

LDSS School Plan to Enhance Student Learning 2023 – 2024

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 373 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.



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 feelings of safety and belonging.
- Numeracy goal is around improving number sense.
- Literacy goal is focused main idea and developing analytical writing skills.

Honor Diversity. We are:

- Working to replace inauthentic indigenous resources with culturally authentic ones.
- Promoting inclusion in our PHE classes
- Developing a plan for an outdoor learning space to connect to the land
- 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/ plumbing)
- We restarted 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:

- We are beginning to work on development of an outdoor learning space.

Creating Student Success:

Part 1: Social Emotional Learning Focus

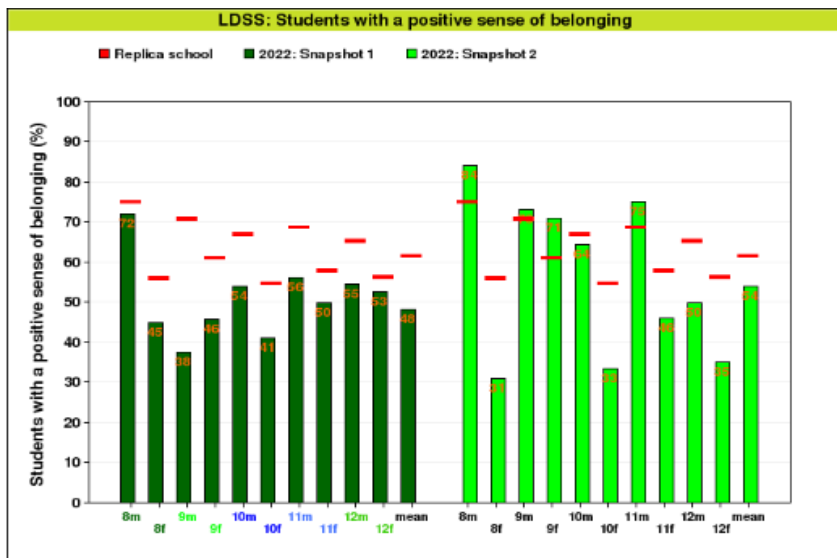
Where have we come from:

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:

- A Health class in the grade 8 Rotation taught by a counselor
- Featuring positive strategies through weekly messaging to staff and students
- Partnerships with Elizabeth Fry and Carrier Sekani Family Services
- Vaping Education – addictions counsellors and a video series (Screenagers)

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, Hundiyn, has been very successful and is now in it's third 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.

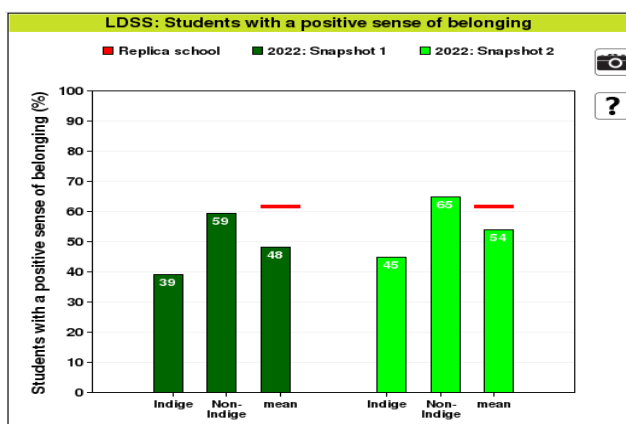
Belonging (Fall 2022 and Spring 2023):



Observations:

- A general increase in connectedness is seen between the fall and spring with many groups surpassing the replica school with positive responses.
- Sense of belonging drops off closer to graduation.
- Female students report significantly less belonging than their male peers.
- Grade 9 girls reported significantly higher feelings of belonging and we wonder if this might be connected to targeted programs for them (Hundiyn and Girls's Group with E.Fry)

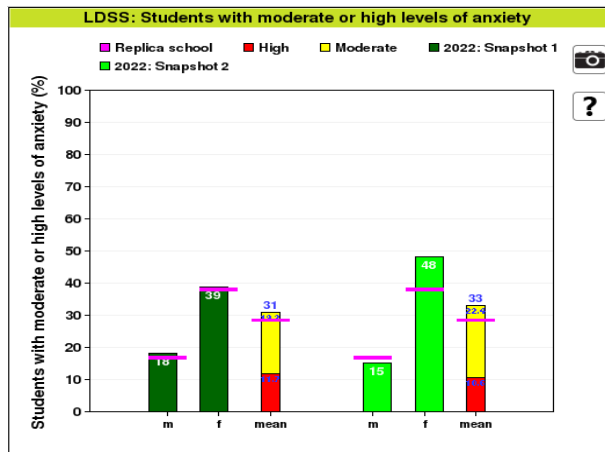
Sense of Belonging (Fall 2022 and Spring 2023):



