SCHOOL PLANNING COUNCIL REPORT

To the Superintendent of Schools and

Board of Education, School District 23 (Central Okanagan)

Okanagan Mission Secondary

5/2013

General Information

"ExcellenceThrough Effort"

Mission Statement

The mission of Okanagan Mission Secondary School is to provide, in partnership with parents and the community, a broad, educational experience in a safe environment where students are encouraged to become self-directed, adaptable, confident, responsible citizens who value learning as a life-long pursuit.

Principal : Leanne Zorn

Web site : http://www.okm.sd23.bc.ca

GRADUATION

SMART Goals

To build CHARACTER through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness

Indicators

- Course Failures
- MAP - My Action Plan
- Participation & Spirit
- Suspensions
- Work Ethic

Strategies/Structures

Readiness & Collaborative Models of Support

Tasks

- Academic Intervention
- Attributes Postcards
- Book: Parent, Teacher, Mentor, Friend by Dr. Benson
- Class Reviews
- Direct Instruction of Attributes in HCE & Planning
- House Structure
- Monitoring of Attendance, Ns, Is
- Peer Supports: Peer Counsellors, Link, LEX
- School-Based Resource Team
- Skill-Building Courses: Dynamics, Jump, Intro
- Specialty Programs: AP, High Performance, Academies, Enrichment, Honours
- Support Classes: AI, Behaviour, LAT, Homework, Math/Science

To build COMPETENCY through being an engaged, reflective and resilient learner; thinking critically and solving problems with curiosity and creativity

Indicators

○ Graduation Rate

○ Outstanding Report Card Marks

○ Provincial Exam - English 10

○ Provincial Exam - English 12

○ Provincial Exam - Math 10

○ Provincial Exam - Science 10

○ Provincial Exam - Socials 11

▣ Readiness - Grade 11

○ School Wide Write

Strategies/Structures

Best Assessment Practice

Tasks

Exit Interviews

Formative Assessment

Portfolios

Whiteboarding

Best Instructional Practice

Tasks

Collaboration Time

Kagan Structures

Project-Based & Inquiry Learning

Technology - BYOD, Flip, etc

Understanding by Design

Professional Development and Collaboration

Tasks

Assessment Gang

CIA Coaches

Collaboration Time (incl. Ed Camp)

Conferences: AAC, ISTE, Kagan, Educon

Curricular Leaders & Department Meetings

Implementation Day

Instructional Leadership Team

Staff Meetings

"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 5/20/2013

1	**Alignment : Learner**
1	Each Central Okanagan School District student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator and contributor.
2	**Alignment : GRADUATION**
1	By June 2013, 89% of our students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8, and be ready for the transition beyond secondary school.
2	By June 2013, 75% of our Aboriginal students will earn their Dogwood Diploma or Evergreen Certificate within six years of starting grade 8.
3	By June 2013, academic grade readiness from grades 8 to 11 will increase each year to reach: 95% in grade 8; 90% in grade 9; 85% in grade 10; 80% in grade 11.
4	By June 2013, 75% of our graduating students will have received a Career Programs (CP) designation on their Dogwood Diploma.
5	By June 2013, participation in community-based career/life experiences (as defined by Career Programs involvement) from grades 7 to 11 will increase each year to reach: 75% in grade 10 and 90% in grade 11.
3	**Alignment : LITERACY**
1	90% of students meeting or exceeding expectations on the Early Learning Profile by June 2013.
2	80% of primary Aboriginal students meeting or exceeding grade level expectations on the ELP (Literacy) by June 2013, with the objective of improving to 90% by 2015. 75% of Aboriginal students meeting or exceeding grade level expectations on the WCRA and SWW by June 2013.
3	90% of students Grades 4 to 9 meeting or exceeding writing performance standards by June 2013.
4	90% of students in Grades 4 and 7 meeting or exceeding grade level expectations on a final Whole Class Reading Assessment by June 2013.
5	By June 2013, 90% of students will complete their pre-requisite course in English within their Grade 10 year in preparation for graduation or school completion.
6	90% of Kindergarten students meeting or exceeding expectations on the Early Learning Profile by June 2013.
4	**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 year-end 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.

