



Springbank Community High School

School Education Plan 2024/25



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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

Dear Springbank Community,

As we begin the 2024 - 2025 school year, I am excited to share our vision and goals for the year, which are aligned with Rocky View Schools' *Four-year Education Plan* and *2022-26 Strategic Plan*. Our focus centres around three essential pillars that guide our efforts to create an enriching and supportive environment for every student.

Advancing Numeracy and Literacy Skills:

We are deeply committed to helping our students develop strong reading, writing, and numeracy foundations and growth. To support these aspects, we are integrating innovative approaches like "The Thinking Classroom" and a variety of strategy-building reading and writing instructional models and activities (e.g. Penny Kittle & Kelly Gallagher's *180 Days*), which engage students in critical thinking and active learning. These initiatives are further enhanced by the support of Rocky View Learning Specialists, who collaborate closely with our teachers to make learning both engaging and effective.

Building Future-Ready Students:

We must prepare our students with the skills and mindsets needed to thrive in today's rapidly changing world. We are focused on fostering critical thinking, communication, collaboration, creativity, and personal growth. Our students are being equipped with problem-solving skills and a sense of global citizenship, all while ensuring that our approach to inclusion makes every student feel valued and supported in their learning journey.

Creating Inclusive, Engaging, and Healthy Learning Opportunities:

At Springbank Community High School, we are dedicated to building a school culture where every student feels a sense of belonging, safety, and encouragement. This year, we continue implementing the Positive Behavioral Interventions and Supports (PBIS) Program, which promotes respect, responsibility, and positive behaviour. Through this, we reinforce our core values of Responsibility, Integrity, Strength, and Excellence (R.I.S.E.).

We prioritize open communication with parents and guardians and greatly value your feedback. Your participation in the School Council and other initiatives is essential for providing the best possible experience for our students. We encourage you to review our *2024-25 School Education Plan* to understand how we create memorable moments and impactful learning opportunities in your child's experience at Springbank Community High School.

SCHS Administration Team

Robert Makkreel

Tim Hasiuk

Tara Sly

School Profile

<p>Principal: Robert Makkreel</p> <p>Assistant Principal(s): Tim Hasiuk & Tara Sly</p> <p>Website: https://springbankhs.rockyview.ab.ca/</p>	<p>Mission: Springbank Community High School endeavours to prepare students who will:</p> <ul style="list-style-type: none"> • Demonstrate leadership in civic, social and environmental concerns • Balance academic, athletic and creative endeavors • Demonstrate a commitment to life-long learning • Exhibit creative and critical thinking • Adapt to a continually changing information and media literate world • Become respectful and responsible adults • Be prepared for post-secondary endeavors <p>Vision/Purpose/Beliefs:</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 RISE individually and together through our focus on Responsibility, Integrity, Strength and Excellence.</p>
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Total Number of Students: 685

Grades Served: 9-12

Total Number of:

- Classroom Teachers: 24.5
- Learning Support Teacher(s): 1.5
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 0.5
- Office staff: 3
- Caretaking staff: 4
- School Diversity Profile

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. 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 2024

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 2024

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 Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	11(gr9)/11(gr10) students require intensive individualized support 12(gr9/8gr10) students require targeted supports
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 10.	RVS Writing Assessment	92%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	7
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	11
School-wide score on Positive Behavioural Intervention and Supports (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	66%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90%

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

- 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

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.	33% of the girls 23% of the boys
The percentage of students who value school outcomes and have positive homework and studying behaviors.	63% of the girls 55% of the boys
The average score for relevance, rigor and effective learning time.	6.1 out of 10
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.	67% of students
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	64% of students
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	6 out of 10 by girls 5.9 out of 10 by boys
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	62% of students

What does our data indicate is going well?

- 74% of the girls and 58% of the boys in this school have aspirations for going to college or university. This percentage is significantly higher than the Canadian norms (girls is 59% and boys is 41%)

What does our data tell us could be improved on?

- With lower percentage of both boys and girls who are interested and motivated in trying hard to succeed, allows for an area of growth.

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	77.2	79.2	80.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	66.3	65.9	67.0	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	97.1	95.2	94.5	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	97.2	95.6	96.2	88.1	88.6	87.3	Very High	Maintained	Excellent
	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	79.5	79.5	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	22.6	22.6	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	87.9	87.9	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	32.1	32.1	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	82.0	84.2	84.5	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.0	77.3	78.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	71.2	73.1	76.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	70.8	66.5	68.4	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- Student achievement, as measured on diploma exams and PATs
- Graduation rates continue to be very high

What does our data tell us could be improved on?

