



George McDougall High School

# School Education Plan 2023/24



October 2023



## Table of Contents

Administrators' Message.....	4
School Profile .....	5
Student Feedback from Spring 2023 .....	6
Parent Feedback from Spring 2023 .....	7
RVS Four-Year Plan Survey Results .....	8
RVS Assurance Results.....	9
Alberta Education Assurance Measure Results.....	10
Advancing students numeracy and literacy skills.....	12
Building future-ready students .....	15
Creating inclusive, engaging, healthy learning opportunities for all students.....	17
School Council Review .....	19

# 2023 – 2027 Four-Year Education Plan

## Focus on the Future

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



### Advancing students' numeracy and literacy skills

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



### Building future-ready students

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



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

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

## Priorities

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

### Providing active learning

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

### Effective instruction and assessment practices

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

### Creating communities of inclusivity

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

### Promoting healthy, safe environments

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

## Administrators' Message

Dear George McDougall High School Community,

As we embark on a new academic year at George McDougall High School, our focus remains clear as we align ourselves with the divisional goals: Advancing students' numeracy and literacy skills, building future-ready students, and creating inclusive, engaging, and healthy learning opportunities for all.

At George McDougall High School, we understand the critical importance of strong numeracy and literacy skills as the foundation for academic success. This year, we renew our commitment to equipping every student with these essential tools. Our educators will continue to employ proven strategies such as differentiated instruction and personalized learning to ensure that each student has the support they need to excel in these fundamental areas. We are focusing on providing connections that take our students from classroom learning into applying that learning into life outside the classroom.

The world is changing rapidly, and we are dedicated to preparing our students for the challenges and opportunities that lie ahead. Our goal is to nurture future-ready students who are not only academically proficient but also possess the critical thinking, problem-solving, and adaptability skills required in an ever-evolving world. This year, we will focus on providing our students and staff, real-world connections to knowledge and careers to empower our students to thrive in any environment. The school will be implementing a career exploration series that will provide opportunities to explore possible employment paths.

Inclusivity is at the heart of our school community. We believe that every student, regardless of background or circumstance, deserves an enriching and supportive educational experience. We are committed to creating a diverse and inclusive environment where all students feel valued and can fully engage in their learning journey. Additionally, we will continue to prioritize their physical and mental well-being, ensuring a healthy and supportive atmosphere that fosters academic success. This year we are continuing to expand our work with Positive Behaviour Interventions and Supports as the model to support a safe, caring and supportive environment.

As we move forward into this academic year, let us remember that we are a united community dedicated to the success of our students. There will undoubtedly be challenges along the way, but together, we can overcome any obstacle and help our students achieve their goals. We are excited about the possibilities this year holds and look forward to continuing to serve our students and our community.

Thank you for your unwavering support, and here's to a year filled with growth, learning, and success.

Sincerely,

Scott Bloxham, Principal



Gladys Brown, Assistant Principal



Lael Johnston, Assistant Principal



## School Profile

<p><b>Principal:</b> Scott Bloxham</p> <p><b>Assistant Principal(s):</b> Gladys Brown Lael Johnston</p> <p><b>Website:</b> <a href="https://mcdougall.rockyview.ab.ca/">https://mcdougall.rockyview.ab.ca/</a></p>	<p><b>Mission</b></p> <p>To help each child to realize their full potential to become responsible, involved, effective and productive citizens.</p> <p><b>Vision</b></p> <p>To foster a school culture celebrating the principles of lifelong learning, cultural diversity, and success through collaboration.</p>
--	--

**Total Number of Students:** 1050

**Grades Served:** 9-12

**Total Number of:**

- Classroom Teachers: 47
- Learning Support Teacher(s): 3
- Learning Assistant(s): 9
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 6

### School Diversity Profile

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

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

English as an Additional Language learners represent 2 per cent of our school population. The most common first languages for these students are Tagalog, Spanish, Filipino and Korean.

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

George McDougall High School is a French Immersion Dual Track program school.

