



Coalhurst High School
Annual Education Report
2020-2021

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Section 1: Who We Are

School Profile

The town of Coalhurst is situated approximately three miles north of the Lethbridge city limits. Due to its proximity, it has shown steady growth in its population. As well as serving the town, Coalhurst High School educates students from the Village of Monarch and the rural areas surrounding both Coalhurst and Monarch. The Regional transportation system provides services (in conjunction with the needs of Coalhurst Elementary) on five rural routes.

The School houses grades 7 to 12 in Junior and Senior High levels, and offers a broad academic program complemented by elective courses.

Many students and teachers are also involved in the various extracurricular programs offered through the School. They include sports programs, social functions, theatre performances and so forth.

Mission Statement:

100% of Students at Coalhurst High School will complete high school leading them to excellence in post-secondary opportunities.

Vision Statement:

To provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning

Section 2: Data/ Evidence

2A: Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6405 Coalhurst High School



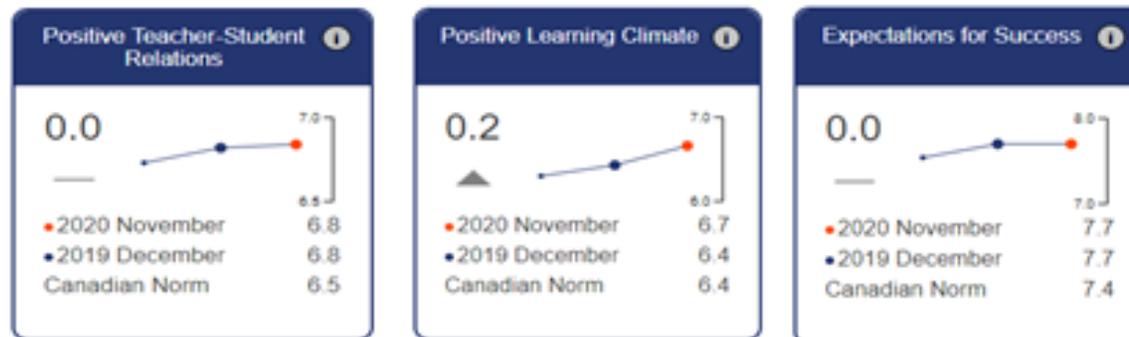
Measure Category	Measure	Coalhurst High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.1	90.8	90.3	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	82.3	86.2	81.0	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	90.6	90.6	90.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.0	1.1	3.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	90.1	86.4	84.7	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT - Acceptable	58.8	65.9	66.4	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT - Excellence	11.5	10.2	12.2	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	69.2	82.5	82.5	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma - Excellence	12.3	26.3	18.2	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	67.6	68.4	57.2	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	83.3	91.3	76.4	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.7	54.1	49.7	60.1	59.0	58.5	Low	Maintained	Issue
	Work Preparation	95.8	95.0	83.4	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	84.5	87.1	82.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.2	77.7	83.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	73.6	78.9	75.4	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

2B. Overview of Our School Survey Data – November 2019

Social -Emotional Outcomes



Drivers of Student Outcomes



2C. Subject Analysis of Diploma Results by Subject Area with Action Plan

English 30-1	
Strengths	<p><i>Our class average on the overall diploma exam was 3.6% higher than the province, with a clear strength in reading comprehension. The class average for the reading comprehension was 75.3% as compared to the provincial average of 66.3%, a 9% difference. 100% of our students achieved a minimum of acceptable standard as compared to the province's 88.3%.</i></p> <p>The students, on average, performed better on the Critical/Analytical Response to Texts assignment than the Personal Response to Texts. Three areas of strength regarding the Critical/Analytical Response to Texts assignment were in Form & Structure, Matters of Choice, and Matters of Correctness.</p> <p>While no student achieved a score of Excellent for Form & Structure, 46.2% were scored in the Proficient category. 2 students scored an Excellent in both Matters of Choice and Matters of Correctness, and 38.5% of students scored in the Proficient category for both categories. This means that over 50% of the class scored in the Proficient and Excellent score ranges for these two categories.</p> <p>Five students achieved the standard of excellence on the reading comprehension portion of the exam. Although this class achieved a higher average in all areas of the reading comprehension, the categories of Constructing Meaning and Infer, Apply, and Analyze were definite strengths. Students were consistent with their performance on certain genres with a marked strength (83.7%) in one of two poems.</p>
Weaknesses	<p><i>Our class average for the written portion of the exam was lower than the provincial average with 61.7% compared to the province's 63.2%. Writing continues to be the weaker area on our exam, a trend that has persisted for a few years. Only 7.7% of students achieved the standard of excellence on the exam as compared to the province's 12.8%. Standard of Excellence continues to be an area of further focus.</i></p> <p>Students tended to score lower on the Personal Response to Texts assignment. In terms of the Critical/Analytical Response to Texts assignment, students tended to score lower in the Thought & Understanding and Supporting Evidence categories.</p> <p>In the reading component, the nonfiction essay presented a slight difficulty for the students as compared to the other reading selections.</p>

