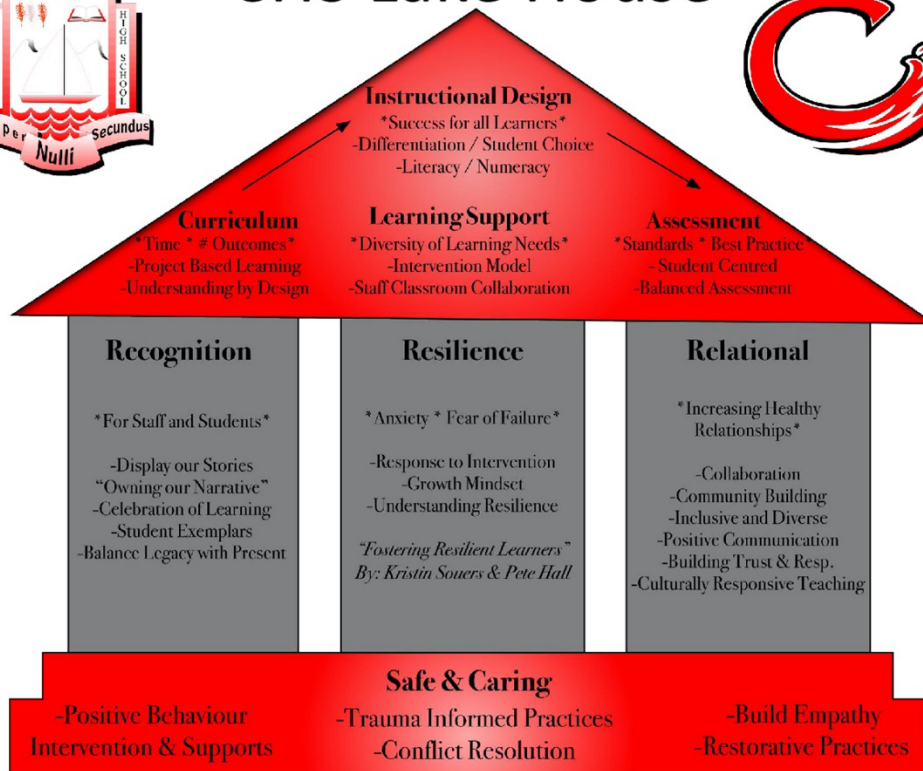




Chestermere High School

School Education Plan 2024/25

CHS Lake House



November 26, 2024

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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



I appreciate our school community members taking the time to read Chestermere High School's School Education Plan (SEP). This document outlines who we are as a school and the direction we are going to optimize learning throughout our school community. I hope your exploration of our mission/vision, 'how might we' questions, goals, strategies, and supports are inspirational as well as aspirational.

Our SEP follows the guidelines outlined by Rocky View School with a focus on Advancing Students' Numeracy and Literacy skills, Building Future-Ready Students, and Creating Inclusive, Engaging, Healthy Learning Environments for All Students. These A, B, Cs form the guideposts of our vision to move our school forward and support the learning of all our students.

As a summary, for the A category, our staff will focus on literacy and numeracy assessments in an effort to understand the strengths and weaknesses of our students as learners. The B category will focus on building global citizens with an understanding of the different cultures and perspectives within our school community and around the world. The C category will continue our focus on Positive Behaviour Interventions & Supports (PBIS) and our matrix which emphasizes Safe, Accountable, Inventive, and Leaders.

Finally, I invite all of our school community members to join us in creating the most positive, inclusive, safe, and effective learning environment. Our community continues to evolve and expand. Chestermere has quadrupled in population over the last two decades and most of those teenagers will graduate from Chestermere High School. We pride ourselves on guiding our students through the last three years of their education before they graduate and move into the next phase of their lives.



Sincerely,

A handwritten signature in blue ink, appearing to read 'Robertson'.

Mr. Robertson
Principal

Sincerely,

A handwritten signature in blue ink, appearing to read 'Hiebert'.

Mr. Hiebert
Assistant Principal

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bates'.

