

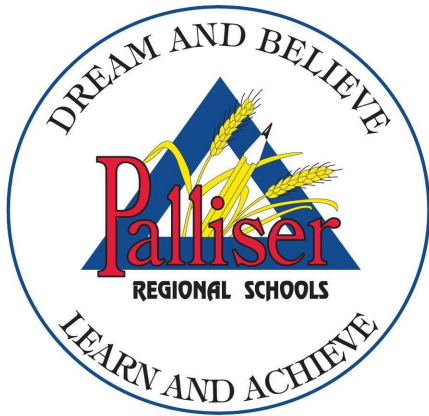
School Goals
Palliser Regional Schools
2020-2021
KATE ANDREWS HIGH SCHOOL



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ANNUAL EDUCATION RESULTS REPORT

School Profile:

Kate Andrews High School serves students from grades nine through twelve. The population at the school is approximately 370. The demographics of the school population reflect that of the community, a mix of rural and urban students in a growing community on the outskirts of Lethbridge. Recently, we are seeing more New Canadians show up at our school from countries such as Mexico, Philippines and Thailand. We also have a growing international program that welcomes students from all over the world. Kate Andrews consistently hosts a significant number of International Exchange Students. The current global pandemic has placed a halt on international student exchanges. There are approximately 20 full-time equivalent teachers. These teachers are assisted by 7 Educational Assistants, 2 Administrative Assistants, a full-time

Librarian and a part-time Family School Liaison Counselor. Our Career and Academic Counselor(CAC) is covered by one of the teachers in conjunction with the Principal and somewhat reduces our FTE.

Mission Statement:

The mission of Kate Andrews High School is “Educating students in a caring environment that challenges each to find academic and personal success.

Vision:

Kate Andrews High School is committed to ensuring, through the combined efforts of staff, families, and community, a quality education for our students that will enable them to take their place in the community as responsible, caring, and knowledgeable citizens

Celebrations:

In March of 2020 the world entered into a global pandemic. COVID impacted the way we educated our students. Students were forced to isolate at home and our teachers quickly responded by adjusting their teaching to an online format. Through the use of Google Classroom, Google Meet and Zoom, our teachers supported students in synchronous and asynchronous learning. Over the last school year and continuing into the new school year, Kate Andrews has been renewing itself and reaffirming its values around educating students. Because of COVID, we did not have an opportunity to work with Lethbridge College on Experiential Learning Week. As well, we did not have the opportunity to host a “Fun Day/Meet and Greet” for our RI Baker students. Instead, our teachers worked on a welcome/introduction video which was sent to all potential new students. We also created an excellent Google based course selection process, which was later adopted by other high schools within Palliser.

We are currently in the Fall semester of the 2020/2021 school year. Celebrations have been altered within our school due to ‘Cohorting’ and the cessation of extra-curricular activities. We have adopted a “Winning Wednesday” challenge for staff and students as a way to bolster school spirit. Furthermore we have tried to maximize our usable gathering spaces to allow students to get a mask break throughout the

day. Although we have ceased to use the Advisory Period due to ‘Cohorting’, individual teachers have placed an additional effort to keep a pulse on student well-being. Regular meetings with teachers and admin to support individual cohorts are taking place. The ‘Cohort’ replaces the Advisory and allows for a consistency throughout the day. As such we use this to create friendly competitions to support our community and bolster school spirit. Our annual Food Drive is a great example of this.

We are committed to our Knowledge and Employability program at Kate Andrews. During COVID, we have been creative to try and ensure students get support in their Cohort group and at times in a smaller group situation. The continued long term goal is to better meet the needs of all of our students and ensure we support students to stay in school and to be successful.

Kate Andrews offers a strong academic core program supplemented by a wide variety of complementary courses. Students have performed well on the Alberta Diploma Examinations and PATs, continually exceeding the provincial averages. Teachers of these courses are subject specialists and participate in professional activities to remain up-to-date with the current curriculum and instructional practices.

The complementary courses at KA include a Fine Arts program with instruction in Art, Drama, Instrumental Music, Jazz and Choir. In addition to these courses, students can receive instruction in French, Creative Writing, Psychology and Paleontology.

Our Hockey Academy has been halted for the current school year due to COVID. Last year we held our second annual tournament between the Academy and the Police and Fire Services within the community. It is a nice community event and was a great PR success.

Kate Andrews offers Career and Technology Studies modules in: Financial Management, Media Arts(Coding Course, Multimedia, Yearbooks, Photography, Screenprinting), Food Studies, Fashion Studies, Fabrication, Mechanics, Sports Performance and Sports Medicine.

Off-Campus courses include: Green Certificate, Work Experience, Registered Apprenticeship Program and The Ironworkers Program. New this year for Off Campus is the Kate Andrews Fire Academy. A partnership with the local Fire Department and NAIT. Kate Andrews is a strong supporter of the Skills Canada Alberta.

Academic support is provided for those students who are experiencing difficulties with their courses at school. Students with mild to severe learning disabilities are integrated into regular classes with appropriate assistance provided. The Knowledge and Employability program continues to be an important part of our

programming. Further work in terms of scheduling and teacher assignment has helped enhance the program, supporting students pursuing a certificate of high school completion.

Although it is currently halted due to COVID, Kate Andrews offers a wide variety of extracurricular opportunities for students. In athletics we offer: golf, volleyball, basketball, badminton, baseball, slo-pitch, cross-country, track and field and curling.

In Fine Arts we normally offer several extra-curricular opportunities, including fall and spring drama productions, and weekly art club. Every fall the fine arts department collaborates to host a night that showcases student (*learning*) talent and growth. It is a High School Redesign collaboration amongst our teachers. In addition, we have various other clubs in our school to support students in finding an activity that fits their interests. They include: GSA, Board Game Club, Book Club, Video Game Club, Art Club, DnD, Yoga and Mentorship.

Student Council is an active and vibrant part of our school. Although COVID has halted regular meetings for student council, the teacher supervisor/Health Champion continues to create events that allow for the student body to be engaged in fundraisers and school spirit building events. These events have and will include activities such as holiday celebrations, Terry Fox Run, and Remembrance Day ceremonies as examples.

Halted because of COVID, students will miss the opportunity to participate in the Student Leadership Symposium – ***Discover U***. Normally, KA students also participate in a community food drive food drive that is a great success. It involves grade 9 students dispersing bags throughout the community, while staff (with the help of some students) collect items at a later date. All proceeds go to the Coaldale Food Bank.

We are continuing to focus on better communication and collaboration between our School Council and our Admin Team. This council consists of parents, community representatives, a teacher(s) representative and a student representative.

