

RancheView School
2015 - 2019 School Education Plan
May 2017



MESSAGE FROM SCHOOL PRINCIPAL

We have much to celebrate at RancheView! In our first year together, we have focused on building a strong, vibrant learning community. Our goal has been to create a community rather than focus on opening a brand new school and we have been meeting our goal with great success! We are a community school where many of our learners can walk, ride or roll to school. As of October 12th, we were thrilled to all be under one roof with our K-7 learners and look forward to our full complement of being a K-8 school next year.

RancheView School is about leading and learning together. As we create our new community, we believe that strong, dynamic relationships with each other, the broader community and the world is essential. Having a sense of pride and ownership for our “new home” is important. We want our learners to have FUN while learning, have their curiosity nourished and a sense of wonder to be obvious from kindergarten through to our adults! Our focus on leadership is empowering and engaging our students to be active, responsible citizens. Extending this leadership learning into the outdoors with a strong focus on environmental and outdoor education will deepen this learning.

We know that literacy and numeracy development are the key foundational ingredients to successful learning and living. As we focus on building the 21st C competencies through strong literacy and numeracy skills, our learners are fully engaged in the learning process. We are building teacher capacity for instructional practices in literacy and numeracy to ensure that our student leaders are receiving outstanding instruction to further develop their skills in reading, writing and math to give them the necessary tools to be confident in their learning and in themselves. Ongoing assessment and regular feedback in all of these areas is necessary to ensure students and parents/guardians clearly understand what each learner knows and can do and what each needs to do to improve. Along with curriculum learning outcomes, we are using the Rocky View School’s Literacy and Numeracy Framework as our guiding document for literacy and numeracy instruction.

Teachers are developing authentic learning opportunities through their instructional design to build on 21st C competencies. Along with sharing promising practices with each other, we also use our school newsletters and website to build parent/guardian understanding of 21st C competencies. Students and parents/guardians will understand what it means to be an effective collaborator or communicator, why it’s important for learners to develop their problem solving and critical thinking skills and be innovators in their learning and leading.

RancheView School’s focus on collaboration and flexible learning means that staff work together to create an environment where learning occurs within classrooms with open walls (we have sliding glass walls between rooms!), outside of the traditional walls in our breakout areas or flexible spaces, and even in the great outdoors!

We inspire greatness in ourselves and each other and are ready to respond to the needs of each learner. The culture is one of outstanding leadership, exemplary teaching and excellence in learning. We are excited to be on this journey of building a new community of learners and leaders. We welcome visitors to drop in to see and feel the incredible leading and learning that is already going on at RancheView School.

We Believe, Inspire, Learn, Respond....We LEAD!
Sharon Cronin

SCHOOL PROFILE

School Name:	RancheView School
Principal:	Ms. Sharon Cronin
Assistant Principals:	Ms. Tracey Drummond, Mr. Jonathan Klinger
Address:	2 Sundown Road, Cochrane, AB T4C 0X8
Phone:	403-932-9811
Email:	rancheview@rockyview.ab.ca
Website:	rancheview.rockyview.ab.ca

School Profile:

Grade Configuration:	Kindergarten to Grade 7
Student Population:	507
No. of Teachers:	29
No. of Support Staff:	23

Unique Features of our school include:

- We are a brand new K-7 school.
- We began our journey at two sites and came together as a K-7 learning community on Oct.12th, 2016.
- We are a community school where many of our students walk, bike, scooter or skateboard to school each day. We have four buses that transport students from Heartland, Heritage Hills and Sunset Ridge.
- Students from various schools across Cochrane, along with a few from surrounding areas, make up our population.
- We offer a wide range of CTF and Fine Arts options to students in grades 6 and 7.
- Our school building is designed to foster collaboration, accessibility and flexibility through our break out spaces, collaboration rooms and glass walls between rooms.
- We offer students choice of tools in their learning environment to best meet their individual needs be it the use of bean bag chairs, Hokki stools, rocking chairs, stand up desks, assistive technology, etc.
- Students in grades 6 and 7 are invited to bring their own device to school.
- Collaboration amongst staff and students is strongly encouraged and supported.
- Student led clubs are important to our culture.
- We have a school wide focus on leadership and environmental stewardship.

