

Bow Valley High School

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st C competencies, Bow Valley educators have included numeracy and literacy as key components of their professional learning goals. Firstly, the Math department is working with data obtained in the "Student Orientation to School Questionnaire" (SOSQ) survey to examine links between student engagement and achievement. A Math 9.3 class was added in term 3 to help students with the necessary foundations to attempt and succeed at Math 10-C. Secondly, with respect to literacy, the humanities departments are utilizing formative assessment practices such as low stakes writing including journaling and free flow writing. This allows for learner reflection and connection-building to improve writers' confidence.

Digital literacy is embedded in all programs which leads to socially aware and civically engaged citizens. My Blueprint is also utilized as a learner portfolio within our High School Redesign initiatives. Journals, projects, career documents, etc., allow students to showcase their knowledge and skills. Innovative programming such as "Building Futures" and "Embedded Career and Life Management" have made learning meaningful by connecting content with real life application. The "Chill Room" has been created/opened to better support our innovative student support model. The model includes numerous partnerships with community agencies/individuals with a focus on student's social/emotional wellbeing.

Teachers access professional learning sessions at the division level, through specialist councils, conferences and school-based Professional Learning days. Additionally, staff collaborate to examine ways in which they can implement literacy/numeracy strategies in creative ways across curriculums.

Bow Valley's vision will continue to emphasize learner engagement and well-being. Innovative and creative programming will continue to be a goal to better meet the needs of our learners.

Rob Kimura

SCHOOL PROFILE

School Name:

Principal: Rob Kimura

Address: 2000 River Heights Drive

Phone: 403-932-9005

Email: bowvalley@rockyview.ab.ca

Website: <http://bowvalley.rockyview.ab.ca>

School Profile:

Grade Configuration: 9-12

Student Population: 618

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 principles of servant leadership
- Staff intentionally seek opportunities to engage learners in meaningful experiences that generate connections
- Educational experiences create life-long 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 of our school include:

- *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 and Students for Change*
- *Off Campus Programming including RAP and Work Place Learning*
- *Strong Staff, Student, Parents and larger learning community involvement in programs outside of 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*

Quotes from Parent Advocates

“Bow Valley High School has been a life-altering experience for our daughter over the past four years; small class sizes, exceptional staff, course availability, international travel, have all provided her a positive high school experience to enter the next stage of her life.”

Parent of grade 12 student

“Bow Valley High School provides a wide variety of activities, opportunities to thrive in a safe and positive learning environment.”

Parent of grade 11 student

RECENT ACHIEVEMENTS

Social-emotional well-being (Learners are supported):

Staff continued to make mental health and social well-being a focus for 2017-18. Professional learning communities looked at strategies for implementing healthy practices in classrooms. Embedded CALM sessions included guest speakers who spoke about topics such as resiliency, self-care, and goal setting. Teacher professional growth plans and participation in professional learning opportunities reflected BVHS commitment to supporting all learners. Mental Health Week activities expanded on mindfulness to include gratitude and growth mindsets. This year, proceeds from Student Leadership's Time for Hope fundraising event went to the Boys and Girls club of Cochrane as well as to other mental health supports in the community.

Many students accessed The Chill Room on a regular basis. This area was crucial in getting many students to school and thereby helping with some attendance issues. There continued to be a variety of groups offered such as Healthy Relationships, Anxiety group and Connections. A number of students took part in Equine Assisted Learning and this year, canine therapy was available twice a week in the Chill Room.

Bow Valley's SOS-Q results showed that students do feel cared for and supported. Students advocate for their needs by accessing guidance or reaching out to a trusted adult in the building.

Life-long learning/ Making learning visible (Learners are engaged):

Bow Valley started sharing important events and learning opportunities on twitter this year. Additionally, teachers created a PhysEd 10 project where students shared on social media how they were keeping themselves active after school hours. The goal is to enhance physical literacy and promote healthy and active living for life. Teachers collaborated with the RVS Learning Design team for ideas for their project-based learning goals.

Performing Arts had an amazing year with two major productions. The spring musical had 5 sold out shows, performed for elementary students and received incredible reviews. This program allows the school to maintain positive community connections through sponsors, volunteers, the media and Bow Valley's feeder schools.

