



**Building Resilient Learners
School Plan
2016/17**

Name of School: Lake City Secondary

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) and Rayna Carpenter (rayna.carpenter@sd27.bc.ca)

DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)

The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.

Each school plan will focus on the following:

A. Comprehensive School Health Plan B. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry Please refer to the explanatory "How to complete the Building Resilient Learners School Plan" handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry. *Note: There must be an inquiry in at least one of those areas.*

A1. COMPREHENSIVE SCHOOL HEALTH PLAN

| | Physical Environment Healthy Eating | Emotional Environment School Connectedness | Teaching and Learning Curriculum - Health, Career and Physical Activity | Parent & Community Partnerships |
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| What are we doing? | <ul style="list-style-type: none"> • "Quest " food program • Breakfast for Learners program • Healthy fruit and vegetable program • Healthy vending food and drink • Resource Room Healthy meals • Cafeteria healthy meals menu • WL Campus – student leadership Café • Empty Bowls Fundraiser – Salvation Army fundraiser • Rotary donation for breakfast and food program | <ul style="list-style-type: none"> • Student leadership events (dances, haunted house, staff vs students, pajama day, shamrock day, jersey day, intramurals Pumpkin Carving, match maker, popcorn and candy apple day, penny drive for well in India, Salvation army food drive, Valentine's day flowers, Christmas decorations, Staff appreciation days, staff signs, hotdog days, Movie Night, Talent show, grade 8 sleep over, Grad sleep over, Sponsorship of a child in a developing country) • Counselors • Youth care workers • Check in and check out • Denise Deschene • Axis • Mental Health • Child Development center • Peer mentoring • Student of the Month • Student questionnaire • "create a culture of caring" • Falcons Nest coffee shop • Staff vs Student hockey game • 1000 ways to stand up • Anti bullying/homophobia • 'Open Mic' • 'We Day' | <ul style="list-style-type: none"> • Learning Communities • Assessment for Learning Practices • Career Center awareness • Terry Fox Run • Turkey Shoot • 'Movember' • Coaching Conversations • Supervision for learning • Planning Workshops • All Girl PE class PE outings (skating, yoga...) • Myblueprint.ca • 'OTP' On the pulse meetings • Fitness club • Outdoor ed program | <ul style="list-style-type: none"> • PAC • Building buddies • CYMHA • Social worker • Youth Care worker • Probation meetings • BBBS – mentoring • Go Girls • CDC • Take your kid to work • Panago "Student of the Week" • Community Coaches • RCMP Liaison • Hockey Program (Cariboo Memorial Complex) and Total ice • Student questionnaire • Cyber bullying speakers • "Lunch and Learn" PAC • Canadian Parent for French 'O Canada' assembly • WLIB ball hockey evening • Community policing • Citizens on patrol • MADD • ICBC Road Sense • Alkali Fancy dancers • |

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| | | <ul style="list-style-type: none"> • Hot dog welcome day • Be the change club • Nerf battle • Greenologists • Composting | | <ul style="list-style-type: none"> • Public Health Nurse once a week • TRU Sexual Health Counselling • Denisiqi outreach worker once a week • Phil Boyte “Caring for each other” – community leadership • Sandra Lachapelle – Health Clinic • Suicide prevention • Boys and Girls Club – Harm reduction • Pow Wow • Williams Lake Dry grad • Orange shirt day |
| | | | | <ul style="list-style-type: none"> • Social Media Education • Teaching responsible use of technology • Cyber bullying Education • Grade 10 Welcoming Night • Grade 7 parent orientation night |
| What are our future plans? | <ul style="list-style-type: none"> • Cultural awareness days (First Nation, South Asian) • Student and staff questionnaires • Student suggestions for menu | <ul style="list-style-type: none"> • Coaching conversations (mentorship and collaboration with staff) • Supervision for learning • Learning rounds PLC driven • Take 2 • Complimentary blocks in timetable to promote learning conversations | <ul style="list-style-type: none"> • Teacher workout sessions (promoting staff cohesion) • Social Media Education • Teaching responsible use of technology • Continued shared resources and classes with TRU (Trades Programs) • Cyber bullying Education | <ul style="list-style-type: none"> • Social Media Education • Teaching responsible use of technology • Cyber bullying Education • Grade 10 Welcoming Night • Open MyEd parent portal |

