



Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022



VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

School Demographics

Personnel	2019-2020	2018-2019 FTE	2017-18 FTE	2016-17 FTE
<i>School Administration</i>	1.25 FTE	1.4 FTE	1.0 FTE	1.4 FTE
<i>LST</i>	.5 FTE	.5FTE	.5 FTE	.5 FTE
<i>Certificated Staff FTE</i>	14.00 FTE	15.375	15.625	16.75
<i>Support Staff</i>	6.4	6	11	10
<i>ECS Student Population</i>	9	12	6	6
<i>Grades 1–12 Student Population</i>	228	223	229	252
<i>FSLC</i>	.333	.333	.333	.333
<i>Success Coach</i>	.333	.333	.333	.167
<i>Indigenous Education Coordinator</i>	.333	.333	.333	.333

Principal's Message

Our Vision: "Grande Cache Community High School is a professional learning community where student learning is valued in a supportive and inclusive environment sustained by the staff, students and community partners".

Our Mission: *"To work in partnership with the community to meet the unique learning needs of all students as they become contributing members of the community and engaged citizens."*

Staff reviewed these Vision and Mission statements at our PLC in October.

These statements guide our work within the School Continuous Improvement Plan (SCIP) document. Our staff wishes to ensure that all students learn at high levels. On our October 11th professional development day, staff sat down to look at school data. We noticed some trends in the data and we celebrated some successes. We also determined some needs and formulated goals to address those concerns. On October 29th, this fall, staff met during PLC time where we clearly defined the goals along with strategies to accomplish the goals included in this plan. The School Council was debriefed on the Provincial Achievement Test (PAT) and Diploma Exams (DIP) data as well as the accountability pillar results for last school year during the October 22, 2019 School Council meeting. On December 3rd, the school council will review the goals and strategies included in this plan and feedback provided will be taken into consideration and the SCIP will be modified if needed.

The staff at Grande Cache Community High School (GCCHS) are committed to consistent improvement in student learning and this SCIP plan is a reflection of that. This document is a living document and will grow as needed. It will guide our work and will be reviewed at many points throughout the year particularly on professional growth days. Our staff are extremely caring and dedicated to their jobs. We look forward to meeting the needs of your children.

Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
 - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
 - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
 - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
 - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
 - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
 - Quality of education in the past three years and the extent of students' pride of their school and willingness to recommend their school to others.

Diploma and Provincial Results

Grande Yellowhead Public School Division (GYPSD) embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

Accountability Pillar results

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	92.4	89.0	88.7	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	69.6	67.8	61.9	82.2	81.8	81.9	Low	Maintained	Issue
Student Learning Opportunities	Education Quality	87.3	90.7	87.3	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	2.4	5.8	5.0	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	73.6	84.0	76.3	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.6	52.7	59.9	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	11.4	5.5	7.6	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	64.8	67.1	63.8	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	10.2	8.6	7.2	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	40.9	40.9	36.1	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	48.7	72.5	57.1	64.8	63.4	62.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	30.1	37.0	35.9	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	92.3	96.4	80.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	77.3	75.5	76.5	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	83.1	88.3	82.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	73.0	78.8	73.2	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)
- Maintained (yellow)
- Improved (green)
- Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

School Data Story

Student Success:

Creating Safe Caring Schools

GCCHS accountability pillars results for 'safe and caring' are in the very high range and above the province by 3.4%. This measure has shown continuous improvement over the last five years. We have a small staff who is committed to developing strong positive professional relationships with students. Staff get to know students well and are able to recognize when there is student conflict and act to put it to rest immediately. We believe our students have a positive learning climate with strong student-teacher relationships. We have smaller class sizes and teachers are easily accessible to students. It is also an advantage to be able to teach the same students multiple times throughout their high school education. We have worked hard over the last few years creating self regulation spaces so students may monitor their own anxiety. A health and wellness grant was given to the school last year and the students developed a plan to use the money. They wish to make the school feel more "homey". They created a shopping list and the items were purchased and added to the self regulation spaces in the school. Our school team consisting of the principal, vice principal, academic counsellor, learning support teacher, family school liaison, BEST coach and our indigenous liaison meet every Tuesday to discuss and put interventions in place for students in crisis. Our staff work hard to make all students feel welcome, starting off with our wonderful breakfast program daily.

