

# Sir Alexander Mackenzie Secondary School



School Plan  
To Enhance Student Learning  
2024-2025

## **SCHOOL INTRODUCTION and OVERVIEW**

Sir Alexander Mackenzie Secondary School (SAMSS) presently serves Grades 8-12 in the Bella Coola Valley. Opened in October of 1949, Sir Alexander Mackenzie School (or SAMS for short) is named after Alexander Mackenzie, who became the first European to navigate across North America and reach the Pacific Ocean in 1793. We are a central part of School District No.49, and are proud to acknowledge that we live, work, and play on the unceded Traditional Territory of the Nuxalk Nation.

### **SAMSS 2023 – 2024 Overview**

Principal: Barry Squires

FTE: 79 Students

Indigenous Students: 47 Identify as Indigenous and 46 are Status (60% of Total Student Population)

Staff: 24 (Teaching and Non-Teaching)

Programs of Interest: An active Outdoor Ed Program; A Nuxalk Language and Culture Program; A Work Experience Program (WEX); A coordinated and robust Student Support Team

Our students come from all areas of the Bella Coola Valley, with 53% living on reserve and the remainder coming from the length of the valley. Our goal is to foster in our students a lifelong desire to acquire knowledge and skills; and to enable them to be responsible, productive, and caring citizens in our changing world.

Staff and parents share a strong belief that a successful school depends upon the cooperation of everyone involved. This dedication is exemplified in the programs offered for a school its size.

At SAMS we are very proud of our strong and still strengthening Nuxalk Language and Culture Program. In addition, we are currently able to offer a wide variety of academic courses including senior math and science courses along with an Outdoor Education Program that takes full advantage of all that the Beautiful Central Coast has to offer. As well, the school maintains a strong commitment to the fine arts with a very active and growing band program at all levels.



### Plan Rationale

Our school plan aims to:

- Develop and communicate a shared vision that builds commitment

- Build consensus about school goals and priorities
- Build a productive learning environment

Our goals are based on the [District Strategic Plan](#), particularly focusing on creating and enhancing student success as well as welcoming, celebrating and honouring both individual and cultural diversity .

Our goals work in conjunction with the SD49 Board of Education Mission statement, **“Working together to create a safe, welcoming environment that prepares each learner for their full potential.”** We strongly believe that student success is based on clear communication and partnership between family and school. To this end we are blessed to have a full time Home School Coordinator and a full time Youth Care Worker as a part of our staffing contingent. Working together as a Student Support Team we have had **in person meetings with 75% of our parents / guardians, and 100% of the parents/guardians of our graduating students.**

## GOALS

The Goals for the 2024 – 2025 school year are as follows. These goals will be revisited and revised as necessary when we begin the new school year in September 2024.

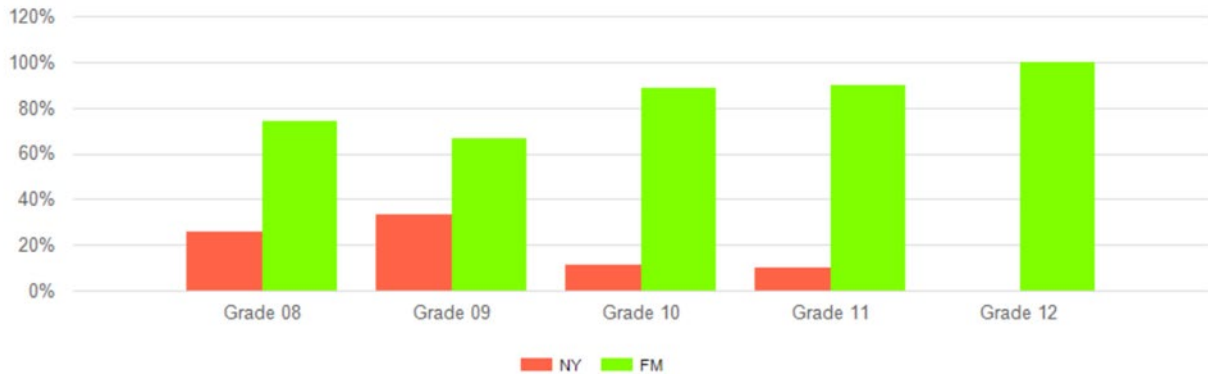
### GOAL #1

#### Promote Provincially Competitive Achievement

- A) Ensure that student academic achievement is high.
  - Identify students with learning needs, support them so that classes can maintain provincially competitive pace.
  - We are using Fountas and Pinnell data to identify those students needing interventions and have as our goal the desire to increase the percentage of students who can read at a Grade 8 level on the F&P Scale by the beginning of

Grade 10. (Note: Fountas and Pinell is a standardized assessment model used to determine the reading level of a student. This in turn allows for targeted reading interventions to assist with reading development.)

