



School Education Plan & Results

WORKING TOGETHER TO HELP EVERY STUDENT LEARN AND EXCEL

Bonnyville Centralized High School 2023 - 2024



Jan 19 2024

School Administration:

Mark Centazzo: Principal

Michael Straile: Assistant Principal

School Education Plan & Results

I. School Mission/Vision/Values

Collaboratively providing an environment conducive to excellence in student learning and responsibility

II. School Education Plan Development

Briefly outline the process of development of the School Education Plan include reference to school staff, school council / community, and students if applicable.

We developed our school plan in cooperation from the following groups. Presentations and conversations were the main ways information was communicated and gathered

Stakeholder Group #1 Teachers and Support Staff

- Presentation of Summary of AERR (pending release of document)
- Staff Meeting Collaboration Sessions October / February / March
-

Stakeholder Group #2 Students

- Input from Student Voice Group Members
- AERR Data student results
- Sharing sessions with students with their classroom teachers (Health and Wellness focus)

Stakeholder Group #3 School Council

- Presentation of DRAFT plan at School Council Meeting in Sept 2019
- Feedback will be received and adjusted as necessary
- Presentation of completed School Plan October 2019

Stakeholder Group #4 Central Office Learning Team

- Goal setting and Follow-up Colt visits

III. School Improvement Priorities

NLPS Priority #1: Northern Lights Public Schools will Improve the Mental Health and Wellness of Students

NLPS Priority #2: Northern Lights Public Schools will Improve the Numeracy Skills of Students

School Improvement Priority #1 BCCHS will Improve the Mental Health and Wellness of Students
<p>Measurement Tool(s)</p> <ul style="list-style-type: none">• School Generated Surveys (possibly reformatted version 9 more user friendly)• NLPS Generated Survey TTFM• Assurance Survey April 2021, 2022• NLPS Mental Health Survey• Weekly Assessment Tracking Data by Teachers ensuring that students are not overassessed in any one week or day.
<p>Measurement Target(s)</p> <ul style="list-style-type: none">• BCCHS would like to see an increase in student confidence so they can emotionally regulate themselves• <i>Use the NLPS survey to create some baseline data which will guide us in future plan development (ASAP - possibly staff doing it on first PD Tuesday)</i>• 90% of the time students will write one assessment a day - increased communication and collaboration by staff to accommodate and not overload students• Increase in student self regulation utilizing strategies and skills taught by SAC resulting in the ability of the SAC to focus on more complex issues
<p>Strategies</p> <p><u>Strategies to enhance <i>Universal Supports</i> for Health and Wellness</u></p> <ul style="list-style-type: none">• breakfast program / food security funding• Students will be greeted and welcomed to school everyday.• SAC will assist teachers with coping skills activities/resources to cover and use with all students as needed• Monthly 'CRM' meetings or more often as needs demand (admin , SAC, SST and Teachers as needed)• Staff CRM meetings to identify any students possibly slipping or at risk (October/March)• Use the School Student Leadership team to organize events for the student body.• Promote Physical Health, Healthy Eating and adequate sleep (limit unhealthy choices in the cafe)

- Teachers can help students be aware of their digital citizenship through modeling and conversation
- Access cultural resources ex. First Nations Floor Map, Indigenous day activities..
- Staff PD training - required modules: Hour Zero & Public Works (online training), and CPR / AED / Naloxone- awareness
- Further develop a relationship with the Bellamy Foundation for Arts to build a sense of belonging and prodigy of talent among students, to promote skills and success, and possible progression to post secondary through MacEwan University scholarships.
- Continue to offer a Grade 9 outdoor experience class to replace traditional PE.
- Develop the senior high outdoor experience and solidify the partnership with the School Division in Canmore. We will market this as a marquis program for BCHS.
- PBIS - Positive Behaviour Supports - Pyramid of interventions
 - Kindness, Integrity, Responsibility, Respect
- Guest speakers on health and wellness - Sept Skyler Harp
- Continue hosting the BCHS Christmas dinner
- Post/share more mental health support in building
- cContinue connections with Bonnyville area schools (need a new plan on how to do this)
 - bring grade 8s out canoeing for a day to being building relationships with feeder schools

Strategies to enhance Targeted Support for Health and Wellness :

