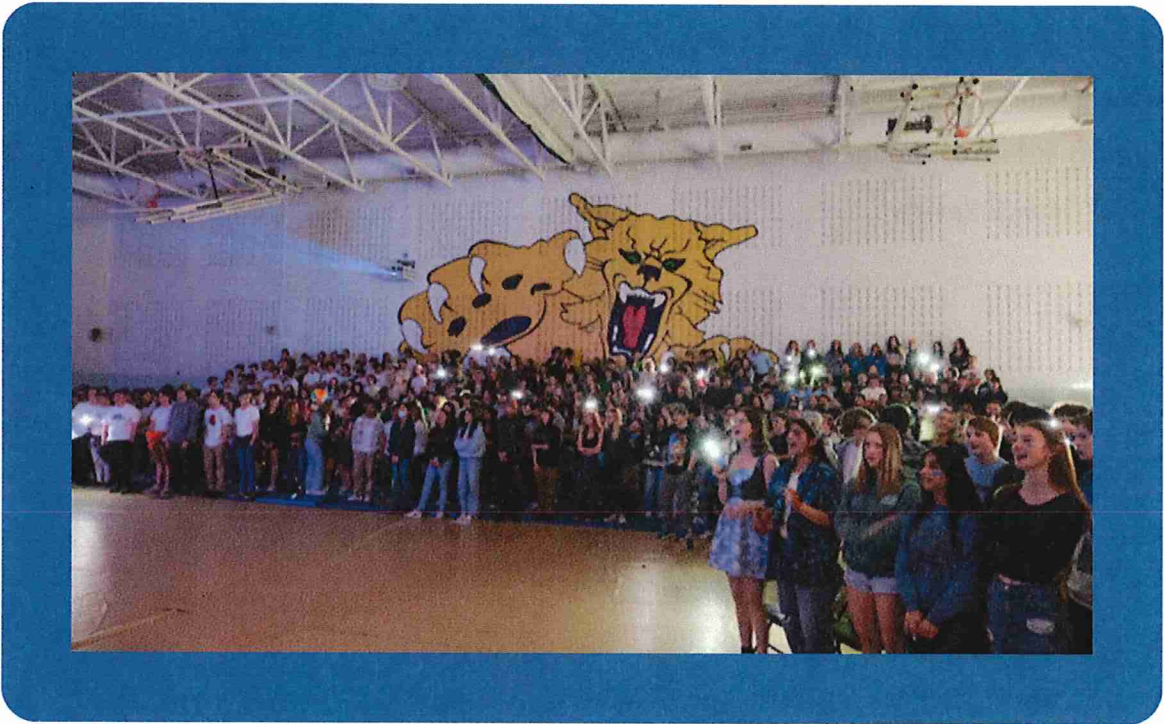




Bow Valley High School

# School Education Plan 2024/25



September 2024



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# 2023 – 2027 Four-Year Education Plan

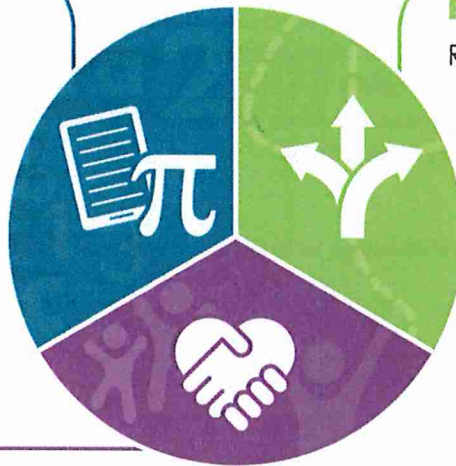
## Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose.

This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.



## Administrators' Message

At Bow Valley High School, we strive to build connections based on mutual respect and empathy, through which staff, students, and families can build resiliency, growth, achieve meaningful learning and success.

We believe that challenges are to be faced with bravery and when we need support...we seek out the people in the building, whether adults or peers, to help with care and compassion. Our staff (teachers and support staff) along with our Student Support Teams work in collaboration with RVS Divisional Supports to ensure that students receive supports to build success.

