



Mackenzie Secondary

SABRES: Striving for Achievement, Belonging, Respect, Empathy, and Social responsibility

SCHOOL PLAN

2021-2026



YEAR 5 GOALS



Mackenzie Secondary School is situated in the Rocky Mountain Trench on the traditional territory of the McLeod Lake Indian Band and the Tse'khene people. We are the sole high school of 283 grade 7 through 12 students in a community of 4000. It is a staff of 36, including teaching and support staff, a principal, a vice principal, office and custodial staff.

This is the 9th year as a grade 7 to 12 school, with a strong focus on the integration of a grade 7/ 8 middle years program. This program offers core course yearlong instruction with 4 teachers in 4 classrooms. Every student receives 4 exploration blocks over the course of the year.

This is the 2nd year of an increased focus on the integration of a grade 9/10 science and math program. This program offers math and science 9 and 10 yearlong following a day 1 day 2 schedule. Our school is investigating implementing the same yearlong schedule into humanities (english and social studies 9 and 10) programs in the near future.

Community support is exceptional in supporting curricular and extra-curricular events. As a community dependent on the forest industry, we have witnessed a positive influence with respect to industry support for education. Economic impacts in the forest sector leaves significant fluctuation in student population and uncertainty and instability with our extended families. Recently we have experienced a leveling off of student numbers with a decline in new families relocating to Mackenzie and a decline in families returning post economic down turn.

Our distance from Prince George can create some challenges in providing in-service and professional development for our staff –however, virtual conferencing, and a focus on rural education has made remote opportunities accessible and necessary. Travel barriers have been reduced and staff are increasingly opting for virtual sessions.

Staff collaborate every Wednesday with Student/Teacher diversified learning time for 1 hour. This model has encouraged support from senior teachers in leadership and mentorship roles and enabled all staff to engage in learning, to better instructional practices, and to focus on increasing student success.

School Plan Engagement Process

Our engagement process to date has been through group discussion with our entire staff in September followed by continued group discussion, planning and editing during staff collaboration time and staff meetings.

This fall we will engage our Parent Advisory Council at our monthly meetings and ask for parent input at our open house in October. McLeod Lake Indian Band will have the opportunity to meet and discuss the plan during our monthly meeting either in October or November. In addition, we will also seek to get student feedback as we work through a new school planning process using Cale Birk’s Observable Impact.

We will utilize the working documents: Level of Engagement and Future Planning & Outcomes and Reflections with student, staff, parents, rights, and stakeholders within the community; as evidence to support, reflection, review and provide future planning.

Subsequent changes made to this living document are posted on an annual basis and this document is located on the school and district web pages.

2024-25 data will be updated when it becomes available



Truth and Reconciliation

We acknowledge the land we are on and respect the local language and culture of the McLeod Lake Indian Band and the Tse’khene people. We will work with the McLeod Lake Indian Band to help guide us in this work prioritizing the Calls to Action.

Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Goals:

- 1. Ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system
- 2. Enhance trauma informed and resilience approaches in our school

Strategies :

Student learning:

- ♦ Full-Time Indigenous Graduation Coach (new for 25-26 a shared role, Jr and Sr coaches)
- ♦ Engage Students in observing significant days/events – orange shift day, red dress day, National Day for Truth and Reconciliation
- ♦ Participate in indigenous activities – circle gatherings, animal harvesting, elder guests & knowledge keepers, on the land learning, language implementation.

Adult Learning:

- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches (i.e. circle gatherings, medicine wheel, check in through an Indigenous lens, the TRC calls to Action)
- ♦ Full-Time Indigenous Graduation Coach
- ♦ Review local indigenous content with staff (circle gatherings, September Indigenous day of learning on the land at McLeod Lake, LEA meetings at McLeod Lake)
- ♦ Work with teachers supporting their work on professional growth plans specifically addressing the BC Teacher Regulation Standard 9

