



Banded Peak School

School Education Plan 2023/24



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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

Rocky View Schools' Four-Year Plan, 'Focused on the Future,' forms the cornerstone for the growth and development of all our students. To achieve this, RVS is committed to improving literacy and numeracy, fostering future-ready students, and providing inclusive, engaging, and healthful learning opportunities. In support of this vital work, Banded Peak School is introducing three new overarching goals:

- **Enhancing Literacy and Numeracy:** We are dedicated to the continuous improvement of student literacy and numeracy outcomes, employing data collection, precise test administration, and comprehensive analysis.
- **Nurturing Critical Thinking, Collaboration, and Citizenship:** We prioritize the cultivation of strong connections, collaboration, and the development of critical thinking, teamwork, and creativity among our students.
- **Implementing Positive Behavior Intervention Supports (PBIS):** Guided by the principles of belonging, mastery, generosity, and independence, we are working toward the implementation of PBIS with a minimum fidelity rate of 85% by the end of the next school year.

At Banded Peak, our staff continually seeks opportunities to enhance achievement in literacy and numeracy for all students. We have implemented various tools and resources, such as Heggerty's program for Phonemic Awareness, 'Words Their Way,' and the Layers of Literacy, to create consistency in our literacy program. To support numeracy, we are making learning visible throughout the school, introducing elements of Peter Lijndahl's 'Thinking Classroom,' and enhancing access to manipulatives to facilitate ease of use and boost confidence in math. While our focus on literacy and numeracy remains consistent for the 2023-2024 school year, we are implementing strategies to utilize data from various sources to enhance program delivery, target areas of growth, and promote professional development.



Situated in Bragg Creek, Alberta, Banded Peak, a small rural school, has a long-standing tradition of community building. Our students collaborate to support each other throughout the school. In line with RVS's goal of nurturing future-ready learners, we are introducing various activities and tasks, including outdoor games, literacy and numeracy-focused activities, and collaborative 'team tasks' centered on community and revitalization.

Lastly, we are collaborating with the Rocky View Schools Learning Department to develop a framework for student conduct, rooted in the principles of belonging, mastery, generosity, and independence, to implement PBIS. This important work will build upon our existing House System.

Through these initiatives, Banded Peak School is well-equipped to provide our students, teachers, and community with access to an engaging, enriching, innovative, and high-quality learning experience.

Sincerely,

Mr. Pols and Mr. Pedersen

School Profile

<p>Principal: Simon Pols</p> <p>Assistant Principal(s): Darryll Pedersen</p> <p>Website: https://bpeak.rockyview.ab.ca/</p>	<p>Mission: Banded Peak is a community of learners committed to developing and fostering personal excellence, respect for the physical, natural, and social environment, and responsible participation in our community. We pride ourselves in building strong relationships between home, school, and the broader community. Together we strive to enhance our ability to be the best that we can be.</p>
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Total Number of Students: 285

Grades Served: Kindergarten to Grade 8

Total Number of:

- Classroom Teachers: 13
- Learning Support Teacher(s): 1
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 1
- Caretaking staff: 2



School Diversity Profile

As with all Rocky View Schools, Banded Peak reflects a rich and diverse learning community.

Notably, 8 per cent of our students self-identify as Indigenous students.

As an inclusive school, we welcome 2 per cent of our students who have significant needs.

As with all Rocky View Schools, Banded Peak reflects a rich and diverse learning community that includes learners who self-identify as English as an Additional Language learners.

Additionally, our school offers a variety of options classes and extracurricular activities to help promote student engagement and foster a sense of community within the school. Our students can engage in creative learning endeavours such as photography, digital game creation, mixed media arts, animal studies, and second language learning. As well, school athletes from grades six to eight compete against other schools in Rocky View in sports like, soccer, volleyball, basketball, badminton, and track and field. Clubs based on student interests are offered throughout the school year, including, HACT (Highly Advanced Computer Team), the Cross-Country Running Club, Pokémon Club, and Games Club to name a few.

