

# Elkford Secondary School

## School Growth Plan (2025-26 Edition)

Strength  
Through  
Determination



**2024 – 2027** Our school growth plan is a living document and part of a three (3) year plan (encapsulating grade 7 to 12) each spring there will be a review of relevant data and necessary adjustments.

**MISSION STATEMENT:** *Our students will graduate with dignity, purpose, and options.*

### SCHOOL CONTEXT

Elkford Secondary School (ESS) is a school of approximately 240 students in grades 7 to 12. We are known as a community school that offers a variety of courses including practical, applied skills, and fine arts electives. We are proud of the variety of course offerings we provide. We support our students through Aboriginal Education, Youth Care, Counseling, and Student Services support. ESS offers an athletics program that focuses on skill development and pride in craftsmanship. ESS cherishes leadership both in the school and in the community. *Strength is built through determination.*

### SCHOOL GOALS

**Maintenance - Literacy Action Plan:** Improve student literacy through the Take 15 initiative. Including the use of a common assessment tool, directed Pro-D and balanced literacy to support readers.

**Goal 1 - Numeracy Action Plan:** Improve student numeracy through our new Numeracy initiative. Including the use of a common assessment tool, directed Pro-D and linear timetable to support whole year numeracy learning

**Goal 2 - Human and Social Development:** Improve opportunities for students to develop strong character traits through **RISE** character program. Fostering the development of "whole" students.

**Goal 3 – Indigenous Education:** Improve upon creating reciprocal relationships with colleagues, students and the community that reflect Indigenous and Ktunaxa perspectives through connection with Elders/Knowledge Keepers

### Indigenous history, perspectives, and learning approaches embedded in our Framework


Within our Framework for Enhancing Student Learning, we will continue to strive to implement the Truth and Reconciliation Calls to Action. We will also continue to deepen the understanding of First Peoples history and perspective through a vibrant and current offering of Indigenous literature to support Take 15. Leadership opportunities and character development will be developed and presented with an eye towards inclusiveness and consideration of Indigenous perspectives.

## TAKE 15


Each day there will be a school wide literacy break between 9:52am and 10:12am. Every staff and student will take 20 minutes to silently read. Students are encouraged to bring reading material with them to class. Additional funds have been supplied to support Independent Reading (IR). IR is supported with guided instruction and support to raise literacy levels in students.

### Data


**Hip Assessment:** A graded set of 200-word texts which, determine student's reading level and identify his/her strengths and weaknesses as a reader.

Fall (pre) Assessment			Spring (post) Assessment	
Year	At Risk Avg.		Year	At Risk Avg.
2021/2022	1.46/6		2021/2022	4.0/6
2022/2023	1.57/6		2022/2023	4.1/6
2023/2024	1.61/6		2023/2024	4.1/6
2024/2025	1.58/6		2024/2025	4.0/6
2025/2026			2025/2026	
2026/2027			2026/2027	

**Common Numeracy Assessment:** A school wide assessment on numeracy skills at grade level will be introduced to ESS students this year.

Fall (pre) Assessment			Spring (post) Assessment	
Year	At Risk Avg.		Year	At Risk Avg.
2025/26	Oct 2025		2025/26	
2026/27			2026/27	
2027/28			2027/28	
2028/29			2028/29	

**Foundation Skills Assessment vs. Grade 10 Literacy Assessment:** While participating in independent reading (IR) at Elkford Secondary school will students show an improvement in literacy levels between grade 7 and 10 according to provincial assessments.

FSA Assessment			Grade 10 Literacy Assessment	
Year	School Avg.		Year	School Avg.
2021/2022	54%		2024/2025	On Target
2022/2023	46%		2025/2026	
2023/2024	46%		2026/2027	
2024/2025	52%		2027/2028	
2025/2026			2028/2029	
2026/2027			2029/2030	

## Target

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1. 75% of targeted (at risk) students show improvement on their numeracy post-assessment as compared to their pre-assessment.
  - a. At Risk is defined as students who are below grade level on the common assessment
2. 75% of students show improvement in literacy score from FSA Literacy and numeracy score Grade 10 Literacy Assessment

## Strategies

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- IR school wide every day for 20 minutes
- IR support for At Risk students
- Three times a week 20 minute pull out reading support for At Risk students
- Literacy level appropriate books available in school
- School budget aligned with supporting a healthy school library
- ½ day IR Pro-D for teachers
- Creation of Numeracy assessment
- ***Linear Courses for grades 7-8 in core subjects***

## Action Plan

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### ***Goal 1: Numeracy Action Plan***

- Improve student NUMERACY rates in our school by:
  - Linear math classes for grades 7-8.
  - Directed Pro-D to integrate numeracy in all classes.
  - Common assessment tools to gauge student numerical growth.
  - All grade 7-8 math classes have an EA to support our diverse learners.
  - Directed supports from Learning Services Teachers (LST) for teachers on using Universal Design for Learning (UDL) to better meet the needs of diverse learners' numeracy improvement in the classroom.
  - We have adjusted our strategies to remove targeted numeracy support blocks in exchange for a linear math approach.