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.
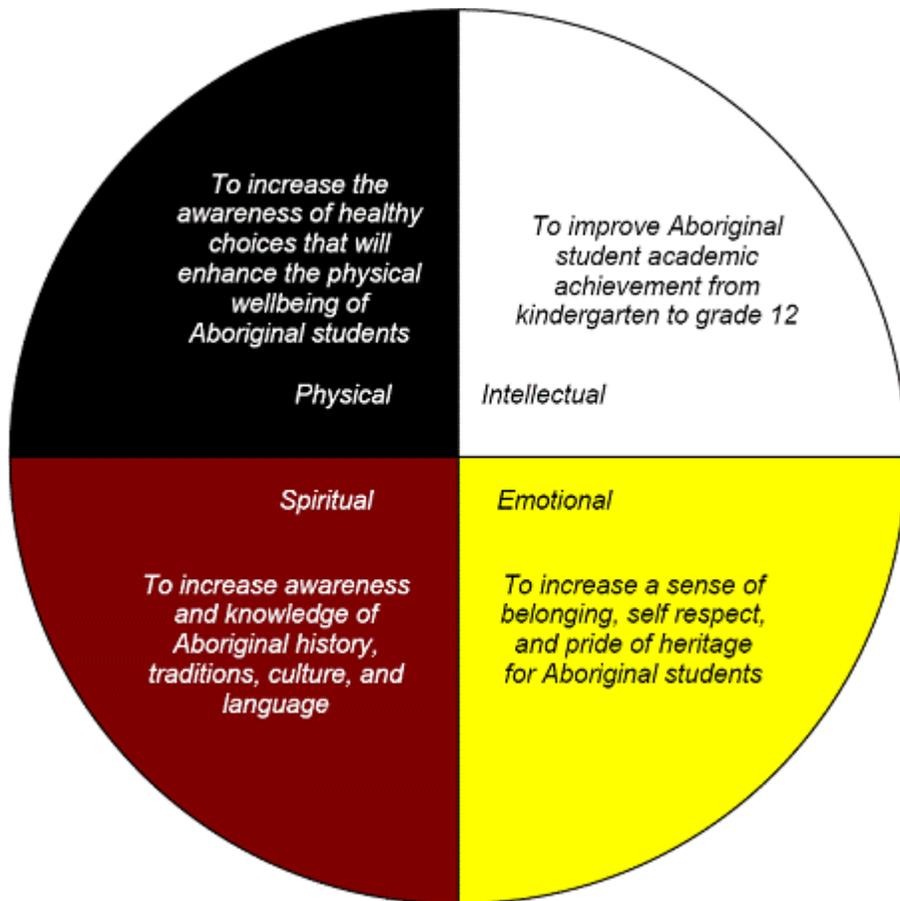
Performance Targets for Five Years:

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:

OKM has earned a reputation as a school with exceptionally high academic standards. The staff works diligently to meet the needs of all students in a variety of programs that are geared towards student success. Our enrolment has steadily been increasing as the Mission community selects OKM as a school of choice. For the 2012/13 school year, the student enrolment has been approximately 1060. The school is also embarking on a $15 million dollar expansion project that is scheduled to be completed for September 2014.

School Performance Information

We are proud of the many programs we have implemented to meet the needs and interests of our students. The following programs have been implemented successfully for the last few years.

Academic Excellence

Our staff and community are very proud of the academic excellence we have achieved over the last number of years. Our students perform substantially above the provincial average on all Provincial Exams. This success is due to the concerted effort our staff has in making their lessons as engaging as possible and holding the belief that students must do their work. The support we receive from our parent community in this area is incredible.

Fine & Performing Arts Programs/FAME Academy

OKM has a very vibrant Fine and Performing Arts Program. There are more than 500 students enrolled in Band, Drama, and Art. The number of students taking Art has grown over the last few years. There has been a change in focus that allows students to follow their interest in Art. In the last four years, our Fine and Performing Arts Department has put on four very large productions. ; In 2007-08 they wrote a production called "James Bond 007". This involved our Band, Drama, Video Production, and Art students. ; For the 2008/09 school year, the Fine and Performing Arts Department produced the musical "Footloose" which was hosted in the Mary Irwin Theatre. ; The musical was a huge success that entertained a full house every night for five nights. ; This production had over 100 students involved. ; The huge success of our Fine Arts Program lead to our Fine Arts Academy. In 2010-11, the first year of the F.A.M.E. Academy, and they produced the musical, "Hairspray". This current year, the F.A.M.E. Academy captivated the community with another phenomenal musical, "42nd Street".

High Performance Program (HPP)

The HPP provides elite-level athletes and performers with an innovative school option. The option gives added support for students who have extra-curricular or performance

commitments that result in frequent absences from school.

Hockey Canada Skills Academy (HCSA)

The HCSA program offers students an opportunity to develop their hockey skills within the structure of a traditional school program. Students have the advantage of accessing professional coaches and facilities.

