



Correlieu Secondary School Growth Plan

2023/2024

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

September 2023

School District 28 rests on the traditional lands of the Lhtako Dene.



We Believe

- Students of Indigenous Ancestry must have equity in educational outcomes
- Vulnerable learners require conditions that support their social, emotional and academic needs
- Students well-being has been negatively impacted by societal pressures and it needs to be addressed in classrooms
- Enhanced career and post-secondary opportunities will better prepare student for life outside of high school

OUR SCHOOL STORY / JOURNEY



Correliou Secondary created a multi-year plan for enhancing student success that embeds the district values and vision, while articulating the unique learning of our grade 10, 11 and 12 students. The following records our intentions and processes as we move from values and vision to an evidenced based achievement plan.

Over the past two years we have been using data from our Satisfaction Surveys, Literacy Assessments, and Numeracy Assessments to guide our school's goals and vision. A big focus for us is creating a sense of belonging and bringing joy to our building.



SUPPORTIVE SPACES

SUPPORTIVE SPACES

Culture room, counseling room, library, resource room, Youth Care room, breakfast/lunch room, gym and many teachers have their rooms open in the morning and at lunch including the art room.

RATIONALE

We understand that in order to create a sense of belonging we must have safe spaces in our building for students.

We believe that in order to support students we need to have a variety of spaces available so students can connect with an adult that the student respects.



ACTIONS / STRATEGIES

Last year we opened a new, welcoming space for our Culture Room. We now have our Indigenous Education Support Workers (IESW's) in a centrally located space. This has created a safe space for students who have been disengaged with school to meet, have support from our IESW's and our Indigenous Learning Assistance teacher.

This space also has food for students who come to school hungry. This has increased engagement with previously disengaged students.

MEASURES

We are able to measure the success of our Culture Room by tracking attendance, grades and grad rates.

We are also looking at data from our Student Satisfaction Surveys to help provide feedback from students and their families.

SPEAK TO THE DATA

Student Satisfaction Survey Results: **Do you feel welcome at school?**

(Percent reporting a positive response)

	2020/2021	2021/2022	2022/2023
Gr 10	54%	49%	61%
Gr 12	63%	60%	68%

Last year was the first year of our new Culture space, and we feel that that is a major reason for the increase in positive responses.



SUPPORTIVE SPACES

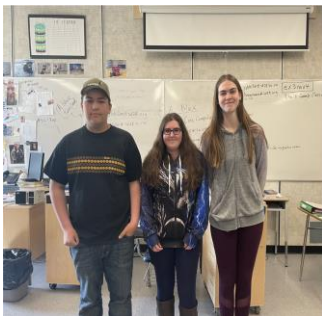
EQUITY & ENGAGEMENT – LITERACY

In order to improve grad rates, we are supporting learners who struggle with literacy through a new Learning Strategies course. We also have added an Indigenous Learning Assistance teacher to support Literacy.

RATIONALE

The rationale for adding support for literacy is to try to provide later literacy curriculum for students who struggle with reading and writing.

We also are providing support and training with speech to text and text to speech, so that they will be able to use technology to support their literacy after graduation.



ACTIONS / STRATEGIES

Our focus is on creating equity with indigenous students and students who have diverse learning needs. As such, we have added a Learning Strategies course that focuses on teaching strategies to support students who have traditionally struggled with literacy and learning in general.

We have also added an Indigenous Learning Support teacher and a specific Literacy Support teacher who has later literacy training, to help improve literacy with indigenous students who have traditionally struggled in this area.

MEASURES

We will be looking at our English 10, 11, and 12 course marks to determine whether students are being successful with the above strategies.

SPEAK TO THE DATA

2021-2022 Percent Passing English

OVERALL:

Grade 10 – 90%

Grade 11 – 87%

Grade 12 – 92%

Indigenous Students – 83%

Non-Indigenous Students – 92%

Diverse Learners – 89%

2022-2023 Percent Passing English

OVERALL:

Grade 10 – 86%

Grade 11 – 88%

Grade 12 – 95%

Indigenous Students – 81%

Non-Indigenous Students – 94%

Diverse Learners – 88%



SUPPORTIVE SPACES

EQUITY & ENGAGEMENT – NUMERACY

In order for there to be equity in classes, we have assigned special supports to help students who struggle with numeracy to improve their skills.

RATIONALE

It is important to be numerate as an adult, and as a school we have high expectations for all students to graduate and have basic numeracy skills.



ACTIONS / STRATEGIES

We have implemented extra support in the role of Indigenous Numeracy Support teacher in order to help improve math skills with indigenous students. Students who are receiving this support are seeing success on multiple levels – some by having an extra place for support and others by receiving their math curriculum in a class with fewer students.

Students who are diverse learners also have the opportunity to receive extra support from their Learning Assistance teacher or their Resource teacher for numeracy.

MEASURES

In order to get an accurate picture of numeracy success, we are using our Math 10, 11, and 12 numbers to determine the success of our students

SPEAK TO THE DATA

2021-2022 Percent Passing Math

OVERALL:

Grade 10 – 85%

Grade 11 – 92%

Grade 12 – No Data

Indigenous Students – 83%

Non-Indigenous Students – 91%

Diverse Learners – 82%

2022-2023 Percent Passing Math

OVERALL:

Grade 10 – 84%

Grade 11 – 94%

Grade 12 – 96%

Indigenous Students – 88%

Non-Indigenous Students – 91%

Diverse Learners – 92%



SUPPORTIVE SPACES

CULTURAL COLLABORATION

We have built a team that includes Administration, IESWs, an Indigenous LA teacher, an Indigenous Numeracy teacher, and an Indigenous Literacy teacher to work together to support a student sense of belonging and to fill gaps in students learning. We are committed to working with indigenous families and Aboriginal Council to make connections with leaders in the community.

RATIONALE

In order for students to be successful at school they must first have a sense of belonging.

Over the past two years we have focused on building a supportive team approach to connecting with indigenous students, parents, and community.



ACTIONS / STRATEGIES

We have created a binder for each student who needs additional learning support and we are tracking student attendance, engagement, and academic growth. We meet with parents regularly to provide feedback on student learning. Our team meets on a weekly basis to discuss student success.

We are also keeping track of students who are improving because of a sense of belonging in our building. We have hosted numerous cultural events and family events to help build a sense of community at Correlieu.

MEASURES

We are using data from our graduation rates, student binders, student report card marks, and information collected from our student surveys to measure whether our strategies are being successful.

SPEAK TO THE DATA

The most important thing that we need to address is that there are still some students who don't feel safe at school. In order to address this we are making it a priority to indigenize curriculum, create safe spaces in our building for indigenous students, purposely build connections with students, their families and their community, and plan and participate in cultural events at school and in the community.

With additional learning supports and a strong connection to families and the community our hope is that we will have equity in learning for all students.

