



Bow Valley High School

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

May
2021

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FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

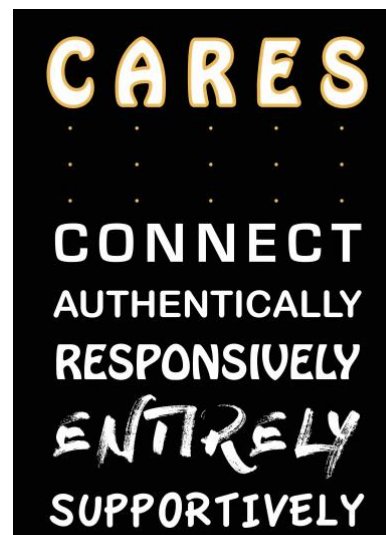
To achieve our plan, we will:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

PRINCIPAL'S MESSAGE

Just a little over a year ago, on March 12, 2020 to be precise, we held our last in-person BVHS school council meeting. At the time, tension was high, and worry was palpable. We knew that the pandemic was knocking on our door, but we had no idea what that would look like or what that would mean for our school and our community. Truth be told, as we were making predictions that night as to what would happen, I went on record as saying that I couldn't imagine that we'd need to close our doors to students. A few short days later, that's exactly what we did.

What a different world it is now, as I write this. We have supported each other, questioned what was important, and are getting through these incredibly trying times together. In the past, this document would be both a reflection of what we've done well over the previous years and a chance to reflect and ensure that we are still on the path towards improving school and learning for all. It would also be a look to the future and a chance to set goals, directions, and targets. All those elements are still reflected in this Playbook, however, there is a different relevancy today. Today, our work is acting through a lens of health, physical as well as mental, like never before.



There has been so much reflection over the past year. I keep coming back to the belief that while our goals remain the same, we must be more aware than ever before. We need to make sure that as we enact our educational plans and introduce new ideas that we don't do so at the expense of students', staff's, and families wellbeing. If that means going slower than we normally would have or simplifying and focusing on quality of quantity, then that's the path we need to follow.

Once again, our goals here at BVHS remain the same. Namely, to live and work each day through our BV CARES philosophy: Bow Valley Connects Authentically, Responsively, Entirely, Supportively. We continue to explore opportunities for authentic, student-centric learning opportunities. As a staff, we are digging deeply into an outcomes-based assessment model, which focuses on a clearer and more authentic communication of student learning. Throughout this document as much as possible we have used actual comments from students, staff, and parents. Authentic voice is important and valued.

I am happy to be able to write that even though we haven't met in-person since last March, our school council has not slowed down and continues to be a valued voice for our school community. Our Bobcat Backers' Society has not slowed down either and is responsible for the new monitors in the hallways, window coverings in the Learning Commons, and other much needed updates around the school. The expansion to our building remains at the top of the Rocky View capital project requests. Our sense of community, which extends well beyond our school walls, seems stronger and more vibrant than ever.

As we come to the end of Bow Valley's twentieth year, even though the masks and gallons of hand sanitizer (which will hopefully come to an end soon), our future has never looked brighter. As always, I encourage parents to join staff and students on our journey as we continue to work together to meet the needs of all learners and create an exceptional place to learn and grow.

