

2016

ENHANCING STUDENT LEARNING REPORT
SCHOOL DISTRICT # 81 FORT NELSON
JULY 2016



Our ENHANCING STUDENT LEARNING Report will build on the success of our students.

We are a small community with a student population of 768.625 FTE. Nearly 34% of these students are Aboriginal students who self-identify as First Nations, Metis and Inuit.

This is our first Enhancing Student Learning Report. Our goals will be used this year to determine timelines, targets and measurement tools for moving forward. This report will be used along with our school data and provincial data to enhance our student achievement and to increase the success rate of our Aboriginal students.

The B.C. Ministry of Education's Enhancing Student Learning Framework outlines three goal areas for school districts: an intellectual goal; a human and social goal; and a career development goal that includes skill development and transitions to post-secondary. In discussion with our schools on these goal areas, we have decided to focus on the following three goals to highlight the work of our staff and students: Reading Achievement; School Connectedness; and Future Preparedness.

With the implementation of the new curriculum this year for Kindergarten to Grade nine, it is an exciting time for education. All of our schools are continuing and introducing initiatives to provide students with more personal choice, greater engagement, and skill development. We were inspired at a Professional Development workshop by Chris Wejr to implement a strength-based culture through teaching and modeling the twelve character traits of compassion, endurance, fairness, friendliness, ingenuity, kindness, gratitude, helpfulness, caring, respect, responsibility, and self-control. We reached out to Simon Fraser University's Math Education department to work with elementary teachers on building confident math students and learned more about the link between learning and self-regulation. Every school had students working on Computer Coding and through the use of a collaborative small group/partner approach to learning reinforced the traits of ingenuity, helpfulness, fairness, responsibility, and self-control. Students in grades five to seven participated in a *Symposium of Learning* for one afternoon a week for seven weeks to engage students in project-based learning and personal choice in areas of Aboriginal Traditions, Art, Science, Social Studies, and Technology. Through the Symposium, students were guided by staff to see themselves as risk-takers, to be self-reflective, and to demonstrate determination and persistence. Students in Grades 8 to 12 participated in Culturefest Activities including intro to languages, crafts, food sampling, stories and legends, and international video games. These activities celebrated diversity and engaged students with the community thereby reinforcing the traits of friendliness, helpfulness and respect.

We are on a journey, a spiral of connections.



Intellectual Goal

To increase the percentage of students meeting and exceeding expectations in reading by the end of Grade four and Grade seven.

Rationale

We believe students meeting and/or exceeding grade level expectations in reading are more likely to achieve success in school, graduate with a Dogwood Diploma, and be prepared for post-secondary education.

Highlights

Family Reading Day; author visits with Sigmund Brouwer, Shane Peacock and Eric Walters; new Leveled Literacy Intervention kits for grades 6 to 8; Leveled Literacy Intervention kits and Lexia Reading Program for secondary school intervention.



Student Performance Indicators and Targets

1. Indicator

Increased percentage of Kindergarten students meeting Emerging Phonemic Awareness and Phonemically Aware expectations.

Target

90% or greater number of Kindergarten students meeting Emerging Phonemic Awareness and Phonemically Aware on the Yopp-Singer (Reading Readiness Kindergarten Screening Tool).
90% or greater number of Aboriginal Kindergarten students meeting Emerging Phonemic Awareness and Phonemically Aware on the Yopp-Singer (Reading Readiness Kindergarten Screening Tool).

2. Indicator

Increased percentage of students minimally meeting/fully meeting/exceeding expectations in reading by the end of Grade four.

Target

90% or greater number of Grade four students minimally meeting/fully meeting/exceeding expectations in reading on the On the Mark Reading Assessment and the FSA Provincial Assessment.
90% or greater number of Grade Four Aboriginal students minimally meeting/ fully meeting/exceeding expectations in reading on the On the Mark Reading Assessment and the FSA Provincial Assessment.

3. Indicator

Increased percentage of students minimally meeting/fully meeting/exceeding expectations in reading by the end of Grade seven.

