

# LDSS School Plan to Enhance Student Learning 2022 – 2023

Lakes District Secondary (LDSS) serves the fiercely resilient community and surrounding area of Burns Lake. We are grateful to sit on the traditional unceded territory of the Ts’il Kaz Koh. Our school serves 6 First Nations within our catchment: Lake Babine, Ts’il Kaz Koh, Wet’suwet’en, Cheslatta, Nee Tahi Buhn, and Skin Tyee. With respect to equity, diversity, and inclusion, we strive to make LDSS a safe place for everyone. We enroll 363 students in grades 8 – 12. It is our collective role to **improve the life chances of all learners**. We are responsible for creating student success. We believe that to graduate with dignity and options, all students need to feel safe and **connected** and need to develop **literacy** and **numeracy** skills. This is even more important as we emerge from a global pandemic.



Our assets include:

- Committed, community minded staff
- The resources to offer a broad range of courses
- Volunteers for many extra-curricular activities
- An involved, supportive Parent Advisory Council
- Access to outdoor areas for canoeing, hiking, skiing, mountain biking, etc.
- 6 local First Nation as partners in learning
- Partnerships with CNC (College of New Caledonia)
- Respectful learners
- Students report a positive sense of advocacy and caring adults

## Goals and Focus Areas (as they align with the strategic plan)

The work we do in the school every day aligns with multiple aspects of the school district strategic plan.

### Create Student Success:

- Social/Emotional Learning emphasizes learning to take care of our mental health
- Numeracy goal is around on improving number sense.
- Literacy goal is focused on improving students’ analytical writing skills.

### Honor Diversity. We are:

- Working to replace inauthentic indigenous resources with culturally authentic ones.
- Promoting inclusion in our PHE classes
- Beginning to plan a sculpture project based on artifacts from students’ cultural backgrounds and history
- Promoting Orange Shirt Day, Indigenous Veterans Day, MMIWAG Awareness

### Engage Our Workforce.

- We support staff who share their passions by coaching and sponsoring activities
- We support students to take on apprenticeships with the school district (eg/ electrical)
- We are planning to restart the Alternative Arts Festival (on hold during the pandemic)

### Enhance Connections:

- Students and staff will be engaged in a mural project with the public library.
- PHE classes connect with community recreation centers and venues
- Students participate in a wide range of projects through District Careers
- We are in partnership with the Foundry, Elizabeth Fry, Northern Health, and CSFS

### Additional School Focus:

- Transitions from school to post secondary or work is a major additional focus.

# Creating Student Success:

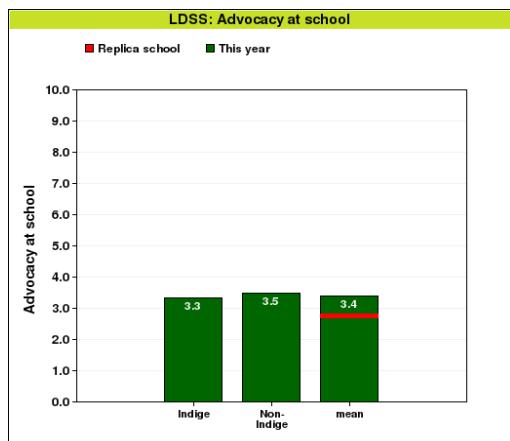
## Part 1: Social Emotional Learning Focus

### Where have we come from:

This will be our fourth year with this goal. There has been no notable change in the data. During the past school year we added a Health course to the grade 8 Rotation, taught by a counsellor. In addition, one of our counsellors made an engaging presentation at a PAC meeting. Other strategies we have implemented, and promising practices, include:

- Medical doctors take appointments here about every 2 weeks. This is a joint initiative with CSFS and has been ongoing for at least 2 years. It is well used.
- An addictions counsellor from the local hospital takes appointments here weekly. New service this last year.
- Virtual counselling is heavily subscribed every day through “Tiny Eye” and other private counsellors. Computers with required software have been installed in breakout counselling rooms.
- Students are connected to the Foundry through:
  - Participation in the Youth Advisory Committee
  - Virtual counselling
  - Healthy living workshops, for example Volleyball on October NI day
  - Engagement sessions with Foundry staff

