



Banded Peak SCHOOL

School Education Plan

May, 2018

Year Four

2018-2019

MESSAGE FROM SCHOOL PRINCIPAL



In support of Rocky View Schools' vision to ensure students are literate and numerate, and are building 21st Century competencies, this year Banded Peak will introduce, develop and refine programming to ensure that students are supported in their learning, are challenged in their academics, and are provided unique and engaging opportunities to learn.

We believe that a strong foundation in literacy and numeracy is paramount to ensuring the success of all students, and that through the establishment of this foundation, students are able to realize their potential across the curriculum. As such, various school wide supports and initiatives are being refined or introduced throughout the school to support learning. The maintenance of our "Book Clubs", modeled on a Response to Intervention (RTI) model from grades one through four, ensures that student learning is effectively targeted and that students receive instruction that is focused specifically at their achievement level. This model will be expanded to students in Grades five and

six, while students in grades seven and eight will participate in Guided Reading and Writer's Workshop. Through access to our school literacy specialist and divisional literacy coaches, our teachers and learning support team will be provided with continued professional learning opportunities designed to enhance classroom instruction and improve student performance. In addition, and where appropriate, students will continue to be provided access to digital tools to enhance their learning. Tools, such as RAZ Kids, a web based literacy resource comprised of high interest, electronic books, iPads and associated APPS, and Chromebooks will continue to be used to engage students and promote literacy in the classroom.

During the 2018-2019 school year, we will continue to improve numeracy amongst students and staff. We will focus on exploring promising practices in mathematics to support our learners and provide ongoing professional learning opportunities for staff. In collaboration with Rocky View School's new numeracy coach, and the offerings of the Calgary Regional Consortium (CRC), we will explore assessment tools and enhance program delivery. In addition, we will expand flexible math groupings in our Grade 5/6 and 7/8 classes. Finally, students will be provided access to digital tools such as Mathletics and Kahn Academy to complement their learning beyond the formal school day.

Banded Peak will maintain its balanced approach to teaching and learning; balancing the acquisition of literacy and numeracy skills with elements of innovation, exploration and critical thinking. To this end we will continue to support teachers as they provide unique, authentic, and engaging learning experiences that promote the acquisition of 21st Century competencies for students. Teachers will continue to be encouraged to extend student learning beyond the context of the school, to access subject area experts working in their respective fields, engage the community, and to challenge students to think beyond their immediate context.

Through these initiatives and strategies Banded Peak School is well positioned to provide our students, our teachers, and our community, access to an engaging, enriching, innovative and quality education.

Sincerely,

Mr. Pols and Mr. Pedersen
Banded Peak Administrative Team

SCHOOL PROFILE

School Name:

Principal: Mr. Simon Pols

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School Profile:

Grade Configuration: Kindergarten to Grade Eight

Student Population: 307

No. of Teachers: 17

No. of Support Staff: 8

Unique Features of our school include:

- Multi-level: Kindergarten to Grade 8 configuration
- Organizational structure comprised of combined classes from grades 1 – 8
- Focus on striving for personal excellence and developing student leadership
- Community school focus, building strong community ties
- Located in an art-rich community; numerous artists share their talents with Banded Peak students and staff
- Beautiful open architecture and log frame structure of the school which draws the outdoors in
- “Back 40”: Our school site is on a 40-acre “natural classroom” in the foothills of the Rocky Mountains
- Ideal location for students to develop ecological intelligence and become lifelong stewards of natural spaces; recognizing our students enhanced knowledge and respect of the environment
- Indoor climbing wall
- Vibrant music, band and fine arts programs.
- Dynamic physical education program and excellent extra-curricular opportunities
- Located 2 km from the hamlet of Bragg Creek
- Walking/biking/jogging trail (Banded Peak Trail) connects the school and the hamlet; a recent addition includes a walking/hiking trail from Banded Peak School through the Back 40 and leased land to connect with the provincial park
- Named after Banded Peak Mountain which can be seen from Highway 22 near Redwood Meadows

Quotes from Parent Advocates

“The highlight for us as parents, is that our children love going to Banded Peak school. This is a testament to the teachers, staff and principal who genuinely care for the well-being of the students and engage with enthusiasm. Our kids know that their voice matters and they are encouraged to play an active role in their learning. They are always excited to tell us about their day. We love the experiences our children are exposed to. Whether on a field trip learning about culture, exploring nature in our surrounding forests or giving their Gift of Time and learning to be contributing citizens in society. The school's connection with the community is paramount, in that you will see instructors and local businesses involved for xc skiing, cycling and yoga, just some of the extracurricular activities offered. Another example is Fine Arts Day, where local artists challenge the students to explore their creative sides. The excitement surrounding this event is contagious! We are very proud to be a part of the Banded Peak family of friends (RH).”

