

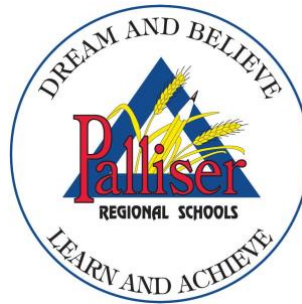


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# County Central High School

## Assurance Framework

### 2022-2023



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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 of the school is 199 as of September 30, 2022, with 78 junior high students and 121 senior high students. The demographics of the school population reflect that of the community, a mix of rural and urban families.

#### **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.

#### **School Goals**

Our two school goals were created based on feedback from students, parents, and staff. We have worked collaboratively to develop one goal related to academic achievement and student learning, and one goal related to student well-being.

#### **Our Priorities**

*Parental Engagement* – Bringing parents into our school, giving them a voice, and making them feel welcomed and honored.

*Celebrating Success* – Finding ways to show our staff, students, parents, and community what we're doing well, and celebrating our achievements.

*Promoting Programs* – Ensuring students, parents, and staff are aware of the programs, resources, and supports available to students.

*Encouraging Practice* – Helping students and families understand the importance of completing practice work as a means of improving understanding.

*Student Engagement* – Focusing on student-centered instructional practices and ensuring students understand and value what they are learning.

#### **Division Statement**

Palliser School Division is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust, and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

## Section 2: STRATEGIC PLANNING

### Assurance Element #1

Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.			
School Goal: To 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 for Growth:	Action Steps / Strategies:	Indicators of Success:	Celebrations:
<i>Students will increase literacy awareness and understanding across subjects and contexts.</i>	<ul style="list-style-type: none"> <li>- Provide effective vocabulary instruction and review at the beginning of the unit of study.</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>- Increased ELA time for Grade 7 and 8 students.</li> <li>- Assess reading levels for students who have been identified as having difficulties with reading and writing.</li> </ul>	<ul style="list-style-type: none"> <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>- ↑ AEAM results regarding students and parents finding school work to be meaningful and challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ percentage of parents who are satisfied with the quality of education being provided.</li> <li>- ↑ percentage of students who are engaged in their learning at school.</li> <li>- ↑ percentage of students and parents who feel students are learning what they need to know and understand how their learning is useful.</li> </ul>
<i>Student will recognize forms of numeracy across subjects and contexts.</i>	<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>- Continued implementation of the Science 10 math tools unit to improve achievement within the math outcomes of the science curricula.</li> <li>- Incorporate daily mental math practice for Grades 7-9.</li> </ul>	<ul style="list-style-type: none"> <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>- The 2022-2023 Math 10C achievement results will show if the introduction of Math 15 as a prep course has improved Math 10C marks.</li> </ul>	<ul style="list-style-type: none"> <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, as well as the MIPI for all students in Grades 7-9.</li> </ul>

**Context:**

The strategies listed are actions put in place over the course of the past two years to help our students improve their literacy and numeracy skills as well as to improve their overall achievement. This is important in terms of assuring our families that the primary purpose of the school – optimal learning for all – is taking place. We have been working to renovate our school’s culture with a change of mindset towards achievement, work ethic, maximizing credits, and striving for excellence. A priority this year is to help students understand the importance of completing practice work in order to improve understanding and achievement.

