



MACKENZIE SECONDARY SCHOOL

2026 School Plan for Student Success

PREAMBLE:

Mackenzie Secondary School is located on the traditional territory of the McLeod Lake Indian Band, part of the Tse'Khene Nation. We strive to uphold the Tse'Khene values, such as being stewards of the land with an emphasis on sustainability and having responsibility to future generations. We incorporate First People's Principles of Learning in the classroom and are committed to honoring the Calls to Action of The Truth and Reconciliation Committee.

Our school plays a central role in supporting youth through our specialized programming. The grade 7–8 middle-years model provides yearlong core instruction with four dedicated teachers and four exploration blocks that broaden learning. In grades 9–10, yearlong math and science programming strengthens continuity.

Our staff demonstrate exceptional professionalism and collaboration. Weekly diversified learning time allows teachers to mentor one another, refine instructional practice, and provide targeted student support. Although distance from Prince George presents challenges, virtual professional development has expanded access and strengthened our focus on rural education.

As the community's only high school, we serve approximately 270 students in a community of roughly 3,700 residents nestled between the Rocky and Omineca Mountains. Mackenzie is a resilient, full-service municipality with strong civic engagement and deep ties to the forestry and mining industries. Partnerships with local industry and services consistently enhance curricular and extracurricular opportunities. Despite economic fluctuations affecting family mobility, community support remains strong.

SCHOOL LEARNING GOAL

For the 2026-27 school year, we will work at developing and implementing strategies to improve student literacy across all grades.

RATIONALE

Literacy scores for a significant portion of the student body remain consistently below desired outcomes. Although students who are already engaged in their academics achieve strong outcomes, many students struggle with grade level texts, and we theorize that this has a cascading effect throughout other subjects. Data demonstrates that students tend to perform below the district average.



BAS Results

These bar graphs show the Grade 7 results from Term 3 for the years 2023 to 2026 on the Benchmark Assessment System (BAS) for Literacy across time.

The top graph shows results across time for all students who were assessed. The middle graph shows results for non-indigenous students only, and the bottom graph shows results only for students with designations.

A comparison of the top and middle graphs indicate that non-indigenous students performed higher than Indigenous students across time.

The final figure shows students with designations. The results of this graph highlight the importance of interventions and support for those students.

