



School District No.91 (Nechako Lakes)

School Plan to Enhance Student Learning Nechako Valley Secondary School 2018/2019

THE MANDATE

School plans are to be submitted to the Superintendent **anytime between May 1st and October 31st**. School plans should communicate school wide progress towards the district and school goal(s) and contain detailed information related to the specific needs of the student population the school serves. We must pay particular attention to the needs of students in care, students with special needs, and Aboriginal students.

DISTRICT VISION

Competent and confident learners making positive contributions in an evolving global environment.

BROAD DISTRICT GOALS

1. By June 2020, each learner will be meeting grade-level expectations in **Literacy**:
 - a) Reading skills
 - b) Writing skills
2. By June 2022, each learner will be meeting grade level expectations in **Numeracy**:
 - a) Number sense
 - b) Computational Thinking
 - c) Problem Solving
3. By June 2020, learners will experience and identify increased levels of emotional awareness and self-management in **Social-Emotional Learning**.

GOAL AREAS

1. Literacy

At NVSS we believe Literacy to be a core piece of the foundation of learning for our students. We are constantly looking at how we can improve our ability to meet the needs of all learners in this area. Currently we have a linear block dedicated in the timetable for a Literacy Coordinator. Our coordinator ensure that assessments are completed on time within our school and that the data is entered for not only District use – but school planning purposes as well. Although we have a champion in this area – our goal is that all staff will be champions for literacy for our students as it is a key component on a daily basis.

NVSS Literacy Goals:

- To increase number of students meeting expectations on the school-wide RAD
 - To build students skills identifying main ideas with supporting details.
 - To help students organize information in a note-making format
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- What data supports your school's literacy goals?
RAD – grades 7-10, Basic Reading Inventory (Jerry Johns), Use of BC Performance Standards in the classroom
 - How does your school measure progress towards the literacy goals?
Looking at percent of students minimally meeting grade level expectations using RAD results from the beginning to the end of year
 - How have these literacy goals been collaboratively developed?
Through conversations with coordinator, marking team (classroom teachers), and admin.
 - How are literacy goals implemented across grades?
**In the middle-years program, grades 7 and 8, teachers are given data and participate in collaborative conversations about the areas of strengths and growth for the class and individual students.
Data is shared with teachers in staff meetings**

- How is instruction differentiated to meet the distinct needs of every learner in your building?

Teachers use materials at various reading levels, students are provided with material read aloud, students given choice in reading materials, use of visuals and hand-on learning to supplement the reading, group discussions about the text, helping students make connections and learn to ask questions while reading.

- What assessment data is regularly used at your school to discuss or describe your progress toward achieving increased student literacy?

RAD, and the Basic Reading Inventory as a quick snapshot for students who seem to be struggling in class. This is done on a referral basis through the classroom teacher.

- Describe the school-wide process for responding in a focused and timely manner to learning issues in literacy.

Classroom teacher/admin/parent referral for a Basic Reading Inventory. Results are shared with classroom teachers and case managers. Sometimes referrals come from School Based team meetings.

Some students not yet meeting on the RAD will be assessed and coordinator charts the data on shared google document.

Staff at Nechako Valley Secondary School are creating a structure to focus on mental health and well-being of both students and staff in the learning environment we live and work in everyday. In order to ensure students will have the best opportunity to learn, they must feel “safe” – physically, mentally and emotionally in a school before they can take the risks in learning we as educators ask of them.

NVSS will focus on meeting the goal of the District by ensuring we have By June 2020, learners will experience and identify increased levels of emotional awareness and self-management in **Social-Emotional Learning**.

The well-known educational researcher - John Hattie - developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen’s d). In his groundbreaking study “[Visible Learning](#)” he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this ‘hinge point’, in order to find an answer to the question “What works best in education?”

At NVSS – our staff will continue to utilize John Hattie’s results. We will not only be looking at “what works” in terms of the positive factors available to schools - but also factors that have the biggest **NEGATIVE** impact on student learning. Some examples listed below:

Lack of sleep	-0.05
Surface motivation and approach	-0.11
Students feeling disliked	-0.19
Suspension/Expulsion	-0.20
Holding Students Back	-0.32
Depression	-0.36

In order to move our school to where these negative impacts are reduced substantially for our students, we focusing on Social Emotional Learning at NVSS through the following strategies and structures:

CREW (7&8) MYNVSS Program – daily 15-20 min meetings as a class to build community

CARES Leaders – supporting new students transitioning to NVSS

Planning 10/PE 9 Presentations – RE: Mental Health/Sexual Health/SOGI presentations

