



Bert Church High School

School Education Plan 2024/25

WE ARE CHARGERS

SELF	OTHERS	PROPERTY
<ul style="list-style-type: none">• Be a positive and productive individual• Use appropriate language and tone• Advocate for personal rights and boundaries	<ul style="list-style-type: none">• Be empathetic and respect diversity• Offer kindness and support to others• Use technology appropriately.	<ul style="list-style-type: none">• Leave everything better than you found it. (i.e. pick up garbage, and etc.)• Treat spaces as if they were your own.

CHARGER CHAMPIONS NEVER GIVE UP!

CHARGERS ARE COURAGEOUS AND READY FOR A CHALLENGE!

CHARGERS LEAVE EVERYTHING & EVERYONE BETTER!

CHARGER CHAMPIONS CAN DO HARD THINGS!

April/2025

Table of Contents

Administrators' Message	4
School Profile	5
Student Feedback from Spring 2024	6
Parent Feedback from Spring 2024	7
RVS Assurance Results	8
OurSCHOOL Results	9
Alberta Education Assurance Measure Results	10
Advancing students numeracy and literacy skills	11
Building future-ready students	18
Creating inclusive, engaging, healthy learning opportunities for all students	21
School Council Review	26

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

Every school year brings us the chance to evaluate our learning experiences and set goals that we pledge to pursue. These objectives are focused on maintaining a welcoming and secure atmosphere for students as they navigate their educational paths. In addition to enhancing our teaching methods to facilitate student engagement, we also aim to offer opportunities that enrich their school experiences.

Our staff is enthusiastic about finding ways to involve students in their learning and provide practical experiences that allow them to explore and demonstrate their understanding and skill growth. Within their curricular teams, staff have identified specific areas to concentrate on for improving instruction in their classrooms. For example, over the course of 5 years, our humanities department have worked to ensure that literacy (specifically reading comprehension) skills and strategies have been practiced with consistency and rigor to support students in reaching their desired achievement levels. In utilizing data entry points we have noted an increase in student achievement as it pertains to reading. As we look forward to supporting students' academic abilities, we are inspired by these results which help to motivate us to continue the work from last school year, where we focused on student writing skills and abilities. Similarly, we look forward to developing our instructional strategies around numeracy and number sense. In this work, we are also ensuring that students are connected to the learning, through highlighting how the skills pertain to careers and those external environments that they may be exposed to after school.

As a school, we continue to develop a safe and caring school environment. This year our focus is to build on our school matrix and values, as we look to host specific teaching and lessons, celebrate student excellence and participation and lean into using common language across our school contexts.

As an administrative team, we are excited about the numerous opportunities available this school year and are ready to collaborate with our community to ensure we address highlighted needs. We invite you to review our School Education Plan to understand how we are working to create rich learning experiences for your child at Bert Church High School.

Kind Regards,

Nikki Tysowski, Principal
Winni Gill, Assistant Principal
Lael Johnston, Assistant Principal
Scott Thompson, Assistant Principal

School Profile

<p>Principal: Nikki Tysowski</p> <p>Assistant Principal(s): Winni Gill, Lael Johnston, Scott Thompson</p> <p>Website: https://bertchurch.rockyview.ab.ca/</p>	<p>Mission: 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>Beliefs:</p> <p>About Relationships</p> <p>About Opportunities</p> <p>About Attention to the Individual Student</p> <p>About Expectations</p>
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Total Number of Students: 1392

Grades Served: 9-12

Total Number of:

- Classroom Teachers: 53
- Learning Support Teacher(s): 2
- Learning Assistant(s): 11
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 5

School Diversity Profile

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

English as an Additional Language learners represent 12.8 per cent of our school population. The most common first languages for these students are Punjabi, Arabic, Spanish.

As an inclusive school, we welcome 2.0 per cent 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 2024

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

- “I really like our school because it has allowed me to make new friends and learn new things that I will be able to use for life.”
- “I enjoy the sports and leadership experiences like Link Crew and Unified Sports.”
- “I like how much our school includes everyone no matter who they are...”

