

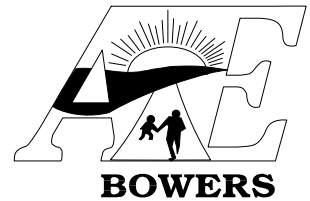


A.E. Bowers Elementary

2008-2011 School Education Plan

May, 2008

Year Two



Our School Vision: We will provide a safe and caring environment, in the classroom and school, for children to be passionate and life long learners; academically, emotionally, physically, socially and spiritually.

MESSAGE FROM SCHOOL PRINCIPAL

A.E. Bowers Elementary School is located in what has become an established residential area in southeast Airdrie. The School opened for the 1990/91 School Year and the building was officially opened in the spring of 1991. Although it is 18+ years old, the building has been maintained as a very attractive, functional, modern educational building which visitors often cannot believe is that old. Our school's unique design with an open, high ceiling, natural-lighted library as the center-piece of the school; large gym with very functional stage; wide-open playing fields with many opportunities for creative play; and classrooms with recessed reading/meeting alcoves give the first impression of a welcoming, modern school.

Of course a school is much more than the building. We believe that the openness of our physical space and structure simply reinforces what we – staff, students, parents, and administration – have been building at A.E. Bowers. That is a welcoming, supportive, safe environment where students enjoy learning and growing not only intellectually but socially and emotionally as well. To that end we offer many opportunities for students to get involved in their school, for parents to assist in helping us to educate the children, and for all stakeholders working toward a feeling of community pulling together for the common goal of creating the best educational institution for our children.

That process is ongoing. You will see as you read through this document we have introduced and/or developed many programs that, I believe, have resulted in a well-rounded and supportive social and educational environment that is reflective when we say, "Welcome to A.E. Bowers – our school is a Special Place to Be".

SCHOOL PROFILE

School Name: A.E. Bowers Elementary

Principal: Mr. Lowell Jackie
Address: 1721 Summerfield Blvd, Airdrie, AB T4B 1T3
Phone: 403.948.4511
Fax: 403.948.5102
Email: aebowers@rockyview.ab.ca
Website: plone.rockyview.ab.ca/bowers

School Profile:

Grade Configuration: Kindergarten – Grade 4
Student Population: 378
No. of Teachers: 22.09
No. of Support Staff: 13

Foundation Statements:

Vision: We will provide a safe and caring environment, in the classroom and school, for children to be passionate and life long learners; academically, emotionally, physically, socially and spiritually.

Mission: To enable our students to be the best they can be.

Motto: If the student is not learning the way I'm teaching; I will teach the way they are learning.

Beliefs/Principles:



Unique Features of our school include:

- Effective Behaviour Support program (EBS) - enhanced by the Virtues Project –is a key initiative to promote citizenship and personal social growth amongst our students.
- School-wide reading and writing programs creating common language and assessment practices.
- ESL, FNMI, Gifted, Early Literacy & Early Support Programs
- A.I.S.I. (Alberta Initiative for School Improvement) Project which focuses on the destination of learning, or the “clear targets” that we strive to provide our students.
- Embedded professional development with the AISI initiative by aligning our EBS/Virtues assemblies with AISI release time for teachers.

- Healthy Schools Initiative promotes healthy foods by providing healthy food choices in our lunch program and by regular newsletter “Tid-bits,” “Nutrition Nuggets” and “Al’s Corner” blurbs for parents on a variety of subjects from how to prepare healthy food choices to the negative effects of sugar on the body to the need for everyone to get regular exercise.
- The AE Bowers Safe Schools Initiative continues in a variety of ways to ensure and promote student and community safety. Examples of this are an upgrade in school security by locking all doors except the front door, sign-in by all visitors, school ground “sweeps” by supervisors at entry times, and promotion of personal and community safety during our EBS/Virtues assemblies.

Quotes from Parent Advocates

Wow, what a great job on the S.E.P. What I found amazing is that our school really is accomplishing the goals that are set out in the plan. There are so many different events, processes, attitudes and opportunities that exist at A. E. Bowers to make it one of the best schools in our country. I think this is partly due to the amazing teamwork that exists among our Admin, our Staff and our Parents. I am so thankful that my children can reap the benefits of such great goal-setting and planning.

Donna Pearce,
Parent response to feedback on the S.E.P.
(May 2009)

How do we define success for our students?

