



Ralph McCall School

# School Education Plan 2024/25



April 2025

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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

"One for all and all for one!" This phrase is the motto at Ralph McCall School. It speaks to the community at the school. That community is evident in so many ways - in strong teacher collaboration, in cross-grade reading buddies, in mentors from a local high school spending time with Ralph McCall students, in a highly committed group of parents, and more!

The goals for the 2024-25 school year will continue the work from the previous school year. In May, June, and in August, staff, parents, and students had opportunities to reflect on what was going well, what we need to continue working on, and what the priority areas are for the coming school year. Through surveys, assessment data and analysis, conversations with Parent Council, student focus groups, and staff input during organizational days, we celebrated the progress that was made and identified the next steps for the coming school year. The goals from last year's education plan were examined closely. In collaboration with parents and staff, they were fine-tuned to be relevant, support improvement, and be achievable. The updated school goals align with the division's four-year plan and target the overarching goals of advancing students' numeracy and literacy skills, building future ready students, and creating inclusive, engaging, healthy learning opportunities for all students.

We will continue to strive towards increasing the percentage of students who are demonstrating numeracy and literacy skills at grade level. We will continue to work on building future ready students through intentional focus on the Alberta Education competencies, and we will take the next steps in our work in Positive Behavioural Interventions and Supports (PBIS) to nurture an engaging and inclusive learning environment.

When parents, staff, students, and community work together, great things can happen at Ralph McCall in 2024-25!

*Elisa Kover*

Elisa Korver  
Principal

*Lisa Guy*

Lisa Guy  
Assistant Principal



## School Profile

<p><b>Principal:</b> Elisa Korver</p> <p><b>Assistant Principal(s):</b> Lisa Guy</p> <p><b>Website:</b> <a href="https://ralphmccall.rockyview.ab.ca/">https://ralphmccall.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Valuing all learners, we welcome all children in a safe and supportive environment where learning is engaging, meaningful, innovative, creative and fun.</p> <p><b>Vision/Purpose/Beliefs:</b> To create an engaging, supportive and dynamic community that inspires a love of learning.</p>
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**Total Number of Students:** 555

**Grades Served:** K - 4

**Total Number of:**

- Classroom Teachers: 24
- Learning Support Teachers: 2
- Learning Assistants: 10
- CDA: 1
- Learning Commons Facilitator: 1
- Office staff: 2
- Caretaking staff: 3

## School Diversity Profile

As with all Rocky View Schools, Ralph McCall School reflects a rich and diverse learning community.

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

English as an Additional Language learners represent 14 per cent of our school population. The most common first languages for these students are Urdu, Punjabi, and Hindi.

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

Additionally, our school offers opportunities for students to develop in music through music classes and grade level concerts. Students also focus on physical and mental health through intramurals, Jays at Bat, Kimochis programs, and guest instructors with Stepping Stones for Mental Health.

## Student Feedback from Spring 2024

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

- Lots of friends at school
- Separate recesses with only two grades outside at a time
- Access to Learning Support and CDA
- Like the new 'Welcome' slips (rather than 'Late Slips')
- We learn lots of things and learning is fun
- Liked learning math and reading games in the library.
- Liked when we were in groups and used the white boards in the library (Thinking Classroom)
- All the activities we get to do. Some that were mentioned: Mission Impossible, various PE activities, field trips, chicks, Terry Fox run, Indigenous stories outside, reading with our buddies, concerts
- We have lots of books!

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

- Need more things to do outside at recess (some common themes: balls, slides, swings, gaga ball pit/games)
- Want more language opportunities; Students identified wanting to learn French in particular.
- Options in Grade 4 – baking was mentioned specifically
- Announce student birthdays every day
- Make the school bigger so there is more room
- Need earlier snack time because too hungry to learn
- Teach how to behave on the bus; want bus drivers that deal with problems and not ignore them
- Need a special gym teacher who is really good at teaching PE
- Learning environment comments such as class is noisy, classroom is too dark/bright, students don't listen, room is too hot, too many students in our class, lunch time is noisy

## Parent Feedback from Spring 2024

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

- Staggered Entry was positive and support doing it again for the fall.
- New website is much better. Parents like the link emailed to the bi-weekly newsletter and feel access to school information is improved.
- Positive impressions about literacy and numeracy focus and student progress

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

- While staggered entry was good, try to better balance the number of students on each day.
- MyBluePrint and PowerSchool continue to be challenging for parents. It was particularly noted that PowerSchool is hard to use with a mobile device.
- Some parents expressed concern around bullying behaviours, and whether PBIS will address this.



