



INNOVATORS BY DESIGN

Cochrane Christian Academy



**ROCKY VIEW
SCHOOLS**

May 25, 2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

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

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

ACHIEVE THEIR POTENTIAL

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

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

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

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

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

To achieve our plan, we will focus on:

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

SCHOOL ADMINISTRATION MESSAGE

Welcome to Cochrane Christian Academy's 'Workbook.' 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 370 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 Workbook 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 Alberta Education Assurance Measures Survey Results, the RVS Assurance Model Survey results, and data from Provincial Achievement Test (PAT) grade six results. In addition, provincial and divisional literacy and numeracy assessment data was used to identify student reading and numeracy scores.

Achieving the RVS Four-Year Plan - As you read through this document, you will see how CCA is a thriving RVS school that is successfully 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 Workbook 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, and that instructional design strategies support student achievement including students who have Individual Program Plans.

Innovators by Design - While there is much to celebrate about CCA, we recognize the need to continuously develop innovative strategies that will see our students reach their full potential. CCA will achieve our divisional Four-Year Plan, Innovators by Design, by focusing on three 'We Can' statements:

1. We can foster an inclusive culture for ALL students at CCA, ensuring all students are equally valued, safe, and have their diverse needs met.
2. We can design/create literacy instruction that allows ALL students to experience success by giving voice to the co-construction of their learning.
3. We can design numeracy instruction that is relevant and meaningful so ALL students approach math concepts with confidence.

Allan Elkin,
Principal

Richard Sampson,
Assistant Principal

SCHOOL PROFILE

 <p>Principal: Allan Elkin Assistant Principal: Richard Sampson Website: cca.rockyview.ab.ca Address: 110 Quigley Drive, Cochrane, AB</p>	<p>Mission: Through relationship with Christ, we are committed to:</p> <ul style="list-style-type: none"> • Developing learners with God-given PURPOSE • Creating a connected COMMUNITY, and • Making an IMPACT in our world. <p>Beliefs: Cochrane Christian Academy is a community of learners journeying together to discover our full potential as expressions of God's love. For more information, click here.</p>	
<p>Total number of: Teachers: <u>19</u> Support Staff: <u>13</u> Students: <u>372</u></p>		<p>Grades Served: <u>K-8</u></p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: <u>10%</u> • who are English Language Learners: <u>8%</u> • who self-declare as First Nations, Inuit or Metis: <u>3%</u> • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: <u>82.6%</u> Grade 5: <u>60.9%</u> ○ Grade 2: <u>69.2%</u> Grade 6: <u>51.6%</u> ○ Grade 3: <u>69.0%</u> Grade 7: <u>32%</u> ○ Grade 4: <u>63.7%</u> Grade 8: <u>55.2%</u> • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: <u>84.7%</u> Grade 5: <u>37.8%</u> ○ Grade 2: <u>86.2%</u> Grade 6: <u>42.9%</u> ○ Grade 3: <u>74.4%</u> Grade 7: <u>36.0%</u> ○ Grade 4: <u>33.3%</u> Grade 8: <u>19.2%</u> • with writing skills at or above grade level: <ul style="list-style-type: none"> ○ District-wide writing assessment coming next school year 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Full-day Kindergarten classes • Weekly Chapel and daily devotions • Daily Early Literacy programming • Daily physical activity programming • Learning Supports in classrooms • Social/Emotional regulation supports • Technology assisted learning • Christian Service Projects • Active Living Walks to local parks/trails • Shared facility with Mitford School • Joint CTF Options with Mitford • Joint CCA/Mitford sports teams • Middle school retreats • Student mentorship program 	

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

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

- Teachers make learning fun with lots of cool experiences like field trips and science experiments. Learning about God through Christian Studies and our classes.
- School is safe. Students feel cared for and protected.
- Older students enjoy having a morning recess break

What do students think could be worked on or improved?

- More specialized learning spaces for science, music, and art. Increased opportunities through clubs
- Increased physical activity time and a variety of spaces for PE

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

- The school can review schedules for gym and other specialized spaces to find creative solutions to increase opportunities for students.
- Administration can encourage staff to provide enriched learning opportunities in specialized spaces through field trips, clubs, and extracurricular programming

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

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

- There is a rich community of parents, students, and staff. Students feel valued, involved, and loved in their emotional, academic, and spiritual development
- Staff are excellent at communicating the upcoming events, how the students are doing, and if there are any concerns

What do parents think could be worked on or improved?

- Programming for students with complex needs
- Extra support for students inside and outside of the classroom

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

- Continue to improve programming for students with complex needs through collaboration with RVS Support Services, looking at all programs through 'best practices' documents
- Continue to develop literacy, numeracy, and Christian Studies programing to support student needs

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

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

- Infusion of Christian faith into school programming supports a strong 'people first' culture that provides a safe and inclusive community for staff and students to belong
- Strong collegiality allows staff to collaborate and share their perspectives and ideas openly

What do staff think could be worked on or improved?

- Supports for literacy and numeracy intervention
- Classroom management and meeting complex student needs

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

- Additional PL to support inclusive practices, complex behavioural management strategies, and best practices for addressing learning disruption gaps for students
- Increase embedded collaborative time for staff to improve student supports through instructional design

RVS Four Year Plan Survey Results

CCA results: <https://cca.rockyview.ab.ca/publications/school-plans/rvs-education-plan-survey-cca-2021-22/view>

What does the survey indicate is going well?

- CCA is achieving 'always' and 'often' in most areas for the three RVS goals
- Learners are supported in a whole-child approach in connecting to passions, interests, and others while achieving their potential and becoming successful global citizens

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

- Stakeholders express a desire for greater voice and choice in learning activities
- Increase number of students who feel they are making a positive difference

In response to the survey, we can:

- Foster instructional balance between auditory, visual, and kinesthetic learning styles and preferences to support the varying needs of different learners
- Re-engage students in community improvement, volunteer, fundraising, and Christian service projects in our post-COVID context

RVS Assurance Model

	Data Source	2022/23
Percentage of students who are absent less than 10 percent during the school year.	PowerSchool Attendance Data	66.1%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.9%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	82.8%
Fidelity percentage achieved for Tier 1 PBIS by the school	N/A	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	76.9%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	96.3%

Alberta Education Assurance Measures Results

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.1	87.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	91.6	92.5	92.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	68.8	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	95.7	92.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	96.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.8	91.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.9	83.6	88.3	78.8	79.5	81.5	Very High	Maintained	Excellent

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

- Citizenship (school culture) and Education Quality are strong at CCA
- Parental Involvement has increased

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

- Access to supports and services
- Percentage of students who achieve 'Acceptable' on PATs

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

- Professional learning activities targeting literacy, numeracy, and inclusion will take place on divisionally assigned days and embedded, grade-level collaboration meetings will be used throughout the course of the year
- Incorporate practices that increase student access to learning supports and services

PROTOTYPE PLAN #1

How might we continue to foster an inclusive culture at CCA?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Learning Support Team, which includes Homeroom Teachers, Learning Support Teachers, Learning Assistants, Child Development Advisor (CDA), and Administrators
- Supported by RVS Learning Specialists and our School Psychologist
- Students, staff, and families will help us evaluate our progress through feedback gathered anecdotally following professional learning sessions, staff meetings, parent meetings, and presentations to School Council around the prototypes

End Goals

- Develop a 'Best Practices' document for each student with complex needs as a way of creating consistent communication between adults, including substitutes, who work with the students
- Continue to build shared language and collective understanding amongst students and staff around mental health, strategies for building positive mental health, and the effects of mental health on teaching and learning through the Positive Behaviour Intervention System (PBIS)
- Promote universal inclusion principles by creating 'classroom tool bins' available to all learners

PROTOTYPE 1A

Name: Refined Communication Structures

Scope: On-going throughout the year and involving all members of our Learning Support Team

Indicator of Success:

- 'Best Practice' documents developed for each student with complex needs
- Regular Learning Assistant meetings with documented agenda and notes
- Regular Learning Support Team meetings with documented agenda and notes
- Regular team meetings for students with complex needs with documented agenda and notes

Description: We will work to develop best practices for regular communication amongst the Learning Support Team about student learning, especially with students who require specialized supports and/or accommodations.

