


# Chatelech Secondary School Growth Plan 2021-2022

<p>School</p>	<p>Chatelech Secondary School</p> 
<p>Background</p>	<p><b>Chatelech Secondary School (CSS)</b> is a community school located in Sechelt, British Columbia. CSS provides both Anglophone and Francophone Educational programs.</p> <p><b>School Mascot:</b> The Eagle  <b>School Colours:</b> Blue, White and Black</p> <p><b>Enrollment:</b> Currently the school population for 2021-2022 is 571 students. Student enrollment in our area is increasing over the past two years and it is expected that our student population could increase to over 600 next year.</p> <p><b>2021-2022 Projected Staffing:</b> 59 staff members at Chatelech – 36 teaching staff, and 23 CUPE employees.</p> <p><b>Demographics</b>  Our staff and students range from all areas across the Sunshine Coast. Our indigenous population currently encompasses 22.5% of our student body. We have 114 students currently with Individualized Education Plans (IEP's) and many more who have support plans to assist in their individualized learning.</p> <p><b>Catchment Schools:</b>  West Sechelt, Halfmoon Bay, Kinnickinnick, Davis Bay, Ecole Pacifique, and Roberts Creek (students must submit a cross boundary request from RCE) – provide our school with a rich blend of diverse learners reflecting the communities from which they reside.</p> <p><b>Community School Affiliation:</b> CSS is fortunate to have the support of our Community School Coordinator, Ms. Lia Lindhagen. COVID 19 provided many challenges to support our vulnerable families at CSS; however, Ms. Lindhagen has been instrumental in providing support for many of our students.</p> <p><b>CSS PAC: Our Parent Advisory Council</b> is actively involved in many facets of our school community. The CSS PAC has been able to continue to support our students and staff in a number of areas and we have been fortunate to provide our PAC sponsored hot lunch program three days a week. Shine On provides lunch on Fridays and our Leadership Group sells pizza on Monday.</p> <p><b>SCHOOL CLUBS</b>  Chatelech offers a wide variety of Clubs and Activities aimed at providing connection and personal development. While COVID 19 has reduced the flexibility of these groups and their ability to meet regularly we still offer Book Club, Art Club, after school Fitness, morning Fitness, Deck of Cards Workout</p>

groups, Gay Straight Alliance (SAGA), Robotics Club, Choir (virtual), Fabric Arts Club, Drag Racing, Interact Club and much more!

**EXTRACURRICULAR SPORTS**

*Fall:* Volleyball (Boys and Girls), Cross Country Running

*Winter:* Basketball (Boys and Girls), Skiing/Snowboarding (Co-ed)

*Spring:* Rugby (Boys and Girls) Mountain Biking (Co-ed), Track and Field, Golf, and Ultimate Frisbee (Co-ed)

*All teams compete in the North Shore Secondary Sports Association.*

**CULTURE OF CARE/WELLNESS**

Chatelech continues to promote a culture of care in our school. In this process we have established, and continue to promote our core values (Empathy, Responsibility, Respect, and Integrity). These values support our proactive and restorative work with students and guide the environment of the classroom. Most importantly, especially during the pandemic, is our focus on the wellness of our students, staff, and school. We have been provided with a \$2000 Wellness grant and have established a Wellness committee to examine mental health literacy and staff/student wellness and connection. Currently, the committee has established a Staff Walking Club, Homeroom Based Activities, Daily Mindfulness Practices and many more initiatives aimed at supporting wellness in our building. We have expanded our Grade 8 electives to include a Cultural Connections and Sustainability class. We also offer Yoga 9 as an elective.

**FLEX/Homeroom time**

We have implemented a Flex Program that is aimed at providing *students, teachers, and staff* with flexible time to *support their specific learning needs, collaboration opportunities, and group meeting/assembly time.* We also have bimonthly homeroom time aimed at providing spirit activities for our students.

**INDIGENOUS SUPPORT**

***We are honoured to live, learn, play and work on the unceded territory of the shísháíh Nation.***

At Chatelech we provide an opportunity for all our students to experience indigenous culture. Currently, our Indigenous Students comprise 25.2% of our school body. Our **Shashishalhem** Language course is aimed at teaching students the value of the First Peoples Way of Knowing in our region and affirms the importance of cultural exploration and recognition. Ms. Rita Poulson is the teacher of the program. We are also pleased to have Andy Johnson as a support in the program as well as the members of our Aboriginal Support team including Darren Dixon, KateLynn Dixon, Michelle Dixon, Matt Friesen and Tammy Saigeon. Kerry Mahlman continues to provide district support and guidance as the District Principal of Indigenous Education.

**Teacher Leaders (Facilitators)**

We have created Teacher leadership opportunities aimed at increasing collaboration amongst staff. Currently we will be providing collaboration time for staff to meet to discuss the New Reporting Order that will be implemented in the 2022-2023 academic year.

