



Fernie Secondary School (FSS)

Growth Plan 2026/27 – 2029/30



We see our school growth plan as a 4-year living document that will be updated and revised as we progress in our learning and implementation stages and consider emerging priorities.

Where We Are

In 2026-2027, we are starting a new school growth plan that seeks to improve math fluency and numeracy skills and seeks to improve school attendance, specifically on Fridays.

In the recent past, Fernie Secondary student numeracy scores have lagged behind literacy scores in both the Foundational Skills Assessment (FSA) and the Numeracy 10 Assessment. Anecdotally, teachers in our math department have also seen a drop in math fluency in recent years. To address these issues, we will identify student groups in Grade 8 who are currently showing gaps in their math fluency and numeracy skills, and we will work with students to reduce these gaps. We believe this will set our identified student population up for success as they transition into Grade 9 and senior grades. We are hoping to see an increase in scores in the Numeracy 10 Assessment, as well as in middle- and end-of-year assessments for students within targeted groups. We also hope to see an increase in students taking Foundations and Pre-Calculus 10 rather than Workplace Math 10 in the 2028/29 school year, when our 2026/27 Grade 8s get to Grade 10, and going forward.

Chronic absenteeism has been about 10-15% higher than the district average over the past three years. This issue has been highlighted as an issue at the district level, by school staff, and by community members. We will continue to build on the attendance policy we started last year and develop and work on strategies as a way to support our students in getting to school, specifically on Fridays.

School Context

- Fernie Secondary School has a student population of approximately 570 students and is the only public secondary school in the town of Fernie.
- Grades 11 & 12 students from Jaffray Elementary Junior Secondary School typically come to FSS, as their school is K-10.
- Fernie Secondary School is often sought out by out-of-catchment students from Jaffray, Sparwood, and Elkford.
- Of approximately 570 students in our school, 83 have Indigenous ancestry, 19 are English language learners, and 116 have an Individual Education Plan and receive supports through our Learning Services Department.
- Our school population continues to grow every year.
- FSS offers a French Immersion program for Grade 7-12 students. Currently, 161 students are in our French Immersion program.

Our Strengths and Challenges

- Our students and staff value inclusion and want to grow a stronger sense of community, empowering all stakeholders: students, staff, parents and community partners.
- Our students are supported by 2 Administrators, 36 Teachers, 4 Student Services Teachers, 2 Counsellors filling 0.857 of a position, 1 Indigenous Education Support Worker, 8 Education Assistants, 1 French Immersion Teaching Assistant, 2 Youth Care Workers, 2 School Stenographers, 1 Cook's Assistant, and 4 Custodians.
- Our school has an active breakfast program that serves breakfast and snacks to all students in need.
- Many students are involved in extracurricular activities such as drama club, jazz club, student council/leadership, and/or a variety of school sports (rugby, volleyball, soccer, basketball, swimming, badminton, running, golf, track and field, and more).
- Many of our students are involved in extracurricular opportunities outside of school as well.
- Staff are seeking ways to work within our school and with our families to improve attendance.

Engagement Process

- Our staff focuses on our School Growth Plan goals during staff meetings, department head meetings, teacher release time, collaboration opportunities, School-Based Team meetings, and Pro-D opportunities.
- Collaborative and professional conversations occur daily in our staffroom. Staff-initiated planning meetings also provide invaluable communication and sharing opportunities.
- Our School Growth Plan is shared with our parents and community via a range of means and media (PAC meetings, school website, monthly newsletters).
- We will strive to develop partnerships with Indigenous organizations and community leaders for guidance and support.
- Students will be engaged through the leadership of the student council and at the District Students' Advisory Council.

GOAL #1- Numeracy: Improve numeracy by working with students who are showing gaps in their math fluency. We expect growth in 100% of students in the Math Intervention groups on their End-of-Year Assessment, moving them from Beginning and Developing to Proficient and/or Extending.

Strategies:

- Provide all students in Grade 8 with a math fluency pre-assessment (Basic Concepts of Math).
- Identify students in the beginning and developing range from their pre-assessment to be eligible for a Math Intervention Program.
- Let parents/guardians know when their child has been identified for Math Intervention through the pre-assessment.
- Create small groups, of up to six, from our identified students for Math Intervention.
- Work with small groups during their elective blocks to close gaps identified in the pre-assessment.
- Share individual Math Intervention progress with parents/guardians.
- Observe growth of identified students through middle- and end-of-year assessments
- Provide professional development for staff regarding teaching explicit numeracy skills in all classes (not just math/science).
- Work with staff to create a consistent math curriculum and targeted math language to be used throughout the junior grades.
- Provide collaboration time for new math teachers and veteran math teachers for mentorship opportunities.