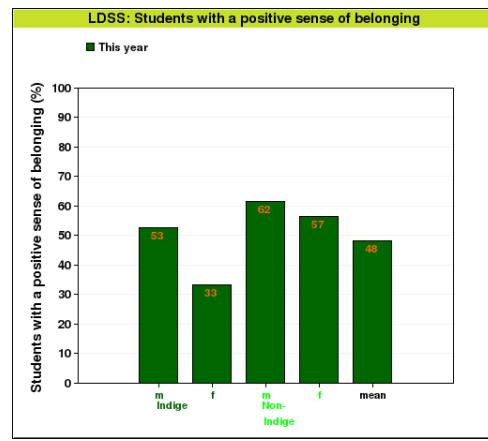
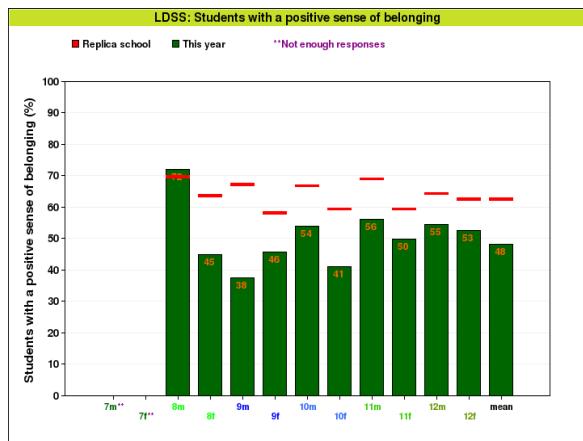
### Advocacy:



### Observations:

- Advocacy looks at the actions of teachers that students like, such as taking an interest in their work and their activities as well as how they interact, teach, and offer help. Our students report more positive responses to these questions than our replica school.
- Our students report a lower sense of belonging than the replica school. In several grades there is a variation based on gender and in all grades, except 9, females feel a lower sense of belonging.

### Sense of Belonging:

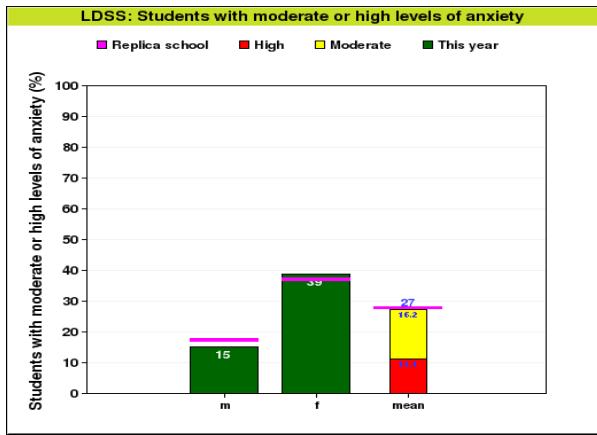


### Observations:

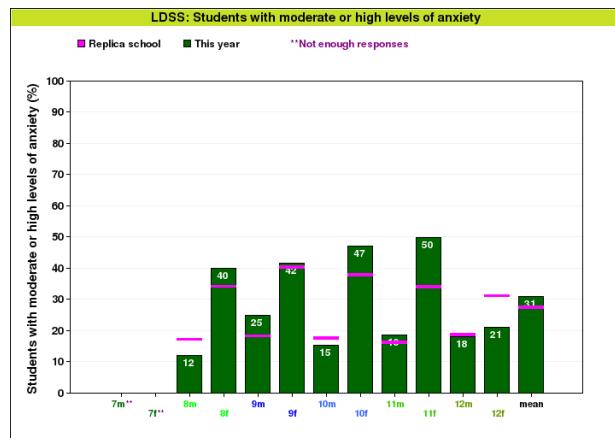
- Our students report a lower sense of belonging than students at our replica school
- Indigenous female students feel significantly less belonging compared to males and all females

