


Secondary School Development Plan

<p>School</p>	<p>Chatelech Secondary School</p> 
<p>Background</p>	<p>Chatelech Secondary School (CSS) is a community school located in Sechelt, British Columbia. CSS provides both Anglophone and Francophone Educational programs.</p> <p>School Mascot: The Eagle School Colours: Blue, White and Black</p> <p>Enrollment: Currently the school population for 2020-2021 is 468 students. Student enrollment in our area is increasing over the past two years and it is expected that our student population will be over 500 next year. We saw a small drop in enrollment as a result of COVID 19.</p> <p>2020-2021 Projected Staffing: 53 staff members at Chatelech – 33 teaching staff, and 20 CUPE employees</p> <p>Demographics Our staff and students range from all areas across the Sunshine Coast. Our indigenous population currently encompasses 21% 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>Catchment Schools: 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>Community School Affiliation: 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, in particular the hot lunch program which was diminished due to H & S protocols. Lia set up a bagged lunch program available to all students. She also worked at acquiring grants that provided snacks to students and food support for families outside of school.</p> <p>CSS PAC: Our Parent Advisory Council is actively involved in many facets of our school community. COVID 19 protocols have limited their financial impact this year as they are not able to raise consistent funds through the hot lunch program. However, due to many initiatives and provincial grants, the CSS PAC has been able to continue to support our students and staff in a number of areas.</p> <p>SCHOOL CLUBS Chatelech offers a wide variety of Clubs and Activities aimed at providing connection and personal development. While COVID 19 has reduced the</p>

flexibility of these groups and their ability to meet regularly we still offer Book Club, Art Club, After school Fitness, Gay Straight Alliance (SAGA), Robotics Club, Choir (virtual), Fabric Arts Club, Drag Racing, Interact Club and much more!

EXTRACURRICULAR SPORTS

Fall: Volleyball (Girls), Cross Country Running (No game play due to COVID 19)
Winter: Basketball (Co-ed), Skiing/Snowboarding (Co-ed)
Spring: Rugby (Boys and Girls) Mountain Biking (Co-ed), Track and Field, Golf, and Ultimate Frisbee (Co-ed) **COVID dependent**
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.

FLEX (COVID 19)

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.* However, due to COVID 19 and our need for accurate contact tracing and reduced lunch numbers, we have changed our flex to be a structured homeroom time whereby students can engage in peer interaction, school work completion, and/or homeroom spirit activities such as class plant decoration, door decorating, community enrichment, etc.

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 22% 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. During the COVID 19 pandemic we have worked closely with the SD46 Indigenous Education Support Team and the Sechelt Nation and their education team (The House of Red Cedar) to support a number of students who are transitioning back into full time programming.

<p>Data Summary</p>	<p>48% of our Grade 10 students had a GPA of 3.0-4.0 (9 students with 4.0 GPA) ; 36% GPA 2.0-3.0; 15% GPA 1.0-2.0</p> <p>45% of our Grade 11 students had a GPA of 3.0-4.0 (4 with 4.0 GPA); 40% 2.0-3.0 GPA; 15% 1.0- 2.0 GPA.</p> <p>In 2019-2020 we conducted two provincial exams – Grade 10 Literacy Assessment and the Grade 10 Graduation Numeracy Assessment. Average scores in the Literacy Assessment for 2019-2020 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. For the 2020-2021 school year we had all Grade 10 complete the Numeracy/Literacy 10 while the Literacy 12 was on hold for this year.</p> <p><u>Indigenous Education and Support</u></p> <p>Currently at Chatelech we have over 116 students who self-report as indigenous. These students are provided with support from our Indigenous Support workers and teachers led by Ms. Kerry Mahlman, District Principal of Indigenous Education. Currently our support team is working with our indigenous to ensure that they are provided with all the support necessary to graduate. We have three Aboriginal Support workers on staff – Ms. Michelle Dixon, Ms. Kate-Lynn Dixon, and Mr. Darren Dixon. We have weekly visits from Mr. Matteo Friesen and Ms. Tammy Saigeon who support our indigenous students with academic and social emotional support. We have also been working closely with the Sechelt Nation and the House of Red Cedar during the COVID 19 protocols to ensure that students are provided with the supports they need to be successful. We also have all students in Grade 11 enrolled in EFP English 11 (Early First Peoples 11) to ensure that students are provided with learning from the perspective of our Indigenous cultures.</p> <p><u>Student Learning Supports</u></p> <p>We currently have over 106 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>SUPPORT SERVICES TEAM:</p> <p>Our Support Services Team (SST's) is comprised of 5 Special Education Teachers, 9 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>CHOICES PROGRAM:</p>
----------------------------	--