Advanced Hockey Canada Skills Academy (ASP)

The ASP program offers elite hockey players an opportunity to refine their hockey skills as well as learn about sports psychology, nutrition and elite training techniques. This program dedicates two blocks of the student's timetable to hockey. The program maintains an academic focus and allows students to take the required courses for any post-secondary route. Students have the advantage of accessing professional coaches and facilities

Soccer Academy

The soccer program offers students an opportunity to develop their skills within the structure of a traditional school program. Students have the advantage of accessing professional coaches and facilities.

Swim Academy

Like the Soccer Academy, this program allows students to develop their skills while in a traditional school setting. Students have the advantage of accessing professional coaches and facilities.

Advanced Placement Program

Another initiative well underway is our Advanced Placement Program (AP). As a logical extension of our existing honours programs, and to address the community's desire for further academic challenge, OKM offers Advanced Placement courses to students. Students in Grade 12 take the Pre-AP course in first semester and then the AP course during second semester. For the 2012/13 school year we are offering AP Biology, AP Chemistry and AP Literature.

Academic Intervention Program (AI)

The AI Program has been designed to provide additional time and support for students who may be "at risk" of failing. This program is coordinated by a student support services teacher and Certified Educational Assistants. The program has had a signficant impact on decreasing the number of students failing courses. The additional support is offered outside of regular instructional hours, Monday through Friday from 3:30 pm to 5:00 pm. Attendance for identified students is mandatory.

Enrichment Program

Our enrichment program is offered through Health and Career Education 9. This program covers the Health and Career 9 curriculum as well as the Planning 10 course requirements. Students in this program have completed exceptional projects during the past year.

Athletics/Extra-Curricular

As a result of the myriad of extra-curricular and athletic offerings, OKM was awarded the **BC School Sports Outstanding School of the Year for 2007/08**. We have had a number of teams make it to the Valley and/or Provincial Championships, including our Senior Boys Soccer Team who won the first provincial gold medal for OKM in 21 years.

Leadership Excellence Program

The Leadership Execllence Program for grades 10 - 12 has 50 students enrolled in the class. The students are taught leadership skills and they use these skills to organize events for the school. The impact of this program has been tremendous, as it has positively affected our school culture. We feel leadership skills are important for success in life and thus we have expanded our leadership program to grades 8 and 9.

Experiential Learning

Having opportunities to learning outside the classroom is important at OKM. Every year we take most of our grade 12's to a week-long hiking and camping trip in the Lake O'Hara area. The students are pushed physically and mentally and feel a great sense of accomplishment when the trip is over. Our Lake O'Hara trip is well known in the community as it has been occuring for over 30 years. For several years we have been taking students on the S.A.L.T.S. trip. Students spend one week on a tall ship where the main learning is about themslevs and learning how to work with others. While this was not offered during this school year, it will return again for 2014. Our Band Program has trips for our grade 9 - 12 band students. This year our Band students traveled to Whistler, Idaho and Vancouver. Next year, Band students will return again to Europe, this time to Croatia.

Healthy Living Initiatives

At OKM we are please to have met District and Provincial requirements relative to the Health Promoting Schools policies and procedures. All food sales through our school store meet the Healthy Food Guidlines. Proper nutrition is promoted through the Free Veggie and Fruit Program that our school has ben part of for 3 years.

Environmental Sustainability

This year, OKM offered a new course in Environmental Sustainability. Students participated in a school-wide waste audit that has led to a new recycling and composting initiatives in the school. The class also spawned a club that has created an OKM community garden.

Social Media

Another new course for the 2012/13 school year, the Social Media class has made an impressive impact on OKM and the greater community. With a goal of leveraging social media (You Tube, Facebook, Twitter, etc) to connect OKM students, the launch of its "Gangnam-style" video has received over 43,000 views to date. The class was also awarded an impressive $15,000 grant to pursue its digital citizenship campaign in School District 23.

CURRENT SCHOOL GOALS - STATUS

	Date	Value	Target	Status
GRADUATION				
To build CHARACTER through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness				
Course Failures	2/1/2013 12:00:00 AM	.04	0	🟢 On Target
MAP - My Action Plan	5/20/2013 12:00:00 AM	100	100	🟢 On Target
Participation & Spirit	4/4/2013 12:00:00 AM	162,284	100,000	🟢 On Target
Suspensions	3/22/2013 12:00:00 AM	15	30	🟢 On Target
Work Ethic	5/1/2013 12:00:00 AM	81	85	🟡 Warning
To build COMPETENCY through being an engaged, reflective and resilient learner; thinking critically and solving problems with curiosity and creativity				
Graduation Rate	6/29/2012 12:00:00 AM	100	100	🟢 On Target
Outstanding Report Card Marks	5/1/2013 12:00:00 AM	59	50	🟢 On Target
Provincial Exam - English 10	6/30/2012 12:00:00 AM	88	85	🟢 On Target
Provincial Exam - English 12	6/30/2012 12:00:00 AM	82	80	🟢 On Target
Provincial Exam - Math 10	6/30/2012 12:00:00 AM	85	80	🟢 On Target
Provincial Exam - Science 10	6/30/2012 12:00:00 AM	75	70	🟢 On Target
Provincial Exam - Socials 11	6/30/2012 12:00:00 AM	87	80	🟢 On Target
Readiness - Grade 11	5/1/2013 12:00:00 AM	8	0	🟥 Off Target
School Wide Write	5/1/2013 12:00:00 AM	0	0	🟢 On Target

