



"Jump Shot" by Evalina Javorsky, BCHS student

BERT CHURCH HIGH SCHOOL

2015 - 2019 School Education Plan (SEP)

Year Four: 2018-19 (May 2018)

Inquisitive, Inclusive, Innovative

MESSAGE FROM SCHOOL PRINCIPAL

*Our deepest fear is not that we are inadequate.
Our deepest fear is that we are powerful beyond measure. (M. Williamson)*

Bert Church High School (BCHS) continues to move forward in our students feeling safe, supported and cared for, while having our staff be committed to their excellence. This includes our learning community reflecting on our students making significant gains in taking ownership of their learning. The depth of our program offerings for our learners is impressive, while their satisfaction in the RVS survey has risen 32 out of 34 measures. BCHS consistently performs well in keeping our students in school and graduating; we exceed the provincial average. In provincial testing results, our collective achievement has increased while the number of our students transitioning to post-secondary has also risen. In citizenship and inclusiveness, our students and school excel; recent highlights include BCHS being awarded the Unified Sports School of Alberta and our hosting of the Alberta Student Leadership Conference (ASLC).

As we enter the year of Innovative (our third school value), we have taken significant steps in preparation for 2018-19. Our students and staff have increased their satisfaction in engagement and content interest measures in the perception of our offering quality learning experiences through inquiry and project-based tasks. Learners are engaged and our purposeful transformation in assessment practices is beginning to take effect in their knowing of outcome targets and how to make improvement. Career awareness and readiness continues to be a focus; learners are valuing Career on Focus Days when a variety of community presenters come in to share their chosen paths. Our Advisory system maintains small family like groups of students with a consistent teacher as a learning coach for throughout their entire high school (Gr 9-12). In our celebrations and in our losses, this support is proving invaluable.

For 2018-2019, we will be focusing on the following to support our being Innovative, in offering a dynamic learning environment that further captures student engagement and facilitates success:

Imagine: Through our offering of supportive experiences and new course offerings, we will assist our students in developing to their greatest capacities in learning and in life. Our focus is to have students passionate about their futures and a plan to reach their desired outcomes.

Influence: BCHS strives to always put into action what is best for our students and their learning. We will continue to make offerings such as the Career Advancement Program (CAP), while building on supports such as Numeracy and Literacy, ConnexZone and spaces that foster career steps.

Inspire: We will persist to have our staff model in productive ways while designing learning that is engaging and motivating. This includes constantly making improvement in instruction and assessment. Our hope is for students to reciprocate modelling to their peers for learning and living.

Interconnected: Our strong belief is that learning 21st century competencies and self-confidence are what will propel our students into successful adults. We cannot individually reach these goals; we will continue to partner with community members while having our students lead various projects.

I am most excited that we will continue to empower our Charger learners, whether students, staff, or families, to feel safe to take risk, to make change and to develop fully. Although our mission is formidable, we are always committed to excellence! BCHS is an amazing school and it is a privilege to serve as Principal to our entire learning community.

Laurie Johnston
B.Ed., Distinction, M.Ed.

SCHOOL PROFILE

School Name:

Principal: Laurie Johnston
Address: 1010 East Lake Boulevard, Airdrie, AB T4A 2A1
Phone: (403) 948-3800
Fax: (403) 948-4117
Email: bertchurch@rockyview.ab.ca
Website: <http://bertchurch.rockyview.ab.ca/>

School Profile:

Grade Configuration: 9-12
Student Population: 1068
No. of Teachers: 48
No. of Support Staff: 32

Unique Features of our school include:

- Broad based academic program offered, including Fine Arts certificate: Band, Choral, Construction, Cosmetology, Culinary Arts, Drama, Foods, Guitar, Leadership, Mechanics, Media Arts (Photo/AV), Performing Arts, RAP, Second Languages (French & German), Sports Medicine, Sports Performance, Technical Theatre, Visual Arts, Yoga
- Learning facilities include the Bert Church Theatre, Commercial Kitchen, Automotive and Construction Workshops, modern Learning Commons & Genesis Place Wellness Centre
- In School Mental Health Support Classroom: *ConnexZone*; school invested Learning Support team to help with the success of all students, including School and Career Counsellors
- Shared programming with RVS: Building Futures, Cam Clark Ford, Workplace Learning
- Career Advantage Program (CAP) at Gr 10; current focus on careers in Health Sciences
- Extensive extra-curricular offerings encompassing the Fine Arts, Athletics, Leadership and Music with excellence in provincial and national achievement; Student Link Crew for transition
- Food for Thought Program in partnership with Breakfast Clubs of Canada
- Strong community partnerships for student learning and service: Stepping Stones to Mental Health; School Resource Officer (RCMP); Airdrie Boys and Girls Club; Community Links; Sheldon Kennedy Child Advocacy Centre Youth Champions School Chapter; WiseGuys (Calgary Sexual Health)
- Unified School of the Year for Alberta, 2017
- School host of the Alberta Student Leadership Conference (ASLC), 2018

