



County Central High School

School Goals

2018-2019

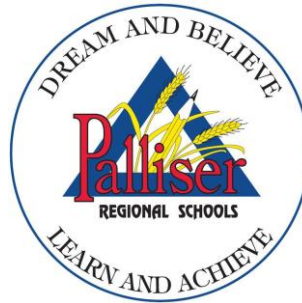


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SCHOOL PROFILE

- 1) School Profile: County Central High School offers grades seven through twelve. The population at the high school was 212 as of September 30, 2018, with 96 junior high students and 116 students registered in senior high grades. The demographics of the school population reflect that of the community, a mix of rural and urban students.
- 2) 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.
- 3) Vision: County Central High School is committed to fostering well-rounded, educated citizens of tomorrow.
- 4) 5 Year Summaries for PATs and Diplomas: Summaries have been prepared to present PAT and Diploma Exam results over the past 5 years. Teachers have taken the raw data and worked through a complex 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.
- 5) 2017-2018 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 area of programs of study, work preparation, and safe and caring. This is due in large part to our goals of creating a safe and caring environment and a focus on literacy and numeracy.
- 6) School Goals: The 3 school goals have been created by combining feedback from staff and parents. We have worked collaboratively to develop two additional goals around Safe & Caring Schools and Basic Education, while maintaining our previous goal relating to Literacy and Numeracy.

Goal #1

Provincial & Jurisdictional Goal: Every student is successful.		
School Goal: Create a school culture where intentional literacy & numeracy instruction is an integral part of each classroom so that achievement and literacy skills improve for all students.		
Measures: PAT/DIP results, Fountas & Pinnell testing, Instructional Supervision tracking, Accountability Pillar Results		
Essentials for Literacy/Numeracy Learning - Student Focus	Action Steps / Strategies	Principal Comments
We will ensure that every student has opportunities for literacy/numeracy learning.	Continue using the following comprehension strategies in lessons: self-monitoring, analyzing, sequencing, making connections, predicting, inferring, evaluating, summarizing, synthesizing and vocabulary walls.	
	Explore ways to focus on literacy and numeracy across all curricular areas. For example: <ul style="list-style-type: none"> - Through word problems in Math - Through word problems and lab reports in Science - Through the pre-teaching of vocabulary in all subject areas - Through extracting the important information in test questions 	
	Use formative assessment to improve student learning in every class: regular feedback on reading, writing, etc.	
	Teach vocabulary in an effective way so that students truly know, understand, and apply these new words.	
	Continue to use CRM program for those students who aren't advancing.	
	Provide opportunities for all students to have free and easy access to books during the school year and throughout the summer, by helping students obtain their library cards, and by adding to our classroom libraries, as well as opportunities for numeracy extension & enrichment.	
	Ensure that IPP goals have a literacy / numeracy component for those students needing to improve in that area.	

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	Provide opportunities for students (especially those needing extra reading support) to participate in the BASIS program. This is an after-school program offered in conjunction with Rainbow Literacy.	
Assessment for Literacy Learning and Using Data for Decision Making	Action Steps / Strategies	Principal Comments
We will use data to guide us in our decisions about instruction in our school / classroom.	Use F&P, WIAT, Diploma and PAT's along with ongoing classroom assessment data to inform instruction at all grade levels and develop interventions.	
	Ensure students have access to regular and frequent time for independent reading with support.	
Support teachers to improve instruction	Action Steps / Strategies	
We will ensure there is appropriate support for teachers to allow them to improve their professional practice.	Provide opportunities for staff to access professional development.	
	Encourage and provide opportunities for teachers to share their literacy successes, best practices, and great ideas.	
	Provide opportunities for teachers to collaborate, observe one another, and provide feedback to one another.	
	Provide common and frequent collaboration time.	
	Teachers will endeavor to include literacy strategies in year plans.	