As we begin a multi-year school expansion project, our ability to adjust and adapt with changes will be the key to ensure this year is a success for students, staff and families. We are tremendously excited for our new facility which will give us the ability to offer an even higher quality education to our students. With this new and improved facility and our focus on career learning and career experiences, we are excited for the future of Bow Valley High School.

We look forward to partnering with families to bring all students at BVHS success this school year.

BVHS Admin Team,

**Shane Dempster**



Principal, Bow Valley High School

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## School Profile

<p><b>Principal:</b> Shane Dempster</p> <p><b>Assistant Principal(s):</b> Kathleen Elliott &amp; Coleman Massey</p> <p><b>Website:</b> <a href="https://bowvalley.rockyview.ab.ca/">https://bowvalley.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> At Bow Valley High School, we strive to build connections based on mutual respect and empathy, through which staff, students, and families can build resiliency, growth, achieve meaningful learning, and success.</p> <p><b>Vision/Purpose/Beliefs:</b> At Bow Valley High School, we believe that Respect, Responsibility and Engagement are the pillars on which a successful education is built.</p>
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**Total Number of Students:** 986

**Grades Served:** 9-12

**Total Number of:**

- Classroom Teachers: 43
- Learning Support Teacher(s): 2
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 3
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 3

### School Diversity Profile

As with all Rocky View Schools, reflects a rich and diverse learning community.

Notably, 5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 5 per cent of our school population. The most common first languages for these students are Tagalog, French, Ukrainian, Spanish.

Additionally, our school offers a variety of extra/co-curricular activities such as; Leadership, Athletics, Performing Arts, Technical Theatre, E-sports, and A/V Club.

## Student Feedback from Spring 2024

### What do students think are some things that are going well?

- *"So far this year I have really enjoyed the new teachers and the welcoming environment that came with each class. I also feel that I like all the events that go on here, specifically the ones where the entire school is involved."*
- *"Some things that are going well at bow valley are the staff-student relationships, the timetable and the block switching each day (plus the morning 2 hours), along with the sports teams and events from leadership."*
- *"I'm really happy to see how many cool and interesting courses are available. These are things I never would've been able to learn about except for outside of school, so I'm glad I get the opportunity to take these courses."*

### What do students think could be worked on or improved?

- *"We could improve our bathrooms, specifically the guys ones, not having paper towel and sometimes no soap. Also changing the block times to a more normal fixed schedule as it's a lot nicer with classes and spares to have a consistent schedule."*
- *"I think some things that could be improved are a slightly longer lunch on fridays and more pride in the athletic department and slightly better recruitment for teams."*
- *"I know that the school is overflowing and this isn't a very realistic thing at the moment but I think breakout spaces would be very beneficial. Rooms where kids can go during work periods or spares as a quiet place apart from the classroom. I found I often got in trouble in class for talking but some days the classroom environment was just too overstimulating to do any kind of work."*

## Parent Feedback from Spring 2024

### What do parents think are some things that are going well?

- *"School pride with athletics, drama, music, etc. is really improving at BVHS these past couple of years; this also seems to be positively influencing staff to become more involved in extra-curricular activities which I think is the biggest difference maker for students feeling "connected" to their school and teachers and admin!"*
- *"Sport teams, announcements, safe environment, ability for students to access clubs and resources."*
- *"The support of Guidance and Learning Support departments for students. Communication to parents is consistent and thorough"*

### What do parents think could be worked on or improved?

- *"Supervision in the washrooms", "Teacher communication with parents", "More room for students and spaces for option courses".*
- *"Celebrate academic and sports accomplishments more."*
- *"Helping parents understand how the marking/grading system works"*

