



# School Education Plan 2023/24



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## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

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



### Advancing students' numeracy and literacy skills

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



### Building future-ready students

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



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

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

## Priorities

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

### Providing active learning

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

### Effective instruction and assessment practices

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

### Creating communities of inclusivity

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

### Promoting healthy, safe environments

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

## Administrators' Message

We are pleased to present the Springbank Community High School Education Plan for the 2023-24 school year. Our plan is responsive to feedback from students, parents and staff and is aligned with the goals and priorities of Rocky View Schools. More specifically, we have organized our staff into communities of practice that include: a focus on numeracy (using an approach called The Thinking Classroom) and literacy (implementing Readers Workshop at grade 9 and an overall focus discipline-based literacy), building future-ready students with a focus on inclusion and meeting the academic, social and emotional needs of all students, and continuing our work building a healthy and engaging learning environment for all. Our work in literacy and numeracy is supported by Rockyview Learning Specialists. They're working side by side with our teachers to make learning more engaging through the Reader's Workshop and Thinking Classroom approaches. Plus, they're helping us stay up to date with technology, making sure our students are well-prepared for the digital age.

We all know that a great school isn't just about textbooks and exams. That's why we continue to put a strong focus on a positive school culture. Through the Positive Behavioral Interventions and Supports (PBIS) program, which is all about respect, responsibility, and positive behavior we will reinforce our expectations around Responsibility, Integrity, Strength, and Excellence (RISE). We're also planning more fun activities and trips to bring everyone together - students, teachers, and parents.

Part of our work in building a vibrant school culture includes ongoing work with parents and guardians as partners in learning. We're all about working hand in hand with you, the parents and guardians, to give our students the best experience. Our School Council is going strong, and we appreciate your input. We've also been listening to your feedback through surveys, and it's clear you want more involvement. We will continue to work with School Council to find meaningful ways for parents and guardians to be more involved in decisions in actively shaping their child's time at SCHS.

In closing, we're proud of our amazing admin team, teachers, students, and parents. Together, we're building something special here at SCHS.

Best regards,

Darrell Lonsberry, Someya Inzinger, Richard Dupré

SCHS Administration Team

## School Profile

<p><b>Principal:</b> Darrell Lonsberry</p> <p><b>Assistant Principal(s):</b> Someya Inzinger, Richard Dupré</p> <p><b>Website:</b> <a href="http://springhs.rockyview.ab.ca">springhs.rockyview.ab.ca</a></p>	<p><b>Mission:</b> Springbank Community High School endeavors to prepare students who will:</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in civic, social and environmental concerns</li> <li>• Balance academic, athletic and creative endeavors</li> <li>• Demonstrate a commitment to life-long learning</li> <li>• Exhibit creative and critical thinking</li> <li>• Adapt to a continually changing information and media literate world</li> <li>• Become respectful and responsible adults</li> <li>• Be prepared for post-secondary endeavors</li> </ul> <p><b>Vision/Purpose/Beliefs:</b></p> <p>All students have the right to learn. To do so means that each student works toward creating a climate that is positive and productive. Home and school must share the responsibility for teaching and guiding young adults to make appropriate choices. By working together, we increase the probability that students will learn responsibility and have respect for self and others.</p> <p>At SCHS we will <b>RISE</b> through our focus on <b>Responsibility, Integrity, Strength</b> and <b>Excellence</b>.</p>
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**Total Number of Students:** 728

**Grades Served:** 9-12

**Total Number of:**

- Classroom Teachers: 27
- Learning Support Teacher(s): 2
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 2 Counsellors, 1 Youth Development Advisor
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 3

## School Diversity Profile

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

Notably, 3 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 1.8 per cent of our school population. The most common first languages for these students are Mandarin and Punjabi.

As an inclusive school, we welcome 1.1 per cent of our students who have significant learning needs.

Additionally, our school offers other opportunities for learning, including:

1. A caring and supportive staff – survey results consistently reinforce this most important aspect of our school culture.
2. Strong additional language learning, including:
  - a. a French Immersion program comprised of French Language Arts and Études Sociales to the 30-level,
  - b. French as a Second Language, and
  - c. Spanish.
3. We have a competitive athletics program, participating in golf, cross-country running, volleyball, basketball, soccer, badminton, track and field, rugby and football.
4. Our CTS offerings are diverse and engaging, including courses in robotics, cosmetology, fashion studies, media arts, computer programming, leadership, sports medicine, and foods.
5. Strong fine arts courses, with the opportunity for students to take Advanced Placement Art.
6. A partnership with Global Sport Academy, where students who register with Global receive coaching and training in hockey or golf as part of their school day.
7. A reputation for academic excellence, including a 95% graduation rate within 3 years of entering high school (provincial average is approximately 80%).



