



# Buck Mountain Central School

School  
Improvement  
Plan  
2018 – 2019

# SCHOOL PROFILE

Buck Mountain Central School is a rural grade 7 – 12 school that serves approximately 180 students from the communities of Alder Flats, Buck Lake, Winfield, and surrounding areas.

The school has professional staffing of 13 teachers and an additional 12 support staff consisting of administrative assistants, a family-school liaison worker, a life skills coach, educational assistants, and custodians.

The School was built in 1991 and is located at the south end of Buck Lake, a beautiful recreational area approximately 100 km west of Wetaskiwin on Highway 13. In addition to lake access, the school has a football field, baseball diamonds, and an outdoor classroom.

## PROGRAMMING AND SERVICES

Despite its small size, BMC offers a diverse academic program that provides programming for both vocational and academic-oriented students, allowing for students to complete the necessary course for High School Completion. This programming is enriched by a strong fine arts program including art, drama, and band. Buck Mountain also offers a wide range of option courses including physical education, outdoor education, tundra sports, leadership, industrial arts, computers, foods studies, various CTS courses, and distance education.

Our school also offers a wide range of extra-curricular activities including a six man football team, basketball teams, volleyball teams, cross country running, track and field, badminton, running club, drama productions, band concerts, student leadership opportunities, community service, peer mentoring, and a student voice committee.

BMC has a history of students enrolling in course that will serve them well as they look toward they post-secondary pursuits. As a small school, staff are able to meet the needs of their students, moving them towards success. We continue to work with a collective focus on improving BMC's high school completion rate. As part of Alberta Education's High School Redesign initiative, BMC offers programming focused toward this end.



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# FOUNDATIONAL STATEMENTS

## Mission

At BMC, we passionately engage our diverse students every day by genuinely connecting and supporting them on their journey towards high school completion and life beyond our doors.

## Vision

Buck Mountain Central is a school community where all learners feel safe, supported, and celebrated. Relationships form the foundation of what we do, empowering individuals to reach their full potential as lifelong learners.

## Values

To enact our vision, the staff of BMC

- engage with families and surrounding communities in support of student learning
- model the behaviors of a lifelong learner and a responsible citizen
- communicate candidly, collaboratively, and continuously
- cultivate genuine relationships
- foster learning beyond the classroom (for example by providing enrichment opportunities and access to extracurricular activities)
- respond to the diverse needs of our students
- celebrate strengths and successes
- respond to challenges by modeling resiliency
- recognize and respect cultural diversity
- provide timely, effective academic interventions focused on literacy and numeracy skills

# SCHOOL IMPROVEMENT PLAN

As part of our journey as a Professional Learning Community, Buck Mountain has revised the mission, vision, and values of the school. The mission, vision, and values went through consultation with staff, students, parents, and the school community through BMC's Parent Advisory. As part of this process, school goals were set for the year. These goals align with our WRPS Board Priority:

→ To increase the rate of high school completion.

Data from the *Accountability Pillar* survey, *OurSCHOOL* survey, school-based student and parent surveys, Student Learning Profiles, Diploma examination results, Provincial Achievement Test results, as well as data collected at the school through consultation and focus groups will be used to measure implementation.

## School Goals

1. BMC will increase the percentage of all students that complete high school within three years by 10% over a 5-year period.
2. BMC will increase the overall percentage of students who score at an Acceptable Standard by 10% and at Standard of Excellence by 5% on all Provincial Achievement Tests.
3. BMC will increase the overall percentage of students who score at an Acceptable Standard by 5% and at Standard of Excellence by 5% on all Diploma Examinations.

## WRPS SMART GOAL 1 → STUDENTS SUCCESSFULLY COMPLETE SCHOOL

- BMC will increase the percentage of all students that complete high school within three years by 10% over a 5-year period.

### Performance Measures

- 3-Year High School Completion Rate – Percentage of students who completed high school within three years of entering grade 10
- Student Grade Progression – Students are tracked as they progress to the next grade level at BMC (grade 9 → 10; grade 10 → 11)
- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on Provincial Achievement Tests
- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on Diploma Examinations
- Tracking of Attendance – Student attendance is tracked to see the correlation between this and potential learning

### Key Initiatives for 2018 – 2019

- ✓ High School Redesign – High School Redesign is about high school completion and is a catalyst for driving innovative change within a school. At BMC, High School Redesign has given the staff the opportunity have an innovator's mindset to try new approaches to teaching and learning. The following are the five pillars of HSRD BMC has chosen to focus on.
  - Mastery Learning
    - Assessment Practices → BMC has developed consistent policies and beliefs in terms of Assessment practices. As a school, we believe “assessment is used as part of the learning process that provides feedback about how to improve and gives students a clear view of what is expected.” Our policies focus on providing feedback to students in a timely manner, maintaining consistent assessment expectations in each subject, and ensuring we have summative assessments that are in line with the program of studies as well as Diploma and PAT standards.
    - FLEX Block → These blocks are 30 minutes every day and intended to provide extra time for students to complete curricular outcomes outside regular class time.
    - Distance Education → Through this opportunity, the school provides students an alternative method to complete courses and achieve credits.
  - Personalization
    - Individual Student Interventions (RTI) → This intervention is available to students who need flexible pacing in a course, to students seeking or requiring re-teaching or enrichment, or to students who require credit recovery.

