

Vancouver School District
School Growth Plan
2006-2007



Kitsilano Secondary School

June, 2006

MISSION STATEMENT

*Kitsilano
A Place where you find
Safety, energy, respect
Passion for Learning
Fiat Lux!*

SCHOOL GOALS

Social Responsibility focus on Respect

Improvement in Literacy and Numeracy

Parental/Student Involvement in school

Kitsilano Secondary School

A. SCHOOL COMMUNITY CONTEXT

School/Community Context

Kitsilano Secondary School is a comprehensive school with approximately 1600 students in Grades 8-12. The average education of parents of Kitsilano students is 16.4 years and the community consists of families who value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours.

Kitsilano Secondary School teaching faculty and staff offer strong educational programmes provided in a friendly, cooperative atmosphere. The school has a great diversity of programmes: Advanced Placement and enriched courses; implementation of a junior programme for the gifted; a large French Immersion Programme; a Francophone Education Authority Programme; two off campus alternative education programmes; a special education mini-school, vibrant fine arts, applied skills, athletic and Career Preparation programmes.

The Kitsilano Staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to assisting the students in doing their best and many participate in working with students in a broad range of extracurricular activities such as fine arts, athletics and service oriented clubs.

There is a sense of energy in the school and an understanding that a good school is a combination of both in-class and out of school activities that promote an inclusive environment to address the needs of all students.

Kitsilano has strong university research partnerships to support student learning and to engage with the greater educational community.

B. SETTING DIRECTIONS/PLANNING FOR IMPROVEMENT

GOALS AND OBJECTIVES

Goal #1 – to have a consistently respectful learning environment including all members of the school community so all members can achieve their best at teaching and learning.

Objective(s)

Respect will be readily evident by the actions of constituents

- Students and adults in the building will be respectful toward each other
- All adults in the building will model the Code of Ethics toward each other, students and parents
- Students will have a positive environment in which to learn and teachers in which to teach and for visitors to be welcomed into
- The school community will exhibit civil, respectful behaviours to those who are guests in our school, including EOC's.

RATIONALE

- Teachers, students and parents say there is still a need to work on this aspect of our Social Responsibility Goal
- Some teachers and some students say they feel they are not respected by others and some parents do not feel welcomed to the school
- If everyone in the school community is consistent in modeling at a minimum, civil behaviour, and applying agreed upon consequences for those who do not, the stability provided should improve the learning and teaching environment and make it more welcoming for all.

HOW ARE WE DOING? EVIDENCE

- Some teachers are concerned by the negative attitude of other teachers on staff and visitors to the school. They have articulated a need for all to follow the Code of Ethics, as there is a concern an unprofessional manner by a few expands to student learning and behaviour.
- Some students have said they want more of a voice in what happens to them as a result of policies in the school.
- Teachers state that some students are rude to EOC's, thus valuable teaching time is wasted.
- Some students disregard rules concerning electronic devices, smoking, etc.

**HOW ARE WE DOING?
ACHIEVING RESULTS**

Objective(s)	Expected Results	2005-2006 Progress	2006-2007 Target/Adjustments
<p>•Objective To achieve and maintain a respectful environment for all</p>	<p>To have an environment of respect for all within the school – students, teachers, parents, EOC's and guests</p>	<p>A staff survey re: 2005-06 SGP goals indicates we have improved but not sufficiently to indicate complete success.</p>	<p>Adults and students will model respectful behaviour. EOC's will feel respected by students and staff. Parents will feel welcomed to the building. Students will be aware of and have consistent consequences concerning school <i>Code of Conduct</i>. Staff will review the BCTF Code of Ethics. Departments will have a focus on "respect" within their departments to improve student learning.</p>

2006-2007 Monitoring for Student Success

- The monitoring success for all students will be by staff/student/parent focus groups, surveys, ongoing discussions at Staff Committee, Staff Meetings, Department Meetings, informal conversations with all constituents that indicate improved growth from 2005-06.
- We have achieved results that indicate we are improving, but there is still a need stated by staff, students and parents that we have further work to complete.
- Celebrating our successes will be a responsibility of the entire school community to tell the story that we have achieved a school culture that is respectful of everyone who belongs to it. The story will continue to be told at assemblies, through e-bulletins, newsletters, in conversation, but most of all, it will be told consistently by teachers, students, parents who feel valued for their contributions to the school and their place in the school.