## RVS Assurance Results

	Data Source	Results as of Spring 2024
<b>EICS Math Assessment grades 9-10 meets or exceed grade level expectations</b>	ECIS Math Assessment 2024	38%
<b>Percentage of students comprehending what they read at or above grade level on the TOSREC assessment (Grade 9-11)</b>	TOSREC	52%
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.</b>	RVS Writing Assessment	46%
<b>Number of credits earned by RVS students through dual-credit opportunities.</b>	PowerSchool	30
<b>Number of students participating in RVS supported dual-credit opportunities.</b>	PowerSchool	9
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	73%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	49%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	56%

### What does this data tell us is going well?

- We have seen a significant increase in our PBIS Tiered Fidelity.
- The implementation of the TOSREC Assessment (Reading Comprehension) has focused our literacy instruction in all classrooms with the implementation of word walls and purposeful vocabulary instruction across all subject areas.

### What does this data tell us could be improved or worked on?

- Student Attendance - We have implemented a structured, collaborative attendance improvement program involving our Student Support Teams, RVS Support Team and Area Attendance Officer.
- Individual Program Plans - We have implemented a structured, collaborative process with classroom teachers, Learning Support, and families to increase student success with their individual learning goals.



## OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated (23%), trying hard to succeed (66%) and feel challenged and confident in their learning related skills (51%).	47%
The percentage of students who value school outcomes (54%) and have positive homework and studying behaviors (32%).	43%
The average score for relevance, rigor and effective learning time.	5.8/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	96%
The percentage of students planning to finish high school (76%) and pursue a trade, apprenticeship (16%), college or university program (50%).	66%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	5.5/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	53%

### What does our data indicate is going well?

- 96% of students have a sense of purpose in their lives and are goal oriented. This is a celebration for both staff and families.
- 50% of our students are planning to attend college or university. We as a school can plan to further support that with career and guidance counselor support.

### What does our data tell us could be improved on?

- BVHS needs to work on homework skillset with students to ensure they have the skills to manage the advanced workload of High School
- As a school, we need to share this data and our Education Plan with students. They are a key stakeholder and need to understand our school goals.
- OurSchool indicates an average score of 5.5/10 for positive teacher-student relationships, learning climate, and expectations for success. As a staff, we need to be honest with ourselves and understand that this data must be improved.

# Alberta Education Assurance Measure Results

## Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 0444 Bow Valley High School

Assurance Domain	Measure	Bow Valley High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	74.7	73.3	75.5	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	64.6	64.6	63.8	79.4	80.3	80.9	Very Low	Maintained	Concern
	<a href="#">3-year High School Completion</a>	88.8	81.8	86.6	80.4	80.7	82.4	High	Maintained	Good
	<a href="#">5-year High School Completion</a>	89.1	93.9	90.3	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT9: Accessible</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Accessible</a>	n/a	61.4	61.4	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	10.4	10.4	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Accessible</a>	n/a	85.2	85.2	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	19.8	19.8	n/a	21.2	21.2	n/a	n/a	n/a
	<a href="#">Educational Quality</a>	74.4	74.9	76.4	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (W-CRSLE)</a>	73.4	75.5	73.7	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	73.0	70.6	70.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	73.9	69.4	68.1	79.5	79.1	78.9	Low	Maintained	Issue

### What does our data indicate is going well?

- BVHS 3-year High School completion is higher than the province of Alberta, which can be attributed to strong programming from our Guidance Department to ensure students are programmed appropriately to graduate.

### What does our data tell us could be improved on?

- Only 36 parents filled out this survey.
  - Both our data sets for Citizenship and Educational Quality are lower than the Province of Alberta. This is concerning and we will look to break this data down further to understand the details involved in both these sections.
- BVHS 5 year High School completion has maintained. We can focus on removing inactive students from PASI as they negatively impact our school data.