Action Plan	<p>One notable reflective piece - this is the first class in many years that were able to be split for -1 and -2 for grades 10 and 11.</p> <p>Continue to push intentional vocabulary instruction, and encourage independent reading to support incidental vocabulary instruction.</p> <p>Continue to instruct students in active reading and annotation, including characterization along with thematic elements.</p> <p>Continue to reinforce critical and analytical writing skills, most importantly in making meaning from a text and supporting their ideas with specific evidence. Reinforce and revisit effective integration of supporting evidence into student writing to support ideas.</p> <p>Continue to push inferring and analyzing, and reinforce student understanding of literary elements as part of analysis. This will also help to support understanding of terminology associated with ELA.</p> <p>Increase student exposure to nonfiction essay format</p>
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English 30-2	
Strengths	
Weaknesses	
Action Plan	<p>One notable reflective piece - this is the first class in many years that were able to be split for -1 and -2 for grades 10 and 11.</p> <p>Continue to push intentional vocabulary instruction, and encourage independent reading to support incidental vocabulary instruction.</p> <p>Continue to focus on active reading skills, using highlighting, annotating, and markup to practice comprehension skills.</p> <p>Create self- and peer- assessment style proofreading and editing exercises to support writing skills.</p> <p>Expose students to a variety of writing styles and text styles, including fiction and nonfiction.</p> <p>Encourage deeper thinking, questioning, analysis, and critical appraisal of texts.</p> <p>Provide more practice with structuring writing: paragraph writing, organization, transitions, etc.</p>

Social Studies 30-1	
Strengths	<p>Multiple Choice: Students did well on reasoning questions, particularly on those involving the political & economic spectra, a heavy emphasis in my planning and lessons. I will obviously continue to emphasize this for future courses, as this continues to be the veritable “backbone” of the course.</p> <p>Writing: The majority of students were able to obtain the acceptable standard of “Satisfactory” on every major category, indicating we are having success in preparing them for the acceptable standard in terms of their general structure, analysis, and argumentation for the writing assignments.</p>
Weaknesses	<p>Multiple Choice: Direct reading comprehension, involving irony, cadence in two opposing sources, and “which historical figure would be most likely to support what” questions appeared to have been a significant weakness this year. I recall these questions having gone over the multiple-choice questions for January 2020 as a diploma examiner in Edmonton this year, and found them to be a highly challenging Evaluation and Synthesis questions that I will certainly need to create and utilize in my own assessments, in order to give my students, the practice they need to tackle such questions in the future.</p> <p>Writing: Weaker students who struggled with the writing component at the 10-1, 20-1, & 30-1 level struggled with this year’s diploma writing as well. Writing is a key indicator of a student’s ability to succeed at the 30-1 level, and that is something I need to continue to caution students on, especially if it appears that, despite all of my formative assessment opportunities, constructive feedback, and rewrites, these students continue to struggle with the writing. Such students can and likely would have much more success if they move to the 30-2 course, permitting that their post secondary plans would allow them to.</p>
Action Plan	<p>Multiple Choice: I plan to be working with several Social Studies 30-1 teachers in our district this year online, creating a shared repository of source-based, multiple choice questions that we can draw as a Palliser wide district test bank. What we will try to do is have a repository of questions for all of our senior high Social Studies classes that we can share and use, from Social 9, all the way through to 30-1 & 30-2, that hit all of the outcomes in the Program of Studies, and which can be shared with all Palliser teachers across the district. I will continue to apply for diploma exam item writing committees for Social Studies 30-1 & 30-2, and have applied this year as well.</p> <p>Writing: Unfortunately, the COVID-19 pandemic and our Spring online schooling has certainly slowed down the pace and volume of which I normally teach the formal composition and essay writing in Social 10 & 20 this past Spring, so I am going to heavily emphasize writing this school year, offering students rewrite opportunities, various proofreading strategies (e.g. peer editing, stop-drop-& re-read, etc.), and exemplars. I will continue to apply to be a diploma exam marker for Social Studies 30-1 & 30-2 every January and June semester-end, and have applied this year as well.</p>