Kate Andrews High School

School Goals

2020-2021



School Goals
2020-2021

Goal 1

Provincial & Jurisdictional Goal: Every student is successful.		
School Goal: Students will be supported in reaching their achievement potential		
Measures: PAT/DIP results, Fountas & Pinnell testing (where appropriate), Instructional Supervision tracking, Accountability Pillar Results, OurSchool Survey, Learner Profiles, Accommodations, and appropriate programming.		
Fostering programming to improve student graduation rates		
	Action Steps / Strategies	Administrative Comments
<i>Building consistency within the school team to better support students on a pathway to success.</i>	Continuation of the Knowledge and Employability program	Cohorting has created challenges. Doing our best to have targeted support under the circumstances
	Administration/CAC working closely to monitor student program path in conjunction with the program of studies pathways.	Online schooling last spring has created a potential gap in credits. We are finding a gap in student knowledge has been more pronounced in our students.. As well, systemically, there is the potential for a net loss of credits.
	Utilize Off-Campus supports to maximize student credits, especially for at risk individuals	CAC has run weekly Go Courses with PBB to ensure students are getting credits(and Palliser the funding through backdating) for past work experience. Filling in the credit gaps.
	Collaborative process with grade 9 teachers to ensure students transition from feeder schools are properly tracked with parental involvement.	This action is partially born from the potential learning gap from last spring. It is also exacerbated by the transition to all student files being online. Working with teachers to ensure Google is used to proactively inform parents instead of just powerschool which is somewhat reactive.
Essentials for Learning: Student Focus		
	Action Steps / Strategies	Administrative Comments

<i>We will ensure that every student has an opportunity for learning success</i>	Utilizing the fundamentals of Redesign, scheduling creates flexibility to increase students' ability to access courses.	
	Addition of the 4th "Class" for Grade Nines to create smaller class sizes, especially in core areas.	There are 4 classes per grade. During COVID, chorting has been consistent with 4 main groupings per grade.
	Increase contact time with grade 9's in core areas, through efficient scheduling of other courses like Health(as an example)	This has worked well. Students have had less option choices at all grade levels due to cohorting.
	Extending the use of accommodations for students to appropriately enhance their opportunity to be successful.	Reduced EA has meant prioritizing contact with students. Greater use of technology.
	Redesign continues to be utilized as a way to effectively engage students in learning while maximizing credits. Students in grade 10 can have as many as 50 credits in some cases.	COVID has hampered our ability to ensure students are maximizing credits. Raises questions about the long term impact on grad rates and the credit system in general.
	Streamlining and communicating with PBB to aid in ensuring that concurrent students schedules at KA and PBB are in the best interest of students.	Both PBB and KA have worked on the communication and entrance into a course at PBB. Supporting learning during COVID has helped improve the process in a way.
	Retirements have led to an all new Social Studies 'department'. Currently connecting these teachers with a mentor and creating an inclusive vision for the delivery of Social Studies at KA.	This may need to be looked at again depending on our student numbers and FTE
	Improvements to K&E Programming.	This is currently hampered by cohorting during COVID.
	Math teachers have been availing of PD opportunities and working with Collab groups. Access to SAPDC events such as the Virtual Math Conference/Numeracy Assessment	Accessing high quality PD in the future will be important.
	Seek PD opportunities that are beneficial in all high school courses. Administration was part of the Cultures of Thinking cohort last spring. In one of our PD sessions Miss Van Wieren hosted an introductory session. She will also host sessions during Collab Days.	Related to this, Miss Alexander is completing a Masters Degree at UofL . She is currently working with the English department on the use of Conceptual Learning in the classroom. I am pursuing PD on Teaching Sprints to see if it can be used as a mechanism for PLC's.

Technology to support student success	Action Steps / Strategies	Administrative Comments
<p><i>We will utilize technology to enhance instruction and help teacher/student/parent to be accountable</i></p>	<p>Utilizing technology through the google platform to enhance instruction and provide accommodations</p>	<p>Shifting to ‘Online Schooling’ has expedited a ‘paradigm shift’ in the delivery of courses at KA. It has resulted in the ability to educate students synchronously and asynchronously. It allows for better communication with parents. All courses now exist on google classroom</p>
	<p>Open the Parent Portal in Powerschool. Find ways to enhance the communication with parents across the portal, including school messenger.</p>	<p>Kate Andrews was one of the first schools in Palliser to end report card printing. Utilizing the ‘modify info’ section of Powerschool has been an important component of ensuring accurate data which can be shared with AHS in a timely manner if requested.</p>
	<p>Make adjustments to school processes to ensure that digital school files do not hamper student transition into KA or effectively supporting student learning needs.</p>	<p>There have been growing pains, especially in cases where a student comes from another division.</p>
Support teachers to improve instruction and professional development	Action Steps / Strategies	Administrative Comments
<p><i>We will ensure structures are in place to support professional learning and to improve teacher professional practice.</i></p>	<p>Tech PD initiatives have been important. We are piloting the use of iPads in the classroom. We also look for ways to support ELL/ESL students in our school. Increase the use for text to speech programs such as Read&Write on Google.</p>	<p>Teachers effectively used iPads during “Online Learning” last spring. Creating videos, using Zoom, etc. This year, teachers with iPads do not have chromebooks. As part of cohorting, teachers move classrooms and students do not. There have been a lot of struggles to support tech needs in each room.</p>
	<p>Support a more integrated PD Committee that takes into account the new TQS document.</p>	<p>PD has been utilized to totally rethink how we support students and process under the parameters from AHS to deal with COVID. This has hampered some of the PD initiatives we had planned for this year, including a continuation of our PD around supporting our indigenous community.</p>
		<p>We have connected with Kristin Klein to support us and our students.</p>

Goal 2

Provincial & Jurisdiction Goal: Wellness-

~Palliser students will become literate in mental health. This knowledge and understanding will provide them confidence and support in their pursuit of living full and healthy lives.~

School Focus: Improve the health and wellness of our school community during this Covid time.

Wellness Goal #1: Focuses on belonging	Action Steps / Strategies	Administrative Comments
We will build community through <u>relationships</u> to enhance a sense of belonging for students, teachers and parents.	Every class will have a 15 minute visit from our Wellness Team (FSLC, Family Connections, FNMI support, Vice Principal) to discuss universal supports and strategies they offer to students at Kate Andrews.	This support is designed to be ongoing and based on feedback, lessons can be developed focusing on community and a sense of belonging.
	Small friendship skill building groups have been created and led by our Family Connections Worker- Covid guidelines are being followed.	These groups were derived from the amount of support a number of students were seeking once we returned to school after the Covid break.. This program requires parent approval.
	Focussing on communication with home. An emphasis was made to connect with parents in September, as well as meaningful intervals throughout the school year. Staff have been directed to discuss student progress, ways to communicate (email, powerschool, google classroom)	We have established a more structured way of connecting with families. In light of Covid, we felt it was important for teachers to establish lines of communication with parents almost immediately. The importance of powerschool and google classroom were highlighted during initial contact.
	Cohort competitions and community building activities will be organized to build safe/productive relationships within the building.	-With a number of new staff and all the incoming grade 9 students, we are looking for ways to get acquainted with each other. The cohorts will have to be used to re-energize and strengthen belonging. -We are looking into creative ways to support student extra curricular activities and clubs to enhance belonging
	Theme days- every Wednesday is assigned a dress up theme for all staff and students to participate in.	
	Celebrate student and staff successes and appreciations through acknowledgements on bulletin boards, announcements, KA TV spots, etc.	Our Kate Andrews' Social Committee has taken on the responsibility of handing out RAC's, and celebrating the great things staff and students are doing
Indicators of success	OUR School Survey-We will be adding a personalized section related to a sense of belonging and mental wellness. The survey will be distributed to students in the fall of 2020 and again in the spring of 2021. The results from both surveys will help us guide future decisions to support and they will help us understand if we are on the right track. Empirical evidence- anecdotal notes of observation	
Wellness Goal #2: Focuses on mental wellness	Action Steps / Strategies	Administrative Comments