## Student Feedback from Spring 2023

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

- GMHS students feel that the teachers and administration care about students and are invested in their success. They acknowledge being supported in high-stake academic events such as PATs and Diplomas.
- Students feel that there is quality and opportunity in athletics and elective course choices. The course and scheduling flexibility offered by WeConnect is appreciated.
- Students feel that student leadership and government has contributed to a vibrant school culture.
- Students have communicated that community outreach such as Grade 9 Orientation and Open Houses have made students feel welcomed and valued.

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

- GMHS students have expressed concern over issues that are related to the capacity of the physical space. These include concern around class changes and congestion in the hallways, parking lot congestion and class size.
- Students have expressed concern for the use of vaping in the bathroom and the dynamic surrounding large groups of students congregating in these areas.
- Students would like to see growth in access to information concerning careers and post-secondary opportunities.

## Parent Feedback from Spring 2023

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

- Many parents identified they appreciated the extra effort being made by teachers to support students. Many staff are available to work with students before and after school as well as at lunch.
- Extra-Curricular activities and opportunities are excellent. Greatly appreciate the expansion of Fine Arts opportunities this year with the addition of the Musical Theatre production. This in addition to the excellent Band and Art programs, really makes GMHS a well-rounded school.
- Appreciated the addition of the monthly celebration newsletter. Good communication from the teachers and the administration around what is happening in the school.
- Social media presence has been positive this year.
- Ride of the Mustang and the connection to the Children's Hospital fundraising is a very positive community building activity and really provides a positive

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

- More opportunities for parents and students to learn about the High School journey ie: credit and graduation requirements.
- Continued work on creating bathrooms that are safe. Parents and students remain concerned with students that are vaping in bathrooms.
- Providing more spaces for students during lunch.
- Provide grade 11 students with opportunities to interact with post-secondary education opportunities throughout the year.

## RVS Four-Year Plan Survey Results

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

- Overall, the parent's view of GMHS is positive.**
- 80.8% of parents feel that their child is provided opportunities to demonstrate their learning in different ways. (combined categories often/sometimes).
- 70.8 % of parents feel that their child uses their math skills to solve problems and build their understanding through reading. (combined categories often/sometimes).
- 74.1% of parents feel that their child receives help with their learning from the school. (combined categories often/sometimes).
- 79.1% of parents feel that their child has the opportunity to learn about global diversity. (combined categories often/sometimes).
- 77.5% of parents feel that their child is taught the components of self –care to support a healthy lifestyle. (combined categories often/sometimes).
- 86.3%. Parents feel that their child is taught the skills to view and critically analyze multiple perspectives. (combined categories often/sometimes).
- 91% of grades 10-12 students feel that they are engaged in what they are learning. (combined categories often/sometimes).
- 80.7% of students in grades 10-12 feel that they are learning the skills they will need when leaving high school. (combined categories often/sometimes).

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

- Parents feel their child is supported at GMHS, but students in grades 10-12 are showing concerns in certain areas where they are not.
- 59.5% of students in grades 10-12 expect to succeed in school. (combined categories often/sometimes).
- 66.3% of students in grade 10-12 feel supported to do their best in school. (combined categories often/sometimes).
- 59.5% of students feel that they have an adult at school that they can talk to about their life. (combined categories often/sometimes).
- 51.7% of students feel that they are respectful in digital environments, including social media. (combined categories often/sometimes).
- 60.7% of students in grades 10-12 work with their teacher to set goals for their learning. (combined categories often/sometimes).



## 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 9.	MIPI	53%
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	SAIT online 5 credits Olds College online 5 credits Olds College TEC 1000 / WLD 1167 32 credits Olds College Vet Tech 20 credits <b>62 total credits</b>
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	11 Students
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	In Progress
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	63%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	43% (progressing +) 71% (emerging +)

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

- The current data demonstrates that we are succeeding in creating an engaging environment which facilitates a strong level of attendance.
- Our data for benchmarking numeracy is allowing for a strategic approach to addressing gaps and successfully bringing students back to grade level.
- Our approach to accommodating students in support of IPPs is very successful at elevating the achievement level of learning goals.

