



Kootenay-Columbia
School District No.20

SCHOOL SUCCESS PLAN JL CROWE SECONDARY SCHOOL



SCHOOL DISTRICT NO. 20 KOOTENAY-COLUMBIA

<p>Goal</p> <p>Improving schools have a strong instructional and/or social responsibility focus. This focus is made visible in a relevant goal for improving achievement for all students.</p>	<p>By June 5th, 2009, 100% of JL Crowe staff and 90% of students will be able to effectively demonstrate an understanding of actions used to develop and maintain a safe and caring school environment.</p>
<p>Objective(s)</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<ul style="list-style-type: none"> • reduce litter and other forms of vandalism • survey students and parents to develop / incorporate school-wide community perspective • plan scheduled school-wide volunteer 'community service' time throughout the year for all students and staff • develop lunch break activity / discussion schedule to engage students in positive and / healthy activity • reduce reported instances of bullying • support student / staff development of social responsibility related presentations (example – Drama class play, Navigator video / film) • participate in City of Trail's 'Communities In Bloom' program
<p>Rationale</p> <p>Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their school goals and objectives.</p>	<p>Some staff, students and parents have expressed concern that the JL Crowe School Community culture has been eroded. These concerns may be warranted, but will require a data collection process to identify primary areas of concern. Once areas of concern have been identified, school community stakeholder groups will work together to develop sustainable strategies that will enhance school culture and create a more safe and caring environment.</p>
<p>Actions</p> <p>Improving schools have well-organized, focused improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking. Improving schools also have aligned structures – resources, time, and organization – to get the results they want.</p>	<ol style="list-style-type: none"> 1. Principal's summer welcome letter to grade 12 students. <ol style="list-style-type: none"> a. In early August 2008, a letter is sent to all grade twelve students outlining the positives of being a 'grad' and new role model responsibilities. Grads are encouraged to 'remember' what their first day / year of high school was like. 2. August grade 8 student and family orientation day. <ol style="list-style-type: none"> a. On August 19th, 2008 school invites all new grade 8 students to an orientation / expectation day (other new students to the school are welcome). b. Staff and senior students (peer mentors and tutors) will be in the building to help guide new grade 8 students and their families 3. Distribution of school calendar in homeroom setting. <ol style="list-style-type: none"> a. During the first 2 weeks of September, staff have the opportunity to review student code of conduct and behaviour expectations. 4. Development of 'School Calendar' for 08-09 using student art work, photography to distribute / sell in the community. Funds raised to go to student groups / charity (TBA).

5. Code of Conduct communication.
 - a. By September 5th, Principal and Vice Principals review student code of conduct and behaviour expectations with grade-wide meetings.
 - b. During October staff meeting, staff review student code of conduct.
 - c. By December 8th, 2008 grade 8-10 students review code of conduct during Health and Career and Planning classes.
6. Introduction of 'healthy choices' in cafeteria menu.
 - a. For September 26th, 2008 new menu developed with student and staff input. Coordinated with Special Education Inclusion class students.
 - i. Consider other options such as soup, pasta, fruit kabobs ...
7. Fall student 'Social Responsibility' survey.
 - a. By October 27th, 2008 staff, student focus group and PAC/SPC review potential social responsibility survey questions.
 - b. By November 10th, 2008 staff and students analyze survey results to interpret data regarding student feedback in the context of JL Crowe's safe and caring school environment.
8. Peer Mentors (senior students) have regular contact with junior students.
 - a. By September 12th, 2008 grade 8 students teamed up with peer mentors. Initial discussions include junior student concerns and questions. Feedback shared with counselors via mentors.
9. Use of Ministry Social Responsibility Performance Standards as writing topics.
 - a. By October 17th, 2008 present the potential use of Social Responsibility topics as integrated writing / discussion response topics to the English department head.
10. Student / staff / community members receive recognition for positive actions.
 - a. By January 13th, 2009 introduce the concept of recognition of positive actions to staff and students for feedback.
 - b. By February 10th, 2009 discuss with staff some of the options presented and approaches for consideration.
 - c. By March 14th, 2009 have first positive recognition 'event'.
11. Communities In Bloom participation
 - a. Spring '09 – volunteer staff / students to work with this City of Trail group
 - i. *Perhaps a 'Grad '09' option to spray paint!*
12. Continued support of school-based student support programs.
 - a. Students continue to meet with CCW at different times of the day to 'chat', access food, and access 'new' clothing.
13. Spring student 'Social Responsibility' survey as an extension of Provincial survey.
 - a. By April 27th, 2009 re-survey students.
 - b. By May 12th, 2009 provide staff, and SPC/PAC with analysis and comparison of survey results.
 - c. Use survey results to assess ways to improve key strategies.
14. By June 6th, 2009, school admin team will analyze incident data specific to discipline that involves harassment, bullying and fighting for trends over time for the '06-'08 school terms.
 - a. Use this data to revise key strategies if appropriate.

