School District No. 8 (Kootenay Lake)
School Learning Plan Template

Mount Sentinel Secondary School

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: **May, 2024**   **School:**   **Mount Sentinel Secondary School**

Vision

Our vision for learning is to create a school culture where every student feels valued, connected, and empowered. We develop thoughtful leaders and responsible citizens by embracing innovative and inclusive practices. We prepare our learners to thrive as engaged, compassionate community members in a dynamic world.

School Profile

Mount Sentinel is located at the southern end of the valley and the beautiful Slocan River. With a projected enrolment of 285 students from grade 7 to 12, the catchment area of the school extends for 65 kilometers along Highway 6 from South Slocan, north, to the village of Slocan. Mt. Sentinel is considered the graduating school for students who may transition from one of our three family of schools. The majority of our learners transition from elementary school in Grade 6 to start high school in our Middle Years Program. Another important transition time for students in the is when they leave W.E. Grahm at the end of their Grade 8 year or the Valhalla Wilderness program at the end of Grade 10.

We also welcome students from the Nelson to Castlegar corridor and students who live outside of our District catchment from the communities of the Playmor Junction, Pass Creek, Shoreacres, Glade, and Thrums. The registration of these students provides a new opportunity for families who are looking for a school that provides a welcoming, student centered learning environment that is closer to home than their own District catchment school.

We are in year two of our new Middle Years Program recognizing the importance of supporting our youngest learners transitioning from elementary school to a high school setting. Our program redesign had many celebrations in year one, experienced some shifting sands with significant staffing changes in year two, and we are at that time of year that we are reflecting on our learning from year one and two to continue building the program around the needs of our students.

As a small rural high school, we creatively offer a full grad program and with specialty programs of choice like our Film Academy, Sequoia Alternate Program, and a new mini-academy style course – ORCA, where outdoor education meets the culinary arts.

At Mt. Sentinel we strive to "Give our Best" in all that we do.   We are proud of our learners, our staff and the community that we create at Mt. Sentinel. We have much to celebrate, we have focus areas for growth and we are excited to focus on our next steps as we continue to work on our school learning plan.

Consultation Process

Staff

The learning and work of the school plan is embedded in our shared professional learning and time in our monthly staff meetings. Teachers who hold positions on the Leadership Team (Positions of Special Responsibility) work collaboratively with the school Principal and Vice Principal to lead this learning and work. The staff engage in

Students

Students are actively included in our school planning process. They provide valuable feedback via ministry and school-developed surveys, ensuring their voices are heard in decision-making. Student trustees, student council, and our student voice group play pivotal roles in offering leadership and mentorship. These groups support initiatives and activities that align with our school goals and district vision and mission. Their involvement ensures that student perspectives are integral to our planning and implementation processes. By engaging students in this way, we foster a collaborative and inclusive school environment and culture.

Parents

Parents are actively included in our school planning process through several key opportunities. They provide feedback via ministry and school-developed surveys, ensuring their perspectives are considered in decision-making. At our monthly Parent Advisory Council (PAC) meetings, the Principal presents a report that includes updates on learning initiatives aligned with the district's strategic priorities. This report helps parents understand the five district priorities and how our school-specific goals align with the

district's strategic plan. By keeping parents informed and involved, we ensure transparency and foster a collaborative environment. This ongoing engagement helps us better support our students' educational experiences.

Indigenous Representation

Indigenous representation is a vital part of our school planning process, with our Indigenous Academic Success Teacher playing a key role as a staff member. They provide leadership in Indigenizing our curriculum, ensuring it includes Indigenous perspectives and knowledge. Working alongside classroom teachers, they support Indigenous learners in meeting their academic goals. They also help us track data and monitor student success, ensuring targeted support where needed. Additionally, they align our efforts with district goals for Indigenous learners and education. Our next step involves inviting Indigenous stakeholders from our community to help us answer crucial questions: What's going on for our learners? How do we know? Why does this matter? This collaboration will further enrich our understanding and support of Indigenous students.

