



Bert Church High School

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

June 2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

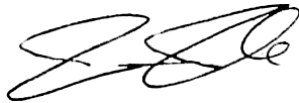
SCHOOL ADMINISTRATION MESSAGE

As a staff, we approached 2022 with great excitement! This was a school year where we could put challenging years of learning interruption and uncertainty behind us. This year, we were able to forge forward and examine deeply, what our Charger community strengths and areas of need were. 2022-2023 marks the final year of the Rocky View Schools 4-year plan, Connect-Achieve-Navigate. For Bert Church High School, that meant continuing to pursue our guiding question, "How might we increase the probability of success for all students?". This year specifically, we sought to implement structures and strategies that fostered students' academic and interpersonal success.

Throughout this school year, staff have sought to continue implementing the PBIS (Positive Behavioural Interventions and Supports) framework for all our learners, staff, and community at BCHS. In addition to creating a safe and welcoming environment through PBIS implementation, each of our department teams explored some aspect to improve instructional and/or assessment in their classes. It has been our collective effort throughout this academic year, to improve the student experience for every Charger; by being connected to our school community in healthy ways and being empowered to dig deeply into curricular content through effective instruction and assessment.

This was a year to celebrate successes and new opportunities for student experiences. To smile at the sound of full gymnasiums for BCI (the Bert Church Invitational basketball tournament). To feel the nervous energy of the Wizard of Oz cast, as the curtain opens for the first time. Or simply the return to so many off-campus opportunities, that students have not experienced in years past.

In a time where the media was filled with news of technology reaching new realms with AI (Artificial Intelligence) we took strength in a reminder of what makes High School such a special place. We leaned into relationships, into deep learning experiences, and every opportunity we had to make the BCHS student experience the best possible for all our Charger community.



Ryan Reed

Principal | Bert Church High School

SCHOOL PROFILE

<p>Principal: Ryan Reed</p> <p>Assistant Principal: Robert Makkreel</p> <p>Assistant Principal: Marie Cumberland</p> <p>Assistant Principal: Dan New</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>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 individual 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 with regard to performance, atmosphere and recognition of achievement.</p>
<p>Total number of:</p> <p>Teachers: 56 Support Staff: 22 Students: 1274</p>	<p>Grades Served: 9 - 12</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> identified with specialized or exceptional needs: 27.6% who are English Language Learners: 8% who self-declare as First Nations, Inuit or Metis: 4.3% students reading at or above grade level – gr. 9: 93% students performing mathematics at or above grade level – gr. 9: 40.8% 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> Robust CTS programming with two apprenticeship routes (Culinary Arts and Cosmetology) Cohorted academy programming with Career Advancement Program (CAP), Criminology, and Lacrosse Academy Terrific fine arts programming, from Art to Theatrical Arts to Band

	<ul style="list-style-type: none">• Two languages (German and French) for kids to expand their learning• An abundance of extracurricular activities allowing students to participate in school life• Leadership groups that plan schoolwide events and engage school spirit• Learning support for all learners, from our students with complex needs to those needing accommodations• Advance Placement English courses from gr. 10 – 12• Creative programming in Math that offers students an extra semester in gr. 10 to prepare for Math 10C
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Student Insights

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

- Students expressed excitement over the physical changes to the building, including the cafeteria renovation and portables.
- Consistently, students appreciated the relationships they formed with teachers.
- Inclusive environment to attend school each day.
- Students expressed appreciation for the Reconciliation efforts the school is making, specifically the Garden.

What do students think could be worked on or improved?

- Students miss their Flex time where they had an opportunity to catch up on missed work.
- Students expressed a desire to have a functioning PA and Intercom system throughout the school. The physical building is important to them.
- Peer relationships are still a challenge to certain students, where they don't feel welcome in all parts of the school or school grounds.
- More student involvement in spirit days and school culture was expressed.

In response to what students think, what actions could our school take to do better?

