



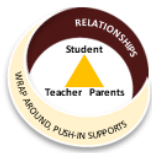
Lake City Secondary Columneetza



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.



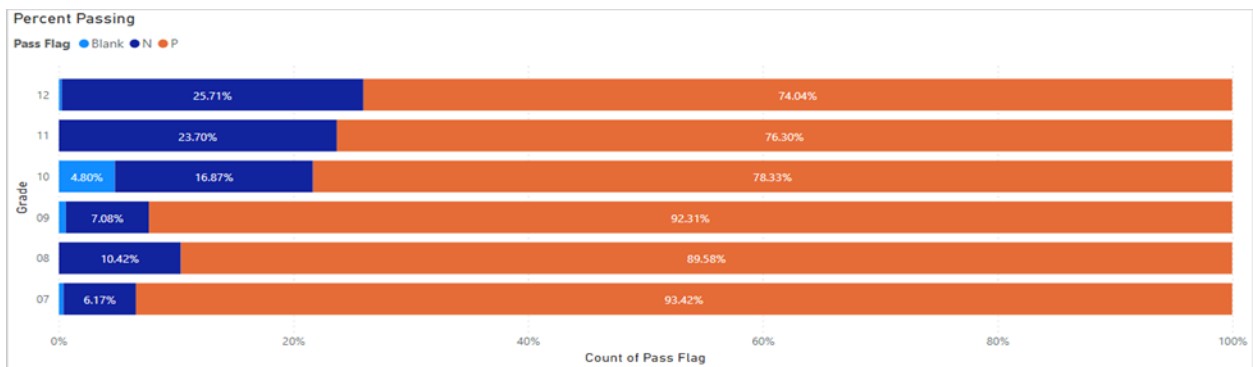
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

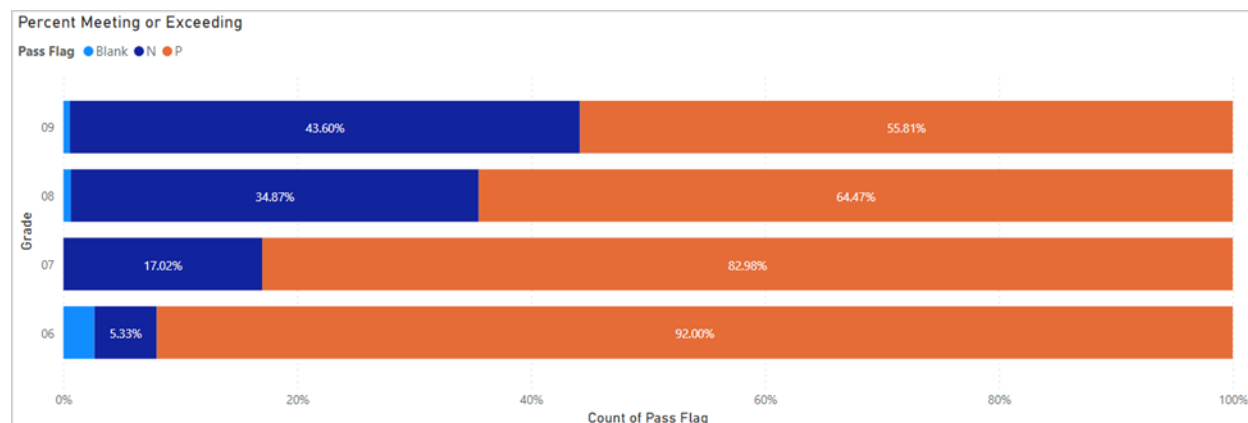
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2022-2023 Results:

- Percentage of students meeting or exceeding literacy expectations:



- Percentage of **Indigenous** students meeting or exceeding literacy expectations based on report card data:



2023-2024 Goals and Focus Areas:

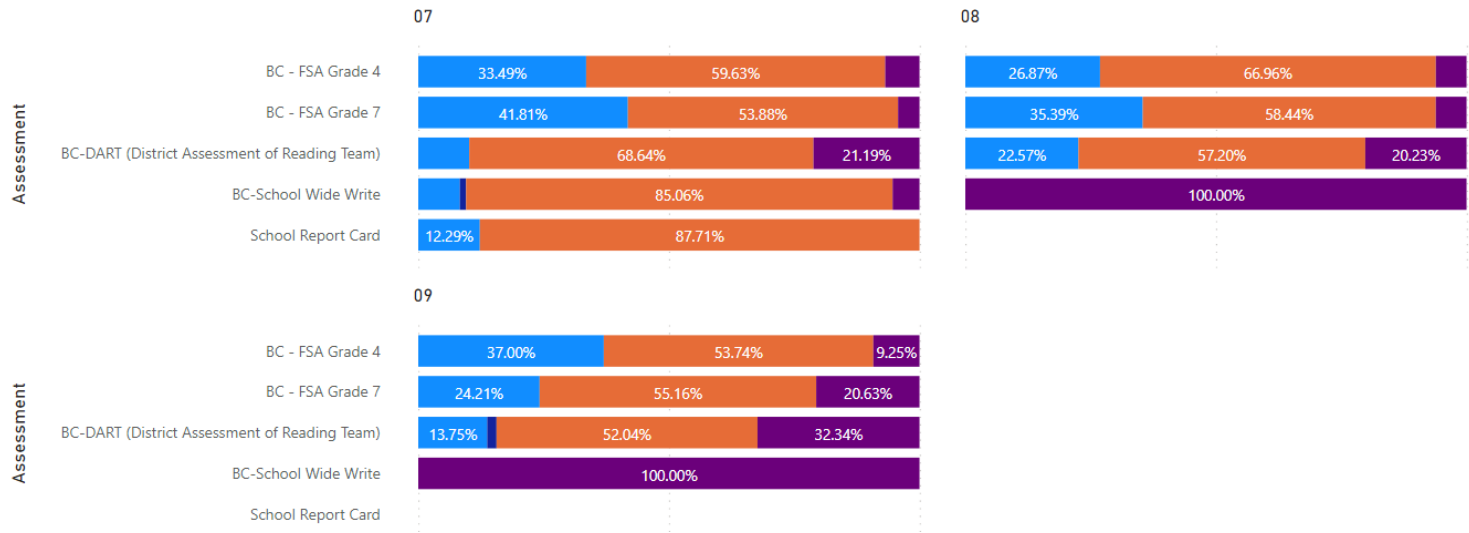
- Improve the percentage of students meeting or exceeding expectations in literacy with particular attention to Grade 8 and 9 where the results are significantly lower
- Improve the number and percentage of Indigenous students meeting or exceeding expectations in literacy with particular attention to the Grade 8-9 area where results are significantly lower

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Continue to target vocabulary across the subject areas to build knowledge and familiarity with course specific and assessment terms.
 - Use the DART (created by Faye Brownlie) in Grades 7-9 to gauge oral reading, reading comprehension and writing for information. This year we are focusing on students writing more comprehensive answers to 1 reading response question instead of 5 reading response questions. Our hope is that when students have more time to prepare their answers with more space on the page, they may be able to show us a better analysis of their understanding much like a School Wide Write assessment.
 - Continue to purchase more library books that highlight Indigenous and French language and culture.
- Actions for Enhancing Staff Capacity & Learning
 - Opportunities for teachers to participate in an Assessment Workshop and FSA Marking Day
 - Staff sessions for non-enrolling teachers to help deliver the DART assessment the same way to each of the classes they assist (setting up for oral reading, adding a proficiency scale to the bottom of the oral reading page, practicing running records and pre-teaching for the writing activity by highlighting assessment vocabulary and any necessary steps within questions).
 - Learning rounds in staff meetings to address proficiency scales, rubrics and writing summative assessments.
 - Provide school sponsored in-service opportunities to engage with Myron Dueck and Leyton Schnellert around assessment and literacy strategies

