



2026 School Plan for Student Success

PREAMBLE:

McBride Secondary School serves approximately sixty students in Grades 8–12 in the rural community of McBride in the beautiful Robson Valley. MCBS is located on the traditional, unceded, ancestral lands of the Lheidli T'enneh and Simpcw First Nation and is nestled between the Rocky and Cariboo Mountain Ranges along the banks of the Fraser River. MCBS's catchment area ranges from Dome Creek to Dunster with bussing provided by First Student and School District 57. McBride Secondary School offers a variety of academic and elective programs and is home to the McBride Mustangs athletic teams. As a small rural school, students benefit from small class sizes, strong relationships with staff, and individualized learning opportunities.

One of the strengths of McBride Secondary School is its strong connection to the community and the dedication of staff who take on a wide variety of subject areas to provide as much course selection and diversity as possible for student learners. As a rural secondary school, McBride Secondary continues to navigate challenges related to course availability, student engagement, and maintaining strong connections to the school community for all learners.

SCHOOL LEARNING GOAL

McBride Secondary School students will show a strengthened sense of belonging to their school, and to the broader school community.

Through increased opportunities for student voice, meaningful learning experiences, extracurricular involvement, and responsive programming, the school aims to strengthen students' sense of belonging and participation in school activities. This goal aligns with district priorities focused on student well-being, engagement, and success for all learners.

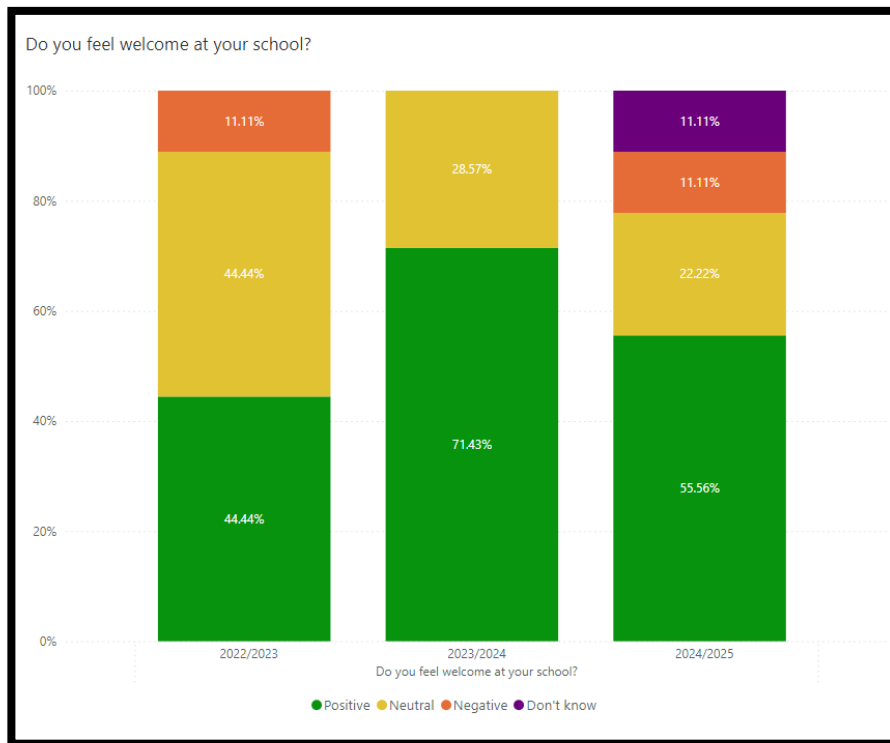
RATIONALE

School-based data from student learning surveys completed by Grade 10 and Grade 12 students indicate that McBride Secondary needs to strengthen student engagement in school in general as well as increase students' connection to staff and the school community. As shown in the graphs below, there has been improvement in students feeling welcome at school compared to previous years. However, there is still work to do to ensure students feel connected and supported with a strong sense of belonging at school.

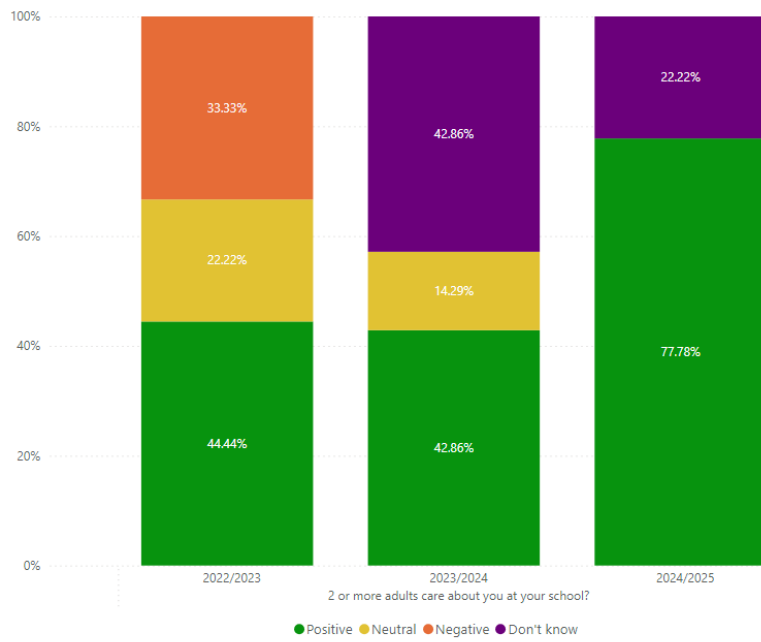


MCBS students were also asked on the Student Learning Survey if they felt that two or more adults at school cared about them. Last year's results showed a 20% decrease from Grade 10 to Grade 12. This highlights the need to focus on student engagement and connection throughout all students' entire secondary experience, so all can feel supported and connected to their school community.

GRADE 10

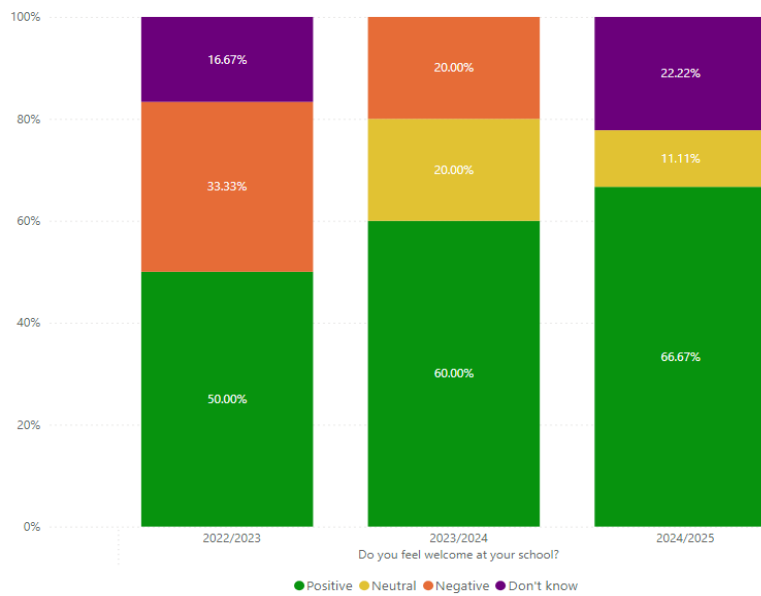


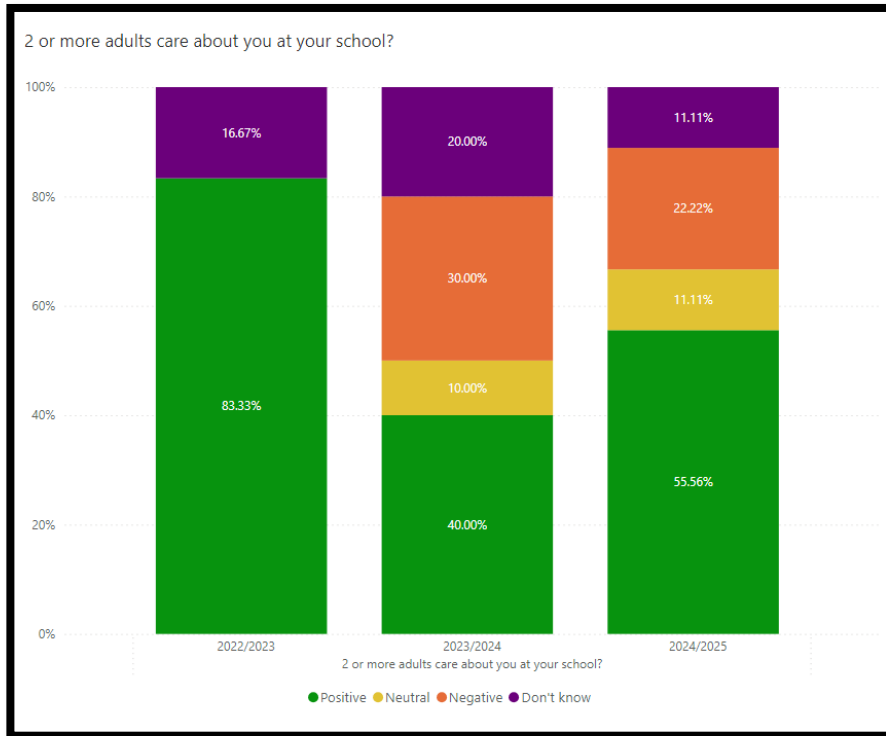
2 or more adults care about you at your school?



GRADE 12

Do you feel welcome at your school?





STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

At McBride Secondary School, the following strategies will support student engagement and connection:

- Ensure every student has a consistent adult connection in the building through regular check-ins by all staff.
- Create fun opportunities to interact in Monday Morning Gathering, encouraging attendance and sharing information about the week ahead.
- Increase opportunities for student voice in decisions that impact their learning and school experience.
- Create student-led groups such as leadership or yearbook to gather student voice and strengthen connections between students and staff.
- Assign students on spares or support blocks to a classroom to provide opportunities to build connections rather than having them work in a general supervised space.
- Provide targeted support from school staff to help re-engage students who are less connected to classes or regular school attendance.
- Strengthening connections with students who have attendance concerns through regular phone check-ins and increased communication with guardians.
- Staff use their hallway supervision time to enact a 2x10 strategy, spending **2 minutes** per day for **10 consecutive school days** having a casual conversation with a specific student

MONITORING for IMPACT – Student Learning Change

CHECKPOINTS	MONITORING	ADJUSTMENTS
October and November	- Assign students on spares or support blocks this semester to classroom teachers. - Identify students with attendance concerns and begin regular communication with guardians. - Monitor attendance and gather feedback from students in learning support and homework blocks. - Gather student feedback about what helps them feel connected and engaged and introduce opportunities for student voice (leadership, yearbook etc.). - Discuss the school goal with PAC and gather suggestions and recommendations. Bring information forward to staff at a staff meeting and work together as a school community to identify goals. - Host Open House nights to build connections with students and families.	- On-going monitoring - Check-ins with school staff members and support teachers
January	- Continue to assign students on spares or support blocks semester two to classroom teachers. - Continue to target support for students with ongoing attendance or engagement concerns second semester. - Implement Student Learning Surveys (SLS) January to May.	- On-going monitoring - Check-ins with school staff members and support teachers
March	Increase opportunities for students to have a voice in school activities and decisions.	On-going monitoring
June	Review attendance, participation and student engagement data.	Identify priorities and next steps for

	▪ Gather student, staff and guardian feedback about connections and school engagement. ▪ Celebrate student leadership and contributions to the school community.	the following year
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REFLECTIONS and OUTCOMES