



Banded Peak 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

As we embark on another academic year, I am excited to share Banded Peak's School Education Plan, which aligns with RVS' Four-Year Education plan "Focus on the Future." Within this plan, Rocky View Schools has outlined three essential goals that guide our work: **advancing** student literacy and numeracy skills, **building** future-ready students, and **creating** inclusive, engaging, and healthy learning opportunities for all. At Banded Peak, we have embraced these goals and developed four targeted objectives to support our students' growth in these areas over the upcoming year.

Having successfully focused on reading in previous plans, this year we are targeting student **writing**. Writing is a vital skill that empowers students to communicate effectively and share their ideas with the world. As such, this year we aim to improve our students' writing processes to enhance their written expression. Students, across disciplines, will write every day to enhance volume and stamina and a variety of high yield strategies and tools for improvement will be used to inspire, replicate and teach craft moves aimed at building a student's writing skills.

We are committed to increasing our **students' perception of themselves as mathematicians**. It is crucial that our students recognize their potential in mathematics, develop confidence in their abilities and approach problem solving with flexible thinking and a toolbox of strategies to be successful. Increasing math engagement, embedded self-reflective practices and produce enhanced access to manipulative will facilitate ease and boost confidence in math.

At Banded Peak, our commitment to building future-ready students includes a strong emphasis on **cultural citizenship**. We are dedicated to increasing the number of authentic learning opportunities through partnerships with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons, and Elders during the 2024-25 school year. This approach signifies a meaningful shift from learning "about" First Nations, Métis, and Inuit peoples to learning "from" the rich perspectives and teachings of these communities. By engaging directly with Indigenous knowledge holders, we will deepen our students' cultural understanding and appreciation, fostering a sense of respect and responsibility towards the diverse narratives that shape our shared future. This initiative not only enhances teacher capacity in foundational knowledge but also equips our students with the skills and empathy necessary to thrive in a multicultural society.

Finally, we are dedicated to creating safe, positive, and **inclusive environments** for all students. This year, staff and students will begin to collaboratively design effective, consistent, and explicit teaching of our newly created P.E.A.K. (Protect Environments, Attitude, Kindness) matrix outlining positive and predictable school-wide expectations. Our goal in establishing routines around this matrix is to increase feelings of safety, belonging, and community across all grades and to further enhance existing community building practices. Additionally, we will continue to build teacher capacity to use high yield universal strategies to help ensure growth and personal success for all our diverse learners.

Working **together** as a school community is critical to our success, and we encourage our parents and guardians to work with us by engaging with your child in conversation about their learning; communicating and collaborating with your child's teacher; celebrating school events with us; and join our School Council. Together, we have the power to create a brighter future for our students.

Thank you for your ongoing support and commitment to this important work. I am excited to see the progress we will make as we strive for excellence in our learning community.

Sincerely,
Mrs. Jody Moore and Mr. Richard Dupre

School Profile

<p>Principal: Jody Moore</p> <p>Assistant Principal(s): Richard Dupre</p> <p>Website: https://bandedpeak.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: 267

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 learning needs.

Additionally, our school offers a variety of option classes and extra-curricular activities to help promote student engagement and foster a sense of community within the school. Our students can engage in creative learning endeavors such Google Hour, Construction, Game Play, Entrepreneurship, Sport Performance, Leadership, Active Living, Band, Outdoor Education, Study Block, Financial Literacy, and Art. 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, cross-country running club, Science Club, and Games Club to name a few.

Student Feedback from Spring 2024

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.

What do students think could be worked on or improved?

- 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 2024

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

- Banded Peak has a strong sense of school community and spirit that is inclusive of all. Teachers are amazing.
- The engagement and caring attitude the staff have with the kids. How the school uses its location to have the kids do learning outside (outdoor school week, Christmas concert and market outside, Terry fox run and walk a thon in the back 40, backpacking trips with the grade 7/8s, walking to the provincial park and walking to the skating rink and local business to learn).
- The outdoor leadership program, hikes and use of back 40 are engaging and keep students connected to their environment and active.
- Strong communication between staff and families.
- The large range of options and extra-curricular activities that are offered to the kids to enrich their school experience. The band program is exceptional.

What do parents think could be worked on or improved?