Mr. Bates
Assistant Principal

School Profile

<p>Principal: Mr. Robertson</p> <p>Assistant Principal: Mr. Hiebert</p> <p>Assistant Principal: Mr. Bates</p> <p>Website: https://chestermere.rockyview.ab.ca</p> <p>Website: https://chestermere.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>
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Total Number of Students: 949

Grades Served: 10-12

Total Number of:

- Classroom Teachers: 34
- Learning Support Teacher(s): 3
- Learning Assistant(s): 4
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 5
- weConnect Coordinator: 1

School Diversity Profile

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

Notably, 2.1% of our students self-identify as Indigenous students.

English as an Additional Language learners represent 27% of our school population. The most common first languages for these students are Punjabi and Arabic.

As an inclusive school, we welcome 1% of our students who have significant learning needs, and 15.4% who have mild or moderate 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 2024

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

- School Events are appreciated (e.g., Options Classes – Extracurriculars – Athletics - Pep Rallies)
 - Explore passions
 - Build new Skills
 - Sense of Community
- Teachers are great
 - Counselling is excellent – good mental health supports
 - Approachable, understanding, caring
 - Go above and beyond
 - Personalized feedback
 - Respectful, safe, and supportive environment
- School
 - Inclusion, diversity, cultural awareness (e.g., culture week)
 - PBIS – recognition of students
 - Safe hallways, accountability room
 - Good access to technology (e.g., computers, tablets, whiteboards)

What do students think could be worked on or improved?

- School
 - Bathrooms – vaping, crowding, students socializing, bad behaviours
 - Overcrowding – hallways, bathrooms
 - Relational struggles – bullying, poor student behaviours
 - Infrastructure Improvements
 - Parking Lot – no reserved parking
- Teachers
 - Improve relational connections
 - Too much schoolwork
 - More projects, less tests

Parent Feedback from Spring 2024

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

- Teachers building relationships with students has gone well and my child likes going to school
- Lots of opportunities for extracurricular activities
- The teachers are great
- Lakers Athletic Academy
- Fine Arts Academy is top notch

What do parents think could be worked on or improved?

- IPP's need to be meaningful to meet the needs of the students
- Better infrastructure for school (e.g., water)
- Better field & equipment for all athletes
- Emphasis on teaching basic life skills (e.g., money management, interviewing, etc.)
- More teacher sponsors for sports
- Better fundraising for extra-curriculars



RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 4-10	EICS Math Assessment 2024	N/A
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	41%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	360
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	53
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	90%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	61%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	50.1%

What does this data tell us is going well?

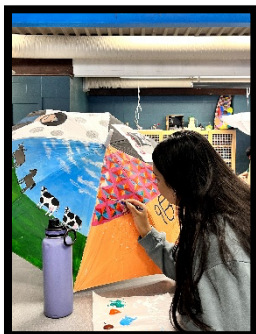
- Students and staff scored exceptionally high on the Tiered Fidelity Inventory demonstrating the success of the PBIS Matrix being applied throughout the school.
- Students that attended 90% of their classes has improved by 7.3% from the 2022-2023 school year.

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

- Targeted interventions to support literacy skills and writing capacity of all students.

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.	30%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	44%
The average score for relevance, rigor and effective learning time.	6/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who understand their own and other cultures, and who have positive health and are goal oriented.	59%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	70%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	5.3/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	55%



What does our data indicate is going well?

- A large percentage of students plan to pursue post-secondary education.
- We are equal with the national average for students who try hard to succeed in their learning.
- We are above the national average for the percentage of students that pursue personally expressive goals and have a sense of purpose.
- We are above the national average for students that seek out activities that are fun and interesting to them.

What does our data tell us could be improved on?

- Students that value school outcomes are 14% lower than Canadian average.
- Students that are intellectually engaged in their schooling are 16% lower than the Canadian average.
- 36% of students were not confident in their skills and found ELA, Science, Math, or Social Studies challenging.