What do students think could be worked on or improved?

- “Things taught in school should be more useful.”
- “More focus on school culture.”
- “I would like more programs to enhance student’s interests, ex. Model UN.”

Parent Feedback from Spring 2024

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

- Desire to provide students opportunity for feedback and working with that feedback to increase school culture.
- The engagement and revisitation of our Positive Behavioural Intervention Strategies Matrix and student recognition.
- Celebrations of student success: i.e. diploma results in 2023.24 school year.

What do parents think could be worked on or improved?

- Continued support around school culture and activities.
- Continued focus on academics and closing the gap.
- Continued focus on designing opportunities for student engagement (i.e. Theater, Dual Credit, and so on).

RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 10	ECIS Math Assessment 2024	34% of students met the 40% percentile
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 10.	RVS Writing Assessment	70.4%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	8-10 credits per student
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	7
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	57%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	61.6%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	50.96%

What does this data tell us is going well?

- Student interest in dual credit is high. We utilize all the spaces that are provided to us as opportunities.
- Students demonstrate an acceptable level of writing.

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

- Ensuring that students are supported in ways that enable them to achieve their learning goals.
- Increase communication with students and families around the link between regular school attendance and academic achievement.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	44%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	32%
The average score for relevance, rigor and effective learning time.	50%
The 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 oriented.	91%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	66%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	70%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	56%

What does our data indicate is going well?

- Positive teacher/student relationships.
- Students self-identify that they have a positive pursuit of activities.
- Students in the school are developing positive self-regulation skills.

What does our data tell us could be improved on?

- Emphasizing and positively reinforcing real-life connections to learning and content to develop student interest in content/courses.
- Continue to build and structure classroom norms and expectations as a strategy to support students in developing a positive outlook and behaviours related to classwork and homework.

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	Student Learning Engagement	74.9	76.3	76.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	65.7	68.8	69.4	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	85.5	84.2	84.2	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	88.7	89.0	84.8	88.1	88.6	87.3	Intermediate	Improved	Good
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	55.5	55.5	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	8.9	8.9	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	83.1	83.1	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	17.2	17.2	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.0	82.7	84.1	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	75.3	79.7	80.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	72.5	76.0	79.5	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	70.5	70.7	70.2	79.5	79.1	78.9	Very Low	Maintained	Concern

What does our data indicate is going well?

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

What does our data tell us could be improved on?

- Ensuring all community members have a welcoming, caring, respectful and safe learning environment. While there has been a decline in some measures in this category. 84% of parents indicated that their child is safe at school.
- Parent involvement in school initiatives remains an area of growth for us.

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?

School Goal 1: We will strive to increase student's results by 3% in the identified math outcomes below on rational numbers, and graph a linear relation, analyze the graph, and interpolate or extrapolate to solve problems.

Data that informed this goal:

- In comparative data study using the 2023 Fall MIPI results of Grade 9 students in relation to the 2024 Fall EICS Numeracy Assessment we saw a 7% increase in students achieving acceptable standards.
- Gr. 10 EICS Numeracy Data of 34% demonstrates that students are in the 40th percentile.
- Gr. 10 EICS Outcome: Students can demonstrate an understanding of rational numbers by comparing and ordering rational numbers, and solving problems that involve arithmetic operations on rational numbers. 49% of student demonstrated 55% or greater understanding of this outcome.
- Gr. 10 EICS Outcome: Students graph a linear relation, analyze the graph, and interpolate or extrapolate to solve problems. 70% of students demonstrated 60% or greater understanding of this outcome.