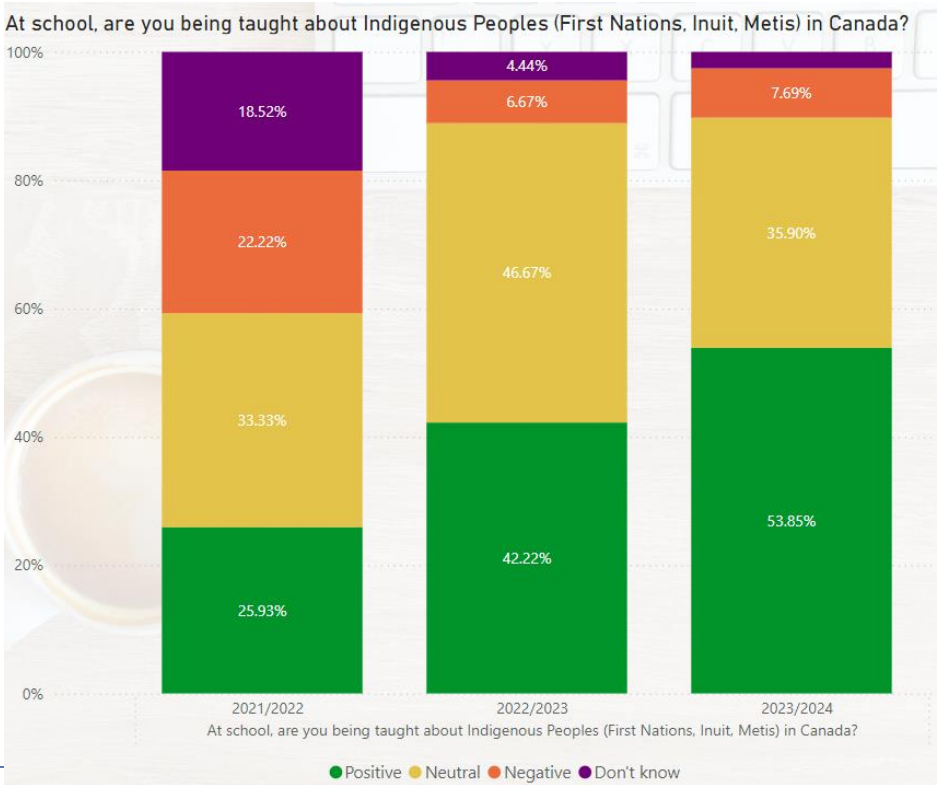
Structure:

- ♦ Increase opportunities for Elders and Knowledge Holders to join our school, supporting and mentoring staff in the education of Residential Schools, Indigenous culture, and Indigenous languages (i.e. include stories from survivors about residential school, orange shirt day)
- ♦ Student led conferences at McLeod Lake
- ♦ Continue to support and plan where required, monthly meetings with MLIB at the band hall in McLeod Lake; create an agenda based on a common vision for example: Successes, Challenges, Opportunities, Graduation Path and Local Education agreement
- ♦ Signage and displays representing indigenous language, naming classrooms, daily morning land acknowledgement and Tse’khene word of the day/week, Traditional Welcome Mural at the front door
- ♦ Create a folder on the staff Teams page for teachers to share Standard 9 Resources