“Our daughter has Cerebral Palsy and Banded Peak is the 4th school she has attended in different places. Never before has she had EVERYTHING set up for her within 2 weeks at the school. It takes a great, devoted team to make all that happen. Because of the small class room setting, both of our children get the needed attention as well as the space to learn for themselves. Because of the broadly experienced teachers, our children receive the extended knowledge, beyond the text books. Because the school's effort of bringing the world to the class, our children have experienced the different cultures and developed the passion for music, arts, science, sports and nature. Knowing our kids are coming home at the end of each day a bit wiser about their lives, we are truly thankful for Banded Peak (KH).”

RECENT ACHIEVEMENTS

Learning Support

Banded Peak continues to provide all students an environment which is rich, engaging and focused on addressing individual learning needs and abilities. Students throughout the school are provided the requisite supports to demonstrate success in all areas. These supports are diverse in nature and may include access to 1:1 support, shoulder to shoulder support, early literacy intervention, or small group instruction. In addition, students from grade one through grade four participate in “Book Club”; a literacy intervention strategy design around a Response to Intervention (RTI) model. This model allows for targeted instruction at an individual student’s ability level. In addition, weekly discussions are facilitated by our Learning Support Team (Teachers, CDA, Administration) to address any emerging issues and to ensure that all parties are aware of the needs, supports, and programs in place for our students. A focus of our work during the 2017-2018 school year has been to build capacity amongst our talented Learning Support Team. To this end we have worked diligently to create a highly collegial environment which recognizes and honors individual strengths and talents. Supports have been established throughout the school, our Family of Schools, and the Learning Department to encourage collegiality and ongoing professional development. The net result of these efforts has been a Learning Support Team who have the skill and the confidence to work with a diverse student population.

Instructional Design

Banded Peak staff continue to offer authentic, engaging and inquiry based learning opportunities for all students. Throughout the 2017-2018 school year students were challenged to think critically, work collaboratively, communicate, innovate and become civically engaged. These competencies were introduced to students through activities such as “The Dark Skies

Project”, “The Gift of Time Project”, “Change Makers”, and most recently “The Pollinators Project”. As part of this Grade one/two initiative, which is an extension of last year’s “Growing Learners”, students explored the impact of pollinators and small and flying creatures on the environment. Through grants attained through the Toyota Canada, the TD Evergreen Foundation, and the Canadian Wildlife Foundation, the team secured in excess of \$7000 in grants to support their work. To date this work has included the construction of raised garden beds, the planting and harvesting of vegetables, and the construction of bug houses done in collaboration with their Grade seven/eight learning buddies.

Student and Parent Engagement

The staff, students, and parents at Banded Peak take pride in our school. We work diligently to establish an environment where each child can achieve success, engage in their learning, participate alongside their peers in all activities, and feel that they are part of something larger than themselves. Through “House Leagues” (modeled after Harry Potter); day long activities such as “Fine Arts Day” and the “WillPower Challenge”; clubs such as Art Club, the Highly Advanced Computer Team (HACT), and the Knitting Club; the School Marching Band, and various sports teams offered throughout the year – every child has the opportunity to participate and impact the culture at Banded Peak. Parents are paramount to our success; they are actively encouraged to participate in our reading programs, attend field trips, become experts in our classrooms, share their talents, and engage in conversation. Finally, we would like to recognize our talented, hardworking and creative School Council who work tirelessly to support the students and staff at Banded Peak.

PRIORITY AREAS OF FOCUS

Student and Staff Wellness

Banded Peak has long had a focus on providing opportunities for students to develop academically, socially and emotionally. For the 2018-2019 school year, we will aspire to further develop these programs with a broader focus on student and staff wellness. We will strive to develop a common language around character development by further embedding programs such as Social Detective, Superflex, the Zones of Regulation, and the schoolwide program, "Mind Up". At the grade seven and eight level we will introduce students the concepts behind Cognitive Behavior Therapy in an effort to help students increase problem solving skills, improve mental health and further develop emotional resiliency. Further, we will work to align our Student Leadership Team with our School Wellness Action Team (SWAT) to promote broader student participation and improve efficiency. This work will be supported by engaging students and staff in the "Shaping the Future" events, the Healthy Active Student Symposia (HASS), by working with Stepping Stones to Mental Health, and active living initiatives promoted through our Physical Literacy Programming. In addition, we will continue to be cognizant of student and staff well-being and will strive to promote an energized, healthy, balanced work environment.

