



Springbank

COMMUNITY HIGH SCHOOL

SPRINGBANK COMMUNITY HIGH SCHOOL

2011-2014 School Education Plan

May, 2011

Year One

MESSAGE FROM SCHOOL PRINCIPAL

In the paper, entitled Authentic Learning for the 21st Century, Marilyn Lombardi (2007) states:

Learning-by-doing is generally considered the most effective way to learn. The Internet and a variety of emerging communication, visualization, and simulation technologies now make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving.

The main core philosophy of Springbank Community High school is rooted in the Portrait of a 21st Century learner and is outlined below:

Springbank Community High School endeavours to prepare students who will:

- *Demonstrate leadership in civic, social and environmental concerns*
- *Balance academic, athletic and creative endeavours*
- *Demonstrate a commitment to life-long learning*
- *Exhibit creative and critical thinking*
- *Adapt to a continually changing information and media literate world*
- *Become respectful and responsible adults*
- *Be prepared for post-secondary endeavours*

Since the inception of this mission statement, SCHS has operationalized the fourth outcome of our mission statement and successfully engaged in a full-school one to one ubiquitous computing initiative. The core values that underlies this move is one of using technology to deepen the understanding for students. Technology is also a powerful tool to create content and give students the ability to “show what they know” in multiple ways. Perhaps one of the most important things technology can do is level the playing field, and differentiate for those students who learn in various ways. Since this implementation, the school has engaged in a full-school training of Moodle (Learning Management System), created electronic portfolios for students (using Mahara), employed the power of Web 2.0 tools and used the collaborative opportunities inherent in the Googledocs platform.

With this powerful tool comes responsibility. In order to engage our students in using technology in an ethical manner, we have infused digital citizenship into our daily practice. Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately (<http://www.digitalcitizenship.net/>). Digital citizenship is rooted in discussion and debate, rather than rules and regulations. Not only have teachers engaged students in the discussion about Digital Citizenship, but student leaders have also engaged their peers in presentations/discussions about the topic. It has proved to be so powerful, that our student leaders have been invited to several schools and meetings to present the principles of Digital Citizenship to other communities in Rocky View.

Our school continues to demonstrate leadership in the area of civic, social and environmental endeavours. This outcome is not only embedded into our daily teaching, but also infused under the umbrella of the One Village concept. While some students travel abroad to places such as Africa to build houses for Habitat for Humanity, others choose to use their leadership skills for environmental initiatives closer to home. For example, the environmental wing of One Village recently fundraised enough money to retrofit our fountains to be water bottle friendly.

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To truly engage students, it is important to provide meaningful opportunities. The staff have explored project based learning as a way to build 21st Century competencies. Fueled by a recent trip by a delegation of teachers to High Tech High in San Diego, grade 9 teachers will engage in a project-based philosophy of teaching and learning for the 2011 - 2012 school year. This initiative is adding to the momentum created by AISI in changing philosophy of teaching, learning and assessment at the high school level. Other initiatives are: flexible scheduling, multiple opportunities to access courses, the inception of an advisory and student based interviews. Further, the school will be piloting the new learning model, called "learning for all" to include digital portfolios as a vehicle for students with learning needs to self advocate and, in time, a learning profile for all students that will be accessible to teachers.

When we surveyed our students, they indicated that they are very satisfied with the one to one computing initiative. We have approximately 30% of our students actively working in Moodle course shells and parents are asking for more professional learning for themselves so they know what their students are doing in schools; in short, we are engaging our community in one of the most important shifts since the inception of public education. Our teachers are becoming more comfortable with the 21st century learning environment, using technology and engaging students in relevant educational endeavors.

SCHOOL PROFILE

School Name:

Principal: Leslie Collings, MEd.

Address: 32226 Springbank Road

Phone: 403-246-4771

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Email: springcm@rockyview.ab.ca

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

School Profile:

Grade Configuration: 9-12

Student Population: 724

No. of Teachers: 35

No. of Support Staff: 10

Foundation Statements:

Mission/Vision:

Springbank Community High School endeavours to prepare students who will:

- Demonstrate leadership in civic, social and environmental concerns
- Balance academic, athletic and creative endeavours
- Demonstrate a commitment to life-long learning
- Exhibit creative and critical thinking
- Adapt to a continually changing information and media literate world.
- Become respectful and responsible adults
- Be prepared for post-secondary endeavours

Beliefs/Principles:

- Meaning is essential to learning, hence it is essential to teaching and assessing: learning goals must make sense to the teacher and to the learner. There must be regular opportunities to see the value of what we are asked to learn, how it relates to past learning and how it will relate to future learning.
- Successful learning requires metacognition: learning how to reflect, self-assess, and use feedback to self adjust. These metacognitive processes can (and should) be taught explicitly.
- The complexity of learning requires teachers to draw upon a rich repertoire of teaching and assessing strategies carefully matched to the learning goals.
- Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
- To maximize learning, learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.

