

# Bowden Grandview School



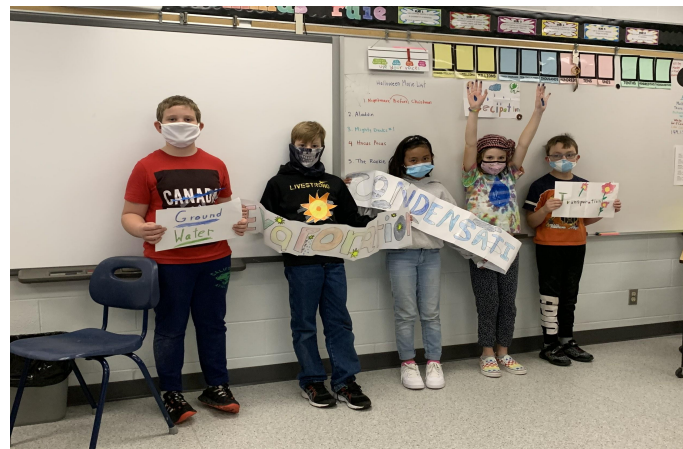
## Strategic Education Plan and Report 2020-2021



A Community of Caring  
[www.bowdengrandview.ca](http://www.bowdengrandview.ca)



# About Us...



- Bowden Grandview School has an enrolment of approx 300 students in a kindergarten to grade 12 environment
- Our student population is split between town and rural families
- Bowden Grandview is known as a school which is welcoming and caring, and which has a strong support from parents and community.
- We have an environment which is able to provide unique opportunities to build relationships within and across grade levels.
- We focus on meeting the academic, social and emotional needs of each individual student

# Our Guiding Principles



*Motto: Community of Caring*

The First Question Asked...

How does this improve learning for all of our students?

# Bowden Grandview School

## Mission and Vision

### **Mission:**

***Bowden Grandview School** will engage every student & teacher in meaningful learning by challenging, encouraging and believing in them.*

### **Vision:**

***Bowden Grandview School** will be divisionally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens.*

# What Makes Us Bowden Grandview School?

**Extra-Curricular Programs -**  
Cross-country, Volleyball, Basketball,  
Badminton, Track and Field, Drama, Art  
and Choir

**Core High School programs**, including strong science,  
math and humanities, as well as several CTS  
opportunities in a **high school redesign** setting that  
allows for flexible learning time with a focus on  
mastery learning and personalization.

A clear focus on **Student Mental Health  
Supports** including an adult team  
collaborative approach to all students, our  
Youth Empowerment and Support  
(YES) initiative, and a strong Family  
Wellness program.

Strong **programs in Elementary**  
including Early Literacy  
Intervention and Speech  
Language and Occupational  
Therapy Support



**Developmental leadership**  
opportunities for students - Student  
Council, Grade 6 leadership, peer  
mentorship, Rotary Club Initiatives,  
cross graded intramurals, buddies  
program,  
the K to 12 Advantage

Strong response to  
intervention philosophy that  
utilizes the **Collaborative  
Response Model (CRM)** as its  
foundational principle.

Excellent **Fine Arts  
Programming** in Music & Art

**High School programs** that include distributed learning models  
of education through programs such as Blended Programming  
with the Career High Schools, Work Experience, Registered  
Apprentice Program, Dual Credit Programming and Green  
Certificate

**Outdoor program** – allowing us to offer  
curricular and extracurricular outdoor  
education programs including Winter  
and Water travel and a number of Jr/Sr  
hiking trips.

# What Makes Us Bowden Grandview School?

## What helps students be successful

- Constant focus on our overarching school goal of a **Quality Learning Environment**
- Amazing Family School Wellness Worker who works alongside staff to support students and families
- Big Brothers and Sisters, Mentorship, Flex Your Head,, Middle School Advisory program, Bullying Prevention programs, Leadership Opportunities, Youth Empowerment and Support team (YES), Family Resource Network
- K to 12 Advantage with a comfortable & personal environment
- High School Redesign efforts in flexible learning time
- Strong belief in personalized learning and a focus on student and staff wellness
- A team of adults who genuinely care for children and consistently work hard to improve teaching and learning

## Students Stay at BGS

- We have very high High School Completion Rate largely due to the caring and encompassing culture in our building



## Stakeholder Voice

- We engage our Stakeholders regularly through Student Advisory Team (StAT), School Council, Communication Team, parent and student surveys and focus groups and an open door policy.

## Library improvements

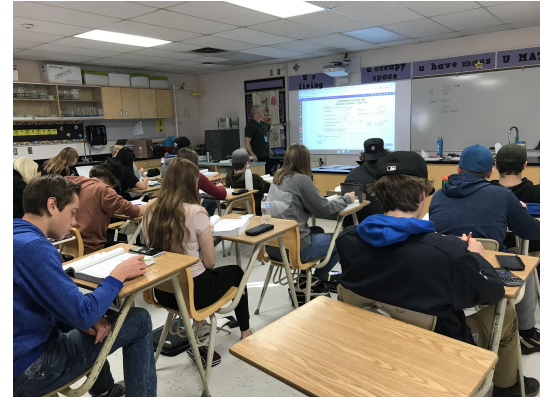
- Continued development of the library collection
- The library space is becoming a true Learning Commons. Students often use the space to collaborate, create and learn together.

## Technology opportunities with room to grow

- ChromeBook carts, Bring your own device, iPads and interactive projectors and TVs
- Google classrooms up and running for all K-12 students to access their learning if they need to be at home temporarily

# What We Accomplished in 2020-2021

- ❑ Committed to furthering our goals of a Quality Learning Environment by strengthening our focus on our School Strategic Plan including
  - ❑ Literacy
  - ❑ Mastery Learning
  - ❑ Social Emotional Wellness
  - ❑ Career Connections
- ❑ A strong focus on Student Social and Emotional Wellness to support student's overall achievement
- ❑ A focus on Learning Support Team (LST) and capacity building in the areas of literacy and numeracy throughout the curriculum and grades
- ❑ A focus on our Student Services Team (SST) to ensure we meet all the needs of students. CRM teams working collaboratively to identify student's challenges and to wrap around them and creating a pathway to success.
- ❑ Established K-12 collaboration division wide-strong relationships built with our K-12 teaching colleagues.



# 2020-21

## Response to COVID-19

- ❑ Implementing Protocols-following AHS guidelines to keep mitigate risk
- ❑ Moving the learning forward in difficult times
- ❑ Maintaining a strong focus on our Social Emotional Wellness-keeping students, staff and families mentally well, maintaining connections, avoiding isolation
- ❑ Responding to positive cases of COVID-19 following AHS and CESD guidelines
- ❑ Supporting the pivot from face to face learning to Google Classroom
- ❑ Remaining flexible, patient and kind



# 2020 Results & Data

Accountability Pillar Results  
Achievement Tests Results  
Diploma Exams Results

# Parent Comments 2020



**Relationships** - “Over the years with all of my children the teachers have had great interactions and always know what my children need.”