- *Investigate which groups of students are the most anxious. In 2019, 35% of our students report being anxious. We need to investigate which students are most stressed and why. Developing a profile for students in particular groups may provide us with better information to plan for in year 2 of this plan*
 - *this needs to be reviewed and rewritten*
 - *grade 9 health talking about wellness, mental health, stressors, etc.*
 - *SAC assistance in this area - presentations for grade 9 PE*
- Use of a voluntary homework room with specific teacher support where students can access teachers and get help with specific needs or curricular questions.
 - bring back homework room when staff are available
- Monthly 'CRM' meetings or more often as needs demand (admin , SAC, SST and Teachers as needed)
- Additional noon hour activities for students (ex. Intramurals, Karaoke, debate club, chess club, Math & Science tutorials, fitness/ workout, GSA, SASS, Music in the Hub - Juke Box...)

- Sensory room
- Student leadership - look into vending machine + Roadrunner Cafe snacks - healthier options
- Community Helpers - use of, continued use of, and training of community helpers (led by SAC)

Strategies to enhance *Individual Support* for Health and Wellness: :

- One on One SAC meetings and appointments serve as preventative measure as well as treatment and triage
- Food and Lunch supports hungry kids through grants and donations available. These students usually self identify with our SAC or other trusted members of staff.
- Creation and maintenance of student IPPs by teachers and monitored by the SST in conjunction with the SAC.
- Jordan's Principle funding request
- Success in Schools plans for students
- IPP/ISP specifics

Resources

- The Student Advocacy Counselor (SAC) will be instrumental in managing the day to day needs of our students who require mental wellness assistance.
- The SST will be instrumental in helping manage the programming for students with specific needs.
- Learning Coaches, SFSK, will be accessed when needs arise for students and staff.
- Food security grant/funding
- Sub Days potentially to conduct some collaborative meetings
- Peace Officer, RCMP and other outside agencies will be accessed and welcomed as we try to meet the needs of our students. A positive presence can be helpful.
- TeenMentalhealth.org
- The Hive
- Utilize BCHS fitness area and program in New BCHS - fitness and physical activity can be directly related to health and wellness
- Post secondary contacts - Portage, Lakeland, AU, UofA, MacEwan, etc... to assist in the clarity of future programs . This is a possible reducer of anxiety.
- [Working Together to Support Mental Health In Alberta Schools](#)
- Transitions to adulthood website

Timeline

- Monthly (September - June) CRM Team meetings (BCHS Admin , SAC & SST) to help address the needs of students who demonstrate the need.
- Monthly (September - June) -Student events days - intent is to build and maintain a sense of school community.
- September IPP day - conversations re: supports by staff and with parents
- Continue to develop the relationship with the Bellamy Foundation and Grant Macewan College and assist in the development of a co-use arrangement and the development of the Theatre at BCHS.

- December - January - develop an exam schedule that will minimize the number of assessments in one day for students.
- Mental Health Week May

- May / June - Visit feeder schools to have discussions to plan for those students who may require extra consideration and have higher needs

2021-22 Results

- NLPS Mental health survey data 2022 - See page 5 & 6
- May 2020 AERR data 89.4 % of respondents indicated that BCHS is a Safe and Caring school. This number is up from 79.4% 2018

- Provincial Assurance Survey 2022 TBD
- Attendance and student involvement in noon hour activities, and student groups such as D&D, Magic, Homework Room, DEHR, and other clubs

2021-22 Comments

School Improvement Priority #2: BCHS will Improve the Numeracy Skills of Students

Measurement Tool(s)

- PAT Results from 2017- 2019 will be kept as a baseline (see page 18)
- PAT exams results
- Enrollment Numbers in Junior High math and High School level math classes and success numbers (students passing)
- BCHS local common final assessments 10-12
 - Teacher collaboration to make sure we're on the same page with assessments
 - Grade 9 finals worth 20%
 - Grade 10-12 30% for final exams
- look into HEB stats to track grade 6 PAT ...relate to 9 PAT ?
- Common assessments

Measurement Target(s)

- Use this years PAT results (acceptable and Excellence) as a baseline
- track students passing Math 20-3 and 20-4 by success rate

