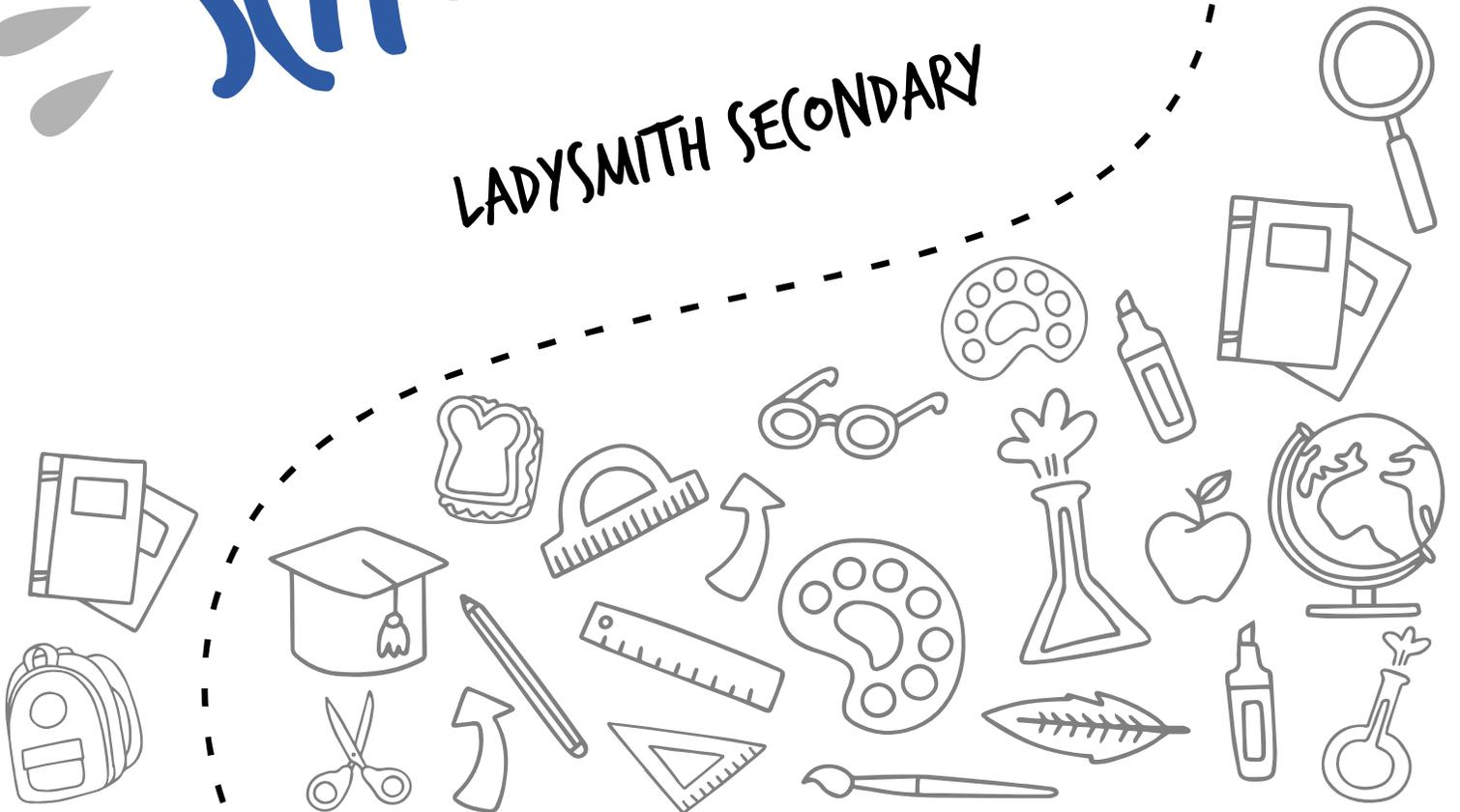


2019-20



SCHOOL PLAN

LADYSMITH SECONDARY



# Ladysmith secondary 2019

**Dave Travers**

## **STEP 1) GENERAL SCHOOL STORY** (WHO WE ARE)

2019-10-15



### **WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?**

Ladysmith secondary mirrors the caring, proud and close knit community that makes Ladysmith a great place to live and raise one's children. Our school proudly boasts that most of the staff are full time and that we have very little turnover from one year to the next indicating that staff enjoy their work and that Ladysmith secondary is a stable environment for students. Our school is situated on the unseeded territory of the Stzuminus First Nations people and we celebrate their culture and learn from their understandings. We are rich in Coast Salish art and understandings and we are all endeavoring to incorporate indigenous principles of learning into all subject areas. Indigenous groups when they visit have mentioned that they feel that Coast Salish ways are present. Our school hosts a Land and Language class led by an Elder and teacher. Students in this open classroom incorporate the local language and take Contemporary Indigenous studies. The program is open to all students and the learning style is unique.

