



Herons Crossing School



December 2024

## Table of Contents

Administrators' Message.....	4
School Profile.....	5
Student Feedback from Spring 2024 .....	6
Parent Feedback from Spring 2024 .....	7
RVS Assurance Results.....	8
OurSCHOOL Results.....	9
Alberta Education Assurance Measure Results.....	10
Advancing students numeracy and literacy skills.....	11
Building future-ready students .....	16
Creating inclusive, engaging, healthy learning opportunities for all students .....	18
School Council Review .....	20

## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



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

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

Rocky View School 4 Year Plan focuses on the ABC's of learning. Literacy and Numeracy are the foundational elements of learning for all students. Building students that are ready to take on the challenges that their future holds is another key aspect of student success. Finally, RVS is actively engaging students to be part of an inclusive learning environment where all students benefit from consistent teaching practices.

The goals and strategies that we have in place at Herons Crossing School are directly aligned with the RVS 4 Year Plan. We are a large school with a diverse staff that brings a wide range of strengths, experience and expertise to our classrooms. Leveraging these strengths and focusing on shared goals and strategies as a learning community is critical to the success of our learners. Every staff member will play a role through their involvement in Learning Committees that will drive our work this year.

Parental involvement is essential for the success of our students. They spend most of their time in their home environments. Research continues to show that student success increases when the school and home work together towards shared goals.

We are in the process of collaborating with our School Council to match school needs with volunteer opportunities. Since the height of Covid, schools have seen a decrease in parental involvement. We are working together to make a shift towards making Herons Crossing an environment where parents are welcomed and play an active role in enhancing the learning opportunities for our students.

Our goals, plans and strategies are intentionally designed to be accessible and achievable through a collaborative effort. In an organization this large, it is essential to work together in order to see a positive impact. We will continue to be intentional with where we spend our time and how we work together in support of all learners in our school community.

It is our fortune to lead this learning community and have the opportunity to build close connections with students, staff and families as we continue our work.

Brendan Trinca, Principal

Brianna Storey, Assistant Principal

Lisa Metcalfe, Assistant Principal

**Safe**

**Respectful**

**Responsible**

## School Profile

<p><b>Principal:</b> Brendan Trinca</p> <p><b>Assistant Principal(s):</b> Lisa Metcalfe, Brianna Storey</p> <p><b>Website:</b> <a href="http://www.hérons.rockyview.ab.ca">www.hérons.rockyview.ab.ca</a></p>	<p><b>Mission:</b> Herons Crossing School is a safe and respectful community where learners feel inspired to create meaningful relationships beyond the classroom.</p> <p><b>Vision/Purpose/Beliefs:</b> At HCS we build connections, explore the world with curiosity, and we are compassionate towards others.</p>
---	--

**Total Number of Students:** 896

**Grades Served:** K-8

**Total Number of:**

- Classroom Teachers: 36
- Learning Support Teacher(s): 2.5
- Learning Assistant(s): 12
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 4

## School Diversity Profile

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

Notably, 5% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 10% per cent of our school population. The most common first languages for these students are Urdu, Korean, and Hindi.

As an inclusive school, we welcome 2.3% per cent of our students who have significant learning needs.

Additionally, our school offers opportunities for students to be physically active through drop-in gym, intramural, and sports team programs. Our learning commons hosts regular literacy programming to help students further develop their literacy skills. We also offer specialized music programming for students in Kindergarten to Grade 6, and a Grades 6-8 band program. This year, we are launching a student leadership program to promote school spirit and provide community service. There are numerous HCRO clubs, representing a wide variety of interests, for students to join throughout the year.

## Student Feedback from Spring 2024

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

- School spirit and dress-up days
- Assemblies for school spirit, Pep Rallies, Remembrance Day Ceremony
- Read-A-Thon challenge and prizes

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

- More activity days for school spirit and community events
- Do more fundraisers to help the community
- Do more team building in the grades and in classes



## Parent Feedback from Spring 2024

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

- Opportunities for the school community to come to the school - for example, being invited to assemblies and school activities.
- School community building activities such as spirit days and leadership opportunities for students.
- Caring and welcoming classroom environments.