Jim Reilly – Principal Bow Valley High School

SCHOOL PROFILE

<p>Bow Valley High School</p> <p>Principal: Jim Reilly</p> <p>Assistant Principal: Devon Sawby</p> <p>Assistant Principal: Kathleen Elliott</p> <p>Address: 2000 River Heights Blvd</p> <p>Phone: 403-932-9005</p> <p>Email: bowvalley@rockyview.ab.ca</p> <p>Website: bowvalley.rockyview.ab.va</p>	<p>Mission:</p> <p>To work with students' natural gifts and talents and guide them through their learning with a foundation of knowledge, skills, and attitudes that effectively prepare them to function positively and effectively in life, work and continued learning.</p> <p>Beliefs:</p> <p>Bow Valley High School connects authentically, responsively, entirely and supportively. #BVCARES</p>
<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Growing high school with increasingly diverse student culture reflective of our community • Connection to our Morley and Stoney Nakoda community • Rich blend of academic and complimentary program <p>No. of Teachers: 38</p> <p>No. of Support Staff: 20</p> <p>Grades Served: 9-12</p>	
<p>What parents say about our schools?</p> <ul style="list-style-type: none"> • "I know BVHS teachers are very devoted and truly care about our children." • "BVHS is a positive and supportive learning environment with motivating initiatives." • "Bow Valley always takes the time to acknowledge student success. This too adds to the superior tradition of Educational Excellence at Bow Valley High." 	



THIS YEAR'S LEARNINGS

Students Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
✖	✖	✖	✖

What do you think are some things that are going well?

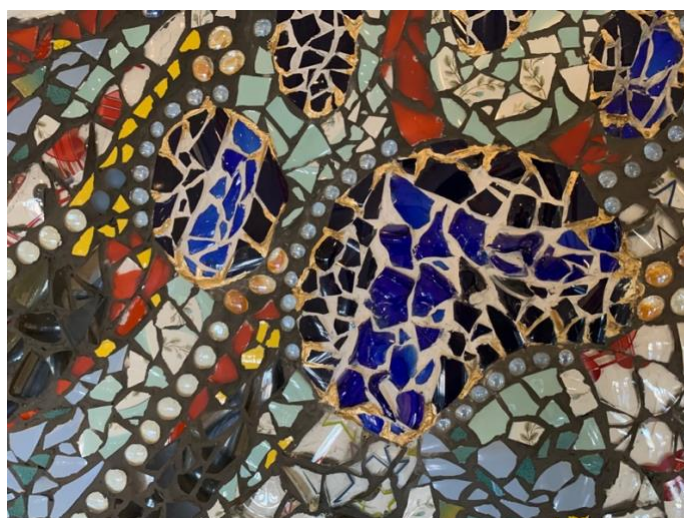
- Teachers are accommodating and available for extra support if needed. They are warm and welcoming and care about students as a learner and want us to do well.
- We feel like teachers are keeping students safe.
- We are given the ability to work at own pace and feel well supported by Moodle and Zoom during online learning.

What do you think could be worked on or improved?

- Managing workload can be challenging. Balancing the amount of work between classes would be helpful.
- More and different option choices for both in-person and online kids.

What actions could our school take to do better?

- More opportunities for student feedback and clearer actions based on that feedback.
- Increased communication with students and more flexibility with projects and assignments.



Parents Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
✖ →	✖ →	✖ →	✖ →

What do you think are some things that are going well?

- Intentionally community building.
- Parent communication is strong, for example the Bobcat Tracks updates every Friday.
- The school has done a very good job keeping the students and teachers safe during COVID.
- There was a good transition between in-person/online. School spirit was maintained, and students feel safe and supported. It was obvious that teachers did everything they could to keep things as normal as possible.

What do you think could be worked on or improved?

- Communication directly from teachers, especially if students are struggling.
- Opportunities for helping students find a career path (post-secondary), and helping students understand the progression and pathways of high school courses that lead to those pathways.
- More timely feedback to students so they can work on weak areas, gap between learning styles.

What actions could our school take to do better?

- Timely updates in Power School, better use of tools to get information (email, Moodle, website, Power School) to eliminate redundancy.
- Flexibility with tests and assignments.



Staff Insights

Student Engagement

Students have voice and choice in their learning.



Inclusion

Students are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



What do you think are some things that are going well?

- Students feel safe at school physically and mentally.
- Technology supports for at-home learners.
- Staff collaboration for student learning to meet changing students' needs.
- Meeting students where they are academically and providing flexible programming.
- BV CARES is strong and seen throughout the building.

