



Soaring for Excellence
Envol vers l'excellence

École Elbow Valley
Elementary
2011-2014 School Education Plan
May, 2011
Year One

MESSAGE FROM SCHOOL PRINCIPAL

What an exciting and dynamic time to be a student or a teacher in Rocky View Schools! We recognize that most of our young children entering school today will eventually do work that our society has not evolved to or yet can imagine. The traditional mode of learning content and channeling students into given professions will not serve our children well as technology, information, communication and issues rapidly transform our world and society. We are fortunate to have visionaries within all of our stakeholders that recognize this rapid change and move educational reform to meet the needs of 21st century learners.

These young children, these 21st century learners, are entering a world of continuous information bombardment, instant communication flow, rapidly advancing technology, multi-tasking and global decision making. The skills necessary to succeed in this environment are ones of self direction and resiliency more than ever before. As educators, Rocky View Schools and École Elbow Valley Elementary are looking closely at what is required to meet the needs and develop the essential skills within our students.

Our students will need to be critical thinkers to analyze the myriad of information that is at their fingertips. Rather than 'right or wrong', they will need to decide what is sensible and reasonable and to be able to defend their decisions. They need to be given strategies such as the art of debate, of assessment, of being able to look at all perspectives with an unbiased view. These 21st century learners are to be engaged in meaningful ways with curriculum that links school to society. They need to see patterns, look for new connections, be able to take risks and understand the global impact of actions. Communication on so many different levels is crucial and therefore the foundation of language and mathematical literacy continues to be critical for our students. It is our intention to develop a wide itinerary of strategies within our students including analysis, evaluation, synthesis, collaborative tasks, modeling, and global thinking, to name a few.

In preparing our students for their time to lead society, I am delighted and appreciative of the strong team that surrounds them. It is essential that parents, school, and community continue to work together to create a strong foundation for our students.

Sincerely,

Celia Barrington

SCHOOL PROFILE

School Name: École Elbow Valley Elementary

Principal: Ms Celia Barrington

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School Profile:

Grade Configuration: Kindergarten – Grade Four. English and French Immersion Programs

Student Population: 550

No. of Teachers: 30

No. of Support Staff: 15

Foundation Statements:

VISION

Empowering students to be lifelong learners.

MISSION

To promote positive self esteem, respect, responsibility, and skills of lifelong learners.

BELIEF STATEMENTS

École Elbow Valley Elementary is a child centered school. It is our belief that every child has a right to the best education that we can provide. The following are philosophical statements which we subscribe to as a school:

- Education is a shared responsibility between home and school.
- Teachers are the advocates of the students within our school.
- Teachers have a professional obligation to remain pedagogically current, and to remain familiar with current learning theories and child development practices.
- A balanced program which can accommodate various learning styles and levels of ability is a component of effective learning practice.
- Learning typically involves the linking of new knowledge and skills to prior knowledge and skills.
- Deeper understanding is gained through active involvement in learning.
- Positive self esteem is closely linked to the realization of a student's academic potential.
- Total student development is the focus of teaching.
- Planning, assessment, and evaluation are ongoing and interrelated processes which are integral to effective teaching and learning.

- In order to prepare students for lifelong learning, we recognize the need to develop within each student a high level of competence with skills in a variety of areas, including exposure to technology.
- Striving for continuous improvement in all aspects of our school's operation will make a better place for students, staff, and parents.
- Everyone within the school must be treated with dignity and respect.
- Promoting a healthy lifestyle for children leads to greater academic and personal success.
- Providing service to our community is important to the development of good citizenship.
- Children need to be challenged appropriately to experience growth in skills and knowledge.

Unique Features of our school include:

- We are located in Springbank on the western edge of Calgary.
- We offer both English and French Immersion programs, with French Immersion comprising 36% of our student population.
- The majority of our students come from rural / acreage homes and most are bussed.
- École Elbow Valley Elementary is especially proud of our standards of Educational Excellence, our Respect and Responsibility initiatives, our Fine Arts programs, our award winning Daily Physical Education program, our Environmental commitment , our Healthy living component, our Bilingual and multi-cultural milieu, and our Community service.
- We enjoy a strong, mutually supportive and positive relationship with our School Council and the parents of our students.
- We are fortunate to have hundreds of volunteers working within our school throughout the year to help create positive learning experiences for our students.
- We also enjoy a sound business partnership with Calaway Park.
- École Elbow Valley Elementary is a true, positive example of the team work that exists between home, community and school.
- We have wall mounted LCD projectors, a speaker, a Mimio View document camera, and a Mimio Teach Interactive Whiteboard systems in every classroom
- We have a computer lab with 23 desk top computers
- Teachers and students have access to 57 Dell laptop computers, 60 MacBook laptops, 30 iPads and 26 digital cameras