<p><b>Data Summary and Analysis</b></p>	<p><b>25.9% students with special needs.</b> We continue to develop spaces, supports and programs that promote inclusion, social emotional learning, and trauma informed practices.</p> <p><b>113 students with Individualized Education Plans.</b> We currently have over 113 students with IEP's (Individualized Educational Plans). While all students are offered supports in their learning, these students have been identified as having specific challenges that require extra support. We continue to work collaboratively with parents, teachers, students and community supports to ensure that all students are provided with the necessary adaptations to be successful in their learning. The Staff at Chatelech have been involved in many professional learning opportunities over the past two years geared toward establishing inclusive educational environment to all students. We have been working closely with the DSS Learning support team to assist us in promoting and empowering Inclusive Educational practices in our classrooms.</p> <p><b>110 students declared indigenous ancestry.</b> We continue to promote and support growth in our Indigenous language programs. For 2021-2022 we had a significant increase in the number of students enrolled in Shashishalhem language and culture. We added a second teacher to support the program.</p> <p><b>2.3% of student population are receiving ELL support.</b> Mrs. Helen Baron continues to support our English language learners.</p> <p><b>In 2021-2022 we are conducting three provincial assessments – Grade 10 Literacy Assessment, Grade 10 Numeracy Assessment, and new this year is the Grade 12 Literacy Assessment.</b> Average scores in the Literacy Assessment for 2020-2021 was 2.6 out of 4 while the Numeracy Assessment scores were 2.3. We continue to strive to have our students achieve 2-4 on the Numeracy exam.</p> <p><b><u>Student Learning Supports</u></b></p> <p><b>SUPPORT SERVICES TEAM:</b> Our Support Services Team (SST's) is comprised of 5 Special Education Teachers, 10 Educational Assistants, and 3 Indigenous Support workers. The role of this team is to provide support in learning, assist with implementation of IEP's, and ensure student success. EA's are designated to classrooms who require extra support. Indigenous Support Workers support Indigenous youth at CSS.</p> <p><b>CHOICES PROGRAM:</b> The CHOICES Program's aim is to create a flexible space to support learners who struggle with attendance, social emotional needs, and specific learning challenges. Students in this program are referred through a Student Based Team meeting. The current program is examining ways to provide extra support for students and families and is under the direction of Ms. Daniella Denora. This learning support space also has an EA, Ms. Patricia Klassen, and our Child Youth Worker, Raj.</p> <p><b>SHINE ON:</b></p>
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	<p>Our <b>Shine On</b> program is designed to support learners with developmental, physical, and educational challenges. The class has two classroom teachers and 5 EA's assigned. The program provides a base classroom for learning with the potential for inclusion into mainstream programming. Shine On provides its students with the life-based skills needed to be successful. The program is under the guidance of Ms. Kara Wagner.</p>	
<p><b>Targets</b></p>	<p><b>January 2022</b></p> <p>i) Increased scores of 2-4 in our Numeracy and Literacy Assessments (Written in April for all Grade 10 students)</p> <p>ii) Decrease in mental health concerns and increase connection time with students to staff (increase role of MDI data and Wellness committee to facilitate). Also, stronger focus on Mental Health Literacy in our Grade 8 and 9 student body. Recent surveys have indicated that students struggle significantly with mental health</p> <p>iv) Fostering a learning environment which empowers staff to pursue <b>new learning opportunities</b> without feeling overwhelmed by the COVID 19 umbrella.</p> <p>v) Development of Choices space to support social emotional needs of students in the building with an emphasis on students who need outside support and counseling.</p> <p>v) Create a learning space that embraces our <b>Culture of Care</b> while acknowledging our current COVID challenges. With a Ministry focus on personalized learning, continuing to provide opportunities for students to <b>embrace their individuality</b> while also teaching them the <b>value of respecting cultural norms</b>. Also ensuring</p>	<p><b>June 2022</b></p> <p>100 % Graduation Rate of all Grade 12 students on Dogwood path.</p> <p>Continue to create meaningful, fluid Core Competency self-assessments</p> <p>Continue to inspire Professional Growth in our teaching staff (Teacher Leaders, TLC time)</p> <p>Stronger focus on MDI inventory and Mental Health Literacy in our schools.</p>

	<p>that there is equitable practice for all students especially during COVID 19.</p> <p>vi). We have created our Teacher leader positions at CSS to promote professional learning in our building and build time for teacher collaboration</p>	
<p><b>Progress on Target</b></p>	<p>i)All staff have been working collaboratively to discuss numeracy and literacy in all classrooms. Joint effort to recognize its impact for student learning. We have two math teachers attending math camp and two English teachers engaged in the District Literacy Committee</p> <p>ii) Using Homeroom time for <b>Connection once a month</b>. What format supports teachers but also enhances our Culture of Care. This system can decrease mental health issues and provide students with connection to a meaningful adult. Also providing students with spirit activities.</p> <p>iii) Use of Flex to support learning and keep students with learning needs/social emotional concerns up to date with course work Utilize flex as a way to ensure that students with <b>I plans</b> complete work. Focus on educational practices that are directly connected to the Core/Curricular Competencies.</p> <p>iv) Flex Pull out time to allow students to engage in mentorship activities aimed at making school wide connections and addressing concerns raised in the school community. Flex provides students with effective connection time with teachers to work on the subjects they need support in during instructional</p>	<p>Core Competency assessment is a culminated activity in June. However, discussion is currently ongoing about using a personal planner for students to record, write, or draw their learning over the course of the year. Final reflection in June would be part of the Careers/CLE program.</p> <p>Respecting teacher time by providing prescribed breakout time for staff to meet and collaborate. This time can be used in staff meetings, after school sessions, or during flex. Currently we have Grade 8-9 meetings/subject area scope and sequencing during our flex time. Currently using staff meeting time to engage in the book <i>Ensouling our Schools</i> which looks at how our school, and all schools in the District can be more trauma informed in our practice.</p> <p>School's Out program to facilitate vulnerable students in creating connection and wellness in their transition to CSS. Grade 7 Students engaged in afterschool programs at CSS</p>

