



County Central High School

Annual Education Plan

2023-2024



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Section 1: School Profile

COUNTY CENTRAL HIGH SCHOOL

School Profile

County Central High School offers Grade 7-12 instruction. The population of the school is 200 as of May 1st, 2023, with 80 junior high students and 120 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 improving engagement 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 Excellence – 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 are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

Desired State: Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.

School Goal: To improve engagement with students, families, staff, and community members.

Area for Growth:	Action Steps / Strategies:	Indicators of Success:	Celebrations:
<p><i>Improving Student Engagement</i></p>	<ul style="list-style-type: none"> - Create opportunities for students to engage meaningfully in school life: Student Council, GLOW, sports teams, Wellness Team, Blue Team, other clubs. Seek ways to increase participation (i.e. Rush Week, specialized leadership teams). - Create opportunities for students to participate meaningfully in decision-making: AEAM Survey, Our School Survey, student interest survey, course selection forms, Student Council, student representative for School Council, Wellness Team. - Plan for staff professional development opportunities that focus on incorporating student-centered learning and engaging instructional strategies into classrooms. (Book study: <i>Teach Like a Champion</i>) - Develop peer observation structures to allow for teachers to see each other’s best practices in action, to celebrate positive things happening in classrooms, and to learn from each other (collective efficacy). - Spend time in CHAT teaching study strategies, executive functioning skills, and learning strategies. 	<ul style="list-style-type: none"> - Students are able to describe their learning progress, can identify what they are currently studying, and can identify what they will be working on next. - Students show interest in their studies, show continued growth, and take initiative in and responsibility for their learning. - Our School Survey results show students feel engaged and connected, encouraged to do their best, & to be involved in community activities. - ↑ AEAM results: Percentage of students who agree that students are engaged in their learning at school, are learning what they need to know, and agree that what they are learning is interesting and useful to them. 	<ul style="list-style-type: none"> - ↑ in the number of students who agree that they are engaged in their learning, showing that students are happy to be back at school and learning in person. - Very high results for Rutherford Scholarship eligibility and having a low drop-out rate, as well as a high 6-year transition rate. - Three new option courses offered this year: Business Studies, Computer Technology, and Criminal Justice.

		<ul style="list-style-type: none"> - ↑ AEAM results: Percentage of students who are satisfied with the overall quality of basic education. 	
<p><i>Improving Parent Engagement & Communication</i></p>	<ul style="list-style-type: none"> - Continue using a variety of tools to maintain communication with families and the greater community (i.e. Edsby, CCHS website, social media). - Standardized use of communication logs. - Recognize student achievements through a reimagined awards program offered as a part of the school’s Showcase Night; involve stakeholders such as parents & guardians in the design. - Continue to host parent events and information sessions: Grade 9 Orientation Night, Grade 6 Parent Orientation Night, Post-Secondary Planning Night, Parent-Teacher Conferences, Meet the Teacher Night, Showcase Night, and Open House. Host an information session to show parents and guardians how to use Edsby. - Work with CAC and Off Campus Coordinator to build connections with local businesses and increase awareness of the Work Experience, Green Certificate, and RAP programs. - Work collaboratively with School Council to engage with parents and encourage participation in feedback initiatives. 	<ul style="list-style-type: none"> - Parents and guardians are aware of the learning needs and educational progress of their children. - ↑ AEAM results: Welcoming, Caring, Respectful, and Safe Learning Environments. - ↑ parent engagement & participation in School Council, AEAM, & attendance at school events. - ↑ AEAM results: Percentage of parents satisfied with parental involvement in decisions about their child’s education. - ↑ AEAM results: Percentage of parents indicating that the school has improved or stayed the same over the past three years. - ↑ AEAM results: Percentage of parents satisfied with overall quality of basic education. 	<ul style="list-style-type: none"> - Online newsletter has been well-received, as has our increased presence on Facebook. - Our Charity Hockey Game is running again this year, with the proceeds from fundraising benefitting the local KidSport fund.

	<ul style="list-style-type: none"> - Administer a Parental Engagement survey in September asking for input about how parents and guardians would like to engage with the school and what their preferred forms of communication are. - Invite parent/guardian and community volunteers into the building to help with events, hot lunches and the nutrition program, to attend field trips, to participate in science and math fairs, and to help in classrooms. - Have parents and guardians involved in the course selection process and help plan for their child’s high school program. - Showcase decisions made based on parental feedback. - Hold cribbage, chess, or other games-focused tournaments and invite parents, grandparents, and community members in. 	<ul style="list-style-type: none"> - ↑ AEAM results (Percentage of parents satisfied with the programs being offered). 	
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Context:

The strategies listed are actions put in place over the course of the next three years to help our students become more engaged with their learning 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 reinvigorate our school’s culture with a change of mindset towards achievement, work ethic, maximizing credits, school spirit, 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.

Purposeful and timely communication with our families and the broader community can enhance engagement with the school. We strive to keep people informed about what’s happening at the school, what our students are doing and learning, and how families can participate in the school community. Communication and efforts to engage with stakeholders provide assurance.

Assurance Element #2

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.

Desired State: Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.