Department Commitments:

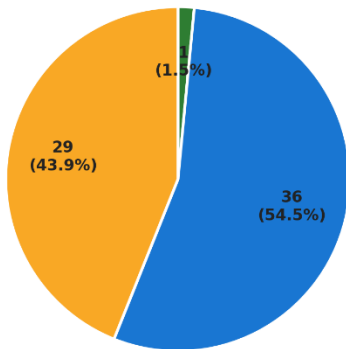
- Careers: Financial Literacy is an important component of Career Education; Practicing multiplication tables in Career Education 7.
- Electives: Measuring, converting measurements, and geometry are part of several different electives we offer, including Culinary Arts, Woods, Metals, Textiles, and Art.
- English: Helping students decode sentences to help identify confusing parts of word problems; Applying timelines to fictional and non-fictional pieces of reading and writing (ex. decades, eras, timelines for stories, etc.)
- French: Incorporate 24-hour clocks into classrooms and schedules; As the French department is interdisciplinary, they will adhere to the applicable commitments from other departments.
- Learning Services: Targeted mini lessons for Support classes at the junior level; Functional Numeracy in Life Skills classes (ex. numeracy at the grocery store).
- Mathematics: Incorporating department meetings for collaboration.
- Physical Education: One weekly mental math component (ex. score counting, team division, etc.); Numeracy Based Field Trips (ex. bowling – scoring, billiards – angles, golf – angles/integers).
- Science: Being intentional in showing the connections between Mathematics/Numeracy and Science.
- Social Studies: Helping students substantiate claims based on data and cross-referencing timelines and eras; Studying data sets (ex. demographics and census data).

Student Performance and Data Analysis

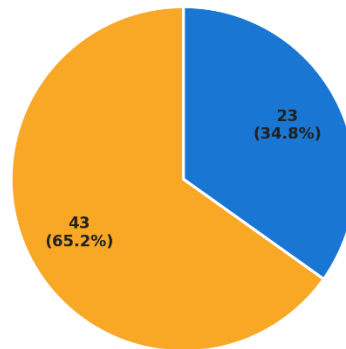
- We expect to see an improvement in Math fluency scores through an identified assessment from pre-assessment to end-of-year, with a middle-of-year assessment to track progress.
- We expect to see a rise in scores on the Numeracy 10 Assessment when the 2026/27 Grade 8s reach Grade 10.
- We expect to see an increase in the percent of students who enroll in Foundations and Pre-Calculus 10 rather than Workplace Math 10 when the 2026/27 Grade 8s reach Grade 10 (2028/29).

FSA Results: 2023-2024 to 2025-2026

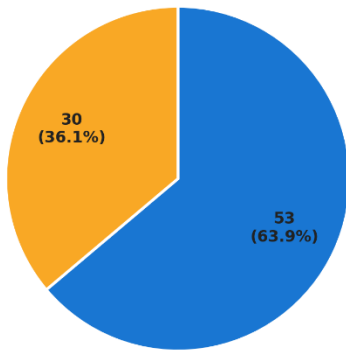
2025-2026 FSA | Literacy
Total students: 66



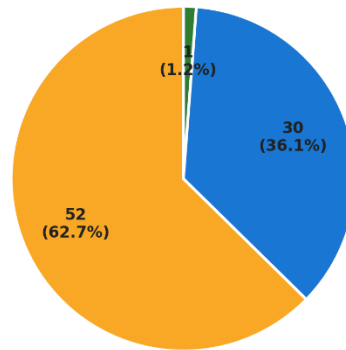
2025-2026 FSA | Numeracy
Total students: 66



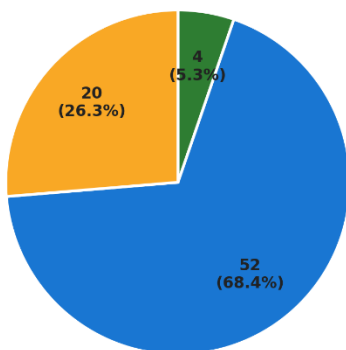
2024-2025 FSA | Literacy
Total students: 83