Connection to the practice guide(s):

- **Inclusion Practice Guide:** "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." (pg.9)
- **Instruction and Assessment:** "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." (pg. 7)
 "...learning does not happen in a silo. The more connected subject matters are, the more students can make sense of their learning." (pg. 7)
 "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..." (pg. 8)
- **PL Practice Guide:** "Learning Communities: Occurs within learning communities committed to a continuous improvement, collective responsibility, and goal alignment." (pg. 10)

Strategies:

<ul style="list-style-type: none"> Practice mental math skills, for examples, specifically practicing mathematical problems without the use of a calculator. Students in grade 9 will practice strategies what some ways that students can problem solve a multiplication problem without a calculator. Increase student engagement and practice with activity-based examples. Students have opportunities to take the lead in their learning, through Thinking Classrooms. Collaborative Problem Solving: students are provided with challenging problems and teachers provide guidance as students work through problems with peers. Students have opportunities to solve accommodated questions based on outcomes and their ability to explore the skill. First, then, strategies are utilized to support students' ability to process step by step. Exploring principles of Thinking Classroom, that supports students generating and creating their own notes based on the collaborative problem solving. Explicitly working with departments to ensure that students are hearing common languages and approaches cross curricula. For example, this is how we refer to groupings, so that students regardless of what class they are in, understanding what groupings are defined as. For example, literacy strategy of anecdotal notes, is highlighting in math. 		
Measures: <ul style="list-style-type: none"> Ongoing authentic formative and summative assessment in the classroom. (RVS) Continued outcome specific analysis of the EICS. PAT and Diploma results. 		
Parents can: <ul style="list-style-type: none"> Support and reinforce that student academic abilities are connected to attending school. Can ask their child what they have learned today. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> As of November 25/24 66% of Math 9 students are meeting acceptable standards (50+) 84% of Grade 10 Math students are meeting acceptable standard This data suggests that after 3 months of instruction our students are succeeding at a higher percent and higher academic level than was initially indicated by the benchmarking in September. 	<ul style="list-style-type: none"> Grade 10 There appears to be a general gap in fundamentals from previous years. This manifests in the inability to recall basic math facts which are essential for scaffolding into new concepts. A portion of class time should be designated for a review of foundational skills. Grade 9 The following are class strategies that have proven effective in the current demographic of students.

	<p>It would follow that the strategies in place are creating an environment of academic growth and success.</p> <p>Currently the established strategies and newer ones implemented based on recent assessment data, are proving effective at achieving our goals.</p>	<p>Incorporating 10 minute games or puzzles that use basic math skills and logic that grade 9's do with small groups, partners, or individually daily. (Sometimes as a starter to the class, sometimes as a brain break, sometimes for students who finish work early)</p> <ol style="list-style-type: none"> Activities after every couple of lessons, usually involving vertical writing surfaces, or wondering around the room/not being in desks. This keeps them more engaged and on task. Frequent small assessments. Usually done after every couple of lessons. Allowing students to show their level of understanding on a very low risk individual assessment. Building confidence in their individual skills before moving on to more complex skills, or questions that require several skills to be used at once. These small frequent assessments are also used to inform if the class is ready to move on, needs more time with the outcomes, or are ready for a challenge. Pretesting teaching students how they can focus their review for large assessments by completing a pretest which will show them what their strengths and weaknesses are within a unit. Teaching them to use this information to guide their review time.
April 4	<ul style="list-style-type: none"> RVS Cycle Jane and Dave Analyzing past Diploma Exams to identify trends where outcomes score high and where outcomes score low. The intention was to compare the data to other schools to see if certain trends are specific to our school or are 	<ul style="list-style-type: none"> Grade 9 Math being in second semester is now daily. This allows us to determine a wider scope of how many students are achieving acceptable standards. Math Field Trip to Callaway Park will continue to facilitate real

	<p>representative of RVS students in general.</p> <ul style="list-style-type: none"> Currently analyzing the success of students bridging Math 9 to Math 10-C through Math 15. Compiling Data of success rate of Grade 9 students currently in Math daily. 	<p>world applications of mathematical functions.</p> <ul style="list-style-type: none"> Content and assessment alignment continues to facilitate a high standard of instruction and allows the collection of accurate data, reflective of the school population.
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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 literacy?

