

MOUNT ELIZABETH MIDDLE SECONDARY SCHOOL



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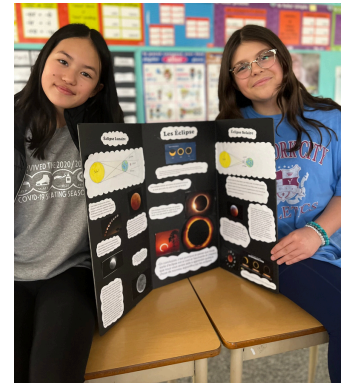
Our Context

Scan the QR Code to find our Welcome to Mount Elizabeth Middle Secondary School slideshow.



Our Learners

The learners at Mount Elizabeth Middle Secondary School are a diverse and dynamic group, showcasing a wide array of talents and strengths. Whether excelling in academics, sports, arts, or community service, these students demonstrate remarkable dedication and passion in their pursuits. Their achievements highlight not only their individual capabilities but also the supportive and nurturing environment of Mount Elizabeth, which fosters growth and encourages excellence. From athletic triumphs to academic accolades and creative endeavors, the students at Mount Elizabeth are truly exceptional, embodying the spirit of perseverance and innovation.

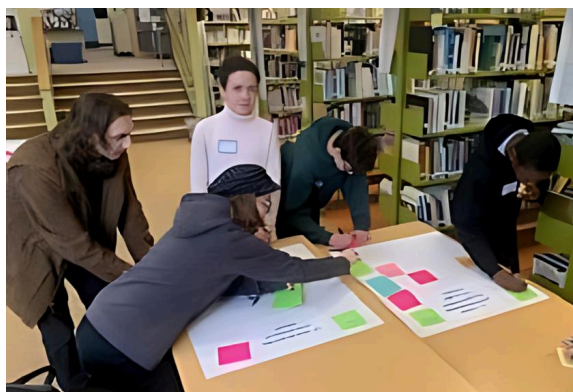


Our students strive for excellence in every aspect of their education, including robotics, band, fine arts and language programs. Their dedication and hard work have led to remarkable achievements, such as Tristan Hall, a 2024 graduate who was awarded one of only 36 prestigious Loran scholarships nationwide.

Our Focus

Staff aspire to raise standards, uphold student expectations, and restore a strong sense of school community that reaches all students at MEMSS. As a staff, we have come up with three main goals to “Take Mount Elizabeth School Back”.

- **Attendance:** Building a sense of belonging for students at school and building a comfortable working relationship with peers and staff alike. We aim to have higher student attendance rates compared to previous years, indicating that students feel more engaged and welcomed at school. Attendance habits have not been restored fully since the Covid pandemic resulting in a lack of drive to achieve high scores, complete work, hand in assignments, and at times attend classes.
- **Academics:** Academics matter, student success is important. We hope to see a noticeable improvement in student grades and overall academic performance. This is particularly important for our Middle School students, who often mistakenly believe that grades only matter in High School due to graduation credit requirements. We are committed to meeting students where they are at currently and helping them build the foundational skills necessary for future learning.
- **Bridging the Generational Gap:** We hope to build stronger relationships in our school community by building connection and learning about the generation we teach and sharing stories about 'the good ol' days' with our students.



One of the strategies we use at Mount Elizabeth for student feedback is the Student Voice Forum where students can collaborate and discuss important issues in the school community and provide insight on where attention is needed.



Our Next Steps

The evidence we consider includes:

- Student Voice – Student Forums
- Inter-Agency meetings including the Kitimat Situation Table
- Informal and formal conversations with students and parents/guardians
- Teacher Voice – Staff provides feedback and responds actively to Student Voice forums
- Year-end IEP reviews and Student Intervention tracking
- Foundations Skills Assessment (FSA)
- District Numeracy Assessments and School Wide Write
- Middle Years Development Index (MDI)
- Literacy & Numeracy Assessments (Grade 10 & 12)
- Office Referrals
- Attendance tracking
- School Based Team meetings
- Student Learning Surveys
- Learning Updates
- Graduation Rates

Attendance

Higher participation rates in daily attendance, school events, and extracurricular activities reflect a sense of school community and peer connection. Periodically throughout the year it will be important to do a check-in with students and staff about how they are feeling in the school. We will continue to track attendance and hopefully see a decline in absences.

We will use the data from the MDI and Student Learning Surveys to compare data to track the sense of belonging at school.

Academics

We will be looking at interim reports and flag students who need to meet the principal, counsellor and parents to hopefully get each student with I-plans back on track. A reduction in the number of students receiving an IE on report cards whether due to attendance issues or incomplete work would indicate improvement. A focus on grades 7-9 and an improvement will help ensure that students have good study habits and the building blocks for future courses.

Anti-racism and Inclusion

From our student voice work with the school district, we discovered that students have either experienced or witnessed racism and exclusion at our school. We have heard their voice and have decided to make this one of our goals for the years to come. We are starting our work in October with a speaker for the whole school about anti-racism and inclusion. Throughout the year we will continue the important work.



Girls Volleyball had increased interest this year and after the season ended, they continued practicing until June.



The Sentinels, robotics team has grown immensely and provided excellent peer leadership opportunities.