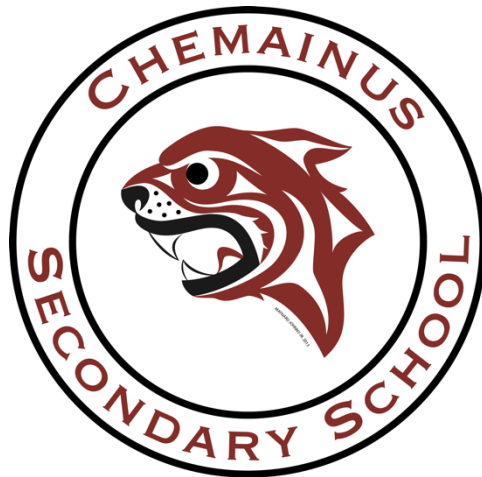




Framework for Enhancing Student Learning School Plan



Our Story

Chemainus Secondary is a Grade 7-12 school with an enrollment of approximately 400 students for the 2021-22 school year. Our school is unique in its grade configuration and proudly we are a “school within a school” with our grade 7 and 8 middle years program along with a secondary grade 9-12 program. The middle years program focuses on the uniqueness of development of young adolescents as they shift from elementary to secondary school. Grade 7 and 8 students are grouped in cohorts that stay together for the year, sharing a team of teachers. This along with a teacher advisory block for learning support & extension built within each students’ schedule. Students are offered an exploratory cycle of a variety of elective options that help students to try new things and get a taste of what electives that they would like to delve deeper into in their later years. Our grade 9-12 program is a mostly semestered timetable in which students fulfill their graduation requirements along with a diverse selection of electives.

Our school is located on the traditional unceded lands of the Stz’uminus people in the heart of Chemainus. Chemainus is a picturesque town located on the eastern coast of Vancouver Island, British Columbia. The town is internationally recognized due to the 30+ huge murals painted on buildings throughout the community depicting the history of the local area. Students come from Chemainus as well as the neighboring communities Crofton, Saltair, Thetis Island and Penelakut Island.

CHSS students mostly live in the surrounding area and represent diverse family structures, socio-economic backgrounds, ethnic and cultural groups. Many of our students come to school via school bus as well as the BC Ferry (Thetis and Penelakut Island). Our school has a 23% self identified Indigenous population, with students from Cowichan, Halalt, Lyackson, Penelakut, Stz’uminus and Metis Nations. Indigenous content is integrated throughout all of the curricular areas and we strive to ensure that our Indigenous learners see themselves reflected in the curriculum throughout our school.

Our school has a strong sense of community, with many generations having graduated from our school over the years. We pride ourselves in how we work alongside our community, through our volunteerism by our students and staff with our local elementary schools, senior centre, local Nations, community service organizations. As a small community, everyone seems to know everyone and the connections throughout the community are well established. We are proud to be supported annually by over \$70 000 of community donations towards our grad class.

Our school has a positive vibe and it is commonly noted by guests that come to our school how kind and friendly our student body is to everyone and each other. As a small school, adults get the chance to work with students for 6 years and often over multiple years as students move through the grades. This gives staff the chance to really develop meaningful relationships. Students have a variety of ways to get involved in the school through academics, clubs, athletics, Peer Counselling, Peer Tutoring or Leadership.

Our Learners

What are the strengths and stretches we see in our Learners?

Our Strengths

Positivity, inclusivity, small school with a strong sense of community, relationships.

Staff and students were asked "What are our strengths as a school?"

Their responses:

- Sense of community
- Welcoming, friendly & fun place to be
- Respectful, kind, caring, helpful
- Empathetic
- Inclusive
- Variety of programs, class options
- Adults who really care
- Wide variety of activities – athletics, performances (dance, drama), clubs, gym riots

Our Stretches:

Literacy, Numeracy and Mental Health

FSA 7 data:

Reading Comprehension: 67.7% on track or extending

83.3% Non Indigenous

30% Indigenous

Numeracy: 33.3% on track or extending

37.5% Non Indigenous

22.2% Indigenous

5 Year Completion Rate (2018-19):

	Indigenous (%)	Non Indigenous (%)
All students	58	87
Male	52	84
Female	67	91

Numeracy and Reading Screening Data: Percent of students

Grade level (2020-21)	MATH		READING (Decoding)		READING (Comprehension)	
	< 2 years below grade level	3+ years below grade level	< 2 years below grade level	3+ years below grade level	< 2 years below grade level	3+ years below grade level
Grade 7 (YOG 2026)	18	34	18	13	32	5
Grade 8 (YOG 2025)	8	40	21	8	21	6

What evidence do we have of these strengths and stretches?

