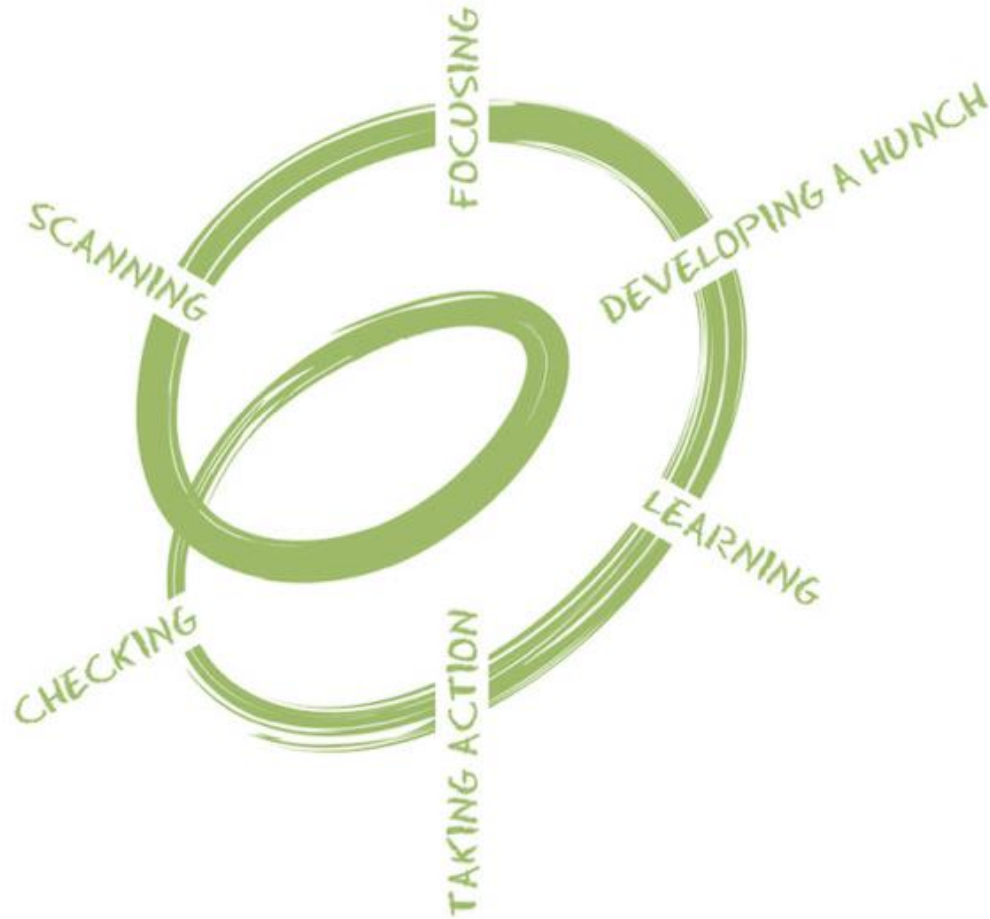


**School District 10 Arrow Lakes
School Growth Plan
September 2016- June 2019**



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser

Draft Plan due to Superintendent: May 31st, 2016
Presentation to Board of Education: June 28th, 2016



Nakusp Secondary School

School Context:

- Secondary school, comprised of Grades 8 to 12, with approximately 150 students
- Students attend NSS from five rural communities around Upper Arrow Lakes: Nakusp, Burton, Fauquier, Edgewood, and Summit Lake
- Dual and multi-graded electives from Grade 9 to Grade 12
- Enrollment has been steadily decreasing over the last 12 years
- Teachers teach a variety of curricular assignments
- A full range of secondary programs are offered through either regular classroom instruction or the Facilitated Learning Centre
- Majority of students graduate with more than the required number of credits
- Band program with regular community and regional performances
- Extensive applied skills programs that emphasize real world skills; many providing opportunities to enter post-secondary trades programs
- Strong academic focus, with consistently high enrollment, completion rates, and further post-secondary study in the sciences
- Cross-curricular projects and field trips
- School canteen that provides food programs to the student community
- Junior Outdoor Education program that emphasizes practical skills relevant to the recreational activities in the Arrow Lakes region
- Athletics are an integral aspect of the community culture, with community coaches and 17 school teams that regularly travel outside the school district for competitions
- Girls and boys soccer teams qualified for provincial finals in 2015-2016
- Approximately 76% of the student body involved with school team athletics, facilitated by an Athletic Director
- An active Student Leadership Council who work to create inclusive, entertaining and celebratory events for the student body
- A student body who are recognizing the need for more inclusiveness, acceptance and tolerance of all students including LGBTQ students
- Annual international trips at Spring Break expand students' horizons globally
- Active house teams and intermural competitions
- Regular and varies extra-curricular clubs at lunchtimes and after school