District Assessment Scores (Whole School)

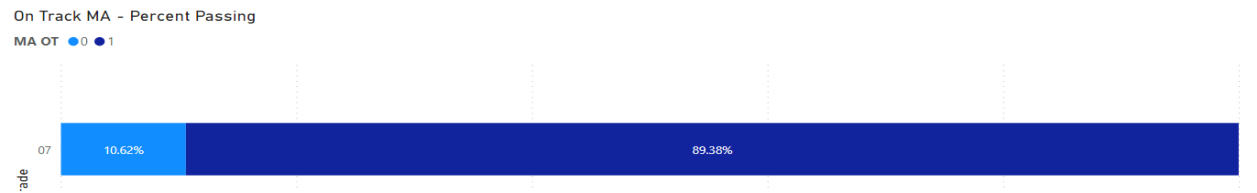
Chart Value ● Emerging ● Invalid Entry ● On Track ● Unknown



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

2022-2023 Results:

- Percentage of students meeting or exceeding numeracy expectations:



- Percentage of Indigenous students meeting or exceeding numeracy expectations:



2023-2024 Goals and Focus Areas:

- Improve the percentage of students meeting or exceeding expectations in numeracy
- Improve the number and percentage of Indigenous students meeting or exceeding expectations in numeracy with particular attention to the Grade 8 area where results are noticeably lower

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Small group or in-class support for identified students with gaps in numeracy

- Focus attention and highlight the use of vocabulary so all students are aware of what the course specific vocabulary means and how to use it properly.
- Provide more engaging classroom instruction as outlined by Peter Liljedahl such as vertical learning and provide his book *Building Thinking Classrooms in Mathematics* as a resource
- Actions for Enhancing Staff Capacity & Learning
 - Provide opportunities for numeracy teachers to observe each other teaching by providing coverage of classes so that teachers can be released during the day
 - Provide opportunities for staff to work with Carole Fullerton
 - Provide staff opportunities to assess numeracy (FSA) in a collaborative environment and reflect on this data