Quotes from Parent Advocates:

“At RancheView School, my children have embraced the philosophy of student leaders wholeheartedly. This has engaged them to be part of a strong student community and empowered them to be considerate and empathic mentors for their fellow students. I look forward to seeing how this will enhance their school experience this year.” – ES

“The community feel that is being created at RancheView is contagious. The staff that I have seen have been enthusiastic and positive. All their hard work and dedication is appreciated. Keep up the great work RancheView!” – TM

RECENT ACHIEVEMENTS

Strong Sense of Community

Since the beginning we have focused on creating a community rather than building a school. This is important because “the school” reflects the building and “the community” reflects the people. In a very short period of time we can celebrate that although we have all come from various places we can confidently call ourselves RancheView Wranglers! Before the whole school was even open, we celebrated with a RancheView picnic... a simple old fashioned picnic style coming together of families. Blankets adorned our field, Dan the One Man Band entertained us and staff and families got to know one another. This was a stepping stone to our coming together as a community. Since then we continue to hold events to help bring our community together, be it our student learning showcases, the wonderful celebration of our Grand Opening, showcase evenings such as our architectural design evening with our grade 7 leaders and families, sporting events, a family beach party (to be held in June), and our fine arts showcases to name a few.

The school pride that fills our halls is felt by everyone who enters our building. This pride is shown in the work displayed throughout the school (including the recent addition in our gym of our school logo), through the RancheView clothing worn by many, and through the kindness and respect shown by all of our leaders. Every class has learning buddies where students collaborate as community members, and parents/guardians are seen throughout our school on a daily basis helping out wherever they can.

We have embraced this sense of community and celebrate that we truly are the RancheView Wranglers... one community looking out for one another!

Leadership

We know that each person in our community is a leader. We work to empower each learner to be the leader we know them to be. We call ourselves the RancheView Wranglers. The RancheView Wrangler is a leader who is learning to take charge of his or her own learning, and learning to be that strong leader in our community. The RancheView Wrangler is inclusive, bringing together the group to move towards our common vision. The RancheView Wrangler uses his/her knowledge and skills to come together to deepen his/her learning and leadership skills. So how have we done this?

We start with reminding ourselves daily that we are each a leader. We speak about what one does to show this leadership and then we hold one another accountable to being a leader within our school and our community. These conversations take place in our classrooms, in assemblies, in hallways, during the daily news (where students leaders serve as daily news broadcasters), out on the playground and throughout our school. Student led clubs are a product of empowering students to be leaders. Individuals, or in some cases, groups of students, come up with an idea for a club, find an adult facilitator who can help support them in their endeavor, and then the student “leads” the club for a two month period. For many, this is stepping outside of their comfort zone to explore a passion of theirs. Our We Lead club is an active body of students who are inspired to make a difference in our school, our community and in our world. They inspire our whole community to get involved in reaching out and helping others.

Wranglers take charge of their own learning. This is shown through daily conversations and active involvement in learning opportunities. Students share this learning during our student learning showcases where they lead their families through their learning. This is also showcased on a daily basis when they engage in conversations with staff, one another and at home about their learning.

PRIORITY AREAS OF FOCUS

Outdoor Education and Leadership

We will continue to develop and nurture the leadership capacity of all students and staff. Our focus on helping each person exceed their potential will ensure that leadership is alive and well at RancheView! Our staff will continue their collaboration with an outside resource person who has worked with us all year to develop our own unique potential, be reminded of how we can support our learners to be outstanding leaders and next steps will see learning through grade team collaboration along with our full staff community.

Building leadership capacity with our students through a strong focus on outdoor education will be a priority for us. A plan will be developed for clear expectations at each grade level to ensure our students are “getting outside” and experiencing the classroom beyond our four walls. Continued development of student lead clubs and school wide leadership jobs will also support our focus on leadership.

