



INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

October
2022

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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 focus on:

- **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.

SCHOOL ADMINISTRATION MESSAGE

This year can be described in one huge word - growth. We are finally able to move past COVID restrictions and return to a “normal” school year. Yet, things have changed in the past few years, and they may never return to what we saw as “normal” prior to March 2020.

Physical growth will be a large part of moving the school forward. The long-discussed expansion to Bow Valley High is moving forward with the project out to tender. We very much hope to be under construction next school year and hope to open a completed expansion within a few short years. The ability to have flexible learning spaces will allow us to provide more options for student learning and greatly enhance our CTS programming.

We look to grow together in our understanding of assessment. As a school, we want to ensure that we communicate to parents in a clear, transparent way. We want to ensure that students, staff and families grow in their knowledge of assessment and what learning looks like inside the walls of Bow Valley High School.

The growth of school spirit is of significant focus for us as a school. A dramatic portion of that is student ownership of the school. We want all students to feel that they have a place at Bow Valley and people in the building that care about them. We want students to be proud to tell people they go to Bow Valley High School.

As a first year Principal, my biggest challenge is to learn, grow and understand what it means to be a Bobcat. What have been the challenges and successes this school has faced in the past few years? Where do we need to focus our resources: time, people and money. What is important to Rocky View School Division, Bow Valley High School and the community of Cochrane? As this is my first year as Principal at Bow Valley and the last year of Rocky View’s four-year Education plan, this is a perfect time to reflect and plan.

It is time that Bow Valley reaches its potential and to do that, we all need to be pulling in the same direction. Students, staff, families and community need to embrace what it means to be a Bobcat and that needs to drive all our decisions moving forward.

We have talked about BVCares and its impact on our building. What does this mean to all of us?

I hope that we can count on everyone to tackle the challenges moving forward - together.

Shane Dempster – Bow Valley High School - Principal

SCHOOL PROFILE

<p>Principal: Shane Dempster Assistant Principal: Kathleen Elliott Assistant Principal: Tim Hasiuk Website: https://bowvalley.rockyview.ab.ca</p>	<p>Mission: 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. Beliefs: Bow Valley High School connects authentically, responsively, entirely, and supportively. #BVCARES</p>
<p>Total number of: Teachers: 52 Support Staff: 11</p>	<p>Grades Served: 9-12 Students: 900</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 2% • who are English Language Learners: 7% • who self-declare as First Nations, Inuit or Metis: 6% • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 9: 25% 	<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 Stoney Nakoda community with focus on Indigenous ways of knowing and learning • Rich blend of academic and complimentary programing • Authentic connections to community learning opportunities through leadership program, Outdoor Leadership opportunities, and other community infused curricula

Students Insights to guide our plans and goals for the 22-23 year



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

- Community and student involvement, connecting with staff
- Information available to students

What do students think could be worked on or improved?

- Tumbling schedule, vaping, and damage in the bathrooms
- Food services

In response to what students think, what actions could our school take to do better?

- We are changing the environment at Bow Valley High and focused on student ownership, leadership, and school spirit. When these things are accomplished, vandalism is reduced significantly.
- Working with the Education Center, we will be sending out an RFP for request for food services within Bow Valley (Timeline – prior to the end of 2022)
- Scheduling will be reviewed with Cochrane High and the Education Centre in January. What works best for students moving forward?

Parents Insights to guide our plans and goals for the 22-23 year

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

- Staff care about students
- Bringing back student activities and sports after COVID

What do parents think could be worked on or improved?

- Communication with parents
- Clubs and non-athletics extra-curriculars

In response to what parents think, what actions could our school take to do better?

- At the December School Council meeting, we will be discussing what information parents want from the school and creating a plan to maximize the effectiveness and accuracy of communication home.
- We have seen an increase in student activities this school year and will be gathering information from students as to what additional activities they would like to see at the school.



Staff Insights to guide our plans and goals for the 22-23 year



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

- Our school is a welcoming place where students feel safe and cared for. Students are provided the supports and guidance they need to find success.
- Students are engaged in their work and finding success as they navigate through high school
- Students are afforded great opportunities for connection and culture through our leadership program, performing arts and extracurricular clubs

What do staff think could be worked on or improved?

