



SCHOOL PLAN FOR STUDENT ACHIEVEMENT 2010/2011

Chemainus Secondary School



School Profile:



Chemainus Secondary School is currently a school in transition as it changes from one that provides a traditional model of semester classroom courses to one that provides a multitude of learning environments for a variety of student needs. In order to meet these needs, several school programs are in place that support the struggling academic student as well as challenge the motivated successful student. The school staff works cooperatively in providing programs that best meet each student's individual needs. This is achieved both in part due to the various educational programs that are in place, the size of the student body (400 students), and the experience and level of competency of the staff members. Programs are designed to maintain a successful transition of all of our students from grade to grade culminating in Graduation. This is our first school goal.

We are also a school that is embracing a variety of technological tools. These tools enrich classroom learning, provide many students the opportunity to learn at a different pace via online learning, and prepare particularly our Senior Students with the skills necessary to work effectively in a Post Secondary Program.

The school also has challenges. In particular, declining enrollment (although this appears to have been suspended) has made it much more difficult to offer a full timetable of courses for students, particularly at the senior elective level. Our second school goal relates to the enrollment numbers at the school. The program competition from larger nearby Secondary Schools has forced us to focus on the things that we do well at this school as well as create unique program offerings. Providing opportunities for Independent Directed Studies, our ACE-IT Carpentry Program, the "Open Learning School Within a School", the extra attention and care that our "Special Needs" students receive, and our Online Learning Program are just some of the programs that have helped us in providing more options for our students.

Our students and parents have told us (via surveys) that the main strengths of the school are the warm and caring learning environment whereby students feel part of a positive community from Grades 8 - 12, the excellent communication between school and home, and the many extra-curricular opportunities (sports, fine arts, music, leadership, and environmental) that so many of our students participate in. It is important that we continue to build on these strengths as well as continue to institute programs and practices that enables us to make positive connections with all of our students.

School Goals (Max 2)	Rationale (based on data*)	Performance Targets	Summary of Progress (Spring 2010)	Action Plans
<p>Goal 1: Improve the Grade-to-Grade Transition Rate and Graduation Rate of all of our students.</p>	<p>Data taken from the 2007 – 2008 and 2008 - 2009 School Years. The data does not take into account those students who chose to leave CHSS during the school year for academic related reasons.</p> <p><u>Grade to Grade Transition Rate for all students -</u></p> <p>Grade 8 to higher - 2007 – 2008 - 94% 2008 – 2009 – 93%</p> <p>Grade 9 to higher - 2007 – 2008 - 96% 2008 – 2009 – 98%</p> <p>Grade 10 to higher - 2007 – 2008 - 93% 2008 – 2009 – 93%</p> <p>Grade 11 to higher – 2007 – 2008 - 86% 2008 – 2009 – 93%</p> <p><u>% of Grade 12 Students Eligible to Graduate who Graduate –</u> 2007 – 2008 - 95% 2008 – 2009 – 94%</p> <p><u>% of First-Time Grade 12 Students who Graduate –</u> 2007 – 2008 - 85% 2008 – 2009 – 90%</p>	<p>Maintain the course completion rates in all academic areas. Focus on improving the success of our Aboriginal Students</p> <p>Maintain the graduation success rate of students. Focus on improving the rate of our Aboriginal Students.</p>	<p>There has been an improvement in the sharing of information between CHSS and the feeder schools. Understanding the needs of incoming Grade 8 students allows CHSS to provide the best learning opportunity for the child. In November of 2009, teaching staff and administrators from Chemainus Sec., Chemainus Elem., and Crofton Elem. met to discuss common themes around instructional and transitional strategies.</p> <p>Students in the PACE Program have experienced some success. However, many students have difficulty meeting many of the learning outcomes in Science 9. Most students will transition with only the basic learning outcomes met.</p> <p>Grade 10 Academic Support was identified and offered to students in English, Math and Science. For those students who have maintained good attendance in these</p>	<p>Grade 8 - During the 2008-2009 school year a program was initiated to connect the Grade 8 Teachers at Chemainus Secondary School with Grade 7 Teachers at both Chemainus Elementary and Crofton Elementary Schools. The opportunity to share teaching strategies, related student information, and provide follow-up on student progress has been invaluable. This practice will continue and be expanded to Kuper Island School in the future.</p> <p>Grades 8/9 - Students who are identified with academic difficulties enter a self-paced (PACE) block of time (linear) where they receive individual instructional support to enable them to complete their academic courses. Teachers deliver the basic curriculum that not only allows students to successfully complete the learning outcomes of the course, but also identifies and prepares students for the next grade level by improving basic academic skills.</p> <p>Continue with Grade 10 Academic Support - Students identified with difficulties in English 9 will be double blocked in English 10 for additional support. Students identified with academic difficulties in Science 10 will be enrolled in a year-long course of studies (daily) that will allow students to continue when ready into a Grade 11 Earth Science Course. Students in various Math courses 10-12 will be eligible to participate in a</p>