Coherence and Alignment
Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

Literacy

Goal Statement

Improve literacy proficiency for all learners.

Where We Are At

Literacy Data (Include provincial, district, and school level data as available)

Literacy 10		
January 2024 Sample Size	19	
Extending	0	
Proficient	14	95%
Developing	4	
Emerging	1	

* June Graduation assessment data not available at the time of publishing this report. The completion of the June assessment will enable us to review the data for the entire Grade 10 and Grade 12 cohorts.

Grade 10 - School Literacy Assessment		
October 2023 Sample Size	43	
Extending	2	
Proficient	21	81%
Developing	14	
Emerging	5	

Grade 10 - School Literacy Assessment		
May 2024 Sample Size	40	
Extending	2	
Proficient	22	85%
Developing	12	
Emerging	4	

Analysis (What objective trends do we see based on the data?)

We've observed significant year-over-year growth in our students' literacy skills. This year, half of our students in Grade 12 and Grade 10 completed the literacy assessment in January the remaining students will be completing this week. You will note that in both Literacy 12 and Literacy 10 the majority of our learners are demonstrating proficiency with 96% and 95% of our students demonstrating proficiency or developing in Literacy 12 and Literacy 10 respectively.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

Continuous tracking and assessment have allowed us to identify areas of improvement and success. This growth demonstrates the effectiveness of our focused literacy initiatives and the hard work of our students and educators. This year, we introduced several new initiatives to further enhance our literacy program:

- Year-over-Year Tracking Sheet: This tool helps us systematically track student progress over time.
- Assessment administration Strategies : We implemented new strategies for administering assessments to improve reliability and validity.

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- Response Exemplars Pre-Assessment: Providing students with examples of high-quality responses before the assessment to set clear expectations.
- Student Feedback Form after Assessment: Collecting student feedback post-assessment to gain insights into their experiences and areas for improvement.

Our literacy snapshot data collection has evolved significantly over the past five years. We remain committed to preparing our students for success through targeted literacy initiatives and continuous improvement.

Target (Specific and measurable statement of the desired improvement)

By the end of the academic year, 95% of students in Grade 7 to 12 will achieve proficient or developing as measured by the combined school developed literacy assessment tool and the graduation and FSA assessment data. This target will be assessed using the updated year-over-year tracking sheet and will include the successful implementation of our new assessment administration strategies, response exemplars pre-assessment, and student feedback form post-assessment.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

At Mt. Sentinel we have had a multi-year literacy focus. This is year 5 of our commitment to working with our school developed assessment tool that now includes an opportunity for student self-reflection and feedback about their learning.

Our initial focus was on preparing students for the Grade 10 and 12 Provincial Literacy Assessments. We aimed to build skills in visual communication, particularly in decoding and constructing infographics. This foundation is crucial for helping students navigate and interpret complex visual data, a key skill for both the literacy and numeracy provincial assessments. As we progressed, we expanded our focus to include several key areas:

Reading Comprehension: Enhancing students' ability to understand and interpret written text.
Writing Structure: Teaching students how to organize their writing effectively.
Use of Evidence: Encouraging students to support their arguments and ideas with appropriate evidence.

These expanded focus areas aim to build a more comprehensive literacy skill set.
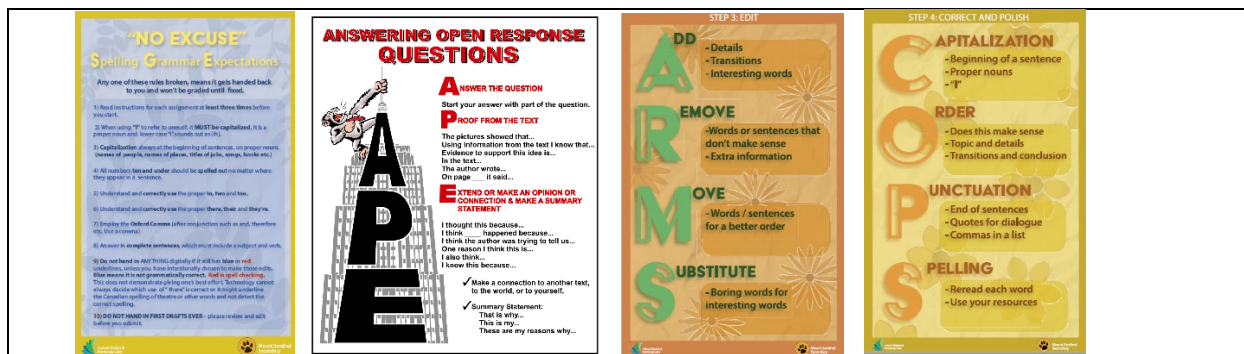
Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Continued work with staff to utilize exemplars of proficiency levels in all curricular areas. We are striving to develop assessment rubrics that can be used to assess literacy across the curriculum.

