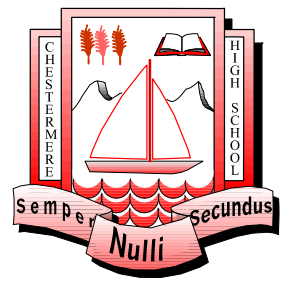


CHESTERMERE HIGH SCHOOL

2011-2014 School Education Plan

May, 2011

Year One



MESSAGE FROM SCHOOL PRINCIPAL

In education, change seems to be the order of the day. As stated in a recent paper entitled “21st Century Skills for 21st Century Learners” (Metiri group, 2009):

Our children live in a global, digital world – a world transformed by technology and human ingenuity. Many of today’s youngsters are comfortable using laptops, instant messaging, chat rooms, and cell phones to connect to friends, family, and experts in local communities and around the globe. Given the rapid rate of change, the vast amount of information to be managed, and the influence of technology on life in general, students need to acquire different, evolving skill sets to cope and to thrive in this changing society.

In spending time with students and in classrooms it becomes quite clear very quickly that educators need to technologically “catch up” to our youth in order to appeal to their needs and now more than ever, teacher preparation is paramount in the creation of engaging, technology-rich learning environments. We recognize that, as educators, our practice needs to evolve to meet the needs of our students and our teachers have accepted the challenge. Our pedagogical practice is changing tremendously towards the end goal of meeting the needs of our students and building 21st Century competencies.

We are working harder than ever before to ensure that our students are given every opportunity to develop as competent, educated adults so that they will be successful in today’s changing society. As a community of lifelong learners, we are continuing to evolve, ever cognizant of the needs of our students. This evolution is planned and measured to give all stakeholders ample opportunity to become comfortable with these newly acquired, important skills.

As technology becomes more prevalent in our everyday lives, cognitive skills become increasingly critical. “In effect, because technology makes the simple tasks easier, it places a greater burden on higher-level skills” (ICT Literacy Panel, 2002). More and more, students at Chestermere High School are participating in classrooms that are technology-rich, which promotes the learning and retention of 21st Century skills.

SCHOOL PROFILE

School Name: Chestermere High School

Principal: Sharon Rhodes

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School Profile:

Grade Configuration: **10 - 12**

Student Population: **665**

No. of Teachers: **36**

No. of Support Staff: **10**

Foundation Statements:

Vision: We inspire lifelong learners in the pursuit of personal excellence.

Mission: In partnership with our community, Chestermere High School is dedicated to the pursuit of excellence and lifelong learning within a safe, caring and respectful environment.

Beliefs/Principles: At Chestermere High School we strive to educate the whole student, providing them with a global perspective while maintaining a student centered focus as our guiding principle.

Unique Features of our school include:

- **Multicultural**
- **Significant special needs and ESL population**
- **Collaborative, supportive student body and staff**

Quotes from Parent Advocates

“As a parent of students at Chestermere High School I found the office staff very helpful when registering children. The Teaching Staff and Support Staff are all here for three reasons – to help the students achieve their goals, to become the best they can be and to become model citizens. The location of the school is ideal as the younger students are not allowed to roam the town at breaks or noon; therefore parents can rest easier knowing their children are in a safe and caring environment.”

“My daughters enrolled at Chestermere High less than two years ago. The Chestermere High Staff are very enjoyable to work with. Both my kids said that all the teachers were willing to give them help any time they needed it. My daughters enjoyed making friends at the school. The youngest who is entering grade twelve is really looking forward to finishing her high school at Chestermere. The administrative staff is by far the best I have worked with.”

How do we define success for our students?

Success is:

- our students' high level of confidence in understanding concepts, exhibiting self-advocacy and self-reliance
- achieving acceptable and above average results on assessments and standardized tests. making appropriate choices when provided the opportunity
- cultivating open, trusting relationships among and between all stakeholders associated with our school community
- high participation rates in our fine arts program and our extra-curricular athletic programs
- former graduates returning to our school to contribute in some fashion.

What makes our school good and how do we know?

Chestermere is a "4 A" school and includes academics, athletics, the arts, and attitudes. There are a broad range of activities and programs that students participate in and these activities and programs fall under at least one of these components.