Student Feedback from Spring 2023

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

- Students feel that they are provided fun and unique opportunities that engage them in their learning. The cited field trips, subject specific experiences, complimentary classes, Outdoor Leadership, and extracurricular sports as being important to their learning and engagement in the school community.
- Students shared that they appreciated the move to a “Specialist Model” at Banded Peak as it provided opportunities for them to learn from teachers who are passionate about their subject matter, an opportunity to move between classes, that they were able to experience different perspectives, and that they believe this change will better prepare them for the transition to High School.

What do students think could be worked on or improved?

- Students in our senior classes expressed a need to improve student behavior during non-instructional times including transitions between classes, recess, and on the bus.
- Some students shared that they would benefit from longer classes and fewer transitions during the day as it would allow them to delve deeper into their subject matter.
- Students shared that they felt that they were given too much homework and that it was difficult to meet deadlines and expectations. They also shared that they felt that teachers could collaborate more to ensure that assignments were not all submitted on the same day.
- Students shared that they would like improved choice and voice in their assignments. They recognized the importance of project-based learning and have asked teachers to provide more opportunities for this to take place in their classrooms.



Parent Feedback from Spring 2023

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

- Parents shared that they were pleased with the personal connections that all Banded Peak staff work hard to establish. They cited that all staff strive hard to connect through email, phone, weekly blogs, and warm conversation and that this has resulted in a true sense of community.
- Parents shared that they were pleased with the extracurricular activities and opportunities provided to students. They referenced our outdoor Winter Concerts, our Outdoor Leadership program, extracurricular sports, a breadth of field trips, and a variety of guest speakers.
- Parents shared that, while in its infancy, they were pleased with our move to a “specialist” model in grades five through eight. They cited that this model gave teachers a chance to “shine” in their specialty area. Many felt that this change has significantly improved the level of instruction and the learning experience for students.
- Many parents shared that they felt that the school was a safe, caring, warm, and welcoming environment and that this has resulted in students feeling confident, cared for and inspired to learn.

What do parents think could be worked on or improved?

- Parents shared that they felt students could be provided additional time to complete school assignments. Some shared that they felt that students received too much homework and that time in class could be used to complete large scale assignments and group projects.
- Parents shared that while the communication from the school was appreciated that there was too much information being disseminated and that it was, at times, difficult to follow or confusing.
- Parents shared that while they appreciated the specialist model at grades five through eight, they felt that students needed increased time to adjust to the change. They suggested additional time at the beginning of the school year to help with transition, a method to help students move books and supplies between classes, and they encouraged improved communication between teachers and the grades to lessen workload and expectations for students.

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- Students and parents from grades three to eight believe that learning experiences engage students in real-world, hands-on activities most of the time.
- Students and parents from grades three to eight believe that the learning that students engage in is meaningful to their lives.
- Parents feel overwhelmingly that their children feel successful in school.
- Students from grades three to eight at Banded Peak School almost universally feel that they are supported in their learning and expect that they will be successful in their learning as a result.
- Students from grades three to eight can apply their numeracy skills to solve problems in many ways.

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

- While most students and parents from grades three to eight receive the support that students require to be successful, improving parents and student understanding of the supports available and how to access those supports needs to be a focus for the school.
- Teachers from grades six to eight need to engage their students to set goals for their learning.
- Teachers need to ensure that they are actively teaching students how to be safe in our digital world so that they can feel more confident in their students' abilities to navigate social media and the online community.



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 4 – 9.	MIPI	65.2%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	86.5%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	N/A
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	71.3%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	86.7%

What does this data tell us is going well?

- Despite having a fair number of students with exceptional needs, most of our students on Individual Program Plans are achieving their learning goals.
- Most students from grades one to eight were reading at or above grade level by the end of the school year, up from 63.7%, a 22.8% increase, from the benchmarks taken at the beginning of the 2022-2023 school year.