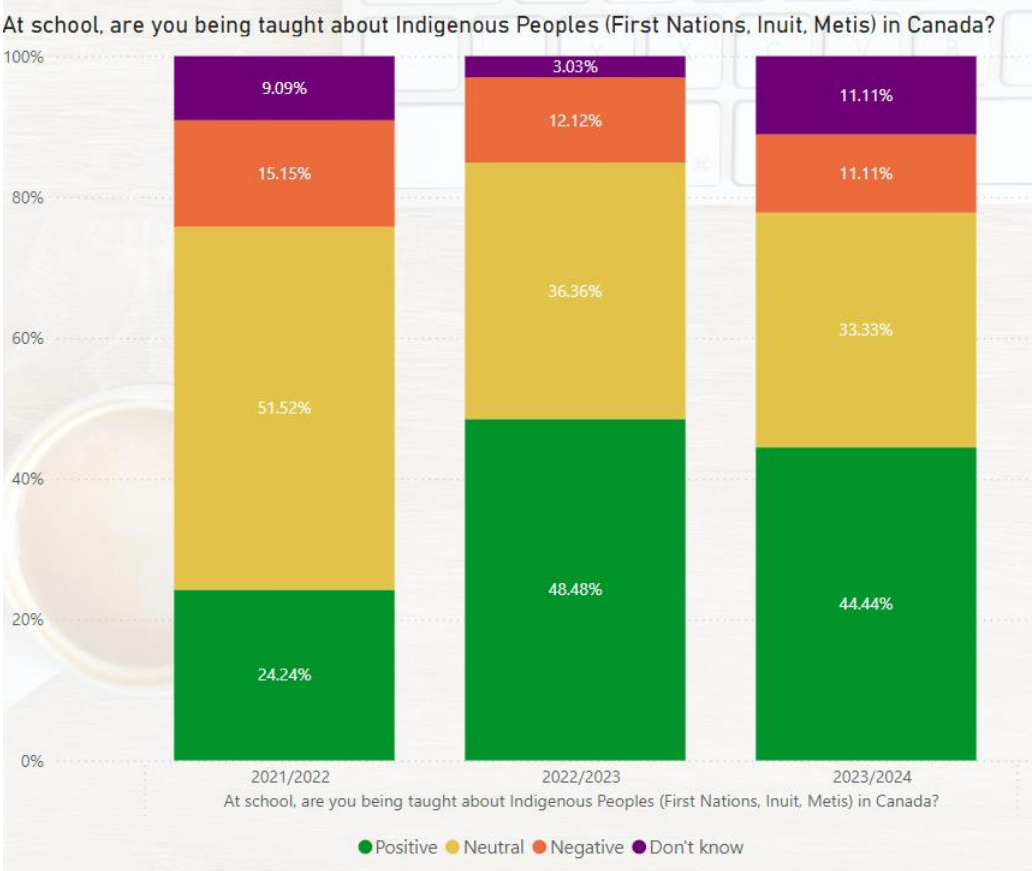
Success Measures 2024-2025

We reviewed our Student Learning Survey administered at grades 7, 10 and 12 to measure the percentage of students identifying that they are being taught about Indigenous Peoples and learning about local First Nations at school. We expected to see an increase of 10% or higher.

