



Annual Results Report – 2017 – 2018
School Continuous Growth Plan – 2018 – 2021



OUR VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

OUR BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

OUR CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Methodology: The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

In **Grand Trunk** we provide quality learning environments to ensure:

1. *All students are successful through the division focus on Literacy*

- Students and staff are developing a literacy focus on literacy skills across the curriculum
 - reading instruction is scaffolded to ensure all students are learning at their independent reading level
 - students are supported with reading instruction using the Fountas & Pinnell reading tools
 - Students have access to technology to support their literacy needs via chromebooks, personal devices and desktops
 - student electives have a reading focus on content area and disciplinary literacy
- Reading is embedded in class time
- Student have the opportunity to take part in two option classes that are focussed on literacy strategies
- Strong partnership with Evansburg Public Library to promote the love of literature
- Use of vocabulary journals/sheets
- Focus on proper terminology when communicating new and past learning
- Improvement on literacy results on both PAT & Diploma results

2. *Student success through innovative, effective and appropriate uses of educational technologies*

- Universal assistive technology teaching, lessons and support
- BYOD (Bring your own Device) supported
- Chromebooks provided for student use to enhance access to technology
- Communication: School Council Facebook page, GT website, Messenger system

- Digital Citizenship
- Remind app usage for many classes
- Read Write Google
- Increase use/access to Solaro, Mathletics
- Google classroom used in most classes for assignments so that students may have access at home - collection & distribution
- Cell phones used to communicate through teacher/student/parents
- Music programs
- ADLC courses provided via technology when requested
- Accommodations for student success through use of technology
- FM systems
- SWAT team - GT students attended and will be working with other students to promote technology learning in our building - promoting student success
- Creating a learning commons and makerspace with our students
- Coding option class
- Staff meetings include staff sharing new technology learnings
- After school sessions for teachers are offered in our building - Google learning
- Use of educational technology offered by the educational technology department and our Public Library

3. Our school community respects diversity and promotes inclusion

- Fully inclusive with students working in classroom at their own levels - work is differentiated for student success and growth
- Adaptations to programming are recognized and supported by staff and students for all
- Community partnerships formed for students working on life skills programs
- Shared celebrations, ceremonies, and services with all students including Evansview School students and staff
- Presentations for all students
- Educational Assistant support in our school while promoting independence for our students - teaching students to self-advocate for their learning while using visual tools
- Universal assistive technology - especially in literacy support
- All students are encouraged to take part in the music program

4. First Nations, Metis and Inuit (Indigenous) student success

- Indigenous Liaison Facilitator support in our school
 - Restorative circle practices

- 7 Grandfather teachings
- guiding to seek post -secondary and career counselling
- supporting the development of personal skills/strategies for success
- Respectful lesson materials
- Indigenous class provided as a course
- Community connections with a Knowledge keeper - still searching for an Elder
- Indigenous games in PE programs
- Family School Liaison support in our school
- Career counseling support
- Learning support teacher as a support
- Orange Shirt Day/Indigenous Day - engagement and involvement
- Encouragement of families to share their stories
- 100% of students self identified as Indigenous earned their High School diploma

5. Excellence in Teaching and School Based Leadership

- Collaborative teaching structure and support
- Promotion and support of professional learning opportunities to move our students forward
- Release time to visit other grade/subject specific classrooms in the school and around our division
- Committee structure
- Opening day conference style activity for students
- Increased communication with parents - weekly parent memo with detailed school events
- Capacity building - divisional funds to support continuous professional growth through personal conferences as well as six Professional Development days embedded through the year where staff can collaboratively work on ensuring student success
- Shared leadership opportunities

Grand Trunk High School

School Demographics

Welcome to Grand Trunk High School (GTHS), the secondary school of choice in our Lobstick Zone. Grand Trunk is a grade 7 to grade 12 junior/senior high school located in the beautiful hamlet of Evansburg, Alberta within the east border of Grande Yellowhead Public School Division (GYPSD) approximately 1 hour west of Edmonton. We are very proud to be a high school with a strong supportive community, school council, and a genuinely caring staff who works hard for their student's success. Grand Trunk has a long tradition of strong athletic opportunities as well as a fantastic music program. Grand Trunk High School serves 156 students, 70 in junior high and 86 in high school along with 13 staff members who work diligently to ensure success for ALL students. GT has three feeder schools from the surrounding communities of Wildwood, Evansburg and Entwistle. Around 90% of our students attending GT are bussed into town. Currently, Grand Trunk High School houses a Family School Liaison worker and Indigenous Liaison Facilitator as well as the Evansburg Public Library. We are building a strong connection to our community of Evansburg and Yellowhead county partnerships.

Grades:

- Grade 7 - 21 students
- Grade 8 - 27 students
- Grade 9 - 22 students
- Grade 10 - 28 students
- Grade 11 - 34 students
- Grade 12 - 24 students

Teachers:

- Mr. Brett Watt - JH & SH Science and Math, JH and SH Options, Music program
- Mr. Michael Hargas - JH English Language Arts, JH & SH Physical Education, Options
- Mrs. Sigrid Baron - HS Social, HS ELA, Options, CTS
- Mr. Michael Podhaniuk - JH & SH Math & Science
- Mrs. Rhonda Smith - JH & HS ELA, Options, CTS
- Mr. Jerry Dick - HS Sciences, HS Math
- Mrs. Andrea Klingspohn - Learning Support Teacher, Counsellor, JH Science, Social, Options
- Mr. Matt Goddard - JH & SH Social, CTS, CALM, JH PE

Mr. Rick Dawson - Assistant Principal, JH Social, Options
Mrs. Heidi Zadderey - Principal, Student Success

Support Staff:

Secretary - Mrs. Chantal Tuttle
Public Library Assistant (part time) - Mrs. Lynn Steckhahn
Educational Assistant - Mrs. Terri Bull
Educational Assistant - Ms. Bonnie Hunter

Family School Liaison Counselor- Miss Dani Hamilton/Ms. Lisa Morris
Indigenous Liaison Facilitator, Lobstick Zone - Mrs. Miranda Kerr
BEST - Success Coach (Mental Health Capacity Building) - Mrs. Kristine Gavin

Principal's Message

Grand Trunk High School continues to strive for continuous improvement not only in academics, but in all aspects of the whole experience that is Grand Trunk High School. Student and parent feedback is strongly encouraged and listened to. Grand Trunk is growing the importance of traditions, connections within the community and relationships with neighboring elementary schools. Grand Trunk High School is always looking for ways to give our students the opportunities and experiences to be well rounded learners.

Grand Trunk High School has a strong set of caring individuals whose desire is to work collaboratively to create an environment where every student feels successful and takes with them a passion for learning. Success for ALL is truly felt in our inclusive environment where all students have the opportunity to work with their strengths to move their own learning forward. Our school is open in communication, open to new learning, and is willing to change practice to continue to better meet the needs of our students. Grand Trunk staff value innovation and risk taking, and are looking for methods in improving relevant and personalized learning for our students.

As part of High School Redesign, we continue to strive towards building strong relationships with students and families which we feel will have a direct impact on the success of students feeling safe with a sense of belonging in our school. Staff members are frequently checking attendance, involved in collaborative ISP meetings, and are intentionally offering a variety of clubs and activities to run alongside our fantastic sports programs. Grand Trunk High School staff have high expectations for students and are motivated to help students reach their potential in all subject areas. Grand Trunk students now benefit from increased

student/teacher time as class sizes are now reduced to allow for one curriculum taught with one class - teachers have given up their own prep time to allow this change to occur in our timetable. Positive comments from ThoughtExchange has shown that teachers truly care. We are committed to providing safe and caring environments for our students where all students have the opportunity to learn. We believe in collaboration and engagement with our students, our parents, and our community stakeholders to contribute to our student's success in learning, in valuing citizenship, and leadership.

A greater emphasis has been placed on career counselling this year to assist students in planning for their future and transitioning to post-secondary, while confidently preparing for the workfield. These supports are offered through many teachers in our building and provide assistance for research, with resume writing, or defining an academic plan. This year high school teachers will be collaborating with other teachers across the division to continue the drive towards highly effective teaching practices in professional development to ensure we are better equipped to teach and address the diverse needs of all students. Our overarching goal this year is to improve student academic achievement. Our learning focus is literacy; targeted to address the reading comprehension gaps across the core subjects while working on vocabulary to allow for increased understanding of questions on assessments, where students can apply higher levels of thinking and responses to their tasks. We will continue to expand and develop our staff members' and students' strengths in literacy.

Our students have a wrap around support service where teachers and administration are constantly collaborating with service delivery providers such as local RCMP, local Fire Department, GYPSD learning services supports, Alberta Health Services, Child and Family Services Authorities, Family and Community Support Services through Yellowhead County and many more community supports. Using a team approach supports our most vulnerable students proactively and encourages strength in guiding our students to succeed. Teachers, educational assistants, learning support teachers and administration all work together to meet the needs of each and every student in our inclusive environment.

As a Grand Trunk High School student, you are provided the opportunity to take learning into your own hands and explore the vast educational and extracurricular opportunities provided. We are a stronger school community for your participation in it!

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

Combined Accountability Pillar Overall Summary

Measure Category	Measure	Grand Trunk High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Yr Average	Current	Prev Year	Prev 3 Yr Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	78.4	81.7	79.5	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	78.2	81.4	75.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	77.0	89.8	81.6	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	0.8	4.4	3.0	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	75.0	81.5	78.7	78.0	78.0	77.0	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	61.8	48.4	54.5	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	9.2	3.1	6.0	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	56.3	68.2	70.1	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	6.9	5.9	5.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation (4+ Exams)	32.6	52.2	43.5	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	55.0	57.1	50.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.9	48.0	55.4	58.7	57.9	59.0	Very Low	Declined	Concern
	Work Preparation	78.6	100.0	84.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	68.9	74.0	67.3	83.0	83.7	83.7	Low	Maintained	Issue
Parental Involvement	Parental Involvement	75.1	95.6	82.2	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	62.5	81.4	67.3	80.3	81.4	80.7	Very Low	Maintained	Concern

Review of the **Combined Accountability Pillar Overall Survey**, Provincial Achievement Tests, Diplomas, ThoughtExchange data, OURSchool data, AIMSweb and Mathletics data:

Safe and Caring Schools. Staff, with the assistance of our Family School Liaison Counsellor and our Indigenous Liaison Facilitator, aim towards helping all students acquire skills of resilience, self-worth and respect. A goal within the high school redesign is for cross graded groups to establish relationships with students in all grades and for the older students to act as mentors for our younger students. Grand Trunk is looking towards establishing these supports each day. Grand Trunk is working hard to ensure that students feel positive relationships exist in a safe caring and respectful learning environment, where students are encouraged to take risks, speak out, and define their learning. Our ThoughtExchange Data states that teachers are approachable and encouraging, and extra help is always available. OurSCHOOL data demonstrated that students feel they have positive relationships at school and in most grades students have positive self-esteem, however, OurSchool data shifts to all grades feeling like they lack a sense of belonging, feel they don't exhibit positive homework behaviors and feel high levels of anxiety and depression. This will be addressed this year in our 'All Kids Are Our Kids' plan.

Student Learning Opportunities

Grand Trunk High School is always looking for new and innovative ways to give our students the opportunities and experiences to ensure they are well rounded learners and successful citizens of society. Our belief is that ALL students can learn. The school is very proud of the high graduation rate that it has each year based on the number of students who earn their high school diploma. In addition, we are also focusing on continuing our improvement on our dropout rates. These rates are affected significantly in a small school when a single student does not complete their program. The school's "Pride in Learning" model fosters working with the student and parents to help develop a plan where each student has the opportunity to complete the necessary courses they need to qualify for their high school diploma and reach beyond, successfully. As part of the high school redesign project, our focus is for all students to find strong academic success

Thought Exchange data state that combined and split classes are a major area of concern and a need for a school wide cell phone policy is necessary for student success. Teachers have willingly given up their prep time to allow for most classes to stand alone as single curriculum run classes, providing a smaller class size and therefore increased time with our teachers to receive strong instruction.

The programming opportunities available to students at Grand Trunk are also a priority. New option classes at both the junior and senior high level are offered to help give all students the opportunity to pick from an area of interest. Dual credit possibilities are being explored, as well as continued support from the community for work experience and RAP to help all students reach their graduation requirements and prepare for their future in the workforce. With access to the Google platform now, teachers are refocusing their course delivery techniques to allow students to work collaboratively with their peers when required, and for teachers to keep track of this work.

Student Learning Achievement Data

Students and Parents reported that success on assessments after extra help was provided encouraged students to continue working hard to achieve their goals and therefore lead to increased success. Grand Trunk High School has a strong desire to increase the reading comprehension and vocabulary skills of our students so that they are better equipped for high stakes assessments. While digging deeper into our data, staff determined that students showed areas of difficulty with differing degrees of questioning, and struggled to comprehend what questions were actually asking. This will be addressed in our 'Success For All' plan.

