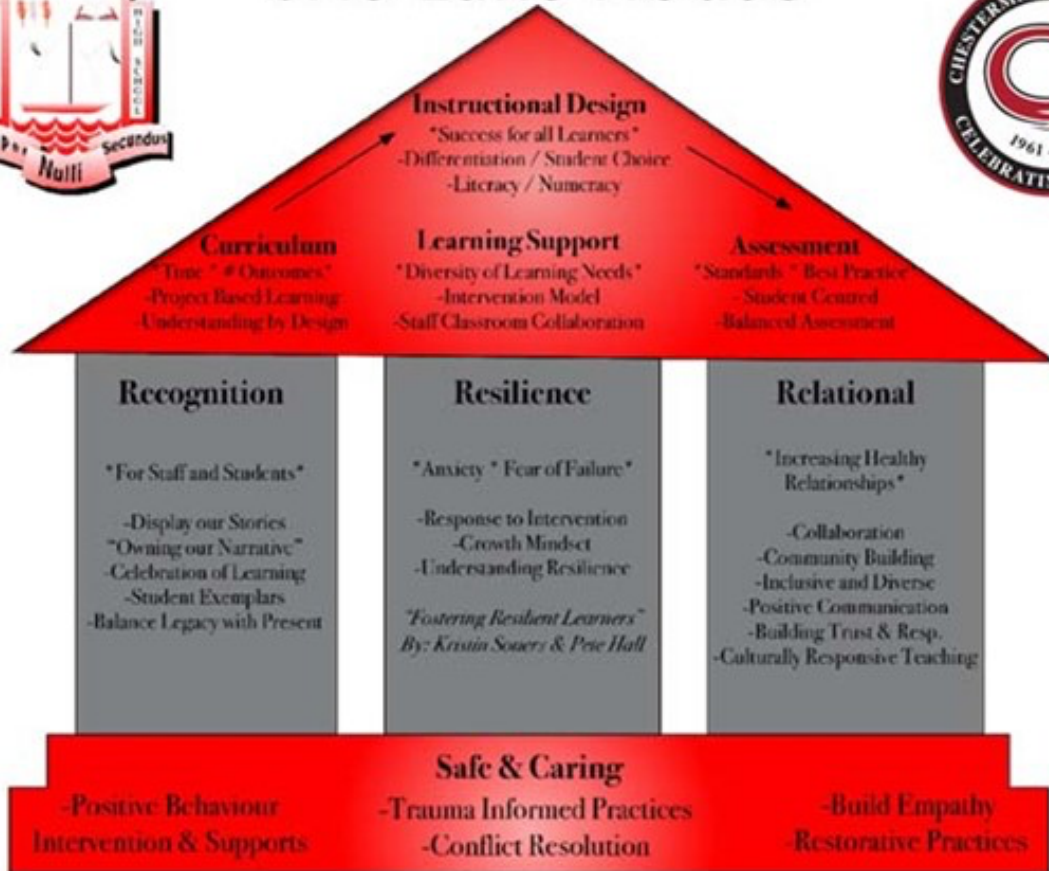




CHESTERMERE HIGH SCHOOL

School Education Plan 2023/24

CHS Lake House



September 8, 2023



Table of Contents

.....	Error! Bookmark not defined.
School Profile	5
Student Feedback from Spring 2023	7
.....	9
Parent Feedback from Spring 2023	9
Division Education Plan Survey Results	10
RVS Assurance Results	11
Alberta Education Assurance Measure Results	12
Advancing students numeracy and literacy skills	13
Building future-ready students.....	17
Creating inclusive, engaging, healthy learning opportunities for all students	20
School Council Review.....	24

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

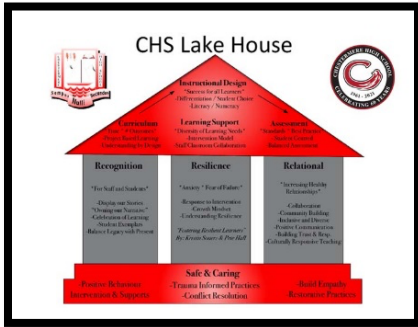
All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

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

Administrators’ Message

Thank you for reading the 2023-24 School Education Plan for Chestermere High School. It is through this document that our staff, students, and parents set the mission, vision, and growth goals for our school community. We continue to evolve to ensure that we know our students and work to optimize their learning.