## Students Reporting Moderate to High Levels of Anxiety

2021-22 graph



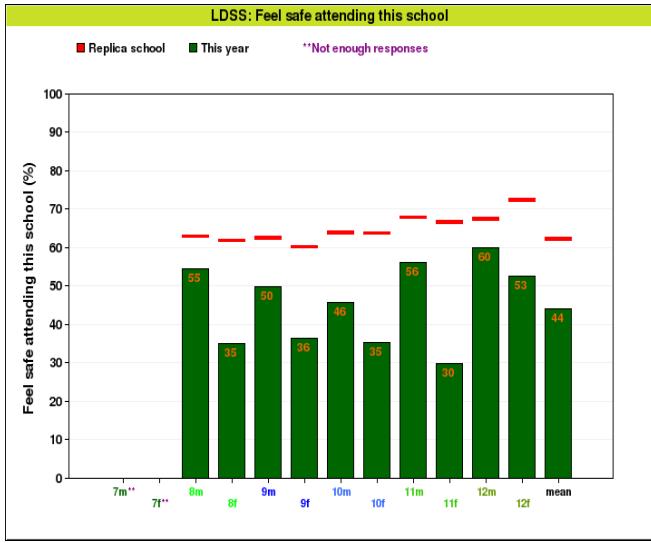
2022-23 graph



- In the previous school year, we looked at the area as an overall percentage within our plan.
- One of our strategies this year is to delve deeper into this topic to understand why students respond as they do.
- This year we have broken the data out by grade and gender.
- We notice:
  - Female students report higher levels of anxiety than their male peers.
  - Male students report close to or lower anxiety than their peers at a replica school

## Students Reporting Feeling Safe Attending this School:

2022-2023 graph (disaggregated)



### Observations:

- Female students report feeling less safe than males
- Feelings of safety may be a contributing factor to anxiety
- This data does not align with SLS data
- Grade 10 students (current 11s) – 66% reported feeling safe at school, on the SLS. This is higher than those reporting in the fall on the Our School survey.
- Grade 12 students (now graduated) – 67 % reported feeling safe at school, on the SLS.

We have responded to this data by conducting focus groups to go deeper into the data, with regard to students' feeling of safety. What we have learned so far is that it is not major threats that contribute to most feelings of being unsafe. The three biggest contributors were:

- Bathrooms full of students hanging out and sometimes vaping
- Rambunctious, hands on, behavior in hallways
- An excess of profanity at times

We have increased our oversight of these areas and behaviors and look forward to the spring data.

## **Goal: 80% of students in grades 8 – 10 will report that they are learning to take care of their mental health.**

Strategies and Objectives	Who	When
Teach strategies to promote mental health and well-being in rotation 8 <ul style="list-style-type: none"> <li>consider how to continue the learning into grades 9 and 10</li> </ul>	Teachers	Ongoing
Teach the relationship between physical health and mental health and well-being	PE Dept.	Ongoing
Support all staff to attend related professional development activities	Admin	Ongoing
Feature a different strategy every week on the announcements and in the WAG	Admin Carolyn	Weekly
Focus groups used to delve deeper into topics (anxiety and safety)	Admin Students	December
Take action based on focus group input	All staff	Ongoing
Girls groups offered in partnership with Elizabeth Fry Society	Counsellors Elizabeth Fry	Weekly
Support Indigenous girls to attend Hundiyhin afterschool program focussed on advocacy, culture, and leadership	Leona Prince Counsellors	Weekly
Promote “Bell Let’s Talk” day	LST	January 25
Provide Vaping Education – video series purchased	LST and VP	Spring
Seek speakers from the community to present on related topics	Counsellor Admin	
Mental Health activities offered during Collaboration on Fridays	Teachers CUPE	
Host a Mental Health week with targeted activities (maybe the week before SLS)	PAC ? Student Voice	
Staff development built into staff meeting agenda (for example, teach anxiety reducing strategies to staff so use in the classroom)	Admin Brown	Monthly
Survey grade 11 students as to what they meant when the reported high levels of stress and anxiety.	Admin Counsellor	

In addition to this goal on taking care of our mental health, we are beginning look at sense of belonging as it relates to:

- positive mental health
- feelings of safety
- attendance.

We look forward to our spring survey results to inform our work going forward.

## Part 2: Numeracy

To achieve a Dogwood a student must complete a Math 11 course. A student who graduates with an Evergreen Certificate needs sufficient Numeracy skills to engage in life as independently as possible.