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

- This data demonstrates that a more effective way of increasing our dual credit should be considered. As there is a limitation to the number of students we can enroll, we could explore other subjects and venues for these opportunities.
- With a projection of lower MIPI results for 23/24 we will need to continue a targeted approach to covering learning gaps.
- Ensuring all students are consistently programmed with proper accommodations will continue to facilitate growth in students with IPPs achieving learning goals.

# Alberta Education Assurance Measure Results



## Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 5201 George McDougall High School

Assurance Domain	Measure	George McDougall 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	<a href="#">Student Learning Engagement</a>	74.3	82.6	82.6	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	<a href="#">Citizenship</a>	65.4	73.8	75.0	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	80.6	89.0	89.3	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	<a href="#">5-year High School Completion</a>	94.6	92.4	91.3	88.6	87.1	86.2	Very High	Improved	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	53.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	7.6	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	73.9	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	15.9	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	78.2	86.0	84.0	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	74.3	81.0	81.0	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	75.2	81.1	81.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	71.5	70.3	73.6	79.1	78.8	80.3	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: May 28, 2023  
Locked with Suppression for May 2023

Report Version 1.0  
Data Current as of Apr 24, 2023

### What does our data indicate is going well?

The data demonstrates that our 5 Year High School Completion continues to excel over the Provincial Average. This would suggest an expertise in achieving curricular outcomes and a strong environment to guide students to achieve to their full ability. Our parental involvement remains consistent which is a result of our continual outreach to our community and focus on parental participation and awareness.

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

The data demonstrates that we have several areas that need to be improved on. Primarily student engagement which is linked to a decrease in the perception of our quality of education being offered. The decrease in citizenship suggests a significant factor towards student engagement. Working towards a strong dedication to Positive Behaviour Interventions and Supports and differentiated learning will aid in restoring student engagement and start to refocus student citizenship within our school community.

It is interesting to note that there was a strong uptick in most data points coming out of the pandemic (21-22) but after the first full year (22-23) of a return to in class learning with no significant disruptions, we see a downward change in the data.

There is also a decline in how students view being supported within the school structure. A more direct approach to ensuring the most vulnerable students are supported, will help to rekindle a culture of support.

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

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

### **How Might We: Develop strategic and school wide literacy process to identify, program and support students while addressing lagging skills.**

<p><b>School Goal 1:</b> Through benchmarking, authentic ongoing assessment, and a strategic approach to addressing gaps in learning, we will ensure 100% of students are achieving or have interventions and plans in place in moving towards grade level success.</p>
<p><b>Data that informed this goal:</b> Students entering grade 9 in the Beginning or Limited category, high school already identified as struggling readers based on previous report card, conversations with prior Humanities teacher, PAT and Diploma data</p>
<p><b>Connection to the practice guide(s):</b> K -12 Literacy and Numeracy Frameworks (page 6- System wide commitment to high quality literacy and numeracy instruction, working collaboratively to identify implicit and explicit literacy and numeracy expectations that build and scaffold learning), ELL (English Language Learning) Practice Guide, K-12 Reading Assessment Handbook.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensuring that teachers are providing background knowledge.</li> <li><input type="checkbox"/> Intentional with reading comprehension strategies- what is the context, vocab, figurative language, making connections.</li> <li><input type="checkbox"/> Getting students to think about the text - Predicting, Making Connections, Synthesizing</li> <li><input type="checkbox"/> Teachers need to think about the skills needed to get through these texts- description, compare/contrast, sequence, cause and effect, problem and solution.</li> <li><input type="checkbox"/> Allowing teachers release time to go into each other’s classrooms to observe.</li> <li><input type="checkbox"/> Learning Lead supporting teachers with text selection and writing prompts</li> <li><input type="checkbox"/> Common assessment</li> <li><input type="checkbox"/> Marking Pat’s and diploma’s</li> <li><input type="checkbox"/> Continue to get students to write with stronger content in their Narratives/essays.</li> <li><input type="checkbox"/> Continue to get the students to write stronger formal pieces (functional)</li> <li><input type="checkbox"/> Focus on giving students the ability to decode “associating meaning” comprehension questions</li> <li><input type="checkbox"/> Using stronger diction in their writing (in progress with the vocab exercises done in Humanities classes)</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PAT results, diploma results, all ELA teachers conduct benchmarking 3 times per semester/year</li> </ul>
<p><b>Parents can:</b></p>

