

2018

ENHANCING STUDENT LEARNING REPORT SCHOOL DISTRICT # 81 FORT NELSON JULY 2018



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

We are a small community with a student population of 727.562 FTE. Nearly 34% of our students are Aboriginal students who self-identify as First Nations, Metis and Inuit. This is our second Enhancing Student Learning Report in which we will report on the baseline data collected this year. This report will be used along with our school and provincial data to enhance and increase the success rate for all our 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 agreed on the following to highlight the work of our staff and students: Reading Achievement; School Connectedness; and Future Preparedness.

It has been a busy and exciting year as we grow along with our students as lifelong learners. Our staff are continuing to explore, collaborate, and inspire students to set personal goals, to go beyond their comfort zones to explore new ideas and ways of doing, and to build on and share their individual strengths and skills with others.

We were proud of our students' Core Competencies self-assessments, completed for the first time this year, to show the abilities, skills, and processes students need in order to engage in deep and lifelong learning. The following are but a few of the many ways that our students have demonstrated and celebrated these competencies.

Students created "Identity" projects to share their unique talents and interests with each other, the school community, and the community at large. Students in grades five to seven were engaged through two 'Symposiums of Learning' each taking place one afternoon for seven weeks using the Applied Design, Skills, and Technologies competencies. These students were engaged in project-based learning in areas of choice including: Outdoor Survival; Local Sports and Healthy Living; Fine Arts; Food Studies; Robotics; Animation; and Drama. Students at other schools practised how to be collaborative and effective team members, using critical and creative thinking to solve a variety of inquiry-based challenges in Destination Imagination and STEM activities while students in grades eight and nine researched and presented projects on the global issue that concerned them and presented them to community members in Global Thinkers presentations and panels. Our rural school students used their interests, skills, and self-determination by independently learning how to play an instrument and perform as a group. Their chosen instruments included the violin, the guitar, and the mandolin.

Our journey continues.



Intellectual Goal

To increase the percentage of students meeting and exceeding 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

Tournament of Books; Family Reading Day; Introduction of Leveled Literacy Intervention for Secondary School reading intervention; Annette Rouleau modeling the use of vertical surfaces for instruction.



Student Performance Indicators and Targets

1. Indicator

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

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 2016/17	All Students		Aboriginal Students	
	#	%	#	%
Phonemically Aware	43	75	10	77
Emerging Phonemically Awareness	7	12	2	15
Lacking Phonemic Awareness	7	12	1	8

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. Our data indicates that these students are fully Phonemically Aware by the end of Grade One.

Grade 4 Reading	All Students		Aboriginal Students	
	#	%	#	%
2016/17				
Exceeding (above level T)	34	68	9	53
Fully Meeting (level S)	9	18	4	24
Minimally Meeting (level R)	3	6	1	5
Not Yet Meeting (below level Q)	4	8	3	18

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	
2016/17	#	%	#	%
Exceeding (above level Z)	35	70	6	50
Fully Meeting (level Z)	0	0	0	0
Minimally Meeting (level Y)	4	8	0	0
Not Yet Meeting (below level Y)	11	22	6	50

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 through engaging students in their learning, and 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; Destination Imagination/STEM; Culturefest; Open Mic Nights; Talent Show; Identity Day; Christmas Family Dinner; Rendezvous; SQ Danza dance troupe; school-wide kite making and flying; and implementation of Restorative Justice at Secondary School.



Student Performance Indicators and Targets

1. Indicator

Increased attendance rates.

Target

Reduce all absences by two percent in the 2017/18 school year. Baseline data is for 2016/17.

2. Indicator

Reduced suspension rates.

Target

Reduce suspensions by two percent in the 2017/18 school year. Baseline data is for 2016/17.

3. Indicator

Increased number of students reporting school connectedness.

Target

TBD. Review 2016/17 student survey and results. Design more specific school-based survey for 2017/18.

Attendance Data September 2016 – June 2017

Elementary Total Daily Absences	Total All Students	Total Aboriginal Students	All Students 10-19 Absences	Aboriginal Students 10-19 Absences	All Students 20+ Absences	Aboriginal Students 20+ Absences
Kindergarten	59	15	35 – 59%	10 - 66%	12 - 20%	2 – 13%
Grade 1	49	13	17 – 35%	4 – 31%	5 – 10%	2 – 15%
Grade 2	57	13	28 – 49%	9 – 69%	7 – 12%	2 – 15%
Grade 3	58	21	28 – 48%	11 – 52%	1 – 2%	0
Grade 4	51	17	21 – 41%	7 – 41%	7 – 14%	4 – 24%
Grade 5	49	19	27 – 55%	16 – 84%	2 – 4%	1 – 5%
Grade 6	51	21	34 – 66%	17 – 81%	12 – 24%	5 – 24%
Grade 7	50	14	31 – 62%	9 – 64%	10 – 20%	7 – 50%

Secondary Total Classes Absent	Total All Students	Total Aboriginal Students	All Students 10-19 class Absences	Aboriginal Students 10-19 class Absences	All Students 20+ class Absences	Aboriginal Students 20+ class Absences
Grade 8	61	28	24	11	48	29
Grade 9	51	20	28	11	51	23
Grade 10	57	21	30	8	63	32
Grade 11	55	21	31	13	50	26
Grade 12	48	21	24	11	43	17

Actions

Continue Safe Arrival programs at each elementary school and daily absence notification to parents of High School students. Reduce break time at High School. Increase student council activities at High School and increase activities at elementary schools. Increase counselling time at High School.