- Continued work to create a culture of shared expectations that are well communicated and upheld throughout the school
- Connection and community within the building as we continue the path to renewal in a post pandemic world.

In response to what staff think, what actions could our school take to do better?

- Continued focus on effective and meaningful assessment practices including the use of observations and conversations as evidence of learning
- Celebrate and communicate the achievements and positive aspects of Bow Valley High School. Gather student data to identify students who need support.
- Implementation of Positive Behavioural Interventions and Supports

RVS Four Year Plan Survey Results

Link to prior year results ([Bow Valley.pdf](#))

What does the survey indicate is going well?

- 87.8% of our students believe what they are learning will help them be successful in the next grade.
- 62.1% of students feel that they know how they learn best.
- A large majority of students feel they can overcome obstacles and challenges.
- Most students, staff and parents feel that students are taught components of self-care and healthy lifestyles.

What does the survey indicate could be worked on or improved?

- Student engagement is a concern from all education partners, with a focus on choice in learning.
- Parents do not feel strongly that their child(ren) is/are supported to be successful at school.

In response to the survey we can:?

- Engage in dialogue with families to communicate student learning and form a partnership to best support students.
- Address student engagement within the classroom. This is reflected in our Professional Learning for the year.

RVS Assurance Model

	Data Source	2021/22
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	51%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.6%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	NA
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	82%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	15%
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.	Alberta Education Assurance Measures	78%

Alberta Education Assurance Measures Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

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	Student Learning Engagement	77.6	79.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	62.9	69.6	72.5	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	86.0	91.8	84.8	83.2	83.4	81.1	High	Maintained	Good
	5-year High School Completion	89.7	87.5	90.5	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	66.2	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	85.8	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	13.4	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	77.9	81.6	84.4	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.9	76.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.0	74.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.8	70.4	77.7	78.8	79.5	81.5	Very Low	Declined	Concern

Based on the data above, what do you think is going well?

- High school completion rate

Based on the data above, what do you think could be worked on or improved?

- Education quality
- Parental engagement

Based on the data above, what actions could our school take to do better?

- Increased focus on learning as we exit a pandemic environment
- Improved opportunities for parent, staff, student and community involvement in the school

PROTOTYPE PLANS

- How might we improve our communication of student learning through authentic, data driven student assessment practice?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input (Be specific about who will help you create your prototypes i.e., staff/parents/students and who will help you evaluate your progress?)

- Learner Profiles
- Standardized Divisional assessments for Literacy and Numeracy
- Survey Data (RVS Survey, Assurance)
 - Staff
 - Parents
 - Students
- Staff and parent consultation

End Goals (What will you work to produce/impact/influence and how will you measure? Be specific)

- Students – increased achievement due to higher variety of assessment opportunities as well as opportunities for re-assessment

PROTOTYPES

What prototypes are happening in your school to address this HMW? (Describe up to five prototypes with the greatest impact towards achieving this HMW's end goals. Duplicate the box below for each individual prototype.)

Name: Learning Sprints on Triangulation of Data (Observation focus)

Scope: Small cross-curricular staff groupings

Indicator of Success: An improved sense of teacher efficacy around using observational data. The improved use of observational data to inform the reporting of student achievement of the outcomes in the various Programs of Study, as well as to inform the instructional practices of teachers.

Description: Based on the work of Simon Breakspear, small cross-curricular staff groups will engage in the learning sprint model of professional growth around using observations as assessment and evaluation evidence. Topics will be determined based on individual teacher starting points and given action over a 2-4 week period. Topics will be supported by recent research. Teachers will be asked to collect evidence of impact for the post sprint discussions and to provide data for moving forward.

Name: Using Student Assessment Data to Improve Instructional Practice

Scope: Small cross-curricular staff groupings

Indicator of Success: Improved use of assessment data to inform student achievement and teacher instructional practice.