Strategies

Strategies to enhance *Universal Support* for Numeracy

- Consider a time table that includes Ability Based Math programming; accelerated math 9, full year grade 9 math classes, KE progressive, as support for Math 10C
- Track the students who took math 15 2021/2022? (if data is available)
 - possibly redeploy this course in future based on request/need
- Programming discussion with students and parents regarding courses needed, related to post secondary plans .
- All our teachers positively speak about numeracy learning.
- All teachers will emphasize numeracy in classes where appropriate
- Communicate to our students that we are there to support them in their journey as they learn new skills in numeracy
- Purchase appropriate manipulatives, (eg. calculators so that on Day 1 the teachers and students have what they need).
- Use the Grade 9 Common assessments and refine them with input from current teachers across the Division if possible.
- Provide opportunities for staff to collaboratively plan together (try to accommodate through sub budget or at no sub costs times) (consider staff reaching out to other professionals with similar assignment)
- Utilization of System PD days (both system and school level)
- Explore the possibilities for team teaching between Math & Science teachers.
- Access Learning Coaches to assist Teachers with Numeracy where possible
- fundamental grade 9 math focus for first part of year to assist - could lead to course changes
- invest in more board games logic and strategy games (possible grant) for lunch activities engage kids with more games/ strategy problems, brain activities
- more parent communication re math requirements and streaming

math help session scheduled 1/wk room with a math teachers TBA

possibility of Math & Science tutorials

- Add Physics sessions
- Add chem sessions

Strategies to enhance *Targeted Support* for Numeracy

- Provide a K&E program that is flexible enough to meet the needs of a diverse group of students schedule along with 14/24 classes same time when schedule has the flexibility if possible
- Emphasize the use of ongoing formative assessment to help guide instruction to address any learning gaps

- Use of EA's to work with individuals and small groups when appropriate
- start voice recorded exams for 'accommodations' (EA voices for non PAT PDE assessments)

Strategies to enhance Individual Support for Numeracy

- Possible events related to numeracy (on a class by class or student basis)
- World math day https://en.wikipedia.org/wiki/World_Maths_Day
- Pi (3.14) day https://en.wikipedia.org/wiki/Pi_Day
- Alberta High School Math Competition <https://www.ualberta.ca/mathematical-and-statistical-sciences/outreach/alberta-high-school-math-competition/index.html>
- Math Challenges <https://science.ucalgary.ca/mathematics-statistics/engagement/educational-outreach/other-math-contests-and-activities>

Resources

- Learning Coaches if available and applicable for Sr. high
- Common assessments
- Will need to provide sub time and organize locations for collaborative planning specifically in the area of numeracy
- Manipulatives (acquire more if within the budget)
- Possible release time as budget will allow
- Parent Advisory Council funds used to help support students through fundraising for equipment and resources (ex. TI84 calculators for student use in class, sports and fitness equipment, high end art equipment, ..needs and items submitted by staff throughout the year.)

Timeline

- Identify numeracy PD with Staff in September
- Grade 9 common assessments for Math - ongoing as appropriate
- Programming discussions regarding math pathway September and January, April/May
- *AB H.S Math Competition November, , second round TBA*
- *Pi day March,*
- *World Math day May,*

2020-21 Results

- 2019 results Math

	# Students	Prov Acceptable	BCHS	Prov Excellence	BCHS
o Math 9	80	58	42	18	10
o Math 30-1	18	77	92.3	34	23
o Math 30-2	26	75	78.3	16	13
- Current Math Enrollment 2020 -2021

o Accelerated Math 9,	21
o Math 10 C,	58
o Math 10-3	23

- o Math 20-1, 28 Math 20-2, 11 Math 20-3 36
- o Math 30-1, 25 Math 30-2, 22 Math 30-3 na
- o Math 31, 14
- o *Physics 20, 15 Physics 30, 12*
- Preliminary Math Course Requests (May 2021) for 2021-2022
 - o Accelerated Math 9, *TBA*
 - o Math 10 C, 22 Math 10-3 24
 - o Math 20-1, 32 Math 20-2, 18 Math 20-3 20
 - o Math 30-1, 23 Math 30-2, 11 Math 30-3 na
 - o Math 31, 11
 - o *Physics 20, 19 Physics 30, 13*

2022 NLPS Mental Health Survey (Division Level)

NLPS has identified several highlights from the surveys completed by students and parents/guardians including:

Over 96% of Kindergarten to Grade 2 students agreed that their teacher wants them to do their best

Over 85% of Grade 7 to 12 students agree or strongly agree that they are hopeful about their future

Students seem to be able to control their worrying and they do not feel afraid, as if something awful might happen

Over 87% of students in grades 3 to 12 agreed or strongly agreed that they have a safe adult they can talk to at home

Over 80% of parents agreed or strongly agreed that their child's school is a welcoming place to be.