Under the heading of Advancing Students’ Numeracy and Literacy Skills, our staff will be implementing numerous high yield strategies. For numeracy, we will be utilizing Peter Liljedahl’s book Building Thinking Classrooms in Mathematics and Math Intervention/Programming Instrument (MIPI) to assess mathematical skills. For literacy, we will be utilizing Literacy Thinking Strategies and the RVS Assessment Tool to support diverse learning needs of our students.

In the category Building Future-Ready Students, our staff will focus on increasing awareness of inclusion such as Indigenous Education, Learning Support, and culturally responsive teaching practices to build future-ready students with a global perspective. In the final category, Creating Inclusive, Engaging, Healthy Learning Opportunities for All Students will continue our work on Positive Behaviour Interventions and Supports (PBIS). Our visual matrix will emphasize the acronym SAIL – Safe, Accountable, Innovative, Leaders. These character pieces will be integrated into our school visually and activities embedded in classrooms and connection block.

LAKERS			
Safe	Accountable	Innovative	Leaders
Lakers... understand physical and emotional safety	Lakers... act responsibly	Lakers... are resilient	Lakers... contribute
are respectful to others	are prepared	solve problems	support each other
contribute to a safe school environment	strive to improve	are creative	lead by example

Our goals are a balance of who we are as a school while implementing goals from Rocky View Schools’ Divisional Education Plan. We look forward to working with all stakeholders to build these goals into our everyday instruction and assessment practices.

Sincerely,

Mr. Robertson
Principal

Sincerely,

Ms. Schultz
Assistant Principal

Sincerely,

Mr. Hiebert
Assistant Principal

Sincerely,

Mr. Bates
Assistant Principal

School Profile

<p>Principal: Mr. Robertson</p> <p>Assistant Principal: Ms. Schultz</p> <p>Assistant Principal(s): Mr. Hiebert</p> <p>Assistant Principal(s): Mr. Bates</p> <p>Website: https://chestermerehg.rockyview.ab.ca/</p> <p>Mission: Chestermere High School aims to develop students who:</p> <ul style="list-style-type: none"> • exhibit creative and critical thinking. • adapt to a continually changing technological world. • develop respectful, responsible, and compassionate citizens in the real and digital world. • are prepared for lifelong learning through career/post-secondary awareness and planning. • exercise balance between academic, athletic, and artistic pursuits. • demonstrate leadership, teamwork, people skills, and problem-solving skills to thrive in life after graduation. 	<p>Beliefs:</p> <p>Motivation is a key component in learning. Motivation not only improves learning but is essential for learning to take place. This idea of motivation, as described here, is broadly conceived to include an understanding of ways in which knowledge can be used. Unless we know “the reasons why,” we may not be very involved in using the knowledge that may be instilled in us, even by the most direct teaching methods.</p> <ul style="list-style-type: none"> • The learner’s creativity, higher order thinking, and natural curiosity all contribute to a motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control. • Meaning is essential to learning; hence, it is essential to teaching and assessing. Learning goals must make sense to the teacher and to the learner. There must be regular opportunities to see the value of what we are asked to learn, how it relates to past learning, and how it will relate to future learning. <p>To maximize learning, learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to reassess.</p>
--	--

Total Number of Students: 1100

Grades Served: 10-12

Total Number of:

- Classroom Teachers: 42
- Learning Support Teacher(s): 3
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- weConnect Coordinator: 1
- Caretaking staff: 5



School Diversity Profile

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

Notably, 2.9 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 24 per cent of our school population. The most common first languages for these students are Punjabi and Arabic. In total, Chestermere High School has 20 different first languages spoken within the school.