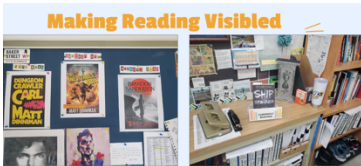

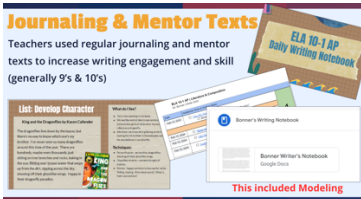

School Goal 2: Increase students' literacy abilities in both reading and writing by 5%.

Data that informed this goal:

- (RVS) Gr. 9, 10, 11 Writing Assessment. 70% of students in grade 10 meet expectations.
- Classroom assessments: conversations, observations, data
- (AB Ed) Overall percentage of students who achieve the acceptable standard and standards of excellence on Diploma.



<h3>Box & Whisker 2024</h3> <p>BCHS ELA 30-1 2024</p>	<h3>Box & Whisker 2022/23</h3> <p>BCHS ELA 30-2 Written Analysis 2024</p>	
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Instruction and Assessment Practice Guide “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.” (pg. 6) • PL Practice Guide “Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction.” (pg. 5) 		
<p>Strategies:</p> <ul style="list-style-type: none"> • Commonalities in practice for reading strategies across all disciplines (shared through school-based PL). • Similar assessments amongst the ELA department per grade/level/stream. • Explicitly teaching reading comprehension strategies (such as annotation, corrections, etc.). • Teachers are engaging in PL with RVS (“180 Days”) and using their learning from this to create student-centered book selections. 		
<p>Measures:</p> <ul style="list-style-type: none"> • Improved written results (classified based assessments). • Improved reading comprehension results (classified based assessments). • (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment. • (AB Ed) Overall percentage of students who achieve the acceptable standard and standards of excellence on Diploma. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Ask their child about their exploration of writing styles. • Ask their child about their journal and what that journey has looked like with teachers modeling writer notebooks with them. 		
<p>Check-Ins</p>	<p>Progress and Analysis</p>	<p>Adjustments to Plan</p>
<p>December 6</p>	<ul style="list-style-type: none"> • Staff have been focused on reading comprehension 	<ul style="list-style-type: none"> • Asking all staff to ensure they are practicing with students and