STUDY

Analyzing Results

Results

Status : Approaching Expectations

	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

Alignment: GRADUATION

SMART Goal: To build CHARACTER through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness

Disaggregated Data/Evidence:

Indicator	Date	Value	Target	Progress
Course Failures	2/1/2013 12:00:00 AM	.04	0	🟢 On Target
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Goals

Status : Approaching Expectations

Rationale

Status : Meeting Expectations

Data

Status : Approaching Expectations

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

DESIGN

Organizing For Improvement

Strategies and Structures:

To build COMPETENCY through being an engaged, reflective and resilient learner; thinking critically and solving problems with curiosity and creativity

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Best Instructional Practice	Leanne Zorn/Curriculum Leaders	9/7/2009 12:00:00 AM	6/30/2015 12:00:00 AM	In-Progress	High				
Professional Development and Collaboration	Leanne Zorn/	9/7/2009 12:00:00 AM	6/30/2015 12:00:00 AM	In-Progress	High				
Best Assessment Practice	Leanne Zorn/School-Based Teachers	9/7/2009 12:00:00 AM	6/1/2015 12:00:00 AM	In-Progress	High				

To build CHARACTER through demonstrating self-direction, work ethic and accountability; and practicing respect, empathy and kindness

Strategy	Person / Committee Responsible	Start	Finish	Status	Priority	% Complete	Budget	PP	CAG
Readiness & Collaborative Models of Support	Leanne Zorn/School-Based Teachers	9/7/2009 12:00:00 AM	6/1/2015 12:00:00 AM	In-Progress	High				

Strategies

Status: Meeting Expectations

Structures

Status: Meeting Expectations

Coherence and Alignment

Status: Meeting Expectations

	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.

ACT

Building Learning Communities

Dialogue and Communication

Status : Meeting Expectations

Parent Involvement

Status : Approaching Expectations

Leadership

Status : Sustaining Improvement

	Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
DIALOGUE AND COMMUNICATION	There is no consistent approach to communicating about student achievement.	The district and schools communicate about student achievement and make public their improvement goals and the progress being made.	The district and schools communicate in multiple ways about improving student achievement. There are opportunities for dialogue, and community input is valued.	The district and schools communicate in multiple ways about improving student achievement. There are ongoing opportunities for dialogue, and community input is actively sought and valued. These practices are embedded in school and district culture and are sustained over time.
PARENT INVOLVEMENT	There is little evidence of parent involvement. Few ideas are sought or heard in setting goals and working collaboratively to improve the achievement of all students.	Some groups of parents have a role in setting goals and working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students.	Parents, individually and collectively, are actively involved in setting goals and are working collaboratively with schools and the district to improve the achievement of all students. Efforts to engage less active parents as well as specific groups of parents are evident. Parental involvement is embedded in school and district culture and sustained over time.
LEADERSHIP	There is little evidence of collaborative leadership.	There is some evidence of collaborative leadership.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement.	Leadership is collaborative at all levels of the system with a shared commitment to improving student achievement. Efforts to build and sustain leadership capacity at all levels are evident.

PLAN ASSESSMENT

10 Points of Inquiry Summary

Point of Inquiry		Not Yet	Approaching Expectations	Meeting Expectations	Sustaining Improvement
STUDY	Results		X		
PLAN	Goals		X		
	Rationale			X	
	Data		X		
DESIGN	Strategies			X	
	Structures			X	
	Coherence and Alignment			X	
ACT	Dialogue and Communication			X	
	Parent Involvement		X		
	Leadership				X

CERTIFICATIONS

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

Okanagan Mission Secondary

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 Designate's Name (Print)	Signature	Date

Board of Education representative at the SPC review meeting:

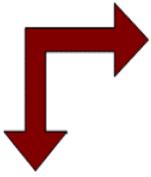Trustee's Name (Print)   Signature   Date

PLAN-DESIGN-ACT-STUDY PLANNING CYCLE

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 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: 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

Building Learning Communities: Parent Involvement

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

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

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?

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?

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?