As an inclusive school, we welcome 18.3 per cent of our students who have mild/moderate codes and one per cent of our students who have severe codes with significant learning needs.

Additionally, our school offers a wide range of programming and supports for students with diverse learning needs and backgrounds.

Student Feedback from Spring 2023

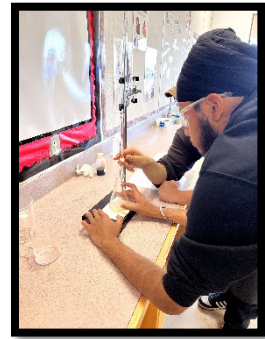
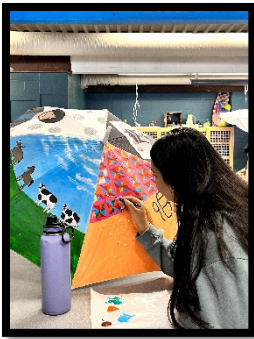
What do students think are some things that are going well?

- Option classes
 - Quantity and diversity
- Inclusion
 - School initiatives that show staff care about school and students.
 - Fundraisers and events.
 - Awareness of diverse cultures.
 - Anti-bullying.
 - Connection Block.
 - Learning support.
- Teachers
 - Give extra time to students.
 - Kind, helpful, non-judgmental, hard-working, supportive, and understanding.
 - Thinking Classrooms.
 - Outcome Based Assessments and reassessments.
 - Treat students fairly.
 - Work as a team.
- Other - School Upgrades, Culinary and Pizza Friday's. Relationships such as Improved social relations – Mentorship and Respect.

What do students think could be worked on or improved?

- Student energy
 - More fun activities/events, Pep Rallies, Spirit Weeks, Winter Formal Dance, and Culture Days.
- Teachers
 - More understanding of cultures.
 - Inconsistent policies.
 - Non-engaging or interesting lesson plans.
 - Strict markers.
- Discipline
 - Students vaping
 - More washrooms security checks
- Renovations

- Overcrowding
- More social areas
- Inclusion
 - Insensitive teacher comments.
 - Gender neutral washrooms and learning support at both ends of school.
- Other – Athletics, student recognition, nothing, after school study club and peer tutoring program





Parent Feedback from Spring 2023

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

- Love the teachers. Kind but have firm expectations.
- Great option classes.
- PowerSchool is helpful in tracking their child's learning.
- Feel safe at school.
- Learning Supports for students. Student Resource Group of teachers is amazing and work hard to help students.

What do parents think could be worked on or improved?

- Smaller school population.
- Safe arrival system sometime sends messages home if child is marked absent.
- More emphasis on traditional values.
- School culture.

Division Education Plan Survey Results

What does the survey indicate is going well?

- Parents/guardians believe that their child(ren) have opportunities to be creative (Always) measured at 34.8%.
- 21.7% (Always) and 47.8% (Often) of parents/guardians believe that their child has opportunities to make choices in their learning.
- CHHS Staff indicated that 52.4% (Always) believe that students are provided opportunities to learn about global diversity and world views.
- Parents/guardians believe their child feels successful at school 18.2% (Always) and 63.6% (Often).
- 30.4% (Always) and 39.1% (Often) parents/guardians expressed that their child is able to get help with learning at school when they need it.
- The vast majority of the CHHS metrics were very close to the RVS averages in most categories.

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

- Our teaching staff measured 11.9% for Always that our students have opportunities to be creative.
- 9.3% of CHHS Students Always believe that their ideas are valued by adults at their school.
- CHHS teaching staff expressed that 11.9% (Always) and 31.0% (Often) that their students set goals for their learning.
- 42.9% of CHHS staff believe that people of all cultures, identities, and backgrounds are accepted and valued at our school.
- Parents/guardians believe 8.7% (Always) that their child is provided opportunities to be involved in volunteer activities and community service projects.

