



Charles Spencer High School

Principal: Chris Dextrase

3-Year School Education Plan

2021/2022 – 2023/2024



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



www.gppsd.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



1165 Students



83 Staff



School Council our Partners in Education
Meets the third Wednesday of every month at 6:30 pm



At Charles Spencer High School we ...

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 continue to develop a culture that promotes Connection, Belonging and Celebration.

We are the receiving high school for students from Ecole Montrose, Derek Taylor, Alexander Forbes, 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.

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.
- Students will have opportunities 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 students in activities and encourage their progression from exposure to mastery.

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.

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 advisors, 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.
- Support student test prep and test taking skills.

Evidence:

- Provincial Assurance (Graduation Rates), credits earned through flexible programming, levels of Acceptable and Excellence on Final Exams, PATs and Diplomas.
- 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.
- 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.

Evidence:

- Survey of Grade 9's, Division and Provincial Assurance Surveys
- 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.
- Continue to promote three pillars (Connect, Belong, Celebrate).
- Weekly recognition of Maverick Citizens and Ambassadors.

Evidence:

- Division Assurance Survey, levels of participation in the various extra-curricular activities and level of interest in opportunities to give feedback to improve school climate.