Fountas and Pinnell - Term 2



Fountas and Pinnell - Term 2

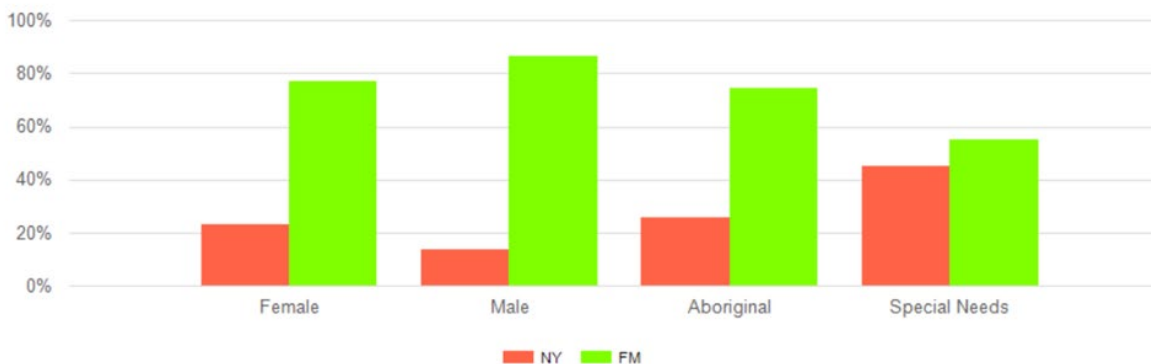
	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12
NY	26.09%	33.33%	11.11%	10.00%	
FM	73.91%	66.67%	88.89%	90.00%	100.00%

NY – Not Yet Meeting

FM – Fully Meets

As can be seen in the chart above, 33% of our students presently leaving Grade 9 are not reading at a Grade 8 level. By the expansion of targeted interventions such as small reading groups, Resource groupings and supports and Learning Strategies blocks for targeted students in Grades 8, 9 and 10, our Goal is to have 80% of our 2024-2025 Grade 10 Dogwood Track students reading at Grade 8 Level on the F&P Scale by the end of Grade 10. In addition, it is recognized that there is a clear need to increase the percentage of students reading at Grade 8 level prior to their entry into the Credit System in Grade 10. Our Goal will be to have 85% of our students in the 2024-2025 Grade 8 cohort reading at the Grade 8 level by the end of Grade 9.

Fountas and Pinnell - Term 2



Fountas and Pinnell - Term 2

	Female	Male	Aboriginal	Special Needs
NY	22.86%	13.51%	25.58%	45.00%
FM	77.14%	86.49%	74.42%	55.00%

The chart above clearly shows the need to target Female and Indigenous students with appropriate reading strategies. Our goal is to have a minimum of 80% of our non-Special Needs students in each of the categories scoring in the FM range.

- Increase the percentage of students who are Proficient and Extending on the Grade 10 Provincial Numeracy Assessment.

### March 15<sup>th</sup>, 2024 Grade 10 Provincial Math Assessment Results

Emerging	Developing	Proficient	Extending
20%	80%	0%	0%

Our immediate goal is to have 25% of students scoring in the Proficient Range for this assessment. To achieve this, we first need to ensure that these assessments are taken seriously and are representative of our students' true abilities. To achieve this, we will be: 1) Ensuring that all students are prepared for these assessments by completing practice assessments approved by the province. 2) Ensuring that students are aware that these are relatively high stakes assessments that need to be taken seriously. 3) Ensuring that as many students as possible

