



Mount Sentinel
Secondary School



SD 8 - Kootenay Lake Strategic Plan 2018 - 2021


District and School Mission: We focus on excellence for all learners in a nurturing environment.


At Mount Sentinel, we further strive to graduate 100% of our students with dignity, purpose, skills and options.

Framework for Enhancing Student Learning: System-wide focus on intellectual, human & social, and career development Multi-year district and school plans, updated annually System-wide capacity building: team-based supports focused on continuous improvement Meaningful and effective evidence reported annually				
	Focus Area #1	Focus Area #2	Focus Area #3	Focus Area #4
School Improvement Plans Focus Areas →	Literacy, Numeracy and Transitions	Trades, Arts, Athletics, Language	Service and Environment	Mental Health, Wellness, and Physical Literacy
Board Goals	Learning	Organizational Excellence	Engagement	Relationships
Student Expectations	Educational Success	Creativity and Imagination	Engaged Citizenship	Resilience
Aboriginal Enhancement Agreement Goals	Academic Success	Awareness of History Culture and Identity	Connections between Aboriginal student, families, communities, and school	Beliefs, Pride, Identity
Parent/Guardian and Community	Education Pre-K to post secondary transitions	Extra-Curricular Activities	PACs, DPAC, BCCPAC	Nutrition Sleep and Home
Possible Data Sources	Grad Rates Satisfaction Surveys (academic perception questions) Transitions to Post-Sec & Career FSA FSA - Cohorts FSA - Numeracy FSA - Literacy Past provincial exams	- Anecdotal Examples - % of students who participate in programs, courses etc. - Qualitative Data: photos Videos, Student Voice etc. - Transition numbers to specialized programs.	- Participation on Student Council, Student Voice/Leadership - Presentation to PAC, DPAC, Board of Education - Participation in Aboriginal Leadership & other courses - Participation in District PowWow	EDI MDI

<p>Current Practice and Celebrations</p>	<ul style="list-style-type: none"> - Math Club - numeracy - 2 + Math specialists - should see an increase of achievement in Math and consistent team/department/vocab/language - English & Drama Department collaboration - Reading Power - Cross Curricular - Consistent high standards/expectations - Access to support, technology, tutor etc. - Increased Indigenous texts for English/Drama 	<ul style="list-style-type: none"> - Academy - Sports teams - Foods program - Mano Unidas - Green Team - Clubs outside of timetable - staff involved in many ways - Drama, art and wood working - Wildcat TV - Window Displays - Calculus 12! - Cats Cookout - School Traditions - Sports Day - Sustainable Resources Course - Borsch and Bannock 	<ul style="list-style-type: none"> - Green Team- Bees! - Junction Church - Red Cross Leadership Training - Student Council - USCC Youth Council - Mexico Service trip - Athletic Student Score Keepers - Student Voice - intergenerational Cafe - Student presentations to SD Board - Coaching outside of school - Volunteer Fire department - Mountain Lakes reading with Seniors - Canteen workers - C.A.G. - Sewing traditional clothing - Jesse Halton, teacher for the Slocan Valley Family of Schools - Aboriginal content in Socials and English - Blade Runners - Job Training Program - Aboriginal Leadership Awards (A.G. last year) 	<ul style="list-style-type: none"> - In school wellness centre - nurse - Mental wellness week - After school team sports - awareness, - Provide encouragement (short term goals)
<p>What is the data telling us?</p>	<p>FSA - numeracy & literacy results drop from Grade 4 - Grade 7 ■ Science Provincial Exam - achievement with females are consistent. Boys have dropped recently in both passing and achievement. ■ English Provincial 10 - very few student achieving A's. ■ English Provincial 10 - 93% are passing ■ Overall success on standardized tests are higher for females than males ■ Student survey - only 33% felt all staff treated students fairly (Grade 10-12)</p>	<p>Need music, participation in sports teams, more varied club opportunities (chess, debate, field hockey) ■ Cultivate more varied athletic options. Clubs - green team integrated into courses (AB.Ed connections) ■ Track % of enrolment year to year from inside/outside sport participation, track fitness testing results, track via student satisfaction survey and EDI results, year to year.</p>	<p>How can we authenticate these data sources? ■ How do we evaluate engagement for real? ■ Participation in School Clubs</p>	<p>Music/arts missing in our community (school and home) (lack of perceived interest) ■ Very positive connections and relationships (prosocial stuff) ■ Barriers to post-secondary participation (busing/cost) ■ Perseverance - self reported is low, self-regulation skills ■ Increase integration of art and music as a goal? ■ What is our university/college entry rate? 97% plan to attend - are they successful there?</p>

