



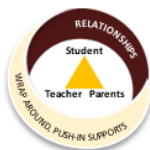
Lake City Secondary School



Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



District Plan for Learner Success: School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

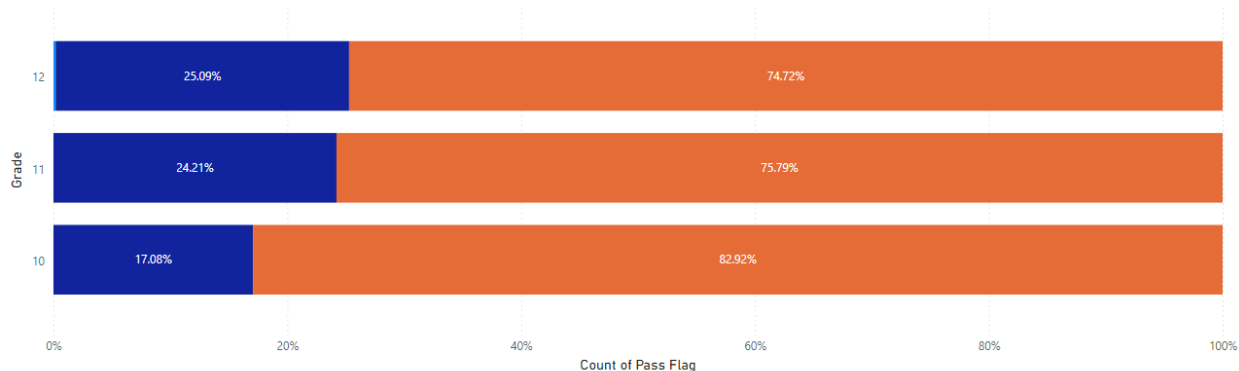
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2023-24 Results:

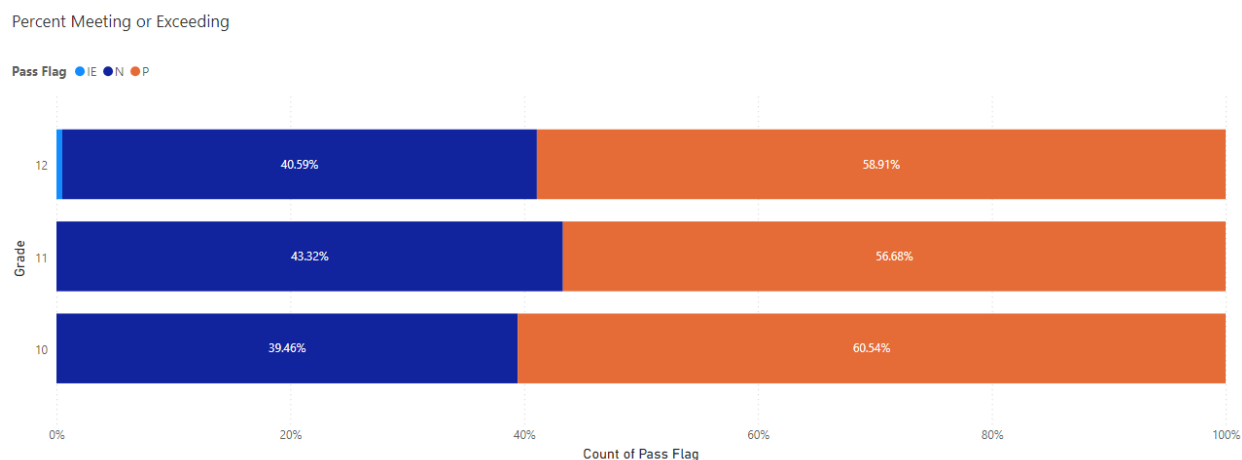
- Percentage of students meeting or exceeding literacy expectations based on Learning Update data:

Percent Meeting or Exceeding

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- Percentage of Indigenous students meeting or exceeding literacy expectations based on Learning Update data:



2024 - 2025 Goals and Focus Areas:

- Improve the percentage of students in Grades 10-12 meeting or exceeding expectations in literacy.
- Improve the number and percentage of Indigenous students in Grades 10-12 meeting or exceeding expectations in literacy.