Success is evident in students who love coming to school, demonstrate confidence in learning and an appreciation of self and others in a safe and caring environment. Our Students demonstrate effective citizenship, valuing others and their community. This positive approach to learning and caring and excellence in teaching is reflected in academic achievements. Our students continue to exceed the provincial averages producing excellent work and consistently demonstrate knowledge and learning in every subject area.

What makes our school good and how do we know?

The safe, caring, welcoming environment; the committed, focused staff, the active parent community and strength of the school council, leadership opportunities available for staff and students, infusion of technology into daily learning, the physical aspect (computers, playgrounds, music room), library being the center of the school, the positive culture with many rich traditions and many new opportunities such as the Artist in Residence programs make our school a fantastic place to be!

RECENT ACHIEVEMENTS

Provincial Achievement Results

Our students continue to do exceptionally well when compared to Provincial averages. We attribute this to many things. Our Safe and Caring Schools Initiative and the Effective Behavior Support Program combined with a very caring and engaged staff result in a safe, secure and positive learning environment. The leadership of our AISI/PD Committee, AISI Lead Teachers and involvement in Professional Learning is very strong. Our staff values PD and the embedded PD time as a way towards increasing the quality of instruction for their students. Our Accelerated Reading Program and Write Traits writing program have enabled students to improve in the area of Reading and Writing.

A Professional-minded Support Staff

Through innovative scheduling we have provided embedded professional learning time for our Support Staff. This was implemented primarily on their initiative. When they expressed the desire for professional learning we were able to provide a common release time. The Support Staff has just completed a book study – “What Do You Do With a Child Like This?” by L. Tobin. Over the last few months they regularly included quotes from this book in our Daily Bulletin.

The Virtues Project

Last year several teachers and our CDA attended a conference dedicated to the Virtues Project. On their recommendation it was regularly taught to students at all grade levels. The school provided a copy of “The Virtues Project Educator’s Guide” for every classroom. Components of the Virtues Project were included in our EBS/Virtues program and assemblies. Feedback from teachers was very positive about the benefits of this program.

Artist in Residence

We have had three of these programs over the past three years. All have been excellent in the ability to engage our student in the Fine Arts. Perhaps this year was the best of all experiences for our students. Three Left Feet is a modern dance program that very much captivated even our most ardent protesters. A wonderful experience for all capped by a Command Performance which included every student from Kindergarten to Grade 4. The parents loved that but it was the reaction of our students to the dance performed by our staff that just might have been the highlight of highlights of this artistic endeavor.

Healthy Schools Initiative

Our Healthy Schools Initiative has, with the help of the School Council, resulted in more healthy food being offered by the Kiosk and in our student vending machine. This year we introduced more healthy food choices at our Kiosk and provided more information for parents regarding healthy diet and exercise. This continues to be an important initiative in our school.

CHALLENGES AHEAD

Meeting the Diverse Needs of Students

Continuing to provide a safe and caring school environment while accommodating the needs of our most behaviorally-challenged students. The AE Bowers community includes a diverse cross section of students. For varying reasons; medical, home life, transitions, or change some of our students present with significant behavior issues. We are further challenged by the reduced support or outright elimination of Rocky View positions such as psychologists and program specialists. We continue to use more and more of our school funds to accommodate the needs of these students but lament the loss of these key positions. (APORI '09 ACOL measure & RVS Goal 1)

Accelerated Reading Resources

Addressing the need for additional library books in support of our Accelerated Reading Program. Budgeted (P.A.T. '08 & RVS Goal 2)

Commitment to Ongoing Professional Learning Opportunities

Supporting our PD Committee's planning for meaningful PD experiences for our staff on the added School-based days next year. The AISI/PD committee has done a commendable job in providing excellent professional learning opportunities. The Administration has provided meaningful training and learning in classroom-based technologies. The loss of personnel key to these processes will be a key area to address next year. The introduction of new classroom-based technologies will result in the need to provide training and professional learning in these technologies. (APORI '09 ACOL measure D.6 & RVS Goal 4)

Healthy School Initiative

Continue to promote Healthy Foods with our students and parents. Our work in this area will never be completed. We must find new ways to address this issue and improve our lunch program. Continue our work with, and support from, our School Council is vital in this area. (RVS Goal 1)

Curriculum Resources

Address the increased costs of new Curriculum-based Resources. Budgeted. (APORI '09 E.2 & RVS Goal 5)