<input type="checkbox"/> Stay connected with their child’s teachers, encourage their child to read at home, encourage their child to journal at home, create a positive atmosphere around literacy in the home.		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<input type="checkbox"/> Original goal too difficult to measure. <input type="checkbox"/> Too many strategies listed <input type="checkbox"/> Class based reading comprehension assessment and focused work has and continues to show good results for students as they progress to grade 12. <input type="checkbox"/> New teachers have connected with mentors and have started classroom mentor observations and planning.	<input type="checkbox"/> Goal made more specific and measurable. <input type="checkbox"/> Strategies reviewed but no changes made. Having too many strategies available is still better than not having enough.
<b>March 15</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Outcome:** Students are numerate and literate.

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

**How Might We: Develop strategic and school wide numeracy process to identify, program and support students while addressing lagging skills.**

<p><b>School Goal 1:</b> We will ensure that students are achieving or moving towards grade level success through data informed intervention, support and specific learning plans. 50% of Students identified in September as having Beginning level of understanding for grade 9 math are able to meet the PAT standard achievement.</p>
<p><b>Data that informed this goal:</b> MIPI results from Sept. 22 and Sept. 23, June 23 PAT results, anecdotal data received from Middle School Programs.</p>
<p><b>Connection to the practice guide(s):</b>          Literacy and Numeracy Frameworks (page 6- System wide commitment to high quality literacy and numeracy instruction, working collaboratively to identify implicit and explicit literacy and numeracy expectations that build and scaffold learning),          RTR High school Practice Guide (page 4- a teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.          -Accurately reflect the learner outcomes          -Generate evidence of student learning          -Provide a variety of Methods</p>

**Strategies:**

Teachers will all be informed on areas of student strength and weakness.  
 Consistent level of assessment with a collaborative approach to identifying trends, with the intention to explore differentiated instruction and demonstration of learning.  
 Tangible/real life connections to give numeracy relevance to each student.  
 Strategic release time for teacher collaboration and professional learning.  
 Developing traditional math skills of calculation.  
 Modifying curriculum to negate student disengagement due to being unsuccessful.  
 Ensuring a scaffolding of skills  
 Grade 9 Semester 1 Math Skills Bootcamp

**Measures:**

- PAT results, diploma results, regular benchmarking per semester/year

**Parents can:**

- Maintain awareness of school directives. Nurture a positive attitude towards the educational process. Monitor their student’s progress and maintain clear communication paths with school staff.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MIPI results helped identify students in need of enhanced supports.</li> <li><input type="checkbox"/> First round of Grade nine Math skills bootcamp has been completed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjustment to goal to make it more measurable.</li> <li><input type="checkbox"/> Looking to add a semester turn over assessment to gather progression data.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>



## Building future-ready students

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

### **How Might We: Continue to provide program opportunities that will help students pursue career interests and passion through hands on experiential learning.**