## RVS Assurance Results

	Data Source	Results as of Spring 2024
<b>EICS Assessment Grade 4 (Does not require attention)</b>	EICS Math Assessment Sept 2024	57.1%
<b>Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment Grade 1-3</b>	ANA	75.6%
<b>Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.</b>	BAS	52.0%
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3.</b>	RVS Writing Assessment	43.4%
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	82%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	55.2%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	74.6%

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

- PBIS is an area of continued growth and success.
- Attendance is slightly improved compared to the previous school year (51.2%).
- More students are achieving the IPP learning goals compared to the previous year (69%).

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

- The percentage of students in Grades 1-4 reading at or above grade level is about the same as the previous year.
- Less than half of Grade 3 students are writing at grade level.
- Some minimal improvement in numeracy for Grades 1-3 was noted on the Alberta Numeracy Assessment (72.8% in 2022-23) but no improvement for the Grade 4 students who were assessed using the MIPI assessment.



## Our SCHOOL 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.	79%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	53%
The average score for relevance, rigor and effective learning time.	7.2
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.	79%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.3
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	63%

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

- Students generally find their schoolwork interesting and are motivated to make the effort to do well.
- On examination of individual outcomes, students report a high level of cultural awareness (82%) and making time for activities they enjoy (90%).

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

- The data indicates the students struggle with controlling their emotions and behaviour.
- Compared to the Canadian norm, Ralph McCall students have less confidence that school is useful or that it has a strong bearing on their future.

## Alberta Education Assurance Measure Results

Assurance Domain	Measure	Ralph McCall 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	79.0	85.0	85.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	76.6	82.7	82.9	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	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
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.9	92.0	93.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	85.6	87.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	70.8	74.6	74.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.5	73.1	74.6	79.5	79.1	78.9	Low	Maintained	Issue
<b>What does our data indicate is going well?</b> <ul style="list-style-type: none"> <li>Parents continue to feel that the quality of education is very high.</li> <li>Parents agree or strongly agree that the skills students are learning are useful in literacy (92%) and numeracy (100%).</li> </ul>										
<b>What does our data tell us could be improved on?</b> <ul style="list-style-type: none"> <li>As in previous years, parental involvement is an area for improvement. Upon closer examination, parents feel this area improved in 2023-24, but teachers scored it lower than previously.</li> <li>Parents and Students feel that citizenship is high. Teachers, however, feel that this area has declined and is an area for improvement.</li> </ul>										

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**How Might We:** How might we achieve 60% of students in each grade level demonstrating grade-level competency in numeracy and literacy by June 2027?

**School Goal 1:** By June 2025, the percentage of students demonstrating grade-level skills in reading will be at least 55% for all grades and 50% for writing in Grades 3 and 4.

### Data that informed this goal:

Percentage of students in each grade that demonstrated grade-level reading skills on the BAS assessment in June 2024.

- Grade 1 – 47.8%
- Grade 2 – 52.7%
- Grade 3 – 64.9%
- Grade 4 – 56.4%

Percentage of in Grade 3 that demonstrated grade-level writing skills on the writing assessment in Spring 2024 – 43.4%

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

Instruction and Assessment Practice Guide:

- Students learn through purposeful instructional design. Keys to designing learning opportunities include, among others: engaging students as co-designers of their learning, meeting students where they are, employing Indigenous Ways of Knowing throughout each stage of instructional design planning and implementation, and moving beyond the classroom walls. (Page 7)

Professional Learning Practice Guide:

- Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning. (Page 5)

Inclusive Education Practice Guide:

- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy. (Page 4)
- A universal design for learning approach can increase student engagement, academic, social-emotional, and behavioural success and help teachers best support the diversity of learners in their classrooms. (Page 14)

### Strategies:

- Weekly teacher collaboration times will engage grade teams in professional conversations around designing learning opportunities that engage students and meet them where they are at.