## Student Feedback from Spring 2023

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

- School culture – students refer to good friendships, community building endeavours (cabane à sucre, dodgeball tournament, food trucks periodically, etc.)
- Support from staff, including from our guidance department in preparing students for the transition to post-secondary studies
- Flexibility, including teachers supporting students through on-line resources, which promotes learning, even when the student is away from school (illness, sports competitions, etc.)

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

- Even more culture building initiatives and events. Students referred to things such as culture days, pep rallies, dances, etc.
- Provide more opportunities for extra-curricular involvement, including things such as consistent intramurals, choir, wrestling, more drama productions through the year, science fair, etc.
- More consistency amongst teachers regarding course weighting, homework, and timelines for work completion

## Parent Feedback from Spring 2023

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

- Approachable, supportive staff and strong teaching practices
- Providing for a variety of extra-curricular activities in order to continue to build school culture post-COVID
- CTS and Science-related courses and clubs, including the robotics club

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

- More consistency in teachers entering marks into PowerSchool
- Problems in washroom, including students loitering and vaping; this discourages others from wanting to use the washrooms
- More supports for students with neurodiversity, including adapting the schedule so classes aren't as long, providing teachers with professional learning to better support students with learning disabilities, and incorporating study skills more consistently into classes



## RVS Four-Year Plan Survey Results

[Link to Survey](#)

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

- Students and parents appreciate the support students receive to help them excel
- Students are encouraged to learn through reading
- Parents feel students are exposed to experiences that foster the development of resilience and the ability to confront obstacles and challenges effectively
- Parents and students agree that students are making a positive impact on their school and community, while learning to view and critically analyze various viewpoints

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

- Students should have more choices in their learning, and we should give them more chances to take part in meaningful learning experiences
- Some students feel like they're not getting the help they need when facing problems with academics
- Teachers see the need to invest more in integrating literacy and numeracy strategies while making sure students have opportunities to gain knowledge they can use in different situations
- Students are not exposed to a diverse range of cultural learning experiences

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	80%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	76%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	5
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	1
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	50%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	70.1%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90.4%

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

- Students with IPPs are being supported in meeting their goals
- Despite a higher absence rate than we would like, our students continue to achieve at high levels

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

- We must continue to work through the Positive Behavioural Interventions and Supports process
- Having 1 in 5 students at grade 9 not meeting grade level expectations in mathematics is an issue we must continue to work on

# Alberta Education Assurance Measure Results

Assurance Domain	Measure	Springbank Community High Sch			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	79.2	81.9	81.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	65.9	68.2	70.9	80.3	81.4	82.3	Very Low	Declined	Concern
	3-year High School Completion	95.2	95.5	93.7	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	95.6	96.0	95.8	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	82.1	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	25.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	91.8	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	27.7	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.2	84.9	83.5	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.3	79.7	79.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	73.1	79.5	79.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	66.5	70.4	70.2	79.1	78.8	80.3	Very Low	Maintained	Concern

## What does our data indicate is going well?

- Student achievement, as measured on diploma exams and PATs
- Graduation rates are very high

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

- Citizenship – while student results are more positive across the board compared to last year, parent responses on the same items dropped (in some cases significantly)
- Parental Involvement – look for opportunities to more regularly involve parents/guardians in decisions about their child's education (for example, invite their feedback on IPPs prior to writing the draft plans)

## 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 best support students in developing their numeracy and literacy abilities?

**School Goal:** We will increase the percentage of students demonstrating grade level reading, writing and numeracy abilities by incorporating a variety of literacy and numeracy-based initiatives, including The Thinking Classroom and Readers Workshop.