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

- Targeting specific areas in numeracy, such as problem-solving skills and critical thinking to improve student achievement in numeracy. This will be addressed, in part, through the more consistent implementation of the strategies and concepts found in The Thinking Classroom by Peter Liljedahl, and through the implementation of additional, scheduled math support in grades five to eight.
- Student absences continue to impact the school and at a significant rate.
- The implementation of PBIS will be an important area of focus for the 2023-2024 school year.

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 5232 Banded Peak School

Assurance Domain	Measure	Banded Peak School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	85.9	85.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.2	85.5	87.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	68.4	58.3	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	31.6	2.8	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	88.9	90.5	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	84.8	84.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.5	78.0	78.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.3	82.3	84.0	79.1	78.8	80.3	High	Maintained	Good

What does our data indicate is going well?

- That our school community continues to identify that Banded Peak School students are engaged in their learning and feel a sense of community and global citizenship at rates consistently above the provincial average. Banded Peak's staff and community work closely together to foster these qualities.
- That our school community believes that Banded Peak staff deliver a high-quality education to students that encourages student achievement at a high level.
- Our school community overwhelmingly agrees that Banded Peak School is a welcoming, caring, respectful and safe place for students and staff to learn and grow.

What does our data tell us could be improved on?

- While the school community indicate that our school does a respectable job of providing access to student supports and services when they are required, we could do even more to ensure that parents and students understand how and which supports are available and used by our students, and what our overall model of student support looks like.
- Through the implementation of a program, such as PBIS, Banded Peak School can work towards ensuring that every student and parent believes that Banded Peak School is a welcoming, caring, respectful and safe place for students and staff to learn and grow.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We:

School Goal 1: How might we continuously improve individual student numeracy results?
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> Students, parents, and teachers agree that students are literate and numerate as measured by the ranking of "Always" on the RVS Education Plan Survey with an aggregate score of 35.3% from Banded Peak School student, parent, and staff responses.
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment Practice Guide: "When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes." (p. 9)</p> <p>Inclusion Practice Guide: "Diverse needs are met through co-teaching, co- collaborating, and if required, with the flexible assignment of additional resources to classrooms and classroom teachers to support the overall and individual learning and needs of all students, empowering students to support students." (p. 7)</p> <p>Professional Learning Practice Guide: "Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. As architects and designers of life-long learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices." (p. 9)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> Staff will administer the Alberta Numeracy Assessment (Grades 2-3) and the MIPI (Math Intervention Programming Instrument) according to the Rocky View School Assessment Schedule. Using data derived from this assessment, and while exploring commonalities, staff will develop appropriate approaches to instruction and intervention. From this assessment a course for Professional Learning will be determined. Staff will revisit interventions during pre-determined Class Reviews throughout the school year, focusing on individual student achievement and improved performance.
<p>Measures:</p> <ul style="list-style-type: none"> By October 6th, all teachers will have administered the Alberta Numeracy Assessment and the MIPI. This data will be reviewed with administration in early October to determine patterns of achievement and gaps in learning. From here a plan will be developed with each grade to determine appropriate supports. These actions will be clearly communicated to families during our Collaborative Conferences in November. Improved student achievement on the May Alberta Numeracy Assessment. Improved results to the question "Students are Literate, numerate, and acquire core competencies" on the RVS Education Plan Survey.

Parents can:

- Engage their children in discussions around numeracy and provide opportunities for them to engage with numbers in meaningful ways daily.
- Seek opportunities to encourage problem solving at home.
- Point out math and numbers in everyday life; at the grocery store, at the hockey rink, or along the highway.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>At Banded Peak, our staff has effectively conducted the Alberta Numeracy Assessments and MIPI for students in grades 2-8.</p> <p>We've engaged in thorough discussions among staff across different grade levels to identify shared trends and patterns in the assessment results.</p> <p>These discussions have empowered the Banded Peak team to actively pursue innovative approaches to enhance teaching methods and identify suitable interventions for our students.</p> <p>Additionally, our ongoing 'Class Reviews' remain a consistent practice across all grades, emphasizing discussions centered on individual student progress and the implementation of necessary support strategies.</p>	<p>Banded Peak intends to allocate an additional \$2700.00 from Learning Disruption Funds (LDF) to facilitate enhanced professional development opportunities for our teachers.</p> <p>At present, no further modifications to our existing plan are required.</p>
March 15	<p>At Banded Peak, our staff recently administered the Alberta Numeracy Assessments to grade 1 students. Following this assessment, our team met to analyze the data, identifying common trends and patterns. This analysis help determine appropriate interventions to support our students effectively.</p> <p>Furthermore, our commitment to student progress is evident through our continued practice of 'Class Reviews' across all grade levels. These reviews prioritize discussions focused on individual student advancements and the</p>	<p>At present, no further modifications to our existing plan are required.</p>

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	<p>implementation of tailored support strategies to ensure every student receives the assistance they need.</p> <p>Some Learning Disruption Funds (LDF) previous set aside to support professional learning were used to purchase additional numeracy resources and to provide Professional Development time for select teachers.</p>	
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School Goal 2: How might we continuously improve individual student literacy results?

Data that informed this goal:

- Students, parents, and teachers agree that students are literate and numerate as measured by the ranking of “Always” on the RVS Education Plan Survey with an aggregate score of 31% from Banded Peak School student, parent, and staff responses.

Connection to the practice guide(s):

Instruction and Assessment Practice Guide: “When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes.” (p. 9)

Inclusion Practice Guide: “Diverse needs are met through co-teaching, co- collaborating, and if required, with the flexible assignment of additional resources to classrooms and classroom teachers to support the overall and individual learning and needs of all students, empowering students to support students.” (p .7)

Professional Learning Practice Guide: “Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. As architects and designers of life-long learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices.” (p. 9)

Strategies:

- Staff will administer Fountas and Pinnell (Grades 1-8), the LENS, and the CC3 Assessments according to the Rocky View School Assessment Schedule. Using data derived from this assessment, and while exploring commonalities, staff will develop appropriate approaches to instruction and intervention.
- Staff will engage with our Literacy Teacher to enhance instruction and provide appropriate, responsive differentiation. This may include the use of Book Clubs, improved home reading, co-teaching.
- Staff will revisit interventions at pre-determined intervals throughout the school year, focusing on individual student achievement and improved performance.

Measures:

- By November 24th, teachers will have administered the Fountas and Pinnell, LENS, and CC3 assessments. Using these assessments, and in conversation with our literacy teacher, teachers will have determined an appropriate course of action to support all students. These actions will be clearly communicated to families during our Collaborative Conferences in November.
- By the second Check In, teachers will have administered the Fountas and Pinnell assessment for a second time. Using this data, staff will reassess their practice and determine if a course change or additional supports are required to improve student performance. Staff will be asked to meet with Administration and our Literacy Teacher to review results and discuss next steps.
- Improved results to the question “Students are Literate, numerate, and acquire core competencies” on the RVS Education Plan Survey.

Parents can:

- Set aside a time each day to read with their child or to talk about what their child is reading.
- Model reading at home each day.
- Offer a literacy rich environment.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>At Banded Peak, our staff have administered the Alberta Literacy Assessments (LENS, CC3) and Fountas and Pinnell for students in grades 2-8.</p> <p>Extensive discussions among staff from diverse grade levels have enabled us to pinpoint common trends and patterns in assessment outcomes. As a result, we've implemented Book Clubs for grades 3 and 4, along with small group and targeted instruction for grades 1-4.</p> <p>Furthermore, our regular 'Class Reviews' remain a consistent practice across all grades, emphasizing discussions centered on individual student progress and the implementation of tailored support strategies.</p>	<p>At Banded Peak, our staff will review the new RVS writing assessment and explore strategies to integrate this tool into our teaching practice.</p>
March 15	<p>At Banded Peak, our staff have recently completed administering the LeNS literacy assessment to grade 1 students and the CC3 assessment to grade 2 students. We are currently in the final stages of inputting data into Dossier. We are pleased with the results of these assessments and will</p>	<p>Moving forward, the staff at Banded Peak will continue to explore strategies for effectively implementing the new RVS writing continuum into our practices. Additionally, we plan to administer one focused writing assessment using this tool before the end of the school year.</p>

