



# AE Bowers Elementary School

2015 - 2019 School Education Plan  
May 2018  
Year Four



**A.E. BOWERS  
ELEMENTARY**  
LIVE. LEARN. GROW.  
VIVRE. APPRENDRE. CULTIVER.

## MESSAGE FROM SCHOOL PRINCIPAL

Mme Littlefair and I are extremely proud to be working with the school community at AE Bowers! We have been working hard, alongside all Rocky View Schools, to create learning environments within which students 'Live, Learn, and Grow'. We appreciate this opportunity to take a moment and reflect on where we are...on how far we have come.

We are literally astounded by how far we have come....

The Literacy Framework has focused our work with students learning to read in elementary school. Foundational skill development begins with a love of literature that blossoms in our early years classrooms. As students take on the challenge of becoming a reader, teachers work with individuals and small groups to guide them through those critical next steps that will support them as they shift from 'Learning to Read' to 'Reading to Learn'. It's personalized learning.

Teacher assessment of student learning is critical in Literacy and Numeracy. Why?

***Partnerships - Home and School working together - are a powerful way forward in support of student learning.***

We have really appreciated the engagement of our school community as we launched the Parent Portal this year. It's been hard work for everyone – but is ultimately the right thing for our students. We are looking forward to refining and polishing that work as we optimize student learning through our collaboration. Together, we are learning the potential of the Parent Portal to provide a communication tool for teachers and parents. With our shared desire to support student learning, timely access to teacher observations and recommendations for parents is the 'key' to student success.

Student success is not narrowly defined at A.E. Bowers Elementary School. This is big work! While much of the rest of the world is beginning to understand the importance of nurturing the development of 'Competencies' in students, we are reaching a place of understanding how deeply students can learn and grow *through* focus on 'Competencies'. We are looking forward to the alignment of Competency work across the province of Alberta – in all jurisdictions, for all students. We are looking forward to participating in that on-going work.

It is no longer enough to aim to prepare our students to take on a particular career – or to get a job with a particular employer. We are preparing our students to live in a world changing so quickly, we cannot predict what it will look like with any degree of certainty... We are preparing our students for whatever challenge they come to – whichever structure they need to build, whichever mountain they need to climb, whichever ocean they need to swim... We are proud of the work we are doing together with our school community, and we are proud of our community's children, the outstanding young people they are now – and the incredible people they will undoubtedly become!

Barb Holden  
Principal/Directrice

Jocelyn Littlefair  
Assistant Principal/Directrice adjointe

## SCHOOL PROFILE

### School Name:

Principal: Barbara Holden  
Address: 1721 Summerfield Blvd SE, Airdrie AB T4B 1T3  
Phone: 403-948-4511  
Fax: 403-948-5102  
Email: [aebowers@rockyview.ab.ca](mailto:aebowers@rockyview.ab.ca)  
Website: <http://bowers.rockyview.ab.ca/>

### School Profile:

Grade Configuration: English K-4, French Immersion K-5  
Student Population: 515  
No. of Teachers: 27  
No. of Support Staff: 16

### Unique Features of our school include:

- Dual-track School with English and French Immersion programs offered
- Leadership Focus: The Leader in Me
- Social-Emotional Supports
  - The Bucket-Filler Program
  - Zones of Regulation
  - SPARKS for Learning
- WEE Read Program for Kindergarten and Grade one
- Student-led Clubs
- Outdoor Classroom
- Adjacent to Nose Creek Park
- Large Playground with two Play Structures
- On-Site Before and After School Care



### Quotes from Parent Advocates

“AE Bowers is an amazing school that welcomes all children and parents to become part of their school community. The staff and teachers all have a passion for working with children and helping them grow. Each time I am at the school I can see that the atmosphere is extremely positive and ideal for learning.”

**-L.S.**

“Our family loves AE Bowers. The school is so welcoming, and the teachers are truly invested in making the students learning experience one that is creative and positive. I love that the parents are encouraged to be involved and a part of the process. Thanks AE Bowers!”

**-H.L.**



## **RECENT ACHIEVEMENTS**

### Excellence in Literacy and Numeracy

A.E. Bowers has a history of strong Literacy achievement; we are continuing to build on success.

The Literacy Framework is in Year 2 of implementation at A.E. Bowers, and a unified approach across grades is increasingly evident. Reader's Workshop and Writer's Workshop are being introduced across classrooms with positive impact on student learning; phonological awareness in both English and French supports student progress in the development of Literacy. To further individualize and target skill development, students across skill levels have accessed small group support to optimize skill development in reading.

To support students as they learn, the Parent Portal has been opened with information pertaining to student challenges and success in both Literacy and Numeracy.

### Authentic and Meaningful Learning

At A.E. Bowers, we recognize the importance of developing our students' capacity to be creative and innovation. To this end, a Maker Space was utilized by classes to introduce Design Thinking. Students were engaged in a monthly challenge highlighting Fairy Tales and the '7 Habits' foundational to 'The Leader in Me' program. Design work is fun!

