



## Cariboo-Chilcotin School District 2021-2022 School Plan for Learner Success



**School Name: 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 or diverse abilities.



**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.

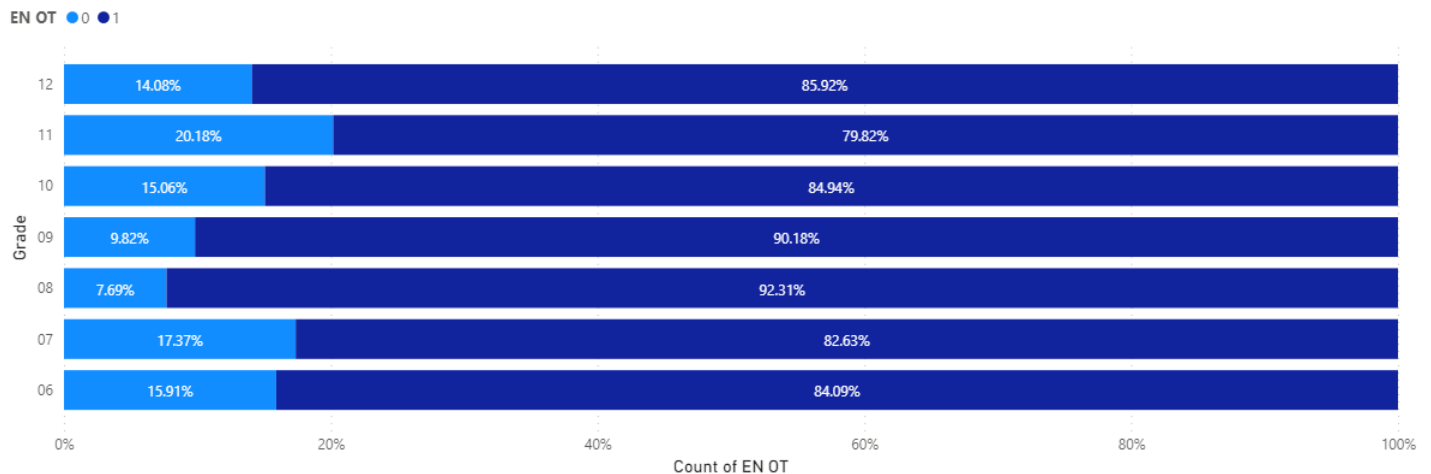
### Intellectual Development

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

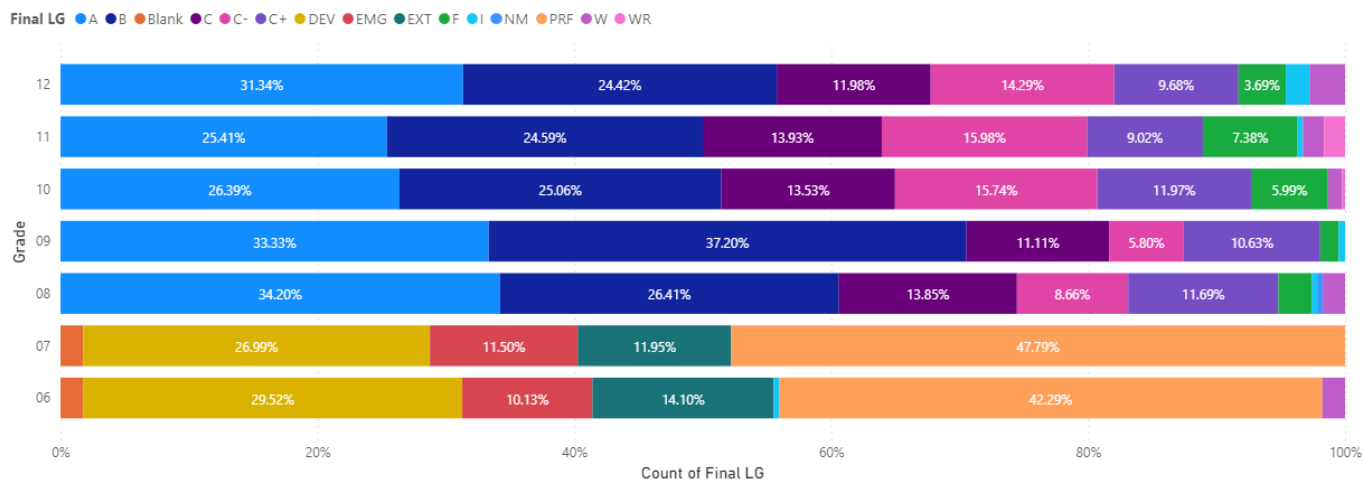
2020-2021 Results:

- Percentage of students meeting or exceeding literacy expectations:

On Track EN - Percent Passing



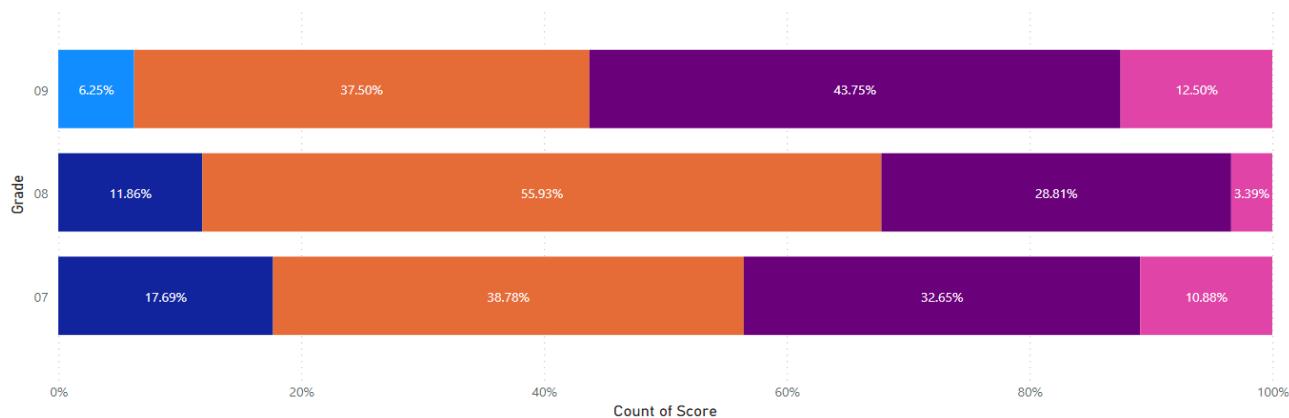
## Percent Passing



## FALL 2021 Results

### District Assessment Scores

Score 0 1 2 3 4



### District Assessment Scores (Whole School)



## 2021-2022 Goals and Focus Areas:

- SBT and FN bi-weekly meetings to address vulnerable learners
- Alignment of course outlines and course assessment/evaluation practices
- Link assessment practices with performance standards
- Baseline exemplars for each department
- Conduct DART assessments with all Grade 7, 8 & 9's

### Strategies and Structures:

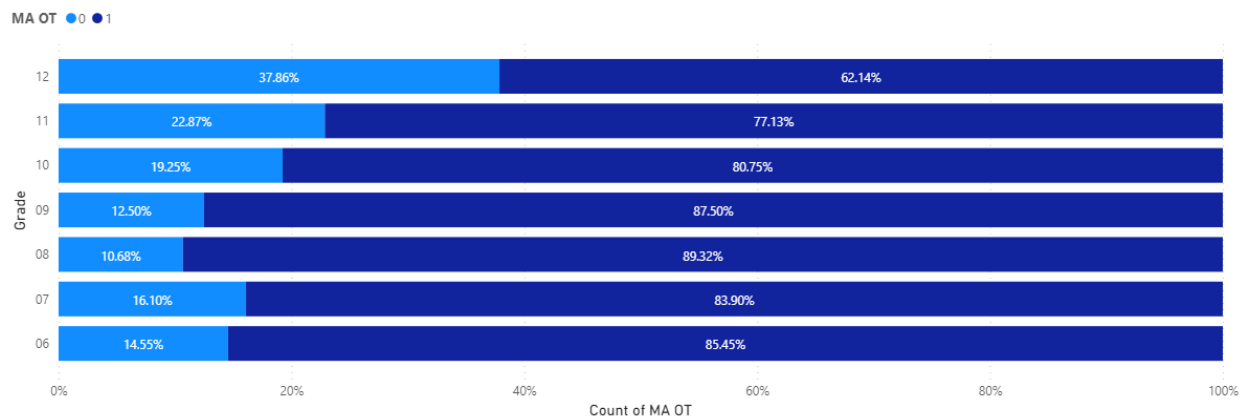
- Actions for Enhancing Student Learning and Experience
  - Promote silent reading time in classes
  - Improve home communication frequency to better engage parents in the learning
  - Utilize First Nations Principles of Learning in all classes
  - Have all Grade 7,8,9 students participate in a School Wide Write
- Actions for Enhancing Staff Capacity & Learning
  - Utilize DART results to guide instruction
  - Conduct departmental meetings to baseline assessment practices
  - Review DRAFT Ministry Performance Standards when they become available
  - Secure a spring assessment for the DART to compare results,
  - Initiate staff discussions on how to shift the results of Emerging 43.2% towards Proficient 32.4% (or higher)