Strategies and Structures:

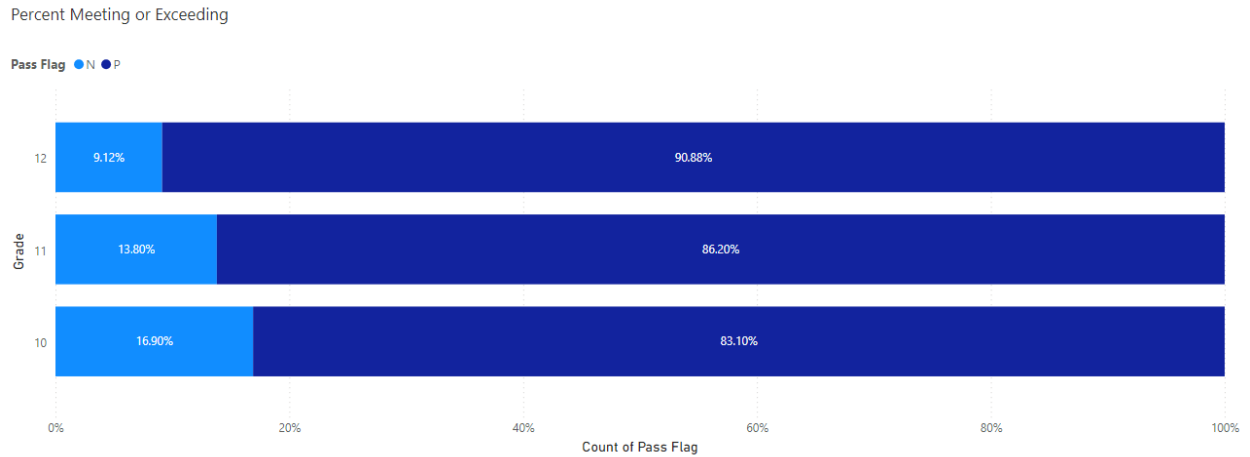
- Actions for Enhancing Student Learning and Experience
 - School wide focus on encouraging teachers to set aside silent reading time with a focus on reading strategies for lower-level readers identified by teachers.
 - Encourage teachers to set time aside for their classes to access the library to sign out books to support in class reading.
 - Secondary reading program has been established to read daily with students who struggle with reading. Main focus is to catch struggling readers when they enter Gr. 10 but will continue to identify and connect with all students struggling.
 - Increased use of First Nations principles of learning particularly in Grade 10 and Grade 12 English courses. All Grade 10 students will take an English First Peoples perspective course as part of their graduation plan and have additional chances to take more Indigenous courses.
 - English classes and other classes to go over and review past assessments so students are aware of expectations and format.
 - Provide additional support for struggling learners through support blocks, EA's, and ISW's.
- Actions for Enhancing Staff Capacity & Learning
 - Grade 10-12 literary focus on improving reading comprehension in all subject areas.
 - Encourage teachers to identify struggling readers and provide appropriate adaptations to support their learning needs.

- Encourage all teachers to participate in the district Professional Development opportunities to improve literacy teaching techniques.

