



Soaring for Excellence
Envol vers l'excellence

Ecole Elbow Valley
Elementary
2008-2011 School Education Plan
May, 2010
Year Three

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 Ecole 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: Ecole Elbow Valley Elementary

Principal: Ms Celia Barrington

Address: 244209 Range Road 33, Calgary, Alberta T3Z 2E8

Phone: 403-242-1117

Fax: 403-246-7666

Email: evalley@rockyview.ab.ca

Website: <http://plone.rockyview.ab.ca/evalley>

School Profile:

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

Student Population: 539

No. of Teachers:33

No. of Support Staff: 13

Foundation Statements:

VISION

Empowering students to be lifelong learners.

MISSION

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

BELIEF STATEMENTS

Ecole 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.
- Ecole 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.
- Ecole Elbow Valley Elementary is a true, positive example of the team work that exists between home, community and school.

Quotes from Parent Advocates

“ Elbow Valley is an outstanding school. The teachers are extremely caring and actively try to do what’s best for students. My children feel welcomed and a part of an inclusive community.”

(comment from Parent Satisfaction Survey conducted Nov.'07)

“Good focus on education, as well as attitude and well being.”

(comment from Parent Satisfaction Survey conducted Nov,'07)

“Very positive environment that encourages learning.”

(comment from Parent Satisfaction Survey conducted Nov. '07)

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?

Our school is great and we know from the feedback that we receive from School Council, our parent community, our students, and our assessment results.

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 vigour 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 expand our Virtues Program to celebrate and recognize the positive behaviours that are 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. We also hold bimonthly recognition assemblies to honour students.

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 an entire Olympic Virtues Day with guest speakers, In Line skating, 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, digital cameras, and lap top programs. This direction has become synergetic in that expertise, excitement and intensity of these experiences is highly observable within both students and staff. This is a major component of preparing our students in the 21st century skills. We are looking forward to having lcd monitors installed in every classroom, introducing iTouch components, and interacitive boards.

Programming for Gifted & Talented Learners has become a strong direction within our school. We chose to provide challenge and enrichment pull out programs for students referred by teachers in Gr. 3 & 4. We have received very positive feedback from the parents of gifted and talented students for this direction.

AISI

Building on the work the completed during in AISI Cycle 3, the staff at Elbow Valley Elementary has chosen "Assessing for Excellence" as their starting point for AISI Cycle 4. Teachers are striving to incorporate best practices in assessment FOR, OF, and AS learning. Teachers at EVE created curriculum posters for their classrooms. These posters clearly identify student learning outcomes in child-friendly language. In addition to embedded time during school-based Professional Learning days, a major Professional Development opportunity for teachers at EVE was the annual Alberta Assessment Consortium Conference. A group of teachers attended the Conference and shared their learning with staff. Additionally, staff consulted resources such as Anne Davies' *Making Classroom Assessment Work* and Damian Cooper's *Talk About Assessment*. A large group of teachers also attended the Reaching and Teaching Conference and shared innovative strategies with the staff.

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. Adopting and developing new philosophies of pedagogy and strategies takes time for practice and reflection. 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.

Setting the Direction leads to another challenge as we change our protocols in meeting student needs. Ensuring that we have adequate skills and support to meet the needs of all 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. One measure that we are planning is to embed team meeting time weekly to enable teacher to discuss in peer groups strategies in the classroom.

GOAL ONE: LEARNERS HAVE THEIR BASIC AND DIVERSE NEEDS MET.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Non-academic barriers to learning are recognized and addressed.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree that social/emotional supports are beneficial to their student(s) and/or to their family. (RVS) Percentage of schools offering wellness and nutrition initiatives. 	<ul style="list-style-type: none"> Virtues & Wellness initiatives to support CDA in her program. Have available information for staff on working with challenging behaviours within students. Ensure link to Cochrane Family Services is available for families. 	Start Keep Keep	Keep Keep Keep	Maintain Maintain Maintain
Students, staff, trustees and parents feel safe and part of the learning community.	<ul style="list-style-type: none"> (AE/RVS) Percentage of staff, parents and students, who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (RVS) Percentage of staff, parents and students who express they feel a part of the learning community. 	<ul style="list-style-type: none"> inservice of staff on safety in workplace Begin to initiate Hour Zero program charity initiatives both locally and globally. Expand student access to other learning sites to collaborate with other students. keep community informed Locked Door/Sign in practice Character Education CDA School Council informed 	Keep Keep Keep Start Start Keep Keep	Keep Keep Keep Keep Keep Keep Keep	Maintain Maintain Maintain Maintain Maintain Maintain Maintain
Students accessing specialized programming and community supports experience success.	<ul style="list-style-type: none"> (RVS) Percentage of parents and staff who agree students have access to specialized programs and community supports when needed. (RVS) Percentage of parents and staff who collectively agree that students with Individual Program Plans (IPP) meet or exceed their learning goals. (RVS) Percentage of students placed in an external full-time setting. 	<ul style="list-style-type: none"> collaborate with community services, Work to improve the understanding and ease of IPP process with all teaching staff. Expand program for gifted & talented learners, advocate for appropriate support of special needs students. specialized programs such as Early Lit., LDP, Early Support, Learning Strategies. Facilitate communication and transitions of students with special needs or issues. 	Keep Keep Keep	Keep Keep Keep Start	Maintain Expand Expand Maintain Maintain Expand