<p>Our school community will help each other recognize personal mental well-being and apply coping strategies to support.</p>	<p>This year we have established a School Wellness Committee</p>	<p>At this time, the committee consists of Admin, FSLC, Making Connections worker, 4 teachers and 2 PS 3 students. Currently, we have used data collected from previous surveys to create our wellness goals and an action plan. The committee will meet on a regular basis to reflect on the action plan and make adjustments if necessary.</p>
	<p>Establish a School Wellness Team of experts comprised of FSLC, Making Connection Worker, Indigenous Success Coordinator, and Administration</p>	<p>The creation of this team was part of the action plan established by the School Wellness Committee. They are responsible for not only following through on their own initiatives, but also the Wellness Committee. We will meet on a monthly basis to discuss universal, targeted and specialized supports for students.</p>
	<p>Every class will have a 15 minute visit from the Wellness Team (FSLC, Family Connections, Indigenous Success Coordinator, Vice Principal) to discuss their different supports they offer to students at Kate Andrews</p>	<p>The Wellness Team will educate staff and students about the number of supports they offer. The team will continue to check in the classes. Based on feedback, lessons can be developed focusing on coping strategies, resilience, managing anxiety...to name a few.</p>
	<p>Put strategies into action- Through the cohort groups, students and staff will be given time to use strategies as outline by the Wellness Team during classes</p>	<p>Our intention is to not focus on the definitions, but rather, on awareness and what we can do to help ourselves. We will make strategies intentional.</p>
	<p>Make messages seen and heard about Mental Wellness more purposeful and relevant. This would include update messages on the KA TV's, the wellness bulletin board, the school newsletter.</p>	<p>It is important we reflect on and understand the message our school is sending about Mental Wellness.</p>
	<p>Our FSLC takes the time to meet with every grade 9 student throughout the month of September</p>	<p>This has been on-going for the last few years. Feedback from grade 9 students indicates these check-ins are appreciated and should continue</p>
	<p>Provide a safe environment for students so that mental health issues are not compounded.</p>	<p>We have identified a number of spots and a “check in” system has been established when we are aware of a student needing time/a space to regulate their emotions.</p>
	<p>Provide opportunities for staff to participate in PD opportunities focussing on their well being and ways to support themselves and others mental health</p>	<p>A large number of staff have mentioned the need for more support with their overall wellness in their TPGP meetings.</p>
<p>Indicators of success</p>	<p>OUR School survey-We will be adding a personalized section related to a sense of belonging and mental wellness. The survey will be distributed to students in the fall of 2020 and again in the spring of 2021. The results from both surveys will help us guide future decisions to support and they will help us understand if we are on the right track. Empirical evidence- anecdotal notes of observation</p>	

Professional Development Plan 2020-2021

- **AUGUST 26/27 and SEPTEMBER 1, 2020** – COVID preparedness for school start up.
- **OCTOBER 2, 2020** – Cultures of Think intro. DIP/PAT Analysis. Supporting Cohorts during COVID: Next Steps
- **APRIL 30, 2021** – Residential Schools and implications for teachers in conjunction with TQS Cont'd. Further exploration of The Cultures of Thinking

5 Year Summaries for PATs and Diplomas: Summaries have been prepared to present PAT and Diploma Exam results over the past 5 years. Teachers take the raw data, disaggregate and analyze to determine the areas of strength and challenges. This information will be used to help teachers build on and improve student learning in their classrooms. Due to the adoption of online learning in March of 2020, Diplomas and PAT's were not conducted. Provincial data and subsequent analysis was impacted by this. School

awarded marks, current teacher analysis and previous analysis is shared where appropriate.

2019-2020 Accountability Pillar Results - A Summary: This is a summary of our school's results. These are used for the purpose of enhancing what we do at our school. There are several areas of growth in the past year, especially in the area of programs of study, work preparation, and safe and caring. This is due in large part to our goals of creating a safe and caring environment and a focus on literacy.



Accountability Pillar Overall Summary
3-Year Plan - May 2020
Primary Report Group

Measure Category	Measure	Primary Report Group			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.7	79.3	79.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	73.3	71.2	67.9	Intermediate	Maintained	Acceptable
	Education Quality	84.3	82.1	78.8	Intermediate	Improved	Good
	Drop Out Rate	3.1	2.2	3.0	High	Maintained	Good
	High School Completion Rate (3 yr)	91.7	70.9	77.3	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.8	74.0	78.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	26.9	15.9	20.1	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	80.5	76.9	82.8	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.5	15.5	18.0	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	60.0	40.2	48.0	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	80.7	69.2	71.3	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.1	61.2	60.1	High	Maintained	Good
	Work Preparation	80.2	71.4	63.4	High	Improved	Good
	Citizenship	71.4	66.4	66.9	Low	Maintained	Issue
Parental Involvement	Parental Involvement	67.5	75.3	60.3	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	69.9	59.4	51.4	Low	Improved Significantly	Good

Provincial Achievement Test Results

Provincial Achievement Testing was disrupted in the 2019/2020 school year because of the closure of schools and the adoption of an online learning format in March 2020. Non-PAT data was impacted by multiple factors that could have skewed them significantly in comparison to other years. In particular, the mandate that grades should not decrease after the closure of schools increases the likelihood that any individual grade is not an accurate assessment of a child’s knowledge.



Student Learning Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Primary Report Group

		Primary Report Group						
		Achievement	Improvement	Overall	2019		Prev 3 Year Average	
Course	Measure				N	%	N	%

KATE ANDREWS HIGH SCHOOL – Three Year Plan 2020-2021

English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	85	82.4	73	80.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	85	14.1	73	17.0
K&E English Language Arts 9	Acceptable Standard	*	*	*	4	*	11	90.9
	Standard of Excellence	*	*	*	4	*	11	27.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	85	70.6	72	67.0
	Standard of Excellence	Very High	Improved	Excellent	85	30.6	72	18.6
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	13	92.3
	Standard of Excellence	*	*	*	4	*	13	30.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	89	82.0	73	85.4
	Standard of Excellence	Very High	Improved	Excellent	89	36.0	73	22.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	80.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	20.0
Social Studies 9	Acceptable Standard	High	Maintained	Good	86	79.1	73	80.8
	Standard of Excellence	Very High	Improved	Excellent	86	29.1	73	21.9
K&E Social Studies 9	Acceptable Standard	*	*	*	4	*	10	90.0
	Standard of Excellence	*	*	*	4	*	10	40.0

PAT Analysis

Our results:

Non-PAT Results for Math 9 2019/2020

Overall Average 72%

2018/2019 analysis provided below.