Social Studies 30-2	
Strengths	<p>Multiple Choice: Students did well this year on Electoral Systems, scoring 15-20% higher than the province on the rest of the province, perhaps a factor of our heavy emphasis on Student Vote during last Fall's 2019 federal election.</p> <p>Writing: All students hit the acceptable standard or higher in all categories on writing assignment #1 and over 60% hit that standard on the other two assignments. Students have a good, general understanding of what the assignments entail, and what they need to do to score the acceptable standard.</p>
Weaknesses	<p>Multiple Choice: Students scored poorly on synthesizing what key political philosophers in the course (e.g. Adam Smith, Karl Marx) would opine on modern day messaging (e.g. campaign posters, propaganda, supply & demands graphs), and this is an area I need to create sample formative assessment questions on. Students also seemed to have difficulties posing research questions based on a mosaic of information, which are complex Understanding & Analysis questions.</p> <p>Writing: Only 11% of students scored in the proficient categories or higher in all writing assignments. I would very much like to make this an area of focus this year amongst our Social 30-2 students, in terms of employing more evidence, analysis, and proofreading strategies to try and get our students to score higher in these categories.</p>
Action Plan	<p>Multiple Choice: I will continue to develop Multiple Choice questions, in conjunction with our Palliser Senior High Social Studies group, for the Social 9, 10-2, 20-2, and 30-2 courses within Palliser. I will develop questions that hone in on the weaknesses students had with this year's exam, with a continued focus on the major political philosophers (e.g. Adam Smith, Karl Marx, John Locke, Adolf Hitler) whose quotes continue to pop up on the exam, in terms of students trying to synthesize what this person would opine on a modern-day issue. I will continue to develop and research strategies to assist our 30-2 students in "thinking through" the multiple-choice questions. This will be a significant focus of instruction in the tutorials I offer this year for them.</p> <p>Writing: No question, poor attendance was a significant factor that hindered student achievement in writing this year. Despite my best efforts at intervention, including contacting parents and having students catch-up on work after school, student attendance, especially on days where I am directly teaching writing instruction, is a factor I need to take proactive action this year. I would like to also focus on keyboarding skills, which is a significant factor impacting writing pace amongst Social 10-2, 20-2 and 30-2 students in particular. In terms of instruction, I would like to try breaking up the assignments in class to focus on 1-2 at a time, as opposed to all three, to assess whether that will help students concentrate on creating good, solid compositions on a smaller scale first. This past year, in trying to show 30-2 student's examples of previous student writing, I found this intimidated student, rather than aspiring them to excellence, so I will try and put a positive spin on these examples this year. I will continue to apply to be a diploma exam marker for Social Studies 30-1 & 30-2 every January and June semester-end, and have applied this year as well.</p>

English 9

Due to Covid-19, no diploma exam was written, no data available.

Benchmark reading and writing assessments will be important for assessing students' levels as compared to the grade 9 standard as they enter grade 9 after 6 months of no in-person school.

While some students continued with their education online, others did not. This leaves a wider gap in learning and abilities for the class. The usual "summer slide" that we witness will be much more pronounced and significant. Remediation will need to be completed at the same time as preparation for high school English.

Based on students' benchmark assessments, it appears that reading competency is slightly lower than writing competency. The benchmark reading assessment revealed the following:

- Overall comprehension was indicated by class average, which was 63.9%. Continue with explicit reading instruction as well as promoting reading for enjoyment.
- Poetry was a globally weaker area. Focus on comprehension and analysis of poetry including structure and language.
- Nonfiction articles were stronger - maintain strength through exposure to genre.

The benchmark writing assessment revealed the following: (Essay only, narrative not completed yet)

- Students have a competent understanding of basic essay writing, formatting, and structuring.