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

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Non-academic barriers to learning are recognized and addressed.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree that social/emotional supports are beneficial to their student(s) and/or to their family (as measured by the APORI results). (MRP Admin) (RVS) Percentage of schools offering wellness and nutrition initiatives. (MRP CDA) (AEB) 100% of classrooms clearly labeled with medic alert signs, 100% teacher binders contain medical handouts. (MRP Office Staff) 	<ul style="list-style-type: none"> Maintain and continue to promote Healthy School initiatives (Healthy lunch choices, School Nurse) in collaboration with School Council, CDA, Administration and Staff Medical identification program (Medical handouts, medic alert signs, No Child Without, "Student at Risk" notices inside cover of CUM files where appropriate.) Student access to resources/experts and the number of interventions enhanced (CDA, COPE, SRT, FSLW, SLP, etc) 	Expand / Maintain	Expand / Maintain	Assess
Students, staff, trustees and parents feel safe and part of the learning community.	<ul style="list-style-type: none"> (AE/RVS) Percentage of staff, parents and students, who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (as measured by the APORI results). (MRP EBS committee) (RVS) Percentage of staff, parents and students who express they feel a part of the learning community (as measured by the APORI results). (MRP CDA) 	<ul style="list-style-type: none"> Ongoing commitment of the EBS committee to direct safety and positive behavior recognition opportunities (Enhanced supervision procedures) Implement a comprehensive Emergency Response Plan through the Hour Zero program. All staff provided with opportunities to train in non-violent crisis intervention and first aid Monthly school wide assemblies focused on "Virtues" Maintain a friendly environment for parents encouraging parent volunteers & involvement Develop and employ a School Orientation Program for new staff, parents and students mentorship/buddy Incorporate 7 Habits of Highly Effective People & Great Leaders, Great Teams, Great Results into daily living 	Maintain	Maintain	Assess
Students accessing specialized programming and community supports experience success.	<ul style="list-style-type: none"> (RVS) Percentage of parents and staff who agree students have access to specialized programs and community supports when needed (as measured by the APORI results). (MRP SRT) (RVS) Percentage of parents and staff who collectively agree that students with Individual Program Plans (IPP) meet or exceed their learning goals (as measured by the APORI results). (MRP Resource Teacher) (RVS) Percentage of students placed in an external full-time setting. 	<ul style="list-style-type: none"> Maintain close working relationship with the Family School Liaison Worker Foster a relationship based on communication and involvement within the school with outside agencies (Rocky View Community Resource Center, REACH, COPE, SHIP) Provide coaching, mentoring and Professional learning in Universal Design for Learning. 	Maintain	Maintain	Maintain

