

School District No.91 (Nechako Lakes)

School Plan to

Enhance Student Learning --

Fraser Lake Elementary Secondary School

2018/19

Schools have been asked to focus on literacy as one of their key goals:

What are your school's literacy goals and what data supports setting these goals?

- The long term goal for our school is that 100% of students will be reading and writing at grade level.
 - While we continue to look at the use of graphic organizers, our secondary teachers have identified a list of key terms that are cross-curricular, and will be working to develop students' vocabulary & understanding of these terms.
 - An additional secondary focus is on increased attention to writing. Our data trend shows that writing is a particular weakness, and it is something that affects student's ability to succeed across the curriculum.
 - Our elementary focus specifically looked at main ideas & details, as well as expanding upon answers. In the 17-18 school year, we began to use the BLITZ program to aid our struggling readers in developing mastery of the Dolch sight words.

How does your school measure progress towards achieving these goals?

- Elementary: RAD (both fall & spring); FSA (gr. 4 & 7); School Wide Write (3X/yr); Blitz data
- Secondary: RAD (gr. 8-10); Graduation exams (both Communications 12 & English 12); Course completion tracking

How have these goals been collaboratively developed and how are they implemented across grades?

- Elementary: Collaboration has allowed our elementary department to work on co-planning of units and addressing school-wide pacing. Teachers are able to use the time to analyze student data and adapt their classrooms to meet the needs of diverse learners. Collaboration has given our teachers the time and ability to co-plan around reading and writing strategies and to implement some common classroom instruction.
- Secondary: Again, district assessments were marked collaboratively, and the data used in planning. Collaboration time has also been used on a bi-weekly basis for the department teams to examine ways to support one another. Our Humanities department is developing common assessment and common unit planning to meet the new curriculum. Our Math/Science department met to specifically review the language of instruction with a focus on making the language accessible to all learners and to communicate expectations more clearly.

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

- The Elementary Department identified the following strategies:
 - Intervention time
 - This year saw the introduction of the BLITZ program in the elementary wing. 25 students were identified as having significant gaps in their basic sight words. Over the course of our 6 month trial, we saw an average gain of 28% based on a daily intervention program.
 - Book clubs
 - Targeted, direct instruction
 - Gradual release
 - Literacy & inquiry-based push-in
 - Team teaching
- In the Secondary wing, we continued the use of both an Intervention teacher & an Intervention Learning Support Worker. This teacher worked in concert with case managers and classroom teachers to provide "best fit" material and instruction for our learners. Students were able to be pulled out for small group, targeted instruction, & as a building, we were able to monitor the success rates of our students.

- Over the past two years, we made use of monthly progress data for our secondary students to both identify and monitor students who were falling behind for a variety of reasons. Our Intervention support worker was able to work one-on-one with students who need additional support at school to develop organizational skills [which were often the source of a student's lack of success] and to provide additional one-on-one support.

☑ *What assessment data is regularly used at your school to measure student literacy?*

- RAD 4-5-6-7-8-9-10
- School Wide Write 4-5-6-7
- FSA 4 & 7
- Graduation Exams [Communications 12 & English 12]
- Course completion data

☑ *Identify the percentage of your students not meeting reading expectations at each grade level in the fall and in the spring of each current year.*

	Fall 16	Fall 17	Spring 18	Fall 18
RAD 4	No data	84%	44%	54%
RAD 5	53%	57%	48%	56%
RAD 6	46%	72%	64%	48%
RAD 7	30%	42%	31%	32%
RAD 8	23%	80%		36%
RAD 9	16%	46%		52%
RAD 10	32%			52%

☑ *Describe the school-wide process for responding to learning issues in literacy in a focused and timely manner and its results in mitigating learning issues.*

Elementary:

- Intervention time
- Team teaching
- Orton Gillingham instruction
- Small group instruction
- Novel study groups at level
- Book clubs with varying levels of adult support

Secondary:

- Counsellors & English teachers work with students and parents to ensure "good fit" placement for Communications 11/12 vs. English 11/12
- Intervention staff positions [1 BLNTU/1 CUPE]
- Push-in literacy at both Secondary & Elementary levels
- We have continued with the development of our "one pagers" -- documents for our learners with challenges; they highlight student strengths & needs and have been the starting point for meetings.