Academics

Our May 2011 APORI results indicate that we are working towards meeting the provincial standards for diploma acceptable and excellence results and we continue to improve our practice with student success our priority. For example, this year saw two of our students achieve 100% on their mathematics 30 Diploma exam in the first semester. We are pleased that our dropout rate is at only 2.3% compared to the provincial rate of 4.2%. We work very hard to keep kids in school! To do this, we are constantly changing our programming to try to accommodate student interest. This year we added a Sport Performance Hockey-specific program and a Culinary Arts program, both of which were met with tremendous interest and success.

Athletics

As a result of the grade reconfiguration we lost twelve professional staff but this did not affect our athletics program, as we were able to field the same amount of teams as we did before the reconfiguration. We were able to send two teams to provincial playoffs this year (Senior Varsity Men's volleyball and basketball) and students continue to enjoy rich, diverse athletic programming at CHS.

Arts

Our Arts program continues to flourish at CHS. This year saw the band travel overseas to Germany and Austria to experience performing in a number of different venues during their trip, our Art students presented their work at a local Art Show that was very well received, and our drama students have hosted a dinner theatre for our community which was successfully catered by our Culinary Arts students. Ever-popular, we are incredibly proud of our Arts programming at CHS.

Attitudes

Attitudes is the last component of our "4A" school and we pride ourselves in knowing our students emanate positive attitudes and values when representing themselves or as a group within our community or when traveling on school functions. This year saw our students travel to Germany, Austria, Belgium and Costa Rica on a variety cultural enhancement trips. Our students were excellent ambassadors of our school and, as a result, we have received positive feedback from both students and parents involved regarding the value of these trips for student growth.

RECENT ACHIEVEMENTS

Chestermere High School has a lot to celebrate and be proud of this year.

School Travel Opportunities:

We are fortunate to be able to support and provide so many opportunities for our students to learn and travel at the same time. We have had a number of school trips this year. Our music program traveled to Germany and Austria, travel club went to Germany and France, and we had a group of Spanish language students travel to Costa Rica. This was our language department's inaugural student trip and we look forward to offering more opportunities for our language students in the future.

Healthy Food Choices for Students:

We are completing our first year of offering the Culinary Arts program, which in conjunction with SAIT, offers students an apprenticeship program in the culinary sector. Taught by a Red Seal certified chef/teacher, students are excited about the recent physical addition of a commercial kitchen which offers healthy meals and nutritious food choices for students at lunch time. The Culinary Arts program also runs a coffee bar, and caters both in-school and community events.

100% Diploma Achievement:

CHS boasts a diploma exam participation rate of 66.9% compared to the provincial rate of 54.9, indicating that our kids are challenging themselves academically. We had two students who achieved 100% on their Pure Math 30 exams this year. Both of the students

were completing the course in their grade 11 year.

Athletic Endeavors:

We provide a wide range of sports programs for students. Some of our achievements in sports this year have been: Senior Boys volleyball won zones and went to Provincials for the first time in our 50-year history; we had the honour of hosting the 3A Girls/Boys Basketball Provincials; Senior Boys basketball won bronze at Provincials.

New Course Offerings:

In an effort to provide more programming choices for students, several new courses were developed and delivered this year: Sports Performance 35, Sports Performance – Hockey, Culinary Arts, Spanish 30, Financial Management 10.

New Embedded Teacher Time for Staff:

Staff had the opportunity to spend more time developing their curriculum teams as embedded PD teacher time was allocated to them during whole school presentations held approximately once per month. Whole school presentations this year included: Jungle Jim Hunter, Holocaust Survivor; Absolute Think Day, S4C Texting & Driving; CHS Fine Arts; James Nguyen – Lost Boys of Sudan; Razor Rick Titan.

CHALLENGES AHEAD

A primary challenge that we will face as a school over the course of this three year planning cycle is the movement towards a one to one student technology platform. We will be focusing energies to meet the digital citizenship needs of our students. By initiating this we will need to make sure that this is cost effective and accessible for all learners along with ensuring that we utilize these tools in a manner to enhance student learning.

The greatest challenges that Chestermere High School faces in the upcoming year surrounds the facility. This facility though it has been well maintained and is a clean and tidy learning environment was not designed for the current or projected student populations. It is becoming increasingly more difficult, for example, to offer CTS options occurring in a lab setting such as Construction Technology and/or Foods due to the limited amount of present lab space.

Our school is located on a secondary highway with a limited residential area nearby which presents a number of safety issues including that all students need to be transported to school either by bus or private vehicles. This presents another continual challenge being the limited amount of available student parking space. Presently there are only 140 available parking spaces for students and over 400 licensed student drivers. Due to the unique circumstances inherent to our location, there is no alternative parking that can be accessed by student drivers. . As the number of students accessing "J" block programming, participating in

extracurricular sports, gainfully employed, or being involved in off-campus programming after school increases, so does the demand for additional parking.

Our school boasts a rich diversity including a variety of cultures, ethnic origins, religions and socio-economic classes. Diversity in educational programming becomes paramount as the number of ESL and special needs students increases. Incredible stress is placed on our Student Resource Team to provide programming responsive to the variety of needs within our student population.

Another unique challenge that we will face in the upcoming school year is the transitioning of grade 10 students for the first time in two years. The grade reconfiguration that CHS has undergone over the past year has reshaped our school. It will be interesting to transition students into their grade 10 level classes with less prior knowledge of the students than we had previously when we housed the grade 9's before their grade 10 year. We will have to be diligent in watching over students performances to ensure that their Grade 10 year creates the foundational basis for their high school career.

The challenges ahead are multiple and varied but the resiliency of our students and staff has been proven time and again and it is without a doubt that they will find ways to work with the situation to provide learning opportunities that are second to none.

GOAL ONE: LEARNERS HAVE THEIR INDIVIDUAL NEEDS MET.

Outcome	RVS Performance Measure	Strategies
Learners feel safe and valued within RVS' learning community.	<ul style="list-style-type: none"> ▪ (AE) (RVS) 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. ▪ (RVS) Percentage of parents and students satisfied that students are safe on the bus, show respect for one another, and are treated fairly while riding the bus. ▪ (RVS) Percentage of staff, parents and students who express they feel valued as a member of the learning community. ▪ (RVS) Percentage of staff and parents who agree that social/emotional supports are accessible, appropriate, and beneficial for student(s). 	<ul style="list-style-type: none"> ▪ <i>Work to empower the student population in being supportive of one another's emotional, psychological and physical needs.</i> ▪ <i>More personal recognition within the class; Thank-yous, compliments, "nice" parent phone calls</i> ▪ <i>Staff more visible in and around the building before, during and after school</i> ▪ <i>Promote character education as a transition from their feeder schools</i>
Learning is universally accessible.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of parents and students who agree students have equitable opportunities to be successful. ▪ (RVS) Percentage of staff who understands and implements Universal Design for Learning. ▪ (RVS) Percentage of students who agree digital technology enhances their learning at school. ▪ (RVS) Percentage of staff and parents who agree that students with Individual Program Plans (IPP) achieve their learning goals. 	<ul style="list-style-type: none"> ▪ <i>Schedule time to meet with students individually to help provide appropriate learning supports</i> ▪ <i>Provide audio and visual literary versions of texts to support student learning</i> ▪ <i>More sharing among staff/teams of differentiated learning strategies</i> ▪ <i>Increase access to course content through the use of moodle</i> ▪ <i>Plan, implement and monitor a one-to-one program</i> ▪ <i>Encourage and support student and staff involvement in "Skills" competition at the Regional, Provincial and National level</i>
Resources and programs ensure all learners succeed.	<ul style="list-style-type: none"> ▪ (AE) Overall percentage of students/FNMI self-identified students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). ▪ (AE) Overall percentage of students/FNMI self-identified students who achieved the acceptable standard on diploma examinations (overall results). ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Overall teacher, parent and student satisfaction with the quality of basic education. ▪ (RVS) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math. 	<ul style="list-style-type: none"> ▪ <i>Be responsive to individual students needs by providing students time to hand in missed assignments or providing alternatives when needed</i> ▪ <i>Council students into classes that will give them the greatest opportunities for success</i> ▪ <i>Teach students how to manage test anxiety and stress reduction</i> ▪ <i>Promote self-identification of FNMI Students</i> ▪ <i>Promote "basic" education and showcase core classes</i>
Parents and community partners play a purposeful and sustained role.	<ul style="list-style-type: none"> ▪ (AE) (RVS) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. ▪ (RVS) The percentage of parents who agree they have been involved purposefully in their child's learning with the school. ▪ (RVS) Percentage of staff and parents who agree the school accesses services in the community to support student learning. 	<ul style="list-style-type: none"> ▪ <i>Help parents to attend PTI and open house through advertising and less formal events such as a BBQ</i> ▪ <i>Provide parents with a personal phone call invite to PTI and other special events</i> ▪ <i>Ask parents to volunteer for events that showcase our students i.e. diversity day</i> ▪ <i>Organize partnerships within the community to help build relationships and provide educational opportunities</i>

GOAL TWO: LEARNERS ARE SELF-DIRECTED, INNOVATIVE, ECOLOGICALLY INTELLIGENT AND ENTREPRENEURIAL.

Outcome	RVS Performance Measure	Strategies
Learners direct and feel ownership for their learning.	<ul style="list-style-type: none"> ▪ (AE) Annual dropout rate of students/FNMI self-identified students aged 14 to 18. ▪ (RVS) Percentage of teachers, parents and students who feel students have a strong sense of ownership for their learning. ▪ (RVS) (TBA) Student affect measures e.g. Tell Them Form Me/ Student Orientation To School Questionnaires. 	<ul style="list-style-type: none"> ▪ Give responsibility for students to be accountable in smaller increments ▪ Use student portfolios to showcase work and for collaboration ▪ Provide “Real Life” experiences in our classes and help students make connections between skills learned and how to apply them
Learners demonstrate 21 st C competencies.	<ul style="list-style-type: none"> • (AE) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. • (RVS) Percentage of staff and parents agree that students are critical, creative and complex thinkers. • (RVS) Percentages of students that teachers observe as proficient in using 21st C competencies in their learning. • (RVS) Percentage of staff and students who agree their school/the jurisdiction operates successfully as a 21st Century learning culture. 	<ul style="list-style-type: none"> ▪ Provide opportunities for students to become innovative while utilizing critical thinking skills to solve problems. ▪ Encourage students to be civically engaged and to collaborate while being globally aware. ▪ Assist students in becoming self-directed learners who understand the responsibility of digital citizenship
Learners demonstrate global stewardship.	<ul style="list-style-type: none"> ▪ (AE) (RVS) Overall teacher, parent and student agreement that students model the characteristics of active citizenship. ▪ (RVS) Percentage of staff, parents and students who agree students understand, adapt to, and participate in our local and global society. ▪ (RVS) Percentage of staff, parents and students who agree students, the school, and the jurisdiction model practices that contributes to environmental sustainability. 	<ul style="list-style-type: none"> ▪ Continue to develop Students for Change by providing coordinated leadership opportunities ▪ Look at creating a student government ▪ Provide school organized volunteer events ▪ Provide global opportunities to travel and learn in another country ▪ Create cross graded activities during embedded assembly times ▪ Provide project-based learning opportunities focusing on global citizenship
Learners flourish in a culture of excellence.	<ul style="list-style-type: none"> ▪ (AE) Overall percentage of students/FNMI self-identified students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). ▪ (AE) Overall percentage of students/FNMI self-identified students who achieved the standard of excellence on diploma examinations (overall results). ▪ (AE) Percentage of students/FNMI self-identified students writing four or more diploma exams within three years of entering Grade 10. ▪ (RVS) Percentage of staff, parents, and students who agree that their school/the jurisdiction is building a culture of excellence. 	<ul style="list-style-type: none"> ▪ Teachers will model innovation, and thusly need to take the time for their own life long learning ▪ Encourage students to submit their “best” work, even if it means re-doing work ▪ Teachers will challenge students and set high standards for achievement while providing the support to the students to get them there ▪ Greater use of assessment-for-learning strategies ▪ Adopt “excellence” as a core value that is practiced throughout the building by all

GOAL THREE: INSTRUCTIONAL DESIGN CHALLENGES AND ENGAGES THE LEARNER.

