



# **INNOVATORS BY DESIGN**

Cochrane Christian Academy



**ROCKY VIEW  
SCHOOLS**

May  
2021

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## FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

### CONNECT TO PASSIONS, INTERESTS AND PEOPLE

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

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

### ACHIEVE THEIR POTENTIAL

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

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

### NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

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

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

To achieve our plan, we will:

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

## PRINCIPAL'S MESSAGE

Welcome to **Cochrane Christian Academy's** Playbook. CCA was established as a K-4 pilot program in 2007 at Mitford School with 45 students. Within two years, it grew to slightly over 100 students, added grades five and six, and was granted permanent 'program status' by Rocky View Schools (RVS). The Program was granted 'school status' as a K-8 Alternative Christian school by RVS Board of Trustees and Alberta Education in 2011. Today we serve approximately 350 students.

**Christ-Centred Education** - Cochrane Christian Academy exists to allow parents to partner with the school in providing Christ-centred and God-honouring education for their children. Families have encountered a 'Christ-filled' environment where children are esteemed and educated in a fashion consistent with the attitudes, beliefs, and values of the Christian church and home. A Christian biblical worldview is integrated into each curricular area of the Alberta Education Program of Studies.

**Thank you!** - We appreciate you taking the time to read CCA's Playbook and say thank you to students, parents, and staff who participated in the surveys and contributed to the data presented in this document. The data and statistics you read here are based on findings from the provincial Accountability Pillars Online Report Initiative (APORI) surveys. As a result of the impacts of COVID-19, data from Provincial Achievement Test (PAT) results and RVS Satisfaction Surveys are not available this year.

**Achieving the RVS Four-Year Plan** - As you read through this document, you will see how CCA is a thriving RVS school that is well on its way to achieving the goals of the divisional four-year plan. The data confirms that CCA exceeds many divisional and provincial results, and that parents, students, and staff agree CCA is a great place to grow and learn. Further, we have learned that the prototypes of our Playbook are having a positive effect upon our learning environment. Of importance, we have learned that parents feel strong relationships exist between stakeholders to undergird student engagement, that our inclusive practices provide a safe and caring school, that instructional design strategies are increasing achievement, and that learning is being made visible even with the limitations COVID-19 restrictions are imposing.

**Innovators by Design** - While there is much to celebrate about CCA, we recognize the need to develop innovative strategies that will see our students reach their full potential.

We accept this challenge and outline the following areas as focus points moving forward:

1. Students can connect to their passions and interests through carefully designed writing instruction so that ALL learners experience success.
2. Students can use their voice to demonstrate ownership of their learning around their own mental health and well-being to strengthen/increase their acquisition of core competencies.
3. Students can navigate successfully as global citizens as we spark curiosity and excitement about their Christian cultural values and traditions through Bible, chapel, and IMPACT block.

