

School Plan for Student Learning

2017-2021



Mackenzie Secondary School Profile

SABRES: Striving for Achievement, Belonging, Respect, Empathy, and Social responsibility



Mackenzie Secondary School is situated in the Rocky Mountain Trench on the traditional territory of the McLeod Lake Indian Band. We are the sole high school of 244 grade 7 through 12 students in a community of 4000. Teaching and support staff number 31 to include a principal, vice principal, youth care worker, aboriginal education worker, SASO, educational assistants. This year we have structured or administration support to allow our vice principal to focus on middle years to grade 9.

This is the third year as a grade 7 to 12 school, with a strong focus on the integration of a grade 7/ 8 middle years program. This program offers core course yearlong instruction with two teachers for each grade range. Every student receives 4 exploration blocks over the course of the year.

Community support is exceptional in supporting curricular and extra-curricular events. As a community dependent on the forest industry, we have witnessed a positive influence with respect to industry support for education. Economic impacts in the forest sector leaves significant fluctuation in student population and uncertainty and instability with our extended families. We also experience a significant movement of students in and out of our community as Mackenzie has high employment but is often not the destination for families.

Our distance from Prince George can create some challenges in providing in-service and professional development for our staff -however multi-point video conferencing and a focus on rural education has made conferencing accessible and necessary.

Teacher driven collaboration meetings connect staff every Wednesday (with an early student dismissal). This model has encouraged support from senior teachers in leadership and mentorship roles and enabled all staff to engage in their own learning, to research and implement better instructional practices, and to focus on increasing student success. This model was reviewed and found to be positive and effective for veteran and new staff alike.

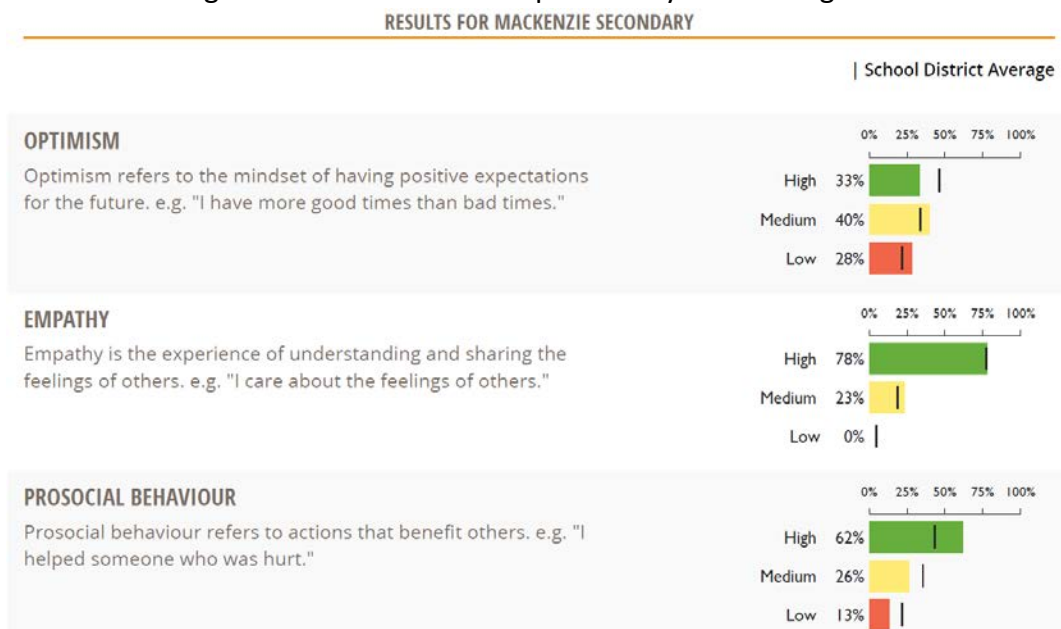
Demographic	14/15	15/16	16/17	17/18	18/19	19/20
Enrollment FTE	206.4	204.3	216	258	252	244
Aboriginal	77	73	78	86	90	67
Special Needs	29	23	26	32	32	37
Core French	70	73	87	119	119	121

Data Summary

As provincial assessment evolve, we chose not to compare old data that has no relevance to current indicators. New indicators will see us using the Provincial Numeracy Assessment and upcoming Literacy assessment to track improvement over time.

We will begin to track more closely student involvement in various programs and opportunities offered as an extension of the school experience.

Some interesting data is evident in the Middle Years Development Index (MDI), a survey completed by all grade 7 students in the District. Looking at the following data helps us determine where we can affect changes and where our assumptions may be challenged.