Goal #2

Provincial & Jurisdiction Goal: Safe & Caring Schools

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

Area of Need:	Action Steps / Strategies:	Success Criteria:	Target Dates:
<p>Improving School-Community Relations & School Pride & Communication</p>	<ul style="list-style-type: none"> - Events (Welcome Breakfast, Meet the Teacher Night, Christmas Dinner); monthly events; coffee mornings; Book Week; Education Week; Open House; Showcase Evening; Pi Day/Math Olympics. - Community outreach – participating in the inter-agency meetings - Partnership with VPE – Terry Fox, Remembrance Day, reading buddies, sports days - Bulletin boards, announcements, honoring specific people for their achievements, celebrating student work & success - Keeping Facebook page and website updated; utilize town signage; Vulcan Advocate; Instagram - Assemblies, pep rallies, and other student-centred events - Recognizing student achievements through awards ceremonies and honor roll presentations - Handing out treats (hot chocolate, candy canes) and providing study treats during exams - Student projects in the community (i.e. visiting seniors) - Community clean-up; snow removal - Invite community members in for events and assemblies (i.e. RCMP, firefighters, council) - Charity hockey game; food drive - Provide a robust extra-curricular program for students to be active and involved in their community (including clubs & sports teams). 	<ul style="list-style-type: none"> - ↑ APS results (Safe & Caring) - ↑ student engagement - ↓ absenteeism - ↑ parent engagement & participation in school council & school events - ↑ APS participation (parents) 	

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	<ul style="list-style-type: none"> - Construction projects that benefit the school (and community), such as an outdoor classroom, a greenhouse, and garden boxes. 		
<p>Increasing Feelings of Safety, Respect, and Belonging</p>	<ul style="list-style-type: none"> - Administration enforcing rules, following up, and being present/visible - Collaborative Team Meetings to identify student needs and strengths, and to follow through on needs - Consistent expectations by all teachers - Using inclusive language - Create a student lounge; student space; Learning Commons: finding a place for students to gather and be comfortable - Advocate for modernization of the school building - Promote student ownership of our spaces: cleaning up after themselves, painting hallway murals, designing seating spaces - Work collaboratively with staff, students, and parents to revise the school vision and mission statements 	<ul style="list-style-type: none"> - ↑ APS results (Safe & Caring) - ↑ student engagement - ↓ absenteeism - ↑ staff participation in school events - ↑ parent participation in school events 	
<p>Developing Consistent Expectations for Students</p>	<ul style="list-style-type: none"> - Collaboratively reviewing and revising the Student Handbook - Collaborative Team Meetings (CRM) - All departments maintain consistent levels of expectations re: homework, work completion, deadlines, re-write, and late work - Develop policy regarding re-writes, due dates, late work - Create a list of positive “community service” consequences - Develop a policy for responsible mobile phone use: all phones are parked at the beginning of class, and a clear set of consequences is provided for students who violate this. 	<ul style="list-style-type: none"> - ↓ office referrals - ↑ staff cohesion - ↑ students awareness of school-wide expectations - ↓ staff-student conflicts 	

Goal #3

Provincial & Jurisdiction Goal: Quality Basic Education			
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:	Target Dates:
<p>Increasing Access to Options Classes & Re-focusing on Career Preparation</p>	<ul style="list-style-type: none"> - Explore logistics of additional options (Mechanics, Business Studies, Com Tech, Cosmetology, Drama, Second Language) - Set class size parameters (too small = won't run) - Introduce self-directed options (Psychology, Forensics, Legal Studies) - Introduce CTS rotations for Grades 7 & 8 - Re-structure timetable for next year to reflect High School Redesign - Participation in a revised Experiential Learning Week - Seek outside funding/support to be able to offer new courses (mechanics, cosmo) - Offer 5 credit CALM including HSC3000 and CTR1010 so all Grade 10 students become eligible for work experience - Focus on post-secondary applications - Hosting & attending career fairs, post-secondary fairs; advertising events in Lethbridge and Calgary - Collaborate with the Division regarding RAP, dual-credit, and Introduction to Trades opportunities - Community outreach to connect students with work experience opportunities; designate a dedicated staff member to liaise with local businesses - World skills, provincial skills, and local competition participation 	<ul style="list-style-type: none"> - Timetable will meet the needs of the majority of the students. - ↓ number of Outreach referrals & PBB blocks - ↑ on APS for Outcome 4 - ↑ number of students involved in Work Experience and RAP - ↓ number of students with empty blocks - ↑ number of students who are able to identify post-secondary goals at the end of Grade 11 and beginning of Grade 12 	

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<p>Improve Academic Achievement</p>	<ul style="list-style-type: none"> - Introduce 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. - Back to basics: focus on teaching vocabulary, mental math, and basic writing skills that can be applied to all subjects - Look for structured homework completion programs, such as Thursday School - Registration – revise and update the registration guides; host an information session for parents to go through the registration guides and processes; present the guides to students, ensuring they understand the course recommendations - Set aside class time for study skills and exam prep - Incorporate study hall or flex blocks into next year’s timetable - Emphasize the importance of diploma exams and offer prep sessions - Ensure homework is constructive - Identify essential outcomes for each core subject - Collaboration between junior and senior high teachers re: essential outcomes and scaffolding (including with our feeder schools) - Transitions meetings (i.e. Grade 6 teachers, Grade 9 teachers, etc.) 	<ul style="list-style-type: none"> - ↑ the number of students achieving the Standard of Excellence to 20% - ↑ the number of students achieving the Acceptable Standard to 100% - ↑ the number of students receiving honors certificates - ↑ 3-year completion rates 	
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Professional Development Plan 2018-2019

