



George McDougall High School

# School Education Plan 2024/25



October/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

**Dear George McDougall High School Community,**

As we step into a new academic year at George McDougall High School, we are excited to continue our journey of growth and learning together. Our school's mission remains centered on supporting our students' success by focusing on essential skills, preparing them for future challenges, and fostering a community where everyone thrives.

Numeracy and Literacy remain at the core of our academic focus. 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. This year, we are taking steps to enhance students' subject understanding by introducing classroom word walls in every learning space. These walls will highlight key vocabulary across subjects, ensuring that students gain a deeper understanding of critical concepts.

Preparing students for life beyond the classroom is a vital part of our vision. This year, we are proud to expand our Lunch and Learn Career Exploration Series. These career-based presentations will be doubled from last year giving even more students the opportunity to explore career options. Through classroom presentations from industry professionals and the development of subject-related career word walls, students will have more opportunities to explore real-world applications of their studies. This initiative will help them make meaningful connections between their classroom learning and potential future careers, empowering them to confidently pursue their aspirations.

At George McDougall High School we are dedicated to creating a supportive, diverse, and engaging environment where every student is valued. No matter their background or personal journey, our students will find the encouragement and resources they need to succeed. In addition, we continue to emphasize student well-being, recognizing that physical and mental health is essential to academic and personal growth. We are also building on the work we've done with Positive Behaviour Interventions and Supports (PBIS). This system helps create a safe and caring school culture by reinforcing positive behaviours, contributing to a learning environment where students feel secure, respected, and supported.

As we move forward, we recognize the challenges that lie ahead, but we are confident in the strength of our community. Together, we will support one another and help our students reach their full potential. We are excited for the year ahead and look forward to watching our students grow, achieve, and succeed.

Thank you for your ongoing support. Let's make this year one of accomplishment, learning, and opportunity. Sincerely,

Scott Bloxham, Principal



Craig Baskerville, Assistant Principal



Gladys Brown, Assistant Principal.



## School Profile

<p><b>Principal:</b> Scott Bloxham</p> <p><b>Assistant Principal(s):</b> Gladys Brown Craig Baskerville</p> <p><b>Website:</b> <a href="http://georgemcdougall.rockyview.ab.ca">georgemcdougall.rockyview.ab.ca</a></p>	<p><b>Mission:</b> To help each child to realize their full potential to become responsible, involved, effective and productive citizens.</p> <p><b>Vision/Purpose/Beliefs:</b> At George McDougall High School our purpose is to empower students within a supportive Mustang community, fostering confidence, compassion, and personal success.</p>
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**Total Number of Students:** 1111

**Grades Served:** 9 - 12 Total

**Number of:**

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

### School Diversity Profile

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

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

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

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

Additionally, our school offers French Immersion and the Global Hockey program. We have a significant and robust Fine Arts program, including Band, Visual Art, Musical Theatre, Drama and Technical Theatre programming. This year we offered an Advanced Placement program in Art. We also participated in Dual Credit programming in welding and veterinary technician

## Student Feedback from Spring 2024

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

- Communication among the student community.
- GMHS students feel that the teachers and administration care about students and are invested in their success.
- Students acknowledge feeling supported in their high stakes academic events such as PAT's and diploma exams.
- Students liked how the leadership program provided lots of theme days and activities throughout the year.
- Students identified that the career lunch and learn activities were a positive experience.

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

- Students identified that they are struggling with the school's bell schedule.
- Timetable restrictions and class sizes make it difficult to get into programming that students want.
- Students identified that career lunch and learns were successful; however, they felt that there should have been more of them and more seating available for them.

## Parent Feedback from Spring 2024

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

- School Council's involvement in the school.
- Communication between teacher and home as well as administration and home continues to be positive.
- Ride of the Mustang and the connection to the Children's Hospital foundation remains a positive community building activity
- Fine Arts opportunities at George McDougall High School remain exceptionally high. Last year's musical theatre production the band concerts and the CTS Fine Arts night were all great examples of student and community engagement.
- The Friday pizza lunches were identified as a positive experience for students by parents.

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

- Finding ways to increase the number of students that can access the career sessions.
- Providing more experience-based opportunities for students ie field trips and student travel.
- Specifically look at ways that French Immersion and the French language can be enhanced within the school. Examples being French Immersion specific field trips, speakers and unique events.