Student Learning (What student learning strategies will support meeting the target?)

- Direct teaching of how to answer written responses questions that demonstrate their understanding of the text or multiple texts
- Use of posters in all classrooms to have visual cues to help develop skills
- Provide exemplars to enable students to understand success criteria

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Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
With a school wide, cross curricular focus on literacy and related self-reflection, students will demonstrate increased proficiency on the related assessments.

Numeracy

Goal Statement
Improve numeracy proficiency for all learners.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

Numeracy 10	2020 - 2021				
n = 56	Emerging	Developing	Proficient	Extending	
total	16	35	4	1	
%	29%	63%	7%	2%	

Numeracy 10	2021 - 2022				
n = 46	Emerging	Developing	Proficient	Extending	NC
total	6	24	11	1	4
%	13%	52%	24%	2%	9%

Numeracy 10	2022 - 2023				
n = 41	Emerging	Developing	Proficient	Extending	NC
total	6	22	9	3	1
%	15%	54%	22%	7%	2%

Is your literacy improving?	Count	Percent	Valid Percent
At No Time	3	6%	6%
Few Times	1	2%	2%
Sometimes	12	24%	25%
Many Times	18	36%	38%
All of the Time	11	22%	23%
Don't know	2	4%	4%
No Answer	3	6%	0%
Total	50	100%	94%

Is your numeracy improving?	Count	Percent	Valid Percent
At No Time	5	10%	10%
Few Times	8	16%	17%
Sometimes	14	28%	29%
Many Times	9	18%	19%
All of the Time	7	14%	14%
Don't know	4	8%	8%
No Answer	3	6%	0%
Total	50	100%	94%

We are working to develop an in-house Student Learning Survey to find out how our kids feel about math, and their past experiences with math. Students in Grade 7 to 10 will complete the survey at the beginning and end of year to gauge how our learners are evolving in their mindset towards math throughout the year. Our hunch is that as students gain confidence in themselves are learners, we will see an increase in their willingness to explore, make mistakes, ask questions, and this will in turn enable them to gain fluency in their numeracy skills.

Analysis (What objective trends do we see based on the data?)

We noticed in our student learning survey data a markable difference in our learners' beliefs about their learning in literacy compared to numeracy. Students in grade 7, 10 and 12 noted that they didn't believe their numeracy skills were improving to the same degree as their literacy skills were improving. Based on FSA and Numeracy assessment data and the street data generated from classroom based formative and summative assessments, students are generally less confident and proficient in their numeracy skills.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

The strategies we are seeking to target are primarily steered at increasing active engagement and shifting mindsets. The thought is that if we give students tasks that promote reasoning, communicating/representing, and connecting/reflecting skills they will see math as relevant and useful. Putting the focus on the process of learning allows students to make connections to life beyond math class in terms of why math class is relevant.

Target (Specific and measurable statement of the desired improvement)

Shifting attitudes and mindsets in students Math/Numeracy learning by exploring teaching routines that increase relevancy and engagement. A part of this involves finding joy in teaching and learning math and making connections and seeing math in the world outside the classroom. By working with other schools, we hope to build cohesion and coherence between the Middle/Secondary teachers of the Slocan Valley Family of Schools.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

By focusing on increasing engagement and shifting mindsets in math learning, Mt. Sentinel can contribute to the district's goals of preparing students for success in school, career, and life.