- Teachers will use data from June 2024, along with data from September 2024, to guide their planning for instruction in literacy, with a focus on targeted instruction of foundational literacy skills.
- During whole staff literacy conversation in fall 2024, teachers will examine how to use their daily literacy blocks to ensure they incorporate conversation, word work (phonics and phonemic awareness), writing, direct reading instruction, and small/large group reading.
- Teacher-led literacy committee to identify ways to support teachers with literacy instruction and identify common strategies and resources. Teacher group, in consultation with school administration, to determine which common resources will support consistent and progressive instruction.
- Professional learning related to the RVS writing continuums for all teachers with additional learning for Grades 3 and 4 teachers.

**Measures:**

- Use student work, observations, conferencing and standardized assessments in literacy and numeracy to assess progress and refocus priorities for instruction.

**Parents can:**

- Ensure their child attends school regularly and plan extended absences during non-instructional times.
- Read with their child at home and ask questions to ensure their child comprehends what they read.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> <li>• Fall literacy assessments indicated ongoing challenges with students' reading at all grade levels. (Needing support: Gr 1 RAN = 38%, PAST = 38%, LeNS = 30%; Gr 2 LeNS = 22%, CC3 = 19%; Gr 3 CC3 = 31%; Gr 4 F&amp;P = 42%)</li> <li>• Some teachers indicated on a staff literacy survey that they require support with knowing how to teach some elements of reading instruction, specifically small group reading instruction and phonemic awareness.</li> <li>• Whole staff literacy meeting held on November 28.</li> <li>• Writing continuum meeting led by Learning Specialist on Sept 25.</li> </ul>	<ul style="list-style-type: none"> <li>• Added a literacy staff meeting to focus on understanding the data and next steps.</li> <li>• Staff conversation around grade level targeted literacy blocks. By January 14, teams will select common literacy blocks and group students based on targeted learning needs. Additional teaching support allocated during these times to reduce the group sizes.</li> <li>• Added a part-time literacy teacher to the fall budget to specifically support teachers with literacy instruction.</li> </ul>

April 4	<ul style="list-style-type: none"> <li>•For six weeks during February and March, all teachers participated in intensive literacy and numeracy work, lead by divisional learning specialist. This work addressed staff identified growth area for increased knowledge to teach phonemic awareness and small group reading instruction.</li> <li>•All teachers are now familiar with and has implemented UFLI literacy instruction into daily instruction.</li> <li>•Literacy teacher had information table for both literacy and numeracy at Student-led conferences. High engagement with parents with anecdotal excellent feedback from them.</li> </ul>	<ul style="list-style-type: none"> <li>•None at this time.</li> </ul>
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**School Goal 2:** By June 2025, maintaining percentage of students demonstrating grade level competency in numeracy at 75% for Grades 1-3 and increasing percentage of students in Grade 4 who demonstrate competency (does not require attention) to 50%

**Data that informed this goal:**

Percentage of students that demonstrated grade level competency in numeracy in 2023-24, as measured by the Alberta Numeracy Screening Assessment (Gr. 1-3) and percentages of students who do not require attention or may require attention on the EICS numeracy assessment from Sept 2024 (Gr. 4).

- Grade 1 – 82%
- Grade 2 – 75%
- Grade 3 – 87%
- Grade 4 – 57.1% (does not require attention); 11% (may require attention)

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

Instruction and Assessment Practice Guide:

- Students learn through purposeful instructional design. Keys to designing learning opportunities include, among others: engaging students as co-designers of their learning, meeting students where they are, employing Indigenous Ways of Knowing throughout each stage of instructional design planning and implementation, and moving beyond the classroom walls. (Page 7)

Professional Learning Practice Guide:

- Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning. (Page 5)

Inclusive Education Practice Guide:

- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy. (Page 4)
- A universal design for learning approach can increase student engagement, academic, social-emotional, and behavioural success and help teachers best support the diversity of learners in their classrooms. (Page 14)

**Strategies:**

- Grade 4 imbedded collaboration to discuss effective and engaging strategies for numeracy instruction. Use resources found on the RVS numeracy website to increase fluency, reasoning, and problem solving.
- Teacher-led numeracy committee to develop school-wide numeracy activities design to foster interest and engagement in students. The committee will engage the whole school in 3-4 numeracy activities prior to the end of June 2025.