	<p>strategies for the last 3 years. Skills that are being explicitly taught and practiced are: utilizing a common set/bank of questions, audio copies of multiple-choice assessments, annotating skills, teacher modeling when reading, and modeling corrections.</p> <ul style="list-style-type: none">Continuing to develop rich reading strategies and sharing them out to all departments. Encouraging all spaces in the school to be a culture and climate of reading. <div><p>Making Reading Visible</p></div> <ul style="list-style-type: none">Continued focus on writing strategies as explored and learned from 180 Days Book Club. <div><p>Areas of Focus:</p><p>Independent Reading Daily Writing & Mentor Texts Student Choice</p></div> <div><p>Journaling & Mentor Texts</p><p>Teachers used regular journaling and mentor texts to increase writing engagement and skill (generally 9's & 10's)</p><p>This included Modeling</p></div> <ul style="list-style-type: none">	<p>allow students the opportunity to practice annotated notes in their respective courses.</p> <p>Annotate Text for Close Reading</p> <p>One of the challenges biology students will encounter is reading scientific texts, particularly text from journals, like Nature. Reading scientific journals can be challenging due to their technical language and complex content.</p> <p>Annotating text for close reading involves adding notes, comments, and markings to a text to better understand its content.</p> <p>Here are some effective strategies for text annotations to help students better understand complicated text. Students can use colored pencils, highlighters, or Post-it notes to annotate text.</p> <table><tr><td>Highlighting/Underlining:</td><td><ul style="list-style-type: none">Use different colors for different purposes (e.g., main ideas, supporting details, key terms).Develop a color code. Example: Use green for main ideas, yellow for supporting details, blue for scientific terms and vocabulary. Red is a good color for highlighting areas of confusion.</td></tr><tr><td>Margin Notes:</td><td><ul style="list-style-type: none">Write brief comments or questions in the margins.Respond to specific passages, ask questions, or note your reactions. Try using Emojis!</td></tr><tr><td>Symbols and Abbreviations:</td><td><ul style="list-style-type: none">Develop a set of symbols or abbreviations to represent common themes, ideas, or evidence.For example, use an exclamation mark for surprising information, a question mark for unclear points, or an arrow for cause-and-effect relationships.</td></tr><tr><td>Connections and Patterns:</td><td><ul style="list-style-type: none">Draw lines or use arrows to connect related ideas or themes.Write a brief statement on how they ideas are connected.</td></tr><tr><td>Questions:</td><td><ul style="list-style-type: none">Write down questions about the text, whether they are about specific details.Consider questions related to the science - what don't you understand?</td></tr><tr><td>Summary Statements:</td><td><ul style="list-style-type: none">Write brief summaries or paraphrases of challenging paragraphs or sections.Rewriting main ideas can help make connections.</td></tr><tr><td>Reactions and Personal Responses:</td><td><ul style="list-style-type: none">Express your personal reactions and responses to the text.Note how the text makes you feel or how it connects to your own experiences.</td></tr><tr><td>Overall Summary (CER)</td><td><ul style="list-style-type: none">Write a paragraph that summarizes the big ideas of the article - Consider what CLAIM is being made by the research!List the EVIDENCE presented in the research that supports the claim.Develop a REASONING statement that connects the evidence to the claim.</td></tr></table> <ul style="list-style-type: none">Ensuring that all consistency exists: asked all staff to ensure they update this poster in their classrooms to help draw connection and attention to literacy and the culture of reading: <div></div> <ul style="list-style-type: none">	Highlighting/Underlining:	<ul style="list-style-type: none">Use different colors for different purposes (e.g., main ideas, supporting details, key terms).Develop a color code. 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<p>April 4</p>	<ul style="list-style-type: none">Staff had opportunity to engage and work alongside RVS Learning Specialists. The English Department worked with a Learning Specialist to:<ul style="list-style-type: none">Implement mentor texts to improve syntaxCreate diploma-based mentor texts to help students integrate evidence	<ul style="list-style-type: none">Learning Specialists along with English As Another Language Specialists support instructional design for staff. They lead a portion of our March professional learning date, to develop a greater understanding of strategies.Upon reflection of provincial assessment (Diploma), the Social Studies literacy strategies shifted to reflect:																

	<ul style="list-style-type: none"> ○ Complete a book club unit across the department ● English and Social Studies staff came together to review the Writing Assessment Data along with the provincial assessments (Diploma) from January. ● Social Studies focus at every level has been course completion and improving writing skills by chunking and scaffolding up to diploma expectations. 	<ul style="list-style-type: none"> ○ Increasing the amount of embedded source analysis within our lessons to avoid over assessing this group of students. Formative feedback and repetition can allow for some “source analysis processes” to take root and be deployed during diploma exams. ○ Increasing the amount of reading and writing we require of this group of students while acknowledging the struggles we’ve observed recently. This can mean lowering the reading level but increasing the amount of readings or chunking out high level readings so that they are accessible to more students. ● Upon reflection of provincial assessment (Diploma), the English Department literacy strategies shifted to reflect a greater emphasis needs to be placed on Poetry in ELA 30-1 and 30-2 moving forward.
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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 for any path they choose.

How Might We: Increase student exposure to, and understanding of potential career pathways?

School Goal: Increase student connection of learning to future pathways through exploring, engaging and experiencing career fields/skills by 5%.