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

- Increased parent participation in School Council, volunteer roles and parent evening presentations.
- Consistent reporting of student learning through PowerSchool throughout grade levels.
- Improvement on the clear expectations of positive behaviour within the school, with support and resolution of conflicts between students.

## RVS Assurance Results

	Data Source	Most Recent Results
<b>EICS Math Assessment grades 4-10</b>	EICS Math Assessment 2024	51%
<b>Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.</b>	Dossier Data	81%
<b>Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.</b>	BAS	44%
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.</b>	RVS Writing Assessment	60%
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	60%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	61%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	94%

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

- Students in Grades 1-3 are meeting grade level numeracy expectations
- Students with IPPs are achieving their learning goals
- PBIS is becoming part of school community and culture

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

- Students continue to require support developing grade level literacy skills, both in reading and in writing
- Continue to provide research-based literacy programming and universal instruction in all classrooms and the learning commons



## OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who value school outcomes	Grades 4-6: 81% Grades 7-8: 48%
The percentage of students who are interested and motivated	Grades 4-6: 60% Grades 7-8: 17%
The average score for relevance, rigor and effective learning time.	Grades 4-6: 71% Grades 7-8: 56%
The percentage of Grade 7 & 8 students planning to pursue a trade.	20%
The percentage of Grade 7 & 8 students planning to go to college or university.	51%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	Grades 4-6: 73% Grades 7-8: 61%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	Grades 4-6: 60% Grades 7-8: 44%

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

- Our Grades 4-6 students value school outcomes.
- Students have positive relationships with their teachers.

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

- Grade 7&8 students seeing value in school and being interested and motivated to learn.
- Students who see opportunity for future careers in the trades.

# Alberta Education Assurance Measure Results

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Herons Crossing School			Alberta			Measure Evaluation		
		Current Result	Prxy Year Result	Prxy 3 Year Average	Current Result	Prxy Year Result	Prxy 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.8	82.3	80.3	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	62.1	75.8	74.7	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	64.6	56.1	56.1	68.5	66.2	66.2	Low	Improved	Acceptable
	PAT6: Excellence	6.3	10.3	10.3	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.8	87.8	86.2	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.3	81.9	82.7	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	62.2	76.0	75.4	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	68.9	70.9	68.1	79.5	79.1	78.9	Very Low	Maintained	Concern

## What does our data indicate is going well?

- Parental involvement remains constant, although it is still lower than the provincial average
- Student Growth and Achievement on the Grade 6 PAT approved in the acceptable standard

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

- Provide students with opportunities to take on citizenship roles in the school and community
- Improve access to supports/services available through school-based and RVS learning supports
- Continue to promote welcoming, caring, respectful and safe learning environments with PBIS

\*Of note: 42 parents completed the survey in the spring of 2024

## 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: Increase the number of students reading and writing at grade level?

**School Goal 1:** To increase the percentage of students reading at or above grade level by 10% from Grades 1 – 8.

#### Data that informed this goal:

- Percentage of students reading at or above grade level based on Benchmark Assessment System (BAS) results in June 2024:

- Grade 1 – 44%
- Grade 2 – 73%
- Grade 3 – 67%
- Grade 4 – 62%
- Grade 5 – 80%
- Grade 6 - 59%

- Percentage of students not at risk by June 2024 on the LeNS and CC3:

- Grade 1 - 95% CC3, 73% LeNS
- Grade 2 – 96% CC3, 79% LeNS
- Grade 3 – 94% CC3

- Percentage of students meeting expected grade level outcomes on the RVS Writing Assessment:

- Grade 3 – 88%
- Grade 7 - 91%

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

- Professional Learning Practice Guide: “Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning” (p. 5).
- Instruction and Assessment Practice Guide: “Diverse needs are met through co-teaching, co-collaborating....and flexible assignment of additional resources to classrooms and classroom teachers to support the overall and individual learning and needs of all students” (p. 7).
- Inclusion Practice Guide: “Use a Strength-Based Approach to Meeting Learner Needs - Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in

students' learning and multiple ways for students to learn and show what they know in meaningful ways" (p. 10).