Environmental Education/ Awareness

Banded Peak School is surrounded on all sides by fresh air, mountains, and trees. In this environment students are engaged in outdoor leadership, physical activity, and environmental stewardship. Through participation in multi-day leadership hikes cross country skiing, running, snowshoeing, rock climbing and biking, as well as determining where plants come from and growing their own gardens, students are active in their outdoor setting. As we consider the 2018-2019 school year, we will

look to provide opportunities for students to engage with their environment and demonstrate stewardship towards the land. We will strive to establish a meaningful and reciprocal relationship with the Tsuut'ina Nation to improve understanding and appreciation of Indigenous culture and ways of being. To this end, work has begun to create ties between Banded Peak and the Tsuut'ina High School, with hopes of extending this relationship to Chiila Elementary School in the Fall.

Excellence in Teaching and Learning

Banded Peak continues to focus on excellence in teaching and learning. Through engaging, enriching, innovative and authentic experiences students are provided opportunities to actively engage in their learning and with others. As we begin to look towards the 2018-2019 school year we recognize the importance of continuing to improve upon the standard of excellence at Banded Peak. Through active participation with the Rocky View Schools' Design Team, embedded planning time, and thoughtful Professional Development we will continue to provide teachers with the supports necessary to both challenge and engage their students. In addition, we will begin to look at the existing structure for awards at Banded Peak, with consideration being given to moving away from the traditional model of academic achievement. We will work in collaboration with the Rocky View Schools Learning Department to enhance both literacy and numeracy programming; this will involve improved access to Professional Learning, shoulder to shoulder coaching, and increased planning time for teachers. We will continue to improve teacher efficacy in the use of PowerSchool as a means of increasing communication between home and school, improve upon the timely reporting of student achievement, and enhancing transparency. Finally, we will embark upon a three year exchange with Iceland in collaboration with the Alberta Teacher's Association to explore the question "What makes a great school for all?"

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics 	<ul style="list-style-type: none"> ▪ Utilize Rocky View Schools' Literacy and Numeracy Framework as a guide to further develop and align the literacy program at Banded Peak ▪ Continue to expand targeted instructional practices to include students in Grades Five through Six; accomplished through realignment of focused daily reading time (RTI) ▪ Continue targeted instruction and flexible grouping practices in Grades one through six ▪ Provide ongoing professional learning for all staff related to early literacy, literacy, numeracy, and response to intervention ▪ Increase parent knowledge and understanding of literacy and numeracy practices through the use of the weekly school bulletin, classroom blogs, parent council and Parent Cafés ▪ Continue to offer multiple pathways to learning in mathematics through the use of digital, online learning and authentic experiences ▪ Continue <i>Learning Buddy</i> program to mentor, assist and develop student leadership (Grade 1/2 and 5/6, Grade 3/4 and 7/8 pairings) ▪ Involve RVS Numeracy Specialist in staff Professional Development
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Organize a staff working group in the Fall to (re)assess the merits of Recognition Assemblies and the introduction of 21st Century Awards for students ▪ Continue to access Rocky View Schools' 21st Century Learning Specialists as a means to improve authentic, inquiry based program delivery to all students ▪ Continue to provide common planning time for all grade teams ▪ Continue active citizenship practices throughout the school i.e. 'Sock it to em', Change Maker Projects ▪ Connect with local and surrounding communities i.e. Tsuut'ina, Bragg Creek, Cochrane, and Calgary to broaden global awareness and appreciation of diversity, experience and culture
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ Establish a working committee of teachers, parents, and students to explore Banded Peak's core values and design a school narrative ▪ Enhance our understanding of the components of the Communication of Student Learning requirements through ongoing professional learning and reflection ▪ Enhance teacher efficacy and parent use of PowerTeacher Pro/Parent Portal from Kindergarten through Grade Eight ▪ Increase opportunities for students to showcase their learning processes and products i.e.: school council, staff meetings, social media...etc. ▪ Continue to celebrate our culture of excellence beyond our Banded Peak walls through the use of social media, the school newsletter, and Banded Peak's YouTube channel, digital tools, and community displays

