

Lakes District Secondary School

Plan to Enhance Student Learning



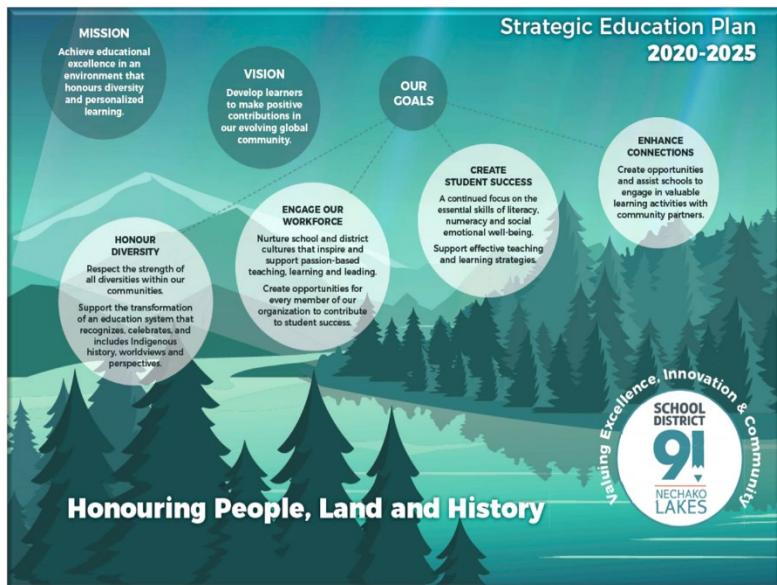
Mission Statement

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 Hundiyin 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 Project Trades)
- 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 weekly *Peek at the Week* and an active Facebook page
- Celebration of learners through Honour Roll with Distinction luncheons, Honour Roll sundaes, Pep Rallies, Coffee House, Holiday 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:

- Partnerships with the Foundry, Elizabeth Fry, Northern Health and Carrier Sekani Family Services
- Vaping Education – addictions counsellors and the RCMP
- 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 students' 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, Hundiyin, has been very successful and is now in its fifth year.

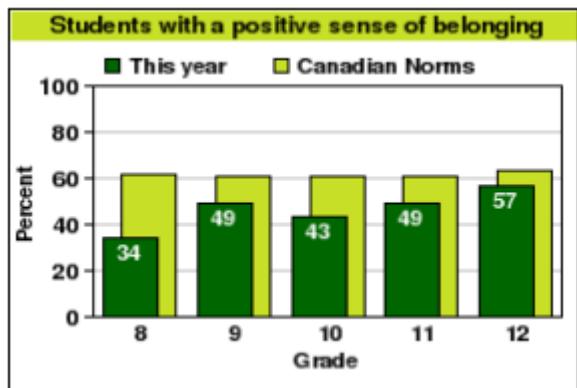
There has been a marked increase in the sense of pride and the confidence of the girls who participate. While not directly a school program, it is supported by LDSS and we are seeing the positive results. A Young Men's Group has been developed building life and community skills for our male youth.

Students with a positive sense of belonging.

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

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

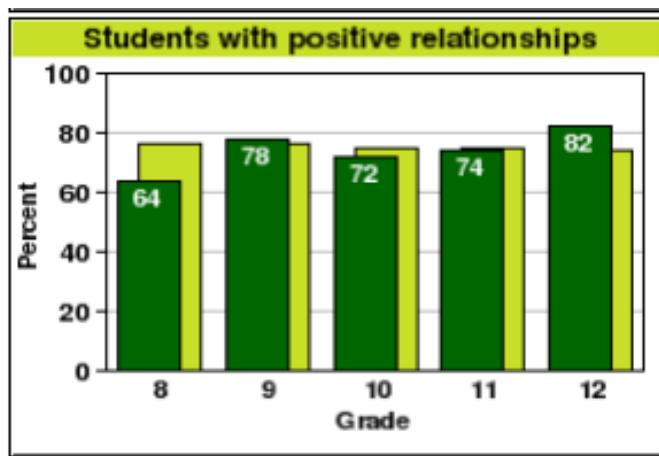
Belonging (Fall 2023 and Spring 2024):



