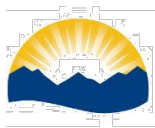




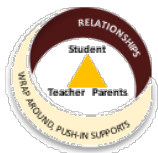
Peter Skene Ogden Secondary School



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

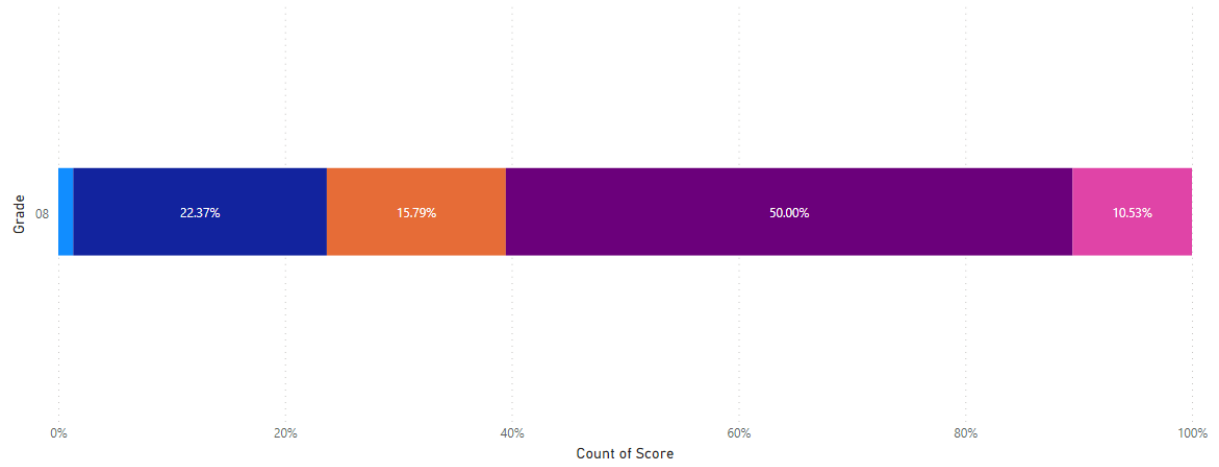
2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:

Grade 8 Dart Spring 2022

District Assessment Scores

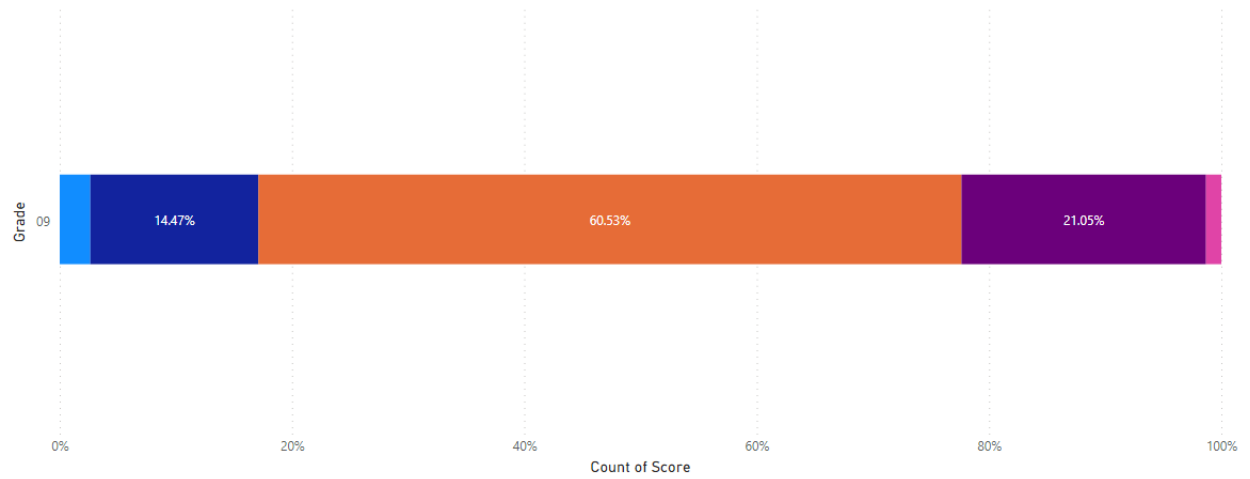
Score ● 1 ● 2 ● 2.5 ● 3 ● 4



Grade 9 Dart Spring 2022

District Assessment Scores

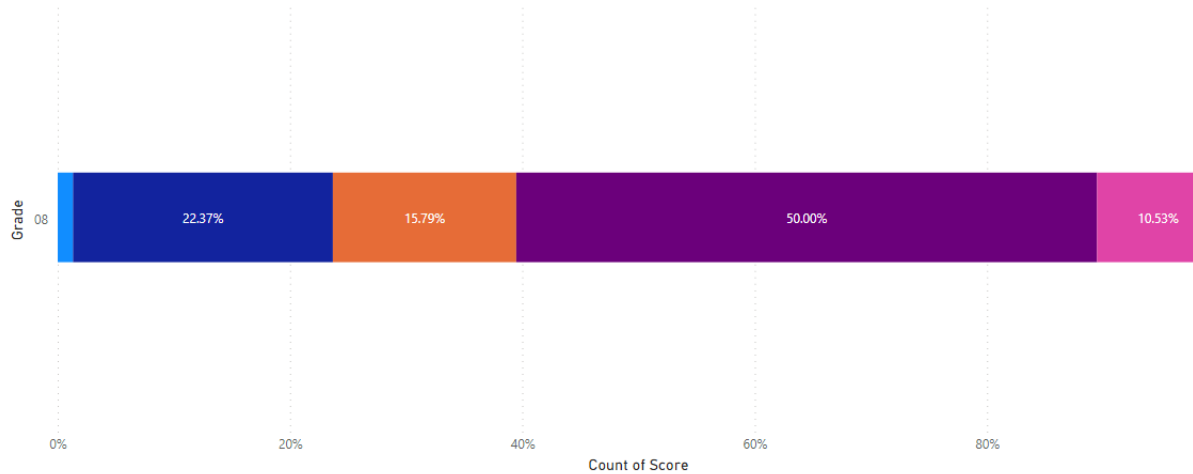
Score ● 0 ● 1 ● 2 ● 3 ● 4



Grade 8 SWW Spring 2022

District Assessment Scores

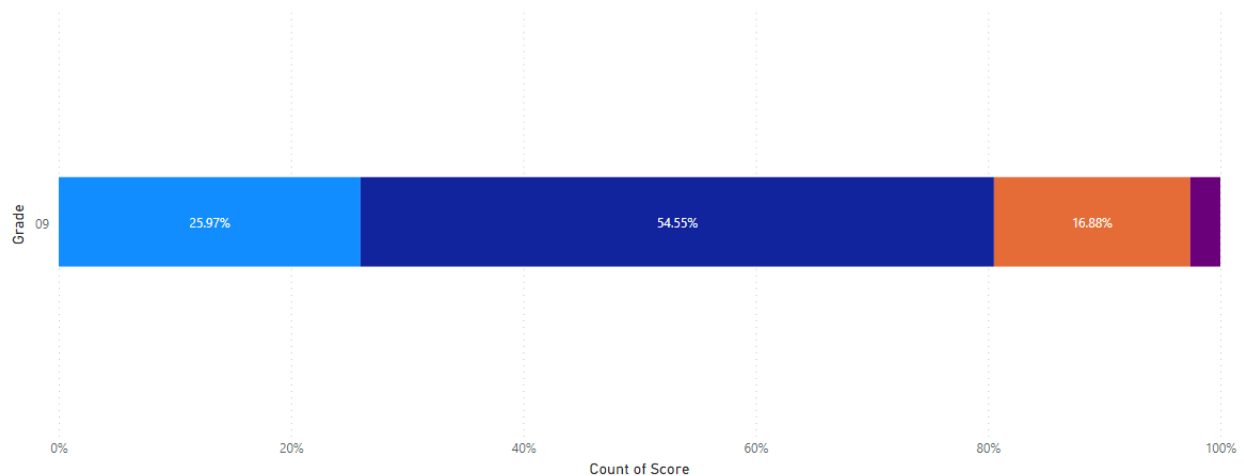
Score 1 2 2.5 3 4



Grade 9 SWW Spring 2022

District Assessment Scores

Score 1 2 3 4



2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students in grade 8 and 9 meeting or exceeding expectations in literacy.
- Improve the number and percentage of Indigenous students grade 8 and 9 meeting or exceeding expectations in literacy
- Improve number of students with a Inclusive Education designation meeting or exceeding literacy expectations in literacy in grades 8 and 9.
- Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Engage in a Grade 8/9 DART literacy assessment to be delivered in early fall.
 - Delivery of DART and the School Wide Write is cross curricular with marking done by Library and LST teacher and admin.