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

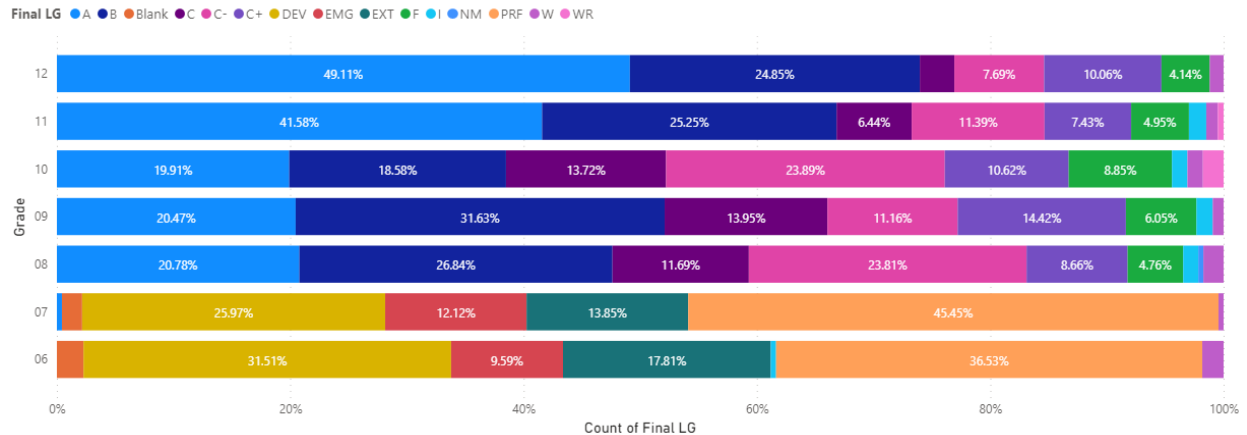
### 2020-2021 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



## Percent Passing



## 2021-2022 Goals and Focus Areas:

- SBT and FN bi-weekly meetings to address vulnerable learners
- Alignment of course outlines and course assessment/evaluation practices
- Link assessment practices with DRAFT Performance Standards when they become available
- Develop common assessment practices for each Grade

## Strategies and Structures:

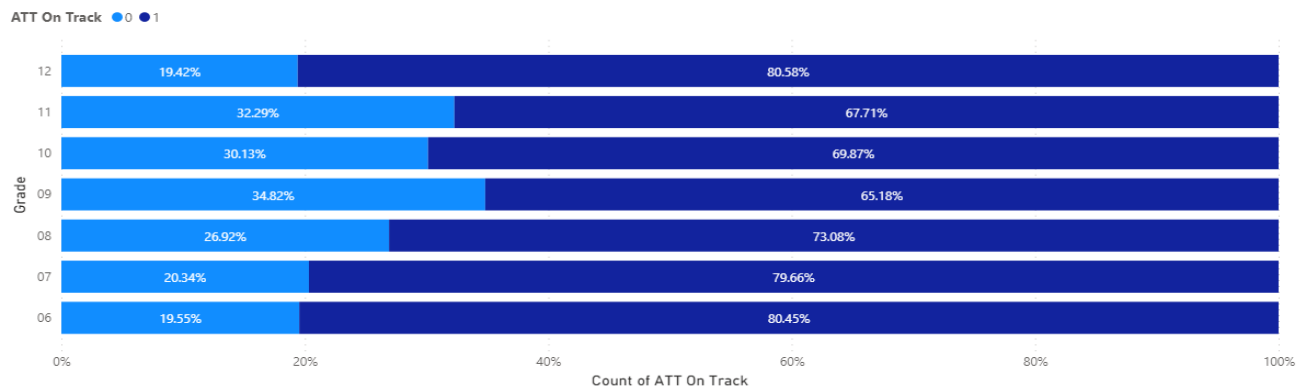
- Actions for Enhancing Student Learning and Experience
  - Utilize vertical learning wherever possible
  - Utilize more manipulatives in explaining key concepts
- Actions for Enhancing Staff Capacity & Learning
  - Have more staff engage with the Peter Liljedahl learning series

## Human and Social Development

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

#### 3.1 Attendance

## Percent On Track (Attending 80% or Greater)



### 2020-2021 Results:

- Percentage of students attending 80% or greater end of June 2020:

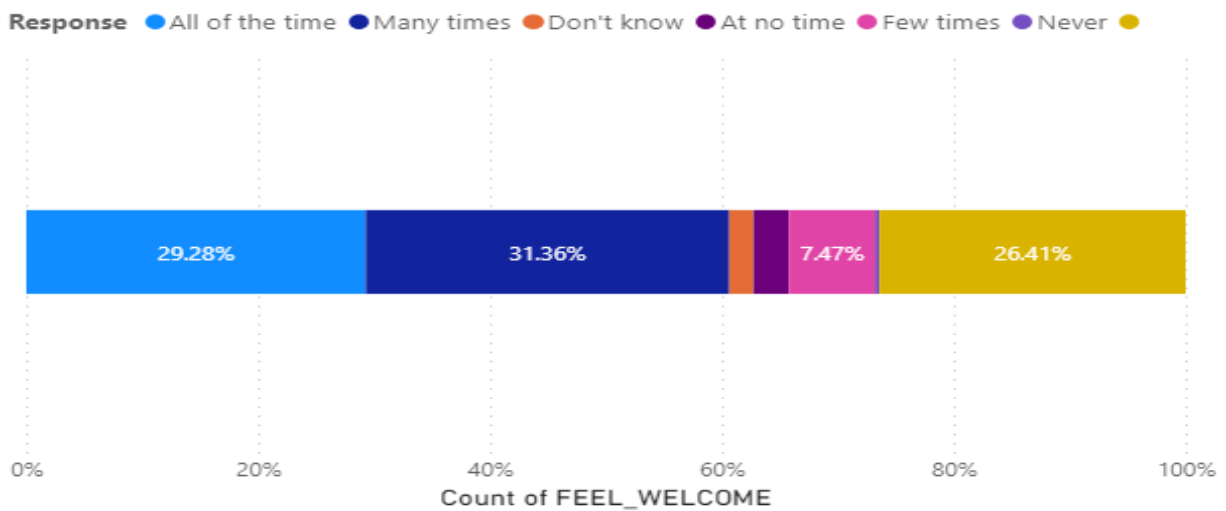
### 2021-2022 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021

### *3.2 Connection to School*

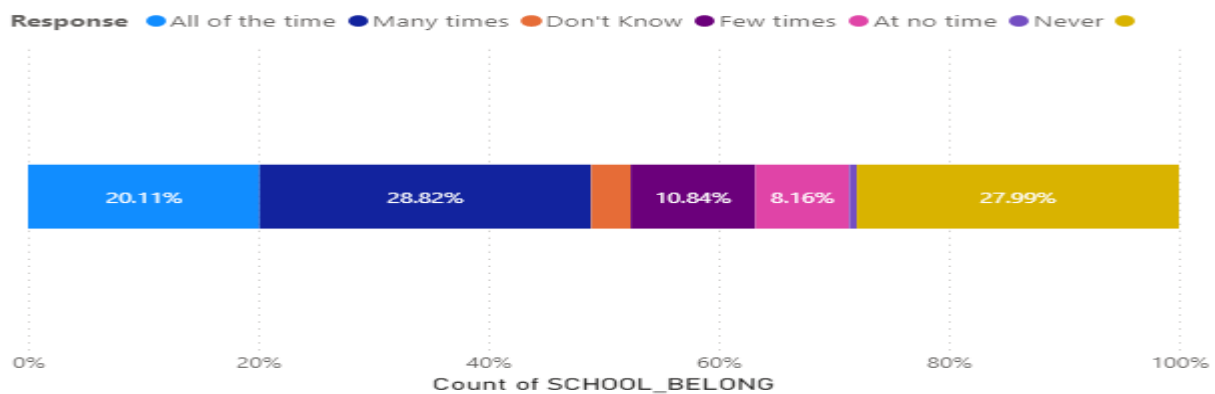
### 2020-2021 Results

#### Students Feeling Welcome



- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2020-2021

#### Students With A Sense of Belonging



- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2020-2021:

### Goals and Focus Areas

- Improve survey completion rates
- Improve use of the First Nations Language and Culture Rooms at both campuses
- Indigenize the physical spaces of each campus

### Strategies and Structures

- Actions for Enhancing Student Learning and Experience
  - More First Nations artwork in the school
  - More opportunities for engaging learning (i.e. outside, vertical, project based)
  - Invite and host more community members in the classroom
  - Share stories with students
- Actions for Enhancing Staff Capacity & Learning
  - Strengthen Children In Care Monitoring
  - More targeted YEW involvement with at risk students
  - Increase direct communication with parents and FN Education Coordinators

### *3.3 Careers and Core Competencies*

We will afford students a CLC in class option for our 'non-starters' to facilitate the course requirements being reached. Core competencies will be reflected upon at least once in each class throughout the school each semester. The core competencies will be reviewed at monthly staff meetings.

### **Other Focus Area**

As part of the collective responsibility framework our school will continue to focus on tracking teacher Pro-D activities and supporting activities whenever possible with a focus on the activities that align with district and school plans.

### **School Team Meeting Schedule:**

Each Monday at 7:00am the school admin team meets to review school programs and plans, reflecting on the school plan is a part of these weekly meetings. The school plan will have a place for discussion at monthly staff meetings to review progress and make adjustments as necessary with staff input.

### **Glossary:**

(Please provide definitions for all terms, programs, services that would not be widely known and understood by people outside of education)