PRIORITY AREAS OF FOCUS

Universal learning environments are essential but may be a challenge with budget constraints and an increasing population. Programs such as learning support/strategies, K&E, and Life Skills are important for our highest needs learners but may require adaptations. Bow Valley has a creative and innovative staff that will work hard to maintain excellent high school completion rates and inclusive and differentiated instruction.

BVHS welcomes the largest group of grade 9's for the 2018-19 school year. As part of the Week of Welcome, Bow Valley will have a staggered start for the newest Bobcats. This plan will allow students to get familiar with the school, meet their teachers, make timetable changes and reduce anxiety overall. Our leadership students will kick off the Week of Welcome greeting our newcomers on this day. This year we have students coming from Rancheview as well as CCA/Mitford, so this will also be a great opportunity for students to get to know their peers. SOS-Q results from this past year show that students often struggle with resilience and self-confidence, so this day should allow for a smoother transition.

Students may not always be able to make connections to what they are learning in school and how that will assist them in their future endeavours. The number of hands-on learning experiences and connections to the community are positive, however, according to the SOS-Q, attitudes around the utility of schools could be further improved. Building futures, work experience, CTS, leadership, fine arts and Phys Ed, are excellent examples of project-based/place based/phenomenon based learning. Teachers are using these strategies more often in core classes as well, which allows for retention, relevance and transferable knowledge and skills for the future.

Literacy, numeracy, mental health supports and Indigenous awareness/actions are key initiatives 2018-2019 schoolyear. Professional learning will include literacy learning strategies, examining engagement and numeracy success, using Education for Reconciliation materials, and continued on-going access to students who need social-emotional resources and support.

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) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ▪ Program planning is based on data (i.e. PAT and Diploma results analysis) ▪ Provide 3 terms of English Language Arts classes ▪ Math 9.3 for Math fundamentals ▪ Math PLC for improved assessment practices ▪ Embed Literacy and Numeracy across all courses offered at BVHS – staff and administration attending literacy PL – sharing ready-to-use strategies/tools to improve reading, comprehension ▪ Implement and utilize adaptive programming for student learning – Life Skills literacy/numeracy blocks ▪ Continue to increase the number of cross-curricular projects offered to students – i.e. Drama and poetry cross-curricular project and field trip ▪ Continue to develop the K&E stream at BVHS ▪ Hands-on planning during school-based PL days
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"> ▪ Use Literacy and Numeracy skill development to empower 21st Century Learning Competencies ▪ Expand inquiry based learning units using UBD/ UDL that will include interdisciplinary planning – PL day opportunity to plan what cross-curricular could look like ▪ High School Redesign work with Building Futures and Embedded Career and Life Management ▪ Student Leadership Programs and Students for Change – civic engagement ▪ Students have opportunities to be innovative – i.e. Robotics and game design ▪ Student Leadership is orchestrating the Time for Hope Color Run on May ▪ Self-assessment used across disciplines
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"> ▪ Authentic, project based learning opportunities will continue to be foundational to our student leadership programs and be embedded in our core and elective programming ▪ Exploration of RAP and Work Experience Programs ▪ Year Two of the Chill Room Program ▪ Guidance Department Three Year Graduation Planners ▪ Support of Career Practitioner ▪ Embedded CALM and using My Blueprint (key focus is reflection)

(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 – photography field trips, theatre productions, museums, out of building sports performance, life skills (i.e. learning transit system), work experience ▪ Focus on authentic, inquiry, and place based learning experiences ▪ Year Five of Building Futures Program ▪ Embedded CALM Carousel flex time for workshops and speakers <p>Outdoor leadership: Students will participate on Saskatchewan Glacier field trip to discuss glaciology and watersheds</p> <p>-Working with Yellowstone to Yukon initiative with the particular focus on the White Goat Wilderness protection initiative. We have partnered with them and continue to do so.</p> <p>-Providing work experience/ internship and guiding opportunities for students within the ODL program. Currently 2 recent grads have gainful employment in the outdoor industry.</p> <p>-Connecting graduates to the EMT community as they investigate career opportunities. Particular contact point at Rocky Mountain Adventure Medics</p>
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 learning ▪ Inquiry projects will allow students to gain deeper understanding of concepts in areas of passion. We will continue to expand on extra-curricular and interdisciplinary learning opportunities ▪ Innovation and effective practice: Intentional - Student led teaching in Leadership regarding Student Wellness; Creation of Women in Leadership Development (WILD) and Field trip experience. Follow up integration experiences and connections in progress. Conducted Place Based learning and retreat at Rat's Nest Cave.
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- look to community experts ▪ Continue to look for partnerships to strengthen student supports: RCMP, Calgary Women's Shelter, Boys and Girls Club etc. ▪ Offer groups to students i.e.- Deal with It Anxiety, Social Skills, Healthy Relationships, CHILL room, Equine Therapy, Canine Therapy ▪ Parent Council Guest Speaker's Series ▪ Open house, parent information night and staggered start for new grade 9s ▪ Fine Arts community partnerships i.e. – Cochrane Ranchehouse, Cochrane Music Society ▪ Parents invited to chaperone field trips ▪ Awards sponsorships ▪ Partnering with Garmin Canada in a product testing initiative and to collect usable data for the Math department. Initiated this process and look to implement next year. ▪ Establishment and continuation of student interns at Garmin Canada.

