

Lakes District Secondary School

Plan to Enhance Student Learning



Mission Statement

To provide all students with an education that honours diversity, promotes excellence and develops individuals who are responsible global citizens. Our community will work together to ensure a safe environment that encourages creative students and lifelong learners.



Lakes District Secondary School (LDSS) and the Lakes Learning Center (LLC) serves the community and surrounding area of Burns Lake. We are grateful to sit on the traditional unceded territory of the Ts'il Kaz Koh First Nation. Our school serves six 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 and LLC a safe and welcoming space for everyone. We enroll 360 students in Grades 8 – 12. It is our collective role to **improve the life chances of all learners** and are responsible for creating student success. We believe that to graduate with dignity and options, all students need to feel **connected** to others and the community and require strong **literacy** and **numeracy** skills.



Goals and Focus Areas (as they align with the SD 91 Strategic Plan)

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

Creating Student Success:

- Social/Emotional Learning emphasizes feelings of safety and belonging.
- Numeracy goal is around improving number sense.
- Literacy goal is focused main idea and developing analytical writing skills.
- Creating alternate workspaces and programming for students including the TLC, Endeavours, LLC, the Culture room and the Learning Commons
- Providing nutritional food available throughout the day
- Homework Club available in the morning and at lunch
- Teachers have classes available for extra help at lunch
- Regular progress checks
- In school and community counselling available

Honouring Diversity:

- Promoting inclusion in our School
- Working to replace inauthentic Indigenous resources with authentic local cultural and Indigenous worldviews and perspectives.
- Developing a plan for an outdoor learning space to connect to the land
- Promoting Orange Shirt Day, Indigenous Veterans Day, MMIWAG Awareness, Share the Love and the Moosehide Campaign
- Supporting Young Ladies with the Hundiyan Group, and Young Men's Indigenous Groups running from the school in coordination with the SD 91 Indigenous Education Department
- Hosting bi-monthly Round Tables with our First Nation partners
- Monthly Student Voice meetings
- Offering a variety of activities in our Culture Room

Engaging Our Workforce:

- We support staff who share their passions by coaching and sponsoring activities
- Students participate in a wide range of projects through the District Careers program
- Promoting yearly Career Fairs
- Encourage volunteer hours in the school and the community
- Giving teachers the opportunity to develop and teach courses of interest to them

Enhancing Connections:

- We support students to participate in dual credit and apprenticeships between LDSS and CNC (e.g. Early Childhood Education and Welding)
- Hosting the annual *Alternative Arts Festival*, a *Winter Coffee House* and collaborating with the local Arts Council for plays and special events
- PHE classes connect with community recreation centers and venues
- Offering a wide variety of sports with community member as coaches
- Continual contact with families including PAC, Talk About Learning Time, Welcome Back BBQ,
- Communication with families and the community through newsletters and an active Facebook page
- Celebration of learners through Honour Roll with Distinction luncheons, Honour Roll sundaes, Pep Rallies, Coffee House, Christmas Dinner, School Spirit activities, and the Happy Days Club
- We welcome community agencies including the Foundry, Elizabeth Fry, Northern Health, and CSFS

Additional School Focus:

- We are beginning to work on development of an outdoor learning space.
- There is a concentrated effort to improve attendance

Creating Student Success:

Part 1: Social Emotional Learning Focus

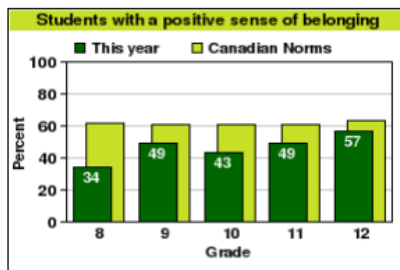
Where have we come from:

For the last 5 years we have been focused on learning to take care of our mental health. There are many successful strategies that we are continuing to use, including:

- Health class in the Grade 8 Rotation taught by a counselor
- Partnerships with the Foundry, Elizabeth Fry and Carrier Sekani Family Services
- Vaping Education – addictions counsellors and the RCMP
- An in-school counsellor ½ day per week
- Monthly visits from local health nurses and doctors
- A large variety of sports teams

As we have looked deeper into aspects of social emotional learning we are paying attention to feelings of safety, belonging, and connectedness. Through exploring student feelings of safety, we learned that general rambunctious behavior makes students feel unsafe and we were able to target that and see some improvements. The Indigenous Girls' Group, Hundiyyin, has been very successful and is now in it's fourth year. There has been a marked increase in the sense of pride and the confidence of the girls who participate. While not directly a school program, it is supported by us, and we are seeing the positive results. A Young Men's Group has been developed building life and community skills for our youth, increasing a sense of self and confidence.

Students with a positive sense of belonging.

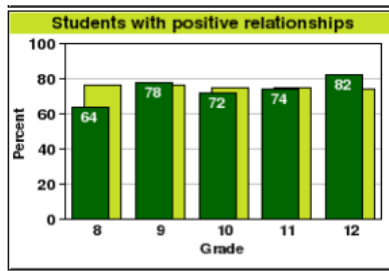


(Fall 2023 and Spring 2024)

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

- 45% of students in LDSS had a high sense of belonging; the Canadian norm for these grades is 62%.
- 32% of the girls and 61% of the boys in LDSS had a high sense of belonging.
- The Canadian norm for girls is 56% and for boys is 67%.

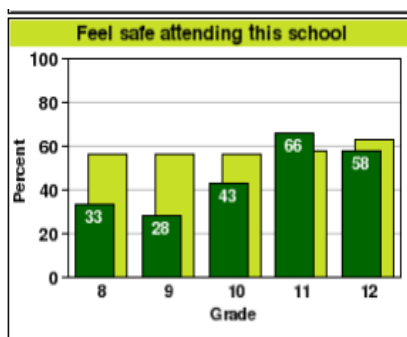
Students with positive relationships:



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

- 73% of students in LDSS had a high sense of belonging
- The Canadian norm for these grades is 62%.
- 32% of the girls and 61% of the boys in LDSS had a high sense of belonging.
- The Canadian norm for girls is 56% and for boys is 67%
- The feelings of being valued and accepted increased throughout the grades.

Students feeling safe attending LDSS:

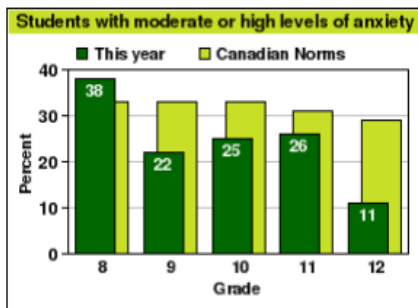


(Fall 2023 and Spring 2024)

Students who feel safe attending LDSS.

- 44% of students in LDSS felt safe at school as well as going to and returning from school.
- The Canadian norm for these grades is 58%.
- 38% of the girls and 53% of the boys in LDSS felt safe at school.
- The Canadian norm for girls is 54% and for boys is 61.
- It important to note the increase in the feeling of safety doubled from Grade 8 to Grade 11.

Students with moderate or high levels of anxiety.



(Fall 2023 and Spring 2024)

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

- 25% of students in LDSS had moderate to high levels of anxiety
- The Canadian norm for these grades is 32%.
- 37% of the girls and 10% of the boys in LDSS had moderate to high levels of anxiety
- The Canadian norm for girls is 46% and for boys is 18%.
- It is noteworthy that anxiety levels at LDSS drop by over two thirds from Grade 8 to Grade 12

Part 1. Safety and Belonging

Goal: An increased number of students will report feeling safe and that school is a place that they feel welcome and have a sense of belonging.

Based on the data provided, students at LDSS have significantly increased feeling of belonging and safety at school as they increase in grade levels. Anxiety decreases drastically from Grade 8 to 12. Areas that LDSS needs to continue is supervision in the hallways and bathrooms, particularly in the earlier grade level areas.

Continuing with our Grade 8 Health rotation and specifically teaching about Mental Health in all PHE classes, as well as continuing to support groups such as the Elizabeth Fry group, the GSA group, the Hundiyan group and the Young Men's group will support feelings of belonging.

