

## MBSS & KES FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL) 23/24 (YEAR 3)

### 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 956 pupils. We have a student services team who support 158 designated students, and an Indigenous Education team supporting 159 students. We also have 50 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	THE WHY	THE HOW	THE WHAT
<p><b>Literacy (Comprehension)</b></p> <p>Students will be able to read and understand texts in specific contexts to successfully negotiate careers and/or post secondary school.</p>	<p>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.</p>	<p>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.)</p>	<p>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.</p>

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

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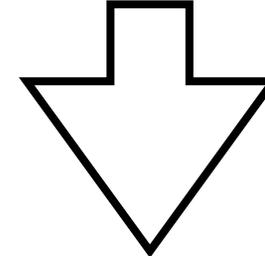
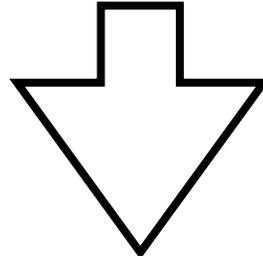
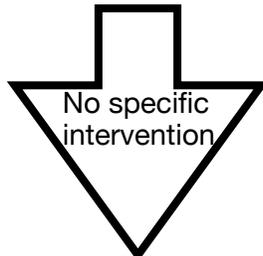
**Data to support target**

Data from Literacy Assessment scores (comprehension subset only).

<b>Grads of 2022 Lit 10</b>		
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		

<b>Grads of 2023 Lit 10</b>		
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		

<b>Grads of 2024 Lit 10</b>		
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		



<b>Grads of 2022 Lit 12</b>		
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		

<b>Grads of 2023 Lit 12</b>		
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		

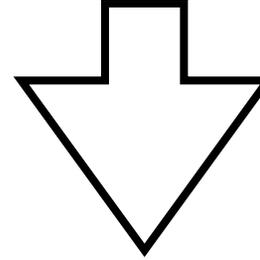
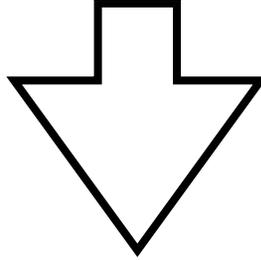
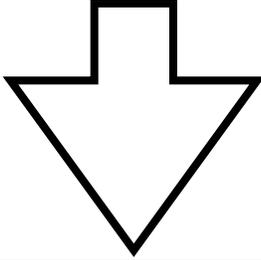
<b>Grads of 2024 Lit 12</b>		
Sample Size		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
0		

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<b>Grads of 2025 Lit 10</b> 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		

<b>Grads of 2026 Lit 10</b> Sample Size		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
0		

<b>Grads of 2027 Lit 10</b> Sample Size		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
0		



<b>Grads of 2025 Lit 12</b> Sample Size		
<u>School Average</u>	<u>Provincial Average</u>	<u>% of School less than 50</u>
0		

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### Equity Questions

1. District data indicates a greater percentage of our Indigenous students choose Workplace Math 10 over Foundations and Precalculus Math 10 than the percentage of non-Indigenous who make the same choice.
2. District data indicates a greater percentage of our Indigenous students achieve lower than C+ scores in an English 12 class than non-Indigenous students.

In both cases (choosing the Workplace Math stream and scoring less than a C+ in English 12) post secondary options are negatively impacted.

### Our responsibility and plan.

For Indigenous students who are not optimally successful (i.e., achieving less than C+ in English 12, or completing a Math stream that limits options) we must provide a path to success. Our initial plan is to provide flexible deliver with support from a special education qualified teacher in the Gathering Place. The goal is to have students engage in regular classes, but add supports where individual circumstances require (not a one size fits all model).