- *Utilize wrap-around services as needed*
 - *Open communication and collaboration with feeder schools*
 - *Wellness in the community a priority for Leadership students*
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(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"> ▪ Students and teachers will celebrate accomplishments of the learning community on a regular basis ▪ Look to strengthen the transition to high school via school based leadership events, mentoring, Open House, school tours ▪ Utilize data (response to intervention tools, observations, SOS-Q) to develop program plans and align with student needs – identified those students who struggle with resiliency and self-confidence ▪ Continue to focus on school culture that is based on relationships and the tenants of servant leadership ▪ Middle school visits for performances and course registration ▪ Looking to restorative practices or flexible programming to deal with attendance issues ▪ Students encouraged to take part in groups such as S4C, sports, GSA, Arts ▪ Students have at least one teacher they can go to for social-emotional support ▪ Staff engaging in professional learning opportunities such as Mandt training, First aid for mental Health, ASSIST, MindUp, etc. ▪ Staff address their own well-being needs and in turn help students take care of their physical, social and emotional needs
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"> ▪ Personalized learning will focus on relationships, school culture and understanding individual school complexity ▪ Learning environments are student centered and are responsive to the identified needs of individuals and school programs, while aligning with Bow Valley Guiding Principles ▪ SRG IPP writing process, year 4 – learning support lead, administration, learning support teachers and guidance meet with each student to discuss goals and accommodations ▪ Accommodations/supports readily available – google read/write, speech to text, garage band, scribes ▪ K & E programming ▪ Life Skills – money, travel, budgets, etc. ▪ Students taught and encouraged to self-identify executive functioning strengths and weaknesses
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"> ▪ Learning Environments are student centered and are responsive to identified needs or individuals and school programs, while aligning with the school guiding principles ▪ Differentiated project-based learning allows students to acquire skills and represent their learning in a variety of ways ▪ Building literacy skills through journaling allows students to make connections with material, self and world. ▪ Math 9.3 – an additional term of Math for students who need the basic foundations to succeed in Math 10.

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:

BVHS inquiry question:

To what extent are staff accessing professional learning opportunities and utilizing the knowledge and skills as part of their visionary planning?

SchoolBundle Roll-out:

Administrator Debriefing	▪ March 13		
Public Website Development	▪ March 19	▪ Gord Goss, Gemma Mousley (Webmaster/School Tech)	▪ Sub-requirements if required, please explain?
SGF Centralization and Ecommerce Development	▪ Mar 21	▪ Carla Fontana-Decker (Business Manager, Secretary II and/or III)	
Staff Web Portal Introduction	▪ April 4	▪ 8:00 am	
Onsite Support	▪ April 11	▪ Subs: 6 (Makkreel, Galloway, Hoe, Hooper, Yannick, Richard, denOtter)	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	3,198,953	3,440,825	3,236,501
Support Staff	646,404	617,177	583,041
Services & Supplies	245,755	179,886	83,646
Other	0	0	0
Contingency	49,940	20,386	0
TOTAL EXPENDITURES	4,091,112	4,237,888	3,986,049

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)
School Staff	<input type="checkbox"/>	
School Council	<input type="checkbox"/>	

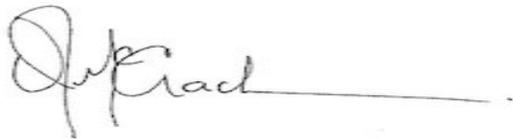
I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



May 25, 2018

Principal Signature

Date



May 25, 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.



July 6, 2018

Superintendent of Schools

Date