Motto:

“Reaching New Heights”

Students:

Students come first at Springbank Community High School. We strive to meet the “whole” student; helping them to maximize their learning potential through the development of 21st Century learning skills.

Academic:

High standards are set for the students and they are encouraged to do their best. Students are encouraged to achieve a balance between academic and non-academic courses. Parents in this community are extremely supportive of the school and work to assist in their children’s academic and social and emotional development. The school is striving towards ubiquitous use of technology in our learning environment. Beginning in the 2011-2012 school year, all grade 9 students will be working from a project-based learning philosophy.

Relationships:

Relationships are key to the success of any school. Springbank Community High School prides itself on forming long-lasting relationships with its students, parents and the larger community. We believe that positive relationships extend beyond the school community to include the Rocky View Schools. The One Village philosophy encourages students to engage in positive relationships with school personnel, their community and their world. This year we hosted our first Annual Homecoming event which brought back Alumni to the school for an evening celebration. Various other initiatives have spawned from the passion that comes from collaborative work between teacher and student leaders.

Opportunities:

Our students often go on to post-secondary education. We recognize the need for career assistance by providing career counselling that caters to the population. Through our Guidance department students are assisted in accessing information on university entrance across North American and Europe. In order to broaden our students’ perspective, our teachers provide opportunities for students to travel, participate in charity work and assist those in less fortunate circumstances. Further, with the One to One environment, the opportunities for collaboration, content creation, alternative ways to demonstrate their understanding in multiple ways. The possibilities are endless.

Expectations:

High expectations are the cornerstone of the school/community culture. Most of our student body has future goals that require hard work, perseverance and on-going focused study. This culture is firmly entrenched in the school and is an expectation of parents. Further, students are given multiple opportunities for leadership.

Resources:

This school has full access to technology through the use of student owned devices, which creates a rich learning environment. The school’s resources have been managed well and the staff is currently developing ways to creatively offer flexibility in course offerings. Further, the community provides for the extra items through the fundraising arm, “Friends of Springbank Community High School.”

Unique Features of our school include:

- We promote a 21st Century learning environment that includes a one to one focus
- The school culture is one that promotes high academic standards and consistently excels on Provincial Achievement and Diploma Exams
- Project-based learning focus at the grade 9 level for 2011-12
- We offer a variety of excellent optional programs and courses
- We have the ability to offer flexibility of programming for all students
- We have a staff who are dedicated to student learning
- We have a strong guidance department that has extensive experience with access to career counselling
- Our students have multiple opportunity to travel abroad
- Our French and Spanish departments offer opportunities for language exchanges
- We provide a variety of extra-curricular activities including a full sports program, drama, band, yearbook, student council, Christian Club, One Village charity, Animé and Debate club
- A connection to the “Park for All Seasons” and share their facility
- A supportive community that provides funding for various initiatives
- A strong support from parents for their children’s academic journey
- A high number of students go on to post secondary education in Universities across North America and Europe
- Students who are committed to their learning and take their education seriously

Quotes from Parent Advocates

The high school experience is more than amazing classes, inspiring teachers, invigorating athletics and unique extra curricular opportunities for experience and leadership. It is *the* pivotal launching ground for a young adult into his/her independent life. Springbank Community High School staff work very hard to build a culture of exploration, discovery and achievement for all students together with the broad partnership of the entire SCHS community. At this school, students are absolutely presented the challenge to *Discover New Heights*. (Sue)

Teachers at SCHS are so clued in to the individual personalities. They draw out the strengths and recognize their potential and boost confidence. With the inspiring teachers and their high level of competencies, they have been instrumental and influential in what my children have decided to do with their future. (Sarah)

My two children had such a positive experience at Springbank Community High School that I cannot imagine sending them to another school. The school was able to meet the unique learning needs and interests of each child through selection of courses, flexible scheduling and extracurricular learning opportunities. One child played on a championship varsity team, while the other child was able to participate in a number of educational travel experiences. One of the most parts of the Springbank high school experience is the development of a civic conscience and the multiple opportunities provided for students to develop social awareness. Upon graduation my children were well prepared for their future academic studies. (Loren)

How do we define success for our students?