Target

90% or greater number of Grade seven students minimally meeting/fully meeting/exceeding expectations in reading on the Benchmarks Reading Assessment and the FSA Provincial Assessment.
90% or greater number of Grade seven Aboriginal students minimally meeting/fully meeting/exceeding expectations in reading on the Benchmarks Reading Assessment and the FSA Provincial Assessment.

4. Indicator

Increased percentage of students successfully completing the new Provincial Secondary School Literacy Competency Assessment in their first attempt.

Target

TBD once this assessment is implemented in the 2017/18 school year.

Please note: Graphs are colour-coded to indicate if the target has been met. Green is 90% or higher indicating meeting or exceeding; Yellow is 80% or higher indicating approaching; Red is less than 80% indicating not yet meeting. White indicates data where targets are not assigned. Due to “rounding,” totals may not equal 100%.

Kindergarten Screening Tool 2015/16	All Students		Aboriginal Students	
	#	%	#	%
Phonemically Aware	29	60	5	42
Emerging Phonemically Awareness	8	17	2	17
Lacking Phonemic Awareness	11	23	5	42

Actions

Students not showing Phonemic Awareness will continue to receive intervention strategies in Grade one with the Students Services Resource Teacher, the Speech and Language Pathologist and Educational Assistants. Intervention strategies include: Great Leaps Fluency Program; Language Centers; Sound and Rhyming games and activities.

Grade 4 Reading 2015/16	All Students		Aboriginal Students	
	#	%	#	%
Exceeding (above level T)	24	50	6	43
Fully Meeting (level S)	12	25	3	21
Minimally Meeting (level R)	3	6	1	7
Not Yet Meeting (below level Q)	9	19	4	29

Actions

Students who are Not Yet Meeting will receive intervention strategies that include Leveled Literacy Intervention; Guided Reading; Great Leaps Fluency Program; and Aboriginal Program support.

Grade 7 Reading	All Students		Aboriginal Students	
	#	%	#	%
2015/16				
Exceeding (above level Z)	19	35	6	32
Fully Meeting (level Z)	23	42	7	37
Minimally Meeting (level Y)	3	5	2	11
Not Yet Meeting (below level Y)	10	18	4	21

Actions

Students who are Not Yet Meeting will continue to receive intervention strategies in Grade 8 that include Leveled Literacy Intervention, Guided Reading, and Aboriginal Program support.

FSA Reading Assessment Results Grade four 2015/16	All Students		Aboriginal Students	
	#	%	#	%
Exceeding	14	30	3	21
Meeting	32	70	11	79
Not Yet Meeting	0	0	0	0

Actions

Students who are Not Yet Meeting will receive intervention strategies that include Leveled Literacy Intervention; Guided Reading; Great Leaps Fluency Program; and Aboriginal Program support.

FSA Reading Assessment Results Grade seven 2015/16	All Students		Aboriginal Students	
	#	%	#	%
Exceeding	1	2	0	0
Meeting	54	96	23	96
Not Yet Meeting	1	2	1	4

Actions

Students who are Not Yet Meeting will receive intervention strategies that include Leveled Literacy Intervention; Guided Reading; Great Leaps Fluency Program; and Aboriginal Program support.



Human and Social Goal

Students will demonstrate school connectedness.

Rationale

We believe that fostering connection to school and community through engaging students in their learning, enhancing involvement, choice, and personal attachment will lead to student academic success and a greater sense of belonging and self-worth that will accompany them through their future endeavors.

Highlights

Symposium of Learning with community members and provincial scientists sharing their expertise; Culturefest; Open Mic Nights; Identity Day; Christmas Family Dinner; Rendezvous; SQ Danza dance troupe; and Band trip to Hawaii.



Student Performance Indicators and Targets

1. Indicator

Increased attendance rates.

Target

TBD – Baseline data and targets will be developed in the 2016/17 school year.

2. Indicator

Reduced suspension rates.

Target

TBD – Baseline data and targets will be developed in the 2016/17 school year.

