BARRHEAD COMPOSITE HIGH SCHOOL

Three Year Education Plan
2020-2023

June 30, 2020

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Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, the School Advisory Council (SAC) engages with and advises School Administration on several operational and education plan items in a couple of ways. SAC and their chairperson regularly communicate with Administration in the development of SAC meeting agendas and any questions the council may have. When necessary, surveys have been implemented to gather data. When appropriate, SAC executives have attended Education Plan staff meetings and participated in discussions. Additionally, SAC has a regular line on meeting agendas to provide input. Input, decisions, and follow-up are established at the time. SAC is satisfied with their opportunities for input at the school..

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate
Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.
Purpose
Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.
Motto
"Together we learn"

School Foundation Statements

Mission Statement: We immerse students in a diverse and engaging learning environment. We strive to inspire the passion for discovery, the confidence to embrace challenges, and the skills to pursue success.

Values: Believing that a better school helps build better communities, it is the goal of Barrhead Composite High School to help each student to develop to the maximum of his/her whole potential: intellectually, social-emotionally physically and spiritually. Equally important is the responsibility for

personal action, a respect for the rights of others, and a willingness to contribute meaningfully and positively to the community in which one lives. We place a priority on the following values:

1. Welcoming, Caring, Respectful, and Safe
2. Opportunity for Education for All
3. Diversity of High Quality Programs and Extracurricular Activities
4. Developing responsibility for self

Vision: The staff of BCHS has the following vision for our school:
- STAFF: We would like to see staff work more collaboratively to improve learning and achievement.
- TEACHING AND LEARNING: We would like to see the diversity and quality of teaching and learning opportunities to be as high in quality as possible.
- STUDENT LEARNING AND ACHIEVEMENT: We would like to see our students engage in school and take more responsibility for their learning and performance.
- SCHOOL CLIMATE: We would like to see staff visibly support a Welcoming, Caring, Respectful, and Safe Learning Environment through healthy and positive relationships in the class and around the school.
- PARENTS AND COMMUNITY: We would like to see parents and the community support a Welcoming, Caring, Respectful, and Safe school by being more involved with it.

Purpose: Building Confidence, Honing Skills

Historical Background

Barrhead Composite High School is proud of its continued academic successes and of the fact that it is recognized by parents and the public as a secondary school that implements an Inclusive environment. Over the years the students of our school have honored us by winning provincial, national and international recognition through music competitions, Skills Canada, Reach for the Top and various academic and athletic competitions.

Barrhead Composite High School is an academic – vocational school that serves students grades seven to twelve. Prior to becoming a High School, students in the area attended one room schools known as Cottage schools. During the early years, student numbers grew so fast that the school district had to use the community hall and United Church hall to accommodate different grade levels. It was reported that classes of 40 to 60 were not uncommon.

In 1929, the Board of Education passed a motion to create an independent High School that would provide direct instruction to students in grades eight to twelve. In 1930, the independent High School began when Mr. Hugh MacLachlan became the first Principal. The High School was located in a four room building which was located along Highway #33, where the current Administrative Complex is now located.

During this time it was difficult to find teachers who would teach all grades in one room schools in the country, so the Board of Education started a school bus run from Campsie to Barrhead to encourage

teenagers to complete their education. This proved successful but because school buses were hard to acquire, grain trucks were converted into school buses. In an effort to encourage high school completion, the Board of Education of the day also established a dormitory for High School students. For various reasons the dormitory idea did not work but this turned out to be the one room building that then served as the High School from 1930-1939.

With large numbers of students coming to Barrhead to complete junior and senior high school, the Board of Education and the town joined together to acquire a building. In 1949 the "Stehlin" Building was moved into an area where the Barrhead Elementary now stands. The E.C.Stehlin School was named after the School Superintendent that had served a long period of time. The building was an airplane hangar that was brought in from Penhold Air Force Base at the end of the war. In 1959 a school was built to house junior high students in the area. This building was named the following year to honor J.(John) R (Richard) Harris who was a pioneer teacher who had served students in the area for fifty years. Then in 1962 a major building project relocated the high school to its current location. A library, home economics and a woodworking area were added in 1970. The school was renamed in 1971 to honor Mr. Lorne Jenken who had been the longest serving principal in the area. Welding, mechanics, carpentry, cosmetology, health services, music and the cafeteria area were added in 1980. A larger gymnasium and office area were added to the East side of the school in 1988. This completed our conversion to a Composite High School; a school that promotes academic excellence and vocational skills. Finally in 1999, the junior and senior high schools that had an independent administrative system were amalgamated under the Barrhead Composite High School logo to enable continued excellence and innovative curriculum opportunities.