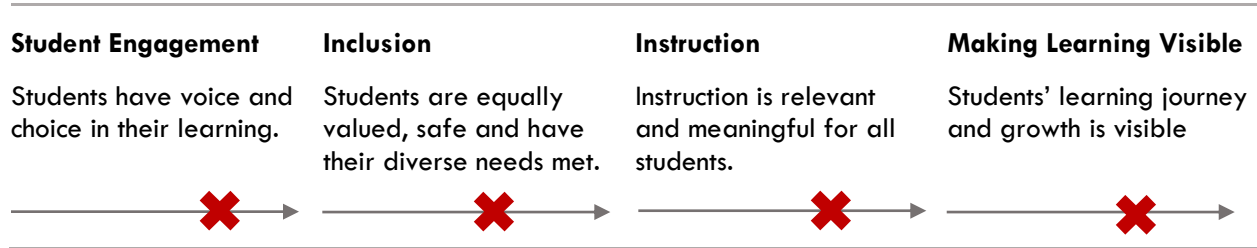
Allan Elkin, Principal

## SCHOOL PROFILE

<p><b>Cochrane Christian Academy</b></p> <p><b>Principal:</b> Allan Elkin</p> <p><b>Assistant Principal:</b> Sarah Caldwell</p> <p><b>Address:</b> 110 Quigley Drive</p> <p><b>Phone:</b> 403-932-5177</p> <p><b>Email:</b> cca@rockyview.ab.ca</p> <p><b>Website:</b> cca.rockyview.ab.ca</p>	<p><b>Mission:</b> Through relationship in Christ, we are committed to:</p> <ul style="list-style-type: none"> <li>• Developing learners with God-given PURPOSE</li> <li>• Creating a connected COMMUNITY, and</li> <li>• Making an IMPACT in our world.</li> </ul> <p><b>Beliefs:</b> Cochrane Christian Academy is a community of learners journeying together to discover our full potential as expressions of God's love. For more information, <a href="#">click here.</a></p>
<p><b>Unique features of our school?</b></p> <ul style="list-style-type: none"> <li>• Weekly chapels, daily devotions, and biblical truth integrated throughout curriculum</li> <li>• Joint middle school options with Mitford School (building site shared between two schools)</li> </ul> <p><b>No. of Teachers:</b> 17</p> <p><b>No. of Support Staff:</b> 11</p> <p><b>Grades Served:</b> K-8</p> <ul style="list-style-type: none"> <li>• Full day kindergarten with bussing to and from school</li> <li>• Fully accredited by Alberta Education as a faith-based, alternative public school</li> </ul>	
<p><b>What parents say about our schools?</b></p> <p><i>“The atmosphere in the school and the close community between the teachers and students really gave my son a safe place to grow and heal. He has absolutely turned a corner in so many ways - emotionally he is more secure, and academically his grades have grown in astounding ways.”</i> Parent of students in grades 2, 5 &amp; 8</p> <p><i>“It’s important to us that at Cochrane Christian Academy our children freely worship God at chapel and celebrate Christian holidays. Instructors have shown care for our children’s emotional, spiritual, and academic growth. Our children have received excellent instruction in core subjects, are interested in school, and feel welcome here.”</i> Parent of students in grades 3 &amp; 6</p>	

## THIS YEAR'S LEARNINGS

### Students Insights



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

- There is a welcoming energy for new students
- Teachers care about the success and well-being of students
- Variety of field trips offered
- The amount of work to demonstrate learning is reasonable
- Teachers keep students on track with their work
- Teachers encourage students to complete their best work
- There is an inclusive environment that allows for different learning styles
- Lessons are often intriguing and interesting
- Variety of options and subjects offered

What do you think could be worked on or improved?

- More freedom to leave the school grounds during recess breaks
- More time in school dedicated to complete assignments
- Improve bathroom sinks – automated
- Bring back a hot lunch program
- More boot racks, especially without lockers available this year
- Improve outside play areas for older students
- Getting to know individual students better and asking how they learn best
- Teachers could give clearer answers
- Continuing to go more in-depth with content

What actions could our school take to do better?

- Individual check-ins with students about how they are progressing with work and if teaching is fitting their learning needs
- Consider fundraising for improved play areas, perhaps a skating rink

Parents Insights

**Student Engagement**

Students have voice and choice in their learning.



**Inclusion**

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



**Instruction**

Instruction is relevant and meaningful for all students.



**Making Learning Visible**

Students' learning journey and growth is visible



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

- Teachers do a wonderful job of introducing students to different ways of learning (i.e., technologies like Lucidpress to represent their learning)
- Teachers make students feel special and cared for, helping them to become who God wants them to be
- Students are challenged and inspired to produce their best work
- Students have choice in how they represent and even present their learning, according to their strengths and unique learning needs
- Teachers foster a love of learning by recognizing and developing each child's potential
- There is a sense of family and community at the school
- Students with complex needs are accepted, excited for learning, and can achieve their potential
- Students' connection to their faith is growing at CCA

What do you think could be worked on or improved?

- Refine the process for having students choose their preferred options Career and Technology Foundations (CTF) courses for Middle School students
- With the implementation of RTR this year, CCA is not handing out awards at each semester for Middle School students – is there a way to continue this in the RTR model? How can we acknowledge character and academic achievement?

What actions could our school take to do better?

- Parents who responded were so positive about their children's learning experiences that they did not have suggestions in this area.

