



R.E. Mountain Secondary Action Plan for Learning 2023-24

School Context

R.E. Mountain Secondary School is located on the traditional, ancestral, and unceded territories of the Matsqui, Kwantlen, Katzie and Semiahmoo First Nations. R.E. Mountain Secondary was established in 1977 and was named after Roy Edward Mountain, a Langley educator. In 1977, the school started with grades 8-11 and 480 students, moving to Grade 8-12 and enrolling 625 students plus ISP students. In 2014, Yorkson Creek Middle School opened for grade 6-8, changing R.E. Mountain Secondary to a grade 9-12 high school.



Owing to increasing enrollment pressure, in 2019, a new R.E. Mountain Secondary was built, and staff and students moved to its current building from the former location which was then renamed Peter Ewart Middle School. Both Yorkson Creek and Peter Ewart Middle Schools are now catchment schools for R.E. Mountain Secondary.

R.E. Mountain Secondary has a rich history of extracurricular activities. The school's athletics programs include volleyball, soccer, rugby, basketball, track and field, cross-country, badminton, golf, and cheer. The school is also home to fifty student clubs and several award-winning fine arts programs, including ensembles for Senior Concert Choir, Senior and Intermediate Vocal Jazz, Senior Chamber Choir, Senior and Intermediate Concert Band and Senior and Intermediate Jazz Band. Additionally, the school has an award-winning Improvisational Drama team.

R.E. Mountain Secondary has been an IB World School since October 1979, making it the second IB World School in all of Canada. The school offers an IB Programme in Grades 11 and 12 and a Pre-IB program in Grades 9 and 10 which is intended to help prepare students for the academic rigour of IB in their senior years of high school. In Grades 9-10, students enroll in five Pre-IB courses that encompass all of their academics for the year. They also have the choice of two electives and a PE course. In Grades 11/12, students select either an IB Diploma Programme or an IB Certificate Programme. The IB Diploma Programme requires students to take six academic courses from various subject areas and three additional courses that make up the Core of IB. The Core includes an interdisciplinary philosophy course (TOK), a research and writing course (Extended Essay) and a course that is centered on service, athletics and creativity (CAS). Students who elect to take the IB Certificate Programme are able to select anywhere from 1-4 IB courses and then supplement their schedules with BC Ministry of Education courses. The IB Diploma has worldwide recognition and universities will offer students who successfully complete the program up to one year of university transfer credit.



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Demographics

- Currently R.E Mountain Secondary has 2329 students:
 - 471 Grade 12
 - 570 Grade 11
 - 662 Grade 10
 - 625 Grade 9
- There are 297 students with Ministry designations.
- There are 89 students who identify as Indigenous.
- There are 4 students in Ministry care.
- There are 107 ELL students.
- There are 125 International students.
- There are 23 students who are refugees, speaking the following languages at home: Arabic, Dari, Ukrainian, Russian, Spanish, Mongolian, Vietnamese, English, Mandarin Chinese.



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Vision and School Goals

Vision for our School: Co-creating a community which is inclusive, respectful, and engaging for all learners, especially our most vulnerable.

We continue to recognize the hardships, inequities, and emotional impact that staff and students have encountered post-pandemic; these variables need to be addressed for our school to move forward with our educational goal of improving the student learning experience for all. Staff continue to improve their practice to engage students in learning. Tremendous gains have been made on numerous fronts including RTI/PLC and student-centered assessment including proficiency scales, vulnerable learners, anti-racism, and mental health and wellness. So much more work lies ahead on these fronts. Our belief is that we need to establish an action plan which is authentic and mirrors the work we do daily to improve the life chances of our students.

Through our action plan, we intend to focus on an academic goal related to improving literacy and a human and social development goal related to improving student connection to our staff and building. To better serve our most vulnerable students, we will continue to identify specific students for whom our current level of support is not working and make the appropriate adjustments to help them succeed. Not only are we interested in academic success for individual learners, but we also want every student to feel a sense of belonging, respect, and acceptance. we will use targeted strategies to encourage everyone in our community to embrace anti-racist systems to gain a better understanding for and tolerance of others as we continue to work to make every student and staff member feel connected to our school.