Lifelong Learners:
- Shifting attitudes and mindsets in students' math learning by exploring teaching routines that increase relevancy and engagement promotes a growth mindset and a love for learning, essential qualities of lifelong learners.

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- By encouraging students to find joy in teaching and learning math and making connections to the world outside the classroom, the plan fosters a lifelong appreciation for mathematics and a curiosity to explore its applications in various contexts.

Connected Learners:

- Collaborating with other schools to build cohesion and coherence between middle/secondary teachers within the Slocan Valley Family of Schools fosters a sense of connection and shared purpose among educators, creating a supportive network for professional growth and student success.
- By promoting dialogue, communication, and reasoning through instructional routines like problem-based learning and number talks, the plan encourages collaboration and shared learning experiences among students, further strengthening connections within the learning community.

Caring and Inclusive Learning Culture:

- Focusing on increasing engagement and shifting mindsets in math learning demonstrates a commitment to creating a caring and inclusive learning culture where all students feel valued, supported, and empowered to succeed.
- By addressing students' beliefs about their numeracy skills and providing opportunities for them to develop confidence and proficiency in mathematics, the plan promotes equity and inclusivity in education, ensuring that all students have access to high-quality learning experiences.

Culture and Identity Development:

- Encouraging students to see math in the world outside the classroom and making connections to their daily lives promotes cultural awareness and identity development, allowing students to recognize the relevance and importance of mathematics in various cultural contexts.
- By fostering a positive attitude towards math and promoting a growth mindset, the plan supports students' cultural identity development by empowering them to see themselves as capable learners and contributors to their communities.

Career Development:

- Developing students' numeracy skills and promoting critical thinking, communication, and problem-solving abilities through math learning prepares them for future career pathways and success in a rapidly changing world.
- By focusing on teaching routines that increase relevancy and engagement in math learning, the plan equips students with essential skills and competencies that are in high demand in the workforce, ensuring their readiness for future career opportunities.

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Instructional Routines: Learn about, and collaborate on how to implement instructional routines that foster dialogue/communication, reasoning, explaining and seeing different strategies. Examples of this are problem-based learning, number talks/strings.

Math Fairs: Learn about, and how to implement a project-based activity in a math classroom (Math Fair), with the purpose of attempting to pilot a math fair in our schools near the end of the school year this year.

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Trying to develop more fluency in running more active, and exploratory approaches to learning will hopefully help us to utilize these strategies with increased efficacy. There are a lot of benefits to engaging students in a variety of different types of learning in math, but increasing the level of group work, autonomy in students and therefore complexity creates new challenges in the classroom that need to be attended to carefully. We all feel that we will benefit from doing more of this learning in a professional development context.

Student Learning (What student learning strategies will support meeting the target?)

Problem-Based Learning (PBL): Encourage students to engage in problem-solving activities that require critical thinking, reasoning, and application of math concepts to real-world scenarios. PBL tasks should be designed to promote active engagement and foster a deeper understanding of math concepts by encouraging students to explore multiple solution pathways and communicate their reasoning.

Collaborative Group Work: Assign students to small groups to work on math tasks collaboratively. This strategy promotes communication and teamwork while allowing students to learn from one another and share different problem-solving strategies. Collaborative group work also fosters a sense of community and support among students, which can positively impact their attitudes towards math learning.

Real-World Connections: Integrate real-world examples and applications of math concepts into instruction to help students see the relevance and importance of math in everyday life. Encourage students to explore how math is used in various fields such as science, engineering, finance, and technology. This approach helps students develop a deeper appreciation for math and enhances their motivation to learn.