Staff needs to continue to support lonely or disconnected learners and use the School Based Team as a starting point to connect learners to staff and supports.

An increase in the recognition of all cultural holidays and celebrations will provide all students with a sense of belonging. An international dinner is planned to showcase the food of our diverse school.

Providing a wide range of both individual and team sports and clubs, and increasing school spirit activities such as assemblies, pep rallies and cultural activities will help the school feel like a safe and inclusive space.

Part 2: Numeracy

To achieve a *Dogwood diploma*, a student must complete a Math 11 course. A student who graduates with a *School Leaving Certificate* needs sufficient numeracy skills to engage in life as independently as possible.

Where have we come from:

This will be our fourth year focussed on Number Sense in the junior grades. Teachers have been involved in significant collaboration with the district curriculum team, working with Judy Larsen as well as using the “Math Up” program with Grade 8. Student scores on the Ministry Numeracy 10 assessment show a significant improvement.

The Data (current reality):

The Numeracy 10 results are showing promising gains, with a reduction in 1's and increases in 2-4's. 77% of students are scoring in the 2-4 range in the latest recorded data.

Where are we going:

Our goal is that Grade 8 and 9 students will demonstrate improved number sense in the area of communicating and representing, as evidenced by 40% of students scoring a 3 or 4 on the SNAP at end of term 4 2025.

How will we get there?

Our Grade 9 students require a significant amount of support. We will provide instruction to help fill in the gaps, and intervention blocks as necessary with Mrs. Little in the TLC or Ms. Isaak in the Learning Commons. Number Sense has been a focus for several years now. The Department needs to evaluate whether there has been significant change in this area, or should other strategies be examined. Grade 8 teachers will continue to use the Math Up program. The department will mark all standardized assessments together to analyze the data and inform instruction. Students in all grades will have an opportunity to receive intervention as required and rewrite assessments once that is completed.

The Department will have discussions on whether the current standardized testing is serving our students well, and have conversations with the Senior Staff Math coordinator regarding options.

Part 3: Literacy

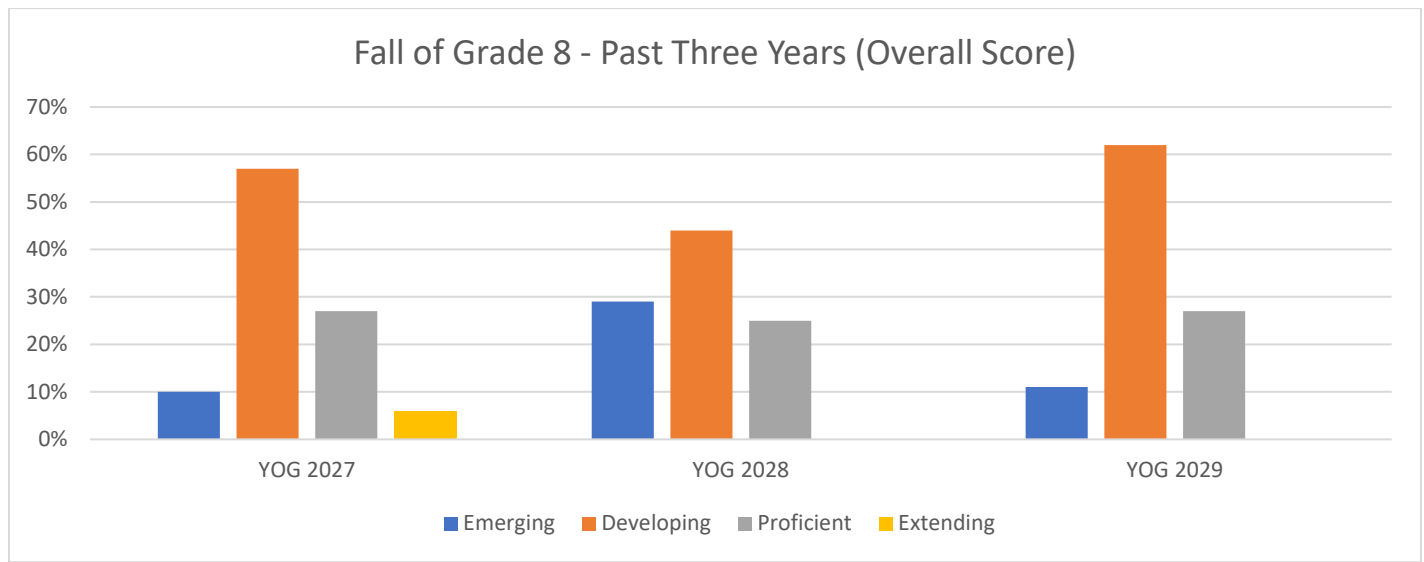
To achieve a *Dogwood diploma*, a student must complete English 12 as well as required courses that rely on reading comprehension and effective writing skills. A student who graduates with a *School Leaving Certificate* needs sufficient literacy skills to follow their chosen path.

