



**Bert Church High School**

# **School Education Plan 2023/24**



March/2024



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## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

Each year we are granted the opportunity to reflect on our learning journey and establish a set of goals that we commit to working towards. These goals are rooted in ensuring that we sustain a welcoming and safe environment for students to explore their educational journey. Along with developing instructional practices that allow for students to engage in learning we also look at being able to provide students with opportunities that enhance their schooling experiences.

As we enter the 2023.2024 school year, we pause to reflect on where we are as a school community and, establish 3 goals that are in alignment with the Rocky View Schools new 4-Year Education Plan. In thinking about developing students' ability in literacy and numeracy we are rooting ourselves in data-informed practices where we utilize both divisional data and school-based assessment data to reflect on instructional needs within a classroom. In seeking to build future-ready students we are collectively looking at our instructional practices to ensure that the instruction is relevant and that it helps to provide opportunities where students can critically think, collaborate, and be creative in their problem-solving. Lastly, as we work towards creating inclusive and healthy learning environments for students, we are continuing along in our journey to implement a PBIS (Positive Behavioural Interventions and Supports) action plan.

Our staff is eager to look at ways to engage students in their learning and provide hands-on experiences for students to explore and represent their understanding and skill development. In their department teams, staff have already identified an area to focus on to improve instruction and/or assessment within their classes.

As an administration team, we are excited about the many opportunities this school year and are prepared to work collaboratively with our community to ensure that we are being responsive to what is being highlighted. We encourage you to read through our School Education Plan and seek to understand what we are doing to create those memorable moments in your child's Bert Church High School experience.

Kind Regards,

Nikki Tysowski, Principal

Marie Cumberland, Assistant Principal

Rob Makkreel, Assistant Principal

Dan New, Assistant Principal



## School Profile

<p><b>Principal:</b> Nikki Tysowski</p> <p><b>Assistant Principal(s):</b> Marie Cumberland, Rob Makkreel, Dan New</p> <p><b>Website:</b> <a href="https://bertchurch.rockyview.ab.ca/">https://bertchurch.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Members of the Bert Church High School learning community collaborate and challenge all individuals to use skills, knowledge, and values to become responsible, productive citizens and lifelong learners in an ever-changing global community.</p> <p><b>Beliefs:</b></p> <p>About Relationships</p> <p>An excellent school is characterized by an atmosphere of mutual respect and consideration among all members of the school community.</p> <p>About Opportunities</p> <p>An excellent school provides all students with an opportunity to pursue a course of study that enables them to become productive and effective citizens. The course of study should expand rather than limit students' choices and opportunities.</p> <p>About Attention to the Individual Student</p> <p>An excellent school recognizes the value and worth of each student. Those within the school make a concerted effort to communicate and demonstrate their concern for each student.</p> <p>About Expectations</p> <p>In an excellent school, expectations are shared by all members of the school community regarding performance, atmosphere, and recognition of achievement.</p>
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**Total Number of Students:** 1374

**Grades Served:** 9-12

**Total Number of:**

- Classroom Teachers: 53
- Learning Support Teacher(s): 2
- Learning Assistant(s): 11
- CDA(s)/Guidance Counsellor(s): 1 CDA/2 Guidance Counsellors
- Learning Commons Facilitator(s): 1
- Office staff: 5.5
- Caretaking staff: 2

## School Diversity Profile

As with all Rocky View Schools, Bert Church High School reflects a rich and diverse learning community.

Notably, 4.3 percent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 11.4 percent of our school population. The most common first languages for these students are Arabic, Spanish, and Punjabi.

As an inclusive school, we welcome 2.3 percent of our students who have significant learning needs.

Additionally, our school offers a strong and enthusiastic fine arts programming, where students have the opportunity to share visual art through installations, theater productions, and band concerts. Additionally, we have robust programming including two apprenticeship route opportunities in Culinary Arts and Cosmetology.

