



NPSS Framework for Enhancing Student Learning ELC/Main Campus 2019-20

Vision/Mission:

Our goals for this school year continue to support our commitment to being a safe, caring, and inclusive environment for all. We continue to address the big questions around student learning and student assessment, and how to engage all students and motivate them to want to attend school. We believe the core mission of education is not simply to ensure that students are taught, but to ensure that they learn. This simple shift – from a focus on teaching to a focus on learning is making for powerful improvements in learning and teaching.

School Context:

North Peace Secondary School is a vibrant, dynamic and diverse school community of two campuses with more than 1250 students enrolled as of September 2019. This includes approximately: 380 grade ten, 363 grade eleven, 569 grade twelve, which includes 110 un-graded (students in Senior Alternate, Resource room and Evergreen. In addition, North Peace also has a number of adult students and returning graduates who are upgrading. Included in the population of our school community, are more than 200 Indigenous students. The school was built in 1989 and is still a beautiful building! Nine years ago, we added a second campus – the Energetic Learning Campus. It is situated in the Pomeroy Sports Centre roughly a kilometer from main campus. The ELC has a Grade 10 program that incorporates project-based learning as one of its main instructional strategies. In addition to the grade 10 program, other courses such as hockey and fitness training are part of this campus. As the only senior secondary school in the city proper, NPSS serves a population which is diverse in socio-economic demographics. We offer an array of courses and programs to meet the varied needs of our students, and we do our best to meet the unique needs of every student in our school.

Included in our course offerings are many courses that link directly to trades, including automotive, construction, drafting, welding and metal fabrication. We are very proud of the many course options which students may choose such as: Youth Work in Trades, Youth Train in Trades, Work Experience 12A and 12B, and dual credit courses in partnership with Northern Lights College. The number of students participating in these programs continues to grow. We offer 17 ACE-IT programs in conjunction with Northern Lights College where students receive dual credit for Level 1 or Level 2 of their technical training. We are also proud of the fact that we offer Hairdressing on site at our school. In addition to dual credit trades programs, our students can access a number of dual credit academic courses, such as Business Management 101 and English 100, to name just a few.

Every year, since 1992, our Musical Theatre class presents a full-scale musical for the citizens of Fort St. John; we are extremely proud of the long running tradition and tremendous support from the community. It is not rare to have 60+ students involved in this production. We have 5 computer labs and over 650 ChromeBooks in classrooms on both campuses; not only does NPSS have over 160 computers available for student use with industry standard software, our variety of courses teach skills that students can use in post secondary and industry, immediately. Our school has an excellent balance of strong academics and career programs to meet the needs of students moving on to the top universities and those going into the much needed trades.

We are also very proud of the many ways we support students academically as well as socially and emotionally. Both campuses have onsite counsellors who support our students through the process of looking at future careers, applying to post-secondary institutions as well as scholarship opportunities. Our counsellors are also qualified to work with students struggling with mental health concerns. Both



campuses also have Learning Assistant teachers who are available to help the complex needs of students who are identified as having specific learning disabilities as well as non-designated students who struggle academically and behaviourally. They help create and implement Individualized Educational Plans or Learning Support Plans and support classroom teachers with implementing Universal Design for Learning strategies that help meet the needs of all learners on both campuses.

Our Learning Support Department is diverse on main campus and includes a number of very exclusive programs for students whose learning cannot be met by regular programming. Our Resource Room program supports students with very specific learning needs that can only be addressed in a smaller classroom with one-to-one support with an Educational Assistant. Students are integrated into regular classrooms using UDL strategies working on a modified curriculum. Our Evergreen program focuses on functional academics, life skills and career development. Students are provided an individualized program that will be at the student's level emphasizing academics, employability and independent living skills along with promoting personal and social development. These students also participate in elective courses where a focus on UDL strategies allow them to participate in these courses, at times, with minimal one-to-one support.

The goal for the Senior Alternate program is to provide students aged 15 - 19, who have specific challenges, an opportunity to succeed in their academic goals. The program encourages and supports students so that they can continue towards graduation, trades and apprenticeship or a post-secondary training program. There is a heavy emphasis on life skills, decision-making, conflict resolution and anger management. Students are referred through feeder schools or outside agencies such as Ministry of Children and Families or Probation.