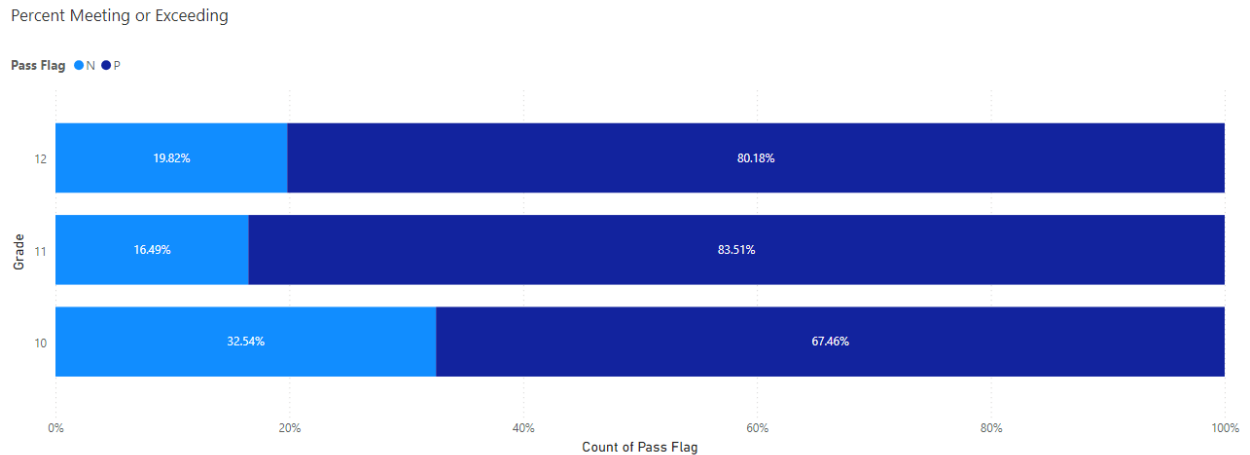
Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2023 - 2024 Results:

- Percentage of students meeting or exceeding numeracy expectations based on Learning Update data:



- Percentage of Indigenous students meeting or exceeding Numeracy expectations based on Learning Update data:



2024-25 Goals and Focus Areas:

- Improve the percentage of students in Grades 10-12 meeting or exceeding expectations in Numeracy

- Improve the percentage of Indigenous students in Grades 10-12 meeting or exceeding expectations in Numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Small group or in-class support for identified students with gaps in Numeracy.
 - Providing more engaging math classroom instruction as outlined by Peter Liljedahl
 - School wide focus on providing differentiated instruction in math classes to support struggling learners.
 - Math classes and other classes to review and go over past numeracy assessments so students are aware of expectations and format.
 - Provide additional support for struggling learners through support blocks, EA’s, and ISW’s.
- Actions for Enhancing Staff Capacity & Learning
 - Reflect on report card data and Numeracy Assessment data to see which specific areas of focus require more support, particularly with Indigenous students.
 - PLC focus on providing differentiated instruction for all learners.
 - Encourage staff to attend Professional Development in Math provided by Peter Liljedahl and Carole Fullerton.

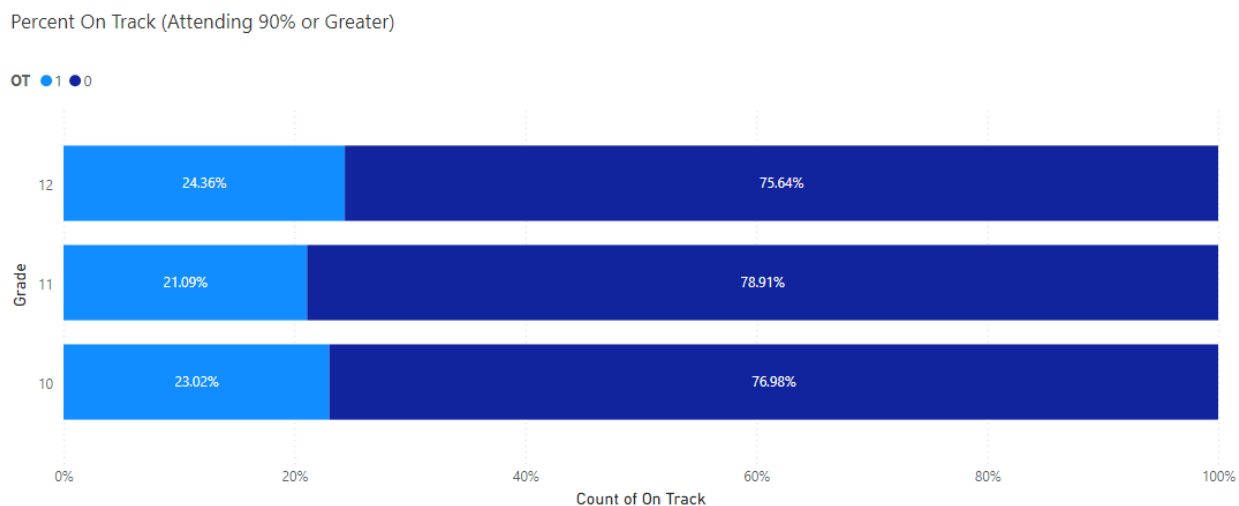
Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school

