

Crowsnest Consolidated High School

2020-2021 Annual Education Results Report (AERR)

Vision:

“Every Student Matters, Every Moment Counts”

Mission:

“CCHS is a community where we foster, share, and celebrate growth and learning.”

Alberta Education - Provincial Outcomes

Outcome 1: Alberta’s students are successful.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome 4: Alberta’s K-12 education system is well governed and managed

Crowsnest Consolidated Wildly Important Goal 1:

Staff and Student Wellness during COVID-19

Every student and staff member does their part to ensure safe protocols are followed, attention to self care, and caring for/of others.

School Performance Measures

- Our School Survey (student results)
- Accountability Pillar: safe and caring (student, parent, staff results)
- School ThoughtExchange survey results (students, parents, staff)
- Staff and student wellness is maintained and/or improved as we lead and learn through the COVID-19 global pandemic

School Strategies

- School administration connecting regularly with staff for check in's (whole staff feedback and individual conversations)
- Regular check in's with any staff member who has to isolate because of COVID
- CRM meetings being used to identify and intervene with student(s) who are struggling because of COVID
- FSL mini videos (like a Shelley Moore video but for social emotional support) sent via SWIFT
- Acknowledgement of staff for their efforts (snack cart, stocking fridge with treats, cards)
- CCHS will implement the [Two-Minute Intervention](#) approach

Commentary:

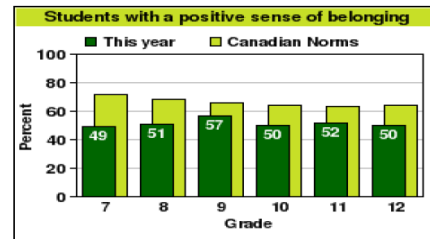
- Staff members, students, and parents were rightfully anxious. Our staff pulled together as a team to support our students, look after their own wellness, and ensure COVID protocols were followed every single day.
 - The school principal had one to one formal meetings (fireside chats) with staff to discuss how CCHS was handling COVID and to strategize about any concerns teachers wanted to address in the school and/or classroom.
 - Regular contact was made with any staff members that were quarantined due to COVID.
 - At every staff meeting we set aside time to address how changes in COVID protocol were impacting the safety measures we had in place to keep students and staff safe. Staff members were all professional and committed to our Re-Entry plan.
 - While COVID taxed each of us in every way possible, we all leaned on one another for support, and our empathy and respect for one another increased.
 - Our students were most impacted by the vast changes in day to day operations of school.

- We surveyed our students three times (in two of the lockdowns and once in the spring) to determine snapshots of how students were coping with COVID restrictions and at home learning). The feedback allowed us to create high risk lists for our Youth Care Worker and Family School Liaison to connect with during school closures or quarantines.
- Students did not enjoy being in the same cohort all day long, staying in the same classroom for most of the day (including lunch), and not being able to use lockers or socialize with other cohorts (feedback from school surveys given to students). This was evident in Our School Survey results as we fell below the Canadian average in feeling a sense of belonging and having agency over their school experience.

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

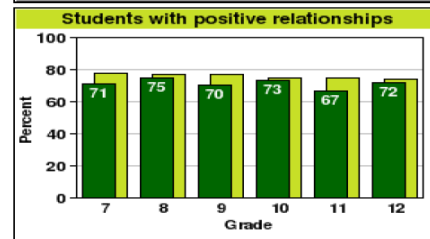
- 51% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 47% of the girls and 58% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 72% of students had positive relationships; the Canadian norm for these grades is 76%.
- 77% of the girls and 70% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



- Our FSL was able to make one five minute video that was shared with students about coping with stress and anxiety during COVID. Based on our experience in the spring of 2020 we anticipated significant disruption in the 2020-21 school year. While there were three school closure periods the disruption was far less than anticipated so our FSL was able to meet with students in person when school was in session, thus the five minute videos were only created on one occasion.
- Our Youth Care Worker successfully implemented the [Two-Minute Intervention](#) strategy with ten students that were identified, in our CRM meetings as needing regular check-ins. Communication via Google Meets, phone calls, or text allowed her to touch base with these students, create a relationship and provide a safe adult in the building to share their worries or concerns about COVID, not being at school, and school work.
- Staff wellness was a priority for the 2020-21 school year. A staff wellness committee was created and activities were organized for staff to continue to connect (outside BBQ get togethers, thank you cards, virtual get togethers to touch base and share positives, one to one conversations from administration to acknowledge the hard work staff was doing throughout the year to minimize the impact of COVID for students. We utilized local restaurants to bring in meals on special occasions for the staff.

Crowsnest Consolidated Wildly Important Goal 2: School Culture

All staff and students recognize that each of us is responsible for positive change.

School Performance Measures

- Our School Survey (student results)
- Accountability Pillar: safe and caring (student, parent, staff results)
- School ThoughtExchange survey results (students, parents, staff)

School Strategies

- We will raise awareness of events and celebrations to our school and the larger community by:
 - Increase usage of local media (newspaper and radio) and division website to celebrate successes in our school
 - Bi-weekly parent emails via SWIFT
- CCHS will complete Phase Two of Learning for Life, Ready for Change
- In January, 2021, our staff will work with an outside consultant to revamp our mission, vision, and core values.
- CCHS will rebrand the CCHS' mascots from Pandas and Panthers to one mascot
- CCHS will look at installing junior high appropriate play structures to give our students more activity choices.

