

SCHOOL CONTEXT:

Mount Baker is a dual track secondary school with grades 10-12 which, along with Kootenay Educational Services (KES) is able to provide a variety of flexible programming. The schools have a combined instructional staff of approximately 60 serving 920 pupils. We have a student services team who support over 100 designated students, and an Indigenous Education team supporting over 100 students. We also have international students from around the world. The school is in the downtown core of Cranbrook, and is the only secondary school in the community. The MBSS catchment extends beyond the community boundaries, attracting students from neighbouring communities (with no secondary programs) as well as students from outside of the district who want to take advantage of the many specialized programs MBSS and KES have to offer.

THE NATURE OF OUR GROWTH PLAN:

Our plan is a living document. We may add objectives and/or adjust strategies depending upon reflections on data and conversations with stakeholders. Please check back.

STAKEHOLDERS:

Our stakeholders include the following:

- Students
- Staff
- Parents
- District Management

Stakeholders have/will be consulted as the plan grows and is refined.

GROWTH PLAN OVERVIEW

GOAL #1

Literacy (Comprehension)

Students will be able to read and understand texts in specific contexts to successfully negotiate careers and/or post secondary school.

THE WHY

Fully understanding what one reads (instructions, forms, applications, academic texts) increases individuals' chances of success in all endeavours. In the comprehension portions of the Ministry of Education literacy assessments our students have scored below the provincial average.

THE HOW

We will deliver specific instruction on how to approach and understand text within the context of specific subjects/fields. (e.g., Understanding mathematics texts requires different strategies/skills than those required to understand dramatic scripts.)

THE WHAT

Equal or exceed provincial average on the comprehension portion of the Literacy 10 assessment. Improvement of comprehension score for each cohort from Literacy 10 assessment to Literacy 12 assessment.

MBSS & KES FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL) 25/26

Educational Outcome

To meet or exceed literacy expectations in the realm of comprehension.

Objective

Improvement of student comprehension of various forms of text through specific instruction. Success in this objective will be measured by comprehension scores on Ministry of Education literacy assessments.

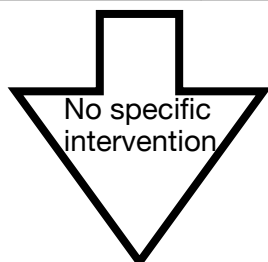
	Action Plan	Strategies	Target	Successes/ Accomplishment
Year 1	<ul style="list-style-type: none"> • Collection of a common texts used within grade 10 subjects. • Find/develop a tool for early assessment of strengths and weaknesses of incoming students. • Review of text in Science 10 classes. 	<ul style="list-style-type: none"> • Dedicated FESL team creating comprehension lessons. • Release time to plan and implement. • Embed a literacy specialist in a science class. 	<ul style="list-style-type: none"> • 2% increase in average comprehension score on the Literacy 10 assessment. 	<ul style="list-style-type: none"> • Development of a “Literacy Locator” for English 10. classes to provide early data to teachers. • Revision of Science 10 texts. • No change in scores as of yet.
Year 2	<ul style="list-style-type: none"> • Development of lessons to teach students how to tackle texts. • Delivery of comprehension lessons (In English classes) • Purchase of a resource <i>Reading and Writing in Science</i>. 	<ul style="list-style-type: none"> • Consultation with the district literacy teacher. • Collaborative meetings with English teachers. • Collaborative meetings with Science 10 teachers and Jo-Anna. 	<ul style="list-style-type: none"> • For the grads of 2023 narrow the gap between ours and provincial average on comprehension scores on the Lit 12 assessment by 2%. • For the grads of 2025 be within 1.5% of provincial average of comprehension scores on Lit 10 assessment. 	<ul style="list-style-type: none"> • For the grads of 2023 the gap between ours and the provincial average on comprehension scores on the Lit 12 assessment was close to 1%. (Short of target) • The comprehension scores on the Lit 10 assessment for the grads of 2024 was 3.4% below provincial average - for the grads of 2025 was 4.4% below the provincial average. (Short of target)
Year 3	<ul style="list-style-type: none"> • Delivery and refinement of lessons to teach students how to tackle texts. • Linear English 10 paired with a Science 10 for students who struggle in both. • Indigenous support block in Gathering Place. 	<ul style="list-style-type: none"> • Collaborative meetings with English teachers. • Collaborative meetings with paired English 10 and Science 10 teachers. • With support of District Indigenous Education offer flexible deliver for Indigenous students needing the options. 	<ul style="list-style-type: none"> • Narrow the gap between ours and provincial average on comprehension scores on both Lit 10 and Lit 12 assessments. • Improvement in average comprehensions scores between Lit 10 and Lit 12 for each graduating cohort. 	