 - The rationale for cross curricular delivery 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.
 - Focused instruction and in-service related to grade 10 literacy assessment.
 - Review of trends identified in SWW and DART sessions by all staff to provide focus for instruction across students academic experiences.
- Actions for Enhancing Staff Capacity & Learning
 - Increased participation in the FSA marking in the fall to develop teacher capacity.
 - Collaboration in Staff meetings around specific capacity building measures (ex: Look at SWW exemplars together, identify trends, work as staff to address areas of weakness in grade cohorts).
 - Increased participation in literacy pro-D. (Leyton Schnellert sessions on pro-d days, additional working sessions with teachers)

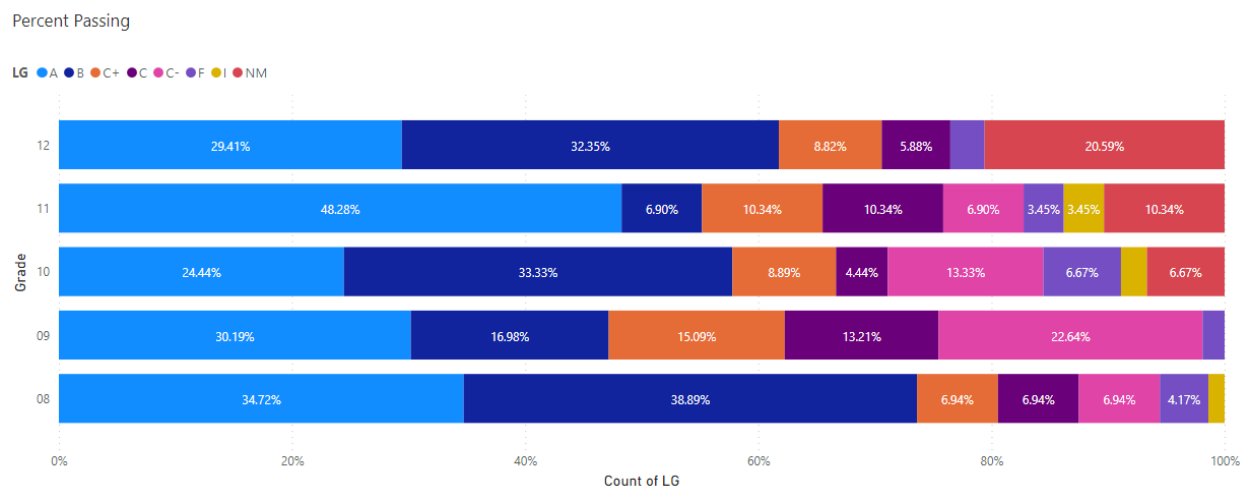
Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2021-2022 Results:

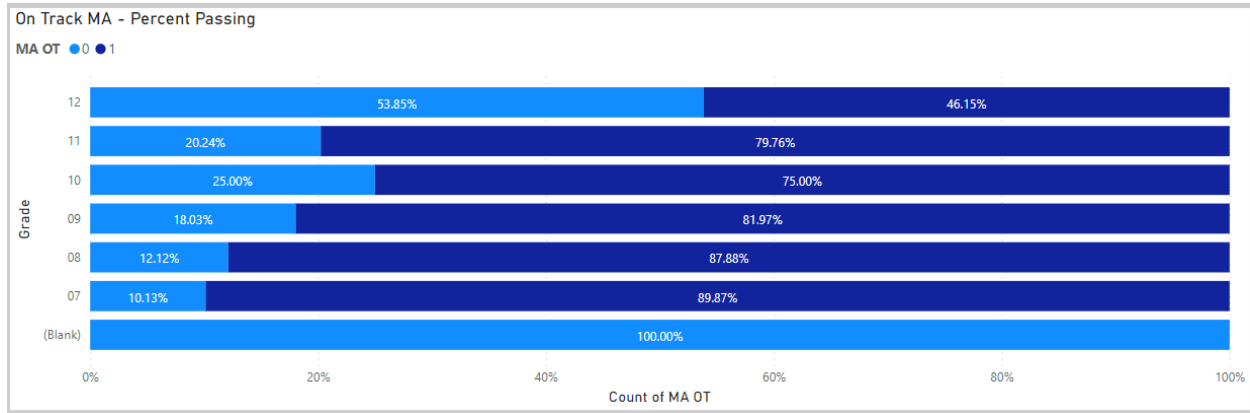
- Percentage of students meeting or exceeding numeracy expectations:

Letter Grades in Mathematics after Term 1 Fall 2022

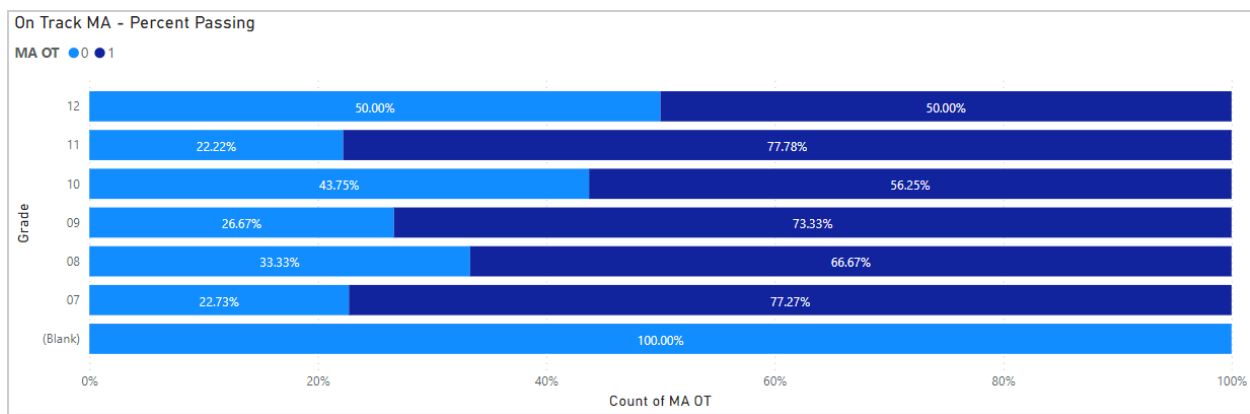
(Note: Excludes students taking Math courses in Semester 2)



On Track for Numeracy Expectations June 2022 (Whole School)



On Track for Numeracy Expectations June 2022 (Indigenous Students)



- 2022-2023 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.
 - Improve number of students with an Inclusive Education designation meeting or exceeding numeracy expectations in literacy in grades 8 and 9.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Better preparation for Gr 10 Numeracy assessment. Work with teachers to establish an introduction of the assessment over time with multiple opportunities for students to engage with questions and be provided with feedback and direct instruction.
 - Resource Math department with manipulatives, supporting resources for both Fullerton and Liljedahl strategies.

- Identification of students with developing or emerging patterns through elementary K-7 program by LST team in Fall 2022. Plan specific supports for these learners with Gr 8 and 9 Math teachers.
- Actions for Enhancing Staff Capacity & Learning
 - Continue to support the growing movement of teachers accessing and using Peter Liljedahl strategies through promotion of pro-d opportunities and purchasing resources to support teachers
 - Focus Gr 8 and 9 Math teachers on Carole Fullerton pro-d sessions and resources