## Student Feedback from Spring 2023

### What do students think are some things that are going well?

- “I love how interactive the teachers make classes. This year I did not ever feel like I didn’t want to go to a class I had.”
- “Teachers come with a smile and that’s nice to see.”
- “I like the constant reassessments and the inclusivity of the school.”

53 respondents (27%) answered **teachers** for this question.

Word cloud content:

- teachers
- students
- Teachers are supportive
- school works
- inclusive with school
- impact on the students
- teachers are able
- support for students
- spirit days
- teachers/staff
- Bert
- kind teachers
- teachers are nice
- good teachers
- teachers are with the students
- environment for the students
- teachers make classes
- school
- Teachers do well with helping
- helpful teachers

### What do students think could be worked on or improved?

- “Maybe make spirit days a little bit more engaging.”
- “More hands-on learning.”
- “They already do a good job but maybe some teachers could be more involved and check on occasion to see how students feel about their work and where they’re at.”

## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- “Awesome teachers who are engaging with the students and keeping them interested and focused.”

### What do parents think could be worked on or improved?

- Greater acknowledgment/recognition of student engagement in school activities (not just academics).
- Ways of integrating and accessing parental involvement and support.



## RVS Four-Year Plan Survey Results

### What does the survey indicate is going well?

- Students identified that they are engaged in their learning, and provided real-world and meaningful examples to help them in their learning.
- Students identify that they expect to succeed in school.
- Students identify that they are supported to do their best.
- Parents identify that their child demonstrates ownership of their learning.
- Staff identify that students can demonstrate their learning in different ways.

### What does the survey indicate could be worked on or improved?

- Students identify that they don't have the opportunity to make choices in their learning.
- Students identify that they don't have an adult at school they can talk to about their problems.
- Staff reported that students are consistently provided with opportunities to be involved in volunteer activities and community service projects.

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	40%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	Approximately 40 credits
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	0.78%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	23%
Percentage of students who are absent less than 10 percent during the school year.	PowerSchool	89%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	80%

### What does this data tell us is going well?

- Maximizing the opportunities with dual credit. The ten spots that we were granted were utilized.
- Students are meeting their learning goals (as identified in their Individual Program Plans).
- Students are attending school regularly.

### What does this data tell us could be improved or worked on?

- Finding and creating opportunities to connect with places and industries to support student exploration of vocation choices.
- Continuing to develop safe and welcoming school expectations that align with our Positive Behaviour Intervention Strategy matrix.
- Supporting numeracy skill development.

# Alberta Education Assurance Measure Results

## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 5228 Bert Church High School

Assurance Domain	Measure	Bert Church High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	76.3	76.9	76.9	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	68.8	69.9	71.4	80.3	81.4	82.3	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	84.2	85.7	81.9	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	89.0	84.1	83.7	88.6	87.1	86.2	Intermediate	Improved	Good
	<a href="#">PAT: Acceptable</a>	n/a	52.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	9.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	77.5	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	13.6	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	82.7	85.4	85.7	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.7	80.3	80.3	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	76.0	82.9	82.9	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	70.7	69.6	74.2	79.1	78.8	80.3	Very Low	Maintained	Concern

### What does our data indicate is going well?

- Increase in 5-year high school completion rates.
- Maintained achievement in 3-year high school completion rates.
- Student learning engagement has been maintained.

### What does our data tell us could be improved on?

- The quality of education could be improved. Grade 10-12 parents respond that 65% of them agree that their child is learning what they need to know, while 79% of the Grade 10 students agree that they are learning what they need to know.
- Ensuring that students have access to supports and services required. Grade 10-12 parents responded that 72% agree that their child can easily access programs and services at school to get help with schoolwork, while 67% of staff agree that supports and services that help students be successful in their learning are available to them in a timely manner.
- Parent involvement in school initiatives. Only 51% of parents agreed that they are involved in decisions about the school.