**Staff Insights**

**Student Engagement**

Students have voice and choice in their learning.



**Inclusion**

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



**Instruction**

Instruction is relevant and meaningful for all students.



**Making Learning Visible**

Students' learning journey and growth is visible



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

- Life Skills and Outdoor program for students with complex needs
- Art-based social skills groups
- Focus on school-wide mental health through targeted health class/teaching
- Literacy groups
- Active Living walks
- Options classes for Middle School students
- Differentiation according to student needs
- Teacher relationships with students
- Connecting as a school to God-given purpose
- IMPACT block as a way for students to connect to passions, future careers, service opportunities
- As Christians, we are global thinkers who value the whole child
- Monthly core values that prompt exploration of different values

What do you think could be worked on or improved?

- Continue to advocate for smaller class sizes
- Adapting programs, such as the Pit Stop for differentiated groups, for current COVID restrictions
- Defining IMPACT more clearly
- Think outside the box to reach out to the community and bring experiences/experts into the classroom

What actions could our school take to do better?

- Re-evaluate and revise Christian studies resources/topics to look at a school-wide approach that includes Bible curriculum, memory verses, character education
- Continue with Love and Logic program for empathy-building in students and staff



## School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none"> <li>• Targeted – 25%</li> <li>• Specialized – 10%</li> <li>• Intensive – 2%</li> </ul>	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> <li>• Continue to address social/emotional and mental health needs through programs offered by our Child Development Advisor (CDA): targeted/individual mental health support, alternate programming focused on mental health support, and friendship groups</li> <li>• Development of an intentional, school-wide mental health program to address mental health concerns arising from the COVID-19 pandemic</li> <li>• Regrouping of students into targeted literacy groups</li> <li>• Continue to partner closely with parents and create an open dialogue</li> <li>• Increased team collaboration within the school</li> <li>• Continue to document accommodations through Personal Learning Plans (PLPs), Behavior Support Plans, and Real Time Reporting (RTR), as required</li> <li>• Regular physical activity breaks</li> <li>• Google Read/Write and other universally designed assistive technology</li> <li>• Review and revise Individual Learning Plans (IPPs)</li> </ul>
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> <li>• Continue to document accommodations, successes, and learning strategies through Individualized Program Plans (IPPs), Personal Learning Plans (PLPs), Behavior Support Plans, and Real Time Reporting (RTR), as required</li> <li>• Continue to partner closely with parents and create an open dialogue</li> <li>• Tools, such as visual schedules, proactive breaks, alternate learning environments, regulation stations/activities that are targeted for the specific student</li> <li>• Incentive plans to support specific/targeted needs development (i.e. attendance, desk organization)</li> <li>• Move, Work, Breath activities in a small, adult-led group</li> <li>• Continue to improve/develop modified programming being offered in conjunction with Rocky View Schools (RVS) learning specialists</li> <li>• Access RVS support and specialists regularly, including Occupational Therapist (OT) and Speech-Language Pathologist (SLP), to increase collaborative problem solving</li> <li>• Continue to build consistent strategies for reporting and communication between all team members</li> <li>• Review and revise IPPs</li> </ul>	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> <li>• Continue to document accommodations, successes, and learning strategies through IPPs</li> <li>• Continue to partner closely with parents and create an open dialogue</li> <li>• Assistive Technology, such as iPad with chat program</li> <li>• Move, Work, Breath activities in a small, adult-led group</li> <li>• Regular Body Breaks throughout the day</li> <li>• Continue to improve/develop modified programming being offered in conjunction with RVS learning specialists</li> </ul>	

- Access RVS support and specialists, including OT and SLP, regularly to increase collaborative problem solving
- Continue to build consistent strategies for reporting and communication between all team members
- Modified environment within classroom
- Alternative learning and movement spaces outside the classroom
- Modified schedule/programming, including a cooking program as part of life skills development
- Accommodations for physical needs such as dressing, eating, toileting and building independence with these skills
- Continue to improve data collection in order to pinpoint functions of behaviour
- Visual schedules to increase predictability and routine throughout the day
- Review and revise IPPs