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	<p>continue discussions among the team to determine the next steps to support student achievement.</p> <p>Additionally, staff at Banded Peak have participated in professional learning sessions focused on implementing the new Rocky View Schools Writing Continuum for students in grades 3 and 7.</p> <p>Furthermore, our regular 'Class Reviews' remain a consistent practice across all grades, emphasizing discussions centered on individual student progress and the implementation of tailored support strategies.</p>	
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Building future-ready students

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

How Might We:

School Goal 1: How might we build strong connections, collaboration, and citizenship to further develop critical thinking, teamwork, and creativity among Banded Peak students?

Data that informed this goal:

- Students, parents, and staff believe that students are using their creativity to drive their learning as measured by a ranking of “Always” on the RVS Education Plan Survey with a score of 57.5%. This is an aggregate score of the parent, student, and staff responses.
- Students, parents, and teachers who agree that their learning environments are welcoming, caring, respectful and safe as measured on the Alberta Education Assurance Survey with an overall rating of 88.6%.

Connection to the practice guide(s):

Inclusion Practice Guide: “School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community at large.” (p. 6)

Inclusion Practice Guide: “At the organizational level, we must analyze the impacts of our values, practices, and procedures. Do they support welcoming learning environments where children and youth feel a sense of belonging and have a voice? Do they create disadvantages for certain groups, i.e., children with severe socioeconomic disadvantages? Are they responsive to individual needs and aspirations?” (p. 8)

Instruction and Assessment: “Teaching and learning is centered around the student, it is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills, and abilities. Each student is to be treated as a unique individual.” (p. 4)

Strategies:

- Teachers will work with a divisional PBIS specialist to fully develop and refine our framework.
- Teachers will develop opportunities for students to work with various peers throughout the school. These whole school opportunities will include a “forest walk,” outdoor games, activities focused on literacy and numeracy, and a collaborative “Team Task” that will take place in the Spring. During this time students will participate in a school yard, hamlet, and forest clean up and revitalization.

Measures:

- By the first check-in students will have participated in one of the whole school opportunities presented above and will have been provided with an opportunity to reflect on their

<p>experience. These reflections and experiences will have been shared with our School Community.</p> <ul style="list-style-type: none"> Improved results on our Rocky View Schools Accountability Survey and on the Alberta Education Assurance Survey. In particular, "That students are safe at school, learning the importance of caring for others, learning respects for others, and are treated fairly at school." Completion of our first PBIS Tiered Fidelity Inventory. 		
<p>Parents can:</p> <ul style="list-style-type: none"> Volunteer at Banded Peak during these special days to support students. Reinforce the common language developed by the students and staff to support student learning and growth around the core concepts. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>Staff at Banded Peak have been introduced to Positive Behavior Intervention and Strategies (PBIS) by RVS Learning Specialists. As a result, we've established a PBIS team and commenced the development of our PBIS Framework.</p> <p>Moreover, both staff and students have collaborated on various initiatives aimed at strengthening our sense of 'community' at Banded Peak. These efforts include the introduction of a Buddy System, enhancements to our House System, integration of several 'skills clubs,' organizing a Community Movie Night, and planning for our upcoming Winter Market.</p>	At present, no further modifications to our existing plan are required.
March 15	<p>At Banded Peak, staff members continue their collaboration with RVS Learning Specialists to implement PBIS. Our committee has collected feedback from various stakeholders, including students, parents, and staff. Using this input, we have focused on the values of 'respect', 'kindness', 'responsibility', and 'wellness' to be integrated into our Matrix. This project will be completed by May 2024.</p> <p>Furthermore, both staff and students at Banded Peak have prioritized the development of a strong school</p>	At present, no further modifications to our existing plan are required.