## Advancing students' numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

**How Might We:** How might we increase student's achievement in numeracy and literacy over the next 2 years?

**School Goal 1:** We will strive to increase students' confidence in numeracy.

**Data that informed this goal:**

- Math Intervention/Programming Instrument (MIPI) – 40% of students perform at or above grade level.
- RVS Assurance Model Results – 56% of grade 10-12 students agree that they use numeracy/math skills to solve problems in a variety of ways.
- Provincial Achievement Tests (PAT) results.
- Diploma results.
- Classroom assessments observation, conversation, and data collection

**Connection to the practice guide(s):**

- **Inclusion Practice Guide**
- Page 9 “Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.”
- **Instruction and Assessment**

Page 7 “Engaging students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; moving beyond classroom walls; students share what they learn, so when one learns, we all learn.”

Page 7 “learning does not happen in a silo. The more connected subject matters are, the more students can make sense of their learning.”

Page 8 “Space is often referred to as the third teacher. Classroom setup can help make a room more inviting and conducive for learning. Space does not need to be limited to the four walls of a classroom and can be extended...”
- **PL Practice Guide**
- Page 10 “Learning Communities: Occurs within learning communities committed to a continuous improvement, collective responsibility, and goal alignment.”

**Strategies:**

- Using the Thinking Classroom (TC), Peter Lijedahl, model along with the 4 big ideas from the Instruction and Assessment Practice guide, students will learn about themselves—how they learn best, how to collaborate and utilize individual strengths to highlight that all students can positively contribute to problem-solving. Utilizing Thinking Classrooms routines and practices to engage students in their learning and help practice and strengthen their foundational skills.
- Incorporating instructional practices as highlighted by Jo Boaler’s Mathematical Mindsets.
- Working with Rocky View Schools Divisional Learning Strategists to increase the ability to accommodate inclusive classrooms and access student entry points.

**Measures:**

- Improved numeracy results (classed based assessments)
- (RVS) Average score for relevance, rigor, and effective learning time.
- (RVS) Percentage of students performing math at or above grade level on the Math Intervention/Programming Instrument (MIPI) Grade 3-9
- (AB Ed) Overall percentage of students who achieve the acceptable standard and standards of excellence on Provincial Achievement Tests and/or Diploma.

**Parents can:**

- Ask their child about their learning experiences.
- Ask their child about the Thinking Classrooms Problem they had to solve in school—try solving it together.
- Attend School Council Meetings to learn and experience what a Thinking Classroom routine is like.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• All classrooms are structuring their time, starting, and beginning with a problem-solving question(s). Teachers change groups daily; students have become accustomed to changing group members and are collaborative in generating ideas and thinking about learning to solve problems.</li> <li>• Working with David Moore, Rocky View Divisional Specialist around establishing thinking classrooms that meet all student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• How to think about utilizing this structure to be more inclusive to reach all learners and meet their individual goals.</li> <li>• Trying strategies as suggested, coached, and modeled by David Moore.</li> </ul>

	<ul style="list-style-type: none"> <li>Nov. 20 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> </ul>	
<b>March 15</b>	<ul style="list-style-type: none"> <li>March 11 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> <li>Meet with Laura Gini-Newman re: Strategies in the Mathematics classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a wider variety of 'Thinking Classroom' strategies with students—both during vertical whiteboard explorations and in the exploration of new ideas</li> <li>Exploring unique strategies and tools for summative assessment as alternatives to traditional assessment techniques where possible.</li> </ul>