School Goals

Our Inquiry-based school goals are:

Academic:

- Working together as a learning community, how can we ensure all students are working towards proficiency in literacy skills across all curricular areas?

Human and Social Development:

- Working together through a trauma informed lens, how can we ensure that all students and staff feel a connection and sense of belonging to the school?

Actions Involved in supporting our **Academic** goal:

Working together as a learning community, how can we ensure all students are working towards proficiency in literacy skills across all curricular areas?

○ Department based literacy initiatives:

- A focus on each department infusing literacy into their respective curriculum.
- Define what specific literacy skills will be the focus for each department.
- Identify areas of challenge for students in each subject area.
- Focus on the 4 critical questions:
 - What do we want students to know?
 - How will we know if they have learned it?
 - What do we do with students who haven't learned it?
 - How do we extend knowledge opportunities for those that are already proficient?



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- Collaborating and co-creation of assessments and lessons including a baseline assessment that focuses on the specific literacy skill the department is working on
 - Implementing co-created lessons that focus on literacy skills in multiple grade group classrooms
 - Implementing co-created assessments in grade group classrooms and having teachers return with the department to co-mark assessments
- Literacy Assessment Tracking:
 - By the end of grade 10, 85% of students will receive a 3 or better on the Provincial Literacy Assessment.
 - By the end of grade 12, 85% of students will receive a 3 or better on the Provincial Literacy Assessment.
- Supporting Transitions from Middle School through literacy, numeracy, and social/emotional learning strategies.
 - Peter Ewart is using a new benchmark assessment to see where students are at.
 - Results are meant to be proficiency-based and graphable, making them easy to interpret.
 - Review the data around academic and SEL related to the grade 8's coming to REMSS next year. These are incorporated through our transition meetings but would also be generated throughout the year.
 - Review the trends in grade 9 literacy and determine what areas students are struggling in.
- Data collection through literacy assessments, and departmental feedback through their departmental goals.
- Collecting Teacher PLC group feedback.
- On-going professional development with staff supporting RTI and UDL across all grades and departments.
- Work with departments around supporting Indigenous perspectives and Ways of Knowing and Being as we continue to work towards Truth and Reconciliation.
- Work with departments around understanding and implementing First People's Principles of Learning into their teaching and learning.
- Incorporating RTI time through FLEX and our PLC Hubs.

Actions Involved in supporting our **Human and Social Development** goal:

Working together through a trauma informed lens, how can we ensure that all students and staff feel a connection and sense of belonging to the school?

- As we continue to grow in numbers, we want to create the feeling of REMSS being a small, connected community of learners.
- Measures:
 - Student Measure:
 - How many adults are connected to each student?
 - Based on our vulnerable list, every student has 2 adults that are connected to them. Qualitative data tracked via Teams.
 - Look at expanding how many kids are connected to sports clubs and extra-curricular activities.
 - Measure lates and absences.



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- Measure issues related to damage to the facility.
 - Utilize “Tell them from me” data to track student information and feedback related to connection and belonging.
 - Link crew to support grade 9’s – collect data around student teams. Included in this data is: attendance, tardiness, behaviour referrals to the office, suspensions. This is all part of the Link Data collection – Staff will review the data from last year to help inform this year.
 - Data from Grade 12 leaving survey. Will help to collect and inform decisions related to our grade 12 students. Looking to have this data separated into IB students and all others.
 - Ensuring school wide activities are inclusive of all students.
 - Connections to PCRS, the Foundry, and Encompass to support students. Counselling, YCW and Resource to be connected to these outside agencies.
 - Utilize data related to our RESET program to support students with anxiety related to school attendance.
 - Continued opportunities to help celebrate diversity in the school through student led cultural activities.
- Staff Measures:
 - Look at data related to how the staff culture club can help facilitate staff connection through the creation of inclusive staff events.
 - Participation of staff at social events.
 - Participation of staff in Eagle Buddies (“No Eagle flies alone!”)
 - Participation in school-based Teacher Mentorship Workshops for early career teachers.
 - Use of PLC topics for staff to focus on SEL for students.