At CHSS, we have noticed that some of our learners, at all grades, are struggling with reading (decoding) and reading comprehension across curricular areas. Several staff voiced this to our LST which led our team to attend a “Keys to Literacy-Developing a School Literacy Plan” learning session with Joan Sedita in February 2021. This kick started our team to form a working group of interested staff to meet regularly and learn more about how to provide literacy intervention support across all RTI levels.

In addition, our LST and all of our grade 7 and 8 teachers, conducted literacy (Dibels, San Diego, Words Their Way) and numeracy (IXL diagnostic) screenings of their classes to determine baseline data of each of their learners. From those screenings, our LST and classroom teachers provided targeted Tier 1-3 support to each of their learners for the last quarter of the 2020-21 school year.

From the data collected, it reaffirmed our “hunches” about our learner’s literacy and numeracy abilities.

Numeracy and Reading Screening Data: Percent of students

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Grade 7 (YOG 2026)	18	34	18	13	32	5
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It was from the screening data, FSA data and grad rate data that our LST invited all interested staff together weekly to dive deeper into learning more about literacy intervention support. We had 16 staff that met regularly and together created a 3-5 year full school literacy plan with the goal to increase literacy of all of our learners, across all grade levels. This plan was shared with our full staff for feedback and we have agreed that we will be fully implementing this plan starting September 2021.

We recognized from the data above that our learners need literacy AND numeracy support but we made a decision to continue with literacy intervention for the 2021-22 school year and then over the course of the school year, learn more about numeracy screenings, along with researched based, numeracy intervention support with the intention that we will address numeracy (along with continuing our literacy support) starting in the 2022-23 school year.

Our team has also created a spreadsheet with all of the screening data (strengths/stretch), interventions, strategies and notes for students. As of June 2021, we have data for all of our next years’ grades 8, 9 and some grade 10 students. This will be a read-only resource for all teaching staff to access collected data to help inform their practice at a Tier 1 RTI level and well as for our LART team who will be providing the Tier 2/3 support. The goal will be to continue to collect/record data over the course of a student’s time at CHSS as a means of recording improvement and sharing of successful strategies to all staff.

RTI Communication Spreadsheet (by grade)

First Name	Stretches	Strengths	Referral	Service	Case Manager	Strategies/Notes
Kelsey	Math: below grade level					
Cordell	Math: significantly below grade level	Reading		Participated in a pull-out reading group Q4 2021		
Mason						No numeracy screening completed
Brianna	Math: significantly below grade level					
Ethan	Math: below grade level	Reading				
Jennifer	Reading/decoding: significantly below grade level Comprehends at decoding level					Online student 2020-2021 school year;
Naomi		Art, math				
Danaya		Reading				

Our Goals

Based on the needs in our school and the Strategic plan, what priorities will we focus on to enhance success for our learners?

Based on our needs in the school and the Strategic plan we will focus on the following goals:

- Strategic Priority: Learning:** To improve literacy of all of our learners by building capacity of all staff at the RTI Tier 1-3 level.
- Strategic Priority: Culture of Care:** To continue to incorporate approaches to support mental health within the classroom and throughout the school with the use of resources (EASE, GoTo! MindUp) along with outside agencies who will work with our staff and students to increase mental health awareness and build resilience with our youth.

What actions/strategies will we take/use to support our goals?

Goal 1a: To continue to learn/share/implement Tier 1 literacy/numeracy strategies for the 2021-22 school year to use across all curricular areas

TIER 1:	Action Step 1	Action Step 2	Action Step 3
ACTION STEPS →	Create a year-long PD plan for literacy and numeracy that includes utilizing PLC time and staff meetings	Create a resource booklet of evidence-based strategies to improve literacy/numeracy	Continue to administer screenings at grade 7 level
Timeline	-PD Plan By October Staff Meeting -Sharing and learning continuous	Started by end of June 2021- Table of contents of what we have already, and continuously add to it	September/October 2021
Measure of Success	Sharing at staff meetings Plan and use of PLC/Pro-D time for learning Catalogue/Document what staff are implementing	Strategies/Resources are being added throughout the year	Completion by mid-October 2021

Goal #1b: Create a referral process for Tier 2/3 support.

TIER 2/3:	Action Step 1	Action Step 2	Action Step 3
ACTION STEPS →	Create a referral form and process for tier 2/3 support	Develop a communication system for staff to access referral information and updates on supports	Create a visual/graphic/Flowchart for school that details how to navigate the tiered approach to services
Timeline	Developed and in use by February 2022	Begin developing in June 2021 and have fully in use by February 2022	By February 2022 visual created By June 2022 finalized visual shared
Measure of Success	Completed and in use by February 2022	By February 2022, spreadsheet is being updated by LST and accessed by staff	

Goal #2: Culture of Care: To continue to incorporate approaches to support mental health within the classroom and throughout the school with the use of resources (EASE, GoTo! MindUp) along with outside agencies who will work with our staff and students to increase mental health awareness and build resilience with our youth.