**WHAT ARE WE DOING?
STRATEGIES**

- Strategies being used –
 - Staff Development in 2005-2006 called "Teachers Teaching Teachers" to foster respect for varied teaching practices and different modes of learning that apply to our students
 - The primary way to assess our success will be as outlined above in the Monitoring for Student Success.
 - Discussion about implementation of strategies will take place at Department Meetings as well as regularly scheduled Instructional Planning Periods (IPP)
 - Sub-Groups will meet as defined in our March 30th School Growth Plan Day to determine revision of guidelines/policies as well as appropriate consequences. Students will be involved in feedback concerning these guidelines.

- We anticipate success for the entire school community and believe this goal is “doable.” However, there are appropriate consequences to be implemented for students who do not demonstrate improvement.

**WHAT ARE WE DOING?
STRUCTURES**

- We are currently examining school guidelines and policies to ensure consistency of application and consequences. The entire staff has been solicited for input and students have been asked through the Student Council for advice on implementation. The chairing of the committees is shared by staff and the revisions should be able to take place during the school day without structural changes. If teachers require release time, it will be made available
- Specific structures for students that do not demonstrate improvement will be developed by the sub-committees.
- Monitoring, adapting and refining of structures will be reviewed mid-year by Staff Committee, PAC, Student Council and discussed at staff meetings.
- A survey will be given to EOC’s midyear to receive an indication for corrective measures required.
- Invite EOC’s, students and teachers to an assembly where “respect” is the primary topic.
- The Grade 8 Handbook that is distributed annually to all new Grade 8 parents and students will have the goal specifically outlined for newcomers, and include a letter of welcome from PAC, supporting the goal.
- The first PAC meeting of the year will have this issue addressed to instill and embed the discussion to create more learned models for what not only the school seeks, but society as a whole.

GOALS AND OBJECTIVES

Goal #2

To further focus on Literacy for all students in grade 8 and 9 and numeracy for students in all grades.

To be involved with the VSB District *Later Literacy Project*.

To continue to develop understanding and skills in mathematics at all grade levels.

Objective(s)

- to ensure that all students read at grade 8 level at the end of Grade 8.
- to foster successful reader and writers
- To continue to set consistently high expectations for students, engaged learning time for students and focused teaching on literacy and numeracy
- to develop both literate and numerically confident students

- to increase retention in the Principles of Mathematics stream in grades 8 through 10
- to continue to improve consistency in expectation and evaluation for students within the mathematics and English programmes

RATIONALE

- Kits has been doing CAT testing for our student entering Grade 8 and have developed a reading programme that has demonstrated dramatic improvement in student ability to read through the data. We want to track this data more in depth for all students.
- Kits has been accepted into the District *Later Literacy Project* and we will use the district expertise and RAD assessments to further develop reading and writing skills of grade 8's specifically.
- Kitsilano mathematics department has been working on consistency in the delivery and assessment of the mathematics program for students.
- Kitsilano would like to retain students in the mainstream Principles of Mathematics programme so students will have more options upon entering grade 10.

HOW ARE WE DOING? EVIDENCE

- *In the Student Satisfaction Survey administered in 2006, March, students in grades 10 and 12 indicated that the academic subject that they found most challenging is mathematics. Second to this is social studies, a subject that requires literacy skills as well as English classes.*
- *During the last three years, students who have been reading below the grade 5 level, have increased their achievement measurably in Skills Reading Classes. However, there is a greater need for transition into the regular class room.*
- *Students increasingly require mathematics assistance in Skills Classes.*
- *The Mathematics Department has indicated a need for consistency of delivery and assessment at each grade level of the programme.*
- *By disaggregating data by grade, particularly on cross-grade exams, there is an indication that some students who do well in all academic subjects are doing poorly at mathematics. This is more of a challenge to understand as it seems that students who generally do well in most subjects, do well in math, and vice-versa.*