Our school also provides an excellent athletics program, with a recent and very successful rebranding of our school mascot to the Grizzlies!. The students enjoy quality coaching and travel throughout the province and beyond to participate in tournaments of all kinds – Basketball, Volleyball, Cross-Country Running, Golf, Track and Field, Wrestling, Soccer, Rugby, and Badminton. On a regular basis, many of our teams and individual athletes are very competitive within the North Central Zone and the province.

There is a Parent Advisory Council that meets monthly to discuss school-related issues. This group has grown significantly in participation this year but we would like to see it continue to grow in membership so that we have the true voice of parents in our school. The Student Council is a diverse group of students that meet at lunch to provide input on a wide variety of issues that affect students and the school community. We value their voice, opinions and advice and welcome them as partners in the decision-making processes in the school. They also help run the many activities that provide a happy, healthy culture for the school.

Students are well behaved, supportive and are becoming more accountable all of the time. Our school community culture is a very positive and safe place to be. Parents and students comment that the school “feels” welcoming and nurturing and that there is a sense of community within, on both campuses. Students are behaving more responsibly, as we hold them accountable for their behaviors. Our school-wide focus on Accountability, Integrity and Respect is having a very positive impact.

The process for collaboration on this Framework for Enhancing Student Learning is as follows: The staff met during the September Planning day to review and discuss the goals. Staff provided feedback on what strategies might help us achieve our goals. The department team leaders and the administration will meet all year to discuss the strategies we could look at implementing. Feedback from staff will be provided through department teacher leaders.



Goals:

The school is focusing on two main Intellectual goals this year. 2018/19 was the first year for the new secondary curriculum. 2019/20 will see full implementation of the new grad program. Staff will be focusing on the opportunities that renewal and change will bring to their courses and their practice. New courses will be created! Secondly, we will be focusing on implementing Universal Design for Learning. UDL is best practice! It allows all learners to demonstrate what they know in unique and different ways. We will be continuing our campaign of *Peace is in the Air*: we are working to make our student great citizens for the world! We do not have a specific goal for Career/Skill Development as we are already leaders in the Province in this area. Working with the District Principal of Careers - Brian Campbell, NPSS has a vibrant and robust Careers Program. With over 200 students annually enrolled in Work Experience courses, more than forty secondary school apprentices, and many students enrolled in College level trades and academic classes, we are doing great things for students in this area and will strive to continue to innovate in this area.

Goal #1 Intellectual ~ Curricular change and Universal Design for Learning

Curricular Change Rationale: New Provincial Curriculum for grades 10-12. There is also a desire and need to embed aboriginal content in many courses, as part of the TR report.

Process:

1. Departments will continue meeting to look at new curriculum (as they did last year) and to focus on new directions and courses that will need to be implemented.
2. Information (brief so far) has been shared with Parent Advisory Committee and will be shared as more decisions have been reached and courses finalized.
3. BAA courses will be re-written or converted/aligned with new Ministry courses.

Evidence:

1. New courses offered
2. Evidence of aboriginal resources in courses (Google doc will be shared with Principal of Aboriginal Education)

Implementation of Universal Design for Learning Rationale: The school has been struggling to effectively meet the needs of struggling learners. Past practice involved teachers sending students to the Learning Assistance teachers for quizzes and tests. The number of students continues to grow. LAT's were spending up to 60% of their time reading and scribing for students. They were spending very little time working with teachers to enhance opportunities for all students to be able to demonstrate their learning in a variety of ways.

Process:

1. Staff met in May 2017 for the Planning day to start the move forward. Principles for UDL were shared and discussed. A plan was put in place to have two master teachers freed up to be UDL coaches. They would meet with classroom teachers to help design lessons, administer assessments and team teach.
2. Staff meets again in May 2018 to plan for UDL implementation in 2018/19.
3. School year starts - LATs/counsellors/admin look at all classes to assess needs
4. EA's are strategically placed based on a collaborative effort.
5. Teachers complete classroom profiles on their most challenging classes
6. LATs meet with teachers to go over classroom profiles