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 10	MIPI	TBD in second semester.
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	94
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	13
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	67%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	53.9%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	91%

What does this data tell us is going well?

- On average, 91% of students with Individual Program Plan achieve their goal. This is a positive metric although it goes without saying that we strive for 100%.
- PBIS initiatives and understanding are gaining traction within the school community. The matrix will be finalized and posted this year.
- We will be adding a grade 10 MIPI score second semester this year as a metric for mathematical competencies.

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

- Improving attendance, especially after the CoVid pandemic is an active area of improvement.
- Our PBIS Tiered Fidelity Inventory scores could improve, considering the very collaborative and immersive efforts by our PBIS committee.

Alberta Education Assurance Measure (AEAM) Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 5208 Chestermere High School

Assurance Domain	Measure	Chestermere High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.8	77.3	77.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	50.1	58.5	61.5	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	90.2	88.1	89.5	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	94.2	95.3	94.1	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	61.1	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	9.4	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	75.5	81.6	82.8	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	61.7	69.4	69.4	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	68.0	77.3	77.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	60.7	68.2	71.9	79.1	78.8	80.3	Very Low	Declined	Concern

What does our data indicate is going well?

- 90.2% of students completed high school in 3 years. This is up from 88.1% the previous year.
- 94.2% of students finished high school in 5 years.
- Both high school completion metrics are well above provincial averages.
- We have maintained our Student Learning Engagement metric of 74.8% which is consistent with last years and the three-year indicator of 77.3%.

What does our data tell us could be improved on?

- Our metrics for Education Quality decreased to 75.5%, which is a significant drop from last year's 81.6% and our three-year average of 82.8%.
- The indicators for Citizenship decreased by over 8% from last year's value of 58.5%.
- Metrics for Welcoming, Caring, Respectful and Safe Learning Environment decreased from 69.4% to 61.7%.
- Values for Access to Support and Services decreased from 77.3% to 68.0%.
- Indicators for Parent Involvement also exhibited decreases from a three-year average of 71.9% to 60.7%.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How might we utilize instructional design and assessment strategies to positively impact literacy and numeracy levels?

<p>School Goal 1: For students to demonstrate improvement on literacy and numeracy assessment tools.</p>
<p>Data that informed this goal: AEAM Survey</p> <p>S.1 Student Learning Engagement Detail.</p> <ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school has decreased by 4%. • Measures for effective and useful literacy and numeracy skills have decreased over the past three years. • Parent and teacher results for students learning what they need to know have decreased over the past three years. • Students finding their core subjects interesting has decreased over the past three years. • Students understanding the usefulness of what they are learning in their core subjects has decreased over the past three years in all subject areas. <p>AEAM Results</p> <p>Student Growth and Achievement: Diploma Acceptable and Excellence Standards</p> <ul style="list-style-type: none"> • Acceptable Standard scores on Provincial Diploma exams are 61.1%. • Excellence Standard scores on Provincial Diploma exams are 9.4%. <p>Teaching and Learning: Quality of Education</p> <ul style="list-style-type: none"> • Quality of Education metric is 75.5%. <p>All these indicators are areas of improvement as we implement our School Education Plan.</p>
<p>Connection to the practice guide(s)</p> <p>Inclusive Education</p> <ul style="list-style-type: none"> • Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in

students’ learning and multiple ways for students to learn and show what they know in meaningful ways.

- **Balanced Assessment-** The primary goal of assessment of student learning is to inform teaching, promote student learning and identify opportunities for all students to be successful. Balanced, authentic assessment is triangulated, ongoing, meaningful, and consistent. Balanced assessment is equitable for all students and comprised of ongoing observations, conversations and products that embrace multiple means of representation. Regular, descriptive feedback to students and parents is expected.

Instruction and Assessment Guide

- **Cross curricular connections:** 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.
- **Authentic tasks:** Connecting learning to real life experiences makes learning meaningful. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.

Professional Learning Practice Guide

- **Dynamic and student focused professional learning in RVS** may also be supported through collaboration and coaching outside of designated Professional Learning Days. This may include specific supports for Literacy, Numeracy and EAL Learning Specialists.

