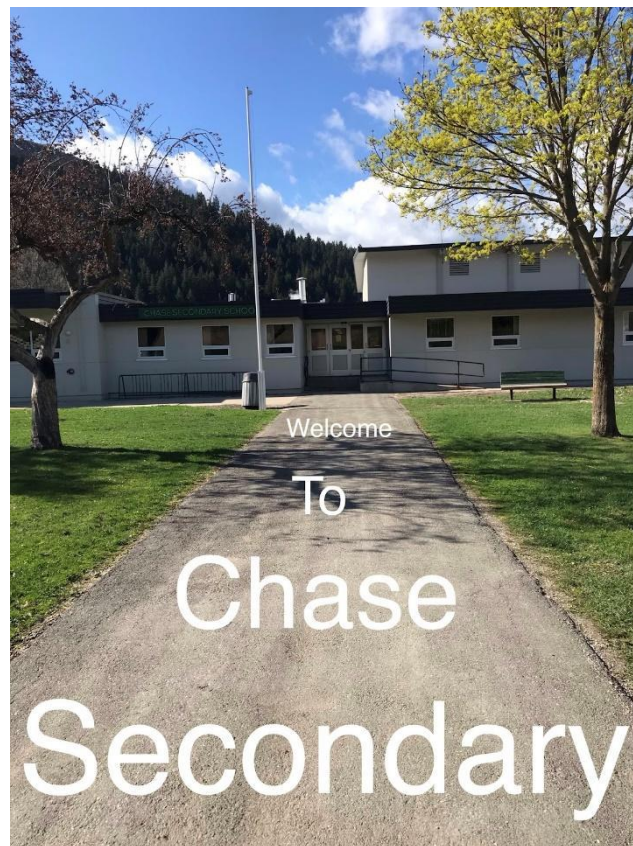


Revised Sept. 20, 2022



Chase Secondary School
Annual School Learning Plan 2022-2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with the Adams Lake (LEA link: [Adams Lake LEA](#)) , Little Shuswap (LEA link: [Little Shuswap LEA](#)) , and Neskonlith Indian Bands (LEA link: [Neskonlith LEA](#)) through our Local Education Agreement and the Aboriginal Education Enhancement Agreement ([Aboriginal Enhancement Agreement](#)) .

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CONTEXT

Chase Secondary is a rural school located 40 minutes east of Kamloops. It services a community and surrounding area of approximately 3000 people. There are three local Indian Bands – Neskonlith Indian Band, Little Shuswap Lake Indian Band, and Adams Lake Indian Band – within the catchment area of Chase Secondary. We have three unique characteristics in our school. First, our Aboriginal population is 56%. Second, we have roughly 50% of our students who utilize bussing to get back and forth to school from home. Third, we incorporated the grade 7's into Chase Secondary in 2018. As a result of this final characteristic our student population is now consistently around 240 students.

With an Aboriginal population of 56%, we have strong connections to our three bands and work closely with education coordinators from all three bands. This often leads to partnerships on projects, school speakers, community programs, and events that are aimed at involving out parent community in the educational programs of our students.

The main industry in the community of Chase is the mill in Adams Lake which is the major employer. Chase has a small commercial district with a Municipal Town Hall, Fire Hall, RCMP detachment, Ambulance Station, and community Health Centre. Chase has beautiful parks and is nestled on the shores of Little Shuswap Lake which provides recreational opportunities for water sports and fishing.

As one might expect of a small rural school, there are some challenges providing students with diverse educational opportunities. To this end we must be creative in how we develop programs for students. Having the grade 7's as part of our population base has also created some challenges, but we have developed programming to better meet the needs of these younger students. For instance, we limit the number of teachers they have to become comfortable working with by creating positions for teachers that include Math and Science and one for English and Social Studies. We are also implementing linear programming for English and PE to help our students work on literacy improvement as a goal.

As far as the senior courses are concerned, we utilize video conferencing with our partner rural secondary schools to offer courses not available directly at Chase Secondary. In addition, many of our students must take courses via distributed learning (DL) because our course offerings are somewhat limited in scope. To this

end we offer a number of DL courses in a blended format where we “own” the course and not KOOL school. By offering blended courses, our students have greater flexibility in their scheduling while maintaining a connection with teachers in the building. As our students do not have the ability to participate in the programs offered through Twin Rivers Education Centre (TREC), we run our own Alternate Education Program to assist those students who have not been successful in the regular system. All in all, the educational opportunities at Chase Secondary are rather diverse for a small school.

Staff Chase Secondary school will collaborate through professional development opportunities to continually grow and develop our school learning plan. We have dedicated two Pro D days to learning about literacy strategies and developing programs to support school connectedness. In order to help measure our achievement towards our goals we will use data throughout the year (monthly, per semester, yearlong) to see where we are. Using the Non-fiction reading assessment in the fall, as well as the spring, will also be a good measure of whether or not our students are seeing literacy improvements throughout the course of the school year. Results will be shared with our education coordinators and the PAC at school meetings throughout the year.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL:

Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME:

Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

School data will be included during the 2022/2023 school year. Current goal data is included in the following link. [School Learning Plan Data](#)

SCHOOL GOAL:

Through developing students' competencies, students will meet or exceed literacy expectations on district assessment tools (FSA, NFRA) as well as on the literacy 10 and 12 provincial assessments.

