



Grande Cache Community High & SonRise Christian Program

Annual Results Report–2017–2018 School Continuous Growth Plan--2018–2021



OUR VISION

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

OUR MISSION

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

OUR PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

OUR 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 lifelong learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

OUR CORE VALUES

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

Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Methodology: The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

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

1. All students are successful through the division focus on Literacy

In SonRise this year we have implemented the division wide Right to Read program for our kindergarten and grade one student. SonRise continues with a home reading program and all teachers do regular progress monitoring of their students ability to read so that they can ensure students are achieving. Other reading programs that are used by students in our school are Simply Reading and RAZ kids. Our goal of our school this year is to improve the reading comprehension of our students. We will work hard to ensure we develop common vocabulary and increase the rigor of assignment and test question to challenge the higher mental activity of our students.

2. Student success through innovative, effective and appropriate uses of educational technologies

Our division has moved into Google and G Suite for Education. Teachers are using Google classroom to manage daily assignments and resources for their classroom. 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 of 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.

3. Our school community respects diversity and promotes inclusion

We have a wonderful life skills program in our school which has our students involved in a variety of activities and classes which will help them after leaving high school. These student help run the breakfast program, look after of vending machine, act as mentors in our SonRise classes and go out on job site in our community. We also have Ta support in the classroom for students who require a reader, scribe or just help in general. We provide technology support to these students in the forms of ipads, digital textbooks, speech to text support. Our high school mentorship student gain leadership skills will assisting in SonRise and grade 9 classrooms. Our students help with reading and math and develop positive relationship with students in the classroom they assist. SonRise Christian Program prides itself on being like a close knit family. SonRise students enjoy many after school family night with their parents and teachers. The host a family sports night, literacy night, international foods night, movie night, awards night, Christmas Musical Production and the activity are always changing. Our high school students act as mentors in the SonRise Christian Program which the benefits both the younger and older students. Our breakfast program allows the entire student population to sit down and enjoy a meal together daily. Our student leadership team run many activities that promote inclusion and diversity. The pay it forward day along with the ball pit was a favorite from last year. Our students will be treated to a full day workshop run by Unity charity sponsored by Cenovus. This is a full day program for the community's youth with an assembly followed by in-class workshops. The top professional unity artists engage students by teaching Hip Hop art forms, breakdancing, beat box, the spoken word, and graffiti art. It is Unity's core offerings that empower youth to make positive life choices by engaging in artistic expression. Unity encourages young people to follow and develop skills for success. The Unity Artists perform and share their personal stories demonstrating how art can be a positive outlet for change in their lives.

4. First Nations, Metis and Inuit (Indigenous) student success

Our teachers are ensuring that that indigenous perspectives are infused into their curriculums. Staff use resources like "Walking Together" website to supplement lesson. Admin and one of our teachers attended the palisades camp in Jasper this year which focused on indigenous culture. We hope to share our learning with the rest of the staff. All of our staff has participated in a workshop last year called "Walking Together" and they year before participated in the blanket exercise. Metis homework help program operates every Tuesday after school. The students have one

adult to help them one-on-one for 90 minutes after school each week. These workers also can 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. Last year, we were fortunate enough to take a group of 21 indigenous students to Skills Canada National competition in Edmonton. The students were able to experience living in post secondary housing. They were able to experience a wide variety of the trades during the two day. In February this year we have United Charities coming to our school to present Hip Hop, Beat Box , the spoken word and graffiti art to our students. United Charities work focuses on indigenous students and will work with all our students. The artists bring their personal story and how they have changed their lives through there gifts as artists.

5. Excellence in Teaching and School Based Leadership

In September there is a new teacher Quality Standard that will be implemented across the province. Administration is actively working with staff to make ensure our staff is aware and meeting the new standard. The administration is in classroom and observing teachers then engaging in a generative dialogue discussion with teachers in order to support them in their practice. Our Sonrise and high school teachers do an excellent job communicating with and engaging parents and students. They can be found helping students early in the morning, at lunch, after school and even on the weekend. The benefit of small rural school is the teachers develop positive professional relationships with their students. The parents on thought exchange make many comments thanking our teachers for their dedication to our students. Our teachers and leadership are actively engaged in professional development in order to benefit our students. Many of our teachers sit on Alberta Education committees for developing the PAT and DIP exams, validating the exam questions and marking of the english and social studies written exams. This type of professional development helps them to better prepare the students for these tests. Our staff offer many extracurricular activities after school. Our staff also volunteer or organize for many community events and can be often seen out and about in our town.

Grande Cache Community High School and SonRise Christian Program

School Demographics

Personnel	2018-2019 FTE	2017-18 FTE	2016-17 FTE
<i>School Administration</i>	<i>1.4 FTE</i>	<i>1.0 FTE</i>	<i>1.4 FTE</i>
<i>LST</i>	<i>.3FTE</i>	<i>.5 FTE</i>	<i>.5 FTE</i>
<i>Certificated Staff FTE</i>	<i>15.375</i>	<i>15.625</i>	<i>16.75</i>
<i>Support Staff</i>	<i>6</i>	<i>11</i>	<i>10</i>
<i>ECS Student Population</i>	<i>12</i>	<i>6</i>	<i>6</i>
<i>Grades 1–12 Student Population</i>	<i>223</i>	<i>229</i>	<i>252</i>
<i>FSLC</i>	<i>.333</i>	<i>.333</i>	<i>.333</i>
<i>Success Coach</i>	<i>.333</i>	<i>.333</i>	<i>.167</i>

Principal's Message

In our October professional development day our staff sat down to look at our 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.

Our School Survey data showed that our students are above the Canadian norm for level anxiety and depression. It is important to note that all of Alberta is above this norm as well. One of goals is to reduce the anxiety levels of our students by teaching them self regulation strategies to help them deal with stress. To that end, we have created self regulations spaces through our building where students can go if they need to some time to regulate. Last year, through classroom improvement funds, we purchase many items that students can use in the classroom or in these spaces to regulate. If you walk through our classrooms you will see bean bag chairs, ball chairs, wobble chair, desks at different height, pedal bikes, quiet study corrals, nebulizers and fidget toys. Our gathering spaces have comfortable seating, cafe tables, plants and now a plant wall. These spaces are full with students socializing and in the main gathering space there is always a competitive game of foosball going on. Our breakfast program has been a huge success with an average of 80 students eating breakfast at the school daily. There is a real family atmosphere during breakfast time which has led to fewer late students. It is good to see our students are starting the day off with a full stomach and biologically regulated before school starts. Our staff are out and about engaging students and developing those ever so essential positive relationships. Students are taught to advocate for themselves and students regularly ask to work in one of our quiet spaces when they are experiencing stress. We have a school team that meets weekly to discuss students who are in crisis either emotionally or academically. We discuss and put in place appropriate interventions and often schedule a meeting to involve our parents in the success of their child.

Attendance is an essential piece to ensure students are successful in school. Every year, we struggle with students who for a variety of reasons do not attend regularly enough to ensure success. Our second goal is to improve the attendance of our student body as a whole. You may have noticed that we have started a social media campaign regarding the importance of regular attendance. We will draw names of our perfect attenders on a monthly basis to give out gift certificate to recognize their accomplishment.

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing

us to identify and target areas that focus on improving student learning and achievement.

Combined Accountability Pillar Overall Summary

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	89.0	87.7	86.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	67.8	52.3	60.8	81.8	81.9	81.7	Low	Improved	Acceptable
	Education Quality	90.7	84.2	83.8	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	5.8	4.5	4.3	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	84.0	78.7	73.5	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	52.7	63.3	61.5	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	5.5	11.5	8.3	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	67.1	58.8	65.4	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	8.6	8.8	5.6	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	40.9	36.7	33.2	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	72.5	44.0	49.4	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	37.0	32.1	40.2	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	96.4	58.3	72.8	82.4	82.7	82.4	Very High	Improved Significantly	Excellent

	Citizenship	75.5	75.6	73.5	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	88.3	69.0	74.8	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	78.8	71.5	69.0	80.3	81.4	80.7	High	Improved Significantly	Good

Our School Data from the 2017-2018 survey indicated a variety successes. Our students are interested and motivated to learn as both male and female percentages were above the Canadian norm. We offer a wide variety of options for a small school, teachers also work to differentiate their teaching for the various learning styles. Our students believe we 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. Our School data also indicated anxiety and depression as an area of concern for our students as we are above the Canadian norm. We have recently purchased a number of items to help students self-regulate. We have created safe spaces for students to use when they need to regulate. Students are being coached in classroom and by administration to advocate for themselves and make use of these areas. 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 of students in crisis. Our staff work really hard to make all students feel welcome and we strive to form strong positive professional relationships with all students in our building. We believe our new breakfast program is helping students regulate at the start of their day.

Our Thought Exchange indicated many positives in terms of communication. Respondents indicated that they were happy with communication between teachers and parents was and they appreciated the updates. People stated that we offered a variety of programming for such a small school and staff. People also commented on the beautiful new building and the welcome addition of the breakfast program. One area of concern indicates that students lack the character trait of perseverance. Our teachers are going to set high expectations and will need to work with the parents to gather their support in meeting these student expectations.

The Accountability Pillar results have improved significantly in many areas this year. Overall student learning opportunities and high school completion rates are higher than the province. We believe they small school and the connections our staff make with the school and parents aide in ensuring all our students graduate. Our staff put many hours in on a weekend and after school to do their best for our students. The results on the Accountability Pillar regarding the Program of Studies is disappointing and conflicts with the Thought exchange survey, in which the respondents indicated that our program of studies is a strength. It is to be noted, that this area was significantly improved over the previous year. We were fortunate to hire a teacher who will be teaching general music to some SonRise and high school students as an option. Each year we rotate the options so many of them are offered every second year. We believe the 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 a 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, World Geography, Abnormal Psychology, General Music, Construction Technology, Cosmetology, Media, Forensic Science, Foods, Fitness and Mentorship with our younger SonRise students. We do an exceptional job and have a broad range of programming for a small school with a small staff. Last year, we focused on work preparation and exposing our students to career fairs and post secondary trips. This area showed a significant improvement on the accountability pillars. We are going to continue with the post-secondary trip this spring and a career fair in December. We saw excellent community support for the career fair last year and have already gotten inquiries from business as to the date this year. The accountability pillar show PAT and DIP results as an area of concern. Our staff have done extensive data analysis and have picked a numeracy and literacy goals to improve student learning in these areas. We have collaborated with all zone teachers to improve student learning and look for the gap as they appear in a child's schooling. We are working together as a collaborative team of Grande Cache teachers to address these concerns. We are going to work on improving reading comprehension across all grades in our school. We are increasing the rigor of our questions and utilizing Bloom's taxonomy to guide assignment and test making. We will continue the implementation of common smart reading strategies throughout our school. In terms of numeracy we are again using collaboration to implement and home math program K-8 across our school. Students need to keep up their math skills and often times they learning a concept and then do not see it again for a couple of years and have to be completely retaught it. Basic math skills need to be constantly reviewed in order to have the time to teach the new curriculum. Staff will be asking parents to ensure that your child in doing their weekly math review at home. The staff again will be collaborating with other zone teachers to develop common math vocabulary and sharing teaching strategies.

After analyzing our academic data, we developed both a literacy and numeracy goal for our students. We are going to work with our students to improve reading comprehension. We have started collaborative work with all schools in Grande Cache to work on using common vocabulary and reading strategies in all grades in our community. We are refining many of our assignments and tests to reflect a balance of questions that mirror the types of questions they will see on a government exam using Bloom's taxonomy as a guide. We are looking at achieving a balance of lower cognitive, moderate cognitive and higher mental activity type questions. After we analyzed numeracy with our other community school, we recognized a number of areas where students were struggling. The math curriculum is densely packed and in grade 9, for example, there is a lot of material that needs to be covered. The students need to come in to grade 9 with a full array of previously learned math skills. The issue is that many of those skills were taught in the curriculum back in grade 6 and are not touched in the grade 7 and 8 curricula. With the limited time to teach math nine, it is hard to reteach all the basic skills while also teaching the difficult curriculum. This type of concern occurs through all the grades. In our collaborative talks we determined three main strategies that will improve numeracy. Just like there is a home reading program, we will be creating a home numeracy program in SonRise to compliment the review of previously acquired numeracy skills. We will also be developing common numeracy vocabulary across our community and teachers will be sharing teaching strategies that they have found successful.

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 block so now it occurs once a week for 67 minutes instead of two 45 minutes. These changes allow us to balance other classes in our timetable more efficiently with the change

to the full day Fridays. The student also indicated that 45 minutes was not long enough for excel. These Excel blocks will have built in enrichment, teacher tutorials, makeup tests, extra help, access to technology, self-regulation activities, mental health capacity building, post secondary planning, 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.

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

School Goal 1: Reduce the anxiety and depression levels of our students and advocate self-regulation throughout the building by June 2019.	
<p>School Strategies</p> <ul style="list-style-type: none"> ● All staff use self-regulation strategies and equipment purchased last year in their classroom. ● Students are encouraged to be self-aware and advocate for themselves when they require help self-regulating. ● School team will address students in crisis in their weekly Tuesday meeting and put supports in place. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● The equipment is being using by staff and students in all classrooms and they are reflecting on their practices. ● Our School Survey indicates an improvement in students experiencing anxiety.
<p>Evidence of Success: <i>The living plant wall and planters were added in September. Our students regularly request self regulation spaces to work and refocus before returning to class.</i></p>	

School Goal 2: To increase attendance by developing a community awareness on the importance of regular attendance to ensure academic success.

School Strategies

- Social media campaign on benefits of good attendance.
- Increase parent contacts with positive phone calls at all times but especially when students are missing a lot.
- Build attendance into our awards assembly including monthly awards for good attendance.
- Teachers will ensure they are providing engaging learning opportunities so students are motivated to attend.

School Success Indicators

- Attendance improves and when student are away parents are notifying them.
- Less student absences for vacations in during the school year.

Evidence of Success: September and October awards were received positively by the students.

SUCCESS FOR ALL:

All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

SUCCESS FOR ALL:

Goal 1: Create a unified approach/movement to improve reading comprehension of all students by June 2019.	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Create common vocabulary shared and utilized by all teachers in our zone. ● Use of word walls, personal dictionaries, literacy glossaries and latin root analysis will be used throughout the building. ● Staff will focus on the use of common stem word from Bloom's taxonomy to create questions to challenge the students. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Student use of these strategies is evident in all classrooms in our school. ● Students have more success when solving complex multi-step questions. ● Students experience higher achievement in all subject areas. ● AIMSweb, Mathletics, and HLAT results will improve over time. ● PAT and DIPS results will improve over time. ●
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Ongoing Data analysis looking for the greatest area of need is identified. (GAN) ● October 19th staff in services on Bloom's taxonomy and items writing. ● November 30 PD day focused on common vocabulary across the zone and creating a finish product for use in the classroom.. 	

SUCCESS FOR ALL:

<p>Goal 2: Improve numeracy skills of our students by creating a unified approach to maintain basic math skills across all grades in our school by June 2019.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Develop of home numeracy program for improving math number sense K-9 within our school. ● Create word walls and a common numeracy vocabulary document that is used K-12. ● Develop common strategies for teaching mathematics through planning and intervisitations with other schools. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Numeracy word walls are evident in math and science classrooms. ● Students experience higher achievement in all subject areas. ● AIMSweb, Mathletics, and HLAT results will improve over time. ● PAT and DIPS results will improve over time. ● Home numeracy program in up and running in our school.
<p>Evidence of Success</p> <ul style="list-style-type: none"> · Zone teachers met on October 19th to discuss the greatest area of needs for students across the entire curriculum. 	