### **RVS Student Satisfaction**

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

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

**RVS Assurance Model**

	<b>Data Source</b>	<b>2019/20</b>	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	95%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	95%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	77%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics.</b>	Report Card Data		
		English Language Arts	Mathematics
Division 1: Grades 1-3 Emerging to Mastering		94.8%	98.3%
Division 2: Grades 4-6 Emerging to Mastering		99.2%	97.7%
Division 3: Grades 7-8 Emerging to Mastering		96.4%	99.0%
Division 4 50 per cent +		NA	NA
First Nation, Metis, Inuit: Emerging to Mastering		93.8%	81.3%
English Language Learners: Emerging to Mastering		80.3%	100.0%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure	98.2%	

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

- A high percentage of students working at grade level in each Division
- Divisional professional development supports teachers' professional growth

What do you think could be worked on or improved?

- Targeted literacy intervention for English Language Learners
- Developing early literacy skills

What actions could our school take to do better?

- School-wide collaboration to create continuity in literacy practices
- Examining numeracy teaching practices for FNMI students

## APORI Pillar Results

Due to the Covid-19 pandemic, provincial achievement tests, and diploma exams were not completed in 2019-2020. The PAT results posted in the “current school year” are from the 2018-2019 school year.

Measure Category	Measure	Cochrane Christian Academy			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	95.9	96.9	93.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.8	76.7	76.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.2	91.5	92.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.8	77.9	76.5	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	20.8	20.2	16.6	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.8	79.4	83.5	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.2	92.8	88.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	91.2	86.5	81.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.6	87.3	83.0	81.5	81.0	80.9	Very High	Improved	Excellent

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

- Students, staff, and parents feel CCA is a safe and caring learning environment
- Staff and parents feel students receive quality education at CCA

What do you think could be worked on or improved?

- Examine delivery of core curriculum outcomes in the Program of Studies
- Connecting learning activities to real-world experiences

What actions could our school take to do better?

- Look for ways to create cross-curricular learning opportunities
- Helping students make connections between what they're learning and how this is preparing them for future careers

Provincial Achievement Tests Results

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

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target %
<b>L.A. GRADE 6:</b>							
Acceptable Standard:	84.6	83.5	72.2	83.2	N/A	N/A	90
Standard of Excellence:	19.2	17.9	19.4	17.8	N/A	N/A	25

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target %
<b>MATH GRADE 6:</b>							
Acceptable Standard:	73.1	72.9	66.7	72.5	N/A	N/A	80
Standard of Excellence:	7.7	14.0	8.3	15.0	N/A	N/A	15

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target %
<b>SCIENCE GRADE 6:</b>							
Acceptable Standard:	80.8	78.8	66.7	77.6	N/A	N/A	85
Standard of Excellence:	38.5	30.5	27.8	28.6	N/A	N/A	40

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target %
<b>SOCIAL GRADE 6:</b>							
Acceptable Standard:	73.1	75.1	69.4	76.2	N/A	N/A	80
Standard of Excellence:	15.4	23.2	27.8	24.4	N/A	N/A	25

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

- Although, Language Arts in 2019 indicates 72.2% of students achieved acceptable standard, 100% of students who actually wrote the test achieved acceptable standard (students who did not write, received a score of zero)
- In all four core areas, 90% of students who wrote the tests achieved acceptable standard

What do you think could be worked on or improved?

- In 2019, 26 out of 36 students participated in tests. We want as many students as possible to write each test
- Increase number of students achieving standard of excellence in Mathematics

What actions could our school take to do better?

- Test preparation including raising test taking resiliency

- Targeted instructional strategies in Mathematics through all grade levels

### Practice Guide(s) Reviews

**Practice Guide Name(s):** Inclusive Education Practice Guide (February 2020)

### Fall Insights

What resonates, encourages, or affirms staff?

- The importance of play is embedded to foster curiosity, imagination, and discovery.
- Inclusive education is a continuum and an ongoing process and we're not going to "get it" overnight, especially because every student is unique and needs different supports and strategies.
- We are improving at asking "why" and "how" we're doing things. We constantly examine our strategies with the aim of improving them.
- We work as a team and collaborate to determine our next steps based on the answers to the "why" and "how" questions.
- We are striving to implement the practices outlined in this guide. We feel we are fostering a greater understanding, as a school, of the Essential Conditions outlined on page 11 of guide.