Inquiry Question: What do you think is driving your plan for student success?

Will academic achievement improve in our school when we focus on success for all learners?

Our goal(s):

1. We will have built better connections between teachers, support staff, the PVPs and students in order to support students in developing the emotional well-being for learning.
2. Literacy attainment for vulnerable students will improve
3. Numeracy attainment for vulnerable students will improve.

Connection to the District Goals:

Goal Statement: To increase achievement in Literacy K-12.

Connection between NSS Goals and SD10 objectives:

1. To enhance and increase all students' social-emotional learning, Aboriginal learning and numeracy achievement
2. To improve numeracy achievement
3. To close the gender gap in our achievement results
4. To foster personalization of learning including a re-visioning of secondary education

Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)

Successes

Many students have good support and accountability at home and are succeeding at school. Many students are highly motivated academically. A number of students with challenges at home enjoy school and see it as a place of consistency and support. There is good participation in electives and extra-curricular activities particularly in sport but also in leadership and visual arts. Students tend to choose courses in Grade 11 and 12 carefully and want to have good foundations in Science and Math courses. Applied Skills courses are popular and provide students with the opportunities to have a good entry pathway into careers in the trades. Students in 2015-2016 have become more aware of individual differences and have started good conversations on tolerance and respect for all, finishing the year by creating their own gay-straight alliance. Student leadership has been more evident at NSS in 2015-2016 with students leading the 30 Hour Famine and organizing school dances successfully.

Challenges

The economy in Nakusp is currently deflated and we are seeing that some students are coming to school hungry. 27% of the student population were identified in September 2015 as ‘vulnerable’ according to the Ministry of Education’s definition. Some families are struggling to support their children in their schooling due to economic hardship. Some students appear to have a lack of motivation for or a vision of their future. Illegal drug and alcohol are regularly used by some students in their social environment and for some, seen as the norm. Some students report that they do not feel safe, cared for or supported at school by peers and staff. A few students have chosen to leave the school for the Distributed Learning School in 2015-2016.

Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

Evidence/Data to support:

1. Provincially Examinable Courses Data

Our five year analysis of final marks (blended from exams and course marks) shows that the success rate of our cohorts change each year and due to the small number of students, this is not statistically unexpected. When a five year mean average is taken, we see that students at NSS are close to the provincial average albeit always *under* except in English 10 and 12. This is curious since we observe that the majority of students in Grade 11 and 12 students choose to take Physics, Biology and Chemistry, Pre- Calculus 11 and that the Humanities subjects are less popular.

| NSS Provincial Final Marks 2010-2014 | 2011-2015 | | | | | 5 year average |
|---|-------------|-------------|-------------|-------------|-------------|-----------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | |
| Math 10 A&W | | | | | | |
| School | 60.73 | 43.42 | 50.83 | 67.77 | 62.9 | 57.13 |
| Provincial public schools | 62.66 | 63.19 | 64 | 63.23 | 63.88 | 63.392 |
| Math 10 F & Pre Calc | | | | | | |
| School | 67.96 | 71.6 | 65.5 | 64.63 | 72.09 | 68.356 |
| Provincial public schools | 71.57 | 71.62 | 72.28 | 72.36 | 72.9 | 72.146 |
| English 10 | | | | | | |
| School | 72.02 | 72.75 | 75.26 | 76.04 | 72.86 | 73.786 |
| Provincial public schools | 72.1 | 72.1 | 73.56 | 73.09 | 72.81 | 72.732 |
| Science 10 | | | | | | |
| School | 65.5 | 74.44 | 63.45 | 79.29 | 70.25 | 70.586 |
| Provincial public schools | 71.48 | 71.79 | 72.72 | 72.33 | 72.88 | 72.24 |

| | | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|--------|
| Socials 11 | 2011 | 2012 | 2013 | 2014 | 2015 | |
| School | 76.31 | 66.55 | 76.47 | 71 | 70.9 | 72.246 |
| Provincial public schools | 72.3 | 72.58 | 73.37 | 73.49 | 74.27 | 73.202 |
| English 12 | 2011 | 2012 | 2013 | 2014 | 2015 | |
| School | 77.21 | 69.37 | 70.22 | 73.43 | 72.11 | 72.468 |
| Provincial public schools | 72.53 | 72 | 72.65 | 72.4 | 72.99 | 72.514 |

2. District Assessments

2013-2014

In 2013-2014 when the current principal started at NSS, the BCTF increased its job action and therefore no district assessments were undertaken in that year.

Reading

2014-2015

In 2014-2015 no district reading assessments were submitted to the district from NSS for analysis. The assessments were carried out but the data lost due to a technical issue.

2015-2016

77% of students in Grade 8 and 9 are minimally meeting grade level reading expectations. However in both grades 50% are minimally meeting expectations which is a lower achievement level than in writing.

| Percentages | Not meeting | Minimally meeting | Fully meeting | Exceeding expectations |
|-------------|-------------|-------------------|---------------|------------------------|
| Grade 8 | 23 | 50 | 19 | 8 |
| Grade 9 | 23 | 50 | 15 | 12 |

Writing

The writing assessments were strong. The Grade 10 cohort have increased in their attainment over two years so that 91% of them are fully or exceeding expectations. Although the overall percentage for Grade 9 cohort has reduced by 10% in this area there are no longer any students not yet meeting expectations.

2014-2015

| Percentages | Not meeting | Minimally meeting | Fully meeting | Exceeding expectations |
|-------------|-------------|-------------------|---------------|------------------------|
| Grade 8 | 5 | 43 | 38 | 14 |
| Grade 9 | 4 | 18 | 57 | 21 |

| | | | | |
|----------|---|----|----|----|
| Grade 10 | 6 | 12 | 62 | 21 |
|----------|---|----|----|----|

2015-2016

| Percentages | Not meeting | Minimally meeting | Fully meeting | Exceeding expectations |
|-------------|-------------|-------------------|---------------|------------------------|
| Grade 8 | 4 | 40 | 28 | 28 |
| Grade 9 | 0 | 40 | 30 | 10 |
| Grade 10 | 0 | 8 | 83 | 8 |

Numeracy

2014-2015

The numeracy assessments for Grade 8 and Grade 9 show very low success rates. When comparing these cohorts to the data from the FSAs Grade 8 in SD10 (2014 FSA) had 100% of the students were meeting expectations and Grade 9 (2013 FSA) had 77% meeting expectations. Therefore an assumption can be made that the test data is flawed.

| Percentages | Not meeting | Minimally meeting | Fully meeting | Exceeding expectations |
|-------------|-------------|-------------------|---------------|------------------------|
| Grade 8 | 50 | 27 | 15 | 8 |
| Grade 9 | 96 | 4 | 0 | 0 |

2015-2016

A new district assessment was piloted and only Grade 8 participated. For this cohort their 2015 FSA results indicated that 60% were meeting expectations and therefore this assessment is consistent with the district results in 2016.

| Percentages | Not meeting | Minimally meeting | Fully meeting | Exceeding expectations |
|-------------|-------------|-------------------|---------------|------------------------|
| Grade 8 | 31 | 54 | 12 | 4 |

3. School assessments

The final grades from students' school report cards in 2014 and 2015 have been analyzed for English, Math, Socials and Science. Particular attention is given to the success of students that are tracked and supported through the year by the Aboriginal Education Support teacher, the Learning Resource teacher and the counsellor.