Mathematics 9 Provincial Achievement Test Analysis

EXAM DATE: June 2019

In June of 2019, seventy-five of eighty-five students wrote the Grade 9 PAT at Kate Andrews High School, resulting in a 88.2% participation rate. On the exam, twenty-six students (34.7%) achieved a *Standard of Excellence* mark and sixty of the students (80.0%) achieved at the *Acceptable Standard* or better. Fifteen students (20.0%) failed to achieve the *Acceptable Standard*. Provincially, the percentages were 20.8% at the *Standard of Excellence*, 66.5% at the *Acceptable Standard or better*, and 33.5% *Below Acceptable Standard*. Kate Andrew's students had an overall average of 67.2% compared to a Provincial average of 58.2%.

Areas of Instructional Strength (10+% above provincial average)

Part A

1. Solve a problem involving the addition of rational numbers in fraction form (Gr. 9, N.3; Gr. 7, N.5)
2. Solve a problem involving the multiplication of rational numbers in fraction form (Gr. 9, N.3; Gr.8, N.6)
3. Apply the order of operations to evaluate a given expression with exponents (Gr. 9, N.4)
4. Determine the product of two given powers with integral bases of which one power has an exponent of zero (Gr. 9, N.2)
5. Apply the exponent laws to evaluate an expression (Gr. 9, N.1)
6. Determine the sum of two perfect squares that are given in fraction form (Gr. 9, N.5)
7. Determine which two whole numbers are nearest in value to a given square root (Gr. 9, N.5)
8. Solve a linear equation symbolically (Gr. 9, PR.3)

9. Solve a single variable linear inequality (Gr. 9, PR.4)

Part B

1. Apply the exponent laws to simplify a given expression involving powers (N.2)
2. Extend a pattern to solve a problem involving operations of rational numbers (N.3)
3. Create and solve a linear equation that represents a given context (N.3)
4. Solve a given single variable inequality and graph the solution (PR.4)
5. Determine the number of algebra tiles required to model the simplified form of a given polynomial expression (NR. 1)
6. Identify an expression that represents a relationship in a given pattern from a given set of expressions (Gr. 7, PR.1, Gr. 9, PR.1)
7. Identify the polynomial expression that represents the surface area of a given prism (PR.7)
8. Simplify a given polynomial expression and identify the coefficient of x (PR.6)
9. Solve, using a linear equation or table of values, a given problem that involves a pictorial representation of a linear pattern (PR.1)
10. Identify a linear expression that represents a given context (PR.1)
11. Represent a polynomial expression in simplest form by dividing a binomial by a monomial (PR.7)
12. Select the polynomial expression that can complete a given equation involving subtraction of polynomials (PR.6)
13. Solve, using a linear equation, a given problem that involves a pictorial representation of a linear pattern (PR.1)
14. Identify the angle and order of rotational symmetry of a given 2-D drawing (SS.5)
15. Solve a problem by applying a circle property that involves inscribed angle properties (SS.1)
16. Solve a problem by applying a circle property that involves a tangent to a circle property (SS.1)
17. Determine the square root of a given positive rational number that is a perfect square to solve a problem involving perimeter (N.5)
18. Solve a given problem by applying the circle property involving the perpendicular from the centre of a circle to a chord (SS.1)
19. Identify the composite 3-D object that has a certain surface area (SS.2)
20. Determine if the surface area of a composite 3-D rectangular prism comprised of cubes changes when certain cubes are removed (SP.1)
21. Identify a potential problem related to bias, use of language, ethics, cost, time and timing, privacy, or cultural sensitivity on a collection of data for a given context (SP.1)

Areas of Instructional Strength (5-10% above provincial average)

Part A / B

1. Translate a given problem into a single variable linear inequality (PR.4)
2. Identify the linear relation that matches a given graph (PR.2)
3. Determine the missing value in a table of values that represents a linear pattern (PR.1)
4. Solve a problem using the properties of similar polygons (SS.3)
5. Solve a problem involving the application of more than one circle property (SS.1)
6. Apply a scale factor to a 2-D shape and determine a side length of the resulting shape (SS.4)

Areas of Instructional Focus (5-10% below provincial average)

Part A

1. Order given rational numbers involving square roots, fractions, powers, and decimals from smallest value to greatest value (Gr. 9, N.3)
2. Solve a linear equation symbolically that includes fractions (Gr. 9, PR.3)

Part B

Areas of Instructional Focus (>10% below provincial average)

Part A

1. Determine how many perfect squares there are between two given whole numbers that are not perfect squares (Gr. 9, N.5)
2. Solve a linear equation symbolically that includes fractions (Gr.9, PR.3)

Part B

1. Determine which pairs of diagrams represents the most appropriate roots of perfect squares as benchmark values for estimating the square root of a certain positive rational number (N.6)

Overall Observations:

1. For students writing the test we were 13.5% above the province on the *Acceptable Standard* and 13.9% above the province in *Standard of Excellence* categories.
2. Students did worse on Part A than on Part B in comparison to the rest of the province (9.8% above the *Acceptable Standard* for Part A but 15.9% above the *Acceptable Standard* for Part B)
3. Overall students performed the poorest with concepts relating to square roots and perfect squares.
4. Students overall average was 9% above that of the province.

Action Plan:

1. Teach more basic computational skills and strategies for solving problems without the calculator to help students be better prepared for Part A.
2. Continue to take time to review throughout the year, key concepts taught in previous units.
3. Focus on weaker students and helping them improve their basic computational skills as well as helping them increase their problem solving skills by going over different strategies in class. Hopefully enabling them to have the skills necessary to pass the PAT.
4. Utilize more multi-step questions on assignments and tests as well as questions that involve multiple topics.
5. Introduce more questions involving perfect squares and square roots into daily quizzes and review material.

Final Comments:

Overall I was happy with my class's PAT results however the one area I was a little bit disappointed in was their results on Part A. While it was still better than the rest of the province I would have expected a stronger results based on the about of computational skills worked on in class and how well students performed on similar questions. This may have been due to a few reasons

- Students wrote Part A in the afternoon after writing Part B and may have been burned out a little at that point
- The time students are given to complete the 20 questions (1h including double time) is challenging for a lot of students. While the time mostly likely did not make a difference for some students, there are some who likely would have scored better given more time.
- The fact that one little mistake will cause you to get the question wrong in numerical response. Students therefore may be better at these concepts than their scores reflect.

With that being said, I believe I can do a better job preparing my students for Part A. I plan on starting to improve their computational skills without a calculator earlier in the year. I also plan on reducing my daily non-calculator quizzes from 5 to 2 in hopes that fewer questions to focus on at one time will help them improve and gain a better understanding.

Language Arts 9 Provincial Achievement Test

Non-PAT Results for English 9 2019/2020

Overall Average 77%

2018/2019 analysis provided below.