At SCHS, we measure success by our Mission and learning principles. We also measure it in the acquisition of 21st Century skills and students who are balanced in academic and other endeavors. We

also measure success in quantitative ways, such as the number of students who go on to other post secondary endeavours, drop out rate, how well our students do on Provincial exams and finally, on satisfaction surveys.

What makes our school good and how do we know?

We use a combination of quantitative and qualitative research to measure our success and improvements. SARR, APORI, SCHOLLE, Tell Them From Me, school-based qualitative surveys, and one to one conversations provide us with information to assist in improvement. We consistently score high in our satisfaction rates. Our drop out rate is one of the lowest in Alberta. A large number of our students go on to post secondary education. A healthy number of students receive the Rutherford and other scholarships. Additionally, our school is an educational institution of choice for out of boundary students. With our innovative approach to teaching and learning, we have been fortunate to have been asked to provide advice and direction to other schools who are looking to become a ubiquitous computing environment.

RECENT ACHIEVEMENTS

Springbank Community High School committed to a program of differentiated learning informed by the philosophies of Understanding by Design, Cornerstone Assessment and Project-based Learning. In this endeavour, Alberta Initiative for School Improvement facilitators worked with staff to move this understanding to a place of authentic implementation. This had direct effects on both the type and the frequency of assessment, impacting the learning of all students.

SCHS successfully implemented a one-to-one technology environment and all students began working with laptop computers in all classes where this was appropriate. 99% of our student population brought their own laptops, and the others accessed “loaner laptops”. 60% of student owned computers were Macs and the others were a variety of PCs, all utilized the school network effectively. After a great deal of discussion with staff and RVS the work to implement this initiative began in December of 2009. All stakeholders were engaged and staff began their Professional Learning journey. While the “implementation” will continue as we all learn and grow in this medium, the first year has been an incredible success.

Teachers have leveraged the laptop project by engaging in their own Professional Learning. All teachers will have completed Moodle level 2 by June 2011, and many are currently using the Learning Management system in their day to day classroom activities. We are also involved in Alberta Education’s Personally Owned Devices community of practice and in May of 2011 hosted a number of delegates from around the Province at SCHS to discuss our project.

We also embarked on a project with the assessment branch of Alberta Learning to have students write their Part A Diplomas and PAT’s on their own laptops. In January, our Social 30 and English 30 students wrote Part A’s using Quest A+ and in June we will add our grade 9’s to that list. This pilot was highly successful and will begin to be implemented in other parts of the Province based on our work.

A comprehensive investigation of the 21st Century Learning Environment was undertaken at SCHS. In this study the entire school community was involved at looking at the 5 pillars of 21st Century Learning Environments; Flexibility of Time, Flexibility of Design, Tools for Learning, Communities for Learning, and Policy for Learning. Using these pillars as the focus, the question was asked of all of our stakeholders, “What can we do at Springbank Community High School to make your learning more effective? The results were put together in a document and have been used as a focus to plan for 2011-12 and beyond at SCHS.

CHALLENGES AHEAD

The implementation of the One-to-One project has propelled our entire community exponentially down the road of a 21st Century learning organization. While this change has been both exciting and successful, there are a number of challenges ahead.

Transforming a school into a 21st Century learning environment is one of the main challenges for 2011-12. Fuelled by our research on 21st Century Learning environments and the work of that committee, we are already discussing “flexibility of time” with our blended English 30 and Chemistry 30 courses and “Flex days”. We are also faced with the logistical issues around the implementation of a teacher advisory block and ensuring that the time is being used for building relationships between the advisor and the student, building capacity in students to develop the 3.0 Motivational skills, taking responsibility for their own learning, and building a digital Mahara portfolio. We continue to work toward finding solutions that will benefit all learners at SCHS and help us to further develop as a learning community.

As we continue to adopt and implement both emerging technology and evolving teaching practice, we are faced with the difficulty of transitioning away from traditional teaching models. This year we made great strides with all of our teachers receiving Moodle training. The next challenge is ensuring that this tool, and others, are used effectively and appropriately in a way that integrates the RVS learning model, utilizing the principals of schooling by design as a focus. As we look at new and innovative ways to deliver course materials another challenge will be to find teachers willing to engage in alternative modes of delivery and to provide those teachers the necessary support to do it effectively.