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

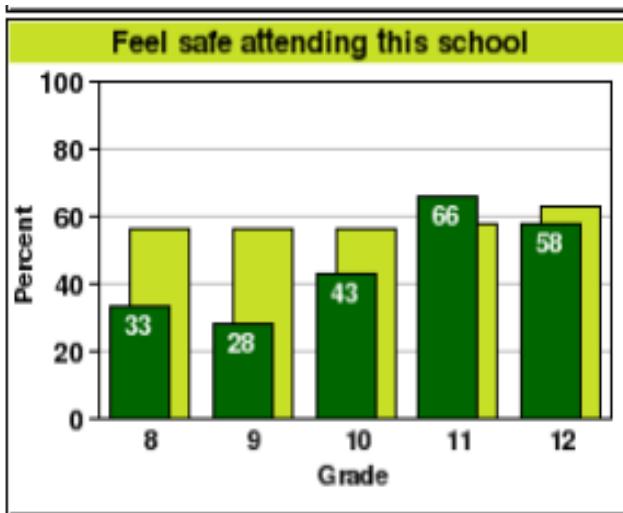
- In this school, 73% of students had positive relationships; the Canadian norm for these grades is 75%.
- 82% of the girls and 69% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 74%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

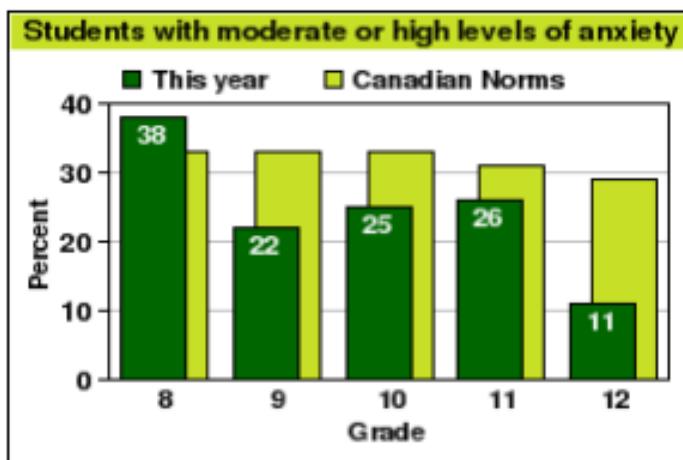
- 44% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 38% of the girls and 52% of the boys felt safe attending the school. The Canadian norm for girls is 54% and for boys is 61%.



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.

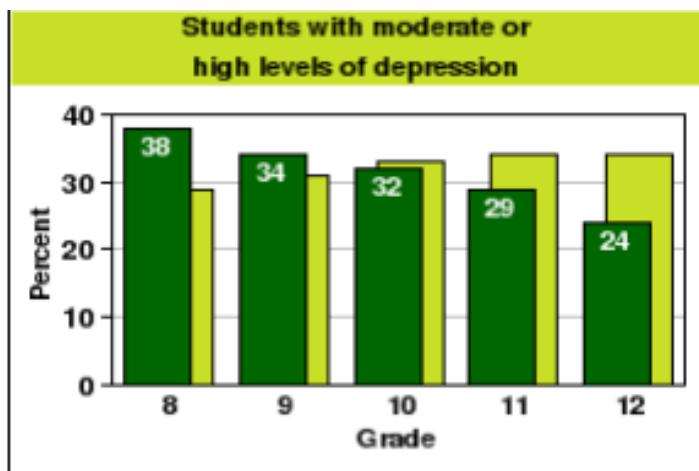
- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 37% of the girls and 10% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 46% and for boys is 18%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

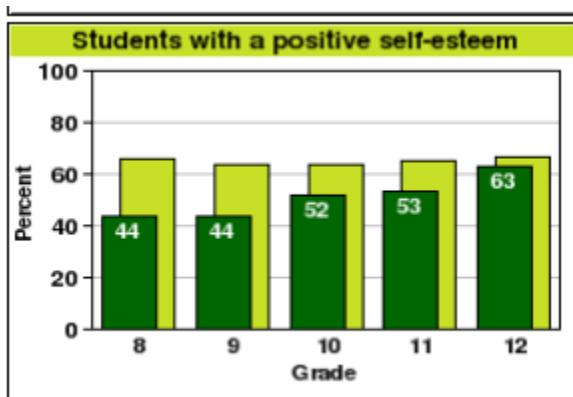
- 32% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 32%.
- 42% of the girls and 20% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 45% and for boys is 20%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 50% of students in this school had high self-esteem; the Canadian norm for these grades is 65%.
- 41% of the girls and 62% of the boys in this school had high self-esteem. The Canadian norm for girls is 59% and for boys is 71%.



