprehension.

Target: To increase student achievement in Writing in Grades 3-6 to 75% Fully Meeting/Exceeding Performance Standards expectations

Summary of Achievements in Relation to Target(s):

District Literacy Targets	School Results
SD 23 Literacy Screener : 95% meet/exceed	RVE Literacy Screener = 87% overall; Gr. 3=97%
Reading: 90%	CAT3: Gr.3- Gr. 6: = 94%
	School Wide Write Gr. 3-6: 65% Overall-Winter 09

Goal Statement #2:

To improve the achievement of all students in computational skills.

Target: 90% of students in Grades 1-6 will demonstrate mastery of basic computational skills as specified in grade level objectives

Summary of Achievements in Relation to Target(s):

This goal has been an instructional focus in all classrooms throughout the 2008-2009 school year. Baseline data were collected three times during the year; fall, winter, spring, in Grade 3-6. Data from younger primary students was not included due to the developmental nature of the basic computational skills. Improvements were noted, however, not to the degree expected within the Recall Level (90%-100% range). Mult. & Div. data Gr. 5 & 6 only.

Addition Average: 64%; Subtraction Average: 34% Multiplication Average: 43%; Division Average: 57%

Other Areas of Focus:

To continue to promote and develop excellence in student engagement in learning.

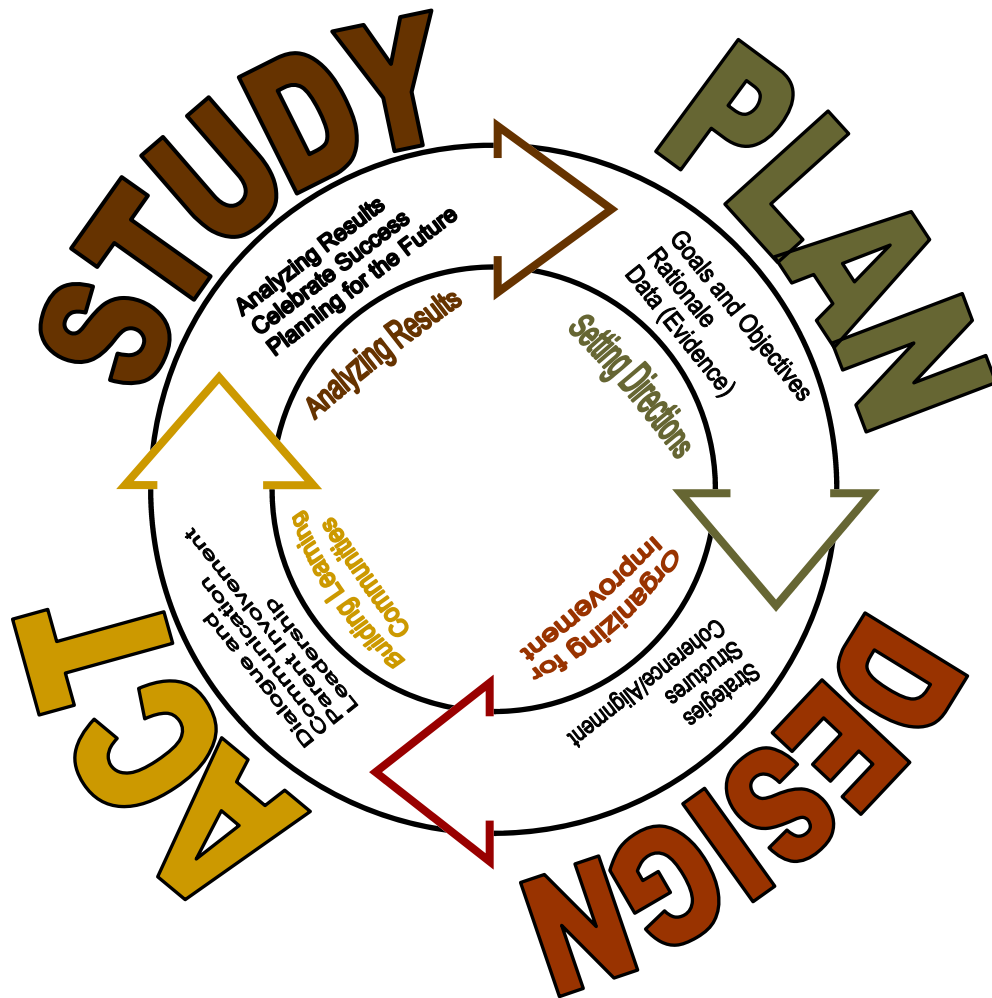
To promote initiatives highlighting global citizenship and service learning.