Suspension Rates for Grades 5 - 12

Suspensions	Total Suspension	Number of students	Total Aboriginal Suspensions	Number of Aboriginal students	Common Situation(s)
Grade 5	3	2	1	1	Disrespectful Behaviour
Grade 6	13	5	13	5	Disrespectful Behaviour Refusing to cooperate
Grade 7	12	5	1	1	Refusing to cooperate Unsafe Behaviour
Grade 8	3	3	3	3	Direct Disobedience Unsafe Behaviour
Grade 9	12	6	6	4	Fighting Disrespectful Behaviour Direct Disobedience
Grade 10	8	7	7	6	Fighting Disrespectful Behaviour Direct Disobedience Bullying
Grade 11	4	3	3	2	Fighting Drugs
Grade 12	10	3	10	3	Disrespectful Behaviour Bullying Drugs

Restorative Justice Conferences	Total Conferences	Number of students	Total Aboriginal	Number of Aboriginal students	Met Conditions	Instead of DRC
	17	15	12	10	11	9

Actions

Restorative Justice strategies will continue to be implemented for Grades 5 to 12. Increased Counselling at High School; Elementary school ice-rink activities; Youth & Family Worker support.

School Connectedness Survey

Students in Grades 4, 7, and 10 were surveyed on the following questions.

Survey Questions	Yes	Sometimes	No
I feel welcome at my school.	66%	27%	6%
I feel safe at school.	70%	26%	5%
Doing well in school is important to me.	79%	19%	2%
My teachers care about how I am doing.	69%	28%	3%
There is one adult in this school who I can talk to about things that are bothering me.	68%	17%	15%
At this school, students are encouraged to try their very best.	67%	27%	5%
The adults in this school believe that all students can do good work.	66%	22%	13%

At this school, there is a teacher or some other adult who will miss me when I'm absent.	59%	16%	24%
When students break rules, they are treated fairly.	30%	44%	26%
Our school's rules are fair.	42%	49%	9%
When I see a bully, I tell an adult.	55%	31%	15%
Adults in my community let me know that school is important.	71%	18%	11%
Lots of parents come to events at my school.	56%	29%	15%
In my school, students are given a chance to make decisions.	47%	47%	5%
I respect people even if they are different.	85%	12%	2%
I get along with other students.	53%	40%	7%
I know how to disagree without starting a fight or an argument.	59%	32%	9%
It is important to help others in my school.	72%	24%	4%

Actions

The survey format and results will be reviewed in September 2017. More school specific information is required before specific actions can be formulated.



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

Youth Discover Trades; Find Your Fit; My Blueprint and All About Me; BC Lions' Skills for Life; BC Tech Summit; Project Heavy Duty; Lifeguard training; Elementary Maker Day and Elementary; Growth Mindset; Self-Regulation Hoki Chairs and the implementation of a standing desk; Bucket filling with good thoughts; Robotics; Skills Canada; ASPIRE Science; Coding & Computational Thinking; Destination Imagination and STEM activities.



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 September 2017.

5. Indicator

Increased number if students entering post-secondary institutions.

Target

TBD – Baseline data and targets will be developed in September 2017.

6. Indicator

Increased number of students reporting feeling prepared for life after graduation.

Target

Baseline data gathered in 2016/17. Targets will be developed in the 2017/18 school year.

Transition Rates

Transition Rates 2015/16	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	50	96	58	98	53	96	53	87
Aboriginal Students	23	96	26	96	25	96	26	93

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

Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not complete requirements	Receiving Dogwood	Moved	Discontinued Schooling	Percent Graduated	Receiving Evergreen
2016/17	55	53	3	48	0	2	91%	2

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
2016/17	22	21	2	17	0	2	81%	1

Actions

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

Six-Year Completion Rates

Six-Year Completion Rate	District Rate	Province Rate	Aboriginal District Rate	Aboriginal Province Rate
2015/16	76%	83.6%	74%	64%

Actions

Provide increased student/parent contact and Aboriginal Program support.

Career Program Participation

Career Programs 2016/17	All Students Participating	Aboriginal Students Participating	All Students Completing	Aboriginal Students Completing
Ace-It – Accelerated Credit Enrolment in Industry Training	5	1	5	1
SSA – Secondary School Apprentice	5	3	5	3
Work Experience 12	21	3	21	3
Skills Exploration	14	8	14	8
Dual Credit non-ACE-IT	9	3	9	3
Lifeguard Program	9	3	9	3

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.

Initial Post-Secondary Destination

Twenty-four of our Grade twelve students provided information on what they initially plan for after graduation.

Destination	Total Number of Students
University	9 – 39%
Trades/Apprenticeships	4 – 17%
Workplace	5 – 22%
College	2 – 13%
Return for dual credit program	0
Travel	2- 8%
Return for upgrading	0

Actions

Continue individual student conferences; use of My Blueprint for career exploration; 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.

Prepared for Life After Graduation

Twenty-four of our Grade 12 students provided information on whether they felt prepared for life after graduation.

Prepared for Life After Graduation	Yes	No
	14 – 58%	10 – 42%

Student Comments

- The Planning class I took in grade 10 did not teach me about realistic budgeting. It gave us options that aren't available to people in real life. A student in my class was allowed to put part time contract in NBA as another job to cover his idiotic spending.
- I feel like I struggled lots during high school because it lacked the help I needed.
- I still don't know what to do after school.
- I learned near nothing about taxes, housing, bills and where to look for a job.
- They don't have courses that apply to our daily lives.
- I don't know what to do.
- They don't teach things that you could actually use after graduation.
- Didn't learn anything useful.