2023-2024 graph (disaggregated)

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.

Strategies and Objectives	Who	When
Increase supervision in upstairs halls and washrooms	All	
Continue to respond to hands-on behavior.	All	
Pay attention to the lonely or disconnected learners and use School Based Team as a starting point to connect students.	All	
Support Indigenous girls to attend the Hundiyin program, Indigenous boys to attend the Young Men's group and all Grade 8 girls to attend the Elizabeth Fry Group.	Principal Vice Principal Ind Ed staff	
Increase our recognition of all cultural holidays and celebrations.	Principal	
Increase school spirit activities like assemblies, pep rallies, Olympics.	Various	
Encourage Elders to work with the school.	Vice Principal Ind Ed staff	
A variety of sports teams, both team and individual	Vice Principal Coaches	

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 fifth 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 and we are 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 1s and increases in other scores. Beginning of term SNAP 8 results were historically low, however results for grade 9 are disappointing and inconsistent. This year we are considering some changes to the invigilation of the assessment to factor out any inconsistencies.

Number Sense Data (assessment) – (Communicating and Representing)

Score	2025 cohort (12)		2026 cohort (11)		2027 cohort (10)		2028 cohort (9)		2029 cohort (8)	
	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	29	3				
2		4	20	18	20	6				
1		11	7	19	13	26				
0 or DNW		13	13	14	11					
average				2.0	2.25	1.6				

Score	2025 cohort (12)		2026 cohort (11)		2027 cohort (10)		2028 cohort (9)		2029 cohort (8)	
	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9	Beg 9	End 9
3	15	3	29	3	10					
2	11	8	17	19	2					
1	14	17	5	22	8					
0 or DNW	17	17	11	15						
average			2.5	1.7	2.1					

Ministry Numeracy Assessment (Grade 10) Highest level achieved by learners						
Scores	2022 Grad	2023 Grad	2024 Grad	2025 Grad (12)	2026 Grad (11)	
4	0 students 0%	0 students 0%	1 student 2%	1 student 2.5%		
3	6 students 8%	5 students 8%	6 students 12%	10 students 5%		
2	14 students 19%	20 students 33%	33 students 66%	20 students 50%		
1	39 students 53%	22 students 36%	8 students 16%	9 students 23%		
0 or DNW	11 students 15%	4 students 7%	0 students 0 %	0 students 0%		

Adult Dogwood		4 students 7%	3 students 6%		
Life Skills	4 students 5%	6 students 0 %	0 students 0%	0 students 0%	

Goal: Grade 8 and 9 students will demonstrate improved number sense in the area of communicating and representing, as evidenced by 25% of students scoring a 3 on the SNAP at end of term.

<i>Strategies and Objectives</i>	<i>Who</i>	<i>When</i>
Junior students (grades 8 and 9) to continue with their courses if showing Emerging skills or Insufficient Evidence by end of semester.	Junior Math teachers	
Focus on Number Sense in Grades 8 and 9	Junior Math teachers	Ongoing
Grade 8 teachers to use the Math Up program	Jeremy Gooding	Current school year
Use aspects of the SNAP assessment within our lessons with juniors.	Department	Ongoing
Group mark the assessment to inform instruction.	Department	Beg/End of semester
Make number sense visible around the school (ex. protractors on the floor, height charts).	Department Karen Isaak	Continuing
All teachers of Math 8 – 10 to try out the Numeracy 10 assessment and assist in the invigilation of those assessments.	Math Dept.	February
Students have an opportunity to rewrite assessments after some intervention	Math Department	Ongoing

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.