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. The team developed an analytical writing assessment tool which they have implemented to gather baseline data and to set goals. Teachers also continue to use the CCR (formerly RAD) data to inform their instruction with a focus on Main Idea and Detail.

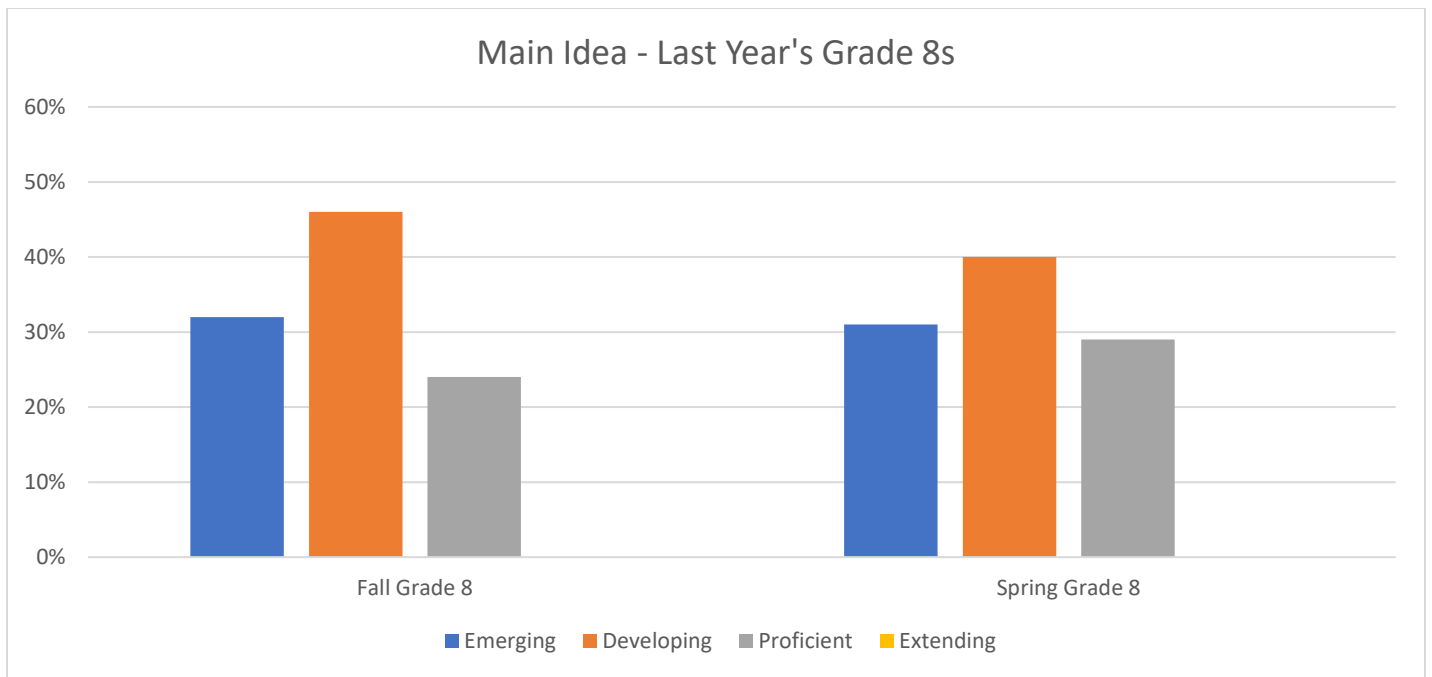
FALL – Cross Curricular Reading Assessment (CCR)