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	79.1	74.8	76.1	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	56.1	50.1	54.3	79.4	80.3	80.9	Very Low	Maintained	Concern
	3-year High School Completion	90.1	90.2	90.1	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	91.5	94.2	93.8	88.1	88.6	87.3	High	Declined	Acceptable
	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	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	74.9	74.9	n/a	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	10.4	10.4	n/a	21.2	21.2	n/a	n/a	n/a
	Education Quality	79.0	75.5	78.5	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	67.2	61.7	65.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.7	68.0	72.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.3	60.7	64.5	79.5	79.1	78.9	Very Low	Maintained	Concern

- 55 parents completed the AEAMS survey in the spring of 2024.

What does our data indicate is going well?

High School Completion Rates:

- **3-year High School Completion:** Chestermere High School's 3-year completion rate is 90.1%, which is significantly higher than the provincial average of 80.4%. This demonstrates that the school is doing well in ensuring that students complete their high school education within three years. The measure is classified as "Very High" with a "Maintained" rating, indicating a consistent and commendable performance.
- **5-year High School Completion:** With a rate of 91.5%, this remains higher than the provincial average of 88.1%. Though there is a slight decline from the previous year (94.2%), the overall achievement is still rated "High" and "Acceptable."

Student Learning Engagement:

- Chestermere High School's engagement score has improved from the previous year (79.1 from 74.8). This positive change suggests that students are increasingly involved and motivated in their learning activities.

Access to Supports and Services:

- At 72.7%, Chestermere High School is maintaining this level of support, which reflects the school's effort in providing students with access to the necessary services. Though slightly below the provincial average of 79.9%, it shows improvement and consistency compared to the previous year (68%).

What does our data tell us could be improved on?

Citizenship:

- Chestermere High School's citizenship score (56.1) is considerably lower than the provincial average of 79.4. While there has been a slight increase from the previous year (50.1), this score is still rated as "Very Low" and classified as a "Concern." This highlights a need to address student behavior, community involvement, and understanding of civic responsibilities.

Education Quality:

- The school's education quality score (79.0) is also notably lower than the provincial average (87.6). Though the evaluation of "Very Low" and a "Concern" for improvement is indicated, we do not feel this is truly reflective of the educational quality at Chestermere High School. We will continue to work to change the perception of the school.

Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE):

- While the school saw an increase in this area (67.2 from 61.7), it remains significantly lower than the provincial average (84.0). This suggests the school needs to continue to work on creating a more positive and inclusive school culture.

Parental Involvement:

- Parental involvement remains an area of concern, with a score of 67.3 compared to the provincial average of 79.5. This is rated "Very Low" with a "Maintained" rating, indicating that while the situation has not worsened, there is still a significant gap that needs to be addressed to better involve parents in their children's education.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: embed literacy and numeracy competencies (e.g. RVS Writing Assessment and the Elk Island Numeracy Assessment) within CHHS teaching strategies throughout all subjects.

School Goal 1: By June 2025, Chestermere High School will embed literacy and numeracy strategies and testing to increase assessment metrics by 5% from grade 10 to grade 11.

Data that informed this goal:

Alberta Education Assurance Measure (AEAM)

S.1 Student Learning Engagement Detail

- Parents agree that 'The literacy skills your child is learning at school are useful' has decreased or remained constant over the last three years (i.e., 81% - 2024, 81% - 2023, 85% - 2022).
- Parents agree that 'The numeracy skills your child is learning at school are useful' is below 2022 levels (i.e., 80% - 2024, 74% - 2023, 91% - 2022).
- Teachers agree that 'The literacy skills students are learning at your school are useful' and 'The numeracy skills students are learning at your school are useful' have remained constant for the last three years (i.e., 91% - 2024, 89% - 2023, 85% - 2022).
- Students agree that '[they] understand how the language arts [they] are learning at school is useful to [them]' (i.e., 79% - 2024, 70% - 2023, 73% - 2022) and '[they] understand how the mathematics [they] are learning at school is useful to [them]' (i.e., 66% - 2024, 64% - 2023, 58% - 2022) remained relatively constant for the last three years.

AEAM Results

- Teaching and Learning: Education Quality current metric of 79% is consistent with the 78.5 % previous three-year average.
- The CHHS Diploma Exam results measure in the Very Low, Low, and Intermediate categories in math and English courses.