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Rayna Carpenter (rayna.carpenter@sd27.bc.ca) for CommunityLINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

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| Inquiry Question: | |
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B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES

| | Core Competencies | Aboriginal Perspectives |
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| Examples of what we are already doing to embed these. | English First peoples curriculum | <ul style="list-style-type: none"> • Pow Wow at WL campus in May • Lahal |

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| <p>What are our plans for this year?</p> | | <ul style="list-style-type: none"> • Y4L Anaham Band leader workshops and conversations • Artwork in entrance to WL campus driven by Loretta Jeff- Combs |
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C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)

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| Area of Inquiry (make bold): | Literacy or Numeracy or Curriculum |
| Inquiry Team Participants: | Inquiry Team: Ryan Hanley, Trish Maas Jodie Mason, Mike Wilson, Brandi Vath, Veronica Zwiers, Kim Zalay, Guido Durfeld, Tanner Gainer, Marnie Grant, Dwayne Benvin, Jacqueline Minci, Craig Munroe |
| Evidence Based Rationale: | |
| Goal: | <p>Learning Challenge(s): Started in 2016-17 and continued through 2017-18 Students who struggle with attendance, achievement, and a lack of connectedness to the school, we often observe that certain pro-work habits and pro-social skills haven't been internalized by the students. The goal for this year is twofold. New teachers joining the PLC, were asked to read the 7 habits and become very familiar with the first 3 habits; returning teachers were asked to review all 7 habits while focusing efforts once again on the first 3 habits to strengthen their understanding of them. We definitively need to emphasize using the language of 'The Leader in Me' continually throughout the year to reinforce the personal responsibility issues we are trying to address. The language needs to become a more common and natural occurrence in our classrooms, not just part of isolated lessons. As PLC designate for the school, I will try to encourage and facilitate release time for teachers to observe other PLC members addressing the Leader in Me during their classes to learn from one another. The release time, need not be for entire classes but rather only short segments of a class when 'The Leader in Me' is discussed. This plan should reduce the need for excessive preparation efforts and facilitate observation occurring more frequently. This goal is a definitive must!</p> |
| Inquiry Question: | <p>By reading and applying the 7 Habits of Highly Effective Teens can we motivate students to practice and internalize those habits, with the goal of increasing their achievement, and sense of belonging to the school? We have narrowed down the 7 habits to be implemented to the first 3 to build expertise before introducing the remaining 4. This year we are hoping to do professional study of habits 4, 5 and 6 to add for semester 2 but more realistically for the following year.</p> |
| Success Criteria: | <p>We will gather marks and anecdotal statements from students that have been exposed to the 7 habits of highly effective teens to see if there is an improvement in their academic performance and social connectedness as compared to last year. Anecdotal statements might bear out evidence of a qualitative nature, suggesting improvement as well, but we would be looking for some solid quantitative data. Student survey at the mid-point of the year will be implemented.</p> |
| Assessment Plan: | <p>Some quantitative and qualitative data from a mid-year meeting and year end meeting indicated that students know the language and often use it in classes, although it was noted that sometimes the language is not used in a supportive way (i.e. – students making comments to others, “that’s not being proactive.”) Teachers were quite unified in voicing that they need to get on using the habits earlier in the year (September) and then move through all the habits by February so that they can access all of repertoire of strategies available to them from the book. As mentioned earlier all teachers were very able and willing to connect habits to existing activities and strategies to facilitate understanding and meaningful connections.</p> |
| Focus for Teacher Learning: | <p>Read and discuss the ideas of the books and then apply them to classroom activities. More specifically, the group will meet monthly to discuss the 7 habits ideas and the ideas that we might be challenged by and need assistance implementing. In future meetings, we will discuss ideas on how to observe each other implement 7 habits discussions. Once again we decided that targeting the first 3 habits (being proactive, beginning with the end in mind, and put first things first) was paramount to successful implementation. This targeted learning worked well, however; a new and unforeseen revelation was staff venturing into the last 4 habits was having a very positive response from students. Success was clearly observed and heard by staff being able to connect the last 4 habits to existing programs and activities and the students then using the language. Considerable time was still spent by the staff outlining in 'kid friendly' language what the first 3 habits could/should look like in classroom environments and as it applied to them as students. We have planned to professionally study habits 4,5, 6 and 7 but this unfortunately did not happen due to staff being at all stages of the continuum and me simply not getting meetings together. I should have a better 'excuse' for this but I do not. We collectively decided that we need to get on top of including and implementing the last 4 habits to provide a more holistic model to the students. Release time for teachers to observe other PLC members teaching the Leader in Me during their classes was utilized to some degree but we could certainly do more in this area as we all have something to share and hopefully learn from one another. The short release time provided when the 7 habits of highly effective teens was discussed was adequate to the task and reduced the need for excessive prep and planning for teachers to observe their colleagues.</p> |
| Analysis: | <p>Maintaining consistency in the use of the '7 habits of Highly Effective Teens' language continued to present challenges, but anecdotal feedback seemed to indicate that it was better done this year than the previous year. The percentage of students that would not 'buy into' the program, although bothersome and frustrating, seemed to reflect the same percentage of students that we continually struggle with to engage in school in a meaningful way. The '7 habits of highly effective teens' seemed to be beyond their present realm of educational focus. Classroom visuals helped foster efforts in some classes as they could see the fruits of their labour and compete with other classes: That being said, it was duly noted by several teachers that the competitive nature of grades and school in general often worked counter to students actualizing the last 4 habits fully. As always the connection to educational success, not just academic, and any specific initiative is hard to say the least; however, PLC staff truly believe, from anecdotal observations, that the efforts are</p> |