Students struggle with sentence construction, grammar, and clarity in their writing. There are also a few issues with supporting detail and evidence.

Math 30-1: Due to Covid-19, no diploma exam was written, no data available.

Math 30-2: Due to Covid-19, no diploma exam was written, no data available

Biology 30: Due to Covid-19, no diploma exam was written, no data available

Physics 30: Due to Covid-19, no diploma exam was written, no data available

Social Studies 9: Due to Covid-19, no diploma exam was written, no data available

K&E Social Studies 9: Due to Covid-19, no diploma exam was written, no data available

Math 9: Due to Covid-19, no diploma exam was written, no data available

Science 9/ K&E 9: Due to Covid-19, no diploma exam was written, no data available

2D: Data Summary Analysis

Grades 7-9

For the 2019-2020 school year our junior high grades were all two streams, we had approximately 20 students in each class. In Grade nine our Language Arts and Math courses run year long. However, Science and Social Studies are offered in alternating semesters. In the first semester, one class writes the PAT for Science and the other grade nine class writes the Social PAT and in Semester 2 we switch. Due to Covid-19, we did not have any Language Arts or Math PAT's written last year, however we did have half of the grade nines write either Science or Social. Our Science results had 20/21 (95%) students achieving the acceptable standard and 10/21 (48%) achieving Excellence standard. Our Social Studies is an area of concern, specifically students writing skills. Despite there not being a PAT in Math, as a school we have flagged Math as one of our areas of weakness. Last year we added an extra math class into the junior high schedule, with an emphasis on that class specifically targeting mental math skills. Overall our five-year trends for our PAT's are consistent with the province. Our sample sizes are always on the smaller size, so if it is a weaker or stronger group, it can show a big dip or peak in our data, yet on a 5-year trend, our teachers are generally consistent.

Grades 10-12

Last year we were still single streams in high school. However, in any given class we offered anywhere from one to three courses. Math 30-1, 30-2 and 30-3 were all offered simultaneously in the one classroom with the same teacher. The same occurred in English Language Arts and Social Studies. The Sciences are the only courses where classes would have been somewhat homogeneous. Given the complexities of offering three curriculums simultaneously, we have often debated opting to put at least one of three courses online, but we know doing so will result in losing students to the city. In a school our size we also struggle with streaming students appropriately. Students may not have the recommended course grade percentage to take a higher-level course, but if the student and parents want to pursue the higher level more difficult course, we allow it. This sometimes plays havoc with our results especially in such a small sample, but sometimes students would rather roll the dice on passing a dash one course, than doing better on a dash two. Similar to our PAT data, over a 5-year trend our school is relatively consistent with the province. Due to small sample sizes, there may be years with a dip or a peak, but on a five-year trend, we are consistent with the province. Also similar to junior high, we have seen that students are having more difficulty with Math skills across the entire school. We have set up things in the school hopefully to address those, including working with the math teachers at the elementary school. As much as we recognize it is an issue at the high school level, it is also an issue in all Coalhurst.

Section 3: Strategic Planning

Goal 1: CHS is committed to providing a school environment that promotes student wellness.

Measures:

- Accountability Pillar
- Our School Survey
- Specific Google Surveys done at the school level

Action Steps/Strategies

- Foster healthy and positive relationships with students and families
- CHS will provide appropriate physical activity opportunities and mask breaks to meet the needs and interests of students during the Covid-19 pandemic.
- CHS will provide a physical and social environment that encourages safe and enjoyable activities for students
- Using programs such as the Fourth R in health classes, we will teach students the importance of healthy eating, healthy relationships, physical activity and positive mental health.
- CHS will establish a Wellness Committee to help guide us in succeeding our wellness goals
- When protocols allow, we will provide a variety of ways for students to feel connected to the school, sports teams, drama club, game board club, book club, many of these we will invite community members to volunteer.
- Provide leadership opportunities for students to allow them to build confidence and self-efficacy skills.
- Once protocols allow, healthy choices of food are offered in our school concession.
- FCLC will present to students on various subjects of wellness such as mental health.
- Staff will explore new ways to both celebrate students' success and how to communicate that success to our larger school community.

Goal 2: Student achievement in reading, writing, and numeracy will increase through the use of assessment for learning strategies.