RVS Writing Assessment Results

According to the RVS Writing Assessment 41.1% of our students are meeting expectations.

We will be able to start metrics with regard to Elk Island Numeracy Assessments, EAL Benchmarking, and RVS Writing Assessment results as we aggregate results this year and make historical comparisons.

Connection to the practice guide(s):

Instruction and Assessment Guide

- Page 7 – 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.
- Page 7 - 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.

- Page 12 - 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 support for Literacy, Numeracy and EAL Learning Specialists.

Inclusive Education

- Page 9 - 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.
- Page 14 - 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.

Strategies:

- All teachers focus on subject specific numeracy skill development during Professional Learning and assessments of the Elk Island Numeracy Assessment for grade 10 students.
- All teachers focus on subject specific literacy skill development during Professional Learning and assessments for the RVS Writing Assessment for grade 10 and 11 students.
- All learning staff will emphasize literacy in class by posting a Laker Literacy Wall to explore vocabulary, Disciplinary Literacy, and the Frayer Model.

Measures:

- Numeracy assessment as measured on the Elk Island Numeracy Assessment.
- Literacy assessment data as measured on the RVS Writing Assessment Tool.

Parents can:

- Help support their children by creating a rich literacy and numeracy environment at home with emphasis on high interest reading and writing, and engagement in literacy and numeracy games.
- Become involved with and celebrate Chestermere High School as the amazing learning environment that it is.
- Access information on Weekly Messages from Principal, PowerSchool, School Website, Google Classroom, etc.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Staff refined SEP to a singular literacy goal – word walls in every classroom. • RVS Writing Assessment was scheduled as a summative 	<ul style="list-style-type: none"> • We ordered 40 Wipebooks and had banners made so that all teachers could have a word wall in their classrooms. Staff will develop and implement activities such as bell ringers and exit/review activities to

	<p>assessment for the end of semester 1 and 2.</p> <ul style="list-style-type: none"> EICS Numeracy Assessment was reviewed initiating data comparisons for areas of strength and growth in grade 10. This allows our staff to complete vertical alignment analysis between grade 10 and grade 12. 	<p>emphasize literacy in all disciplines.</p>
April 4	<ul style="list-style-type: none"> All classrooms have been populated with Laker Word Walls for daily/weekly/monthly utilization of literacy activities. EICS vertical alignment: Mathematics 30-1 and 30-2 three-year diploma analysis occurred; outcomes of success and growth has been completed. Working on aligning Math 10C to Math 30 outcomes. 	<ul style="list-style-type: none"> RVS Writing Assessments will be completed by English Teachers at the end of the semester.



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 create a vibrant and supportive school community that celebrates cultural and global citizenship?

School Goal 1: By June 2025, Chestermere High School will increase cultural inclusivity by celebrating diversity and culture, as well as addressing the diverse learning needs of all students, and increasing the OurSchool survey cultural understanding metric by 5%.

Data that informed this goal:

AEAM Report (School Report)

- Citizenship Score: Chestermere High School scored 56.1% on citizenship, significantly lower than the provincial average of 79.4%. This shows a clear need to improve students' sense of global citizenship, which aligns with the goal of educating on cultural differences.
- Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE): Chestermere High scored 67.2% compared to the provincial average of 84.0%, indicating that there is room to improve how inclusive and welcoming the school environment feels.

English as an Additional Language (EAL) Report

- 3-Year High School Completion Rate (EAL Students): Chestermere High has a high 3-year completion rate of 89.4% for EAL students, which is much higher than the provincial average of 72.0%. While this indicates positive student achievement, the goal of celebrating diversity could further improve engagement and satisfaction.
- Access to Supports and Services (EAL Students): No specific data but addressing the learning needs of EAL students through cultural education can enhance their success further.