Summary of Achievements in Relation to Target(s):

As a school community, we have been successful in highlighting global citizenship and service learning as evidenced by the significant contributions students made to the various initiatives undertaken this year. Student enthusiasm and commitment to the projects was amazing.

Improved student engagement was noted across the grades.

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: Rationale

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 do 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: Structures

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



Improvement Results:

EARLY LITERACY SCREENER

Our strong Literacy Intervention program continued to be in high demand during the 2008-2009 school year. It is interesting to note that the number of Kindergarten students identified at risk in June of 2007 (25%) and 2008 (21%) has shown a substantial increase compared to previous years. This increase is a concern as it suggests that students are less ready for the academic skills required for beginning literacy. Kindergarten teachers report that students entering K appear to be less ready for school – specifically in the area of oral language development.

Kindergarten Results 2008	79%
Grade 1 Results 2008	85%
Grade 2 Results 2008	89%
Grade 3 Results 2008	97%

Grade 3 Results in June 2008 show that we have met the District target of 95%.

CAT3 DATA

Total Reading	2006	2007	2008	Total Math	2006	2007	2008
Grade 3	96	100	99	Grade 3	85	94	89
Grade 4	--	88	85	Grade 4	--	89	81
Grade 5	88	93	93	Grade 5	92	95	94
Grade 6	87	88	98	Grade 6	96	91	96

Achievement has remained strong in Reading and Mathematics in most grades. Unique learning needs of students in Grade 4 can account for the decline in math achievement as all students are expected to write the CAT3 to the best of their ability. Grade 4 data was not available for the 2006 school year as students did not write the CAT3 tests due to selection for participation in PISA international assessment.

	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

Setting Directions

Goals/Targets For Students Improvement:

LITERACY

Goal 1: To improve the achievement of all students in Writing.

Target :To increase student achievement in Writing in Grades 3-6; 75% Meeting /Exceeding Performance Standards expectations.

Goal 2: To improve the achievement of all students in Reading Comprehension.

Target :To increase student achievement in Reading Comprehension in Grades 3-6; 90% Meeting /Exceeding Performance Standards expectations as measured by the Whole Class Reading Assessment.

Goal 3: NUMERACY

To continue to improve the achievement of all students in computational skills and to meet standards as set by the District in problem solving skills.

Target: 90% of students in Grades 1-6 will demonstrate mastery of basic computational skills as specified in grade level objectives.

AREA OF FOCUS:

To promote and develop work ethic and social responsibility in students. To promote initiatives which provide opportunities for students to learn about and practice aspects of Social Responsibility as specified in the Performance Standards.

Rationale / Disaggregated Data/Evidence:

GOAL 1: LITERACY We have focussed on the Excellence In Writing program and use of Ministry Performance Standards throughout the school this year and have collected baseline data. Data has been collected twice this year with one year end school wide write to occur in late May 09. Student performance data revealed that students in Grades 3-6 are achieving on average at 65% in the FM/EE categories on the performance standards. With continued consistent school wide focus on writing, reading strategies and quality assessment we expect to see achievement in both reading comprehension and writing improve for all students. Targeted teacher preparation time in writing will continue for the 09/10 school year at the Grade 3 & 4 level.