What do you think could be worked on or improved?

- More options for students.
- Increase the role of advisory and advisory teachers to provide ongoing connection from year to year to support student advocacy.
- Finding new ways to celebrate student success and communicate our story to our community.
- Supporting students with attendance struggles.

What actions could our school take to do better?

- Identify and support English Language Learners.
- Staff professional learning opportunities for inclusion, FNMI, and outcomes-based assessment.
- Cross-curricular course options.
- Continue progress towards Outcomes Based Assessments.



School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none"> • Targeted – 13% • Specialized – 5% • Intensive – 1% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • Complete Classroom Profile Reviews with gr.9 teachers, develop targeted classroom supports through a School-Based Team Approach (SBT) (Learning Specialist, Grade Level Admin, Learning Support Teacher, Classroom Teacher, Guidance, Learning Assistant) • Implement a Collaborative Problem-Solving Model with the purpose of providing the most appropriate and best possible educational means to meet the needs of the students within the school.
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Weekly small group Mental Health Support – Girls Group focusing on healthy relationships and self-esteem; Anxiety Group focusing on understanding and managing anxiety, self-care and problem-solving. • Continue to liaise with our Connector and Indigenous Community by building trusting relationships, decolonizing our educational setting and diversifying educational delivery for learners. 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • Focus on connecting community support teams and the school support team in working towards the same goal(s) through a consistent and integrated approach at home and school. • Continue to build diversified individualized programming through increased 20/21 school staff and supports (professional knowledge, structural modifications and improvements, etc.) 	

RVS Student Satisfaction

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction's updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students in May of 2020. **As a result of the impacts of COVID-19, the survey was not administered - Table left here as placeholder for future reference.**

	2019/20	Gr. 3-5	Gr. 6-9	Gr. 10-12

What do you think are some things that are going well?

- **As a result of the impacts of COVID-19, the survey was not administered.**

What do you think could be worked on or improved?

- **As a result of the impacts of COVID-19, the survey was not administered.**

What actions could our school take to do better?

- **As a result of the impacts of COVID-19, the survey was not administered.**

RVS Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	88.5%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	2.2%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	78.5%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	None	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 3 Emerging to Mastering		81.6%	75.2%
Division 4 50 per cent +		95.3%	94%
First Nation, Metis, Inuit: Emerging to Mastering		82%	91.1%
English Language Learners: Emerging to Mastering		95.4%	83.4%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure	64.8%	

What do you think are some things that are going well?

- Student attendance is strong.
- Students with a Specialized Student Plan (IPP) are achieving their goals in most cases.

What do you think could be worked on or improved?

- The number of identified FNMI learning emerging to mastering in ELA.
- Aligning professional learning opportunities with identified opportunities for ongoing growth, for example to support our transition to Outcomes Based Assessment practices.

What actions could our school take to do better?

- Continued focus on Math 9 to improve student understanding.
- Continued conversations with staff to focus professional learning with their own professional goals.



APORI Pillar Results

Due to the Covid-19 pandemic, provincial achievement tests, and diploma exams were not completed in 2019-2020. The results posted in the “current school year” are from the 2018-2019 school year. The disruption to the school year affected the overall ability to collect the usual amount of data and have impacted this assessment measure.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 0444 Bow Valley High School



Measure Category	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
Safe and Caring Schools	Safe and Caring	82.2	88.2	88.3	89.4	89.0	89.2	Intermediate	Declined	Issue
	Program of Studies	83.7	86.4	83.9	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	82.4	86.3	84.9	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	1.5	1.8	0.9	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.3	80.3	82.2	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.2	63.2	64.2	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	13.0	13.5	12.0	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.8	83.2	84.1	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	13.4	17.3	14.0	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	43.5	51.8	53.6	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	65.8	62.7	69.4	66.6	64.8	63.5	Intermediate	n/a	n/a
	Transition Rate (6 yr)	52.1	59.8	54.8	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	62.0	70.0	76.0	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	71.5	73.5	79.3	83.3	82.9	83.2	Low	Declined	Issue
Parental Involvement	Parental Involvement	69.4	85.9	77.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	66.0	84.7	75.8	81.5	81.0	80.9	Low	Declined Significantly	Concern

What do you think are some things that are going well?

