

LDSS/LLC - School Plan 2018-2019

DISTRICT VISION

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

BROAD DISTRICT GOALS

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

School Snapshot:

Lakes District Secondary is an 8-12 school with an enrollment of approximately 350, including students attending Lakes Learning Center, our on-site Alternate Program. Of these students, 167 (47%) are of Indigenous ancestry. We offer a full range of academic courses, fine and practical arts, alternate programs (on and off site), special education programs, distance learning opportunities, and academic support. There is a strong athletic department with very competitive teams in volleyball, basketball, soccer, rugby, skiing/snowboarding, and mountain biking. The fine arts department presents annual drama, dance, and alternative arts performances. We provide many leadership development opportunities for students. Our community thrives within the Village Burns Lake, the Bulkley Nechako Regional District, and six First Nations (Lake Babine, Wet'suwet'en, Burns Lake, Cheslatta Carrier, Skin Tyee, and Nee Tahi Bunh). The staff have worked collaboratively for several years to implement an RTI (response to intervention) model with considerable success. Curriculum has changed significantly in British Columbia and staff are well into the process of revising courses. LDSS is a highly collaborative and inclusive learning environment for adults and youth.

At LDSS we use an RTI model in which assessments identify progress towards essential learning standards. Students are selected for re-teaching and/or intervention on an ongoing basis. Some interventions include:

- Whole class re-teach of essential learning standards
- Small group re-teach of essential learning standards
- Additional time or instruction through the Learning Commons or Learning Centre
- After school tutorials
- LSW classroom support with adaptations

Processes:

Data is reviewed by:

- Administration
- department heads
- PAC meetings
- Aboriginal Education Coordinators from local bands
- Teaching staff
- School Based Team

To align with the school district strategic plan goals, our school plan focusses on the 2022 cohort with regard to data and tracking of students. The processes identified also apply to all students in grades 8 – 12.

Assessment Program:

- RAD completed in fall and spring. All students scoring 0 – 1 are provided interventions
- SWW completed at the start of each English course (grade 8 – 12)
- Numeracy DNA at grade 9 level in spring
- Social/emotional surveys following cohorts

LITERACY:

Fall assessment data shows:

Grade **8** Students YOG 2023 Total students – 73 IEP’S – 23

Overall	No write	1	2	3	4
All	5%	14%	52%	27%	2%
Aboriginal	11%	25%	57%	7%	0
Non-Aborig	0	6%	47%	42%	6%

Grade **9** Students YOG 2022 Total Students – 76 IEP’S -14

Overall	No write	1	2	3	4
All	0%	15%	33%	49%	3%
Aboriginal	0%	28%	56%	17%	0
Non-Aborig	0	5%	14%	79%	4%

Grade 8 and 9 together

	No write	1	2	3	4
Details	3%	22%	38%	33%	5%
Notemaking	3%	21%	43%	25%	8%
Inference	3%	33%	47%	15%	3%

Strategic Area: Literacy

Current Reality (Data)	<ul style="list-style-type: none"> • 81% of grade 8s and 85% of grade 9s are at least minimally meeting expectations for reading • Only 2% of grade 8s and 3% of grade 9s are exceeding expectations • Overall non-Aboriginal students demonstrate stronger reading skills • Weakest areas overall are identifying details, notemaking, and inference
Goals	All grade 8 and 9 students will fully meet expectations on the RAD (or meet their IEP goals) by May 2019.
Strategies /Action Plan	<ul style="list-style-type: none"> • Pull out or small group interventions for all students scoring a 0 or 1 and all students on an IEP (and below grade level). • Supplemental skills instruction daily for grade 8s in lieu of French • Push in interventions with Humanities 8 and English 9 classes • Daily sustained silent reading in all English classes • District literacy specialists (Dave and Michelle) to present at December staff meeting and March 1 NI day on the topic of teaching literacy across the curriculum, in all subject areas. • English department to teach one reading strategy per term to all teachers during collaboration time and then to follow up several weeks later • DEAR (drop everything and read) once per term to promote reading • Send a Humanities team to January literacy conference (Chris and Amy) and then share strategies during whole school collaboration in February
Who is responsible? Resources needed?	<ul style="list-style-type: none"> • English teachers (Stearns, Dash, Bridge, Davies, Dube, new) • SPED staff (Gray, Gooding, Giesbrecht, Little) • Teacher librarian (Isaak) • No specific resources yet identified, other than human.
Timelines and how progress will be measured?	<ul style="list-style-type: none"> • All Year <ul style="list-style-type: none"> ○ Interventions and supports identified above ○ Monitor progress and adjust interventions as needed • Term 1 <ul style="list-style-type: none"> ○ RAD administered and analyzed ○ Groups formed and interventions started • Term 2 <ul style="list-style-type: none"> ○ Session 1 with Dave and Michelle ○ Literacy Summit with Mike McKay (possible) ○ Teach first strategy to whole staff • Term 3 <ul style="list-style-type: none"> ○ March 1 Pro-d session • Term 4 <ul style="list-style-type: none"> ○ Re-administer RAD and analyze results

NUMERACY

Last year was the first year the district collected Numeracy data. Grade 8 and 9 teachers will be reviewing the Numeracy DNA data to inform goals and objectives for the 2018-2019 school year. In addition, the department is using collaboration time this year to develop a scope and sequence of Essential Learning Standards for Math in grades 8 – 12.

