



Coalhurst High School
Annual Education Report
2021-2022

Table of Contents

Section 1: Who We Are	Page 2
a. School Profile	
b. Mission and Vision	
Section 2: Data/Evidence of Achievement	Page 3
a. Accountability Report	Page 3
b. Analysis by Core subject – Diploma and PAT results	Page 6
c. Summary Data Analysis	Page 12
Section 3: Strategic Planning - School Goals and Strategies	Page 13
Section 4: Trends and Issues	Page 15
Section 5: Celebrations	Page 16
Section 6: Site Professional Development Plan	Page 1

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

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	91.0	92.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.8	90.2	85.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	70.8	89.8	88.8	83.2	83.4	81.1	Low	Declined	Issue
	5-year High School Completion	89.5	89.5	85.8	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	50.6	n/a	58.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	8.9	n/a	11.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	84.1	n/a	69.2	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	13.6	n/a	12.3	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	90.2	93.2	90.6	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	90.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.5	90.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.4	87.2	82.9	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	68.0	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	3.3	1.8	1.3	2.3	2.6	2.6	High	Maintained	Good
In-Service Jurisdiction Needs	46.7	82.6	79.4	83.7	84.9	85.1	Very Low	Declined	Concern
Lifelong Learning	83.6	96.9	78.7	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	76.7	84.9	84.3	82.9	81.9	82.3	Intermediate	Declined	Issue
Program of Studies - At Risk Students	81.9	90.0	86.5	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	64.3	84.0	86.2	70.2	68.0	66.4	Intermediate	Declined	Issue
Safe and Caring	92.9	92.4	92.5	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	67.3	85.2	65.8	72.6	71.8	74.1	Low	Maintained	Issue
School Improvement	78.5	93.9	76.3	74.2	81.4	81.3	High	Maintained	Good
Transition Rate (6 yr)	51.5	15.4	37.4	60.3	60.0	59.8	Intermediate	Improved	Good
Work Preparation	81.8	100.0	95.4	84.9	85.7	83.5	High	Declined	Acceptable

Notes:

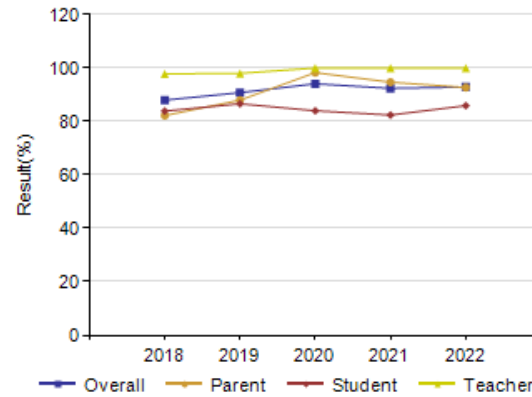
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achi eve men t	Impr ove men t	Ove rall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Over rall	78	88.0	68	90.8	90	94.1	78	92.4	71	92.9	Very High	Main tain ed	Exce llent	3,328	91.4	3,363	91.0	4,022	90.8	3,452	91.6	3,240	90.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Par ent	9	82.2	10	88.0	12	98.3	9	94.7	11	92.7	Very High	Main tain ed	Exce llent	645	92.1	674	94.0	745	93.0	561	94.2	546	91.3	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Stud ent	60	83.9	48	86.6	66	84.0	61	82.4	50	85.9	Very High	Main tain ed	Exce llent	2,220	86.9	2,234	84.6	2,826	84.3	2,498	84.3	2,289	84.5	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teac her	9	97.8	10	98.0	12	100.0	8	100.0	10	100.0	Very High	Main tain ed	Exce llent	463	95.2	455	94.4	451	95.2	393	96.3	405	95.2	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of School Results



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

	ELA 30-1
Strengths	<p>Overall Reflections:</p> <ul style="list-style-type: none"> ● Reading Comprehension: <ul style="list-style-type: none"> ○ 2 students (18%) achieved the standard of excellence ● Writing: <ul style="list-style-type: none"> ○ 4 students (36%) achieved the standard of excellence ○ 0 students (0%) did not meet acceptable standard <p>Students generally performed better on their benchmark writing assessment than on reading comprehension. Strengths in the reading comprehension were shorter texts, figurative language and connotations, and poetry. Figurative language, connotations, and poetry are areas I traditionally emphasize as these are usually areas neglected even by strong readers. The shorter selections generally saw more success than the longer due to issues with reading stamina and concentration.</p> <p>In terms of writing, the depth of understanding and use of evidence were strengths. Attention to detail and analysis was also an area of strength.</p>
Weaknesses	<p>Overall Reflections:</p> <ul style="list-style-type: none"> ● Reading Comprehension: <ul style="list-style-type: none"> ○ Class average of 59.4% ○ 3 students (27%) did not meet acceptable standard <p>The class average for the reading comprehension is unfortunately quite a bit lower than I would like to see. However, many students noted that because</p>

	<p>this was a formative benchmark assessment, they did not necessarily put their full effort in. This could skew the results of the assessment. However, there is still valuable information to be gained from their tests and from their reflections. Many students struggle with reading stamina. This is generally a byproduct of a neglect of reading outside of school requirements. For longer selections, students noted losing concentration and engagement, as well as skipping or rushing just to finish. In addition, and likely also related to lack of recreational reading, is a distinct weakness in vocabulary. These areas are not easy to be corrected in a matter of months, but there are strategies to assist in development in these areas.</p>
<p>Action Plan:</p>	<p>Continue with intentional vocabulary instruction, and encourage independent reading to support incidental vocabulary instruction as well as reading stamina. Continue to instruct students in active reading and annotation, including characterization along with thematic elements. Focus on text features that communicate tone and attitude, such as character behaviour, word choice, etc. Where paper copies of texts are not available, emphasize use of sticky notes. Continue to reinforce critical and analytical writing skills, particularly with gathering and using specific evidence.</p> <p>Demonstrate depth of understanding through modelled reading and interaction with the text. Focus on identifying symbolism, figurative language, and other literary elements that lead to deep understanding.</p> <p>Practice skills for keeping focus and concentration, including active reading, test-taking skills, and mental health support.</p> <p>Practice with test formats to support preparedness and lower levels of anxiety, as well as developing adaptations that will help them in the real diploma exam. Provide students with resources for refining and practicing writing mechanics.</p>
	<p>ELA 30-2</p>
<p>Strengths</p>	<p>Overall Reflections:</p> <ul style="list-style-type: none"> ● Reading Comprehension:

	<ul style="list-style-type: none"> ○ Class average of 75.3% ○ 2 students (33%) achieved the standard of excellence ○ 0 students (0%) did not meet acceptable standard ● Writing (only three students completed): <ul style="list-style-type: none"> ○ 3 students (60%) achieved the standard of excellence ○ 0 students (0%) did not meet acceptable standard <p>Students in 30-2 this semester are very strong in their analysis and development of ideas in their writing. There is also strength in creativity and voice. In terms of reading comprehension, students were stronger with shorter texts, likely due to reading stamina and focus.</p>
Weaknesses	<p>Overall Reflections:</p> <ul style="list-style-type: none"> ● Writing (only three students completed) <p>Reading stamina continues to be an area of concern across the board. Lack of focus and skipping / rushing reading was noted several times in reflections. As we emerge from the COVID pandemic, attendance concerns and the resulting learning gap from the lockdown interruptions continue to interfere with student's academic achievement.</p>
Action Plan:	<p>Continue to push intentional vocabulary instruction and independent reading to support incidental vocabulary instruction as well as reading stamina.</p> <p>Continue to instruct students in active reading and annotation, including characterization along with thematic elements. Focus on text features that communicate tone and attitude, such as character behaviour, word choice, etc.</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.</p> <p>Practice skills for keeping focus and concentration, including active reading, test-taking skills, and mental health support.</p> <p>Work with administration and parents to support regular attendance in class.</p> <p>Provide all necessary materials in an online form to assist with students being able to stay caught up during absences.</p> <p>Practice with test formats to support preparedness and lower levels of anxiety,</p>

as well as developing adaptations that will help them in the real diploma exam. Provide students with resources for refining and practicing writing mechanics.