3.1 Attendance

2023-24 Results:

- Percentage of students attending 90% or greater end of June 2024:



Percent On Track (Attending 90% or Greater)

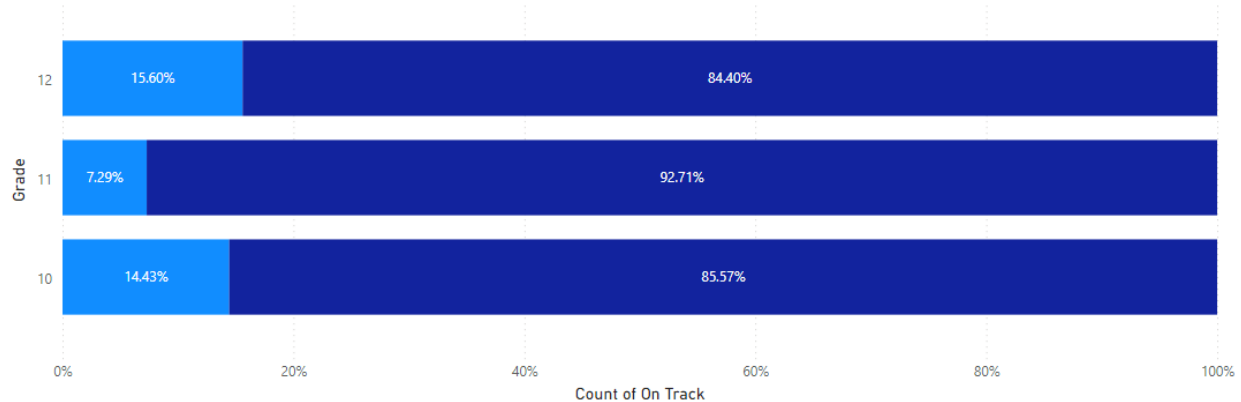
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- Percentage of Indigenous students attending 90% or greater end of June 2024:

Percent On Track (Attending 90% or Greater)

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Percent On Track (Attending 90% or Greater)

OT ● 1 ● 0



2024-25 Goals and Focus Areas:

- 100% of students attending 90% or greater end of June 2025

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Provide food and snacks throughout the day so students can get healthy nourishment throughout the day
 - Use Indigenous language and cultural rooms as a place where students can go to connect with caring adults
 - Create a sense of belonging with staff members greeting students by name each day
 - Meaningful lessons and teacher support in all classes
- Actions for Enhancing Staff Capacity & Learning
 - Work with staff to ensure attendance is accurately taken each class
 - Afford First Nations Education coordinators a space to connect with their students regularly
 - Teachers to make a goal of making a minimum of one phone call per day for students who are not attending regularly; and log communication in MyEd