EXAM DATE: June 2019

Language Arts 9 Provincial Achievement Test REPORT

EXAM DATE: June 2019

In June of 2019, seventy-four of eighty-five students wrote the Grade 9 PAT at Kate Andrews High School, resulting in a 87.1% participation rate. Of this cohort, sixty-six students were classified as “regular program”, four as “English as a Second Language”, and four as “Special Education”. Of the seventy-four students that wrote, there were thirty-eight females and thirty-six males. On the exam, twelve students (16.2%) achieved a *Standard of Excellence* mark and seventy of the students (94.6%) achieved at the *Acceptable Standard* or better. Four students (5.4%) failed to achieve the *Acceptable Standard*. Provincially, the percentages were 16.7% at the *Standard of Excellence*, 84.9% at the *Acceptable Standard or better*, and 15.1% *Below Acceptable Standard*. On the total exam, KAHS students averaged 70.0/100 compared to 65.8/100 provincially. Females scored, on average, 72.2/100 compared to the provincial average of 68.9/100, while Males scored 67.8/100 compared to a provincial average of 62.7/100.

The following are areas of future instructional focus and areas of instructional strength:

Areas of Instructional Strength (5-10% above provincial average)

1. Recognize what details in specified lines of a magazine article reveal about the character of two researchers (SO 2.1)
2. Determine what details in specified lines of a magazine article reveal about the characteristics of sperm whales (SO 2.1)
3. Identify the detail that most directly reinforces an idea presented by the writer in specified lines of a magazine article (SO 2.1)
4. Identify a distinguishing aspect of the setting identified by the speaker in specified lines of a poem (SO 2.1)
5. Determine what the narrator’s contention in specified lines of an excerpt from a novel suggests about the central conflict (SO 2.1)
6. Recognize the idea conveyed by a comparison drawn by a character in an excerpt from a novel (SO 2.1)
7. Use contextual clues to determine the trait that distinguishes two characters in an excerpt from a novel (SO 2.2)
8. Interpret details in specified lines of a poem in order to identify what is suggested about winter. (SO 2.1)
9. Recognize how a word used in a statement in a magazine article provides a connection between ideas presented by a researcher (SO 2.2)
10. Recognize the rhetorical device used by the poet in specified lines of the poem (SO 2.2)
11. Identify how the writer adds suspense in the exposition provided in specified lines of an excerpt from a novel (SO 2.3)
12. Determine from context the tone of a character’s statements in two frames of a cartoon (SO 2.3)
13. Recognize how a character uses repetition to add emphasis to his statements in the frame of a cartoon (SO 2.2)
14. Determine from context the meaning of a word used in a statement in a magazine article (SO 2.1)
15. Determine the manner in which the writer analyzes a contention regarding sperm whales in specified lines of a magazine article (SO 2.3)
16. Recognize the use of figurative language in specified lines of a poem (SO 2.3)
17. Recognize a character’s use of figurative language in the frame of a cartoon (SO 2.3)

18. Draw a conclusion from information in specified lines of a magazine article regarding the behaviour of sperm whales (SO 2.2)
19. Form a generalization regarding the manner in which the writer supports the ideas presented in specified lines of a magazine article (SO 2.2)
20. Synthesize ideas presented in a magazine article to determine the writer's main purpose (SO 2.2)
21. Draw a conclusion regarding the central focus of the writer's reflections in an excerpt from a memoir (SO 2.2)
22. Synthesize ideas in order to form a generalization related to the content of an excerpt from a memoir (SO 2.2)
23. Draw a conclusion regarding the main focus of the events presented in an excerpt from a novel (SO 2.2)
24. Synthesize ideas in order to identify the central conflict in a cartoon (SO 2.2)
25. Synthesize ideas to determine the quotation that identifies the central focus of the narrator's recollections in an excerpt from a novel (SO 2.2)

Areas of Instructional Focus (5-10% below provincial average)

1. Identify the idea that is reinforced by a specific detail in an excerpt from a memoir (SO 2.1)
2. Recognize the rhetorical technique used by the writer to clarify ideas in specified lines of an excerpt from a memoir (SO 2.2)
3. Recognize what the use of a pronoun in specified lines of a poem suggest about the speaker (SO 2.2)
4. Interpret the meaning of an expression used in a statement made by a character in a cartoon (SO 2.3)
5. Determine from context the meaning of a word in an excerpt from a novel (SO 2.1)
6. Synthesize ideas in order to form a generalization related to the content of an excerpt from a memoir (SO 2.2)
7. Synthesize ideas in order to identify a defining character trait of an individual in an excerpt from a novel (SO 2.2)

Areas of Instructional Focus (>10% below provincial average)

1. Recognize the writer's use of a sentence fragment in order to add detail in an excerpt from the novel (SO 2.2)

Overall Observations:

1. We performed higher than the provincial average in achieving Acceptable Standard (94.6% of our students achieved this as opposed to 84.9% of the students in the province) .This is also a large jump from last year's results where only approximately

74% of students achieved acceptable standard.

2. We had 16.2% of students achieve Standard of excellence (up from last year's 13.5%). The province however achieve 16.7% this year.
3. We had only 5.4% of students receive below acceptable standard. The province scored 15.1% . This is quite a change from last year We had many more students last year receive below the acceptable standard (20.3%).

Writing:

1. We were above the province in Standard of Excellence in all categories of Narrative/ Essay Writing other than content: Content- 10.9% of students as opposed to 11.4% of province, Organization- 16.3% of students as opposed to 10.4% of province, Sentence Structure 23% of students as opposed to 11.9% of province, Vocabulary, 12.2% of students as opposed to 11.9% of province, Conventions- 24.3% of students as opposed to 12.2% of province
2. No students received a mark of poor in any categories of the narrative/essay writing
3. The area of weakness in narrative/essay writing was organization in which 6.8% of students scored a limited; however, this was compared to 8.5% of the province receiving a mark of limited or poor
4. We were above the province in Standard of Excellence for all categories of Functional Writing: Content- 14.9% of students as opposed to 14.2% of the province, Content Management: 20.3% of students as opposed to 15.6% of the province
5. No students received a mark of poor in any categories of Functional Writing
6. 6.8% of our students received a mark of Limited in content of Narrative Writing; however this compares to 11.5% of students provincially. Similarly, 4.1% of students received a mark of Limited in Content Management however 10% of students provincially scored Poor or Limited.

Action Plan:

1. Overall scores on this administration were higher than last year's.
2. In the past there has been a large discrepancy between male and female scores. This gap appears to be closing.
3. My goal last year was to move more students into the category of achieving Acceptable Standard. I had many students achieving excellence but I was hoping to lower the percentage of students who were not achieving the acceptable standard. With only four students of eighty-five not achieving acceptable standard, I feel I achieved this goal. This was done through targeted workshops and ongoing conferences with struggling students.
4. Last year a focus was placed on reading comprehension of information texts- This resulted in stronger results in reading comprehension categories. We had far more categories this year in which we were instructionally strong and much fewer in which we were below the provincial average. I will continue to emphasize analysis of information texts.
5. We had no students receive a mark of poor in any of the categories of Narrative/Essay or Functional writing

6. We were below the province in the Content category of Narrative/Essay writing (10.9% as opposed to 11.4%) and this will be a focus of instruction moving forward.
7. In terms of Reading Comprehension, we had one category in which we were more than 10% below the provincial average. This had to do with observing how sentence fragments add detail in a text. While we do study this writing technique, I will reassess how I teach this.