- Look at our breakfast and food program to ensure students who are in need can access free food.
- Overtly encourage more student participation in events, such as extra-curricular and school spirit days.
- Looking at adding Flex time back into the day could give students more opportunity for re-assessment and catching up on their work.
- Continue to work on including all students.
- More off-campus learning activities and field trips.

Parent Insights

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

- If the student asks for help teachers go above and beyond to help the student. The communication the last couple years was great. Things sometimes changing multiple times a day with different info from different groups. Seems Bert Church along with RVSD did a good job with a difficult situation.
- You have some really awesome teachers who are engaging with the students and keep them interested and focused.
- Class schedules are great. Most teacher are superb, display passion, communicates and make class engaging. Kudos to science and social faculties. Love the weekly news letter.
- Open gym at lunch is a safe, active place for students, interacting with staff they may not meet within their schedules - very positive. Morning volleyball workouts with trainer are great. High visibility and accessibly and everyday interactions of Mr. Reed with students, especially in the gym are good role modelling and build relationships.
- We believe that there is a trickle-down effect from the top and could not be more pleased with Mr. Reed. He is a strong leader, and we believe all things going well are in large part thanks to him.
- Teachers are very engaged and enthusiastic about the students and the subject matter they teach. This is our first year at BCHS and our son is thriving and looks forward to going to school every day. He enjoys the music program and before/after school jazz band opportunities. He equally looks forward to other subjects including social and LA and thoroughly enjoys the personalities of the BCHS staff and the school environment itself.
- I really find the parent council meetings a great place to get information condensed down for school administration and RVSD. The ability to ask questions and for clarification can't be underestimated. I believe there would be fewer people jumping to conclusions if they had a fast & trustworthy place to get the facts.

What do parents think could be worked on or improved?

- Perhaps more community engagement with school initiatives.
- More recognition for student successes (not just academic, but other types as well).
- Monitor and standardize online content required for classes. Some teachers have lots on Google classroom's students could work remotely, some teachers if you are away sick you may not even understand what unit the class is on based upon online content.
- Math education and helping students see relevance. Perhaps it's the experience of the teacher my child has. The journey has been less than spectacular.
- I would love to see more useful education, like how to save money, what buying a house, car, and having cc's look like. What debt does to a person and poor credit rating.. ect. Life long education is desperately needed! I would like to see more education around post-secondary education. More discussions, Regarding courses and guidance.
- I would like to see more interaction with the grade 11's for preparation and discussions around post-secondary education. I would also like to see more discussions about mental health, and education on lifelong decisions.

In response to what parents think what are actions could our school take to do better?

- Consistently deal with bullying situations.
- Supervise class. Connect with parents more frequently. Don't wait for only parent conference.
- Involve community stakeholders with school events and initiatives.

Staff Insights

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

- Continued physical renovations to the school are well received – renovations to the art room, cafeteria, and the new portables have given staff the opportunities to expand their practices.
- School culture and staff support are generally represented positively. When asked, 63 staff members reported an average of 4.17/5 of feeling supported at school
- School spirit and extra-curricular opportunities for kids continue to be well-supported by staff.
- Class sizes continue to be a focus and supported by staff. Currently, there are only 8 classes with an enrollment over 35 and those are speciality classes where the teachers desire larger groups or PE classes where they can handle them.

What do staff think could be worked on or improved?

- Staff continue to desire clarity around re-assessment, final exam period, and how to give students opportunity for new assessment while having practical deadlines.
- Staff are supportive of the inclusive model at BCHS but seek clarity around how their Classroom Diversity Profiles, Student Success Plans, and parent communication all fit in with their regular planning process. Streamlining this to ensure efficacy to the process would be well-received by staff.
- Staff struggle with student motivation and how to encourage engagement from students.
- Staff are trying to improve their work-life balance, expressing the tricky dance between wanting to do a good job at work and at home.
- Staff expressed they feel extra things have been added to their responsibilities without anything being removed, leading to more stress.

In response to what staff think, what actions could our school take to do better?

- Learning support structures, communication, and timelines are being reviewed.
- Ensuring communication is streamlined, well thought out, and predictable so as to not overwhelm staff at different times.
- Working with department learning teams to provide clarity on practices that can be more consistent for everybody.