Academic Success

The accountability pillars in terms of the PAT acceptable and excellence achievement have improved significantly over the last few years. There was an increase of 27.5% in social studies 9 students receiving the acceptable standard which is a large improvement. The number of students receiving excellence increased by 10% in social studies 9. We are higher than the province by 2.9% in acceptable for English language arts. All subject areas show that we are decreasing the gap between the provincial results and our school results in acceptable standard. For math 9 we were 1.1% percent higher than the province for students receiving excellence on their PAT which also was a 14.5% percent increase in the number of our students receiving excellence in math 9. Science 9 also showed an increase in the numbers of students achieving acceptable (+9%) and excellence (+4.2%) over the previous year.

We achieved success with our DIP results as well. Most of our success involved pushing a greater number of students into achieving A's or excellence. Our Eng 30-2 students scored 10.8% above the provincial average for students receiving A's which was an increase of 13.7% over the previous year. Social 30-2 scored 3.7% above the provincial average for students receiving A's which was an increase of 16.7% over the previous year. As for the other DIP subjects we saw an increase in A's from Soc 30-1 (6.3%), Math 30-1 (2%) and Math 30-2 (12.5%). Although these results are promising, we are still working hard to close the gap

between us and the province with students reaching the acceptable levels in the area of the sciences.

Indigenous Education

We are very proud to say our dropout rate is low for indigenous students. In fact, last year, the drop out rate was perfect at 0%. The province by comparison has a drop out rate of 5.4 %. Our three year average for drop out rate is 1.2% where as the province is 5.3%. Our three year average for indigenous students to complete high school is three years 21.5 % above the province. Our indigenous excellence rate for diplomas improved significantly to 17.4 % which is 6% above the province. Diploma acceptable was lower at 73.9% which is 3.3% lower than the province. Our staff is committed to improving the PAT acceptability and excellence results as currently we are about 7% below the province on each. We are also working to improve the 6 year transition rate for indigenous students carrying on to postsecondary. Currently we are 0.4% above the province in transition rate, however, at 34.6% of students moving on to post secondary, whether it be university or pursuing a trade, we feel it can be improved. Youth Connections is a métis homework help program operates every Tuesday after school. They help students in the valley one-on-one for 90 minutes after school each week. The Aseniwuche Winewak Nation supports our students by providing calculators, computers and other stay in School Awards for indigenous students.

Teaching and Leadership Excellence:

In September of 2019, the province implemented a new Teacher Quality Standard (TQS) for all teachers across the province. Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. Our staff have been preparing for the new standard by familiarizing ourselves with the new competencies over the last few years through various professional development opportunities. As a staff, we have taken a deep dive into each of the standards in order to better understand each competency and reflect on what quality teaching looks like. Likewise, there is a new Leadership Quality Standard (LQS) also implemented this September. The division has been preparing jurisdictional leaders for many years at symposiums and divisional team leadership meetings. All principals and assistant principals have taken leadership certification courses through the Alberta Teachers Association (ATA) and College of School Superintendents (CASS) in order to obtain their leadership qualification.. New to the TQS and LQS is a specific competency based on indigenous foundational knowledge. Staff plan on devoting a professional growth day to grow our knowledge base in this area. We will utilize our Indigenous Education Coordinator and our Indigenous Relations Coordinator.

Community Engagement:

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 will provide us with a parental perspective and help guide us in the education of our children. During school council meetings, parents advise us on decisions that we are making as a staff. Our parents have also provided many ideas to improve the school. Parents have let us know about maintenance issues and requested new items for our school. 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, or field trip supervision.

