



CALEDONIA SECONDARY SCHOOL
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SCHOOL GROWTH PLAN 2020-21

MISSION STATEMENT

Caledonia Secondary School provides opportunities for the growth of the individual's intellectual, emotional, social and physical development. We believe in a safe and positive learning environment characterized by respect for the opinions, rights, and property of individuals. We desire to build a partnership with students, parents and the community to encourage each student to strive for their personal best. It is our ambition for students to develop and practice skills and attitudes that lead to lifelong learning and develop into mature, responsible contributing citizens.

SCHOOL PROFILE

Caledonia Senior Secondary is a grade 10 – 12 school located in the city of Terrace in Northwest British Columbia. The student population in September 2020 is estimated to be approximately 535 students with a staffing compliment of approximately 60. There are an estimated 185 aboriginal students and 128 special needs students. Next year's student body will be comprised of approximately 199 Grade 10 students, 178 Grade 11 students, and 156 grade 12 students.

Caledonia has one main feeder school, Skeena Middle School. We also have students coming to Caledonia from Parkside Secondary, an alternate school; Centennial Christian School, Veritas School and Mountain View Academy, private schools; home schooled students, and students from many small northern communities. We also work closely with the Northwest Trades Education and Training Centre to support students involved in dual credit programs, work experience placements and other career pathway options.

Our school provides comprehensive educational programs and extra curricular activities. Program areas include Academic, Fine Arts, Outdoor Education, Physical Education, Technology Education, Practical Arts and Special Education. Our students are encouraged to participate in Provincial competitions in the following categories: Academics, Athletics, Fine Arts, and Technical Education. The pursuit of educational opportunities is complimented by participation with local businesses and service clubs. This participation has been the catalyst for a number of student exchanges and partnerships which provide diverse and unique learning opportunities.

SCHOOL GOALS

Can the implementation of a school-wide Response to Intervention strategy improve student engagement and achievement in all grades, and particularly at the grade 10 level?

Scanning:

Evidence collected over the past few years has shown us that focussing interventions at the grade 10 level has helped to successfully transition students into the Graduation Program. Information provided to us by Skeena Middle School staff and report card results reveal a significant number of students with gaps in foundational skills, particularly in literacy, math and science areas.

Staff feedback has indicated concerns around student engagement and ownership of their learning. Staff have also reported that more of our students are experiencing stress and anxiety in their daily experiences at school, and in their personal lives.

Research indicates that a Response to Intervention strategy on a school-wide basis has a high effect on student learning.

Focusing:

Our observations, discussions with staff and students, and review of relevant data have led us to conclude that interventions for many of our students, and in particular our grade 10 and First Nations students, are necessary to support their learning.

As a staff, we recognize that we need to find ways to:

- Foster curiosity and self-awareness in our students;

- Focus on experiential learning and inquiry to improve student engagement in their learning;
- Make learning relevant to our student's lives and help them take ownership of their learning;
- Create a trauma-sensitive learning and school environment for our students that have historically or currently experienced trauma in their lives.

We have focussed many interventions and supports at the grade 10 level the past five + years, and continue to offer cultural, social and academic supports to our First Nations Students. However, we recognize that we need to continue to engage in collaborative practices that will help us improve the learning experience for all of our students.

Developing a Hunch:

In the 2016-17 school year, we incorporated flexible learning time into our schedule twice per week with the aim of giving students more choice regarding their academic needs. During this flex block, students were able to choose a teacher they wanted to work with, or another learning space within the school to spend approximately 35 minutes getting extra assistance or working independently on curricular areas of their choice. After conducting student, parent and staff surveys during the spring of 2017, we decided to move to daily flex time for students. The 2017-18 school year was the first with daily flexible time built in for students, and this daily flex time continued through the 2018-19 school year. We will continue with daily flex time in the 2020-21 school year and a review of success data for all students will be used to determine how flexible scheduling will be incorporated at our school moving forward.

With the assistance of our Kermode Success Program, resource support, alternate classroom structure, and direct classroom teaching support, we recognize that significant interventions are already in place for our students. As a school community, we feel that if we provide students with a broad-based education, work collaboratively to support student learning, provide targeted interventions to students who require them, and provide opportunities for students to take control of their learning, they will become more engaged in their learning.

