

Caledonia Secondary School Improvement Plan 2023-2024

Caledonia Secondary School Mission Statement

Caledonia Secondary School provides opportunities for the growth of an 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.

Caledonia Secondary School Profile / Unique Characteristics

Caledonia Senior Secondary is a grade 10 – 12 high school located in the city of Terrace in Northwest British Columbia on the unceded lands of the Tsimshian peoples. The student population for 2023-24 school year is 601 students with a staffing compliment of approximately 60 adults. There are 143 indigenous students and 95 ministry designated students. The grade level cohorts for the 2023-24 school year are 194 grade 10 students, 214 grade 11 students and 193 grade 12 students.

Caledonia has one main feeder school, Skeena Middle School. We also have students coming to Caledonia from an alternate school, Parkside Secondary, private schools, Centennial Christian, Veritas and Mountain View Academy; home schooled students, and students from small northern communities. Our staff 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.

Caledonia Secondary provides comprehensive educational programs and extracurricular activities. Program areas include Academics, 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 complemented by participation with local businesses and service clubs.

SCANNING: What's going on for your learners? How do you know?

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

Caledonia staff feedback has highlighted concerns around student engagement and ownership of their learning. Staff have also observed that more of our students are experiencing stress and anxiety in their daily experiences at school, and in their personal lives. We have noticed a marked increase in our students experiencing and reporting a decline in their overall mental health. Focusing on student wellness and connectedness moving forward has been identified as a priority (see Appendix D).

FOCUSING:

Our observations, discussions with staff and students, and review of relevant data have led us to conclude that ongoing interventions for many of our students, and in particular our grade 10 and Indigenous 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 environment for our students that have historically or currently experienced trauma in their lives.

We have implemented many interventions and supports at the grade 10 level during the past few years, and continue to offer cultural, social, and academic supports for our indigenous learners. We recognize that we still need to continue to engage in collaborative practices that will help us improve the learning experience for all of our students.

Will focusing 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?

DEVELOPING A HUNCH:

We recognize the power of positive and supportive relationships between teachers and students, and the corresponding improvements 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 Caledonia students. As a school community, we feel that if we provide students with a broad-based education, work collaboratively to support student learning, provide focused interventions to students who require them, create safe and caring learning environments, and provide opportunities for students to take control of their learning, then students will become more engaged in their learning while enrolled at Caledonia Secondary.

PROFESSIONAL LEARNING:

We recognize that a significant percentage of our students at Caledonia have experienced, or are currently experiencing, trauma in their lives, so we want to increase our knowledge and professional practice to help these students. Keeping our actions focused on trauma informed strategies will be a priority for the 2023-24 school year.

Last year we offered a resource to all staff titled “Classroom 180: A Framework for Creating, Sustaining, and Assessing the Trauma-Informed Classroom”. This year we intend to continue using this resource to focus our learning as a staff in examining our current practices and determining the next steps in our efforts to provide safe and supportive learning environments for all students (refer to Appendix A). This school year, on a weekly basis, the principal will provide staff articles and or videos about trauma informed strategies and social emotional learning activities that can be implemented at school to improve student engagement. Each month during staff meetings the principal will facilitate a learning session to help staff increase their social emotional knowledge base. During monthly department meetings teachers will share new resources / programs that show promise for student success.

TAKING ACTION: *What are the roles of Teachers, Support Staff and the School Administrators*

As a staff, we have been and continue to encourage departments to work collaboratively in their planning, instruction and assessment, both formative and summative. The emphasis on collaboration is the key to ensuring that we offer a viable and clearly defined curriculum for all learners. Collaborative planning and assessment also assist with supporting all students, so we are committed to promoting collaboration amongst staff members again this school year.

Every two weeks the school administrators and learner support staff will participate in meetings to discuss concerns about student behaviour and or academic progress for the purpose of developing timely support plans.

