



# Nechako Valley Secondary School

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2020-21 SCHOOL PLAN TO ENHANCE STUDENT  
ACHIEVEMENT

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## NECHAKO VALLEY SECONDARY SCHOOL

Nechako Valley Secondary School (NVSS) proudly serves grades 7 to 12 in the Vanderhoof area. Known as the "Geographical Centre of Beautiful British Columbia," we are part of School District No.91 - Nchako Lakes.

Our students travel from many outlying smaller communities, rural farms/ranches and Saik'uz First Nation to attend school. Our enrollment is approximately 600 students. Students, staff and parents all strive towards our school motto "Learning is the Focus," and it is the reason for the school's success in so many areas. NVSS offers many opportunities for students to be involved at NVSS. Strong student participation in Drama, Band, Athletics, Art, Applied Skills as well as the school offering a variety of academic programs has allowed students diverse opportunities to explore. We have been proudly serving the Nchako Valley area since 1955.

### **Unique Learning Opportunities and Community Connections:**

- NVSS Clinic Days: A medical room is set up within the school where students can book appointments with local doctors.
- NVSS Mental Health Thursdays: Students can meet with community counselors.
- Aviation Program
- KOH
- Middle Years Team approach for grades 7/8 (MYNVSS)
- Free Breakfasts each morning and a Hot Breakfast served every Wednesday, student planned and facilitated lunches

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## **GOAL: CREATING STUDENT SUCCESS**

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### **LITERACY / NUMERACY / SOCIAL EMOTIONAL LEARNING**

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#### **1. Literacy**

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##### **NVSS Literacy Goals:**

- To continue to see an increase in the number of students meeting expectations or exceeding expectations on provincial and school-wide assessments.
- To continue to see the equity gap close for all grades.
- To increase our student's ability to use their literacy skills to advocate in meaningful ways.

##### **What data supports your school's literacy goals?**

RAD – Grades 7-10; reviewing Provincial assessments and comparing them to internal results.

##### **How does your school measure progress towards the literacy goals?**

Looking at the following:

- Percent of students minimally meeting grade level expectations using RAD results from the beginning to the end of year.
- The number of students meeting or exceeding expectations on the graduation assessment.

##### **How have these literacy goals been collaboratively developed?**

- Through conversations with coordinator, marking team, and administration.
- Teams of teachers working together to develop courses and assessments to improve student's literacy.

**How are literacy goals implemented across grades?**

- In the middle-years program, teams of teachers are responsible for delivering literacy for students.
- The teachers meet together for course development, webinars and collaborate on ways to move learning forward.
- 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 are given a 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.

Students accommodations are listed in MYED and accessible by teachers for every class. Assisted technology use is growing and will continue to be a focus to expand.

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

- RAD and Department developed assignments.
- Individual assessments such as HIP/Basic Reading Inventory are used as a quick snapshot for students who seem to be struggling in class.
- This is done on a referral basis through the School Based Team meeting that occur every Thursday.

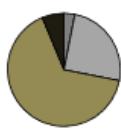
**Promising Practices to highlight at NVSS:**

- The infusion of First Peoples practices and literature into our courses 7-12.
- Teams of teachers participating in professional development, collaboration and group planning with courses.
- Ongoing commitment of staff to work to improve literacy levels for all.
- Large teams involved in the marking of assessments (RADs).

## Literacy Data:

Our Grade 10 Literacy Assessment 2019/2020:

### Results



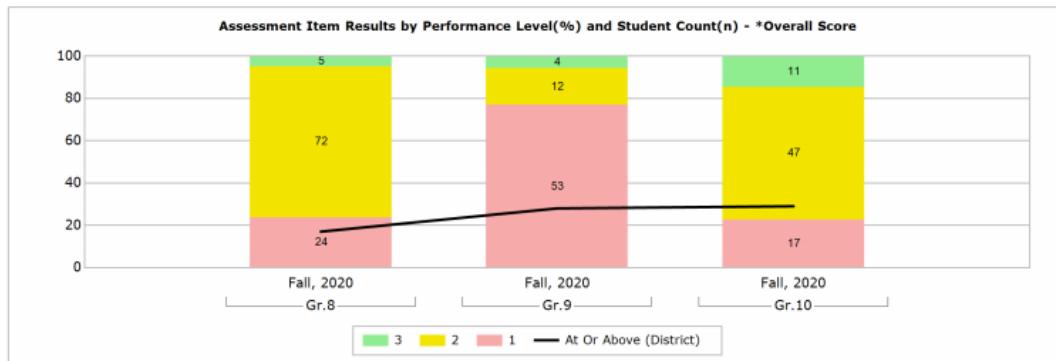
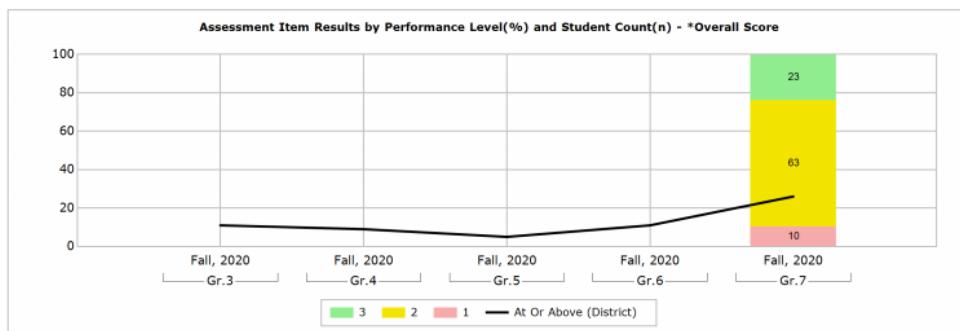
	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
Writers Only	1	3.1	8	25	21	65.6	2	6.3
Female	0	0	5	20.8	17	70.8	2	8.3
Male	1	12.5	3	37.5	4	50	0	0
Indigenous	0	0	3	100	0	0	0	0
Non Indigenous	1	3.4	5	17.2	21	72.4	2	6.9
ELL	-	-	-	-	-	-	-	-
Special Needs*	0	0	3	60	2	40	0	0

Legend: Emerging (dark grey), Developing (light grey), Proficient (olive green), Extending (black)

\*Note: Special Needs includes all students identified in 12 categories

As students complete this year, we will be continuing to monitor the trends of our data for improvement and equity gap closure.

### RAD 2020 Results Grade 7-10



## 2. Numeracy

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

- We have been meeting with the district to align assessments with instruction and to continue to investigate how our student's performance on the graduation numeracy assessment aligns with other assessments.
- Math teachers from Grades 7-12 collaborate to discuss curriculum as well as to analysis data times to best align teaching and learning strategies.

### Current Data from Nechako Valley Secondary School:

2019-2020 breakdown of our Graduation Numeracy Assessment

#### Results



	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
Writers Only	11	22	24	48	12	24	3	6
Female	7	25	12	42.9	8	28.6	1	3.6
Male	4	18.2	12	54.5	4	18.2	2	9.1
Indigenous	2	20	8	80	0	0	0	0
Non Indigenous	9	22.5	16	40	12	30	3	7.5
ELL	-	-	-	-	-	-	-	-
Special Needs*	5	41.7	6	50	1	8.3	0	0



\*Note: Special Needs includes all students identified in 12 categories

As students complete this year, we will be continuing to monitor the trends of our data for improvement and equity gap closure. Where patterns are identified, appropriate measures will be taken by staff to create strategies to address needs as well as identify and share success.

## 2020 DNA Assessment Data

The DNA was written at NVSS during the week of October 5<sup>th</sup>-9<sup>th</sup>, 2020. Below is a comparison of 2018 results to our 2020.