“Love walking in the door and being greeted by smiling faces”

**Teacher Engagement** -  
“The teachers at BGS are very supportive”

**Community** - “Small tight knit community atmosphere.”

**Safe and Caring** - “The school feels like a safe place.”

“At pick up and drop I am happy to see teachers and the principal outside making sure everyone gets where they need to be.”



**Quality of Education** - “Staff are keeping it fun for students while they are still learning .”

“I believe the current quality of education is great and the way topics are covered seem to encompass real world relatability.”

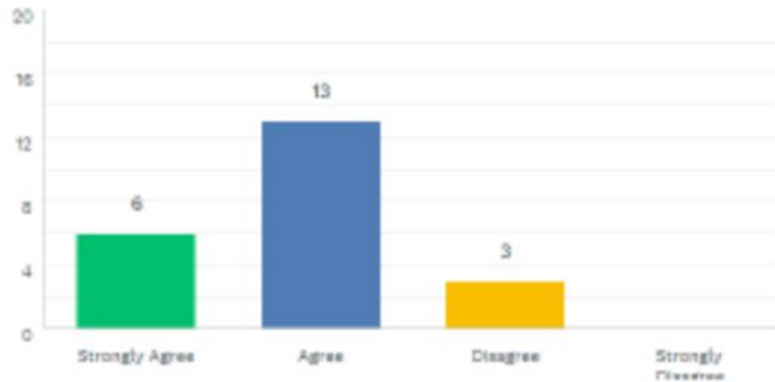
**Student Engagement** - “I think all of my children are getting a good level of challenge from their teachers”

“Help is always available if my child needs it “

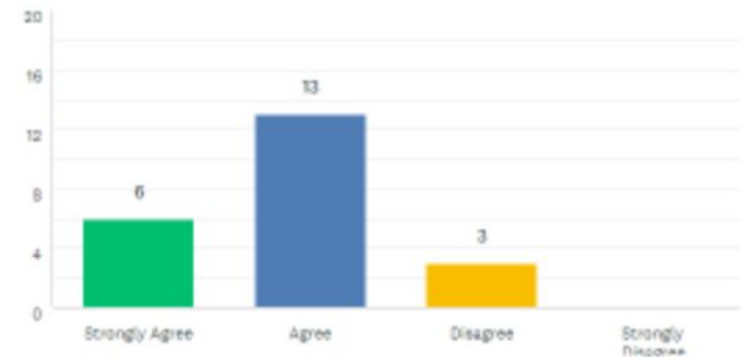
# Parent Survey Spring 2020

22 Respondents  
(2020)

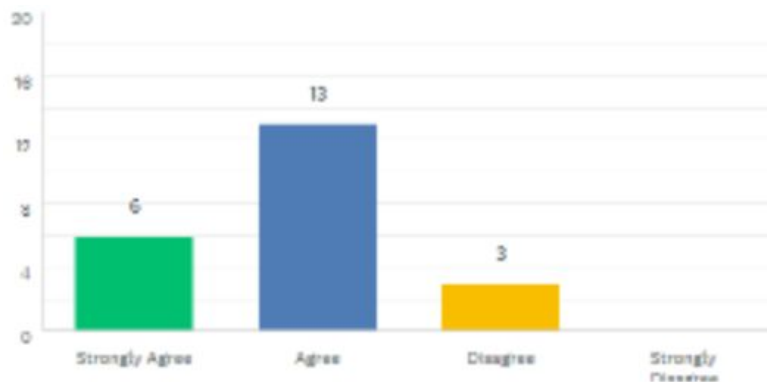
I feel that my child is safe while at school.



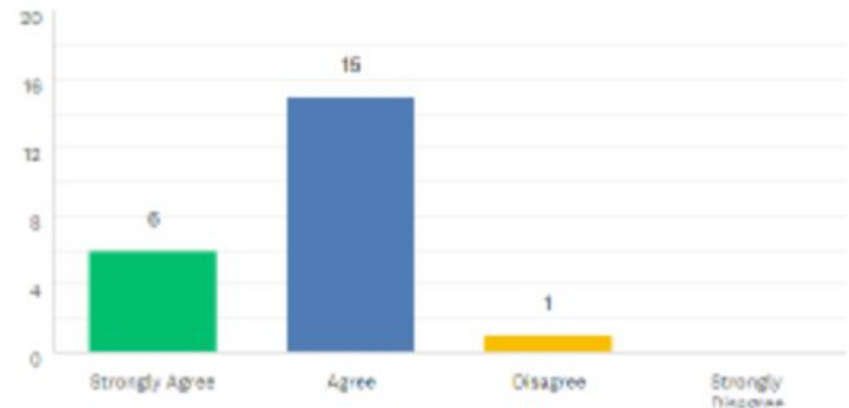
I am satisfied with the overall quality of education that my child is receiving.



I am satisfied with the overall communication that the school provides me.



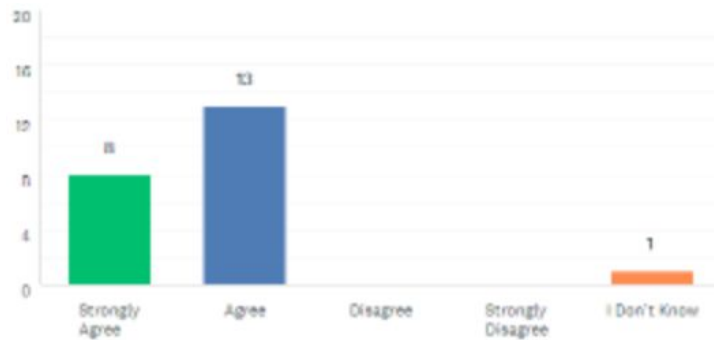
My child's teachers believes in him/her and he/she is appropriately challenged and encouraged in the classroom.