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GOAL TWO: LEARNERS ARE COMPETENT, QUALIFIED AND DEDICATED.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Students succeed as 21 st century learners.	<ul style="list-style-type: none"> (RVS) Percentage of staff, parents and students who agree students can identify, remix, create, interpret, evaluate, and share knowledge and information (as measured by the Metiri Survey). (MRP Admin) (RVS) Percentage of students who agree they use (AEB or are exposed to) contemporary technology frequently to help them learn (as measured by the Metiri survey). (MRP Admin) (RVS) Percentage of students in grades 1-9 whose year-end assessment by teachers indicate they are at/above grade standards in Language Arts/Math (as demonstrated on the report cards). (MRP Classroom Teachers) (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. (MRP Admin) 	<ul style="list-style-type: none"> Identify what key 21st century knowledge/skills and attributes are for students. As a school community, engage in dialogue to build an understanding and recognition for 21st century skill acquisition Provide criteria for "What Counts in Writing". Ensure students with specific learning needs receive differentiated instruction Use of AR and Write Traits program (common across school) Identify students who have not met the acceptable standard and differentiate to assist them in areas of need 	Explore Explore Expand Enhance Enhance Enhance	Expand Expand Maintain Expand Maintain Enhance	Expand Expand Maintain Expand Maintain Maintain
Students complete programs.	<ul style="list-style-type: none"> (RVS) Percentage of students who obtain a high school certificate. (AE) Annual drop out rate of students aged 14 to 18. (AE) Percentage of students who complete high school within three years of entering Grade 10. (AE) Percentage of students who achieve the acceptable standard and the percentage who achieve the standard of excellence on Diploma Exams. (AE) Percentage of students who have written four or more diploma exams within three years of entering Grade 10. 	<ul style="list-style-type: none"> N/A 			
Students and staff demonstrate life-long learning.	<ul style="list-style-type: none"> (RVS) Percentage of staff who identify a professional learning goal that links to the school/site's education/business plan as reported by principals/supervisors. (MRP Admin) (AE) High school to post-secondary transition rate within six years of entering Grade 10. (AE) Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. 	<ul style="list-style-type: none"> Implement programs, courses and delivery models that facilitate student engagement in learning Selection/use of promising writing practice, in relation to clear targets, to teach concepts to students will be reflected in TPGP, AISI & PD opportunities Provide for job-embedded professional development Ensure students with specific learning needs receive special provisions for writing Provincial Achievement Tests 	Explore Enhance Maintain Maintain	Expand Maintain Maintain Maintain	Enhance Maintain Maintain Maintain
RVS schools build and support a 21 st century learning culture.	<ul style="list-style-type: none"> (RVS) Percentage of staff retained five or more years after beginning their employment with RVS. (RVS) Percentage of students and staff who agree their school/the jurisdiction operates successfully as a 21st Century learning culture (as measured by the Metiri survey). (MRP Admin) (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 (as measured by the APORI results). (MRP Admin) (AE) Percentage of teachers, parents and students satisfied with the overall quality of basic education (as measured by the APORI results). (MRP Admin) 	<ul style="list-style-type: none"> Monthly Technology club to support staff learning, macbook training and strategies to support technology integration Laptops available for all teaching staff Laptops available for all students Maintenance of a computer lab Employ a half-time School Technologist 	Expand Launch Launch Maintain Maintain	Maintain Maintain Enhance Maintain Maintain	Maintain Maintain Enhance Maintain Maintain

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

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Students and staff understand and participate in social and economic responsibility.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree students understand, adapt and participate in our local and global society (as measured by the APORI results). (MRP Admin) (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 (as measured by the APORI results). (MRP Admin) 	<ul style="list-style-type: none"> Creation/maintenance of opportunities to develop student service/leadership (Gator Aid, Patrols, Recycling, Christmas Hampers, foster parent program, Food bank Donations, reading buddies) Virtues & Circle of Courage Programs (adopt a family, community and national fundraisers, World Vision, gotcha's) 	Explore Enhance	Enhance Expand	Expand Maintain
Students, staff and trustees work independently and collaboratively to build a vibrant community in a global society.	<ul style="list-style-type: none"> (AE) Percentage of staff, parents and students who agree that students model the characteristics of active citizenship. (MRP Admin) (RVS) Percentage of staff, parents and students who agree that school and jurisdictional practices facilitate active citizenship (as measured by the APORI results). (MRP Admin) (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education (as measured by the APORI results). (MRP Admin) 	<ul style="list-style-type: none"> Encourage a continued volunteer program (patrols, library, classroom, events, etc) Continue involvement and consultation practice with school council and parents. Monthly school wide assemblies focused on "Virtues & the Circle of Courage" Parent/Teacher conferences & Meet the Teacher offer parent involvement in decision making 	Enhance Explore Maintain Enhance	Expand Enhance Maintain Enhance	Maintain Expand Maintain Expand
Students, staff and trustees understand, practice and promote the conservation of resources.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and staff who agree students, the school, the jurisdiction model practices that contribute to environmental sustainability. (MRP Admin) (RVS) Number of RVS "Green" certificates presented to schools and departments for employing environmental practices. 	<ul style="list-style-type: none"> Seek/maintain horticultural projects (ie green start, Arbor Day/Earth Day, School plants) Recycling bins used in all classrooms Encourage reuse and careful consumption of resources 	Explore Expand Enhance	Expand Maintain Enhance	Maintain Maintain Maintain