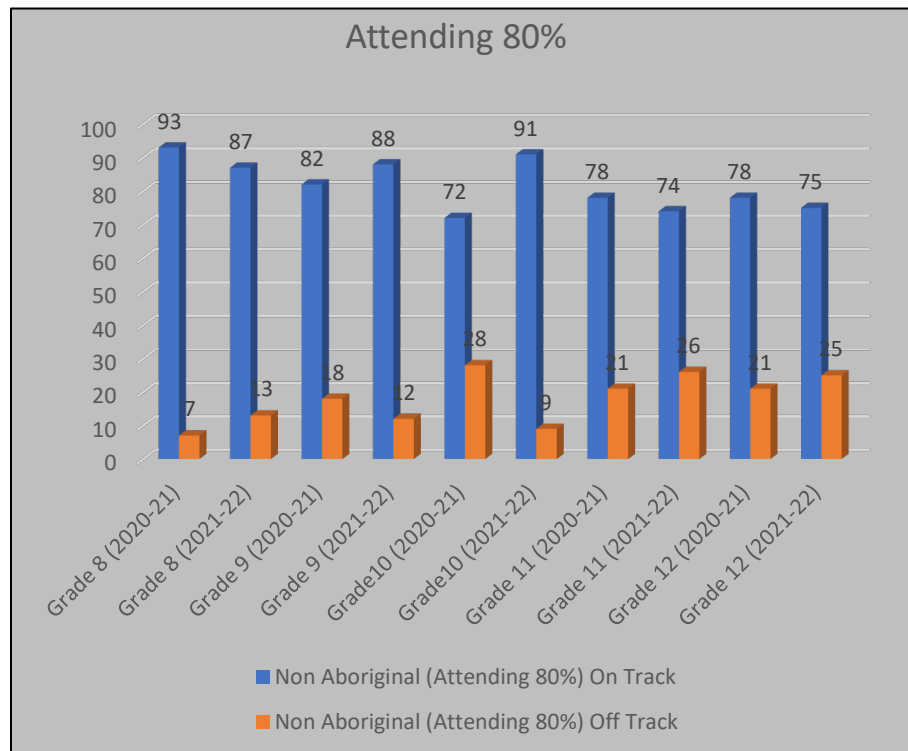
Human and Social Development

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

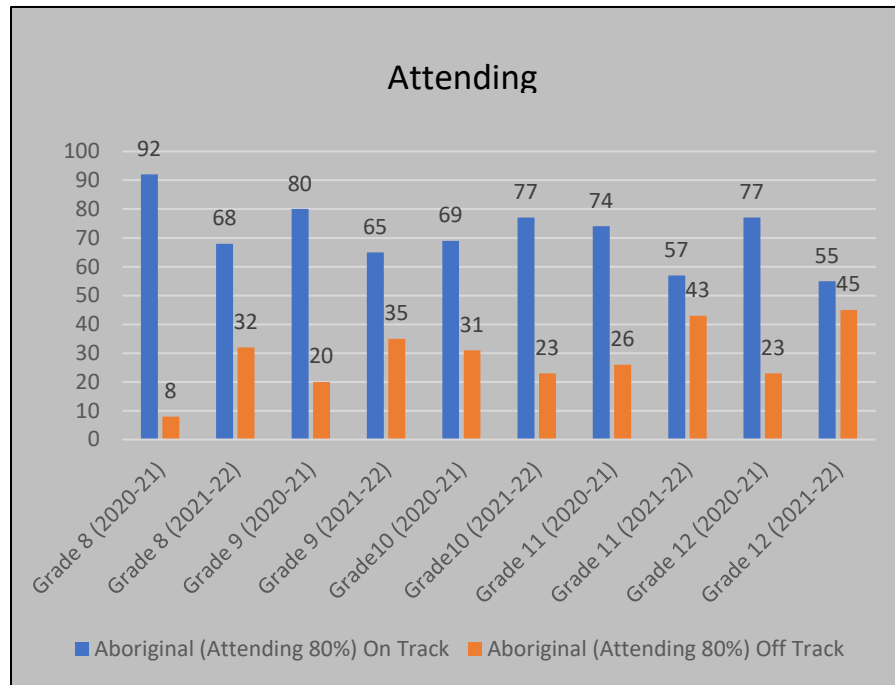
3.1 Attendance

2021-2022 Results:

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



Indigenous Students end of June 2022



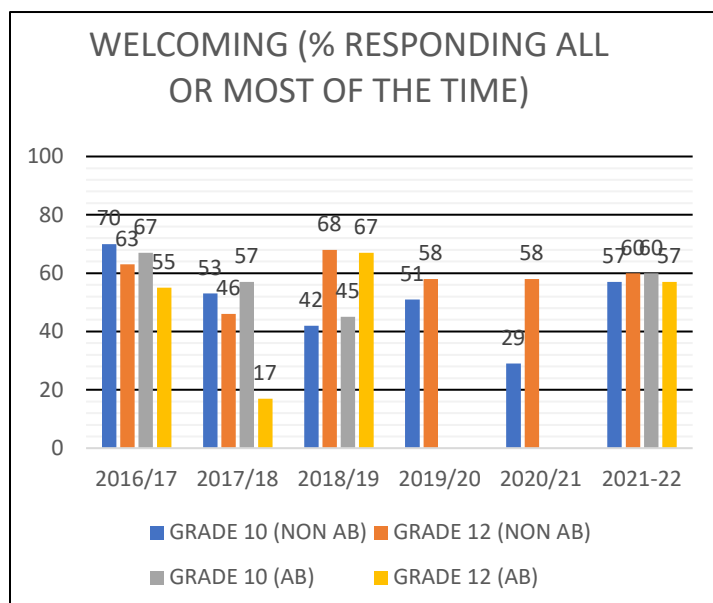
2022-2023 Goals and Focus Areas:

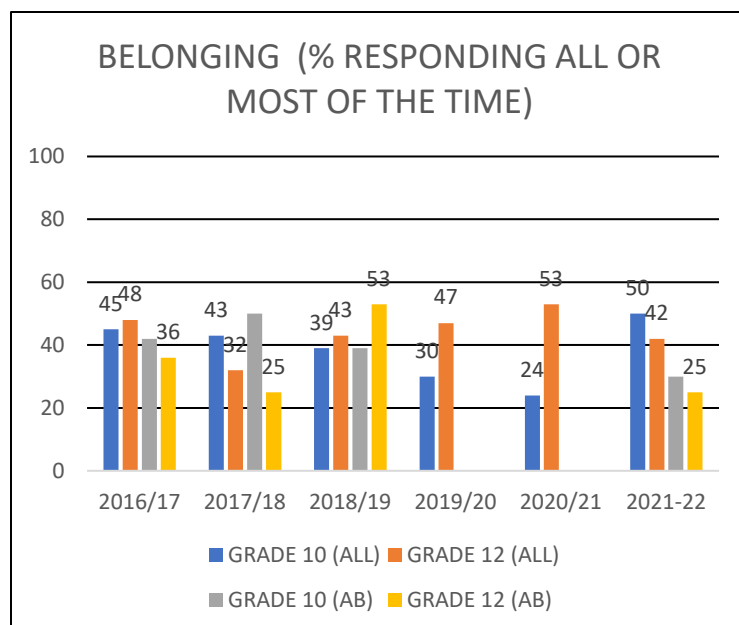
- 100% of students attending 80% or greater end of June 2023
- Staff understanding of responsibility to follow up and document in Myed unexcused absences will be measured through journal entries in Myed. Special attention will be paid to students identified as children in care, Indigenous students, and students receiving Inclusive Education services.

3.2 Connection to School

2021-2022 Results

- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022
- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022: **(Please include one or both data set from School Plan dashboard tab)**





Goals and Focus Areas

Attendance:

- Attendance data from June 2022 indicates that the attendance at the grade 11/12 level needs improvement. While grades 8-10 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 had an impact on attendance. Early communication home regarding faltering attendance will be a goal this year.
- Indigenous student attendance levels for the 2021-2022 school year were affected by decisions to have students remain home due to COVID. Communication home by teachers and Indigenous Ed support workers will be critical in supporting on track attendance for the 2022-2023 school year.

Welcoming/Belonging

- Satisfaction survey results for all grades in the areas of welcoming and belonging will increase by 15% over the previous year.

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Clear expectations for staff to communicate home in a timely fashion when a student is absent.
 - Survey all students for welcoming and belonging at regular intervals in addition to annual student satisfaction surveys. Data will be used to identify trends as well as students feel disconnected from school.
 - Introduction in January of 2 caring adults program. Students who do not identify 2 adults that they think care about them in the school through survey data will be connected with staff intentionally. Re-surveys in spring will give us a sense of how successful we are in programming.

