

Calmar Secondary School Education Success Plan – 2020/21 – 2022/23

CALMAR SECONDARY SCHOOL



Believe ~ Rise ~ Achieve

School Profile:

Calmar Secondary School is a grade 7 – 12 school located in the town of Calmar, Alberta and adjacent to Calmar Elementary School. It is in the Black Gold Regional School Division. Calmar is located 20 km. west of the city of Leduc and approximately 40 km. south west of the city of Edmonton.

2020-2021 Population – 219 students

Grade 7 – 48 students (total)(6 distance learning)
 Grade 8 – 48 students (total)(4 distance learning)
 Grade 9 – 38 students (total)(8 distance learning)

Grade 10 – 26 students (total)(1 distance learning)
 Grade 11 – 28 students (total) (2 distance learning)
 Grade 12 – 31 students (total) (1 distance learning)
 Returning Grade 12 – 2 students

Celebrations & Challenges:

Celebrations

While last year was a bit of an uneven year there were many things to celebrate. Shelby Armstrong came in third in zones for cross country while our junior boys’ volleyball team won gold in league play. We also fielded five basketball teams from our small population base and all of our teams saw marked improvement over last year.

We added several new offerings to our students this year in the fine arts. We brought in a former student to offer group guitar lessons after school. This allowed some of our high school students to earn credit for General Music. We had another teacher offer high school art outside of our regular timetable. This small group of students created a beautiful mural that now hangs in the foyer of the school. We had a piano donated to the school and found a home for it in the foyer, where it saw plenty of use over the year. Our drama production of 9 to 5 was amazing! Our young actors and singers are getting stronger and stronger. Several of the shows were sold out! Our newly formed leadership group organized a talent show for the spring. The student talent was excellent and the event was a huge success.

Academically we were able to take full advantage of all of the dual credit opportunities offered by the division. We had a handful of students take the Elevate Aviation course. We also had three students take welding and three students take the electrician trade offerings. Another 15 students took dual credit college or university courses. These courses were extremely helpful in increasing the diversity of course offerings at Calmar Secondary.

Challenges

The toughest part of this school year was dealing with the impacts of COVID-19 in March. The sudden move to virtual schooling in March took its toll on staff and students. While everyone was resilient and made the best of the situation it was not an ideal situation. School activities such as sports and graduation were cancelled and the disruption to student learning will be felt in the coming year.

2019-20 Calmar Secondary School Council Report

The CSS School Council reconvened September 16, 2019. The executive positions were elected with the Chair being Nhung Tran-Davies, Vice Chair Patti Goudreau and Secretary Theresa Armstrong. Theresa assumes the role previously occupied by Dawn Bauer, who unexpectedly passed away over the summer.

The CSS School Council met on a bimonthly basis between September 2019 to June 2020. Due to COVID, schools were closed Mar15/20. The School Council gathered one last time for the school year on June 15/20.

On February 26/20, the principal Dan Lake, the chair Nhung and her daughter Kenya attended the Stakeholder Engagement Evening at the Council of School Communities in Leduc. The main topic of discussions were on how to fund for technology, busing, kindergarten students.

The council also had input into the 2020/21 School Year Calendar via survey.

The topics discussed during the 2019/20 school year were as follows:

1. Budget

- With the change in government and proposed cuts to education, there are valid concerns over our operating budget. We lost 1.0 teaching position the past year. We were hit hard due to declining enrolment, as we had 10% decrease in operating budget. Some classes were also cut. Risk of losing learning support/EA staff with decreased inclusive ed funding.
- New Education Act as of Sept1/19. An audit committee was formed for BGRS and a consultant was hired to rezone the boundaries.
- New Block funding models based on 3 yr rolling average. Dan hopeful that it could provide adequate funding to support students and staff.

2. Academics

- There are quite a few returning grade 12's. 30 Students taking part in dual credit opportunities.
- With lack of funding and student enrolment, there could be a need to cycle Chemistry and Physics? This is of course, not acceptable since it does not meet standard of quality education for our children.
- Uncertain if we're providing quality learning experience with flex block. Accountability Pillars survey conducted.

2a Language Program

- Second language instruction helps with brain development, but it can also help with cultural understanding as well as opening many opportunities for students. Our rural students are disadvantaged as compared to the students in the city. Mr. Lake still looking into options for how to make it possible. So far, Mr. Ellis able to provide occasional French lessons.

3. Extracurricular

- The musical theatre students were amazing again this year in their production of 9 to 5. It would be good to help support funding for some of their equipment. The students fundraise throughout the year.
- The Talent Show held on March 6th. It was very well received by all students as the audience was very respectful to the performers. We have some incredible talents (singers/dancers).
- Both the boys and girls' basketball teams did well this year as they had made it to the final
- Our Reach for the Top students did well as well.

3a. Music

- Logan Mills has been able to offer after-school guitar lessons for the students

4. Vocational

- Manuluk Industries out of Wetaskiwin have generously committed to covering the equipment and material for the machining program, in preparation for the skills competition.