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

#### Questions

- How do we improve communication with parents around the funding model, especially parents who have come from specialized programs and have an expectation around this?
- How do we ensure the safety and emotional well-being of students who are in the class with students with complex behavioural needs?

#### Clarification

- Stakeholders need further clarification on special education code designations and the funding model used for allocation of staff and resources.

#### Inspiration

- As schools we have the opportunity to lay the foundations of inclusion for society because we teach kids at an early age to respond to diversity.
- Choosing just one goal to implement following the class diversity profile exercise and finding time and resources to address this goal.

How might the practice guide inform next steps?

- What role does play have in our school? Do we promote its importance enough and foster opportunities for play throughout grades above Kindergarten?
- We have started to implement class diversity profiles and collaborative problem-solving/planning document with success.



## PROTOTYPE PLANS

### 1. How might we spark curiosity and excitement in IMPACT, Bible and FirePlace (chapel)?

#### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Staff will collaborate on creating prototypes
- Students and families will provide feedback on the new school-wide scope and sequence that is produced

#### End Goals

- Team/committee of staff members will develop a framework/scope and sequence for a CCA Bible curriculum that encompasses Bible, memory verse, IMPACT, and FirePlace. Please note we understand this is an end goal that will take time and will likely continue into Fall 2021.
- These frameworks would be grouped according to: Grades K-2, 3-5, 6-8.
- We want kids to not just learn but experience the Bible!

## PROTOTYPES

**Name:** Create Bible curriculum scope and sequence

**Scope:** Team/committee of staff members to drive this and engage school community in the process

**Indicator of Success:** More authentic student engagement during Christian Studies time

**Description:** This year we will start to develop a CCA-specific curriculum that is tailored to our student population, interests, and priorities.

**Name:** Create school-wide IMPACT plan

**Scope:** Team/committee of staff members to drive this and engage school community in the process

**Indicator of Success:** Schoolwide plan for activities on a monthly basis

**Description:** Traditionally, IMPACT block has been a time for classes to work with buddy teams to participate in learning, service, and community-based activities. With COVID-19, this has been challenging and has made us wonder how we might continue with our IMPACT block under our current circumstances.

**Name:** Reimagine FirePlace (chapel)

**Scope:** Chapel teacher leader, chapel worship leader, CDA (also involved in chapel speaking)

**Indicator of Success:** Collaborative approach to FirePlace with diverse speakers and themes/topics generated by students and staff

**Description:** As a start, we have extended our (mental) health teacher's role to include FirePlace with the goal of continued integration between our faith-based programming and the development of our school-wide mental health program.

**Name:** Outdoor retreat with a spiritual emphasis

**Scope:** Spiritual emphasis day off-campus organized by team/committee of staff

**Indicator of Success:** A spring spiritual retreat day. To be determined if this will be a PL Day for staff and a school-day for students or if both will be during a school day or series of school days.

**Description:** Students and staff will spend a day off-campus participating in activities including: Nature Walks, Journaling, Worship, Art, Bible.

**Prototype Iterations:**

**Fall Learnings:**

**What is Working?**

Our newly created FirePlace team met with grade teams to collaborate on next steps in reimagining this chapel time. All staff involved felt this process was valuable and they have actionable first steps for moving this work forward including: recording testimony videos of students to share with the whole school; creating a folder in Google Drive that has worship songs teachers can access and a spot for putting testimonies; connecting Bible class with what is happening in chapel; developing school-wide memory verses; looking into purchasing personal Bibles for each student that go with students throughout the grades; adding reflection time for teachers/classes following chapel.

**What's Been Tricky?**

The new Bible scope and sequence is a large undertaking and we have not yet begun. We need to look into how to break this up into manageable tasks and determine who will be involved in this process (i.e. the whole staff vs. a committee).

**What Will We Do Moving Forward?**

Admin and FirePlace team will meet again to check in on progress with next steps mentioned above. We also need to prioritize our initiatives within this "How Might We" question to determine which ones we want to undertake first, which ones we are able to do under our current COVID-19 realities, and which ones we will begin next year.

**Winter Learnings:** Staff are enthusiastic about this "How Might We" question and the prototypes we have created together. Developing this further will be the priority for the remainder of the 2020-2021 school year. Our chapel leads benefited greatly from meeting with grade groups of teachers to solidify the direction chapel will take during COVID restrictions.

## PROTOTYPE PLANS

### 2. How might we design writing instruction for ALL learners to experience success?

#### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- This plan is limited to staff, largely teachers
- Consultation with RVS literacy specialists

#### End Goals

- Exemplars of student writing at each grade level and for each indicator
- Ways to showcase student writing for the whole school to see
- School-wide data collection to inform next steps in developing writing prompts/resources

## PROTOTYPES

**Name:** Showcasing student writing

**Scope:** Grade teams to determine display schedules

**Indicator of Success:** Students will notice that work displayed is not just artistic and will engage in conversation around the work on display

**Description:** We will use our bulletin boards and display cabinets to showcase students' written work, not just traditional artwork displays

**Name:** Continue with school-wide writing prompts

**Scope:** Grade teams to determine writing prompt display schedules

**Indicator of Success:** Engaging students with writing

**Description:** We will use our bulletin boards and display cabinets to display a multi-media writing prompt for school-wide writing activities.

**Name:** Data and exemplar collection

**Scope:** Classroom teachers

**Indicator of Success:** A sample of writing exemplars at every grade level

**Description:** Classroom teachers will begin to collect student writing samples that can be used for two purposes. The first, is to have exemplars for future classes and the second, is to begin to understand writing strengths and areas for growth at CCA.

**Prototype Iterations:**

**Fall Learnings:**

**What is Working?**

In terms of showcasing student writing, this practice is already being used and working in older grades. We are looking at how to adopt it school-wide for Grades K-8.

Prior to moving online in Spring 2020, school-wide writing prompts were being very successfully implemented. Classes would gather around the prompts and use them as a discussion and then basis for creating writing pieces. These were showcased to our community via social media and newsletters.

**What's Been Tricky?**

It has been tricky to implement and participate in school-wide activities during COVID-19. Now that we've adapted to new ways of teaching and learning as a school, we are ready to figure out how to engage in community-wide activities in our building, despite restrictions.

**What Will We Do Moving Forward?**

Students will be able to work with their learning buddies to discuss, read, and create stories based on writing prompts. As a school, we are in the process of determining how to recreate this.

Data and exemplar collection has been done in grade teams, guided by a literacy committee. As this worked well at this more informal level in the past, teachers are ready to take the next step and look at creating a school-wide continuum that is accessible to all staff, including as part of on-boarding new teachers.

**Winter Learnings:** In order to undertake this project, we will need to look at how to provide grade teams with the collaborative time they need to pull samples or create displays together. We have recently begun using Zoom for cross-grade activities and look forward to using this platform for more activities such as Learning Buddies.

## PROTOTYPE PLANS

### 3. How might students use their voice and demonstrate ownership for their learning around their own mental health and well-being?

#### What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

#### Sources of Feedback

- Students – are they using the strategies taught/learned?
- Families – do they need more resources, and do they see awareness of the teaching in their children?
- Staff – are students able to identify/understand their emotions and begin to use strategies taught at school?

#### End Goals

- School-wide mental health program that helps students understand positive mental health and strategies to use to achieve this.
- Work with families and wider school community to better understand and educate about mental health.

## PROTOTYPES

**Name:** Small groups led by CDA

**Scope:** CDA, informed by classroom teachers

**Indicator of Success:** Creation of small groups of students who will work with the CDA on a regular basis

**Description:** We will prioritize the CDA's schedule to work with small groups of students who have been 'staff-identified' as needing support to improve/better understand their mental health. The groups will be created jointly between classroom teachers and the CDA and modified as needed.