Literacy/Numeracy

We know that literacy and numeracy development are the key foundational ingredients to successful learning and living. We will continue working with the Rocky View School’s Literacy and Numeracy Framework as our guiding document for literacy and numeracy instruction. LLI training will be provided for staff at the K-4 level and the 5-8 level. K-4 teachers will deepen their guided reading practice particularly with focused small group instruction. Our grade 5-8 teachers will engage in professional learning opportunities provided by the division to become more knowledgeable about the literacy/numeracy framework in order to transfer this learning to the classroom. Professional book clubs will be created in both literacy and numeracy with a selected book at each level (K, 1-4 and 5-8). For numeracy, the whole school will be involved in a book club using “Teaching Student-Centered Mathematics” by John A. Van de Walle. Staff will also continue to be involved in the math cohorts put on through the CRC as well as deepening their understanding of how to develop key strategies with their students at the K-4 and 5-8 levels.

Assessment

Ongoing and effective assessment is critical for the learner to know where he or she is in their learning and effective feedback provides them with the necessary information to know where they need to go to move forward with their learning.

Staff will submit and year-long range assessment plan that will reflect the necessary components of effective assessment (particularly showing diversity in assessment practices).

The parent portal will be open from K-8. A plan will be developed for the expectations of what will be available in the portal for each grade level and communicated to parents/guardians at the beginning of the school year.

We will focus on making learning visible (John Hattie’s work) by ensuring that reflective learning is taking place with students and staff. Students setting goals for themselves and reviewing them regularly will be an expectation at each grade level along with the use of clear targets so students know where they are going with their learning and how they will get there.

GOAL: LEARNERS ARE SUCCESSFUL

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Learners are literate and numerate.	<ul style="list-style-type: none"> (AE) Percentage of students/FNMI students in 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) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> Utilize Rocky View Schools' Literacy and Numeracy Framework as our guiding document for literacy and numeracy instruction. Build teacher capacity for instructional practices of reading, writing and numeracy. Ongoing assessment in literacy and numeracy including self, peer and teacher feedback. Increase parent knowledge and understanding of literacy and numeracy practices through the use of school newsletter, school website (videos), classroom blogs, and school council meetings, including specialized literacy and numeracy evenings.
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"> Teachers develop authentic learning opportunities to develop 21st C competencies through their instructional design process. Share promising practices and develop strategies for teaching 21st Century competencies amongst staff. Build parent/guardian understanding of 21st C competencies through school website, newsletters, student learning showcases, etc. Communication of Student Learning 21st C comments are individualized and include student voice.
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"> Develop and implement a Wrangler's Code of Conduct. Student and parents/guardians use the Parent Portal to monitor progress and make adjustments as needed. Implementation of consistent goal-setting with frequent reflection and student self-monitoring. Regular communication with parents/guardians about student progress. Provide opportunities for students to celebrate their achievements and their learning.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

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"> ▪ Build teacher capacity to engage in planning innovative and authentic learning opportunities (inquiry based learning and project-based learning) for students. ▪ Develop a plan for outdoor education at each grade level. ▪ Create opportunities for students to volunteer and participate in community service. ▪ Create authentic/purposeful opportunities for students to showcase their learning.
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"> ▪ Inviting feedback from all stakeholders about building a strong learning community. ▪ Create a professional learning committee to assist with the direction of school wide PL. ▪ Staff engage in learning walks to further develop reflective practice and deepen pedagogy (instructional practices). ▪ Access outside services to work with staff to develop leadership and school-wide collaborative team building. ▪ Use SOSQ data to further our understanding of social/emotional elements affecting our students. ▪ Develop ways to recognize student effort and achievement. ▪ Collaborate to create our new learning commons.
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"> ▪ Invite volunteers to engage in our learning community. ▪ Involve parents/guardians in goal setting for students (at student learning showcases). ▪ Provide opportunities for parents/guardians to increase their understanding of school based initiatives through School Council, Student Learning Showcases and Informational Evenings. ▪ Continue regular communication with parents via parent portal, classroom newsletters, websites and/or school blogs and social media. ▪ Create outdoor educational learning opportunities to focus on environmental stewardship/leadership.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