- We continue to excel in most student learning opportunities measures.
- Maintained most student learning achievement measures with the caveat that a large majority of Diploma and Provincial Achievement exams were not completed.

What do you think could be worked on or improved?

- Measured decline in parent involvement and school improvement. Both of which had increased significantly in the previous year.

What actions could our school take to do better?

- Our focus on Outcomes Based Assessment should make student learning clearer to follow and understand.
- Continuing to make learning visible and find ways to reflect diversity and inclusion should help to strengthen areas of concern.

Provincial Achievement Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
L.A. GRADE 9: Acceptable Standard: Standard of Excellence:	69.9% 15.5%	76.1% 14.7%	73.5% 8.6%	75.1% 14.7%	N/A N/A	N/A N/A	75%

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
MATH GRADE 9: Acceptable Standard: Standard of Excellence:	50.4% 7.4%	59.2% 15.0%	45.7% 8.7%	60.0% 19.0%	N/A N/A	N/A N/A	60%

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 9: Acceptable Standard: Standard of Excellence:	58.1% 22.6%	75.7% 24.4%	78.5% 21.5%	75.2% 26.4%	N/A N/A	N/A N/A	75%

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 9: Acceptable Standard: Standard of Excellence:	60.1% 16.4%	66.7% 21.5%	66.3% 14.1%	68.7% 20.6%	N/A N/A	N/A N/A	70%

What do you think are some things that are going well?

- As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed.

What do you think could be worked on or improved?

- As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed.

What actions could our school take to do better?

- As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed.

Diploma Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR. For the 20/21 school year, diploma exams are optional.

	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
ENGLISH 30-1							
School Awarded – Acceptable	99%	97.9%	100%	98.0%	N/A	N/A	100%
Diploma – Acceptable	90.6%	87.5%	85.9%	86.8%	N/A	N/A	90%
School Awarded – Excellence	32.3%	34.5%	39.1%	35.1%	N/A	N/A	35%
Diploma – Excellence	11.5%	13.2%	7.6%	12.3%	N/A	N/A	15%
ENGLISH 30-2							
School Awarded – Acceptable	97.1%	95.9%	93%	96.1%	N/A	N/A	100%
Diploma – Acceptable	91.2%	88.0%	90.7%	87.1%	N/A	N/A	90%
School Awarded – Excellence	11.8%	15.2%	11.6%	15.4%	N/A	N/A	20%
Diploma – Excellence	20.6%	13.1%	16.3%	12.1%	N/A	N/A	15%
FRENCH LA 30							
School Awarded – Acceptable	n/a	99.85	n/a	99.7%	N/A	N/A	100%
Diploma – Acceptable	n/a	93.8%	n/a	91.5%	N/A	N/A	95%
School Awarded – Excellence	n/a	60.0%	n/a	56.7%	N/A	N/A	60%
Diploma – Excellence	n/a	11.0%	n/a	10.1%	N/A	N/A	25%
SOCIAL 30-1							
School Awarded – Acceptable	94.4%	99.0%	100%	99.1%	N/A	N/A	100%
Diploma – Acceptable	88.9%	86.2%	96.6%	86.6%	N/A	N/A	90%
School Awarded – Excellence	24.1%	43.3%	32.2%	43.6%	N/A	N/A	50%
Diploma – Excellence	20.4%	17.7%	11.9%	17.0%	N/A	N/A	20%
SOCIAL 30-2							
School Awarded – Acceptable	91.2%	95.8%	92.3%	96.4%	N/A	N/A	100%
Diploma – Acceptable	83.8%	78.8%	85.9%	77.8%	N/A	N/A	90%
School Awarded – Excellence	14.7%	19.6%	20.5%	20.2%	N/A	N/A	25%
Diploma – Excellence	13.2%	12.2%	5.1%	12.2%	N/A	N/A	20%
MATH 30-1							
School Awarded – Acceptable	95.0%	96.1%	93.8%	96.2%	N/A	N/A	100%
Diploma – Acceptable	72.5%	77.8%	71.9%	77.8%	N/A	N/A	80%
School Awarded – Excellence	32.5%	52.3%	34.4%	51.6%	N/A	N/A	60%
Diploma – Excellence	25.0%	34.7%	18.8%	35.1%	N/A	N/A	40%
MATH 30-2							
School Awarded – Acceptable	100%	94.4%	90.7%	94.3%	N/A	N/A	100%
Diploma – Acceptable	69.2%	74.2%	79.1%	76.5%	N/A	N/A	80%
School Awarded – Excellence	15.4%	26.9%	30.2%	28.6%	N/A	N/A	30%
Diploma – Excellence	10.3%	16.4%	11.6%	16.8%	N/A	N/A	20%