Quotes from Parent Advocates

"I cannot say enough about the great experience my kids have had at École Elbow Valley Elementary School. From the excellent education they are receiving to how approachable and friendly the staff are. My children have severe food allergies and the staff have really helped me to ensure that they are as safe as possible while they are at school learning. The school has so many great extras always going on like the monthly student recognition assemblies to the music

festival each year. My kids are continually coming home telling me about all the new technology the school is providing them and teaching them to use.”

(Comment from Sandy A who has been: a classroom parent volunteer coordinator, as well as a school wide parent volunteer coordinator, she in on parent council, and is a member of the parent allergy committee, 2011)

“I Love that Elbow Valley has a community feel. The community is involved. My kids feel like they are in a small town school. The people here care for who my children are. There is such an expectation of respect, respect for the children, the teachers and all of the adults as well as the education process.”

(Comment from Deborah K, 2010)

How do we define success for our students?

Our students will have achieved success when they exhibit a desire to learn and are engaged in the process of acquiring skills and knowledge. They will be self motivated and reflective of their progress. Willing to take risks and challenge themselves in reaching their potential. They will be active participants, sharing their learning and collaborating with peers. Our students will exhibit academic vigor, critical thinking, problem solving skills, caring for others and the environment, and increasing self-responsibility for life long character traits.

What makes our school good and how do we know?

1. School Council – we have an active school council that is supportive of our initiatives, policies, and procedures.
2. Parent Community – in a recent school satisfaction survey, our parents responded very positively about a broad range of school topics. (survey results on plone site.)
3. Students – our students engage in a variety of citizenship activities throughout the year. There are numerous incidents of acts of kindness, respect, compassion, and academic vigor exhibited by our students.
4. Assessment results – Our students excel in both the language arts and mathematics assessments as evidenced by the Grade Three Provincial Achievement results.
5. Results from Alberta Education Satisfaction Survey are in the “Excellence” range for all categories.

RECENT ACHIEVEMENTS

We have achieved a variety of our goals in the past school year. We continue to promote and develop our Virtues Program to celebrate and recognize the positive behaviour that is so prevalent within our students. This also provided a venue in which positive character traits could be introduced and discussed by students. Our students were observed using the vocabulary and practicing the traits discussed throughout the school and in each classroom.

Another achievement is our Wellness Directive as we continue to integrate the promotion of a healthy lifestyle including proper nutrition and daily physical exercise. We held a number of events that supported this initiative, such as our in Line skating program, Swimming Program, Jump Rope for Heart fundraiser, and the Terry Fox Run. A part of our Wellness Directive was an emphasis on proper hygiene in terms of washing hands and covering coughs. We believe this had an impact on the relatively small amount of flu cases that we experienced this year.

Our teaching staff has been working hard in upgrading their technological skills and this has led to our students experiencing a wealth of integrated technological projects into their learning. This included video conferencing, document cameras, Mimio interactive boards, digital cameras, and lap top programs. We have 2 technology innovation projects taking place this year researching the use of iPads and SMART tables in classrooms. This direction has become synergetic in that expertise, excitement and intensity of these experiences is highly observable within both students and staff. Our collaborative culture has expanded as we have utilized the teacher teaching teachers model during professional learning. This is a major component of preparing our staff and students in 21st century skills.

Differentiation continues to be a focus in our classrooms. Many teachers and assistants have attended conferences and workshops addressing the instruction of students with special needs. Identification and programming for Gifted Learners is becoming a strong direction within our school. Gifted students are being clustered and higher thinking programs are planned. We have received very positive feedback from the parents of gifted students for this direction.

We continue to move forward in addressing the knowledge, skills and attitudes of the 21st century learner. Students are communicating with other classrooms through video conferences. Students are becoming globally aware through their participation in our Water for Life Fundraising Project with UNICEF Canada.

CHALLENGES AHEAD

The greatest challenge for our school would be to find the time to accomplish all that we want to do. Technology is advancing at a rapid pace and it is a challenge for staff to find the time to keep current. The accessibility and reliability of new technologies as well as opportunities the training of staff on their use will continue to be a focus. Much of our programs are collaborative in nature, using the strengths of each teacher to guide the others. Once again, time becomes a factor when we are reluctant to be out of our classrooms.