* Point of interest - since 1941 the school colors have been Navy Blue and Gold.

Principal

Hugh MacLachlan	(7-12)	1930			
Tom Robinson	(7-12)	1930-1932			
M.J.V. Downey	(7-12)	1932-1939			
R.C.(Cam) Ritchie	(7-12)	1939-1944			
Lorne Jenken	(7-12 & 10-12)	1944-1970*			
Lorne Jenken	(10-12)	1957-1964	Bob Collins	(7-9)	1957-1964
Lorne Jenken	(10-12)	1965-1970	John Hohol	(7-9)	1965-1975
Richard Martin	(10-12)	1970-1979	Gary Kiernan	(7-9)	1975-1976
Randy Rudd	(10-12)	1979-1988	John Waddell	(7-9)	1975-1982
Stephen Jupe	(10-12)	1988-1989	Parm Bashati	(7-9)	1982-1988
David Bouyea	(10-12)	1989-1996	Kerry McElroy	(7-9)	1989-1996
Kerry McElroy	(10-12)	1996-2000	Keith Van De Keere	(7-9)	1996-1999
Kerry McElroy	(10-12)	1996-2000	Carl McColl	(7-9)	1999-2000
Kerry McElroy	(7-12)	2000-2009			
Pauletta Renkema	(7-12)	2009-2011			
David Garbutt	(7-12)	2011-2014			
Steven Kaplan	(7-12)	2014-2018			
Darcie Eamor	(7-12)	2018 - present			

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents <u>Outcomes</u> defined by Alberta Education. **<u>Links</u>** are underlined and blue.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division .

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2020-2021
(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

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PHPS high schools have identified a variety of strategies that align with the <u>Alberta Education High School Completion Strategic Framework</u>. They align with the current Alberta Education Outcomes as follows:

1. <u>Personalized Learning</u> *"Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students."* **OUTCOME ONE**
2. <u>Successful Transitions</u> *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."* **OUTCOME ONE**
3. <u>Collaborative Partnerships</u> *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."* **OUTCOME FOUR**
4. <u>Positive Connection</u> *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."* **OUTCOME fOUR**
5. <u>Tracking Progress</u> *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

Summary of Key Division Priorities and Strategies 2020-2021

Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	Alberta Education Outcome(s) impacted
The division will guide and monitor the **academic and mental health continuum of services** available to students. ● The "**Mental Health Literacy" project** is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being 　○ **Principals** will ensure that the skill set of The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources. 　○ Schools may to add responsibilities related to mental health literacy to their **Inclusive Education Lead Teachers** job descriptions ● **Principals** will monitor the academic and mental health of Tier 2 and 3 students. 　○ Schools may assign responsibilities 　　■ to **certificated school counsellors** to support Tier 2 and 3 students' mental and social well-being. 　　■ to "**success coaches**" to support Tier 2 students' mental and social well-being. 　○ **School counsellors** and **Success Coaches** must be monitored by the **principal** and division coordinator(s). 　○ High schools must assign the responsibilities of a **high school completion liaison** to identify Tier 2 students for programming support, guidance and monitoring 　○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools	2,4
The division will maintain two district **First Nations, Metis and Inuit Liaisons** whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students	2,4
The **principals** will: ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers	2,4
Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success	3,4
The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.	3, 4