- Grade 9 DNA (fall 2017)
- Students in sample (21) found the assessment very challenging
- Scores on the 52 question test ranged from 4 – 37 (mean score was 18)
- Strongest scores were in calculating
- Weakest scores were in problem solving

Strategic Area: Numeracy	
Current Reality (Data)	<ul style="list-style-type: none"> • Grade 9 DNA Assessment (fall 2017) <ul style="list-style-type: none"> ○ Students found the assessment very challenging ○ Scores on the 52 question test ranged from 4-37 (mean of 18) ○ Strongest scores were in calculating ○ Weakest scores were in problem solving • Fall 2018 anecdotal data shows: <ul style="list-style-type: none"> ○ Problem solving, and in particular an ability to break down a problem remains extremely weak. This is true for the majority of our grade 8/9 students. ○ Risk taking (willingness to try) is extremely weak
Goals	All grade 8 and 9 students will demonstrate improved problem solving skills by May 2019.
Strategies /Action Plan	<ul style="list-style-type: none"> • Develop and use problem solving template with grade 8s at least once a month all year. • Collaborate and develop a problem solving template for grade 9 • Once per term, group mark problem solutions • Direct teach problem solving skills in all math classes • Share and use open ended math problems (eg/ Marion Small) • Selected readings on problem solving to be discussed at staff meetings and in collaboration time
Who is responsible? Resources needed?	<ul style="list-style-type: none"> • Junior math teachers (Grant, Mellen, Hofer, Little, Mills) • No specific resources yet identified, other than human.
Timelines and how progress will be measured?	<ul style="list-style-type: none"> • Monthly problems group marked and recorded • Spring DNA for grade 9 students • Observational/anecdotal data

Strategic Area: Social/Emotional Learning

<p>Current Reality (Data)</p>	<ul style="list-style-type: none"> • Only 29% of grade 10s and 34% of grade 12s think that they are learning to care for their own mental health (including anxiety or stress management, anger management, relationship skills) • The vast majority of students feel welcome at school (between 0 and 6 % say no depending on their subgroup). • 41% of grade 8s couldn't name more than one adult they were connected to • 49% of grade 10s think 2 or more adults care about them and 11% said 0 • 86% of grade 12s think 2 or more adults care about them and 3% said 0 • 54 students present with unmet counselling needs that are either severe (such that they are unable to attend) or so significant that it impacts their success on a daily basis. There are no practitioners to refer them to. • Severe lack of mental health clinicians in the community. 0 through Northern Health. 2 half days from CSFS. 1 part day for LBN students. • Staff are seeking learning to understand what strategies they can use that contribute to positive mental health and what triggers to avoid. •
<p>Goals</p>	<ul style="list-style-type: none"> • 100% of students will be able to name 2 or more adults who care about them by May 2019
<p>Strategies /Action Plan</p>	<ul style="list-style-type: none"> • Caring actions and programs include: <ul style="list-style-type: none"> ○ Food for Thought (breakfast, snack, and lunch program) ○ Whole school Christmas Dinner ○ Free school supplies in the Learning Commons ○ High standards for attendance, achievement, behavior ○ Hardship funds available for teams and activities ○ Greeting students by name ○ Welcoming students who are late with, "I'm glad you're here..." • Staff to articulate to students that they care when engaged in the above (develop phrases to be used) • LBN counsellor to present at a staff meeting on Trauma and then follow up with an NI day session for all staff, including CUPE • Conduct a socio-gram with staff and the grade 8 cohort to identify students who are not connected and then plan to connect them to someone (Feb.) • Direct lessons about Mental Health in PE and Health classes • Celebrate the fact that our students feel welcome in our school
<p>Who is responsible? Resources needed?</p>	<ul style="list-style-type: none"> • All staff responsible • PE teachers responsible for their related curriculum • Counsellors to coordinate the Trauma workshop • We need practitioners...
<p>Measuring progress?</p>	<ul style="list-style-type: none"> • Soci-gram in January and again in May to compare • Grade 8 survey in February • Student learning survey in April • Survey at end of Mental Health unit

Background (previous goal):

The 2015 Satisfaction Survey of students then in grades 10 indicated that only 50% of them felt safe at school many times or all the time. This concerned us for a couple of years and we worked to understand the situation. We conducted follow up surveys, focus groups, counselling sessions, and we analyzed the information as a whole staff. what we learned was that “safe” is a very broad term and that what was at play appeared to be more about feelings of being disconnected, struggles with anxiety, and a myriad of other physical and mental health topics emerged. Recently released Student Learning Survey (2018) results confirmed these findings.

SCHOOL SPECIFIC GOALS (response to questions)

We have no school specific goals at this time as we are fully engaged in the above initiatives.