<p>Coherence/ Alignment</p> <p>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.</p>	<p>At the Provincial level there are significant resources available designed to support safe and caring school initiatives. The survey results will provide an indication of the specific programs that we will adopt as school-based strategies. In support of this educational goal, JL Crowe will coordinate data collection with district level staff, the analysis of this data, and the implementation of support interventions for identified individual students.</p>
<p>Dialogue and Communication</p> <p>Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p>	<ul style="list-style-type: none"> • Grade assemblies • Staff meetings • PAC / SPC and parent meetings • Newsletters • Web site • 2008-09 student calendar distribution
<p>Data Collection: Results / Trends</p> <p>Improving schools monitor progress and get improved results – at the classroom, school and district levels</p>	<p>Classroom / School</p> <p>Assessment / Evidence:</p> <ul style="list-style-type: none"> • Incident data from 2004-2007 will be gathered from the electronic student information system. • Of students surveyed (grades 8,9 and 11) with the 2008 JL Crowe student survey; 95.4% do not participate in bullying or intimidating behaviour, 91.2% said they avoid using hurtful or abusive language and 98% said that they recognize and value diversity. <p>Target:</p> <p>District</p> <p>Assessment / Evidence:</p> <p>Target:</p> <p>Provincial</p> <p>Assessment / Evidence:</p> <ul style="list-style-type: none"> • The 2006 provincial satisfaction surveys revealed that 80% of Grade 10 and 79% of Grade 12 students feel safe at JL Crowe. <p>Target:</p>



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<p>Goal</p> <p>Improving schools have a strong instructional and/or social responsibility focus. This focus is made visible in a relevant goal for improving achievement for all students.</p>	<p>By June 30, 2010, 85% of J. L. Crowe grade 10 students will obtain a grade of C+ or greater on their Provincial Mathematics Exams.</p>
<p>Objective(s)</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>Help students to:</p> <ul style="list-style-type: none"> • develop and continue a positive attitude towards mathematics (numeracy) • value and appreciate the importance and use of math in their everyday lives • develop number sense (logic and reasoning) • use mental math skills (avoid calculator dependency) • apply mathematical concepts in a variety of contexts • be proficient problem solvers (focus on identifying the key information & concepts)
<p>Rationale</p> <p>Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their school goals and objectives.</p>	<p>Concern about proficiency in numeracy has been a topic of discussion within the Mathematics department. Numeracy is an integral part of everyday life therefore we plan to assist students in becoming more numerate citizens by overcoming negative attitudes, perceptions and phobias towards math. Recent analysis of achievement trends for JL Crowe students reveals a plateau and we believe there is room for improvement .</p>
<p>Actions</p> <p>Improving schools have well-organized, focused improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking. Improving schools also have aligned structures – resources, time, and organization – to get the results they want.</p>	<p>The following actions will be used to create opportunities for students, teachers and parents to understand and share in the process of attaining a high level of achievement in numeracy:</p> <ol style="list-style-type: none"> 1. awareness of numeracy goal through newsletters, website and grade wide meetings 2. continued selection of proper mathematics course that will be appropriate for student's learning style and future academic requirements 3. use technology to enhance student learning of mathematics (ex. Smart boards, Senteo) 4. establish the use of a variety of assessment tools that will support assessment as, of and for learning 5. track mathematic student's academic achievement in order to develop a trend over time learning profile 6. expose students to math within a variety of careers and everyday opportunities 7. encourage other departments to foster the goal within their courses (cross-curricular integration of math) 8. develop site specific curricular materials and resources aligned to the WNC/Ministry of Education prescribed learning outcomes 9. use observational learning to enhance teaching "best practices" and commonality of department policies and procedures

<p>Coherence/ Alignment</p> <p>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.</p>	<p>The current school district goal is under review:</p> <ul style="list-style-type: none"> • the past focus was on improving students' numeracy skills with the objective of improving Math achievement in secondary schools • the current numeracy goal is to improve problem solving skills of elementary students • we are working together with other district high schools to establish teacher "best practices" with a focus on math teaching strategies and assessment practices • we are working closely with elementary schools and the district numeracy coordinator to support the transition from elementary to high school math
<p>Dialogue and Communication</p> <p>Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p>	<ul style="list-style-type: none"> • use of technology (website, homeworkknow.com, direct emailing) • math department is actively engaged the district observational learning project. • teachers meet to discuss strategies, results and resources during pro-d, release time and outside of regular school hours • report cards • parent teacher interviews • results posted within classes
<p>Data Collection: Results / Trends</p> <p>Improving schools monitor progress and get improved results – at the classroom, school and district levels</p>	<p>Classroom / School</p> <p>Assessment / Evidence:</p> <ul style="list-style-type: none"> • analysis of results and data collected for cohorts from grade 8 through 10 • assessments aligned with key concepts within each curriculum that can be used assessment for/as/of learning • common pre, mid and final assessments for each Math program • a variety of qualitative and quantitative assessments practices (observation, self-assessment, performance assessments, etc.) conducted by teachers and students throughout each course <p>Target:</p> <ul style="list-style-type: none"> • 75% of grade 8-10's achieve C+ or better on the year-end common grade-wide assessment <p>District</p> <p>Assessment / Evidence:</p> <ul style="list-style-type: none"> • Vancouver Island Diagnostic Math Assessment 7-9. Use of the standard assessment in September '08 as a pre-learning assessment for all grade 8's and 9's <p>Target:</p> <ul style="list-style-type: none"> • Establish baseline strengths and areas requiring improvement <p>Provincial</p> <p>Assessment / Evidence:</p> <ul style="list-style-type: none"> • Provincial exam results (grade 10) <p>Target:</p> <ul style="list-style-type: none"> •75% of grade 10's achieve C+ or better on the provincial assessment