

LDSS School Plan to Enhance Student Learning 2021 – 2022

Lakes District Secondary (LDSS) serves the fiercely resilient community and surrounding area of Burns Lake. We enroll 387 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 in this 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

The pandemic has been hard on our community. We have lost many elders and family members. Learning has been interrupted on some level for everyone. Challenges we are facing include:

- Gaps in learning, especially in key areas of literacy and numeracy
- Attendance has declined, particularly for our vulnerable learners
- Transition from high school to post secondary, work, and travel has declined
- Opportunities for work experience have declined

Summary of Our Goals: (see later in this document for details)

Social Emotional Learning:

80% of students in grades 8-10 will report that they are learning to take care of their mental health.

Literacy:

To improve analytical writing in grades 8 – 10 by 0.5 for each grade on the 6 point scale.

Numeracy:

Grade 8 and 9 students will demonstrate improved number sense by at least one level.

Additional School Focus:

Every student will transition to work or post-secondary.

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

Creating Student Success:

Part 1: Social Emotional Learning Focus

Where have we come from:

We continue to learn about mental health as a staff and community. Before 2020 we were focussed on decreasing stress and anxiety. Despite a wide range of strategies, a high percentage of students continued to report that school made them stressed or anxious. What we learned through surveys and focus groups was that students believe that school naturally makes them feel stressed and anxious, not always in a bad way. Their reasons included getting up on time, keeping up with their homework, preparing for tests, and completing assignments. With input from staff, parents, and students, last year we shifted our focus to learning to take care of our mental health. 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 winter.
- 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
- Mental Health course developed and implemented for the grade 8 rotation this year in semester one. This was very successful and learners enjoyed it. Delivered by a school counsellor.

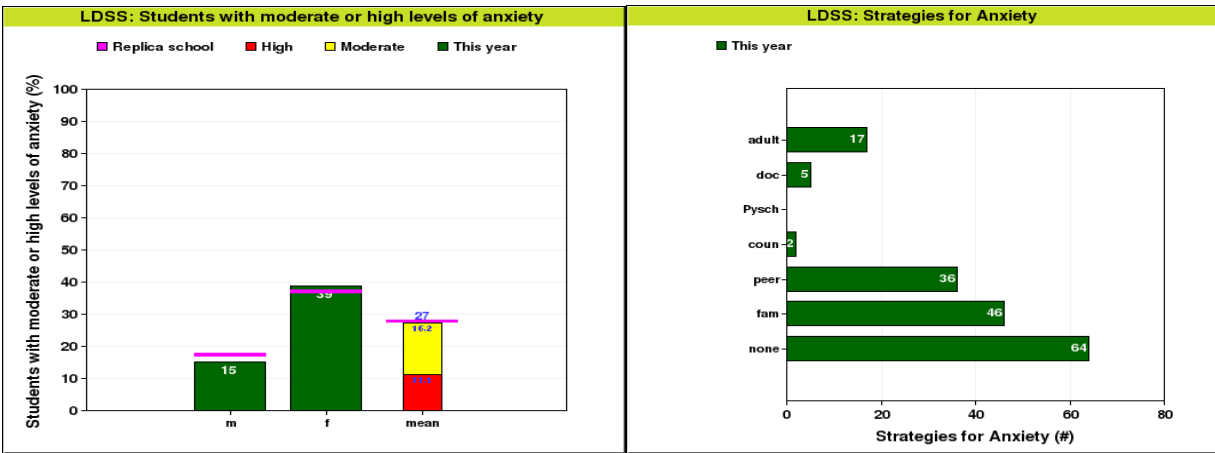
The Data (Spring 2021 data):

School makes me stressed or anxious (many times or all the time)				
	2022 Grad Year	2023 Grad Year	2024 Grad Year	2025 Grad Year
SLS grade 10	59 %	53 %		
SLS grade 12				

I am learning to take care of my mental health (many times or all the time)				
	2022 Grad Year	2023 Grad Year	2024 Grad Year	2025 Grad Year
SLS grade 10	28 %	26 %		
SLS grade 12				

As we continue to dig deeper into student reports of school making them anxious, the Learning Bar survey data is being used. Observations and thoughts include:

- Our students report higher anxiety than students at a replica school; 32% report moderate to high levels of anxiety
- Girls report significantly more anxiety than boys (39% of the girls; 15% of the boys)
- 64% of all students report that they “Do not turn to anyone” for help with managing anxiety.



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
Increase counselling time to provide direct teaching of: <ul style="list-style-type: none"> the vocabulary related to mental health and well-being the signs and symptoms of stress and anxiety 	Counsellor Admin	Ongoing
Teach strategies to promote mental health and well-being in rotation 8 <ul style="list-style-type: none"> consider how to continue the learning into grades 9 and 10 	Teachers	Ongoing
Teach the relationship between physical health and mental health and well-being	PE Dept.	Ongoing
Support staff to attend professional development activities related to mental health	Admin	Ongoing
Provide space and coordination for outside agency counsellors and doctors to meet with students	Counsellors	Ongoing
Purchase good posters about mental health	(LST) Learning Services Team	November
Provide Vaping Education	LST and VP	December
Seek speakers from the community to present on related topics	Counsellor Admin	January
Promote “Bell Let’s Talk” day	LST	January 26
Mental Health activities offered during Collaboration on Fridays	Teachers CUPE	February
Present at PAC meeting about anxiety and strategies	Admin Counsellor	April
Host a Mental Health week with targeted activities	LST Student Voice	May
Staff development built into staff meeting agenda (for example, teach anxiety reducing strategies to staff so they can use them in the classroom)	Admin Counsellor	Continue

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:

We have been focussed on problem solving for a number of years in the junior grades with some limited success. However, students who were very successful in their math courses continued to perform poorly on district and provincial assessments. District assessments have changed to include a large focus on numbers sense. Our data from the numbers sense assessments this fall and winter indicate a significant weakness in this area for our students. Collaboration discussions (our scanning) have led us to the thought (hunch) that weak number sense could be impacting success with problem solving. To align with district goals, focus, and assessments, we have set a goal in this area based on our data.