Commentary:

- Creating opportunities for building school culture proved to be a tough challenge during the first school year in session, during COVID 19.
 - Regular emails were sent to parents to provide information regarding changes in our re-entry plan, regular notices of what was happening in the school, and any emergent issues that required communication with parents.
 - Phase Two of Learning for Life, Ready for Change was completed in June, 2021. From the Social Innovation Lab Report from Trico Studios:

“Many terrific ideas emerged through this first part of the social innovation lab process. As we move into active prototyping in the fall, we will be working with the two ideas that the youth have said are the most important to them:

- Position school as basecamp and community as the classroom
- Design festivals and events WITH older youth right from the beginning

The final phase of the project was proto-typing one of the above ideas. The steering committee chose ‘School as Basecamp; Community as Classroom’.

- Four virtual session were held with Trico and 25 members of the committee (including students, staff, parents, and community members) The following was developed:

- Develop a collective vision for the School as Basecamp / Community as Classroom initiative.
 - Develop a shared framework, platform, governance structure and processes for accountability and learning.
 - Identify high leverage actions to enable schools and the community to coordinate efforts towards the shared vision
- Our school mission/vision/core values were dated and in need of updating to reflect the culture of our current staff, parents, students, and community. A consultant from outside of the school division led us through the visioning process.
 - Through a google form survey students were asked what kind of mascot they would like to see represent all of CCHS. The most common responses were variations of bears (Grizzlies, Kodiaks, Pandas), crows, ravens, cougars, and panthers/pandas. A final vote will be done during the 2021-22 school year to determine the final preference of students
 - CCHS explored what a junior high play structure could look like and possible structures were priced out. We are hoping to continue this exploration in 2021-22

Crowsnest Consolidated Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

School Performance Measures

- Our School student survey results
- Accountability Pillar: safe and caring, work prep, citizenship
- MIPI results for grade 7-10 (Mathematics)
- Diploma Exams (English and Mathematics)
- School Wide write (common assessment across all grade levels)

School Strategies

- CCHS staff will continue to use the CRM software in Dossier.
- Continue to schedule two CRM days into the school calendar (one for each semester)
- Continue to host a grade 7 shadow day for the upcoming grade 6 students. Continue to host a parent information evening for grade 6 and grade 9.
- Continuation of Place-Based Learning Opportunities
- Continuation of STEM Professional Learning Communities during FLEX Blocks
- Continuation of Humanities Professional Learning Communities during FLEX Blocks

Commentary:

- As a school we are making significant growth in academic support for our students.
 - We purchased the licence to use the CRM software in Dossier for the 2020-21 school year. We found that the software was quite laggy and was often difficult to navigate in a timely manner during CR meetings, thus we will not continue to use the software for 2021-22
 - CR Days and meetings focused on groups of students with similar learning or behaviour challenges, which allowed us to focus on creating strategies and interventions for groups of students. Our learning discussions are moving from a deficit based conversation to a strength based discussion
 - Our junior high math intervention block was very successful, with several students moving from failing to passing as a result of the targeted support with our senior high math teacher
 - The Math 10C Prep course in the first semester was a big positive. The goal was to increase enrolment and success in Math 10C and then Math 20-1 or 20-2. Report card results for semester two showed an overall increase in performance in Math 10C as compared to previous years.
 - In the spring we had all but three grade 9 students scheduled to take Math 10C
 - Transition meetings and events were difficult to do as we could not host the grade 6 students for a shadow day and could not meet with parents in person. Our grade 9 transition meetings also could not be held in person. The virtual

meetings were well attended but were not nearly as impactful as being in the building. We look forward to being able to host these meetings in person in the spring of 2022.

- We did not use our Flex blocks to meet in person as we discouraged staff from meeting in person and wanted to limit the amount of movement in and out of different spaces in the school to decrease the possibility of COVID exposure. We have re-implemented the PLC/CR time in 2021-22
- Twelve teachers participated in an introductory session with Sharon Pelech (University of Lethbridge) and Darron Kelly (Memorial University of Newfoundland) to determine if they were interested in committing to a one year Place Conscious Learning Cohort. Nine CCHS staff joined the cohort for the 2021-22 school year

Other Notes and Links

Commentary:

- Only the parent portion of the Assurance Survey was completed, however we had grade 7 and 10 students complete the Assurance Survey questions on a google form. The results are linked below.
- Click link for results:
https://docs.google.com/document/d/1bfWX-cy1k_Z65Z9aN2w8hqKXL007xdAIVkmbRMSSbBA/edit

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6106 Crowsnest Consolidated High School



Assurance Domain	Measure	Crowsnest Consolidated H.S.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	58.5	71.1	66.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	86.9	86.0	79.4	83.4	80.3	79.6	High	Maintained	Good
	5-year High School Completion	88.1	92.4	90.2	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	68.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	81.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.3	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.3	80.3	78.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	67.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.7	76.2	72.0	79.5	81.8	81.4	n/a	n/a	n/a

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- Worth noting is that our three year high school completion rate continues to be above the provincial average. Our five year high school completion rate is also above the provincial average.