The above sample may reflect the economic uncertainty in our community, and yet demonstrates an interesting prosocial result.

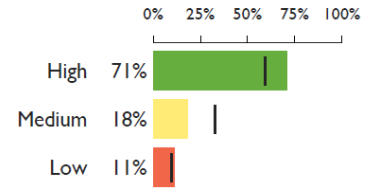
The example below speaks to a higher than district average of students who feel connected to an adult at the school, yet lower than average with adults at home.



CONNECTEDNESS WITH ADULTS

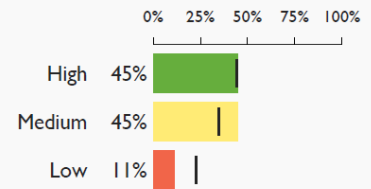
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



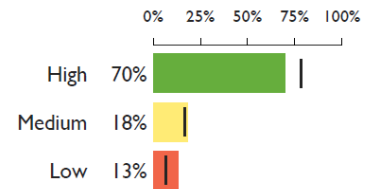
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."

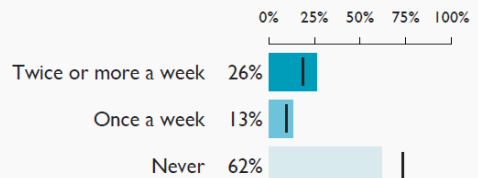


One perception that is often echoed in this community is a lack of opportunities for youth as compared to larger centers, the following questions will be interesting to track with future grade 7 students, and possibly with the student learning survey.

| School District Average

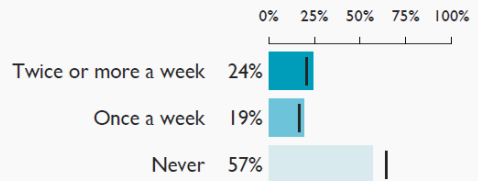
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



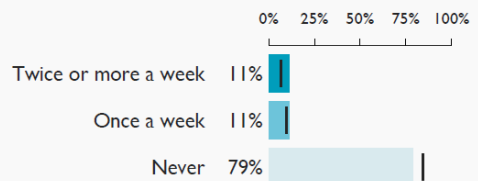
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



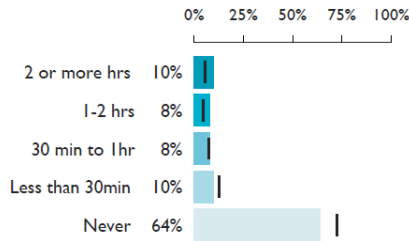
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.