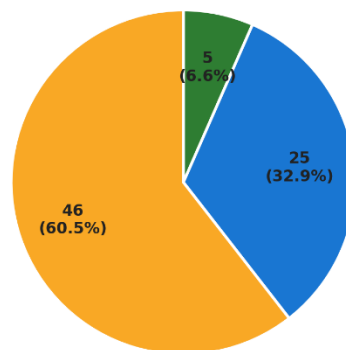
2024-2025 FSA | Numeracy
Total students: 83



2023-2024 FSA | Literacy
Total students: 76



2023-2024 FSA | Numeracy
Total students: 76

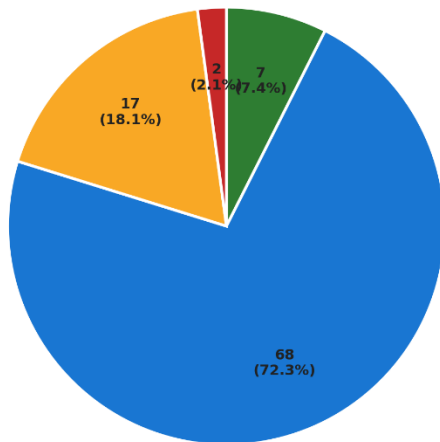


● Extending (EX) ● On Track (ON) ● Emerging (EM)

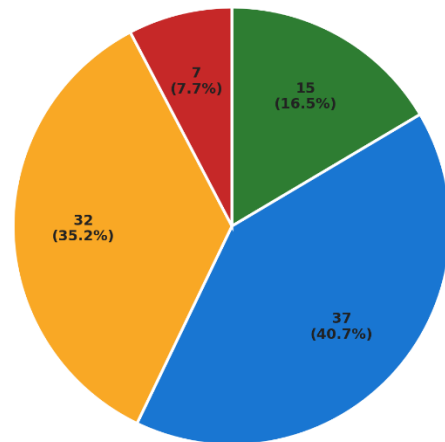
In each of the past three school years, students have struggled to be “On Track” or “Extending” in their Numeracy. Each year, the percentage of students “Emerging” has been higher on the Numeracy portion of the assessment than on the Literacy portion. Some students did not write the FSA (25/26: 12, 24/25: 4, 23/24: 9).

Graduation Assessment Results

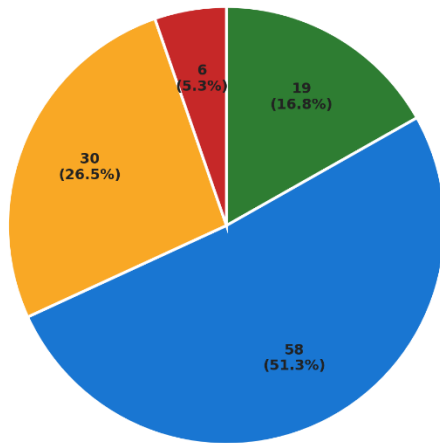
2025-2026 Literacy
Total results: 94



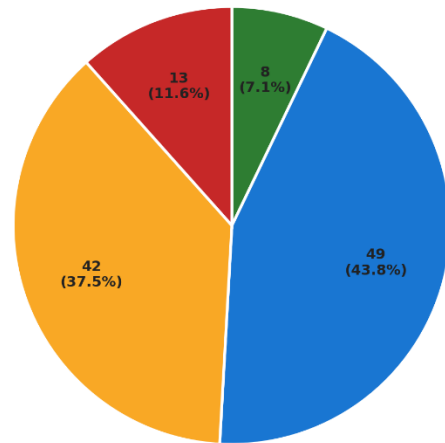
2025-2026 Numeracy
Total results: 91



2024-2025 Literacy
Total results: 113



2024-2025 Numeracy
Total results: 112



● Extending ● Proficient ● Developing ● Emerging

In each of the past two school years, students have struggled to be “Proficient” or “Extending” in their Numeracy Grad Assessment. Each year, the percentage of students “Emerging” or “Developing” has been higher on the Numeracy Grad Assessment than the Literacy Grad Assessment.

Workplace Math 10 Enrollment

2026-2027: 16 of 85 Grade 10 students (~18.8%) are enrolled in Workplace Mathematics 10.