### **WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?**

Our school welcomes a wide range of students into our family. At present time we have just over 600 students in attendance from grades 8 - 12. Approximately 130 students identify themselves as Aboriginal. A majority of Aboriginal students live in the local Stzuminus community. Our school also hosts approximately 20 international students adding richness to our culture. Our student population includes well established families and families in need. A personal observation from parent meetings is that our parents and caregivers have reasonable expectations and goals for their children and are supportive in nurturing good social and personal skills

## WHAT DO WE CELEBRATE?

At Ladysmith secondary we celebrate our culture of kindness and inclusion. We strive to solve problems in peaceful ways and promote restorative practices as we work on teaching behaviour and academic skills. All students are immersed in our code of conduct that encourages all staff and students to "Try their best, get better each day, do the right thing - it's the 49er Way." We have a strong Arts program that runs "Improv" and each year we put on a Musical Theatre program. Sports programs are robust at LSS. Staff along with community members coach students in improving their skills on and off the court in the area of leadership and teamwork.



**Step 1 Notes:** [none]

**Step 1 Completed:**

**2019-10-15**



## WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

Our students are relational. Students feel connected to the adults in the building and trust their guidance. Students have embraced the idea of kindness and recognize that restorative practice is a better way to solve problems.

At the junior level our students are at the developing stage in their reading comprehension and as a school we need to be more intentional around helping students connect what they are learning to themselves and their world. This is one of the reasons we have integrated community into our Mission, Goals and Vision

At LSS our students are working on developing perseverance. Students encounter difficulties when faced with challenges such as writing tests, completing homework and various tasks in the classroom.

Some of our strengths are that students will advocate for themselves and will seek out help when needed.

LSS students are generally caring about their school and community. We are working at increasing the kindness we see and hear in the halls.



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**NOTES**

**Restorative questions used to solve problems**



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**NOTES**

**Community letter**

## WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

Data from the "Student Learning Survey" for the school year 2018-19 states that 93% of our students feel that at least one or more people in our school care about them. We are working on getting to 100%. Only 7% of our students say they do not like our school. Maybe there is some overlap in those students.

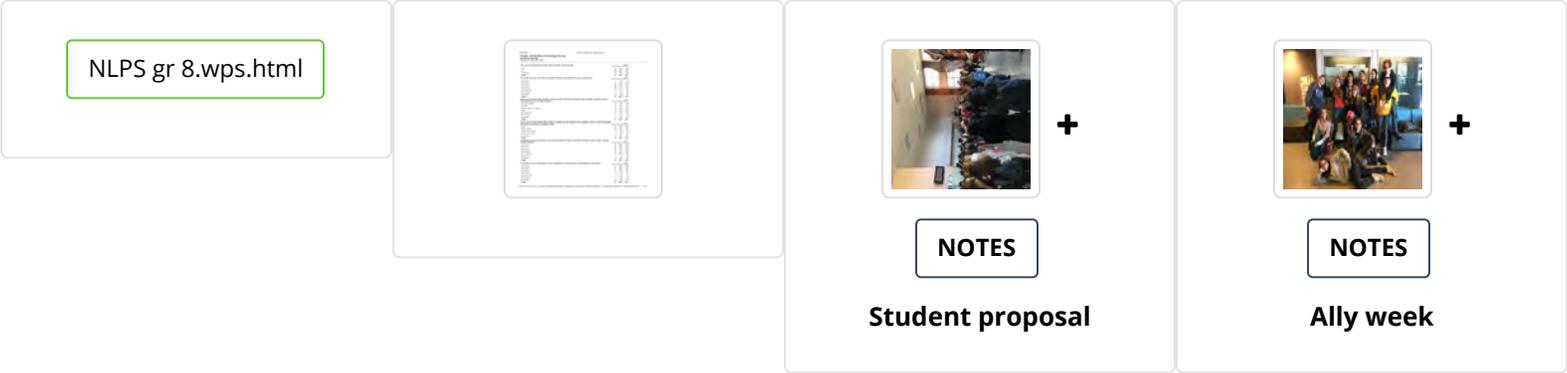
From our grade 8 NLPS reading assessment we see that only a small % of our students are at the proficient and extending level.

A catch 22 with regards to resilience is that students will seek out help sometimes before putting in the effort and time themselves to overcome challenges. We are working on this as a staff in order to help students develop resiliency and perseverance in their school life and beyond.

Cowichan Oral History and Coast Salish Teaching: "You must strive for the fire so that you will think more of it".

We see and hear students seek out counselling, make appointments and talk to other staff members when they are experiencing difficulties. Our counsellors and CYCW work diligently with care and compassion each day to make students feel supported in every way possible. Our Student Support Services Hub (The Key) works one on one with students experiencing academic difficulties and our Outreach Program provides access to academic supports outside of the regular classroom program. The teaching staff and EAs connect with students and endeavour to meet student needs in a variety of ways.

Students will always step up and help out when asked. For example, the Leadership and Students' Council students take on extra tasks such as hosting guests, setting up for events, etc. It is common to put a request out for help in general with a task and to have more helpers than needed (ex. grade 7 tours, Christmas craft event with elementary schools, photo day, etc.).





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NOTES

**Students' Council  
Halloween Event**

**Step 2 Notes:** [none]

**Step 2 Completed:** **2019-11-15**

## STEP 3) WHAT ARE OUR GOALS? (FOCUSING)

2019-11-21



### WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

Our Professional Learning Communities (PLC) provide time for teachers to collaborate on ways to improve their teaching and student learning with the district and school goals in mind.

- Cross curricular lessons on critical thinking around issues of social justice
- Mindfulness in the classroom to reduce anxiety and stress
- Creating a scope and sequence to provide students with authentic after high school everyday issues
- Developing the course Social Justice
- Supporting literacy with grade 8 students based on NLPS screener
- Improving engagement, attitude and numeracy in math

Also we will use PLC time to look at our individual classes and determine ways to bring our learners outside of the building for experiential learning and wellness.

### WHAT ARE OUR SPECIFIC GOALS?

Please see the awesome poster we have that talks about Mission, Vision and Goals.  
As a staff we refer to this poster in our teaching to make this a living document.



**Step 3 Notes:** [none]

**Step 3 Completed:** **2019-11-21**

## STEP 4) WHAT LEARNING AND ACTION WILL WE TAKE?

### WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Embrace the idea of going beyond the walls of the school to provide learning opportunities.  
Aboriginal understandings will be more common and teachers will have confidence to use this knowledge in the classroom.

### WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

We want to provide opportunities for authentic experiences for students to develop the skills and tools to take their next steps  
For example, in Career Life Connections, learning about renting housing, purchasing a vehicle, job interview skills, managing finances, etc.

-We will invite community members in to share expertise in various areas

We have a NOIE grant to spark some classes to take their classes outside and incorporate Aboriginal understanding into our learning.

As learning leaders will be creating a Living Library that will bring community member/agencies and Elders into our school for our students to experience



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NOTES

**Furukawa visit**



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**Syeyutsus**



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**Step 4 Notes:** [none]

**Step 4 Completed:** [none]

## STEP 5) HOW WILL WE KNOW WE ARE MAKING A DIFFERENCE? (CHECKING)

### WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

We will see evidence in our Student Learning Surveys

We will observe kindness in our hallways and see students becoming more resilient when faced with difficulties.

We will see lessons become more hands on

We will see classes leaving the school area to become more place based

Report cards will reflect student success and our graduation rate for all will improve

The community will be more visible in the building. RCMP are encouraged to be present and engage in positive interactions

Elders and Aboriginal understandings will become woven into our daily teaching.



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NOTES

**Roller coaster activity  
in science 10**

**Step 5 Notes:** [none]

**Step 5 Completed:** [none]

## STEP 6) HOW WILL WE SHARE THIS INFORMATION?

### HOW WILL WE SHARE OUR PLAN WITH STAFF?

PLC time. We have report out times where we celebrate our learning together. It is important to share as it sparks new ideas to incorporate into other plans

### HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

Teachers take time to refer to our Mission, vision and goals as they encourage students to persevere in their learning, engage in their community and explore their gifts.

We also use this language when talking to students outside of the classroom in the hallways, extra-curricular activities and in their community. Kindness,, resilience and curiosity are valued.

We make and acknowledgement every announcement. we have elders in the building, teaching create engaging lessons.

### HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

Each week parents receive a "This week at LSS." This informs parents of the events and learning opportunities in our school.

Parents attend teacher-parent meetings where they learn about their child's progress but also get to see samples of student learning. Prior to parent meetings, parents are invited to go into the classroom and see where their child learns and samples of their learning - we call it a "Showcase of Learning."

Staff uses a variety of communication tools to communicate with families regarding student progress (MYEd, FreshGrade, Google Classroom)

This week at LSS.msg

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**Step 6 Notes:** [none]

**Step 6 Completed:** [none]