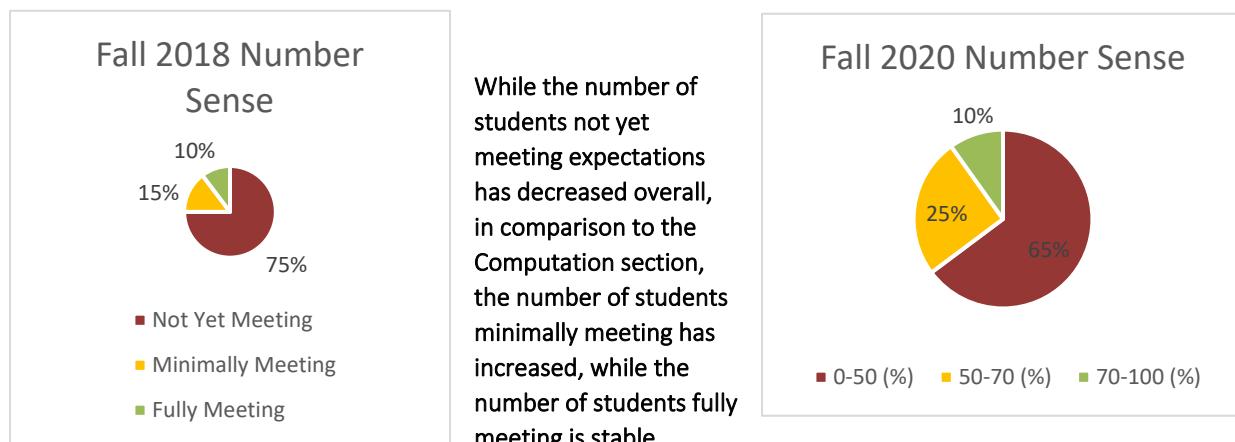
### Computation

Standard questions in the computation section ask students to convert between fractions, decimals and percent, complete ratios as well as solve basic algebra questions.



### Number Sense

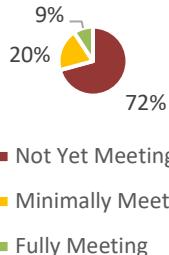
The questions in the Number Sense section are highly dependent on students' literacy and ability to translate written questions into mathematical problems. Many questions cover operations with fractions and decimals, as well as expressing and extrapolating patterns.



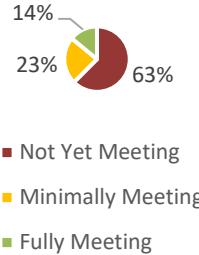
### Shape and Space

The Shape and Space question is part of the extended response section of the DNA. This question asks students to calculate the surface area and volume of two different objects using a formula sheet provided to them.

#### Fall 2018 Shape and Space



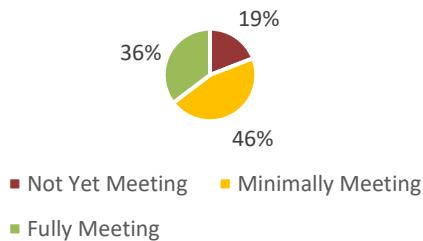
#### Fall 2020 Shape and Space



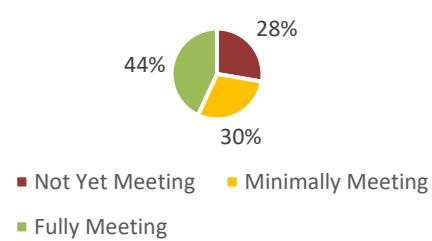
### Data and Chance

The Data and Chance question is part of the extended response section of the DNA. This question asks students to compute measures of central tendency for a given data set while also manipulating the data set. This question relies heavily on students' knowledge of the terminology used and although it includes a prompt for students to compare their results, students often oversee this "sense-making" part of the question.

#### Fall 2018 Data and Chance

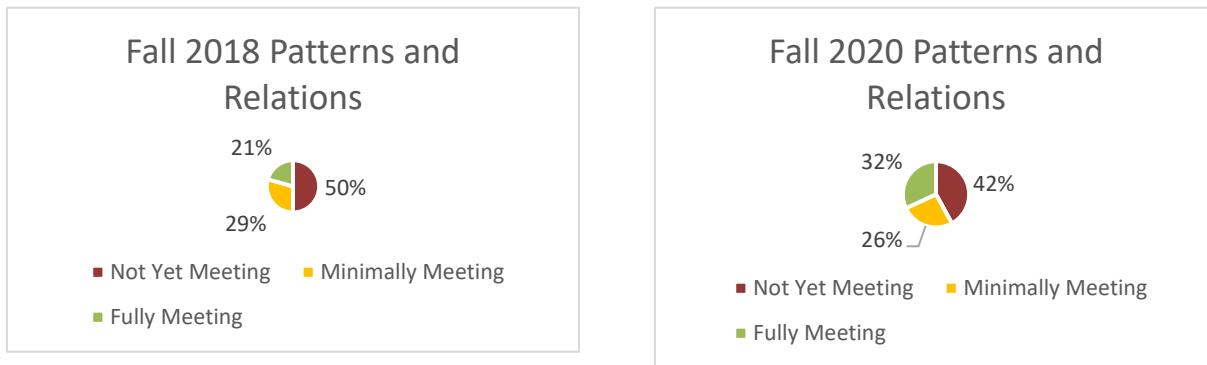


#### Fall 2020 Data and Chance



### Patterns and Relations

The Patterns and Relations question is part of the extended response section of the DNA also. This question asks students to complete a table based on a pattern presented in words, then complete a graph to display the pattern. Although the style of graph is not prescriptive, the data given in the question only allows for minimal variation in student responses.