Strategies:

- **Numeracy:** Utilizing the book, *Building Thinking Classrooms in Mathematics* by Peter Liljedahl.
- **Literacy:** Utilizing RVS resources within the “Layers of Reading Development” framework to enhance literacy practices; utilizing Thinking Strategies bank of tools to support diverse learning needs

Measures:

- **Literacy Assessment Data:** RVS Writing Assessment Tool
- **Numeracy measurements – MIPI – Grade 10 Numeracy Tool**

Parents can:

- Access information on weekly updates/newsletter/Google Classroom.
- Participate in PTI’s/Celebration of Learning.
- Run information sessions: Power School, literacy, numeracy, test taking, executive functioning, Google Classroom, healthy living.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<p>Numeracy</p> <ul style="list-style-type: none"> Created a timeline and plan for MIPI assessment in semester 2 for grade 10 math students. Outlined a plan to introduce/refine thinking classroom instruction for teachers. <p>Literacy</p> <ul style="list-style-type: none"> Formulating date to deploy RVS writing assessment to all grade 10 students as well as supports for staff to implement and mark assessments. 	<p>Numeracy</p> <ul style="list-style-type: none"> Additional development on creating balanced assessment will occur in semester 2. <p>Literacy</p> <ul style="list-style-type: none"> Create placemat of QR codes for Thinking Strategies overview for implementing literacy strategies.
<p>March 15</p>	<p>Numeracy</p> <ul style="list-style-type: none"> MIPI was completed, and an overarching review of outcomes was completed. Individual student analysis for targeted interventions was completed by teachers. <p>Literacy</p> <ul style="list-style-type: none"> All grade 10 students wrote the RVS Assessment Tool. All certified staff collaborated to review literacy assessment protocols, as outlined by RVS, and assessed the written prompts for all grade 10 students. Our Learning Lead in literacy ran our staff through the rubric and standard setting to ensure 	<p>Numeracy</p> <ul style="list-style-type: none"> Create strategies and supports for outcomes that scored low on the MIPI. Explore possible numeracy collaboration with our feeder school. Develop plans to collect triangulated data. <p>Literacy</p> <ul style="list-style-type: none"> Next year we will include instructions on how teachers can update dossier with the literacy testing results. Insights from assessing students' work will be used to start planning targeted approaches to aid in discipline-specific literacy instruction.

	<p>accurate assessment practices were occurring.</p> <p>Assessment</p> <ul style="list-style-type: none">• All teaching staff engaged in Professional Learning to develop authentic assessments in their respective curricular areas and continued to develop various tools (written, performance, oral) to assess student learning.	
--	---	--



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).

How might we utilize authentic learning to create an inclusive and culturally responsive learning environment to build future-ready students?

School Goal 2:

Increase awareness of inclusion and culturally responsive teaching in order to build future-ready students with a global perspective.

Data that informed this goal:

Division Education Plan Survey

- [Students] are provided real-world, meaningful examples to help [them] learn: Always 11.6%, Often 29.0 %, Sometimes 47.5%, Never 12.0%.
- [Student] learning experiences are meaningful: Always 8.1%, Often 30.1%, Sometimes 51.4%, Never 10.4%.
- [Students] learn about diversity among people: Always 23.5%, Often 37.7%, Sometimes 31.6%, Never 7.3 %.
- [Students] learn about multiple cultures and their contributions: Always 19.3%, Often 38.8%, Sometimes 31.9 %, Never 10.0%.

AEAM Results

Student Work Preparedness Detail.

- The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school has decreased 16.7% from the previous year.

Connection to the practice guide(s):

Inclusive Education

- In alignment with RVS' six principles of inclusive education previously identified, research suggests we support positive mental health in schools by: Nurturing learning communities where all cultures are accepted.
- School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences,

are powerful constructs that can foster the social and mental well-being and academic success of all students.