- More teacher support to facilitate differentiation for the higher end of the achievement spectrum.
- More French instruction for grades 4-8. We need a strong band teacher for next year.



RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	
Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment Grade 1-3	ANA	Grade 1 – 96% Grade 2 – 97% Grade 3 – 96%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	Grade 1 – 92% Grade 2 – 91% Grade 3 - Grade 4 – 86% Grade 5 - Grade 6 -
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3 and 7.	RVS Writing Assessment	Grade 3 – 89% Grade 7 – 56%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	30%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	83%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	82%

What does this data tell us is going well?

- Our literacy scores are strong in both reading and writing as are our gr 1-3 Numeracy assessment results.
- The percentage of students who have been absent less than 10% has increased by 12 % when comparing to 2023-24 results.
- Most of our students on IPP's are achieving their learning goals; although, there has been a slight decrease (4%) in this category over the past school year.

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

- Literacy assessment data indicates that students are weaker in writing in comparison to their reading skills. It also highlights a decrease in achievement as students age.
- The implementation of PBIS will continue to be an important area of focus for the 2024-25 school year.



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.	70%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	92% & 44%
The average score for relevance, rigor and effective learning time.	71%, 76% & 72%
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.	78% Purpose 88% Cultural 86% Health 80% Goal
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	11% Trade 62% College or University
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	80%, 64%, & 81%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	71%

What does our data indicate is going well?

- Student effort is high (grades 4-6)
- Many of our students plan to attend post-secondary education (grades 7 & 8)
- Our students consider their own general health to be good to excellent (grades 7 & 8)
- Our students are interested and motivated (grades 7 & 8)

What does our data tell us could be improved on?

- Improve positive learning climate. Teachers and students work together to establish common and consistent and predictable classroom expectations.
- Effective learning time – Teachers and students work together to efficiently use their time together in the classroom.
- Rigor – clear purpose and timely feedback

Alberta Education Assurance Measure Results

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	93.4	86.1	86.0	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	90.2	85.2	85.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	68.4	68.4	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	31.6	31.6	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.6	89.4	89.1	87.6	88.1	88.6	Very High	Improved	Excellent
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	93.7	88.6	86.7	84.0	84.7	85.4	n/a	Improved	n/a
Learning Supports	Access to Supports and Services	82.2	79.5	78.7	79.9	80.6	81.1	n/a	Maintained	n/a
	Parental Involvement	86.2	81.3	81.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and these school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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: Apr 27, 2024
Locked with Suppression for May 2024

Report Version 1.0
Data Current as of Mar 28, 2024

What does our data indicate is going well?

- Student learning engagement
- Citizenship
- Education quality
- Welcoming, caring, respectful and safe learning environments
- Access to supports and services
- Parental involvement

What does our data tell us could be improved on?

- As our school's data has continued to improve over the last 3 years, we should continue to find ways in the school to continue this trajectory. A focus for us will be enhancing universal strategies to support all learners in a differentiated and inclusive structure.

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: How might we improve our student's writing and use of craft moves within original texts by 10% over 3 years?

School Goal 1: Over 1 year, students will improve their writing process to support written expression by 3%.

Data that informed this goal:

RVS Writing Assessment – The data collected at grades 3 and 7 indicate that these literacy skills are weaker than reading at the same grade level. Additionally, it is noticed that student success in writing decreased as they aged. When reflecting on student writing, teachers identified the area of focus to be writing development layer of writing. This area includes a focus on how writers elaborate their ideas and increase writing output.

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)

- Rocky View School's Writing Continuum K-12 2024
- Rocky View School's Layers of Writing Video Five: Text structure and vocabulary

Inclusion Practice Guide: “identify effective instructional practices and assessments based on current strengths, talents and needs of students in each class and the overall learning community.” (p. 16)

- https://www.learnalberta.ca/content/eslapb/writing_samples.html

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)

- Rocky View School's Inclusive Practice Guide pg. 11, 13, and 14

Strategies:

- Introduction of all staff to RVS Writing Continuum and expectation for integration into practice for grades 3, 4, 7 and 8. RVS literacy specialists to support use of the continuum to drive instruction.
- Scaffolding of exemplars that support the RVS Writing Continuum that may be used as mentor texts for students to reference.