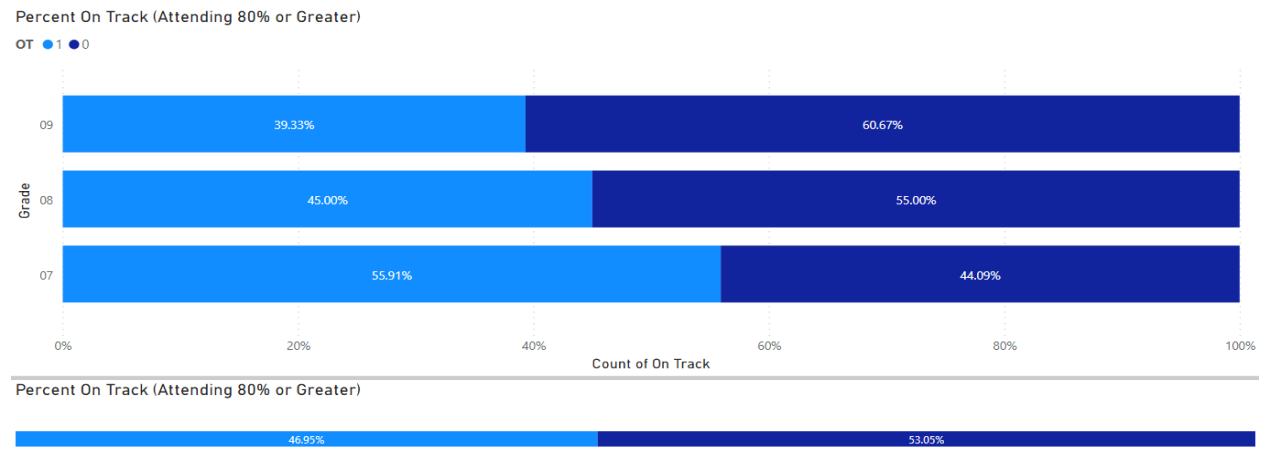
Human and Social Development

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

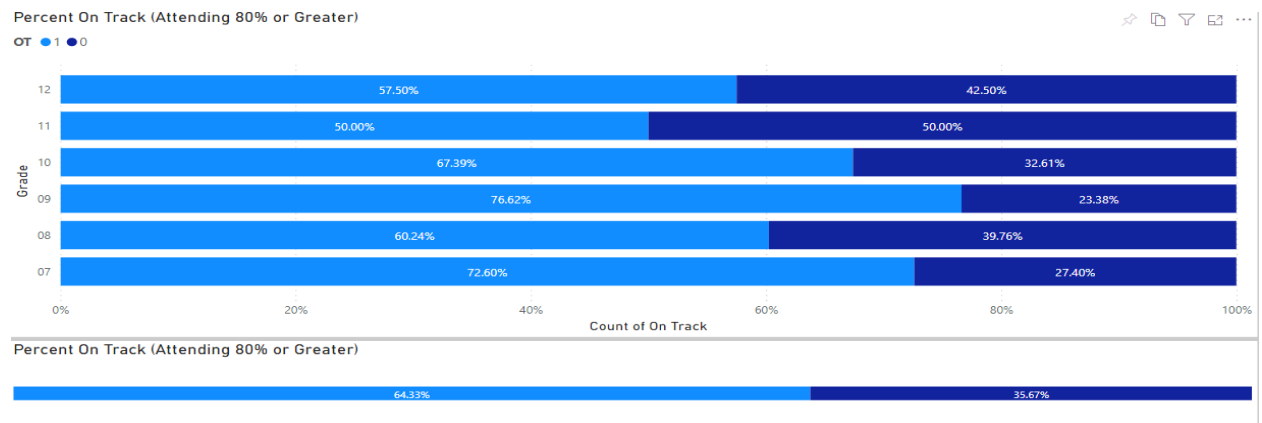
3.1 Attendance

2022-2023 Results:

- Percentage of students attending 80% or greater end of June 2023:



- Percentage of indigenous students attending 80% or greater end of June 2023:



2023-2024 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2024

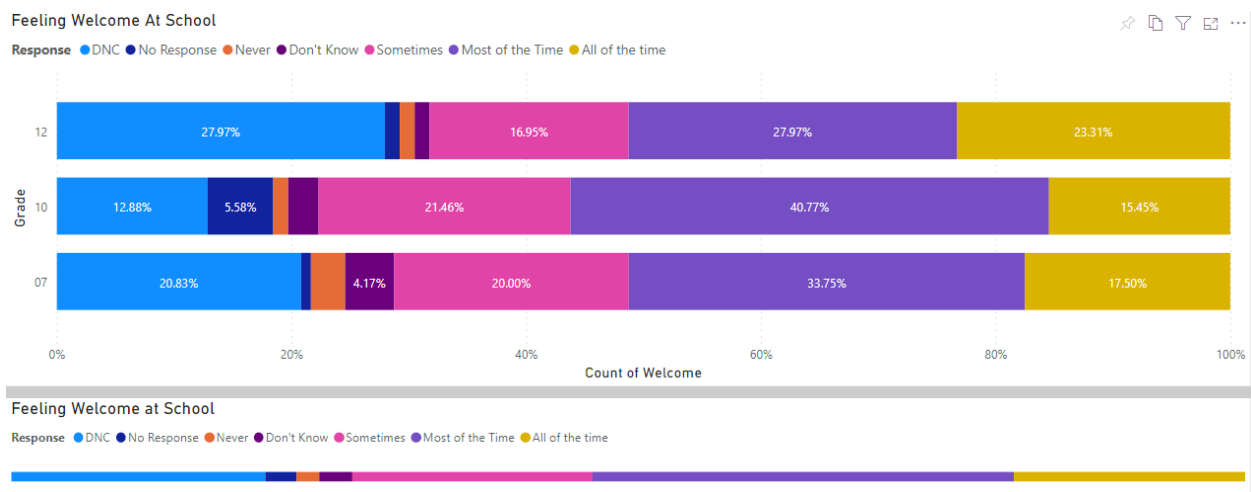
Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Positive Attendance Program: everyday, students have a chance to win \$5 to the healthy vending machine for having less than 2 days away each month, attendance slogans posted on the school sign outside
 - Inclusive Parent-Teacher Nights with Education Coordinators/Tutors, Indigenous Support Workers, the Youth Engagement Worker, School Counsellors and administrators greeting people as they walked through the front doors of the school, looking up schedules and giving directions and school maps out to parents. We also had a My Education password reset desk.
 - Student Attendance Survey as part of an inquiry project for the Leadership Series to delve into why students are not attending
- Actions for Enhancing Staff Capacity and Learning
 - Identify indigenous students on an Learning Enhancement Agreement
 - Identify Vulnerable students who need supports in our weekly meeting with support staff, counsellors and administration and conduct check-ins
 - Hold weekly SBT meetings to meet with students, parents and school staff to query supports and needs
 - Provide staff with training on how to enter attendance correctly and how to document phone calls and emails with parents in My Education Documents (Journal)