Professional Learning:

The 2014-15 school year saw the introduction of Response to Intervention as a district focus for schools. Within the RTI framework, teachers have been introduced to the principles of RTI in relation to our school context. We have dedicated time as a staff to focussing on a school-wide RTI strategy. We have a school-based RTI team that is committed to leading the work moving forward with staff. The 2019-20 school year saw the full implementation of the 2018 Graduation Program, with a focus shifting to personalized learning and more options for students to explore on their graduation pathway. Our school had a focus on trauma informed practice as our professional learning for the 2019-20 school year. We recognize that we have a significant percentage of our students who have experienced, or are currently experiencing trauma in their lives, and we want to increase our knowledge and professional practice to support these students in a safe, predictable setting. In light of the challenges presented in supporting students in the middle of a pandemic crisis, keeping our lens focussed on trauma informed practice will continue to be a focus for professional growth and learning.

Taking Action:

As a staff, we have been involved in efforts to ensure that level 1 RTI supports are strengthened. We have been, and continue to encourage departments to work collaboratively in their planning, instruction and assessment, through an inquiry approach. The emphasis on collaboration is key to ensuring that we offer a viable and clearly defined curriculum for our students. Collaborative

planning and assessment also assist with supporting all learners, and we are committed to promoting collaboration across the staff through the inquiry process.

In an effort to strengthen student connectedness and belonging at Caledonia, we decided to incorporate an advisory program into our schedule for the 2017-18 school year. Students met regularly with an advisory teacher to discuss important and relevant topics in grade level homerooms. Our intent was to identify topics that would be relevant for all students, and ones that would be more specific to a particular grade and have homeroom teachers address these topics with their advisory class. Students entering grade 10 will have the same advisory teacher for all three years of high school, which we hope will help strengthen relationships between students and adults in the building. After three years with this advisory structure in place, we have seen positive benefits for our school culture and climate. We have been able to incorporate some unique and fun opportunities for our students to help build a sense of school community.

We will be looking to adjust our advisory topics and focus in the 2020-21 school year based on feedback we have received from staff and students this year, and in response to the needs of our students in our current reality with Covid-19. Through the Advisory model, we have been able to form a student advisory group, with representatives chosen from each advisory group to be part of the advisory council. This council meets regularly through the school year to provide input and feedback to staff on issues impacting students. We feel that incorporating more student voice into our decision-making will lead to greater student engagement and ownership of their learning.

We recognize that as a school community, we need to encourage curiosity in our students. Staff are being encouraged to offer more hands-on learning experiences, incorporate project-based learning opportunities for students, and we will be working on more intervention and enrichment opportunities within our flex time structure next year.

We plan to offer staff some support resources to continue our learning about Trauma-informed practice, and how to better support students who may have historical or current trauma-related challenges. This will be an ongoing focus for the 2020-21 school year.

We continue to encourage and support teachers in their efforts to develop inquiry-based projects and supports for students. We have offered, and will continue to offer staff opportunities for collaboration during flex time to work on inquiry projects and initiatives aimed at supporting student wellness and academic success.

Checking:

At Caledonia, we collect a wide array of data from our teachers and students that track student progress over time. We use provincial assessment results and content analysis data to gather information on student achievement. Monthly check-ins with classroom teachers, monthly support staff meetings, regular staff meetings, department head meetings, weekly school-based team meetings, student advisory council meetings, and weekly administration/counsellor meetings are all used to collect information on how our students are doing and which students require further interventions. Homework club opportunities, direct support to classroom learning by First Nations Support Workers, and support from our Kermode Success program, have shown promising results for some of our most at-risk learners.

The regular and ongoing gathering of student achievement data is key for us to provide interventions and supports to students in a timely manner. The sharing of this information with

classroom teachers provides them with information to assist in their planning, instruction and assessment.

We are committed as a staff to exploring opportunities for enhancing student learning and engagement. Departments are exploring the development and refinement of common exams for core academic courses that could give us valuable student achievement data that is now unavailable with the removal of provincial examinations in some curricular areas.

We are committed to working on engaging and supporting students through the Covid-19 pandemic. We recognize that we will need to be adaptable and flexible as we navigate this health crisis with our students and families, and are committed to doing everything possible to provide comprehensive support and educational programming through this difficult time.



“Together We Aspire, Together We Achieve”

Keith Axelson (Principal)

Robin MacLeod (Vice-Principal)