2025-2026: 14 of 77 Grade 10 students (~18.1%) were enrolled in Workplace Mathematics 10.

Goal # 2- Having students in the building consistently increases the likelihood they can receive supports from counsellors and support workers and build connections with adults they can trust at school. We are seeking to reduce the rate of chronically absent students to below 80% to increase the likelihood for students to receive supports and build connections with adults they can trust at school.

Strategies

- Use counsellors, Indigenous education support workers, and youth care workers to check in with families and support students in getting to school.
- Work with families to understand why students are missing.
- Continue monitoring student attendance through the school's attendance policy.
- Compile a written attendance policy we can present to all stakeholders of the school community.
- Implement monitoring of student absences before extracurricular trips.
 - Students who are not in attendance without parent/guardian excusal will not be allowed to participate.
- Enforce expectations of student responsibilities to complete missed assignments when they are away for extracurricular activities that are school- or community-related.
- Build in essential skill lessons on days where we have noticed kids are away more often (ex. APA formatting; final draft editing, etc.).
- Maintain academic rigour on Fridays to ensure classes are 'unmissable'.
- Incorporate more labs, quizzes, and marked assignments on Fridays.
- Provide a working block for students on Mondays during the noon hour, so they can catch up on missed assignments while receiving assistance.
- Work with families to encourage better attendance on Fridays.
- Coach families to excuse absences appropriately.
- Communicate teaching intentions on Fridays.

Student Outcomes, Data Analysis

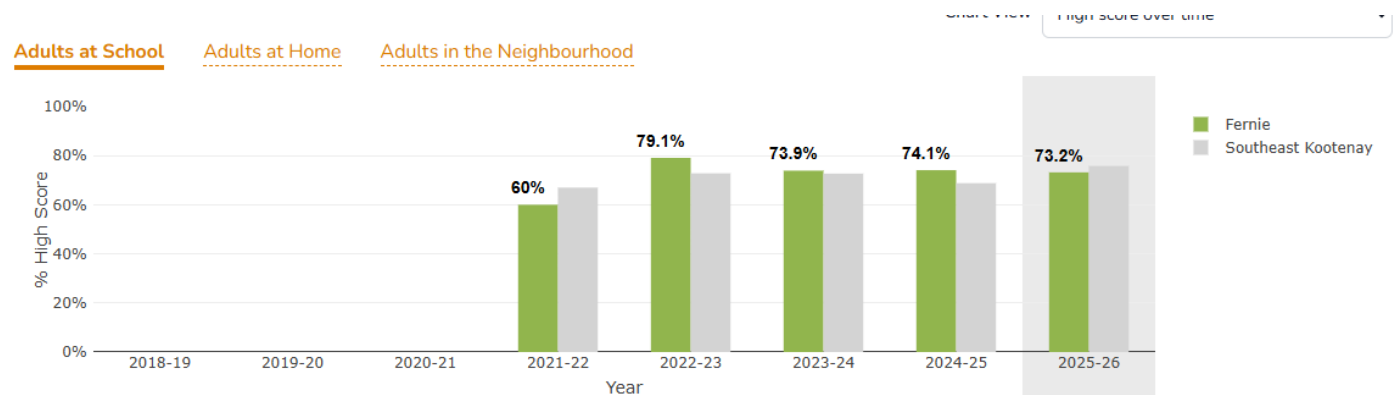
- We expect to see an improvement in student attendance through MyEducation and other district and provincial reports.
- We expect to see an increase in students who have an adult in the building they can trust, which can be tracked through the Middle Years Development Instrument (MDI) and the Student Learning Survey (SLS).

GOAL #2 – Baseline Data

005 - Southeast Kootenay - Full Day Chronically Absent Student Rates



MDI (Grade 8) Data – Students at Fernie Secondary School who have an adult they can trust at school.



SLS Data – We believe improved attendance will allow our younger students to better build connections with adults.

Grade 10 SLS Data

Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?

None	4	5%
1 adult	3	4%
2 adults	5	6%
3 adults	14	18%
4 or more adults	29	39%
Don't know	19	25%
Total	74	100%

Grade 7 SLS Data

Q26A - How many adults do you think care about you at your school?

None	3	4%
1 adult	1	1%
2 adults	7	9%
3 adults	7	9%
4 or more adults	29	39%
Don't know	26	35%
Total	73	100%