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

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Distinct programs ensure students succeed.	<ul style="list-style-type: none"> (RVS) Percentage of students in distinct programs (e.g. First Nations, Métis and Inuit, English as a Second Language, French Immersion, Gifted, Christian, Virtual, K&E, etc.) whose year-end assessment by teachers indicate they are at or above grade standards in Language Arts/ Math (as demonstrated on the report cards through GLA's), (MRP Admin) (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 (as measured by the APORI results), (MRP Admin) 	<ul style="list-style-type: none"> Early Literacy, FNMI, ESL & Enrichment opportunities Accelerated Reader, Write Traits and Clear Targets embedded within school CCAT implemented at grade 2 & 3 DPA, Aquatics, Skating, In-Line-Skate, Bike rodeo, artist-in-residence programs, intramurals, theme songs, etc enhance the daily programs Offer a complete music program with a music room for Grades 1-4 	Enhance Expand Launch Enhance Maintain	Enhance Maintain Maintain Enhance Maintain	Expand Maintain Maintain Expand Maintain
Learning transitions are seamless.	<ul style="list-style-type: none"> (RVS) Percentage of parents and staff who agree that there was a smooth transition from early intervention/ECS to Gr. 1; from elementary to middle school; and from middle school to high school. (as measured by the APORI results) (MRP Admin) (RVS) Percentage of students, parents and teachers satisfied with schools' career exploration/ preparation (as measured by the APORI results), (MRP Admin) 	<ul style="list-style-type: none"> Use of common programs across all grades Provide criteria for "What Counts in Writing" Develop common language for assessment for all staff Create a grade 1 orientation/transition process 	Expand Expand Expand Explore	Maintain Maintain Maintain Implement	Maintain Maintain Maintain Enhance
Professional development is multi-faceted, ongoing and systematic.	<ul style="list-style-type: none"> (RVS) Percentage of staff that belong to a jurisdictional community of practice. (AE) Percentage of teachers reporting that in the past three to five years the professional development and inservicing from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth (as measured by the APORI results), (MRP Admin) 	<ul style="list-style-type: none"> Selection/use of promising writing practice (TPGP, AISI & PD opportunities) Provide for job-embedded professional development and collaborative meeting time for staff Operate 2 mobile mac labs and one free standing lab and provide onsite training for staff 	Expand Expand Launch	Maintain Maintain Enhance	Maintain Maintain Expand
Leadership capacity is built across the jurisdiction.	<ul style="list-style-type: none"> (RVS) Percentage of staff that believes professional development has positively impacted their instructional and/or organizational effectiveness (as measured by the APORI results), (MRP Admin) (RVS) Percentage of staff who agree they have been provided opportunities to lead. (as measured by the APORI results) (MRP Admin) (RVS) Percentage of schools offering student leadership programs. (MRP Admin) 	<ul style="list-style-type: none"> Lead Teacher Roles (AISI, ESL, FNMI, Gifted, etc) Creation/maintenance of opportunities to develop student service/leadership (Gator Aid, Patrols, Recycling, Christmas Hampers, foster parent program, Food bank Donations) Support staff included in Learning Plans, Communities of Practice and a joint Book study Peer coaching/mentoring Incorporate 7 Habits of Highly Effective People & Great Leaders, Great Teams, Great Results into daily living 	Maintain Expand Launch Explore Explore	Maintain Maintain Maintain Launch Launch	Maintain Maintain Maintain Enhance Expand

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GOAL FIVE: INSTRUCTION CHALLENGES AND ENGAGES THE LEARNER.

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Curriculum delivered is student-centred.	<ul style="list-style-type: none"> (RVS) Percentage of students, parents and teachers who agree curriculum and instruction meets the individual learning styles of students (as measured by the APORI results). (MRP Admin) (AE) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community (as measured by the APORI results). (MRP Admin) 	<ul style="list-style-type: none"> Implementation of the CCAT to identify student learning needs/styles Pilot project of clustering based on CCAT results at Grade 2 & 3 Implementation of individualized programs (Accelerated Reader, Gifted) Engage in a dialogue to build an understanding of 21st Century learning instructional practices Consult and collaborate to align instructional practices to 21st Century learning 	<p>Launch</p> <p>Launch</p> <p>Explore</p> <p>Explore</p> <p>Launch</p>	<p>Expand</p> <p>Explore</p> <p>Expand</p> <p>Expand</p> <p>Enhance</p>	<p>Enhance</p> <p>Enhance</p> <p>Enhance</p> <p>Expand</p> <p>Enhance</p>
Instructional practices meet the needs of the 21st Century learner.	<ul style="list-style-type: none"> (RVS) Percentage of schools that use 21st Century instructional practices as measured through their School Education Plans. (MRP Admin) (RVS) Percentage of students, parents and staff satisfied with their ability to access, understand and use assessment information to improve learning. (MRP AISI Lead) (RVS) Percentage of staff that use contemporary technology as an instructional tool. (MRP Admin) 	<ul style="list-style-type: none"> Link curriculum to 21st century instructional and assessment practices Coach and mentor school staff in research-based instructional and assessment practices (embedded coaching) Involve students in creating, understanding and using clear targets in all facets of their learning 	<p>Explore</p> <p>Launch</p> <p>Enhance</p>	<p>Expand</p> <p>Enhance</p> <p>Maintain</p>	<p>Enhance</p> <p>Expand</p> <p>Maintain</p>
RVS operates as a community of learners.	<ul style="list-style-type: none"> (RVS) Percentage of staff that agree their school/site/the jurisdiction promotes and operates as a community of learners. (MRP Admin) 	<ul style="list-style-type: none"> Encourage staff involvement in developing the knowledge, skills and attributes necessary to succeed as 21st century learners with RVS Engage in conversation and opportunities with parents through “meet the teacher”, Terry Fox run, Assemblies, Open House, Parent conference evenings, etc 	<p>Explore</p> <p>Enhance</p>	<p>Launch</p> <p>Enhance</p>	<p>Expand</p> <p>Embed</p>