In our school (BCHS) we will:
- Enhance the roles and responsibilities of TAG teachers with a focus on monitoring students academic success. Students will be required to check in with their TAG teacher for each ELT block (attendance taken). Students will then have the option to work in the TAG classroom or meet with another teacher. TAG teachers will support students with course completion, course selection, monitoring credits and course prerequisites. TAG teachers will be the first point of contact to monitor students at risk for high school completion.
- Schedule at least .5 FTE for Academic Advisor
    - The academic advisor will support TAG teachers in their understanding of My Blueprint, providing training and classroom lessons for junior high classes.
    - Academic Advisor will oversee RAP program, Green Certificate and Work Experience program
- Schedule at least .5FTE for Teacher Counselor support Tier 2 and 3 students.
    - Teacher Counselor will support junior high health program with Mental Health Literacy
    - The Teacher Counselor will distribute caseloads for Tier 2 and 3 students.
    - The school will seek to add additional certified counselor services through contracted services.
- Junior High classroom teachers will be the first point of contact for Tier 1 students with Social/Emotional concerns.
    - Begin the school year with staff PD to refresh on Mental Health Literacy using our school based, AHS Go-to-Educators.
    - PD should highlight the differences between Tier 1, 2 and 3 Mental Health concerns, recommended strategies,interventions and counselling supports for each level.
- Staff Collaboration days (opening PD) will provide all staff with a common understanding of characteristics and strategies to support Tier 1,2 and 3 students presenting with Social/Emotional concerns.
- Junior High Health classes will be scheduled and included in Powerschool.
    - All junior high health classes will work through Ensouling Our Schools resource to build consistent language, strategies and understanding of mental health for students and staff.
    - At least two full days, health workshops will be held through the year for each grade.
    - Nutrition program funding will be used on workshop days to promote healthy snack choices.
- Continue to offer grade 12 "preparing for adulting" workshop day with a focus on mental health support.
- Enhance our school practices for preparing students for transitions between junior high and grade 10 as well as working with our feeder schools to help transition students from grade 6 into 7.
    - Visit students in the feeder schools prior to students visiting BCHS
    - Work with feeder school School Councils to facilitate parent information sessions
    - Support teacher collaboration between feeder schools and BCHS

	Alberta Education Outcome(s) impacted
Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	
Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies. ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.	1, 3
Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.	1, 3
All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy)	1, 3
The **principals** will ensure implementation and alignment by: ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning	1, 3
In our school (BCHS) we will: ● Designate teacher representatives for both the Literacy and Numeracy committees. ● Modify junior high class schedules to ensure daily math and language arts. ● All junior high math teachers will participate in district collaboration ● MiPi will be administered with all junior high and grade 10 students. Results will be analyzed. ● During teacher directed PD days, math teachers will have scheduled collaboration time to review results and strategies for best practices. ● During teacher directed PD days, junior high language arts teachers will have scheduled collaboration time to review intervention strategies and best classroom practices to support reading and writing. ● Junior high language arts teachers will review the BAS information provided from the previous teacher to determine necessary reading supports/interventions for at-risk students. ● The junior high literacy lead will help develop classroom strategies and individual skill-building programs for specific studentsJunior high language arts teachers will administer the Benchmark Reading Assessment at the end of each year to monitor reading/comprehension growth for students who are reading below expected grade level.	

Support for Staff	Alberta Education Outcome(s) impacted
Support for Staff *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	Alberta Education Outcome(s) impacted

The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.
 ● The following division support positions will be assigned in this regard:
    ○ 2.0 FTE **certificated coordinators**
    ○ 2.0 FTE **First Nations, Metis and Inuit Liaisons**
    ○ 2.25 FTE **Speech - Language Pathologists**
    ○ 1.4 FTE **Occupational Therapist**
    ○ 1.0 FTE **Psychologist**
 ● The following school level support positions will be assigned in this regard:
    ○ Site based **Inclusive Education Lead Teachers** (minimum FTE per site)
    ○ Schools will collaborate to align and distribute the services of **PA Mentors**
	2, 4

Division administration will assign the following responsibilities to **certificated coordinators**:
 ● Train, guide and monitor schools' Inclusive Education Lead Teachers
 ● Collaborate with schools' **Inclusive Education Lead Teachers** and **principals** to
    ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students
    ○ Support staff with students who have complex communication needs
    ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students
    ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion
 ● Coordinate and monitor district counselling supports
 ● Guide and support the Mental Health Literacy project
 ● Orient and develop capacity of new teachers to PHSD
	1, 2, 3, 4

Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an **Inclusive Education Lead Teacher**. *"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."* Key responsibilities defined in the job description include: ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice	1, 2, 3, 4
While all of the elements on the following list are part of the **Inclusive Education Strategy** schools may select elements from the following list to focus on at their school site: 1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required.	1, 2, 3, 4

