



# Springbank Community High School

2008-2011 School Education Plan

May, 2010

Year Three



## MESSAGE FROM SCHOOL PRINCIPAL

Springbank Community High School will continue the work to build 21<sup>st</sup> century learning skills in our students. Our Mission Statement is the guide to decision making and is outlined below:

### Mission Statement

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

Today's educator is preparing students for a world they will not recognize. It is incumbent upon the teaching profession to ready students for a job market that cannot be predicted and tackle problems that haven't arisen. Citizens living in the world of the future will need more diverse skills and attributes than the generation before.

There has been a surge of research related to the role of technology in the daily lives of students. Dr. Sharon Friesen, a leading researcher in the area, believes five core principles must be followed to engage today's "millennials", a term used to describe the generation born in the 1980s and 1990s:

- Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.
- The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.
- Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.
- Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.
- Teachers improve their practice in the company of peers.

**Surrounding and infused into each of these core principles is the effective use of the technologies. It is undeniable that the face of education and the role of technology are changing rapidly.**

Beginning September 2010, Springbank Community High School will engage its entire learning community in a new ubiquitous computing project, entitled One to One. Specifically, on the first day of school, and every day thereafter, every SCHS student will be asked to bring a laptop to school to support his/her learning.

The goal of this initiative is improving and enhancing student learning through the implementation of ubiquitous computing. Ubiquitous computing makes use of a variety of digital devices and resources to engage students in critically analyzing information, creating new knowledge, communicating what they have learned, and choosing tools that are appropriate for a particular task. Springbank Community High School is well positioned to meet the needs of the 21<sup>st</sup> century learner. Our community is highly supportive; our students are bright, hard working, high achieving, and our staff has set goals to enhance the 21<sup>st</sup> century learner. We are fortunate to have a School Council/community who is supporting initiatives.

It is with both excitement and trepidation that we embark upon this journey. The road is unclear and muddy, but it is a road we must travel. The role of the teacher will change to be one of facilitator, mentor, guide and skill developer. They will be working side-by-side with students, focusing on attributes these future leaders will be able to use in any situation that comes their way.

## **SCHOOL PROFILE**

### **School Name: Springbank Community High School**

Principal: Mrs. Leslie Collings

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### **School Profile**

Grade Configuration: 9-12

Student Population: 745

No. of Teachers: 41

No. of Support Staff: 15

### **Foundation Statements**

#### **Mission:**

***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.

#### **Key Learning Principles:**

1. 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.
2. 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.
3. The complexity of learning requires teachers to draw upon a rich repertoire of teaching and assessing strategies carefully matched to the learning goals.
4. Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
5. 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.

## **Beliefs/Principles**

### **Students:**

Students come first at Springbank Community High School. We strive to meet the “whole” student; helping them to maximize their learning potential.

### **Academic:**

High standards are set for the students and they are encouraged to do their best. Students are encouraged to take 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.

### **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.

### **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. Teachers are also cognizant of the fact that our student population needs to extend their field of vision and strives to provide opportunities for students to travel, participate in charity work and assist those in less fortunate circumstances.

### **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.

### **Resources:**

The school’s resources have been managed well. Further, the community provides for the extra items through the newly established fundraising arm, “Friends of Springbank Community High School.”

### **Unique Features of our school include:**

- We promote a 21<sup>st</sup> Century learning environment that will include a one to one focus in September 2010
- The school culture is one that promotes high academic standards and consistently excels on Provincial Achievement and Diploma Exams
- We offer a variety of courses given the limits of the facility
- We have a strong staff who are very dedicated to student learning
- There is a strong guidance department that has extensive experience with career counselling
- Providing a variety of extra-curricular activities; full contingency of sports teams, drama, band, yearbook, student council, Christian Club, Free the Children, and debate club
- A connection to the “Park for All Seasons” and shares 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
- Students who are committed to their learning and take their education seriously

