

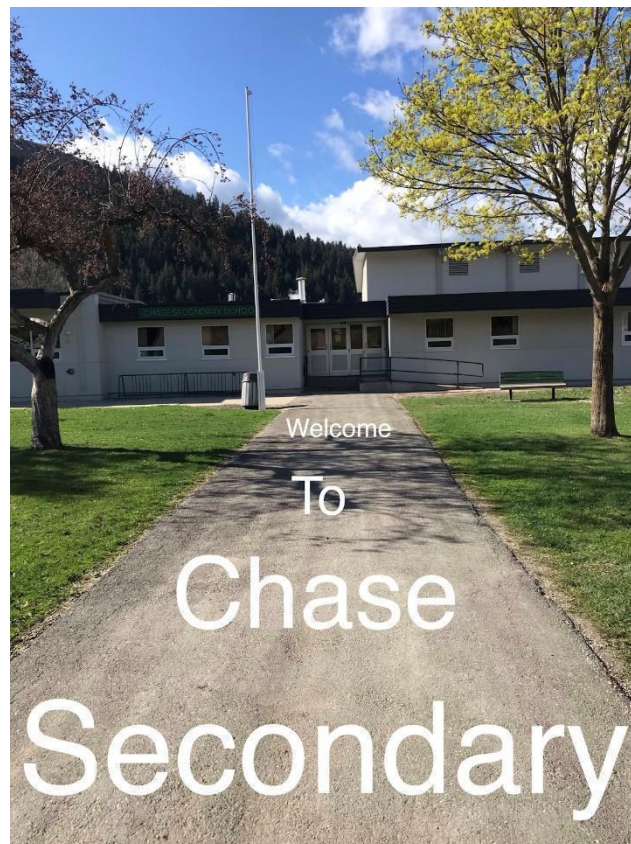
Revised September 17, 2025



*Chase Secondary School*  
Annual School Learning Plan 2025-2026

Due: **Sept. 2025**

---



## 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.

## TABLE OF CONTENTS

<b>CONTEXT</b>	p.
<b>INTELLECTUAL DEVELOPMENT</b>	
<b>LEARNING GOAL</b>	p.
<b>HUMAN AND SOCIAL DEVELOPMENT</b>	
<b>WELLBEING GOAL</b>	p.
<b>CULTURAL &amp; IDENTITY DEVELOPMENT</b>	
<b>CULTURAL SAFETY GOAL (District)</b>	p.
<b>CAREER DEVELOPMENT (Integrated)</b>	
<b>SYSTEMS DEVELOPMENT (Integrated)</b>	

## 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 2025/2026 school year. Current goal data is included in the following link: [Chase Secondary School SLP Appendix 2025.pdf](#). This year we 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 41% on the literacy portion of the FSA 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 24% 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. Our grade 7 cohort performed better on the numeracy portion fo the FSA. We are again below the district average by 12%. This highlights that our focus on literacy is still relevant and where we need to focus our energy with this group.

### **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 in 21/22 to 38% of students meeting or exceeding expectations on the Provincial Literacy Assessment, we made improvements in 22/23 back up to 52%. Our data this year shows that we again improved to 66%. Over the past three years, our results have shown steady increase (14%) and closing of the gap between our school and the district and Province. Our three year data is well below the provincial average of 73% but this past year our data shows that we are 2% below district average and 5% below the provincial average.
- Our indigenous learners showed an 31% improvement over last years group on the grade 10 literacy assessment. This data is for a small cohort so this needs to be noted as each year can vary widely.

## **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 49% below district average which is down from 35% below the district in last year's data. This is again a small cohort so the data we get in grade seven has to be tracked to see if there is improvement in this cohort over time at Chase Secondary.
- Our grade 12 provincial assessment data shows that we dropped with this years group compared to our district and provincial data (-15% and -22%).
- Our grade 12 indigenous cohort did not continue to perform as well as last year's group which was higher than the district and provincial data (+17% and +23%). Our group this year showed a gap -12% compared to our non-indigenous learners and was 20% below district averages.

## **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 with our grade 7/8 students who have been identified through baseline assessments, NFRA results, and FSA results. We will include grade 9 students in 25/26.
- We have gone back to a semestered 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 a levelled reading program to identify and work on certain literacy skills.
- In September 2025 we will again be including a reading support block with a teacher who trained in the Kendore reading program. 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 continued to use critical literacy skills with all grade levels during reading block to ensure all students were working at improving literacy skills.

Critical Literacy Skills. This highlights skills needed to be successful in literacy and improve assessment results.