Students who are targeted for tracking are recognized by staff as VULNERABLE due to socio-economic factors, who are ABORIGINAL through self-identification or who are DESIGNATED as they have a

learning disability. From the analysis of the report cards it is evident that these three groups are not as successful as other students in the school. Those students who have a learning disability were doing better than the other two groups in 2013-2014, did not do as well the following year but in 2015-2017 have had a very successful year particularly in Math. However Math, and to some extent science, are the subjects in which students who have been tracked are not being as successful as other students.

2013-2014 Student tracking

| Percentages | Vulnerable students | Aboriginal students | Designated students | All other students |
|---|---------------------|---------------------|---------------------|--------------------|
| Minimally passing or failing at least one course (<55%) | 63 | 44 | 38 | 14 |
| <55% Math | 44 | 41 | 38 | 4 |
| <55% English | 22 | 26 | 19 | 0 |
| <55% Science | 19 | 26 | 19 | 5 |
| <55% Socials | 11 | 19 | 13 | 1 |

2014-2015 Student tracking

| Percentages | Vulnerable students | Aboriginal students | Designated students | All other students |
|---|---------------------|---------------------|---------------------|--------------------|
| Minimally passing or failing at least one course (<55%) | 69 | 60 | 62 | 21 |
| <55% Math | 45 | 36 | 38 | 7 |
| <55% English | 30 | 36 | 31 | 6 |
| <55% Science | 36 | 36 | 44 | 8 |
| <55% Socials | 42 | 28 | 19 | 10 |

2015-2016 Student tracking

| Percentages | Vulnerable students | Aboriginal students | Designated students | All other students |
|---|---------------------|---------------------|---------------------|--------------------|
| Minimally passing or failing at least one course (<55%) | 57 | 45 | 47 | 18 |
| <55% Math | 33 | 32 | 18 | 11 |
| <55% English | 20 | 14 | 24 | 4 |
| <55% Science | 33 | 14 | 24 | 4 |

| | | | | |
|--------------|----|----|----|----|
| <55% Socials | 27 | 18 | 24 | 11 |
|--------------|----|----|----|----|

Key Learnings:

The data shows us a variety of occurrences:

- Students at NSS are succeeding close to the provincial average with a slight strength in English and a slight weakness in Math.
- Students despite not gaining higher than the provincial average still choose to study academic science courses.
- Students are strong in writing across the board.
- Students have a reasonable chance of accessing curriculum reading material at grade level as the majority are minimally meeting expectations or better.
- Students who are vulnerable, who have Aboriginal heritage or who have a learning disability are more likely to just pass or fail a course in English, Math, Science or Socials than other students in the school.
- Students who are vulnerable, who have Aboriginal heritage or who have a learning disability are more likely to just pass or fail Math than any other student in the school and also when compared to any other courses they took.
- Math as a subject is weakest in provincial courses, in district assessments and for many of the students in tracked groups.
- In 2015-2016 learning in Math was targeted by the learning support team and there has been a significant increase in student attainment in Math for students with a designation.

Developing a Hunch: What is leading to this situation?

- Since September 2012 there have been four counsellors and three learning resource teachers at NSS. Therefore students have had to reconnect with new non-enrolling teachers each year and build trusting relationships with them.
- A new direction for inclusion of all students in classes was set by the district in 2013-2014 and teachers continue to grow in their integration of Universal Design for Learning principles.
- There have been less opportunities for professional development in Math in the district in comparison to literacy in several years previous but 2015-2016 has seen a renewed focus.
- The focus on literacy professional development and collaboration in the district has supported the better achievement in writing and reading.
- Teachers have explored different ways of students demonstrating their learning. Some students and parents have traditional expectations of grading.

New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

John Hattie, Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, published his 'Visible Learning' in 2009 when he completed a meta-analysis of the influences on student learning and achievement. He examined influences from the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. He ranked them and found that the average effect size on having an impact was 0.40 with anything above 0.40 having a significant effect. (www.visiblelearning.org).