With the learning model, specifically balanced assessment, as a guide one of the challenges we continue to face is the evolution of the SCHS student assessment model. As we explore project based learning and other student centered, flexible approaches to learning our assessments must also adapt. Moving forward an increased focus on balanced, differentiated assessment will challenge our entire learning community.

The current budget announced by the Province earlier this year will challenge everyone involved in education. For us specifically, the challenge will be to maintain and grow our programs, to find money to support teachers in their professional learning, to have access to all of the emerging technologies that are needed in the 21st Century learning environment, and to maintain acceptable class sizes to make all of this manageable for our teachers.

The foreseeable end to the AISI funding will provide a number of challenges for our school moving forward. This funding has allowed us to move our school exponentially as a Schooling by Design School. We will need to be creative with our Professional Learning plan and innovative with our timetabling in order to maintain the level of support for our staff as we continue to grow in this area.

GOAL ONE: LEARNERS HAVE THEIR INDIVIDUAL NEEDS MET.

Outcome	RVS Performance Measure	Strategies
Learners feel safe and valued within RVS' learning community.	<ul style="list-style-type: none"> ●(AE) (RVS) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ●(RVS) Percentage of parents and students satisfied that students are safe on the bus, show respect for one another, and are treated fairly while riding the bus. ●(RVS) Percentage of staff, parents and students who express they feel valued as a member of the learning community. ●(RVS) Percentage of staff and parents who agree that social/emotional supports are accessible, appropriate, and beneficial for student(s). 	<ul style="list-style-type: none"> ●Establish an Advisory/Parent Reporting process that focuses on relationships, better communication, and E-portfolio ●Expand and promote Parent Professional learning in the 21st Century ●Define, employ and promote the use of Electronic Portfolios for all students ●Pilot an on-line planning tool for students on IPPs ●Implement celebrations of learning led by students ●Explore and implement a student-led portfolio interview model ●Guidance support for learners as required
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"> ●Implement an electronic portfolio - Mahara with learning profiles for all SCHS students ●Define what flexibility of time looks like and pilot and implement examples ●Expand teacher/student/parent competencies around a One to One ubiquitous learning environment ●Leverage the use of an advisory concept to increase student/parent/staff connection ●Implement minimum standard requirement of UBD and UDL in all units and assessment
Resources and programs ensure all learners succeed.	<ul style="list-style-type: none"> ●(AE) Overall percentage of students/FNMI self-identified students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). ●(AE) Overall percentage of students/FNMI self-identified students who achieved the acceptable standard on diploma examinations (overall results). ●(AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ●(AE) Overall teacher, parent and student satisfaction with the quality of basic education. ●(RVS) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math. 	<ul style="list-style-type: none"> ●Expand and continue the Learning for All philosophy (stage 3) ●Expand the concept of flexibility of space to include areas for students to collaborate, create and connect (New Student center, Learning Commons, other incidental collaborative spaces) ●Electronic Portfolio and Advisory program ●Increase the focus on UDL with the One to One project ●Implement a Project-based Learning Initiative ●Embed a resiliency focus into the advisory and project based learning initiatives.

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<p>Parents and community partners play a purposeful and sustained role.</p>	<ul style="list-style-type: none"> ●(AE) (RVS) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. ●(RVS) The percentage of parents who agree they have been involved purposefully in their child's learning with the school. ●(RVS) Percentage of staff and parents who agree the school accesses services in the community to support student learning. 	<ul style="list-style-type: none"> ●Continue and expand parent consultative processes started in the 2010-2011 school year ●Establish School-Council strategies based on the Divisional Goals ●Promote a collaborate process with family of schools to assist parents in providing their own Parent Professional Learning ●Establish an Advisory program ●Launch a Project-based learning initiative at the grade 9 level, which includes regular celebrations of learning ●Continue to work with our family of schools to build a responsive and effective transition for our students ●Expand Rap/Work Experience program to include new opportunities for students to gain real-life experiences
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GOAL TWO: LEARNERS ARE SELF-DIRECTED, INNOVATIVE, ECOLOGICALLY INTELLIGENT AND ENTREPRENEURIAL.