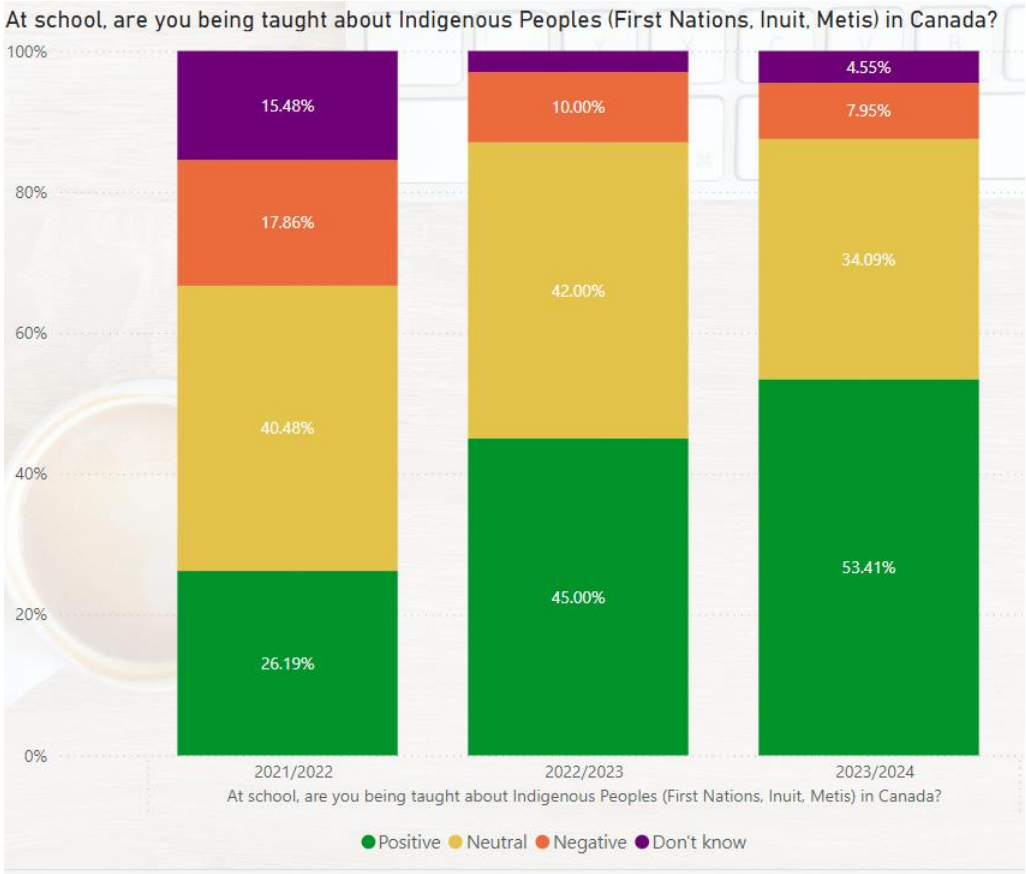
GRADE 7



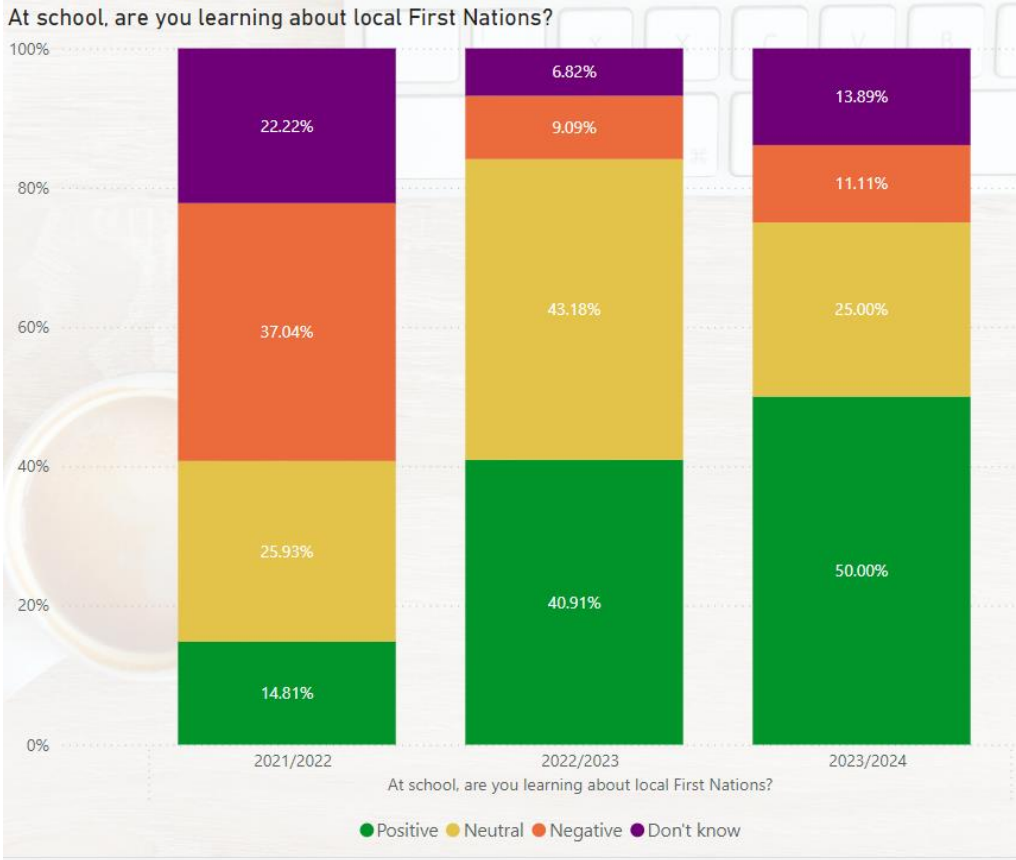
GRADE 10



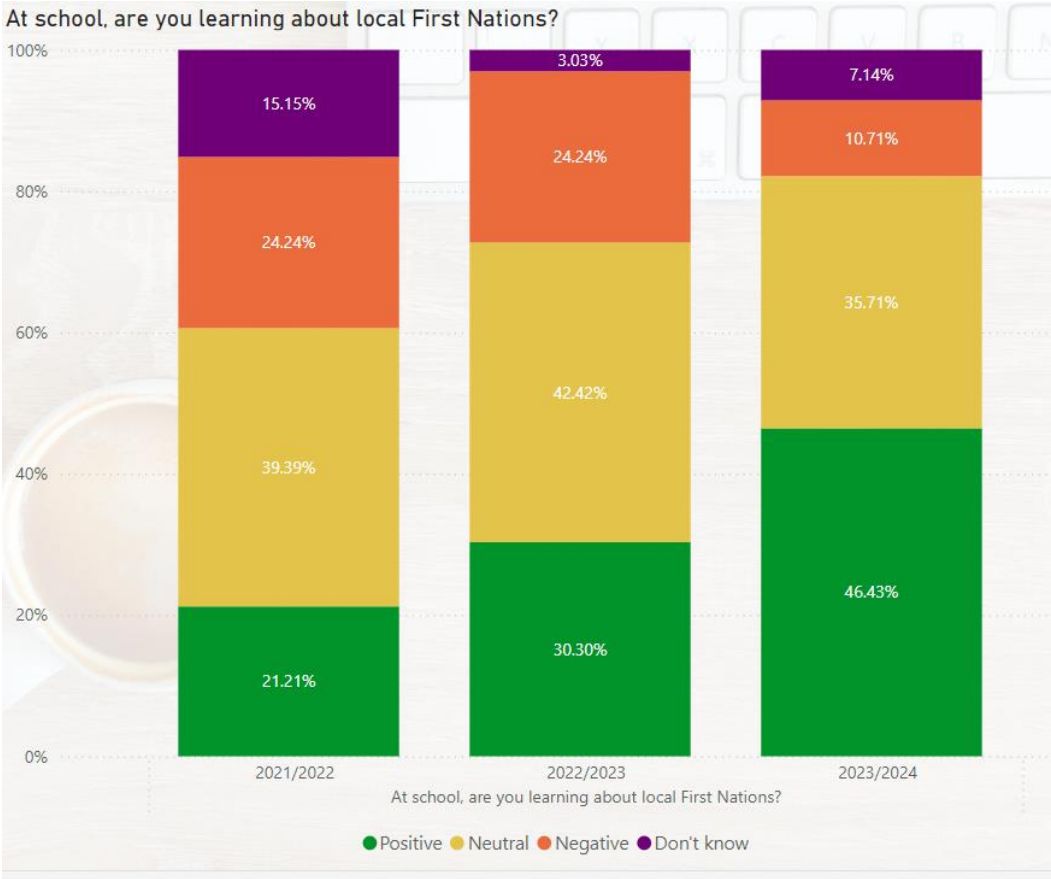
GRADE 12



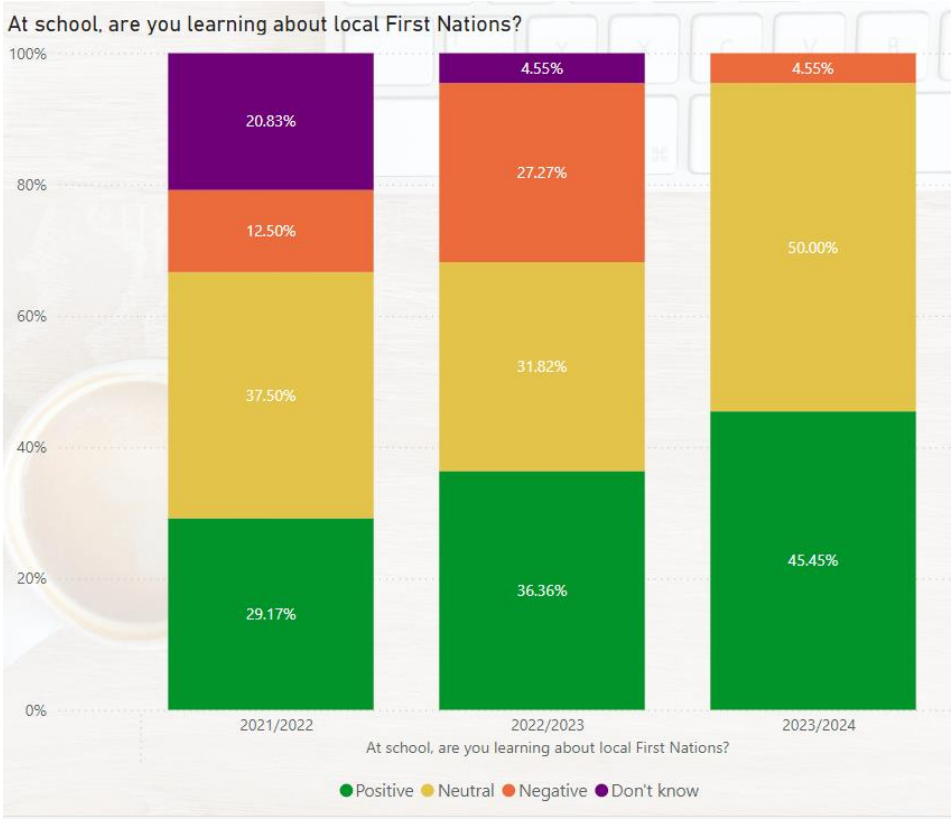
GRADE 7



GRADE 10



GRADE 12



Year 5 Goals 2025-2026

Continue monitoring through the Student Learning Survey administered at grades 7, 10 and 12 and measure the percentage of students identifying that they are being taught about Indigenous peoples and learning about local Indigenous content at Mackenzie Secondary School, paying particular attention to the grade 10 data.