## How might we increase student's achievement in numeracy and literacy by 10% over the next 2 years?

<b>School Goal 2: Increase students' literacy abilities in both reading and writing by 5%.</b>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Gr. 10 RVS Writing Assessment (TBA)</li> <li>• RVS Assurance Model: 60% of students agree that they can build their understanding through reading and 66% of students agree that they can communicate effectively in a variety of ways.</li> <li>• Classroom assessments: conversations, observations, data</li> <li>• Diploma results: BCHS is scoring 63.8% on ELA 30-1 Reading Comp., and 63.5% on ELA 30-2 Reading Comp., and 60.7% on ELA 30-1 Writing, and 66.4% on ELA 30-2 Writing.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Inclusion Practice Guide</b></li> <li>• Page 7 "Diverse needs are met through co-teaching, co-collaborating, and if required, with the flexible assignment of additional resources to classrooms and classroom teachers to support the overall and individual learning and needs of all students..."</li> <li>• <b>Instruction and Assessment Practice Guide</b></li> <li>• Page 6 "Teachers plan instruction and assessment based around the outcomes in the program of studies, and they do this with the skills and needs of their students in mind."</li> <li>• <b>PL Practice Guide</b></li> <li>• Page 5 "Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction."</li> <li>• Page 8 "Professional learning is shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities..."</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Using the opportunity provided by Rocky View Schools, staff are engaging with Penny Kittle's, 180 Days, which focuses on reading and writing instruction. Teachers will utilize these strategies in class and intentionally design with these principles.</li> <li>• Embedding individual and/or small group strategies.</li> <li>• Working with Rocky View Schools Divisional Learning Strategists to increase the ability to accommodate our English As Another Language Learners within the classroom. Implement the strategies suggested by the learning strategists.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Improved written results (class based assessments)</li> <li>• Improved reading comprehension results (class based assessments)</li> <li>• (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment, Grade 3, 7, 10.</li> </ul>

- (RVS) Average score for relevance, rigor, and effective learning time.
- (AB Ed) Overall percentage of students who achieve the acceptable standard and standards of excellence on Diploma.

**Parents can:**

- Ask their child about the literature they are reading and discussing in class.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Attending <i>180 Days</i> professional learning sessions. Thinking about the strategies as they are suggested and presented.</li> <li>• Accessing Jane Roberts, Rocky View Schools Divisional Learning Specialist to focus on inclusion within the classroom and coaching/modeling the strategies as identified in <i>180 Days</i>.</li> <li>• Nov. 20 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusting classroom routines to reflect the strategies as shared and presented from divisional professional learning. For example, reworking English Language Arts novel studies to allow for a rich culture of literacy to be attained and for students to see themselves in the activity.</li> <li>• Trying strategies as suggested, coached, and modeled by Jane Roberts.</li> </ul>

<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Continued to access Jane Roberts, Rocky View School Specialist, and focused on reading and writing instruction and engagement in the classroom.</li> <li>Through the work of <i>180 Days</i>, adjusted instruction in the following ways (see 3 points in adjacent column).</li> <li>March 11 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>co-teach or model and assisted identified teachers to an element of the reader's workshop model</li> <li>co-teach or model and assisted identified teachers reader/writer notebooks that we will set up to support reading and writing routines</li> <li>modeling and teaching metacognitive behaviors of effective readers.</li> <li>building opportunities for students to build a volume of reading and increase their cognitive stamina to tackle complex texts.</li> <li>modelling a variety of active reading strategies, with a variety of texts to support the transfer of students using strategies independently and knowing when to employ the appropriate strategy.</li> <li>Beginning to implement "Processfolio" and/or Garfield Gini-Newman's "Guide to Success" as an assessment tool for written assessments. This provides students with an increased understanding of what excellence looks like and increases the timeliness of feedback.</li> <li>Making conscious choices regarding separating content learning and assessment from comprehension or written assessment measures.</li> </ul>
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## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem-solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful in any path they choose.

### How Might We: How might we help students to see what they are learning is valuable?

**School Goal 1:** Increase the percentage of students who report a sense of purpose in what they are learning and can transfer those experiences.

#### Data that informed this goal:

- RVS Assurance Model: 56% of students agree that they are engaged in what they are learning. 44% of students agree that their learning experiences are meaningful.
- AB Education Assurance Model: 67% of students agree that what they are learning at school is useful to them.

#### Connection to the practice guide(s):

- **Inclusion Practice Guide**
- Page 9 "Identify strengths, talents, and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners."
- **Instruction and Assessment Practice Guide**
- Page 7 and 8, design for learning: "Connecting learning to real-life experiences makes learning meaningful. Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem."
- **PL Practice Guide**
- Pages 9 and 10, principles of professional learning "integrates theories, research, and models of human learning to achieve its intended outcomes."

