



Brookwood Secondary School

Action Plan for Learning 2014 – 2015

School District #35 (Langley)

Names and Signatures of School Planning Council

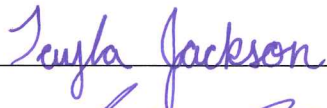
Parent: Dana Reed



Parent: Jennifer Bowater



Student: Tayla Jackson




Student: Michael Pratt



Vice Principal: Jeremy Lyndon



Principal: Marcello Moino



Board Approval

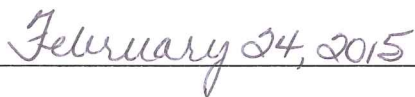
Suzanne Hoffman, Superintendent



Wendy Johnson, Board Chairperson



Date Approved





SCHOOL DISTRICT NO. 35 (LANGLEY)

Action Plan for
Learning
Brookwood
Secondary
Caring, Learning, Growing
Together



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Jennifer Bowater	Jeremy Lyndon
Tayla Jackson	Marcello Moino

School Context:

- Brookwood Secondary School (BSS) has approximately 1050 students, over 80 staff members, and a wide variety of specialty programs, including French Immersion, Advanced Placement, Kwantlen XCEL, the International Students Program, Fine Arts, High Performance Physical Education, Video/Television Production, Industrial Education, and Information Technology.
- BSS also has numerous programs to support its students, including Counseling, Resource, Learning Assistance, Aboriginal Support, and several District Resource programs.
- Finally, Brookwood has a rich history of extra-curricular activities and is especially well-known throughout the District for the quality of its Video and Drama productions and the success of its Athletic programs, including Basketball, Volleyball, Soccer, Rugby, Track and Field, and Cross-Country.
- In terms of graduation, Brookwood typically has just over 200 students in the graduating class each year. While Brookwood's official graduation/completion rate is typically between 87-90%, we have worked on "drilling down" into the data, learning the stories of each non-graduating student. What we have found is that BSS' "safety nets" work well, with the true graduation rate into the 90+% range. Brookwood's graduation rates for its students with IEPs, as well as for students who self-declare as Aboriginal is typically higher than both the District and Provincial averages. (Please see Appendix 1)

Inquiry Questions

At the core of each of the questions is the idea of student engagement at Brookwood, and the connection of student engagement to student learning: the simple premise is that if students are more engaged, they will be more successful learners and more successful in their transitions from grade to grade and in their school completion rates. Brookwood has then focused the questions on each of the three major stakeholders in the school: students, staff, and parents.

1. In terms of **student engagement**, BSS has made several structural changes and is looking at increasing student engagement from both a curricular and extra-curricular perspective.
 2. In terms of **staff and teacher learning**, research shows that the most meaningful impacts on student learning occur in the classroom and are directly related to staff practice. By focusing on staff practice in engaging students, BSS believes it can maximize the impact on student engagement and learning.
 3. Finally, in terms of **parent engagement**, BSS believes that by increasing the quality and quantity of information we are sending home to parents, the school will be able to connect parents to their children's learning in meaningful ways, thus improving the family's engagement and the student's engagement in learning at Brookwood.
- The inquiry questions relate to both the District Achievement Contract's (DAC) foci and the District's focus in several key ways. Firstly, central to the DAC is the goal of successful transitions, through the lens of Literacy and Numeracy skills, and through a focus on Aboriginal learners. Each of BSS' questions touches on these core skills and focus in several ways. For example, through a focus on staff learning, there will be an impact on staff practice in the areas of literacy and numeracy instruction and student learning, as well as an impact on the success of more vulnerable learners.

Question #1a: Student Engagement

- How might BSS improve student achievement at Brookwood through the introduction and implementation of Tutorial Wednesday?

Actions:

- Brookwood is introducing Tutorial time on Wednesdays for the 2013/14 school year. Students will have minutes added to each day in order to allow for an early dismissal on Wednesdays. Students who are behind in assignments or who need additional assistance may be invited to attend "Tutorial Wednesday" by a staff member. This means that the student would have to meet with the teacher during the Tutorial time to get extra help or to rectify the issue of any missing assignments.

Question #1b: Student Engagement

- How might BSS improve grade 7/8 transitions at Brookwood through the introduction and implementation of a Peer Mentoring program called the Catz Crew Ambassadors?

Actions:

- Students in grades 11 and 12 will make up a group of trained Peer Mentors, starting in the 2013/14 school year. These Peer Mentors will undergo regular training, and meet with grade 8 classes on a regular basis, explaining and modeling positive student behaviours to grade 8 students.

Question #1c: Student Engagement

- How might BSS improve student engagement and achievement at Brookwood through the introduction and implementation of a problem-based, technology-infused program (the Cat Pack)?