Equity of Access

We will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of Indigenous learners, children and youth in care, students with diverse abilities/disabilities.

We acknowledge that not all children learn the same way and require diverse supports. It is our responsibility to ensure quality, access to education for all.

Goals:

- 1. Review supports including Youth Care Worker (YCW) Indigenous Education Worker (IEW), Indigenous Grad Coach (IGC) to ensure all students have access to differentiated learning.
- 2. Enhance our learning environments to build diverse supports for students to feel connected, engaged, and safe taking learning risks.

Strategies

- Student Learning:*
- ♦ Maintain and enhance individualized education plans
 - ♦ Help to erase stigma around access to supports (i.e. food, hygiene, clothing)
- Adult Learning:*
- ♦ Provide professional learning to staff about Continuums of Support at the school and district level
- Structure:*
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system, utilizing district supports for Equity, Diversity, Belonging & Inclusion (EDBI)
 - ♦ As part of monthly meetings with MLIB, re visit the previous review the Local Education Agreement (LEA)

Success Measures 2024-2025

We monitored the success of our goals for 2022-2023 by reviewing our 5-year graduation rates and our grade-to- grade transitions. We expected to see a 10% increase in our students who graduate with a Dogwood Certificate after 5 years of starting grade 8.



Year 5 Goals 2025-2026

We will continue to monitor our 5-year graduation rates and our grade-to- grade transitions. We will pay attention to the result of students living in care, students with diverse abilities/disabilities and indigenous learners. By the end of year 3, we expect to see an increase in our students who graduate with a Dogwood Certificate after 5 years of starting grade 8. Mackenzie Secondary will strive to meet 100% Grade to Grade transition.

Wellness

We believe that for students to learn, they need culturally safe, caring, inclusive learning communities. We continue to emphasize the support for mental health, physical health and overall well-being of our students, staff, and families.

Goals:

- 1. Continue to support equity, diversity, inclusion and belonging
- 2. Enhance Mental Health Literacy understanding and its implementation

Strategies:

Student Learning:

- ♦ Include grade 7 /8 students in Student Leadership, have MSS students involved in DSAC and involve younger students as well
- ♦ Investigate the LEADS program
- ♦ Girls & Boys groups at lunch
- ♦ Social Skills Groups
- ♦ Wellness supports for students may include - wellness workshops (sleep, hygiene, habitual behaviour yoga, implement through wellness tracking using the leadership class) lunchtime sessions, breakfast, lunch support, snack bins in each classroom.

Adult Learning:

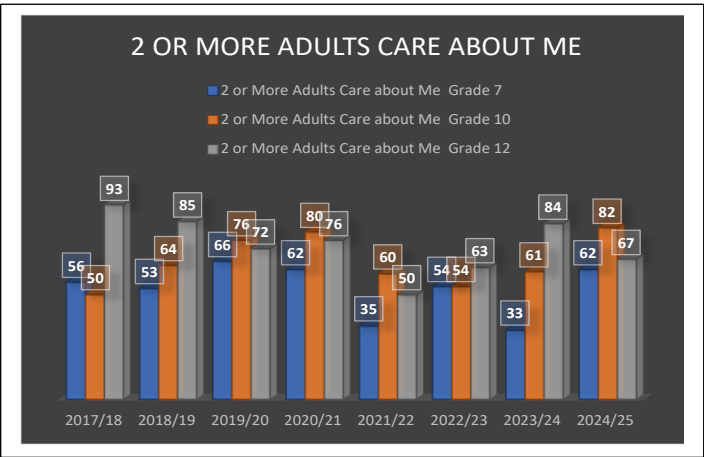
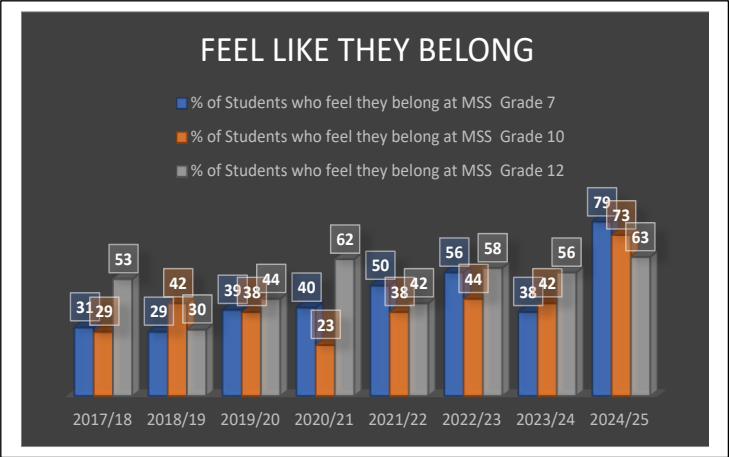
- ♦ Support the continued momentum of the MSS Mental Health Literacy through collaboration time, continue supporting staff in using Open Parachute, expanding to include instruction throughout the year (i.e. mental health week, Social Emotional Learning Teacher / Mental Health Clinician teaching lessons to grade 7and 8 classes)
- ♦ Wellness supports for adults may include - wellness workshops, yoga
- ♦ The District Mental Health Clinician continues to offer evening support sessions to parents in the community.
- ♦ Offer copies of “Teachers These Days” by Jodi Carrington to new staff