AREAS TO CELEBRATE

- For the last two years we have had 70% of our students meeting or exceeding the expectations on the Literacy 10 assessment.
- For the last two years, diverse learners have been on par with all learners on the grade 10 literacy assessment.
- For the past two years we have either been on par, or outperformed the district average.

AREAS TO GROW:

- Our Indigenous learner data is showing a disparity from our non-indigenous learners.
- Literacy levels in grade 7 are -35% below district average.

OBJECTIVES:

Aboriginal students and Non-Aboriginal students will meet or exceed literacy expectations at the same level.

SCHOOL STRATEGIES:

To improve in literacy, we will (classroom practices):

- Pullout reading program (spiral of inquiry) with our grade 7/8 students who have been identified through baseline assessments (using IXL program), NFRA results, and FSA results.
- Linear English in grade 7 to identify and work throughout the year on literacy skills.
- Daily silent reading. Grade 7 classes will use levelled reading program to identify and work on certain literacy skills.
- Using IXL program to identify strands of skills that students struggle with as a road map to instructional practices.
- Develop schoolwide literacy instruction lessons to be used twice monthly during the designated reading period.

To improve classroom practices, we will (PD strategies):

- Teachers will develop literacy teaching skills through professional development opportunities based on Ed Plan Insight data.
- Reading/Writing support teacher will receive training on teaching literacy skills to students who are struggling. This will be done in pullout sessions during our reading block.
- Professional development on staff use of Ed. Plan Insight to help identify specific areas that teachers can target based on the data from student assessments.

To improve in grade-to-grade transitions, we will...

- Review course failures at the end of Semester 1 and reschedule students to ensure transition into the next level.
- Summer school recommendations for Semester 2 failures.
- Identify students early who are struggling and use intervention strategies to improve learning outcomes.
- Use PBIS data to identify students who are struggling to meet expectations with both behaviour and academic standing.

To improve school completion (Use graduation rates), we will...

- Identify struggling learners in grade 7 and ensure that supports are put in place early to ensure they develop the necessary academic skills to be successful in classes.
- Monitor graduation progress starting in grade 10 to communicate with students and families.

To improve Aboriginal student learning, we will... (Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- Use relevant local resources that are culturally appropriate.
- Involve parents as partners in education. This can be done by meeting parents at locations on reserve, having parent engagement nights at the school, regular communication with parents through AEW's and teachers.
- Professional Development focused on our local bands history, language, and culture to raise awareness of the Secwepemc culture and Indigenous best practices.
- Work closely with Aboriginal supports, like the new completion coordinator, to ensure students are on track for graduation with their cohort.
- Work closely with Band Education Coordinators.
- Two-way communication regarding students of concern.
- Coordinating events to promote culture and learning as a team.
- Parent engagement evenings/meetings when students are struggling.

To improve in learning, we are ensuring that our resources meet our students' needs...

- Curriculum resources...
- Human resources...
- Extracurricular...
- Field trips...
- Other....

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action.

Describe when (dates) you reviewed the school learning plan and who was involved. Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis). There are different ways to consult and gather meaningful feedback and we will make time for this discussion during family of schools next year.

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

Use the [data appendix](#) as a reference.) Using the School Learning Survey results chart in your data appendix, state which wellbeing outcome will be your focus and why.

SCHOOL GOAL:

Improved student attendance through a greater sense of belonging and engagement at school. Increase school attendance by +5 - +10% schoolwide.

- Based on our data for a sense of belonging at school we are below the district average. Student attendance is a struggle at Chase Secondary which directly affects student achievement results. If we can increase the students sense of belonging, I am sure that we will see a positive trend in attendance.

AREAS TO CELEBRATE:

- Athletics returned this year to Chase Secondary
- Only school in the district to compete in the e-Sports league.
- Boys Club Network
- Art Club after school program
- Roller Skating club after school
- Outdoor club
- Golf lessons through Boys Club Network
- Thriving Band program at CSS

- PBIS to celebrate positive behaviours while also keeping a consistent set of rules school wide with consistent language

AREAS TO GROW:

- More trades opportunities in the school for students who have a passion in this area.
- More leadership opportunities for students at the school level.
- Improve in our data results on the school learning survey for Feeling Welcome (-13%), Sense of belonging (-14%), Adults Care (-14%) as they pertain to the district results.
- Creating a better connection to our neighboring elementary school.
- Gather specific student data through DEWERS question on survey asking students the specific reasons that they miss school.

SCHOOL STRATEGIES:

- To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will use the connection survey with our coordinators to collect specific data in this area.
- To improve classroom practices, we will participate in Pro-D to continue to develop the PBIS teams within our building.
- To improve in grade-to-grade transitions, we will connect staff to a common google form that has information from previous teachers on the student profile.
- To improve Aboriginal student learning, we will continue to support our Aboriginal learners through cultural, language, and curricular activities.
- To improve school completion, we will use our District Aboriginal completion coordinator who will work with our AEW's and counselor to monitor student progress.
- To improve wellbeing, we are allocating our financial resources towards clubs, teams, e-sports program, gotcha program, and celebrations of student success.

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you review the school learning plan and who was involved. Aim to review it with students, parents, and staff on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis).