



# **GRANDE CACHE COMMUNITY HIGH & SONRISE CHRISTIAN PROGRAM**

ANNUAL RESULTS REPORT – 2016 – 2017  
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 - 2018

ANNUAL RESULTS REPORT – 2016 – 2017  
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020  
**Success for All x All Kids Are Our Kids = One Year's Growth**

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

### **Grande Cache Community High and SonRise Christian Program**

#### **School Demographics**

*Currently, there are 59 students in the SonRise program (K-6) and 175 students in the High School program (9-12 ), for a total of 235 students. Our enrollment has dropped considerably in the last two years, and we are down 23 students from last year's numbers.*

Personnel	2017-18 FTE	2016-17 FTE
<i>School Administration</i>	<i>1.0 FTE</i>	<i>1.4 FTE</i>
<i>LST</i>	<i>.5 FTE</i>	<i>.5 FTE</i>
<i>Certificated Staff FTE</i>	<i>15.625</i>	<i>16.75</i>
<i>Support Staff</i>	<i>11</i>	<i>10</i>
<i>ECS Student Population</i>	<i>6</i>	<i>6</i>
<i>Grades 1 – 12 Student Population</i>	<i>229</i>	<i>252</i>
<i>FSLC</i>	<i>.333</i>	<i>.333</i>
<i>Success Coach</i>	<i>.333</i>	<i>.167</i>

## Principal's Message

Grande Cache Community High School and SonRise Christian Program are enjoying our first full year in our beautiful new building. The dramatic modernization of our entire building addressed many of our past needs. We now have a fully functional, state-of-the-art facility that features a top-of-the-line construction technology shop with many new machines, new welders in the already impressive ELITE shop, a home economics classroom complete with eight kitchens, a large cosmetology classroom, an art and media classroom complete with laser engraver and 3D printer, a brand new fitness room that overlooks our gym, new elementary washrooms for our SonRise students, and a lovely gathering space where we now all enjoy breakfast together.

We would like to increase parent involvement in our school and are calling out to our parents to serve on school council. A strong school council would provide us with a parental perspective and help guide us in the education of our children. The school will be asking for parent volunteers throughout the year. Please consider volunteering to help out with special days, guest speaking, volunteering in the classroom, field trip supervision, or the breakfast program.

We are very fortunate to have many great community organizations and businesses that host our students for ELITE jobsites and work experience placements. Our community is engaged in our school, and we are fortunate to have many community guest speakers and volunteers. Outstanding financial support from many local businesses and organizations helps fund our numerous programs and initiatives, such as our ELITE and construction tech programs and our new breakfast program.

### **SUCCESS FOR ALL:**

#### **1. Quality Learning Environments**

*Grande Cache Community High School offers full range of academic courses for students interested in pursuing post-secondary education. Our program of studies offers a broad range of electives subjects including Drama, Art, French 10, ELITE, Outdoor Education, Legal Studies, Financial Management, Tourism, Construction Technology, Cosmetology, Media, Sustainability, Forensic Science, Foods, Fitness, and Mentorship with our younger SonRise students. We do an exceptional job of providing such a broad range of program for such a small school with a small staff.*

2. **Literacy** *This year, we are implementing smart reading strategies in all subjects across the entire school to increase reading comprehension for all students. The goal is to read to understand. For SonRise, we have purchased Raz-Kids, an online reading program that can be tailored to individual students' needs. Our Leveled Literacy Intervention program continues to catch our youngest readers before they fall far behind their peers. This program has been very successful.*
3. **Embedding Technology** *Our division has moved into Google and G Suite for Education. Our staff have been trained, and students are starting to get the hang of the new platform. Our teachers attended the Google Summit in Jasper where they received training in the Google platform. G Suite has many available extensions and applications to aid students in completing their work more effectively. All student work will be housed in their G Drives so students may now work from home on weekends without having to come to the library. Most post-secondary schools use the Google platform already, so this will provide a smooth transition for those students who decide to further their education upon graduating from high school. Our students have access to the following list of technology to enhance their learning: three laptop carts, one iPad cart, laser engraver, 3D printer, a class sets Omos (interactive learning tools for iPads), a class set of robots complete with iPad minis for programming, and many more items. Our Construction and ELITE shops are state-of-the-art and include a CNC router, CNC metal lathes, and a plasma cutter.*