Structure:

- ♦ Continue to partner with Northern Health, Mackenzie Counselling Services, RCMP, MLIB and district supports through monthly Community Collaboration meetings
- ♦ Continue our work with the Harvard Relationship Mapping Model identifying gaps in our connections to kids, investigate the use of an online mapping tool.

Success Measures 2024-2025

Our Student Learning Surveys for our Grades 7, 10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong they are successful. Our overall measure of success will be students reporting they feel like they belong, and have two or more adults that care.



Year 5 Goals 2025-2026

We expect that by implementing the following strategies we will see an increase in students feeling like they belong for each year. We will also be looking for an increase in students reporting that at least 2 or more adults care about them, paying particular attention to the grade 7 data.

Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Goals:

- 1. Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
- 2. Enhance academic learning opportunities connected to people, place, and land (Land based, Experiential, Passion based, Connected to Identity)

Strategies:

Student Learning:

- ♦ All students will complete BC First Peoples 12 in our timetable
- ♦ MyBluePrint will be used as a tool to support students as they work toward their individual grad path
- ♦ Focus on student responsibility for their own learning (review with staff engaged in the 4 learning pillars for specifics)
- ♦ Staff continue to support for 25-26 a new process for 24-25 that included yearlong grade 9 and 10 Math and Science following a day 1/2 schedule
- ♦ Staff are supporting a possible new process 26-27 that includes yearlong grade 9 and 10 ELA and Social Studies following a day 1/2 schedule
- ♦ More in house standardized assessments for Grade 7 – 12 in order to better inform teacher planning for student needs in Math
- ♦ Focus on increasing skill level

Adult Learning:

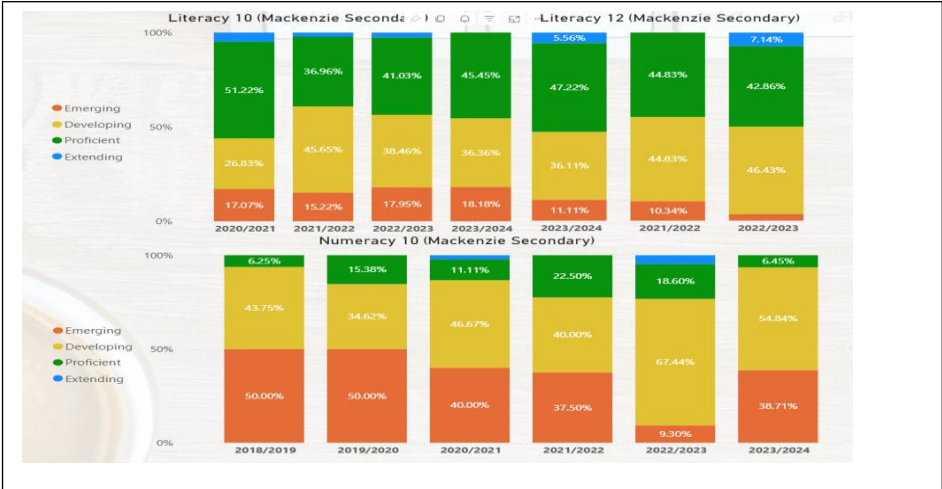
- ♦ Support MSS staff in district led professional learning for Assessment (including Triangulation of Evidence), Numeracy and Literacy Instruction for K- 12. All teachers are teachers of Literacy and Numeracy.
- ♦ Support MSS middle years teachers and grade 9 teachers in our journey towards a yearlong grade 9 program that will support a 7,8,9 middle years cohort
- ♦ More teacher training on differentiated instruction, and the difference between modified and adapting programing
- ♦ More teacher training on the proficiency scale and student reporting