Analytical School Wide Write Data Spring 2024

2029 grad	6	5	4	3	2	1	average
Grade 8	0%	2%	24%	32%	37%	5%	3.01
2028 grad	6	5	4	3	2	1	average
Grade 8	0%	3%	18%	30%	36%	12%	2.82
Gr. 8 (end)	0%	2%	32%	42%	20%	4%	3.25
Grade 9	3%	3%	29%	29%	18%	18%	3.05
2027 grad	6	5	4	3	2	1	average
Grade 8	3 (4%)	6 (9%)	18 (27%)	22 (33%)	11 (16%)	7 (10%)	3.25
Gr. 8 (end)	1 (2%)	8 (12%)	22 (35%)	15 (24%)	11 (17%)	6 (10%)	3.45
Grade 9	0 (0%)	7 (23%)	6 (19%)	10 (32%)	6 (19%)	2 (6%)	3.42
Gr. 9 (end)	0 (0%)	10 (17%)	27 (47%)	16 (28%)	4 (7%)	1 (2%)	3.92
Grade 10							2.3
2026 grad	6	5	4	3	2	1	average
Grade 8	0 (0%)	9 (14%)	13 (21%)	21 (33%)	17 (27%)	2 (3%)	3.17
Gr. 8 (end)	0%	11%	37%	37%	11%	3%	3.51
Grade 9	2 (3%)	11 (18%)	16 (20%)	19 (32%)	8 (13%)	4 (7%)	3.56
Gr. 9 (end)	6 (10%)	13 (21%)	15 (24%)	15 (24%)	12 (19%)	1 (2%)	3.85
Grade 10	0%	21%	37%	16%	21%	0%	3.76
Gr. 10 (end)	8%	23%	30%	23%	0%	0%	4.3
Grade 11							3.75
2025 grad	6	5	4	3	2	1	average
Grade 9	0 (0%)	8 (13%)	27 (44%)	13 (21%)	3 (5%)	10 (16%)	3.38
Gr. 9 (end)	1 (2%)	6 (12%)	11 (22%)	18 (35%)	6 (12%)	9 (18%)	3.63
Grade 10	1 (2%)	6 (11%)	11 (21%)	18 (34%)	6 (11%)	9 (17%)	3.16
Gr. 10 (end)	3 (8%)	5 (14%)	17 (46%)	9 (24%)	3 (8%)	0 (0%)	4.12
Grade 11	22%	30%	43%	4%	0%	0%	4.89
Gr. 11 (end)	0%	35%	29%	29%	6%	0%	4.14
Grade 12							3.54
Gr. 12 (end)							

FALL – Cross Curricular Reading Assessment (CCR)

