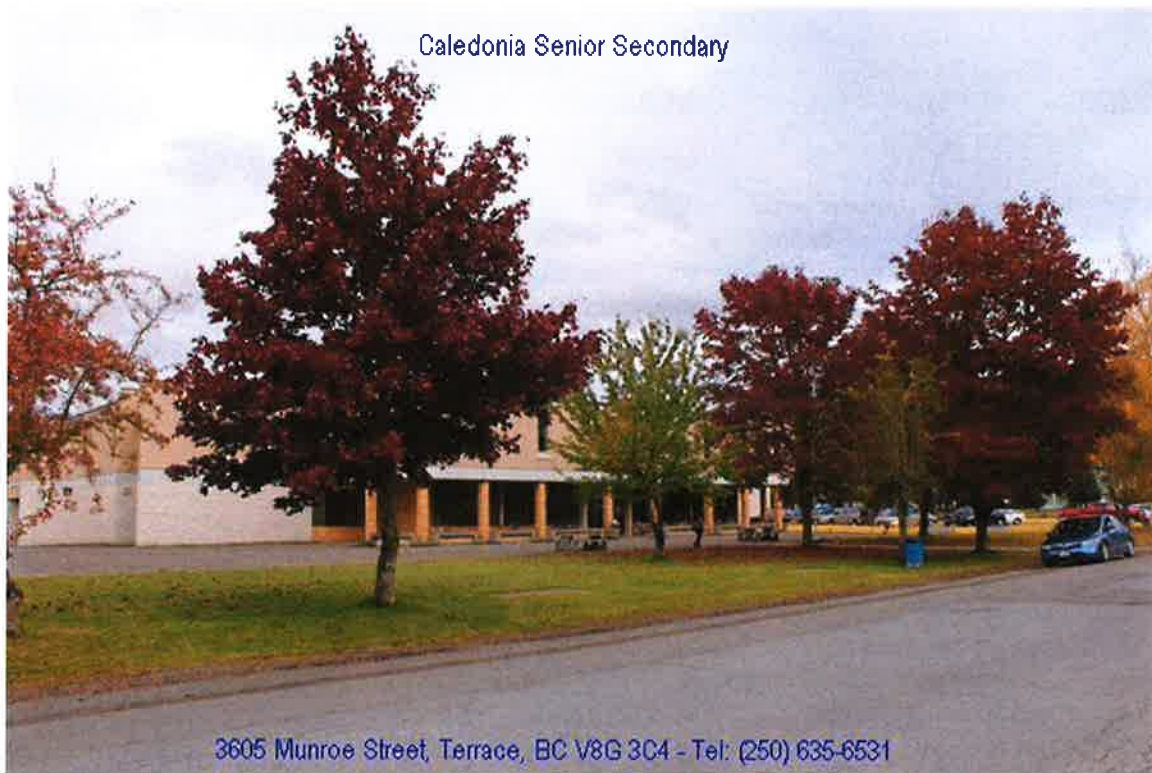


**CALEDONIA SECONDARY SCHOOL**  
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## **SCHOOL GROWTH PLAN 2022-23**

### **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 for 2022-23 is estimated at approximately 620 students with a staffing compliment of approximately 6. There are an estimated 190 aboriginal students and 110 special needs students. Projected cohorts for 2022-23 are 215 grade 10, 199 grade 11 and 185 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? Of particular interest for the 2022-23 school year, will focussing on strengthening our knowledge of trauma-informed practices and approaches improve outcomes for students, many of whom have experienced a significant decline in both academic engagement and mental wellness?**

### **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 and Veritas Catholic 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. The past 2+ years have presented staff and students with unprecedented stressors and challenges dealing with schooling in the midst of a global pandemic. We have noted a marked increase in our students experiencing and reporting a decline in their overall mental health during this time period. Focussing on student wellness and connectedness moving forward has been identified as our main priority.

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:**

We recognize the power of positive and supportive relationships between teachers and students, and the corresponding improvement in student outcomes that results from these deeper connections. We want to continue to work with our teaching and support staff on research-based approaches and strategies that help create learning environments where students feel safe, respected, and welcomed.

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, create safe and caring learning environments, 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 be a priority again for the 2022-23 school year.

In the 2021-22 school year, we offered a resource to all staff titled “Classroom 180: A Framework for Creating, Sustaining, and Assessing the Trauma-Informed Classroom. We plan to use this resource to direct our work as a staff in examining our current practices and determining next steps in our efforts to provide safe and supportive learning environments for all students.

**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.

Students have reported most often in feedback to us that connections with staff members that they trusted and liked had the greatest impact on their sense of belonging and connectedness to school. In the 2021-22 school year, we found opportunities to canvass our students on a number of topics, including wellness, options for students within the school, school structures, and program options that students would like to see in the future. We have found the discussions students have had with classroom teachers, and more broadly in student forum settings, has assisted us with our planning and delivery of educational and extra-curricular opportunities for students. We plan to continue to regularly check with students to get their input into how Caledonia will look moving forward. This will begin in September with engaging our students in discussions around school culture and connection.

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 with our staff. We continue to encourage and support teachers in their efforts to develop inquiry-based projects and supports for students. We continue to encourage and support staff in their efforts to collaborate with colleagues to offer rich learning opportunities for students.

**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 moving back to a semestered system next year after spending the last two years under a quarter system. While we recognized some advantages to students in the quarter system, there were quite a few challenges and concerns with respect to retention of learning and compression of curriculum with shorter course durations. Staff and students were surveyed on the issue and the vast majority of staff were in favour of returning to semesters, while a smaller


majority of students expressed a desire to return to a semester. It was noted, however, that almost all of our returning students in grade 11 have never experienced a semestered format.

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



*“Together We Aspire, Together We Achieve”*

  
Keith Axelson (Principal)

  
Joe Dominguez (Vice-Principal)