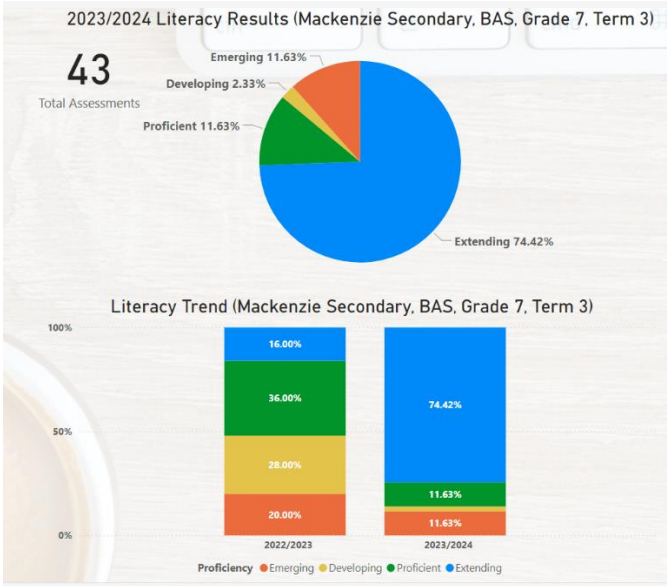
Structure:

- ♦ Continue to develop our partnership with SD 91, supporting our staff with opportunities to witness land-based learning
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy (SNAP)
- ♦ Engage with MLIB focusing on curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Engage staff with the data provided through FSA, Writing Snapshot, BAS

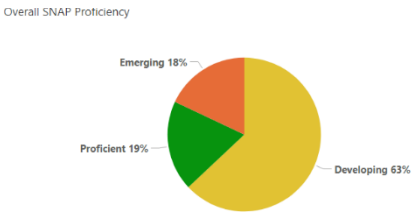
Success Measures 2024-2025

We reviewed our Graduation Assessments in order to monitor our progress towards our goals. Our numeracy results continue to be of concern. We will provide more focus on numeracy instruction at the 7-12 levels and a new assessment (SNAP – Student Numeracy Assessment & Practice) will be administered annually to assist with monitoring our progress.

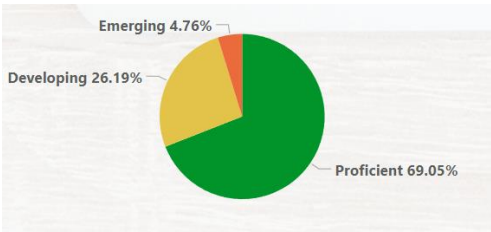




Grade 7 SNAP 2023



Grade 7 SNAP 2024



Year 5 Goals 2025-2026

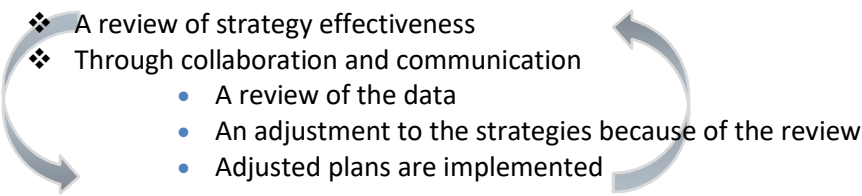
We will monitor results and expect to see an increase of at least 10% on our Grade 10 Literacy and Numeracy Assessment. We would expect similar results with the Grade 12 Literacy assessment. We will better utilize the data provided for grade 7 & 8 students to help inform and enhance our focus and progress in the middle years

Summary

An annual review of this school plan will include the engagement processes with our communities, student, staff parents, rights & stakeholders. Upon completion of this review, we will adjust our strategies to include our goals in alignment with the District’s Strategic Plan.

We will utilize the working documents: Level of Engagement and Future Planning & Outcomes and Reflections to provide evidence that supports, reflection, review and future planning. The School Plan’s update will be provided on an annual basis.

The continuous improvement cycle will ensure:



Updates:

2025-2026 Annual reviews

- MSS Staff – June 27, 2025
- MLIB – follow up, and considerations to be discussed
- PAC – follow up, and considerations to be discussed

Data and Plan – Updated Sept 28, 2025

For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](#)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](#)