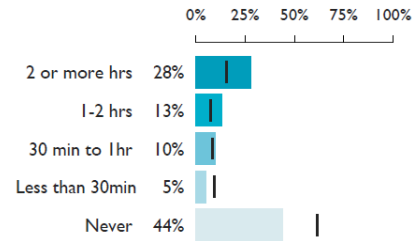


WORKING & VOLUNTEERING

VOLUNTEER



WORK AT A JOB



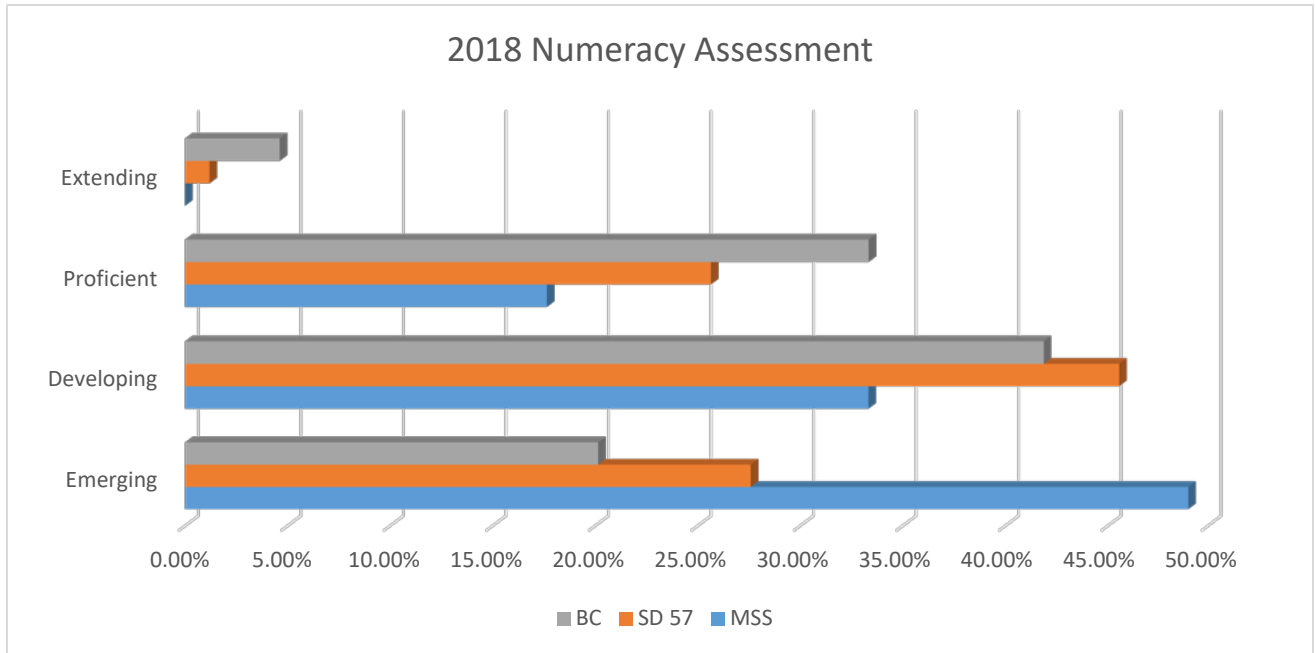
First Time Grad Rates

Date	Gr 12	Aboriginal first-time grad rate	Gr 12	All Students first- time grad rate
2011-2012	13	62%	49	76%
2012-2013	11	55%	47	72%
2013-2014	14	64%	43	72%
2014-2015	14	71%	43	77%
2015-2016	12	67%	30	80%
2016-2017			45	69%
2017-2018				
2018-2019				

Comments

Our data demonstrates a consistently high and stable aboriginal graduation rate and a slight increase over time for aboriginal first-time graduation rates. Our Aboriginal Education worker provides opportunities for cultural field trips and visits from McLeod Lake Indian Band Elders. Our strong program works in the classroom with classroom teachers at many levels, from whole class circle exercises to individual personal and academic support.





Middle Years Grade 8 2019-2020		
<i>Mackenzie Secondary</i>	Grade Level	% of Students Meeting Expectations
Numeracy		
<i>FSA</i>	7	51%
Writing		
<i>FSA</i>	7	64%
Reading		
<i>FSA</i>	7	71%

Our Provincial numeracy assessment results are something we will need to follow and address, more results will provide more accurate data, currently this is based on 51 completed assessments. The FSA results also indicate numeracy as an area of concern.





ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



School Specific Goals

- Student achievement on all BC Education assessments and selected District-wide longitudinal benchmark assessments will meet or exceed grade level or IEP expectations



ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- Students will choose and display behaviours that demonstrate respect for self, others and the environment

SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

- Increase opportunities for parents and community members to be actively engaged in learning and connect with students both in the school, and in the community





INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



School Specific Goals

- Increase the frequency of restorative conversations and practice
- Continue to develop our relationship with the Mcleod Lake Indian Band while making connections to our local education agreement
- Increase culture and language opportunities



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

- All students can clearly communicate their Career Pathways to school staff.
- All students are aware of the opportunities available to them in their local community.
- Students can articulate either written or verbally their developing skill sets and link them to an Open Door Academic Plan evidenced in My Blueprint





TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- Student Support Services (SSS) will provide a proactive approach to service delivery that focuses on prevention and early intervention of educational problems
- Community School Coordinator will lead both schools in the form of monthly Community Support Meetings involving RCMP, MCFD, Mackenzie Counselling, Northern Health, Youth Care worker, Counsellor,

Summary

As a rural school, we benefit from local community support, struggle with distance to the larger school community, and are learning to adapt teaching skills to today's student needs. We recognize the need to bridge the gap for transitioning students, and we are focusing on social emotional to self-regulated learning. We will support inquiry, discovery and learning through skills, trades and career programs. Teachers will continue to support students in literacy and numeracy through Math Labs, Friday I block, Academic support Flex option, Wednesday early release after school support, targeted In Progress support (I-Guy) Students are monitored throughout the school year, and interventions are used for students who are struggling. School Leadership class is being offered and will support a positive learning environment. This year we hoping to provide an additional aboriginal education worker; this full program will implement ways to incorporate and build restitution and restorative practice skills in the classroom, focusing on our local education agreement. Teacher collaboration, team building and school culture are areas under development.