Outcome	RVS Performance Measure	Strategies
<p>Learners direct and feel ownership for their learning.</p>	<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"> ●Define, employ and promote flexibility of time within the senior courses ●Expand One to One project and continue to explore opportunities to make learning relevant ●Create and implement Electronic portfolios. ●Create and implement an Advisory program that is relevant and helpful ●Create and implement a process for student-led portfolio focused interviews

<p>Learners demonstrate 21st Century competencies</p>	<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"> ●Continue to provide flexibility and autonomy to students at all levels through the one to one initiative ●Develop and implement Project-based learning initiative at the grade 9 level ●Define, employ and promote flexibility of time and how it relates to the concept of Advisory ●Implement a grade 9 orientation that will include a technology "boot camp" ●Infuse technology competencies into math and English
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<p>Learners demonstrate global stewardship.</p>	<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"> ●Expand and continue the One Village concept ●Continue to infuse Digital citizenship into the culture of Springbank Community High School ●Expand the student-led Digital citizenship presentations to include all students in Springbank and beyond ●Expand the Open house concept to be more learning-based
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<p>Learners flourish in a culture of excellence.</p>	<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"> ●<i>Expand the process around the use of lockdown browsers to expand the use student-owned devices to include all high stakes exams</i> ●<i>Develop a culture of risk taking, beginning at the grade 9 level with Project-based Learning</i> ●<i>Implement and infuse more flexibility in student learning</i> ●<i>Implement an Advisory program; to have more of a focus on students and their connection to the school/better communication with parents</i> ●<i>Establish electronic portfolios as a way for students to plan for their academic progress/learning profiles/career plans to better facilitate a more positive school experience that focus' on the whole child</i> ●<i>Continue to offer acceleration/enrichment to our students who thrive in this environment</i>
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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. 	<ul style="list-style-type: none"> ● <i>Build a culture of innovation by offering at least one DL course in each department</i> ● <i>Leverage the one-to-one initiative to give more access to blended style courses (English 30, Chemistry 30)</i> ● <i>Explore what Flexibility of time looks like at the high school level in a graduated fashion</i> ● <i>Launch Project-based Learning initiative at the grade 9 level and expand to the high school</i> ● <i>Expand course offerings both within and outside the timetable</i> ● <i>Offer any time, any where, any place, any pace courses</i> ● <i>Expand the use of Plone and Moodle to differentiate instruction</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>Continue to infuse UBD and UDL focus at SCHS. Minimum standard for DL courses: Must include UBD and UDL</i> ● <i>Launch Project based learning initiative at grade 9 level, across curricula and expand to all grade levels.</i> ● <i>Re-focus assessment to align with Rocky View Schools policy HK</i> ● <i>Build a professional learning model that is flexible, responsible and autonomous to encourage innovation and creativity</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>Launch Project-based learning initiative at grade 9 level</i> ● <i>Continue to build on our Schooling by design model through AISI</i> ● <i>Encourage real-world inquiry based projects at the grade 9 level. Expand to the high school level</i> ● <i>Increase opportunities for students to explore and create without fear of failure</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 belief teachers inspire students to learn. 	<ul style="list-style-type: none"> ● <i>Launch Project-based learning initiative at grade 9 level</i> ● <i>Continue to provide multiple means of expression to all learners utilizing technology</i> ● <i>Provide flexibility of time through blended courses both within the school and outside</i> ● <i>Explore what Flexibility of time looks like at the high school level in a graduated fashion</i> ● <i>Implement an Advisory program; to have more of a focus on students and their connection to the school/better communication with parents</i> ● <i>Support and encourage teachers to deliver DL courses</i>

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

Outcome	RVS Performance Measure	Strategies
Learners use digital technologies to enhance learning.	<ul style="list-style-type: none"> ●(RVS) Percentage of staff that use digital technology as an instructional tool. ●(RVS) Percentage of staff and students who agree they have access to digital technology at school. ●(RVS) Percentage of parents and students who agree teachers use digital technology to actively engage students. 	<ul style="list-style-type: none"> ●Continue to build and enhance the one-to-one project ●Build on our Moodle training and increase the number of teachers actively using it in instruction ●Build on SMART technology and other forms of technology to enhance learning in the classroom
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"> ●Increase access to digital resources (textbooks) ●Create a “Learning Commons” ●Support the C of P concept
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"> ●Build on our Moodle training and increase the number of teachers actively using it in instruction ●Create and implement Electronic portfolios ●Have staff complete their TPGPs in Mahara ●Continue to build and enhance the One-to-one project ●Design a comprehensive, embedded, flexible, collaborative professional learning model