Social Studies 30-1 and 30-3
Teacher analysis based on Benchmark assessments

For **Social Studies 30-1 and 30-2**, we are emphasizing essay, composition, and source analysis for diploma writing assignments for the 2022-2023 school year. Our school is presently leading a district wide assessment panel for improving Social Studies diploma writing scores across the district, and our lead teacher, Michael Saad, is chairing the project, hosting 2-3 sessions this year on how to improve diploma exam writing scores in Social Studies 30-1 and 30-2. Our initiative last year to develop more lessons and activities based around FNMI issues and on Truth & Reconciliation were carried out, with brand new lessons and resources on FNMI Land Rights, Water and Housing Issues, but we still need to develop more that is specific to the Metis of Canada (e.x. land scrip, the Metis & Residential Schools, & the Sixties Scoop).

A list of key criteria and problems encountered in student diploma writing has been developed by our school and we are presently revamping our student materials and guides to focus on best practices and qualities of successful diploma exam writing in Social Studies to our students. We continue to send at least one Social Studies teacher to diploma marking at least once every school year to gain further pedagogical and assessment strategies and tips in teaching diploma writing, what makes for a successful diploma essay (or composition) and for new models or structures for the writing.

Overall, key specific areas of focus in terms of curricular content and the diploma exam that we will concentrate on include trying to condense, while at the same time doing justice to, the massive Resistance to Liberalism unit. Last year we developed more streamlined lessons and found more concise videos to use on Dictatorships and the Cold War, making the necessary adjustments to better accommodate the modern day 21st Century Learner by not only scouring through, then

selecting, newer and more up-to-date videos on these topics, but also selecting ones that can be readily shared on our Google Classroom platforms. We continue to work in this direction, looking for resources and materials to be shared on our online platforms that better condense some of the larger political and economic ideas behind more complex topics like Keynesian Theory, Monetarism, Trickle-Down Economics, and Disaster Capitalism. Areas of strength continue to be the political spectrum as well as providing students with the basic foundational aspects of political and economic ideologies.

Math 30-1

Teacher analysis based on Benchmark assessments

For the 2020-2021 school year diploma exams were not written, and the number of students in the course was less than five. As such large generalizations are difficult to make.

Some remarks on the course material.

- Students performed well when it came to algebraic methods of solving problems that involved single SLO's involved in the question. (example log, exponential, or trig questions)
- Students did not perform well with standard of excellence problems involving more than one SLO in a given question (example trig inside of a log equation)
- Students have a strong understanding of the graphing of functions when based on known or given graphs.
- Students struggled with permutation and combination questions that were beyond the basics.

Overall students in Math 30-1 performed very well with all getting above the standard of excellence in their final grades. Moving forward classes should allow more time for and assign more problems for students to practice and engage with that include more than one SLO in the problem as well as work with complicated permutation and combination questions. Emphasis on reading and deciphering exactly what the question is asking for permutations and combinations is an important skill to improve.

Biology 30

Teacher Analysis based on June Diploma Results

The results in Table 2 from the diploma demonstrate that the school awarded marks for the students writing in June of 2022 were closer to their diploma marks when compared to the rest of the province in which the provincial students marks were much higher than their diploma results. Although the school awarded results for CHS were still higher, they were more in line with the diploma results than the rest of the province. As a whole, the class average of 59% was slightly below the 64% provincial average. The school awarded marks also reflected this as they were lower as reported by the teacher. Two students (or 13%) were able to achieve the standard of excellence on the exam and 75% were able to achieve the acceptable standard on the diploma exam, which was the exact same rate as the rest of the province. Another strength is that the students of CHS had a lower rate of not achieving the acceptable standard (20%) when compared to the rest of the province (25%).

As with previous years, students at CHS perform approximately the same as the provincial results for Units A, B, and D, but struggle with Unit C: Cell Division, Genetics, and Molecular Biology as outlined in Table 9 of the school report. For this coming year, there will be a greater emphasis placed on concepts in Unit C during the time of study. More practice examples will be provided for them to work through. Once the students have shown mastery of the practice examples, they will be provided with formats similar to the diploma exam (multiple choice and/or numeric response). Other outcomes that will be of continued emphasis will focus on the hormone loops of the Unit A: The Endocrine System as well as those feedback loops pertaining to the outcomes in Unit B: Human Reproduction. One question to note in Unit A: The Nervous System related to a graph showing membrane potential was particularly poorly written. This is reviewed several times throughout the unit and the review period during the year. Without being able to make notes during the short viewing period for teachers it is hard to identify what particular aspect of that question needs to be improved upon during instruction for future classes to gain a better understanding.