**Strategies:**

- Grades 1-4 are provided with longer literacy blocks of uninterrupted literacy time. Additional adults are present to facilitate small group targeted instruction for students.
- Schoolwide read-to-self block during afternoon homeroom.
- Grade Teams collaboration to create rich balanced literacy instruction.
- Explicit teaching of phonemic and phonological skills through research-based programs such as Heggerty, UFLI and Words Their Way
- Home Reading focus on reading strategies at home. Parents will be provided with one strategy per month.
- Early Intervention in Kindergarten and Grade 1
- Teacher participation and leadership in the Literacy Committee
- Targeted phonological and phonemic skills for students at risk in Grades 1, 2 and 3

**Measures:**

- Percentage of students who actively participate in our Home Reading Program.
- Percentage of teachers who actively engage in literacy block.
- Assessments as per RVS Assessment Schedule.

**Parents can:**

- Read with their child to support and enhance a love of reading

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• The Literacy Committee has met twice this year during our PL days.</li> <li>• Gr 1 LeNS Fall Results: 58% not requiring intervention</li> <li>• Gr 1 PAST Fall Results: 72% not requiring intervention</li> <li>• Gr 1 RAN Fall Results: 65% not requiring intervention</li> <li>• Gr 2 LeNS Fall Results: 74% not requiring intervention</li> <li>• Gr 2 CC3 Fall Results: 78% not requiring intervention</li> </ul>	<ul style="list-style-type: none"> <li>• We have started to work with students considered at risk to target phonemic and phonological skills both universally and in small groups.</li> <li>• Implement the Middle School Reading Video Pilot Project with Grades 5-8 in the new year</li> </ul>

	<ul style="list-style-type: none"> <li>• Gr 2 F&amp;P Fall Results: 69% not requiring intervention</li> <li>• Gr 3 CC3 Fall Results: 79% not requiring intervention</li> <li>• Gr 4 F&amp;P Fall Results: 63% not requiring intervention</li> </ul>	
<b>April 4</b>	<ul style="list-style-type: none"> <li>• K – 3 Explicit Instruction in phonemic awareness, phonics, &amp; word study. Decoding, fluency, and comprehension with reading instruction. Writing instruction and building a love for Independent Reading.</li> <li>• School Based PL on literacy – specifically Mighty Morphology – to establish common language and review best practices in K – 8 classrooms</li> <li>• Literacy committee has developed visual posters on reading strategies for parents to support students at home.</li> <li>• Implementation of a phonemic and phonological skills inventory in grades 1, 2 and 3 to supported universal and targeted instruction.</li> <li>• Creation of document – Activities to support Literacy at home – Grades K to 3 with a QR code to fun literacy activities and games to do at home.</li> </ul>	<ul style="list-style-type: none"> <li>• K-3 Literacy Block implementation with support from RVS Learning Department</li> <li>• Enhancing professional learning for K – 3 using resources to support common language using resources such as: UFLI, Heggerty, The Writing Revolution, and Bug Club Morphology, the RVS literacy/numeracy website</li> <li>• Revised literacy coaching role at our school to support teachers by modeling and working alongside them to build capacity for teaching both phonemic and phonological skills</li> </ul>

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

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

**How Might We: Increase the number of students meeting grade level outcomes in numeracy?**

**School Goal 2:** To increase the number of students performing at grade level in the EICS (grades 4 – 8) and the Alberta Numeracy (Grades 1 – 3) math assessments.

**Data that informed this goal:** Based on our data 81% of our students in grades 1 – 3 are performing at grade level. The EICS data collected in the Fall/2024 will be used to inform instruction and support learners in grades 4 – 8.

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

- Instructional and Assessment Practice Guide: “Teachers understand that the primary goal of assessment is to inform teaching” (p. 9).
- 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).
- Inclusion Practice Guide: “Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students’ learning and multiple ways for students to learn and show what they know in meaningful ways” (P. 10).