RVS Four Year Plan Survey Results

[Bert Church 4 Year Plan](#)

What does the survey indicate are things that are going well?

Goal One: Connect to Passions, Interests, and People

Students reported

- They are engaged in their learning, provided real-world, meaningful examples to help them learn, and felt their ideas were valued by adults at BCHS (Outcome 1.1).
- High levels of student choice and voice (Outcome 1.1).
- They felt their schoolwork is meaningful and connected to the real world. (Outcome 1.1).
- Demonstrating ownership of their learning (Outcome 1.2).
- They expect to succeed in school and are supported to do their best (Outcome 1.2).

Staff reported

- Students have opportunities to be creative (Outcome 1.1).
- Students have opportunities to make choices in their learning (Outcome 1.1).
- Students demonstrate ownership of their learning (Outcome 1.2).
- Students feel successful and get the support they need to be successful (Outcome 1.2).

Parents reported

- My child has the opportunity to be creative (Outcome 1.1).
- My child has the opportunity to participate in meaningful learning experiences (Outcome 1.1).
- My child demonstrates ownership for their learning (Outcome 1.2).
- My child feels successful at school (Outcome 1.2).

Goal Two: Achieve their Potential

Students reported

- They can use numeracy/math skills to solve problems and they can learn through reading (Outcome 2.1).
- They can get help when having problems with others (Outcome 2.2).

Staff reported

- Students learn through reading (Outcome 2.1).
- Students use math to solve real-world problems (Outcome 2.1).
- Students set goals for their learning (Outcome 2.1).
- Students are able to get help with learning at school when they need it (Outcome 2.2).

Parents reported

- My child is able to get help with learning at school when they need it (Outcome 2.2).

Goal Three: Navigate Successfully as Global Citizens

Students reported

- They learn about diversity among people and value the contributions all people make to society (Outcome 3.1).
- They can overcome obstacles and challenges (Outcome 3.1).
- They are learning to care for their mental health (Outcome 3.1).
- They make choices that keep them safe (Outcome 3.1).

Staff reported

- Students are provided opportunities to learn about global diversity and world views (Outcome 3.1).
- People of all cultures, identities and backgrounds are accepted and valued at our school (Outcome 3.1).
- Students are provided experiences that develop their ability to face obstacles and challenges (Outcome 3.1).
- Students are taught the components of self-care to support a healthy lifestyle (Outcome 3.1).
- Students are provided opportunities to contribute positively to their school and or community (Outcome 3.2).
- Students are taught the skills to view and critically analyze multiple perspectives (Outcome 3.2).

Parents reported

- My child is provided opportunities to learn about global diversity and world views (Outcome 3.1).
- My child is taught the components of self-care to support a healthy lifestyle (Outcome 3.1).
- My child is provided opportunities to contribute positively to their school and/or community (Outcome 3.2).
- My child is taught the skills to view and critically analyze multiple perspectives (Outcome 3.2).
- My child recognizes the impact of their participation in social media (Outcome 3.2).

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

Goal One: Connect to Passions, Interests, and People

Students reported

- At times, they never create things to show my learning (Outcome 1.1).
- They never have opportunities to make choices in my learning (Outcome 1.1, 10.5% and 12.9%).
- They never have the opportunity to demonstrate my learning in different ways (Outcome 1.2, Gr. 10 – 12, 16.1% never).

Staff reported

- Students do not always have opportunities to participate in meaningful learning experiences (Outcome 1.1).

Goal Two: Achieve their Potential

Students reported

- They rarely set goals for my learning at school (Outcome 2.2).
- They don't have an adult at school they can talk to about their problems (Outcome 2.2).
- They can use numeracy/math skills to solve problems and they can learn through reading (Outcome 2.1).
- They can get help when having problems with others (Outcome 2.2).

Staff reported

- Students do not consistently apply numeracy skills with confidence, express themselves through writing, or use math to solve real life problems (Outcome 2.1).