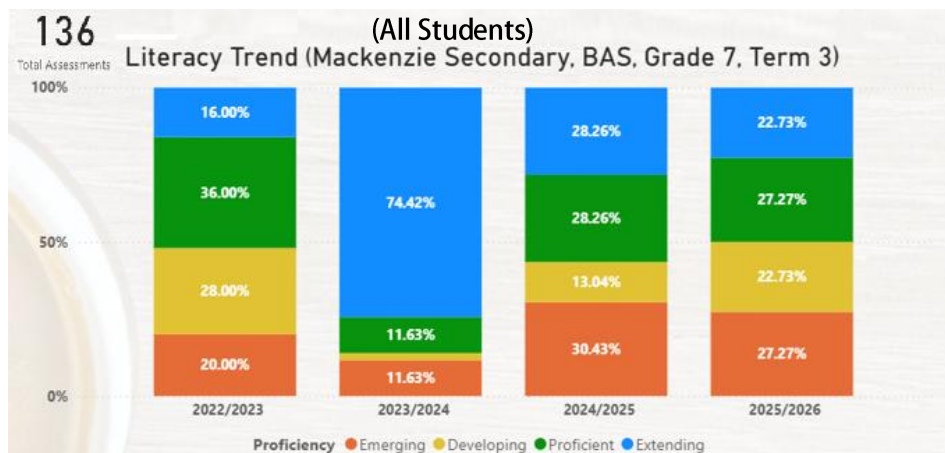


Fig. 2: Non-Indigenous Students

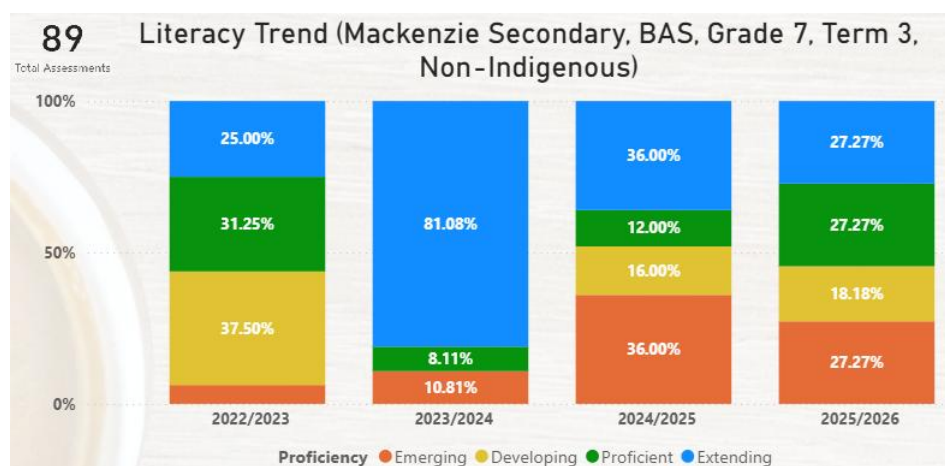