First Nations, Metis, and Inuit Report

- 3-Year High School Completion Rate (First Nations, Metis, and Inuit Students): Chestermere High's completion rate for First Nations, Métis, and Inuit students is 63.4%, which has significantly declined from 85.9%, and is still above the provincial average of 58.6%. This suggests the need to better address the unique cultural and educational needs of First Nations, Metis, and Inuit students.
- 5-Year High School Completion Rate (First Nations, Metis, and Inuit Students): Despite a high 81.6% completion rate over five years, the 3-year decline indicates potential issues in engaging First Nations, Metis, and Inuit students early on in their education.

OurSCHOOL Survey

- Cultural Awareness (Self): Only 50% of students at Chestermere High felt they understood their own culture, which is below the Canadian norm of 56%. This highlights the need for deeper engagement with cultural identity.
- Cultural Awareness (Others): Similarly, only 70% of students felt they understood other cultures, below the Canadian norm of 77%. Fostering cultural education would help close this gap.
- Intellectual Engagement: Intellectual engagement is low at 39% compared to the Canadian norm of 55%. This reflects a need to make learning more relevant, potentially by incorporating more diverse and culturally responsive content.

- Interest and Motivation: Only 30% of students reported being interested and motivated in their learning, compared to the Canadian norm of 32%. Addressing cultural differences and diverse learning needs could enhance student engagement.

Connection to the practice guide(s):

Inclusion Practice Guide

- Inclusive Environment: Focuses on creating an inclusive school where all students feel welcomed, valued, and respected regardless of background (Page 4).
- Culturally Responsive Teaching: Promotes the use of culturally responsive teaching and instructional design that incorporates students' identities, cultures, and experiences (Page 4).
- Equity and Access: Encourages educators to remove barriers to education, ensuring that all students, including those from diverse cultural backgrounds, can participate fully (Pages 7-8).

Instruction and Assessment Practice Guide

- Cultural Diversity in Assessment: This guide emphasizes the importance of recognizing students' diverse cultural backgrounds in how instruction and assessment are designed, ensuring multiple entry points and validation of student identity (Page 4).
- Indigenous Ways of Knowing: Highlights integrating Indigenous knowledge and practices into curriculum design to foster a deeper respect and understanding of diverse cultures (Pages 4-5).

English as an Additional Language (EAL) Practice Guide

- Supporting Language Learners: EAL learners are acknowledged and supported through differentiated instruction, ensuring their diverse linguistic and cultural backgrounds are considered when planning classroom activities (Page 4).
- Valuing Cultural Backgrounds: Encourages the celebration of linguistic diversity and ensures that EAL learners' cultural identities are embraced, promoting inclusivity (Pages 4-5).

Professional Learning Practice Guide

- Culturally Responsive Professional Development: Encourages educators to engage in professional learning opportunities that enhance their understanding of cultural diversity and inclusivity, ensuring staff can effectively respond to the cultural needs of their students (Pages 5-6).
- Reflective Practice for Inclusivity: Encourages educators to reflect on their practices and the impact of these on diverse learners, aligning with the goal of celebrating cultural and global citizenship (Pages 5-6).

Strategies:

Implementation of School Based Events:

- Culture Week: Host events highlighting various cultures through performances, workshops, leadership bulletin boards, and discussions. Increase diverse cultural representation throughout the school (e.g., leadership bulletin boards, culinary offerings, etc.).
- Career Learning: Work Experience/Registered Apprenticeship Program/Green Certificate will be highlighted in all class presentations by the Off-Campus Coordinator.

Focus for Professional Learning (PL) Days:

- Increase Diversity Awareness: Dedicate PL days to training staff on best practices for supporting diverse learners, including EAL students, neurodivergent learners, 2SLGBTQIA+, indigenous education with a focus on indigenizing instructional design, and understanding different cultural backgrounds.

- Focus on Best Practices: Provide staff with practical strategies for addressing linguistic, social, and academic needs in the classroom.

Measures:

- OurSchool – understanding cultural diversity metrics, First Nation Metis Inuit reports, AEAM cultural self-reports that reflect understanding of cultural diversity.
- Collect student feedback through surveys and forums to gauge perceptions of inclusivity and cultural responsiveness.
- OurSchool: goal of having 75% of students indicating an understanding of other students' cultures.