3. Indicator

Increased number of students reporting school satisfaction and connection.

Target

TBD – Develop student survey. Baseline data and targets will be developed in the 2016/17 school year.

Career Development Goal

Students will demonstrate future preparedness.

Rationale

We believe that our students need to be prepared and empowered to contribute their personal best as tomorrow's leaders. Students need to be prepared for life beyond high school. Supporting the development of lifelong learning attributes, skills, and abilities are key to future preparedness and success.

Highlights

Yes 2 It; Welding Camp; Project Heavy Duty; Maker Day and Elementary 'Maker' mobile cart; Self-Regulation Hoki Chairs and stationary bikes; Bucket filling with good thoughts; Robotics and Hairdressing participation in Skills Canada; Receiving 2016/17 Science Innovation Grant – ASPIRE; Hour of Code; and Structure Day.



Student Performance Indicators and Targets

1. Indicator

Increased transition rates.

Target

90% or greater transition rate for students moving from grades eight through twelve.

90% or greater transition rate for Aboriginal students moving from grades eight through twelve.

2. Indicator

Increased graduation with Dogwood completion rates.

Target

90% or greater number of students identified as eligible to graduate in September graduating in June.

90% or greater number of Aboriginal students identified as eligible to graduate in September graduating in June.

3. Indicator

Increased percentage of students who graduate within six years from the time they enroll in grade eight.

Target

90% or greater number of students graduating within the six-year completion rate.

90% or greater number of Aboriginal students graduating within the six-year completion rate.

4. Indicator

Increased number of students participating in dual credit courses, SSA, and Work Experience.

Target

TBD – Baseline data and targets will be developed in the 2016/17 school year.

5. Indicator

Increased number of students reporting feeling prepared and confident for transitions in grades four, seven, and twelve.

Target

TBD – Develop student survey. Baseline data and targets will be developed in the 2016/17 school year.

6. Indicator

Increased number of students entering post-secondary institutions.

Target

TBD – Baseline data and targets will be developed in the 2016/17 school year.

Transition Rates 2014/14	All Students Gr. 8 to higher		All Students Gr. 9 to higher		All Students Gr. 10 to higher		All Students Gr. 11 to higher	
	#	%	#	%	#	%	#	%
All Students	59	95	50	93	50	93	47	90
Aboriginal Students	23	96	23	96	18	95	23	92

Actions

Track local transition rates so data indicates students who have moved out of province vs discontinued schooling, and is timely to be used to plan appropriate interventions as needed.

Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not complete requirements	Receiving Dogwood	Moved	Discontinued Schooling	Percent Graduated	Receiving Evergreen
2015/16	64	61	6	48	1	6	80%	2

Actions

Provide increased student/parent contact through Youth and Family support and Aboriginal Program Support. Encourage students to take more than 80 credits towards graduation.

Aboriginal Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not meet requirements	Receiving Dogwood	Moved	Discontinued Schooling	Percent Graduated	Receiving Evergreen
2015/16	30	28	2	24	0	3	86%	1

Actions

Provide increased student/parent contact. Encourage students to take more than 80 credits towards graduation.

Six-Year Completion Rate	District Rate	Province Rate	Aboriginal District Rate	Aboriginal Province Rate
2014/15	91%	83.9%	81%	63%

Actions

Provide increased student/parent contact and Aboriginal Program support.

Career Development 2015/16	All Students Participating	Aboriginal Students Participating	All Students Completing	Aboriginal Students Completing
Ace-It – Accelerated Credit Enrolment in Industry Training	15	3	13	3
SSA – Secondary School Apprentice	5	1	5	0
Work Experience 12	30	14	30	14
Skills Exploration	19	14	19	14
Dual Credit non-ACE-IT	8	0	5	0

Actions

Continue individual student conferences; maintain and expand ‘Shoulder Tapping’ to encourage students to investigate and participate in Dual Credit, SSA, and Ace-It opportunities; invite previous participating students to talk to students about their experiences; Promote on school Facebook page and school newsletter; increase employer engagement through contact and group events.