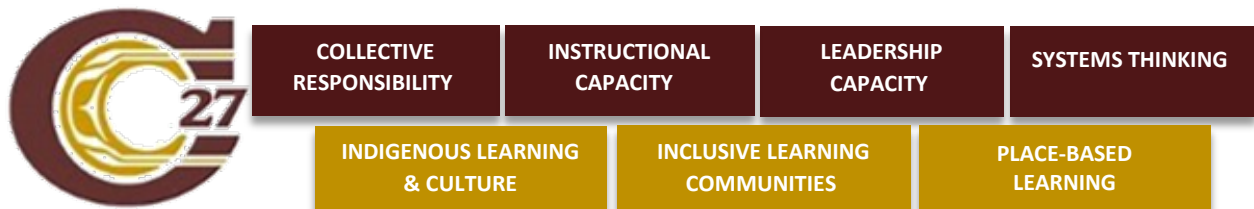
- 5 key grade 8 teachers will deliver social/emotional based lessons for grade 8s. These lessons are designed to provide academic and emotional coping strategies for dealing with life at PSO.
- Inclusion of EAs, Indigenous support workers and Youth Engagement Workers in SBTM and IEP meetings
- Actions for Enhancing Staff Capacity & Learning
 - Reteaching of how to enter journal entries on Myed which document communication home by teachers. Regular follow up by admin based on powerBI accounting of journal entries.
 - Introduction of “Triage Tuesdays”. Collaborative sessions occurring every Tuesday where staff bring a student of concern (attendance, academic achievement, or social/emotional concern) forward and that student’s team (teachers, support staff) meet to discuss strategies and supports. Student identification for more in-depth SBTM will flow out of these collaborative sessions.
 - Continued staff learning through EASE and UBC mental health literacy course. Support staff will be supported through pro-d days to complete the UBC Mental Health Literacy course.
 - Whole staff attendance at Circle of Courage Pro-D in Williams Lake in October.

Career Development

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

- Increased participation in the TRU Dual Credit programs by June 2023 over 2021-2022 school year.
- Increased community participation in the Grad CLC presentations.
- Increased student participation in work experience credit courses.

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

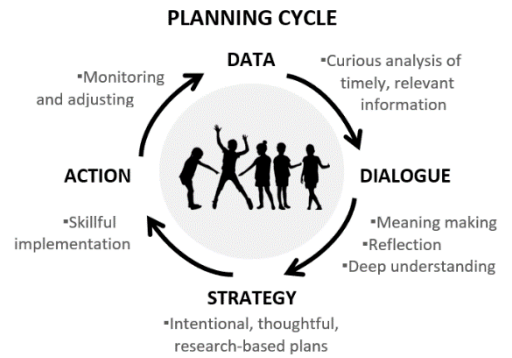


Inclusive Learning Communities

We are going through a re-design of our School Based Team Meeting structure which will increase teacher participation with the goal of growing teacher capacity to meet the needs of all learners in the classroom. A key piece of this re-design is an understanding of all staff as members of a student’s “team” and therefore integral to the planning, instruction, and intervention processes.

School Team Planning Cycle

- September 2022 (CI Day). Focus on reviewing indigenous student achievement data and planning for the 2022-2023 school year.
- Fall 2022: DART and SWW assessments for Gr 8s and Gr 9s. Data reviewed first by admin and LST team and then reviewed with whole staff to identify trends and strategies for meeting areas of need with a cross-curricular design.
- Fall 2022: redesign of SBTM structures
- December 2022: Review of school plan goals for numeracy and literacy based on DART and SWW data from Fall 2022.
- December 2022: School Belonging survey of all students
- January 2023: Two Caring Adults Program begins
- Spring 2023: Re-survey for welcoming and belonging
- Spring 2023: DART and SWW administered. Measured against fall goals for improvement
- Spring 2023: review of school plan goals.
- June 2023: Final reflection on school plan.



Glossary

DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.

SPLS – School Plan for Learner Success

SWW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every Fall and Spring.

“Thinking Classrooms” (Peter Liljedahl) – A “Thinking Classroom” is a classroom or space that is inhabited by thinking individuals, who collectively learn together and constructing knowledge and understanding through activity and discussion. Often features vertical learning services (standing not sitting work) and collaboration of students to solve a problem collectively by sharing understanding.

Carole Fullerton – BC math specialist offering professional development in SD 27.