Some relevant influences for us are:

- Teacher estimates of achievement 1.62
- Collective teacher efficacy 1.57
- Self-reported grades 1.33
- Response to intervention 1.07
- Feedback 0.73
- Providing formative evaluation 0.68
- Peer influences 0.53
- Home environment 0.52
- Teacher student relationships 0.52

The new professional learning for 2016-2017 will be to learn more on how the influential factors make a difference to student achievement and to implement them. 'Visible Learning for Teachers' (2011- Hattie) will be a professional learning text for the staff. Reviewing Assessment for Learning strategies through the text 'Embedded Formative Assessment' Dylan Wiliam (2011) will also allow teachers to incorporate assessment practice that clearly makes a difference for all learners. At staff meetings teachers will be able to share their practice. Additional collaboration time for teachers can also be used for professional discussion on these strategies.

Taking Action: What will you do differently?

1. Building connections

The morning advisory blocks will be organized into family groups across grades and teachers will continue with the group from year to year. This will enable teachers and students to build connections and allow students to have at least one person in the school who knows them well. Subject teachers will also work with students to make connections particularly in electives where students have chosen their subject due to post-secondary and future plans (i.e. there is already the connection there due to the teacher's own education choices and

interests). Advisory teachers will attend SBT meetings when a member of their advisory group has been referred to the SBT to help support that student.

2. Assessment

2016-2017 will see staff engaged in discussion on changing reporting practice due to the reporting order in the School Act changing. We will continue to have a balance between summative assessment practice and strategies for assessment for learning:

Strategy 1: Provide a clear and understandable vision of the learning target.

Strategy 2: Use examples and models of strong and weak work.

Strategy 3: Offer regular descriptive feedback.

Strategy 4: Teach students to self-assess and set goals.

Strategy 5: Design lessons to focus on one aspect of quality at a time.

Strategy 6: Teach students focused revision.

Strategy 7: Engage students in self-reflection and let them keep track of and share their learning.

3. Personalization of learning pathways

We will provide students with more opportunity within the structure of the week to follow their own learning pathways through X Blocks, the Learning Commons, through offering courses in a semester system and by being less rigid to students taking courses according to their grade. Also by offering them the opportunity to gain Work Experience credits through working in the community will support them in their own financial planning.

4. Math intervention

The Math teachers will continue to work closely with members of the school based team (LRT, AEST, PVP, counsellor). Support staff will be reassigned through the year to support students in Math as needs change.

5. Practice Aboriginal ways of knowing

The Aboriginal Enhancement Agreement aims to improve Aboriginal student achievement as well as students' sense of belonging. We know that Aboriginal learning emphasizes the importance of caring for the whole person. The Circle of Courage ensures that we support our mental, emotional, spiritual and physical health and as a staff and school community we will be more supportive of each other in these areas.

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

Meetings with students, parents, PAC, newsletters, involve students in the process of making decisions.

Parental/Community Involvement: (How will you work together as a school community to do this work?)

Meetings with students, parents, PAC, newsletters, open houses, info nights, reaching out with social-emotional programming for parents, guardians and community members (e.g. sexual health education for parents and guardians), continue to invite RCMP to the school for school celebration events, monthly reports sent to local newspapers.

Connection to the 7 Principles of Learning:

1. Learners at the center

We have identified that our goal is for all students to succeed.

2. Social nature of learning

We have recognized that through peer assessment students will gain greater success in their achievement.

3. Emotions are integral to learning

We are establishing better support systems for our students through the advisory system.

4. Recognizing individual differences

We recognize that all students learn in different ways and we are creating more opportunities for personalized learning pathways. We recognize that students progress and develop in different ways and that they are not all linear in their progression.

5. Stretching all students

We have observed that students are achieving comparable results compared to their peers in the province, that they are strong writers and that they do choose academic pathways and therefore we will increase our efficacy and we will expect more of all of our students.

6. Assessment for learning

We have recognised the importance of feedback and criteria based assessment and that this will make a difference for our students. We recognise that 2016-2019 will be a period of changing requirements in student assessment and reporting in BC and therefore our professional learning will support us in our own practice to deeply understand how students learn.

7. Building horizontal connections

We will provide opportunities for project-based learning that are authentic and incorporate cross-curricular learning competencies. There will also be opportunities for student collaboration across grades in X Blocks.

Date: July 6th 2016

Approval of the Board and Superintendent:

Board Chair:

Signature

Superintendent:

Signature