BIOLOGY 30							
School Awarded – Acceptable	92%	97.1%	91.5%	97.5%	N/A	N/A	100%
Diploma – Acceptable	90%	86.6%	89.4%	83.9%	N/A	N/A	90%
School Awarded – Excellence	30%	50.4%	29.8%	49.3%	N/A	N/A	60%
Diploma – Excellence	28%	36.6%	25.5%	35.5%	N/A	N/A	30%
CHEMISTRY 30							
School Awarded – Acceptable	95%	97.1%	100%	97.3%	N/A	N/A	100%
Diploma – Acceptable	70%	83.6%	81.8%	85.7%	N/A	N/A	90%
School Awarded – Excellence	50%	52.7%	30.3%	53.9%	N/A	N/A	60%
Diploma – Excellence	22.5%	38.3%	24.2%	42.5%	N/A	N/A	40%
PHYSICS 30							
School Awarded – Acceptable	100%	97.4%	100%	97.8%	N/A	N/A	100%
Diploma – Acceptable	81.8%	86.2%	77.8%	87.5%	N/A	N/A	90%
School Awarded – Excellence	50%	58.3%	22.2%	58.5%	N/A	N/A	60%
Diploma – Excellence	22.7%	43.6%	27.8%	43.5%	N/A	N/A	50%
SCIENCE 30							
School Awarded – Acceptable	87.5%	96.6%	96.2%	96.6%	N/A	N/A	100%
Diploma – Acceptable	78.1%	85.4%	84.6%	85.7%	N/A	N/A	90%
School Awarded – Excellence	12.5%	39.6%	19.2%	38.1%	N/A	N/A	40%
Diploma – Excellence	6.3%	31.5%	7.7%	31.2%	N/A	N/A	25%

What do you think are some things that are going well?

- As a result of the COVID-19, provincial achievement tests and diploma exams results are unavailable.

What do you think could be worked on or improved?

- As a result of the COVID-19, provincial achievement tests and diploma exams results are unavailable.

What actions could our school take to do better?

- As a result of the COVID-19, provincial achievement tests and diploma exam results are unavailable.

Practice Guide Reviews

Practice Guide Name: Inclusion Practice Guide

Fall Insights

What resonates, encourages or affirms staff?

- Inclusion has always been the foundation and philosophy of at BVHS; how it can build culture and community. Schools absolutely have the power to break down societal norms.
- Encouraging that the document very clearly acknowledges the need to prioritize and provide the necessary resources to achieve the goals set out in this document.

What questions do you have, what needs clarification, what inspires staff?

- What are the groups of focus for inclusion support and growth in our learning community? What common understandings are needed to move this forward together? What supports for staff learning to have the common foundations?
- We are inspired that this fits nicely with where our different departments are going with individualized assessment and learning process. How can we find time to collaborate with others, to make this something that we live out daily in our building

How might the practice guide inform next steps?

- It would be beneficial to agree on our strength-based approach as a school and leverage that to address the greatest areas of concern.
- Attach the different areas to specific professional learning opportunities.



Winter Insights

What steps have we taken? What is working?

- Our Bow Valley C.A.R.E.S is a strong example of inclusion in practice. Bow Valley has a wonderful culture, but we can always do more. Welcome signs in Stoney Nakoda language/Treaty 7 land acknowledgement could be up in our front entrance. More visible cues, banner, buttons, celebrating days throughout the year would strengthen and make our progress more visible.
- Bow Valley has continually led RVS in its ability to connect with students have them not only attend school but know they belong. We have provided significant targeted and specialized programs to support our more complex learners.

What's been tricky?

- Sometimes communication is lacking between different supports being used for a student. More regular updates from all parties involved in working with a student to understand how things are progressing or changing.
- Could Power School have preferred pronouns beside names or even preferred names in brackets? Our school community is changing. We need to adapt and change with that new demographic.

What will we do, moving forward, to embed the practice guide into the fabric of our schools?

- Align this framework with the work we're already doing (e.g. assessment, flexibility, class learning profiles and student meetings, etc.); building common understandings of the procedures in our buildings and how supports can/will work moving forward; continued conversations about the inclusion needs at our school for learning and well-being and how to move together collectively to achieve those levels of engagement and support.
- The most important thing is to recognize the things we have working already and address how they can be improved, adapted or adjusted to meet our changing needs.

PROTOTYPE PLANS

How Might We? - How might we improve our communication of student learning through outcome-based assessment?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Our Outcomes Based Assessment prototype builds upon divisional supports and the Real Time Reporting initiatives. We are working with colleagues across multiple schools, engaging in team-based professional learning, and consulting with data informed professional literature such as Standards Based Learning in Action by Tom Schimmer, Garnet Hillman and Mandy Stalets.
- Indicators of success include anecdotal reports from staff, students, and parents to track a clearer understanding of student growth indicators. In addition, we anticipate that our assessments and feedbacks will be more clearly connected to our programs of study and give a clearer indication of student growth and areas for improvement.

End Goals

- Our goal for students is to give them a clearer reflection of their understanding on the journey towards mastery.
- For staff, we anticipate that it will be easier to identify areas of strength, growth, and need both for individual learners and for groups as a whole.

PROTOTYPES -

Name: Level Up Numeracy Strategy

Scope: Mathematics

Indicator of Success: Students will demonstrate understanding of learning outcomes and begin to level up their learning once they have a foundation to build from.

Description: Students struggle with motivation, engagement and work completion in mathematics. Teachers undertook the task to break down the outcomes in the program of study to give everyone a starting point and an understanding of what everyone needed to know.

By using the tiered levels of student tasks, this enabled success at the level students chose. They then began to 'Level Up' once they found success with the outcomes. Teachers used scaffolding to build skills and confidence with learning. Anecdotally, improvement in student success and engagement was noted.

Name: Outcome Based Reporting

Scope: School wide with focus on grade 9

Indicator of Success: As a staff, we found that transitioning to outcomes-based assessment practices gave us the ability to understand what students really need to demonstrate from the program of studies that would reflect student growth. Staff could then help students and parents understand where their strengths and areas of opportunities are within the course specific outcomes.

Description: Outcomes-based assessment involves a change in the way students are assessed and how those assessments are communicated with students and families. It calls for teachers to clearly identify which outcomes within the Programs of Study are reflected within specific tasks, tests, projects, and quizzes. The end result is that teachers can adjust and individualize each student's assessment to really communicate where they are at in their learning and show progress more authentically and more clearly.

Name: Smarter Marks

Scope: Math Science Department Outcomes-based assessment strategy

Indicator of Success: As students would have more specific information and feedback from their assessments, they will be better informed as to what to work on when we looked at that outcome again.

Description: Department teams broke assignments and assessments into outcomes from the program of studies and began using student language like emergent, progressing, etc. with students to build an understanding growth. By using Smarter Marks, students could see the outcome related to each question and gain insight over what outcomes needed more learning, reviewing, etc. Teachers could look at assessments and make them more balanced and remove repetitive or add needed questions. Smarter Marks as an assessment tool is available to all departments.

Prototype Iterations: Outcomes-Based Assessment (OBA) gives students a clear snapshot of where they are and what they are achieving in real time. Students have been doing this already in middle school, so there is consistency in their transition to high school. The clear communication between the program of studies, what students are required to learn, and where students are is clear and already set up. Students get specific feedback to improve their learning which is the ultimate goal - Students take more ownership of their learning, they have control over how they direct some of their learning (buy in) - Growth mindset, learning understandable and accessible.

Fall Learnings: Collaborative work, sharing rubrics and resources to be able to move forward more efficiently and effectively were a must to improve staff efficacy. Sharing the workload during the formative stages and communication to parents and students to target outcomes they are struggling in are key elements to success.

Winter Learnings: Moving forward, all teachers who teach Mathematics 9 will be using OBA in the classroom and in Power School beginning in semester two of this school year. Work still needs to occur to ensure that Power School reporting aligns with this OBA.

PROTOTYPE PLANS

How Might We? - How might our learning support model and collaborative problem-solving strategies enhance student engagement and inclusion?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Our prototypes are formed and informed through consultation with divisional supports, team-based professional learning, and the RVS Inclusion Framework
- Feedback will be gathered by students, staff, and parents.
- Our indicators of success included anecdotal comments from stakeholders, tracking attendance, and academic growth

End Goals (What will you work to produce/impact/influence?)

- We aim to increase student engagement, uncover gaps in understanding, and challenges to learning.
- By working collaboratively to identify and address needs we also aim to empower staff through collective group efficacy.

PROTOTYPES

Name: School Based Team Model for collaborative problem solving

Scope: Student Services – Whole School

Indicator of Success: Improved student success, more students reaching their educational and Success Plan goals.

Description: Develop a collaborative and supportive team approach for the purpose of providing the most appropriate and the best possible educational means for meeting the needs of the students within the school. Members of the team include Principal, Grade Level Administrator, Learning Support Teacher(s), Grade Level Counsellor, teachers who have made referrals and teachers who teaches students who have been referred.

Referrals are based on concerns including any or all of academic, attendance, social, emotional, and/or other reasons and in response to referrals, the team will meet to gather information to plan an appropriate course of action for individual students. The course of action will be dependent upon the specific student. The School Based Team may determine that an outside agency, divisional support worker(s) or other professional(s) may be required for the purpose of information gathering or input for an action plan. Subsequent meetings may be scheduled to invite outside support, as well as to gather information. Follow up meetings will occur every 6 weeks to review progress and plan effectiveness.

Name: Grade 9 Classroom Profiles

Scope: ELA/Math 9 Cohorts

Indicator of Success: Development of successful (universal, targeted and specialized) strategies in grade 9 classrooms that support an inclusive environment. By sharing our collective knowledge about our classes of students and developing a plan of action based on this, we can better meet the needs of all students.

Description: The purpose of classroom profiles was to explore how cohorted grade 9 ELA and Math teachers could work together to respond to the class as a whole as well as the diversity within. Teachers would be provided time to talk to each other, learning support and administration about what they are learning about their students and then use the information from their students and discussions to shift their teaching practices to increase participation, focus attention, increase student independence, differentiate instruction and work from a plan based on students' strengths and needs.

Prototype Iterations: A collaborative problem-solving (CPS) model is a great way for all staff to learn more about a student and be on the same page regarding their needs as a learner. Developing a common, focused approach to student needs is essential to their progress and success.

