

Bow Valley High School

2015 - 2019 School Education Plan

May, 2017

Year Three



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st C competencies, this year our school has taken steps to work closer with our feeder schools Mitford and CCA. Information on individual students will include: student areas of strength and areas requiring support academically and social-emotionally. Where relevant, assessment data will be shared to give us baseline information to assist in programming.

Programming was adjusted this year to provide students requiring additional support in the fundamentals of both numeracy and literacy. In this course, learners are able to build upon existing skills with the intent of getting them to the point where they can be successful with the High School curriculum and/or achieving to their greatest potential. The fundamentals course will be offered again this coming year, as well as a formal K&E program.

Learning support blocks were added this year to address the growing number of students requiring extra help with both core and elective subjects. In these blocks, the smaller student-to-teacher ratio allows for greater attention to be placed on identified areas of need for individual students. Learning support blocks will be available in every block this coming year.

Software programs such as Read 180 have supported greater numbers of students this year and will continue to be a valuable resource in this upcoming year. Staff professional learning this year supported two lead teachers and Administration with divisional in-service in the area of numeracy and literacy. These individuals will lead the way to staff PL in this area.

With the added attention placed on Professional Learning around numeracy and literacy, the staff at Bow Valley will become stronger in supporting students in literacies in all subjects. Programming will align closely with student needs to better meet the objective of building 21st C competencies.

Rob Kimura

School Profile 2016/17

Bow Valley High School is approximately 625 students from grades 9-12. Situated in the growing community of Riversong in Cochrane, Bow Valley is experiencing significant growth for the first time. Bow Valley is well known for being a leader in the area of Student Leadership and has developed a flagship program within not only the province but nationally as well. Building upon this program, Bow Valley has the reputation of a school with close connections within the community. Both student and staff engagement is high making for a great learning environment. Bow Valley is proud to have a very high graduation rate and an equally low dropout rate. Academic core subjects are complemented by a wide range of available options, as well as an extensive extra-curricular program. Award winning Music Programs and Student Support Programs have been highlighted along with numerous athletic achievements.

Principal: Rob Kimura
Address: 2000 River Heights Drive
Cochrane Alberta T4C 1Y8
Phone: 403-932-9005
Fax: 404-932-9094
Email: bowvalley@rockyview.ab.ca
Website: <http://bowvalley.rockyview.ab.ca>

No. of Teachers: 35
No. of Support Staff: 22

Bow Valley High School Vision, Mission, & Guiding Principles

Vision: Bow Valley High School is a leader in engagement and well-being.

Mission: Bow Valley High School maintains a universal learning environment (ULE) where every learner can connect with people and ideas to succeed.

School Motto: *Accende Ignem Intum*- "Light the Fire Within"

BVHS Guiding Principles:

- A sense of community amongst staff and students is intentionally fostered and purposefully protected
- School culture is founded on the principles of servant leadership
- Staff intentionally seek opportunities to engage learners in meaningful experiences that generate connections
- Educational experiences create lifelong learners that are resilient, responsible and responsive
- Staff and students pursue enriching learning experiences to empower themselves as learners
- Students are encouraged to pursue the most challenging program of which they are capable
- Student and Staff achievements are acknowledged and celebrated

- Student-centered practice is relevant, differentiated and respectful of students' needs
- Students are encouraged to be self-reflective, self-advocating, and self-motivated in their learning
- Student engagement is fostered through instruction that is responsive, authentic and innovative; activities emphasize inquiry, collaboration and critical thinking
- Students are inspired to be active participants within our school, local, and global communities

BVHS Guiding Assessment Principles:

- At Bow Valley High School, staff utilizes technology as a means of communicating ongoing student progress, including assessment of and for learning.
- At Bow Valley High School, assessment practices are transparent and consistent.
- At Bow Valley High School, assessment practices give students a variety of opportunities to learn and develop through ongoing feedback.
- At Bow Valley High School, achievement feedback is both qualitative and quantitative.
- At Bow Valley High School, staff employs a variety of assessment methods and techniques to assess the knowledge acquisition of learners.