### **Quotes from Parent Advocates**

“This is my sixth year as a parent of two students at Springbank Community High School. I have always felt welcomed and encouraged by the school administrators and teachers to participate in supporting my children’s educational experience. SCHS is a place where the teacher is also a student who continues to learn and adapt to new ideas and methods of accomplishing tasks. An over-arching principle at Springbank that I have come to recognize is how the teachers and administrators foster an environment of mutual respect and inclusiveness with all of the students; as a mentor who genuinely cares about each student, not only their academic achievements but about them as a whole person.” (Peter)

“Springbank Community High School is a nurturing environment where our daughter has blossomed socially, academically, and emotionally. I give the credit to the teachers and support staff for their unconditional support and encouragement.” (Grace)

### **How do we define success for our students?**

The traditional way of measuring success for students is through the Provincial Achievement and Diploma exams. These measures are analyzed on a semi-annual basis (January and June) by each curriculum area. But, more importantly, we measure success by the day-to-day assessments that occur in the classroom. “It is view of the landscape rather than the snapshot” which gives us our greatest indicator of success. Other measures used; APORI Results, surveys, completion rates, number of students accessing courses, guidance referrals, and student involvement in various activities offered at the school, number of students moving on to post-secondary, and attendance in various classes.

Other ways of measuring success are more qualitative by nature. These include, informal conversations, comments, concerns raised, staff discussions, and student behaviour with respect to certain aspects of our schools.

### **What makes our school good and how do we know?**

Springbank students are proud of the positive atmosphere at the school. They feel the school is a clean and inviting school to attend. They enjoy excellent teachers in a safe and caring environment. The school has few issues related to vandalism which would indicate a pride in the school. They enjoy the freedom they are afforded as a result of the trust they have earned. It is their perception that they have bright futures because of the high academic standards at the school. They will have opportunities to attend post secondary institutions of their choice because of the education they receive. Parents echo the student perception and often comment on how satisfied they are with the education the students receive.

The Springbank Staff cite excellent collegiality as their measure of what makes Springbank High School as good. Further, they enjoy the challenges that a high achieving student body brings to the teaching and learning process. They feel the staff as a whole is a hard working and high achieving group of professionals who are constantly seeking ways of meeting the needs of the students in their charge.

A Springbank student writes the following about this: “It is fun, our vibe is good. Student Council is great. We take pride in our academic reputation and standing. It is what we are about here and it is rewarding and motivational.”

## **RECENT ACHIEVEMENTS**

### **One Village**

One Village has morphed into a school-wide culture, providing an umbrella organization for global, civic and environmental social action.

#### *One Village Global Social Action Wing:*

- Sponsored 5 students to attend the “Me to We” conference (sponsored by Free the Children) in Vancouver.
- Sent \$10,000 to Free the children to be used in Salabwek, Keya – our adopted village
- Raised \$6,800 (Gotta Getta Goat), \$3,500 (famine to support Haiti and the Stephen Lewis Foundation)
- Took 20 students to the Ujamaa Grandmas and the Stephen Lewis Foundation conference “Turning the Tides.”
- Planning a trip to Botswana with Habitat for Humanity for Easter 2011.
- Recycling of pop cans for the entire school.

### **One Village Environment Wing**

- Introduced paper recycling to the school
- Cell phone recycling program
- Ruffled a bike to raise funds for One Village

### **One Village Civic Wing**

- Expanded the definition of student leadership
- Promoted one to one concept to students

### **Department Achievements**

- Overarching Understandings for all departments coined.
- Understandings for each grade coined, employed, and evaluated.
- Continue to develop inquiry based learning.
- Changed professional learning to reflect Understanding by Design philosophy

### **Athletics**

#### *Golf*

Girls: gold at Divisionals, Zones, and Provincials

Grade 9 girls: gold at Divisionals

Boys: silver at Divisionals

Grade 9 boys: silver at Divisionals

#### *Soccer*

Girls: silver at Divisionals

### *Volleyball*

Varsity Boys: silver at Divisionals

### *Basketball*

JV Girls: bronze at Divisionals and Zones

Varsity Girls: gold at Divisionals and Zones

Varsity Boys: silver at Divisionals

### **Spanish**

Spanish program introduced an exchange program.

### **Costa Rica**

Students embarked upon a journey to Costa Rica at Easter Break. Run as a joint excursion between Spanish and Biology, students experienced the eco-tourism of Costa Rica, Spanish language and culture and the unique flora and fauna of this special country. These students donated supplies to school-aged children.