**Name:** School-wide mental health program

**Scope:** A designated teacher will teach a health program, with a focus on mental health, to all Grade 1-6 classes

**Indicator of Success:** Begin to create, use, display shared language on the importance of positive mental health

**Description:** A teacher was hired in September to teach health across Grades 1-6. This role has evolved into a focus on mental health, including understanding emotions, friendships and relationships, and resiliency.

**Name:** Filter mental health through our Christian, faith-based programming lens

**Scope:** Weekly FirePlace, daily devotions, active living walks

**Indicator of Success:** Students will learn and practice strategies for developing positive mental health in a variety of settings, particularly those that are linked to our faith-based programming.

**Description:** We will begin to incorporate the shared language we are developing through our health curriculum into our faith-based programming, looking at mental health through our Christian lens.

**Prototype Iterations:**

**Fall Learnings:**

**What is Working?**

In December, our CDA began working with small groups of students who were identified as needing support with developing strategies for increasing their mental well-being. These include learning positive friendship skills; gaining a better understanding of their emotions; and increasing abilities to regulate their reactions to others.

Our school-wide mental health program has taken-off! We are beginning to identify common language that we could promote in all classes. Our designated teacher has done a great job of relating our health program to our faith-based programming and we are looking forward to continuing to watch this program grow!

**What's Been Tricky?**

It has been tricky to prioritize the groups for our CDA. As we are not able to mix grade levels or "cohorts", we feel we are not meeting the needs of as many students as we could.

**What Will We Do Moving Forward?**

Moving forward, we need to determine a way to share the mental health curriculum pieces with classroom teachers. This class is one of their "preps" so they do not see first-hand the language and teachings our designated teacher is using. We would like to continue to develop this curriculum so that the shared language and strategies coming out of it can be linked to faith-based programming and activities across the school.

**Winter Learnings:** We feel very successful in our work thus far with these prototype plans. We are noticing students beginning to use the language from the mental health class and our new CDA is developing great programs and relationships with students.

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- How might we spark curiosity and excitement in IMPACT, Bible and FirePlace (chapel)?
- How might we design writing instruction for ALL learners to experience success?
- How might students use their voice and demonstrate ownership for their learning around their own mental health and well-being?

### Learning Outcomes

- Students can navigate successfully as global citizens as we spark curiosity and excitement about their Christian cultural values and traditions through Bible, Chapel, and IMPACT block.
- Students can connect to their passions and interests through carefully designed writing instruction so that ALL learners experience success.
- Students can use their voice to demonstrate ownership of their learning around their own mental health and well-being to strengthen/increase their acquisition of core competencies.

### Strategies

- Devote the remaining PL Days this year as well as staff meetings to meeting our Learning Outcomes.
- Increasing opportunities for teachers to do this work through embedded grade team, divisional team, or school committee time.

## BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
<b>Certificated Staff</b>	\$1,702,182	\$1,731,000	\$1,828,775
<b>Support Staff</b>	\$477,512	\$419,700	\$443,463
<b>Services &amp; Supplies</b>	\$83,817	\$79,337	\$91,986
<b>Other</b>	-	-	-
<b>Contingency</b>	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$2,263,511	\$2,230,274	\$2,363,224



## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 25, 2021

What resonates with parents? What inspired them? <ul style="list-style-type: none"><li>• Parents were grateful for the energy, enthusiasm, time, and effort that has gone into continuing or starting initiatives, particularly during the pandemic.</li></ul>
What questions did they have? <ul style="list-style-type: none"><li>• Why were the results for PATs lower in 2018-2019?</li></ul>
What did they find tricky? <ul style="list-style-type: none"><li>• Parents are finding it tricky that their children cannot meet with buddy classes and in larger groups for chapel. They feel students are missing these connections.</li></ul>
How can parents play a more active role in its implementation? <ul style="list-style-type: none"><li>• This is tricky right now in COVID, as parents aren't able to be in the school. Staying in communication with teachers and supporting their children's learning is a way to continue to play an active role in the implementation of school goals.</li></ul>

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



**Principal Signature**

**Date: February 26, 2021**

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

**Strongly agree**

Agree

Do not agree

**School Council Chair Signature**

**Date: February 26, 2021**