- Citizenship – student results are more positive across the board compared to last year, there is still room for growth.
- Student Learning Engagement – students, parents and teachers indicate that students need more connection between real life application and learning
- Parental Involvement – look for opportunities to more regularly involve parents/guardians in decisions about their child’s education.

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 best support students in developing their numeracy and literacy abilities?

School Goal 1: We will maintain the percentage of students demonstrating grade level reading and writing strive to support all students to achieve grade level expectations (gr9-12).

Data that informed this goal:

RVS' Writing Assessment:

Grade	Exceeding Grade Level Expectations	Meets Grade Level Expectations	Approaching Expectations	Not Yet at Grade Level Expectations
10	16%	48%	28%	8%

ELA Provincial Achievement Test (Grade 9):

Exam Part	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
Part A: Writing	21%	94%	6%
Part B: Reading Comprehension	25%	87%	12%

Areas of Strength in Writing: Content in narrative/essay writing and stylistic choices (e.g. sentence structures, tone/voice, diction, grammar consistently correct).

Areas of Strength in Reading: reading for meaning in non-fiction texts; recognizing content meaning in visual texts; understanding conflict and characterization in fiction texts; determining and understanding conclusions in non-fiction texts

Areas for Growth in Reading: inferencing to interpret deeper meanings of specific lines or quotes in context in non-fiction, fiction, and visual texts; interpretation of theme and characterization (e.g., personality, motivation, dynamics) in fiction and visual texts; identifying writer's purpose; analysis of purpose and impact of writer's stylistic techniques; use of context to determine meaning of words and phrase meanings; synthesis of details to form over-arching interpretations and understandings.

FLA Provincial Achievement Test (Grade 9):

Exam Part	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
Part A: Writing	6%	80%	20%
Part B: Reading Comprehension	13%	80%	20%

ELA 30-1 Diploma Exam (Grade 12):

Exam Part	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
Part A: Writing (Jan) Average Score: 58%	5%	81%	19%
Part A: Writing (June) Average Score: 62%	4%	85%	15%
Part B: Reading Comprehension (Jan) Average Score: 68%	24%	92%	8%
Part B: Reading Comprehension (June) Average Score: 72%	37%	94%	6%

Areas of Strength for Reading Comprehension: forming literal understandings; constructing meaning from content and contexts

Areas for Growth in Reading Comprehension: Inferencing; analysis for interpretation (e.g. quotes in context); forming generalizations from text; and making connections to text and text creators based on self, culture, and societal contexts

Areas of Strength for Writing: Presentation of information in Personal Responses and Matters of Correctness and Conventions in Critical/Analytical writing including stylistic devices, sentence structures, punctuation, etc..

Areas for Growth for Writing: building self-text-topic connections and developing ideas and impressions in Personal Response; expanded development of ideas, understandings, and supporting evidence applications in Critical/Analytical writing.

ELA 30-2 Diploma Exam (Grade 12):

Exam Part	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
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Part A: Writing (June) Average score: 70%	18%	100%	n/a
Part B: Reading Comprehension (June) Average score: 71%	18%	100%	n/a

Areas of Strength in Reading: forming literal understandings

Areas of Growth in Reading: Inferencing; analysis for interpretation (e.g. characterization); forming generalizations from text; and making connections to text and text creators based on self, culture, and societal contexts

Areas of Strength for Writing: Matters of Correctness and Conventions (Writing Skills), including, diction choice, grammar, sentence structure, voice, etc.; Persuasive Writing; organization of information in writing

Areas for Growth: Idea development, including and linking supporting evidence and thinking around points of proof the student has chosen in Literary Explorations and Visual Reflections.

FLA Diploma Exam (Grade 12):

Exam Part	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
Part A: Writing (June) Average score: 64%	10%	100%	n/a
Part B: Reading Comprehension (June) Average score: 68%	n/a	100%	n/a

Areas of Strength: recognizing and identifying devices and techniques and evaluating their impact (e.g. through authorial style and use of the techniques for effect).

Areas for Attention: inferencing for deeper meaning based on context or interpretation; constructing meaning from content and context

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.”

- *English as an Additional Language Practice Guide* (page 10 & 11): English language learners require different organizational structures and instructional supports based on their English language proficiency levels.” “Regular checks for understanding encourage students to become increasingly aware of monitoring their own understanding which can serve as a model for good study skills.”

Strategies:

- Engage students in reading more frequently and in all subject areas
- Provide resources for teachers and students (e.g. classroom libraries for those participating in Readers Workshop, vertical writeable surfaces for The Thinking Classroom)
- Incorporating a variety of literacy strategy lessons (e.g. Reader’s Workshop, Reader/Writer Strategy Toolboxes, and reading and writing practices as informed Penny Kittle & Kelly Gallagher’s book *180 Days*).
- We will continue to work with those students who need additional strategy support to reach grade level of achievement by incorporating the same variety of literacy strategy aspects.

Measures:

- Percentage of Grades 9, 10, and 11 students meeting expected grade level outcomes on the *RVS Writing Assessment*.
- Percentage of students achieving Acceptable Standard and Standard of Excellence on PATs and Diploma Exams (English Language Arts and French Language Arts).
- Percentage of Grade 9 students identified as reading below grade level who show improvement by the end of Grade 9.
- *RVS Assurance Survey* results related to literacy and numeracy.
- Student feedback on building their literacy strategies, which can be viewed through results on reading comprehension/writing assessment analysis and achievement in classes.

Parents can:

- Seek to understand the approaches teachers are taking to build literacy strategies and skills in class (e.g. *180 Days* infused practices – reading/writing every day and use of mentor texts; building Reading/Writing Toolboxes, over the course of high school; and Readers Workshop).
- Regularly monitor the on-line platforms teachers are using to share information about teaching and learning (for example, PowerSchool, Google Classroom, My Blueprint, Moodle).
- Provide feedback to teachers and school administration regarding their child’s experiences with literacy strategy-building initiatives.
- Support learning at home by providing access to reading materials and discussing reading with their child, including having conversations at home about the learning that is happening in classrooms and the texts students are reading (fiction, non-fiction, visual, film, etc.).
- Model reading and the value of literacy at home.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> Teacher have attended professional learning for <i>180 days</i>. Students have become journaling and close reading activities. Observations by classroom teachers have noticed that student writing endurance has increased. 	<ul style="list-style-type: none"> None
April 4	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Outcome: Students are numerate and literate.

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

How might we support and improve the numeracy learning of all students, raising the achievement of students to the next standard.

<p>School Goal 2: We will improve the percentage of students, grade 9-12, meeting acceptable standard as well as the percentage of students meeting the standard of excellence by 10% as measured by PATs, Diplomas and school grades.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> Course grade data shows that ~7% of students are not meeting acceptable standard in Math 9. At the Math 10-C, the percentage falls to <1%. PAT results show that at the end of Grade 9, ~27% of students did not meet acceptable standards in Math 9. Of those, 35% of those students were within 5 correct PAT questions of meeting standard. PAT results show that at the end of Grade 9, ~22% of students were exceeding expectations in Math 9. Of the ~50% of students in the acceptable standard, 33% were within 5 correct PAT questions of standard of excellence.
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> 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:

- Increase the meaningful use of Thinking Classroom and High Impact Instructional Strategies within the Mathematics classrooms
- Implement departmental time to examine student data in a community of practice model with a focus on finding best practice in strands students struggled more with.

Measures:

- EICS data alongside Mathematics class marks
- PAT and Diploma data

Parents can:

- Ensure that students are in regular attendance and stay up to date on student grades. This allows for proactive and meaningful conversations that lead to interventions before student success is in jeopardy.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Student engagement with thinking classrooms has increased. • First data points will arrive via PAT and diploma results (Jan 2025) 	<ul style="list-style-type: none"> • None
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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 best support all learners as they find the pathway for their future?

School Goal 3: We will improve the percentage of students who report a sense of purpose in life and value school outcomes as reported on the OurSchool data by 10%.

