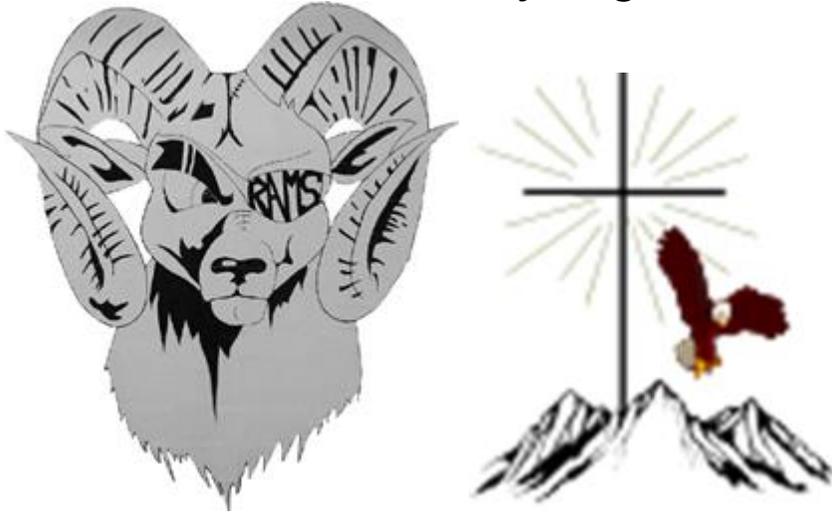




Grande Cache Community High & SonRise



Annual Education Results Report
2019 - 2020
School Continuous Improvement Plan
2020 - 2023



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

CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

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.

Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans 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 Profile



Grande Cache Community High and SonRise is a completely renovated K-12 school which was completed in September of 2017. The school is located in Grande Cache, AB, which is located in the foothills of the Rocky mountains. GCCHS offers a 9-12 high school program and a K-6 SonRise Christian program. SonRise Christian Program is a nondenominational elementary school K-8 offering a Christian based education which is run by Grande Yellowhead Public School Division. Enrolment in the school, as of September 30, 2020, is 234 students.

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.”*

School Demographics

Personnel	2020-2021	2019-2020	2018-2019 FTE	2017-18 FTE	2016-17 FTE
School Administration	1.25FTE	1.25 FTE	1.4 FTE	1.0 FTE	1.4 FTE
LST	.5 FTE	.5 FTE	.5FTE	.5 FTE	.5 FTE
Certificated Staff FTE	14.00 FTE	14.00 FTE	15.375	15.625	16.75
Support Staff	7	6.4	6	11	10
ECS Student Population	7	9	12	6	6
Grades 1–12 Student	234	228	223	229	252

<i>Population</i>					
<i>SonRise Population</i>	46	61	61	60	70
<i>Grade 9-12 count</i>	188	167	162	169	182
<i>FSLC</i>	.333	.333	.333	.333	.333
<i>Success Coach</i>	.333	.333	.333	.333	.167

Principal’s Message

Our staff wishes to ensure that all students learn at high levels. On our October 16th 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 23th, 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 Diploma Exams (DIP January) data as well as the accountability pillar results for last school year during our November 18th meeting. During this 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. 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 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.

We are very fortunate to have many great community organizations and businesses that host our students for 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, Outdoor education, Construction Technology and our school wide breakfast and snack program.

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. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
 - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
 - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
 - Survey measure of Parent Involvement.
 - School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
 - Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
 - Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.
5. **Local & Societal Context**
 - Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

Diploma and Provincial Results

Grande Yellowhead Public School division 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, writing, and mathematics to inform instruction to ensure the success of all students.