79% of parents indicated their child is hopeful about their future.

Several areas of concern have also been identified:

Over 25% of students in grades 3 to 12 indicated that they did not know what to do to try and manage their feelings when they are upset. Only 60% of parents indicated that their child knows what they can do to try and handle their feelings when they are upset.

Over 25% of students indicated they don't feel that a lot of things about them are good.

Approximately 20% of students in grades 3 to 12 students reported that in the two months prior to the survey, they struggled with feeling nervous, anxious or on edge, or with becoming easily annoyed or irritable.

37% of students in grades 3 to 12 either disagree or strongly disagree that they can talk to an adult at school about their problems. Only 54% of parents felt their child could talk to an adult at school about their problems.

29% of students in grades 3 to 12 either disagree or strongly disagree that they belong in their school community. Some parents and guardians also indicated that their children do not feel a sense of belonging at school and that they don't feel students at their child's school care about each other.

Over 48% of students in grades 7 to 12 disagree or strongly disagree that they are engaged and interested in daily activities.

Some parents indicated that they did not know if their child had opportunities to learn about mental health, is taught skills and knowledge to maintain mental health, or have access to mental health resources at school.

Very few parents indicated they would feel comfortable explaining to others what mental health services or supports are available in their school or community.

Almost half of the parents surveyed indicated they had tried to access outside services and supports since 2020, including therapists (64%), psychologists (52%), and psychiatrists (32%)

Parents indicated the greatest barriers to accessing supports for their children are that the services aren't available locally (50%), long waiting lists (51%) and cost (37%).

IV. Professional Learning Plan

Outline the school professional learning plan to assist with the implementation of the strategies for each improvement priority. Please include information on the resources required (including budget), timelines, participants (not individual names) and other pertinent information.

Our schools professional development plan has three main areas:
3 areas: is there specific training in Numeracy & Mental Wellness? & Operational (ex. First Aid, NVCI, bus drivers license,

- 1) Generative Dialogue conversations with teachers following admin observations. Each administrator will visit classrooms with what teachers wanted us to watch for in mind as well as good instructional environments.. In collaboration with the teachers specific areas of observation will be observed and through generative dialogue we will continue to grow in the area of instruction.
- 2) Collaborative PD . (requested by several staff during TPGP meetings. Possible within the school, within the Divisions and outside the Division.

- 3) We hope to support our teachers in this area by supplying release time or collaboration opportunities with other teachers of similar assignment when fiscally possible.
- 4) PGP's - and supports for PD - Individual meetings are being had with teachers regarding their professional development. Possible personal professional development strategies and resources are discussed in order to help teachers progress. During these meetings discussions also happen regarding "what we are doing to keep student mental wellness and student numeracy skills at the forefront".
- 5) Utilization of the NLPS PD days throughout the year to address both School Plan objectives as well as individual teacher PD goals.

V. **Communication Plan**

Outline a plan on how the school will communicate the School Education Plan, as well as progress, to staff, parents, students (if applicable) and other stakeholders.

Ongoing Communication

Daily:

School wide announcements slideshow emphasizing highlights, general information and upcoming events, BCHS TV

Monthly:

Grad Meeting
School Council Meeting
Staff Meeting / PD Tuesday

School wide Assemblies for local initiatives, provincial occasions, and national events (on hold due to COVID)

Extra curricular Bulletin Boards:

House Leagues
Sports teams
Graduation Info ongoing
Staff Bulletin Boards

Parent /Students Handbook:

updated yearly and available online

Attendance:

Automated call outs and text messages are sent out for any unexcused student absence.

Parents can use the Parent Portal for PowerSchool and enter attendance online, and they can call the school to report an absence for their child.

School website: <https://www.bonnyvillecentralizedhigh.co/home/news>

Facebook: Our facebook page can be searched for by using

@BCHSRoadrunners <https://www.facebook.com/174484775938549>

Appropriate staff members complete 'Focus on Privacy' Training
Develop schedule for regular updates/focus areas that highlight school goals and activities

Twitter - On hold- Training may be required.

E-mail - bchs@nlsd.ab.ca The school can be emailed through the website "Contact Us"

Google Classroom:

All teachers utilize Google Classroom to post current work for students who may be away for any reason.

Staff members:

All staff reach out to parents via phone, and email, as well as inform parents through parent teacher interviews.