Core Competencies – Student Self Reflections

Pilot for SDg₁ Counselling on Mental Health Curriculum (Paul Woolnough and Erin Baker)

Todd Blattner (Grade 7 SDg₁ Counselling)

Northern Health Physicians - Wednesday (all day)

NVCS Counsellors – Thursday AM

Dietician - Thursday PM

Bi - Weekly updates with Counsellors around students “at risk” - ARMS meetings

Monthly meetings with Mental Health team – NVSS Counsellors/Physician/NVCS Counsellors/Carrier Sekani Counsellor/PVPs and others depending on the needs of students –

SOGI - Presentations and connections to agencies through team leader

Student Supports on Collaborative Days

Learning Assistance Hub with Teacher and CUPE staff – MYNVSS Program continuing

Learning Assistance HUB downstairs for 9-12 – new this year

Restructure of SPED program – addition of L.A “HUBS” in the upper and lower halls

“Open School” culture seems to be continuing as students are sharing information regarding any bullying, issues around students needing assistance for adults etc. Will check to see where more is needed.

Relationship building – Breakfast Program – especially the Waffle Wednesdays with staff and volunteers serving students on weekly basis.

Lunch Program now run by student programs in the school. Valhalla/ACE/PEP and Lifeskills classes are creating the menus and preparing the food. They will receive their FoodSafe certificates during this process as well as course credit or volunteer hours.

Supporting new initiatives such as ESports to ensure more students have opportunities to participate in a “team” setting - feeling more inclusive.

ABED - New work being done to implement the curriculum change at the Grade 10 level.

SBT Meetings on a timely basis for students

Strategies and Structures further defined:

1. CREW (The Advisory program in MYNVSS)



The advisory program (referred to as CREW in MYNVSS) is a foundational component of our middle year's program. In MYNVSS classes incorporate 15-20 minutes daily to the advisory curriculum. The focus of this time is for students to get to know each other and build a learning community that is sensitive to the pressures and emotions of the Young Adolescent learner. Our graduating class this year was the first cohort to be a part of MYNVSS. Many of them still share connections that they made through CREW time in grade 8.

1. Opportunities for our senior students to mentor and to contribute to our school:

CARES Leader- Welcome Grade 7 and plan retreat day

Student Council- Students from grade 7-12 organizing school dances and events.

Tutors: Students receive credits as well as get an opportunity to use their strengths to help others.

2. Opportunities for students to connect with other agencies for support.

Within the building there is a community space where students can book appointments to meet with the following:

1. Northern Health Physicians- Wed 9-12
2. Community Mental Health Counselors- Thurs 9-12
3. Dietician Thurs 1-3

3. Mental Health curriculum being piloted by NVSS Counsellor Erin Baker and supported by Paul Woolnough SD91 Counsellor.

4. Bi - Weekly updates with Counsellors around students "at risk" - ARMS meetings

5. Monthly meetings with Mental Health team – NVSS Counsellors/Physician/NVCS Counsellors/Carrier Sekani Counsellor/PVPs and others depending on the needs of students – sharing information where permitted in order to support students more fully.

6. District Counseling Support once a Week- Todd Blattner works with Grade 7's

7. School Based Team meetings weekly. Admin/Counselling/teachers attend for each student.

8. Systematic approach to Special Education.

1. Data tracked on Academics, class interventions, LA that is connected to classroom learning.
2. Social emotional check in's are currently happening. PEERS social training coming in January.
3. Exploring work options in the school that connect students to employable opportunities. E.g. Students prepping and selling lunches.

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4. Students Service team and Special Education team connecting to ensure supports are in place for all learners
5. Assisted technology training for students and staff. The use of assisted technology in classroom is increasing and will continue to increase throughout the year.
6. Internal workshops for NVCI training.

- *What will you observe/document to help describe learners manage their own emotions, thoughts and behaviours?*

Student's ability to engage in authentic learning tasks while being respectful of others. Student's ability being accountable to their own emotions has opened up ways for the school to connect to sensitive topics and learning opportunities from community members

The Blanket Exercise



On student surveys students are able to identify at least two adults within the building that they would feel comfortable going to for assistance.

A student survey will be implemented at the end of November-early December to gather data on student feeling of well being at NVSS. Follow up in May will also occur to see what effect efforts implemented will be having. "Open School" culture seems to be continuing as students are sharing information regarding any bullying, issues around students needing assistance for adults etc. Will check to see where more is needed.