Hands-On Activities: Incorporate hands-on activities and manipulatives to make math learning more tangible and interactive. Hands-on experiences help students visualize abstract math concepts and deepen their understanding through kinesthetic learning. By engaging students in hands-on activities, teachers can promote active learning and create memorable learning experiences that enhance student engagement and enthusiasm for math. (Eg Math Learning Fair)

Metacognitive Strategies: Teach students metacognitive strategies such as goal setting, self-monitoring, and reflection to help them develop a growth mindset and take ownership of their learning. Encourage students to set specific learning goals, monitor their progress, and reflect on their learning experiences. By fostering metacognitive skills, teachers can empower students to become active and independent learners who are motivated to continually improve their math skills.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If Mt. Sentinel implements targeted teaching strategies aimed at increasing active engagement and shifting mindsets in math learning, including tasks that promote reasoning, communication, and relevance, and collaborates with other schools to build cohesion and coherence in math instruction, then students' attitudes and beliefs about their numeracy skills will improve, leading to increased confidence, proficiency, and engagement in math learning.

School Determined

Goal Statement

By the end of the academic year, Mt. Sentinel will improve student engagement by 20% through the implementation of high expectation teaching practices and fostering a positive classroom climate, supported by a multi-tiered PBIS framework. This will be achieved by setting high expectations for all students, adapting support strategies to meet the varying needs of students across different tiers, and creating a supportive and collaborative classroom environment.

Where We Are At

School District No. 8 (Kootenay Lake)
School Learning Plan Template

Data (Include provincial, district, and school level data as available)

A committee was developed to discuss a multi-tiered approach to support students at Mt. Sentinel, using the framework of PBIS (positive behavior interventions and support), while recognizing that the community at Mt. Sentinel is unique and the traditional PBIS framework will need to be adapted.

Findings from School Profile:
A school committee met to identify the level of social-emotional and academic support required by each student from grade seven to eleven at Mt. Sentinel. The committee included Education Assistants, classroom teachers across the curriculum and grades levels, non-enrolled teachers and school leaders.

Definitions of Tiered Supports:
"*Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school wide.*" (pbis.org)
"*Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.*" (pbis.org)
"*At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes.*"

Results:

Level of Support Required **Academically**	Number of Students	Percentage
Tier One	131	60%
Tier Two	56	26%
Tier Three	32	14%

Level of **Social Emotional** Support Required	Number of Students	Percentage
Tier One	84	38%
Tier Two	80	37%
Tier Three	55	25%

* Twenty-six students were identified as requiring level three support, both academically and social-emotionally. These results suggest that the students at Mt. Sentinel require a high degree of social emotional support, and this should guide the plan for the types of strategies and services that are in place for the school community. Academically, students at Mt. Sentinel require less intensive support. A combination of universal and individualized support should be utilized.

Analysis (What objective trends do we see based on the data?)

Greater Need for Social-Emotional Support: The data suggests that students at Mt. Sentinel have a higher need for social-emotional support compared to academic support, with only 38% requiring Tier 1 (universal) social-emotional support versus 60% needing Tier 1 academic support.
Significant Need for Targeted and Intensive Interventions: There is a substantial need for both targeted (Tier 2) and intensive (Tier 3) interventions in both academic and social-emotional areas, with a notable quarter of students requiring intensive social-emotional support.
Holistic Approach Needed: The 12% of students needing high-level support in both academic and social-emotional areas underscore the necessity for a holistic, integrated approach to student support that addresses both academic performance and emotional well-being.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

High expectations from teachers significantly influence student learning, engagement, and achievement. When combined with a positive classroom climate and the structured support of PBIS, these expectations can create an environment where all students thrive. Research shows that teacher expectations and classroom climate are key determinants of student outcomes. By focusing on these areas, Mt. Sentinel can enhance student engagement and academic success. This is a particularly crucial focus, as a significant number of students require high levels of social-emotional and academic support. It is essential to be mindful of the interplay

between academic performance and emotional well-being, especially given that twenty-six students were identified as needing a high level of support in both areas. These students represent twelve percent of the school population and will need intensive, wrap-around support.