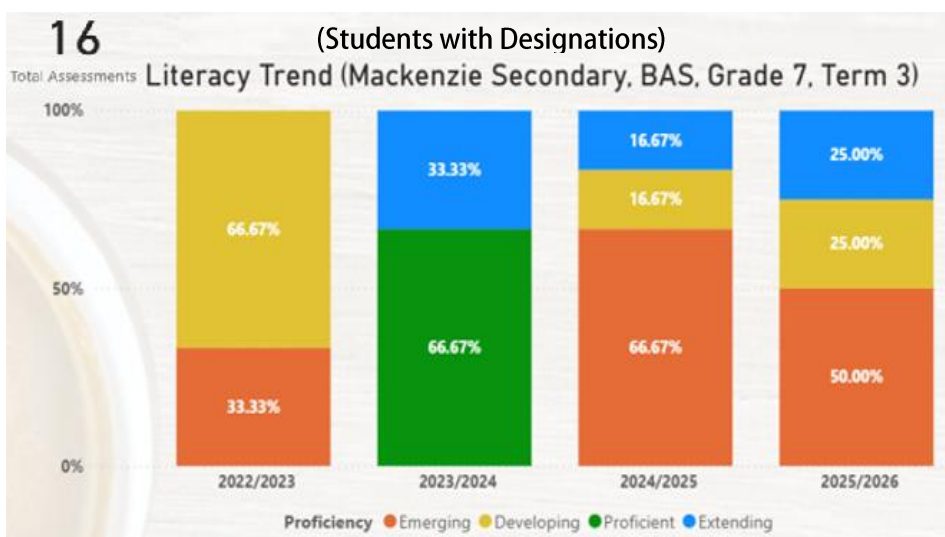
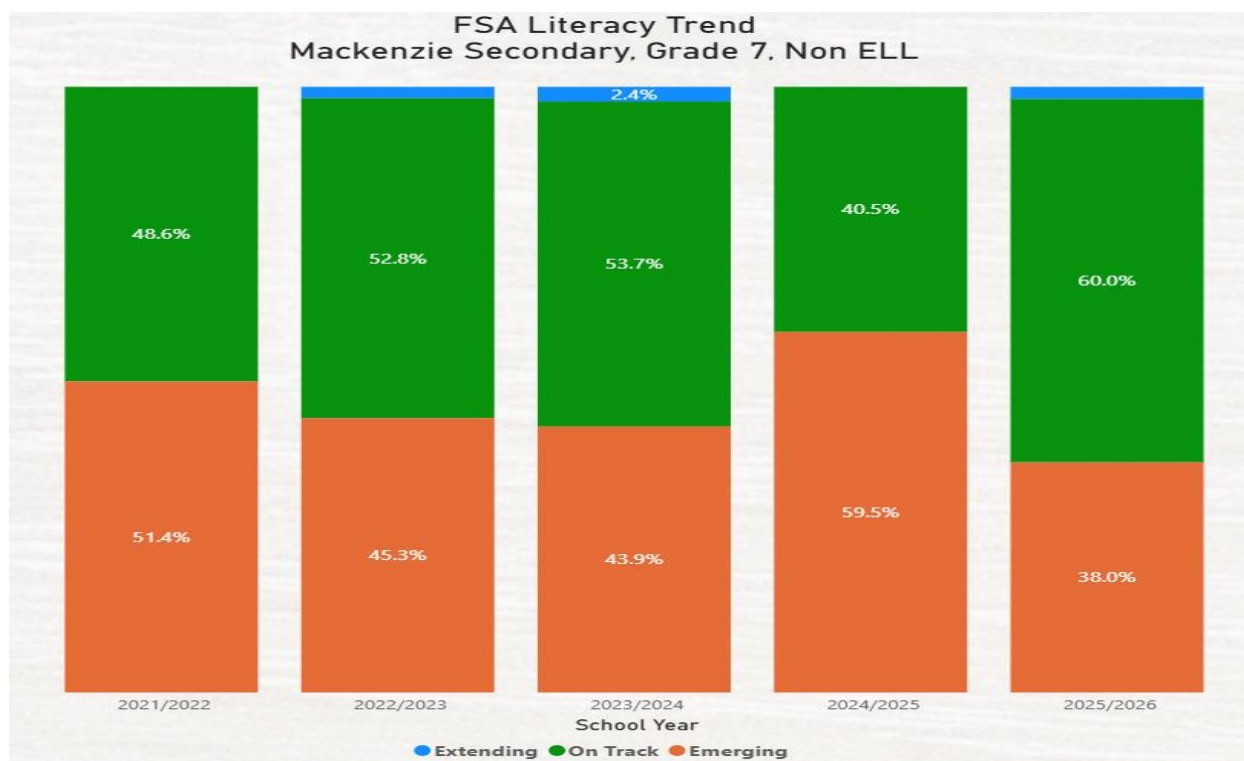