- Grade 5&6 team to attend the 180 Days PL offered by RVS. Book Study “180 Days: *Two Teachers and the Quest to Engage and Empower Adolescents*” Kittle & Gallagher. Share with staff re key learnings
- Incorporate writer’s notebooks in 5-8.
- Across all grades, students will write every day to enhance volume and stamina of writing. Leverage use of technological tools (Google Read/Write) to support all students.
- Explicitly teaching of tools to enhance brainstorming; manage ideas and information; write with style and voice. Teachers to use mentor texts to inspire, replicate and teach craft moves. Identify and use consistent terminology across all grade levels.
- Author Readings and celebrations – welcoming parents to provide authentic realtime feedback to their work.

Measures:

- 3 & 4 and 7 & 8 RVS writing assessments
- PATs
- Formative writing samples across all days
- Improvement in RTR learning outcomes associated with writer’s craft/written expression
- Number of (RVS) classroom and staff engagements with Learning Specialists supporting literacy initiatives.

Parents can:

- Encouraged to check power school and Google classroom regularly
- Encourage students to talk about their writing at home
- Engage shared reading of rich literature to promote the building of vocabulary and language
- Literacy Parent Night
- Showcase Celebrations of Learning (author celebration) by inviting parents to provide an authentic audience and opportunities for positive, constructive feedback.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Have met twice monthly as a literacy committee to discuss focus and next steps for staff as a whole • Janet - Grade 5/6 daily writing examples were shared at staff meeting (free writing/daily journal – linked to RVS’s layers of writing) 	<ul style="list-style-type: none"> • We adjusted our goal to 1 year instead of over 3 years. • We also ensured our data that informed the goal was also included in the end of year measures (RVS writing assessments for grade 3, 4, 7 and 8)

	<ul style="list-style-type: none"> • 2 staff members attending 180 days by Kelly Gallagher and Penny Kittle PL (resource) • Staff in grades k-8 using writers notebooks • Committee would like to distribute to all staff RVS Writing continuum, RVS layers of writing and layers of reading – connect with teachers assessment • Committee will work on sharing personal examples for January staff meeting as well as structure meaningful PL in March (booked/organized 90-minute block before winter break) 	
April 4	•	•

Outcome: Students are numerate and literate.

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

How Might We: How might we continue to improve students’ numerical literacy by 20% over three years?

<p>School Goal 2: By June 2025 our students’ perception of themselves as mathematicians will increase by 7% based on OurSchool survey data specifically created to measure this outcome.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • OurSchools survey data – Create specific survey questions regarding student perception as a mathematician, create baseline in November and retest in May. • Elk Island Catholic Schools Numeracy Assessment – Raw Data • Numeracy Screening Assessment
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • <u>Instruction and Assessment Practice Guide (pg 5):</u> “Developing a growth mindset.” • <u>Instruction and Assessment Practice Guide (pg 7):</u> Designing learning - “UDL, cross-curricular connections, circular learning, authentic tasks, technology, classroom set up.” • <u>Inclusive Education Practice Guide (pg 9):</u> Action towards inclusive education - “support learner differences, high expectations for learners, strength-based approach, build capacity, collaborate for success.”

- Inclusive Education Practice Guide (pg 10): Approach to mental health - “addressing barriers, sense of belonging, academic success.”
- Inclusive Education Practice Guide (pg 11): Working with parents - “professional learning, time, community engagement.”
- Professional Learning Practice Guide: (pg. 9) “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.”

Strategies:

Parent Communication:

- “Math Instruction/At Home” information nights
- Emails/newsletters identify current learning and what’s coming next
- Providing parents with resources to practice at home (games, etc.)

Self-reflection:

- component to summative assessments
- Google form (cross grade) to assess students self-perception as Math learners
- My Blueprint

Increasing Math Engagement:

- Teaching Math through games
- Problem of the week board
- Community math speakers
- Explore “Math Games Night” - Spring 2025?