#### **ALL KIDS ARE OUR KIDS:**

##### **1. Meeting Diverse Learning Needs**

*The High School will be continuing our journey through the Alberta Education Project "Moving Forward with High School Redesign". This project focuses on a multitude of areas for student success. This year, we have tweaked our Excel blocks that they still occur twice a week; however, for only 45 minutes instead of 90 minutes. These changes allow us to balance other classes in our timetable more efficiently and eliminate of the 10-day cycle which students did not like. We adjusted the clubs and fun activities from specific days so they occur sporadically throughout flex days, which again was a result of listening to our students. Many students desired to be part of more than one club, and having them on one day forced them to choose. These Excel blocks will have built in enrichment, teacher tutorials, make-up tests, extra help, access to technology, self-regulation activities, mental health capacity building, and some fun stuff that will depend on individual student needs. These are mandatory blocks designed to help students succeed, allow access to tutorials during the school day, and minimize the amount of homework. The project will continue to change as we see what works for our students and what we can improve on. We will be seeking student and parental input into the design as well.*

*We have a school team that includes our Learning Support Teacher (LST), Family School Liaison Councillor (FSLC), Success Coach, Vice Principal and Principal that meets weekly to discuss students who are in need of supports. The team discusses and looks at implementing supports for students.*

*We have a new web-based reading program called Raz-Kids to support all SonRise students and some identified High School students. The teachers and teacher assistants will work with students through the use of this program, which is a universal support to improve reading for all students. All students requiring speech and language assistance from K-12 are now supported through teacher assistant*

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*interventions in SonRise, and our LST looks after the needs of the high school students.*

**2. Mental Health / Getting Ready to Learn (Self Reg / Positive Behaviour Strategies)**

*We are very fortunate to have a team of professionals to support our students' mental health and wellness needs. Our students benefit from the availability of a number of individuals. Our Success Coach is creating an awareness of mental health needs and relationships (including bullying). She is regularly in K-12 classrooms teaching, and also is offering groups and activities to support students' self-regulation. Our Family School Liaison Counsellor (FSLC) offers one-on-one counselling to students in need. Students can contact the the counselor personally or via the school office to set up an appointment. She also offers drop-in appointments when she is available. Alberta Health and Addictions provide one-on-one counselling to students and parents as drop-in or by appointment in the school every second Friday.*

*Our school is focusing on enabling students to self-regulate by learning to recognize which of the Zones of Regulation they are in and providing regulation strategies. This is a lifelong skill which will serve them well. To aid this process, our LST is teaching weekly self-regulation lessons to all SonRise classes in the first semester. Many of our classrooms currently have self-regulation areas in them. We are looking at creating space for self-regulation in the counseling suite and the main office. Our fitness area is open for student use in the morning before school, during lunch, and afterschool daily with a number of staff agreeing to supervise.*

**3. Know Our First Indigenous Students**

*Metis homework help program operates every Tuesday after school. They have just hired a second worker, so these students have two adults to help them one-on-one for 90 minutes after school each week. These workers also come into classes during the school day to provide specific help to students during class time when asked. Aseniwuche Winewak Nation supports our students by providing calculators and stay in School Awards, and funding for indigenous programs. Our Indigenous Liaison Facilitator communicates with some families who may not be comfortable talking with staff. She also works directly with students to provide support and to advocate for them. She is also involved in teaching in the classroom to support and enrich the curriculum.*

**Student Engagement:**

- 1. The Tell Them From Me survey indicated a need for mental health support. We advocated for and received a success coach who is already making positive connections in our school community.*
- 2. Students indicated they wanted more club opportunities, so we changed flex block club days so the clubs are spread out more equally. That way students can join more than one club.*

3. *Students indicated a variety of changes they would like to see with excel offerings, and we have accommodated those changes.*
4. *Students participated in the Youth Symposium and indicated that they have anxiety regarding post-secondary studies and life after high school. We have a fully-funded post-secondary trip going to Augustana, Grant MacEwan, NAIT and the University of Alberta planned for the end of October. We will also plan a spring trip to NAIT.*
5. *Students indicated a desire for a breakfast program, so we have raised \$13,500 (so far) in support of the high school portion of the breakfast program.*

**Parent Engagement:**

1. *Parent volunteers for events and fundraising come out in large numbers.*
2. *We use Thoughtexchange to engage our parents and carefully consider the information that is offered.*
3. *We had a huge turnout for our Welcome Back Barbeque and Grand Opening of our school.*
4. *Student meetings regarding trips and graduation are well attended.*
5. *We are inviting parents to volunteer more regularly in our school community through school council, volunteering in classes, volunteering for the breakfast program.*

**ALL KIDS ARE OUR KIDS:**

Measure Category	Measure Category Evaluation	Measure	Grande Cache Comm. High Sch.			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	Good	Safe and Caring	87.7	89.5	85.1	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Issue	Program of Studies	52.3	65.6	64.9	81.9	81.9	81.5	Very Low	Declined Significantly	Concern
		Education Quality	84.2	87.1	80.9	90.1	90.1	89.6	Low	Maintained	Issue
		Drop Out Rate	4.5	4.8	4.4	3.0	3.2	3.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	78.7	66.1	73.3	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	63.7	62.9	n/a	73.6	73.2	n/a	n/a	n/a
		PAT: Excellence	n/a	5.7	6.7	n/a	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	70.6	76.4	n/a	85.0	85.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	4.9	6.0	n/a	21.0	21.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	36.7	30.7	32.8	54.9	54.6	53.1	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	44.0	54.8	54.8	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	32.1	38.5	42.9	57.9	59.4	59.3	Very Low	Declined	Concern
		Work Preparation	58.3	87.9	77.2	82.7	82.6	81.9	Very Low	Declined	Concern
		Citizenship	75.6	78.5	70.7	83.7	83.9	83.6	Intermediate	Improved	Good
Parental Involvement	Concern	Parental Involvement	69.0	91.3	76.4	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	Acceptable	School Improvement	71.5	69.2	67.0	81.4	81.2	80.2	Intermediate	Maintained	Acceptable

### *Thought Exchange Trend Data*

At the school level, staff members determine the trends identified through the Thought Exchange platform.

[http://gy-psd2.thoughtexchange.info/school-results/gy-psd\\_2016/grande\\_cache\\_community\\_high\\_school.html#thoughts](http://gy-psd2.thoughtexchange.info/school-results/gy-psd_2016/grande_cache_community_high_school.html#thoughts)

#### **Summary of Trends:**

##### 1) School Success:

- The new Excel blocks are giving students a chance to personalize their education. They can do work in a classroom with the teacher they need to see. There is always a quiet testing room, work room, and collaborative space. Students have more time to complete homework during school hours.
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##### 2) Areas for Improvement

- Having more EAs available for classrooms, especially when there are disruptive students or students who require extra help.  
Having more personnel available will ensure all students get the help they require.

It would be wonderful to have more options offered to the children. An honours course or International Baccalaureate program would be fantastic.

##### 3) Student Success:

- Teachers who offered extra help. It helps my child have some one-on-one learning when it's needed, and helps them grasp a clear understanding of the course material and gives them more confidence. Our teachers at GCCHS are great at being available when needed.
- My kids were able to learn skills and life lessons through participating in a variety of sports teams and clubs in the Grande Cache schools.

*Our School Trend Data*

At the school level, staff members determine the trends identified through the Our School survey.

**Our School Report Abbreviations**

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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**Summary of Trends**

1) Successes

*Elementary*

- Our SonRise students are active in school sports and clubs we are about 20% above the Canadian norms. SEO
- We are 4% below norms for anxiety.

*Secondary*

- 40% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.
- 67% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 52%.
- In this school, positive teacher-student relations were rated 6.2 out of 10; the Canadian norm for these grades is 5.9.

2) Concerns

*Elementary*

- Positive relationships do drop off the Canadian norm in grade 5/5-6, but overall our school is higher when we include the Grade 4s.

**Secondary**

- 34% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 39% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 19%.

**Comment on Results:**

SonRise offers after-school clubs, and usually about 80% of students stay for the clubs. Grade 3-6 students travel with our high school students to compete in a cross-country meet in Spirit River.

SonRise does a lot of work on relationship building through Bible lessons and weekly assemblies which are focused on character building.

High school students are highly motivated to do well, and our results are around 16% higher than Canadian norms. It is noted that the amount of homework is quite a bit lower than Canadian norms. We know through our Our School data that many students prefer a quiet room during excel to complete homework. Assignment completion has increased as a result of excel.

Anxiety and depression continue to be issues for our school. Our town has been greatly affected by the recent economic downturn. In the last two years, we have lost 100 students, and many families have had difficult times. The modernization for the last 2.5 years made our school a dark, noisy, and chaotic place. We had outdoor hallways, heating issues, crowded narrow interior hallways, and plenty of distracting day-to-day issues. This alone created considerable anxiety in students and staff. Each day was a different challenge. We hope that having a brand new building that is bright and open will aid in reducing anxiety in our students. The addition of the breakfast program will guarantee that all students start their day well fed, which will help them self-regulate their biological domain. The breakfast program has created a sense of family in our gathering space and it is very relaxing.

The results on the Accountability Pillar--especially in the area of Program of Studies--is very disappointing and conflicts with the Thoughtexchange survey, in which respondents indicated that our program of studies is a strength. The Accountability Pillar does not ask about the strengths in our building. We believe that losing our 3V program hurt those results significantly. Many students were signed up for second semester last year when there was no replacement teacher for the Guitar program, and many parents voiced concerns. Unfortunately, we do not have staff at the current time to teach the program. We have added Drama back into our selection this year outside the regular school day to accommodate more students. We believe that our programs available to students are quite wide-ranging for such a small school. Many students across Alberta do not have access to the facilities that our CTS programs offer. Grande Cache Community High School offers full range of academic courses for students interested in pursuing

post-secondary education. Our program of studies offers a broad range of electives subjects including Drama, Art, French 10, ELITE, Outdoor Education, Legal Studies, Financial Management, Tourism, Construction Technology, Cosmetology, Media, Sustainability, Forensic Science, Foods, Fitness and Mentorship with our younger SonRise students. We do an exceptional job with such a broad range of program for such a small school with a small staff.

**ALL KIDS ARE OUR KIDS:**

School Goal 1: Reduce the anxiety and depression levels of our students and advocate self regulation throughout the building by June 2018.		
<p><b>Strategies (based on analysis of data and no more than three)</b></p> <ul style="list-style-type: none"> <li>● <i>LST teaching all SonRise classes lessons in self-regulation as well teaching staff during PLC and staff meeting.</i></li> <li>● <i>Increase the number of self-regulation spaces in our school and advocate the use of them. Open up the fitness area before, during, and after school to promote a healthy lifestyle in our building. Establish a breakfast program for all students in our building and advocate parent involvement in supervision.</i></li> <li>● <i>We now have a Success Coach who is creating student groups and offering sessions in excel blocks to address mental health.</i></li> </ul>		<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>● <i>Our school survey will show a decrease in the number of students who report depression and anxiety.</i></li> <li>● <i>Thoughtexchange will have comments regarding the positive impact the breakfast program is having on our school community.</i></li> <li>● <i>Physical self regulation spaces are created and students are conscientiously using them to regulate when they need to.</i></li> <li>● <i>Accountability Pillar data will show an improvement in a safe and caring environment.</i></li> <li>● <i>Staff can articulate how they are using self-regulation techniques in their classrooms.</i></li> </ul>
<p><b>Evidence of Success October:</b>  <i>Excel blocks are created with Success Coach.                      Outside agency counseling established every second Friday for the school year.                      Self-regulation lessons are underway.                      Breakfast program is established on a daily basis with approximately 70-80 accessing every day.</i></p>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>

**School Goal 2:** *Establish regular school team meetings with Principal, Vice- Principal (IC), LST, FSLC, Success Coach and FMNI when needed to address the needs of our students in the social outcome domain.*

<p><b>Strategies (based on analysis of data and no more than three)</b></p> <ul style="list-style-type: none"> <li>● <i>Build all staff’s self-regulation capacity - have them understand, model, and implement in their classrooms.</i></li> <li>● <i>Use meeting time to discuss students who are in need of interventions and put them in place.</i></li> <li>● <i>Use expertise of our LST, FSLC, FMNI and Success Coach to create and develop an action plan to create more self-regulation spaces that students will use.</i></li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>● <i>Our school survey will show a decrease in the number of students who report depression and anxiety.</i></li> <li>● <i>Thoughtexchange results will demonstrate that parent know that the school cares about their children.</i></li> <li>● <i>Accountability Pillar data will show an increase in safe and caring pillars.</i></li> </ul>
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<p><b>Evidence of Success October:</b> <i>Our school team established weekly meetings.</i></p>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>
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## SUCCESS FOR ALL:

Measure Category	Measure	Grande Cache Comm. High Sch.			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	87.7	89.5	85.1	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	52.3	65.6	64.9	81.9	81.9	81.5	Very Low	Declined Significantly	Concern
	Education Quality	84.2	87.1	80.9	90.1	90.1	89.6	Low	Maintained	Issue
	Drop Out Rate	4.5	4.8	4.4	3.0	3.2	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	78.7	66.1	73.3	77.9	76.5	76.1	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.3	63.7	62.9	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	11.5	5.7	6.7	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	58.8	65.4	72.0	83.0	82.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	8.8	4.2	6.3	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	36.7	30.7	32.8	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	44.0	54.8	54.8	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.1	38.5	42.9	57.9	59.4	59.3	Very Low	Declined	Concern
	Work Preparation	58.3	87.9	77.2	82.7	82.6	81.9	Very Low	Declined	Concern
	Citizenship	75.6	78.5	70.7	83.7	83.9	83.6	Intermediate	Improved	Good
Parental Involvement	Parental Involvement	69.0	91.3	76.4	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	71.5	69.2	67.0	81.4	81.2	80.2	Intermediate	Maintained	Acceptable

AIMSweb Data

**% Percentage of GYPSD students meeting grade level benchmark in Reading based on AIMSweb (At or above the 40 percentile).**

At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile. (\*\*Not all schools submitted data numbers **are** not a true representation.)

<b>GRADE/ YEAR</b>	<b>F-2016</b>	<b>S-2017</b>	<b>F-2017</b>	<b>S-2018</b>	<b>F-2018</b>	<b>S-2019</b>	<b>F-2019</b>	<b>S-2020</b>	<b>F-2020</b>	<b>S-2021</b>
<b>1</b>										
<b>2</b>	48%		54%							
<b>3</b>	41%		67%							
<b>4</b>	46%		60%							
<b>5</b>	53%		58%							
<b>6</b>	50%		50%							
<b>7</b>	-----		-----							
<b>8</b>	-----		-----							
<b>9</b>	68%		64%							

*HLATs Data*

**% of students in each grade level who are writing at or above “adequate” level as defined by HLATs.**

At the school level, staff will determine which school-wide strategies have a positive impact on writing, disaggregate results in each of the different areas (audience appeal, content and planning, vocabulary usage, organization, style and voice, sentence structure and grammar, mechanics) to determine gaps and identify students who will require interventions. (\*\*Not all schools submitted data numbers are not a true representation.)

<b>GRADE/ YEAR</b>	<b>F-2016</b>	<b>S-2017</b>	<b>F-2017</b>	<b>S-2018</b>	<b>F-2018</b>	<b>S-2019</b>	<b>F-2019</b>	<b>S-2020</b>	<b>F-2020</b>	<b>S-2021</b>
<b>1</b>		80%								
<b>2</b>	50%	45%	27%							
<b>3</b>	75%	71%	62%							
<b>4</b>	80%	82%	60%							
<b>5</b>	67%	67%	83%							
<b>6</b>	81%	71%	83%							
<b>7</b>	-----	-----	-----							
<b>8</b>	-----	-----	-----							
<b>9</b>	66%	68%	69%							

*Mathletics Data*

**% of students in each grade level who are demonstrating mathematical skills at or above 50%**

At the school level, staff will determine which school-wide strategies have a positive impact on math learning, disaggregate results in each of the identified strands (eg. number, pattern, measurement, statistics and probability, geometry) to determine gaps and identify students who will require interventions.(\*\*\*Not all schools submitted data numbers **are** not a true representation.)

\*\*\*Grade 2 FRIM did not take the Fall screen.

