

**ENHANCING STUDENT LEARNING
REPORT**

SCHOOL DISTRICT #81

FORT NELSON

JULY 2020

Revised October 2020

2020



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

We are a small community with a student population of approx. 640 FTE. Nearly 30% of our students are Aboriginal students who self-identify as First Nations, Metis and Inuit. This is our fifth Enhancing Student Learning Report in which we will report on a variety of data collected this year. This report will be used along with our school and provincial data to inform our decisions 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 & Numeracy Achievement; School Connectedness; and Future Preparedness.

Our 2019/20 school year was interrupted in March 2020 due to the COVID-19 Pandemic. We were very proud of how our staff pulled together to provide a variety of engaging and thoughtful online and remote lessons for our students. When in-person instruction began in June 2020, we had approximately 32% of our students return to class, while many others remained receiving online or remote services.

Our Grade 12 students and their parents were very disappointed at first that the Graduation Ceremony and celebration needed to be different due to the pandemic. But we had a wonderful and memorable grad. The day before the Graduation Ceremony, graduating students wearing their grad gowns and caps, accompanied by their parents and extended families, made appointments to have their pictures taken receiving their diplomas with the school Principal. The next day, the graduating students, dressed in their suits and gowns, entered the decorated high school gym with physical distancing rules in place to elbow bump the Principal, to hear invited speakers, and to receive well-earned scholarships. Parents, family members and community members were able to watch the event online at home. The grads then had pictures taken outside, followed by a procession through the town on flatbed tractor trailers accompanied by our local fire dept. and RCMP.

Due to COVID-19, some of our year-end assessments were unable to be completed. Our focus for September will be to support students by completing assessments and providing social emotional learning so that we can better identify student needs to enhance their learning and our own.

Our journey continues.



Intellectual Goal

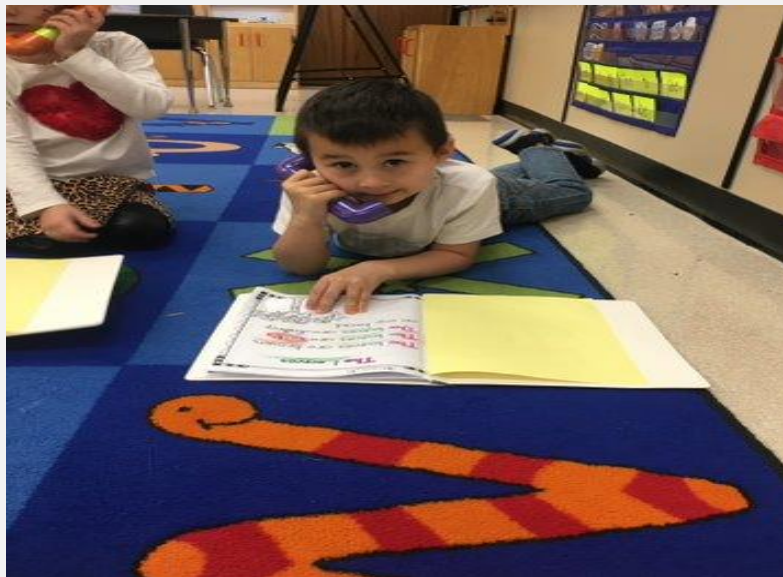
- 1. To increase the percentage of students meeting and exceeding in reading by the end of Grade four and Grade seven.*
- 2. To increase the percentage of students meeting and exceeding in math by the end of Grade four and Grade seven.*

Rationale

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

Highlights

Tournament of Books; Read Aloud Day; Dress as your Favorite Character Day; Leveled Literacy Intervention for all schools; use of our online reading programs of RAZ-KIDS, Reading Eggs, and EPIC Books became important tools for students during the pandemic; continuing our classroom introduction of SNAP (Student Numeracy Assessment & Practice), and Leaps & Bounds Math Intervention.



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 and math 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, for reading and numeracy on the FSA Provincial Assessment and on the SNAP for math.
90% or greater number of Grade Four Indigenous students minimally meeting/ fully meeting/exceeding expectations in reading on the On The Mark Reading Assessment for reading and numeracy on the FSA Provincial Assessment, and on the SNAP for math.



3. Indicator

Increased percentage of students minimally meeting/fully meeting/exceeding expectations in reading and math 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, for reading and numeracy on the FSA Provincial Assessment and on the SNAP for math (once it is implemented in 2020/2020). 90% or greater number of Grade seven Indigenous students minimally meeting/fully meeting/exceeding expectations in reading on the Benchmarks Reading Assessment, for reading and numeracy on the FSA Provincial Assessment and on the SNAP for math once it is fully implemented.

4. Indicator

Increased percentage of students successfully completing the new Graduation Literacy Assessments in Grade 10 and Grade 12.

Target

TBD in the 2020/2021 school year.

5. Indicator

Increased percentage of student who achieve a score of 2 or higher on the Provincial Numeracy Assessment.