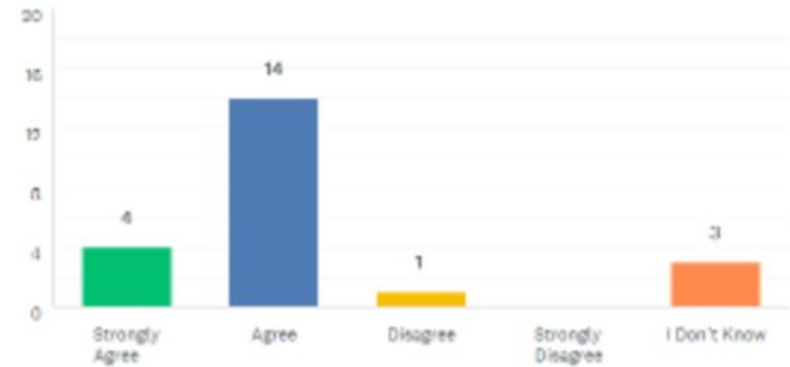
# Parent Survey Spring 2020

24 Respondents  
(2020)

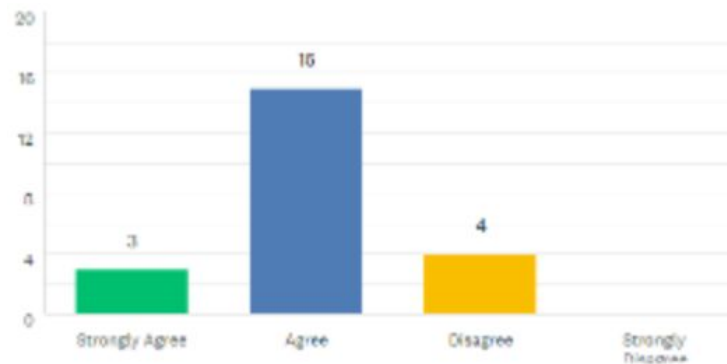
I am satisfied that the school has appropriate literacy strategies in place for learning



I am satisfied that the teachers engage my child in the learning that takes place in his/her classroom



I am satisfied with the amount and/or quality of the feedback I receive regarding my child's progress.



# Parent Survey Spring 2020

## Common Themes

22 Respondents  
(2020)

### Positive Feedback

- Overwhelming agreement that BGS has strong literacy strategies in place
- Parents feel that their children are being challenged appropriately
- Sense of community
- K to 12 small school setting
- Students who experience difficulties are getting what they need
- Communication through various means is effective
- Most parents believe that our school is a safe learning space

### Considerations for Improvement

- Continue working on communication about individual students
- Continued response to student conflict and positive citizenship

# 2019 Provincial Accountability Report

(21 Parents, 164 Students and 13 Teachers)

Measure Category	Measure	Bowden (Grandview) 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	93.8	86.6	90.5	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	74.9	67.3	71.5	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	88.5	83.6	89.3	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	3.4	0.0	2.5	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	100.0	71.0	78.7	79.1	78.0	77.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.2	76.3	74.4	73.8	73.6	73.6	High	Improved	Good
	PAT: Excellence	21.6	11.2	12.2	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.3	91.5	87.2	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	6.9	33.9	23.8	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	43.8	45.9	36.9	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	81.8	52.4	59.4	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	76.1	75.8	63.2	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	87.5	67.6	75.7	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	84.1	78.4	81.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.5	63.4	76.3	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.9	65.6	78.6	81.0	80.3	81.0	High	Maintained	Good

# 2020 Provincial Accountability Report

(9 Parents, 170 Students and 14 Teachers)

Measure Category	Measure	Bowden (Grandview) 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	<a href="#">Safe and Caring</a>	82.9	93.8	90.3	89.4	89.0	89.2	Intermediate	Declined Significantly	Issue
Student Learning Opportunities	<a href="#">Program of Studies</a>	66.2	74.9	71.8	82.4	82.2	82.0	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	88.3	88.5	88.3	90.3	90.2	90.1	High	Maintained	Good
	<a href="#">Drop Out Rate</a>	3.1	3.4	2.3	2.7	2.6	2.7	High	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	88.4	100.0	84.0	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	83.2	76.3	74.4	73.8	73.6	73.6	High	Improved	Good
	<a href="#">PAT: Excellence</a>	21.6	11.2	12.2	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	65.3	91.5	87.2	83.6	83.7	83.1	Very Low	Declined	Concern
	<a href="#">Diploma: Excellence</a>	6.9	33.9	23.8	24.0	24.2	22.5	Very Low	Declined	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	32.2	43.8	40.7	56.4	56.3	55.6	Low	Maintained	Issue
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	47.8	81.8	63.5	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	36.4	76.1	73.3	60.1	59.0	58.5	Very Low	Declined Significantly	Concern
	<a href="#">Work Preparation</a>	81.7	87.5	80.6	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	67.6	84.1	80.5	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	<a href="#">Parental Involvement</a>	65.7	85.5	78.8	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	<a href="#">School Improvement</a>	73.8	79.9	74.8	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

\* There was a significant drop in parent participation in the 2020 survey. Dropping from 21 parent responses to 9 resulted in a negative impact on overall results as parent surveys account for one third of the average weighting. Parent overall response reflected a far more negative perspective in categories while student and teacher responses reflected similarly to last year's very positive results.

# 2020 BGS Report Card in Detail

## Part A

Measure Category	Measure	Bowden (Grandview) 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	82.9	93.8	90.3	89.4	89.0	89.2	Intermediate	Declined Significantly	Issue
Student Learning Opportunities	Program of Studies	66.2	74.9	71.8	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	88.3	88.5	88.3	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	3.1	3.4	2.3	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	88.4	100.0	84.0	79.7	79.1	78.4	Very High	Maintained	Excellent

### Safe and Caring

1. A safe and caring environment is very important to a quality education. We take this very seriously and it remains a priority of our school and school culture.

### Student Learning Opportunities

1. Although there is a concern that students are not yet provided with a broad program of studies we continue to offer quality core and complementary courses. BGS is very proud of its music, art and physical education programs as well as our growing CTF and CTS offerings. Work experience and RAP programs are utilized by many of our high school students. We have begun implementing more and more dual and blended programs as well. We also are continuing to participate in the K-12 course program with asynchronous and synchronous offerings of Paleontology and Big History to increase option offerings.
2. Our continued high Education Quality is a reflection of the hard work of everyone in our Learning Community.
3. High School Completion Rates continue to be well above Provincial average and we consider this to be one of the most important indicators of a strong quality education and school culture.
4. Our three year Drop Out Rate continues to be lower than the provincial average over the last three years. This is something we like to contribute to our K to 12 Advantage and our small highly personalized high school.



# 2020 BGS Report Card in Detail

## Part B

Measure Category	Measure	Bowden (Grandview) 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 Learning Achievement (Grades K-9)	PAT: Acceptable	83.2	76.3	74.4	73.8	73.6	73.6	High	Improved	Good
	PAT: Excellence	21.6	11.2	12.2	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	65.3	91.5	87.2	83.6	83.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	6.9	33.9	23.8	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	32.2	43.8	40.7	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	47.8	81.8	63.5	66.6	64.8	63.5	Very Low	n/a	n/a

### Student Learning Achievement:

- Grade 6 and 9 PAT achievement was exceptional this year. Acceptable has again increased significantly from previous years and is 10 points above provincial average. Excellence achievement also jumped significantly to above the provincial average.
- We continue to focus on helping students into the Excellence category in PATs and we see again an encouraging upward improvement.
- We are disappointed in the Diploma achievement results in both the areas of acceptable and excellence. Previous 3 year averages still remain above provincial averages. However, significant professional conversation and analysis has been spent on determining the reasons for this drop. We will continue to watch this area carefully as strategies are implemented.
- Rutherford eligibility is significantly lower than what we would expect and will require more investigation.
- Diploma exam participation is tied directly to our work in career connections and will continue to be watched carefully this year as we work with students on their chosen career pathways.