### ***Goal 2: Human and Social Development***

- Improve opportunities for students to develop positive character traits through the RISE program. Fostering the development of the “whole” student.
  - RISE Assembly
  - Leadership course for all students grade 10-12

- In class Capstone for all grade 12 students.
- School based RISE cards identifying and celebrating positive character traits in the school.
- Community based RISE QR codes to identify and celebrate positive character traits in the community.
- Hold strategic engagement nights to celebrate the positive character traits students are exhibiting in town.

***Goal 3: Indigenous Education***

- Creating spaces
  - Staff led reconciliation efforts.
  - Adoption of the Warriors Program (Indigenous Education Leadership Program)
  - Student led reconciliation efforts, last year our Indigenous Students Planned the Remembrance Day Assembly to coincide with the Indigenous Veterans Day Assembly.
  - Connecting with Ktunaxa Elders and knowledge keepers, and having a space for them in the school.
  - Providing staff with a quick reference list of Ktunaxa vocabulary words to use in their lessons. eg. Greetings, simple directions, thank you, etc.

## RISE TO THE SUMMIT – CHARACTER PROGRAM

**Respect:** Treating others, yourself and the environment with high regard and value.

**Integrity:** Being honest, trustworthy and sincere in what you do and say.

**Strength:** Emotional or mental qualities necessary when dealing with situations or events that are difficult.

**Empathy:** Ability to sense other peoples emotions as well as imagine what someone else might be thinking or feeling.

Staff pass out **RISE** cards for small deeds exemplifying **RISE**, recipients are entered into a prize draw Students & staff can be nominated for large deeds that exemplify **RISE**, successful nominees will be acknowledged at monthly assemblies, receive a certificate, and prizes A **RISE** wall in the school will celebrate all nominees **RISE** deeds in school or the community are supported

### Data

Student Learning Survey: Pre-Data		When I am making a decision to do something, I stop to think how it might affect other people.	Student Learning Survey: Post-Data	
Year	Yearly Avg. (7,10,12)		Year	Yearly Avg. (7,10,12)
2017/2018	55%		2020/2021	54%
2018/2019	54%		2021/2022	56%
2019/2020	46%		2022/2023	50%
2020/2021	54%		2023/2024	52%
2021/2022			2024/2025	
2022/2023			2025/2026	
% of students who reported “All of the Time” or “Many Times”				
Student Learning Survey: Pre-Data		I feel welcome at School	Student Learning Survey: Post-Data	
Year	Yearly Avg. (7,10,12)		Year	Yearly Avg. (7,10,12)
2021/2022	48%		2021/2022	56%
2022/2023	55%		2022/2023	58%
2023/2024	58%		2023/2024	60%
2024/2025	58%		2024/2025	58%
2025/2026			2025/2026	
% of students who reported “All of the Time” or “Many Times”				

### Target

1. 10% increase in positive response to “When I am making a decision to do something, I stop to think how it might affect other people”.
2. 15% increase in positive response to “I feel welcome at school”

## **Strategies**

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- Staff pass out RISE cards to reward positive behaviour
- Students, staff, and community members use online reporting tool to reward positive behaviour
- Monthly assemblies to acknowledge nominated students
- RISE appreciation wall to reward positive behaviour
- Staff greetings each morning

## **Action Plan**

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- Classroom teachers. Students, and Community Members: nominations
- RISE Awards Committee: Select Recipients
- Principal/Vice Principal: Assemblies and appreciation wall
- Pro-D Rep.: collaborate on IR Pro-D

# ELKFORD SECONDARY SCHOOL

## TAKE ★ 15!



## RISE TO THE SUMMIT

'Celtic Character Award' celebrates the culture of ESS, while supporting students in developing the character it takes to be successful and happy individuals at school and in the world.

**RESPECT** - haʔiʔkaxumaʔtiʔ

**INTEGRITY** - ɕmakki

**STRENGTH** - ɕmakqa

**EMPATHY** - hakiʔwiɕkiʔin