**Strategies:**

- Teacher participation and leadership in the Numeracy Committee
- School Wide Weekly Numeracy Challenges of the Week that model multiple entry points and flexibility in thinking, paired with resource sharing with teachers
- Teachers will examine data from the Alberta Numeracy screening assessment and the October EICS assessment to inform groups for intervention on a daily basis
- Teachers will implement high-yield strategies based on Bruner’s Concrete, Representational, and Abstract mathematics framework.

**Measures:**

- Alberta Numeracy screening assessment
- EICS Math Assessment
- Ongoing evaluation of student progress in mathematics

**Parents can:**

- Play problem-solving games with their child to reinforce numeracy skills and foster the joy of learning math.
- Support a growth-mindset towards mathematics with their child

**Check-Ins**

**Progress and Analysis**

**Adjustments to Plan**

<b>December 6</b>	<ul style="list-style-type: none"> <li>• Review of PowerSchool Data to identify overall achievement across strands.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing Low Threshold High Ceiling approach to instruction examples in our weekly staff memo.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>• K – 3 instruction in Number Talks and Building Thinking Classrooms. Enhancement of manipulatives to support learning.</li> <li>• School Based PL on numeracy – specifically on Number Talks – to establish common language and review best practices in K – 8 classrooms</li> <li>• Numeracy committee has developed weekly mathematical problems using everyday objects for the morning announcements.</li> <li>• Creation of document – Supporting Numeracy At Home: for Kinder to Grade 3 with a QR code to engaging numeracy activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>• K-3 Numeracy Block implementation with support from RVS Learning Department</li> <li>• Enhancing professional learning and resources to support common language using resources such as: Building Thinking Classrooms, The RVS literacy/numeracy website</li> <li>• Hired a 0.8 FTE numeracy coach to support teachers by modeling and working alongside them to enhance understanding of mathematical concepts.</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).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

**How Might We:** engage students to actively reflect on the competencies they are learning, to plan for their future?

<ul style="list-style-type: none"> <li>• <b>School Goal 1:</b> To increase the percentage of Grade 7 &amp; 8 students planning to pursue a trade, apprenticeship, college or university program as reported in the OurSCHOOL survey by a combined total of 15%</li> </ul>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• OurSCHOOL data</li> <li>• MyBlueprint exploration of goal setting, competencies, career opportunities</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• RVS Instruction and Assessment Practice Guide: “engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights” (p. 7).</li> <li>• RVS Instruction and Assessment Practice Guide: “student shares what they learn, so when one learns, we all learn” (p. 7).</li> <li>• RVS Instruction and Assessment Practice Guide: “Working with, reflecting on and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected” (p. 7).</li> <li>• RVS Instruction and Assessment Practice Guide: “A variety of tools are used to support students where they are and engage them in their learning to empower them to grow in their knowledge and skills” (p. 7).</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• My Blueprint – interests, learner competencies, foster career connections and reflections on strengths and interests</li> <li>• Based on student reflections in My Blueprint, staff learn more about who our students are as learners to increase student engagement and learning</li> <li>• Student Leadership Opportunities</li> </ul>

<ul style="list-style-type: none"> <li>• Enhance and promote community connections via CTF courses in Grades 6-8 – presentations, speakers, volunteers, field trips, career day/fair</li> <li>• Publish “I can...” statements to enhance student advocacy in programming and learning goals</li> <li>• Make real world connections to daily learning explicit</li> <li>• Teacher and Administrator participation in RVS Middle School Assessment Working Group</li> <li>• Organize a Career Fair for Grade 7 &amp; 8 students.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• OurSCHOOL results</li> <li>• Engagement in MyBlueprint</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Talk with their children about their future goals, dreams, and aspirations</li> <li>• Focus on strength-based attributes such as: leadership, trust, work ethic, kind, helpful, patience, grit</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Staff have brought community connections into their Option Classes.</li> <li>• Increased the scope of Option courses that we provide.</li> </ul>	<ul style="list-style-type: none"> <li>• Formalize an MRP to organize a Career Fair.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>• Staff in Grade 6-8 continue to invite guests from the community to CTF classes, and pursue field trip opportunities to support CTF skills</li> <li>• All staff reviewed the Career Learning Practice Guide during February staff meeting</li> <li>• All staff were introduced to the ‘Honor the Work’ program opportunity for 2025-26</li> </ul>	<ul style="list-style-type: none"> <li>• Rather than organize a career fair, our school has contacted Skills Alberta about in-school presentations to students in Grades 7 and 8</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.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

