



**School District No. 5 (Southeast Kootenay)
School Plan for Mount Baker Senior Secondary
2006-2007**

<p>GOAL No. 3 Improving schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.</p>	<ul style="list-style-type: none"> ▪ To provide a learning environment that that supports and enhances the success rate of First Nation’s students. 																								
<p>Objectives Objectives help to focus goals into more specific areas of attention.</p>	<ul style="list-style-type: none"> ▪ Increase Aboriginal completion rates. ▪ Increase Aboriginal student’s participation in secondary math courses. 																								
<p>Rationale Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.</p>	<ul style="list-style-type: none"> ▪ First Nation student completion rates are lower than Non-First Nation completion rates and our goal is to reduce the variance between these two factors. 																								
<p>Data (Evidence) Improving schools are actively considering at least three sources of evidence including classroom, school, district and provincial data. The analysis of this evidence informs the selection of the goals and is used to monitor progress.</p>	<p>Completion Rates: The completion rates for First Nation students at MBSS continue to be well above provincial averages. MBSS will continue to set goals that will exceed our exemplary success rates.</p> <table border="1" data-bbox="581 1207 1404 1312"> <tr> <td>MBSS</td> <td>2002</td> <td>2003</td> <td>2004</td> <td>2005</td> </tr> <tr> <td>FN Students</td> <td>69.0</td> <td>89.1</td> <td>83.8</td> <td></td> </tr> <tr> <td>Non-FN Students</td> <td>93.0</td> <td>89.8</td> <td>90.5</td> <td></td> </tr> </table> <p>Human and Social Development: It is important to establish how students perceive each other and more importantly, how differences are perceived. In the 2005 provincial survey, students at MBSS were asked, “At school do you respect people who are different from you?” MBSS results continue to suggest that our student body is very accepting of cultural diversity.</p> <table border="1" data-bbox="581 1606 1112 1711"> <tr> <td>MBSS</td> <td>2005</td> <td>2006</td> </tr> <tr> <td>Grade 10 Students</td> <td>81.0</td> <td>87.0</td> </tr> <tr> <td>Grade 12 Students</td> <td>76.0</td> <td>81.0</td> </tr> </table>	MBSS	2002	2003	2004	2005	FN Students	69.0	89.1	83.8		Non-FN Students	93.0	89.8	90.5		MBSS	2005	2006	Grade 10 Students	81.0	87.0	Grade 12 Students	76.0	81.0
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<p>Strategies</p> <p>Improving schools have well organized, focused, improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.</p>	<ul style="list-style-type: none"> ▪ Continue to promote school-wide interest and understanding of First Nation’s issues and affairs. ▪ Encourage First Nation students to pursue post secondary opportunities, e.g. bursaries, scholarships, employment. ▪ Continue to provide support for First Nation students and their families. ▪ Increase aboriginal student participation in secondary math courses.
<p>Structures</p> <p>Improving schools have aligned structures – resources, time, and organizations – to get results they want. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.</p>	<ul style="list-style-type: none"> ▪ Invite First Nation speakers to relay a first person perspective on aboriginal issues. ▪ Create cultural interest within the school through cultural activities such as First Nation crafts, dance or art. ▪ Host two events relating to First Nations during the school year. ▪ Inform First Nation students about useful resources for planning their future. ▪ Provide additional teacher support for aboriginal students to address teaching and learning of Mathematics. ▪ Work with counselors, administration, parents and the aboriginal community to clarify the knowledge and value of each course.
<p>Achieving Results</p> <p>Improving schools monitor progress and improve results. They monitor and make adjustments in key areas of student achievement – at the classroom, school and district levels.</p>	<ul style="list-style-type: none"> ▪ Maintain or increase the graduation rate for First Nation students. ▪ Compare the results with the data collected in 2005-2006 for the number of students who graduated, withdrew, received awards and entered post secondary institutions.
<p>Communication</p> <p>Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p>	<p>Through the use of the following methods we will communicate our goals, progress, and results to students, parents, teachers and our community:</p> <ul style="list-style-type: none"> ▪ Staff Meetings ▪ Newsletters ▪ School website ▪ PAC meetings ▪ Parent evenings ▪ Assemblies ▪ Bulletin Boards

<p>Leadership/ Teamwork</p> <p>Improving schools have a clear vision for, and commitment, to improving achievement for all students. Leadership at all levels, in all roles, is encouraged and systematically developed in a collaborative learning community.</p>	<p>The Aboriginal Support Committee will implement and monitor these goals.</p>
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**School District No. 5 (Southeast Kootenay)
Plan 2006 – 2007
School: Mount Baker Secondary School**

CERTIFICATION BY SCHOOL PLANNING COUNCIL:

We certify that, to the best of our knowledge, the information provided in this growth plan is accurate and reflects the needs of our school.

_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Parent Member's Name	_____ Signature	_____ Date
_____ Teacher Member's Name	_____ Signature	_____ Date
_____ Student Member's Name	_____ Signature	_____ Date
_____ Principal's Name	_____ Signature	_____ Date

Board Authorization

School Plan for _____ approved by
the Board of School Trustees, School District No. 5 (Southeast Kootenay).

Board Chair

Signature

Date