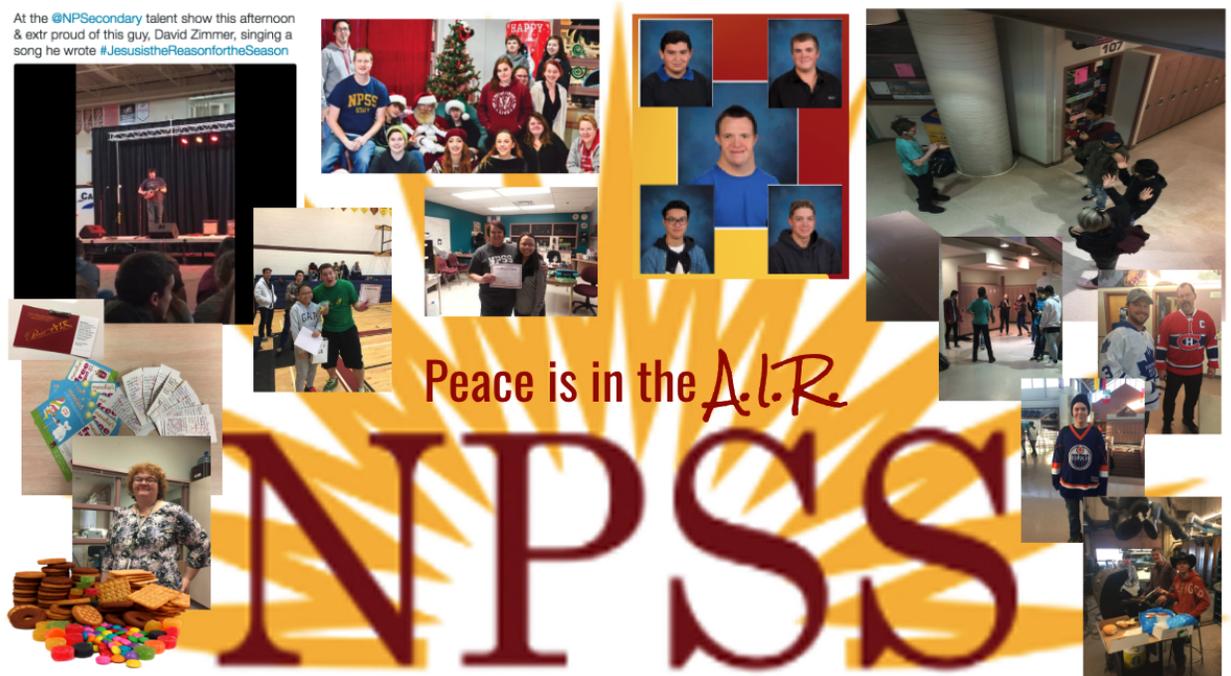


7. UDL successful strategies are shared with staff during staff meeting
8. Collaboration time is accessed and LATs meet with classroom teachers and EA's to discuss students, needs, processes and procedures for how to best help the students in the classes.
9. Jennifer Katz brought in to work with a select group of teachers/LATs and admin from both campuses. This work will continue during the rest of this year.

Evidence:

1. Student success for red zone kids (not sure how to measure this)
2. Department meeting notes
3. Collaboration time summaries
4. LAT notes
5. Requests for UDL coaches
6. UDL coaches summaries

Goal #2 Social Emotional~"Peace is in the A.I.R.



Rationale: To ensure that all members of our school community experience and contribute to a school culture of physical and emotional safety, respect, tolerance, acceptance and inclusion.

Process:

1. Continue to support the concept of A.I.R. School-wide teaching in classes of PBIS during the opening week in September of 2019, so that all students and staff know what the basis of expected behavior looks like in the building. As well, teach and use the Matrix with students so that they know what sorts of behaviors are expected in different areas of the school – constant revisiting and revision of primary, green zone, school-wide interventions and supports (preventative and proactive).
2. Establish clearer school-wide expectations around the use of office referral system to ensure all staff understand how to correctly report in order to provide accurate data around student behavior. Information is now submitted through the ASSESS portal. All staff are using this system.
3. Ensure that all new staff are trained in PBIS – short course/in-service (create a package for new staff)



4. Continue to celebrate our successes during the school year – positive office referrals, and other positive behaviors to be recognized by the school community. We have implemented Peace is in the AIR postcards. Continue to recognize the positive behaviors in the school (students and staff) – The Student Leadership group will continue to canvass the business community to see if they will donate “rewards” that we can give out to students who are nominated for a positive recognition. This is successful and we make a draw (one of the postcards) to recognize the positive things students have done and are doing.
5. Continue using Student Leadership team to initiate and mentor new students and having only grade 10 students coming for the first day of school in September.