Unique Features:

-A unique culture grounded in the principles and philosophy of servant leadership

-Home of divisional programs such as Leadership Academy and Building Futures

-Innovative programs that focus on place-based authentic learning such as. Outdoor Leadership, Leadership Academy, Building Futures, Sports Performance, Fine Arts, Photography, Robotics, Modern Languages, Industrial Design, Art, Embedded CALM, Work Experience, Game Design, IT Essentials, Audio and Video, Students for Change. Off Campus programming includes: RAP and Work Place Learning

-Strong Staff, Student, Parents and larger learning community involvement in programs outside of the academic programs.

-Celebrations of learning as well as showcases of learning.

-A strong connection with community partners and agencies to support students, families and community.

“ Bow Valley staff is committed to innovative instruction which fosters a 21st century learning environment.”

-parent of a grade nine student

“ I always felt my kids were in a positive learning environment; thus maintaining a clear path to success”
-parent of 2 grade 12 students

RECENT ACHIEVEMENTS

Support for High Anxiety Students

The Chill Room is an alternate space in the school designed to provide students experiencing anxiety, depression, and other issues with a safe space that looks and feels differently than other areas in the school. This space is a calm room with a variety of activities designed to support students in developing positive coping strategies and self-regulation. Within the Chill Room, students experiencing anxiety have access to a variety of mindfulness and coping activities including: targeted Apps on iPods, access to journaling and art materials, therapeutic colouring, mindfulness activities, nutritional snacks, and self-awareness activities such as the wellness wheel. In other instances, students may drop in and connect with a caring adult, or work on course work. The Chill Room provides students an alternate space to work and offers students techniques to mitigate negative thinking and behaviours in the classroom so that the focus can return to their academics.

In addition to the Chill Room, students within Bow Valley High School also have access to a number of other mental health supports including therapeutic groups, individual counselling with Psychologists and/or Guidance Counsellors, access to clubs and supported activities, and the opportunity to participate in Equine Assisted Learning. This past year, students were able to participate in a small group targeted towards anxiety awareness and coping skills. Students also had the opportunity to participate in a small group focused on understanding and navigating difficult interpersonal relationships. A group of students also experienced the learning

benefits of Equine Assisted Learning in which they learned about practiced skills related to confidence, assertiveness and general understanding of themselves while working with horses.

Authentic Project-based Learning

During the 2016-17 school year, every grade 9 student at Bow Valley High School built a working prototype of an interactive exhibit for public display at Telus Spark. Throughout the project, students built several iterations of their exhibit design, each time giving and receiving feedback to improve their project designs. With repeated testing, students focused their projects on creating more open-ended audience-centered exhibits. Through this process of testing and iteration, students developed a myriad of 21st century skills, including critical thinking and problem solving and effective communication and collaboration; they became more self-directed in their learning.

Staff Well-being Professional Learning

For 2016-2017, several staff members created a Pathways to Mindfulness for High School Students Community of Practice. Their focus was on becoming more personally aware of Mindfulness through research and personal practice so as to mentor effectively. Areas of focus included: growth mindsets, mindfulness techniques for stress and anxiety, nutritional aspects to promote healthier outlooks, wellness self-awareness, and the importance of life balance and mind-body interconnections. This work will inform the way in which we begin to design activities and actions to implement with students. Next year's focus will be working towards creation of mindfulness activities for implementation with students in intentional, meaningful ways connected to their wellness and availability to learn and grow.

PRIORITY AREAS OF FOCUS

Programming that support learners where they are at:

With increasing numbers of students requiring additional supports to be successful academically, we have broadened our student learning support to include Fundamentals classes, K&E, Life Skills, and our Learning Strategies classes. We continue to strive for Universal Learning Environments and provide appropriate adaptive programming for student learning. Grade 9 teachers and staff will continue to develop programs and instruction strategies with a focus on project-based learning. Added attention to building numeracy and literacy skills will also be a focus to develop a strong foundation for all subjects.

Developing a long-range legacy plan to maintain programming with anticipated staff turnover:

Bow Valley must consider looking ahead to future years to ensure legacy planning is in place due to anticipated staff turnover. We are a small high school offering the same range of programming as a large high school and have many staff teaching in multiple disciplines. We continue to look for creative ways to cross train and become creative in staffing in order to meet the needs of natural teacher movement.

