



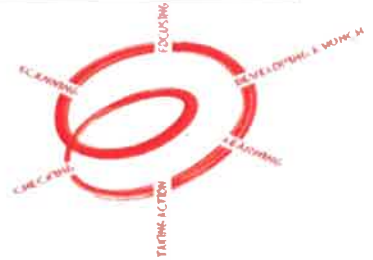
Coast Mountains Board of Education School District 82

School Growth Plan 2018-2019

SCHOOL GROWTH PLAN
TO SUPERINTENDENT OF SCHOOLS
& SCHOOL BOARD TRUSTEES

June 2018

MOUNT ELIZABETH MIDDLE SECONDARY SCHOOL



SCHOOL MISSION STATEMENT: "Success For All Learners"

MOUNT ELIZABETH MIDDLE/SECONDARY SCHOOL MISSION STATEMENT

We at Mount Elizabeth Middle Secondary School believe in an environment in which self-respect and respect for others are developed as we strive for personal and academic excellence. We are committed to:

1. building capacity for all learners in a collaborative culture intent on maintaining positive connections
2. supporting student centred strategies that promote inquiry, engagement, and a love of learning.

MOUNT ELIZABETH MIDDLE/SECONDARY SCHOOL

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Telephone: (250) 632-6174

Website: <http://mtelizabeth.cmsd82.bc.ca>

SCHOOL PROFILE:

Mount Elizabeth is a dual track (English/French Immersion) grade 7-8 Middle School and dual track grade 9-12 (English/French Immersion) Secondary School located in Northwest British Columbia in the city of Kitimat. Mount Elizabeth receives students from four feeder schools. Nechako Elementary, Kildala Elementary, Haisla Community School and St. Anthony's School.

The student population in September 2018 is estimated to be approximately 448 students with 55 staff members. Currently we have 220 male students and 228 female students enrolled at MEMSS. We have a large population of Aboriginal Learners (26%) and 76 identified learners. Next year we are projecting to have 73 - Grade 7 students, 79 - Grade 8 students, 81 - Grade 9 students, 65 - Grade 10 students, 73 - Grade 11 students and 85 - Grade 12 students. In French Immersion we will have 10 - Grade 7 students, 3 - Grade 8 students, 10 - Grade 9 students, 1 - Grade 10 student, 4 - Grade 11 students and 7- Grade 12 students.

Our school provides many educational programs and extra-curricular activities. Programs include Academic, Outdoor Education, Physical Education, Home Economics, Technical Education, French Immersion, Fine Arts, ACE IT, Secondary School Apprenticeship, Special Education, Community Link, First Nation workers, Modern Languages, Middle School, Career Education Planning, and Personal Wellness Initiatives.

SCHOOL GOALS:

1. Scanning: What's going on for your learners? How do you know?

- *What student achievement evidence are you looking at? Include specific results.*
- *What are the daily experiences for the learners?*
- *What are the opportunities to develop a deeper understanding of Indigenous ways of knowing?*

Mount Elizabeth Middle/Secondary School strives to meet the needs of learners of grades 7 -12 in the community of Kitimat and Kitamaat Village.

The evidence that we consider includes:

- Report Cards
- Graduation rates
- Provincial Exam Results
- FSA Results
- Attendance
- School Based Team meetings
- Office Referrals
- Interagency meetings
- Year end IEP reviews/Student Intervention tracking
- Student Learning Surveys
- Student Forum Feedback
- Numeracy results

This spring our school completed another School Wide Write for Grades 7-10 and Diagnostic Math Assessment for Grades 7-9. This has enabled us to track the progress of cohorts with respect to the literacy and numeracy skills of our learners, guiding us in the planning and development of interventions for specific students as we work toward the ultimate goal of “destination dogwood” for all learners.

Aboriginal Learners comprise 23% of the learners at Mount Elizabeth. We are living in an environment that is deeply steeped in Aboriginal Culture. Focussing on Aboriginal ways of knowing and Aboriginal ways of learning is key for our student population. Opportunities which develop a deeper understanding of indigenous ways of knowing are being provided through course offerings such as English First Peoples 10 -12 which Mount Elizabeth has been offering for 6 years now.

Students have access to the Cultural Room where we have two First Nations Support Workers. Elders and First Nations role models have been brought into the school to share stories of success and to facilitate and lead a variety of activities such as Aboriginal Day Celebrations, button blankets, drum making, dream catchers, fried bread making and dancing. We have been actively developing and will continue to foster a strong Aboriginal Cultural component at Mount Elizabeth.

