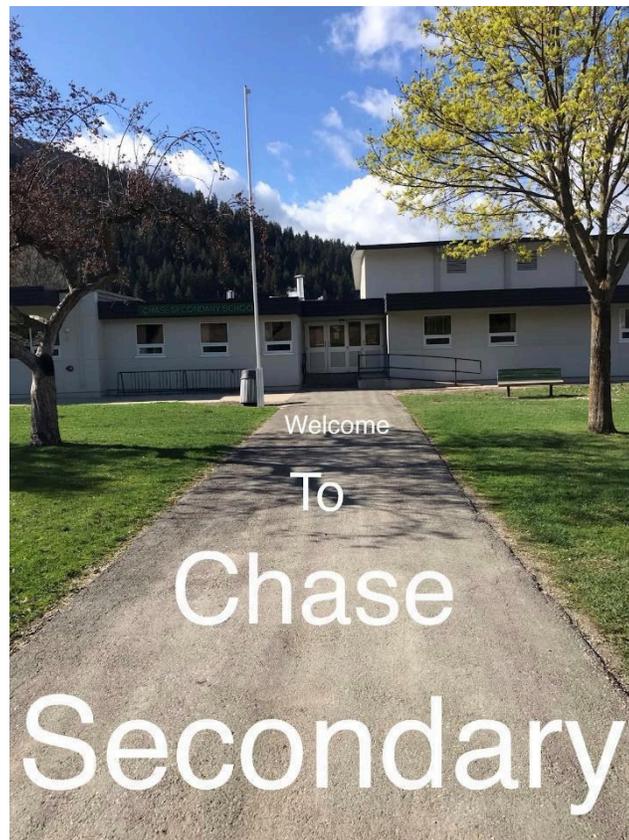


Revised September 17, 2024



Chase Secondary School
Annual School Learning Plan 2024-2025

Due: Sept. 2024



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, Skwlax te Secwepemculecw, and Neskonlith Indian Bands through our Local Education Agreements: [Neskonlith LEA - Final Signed Feb 23, 2021 \(1\).pdf](#), [LEA LSLB - Final Signed Feb 8, 2021.pdf](#) [Neskonlith LEA - Final Signed Feb 23, 2021 \(1\).pdf](#) and the Aboriginal Education 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. Chase Secondary is located next to our feeder elementary school, Haldane Elementary. Chase Secondary has been a part of the Valleyview/North Thompson family of schools and this year we will be joining the South Kamloops/Sahali family of schools to work collaboratively with other schools to improve learning in our building. There are three local Indian Bands – Neskonlith Indian Band, Skwllax te Secwepemculecw, 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.

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 at 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. We will also be looking at data and how it pertains to our school goals during staff meetings and coordinator meetings. Using Ed Plan Insight, to gather our specific data, will be advantageous when discussing the progress we are making towards our school goals.

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 2024/2025 school year. Current goal data is included in the following link: [Chase Secondary SLP Appendix 2024.pdf](#) . This year we also completed the NFRA with our grade seven cohort in the Fall. We will need to compare the results with the grade 8 cohort next year to see if any improvements have been made. Our grade seven data shows a gap between our First Nations learners and Non-First Nations Learners of 15%. This is the literacy foundation assessment. We will look at data this year from our NFRA to see how these students have progressed over the year. We will track this group until grade 10 and look at literacy assessment data to compare. Our FSA results were 9% lower than the district average this past year. We will continue to work with students using the Kendore reading program. Students are identified using the NFRA data and then offered a pull out reading program with trained staff members.

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

- After a dip last year to 38% of students meeting or exceeding expectations on the Provincial Literacy Assessment, we have bumped back up to 52%. This is well below the provincial average of 73%.
- Our diverse learners are again above both the district and provincial averages on the grade 10 literacy assessment.
- Our indigenous learners showed an 8% improvement over last years group on the grade 10 literacy assessment.
- Our grade 12 provincial assessment data shows that we are close to our district and provincial data (-5% and -8%).
- Our grade 12 indigenous cohort outperformed the district and provincial data (+17% and +23%). We had a small cohort this year that was strong.

AREAS TO GROW:

- Our Indigenous learner data is showing a disparity from our non-indigenous learners at the grade seven level.
- Literacy levels in grade 7's are -28% below district average which is up from -35% in last year's data.