<b>GRADE/ YEAR</b>	<b>F-2016</b>	<b>S-2017</b>	<b>F-2017</b>	<b>S-2018</b>	<b>F-2018</b>	<b>S-2019</b>	<b>F-2019</b>	<b>S-2020</b>	<b>F-2020</b>	<b>S-2021</b>
<b>1</b>										
<b>2</b>	-----	75%	-----							
<b>3</b>	75%	71%	62%							
<b>4</b>	90%	73%	60%							
<b>5</b>	43%	40%	58%							
<b>6</b>	31%	64%	50%							
<b>7</b>	-----	-----	-----							
<b>8</b>	-----	-----	-----							
<b>9</b>	43%	32%	76%							

## **Comment on Results:**

*Our teachers did extensive data analysis of both PATs and DIPs. This analysis revealed that a whole-school greatest area of need is improving literacy. If students have difficulty reading the questions on their achievement tests and diploma exams, they will not perform well in spite of their knowledge of the subject material. Thus, we have decided to move ahead with smart reading strategies in an effort to improve this result. Our Tell Them From Me data indicates that our students are highly motivated to learn as shown by the following results.*

- *40% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.*
- *67% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 52%.*

*We are seeing students using the excel blocks extensively to connect with teachers for extra help and to get homework completed. Our assignment turn-in rates have increased and students indicated on the Tell Them From Me Survey they like excel and benefit from the program.*

*Our school does not discourage students from trying the academic route in high school despite the student's previous grade performance. Many schools ask for a mark of at least 65% to move on in the current stream. It is our goal to have the students have as many options open when graduating as possible. This does affect both streams at the Grade 12 level. This bring down averages in both streams. The lower achieving academic student would end up more successful in the lower stream, thus raising overall achievement of both streams. ELITE is a highly successful program which prepares our students for the world of work. The downside is THAT they miss 8 days of school on average each month as they are out in the workforce working alongside a tradesman. Although we try very hard to make sure they catch up, missed academic time does affect their achievement levels. We believe the benefits of this program outweigh those costs, and there are many successful graduates of this program in our community.*

*Our students are competing for standards of excellence with International Baccalaureate (IB) and Advanced Placement (AP) students in larger centres across the province. These students receive twice the instructional time and are in a high academic class which pushes the amount of enrichment a teacher is able to do. These students write the same diploma exams as the rest of the province, and thus keep pushing up the standard of excellence.*

*Our resource-based economy leads to a transient population, which means many students who leave Grande Cache and may not enroll in another Alberta school. If they do not enroll in another Alberta school, they are still tied to our data and thus appear for us as not graduated when in fact this is not the case. Our resource-based economy means that students can graduate and make a lot of money and not go on to post-secondary studies. By the time they are in Grade 12, many of our students are already working with resource-based companies and earning good money.*

*GYPSD and our school encourage on 100% participation in writing of PAT exams, with very few exceptions. The provincial figure for students writing PATs is around 88% for all subjects. We have many students writing that struggle significantly with the exams, when in other divisions they may be exempt.*

**SUCCESS FOR ALL:**

**School Goal 1: Create a unified approach to teach students to use smart reading strategies to improve reading comprehension in all subject areas.**

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Use books “Readicide” and “Deep Reading” by Kelly Gallagher as resources.</li> <li>• Teach and familiarize all staff with smart reading strategies and implement their uses across all subject areas.</li> <li>• Use the Google platform--in particular Read &amp; Write for Google--to enhance reading for comprehension strategies.</li> <li>• Create a common set of posters listing the reading strategies and buy class sets of highlighters so all students have access to materials needed.</li> <li>• Create classroom word walls of must know vocabulary.</li> </ul>			<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Student use of these strategies is evident in all classrooms in our school.</li> <li>• Students have more success when solving complex multi-step questions.</li> <li>• Students experience higher achievement in all subject areas.</li> <li>• AIMSweb, Mathletics, and HLAT results will improve over time.</li> <li>• PAT and DIPS results will improve over time.</li> </ul>		
<p><b>Evidence of Success October:</b></p> <ul style="list-style-type: none"> <li>• Ongoing Data analysis looking for the greatest area of need is identified. (GAN)</li> </ul>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>			