School messenger:

The school uses school messenger to send communication to groups and the entire school population as needed. (staff training may be needed)

Division Engage NLPS:

Northern Lights Public Schools provides stakeholders with meaningful opportunities to provide input on a variety of different topics and issues. This includes opportunities to provide input on the division school calendar, policies and procedures, and other areas where the Board and NLPS administration want to hear from students, parents/guardians, staff, and our communities.

Promote all of these avenues for communication and feedback at monthly School Council meetings and newsletters.

MONTHLY

- **August**
 - Planning for BCHS Reentry / Grand Opening
- **September**
 - BCHS Grand Opening
 - Meet the teacher
 - School Education Plan
 - School Council Meeting (organizational meeting)
 - IPP Creation meetings
 - Grad meeting
 - Staff Meeting / PD Tuesday
- **October**
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday
- **November**
 - Parent-Teacher Interview Night
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday
- **December**
 - Grad Meeting
 - IPP Reviews
 - Staff Meeting / PD Tuesday
- **January**
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday
- **February**
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday

- **March**
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday
 - School Plan Review / Submission TBA
- **April**
 - Grad Meeting
 - Parent-Teacher Interview Night
 - School Council Meeting
 - Staff Meeting / PD Tuesday
- **May**
 - Grad Meeting
 - School Council Meeting
 - Staff Meeting / PD Tuesday
- **June**
 - Grad Meeting
 - IPP Transition meetings
 - Staff Meeting / PD Tuesday

VI. Monitoring Calendar

Outline the steps the school will undertake to monitor progress of the School Education Plan throughout the school year. PGP meetings and any training.

August

- Planning for the BCHS Homecoming / Grand Opening
- Final adjustments - teacher / students schedule.
- TPGP meetings and collaborative discussions
- Staff meeting / PD Tuesday
- Activity and good news posts on website and Social Media
- Adjustment to the school safety plans will be addressed as we re-enter our own building after the renovations.

September

- BCHS Homecoming/ Grande opening ?? Sept 1
- Practice of our BCHS evacuation and Lockdown procedures.
- Finalization of school plan after Staff and Parent Council Input (Signed)
- Use of coping strategies in gr 9
- Staff meeting / PD Tuesday
- Grad meeting
- First Aid Training for staff ...

- Activity and good news posts on website and Social Media

October

- Parent Advisory Council meeting
- Use of coping strategies in gr 9
- Staff meeting reminder of Gaol emphasis in classes
- Staff meeting / PD Tuesday
- Grad meeting
- Activity and good news posts on website and Social Media

November

- Staff review or Goals & Strategies
- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Staff meeting / PD Tuesday
- Grad meeting
- Activity and good news posts on website and Social Media

December

- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Staff meeting / PD Tuesday
- Grad meeting
- Activity and good news posts on website and Social Media

January

- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Staff meeting / PD Tuesday
- Grad meeting
- Activity and good news posts on website and Social Media

February

- Staff review of Goals & Strategies
- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Grad meeting
- Staff meeting / PD Tuesday

March

- World math day https://en.wikipedia.org/wiki/World_Maths_Day
- Pi day (3.14)
- Use of coping strategies in gr 9
- Staff meeting / PD Tuesday

April

- Prep and Planning for School PLaN 2022 -2023
- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Grad meeting
- Staff meeting / PD Tuesday

May

- UK National Numeracy day
<https://www.twinkl.co/event/national-numeracy-day-2021>
- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Grad meeting
- Staff meeting / PD Tuesday

June

- Use of coping strategies in gr 9
- Parent Advisory Council meeting
- Staff meeting / PD Tuesday

VII. Data 2023

BCHS 2023									
Gr. 12 course	# Students	Acc SCH %	Acc DIP %	Acc Prov	Acc Prov Dip	Ex SCH %	Ex DIP	Ex Prov	Ex Prov DIP
ELA 30-1	22	90.9	95.5	98.8	86.1	27.3	4.5	42.6	10.5
ELA 30-2	25	100	100	95.7	86	12	20	16.3	12.6
SOC 30-1	30	100	93.3	99.2	85.4	36.7	3.3	49.9	17.4
SOC 30-2 jun	7	71.4	71.5	96.4	79.1	0	0	21.7	12.6
SOC 30-2 jan	22	95.5	100	95.8	65.4	0	0	16.1	11.1
BIO 30	24	95.8	87.5	97	83.5	54.2	4.2	52.8	34
CHEM 30	17	82.4	70.6	97.3	82.3	17.6	11.8	55.7	38.2
PHYSICS 30	12	100	66.7	98.2	82.2	33.3	0	60.5	40
SCIENCE 30	0	/	/	/	/	/	/	/	/
MATH 30-1	30	100	50	96.4	54.5	46	6.7	28.1	28.1
MATH 30-2	10	100	100	93.5	68.3	10	0	28.6	13.4