We have 5 site-based professional development days and 4 CRM days; on each day we have the following plan in place for implementation:

- **August 28th, 2018** – PAT & DIP analysis and action planning.
- **August 29th, 2018** – School goal development and Accountability Pillar Survey review.
- **October 15th, 2018** – Complete ISPs. Create a plan for experiential week 2020.
- **January 28th, 2019** – First Aid / CPR Training
- **January 29th, 2019** – CRM Day – Levels of Interventions
- **March 25th, 2019** – CRM Day – Behavior Policy Review
- **May 21st, 2019** – TQS/LQS
- **May 27th, 2019** – CRM Day
- **June 27th, 2019** – Transition Meetings

2018 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	86.7	88.0	87.5	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	79.1	81.2	80.5	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	83.9	84.8	81.5	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	2.6	2.2	1.5	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	93.8	79.6	81.8	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.7	79.5	80.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	9.6	13.6	18.3	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.6	82.2	82.3	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	9.6	13.0	14.9	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	66.7	59.1	63.7	55.7	54.9	54.7	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	92.6	69.2	78.2	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.9	62.3	68.3	58.7	57.9	59.0	High	Declined	Acceptable
	Work Preparation	73.8	68.9	75.6	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	76.4	80.4	80.2	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	80.3	75.3	81.7	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	67.2	76.3	72.1	80.3	81.4	80.7	Low	Maintained	Issue

Accountability Pillar Analysis

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.3	82.6	83.3	79.6	93.8		Very High	Improved	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.1	1.4	0.8	2.2	2.6		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.2	73.5	69.2	62.3	57.9		High	Declined	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	87.2	69.2	92.6		n/a	Improved	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	64.4	70.0	62.0	59.1	66.7		Very High	Maintained	Excellent			

Comment on Results
 Our school’s High School Completion Rate and Drop Out Rate results were significantly above those of the Province, with a marked improvement in the former. This is commendable, as is the number of students writing four or more diploma exams. We recognize that these measures are a snapshot of how our students are doing, but it demonstrates a solid focus on academic achievement and attainment of basic educational benchmarks.

Strategies
 In preparing students for their futures as productive citizens, we will continue to focus on high school completion as a goal for all, by continuously improving supports for those with diverse learning needs, and providing an increased range of career-centred courses and options. Within the framework of High School Redesign, we plan to introduce more flexibility into our timetable, striving to meet as many of our students’ needs within our building as possible.

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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.5	88.3	71.8	80.4	76.4		Intermediate	Maintained	Acceptable			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6	77.9	80.0	68.9	73.8		Intermediate	Maintained	Acceptable			

Comment on Results
 The results for citizenship and work preparation are lower than expected, but did not drop significantly. We would hypothesize that these results are in part due to the continual changes in school leadership: students have not had consistency in terms of expectations, messaging, or enforcement of rules.

Strategies
 The staff have identified a “back to basics” approach to student expectations and behavior within the school as being a strategy for meeting these outcomes. We will continue to work on improving the consistency of messaging and the application of our discipline policy in an effort to encourage good citizenship and to help our students develop the attitudes and behaviors that will make them successful beyond Grade 12. Some areas for continued development include:

- On-going anti-bullying work
- Appropriate use of mobile phones
- Digital citizenship
- Consistent, prompt attendance
- Constructive and respectful problem-solving
- Setting and meeting deadlines/goals

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Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.1	91.7	82.9	88.0	86.7		High	Maintained	Good			

Comment on Results
 It is a positive reflection on the staff at CCHS that our results for safe and caring outcomes are so high. This measure reflects the overall culture of our school, which is one of family. We have wonderful students and very supportive parents, and there is a deep sense of community members looking out for one another.

Strategies
 We will continue to promote a safe and caring atmosphere through the strategies listed under our school goals.

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	91.9	84.0	76.4	81.2	79.1		High	Maintained	Good			

Comment on Results
 Students at CCHS are provided with a high range of options, considering the size of the school. It is rewarding to see that the parents and students recognize this.