Quotes from Parent Advocates

- BCCHS has been a beacon of safety for our child in providing structure, consistency, and compassion through the most emotionally challenging years of a person's life. The staff cares, they get to know our kids, and have been instrumental in their development. The staff's unrelenting commitment to our children is unparalleled. (RS)
- BCCHS has been a thoroughly enriching experience for our daughter as she has thrived being surrounded by the dedicated staff whose goal is to bring out the unique gifts of each student. Thank you for valuing education as much as our family does and preparing our daughter for her future. (JSL)
- The high school journey includes many successes and challenges for students and having at least one caring teacher can make all the difference. As a parent, it has been very reassuring knowing that my son has more than just one. He has several teachers, a school counselor and a school administrator listening to and supporting him. (JP)

RECENT ACHIEVEMENTS

We are pleased that our student and staff satisfaction levels are significantly gaining in the processes of instruction and learning. Our students are reporting that the quality of their learning and overall educational experience are increasing on multiple measures. They feel that we are a safe and caring school, along with our provision of engaging learning experiences and effective supports. For all stakeholders, BCHS is seen as designing an exceptional Program of Studies and that we continue to offer diverse learning opportunities for all.

Learners Are Successful

We have witnessed an increase in our overall provincial testing results in the Provincial Achievement (Gr 9) and Diploma (Gr 12) levels. Students see themselves as building their 21st century competencies, while taking ownership of their learning. A significant contribution to this rise is the refining of our instructional and assessment practices to enhance student achievement. BCHS staff have worked with a Canadian assessment expert to focus on how to best inform students to understand their progress in learning and to improve on their performance. Our Advisory system is, with the same teacher following a student for their entire high school career, an excellent collaboration with learners to have access to an adult coach on their step by step decisions in academics and in life. In that realm, our students are becoming strong leaders; a plethora of opportunities exist at BCHS to develop citizenship skills. Our Student Link Crew transitions our new grade nines, our Youth Champions of the Sheldon Kennedy Child Advocacy Centre (SKCAC) support mental health, and a large number of our students led and organized the Alberta Student Leadership Conference (ASLC) that our school hosted in May 2018. In the fall of 2017, BCHS was recognized as the Unified School of the Year by Special Olympics Alberta. We were the only school chosen to represent Alberta at the Unified Sports Nationals in Ontario (May 2018). With our excellent academic programming and being an exemplary inclusive school, we develop students to their highest capacity and maintain a graduation rate higher than the provincial average.

Learners Are Engaged

Innovation and effective practices to enrich learning have risen in our survey measures. In 2017-18, we implemented our first cycle of the BCHS Career Advantage Program (CAP). The cohort filtered their course work through an interest in the Health Sciences; these Gr. 10 students' learning experience has been empowering, with over 90 students applying for CAP for 2018-19. In professional learning, our staff has focused on the reality that engagement is fueled when students increase confidence in their own competencies. This sense of mastery and purposefulness in learning comes from a clear understanding of targets, with meaningful feedback to make personal improvement. For post-secondary planning, we continue with Focus Career Days; multiple community presenters share their journey and represent a diversity of professions and trades. Our students are being exposed to novel ideas as to what they can pursue after exiting high school. The actions taken by our students for their steps forward are inspiring. Our Chargers are vital in contributing to both the school community and the larger one of Airdrie. Our theme for ASLC was "Agents of Change"; our learners are very involved in making a difference for positive transformations, from self to group.

Learners are Supported

Students feel welcome at our school, which includes feeling a sense of support and family connection. We concentrate on soliciting and listening to student's voice as they are at the centre of our decisions and actions. Principal's Advisory Council is a team of students who provide input on both Learning and Culture within BCHS. We invest in a large Learning Support team, including Career and School Counsellors. We have many groups and activities operating for a diversity of students' needs. ConnexZone is an innovative place for students working on Mental Health. We access external agencies and speakers to support our learners. Advisory focused on the teachings of personal values this past year. Our students know that our staff cares about their success and encourages them to do their best. Our staff feel that they are an integral part of our learning community which transfers into a dynamic energy to ensure progress for every Charger, in appropriate increments.