Adapting to increasing numbers of socio-emotional issues:

Bow Valley has developed a student support model that utilizes the existing staff experience while being creative to get the most out of available resources. Growing numbers of at risk students have created situations where partnerships have become essential. Collaborative will to address student needs has Bow Valley supporting a large number of students along with their families to be better equipped to learn on a daily basis. Divisional support, government agencies, and private business have all contributed to a unique but effective student support model. Providing support to the greatest volume of students continues to be

a priority, while maintaining commitments to learning, Individual Program Plans and our fiscal reality.

The 2016-17 year brought a powerful education management system named Dossier. This system provides insight into student performance to help inform strategies to better meet unique needs of each student. During directed professional development, BVHS staff became proficient in navigating and accessing students' Individual Program Plans and, thus, implementing necessary information that is essential to learning for key stakeholders.

In February of 2017, BVHS unveiled its "CHILL" room. The Chill Room is a wellness center for students to recharge and learn to manage social, emotional, and mental challenges, as well as develop positive coping strategies and self regulation and problem solving skills. The Chill Room has been designed to promote positive mental health by supporting other domains of a young person's life beyond the academic realm, which will, in turn, promote academic success

Several students from BVHS are currently taking part in an Equine Therapeutic Program, which is a partnership with Rocky View Schools and the First Nation, Metis, and Inuit Program. We were able to provide group and individual therapy through valued partnerships and donations. Bow Valley will continue to look for innovative ways to support our learning community moving forward.

Growth:

Bow Valley is experiencing growth and the excitement that goes along with this for the first time. Space, resources, and staffing are all areas that will require close monitoring moving forward for the foreseeable future. Along with this, growth programming will also have to be addressed to meet the ever-evolving student demographics.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> ▪ <i>Program planning is based on data</i> ▪ <i>Provide English Language Arts and Mathematics Fundamentals classes</i> ▪ <i>Embed Literacy and Numeracy skills across all courses offered at BVHS</i> ▪ <i>Implement and utilize adaptive programming for student learning</i> ▪ <i>Continue to increase the number of cross-curricular projects offered to students.</i>
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ <i>Use Literacy and Numeracy skill development to empower 21st Century Learning Competencies</i> ▪ <i>Expand inquiry based learning units using UBD/ UDL that will include inter-disciplinary planning</i> ▪ <i>High School Redesign work with Building Futures, Embedded CALM</i> ▪ <i>Student Leadership Programs and Students for Change</i>
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ <i>Authentic, project based learning opportunities will continue to be foundational to our student leadership programs and be embedded in our core and elective programs</i> ▪ <i>Exploration of RAP and Work Experience Programs</i> ▪ <i>Implementation of the CHILL room</i> ▪ <i>Guidance 3 year planners</i> ▪ <i>Support of Career Practitioner</i>

(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"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Increase experiential learning and access to a variety of learning environments. ▪ Focus on authentic, inquiry, and place based learning experiences ▪ Year four of Building Futures Program ▪ Embedded CALM Carousel flex time for workshops and speakers
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (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. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Professional Learning focuses on High School Redesign ▪ Year three of Embedded CALM cohort ▪ Authentic, place based learning experiences will be further developed and promoted such as the Outdoor Leadership, Learning Support Class, Work Experience, and Cross Curricular place based leaning. ▪ Inquiry projects will allow students to gain deeper understanding of concepts in areas of passion. We will expand cross curricular and interdisciplinary learning opportunities
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ To expand cross curricular, interdisciplinary learning opportunities. ▪ Continue to look for partnerships to strengthen student supports: RCMP, Calgary Women's Shelter, Boys and Girls Club etc. ▪ Offer groups to students eg- Deal with It Anxiety, Social Skills, Healthy Relationships, CHILL room ▪ Parent Council guest speaker's series

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

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (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. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ▪ <i>Students and teachers will celebrate accomplishments of the learning community on a regular basis.</i> ▪ <i>Look to strengthen the transition to high school via school based leadership events.</i> ▪ <i>Utilize data (response to intervention tools, observations, SOS-Q) to develop program plans and align with student portfolios</i> ▪ <i>Continue to focus professional learning time on the establishment of school culture based on relationships and the tenants of servant leadership</i>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ <i>Personalized learning will focus on relationships, school culture and understanding individual school complexity</i> ▪ <i>Learning environments are student centered and are responsive to the identified needs of individuals and school programs, while aligning with Bow Valley Guiding Principles</i> ▪ <i>SRG IPP writing process, year 3</i>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ <i>Learning environments are student centered and are responsive to identified needs of individuals and school programs, while aligning with the school guiding principles.</i> ▪ <i>Authentic, place based courses/lessons will create clearer connections between content and application.</i>