Parents can:

- Volunteer their time and resources.
- Participate in school events.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • December 6 Staff PL on Indigenous Learning facilitated by RVS Indigenous Learning Branch was completed. • March 10 Staff PL tour of Blackfoot Crossing Historical Museum approved and booked. • Second semester Culture Week plans continue to be developed by student Leadership students. • 2SLGBTQIA+ presentation facilitated on December 6 	<ul style="list-style-type: none"> • No adjustments currently. Staff reflect that we are on the right track and to keep going. • Professional learning is scheduled to be completed around proper protocols to be reviewed prior to Blackfoot Crossing trip.
April 4	<ul style="list-style-type: none"> • Culture Week is scheduled to take place on Monday, April 14 – Thursday, April 17, 2025. The days will include cultural games, exhibits, food, dress, and a world flag scavenger hunt. 	<ul style="list-style-type: none"> • On March 10th, PL plans changed, and staff had a guided tour of the Tsuut'ina Cultural Museum. The staff was exposed to Tsuut'ina artifacts, videos of Tsuut'ina community history, and teachings. We also had a guided tour of the Tsuut'ina Nation, which included exploring the Buffalo Paddocks and had lunch catered at the Brown Bear Women Events Centre.



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: emphasize the importance of safety and positive decision-making throughout our school.

School Goal 2: By June 2025, Chestermere High School will maintain a score of 90% School Wide Tiered Fidelity inventory.

Data that informed this goal:

2023-24 PBIS Tiered Fidelity inventory - 90%

OurSchool Survey Results

- Effort: 62% of students try hard to succeed in their learning
- Self-regulation: 55% of students had positive self-regulation
- Positive teacher-student relations: Rated 5.3/10
- Positive learning climate: Students rated disciplinary climate of the classroom 5.6/10

PowerSchool Attendance reports - 61.2% of students had 90%+ attendance in 23-24 school year.

Connection to the practice guide(s):

Inclusive Education Guide

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:

- PBIS - Educate staff (e.g., PL) and students (e.g., classroom/Connection Block) on PBIS expectations by providing clear, objective definitions of expected behaviors and rules. Utilize the accountability room, Hallway passes and Managing Emotional Stress Support (MESS) Flowchart as proactive strategies for reinforcing PBIS concepts.
- School Safety – Include safety presentations within the school with emphasis on PBIS (e.g., RCMP, Synergy, Stepping Stones to Mental Health). Create a digital student reporting form to allow students to report incidents or positive behavior contributions within the school community.
- School Spirit - Promote school spirit and recognition through pep rallies, TV announcements, and spirit weeks to celebrate positive behaviors. Mentoring and reading partnership with students at Rainbow Creek Elementary School.

Measures:

- Highlight Positive Behaviour Interventions and Supports on Tiered Fidelity Report.
- Use the Student/Parent WCRS Learning Environment Survey to gather feedback on the school climate and perceived safety.
- Track attendance through monthly PowerSchool reports.
- OurSchool Survey results.

Parents can:

- Attend meeting with teachers and administration regarding student success and behavior.
- Regularly check PowerSchool.
- Attend School Council meetings.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • School spirit weeks, PBIS PowerPoint, and Talent Show were facilitated in semester 1. Positive feedback throughout the school (e.g., staff, students, and parents). • Hallway passes and accountability room continue to provide a positive behavioural support in the school. • Positive initial indicators for PBIS. 	<ul style="list-style-type: none"> • Organization of PBIS presentations for second semester. • Organization of classroom based PBIS strategies.
April 4	<ul style="list-style-type: none"> • Connection Blocks with all staff and students have been completed with activities for students to interact and reflect on the first two pillars – Safe, Accountable. The next two 	<ul style="list-style-type: none"> • New Hallway passes will be created and staff reminders for Quarter Four.

	Connection Blocks are scheduled for May and June.	
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School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

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

Sincerely,



Ms. Couture

School Council Chair

Chestermere High School

Principal signature on behalf of students and teachers at School

Sincerely,



Mr. Robertson

Principal

Chestermere High School