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	community and external ties this academic year. We've introduced several initiatives, such as 'Buddies', 'Buddy Fine Arts Day', 'House Assemblies', and 'Peer Coaching' (both academic and sports-focused).	
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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:

School Goal 1: How might we develop a framework for student conduct using the overarching ideals of belonging, mastery, generosity, and independence to implement PBIS with a minimum of 85% fidelity by the end of the next school year?

Data that informed this goal:

- People of all ways of living, cultures, identities, and backgrounds are appreciated, accepted, and valued at Banded Peak School as measured by a ranking of “Always” on the RVS Education Plan Survey with a score of 57.5%. This is an aggregate score of the parent, student, and staff responses.
- Banded Peak School is a welcoming, caring, respectful, and safe learning environment as measured by the Alberta Education Assurance Measure Results with a score of 88.6%.

Connection to the practice guide(s):

- **Inclusive Education Practice Guide** – This goal will allow us to develop a school culture where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community-at-large. This will also allow us to teach to diversity using universal strategies that address and meet the needs of all students and foster feelings of being a valued member of a community. (pp. 6 & 7)
- **Inclusive Education Practice Guide** – “Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum.” (p. 13)
- **Instruction and Assessment Practice Guide** – “We accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic and social learning opportunities for all. With a focus on diversity and differences, we ensure that students with all levels of need are fully engaged in our classrooms.” (p. 5)
- **Professional Learning Practice Guide** – “Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.” (p. 9)

Strategies:

- Use of class meeting circles to explore the concepts of belonging, mastery, generosity, and independence (core concepts) with students and staff and to gather data from students and staff to develop a common language around what the core concepts mean and what they should look like within our school.

- Work with a divisional PBIS specialist to fully develop and refine our framework.
- Share the language with students, parents, and guardians in multiple ways so that everyone understands the language and expectations and so they can consistently demonstrate the core concepts and behaviours that are expected.

Measures:

- By the first check-in, all staff members will have gathered classroom data in conjunction with their students of what belonging, mastery, independence, and generosity looks like within the classroom. This data will be used to develop a common language that can be shared out to and reinforced with students and staff.
- By the second check-in, have had PL (Professional Learning) with a divisional PBIS specialist to develop our PBIS framework to fully embed it in practice within the school.
- Completion of our first PBIS Tiered Fidelity Inventory by the end of the 2023-2024 school year.
- Alberta Education Assurance Survey Results – Overall student, parent, and teacher agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- Alberta Education Assurance Survey Results – Overall student, parent, and teacher agreement that learning environments are welcoming, caring, respectful, and safe.

Parents can:

- Reinforce the common language developed by the students and staff to support student learning and growth around the core concepts.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>Across multiple homerooms, 'sharing circles' or 'class meeting circles' have become a regular part of the daily routine. These sessions delve into themes such as 'belonging' and 'generosity.'</p> <p>At Banded Peak, our staff has been introduced to Positive Behavior Intervention and Strategies (PBIS) by RVS Learning Specialists. This introduction led to the establishment of a PBIS team, initiating the development of our PBIS Framework. We've also communicated this progress to the School Council, actively seeking feedback from families and community members.</p>	At present, no further modifications to our existing plan are required.
March 15	At Banded Peak, staff members continue their collaboration with RVS Learning Specialists to implement PBIS. Our committee has collected feedback from various stakeholders, including students, parents, and staff.	At present, no further modifications to our existing plan are required.

School Education Plan 2023/24

	<p>Using this input, we have focused on the values of 'respect', 'kindness', 'responsibility', and 'wellness' to be integrated into our Matrix. This project will be shared with School Council in April and will be completed by May 2024.</p>	
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School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan



School Council Chair signature on behalf of the parents and community of Banded Peak School.



Principal signature on behalf of students and teachers of Banded Peak School.