GOAL 2: NUMERACY Student's computational skills continue to be identified by teachers as an area of concern from grade to grade. Baseline data gather during the 2008/2009 school year still show significant lags in computational fluency and recall. Student achievement rates are as follows; **Addition Average: 64%; Subtraction Average: 34% Multiplication Average: 43%; Division Average: 57%**

Student performance, on average, on the CAT3 (Computation and Numerical Estimation) in Grades 3-6 indicate that 82% of the students are at Stanine 4 and Above.

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

DESIGN

Organizing For Improvement

Strategies:

STAFF DEVELOPMENT: Strategies used in improvement efforts in staff development include; Inservice at staff meetings, occasional release time for teacher collaboration, team teaching/coaching, a professional learning community focussed on assessment practices recommended by Thomas Guskey for interested teachers and attendance for selected intermediate teachers at Thomas Guskey presentation.

ASSESSMENT PRACTICES: Strategies used in improvement efforts in quality assessment include; BC Formative Assessment in Grades 4-6 in Language Arts and Math, Support for teachers to complete school wide assessments, Common expectations for teachers with follow up, Collaborative setting of direction, Use of relevant data sources, School wide or grade wide assessments in math facts and writing skills.

INSTRUCTIONAL PRACTICES: Best practice instructional strategies are shared and modelled for all staff, professional learning ongoing.

SPECIFIC STRATEGIES IN PLACE FOR STUDENTS NOT DEMONSTRATING IMPROVEMENT: SBT effective in identifying and streamlining struggling learners. Learners identified by classroom teachers are reviewed on a case by case basis. Pyramid of Interventions followed; possible causes for difficulties are considered, parents and appropriate school based personnel, and students are involved in preliminary discussions. Plan for success is drafted and adhered to. Followed by further assessment, the plan is modified or student is placed on monitor list. Intervention is provided at the developmentally appropriate time and/or at the most advantageous time for older students (out of school, in school, non-instructional times). Resources required to fulfil plan are supported.

Staff Development and resource acquisition directly tied to school and District goals

CONNECTIONS BETWEEN ABORIGINAL ENHANCEMENT AGREEMENT, DISTRICT ACCOUNTABILITY CONTRACT AND SCHOOL PLAN: The goals of the Aboriginal Enhancement Agreement, District Accountability Contract and school plan are directly related to each other and have common achievement indicators. The goals of the Aboriginal enhancement agreement are embedded into school values and goals to support the emotional, physical, spiritual and intellectual development of all 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

GATHERING INPUT:

Input is received in a variety of ways; discussions, email, telephone, survey. As our school community continues to grow and change demographics, it will be important to determine an effective way to communicate school goals, student achievement and behavioural expectations to all parents. As most of our families lead extremely busy lives; attendance at evening meetings continues to dwindle. We have found that the most effective method for reaching parents is through open house style meetings held at the beginning of the school year. A number of teachers have established their own web sites and use this method to remain in contact with parents.

COMMUNICATION ABOUT STUDENT ACHIEVEMENT

STAFF: Staff is involved in on-going dialogue about student achievement results at monthly staff meetings and staff members participating in our Professional Learning Community are focused on student achievement.

PARENTS: Information about student achievement is documented in monthly newsletters; both general and specific accomplishments.

STUDENTS: Students are informed of achievement goals in a variety of age appropriate ways such as; assemblies, PA announcements, newsletters and classroom recognition.

COMMUNITY: The community is informed about student achievement through newspaper coverage, TV promotions and school newsletters.

LEADERSHIP:

Shared leadership is actively pursued at RVE. Admin/Teachers share role of leaders in goal areas, in leading whole school activities and initiatives. This continues to be well received by staff. We enjoy an active student leadership group who promote many of our global citizenship initiatives. Parent leadership opportunities are somewhat limited to individual classrooms, however, this is an area we continue to explore.

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.	<ul style="list-style-type: none"> 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. 	DIALOGUE 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Student Member's Name (Print)
(grades 10-12 school)

Signature

Date

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.

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