3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher. 4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. 8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. 9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. 10. We will ensure that families are included as equal and valued collaborative members of the team.	
The **principal** will: ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning	1, 2, 3, 4

The division will continue to plan and implement a **comprehensive professional development plan** in collaboration with the ATA's PD committee.
● The professional development plan will be intentionally designed to:
   ○ Support a balance of teacher directed, school led and division focused PD
   ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.
   ○ Support implementation of the Mental Health Literacy Project
   ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels
   ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.
● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee
● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)
● *The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.*
	3

In our school (BCHS) we will: ● Increase the FTE of our Student Services Coordinator to allow time to fulfil the roles/responsibilities outlined	

- Student Services Coordinator will be an active member of the district cohort to ensure adequate support and mentorship is available. This will also ensure consistency of practice and expectations for BCHS in alignment with district expectations.
- Work closely with district lead teachers to enhance our understanding of UDL practices to support inclusion.
- Expand our team for student supports to include FTE for academic counselling as well as FTE for Teacher Counselor for social/emotional supports for high school student and additional Certified Counseling through contracted services.
- Continue to provide access to designated school funds for district and in-house PD and to further staff understanding and implementation of district priorities. Continue to use the EPPC code for tracking school based teacher PD and collaboration
- Expand the resources and utilization of the sensory room to address the needs of junior high students.
- Enhance the learning spaces within the school to provide for more student collaboration and small group work.
- Incorporate alternative seating and teacher instruction areas in junior high classrooms to facilitate working with small groups of students.

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

1.2 **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

1.3 **High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.

1.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

1.5 **Drop Out rate:** Annual dropout rate of students aged 14 to 18.

1.6 **Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.

1.7 **Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.

1.8 **Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

1.9 **Student Achievement -** Grade 9 cohort results at the acceptable standard in Mathematics.

1.10 **Student Achievement -** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11 **Student Achievement -** Number of coded students who graduate (code 41 to 46).

1.12   Citizenship - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new Policy 27 - Division Citizenship Awards).

Jurisdiction Outcome 1-A
Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.
Key School Level Strategies Include:
Literacy Strategies
● See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
Numeracy Strategies
● See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
Citizenship Strategies
● BCHS staff will continue to support 21st Century Citizenship development, which includes dimensions of digital citizenship.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:
2.1   PAT Acceptable and Excellence Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
2.2   PDE Acceptable and Excellence Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
2.3   High School Completion Rate High school completion rate of self-identified FNMI students within three years of entering Grade 10.
2.4   Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
2.5   Drop Out rate: Annual dropout rate of self-identified FNMI students aged 14 to 18.
2.6   Transition Rate (6 yr) High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
2.7   Rutherford Scholarship Rate (Revised) Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section **Summary of Key Division Priorities and Strategies 2020-2021, above.**

Key School Level Strategies Include:
- BCHS will work closely with PHPS's FNMI workers, FSL workers, and High School Completion department to track and support at-risk FNMI students.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

3.1 **Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

3.2 **Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

3.3 **Programs - PHPS Satisfaction survey**: Percentage of parents satisfied with the range of programs classes offered at the school.

3.4 **Programs - PHPS Satisfaction survey**: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

3.5 **Programs**: Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

3.6 **Programs - PHPS Satisfaction survey**: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

3.8 **Excellent Staff** - PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.

3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.11 **Excellent Staff** - PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

3.13 **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs

and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

3-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Educational Programming

- We continue to refine our strategies in **Moving Forward With High School Redesign**. Our four focus areas remain:

  1-School Culture where relationships are centrally important

  2-Creating a Welcoming, Caring, Respectful, and Safe school

  3-Establishing social learning spaces that support flexible learning – learning commons

  4-Establishing a school timetable schedule that engages students, supports personalization and flexible learning

- BCHS will offer a broad range of studies including the fine arts, career, technology, health, physical education.
- BCHS will provide personal and flexible timelines for students working on independent programs.
  - BCHS is active in the use of "Extended Learning Time" - ELT)
- BCHS will continue to provide alternate delivery options for students to achieve credits toward graduation. This may include Work Experience, RAP and Green Certificate programs.
- BCHS will partner with ADLC and Outreach to access alternative delivery systems as an option for local students to complete high school requirements.