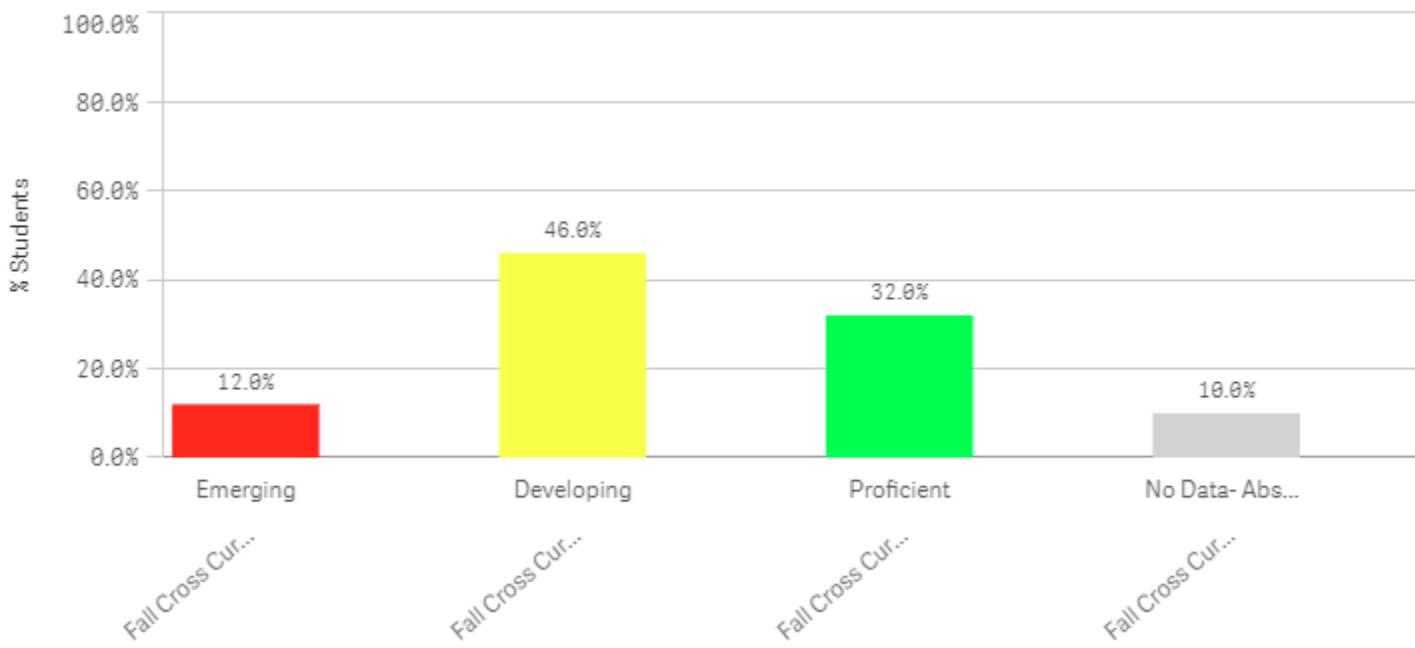
YOG 2029 – This year's grade 8s

Fall 2024	1	2	3	4
%	11%	62%	27%	0%
Total: 45	5	28	12	0

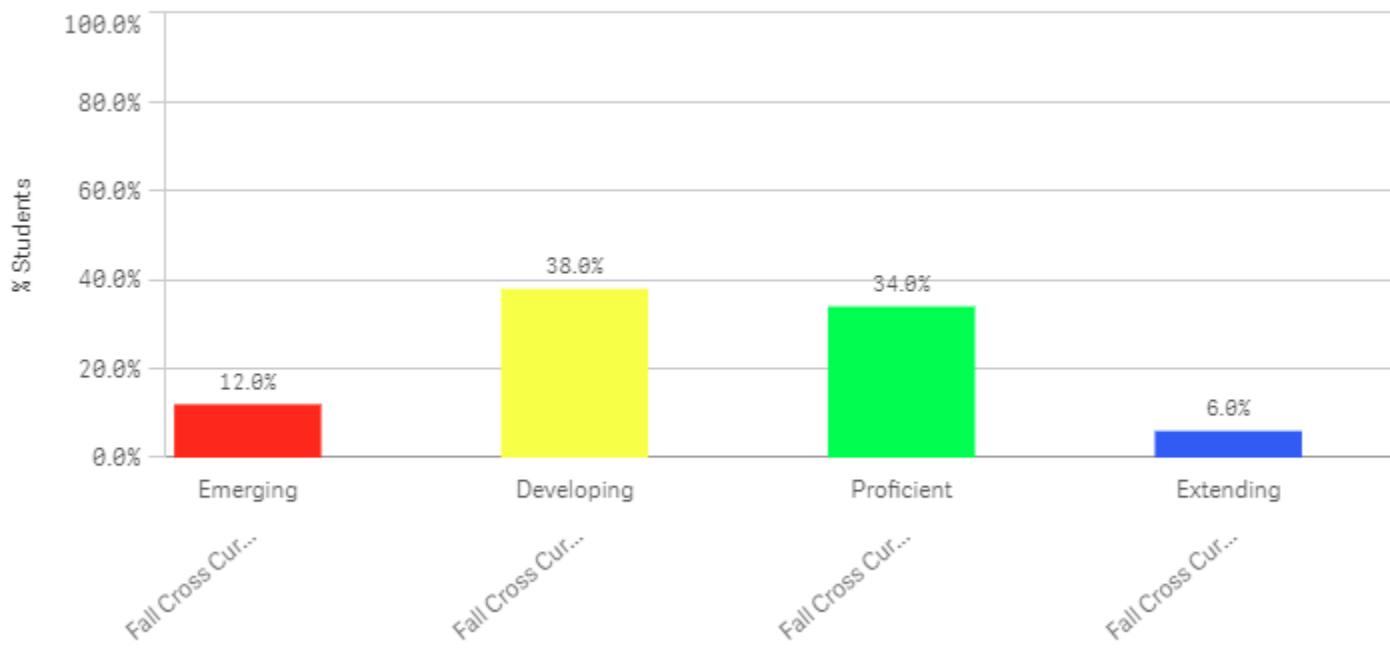
Fall 2024 Observations (scanning) and Work (developing):

- CCR data shows that nearly three quarters of the students in Grade 8 are not yet proficient. 11/12 students that scored proficient are girls.
- Noted areas of relative strength:** making connections and comprehension.
- Noted areas for improvement:** Identifying main ideas and supporting details.
- 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.