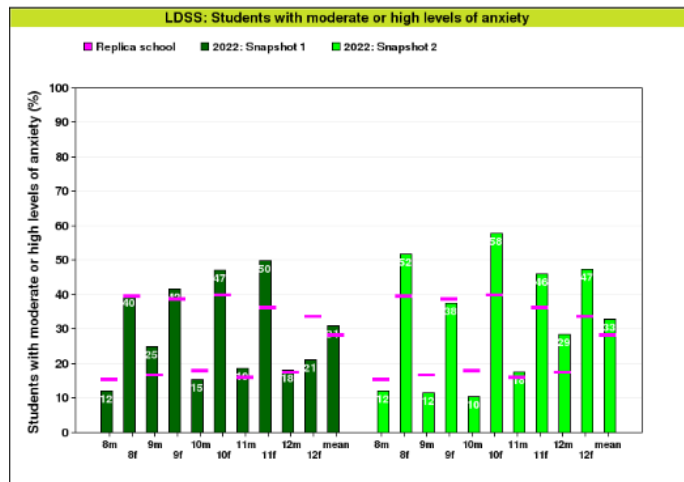
Observations

- The results are similar between indigenous and non indigenous students and were consistent between fall and spring.
- Male students in both groups are very close to the mean for the replica school

2022-23 graph



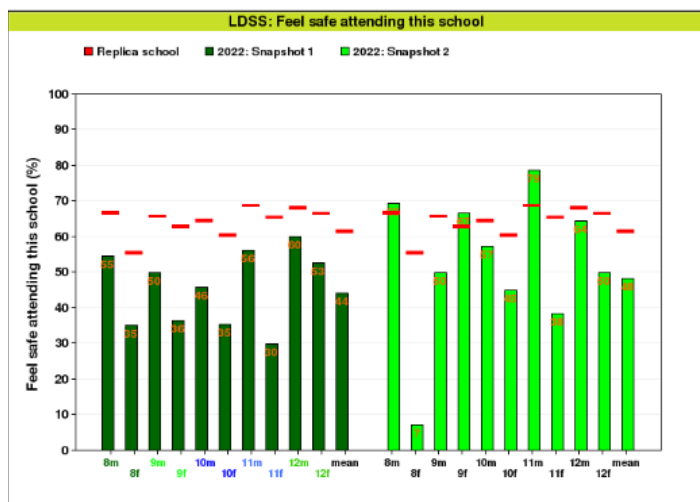
2022-23 graph



- Student feelings of anxiety are higher than our replica school, except for males in grades 8, 9, and 10
- Students report higher anxiety in the spring than the fall which could be attributed to the end of semester
- Female students report higher levels of anxiety

Students Reporting Feeling Safe Attending this School:

2022-2023 graph (disaggregated)



Observations:

- Reports were well below that of the replica school in the fall with positive gains for many groups by spring
- We are concerned about the group shown as female grade 8 students, who are now our grade 9 girls (we have looked at the questions that make up this area and the responses don't align with this graph).
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We continue to see lower feelings of safety and belonging amongst our female students, but this is not the only a concern for that demographic.

More students report feeling welcome than those who feel safety or belonging. This is evidenced by 89% of grade 10s reporting a positive sense of being welcome, while only 68% report belonging. Students report a high number of adults who care about them at school, so it is our hunch that students feel welcome and cared for but that they don't necessarily feel affiliation or connectedness.

Safety and Belonging will be our focus areas going forward.

Goal: An increased number of students will report feeling safe and that school is a place that they belong.

Strategies and Objectives	Who	When
Increase supervision in upstairs halls.	All	
Increase “sweeping” of washrooms during all times of the day.	All	
Continue to respond to hands on behavior.	All	
Conduct focus groups with the grade 9 females to understand the factors contributing to them feeling unsafe at school.	Counselling ABED	
Pay attention to the lonely or disconnected and use SBT as a starting point to connect students.	All	
Continue the Health Rotation and specifically teach about Mental Health in all PHE classes.	PHE teachers	
Support Indigenous girls to attend Hundiyyin program and Indigenous boys to attend the Young Mens’ group.	Vice Principal ABED 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 ABED staff	

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 third year focussed on Number Sense in the junior grades. Teachers have been involved in significant collaboration with the district curriculum team and we are keen to 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. End of term SNAP 8 results were strong, 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 (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	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 (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	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 (12)		2025 Grad (11)		2026 Grad (10)	
4	0 students	0%	0 students	0%	1 students	2%				
3	6 students	8%	5 students	8%	6 students	12%				
2	14 students	19%	20 student	33%	33 students	66%				
1	39 students	53%	22 students	36%	8 students	16%				
0 or DNW	11 students	15%	4 students	7%	0 students	0 %				
Adult Dogwood			4 students	7%	3 students	6%				
Life Skills	4 students	5%	6 student	20 %	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.

Strategies and Objectives	Who	When
Junior students (grades 8/9) to continue with that curriculum if showing Emerging skills or Insufficient Evidence by end of semester.		
Focus on Number Sense in grades 8 and 9	Junior Math teachers	Ongoing
Grade 8 teachers to use the Math Up program	Jeremy Gooding Heidi Grant	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 (eg/ protractors on the floor, height charts).	Department Karen Isaak	Spring 2024
All teachers of Math 8 – 10 to try out the Numeracy 10 assessment and assist in the invigilation of those assessments.	Math Dept.	February
Consider linear math options for grade 8 for the next school year.	Counselling Admin	March/ 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:

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 2023

2028 grad	6	5	4	3	2	1	average
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							
2026 grad	6	5	4	3	2	1	average
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%)	3.56
Gr.9 (end)	6 (10%)	13 (21%)	15 (24%)	15 (24%)	12 (19%)	1 (2%)	3.85
Grade 10							
2025 grad	6	5	4	3	2	1	average
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%)	

FALL – Cross Curricular Reading Assessment (CCR)

YOG 2028 – This year's grade 8s

Fall 2023	1	2	3	4
%	9.8%	70%	28%	0%
Total: 61	6	43	12	0

Fall 2023 Observations (scanning) and Work (developing):

- CCR data shows very few scores of 4 and of 1. Of the students scoring four, 5 of 6 are female. The students scoring a one for Main Idea are predominantly Indigenous.
- 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.

Ministry Literacy Assessment (grade 10) Highest level achieved by learners					
Scores	2024 Grad (12)	2025 Grad (11)	2026 Grad (10)		
4	1 students 2%	3 students 6%	0 students %		
3	28 students 51%	27 students 54%	2 students %		
2	2 students 4%	17 students 34%	4 students %		
1	3 students 5%	2 students 4%	3 students %		
0 or DNW	0 students 0 %	0 students 0 %	0 students %		
Adult Dogwood	2 students 4%	0 students 0%	0 students %		
Life Skills	0 students 0%	0 students 0%	0 students %		

Ministry Literacy Assessment (grade 12) Highest level achieved by learners					
Scores	2024 Grad (12)	2025 Grad (11)	2026 Grad (10)		
4	1 students 3%				
3	21 students 63%				
2	4 students 12%				
1	1 students 3%				
0 or DNW	0 students 0 %				
Adult Dogwood	4 students 12%				
Life Skills	0 students 0%				

Goal: To increase the number of students achieving a 3 or a 4 on each of the literacy assessments.

Strategies and Objectives	Who	When
Group mark the assessments, 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 Support blocks)	Ms. Isaak LSW	Ongoing
Build student writing stamina	Teachers	Ongoing
Pilot the Lexia program as an intervention with grade 8 students with weak literacy skills.		

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 activities like Project Trades. This year we look forward to continuing our Alternative Arts Festival and beginning to plan for an outdoor classroom space.



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:

Through teacher collaboration and student input via a variety of surveys, a team is working on developing an outdoor learning space in the “pit” out front of our school. There are initial drawings of an amphitheatre which have been shared with our teaching staff, the PAC, and with our local First Nations. We are excited about the possibilities.

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”

Consultation Log:

June 2023	Staff Meeting
September	Opening all staff meeting
November	PAC Meeting
	Indigenous Round Table
	Teaching Staff Meeting
December	Small Group Collaboration check ins
January	Small Group Collaboration check ins