Measures

- PAT Data
- Diploma Data
- School Assessment Data- Pre/Post Tests, Student Portfolios
- F&P Data
- MIPI

Action Steps/Strategies

- Teachers will use F&P data to assist students as determined necessary by their teachers.
- Teachers in the humanities are to maintain student writing portfolios to allow students to monitor and refine their progress. Teachers will use these portfolios to evaluate growth, and to help in identifying gaps in learning.
- Identifying students who are close to the acceptable standard and standard of excellence and providing additional supports to allow these students to reach these milestones.
- We will focus on basic math operations and algebra through calculation and mental math in Junior high grades. A basic numeracy test will be used early each semester.
- Pull out support will be offered where possible for students needing support in ELA and Math.

Section 4: Trends and Issues

Our school is in a growing community. Six years ago, we were a single stream school, next year we will be double stream in every grade except grade 12. Within a year, we will need portables to accommodate our students. As such, we have issues with the space availability in our school. Our facilities for many CTS courses are not large enough for the number of students who wish to take it. Staff often have to prioritize students for courses based on who needs specific credits rather than students being able to choose based on their interests. For example, our smallest class size is generally above twenty students but we can only fit thirteen students at the maximum in our CTS trailer. We also have no flexible spaces in our school. Generally, if high school students have spares, they leave the building as there is nowhere for them to go, other than sit in a corridor. The only space we have that is not used for classroom space is the library and even that is regularly booked by classes, and usually full. The space issue also affects our gymnasium, our gym is not large enough to run two classes simultaneously, yet the one gym does not allow us the opportunity to offer as many gym classes as requested/needed.

Section 5: School Celebrations

Last year, due to Covid-19, many of the things we are proud to celebrate unfortunately had to be cut short. For a small school, we have a lot of spirit and enthusiasm. Our students have a lot of pride in their school. We accomplish this by spending a lot of time with our students outside of classes, in pursuing what they are interested in. Last year for extra curricular sports we offered junior and senior high male and female teams, for Volleyball, Basketball, Track and Field, and Badminton. For our non-sporting students, we had a series of different clubs including: Super Smash Brothers, Book Club, Student Council, Game Board Club, Dungeons and Dragons, Gay Straight Alliance, and STEAM. Beside this, teachers offer tutoring and extra help both during lunch and after school. At the end of the year last year, despite Covid-19, the staff pulled together and offered our graduating students a drive -in graduation ceremony. CHS did what CHS does - when handed lemons we make lemonade.

Section 6: Site Professional Development Plan

Each teacher will submit an individual Teacher Professional Growth Plan which is reviewed with administration. These plans are based on the Teacher Quality Standard and may address the work teachers will complete through their various collaborative groups. They also submit their long-range plans for each core course they are teaching.

Additionally, the professional development of our staff will focus around 2 key areas: Student Wellness and Literacy and Numeracy across subject areas.

Teachers will continue to use Fountas & Pinnell testing for those students who have been identified as being below the level. Literacy support will be provided to groups of students who are reading below grade level. LST and educational assistants are doing small group pull outs for reading intervention

Role of Administration

- Administration will review each teacher's TPGP, meet with them to ensure alignment to the TQS. Administration will offer advice and support where required.
- Administration will set time aside on the staff meeting agendas for teachers to discuss the activities of their division-wide collaborative groups and to showcase best practices.
- Through instructional supervision, the administration will identify best practices and provide opportunity to engage staff in discussions on these practices.

Division-wide PD days: September 21, November 20, March 19

Remainder District Days: Teachers pursued their own pedagogical interests in collaboration with other teachers.

Site-based PD days:

August 26th, 27th, September 1st October 9th, December 4th, January 29th, March 5th, April 30, May 21st, June 28th

The days in the Fall will be focussed on Numeracy and Literacy and Wellness, however the days in the Spring may be determined or altered based on data from the first semester.

- Activities related to school opening will occur in August.

- October 9th - Diploma/PAT analysis. All teachers sit together to look for trends and information in our data. Action plans will be made to help address any emerging needs.
- December 4th – Time for subject area teachers to plan cross curricular links as well as the FLSC is booked to present on a wellness topic.
- January 29th, March 5th, April 30, May 21st- To Be Determined

Teachers' Convention:

February 18-19

Teachers will choose to attend either Palliser Convention or SWATCA. Teachers will identify sessions that appeal to their own individual PD needs and professional growth plans.