Teaching strategies and supports:

- Continued use of Math manipulatives, Math Number talks
- Math mentors (classroom collaboration, extra-curricular, Math games)
- Cross curricular/Grade alignment (units, vocabulary)
- Authentic tasks to make real world connections

Measures:

- Elk Island Numeracy Assessment/Alberta Numeracy Assessment
- Our School Survey – Numeracy self-perception questions
- Google Form – once per term across grade levels

Parents can:

- Observe students’ improved self-confidence regarding Math learning

- Feel connected with Math communications
- Participate in various school-hosted experiences (ex. Winter Market, Taste of Banded Peak)

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•





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: How might we foster characteristics of cultural citizenship and appreciation within our students’ learning and interactions with others?

School Goal 1: To increase the number of authentic learning opportunities by 10% “from” RVS Indigenous learning specialists, Knowledge Keepers, cultural liaisons and Elders to build “staff and student capacity in First Nations, Metis and Inuit foundational knowledge, perspective and strength of diversity over the 2024-25 school year.

Data that informed this goal:

Completion of RVS Learning Reflection Tool – reviewed data regarding staff understandings with Cindy Stefanato and identified areas of need. Staff reflection survey

Increase knowledge keeper, cultural liaisons and elders visits from 23-24 baseline of 5 visits which will increase student exposure and perspective.

Connection to the practice guide(s):

Approach to Supporting Indigenous Education (Inclusion Practice Guide) - RVS recognizes Canada’s relationship with First Nations, Métis and Inuit peoples is a fractured one. We understand reconciliation can only be achieved by acknowledging the profound and long-term impact of colonization and residential schools and the loss of culture, identity and language through systemic discriminatory policies and practices. Recognizing the residual effects of inter-generational trauma on the brain, learning, mental health, and wellness, we are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action by fostering respectful, supportive, inclusive, and welcoming learning environments. By incorporating these practices, we will be supporting the inclusion of all.

Indigenous Ways of Knowing - (Instruction Assessment Practice Guide) - Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment. Educators are responsible to apply Foundational Knowledge of First Nations, Métis, and Inuit into their instructional design to support the learning experience of all students. The Leadership Quality Standard (LQS) and the Teaching Quality Standard (TQS) both highlight the importance of implementing Indigenous Ways of Knowing.

Strategies:

- Include RVS Indigenous learning specialists in BP Indigenous Education PLC.

- Build staff foundational knowledge in Indigenous learning by accessing RVS Indigenous learning team: Cindy Stefanato, Cam Crowchild, (liaison) and Val McDougall (learning specialists) and
- Dawn OneSpot, T'suut'inna Cultural Liaison, to work with T'suut'inna nation Indigenous students weekly focussing on relationship building and supporting academics.
- Staff PL supported by Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education by Jo Chrona as a resource.
- Embedded cultural planning time with each teacher.
- Gain the teachings associated with painting the tipi and then raising it in the spring.
- Host indigenous events supported by the RVS Indigenous Learning Branch and T'suut'inna nation members/Elders: Commun-I-tea, Tipi raising, Ribbon shirt/skirt making.
- Use approved procedures and tools to ensure authenticity of Indigenous texts. RVS Indigenous Learning; the Authentic Resource Evaluation Criteria in Wayi Wah! Pg 179;

Measures:

- Number of times that we host Indigenous events, invite elders to speak/work with students, and include RVS Indigenous Learning Specialists in to support programming.
- Compare reflection tool results year over year to identify growth as well as ongoing need.
- Tipi Raising occurs in the spring. As a part of the process, teachings are embedded from fall to raising.

Parents can:

- Participate in school-organized cultural activities
- Connect by sharing personal experience

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Wayi Wah Indigenous Pedagogies gifted to all staff. Initiation of book club and reading. • All staff have received the book. • First chapter read in preparation for Dec. 2 PL Day and discussion with Gretchen • Cindy Stefanato (Oct PLC): getting on the same page • Established plan for Tipi Raising • List of resources available through RVS • Communi-tea: gathering of Indigenous families to invite 	<ul style="list-style-type: none"> • Tipi painting and raising needs to be adjusted due to Cam no longer being with RVS • Spring Commun-i-tea: Feb 12 • Self-directed PL invitation to the Tsuu T'ina Nation Museum: March 31 • Wayi Wah Book Club plans: • Chapter 2 and 3 - January – breakfast meeting • Chapter 4 – February – staff meeting • Chapter 5 – March – self-directed day; meet at Tsuu Tina