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Continue to expand innovative, engaging and authentic learning opportunities for students i.e. Fine Arts Day, outdoor learning experiences, and independent class initiatives ▪ Maintain close relationships and professional dialogue with members of the RVS 21st Century Design Team
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Plan for successful student transitions through coordination of information, communication of student learning, etc. ▪ Explore embedded opportunities for classroom teachers and school learning support team to collaborate and discuss student progress with a focus on numeracy and literacy ▪ Continue to build on common language, practices and professional learning around physical literacy ▪ Continue to develop a broader understanding of Rocky View Schools' Literacy and Numeracy Framework (Assessments, Resources, Continuums) ▪ Continue to recognize and celebrate students' outside of school experiences, i.e. Talent Show, assemblies, Pep Rally ▪ Develop protocols around the use of the Learning Commons to enhance access and utilization ▪ Engage in International exchange with Iceland and the Alberta Teachers Association
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Promote ongoing dialogue of student learning with parents through the use of PowerTeacher Pro and the Parent Portal ▪ Continue regular communication with parents via classroom newsletters, social media, and school blogs ▪ Provide opportunities for parents to increase their understanding of school based initiatives through Parent Council, Collaborative Conferences, and theme based Evenings ▪ Provide ongoing opportunities to showcase student success (Recognition Assemblies, Celebration of Learning Events, Student Led Conferences, opportunities within the community, etc....) ▪ Continue to establish connections with experts and resources within our school community, i.e. Fine Arts Day, Snowbird Chalet Seniors, Chamber of Commerce, and the Bragg Creek and Area Wellness Committee, ▪ Develop and strengthen connections with indigenous communities by reaching out to the Tsuut'ina First Nation, local Elders, and Rocky View Schools' FMNI Liaisons ▪ Promote professional learning opportunities for teachers to support integration of FNMI students and curriculum outcomes

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> • Introduce “Mind Up” Program to all students and staff supported by ongoing Professional Development • Introduce Cognitive Behavioral Training to Grade 7/8 students, supported by Learning Support Team and the Child Development Advisor • Maintenance of “House Program” to build upon a positive school culture <ul style="list-style-type: none"> ▪ Explore opportunities to enhance leadership throughout the school via House System, Leadership Groups, Student Wellness Group (SWAT) and external opportunities (Middle School Conference, Ever Active Conference) ▪ Continue to focus on developing student resiliency through Superflex Program, Zones of Regulation, CBT, Mind Up and School Clubs and Sports ▪ Introduce Staff Mentorship Program for staff new to Banded Peak School; examine opportunities for cross graded relationships ▪ Continue administration of SOS-Q for students in Grades 4 and 7 and improve upon the dissemination of results to all staff ▪ Use Child Development Advisor as a conduit to external resources and as a resource for program delivery ▪ Align Student Action Wellness Team with Student Leadership Group ▪ Look for opportunities to narrow evening commitments for students, staff, and parents ▪ Continuation of Equine Therapy program for students in Grades seven and eight
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ Budget for collaborative IPP development, including Gr. 5-8 student involvement and periodic formal review ▪ Enhance opportunities to challenge students who demonstrate excellence in a particular area(s) of the curriculum ▪ Maintain Bi-Weekly Team Lead meetings to improve communication throughout the school ▪ Continue to provide Professional Development opportunities to enhance the skill set of all support staff, maintaining the model from the 2017/18 school year ▪ Continue to work in close collaboration with parents of students with exceptional needs ▪ Maintenance of School Resource Group (SRG)
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ Continue to provide opportunities for students to engage in real world, authentic learning opportunities facilitated by classroom teachers; i.e. Growing Learners, Changemakers ▪ Continue to implement Rocky View Schools' Inquiry Model to further engage students ▪ Engage students in providing suggestions for Option Classes, School Clubs, and Leadership Opportunities ▪ Encourage communication of student learning through the use of school blogs and social media (#bandedpeakrvs) ▪ Introduce “Coffee with the Principal” on Friday morning to provide parents a friendly opportunity to ask questions, provide insight, and seek answers on the happenings within Banded Peak.

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

What makes a great school for all?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	February 4th, 2019		
Public Website Development	February 5th/ 6th 2019	Simon Pols, Craig Churchill and Jesse Paul	Sub required for teacher release
SGF Centralization and Ecommerce Development	February 7th /8th 2019	Margie Smallwood	
Staff Web Portal Introduction	February 26th, 2019	Tuesday, February 26 th at 3:15	
Onsite Support	March 5th, 2019	Approximately three substitute teachers would be required to support our grade teams which consist of three teachers each.	

BUDGET HIGHLIGHTS

	2016/2017	2017/2018	2018/2019
Certificated Staff	\$ 1 679 609	\$1 522 211	\$1 524 820
Support Staff	\$ 439 169	\$308 891	\$280 209
Services & Supplies	\$ 67 790	\$59,078	\$78 469
Other			
Contingency	\$ -28.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$2 186 540	\$1 890 180	\$1 883 498

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

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

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 18 th , May 23 rd 2018
School Council	<input checked="" type="checkbox"/>	April 25 th , 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

	May 24 th , 2018
Principal Signature	Date
	May 24 th , 2018
School Council Chair Signature	Date

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

Superintendent of Schools	Date