The opportunity to use Classroom Improvement Funding to enhance student learning allowed our school to provide additional support for authentic and meaningful learning in Indigenous Education. Students, supported by our lead teacher in this area, hosted an Indigenous Culture Exhibit. Additional lessons leading up to and the experience of a Treaty 7

Performance with a Round Dance put on by Quest Theatre also increased awareness and appreciation of the important work to be done in reconciliation – for everyone. We are learning together as we look to further build our inclusive community!

Our students, staff and families will continue to focus on 'the thinking' as we engage in authentic and meaningful learning.

### Positive School Culture

As part of the implementation of The Leader in Me program, our Student Lighthouse Team reflects on challenges and achievements throughout the year. Of note, the team developed an action plan to ensure students with no-one to play with at recess would be invited into play and/or connected with others having similar interests. Through their actions in this and other initiatives, students are affirmed in having had great impact on school culture.

Student empowerment and leadership is evident as student voice contributed to the development of Grade 5 Options, our school VLOG for sharing school news, the Green Thumb Club, and a Green Ribbon Campaign for the Humboldt Broncos.

A 'Leader in Me' parent evening was well attended with many families engaging in this important work.

A staff review of our Student Code of Conduct including proactive measures to support positive school culture was undertaken with continuing support for this work. In the Code of Conduct, individual and school-wide strategies such as Bucket Fillers are listed.

## **PRIORITY AREAS OF FOCUS**

### Positive School Culture

Positive school culture is foundational to learning. As a relatively new school community, it is important that we continue our focus on the development of key components impacting school culture.

Our Student Code of Conduct is central to this work and implementation will remain a priority going into the 2018/2019 school year. We will continue our work with additional focus around making our school culture visible through increased parent engagement. Restorative Justice and Trauma Informed Practice are featured.

A sense of belonging for students is further enhanced by the integration of culture. The 7 Sacred Teachings of Indigenous peoples are complementary to The 7 Habits foundational to The Leader in Me program at our school. The 7 Sacred Teachings will be introduced in this school year while the implementation of The Leader in Me program is on-going.

As we develop French Immersion at our school, it is critical we ensure the accessibility of French language instruction for all learners. Inclusion in FI aligns with the national and provincial mandates of this program.

### Excellence in Literacy and Numeracy

Excellence in Literacy and Numeracy continue to be a priority at AE Bowers Elementary School. The RVS Literacy Framework will continue to be implemented across classrooms as teacher refine their practice in key components of the framework including Reader's and Writer's Workshops.

Goal setting in Literacy will be incorporated through the Parent Portal as the important partnership between school and home is optimized via improved communication of student learning. Student learning in reading and writing will be celebrated as personalized goals are achieved!

Several of our classroom teachers are committed to piloting an on-line portfolio to highlight student progress and next steps for families, in Literacy and Numeracy as well as other areas.

The RVS Numeracy Framework, under development, will be introduced during this school year.

### Authentic and Meaningful Learning

Enhancing the understanding of our own cultures and the cultures around us will be a focus in the 2018/2019 school year as we integrate Indigenous Education into our current units of Inquiry. Students will further understand the community around us and will also include partnerships with community organizations including the Nose Creek Players and Seniors in our Community.

For students with complex learning needs, partnerships will be facilitated between Airdrie schools to connect families and share best practices with regard to programming in the community.



## GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to reflect on and improve the organization and effectiveness of targeted Literacy Groups</li> <li>▪ Develop routines and procedures to ensure the Parent Portal positively impacts student learning through parental engagement</li> <li>▪ Host a Literacy Night at the school</li> <li>▪ Provide Professional Learning for teachers to explore best practices in Numeracy alongside the RVS Numeracy team</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce The 7 Sacred Teachings common across Indigenous cultures in Canada</li> <li>▪ Introduce the Competencies as defined by Alberta Education through the on-line portfolio pilot</li> <li>▪ Incorporate the integration of the competencies in school assemblies</li> <li>▪ Embed the 7 Sacred Teachings, The 7 Habits and the Competencies across in Units of Inquiry</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement a structured 'goal-setting' routine/procedure school wide</li> <li>▪ Engage in a school based pilot of 'My Blueprint' on-line portfolio platform</li> <li>▪ Increase family communication to increase understanding of The Leader in Me Program</li> <li>▪ Continue to enable and empower student leadership through structured and spontaneous leadership opportunities</li> <li>▪ Provide release time for teachers to implement real time assessment and feedback to students and families</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education