Prototype Iterations:

- Communications between teachers, learning support, learning assistants, and district support have been going very well. We continue to access best practice guides and documentation to build capacity and collaborate for success
- Staff that do not directly or regularly work with students with specific needs do not know all our students and their needs at a quick glance. Communication with specialist teachers, substitute teachers, and learning assistants sometimes have gaps. For example, our music teacher may walk into the room not knowing how a particular student's day is going

- Moving forward, we need a quick, at-a-glance document for students that includes goals, weekly goals, strategies, and connections. We could design a sheet that is simple for teachers/supports/substitutes when working with key students

Winter Learnings:

Communication structures have been redefined as protocols and roles/responsibilities are updated to ensure continuous conveyance of student needs and supports. In addition, our weekly School Resource Group meetings focus on triangulation and practical next steps. We continue to work closely with learning assistants to help them feel empowered in their role with shared best practices. Along with the RVS team, we continue to develop team collaboration time and documentation for students with complex needs.

Spring Learnings:

Communication structures and protocols continue to be refined and updated through the Collaborative Problem-Solving and Planning portal in Dossier to identify and track student needs and supports. Weekly School Resource Group meetings focus on accessing school and district-based support for students with complex needs. Monthly learning assistant meetings provide an opportunity for collaboration with the School Resource Group to define and modify protocols to support students.

PROTOTYPE 1B

Name: PBIS Pilot and implementation

Scope: On-going throughout the year, led by RVS PBIS Learning Specialist, School-based PBIS Leads, and Administration

Indicator of Success:

- Number of students and staff who use visuals that reflect shared PBIS language/concepts
- Scope and Sequence for Kindergarten - Grade 8 mental health programming developed in parallel with the new curriculum
- Completion of PBIS 101 professional learning by school administrators presented by RVS Learning Specialists
- Working with Jennifer Raitz, RVS PBIS Learning Specialist, and Jodi Neetz, Stepping Stones to Mental Health Program Manager, to provide programming for students and staff

Description: As our Grade K-6 mental health curriculum is new this year and considering the continued impact of the pandemic on mental health, it was important for us to incorporate PBIS strategies to support the growth and evolution of our school culture.

Prototype Iterations:

- This prototype is in early stages of execution. Administration will be attending the PBIS 101 PL in the fall and will begin the implementation plan shortly after
- Staff have attended initial RVS PL to support implementation of the new Grade 1- 6 Physical Education & Wellness curriculum
- Moving forward, staff will continue to implement the learnings from this prototype as standard practice at CCA

Winter Learnings:

CCA administration attended the PBIS 101 course put on by RVS. They then met with a PBIS Learning Specialist to outline the PBIS implementation strategy for CCA. A PBIS Learning Specialist will be attending a meeting in the spring to begin the prototyping and implementation process with CCA staff.

Spring Learnings:

The PBIS committee was selected, and an initial planning meeting took place to begin the prototyping process for the 2023/24 school year at CCA. The PBIS Learning Specialist conducted the Pre-Implementation Tiered Fidelity Inventory with staff and students at the beginning of June. The PBIS committee will review the data to continue the implementation process for the upcoming school year.

PROTOTYPE 1C

Name: Universal Inclusion Tools

Scope: Ongoing throughout the year at all grade levels

Indicator of Success:

- Development of 'classroom tool bins' containing items, such as noise-canceling headphones, that are accessible to all students in the class to support their learning
- Professional learning session for staff with RVS Learning Specialists and RVS psychologist on supporting students with behavior difficulties within the classroom environment
- Participation of all Learning Assistants and teachers in PL offered on August 30th and October 7th to support all students regardless of behavior complexity

Description: As our classes at CCA become increasingly diverse, we are developing our understanding and implementation of modifications, strategies, and tools that support student learning at the universal/whole class level.