☒ *How is the embedded collaborative structure being used at your school to support literacy goals?*

- Sharing of resources & strategies
 - *Specific identification of obstacles based on language of instruction*
 - *Development of specific strategies re: command terms*
- Collaboration on development of essential learning outcomes
- Discussion of grade level competencies
- Discussion of assessment information
- Secondary staff will be working with Deb Koehn in the 18-19 school year through collaboration structure to use RAD data
 - Initial goal out of first meeting is to work with Reading, Writing, and Rigour to help students develop the ability to self-assess their progression through the curricular competencies

2. Social-Emotional

☑ *How are your learners doing with recognizing their own emotions and their impact on others?*

As a staff, we used Smith & Frey's work around Building Equity to examine our school setting through a number of lenses. Staff wished to highlight the following supports that we currently have in place:

- High amount of community-school joint projects & supports
- The school's collaboration structure
- Safe environment provided to meet student's basic needs [especially food]

When asked for highlights from the past year, departments listed the following items as highlights:

Science/Mathematics

- An increased focus in group work and fostering relationships within the classroom

Elementary

- Co-teaching of the LEADS program with district counselling staff
- Use of both the FRIENDS program & the Values Project is allowing students to find a voice for their feelings and understand the impact of their actions
- Local RCMP involvement with the DARE program

Humanities

- Through both Inquiry projects & self-reflection, students were encouraged to be introspective regarding their learning. Additionally, various courses introduced themes related to mental health, and mental health education.

Student Services

- A strong focus on mental health, self-regulation, and transitions
- Initiatives included grade trips to mental health conferences within the region
- we also continue to see a significant number of students who make use of self-selected "safe spaces" in the building & an increase in the number of students who are requiring food

☑ *How well do your learners manage their own emotions, thoughts and behaviours?*

While a large number of our students are quite adept at managing their day to day lives, we acknowledge that for a number of our students, school presents a challenge. Some of these challenges are academic, while others are primarily social in nature. Like many of our colleague schools, we are faced with increasing numbers of students who deal with anxiety, issues that arise from home, and dependency issues. We are working on creating an environment where those who can manage on their own will do so, but those who need help can get it.

☑ Do learners feel emotionally and physically safer at school?

We believe so, though we acknowledge that a 100% positive response rate on each of the below items is a goal worth pursuing. The 17-18 Satisfaction surveys yielded the following results:

Sense of belonging

79% of our gr.4 students reported a strong feeling of belonging

82% of our gr.7 students reported a strong feeling of belonging

64% of our gr.10 students reported a strong feeling of belonging

90% of our gr.12 students reported a strong feeling of belonging

Identification of adults who value students

84% of gr. 4s identified 1 or more adults who they felt cared about them

65% of gr. 7s identified 1 or more adults who they felt cared about them

67% of gr. 10s identified 1 or more adults who they felt cared about them

75% of gr. 12s identified 1 or more adults who they felt cared about them

Identification of bullying

95% of our gr. 4s indicated they would be comfortable seeking help if they were being bullied

60% of our gr. 7s indicated they would be comfortable seeking help if they were being bullied

Welcome at school

80% of our gr. 4 students indicated feeling welcome at school & 82% indicated that they like school.

86% of our gr. 7 students indicated feeling welcome at school & 86% indicated that they like school.

74% of our gr. 10 students indicated feeling welcome at school & 55% indicated that they like school.

89% of our gr. 12 students indicated feeling welcome at school & 79% indicated that they like school.

☑ Do your learners contribute to positive climates?

As a school community, we continue to work towards a sustainable, open building where all of our community members are comfortable working together. In pursuing this, our staff identified the following social emotional goals for this coming year:

- *Further work towards addressing & reducing traumatic trigger incidents for students in the school*
- *Further professional development towards enhancing staff knowledge of social emotional learning*
- *Continued examination of a creating more opportunities for students to pursue passions through elective courses.*
- *Continued work with the Virtues Project & the LEADS curriculum at the elementary level*

3. Numeracy

How well are your students progressing in this area of their learning?

- Anecdotal evidence as students are progressing from grade 7 to 8 has highlighted that this is an area of concern within our building. For the 17-18 school year, we had a success rate of over 88% in math courses from grades 8-12. However, if we consider students to be “at risk” in Math if their mark is below 60% at any of our reporting times, then we noted the following trends.
 - 19% of our grade 8 students were considered “at risk”
 - 54% of our grade 9 students were considered “at risk” [32% at risk for this cohort in 16-17]
 - 54% of our grade 10 students were considered “at risk” [43% at risk for this cohort in 16-17]
 - 27% of our grade 11 students were considered “at risk” [36% at risk for this cohort in 16-17]
- At the elementary level, we are seeing similar concerns. Our primary source of data is FSA data and Numeracy DNA data.
 - On the 2016/17 grade 4 FSA, 81% of our students were Not Yet Meeting Expectations
 - On the 2016/17 grade 7 FSA, 69% of our students were Not Yet Meeting Expectations
 - 2017-18 data sets have not been made available at this time
 - Numeracy DNA % of students not meeting expectations