### Where have we come from:

This will be our second year focussed on Number Sense in the junior grades. Teachers have been involved in significant collaboration with the district curriculum team and are keen to use the “Math Up” program this year. Student scores on the Ministry Numeracy 10 assessment show a significant improvement.

### The Data (current reality):

The SNAP data and the Numeracy 10 results are showing promising gains. Recent SNAP results (not yet in this table) showed a marked increase in the numbers of students scoring 3s in a range of areas. Up to date Numeracy 10 data shows significantly fewer students scoring 1s and significantly more students scoring 2s.

### Number Sense Data (assessment) – new in Fall 2021 (Communicating and Representing)

Score	2025 cohort (10)		2026 cohort (9)		2027 cohort (8)		2028 cohort		2029 cohort	
	Beg 8	End 8	Beg 8	End 8	Beg 8	End 8	Beg 8	End 8	Beg 8	End 8
3	We do not have this data. Assessment new	0	17	25						
2		4	20	18						
1		11	7	19						
0 or DNW		13	13	14						

Score	2025 cohort (10)		2026 cohort (9)		2027 cohort (8)		2028 cohort		2029 cohort	
	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9
3	15	3	12							
2	11	8	6							
1	14	17	3							
0 or DNW	17	17	0							

Ministry Numeracy Assessment (grade 10) Highest level achieved by learners					
Scores		2022 Grad Year		2023 Grad Year (12)	
2024 Grad Year (11)		2025 Grad Year (10)			
4	0 students	8%	0 students	0%	
3	6 students	8%	5 students	8%	
2	14 students	19 %	20 students	33%	
1	39 students	53%	22 students	36 %	
0 or DNW	11 students	15%	4 students	7%	
Adult Dogwood			4 students	7%	
Life Skills	4 students	5%	6 students	20 %	

**Goal: Grade 8 and 9 students will demonstrate improved number sense in the area of communicating and representing, by at least one level, during their math semester.**

Strategies and Objectives	Who	When
Provide intervention using an RTI model	TLC (Learning Center)	Ongoing
Numeracy goal as a standing item on staff meeting agenda	Admin	Ongoing
Focus on Number Sense in grades 8 and 9	Junior Math teachers	Ongoing
Grade 8 teachers to pilot the Math Up program	Garrett Shaw Jeremy Gooding Steven Little	Current school year
Use aspects of the SNAP assessment and the Problem Solving assessment within our lessons with juniors.	Department	Ongoing
Group mark the assessment (collab time) to inform instruction.	Department	September February
Make number sense visible around the school (eg/ protractors on the floor, height charts).	Admin Department	Spring 2023
Collaborate with grade 6 and 7 teachers	Junior Math teachers	Spring 2023
All teachers of Math 8 – 10 to try out the Numeracy 10 assessment and assist in the invigilations of those assessments.	Math Dept.	January

### Part 3: Literacy

To achieve a Dogwood a student must complete English 12 as well as required courses that rely on reading comprehension and effective writing skills. A student who graduates with an Evergreen Certificate needs sufficient literacy skills to follow their chosen path.

#### Where have we come from:

The Humanities Department began a focus on analytical writing in the fall of 2021. This was after a successful 5 year focus on reading comprehension skills in our junior grades. In the past year, the team developed an analytical writing assessment tool which they have implemented to gather baseline data and to set goals.

#### Fall 2022 Observations (scanning) and Work (developing):

- RAD data seems to suggest that some students may have scored poorly on the assessment due to difficulties getting their ideas down on paper. Follow up DRAs were done with all the students who scored a 1. All were found to be at or near grade level (or within range specified in their IEP)
- Ministry literacy assessments require the use of analytical writing. This is also a skill that is used across the curriculum and in the world outside school.
- For the above reasons, teachers worked to develop an analytical writing assessment and score it using the 6 point scale they are familiar with and that has increments that will effectively show growth.