As we move towards creating 21st century learning environments we continue to explore opportunities to equip teachers with the knowledge and skills necessary to adopt new philosophies of pedagogy and develop new strategies for instruction. This takes time for learning, practice, and reflection.

Another challenge that we encounter is to have adequate skills and support to meet the needs of special needs students. We love and welcome all children to our school as diverse children enrich us all. Some students, however, require specialized knowledge of behaviour and strategies. As these students are integrated within our regular classrooms, there is a greater demand on teachers, administrators, and assistants to have these skills and strategies. Providing training, continuing program specialist support, and having access to psychological consultations is crucial in assisting schools in integrating special needs students. Support in terms of sufficient supervision or assistance is also vital to ensure success in learning and integration

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). 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Continue with Hour-Zero program ▪ Character Education ▪ Virtues and Wellness initiatives ▪ Support CDA in her programming ▪ Include description of CDA and her role in Kindergarten open house and school tours ▪ Support bus drivers with misconduct reports ▪ Continually invite to and promote Parent Council meeting ▪ Acknowledge parent support in newsletters ▪ Invite parents to participate in school events ▪ Locked door sign and practice ▪ Inform community through web-site and newsletters as well as individual class communication • Kindergarten orientation • F.I. information evening • Gr. 5 transition/Orientation • Kindergarten Open House/Orientation • School tours • Common recess (K – 4) ▪ Team P.D. opportunities ▪ Facilitate school structures which create connection of students and teachers, relationships which expand outside the classroom environment, field trips, outdoor ed excursions. Increasing exposure for students where they make strong connections. ▪ Programming should target the building of skills which ultimately lead to value. Resiliency programming, safe and caring programming across the division, cultures and climates which promote the village concept (safe and caring environments. ▪ All stake holders are accountable in the development of students who contribute to safe and caring environments. <p>Initiate</p> <ul style="list-style-type: none"> ▪ Have available for staff supports and resources on working with challenging behaviours with students ▪ Ensure link to Cochrane Family Services is available for families ▪ Training for teachers which incorporates the elements of the social/emotional student development.
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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Continue with scheduling of laptop carts and introduction of iPads for students ▪ Continue with Computer Lab time for each class in timetable <p>Initiate</p> <ul style="list-style-type: none"> ▪ Develop the understanding that those things that are appropriate for students who require additional support are good for all and should be universally available for students to self select. ▪ Include in our PL & AISI time a review of Universal Design for Learning ▪ Include access to programming that would meet individual needs of students

Resources and programs ensure all learners succeed.

- (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.

Maintain

- Continue to support specialized learning programs such as Early Literacy, LDP, Early Support and Learning Strategies
- Collaborate with Community services
- Advocate for appropriate support of special needs students
- Facilitate communication and transitions of students with special needs or issues
- Continue to meet with SMS staff to plan transitions
- Literacy Skills focus
- Numeracy Skills focus
- Priority is to keep CSI appropriate to grade level within budget possibilities(21 in k-3, 25 in Gr.4)
- Provide assistance to specific needs (esl, gifted, lsc, m&m, fi.)
- Universal screening across Kindergarten to determine areas of need, ie MM learning needs.
- Implement **early intervention** programming that is available through this identification process to address the needs of these students, addressing these student's needs prior to grade one.
- Acceptance of diversity and being prepared to address that diversity with the appropriate resources

Initiate

- [Work to improve the understanding and ease of the IPP and EAP process with all teaching staff](#)

Parents and community partners play a purposeful and sustained role.

- (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.

Maintain

- Present SEP, Budget, new policies, procedures to School Council for advisement.
- Integrate our services to create a seamless continuum of support.
- True Inter-agency collaboration (linkages does not create collaboration) Need to build relationships that strengthen the partnerships.
- In all partnerships there should be a staff member connected to the initiative.
- Parent information sessions to assist them in understanding the dynamics and responsibilities required of the emerging technologies. Adult learning. – Parent Council

