

BLUE HILLS COMMUNITY SCHOOL

2025-2026 SCHOOL ASSURANCE PLAN



Principal: Kevin Janzen

Assistant Principal: Chris Connell

Trustee: John Zacharias



Our Children. Our Students. Our Future: Moving the Dial on Every Child

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority	School Goal Reframe the Division Goal into a School Goal that highlight school focus	Results (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
Connectivity FVSD will foster connectivity and well-being amongst community, students, parents, and staff	1) Deliver explicit teaching on the five fundamental social and emotional competencies that every student should acquire. (Self-awareness, self-management, social awareness, relationship skills, responsible decision making)	BHCS will create an environment that prioritizes connectivity and well-being among community, students, parents, and staff, ensuring a positive and collaborative educational experience.	Connectivity Survey: Spring 2025 Student responses: Gr 1-5 1) I like reading at school. 41/52 2) I like math at school. 37/52 3) The adults at school like me. 50/52 4) There are kids at school that I play with. 50/52 Gr 6-9 1) I have at least one adult at school who likes me. 31/32 2) I have an adult at school that I can talk to. 31/32 3) I have a good friend. 30/32 4) I have beliefs that I stand for. 30/32 5) I like school. 22/32 6) I have food available to bring lunch to school. 32/32 7) My ideas, voice, opinions/thoughts are valued. 28/32 8) I have opportunities to have fun. 32/32 9) I like who I am. 30/32 10) At my school, clear routines and expectations are followed. 24/32 11) I am confident when reading. 17/32 12) I am confident when doing math. 27/32	That 100% of students will believe that adults at school like them. Through targeted explicit instruction, 48/52 students will develop stronger confidence and understanding in math creating a more positive enjoyment for both numeracy and literacy. That the staff and students of BHCS, through explicit instruction, continuous dialogue and strategic reminders of our personal choices and respect, we would grow a more positive experience for both students and staff at BHCS averaging close to 30/32 in these descriptors.	Common language around “choices” and “respect” will be taught and used in all aspects of school. Explicit instruction on social and emotional competencies will be common among all grades K-9. BHCS will be re-implementing the Second Step program for K-9 BHCS will implement Zones of Regulation programming as part of its Tier 3 intervention for students with more acute behavioural challenges.	

Gr 10-12 (Fall)

- 1) I have at least one adult at school who likes me. 12/13
- 2) I have an adult at school that I can talk to. 13/13
- 3) I have a good friend. 11/13
- 4) I have beliefs that I stand for. 13/13
- 5) I like school. 10/13
- 6) I have food available to bring lunch to school. 13/13
- 7) My ideas, voice, opinions/thoughts are valued. 13/13
- 8) I have opportunities to have fun. 6/13
- 9) I like who I am. 12/13
- 10) At my school, clear routines and expectations are followed. 13/13
- 11) I am confident when reading. 11/13
- 12) I am confident when doing math. 6/13

Target Data (Desired Reality)
That 80% of students (Div 1-3)
would say that they enjoy coming
to school)
And to have 0 students that feel
that are unconnected or
unaccepted.

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Literacy All students will improve literacy skills	<p>To establish a system for BHCS students to receive explicit, systematic instruction in the foundational skills of reading based on the science of reading, delivered with fidelity by teachers through ongoing support and training.</p> <p>To emphasize language development in our students through several different research-based programming strategies throughout K-12.</p>	To implement a comprehensive K-12 literacy program grounded in the science of reading, ensuring explicit, systematic, and sequential instruction in phonics, fluency, vocabulary, and comprehension, leading to stronger literacy assessment results in BHCS.	<p>TOSREC (Spring) 49.4% Above Average 51.8% Below Average</p> <p>TOWRE (Spring) 66.7% Above Average 34.7% Below Average</p>	<p>TOSREC 70% Above Average</p> <p>TOWRE 80% Above Average</p>	<p>Implementation of the Wonders literacy program for Grades 2-6. We may include grade 7/8 in this programming if we have the resources for it.</p> <p>Teachers will receive regular opportunities to analyze and learn specific aspects of the Wonders program in an effort to increase teacher efficacy and program delivery to fidelity.</p> <p>ECS teacher will receive training in the Adlof Language assessment and the Story Champs Language development program.</p> <p>7-12 English and Social Studies teachers will receive specific PD in reading comprehension and writing at the secondary level.</p> <p>Learn how to implement literacy progress monitoring</p>	

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Numeracy All students will improve numeracy skills	To establish a systematic schedule where Math Fluency will be taught with explicit instruction in all levels from K-9. Although the full curriculum will still be taught, special time allowances will be created for specific and explicit instruction in math fluency.	BHCS will improve in math fluency in all levels from K-9.	Spring Data Addition Median Scores (facts/min): Gr 1 – 11 Gr 2 – 17 Gr 3 – 20 Subtraction Median Scores (facts/min): Gr 1 – 5 Gr 2 – 12 Gr 3 – 16 Add/Subtr Median Scores (facts/min): Gr 4 – 23 Gr 5 – 24 Gr 6 – 18 Mult/Div Median Scores (facts/min): Gr 4 – 6 Gr 5 – 12 Gr 6 – 9	Targeted Goals Addition Median Scores (facts/min): Gr 1 – 15 Gr 2 – 20 Gr 3 – >20 Subtraction Median Scores (facts/min): Gr 1 – 15 Gr 2 – 20 Gr 3 – >20 Add/Subtr Median Scores (facts/min): Gr 4 – >25 Gr 5 – >25 Gr 6 – >25 Mult/Div Median Scores (facts/min): Gr 4 – 15 Gr 5 – 20 Gr 6 – >20	We will create a 90 minute math learning block for most days. Each day, 20-30 minutes of that block will be spent in explicit math fluency instruction using the Spring Math program. The 5/6 class will receive instruction using a new math resource called Dynamic Math.	

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Career Paths All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths	<p>To establish a systematic schedule where Jr and Sr High students will be regularly involved in the Growcer Program.</p> <p>Elementary students, involved at an introductory level, will all have an opportunity to experience a learning opportunity within the Growcer program.</p> <p>High School students will participate in new collegiate experiences to broaden their career choices.</p>	<p>To develop a culture within BHCS students and staff around the learning and production of growth within the Growcer hydroponics program.</p>	<p>We have trained a member of our support staff to oversee the production and maintenance of the Growcer program. She has done an incredible job spending the year learning everything needed to keep the Growcer producing efficiently.</p> <p>We have taken some opportunities to involve students at an introductory level.</p> <p>We have trained one high school student to be proficient in assisting in the daily operations of the Growcer program. She will be earning high school credits for her time.</p>	<p>K-6 students will have multiple exposures to learning opportunities through the Growcer. This will be intentionally scheduled throughout the year.</p> <p>7-12 students will have regularly scheduled exposures to learning opportunities in the Growcer through the CTF/CTS courses.</p> <p>High School students chose new collegiate courses.</p>	<p>The Jr/Sr High School timetable will include specific times where students will be permitted to participate in the Growcer program. High School students will continue to earn credit for their time.</p>	

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2025-26 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

As Principal of this school, I hereby submit our School Assurance Plan for the 2025-26 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

School Council Chair

Date

Principal

Date