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Data to support target

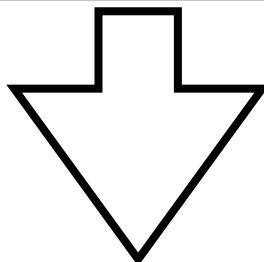
Data from Literacy Assessment scores (comprehension subset only).

Grads of 2022 Lit 10		
Sample Size 108 (only January writers due to covid)		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
59.8	64.4	26
-4.6		



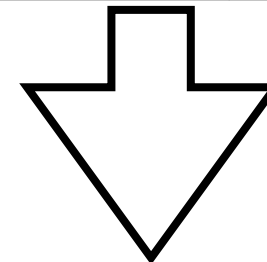
Grads of 2022 Lit 12		
Sample Size 202		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
58.4	64.6	34
-6.2		

Grads of 2023 Lit 10		
Sample Size 285		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
61.8	65.3	19
-3.5		



Grads of 2023 Lit 12		
Sample Size 229		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
58.7	64.0	31
-5.3		

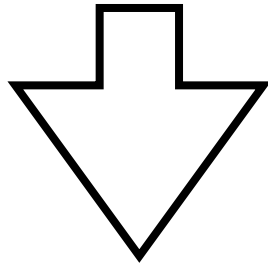
Grads of 2024 Lit 10		
Sample Size 248		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
64.0	67.4	18
-3.4		



Grads of 2024 Lit 12		
Sample Size 228		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
59.25	59.09	30
+0.16		

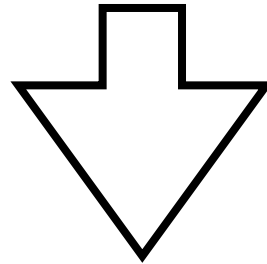
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Grads of 2025 Lit 10 Sample Size 246		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
60.2	64.6	30
-4.4		



Grads of 2025 Lit 12 Sample Size 236		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
53.9	57.12	41.5
-3.22		

Grads of 2026 Lit 10 Sample Size 263		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
58.8	62.97	30
-4.17		



Grads of 2027 Lit 10 Sample Size 271		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
55.77	53.89	33.6
+1.875		

Goal #2: Create an Educational Health Profile for MBSS and KES Students

The Educational Health Profile will serve as a tool to:

- Guide course selection options.
- Inform support structures for the coming year.
- Help teams and staff address growth areas.
- Solidify and replicate successful strategies.

Vision: "Where are we in 2025/26?"

The objective is to expand the concept of the Indigenous Student Success Plan (ISSP) from individual students to a school-wide profile. This ISSP-style binder will provide a comprehensive view of the student population through multiple lenses, helping to answer key questions about student success, equity, and engagement.

FOCUS AREAS

The profile will examine students at MBSS, KES, and across both schools, broken into groups and analyzed through various perspectives:

- Attendance, Conduct, and Engagement
- Cultural Safety and Anti-Racism Efforts
- At-Risk or Priority Populations
 - Indigenous Students
 - On-reserve
 - Off-reserve
 - Métis
 - Students with a 1701 Designation
 - Students in care or working with probation

GUIDING QUESTIONS

- How do these groups experience school within the system?
- Where are they, and what choices do they make?
- Are students being streamed? Are families aware?
- What is working, and where are the gaps?
- How is success defined by different groups and stakeholders?
- Who is thriving, and do we understand why?
- Who is struggling, and how can support be improved?

DATA AND PROGRAMS TO CONSIDER

- YTIT, WEX, Dual Credit
- WPM10 vs. Pre-Calculus
- Science for Citizens vs. Mainstream Science
- Literacy and Numeracy Assessments
- AP Biology
- Warriors, Indigenous Leadership Council, Student Council, DSAC
- Drama Presentations, Sports Teams, Yearbook
- Report Card Data
- 5-Year Graduation, 6-Year Graduation, Adult Graduation

Timeline	Actions	Stakeholders
October–November	Seek input for profile development	Staff (whole, departments, Growth Plan Team, Pro-D), PAC, Indigenous Education Dept, Counselling, Students (Warriors, Indigenous Ed Council, Student Council), Parents (surveys), COTR, Middle Schools, Learning Support Services Dept
December–February	Collect questions and data for the binder (individual to whole school). Use MyEd Insights, Report Cards, Government Assessments. Data from 2023/24, 2024/25, 2025/26.	Growth Plan Team, Data Analysts, Admin
March	Meet with Growth Plan Team to finalize next version of questions and targets.	Growth Plan Team
April–June	Meet with stakeholders again to share findings and adjust. Report progress to staff and senior admin. Finalize the 2025/26 profile or Growth Plan. Document successes and challenges from individuals to the whole system.	Staff, Senior Admin, Stakeholders