

# **Fernie Secondary School**

## **Action Plan for Enhancing Student Learning**

### **2022-2023**

This plan is a continuation of the work that was carried out over the past year and will carry forward into this year. The following stakeholders have seen and have had input into this plan: The staff at Fernie Secondary School and PAC for Fernie Secondary School. PAC for 2022-2023 consultation and input will be provided at the next PAC meeting. This document has been shared with our stakeholders, and we will adjust the plan based on the feedback provided.

## **SCHOOL CONTEXT:**

Fernie Secondary is a public secondary school with a student population of 478 students in September of 2022. We have 27 teaching staff, 15 support staff and two administrators. Fernie Secondary School, built in 1998, offers a variety of courses for grades seven through twelve and a French Immersion program. We have a student services team who support designated students as well as a substantial number of students who require learning and social-emotional support from our school based team. The school is located near the downtown area of Fernie and serves the majority of the grade 7 - 12 students of Fernie, as well as grade 11 and 12 students from Jaffray. Together as a staff, we look forward to building on the successes of Fernie Secondary School students.

## **School Growth Plan Priorities:**

For the 2022-2023 school year we are continuing to build strong connections for our students at school. A wide range of research indicates that when students feel connected to their school, they are more engaged and successful academically and as a member of our school community. We have a strong network of support staff, teachers and school administration who work together to support our students with their success. Fernie Secondary has a diverse cultural and social student population. By working towards providing education in a socially responsible and inclusive learning environment, we support all of our students with learning.

### **NUMERACY:**

As a school, we endeavor to support our students with developing the skills and achievement levels necessary to provide our graduating students with a strong foundation to access post-secondary opportunities. Numeracy includes the application of mathematical concepts across multiple subjects from Kindergarten to Grade 12. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. If we improve our students' cross curricular Numeracy skills, then our students will have greater confidence and success with the Numeracy 10 Assessment and improve their opportunities for success in grade 11 and 12 math classes and post secondary opportunities.

### **GOAL #1: To improve our students' cross curricular numeracy skills in grades 7-10.**

If we improve our students' numeracy skills, then we will see an improvement in our students' confidence and capacity for Numeracy. We will see an improvement in our results on our Graduation Numeracy 10 Assessment and students will improve their opportunities for success in grade 11 and 12 math classes and have greater access to post secondary opportunities.

### **STRATEGIES:** (Professional Development; collaboration opportunities, resources, access district Numeracy Support teacher)

- Provide collaboration opportunities for teachers to develop ways to incorporate Numeracy skills in all curricular areas at Fernie Secondary
- Extend collaboration support for our teachers to collaborate with colleagues from other schools
- Use our growth plan funds to support Numeracy initiatives
- Use our growth plan funds to support our Math teachers with their professional development for the October 21 PSA conferences
- Support classroom numeracy initiatives with the resources needed to facilitate our Numeracy goal
- Access support from Kathy Conlin, the Numeracy Support Teacher for our school district to share her expertise and ideas for the cross curricular implementation of numeracy
- Kathy Conlin will be joining us for our first Department Head meeting to share the support she has to offer
- Use Department Head meetings to share how different department are implementing numeracy concepts in classrooms and their successes and challenge. Department heads will share the information from these meetings with their respective departments
- Explore numeracy assessment ideas to better understand the numeracy capacity of our students

## **DIVERSE LEARNERS, INDIGENOUS STUDENTS, YOUTH in CARE:**

- We have a range of supports in place for our diverse learners, Indigenous students and our Youth in Care.
- We have a wrap around approach for any student who is vulnerable. When a student is identified as needing extra support to be successful we have a referral process for staff to use. We meet as a team and collaborate to determine the interventions we can use to facilitate the success of the student.
- We have two Youth Care Workers who support the needs of vulnerable students. They operate the breakfast program to ensure students have the nourishment they need so they can learn. They provide support for students so that they can be in classes with their teachers and experience success.
- Our school counsellor supports vulnerable students with their complex social and emotional needs. She works with families and helps provide connections to outside agencies if needed.
- We have an Indigenous Education Support worker to provide support for our Indigenous students and liaise with families to facilitate a positive relationship with our school.
- The needs of our students range from social emotional to behavioral to academic.
- If a student has a designation, then we help facilitate support for the student and/or classroom teacher.
- If an Indigenous student requires support for success, then we make sure our Indigenous Education Support worker is a part of our process to support the student.
- We have a very small number of students who are in the care of the Ministry. We treat this information as sensitive and maintain confidentiality. We take steps to make sure the students' needs are being met so that students are supported and ready to learn. We facilitate any meetings with social workers at the school in a safe, private and comfortable space.

## **SUCCESSSES**

We have been successful with improving the results of our Graduation Numeracy 10 Assessment to bring our school more closely in line with the province. In the 2018 our results were nearly 20% below the provincial average. In 2020 and 2021 we were within 1% of the provincial average. Last year we were approximately 5% below the provincial average. Once we gather data from this year, we will have a better understanding of whether or not this drop was related to that particular cohort of students, or if the gap continues for another year.