PRIORITY AREAS OF FOCUS

Bert Church High School's Values are Inquisitive, Inclusive and Innovative. We are going into our 3rd year of our Values cycle; our focus will be on Innovation. We will design learning and support personal growth through our creating opportunities for students that are purposeful and relevant. We will empower our students to create the best futures possible for their learning and for their lives. To provide an innovative school environment in 2018-19, we are strategizing on the following elements to make learning meaningful for our Chargers:

Imagine

Through designing innovative learning experiences such as the Career Advancement Program, Robotics/Engineering Design courses and the ConnexZone Learning Space, we will assist our students in seeing their best futures. By various course supports, we will expand our learners' capacities so that more options and possibilities are opened for them. We will continue to focus on Careers, across the school, so that our students are able to envision an end goal. When learning becomes purposeful, students' passions and interest become ignited to strive for mastery and developing to their full potential.

Influence

In numeracy and literacy skill development, we have already begun extra supports which will continue into 2018-19. The first is a Math Scaffolding for Gr 9s as one of their option courses. Gr. 10 is a definitive year with Math 10C and Math 10-3 as the two options for learners; the agenda for this Gr 9 course is to close gaps in numeracy learning to better prepare our students for success, including having multiple options for post-secondary. With the financial assistance from the Alberta Classroom Improvement Fund (CIF), we hired a Numeracy Coach in 2017-18. We are planning to continue this position into 2018-19; our learners are reporting positive results from the ability to work one on one or in small groups to boost their numeracy success. This includes working with this Coach in Focus periods. The Coach also provides classroom support. New for 2018-19 will be a hybrid course in Gr. 10 that will empower learners that need an extra boost in Math to have an

opportunity to complete Math 10C; it will be a year-long course. Literacy enhancement continues with time provided to our Learning Leads to provide guidance and mentorship to increase comprehension, across subjects. Our aim is to keep increasing our collective results in Provincial testing.

Inspire

BCHS persists in our staff being models for taking the risk to change and to be lifelong learners. As evidenced by our parents' feedback, we invest in getting to know our students and encouraging them to develop their many talents. Part of this support is by increasing our proficiency in teaching practices. BCHS is the pilot RVS school in the Agile Schools movement; in 2017-18, we began using the tool of Learning Sprints to inform improving learning conditions. We will be amplifying the proven strategies that made gains and employing the model within all learning areas in 2018-19. BCHS will continue to partner with members of the community, including guest speakers who share their life wisdom with our students to be their very best.

Interconnected

Building 21st century competencies, work preparation and citizenship skills is a consistent goal for our school. Continuing to work with a Canadian expert, our staff will be developing opportunities for our students to be more involved in the assessment of their own learning. Self-direction in learning empowers students to be actively engaged and develop the ability to make the best choices. We will be implementing the "See into Yourself Program" in Advisory for 2018-19. This is an opportunity for students to become self-aware of their behavioral styles, as well as others. We believe that this learning will help students in their own success, as well as be respectful of working with other students in group settings. These experiences transfer to the world outside, including the workplace. We will continue to be a strong proponent of serving our inner school community and outer one through the various student leadership initiatives that we have in our school. BCHS will remain a welcoming place and share information with our families in our partnership for learning.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies	MFWSHR Foundation Principle*
Learners are literate and numerate.	<ul style="list-style-type: none"> (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics 	<ul style="list-style-type: none"> Continue Math 9 Bridging Complementary Course Continue Numeracy Coach support Design and implement a Gr 10 Math year long course Support literacy through Learning Lead coaching, across subjects Enhance English Language Learning with augmentation tools 	<ul style="list-style-type: none"> ML, P, R&R, MR
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> Advisory Learning: "See into Yourself" Program implemented for 2018-19 Personal development opportunities focus within curriculum learning Workplace Learning Continue Student Leadership opportunities and community involvement as described below Use Focus period specific projects to build competencies and pursue passion areas 	<ul style="list-style-type: none"> A, MR, R & R, WCRS
Learners take ownership of their learning.	<ul style="list-style-type: none"> (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. (AE) Annual dropout rate of students/FNMI students aged 14 to 18. (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> Develop and implement assessment practices that enhance and enrich student self-direction in that process Continue Career Counsellor facilitating options for students to explore possibilities Continue "Focus on Career" sessions with community presenters Expand on purposefulness within all learning design to empower students Solicit student voice on their learning and School Culture through formal processes in Advisory New in school student survey delivered in Fall 2018 to pursue identifying passions and interests Passion project to pursue individual learning in Advisory time 	<ul style="list-style-type: none"> ML, R&R, P, A, FLE, H&C