**HOW ARE WE DOING?
ACHIEVING RESULTS**

Objective(s)	Expected Results	2005-2006 Progress	2006-2007 Targets/Adjustments
-to determine baseline data for all grade 8 students in reading/writing	Students will be able to read at grade level in all subject areas.	Students have demonstrably improved reading in Skills classes.	Students will demonstrate improvement in reading and writing in all subject areas.
-to ensure that all students read at grade 8 level at the end of Grade 8.	Students will have success with Principles of Mathematics in grades 8 – 10.	New goal for 2006-07. Baseline data will be gathered and monitored.	A greater number of students will remain in Principles of Mathematics and be successful in the grades 8-10 levels.
-to develop mathematically confident students in grades 8 through 10.	More students will remain in Principles of Mathematics in grades 8 – 10.	New goal – as above.	
-to increase consistency of delivery and assessment in Mathematics at all levels	Teachers, students and parents will know that all classes are consistent in delivery and assessment	New goal – as above	Teachers will target the grades 8-10 this year to ensure students demonstrate knowledge and confidence in the required curricular goals for mathematics.

2006-2007 Monitoring for Student Success

- *Students will be monitored by student enrolment at the beginning of the first term and their individual progress will be tabulated at the end of each term.*
- *The Satisfaction Survey will indicate improvement.*
- *Success will be celebrated within the classroom setting and for those who are most improved each term and throughout the year, school recognition will be given.*

- *What strategies are you using for each objective in your improvement efforts in the areas of:*
 - *Staff development? Focus on working in grade groups to review and plan assessment/curricular goals.*

**WHAT ARE WE DOING?
STRATEGIES**

- *Assessment practices? Continue refining Ministry mandated assessment/evaluation criteria.*
- *Instructional practices? Keep abreast of changing strategies and instructional practices across the Province in the areas of literacy and numeracy. Attend conferences and work within the respective PSAs.*
- *Other? Forging more effective inter-department cooperation and communication.*

**WHAT ARE WE DOING?
STRUCTURES**

- *The English Department is spearheading the Literacy Project and through this, there is access to district resources, including release time. Additional time and resources will be provided as requested through the school for development with other subject areas with the English and Skills Department.*
- *The Mathematics Department is focusing on consistency in delivery of and assessment of curriculum using a variety of methods of delivery to ensure that all students can be successful and work at the level they are capable of. Teachers will have the same resources made available as through the Literacy Project.*
- *For students that do not demonstrate improvement, team meetings will be held through School Based Team for teachers to discuss appropriate methods, placement to further encourage students to respond to the interventions. Parents will be involved to assist wherever possible and school tutors and peer tutors will be made available.*
- *Monitoring will be done at term end to see if appropriate structures are in place and/or need to be adapted or refined as required.*

C. BUILDING LEARNING COMMUNITIES

DIALOGUE AND COMMUNICATION around Goals #1 and #2

- We ensure communication about student achievement is consistent, timely, and delivered in multiple ways with:
 - Ongoing dialogue with students, parents, colleagues, about the need for respect, including listening to students about their concerns. Staff phone, email, and write interims are sent out as appropriate to parents.
 - Students are informed in a timely manner that behaviour is respectful and appropriately modeled for others or not respectful toward others in the building and community.
 - Staff dialogue with students, parents, colleagues, about academic growth and achievement in all areas but specific to literacy and numeracy;
 - Parents are informed about student achievement levels and when they “do things right” by staff in a timely manner
 - Parents are informed when students are not respectful within and outside of the school environment.
 - The community is regularly informed of student achievement, behaviour through the weekly e-bulletin to all parents where help is requested and achievements are celebrated.
- Strategies used to seek input from the above groups are to actively solicit information at staff, PAC and student Council meetings as well as the e-bulletin to the parent community.

PARENT INVOLVEMENT

- *How are parents encouraged to support their child's achievement?*

Parents are invited and encouraged to meet with counselors but would like to have the grade equivalent or a parent assembly.