Data that informed this goal:

RVS Data:

- 42% of boys and 24% of girls students are not planning to attend college or university. A vast majority of our available programming is primarily in support of college/university bound students
- The percentage of students who value school outcomes and have positive homework and studying behaviors - 63% of the girls, 55% of the boys
- 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 – 67%

AEAMR Data:

- Parents viewing the literacy skills learned at the school as useful has seen a 16% decline over 4 years
- 80% of teachers and students believe students are learning what they need to know
- Less than 70% of teachers, students and parents believe their students model the characteristics of active citizens
-

Connection to the practice guide(s):

- Instruction and Assessment Practice Guide (page 7): “Cross-curricular connections: Learning does not happen in a silo. The more connected subject matters are, the more students can make sense of their learning. Teachers in all disciplines can support students by making cross-curricular connections.”
- Inclusive Education Practice Guide (page 14): “Provide explicit academic, social emotional and behaviour curricula that are relevant, meaningful and represent the diversity of all students and tap into learners’ motivations, strengths, and talents.”

- Professional Learning Practice Guide:
 (page 5) “Every individual must continue to pursue growth and excellence through an engaged and empowered reflective learning journey.”
 (page 9) “Collaborative and collective inquiry aligned with school, departmental, jurisdictional and provincial priorities is the most meaningful and effective professional learning.”

Strategies:

- Leverage Career Advisor position to connect students with pathways through school visits
- Utilize the regional cooperative education teacher to increase the number of students accessing work experience
- Take student interest surveys to find the gaps in programming at the school as we plan forward
- Host a diverse array of colleges and universities to better provide students with pathway possibilities choices
- Incorporate more opportunities for parent/guardian feedback on the development their child’s IPP in order to promote academic inclusion
- Engage in professional learning on making learning feel more relevant and experiential to the student perspective

Measures:

- RVS assurance survey results related to students pursuing post secondary education
- OurSchool Data around sense of purpose and
- AEARM data around student engagement and citizenship
- Degree to which students are meeting their IPP goals

Parents can:

- Ensure that students are able to take the provided opportunities for growth and learning around future pathways
- Advocate and help their children advocate for supports and resources

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> Hosted several post-secondary events. 	<ul style="list-style-type: none"> None

	<ul style="list-style-type: none"> • SCHS has participated in fulling in APOP. • Meetings with career advisor have increased. 	
April 4	•	•



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 continue to improve and build upon school culture?

School Goal 1: Fully implement the Positive Behavioural Interventions and Supports (PBIS) matrix and model to increase our Tiered Fidelity Inventory results, including incorporating school-wide climate-building activities that promote a healthier and more positive school culture.

Data that informed this goal:

- On last year’s Tiered Fidelity Inventory (TFI) we earned 50%.
- Consistent student and staff feedback on the need to continually work to improve school culture.
- TFI Coaching Report outlining Shout-outs and Considerations for Action Plans.
- TFI Graphs.
- AE Assurance Framework

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe:

	Springbank Community High Sch										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	192	84.1	229	79.7	235	77.3	208	80.0	n/a	Maintained	n/a
Parent	n/a	n/a	36	77.5	37	73.3	52	65.9	36	77.4	n/a	Maintained	n/a
Student	n/a	n/a	129	80.1	161	71.1	149	75.1	142	76.0	n/a	Maintained	n/a
Teacher	n/a	n/a	27	94.7	31	94.5	34	91.0	30	86.5	n/a	Maintained	n/a

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.”

2023-27 Education Plan: Year Two

- *Promoting healthy, safe environments: Students learn best when they are well and feel secure and respected.*
- *Creating communities of inclusivity: All students are connected to each other and their larger communities, creating thriving, positive students who belong.*

Strategies:

- PBIS Committee continues implementation to help refocus on positive supports and interventions
- Began with R.I.S.E. Matrix and RISE UP as an attitude school-wide in first-day student assemblies and first day with staff
- R.I.S.E. Matrix for students
- 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
- Celebrations of Learning each semester (e.g., SCHS Create (showcase of arts and CTS); front showcase for displays of school-wide events, student learning in various courses, and student excellence).
- Refining our weekly *Phoenix Flyer* email to families
- Organize school-wide spirit events (Week of Welcome, pep-rallys, intramurals, TNT) to build culture and connections
- Recognize and celebrate student excellence in academics, athletics and citizenship through awards ceremonies and events to encourage involvement and build a stronger school culture
- R.I.S.E. prizes through positive behaviour tickets

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 and student activity 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
- Review the Matrix (as shared in School Council minutes)

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Met with RVS consultant. Shared our draft matrix with School counsel and parents. • Matrix will be finalized in spring. • Staff are participating in R.I.S.E. prize. Monthly winners have been celebrated. 	<ul style="list-style-type: none"> • None
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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