# 2019 BGS Report Card in Detail

## Part C

Measure Category	Measure	Bowden (Grandview) 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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6.yr)	36.4	76.1	73.3	60.1	59.0	58.5	Very Low	Declined Significantly	Concern
	Work Preparation	81.7	87.5	80.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	67.6	84.1	80.5	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	65.7	85.5	78.8	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	73.8	79.9	74.8	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

### Preparation for Lifelong Learning and World of Work

1. BGS continues to achieve significantly higher with our 3 year average than the Province in the transition rate from high school to a post secondary institute. The current result is lower and will need to be watched carefully.
2. Our continued focus on Career Connections in grade 7 through 12 has prepare our students for the world of work.

### Parental Involvement

1. Parent involvement in our school continues to be very important. We have a tremendously supportive and reflective Parent School Council and benefit from the work of many parent and community volunteers daily (when we are not having to follow COVID-19 protocols). Parent involvement results this year were highly impacted by parents choosing the “Don’t Know” option on the survey as well as lower parent participation in the survey itself.

### Continuous Improvement

1. Continuous Improvement at BGS is closing in on provincial average. This is an area we will continue to work on as we implement our strategies to meet our key school goals.

# School Council and Parental Involvement

Parents have always played a role in the success of Bowden Grandview School. We recognize the importance of and practice strategies that maintain the **positive and consistent communication** between home and school.

□

□

- We are fortunate to have a **supportive School Council** who play an important advisory role. They provide a parent perspective to many of the programs and activities provided at BGS. We have continued to have our monthly meetings online. This format has allowed more parents to attend.

We appreciate and encourage **parental volunteerism** in our school. We have missed having parent and **community volunteers** in our school on a daily basis due to COVID-19.

- **Friends of Grandview** (FOG) is our very active and hard working fundraising society consisting of parents and community members. They provide financial support for many important educational and cultural endeavors:
  - Cultural and Fine Art events and equipment
  - School equipment and resources
  - Athletics – equipment, school jerseys and team travel
  - Learning materials (including the Accelerated Reading program)
  - Life Skills program
  - Student awards and student/staff recognition
  - Breakfast program/Snack Baskets
  - Graduation 2021

# Challenges

## **Academic Achievement** (Literacy and Academic goals)

- Areas of academic challenge – success rates on targeted Provincial Achievement Test and Diploma results

## **Student Services** (Literacy and Academic goals)

- We must continue to develop our skills in, and understanding of, universal, targeted and specialized supports to meet the changing needs of all students

## **Socio-economics** (Social and Emotional Learning goal)

- A number of students and families with social and economic challenges
- At risk students & students of concern