Prototype Iterations:

- As a result of staff deepening their understanding of our diverse learners, students are developing their voice and using words around their regulation and self-advocacy needs
- It has been very tricky not having the Pit-Stop as an alternative learning space for all students. Universal tools will be implemented in the classroom this fall
- The learning support team will be reviewing the purpose and function of our Pit-Stop room

Winter Learnings:

In the fall, the Learning Support Team (LST) collaborated with teachers to identify appropriate tools to universally support student learning. The Universal Inclusion Tools were then ordered by the LST and are currently being distributed to classroom teachers. The LST will provide PL to staff on how to effectively support student learning with the toolkits.

Spring Learnings:

Numeracy and Literacy class reviews were used to identify universal strategies and tools that teachers are currently using and identify areas for additional professional learning and resource deployment. Additional resources were purchased in the winter to support student regulation in the classroom and Pit-stop.

PROTOTYPE PLAN #2

How might we design literacy instruction for ALL students to experience success?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Literacy practices developed between teachers at each grade level, with input from the learning support team and administrators
- Support from RVS Learning Department and learning specialists
- All stakeholders will contribute to evaluating progress as each member of the community from parents to students can provide feedback that will help us understand if our practices are working
- Data from Provincial Achievement Tests (PATs), LeNS, CC3, and Fountas & Pinnell

End Goals

- Targeted literacy support available daily in all classes in Grades 1-8
- Develop an annual school-wide writing prompts and rubrics
- Use common reading assessment tools for Grade 1-8 aligned with District and Provincial Assessments
- Determine programs and resources that will be used consistently across grade teams, and ensure these are available (in their latest edition) for each classroom
- Data reflects that students achieve success in literacy

PROTOTYPE 2A

Name: Regular Literacy Collaboration

Scope: Ongoing throughout the year at all grade levels

Indicator of Success:

- Literacy meetings and collaborative planning time at each grade level every 6 weeks to determine support, intervention strategies, and targeted groups
- Daily support for each class for at least 30 minutes/day during literacy time
- Grade 1-8 teachers participating in vertically aligned literacy intervention and instructional design

Description: We will engage in regular literacy meetings to collaborate on best practices for targeted/guided reading intervention at all grade levels and discuss support implementation.

Prototype Iterations:

- Staff have demonstrated high levels of engagement and commitment to sharing best practices and developing a unified literacy strategy across grades. The school timetable has been built around the central tenet of embedded collaborative time. Early data collection has led to deep evidence-driven conversations among teachers and learning support team
- Tight assessment deadlines created challenges with creating connections with students early in the school year. Additional challenges also presented when creating a common discourse through unified practice, vocabulary, and assessment standards

- Next step is to *dig into the data* to inform instructional design and intervention practices

Winter Learnings:

Grade-level literacy groups were created to provide low-ratio, explicitly levelled instruction based on student needs. These targeted groups are the product of cyclical literacy meetings between classroom teachers, literacy leads, and learning support teachers where they use formative data and district literacy assessments to develop homogeneous groupings. Our next step is to refine the school-wide literacy protocols and practices in future groupings.

Spring Learnings:

Regular literacy class reviews and targeted, low-ratio staff to student literacy intervention groups have resulted in significant literacy gains, particularly in lower elementary. In preparation for next year, the literacy team has taken the reflections and insights gathered from staff, students, and parents to further refine the targeted literacy intervention practices and framework.

PROTOTYPE 2B

Name: School-Wide Writing Prompts

Scope: Spring 2023

Indicator of Success:

- Engagement in written expression generated by captivating writing prompts
- Teacher collaboration on assessing students using common, cross-grade rubrics to determine next steps in writing instruction and to triangulate writing grade-level

Description: Re-introduce school-wide live writing prompts by using our bulletin boards and display cabinets to display a multi-media writing prompt. We will develop rubrics that focus on the traits of writing we are targeting with the writing prompts and use these to assess student progress and determine next steps in writing instruction.