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 From Me/ Student Orientation To School Questionnaires. 	<ul style="list-style-type: none"> ▪ Choice: The opportunity for individuals to make choices re: the expression of their learning, assessment, materials, accessibility <p>Initiate</p> <ul style="list-style-type: none"> ▪ Environments that reflect choice in representation, engagement and expression (UDL). i.e. Classroom, School, Digital ▪ Creating an environment where students publish and share with the world. How they take their conversations and represent what they know in an authentic manner. Authenticity of audience and authenticity of inquiry. (issues-based studies) ▪ Evidence of growth in all areas. Goal setting, action plans, ability to share with an audience on a regular basis. A means of looking at a path. An authentic big idea presented at outset; portfolio reflecting the journey.
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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Expand student access to other learning sites through video conferencing, internet & field trips ▪ Project Based Learning ▪ Assessment for Learning ▪ Computer Lab- project based ▪ Mac Cart ▪ Early Lit./LDP ▪ Early Support/ LSP ▪ Gifted Education - programming ▪ Classroom Differentiation ▪ Quality Materials ▪ Staff in-service ▪ AISI project 4 – assessment ▪ Home Reading program ▪ Universal Design/UBD practices ▪ Promote and support PD ▪ Designate Team & Subject Coord. ▪ Friendly Helpers –Gr.,4 leadership ▪ Green Club – Gr.3 leadership ▪ Devise leadership opportunities for Gr.1 & 2 students. • Coordination of Services • LDP/ES/LS/EL programs • Embedded meeting time • Multiple Intelligences <p>Initiate</p> <ul style="list-style-type: none"> ▪ A basic scope and sequence of 21st c. skills for each grade level. ▪ Learners are empowered with the language of each of the literacy's and the understandings and applications of each of these lifelong literacy's. It's about seizing opportunities for exploration that are driven by develop and incorporate cross-curricular activities that encompass multiple 21st century literacy's ▪ Synthesize information and communicate end-results in a variety of methods ▪ Integrate new, innovative and emerging technologies ▪ Utilize the ISTE Net standards ▪ Exercise responsible citizenship when using digital technologies in learning

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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Charity initiatives both locally and globally • Cooperative Learning lessons • Team building tasks • Conflict Resolution strategies • Reading Buddies - xgraded ▪ Spirit Days – school wide – globally related. <p>Initiate</p> <ul style="list-style-type: none"> ▪ Green Club – expanding initiatives and taking leadership roles ▪ Paper usage – moving towards being as paperless as possible
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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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Materials- necessary for diverse programs ▪ Support Staff – support for classroom groups ▪ Ensure fine arts/health & phys.ed are supported as core subjects. ▪ Provide some small grouping work for FNMI/ESL/FI as required. ▪ Learners have an authentic audience -- where a higher quality (deeper) of work is being shared beyond the classroom. Authentic purpose, intent and relevancy.
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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. 	<p>Initiate</p> <ul style="list-style-type: none"> ▪ Provide equitable access to technology and tools ▪ Immersed in dynamic personalized learning environments that are based on choice, and are flexible, fluid, and generative in nature ▪ Create on-line environments that house key learning concepts that captures content (i.e. wiki, video casts, rubrics, posting lessons, archiving) ▪ Access to a variety of different learning environments across RVS, provincially and globally ▪ Apply the UDL strategies so that learners can access multiple means of representation and expression (remove the barriers) ▪ Engaged in authentic, relevant and collaborative inquiry-based learning
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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Utilize authentic challenges that are driven by questions (collective inquiry based on needs) ▪ Access the expertise, insights and knowledge of multiple resources (human and otherwise) ▪ Utilize effective tools and strategies to make learning relevant ▪ Create a learner profile to identify individual learning styles and preferences ▪ Make choice(s) based on learning styles and preferences for making meaning/understanding ▪ Engage in inquiry and concept-based learning -- where interest areas and passions are developed for greater ownership and deeper learning <p>Initiate</p> <ul style="list-style-type: none"> ▪ Enabled by the skills, practice and elements of the Learning Model through multiple means of expression and representation
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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Experience inquiry and project/challenge-based learning ▪ Explore real world issues through local and global conversations using multiple literacy's and meaningful experiences ▪ Make meaning and connections through authentic inquiry, universal understandings and concept-based learning ▪ Interact with the local and global community to broaden, enrich and inspire authentic learning opportunities
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. 	<ul style="list-style-type: none"> ▪ Use authentic and issues-based tasks that engage learners to go further and faster, driven by passions and interests ▪ Connect new learning with existing learning to create new knowledge ▪ Engage with appropriate curriculum compacting strategies Provide appropriate tools and assistive technologies <p>Initiate</p> <ul style="list-style-type: none"> ▪ Apply the 21st century skills/competencies in a meaningful context

- (RVS) Percentage of parents and students who believe teachers inspire students to learn.