- The Flipped Classroom → BMC staff have an understanding that learning is not contained to the classroom. Through the use of Google Classroom, teachers will have course material available online for students to take. When students are in the classroom, they receive support and guidance, allowing for opportunity to dig in to content.
    - Teacher Advisory Groups (TAG) → Getting to know our students and development of relationships.
  - Flexible Learning Environments
    - The creation of such an environment allows for a variety of learners using different strategies and working at a different pace. We aim to create an environment in which students have the support to be successful in school.
    - FLEX Block → See above
    - Distance Education → See above
    - The Flipped Classroom → See above
    - Individual Student Interventions (RTI) → See above
  - Rigorous and Relevant Curriculum
    - Professional Learning Community (PLC) → Teachers have developed collaborative teams in the areas of literacy, numeracy, and sense of belonging. The key to this initiative is teacher collaboration to improve student learning (see following).
  - Assessment
    - Assessment Practices → See above
- ✓ Job-Embedded Staff Development
  - BMC has embraced the Professional Learning Community (PLC) framework. This framework relies on focused collaboration with all staff. At BMC, teachers, support staff, and administration form our Guiding Coalition and are the leaders in the PLC process. Members of our Guiding Coalition lead their collaborative teams with a focus on literacy, numeracy, and sense of belonging.
    - Collaborative Teams meet during each collaboration day. The Teams have developed Team Goals in line with and contributing to our overall School Goals. Each team completes assigned tasks and are accountable to their colleagues as they work towards attaining their goals.
    - Literacy and numeracy teams work on creating common assessments, common instructional practices, as well as enrichment and remediation projects, while improving instructional practice that in turn improves student learning.
    - Intervention Structure (RTI) → Through the development of a Learning Team structure, BMC provides extensive Tier 2 Interventions to our students with a focus on re-teaching, enrichment, credit recovery, or work completion.

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## WRPS SMART GOAL 2: LITERACY

- BMC will increase the overall percentage of students who score at an Acceptable Standard by 10% and at Standard of Excellence by 5% on the grade 9 English Language Arts Provincial Achievement Test.

### Performance Measures

- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on English Language Arts Provincial Achievement Tests
- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on English Diploma Examinations
- Tracking of Attendance – Student attendance is tracked to see the correlation between this and potential learning

### Key Initiatives for 2018 – 2019

- ✓ Literacy Programming and Supports
  - Through our FLEX Block, we have specifically targeted Literacy for all students, dedicating two out of every five days to priority learning in Humanities.
  - Based in a Response to Intervention model, we will be implementing standardized assessment measures (SAMs), which will be administered to all junior high students three times a year as a universal screening and diagnostic assessment. This will allow staff to track the grade level abilities of each student in terms of reading comprehension and writing. Using this baseline data, students will receive Tier 2 interventions in Literacy Class, with the goal to have all students at grade level by the end of grade 9. As indicated above, BMC's Literacy Collaborative Team will support implementation of this and other initiatives.
  - Junior high students will be in a Literacy Class once every second day. In these classes, targeted and specific interventions identified through benchmarking will be addressed in order to meet the learning needs of each student. Areas that may be addressed include decoding, fluency, vocabulary, comprehension, writing, and exam skill-building. Depending on the level of need, these areas may be addressed individually, in small groups, or with the whole class.
  - BMC will begin the process of identifying subject specific vocabulary in all courses over the 2018-2019 school year. The aim will be to identify it this year and begin the practice of pre-teaching vocabulary before specific topics and/or outcomes instructed to our students in the 2019-2020 school year.

## WRPS SMART GOAL 3: NUMERACY

- BMC will increase the overall percentage of students who score at an Acceptable Standard by 10% and at Standard of Excellence by 5% on the grade 9 Math Provincial Achievement Test.