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"> ▪ Develop a Wrangler's Code of Conduct to guide respectful behaviour and build positive relationships with a focus on kindness and respect. ▪ Continue student led/adult led clubs to develop leadership ▪ Establish student school wide leadership jobs ▪ Establish and coordinate with school staff and bus drivers, behaviour expectations throughout the year for students. ▪ Establish learning buddies for all classes. ▪ Plan and participate in school spirit days and school wide leadership assemblies.
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"> ▪ Continue collaborative IPP discussions and development ▪ Purchase additional technological devices i.e. iPads, mac laptops, Chromebooks, etc. as funds become available (in conjunction with the technology committee) ▪ Instructional design supports individualize learning by providing choice on assignments and projects for students to meet individual learning styles and strengths. ▪ Learning spaces are purposefully designed to meet all learner needs and include tools for learning (such as differentiated seating, headphones, sensory tools, etc.)
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"> ▪ Foster student ownership of shared spaces such as break out spaces, learning commons, gyms, etc. ▪ Promote student ownership through self-evaluation, self-reflection, collaborative problem solving, and conflict resolution. ▪ Include student voice in areas pertaining to them.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

PROFESSIONAL LEARNING PLAN

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
August 30	<ul style="list-style-type: none"> Review of areas of priority within the SEP: outdoor education/leadership, literacy/numeracy, assessment 	<ul style="list-style-type: none"> Initiation of books for the year-long book clubs 	All Staff	<ul style="list-style-type: none"> \$300
August 31	<ul style="list-style-type: none"> Focused work on building staff leadership capacity 	<ul style="list-style-type: none"> Working with Jeff Couillard to develop leadership capacity 	All Staff	<ul style="list-style-type: none"> \$700
November 13	<ul style="list-style-type: none"> Literacy/numeracy framework 	<ul style="list-style-type: none"> AM- focus on key strategies in numeracy with T. Drummond and CRC personnel PM- Joe Stouffer to work with grade 5-8 teachers Literacy teacher to support K-4 teachers 	Certificated Staff	<ul style="list-style-type: none"> \$800
	<ul style="list-style-type: none"> Strategies for working with complex needs students 	<ul style="list-style-type: none"> Possible RVS experts and/or MST team 	Support Staff	<ul style="list-style-type: none"> \$0
March 12	<ul style="list-style-type: none"> Assessment review 	<ul style="list-style-type: none"> Sharing of data collection and how it impacts teaching and learning Review of parent portal Review of CoSL Review of IPP communication 	Certificated Staff	<ul style="list-style-type: none"> \$300
	<ul style="list-style-type: none"> Strategies for working with complex needs student 	<ul style="list-style-type: none"> Possible RVS experts and/or MST team 	Support Staff	<ul style="list-style-type: none"> \$0
May 18	<ul style="list-style-type: none"> Celebration of the year and review of SEP for the following year 	<ul style="list-style-type: none"> Staff will share their learning of the year (reflective practice) 	All Staff	<ul style="list-style-type: none"> \$1500 (possible off campus)

SchoolBundle Roll-out

Administrator Debriefing	<ul style="list-style-type: none"> March 22,2018 			
Public Website Development	<ul style="list-style-type: none"> March 26, 27, 2018 	<ul style="list-style-type: none"> Edmond Phan 		<ul style="list-style-type: none"> No sub needed
SGF Centralization and Ecommerce Development	<ul style="list-style-type: none"> March 28, 29, 2018 	<ul style="list-style-type: none"> Jen Barton 		
Staff Web Portal Introduction	<ul style="list-style-type: none"> April 24,2018 	<ul style="list-style-type: none"> 2:45PM 		
Onsite Support	<ul style="list-style-type: none"> May 1, 2018 	<ul style="list-style-type: none"> 6 		
0365 Training the Trainer Lead	<ul style="list-style-type: none"> Jonathan Klinger 	<ul style="list-style-type: none"> Yes as he teachers 0.5 FTE 		

BUDGET HIGHLIGHTS

	2016/17	2017/18
Certificated Staff	2,660,975	3,152,055
Support Staff	671,001	711,817
Services & Supplies	292,294	164,550
TOTAL EXPENDITURES	3,624,270	4,028,482

- 96% of our expenditures is on staffing which speaks to our focus on relationships with our learners as well as our focus on exemplary teaching practices.
- Our budget reflects the ability to support our learners in various ways to meet their needs.

2015-2019 SCHOOL EDUCATION PLAN 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"/>	March 14 and April 25, 2017
School Council	<input checked="" type="checkbox"/>	March 21, 2017

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.



Principal Signature

May 26, 2017

Date



School Council Chair Signature

May 26, 2017

Date

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

Superintendent of Schools

Date