	<p>discussion of challenges within school for Indigenous students, providing a way for families to connect and provide feedback to our school on ways become more inclusive.</p> <ul style="list-style-type: none"> • Smudge was a large part of the conversation • Survey feedback to inform decision making • Letter to families to thank them for their attendance and explain how we are moving forward as a school community • Second Communi-tea scheduled February 12 • Gretchen Riel (Nov PLC): resources available through RVS, relationship building with Tsuu Tina • December 2 PL – Gretchen Riel: Indigenous Storytelling (learning in a good way) • Resources for incorporating Indigenous pedagogies into classrooms. • Ribbon Skirt/Shirt Making Dates: March 19, April 16, May 21, June 18 4-6pm. 	<p>museum for tour and then go for lunch nearby to chat about book</p> <ul style="list-style-type: none"> • Chapter 6 – April – staff meeting • Chapter 7 & 8 – May – Walk in the Back 40 (Back 40 Walk and Talk)
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •





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: How might we continue to build understanding and support diversity among learners within inclusive environments?

School Goal 1: Over the year, staff and students will design effective, consistent and explicit teaching of school-wide expectations to create safe, positive, predictable inclusive environments that foster increased feelings of safety, belonging and community by 5%.

Data that informed this goal:

Assurance results under Learning Supports – specifically welcoming, caring, respectful and safe p 92-95. Notice Grade 7-8’s are significantly lower than our grade 4-6’s.

In the 2024 OurSCHOOL Survey, Banded Peak scored 6.4 in the Positive Learning Climate which is our lowest Driver of Student Outcome and is below the Canadian Norm.

All Drivers of Student Outcomes were marginally below Canadian Norms.

Tiered Fidelity Inventory score is currently 30%.

Connection to the practice guide(s):

- [Inclusive Education Practices Guide \(page 6\)](#) “Intentionally remove barriers”
- [Inclusive Education Practices Guide \(page 6\)](#) “Increased attendance”
- [Inclusive Education Practices Guide \(page 13\)](#): “Positive Behavioral Interventions and Supports (PBIS) is an evidence- based Multi-Tiered System of Supports framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.”
- [Instruction and Assessment Practice Guide \(page 4\)](#): “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.”
- [Professional Learning Practice Guide \(page 9\)](#): “High quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.”

Strategies:

- Effective and explicit teaching around PBIS’s clear expectations and language across classrooms: P.E.A.K. (Protect Environments, Attitude, Kindness). Utilize assets in the BP PBIS Google classroom to support this work as well as access PBIS learning coach, Jen Raitz.
- Increased PL for teachers/students around use of digital tools in classrooms to help remove barriers (Google Read/Write for vocab Chat GPT, AI)
- Highlight/share strategies across classrooms and disciplines for inclusion as well as access Divisional resources regarding high yield universal strategies from the practice guides or Teaching and Learning website.
- Organize and facilitate “Learning Walks” to share ideas/strategies and provide embedded opportunities for professional conversations and collaboration.
- Organize school-wide spirit events (pep-rallies, school wide kahoots, etc) to build culture and community
- Provide opportunities for student voice in school operations (for example, being included on School Council or taking over the weekly announcements)

Measures:

- Questions related to the Positive Student Climate driver of the OurSCHOOL Survey.
- Questions within the Learning Supports section, specifically the welcoming, caring, respectful and safe segment of the Assurance survey
- Attendance records
- Reports of anxiety to administration / CDA / Learning support
- PBIS tiered fidelity inventory survey
- Number of school-wide spirit events

Parents can:

- Attend school events when possible (Peek at the Peak, Parent-teacher conferences, athletic events, arts performances, etc.
- Support their students by taking an active role in communication between school and home (classroom emails/updates; Grizzly Gazette; PowerSchool)

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Monthly PBIS meetings continue. Focus on completing Matrix. • Matrix draft to be shared with Staff in January. • Google Read/Write PL provided to gr 5/6 team and planned for gr 7/8 team. • Acknowledge and education about diverse cultures through weekly announcements 	<ul style="list-style-type: none"> • Adjustment made to overall goal to reflect one year instead of three.

April 4	•	•
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School Council Review

Presentation of School Education Plan October 16, 2024

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



Principal signature on behalf of students and teachers of Banded Peak