Outcome	RVS Performance Measure	Strategies
Learning occurs any time, any place, any path, any pace.	<ul style="list-style-type: none"> ▪ (AE) Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. ▪ (RVS) Percentage of staff, parents, and students who agree student learning is extended beyond the regular school day through their teacher's use of digital resources. ▪ (RVS) The number of online courses completed by Grade 4-12 students. ▪ (RVS) Percentage of staff, parents and students who agree students have access to multiple learning pathways. ▪ (RVS) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are above grade standards in Language Arts and Math. 	<ul style="list-style-type: none"> ▪ <i>Teachers need to shift assessment focus to allow for more formative (which can happen any time, any place) it also allows for students to continue learning instead of dropping an idea before fully understanding</i> ▪ <i>Teachers need to continue to plan for student centered lesson design (UBD, UDL)</i> ▪ <i>Allow for drop in time to make up missed classes</i> ▪ <i>Lessons, assignments and supporting content will be made available online through the use of moodle</i> ▪ <i>Staff engage in PL to become well-versed in the use of various software applications</i>
Instructional design engages each learner.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of teachers that incorporate the tenets of RVS' Learning Model so that all learners are engaged through a variety of strategies, settings, and formats. ▪ (RVS) Percentage of staff, parents and students satisfied with their ability to access, understand and use assessment information to improve learning. ▪ (RVS) Percentage of teachers, parents and students who agree instruction meets the individual learning styles of students. 	<ul style="list-style-type: none"> ▪ <i>Create a culture of digital citizenship where students make use of technology in a responsible manner.</i> ▪ <i>Provide assignments designed to elicit self-directed learning, problem solving, collaboration and critical thinking</i> ▪ <i>Help students to use technology in creative ways to present, represent their learning</i> ▪
Instructional design enriches the learning experience.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of teachers who agree they use inter-disciplinary practices. ▪ (RVS) Percentage of staff, parents and student who agree they have access to authentic learning experiences. ▪ (RVS) Percentage of parents and students who agree that their child/their teacher's classroom practice reflects critical, creative and complex thinking. 	<ul style="list-style-type: none"> ▪ <i>Expand the Celebration of Learning to all PTI evenings to demonstrate the enrichment of learning</i> ▪ <i>Teachers need to work with their colleagues to create cross-curricular cooperation/collaboration</i> ▪ <i>Provide opportunities for cross-curricular connections through partnerships with outside school agencies</i> ▪ <i>Develop and initiate a Work Internship Program that is accessible by all students for career exploration</i>
Instructional practices empower learners.	<ul style="list-style-type: none"> ▪ (AE) Percentage of Grade 12 students/ FNMI self-identified students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI self-identified students within six years of entering Grade 10. ▪ (RVS) Percentage of schools meeting or exceeding prior level of achievement expectations. ▪ (RVS) Percentage of parents and students who believe teachers inspire students to learn. 	<ul style="list-style-type: none"> ▪ <i>Provide more education on the types of scholarships available for them at the beginning of the year and announce when to apply</i> ▪ <i>Create meaningful work with real world applications and implications</i> ▪ <i>Students will create an e- portfolio when they begin grade 10 and continue it until they graduate</i>