Students have reported to us that connections with staff members they trust and like had the greatest impact on their sense of belonging and connectedness to school. With this in mind, Caledonia staff will sponsor a variety of extra-curricular clubs throughout the school year to offer students opportunities for sharing common interests with staff members in a non-academic setting (see Appendix C).

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 and incorporate project-based learning opportunities for students. School administrators continue to encourage and support teachers in their efforts to develop inquiry-based projects and innovative lessons for their students (see Appendix B).

The staff at Caledonia recognize the important role of parents when it comes to encouraging students to attend classes and do their best at school. To facilitate a school-home connection, the teachers at Caledonia will participate in an Open House event so parents and other family members can meet their child’s teachers establishing a mutual relationship of care and concerns for our learners. An automated phone system will be activated that dispatches a phone call home whenever a student has an absence from class so parents can be informed.

CHECKING: *When will you check in and how often?*

At Caledonia, we collect a wide array of data from our teachers and students that track student progress over time. During the first week of school a survey will be given to all students asking for their ideas for making Caledonia and their learning enjoyable. We use provincial assessment results and content analysis data to gather information on student achievement. Monthly check-ins with classroom teachers, bi-monthly support staff meetings, monthly staff meetings, monthly department head meetings, and weekly administration/counsellor meetings are all used to collect information about how our learners are doing and which students require further interventions.

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 staff provides them with vital knowledge to assist in their planning, instruction, and assessment.

CHECKING: *How can you do it in a way that allows for immediate adjustment?*

On a weekly basis school counselors and administrators will meet to discuss students that were highlighted as struggling during the previous week. Every month teachers will give feedback to school administrators about struggling students so this information can be shared with the staff and supports can be implemented. Every week a newsletter will be emailed to parents and guardians describing school activities so families can be aware of what is happening at Caledonia.

CONNECTIONS TO THE SCHOOL DISTRICT’S STRATEGIC PLAN:

Caledonia staff honour and respect culture, diversity and inclusion: Our school offers ongoing cultural activities and fieldtrips to promote awareness amongst students and staff with the assistance of shared knowledge from local role models and our Indigenous staff. Caledonia has a supportive environment for LGBTQ2 students. Diversity is welcome and appreciated. Inclusion for students with special needs continues to be supported.

Well-being within the educational community: Caledonia staff recognize the importance of nutrition for their learners to maintain focus upon their school work (see Appendix D). In essence, it is difficult for students to learn when they are distracted by hunger so Caledonia offers a free breakfast every day to students as well as a free lunch. Complimentary food is distributed from the canteen, the Indigenous Connections Room, the Kermode Success room and the main Resource Room. Fruit and granola bars are available as snacks to all students in the main downstairs hallway throughout the school day.

All students realizing their full potential: Caledonia staff are committed to helping our learners experience success in a variety of settings. Throughout the school year Caledonia students are encouraged to participate in a variety of extra-curricular activities during lunch break or after school (refer to Appendix C)

School Principal Signature: _____

Appendix A: The Journey For Being A Trauma Informed School

STAGE 1

Trauma Aware

Key Task:

Awareness & attitudes



Trauma aware organizations have become aware of how prevalent trauma is and have begun to consider that it might impact their clientele and staff.

STAGE 3

Trauma Responsive

Key Task:

Change & integration



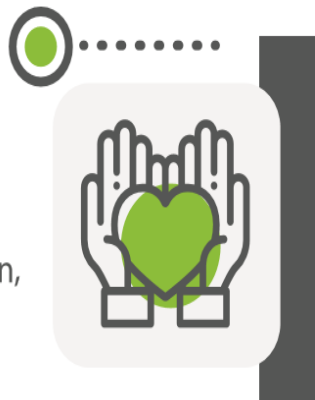
Trauma responsive organizations have begun to change their organizational culture to highlight the role of trauma. At all levels of the organization, staff begins re-thinking the routines and infrastructure of the organization.