Science 9 Provincial Achievement Test Analysis

Non-PAT Results for Science 9 2019/2020

Overall Average: 78%

2018/2019 analysis provided below.

Previous Year Analysis included below.

Overall, students did very well on this year's PAT. They showed good understanding on both the knowledge questions of the exam and the skills questions. Particularly those students at the Standard of Excellence level. I try to offer as many lab activities as possible to reinforce these skills, which has shown to be a benefit. In the future, I want to spend more time on Unit C: Environmental Chemistry and focus on analysis of graphs and data as part of the review.

Matter and Chemical Change was the poorest done on the Exam. This was likely my weakest category coming in personally. So I think just generally improving my understanding will go a long way. I plan to spend less time with the history section of this unit and give students more time to practice the more important skills like naming ionic and molecular compounds. This is also more important for further Chemistry classes.

Most of the other questions that we performed at or below the provincial average were one off things. For example, question 21 was on information that I didn't spend a ton of time on because of how specific it was. I felt covering the organic and inorganic substances that we take in and their impact meant just briefing the surface or going into far more detail. Due to the time constraints I chose to just briefly cover it. So I'll try to dig a little deeper into some of those minor details as we move through things this year. Some of these issues will be resolved as I teach the course multiple times and improve the pacing and time throughout the delivery course.

Social Studies 9 Provincial Achievement Test

Non-PAT Results for Social 9 2019/2020

Overall Average 68%

2018/2019 analysis provided below.

Overall Comments:

- High percentage reached Acceptable Standard compared to the province, which also means less below acceptable standard. However, a lower number also reached Excellent than in the province this year.
- Specific unit results are at or above provincial average. There were no obvious units that show deficiencies in students' results especially when compared to the province.

Specific Objective Line Items:

Positive (areas that KA students scored significantly above Province on)

- Knowledge and understanding of impact of Indian Act on First Nations communities.
- Knowledge and understanding of Quality of Life
- Several questions to do with synthesizing ideas.

These areas of excellence compared to the province are interesting and can be associated with time spent in class assignments and are associated with specific projects and class activities.

Areas that Need Work:

- Several questions involving multiple viewpoints with several readings indicated students were not able to correctly identify correct skills and processes (we may need to find and work on these specific types of questions to practice—they are time consuming and students must rush through them as the topics assessed don't show deficiencies as evidenced from other questions.
- A few questions indicated understanding deficiencies on characteristics of market economies and their correlation to quality of life (If my memory serves me correctly, several of these questions had a very clear ideological slant that would direct students to a certain answer; on these questions, it is quite possible many of my students were able to question and challenge the status quo, but are not given the opportunity for explaining answer from a multiple choice format. This was an interesting result as we spend a good deal of time weighing up the benefits and characteristics of economic systems.

Diploma Examination Results

Diploma Examination Testing was disrupted in the 2019/2020 school year because of the closure of schools and the adoption of an online learning format in March 2020. Non-DIP data was impacted by multiple factors that could have skewed them significantly in comparison to other years. In particular, the mandate that “grades should not decrease after the closure of schools” increases the likelihood that any individual grade is not an accurate assessment of a child’s knowledge.



Student Learning Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 6401 Kate Andrews High School

Course		Measure		Kate Andrews High School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	49	83.7	44	85.0	29,832	86.8	30,091	86.9		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	49	8.2	44	8.8	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	22	100.0	29	94.5	16,640	87.1	16,563	88.9		
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	22	9.1	29	22.8	16,640	12.1	16,563	12.3		
French Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7		

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Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	33	72.7	23	62.2	19,389	77.8	20,337	73.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	33	27.3	23	27.1	19,389	35.1	20,337	30.6
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	19	68.4	23	75.7	14,465	76.5	14,107	74.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	19	10.5	23	20.0	14,465	16.8	14,107	16.4
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Improved	Good	43	88.4	35	77.1	21,610	86.6	22,179	85.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	43	11.6	35	9.5	21,610	17.0	22,179	15.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	33	66.7	34	87.2	20,758	77.8	20,078	80.2
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	33	0.0	34	5.9	20,758	12.2	20,078	12.6
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	41	73.2	26	78.2	22,442	83.9	22,853	85.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	41	22.0	26	25.4	22,442	35.5	22,853	33.8
Chemistry 30	Diploma Examination Acceptable Standard	High	Maintained	Good	29	82.8	28	90.8	18,525	85.7	18,929	82.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	29	27.6	28	33.6	18,525	42.5	18,929	37.2
Physics 30	Diploma Examination Acceptable Standard	High	Maintained	Good	23	87.0	17	91.8	9,247	87.5	9,974	85.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	23	21.7	17	33.9	9,247	43.5	9,974	41.7
Science 30	Diploma Examination Acceptable Standard	High	Maintained	Good	10	90.0	10	83.3	9,676	85.7	9,180	84.9
	Diploma Examination Standard of Excellence	High	Improved	Good	10	30.0	10	7.0	9,676	31.2	9,180	29.2

DIPLOMA EXAM ANALYSIS

Physics 30 Diploma Exam Analysis January 2020

Semester 1 Diploma Results:

100 % at the Acceptable level(Prov-96.5%)

33.3% at the Standard of Excellence(Prov-52.6%)

Overall Average(Mean): 79.3%(School) 65.8% (Diploma) Blended 75.2%

Physics 30

Diploma Analysis January 2020

Number of Students: 9

Acceptable Standard: 100%

Standard of Excellence: 33% (down from 48% last year)

- Compared to the province, the school awarded mark average was identical at 79.3%. Compared to the province, the diploma exam mark for the school was 7% lower.
- The blended mark was slightly lower (2%) for KAHS than the province.
- Both Unit A: Momentum and Impulse and Unit C: Electrochemical Radiation were the same as the provincial average.
- Unit B: Forces and Fields, was the lowest of the four units.
- Overall, student marks tended to be lower on the diploma exam than the school-awarded mark. Many students who were an “B” on the school awarded mark, fell to a “C” on the diploma exam.

The results of the January 2020 diploma were lower than is typical for this course. However, with such a small class size, it may be difficult to compare to previous years.

Physics 30 is a very analytical course, which requires a deep understanding of concepts. This can be a challenge for students; to think beyond just the calculation. I found students tended to struggle throughout the semester with multi-step calculations.

A trend I am noticing over the past few years, is the decline in preparing for the diploma exam during non-instructional final exam days. In the past, I would have a classroom full of students during that week, getting extra help, asking for more practice questions, etc. This year I did not have one student come into the school during the final exam week. I provide students with a duotang of practice diploma questions, but I have a feeling that many students are not using this resource to prepare for the diploma exam.

Chemistry 30 Diploma Exam Analysis June 2020

Semester 2 Non-Diploma Results:

86.4% School Average

Below are components of the analysis from the previous year which remain pertinent to this year.

Last year, I provided students with more practice questions at the Diploma Exam level. I believe this has helped with improved understanding in Unit A: Thermochemistry and Unit B: Electrochemistry. In the future, I want to find more example questions for Unit C: Organic Chemistry. In the past, this had been one of the “easier” units, but the diploma exam is becoming more challenging with questions in this unit, mostly at the higher thinking level. I will continue to teach an introduction to Organic Chemistry in Chemistry 20 to help provide a foundation for those concepts in Chemistry 30.