<p><b>School Goal 1:</b> We will implement a lunch and learn program (8 sessions) that will give students opportunities to explore career opportunities and passion areas.</p>
<p><b>Data that informed this goal:</b>                  Student feedback from PAC (Principal Advisory Committee), RVS Satisfaction Survey results, Alberta Education Assurance Survey results, Registered Apprenticeship Program/Green Certificate enrolment data, Building Futures enrolment data, industry, and post-secondary fair data, Myblueprint data and career inquiries through guidance.</p>
<p><b>Connection to the practice guide(s):</b>                  Off Campus Education Practice Guide, Self-assessment and Goal Setting Practice Guide, Portfolio Practice Guide.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dual credit opportunities</li> <li><input type="checkbox"/> Cross curricular connections to careers/work (focus tying back to numeracy and literacy).</li> <li><input type="checkbox"/> Responding to students "I don't understand why we are doing this?". Begin lessons with this is what we are learning, why, and the connection to life outside of school.</li> <li><input type="checkbox"/> Parent volunteer who can facilitate careers lunch and learns.</li> <li><input type="checkbox"/> Connecting with broader business community on scholarships for students that are cross-sectional (trades, health care, technical and academic).</li> <li><input type="checkbox"/> Field trips with added component of what careers are in this area- example musical theatre going to Stage West and exploring careers.</li> <li><input type="checkbox"/> Bundling courses with CALM</li> <li><input type="checkbox"/> Agenda item on Principals Advisory Council and School Council: high school 101.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal feedback from parents and students, future RVS and Alberta Education survey data, attendance at lunch and learn, career guest speakers in classrooms, field experiences data, off campus experiences (Rap/Green certificate) data.</li> </ul>
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read weekly newsletter for upcoming events and share with their child.</li> <li><input type="checkbox"/> Attend Parent Council</li> <li><input type="checkbox"/> Volunteer to speak/support career fair, and field experiences.</li> <li><input type="checkbox"/> Gain an understanding of MyBlueprint (career mapping tool).</li> <li><input type="checkbox"/> Get to know our Guidance team.</li> <li><input type="checkbox"/> Go on visitation with their child to post-secondary institutions.</li> </ul>

**School Education Plan 2023/24**

<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Three Lunch and Learn Sessions have already been completed. Very positive reviews from participants.</li> <li><input type="checkbox"/> Dual Credit with Olds College on track with students involved in welding and Vet tech programs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No adjustments at this time. Plan seems to be moving as expected.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>



# 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:** Utilize Positive Behavioral Intervention Strategy (PBIS) Structures to foster a sense of belonging in an inclusive school environment?

<p><b>School Goal 1:</b> We will complete the first stages of PBIS implementation, including a Tiered Fidelity Inventory, through working with divisional supports. Our school will have developed our matrix of expectations through consultations with students, staff and community.</p>		
<p><b>Data that informed this goal:</b> Divisional Guidance, Student and Parent feedback</p>		
<p><b>Connection to the practice guide(s):</b>  <b>Inclusive Education Practice Guide</b> – page 13: “set and teach school-wide behavioral expectations and acknowledgement.”  <b>Professional Learning Practice Guide</b> – page 10: “how we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning”</p>		
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop school Mission and Vision Statements (Sept – Oct)</li> <li><input type="checkbox"/> Professional Learning sessions utilizing divisional learning specialists.</li> <li><input type="checkbox"/> Develop PBIS working Committee.</li> <li><input type="checkbox"/> Provide focus groups with students, staff and parents to develop matrix of expectations.</li> <li><input type="checkbox"/> Include PBIS as an agenda item for all staff meetings.</li> <li><input type="checkbox"/> Include PBIS as a discussion and focus area for principal advisory committee.</li> <li><input type="checkbox"/> Facilitate discussion with school council.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students, Parents and Staff are aware of the PBIS model and are comfortable with the language.</li> <li><input type="checkbox"/> Initial Tiered Fidelity Inventory completed, and the school can report on that data as a starting baseline.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend School Council meetings to learn more about the PBIS process.</li> <li><input type="checkbox"/> Provide feedback to administration around PBIS goals.</li> <li><input type="checkbox"/> Provide opportunities for discussion with their child and to role model PBIS language.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mission and Vision statement work 80% completed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No Adjustments necessary at this time.</li> </ul>

**School Education Plan 2023/24**

	<p>Student, parent and staff consultation. Final wording being produced.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> PBIS Matrix work to begin after Tiered Fidelity Inventory completed.</li><li><input type="checkbox"/> Initial Tiered Fidelity Inventory to be completed by end of November.</li></ul>	
<b>March 15</b>	<input type="checkbox"/>	<input type="checkbox"/>

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- Thank you for listening to council representatives. Thank you for including in post secondary + university needs for families and students, it really takes a village. Well done GMHS. Kelli Ellingson

*Signatures indicate agreement with the plan*

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



**Principal signature on behalf of students and teachers of George McDougall High School**