YOG 2029 – This year's grade 8s



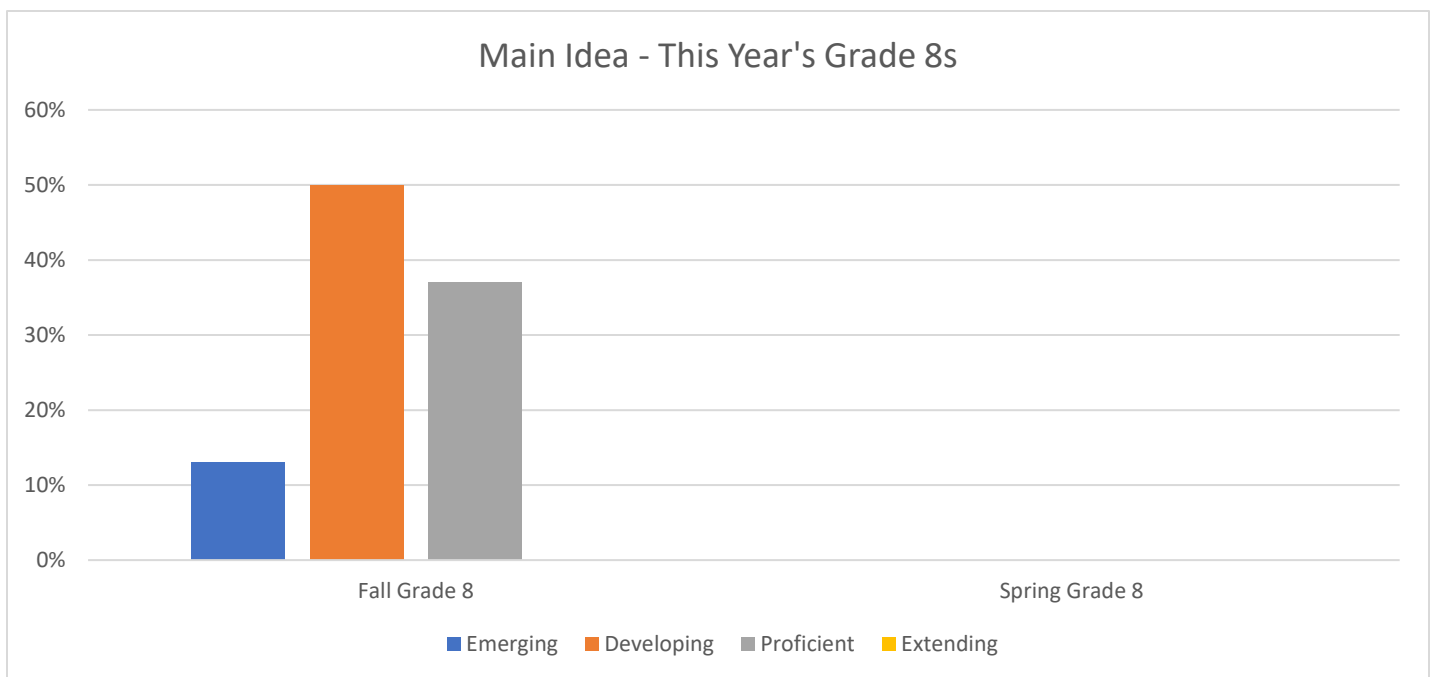
Observations:

- Roughly 75% of students are entering Grade 8 as Emerging or Developing
- Zero students over the past two years have scored extending.



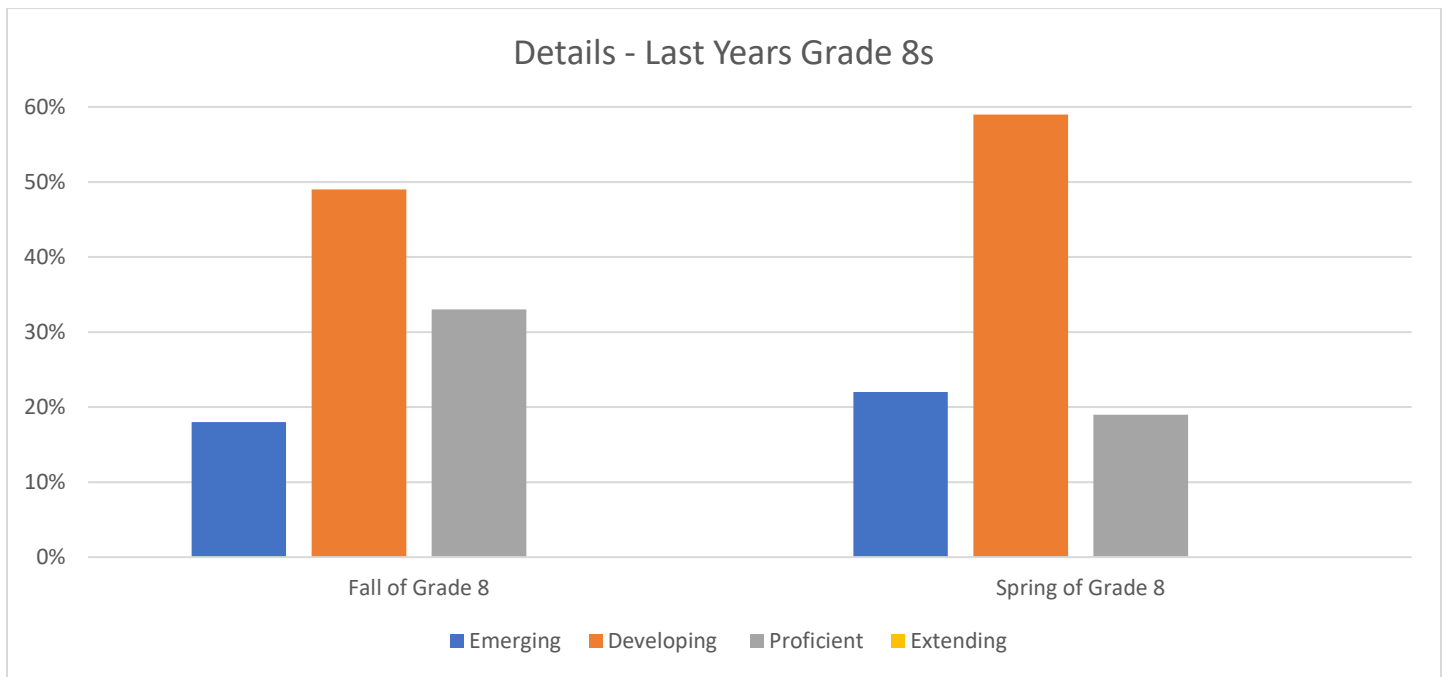
Observations:

- Increase of 4% scoring proficient in Main Ideas.
- Decrease of 1% scoring Emerging in Main Ideas.