GCCHS staff work hard to bring the community into our schools. On October 4th we hosted a Forestry Quick Connects for our grade 10-12 students. We were approached by Career next generation and Foothills forest products regarding this initiative. The forestry industry is lacking qualified employees in a number of areas. They wanted to present to our students. It was a great way to host a number of employers in Grande Cache and provided the mutual benefit of giving our students some career options. The principal along with the BEST coach and FLSC will attend community agencies meeting throughout the year to share and receive input regarding the school. We are active on social media and use Facebook and School messenger to keep stakeholders aware of our successes.

High School Redesign

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 our Excel block occurs once a week for 67 minutes. These Excel blocks will have built in enrichment, teacher tutorials, makeup tests, extra help, and access to technology, self-regulation activities, mental health capacity building, post secondary planning, and some engaging activities that will depend on individual student needs. Flex time are mandatory blocks designed to help students succeed, allow access to tutorials during the school day, and minimize the amount of homework. We also offer credit recovery for students that fail a course but still passed most of the units. The teacher will work with the students and parents to complete a timeline for the student to redo sections of the course that they were not successful. The student is then awarded the credits when they have successfully completed the course. 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.

Instructional Focus

Through data analysis we have identified our main instructional focus.. Each year when we receive our accountability pillar results staff meets to analyze the data. We sit in small groups

and pull the data apart and look for the greatest areas of need. We then share our findings back to the larger group and discuss what each group found. PAT and DIP teachers delve deeper into their data and look for commonalities that can be addressed through strong instructional practices when they do their cut score analysis of their specific provincial tests. Our instructional focus for this year is improving literacy by focusing on reading comprehension and writing fluency.

SCHOOL IMPROVEMENT GOALS

STUDENT SUCCESS

SMARTER GOAL	STRATEGIES
<p>Creating Safe and Caring Schools</p> <ul style="list-style-type: none"> ● Increase positive coping skills to reduce the anxiety and depression levels of our students by June 2020. ● Increase attendance by developing community awareness of the importance of regular attendance to ensure academic success by 2020. 	<ul style="list-style-type: none"> ● Advocate with community agencies for a wrap-around approach to mental health. Principal, FSLC and BEST coach to attend interagency meetings. Safety plans are built for students who require them. ● Use the “Fish out of Water” activity to identify those students who are lacking a connection to adults in the building. ● Students are encouraged to be self-aware and advocate for themselves when they require help self-regulating. ● Create a RAK club- Random Acts of Kindness to build self esteem and raise school morale by showing every person at our school they can make a difference. ● Continue to develop new self regulation spaces. ● SonRise has weekly assemblies with discussion on initiative, kindness, respect and responsibility. ● Share school and community wellness activities through Facebook, announcements and school messenger. ● School team will address students in crisis in their weekly Tuesday meeting and put supports in place.

	<ul style="list-style-type: none"> • Social media campaign on benefits of good attendance to continue. • Increase parent contacts with positive phone calls at all times but especially when students are missing a lot. • Attendance occurs monthly awards for good attendance.
<p>Evidence of Success</p> <ul style="list-style-type: none"> • We see success with the students we speak about at our weekly school team meetings. • Wrap around approach is occurring for students who require mental help supports. • School attendance will improve and students who are having difficulties will have alternative programming in place. • Best coach is in all SonRise classroom working on mindfulness and zones of regulations with the students. • 	
<p>Academic Success</p> <ul style="list-style-type: none"> • Improve literacy by focusing on reading comprehension of all students by June 2020. • Improve literacy by focusing on writing fluency of all students by June 2020. 	<ul style="list-style-type: none"> • Establish a school wide 10 minute per day school silent reading time. • Establish a school wide template that teaches students how to revise and edit written work. • Using RADAR (Replace, Add, delete and reword) revise template school wide developed by Kelly Gallagher. • Use the CUPS (Capitalization, Usage, Punctuation, and Sentence Structure) edit template developed Jeffery Friesen. • Teachers work to align assessments with exemplars from provincial achievement tests. • Use the HLATS exemplars and the edit- revise outcomes from the program of studies to help us teach students what good writing looks like. • The staff who attended the Kelly Gallagher session will introduce and help teachers implement his reading and writing strategies during professional growth time. • Implementation of the new Fiction and Fantasy option course at the high school level. • Develop a reading library (take one