## STUDENT PERFORMANCE DATA ANALYSIS AND INTERPRETATION:

Students receiving a 3 or 4 on the Grade 10 Numeracy Assessment

	Fernie Secondary School	All Public Schools (BC)
2018	17%	36%
2019	22%	29%
2020	37%	36%
2021	39%	40%
2022	38%	43%

This data is based on the Provincial Graduation Numeracy 10 Assessment since 2018.

The proportion of Fernie Secondary students achieving a 3 or 4 on this assessment has improved significantly since 2018 and is much more closely aligned with the provincial average.

### EXISTING AND/OR EMERGING AREAS OF NEED

Although our results are consistent with the rest of the province, we believe that the proportion of students capable of achieving a 3 or 4 on this assessment should be much higher. We do not know enough about the numeracy skills for students in grades 7, 8 and 9. Report card marks in math are summative and measure the curricular content for math. Report card marks do not provide an evaluation of cross curricular numeracy skills.

### ADJUSTMENTS AND ADAPTATIONS

We will be utilizing additional sources of data this year from the FSA Numeracy Assessment for Grade 7 students. We will also connect with Kathy Conlin to see what other numeracy assessment tools might be appropriate for grades 7, 8 and 9. An effective numeracy assessment tool will help us identify strengths and areas for growth and help maximize interventions. We will also investigate possible tools to measure the level of confidence with numeracy that students have by the time they are in Grade 10. Student confidence with numeracy skills at the Grade 10 level may empower our students to continue with math in grades 11 and 12 and provide students with more opportunities for post secondary options.

We would like to see at least 60% of our students achieve a 3 or 4 on the Numeracy 10 Graduation Assessment.

## **INDIGENOUS LANGUAGE & CULTURE:**

As an educational institution, our ultimate goal is to provide the students of Fernie Secondary School with an education that creates opportunities for all students to be successful, contributing members of our community. Truth, reconciliation and understanding the impact of colonization is an important foundation to our school and society. By supporting our indigenous students, and teaching all of our students about our local indigenous people and our local history, we support our students and our community with an appreciation of the meaning of truth and reconciliation. When our students and staff have a deeper understanding of our local indigenous language and culture, we will see more equitable distribution of the recognition and celebration of our indigenous students.

**GOAL:** To improve the awareness of our local Indigenous language and culture.

When we improve our awareness of our local Indigenous language and culture we will reduce barriers and minimize explicit or implicit bias about our Indigenous students. Then, we will have a more equitable distribution of recognition and celebration of our indigenous students.

**STRATEGIES:** (special events, professional development, building connections to local indigenous community, welcoming spaces)

- Support our young indigenous women with the skills to empower their decision making, and capacity to advocate for themselves and others when navigating services with our school and community
- Provide a safe and welcoming space in the Indigenous Education classroom and our school
- Work towards building connections to our local Tobacco Plains First Nations
- Continue to develop the role of our Elders in our school to enhance our knowledge of our local language and culture and provide our Indigenous students with authentic cultural connections.
- Provide welcoming local, culturally relevant relationship building activities for our Grade 7 students when they are new to our school.
- Host a drumming event to open our school year and end our school year in a positive, welcoming and culturally meaningful way.
- Honour our Indigenous students leaving our school at the end of grade 12 in a culturally relevant way.
- Use the Sitting Stones in our school yard to promote the value of communication, connection and collaboration
- Host a drumming ceremony to welcome parents/guardians and families to a parent night to meet our staff engage our extended community in our school culture
- Consistently express our land acknowledgement each day on the announcements
- Express greetings in the local language on the announcements

## **DIVERSE LEARNERS, INDIGENOUS STUDENTS, YOUTH in CARE:**

- We have a range of supports in place for our diverse learners, Indigenous students and our Youth in Care.
- We have a wrap around approach for any student who is vulnerable. When a student is identified as needing extra support to be successful we have a referral process for staff to use. We meet as a team and collaborate to determine the interventions we can use to facilitate the success of the student.
- Our school counsellor supports vulnerable Indigenous students with their complex social and emotional needs. She works with families and helps provide connections to outside agencies if needed.
- We have an Indigenous Education Support worker to provide support for our Indigenous students and liaise with families to facilitate a positive relationship with our school.
- If an Indigenous student requires support for success, then we make sure our Indigenous Education Support worker is a part of our process to support the student and family if needed.
- We have a very small number of students who are in the care of the Ministry. We treat this information as sensitive and maintain confidentiality. We take steps to make sure the students' needs are being met so that students are supported and ready to learn. We facilitate any meetings with social workers at the school in a safe, private and comfortable space.