Connections to the District Strategic Plan

- Improving the Quality of Learning for all students.
- Ensuring all students have access to meaningful career opportunities Grades 9-12.
- Continuing to strengthen the relationships with our community partners.
- Promoting the physical, emotional, and mental well-being of our staff and students.

Anti-Racism Work

In addition to enhancing Aboriginal education, we are continuing to focus themes this year around diversity and anti-racism. This work is supported by our department head of Diversity and Inclusion.

Focused Supports

Throughout the work we do, we will also be focusing on collecting data and utilizing RTI to support:

- Indigenous Students
- Students with Diverse Learning Needs
- Students in Care
- Students in ‘at risk’ categories



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Team

The leadership team moving the Action Plan forward is comprised of Department Heads, the Admin Team, the Guiding Coalition, the Enhanced Family Support Committee, and various other committees and staff. Specific members of this team include:

Administrative Team:

Jessica Bain, Tina Costopoulos, Aaron Gollub, Jeff Keen, Paul Trattle

Department Heads for 2023-2024:

Jen Cornelson - Math
Danica Lapierre - Social Studies
Marnie Walthers - Science
Jane Gill/Barbara Dennett - English
Grant Gillies - Indigenous
Craig Moore - Student Support Services
Abigail Kim - Languages
Aidan O'Hara ADST/Technology
Kyle Cawdell - Fine Arts
Lara Lacroix - Career Education
Kirk Weiss - PE
George Costopoulos - IB
Rob Hayes - Athletics
Tera Springenatic - Counselling
Katelyn Jackson - SBT/Complex Resource
Balroop Dhanoa - Social Justice/Diversity
Victor Cai - ELL
Adrian Kim - Clubs/Leadership Events

Counselling Team for 2023-2024:

Janice Babalos, Lauren Barirani, Jerica Glassco, Jermaine Kemp, Tera Springenatic

Resource Staff:

- **Resource Teachers:** Jennifer Bolton, Rachel Flink, Vicki Forbes, Keith Gray, Brittany Hollbrook, James Howard, Katelyn Jackson, Melissa Johnson, Peggy Macaulay, Craig Moore, Kelli Niemi, Emma O'Neil, Michael Redavid, Amit Sharma, Abigail Sherwood, Sean Stevenson, Matthew Suzuki, Devinder Thandi, Kim Welton
- **SEA's:** Jessie Anderson, Jessica Bailey, Leizel Bentley, Mariana Bezede, Kelli Clarke, Sharon Ferguson, Herminia Jose, Nathan Hansen, Chantel Hastie, Mandi Heppner, Laura Husel, Jin Hee Kang, Melodie Little, Marcus Loden, Corine Lovegrove, Mary Malalay, Sandeep Mehash, Chandra Micom, Sabrina Murray, Shanine Palmer, Meagen Pearson, Roxann Pope, Deborah Reimer, Jabin Rempel, Melissa Reseigh, Tsubasa Saito, Harinder Sidhu, Rada Stojanovic, Deanna Tedesco, Rebecca Van Vugt, Madison Wenlock, Crystal Winter.



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- **Youth Care Workers:** Brookes Gray-Scholten, Tristan Miller
- **ELL Support:** Victor Cai, Stacey Hernberg, Stephen Davis, Jiyeon Kang, Sunayna Singh, Kristy Vigneault, TBA

Other Supports:

- IB Coordinator – George Costopoulos
- ELL – Victor Cai
- ISP Coordinator – Becky Nelstead
- Aboriginal Support Worker – Jenn Forlin
- Learning Support – Craig Moore
- Learning Support – Complex/SBT - Katelyn Jackson
- RESET Teacher – Kim Welton
- Link Crew – Laura Spindlove and Katelyn Jackson
- Leadership – Adrian Kim and Rachel Beskau
- Rec Leadership – Kirk Weiss
- Teacher Mentorship – Jane Gill
- Science Prep – Roxann Pope
- Library Learning Commons: Kathleen McKay (Teacher-Librarian), Leighann Thomas (Library Tech)

Each of these staff members work together to support our staff and students in a variety of ways.