- Courses of Interest (COI) are a strategy for staff and students to engage in learning opportunities for learning sake (not intended for credit).
- We will also partially semesterize the grade 9 courses to ensure that grade 9 students will have Language Arts, Math and either Science or Social everyday. Teachers and parents have expressed appreciation for this proposed change to ensure consistency of instruction and help prepare students for the transition into high school.
- We have revised the bell schedule to allow for daily math instruction at the junior high level.
- BCHC will continue to investigate Dual-Credit opportunities that support student transition however, the current Health Care Aide program, partnered with NorQuest college will be suspended for the 2020-2021 school year.

ExtraCurricular
- BCHS will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.

Professional Development

-
- BCHS administration will facilitate the use of EPPC funds and other jurisdiction supports so that teachers will receive the necessary professional development
- BCHS will continue with emphasis on and support for professional development within staff.
- BCHS staff will adopt a strategy of sharing key learning and strategies from PD activities during staff meetings.
- BCHS teachers will be encouraged to visit and observe other teachers.
- BCHS administration will promote professional development in technology for the staff.

Strategies to support formative and summative assessments
- Strategies to support effective assessment
  - Every teacher in BCHS will implement formative assessment strategies in order for students to be more engaged in their learning.
  - BCHS Teachers will collaborate with other schools/teachers to develop common assessment tools.
  - Teachers in BCHS will use exemplars with students.
  - Teachers will collaborate on common assessment practices within PowerSchool's grade book, such as categories, weightings, etc.
  - Teachers will regularly communicate results of assessment to students and home.
- BCHS teaching and support staff will continue to collaborate in their planning for students.

Communication regarding Student Progress and Classroom Activities
- BCHS teachers will review AP 60-10 to ensure compliance and understanding of the district expectations for assessment and reporting.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

4.1   **Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

4.2   **Education Quality**: Overall teacher, parent and student satisfaction with the overall quality of basic education.

4.3   **Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

4.4   **Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

4.5   **School Improvement**: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Jurisdiction Measures:

4.6   **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7   **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.

4.8   **Safe and Caring - PHPS Satisfaction survey:**   Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9   **Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

4.10   **Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.

4.11   **Character**: Number of service projects/groups facilitated by the school in which students participated.

4.12   **Character:** Number and Percentage of students involved with or who participated in service projects.

4.13   **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14   **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".

4.15   **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

4.16   **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17   **Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18   **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.20 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.21 **Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.

4.22 **Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

4.23 **Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24 **Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

4.25 **Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.26 **Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.27 **Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.28 **Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

4-A.1 Fiscal - Balanced operational budget: The number of system, site and department budgets that are balanced.

4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees

4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning
- BCHS will have grade to grade transition meetings for students transitioning to and from a different school within the division.
- BCHS continues use of the Teacher Advisory Group program that will further support

academic, careering counseling and transitioning for students.
- Staff will use the mission and values statements to guide relationship building, curriculum development and instruction, and classroom management.
- Our approach to school, students, and curriculum will attempt to be proactive in supporting success, as well as provide intervention strategies to identify and support emerging needs.

<u>Inclusive Practices / Supports for At Risk Students</u>
- BCHS will integrate programs to address the development of moral character and safe and caring schools, including initiatives developed with Teacher Advisory Groups.
  - Teacher Advisory Groups will all provide staff with the opportunity to identify student needs to ensure a successful school experience.
  - Students will have the opportunity to use the "myblueprint" program to track their school course completions.
- Student Services will implement a method of tracking student success aimed at early identification of students from 7-12 who are at risk of not being successful. This program will also provide school staff with strategies that will support the identified students.
  - Program Assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports for students.
  - BCHS assigns the responsibility to review and oversee IPP development to classroom teachers, which will be monitored by the Student Services department.
  - BCHS will continue to work on goal setting with at-risk students and their parents.
- BCHS will be paying particular attention to the grade 7-8 group and applying specific transition strategies to assist them into successful secondary schooling.
  - This will include weekly TAG meetings, and specific daily remedial and program opportunities (during ELT periods).
  - Additional FTE will be assigned to support at-risk students in grades 7 and 8 to support skill building and academic programming.
- BCHS certificated staff will work with school counsellors and administration to assure proper academic counseling for students ensuring appropriate programming, and to give all the students the best chance to optimize their achievement and increase the number of students achieving the standard of excellence, as measured by performance on diploma exams and PAT exams.
  - BCHS will assign ,75 FTE for a Teacher Counselor and provide additional counseling supports through contracted services.
  - BCHS will assign .5 FTE for an Academic Advisor to provide guidance with course selections, monitor high school completion and provide post-secondary information for high school students.
- Staff meetings and collaborations to support student needs:
  - Staff members meet to review and update the student support needs within the school and to update and revise the comprehensive student support plan for 2019-2020.
  - BCHS will coordinate interagency meetings regarding identified students.
  - Monthly School Resource Team meetings will continue.
  - BCHS will continue to support a School Resource Officer (SRO)