## **Challenges of a Small High School** (Literacy and Academic goals and High School Redesign initiative)

- Combined classes
- CTS and other program opportunities

# Bowden Grandview School

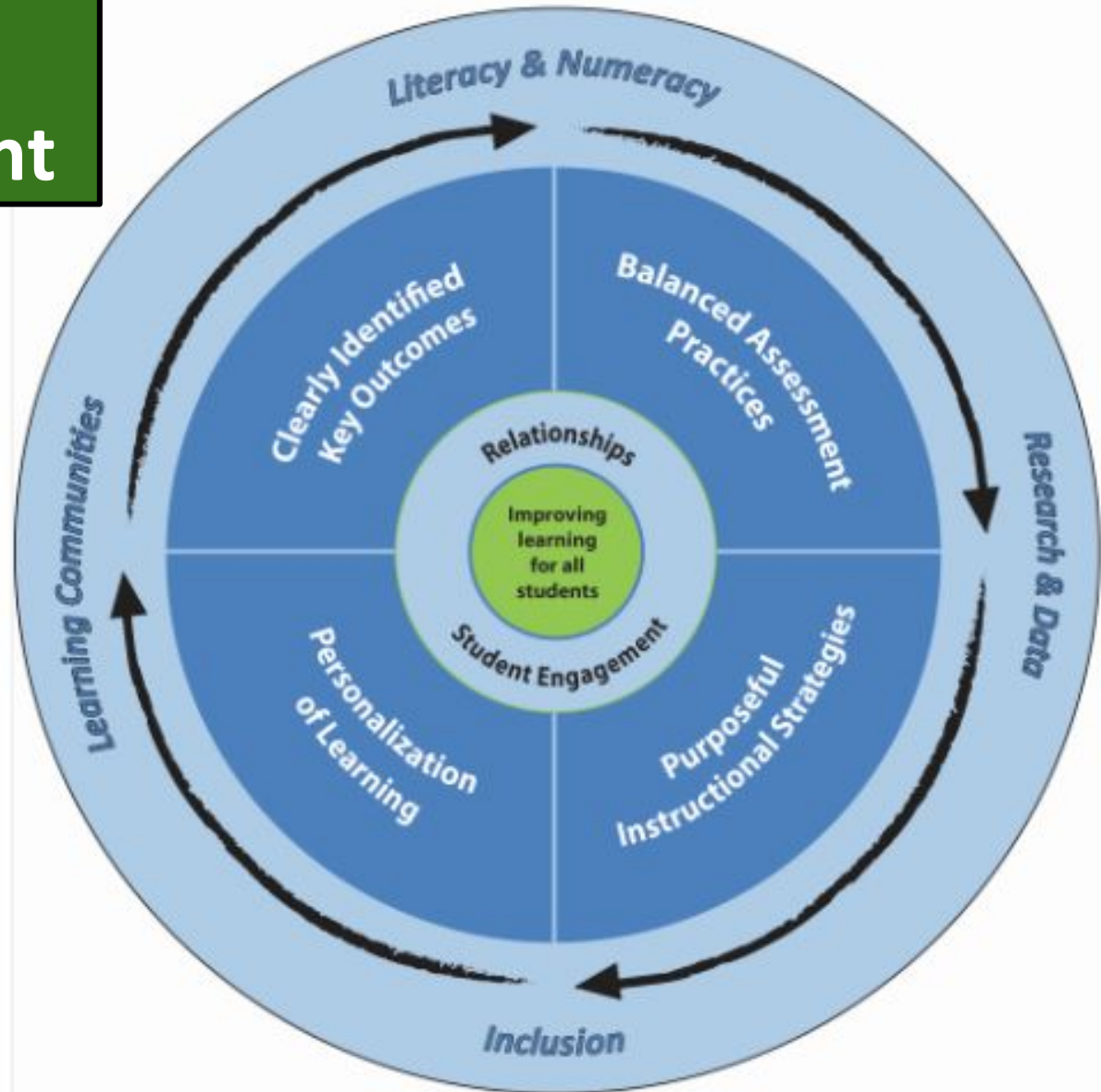
## 2020-2021 Strategic Plan

### *HOW CAN WE ENSURE THAT OUR K TO 12 TEAM MEETS THE SOCIAL, EMOTIONAL AND ACADEMIC NEEDS OF EACH STUDENT?*

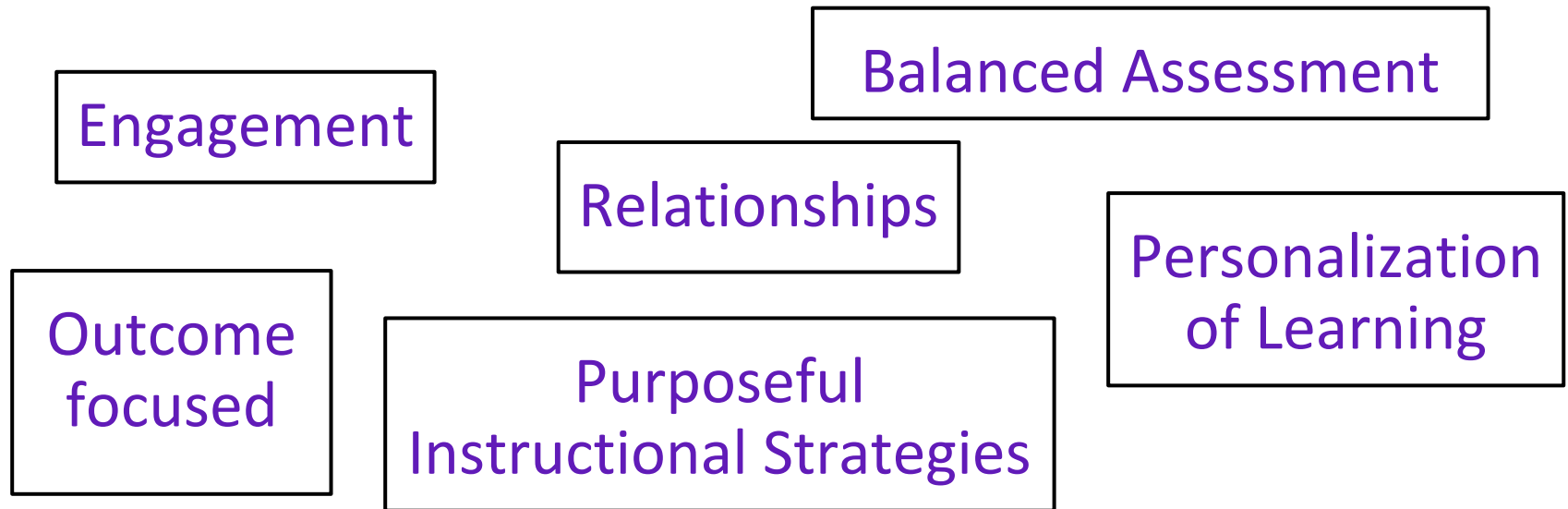
Under the umbrella of our commitment to the **Quality Learning Environment** we have our FOUR big goals...

1. **Literacy Focus** - *BGS students will be reading at or above grade level.*
2. **Academic Focus** - *BGS students will reach their highest academic potential.*
3. **Social and Emotional Wellbeing** - *Students will have the knowledge, skills and attributes to respond to their social emotional needs. Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.*
4. **Career Connections** - *By the end of grade 12, every student can articulate their plan for not only high school graduation but for transition to postsecondary (education and training beyond high school) or the world of work.*

# Quality Learning Environment



# Improved Learning for All Students



...through strong Instructional Leadership and Learning Support Team sharing and capacity building. Student Services alignment, collaboration days, CESD K to 12 Schools partnership, focused professional development days, monthly staff meetings and sectionals, CRM meetings

# Goals and Targets for 2020-2021

## We will improve Teaching and Learning through...

- ◆ a commitment to a **Quality Learning Environment** in all Kindergarten to grade 12 classrooms using a collaborative approach to problem solving.
- ◆ a focus on **Literacy** and **Assessment** at all levels in all areas as the foundation of continued success
- ◆ a focus on moving student learning forward during COVID, pivoting between online and face to face learning seamlessly when necessary.

To ensure all our students meet or exceed provincial standards for acceptable and excellence in all subjects with a graduation target of 100% .

## We will develop a Culture of Success in a Learning Community...

- ◆ through a continued focus on the **K to 12 Advantage** as the basis of a strong, positive, successful learning culture that values the importance of community and parental involvement.
- ◆ by communicating with our stakeholders the impact of COVID 19 on our learning community and our strategies to mitigate risk for students and staff.

To ensure student, parent, and teacher satisfaction levels meet or exceed provincial standards.

## We will ensure a Culture of Inclusion and Resiliency...

- ◆ through a strong commitment to **Student Services** and **Social and Emotional support**.

...in order to ensure all students' needs are met.