Fig 3: Students with Designations



Grade 7 FSA

All Students

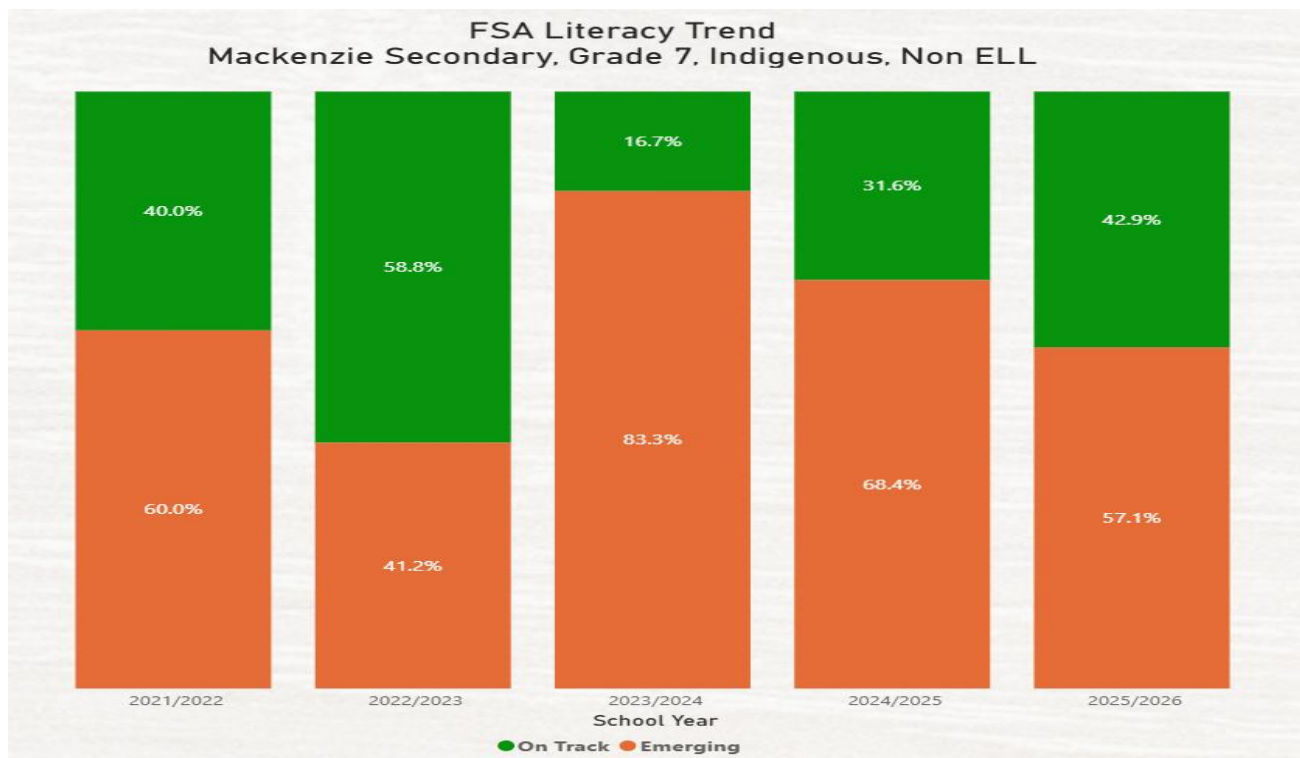


Grade 7 student results are below the district average, which is listed as 72% performing at an “On Track” or “Extending” level*. The above bar graphs demonstrate that students consistently demonstrate an “Emerging” level of greater than 40%.

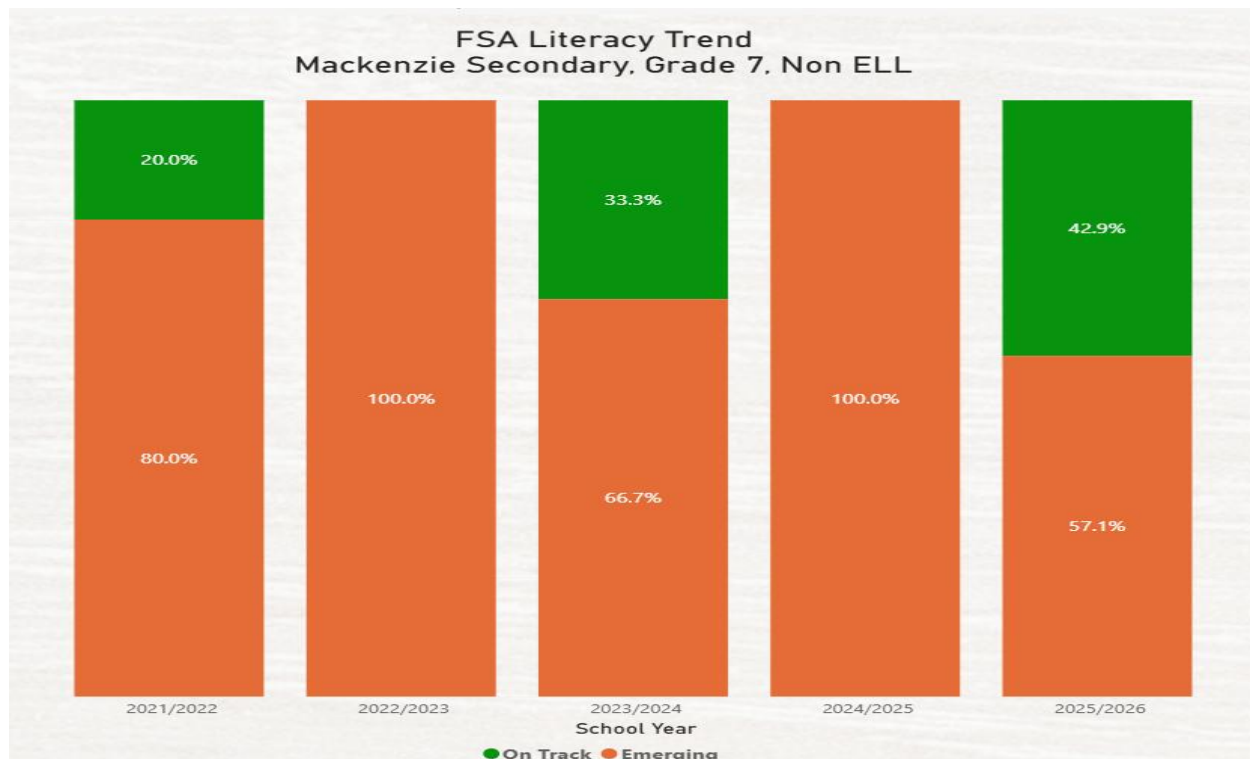
The following bar graphs illustrate the FSA assessment results for Indigenous students and students with diverse abilities.