Strategies
 Throughout the next several months, the staff at CCHS will embark on revising the master timetable. We will work collaboratively to maximize the number of options available to our students.

- We will offer some distance learning options (Psychology, Forensics, Legal Studies) within our building
- We will explore the possibility of offering Com Tech and Business Studies modules (dependent upon staffing)
- We will introduce CTS rotations for junior high students (multimedia, foods, sewing, woods, etc.) to expose them to the options they might want to take in high school.

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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.4	82.3	57.7	76.3	67.2		Low	Maintained	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.1	86.6	83.1	75.3	80.3		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.9	85.5	74.1	84.8	83.9		Low	Maintained	Issue			

Comment on Results

The results for these performance measures indicate a need for overall improvement within the school, as well as a need to promote and celebrate the positive things happening at our school. The result is likely due, in part, to the constant turnover within the school's leadership and the lack of consistency from year to year. The result for parental involvement is high, which is very positive.

Strategies

In terms of school improvement, we will limit our school goals in order to focus our attention on key areas. We want to show growth in key areas, and the results from the Accountability Pillar Survey have informed our selection of school goals.

In terms of the overall quality of basic education at CCHS, our staff has selected a number of strategies for improving academic achievement, increasing access to options, and re-focusing on career preparation (see School Goals).

Provincial Achievement Test Results Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	94.1	17.6	82.1	3.6	97.0	30.3	96.8	16.1	88.2	0.0		
	Authority	87.9	22.7	81.9	17.6	88.0	25.2	88.1	21.5	85.8	24.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	*	*	90.9	18.2	88.9	22.2	*	*	85.7	28.6		
	Authority	80.8	0.0	62.1	10.3	64.3	19.0	79.2	12.5	72.1	23.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
Mathematics 9	School	83.3	27.8	56.7	16.7	87.1	16.1	90.6	12.5	57.1	0.0		
	Authority	78.4	25.5	71.5	22.0	78.7	23.2	80.1	28.0	67.3	20.0		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	55.6	11.1	63.6	18.2	*	*	*	*		
	Authority	82.1	21.4	56.7	20.0	63.5	19.2	77.8	33.3	63.9	30.6		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	94.1	20.6	85.2	18.5	96.8	16.1	90.3	16.1	88.2	23.5		
	Authority	82.8	26.9	81.0	27.3	83.0	26.3	85.8	28.4	83.6	29.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	85.7	28.6	91.7	58.3	72.7	18.2	*	*	*	*		
	Authority	90.9	18.2	65.6	31.3	62.2	13.3	85.0	25.0	73.0	37.8		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	80.0	31.4	77.8	25.9	81.3	21.9	48.5	9.1	80.0	0.0		
	Authority	79.0	29.1	73.6	28.6	75.4	23.8	73.5	21.8	75.1	26.0		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	83.3	41.7	60.0	10.0	n/a	n/a	*	*		
	Authority	79.2	8.3	64.3	32.1	57.1	16.7	84.2	26.3	65.7	40.0		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

		County Central High School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	High	Maintained	Good	17	88.2	31	92.0	46,822	76.1	44,296	76.5
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	31	16.7	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	High	Maintained	Good	7	85.7	10	89.9	1,588	55.7	1,543	60.5
	Standard of Excellence	Very High	Maintained	Excellent	7	28.6	10	20.2	1,588	5.9	1,543	5.6
Mathematics 9	Acceptable Standard	Low	Declined	Issue	21	57.1	31	78.1	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Declined	Concern	21	0.0	31	15.1	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	10	59.6	2,049	57.4	1,983	59.9
	Standard of Excellence	*	*	*	3	*	10	14.6	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	17	88.2	30	90.8	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	17	23.5	30	16.9	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	*	*	*	6	*	12	82.2	1,528	64.6	1,522	64.1
	Standard of Excellence	*	*	*	6	*	12	38.3	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	20	80.0	31	69.2	46,840	66.7	44,267	65.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	20	0.0	31	19.0	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	*	*	*	3	*	11	71.7	1,501	55.2	1,493	57.2
	Standard of Excellence	*	*	*	3	*	11	25.8	1,501	14.2	1,493	11.8

Notes:

PAT Analysis

Grade: 9

Subject: ELA

Month/Year: 2017-2018 (For 2018-2021 3YR Plan)

Course	Current Result %	Prev 3 Yr Avg %	Measure	May 2018 Evaluation		
				Achievement	Improvement	Overall
English Language Arts	88.2	92.0	Acceptable Standard	High	Maintained	Good
9	0.0	16.7	Standard of Excellence	Very Low	Declined	Concern

Comment on Results:

We are pleased with the number of students achieving the acceptable standard and impressed with how some of our students did, considering the struggles they faced throughout the year. We are disappointed that we didn't have any students achieve the standard of excellence, and we will be making this an area on which to focus.

Strategies:

1. Increase the focus on reading comprehension during the year by introducing assignments that focus on targeted reading strategies.
2. Pre-teaching vocabulary and introducing Language Arts vocabulary earlier; terminology will become its own unit of study.
3. Continue to offer opportunities to apply both reading comprehension and writing strategies during class time.
4. Continue to offer students opportunities to practice PAT style writing assignments (weekly paragraphs).
5. Coordinate and collaborate to ensure essential outcomes are being scaffolded through the grade levels.
6. Collaborating with other teachers on cross-curricular writing prompts.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Mathematics 9	57.1	78.1	Acceptable Standard	Low	Declined	Issue
	0.0	15.1	Standard of Excellence	Very Low	Declined	Concern

Comment on Results:

Students were not prepared for the written portion of the test and as such did poorly overall. The students had not practiced their mental math skills enough throughout the year.

Strategies:

1. Students perform mental math exercises every day, and there are mental math components to all of our assessments.
2. Students will have additional practice with PAT-style questions on all tests throughout the year, including a practice final exam.
3. Students are provided with continual checks for understanding, assessment for learning, remediation and extension activities, and extra tutorial time.
4. Students are working cooperatively on class projects and assignments to foster deeper understanding of the outcomes.
5. These strategies will be implemented beginning in Grade 7 and will carry through Grade 8 and 9, so that students are well-prepared for the rigors of Math 10C.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Science 9	88.2	90.8	Acceptable Standard	Very High	Maintained	Excellent
	23.5	16.9	Standard of Excellence	Very High	Maintained	Excellent

Comment on Results:

- These results are very good and we are pleased with how our students performed.

Strategies:

1. Collaborate with senior high teachers to ensure that students are being adequately prepared for the expectations in the higher grades and that essential outcomes are being met.
2. Continue preparing students by including PAT-style questions on all assessments.
3. Mindfully and intentionally forming connections with previously-learned concepts to develop a deeper understanding of the outcomes.
4. Provide students with a variety of hands-on labs, experiments, and projects to engage them in inquiry and investigation.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Social Studies 9	80.0	69.2	Acceptable Standard	Very High	Maintained	Excellent
	0.0	19.0	Standard of Excellence	Very Low	Declined Significantly	Concern

Comment on Results:

We are pleased that 80.0% of students achieved the acceptable standard, but are concerned that none of our students achieved the standard of excellence. This will be an area of focus for the year.

Strategies:

1. Back to Basics: provide PAT-style questions for practice; focus on vocabulary and memorization of key facts/concepts; projects and activities designed to provide a deeper understanding of key concepts.
2. Providing extra support outside of the class in order to focus on mastery.
3. Collaborate with Grade 7 & 8 teachers, as well as elementary teachers, to develop a set of essential outcomes that students need to achieve and carry forward into Grade 9; work with those grade levels to ensure the necessary scaffolding is taking place.
4. Collaborate with senior high teachers to ensure that students are well-prepared with the knowledge and skills necessary to be successful in the upper grades.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.6	0.0	92.3	15.4	92.9	14.3	95.5	22.7	88.2	5.9		
	Authority	91.7	7.5	90.8	13.0	89.0	12.1	92.7	9.0	92.1	12.4		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	93.8	18.8	95.7	8.7	95.5	13.6	100.0	25.0	96.0	12.0		
	Authority	95.9	21.3	93.2	6.8	96.2	17.1	93.1	21.6	94.9	16.2		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
Mathematics 30-1	School	85.2	22.2	73.1	19.2	64.3	7.1	70.6	5.9	64.3	0.0		
	Authority	81.4	27.6	79.6	29.0	66.5	27.1	64.2	19.5	65.5	28.7		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	54.5	9.1	50.0	0.0	n/a	n/a	64.3	7.1	25.0	0.0		
	Authority	77.8	24.1	74.0	13.0	81.4	12.7	72.3	14.3	59.4	11.9		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	86.4	4.5	100.0	5.9	75.0	6.3	80.8	3.8	75.0	6.3		
	Authority	92.6	13.9	93.1	20.2	90.8	16.9	85.5	15.6	84.8	17.4		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	90.9	9.1	90.9	6.1	66.7	4.8	90.9	9.1	92.6	7.4		
	Authority	90.9	19.4	85.0	7.8	89.8	16.9	90.6	22.6	85.1	16.0		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	95.8	16.7	83.9	16.1	77.8	29.6	71.0	16.1	58.6	10.3		
	Authority	92.0	30.5	87.1	25.8	88.3	28.8	85.0	28.5	81.7	32.4		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	95.2	28.6	85.7	33.3	82.4	35.3	82.4	11.8	92.3	30.8		
	Authority	78.2	27.9	89.5	34.2	78.4	28.6	78.6	24.0	80.5	32.2		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	100.0	42.9	88.9	22.2	86.7	26.7	n/a	n/a	71.4	14.3		
	Authority	90.5	33.3	83.1	28.9	89.7	41.4	85.2	42.0	81.8	31.8		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		

Diploma Examination Results Course By Course Summary with Measure Evaluation

		County Central High School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	17	88.2	21	93.5	30,393	87.5	29,349	86.6
	Standard of Excellence	Low	Declined	Issue	17	5.9	21	17.5	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	25	96.0	22	97.0	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	25	12.0	22	15.8	16,184	13.1	16,632	11.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	14	64.3	19	69.3	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	14	0.0	19	10.8	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	8	25.0	14	57.1	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	8	0.0	14	3.6	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	16	75.0	20	85.3	21,793	86.2	21,941	86.0
	Standard of Excellence	Low	Maintained	Issue	16	6.3	20	5.3	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very High	Improved	Excellent	27	92.6	25	82.8	20,391	78.8	19,847	81.0
	Standard of Excellence	Low	Maintained	Issue	27	7.4	25	6.6	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Very Low	Declined	Concern	29	58.6	30	77.5	23,026	86.6	22,263	85.0
	Standard of Excellence	Very Low	Declined	Concern	29	10.3	30	20.6	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	13	92.3	18	83.5	18,770	83.6	19,031	82.3
	Standard of Excellence	High	Maintained	Good	13	30.8	18	26.8	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Low	Maintained	Issue	7	71.4	12	87.8	9,679	86.2	10,276	85.1
	Standard of Excellence	Low	Maintained	Issue	7	14.3	12	24.4	9,679	43.6	10,276	39.1

DIPLOMA EXAM ANALYSIS

Subject: ELA 30-1

Month/Year: 2017-2018 (For 2018-2021 3YR Plan)

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
English Language Arts 30-1	88.2	93.5	Acceptable Standard	Intermediate	Maintained	Acceptable
	5.9	17.5	Standard of Excellence	Low	Declined	Issue

Comment on Results:

88.2% of students achieved the acceptable standard. Our results were on par with the province in terms of how many got the acceptable standard, but we were 7.3% below the provincial average for students achieving the standard of excellence. Students did not do well on the reading comprehension portion of the test. Also, a number of students were not necessarily of 30-1 caliber but needed the course for university admission, which affected the overall grade.

Strategies:

1. With regards to reading comprehension, we will continue to teach students practical strategies to utilize on a multiple choice test, with a focus on vocabulary.
2. We are encouraging students to increase their exposure to more challenging reading in order to develop the stamina needed to read and comprehend diploma readings in which they have little or no interest.
3. We will ensure that we communicate expectations clearly to students so that they are aware of the differences between 30-1 and 30-2 requirements, beginning in grade 10. Students will be given an opportunity to practice writing a diploma-style essay under diploma-style conditions (i.e. time limits).
4. Rubrics used for written work is provided to students in Grades 10-12 to ensure they are familiar with the Alberta Education requirements. Collaboration time has been arranged with the Grade 7-9 teacher to ensure there is consistency through the grade levels, and to ensure students are entering Grade 10 with the tools to be successful.
5. Focus on the importance of the planning stage of written work.

	Current Result	Prev 3 Yr Avg		May 2018 Evaluation		
Course	%	%	Measure	Achievement	Improvement	Overall
English Language Arts 30-2	96.0	97.0	Acceptable Standard	High	Maintained	Good
	12.0	15.8	Standard of Excellence	Intermediate	Maintained	Acceptable

Comment on Results:

96.0% of our students achieved the acceptable standard and 12.0 % achieved the standard of excellence, which is slightly lower than the provincial average. Students in this class were exposed to diploma-style reading comprehension exercises throughout the semester and were well-prepared for the exam.

Strategies:

1. We will continue to teach students the strategies which contribute to successful completion of a multiple choice test, particularly the identification of key words and how to extract pertinent information from the test.
2. We continue to give students opportunities to practice in class as well as after class if they would like extra help, ensuring that they are developing reading stamina through exposure to reading that is not necessarily at their interest level.
3. We continue to set high expectations on their writing assignments and work with individuals who are not showing a grasp of the essential skills. Students are provided with the opportunity for re-writes of assignments when no growth is demonstrated, especially if it seems as it is due to lack of effort.
4. We continue to provide students with graphic organizers and writing guides to help with the planning phase of written work.
5. We will explore ways to help motivate students to do their best and complete assignments to the best of their abilities.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Math 30-1	64.3	69.3	Acceptable Standard	n/a	n/a	n/a
	0.0	10.8	Standard of Excellence	n/a	n/a	n/a

Comment on Results:

64.3% of standard of excellence, which is 13.5% below the 77.8% average across Alberta. None of our students achieved the standard of excellence, which was disappointing.

Strategies:

1. Create unit tests based on Diploma style questions.
2. Bell-work questions come from the Key to build skills in approaching complex question styles.
3. Discuss multiple strategies, when appropriate, to meet the needs of visual vs algebraic learners.
4. Teach to a level above what is expected on the diploma (Standard of Excellence).
5. Relate each new concept to work they have done in previous years (build upon what they have instead of teaching each concept as new.) This should not only build connections and confidence, but remind them of skills from their past that they can continue to use to answer current problems.
6. Focus on educating students about the differences between 30-1 and 30-2 to encourage them to select the appropriate stream.
7. When marking student work, endeavor to show the next steps and the way forward, and use test corrections as a learning tool.

Subject: Math 30-2 Month/Year: 2017-2018 (For 2018-2021 3YR Plan)

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Math 30-2	25.0	57.1	Acceptable Standard	n/a	n/a	n/a
	0.0	3.6	Standard of Excellence	n/a	n/a	n/a

Comment on Results:

25.0% of our students achieved the acceptable standard, as compared to 74.3% across Alberta; we had no students achieve the standard of excellence. The results are reflective of the general work ethic of the class. Students did not seem to see this course as a requirement, and were satisfied with completing the bare minimum.

Strategies:

1. Create all tests based on Diploma style questions.
2. Bell-work questions come from the key to build skills in approaching complex question styles.
3. Discuss multiple strategies, when appropriate, to meet the needs of visual vs algebraic learners.
4. Teach to a level above what is expected on the diploma (Standard of Excellence).
5. Relate each new concept to work they have done in previous years (build upon what they have instead of teaching each concept as new.) This should not only build connections and confidence, but remind them of skills from their past that they can continue to use to answer current problems.
6. Have students work on a project that builds connections between units and skills so that they can understand multiple approaches to problems.
7. Seek ways to help motivate students to maximize their efforts and practice what they have learned (complete homework, come in for extra help, etc.).

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Social Studies 30-1	75.0	85.3	Acceptable Standard	Low	Maintained	Issue
	6.3	5.3	Standard of Excellence	Low	Maintained	Issue

Comment on Results:

The results of the SS 30-1 Diploma Exam were disappointing, but not surprising, as many of the students in this class would have been more appropriately placed in 30-2. That said, we are pleased that a few students were able to achieve the standard of excellence. The class had demonstrated reluctance in terms of practicing and preparing for the multiple-choice portion, which was reflected in their results.

Strategies:

1. Beginning in Sept. 2016, we incorporated a scaffolded academic writing program in SS 10 and 20 to mirror diploma exam writing assignment formats to increase exposure and student confidence. This is ongoing and reinforced intentionally throughout the course.
2. Ongoing use of diploma exemplars to illustrate expectations.
3. Completion of practice writing assignments in SS 10/20/30, with descriptive formative feedback provided to students to inform the next steps in their learning.
4. Promoting retention of course vocabulary and a deep understanding of course concepts. Using word walls and vocabulary practice bell-work to promote mastery of course concepts.
5. Encouraging ongoing self-assessment of writing against the standards of the diploma exam rubrics and exemplars.
6. Promoting deeper critical thinking skills, depth of analysis, and judicious selection of supporting evidence.
7. Providing students with exposure to a variety of multiple choice questions using diploma exam released items / Quest A+, and increasing the use of diploma exam-type questions on major summative assessments.
8. Focus on educating students about the differences between 30-1 and 30-2 (expectations of each course) and encouraging them to select the correct course for their best chance of success.
9. Place a greater focus on preparing for the multiple-choice portion of the diploma, including practice questions, tips on how to study for the Part B exam, reading comprehension skills, and how to extract important information.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Social Studies 30-2	92.6	82.8	Acceptable Standard	Very High	Improved	Excellent
	7.4	6.6	Standard of Excellence	Low	Maintained	Issue