Description: Through cross-curricular collaboration, staff will use assessment data to improve and streamline assessment practice. The use of tools like SmarterMarks allows us to group curricular outcomes to provide more meaningful feedback to students and parents allowing them to identify areas of

strength and areas for growth. Teachers will use the data to improve instructional practices and to design more balanced assessments.

Prototype Iterations: (What is working? What has been tricky? What will we do moving forward?)

Winter Learnings: (Maximum 50-word explanation per prototype)

Spring Learnings: Focus of learning has been on triangulation of student learning in concert with the use of thinking classrooms. Teachers are working on the valid and reliable recording and reporting of observations and conversations during classroom learning. Growth has been observed on the use of triangulation to inform instructional practice although further learning on how this will inform student grades will be needed.

PROTOTYPE PLANS

- How might we connect with, celebrate and support our community of learners?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input (Be specific about who will help you create your prototypes i.e., staff/parents/students and who will help you evaluate your progress?)

- Survey Data (RVS Survey, Assurance)
 - Staff
 - Parents
 - Students

Staff and parent consultation

End Goals (What will you work to produce/impact/influence and how will you measure? Be specific)

- Established pillars of PBIS
- Functional Advisory Groups that serve student needs

PROTOTYPES

What prototypes are happening in your school to address this HMW? (Describe up to five prototypes with the greatest impact towards achieving this HMW's end goals. Duplicate the box below for each individual prototype.)

Name: Implementation of Positive Behavioural Interventions and Supports

Scope: Full school

Indicator of Success: Staff and students will have a unified understanding and belief in universal expectations. This will result in increased ownership, school pride and respect for the building and those within it.

Description: Developing a multi-step process to identify and communicate school-wide expectations that create a positive community. The process will include the voices of all education partners through a multi-year consultative process.

Name: Re-imagining/Re-establishing Bow Valley High School's Vision, Beliefs and Mission

Scope: Full school

Indicator of Success: Students, staff, families have a clear understanding of BV Cares. Our learning community will demonstrate genuine care and consideration for each other.

Description: BV Cares has been several years in the making, but is not clearly understood by students, staff, and families. Through this process we will bring BV Cares to the forefront of discussion with all education partners to create a safe, caring and welcoming learning environment.

Name: Communication from Staff that is Transparent, Clear and Valued about Student Learning

Scope: Full school

Indicator of Success: Based on parent data from several sources and consultation with School Council, parents will more clearly understand student learning and be able to ask important questions about their child's academic success and challenges.

Description: In available data, parents report they do not feel communication with the school meets their needs and expectations. In consultation with School Council, we will define what families want for communication and how we as a school will best disseminate accurate and clear information to ensure a partnership between home and school to ensure student success.

Prototype Iterations: (What is working? What has been tricky? What will we do moving forward?)

Winter Learnings: (Maximum 50-word explanation per prototype)

Spring Learnings: Bow Valley has made great strides to re-establish the school's visions and beliefs. PBIS is now set to focus on Respect, Resiliency and Responsibility. Staff and Students jointly created a visual in the front entrance to represent the thoughts around what this looks like in our school. There is still much to do around a positive behaviour reward system and a behaviour tracking system. We also need to ensure that the three R's are VERY visual in the school and all students and staff are aware of what each of these looks like, sounds like, etc.

PROTOTYPE PLANS

- How might we increase student engagement in their learning?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input (Be specific about who will help you create your prototypes i.e., staff/parents/students and who will help you evaluate your progress?)

- Survey Data (RVS Survey, Assurance)
 - Staff
 - Parents
 - Students
- Staff and parent consultation

End Goals (What will you work to produce/impact/influence and how will you measure? Be specific)

- Improved student achievement
- Increased participation in extra curriculars

PROTOTYPES

What prototypes are happening in your school to address this HMW? (Describe up to five prototypes with the greatest impact towards achieving this HMW's end goals. Duplicate the box below for each individual prototype.)

Name: Thinking Classroom / Making Thinking Visible

Scope: Full School

Indicator of Success: Students will demonstrate their thinking in visible and meaningful ways. Staff will use student process to inform their assessment and evaluation practice.