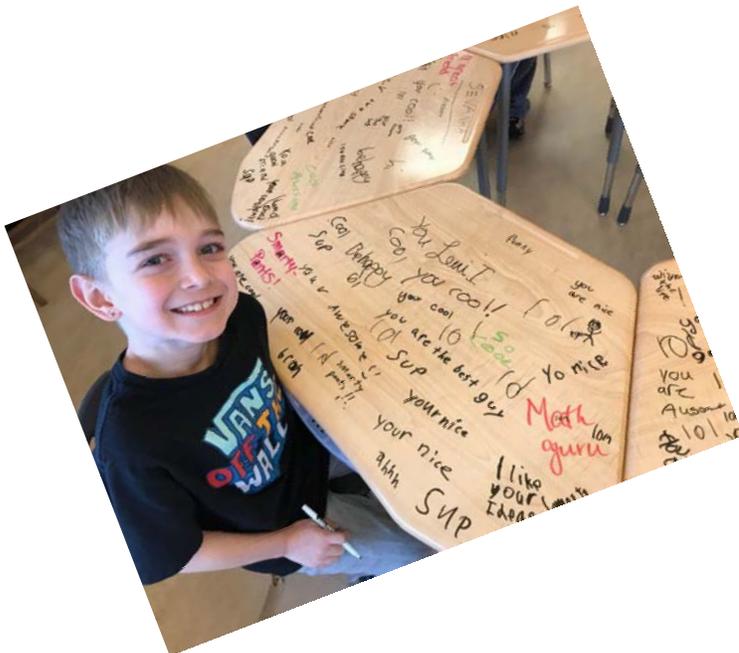
Measure



**GOAL: LEARNERS ARE ENGAGED.**

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>(RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>(RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning for the development of trans-disciplinary Units of Inquiry and Project Based Learning</li> <li>Incorporate technology to connect students to real world experiences</li> <li>Provide opportunities for staff to participate in the Blanket Exercise</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>(RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>(RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a Book Study focused on Making Learning Visible through Literacy and Numeracy Coaching</li> <li>Increase support for staff to provide experiences related to technology</li> <li>Continue the development of the Maker Space; implement a 'Heroes' approach to Maker Space challenges</li> <li>Expand the use of Google Docs for student collaboration and sharing</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>(RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>Invite feature speakers to School Council meetings to keep parents informed about what is happening at and around the school community with regard to innovation</li> <li>Develop collaborative practices working with parents in the implementation of the Parent Portal</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



**GOAL: LEARNERS ARE SUPPORTED.**

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree 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>▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support the development and implementation of the classroom mission statements across the grades</li> <li>▪ Seek and share current research around the topic of 'Inclusion in French Immersion'</li> </ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> <li>▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li> <li>▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support teachers through professional learning to use technology to engage in the creative process</li> <li>▪ Further develop mental health support to students in the school</li> <li>▪ Continue to develop strong support staff who are collaborative and seek leadership roles in the division</li> </ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase communication with parents via face to face and telephone conversations regarding student successes</li> <li>▪ Increase communication with parents via the Parent Portal</li> <li>▪ Include Targeted Literacy group feedback to parents in Parent Portal reporting</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



**PROFESSIONAL LEARNING INQUIRY**

**Goal:**

*RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.*

**RVS Essential Question:**

*In the pursuit of best serving students’ learning needs, how might the school help staff become self-directed, lifelong learners?*

**School Based Essential Question:**

*How can we ensure rich and meaningful learning is reflected through the parent portal to fully engage parents and improve outcomes for elementary students?*

**SCHOOL BUNDLE ROLL-OUT**

**SchoolBundle Roll-out**

Administrator Debriefing	<ul style="list-style-type: none"> <li>May 1, 2019</li> </ul>		
Public Website Development	<ul style="list-style-type: none"> <li>May 8-9, 2019</li> </ul>	Paulette Aarsby, Jocelyn Littlefair	<ul style="list-style-type: none"> <li>One teacher sub for J. Littlefair (AP)</li> </ul>
SGF Centralization and Ecommerce Development	<ul style="list-style-type: none"> <li>May 6-7, 2019</li> </ul>	Tanya Massey	
Staff Web Portal Introduction	<ul style="list-style-type: none"> <li>May 24, 2019</li> </ul>	<ul style="list-style-type: none"> <li>1:00 PM</li> </ul>	
Onsite Support	<ul style="list-style-type: none"> <li>June 3, 2019</li> </ul>	<ul style="list-style-type: none"> <li>26</li> </ul>	



## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$2,885,882	\$2,691,883	\$2,628,023
Support Staff	\$537,136	\$712,039	\$652,088
Services & Supplies	\$230,350	\$84,643	\$57,082
Other	\$0	\$0	\$0
Contingency	\$10,000	\$10,753	\$3,000
<b>TOTAL EXPENDITURES</b>	<b>\$3,824,825</b>	<b>\$3,550,771</b>	<b>\$3,372,771</b>



**2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM**

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
<b>School Staff</b>	<input checked="" type="checkbox"/>	April 16, 2018, March 12, 2018
<b>School Council</b>	<input checked="" type="checkbox"/>	May 4, 2018 (on-line), May 11, 2018 (on-line), May 16, 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

*R. Holden*

May 25, 2018

**Principal Signature**

**Date**

*Ashley Jayko*      *Deepti*

June 1, 2018

**School Council Chair Signature**

**Date**

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

*[Signature]*

July 6, 2018

**Superintendent of Schools**

**Date**