Goal #1 Intellectual ~ Curricular change and Universal Design for Learning

It is our goal to ensure that all students learn. We want to create a personalized learning environment for all students.

Goal #2: Social Emotional ~ To ensure that all members of our school community experience and contribute to a school culture of physical and emotional safety, respect, tolerance, acceptance and inclusion.

Process: We believe both goals are integrated with one another

1. Our Mission: **Engagement – Learning - Community.**

- Six Pillars: Every year we promote, teach and model the pillars of the ELC.

6 Pillars of the ELC

Critique:

- Understanding criteria
- PBL
- Feedback - kind, helpful, specific
- Self-Reflections

Growth Mindset

- Develop inquisitive minds
- Focus on journey and process
- Passion, Proud, Reflective, Confident
- Confidence
- Resilient
- Reframing failure

Ownership

- Citizenship
- Personalized Learning
- Student choice-student voice
- Advocacy
- Accountability
- Student Led Conferences

Curiosity

- Explore, create, innovate
- Think outside the box
- Deeper Learning
- Self-Discovery

Community

- Citizenship
- Community groups
- Contribute to society
- Sense of belonging
- Town Meetings
- Lunch Club

Collaboration

- Working together
- Acceptance
- Contributions
- Variety of Strengths
- PBL with peers and community



2. **Our Vision:** Teacher as a designer - Real World Application - Personalized Learning

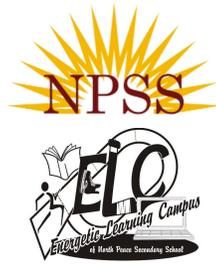
- Daily physical activities offering a wide variety of choice and integrated with members of the community, ranging from infants to the elderly, as students utilize the community facilities
- Students study overarching themes related to the real world through integrated projects
- Creative and critical thinking is employed through the use of project-based learning strategies, which also enhance the learning in the more traditional curriculum blocks
- All students are encouraged to use technology effectively as every student is enrolled in a Digital Media course where they learn how to use technology tools to enhance their learning
- Students are able to work in a variety of groupings – individual, small group and large group based on interest and need
- Students are involved in many, open and varied discussions and school meetings where the students develop a feeling of connectedness to their school and the adults who work with them in this setting
- School culture is enhanced with the small enrollment and varied activities where students, teachers, administration and the secretary are continually working together to develop respectful, collegial relationships
- Presentations of Learning occur where students have a voice in showing what they have learned and how they have learned it
- Student Digital Portfolio on Google Classroom Profiles. Students are using this platform to create a portfolio of their work in hopes that they will use this for their Capstone Presentation in Grade 12.

3. **Staff Collaboration:**

- We arranged for all teachers to enjoy a common prep time schedule, which enables them to collaborate to plan and monitor the interdisciplinary projects. Teachers report that collaboration is essential to the smooth operation of project-based learning and the ELC.
- We meet every morning for 15 minutes to debrief the day and the week ahead. This meeting is very important in keeping the communication lines open to all involved.

4. **The Importance of “The Mask” project.**

- Each year we start with this PBL project that helps set the culture in our campus. Students and teachers answer the essential question: **What determines who you are and who you become?** Students/Teachers create a plaster mask that shows who you are as a person. Through reading and discussing the idea of ‘identity’, students will incorporate aspects of their life into the elements represented on the finished mask. For example: values, beliefs, hopes, dreams, future aspirations, powerful events that happened, significant people, favorite sports, foods, quotes and metaphors or visuals with a deeper meaning. At the end of the project the students present their mask to their community group. Teachers will also present their masks to the students.
- Teaching the PBL steps is secondary
 - Working in groups
 - Learning how to critique and to be critiqued
 - Learning how to present their learning
 - Learning how to reflect on how far they have progressed as there is an end of year reflection based on their mask - what would you change on your mask, if you were to create this mask now?