	<p>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. We are examining the potential need to hire a Child Youth Worker and extra counseling to support this program as the 'outside' needs of the students in our building is increasing.</p> <p>SHINE ON: Our Shine On 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>Data Analysis</p>	<p>89% of our Grade 11 students with less than 2.0 GPA have an IEP; we need to continue to monitor this group of students & ensure that they have adequate support. Work has been done to create</p> <p>22% of our Grade 12 students between 1.0 -2.0 GPA are aboriginal students. We will be working with our Aboriginal Team to support these students. Our Special Education staff will also provide support to ensure the students at this end of the spectrum receive adequate support.</p>	
<p>Targets</p>	<p>January 2021</p> <ul style="list-style-type: none"> i) Increased scores of 2-4 in our Numeracy Assessment 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 iv) Fostering a learning environment which empowers staff to pursue new learning opportunities without feeling overwhelmed by the COVID 19 protocols and considerations. v) Create a learning space that embraces our Culture of Care while acknowledging our current COVID challenges. With a Ministry focus on personalized learning, continuing 	<p>June 2021</p> <ul style="list-style-type: none"> 100 % Graduation Rate of all Grade 12 students on Dogwood path. Continue to create meaningful, fluid Core Competency self-assessments Continue to inspire Professional Growth in our teaching staff Flex used this year to support COVID 19 protocols. We intend to expand and

	<p>to provide opportunities for students to embrace their individuality while also teaching them the value of respecting cultural norms. Also ensuring that there is equitable practice for all students especially during COVID 19.</p>	<p>enhance our Flex program in a non COVID 19 environment.</p> <p>Stronger focus on MDI inventory and Mental Health Literacy in our schools.</p>
<p>Progress on Target</p>	<p>i) Math 10 teachers and staff have been working collaboratively to discuss numeracy and literacy in all classrooms.</p> <p>ii) Using Homeroom time for Connection once a month. 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</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 I plans 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 (MVP?). Flex provides students with effective connection time with teachers to work on the subjects they need support in during instructional 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</p>	<p>Homeroom system to support Grade 12 students in monthly check ins, updated grad audits, and collaborative discussions with Grade 12 teachers about the progress of student's in grade 11-12.</p> <p>Core Competency assessment is a culminated activity in June. However, discussion is currently ongoing about using a personal visual journal for students to record, write, or draw their learning over the course of the year. Final reflection in June would be a result of the work completed in the sketchbook.</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. Grade 8-9 teachers are embarking on Book Club study on the Third Path using TLC funds and plans are in place to implement strategies of support and inclusivity in all junior and senior classes. This initiative will be facilitated/supported by our Vice Principal, Ms. Rae-dene Pednaud.</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>

	health, diversity, anti-racism and equitable learning.	
Strategy/ Action	<p>Actions include:</p> <p>100% Graduation Rate: 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>Increase Numeracy Assessment Scores overall: Reframing Numeracy at CSS by having our Grade 10 teachers collaborate to make numeracy more fluid within the school. Numeracy based focus being brought into our current math program.</p> <p>Increased support for Mental Health and Personal Well Being: 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 (on hold for 2020), 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>	
Engaging Parents	<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. We have also instituted coffee chats for grade levels whereby parents are invited to come speak to the Principal of the school. Decrease meetings of late due to COVID 19 restrictions. PAC still meets every month in scheduled Zoom meetings.</p>	
Engaging Indigenous Ed team	<p>We continually connect with our Indigenous Education Team to seek out ways to support our Indigenous population. We currently have 28 students Grades 8-9 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>	
Connections to District Plans	<p><u>School Based Core Values</u> Respect * Empathy * Integrity * Responsibility 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"> ➤ respected and supported as learners (student and staff) ➤ challenged in a climate of high expectations for student success ➤ recognized as individuals with diverse backgrounds ➤ able to flourish socially and emotionally in a safe and orderly environment (Culture of Care) 	

Budget	Professional Development	<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 (ONGOING)</p> <p>Use of Professional Learning Funds to support Grade 8/9 Cohort Teams to establish health school learning environment based on principles outlined in the book <i>The Third Path</i></p>
	Resources	We use our School Development Funds, grants, and our TLC funds to support our teachers professional learning
Principal	Mark Sauer	
Team Members	Rae-dene Pednaud, Vice Principal	