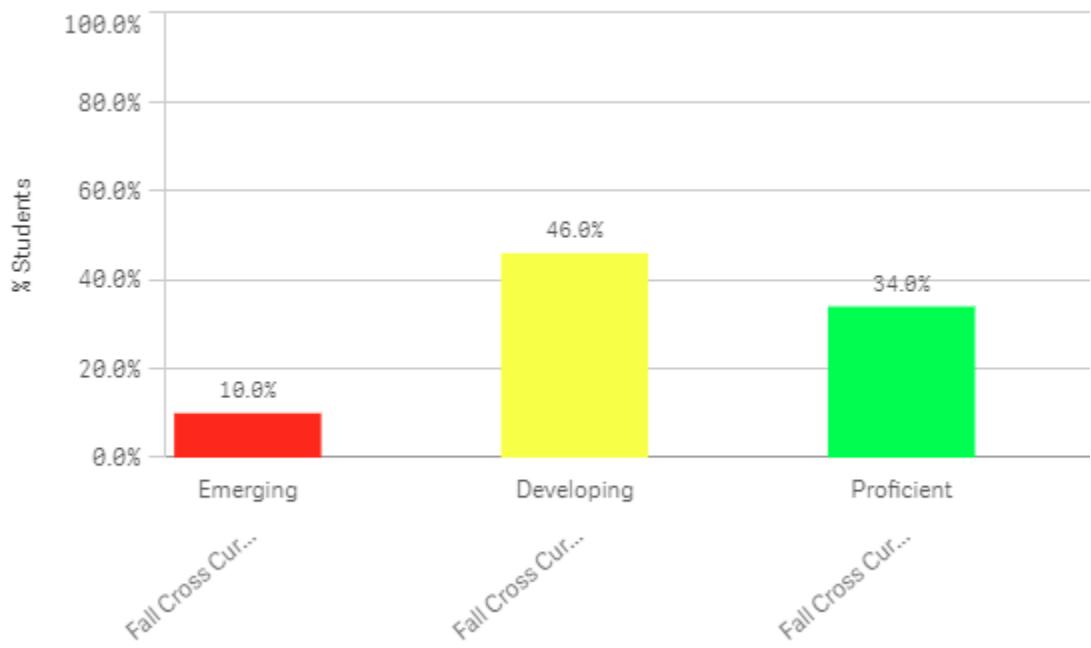
Main Ideas - Summary - All Grades



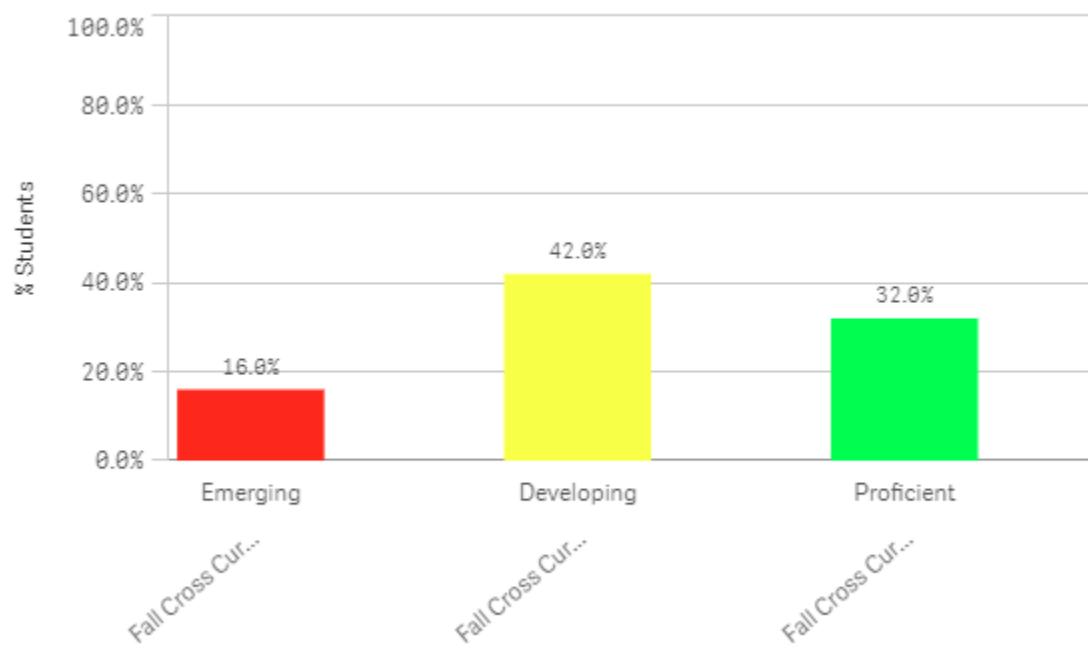
Connections - Summary - All Grades



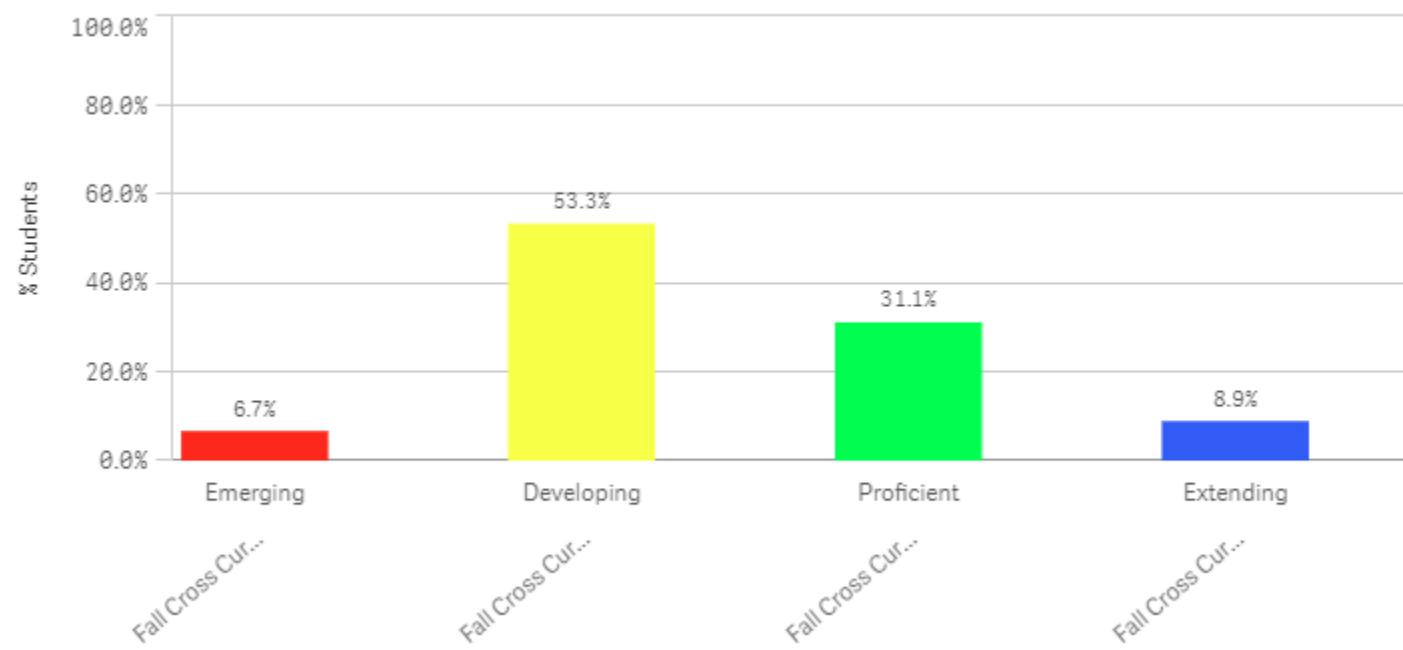
Opinions- Summary - All Grades



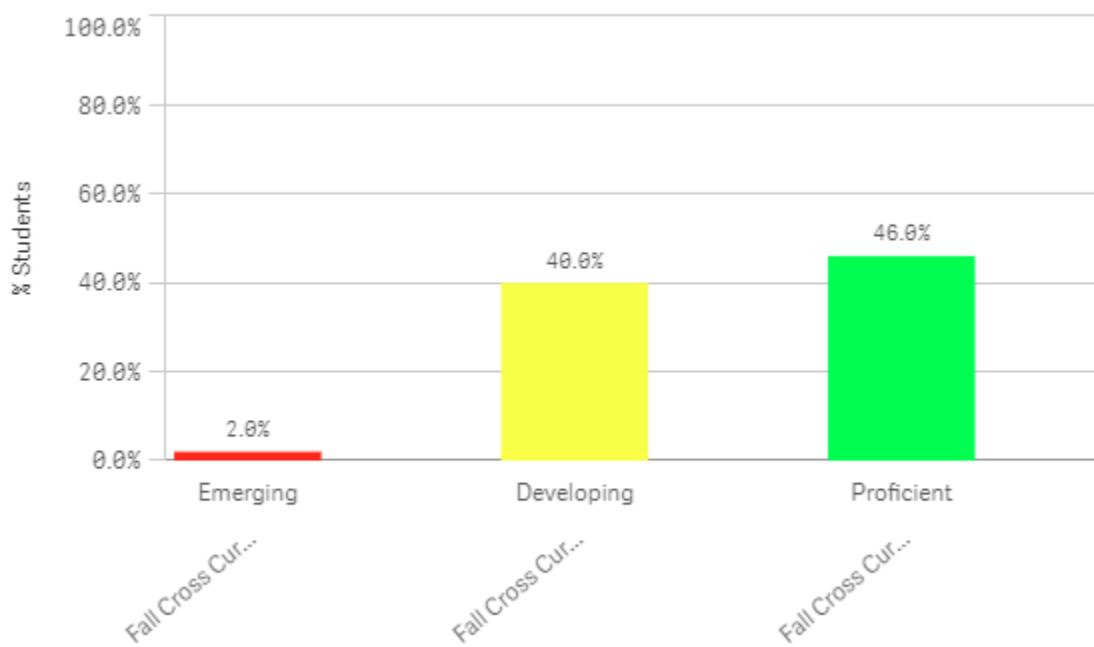
Details - Summary - All Grades



Inferences - Summary - All Grades



Comprehension / Comprehension Strategies - Summary - All Grades



CCR Scores Entering Grade 8

Scores	2025 Grad (12)		2026 Grad (11)		2027 Grad (10)	
	AVG: 2.21		ANG: 2.14		AVG: 2.28	
4	3 students	6%	0 students	%	4 students	6%
3	27 students	54%	2 students	%	18 students	27%
2	17 students	34%	4 students	%	38 students	57%
1	2 students	4%	3 students	%	7 students	10%
0 or DNW	0 students	0 %	0 students	%	13 students	

Scores	2028 Grad (9)		2029 Grad (8)	