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

PROFESSIONAL LEARNING PLAN 2017-2018

Date	Activity/Topic/Strategy	Sustainability Strategies	Support Staff or Certificated	Proposed Budget
August 30	<ul style="list-style-type: none"> ▪ (HS Redesign) Student Support Model Development and Utilization 	<ul style="list-style-type: none"> ▪ To have staff familiarize themselves with specific student need using Dossier. We will also visit our student support programs that exist to ensure all staff are familiar with what each component can do and to potentially match individuals to programming supports that will best meet needs. 	All Staff	<ul style="list-style-type: none"> ▪ \$
August 31	<ul style="list-style-type: none"> ▪ Staff well being 	<ul style="list-style-type: none"> ▪ As Bow Valley will have a number of new staff for the first time in a while it is important that we come together as a staff to maintain the collaborative culture that currently exists. When asked this year a number of staff expressed the desire to focus on well-being for both staff and student for the upcoming year. Activity TBD by a committee that was formed last PL day of 2016/17. 	All Staff	<ul style="list-style-type: none"> ▪ \$750
November 13	<ul style="list-style-type: none"> ▪ Subject specific literacy development 	<ul style="list-style-type: none"> ▪ To identify what course specific literacy is for subjects taught and to develop strategies to increase literacy in these areas. 	Teaching and EA staff	<ul style="list-style-type: none"> ▪ \$
March 12	<ul style="list-style-type: none"> ▪ (HS Redesign) Student Well-Being 	<ul style="list-style-type: none"> ▪ To transfer practice of staff individual well-being to student well-being activities and practice. 		<ul style="list-style-type: none"> ▪ \$500 plus user pay
May 18	<ul style="list-style-type: none"> ▪ (HS Redesign) Well-Being 	<ul style="list-style-type: none"> ▪ TBD by committee 		<ul style="list-style-type: none"> ▪ \$750

SchoolBundle Roll-out

Administrator Debriefing	▪ Mar 21		
Public Website Development	▪ Mar 26,27	▪ Gord Goss / Lorrie Hansförd	▪ NONE
SGF Centralization and Ecommerce Development	▪ Mar 28,29	▪ Carla Fontana Decker	
Staff Web Portal Introduction	▪ Apr 20	▪ 8:00am	
Onsite Support	▪ Apr 27	▪ 35	
0365 Training the Trainer Lead*	▪ Gord Goss		▪ None

BUDGET HIGHLIGHTS

Budgeting for the 2017/18 year will be a bit of a new exercise due to changes in fee structure and funding model for High Schools.

Bow Valley anticipates student growth, which should allow for an increase in teaching staff. While program operational cost will grow, the reduction in fees collected for various items may have an impact on operational costs over the year. This is difficult to estimate given adjustments at the divisional and provincial levels as well.

The removal of bonus dollars associated with CEU generation and flat per student funding should work in favor of Bow Valley and our unique programming. Growth of program due to increased enrollment and the need to adapt spaces to meet student need will have a cost attached but is not known at this time. Divisional support may be required to move forward in a significant way for future needs.

	2015/16	2016/17	2017/18
Certificated Staff	\$2,380,727.00	\$3,198,953.00	\$3,440,825.00
Support Staff	\$338,184.00	\$646,404.00	\$617,177.00
Services & Supplies	\$186,606.00	\$245,755.00	\$179,886.00
Other	\$0.00	\$0.00	\$0.00
Contingency	\$0.00	\$49,940.00	\$20,386.00
TOTAL EXPENDITURES	\$3,427,928.00	\$4,091,112.00	\$4,237,888.00

2015-2019 SCHOOL EDUCATION PLAN (Year Three) 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)
School Staff	<input checked="" type="checkbox"/>	May 19 / 2017
School Council	<input checked="" type="checkbox"/>	May 29 / 2017

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.



Principal Signature

May 30 / 2017

Date




School Council Chair Signature

May 29 / 2017

Date

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



Superintendent of Schools

July 11, 2017

Date