- - - BCHS will work closely with PHPS's FNMI and FSL workers to track and support at-risk students.
  - The comprehensive student support plan for -2020-2021
    - Pre-intervention strategies: Increased communication with parents, extra-curricular opportunities for all students, Targeted Presentations for school and community and careful class construction to close the dichotomy of academic need;
    - Tier 1 strategies: UDL, Literacy and Numeracy integrated into all subject areas, After school club (tutoring), Alternate work spaces TLC, Mental Health Classroom and Student Services, Peer support network, Mental Health Curriculum integrated into Junior High Health classes. , Career Exploration and Planning;
    - Tier 2 strategies: Reading and Math Screening (FAR/FAM), Targeted Reading and Math Interventions, Classroom accommodations, Tracking At-Risk Students, Outreach, Small Group Counselling (Rainbows) (support groups), Small Group Instruction (Fit Pit, Foods, Circles), Train everyone in Mental Health First Aid
    - Tier 3 Strategies: Cognitive, Academic and/or Behavioural Assessment, Referral to Outside Support Services-Speech, OT, Addiction Services, Individual Counselling, Mentorship Program, School Based Communication Tool and Individual Program Plans.
  - Attendance strategies
    - BCHS will develop an attendance program that supports and reinforces regular attendance.
    - Parents and students in BCHS will be informed of the attendance policy and it will be followed.
    - BCHS will monitor attendance patterns.
    - BCHS will contact the parents regarding attendance concerns.
    - BCHS will develop a truancy plan to reinforce consequences of not coming to school.

Engaging and communicating with the community
- - Continue to work with school council committees to examine school and community traditions and policies
    - Continue to work with school council to gather parent/community input for decision making
    - Continue to work together with community clubs and organizations such as the Chamber of Commerce, Barrhead Cares, Town of Barrhead, Barrhead Twinning Committee, Careers Next Generation, Barrhead Career Youth Advisory Group, Rotary, Lion's Club, Elks Club, Fire Department, and local businesses.
    - Continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
    - Continue to facilitate work experience programs in collaboration with local businesses.
    - Host a grade 7 and grade 10 parent information night
    - Host an Open House in September in partnership with Town of Barrhead Recreation Department and their "Make the Connection" event, and with Barrhead Cares
    - Host and present school events to the community.
  - BCHS will provide students with exposure to occupations on field trips.

- BCHS will facilitate student participation in Skills Canada competitions.
- CTS students in BCHS will experience real life trade/industry events in our community.
- BCHS will continue its work with Career and Next Generations (CNG), also known as the Barrhead and District Career Advisory Committee.
- BCHS will host parent information meetings, in conjunction with our School Council to better inform parents about pathways through highschool and the necessary courses for students to transition into various trades and post-secondary opportunities.

Strategies associated with the use of learning technologies
- BCHS will continue to make appropriate technology investments, such as upgrading staff technology and increasing the availability of mobile technology in the school (Chromebooks), and supporting the utilization of Google platforms (Classroom, Google Drive, etc.).
  - BCHS will:
    - continue to integrate technology into student assignments and projects.
    - use technology in developing their differentiated instruction strategies in their classrooms.
    - promote the use of technology in the use of alternative deliveries and differentiated instruction.
    - continue to implement ever-greening plans to maintain computers and technology to an effective level.

Communications Strategies
- Continue to promote BCHS activities in this community, websites, School Facebook page,, message board, school sign and invitations to parents.
- Continue to build/improve the school's website.

Budgets and School Generated Funds
- School administration will continue to follow PHRD accepted practice regarding budgeting, revenue and expenditure procedures.
- This school will have a budget that is balanced while maintaining quality programs for students and honoring all district commitments.