Instruction and Assessment Guide

- 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. With a focus on diversity and differences, we ensure that students with ALL levels of need are fully engaged in our classrooms.
- “Engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights” and to do so we need to know our learning community.

Professional Learning Practice Guide

- 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.

Strategies:

- Celebration and integration of diverse cultures
 - Ensure all students are represented within our school community i.e., student projects posted around the school. Staff and students understand each other’s cultural diversity.
 - Cultural fair - student organized celebration of diverse cultures such as food, dress, music, language, games, dance, etc. Actively learn more about the cultures within our school.
 - Using culturally diverse materials/resources in classrooms and lessons. Explore professional learning opportunities for staff around culturally responsive teaching.
 - Diversify outreach to our stakeholders so we can connect with families. Not all emails are readable/accessible/understood. Send emails with link to translations for English as an Additional Language students/parents/guardians. Translation services are accessed at the school level.
- Further embed Registered Apprentice Program (RAP) materials in the classroom and in the school. Have RAP coordinator reach out to culturally diverse partners and make connections within our school community.

Measures:

- AEAM results on active citizenship.
- Specific survey developed at CHHS – Get to Know You.
- The percentage of students who understand their own and other cultures via the annual RVS Our-School survey.

- The number of students completing the Registered Apprenticeship Program.
- The number of Work Experience Credits accumulated at CHHS.

Parents can:

- Promote a career in the trades as a visible/respected choice for their student.
- Participate in CHHS Cultural day/Celebration of Learning.
- Attend School Council meetings.
- Consider hosting students for work experience or RAP program placements.
- Share more detailed demographic information.
- Suggest ways to make positive changes.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<p>Culturally Responsive Teaching (CRT)</p> <ul style="list-style-type: none"> • A group of staff members discussed best practices, areas of strength, and improvements in this field. They also presented ideas to promote CRT and honour the diversity that exists within CHHS, that are informed by students and their identities. This information will also be used to inform school events so that we avoid perfunctory expressions and focus on authentically celebrating and honouring diversity within our community. 	<p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Discussions regarding starting a diversity profile bulletin board to celebrate and honour diversity within our school and community.
<p>March 15</p>	<ul style="list-style-type: none"> • Our leadership students are moving forward with the organization of our Culture Week event in semester 2. • Development of staff led session around culturally responsive teaching. 	<ul style="list-style-type: none"> • We are contacting Dr. Sharif at the University of Alberta to inquire regarding staff workshops on culturally responsive education. • Looking to connect with the RVS Indigenous Learning Specialists regarding The Blanket Exercise and to host a session for staff on the upcoming Professional Learning Day.

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.

How Might We improve awareness of initiatives/expectations to increase school community members exhibiting positive behaviours?

School Goal 3:

Increase and recognition of positive behaviours throughout our school community.

Data that informed this goal:

PBIS Tiered Fidelity

- 64% of students and 48% of staff were able to identify the school rules, behaviours, and expectations. Our goal is to improve this number through engaging students in PBIS activities and increasing recognition of staff and students' positive behaviours.

AEAM Results

- The data shows that our Welcoming, Caring, Respectful, and Safe Learning Environments metric was 61.7%.

Division Education Plan Survey

- Under the category "I am making a positive difference in my school or community," 14.7% of students report "Always", 35.0% of students report "Often", 38.6% report "Sometimes", and 11.7% report "Never".

Connection to the practice guide(s):

Inclusive Education as seen on page 13 and 16 of the Inclusion Guide – Where schools use Positive Behaviour Interventions and Supports to:

- Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum.
- Positive acknowledgement/reinforcement through descriptive feedback.
- Fair and predictable consequences, including clear and helpful feedback.
- Collect and use data to make decisions and measure effectiveness.

Instruction and Assessment Guide as seen on page 4 – Where staff build relationships with each student to understand them as learners.

Professional Learning Practice Guide as seen on page 13 – Where RVS is committed to a safe learning environment for everyone through orientation and mandatory ongoing training. Required training ensures competency and focus across all staff groups. Annual and prescribed training through the Hour Zero website ensure the safety of all.