2027 cohort	6	5	4	3	2	1
Grade 8	3 (4%)	6 (9%)	18 (27%)	22 (33%)	11 (16%)	7 (10%)
Grade 9						
2026 cohort	6	5	4	3	2	1
Grade 8	0 (0%)	9 (14%)	13 (21%)	21 (33%)	17 (27%)	2 (3%)
Grade 9	2 (3%)	11 (18%)	16 (20%)	19 (32%)	8 (13%)	4 (7%)
Grade 10						
2025 cohort	6	5	4	3	2	1
Grade 9	0 (0%)	8 (13%)	27 (44%)	13 (21%)	3 (5%)	10 (16%)
Grade 10	1 (2%)	6 (12%)	11 (22%)	18 (35%)	6 (12%)	9 (18%)

**Goal:** To improve each grade's average score in analytical writing by 0.5 on a 6 point scale, during their semester in English.

Strategies and Objectives	Who	When
Develop an analytical writing assessment for grades 8 – 10	Teachers and Admin	Complete
Group mark the assessment during collaboration, to inform instruction.	Teachers	December February
Direct teaching of skills assessed with the ASSW (analytical school wide write) in English and Humanities classes	Teachers	Ongoing
Small group instruction (intervention groups and TLC)	Mr. Little LSW	Ongoing
Use first ASWW of the semester as a diagnostic assessment to inform teaching	Teachers	Sem. 1 & 3
Build student writing stamina	Teachers	Ongoing
Literacy goal as a standing item on staff meeting agenda (progress report, status report, success stories)	Admin	Ongoing

## **Part 4: Honoring Diversity**

This goal drives much of our work both day to day and as we honor people and events throughout the year. There are countless champions within our team including both our teachers and our support staff. We respect the strength of all diversities within our communities. The photos below show a variety of whole school acknowledgement of special days, each of which honor diversity.



## **Part 5: Engage Our Workforce.**

At our school we support staff who share their passions by coaching and sponsoring activities. We are fortunate to have students participate in apprenticeships with school district trades, like electrical. This year we look forward to a restart of our Alternative Arts Festival.



### **Part 6: Enhance Connections:**

The photos below reflect our long standing connections with Burnt Bikes, Ride Burns, District Careers, and the Community Food Bank. These connections, and others, create opportunities and assist our school to engage in valuable learning opportunities with community partners.



### **Part 7: Additional School Focus:**

#### **What we see:**

On the Student Learning Survey students consistently do not report high levels of satisfaction with regard to being prepared for jobs or post secondary. During the pandemic only just over half are moving on to work or further schooling following graduation. This was significantly lower than pre-pandemic transitions. We continue to see that virtually none of our Evergreen path students move on to anything but “home” after graduation and there is not a culture in Burns Lake of employment opportunities for learners with challenges or special needs. Growth has taken place in this area which is attributed to the efforts of our Inclusive Education department assisting students in finding work while still in school. We continue to address this work by asking, what if our focus was that: **“Every student will transition to work or post-secondary”**

Where do they go? (transition path within the first year after grade 12)

	2021 Grad Year	2022 Grad Year	2023 Grad Year	2024 Grad Year
Post-secondary	19%	41%		
Working	38%	47%		
Upgrade or non-grad	8%	0%		
Other	3%	5%		
Unknown	17%	6%		

Our PAC is highly engaged in this work. They work with us to hold a series of career days for students in grade 9. It will include bringing in speakers from a broad range of local workplaces as well as workshops for financial literacy, interview skills, and resume writing. They are committed to involving parents in this process as well as the students. This work will expand this year to include specific activities and strategies for grades 8 and 10. This is an exciting partnership. We look forward to charting the success in the coming years as we work towards every student successfully transitioning.

## **Plan Development:**

This plan has been developed, and is continually revisited, by:

- Whole staff meetings (CUPE and BCTF) in June and September every year
- PAC meetings 3 – 5 times a year
- Regular round table meetings with our local First Nations
- Monthly staff and department meetings and during teacher collaboration
- Student focus groups – including the “A-Team”

## **Consultation Log:**

June 2022	Staff Meeting
September 1, 2022	LBN meeting with Yvette Guenter and Beatrice Michell
	TKK meeting with Rhea Brown
	PAC Meeting
September 14	Teaching staff meeting
October 12	Teaching staff meeting
Oct. 23 – Nov. 7	Consultation with department heads to build the whole school focus matrix
November 3	Steven Patrick (STN) consultation
November 9	Teaching staff meeting
December	Input from students and staff around Our School data
January	Staff Meeting PAC Meeting Grade Meetings