GOAL FOUR: LEARNING ENVIRONMENTS ENABLE THE ACQUISITION OF 21ST CENTURY COMPETENCIES

Outcome	RVS Performance Measure	Strategies
Learners use digital technologies to enhance learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff that use digital technology as an instructional tool. ▪ (RVS) Percentage of staff and students who agree they have access to digital technology at school. ▪ (RVS) Percentage of parents and students who agree teachers use digital technology to actively engage students. 	<ul style="list-style-type: none"> ▪ <i>Develop policies/strategies to train students to use technology appropriately</i> ▪ <i>Staff will be provided time to continue learning how to use technology effectively and appropriately in the classroom</i>
Operational efficiencies accelerate innovation, research and organizational development.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff who agree available resources stimulate innovation. ▪ (RVS) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments. 	<ul style="list-style-type: none"> ▪ <i>Use PL to allow for time to implement goals and training with the resources that have been made available</i> ▪ <i>Consult with Divisional Office staff for advice and support on the many facets of our diverse community</i> ▪ <i>Invite Divisional Office staff to visit our school when specific needs arise</i>
Learning is generative, responsive and multi-dimensional.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff that aligns their individual growth plans to RVS' Three Year Plan. ▪ (RVS) Percentage of staff that believes their C of P aligns to RVS' Three Year Plan. ▪ (RVS) Percentage of staff that believes professional learning has positively impacted their instructional effectiveness and student learning outcomes. ▪ (RVS) Percentage of staff that have completed online professional learning opportunities. 	<ul style="list-style-type: none"> ▪ <i>Increase staff involvement in creation of the next RVS 3 year plan</i> ▪ <i>Provide PD</i> ▪ <i>L for staff to address all levels of knowledge and abilities evident in the our staff group</i> ▪ <i>Continue to provide embedded time for curriculum teams to collaborate</i>
Leadership capacity is built across the jurisdiction.	<ul style="list-style-type: none"> ▪ (AE) Overall 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 and students who agree they have had an opportunity to influence leadership at their site/school/jurisdiction. ▪ (RVS) Percentage of staff retained five or more years after beginning their employment with RVS. 	<ul style="list-style-type: none"> ▪ <i>Practice consultation and shared decision-making with stakeholder groups</i> ▪ <i>Ensure decisions are data-based and initiatives are data-driven</i> ▪ <i>Develop opportunities for stakeholders to participate in leadership opportunities within our school and community</i>

PROFESSIONAL LEARNING PLAN

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
Sept. 1	<ul style="list-style-type: none"> ▪ School Goal Setting & Re-focus and TPGP Preparation ▪ PowerSchool Planning/Training 	<ul style="list-style-type: none"> ▪ Revisit throughout year as staff and in curricular teams ▪ Ongoing as divisional initiative 	<ul style="list-style-type: none"> Certificated Certificated 	<ul style="list-style-type: none"> ▪ \$500
Sept. 2	<ul style="list-style-type: none"> ▪ Promethean Training/Moodle Planning ▪ Technology review for staff 	<ul style="list-style-type: none"> ▪ Ongoing; working in teams; embedded coaches ▪ Ongoing; embedded coaches 	<ul style="list-style-type: none"> Certificated Certificated and Support Staff 	<ul style="list-style-type: none"> ▪ \$1,000
Dec. 23	<ul style="list-style-type: none"> ▪ UbD, UDL, Assessment and Differentiated Instruction review 	<ul style="list-style-type: none"> ▪ Ongoing; Unit Plans prepped in Curricular teams and submitted for review 	<ul style="list-style-type: none"> Certificated and Support Staff 	<ul style="list-style-type: none"> ▪ \$500
Feb. 17	<ul style="list-style-type: none"> ▪ Mini-Convention focusing on project-based learning activities ▪ Support Staff Technology Update 	<ul style="list-style-type: none"> ▪ Embedded coaches to mentor and support staff ▪ Embedded coaches to mentor and support staff 	<ul style="list-style-type: none"> Certificated and Support Staff 	<ul style="list-style-type: none"> ▪ \$500
Mar. 12	<ul style="list-style-type: none"> ▪ SEP Review and Planning 	<ul style="list-style-type: none"> ▪ Staff to report on successes and areas that require review 	<ul style="list-style-type: none"> Certificated and Support Staff 	<ul style="list-style-type: none"> ▪ \$500
May 18	<ul style="list-style-type: none"> ▪ Mini-Convention focusing on One to One Implementation 	<ul style="list-style-type: none"> ▪ Staff to engage in various sessions based on need 	<ul style="list-style-type: none"> Certificated and Support Staff 	<ul style="list-style-type: none"> ▪ \$2,000