### Performance Measures

- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on English Language Arts Provincial Achievement Tests
- Students meet or exceed provincial averages in Acceptable Standard and Standard of Excellence on English Diploma Examinations
- Tracking of Attendance – Student attendance is tracked to see the correlation between this and potential learning

### Key Initiatives for 2018 – 2019

- ✓ Numeracy Programming and Supports
  - Through our FLEX Block, we have specifically targeted Numeracy for all students, dedicating two out of every five days to priority learning in Math and Science.
  - Benchmarking will be administered to junior high school math classes regularly throughout the year. This will culminate with administration of the WRPS Common Formative Assessment (grades 7 and 8) and Provincial Achievement Test (grade 9) in June of each year. Regular benchmarking will identify areas for improvement and expose students to the types of questions, along with levels of complexity, they may see on provincially administered exams. Assessments will also include a non-calculator component. As indicated above, BMC's Numeracy Collaborative Team will support implementation of this and other initiatives.
  - Junior high students will be in a Numeracy Class once every second day. In these classes, targeted and specific interventions identified through benchmarking will be addressed in order to meet the learning needs of each student. Areas of focus will align with the units/strands that are being covered in a class at a given time. Depending on the level of need, these areas may be addressed individually, in small groups, or with the whole class.
  - For the 2019-2020 school year, BMC will explore the possibility of timetabling junior high math classes concurrently to allow for movement of students from one level to another, being responsive to their learning needs. This movement would enable students to receive targeted instruction in more than one classroom setting. A challenge here is making this work as a small school, but it is an option we are willing to explore.



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## Supporting Initiatives

1. Positive School Environment Plan/Sense of Belonging Collaborative Team
  - a. Buck Mountain Central School is concerned with the educational, personal/social, and career development of students in order to encourage the building of strong citizens for our community.
    - i. The emphasis of the work in this school is student-centered and considers the four pillars of student wellness: physical health, emotional well-being, social sense of belonging, and academic achievement (please see *BMC Positive School Environment Plan* for specific goals).
      1. Ensure a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
      2. Ensure clear code of conduct philosophy
      3. Ensure a positive discipline approach
      4. Ensure consistent, positive classroom management
      5. Promote ethical citizenship
      6. Mental health education through our MHCB partnerships
      7. The LGBTQ community will feel comfortable, safe and welcomed in the school environment
  - b. The staff at BMC recognize that a student's ability and willingness to complete high school is largely dependent upon the connections they have in the school. As such, one of the collaborative teams started out of our Professional Learning Community initiative is focused on sense of belonging.
    - i. The goal of this team is to ensure that every student is able to identify at least one positive adult connection they have at BMC. In order to do so, this team collects feedback from students and staff around how this might most effectively occur and carries out strategies to facilitate the success of the goal.
2. Learning Team
  - a. BMC has regular learning team meetings to coordinate supports for students. At these meeting strengths and challenges are identified, along with supports that are already in place (effective or not). Following this, future actions are identified in order to have a coordinated approach, along with team members responsible for implementation and a review date.
  - b. A learning team comprised of administration and our family-school liaison meets regularly in a similar fashion to discuss and coordinate supports for students who have apparent social-emotional needs. Information is then taken back to staff.
3. Career Counseling
  - a. The focus of our Career Counselor at BMC is that high school students are placed in the appropriate educational program to ensure academic success.

The involvement of teachers, parents, career counselor and administration is key in all placement discussions.

- i. The Career Counselor also ensures students are on track to graduate.
- ii. Post-secondary planning is also important in this area, as students are then able to focus on the course they may require for entrance into their chosen program.

#### 4. Indigenous Plan

- a. In alignment with the WRPS Indigenous Program Logic Model, BMC has developed a plan that addresses the following WRPS outcomes (Please see the *BMC Indigenous Program Logic Model* document for more information):
  - i. FNMI students at BMC will achieve in literacy at the same rate as all other students in the province.
  - ii. FNMI students in BMC will achieve in numeracy at the same rate as all other students in the province.
  - iii. FNMI students in BMC will complete high school at the same rate as all other students in the province.
  - iv. FNMI students in BMC will transition into post - secondary or the workforce at the same rate as all other students in the province.

#### 5. Adverse Life Experiences (ALE) Training

- a. This is tied with the BMC Positive School Environment Plan and Sense of Belonging Collaborative Team. Staff at BMC has been trained in working with individuals who have undergone adverse life experiences. These experiences may hinder the learning, motivation, and success of students. As such, it is important to understand what trauma is and how it may negatively affect these individuals. Staff at BMC work from a strength-based approach, recalibrating how we view negative behaviors. In working with these students, we respect the dignity of all and always have in mind to do what's best for kids. The staff has chosen to focus on the following three areas:
  - i. Healthy Relationships → building positive connections with students & staff
  - ii. Communication → clear, consistent messaging & expectations
  - iii. Social-Emotional Learning → a focus on ability to self-regulate, develop resiliency, and understand emotions