



Charles Spencer High School

Principal: Jason Wall

3-Year School Education Plan

2024/2025 – 2026/2027

Year 2 – 2025/2026



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



<https://charlesspencer.gppsd.ab.ca/>

   GPPSD2357

Who we are!

At Charles Spencer High School everyone is a Maverick. Our vision is to inspire all learners 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.

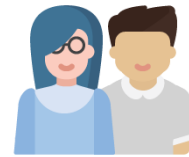
Grade 9 - 12



1105 Students



75 Staff



School Council our Partners in Education

Meets the third Wednesday of designated months at 6:00 pm



At Charles Spencer High School we ...

...strive to create a community where all stakeholders have voice and contribute. We focus 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 receive students from École Montrose, Derek Taylor, Aspen Grove, and Isabel Campbell schools. We offer programs of choice in the areas of French Immersion, Multi-Sport Academy Athletics and elite sports programming in Hockey and Golf through The Academy. At CSHS we value the arts languages and trades. Music programming includes Orchestra, Band, Choir, and the annual musical production.

Our Education Plan is focused on:

Priority: High Quality Learning Experiences	
<p>Outcome: Support the Success of All Students</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Complete and implement our <i>Guide to Student Success</i>; elements include – Guide to Assessment; Attendance Pyramid, and positive behaviour supports. <ul style="list-style-type: none"> ○ Utilize parent-student-administrator meetings to positively support attendance. ○ Ongoing feedback from school leaders – for teachers – regarding assessment practices and the communication of student progress. • Focus on high yield instructional strategies – as it is aligned with the <i>Teaching Quality Standard</i>, the <i>Optimum Learning Framework</i>, and current educational research. • Provide flexible learning opportunities for students through the Independent Learning Center (ILC), learning support, academic counselors, Indigenous liaison, work experience/off campus coordinator, and social workers. <ul style="list-style-type: none"> ○ Increase teacher support for student accommodations and course completion outside regularly scheduled classes. ○ Increase course availability for students completing credits online and through Moodle • English 30-2 “Fast track” opportunities for students who are academically ready. • Revamped English 10 and 20 level exams that concisely evaluate reading and writing skills. • Establish distraction free classrooms by implementing a personal mobile device plan that aligns with the ministerial directive. • Weekly student services meetings involving school leaders, and staff members in specialized student support roles. Develop individualized plans and structural changes based on patterns of need. • Purposeful structure of Grade 9 core classes and complementary classes. Maximum exposure to CTS courses. <ul style="list-style-type: none"> ○ Year 2 – Make all Grade 9 classes full year (day 1, day 2 for Math, Science, and Social Studies). • Increase capacity for teachers and departments to embed inquiry process for professional growth. • Explore flexible structures during the school day to support students who are behind on their work or who need additional support. 	<p>Evidence</p> <ul style="list-style-type: none"> • Continued improvement in Three-Year high school completion rate. • Numbers of students supported through ILC and high school completion (quantitative and qualitative reporting). • Teacher satisfaction related to school based professional learning. • Ongoing tracking of PowerSchool as a communication tool for assessment practices. • Number of students celebrated for receiving honours and other awards.

<p>Outcome: Prepare students for the world of work and/or post-secondary studies</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Increase total proportion of CTS credits earned. • Track the total number of students participating in both on campus and off campus trades related experiences. • Total number of students in RAP placements. • Division and provincial Assurance Survey data. • Track number of Rutherford Scholarship recipients.
<p>Strategies:</p> <ul style="list-style-type: none"> • Expand opportunities for students to engage in trades related work-related opportunities through community partnerships, workplace readiness, job shadowing, work experience, and Registered Apprenticeship Program placements. <ul style="list-style-type: none"> ○ Build and strengthen community partnerships in support of helping students transition to the world of work. • Continue to host career fairs and encourage students to participate in GETT and Skills Canada. • In addition to increasing student exposure to NWP, continue offering Grade 11 students a post-secondary school tour in Edmonton. • Improve communication with the school community about how CSHS prepares students for life beyond High School. • Implement and utilize myBlueprint for students to connect classroom learning and credits earned to post-secondary opportunities and the world of work. 	

Priority: Student Growth and Well-Being

Outcome: Maintain a safe, caring, inclusive, welcoming, and respectful environment for all students and staff.

Strategies:

- Ensure active and focused supervision of students by staff members.
- Directly address areas of the school that students identify as unsafe.
 - QR Codes for students to anonymously report issues.
- Foster and support reconciliation with First Nations, Metis, and Inuit peoples in meaningful ways.
 - Support teachers as they embed foundational knowledge of Indigenous Peoples in their classrooms in addition to various school-wide events at natural points within the calendar.
- Continue to host Grade 9 day for the first day of school and support the transition of new students.
- Continue to support students emotionally with a safe space and positive adult connections through Student Services, Student Supports, Social Workers, and our Indigenous Support Liaison.
- Update and implement a positive behaviour support plan as a part of the overall *Guide to Student Success*.

Evidence:

- Structured and strategic student feedback at multiple key points during the school year.
- Survey of Grade 9s.
- Division and Provincial Assurance Surveys.

Outcome: Increase our overall sense of school spirit and sense of belonging.

Strategies:

- School staff are committed to “Bring the fun”. If it is possible to laugh and enjoy ourselves as we are learning, we will make it so.
 - Whenever possible, have fun experiences with the students and staff ie) Christmas Carnival, assemblies, hot dog day, watermelon eating contest, pancake breakfast etc.
- School leaders will celebrate and support students and school staff.
- Increase knowledge of upcoming events by consistently sharing all announcements during one designated block each day, through the PowerSchool app, and on our TV displays in our common areas.
- Provide multiple avenues for students to provide “student voice”.
 - This includes student council, school council, exit slips, grade level focus groups, and targeted conversations hosted by teachers.
- Design fun, meaningful, and purposeful assemblies.
- Support and enhance the student council’s advisory and leadership role within the school.
- Leadership classes will design and implement culture building activities.
- Continue to support students with snacks and lunches including apples, dry goods, pantry goods and snack bowl program.
- Develop an updated strategy for recognizing and celebrating our Maverick Citizens.
 - Integrate our four core values of Risk Taking, Responsibility, Growth, and Perseverance.
 - Core Value recognition cards to students.
 - Recognize student success in a variety of ways.

Evidence

- Feedback forms for parents and students.
- Levels of participation in the various extra-curricular activities.