

2019

ENHANCING STUDENT LEARNING REPORT SCHOOL DISTRICT # 81 FORT NELSON JULY 2019



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

We are a small community with a student population of 675 FTE. Nearly 30% of our students are Aboriginal students who self-identify as First Nations, Metis and Inuit.

This is our fourth 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 & Numeracy Achievement; School Connectedness; and Future Preparedness.

This year we have expanded our intellectual goal to begin building student fluency, confidence, comprehension, and skills in math. This year our two Kindergarten to Grade 4 schools have initiated the implementation of SNAP (Student Numeracy Assessment & Practice) a student-friendly math assessment and practice tool from SD 33 Chilliwack which we will expand to our Grade 5 to 7 school next year. Our high school has been focusing on the Grade 10 Numeracy Assessment and offering support to students who are taking the assessment for the first time and to students in Grades 11 & 12 who want to improve on their initial assessment.

Our students' Core Competencies of Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Positive Awareness & Responsibility, and Social Responsibility are evident in so many ways as our students are engaged in deep, inclusive, and lifelong learning. The following are but a few of the many ways that our students have demonstrated and celebrated these competencies this year.

Students used "Class Pass" to easily take photos, add journal entries/reflections and then post them to their "All About Me" online portfolios in MyBlueprint to share at home anytime. Students also used MyBlueprint and the "All About Me" portfolio to reflect on their Core Competencies and reflect on their strengths and character traits. In grades five to seven, students worked on an ASPIRE science project with lead UBC scientist for hands-on learning including dissecting sharks, participating in a learning round-table on the heart, and dissecting eyeballs. Other Applied Design, Skills, and Technologies competencies projects included: Robotics & Drones; Bridge Building; Felting; and Carpentry

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; Family Reading Day; Dress as your Favorite Character Day; Leveled Literacy Intervention for Secondary School reading intervention; introduction of SNAP (Student Numeracy Assessment & Practice), 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 Aboriginal 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 2019/2020).
90% or greater number of Grade seven Aboriginal 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 2019/2020).

4. Indicator

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

Target

TBD once this assessment is implemented in the 2019/20 school year (Grade 10) and in the 2020/2021 (Grade 12).

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

Kindergarten Screening Tool 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Phonemically Aware	29	63	3	21
Emerging Phonemically Awareness	2	4	1	7
Lacking Phonemic Awareness	15	33	10	71

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 former data indicates that these students are fully Phonemically Aware by the end of Grade One but a report on student progress will be done in November 2019 to ensure that the students are on track.

Grade 4 Reading	All Students		Aboriginal Students	
2018/19	#	%	#	%
Exceeding (above level T)	30	48	8	44
Fully Meeting (level S)	15	24	4	22
Minimally Meeting (level R)	7	11	2	11
Not Yet Meeting (below level Q)	10	16	4	22

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	
2018/19	#	%	#	%
Exceeding (above level Z)	35	77	15	72
Fully Meeting (level Z)	1	2	1	5
Minimally Meeting (level Y)	2	4	2	9
Not Yet Meeting (below level Y)	8	17	3	14

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 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Extending	27	49	8	50
On Track	28	51	8	50
Emerging	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 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Extending	5	12	1	4
On Track	38	88	22	96
Emerging	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.

SNAP Math Assessment Results Grade four 2018/19	All Students		Aboriginal 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

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

FSA Numeracy Assessment Results Grade four 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Extending	24	44	9	56
On Track	31	56	7	44
Emerging	0	0	0	0

Actions

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

FSA Numeracy Assessment Results Grade seven 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Extending	7	16	1	4
On Track	35	81	22	96
Emerging	1	2	0	0

Actions

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

Provincial Numeracy Assessment Results Grade Ten & Eleven - 2018/19	All Students		Aboriginal Students	
	#	%	#	%
Extending (4)	0	0	0	0
Proficient (3)	6	13	2	12
Developing (2)	16	36	5	29
Emerging (1)	23	51	10	59

Actions

Students will be offered after school math support. Investigating Intervention programs for 2019/2020.



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; Orange Shirt Day; Open Mic Nights; Talent Show; Identity Day; Christmas Family Dinner; Bucket filling with good thoughts; Growth MindSet; Rendezvous; Passion Projects; Restorative Justice; Speaker series using local experts – FNFN Chief. Engineers, Historian, BeeKeeper.