Diploma Analysis: Biology 30

Biology 30

Semester 1 Diploma Results:

100 % at the Acceptable level(Prov-96.6%)

11.1% at the Standard of Excellence(Prov-41.4%)

Overall Average(Mean): 69.0%(School) 59.9% (Diploma) Blended 66.5%

The Biology teacher last year has retired. Last year's analysis and results have been shared with the new Biology teacher. Below are excerpts from the previous year analysis pertinent the Non-Diploma results.

Strengths:

- Emphasis will continue to be placed upon curricular outcomes and assessments
- Both formative/summative assessments will be administered for student success
- Assessment rigour will continue to reflect expectations for this level, especially in the areas of key concepts from a literacy perspective
- A continued emphasis on tools that students can use to help in reading comprehension and analysis of diploma oriented questions (eg. highlighter for key points)
- Exposure to varied assessment formats that require students to analyse concepts, getting students to become more independent thinkers

Action Plan:

- Recommendation for course selection (at the 20 level) if the student would be more successful enrolling in Science 30 in the successive school year. This is only a recommendation. Any student who is interested in the subject area and works very hard in the program is not discouraged from continuing on in Biology.
- Reading comprehension and analysis will continue to be a key focus, especially with those concepts identified from previous examination writings.

ELA 30-1 Diploma Exam January 2019/ Non-Diploma June 2020

Semester 1 Diploma Results:

100 % at the Acceptable level(Prov-98.5%)

13.9% at the Standard of Excellence(Prov-22.7%)

Overall Average(Mean): 71.9%(School) 58.9% (Diploma) Blended 68.1%

Semester 2 Non-Diploma Results:

73% School Average

English 30-1 Diploma Analysis 2019-2020

General

Students below Provincial average on examination

Students slightly below Standard of Excellence

All Students achieved Acceptable Standard

Specifics

Students achieved higher marks on Part B than Part A

Students achieved higher grades on the Personal essay in comparison to the Critical/Analytical essay

Students showed strength in dealing with poetic excerpts

Students displayed high achievement on items discussing literary devices

Students showed strength in dealing with the non-fiction excerpt and multiple sources

Areas for Improvement

Critical/Analytical writing - specifically in the areas of Thought and Understanding, Supporting Evidence, Form and Structure - creating insightful thesis statements

Personal Writing - continued work on Ideas and Impressions

Reading Comp. - added emphasis on implication and inference as well as characterization in general

Diploma Analysis – English 30-2

Semester 1 Diploma Results:

95.8 % at the Acceptable level(Prov-96.6%)

0% at the Standard of Excellence(Prov-10.2%)

Overall Average(Mean): 60.5%(School) 62.7%(Diploma) Blended 61.3%

Diploma Analysis – English 30-2 – January 2020

In January 2020, 24 students wrote the English 30-2 exam at Kate Andrews High School. Overall we did alright on the exam. 95.8% of students achieved the acceptable standard. Our Standard of Excellence on the exam was 4.2% compared to the provinces' 11.8%.

Strategies

Writing:

The writing work on this exam was fairly even across the board, with the essay being slightly stronger, probably due to the fact that we work hardest to prepare for this since it's worth the most marks. Other than that, I have worked to improve the marks on the other two assignments in order to even the marks out a bit, which seems to have happened this semester. I did this by:

- Examining more released items and exemplars with students and having them work in groups to analyze strong examples and weak ones in order to better understand the assessment of the assignment, and the markers' feedback.
- Working hard to examine theme within the visual assignment, in order to better create a focus in our writing and an intent in the response.

Reading:

Preparing for the reading comprehension is partly obtained by reading and analysing similar genres as will be found on the diploma exam, along with a study of literary terms and figurative language in order to be able to identify them on the exam. With this in mind, my strategies are as follows:

- This was the first group that I actively taught annotation to in regards to reading comprehension. Although one year may be too early to properly analyze the effects of this, over the next few years I should have a better idea.
- Continue to read novels, autobiographies and a full modern play, as these pieces were among our strongest on the exam.
- Read more poetry and analyse it, as well as visuals (such as paintings). We do study both types of these pieces in our first unit, but perhaps need to incorporate more.
- Continue to study and work on the vocabulary specific to English, such as literary terms and figurative language devices. I intend to build a word wall assignment next semester where students will build the wall, define the terms and incorporate a visual with each one. This will create a study guide for all students to prepare for the diploma.

Areas of Focus

- I want to continue to incorporate more group work that includes critical thinking, and the sharing of ideas on higher level questions. More conversation amongst students regarding both what they are reading and what they are writing is my goal to help strengthen their understanding of key concepts, especially beyond basic comprehension. This includes incorporating the TQE method of discussion for pieces of writing to encourage critical thinking rather than answering teacher created questions.
- To work within the AAC Effective Assessment guidelines to help to learn valuable assessment practices in English classes.
- To continue to pursue annotation and word walls along with Notice and Note to help create active reading.
- To create Book Clubs for readers to read independently rather than Independent Novel Presentations which hasn't been successful in the past few years. Also, to research literature being presented in a Palliser Collaboration group regarding

literature in English 30-2 and whether it would be appropriate to have students write on these books for the diploma exam.

- To continue to push for high attendance rates, as this particular class had many attendance issues which lowered their ability to perform well on this exam.

Math Diploma Analysis

Math 30-1 January 2020

Semester 1 Diploma Results:

91.3 % at the Acceptable level(Prov-94.6%)

21.7% at the Standard of Excellence(Prov-42.9%)

Overall Average(Mean): 75.0%(School) 50.6% (Diploma) Blended 67.6%

Diploma Analysis for January2020

Math 30-1 January 2020

Trends

- Our results followed the provincial overall trend on the diploma exam, in which the diploma marks declined compared to the school awarded mark.
- The school blended mark was below the provincial average by 7%.
- 91% of our students passed the course which was slightly below the province.
- With only 23 students writing the diploma, one student can easily alter the results by 4%.
- Overall, these were the worst exam results that I have ever seen. Our students performed below provincial average on most units and types of questions. The exam was fair so I have no explanation except the consistent lazy attitude and effort which was apparent throughout the semester. This attitude was prevalent in the next semester in Math 31 as several students dropped out because they didn't want to put in any effort to achieve success.

Actions:

- I will continue to develop and implement higher level thinking, challenging problem solving, and multilevel application questions on assignments, tests, and practice diploma review exams while still focusing on the basic questions.
- I will continue to develop and implement higher level thinking, challenging problem solving, and multilevel application questions on exams and assignments in Math 20-1.
- As always, I will encourage students to prepare better for the diploma.

Math 30-2

Semester 2 Non-Diploma Results:

79% School Average

Below are components of the analysis from the previous which remain pertinent to this year.