According to the Canadian Mental Health Association, 1 in 7 youth in BC will experience a mental illness. The CMHA states that, “Mental illnesses, if not treated early, can be disruptive enough to a kid’s normal development that it can affect them for the rest of their lives”. CMHA also states that, “Mental health means feeling good about who you are, having balance in your life and in your thinking, and responding constructively to life’s highs and lows. Everyone should practice good mental health. It help protect you from mental illness, and it can help you get the most of out of life”. Research from the Hospital for Sick Children indicates that the large majority of children and teens experienced harm to their mental health as a result of the COVID-19 pandemic.

For these reasons and more, it is critical that our staff continues to learn more ways to encourage our students to take care of their mental health and find ways to incorporate strategies in their classrooms to check-in, promote and support mental health of their students and themselves. Since the fall of 2019, several staff have been GoTo! Mental health trained and have shared their learning and resources with school staff at staff meetings and PLC. In March 2021, all of our grade 7 teachers, 2 Counsellors and VP participated in EASE (Everyday Anxiety Strategies for Educators) training and received a grant to purchase anti-anxiety/stress resources to use in their classroom/office. We have created a Department Head position, “Physical and Mental Health Department Head” to help lead and continue to promote mental health with all staff and students. There is still more work to be done as indicated by the responses by our grade 7,10 and 12 students on the 2020-21 Student Learning Survey (see below the responses of select questions regarding students’ perceptions of wellness, belonging and mental health).

2020-21 Student Learning Survey Results (Percent)

I feel like I belong at school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	15	6	43	13	10	10	0
Gr 10	11	14	31	25	5	11	0
Gr 12	14	33	14	28	4	4	0

I feel welcomed at school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	2	12	27	23	27	6	0
Gr 10	2	5	25	28	28	8	0
Gr 12	13	4	31	31	18	0	0

I like school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	27	14	31	12	12	0	0
Gr 10	11	20	34	22	5	5	0
Gr 12	4	23	33	28	9	0	0

My questions are valued and welcomed by adults at school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	2	4	36	27	8	21	0
Gr 10	2	17	22	48	0	8	0
Gr 12	0	0	22	63	9	4	0

I feel safe at school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	0	10	25	31	23	8	0
Gr 10	5	2	22	31	28	8	0
Gr 12	4	0	27	31	36	0	0

I learn how to care for my mental health at school

	Not at all	Few times	Sometimes	Many times	All of the time	Don't know	No response
Gr 7	13	15	32	13	13	13	0
Gr 10	20	17	35	17	8	0	0
Gr 12	27	9	27	27	0	9	0

What evidence of learning will we collect to check the progress of our goals? Please include both map (school level) and street level (student voice) data.

Goal #1: See the above tables for “Measure of Success”.

Goal #2:

- Student Learning Survey data
- School Counselling referrals
- Outside agency referrals
- Number of R/H designations
- Direct instruction/reinforcement of self regulation strategies utilized by students
- Increased self regulation by students within the classroom
- Student selection of Yoga 9-12 class

Our story is beyond . . .

Please share a story (individual or group) that tells a narrative about your school?

As a small school, in a close-knit community, with many generations who attended and graduated from CHSS, as well as having students with us for 6 years makes us unique and fortunate to truly get to know our students, their families and the community as a whole. CHSS is a place that nurtures it’s students and gives them a safe place to develop, mature and build confidence in who they are and instill a strong belief that they can flourish and become Educated Citizens.

An example of this is one of our recent graduates, Joey, who came to us in grade 8 from Thetis Island and struggled academically, personally and socially in her early years at the school. With the support of the adults in our school, Joey flourished and become a quiet leader who in her grad years mentored several youth who were struggling, volunteered many hours supporting our students in a variety of ways from running our community kitchen, peer tutoring, setting up a Girls Group at lunch and creating a Wellness/Mental Health day at the school which she pitched to her teacher and Principal to get approval. On the Tuesday AFTER the last day of school, Joey volunteered to bring the new Grade 8 Thetis Island students over on the ferry, and run a tour of these students along with the new Grade 8 students from Penelakut Island School. Joey blossomed in our community, in which she was allowed to grow and flourish. In the end, Joey was the recipient of the Rotary Club Student of the Month in addition she received the “Cedric Lonsdale - Most Improved Student of the Year” award. This is just one of many stories of how our students can thrive at CHSS.



Joey Knowles, the Duncan Rotary Club’s Student of the Month for March 2021, receives her cheque from program coordinator Kim Barnard and her certificate from club president Gregg Perry, outside Chemainus Secondary School.
(Kevin Rothbauer/Citizen)