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 2042 Grande Cache Community High School

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	92.4	89.7	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	63.5	69.6	63.2	82.4	82.2	82.0	Very Low	Maintained	Concern
Student Learning Opportunities	Education Quality	88.3	87.3	87.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	4.9	2.4	4.2	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	57.7	73.6	78.8	79.7	79.1	78.4	Low	Declined Significantly	Concern
Student Learning Achievement (Grades K-9)										
Student Learning Achievement (Grades 10-12)										
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	73.8	48.7	55.1	66.6	64.8	63.5	High	n/a	n/a
	Transition Rate (6 yr)	27.5	30.1	33.1	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	77.8	92.3	82.4	84.1	83.0	82.7	High	Maintained	Good
Parental Involvement	Citizenship	83.6	77.3	76.1	83.3	82.9	83.2	Very High	Improved	Excellent
	Parental Involvement	76.1	83.1	80.1	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	82.8	73.0	74.4	81.5	81.0	80.9	Very High	Improved	Excellent

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

- a. Very Low (red)
- b. Low (orange)
- c. Intermediate (yellow)
- d. High (green)
- e. Very High (blue)

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

- a. Declined Significantly (red)
- b. Declined (orange)
- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)

- d. Issue (orange)
- e. Concern (red)

School Data Story

Student Success:

Creating Safe Caring Schools

GCCHS accountability pillars results for 'safe and caring' are in the high range sitting at 87.4. We are down about 4.7 from last year but overall this area has shown growth over the last five years.

Keeping our students and staff safe during the pandemic is a priority for our staff. We met as a staff in June and all staff were immediately on board with moving to a quarter system. Using the quarter system and the staggered entry enhances the safety of everyone in our building by keeping the cohorts separate. Our staff helped create our COVID reentry plan and we are proud of the students for following the protocols so well.

This year staff noticed that our school felt clinical with all of the new COVID precautions we are taking. Our school team met and we came up with the following ideas; playing music as students enter in the morning, setting up fun dress up days, creating a spirit week before Christmas. We also wanted to ensure all our students have access to food, especially with so many people out of work. We already have the breakfast program in place and we expanded to have snacks available all day in every classroom. The breakfast and snack programs are used by our students daily.

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.

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

Due to COVID and the cancellation of the PAT's and DIP's the accountability pillars report does not have last year's data. We did tabulate the results of our January diploma exams and their results were positive and showed improvement. The chemistry 30 students scored a 61.5% average on the exam which was an increase of 11.5% over last year's exam average. There was also a 43% increase in the number of students achieving an acceptable standard. The ELA 30-2's achieved a 65.7 average on the exam which was a .5% percentage below than last year. The Math 30-1's had an average of 50.1 on the exam which was a decrease of 4% over last year but there was an increase of 6% in an acceptable standard. The Social 30-1 students scored a 65.89% average on the exam which was an increase of 10.1% over last year and it was also a 14.4% increase in the acceptable standard.

The accountability pillars in terms of the PAT acceptable and excellence achievement have improved significantly over the last few years. Although these results are promising, we are still working hard to close the gap between us and the province.

Indigenous Education

Traditionally, we have been very proud to say our dropout rate as it has been low for our indigenous students. Our three year average for drop out rate is 2.5% whereas the province is 5.2%. Our three year average for indigenous students to complete high school is three years is 1.5 % below the province. However, our 5 year rolling average of high school completion sits at 16% above the province. The number of our indigenous students eligible for the Rutherford scholarship last year was 60%. The Aseniwuche Winewak Nation supports our students by providing calculators, computers and other stay in School Awards for indigenous students. During the pandemic, our school is providing laptop loans out to our students to help those who are choosing to learn virtually.

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 in September 2019. 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 Lead Teacher and our Indigenous Relations Coordinator.

Community Engagement:

This year all of our school council meetings, parent teacher interview meetings and other parent meetings will be virtually via Google Meet. We would like to increase parent involvement in our school and are calling out to our parents to serve on school council. You can now come to a school council meeting from the comfort of your home. 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.

GCCHS staff work hard to bring the community into our schools. Traditionally we have hosted a career fair for our students every year. We will look at it again in the spring and plan on seeing if our wonderful community agencies will agree to do a meeting virtually this year. The principal along with the BEST coach and FLSC will attend community agencies meetings. The principal attended the Inclusion Alberta Breakfast this year along with members from AWN. We have agreed to form a steering committee with Inclusion Alberta to bring their program to Grande Cache to support individuals who are developmentally delayed to find work. 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. Unfortunately due to the COVID pandemic, we had to cancel our Excel block this year. We look forward to putting it back in our schedule as soon as it is safe to do so. We do offer credit recovery for students that fail a course but are still capable of passing the course if they hand in their missing assignments. 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. Our second focus is improving numeracy by developing a deeper number sense - basic math facts, quick-recall skills, and recognition of patterns - to succeed in all core courses.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> ● Improve literacy by focusing on reading comprehension of all students by June 2021. ● Improve literacy by focusing on writing fluency of all students by June 2021. 	<ul style="list-style-type: none"> ● Establish a school wide 10 minute per class silent reading time where appropriate. ● Implement a school wide template that teaches students how to revise and edit written work. <ul style="list-style-type: none"> ○ Using RADAR (Replace, Add, delete and reword) revise template school wide

	<p>developed by Kelly Gallagher. (High school)</p> <ul style="list-style-type: none">○ Use the CUPS (Capitalization, Usage, Punctuation, and Sentence Structure) edit template developed by Jeffery Friesen. (SonRise)● Teachers work to align assessments with exemplars from provincial achievement tests.● Use the HLATS exemplars and the results of the 3Rs to establish a baseline to teach editing/revising and how to relate and reflect.● Use the SMART Reading Strategies in all our classes.● Continue the Fiction and Fantasy option course at the high school level.● 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 (or added to announcements).● Continue to work with Irene Heffel, our literacy consultant to further improve teaching strategies in the classroom.● “Write Like This” model writing strategy by Kelly Gallagher.
<p>Evidence of Success</p>	

- Teachers are actively revising assessment to match provincial testing terminology
- Pictures of student work will be posted in school and virtually.
- 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 staff in September and will continue.
- Spring results of the 3Rs.

<p style="text-align: center;">NUMERACY SMARTe GOAL 2</p>	<p style="text-align: center;">STRATEGIES</p>
<ul style="list-style-type: none"> ● By June 2021 students will develop deeper number sense - basic math facts, quick-recall skills, and 	<ul style="list-style-type: none"> ● Encourage, utilize and push gritty work like multistep problems, essay writing, complex

<p>recognition of patterns - to succeed in all core courses.</p>	<p>calculations, uncomfortable numeric response, smart reading strategies</p> <ul style="list-style-type: none"> ● Bulletin boards are created that educate students how math is beneficial in each subject area. Mathletics accounts for all students enrolled in a math course ● Jump Math in SonRise ● Math Prep 9 course for all grade 9 (assist in gaps of knowledge as a result of COVID-19) ● Math 15 available for grade 10 students ● Mad minutes to develop quick recall ● Ability to relate all mathematics problems to real-life situations ● Use of word problems ● Math journaling - explanation of math concepts in words ● Numeracy across all subjects ● Improvement of mathematical confidence
<p style="text-align: center;">Evidence of Success</p> <ul style="list-style-type: none"> ● Improvement in Mathletics data ● Less pre-teaching required in senior high science classes ● Increased enrollment in 30 level mathematics courses ● Numeracy bulletin boards are visible and engaging to students. ● Students will be more successful in math 10C and math 9 due to the new courses implemented. 	

TEACHING AND LEADERSHIP

<p align="center">EDUCATION QUALITY SMARTe GOAL 1</p>	<p align="center">STRATEGIES</p>
<ul style="list-style-type: none"> ● By June 2021 we will improve student and parent understanding of learner expectations and how these directly relate to their future career choice and thus improve student interest. 	<ul style="list-style-type: none"> ● Relate to classwork to the world that we live in to engage students positively in a way that they believe that what they are learning will help them to be successful in the future ● Communicate the amazing options we do offer that fall by the wayside on the Accountability Pillar ● Promote post-secondary programs that give students direction and a goal to work towards while in our building ● Promote previous students that have gone on to post-secondary (bulletin board; virtual conferences) ● Teacher's clearly introduce each lesson/unit/project by reviewing learner expectations/outcomes and how these directly relate to skills they will need in their career choice. ● Continue with Skills Canada as students directly learn and experience trades schools, instructors and journeypeople
<p align="center">Evidence of Success</p> <ul style="list-style-type: none"> ● Students can articulate why they need to learn this. ● There is improvement on the accountability pillars in terms of education quality. ● Students continue to be involved in Skills Canada 	

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> To continue collaborating with all staff to build personal and collective professional capacities and expertise while adjusting to the COVID parameters. 	<ul style="list-style-type: none"> Sharing what each individual learns through their own professional growth plans with other staff members. Having the opportunities to share knowledge with others especially strategies for teaching in the quarters system. PG days that support goals. Introducing a PG sharing spot at all staff meetings. Staff members and lead teachers will lead sections of our PG days. Increase internal funding for CUPE to offer more PG in areas of need.
<p style="text-align: center;">Evidence of Success</p> <ul style="list-style-type: none"> Expansion of teaching repertoire for teachers Improvement/increase of skill set Teaching are trying new strategies in the long quarter system classes. 	

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
	<ul style="list-style-type: none"> Encourage all students and

<ul style="list-style-type: none">● Increase positive coping skills to reduce the anxiety and depression levels of our school community by June 2021.	<p>parents to read and understand COVID protocols and procedures and allow them to ask questions and give feedback to improve our COVID response.</p> <ul style="list-style-type: none">● Utilize our School Team meetings weekly for proactive discussion regarding students we are worried about. (School team consists of Principal, Assistant Principal, Academic Counselor, Learning Support Teacher, Family School Liaison and BEST coach)● 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.● Students are encouraged to be self-aware and advocate for themselves when they require help self-regulating.● Share school and community wellness activities through Facebook, announcements and school messenger.● Support students who are isolating via Google Classroom.● Clear and continuous communication with students, parents and community members about Google classroom.● Support Staff wellness to aid in teachers' mental and physical well being. Wellness Wednesdays - staff yoga.
---	---

	<ul style="list-style-type: none">● Great big Move with ParticiPaction encouraged for students, families and staff.● Establish a school wide snack program where bins are available in all classrooms for students who need it. The bins are filled daily when needed.● Breakfast is offered to all students in our building.● 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.● SonRise has monthly assemblies with discussion on initiative, kindness, respect and responsibility.
<p style="text-align: center;">Evidence of Success</p> <ul style="list-style-type: none">● School team meets weekly to discuss and support students who may require intervention.● 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.● Breakfast and the snack program are being utilized regularly by students.● Physical self regulation spaces are created and students are conscientiously using them to regulate when they need to.● Accountability Pillar data will show an improvement in a safe and caring environment.	

<p>STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2</p>	<p>STRATEGIES</p>
<ul style="list-style-type: none"> ● Improve and enhance student achievement by providing access to inclusive support services. 	<ul style="list-style-type: none"> ● Edtech and LST will complete and administer training for students and staff to better access and utilize Read and Write Gold and other extensions to better aid students who require support. ● Use and promote the resources we already have - make support more global - improve readability and accessibility ● Community links on school website so that we are a “hub” of intel (mental health resources, technology) ● Include a quick checklist for teachers - to see if a student has the option/permission for accommodations such as a reader or a scribe, access to a laptop, word prediction software, etcetera ● Use BEST and FSLC as supports in classrooms for anxiety, relationship building, extra help in classrooms to make connections with students, not necessarily in a counselling role, in a “getting to know you better” role.
<p>Evidence of Success</p>	

- Increased student/staff use of technologies
 - read/write gold, mercury reader
- Our inclusive support services are being used on a regular basis
- Students show increased comfort level with staff in classrooms and elsewhere
- Relationship building between all students and staff within our school community is evident.

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 assists you in setting SMARTe 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.

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
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event
October 23, 2020	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	Mental Health PASI	Support Staff Secretaries	Virtual Meet Virtual Meeting with Shirley
November 27, 2020	Health & Wellness/ Indigenous supports/ Technology focus	Teaching & Support Staff	Ed Tech sessions Discussion around supporting our indigenous learners. Health and wellness activities for staff
March 5, 2020	Math & Literacy focus	Teaching Staff	TBD possible link up with other same grade teachers across the division.
		Support Staff	Inclusive ed sessions

April 30, 2020	Indigenous focus	Teaching & Support Staff	Indigenous speakers Getting to know our local context
May 28, 2020	TBD	Teaching & Support Staff	TBD