### **Art**

- First ever art t-shirt showcasing AP Studio Art
- Garden installation underway and expected to be up this spring. This was created by our Art students, and U of C visiting art education students.
- Art 30 Moodle is up and running including 5 Distance Learning students.
- AP Studio Art Exhibition at the U of C Little Gallery.
- Calaway Park collaboration on the summer set designs with 3 students.
- Internationally renowned visiting artist Katie Ohe and Springbank resident.

## **CHALLENGES AHEAD**

Springbank Community High School's major challenge continues to be the move from a traditional learning structure to a 21<sup>st</sup> century philosophy. With the One to One implementation, it will be imperative that there is a balance between personal and school professional learning. The school will be working on creating a student minimum standard for knowledge and skills with respect to technology. As we forge ahead, it is important that parents are given the opportunity to learn about the changes that are occurring in education.

Another challenge lies in retaining student population. It is hoped the One to One project will be a draw for students and their parents looking for a dynamic learning environment. We will continue our retention practices as well as the recruitment processes put in place in the 2009/2010 school year.

Springbank Community High School will need to work on processes related to access to Distributive Learning opportunities. As the One to One project blossoms and becomes more accessible, the way students learn will undoubtedly change. Conceptualization of what this means to the existing structures will need to be looked at.

## 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"> <li>(RVS) Percentage of students, parents and staff who agree that social/emotional supports are beneficial to their student(s) and/or to their family.</li> <li>(RVS) Percentage of schools offering wellness and nutrition initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Phase two of the “Learning for All” initiative                             <ul style="list-style-type: none"> <li>-Implement learning/four year plans for all SCHS students</li> <li>-Guidance Counsellors follow students not grades</li> </ul> </li> <li>New Kiosk operators to offer nutritional meals</li> <li>Reduce numbers of vending machines in the student gathering area</li> <li>Update the student eating/gathering area</li> </ul>	launch	expand	expand  launch launch launch
Students, staff, trustees and parents feel safe and part of the learning community.	<ul style="list-style-type: none"> <li>(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.</li> <li>(RVS) Percentage of staff, parents and students who express they feel a part of the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>Springbank Community High Student Council to expand leadership in the school by alternate model of student leadership to be explored.</li> <li>School Council goals:                             <ul style="list-style-type: none"> <li>-Support One to One</li> <li>-Offer an on-line repository for scholarship and post secondary institution information</li> </ul> </li> </ul>	launch	expand	launch  maintain
Students accessing specialized programming and community supports experience success.	<ul style="list-style-type: none"> <li>(RVS) Percentage of parents and staff who agree students have access to specialized programs and community supports when needed.</li> <li>(RVS) Percentage of parents and staff who collectively agree that students with Individual Program Plans (IPP) meet or exceed their learning goals.</li> <li>(RVS) Percentage of students placed in an external full-time setting.</li> </ul>	<ul style="list-style-type: none"> <li>Essential question: What does inclusion look like at Springbank Community High School? Goal: To provide an accessible, equitable and including environment for all students (year 2)                             <ul style="list-style-type: none"> <li>-Four year plan and learning profile for all students</li> <li>-Guidance counselors meet the needs of students not grade levels</li> </ul> </li> </ul>	launch	expand	expand

**GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED.**

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Students succeed as 21 <sup>st</sup> century learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of staff, parents and students who agree students can identify, remix, create, interpret, evaluate, and share knowledge and information.</li> <li>▪ (RVS) Percentage of students who agree they use contemporary technology frequently to help them learn.</li> <li>▪ (RVS) Percentage of students in grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts/Math.</li> <li>▪ (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.</li> <li>▪ (AE) Percentage of self-identified FNMI students who achieve the acceptable standard and the percentage who achieve the standard of excellence on Grade 3, 6, and 9 Provincial Achievement Tests.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to work, through the Schooling by Design philosophy, on critical and creative thinking</li> <li>• One to One ubiquitous computing initiative—using a school-based model to infuse purposeful technology into the classroom to create content, deepen the understanding of the learning, and represent knowledge in multiple ways.</li> <li>• Using the coaching model with a focus on balanced assessment, backwards design, understanding by design, look at ways to support teachers in the individual classrooms with multiple approaches to curriculum delivery</li> <li>• Implement and maintain new curriculum in the following areas: Math and CTS</li> <li>• Create a Community of Practice that addresses the One to One initiative               <ul style="list-style-type: none"> <li>-Web based literacy for educators</li> </ul> </li> </ul>	launch	expand	expand
Students complete programs.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students who obtain a high school certificate.</li> <li>▪ (AE) Annual dropout rate of students aged 14 to 18.</li> <li>▪ (AE) Annual dropout rate for self-identified FNMI students aged 14 to 18.</li> <li>▪ (AE) Percentage of students who complete high school within three years of entering Grade 10.</li> <li>▪ (AE) Percentage of self-identified FNMI students who complete high school within three years of entering Grade 10.</li> <li>▪ (AE) Percentage of students who achieve the acceptable standard and the percentage who achieve the standard of excellence on Diploma Exams.</li> <li>▪ (AE) Percentage of self-identified FNMI students who achieve the acceptable standard and the percentage who achieve the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning for All – Phase 2 –implement four year and learning plans for all SCHS students</li> </ul>	launch	expand	expand

<p>standard of excellence on Diploma Exams.</p> <ul style="list-style-type: none"> <li>▪ (AE) Percentage of students who have written four or more diploma exams within three years of entering Grade 10.</li> <li>▪ (AE) Percentage of self-identified FNMI students who have written four or more diploma exams within three years of entering Grade 10.</li> </ul>			
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<p>Students and staff demonstrate life-long learning.</p>	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of staff that identifies a professional learning goal that links to the school/site's education/business plan as reported by principals/supervisors.</li> <li>▪ (AE) High school to post-secondary transition rate within six years of entering Grade 10.</li> <li>▪ (AE) High school to post-secondary transition rate for self-identified FNMI students within six years of entering Grade 10.</li> <li>▪ (AE) Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.</li> <li>▪ (AE) Percentage of self-identified FNMI Grade 12 students who meet the Rutherford Scholarship eligibility criteria.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff will link their goals to the professional learning plan and mission statement, which aligns with the goals of RVS</li> </ul>	<p>launch</p>	<p>expand</p>	<p>maintain</p>
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<p>RVS schools build and support a 21st century learning culture.</p>	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of staff retained five or more years after beginning their employment with RVS.</li> <li>▪ (RVS) Percentage of students and staff who agree their school/the jurisdiction operates successfully as a 21st Century learning culture.</li> <li>▪ (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.</li> <li>▪ (AE) Percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schooling By Design initiative</li> <li>▪ One to One initiative</li> <li>▪ Learning for All – four year/learning plan</li> </ul>	<p>launch launch</p>	<p>expand expand</p>	<p>expand launch expand</p>
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(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

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

<b>Outcome</b>	<b>Performance Measure</b>	<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Students and staff understand and participate in social and economic responsibility.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students, parents and staff who agree students understand, adapt and participate in our local and global society.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to infuse civic, social and environmental goals into the curriculum as per mission statement</li> <li>Phase 2 of One Village – consolidate all civic, social and environmental initiatives under the umbrella of One Village</li> <li>Implement a Peer Support program</li> <li>Look at alternative model for student leadership</li> </ul>	launch	expand	expand
Students, staff and trustees work independently and collaboratively to build a vibrant community in a global society.	<ul style="list-style-type: none"> <li>(AE) Percentage of staff, parents and students who agree that students model the characteristics of active citizenship.</li> <li>(RVS) Percentage of staff, parents and students who agree that school and jurisdictional practices facilitate active citizenship.</li> <li>(AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to foster fundraising initiatives for charity</li> <li>Host a One Village conference</li> <li>Look into offering a before or after school course on Leadership, “Perspectives of the Human Condition.”</li> <li>Service Learning trip through Habitat for Humanity: Botswana</li> </ul>	launch	expand	maintain launch launch maintain
Students, staff and trustees understand, practice and promote the conservation of resources.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students, parents and staff who agree students, the school, and the jurisdiction model practices that contributes to environmental sustainability.</li> <li>(RVS) Number of RVS “Green” certificates presented to schools and departments for employing environmental practices.</li> </ul>	<ul style="list-style-type: none"> <li>One Village – continue the grass roots initiatives to have SCHS as a school that recycles</li> <li>One to One project – to use less paper and photocopying through the use of technology</li> </ul>	launch	expand	expand launch