Goal Three: Navigate Successfully as Global Citizens

Students reported

- They don't always learn about a variety of cultures or diversity among people (Outcome 3.1).

Staff reported

- Students are not consistently provided opportunities to be involved in volunteer activities and community service projects (Outcome 3.1).

In response to the survey what actions could our school take to do better?

- Make learning visible using myBlueprint in other classes other than CALM.
- Ensure goal setting is part of each class at the beginning of the semester.

RVS Assurance Model Data

	Data Source	2020/21	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	90%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	9%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	NA	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	71.67%	
Fidelity percentage achieved for Tier 1 PBIS by the school.	Tiered Fidelity Inventory by Learning Support Specialist	N/A	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	27%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 3 Emerging to Mastering		89%	88%
Division 4 50 per cent +		89%	87.5%
First Nation, Metis, Inuit: Emerging to Mastering		Gr. 9 – 83.3% Gr. 10 – 12 – 82%	Gr. 9 – 90% Gr. 10 – 12 – 84%
English Language Learners: Emerging to Mastering		Gr. 9 – 87.5% Gr. 10 – 12 – 80%	Gr. 9 – 75% Gr. 10 – 12 – 83%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	87.9%	

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

- Through the pandemic, we were able to keep student learning at the forefront for all learners
- Staff feel professional development has been focused, systematic and contributed to their ongoing growth
- Student attendance is holding steady even with increased absences due to COVID-19

What do you think could be worked on or improved?

- The IPP Goal achievement rate could be higher
- More students could make their learning visible using myBlueprint
- Consistent access to technology would allow for more students to be creative with technology

What actions could our school take to do better?

- Work with our learning support team and teachers to make students and staff aware of how students are meeting their goals on their IPPs. This includes educating our staff on IPP goal writing as well as reporting on these goals.
- Include myBlueprint training in our 2022/23 professional learning plan.
- Review our student device fleet and ensure our current sign-out system is working effectively.

Alberta Education Assurance Measures Results

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	76.9	81.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	69.9	73.7	69.0	81.4	83.2	83.1	Low	Maintained	Issue
	3-year High School Completion	85.7	82.6	79.5	83.2	83.4	81.1	High	Improved	Good
	5-year High School Completion	84.1	81.3	84.2	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	52.3	n/a	64.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	9.7	n/a	13.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	77.5	n/a	81.3	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	13.6	n/a	16.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.4	85.8	82.8	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.3	83.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.9	82.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	69.6	75.2	76.7	78.8	79.5	81.5	Very Low	Declined	Concern

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

- High School completion (3 year and 5 year)
- Education quality

What do you think could be worked on or improved?

- Parental Involvement
- PAT Acceptable rate
- Citizenship

What actions could our school take to do better?

- Communicate opportunities for parental involvement, especially through School Council
- Increased emphasis on literacy and numeracy skills in gr. 9 using the data collected
- PBIS implementation, teaching, and modelling for all students, staff, and parents

PROTOTYPE PLANS – School Wide

How Might We? Develop and implement common approaches and/or language, which foster a positive culture and climate for all stakeholders at Bert Church High School?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- June 2022 Diploma Exam Results (below Provincial Average in Reading Comprehension).
- PAT results reflect this based on teacher anecdotal conversations.
- Scholarly books, magazines, or journal articles.
- 2020-2022 Survey Data (APORI, RVS Satisfaction Survey, Workbook Data Collection, Other).
- Anecdotal conversations with stakeholders (staff, parents, students, and community members).
- Future Diploma Exam Results.

End Goals

- To create shared resources for students to access such as: common bank of reading comprehension exams, strategy lists, terminology lists.
- To see an Improvement on in-class and summative (Diploma/PAT) reading comprehension exams.
- To increase the enjoyment and engagement levels of students in ELA classes through improved skills.