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

Outcome	Performance Measure	Strategies	Year 1	Year 2	Year 3
Contemporary technology is accessible to all learners.	<ul style="list-style-type: none"> (RVS) Percentage of schools that meet RVSD's contemporary technology standards. (MRP Admin) (RVS) Percentage of students and staff who agree they have access to contemporary technological tools (as measured by the Metiri survey results). (MRP Admin) (RVS) Percentage of staff who agree they have adequate technological support in their school. (MRP Admin) 	<ul style="list-style-type: none"> Employ a half time School Technologist Provide technology ongoing training 1-1, small group or whole staff as needed Provide PD opportunities outside of the school for technology training Purchase and use 2 mobile labs with 20 laptops each Maintain a free standing computer lab 	Maintain Enhance Explore Launch Maintain	Maintain Expand Expand Expand Maintain	Maintain Maintain Enhance Maintain
Budgets are driven by Three Year Plan outcomes.	<ul style="list-style-type: none"> (RVS) Percentage of staff who agree available resources are used equitably, effectively and efficiently. (MRP Admin) (RVS) Percentage of performance measures that meet the jurisdiction's third year targets. (MRP Admin) 	<ul style="list-style-type: none"> Assign budget lines for implementation of Three Year Plan strategies Casino funds and school fund raising to go to further technology hardware, software and training 	Maintain Expand	Maintain Expand	Maintain Maintain
Education Centre Departments/ schools enable a 21st Century learning environment.	<ul style="list-style-type: none"> (RVS) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments. (MRP Admin) 	<ul style="list-style-type: none"> Manage budget to maintain small class sizes. Enhance accessibility to technology and training in using technology Provide PD opportunities focused on 21st century learning 	Maintain Enhance Explore	Maintain Expand Enhance	Maintain Maintain Embed
Community partners provide expertise and support.	<ul style="list-style-type: none"> (RVS) Percentage of school councils/parent advisory committees satisfied with their involvement in school system decision-making processes. (MRP Admin) 	<ul style="list-style-type: none"> Host information sessions for parents of pre-school children. Assist the School Council in the creation of their three year Professional Learning Plan Maintain effective working relations with FSLW, School Nurse, CHR SLP's, SHR COPE personnel, Extreme Pita, Airdrie Public Library, Airdrie Emergency services, Airdrie RCMP & Bylaw enforcement etc 	Explore Initiate Enhance	Explore Maintain Enhance	Initiate Maintain Enhance

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure (AEB) – AE Bowers School MRP – Most Responsible Person

Metiri – The Metiri Group serves the education community through a broad range of consulting services. <http://www.metiri.com/>

APORI – Accountability Pillar by the Alberta Government (completed by grade 4 students, grade 4 parents and all teachers) <http://education.alberta.ca/admin/funding/accountability.aspx>