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

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

<b>Outcome</b>	<b>Performance Measure</b>	<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Distinct programs ensure students succeed.	<ul style="list-style-type: none"> <li>(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&amp;E, etc.) whose year-end assessment by teachers indicate they are at or above grade standards in Language Arts/ Math.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with the gifted learners for one more year. An assessment will be made as to whether this support is necessary when stage 3 of the Learning for All initiative is implemented</li> <li>Staff to explore blended learning in their classroom</li> <li>SCHS to work with We Connect to continue to offer DL for students who need an alternate learning environment</li> <li>Continue to offer DL in Art. Expand to all levels</li> </ul>	launch	expand	maintain
Learning transitions are seamless.	<ul style="list-style-type: none"> <li>(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.</li> <li>(RVS) Percentage of students, parents and teachers satisfied with schools' career exploration/ preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Four Year Plan implementation</li> <li>Grade 11-12 transition: Post Secondary evening is an integral component to student registration evening</li> <li>On-line presence for information: scholarships and career paths</li> <li>Improve the re-integration of Exchange students</li> <li>Continue to work with the feeder schools to improve grade 8 transition</li> </ul>	launch launch	expand expand	expand expand  launch expand maintain
Professional development is multi-faceted, ongoing and systematic.	<ul style="list-style-type: none"> <li>(RVS) Percentage of staff that belong to a jurisdictional community of practice.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>Model of PL is as follows: <ul style="list-style-type: none"> <li>-In-house embedded coaching</li> <li>-Division-based PL</li> <li>-PL days to address Understanding by Design and Technology Infusion</li> </ul> </li> </ul>	launch	expand	expand

<p>Leadership capacity is built across the jurisdiction.</p>	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of staff that believes professional development has positively impacted their instructional and/or organizational effectiveness.</li> <li>▪ (RVS) Percentage of staff who agree they have been provided opportunities to lead.</li> <li>▪ (RVS) Percentage of schools offering student leadership programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the leadership capacity of our students by looking at other models of leadership at the high school level</li> <li>▪ Staff meetings will continue to be learning opportunities for staff with information items contained in bulletin form</li> <li>▪ Staff meetings will continue to incorporate 21<sup>st</sup> century learning principals and will be closely aligned with our mission statement</li> </ul>	<p>launch</p> <p>launch</p>	<p>expand</p> <p>expand</p>	<p>launch</p> <p>maintain</p> <p>expand</p>
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(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL FIVE: INSTRUCTION CHALLENGES AND ENGAGES THE LEARNER.

<b>Outcome</b>	<b>Performance Measure</b>	<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Curriculum delivered is student-centred.	<ul style="list-style-type: none"> <li>(RVS) Percentage of students, parents and teachers who agree curriculum and instruction meets the individual learning styles of students.</li> <li>(AE) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> </ul>	<ul style="list-style-type: none"> <li>New curriculum in Math and CTS. Math is based on critical thinking and relevancy of the math to the real world. How to infuse technology into mathematics will be a priority</li> <li>Grade 9 classes are again clustered and focused on differentiated instruction – this initiative will be evaluated as to whether it will be maintained or changed</li> <li>Professional Learning supports new technology – One to One project</li> </ul>	launch	launch expand	expand maintain launch
Instructional practices meet the needs of the 21st Century learner.	<ul style="list-style-type: none"> <li>(RVS) Percentage of schools that use 21st Century instructional practices as measured through their School Education Plans.</li> <li>(RVS) Percentage of students, parents and staff satisfied with their ability to access, understand and use assessment information to improve learning.</li> <li>(RVS) Percentage of staff that use contemporary technology as an instructional tool.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the Schooling By Design philosophy with the implementation of the principles of UBD into the planning of courses</li> <li>Technology: One to One initiative, DL, Video conferencing</li> <li>Create multiple access points for learning through technology, i.e. on-line resources</li> <li>Expand the use of the Plone, Moodle, and other on-line learning opportunities</li> </ul>	launch launch	expand expand	expand launch/ expand launch expand
RVS operates as a community of learners.	<ul style="list-style-type: none"> <li>(RVS) Percentage of staff that agrees their school/site/the jurisdiction promotes and operates as a community of learners.</li> </ul>				