	Spring 18	Fall 18
<i>DNA 4</i>	62%	36%
<i>DNA 5</i>	68%	75%
<i>DNA 6</i>	68%	45%
<i>DNA 7</i>	62%	72%

- - On the Fall 2016 Island Net, 47% of our grade 4 students were Not Yet Meeting Expectations
 - On the Fall 2016 Island Net, 48% of our grade 5 students were Not Yet Meeting Expectations
 - On the Fall 2016 Island Net, 57% of our grade 6 students were Not Yet Meeting Expectations

☑ *Describe the school-wide process for responding to learning issues in numeracy in a focused and timely manner, and its results.*

At the secondary level, our primary intervention is the work of Ms. Paul & Mrs. Scarr. Students identified as “at risk” are given additional support, which ranges from assistance with executive functioning tasks [such as binder organization & completion of assignments] to full re-teaching of material that is found difficult. This intervention program allowed the entire team [students & staff] to realize a success rate of over 98%.

4. School-Specific Goals

Describe in detail a school specific goal or promising project or initiative(s) considered to be important by staff, students, and parents.

What is the specific goal or initiative(s) chosen by your team?

% of Aboriginal Learners achieving a C+ or higher in their coursework.

What is the data or interest base that led your team to implement this goal or initiative?

Our data around graduation of Aboriginal students illustrates that we have a near perfect record of 5 year graduation for our students; in the past 3 years, we have graduated 96%, 100%, and 97% of our students. However, we also know that in order to move on to next level schooling, merely passing courses is not enough.

How will you measure student success in meeting the goal or the learning intentions of the initiative?

In the 2016-17 school year, 52% of the secondary coursework completed by Aboriginal students recorded a grade of C+ or higher [19.5% A; 21.1% B; 11.4% C+]. For the whole school, the similar statistical marker was as follows: C+ or higher 64.5% [28.5% A; 24.9% B; 11.8% C+].

Our initial goal is that these markers would be equal, as students would then be undistinguishable by ancestry.

Our further aim is to see the following markers achieved:

- Increase good or better rates with a C+ or better in English 10 to 80% -- 17/18 39%; 16/17 39%
- Increase good or better rates with a C+ or better in Math 10 to 70%-- 17/18 61%; 16/17 50%

How will you as a staff respond if the students have or haven't learned what they need to know?

Last year was year two of our secondary school intervention program. We have continued on with staffing this position, and as the 18/19 school year has started, we are continuing to see increased numbers of our older students seeking out assistance. Please see the next page for details regarding secondary intervention.

An additional initiative that we would like to highlight is the Intervention program that was started in the 16-17 school year at the secondary level. Recognizing that many of our students were slipping through the cracks and requiring additional support, we allocated 0.75 FTE teaching position and 5 hrs/day of Learning Support Worker time to our intervention room. This was a reduction from 16/17's 1.0 FTE.

Secondary grades are monitored formally 4 times per semester. Our marker for defining students as successful in a course was a grade of 50% or higher, and our initial goal was that 100% of student course attempts would be successful.

Strategies used in the intervention room range from executive functioning coaching [organizing, use of agendas] to small group instruction to individualized instruction. Over the course of the year, we watched the number of successful students rise consistently from report to report, and this culminated in a 94.5% success rate (16/17 cohort – 98.2%).

As we enter the 18-19 school year, our short term goal continues to be that 100% of student course attempts will be successful. We are hopeful that as the number of successful courses increases that we will be able to evolve our intervention program with an eye not only to course success, but also to “good or better” marks of C+ or higher, as these are the grades required for students to pursue courses beyond grade 12.

CONTRIBUTORS TO THE SCHOOL PLAN

Members - School Staff

Teachers:

Name: Barbara Zang Signature: BZang Date: Oct 31/18
 Name: Lancon Wood Signature: LWood Date: Oct 31/18
 Name: Shawn Lank Signature: Shawn Lank Date: Oct 31/18
 Name: MIKE LEDUC Signature: M. L Date: OCT. 31/18

Support Staff:

Name: LORETTA SCARR Signature: LScarr Date: 10/30/18
 Name: Irene Mueller Signature: Irene Mueller Date: Oct. 31/18
 Name: Farran Small Signature: Farran Small Date: Oct 31/18

Members - Parent Group

Name: Edna Vanwert Signature: Edna Vanwert Date: 10/30/18
 Name: Nancy Lough Signature: Nancy Lough Date: 10/31/18
 Name: Kim Watt-Senner Signature: Kim Watt-Senner Date: 10/31/18

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Principal Signature	<u>[Signature]</u>
Date	<u>10/31/18</u>
Staff Rep	<u>MIKE LEDUC</u> <u>[Signature]</u>
Date	<u>10/31/18</u>