Actions:

- A problem-based, technology infused program, called the Cat Pack, will be introduced and implemented in the 2013/14 school year. The Cat Pack will be comprised of two grade 8 cohorts: an English and a French Immersion cohort; this will expand to other grades as each cohort moves into subsequent grades. As well, iPads will be used by staff and students as a means of developing the skills necessary for success in the 21st century: critical thinking, collaboration, oral and written communication, information analysis and effective use of technology.

Evidence:

1. BSS Student Engagement Survey (based on LSS' questions and research)
 2. Anecdotal evidence.
- Almost 800 students out of a total of 1049 students responded to the survey.
 - In terms of Tutorial Wednesday:
 - Q #34: "I attend Tutorial Wednesday sessions."
75% Regularly/Often/Sometimes; 25% Rarely
 - Q #35: "I receive the help that I need during Tutorial Wednesday."
83% Strongly Agree/Agree; 17% Disagree/Strongly Disagree
 - Q #36: "I use Tutorial Wednesday to catch up on my assignments."
82% Strongly Agree/Agree; 18% Disagree/Strongly Disagree
 - Q #37: "I make use of Tutorial Wednesday to study with others."
49% Strongly Agree/Agree; 51% Disagree/Strongly Disagree
 - Q #38: "Tutorial Wednesdays give me the opportunity to improve my grades."
88% Strongly Agree/Agree; 12% Disagree/Strongly Disagree
 - In terms of Catz Crew Ambassadors:
 - Q #53: "Having peer mentors has made the adjustment to high school easier for me."
74% Strongly Agree/Agree; 26% Disagree/Strongly Disagree
 - Q #54: "I feel as though the peer mentors are making an effort to connect with me grade 8s regularly."
68% Strongly Agree/Agree; 32% Disagree/Strongly Disagree
 - Q #55: "My peer mentors are modeling positive student behaviours."
82% Strongly Agree/Agree; 18% Disagree/Strongly Disagree
 - In terms of the Cat Pack:
 - Q #42: Using an iPad has helped me to be more organized in my notes and class work."
83% Strongly Agree/Agree; 17% Disagree/Strongly Disagree
 - Q #49: "Using iPad Apps has helped me to demonstrate my learning in my classroom more effectively."
83% Strongly Agree/Agree; 17% Disagree/Strongly Disagree

- Q #50: "The Cat Pack program has allowed me to learn in ways that would be more difficult to do in a regular classroom."
75% Strongly Agree/Agree; 25% Disagree/Strongly Disagree
- School Spirit Award at Provincial AAA Senior Girls Basketball Tournament (2nd Consecutive year)
- New School Spirit Events this year: 40th Anniversary Open House, YOUth Student Conference, April Cancer Awareness and Fundraiser Assembly.

Reflections:

1. What did we learn? What are our key findings? How did the year go?
 2. What does the evidence tell us? How did it make a difference?
 3. What do we need to do differently and what are we willing to let go of?
 4. Where do we go from here?
- This has been a tremendous year at Brookwood, with the continuation of several key student engagement-related activities (such as lunch intramurals, the International Club, and the GSA Club), and the introduction of new events that have brought so many new opportunities to our students to positively engage at school socially, emotionally, and intellectually. According to the survey results, the vast majority of students "Agree or "Strongly Agree" that their experience at Brookwood is a positive one, where they "take pride in the their school work" (89%); "get the recognition that [they] deserve" for work habits (78%) and academics (82%); "feel respected by school staff," (81%) and other students (77%); believe that "school rules are fair" (77%); believe that "it is important to achieve good grades" (95%); and are know that "there is at least ne adult in [their] school who believes they can be successful" (93%).

With the first year of Tutorial Wednesday, people with increasingly busy schedules outside of school now have a structure within the regular school day to speak to teachers and get additional assistance, or work collaboratively with fellow students. This has helped students who need help with organizational skills and who need help with homework completion and time. This helped students become more successful as students in numerous ways. The group of students who have likely benefited the most are students in Resource classes; these are the classes that are most full during Tutorial Wednesdays. In terms of next steps, staff has discussed tightening up procedures and follow-up for those students who are invited to attend, but, for various reasons, do not come regularly.