Target

90% or greater number of students Developing (2), Proficient (3), or Extending (4) expectations on the Provincial Numeracy Assessment.

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%.

Data – This assessment was not completed for June of 2020 due to COVID-19. Grade One students were assessed in September of 2020 to assess which students may need more support.

Kindergarten Screening Tool 2019/20	All Students		Indigenous Students	
	#	%	#	%
Phonemically Aware	30	61	5	42
Emerging Phonemically Awareness	6	12	1	8
Lacking Phonemic Awareness	13	27	6	50

Actions

This data indicates that students entering Grade One had the same Phonological Awareness as the previous year and that our Indigenous students showed a small increase in this skill.

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/Phonological Awareness Program; Language Centers; Sound and Rhyming games and activities.

Grade 4 Reading	All Students		Indigenous Students	
2019/20	#	%	#	%
Exceeding (above level S)	28	64	10	56
Fully Meeting (level S)	1	2	1	6
Approaching (level R)	4	9	3	17
Not Yet Meeting (below level Q)	11	25	4	22

Actions

This assessment was done in September with Grade 5 students using end of Grade 4 level Benchmarks. The data is slightly lower than last year.

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

Grade 7 Reading	All Students		Indigenous Students	
2019/20	#	%	#	%
Exceeding (above level Y)	30	55	8	40
Fully Meeting (level X)	5	9	3	15
Approaching (level W)	7	13	3	15
Not Yet Meeting (below level V)	13	24	6	30

Actions

This assessment was done in September with Grade 7 students using end of Grade 6 level Benchmarks. The data indicates that more students are below grade level than last year possibly due to missing in-class instruction due to COVID-19.

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

FSA Reading Assessment Results Grade four 2019/20	All Students		Indigenous Students	
	#	%	#	%
Extending	15	33	3	18
On Track	29	64	13	81
Emerging	1	2	0	0

Actions

This assessment was completed in November 2019, so the data is comparable to the previous year. The data indicates that we have fewer Grade 4 students Extending and more On Track.

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



FSA Reading Assessment Results Grade seven 2019/20	All Students		Indigenous Students	
	#	%	#	%
Extending	0	0	0	0
On Track	53	98	19	100
Emerging	1	2	0	0

Actions

This assessment was completed in November 2019, so the data is comparable to the previous year. The data indicates that we have fewer Grade 7 students Extending and more On Track.

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

SNAP Math Assessment Results Grade four 2018/19	All Students		Indigenous Students	
	#	%	#	%
Exceeding	5	9	3	18
Fully Meeting	37	70	11	65
Minimally Meeting	10	19	3	18
Not Yet Meeting	1	2	0	0

Actions

This assessment was not done due to COVID-19.

Students who are Not Yet Meeting will receive intervention strategies that include targeted SNAP Practice of challenge areas; Leaps & Bounds Math Intervention; Guided Math; and Indigenous Program support.

FSA Numeracy Assessment Results Grade four 2019/20	All Students		Indigenous Students	
	#	%	#	%
Extending	10	22	3	19
On Track	35	78	13	81
Emerging	0	0	0	0

Actions

This assessment was completed in November 2019, so the data is comparable to the previous year. The data indicates that we have fewer Grade 4 students Extending and more On Track.

Students who are Not Yet Meeting will receive intervention strategies that include targeted SNAP Practice of challenge areas; Leaps & Bounds Math Intervention; Guided Math; and Indigenous Program support.

FSA Numeracy Assessment Results Grade seven 2019/20	All Students		Indigenous Students	
	#	%	#	%
Extending	9	17	2	11
On Track	42	78	16	84
Emerging	3	6	1	5

Actions

This assessment was completed in November 2019, so the data is comparable to the previous year. The data indicates that our Grade 7 students are achieving at the same level as the previous year.

Students who are Not Yet Meeting will receive intervention strategies that include targeted SNAP Practice of challenge areas; Leaps & Bounds Math Intervention; and Indigenous Program support.

Provincial Numeracy Assessment Results Grade Ten & Eleven - 2018/19	All Students		Indigenous Students	
	#	%	#	%
Extending (4)	0	0	0	0
Proficient (3)	10	14	3	9
Developing (2)	32	44	13	39
Emerging (1)	30	42	17	52

Actions

The District has not received updated data at this time.

Students will be offered after school math 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

Partnership with SET BC with focus on Inclusion at RL Angus Elementary School; Symposium of Learning; Destination Imagination/STEM; Culturefest; Orange Shirt Day; Open Mic Nights; Talent Show; Identity Day; Rock Your Moccasins Day; Christmas Family Dinner; Bucket filling with good thoughts; Growth MindSet; Rendezvous; and Restorative Justice.

Student Performance Indicators and Targets

1. Indicator

Reduced suspension rates.

Target

Reduce suspensions by two percent. Reviewed on an annual basis.

2. Indicator

Increased number of students reporting school connectedness.