PROTOTYPES

Name: Positive Behaviour Intervention Strategies (PBIS) Matrix

Scope: Gr 9 – 12 staff and students

Indicator of Success:

- Decrease in behavioural suspensions
- Increase in student attendance
- Increase in staff/student relationship confidence

Description: Staff are investigating and exploring PBIS values and strategies through the creation of a school-wide PBIS Behaviour Matrix. Through a collaborative project, staff created the x and y axis of the matrix as well as the defining characteristics. This was then done in conjunction with students and parents. Students and parents will be engaged in the completion of the matrix prior to sharing with our community.

Prototype Learnings:

- Staff were passionately engaged in the development of the PBIS Matrix through work on a Fall PL day. On this day, they had generative discussions about what key student behaviours would be present in a variety of settings at BCHS.
- It has been challenging to create concise language with the size and diversity of students experience at a large High School. As a part of this, BCHS admin has worked to distill staff input into a 3x3 Matrix involving students interactions with *themselves, others, and property* in the settings of *the classroom, the broader school, and the community*.
- This consolidated staff matrix was then provided to a group of student leaders from grade 9 to 12. The students filled in their own matrix. The student matrix was compared and contrasted with the staff matrix to create a common understanding of behaviour in these settings. This Matrix then underwent a review with Parent Council on behalf of the parent and stakeholder community of BCHS.
- We did notice that this Matrix seemed to be putting onto paper what was already a generally positive culture within the school. However, this prototype created an increased consciousness and awareness of PBIS at work in BCHS for all staff.
- When comparing discipline data from 2022-2023 to previous years, the data indicates a decrease in both quantity and frequency of suspensions. While this data likely doesn't correlate to the development of the matrix, it does provide encouragement that the mindset of BCHS staff has promoted positive student behaviour(s).

PROTOTYPE PLANS – Department Specific

How Might We? Create a consistent student experience at Bert Church High School through an increased focus on instructional design and assessment within department learning teams?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Literature reviews
- Diploma and PAT results
- Anecdotal conversation between staff/staff and staff/students
- Assurance survey data, RVS Four Year plan data
- Staff, student, and parent feedback

End Goals

- Students experience, both within departments and between curricular areas, will be more consistent in terms of instruction and assessment.
- Students will consistently develop meaningful and important skills in a consistent manner from gr. 9 – 12.
- Teachers will feel supported when teaching a new course based on the consistent approach agreed upon between colleagues.

PROTOTYPES

Name: How Might We improve numeracy skills and math confidence levels in our learners?

Scope: Gr. 9 – 12 Mathematics students and teachers

Indicator of Success:

- Improved PAT / diploma results
- Increased student engagement / grit /confidence in class

Description: Teachers are implementing strategies from Peter Liljedahl's Thinking Classrooms and Jo Boaler's Mathematical Mindsets into their classrooms. Through this work, they hope to achieve their goals of seeing increased numeracy skills and confidence in their learners. Teachers are tracking this through conversation with students as well as collecting data on the questions through exit surveys.

Prototype Learnings:**Successes:**

- Increased collaboration among students.
- More diversity in student experience and instructional design.
- Increase in student participation and engagement.
- Teachers were able to delve into outcome based assessment.

Challenges:

- Collaborative knowledge and success doesn't always lead to independent success.
- Sometimes random groups produce some behaviour issues.
- Some students were reluctant to engage in the activity.

Next Steps:

- Increased implementation into -1 courses.
- Refining outcome based assessment and reporting.

Key findings:

- BCHS mathematics teachers are willing to try new things and not get stuck on old ideas.
- We are very collaborative as a department and within classes.
- We can rely on each other for advice and resources.

Name: How Might We ... nurture the atmosphere of engagement in our learning environment and community, specifically in Fine Arts and Languages?

Scope: Gr. 9 – 12 Fine Arts & Languages Staff and Students

Indicator of Success:

- Student attendance data – compared month to month
- Student academic success – percentage of students receiving a passing grade in class
- Student course selections – spring 2023

Description: Through their work with Classroom Diversity profiles and understanding each student uniquely, teachers in Fine Arts & Languages will work together to increase student engagement in their curricular area. As a complementary course area, students have choice whether to take their classes or not. Teachers are attempting to increase engagement through personalization and knowing their students.

