



Charles Spencer High School

Principal: Jason Wall

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gpsd.ab.ca/school/charlesspencer

   **GPPSD2357**

Who we are!

At Charles Spencer High School everyone is a Maverick. Our vision is to inspire all students to be a Maverick; “a unique character, an inspired or determined risk-taker, forward-looking, creative, eager for change, someone who propels Alberta in a new direction or who alters the social, cultural or political landscape”

– Aritha Van Herk, Author.

Grade 9 - 12



1050 Students



75 Staff



School Council our Partners in Education
Meets the third Wednesday of every month at 6:00 pm



At Charles Spencer High School we ...

strive to create a community where all stakeholders have voice and contribute. Our school focus is on high quality instruction and learning, and student growth and wellbeing. We believe that student achievement is increased when there are strong relationships within our school community. We are focused on the core values of Risk Taking, Responsibility, Growth and Perseverance.

We are the receiving high school for students from Ecole Montrose, Derek Taylor, Aspen Grove, and Isabel Campbell schools. We offer programs of choice in the areas of French Immersion, Academy Athletics and elite sports programming in Dance, Soccer, Hockey, and Golf through The Academy. It has been a tradition for students to be involved in a school musical each year.



Our Education Plan is focused on:

Priority: High Quality Instruction and Learning

Outcome: Whole school community involved in preparing students for lifelong learning and the world of work.

Strategies:

- Focus on clear communication with the school community about how we are preparing students for life beyond High School.
- Expand opportunities for students to engage in outside of school work-related opportunities through community partnerships, workplace readiness, job shadowing, work experience, Registered Apprenticeship and more.
- Pursue opportunities for real world application of class learned concepts.
- Engage with community partners like Northwestern Polytechnique, CAREERS, and the City of Grande Prairie to provide more information and opportunities like our 2nd annual May Job Fair and the April Post-Secondary Career Connections night.
- Continue to seek input from parents through the School Council and the Parent Corner feedback part of our Newsletter on ways to support students. Next we will test sharing the Parent Corner more widely with our school community by posting it on Facebook and sharing with staff and students.
- Implement CALM 20 as part of the expected grade 11 programming where it is a better fit for student maturity and closer to their graduation year. Continue to have Workplace Readiness as a course for students to enroll in. This focuses on some job search and readiness skills, and completing HCS 3000, the course that is required for students to earn work experience credits. We will also add the ability for students to complete these modules in the Maverick Market Option.

Evidence:

- Division Assurance Survey, observational and work experience reports, program portfolios, student engagement in class, out of class extracurricular activities, students referencing out of class experiences on assessments, students' interest, and curiosity regarding scientific inquiry. We would also garner feedback from our community partners, especially after events like the Job Fair.
- Longitudinally track total number of work experience credits obtained, numbers of students using work experience credits as part of their 100 they need to graduate and numbers of students entering RAP programs.

Outcome: Provide a learning environment that supports success for all students.

Strategies:

- Provide flexible learning opportunities for students through the Independent Learning Center (ILC), learning support, academic counselors, and work experience.
- Focus on high expectations and perseverance through classroom challenges and problems, assessment strategies that provide constructive student feedback, student self-assessment, frequent communication, and progress tracking.
- Develop growth mindset, empathy skills, goal setting, and reading comprehension meta-cognition skills.
- Commitment to provide quality instruction in all academic pathways including French Immersion, Knowledge and Employability, and all regular stream courses.
- Work with teachers through professional growth plan meetings to work on continual improvement to practice.
- Support student test prep and test taking skills.
- Continue with the High School Intervention position to support student graduation rates.
- When appropriate, students are given the opportunity to recover credits in failed courses especially in English and Social Studies.
- Regular Tuesday morning Student Support meetings including administration, academic counselors, learning support teachers, indigenous liaison, social worker and High School completion coordinator.

Evidence:

- Provincial Assurance (Graduation Rates), credits earned through flexible programming, levels of Acceptable and Excellence on Final Exams, PATs and Diplomas.
- Number of students celebrated for receiving honours and Maverick Citizen and Ambassador awards.
- Checklists and anecdotal recording of students impacted by use of specific support strategies, specific skill improvement, number of students who completed enrichment activities, and their level of performance in subsequent courses.

Priority: Student Growth and Well-Being

Outcome: Safe, caring and inclusive environment where students' physical, mental and emotional needs are supported.

Strategies:

- Use various strategies to reduce student anxiety including: Grade 9s only on first day, establish safe spaces through class norms and values work, breaking exams and large assignments into smaller chunks, continued formal and informal conversations with students and parents to find common ground and interests, consistent class structures so students know what to expect, variety in classroom activities and student-centered transition planning.
- Explicit Social Emotional Learning (SEL) instruction through activities in first week of school, Indigenous cultural events and activities during the week of September 30th, integrating SEL into Health 9, CALM, and Advisory classes and in SEL friendly classroom activities.
- Continue to integrate Social Emotional Learning (SEL) ideas from the Third Path as part of "What we do at Charles Spencer" to move SEL integration forward.
- Focus on communication and relationship building through work with families, holding space for grappling with hard questions, classroom discussions, providing listening ears, providing constructive feedback, collaborating on assignments, check-ins with students, and supporting students' creative expression.
- Support student perseverance using common growth mindset vocabulary, visuals that are welcoming and caring, and coaching.
- Continue to support students emotionally and academically with a safe space and listening ear through Student Services, Student Supports, a Social Worker, and our Indigenous Support Liaison.
- Modify how we implement Advisory to better support students with meaningful connections to adults in the building.
- Provide experience for student to challenge themselves in areas where they can excel. This would include the Skills competition, Sports teams and extra-curricular.

Evidence:

- Survey of Grade 9s, Division and Provincial Assurance Surveys.
- Continue to use Student focus groups (as were used with our Mission and Vision work) to get feedback on initiatives.
- Use of anecdotal reporting to track number of challenging conversations, opportunities for sharing, lack of student negative behaviors, student feedback and participation in various classroom activities, number of students asking questions and peer observations.
- Tracking repeat visitors to student services, student performance on assessments, course exit slips on effectiveness of the growth mindset vocabulary, SEL goals built into IPP's and creation of program portfolios, and enrollments in specific courses.

Outcome: Promote the Maverick Culture – perseverance, pride, creativity, innovation, and pushing boundaries.

Strategies:

- Encourage extracurricular (including a club fair in week 3) involvement.
- Weekly recognition of Maverick Citizens and Ambassadors and year end Awards night.
- Integrate our four core values of Risk Taking, Responsibility, Growth, and Perseverance and our redesigned school Mission and Vision into all programs and procedures in place.
- Add back more assemblies and activities to build School Spirit.
- Support and enhance the student council's involvement in school operations.
- Provide Leadership classes with culture building tasks.
- Utilize Advisory to host assemblies and culture building activities.

Evidence:

- Division Assurance Survey
- Levels of participation in the various extra-curricular activities (clubs, athletic teams and school musical)
- Student Voice: Level of interest in opportunities to give feedback to improve school climate, school dress code, grad planning, and revising school Mission and Vision.