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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	Review the 2011-2012 School Education Plan Planning for the implementation of Advisory/Eportfolio and tech time to support Moodle Training, AISI kickoff	-Staff engagement in Advisory/Eportfolio plan that could be a prototype for RVS	Certificated and support staff	\$ 500.00
Sept. 2	- AISI/Tech - Motivation 3.0 (see <i>Drive, Daniel Pink</i>)	- Promoting Schooling by Design - Departments setting and working toward goals -Creating the conditions for creativity and innovation by allowing choice -Offer tech-based activities for interested teachers	Certificated	\$500.00
Dec. 23	AISI/Tech	-See Above	Certificated	\$500.00
Feb. 17	AISI/Tech	-See Above	Certificated	\$500.00
Mar. 12	AISI/Tech	- See Above	Certificated	\$500.00
May 18	Celebration of learning	-To create a culture of excellence by all staff sharing ideas	Certificated Staff	\$1,000.00

Other, if applicable

<i>Community of Practice Days</i>	<i>Staff choose a Community of practice</i>	<i>To create a culture of continuous learning, both vertically and horizontally</i>	<i>All Staff</i>	<i>0</i>
<i>Delegation to visit San Diego</i>	<i>To increase the capacity for the staff to implement project-based learning with technology augmenting the process</i>	<i>Creating leadership capacity and fostering creativity and innovation</i>	<i>Delegation of 5-7</i>	<i>\$6,000.00</i>
<i>Staff Meeting</i>	<i>All Staff meetings are professional - learning based</i>	<i>Staff interactions are professional and forward moving</i>	<i>All</i>	<i>0</i>

BUDGET HIGHLIGHTS

	2010/11	2011/12
Certificated Staff	3,527,583.00	3,527,646.00
Support Staff	458,455.00	482,269.00
Services & Supplies	460,592.00	348,647.00
Other	67,084.00	642.00
Contingency	2,000.00	0.00
TOTAL EXPENDITURES	4,515,714.00	4,359,204.00

SCHOOL EDUCATION PLAN (2008-2011) 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	x		February 18, 2011, April 4th, 2011 (on-going through Googledocs)
School Council	x		March 16, 2011, May 18, 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.

June 29, 2011

Principal Signature

Date

on behalf of Brad Schaefer

June 30, 2011

School Council Chair Signature

Date

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

June 30, 2011

Superintendent of Schools

Date

Springbank Community High School
2011/2012 Fees

Subject	Grade	Fee	
Instructional and School Fees			
Fitness Centre (optional)	9 to 12	\$60.00	
French Immersion	9 to 12	\$25.00	
General Student Fees	9 to 12	\$128.00	
Grad Fees	12	\$180.00	
Instrument Rental (optional)	9 to 12	\$210.00	\$50 refunded
Locker Rental	9 to 12	\$8.00	
Percussion Rental (optional)	9 to 12	\$30.00	
Physical Education 9	9	\$25.00	includes t-shirt
Physical Education 10	10	\$35.00	includes t-shirt
Textbook Caution Fee	9 to 12	\$150.00	Applies to new students only. Refunded when a student graduates or withdraws and all books are returned.
Yearbook (optional)	9 to 12	\$40.00	
Option Course Fees			
AP (Math and French) Exam Fee		\$100.00	
Applied Math 20/30	10 to 12	\$16.00	
Art 9	9	\$35.00	
Art 10/20/30	10 to 12	\$60.00	
Art 35 (includes AP fee & supplies)		\$200.00	
Band 15/25/35	10 to 12	\$40.00	
Biology 20	11 to 12	\$50.00	
Biology 30	11 to 12	\$13.00	
CALM 20	10 to 11	\$15.00	
Drama 9	9	\$10.00	
Drama 10/20/30	10 to 12	\$25.00	
Drama (Performing Arts) 35	12	\$50.00	
Foods 9	9	\$55.00	
Foods 10/20/30	10 to 12	\$110.00	
French 9	9	\$20.00	
French 10/20	10 to 11	\$25.00	
French 30	12	\$30.00	
General Music (Guitar) 10/20	10	\$40.00	
Instrumental Music 10/20/30	10 to 12	\$50.00	
Media Arts 10/20/30	10 to 12	\$100.00	
Music 9	9	\$45.00	
Philosophy 20	11 to 12	\$10.00	
Physical Education 20	11	\$120.00	
Physical Education 30	12	\$140.00	
Physics 30	12	\$17.00	
Psychology/Sociology 20/30	10 to 12	\$10.00	
Spanish 9	9	\$25.00	
Spanish 10/20	10 to 11	\$25.00	
Spanish 30	12	\$30.00	
Sports Medicine 10/20	10 to 12	\$50.00	
Sport Performance/Hockey Skills Academy	10 to 12	\$500.00	