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| | having a positive impact in their classes. Links were made with other activities such as 'Mind Up,' daily meditation and journaling as teachers made extensions into the last 4 habits. |
| Reflection: | <p>There seemed to be a large segment of the group that clearly expressed a desire to continue in their efforts to promote and utilize the '7 habits of highly effective teens' in their classes again next year. Teacher meetings were definitely a success when held in the mornings, with coffee and healthy donuts. Attendance for all participants was routinely over 80%</p> <p>Staff also thought that getting together at the beginning of next year to share teacher resources, activities and strategies would prove very beneficial. Although the book has many great examples locally developed activities that had success were deemed better as well, instances of chance behavior occurrences in the school offered many learning moments to link with the 7 habits.</p> <p>Once again we decided that targeting the first 3 habits (being proactive, beginning with the end in mind, and put first things first) was paramount to successful implementation.</p> <p>This targeted learning worked well; however, a new and unforeseen revelation was staff venturing into the last 4 habits having a very positive response from students. Success was clearly observed and heard by staff being able to connect the last 4 habits to existing programs and activities and the students then using the language. Considerable time was still spent by the staff outlining in 'kid friendly' language what the first 3 habits could/should look like in classroom environments and as it applied to them as students.</p> <p>We have planned to professionally study habits 4,5, 6 and 7 but this unfortunately did not happen due to staff being at all stages of the continuum and me simply not getting meetings together. I should have a better 'excuse' for this but I do not. We collectively decided that we need to get on top of including and implementing the last 4 habits to provide a more holistic model to the students.</p> <p>Release time for teachers to observe other PLC members teaching the Leader in Me during their classes was utilized to some degree but we could certainly do more in this area as we all have something to share and hopefully learn from one another. The short release time provided when the 7 habits of highly effective teens was discussed was adequate to the task and reduced the need for excessive prep and planning for teachers to observe their colleagues.</p> <p>The entire group felt that the 'new' curriculum offers a unique opportunity to link the 7 habits of highly effective teens with the core competencies and can thus be addressed in a multitude of other classes and in the Grade 8 & 9 classes once the Grade 7's move on. We will look to investigate this opportunity next year.</p> <p>Lastly As PLC lead I encourage all PLC members to partake in the 7 Habits of Highly Effective People professional development course if the opportunity presents itself.</p> |
| Next Steps: | |