Prototype Learnings:**Successes:**

- Most students in our respective courses are engaged in the material. There appears to be a low number of unexcused absences by the students.
- Band has had a positive impact by the scheduling of the course (full year vs. one semester).

Challenges:

- Engaging that small percentage of students who are “non-engagers”.

- We are seeing growing/Increasing numbers in our respective programs with the number of option programs offered in the school.

Next Steps:

- We naturally create an engaging environment for our students every year, and we will always continue to do so.
- Building increased authenticity in higher level courses, to prepare students for engaging in similar vocations beyond High School.

Key Findings:

- We have noticed how the class size of a course offered in first semester compared to the second semester has a significant impact of the dynamics of the class, with regards to production, productivity, and success, which directly impacts how we assess/instruct that course.

Name: How Might We ... maximize effective use of Learning Support (assistants, teachers, behaviour support, counsellors, and divisional staff) in our classrooms?

Scope: Gr. 9 – 12 Students, Learning Assistants, and Teachers

Indicator of Success:

- Better understanding and connectivity between the Classroom Diversity Profiles and SSP Outcomes/Goals
- BCHS Manual on best use of Learning Assistants in the classroom

Description: Our learning support team, working with teachers and learning assistants, will work to create a best practice guide to utilizing learning assistants in the classroom. Additionally, the learning support team is working to create connectivity between our Classroom Diversity Profiles and SSP's. Having staff see synchronicity between the two will increase the likelihood of student's individual needs being met.

Prototype Learnings:

Successes:

- We were all on the same page – we saw the need among our staff to make connections between our CDP, universal strategies, and IPP goals.
- This prototype creates a good exemplar for staff to use – is relatable for everyone.

Challenges:

- We found timelines too long, so we lost traction on those “to-do” items.
- Hard to keep the flow and finish the project for semester 2.

Next Steps:

- Collecting evidence/data/feedback in September 2023.
- Presenting to staff and hoping they find value and are able to see the connection between the CDP, universal strategies, and IPP goals.

Key Findings:

- We saw a need among the staff to connect writing the classroom diversity profiles and creating IPP short-term outcomes so it doesn't seem to be a make-work project.
- We learned a lot from each other through sharing our different expertise.

Name: How Might We ... improve assessment practices, within the PE department, so that students are assessed consistently, transparently, and reliably?

Scope: Gr. 9 – 12 PE Students and Staff

Indicator of Success:

- Student marks are determined based on curricular outcomes.
- Student marks are communicated transparently and consistently.
- Students cooperation and preparedness for class is communicated through PowerSchool.

Description: PE teachers are mapping their assessment to the curriculum to ensure they are assessing curricular outcomes. All teachers have created a category that is not worth marks communicating to parents/students whether the student is changed and prepared for class.

Prototype Learnings:**Successes:**

- Kids have been aware that when they are not changing out it has an effect it has had on their academic success and quality of participation in PhysEd.
- Discussion has been had between student and parent regarding why their student has not been changing out creating increased transparency.

Challenges:

- Unsure whether it has increased the number of kids changing out.
- Found a challenge of collaborating within the department.

Next Steps:

- As a department we have discussed looking at other areas of assessment and how we can increase the transparency and consistency.
- Hoping to be able to find time to increase better assessment practices for all aspects of PhysEd.

Key Findings:

- We have become aware that we take in a lot of data with students participation, which is nothing new to our assessment practices.
- We realize that there are more areas that need attention and that this process is ongoing.

Name: How might we ... improve student critical reading of text skills?

Scope: Gr. 9 – 12 ELA Students and Staff

Indicator of Success:

- Student confidence is reported as increasing by the end of the term in their reading comprehension skills.
- Teachers curate shared resources and strategies to address reading comprehension in all ELA classes.
- Teachers interpret the BAS data received in gr. 9 and implement direct strategies to work with the students identified.