## RVS Assurance Results

	Data Source	Results as of Spring 2024
<b>EICS Math Assessment grades 9 -10</b>	ECIS Math Assessment 2024	NA
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 10.</b>	RVS Writing Assessment	66%
<b>Number of credits earned by RVS students through dual-credit opportunities.</b>	PowerSchool	58
<b>Number of students participating in RVS supported dual-credit opportunities.</b>	PowerSchool	14
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	17%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	70%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	56%

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

- Our attendance data has improved by 7% from the previous year which indicates that our strategic approach to attendance and tardies is having a positive impact.
- We have increased the number of participants in the dual credit program.
- As last year was our first year doing positive behavioral intervention and support program the 17 percent indicator is a great starting point for this year.



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

- We still have lots of room to grow and improve around attendance.
- There is an indication and a desire for more students to participate in dual credit. This requires us to find new opportunities as we have currently exceeded all of the spots available to us.
- Our grade 10 writing assessment data, which was gathered last year for the first time, can be built upon to ensure more students are completing grade 10 at the expected level for their writing skills.

## 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.	50%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	52%
The average score for relevance, rigor and effective learning time.	60%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	94%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	75%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	60%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	56%

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

- As this was the first year of the OurSchool survey we have been provided with some baseline data points.
- Very high indicator around students feeling a sense of purpose and being goal oriented. This provides a positive foundation for other aspects of their lives.
- Majority of students see themselves graduating from high school and have plans to pursue a trade or post-secondary learning.

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

- Only half of students indicate they are motivated to try hard to succeed. This is an area we need to explore with students to help them find the desire to do their best.
- As well a similar percentage of students don't feel the value of school or feel they have positive homework skills.

# Alberta Education Assurance Measure Results

## Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	George McDougall High School			Alberta			Measure Evaluation <sup>2</sup>		
		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	76.4	74.3	78.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	65.0	65.4	69.6	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	87.0	80.6	87.0	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	92.0	94.6	91.6	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	60.2	60.2	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	8.8	8.8	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	86.4	86.4	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	17.1	17.1	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.3	78.2	82.1	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.7	74.3	77.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.7	75.2	78.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.1	71.5	70.9	79.5	79.1	78.9	High	Improved	Good

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

- The data demonstrates that our three and five year high school completion rates continue to be very positive. Majority of students meet their graduation goals in three years but even those that do not still see the importance and value in completing their diploma.
- We saw significant growth in our parental involvement, which is a testament to the work done by both the school staff, the parent council, and the parent/guardian community.
- The previous year we saw a decline in many categories and this report indicates we have as a school community turn that decline around and have had positive gains.

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

- Citizenship remains an area to focus on for improvement. Specifically looking at ways to communicate the citizenship opportunities and successes that are happening within the school daily.
- Although we showed growth in perceived Education Quality this is still an area for improvement. Teachers indicated strong growth in this category, but students and parents showed no change.



## 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: enhance assessment and learning strategies to support and promote student success

**School Goal 1:** Teachers will use the baseline assessments to inform practice and adapt strategies and authentic tasks that will improve Math and English Language Arts grades by 12% over the next three years

**Data that informed this goal:**

- Provincial Achievement Tests (PAT)
- Diploma exam results
- Elk Island Catholic Schools (EICS) numeracy assessment
- Rocky View Schools writing assessment tool
- ongoing school based courses Real Time Reporting (RTR) data

**Connection to the practice guide(s):**

**Instruction and Assessment Practice Guide :** page 6 “when teachers provide instruction and assessment based on the outcomes in the program of studies and the 8 competencies, RVS takes steps closer to achieving the goals of the education plan.”

**Inclusion Practice Guide:** page 14 “the primary goal of assessment of student learning is to inform teaching, promote student learning, and identify opportunities for all students to be successful.”

**Professional Learning Practice Guide:** page 5 “Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction. Educators reflect on an incorporate data to measure the impact of professional learning on students and their learning. “

**Strategies:**

- Provide opportunities for departments to have collaborative planning time. This could include release time to align instruction and assessment.
- Implementation of vocabulary word walls in all department areas.
- Triangulation of assessment data including student conversations, observations and products.

**Measures:**

- Starting with baseline data an increase of 4% annually over the next three years using the Elk Island Catholic Schools numeracy assessment data.
- With the Rocky View Schools writing assessment, a target of 78% which is an increase of 4% year over year from our current standings

**Parents can:**

- Review PowerSchool data on a regular basis to stay informed on students' academic results.
- Encourage students to connect with their classroom teachers, learning support, guidance, and admin if they require assistance.
- Attend parent/teacher/student conferences and connect with teachers throughout the year.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• Social studies department has collaborated around common assessment. Reviewed assessment options and their direct ties to curriculum outcomes.</li> <li>• Professional Learning opportunity provided for collaboration on literacy</li> <li>• Word wall list generated for all department areas. Key vocabulary lists have been included in digital platforms (Google classroom and Moodle)</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline for completion of classroom visuals has been increased.</li> <li>•</li> </ul>
<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

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

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

**School Goal 1:** by the end of the school year, the percentage of students who identify with the goals of completing high school, moving on to a trade or attending post secondary will increase by 10%

**Data that informed this goal:**

- OurSchool survey results for students that identify that they will complete high school and graduate. 75%
- OurSchool survey results for students that identify that they will pursue a career in the trades. 13%
- OurSchool survey results for students that identify that they will pursue post secondary. 49%
- School based survey data through Principal’s Advisory Council.