This is also the first year for our Catz Crew Ambassadors (CCA) program at Brookwood; this program has tapped into a huge resource at Brookwood that, quite frankly, was ready and overdue to be tapped. Grade 8 students coming into the building this past September immediately felt more welcome and connected to the school and our senior students. They have become more positively socialized, sooner; we still have pockets of grade 8 students in hallways at lunch who can be challenging in their behaviours, leading us to ask how we will impact lunch behavior next year. As the survey results indicate, both mentees and mentors have increased their levels of engagement Grade 11 and 12 CCA mentors have also benefited greatly from the opportunity to become more formal leaders in the building. In fact, from

the CCA came another event this past May – the YOUth Conference. This group of student organizers, a spin-off from the CCA, worked with a teacher to plan, organize, create workshops, and operate a conference for 170 elementary students. The conference became an example of problem-based and project-based learning for students that engaged the learners in an authentic experience in ways that I have rarely ever seen; many students chose to be at numerous lunch meetings and at the school until 8 and 9 pm on numerous evenings, just to be sure that they were providing the best possible conference they could; this group of students took an incredible amount of pride in the quality of their work they were doing, and in the experience they were creating for their anticipated audience. This group of students developed a passion for this conference that led to an incredible development of organizational skills and leadership qualities in our students; it served to also connect our elementary students to Brookwood in a very positive way. For next year, we are turning this “side of the desk” IDS project into an out-of-the timetable course, to incorporate a bit more “leadership” curriculum, while maintaining the flexibility of meeting times that worked so well this year.

Another first-year program this year was The Cat Pack, a problem-based, technology-infused program for two cohorts in grade 8 (one English and one French Immersion). This program pushed the boundaries of the traditional classroom for both students and staff. As the data for students show, the Cat Pack

While we had numerous questions for students about the impact of the above programs in our student survey, the central topic of the survey was around the larger issue of student engagement at Brookwood. Within this larger context, several themes emerged; we then formulated discussion-based questions and had two District mediators lead a Focus Group discussion with about 25 Brookwood students. What we learned was that, in spite of all of the school’s efforts, concerns around bullying, school engagement, and student voice still exist. In terms of “bullying,” the students spoke about the impossibility of stopping bullying; rather, the goal of the school should be to educate students on the effects of bullying and how to openly deal with it. In terms of school engagement, students discussed that building school spirit and culture was an important piece of this puzzle for them. Finally, in terms of student voice and ownership, students have indicated that they are ready to take on more of a role and have more say in what happens in the classroom, as well as what happens in the school; they want to be asked about their learning styles and strengths, about their attitudes and interests.

Question #2: Staff Learning

- How might BSS improve student engagement and learning at Brookwood through an increase in focus on staff and teacher learning?

Actions:

- Brookwood has already begun a focused move towards staff learning in several areas, namely Literacy and Critical Thinking; Technology; and Inquiry and Problem-Based Learning. BSS has invested in a Department Head of Instruction and Assessment, focusing on staff development of literacy and Critical thinking

strategies across the curriculum. BSS has invested in putting technology in the hands of teachers who are a part of the Teachers Learning Technology (TLT) group. The first cohort has met regularly in order to share their learning of effective teaching practice and effective implementation of technology in the classroom; BSS has a second group of teachers who have applied to be a part of our next cohort of the TLT. BSS has also begun its own mentorship program for teachers, pairing new teachers with experienced teachers in a series of collaborations. BSS has also made both Department Head meetings and Staff meetings more focused on learning rather than on the dissemination of information. Finally, BSS has invested in our Cat Pack teachers being able to collaborate and attend professional development workshops in anticipation of the 2014/15 school year.

Evidence: Staff Learning

** Out of 60 teaching staff and 85 staff members:*

PROGRAM	# OF STAFF PARTICIPATING*
Secondary Mentorship Pilot	19
Teachers Learning Technology	17
CatPack (iPAD pod)	6
Essential Questions Series	18
Resource/SEA iPAD Project	18
Catz Crew Ambassadors (Leadership)	8
Digital Learners Series	4
Assessment (Rick Stiggins)	4
Adolescent Literacy Workshops	3
myBlueprint Implementation	11

- Qualitative/Anecdotal information from Staff:
 - "...a lot of my goals were to improve, which I did, but there is always room to move!"
 - "It's always great to try new things and be confident in my ability as a professional."
 - "I have grown as a teacher with my mentee. I was able to build more [of a] network of supports and collect more resources."
 - "I feel more confident and better equipped to think through how I teach and relate to students."
 - "Typing my vision or credo helped me to better understand my goals and the steps required to achieve them."
 - "I will always try to incorporate essential questions and new methods of assessment into my planning since this will only add to my resources."
 - "I learned that mentoring is valuable because it is a safe place to focus, learn, and grow."
 - "I realized by listening to others that we all need to continue learning and developing as teachers."
 - "Thanks for the opportunity!"