Description: Teachers surveyed students on reading strategy knowledge and used the results of that survey to respond to need. Teachers also have the BAS data for specific gr. 9 students to help direct them. To respond and collect data on instructional practices, teachers are attempting different strategies, including annotation, group testing, modelling, allowing students to make corrections on their assessments to see where they went wrong, regular reading comprehension practice, broken down question walk throughs, and other strategies. Teachers will collect exit slip data from students on how it is working, as well as do a pre and post survey.

Prototype Learnings:

Successes:

The reading exam is broken into 6 reporting categories - when comparing results prior to the work, we decreased the gap between our school performance and the province in 5% categories (and stayed essentially the same in C).	<p>Table 7.1 English Language Arts 30-1 Part B – Raw Score Results, by Reporting Category</p> <table><tr><th rowspan="2">Reporting Category</th><th rowspan="2">Number of Items (70)</th><th colspan="2">Average</th><th colspan="2">Standard Deviation</th></tr><tr><th>Prov.</th><th>School</th><th>Prov.</th><th>School</th></tr><tr><td>1. Construct Meaning from Content and Context, and Engage Contextual Knowledge</td><td>39</td><td>25.4</td><td>23.5</td><td>6.4</td><td>6.4</td></tr><tr><td>2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect</td><td>22</td><td>14.7</td><td>13.3</td><td>3.7</td><td>3.8</td></tr><tr><td>3. Connect Self, Culture, and Milieu to Text and Text Creators</td><td>9</td><td>6.1</td><td>5.3</td><td>2.0</td><td>1.9</td></tr><tr><td>A. Form Literal Understandings</td><td>12</td><td>9.0</td><td>8.2</td><td>2.2</td><td>2.4</td></tr><tr><td>B. Infer, Apply, and Analyze</td><td>36</td><td>23.1</td><td>20.6</td><td>6.1</td><td>5.9</td></tr><tr><td>C. Assess and Form Generalizations</td><td>22</td><td>14.1</td><td>13.3</td><td>3.8</td><td>3.9</td></tr></table>						Reporting Category	Number of Items (70)	Average		Standard Deviation		Prov.	School	Prov.	School	1. Construct Meaning from Content and Context, and Engage Contextual Knowledge	39	25.4	23.5	6.4	6.4	2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect	22	14.7	13.3	3.7	3.8	3. Connect Self, Culture, and Milieu to Text and Text Creators	9	6.1	5.3	2.0	1.9	A. Form Literal Understandings	12	9.0	8.2	2.2	2.4	B. Infer, Apply, and Analyze	36	23.1	20.6	6.1	5.9	C. Assess and Form Generalizations	22	14.1	13.3	3.8	3.9
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Provincial Average	In 2019 we were 6.6% below the Province (with a 59.5%), since the reading changes we are 2.5% below the Province (with a 65%). This is a two-fold improvement, we have decreased the gap by 4.1% and have improved as a school by 5.5%.																																																			

- We saw substantial improvements by students from benchmark assessments.
- Students seem to be more aware of strategies, and confident in their ability to use them.

Challenges:

- Student apathy - students don't like to use the strategies.
- Reading does not seem to be their biggest concern, nor is it ours. Attendance and assignment completion seems to be more problematic in our courses than reading struggles.

- The gap seems to be widening. Strong students seem to be excelling while struggling students appear to be struggling more.

Next Steps:

- Strategies will continue to be used.
- Annotation strategies and vocabulary strategies will continue to be taught.
- Utilizing a common bank of Reading Comprehension tests.
- Common Literature will be used by some to help with differentiation.

Key Findings:

- It was helpful and supportive to hear what others are doing and dealing with and the approaches being used.
- Projects of this nature can become disjointed due to the large gaps between opportunities to work collectively.

Name: How might we create common assessment and expectations for lab experiences in BCHS Science classes.

Scope: Gr. 9 – 12 Science students and staff

Indicator of Success:

- Teachers and students in Science have a more consistent experience in each class when completing lab activities and assessments.
- A common set of criteria for a 'successful lab experience' is shared among all Science staff and students.
- A common assessment criteria is developed for lab experiences and products.