We will continue to increase visibility of the Haisla culture within our school, nurturing the sense of belonging for our Aboriginal learners and supporting our Haisla (Aboriginal) perspectives. We will continue to provide opportunity and encouragement for our senior aboriginal students to work with younger students in a learning assistance/role model function as teacher assistants. We are committed to integrating First Peoples Principles of learning across all curricular areas.

2. **Focusing:** Where does your focus need to be? What is your specific inquiry question? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

The Mount Elizabeth staff recognizes the importance of building relationships with students and providing educational experiences which enhance engagement. Continuing to build cultural awareness and develop intervention strategies to create a sense of belonging at Mount Elizabeth will help to address the issue.

We will continue to focus our efforts on student engagement and a sense of belonging while taking into consideration the feedback from the student forum. One theme from student forum was that students did not feel that they knew about the FPPL other than, as Jo Chrono has stated, “them being just a poster on the wall”. Staff discussed this and have brainstormed ways that we can help students to develop an awareness and understanding of the principles. We have also committed to having this be a part of our inquiry question.

One activity that we are looking forward to in October 2018 is having Brad Marsden visit our school and work with students on the effects of residential schools on community.

The question that will lead our growth is:

“How can the Mount Elizabeth staff continue to build a sense of belonging and develop an awareness about the First Peoples Principles of Learning in our school population in order to continue improvement in graduation rates and student achievement?”

We will continue to observe, discuss and review relevant data. We want to ensure that students have a growth mindset allowing them to see themselves as learners, nurturing the belief that success is within their reach and that everyone has the capacity to learn.

3. **Developing a Hunch:** What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

Finding ways to improve student engagement will help to develop a stronger connection to the school, improve the sense of belonging and lead to greater academic success for our learners. Staff recognizes that many of our students are hands on learners and that it is important for teaching styles to reflect learning styles, thus leading to the focus on experiential learning. This is in keeping with the BC Curriculum Redesign.

4. **Professional Learning:** What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

The staff has expressed an interest in learning more about student centered (experiential) learning and wish to explore and examine ways to develop cross curricular activities. The staff will continue to work as a team to develop a comprehensive professional learning plan, identifying the tools, support and professional development required to meet the needs of the students.

Administration will continue to provide opportunities during staff meetings for meaningful discussion around student learning. This will provide staff with further opportunity to work collaboratively to address professional learning with a goal of increasing student engagement.

5. **Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of **Response To Intervention**)
 - *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
 - *How are you communicating this to parents and incorporating their feedback?*

Through the Appreciative Inquiry process, dialogue and collaboration will enhance student learning and staff professional growth.

The scheduling for this coming year has been arranged so that our Middle School homeroom teachers have a common preparation time. This preparation time will alternate throughout the school year with an RTI (literacy and numeracy) block.

Mount Elizabeth staff will continue to build on its team approach where the student is the center. We will continue working to ensure that every student has a connection with at least two adults in the building because we know that a student who feels a sense of belonging will have a greater chance of being successful and graduating with dignity, purpose and options.

We will work to incorporate experiential learning into our practice. An experiential love of learning increases the opportunity to establish connections and promotes intrinsic motivation.

Keeping parents informed about new initiatives and student learning. We will do this regularly through PAC meetings, newsletters, informal conversations, the school website as well as our social media platforms (School Facebook page and Twitter account).

Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

- *When will you check in and how often?*
- *How can you do it in a way that allows for immediate adjustment?*

As a school team we will know that we are making a difference when students are having conversations about what they are learning, how they are doing with it, and where they are going with their learning.

We will continue:

- with School Wide Writes, having teachers administer and assess these writes as a team at different times throughout the school year. These writes will be scheduled so that progress can be determined and appropriate interventions can be put into place for students who are at risk and need to build skills as well as those who will benefit from enrichment.
- to have our First Nations Support workers track, make connections and build relationships with students and parents in our Aboriginal community. We have found that their role is invaluable as they work directly with teachers to ensure that students are following their education plans and that parents are being kept informed about their child's progress. This tracking has allowed us to identify those students who are socially and/or academically at risk and to put interventions in place in a timely fashion.
- to gather Staff feedback around student learning through Staff meetings, Department Head Meetings, Department Meetings and School Based Team Meetings.
- to monitor attendance data and ensure that contact with home is made regarding attendance.
- to examine patterns in the data provided by the Ministry of education and use this data to put interventions in place for our students to ensure that they are on track for graduation.
- to continue to hold student forums which focus on student voice and use this feedback to guide practice
- to continue to have meetings with the Haisla Education Coordinators twice/three times a year as per the LEA to discuss the progress and education plans of our Haisla students and invite the coordinators (with parent permission) to take part in student case reviews and planning meetings throughout the school year

Geraldine Lawlor - Principal