3. Numeracy

At NVSS, we are working to make Numeracy a priority. Creating time so that teachers 7-12 can meet to have discussions around data and practice and then PLAN together as a team, will allow our school to follow up on what the data is showing us.

- We are choosing to complete DNA testing twice per year in order to obtain data for our own feedback.
- We allow Math teachers from grade 7-12 to meeting during Collaboration times to best align teaching and learning strategies.
- We are actively engaged in professional development of teachers, including attending Dr. Marian Small's sessions and working towards all teachers having the "Mathematical Mindsets" course.

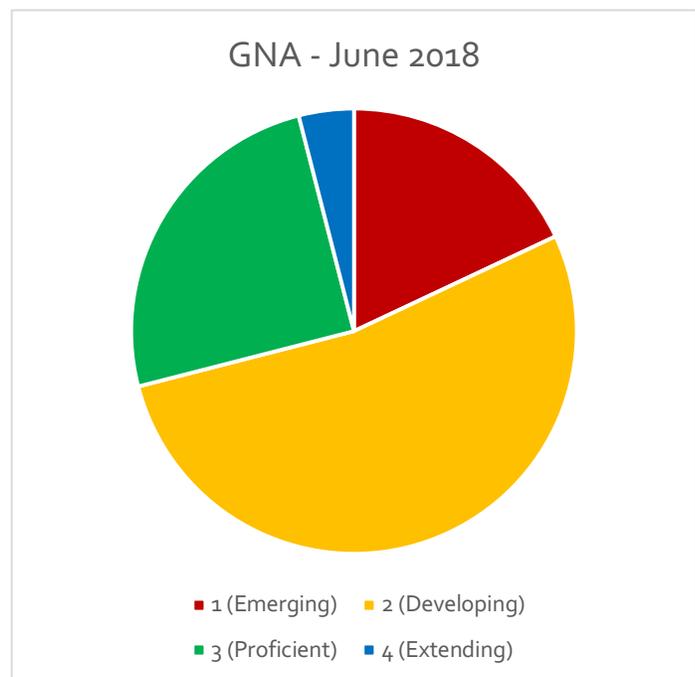
Current Data from Nechako Valley Secondary School:

Grad Numeracy Assessment (June 2018)

In June 2018, all Grade 11 students were registered to write the Grad Numeracy Exam. The distribution of marks is shown to the right.

The GNA data indicated the majority of our senior students (82%) are meeting expectations, indicated with an assessment of two or higher.

This assessment measures competency with data, number and applying numerical thinking. A normal spread of data indicates that our student population is generally competent in thinking and applying numeracy skills.



Diagnostic Numeracy Assessment – September 2018

Beginning of Grade 7

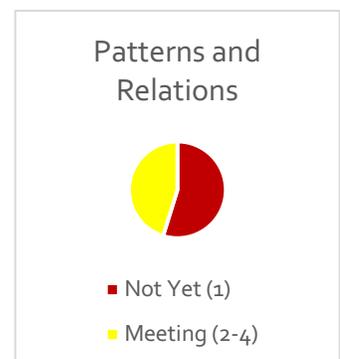
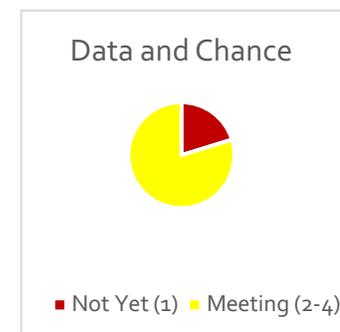
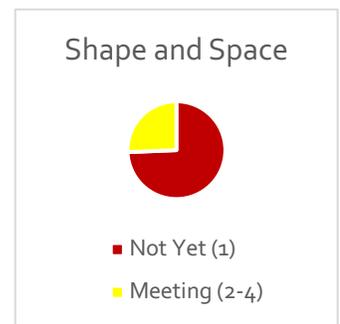
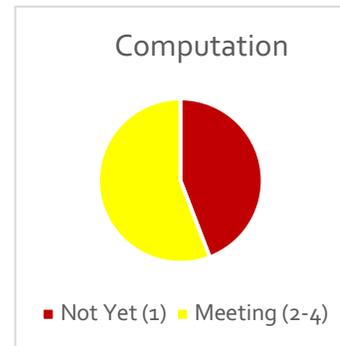
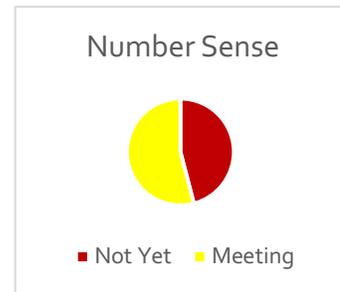
Data was collected from the current Grade 7 class in the middle of September. This assessment measures grade level math skills, such as computation with decimals and fractions, as well as basic application problems.

This data shows relative strength in “Number Sense” and “Data and Chance” but significant weakness in “Shape and Space”.

We suspect that this indicates that the students struggled to make sense of the angle question. Many of them indicated that they had never seen questions like that, so it may indicate a gap in their learning the previous years.

Main Skills

Assessment Section	Main Skills Assessed
Number Sense	Place value, factors, fraction sense
Computation	Decimals, whole number, factors
Shape and Space	Angles with parallel lines
Data and Chance	Create graph
Pattern and Relations	Input/output table



Diagnostic Numeracy Assessment – Fall 2018

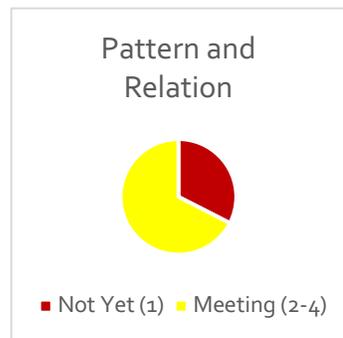
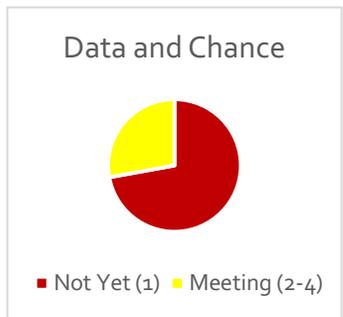
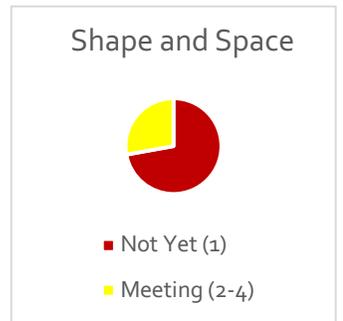
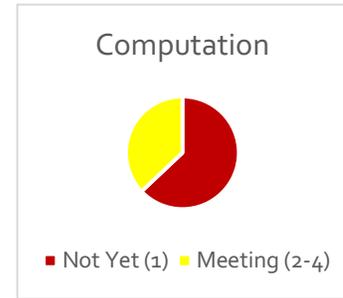
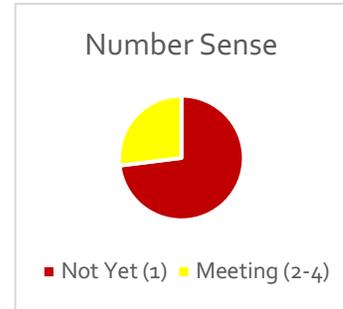
Beginning of Grade 8

Data was collected from the current Grade 8 class in the middle of September. This assessment measures grade level math skills, such as computation with integers and fractions, as well as basic application problems.

This year’s data indicated weakness in “Number Sense” and “Shape and Space” but relative strength in Patterns and Relations.”

While in classroom performance this group was strong, in testing they were below expectations. This could indicate that learning was in isolation and not connected deeply. This indicates that we need to sure to rotate back in the teaching cycle and repeat concepts periodically to ensure long-term learning.

Assessment Section	Main Skills Assessed
Number Sense	Decimal, fraction, integers, algebra
Computation	Integers, percent, ratio
Shape and Space	Composite area and perimeter
Data and Chance	Circle graph budget
Pattern and Relations	Extending linear patterns



Diagnostic Numeracy Assessment – Fall 2018

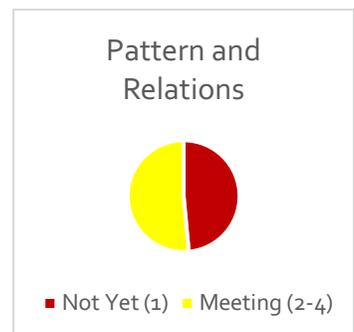
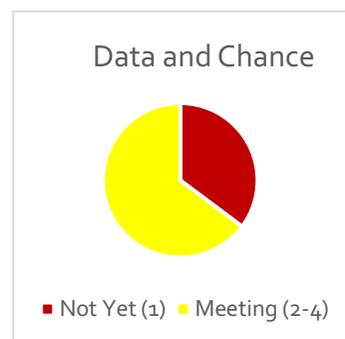
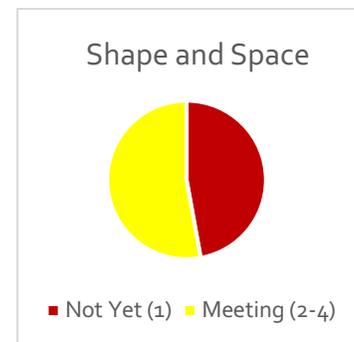
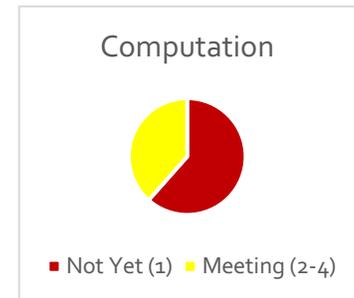
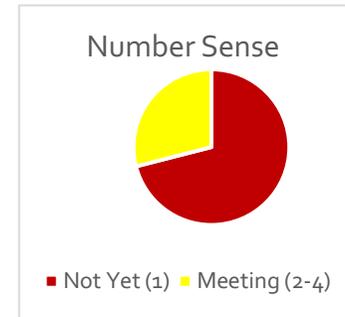
Beginning of Grade 9

Data was collected from the current Grade 9 class in the middle of September. This assessment measures grade level math skills, such as computation with decimals and fractions, as well as basic application problems. This data reflects only students registered in Math 9 during semester one (approx. three-quarters of the students.)

This year's data indicates weakness in "Number Sense" but strengths in "Data and Chance" and "Shape and Space."

This data was a surprising contrast to data gathered in the spring session. We were anticipating higher rates of "not yet" results, but this could be due to testing only a portion of the students. The data may also indicate that interventions in the grade 9 program (ie, Adapted Math 9 class, increased focus on number sense and calculation skills) may have improved the results in just a couple weeks of Math 9.

Assessment Section	Main Skills Assessed
Number Sense	Fractions, percent, algebra
Computation	Integers, fraction computation, algebra
Shape and Space	Surface area and volume
Data and Chance	Mean, median, mode and range
Pattern and Relations	Graphing linear relation



Numeracy Goals and Practices:

1. **Use data to inform Math instruction.** We identified weakness in fraction understanding, fraction equivalents and fraction computation in all three grade levels. This is an area of weakness that we are focused on improving.

Practices: Fluency games, practice and multiple opportunity to learn fraction skills. Review divisibility rules for reducing fractions. Use visual models to help learners to understand concept of fractions and how they relate to decimals and percentages. Use assessments, such as SNAP, to determine whether groups or individuals are understanding concepts.

2. **Use essential outcomes to reinforce main ideas.** For each level, it has become apparent which skills are essential for success. In past year, we have focused on application and problem solving. We have come to realize that we need to ensure that essential skills are both developed and maintained.

Practices: Design courses to “spiral” back to main ideas again and again. Give learners multiple opportunities and multiple ways to engage in learning essential concepts. Use computer technology to reinforce essential learnings.

3. **Focus on connecting learning to real life.** As observed on the Graduation Numeracy Assessment, our learners are strong with numeracy tasks, however, there is room for growth. As teachers, we need to select interesting and engaging learning tasks to help kids get better at approaching difficult problems.

Practice: Introduce difficult tasks in both group and individual settings on a weekly or monthly basis. Use good questions to inspire deep thinking (low floor/high ceiling) Suggestions for ideas come from Jo Boaler (Mathematical Mindsets), Dan Meyer (Math in Three Acts) and Marian Small (More Asking Good Questions.)

CONTRIBUTORS TO THE SCHOOL PLAN

Members - School Staff

Teachers:

Name: Lisa Thiessen Signature: _____ Date: _____

Name: Erin Baker Signature: _____ Date: _____

Name: Heather Cross Signature: _____ Date: _____

Name: Denise Dowswell Signature: _____ Date: _____

Support Staff:

Name: Rochelle Keast Signature: _____ Date: _____

Name: Cheryl Roberson Signature: _____ Date: _____

Name: Heather Silver Signature: _____ Date: _____

Members - Parent Group

Name: Charlotte Wiebe Signature: _____ Date: _____

Name: Marcia Keleman Signature: _____ Date: _____

School	Nechako Valley Secondary School
Principal Signature	Ken Young
Date	Oct. 30/2018
Staff Rep	Andy Sundahl
Date	Oct.30/2018