Comment on Results:

Compared to the SS 30-1 results, this class experienced far greater success. This was likely due to a very engaged class who were eager to learn and receptive to formative feedback, as well as much lighter content compared to the academic stream. As students had not had exposure or familiarity with the format and expectations of the SS Diploma exam writing assignments, a high degree of emphasis was placed on building these skills over the course of the semester, holding a series of writing workshops to intentionally develop competence and confidence. I am very proud of these students who went the extra mile to ensure their success in this course, with over 9 in 10 achieving the acceptable standard, and almost 1 in 10 achieving the standard of excellence. Their success was well deserved!

Strategies:

1. Continue to scaffold the diploma exam writing assignment formats at the SS 10 and 20 level. We have also begun teaching source analyses (a foundational skill) at the SS 9 level with eventual SS 30-1 /2 performance in mind.
2. Ongoing use of diploma exemplars to illustrate expectations.
3. Completion of practice writing assignments in SS 10/20/30-2, with descriptive formative feedback provided to students to inform the next steps in their learning.
4. Encouraging ongoing self-assessment of writing against the standards of the diploma exam rubrics and exemplars.
5. Promoting retention of course vocabulary and a deep understanding of course concepts. Using word walls and vocabulary practice bell work to promote mastery of course concepts.
6. Encouraging students to develop a personal bank of supporting evidence that they can draw from when provided with a given concept or topic on a writing assignment; making effective connections to course concepts will result in greater cohesion and fluency in their writing on the diploma exam.
7. Providing students with exposure to a variety of multiple choice questions using diploma exam released items / Quest A+, and increasing the use of diploma exam-type questions on major summative assessments.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Biology 30	58.6	77.5	Acceptable Standard	Very Low	Declined	Concern
	10.3	20.6	Standard of Excellence	Very Low	Declined	Concern

Comment on Results:

The results show that the number of students achieving the acceptable standard is 28% below the Alberta average, with 26.3% fewer students achieving the standard of excellence as compared to the province. These results are below our expectations.

Strategies:

1. Continue modelling unit exams after diploma exams to give students as much practice as possible with diploma style questions.
2. Continue suggesting that students use The Key as a study guide and continue signing out classroom copies to those that don't have their own.
3. Extra help sessions offered at lunch and after school.
4. Review diploma style questions in class to show students strategies on how to interpret them.
5. Provide students with research activities weekly to have them begin to think at a higher level about the content.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Chemistry 30	92.3	83.5	Acceptable Standard	Very High	Maintained	Excellent
	30.8	26.8	Standard of Excellence	High	Maintained	Good

Comment on Results:

Overall, the performance on the Chemistry 30 exam is not what was expected. Several students received a lower mark on the diploma exam than their class work would have predicted. Trying to explain the result is difficult and likely a combination of factors. I attribute some of the downward performance to the timing of the exam - it was late in the schedule and students do get tired at the end of a long exam week. Second, this class had some individual performances that were below average but a clear victory in that they actually were successful in passing the course.

Strategies:

1. Spend more time reviewing and preparing for the exam.
2. Encourage students to do more group study outside of class to support their understanding of the concepts as well as better prepare for summative assessments.
3. Work with higher achieving students to encourage their best effort and all assessments. This should help improve the number of students reaching the standard of excellence.
4. Timetable considerations regarding diploma courses.

Course	Current Result	Prev 3 Yr Avg	Measure	May 2018 Evaluation		
	%	%		Achievement	Improvement	Overall
Physics 30	71.4	87.8	Acceptable Standard	Low	Maintained	Issue
	14.3	24.4	Standard of Excellence	Low	Maintained	Issue

Comment on Results:

Overall, the performance on the Physics 30 exam is not what was expected. Several students received a lower mark on the diploma exam than their class work would have predicted. Trying to explain the result is difficult and likely a combination of factors. I attribute some of the downward performance to the timing of the exam - it was late in the schedule and students do get tired at the end of a long exam week. Second, this class had some individual performances that were below average but a clear victory in that they actually were successful in passing the course.

Strategies:

- Spend more time reviewing and preparing for the exam.
- Encourage students to do more group study outside of class to support their understanding of the concepts as well as better prepare for summative assessments.
- Work with higher achieving students to encourage their best effort and all assessments. This should help improve the number of students reaching the standard of excellence.