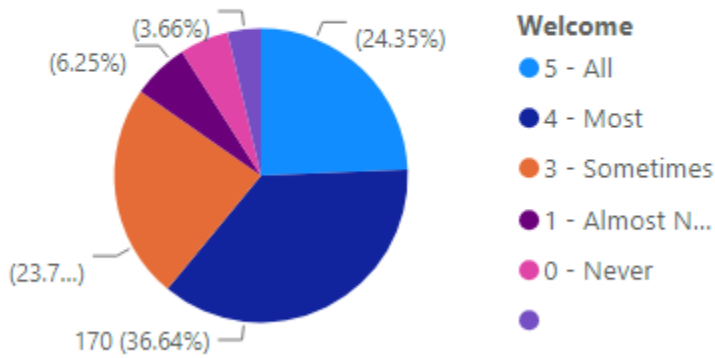
- Monthly meetings with Education coordinators to update them on student attendance, successes and stretches
- FN support staff connecting with struggling attenders regularly; offering support and helping them get to class
- Flexible learning support blocks to support students in classes they are struggling with
- Admin and staff review attendance weekly to identify students who are struggling with attendance and work with student, staff and family to support them better.

3.2 Connection to School

2023-24 Results

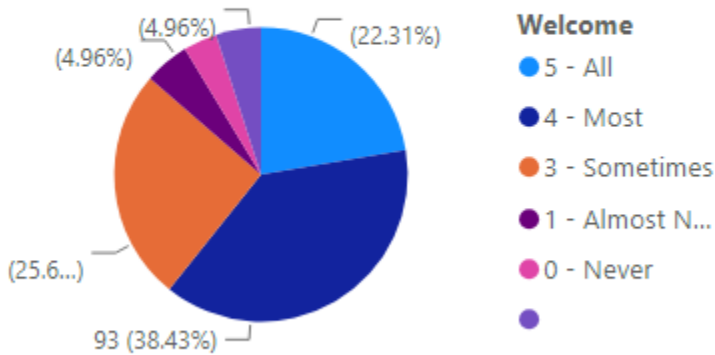
- Percentage of students in who report feeling welcome in their school during 2023-2024

Feel Welcome At School



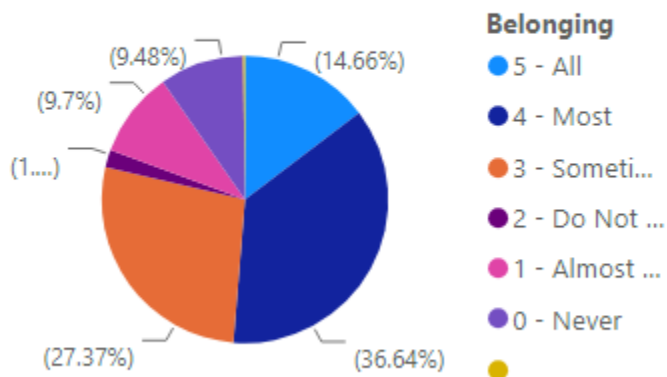
- Percentage of Indigenous students who report feeling welcome in their school during 2023-24

Feel Welcome At School



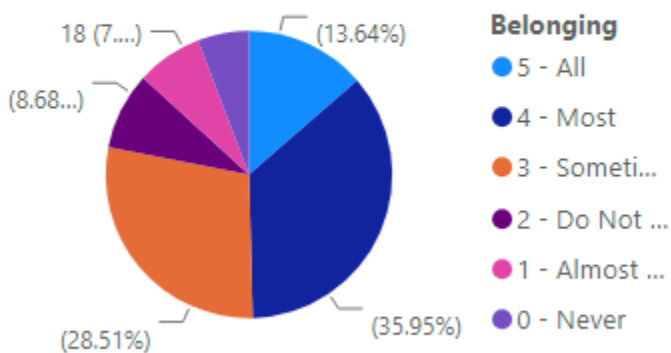
- Percentage of students who report having a sense of belonging in their school during 2023-24:

Sense of Belonging



- Percentage of Indigenous students who report having a sense of belonging in their school during 2023-24

Sense of Belonging



2024-25 Goals and Focus Areas:

- Increase number of students, Indigenous included, who feel welcome and feel they belong at school

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - All staff greet students by name when possible and spend time getting to know them in class
 - Increased number of calls home to parents by teachers to inform them about student progress

- Increased communication by all staff so students and parents feel more connected to school
- Actions for Enhancing Staff Capacity & Learning
 - All teachers and staff spend considerable time at the start of the year and throughout the year to get to know students and help them feel welcome in their classes and the school
 - Regular meetings to discuss students and plan to improve their sense of belonging and how they feel at school