Supporting our Students:

- Teaching and learning utilizing the First People's Principles of Learning
- Having weekly resource meetings to support SBT, SEA's, and Teachers.
- Utilizing our counselling team, resource team and admin team to triangulate the supports in the school for students.
- Utilizing our Link Leaders, and our Student and Athletic Leadership courses for support.
- Utilizing our Youth Workers to support students in need.
- Utilizing our Aboriginal Support Worker as a liaison for Aboriginal families, and to help support cultural learning experiences in the building. Click the following link for the First Peoples Principles of Learning.



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Community

We are very fortunate that our R.E. Mountain PAC has a very school-focused mandate. We will be discussing our school goals (APFLs) with them and requesting feedback. We keep our PAC updated during the year with our progress or initiatives and they, in turn, help provide context around community concerns.

We regularly publish a newsletter through MS Sway every month. This has allowed us to do the following:

- Showcase classroom learning in a more vibrant and engaging way.
- Add a more mobile friendly view to the newsletter.
- Add in more user-interactive sections (select pictures, etc.)
- Track who is reading the newsletter and how deeply they are viewing it.

We have continued a breakfast and build-your-own lunch program that was started two years ago to help support students who regularly came to school without food. This has been supported through the generous donations of the Langley Foundation, Breakfast Club of Canada, and a grant from Feeding Futures.

Community Support Transitioning to Secondary School – We meet with our grade 9 parents to discuss essential contacts at the school, and ways for parents to help support student achievement. The primary goal is to have parents be more in the loop on expectations for students entering high school. We also host multiple walking tours of the school in May and June where small groups of middle school students can come and get a feel for the building while it is in session. As part of this, we also meet with our grade 8 parents in the spring to start the transition. Finally, there is a “sports day” event for incoming grade 9 students that is hosted by our Rec Leadership classes.

Langley Events Center – Continued connections with the LEC have afforded us opportunities to utilize their facilities for both curriculum-based classes and outside of the timetable clubs and athletic events. This connection has also provided opportunities to work with professional sports teams, like the Vancouver Giants (Hockey) and Vancouver FC (Soccer).

Technology Used to Support 'Community'

As Covid restrictions made the school adapt to new ways of communicating, we have continued offering the following to support increased communication with our families, students and staff:

- Regular newsletters that highlight work done in the classroom. Staff provide pictures or video where appropriate.
- Virtual meetings with parents by our staff as needed.
- Use of surveys to support student and parent feedback on school initiatives.
- Virtual meetings with students, and with classrooms, as needed.



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Student Learning

RTI Support:

- Tier 1 - We have been working to identify essential/prioritized learning standards for each subject.
- Tier 2 – Equip staff with strategies, resources, and supports during Focused Flex to assist with student learning. Empower students to take responsibility for their learning and advocate for support during Focused Flex.
- Tier 3 - We have generated a confidential list of students from our school's populations of Indigenous students, children in care, vulnerable students, and diverse learners called 'Primary List'.
- SEL – We have prioritized learning around acceptance of others regarding culture, gender identity, sexual orientation, race, and religion. We will be engaging staff in workshops on trauma informed practice and how to best support students.
- We will use our 'Link Crew' program to help transition our Grade 9s to RE Mountain and have yearlong mentorship with senior students to guide and empower our Grade 9s to be active learners and citizens.

Technology to Support Student Learning

- Our fleet of laptops is older, with many of our Dell devices needing an update. Given the increase in student numbers we are also looking to support student learning through an expansion of our fleet of laptops.
 - Add 15 new Lenovo laptop devices to Learning Support Services.
 - Replace a cart of laptops for the library.
 - Add a cart of laptops to the school for general booking.
- Utilization of technology for learning will include:
 - Assessments and surveys for the student body.
 - Use of technology for CLC 12 and Capstone to help students create digital means to showcase their learning.
 - Use of computer technology in our 5 computer labs, both MAC and Windows PC.
 - Working with the District on a refresh of this technology.
- Creation of a technology plan for learning through a technology committee to help guide our technology purchases and use.

