

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

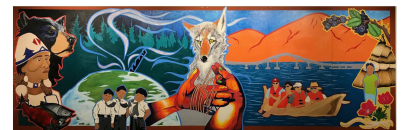
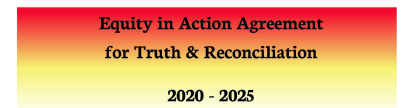
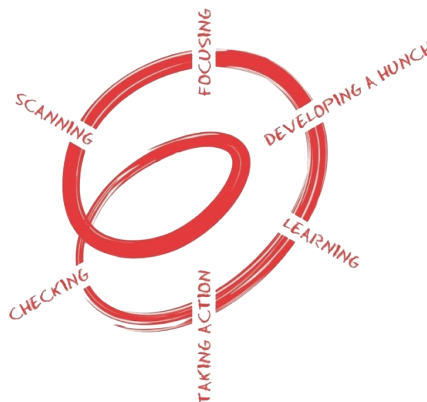
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shiloh Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Mount Boucherie Secondary

School Year: 2023-2024

School Level: Secondary School

School Type: English

Family of Schools: Westside Family of Schools

Overall School Population: 1843

Student Population Indigenous: 308

Student Population, ELL: 25

Principal: Scott Sieben

Vice Principal: Toni Owens

Vice Principal: Scott Brown

Vice Principal: Ryan Mansley

Grade:

☒ Gr. 4

☒ Gr. 10

☒ Gr. 11

☒ Gr. 12

Number of Administrators: 4

Number of School-Based Teachers: 98

Number of School-Based Support Staff: 74

School Community Student Learning Plan

School Learning Story

Background:

K?u limt p cy?ap to our mountain! With gratitude, we acknowledge that we are privileged to be on the traditional, unceded territory of the Okanagan/sylix people, where we learn and grow together. Mount Boucherie Secondary is the only senior secondary school serving the Central Okanagan Public School's geographically large area on the west side of Okanagan Lake which includes the municipalities of West Kelowna and Peachland, as well as the Regional District of the Central Okanagan, and the territory of the Westbank First Nations. Our community of learners of 1773 students and 182 staff work together to make Mount Boucherie a comprehensive Secondary School with a wide variety of course offerings to help all learners find their passion. Mount Boucherie's diverse population of students and staff representing over 26 countries, and multiple Indigenous, Métis, and Inuit nations, contributes to a culturally rich learning environment.

Mount Boucherie Secondary offers a wide-range of academic, athletic, artistic, cultural, careers, and leadership development opportunities for our students. Through course offerings and extra-curricular teams, clubs and events, MBS students are able to study and gain experience in their areas of passion and interest from a variety of perspectives.

The Academy of Indigenous Studies provides a unique cultural experience for our students. While a broad focus on British Columbia First Nations culture is examined, students experience a more holistic approach with the local Okanagan culture. Students participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local culture while making a positive contribution to the community. This is a unique and innovative opportunity for students to gain a greater sense of how their interaction with local First Nations culture has an effect on future generations of British Columbians. The Academy of Indigenous Studies includes a year-long, comprehensive learning community where students from grade 9-12 receive Indigenous Leadership and Careers credits. The year-long nature of the community allows for seasonal cultural learning.

The Mount Boucherie Hairdressing Academy is an Accelerated Credit Enrollment in Industry Training (ACE IT) programs. The Mount Boucherie Secondary Hairdressing Academy is designed for students who have chosen hairdressing as their primary career choice. The program is composed of hairdressing courses, practical skills training, practical and lab assignments, client work, and work experience placements. Students from this ACE IT program gain valuable skills and training that prepare them for successful careers after graduation.

The West Kelowna Fire Rescue Firefighting Academy is an amalgamation of courses that combines components of the Justice Institute of British Columbia's Basic Firefighting certification course, fundamental firefighter skills, St. John Basic First Aid, CPR training, collaboration and teamwork skills, and live fire training. Exceptional effort and completion of the course have led students directly into the adult Paid On-Call(POC) recruit classes and employment as POC fire fighters with WKFR before secondary school graduation.

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

We have surveyed school staff on what they believe to be the needs of the building for our students. We have had empathy interviews with a wide range of our indigenous students as well as our student population as a whole through 1:1 conversation and classroom interviews.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Indigenous students were brought together into small circle discussions around connection to school and adults in the building.	They all have a connection to at least two adults in the building, however they are primarily in our Indigenous Department.
Empathy Interviews	We started by selecting teachers who we know to have an ability to build strong relationships of trust and empathy with students from a variety backgrounds, academic pathways, and school experiences.	Through these interviews, we received a range of responses. However, when the data was interpreted and synthesized we recognized lots of the issues faced by students fell into 3 major categories: Empathy, resiliency, and (dis)connection.
Other	Staff were provided with a google survey to determine what they felt students needed in order to succeed and what positive culture at MBSS could look like.	The most frequent responses were related to achievement, belonging, safety, resilience, and connection.