	<p>time therefore reducing the need for afterschool connection. Currently, Grade 12 students with support from ideas from the DSLT will be looking at developing program ideas to support awareness in mental health, diversity, anti-racism and equitable learning.</p> <p>IV) Leadership implementing MVP activities for our students to support mentorship and learning.</p>	
<p><b>Strategy/ Action</b></p>	<p>Actions include:</p> <p><b>100% Graduation Rate:</b> Regular check ins for grad students with school counselor to review grad audit. Monthly meetings with principal/vice principal to review expectations and timelines for course completion. Identification, by October, of potential students who may struggle to complete online course and subsequent check ins with those institutions, and use of the flex time to complete required CLC and Capstone project required for graduation.</p> <p><b>Increase Numeracy /Literacy Assessment Scores overall:</b> Reframing Numeracy and Literacy at CSS by having our Grade 10-12 teachers collaborate to make numeracy/literacy more fluid within the school. Numeracy based focus being brought into our current math program.</p> <p><b>Increased support for Mental Health and Personal Well Being:</b> Both our Flex program and our daily homeroom classes are aimed at supporting student connection and provide students with more one on one time with an adult in the building. Provide outside engagement for students aimed at wellness – morning ice hockey, yoga, anti-anxiety group. meditation, Make it space(on hold for 2020), fitness groups, clubs, athletics, homeroom based challenges to increase student engagement and connection. Coffee Chats with CSS staff to discuss wellness and new trends in pedagogical practices.</p>	
<p><b>Engaging Parents</b></p>	<p>SWAAG (Week at a Glance) that provides parents with up to date events and activities at the school. Our Chatelech2Go app also provides parents and community members with up to date information on events and school-based activities. Our monthly PAC meetings are held on Mondays with attendance being 10-15 people in scheduled Zoom meetings.</p>	
<p><b>Engaging Indigenous Ed team</b></p>	<p>We continually connect with our Indigenous Education Team to seek out ways to support our Indigenous population. We currently have 40 students Grades 8-12 in our Shashishalhem Language course and the current teacher and the Principal have looked at ways to provide senior students with cultural exposure during our flex time. Our Indigenous support workers are consistently engaged in supporting our youth at the school.</p>	

<p><b>Connections to District Plans</b></p>	<p>School Based Core Values  <b>Respect * Empathy * Integrity * Responsibility</b>          These values are the foundations of our School Growth Plan. As such, at Chatelech we expect that all members of our community be:</p> <ul style="list-style-type: none"> <li>➤ <b>respected and supported</b> as learners (student and staff)</li> <li>➤ <i>challenged in a climate of high expectations for student success</i></li> <li>➤ <b>recognized as individuals with diverse backgrounds</b></li> <li>➤ <i>able to flourish socially and emotionally in a safe and orderly environment (Culture of Care)</i></li> <li>➤ Expanding our students' awareness of diversity and sustainable living through our new Sustainability 8 and Cultural Connections 8 class</li> <li>➤ Application for Staff Wellness Grant to provide opportunities for our staff to maintain health and wellness.</li> <li>➤</li> </ul>	
<p><b>Budget</b></p>	<p><b>Professional Development</b></p>	<p>Flexible timetable has allowed staff to look at creative ways to support student learning and provide staff with collaboration time. TLC funds are going to be used to support teacher learning (ONGOING)</p> <p>Funds are being used to support staff in professional learning opportunities focused on Inclusion. Continue to use District Support from DSS to support Inclusive Learning. Have brought in resources and area focused teaching supports to support this initiative. Use of Special Needs Funding to support collaboration and connection for staff to meet to discuss IEP and Backward Design for Learning.</p> <p>Break out/Release time for Wellness/Mental Health Literacy Committee to meet and plan out activities and programs to support student and staff well-being.</p> <p>Teaching, Learning and Collaborating is a structure this year to support collaboration for teachers in support of the Strategic Plan. We are currently using our Staff meeting time to provide our teachers and EA's with opportunities to collaborate and share learnings in the book Ensouling our Schools (ONGOING)</p> <p>Creation of Teacher Leads to facilitate collaboration in specific learning areas. Further aim to address current changes in the Reporting Order scheduled for September 2023.</p>

	Resources	We use our School Development Funds, grants, and our TLC funds to support our teachers professional learning
<b>Principal</b>	Mark Sauer	
<b>Team Members</b>	Rae-dene Pednaud, Vice Principal	