#### Strategies:

- Create a common framework across the science department for collaborative problem-solving, including similar language and expectations.
- Incorporating collaborative, visible thinking routines in (science, social studies, and math classrooms)

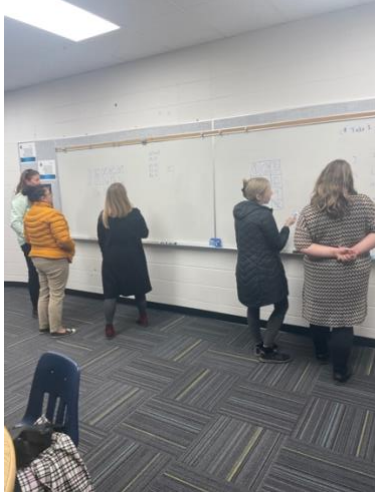
**Measures:**

- (RVS) Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal orientated.
- (AB Ed) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- (AB Ed) Overall teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (AB Ed) The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

**Parents can:**

- Ask their child about their learning experiences.
- Ask their child about the Thinking Classrooms Problem they had to solve in school—try solving it together.
- Attend School Council Meetings to learn and experience what a Thinking Classroom routine is like.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Classrooms are looking at engaging question(s) to ask students to enrich the learning experiences. This might look like Thinking Classrooms, or it may be Politalks or other strategies and structures that allow students to explore critical thinking, making sense, connecting, and learning.</li> <li>• Science/Math Teacher: Ms. Norton attended the October School Council Meeting and led members through the routine and a problem. Ms. Norton highlighted what it was like to be paired 'randomly', what the goal was, how to incorporate storytelling into sharing the math problem, how to show how and when to get ideas from others, and debriefed to showcase communication amongst the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing the suggestions and learnings from Garfield Gini-Newman to better engage students in their learning.</li> </ul>

	 <ul style="list-style-type: none"> <li>Nov. 20 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> </ul>	
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Showcasing student learning in community messages and seeking to engage parents in their learning.</li> <li>March 11 Professional Learning Date: Attended and Engaged with Garfield Gini-Newman: Adaptive Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing the suggestions and learnings from Garfield Gini-Newman to better engage students in their learning. Specifically looking at the 4 Pillars of Instructional Design.</li> <li>Teachers will seek to approach project-based learning by designing a more iterative approach to tasks.</li> <li>CTS Teachers are seeking to redesign learning to be more contextual to the experience within the industry beyond High School.</li> <li>Specialty teachers will implement strategies that engage students more in the instruction and assessment cycle.</li> <li>Teachers using performance rubrics are redesigning them to have “non-negotiables” as primary with descriptors of excellence as the secondary measure (i.e. appropriate attire is required to even be considered for any quantitative or qualitative assessment in P.E.)</li> </ul>



## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused, and demonstrate perseverance and resilience.

### How Might We: How might we create an inclusive and consistent environment for all students?

**School Goal 1:** We will increase our Positive Behavioural Interventional Strategies Tiered Fidelity Inventory by 15% this school year.

#### Data that informed this goal:

- Current (2022.2023) Tiered Fidelity Inventory: 23%
- AB Education Assurance Model: 65% of students identify that they feel like they belong. 42% of students identify that students care about each other. 48% of students identify that they respect one another.

#### Connection to the practice guide(s):

- **Inclusion Practice Guide**
- Page 13 “set and teach school-wide behavioural expectations and acknowledgment” and “uses design and effect and explicit teaching to create safe, positive, predictable and inclusive school cultures.”
- **Instruction and Assessment Practice Guide**
- Page 8 “Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teachers(s), and often support staff, using a collaborative support model.”
- **PL Practice Guide**
- Pages 9 and 10, principles of professional learning “integrates theories, research, and models of human learning to achieve its intended outcomes.”