Outline the roll of the counselor, academic/counseling? Be explicit about the process for advocacy for student, intervention on behalf of student, etc. Include discussion re: issues to expect in child development for that specific grade.

Communication should continue with PAC and administrative electronic bulletins, website updates, parent teacher conferences, Walkabout, PAC meetings, speakers, emailing and posting of grades for students and parents.

- *How are parents and the PAC involved in efforts to improve student achievement?*

PAC is involved at their regular meetings, through SPC, School Growth Plan Day. PAC Executive is invited to staff meetings and department meetings to discuss current issues such as: Seismic Upgrading; budget allocation and purchasing; implementing the Social Responsibility Survey; Ministry of Education Food Guidelines; Vending selection; etc. Parents also have compiled a parent volunteer data base for teachers to access and PAC has invited speakers such as Gabor Mate and Keith Pattinson to talk with the parent and teacher community about connectedness to improve student achievement. There are parent volunteers in the school for sports teams, fundraising for school trips and purchase of resources for teaching and learning.

- *How does the school community reach out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?*

Multicultural and First Nations workers are accessed assistance with ESL and aboriginal students in the classroom. They are invaluable as well for PT Conferences and orientation evenings where there is focus on specific groups of parents such as aboriginal (Mini Programme), French Immersion, ESL, and Francophone. District sessions at Kits are held re: special needs and inclusion, and our in-school School Based Team and resource teams are accessed to determine how to support all students.

- *How is the SPC's engaged in working with evidence and the development of the School Growth Plan?*

The SPC meets at intervals to examine data and to determine direction to move in concerning our stated goals.

LEADERSHIP

- *How is your school providing for the leadership development of teachers, support staff, parents and students?*

The Vice-Principals are engaged in study groups focusing on the work of Charlotte Danielson and Assessment Practices for Learning as well as assessment of learning. There are regular professional development opportunities within the school year for self-directed and staff focused professional development. Some staff has been involved in the VSB Leadership Programme where they work on projects within the school. Six teachers have been trained in the Link Leadership programme for students and most teachers engage in programme updating, participate in workshops on assessments, Department IPP's, and many teachers participate in shared leadership by being involved in chairing committees, contractual committees and department headships.

Support staff is made aware of professional development opportunities to upgrade, train and inform their current practice.

Parents are made aware of opportunities through e-bulletin – encourage involvement in PAC, volunteering, DPAC, SPC, School Growth Plan Day

Students participate in Link Leadership, Peer tutors, Student Council, Clubs, Workshops, VDSC, Service Club, Community Centre, Kits Business Association, SPC, School Growth Plan Day,

Community Link Team, Planning 10, group work in class, Portfolio, School Fieldtrips, Exchange trips, and focus groups.

Our community of teachers, students and parents works together to focus on improving achievement through meaningful student learning and engagement.

D. COHERENCE

COHERENCE/ALIGNMENT

Describe the connection between your School Growth Plan and the following:

- A. District Plan – the school is focusing on Social Responsibility (respect), Literacy and Numeracy.
 - B. District Review Recommendations – The District Review asked for more critical evidence that we are improving student learning and the assessment of our goals will indicate how we are achieving.
 - C. Aboriginal Enhancement Agreement – our current 11 aboriginal students will be supported by the aboriginal worker, classroom teacher to ensure learning is evident and celebrated.
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Kitsilano Secondary School

Submitted by School Planning Council

	(Name)		(Signature)
Principal	Mary Daniel		<i>Mary Daniel</i>
Teacher	Al Sarna		<i>Al Sarna</i>
Parent	Wendy Massing		<i>Wendy Massing</i>
Parent	Dawn Glyckherr		<i>Dawn Glyckherr</i>
Parent	Bill Narvey		<i>Bill Narvey</i>
Student	Megan VandenBosch		<i>Megan VandenBosch</i>
Date	June 09, 2006		

Recommended Approval by Superintendent

	Chris Kelly		
	(Superintendent)		(Signature)
Date	_____		_____

Board Approval

	Ken Denike		
	(Board Chair)		(Signature)
Date	_____		_____