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

- We will continue to use trauma informed practices.
- Reading/Writing support teachers will continue to teach 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.
- We will analyse the data collected during empathy interviews to inform staff of teaching methods preferred by students and feedback on what is, and what is not, working. Empathy interviews were completed in May and feedback has been collected and analysed by coordinators.

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.
- We will not be running our Jr. recovery model in the same way that we have been for the past two years. For the 25/26 school year we have a new alternate education teacher with a background in LART. He has been doing the Jr. Recovery program and will now blend that into his new role as alternate education teacher. Students will be identified in semester 1 and may get a block of time to work on literacy and numeracy skills that are deficient.
- Implementation of our new Cell Phone Policy occurred in November 2023 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.
- This past year we invited Elders to our building for the Day of Suwentwecw in the hopes that we could reconnect them with our school. This was a huge success with over 20 Elders attending. From this, we were able to have an Elder come to classes 4 times in the last month. We are working to ensure these connections continue and the Elder Mentor program can again run at Chase Secondary.

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

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 over last year's data which is encouraging. Our number of students deemed as having chronic absenteeism (students missing more than 10% of the school year) has gone down from 72.45% in 2023 to 54.73% in 2025. This is a 17.72% decrease in students with chronic absenteeism. In 2023 we were well above our district high schools average in this area and we are now on par with the other high schools in our district. Our hope is to continue to make progress in this area. The more students attend school, the better they will do academically.
- Jr. Recovery blocks will again be included next year but will be integrated into our alternate education setting and will continue to help students who need more support in both Numeracy and Literacy. These students 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 School SLP Appendix 2025.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 8% over the past three years. Chase Indigenous data is up 5 % 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. Comparing the cohort in grade 12 to their data in grade 10 shows that the sense of belonging in this group increased by 31% for all students and 10% for indigenous learners in this same cohort. Our three year trend lines show improvements in this area of 11% for grade 7's, 9% for grade 10's, and 7% for grade 12 students. This is encouraging for our students and staff that our students feel a sense of belonging in our building. This directly connects to our school goal below and the efforts we have made over the past three years.

### **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 slightly below the district average (4% lower) but higher than the provincial average by 6%. Student attendance is a struggle at Chase Secondary which directly affects student achievement results. We are seeing improvement in students' sense of belonging and this is having a positive impact on our student attendance.

### **AREAS TO CELEBRATE:**

- Over the last three years our data on students who are deemed as having “chronic attendance issues” (missing 10% of the school year or greater) has decreased by over 17%.

- Athletics continued to grow this year at Chase Secondary with some successes to note: grade 9 girls basketball team placed first in the tier 2 league, a grade 9 track and field athlete won provincial bronze in pole vault.
- 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.
- Vancouver Canucks game trip for students with good attendance identified by staff.
- We saw a large increase in the indigenous drumming group at the school again 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 a decrease in our Indigenous students in the area of Adults that care (-10%).

#### **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:**

- 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 including having Elders in our building once again to share knowledge with all students.

- 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 Canucks hockey game.

## **Evidence and Next Steps**

- Sept. 22, 2025: Our Professional Development Day is to review the street data collected through our empathy interviews and work as a staff to continue to work through our inquiry process with a goal of increasing learning stamina in our students and consistent expectations academically in our building. Our staff talk about raising the bar and we want to learn how to approach this in a way that honours First Peoples ways of knowing and doing.
- We have our inquiry question from last year and now we must look at our hunch and new learning to grow in this area. Our inquiry target for the year is "How can we foster a shared school-wide culture of high expectatons, accountability, nad resilience among staff, students and parents."
- June 2024: Parent survey on cell phone use out to community to help shape the new policy for next year.
- 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.
- 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 done using the FNESC toolkit for "Raising Attendance Rates of First Nations Students in British Columbia".

## STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- As a school/staff what can we do to increase engagement and academic stamina with our students based on data collected from our students at the margins?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- We prioritized students who struggle to maintain regular attendance as well as some of our high performing students.

State one or two actions taken by staff to understand these learners' school experience:

- Two coordinators and I developed a list of questions for an equity interview with these students. We then sat down with each student one on one and recorded their answers to the questions. Here is a link to the interview questions that were used:
- <https://forms.gle/mL9cXBKNh4HmRKc98>

Share how you have used, or plan to use, this information to create positive change:

- We sat down as a group and looked over the results of the answers to the questions and looked for trends on how we can improve our teaching based on student answers. We have summarized the results and will present this to the staff in September as a starting point for the upcoming school year.
- Equity interview trends: [Summary of Findings for Equity Interviews \(Pro D in May\)](#)