### Data that informed this goal:

- Grade 8 ELA outcomes regarding reading = 12.6% of students were at an Emerging or Beginning level of achievement on the learning outcome directly related to reading, and 17.7% were at that level in terms of comprehension on the final grade 8 report card (this year's grade 9 students)
- Math Intervention Program Instrument (MIPI) results = 29.1% of grade 9 students "require attention"
- PAT results (2022-23 results)

ELA PAT	Standard of Excellence	Acceptable	Below Acceptable
Reading	28.5%	90.3%	9.7%
Writing	29.7%	97.0%	3.0%

Math PAT	Standard of Excellence	Acceptable	Below Acceptable
Numeracy	18.5%	77.0%	16.3%

- Diploma exam results (2022-23)

ELA Diploma	Standard of Excellence	Acceptable
English 30-1	9.4%	78.8%
English 30-2	12.2%	80.7%

Math Diploma	Standard of Excellence	Acceptable
Math 30-1	18.2%	70.5%
Math 30-2	5.9%	61.5%

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

- Instruction and Assessment Practice Guide (page 7): “Learning is an iterative process that occurs in a circular manner rather than a linear fashion.”
- Inclusive Education Practice Guide (page 4): “Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse needs of all students.”
- Professional Learning Practice Guide (pages 8 and 9): “Professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning.” “Critical reflection plays a significant role in establishing high-quality professional learning and professional practice.” “Professional learning is embedded into RVS work with collaborative opportunities for guided conversation and co-creation of innovative practice.”

**Strategies:**

- Form a community of practice for each of The Thinking Classroom and Readers Workshop to continue the work that we began in the last half of last year
- Engage students in reading more frequently and in all subject areas
- Work with Learning Specialists to implement both Thinking Classrooms and Readers Workshop, including: introduction at First PL Day, elbow-to-elbow support during the Learning Specialist residency
- Provide resources for teachers and students (e.g. classroom libraries for those participating in Readers Workshop, vertical writeable surfaces for The Thinking Classroom)

**Measures:**

- Percentage of students achieving acceptable standard and standard of excellence on PATs and Diploma Exams
- Percentage of grade 9 students identified as reading below grade level
- Percentage of grade 10 students meeting expected grade level outcomes on the RVS writing assessment
- RVS Assurance survey results related to literacy and numeracy

**Parents can:**

- Seek to understand the approaches teachers are taking with regard to The Thinking Classroom and Readers Workshop

<ul style="list-style-type: none"> <li>• Regularly monitor the on-line platforms teachers are using to share information about teaching and learning (for example, PowerSchool, Google Classroom, My Blueprint, Moodle)</li> <li>• Provide feedback to teachers and school administration regarding their students' experiences with The Thinking Classroom, Readers Workshop and other literacy and numeracy initiatives</li> <li>• Support learning at home by providing access to reading materials, having conversations at home about the learning that is happening in classrooms</li> <li>• Model reading at home</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Goals, strategies and measures were reviewed by staff on Nov. 20. We have formed communities of practice for both Thinking Classrooms and Readers Workshop. We have completed the first round of Learning Specialist residency, with approximately half of our staff participating</li> </ul>	<ul style="list-style-type: none"> <li>• Changed the wording of the goal to make it more measurable</li> <li>• Included relevant data in the section on "data that informed the goal"</li> <li>• Reduced the number of strategies and measure plus made them more specific</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Communities of practice continue (Thinking Classroom includes teachers at grades 9, 11 and 12; Readers Workshop continues to expand use of strategies). Some staff continue to work with learning specialists outside of the residency. Other disciplines focusing more on vocabulary. We are looking to expand implementation of classroom libraries to more spaces when funding is available. Grade 10 writing assessments were completed – teachers collaboratively marking (results not available at this time)</li> <li>• MIPI (mathematics assessment) results indicated that 29.1% of grade 9 students "required attention"; we compared those student results to teacher awarded marks and only 5.8% of students are not currently passing math 9; of that 5.8% of students, the majority require targeted interventions and supports; results suggest the necessity to continue to offer Math 15 to support numeracy</li> <li>• Reading assessment data for grade 9 indicates 22% of students' reading comprehension is below grade level; teachers utilizing readers workshop</li> </ul>	<ul style="list-style-type: none"> <li>• No changes</li> </ul>

	<p>strategies (balance of close and wide reading, consistent strategies for annotating texts, student conferencing, using mentor texts, etc.); readers workshop strategies must be utilized in next year's ELA classes to support those learners and we will continue to offer Reading 15 to support those learners not reading at grade level</p> <ul style="list-style-type: none"> <li>• 4 of our grade 10-12 ELA/FLA teachers participated in the "180 Days of Literacy" PL Cohort this year; PL included strategies to better support all learners in reading comprehension and writing skills</li> </ul>	
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## Building future-ready students

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

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

### How Might We: **How might we best support all learners, recognizing the diversity of our school community?**

**School Goal:** We will work together to increase awareness of diversity and to support the inclusion of all students and staff.