**Assurance Element #2**

<p>Desired State: Teachers and leaders establish, promote, and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.</p>			
<p>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.</p>			
Area for Growth:	Action Steps / Strategies:	Indicators of Success:	Celebrations:
<p><i>Parent Engagement &amp; Communication</i></p>	<ul style="list-style-type: none"> <li>- Continue using a variety of tools to maintain communication with families and the greater community (i.e. CCHS website, social media).</li> <li>- Recognize student achievements through a reimagined awards program offered as a part of the school’s Showcase Night; involve stakeholders such as parents &amp; guardians.</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>- Work collaboratively with School Council to engage with parents and encourage participation in feedback initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>- ↑ AEAM results (Welcoming, Caring, Respectful, and Safe Learning Environments).</li> <li>- ↑ parent engagement &amp; participation in school council, AEAM, &amp; school events.</li> <li>- Our School Survey results showing students feel engaged and connected, encouraged to do their best, &amp; to be involved in community activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Online newsletter has been well-received, as has our increased presence on Facebook.</li> <li>- Our Charity Hockey Game is running again this year, with the proceeds from fundraising benefitting the local KidSport fund.</li> <li>- High number of students with positive behavior at school.</li> </ul>
<p><i>Increasing Feelings of Safety, Respect, and Belonging</i></p>	<ul style="list-style-type: none"> <li>- Continue offering CHAT blocks: Community, Homeroom, and Tutorial, focusing on building community.</li> <li>- Collaborative Team Meetings to identify student needs and strengths, and to follow through on needs.</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> </ul>	<ul style="list-style-type: none"> <li>- ↑ AEAM results (Welcoming, Caring, Respectful, and Safe Learning Environments).</li> <li>- ↑ student engagement.</li> <li>- ↓ absenteeism.</li> <li>- ↑ parent &amp; staff participation in school events.</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>- The percentage of students who are satisfied that students model the characteristics of active citizenship is very high.</li> <li>- Continuation of our school’s GLOW Club &amp; Student Council.</li> </ul>

	<p>- Continue school Wellness Team that includes students, staff members, and parents to help steer health initiatives, provide feedback, and set priorities.</p>	<p>- ↑AEAM results indicating the percentage of students, parent, and teachers who feel that students can get assistance with their social, emotional, and academic needs.</p>	<p>- Successful implementation of our Nutrition Program.</p>
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**Context:** The majority of our students report being engaged and feeling safe, cared for, and welcomed. Fostering effective relationships is a strength for our school, and we plan to build on that strength. The main area where this is not evident is in our connections with parents and guardians, and as such, this will be a major focus for this improvement cycle.

## Section 3: 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, Art), 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, as well as instruction around executive functioning skills and test-taking strategies.
- We have created a School Wellness Team consisting of staff members, students, and parents. Our mandate is to talk about what a healthy school looks, feels, and sounds like, to talk about current issues, and to collaborate on initiatives and ideas for improving mental and physical wellness in our school community.
- With the continuation 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. In consultation with students and staff, we have moved our CHAT block to the end of the day this year. This change will allow students to attend each of their classes prior to CHAT so they will have a full understanding of what they need to be working on and can make good choices in terms of prioritizing work. This change also allows students to participate in activities such as sports without missing regular class time – if a team needs to leave school early to get to a game, the students are not missing instructional time. We will re-evaluate this change in the spring to determine if it has been impactful.
- Our school continues to rate well in terms of being a safe and caring learning environment, and the student responses from the Spring 2022 AERR demonstrate that students feel that they are valued here. We continue to have concerns about the number of students who do not feel that what they're learning is interesting or useful, and as such, we will continue to focus on improving student engagement.



## Section 4: PROFESSIONAL LEARNING PLAN

August 24 <sup>th</sup> , 2022	Division PD	Understanding Inclusive Education with Shelley Moore
August 25 <sup>th</sup> , 2022	Site-Based PD	Edsembli/Edsby Training
August 26 <sup>th</sup> , 2022	Site-Based PD	Teacher Work Day
September 23 <sup>rd</sup> , 2022	Division PD	Summit Day – Individual PD Sessions
October 7 <sup>th</sup> , 2022	Site-based PD	IPP & ISP Writing
October 21 <sup>st</sup> , 2022	Site-Based PD	Parental Engagement
December 2 <sup>nd</sup> , 2022	Site-Based PD	Continuum of Support/Pyramid of Interventions
January 30 <sup>th</sup> , 2023	Site-Based PD	Staff Wellness and Culture
February 23 <sup>rd</sup> & 24 <sup>th</sup> , 2023	Teachers' Convention	Individual PD Sessions
March 3 <sup>rd</sup> , 2023	Site-Based PD	IPP & ISP Writing
March 17 <sup>th</sup> , 2023	Division PD	Understanding Inclusive Education with Shelley Moore
May 19 <sup>th</sup> , 2023	Site-Based PD	Student Engagement
June 26 <sup>th</sup> , 2023	Site-Based PD	Transition Planning