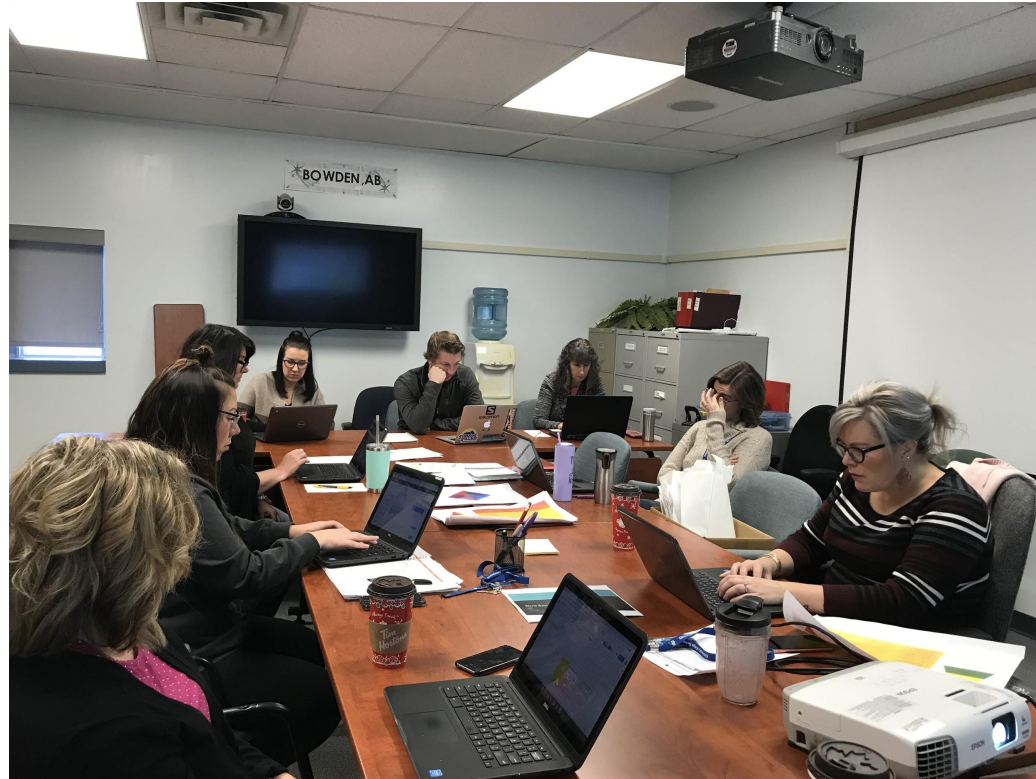
# Keys for Success

As Collaborative and Reflective Practitioners we will use the Collaborative Response Model [*essential outcomes, core instruction, team based problem solving, research based, data collection and response*] with a focus on mastery learning, personalization & flexible learning environments to enhance the success of the following powerful strategies...



## Strategy 1

### Staff Collaboration based on Collective Responsibility



# K to 12 Academic Goal

## Outcomes: Knowing your Expectations

- Teachers will use the **Essential Outcomes** created by CESD colleagues to determine a learning plan for student success.

## Assessment: Knowing your Students as Learners

- Teachers will refine and build upon **CRM team learning and strategies** to ensure learning of essential outcomes for all students
- Teachers will strengthen their understanding, application and analysis of **classroom and standardized assessments**.

## Instruction and Personalization

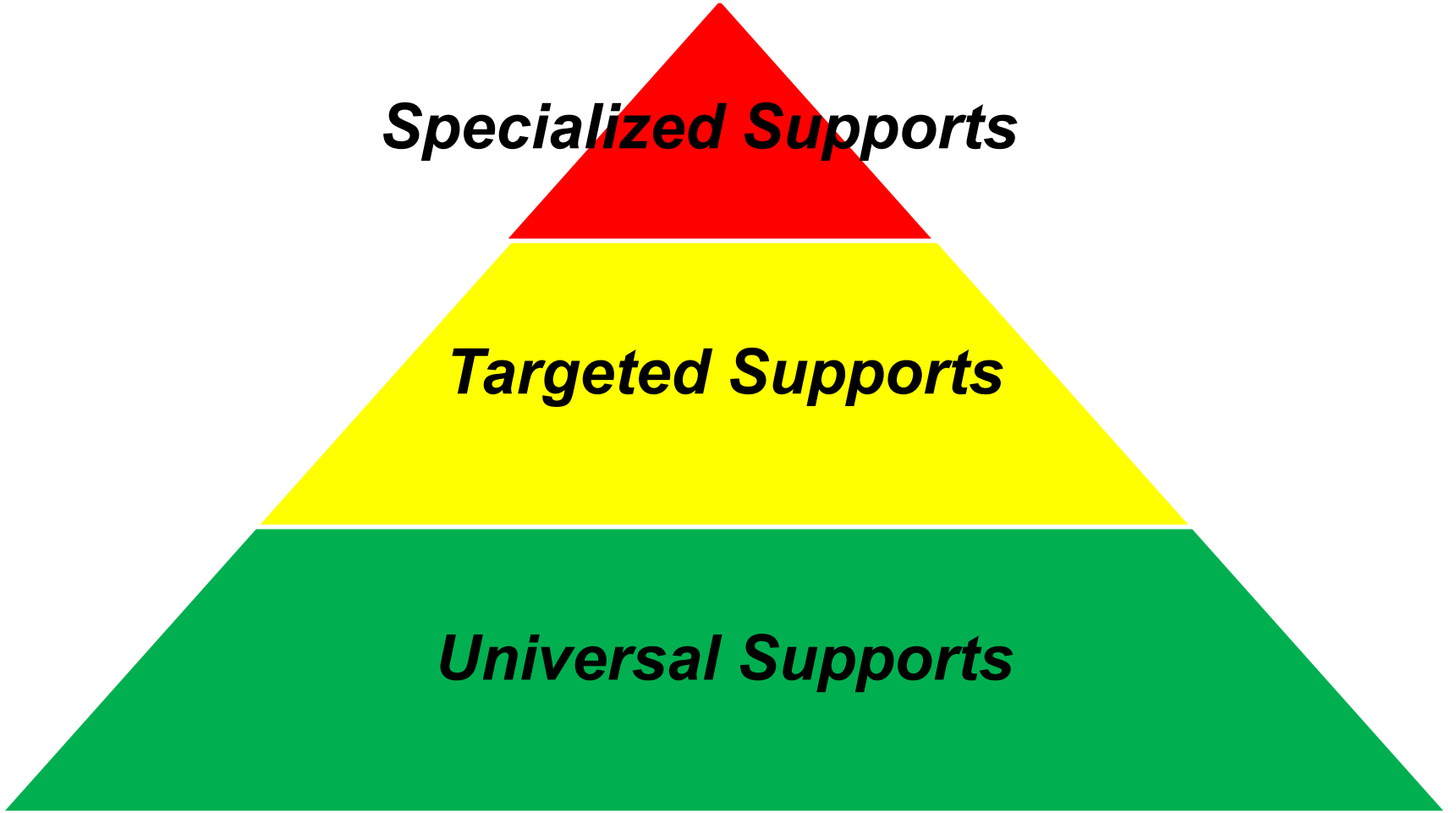
- Teachers will refine and build upon their **high school redesign** goals to ensure learning of essential outcomes
- Teachers will use their knowledge and focus of the **QLE** to create academic environments for all students.
- Teachers will have a **Career Connections scope and sequence** which is used to ensure every student in BGS has a plan for not only high school graduation but for transition to postsecondary (education and training beyond high school) or world of work.

