



*Grande Cache Community High
SonRise Christian Program*



Annual Education Results Report
2020 - 2021
School Continuous Improvement Plan
2021 - 2024



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



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	2021-2022	2020-2021	2019-2020	2018-2019 FTE	2017-18 FTE	2016-17 FTE
<i>School Administration</i>	1.25 FTE	1.25FTE	1.25 FTE	1.4 FTE	1.0 FTE	1.4 FTE
<i>LST</i>	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
<i>Certificated Staff FTE</i>	14.1 FTE	14.00 FTE	14.00 FTE	15.375	15.625	16.75
<i>Support Staff</i>	7.8	6.8	6.4	6	11	10
<i>ECS Student Population</i>	3	7	9	12	6	6
<i>Grades 1–12 Student Population</i>	248	234	228	223	229	252
<i>SonRise Population</i>	46	46	61	61	60	70
<i>Grade 9-12 count</i>	202	188	167	162	169	182
<i>FSLC</i>	.333	.333	.333	.333	.333	.333
<i>Success Coach</i>	.333	.333	.333	.333	.333	.167

Grande Cache Community High and SonRise Christian Program is a completely renovated K-12 school that 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-6 offering a Christian based education which is run by Grande Yellowhead Public School Division. Enrolment in the school, as of September 30th, 2020, is 248 students. Currently, we have 46 students in Sonrise and 202 students grade 9-12. Included in the 248 are 22 students who are virtual and 20 who are in the hybrid program currently (October 21).

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 22nd, this fall, staff met during PLC time where we clearly defined the goals along with strategies to accomplish the goals included in this plan. 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 on our parents to actively serve on the 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 all 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, Cosmetology, and our school-wide breakfast and snack program. This year we have expanded our program to offer some special free lunch days to students.

Assurance Measures Report

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports each year. The results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate are updated after the end of the school year.
- 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 Assurance 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.

As a result of COVID 19, Diploma exams and Provincial Achievement Tests were cancelled for the 2020 - 2021 school year so these measures **have not been updated in the Alberta Education Assurance Measures Results.**

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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2042 Grande Cache Community High School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	87.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.4	83.6	78.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	84.6	57.7	71.8	83.4	80.3	79.6	Intermediate	Improved	Good
	5-year High School Completion	79.1	86.1	79.5	86.2	85.3	84.8	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	60.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	66.0	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	9.4	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	82.8	88.3	88.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.7	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.5	76.1	82.5	79.5	81.8	81.4	n/a	n/a	n/a

Reading the Assurance Measures Results

The Assurance Measures report consists of a common set of performance measures and consistent, fair evaluations of results. Through the Assurance Measures Report, 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.

Impact of the New Assurance Measures Reporting System:

- This was a pilot year for this survey in Alberta.
- Results are not available for **PATs, Diploma Examinations, and the Diploma Exam Participation Rate.**
- **3 year and 5 year High School Completion Rates** are based on school based marks only.

School Data Story

In this section, you will talk about the analysis of each data set dividing it into three sections as shown below in red. This will be a narrative section.

Student Success:

Creating Safe Caring Schools

GCCHS accountability pillars results for 'safe and caring' are in the high range sitting at 86.2 which is 1.6% below the province.

Keeping our students and staff safe during the pandemic is a priority for our staff. We have implemented the divisional re-entry plan. We are proud of the students for following the protocols so well.

Our school team consists of the Principal, Assistant Principal, Learning Support Teacher, Family School Liaison Counsellor and our BEST coach who meet once a week to discuss students in need or crisis. We also discuss general areas of concern of our students. We as a staff have noticed a disconnect regarding a sense of belonging to our school. COVID has put in a wrench in many activities that would normally build student spirit. We are attempting to rectify this situation while maintaining COVID protocols.

We recently started up girls and boys volleyball. We treat them as cohorts, have signed parental permission slips and attendance is taken daily. The practices are extremely well attended and we have already noticed positive results in some students' demeanor. The Student Council will start up soon and begin planning fun events that we can do inside the classrooms. Soon we will be back to playing music as students enter in the morning, setting up fun dress up days, creating a spirit week before Christmas. We have engaged students to help bring some furniture back to the lobby for the students eating at lunch. The students are happy to help and we are seeing a lot more smiles.

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. This year we received funds from the Breakfast Program of Canada. This extra funding has allowed us to offer lunches and the occasional basis. We always have lunches on hand for any students who need it.

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.

Academic Success

Due to COVID and the cancellation of the PAT's and DIP's over the last two years the accountability pillar report does not have last year's data. We did a battery of screens at the beginning of the year to assess exactly where our students were at and to look for the greatest areas of need. The data show that our lower elementary has significant gaps in numeracy and literacy. Our current grade 2's have only had half of a year of regular in person programming and the remainder of the school year was online. Our current grade 12's had only half of the grade 10 with regular in person programming. Since that time all grades have had mixtures of in person and online programming. Some students chose to do their entire year online last year. We still have a large number of students doing solely online programming. The early years grant the Alberta Government has promised for the grades 1-3 will help address catching students back up.

Indigenous Education

At GCCHS our Indegenious students do well compared to the province. We are very proud to say our three year high school completion rate of our Indigenous learners for this year is 14.85% higher than the provincial average. The dropout rate for our Indigenous learners was 0% last year which was 5% below the province's rate. The eligibility of our Indigenous students for the Rutherford Scholarship was 37.4% higher than the provincial average. One area for improvement is the transition rate to post secondary. Currently only 15.7% of our Indegenous student go on to post secondary which is 20% below the provincial average. We do know that many of our students begin working in our community right after graduation in high paying jobs.

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.

This year we are offering Indigenous Studies 10 for the first time. The course will be an optional course offered to our grade 11 and 12 students. We are excited about the course and will be hoping to use many of our Elders and Knowledge Keepers as guest speakers.

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.

Community Engagement:

This year all of our school council meetings, parent teacher interview meetings and other parent meetings will be virtual via Google Meet. We would like to increase parent involvement in our school and are calling out to our parents to serve on the 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. We are active on social media and use Facebook and School messenger to keep stakeholders aware of our successes.

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. 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 the reading comprehension of all students by June 2022.● Improve literacy by focusing on the writing fluency of all students by June 2022.	<ul style="list-style-type: none">● Daily reading time will be implemented into all humanities classes.● Establish a take one leave one library in our gathering space.● Use the SMART Reading Strategies in all our classes.● 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 by Jeffery Friesen.

	<ul style="list-style-type: none">● Teachers work to align assessments with exemplars from provincial achievement tests and DIPS.● Use the HLATS exemplars and the results of the 3Rs to establish a baseline to teach editing/revising and how to relate and reflect.● Scaffold/model our expectations for our students● 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, Really Great Reading programs (Blast) and RAZ kids.● Have access to reading materials/let students access the library for reading materials for silent reading time.● 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.● “Write Like This” model writing strategy by Kelly Gallagher.●
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Evidence of Success

- Teachers are actively revising assessments to match provincial testing terminology
- Pictures of student work to post virtually.
- K-6 students actively use the RAZ kids reading program in their class.
- PAT and DIP results will improve.
- Irene Heffel will consult with the teachers on areas of strengths and

<p>weaknesses</p> <ul style="list-style-type: none"> • Spring results of the 3Rs and HLATs. • Students demonstrate a love of reading
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NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> • By June 2022 students will develop and teachers will prioritize number sense (basic mathematics facts) as it pertains to their curriculum, and apply these skills across all core subjects. 	<ul style="list-style-type: none"> • Build mathematics resiliency • Utilization of bulletin boards space to educate students how math is beneficial across all subject areas • Mathletics accounts for K-9 • Jump Math in SonRise • 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 • Quick draws • Teacher mentorship with Geri Lorway working with Sonrise teachers.
<p>Evidence of Success</p> <ul style="list-style-type: none"> • Improvement in Mathletics data • Improvement of DIP and PAT 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 a due to Math 15 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY	STRATEGIES
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<p>SMARTe GOAL 1</p>	
<ul style="list-style-type: none"> ● By June 2022 we will improve student and parent understanding of realistic learner expectations and how these directly relate to their future career choice and thus improve student interest and resiliency in our ever-changing world. 	<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 and career pathways 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) ● Teachers clearly introduce each lesson/unit/project by reviewing realistic 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 ● Create and share an infographic that helps students and parents understand streaming options as they relate to career pathways ● Host a career and job fair in the spring and invite our local business and organizations to participate.
<p>Evidence of Success</p>	
<ul style="list-style-type: none"> ● Students can articulate the importance of meeting learner outcomes. ● Students recognize that learner outcomes that are difficult to relate to real-world scenarios are an opportunity to build resilience and adaptability. 	

- There is improvement on the accountability pillars in terms of education quality.
- Students continue to be involved in Skills Canada when available.
- Post-secondary and transition rates improve.
- Parents and students understand the different high school streams and how they affect future career pathways

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> • To create a culture of learning and collaboration with all staff by June 30 2022. 	<ul style="list-style-type: none"> • Having the opportunities to share knowledge with others especially strategies for teaching through the gaps of learning • PG days that support FASD strategies. • PG days that support Indigenous stakeholders engagement. • Encourage staff to do intervisitation or class audits with the support admin. • 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. • Create a collaborative google drive contained on the S drive in school for each subject area. • PD day where we get together with our subject area and put shared materials for everyone to view and copy with all high schools virtually. • Group grade meeting ISP meeting with TA's and teacher to collaborate
Evidence of Success <ul style="list-style-type: none"> • Expansion of teaching repertoire for teachers 	

- Improvement/increase of skill set
- Teachers have visited other classes and gained knowledge and skills during intervisitation.

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> • Increase positive coping skills to reduce anxiety and depression by creating positive relationships and a sense of belonging to our school community by June 2022. 	<ul style="list-style-type: none"> • Create a cross grade secret pal exchange: each class would be assigned another class in the school, and within that assigned a student(s) that they would write a nice message, letter, or make something for the student to help foster belonging in the school community • Super buddy program in SonRise • BEST class presentations • Safe caring quiet spaces. • Fun days and spirit weeks/competition • Extracurricular sports • Extracurricular groups/ arts • Bring back Student council • Google form survey entire school to ask students what they would like to see. • Music/videos in hallways during morning/after school/breaks • 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

	<p>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.</p> <ul style="list-style-type: none">● 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.● 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,
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	kindness, respect and responsibility.
<p>Evidence of Success</p> <ul style="list-style-type: none"> • Students begin to feel a sense of belonging within the school with peers and other teachers that they may not have class with. • 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. 	

STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> • Improve and enhance student achievement by providing increased access to inclusive support services (by June 2022). 	<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 for Google Chrome and other extensions to better aid students who require support. • Work in collaboration with community agencies to provide wrap-around supports. • Use and promote the resources we already have - make support more global - improve readability and accessibility • Community links on the school website so that we are a “hub” of intel (mental health resources,

	<p>technology)</p> <ul style="list-style-type: none">o PSSST World, Media Smarts, Do You Have a Concern?● 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 (available in student ISP documents)● 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.● LST can provide coverage in order for teachers and educational assistants to meet and collaborate.
<p>Evidence of Success</p> <ul style="list-style-type: none">● Increased student/staff use of technologies<ul style="list-style-type: none">o Read to Write Gold, Read and Write for Google Chrome (chrome extension), Mercury Reader (The Mercury Reader extension for Chrome removes ads and distractions, leaving only text and images for a clean and consistent reading view on every site.)● Our inclusive support services are being used on a regular basis● Students show increased comfort level with staff in classrooms and elsewhere● Relationship building is evident between students and staff of our school community.	

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 1, 2021	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick Off Event
October 22, 2021	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	FASD	CUPE	Division provided
December 3, 2022	FASD FMNI	Teaching & Support Staff	FASD network presentations Half day Watching AWN video Khan Communication working with EA's
March 4, 2022	FASD Literacy Focus	Teaching Staff	FASD network presentations Half day. Strategies and

School: Grande Cache Community High School & SonRise Christian Program

			supporting to adulthood.
April 29, 2022	FMNI	Teaching & Support Staff	Coop Tours and Land based camp for lunch Land based activities
May 20, 2022	Collaboration Day Wellness activity	Teaching & Support Staff	Meet with high school like subjects across the division. TBD