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| Area of Inquiry (make bold): | Literacy or Numeracy or Curriculum |
| Inquiry Team Participants: | Inquiry Team: Laura Lee Dubuc (English Dept.), Jeanette Gobolos (Science Dept), Melinda McKinnon (English Dept.), hopefully other teachers as year progresses: Shannon Rerie, Robin Fofonoff, Kristi Coombes |
| Evidence Based Rationale: | <ul style="list-style-type: none"> Library is not utilized for research Students don't know what academic research is, let alone how to do Students do not understand need to annotate Students think research means copying and pasting from Wikipedia Students are unprepared for postsecondary expectations |
| Goal: | Use library more effectively and use academic research skills |
| Inquiry Question: | To what extent will focused teaching of research techniques in one class spread to use by both staff and students, in other classes? |
| Success Criteria: | <ul style="list-style-type: none"> more teachers asking to book classes in for library research skills students using research skills in classes other than the one where skills specifically taught |
| Assessment Plan: | <ul style="list-style-type: none"> For the 15/16 school year, 2 teachers on staff taught academic research skills. Teachers sign up in the library on a monthly schedule to access the library lab and team teach with Laura Lee for unit on academic research skills. At the end of 2016/2017 school year, said schedule will be reviewed to tally number of teachers utilizing the library for academic research. In June 2017, all grade 12 students in a specific period will be surveyed to determine knowledge and use of the following: bibliography program, EBSCO sites, Google Scholar, Gale sites Data was gathered on September 27, 2016 on the above. |
| Focus for Teacher Learning: | <p>Focus for Teacher Learning:</p> <ul style="list-style-type: none"> Teachers will understand students' need for academic research skills for postsecondary Teachers will teach and expect appropriate annotations/cites referenced pages Teachers will understand and use academic research sites for their own learning <p>Resources:</p> <ul style="list-style-type: none"> EBSCO sites Google Scholar Microsoft Word Bibliography program |
| Analysis: | As per the questionnaire given in October 2016, all grade 12 students were given the same questions regarding knowledge and use of academic programs and citations. In October, no grade 12's had any knowledge of the on-line resources available. This number rose to 38% in June. Although 74% of grade 12's reported being assigned research in the past school year, 22% of students had no idea what a bibliography was, and a further 14% had not been assigned one in the past school year. 86% of students know that copied works must be put in quotes and cited. Whether they actually do so is unknown. 9% of grade 12's had not been assigned any research in the past school year and 17% had completed research only once. The question was "to what extent will focused teaching of research techniques in one class spread to use by both staff and student in other classes". The answer appears to be very little. Given that three teachers brought all their students to the library for research and such a large percent of students still haven't completed research and/or know nothing about bibliographies, the effect was |

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| | negligible. An additional 3 teachers brought at least one class to the library to learn about research skills. It is possible that some students had the same information presented multiple times as they happened to have more than one of the teachers involved. |
| Reflection: | The focus needs to move to convincing more staff that research skills and opportunities are critical for 21 st century learners. The data will be sent via e-mail to all staff, as there is no discussion time available at a staff meeting. I will add commentary to the data. Many staff members believe that “someone is already doing that”. Hopefully, if teachers do take the time to review the information I will send, they will see that more students need more academic research opportunities. It was interesting to note how seriously the students took the research task and how focused they were while working. Students commented repeatedly that they had “no idea this stuff was available” and “this seems useful for a change”. In the past I have often observed students completing research assignments and they generally stall until the 11 th hour and then start madly cutting and pasting. The teachers commented also commented that students seemed to be “taking this seriously”. |
| Next Steps: | |