Data that informed this goal:

- (RVS) Percentage of students that believe that education will benefit them personally and economically and will have a strong bearing on their future. Currently, 53% value school outcomes.
- (RVS) Percentage of students who are intellectually engaged and find learning, enjoyable, and relevant. 50% of students in this school are intellectually engaged.
- (RVS) Percentage of students planning to finish high school and pursue a trade apprenticeship, college or university program. Currently, 16% plan to pursue a trade or apprenticeship program. Currently, 50% aspire to pursue a post-secondary education.
- (AB Ed) Percentage of students who believe the core subjects (math, language arts, social studies, science) are useful to them. 66% agree with this statement.

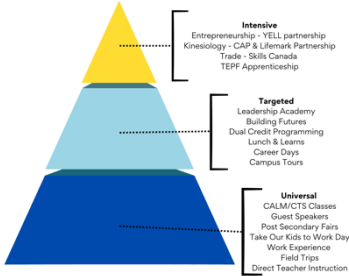
Connection to the practice guide(s):

- **Inclusion Practice Guide:** “Identify strengths, talents, and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners.” (pg. 9)
- **Instruction and Assessment Practice Guide:** 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.” (pg.7-8)
- **Off Campus Practice Guide:** “Enhance learning opportunities through partnerships between learners and the community” (p.4)

Strategies:

- Orienting strategies through three primary domains of trades, kinesiology, and entrepreneurship.
- Increase student exposure and engagement to the YELL mentoring program.

<ul style="list-style-type: none"> • Leverage the future ready capacity into the Career Advantage Program (CAP). • Foster connections with post-secondary institutions and potential employers. • Explicitly engage staff in conversation about how they link their course material to building future ready students. • Infuse teacher evaluation conversations with direct links to this goal. • Support Career Lunch and Learns, Career Fairs, and events hosted by School Counselors. 		
Measures: <ul style="list-style-type: none"> • (RVS) Percentage of students that believe that education will benefit them personally and economically and will have a strong bearing on their future. • (RVS) Percentage of students who are intellectually engaged and find learning enjoyable, and relevant. • (RVS) Percentage of students planning to finish high school and pursue a trade apprenticeship, college or university program. • (AB Ed) Percentage of students who believe the core subjects (math, language arts, social studies, science) are useful to them. 		
Parents can: <ul style="list-style-type: none"> • Complete the necessary off campus excursion forms and monitor student engagement. • Participate in parent council and provide community connections and extension opportunities. • Engage their child in career-oriented conversation and opportunity. • Encourage students to attend Lunch and Learns hosted by our School Councilor around Career information. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • During August PL staff were tasked with evaluating how this goal is being achieved and how their offering could be enriched. • September conversation connected with the University of Calgary Volleyball program regarding usage of facility and tours. • October conversations with teachers to intentionally engage in this work. • November: Submitted 10 student applications for the TEPF trades apprenticeship program. • November: University of Calgary provided tickets for volleyball 	<ul style="list-style-type: none"> • Appreciation of the primacy of this goal is required. In addition, staff Innovation and accountability will be required to propel this work forward. • November School Council Meeting: Asked community members present at the meeting to volunteer, point the school in the direction of local business willing to host students for a field trip, to partner and work alongside them, to participate in Canada YELL program and/or our Entrepreneur & Innovation course. • Refined levels of intervention model

	<p>teams to watch a match and meet with coaches.</p> <ul style="list-style-type: none"> November: Conversed with teachers during their evaluations about incorporating this goal into their teaching practice November: Engaged with teachers during their PGP conversations about how they might further this goal 	<p>Bert Church : Building Future Ready Students</p>  <p>Intensive</p> <ul style="list-style-type: none"> Entrepreneurship - YELL partnership Kinesiology - CAP & Lifemark Partnership Trade - Skills Canada TEPF Apprenticeship <p>Targeted</p> <ul style="list-style-type: none"> Leadership Academy Building Futures Dual Credit Programming Lunch & Learns Career Days Campus Tours <p>Universal</p> <ul style="list-style-type: none"> CALM/CITS Classes Guest Speakers Post Secondary Fairs Take Our Kids to Work Day Work Experience Field Trips Direct Teacher Instruction
April 4	<ul style="list-style-type: none"> March: Six Lunch and Learns offered with post-secondary institutions March: Students attended Crossfield Career Fair March: Site visit at Fusion Collegiate and interview with Superintendent and Principal March: Guidance team participating in TEPF trades center site visit and orientation April: Planned site visit of TEPF students by admin 	<ul style="list-style-type: none"> February: Parent Council presentation on Bert Church plan to build Future Ready students March: One student qualified for Skills Canada Regional Competition March: One student earned a spot at the Skill Canada Provincial competition in May