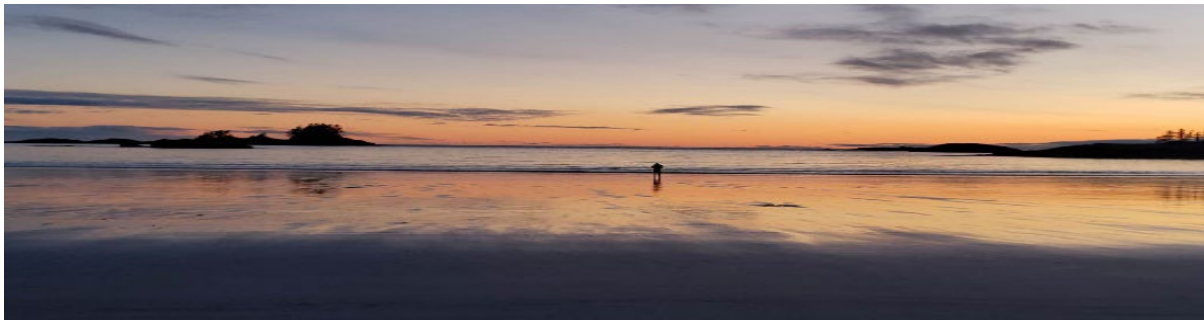
have the opportunity to rewrite these assessments up to the three attempts permitted by the Ministry.

- Increase the percentage of Students with a meaningful (C+) Grade in English 12. Thus, allowing them to pursue as many post-secondary opportunities as possible.

### Student Grades in Grade 12 English Courses

A	B	C+	C and Below
22%	44%	11%	22%

- B) Offer Activity programming that provides enrichment to all learners.
  - Enhanced access to core programs (OE and Band)



## GOAL #2

### Foster Individual Accountability for Learning

- Build social/emotional wellbeing.
  - Identify students without sense of belonging or connection.
  - Increase communication with families.
  - Provide engagement support and S/E Wellness support to at-risk students.

- Meaningful participation in YDI and Student Learning Survey and McCreary Data



The Student Learning Survey (SLS) is an annual survey administered to B.C. Public Schools for students in grades 4, 7, 10, and 12. Data obtained from the survey provides valuable insights into our students' experiences and feelings about school. Many questions provide valuable information on how our students are doing. We are going to focus on the following questions to determine if our students have a strong sense of belonging at our school.

(NOTE: For Grade 10; 1 Student = 7%, For Grade 12; 1 Student = 14%, For Total; 1 Student = 4.8%)

Do you like school?

	Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
Grade 10	14%	28%	21%	21%	0%	0%	14%
Grade 12	57%	14%	14%	14%	0%	0%	0%
Total	27%	24%	19%	19%	0%	0%	10%



At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?

	None	1 Adult	2 Adults	3 Adults	4 or More Adults	Don't Know	No Answer
Grade 10	14%	21%	7%	7%	28%	7%	14%
Grade 12	14%	0%	14%	14%	57%	0%	0%
Total	14%	14%	10%	10%	38%	4.8%	10%

Do you feel welcome at your school?

	Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
Grade 10	0%	0%	50%	21%	14%	0%	14%
Grade 12	14%	0%	28%	57%	0%	0%	0%
Total	4.8%	0%	43%	33%	10%	0%	10%

Do you feel safe at school?

	Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
Grade 10	0%	7%	21%	35%	14%	0%	21%
Grade 12	0%	0%	14%	42%	42%	0%	0%
Total	0%	4.8%	19%	38%	24%	0%	14%

It is interesting to note that while 62% of our students in Grades 10 and 12 report feeling safe at school most of the time, 86% feel Welcome at least sometimes and 72% have at least one adult that they have a strong connection with, a full 60% of our students reporting in Grades 10 and 12 and 84% of our Graduating class respondents report liking school Never, Almost Never or Sometimes. Clearly further investigation of this data via student focus groups and further, more focused surveys. Because of our school-wide approaches, we expect to observe an increased positive response to these questions year over year.

The BC Adolescent Health Survey (BC AHS) is a province-wide survey administered to youth in Grades 7 to 12 by the McCreary Centre since 1992 and was just administered at SAMS in the fall of 2023. It provides evidence of youth health trends, emerging issues, and risk and protective factors for healthy development. This survey is conducted every five years.

All SAMS students had an opportunity to take this survey. They answered questions about home life, material well-being, school experiences, physical health, mental health, eating behaviour and body image, substance use, sexual health, safety, relationships and leisure activities.

A team from the McCreary Centre will be coming to Bella Coola to work with the youth in May 2024 to determine how to use the survey information to target an area of support that will improve the student's overall wellness over the 2024-2025 school year. Including student voices in SAMS wellness initiatives will not only address emerging issues impacting our students but will increase the students' Sense of Belonging as measured by the Student Learning Survey.