Fall Learnings: As we began this process, we learned that having a specific meeting date to provide feedback on student learning was helpful as well as setting the follow up meeting ahead of time. As we move through this process, we have encountered some questions: How might we ensure CPS information is shared from one semester to another? How will classroom profiles work going forward (when the 9s are in grade 10)? Although there are questions yet to be answered, we have found that communication strategies further developed, so that all staff interacting with the student know all up to date information, not just select staff, which was our goal.

Winter Learnings: As the year has progressed, we have continued our Collaborative Problem Solving (CPS) meetings. Staff have continued to indicate that these meetings are useful and appreciated, especially as they are organized during the focus block. We still wonder if there is a way to involve the student so that they can give input in what is currently working for them and what their future needs are to support accountability and engagement in their own learning. This also highlighted the work our advisory teachers have been doing to update, manage and set goals for student Success Plans. Moving forward, could we set aside time throughout the semester to meet with our students to discuss SSP goals (provide coverage for teachers to meet with students)?

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we improve our communication of student learning through outcome-based assessment?
- How might our learning support model and collaborative problem-solving strategies enhance student engagement and inclusion?
- How might we expand our understanding of Indigenous Ways of Knowing and Learning

Learning Outcomes

- Understanding the reasons why and evidence for supporting these initiatives.
- Teachers are more equipped to be inclusive in their classrooms.
- A better understanding of our FNMI learners specifically and Indigenous ways of knowing and learning as a means to empower personal practice.

Strategies

- Connect with division supports and other schools exploring Outcomes Based Assessment
- Create cohort of early adopters to serve as experts and mentors moving forward.
- Opportunities for learnings around FNMI resources: eg. Dr. Dustin Louie, teacher convention sessions



BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	\$3,340,940	\$3,656,826	\$3,897, 114
Support Staff	\$545,508	\$582,158	\$610,919
Services & Supplies	\$150,660	\$247,584	\$473,017
TOTAL EXPENDITURES	\$4,037,108	\$4,486,569	\$4,981,049



SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Completed March 11, 2021

What resonates with parents? What inspired them?

- It's great that the sense of community is recognized throughout the students, staff and parents.
- The culture of the school is inspiring. The leadership and whole school activities contribute to this positive school culture.

What questions did they have?

- I hope the BVHS staff is able to work on balancing their own mental health and well-being with the demands of their work, especially during Covid.
- What can we do, or do you have in place to help those students that need learning supports/technologies that can make them feel "normal" and not stand out from their peers in order to be a successful learner?

What did they find tricky?

- Covid will challenge the timeline, I think.
- Tough with the results as diplomas and PATS not done.

How can parents play a more active role in its implementation?

- I think communication is key so parents know what is going on in the school as a whole. The weekly newsletter is great to help with the communication, as are the updates and information from council meetings.
- I would love to have more parents involved but I feel there should be a handbook for high school parents. There is so much I don't know being an immigrant to Canada. I really don't know what I don't know, so that makes it tricky to participate because people usually don't want to admit that they are clueless. And I believe this is a big barrier for parent involvement.
- The Bobcat tracks on a weekly basis keep all parents informed, with plenty of opportunities to contribute and join various meetings. Once Covid ends, opportunities will once again be more apparent and available for parents to be physically involved.

This playbook was made in keeping with RVS planning norms and the advice and participation of students, staff and parents.

Principal Signature

Feb. 28/2021

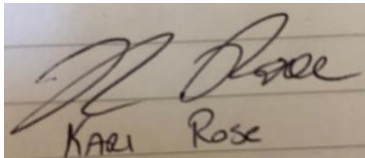


Representing our school's parent body, members of the parent body played an active role in the development of the playbook. (Circle One)

Strongly agree

Agree

Do not agree



Kari Rose

School Council Chair Signature

March 12, 2021