*Found at [B.C. Education System Performance - Prince George School District](#)

Indigenous Students



Students with Designations



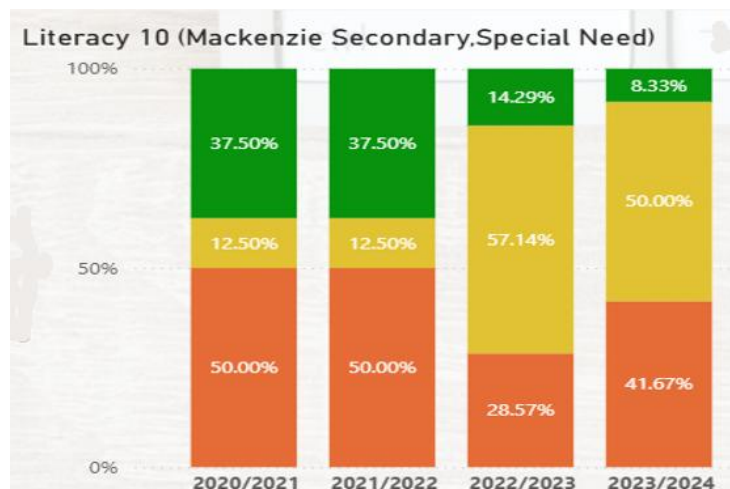
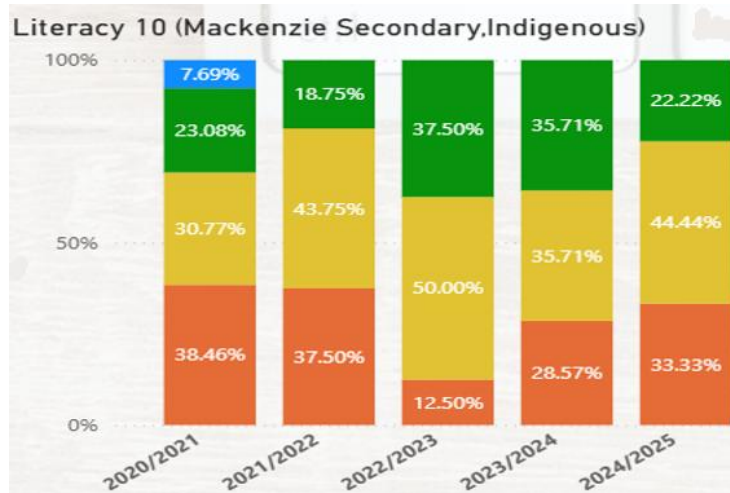
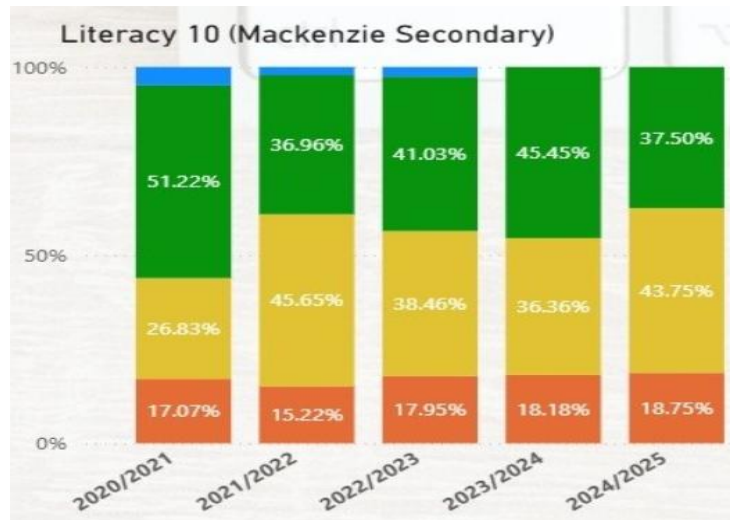
This set of bar graphs reflects our results on the Grade 10 Provincial Grad Assessment for Literacy.

About 40% of our students achieve “On Track” or “Extending” on this assessment. The SD57 average for all students is 55%*.

As with the previous assessments, Indigenous student results are below the all student average.

Most students with diverse abilities achieve “Emerging” or “Developing”.

*Found at [B.C. Education System Performance - Prince George School District](#)



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1 – Universal Literacy Instruction (All Students)

Staff will:

- In Grade 7 and 8: Assess all students using the DIBELS assessment early in the school year and use those results to identify those who require Tier 2 intervention.
 - Students will receive follow up assessments at mid-year and end of the school year to measure student progress.
- All teachers will have the opportunity to receive professional learning directed toward teaching literacy strategies to students at the secondary level. These strategies will be used with all students in the classroom.

Monitoring:

- Students identified as at risk will receive progress monitoring every Quarter using DIBELS subtests.

Professional Learning:

- Teaching staff will participate in learning and discussion during our Collaboration/Diversified Learning sessions throughout the school year.

Tier 2 – Targeted Small-Group Interventions (Some Students)

Staff will:

- In Grades 9-12: Students who are struggling with literacy will receive a DIBELS assessment and receive extra interventions and support throughout the school year.
- A group of students selected based on the results of their DIBELS assessment will receive extra support with the Lexia Core 5 literacy program. This program will be managed by resource and support teachers.

Structure:

- In Middle Years (Gr. 7 and 8), most interventions will take place in the classroom as structured by the homeroom teachers. Some interventions will be outside the classroom with a support teacher when the student requires one on one attention.

Collaboration: Student support teams will review student progress on a quarterly basis.

Tier 3 – District Literacy teachers will be consulted for those students not responding to Tier 2 interventions.

Staff Will:

- Provide Intensive and Targeted Support for those students.
- Where appropriate, staff will consult with district support for individual students.

MONITORING for IMPACT – Student Learning Change

Checkpoints	Assessments/Evidence	Adjustments
September (Preparation for Implementation of Plan)	DIBELS Training for teachers who require it.	Awareness sessions during Collab time for all staff. Students requiring Lexia Core 5 Support identified.
October	DIBELS Screening for all students in Grades 7 & 8 Student support meetings to plan tiered interventions and student group organization. Grade 9-12 students identified for testing and DIBELS screening completed. Lexia Core 5 Implementation.	Learning support for secondary teachers on teaching and understanding student literacy. First understandings of the logistics of plan implementation and adjustments as necessary.
November to January	Student support meetings to identify students who are responding to interventions and those who need more support.	Identify students who require Tier 2 support and provide that support as needed. Also identify students receiving Tier 2 support who can return to Tier 1 or need to be elevated to Tier 3 support.
February	DIBELS Mid-year Screener (Grade 7&8) and review of Lexia Core 5 student progress. Progress reports and reviews for older students.	Meet with student support team to plan tiered intervention during second semester. Students not showing progress will be discussed in SBT meetings or referred to ESBT as necessary.
March - May	Progress Monitoring Using DIBELS subtests. Student support meetings to plan tiered interventions.	Teachers continue to refer and discuss student progress. Students not showing progress will be discussed in SBT meetings or referred to ESBT as necessary.
June	DIBELS Screener	Evaluate success of plan and discuss alterations to the program for next school year.

REFLECTIONS and OUTCOMES:

(This section will be updated in June 2027)