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

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

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
<p>Learners use digital technologies to enhance learning.</p>	<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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Welcome donations of technology to school ▪ Ensure that classrooms have the tools to integrate technology ▪ Technology Assistant time maximized ▪ Have a technology plan – maintaining and pursuing the upgrading of technology ▪ Provide opportunities for staff tech support through embedded time. ▪ Evergreen computers ▪ Seek additional computers from Computers for schools <p>Initiate</p> <ul style="list-style-type: none"> ▪ Have instructional resources available ▪ Create enabling policies at school ▪ Use professional learning to effectively integrate technology in learning ▪ Develop practices in proper use and care of all technologies to ensure maximum equipment life ▪ Create a tutorial on how technologies are used based on student input ▪ Allow learners to bring personal technologies to the school ▪ Establish knowledge expectations for various grade levels; NETS standards ▪ Teach staff, parents, students digital citizenship Modeling the emerging technologies at the staff level ▪ Have conversations with students to see how they are using the technologies (getting a base line) ▪ based upon survey to gather student input to define benefits and concerns ▪ Provide targeted professional learning around technologies ▪ Align professional development with the 21st Century initiative for improving learning
<p>Operational efficiencies accelerate innovation, research and organizational development.</p>	<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. 	<p>Maintain</p> <ul style="list-style-type: none"> ▪ Infusion of technology ▪ Project based learning ▪ Problem solving strategies ▪ PD for staff on 21st c. skills ▪ Seek support from EC when required. ▪ Embedded Coaching model <p>Initiate</p> <ul style="list-style-type: none"> ▪ Ensure technology systems are consistent with current expectations ▪ Promote and support innovative risk-taking practitioners ▪ Continue participation in innovation research ▪ Share the results from innovation projects ▪ Enhance connectivity within all classrooms (access points in every classroom) ▪ Enable staff (knowledge experts) to share their expertise in the use of specific technologies and how to use in the classroom ▪ Schools collaborative between family of schools to share/train in specific technologies ▪ Use social media on RVS site as a cross connection area for school projects consistent professional learning around all emerging and current technologies for all RVS staff and

Learning is generative, responsive and multi-dimensional.

- (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.

Maintain

- Best Practices sharing
- Continue to build communication on emerging technological practices

Initiate

- Encourage all staff to explore technologies
- Encourage all staff to be risk takers with the technologies
- Explore partnerships
- Encourage teacher to be reflective practitioners and improve practice on what they learn
- Promote inter-classroom visitation between teachers
- Establish a medium of publishing student work to promote creativity
- Assessment using 21st century learning
- Involve students in the classroom projects
- Staff TPGP will include goals aligned with RVS' Three Year Plan

Leadership capacity is built across the jurisdiction.

- (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.

Maintain

- Teacher Professional Growth Plans
- P.D. Funding & advocacy
- AISI
- New Staff Orientation
- Procedure in place to share student work with school and community
- Cross graded activities
- Cross program activities
- Team approach to planning
- PD for all staff
- Workshops for Parents on 21st.c learning
- Engage community expertise
- Support embedded coaching within the schools by teachers within the school
- Increase embedded coaching between schools using best practice or leading innovation
- increase collaboration
- Continue with 7 school based professional learning days to promote learning of new technology / strategies
- Establish minimum standards / expectations for all staff
- Promote the 21st century learning model
- Provide ongoing online professional learning around effective strategies and learning styles
- Create protected time for instructional coaching
- In-school specific professional learning
- Have school technologists work on building technical skills for all staff
- Ensure our knowledge experts are also able to continuously learn while they share with others
- Student lead/facilitated digital workshops

BUDGET HIGHLIGHTS

(Schools are asked to provide key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus from the prior year. Charts and tables may be used to summarize this information. See below).

		2010/11	2011/12
Certificated Staff	2,815,969		2,781,271
Support Staff	569,466		535,928
Services & Supplies	303,604		96,550
Other			59,691
Contingency	81		20,000
TOTAL EXPENDITURES	3,689,120		3,413,749

SCHOOL FEES

		2010/11	2011/12
Complimentary Course Fees			
•			
Extra-Curricular Course Fees			
•			
Other Fees			
• Student agendas	\$0		\$8
• Head sets (1 time only)	\$15		\$15

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 20 & May 20, 2011
School Council	<input checked="" type="checkbox"/>	April 6 & May 4, 2011

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

June 30, 2011
Date

School Council Chair Signature

June 30, 2011
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