# Continuum of Support

***Specialized Supports***

***Targeted Supports***

***Universal Supports***



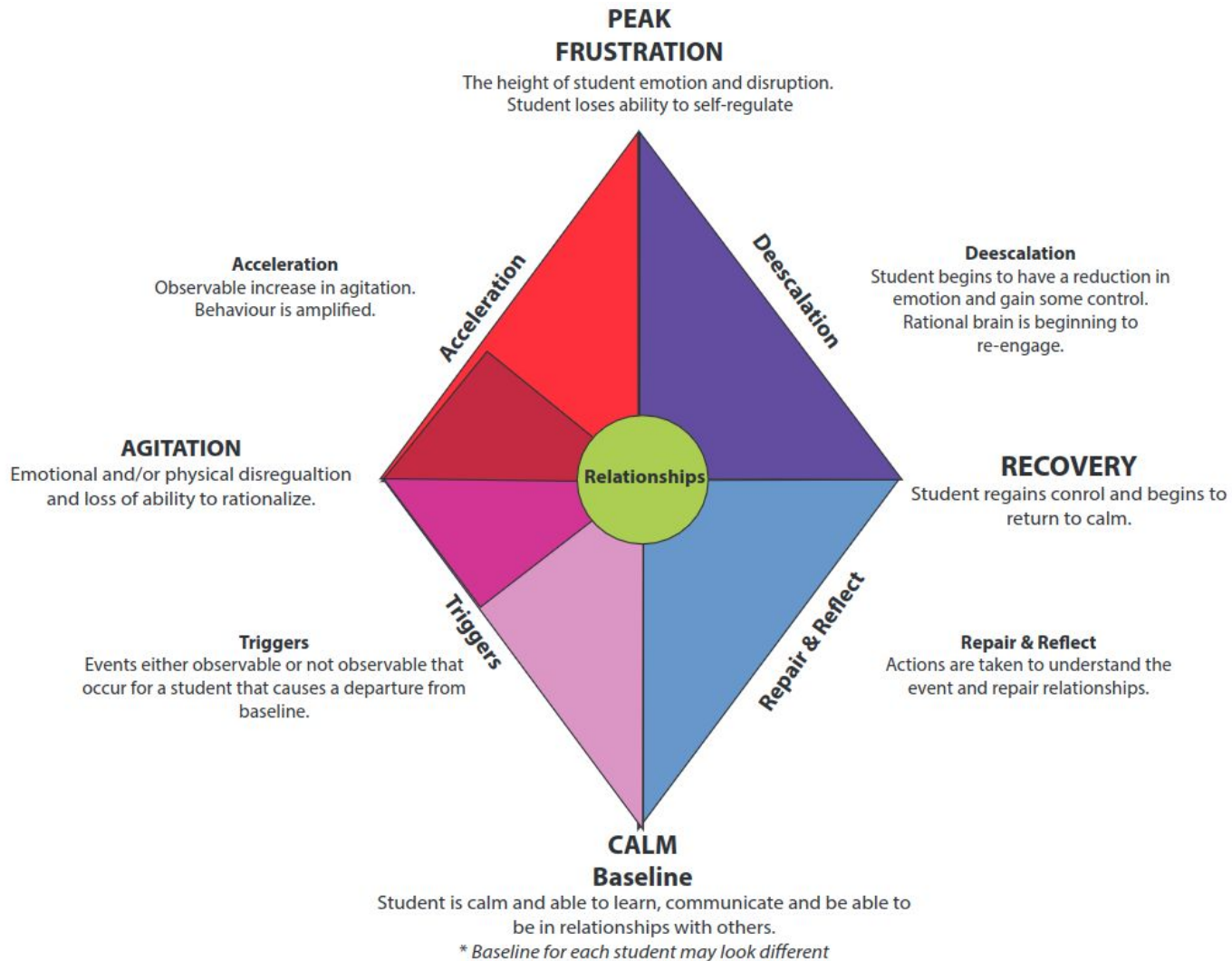
# BGS's Collaborative Response Model (CRM)

**Regularly scheduled meetings where Teams of BGS staff meet to develop ongoing and ever changing academic and social emotional support plans to ensure the success of students.**

Areas of focus are:

- Academic Supports
- Attendance Concerns
- Instructional Strategies
- Assessment Strategies
- Literacy
- Numeracy
- Social Emotional
- Executive Functioning Strategies
- Sensory and Environmental Needs

# KITE Model of Behaviour Planning



# Student Services Foundation

- Strong **team approach** including students, parents, teachers, support staff and REst team members (SLP, OT, Psychology)
- Continuums of support with a school wide emphasis on **Universal Supports and Collaborative Response Model**
- Strong BGS **Student Service Team** to work with individual teachers and school based teams to develop skill and understanding around effective **Targeted** and **Specific Supports**
- **Balanced Assessment** practices that lead to a clear understanding of **personalized instructional strategies**
- **Communication** and **partnership** with families around student intervention planning.

# K to 12 Literacy Goal

## Outcomes: Knowing your Expectations

- Teachers will know the reading outcomes of their current grade/subject.
- Teachers in grades 5 to 12 will know the complexity of texts in class, how text complexity is determined, and where difficulties may occur.

## Assessment: Knowing your Students as Learners

- Teachers will use reading screens and further assessment to create a classroom reading profile and share learning with their CRM groups.
- Purposeful and useful data gathered and shared.
- Teachers will confidently understand the assessment tools and strategies used in their classrooms.

## Instruction and Personalization

- Teachers will directly teach research based reading strategies and use best practices found in the CESD reading framework.
- Teachers will investigate the nature of reading problems and strategies for all students.
- Teachers will combine knowledge of expectations and reading information about students when planning and refining instruction. Response to Intervention strategies will utilize the collective responsibility of the entire team.

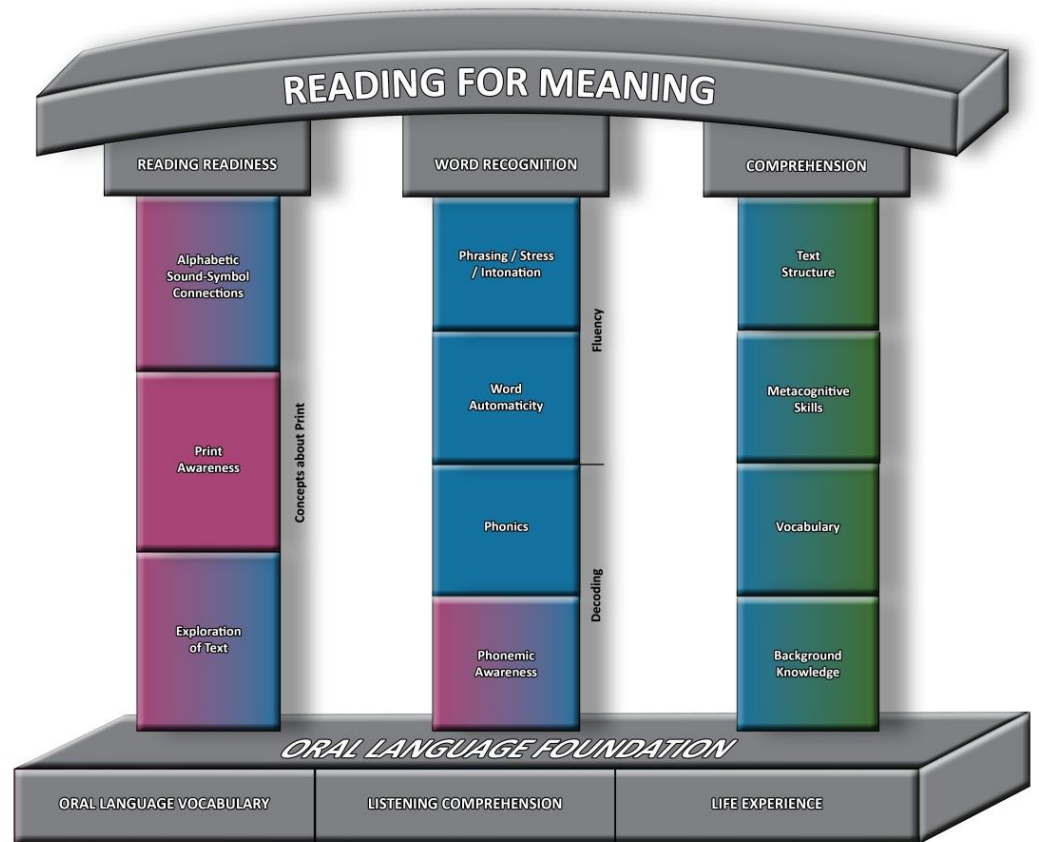


# Reading Framework

“There is a very clear connection between literacy and academic and social success.” – Jerry Salmon, 2013