#### Strategies:

- Develop a Positive Behavioural Interventional Strategies (PBIS) Committee who will work alongside Rocky View Schools specialists to help establish the strategies required to infuse and ensure that we are focused on our school-based values. We are in year 2 of this development and we will continue to work proactively to positively support the development of what it means to be a Bert Church Charger. We have posted our visuals around the 5 staircases of the school, to represent who and what we are.

- Our priority for this school year will be to develop definitions and lesson plans that reflect our matrix. The committee has identified and will be starting with understanding Property (leave everything better than you found it and represent yourself and BCHS positively in the community). To do this we will meet approximately every 6 weeks with our Positive Behaviour Intervention and Supports Coach, to develop our action plan and ensure that we are continuously revisiting the conversations with students, parents, and staff.

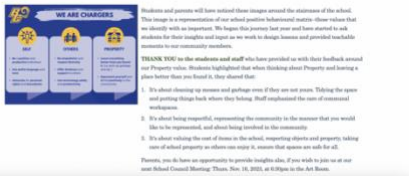



**Measures:**

- (RVS): Tiered Fidelity Inventory
- (RVS): Percentage of students who report they can control their emotions and behaviours and maintain focus.
- (RVS): Average score for positive teacher-student relationships, positive learning climate, and expectations for success.
- (AB Ed): Overall, teachers, parents, and students agree that students are safe at school, learning the importance of caring for others, learning respect for others, and being treated fairly at school.
- (AB Ed): Overall teachers, parents, and students agree that learning environments are welcoming, caring, respectful and safe.

**Parents can:**

- Encouraging and supporting your child(ren) with positive habits that align with our values and expectations.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>The committee has designed a survey to seek input from students, parents, and staff about what leaving everything better than you found it and representing yourself and BCHS positively in the community looks like, sounds like, and feels like.</li> <li>Based on the feedback from students and staff, we utilized our Friday Community Messages to communicate with parents our values.</li> </ul> <p>Thank you to our students and staff who took the time to provide the PBIS Committee with feedback!</p> 	<ul style="list-style-type: none"> <li>Students and Staff participated at a huge rate, and we received terrific feedback. Parents did not engage in the opportunity to give feedback during conference evenings as originally planned. Adjustment to the plan was to invite those parents at council on Nov. 16<sup>th</sup> to participate in feedback, and to consider sending the survey out in an email for that group.</li> <li>Nov. 29<sup>th</sup> is the planning date for defining the value of Property.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Developed lesson #1 on Property</li> </ul>  <p>As we move forward with writing common expectations and language amongst our school community, students participated in a lesson with their Block 1 teachers around what it means to respect BCHS property.</p> <p>The goal of the lesson was to discuss and find ways to leave spaces and places better than we found it.</p> <p>Students explored examples and non-examples of respecting property and space in BCHS and the community. For example, we talked about students making sure to respect the physical property (i.e., walking/running when appropriate, using materials as intended) within Genesis Place, community spaces and while wearing BCHS gear.</p> <p>Students were asked to create a Call to Action and to highlight one action that they will do to positively influence our school and greater community.</p>	<ul style="list-style-type: none"> <li>Implemented the first lesson in the first week of the second semester. Feedback was overall positive from staff, and the parent community.</li> <li>Increased emphasis on student input and contributions for PBIS lesson content moving forward.</li> </ul>

## School Council Review

### Presentation of School Education Plan

Oct. 11 (Topic: Thinking Classrooms, Goal #1)

Nov. (Topic: Overview of School Education Plan and Focus on Positive Behavioural Interventional Strategies Feedback)

Dec-Feb. (Topic: Overview of 180 Days Instructional Strategies, RVS Writing Assessment and Focus on Positive Behavioural Interventional Strategies Lesson #1)

#### School council comments:

- Important to ensure that all staff are warm and welcoming—providing supportive responses to students and parents when inquiries are made.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of the School**



**Principal signature on behalf of students and teachers of the School**