Description: Teachers will work together to compare and evaluate current lab experience and assessment throughout diverse Science courses. Based on these practices, a set of common expectations for students and teachers will be developed. Alongside these common expectations, teachers will design common assessment approaches and instruments for BCHS Science labs.

Prototype Learnings:

Successes:

- Students had opportunities to participate in far more labs than in previous years.
- Student lab experiences were more purposely developed.
- Kids are saying they are learning from doing the labs (especially in formative ways).
- Students and teachers are more engaged and positive throughout lab experiences.
- There has been increased routine and safety present throughout all labs.

Challenges:

- We found it difficult to coordinate lab materials and space.
- There is not enough lab space for the quantity of labs we are doing.
- It was difficult to coordinate the materials as everything is be used all the time (i.e. not enough glassware, scales, stoves).

- Increased lab expectations and the associated expectations have created increased anxiety and stress for some students.

Next Steps:

- Continue to do more labs in future semesters and years.
- Continue to focus on lab skill development.
- Development of a lab manual for all current and future Science teachers.

Key Findings:

- We enjoyed going out of comfort zone with labs we have never done before.
- Open communication within the department and sharing resources has increased in the department.
- With the increased labs there are meaningful experiences to assess them but kids prefer more specific formative feedback.
- Established routines for labs have made students more comfortable at completing labs.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we **implement effective structures and strategies to support** student success at Bert Church High School?
 - How might we develop and implement common approaches and/or language, which foster a positive culture and climate for all stakeholders at Bert Church High School.
 - How might create a consistent student experience at Bert Church High School through an increased focus on instructional design and assessment within department learning teams.

Learning Outcomes

- Staff will investigate and implement practices aligned with PBIS (Positive Behaviour Intervention Strategies).
- Department and/or Working Groups will implement an Action Research project to address a need regarding Instructional Design or Assessment for BCHS learners.

Strategies

- August 30th
 - Collaborative Brainstorm with ALL staff: "What is Charger behaviour?"
 - Introduction to Department Action Research Project: Departments create HMW/Goals.
- October 7th
 - Discussion about Assessment and Instruction at BCHS.
 - Departments decide how Prototype Iteration 1 will take shape and how data will be collected.
- November 14th
 - "Charger Behaviour" data has been put into PBIS Matrix and shaped in Learning Lead. meetings. Staff will meet in teams to finalize a concise community friendly PBIS Matrix for BCHS.
 - Department teams analyze data from Iteration 1 and set directions for iteration 2 of their learning design or assessment prototype.
- March 20th
 - Data from cycle 2 and 3 is aggregated and conclusions and analysis take place.
 - Department teams complete Action Research reports for their 2022-2023 Prototype.
 - PBIS Reflection meetings take place for how Matrix is "being lived; at BCHS / Next steps.
- May 19th
 - Departments present Prototype findings to another department (building capacity).
 - Data from staff is collected for 2023-2024 PL planning.
 - PBIS Next steps.

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	5,632,132	5,743,903	6,164,691
Support Staff	901,581	1,023,197	1,090,140
Services & Supplies	438,236	400,406	483,134
Other	NA	NA	NA
Contingency	NA	NA	NA
TOTAL EXPENDITURES	6,971,949	7,167,506	7,737,965

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: November & March council meetings

What resonates with parents? What inspired them? <ul style="list-style-type: none"> • Schoolwide focus on PBIS • Intentional professional learning to create consistency amongst student experience
What questions did they have? <ul style="list-style-type: none"> • How do you teach PBIS effectively to students? • How do we inspire students to take the principles of PBIS beyond the school walls?
What did they find tricky? <ul style="list-style-type: none"> • The balance of inclusion with standardized test results • Use of technology in class and the distraction it causes
How can parents play a more active role in its implementation? <ul style="list-style-type: none"> • Communication of PBIS matrix with parents in the fall to help with common language

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.



Principal Signature

Mar 17, 2023

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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School Council Chair Signature

March 17, 2023

Date