Preparation for Lifelong Learning

Students require increased opportunities to explore the vast world around them. Grand Trunk students will be presented with the opportunity to begin preparing for life after high school with post secondary and scholarship evenings where they can get help with application procedures. We remain committed to the development of responsible and respectful citizens in a digital world through our programming options and want our students to feel encouraged to dream big for their post secondary ventures and careers. Our commitment to opening the doors for our students by encouraging them to apply for scholarships, by sharing the endless possibilities through field trips and open house visits will be a target this year to ensure that more students are continuing their education in a post secondary school.

Parental Involvement

Students and parents have reported students feeling much success when involved in GT's music program or Grizzlies/Teddies sports teams. Increased parent communication is taking place this year so that our parent community is more informed. Parent presentations will continue on many topics throughout the year with the hopes that our parental involvement will increase and parents can have the opportunity to be a huge part of their child's academic success as part of the Grand Trunk team in support of each and every student.

Continuous Improvement

Through the Thought Exchange Tool, parental suggestions to increase the number of different options available to all of the students at the school will be implemented in the 2018 - 2019 school year. Grand Trunk High School is proud to add to its High School option class list courses such as: Agriculture - Aquaponics, Forensic Science 25, Aboriginal Studies and Sociology 20 to the list of option classes which include: Foods Introductory, Foods Intermediate, Construction, Fabrication, Fashion Studies, Legal Studies, Art 10, Art 20, Tourism, World Geography 30, World History 30, Sports Performance, General Music, Rock & Pop, Management and Marketing, and Communications Technology. Using the advisory group model from the High School Redesign project, an emphasis on building positive relationships within the group, which would then expand to all students in the school, will be a focus in the upcoming school year.

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

School Goal 1: Have students feelings of high anxiety and depression reduced by creating an increased sense of belonging in the Grand Trunk School community	
<p>School Strategies</p> <ul style="list-style-type: none"> ● create a daily/weekly ‘flex’ period to provide students the opportunity to catch up on missing assignments or take part in special community projects <ul style="list-style-type: none"> ○ Create advisory groups which are cross graded to build further relationships ● introduce a mini-conference style start up day with mini presentations to reach all students, continue as a mini-tech day ● bring in presentations to help students alleviate anxiety and stress - target all classes ● create an opportunity for students to voice their thoughts/needs to impact change in their community and environment ● create a learning commons space where students can learn and work -utilize High School Redesign framework 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Increased student attendance ● Increased student academic success ● increased sense of mental wellness on student data
<p>Evidence of Success:</p>	

School Goal 2: All students will demonstrate “Pride in Learning”	
<p>School Strategies</p> <ul style="list-style-type: none"> ● increase relationships built with each student to enhance engagement in class - honor passions of students and build upon them - goal setting with attainable path ● change timetable to reflect one core subject in each class to reduce combined classes ● advisory time embedded in timetable to allow students to complete missing assignments, relearn, gain understanding of concept taught (positive relationship based) ● use of student mentors to increase student success ● create diploma prep courses for students who require extra supports 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Missing/late assignments reduced ● Attendance, punctuation and participation numbers will increase ● Enhanced marks in classes
<p>Evidence of Success:</p>	

SUCCESS FOR ALL:

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

<p>School Goal 1: Implement a school wide focus on reading comprehension and vocabulary in all subject areas to increase student achievement.</p>	
<p>School Strategies</p> <ul style="list-style-type: none"> ● Identify reading comprehension and literacy deficits through the use of Fountas & Pinnell reading assessments (or equivalent tool) for early grades ● Implement strategies to enhance content vocabulary across the curriculum ● Use of Solaro as an assessment and instructional tool ● Develop broad reading strategies through all content areas 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Improved Accountability Results ● Improved assessment results - formative and summative in math, science, social and english ● Increase in reading levels as measured in AIMSweb
<p>Evidence of Success</p> <p>.</p>	

School Goal 2: **Students will respond to questions using higher order thinking skills.**

School Strategies

- Analyze school based assessments to ensure questions are connected to content learned in the curriculum - blueprint the assessment
- Implement increased focus on vocabulary in questioning strategies, both written and verbal
- Increase knowledge of Bloom's taxonomy vocabulary to increase understanding of assessment questions- use of higher level thinking

School Success Indicators

- PAT/DIP results
- assignment and exam results
- students understand what questions are asking of them

Evidence of Success

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