Actions:

- The biggest challenge to improve overall results would be to change the student's attitude. Many students in Math 30-2 are satisfied with a passing grade between 50% - 65%. Although many students work diligently throughout the semester, they tend to slack towards the diploma and don't take the time or effort to study for the diploma since their average is high enough for their standard. Most realize that they are likely to pass the course with a 60% school awarded average since all they need is 27%. They don't realize writing a cumulative exam is much more difficult despite practice diplomas, field tests and reminders. It is difficult for the weaker students who tend to have poor study skills and are unwilling to attempt the problem solving questions. I will continue to promote good study skills and a better attitude which hopefully, will result in better and more consistent student performance.
- More emphasis will be placed on practicing basic questions in class during the diploma review at the end of the semester.
- I will review probability and rational expressions more since more students struggle with those concepts.

Social Studies Diploma Analysis

Social 30-2

Semester 1 Diploma Results:

95.5% at the Acceptable level(Prov-95.3%)

13.6% at the Standard of Excellence(Prov-14.0%)

Overall Average(Mean): 66.1%(School) 59.5% (Diploma) Blended 64.2%

Excerpts from the previous year have been included to show pertinent information regarding teacher practice.

Moving Forward:

Part A was the area that I felt my students struggled (this perhaps may be skewed by the one student who did not write), but overall, I felt like the marks were weaker than I would have liked. I am going to maintain my same process for Part B (attempting many source analysis over the semester, all summative tests based on previous diploma questions, a lot of m/c practice), and add in as many new diploma questions that are released as possible. I can also make time for more diploma practice tests prior to the exam. I am also pleased with the standard deviation between school awarded mark and diploma mark, as I feel it was reasonable (10.8%). My goal for discrepancy between school award mark and diploma mark this year is between 10-12%.

I have completely revamped the way that I teach the Part A writing assignments for the Diploma after receiving last year's results by adding more practice in different ways. Especially considering the students are struggling with writing this year (my suspicions are because they've had a lapse in writing due to covid). As a result, the way I now teach the writing assignments is as follows:

1) **Writing Lesson(s)** - I spend a lesson teaching students how to write the writing assignment. I do this at the board, and students take notes, either fill in the blank or they write their own copy. During this time I give students lots of opportunities to practice writing together as a class/ask questions/etc. We also go through past diploma exemplars and why each response received the grade it did. This is a class where students learn, but also have the opportunity to practice. Students also receive a template that they can fill in with their own ideas for their writing. This is very similar to how I have taught the writing assignments in the past, but I am giving students more attempts to practice, with feedback.

2) **Practice** - Before writing the summative writing assignment, students have an opportunity to practice their understanding in chunks. Some of the ideas I have used/will use include: Writing outlines of essays, only writing paragraphs at a time, peer review, I review (and share with students what I anticipate their grade would be from their current product). I will be implementing more opportunities for practice throughout the semester with lots of feedback provided.

3) **Additional Practice Throughout the Semester** - I tailor most of their writing assignments/activities throughout the semester to the style of whatever writing assignment I would like them to practice. For example: after learning the Industrial Revolution, students would fill in an essay template in the style of Writing Assignment #1, then have an opportunity to write a paragraph in the style of the particular writing assignment. Essentially, I scaffold up to the writing assignment with almost every formative assessment I give them, they do the summative assignment, and then we conclude by doing more formative assessments to reinforce the concept after the fact.

In a perfect world, my goal is to have each student write each writing assignment two times. One for feedback, and one for a mark. That would be 6 essays per student each semester, but that is my goal for this class.

Social 30-1

Semester 2 Non-Diploma Results:

84.75% School Average

This teacher has since retired. Pertinent excerpts from the previous year analysis have been shared.

An area that certainly needs attention is individual concepts, as shown by the breakdown of individual questions on the June diploma. There are a few areas that I need to continue to concentrate on for the Jan. 2020 diploma...evaluation and synthesis that identify a right-wing criticism of democracy, cold war information which my students scored below the province average. I will certainly take a little more time to go through this section in the course.

Overall, the June 2019 Diploma Results indicate an excellent, decent, adequate and satisfactory showing for all students who participated in the writing of the diploma from Kate Andrews. The *n=23 sample size* was an adequate sample in which to properly make some assumptions and look for some possible areas in which I may want to investigate my teacher strategy for that section, unit, etc. The overall scores were higher from my previous Diploma results, which is satisfying to say the least. What this tells me is that I need to keep on utilizing those strategies in my classroom that I have been using thus far and try to incorporate more opportunities for the students to analyze source readings and cartoons to help them formulate better comparisons between the two.

COVID Safe Plan and the impact upon Kate Andrews

The following discourse is solely a way for me as principal to give a pulse on the health and well-being of the school. I do so as an obvious advocate for students, but just as importantly, as an advocate for my staff. Compassion Fatigue is a real concern. Our 'current context' is severely impacting the efficacy of all members of the school and so I feel compelled to take a small portion of this document to speak about our context.

Change Theory has been a critical component in my personal leadership development. Having been principal in multiple schools and in multiple provinces, I have adapted to the roles and routines of each building and gradually worked with staff to adjust and evolve. One of my many catch phrases is, "there is more than one right way to do things in an educational setting". In my opinion one of the main reasons 'change' is so difficult is that it creates uncertainty for individuals. It requires more mental energy and tends to impact a person's ability to self regulation. My point here is that over and above the heightened concern for maintaining physical safety during a

pandemic, and paired with strongly divided societal opinions of the Pandemic (race, economy, politics etc), Kate Andrews has been in an accelerated change scenario.

The “Tools” given to us to prevent the entrance and prevent the spread of COVID has meant that practically every routine, schedule and process in our building had to change. Sometimes adjusted multiple times. “We have been forced to reinvent the wheel”. Many activities that help to build school spirit have been halted and are not easily replaced. The learning curve for every individual has been massive, including the school leaders that are expected to have all of the answers. The physical and mental health of each and every person is degraded. To say this is a stressful year, is a dire understatement. To phrase it another way, practically every way in which we logistically set the stage for learning has been scrutinized and altered. This has increased everyone’s anxiety. In fact, the closest thing to normalcy about a student’s or teacher’s day might be the teaching and learning in the classroom. Even while they wear masks!

I always believe in being a pragmatic leader, but more than ever I feel administration has to work to co-regulate students and staff. In helping people cope with the ‘change’ and everyday realities of this school year I have relied on three words the most. Context, Liveable, Attainable. The complexity of the AHS guidelines has made implementing them daunting, but at the highest level we have tried to give everyone the safest plan. Helping people to understand our version of the plan and its expectations always includes how it can be liveable and attainable. Context has become a very important world as we help support student behaviour and teacher understanding of what would normally be classified as “misbehaviour”.

Ultimately we are strong in our resolve and appreciate the support given to us by Palliser. My purpose is not to complain but to provide candid feedback of our COVID reality. My final thought goes back to a little speech I have given to stakeholders over the years when they have accused school of not being a safe place. I remind them that nowhere else in society does every child of a community come together on a daily basis. Although things do happen at school, no other institution exists/ or does a better job of maintaining safety while fostering youth. I believe the current Pandemic reinforces the validity of my thoughts. Active cases of COVID in this province have spread via outside groups and because of personal responsibility(or lack thereof). The spread of COVID within schools is practically non-existent. Public Education should be commended for this.

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