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

GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Students succeed as 21 st century learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff, parents and students who agree students can identify, remix, create, interpret, evaluate, and share knowledge and information. ▪ (RVS) Percentage of students who agree they use contemporary technology frequently to help them learn. ▪ (RVS) Percentage of students in grades 1-9 whose year-end assessment by teachers indicate they are at/above grade standards in Language Arts/Math. ▪ (AE) Percentage of students who achieve the acceptable standard and the percentage who achieve the standard of excellence on Grade 3, 6, and 9 Provincial Achievement Tests. 	<ul style="list-style-type: none"> • ICT / SEP • Project Based Learning • Assessment for Learning • Computer Lab- project based • Mac Cart • Tools for Classroom (LCD...) • Early Lit./LDP • Early Support/ LSP • Gifted Education - programming • Classroom Differentiation • PD for Staff • Quality Materials • Teacher inservice • Support Staff Inservice • AISI project 4 – assessment • Home Reading program • Universal Design/UBD practices 	Keep Keep Keep Keep Keep Keep Keep keep Expan Expan Expan Keep Keep Finish Keep keep	Keep Expan Keep Start Keep Expan Keep Start Expan Keep Expan Keep Expan Start Keep Keep	Maintain Maintain Maintain Expand Expand Maintain Expand Maintain Maintain Maintain Maintain Maintain Maintain Maintain Maintain Maintain
Students complete programs.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students who obtain a high school certificate. ▪ (AE) Annual drop out rate of students aged 14 to 18. ▪ (AE) Percentage of students who complete high school within three years of entering Grade 10. ▪ (AE) Percentage of students who achieve the acceptable standard and the percentage who achieve the standard of excellence on Diploma Exams. ▪ (AE) Percentage of students who have written four or more diploma exams within three years of entering Grade 10. 	<ul style="list-style-type: none"> ▪ Literacy Skills focus ▪ Numeracy Skills focus 	Keep Keep	Keep Keep	Maintain Maintain
Students and staff demonstrate life-long learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff who identify a professional learning goal that links to the school/site's education/business plan as reported by principals/supervisors. ▪ (AE) High school to post-secondary transition rate within six years of entering Grade 10. ▪ (AE) Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. 	<ul style="list-style-type: none"> • Teacher Professional Growth Plans • P.D. Funding & advocacy • AISI • New Staff Orientation • Procedure in place to share student work with school and community 	Keep Keep Finish	Keep Expan start	Maintain Maintain Maintain Expand Expand

RVS schools build and support a 21st century learning culture.

- (RVS) Percentage of staff retained five or more years after beginning their employment with RVS.
- (RVS) Percentage of students and staff who agree their school/the jurisdiction operates successfully as a 21st Century learning culture.
- (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.
- (AE) Percentage of teachers, parents and students satisfied with the overall quality of basic education.

- Mentoring
- Wellness Initiatives
- Staff Morale - recognition
- Use of technology
- Phone site / communication
- School wide email
- Public relations
- Best Practices sharing
- Electronic Portfolios

Keep	Keep	Maintain
Keep	Expan	Maintain
Keep	Expan	Maintain
Expan	Expan	Maintain
Start	Keep	Maintain
Keep	Keep	Maintain
Keep	Keep	Maintain
Keep	Keep	Maintain
Keep	Expan	Maintain

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

GOAL THREE: LEARNERS ARE CIVIC, SOCIAL AND ENVIRONMENTAL STEWARDS.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Students and staff understand and participate in social and economic responsibility.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree students understand, adapt and participate in our local and global society. (AE) Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. 	<ul style="list-style-type: none"> Charities – local and global Cooperative Learning lessons Team building tasks Conflict Resolution strategies Reading Buddies - xgraded Spirit Days – school wide – globally related. 	Keep Keep Keep Keep Keep Keep	Keep Keep Expan Expan Keep Keep	Maintain Maintain Maintain Maintain Maintain Maintain
Students, staff and trustees work independently and collaboratively to build a vibrant community in a global society.	<ul style="list-style-type: none"> (AE) Percentage of staff, parents and students who agree that students model the characteristics of active citizenship. (RVS) Percentage of staff, parents and students who agree that school and jurisdictional practices facilitate active citizenship. (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education. 	<ul style="list-style-type: none"> Charities – local and global School Council participation Conferences – Parent/Teacher Surveys - Satisfaction Parent workshops – tech, Tri site collaboration – common events 	Keep Keep Keep Keep	Keep Keep Keep Start Start	Maintain Maintain Maintain Start Maintain
Students, staff and trustees understand, practice and promote the conservation of resources.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree students, the school, the jurisdiction model practices that contribute to environmental sustainability. (RVS) Number of RVS “Green” certificates presented to schools and departments for employing environmental practices. 	<ul style="list-style-type: none"> Green Club support Recycling mandated Planting Water/Elec. Conservation Paper usage -> electronic Involve all staff 	Keep Keep Keep Keep Keep	Keep Expan Keep Expan Expan	Maintain Expand Maintain Maintain Expand Maintain

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

GOAL FOUR: LEARNING OPPORTUNITIES ARE DISTINCT, CONTINUOUS AND SYSTEMATIC.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Distinct programs ensure students succeed.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students in distinct programs (e.g. First Nations, Métis and Inuit, English as a Second Language, French Immersion, Gifted, Christian, Virtual, K&E, etc.) whose year-end assessment by teachers indicate they are at or above grade standards in Language Arts/ Math. ▪ (AE) Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career preparation, technology, health and physical education. 	<ul style="list-style-type: none"> • Materials- nec'sy 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. 	Keep Keep	Keep Keep	Maintain Maintain
Learning transitions are seamless.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of parents and staff who agree that there was a smooth transition from early intervention/ECS to Gr. 1; from elementary to middle school; and from middle school to high school. ▪ (RVS) Percentage of students, parents and teachers satisfied with schools' career exploration/ preparation. 	<ul style="list-style-type: none"> • Kindergarten orientation • F.I. information evening • Gr. 5 transition/Orientation • Kindergarten Open House/Orientation • School tours • Common recess (K – 4) • Team P.D. opportunities 	Keep Keep Keep Keep Keep Keep Keep	Keep Keep Keep Keep Keep Keep Keep	Maintain Maintain Maintain Maintain Maintain Maintain Expand
Professional development is multi-faceted, ongoing and systematic.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff that belong to a jurisdictional community of practice. ▪ (AE) Percentage of teachers reporting that in the past three to five years the professional development and inservicing from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 	<ul style="list-style-type: none"> ▪ Promote and support P.D. ▪ Plan PD balance between EC and school PD days. ▪ Provide team PD opportunities 	Keep Start Keep	Keep Keep Keep	Maintain Maintain Maintain

<p>Leadership capacity is built across the jurisdiction.</p>	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff that believes professional development has positively impacted their instructional and/or organizational effectiveness. ▪ (RVS) Percentage of staff who agree they have been provided opportunities to lead. ▪ (RVS) Percentage of schools offering student leadership programs. 	<ul style="list-style-type: none"> • 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. 	<p>Keep Keep Keep Keep</p>	<p>Keep Keep Keep keep</p>	<p>Maintain Maintain Maintain Maintain Start</p>
--	--	---	--	--	--

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

GOAL FIVE: INSTRUCTION CHALLENGES AND ENGAGES THE LEARNER.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Curriculum delivered is student-centred.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents and teachers who agree curriculum and instruction meets the individual learning styles of students. ▪ (AE) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. 	<ul style="list-style-type: none"> • Assessment for Learning • Coordination of Services • LDP/ES/LS/EL programs • Differentiated instruction • Community information links • A basic scope and sequence of 21st c. skills for each grade level. 	Keep Keep Keep Keep Keep	Keep Keep Keep Expan Keep start	Maintain Maintain Maintain Expand Maintain Expand
Instructional practices meet the needs of the 21st Century learner.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of schools that use 21st Century instructional practices as measured through their School Education Plans. ▪ (RVS) Percentage of students, parents and staff satisfied with their ability to access, understand and use assessment information to improve learning. ▪ (RVS) Percentage of staff that use contemporary technology as an instructional tool. 	<ul style="list-style-type: none"> ▪ Infusion of technology ▪ Project based learning ▪ Problem solving strategies ▪ PD for staff on 21st c. skills 	Expan Expan Expan Expan	Expan Expan Expan Expan	Expand Exxpand Expand Expand
RVS operates as a community of learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff that agree their school/site/the jurisdiction promotes and operates as a community of learners. 	<ul style="list-style-type: none"> • Cross graded activities • Cross program activities • Team approach to planning • PD for all staff • Workshops for Parents on 21st.c learning • Engage community expertise 	Keep Keep Keep Keep	Keep Keep Keep Keep start	Maintain Maintain Maintain Maintain Start Start

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

GOAL SIX: LEARNING ENVIRONMENTS ENABLE THE ACQUISITION OF 21ST CENTURY SKILLS.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Contemporary technology is accessible to all learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of schools that meet RVSD's contemporary technology standards. ▪ (RVS) Percentage of students and staff who agree they have access to contemporary technological tools. ▪ (RVS) Percentage of staff who agree they have adequate technological support in their school. 	<ul style="list-style-type: none"> ▪ Welcome donations of technology to school ▪ Ensure that classrooms have the tools to integrate technology ▪ Technology Assistant to half time ▪ Have a technology plan ▪ Provide opportunities for staff tech support through embedded time. 	Start	Keep	Maintain
			Expan	Expan	Expand
			Keep	Keep start	Start Maintain Start
Budgets are driven by Three Year Plan outcomes.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff who agree available resources are used equitably, effectively and efficiently. ▪ (RVS) Percentage of performance measures that meet the jurisdiction's third year targets. 	<ul style="list-style-type: none"> • 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.) • Evergreen computers ▪ Seek additional computers from Computers for schools 	Keep	Keep	Expand
			Keep	Keep	Keep
			Keep	Keep	Maintain
			Keep	Keep	Maintain
Education Centre Departments/ schools enable a 21st Century learning environment.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments. 	<ul style="list-style-type: none"> ▪ Seek support from EC when required. ▪ Embedded Coaching model ▪ Ensure tech. systems are consistent with current expectations 	Keep	Keep start	Maintain Maintain Start
Community partners provide expertise and support.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of school councils/parent advisory committees satisfied with their involvement in school system decision-making processes. 	<ul style="list-style-type: none"> • Present SEP, Budget, new policies, procedures to School Council for advisement. 	Keep	Keep	Maintain

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

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>
Aug. 27	In depth planning of AISI 4/ Technology Infusion	Identify goals/planning Tech. program inservice	Certificated	
Oct.. 25	AISI 4 / Hour Zero Training	Review of safety protocols Con't work on assessment	Certificated	
Nov.12	Consideration of sending team to Assessment/ RTI conference	Expand knowledge and skills and share with staff.	Certificated	\$7,000
	Technology Inservice	Expand skills with tech programs.	All Staff	
Jan 31	AISI 4 / 21st c. skills	Reflection & Sharing/ Tech inservice	Certificated	
Feb.16	AISI 4 – Guest presentation on 21 st . learner		All Staff	\$5,000
Apr. 4	AISI 4	Performance Tasks	Certificated	
May 20	Reaching and Teaching	Expand K & S of teaching	Certificated	\$10,000

BUDGET HIGHLIGHTS

	School Expenditures	2010-2011 *	2009-2010
CERTIFICATED STAFF		\$2,753,429	\$2,607,197
SUPPORT STAFF		\$451,480	\$470,402
SCHOOL BASED SERVICES			
POSTAGE\TELEPHONE		\$6,100	\$6,100
STAFF DEVELOPMENT		\$15,000	\$18,500
PHOTOCOPYING		\$16,000	\$11,000
GENERAL SUPPLIES		\$67,300	\$113,500
EQUIPMENT		\$5,000	\$5,000
SPECIAL PROGRAMS		\$4,500	\$11,000
TEXTBOOKS			\$5,000
LIBRARY MATERIAL & SUPPLIES		\$6,900	\$9,400
OTHER		\$4,100	\$4,500
CONTINGENCY		(\$69,375)	\$13,341
TOTAL EXPENDITURES		\$3,329,809	\$3,274,939

** Please note that the Supplementary Resource Allocation had not yet been announced and therefore has not been included in the revenue side of this Budget Highlight for 2010-2011*

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

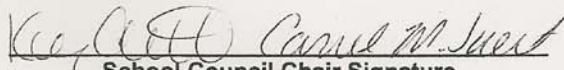
There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	April 26, 2010
School Council	<input checked="" type="checkbox"/>	May 5, 2010

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.

Celia Barrington 
Principal Signature

May 5, 2010
Date


School Council Chair Signature

May 5/10
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, 2010

Date