PRE-KINDERGARTEN TO GRADE 12 IN ALL SUBJECTS



## What will we do at BGS when students can't functionally read and show understanding?

- Align understanding with the QLE and the Continuum of Supports
- Strong support provided by the Learning Support Team and Student Service Team
- Regular CRM collaborative team meetings
- Literacy focused vertical teaming and grouping
- Focus on the essential outcomes of literacy
- Regular collection and response to literacy data
- Professional development meetings
- Collaborative teacher work days
- K-12 school partnership collaborative meetings
- Instructional Leadership focus on literacy
- Elementary support in Early Literacy and Speech
- Regular and targeted benchmarking in grade 1 to 9
- Teachers attending PLCs and participating in mentorship programs

# Social Emotional Wellness Goal

*K to 12 teachers will use the CESD Social Emotional Framework to better understand student profile(s) and help build resilience and success in all students.*

## *SELF AWARENESS*

Students accurately recognize one's emotions and thoughts and their influence on behaviour.

## *SELF MANAGEMENT*

Students regulate one's emotions, thoughts, and behaviours effectively in different situations.

## *SOCIAL AWARENESS*

Students will take the perspective of and empathize with others.

## *RELATIONSHIP SKILLS*

Students will establish and maintain healthy and rewarding relationships with adults and peers.

## *RESPONSIBLE DECISION MAKING*

Students will make constructive and respectful choices about personal behaviour and social interactions.

# Social and Emotional Wellness at BGS

## **Key Belief:**

Social and Emotional health is key to academic success. As a Collaborative Team we will focus on developing our skills and understands to ensure the enhancement of student and staff wellness.

## **Key Strategies:**

Several staff members engaged in online Professional Development presented by our CESD Psychology Team in the spring of 2020. Topics included:

- 1. Working with children who have Attention Deficit Hyperactivity Disorder**
- 2. Understanding Complex Behavior**
- 3. Supporting students who are affected by Trauma**
- 4. Understanding and supporting children with Learning Disorders**
- 5. Supporting students with Depression**

**A book study on Jody Carrington’s book “Kids these Days” was also completed by a group of BGS staff.**

Having staff members who are educated in these important social/emotional and learning topics enhances our understanding about how to work with students and enriches the strategies and support our education staff can contribute to support each other during our CRM meetings.

# “The K to 12 Advantage”



“There is a true sense of family found here” – staff member

- Focused on building resiliency and a growth mindset
- Culture of success combined with a sense of belonging
- Opportunity to build lasting relationships and understandings of individual children from their first days in kindergarten to when they walk the stage in their cap and gown at graduation
- This built-in opportunity to reach all students through the formal and informal mentorship of the younger students and the leadership of the older students is priceless
- The opportunity to transition positively between levels and grades can be seamless
- Collaboration, communication and the sharing of data between the stakeholders can be timely and consistent throughout the school

# FNMI Key Strategies to Success

To provide our educators with a basic understanding of terms, history and protocols that will guide Bowden Grandview Schools, *“work toward fulfilling the curricular outcomes and the Truth and Reconciliation Commissions Calls to Action in celebrating the many contributions of our Indigenous Peoples and students”* (CESD, Indigenous Education).

**Staff Development** - All staff are regularly involved in professional development to increase our understanding of indigenous culture and education (Staff PD Blanket Activity, Staff Meeting FNMI basic understandings, Orange Shirt Week, Smudging, Protocol and other traditional dancing and music through our CESD Installation and Celebration).

**Student Education** - Students will participate in Alberta Education approved learning experiences in indigenous culture and history. (Orange Shirt Week, Every Child Matters activities, Blanket Activity, Treaty Negotiation Work, Smudging, Protocol and other traditional dancing and music through our CESD Installation and Celebration)

**Embedded Curriculum** - New Alberta Education curriculum will be implemented at the K to 4 level to ensure the understanding of history and culture aboriginal. Opportunities to bring the Indigenous perspective to light in other curriculums will be explored (In progress through PLCs and ADCOS)

Our work started with our CESD Indigenous Wheel Installation and Celebration Week.

Information about ribbon skirts and shirts, bannock, the Metis sash, and other Indigenous traditions and practices were shared with students throughout the week.

On our installation day we introduced smudging, presenting protocol, Elder Corky came to teach us, and Dallas Arcand performed and taught about traditional hoop dancing.



# What We See on the Horizon

As we continue to navigate our way through COVID 19, we recognize that more work will need to be focused on addressing student **gaps in learning**, dealing with **student absenteeism** and **pivoting** between online and face to face learning. It is critical at this time to support the **emotional wellbeing** of our students, families and staff through these unprecedented times.

Strong focus on the **Quality Learning Environment** in all Kindergarten to grade 12 classrooms where **outcomes, balanced assessment, instructional strategies** and **personalized learning** are at the forefront of every student's educational experience.



Renewed focus on the **K to 12 Advantage** as the basis of a strong positive culture through a commitment to the principles of a **Collaborative Team Approach, Inclusive Education** and **Social and Emotional support**.



A commitment to improving **Literacy** at all levels in all areas as the foundation of continued success.

Continued work on our **High School Redesign** and a focus on implementing “strategies and approaches aimed at transforming the high-school experience for students and teachers through changes to school structure, culture, pedagogy or leadership”, specifically in the areas of **mastery learning, personalization** and **flexible learning times and spaces**.





# What You Should Remember About Us!

We have a caring and welcoming school community that offers an excellent learning environment.



Our students are creative, intelligent and curious!



We utilize our K to 12 Advantage

- Our **elementary** is focused on providing the very best programs for social and academic development
- We believe in the power of **young adolescents** and understand their needs and we act accordingly
- Emphasis is spent on the unique individual needs of the **young adults** in our high school in their pursuit of mastery learning

Feedback and Questions are welcome.

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