#### Data that informed this goal:

- RVS assurance survey data for goal 3, Navigating as Global Citizens:
  - Parent/Guardian:
    - 78.7% say “always” and “often” to “My child is provided opportunities to learn about global diversity and world views.”
  - Grade 9 students:
    - 40.4% say “always” and “often” to “I learn about a variety of cultures.”
    - 51.1% say “always” and “often” to “I learn about diversity among people.”
    - 66% say “always” and “often” to “I value the contributions all people make to society.”
  - Grade 10-12 students:
    - 59.1% say “always” and “often” to “I learn about diversity among people.”
    - 50% say “always” and “often” to “I learn about multiple cultures and their contributions.”
    - 70.2% say “always” and “often” to “I value the contributions all people make to society.”
- Diversity, Equity and Inclusion committee discussions and feedback – includes the need to include student voice and provide more visible and consistent evidence of diversity in our community

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

- Instruction and Assessment Practice Guide (page 5): “We are ALL learners. We accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic and social learning opportunities for all.”
- Inclusive Education Practice Guide (page 4): “Provide focused professional learning opportunities to build teacher and leader efficacy in bringing inclusive education to life.”

<p>“Consistently and continuously use triangulated data sources to guide and inform decisions, practice and pedagogy.”</p> <ul style="list-style-type: none"> <li>• <u>Professional Learning Practice Guide (page 9)</u>: “To navigate the complex, diverse, inclusive and dynamic classrooms of today, all members of the learning organization must embrace a disposition of inquiry and reflection. Collaborative and collective inquiry aligned with school, departmental, jurisdictional and provincial priorities is the most meaningful and effective professional learning.”</li> </ul>		
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Maintain a Diversity, Equity and Inclusion Community of Practice, including student representation, in order to increase awareness of the diversity that exists within SCHS</li> <li>• Implement a Diversity, Equity and Inclusion student group to inform the decisions of the Community of Practice and to take action on identified priorities</li> <li>• Implement a Learning Strategies class for all grade nine students in the first quarter in order to help students develop skills that promote academic inclusion</li> <li>• Host recognition events, celebrating excellence in academics, athletics and citizenship, recognizing the diversity of strengths and achievements</li> <li>• Incorporate more opportunities for parent/guardian feedback on the development their child's IPP in order to promote academic inclusion</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• RVS assurance survey results related to students valuing diversity, cultures and traditions</li> <li>• RVS assurance survey results related to students feeling supported in their learning</li> <li>• Degree to which students are meeting their IPP goals</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Volunteer when possible to help support school initiatives</li> <li>• Talk with their children about inclusion and diversity at SCHS</li> <li>• Advocate and help their children advocate for supports and resources</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Formed the Diversity, Equity (DEI) and Inclusion Community of Practice and initiated a student DEI committee</li> <li>• Completed the grade 9 learning strategies class in quarter 1; currently determining its effectiveness in supporting inclusion</li> <li>• Sent out parent/guardian questionnaire to support the development of IPPs; 47% response</li> </ul>	<ul style="list-style-type: none"> <li>• Included relevant data in the section on “data that informed the goal”</li> <li>• Changed the wording of some strategies to make them more explicitly connected to the goal</li> <li>• Reduced the number of measures</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Student voice on DEI community of practice continues to help inform</li> </ul>	<ul style="list-style-type: none"> <li>• No changes</li> </ul>

	<p>decisions (regarding school-wide events and activities, for example)</p> <ul style="list-style-type: none"> <li>• Feedback on grade 9 learning strategies class included: didn't require one quarter of class time, scheduling the course in quarter 1 wasn't as effective as it could have been because teachers were still coming to know students (strengths, areas for growth, IPP strategies, etc.)</li> <li>• Feedback from staff and informal feedback from students indicates strong support for continued school-wide events focused on diversity and inclusion</li> <li>• At this time, 85% of students with an IPP are at "beginning" to "mastering" their IPP goals</li> </ul>	
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## 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 improve our school culture?**

<p><b>School Goal:</b> Fully implement the Positive Behavioural Interventions and Supports (PBIS) model to increase our Tiered Fidelity Inventory results and incorporate climate-building activities school-wide that promote a healthier and more positive school culture.</p>			
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• On last year's PBIS review (Tiered Fidelity Inventory) we earned 50%</li> <li>• Consistent student and staff feedback on the need to continually work to improve school culture</li> <li>• Rates of student conduct issues:</li> </ul>			
	Totals by Grade	No. of Incidents	Percentage
	9	62	53.4%
	10	25	21.6%