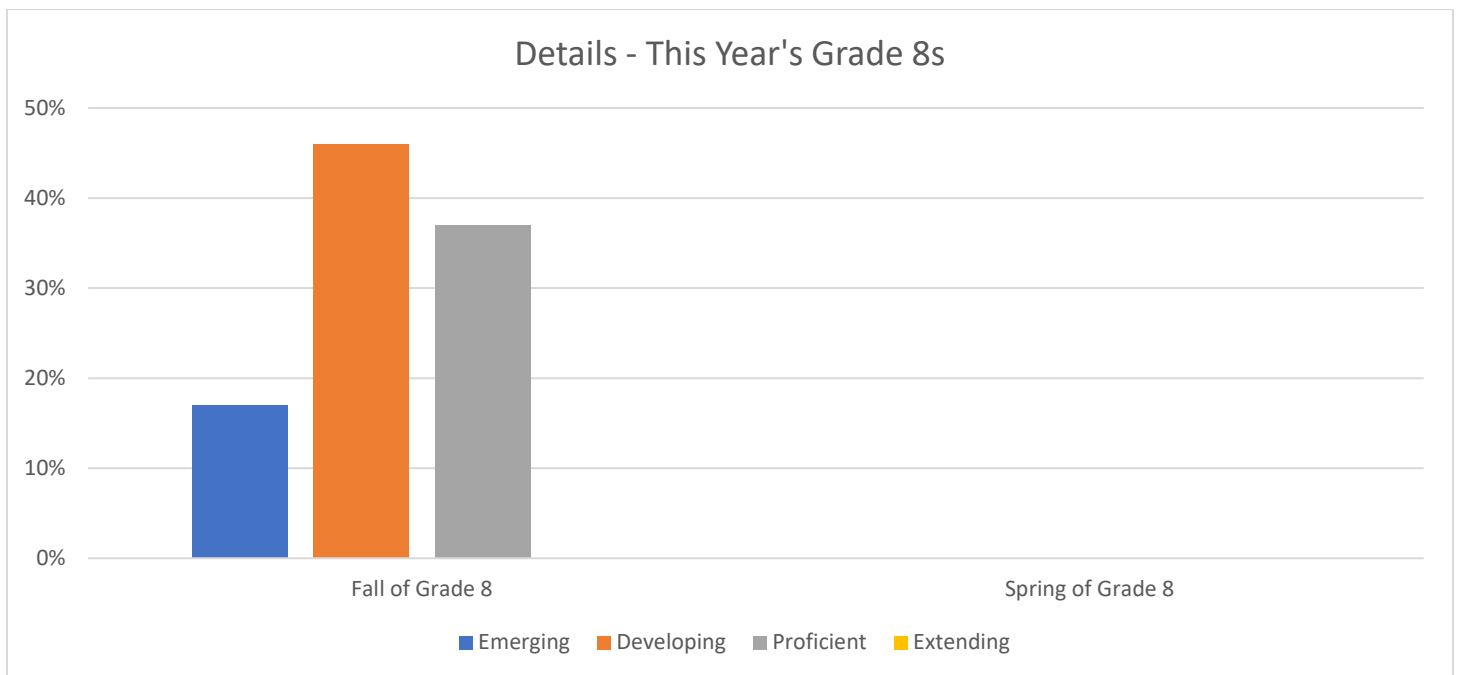
Observations:

- Much smaller group scoring Emerging compared to last years Grade 8s.
- Larger group scoring Proficient compared to last years Grade 8s.



Observations:

- Reduction in students scoring Proficient by the end of the year (this could have to do with sample size).



Observations:

- Larger group scoring Proficient compared to last years Grade 8s
- Roughly the same percentage of students scoring Emerging as last year.

Where are we going?

Our Literacy Goal is to have 50% of our Grade 8 students scoring either Proficient or Extending on the Cross Curricular Reading Assessment by the end of Grade 8.

How we plan to get there:

To achieve our goal, we plan to give specific attention to developing students' ability to identify main ideas and supporting details as this has been identified as two specific areas of weakness. This will be done through direct teaching of these skills in our Humanities 8 classes. Furthermore, we will identify students who have scored Emerging in these areas and address these gaps through small group instruction in The Learning Center (Mrs. Little) or The Learning Commons (Ms. Isaak). We will continue to group mark the Cross Curricular Reading Assessment which informs instructions and allows teachers to collaborate and calibrate instruction and assessment from classroom to classroom. We will continue to offer a Literacy 9 class which aims to address gaps in Literacy learning prior to entry in Grade 10. We will continue to strive to improve writing stamina by having daily writing tasks in class. Lastly, we will continue to promote reading for enjoyment through our Drop Everything and Read initiative.