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. 28	<ul style="list-style-type: none"> PLC (RVS Goal 4) 	<ul style="list-style-type: none"> Staff will join a school based learning community that they will meet with throughout the school year. Together they will plan TPGP's & Learning plans, develop long range and unit plans, address learning goals and growth as the year progresses 	All Staff	<ul style="list-style-type: none"> N/A
Oct. 9	<ul style="list-style-type: none"> Power of Ten (RVS goal 4 & 5) 	<ul style="list-style-type: none"> Teachers will begin using the Power of Ten in their math lessons. The daily use of the program will enhance the learning of staff and students. A full day of training followed by 2 in session dates will embed Power of 10 into the Math program 	All Staff	<ul style="list-style-type: none"> TBA (cost will include training & teacher release time)
Oct. 26	<ul style="list-style-type: none"> Technology (RVS goal 6) Virtues Project/Circle of Courage (RVS Goal 1) 	<ul style="list-style-type: none"> In-service needs will be determined during the month of September as staff become familiar with the new & current technology. Ongoing "tech-club" sessions will be held to reinforce the learning. Virtues will be reinforced at monthly assemblies All classrooms have a copy of "The Virtues Project, Educator's Guide" by L. Popov "Copies of Reclaiming Youth at Risk" by Larry Brendtro, Steve Vanbockern, and Martin Brokenleg The language of the Virtues Project will be purchased for each classroom revisited at staff meetings and EBS meetings Naming of the wings to reflect the Circle of Courage The use of Virtues Vouchers will embed the virtues into everyday life 	<p>All Staff</p> <p>All Staff</p>	<ul style="list-style-type: none"> N/A \$380 (Cost of 22 books)
Jan. 29	<ul style="list-style-type: none"> PLC (RVS Goal 4) PAT analysis (RVS Goal 2) UDL & UbD (RVS Goal 2 & 4) 	<ul style="list-style-type: none"> Continue to develop PLC goals set in August Areas of need as identified by the PAT analysis will be focus for Math and Language arts at all grade levels. This will be sustained through the AISI Cycle 4 Initiative. Bimonthly embedded PD, PL days and coaching will embed these methods into daily practice 	AM - All Staff PM – Certificated	<ul style="list-style-type: none"> N/A N/A N/A
Mar 22	<ul style="list-style-type: none"> 21st C Learning (RVS Goal 5 & 6) Technology (RVS Goal 6) 	<ul style="list-style-type: none"> A formal in-service by a RVS Learning Specialist will begin the journey into developing a common language and a common understanding of 21st C Learning. This will be sustained through the AISI Cycle 4 Initiative. Bimonthly embedded PD, PL days and coaching will embed these methods into daily practice Regular meetings followed up by effective communication with the school wide community (daily bulletins, staff meetings and newsletters) Continued skill development of new and existing technology. 	Certificated Staff	<ul style="list-style-type: none"> N/A
Apr. 26	<ul style="list-style-type: none"> School Goals (SEP) (RVS Goal 4) Great Leaders, Great Teams, Great Results (RVS Goal 4) 	<ul style="list-style-type: none"> Creating a living document that is addressed at staff meetings, through daily bulletins and during PL days will make the school goals sustainable In preparing Year 3 of 3 of the SEP, staff will establish the Cadence of Accountability for the current year and the 2010-11 school year. 	All Staff	<ul style="list-style-type: none"> N/A
May 21	<ul style="list-style-type: none"> PLC (RVS Goal 4) 	<ul style="list-style-type: none"> Continue to develop PLC goals 	All Staff	<ul style="list-style-type: none"> N/A