Social/Emotional Supports

- We have a number of support teams available to provide social/emotional support to students.
 - Including: Counselling, YCW, ASW, Resource, Reset Program, outside agencies (PCRS, the Foundry, etc.)
 - Maya from PCRS will be working with student groups determined by staff this year to support vulnerable students.
- Focus on inclusivity and the promotion of connection to both staff, the building and each other.

English Language Learners

- We have a high number of ELL students this year and have added a number of staff to support students.
- Students are evaluated and supported based on their learning level needs.
- We are looking at changing the way we offer support for these students to ensure the highest efficacy possible. These changes include reducing class size by offering to support students in an RTI fashion.

Department Goals:

- These are currently being worked on and will be added to this document.



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Professional Learning

As a community, we understand that we must utilize a variety of interventions to support our most vulnerable students so they can succeed as educated citizens. We are also learning that the institutional, systemic, and individual nature of racism and discrimination can negatively impact our students' mental wellness. As a staff, we must begin to understand these inequities and employ strategies to address and combat them with our students.

Several initiatives have been put in place to support professional learning within the context of this plan:

- Our Department Heads, and LSS department, will provide hands-on learning and strategies which we can incorporate into our classrooms based on Tier 1, 2, and 3.
- Our Guiding Coalition and Department Heads will work towards learning and implementation of our school goals.
- Our Social Justice Department Head will engage staff in conversations and learning about best practices around anti-racism, acceptance, cultural celebrations, and gallery displays of special recognition including Diwali, Black History Month, Pride Month, Truth & Reconciliation activities.
- Provide age-appropriate literacy training for staff in to support learners. How can we work on teaching reading to those that need it, celebrating the incremental improvements along the way.
- We will use our Focused Flex time to re-teach concepts, work with small groups, provide extension opportunities, and empower students to provide evidence of missing work and understanding.
- Every staff and department meeting will have a connection to our Action Plan. The admin team will model engagement strategies which staff can take back to their classrooms.
- Our School Improvement Day on October 6, and Pro-D Day on October 20, as well as future Design and Assessment days will be focused on working towards supporting our school goals.
- November Design & Assessment Day will be used to meet with our support team – Admin, counsellors, LSS staff, ELL, ISP & YCW's to address how we can better support our most vulnerable learners.
- Link Crew Coordinators sent for follow up training to continue to develop an effective program at RE Mountain.
- Look to provide opportunities for cross-department connections for teachers to work together on common frameworks.
- Sent a contingent of 10 teachers to Tom Schimmer for our October 20, 2023, Pro-D Day.

Professional Learning Communities

- Our PLC Time includes 16 opportunities for staff to meet together inside the school day to take on goals related to student learning and development.
- As a pilot school for this last year, we have been able to carry forward many of the goals that were created last year.
- We worked with Karen Power 6 times last year to discuss how to move our learning about PLC's forward. This year have already begun sessions with her again to help determine next steps to further enhance our PLC time.
- We have created opportunities for students to connect to the building during PLC time and have created hubs for learning, and opportunities for presentations to students.



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Leadership: We continue to try to grow/develop leaders from within our building

- At staff meetings, teachers have the opportunity to share something they are working on or using in their classroom with staff (each staff meeting, a different teacher will share).
- We have staff who have taken on a multitude of opportunities within the building including MyEd Training lead, Technology lead and, given our size, a school-based mentorship lead.
- Many of our teachers have participated or are currently participating in the District Mentorship Program.
- We have three teachers participating in the teacher leadership series.

Ensouling Our Schools

- Continue working with our school team to help move forward our RTI, UDL, and Indigenous Learning goals.
- Continue to offer Ensouling Schools presentation opportunities.

Teacher Resources / Books:

- We continue to purchase reference material for teachers.
- We are looking at offering a book study this year.