<ul style="list-style-type: none"> <li>Admin to look for PL opportunities for numeracy on the Rocky View Professional Learning schedule or through other PL providers and share these opportunities with staff in weekly staff newsletter.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>Spring 2025 results on Alberta numeracy Screening Assessment (Gr. 1-3) and EICS numeracy assessment (Gr. 4) demonstrate increased grade level competency in numeracy.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>Engage their child in conversations about what they are learning in numeracy</li> <li>Play games and find everyday opportunities to use numeracy skills.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>Fall numeracy assessments indicated ongoing challenges with students' numeracy progress at all grade levels. (Needing support: Gr 1 = 30%; Gr 2 = 22%; Gr 3 = 25%; Gr 4 = 43%)</li> </ul>	<ul style="list-style-type: none"> <li>Additional strategy of a teacher-led numeracy group to support numeracy instruction and increase interest and engagement with numeracy for students.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>Conversations in grade level collaboration times directing teachers to available resources on the RVS numeracy site.</li> <li>Increasing use of Thinking Classrooms strategy for numeracy instruction through modelled lessons with division learning specialist and school-based literacy and numeracy lead teachers.</li> </ul>	<ul style="list-style-type: none"> <li>No adjustments at this time.</li> </ul>





## Building future-ready students

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

### How Might We:

How might we infuse the Alberta Education student competencies into learning and make evidence of growth in the competencies visible to students and their families?

**School Goal 1:** By June 2025, students will reflect on and share evidence of at least 6 of the Alberta Education student competencies with their families.

#### Data that informed this goal:

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school (APORI 2024):

- Teachers – 82.1%
- Parents – 63.6%

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

Inclusive Education 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. (Page 6)

Instruction and Assessment Practice Guide:

- Kindergarten to Grade 12 students use myBlueprint, an online portfolio, to make their learning visible and reflect on their learning process/progress. (Page 9)

Professional Learning Practice Guide:

- Making learning and teaching in RVS visible between students, teachers and within the entire district provides acceleration and inspiration for knowledge transfer and future learning. (Page 15)

#### Strategies:

- Monthly reminders to staff during imbedded grade team collaboration to incorporate the AB competencies and share evidence of learning, along with student reflections, with families either through use of myBlueprint, through sending home student work, or through conferences.

<ul style="list-style-type: none"> <li>Ongoing myBlueprint professional learning provided by teacher-leader will be made available to all teachers so students can use digital portfolios as a way to show evidence of AB competencies.</li> <li>Through intentional language, specific examples, and photos in the bi-weekly school newsletters, parents will be made aware of students working on the AB competencies throughout the school year.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>The percentage of parents that indicate students are taught attitudes and behaviours that will make them successful at work when they finish school will increase in the 2025 APORI survey.</li> <li>Students will upload evidence of their learning to their digital portfolio, myBlueprint, at least four times during the 2024-25 school year.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>Access myBlueprint and discuss artifacts with their child.</li> <li>Engage in ongoing conversations with their child and their child's teacher about their child's growth in the attitudes and behaviours required to be successful both now at school and for the future.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>A check on myBlueprint usage indicates low engagement by students.</li> <li>Engagement with school newsletter is high (about 410 views).</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be reminded at the December staff meeting to upload student work and reflections to the digital portfolio before the winter break.</li> <li>Add a strategy. Given families are choosing to engage through accessing the website and the school newsletter, school admin will incorporate information about accessing digital portfolios. Additionally, examples of students working on AB Education competencies will be infused into bi-weekly newsletters.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>Shift to Student-led conferences allowed students to demonstrate competencies with their families.</li> <li>School administrators introduced Career Learning Practice Guide at February staff meeting. Encouraged teachers to optionally participate in professional learning on March 31.</li> </ul>	<ul style="list-style-type: none"> <li>None at this time.</li> </ul>



## Creating inclusive, engaging, healthy learning opportunities for all students

**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

### How Might We:

How might we utilize Positive Behaviour Intervention Strategy structures to promote school safety, respect, and kindness and foster consistent understanding of positive behaviour in an inclusive school environment?