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: We will increase our Positive Behavioural Interventional Strategies Tiered Fidelity Inventory by 10% this school year.

Data that informed this goal:

- (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory. Current (2023.2024) Tiered Fidelity Inventory: 57%
- (RVS) Average score for positive teacher-student relationships, positive learning climate, and expectations for success. In this school, students rate disciplinary climate of the classroom 5.9 out of 10.
- (RVS) Percentage of students who report they can control their emotions and behaviors and maintain focus on a task. In this school, 56% of students agree they can self-regulate.
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe. Results from 2024 share that 75% of the community agree that the school provides a welcoming, caring, respectful and safe environment.
- (ABEd) Overall teacher, parents and student agreement that students exemplify citizenship. 65.7% of the community agree that students model the characteristics of active citizenship.

Connection to the practice guide(s):

- **Inclusion Practice Guide:** “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.” (pg. 13)
- **Instruction and Assessment Guide:** “Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s), and often support staff, using a collaborative support model.” (pg. 8)
- **PL Practice Guide:** Principles of professional learning “integrates theories, research, and models of human learning to achieve its intended outcomes.” (pg. 9 and 10)

Strategies:

- Continue to explore processes aimed at orienting all staff members on the four fundamentals of Tier 1 school wide PBIS practices: teaching school wide expectations, acknowledging appropriate behaviour, correcting errors and requesting assistance. Continue to speak with staff at our monthly staff meetings.
- Update Student Handbook to include Matrix and general information.
- Continue to develop mini lessons that focus on defining behavioural expectations.
- Continue to develop school-wide acknowledgement system that is linked to our matrix. "Charger Champion Days."
- Continue to share updates at our School Council meetings regularly and seek support and input from our parents.
- Continue to share updates regularly in our weekly school newsletter that includes text and images.
- When re-entry/re-engagement agreements and plans are utilized, align them with our matrix and values.
- Ensure language is consistent with supporting attendance conversations. For example: "Being a Charger means being responsible for oneself, and being responsible for learning means a committed to being here and attending class..."

Measures:

- (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.
- (RVS) Average score for positive teacher-student relationships, positive learning climate, and expectations for success.
- (RVS) Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.
- (ABEd) Overall teacher, parents and student agreement that students exemplify citizenship.

Parents can:

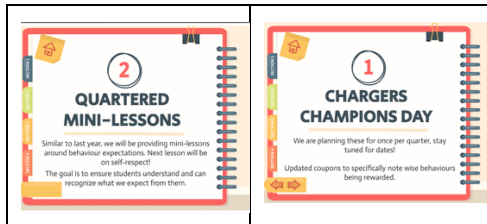
- Attend Council meetings and support the conversation around planning and implementing our matrix values.
- Read the updates in our newsletters and engage in conversations with their learner(s).
- Review the Student Handbook to gain a greater understanding of our school values.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • September 6: Welcome Back Assembly focused on a review of our matrix. Additionally, students engaged that day in a PBIS mini 	<ul style="list-style-type: none"> • Staff are inspired by our next steps, need to ensure we are focused on the why and ways forward. PBIS Committee, plans

lesson with students where they were asked to represent the definition of our values visually. We shared the work out to our community in the newsletter and council meeting that month, and we collected the posters and created a display.



- September: Updated Student Handbook to reflect Matrix and revisited the vision and purpose of school wide values and what the goals of the work are this school year as a staff.




