

Elkford Secondary School

School Growth Plan (2026-2027 Edition)

Strength
Through
Determination



2026 – 2028 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 in the traditional and unceded territory of the Ktunaxa people and chosen home of the Métis. Elkford Secondary supports approximately 250 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 Indigenous Education, Youth Care, Counseling, and Learning Services support. ESS offers an athletics program that focuses on skill development and a fine arts program that helps develop students holistically. ESS cherishes leadership both in the school and in the community. *Strength is built through determination.*

SCHOOL GOALS

Goal 1 - Numeracy Action Plan:

By June 2027, ESS will see a 10% increase in students who score better than developing or emerging on the ESS common math assessment.

Goal 2 - Human and Social Development:

ESS will build a stronger, more connected school community by increasing opportunities for students to participate, contribute, lead, and build positive relationships across grades, classrooms, and the broader Elkford community.



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 Commission's Calls to Action. Elkford Secondary strives to embed First People's Principles of Learning to all parts of our pedagogy and works towards two-eyed seeing to see the strengths of Indigenous ways of knowing and Western ways of knowing to create a fuller, more holistic understanding of curriculum, concepts and the world.

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Our Story

Over the past several years, ESS has worked hard to strengthen literacy across the school, and we have seen encouraging growth from our students. As we look ahead, we want to build on that success by turning more of our attention toward numeracy. For our Grade 7–9 students, FSA results will give us a starting point, but the bigger goal is to begin telling a clearer story about how our students are growing as numerate thinkers over time. ESS will begin collecting and tracking common numeracy data so that teachers can better understand what students know, where they are struggling, and how we can adjust our teaching to support them.

A new common assessment, and secondary screening tool will help give us a shared picture of student learning, while whole-school professional development will support teachers in building confidence and consistency in numeracy instruction. This work will also be grounded in the First Peoples Principles of Learning, recognizing that learning is holistic, relational, experiential, and connected to identity, place, and community. We want students to see numeracy not simply as a set of isolated skills, but as meaningful learning that develops over time through reflection, practice, and real-world connections.

After more than eight years as an important part of our literacy work, Take 15 will also begin to evolve, with a greater focus on helping students build numeracy skills, confidence, and comfort with mathematics. Our goal is not simply to improve set of numbers, but to help more students see themselves as capable, confident learners who can use numeracy to make sense of the world around them.

As it relates to our community, we want students to leave our school knowing that they have something meaningful to contribute. Our RISE values: Respect, Integrity, Strength, and Empathy are more than words in our building; they are the foundation for how we hope students learn to treat one another and engage with the community around them. Through leadership, service, mentorship, community involvement, and partnerships with local organizations, we want students to have real opportunities to practice these values and see the impact they can have. By strengthening the connection between Elkford Secondary and the wider Elkford community, we hope students develop a strong sense of belonging, responsibility, and pride in where they live. Ultimately, our goal is to help students grow into caring, confident, and engaged citizens who continue to contribute positively to Elkford long after they leave ESS.

TAKE 15 For the Pillars of our School

Each day, ESS will provide dedicated time to support student learning, with an increased focus on numeracy. This time will give students opportunities to strengthen important skills, build confidence, and receive additional support when needed. Staff will be available to work with students who may benefit from extra help, while also providing opportunities for all learners to continue developing their numeracy understanding. The focus will be on meeting students where they are at, responding to individual learning needs, and creating a consistent time in the school day where students know support is available. Through this approach, ESS hopes to build confidence and help all students experience growth and success.

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Data

FSA Data as a Beginning: A school wide assessment on numeracy skills at grade level will be introduced to ESS students this year. First, Here is the data set we are using as it relates to numeracy.

FSA Data as a Guide	
Year	% of Students Who scored Emerging Proficiency
2024	48%
2025	56%
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	% of Students Emerging/Developing Proficiencies		Year	% of Students Emerging/Developing Proficiencies
2026/27	42%		2026/27	
2027/28			2027/28	
2028/29			2028/29	
2029/30			2029/30	

Target

- A 10% increase in students who score better than developing or emerging on the common assessment
- Human and Social Development 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)
2020/2021	55%		2020/2021	54%
2021/2022	54%		2021/2022	56%
2022/2023	46%		2022/2023	50%
2023/2024	54%		2023/2024	52%
2024/2025	52%		2024/2025	56%
2025/2026	50%		2025/2026	52%
% 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	58%		2025/2026	58%
2026/2027			2026/2027	
% of students who reported “All of the Time” or “Many Times”				

% of students who reported “All of the Time” or “Many Times”						
Student Voice Survey Pre-Data		Priority Populations		Student Voice Survey Post-Data		Priority Populations
Year	Yearly Avg. (School Wide)		I feel connected to at least 2 trusted adults in the school	Year	Yearly Avg. (School Wide)	
2026/27				2026/27		
2027/28				2027/28		
2028/29				2028/29		
% of students who reported “All of the Time” or “Many Times”						
Student Voice Survey Pre-Data		Priority Populations		Student Voice Survey Post-Data		Priority Populations
Year	Yearly Avg. (School Wide)		I know how to (and do) contribute to my school in a positive way	Year	Yearly Avg. (School Wide)	
2026/27				2026/27		
2027/28				2027/28		
2028/29				2022/2023		
% of students who reported “All of the Time” or “Many Times”						

Target

1. Strong initial data from Student Voice to the statement “I feel connected to at least two trusted adults at school”
2. 10% increase in positive response to “I feel welcome at school” from Student Learning Survey

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Action Plan - Strategies

Goal 1: Numeracy Action Plan

- Improve student Numeracy rates in our school by:
 - Following each October, February, and June common assessment, the Grade 7–9 math department will collaboratively review student data, identify trends and priority areas, and adjust instruction and supports accordingly.
 - Offering additional ways to show understanding as an equity goal for the common assessment
 - Provide focused small-group or individual support for students identified as emerging or developing during targeted time.
 - Develop and use common language, strategies, and approaches across Grades 7–9 so students experience greater consistency in their mathematical learning.
 - Increase the use of visual, hands-on, real-world, and cross-curricular numeracy experiences that allow students multiple ways to access and demonstrate their understanding.
 - Help identified students understand their assessment results, set manageable numeracy goals, and receive regular descriptive feedback that highlights growth and next steps.

Goal 2: Human and Social Development

- Participation: Increase the percentage of students involved in at least one school, leadership, extracurricular, or community activity.
- Student voice: Collect student feedback at least twice per year around belonging, connection, and opportunities to contribute.
- Community-building: Provide at least one intentional school-wide or cross-grade community-building opportunity each month.
- Leadership: Increase opportunities for students across Grades 7–12 to take on meaningful leadership roles through our RISE Character program.
- Belonging: Show measurable growth from fall to spring in the percentage of students who report that they feel like they belong at ESS, have a trusted adult, and feel they can contribute positively to the school community. Hold strategic engagement nights to celebrate the positive character traits students are showing in town.



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 - ha:íí:kaxuma:tií

INTEGRITY - émakki

STRENGTH - émakqa

EMPATHY - haki:wiéki:in



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.

Qualitative Information:

To Date: Elkford Secondary Students have on behalf of the school volunteered to help at the following community events:

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- ➔ Election 2026 – volunteer to set up/take down
 - ➔ Lion's Club Bottle Drive – volunteer
 - ➔ Welcome Back BBQ – Participant and Host
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