Annual Goals and Objectives				
Year 1	Goal 1: We want to improve the literacy skills of all students - focus on reading.	Goal 2: Use staff collaboration to provide creative, cross curricular learning opportunities to increase relevancy and improve literacy and numeracy learning.	Goal 3: Create new, multi-aged, experiential learning opportunities for increased engagement in students, the staff & community. A Wildcat block.	Goal 4: Improve learners' capacity for self-regulation through 3 objectives.
Measurable Objectives: 	<i>Objective 1:</i> Focus on improving all students ability to read & make meaning of graphic organizers	<i>Objective 1:</i> Form partners.	<i>Objective 1</i> Work with students & staff to create possible areas of interest for the development of a Wildcat block (X)	<i>Objective 1:</i> Focus on developing study skills to improve personal responsibility and organization.
	<i>Objective 2:</i> Create our own reading assessments with a focus on graphic organizers: <ol style="list-style-type: none"> 1. Gr.7-8 2. Gr.9-10 3. Gr.11-12 	<i>Objective 2:</i> Provide professional development and staff time to allow for backward design planning.	<i>Objective 2:</i> Determine areas of interest and strength within the community where they are willing to support and work with the school.	<i>Objective 2:</i> We will expand students' mental-emotional toolbox to manage anxiety and increase staff ability to recognize anxiety. .
	<i>Objective 3:</i> Have a school-wide write & a staff marking session	<i>Objective 3:</i> Look to results, reflection to consider deeper structural changes.	<i>Objective 3:</i> Develop a framework that will best fit the schools needs and be supported District wide including transportation.	<i>Objective 3:</i> We will use district wide resources to promote awareness and lead to appropriate cell phone use.
Action Plans and Timelines 	<i>Objective 1:</i> <ul style="list-style-type: none"> • Free up up interested teachers to work collaboratively to produce the 3 reading assessments <i>Objective 2:</i> <ul style="list-style-type: none"> • Set a time in the early Fall to introduce the reading assessment & then have all students write - staff to mark <i>Objective 3:</i> <ul style="list-style-type: none"> • Introduce strategies/techniques to help improve students abilities to read & understand graphic 	<i>Objective 1</i> <ul style="list-style-type: none"> • Have admin make partners based on timetabling, knowledge of staff, and staff input/preferences. • Staff would know partnerships at start of year. • Give each teacher pair 1 (partners for 1 semester, change partners for semester 2) • Partner groups equally divided among four LTeam members <i>Objective 2:</i> <ul style="list-style-type: none"> • Make time at staff meetings for 	<i>Objective 1:</i> <ul style="list-style-type: none"> • Poll students on interests and ask for suggestions for possible WCB experiences. How can we get you ALL involved? What do you NEED from your WCB experience? <i>Objective 2:</i> <ul style="list-style-type: none"> • Have a "sign up" assembly end of the second week of school. • Set a schedule for meeting 4-5x during the quarter for a full afternoon on Friday <i>Objective 3:</i>	Objective 1: <ul style="list-style-type: none"> • *How to Study- How to Organize* Student Pro-D - Rotating mini sessions in grade groups (7/8, 9/10, 11/12) Options: 1) Note Taking- Graphic Recording 2) Study Skills and Test Prep 3) Organization and Time Management 4) Surviving the Classroom - Focus 5) Communication Objective 2: <ul style="list-style-type: none"> • Summer Pro-D: ½ day devoted to Matti Hillman "Mental Health