Part 4: Honouring Diversity

This goal drives much of our work both day to day and as we honour 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 honour diversity.

Goal: To increase the celebration of the many diverse cultures, talents and abilities within LDSS.



LDSS has re-implemented a GSA support group this year. There is active participation in the Share the Love Day. Two Indigenous Learning Grants were accepted this year to work towards developing local Indigenous culture and knowledge. There is a NOIEE Inquiry project underway to develop a Grade 8 Culture rotation for the upcoming school year. Plans are underway for a schoolwide International Dinner to celebrate all the diversification we have in the school.

Part 5: Engage Our Workforce.

At our school we support staff who share their passions by coaching and sponsoring activities. Teaching staff have weekly collaboration time in which they can engage with colleagues to plan for student success.

Professional Development is teacher-led

allowing teachers to pursue interests of their choice to grow as educators. There are professional learning opportunities available throughout the year including Phil Stringer, Peter Liljedahl and Dr. Judy Larson, as well as opportunities to work with various district staff on specialized areas including Michelle Miller-Gauthier and Lina Miller.

Indigenous Learning Grants are available for staff who are interested in expanding their programming to include local Indigenous content. LDSS was successful in receiving two Learning Grants for the 2024-2025 school year.

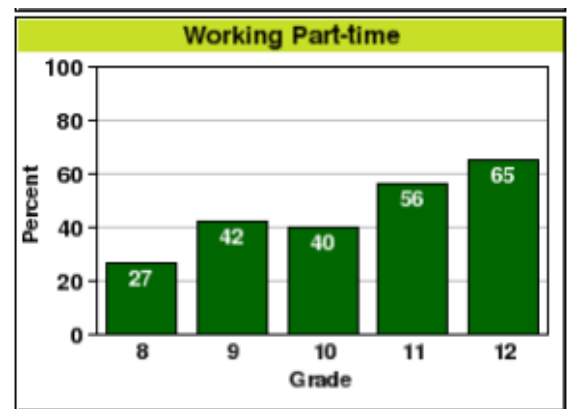
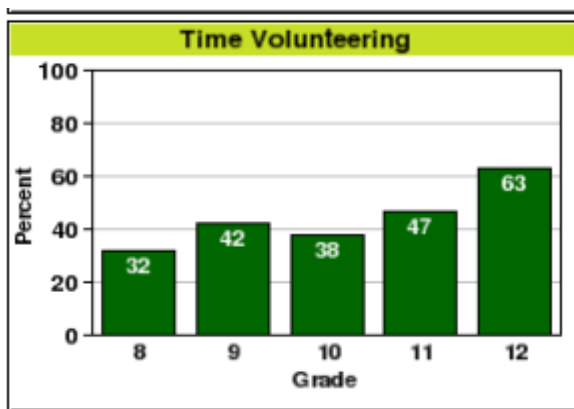


Part 6: Enhance Connections:

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.

Our Hundiyan Girl's group and Indigenous Young Men's group have opportunities to travel, meeting youth from other areas. The Young Men's Group volunteers in various community service activities including delivering wood to local elders.

We are fortunate to have students participate in activities like Project Trades and Project Steam. This year we look forward to continuing our Alternative Arts Festival and hosting a music Winter Coffee House. Planning for and developing an outdoor classroom space continues.



Part 7: Additional School Focus

Our assets include:

- Committed community minded staff
- The resources to offer a broad range of courses
- Our school has set up an attendance team which look sat all students with lo attendance biweekly. A plan is made for each student, and a team member is responsible for the follow up with that student and/or family.
- Volunteers for many extra-curricular activities
- An involved, active and supportive Parent Advisory Council
- Access to local outdoor areas for canoeing, hiking, skiing, mountain biking, hockey etc.
- Six local First Nation as partners in learning
- Partnerships with the local and regional CNC (College of New Caledonia)
- Respectful, eager and engaged learners
- Students report a positive sense of advocacy and caring adults

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 five times a year
- Bimonthly Round Table meetings with our local First Nations partners
- Monthly staff and department meetings and weekly teacher collaboration
- Student focus group