			<p>courses there has been a higher level of academic success.</p> <p>Four specialist teachers in a DL role have provided students with excellent support in completing both full and partial courses.</p> <p>Throughout the year teachers have shared instructional strategies, attended District Workshops, and embraced new technology for the classroom.</p> <p>In February of 2010, eight CHSS teachers along with the Principal attended a day of workshops at the Kuper Island School with local teachers and elders.</p>	<p>Semester 2 “Math Catch-up” course enabling them to successfully complete Math courses that they are deficient in.</p> <p>Grades 11/12 - students requiring additional time to complete an academic course are eligible to complete the basic requirements of the course through an individualized support program (DL). Students who wish to proceed at a faster rate through their academic studies may be eligible to do so through “DL Studies”.</p> <p>Continue the support for teachers to develop and implement "Smart Learning" and other innovative instructional strategies, introduce new methods of assessment, utilize new technologies including "Smartboard", “Moodle” and "Online Discussions", and provide time for teachers to develop individualized learning packages for academic courses.</p> <p>Maintain and strengthen our contact with the staff at Kuper Island School to better understand student needs and create a better transition to CHSS for the students.</p>
<p>Goal 2: Increase Student Enrolment in All Grade Levels and Strengthen our Relationship with our Feeder Schools.</p>	<p>Enrolment in September 2003 was 524 students. Projected enrolment for September 2009 was 380 students (actual enrollment was 382 students).</p>	<p>Increase the # of students choosing Chemainus Secondary as a school of choice. Increase the retention rate of enrolled students. Increase the # of students enrolled on a part-time and home schooled basis via a Distributed Learning Program as well as increase the number of students</p>	<p>The number of “Home School” students has not changed significantly from the previous year. However, the CHSS Open-Learning Program has been a tremendous option for a number of students (enrollment is steady at 24 students). Many students are cross-enrolled in both academic courses in Open School and</p>	<p>Promote the successful and unique programs at the school by combining with the other “North-End Family of Schools” and the Chemainus Community Schools Assoc. to create a newspaper insert (June 2010) promoting and celebrating student achievement and programs. CHSS students will take an active role in gathering the content for the publication.</p> <p>When we surveyed our students this year and asked them what improvement they would like to see at CHSS, their major request was that we implement a change within our Advisor Program that focuses on building relationships through the use of recreational and learning activities. Staff and students will work</p>

		<p>enrolled at CHSS via the District International Program.</p>	<p>elective courses at CHSS. The potential to expand this program may keep more students enrolled at CHSS.</p> <p>Although the ACE-IT Carpentry Program has reduced numbers for the current year, the program has encouraged several students to return to the program to improve their skills as well as offer mentoring skills to new participants. Also, the instructor has recently actively promoted the program to other Valley Schools.</p> <p>In June 2009, an “Aboriginal Student/Grad Celebration” was held at CHSS for families and students. The event proved to be extremely successful.</p> <p>Chemainus Secondary has participated in Community Schools activities. In particular, the very successful “Are You Smarter Than a 5th Grader” event held this year at CHSS involved staff, students, parents, and community members all participating.</p>	<p>towards developing these changes for next year.</p> <p>Continue to encourage and enroll "Home School" students, Distributed Learning students from other Valley Schools, and adult age students who are completing graduation (including "Adult") requirements.</p> <p>Continue to support and promote the unique aspects of the school including the "ACE-IT" Carpentry Program, the self-paced (PACE) grade 8/9 academic program for at-risk students, the "Distributed Learning" online program and the "Open School" individualized 1/2 time support program. Transition more of the Open School students into elective courses.</p> <p>Continue our educational relationship with our First Nation Communities by meeting regularly with Aboriginal Education Coordinators. Continue to celebrate the success of our Aboriginal students by holding an “Aboriginal Student/Grad Celebration” in June 2010.</p> <p>Continue to strengthen the relationship with the local community and our "Feeder Schools" by maintaining a strong presence in the "Community Schools Program". Continue to work with the "Family of Schools" (Crofton and Chemainus Elementary) as well as our other feeder schools of St. Joseph’s and Kuper Island to build relationships between students and staff members. The CHSS Band and Drama Programs will continue to present to students at the feeder schools.</p>
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			We have increased our ESL student enrollment from 2 students in the 2008-09 School Year to 6 students in the current year.	Continue to work actively with the District Principal of International Programs to expand our enrollment of students in the School International Program.
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**Include details of evidence / data as attachment*

Please check:

- SPC Approved Plan
 Parent/Community Aware of Plan
 Staff Aware of Plan

Parent Involvement and Communication: (describe how parents participated in the process and how the plan was communicated)

The Plan was developed through the School Planning Council consisting of 3 parents, 1 student (Grade 12) and the School Principal. Communication was also made with and feedback encouraged from the regular members and executive of the Parent Advisory Council and the school Teaching Staff. The Plan has been posted to the school web site and a copy has been emailed to parents/guardians.

Certification: School Planning Council

I respectfully submit the plan on behalf of Chemainus Secondary School

Ron Nunweiler

Principal Name

Signature on behalf of SPC

Date

Certification: District

I confirm that the school plan meets the criteria.

Dan Boudreault

District Name

Signature

Date

Certification: Chair – Board of School Trustees

The Board accepts the school plan submitted for Chemainus Secondary School

Candace Spilsbury

Chair – Board of School Trustees

Signature

Date