Description: Building on learning from previous years, staff members create a collective understanding of the thinking classroom by Peter Liljedahl. Students will be provided multiple entry points to the curricular learning and provided voice & choice in their learning, increasing their engagement. Staff members from all subject areas will share how they make student thinking visible, and how student process informs their assessment and instructional practices.

Name: Cross Curricular Programming (Humanities)

Scope: ELA/Social Studies 20 and 30 level

Indicator of Success: Students will demonstrate a greater understanding of how texts reflect and engage with contemporary and historical issues. Students will show growth in critical thinking and writing skills through shared assessments during the program.

Description: Offering alternate programs allows students to find the most appropriate fit for their learning styles and needs. Humanities allows students to work with the same teacher over 3 terms on both Social Studies and ELA outcomes, building engagement through discussions of current events and social issues through text. The interwoven curricula will provide opportunities for students to better demonstrate their learning in the shared skills and outcomes.

Name: Alternate Programs for Identified Students - Flex

Scope: Targeted students in grades 10-12 who experience barriers to success in academics, attendance and wellbeing.

Indicator of Success: Students in the program will demonstrate greater success in their academics, attendance and wellbeing. Students may return to regular school programming with the skills needed to be successful, transition to work placements and career paths and/or obtain the required credits to successfully obtain their high school diploma.

Description: Students will be provided with a supportive and flexible classroom space with dedicated staffing. Students and staff will collaboratively develop an individualized program that will meet their academic and mental wellbeing needs. The program will have multiple entry and exit points to accommodate students as their needs change.

Name: Establish a Purpose and Plan for Advisory to Support Students

Scope: Full School

Indicator of Success: We want to see an increase in adult connection with all students. Success will be measured with our SOS-Q data and our BV Cares survey.

Description: The purpose of the advisory structure is to enhance connection between adult and students in the building. Structures for advisory group will be researched and refined as we determine the best fit for our context and students. The timetable will be adjusted to provide the greatest opportunity for student connection and support.

Prototype Iterations: (What is working? What has been tricky? What will we do moving forward?)

Winter Learnings: (Maximum 50-word explanation per prototype)

Spring Learnings: Thinking Classrooms has been very successfully implemented by many staff members. Teachers have led three staff sessions where they demonstrate how this might work in any subject area. Several staff members have attended PL sessions through RVS. We are currently investigating with Jigsaw Learning what a strong student support system would look like at BVHS. We are also adjusting next year's day structure to provide students with more flexible learning outside of the classroom.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

Driving Questions

- How might we improve our communication of student learning through authentic, data driven student assessment practice?
- How might we increase student engagement in their learning?
- How might we connect with and celebrate our community of learners?

Learning Outcomes

- Collecting and using data to improve instructional practices
- Improved understanding of triangulation of learning through conversations, observations and products
- Using research-based methodologies (Thinking Classroom/Making Thinking Visible) to improve instructional practice

Strategies

- Implementation of the Positive Behavioural Interventions and Supports model
- Continued full staff learning on best practices in assessment, evaluation and reporting of student learning. The focus of the learning will be cross-curricular to ensure that our entire school is aligned with the vision of Rockyview Schools.

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated staff	3,897,114	3,587,077	3,509,855
Support Staff	555,369	508,270	536,803.73
Services & Supplies	447,853	442,145	444,818.32
Other	0	0	0
Contingency	0	0	0
TOTAL EXPENDITURES	4,600,336.10	4,537,492.00	4,491,477.05

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: May 11, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • Building Excitement and Energy • Building School Culture that Welcomes Parents
<p>What questions did they have?</p> <ul style="list-style-type: none"> • How can we get more parents in the building? What are events which would be highly attended? • How can parents support their teens; academically, socially, mental health, etc.?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • January re-assessment period and understanding how students can access this time.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • Increased parent communication and engagement with teachers. • Increased parent community to support student learning and well being.

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

Shane Dempster

June 4, 2023

Principal Signature

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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Tbrk

Tbrk (Jun 8, 2023 16:10 MDT)

School Council Chair Signature

Jun 8, 2023

Date

BVHS - School Workbook 22-23

Final Audit Report

2023-06-08

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