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

**How Might We: identify areas of concern in Numeracy with grade 9 students and fill in missing gaps in learning.**

<p><b>School Goal 1:</b> We will increase our numeracy 9 assessment results from 50.6% on the pre-assessment to 60% on the post-assessment.</p>
<p><b>Data that informed this goal:</b> BVHS Grade 9 Numeracy Assessment – Pre-Assessment mean was 50.6%</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Inclusive Education Practice Guide (p.13-14), supports the work around Designing Learning. Our focus at BVHS for this school year includes;</p> <ul style="list-style-type: none"> <li>engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls;</li> <li>student shares what they learn, so when one learns, we all learn;</li> <li>meet students where they are and support them in the journey to where they need to go and want to be; include the application of universal strategies; and, support and encourage</li> </ul> <p>Instruction and Assessment Practice Guide (p.3-4), supports the building of inclusive education within our classrooms;</p> <ul style="list-style-type: none"> <li>Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.</li> <li>Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students' learning and multiple ways for students to learn and show what they know in meaningful ways.</li> <li>Remove Barriers Within Learning Environments – Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.</li> </ul> <p>Professional Learning Practice Guide (p.7), supports our efforts around a shared vision and shared responsibility of all staff to work towards achieving our goals as a school.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Numeracy Block (Quarter 1 – September - November &amp; Quarter 2 – November to January)</li> </ul>

<ul style="list-style-type: none"> <li>○ Focusing on areas for weakness based on data from Grade 9 Numeracy Assessment – lessons built to address specific areas.</li> </ul> <ul style="list-style-type: none"> <li>● Thinking Classrooms - <a href="https://www.buildingthinkingclassrooms.com/">https://www.buildingthinkingclassrooms.com/</a></li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● BVHS Grade 9 Numeracy Assessment &amp; EICS Math Assessment Grade 9                             <ul style="list-style-type: none"> <li>○ Data from these two assessments will be compared by our Math Department for commonalities and focus concepts.</li> </ul> </li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>● Support students to complete homework and practice assignments. Direct them to resources provided by teachers.</li> <li>● BVHS will communicate resources for families to support student learning (Bobcat Tracks &amp; BVHS website).</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	●	●
<b>April 4</b>	●	●

**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

**How Might We: Improve all students' ability to comprehend text across all content areas.**

<p><b>School Goal 2:</b> By June 2025, students in grades 9-11 will demonstrate a 20% improvement in reading comprehension.</p>
<p><b>Data that informed this goal:</b> TOSREC (Form A – Form C saw a 3.9% reduction in students scoring below average and poor (23/24 Data)</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Inclusive Education Practice Guide (p.13-14), supports the work around Designing Learning. Our focus at BVHS for this school year includes;</p> <ul style="list-style-type: none"> <li>engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls;</li> <li>students share what they learn, so when one learns, we all learn;</li> <li>meet students where they are and support them in the journey to where they need to go and want to be; include the application of universal strategies; and, support and encourage</li> </ul> <p>Instruction and Assessment Practice Guide (p.3-4), supports the building of inclusive education within our classrooms;</p> <ul style="list-style-type: none"> <li>Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.</li> <li>Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students' learning and multiple ways for students to learn and show what they know in meaningful ways.</li> <li>Remove Barriers Within Learning Environments – Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.</li> </ul> <p>Professional Learning Practice Guide (p.7), supports our efforts around a shared vision and shared responsibility of all staff to work towards achieving our goals as a school.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>School-wide Word Walls (Cross-Curricular Shared Vocab)</li> <li>Intentional Vocabulary Instruction in all classrooms and subjects</li> <li>Morphology Mondays</li> </ul>



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<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• TOSREC (Form A – C) – Form A (November), Form B (February), Form C (June)</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Model and encourage reading at home – audio books and/or physical text</li> <li>• Focus on vocabulary outside of school               <ul style="list-style-type: none"> <li>○ Word games - scrabble, words with friends, wordle, word search, etc.</li> </ul> </li> <li>• BVHS will communicate resources for families to support student learning (school website/Bobcat Tracks – Parent Resources)</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>December 6</b>	•	•
<b>April 4</b>	•	•



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

**How Might We: support all students in having clear pathways (work, trades or college/University) during High School and after they finish High School.**