In reflection and comparison to previous writings, it should be noted that due to the pandemic and Alberta Education changing the weightings to 10% from 30% many graduates did not come in during review time. In a typical year the students understood the significance of the diploma had on their overall blended grade and they in-turn did not put the effort in to review as they knew the credits for the class were already earned. Each year review sessions are held in class and a full weekend review the weekend prior to the diploma and only two of the fifteen students (13%) chose to make use of that extra review time to practice previous diploma material and review. In previous years this would have up to 50% attendance as those groups had more of their final grade affected by their performance on the diploma.

Chemistry 30

Teacher Analysis based on June Diploma Results

The results in Table 2 from the diploma demonstrate that the school awarded marks for the students writing in June of 2022 were closer to their diploma marks when compared to the rest of the province in which the provincial students marks were much higher than their diploma results. Although the school awarded results for CHS were still higher, they were more in line with the diploma results than the rest of the province. As a whole, the class average of 64% was almost the same as the provincial average of 66%. The school awarded marks also reflected this as they were lower as reported by the teacher. Four students (or 14%) were able to achieve the standard of excellence on the exam and 89.3% of students were able to achieve the acceptable standard on the diploma exam, which was the exact same rate as the rest of the province. Another strength is that the students of CHS had a lower rate of not achieving the acceptable standard (10.7%) when compared to the rest of the province (22.3%).

For each of the units of study, the results for CHS students are almost identical when compared to the students in the rest of the province. Performance in Unit A Thermodynamics is slightly lower (Table 6) and this is attributed to it being learned first in the semester for this group of students. The only outcome that requires focus in future offerings is the analysis of potential energy diagrams based on given chemical reactions (A2.3k - Table 7-1). The other area of weakness is that the students of CHS performed slightly worse on numeric response style questions when compared to the rest of the students in Alberta as shown in Table 5. All assessments used in class use a large number of these types of questions, but this will be a focus of improvement for future classes.

In reflection and comparison to previous writings, it should be noted that due to the pandemic and Alberta Education changing the weightings to 10% from 30% many graduates did not come in during review time. In a typical year the students understood the significance of the diploma had on their overall blended grade and they in-turn did not put the effort in to review as they knew the credits for the class were already earned. Each year review sessions are held in class and a full weekend review the weekend prior to the diploma and only 9 of the 28 students (32%) chose to make use of that extra review time to practice previous diploma material and review. In previous years this would have over 50% attendance as those groups had more of their final grade affected by their performance on the diploma.

2C: Data Summary Analysis

Grades 7-9

For the 2020-2021 school year our junior high grades were all two streams, we had approximately 20 students in each class. In the junior high grades core courses (Language Arts, Math, Science and Social Studies) run year long, we do not semesterize any courses until grade 10. Due to Covid-19, we did not have any PAT's written last year. Despite there not being a PAT in Math, as a school we have flagged Math as one of our areas of weakness. Therefore, this school year we have added an extra math class into the rotation for all the junior high classes. 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. Due to Covid -19, we are seeing a high rate of increase of students suffering from anxiety. Social anxieties, testing anxieties and general anxieties are creating a big demand on our FSLC time. Increase in absenteeism, due to these anxieties is also increasing teacher workload as teachers are trying their best to help students missing school to catch up and are doing a great deal of re-teaching concepts, which makes it more difficult to get all required curriculum covered in the necessary time frames.

Grades 10-12

Last year we were still single streams in grade 12. 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 are having the same issues in senior high as in junior high in respect to anxiety and the increase in workload on the FSLCs and the teachers is problematic.

Section 3: Strategic Planning

As we transition from the School Growth and Development templates, below we will report on our previous goals we used for last years' planning.