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 for Growth:	Action Steps / Strategies:	Indicators of Success:	Celebrations:
<p><i>Increasing Feelings of Safety, Respect, and Belonging</i></p>	<ul style="list-style-type: none"> - Create signage to welcome students and visitors to our building and to reinforce that we are a safe and respectful community. Advertise our shared values. - Continue offering a block of time dedicated to CHAT: Community, Homeroom, and Tutorial. This time slot would focus on building community, goal-setting, post-secondary planning, credit recovery, financial education, and improving achievement. Provide a clear structure and expectations, and apply consistently throughout the school. - Work with our Family School Liaison Counsellor, Making Connections Worker, Learning Support Teacher, Learning Commons Facilitator, and Off-Campus Coordinator to ensure students and their families are aware of the supports available to them and promote access. Educate students about who they can talk to and how to ask for help. - Re-introduce the Headstrong Group and seek a staff member to help coordinate/facilitate it. Ask FSLC to provide a descriptor of the group’s aims and activities. - Continue promoting the GLOW group and helping students understand the purpose of the group through 	<ul style="list-style-type: none"> - ↑ assignment completion. - ↑ AEAM results: Welcoming, Caring, Respectful, and Safe Learning Environments. - ↑ student engagement. - ↓ absenteeism. - ↑ student, parent & staff participation in school events. - ↑ AEAM results indicating the percentage of students, parent, and teachers who feel that students can get assistance with their social, emotional, and academic needs. - Add a regular GLOW item to the monthly newsletter, written by students to showcase the work they are doing to make our school feel inclusive and safe. 	<ul style="list-style-type: none"> - ↑ in the number of high school students who feel they’re treated fairly, feel safe, and that students treat each other well. - The percentage of students who are satisfied that students model the characteristics of active citizenship is very high. - Continuation of our school’s GLOW Club & Student Council. - Successful implementation of our Nutrition Program. - School Handbook updated using inclusive language.

	<p>advertising, announcements, and items in the school newsletter.</p> <ul style="list-style-type: none"> - Continue school Wellness Team that includes students, staff members, and parents to help steer health initiatives, provide feedback, and set priorities. - Review, revise, and publicize the student code of conduct and school discipline policies to ensure that incidents such as the use of racist or homophobic language, micro-aggressions, or online bullying are clearly addressed. 		
<p><i>Developing a Shared Understanding of Inclusion</i></p>	<ul style="list-style-type: none"> - Continue working towards the development of a shared vision, including an updated vision and mission statements, school values, and commitments to learning. Continue to include all stakeholders in the process (staff, students, parents, community members). - Develop interventions menus for behavior management and for learning supports as a quick reference guide for teachers. - Create school-wide success teams focused on student success, staff success, family involvement success, and schoolwide success. - Continue developing and implementing tools that are useful and meaningful to students and staff: classroom support plans and learner profiles. - Continue holding monthly Collaborative Team Meetings to identify student needs and strengths, and to follow through on strategies and supports. Focus on using the pyramid of interventions, classroom support plans, and learner profiles to ensure student needs are 	<ul style="list-style-type: none"> - All members of the school community are able to articulate our shared vision and values. - Teachers are aware of the characteristics and learning needs of their students. - Learning spaces are adapted as necessary to meet learner needs, pairing a nurturing environment with high expectations. - Classroom support plans are created and utilized for every course. 	<ul style="list-style-type: none"> - ↑ in the number of students accessing SLP, OT, PT and counselling supports. - ↑ in the number of students satisfied with access and availability to library services, career and academic counselling, and help with reading and writing.

	being addressed with universal, targeted, and individualized supports.		
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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. It is important to communicate what is going well and publicly celebrate our students so that our families are aware of the positive things happening at the school.

School personnel are on a journey to ensure we are all on the same page in terms of expectations, implementation of rules and routines, and how we support students. This journey begins with removing barriers and bringing in tools that are user-friendly, and then developing common language and agreeing upon our shared values. Consistency, structure, predictability, and shared expectations will help our students and avoid confusion or opportunities to avoid accountability. Consistency and accountability provide assurance.

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 continued to offer 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. Helping students feel prepared and confident can make an impact on test anxiety.
- We have continued with our 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. More work can be done to refine the processes and documents related to our Wellness Team, including having a monthly check-in at our staff meetings.
- CHAT (Community, Homework, and Tutorial) is a block scheduled into the students' timetables that is a combination of an advisory period, homeroom, and a study hall. The benefits of this block are threefold:
 - Students and staff build positive relationships – studies have shown that students are successful in school when they have a positive relationship with at least one caring adult in the building.
 - Students have many obligations outside of school: long bus rides, sports, work, chores, etc. Having a block of time in the school day dedicated to completing school work takes some of the pressure off, and allows students to work collaboratively, especially those who don't live near each other.
 - Students benefit from completing practice work and assignments while being able to access their teachers for support.

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 staff, students, and parents/guardians, we are making some changes to CHAT to make it more meaningful for students.

- Our school continues to rate well in terms of being a safe and caring learning environment, and the student responses from the Fall 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 29 th , 2023	Site-Based PD	School-Wide Success Teams Collaborative Planning
August 30 th , 2023	Site-Based PD	Staff Meeting and Orientation ADHD Presentation for Staff
August 31 st , 2023	Division PD	Opening Day
September 22 nd , 2023	Division PD	Summit Day
October 6 th , 2023	Site-based PD	Classroom and Learner Profile Writing
October 20 th , 2023	Site-Based PD	Data Review, Analysis, and Action Planning
December 1 st , 2023	Site-Based PD	Student Engagement (Possible Book Study – “Teach Like a Champion”)
January 29 th & 30 th , 2024	Site-Based PD	Transition Planning, Classroom & Learner Profile Updates
February 22 nd & 23 rd , 2024	Teachers’ Convention	Individual PD Sessions
March 15 th , 2024	Division PD	Summit Day
April 19 th , 2024	Site-Based PD	Classroom & Learner Profile Updates
May 17 th , 2024	Site-Based PD	
June 25 th & 26 th , 2024	Site-Based PD	Transition Planning