	<p>give one) and board games shelf (ie: scrabble) in the valley for students use.</p> <ul style="list-style-type: none"> ● Use a PD day to focus on Hattie’s work with high yield strategies for student engagement and learning. ● Staff will work with struggling readers at all levels using LLI, Right to read (kindergarten and Grade 1), Reading Simplified and RAZ kids. ● Bulletin boards are created that inspire students to read in each subject area. We will also include a book recommendation bulletin board. ● Encourage, utilize and push gritty work like multistep problems, essay writing, complex calculations, uncomfortable numeric response, smart reading strategies ● Continue to work with Irene Heffel our literacy consultant to further improve teaching strategies in the classroom.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Teachers are actively revising assessment to match provincial testing terminology (Oct 11). ● Literacy bulletin boards that display literacy work, word walls, and the topic of interest for student reading are evident throughout the school. ● K-6 students actively use the RAZ kids reading program in their class. ● PAT and DIP results will improve. ● Irene Heffel has already consulted with all our in September. She will be back again in January. 	
<p>Indigenous Education</p> <ul style="list-style-type: none"> ● Introduce indigenous learning strategies and culture into everyday school practices for all students by June 2020.. 	<ul style="list-style-type: none"> ● Work with Historical Society and the elders to have local indigenous families photographs up in the valley gathering space. ● Work with métis homework help program to support indigenous learners. ● Work to create a plan to allow for smooth transition for Susa students to come to the high school. ● Work with AWN and other community indigenous agencies to offer support and activities for our students.

	<ul style="list-style-type: none"> ● Include storytelling when possible to illustrate subject content. ● Work with our indigenous education counsellor to increase student engagement in school. ● Create a daily opportunity to smudge for students who wish to do so. ● Include indigenous leaders in learning indigenous content. ● Local PD day focused on Indigenous culture with an opportunity to all staff to meet elders and our staff to go visit coops and Susa Creek school.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Increase in the number indigenous community members in our school. ● When walking our school we will see that indigenous artifacts, culture and traditions are more prevalent. 	

TEACHING AND LEADERSHIP EXCELLENCE

SMARTER GOAL	STRATEGIES
<p>Leadership Quality Standard</p> <ul style="list-style-type: none"> ● The administration supports the school community in acquiring and applying foundational knowledge about Indigenous peoples and culture the benefit of all students. 	<ul style="list-style-type: none"> ● Work on fostering effective relationships-establishing relationships with Indigenous parents/guardians, Elders/knowledge keepers, local leaders and community members through facilitating professional growth that connects us to our local community. ● Work with our Indigenous Education Coordinator to ensure that local context and history is shared with our teachers to help facilitate reconciliation.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Staff to visit Susa Creek School and many of the surrounding coops with knowledge keepers and elders. ● Indigenous parents are comfortable coming into our schools. ● Teachers understand the local context and use local resources when embedding foundational knowledge in the classroom. 	
<p>Teaching Quality Standard</p> <ul style="list-style-type: none"> ● Teachers will develop and apply foundational knowledge about First 	<ul style="list-style-type: none"> ● Participate in the professional growth day activities revolving around our local indigenous community.

<p>Nations, Métis and Inuit for the benefit of all students.</p>	<ul style="list-style-type: none"> ● Reach out to our Indigenous Education Coordinators both locally and at the division level to find resources that can be used in the classroom. ● Invite local Indigenous guest speakers into the classroom.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Staff gain a better understanding of our local context through participation in our local Indigenous field trip and then they use this information to support the learning of all students. ● In October, a former indigenous student came into two classes to teach food students how to cook bannock. 	

COMMUNITY ENGAGEMENT

<p>SMARTER GOAL</p>	<p>STRATEGIES</p>
<p>Engaging Students</p> <ul style="list-style-type: none"> ● Improve student identified engagement on our 2020 accountability survey. 	<ul style="list-style-type: none"> ● Bring more guest speakers to engage our students. ● Staff will offer dynamic and unique activities during flex that will stretch and enhance the curriculum. ● Students will be frequently guided in making interest-based learning choices. ● Students will be offered differentiated choices when assessing outcomes. ● Use a PD day to focus on Hattie's work with high yield strategies for student engagement and learning and start to use these strategies more frequently in classroom..
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● The 3% project assembly was on September 20th. It was centered on climate change and 8 grade 9 students participated in a workshop where they learned how to start an action project of their own. ● Students' council hosted a successful Halloween activity evening. 	
<p>Engaging Staff</p> <ul style="list-style-type: none"> ● Ensure we maintain a supportive friendly and comfortable environment. 	<ul style="list-style-type: none"> ● Creation of mystery meal Monday. ● Staff book club created-consider finding an indigenous cultural book for staff to read.

	<ul style="list-style-type: none"> ● Encourage staff to participate in dress up days and spirit events. ● Staff paint nights occur throughout the year. ● Staff do a birthday cake exchange and a secret Santa. ● Encourage a culture of collaboration and helping one another. ● Always uphold the professional code of conduct.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Mystery meal Monday has been running since the beginning of the year and staff sit down for lunch together every Monday creating a collegial environment. ● Birthday cake exchange increases sense of belonging 	
<p>Engaging Parents/Community</p> <ul style="list-style-type: none"> ● To increase the engagement of parents and community in our school by June 2020. 	<ul style="list-style-type: none"> ● Forestry Quick Connects, Health Quick connects, Annual career day-using outside agencies and parents to facilitate career days for our students. ● Principal, FSLC and BEST coach will attend community interagency meeting to advocate for services for students. ● Expand the use of Facebook and School messenger to keep all stakeholders aware of our successes. ● Staff will communicate regularly via phone or email to keep parents abreast of their students' progress. ● Encourage parents to support and track learning at home.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Improvement in the September 17-Health Tour- 8 students who were interested in health-related fields toured many health facilities in our community where community members spoke to them about their chosen career. ● October 4th Forestry Quick Connects session provided a morning for all grade 10-12 students educated the students regarding the possibilities in forestry-related fields. ● We have parent volunteers for the home reading program. ● Many parent volunteers come in to help with special events; pizza lunches, graduation, SonRise sports night and career fairs. 	

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration · improves practice to enhance student learning.

We believe professional learning is the responsibility of the individual, school and division.

Data guides the decisions in both the division and the school. Your data analysis assist you in setting SMARTER goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed

Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

Goal	Professional Learning Needs
Improve literacy by focusing on reading comprehension and writing fluency of all students by June 2020.	Irene Heffel-Literacy consultant Kelly Gallagher workshop and presenting back to staff. Literacy lead to present back to staff on PG they obtained. IE: HLAT training

Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

Date	Focus	Audience	Activities Planned
Oct 11	Data	K-12 teachers/ Combined for half a day with all Grande Cache schools.	Accountability data, Assessment review and alignment of assessment with provincial testing expectations.
May 15	Indigenous Education	K-12 teachers/ Combined Zone	TBD possibly-Tour of some of local Coops

			and Susa Creek School, meet with elders, blanket exercise, learning protocol and reasons behind smudging.
November 29th ¼ day	Instructional Rounds	K-12 teachers/ Combined Zone	Introduce the process to the staff.
November 29th TBD ½ day	Literacy strategies	GCCHS	Staff who have attended Kelly Gallagher session will present back his strategies and show how they have implemented them in their classrooms. Time will be given to develop implementation plans and lessons.
November 29th ¼ Day	Hattie's work	GCCHS zone	Do a review for Hattie's high yield strategies and make pick several for us a school to focus on. Use less of the low yield strategies.