Goal 1: CHS is committed to providing a school environment that promotes student wellness.	
<p>Measures:</p> <ul style="list-style-type: none"> ● Accountability Pillar ● Our School Survey ● Specific Google Surveys done at the school level 	<p>Action Steps/Strategies</p> <ul style="list-style-type: none"> ● 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 has established a Wellness Committee to help guide us in succeeding our wellness goals ● We will continue to provide a variety of ways for students to feel connected to the school; sports teams, drama club, game board club, book club, GSA, Anxiety 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. ● Healthy choices of food are offered in our school concession. ● FSLC will present to students on various subjects of wellness such as mental health.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Staff will explore new ways to both celebrate students' success and how to communicate that success to our larger school community.• In each TAP class we will teach/model wellness strategies (mindfulness, journaling, meditation, strategies for anxiety...etc). Each month we have a new focus. |
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Goal 2: Student achievement in reading, writing, and numeracy will increase through the use of assessment for learning strategies.

<p>Measures</p> <ul style="list-style-type: none"> ● PAT Data ● Diploma Data ● School Assessment Data- Pre/Post Tests, Student Portfolios ● F&P Data ● MIPI ● OCA data for Social Studies ● Benchmark assessments completed for all high school ELA classes. 	<p>Action Steps/Strategies</p> <ul style="list-style-type: none"> ● 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 support 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. ● We have scheduled an extra math class per week for all junior high students. ● We will establish a new tutoring program. The tutors will be high school students who can earn leadership/mentorship credits and work with struggling junior high students during their spares or after school.
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New Goals established in May 2022, for the 2022-2023 school year.

Assurance Element 2 2022-2024	Desired State: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.	
Domain	Student Growth and Achievement	
Reviewed	ongoing	
Focus	K-12	

Strategy(ies) to achieve the Desired State:	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
<p>-In JH we teach a unit in Health on “Growth Mindset” to all grade 7-9 students.</p> <p>-By offering many different extra-curricular options we are hoping to build relationships with students that will help engage them in their school and their learning.</p> <p>-Stricter enforcement of cell phone policy.</p> <p>-Using more assessment strategies that encourage collaborative work</p>	<p>-As a staff we will look at the book “The Innovator’s Mindset” by George Couros.</p> <p>- Extra curricular sports and clubs help develop resilience and growth mindset</p> <p>-”Student First” Policy encourages attendance and completion of assignments</p> <p>-Examining assessment techniques that encourage student collaboration.</p>	<p>-Students should be able to identify what a growth mindset is and how it should apply to them.</p> <p>-Decrease in absent attendance due to students being more engaged in school.</p> <p>-Students are more aware of how to properly use their phone as a tool of learning instead of a hindrance.</p> <p>Students can articulate the learning that is occurring during various activities.</p>	<p>-Our grade 7-9 course work on Growth Mindsets</p> <p>-School Attendance</p> <p>-Teacher observational data on student phone usage/ office referrals</p> <p>-Student portfolios can reflect evidence of collaborative work.</p>

The Context: Why is this important?

In order to learn/demonstrate growth, students need to be engaged in their learning. Without interest/focus students will not learn as they should. By helping them focus, offering diversity in assessment and presentation, and motivating them with extra-curricular activities, we hope to help students become more engaged in both their learning community and their own individual learning.

Strategies in Action: What might we do?

Removing distractions such as cell phones and only using technology as a tool in the classroom, will help many students focus. Building relationships through extra-curricular activities that help students become more engaged and connected to their school community.

Helping students build relationships with their students through collaborative practices.

Results Expected: What might we see?

- Increased attendance
- Increase in academic success
- Decreased discipline issues
- Better results on School surveys

Assurance Element 5	Desired State: Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	
Domain	Student Growth and Achievement	
Reviewed	ongoing	
Focus	K-12	

Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
<ul style="list-style-type: none"> -Individualized Education programs to meet all students' needs -GSA continues with teacher lead -Support for Indigenous Population with the Indigenous Support Worker -MCW check ins with students of concern -Breakfast program offered to all students. -Various Clubs and teams offered as extra curricular activities so more students can get involved. 	<ul style="list-style-type: none"> -PD presentations with Shelley Moore -Teacher on staff trained as "Go-To teacher" -On going plans with Heath champion -School Standing Agenda item - SOGI - Indigenous Support Worker has PD sessions with staff 	<ul style="list-style-type: none"> -Fewer referrals to office regarding bullying, and behaviors - Increase in percentage of students who feel they are cared for on the Our School Survey -Increase involvement in school events/clubs/ teams 	<ul style="list-style-type: none"> - Our School Survey - Assurance Survey - Office Referrals - Google Surveys completed by school. - Number of students getting food from the Breakfast Program - School Attendance

The Context: Why is this important?