Target (Specific and measurable statement of the desired improvement)

By the end of the academic year, Mt. Sentinel will increase overall student engagement by 20% through the implementation of high-expectation teaching practices and a multi-tiered support system based on the PBIS framework. This will be achieved by setting high expectations for all students, adapting our support strategies to meet the varying needs of students across different tiers, and enhancing the social-emotional and academic support structures within our school.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

By focusing on high expectation teaching practices, fostering a positive classroom climate, and providing tiered support based on students' needs, Mt. Sentinel can contribute to the district's goals of preparing students for success in school, career, and life.

Lifelong Learners:
- The focus on high-expectation teaching practices encourages students to develop a growth mindset and a love for learning, which are essential qualities of lifelong learners.
- By providing tiered support and adapting strategies to meet students' varying needs, the plan promotes individualized learning experiences that cater to students' unique learning styles and preferences.

Connected Learners:
- Implementing PBIS strategies fosters positive relationships between students, teachers, and the school community, creating a sense of belonging and connection among learners.
- The plan emphasizes collaboration and partnership between the school, families, and the community, promoting a supportive network of resources and opportunities for students to thrive.

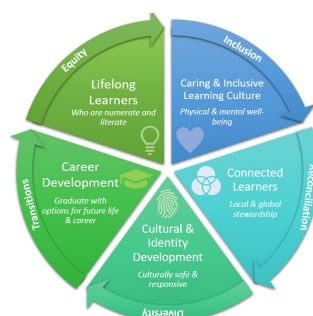**Caring and Inclusive Learning Culture:**
- Fostering a positive classroom climate and promoting high expectations for all students contribute to the development of a caring and inclusive learning environment where every student feels valued and supported.
- By providing targeted support for students' social-emotional well-being and addressing the diverse needs of the school community, the plan promotes empathy, understanding, and respect for others.

Culture and Identity Development:
- Incorporating students' interests and backgrounds into learning activities promotes cultural awareness and identity development, allowing students to see themselves reflected in the curriculum and classroom environment.
- Providing opportunities for students to share their experiences and perspectives fosters a sense of cultural pride and appreciation for diversity, contributing to their overall identity development.

Career Development:
- By setting high expectations for all students and providing them with the necessary support to succeed academically and socially, the plan prepares students for future career pathways and success beyond the classroom.

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Train teachers on high expectation teaching practices, including the use of open questions, formative assessments, and individual goal setting.
- Provide ongoing professional development on implementing the PBIS framework tailored to our unique school community.

How to develop high expectations teaching. – The Learning Hub
PBIS.org

Student Learning (What student learning strategies will support meeting the target?)

Tier 1: Universal Supports and learning
- **School-Wide Expectations:** Establish and teach clear, consistent behavioral expectations school-wide. Use visual aids and regular reminders to reinforce these expectations.
- **Proactive Classroom Management:** Implement proactive classroom management strategies, such as clear routines, structured transitions, and consistent consequences for behavior.
- **Social-Emotional Learning (SEL):** Incorporate SEL into the daily curriculum to help students develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Tier 2: Targeted Supports
- **Small Group Interventions:** Provide targeted interventions for students at risk of developing more serious problems. This can include small group instruction in social skills, academic skills, and coping strategies.
- **Mentoring Programs:** Pair at-risk students with mentors who can provide additional support, guidance, and encouragement.
- **Behavioral Contracts:** Develop individualized behavior plans for students who need more support, outlining specific goals and rewards for positive behavior.

Tier 3: Intensive Supports
- **Individualized Interventions:** Create individualized support plans for students requiring intensive interventions. This can include one-on-one tutoring, counseling, and specialized instruction tailored to their unique needs.
- **Wrap-Around Services:** Collaborate with families, community organizations, and mental health professionals to provide comprehensive support for students' academic, social-emotional, and behavioral needs.
- **Crisis Intervention:** Develop protocols for immediate intervention when students exhibit behaviors that indicate severe distress or risk of harm.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If we implement high-expectation teaching practices and create a positive classroom climate within a PBIS framework, then student engagement and academic performance will improve because students will feel more supported, motivated, and capable of achieving their full potential.