- Learning about the identity of each student and teacher in the school is of primary importance
 - Respect and acceptance
 - Developing community
 - Learning about the individual 'life stories' of others
 - Helps teachers 'teach' for individual differences when they know a student more deeply
 - Helps teachers meet kids where they are to help them develop
 - Helps teachers understand each child as an individual, then as part of their class - student and class profiles (reviews)
- Class Profiles: All the staff get together and create class profiles on each of the 6 community groups.
- Community Groups: 6 cohorts of students who have one main teacher who is responsible for their PBL projects, liaison with home and teaches them one of their core subjects. These community groups become very close as they work, learn and play together.

Evidence:

1. Many individual student stories and video testimonials.
2. Satisfaction Surveys:
 - a. Office referrals
 - b. I have opportunities to be creative
 - c. Healthy Living
 - d. 21st Century Learning
 - e. Do you feel bullied, welcome, safe at school?
 - f. School Environment: Like school, teacher help, treated fairly, adults care
3. UDL - Block One: Social and Emotional Learning, the ELC is proud of the inclusive community culture that it builds each year. According to Jennifer Katz, this type of culture is linked to student improvement or achievement.
4. Possible future data points might be:
 - a. Core competency student self assessments
 - b. Artifacts relating to the strategies for each goal example: Integrating technology - there might be a link to a technological artifact that a student has created to show his learning
 - c. Maybe some numerical data to show how different populations are doing at the ELC with this emphasis on inclusion, UDL, LAT in-class supports etc. How are the students with learning disabilities doing? Or ELL needs? Or our Aboriginal students?
 - d. Look at Grade 9 literacy and numeracy data to develop an action plan for students who have received a C- or less.
 - e. Choose one PBL project a year to discuss and design UDL lessons and rubric

Communication Plan

1. Plan shared with Parent Advisory Committee
2. Plan placed on school website



Dashboard Markers

1. "Learning Survey" and "School Connectedness Survey" Trends

| Grade 10 Learning Survey Questions: | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|----------------|----------------|----------------|----------------|----------------|
| Do you feel welcome at school? (Many + All) | 51% | 58% | 60% | 54% | 52% |
| Do you like school? (Many + All) | 36% | 36% | 39% | 30% | 31% |
| Do you feel safe at school (Many + All) | 60% | 66% | 72% | 71% | 65% |
| Are you satisfied that school is preparing you for a job in the future? | 45% | 38% | 32% | 32% | 40% |
| Are you satisfied that school is preparing you for post-secondary education? | 48% | 42% | 36% | 38% | 53% |
| Grade 12 Learning Survey Questions: | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Do you feel welcome at school? (Many + All) | 66% | 58% | 66% | 60% | 53% |
| Do you like school? (Many + All) | 41% | 36% | 52% | 41% | 35% |
| Do you feel safe at school (Many + All) | 71% | 69% | 81% | 71% | 70% |
| Are you satisfied that school is preparing you for a job in the future? | 30% | 34% | 31% | 29% | 27% |
| Are you satisfied that school is preparing you for post-secondary education? | 44% | 46% | 39% | 41% | 35% |

| SCHOOL CONNECTEDNESS SURVEY (FALL 2019) | GR 10 (/169) | GR 11 (/275) | GRADE 12 (/264) |
|--|----------------------|----------------------|-------------------------|
| Teachers at NPSS treat students fairly | 59.7% | 43.2% | 54.1% |
| I feel that my contributions to NPSS are valued | 27.8% | 17.8% | 25.3% |
| I have pride in my school | 37.3% | 25.4% | 33.7% |
| Teachers at NPSS care about me | 46.2% | 33.7% | 45.5% |