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Measurement

Various data will be examined to determine where support is required, what kind of support is necessary, and how effective that support has been:

- We will track students on our 'Primary List' and assess their progress based on academic marks, SEL, and supports at the end of each term with our counsellors, LSS staff, YCW, Aboriginal Support worker, and the admin team.
- Our 'Primary List' will be reviewed bi-weekly at counsellor and admin meetings to ensure targeted interventions are in place for students.
- We will review data from Literacy 10 and 12 assessments to look at trends.
- Collect data for RTI literacy support, using standardized screening and testing to ensure there are accurate interventions.
- Provincial student survey data will be examined to find gaps. Based on our findings, we will develop our own survey to get more detailed information about our unique population of learners.
- We will gather groups of students four times throughout the year to get their voice on what is working in the school and what needs to be improved.
- We will seek feedback from the Student Council about school improvements and continued growth areas for our community.
- Our Social Justice Department Head will gather data to examine what our strengths and challenges have been and to help make plans to improve learning around the key issues.
- Link Crew Data - attendance, lates, behavioural referrals, suspensions, participation in spirit days, participation/attendance at sporting events.
- We will conduct a student ("Tell them from me") and family survey twice during the year to see whether our initiatives around anti-racism are having an impact on school culture. This would allow us to identify improvements and areas for continued focus.

Measures

Some of the measures we intend to use:

- Completion rates
- Transition Rates
- Student Class Withdraw Rates
- Grades
- Attendance
- Provincial Assessment Results
- IB Exam Results
- "Tell them from me" data

Student Self-Reflection: Through student self-reflection and survey data we will get feedback from the students about their learning. Through submissions via Spaces, to report on student core competencies, we will get an assessment of their engagement and learning as well.



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Actions

- Continue to use the RESET program to support students who are non-attending due to issues of mental health. The intent is to allow these students to eventually re-join regular classes.
- Continue to work on developing RTI and UDL strategies.
- Continue to work on PLC time, providing opportunities for students to get one on one support while supporting teacher professional development in support of students.
- School Based Team – Re-establishing the school's SBT
- Working with students through the LINK crew to support grade 9 transitions into REMSS.
- Supporting Indigenous students through the work of our ASW.
- Supporting students with diverse learning needs through establishing rapport with their case manager.
- Monitor student attendance and provide support for those students struggling to attend school regularly.
- Supporting students through our Homework Club, a voluntary access point to get support and a place to do homework.
- Ensuring students are fed through our breakfast and lunch programs. This program was set up to enable students to have a barrier free opportunity to have a healthy breakfast and learn to be independent by making their own lunch. It is run by volunteer students and support staff.
- Continue to connect our Children in Care to our YCW and Counsellors working with District staff.
- Providing support to students around vaping and substance use by working with community partners like Encompass and PCRS (Pacific Community Resource Society).
- Review the potential of literacy assessments at the grade 8 level to support student transitions to high school.



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Environmental Design

We will create various intervention structures to support our students including the following:

- Effective strategies in our Focused Flex which will provide consistent support for students:
 - What do we want students to know and be able to do? (Target)
 - How will we know if they have learned it? (Evidence)
 - How do we respond if they don't learn it? (Action)
 - How will we respond if they already know it? (Action)
- Structured school wide strategies in Focused Flex via TEAMS or assemblies
- Enhanced Family Supports and the Breakfast Club program – Brookes Gray-Scholten, Aaron Gollub, Jessica Bain
- Communication process with home via Pyramid of Student Support
- Learning Support Services – Craig Moore
- Indigenous Support Worker & Youth Care Worker - Jenn Forlin and Tristan Miller
- Planning by Social Justice Dept Head – Bal Dhanoa
- Creating a sense of connection through clubs and leadership – Adrian Kim
- Working to enhance understanding around substance abuse and healthy choices – Maya from PCRS
- Working to develop strategies for students dealing with high levels of anxiety and depression – Counselling Dept.
- Review of use of furniture to support collaboration spaces – Aaron Gollub

Financial Stability

Our initiatives will be funded through Board-based and school-based budgets. Strategies coming out of this Action Plan will take financial priority. Additional funding sources will be found through:

- Student fees
- IB Fees
- Food sales (Canuel Catering)
- Money from food machines
- Fundraising for leadership, clubs and athletics

Financial support for non-curricular initiatives will also occur through our Parent Advisory Committee and its gaming funds.