Other, if applicable

Fall 2009	<ul style="list-style-type: none"> First Aid (RVS Goal 1) 	<ul style="list-style-type: none"> Each year one teacher from each grade level, 2-3 support staff and 1 certified staff member (non-classroom teacher) will be trained Training will occur over 2 days. Recertification will occur every 3 years. 	7-12 Staff	<ul style="list-style-type: none"> TBA
Monthly Meetings	<ul style="list-style-type: none"> 7 Habits of Highly Effective People (RVS Goal 2) 	<ul style="list-style-type: none"> The staff will be trained in 7 Habits during the 2009-10 school year. Monthly staff meetings will reinforce the 7 Habits Staff will be encouraged to incorporate 7 Habits into their Professional Growth Plans/Learning Plans 	All Staff	<ul style="list-style-type: none"> TBA (cost may include participant guide books)
Weekly Meetings	<ul style="list-style-type: none"> Great Leaders, Great Teams, Great Results (RVS Goal 2) 	<ul style="list-style-type: none"> The Administration will facilitate weekly meetings around the concepts of Great leaders and Cadence of Accountability. Staff will be encouraged to incorporate Great Leaders into their 2010-11 Professional Growth Plans Weekly meeting times will be built into supervision schedules to ensure grade teams have the opportunity to meet 	All Staff	<ul style="list-style-type: none"> TBA
Monthly Meetings	<ul style="list-style-type: none"> EBS committee (RVS Goal 1) 	<ul style="list-style-type: none"> Regular meetings followed up by effective communication with the school wide community (daily bulletins, staff meetings and newsletters) 	All interested staff	<ul style="list-style-type: none"> N/A
Aug. 31 Nov., Feb., April	<ul style="list-style-type: none"> School Orientation Committee (RVS Goal 3) 	<ul style="list-style-type: none"> Throughout the year the committee will develop a school orientation booklet for new staff, students and parents. This booklet will then become an integral part of bringing new members into our community. 	All interested staff	<ul style="list-style-type: none"> N/A
Monthly sessions	<ul style="list-style-type: none"> Technology Club (RVS Goal 6) 	<ul style="list-style-type: none"> Monthly sessions will enable staff to develop skill and confidence in technology use. This will be then translated into infusion of technology into the classroom 	All interested staff	<ul style="list-style-type: none"> \$84/month
Bimonthly sessions	<ul style="list-style-type: none"> Embedded AISI Collaboration (RVS Goal 2) 	<ul style="list-style-type: none"> Teachers collaborate in vertical and linear groups to enhance their understanding and implementation of the AISI goals. 	Certificated Staff	<ul style="list-style-type: none"> N/A
Bimonthly sessions	<ul style="list-style-type: none"> Support Staff Book Club (RVS Goal 1 & 4) 	<ul style="list-style-type: none"> Support staff collaborate to enhance their practice 	Support Staff	<ul style="list-style-type: none"> TBA
Ongoing	<ul style="list-style-type: none"> Peer Coaching/Mentoring (RVS Goal 2) 	<ul style="list-style-type: none"> Staff members group together to create TPGP's & Learning Plans that reflect the goals of the SEP, AISI and their personal/professional growth. Staff meet regularly to support, encourage and assist on another to enhance best practice. 	All interested staff	<ul style="list-style-type: none"> N/A
Aug. 26 & ongoing	<ul style="list-style-type: none"> Hour Zero (RVS Goal 1) 	<ul style="list-style-type: none"> Regular formal meetings will be held as needed to train staff in the processes involved in Hour Zero. Periodic online training for staff will be requested throughout the year to strengthen skill and knowledge of Hour Zero practices. Scheduled drills will further emergency preparation. 	All Staff	<ul style="list-style-type: none"> N/A

BUDGET HIGHLIGHTS

- Continue to fund the purchase of Accelerated Reading Library Books.
- Resource Program supported by an additional \$35,106 above the minimum required.
- Increase in Professional Learning funding for Professional and Support Staff by \$4,038.

	2008/09	2009/10
Certificated Staff	\$1,812,367	\$1,913,576
Support Staff	\$329,833	\$391,970
School-Based Services		
Postage/Telephone	\$5,400	\$5,400
Staff Development	\$12,074	\$16,112
Photocopying	\$9,000	\$9,000
General Supplies	\$35,075	\$48,952
Equipment	\$1,000	\$1,500
Special Programs	\$1,200	\$1,700
Textbooks	\$2,813	\$3,000
Library Materials and Supplies	\$7,500	\$7,500
Other	\$900	\$3,900
Contingency	\$92,641	\$40,298
TOTAL EXPENDITURES	\$2,309,803	\$2,442,907

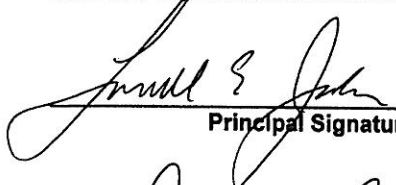
SCHOOL EDUCATION PLAN (2008-2011) APPROVAL FORM

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

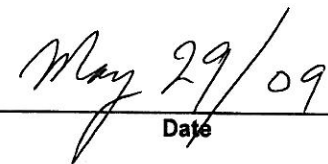
There has been consultation with:

	Yes	Date(s)
School Staff	X	March 2, 2009 & May 25, 2009, June 8, 2009
School Council	X	March 19, 2009 & May 21, 2009

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

May 30, 2009

Date