



REPORT

Recognition of Excellence

***Student Leadership
Supporting a Connected School
Crossroads School***



RAINY RIVER DISTRICT SCHOOL BOARD

Student Leadership Supporting a Connected School

Throughout the 2013-14 school year, students from Grades 4-8 completed two “Tell Them From Me Surveys” that allow students to share their voices and perspectives on how they feel at school, how they feel about their school and what would make their school a better environment for all students. A SHAPES Survey conducted in partnership with the Northwestern Health Unit also identified that students at Crossroads felt “Connected” to their school, but there was definitely room for further growth in this area. Upon reviewing the data from both surveys as a staff in June, 2014, the school began to set the direction of the *Community, Culture and Caring* goal of the School Improvement Plan, focusing on increasing student leadership, increasing students’ sense of belongingness, and supporting school connectedness for all students. As well, the School Effectiveness Framework indicators for Crossroads School communicate that the following areas require a focus:

- Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.
- Education and career/life planning programs meet learning needs, interests and aspirations of all students
- Students, parents, families and educators understand the full range of pathways, programs, options and supports that are available.
- Students build on in-school and out of school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

The students and staff of Crossroads has worked together to set the priorities for our Community, Culture and Caring goal of our School Improvement Plan. We have decided to continue with implementing strategies to increase parent and student engagement. “Some of the activities we are implementing this year as a whole school approach:

- Strength Assessment Surveys (whole school)
- Girls’ Club, Boys’ Drum group
- Playground Leaders (PALS)
- Reading Buddies
- Lunch Leaders
- Early Years Helpers
- Student Supported Nutrition (milk, breakfast, hot lunch)
- School “house” team activities throughout the year
- Monthly recognition assemblies
- Mentor/mentee relationships between staff and students
- Ambassadors’ Club
- Classroom Strength Walls
- School time-line
- Monthly Whole-School, Student Led Character and Strength Assemblies

Additional information from the strength assessment surveys will provide useful information to address the indicated needs and interests of our students. The intention of implementing many of the activities listed above is to unite members of the Crossroads School Community, to celebrate individuality and strengths and to promote a productive and inclusive learning environment for all students.

In recent years the importance of student well-being and school culture has been amplified and research is indicating that this aspect of school improvement planning is the area that initially deserves the most attention. If students do not feel like they belong or have a place in their school or classroom, then their learning is not maximized and their overall school experience is not as positive as it could be.

This year, the staff at Crossroads School has worked hard to promote opportunities for student leadership, belongingness and school connectedness by incorporating as many of the clubs, activities and student roles within the school that the students themselves specifically asked for in their surveys. These leadership roles, clubs and whole-school activities are targeted to engage students of all ages, with different strengths, and bring students together as a school community. The staff and students at Crossroads School have embraced this concept!

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- “IF we work together to foster a strength-based school culture where students are provided with opportunities to lead, mentor others and come together as a school community, THEN students will develop a greater sense of belonging, security and commitment to learning.”

School Improvement Plan- Community, Culture and Caring Goal 2014-15