, F

MFWSHR Foundational Principles: ML = Mastery Learning, R&R = Rigorous and Relevant Curriculum, P = Personalization, FLE = Flexible Learning Environments, MR = Meaningful Relationships, H&C = Home and Community Involvement, A = Assessment, and WCRS = Welcoming, Caring, Respectful and Safe Learning Environment)

(RVS) Jurisdictional Measure (AE) Alberta Education Measure

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies	MFWHSR Foundation Principle*
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Explore and determine 2nd Career Focus for Career Advancement Program (19-20) ▪ Continue to support Inquiry and Project Based Learning opportunities ▪ Develop and implement the next Phase in Robotics / Engineering Design: Gr 10 ▪ Continue exhibition opportunities with an increase in authentic audience ▪ Create Cosmetology learning space that is able to serve external clients and begin developing a RAP opportunity for students ▪ Develop RAP option within Culinary Arts studies ▪ Encourage and coach more students to enter competitions such as Skills Canada ▪ More Visual Arts exhibits within school and in the outer community ▪ Refit room within school to create an official MakerSpace for student creativity and design 	<ul style="list-style-type: none"> ▪ ML, R&R, P, FLE
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) 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. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Utilize the Agile Schools' Sprints tool to research changes to instructional practices to better support student learning ▪ Amplify methods that prove to increase student achievement ▪ Finish cycle of Professional Learning of staff in Assessment with Canadian expert, Myron Dueck (student-directed assessment) ▪ Continue ConnexZone, our Mental Wellness Learning Space and add transitional supports ▪ Secure more diverse literature in English Language Arts to expose new ideas ▪ Continue Exhibitions of Learning; look at various alternatives including course area specific evenings e.g. Science Fair 	<ul style="list-style-type: none"> ▪ ML, R&R, P, A
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Continue external partnerships with Boys and Girls Club (Airdrie); Stepping Stones to Mental Health (RVS); School Resource Officer (RCMP); WiseGuyz Program (Calgary Sexual Health); Youth Champions (Sheldon Kennedy Child Advocacy Centre); various workplaces 	<ul style="list-style-type: none"> ▪ P, FLE, MR, WCRS

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(RVS) Jurisdictional Measure (AE) Alberta Education Measure

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies	MFWHSR Foundation Principle*
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> Expand on Link Crew to support transition at start of year for grade 9s, with more connection during the school year Develop a Communication Plan to support families relating with school; continue Charger Family Connects weekly publication Facilitate staff teambuilding and effective working together through professional learning and self-assessment on Behavioral Styles; in turn, model to students 	<ul style="list-style-type: none"> P, MR, H&C, WCRS
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> Continue BCHS being a Unified Sports School of Excellence Continue to refine the IPP development and implementation process to be timely and supportive Explore Advanced Placement courses for 2019-20 	<ul style="list-style-type: none"> ML, P, MR, H&C, WCRS
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> Principal's Advisory Council (PAC) – continue monthly meetings between students and Principal on Learning / School Culture Continue to invite families into school with various events e.g. Meet the Teacher, Family Sports nights Continue to support School Council in efforts to connect with families, including their social media presence on Facebook 	<ul style="list-style-type: none"> P, WCRS

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(RVS) Jurisdictional Measure (AE) Alberta Education Measure

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

How do we best expand our learners' capacities to empower the development of their best selves, both in learning and in their lives? (Individually and collectively)

SCHOOL BUNDLE ROLL-OUT

SchoolBundle Roll-out

Administrator Debriefing	▪ April 29		
Public Website Development	▪ May 6-16 (inc. Audit)	▪ Monique Coates, Andy Cassidy Names (Webmaster/School Tech)	
SGF Centralization and Ecommerce Development	▪ May 1 & 2	▪ Carol Twomey (Business Manager, Secretary II and/or III)	
Staff Web Portal Introduction	▪ May 23	▪ May Staff Meeting	
Onsite Support	▪ June 3	▪ 1	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	4,516,091	4,812,643	4,792,715
Support Staff	1,150,267	1,135,229	1,017,519
Services & Supplies	578,617	583,607	550,060
Other			
Contingency	102,000	6,520	102,000
TOTAL EXPENDITURES	6,346,975	6,537,999	6,462,294

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	x	Feb 14, March 21, April 11, May 9 / 2018
School Council	x	Feb 28, March 21, April 12, May 23 / 2018
Principal's Advisory Council (students)	x	Feb 15, March 22, April 19, May 17 / 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



May 28, 2018

Principal Signature

Date



May 28, 2018

School Council Chair Signature

Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



July 8, 2018

Superintendent of Schools

Date