| ELC Grade 10 Learning Survey Questions: | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| Do you feel welcome at school? (Many + All) | 86% | 86% | 72% | 82% | 82% | 71% |
| Do you like school? (Many + All) | 52% | 52% | 42% | 55% | 64% | 48% |
| Do you feel safe at school (Many + All) | 86% | 84% | 80% | 80% | 81% | 74% |
| At school, rules and expectations for behaviour are clear (for example school rules or code of conduct). | 90% | 84% | 78% | 82% | 84% | 73% |
| At school are you bullied, teased or picked on? | 8% | 4% | 5% | 3% | 3% | 8% |
| At school do you get exercise? 2013-2016 (Many+All) | 86% | 91% | 84% | 91% | | |
| At school, I am learning how to care for my physical health. 2017 and 2018 (agree and Strongly agree) | | | | | 68% | 62% |
| Do your teachers and staff at your school promote healthy behaviour? 2013-2016 (Many+All) | 60% | 62% | 77% | 82% | | |
| At school, I am learning how to care for my mental health. 2017 and 2018 (agree and Strongly agree) | | | | | 48% | 44% |
| At school, do you get to work together on projects with your classmates? | 85% | 90% | 80% | 89% | 90% | 89% |



| | | | | | | |
|---|-----|-----|------------------------------|-----|-----|-----|
| At school, are you learning ways to be more creative? | 94% | 96% | 93% | N/A | 84% | 77% |
| Are you satisfied that school is preparing you for a job in the future? | N/A | N/A | N/A | 44% | 49% | 34% |
| Are you satisfied that school is preparing you for post-secondary education? | N/A | N/A | N/A | 61% | 54% | 49% |
| At school, how many adults do feel care for you? (2 or more) | 82% | 86% | 82% | 86% | 86% | 79% |
| Do adults at your school treat you fairly? | 68% | 70% | 61% | 72% | 78% | 61% |
| Do teachers help you with your school work when you need it? 2013-2016 (Many+All) | 84% | 84% | 76% | 75% | | |
| How many teachers help you with your school work when you need it? (Many+All) | | | | | 85% | 76% |
| <u>ELC : SCHOOL CONNECTEDNESS SURVEY (FALL 2018)</u> | | | <u>GRADE 10 (171)</u> | | | |
| I feel safe at school (always) | | | 67.3% | | | |
| If there's a problem at school I can talk to at least one trusted adult (always) | | | 57.3% | | | |
| Adults at school treat me with respect(always) | | | 76% | | | |



2. Grad Rates for all students

| | | Six-Year Completion | |
|--------------|---------|--------------------------------|-------------|
| | | Cohort Size | Rate |
| | | # | % |
| All Students | 2014/15 | 557 | 67.6 |
| | 2015/16 | 534 | 68.4 |
| | 2016/17 | 500 | 75.6 |
| | 2017/18 | 474 | 76.7 |
| | 2018/19 | 510 | 76.8 |

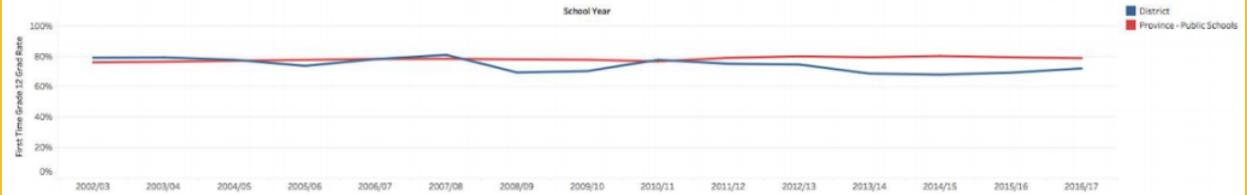


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|------------|---------|-----|------|------------------|---------|----|------|
| Indigenous | 2014/15 | 114 | 54.9 | Special Needs | 2014/15 | 68 | 33.9 |
| | 2015/16 | 103 | 44.0 | | 2015/16 | 74 | 41.2 |
| | 2016/17 | 109 | 64.8 | | 2016/17 | 84 | 56.0 |
| | 2017/18 | 100 | 64.2 | | 2017/18 | 66 | 52.9 |
| | 2018/19 | 105 | 65.4 | | 2018/19 | 60 | 61.7 |



First Time Grade 12 graduation

First Time Grade 12 Grade



6 Year Grad Rate: Indigenous

Completion Rate: 6 Year Model



3 . Numeracy Assessment Trends

2018 Math Report Card Marks: C+ or better

Math C+ or Better 2018