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Our students are lacking and wanting connection, safety, resiliency, belonging, and empathy.

Student Learning Goal 1:

Each student will experience connection to the school community.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Improvement in attendance patterns.	Remaining flexible to the varying needs of each student.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Participation in school community opportunities/functions	Ensuring opportunities are available for all students to feel belonging and representation within the school community.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Experiencing positive energy, integrity, respect, and joy.	Honoring and highlighting a wide variety of awareness campaigns and opportunities for celebration.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

NOIIE Symposium; connecting on a three-year collaboration with RSS regarding improved connections with Indigenous Students; Shane Safir and Street Data; and Kimberly Schonert-Reichl.

School Level Strategies and Structures:

Grouped PGP's targeting school priorities; supporting a NOIIE team in our building through release time; supporting staff to attend professional development.

Classroom-level Instructional Strategies:

Teachers focusing on relationship building activities, lessons, and culture (Learning is social).

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	Focusing on learner well-being and connection.
Equity in Action Agreement – Learning Environment (School Culture)	Focusing on learner well-being and connection.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Sending staff to learning and collaborative opportunities.	3000
Other	Multiple SEL grants awarded to support initiatives in our school.	5000
Learning Resource	Book and resources	1000

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

Students and staff (regardless of how data was collected) shared the same concerns: improved need for connection, resiliency, empathy, safety, and belonging. By spelling out what our expectations are, we have seen an improvement in the areas of Belonging, Empathy, Achievement, Resiliency, & Safety (BEARS).

These expectations have helped to set the tone for a positive school year with our agreed upon understanding of what healthy relationships with self, each other, and school will look like for our students and staff.

Recommendations for next steps for this School Student Learning Priority:

We want to build connection with our school community by establishing culture and by making our school community proud of what we do at Mount Boucherie.

School Community Student Learning Plan

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Each student graduating with dignity, joy, options, and purpose.

Student Learning Goal 2:

Regular attendance and class participation are supported as constructs of student achievement. Students will continue to earn credits towards graduation and participate in a variety of opportunities in the school community to improve quality of the schooling experience and future opportunities.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Curricular Competencies: Varies depending on course.

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Acquire, interpret, and present information
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Novelty and value
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Regular attendance and class participation are supported as constructs of student achievement.	Strength-based and individualized approaches and expectations focusing on connection to adults in the building.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Students will continue to earn credits towards graduation and participate in a variety of opportunities in the school community to improve quality of the schooling experience and future opportunities.	Empowering students to embrace opportunities to explore areas of passion and interest through unique programming in our building.

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Inquiry and collaboration with and other schools and the attendance patterns and struggles they are facing, as well as the strategies they have implemented; working to create diverse collaborative groups that are cross curricular and cross departmental.

School Level Strategies and Structures:

Homework club; support from non-enrolling teachers and learning environments (Attendance teacher, counsellors, SEL Teacher and CEA, LATs, RTs, and Indigenous Advocates and Tutors); specific supports for students who have difficulty attending that create opportunity for adult connection where adults can learn more about what is behind the lack of attendance; and close relationships with students AND their families.

Classroom-level Instructional Strategies:

'15-minute rule' keeping students from taking breaks in the first 15 minutes of the class; keeping student cell phones when students leave the room; strong pedagogy used to provide multiple entry points, opportunities for inquiry, a variety of opportunities for showing learning, and delivery that is dynamic and snappy.

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Meeting each learner where they are at and seeking first to understand what needs are not being met so they have a chance to thrive.
District Strategic Plan - Family & Community Engagement	Including the voices of the adult caregivers of students as early and frequently as possible in order to understand the dynamic of the whole family unit and come alongside each student's whole support team.
Equity in Action Agreement – Pedagogical Core	Continue to foster community relationships through ongoing collaboration.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Books	1000
Professional Learning	NOIE	3000
Staffing, Supplies	.5 FTE	50000

School Community Student Learning Plan

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

Strategies implemented by a dedicated and caring staff member have shown success for students struggling to attend.

Many students who were struggling to attend also found that if we were able to make changes to their schedule that they were able to put strategies into place to more regularly attend, stay in class, and actively participate in the learning.

Recommendations for next steps for this School Student Learning Priority:

Ensure interventions happen earlier; sooner and clearer home/school communication. This will include clearer expectations for students, their care givers, and staff at the start of the school year and exploring ways to keep students attached to MBSS even when there are challenges to meet their individual needs and/or they require an alternate learning environment. We have a staff member 'tracking' attendance and contacting families to devise plans to better support students.