11	21	18.1%
12	8	6.9%

- Student attendance data

Rate of Attendance	Percentage
Greater than or equal to 70%	98.3%
Greater than or equal to 80%	94.4%
Greater than or equal to 90%	70.1%

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

- Inclusive Education Practices Guide (page 13): “Positive Behavioural Interventions and Supports (PBIS) is an evidence-based Multi-Tiered System of Supports framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.”
- Instruction and Assessment Practice Guide (page 4): “It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. Each student is to be treated as a unique individual.”
- Professional Learning Practice Guide (page 9): “High quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.”

**Strategies:**

- PBIS committee continues implementation to help refocus on positive supports and interventions
- Continue to focus on improving communication with students and families to strengthen the parent/guardian and school partnership through (but not limited to):
  - Welcome back BBQ and Meet the Staff event in September
  - SCHS Create (showcase of arts and CTS) once per semester
  - Refining our weekly Phoenix Flyer email to families
- Organize school-wide spirit events (pep-rallies, intramurals, etc) to build culture and connections
- During weekly video announcements, recognize and celebrate positive behaviours in students through RISE (responsibility, integrity, strength and excellence) prizes each month
- Recognize and celebrate student excellence in academics, athletics and citizenship through awards ceremonies and events to encourage involvement and build a stronger school culture

**Measures:**

- Student attendance rates
- Number and nature of student conduct incidents
- Number of RISE prizes handed out to students
- PBIS Tiered Fidelity Inventory
- Alberta Assurance survey data on safe and caring schools
- Number of school-wide spirit events

**Parents can:**

- Attend school events when possible (Meet the staff, Parent-teacher conferences, celebration events such as SCHS Create!, athletic events, fine arts performances, etc.)
- Continue to volunteer to help support school initiatives and encourage their child(ren) to participate in events and activities
- Attend school council meetings when possible

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Hosted “Stepping Stones” to work with grade 9 classes on healthy relationships, conflict management, gender stereotypes and diversity and inclusion during the learning strategies classes in Q1</li> <li>• Hosted a welcome back BBQ/meet the staff event in September; we continue to refine our weekly communication with families; SCHS Create night booked for Dec. 7</li> <li>• PBIS Committee continues to meet and progress toward full implementation; need to start up the monthly RISE prizes</li> </ul>	<ul style="list-style-type: none"> <li>• Reworded the goal to be more measurable</li> <li>• Included relevant data in the section on “data that informed the goal”</li> <li>• Reduced the number of strategies</li> <li>• Changed the wording of some strategies to make them more explicitly connected to the goal</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Implementation of PBIS was stalled in semester 1; no RISE prizes awarded, but will be in March and onward. PBIS matrix needs to be re-worked to be include more observable behaviour/expectations. Timeline for full implementation needs to be extended into next year. Tiered fidelity inventory has not yet been conducted for 2023-24</li> </ul>	<ul style="list-style-type: none"> <li>• No changes</li> </ul>

	<ul style="list-style-type: none"><li>• Student absence rates increased 2.5% compared to previous year</li><li>• We have increased the number of school-wide spirit events and activities; staff and student feedback indicate an appetite for more</li><li>• Number of student conduct incidents for grades 10-12 have decreased compared to last year; grade 9 incidents have increased markedly; we are moving away from grade 9 cohort model next year, partially in response to this data</li></ul>	
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## School Council Review

### Presentation of School Education Plan

#### School council comments:

- surprise at some of the results being low; in particular, only 80% of grade 9 students being at or above grade level in terms of numeracy (page 10), a score of 50% on the tiered fidelity inventory (page 10), the citizenship results in the Alberta Education Assurance Results (page 11), the results under welcoming, caring respectful and safe learning environment (page 11), and the parental involvement results (page 11)
- there some was some confusion about our school goals 2 and 3 and that they seem to best fit with the RVS goals if we switch some of the strategies and measures to better align with the RVS goals and outcomes; it was discussed that PBIS is a divisional strategy under goal 3 and that's why it appears there for our school goal
- results on the Alberta Education Assurance survey regarding parental involvement continue to be low; there was some discussion about doing some work to investigate why these results continue to remain low
- pleased with the three school goals (see above) and the planned strategies to accomplish these goals.

*Signatures indicate agreement with the plan*

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



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