Student Performance Indicators and Targets

1. Indicator

Reduced suspension rates.

Target

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

2. Indicator

Increased number of students reporting school connectedness.

Target

Student Learning Survey data for Grades 4, 7, 10 & 12.

Suspension Rates for Grades 5 - 12

Suspensions	Total Suspension	Number of students	Total Aboriginal Suspensions	Number of Aboriginal 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 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; Counselling and Youth & Family Worker support; Training on Mental Health Literacy for students.

Student Learning Survey

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. (53)-1 means 1 % below which would be 54%) 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?	62	(53)-1	(29)-18	(35)-13
How many adults do you think care about you at your school? (2+)	89	(64)-1	(45)-18	(69)-7
Do you feel welcome at your school?	87	67	(34)-27	(35)-29
Do you like school?	(63)-3	(39)-7	(16)-21	(27)-15
Are your questions valued and welcomed by the adults at your school?	83	66	(29)-21	(27)-29
Do you feel safe at school?	91	81	(61)-11	(52)-28
Have you ever felt bullied at school?	8	7	5	(8)+3
Are you learning about local First Nations at school?	(20)-9	(24)-6	(24)-2	(12)-9
Are you learning how to care for your mental health?	44	51	(29)-4	(8)-20
When you make a choice, do you think about how it might affect others?	(52)-5	(42)-13	(39)-23	(46)-22
I feel I am getting better at math.	91	84	(45)-14	(46)-7
I feel I am getting better at reading.	89	86	(58)-5	(56)-10
Does school make you feel stressed or worried?	9	17	47	(62)+5

Actions

Results will be reviewed in the fall of 2019 when the District data is available. Individual school action plans will be part of the school-based Enhancing Learning Plans.



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; Project Heavy Duty; Elementary Maker Day and Elementary; Growth Mindset; Self-Regulation Hoki Chairs and standing desks; 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, 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 2017/18	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	61	98	57	95	50	86	45	82
Aboriginal Students	21	100	29	97	26	90	18	75

Actions

Reach out to students who have discontinued schooling to develop appropriate interventions. Document.

Graduation Rates

Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not complete requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2018/19	44	43	3	40	1	93%	1

Aboriginal Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not meet requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2018/19	16	16	3	13	0	81%	0

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
2017/18	82.2%	84.8%	99.2%	69%

Actions

Provide increased student/parent contact and Aboriginal Program support.

Career Program Participation

Career Programs 2018/19	All Students Participating	Aboriginal Students Participating	All Students Completing	Aboriginal Students Completing
Youth Train in Trades	7	3	6	2
Youth Work in Trades	12	5	6	2
Work Experience 12	39	15	39	15
Youth Explore Trade Sampler	13	7	9	5
Dual Credit non-ACE-IT	4	1	4	1

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.

Prepared for Life After Graduation

Student Voice Survey Comments

Learning and Future Opportunities

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

- I think the school needs to do much more to prepare students for adult life.
- I learned a lot about trades but I don't want to pursue them. I've changed my mind about my career path many times because I was never sure what was right for me.
- I don't think I am being prepared enough because I want to go to post-secondary but FNSS bases most of the learning of the outside world on trades programs and not a lot on like if you want to be a doctor, teacher, scientist, etc.
- Taxes. I'm sure you've heard this but taxes are genuinely huge and most of us have no clue what to do, where to go, or who even to ask. The school otherwise has done a good job with preparing us for our future.
- I think Careers is doing a good job of helping us prepare for the future and looking for schools and career options.
- I can't rely on FNSS to give me an adequate education as it stands right now. I do realize that it has to do with Fort Nelson's economic state and how we are quite secluded but I find it hard to look forward to coming to school nonetheless. We don't have individual language classes, let alone French.
- As early as grade nine, students should be given a basic run-down of online applications, degrees, and how to apply for them, what BA stands for and what can be found in each faculty.
- They don't prepare us for the future and teach unnecessary things.
- I think we need to better prepare students for university, in the immediate, what do you need to excel in your chosen field.
- Start to teach future skills in earlier grades so we gain more understanding over the years, go in-depth instead of brief explanations.

Action

Include financial preparedness in CLE 10; Implement a BAA course (2019/2020) that includes finances, how to tailor a resume to apply for specific jobs/scholarships/careers; Implement UBC Mentor Program (2019/2020).