Other, if applicable

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff Or Certificated</i>	<i>Proposed Budget</i>
Sept 12	<ul style="list-style-type: none"> ▪ Introduction of One to One - Planning for successful implementation 	<ul style="list-style-type: none"> ▪ Revisit often as we move to implementation 	Certificated and Support Staff	<ul style="list-style-type: none"> ▪ \$200
Oct 17	<ul style="list-style-type: none"> ▪ RVS Tools – “How to Podcast”; ▪ Plone 3 – How are we doing? 	<ul style="list-style-type: none"> ▪ Embedded coaches to mentor and support staff 	Certificated	<ul style="list-style-type: none"> ▪ \$200
Nov 21	<ul style="list-style-type: none"> ▪ RVS Tools – “Google docs” 	<ul style="list-style-type: none"> ▪ Embedded coaches to mentor and support staff 		<ul style="list-style-type: none"> ▪ \$200
Dec 12	<ul style="list-style-type: none"> ▪ Technology Review – How are we doing? 	<ul style="list-style-type: none"> ▪ Ongoing emphasis and review 	Certificated and Support Staff	<ul style="list-style-type: none"> ▪ \$200
Jan 16	<ul style="list-style-type: none"> ▪ UDL Review 	<ul style="list-style-type: none"> ▪ Staff engage in conversation and planning around UDL 	Certificated	<ul style="list-style-type: none"> ▪ \$200
Feb 13	<ul style="list-style-type: none"> ▪ Podcast Review – How are we doing? 	<ul style="list-style-type: none"> ▪ Ongoing review to ensure staff skills 		<ul style="list-style-type: none"> ▪ \$200
Mar 19	<ul style="list-style-type: none"> ▪ TPGP Review – How are we doing at achieving our goals? 	<ul style="list-style-type: none"> ▪ Review TPGP to ensure we are on-track to accomplish the goals we established 		<ul style="list-style-type: none"> ▪ \$200
April 16	<ul style="list-style-type: none"> ▪ SEP Development and review 	<ul style="list-style-type: none"> ▪ All staff engage in the creation of the SEP to encourage engagement 		<ul style="list-style-type: none"> ▪ \$200

BUDGET HIGHLIGHTS

	2010/11	2011/12
Certificated Staff	\$ 3,369,093	\$ 3,471,743
Support Staff	\$ 518,030	\$ 536,074
Services & Supplies	\$ 317,107	\$ 345,727
Other		
Contingency	\$ 16,038	\$ 20,000
TOTAL EXPENDITURES	\$ 4,220,268	\$ 4,353,544

SCHOOL FEES	2010/11	2011/12
Complimentary Course Fees		
• Information Processing	\$ 20.00	\$ 20.00
• Communications Technology	20.00	20.00
• Construction Technology – 3 credit	35.00	50.00
• Construction Technology – 5 credit	50.00	75.00
• Creative Writing	5.00	5.00
• Fabrication Studies	50.00	50.00
• French	5.00	5.00
• German	5.00	5.00
• Spanish	5.00	5.00
• Foods – 3 credit	40.00	45.00
• Foods – 5 credit	75.00	90.00
• Fashions – 3 credit	21.00	21.00
• Instrument Rental (\$50.00 refundable)	210.00	210.00
• Paleontology	36.00	36.00
• Percussion Rental	30.00	30.00
• P.E. 20/30 Away	150.00	150.00
• Sports Medicine 15	65.00	25.00
• Sports Medicine 25/35	40.00	25.00
• Sports Performance	5.00	5.00
• Sports Performance – Hockey	250.00	250.00
• Forestry & Wildlife	10.00	10.00
• Culinary Arts	75.00	75.00
• Financial Management	10.00	10.00
• Band	125.00	125.00
•		
Extra-Curricular Activities		
• Athletic Fee – One time annual fee	35.00	35.00
<p>CHS offers a variety of extra-curricular activities and there are fees associated with each activity. The amount of the fee is dependent upon the decisions made by the respective coaches and can vary greatly from year to year.</p>		
Other Fees		
• Grad	150.00	150.00
• Yearbook	40.00	40.00

SCHOOL EDUCATION PLAN (2011-2014) APPROVAL FORM

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

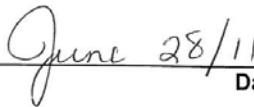
There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	April 4/11, May 10/11, June 29/11
School Council	<input checked="" type="checkbox"/>	June 17/11

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 in Rocky View School Division's School-Based Decision-Making Manual and other Superintendent directives and procedures.



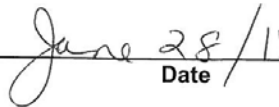
Principal Signature



Date



School Council Chair Signature



Date

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

Superintendent of Schools

June 30, 2011

Date