**How might we:** meaningfully embed our Positive Behaviour Interventions and Supports (PBIS) framework within our school community?

<ul style="list-style-type: none"> <li>• <b>School Goal 1:</b> Increase PBIS Tier One fidelity rate from 60% to 80% by our next assessment</li> </ul>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Current (2023/24) Tiered Fidelity Inventory score of 60%</li> <li>• Alberta Education Assurance Measures Survey – Welcoming, Caring, Safe, and Respectful Learning Environments overall score of 68%</li> <li>• Current (2024) school-wide expectations of Safe, Responsible, Respectful</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• RVS inclusion Practice Guide: “Creating positive, predictable, consistent, and safe school communities” (p.10).</li> <li>• RVS Inclusion Practice Guide: “Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum” (p.13).</li> <li>• Professional Learning Practice Guide: “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.10).</li> <li>• Instruction and Assessment Practice Guide: “All students must feel accepted, valued and physically and emotionally safe to take the risks necessary for growth” (p. 5).</li> <li>• Professional Learning Practice Guide: “Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes” (p. 7).</li> </ul>
<p><b>Strategies:</b></p>

<ul style="list-style-type: none"> <li>• Increase common language, expectations, and fidelity of expectations across the school in options classes, music, gym, the school bus, Learning Commons etc.</li> <li>• Monthly PBIS Team meetings, with distributed grade-level teacher participation to support implementation and fidelity of our matrix for school-wide expectations</li> <li>• Creating and introducing Herons House Teams for a sense of community and belonging during school-wide PBIS assemblies, and to recognize positive behaviors throughout the school community with both an elementary (beads) and middle school (Gotcha) system of positive recognition.</li> <li>• Shoutouts and positive reinforcement on morning announcements</li> <li>• PBIS team co-designs school-wide lessons to teach the positive behaviors represented in the matrix</li> <li>• Class-based direct instruction and reinforcement of the framework</li> <li>• PBIS Coach with release time to analyze data, support teachers and continue with the work in between team meetings.</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• PBIS Tiered Fidelity Coaching Report</li> <li>• ABEd Survey: Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school</li> <li>• ABEd Survey: Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe</li> <li>• Feedback from Herons Positive Behaviour Interventions and Supports committee</li> <li>• Feedback from Students and families.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Re-enforce PBIS language and school-wide expectations at home</li> <li>• Attend PBIS assemblies</li> <li>• Attend school council to learn about and provide feedback on our school's PBIS work</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• 'Gotcha' tickets for student recognition in Grade 5-8 are being used successfully to acknowledge positive behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to teach out scheduled lessons, school-wide, for the "Be Respectful" and "Be Responsible"</li> </ul>

	<ul style="list-style-type: none"> <li>Staff are currently teaching lessons for “Accept and Include Others”</li> </ul>	expectations through the new year in 2025
<b>April 4</b>	<ul style="list-style-type: none"> <li>Staff are currently teaching the lesson for “Own Actions and Words”</li> <li>Tiered Fidelity Inventory scheduled for May, 28 2025</li> </ul>	<ul style="list-style-type: none"> <li>Staff will complete teaching all lessons in ‘Be Responsible’ by June 2025</li> <li>Use TFI data to guide PBIS planning for 2025-26 school year</li> </ul>

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- 

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of Herons Crossing School**

**Principal signature on behalf of students and teachers of Herons Crossing School**