



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



School Name: **Peter Skene Ogden Secondary**



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.

Preamble:

For the 2021/22 year the department head structure has been revamped. The ten identified leaders who wish to move the school forward have been paired up and assigned a group of staff to work with, to gather information and to discuss topics that will help improve the learning environment for students. Each pair meets with staff prior to the monthly staff meeting to discuss topics coming out of the monthly Learning Improvement Group meeting. Brainstormed ideas and actions are shared at the staff meeting.

This has been a moderate success. More work needs to be done in building staff capacity in the area of leadership.

Staff meetings are designed to always have a staff development component. September was IEP based discussions and strategies for supporting vulnerable learners while the October was a follow up to discussion around Truth and Reconciliation.

Our focus on Inclusive education has been a primary topic of staff meetings especially with regard to strategies for integrating students at the grade 8/9 level who cannot be modified. The other focus was on providing appropriate comments on report cards with respect to IEP goals. Work still needs to be done on this but there has been significant improvement in teacher practice in this regard.

Whenever possible, Peter Liljedahl strategies and practices will be used as examples for staff.

Limited application here but this is gaining traction in other classroom based instructional practices.

In order to have staff engage with Faye Brownlee's one hour after school sessions (if they continue) staff meetings will be moved to that date. This is also a part of building staff capacity.

This structure will be an inherent part of the Strategies and Structures component of each focus area/goal as well as the purposeful schedule of staff meetings and as such will not be explicitly stated.

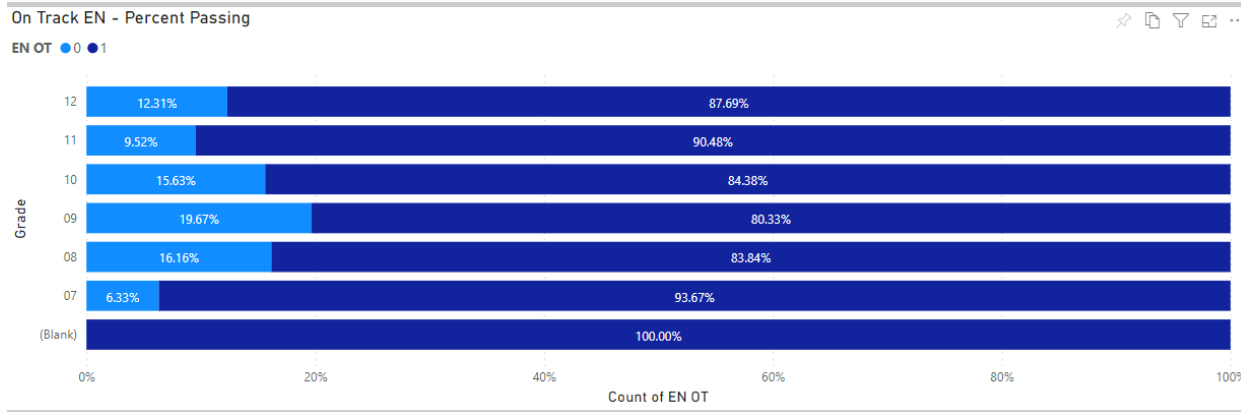
Intellectual Development

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

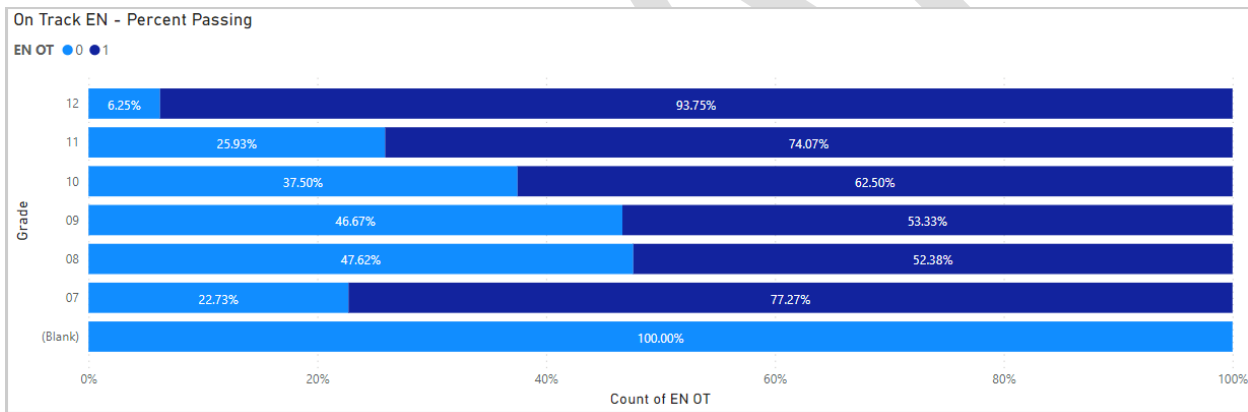
2020-2021 Results:

- Percentage of students meeting or exceeding literacy expectations:

Non Aboriginal

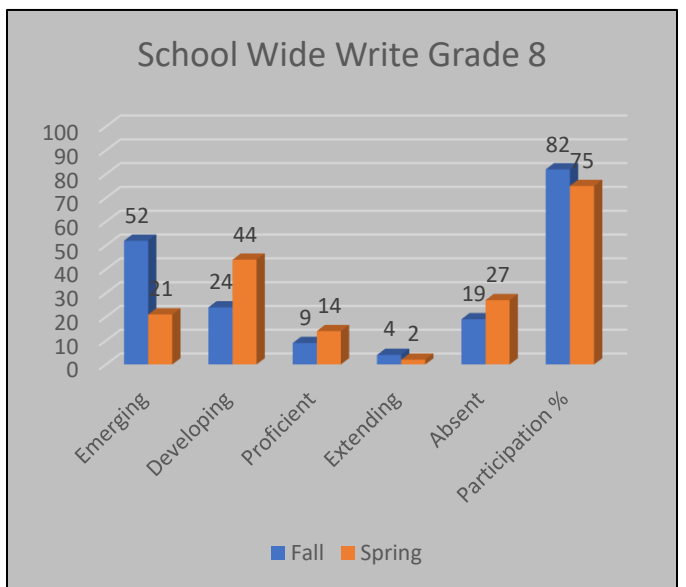
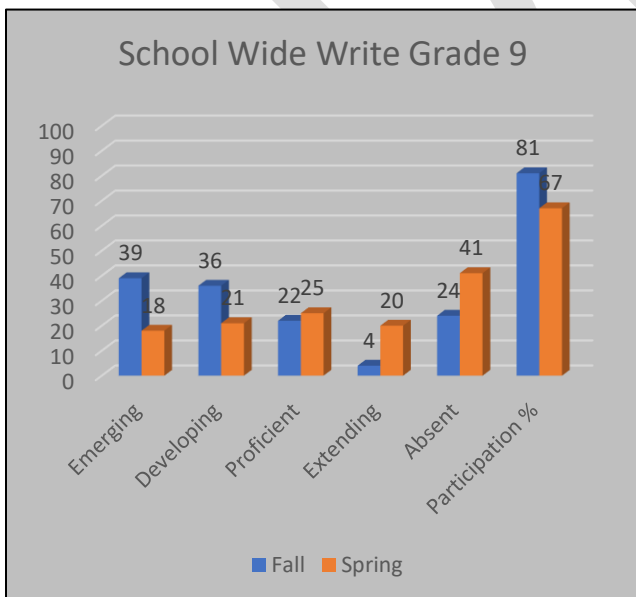
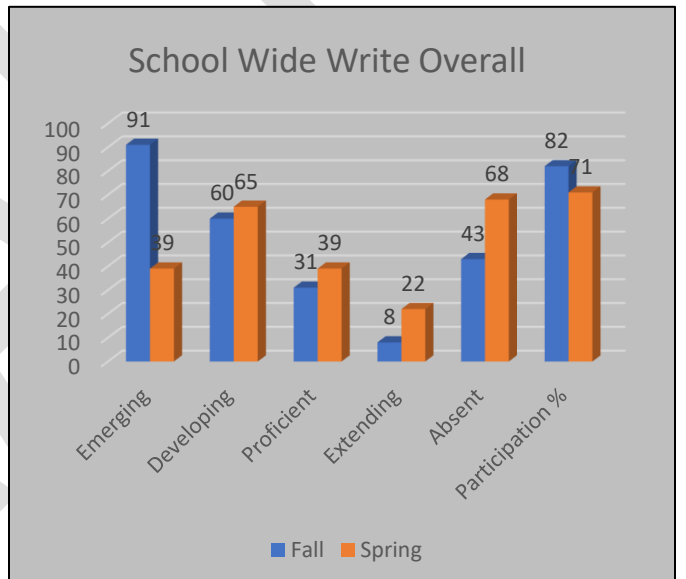
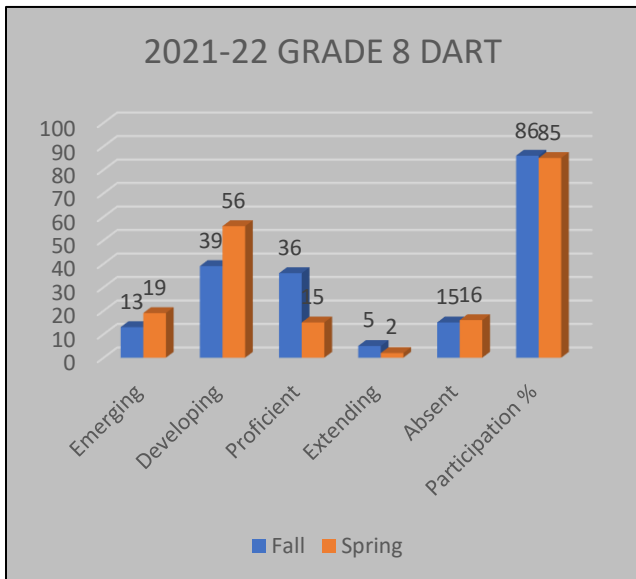
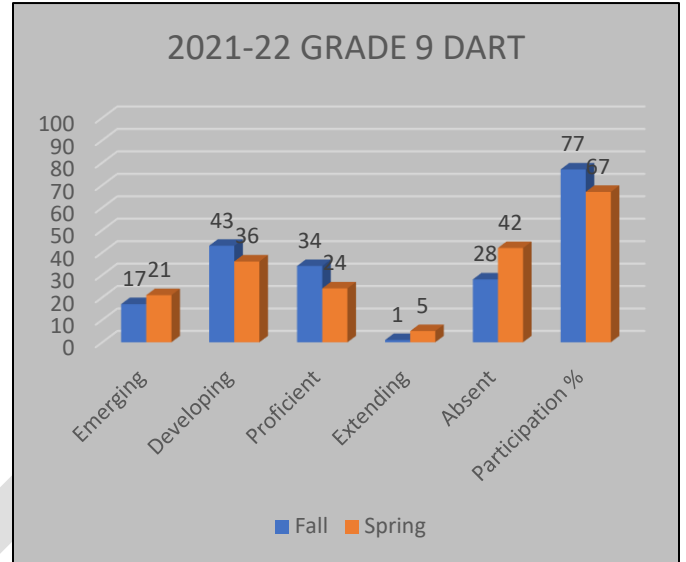
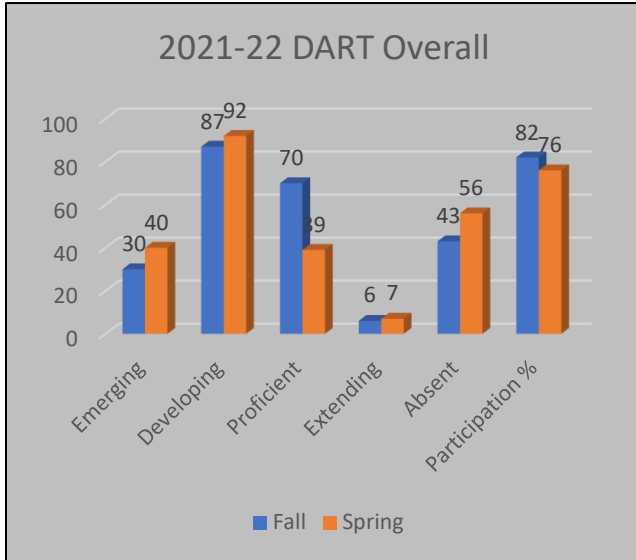


Aboriginal



No current data available but will be added once final marks are in at the end of June.

2021-22 DART and SCHOOL WIDE WRITE Results:



2021-2022 Goals and Focus Areas:

- Improve the number and percentage of students in grade 8 and 9 meeting or exceeding expectations in literacy (Final marks).
- **TBD**
- Improve the number and percentage of Indigenous students grade 8 and 9 meeting or exceeding expectations in literacy (Final marks).
- **TBD**
- Decrease the percentage of students in grade 8 and 9 who are Emerging and Developing in both Reading and Writing by 10%.

DART results indicated that students did not significantly improve their results from the Fall session to the Spring. Possible reasons:

It is understood that the reading passages are harder with the second assessment however without appropriate classroom interventions results will continue to lag. Staff did recognize that the number of students emerging and developing was not acceptable and there is recognition that interventions need to be targeted and systematic. The capacity of teachers to teach reading strategies is not high and will be a priority next year.

Spring SSW results did improve significantly over the Fall session and as such indicates that students are more comfortable with their writing. This is to be expected to some extent since students are given more feedback in class, especially in writing in English classes, as opposed to Reading comprehension strategies.

- Identify specific reading strategies for all classes.
- Identify specific writing strategies for all classes.

Staff have recognized that coordinated work needs to be done in the area of Reading which is in itself a step forward.

- Embed Formative Assessment as a key philosophy in all academic discussions.

This continues to bubble in some quarters but still needs to gain momentum.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Engage in a Grade 8/9 DART literacy assessment to be delivered in early October.
 - Delivery of DART and the School Wide Write is cross curricular with marking done by Library and LST teachers.
 - The rationale for cross curricular is for staff to understand that literacy is every teachers responsibility not solely the English teachers.
 - Develop specific teaching strategies for all grade 8 and 9 teachers to assist with student literacy development. See [How to Read a Textbook - Study Tips - Improve Reading Skills - Bing video](#) as an example.
 - Focused instruction and inservice related to grade 10 literacy assessment.
 - Break the up Ministry Literacy assessment into parts and have appropriate departments review the pertinent questions. For instance, questions that have a science based component would be reviewed by the Science 10 teachers etc.
- Actions for Enhancing Staff Capacity & Learning
 - Deliver, mark and distribute the literacy assessment in late October and provide data to inform grade 8 and 9 teachers with respect to student need and the makeup of their classes.

- Model specific literacy strategies with staff monthly in staff meetings using staff experienced in literacy instruction.
- Create repository of literacy instructional ideas and lesson plans on the PSO Teacher Teams space.
- Connect existing First Nations teachers and support staff with indigenous students early in each quarter and involve them in academic support sessions.
- Deploy EA s with reading instruction skill sets to manage one on one assistance with weak readers.
- Deliver formative assessment inservice within staff meetings.
- See preamble.

The largest growth in the area of Literacy is the recognition by staff that student reading levels need to be addressed in a concerted fashion and that the responsibility lies with all teachers to focus on reading strategies to assist students. There will need to be some work done in building teacher capacity as adopting reading strategies requires inservice and implementation. Step 1 this year was educating staff as to the reading deficiencies which has been done with Step 2 being the recognition that reading is not the purview of the English department. More work needs to be done in sharing the results of the assessments in a timely fashion so as to better inform practice.

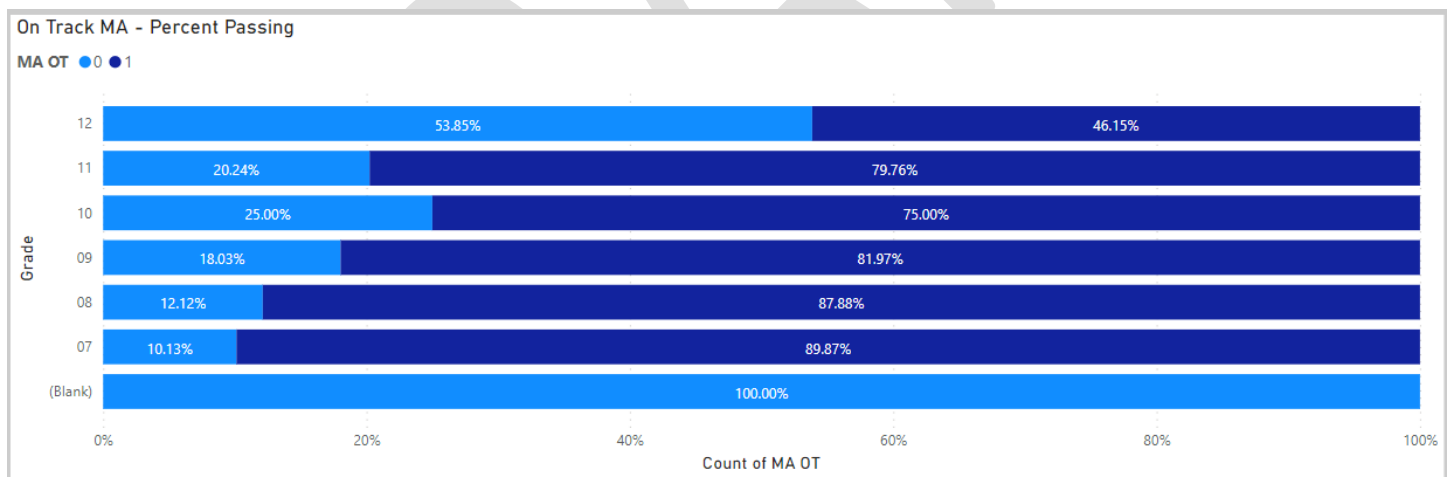
Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

Data Sources:

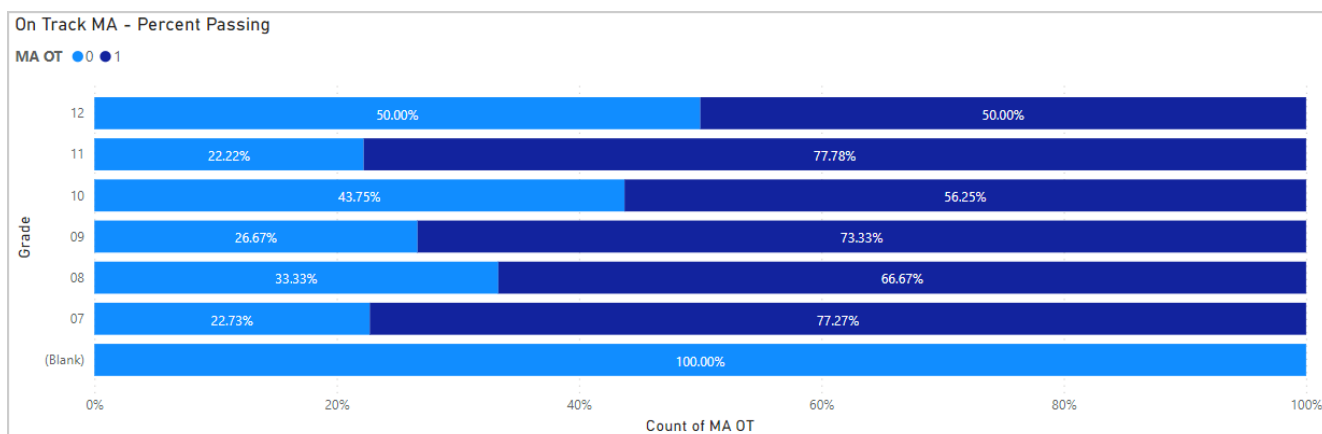
A. 2019-2020 Classroom Results:

i) Percentage of students meeting or exceeding numeracy expectations:

Non Aboriginal



Aboriginal



Results to be determined.

2021-2022 Goals and Focus Areas:

- Improve the number and percentage of students meeting or exceeding expectations in numeracy.
- Improve the number and percentage of Indigenous students meeting or exceeding expectations in numeracy.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Break up Ministry Numeracy assessment into parts and have appropriate departments review the pertinent questions. For instance, questions that have a science based component would be reviewed by the Science 10 teachers etc.
 - Continue to support the growing movement of teachers accessing and using Peter Liljedahl strategies.
 - Embed Formative Assessment as a key philosophy in all academic discussions.
- Actions for Enhancing Staff Capacity & Learning
 - Connect existing First Nations teachers and support staff with indigenous students early in each quarter and involve them in academic support sessions.
 - Deploy EA s with reading and numeracy instruction skill sets to manage one on one pull outs with struggling students.
 - Deliver formative assessment inservice within staff meetings.
 - See preamble.

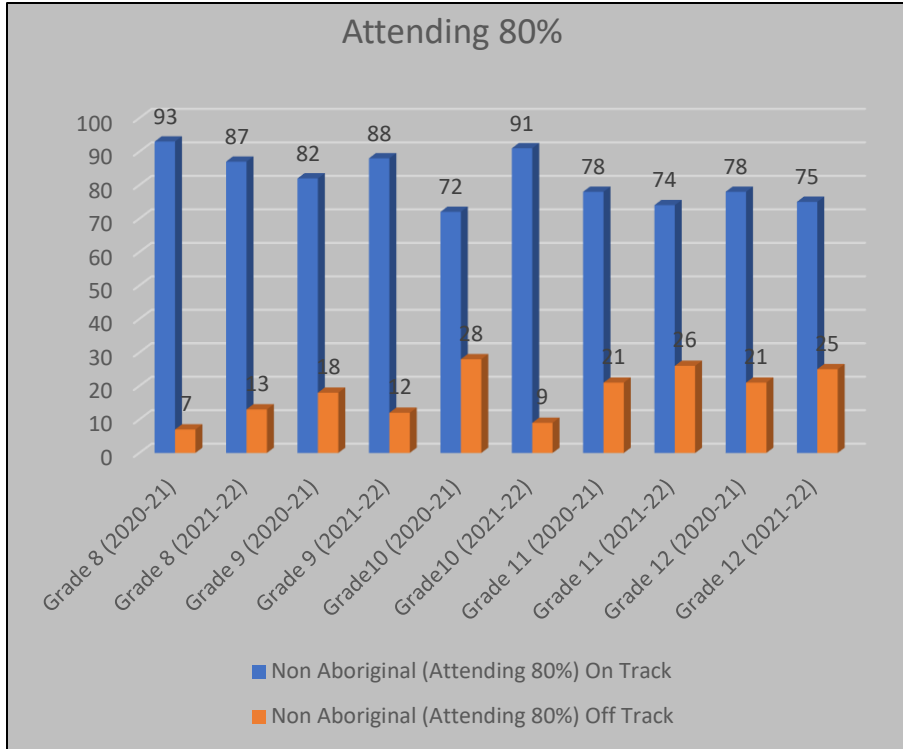
Peter Liljedahl inservice and buy in has been significant. This aspect and the other connections made with Pro-D opportunities will need be continued and promoted.

Inclusive Education: Human and Social Development

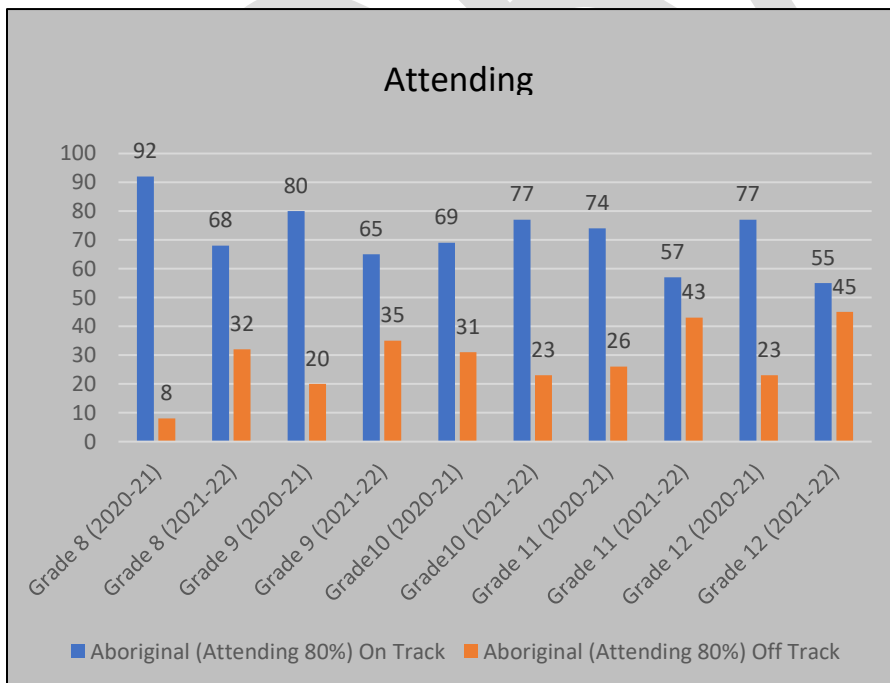
Educational Outcome 3: Students will feel welcome, safe and connected to their school

3.1 Attendance

Non Aboriginal

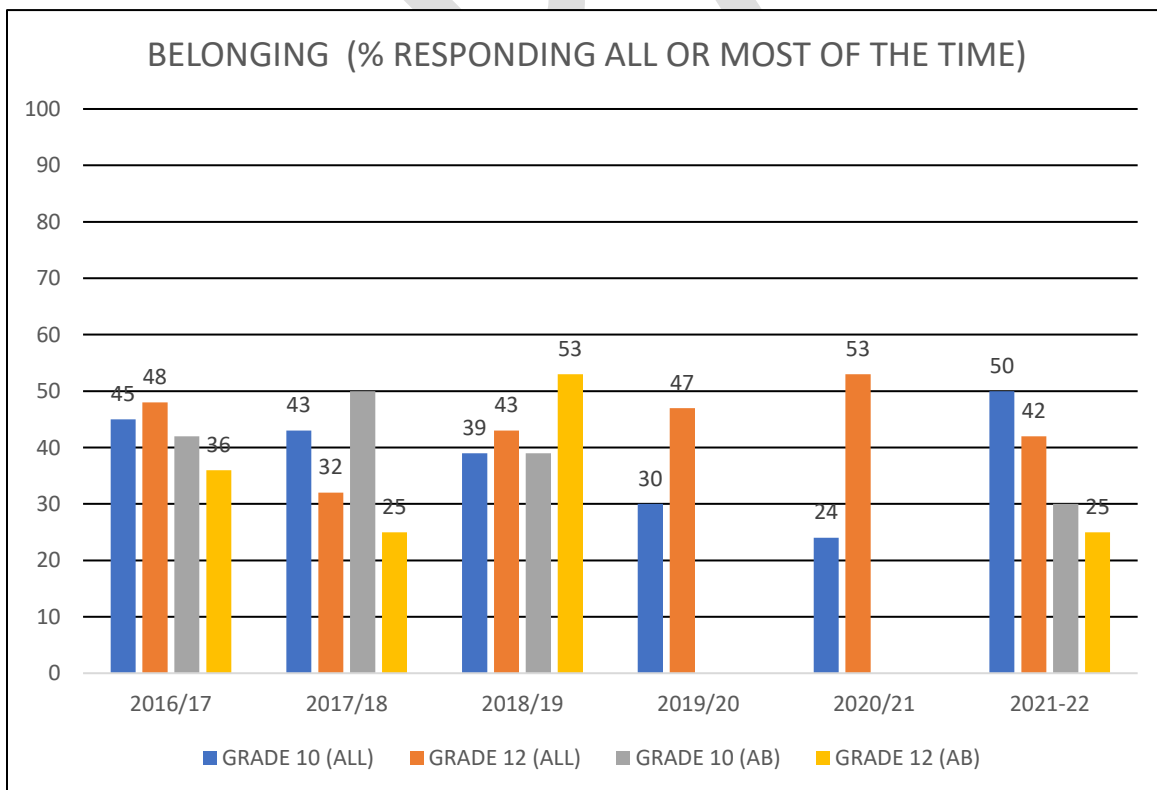
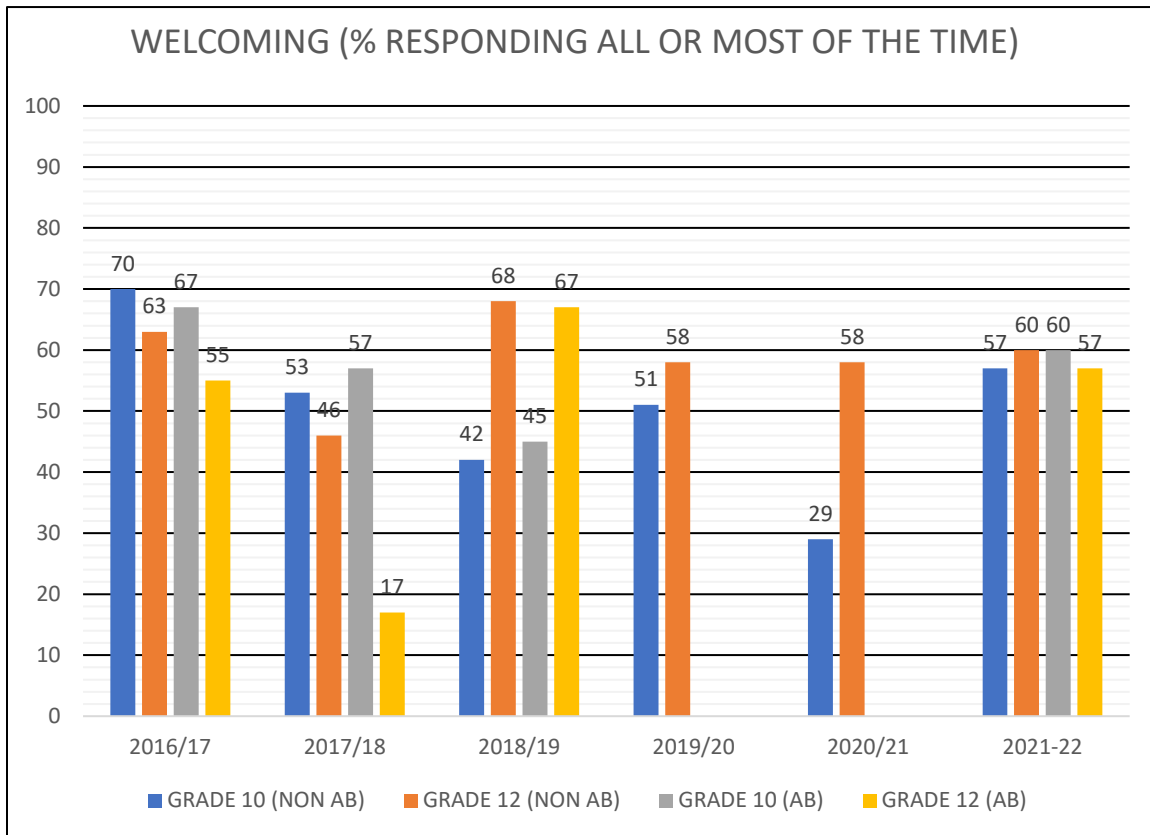


Aboriginal



Welcoming and Belonging Results

- Percentage of students in grades 10/12 who feel welcome in their school (2016/17 to 2021-22):
- Percentage of students in grades 10/12 who have a sense of belonging (2016/17 to 2021-22):



Note*

Completion rates for Aboriginal students for the current year are small. This should be taken into account when determining satisfaction levels.

Goals and Focus Areas

Attendance

- 100% of students attending 80% or greater end of June 2022.
- Attendance data indicates that the attendance at the grade 11/12 level needs improvement. While grades 8-10 have met the target, grade 11/12 students lag behind. Some logistical cleanup of how attendance is taken and the way DL and Independent learning blocks are tracked tends to skew the results somewhat. COVID has had an impact on attendance. However, there is still work to be done on communicating with home in a timely fashion when attendance falters.
- Aboriginal attendance levels were affected by decisions to have students remain home due to COVID but the communication with home on a timely basis and the advent of a full time Indigenous Support Worker assigned to monitor student attendance (among other things) will assist teachers in keeping on top of aboriginal absences.

Welcoming/Belonging

- Satisfaction survey results for all grades in the areas of welcoming and belonging will increase by 10% over the previous year.

Note*

Completion rates for Aboriginal students for the current year are small. This should be taken into account when determining satisfaction levels.

This goal has been met at the grade 10 level. At the grade 12 level, current year stats are on par with the 6 year average but have dropped in the last few years. Usually these are the students most supportive of staff/school efforts to promote welcoming/belonging. COVID has restricted the ability to do some traditional school activities reinforce and promote belonging/welcoming and I expect there will be some return to pre-COVID levels. We have seen some student satisfaction in recent months with the return to a more full slate of extra-curricular athletic options. The greatest indicator of a future upturn is the staff reaction to the data on welcoming and belonging reviewed at the June 8th staff meeting. There was widespread consensus that finding ways to encourage a sense of welcoming and belonging should be paramount in any discussions of where we are going next year.

Strategies and Structures

School Wide

- Reintroduce the previously used PSO satisfaction survey with specific questions pertinent to PSO for all grades.
 - Focussed discussions with each group prior to delivering the surveys in order to clarify questions with the goal of eliciting accurate survey responses. ie. What does welcoming and belonging mean and feel like and what things does the school do already.
 - The current data suffers from a poor completion rate at grade 10/12 and the absence of current year grade 8/9/11 non Ministry results. School wide grade 8/9/11 surveys are in the works before year end.

- Emphasize the integration of First Nations content in all classes following Truth and Reconciliation week.
 - Learning Improvement Groups will meet and report at the next staff meeting what initiatives took place in various classes.
 - **This was well received and successful.**
 - Permanent addition to the agenda for staff meetings of First Nations topics.
 - Coordination of First Nations based field trips and cultural activities open to all students
 - October 20th: Field trip to Ashcroft to pick sage and juniper.
 - Ceremony to recognize new welcoming arch (one COVID permits).
- Presentation and promotion of SOGI principles and plans to staff for integration into existing curriculum. Plans to be developed by SOGI rep Kam Taylor and student rep Sarah Carter (forthcoming).
- Continue school based activities such as pancake breakfast and barbecues for all students cooked by staff.
- Redeploy EAs to support students who were previously considered life skills students who are now are integrating into regular classes, specifically math and English.
 - There has been good feedback from students and parents regarding inclusion. Some students still struggle at the grade 9/9 level but there have been successes.
- Provide specific support by LST teachers to math and English teachers working with integrated life skills students.

Grade 8s

- Target 5 key grade 8 teachers to deliver social/emotional based lessons for grade 8s. These lessons are designed to provide academic and emotional coping strategies for dealing with life at PSO.
- **Completed and well received by teachers and students. Will continue this strategy next year.**
- Create a sample cross curricular (Socials and Math) pod system for a group of 30 grade 8s to determine whether remaining as a group with two key teachers in the morning will foster a sense of comfort and reduce anxiety transitioning from grade 7 to grade 8.
 - **We found no impact positively or negatively of having a pod of students remain together to reduce anxiety, promote consistency and improve attendance. The two teachers were our best teachers and students would probably have succeeded no matter what. The idea does have merit but the jury is out at this point. It does create significant timetable restrictions blocking 30 students together for a full morning.**
- School student leadership group will survey and discuss PSO and how things are going with the grade 8s in order to inform and help direct future initiatives.
 - **This student leadership group has been a breath of fresh air and has been active in supporting grade 8s and in orienting this grade to life in PSO. This will be a work in progress as the current group are outstanding grade 12s who are very civic minded.**

Actions for Enhancing Staff Capacity & Learning

- Grade 8 lessons were delivered in the first month. Lessons designed by the grade transitions teacher and reviewed for effectiveness after delivery.
 - Meetings with the core teachers to discuss the lessons and content and the philosophy behind the initiative.
 - Results reviewed and adjustments made and a follow up schedule developed.
- Learning Improvement Group to review and provide feedback and direction. See Preamble.

Note*

One area not captured but included in the Inclusion/Sense of Belonging component is the positive student results on the satisfaction survey to educational attempts by staff to inform students about the importance of good mental health. This may be the highlight of the year; the degree to which staff were committed to building their own capacity to address student mental health through the EASE training and the completion of the Mental Health Certificates offered through UBC. Almost half of the teachers were connected to these programs which is not insignificant and reflects their understanding that positive mental health is a key aspect of positive student experiences at school.

DRAFT