**School Goal 1:** By June 2025, we will incorporate behaviour data tracking through office referrals to identify areas for increased focus on the school's PBIS matrix.

#### Data that informed this goal:

- Current 2023-24 TFI assessment – 83%
- Use of visual supports to scaffold PBIS Matrix practices
- Use of common language from Ralph McCall's PBIS Matrix
- Use of common definitions for each expectation from the PBIS Matrix

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

Inclusion Practice Guide:

- Set and teach clear schoolwide behavioural expectations, positive acknowledgment practices and consistent consequences along a continuum. (Page 13)
- Positive acknowledgement, reinforcement through descriptive feedback. (Page 13)

Professional Learning Practice Guide:

- Job embedded PL – collaborative opportunities for guided conversation and co-creation of innovative practice (classroom PBIS). (Page 9)
- Ongoing, supported – organizational learning is ongoing, supported and fully integrated in RVS' culture (PBIS Coach). (Page 9)
- Learning communities – committed to continuous improvement, collective responsibility and goal alignment (PBIS committee). (Page 10)

Instruction and Assessment Practice Guide:

- How do they Learn? Students learn through purposeful instructional design. (Page 7)
- Move beyond the classroom walls. (Page 7)
- Include the applications of universal strategies. (Page 7)

**Strategies:**

- Monthly consultation with PBIS coach.
- Start of year meeting with the Assistant Director of Learning Supports to initiate Behaviour Tracking Data for office referrals.
- Monthly meetings with the PBIS school team.
- Bi-weekly PBIS features in parent newsletter and weekly activity and focus areas highlighted in the staff bulletin which focus on identified priority areas and reviews all parts of the PBIS matrix.
- 'Safety' campaign, with involvement of school resource officer, before winter break to complete a campaign for all sections of the PBIS matrix. Ongoing review of all sections of the PBIS matrix by classroom teachers.

**Measures:**

- Tracking Data for office referrals.
- Modified or re-affirmed PBIS matrix for 2025-26

**Parents can:**

- Read the school newsletters to see what is happening at the school in relation to PBIS.
- Use the common language of the PBIS matrix at home.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Meeting with Assistant Director of Learning Supports to discuss Office Referrals process took place on October 3. School admin will have access on December 1. Assistant Director will come to share with staff at the December staff meeting. Start implementation in January.</li> <li>• A 'Safety' campaign has been planned and is in progress. The campaign concludes on December 10.</li> <li>• Low engagement by staff for PBIS committee meetings this year. Staff indicate that they feel good work has been done and needs to be maintained.</li> <li>• Bus PBIS matrix and lessons were presented to staff at the October staff meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes at this time.</li> </ul>

<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>• Assistant Director of Learning Supports came to shared the Office Referrals process for BDT (Behaviour Data Tracking) in Dossier, with staff at the March staff meeting. We have actively begun implementation of the process.</li> <li>• Our PBIS 'Safety' campaign concluded with a schoolwide assembly on December 10. This assembly focused on celebrating the learning we have done regarding "safety" at RMS. Celebrating with us at this assembly was Cst. Jennifer Weedmark who supported the campaign by presenting more than 60 students with a certificate of recognition for their efforts in making RMS a safe place to play and learn.</li> <li>• During the months of February and March we worked through our "Kindness Campaign". Explicit teaching on Matrix areas of focus included; we are welcoming, polite and helpful.</li> <li>• A 'Respect' campaign has been planned, and resources are being gathered to begin after spring break. The campaign concludes by the end of May, when we will participate in our TFI (Tiered Fidelity Inventory).</li> </ul>	<p>•No changes at this time.</p>
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## School Council Review

### Presentation of School Education Plan

**School council comments:**

- We see the school achieved their goal for PBIS in the Creating Inclusive Opportunities goal, which is a celebration. Will what the school has done with PBIS continue along with the new data tracking?
- We appreciate the targeted approach for literacy, so that the goal is meaningful but not overwhelming for those who are still learning English. What about other students who struggle at school? Are the plans for literacy and numeracy adjusted for their learning needs?

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of Ralph McCall School**



October 9, 2024

**Principal signature on behalf of students and teachers of Ralph McCall School**



October 9, 2024