STAGE 2

Trauma Sensitive

Key Task:

Knowledge, application,
& skill development



Trauma sensitive organizations have begun to:

- 1) explore the principles of trauma-informed care (safety, choice, collaboration, trustworthiness, & empowerment) within their environment & daily work
- 2) build consensus around the principles
- 3) consider the implications of adopting the principles within the organization
- 4) prepare for change

STAGE 4

Trauma Informed


Key Task:

Leadership



Trauma informed organizations have made traumaresponsive practices the organizational norm. The trauma model has become so accepted and so thoroughly embedded that it no longer depends on a few leaders. The organization works with other partners to strengthen collaboration around being trauma informed.

Appendix B: First Peoples Principles of Learning (FNESC)



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Appendix C: Extra-curricular activities for Caledonia Students

Caledonia Clubs 2023-2024

SERVICE:

- Student Council
- Grad Committee
- Pride Club
- International Student Club

ARTS & HUMANITIES:

- Musical Theatre
- Musical Crew
- Choir
- Jazz Band
- Music Ensembles
- Drama Club
- Art Show & Exhibitions Club
- Cosplay and Armor Construction
- Indigenous Crafts
- Youth Parliament and Debate
- Creative Writing
- Guitar

SPORTS:

- Climbing Club
- Sr. Boys Basketball
- Jr. Boys Basketball
- Sr. Girls Basketball
- Sr. Girls Volleyball
- Sr. Girls Soccer
- Sr. Boys Soccer
- Cross Country
- Boys Rugby
- Girls Rugby
- Golf
- Mountain biking

TRAVEL:

- Travel Club

STEM & TRADES:

- Physics Club Robotics
- Drag Racing Club

GAMES AND LEISURE:

- Chess Club
- Fishing Club

Appendix D: Youth Development Index Report 2022-2023

DEMOGRAPHICS |

POPULATION

Total Sample 91

AGE

16.7 (0.4) years (*mean, SD*)

GENDER IDENTITY

Boy or man 49% Nonbinary 3%

Girl or woman 43% In another way 4%

SEXUAL ORIENTATION

Straight or heterosexual 78% 2SLGBTQIA+ 22%

RACIAL IDENTITY

Arab — South Asian —

Black 3% Southeast Asian 2%

East Asian — West Asian —

Indigenous 28% White 51%

Latino — Other 16%

NEWCOMERS

Born in Canada 91% Born outside of Canada 9%

LANGUAGES

English only 86%

English and other language(s) 14%

Other language(s) only —

HEALTH CONDITIONS

Physical or sensory disability (e.g., use a wheelchair, vision impaired) 4%

Mental health condition (e.g., depression, eating disorder, ADHD) 37%

Learning disability (e.g., in reading, writing, or mathematics) 19%

Chronic health condition 9%

Other condition 17%

No health condition or learning disability 30%

Students could “select all that apply” therefore percentages may add up to greater than 100%

PARENT/GUARDIAN EDUCATION

Graduate or Professional Degree (e.g., Masters, PhD) 9%

University degree (e.g., Bachelors) 23%

College program (e.g., diploma, certificate, apprenticeship) 21%

High school or less 11%

I don't know 36%

FAMILY AFFLUENCE

High 28%

Medium 45%

Low 27%

Appendix D: Youth Development Index Report 2022-2023

STRENGTHS

1. Students trended toward being more likely to report participation in art lessons outside of school in your school compared with students in other schools and districts (23% vs. 15%)
2. Students trended toward being less likely to rate their externalizing behaviour (aggression) as 'high' in your school compared with students in other schools and districts (<3% vs. 3%)
3. Students trended toward being less likely to rate their stress as 'medium' in your school compared with students in other schools and districts (49% vs. 57%)

AREAS OF FOCUS

1. Students were less likely to rate their general self concept as 'high' in your school compared with students in other schools and districts (30% vs. 54%)
2. Students were less likely to rate school safety as 'high' in your school compared with students in other schools and districts (51% vs. 68%)
3. Students trended toward being more likely to rate food insecurity as 'high' in your school compared with students in other schools and districts (>1% vs. 1%)