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| Area of Inquiry (make bold): | Literacy or Numeracy or Curriculum |
| Inquiry Team Participants: | Inquiry Team: Grant Gustafson together with Nara Riplinger, Christine Schiller, Jenn Clarke, Veronica Zwiers, Jessica Hill, Jacqui Ferguson, Norma Sure, Jean Baptiste, and Irene Johnson. All other band ed. Coordinators, classroom teacher, classroom support workers, and liaison workers were also invited. |
| Evidence Based Rationale: | Over the past couple of years there has been significant improvements in the graduation rates of FN students. However, there is still room for significant improvement, especially amongst the males. I wondered what could be done at the middle school level to help our FN students achieve at a higher level and increase the rate of improvement we are already witnessing. The decision was made to determine how FN students are achieving in their core subject areas and determine if we could develop and implement strategies that would lead to significant improvements. I have attached the data from the 2015-16 year that was looked over for trends and for developing a base of criteria for success. |
| Goal: | Better support First Nations students in their core subject areas |
| Inquiry Question: | <ol style="list-style-type: none"> 1) Can we collaborate and implement ideas and strategies outlined in “Reclaiming Youth at Risk” to help our FN students experience further academic success 2) Can we identify causal factors in high failure rates, collaborate on corrective strategies, and implement a plan that improves student results. |
| Success Criteria: | <ol style="list-style-type: none"> 1) Increase achievement levels of all FN students by 1 letter grade 2) Cut failure rates by at least 10% 3) Increase FN students levels of engagement and commitment to their education |
| Assessment Plan: | Assessment methods used included calculating year-end report card marks for all subject areas, including breaking them down by grade and gender. Also, included anecdotal comments from PLC meetings and personal reflections. |
| Focus for Teacher Learning: | <ol style="list-style-type: none"> 1) connection to students (specifically “pick 2” of our vulnerable kids and get to know them) 2) individualized instruction strategies-connecting to the learning style of the student (assessments were completed) |
| Analysis: | At this time of the semester it is impossible to determine year end marks as the final marks have not been submitted. However, I will honestly make the claim that we did not get far enough into our strategies for them to have made a significant impact. I will continue to analyze the data once final marks come in, however, as a PLC group we did not effectively implement our strategies at a reasonable level for them to have an affect one way or another. I was successful in having our FN students complete an online learning style survey. The learning survey, determined what was the best learning style for each individual student, either auditory, visual or tactile. I can then compile this list and give next year’s teachers a general snapshot of the learning styles of the kids in front of them. This strategy was really important to Irene Johnson of the Alkali nation. Initial results appear that our FN students are visual learners. As the learners completed the survey, they were also provided with a list of suggestions that would improve their learning for their specific learning style. |
| Reflection: | <p>While we did and did not get the results we were looking for, the process was still valuable. I think the frustration comes from expecting to see a quicker response in results. The PLC group was slowed for many different reasons this year. To start off with, trust had to be rebuilt amongst our staff. I think with continued efforts in this area, there is the potential for significant increased results.</p> <p>There were many other areas that our plan wanted to look at. One major area was having the students understand their own learning style. I think going through this exercise was very valuable. I think it is important for our students to understand how they learn. It is equally important for teachers to be able to adapt their lessons to meet the learner’s needs. Finally, since this was the suggestion of one of the Ed. Coordinators, it goes a long way to helping to build trust, let our FN partners know we are listening and build a strong relationship of working together.</p> <p>Another one of our original goals was being able to identify, using “Reclaiming Youth at Risk”, FN student who were at risk, why they were at risk, and how to reconnect them to the school. Our plan was to have all teacher select two students who they would take under their wing, get to know them, follow up on their learning, and be accountable for their success. Unfortunately, we did not get this far in our groups and the great idea will have to wait until next year.</p> <p>If nothing else, we were able to distribute 11 copies of Brendtro’s and Brokenleg’s “Reclaiming Youth at Risk” and have created conversation in the area. I have had other teachers coming to ask me if they could also get a copy for the summer.</p> <p>On a personal level, I was frustrated with the amount of time I was able to put into the PLC this year. There were many factors that came into account for this frustration. I was also frustrated with the</p> |

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| | <p>anticipated level of results. I still feel passionate that we can make significant gains this area. I started my PLC group meetings with the idea of needing to have courageous conversations about FN results. I still feel passionate about this area and hope to continue to have these conversations. There is still much work to be done in this area and it will continue, even without having the PLC position next year. I think the ball has started to roll and next year, we will be able to give it a significant push. My personal goal of starting to rebuild the connection between the educational system and FN bands has been successful. A foundation of trust has been built and we are now ready to start building on it.</p> |
| Next Steps: | |

For clarification regarding **Part A**, please contact Silvia Dubray at: silvia.dubray@sd27.bc.ca or phone: 250-398-3855.
 For clarification regarding **Part B**, please contact Jerome Beauchamp at jerome.beauchamp@sd27.bc.ca or phone: 250-392-3845.
 For clarification regarding **Part C**, please contact Brian Davidson at brian.davidson@sd27.bc.ca or phone: 250-398-3842

Gregg Gaylord

 PRINCIPAL SIGNATURE: