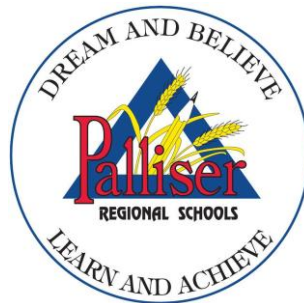




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# County Central High School Annual Education Report 2020-2021



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## Section 1: School Profile

### COUNTY CENTRAL HIGH SCHOOL

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#### **School Profile**

County Central High School offers Grade 7-12 instruction. The population at the high school is 199 as of September 30, 2020, with 85 junior high students and 114 students registered in senior high grades. The demographics of the school population reflect that of the community, a mix of rural and urban students.

#### **Mission Statement**

The mission of County Central High School is to inspire learning and growth for our grades 7-12 students in a positive environment.

#### **Vision**

County Central High School is committed to fostering well-rounded, educated citizens of tomorrow.

#### **5 Year Summaries for PATs and Diplomas**

Summaries from the previous year's PAT and Diploma Exam results over the past 5 years have been used for analysis and action planning, as there were no PATs written in June and only half of our diploma exams written in January. Teachers have taken the raw data and worked through an analysis process to determine the areas of strength and areas for growth in their programs. This information will be used to help teachers build on and improve student learning in their classrooms.

#### **2019-2020 Accountability Pillar Results - A Summary**

This is a summary of our school's results. These are used for the purpose of enhancing what we do at our school. There are several areas of growth in the past year, especially in the areas of continuous improvement, safe & caring schools, and citizenship. This is due in large part to the strategies implemented last year by our teachers in an effort to improve student engagement and achievement as well as our focus on student wellness.

#### **School Goals**

Our three school goals were created based on feedback from students, parents, and staff. We have worked collaboratively to develop two goals relating to health and wellness, and an additional goal relating to literacy and numeracy. These goals are being continued for the current school year with some additions and modifications based on our current needs and available resources.

## Section 2: DATA & EVIDENCE

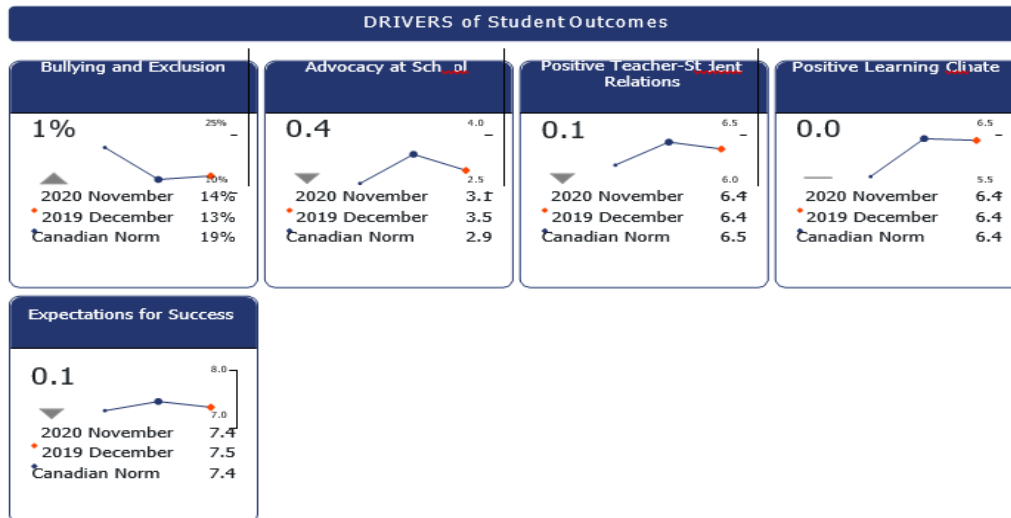
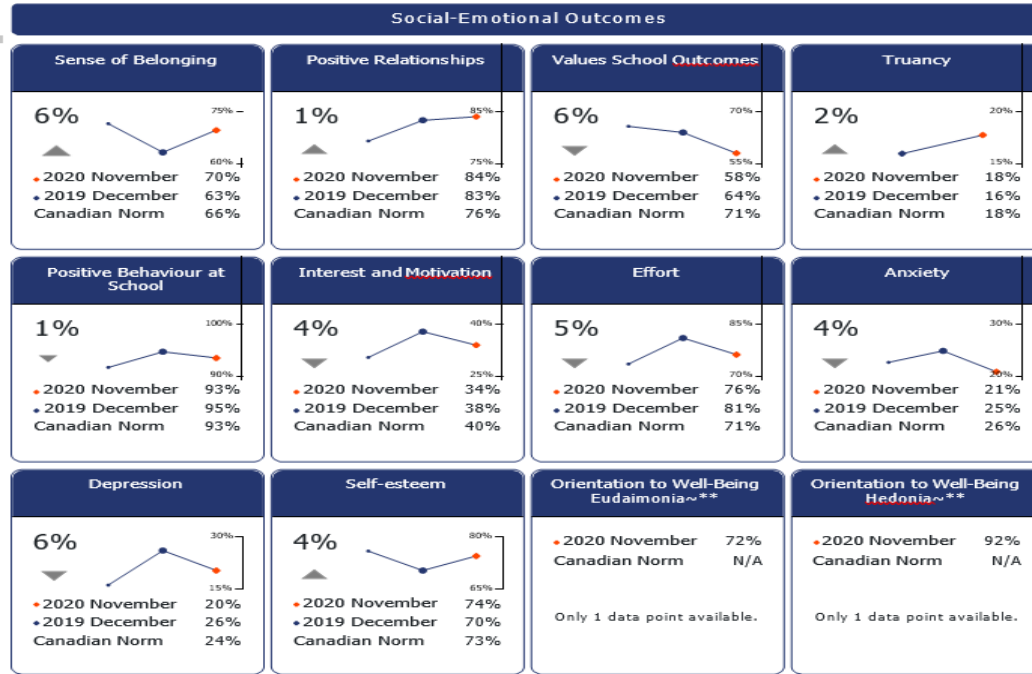
### 2020 Accountability Pillar Overall Summary

Measure Category	Measure	County Central High School			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	88.8	84.7	86.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	73.2	72.2	77.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	87.2	85.7	84.8	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.6	4.9	3.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	80.2	85.8	86.4	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.3	77.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.7	14.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	75.7	78.5	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.5	11.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	60.1	49.0	58.3	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	71.1	73.3	78.4	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	72.4	75.4	65.2	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	75.8	82.9	75.2	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	76.7	74.9	77.2	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	78.8	82.4	79.3	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	76.2	71.8	71.8	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

#### Summary Comments:

In comparison to previous years, we have maintained our achievement across all measures. We saw small improvements in the categories of Safe and Caring Schools, Program of Studies, Education Quality, Diploma Exam Participation Rate, Citizenship, and School Improvement. Our Safe and Caring Schools and Citizenship results stem from a focus on creating a positive atmosphere, communicating clear expectations, and following up on infractions with restorative discipline practices. Students are aware of how we expect them to treat one another, our staff, and the school. Areas where we saw a bit of a decline were Parental Involvement, Work Preparation, Transition Rate, High School Completion Rate, and Drop-Out Rate. To address these areas, Palliser has supported us in introducing a Learning Commons with a facilitator who also provides career and academic counselling; a dedicated off-campus coordinator; and we have continued to offer CHAT tutorials and supports to help our students be successful.

# 2019-2020 Our School Survey Summary



## Summary Comments:

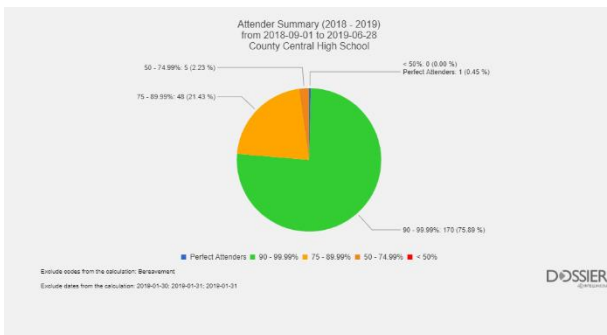
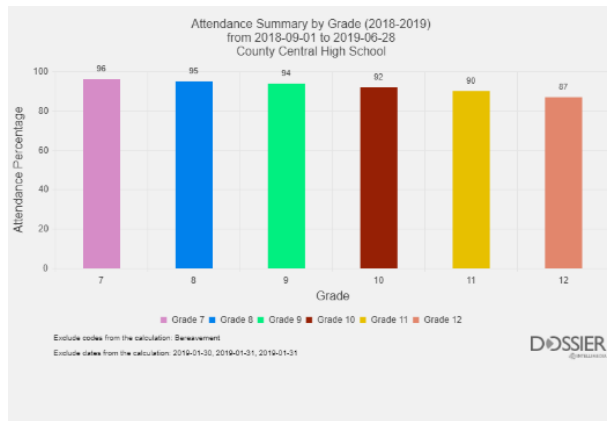
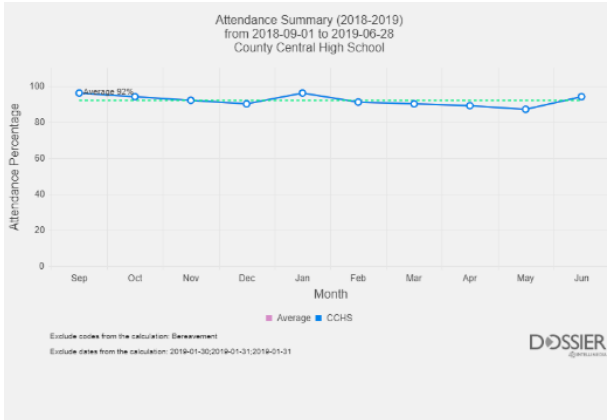
Students' sense of belonging has improved, as have their positive relationships and self-esteem. There has been a reduction in the number of students experiencing depression and anxiety. These changes may be attributed to several factors, including the introduction of CHAT (homeroom system), implementing the 4<sup>th</sup> R program, and focusing on building relationships.

The value students place on school outcomes has gone down, and interest and motivation has decreased. These outcomes, along with reduced motivation and positive behavior at school, are areas of concern and are addressed in our school goals. Going forward we will place an emphasis on student engagement strategies.

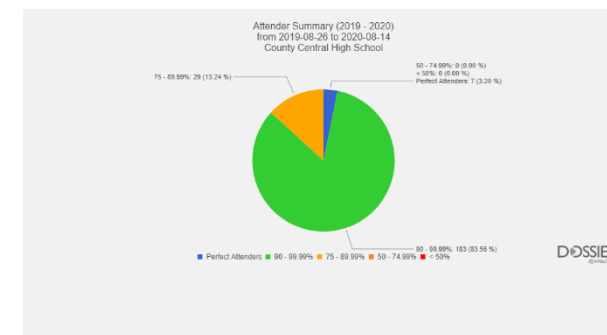
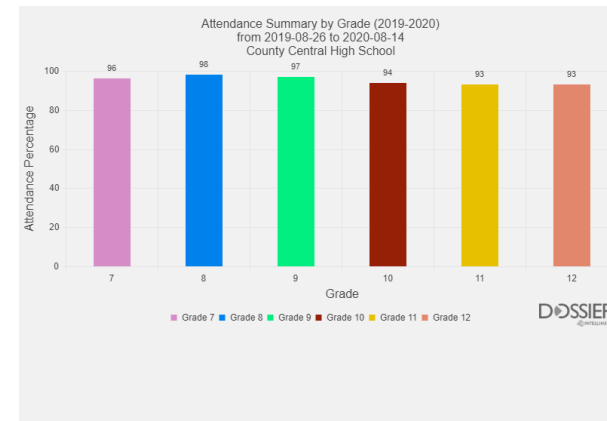
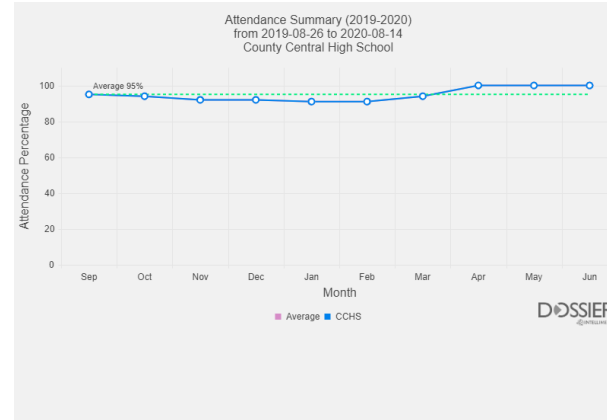
The drivers of student outcomes (bullying and exclusion, advocacy at school, positive teacher-student relations, positive learning climate, and expectations for success) have not improved and as such will be the focus of our goals for school improvement in the coming year. We must focus on creating positive relationships throughout the school community and creating a safe and welcoming environment. Our plan is to use CHAT for the vehicle for these areas of focus.

# Attendance Analysis Summary

## 2018-2019



## 2019-2020



**Summary Comments:**

Absenteeism decreased slightly from the 2018-2019 school year to the 2019-2020 school year. We were expecting to see an increase in absenteeism due in part to the school closure from March 13<sup>th</sup> until the end of the year, as not all students engaged with online learning or participated in virtual classes.

During the school closure in the spring of 2020, we found that we were struggling sometimes to track students down and ensure they were engaged in their learning. In response to this, we made some changes to how we structured online learning for the two school closures that took place this year and ensured that learning more closely resembled regular in-person classes. By having students follow their normal class schedules, we were able to improve attendance during these closures and had fewer students choosing to disengage.

We are pleased to see that we went from 76.34% of students attending 90% or more of their classes to 86.76% of students attending 90% or more of their classes. We are currently on track to have 94.17% of our students attending >90% of their classes for the 2020-2021 school year. We have been working closely with students who are chronically absent, holding meetings with parents and guardians, and tracking attendance carefully.

## Section 3: STRATEGIC PLANNING

### Goal #1

Jurisdictional Goal: All Palliser students will engage in intentional and meaningful literacy and numeracy learning across all aspects of daily living.			
School Goal: Create a school culture where intentional literacy & numeracy instruction is an integral part of each classroom so that literacy skills, numeracy skills, and overall achievement improve for all students.			
Area of Need:	Action Steps / Strategies:	Success Criteria:	Celebrations:
<p><i>Students will increase literacy awareness and understanding across subjects and contexts.</i></p>	<ul style="list-style-type: none"> <li>- Provide effective vocabulary instruction and review at the beginning of the unit of study.</li> <li>- All classrooms will have access to dictionaries and students will be encouraged to use them.</li> <li>- Continue to explore ways to focus on literacy in each of the curricular areas (i.e. word problems, lab reports).</li> <li>- Continue to focus on literacy in terms of study skills and test-taking strategies (i.e. extracting important information).</li> <li>- Provide opportunities for reading throughout the school year (i.e. during CHAT), and easy access to a variety of reading materials at a variety of levels.</li> <li>- Assess reading levels for students who have been identified as having difficulties with literacy.</li> <li>- Promote of reading: Book Club, ELA chain links, Book Week, LC initiatives, partnering with VPE to help implement their literacy initiatives, and writing clubs and competitions.</li> </ul> <p><b>Oral Literacy:</b> Incorporate mock interviews, presentations, current events, debates, and cooperative learning.</p>	<ul style="list-style-type: none"> <li>- ↑ the number of students achieving the acceptable standard and the standard of excellence on the diploma and PATs</li> <li>- ↑ overall achievement as indicated by the number of students meeting the acceptable standard and the standard of excellence on PATs and diploma exams.</li> <li>- ↑ number of students receiving honors certificates</li> <li>- ↑ APS results regarding students and parents finding school work to be meaningful and challenging</li> </ul>	<ul style="list-style-type: none"> <li>- Info Pro classes have been introduced for all students in Grades 8 &amp; 9, with Grade 7 students receiving instruction on typing and Google tools in their Health classes.</li> <li>- ↑ percentage of junior high parents who are satisfied with the quality of education being provided to their students.</li> <li>- ↑ percentage of junior high students who are satisfied with the quality of education being offered.</li> <li>- Learning Commons space has been completed, and a new Learning Commons Facilitator has been hired - part of this role is to support teachers and students in promoting literacy.</li> </ul>



	<p><b>Digital Literacy:</b> Develop and introduce Info Pro for junior high, covering digital citizenship, Google suite instruction, research and source scrutiny, typing, and presentation tools.</p>		
<p><i>Student will recognize forms of numeracy across subjects and contexts.</i></p>	<ul style="list-style-type: none"> <li>- Develop a common understanding of numeracy among staff, students, and parents through promotion and information-sharing.</li> <li>- Explore ways in which numeracy can be found across all curricular areas.</li> <li>- Implementation of the Science 10 math tools unit to improve achievement within the math outcomes within the science curricula.</li> <li>- Pi Day: creating a day filled with team challenges for the entire student body to engage with numeracy in a positive way.</li> <li>- Provide students resources and supports relating to numeracy, such as tutorial and study hall.</li> <li>- Introduce the MIPI numeracy screener that can be used in conjunction with the F &amp; P and PAT assessments to provide a comprehensive understanding of student achievement levels.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ the number of students achieving the acceptable standard and the standard of excellence on their diploma and PAT results</li> <li>- ↑ overall achievement in math as indicated by the number of students meeting the acceptable standard and the standard of excellence for math and science PATs and diploma exams.</li> <li>- ↑ number of students receiving honors certificates</li> <li>- ↑ APS results regarding students and parents finding school work to be meaningful and challenging</li> </ul>	<ul style="list-style-type: none"> <li>- Competencies in Math (Math 15) is being offered for the first time as a Math 10C prep course.</li> <li>- Students are accessing their math and science teachers during CHAT time for support.</li> <li>- Our LST has begun using Key Math as a screener for students.</li> </ul>

**Goal #2**

Jurisdictional Goal: All Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

School Goal: To provide students, as well as all members of our school community, with a safe and caring environment where they feel welcome, appreciated, and supported.

Area of Need:	Action Steps / Strategies:	Success Criteria:	Celebrations:
<p><i>Improving School-Community Relations, School Pride &amp; Communication</i></p>	<ul style="list-style-type: none"> <li>- Community outreach – participating in the inter-agency meetings and building relationships with community organizations.</li> <li>- Update school newsletter, web page, Facebook page, and start using Instagram and Twitter to improve communication.</li> <li>- Recognize student achievements through awards ceremonies, honor roll presentations, and sports banquet.</li> <li>- Charity hockey game; food drive; coats for kids. Celebrate successes publicly.</li> <li>- Modified Terry Fox Run, seasonal events and activities, and graduation celebrations.</li> <li>- Work with new CAC to build connections with local businesses and increase awareness of the Work Experience, Green Certificate, and RAP programs.</li> <li>- Construction projects that benefit the school (and community), such as an outdoor classroom, a greenhouse, a living wall, an aquaponics lab, and garden boxes.</li> <li>- Work collaboratively with School Council to engage with parents and encourage participation in feedback initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ APS results (Safe &amp; Caring)</li> <li>- ↑ student engagement</li> <li>- ↓ absenteeism</li> <li>- ↑ parent engagement &amp; participation in school council &amp; school events</li> <li>- ↑ APS participation (parents)</li> <li>- Our School Survey results</li> </ul>	<ul style="list-style-type: none"> <li>- Online newsletter has been well-received, as has our increased presence on Facebook.</li> <li>- Learning Commons space is complete and ready for use.</li> <li>- Charity hockey game raised over \$4000.00 for the community arena improvements.</li> <li>- High number of students with positive behavior at school.</li> <li>- Greenhouse, living wall, outdoor classroom, and aquaponics lab are all underway.</li> <li>- PE 10 classes now run full year, increasing the health literacy time for high school students.</li> <li>- Modified graduation exercises included significant community support and involvement.</li> </ul>

			<ul style="list-style-type: none"> <li>- Over 20 different athletic programs offered in 2019-2020, with the curling team reaching Provincials.</li> </ul>
<p><i>Increasing Feelings of Safety, Respect, and Belonging</i></p>	<ul style="list-style-type: none"> <li>- Introduce and implement CHAT blocks: Community, Homeroom, and Tutorial.</li> <li>- Collaborative Team Meetings to identify student needs and strengths, and to follow through on needs.</li> <li>- Focusing on using inclusive language.</li> <li>- Create a student space for students to gather and be comfortable: Lunch Room and Learning Commons.</li> <li>- Work collaboratively with staff, students, and parents to revise the school vision and mission statements.</li> <li>- Work with our FSLC, Making Connections Worker, Learning Support Teacher, LCF, and OCC to ensure students are aware of the supports available to them and promote access.</li> <li>- Continue implementing the 4<sup>th</sup> R curriculum, Healthy Relationships Plus program, and Owning Up curriculum to health classes, CALM, and CHAT.</li> <li>- Introduce mentorship program and a student advisory council.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ APS results (Safe &amp; Caring)</li> <li>- ↑ student engagement</li> <li>- ↓ absenteeism</li> <li>- ↑ staff participation in school events</li> <li>- ↑ parent participation in school events</li> <li>- Our School Survey results</li> <li>- ↑ APS results indicating the percentage of students, parent, and teachers who feel that students can get assistance with their social, emotional, and academic needs.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ in the number of high school students who feel they're treated fairly, feel safe, and that students treat each other well.</li> <li>- ↑ in the number of parents who feel that teachers care about their children and that their children are safe.</li> <li>- Newly revised school handbook now contains inclusive language.</li> <li>- Learning Commons and lunch room are completed.</li> <li>- High number of students feel they have positive relationships at school.</li> <li>- Higher-than-average number of students who feel that have someone at school who consistently provides encouragement and can be turned to for advice.</li> <li>- Lower-than-average number of students who experience cyber-bullying.</li> </ul>

### Goal #3

Jurisdiction Goal: All students will have access to a quality educational experience.			
School Goal: To provide students within our school with quality educational experiences that prepare them for life and work beyond Grade 12.			
Area of Need:	Action Steps / Strategies:	Success Criteria:	Celebrations:
<p><i>Increasing Access to Options Classes &amp; Re-focusing on Career Preparation</i></p>	<ul style="list-style-type: none"> <li>- Set class size parameters (too small = won't run).</li> <li>- Offer 5 credit CALM including HSC3000 and CTR1010 so all Grade 10 students become eligible for work experience.</li> <li>- Include GO Course for all Grade 9 students during Health to prepare them for accessing online courses in high school.</li> <li>- Hosting &amp; attending career fairs, post-secondary fairs, and virtual recruitment events; advertising events in Lethbridge and Calgary; attend EPIC in Lethbridge.</li> <li>- Improve student access to career and academic counselling, scholarship counselling, off-campus opportunities, and post-secondary advisement.</li> <li>- Increase usage of My Blueprint – keep getting students on board during CALM class and utilize LFC to visit CHAT classes for reviews and updates.</li> <li>- Increase communication with students and families via Career Notes updates, classroom presentations, and newsletter items.</li> <li>- Promote partnership with Palliser Beyond Borders, and advertise access to courses not currently available through the school: second languages, legal studies, etc.</li> <li>- Learning lunches focused on “How to Adult:” guest speakers for banking, insurance, investing &amp; money management, taxes, budgeting, resume`s and portfolios, interview skills, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable will meet the needs of the majority of the students.</li> <li>- ↑ number of students involved in Work Experience, Green Certificate, dual credit programs, and RAP</li> <li>- ↓ number of students with empty blocks in their timetables</li> <li>- ↑ number of students who are able to identify post-secondary goals at the end of Grade 11 and beginning of Grade 12</li> <li>- ↑ APS results showing the percentages of students and parents who feel that students are learning what they need to know in order to be successful beyond high school</li> <li>- ↑ APS results showing the percentages of students and parents who feel that there is satisfactory access to supports for career and academic counselling</li> </ul>	<ul style="list-style-type: none"> <li>- All students in Grades 7-9 receive CTS and Foods instruction.</li> <li>- ↑ in the number of students registered in Work Experience, Green Certificate, and dual credit courses.</li> <li>- ↑ in the number of teachers who are satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>- New LCF and Off-Campus Coordinator roles being provided to our school.</li> <li>- Modifications made to options classes to maintain our diverse course offerings (CTS, Foods, Hockey, Fine Arts, etc.).</li> </ul>

<p><i>Improve Academic Achievement</i></p>	<ul style="list-style-type: none"> <li>- Continue offering tutorials where students in Grades 7-9 can access help with catch-up, homework, and studying; have teachers and senior high students available to help.</li> <li>- Ensure homework is constructive, and revise how we talk about homework (i.e. practice, rather than homework).</li> <li>- Adjust how we talk about assessment with our students: source of information for teachers to use for planning, opportunities to show what you know, opportunities to communicate areas you are struggling with and would like to revisit.</li> <li>- Collaboration between junior and senior high teachers re: essential outcomes and scaffolding (including with our feeder schools).</li> <li>- Transitions meetings (i.e. Grade 6 teachers, Grade 9 teachers, etc.).</li> <li>- Provide students with better access to academic counselling, literacy support, library services, specialized supports, and help with school work.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ the number of students achieving the Standard of Excellence to 20%</li> <li>- ↑ the number of students achieving the Acceptable Standard to 100%</li> <li>- ↑ the number of students receiving honors certificates</li> <li>- ↑ 3-year completion rates</li> <li>- ↑ the number of students eligible for Rutherford scholarships</li> <li>- ↓ the number of students identifying as having anxiety relating to school work and tests, as reported in the Our School Survey</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ students making use of CHAT time to complete work and seek help from teachers.</li> <li>- We have a full class of Grade 10 students taking Math 15.</li> </ul>
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## Section 4: TRENDS & ISSUES

- Student enrolments have gradually decreased and are projected to continue to do so. Our enrolment numbers have an impact on what our course offerings will be from year to year, and as such, we are limited in the number of programs we can offer. We have maintained a focus on offering as many core subjects as we can and keeping the different streams separate, but in time we will need to start offering combined classes for some streams. We have also successfully maintained the senior high complementary courses deemed most popular by our students (Construction, Fabrication, Foods Studies, Physical Education), and have introduced CTF courses at the junior high level. We will continue to offer a wide variety of courses for students to choose from.
- Student anxiety continues to be an area of concern. We are working with our FSLC and MCW to increase universal supports such as classroom visits, skill-based workshops, and facilitated discussions. We anticipate that once the pandemic protocols are lifted and we move towards normalcy, student anxiety levels will drop.
- Our school has been experiencing a period of unrest related to racism and diversity. Particular groups of students have been treating each other poorly and have been intolerant towards each other's viewpoints. This growing concern has led to a number of initiatives being implemented:
  - Greater access of our Making Connections Worker and Family-School Liaison Counselor by students.
  - Increased number of classroom presentations and discussion around the topics of diversity and racism, creating a culture of dignity, and conflict resolution.
  - A school-wide focus on paying attention to and acting on instances of racist language being used or micro-aggressions.
  - School-wide participation in the Synergy 4 Youth program facilitated by Dwayne Peace.
- With the introduction of our CHAT block, junior high teachers are seeing an increase in the number of assignments being completed and turned in. In previous years, there was an issue with students not completing work and receiving no marks as teachers were unable to assess them. With an increase in the amount of work being completed and turned in, teachers have evidence of learning to inform their instruction, assessment, and evaluation.