### Extended Response Analysis

In each of the three extended response sections, the number of students scoring in the fully meeting category has increased from 2018. Furthermore, the number of students minimally meeting has remained stable with the Data and Chance question presenting as an outlier. This can be interpreted to mean that students' scores and ability to answer questions appropriately has generally improved, comparing the Fall of 2018 to Fall of 2020 data.

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### 3. Social-Emotional

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Staff at Nechako Valley Secondary School are continuing to create a structure to focus on mental health and well-being of both students and staff in the learning environment. Social Emotional Learning has been an ongoing focus for NVSS. The intention of this plan is to deepen the focus of mental well-being with a whole school lens. COVID has amplified the need for all to focus on ways to increase our well-being both individually and as a community as emotional and mental health has become a concern for many in our school and community at large.

*"We can let the circumstances of our lives harden us so that we become increasing resentful and afraid, or we can let them soften us, and make us kinder. You always have the choice."* The Dalai Lama

We conducted a school wide survey. We had 430 students participate:

Grade 7- 87  
Grade 8- 83  
Grade 9 – 68  
Grade 10- 71  
Grade 11-69  
Grade 12--52

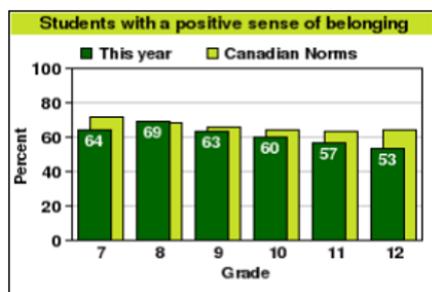
This survey has created some great staff discussion and areas that we would like to further investigate and create collective efficacy in making whole school:

1. Why are we seeing dips in our Grade 10 data?
2. Proactive way to deal with student stress and anxiety.
3. Curiosity of how our data was impacted by a survey during a pandemic.
4. Why are our girls struggling with anxiety at such a high rate compared to our boys?

### **Students with a positive sense of belonging**

Students who feel accepted and valued by their peers and by others at their school.

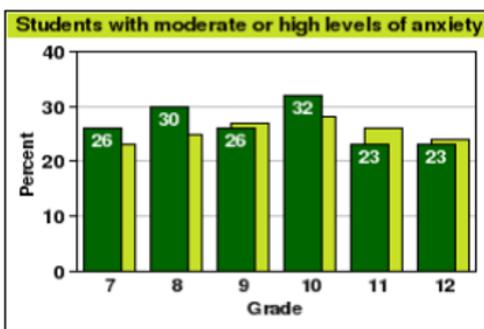
- 61% of students in this school had a high sense of belonging. The Canadian norm for these grades is 66%.
- 58% of the girls and 67% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.