**Connection to the practice guide(s):**

**Off Campus Education practice guide** – page 2 – Registered Apprenticeship Program.

**Professional Learning Practice guide** - page 15 – “Making learning and teaching in Rocky View Schools visible between students, teachers and within the entire district provides acceleration and inspiration for knowledge transfer and future learning.”

**Inclusion Practice Guide:** page 9 “identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners.

**Strategies:**

- Double the number of career lunch and learn opportunities throughout the school year.
- Incorporate career word walls in each classroom, providing opportunities for students to recognize possible career opportunities tied to their interests in that subject area.
- Develop classroom discussions to align with Lunch and Learn events. This will allow classroom teachers to extend the experience of the career presentation into the classroom.

<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Increase student awareness around possible careers as determined by Principal’s Advisory Council survey data.</li> <li>• OurSchool survey data completed in Spring 2025</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Discuss career opportunities with their students.</li> <li>• Review newsletter for updates around career fairs and post secondary education fairs.</li> <li>• Encourage their students to sign up for lunch and learn opportunities.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• By the start of December, we had completed 7 lunch and learn events which puts us on pace to double our numbers from last year.</li> <li>• Department areas have developed and explored possible career options that tie to their teachable.</li> <li>• Classroom follow up discussion have been happening, including a French Immersion specific career planning session.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes required at this time</li> </ul>
<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</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.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How Might We: leverage Positive Behavioral Intervention Strategy (PBIS) structures to foster a sense of belonging in an inclusive school environment?

**School Goal 1:** We will increase our PBIS tiered fidelity inventory (TFI) with a target of attaining 70% by our June assessment.

**Data that informed this goal:**

- Current 2023/2024 TFI assessment score of 17%
- Timeline of completing lesson plans to teach out PBIS matrix.
- Discipline data around suspensions

**Connection to the practice guide(s):**

**Inclusive education practice guide** - page 13: “Set and teach schoolwide behavioral expectations and acknowledgement.”

**Professional learning practice guide** - 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”

**Strategies:**

- With support of divisional learning specialist, complete the matrix.
- Begin teaching out of matrix expectations. With first round of lesson plans being completed before the end of semester 1.
- PBS team co-designs lessons using both teachers and support staff in their creation.

**Measures:**

- Decrease the number of student suspension days
- Principal Advisory Council data from students
- OurSchool survey data in Spring of 2025



<b>Parents can:</b>		
<ul style="list-style-type: none"> <li>• Be involved in school council.</li> <li>• Engage with their student at home around PBIS and the George McDougall High School matrix.</li> <li>• Engage with school staff about concerns that may impact learning.</li> <li>• Stay connected by reading the weekly newsletter and the monthly celebration newsletter.</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Matrix has been generated and visuals have been created.</li> <li>• Student and parent surveys completed for final selection of visual design.</li> <li>• PBIS Committee meetings have time lined the teaching out of lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes required at this time</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## School Council Review

### Presentation of School Education Plan

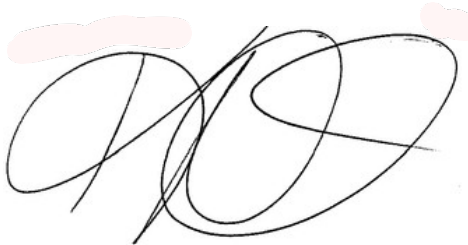
School Education Plan draft presented on Oct 9<sup>th</sup> at the School Council Meeting

**School council comments:**

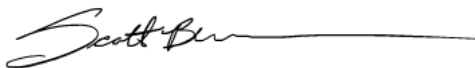
No Comments Provided

*Signatures indicate agreement with the plan*

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

A handwritten signature in black ink, consisting of several large, overlapping loops and a long horizontal stroke at the end. The signature is written on a white background with some faint pinkish-red smudges above it.

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

A handwritten signature in black ink, starting with a large 'S' and 'B' followed by a long horizontal line. The signature is written on a white background.

Scott Bloxham B.FA, B.Ed, M.Sc

Principal George McDougall High School