## **SUCCESSSES:**

- We have been successful in expanding the presence of our local Indigenous language and culture throughout our school.
- We have a designated area in the library to draw attention to our local Indigenous culture, artifacts and literature.
- We held our first Honouring ceremony for our Indigenous youth last spring and included the Indigenous youth from other Elk Valley Secondary schools.
- Our annual Rock Solid event is a positive and meaningful event for our new Grade seven students.
- We have started an Elders program in our school.
- Our Indigenous Education room is well utilized and appreciated by our Indigenous Students.
- Our Indigenous students actively seek out support from our Indigenous Education worker and seek her support for advocacy.
- Our morning greetings in the Ktunaxa language and our land acknowledgement has expanded from our announcements from the school Principal or Vice Principal, to students using the language and stating the land acknowledgement on the announcements for the whole school each day. Some classroom teachers are including the greetings and land acknowledgements in their classes.

## STUDENT PERFORMANCE DATA ANALYSIS AND INTERPRETATION:

GOAL #2 To improve the awareness of our local Indigenous language and culture.

GRADE 7 REPORTING 'ALL' OR 'MOST OF THE TIME'

Question	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
At school, are you being taught about the local First Nations?	13% (-6)	31% (11)	11% (-8)	14% (-8)	25% (3)	28% (6)
At school, are you being taught about the local Indigenous languages?	2% (-3)	11% (6)	0% (3)	0% (-6)	7% (3)	8% (6)

Data from our annual "Student Learning Survey"

- We notice a general improvement over the past 6 years in the number of grade 7 students reporting that they are being taught about the local First Nations and local language. Considering Indigenous language and culture is a part of all curriculums, the proportion of students reporting 'all' or 'most of the time' is still very low.

GRADE 10 REPORTING 'ALL' OR 'MOST OF THE TIME'

Question	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
At school, are you being taught about the local First Nations?	14% (-6)	14% (-5)	10% (-14)	20% (-6)	33% (5)	40% (4)
At school, are you being taught about the local Indigenous languages?	7% (3)	0% (-4)	2% (-2)	0% (-4)	14% (9)	14% (5)

Data from our annual "Student Learning Survey"

- We notice a general improvement over the past 6 years in the number of grade 10 students reporting that they are being taught about the local First Nations and local language. Considering Indigenous language and culture is a part of all curriculums, the proportion of students reporting 'all' or 'most of the time' is still very low.

GRADE 12 REPORTING 'ALL' OR 'MOST OF THE TIME'

Question	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
At school, are you being taught about the local First Nations?	19% (-3)	20% (2)	37% (12)	42% (-7)	24% (-12)	% ()
At school, are you being taught about the local Indigenous languages?	7% (3)	0% (-2)	12% (7)	0% (-12)	2% (-4)	% ()

Data from our annual "Student Learning Survey"

- We notice a small amount of improvement over the past 5 years in the number of grade 12 students reporting that they are being taught about the local First Nations. There is a general decline over the past 5 years of students reporting they are being taught about the local Indigenous language. Considering Indigenous language and culture is a part of all curriculums, the proportion of students reporting 'all' or 'most of the time' is still very low.

## **EXISTING AND/OR EMERGING AREAS OF NEED**

Although we have experienced some improvement in our student reporting that they are being taught about the local indigenous people and language, the proportion of students reporting that they are receiving this instruction 'all' or 'most of the time' is still very low.

It is evident that there is room for Fernie Secondary to more explicitly integrate the local Indigenous language and knowledge in our classrooms.

## **ADJUSTMENTS AND ADAPTATIONS**

This year we narrowed the focus of our goal and the data that we gather. We have decided to more closely focus on learning about our local Indigenous people and language. The reason we narrowed this focus was to help focus our interventions and decisions for support. Another reason was that by having a more narrow focus, it will help make the goal more accessible for our staff. There will also be a natural spillover effect of student learning about the local Indigenous people and language to a broader understanding.

Ultimately we would want all of our students to be learning about the local language and people in the area. Initially we will set a goal of 50% of our students reporting that they are receiving instruction about the people and the language of the local Indigenous people to maintain our growth trajectory.

## **ONGOING STRATEGIC ENGAGEMENT:**

Last year, when we started with this plan, we analyzed literacy and numeracy data as a staff and staff compiled questions that the data presented us with. Rachel Romero (FSS Vice Principal) and Erin Hay (FSS Principal) reviewed the questions and initially determined the focus on the results of the Numeracy 10 Assessment. We articulated the goal and shared it with staff and with our Parent Advisory Council for feedback or changes.

Our goal to raise awareness of our local Ktunaxa language and Culture was determined as a result of our personal growth as leaders and recognizing that there were some gaps in our school. This goal was also a product of ongoing communication with our Indigenous Education Worker and the professional development we had throughout the school year. This goal was developed by our Administrative Team and Indigenous Education Support worker. It was shared with staff and feedback was invited. We also shared this goal with our PAC and invited feedback and changes.

This year we have refined our goals with the input of staff and are actively in the process of sharing them with PAC for feedback or changes. We will also extend this strategic engagement to our larger community of stakeholders. We have shared this plan with Joe Pierre and Faye O'Neil and our local Elders for feedback and suggestions. When we meet with the Ministry for Families & Youth or representatives, we will share our goals and invite feedback. We will also make our school goals more visible on our school website and in our physical spaces to invite conversation and feedback.