Career Development

Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

- Students will work to gain mastery of core competencies in all courses
- Students will learn about career development through various courses and programs including (but not limited to) Career Life Education, Career Life Connections, Work Experience, Peer Tutoring, Youth Work In Trades, Heavy Metal Rocks, RCMP Academy and Junior Fire Crew

Other Focus Area(s) Aligned with District Plan for Learner Success



Instructional Capacity

- Continue to build instructional capacity for teachers by encouraging continued Professional Development through district leadership series
- Develop in school mentorship among staff so best teaching practices can be demonstrated and observed

Inclusive Learning Communities

- Differentiate instruction so all learners can find success in every class
- Create a sense of belonging in each classroom and space within the school so all students feel valued and welcome

School Team Planning Cycle

Sept-Oct-Nov.: Introduce updated school planning model. Review results from 2023-24 school year. Identify departmental focus and strategies and document specifics in school plan.

Dec: Review term 1 Learning Update data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

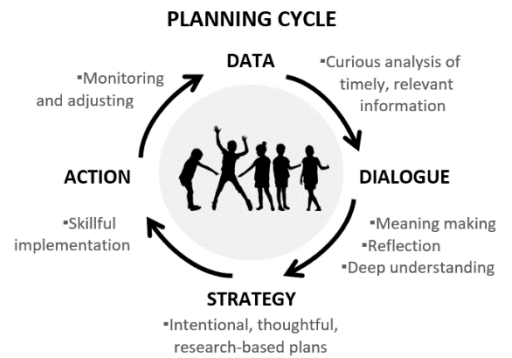
Feb: Review semester 1 Learning Update marks and provincial assessments. Celebrate successes and adjust strategies as required. Revisit focus areas of school plan.

May: Review term 3 Learning Update data as a staff. Celebrate success and modify focus areas as required.

Jun: Review all available data for the 2024-25 school year.

Ongoing:

- School Plan for Learner Success as a standing item on staff meeting agenda
- Incorporate School Plan for Learner Success into PLC work
- Regular SBT review of attendance and 'at risk' students referred by staff



Glossary

Career Life Connections (CLC) – Grad requirement course designed to identify and develop each student’s personal interests, passions and goals.

Career Life Education (CLE) – Typically a grade 10 level grad requirement course with a career-life focus where students learn to set personal goals, cultivate supportive relationships and identify possible career goals.

Carole Fullerton – A teacher-leader working in K-12 classrooms to support the development of numeracy instruction across Western Canada and beyond.

EA – Education Assistant

First Nations Principles of Learning – Learning through a First Nations lens where the learning is embedded in memory, history and story.

Heavy Metal Rocks – An SD 27 program that introduces Grade 11 and 12 students to a variety of jobs available in the road building, mining and construction industries.

ISW – Indigenous Support Worker

Junior Fire Crew – An SD 27 program intended to identify, train, prepare and place secondary school students in employment positions with forestry fire fighting units.

Literacy Assessment – Provincial assessment and grad requirement for all grade 10 and 12 students to assess students’ ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts.

Numeracy Assessment – Provincial assessment and grad requirement for all Gr. 10 students to assess proficiency in numeracy.

Peer Tutoring – A credited course where students work with a teacher in a classroom to help support student learning

Peter Liljedahl – Dr. Peter Liljedahl is a Professor of Mathematics Education at Simon Fraser University who consults regularly with schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.

Professional Learning Community (PLC) – A group of educators that meet regularly to share expertise and work collaboratively to improve teaching skills and the academic performance of students.

RCMP Academy – An SD 27 program designed to place students in an RCMP Training Academy environment.

Work Experience – Primary goal is to help students personalize their learning and prepare them for life after secondary school completion.

Youth Work in Trades – An SD 27 career program that provides students with the opportunity to begin their apprenticeship training while attending high school.