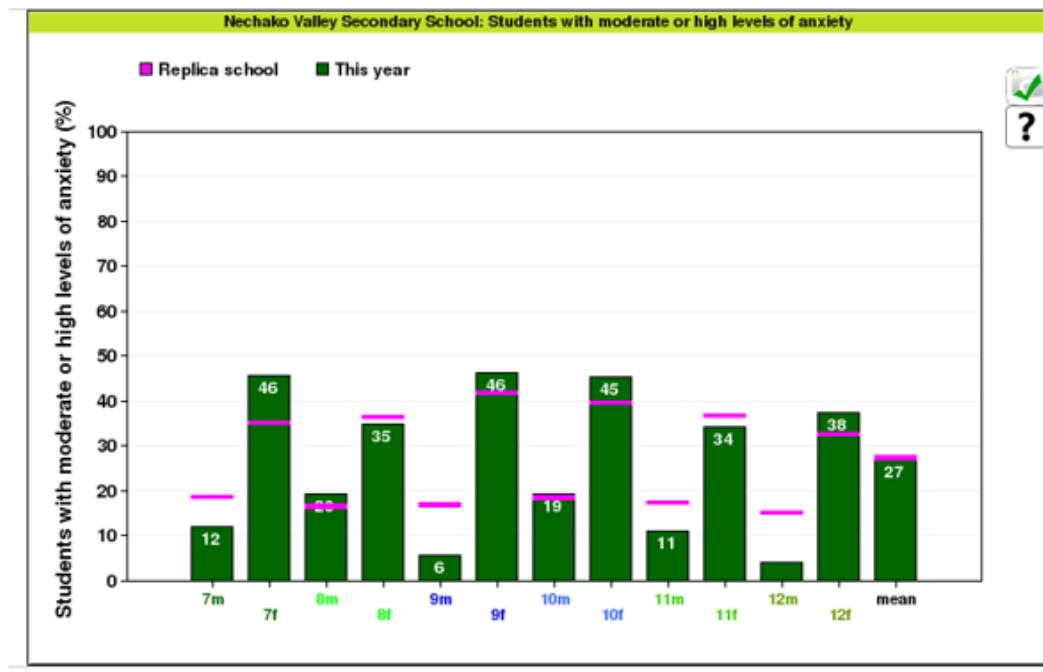


### **Students with moderate or high levels of anxiety**

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 27% of students in this school had moderate to high levels of anxiety. The Canadian norm for these grades is 26%.
- 41% of the girls and 12% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%





Anxiety and Stress has been a concern raised by both students and staff so we plan to work on proactive school-wide strategies to address.

We are focusing on Social Emotional Learning at NVSS and are using the following strategies and structures:

- CREW (7&8) MYNVSS Program – Co-planned by eight middle years teachers following Middle School Advisory Curriculum. Daily 15-20 min meetings as a class to build community as well as monthly Grade 7 house meetings that include support from community and district counsellors on such things as stress and anxiety.
- Grade 8 Student Advisory meets monthly with teacher leads Mercedes and Mia to converse about positive things as well as have constructive conversation on challenges.
- HUB Learning Centre to assist and support learning in MYNVSS.
- Valhalla - off campus Alternative Learning Centre.
- Honoring Diversity course launched with grade 8 Team.
- CARES Leaders – supporting new students transitioning to NVSS.
- Planning 10/PE 9 Presentations – re: Mental Health/Sexual Health/SOGI presentations.
- Queer Alliance Club that meets weekly. Our SOGI school representative is engaged and active.
- Ensuring that all students feel valued and respected by making sure students are not hungry at school.
- Encouraging students to utilize the opportunities to meet with the Doctors/Mental Health professionals who visit the school on a weekly basis

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## GOALS: HONOURING DIVERSITY/ENGAGE OUR WORKFORCE/ENHANCE CONNECTIONS

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A few examples of initiatives which align with the goals from the Strategic Plan above:

We are Honouring Diversity at NVSS by being fully engaged in the new District 91 Honouring Diversity Course for all Grade 8s. Our staff has dedicated hours of extra time to plan and construct lessons based on the new curriculum. The curriculum will not be “buried” but taught as a focus at the Grade 8 level. 4 teachers have invested extra time to collaborate together to roll out this curriculum in a manner that it deserves as it comprises so many rich topics of diversity and truths.

NVSS staff is committed to continue the work started prior to COVID-19 of growing a stronger connection with the community of Saik’uz. Examples such as the sister of a local man from Saik’uz, WW2 hero Dick Patrick, collaborating with students from NVSS to share his life story in the NVSS virtual Remembrance Day Assembly. The assembly was shared with the entire school as well as the communities of Saik’uz and Vanderhoof (and elsewhere). Planning has begun to create a wall of recognition for Mr. Patrick in the school.

Staff and students working to gather items for families (both in Saik’uz and Vanderhoof) to create hampers during the difficult times of the pandemic has had a positive impact and there are plans to create a more lasting structure.

Currently NVSS is working on a plan to create up to 4 Outdoor Learning classrooms. We are looking to have them tied to properties in the municipality and RDBN which will include ecosystems tied to wetlands, creeks, the Nechako River and the possibility of a small lake. These projects will connect our students to the land on which they live, learn and play. Students will be exposed to local knowledge from both members of Saik’uz as well as those from Forestry and Farm/Ranching communities.

Local contractors have been consulted with as NVSS looks to build Outdoor Learning Spaces as well as the possible launch of a much discussed “Tiny Home” building option in Construction 11/12. These opportunities to engage beyond the classroom to plan and build structures for the community will be an exciting opportunity to expand our community interaction.

The YELL (Entrepreneurship 12) program has completed 2 years at NVSS. This program has connected students to many key components to understand the business world while students are still in high school. Business leaders and entrepreneurs have inspired students and mentored their progress. A solid community connection has been made.

Please refer to our Visual Story on the NVSS School Webpage in February 2021 in order to view more visual evidence to accompany the written school plan.