5. Library Usage

- It is important to encourage literacy by having more books in the library and adding more comfortable furniture.. Students need a quiet space to get away from the noisy world, to think, reflect and study. This school year, the library was open at lunch to to inspire a love of reading. One of her first initiative was a Book Fair for the Jr High students, with gift cards as incentives for reading. The Book Fair can be a fundraiser as well.

6. Student Behaviour

- Misbehaved students, including students caught vaping or committing other misconduct are suspended.
- Bullying via cell phone texts have been an issue in the past year, but not yet a major issue this year
- The dress code surrounding hats were relaxed.
- There were issues surrounding boys urinating in the boys' bathroom. It was investigated. Mr. Lake informed all parents via the newsletter
- Some kids feel they can just leave school grounds without properly being excused from school. Mr. Lake will inform parents of their absence.
- Cell phones are a major distraction to learning for students and the classroom as a whole. The school banned cellphone use during class time last year. 4-5 phones had to be taken away this year.

7. Resources

- We had a discussion about how to cover the cost of technology (chrome books). Black Gold is considering possibly a charge of \$50 for usage

8. Facility

- Mr. Lake found some affordable tables/chairs for foyer area. He wants to create some quiet area and work spaces. Our hopes is also to add some greenery/trees in the building to further enhance the students' spirit. Patti's husband kindly supplied paint and labour to add colour to the table tops. Some funds for the furniture came from PTA. There's also some funds in the school budget for some of this purchase.
- The students did an amazing job with the School Mural in the main atrium.
- Some patio furniture was purchased for the green space outside the library.

9. School Events

- The school council is again supporting Nowhere to Run (Jaclyn Evaschyshyn is the main organizer) event to support physical and mental health & well-being for students.
- As well, the members of the council helped organize a Christmas Luncheon for the students and staff.

9a. Hot Lunch Program

- There were discussion about having private contractor as we looked into options, taking into account liability. We tried getting some lunch ordered from Versus, to support local, but the cost was a little high. Patti suggested operating a concession and having Popcorn Days.

10. Pandemic Planning

- We commenced discussion on how to keep our students safe (handwashing, social distancing, etc) during this COVID pandemic.

Aside from the sudden closure of school in March due to COVID, the 2019-20 School Council meetings were productive. Positive actions came from the council meetings benefiting not only student's mental health and well-being, but also ensuring continued pursuit of excellence in teaching and learning for the students.

Sincerely,



Nhung N. Tran-Davies
Calmar School Council Chair

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Calmar Secondary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.2	84.8	83.7	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	71.8	62.2	62.3	82.4	82.2	82.0	Low	Improved	Acceptable
	Education Quality	88.8	82.9	81.4	90.3	90.2	90.1	High	Improved	Good
	Drop Out Rate	3.0	4.6	2.7	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	84.1	74.8	72.1	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	56.4	70.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	5.0	14.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	83.1	83.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	20.3	20.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	56.7	49.0	47.3	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	66.7	64.9	56.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.7	54.7	45.0	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	76.7	81.8	78.2	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	74.3	78.1	73.0	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	78.3	78.4	71.8	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	77.5	72.9	73.6	81.5	81.0	80.9	High	Maintained	Good

Accountability Pillar Reflections

Overall we are extremely pleased with our Accountability Pillar results this year. Some highlights to note are as follows:

Our Safe and Caring School metric continues to improve (See goal below).

Our high school completion rate is very high.

I believe that high school completion rate is directly related to effort, persistence, and communication throughout each year of high school to ensure students get the courses they require for graduation. You cannot wait until grade 12 to act.

The measure for Continuous Improvement has increased.

This is an important measure. We as a staff have been very deliberate in picking a few initiatives and implementing them each year. We have consulted students in many of these initiatives. At present, most of these initiatives have been focused on the physical environment of our school. These initiatives have indirectly affected student achievement. This year, we will introduce a new goal to directly address student achievement.

School Goal 3: Improve Student Achievement in Mathematics in Junior and Senior high school

Timeline: *September 2020*

Rationale: We are consistently struggling to meet the provincial average in meeting the acceptable standard and standard of excellence in our PAT in Mathematics. In our high school Mathematics courses, we often have students taking courses above their ability level. We need to improve our teaching practice but also adequately prepare our students to develop the work ethic necessary to succeed in academic math courses in high school.

Timeline	Strategies	Supporting Data
2020-2021	<ul style="list-style-type: none"> ● Organize and review MIPI results for the last two years and compare fall and spring results. ● Compare individual student MIPI results with PAT data. ● Use John Hattie's, Visible Learning to inform our practice ● Have Mathematics teachers work together to establish vertically consistency with how they are delivering concepts to students ● Starting at the junior high level facilitate professional development with at least one other school (West Haven?) to discuss best practices and share strategies and resources. ● Work with our counsellor, LST, and educational assistants to build time into the schedule that provides remedial and extension opportunities for our junior high students. 	<ul style="list-style-type: none"> ● Accountability Pillar results (PATs) ● MIPI results September and May ● Number of students enrolled and succeeding in Math 10C

Review & Reflection:

