

Prairie Waters Elementary School

School Education Plan For 2011 - 2014 (Year 1)

May, 2011



MESSAGE FROM SCHOOL ADMINISTRATIVE TEAM

Prairie Waters is presently embarking on an exciting transformational shift! Recognizing that our student's future will be much different than our past, we are critically reflecting on what teaching and learning must look like to prepare students for a future that is unpredictable. More than ever, our students will enter a world where critical thinking skills, creativity, entrepreneurial spirit, and open-mindedness will be essential. It is our job to instill a sense of International Mindedness in our students. We know our world is getting smaller and our students remind us of this everyday. They speak different languages, travel the world, and reflect on our cultures' similarities and differences with an appreciation beyond their years!

To prepare students for this future, our teachers are teaching using Inquiry and Concept Based Learning. Through inquiry, students are engaged through real-life challenges and questions. They understand the meaning in what they are doing and have an opportunity to explore their own questions. With everything we do, students should be able to answer, "Why are we doing this?"

Through Concept Based learning, our students are able to make the connections between all the subjects. Learning no longer takes place in isolation within the subjects. Within any concept teachers are looking for the connections to Math, Language Arts, Social, Science and the Arts. Further, all concepts promote understanding through time, across cultures and situations and promote higher order thinking. Concept based learning allows students to find personal meaning and relevance in their learning!

We are confident that our shift to a Concept based, Inquiry driven curriculum is providing our students the skills they need to be successful. Our students are finding meaning in the work they do and are taking action based on their learning. From making a morning announcement to shaving their head for Cancer, our students are recognizing that they can make a difference in our world despite their age. Further, the depth to the questions and discussions that is occurring in class is profound. The engagement of students in their learning is extremely high. At Prairie Waters, we believe that our students are becoming prepared for a future that is unpredictable.

SCHOOL PROFILE

School Name: Prairie Waters

Principal: Ryan Siemens

Assistant Principal: Barb Holden

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Or find us on Twitter: <http://twitter.com/prairiewaters>

School Profile:

Grade Configuration: Kindergarten to Grade Five

Student Population: 535 students

No. of Teachers: 31

No. of Support Staff: 12

Foundation Statements: (under review)

Vision: "A Place Where We Love to Learn Together"

Mission: "The Prairie Waters Team will Provide Programs and Opportunities for Growth through Best Practices"

Beliefs/Principles: As a staff, our shared values are collaboration, mutual respect, open communication, flexibility, kindness and a consistent commitment to fostering the love of learning.

Unique Features of our school include:

- *Candidacy for the International Baccalaureate Organization's Primary Years Programme*
- *A School-wide trans-disciplinary Programme of Inquiry*
- *French Immersion programming*
- *Approximately 35% of students are learners of English as an Additional Language*
- *All classrooms equipped with Interactive SmartBoards*
- *Before and After School Care on premises*
- *Enhanced co-curricular program*

Quotes from Parent Advocates

"Prairie Waters is a very caring and open school, where students are placed number one. As our school strives to be accredited as a Primary Years Programme (PYP) school, our students are becoming more globally aware as well as thinking by inquiry. I am very honoured and excited to be part of such a dynamic team!" (EW – Kindergarten, grade two, and grade four parent)

"We love Prairie Waters Elementary School and are very proud to be part of such a wonderful school! There is such a supportive learning environment here! We are so enthusiastic about the

direction the school is going in with the new PYP programme and the building of our children into such great 21st century learners!” (Mr. and Mrs. V. – Kindergarten and grade three parent)

How do we define success for our students?

Prairie Waters Elementary School students will be successful if they leave our school as students of inquiry who ask meaningful and insightful questions, who respect and embrace diversity, who read at or above grade level, who initiate action of their own accord in the service of others, and who care deeply for their environment.

What makes our school good and how do we know?

Prairie Waters is an exceptional school in many ways. The staff are motivated and hard working and are here to serve children. The students are articulate and come from homes that value education and from homes that are worldly. Our students are well traveled, many having visited or lived in foreign countries. Evidence for the fact that Prairie Waters is a school in its own league is found in students', parents', and staff's indication of high levels of satisfaction with the school and in their engagement as vibrant participants. RVS 2011 Survey Results found that 94% of parents and 100% of staff believe that students are learning how to become critical, creative and complex thinkers.

RECENT ACHIEVEMENTS

The 2010-2011 school year was a transformational year for Prairie Waters Elementary School.

Primary Years Programme

Our AISI project and the successful application for a Rocky View Schools' Excellence and Learning Grant melded into the school pursuing candidacy for the Primary Years Programme of the International Baccalaureate Organization. This came about as a result of dissatisfaction with the previous practice of construction of discrete UBD units that were viewed as stand-alone units separate from curricular instruction. There was a perceived need by many to integrate UBD principles and inquiry into more authentic learning experiences for our students.

As a result, the staff is currently in the process of creating and implementing a Programme of Inquiry that encompasses all levels from Kindergarten to grade five for all mandated Alberta curricula.

Each grade level is constructing six transdisciplinary units of inquiry that encompass approximately six weeks of instruction each. All units in all grades are taught within the same six themes: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; and Sharing the Planet.

International Mindedness and Student Action

In addition to these units of inquiry, school focus of instruction has shifted to greater attention to international mindedness as well as to students taking action as a result of their learning. Examples of the latter include: relief efforts for victims of the Japanese earthquake, raising funds for various charities, picking up litter, recycling projects, and myriad other initiatives. What sets these types of actions apart from others is that students are encouraged to take action on their own initiative as a result

of being inspired through inquiry; they are led less by teachers to do so.

Significant support has been garnered from staff and parents as the school has undergone this transition. This has come as a result of strong efforts to provide appropriate professional learning as well as embedded professional time. 100% of Prairie Waters' teachers have now redesigned their entire curricula into the six trans-disciplinary themes. Approximately one-half of the staff have received formal training by the International Baccalaureate Organization. All grade three and grade five classrooms currently implement the PYP in their classrooms. A school-wide Programme of Inquiry has been developed and will be fully implemented in the 2011-2012 school year.

Safe and Caring Schools

The 2011-2012 school year also saw significant changes to several protocols in the school. All volunteers are now required to have criminal record and vulnerable sector checks completed prior to volunteering in the school. A school-wide lunch club programme was implemented which saw the implementation of approximately sixty different co-curricular activities for students, ranging from clay to Speedstacks to cooking to sports of all kinds. Additionally, weekend excursions to the Calgary Philharmonic and Alberta Ballet were provided to encourage appreciation of the arts. Our first-ever entry to the Science Olympics saw our students perform very favourably.

Response to Intervention and Universal Design for Learning

Considerable work has been dedicated to providing as much differentiation as possible for Prairie Waters' students. Because classroom teachers have ownership of Individual Program Plans, they are diligent in ensuring that goals and strategies are specific and responsive to the needs of their students. School-wide implementation of Dibels contributes to the school's Wildly Important Goal (WIG) of

having every student read at grade level by the end of grade five and allows intervention staff to track student progress frequently. Informal IB training of staff began the process of looking at how UDL can be incorporated into teachers' PYP Planners, a goal that will be emphasized in the coming school year.

Diversity

The integration of grade five students and the expansion of French Immersion programming has contributed to the diversity that is already in place in Prairie Waters Elementary, with approximately 35% of students as learners of English as an Additional Language. Programs, facilities, resources, and student leadership opportunities have been adapted to address the specialized needs of early adolescents as well as French Immersion students.

CHALLENGES AHEAD

Momentum

In the 2010-11 school year, Prairie Waters teachers began to transform the way the way they instructed their students. It may be a challenge to build upon this momentum of transformation. We will continue to provide Category 1 PYP Training to teachers who have not received it. We will also need to refine our strategies for parent communication about our new approach to curriculum. Student learning has begun to look different and it is important that parents feel confident in our shift and are excited to become even more engaged in their child's learning. We will also need to create purposeful ways for non-teaching staff to support our transformation to a trans-disciplinary approach that focuses on International Mindedness and Action. Further, we need to find creative ways to engage our community and surrounding businesses in our transformation.

Increased Class Size

Government funding has not provided the funding necessary to sustain current

programming. As a result, class sizes will grow in the coming year. Although we believe that we will still have class sizes that are lower than average in RVS, on average they will grow by a couple of students. The increase will be particularly noticeable in Grades Four and Five where they will likely begin the year at twenty-five and twenty-seven students. As class sizes increase, it can become more challenging to engage each learner. We believe our shift to a more student-focused curricular approach will position us to maintain and enhance the education we provide each student.

New Mission and Vision

The present mission and vision of our skill do not adequately reflect the school that we are, or strive to be. We will need to begin an in-depth collaborative process with students, staff and parents to create a new mission and vision that reflects 21st Century Teaching and Learning principles and our commitment to developing an Internationally Minded, Action Oriented student. The process will take a large part of the year and we hope to use digital technologies to provide some structure for the communication process. We are hopeful that this will allow us to capture as many people's thoughts as possible.

Technology to Enhance Teaching

We have successfully implemented the use of our Smartboards to engage students. The challenge will be use new technologies to continue to engage them in meaningful ways. Expanding the use of blogs, wikis, Ipads, and Ipods in purposeful ways will further engage learners and increase learning. Also, as we roll out our new and improved website in the fall, we are hopeful that it becomes a more useful tool to communicate to parents. We are also hopeful that our Twitter page becomes a destination for more people who want to be in tune with what is happening at this fantastic school.

GOAL ONE: LEARNERS HAVE THEIR INDIVIDUAL NEEDS MET.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
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>Publish Learner Attributes and Attitudes</i> ▪ <i>Share literature exemplifying attributes with community</i> ▪ <i>Use attribute language throughout school</i> ▪ <i>Encourage Attribute and Attitude language at home</i> ▪ <i>Continue refinement of Safe and Caring protocols</i> ▪ <i>In-service substitute teachers and parents on Safe and Caring protocols</i> ▪ <i>Employ strategies to enhance House League programme</i> ▪ <i>Implement a Breakfast programme</i> ▪ <i>Meet with school bus drivers/lunch supervisors at an assembly and talk about attitudes and attributes</i> ▪ <i>Use Attitude and attribute language as well as Covey principles to strengthen grade teams; school-wide teams and to resolve conflict</i> ▪ <i>Review availability of and procedures for access to supports and resources (newsletters/staff meetings)</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>Publish Universal Design for Learning (UDL) principles</i> ▪ <i>Promote Wildly Important Goal (WIG) – All students read at Grade Level when they leave Gr. 5</i> ▪ <i>Include UDL references in planning documents</i> ▪ <i>Include English Language Learner (ELL) strategies in planners</i> ▪ <i>Implement strategies for first language development</i> ▪ <i>Develop a school-wide Information and Communication Technology (ICT) Scope and Sequence</i> ▪ <i>In-service substitute teachers on Smart Board, and digital tools</i> ▪ <i>Pursue grants for enhanced tech access</i> ▪ <i>Explore opportunities for tech access for support staff</i> ▪ <i>Explore benefits and drawbacks of extended absences</i> ▪ <i>Explore and publish use of assistive technology practices</i> ▪ <i>Continue refinement of Individual Program Plan (IPP) process</i> ▪ <i>Continue refinement of Response to Intervention (RTI) processes</i> ▪ <i>Develop integrated role of interventionists in classroom instruction</i>

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.
- *Expand 'Partners in Literacy' Program*
 - *Enhance WIG strategies*
 - *Enhance vertical and horizontal planning*
 - *Implement school-wide units of inquiry*
 - *Implement strategies for first language development*
 - *Include ELL strategies in planners*
 - *Use multi-lingual avenues of communication to parents, including notices and newsletters*

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.
- *Develop strategies with School Council for greater participation in the school (agendas, minutes, newsletters, accomplishments)*
 - *School Council clearly explains role of volunteers and the potential for flexibility (ie ad hoc availability of work)*
 - *Engage parents in Grade 5 Exhibition and Celebrations of Learning*
 - *Enhance opportunities for feedback to parents re: child's learning (Parent Teacher Interviews; Web, etc)*
 - *Invite parents in club leadership*
 - *Engage parents in understanding Primary Years Programme*
 - *Explore the use of grandparents and other community elders in school programming*

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

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"> Pilot E-Pearl Portfolios Implement school-wide Programme of Inquiry Publish and explain Programme of Inquiry
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"> Promote inquiry and learner attitudes and attributes as employee-desired traits Implement and promote knowledge around concept-based learning Implement and promote knowledge around social, communication, thinking, research, and self-management skills Implement student use of wikis, blogs, and e-mail
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"> Make the Reflect, Choose, Act cycle central to PWE Document Service Learning Projects Pursue international mindedness (Skype connections, first language development, second language development) Enhance the 4R's in the school (paper use, energy-use) Examine field trip beliefs, consistencies, and inconsistencies Develop a curriculum bank of parent involvement
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"> Implement school-wide Programme of Inquiry Implement and promote knowledge around concept-based learning Implement and promote knowledge around social, communication, thinking, research, and self-management skills Celebrate growth and accomplishments (profession, individual teachers, degrees, etc) Revise school vision and mission

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

GOAL THREE: INSTRUCTIONAL DESIGN CHALLENGES AND ENGAGES THE LEARNER.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
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>Promote the attribute of 'balanced' amongst staff and students</i> ▪ <i>Establish on-line presence for all teachers</i> ▪ <i>Explore and enhance use of On-Line Learning (Gifted and Talented, Raz)</i> ▪ <i>Explore the use of online learning with select Grade 4-5 students</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>Include UDL strategies in planning documents</i> ▪ <i>Employ a backwards-by-design model in planning, referencing authentic instructional assessment (action, evidence, performance)</i> ▪ <i>Revise student progress reports to more closely align instruction and assessment</i> ▪ <i>Implement school-wide Programme of Inquiry</i> ▪ <i>Include UDL references in planning documents</i> ▪ <i>Include ELL strategies in planners</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>All curriculum delivered within trans-disciplinary units</i> ▪ <i>Employ a backwards-by-design model in planning, referencing authentic instructional assessment (action, evidence, performance)</i> ▪ <i>Publish evidence of critical, creative and complex thinking (website, portfolios, newsletters, student progress reports)</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>Reflect on learning through use of portfolios and Reflect, Choose, Act cycle</i>

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

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"> ▪ Explore Video-Conferencing (VC), Skype and Webinar Professional Learning (PL) opportunities ▪ Develop a policy for the use of student-owned technology devices ▪ Provide digital literature as appropriate ▪ Encourage RVS to provide MonD, and server access at home ▪ Pursue grants for enhanced tech access ▪ Explore opportunities for tech access for support staff ▪ Document ICT use (laptops, Ipads, Ipods, SmartBoards) ▪ Explore use of iCal
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"> ▪ Employ Plone/Google Docs as a school organizational tool ▪ Inquiry planners are available via Google Docs and in print form
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"> ▪ Review RVS Learning Model, Mission, Vision and reflect on school's alignment with them ▪ Assist staff in COP engagement ▪ Align PL days with School and District goals ▪ Explore VC, Skype and Webinar PL opportunities
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"> ▪ Enhance leadership opportunities in the school (Team Leaders, curriculum, pedagogy, budget, PL, other) ▪ Encourage staff to participate in RVS leadership opportunities ▪ Enhance student leadership opportunities (Eco, Ambassadors, Support, Spirit, etc) ▪ Refine budget processes ▪ Explore staff mentorship program

(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>
Sept. 1	▪ <i>Finishing Stephen Covey – 7 Habits Training</i>	▪ <i>Reflection on Habits/strategies during collaborative meetings</i>	All staff	▪ <i>200.00</i>
Sept. 2	▪ <i>PYP Unit Planning</i>	▪ <i>Continual reflection and implementation</i>	All staff	▪ <i>\$200.00</i>
Oct. 7	▪ <i>PYP Unit Planning</i>	▪ <i>Continual reflection and implementation</i>	All staff	▪ <i>\$200.00</i>
Feb. 17	▪ <i>PYP Unit Planning & Mission/ Vision collaboration</i>	▪ <i>Continual reflection and implementation</i>	All staff	▪ <i>\$200.00</i>
Mar. 12	▪ <i>PYP Unit Planning</i>	▪ <i>Continual reflection and implementation</i>	All staff	▪ <i>\$200.00</i>
May 18	▪ <i>PYP Unit Planning</i>	▪ <i>Continual reflection and implementation</i>	All staff	▪ <i>\$200.00</i>

Other, if applicable

TBD	▪ <i>Mission/Vision Collaborative Dev't</i>	▪ <i>Use of Digital tools to provide and sort input</i>		▪ <i>NA</i>
TBD	▪ <i>Assessment/Language Policy Dev't</i>	▪ <i>Committee work</i>		▪ <i>\$400.00</i>
TBD	▪ <i>Technology Implementation</i>	▪ <i>Staff Meetings & After school sessions</i>		▪ <i>NA</i>

BUDGET HIGHLIGHTS

		2010/11	2011/12
Certificated Staff	\$2 801 000		\$2 818 000
Support Staff	\$514 000		\$573 000
Services & Supplies	TBD		\$155 000
Other	-		-
Contingency	\$19 000		TBD
TOTAL EXPENDITURES	TBD		3 546 000

In the coming year, the budget reflects an increase in spending on Professional Learning by approximately \$10 000. Much of this expense is of a one-time nature to assist staff in Category 1 PYP Training.

SCHOOL FEES

		2010/11	2011/12
Complimentary Courses and Extra – Curricular Fees		\$50.00	\$50.00
School Fees	Gr. K	\$20.00	Gr. K \$20.00
	Gr. 1-4	\$73.00	Gr. 1-4 \$73.00
	Gr. 5	\$88.00	Gr. 5 \$88.00
Student Supply Fee (optional but recommended)		NA	K – 1 \$20.00 2 – 5 \$25.00

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"/>	March 15, April 12, May 12
School Council	<input checked="" type="checkbox"/>	March 16, April 15

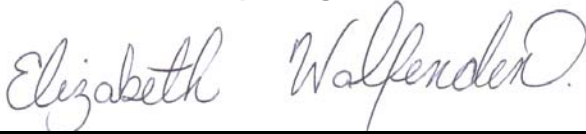
I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined in Rocky View School Division's School-Based Decision-Making Manual and other Superintendent directives and procedures.



Principal Signature

May 16, 2011

Date



School Council Chair Signature

May 16, 2011

Date

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

Superintendent of Schools

Date