Reflections:

1. What did we learn? What are our key findings? How did the year go?
 2. What does the evidence tell us? How did it make a difference?
 3. What do we need to do differently and what are we willing to let go of?
 4. Where do we go from here?
- Perhaps our most significant finding is that learning is rarely ever an isolated event in that it is very often is connected to more learning, becoming a part of the culture of the building. One of the key drivers for learning in the school was the school's Department Head group, as each Department was required to have a central goal or inquiry question for the school year. For instance, in Science, the department agreed to work on Inquiry in the Science classroom over a three year period. Another example is the Social Studies Department Head who organized an Essential Questions workshop series after school at Brookwood; eventually, approximately 18 teaching staff members from more than three different departments, (about one third of the teachers in the building) committed to joining this learning group.

At the same time, there were several other learning opportunities in the school that encouraged all staff to continually examine professional practice. Some of the learning was connected to new programs for students, while other learning was through teacher-centered programs. (See graph above for program and participation information.) Staff Meetings also focused on two main ideas in terms of professional development: Interpersonal Connections, and Student Expectations/Growth Mindset. Clearly, Brookwood staff has been engaged in a great many opportunities to continue in their own professional learning.

Question #3: Parent Communication

- How might BSS increase parent engagement in the school community at Brookwood through Social Media and other electronic media?

Actions:

- All of the above, and more, are being actively shared with parents and the greater community through the use of Social Media and e-mail. The school maintains a Facebook page and Twitter account. The school has also replaced the "monthly newsletter" with a weekly blog.
- BSS is looking to replace the current Interim Report, in which a page from BCeSIS is printed out for students to take home on a specific day in terms one and two, with an "Interim Week", in which teachers will contact parents during a one week period to update them on their child's progress. The easiest way this would happen is through an electronic report, sent home via e-mail. One option BSS is looking at is training staff on an internet-based program called "Checkmymark," which allows teachers to update their marks, and have this update be live instantly for parents and students to access.

Evidence: Parent Communication

- Quantitative: Twitter, Facebook, and blog statistics
- Qualitative: Parent Feedback

- Brookwood's email newsletter, *BSS News*, gets out to about 90% of our total student population.
- The parent blog, *The Bobcat's Den*, consistently achieved between 350 and 500 hits per week.
- The school's Twitter account has 448 followers.
- On Facebook, we have 771 "Likes."
- There are 1305 devices receiving notifications from the Catz Calendar App and over 2000 downloads of the app.
- PAC anecdotal:
 - "Most teachers send email to parents – this is wonderful. I have heard other parents who don't have this experience."
 - "We should use the Catz Calendar to also send out the Bobcat's Den to students, as well as parents."
 - "I like getting the weekly emails with links to the Blog, Facebook, and everything else you have. I appreciate knowing what is happening at the school."
 - "Checkmymark has been good for us; everyone knows exactly where they are."
 - "Edmodo is helpful for homework if a class is missed."
 - "The Blog is great."

Reflections:

1. What did we learn? What are our key findings? How did the year go?
 2. What does the evidence tell us? How did it make a difference?
 3. What do we need to do differently and what are we willing to let go of?
 4. Where do we go from here?
- The data and parent feedback show that Brookwood is successfully improving our communication with parents and families. Most parents appreciate knowing about events and opportunities in the school. They also appreciate knowing their child's academic and work habits progress; they want to know if their children are experiencing successes in school, as well as if they are experiencing challenges. Finally, most parents want to know this information periodically. We increased our staff's use of electronic media to communicate student progress to parents. We also struggled philosophically as a staff, debating what assessment information we should sharing with parents, and how often, using programs such as Checkmymark. For next year, we are a pilot school for the new Student Information System (SIS), which, if early information is correct, will allow the school to communicate even more effectively with parents and students in numerous ways. Ultimately, this new SIS may allow the school to replace some of the multiple media we currently use; setting aside adequate time for training of staff will be an important piece to ensure the greatest adoption possible of the communication tools in the new SIS.

Appendix 1

Graduation rates:

ALL STUDENTS	TOTAL	Grad #	Grad %
2008/09	230	199	87
2009/10	226	197	87
2010/11	207	182	88
2011/12	224	202	90
2012/13	199	178*	89*

ABORIGINAL	TOTAL	Grad #	Grad %
2008/09	19	16	84
2009/10	20	14	70
2010/11	12	11	92
2011/12	23	21	91
2012/13	21	19	90

SPECIAL NEEDS	TOTAL	Grad #	Grad %
2008/09	11	9	82
2009/10	7	4	57
2010/11	13	9	69
2011/12	9	9	100
2012/13	14	10*	71*

*Does NOT include students on school-leaving certificates, Quebec exchange students, or students who have left the province. When these students are included in the statistics, graduation rates improve substantially.