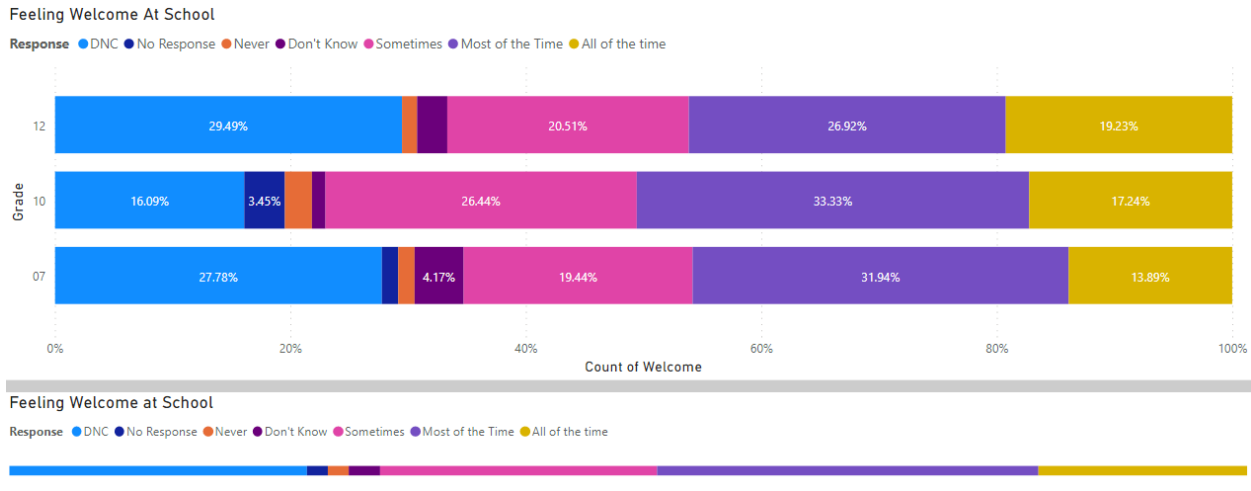
3.2 Connection to School

2021-2022 Results

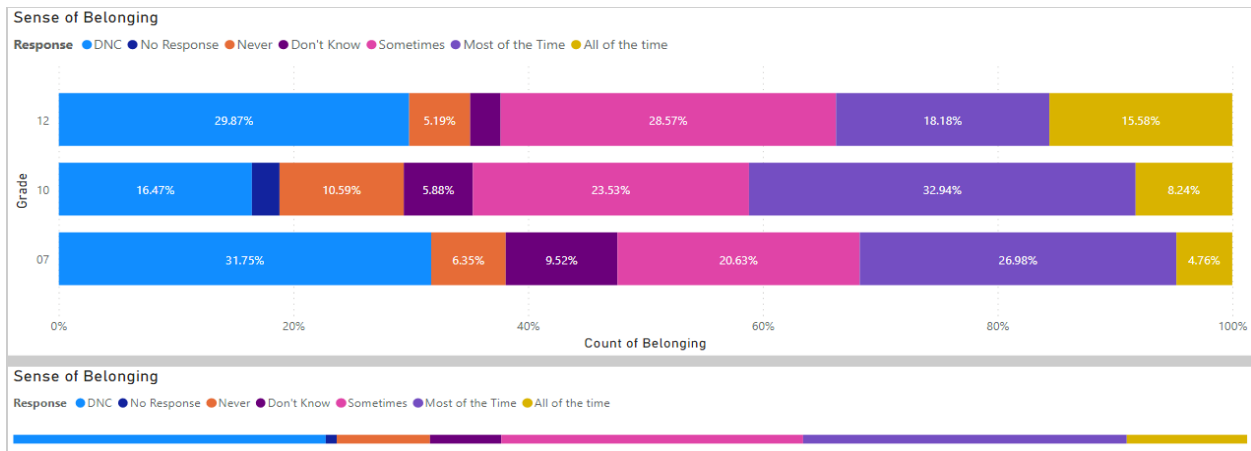
- Percentage of students in grades 7 who report feeling welcome in their school during 2021-2022



- Percentage of indigenous students in grades 7 who report feeling welcome in their school during 2021-2022



- Percentage of students in grades 7 who report having a sense of belonging in their school during 2021-2022:



Goals and Focus Areas

- Increase number of students, indigenous included, in all grades feeling welcome and a sense of belonging

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Increased number of calls home to parents by teachers to inform them of students with learning challenges and ways to support
 - Positive newsletter messages; regular meetings with SBT to review student performance and attendance with a commitment for follow-up with students of concern

- Staff continue to welcome and interact with students at every opportunity to build a sense of welcome, caring, and belonging
- Actions for Enhancing Staff Capacity & Learning
 - Anti-Racism PLC developed by staff for staff and students to explore school-wide messaging about humanity that focuses on empathy, kindness, and optimism. Admin purchased books that staff selected for professional development. Monthly PLC updates in staff meetings and a commitment from staff to develop positive announcements and video clips for teachers to share and ask thoughtful follow-up questions with students.

Career Development

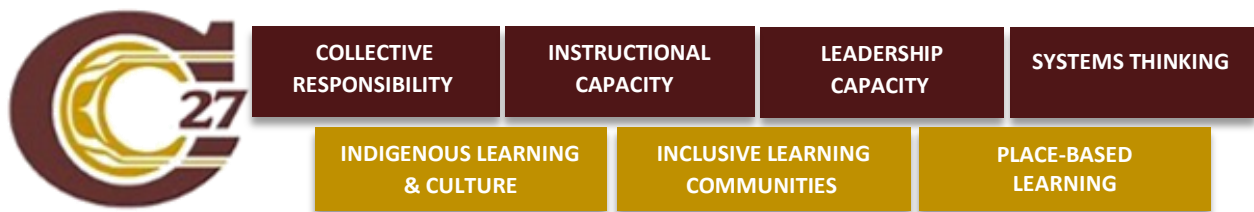
Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

Each year, Grade 7s are chosen to take part in a Trades Day at TRU and Columneetza where students have the opportunity to meet and participate in ADST/Shop programs with industry trained/certified tradespeople. This program is organized for Columneetza through Dave Corbett's SD27 Careers Department. There has been a keen focus on getting more female students into the trades in the last two years as well.