The Data (current reality):

Numeracy DNA Data – September 2020 and May 2021 – Grade 9

- More than half the students did not write or scored 0-1
 - **81%** for Number; **75%** for Patterns & Relations; **83%** Computation; **74%** Shape& Space

Report card data does not align with district and ministry data.

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

Score	2025 cohort		2026 cohort		2027 cohort		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						
2			4	20						
1			11	7						
0 or DNW			13	13						

Score	2025 cohort		2026 cohort		2027 cohort		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								
2	11	8								
1	14	17								
0 or DNW	17	17								

Ministry Numeracy Assessment (grade 10) Highest level achieved by learners					
Scores	2022 Grad Year		2023 Grad Year		2025 Grad Year
3	6 students	8%	4 students	6%	
2	14 students	19 %	19 students	29%	
1	39 students	53%	22 students	34 %	
0	11 students	15%	12 students	18%	
Life Skills	4 students	5%	8 students	12 %	

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
Use aspects of the SNAP assessment and the Problem Solving assessment within our lessons with juniors.	Department	Ongoing
Group mark the assessment (collab time)	Department	September February
Make number sense visible around the school.	Admin Department	March
Collaborate with grade 6 and 7 teachers	Junior Math teachers	April

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:

We have been working for several years at strengthening these skills in the junior grades. Prior to this year goals were focussed on improving reading comprehension. Each year we focussed on a particular area, most recently main idea and detail. Each year goals were nearly met, and in some areas exceeded. In the fall of 2021, there was a shift in focus with the district assessments and the new data no longer aligned with our previous goals. Our Humanities department is a highly collaborative group, having developed and implemented the following over the past 5 years:

- Development of a Humanities 8 course that runs linear and integrates English 8, Socials 8, Diversity 8
- Implementing the RAD and using the data for both intervention and improvement of classroom instruction
- Annual school wide writes that are marked on the 6 point scale previously used by provincial marking teams for ministry assessments (English 10, Communications 12, and English 12)
- DRAs completed with every student who scores a 1 on the RAD
- Development of a Skills 8 course that covers both literacy and numeracy skill as a supplemental course
- Targeted units co-taught with the teacher librarian

The Data (past school year 2020-21):

	Target Main Idea & Details	Results Fall 2020 Main Idea	Results May 2021 Main Idea	Results Fall 2020 Details	Results May 2021 Details
Grade 8	40 % Fully meeting 20% Exceeding	23% Fully Meeting 5% Exceeding	31% Fully Meeting 19% Exceeding	25% Fully Meeting 4% Exceeding	33% Fully Meeting 13% Exceeding
Grade 9	40% Fully Meeting 20% Exceeding	56% Fully Meeting 19% Exceeding	48% Fully Meeting 13% Exceeding	37% Fully Meeting 19% Exceeding	42% Fully Meeting 10% Exceeding

Fall 2021 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.
- Teachers worked to develop an assessment and score it using the 6 point scale they are familiar with and that has increments that will effectively show growth.

Early data from the assessment developed in fall of 2021:

Mid-semester assessment	Average Score (6-point scale)	Sample Size
Grade 8	3.11	53/85
Grade 9	3.45	20/79
Grade 10	2.42	19/74

Analytical Writing Data: **This table is set up to receive our baseline data, currently being marked on a 6 point scale.

2026 cohort	6	5	4	3	2	1
Grade 8						
Grade 9						
Grade 10						
2025 cohort	6	5	4	3	2	1
Grade 9						
Grade 10						
2024 cohort	6	5	4	3	2	1
Grade 10						

Goal: To improve each grade's average score in analytical writing by 0.5 on a 6 point scale.

Strategies and Objectives	Who	When
Develop an analytical writing assessment for grades 8 – 10	Teachers and Admin	November
Give analytical writing assessment to a sample of students to create an initial baseline and to test out the tool.	Teachers	December February
Group mark the assessment during collaboration.	Teachers	December February
Direct teaching in English and Humanities classes	Teachers	Ongoing
Small group instruction (intervention groups and skills 8/9)	Mr. Little LSWs/HSC	Ongoing
Literacy goal as a standing item on staff meeting agenda (progress report, status report, success stories)	Admin	Ongoing

Additional School Focus:

“Every student will transition to work or post-secondary”

What we see: Students are not reporting high levels of satisfaction with regard to being prepared for jobs or post secondary and only just over half are moving on to work or further schooling following graduation. An anecdotal observation is 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. This is not the only sub-group not moving on to something. We have started to address this work by asking, what if our focus was that:

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%			
Working	38%			
Upgrade or non-grade	8%			
Other	3%			
Unknown	17%			

Our PAC is highly engaged in this work. They are working with our school and district staff 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 is an exciting partnership. We look forward to charting the success in the coming years as we work towards:

LDSS Launching Learners