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

## GOAL SIX: LEARNING ENVIRONMENTS ENABLE THE ACQUISITION OF 21<sup>ST</sup> CENTURY SKILLS.

<b>Outcome</b>	<b>Performance Measure</b>	<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Contemporary technology is accessible to all learners.	<ul style="list-style-type: none"> <li>(RVS) Percentage of schools that meet RVSD's contemporary technology standards.</li> <li>(RVS) Percentage of students and staff who agree they have access to contemporary technological tools.</li> <li>(RVS) Percentage of staff who agree they have adequate technological support in their school.</li> </ul>	<ul style="list-style-type: none"> <li>One to One initiative</li> <li>Finish the goals of outfitting each classroom with a standard issue of technology</li> </ul>	launch	expand	launch expand
Budgets are driven by Three Year Plan outcomes.	<ul style="list-style-type: none"> <li>(RVS) Percentage of staff who agree available resources are used equitably, effectively and efficiently.</li> <li>(RVS) Percentage of performance measures that meet the jurisdiction's third year targets.</li> </ul>				
Education Centre Departments/schools enable a 21st Century learning environment.	<ul style="list-style-type: none"> <li>(RVS) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>Overarching guiding philosophy for the school will continue to be Wiggins and McTighe "Schooling by Design"</li> </ul>	launch	expand	expand
Community partners provide expertise and support.	<ul style="list-style-type: none"> <li>(RVS) Percentage of school councils/parent advisory committees satisfied with their involvement in school system decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>School council continues to set their own goals. Continue input and advice through this recognized group</li> </ul>	launch	expand	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. 30, 2010	▪ Introduction to One to One	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
Oct. 25, 2010	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
Nov. 12, 2010	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
Jan. 31, 2011	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
Feb. 18, 2011	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
Apr. 4, 2011	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget
May 20, 2011	▪ One to One/UBD	<ul style="list-style-type: none"> <li>▪ Part of school mission</li> <li>▪ &amp; philosophy of One to</li> <li>▪ One &amp; Schooling By</li> <li>▪ Design</li> </ul>	Certificated	▪ Please see AISI budget

## BUDGET HIGHLIGHTS

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

	2009/10	2010/11
Certificated Staff	\$3,325,871	\$3,463,465
Support Staff	496,561	438,390
School-Based Services	0	0
Postage/Telephone	16,000	14,000
Staff Development	25,031	25,000
Photocopying	20,000	23,000
General Supplies	177,900	177,900
Equipment	30,000	20,000
Special Programs	29,400	29,400
Textbooks	35,000	30,000
Library Materials and Supplies	18,000	18,000
Other	51,000	67,064
Contingency	<u>4,864</u>	<u>2,000</u>
TOTAL EXPENDITURES	<u>\$4,229,627</u>	<u>\$4,326,219</u>

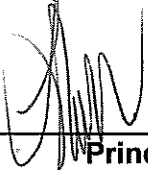
**SCHOOL EDUCATION PLAN (2008-2011) APPROVAL FORM**

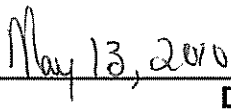
Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	April 26, 2010
School Council	<input checked="" type="checkbox"/>	April 28, 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.

  
\_\_\_\_\_  
**Principal Signature**

  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**School Council Chair Signature**

  
\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Superintendent of Schools**

June 30, 2010  
\_\_\_\_\_  
**Date**

*(Signatures should be scanned in and inserted as a .tiff in the document.  
Please note the resolution of a .jpeg is too low.)*