BARRHEAD COMPOSITE HIGH SCHOOL

Annual Education Results Report
2019-2020

June 30, 2020

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Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, the School Advisory Council (SAC) engages with and advises School Administration on several operational and education plan items in a couple of ways. SAC and their chairperson regularly communicate with Administration in the development of SAC meeting agendas and any questions the council may have. When necessary, surveys have been implemented to gather data. When appropriate, SAC executives have attended Education Plan staff meetings and participated in discussions. Additionally, SAC has a regular line on meeting agendas to provide input. Input, decisions, and follow-up are established at the time. SAC is satisfied with their opportunities for input at the school..

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate
Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.
Purpose
Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.
Motto
"Together we learn"

School Foundation Statements

Mission Statement: We immerse students in a diverse and engaging learning environment. We strive to inspire the passion for discovery, the confidence to embrace challenges, and the skills to pursue success.

Values: Believing that a better school helps build better communities, it is the goal of Barrhead Composite High School to help each student to develop to the maximum of his/her whole potential: intellectually, social-emotionally physically and spiritually. Equally important is the responsibility for personal action, a respect for the rights of others, and a willingness to contribute meaningfully and positively to the community in which one lives. We place a priority on the following values:

1. Welcoming, Caring, Respectful, and Safe
2. Opportunity for Education for All
3. Diversity of High Quality Programs and Extracurricular Activities
4. Developing responsibility for self

Vision: The staff of BCHS has the following vision for our school:
- STAFF: We would like to see staff work more collaboratively to improve learning and achievement.
- TEACHING AND LEARNING: We would like to see the diversity and quality of teaching and learning opportunities to be as high in quality as possible.
- STUDENT LEARNING AND ACHIEVEMENT: We would like to see our students engage in school and take more responsibility for their learning and performance.
- SCHOOL CLIMATE: We would like to see staff visibly support a Welcoming, Caring, Respectful, and Safe Learning Environment through healthy and positive relationships in the class and around the school.
- PARENTS AND COMMUNITY: We would like to see parents and the community support a Welcoming, Caring, Respectful, and Safe school by being more involved with it.

Purpose: Building Confidence, Honing Skills

Historical Background

Barrhead Composite High School is proud of its continued academic successes and of the fact that it is recognized by parents and the public as a secondary school that implements an Inclusive environment. Over the years the students of our school have honored us by winning provincial, national and international recognition through music competitions, Skills Canada, Reach for the Top and various academic and athletic competitions.

Barrhead Composite High School is an academic – vocational school that serves students grades seven to twelve. Prior to becoming a High School, students in the area attended one room schools known as Cottage schools. During the early years, student numbers grew so fast that the school district had to use the community hall and United Church hall to accommodate different grade levels. It was reported that classes of 40 to 60 were not uncommon.

In 1929, the Board of Education passed a motion to create an independent High School that would provide direct instruction to students in grades eight to twelve. In 1930, the independent High School began when Mr. Hugh MacLachlan became the first Principal. The High School was located in a four room building which was located along Highway #33, where the current Administrative Complex is now located.

During this time it was difficult to find teachers who would teach all grades in one room schools in the country, so the Board of Education started a school bus run from Campsie to Barrhead to encourage teenagers to complete their education. This proved successful but because school buses were hard to acquire, grain trucks were converted into school buses. In an effort to encourage high school completion, the Board of Education of the day also established a dormitory for High School students. For various reasons the dormitory idea did not work but this turned out to be the one room building that then served as the High School from 1930-1939.

With large numbers of students coming to Barrhead to complete junior and senior high school, the Board of Education and the town joined together to acquire a building. In 1949 the "Stehlin" Building was moved into an area where the Barrhead Elementary now stands. The E.C.Stehlin School was named after the School Superintendent that had served a long period of time. The building was an airplane hangar that was brought in from Penhold Air Force Base at the end of the war. In 1959 a school was built to house junior high students in the area. This building was named the following year to honor J.(John) R (Richard) Harris who was a pioneer teacher who had served students in the area for fifty years. Then in 1962 a major building project relocated the high school to its current location. A library, home economics and a woodworking area were added in 1970. The school was renamed in 1971 to honor Mr. Lorne Jenken who had been the longest serving principal in the area. Welding, mechanics, carpentry, cosmetology, health services, music and the cafeteria area were added in 1980. A larger gymnasium and office area were added to the East side of the school in 1988. This completed our conversion to a Composite High School; a school that promotes academic excellence and vocational skills. Finally in 1999, the junior and senior high schools that had an independent administrative system were amalgamated under the Barrhead Composite High School logo to enable continued excellence and innovative curriculum opportunities.

* Point of interest - since 1941 the school colors have been Navy Blue and Gold.

Principal

Name	Grades	Years	Name	Grades	Years
Hugh MacLachlan	(7-12)	1930			
Tom Robinson	(7-12)	1930-1932			
M.J.V. Downey	(7-12)	1932-1939			
R.C.(Cam) Ritchie	(7-12)	1939-1944			
Lorne Jenken	(7-12 & 10-12)	1944-1970*			
Lorne Jenken	(10-12)	1957-1964	Bob Collins	(7-9)	1957-1964
Lorne Jenken	(10-12)	1965-1970	John Hohol	(7-9)	1965-1975
Richard Martin	(10-12)	1970-1979	Gary Kiernan	(7-9)	1975-1976
Randy Rudd	(10-12)	1979-1988	John Waddell	(7-9)	1975-1982
Stephen Jupe	(10-12)	1988-1989	Parm Bashati	(7-9)	1982-1988
David Bouyea	(10-12)	1989-1996	Kerry McElroy	(7-9)	1989-1996
Kerry McElroy	(10-12)	1996-2000	Keith Van De Keere	(7-9)	1996-1999
Kerry McElroy	(10-12)	1996-2000	Carl McColl	(7-9)	1999-2000
Kerry McElroy	(7-12)	2000-2009			
Pauletta Renkema	(7-12)	2009-2011			
David Garbutt	(7-12)	2011-2014			
Steven Kaplan	(7-12)	2014-2018			
Darcie Eamor	(7-12)	2018 - present			

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents <u>Outcomes</u> defined by Alberta Education. **Links** are underlined and blue.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division .

2020-2021
(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

PHPS high schools have identified a variety of strategies that align with the <u>Alberta Education High School Completion Strategic Framework</u>. They align with the current Alberta Education Outcomes as follows:

1. <u>Personalized Learning</u> *"Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students."* **OUTCOME ONE**
2. <u>Successful Transitions</u> *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."* **OUTCOME ONE**
3. <u>Collaborative Partnerships</u> *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."* **OUTCOME FOUR**
4. <u>Positive Connection</u> *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."* **OUTCOME fOUR**
1. <u>Tracking Progress</u> *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

Key Priorities and Strategies 2019-2020 - Barrhead Elementary School

Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	Alberta Education Outcome(s) impacted
- Division **High Schools will continue to implement the principles of High School Redesign** to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: - Teacher advisory structures to support enhanced student-teacher relationships - Use of MyBluePrint as a tool to organize and plan for student success	1
- The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. - Division administration will continue to assign roles within district lead teacher / coordinator assignments to: - Guide and support the Mental Health Literacy project - Coordinate and monitor district counselling supports - Coordinate inclusive supports for classrooms with Tier 2 and 3 students - Coordinate behavior supports for classrooms with Tier 2 and 3 students - Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion - Support staff with students who have complex communication needs - Orient and develop capacity of new teachers to PHPS - Division and **school level staff deployment decisions** will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: - Two district First Nations, Metis and Inuit Liaisons - Site based mental health supports such as "success coaches" - Site based high school completion liaisons **All schools will continue to implement the mental health literacy project**, guided by and supported by division lead teachers / coordinators. **Schools will assign a Mental Health Literacy 'point person'** to support the implementation and coordination of the Mental Health Literacy project. - The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. - Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. **Other related school level strategies may include** aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model **Division high schools will take a lead role in coordinating effective transitions** of students from feeder schools - The principal's role is to: - Create staff deployment and programming structures to focus on transitions from: - Elementary to Junior High - Junior High to Senior High	3,4

○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)	
● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the "Student Orientation to School" questionnaire.	4,5

In our school (BCHS) we will:
● Enhance the roles and responsibilities of TAG teachers with a focus on monitoring students academic success. Students will be required to check in with their TAG teacher for each ELT block (attendance taken). Students will then have the option to work in the TAG classroom or meet with another teacher. TAG teachers will support students with course completion, course selection, monitoring credits and course prerequisites.   TAG teachers will be the first point of contact to monitor students at risk for high school completion.
● The academic advisor will support TAG teachers in their understanding of My Blueprint, providing training and classroom lessons for junior high classes.
● Our school based, AHS Go-to-Educators will continue to train staff in Mental health literacy.
● Mental health literacy lessons will be incorporated into junior high health classes and TAG times.
● Continue to offer grade 12 "preparing for adulting" workshop day with a focus on mental health supports.
● Enhance our school practices for preparing students for transitions between junior high and grade 10 as well as working with our feeder schools to help transition students from grade 6 into 7.
    ○ Visit students in the feeder schools prior to students visiting BCHS
    ○ Work with feeder school School Councils to facilitate parent information sessions
    ○ Support teacher collaboration between feeder schools and BCHS teachers	

Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	Alberta Education Outcome(s) impacted

● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.
    ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.
● A Literacy Committee will include **certificated representation from each of the schools**, preferably the assigned school leads / point persons.
● A Numeracy Committee will include certificated representation from **each of the schools**, preferably the assigned school leads / point persons.
● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :
    ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
	1, 4

- **Lead grade level and division level training sessions** intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.
    - Orient and develop capacity of new teachers to PHPS
- **Schools will assign a Lead Teacher** (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.
    - The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.
    - Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.
- **All teachers are expected to participate in both strategies** and align instruction and interventions to the non-negotiable district standards.
- **All schools will continue to administer specified assessments** in Literacy and Numeracy, according to an annual work plan:
    - Reading Readiness Screening Tool - RRST (Literacy)
    - BenchMark Assessment System - BAS (Literacy)
    - Math Intervention Programming Instrument - MIPI (Numeracy)
- The principal's role is to ensure implementation and alignment by:
    - Ensuring and facilitating logistics for implementing the specified assessments
    - Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers
    - Supporting teacher release time to participate in Communities of Practice and or grade level training
    - Monitoring implementation of the Literacy and Numeracy strategy
    - Being a participant in professional learning

In our school (BCHS) we will:
- Designate teacher representatives for both the Literacy and Numeracy committees.
- Modify junior high class schedule to ensure daily math and language arts.
- All junior high math teachers will participate in district collaboration
- MiPi will be administered with all junior high and grade 10 students. Results will be analyzed.
- During teacher directed PD days, math teachers will have scheduled collaboration time to review results and strategies for best practices.
- During teacher directed PD days, junior high language arts teachers will have scheduled collaboration time to review intervention strategies and best classroom practices to support reading and writing.
- Junior high language arts teachers will review the BAS information provided from previous teacher to determine necessary reading supports/interventions for at-risk students.
- The junior high literacy lead will help develop classroom strategies and individual skill-building programs for specific students (in conjunction with the District Literacy Coordinator and Principal)
- Junior high language arts teachers will administer the Benchmark Reading Assessment at the end of each year to monitor reading/comprehension growth for students who are reading below expected grade level.

Support for Staff *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	Alberta Education Outcome(s) impacted

● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)	1, 2, 3

● **School principals will assign certificated staff** (lead inclusion teachers, or point person) to be responsible for:
   ○ Identification of students with risk factors
   ○ Planning or facilitating planning for identified students
   ○ Monitoring, supporting and reviewing the implementation of plans
   ○ Facilitating access to and support from division staff and/or external services
	3

● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:
   ○ Guide and support the Mental Health Literacy project
   ○ Coordinate and monitor district counselling supports
   ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students
   ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students
   ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)
   ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
   ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.
   ○ Orient and develop capacity of new teachers to PHPS
   ○ Support staff with students who have complex communication needs
● Division and **school level staff deployment decisions will prioritize school level supports of Tier 2 students.** The following positions will continue to be assigned in this regard:
   ○ Two district First Nations, Metis and Inuit Liaisons
   ○ **Site based** mental health supports such as "success coaches"
   ○ **Site based** high school completion liaisons
● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.
● **Schools will collaborate to align and distribute the services of PA Mentors**
● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum
● The principal's role is to:
   ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers
   ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities
   ○ Monitor how the needs of students and staff are being addressed
   ○ Actively participate in professional learning
	3, 4

● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)	4

- The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.
- The professional development plan will be intentionally designed to:
    - Support a balance of teacher directed, school led and division focused PD
    - Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.
    - Support implementation of the Mental Health Literacy Project
    - Support implementation of the Moving Forward with High School Redesign
    - Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels
    - Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.
    - Coordinate training and Professional Development for Principals (LQS)

In our school (BCHS) we will:
- Work closely with district lead teachers to enhance our understanding of UDL practices to support inclusion.
- Enhance supports for our school Student Services Coordinator through mentoring from administration and collaboration with district lead teachers.
- Expand our team for student supports to include FTE for academic counselling as well as FTE for social/emotional supports for high school students.
- Continue to access EPPC funds to support PD and collaboration for teachers as outlined by district expectations.
- Create new sensory room to address the needs of junior high students.
- Enhance the learning spaces within the school to provide for more student collaboration and small group work.
- Incorporate alternative seating and teacher instruction areas in junior high classrooms to facilitate working with small groups of students.

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

1.2 **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

1.3 **High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.

1.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

1.5 **Drop Out rate:** Annual dropout rate of students aged 14 to 18.

1.6   Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

1.7   Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

1.8   Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

1.9   Student Achievement - Grade 9 cohort results at the acceptable standard in Mathematics.

1.10   Student Achievement - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11   Student Achievement - Number of coded students who graduate (code 41 to 46).

1.12   Citizenship - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new Policy 27 - Division Citizenship Awards).

Jurisdiction Outcome 1-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Commentary:

Literacy:
- Teachers continue to use the Benchmark Reading Assessment data to better understand the learning needs of students. The end of grade 6 results are shared with grade 7 teachers to provide a smooth transition. Teachers administer the BAS with targeted students if further programming needs are required. Unfortunately, teachers were unable to administer the BAS at the end of the year. This will be done when students return in September.

Numeracy
- The MiPi was administered to all grade 7-10 students and results were analyzed by teachers and the District Numeracy Coordinator.
- Math teachers within our school worked closely together to analyze results, review common teaching strategies, review math vocabulary to ensure consistency, make suggestions for timetabling (especially for Math 10C) to allow students more flexibility to move into the -1 or -2 stream.

Commentary on PAT Results
- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.
- Although we do not have the results from June PAT's, this was our pilot year for having our grade 9's write either a Social or Science PAT in January. A review of the results indicate a significant improvement in the Social 9 results. Science results also improved but to a less significant degree.
- Teacher feedback confirmed that semesterizing one course for the grade 9's allowed them to maintain focus for better achievement. Feedback from parents and students was also positive.

Commentary on PDE Results
- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Diploma Exams were cancelled.

Citizenship Strategies
- Teachers are encouraged to bring forward student names for district recognition for Citizenship awards as well as the school level awards. Unfortunately, these nominations were interrupted this year due to the sudden cancellation of in-school classes. This will be an area to review in the coming year - how can we recognize our outstanding students on a regular basis without a formal presentation?

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:

2.1 **PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

2.2 **PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

2.3 **High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.

2.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

2.5 **Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.

2.6 **Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

2.7 **Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Commentary:

The school administrators, counsellors and Student Services Coordinator assisted the FNMI workers to develop programs for the FNMI students. As mentioned previously, student learning achievement has shown steady progress in standards of acceptable in PAT and DPE.

The High School Completion and our Drop Out Rate continue to be commendable. Rather than designate a staff member to be our High School Completion Liaison, greater emphasis was placed on our Teacher Advisors and School Administration to ensure FNMI students of concern are identified early and effective interventions and strategies were established to ensure success.

Some notable strategies include connecting students with FNMI Liaisons, Family Support Liaisons (FSL), referrals to district certified counsellors, transitioning students to Barrhead Outreach who had difficulty with consistent attendance and use of alternate program options available through our TLC

room (The Learning Centre). Finally, we supported attendance by increased emphasis on teacher contact for initial concerns, the phone call-out system for absences, followed by parent contact from administration aimed at informing parents and guardians of rising attendance and academic concerns and working together to create a successful plan for success.

Due to the sudden cancellation of in-school classes, greater attention was given to our at-risk students who rely on adult contact for stabilization, encouragement and academic success. In addition to the exceptional job of classroom teachers to provide individualized on-line learning opportunities and personal connections through phone, email and Google Meets, our Student Services Coordinator and Teacher Counselor followed up with parents and students on a regular basis. Towards the end of June, some of our most at-risk students were asked to come to the school to complete required work while in the presence of a teacher or counselor. This added attention proved to be successful for the students who took advantage of the opportunity.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

3.1 **Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

3.2 **Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

3.3 **Programs - PHPS Satisfaction survey**: Percentage of parents satisfied with the range of programs classes offered at the school.

3.4 **Programs - PHPS Satisfaction survey**: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

3.5 **Programs**: Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

3.6 **Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

3.8 **Excellent Staff** - **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.

3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.11 **Excellent Staff** - **PHPS Satisfaction survey**: Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

3.13 **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

<u>Jurisdiction Measures:</u>

3-A.1 **PHPS Satisfaction survey:** <u>Assessment and Feedback</u>. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 **PHPS Satisfaction survey:** <u>Active Professional Learning Community</u>. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 **PHPS Satisfaction survey:** <u>Clarity of Learning Goals</u>. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 **PHPS Satisfaction survey**: <u>Response to diversity of student needs</u>. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 **PHPS Satisfaction survey:** <u>Meeting learning needs</u>. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary:

<u>Educational Programming</u>
- BCHS continues to provide core, elective, and extracurricular programming to its fullest capabilities from grades 7-12.
    - We observe steady rates of satisfaction for the education quality, and very good rates for Safe and Caring.
    - We are pleased with the rich programming available for students and a focus on building student-teacher relationships as part of the High School Redesign initiative.
- <u>High School Redesign</u>
    - This past year,we adjusted the ELT and TAG time by providing a 40 minute block each Wednesday. Students were required to meet with their TAG teachers prior to asking to work in another space or with another teacher. This weekly connection with TAG teachers helped to improve student/teacher connections and monitoring of high school courses and credits. During the first two days of our sudden school closure, all students received a phone call from their TAG teacher to check in on their well being and inquire about the students needs for moving to learning from home. Teachers reported that making these phone calls was a very positive experience and both parents and students appreciated hearing from the school so quickly to have some of

their fears and questions answered.

- ○ During our weekly ELT block, our Academic Advisor was available to work with individuals or in classrooms to present various topics such as exploration of My Blueprint, academic advising or group discussions around various mental health topics.
- ○ Junior high teachers were able to see their TAG groups much more often which enabled them to explore topics in depth and make positive student-teacher relationships. We will continue to refine the use and role of Teacher Advisory Groups as we move forward.
- ○ Students continue to appreciate the ELT (Extended Learning Time) to connect with teachers, work with peers and receive extra support. This year, we maintained our timetable to accommodate two ELT blocks each week. The one change we made was to lengthen both of these blocks to 40 minutes. Students appreciated the extra time to receive targeted help from teachers and we found that the extra few minutes at the junior high level was helpful for the COI classes.
- ○ With the reduction from four to two ELT blocks/week, junior high teachers decided to keep one block as a traditional ELT block and the other was used to provide a Course of Interest (COI) oncea Students really enjoyed the opportunity to sign up for a variety of courses throughout the year, to make connections with different staff, explore an area of interest and connect with students in other grades since all COI classes consisted of students in grades 7-9.
- ● Our students, parents and staff are satisfied with the courses, programs and opportunities available for the students at BCHS.
  - ○ All of the academic courses were offered.
  - ○ students were enrolled in off campus programs such as work experience, registered apprenticeship and green certificate programs.
  - ○ CTS programming continued to be a strength of the school.
    - ■ Three students competed in the first ever Virtual SKILLS competition with one of our students receiving Gold.
- ● This year, we changed the junior high timetable to maximize academic opportunities for students and provide greater consistency.
  - ○ Students receive instruction in both language arts and math everyday. We were able to accomodate this by creating split blocks for each class (40 minutes of math/40 of LA) every other day. Students found it helpful to connect with their math teacher daily and the teachers confirmed that the concept retention was much higher. Unfortunately, due to the sudden school closure in March, we were unable to compare year over year final results but our observations confirm that providing additional math instruction and practice time was very beneficial.
  - ○ With the reduction of some of the Language Arts instructional time, teachers confirmed that they became much more intentional on the assignments and projects that they chose. Teachers also confirmed that students were able to demonstrate the same level of proficiency with language arts outcomes even though the instructional time was reduced to the required number of hours as set out by the Ministry.
  - ○ This was the first year for our grade 9 students to experience one class on a semesterised system. By designating Social and Science as half-year courses, grade 9 students only had three core subjects each day which provided a consistent, predictable schedule. Feedback from parents and students was very positive and the results from the first semester PAT's confirmed that academic results improved over last year. We also anticipate that this brief exposure to the increased pace and

academic demand for a course completed during a semester may help our students transition more successfully into grade 10.

- BCHS continues to provide core, elective, and extracurricular programming to its fullest capabilities from grades 7-12. We observe steady rates of satisfaction for the education quality, and very good rates for Safe and Caring. We are pleased with the rich programming available for students and a focus on building student-teacher relationships as part of the High School Redesign initiative.
- Other notable strategies included use of alternate program options available through our TLC room (The Learning Centre) where students are able to access courses not previously available due to schedule conflicts or inappropriate initial placements.
- Additionally, we offer Off-Campus and Work Experience options for students to increase credit earning and preparation for life-long learning and work opportunities.
- Our Dual Credit partnership with Norquest College to provide on-site training for Health Care Aid has been a huge benefit for students and the community alike. This year, our students faced an additional challenge as they were just finishing their last lab and classroom instruction before the sudden cancellation of in-class instruction. Thankfully, the local hospitals and Norquest College were able to create a safe opportunity for the students to finish their clinical practicum. Unfortunately, the Health Care Aid program will need to be suspended for next year as we grapple with a new funding structure that does not support Dual Credit programming. The loss of this program will be a huge deficit for students and our communities so we look forward to working with parents and community partners in an attempt to revive this program the following year.

ExtraCurricular

- Our students had the opportunity to participate in many extracurricular and co-curricular events at the district and provincial level.
  - Some of the activities were SADD, fund raising, drama, band, student leadership, athletics, CTS - SKILLS, photography, robotics, and a variety of related field trips
  - We also support students participating in the Alberta High School Rodeo Association.
- BCHS relied heavily on our parents to assist our extracurricular clubs and teams.
  - Many of our teams were coached by community/parent volunteers.
  - Parents have played very important roles in many student activities; chaperoning, driving bus and organizing the activities.

Satisfaction with instruction, teachers and administration

- Survey results indicate that both parents and students are very satisfied with the teachers at BCHS, the quality of instruction and the way that students are challenged to do their best. Parents confirmed that they believe teachers are meeting their child's learning needs and students are also satisfied that their teachers know them as individuals and know what they need as learners. This is an area of huge growth based on survey results.
- One area that continues to be a concern is the students desire to be recognized for their accomplishments. Although staff believe that students are adequately recognized, it appears that the students do not believe this to be the case.
- Although teachers report that they are very comfortable with the amount of time administrators spend in classrooms to observe student learning, the same can't be said about the students. This will be an area to address next year. It should be noted that during the school shut down, each administrator was assigned to be part of a grade levels Google Classroom which allowed administrators to monitor course content, teacher instruction and

student performance. This was extremely beneficial during the last three months of the school year.

Professional Development
- All staff at BCHS are aware of the professional requirement and professional benefits to professional practice in participating in meaningful professional development.
  - Each staff member prepared a professional growth plan and was required to meet twice with their immediate supervisor or a peer group to discuss and review the plan.
  - The school provided support for staff to participate through PD funds.
  - Even though the school was not allocated specific EPPC funds to support collaboration and professional learning in the areas of Literacy, Numeracy and Student Mental Health, we continued to use this code to help monitor the amount of professional development and collaboration that teachers accessed through the year.   EPPC funds Once again, we noted a significant increase in the number of requests for this type of professional development.
- School administration endeavored to regularly walk through classrooms.
- Teachers also participated in the district Numeracy PD sessions and worked together to enhance classroom instruction as a result of these sessions.
- School based Teacher Directed PD Days allowed teachers to meet in subject specific groups to collaborate. These group discussions included both junior high and high school teachers which helped ensure consistency of practice and a greater understanding of the scope and sequence for curriculum outcomes.

Strategies to support formative and summative assessments
- Parent feedback was mixed as assessment type, and frequency and timeliness of grade inputting varied across the school.
  - Parents still confuse Assessment *for* Learning projects with Assessment *of* Learning instruments.
- Assessment will be a topic of discussion for the coming school year: staff have raised the importance of consistency and communication.
- This will continue to be an on-going discussion with staff, especially after the unique end of the year reporting we experienced due to the closure of in-class instruction.

Communication regarding Student Progress and Classroom Activities
- PowerSchool and Progress Reports remain a growth area for BCHS. This year, parents were mailed a printed progress report at the end of semester one for all students in junior high.
- Staff were required to ensure grade books were upgraded monthly for student and parent purposes.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:
4.1   **Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
4.2   **Education Quality**: Overall teacher, parent and student satisfaction with the overall quality of basic education.

4.3 **Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

4.4 **Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

4.5 **School Improvement**: Overall 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.

Jurisdiction Measures:

4.6 **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7 **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.

4.8 **Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9 **Safe and Caring** - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

4.10 **Characte**r - PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

4.11 **Character**: Number of service projects/groups facilitated by the school in which students participated.

4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.

4.13 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".

4.15 **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

4.16 **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17 **Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.20 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.21 **Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.

4.22	**Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
4.23	**Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
4.24	**Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
4.25	**Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
4.26	**Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
4.27	**Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
4.28	**Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

4-A.1 **Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.

4-A.2 **Fiscal - Percentage of increase to Instructional Materials Fees**

4-A.3 **Fiscal -** Amount of money acquired from third parties in support of community schools.

Commentary:

Welcoming, Caring, Respectful and Safe Learning Environments
- The staff at BCHS are fully aware of the effects of a Welcoming, Safe, Caring, and Respectful school culture on Student Attendance, Achievement, and overall school experience.
  - At the junior high level, teachers used the COI (Course of Interest) classes to make positive connections with a variety of students. This enabled students to feel more connected with all of the teachers, rather than just those that they have for core instruction.
  - At the high school level, teachers took on a more active role during TAG/ELT to seek out struggling students, offering support and monitoring course completions.
- The focus for administration during the year was to be visible in hallways and outside the building, connecting with students.
- Survey results indicate that students and teachers appreciated these efforts.
- Other strategies that supported Safe and Caring practices included mentorship, tutoring, Cool Camp, and the GSA group.
- One of the most important informal strategies that enhances Student/Staff connections and contributes to our Safe and Caring culture is the lunch room groups that seek to "hang out" in various teacher's classrooms. Wandering into these classrooms at lunch tells the story of the strong student and staff connections made throughout the building. (both junior and senior

high)
- An area of concern highlighted in our survey data was the response from students about how other students respond and care about them.
    - This will continue to be an area for growth next year.

Inclusive Practices / Supports for At Risk Students
- We note that attention paid by Teacher Advisors, School Counsellor, Academic Advisor, Student Services Coordinator and School Administration ensure ALL students of concern are identified early and effective interventions may be enacted. This team of in-school personnel meet on a regular basis to ensure updated information for supports is always in place. Students continue to be supported through our Student Services department, which helps to coordinate short-term and long-term interventions for students, both for academics and social/emotional supports.
- The Student Services comprehensive support plan had preventative measures, and intervention strategies.
- Students with identified behaviour or academic concerns were contacted early to establish the need. Plans were set in motion to mitigate challenges and address needs.
- Various student needs and RTI strategies such as Universal Design for Learning and approaches to Differentiation were discussed during transition meetings and with individual teachers.
- The need for a clear communication was made evident early on in the year.
- The Student Services Coordinator undertook to update all PSME's and IPP's and shared this information with all teachers. This will continue to be an area of focus next year.
- Teachers have noted a greater range of diversity within classrooms and have requested support for meeting the needs of the range of learners. Many of our teachers participated in the three day Concept Based Instruction PD.
- Our goal will be to work closely with district lead teachers to enhance our practice in this area.
- Once again, administration placed a heavy focus on student attendance to ensure student success.
    - If a student was struggling to demonstrate consistent attendance to classroom classes, after consultation with parents, the student was often transferred to Barrhead Outreach School to allow the student more success and flexibility for attendance.
    - Evidence of the success to this approach was noting the number of graduates from Barrhead Outreach School this year.
- The responsibility to monitor high school competition falls upon a small group of staff within the school but it is our teachers who take the front line by informing administration of any student who is struggling with achievement or attendance which would impact course completion.
    - Both administrators as well as our Teacher Counsellor and Academic Advisor are well versed in the various pathways for students to progress through high school courses in order to obtain a diploma.
    - Our Inclusive Education Coordinator also creates the high school plans for any students who may be working towards a Certificate of High School Completion.
    - If a student begins to struggle within a course, teachers will notify administration or the school counsellor.
    - Another important team member is our FNMI liaison. She monitors the progress of many at-risk students and brings specific concerns to administration.
    - We also rely on our Outreach program to facilitate a flexible schedule for students who struggle with consistent attendance. Our Outreach teacher also monitors the

students closely for course completion and credit acquisition.

- ○ The high school completion team meets regularly to discuss struggling students and the responsibility for specific student follow up is shared between this team.
- ○ This method proved to be particularly helpful for many of our at-risk students last year when students were not able to be in the building. We can confidently say that all of our at-risk students received constant monitoring from various members of our completion team.
- ○ Our school counsellor held private Google Meet sessions at all hours of the day and evening. When restrictions were lifted in June, direct contact was made with many students and some of our grade 12's were required to come into the building to work directly with our school counsellor to successfully complete a required course.
- Student Mental Health:
  - ○ Strategies that supported Student Mental Health included Student Service access, counseling, mentorship, tutoring, School Resource Officer, Cool Camp,.
  - ○ We currently have three staff members who are certified to provide the AHS Go-to-Educator training. These people continue to provide staff training, teacher support for classroom lessons. We will look to these people to continue in this role to build further staff capacity to support Student Mental Health.

Engaging and communicating with the community

- Students enrolled in CTS classes at BCHS experience real life trade/industry events in our community.
- Students contributed to the community through hosting various events such as athletic tournaments, music concerts, drama productions, and arts shows.
- Our students participated in a variety of community service initiatives, or the school hosts several activities aimed at modeling citizenship. Unfortunately, some of these regular events were not able to be held this year. We look forward to reviving many of our celebrations and community service projects.
  - ○ Some activities are school wide, such as the Terry Fox run, and others are voluntary such as Pink Shirt Day, Orange Shirt Day and our GSA.. We continue to support and provide students opportunities to participate in Cool Camp, PARTY program, PRIDE Day, SADD Week (School wide Barbeque), and yard clean-up
  - ○ As well, we acknowledge June 21 for National Aboriginal Day.
  - ○ The School Advisory Council (SAC) met four times.
  - ○ The meetings had informational, input and feedback format for parents. Our School Council had planned to host a parent information night on the topic of Vaping but this will also have to be rescheduled.
- The community has been quite involved in our Fine Arts programming and extra-curricular athletics, such as Band Boosters, volunteering such as chaperones, or drivers (bus and equipment), and coaching school sports teams.
- Guest speakers from colleges, universities, apprenticeships (Careers the Next Generation) made presentations to our students and our high school students were able to meet with various university and college representatives in the fall during a modified career fair.
- Barrhead and District Youth Career Advisory host a Learn to Drive (L2D) program for students preparing for a class 7 drivers licence.
- Our students continue to grow in their own awareness as to how to positively contribute to the community. We hosted various events for public participation as well as participated in numerous community focused activities. Some events that we've hosted include:
  - ○ Terry Fox Run, Remembrance Day observance, Bullying Awareness campaigns (Anti-Bullying Week and Pink Shirt Day), Food Bank Drives, Operation, We partnered

with the Town of Barrhead, Barrhead Cares and CNG to support some of these events.
- We acknowledge staff contributions and student achievements through Recognition programs such as awards night, assemblies, weekly announcements, band concerts, and athletic awards.

Strategies associated with the use of learning technologies
- We made considerable progress increasing the availability of technology, and in particular, mobile technology in the school.
- Over 130 chromebooks were made available for students to use when in-class instruction was shut down in March.
- All teachers created Google Classrooms for their classes during the school shut down. For some, this was a new format but for many, it was a continuation of their regular practice. Both students and parents alike became much more proficient in using technology as a result of "Learning from Home" in the last few months of the year. This will benefit all students as we return in the fall.
- Students were expected to hone their technology use skills at BCHS.
- Teachers regularly booked the computer labs and portable lab and smart response which are used in the course delivery.
- Students and teachers have appreciated the accessibility of the mobile Chromebook carts.
- Students have access to computers to complete their classroom assignments.

Communications Strategies
- Classroom teachers use their Google Classroom platform to communicate with students on a regular basis. Many of our parents also signed up to be part of their child's virtual classroom which allowed them to view all instructional components, assignments and assessments.
- Classroom teachers also email and phone parents on a regular basis. This was certainly evident during the last four months.
- The school website and Facebook page are used to provide up to date information for parents. Messages from our district can also be pushed to these platforms. We are moving away from print communication and encouraging all parents to sign up for email and Facebook messages. This has proven to be very helpful, especially during the past few months when it was crucial to provide current information to all of our stakeholders.

Budgets and School Generated Funds
- BCHS continues to remain fiscally responsible.
- Fundraising in various projects: magazine campaign, Band Booster chocolate and fruit sales, grad council fundraisers, athletic sales, have allowed many school events to occur.
  - The band booster parent group is a very active supporter of school music programs.
- Our school benefited from numerous sponsorships and other in-kind donations like construction and welding materials.