	AVG: 2.36			
4	0 students	0 %	0 students	0 %
3	13 students	25%	12 students	27%
2	23 students	44%	28 students	62%
1	15 students	29%	5 students	11%
0 or DNW	25 students		15 students	

Goal: To increase the number of students achieving a 3 or a 4 on the CCR and a 4, 5, or 6 on the Analytical School Wide Write.

Strategies and Objectives	Who	When
Group mark the assessments, to inform instruction.	Humanities and English Teachers	Start and End of Semesters (ASWW) December February (CCR)
Direct teaching of skills assessed with the ASSW (analytical school wide write) in English and Humanities classes	Humanities and English Teachers	Ongoing
Small group instruction (intervention groups and Support blocks)	Ms. Isaak LSWs	Ongoing
Build student writing stamina	Humanities and English Teachers	Ongoing
Literacy 9 class to address gaps in learning identified in Grade 8.	Humanities and English Teachers	Both semesters

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 within LDSS



LDSS has continued 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. Last year's NOIEE Inquiry project was successful in developing a Grade 8 Culture rotation this year, which has proven to be very successful and has achieved the successful outcomes. 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.

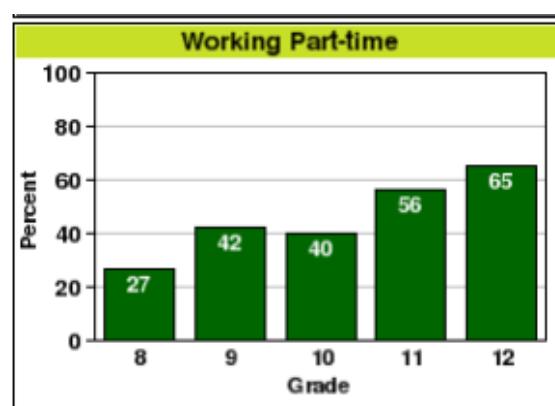
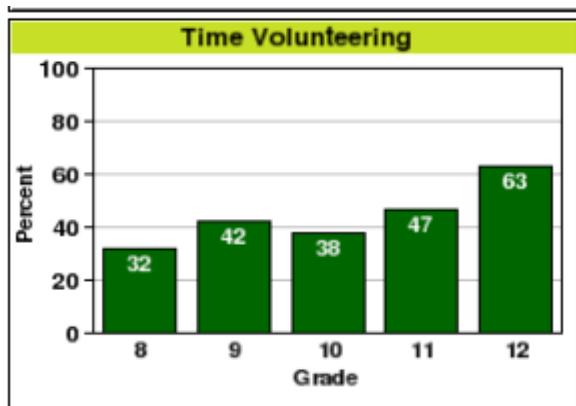


Part 6: Enhance Connections:

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 Hundiyán 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
- 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