- October: Students engaged in a mini lesson around Growth Mindset and connected the habits of growth mindset to the matrix value of self—and being a positive and productive learner. Student engaged in a collaborative in person sorting wise and unwise behaviours activity, and were able to engage in an individual self-reflection online.

Extension Activity Links

Video: <https://www.youtube.com/watch?v=98WtWwCp60A>


- Importance of self-awareness in developing a growth mindset
- Remember: Your mindset shapes your learning journey and future success
- Challenge: Identify one area where you can apply a growth mindset this week


Blocket Game: <https://desiblow4blocket.com/wp-content/uploads/2021/07/1211676a99e84e>



to re-establish the why out to staff at the October staff meeting, and will share strategic plan out to all staff for the scope of the school year.

- October PBIS Committee: exploring ways to engage students and have students help to develop the mini lessons. PBIS Committee also supporting students in designing our positive recognition assemblies and work to support them in leading these whole group sessions – focusing on re-enforcing what it means to be a Charger and also supporting student recognition of those that are able to meet the value.
- November PBIS Committee: utilizing feedback to inform next steps. Lesson in December was intentionally selected because of October Charger Champion Day and the data that was collected that date. On Oct. 31, staff gave students 1000 pieces of positive acknowledgments. Most of the recognition was associated with respecting property, followed by productive and positive individuals, this lead the committee to want to focus on appreciation of diversity.
- Additionally, staff commented that Charger Champion recognition should be more than one day—committee is looking to host a Charger Champion Week in December
- November School Council wants to seek to support Charger Champion Days too. Suggestions of language from School Council Chair to support being a Charger Champion include: “Being a Charger = Going for it!,” “Perseverance is the mother of success,” “Carpe Diem! Seize the day!,” “I am courageous and ready for a challenge,” “I can do

	<ul style="list-style-type: none"> October 31: Charger Champion Day! Students were acknowledged for the demonstration of our matrix values. November: Shared update in School Newsletter ongoing. <p>Charger Champions and PBIS Matrix</p>  <ul style="list-style-type: none"> December 6: Positive Recognition Assembly focused on highlighting students' engagement, and how to lead as a Charger in the school. December 6: Students engaged in a mini lesson around Empathy and recognizing diversity. 	<p>hard things," "Never give up!" – School Council Suggests having these as pins, slogans on items to share with students.</p>
April 4	<ul style="list-style-type: none"> January 16: PBIS Committee Presents at School Council Established a PBIS Student Advisory Committee February 6: Students engaged in a mini lesson around Speaking Out for Empath. This lesson was designed using the student feedback provided from the December lesson, where students identified they weren't sure how to help someone in need. February 14: Charger Champion Day! Students were acknowledged for the demonstration of our matrix values. February Newsletter Highlighted PBIS and Student Advisory 	<ul style="list-style-type: none"> December PBIS Committee: utilizing feedback from staff and students of the previous lesson, reflected on the need to explicitly discuss what it means to support someone in need. How can we help when we see that someone needs help? Who are the safe adults we can go speak with? February PBIS Committee: reflected on student recognition of all values represented in/on our Matrix. The Student Advisory Committee activities and takeaways from the first lesson. Students expressed that the video was meaningful, that the activity was engaging. Students said that the slide show/presentation was not well received – their feedback was to make it more engaging through chunking the lesson, and more discussion. Students shared

	<p>Committee:</p> <p>BCHS PBIS Student Advisory Committee</p>  <ul style="list-style-type: none"> March: Planned for May Lesson and Recognition Assembly 	<p>that more time was needed to have more meaningful and robust conversations. Students want to also support the celebration of our community members.</p> <ul style="list-style-type: none"> The Student Advisory Committee are actively engaged. Students lead the meeting, and all students were able to support voice. It is a diverse range of students; however, we are actively seeking a grade 9 student voice. Need to define work boundary for the next lesson.
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