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. We will include grade 9 students in 24/25.
- We have gone back to a semester grade 7 English class as we tried the linear program for two years and found that it was not as effective as we had hoped.
- 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.
- In September 2024 we will again be including a reading support block with a teacher who trained in the Kendore reading program this Spring. As well, our LART teacher also had the opportunity to train in the Kendore reading program to help our struggling learners in the LART room.
- This year we also used critical literacy skills with all grade levels during reading block to ensure all students were working at improving literacy skills. [Critical Literacy Skills](#)

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

- Teachers will develop literacy teaching skills through professional development opportunities based on Ed Plan Insight data.

- We will continue to use trauma informed practices and continue professional development in this area in 24/25.
- 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.
- In the second semester 2024/25 we will also implement two Jr. recovery blocks. These blocks will ensure students that are not meeting requirements are getting literacy and numeracy support to increase their skills so that they are ready to move on to the next level.
- Implementation of our new Cell Phone Policy occurred in November with a notable impact on student learning. Students are no longer allowed access to cell phones during instructional time. This policy includes all areas of the school including hallways, bathrooms, and outside.

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 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, outreach workers, 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

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.

- NFRA data is included in the above section.
- School goal data was reviewed at coordinators meetings in October, February, May as well as at staff meetings throughout the year. We reviewed attendance data on a monthly basis and shared this information out with parents in our newsletter on four occasions. Attendance rates improved 4% over last year's data which is encouraging. Our hope is to continue to make progress in this area.

- As a next step, two staff members are now trained in the Kendore Reading Program to teach struggling readers how to access the curriculum through improved reading skills.
- Jr. Recovery blocks will again be included next year and will continue to help students who need more support in both Numeracy and Literacy. These blocks will be taught by an LART teacher with experience in working with students who need extra support. Our experience this year was that these blocks were a success due to the teacher and the relationships with students he was able to foster. Students who had stopped attending school were brought back in and a more regular attendance pattern and supports were put in place.

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 SLP data set [Chase Secondary SLP Appendix 2024.pdf](#) as a reference.)

Using the Student Learning Survey results chart in your data appendix, state which wellbeing outcome will be your focus and why. As it pertains to our school goal, sense of belonging data shows an upward trend of 7% over the past three years. Chase Indigenous data is up 3% over the three years as well. Our grade 7 data is lower than the district average. This could in part be due to the fact that grade 7's join us at the high school level. This can be intimidating for some students and the feeling of belonging takes longer with these students. We noticed a drop in our grade 10 cohort across the board this past year (-10%). Our grade 12 data shows an improvement of

22%. In a small school the cohort size can really impact the data results. Our sense of belonging is 1% below the district average and 5% below the provincial average.

SCHOOL GOAL:

Improved student attendance through a greater sense of belonging 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 continued to grow this year at Chase Secondary with some successes to note: grade 8 girls basketball team placed first in the tier 2 league, grade 8 track and field athlete won provincial gold in high jump and bronze in long jump, and we started a new grade 8 rugby team for the first time in years.
- Only school in the district to compete in the e-Sports league.
- Boys Club Network
- Art Club after school program
- Thriving Band program at CSS
- Attendance rewards provided by the PAC to reinforce the behaviours of our students who are making regular attendance a priority.
- TRU trades trailer for the welding program will be on site for semester 1 in Sept. 2024.
- We saw a large increase in the indigenous drumming group at the school this year.
- Data shows that we had an increase this year in our three year trends for feeling welcome and having a sense of belonging at school that were positive.
- The data shows an increase in our Indigenous students in the area of Adults that care (+17%).

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.
- Creating a better connection to our neighboring elementary school.

- Continue to explore areas of student passion to find different elective choices for our students.

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.
- We will continue to implement our new cell phone policy within the school as we have identified this as a barrier to learning and to students connecting with adults in the building in a meaningful way. (Sept. 2023) So far this has made a notable impact to the learning environments in our school.
- 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. This year we selected students to attend a Blazers hockey game in December and a Kamloops Northpaws game in June.

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).

- June 2024: Parent survey on cell phone use out to community to help shape the new policy for next year.
- Staff committee on cell phone policy.
- New CNC laser in the woodshop will create opportunities for students in many different ways beyond the classroom. This was identified as a growth area with more trades opportunities for our students.
- Working with our local aboriginal bands to improve attendance and connect with parents in the community. This year we had an aboriginal family welcome night in September as well as an aboriginal family BBQ at the end of May.
- Next year we are planning a welcome back BBQ on Adams Lake with a family softball game to engage families.
- Parent evenings to highlight the importance of regular school attendance.
- Community campaign in September to inform parents on the importance of attendance at school. This will be done using the FNESC toolkit for “Raising Attendance Rates of First Nations Students in British Columbia”.