Target

Student Learning Survey data for Grades 4, 7, 10 & 12 on specific questions reflect same or higher than the province.

Suspension Rates for Grades 5 - 12

Suspensions 2018/19	Total Suspension	Number of students	Total Indigenous Suspensions	Number of Indigenous students	Common Situation(s)
Grade 7	3	2	0	0	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 Indigenous	Number of Indigenous students	Met Conditions	Instead of DRC
	17	15	12	10	11	9

Actions

This Data was not completed for 2019/2020 due to COVID-19.

Restorative Justice strategies will continue to be implemented for Grades 5 to 12; Counselling and Youth & Family Worker support; Training on Mental Health Literacy for students.

Student Learning Survey – Please note: Colour coding different than in the rest of the report.

Students in Grades 4, 7, 10, and 12 were surveyed on the following questions. Percentages show Many Times, All the Time, Yes, or Strongly Agree. Red numbers represent a lower survey result from the province. Green numbers represent a better survey result than the province. Black numbers represent identical survey results with the province.

Survey Questions	Gr. 4	Gr. 7	Gr. 10	Gr. 12
Is school a place where you feel you belong?	82	77	33	100
How many adults (2 or more) do you think care about you at your school?	100	83	67	100
Do you feel welcome at your school?	91	80	100	100
Do you like school?	91	48	0	100
Are your questions valued and welcomed by the adults at your school?	82	n/a	n/a	n/a
Do you feel safe at school?	100	83	67	100
Have you ever felt bullied at school?	0	4	0	0
Are you learning about local First Nations at school?	27	27	0	100
Are you learning how to care for your mental health?	80	43	33	0
When you make a choice, do you think about how it might affect others?	60	50	33	100
I feel I am getting better at math.	100	77	67	100
I feel I am getting better at reading.	100	78	67	100
Does school make you feel stressed or worried?	0	13	33	0

Actions

Due to COVID-19 and in-class instruction limited from June 1-18th, 2020 there was limited participation on this survey. The most accurate results are at the Grade 7 level as there was more participation.



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; Trades Sampler; Growth Mindset; Self-Regulation Hoki Chairs and standing desks; Robotics; Skills Canada; ASPIRE Science; Coding & Computational Thinking; Dash robot; 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 Indigenous 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 Indigenous 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 Indigenous students graduating within the six-year completion rate.

4. Indicator

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

Target

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

5. Indicator

Increased number of students entering post-secondary institutions.

Target

TBD – Ministry of Education is working on collecting and reporting on this data.

6. Indicator

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

Target

Student Voice Survey Data indicating an increase of students feeling prepared for life after graduation.

Transition Rates

Transition Rates	All Students		All Students		All Students		All Students	
2018/19	Gr. 8 to higher		Gr. 9 to higher		Gr. 10 to higher		Gr. 11 to higher	
	#	%	#	%	#	%	#	%
All Students	49	94	55	93	52	95	43	91
Indigenous Students	25	96	19	90	24	92	20	91

Actions

This data is always one year behind as students move up a grade in June. This data indicates that our grade to grade transitions have improved, particularly for Indigenous students transitioning from Grade 11 to higher.

We will continue to reach out to students who have discontinued schooling to develop appropriate interventions and provide in-school Indigenous Support Workers and assistance as needed.

Graduation Rates

Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwood	Did not complete requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2019/20	43	41	4	37	0	90%	1

Indigenous Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwood	Did not meet requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2019/20	16	14	1	13	0	93%	1

Actions

This data indicates an increase in our Indigenous Graduation Rate from 81% last year.

Continue to 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 Indigenous Program Support.

Six-Year Completion Rates

Six-Year Completion Rate	District Rate	Province Rate	Indigenous District Rate	Indigenous Province Rate
2018/19	91.7%	85.4%	85%	69.1%

Actions

This data is always one year behind as students complete in June. This data indicates that in this year we had an increase in the number of Indigenous students who did not complete within 6 years.

We will provide increased student/parent contact; Indigenous Program support; and identify Indigenous students who are at risk sooner.

Career Program Participation

Career Programs 2019/20	All Students Participating	Indigenous Students Participating	All Students Completing	Indigenous Students Completing
Youth Train in Trades	5	2	5	2
Youth Work in Trades	5	3	2	1
Work Experience 12	27	7	23	6
Youth Explore Trade Sampler	N/A	N/A	N/A	N/A
Dual Credit	1	1	1	1

Actions

This data is lower than in past years, possibly due to the economic downturn in Fort Nelson which has resulted in less interest by students in pursuing trades training.

We will continue individual student conferences and encourage students to investigate and participate in Dual Credit. Work In Trades; invite previous participating students to talk to students about their experiences; promote on the school Facebook page and school newsletter; and increase employer engagement through contact and group events.

Prepared for Life After Graduation

Student Voice Survey Comments

What thoughts would you like to share on learning and being prepared for your future?

Action

This survey was not completed this year due to COVID-19.

