

Elkford Secondary School

Strength
Through
Determination



Framework for

Enhancing Student Learning (2023/2024 Edition)

2021 to 2024: Our school growth plan is a living document and part of a four (4) 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
<p>Elkford Secondary School (ESS) is a school of approximately 200 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. <i>Strength is built through determination.</i></p>

SCHOOL GOALS
<p>Goal 1 - Literacy Action Plan: Improve student <u>literacy</u> through the Take 15 initiative. Including the use of a common assessment tool, directed Pro-D and balanced literacy to support readers.</p> <p>Goal 2 - Human and Social Development: Improve opportunities for students to develop strong <u>character</u> traits through RISE character program. Fostering the development of "whole" students.</p> <p>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</p>

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	Coming Oct		2023/2024	
2024/2025			2024/2025	
2025/2026			2025/2026	
2026/2027			2026/2027	

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	
2022/2023	46%		2025/2026	
2023/2024	46%		2026/2027	
2024/2025			2027/2028	
2025/2026			2028/2029	
2026/2027			2029/2030	

Target

1. 75% of targeted (at risk) students show improvement on post HIP reading assessment
 - a. At Risk is defined as students who are below grade level (score a 2.0 or below on the HIP Assessment)
2. 75% of students show improvement in literacy score from FSA Literacy score to Grade 10 Literacy Assessment

Strategies

- 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

Action Plan

- Classroom teachers: school wide IR
- Student Services: literacy support pullouts
- Principal: budget support for library, organize Pro-D, schedule reading support pull outs, and track data
- Pro-D Rep.: collaborate on IR Pro-D

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	
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			2023/2024	
2024/2025			2024/2025	
2025/2026			2025/2026	
% of students who reported “All of the Time” or “Many Times”				

Add secondary Questions related to SD5 FESL

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

- 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

- 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 - haḫiḫkaxumaḫtiḫ

INTEGRITY - ḫmakki

STRENGTH - ḫmakqa

EMPATHY - hakiḫwiḫkiḫin