	<p>organizers - teacher led</p> <p>Objective 4:</p> <ul style="list-style-type: none"> Set a time in late Spring to re-introduce the reading assessment & then have all students write - staff to mark <p>Objective 5:</p> <ul style="list-style-type: none"> At a staff meeting discuss the results, what worked/why & what didn't/why Make necessary adjustments for follow up 	<p>backward design planning.</p> <ul style="list-style-type: none"> Devote 45 mins of each staff meeting every month to planning, assessment, etc. Leadership Team will be responsible for conduit of communication/ issues/troubleshooting and will help with resources and assessment. 	<ul style="list-style-type: none"> Full schedule for each quarter throughout the year needs developing along with additional Prep included for each staff opposite their current Prep time 	<p>First Aid"</p> <ul style="list-style-type: none"> Or anyone available for how to identify anxiety in students. Grade 7 -Career Ed and P.E. Rotate kids to co-facilitate (Chris and Claire) lesson on anxiety, problem solving, coping, and stress reduction. <i>*Need time freed for Chris and Claire</i> in school timetable <ul style="list-style-type: none"> Gr 7- Mental health (Career Ed? Chris and Claire teach) 8- Puberty -Relationships -(Boys and Girls groups in PE) 9/10- Conversation peace (Planning ?) <p>Objective 3:</p> <ul style="list-style-type: none"> Students can create technology plans (coordinate with parents and teachers) Parent movie night - "Screenagers" Conversation facilitated by Scott Rothermel.
<p>Resources & Supports Needed</p> 	<p>- Sarah Wick, Martine Avis & Rachel Lacroix to provide leadership in this area for the rest of staff</p>	<ul style="list-style-type: none"> 2018/2019 teaching timetable Use of and access to staff google drive to organize all resources and plans Roving TTOC to provide release time for staff Provide each pair 1 block of release time for each teacher to either observe or plan (up to the pair) 	<ul style="list-style-type: none"> PAC, District & Transportation approval Use of transportation budget for travel Use of internal/district budget to purchase resources needed Time provided for students to fill out sign up google forms during school hours in homerooms Track attendance/engagement 	<p>Stuart Shanker Self-Regulation https://self-reg.ca/ Anxiety BC http://youth.anxietybc.com/- Executive Functioning - http://www.smartbutscatteredkids.com/ - Cell Phones and Youth Radio Program The White Hatter - Social Media Use https://www.thewhitehatter.ca/ Education Corner https://www.educationcorner.com/study-skills</p>

				<ul style="list-style-type: none"> - ½ day devoted to teacher prep for student pro d - ½ day devoted to Matti Hillman “Mental Health First Aid” Or anyone available for how to identify anxiety in students to educate staff. - Time for assembly. - -coordinate with DPAC to get movie to the school (before LVR!) - support from school district
<p>Data Sources & Measures of Success</p> 	<ul style="list-style-type: none"> • Anecdotal reflection from staff after a year of implementation • Assessment results for every student • Literacy exam results 	<ul style="list-style-type: none"> • Student Satisfaction Surveys to measure relevance • Literacy and Numeracy Assessment results • Enrollment #s in artistic/creative electives • Anecdotal professional reflection (How has practice changed, What new skills did you develop this year, etc) • Standardized Google Form response form for students and teachers • Student exemplars of work • Staff exemplars of work • Starting the year off planning in our teams. • A framework has been created for this goal to be met, but when asked “where is the bar set?” -- take an inquiry approach with the question: how did/does our collaboration enhance student learning? • I think it comes down to this: avoid prescriptive goals, but provide possible avenues (this is what your collaborative partnership <i>could</i> look like ...) 	<ul style="list-style-type: none"> • Student survey-are we using our resources to meet your needs • Number of students participating in activities • Parent satisfaction with breadth of opportunities provided to children • Are there novel offerings in the timetable that have good student uptake 	<ul style="list-style-type: none"> • Anecdotal reflection from staff after a year on all issues • Pre and post student (Sept, Feb, and June) self evaluation on skills and anxiety • Track referrals to office from Semester 1 to Semester 2 • Track referrals to Chris and Claire for anxiety related issues • Absences from Semester 1 to Semester 2 • Track academic success in postsecondary/ job success? (Goal 1) • *Current data on postsecondary attendance by grads • Art Therapy - Check for objectives

Critical Friends - provide feedback and ask thoughtful, reflective questions

Has the group clearly answered: “What are we doing in September?”

(Group 3) What can we do to ensure that Indigenous students feel included and how will Indigenous issues be included in curriculum?

(Group 4) How do we formatively assess students on their IEP goals?

(Group 4) Can collaboration be across the district(s) and/or the world?

(Group 3) Can we support collaboration with staff of other schools in and outside of our district?

(Group 3) Are there opportunities for team-building within the school with staff so that we can learn about their other skill-sets, areas of interest and/or expertise?

(Group 1) Will you pair up Literacy strengths with Numeracy strengths?

(Group 4) How do we get out into the community?
 Agreed - how can we **ENGAGE** more community in this learning (group 1)

Just want to see what **STUDENTS** would think of this goal? There a lot of things being offered and engagement is low - field trips, lunch hour things - do students **NEED** to do **LESS**? (Group 1)

“What can we do across our goals to make things fit **together**?” - Shellie

(g2) How do we create consistency with some of these ideas? (Technology)

(Group 3) How do we make sure students are showing up to their study-skills workshops? How are we holding them accountable? How are we motivating them to show up? (This is a current obstacle within the culture of our student body.) Maybe this should not be “Homeroom” style, but it should be paired with their class that is best-suited to that particular study skill.
 -But how do we ensure we reach all students if only some teachers are involved?

This looks good - (Group 1)I wonder about having a study group mini rotation on the WHY learning is important?