This year Columneetza added Careers 8 to the Explorations rotation so that all Grade 8s can begin looking at viable career choices for the future and work on the skills and processes needed for a variety of careers. This course focuses on enhancing students' core competencies.

Take Your Kid to Work Day was also promoted this year again to grade 9s. We had 35 students that went to work with an adult and will work to continue promoting this valuable day.

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



Collective Responsibility

A priority for Columneetza is to connect more with students and parents to increase students' overall attendance. Last year, 71% of our students from Grades 7-9 were in chronic attendance missing 2 or more days/month of classes.

Indigenous Learning and Culture

This year Columneetza has an annual plan that focuses on offered indigenous students more cultural opportunities in school. The plan focuses on seasonal offerings from local knowledge keepers while also looking to indigenous staff for input and development of this plan. We have a group of staff that have

been meeting monthly to plan for cultural events. This winter, Columneetza will host a Pow Wow inviting many local knowledge keepers, drummers, dancers and nations to lead, participate in and further immerse our school community in indigenous culture and ways of knowing.

Instructional Capacity

At Columneetza, staff continue to focus efforts on honing students' literacy skills. Communication is essential for our youth to be successful; increasing students' ability to read, write, and speak well continues to be reflected in the dedication of teachers to build professional capacity and work on literacy assessment collaboratively throughout the year.

School Team Planning Cycle

Sep-Oct-Nov: Introduce updated school planning model. Review results from 2022-2023 school year and fall assessments as a staff. Identify departmental focus and strategies and document specifics in the school plan.

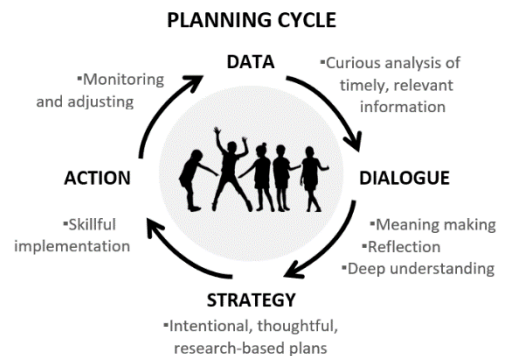
Dec: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Feb: Review (FSA data) alongside report card marks and assessments. Celebrate successes and adjust strategies as required. Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

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

May-Jun: Complete district assessments including DART. Review results and compare alignment with report card data collected from the previous terms. Review student learning survey results and plan response.

Jun: Review all available data for school for 2023-2024 school year.



Glossary

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

ELA – English Language Arts

EPRA / 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.

Faye Brownlie – One of BC's most sought after literacy and learning experts. She works in staff development in BC, nationally and internationally.

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.

Leyton Schnellert - Dr. Leyton Schnellert is an Assistant Professor in the Faculty of Education at the University of British Columbia's Okanagan Campus. He teaches courses in the Elementary (EETP), Middle and Secondary (STEP) undergraduate programs. These courses include The Developing Learner, Middle School Integrated Methods, Language and Literacy in Education, Literacy for Diverse Learners in Middle and Secondary Grades, and Guided Reflective Inquiry Project (GRIP). He has been a member of several curriculum and assessment committees and writing teams through his involvement with the BC Teachers Federation, BC Ministry of Education, and Northwest Territories' Education, Culture and Employment.

Myron Dueck - Myron frequently visits schools, conferences, and districts around the world to share his 25 years of practitioner and leadership experience. He helps educators generate ideas and navigate issues surrounding grading, assessment, reporting and student voice. Myron lives in Summerland, BC, Canada with his family. In addition to being an author and speaker, he fills a part-time role as Vice-Principal for Communicating Student Learning in his local school district – Okanagan-Skaha 67.

Peter Liljedahl – is a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. A “Thinking classroom” is a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. It is a space wherein the teacher not only fosters thinking but also expects it, both implicitly and explicitly.

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.

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.

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