Every student in the school needs to feel welcome and safe. Teachers and students alike must make sure that all diversity in the school is not just accepted but celebrated.

Strategies in Action: What might we do?

- Programming specific to fit the needs of students
- Presentations by the FSLC, Indigenous Support Worker and MCW on diversity, acceptance, and the importance of being kind to all.

- Using TAP class to ensure all students have one adult that is connected to them all throughout their high school years.

Results Expected: What might we see?

- Less office referrals related to bullying.
- Happier students who feel they belong.
- Increase in school spirit.
- Increased student attendance.

Section 4: Trends and Issues

Our school is in a growing community. Six years ago, we were a single stream school, this year we are a double stream in every grade. 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.

Given the complexities of the pandemic we are seeing an increase in students with mental health issues and social problems. However we have not seen a significant increase in time for our FSLC. Currently we have an FSLC available in our school two days a week. This is not nearly as much as we require. The responsibility of supporting the students in absence of a counsellor falls to the teachers and the admin team. Too often we are trying to support students and are not confident we are delivering the correct information.

As a growing school, we continue to struggle with our teacher allocation. Junior high students can not take spares in their schedule, where senior high students can. As a result we are taking time from senior high to cover classes for junior high. This

year we have five periods in our schedule where we can not put a teacher in front of senior high students. In those blocks (two for grade 12, two for grade 11, and one for grade 10), the students have a forced spare. There is nothing they can do in that time slot. We have maximized our teachers time with everyone assigned between 905 and 907 instructional hours and the administrators both giving up administrative time to teach, yet we can not cover every grade every period. This year we had to pay out of school funds to increase our teacher allocation just to cover off our basic timetable. Our choices were between not offering programming that students requested or paying for FTE out of our own budget. We decided to cover the cost of a teacher, which meant we could not purchase new seating for our library that we needed.

Like everywhere in the province, this year we have a significant number of students returning to school that either attended school very little last year or did not attend at all. Teachers especially in high school are scrambling to find ways to help students make up for missed course work and credits. Teachers in junior high are struggling to fill in gaps in learning and meet students where they are at. We have students that have not attended school regularly (or at all) since April 2020. Due to the pandemic, it has also been difficult for students to find opportunities for Work Experience or Apprenticeships - two programs we regularly counted on to help students with credit counts.

Our school has a disproportionate number of students with severe learning needs. We struggle with Educational Assistant time and Learning Support time. We can not offer one to one support for any student, most of our EA's work with groups. The differences in ability and need within these groups are often very diverse, therefore delivery of individual programming can be challenging. Finding spaces where these groups can work is also a challenge.

Section 5: School Celebrations

With covid restrictions last year, many of the things we are proud to celebrate unfortunately did not go ahead. However, so far this year everything is going as planned. 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. This 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 have a series of different clubs including: Super Smash Brothers, Book Club, Student Council, Game Board Club, Dungeons and Dragons, Gay Straight Alliance, Drama, and STEAM. Beside this, teachers offer tutoring and extra help both during lunch and after school. Anyone in our school who wishes to be part of a club, has the opportunity to do so.

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.

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 opportunities to engage staff in discussions on these practices.

Division-wide PD days: Teachers pursue their own pedagogical interests in collaboration with other teachers.

Site-based PD days: August 23, 24, 26, Oct. 7, 21, Dec. 2, Jan. 27, 30, March 31, May19

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 7th - Diploma courses and PAT course discussion on benchmark assessments from previous years, we also look at OUR School data. All teachers sit together to look for trends and information in our data. Action plans will be made to help address any emerging needs. AERR goals set and discussed as a team.
- December 2nd – Time for subject area teachers to plan cross curricular links.
- January 27th, 30th - Passing information between teachers for semester 1 and semester 2, meetings with LST teachers to update IPPs...etc
- February 23 & 24 : 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.
- April - June PD days: Agenda to be determined in Semester 2