Strategies:

We will create and facilitate a monthly recognition and showcase of positive behaviours in our learning community.

- Celebration of Learning to showcase and recognize student performance and work.
- PBIS Connection Block activities.
- Staff update a Google Document used to share student accomplishments/kudos.
- TV’s showcasing staff and students of the week/month – recognizing and celebrating positive behaviours and achievements.
- R.C.M.P. Positive Ticketing with community contributions (gift cards/treats).
- Staff and student “treats/meal cards” to access Culinary.

We will utilize classroom engagement strategies to keep students working in class and minimize the frequency and length of time students are spending outside of the classroom.

- Accountability Room.
- Hallway Passes - one student out of the class at a time – and recording how long a student is out of the classroom (QR Code?) - leaving cell phone in the class when leaving to use the bathroom.
- Perfect Attendance – staff and students.
- Classroom Chrome Books to encourage those students who need devices consistently to stay in class rather than leaving at the beginning and end of the class.

Measures:

- AEAM – 65.5% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.
- AEAM – 68.3% of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- AEAM – 55% of students agree that they feel safe at school.
- Division Education Survey – 31.7% of students report “I always make decisions that keep me safe.
- Division Education Survey – 26.1% of parents always and 39.1% of parents often report “My child is provided opportunities to contribute positively to their school and/or Community.”

Parents can:

- Email teachers to share information about their child.
- Attend PTI – Opportunities to share both areas of celebration and growth.
- Read newsletter/email reminders about positive behaviours – Lakers “respect school property”, “appropriate cell phone use”, “appropriate use of bathrooms”, “Lakers attend school regularly.”
- Help recognize their child at the end of the month.
- Understand the importance of students being in class and limiting disruptions to learning.
- Reinforce school attendance policies

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<p>Accountability Room</p> <ul style="list-style-type: none"> • Developed communication scripts for all stakeholders. • Developed a supervision plan, starting with teachers who are interested in supervising. • Designation rooms. • Developed sign-up form for students. • Developed procedures for students and teachers in the accountability room. • Developed reflective questions in the accountability room. <p>Hallway Pass</p> <ul style="list-style-type: none"> • Tracking System Development. • Work was completed on improving the durability and longevity of the passes. • Time Limit + Consequence. 	<p>Accountability Room</p> <ul style="list-style-type: none"> • Reduced, refined and aggregation of strategies. <p>Hallway Pass</p> <ul style="list-style-type: none"> • A universal document for incident tracking (QR code) was developed and tested. • Parent and student communication memos were developed in order to start the process in semester 1 and implement a school-wide process in semester 2.
<p>March 15</p>	<ul style="list-style-type: none"> • The Accountability Room and Hallway Pass initiatives were fully implemented in semester 2. 	<ul style="list-style-type: none"> • Initial feedback reporting will be initiated after term 3.

	<ul style="list-style-type: none">• Recognizing CHS community (PBIS) - Staff, students and parents brings forward an individual who exemplifies what it means to be Safe, Accountable, Innovative and to Lead in and around the CHS community. Conversation/email for individual to approve photo, name, and reason for recognition to be displayed on school TVs. A preferred photo can be shared.<ul style="list-style-type: none">• Students are required to have FOIP forms signed to be included in the presentation. Reaching out to parents/guardians may be required to have this completed.• Presentation is updated monthly to include a new group of students.• Implemented Semester 2- individual names are each term to win a gift certificate for our cafeteria.	
--	--	--

School Council Review

Presentation of School Education Plan

School council comments:

- I encourage parents to attend School Council meetings as it provides an accurate view of the school.

Signatures indicate agreement with the plan.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Ms. Couture', with a stylized, cursive script.

Ms. Couture

School Council Chair

Chestermere High School

Principal signature on behalf of students and teachers of School.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mr. Robertson', with a stylized, cursive script.

Mr. Robertson

Principal

Chestermere High School