<p><b>School Goal 1:</b> Students from grades 9-12 that plan to finish High School and pursue a trade/apprenticeship or Post Secondary will increase by 10%.</p>
<p><b>Data that informed this goal:</b> Our School Data 2023/24 Data - The percentage of students planning to finish high school (76%) and pursue a trade, apprenticeship (16%), college or university program (50%) - 66%</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Inclusive Education Practice Guide (p.8), supports the work around Designing Learning and removing barriers to support Inclusive Education.</p> <p>Instruction and Assessment Practice Guide (p.3-4), supports the building of inclusive education within our classrooms;</p> <ul style="list-style-type: none"> <li>• Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students' learning and multiple ways for students to learn and show what they know in meaningful ways.</li> <li>• Remove Barriers Within Learning Environments – Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.</li> </ul> <p>Professional Learning Practice Guide (p.7), supports our efforts around a shared vision and shared responsibility of all staff to work towards achieving our goals as a school.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Full-time Career Counselor</li> <li>• Partnership with Innovate Cochrane</li> <li>• BVHS Career Fair</li> </ul>

**School Education Plan 2024/25**

<ul style="list-style-type: none"> <li>• Multiple Post-Secondary Fairs</li> </ul>		
<b>Measures:</b> <ul style="list-style-type: none"> <li>• My Blueprint</li> <li>• Our School Survey</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Further expose students to career opportunities outside of school</li> <li>• Support the school is creating a “career bank” of local careers that will present or host students for work experience.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

**How Might We:** create an environment where students, staff and families feel that BVHS is an inclusive, engaging, and healthy learning environment.

<p><b>School Goal 1:</b> We will continue implementation of Positive Behaviour Intervention and Supports (PBIS) by raising our PBIS Tiered Fidelity from 73% to 80%.</p>
<p><b>Data that informed this goal:</b> PBIS TFI (73% - 2023/24 data), Our School Data - positive learning climate (5.4 out of 10)</p>
<p><b>Connection to the practice guide(s):</b> Inclusive Education Practice Guide (p.13) – Positive Behavioural Interventions and Supports</p> <p>Positive Behaviour Interventions and Supports (PBIS) is an evidence - based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures. Key components related to positive behavioural supports in schools include, but are not limited to a:</p> <ul style="list-style-type: none"> <li>• Focus on building and nurturing positive relationships schoolwide</li> <li>• Design and structure of the physical learning environments to optimize student success for all</li> <li>• Design differentiated instruction to intentionally make learning engaging, meaningful and effective for all students</li> <li>• Explicitly teach social-emotional skills as part of curriculum and the routines, structures of the school</li> <li>• Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum</li> <li>• Positive acknowledgement, reinforcement through descriptive feedback</li> <li>• Fair and predictable consequences, including clear and helpful feedback</li> <li>• Collect and use data to make decisions and measure effectiveness; and</li> <li>• Collaborative team planning and monitoring</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Celebrating Student Success</li> </ul>

## School Education Plan 2024/25

<ul style="list-style-type: none"> <li>○ Bobcat Brilliance – monthly lunch for students nominated by staff that best represent Bobcats</li> <li>○ Student Reward Tickets – given daily to students that show Responsibility, Respect and/or Engaged in their Learning.</li> <li>○ Golden Bobcat – Student Council award for student who receives the most reward tickets (Monthly and Annually)</li> <li>○ Academic Honor Roll - Students will marks over 80% (Quarterly &amp; Yearly) – Announcements &amp; Bobcat Tracks</li> <li>● School-wide House Teams – they gather points through reward tickets or house team competitions. Monthly the leading team receives a team celebration and at the end of the year the winning team is awarded.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● OurSchool – positive learning climate (5.4 out of 10)</li> <li>● TFI – from 73% to above 80%</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>● Review school expectations at home with students</li> <li>● Ensure strong communication between school and home</li> <li>● Contribute to a positive community reflection of BVHS</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	●	●
<b>April 4</b>	●	●



## School Council Review

### Presentation of School Education Plan

School council comments:

- 

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**

  
TRACY BROOKER  
COUNCIL CHAIR

**Principal signature on behalf of students and teachers of School**

Shona Dempster  