BCHS 2023

Gr. 9 Course	% students writing	% acceptable	Prov % accept	% excellence	Prov % excel	% below acceptable
ELA	77	72.4	71.4	4.6	13.4	16.1
KE ELA	7	42.9	50.2	0	5.7	7.1
Math	78	51.2	53.3	10.7	13	41.7
KE Math	9	47.1	52.7	5.9	11.4	5.9
Science	76	63.6	65.5	13.6	20.1	22.7
KE Science	6	33.3	53.1	0	11.1	16.7
Social	83	52.8	57.6	4.5	15.9	40.4
KE Social	9	33	49.7	0	10.6	41.7

VIII. Data 2022

Gr. 9 Course	% students writing	% acceptable	% excellence	% below acceptable
ELA	85	60	4.3	26
KE ELA	82	55	0	28
Math	90	33	4.3	57
KE Math	80	40	0	40
Science	88	63	17	25
KE Science	91	55	9	36
Social	89	53	14	36
KE Social	82	36	0	46

Gr. 12 course	# Students	Acc SCH %	Acc DIP %	Acc Prov	Acc Prov Dip	Ex SCH %	Ex DIP	Ex Prov	Ex Prov DIP
ELA 30-1	29	96.6	86.2	98.2	78.8	31	3.4	44.6	9.4
ELA 30-2	2	100	**	97	80	0	**	20	12
SOC 30-1	0	/	/	/	/	/	/	/	/
SOC 30-2	29	100	48.3	97	72.5	3.4	0	24	13.2
BIO 30	22	91	68.2	97	74.3	46	13.6	51	25.2
PHYSICS 30	9	100	88.9	98	78.5	89	33.3	64	34.6
SCIENCE 30	4	100	**	96.5	75.7	0	**	37	17.2
MATH 30-1	1	100	**	95	63.3	100	**	52	23
MATH 30-2	0	/	/	/	/	/	/	/	/

IX. Historical Data Sets

Subject	17-18				18-19			
	Acceptable Province	Acceptable BCHS	Excellence Province	Excellence BCHS	Acceptable Province	Acceptable BCHS	Excellence Province	Excellence BCHS
LA 9	76.1	77.8	14.4	12.2	75.1	70.6	14.7	7.4
SS 9	66	75.3	21.6	19.1	68	79.4	20.4	20.6
Sci 9	75.6	87.8	24.4	25.6	74.4	76.8	26.3	20.3
Math 9 (80)	58	56.7	14.5	7.8	58	42	18	10
Math 30-1(18)	77.6	62.5	35	25	77.3	92.3	34	23
Math 30-2 (26)	71.3	88.9	14.7	27.8	75.1	78.3	16	13
Physics 30 (10)	87.1	100	43.5	40	87.3	100	43.3	62.5

Measure Category	Measure	Bonnyville Centralized High			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	79.4	82.4	89.4	89.0	89.2	Very High	Improved	Excellent
	Program of Studies	86.8	78.6	82.6	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	88.6	77.6	80.1	90.3	90.2	90.1	High	Improved	Good
	Drop Out Rate	0.7	1.4	1.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	85.5	80.2	82.4	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.9	72.9	69.2	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	14.1	14.9	12.7	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.3	83.3	80.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	10.5	17.5	10.3	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	38.0	42.5	43.0	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.3	46.9	50.9	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	82.0	80.6	80.8	80.1	59.0	58.5	High	Maintained	Good
	Work Preparation	100.0	57.7	70.9	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
Parental Involvement	Citizenship	83.3	75.9	75.2	83.3	82.9	83.2	Very High	Improved	Excellent
	Parental Involvement	98.8	72.1	81.7	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	81.1	68.5	72.7	81.5	81.0	80.9	Very High	Improved	Excellent

X. Endorsement

As the representative of the School Council at this school, I hereby give my endorsement to this School Education Plan for the school year. I hereby acknowledge that the School Council has had the opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date .