Prototype Iterations:

- Spring trial of mass writing prompt had high levels of student participation with highly engaging prompts
- Teachers identified the timing of spring writing prompt felt rushed. They identified that there was little time to collaborate and plan next steps of writing instruction
- Moving forward, we plan to create norms for the writing assessments implementation, administration, feedback and grading. In future iterations, this prototype will be used as a formative tool to complement the RVS writing assessment

Winter Learnings:

In the fall, the literacy team created an outline and framework for implementing a school-wide, immersive writing prompt. The next step is to continue the prototype implementation by including classroom teachers in developing the prompt, rubrics, and collaborative marking guide. In addition, the literacy team will adjust this prototype to support the district-wide writing assessments currently under development.

Spring Learnings:

Teachers employed and assessed the writing prompts using a collaboratively created rubric and marking guide. After, teachers reviewed the students' assessments in a cross-grade setting. From this assessment, the literacy team collected feedback and reflections to begin development of a best practice guide and direct Professional Learning plans for the 2023/24 school year.

PROTOTYPE 2C

Name: Consistent Resources

Scope: Fall 2022

Indicator of Success:

- Implemented common literacy resources and programing in all grades and classes
- Participation in RVS' professional learning sessions on reading benchmarks (**COMPLETED** - Fall 2022)
- Fountas and Pinnell reading benchmarks completed 2-3 times/year as data for planning targeted reading groups and intervention (**COMPLETED** - Fall 2022)
- School-wide home reading program (**COMPLETED** - Spring 2022)

Description: The CCA Literacy Team will collaborate with staff at each grade level to review the utilization of research-based resources and literacy programing. This review will foster consistency by promoting and modelling differentiated literacy practices, enhancing home reading programs, and encouraging a love of reading and writing through engaging formats. This goal was added to honour the commitment our staff made to the assessment initiatives launched in March 2022.

Prototype Iterations:

- Classrooms received updated literacy resources and home reading books
- While all classrooms have equitable access to resources, not all classes have implemented the school-wide literacy programing to the same fidelity
- Moving forward, staff will receive targeted support through coaching, modelling, and classroom observations (i.e., literacy walks) to develop a culture of equitable literacy practice

Winter Learnings:

In the fall, the literacy team created an inventory and provided professional learning to staff on the common resources and assessments used at CCA (Fountas & Pinnell, ReadingAZ, and Words their Way). Staff then completed the district assessments and shared the results to family, school, and district stakeholders through Dossier and parent council. Our next steps are to reassess students using the district tools to then guide literacy groupings and professional learning.

Spring Learnings:

Data collected from the RVS Division, Provincial, and classroom assessments helped the literacy team to develop a set of best practices that were shared among staff and the RVS Learning department. Through collaboration with the Literacy Team, teachers then ordered supplies and material to further support literacy instruction and interventions while maintaining alignment with school and district best practices. Looking to next year, the Literacy Team is working on refining teaching and intervention practices with the learnings from this year to further improve student outcomes

PROTOTYPE PLAN #3

How might we design numeracy instruction for ALL students to approach math concepts with confidence?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Numeracy practices developed between teachers at each grade level, with input from the learning support team and administrators
- Support from RVS Learning Department and learning specialists
- All stakeholders will contribute to evaluating progress as each member of the community from parents to students can provide feedback that will help us understand if our practices are working
- Data from Math Intervention/Programming Instrument (MIPI), Provincial Achievement Tests (PATs), and Alberta Numeracy Screening Assessment (ANSA)

End Goals

- Review the following numeracy documents to develop shared staff understanding of numeracy teaching concepts:
 - [Scope and Sequence](#)
 - [Math Mastery Progression](#)
 - RTR Math Outcomes Google Sheet
- Consistency across the school with teaching and learning numeracy concepts:
 - Determine programs and resources that will be used consistently across grade teams, and ensure these are available (in their latest edition) for each classroom
 - Common school-wide practice and resources during numeracy instruction
 - Common terminology used across grades (i.e. the term 'variables' being used as early as: $?+5=10$)
 - Data (PATs, PowerSchool) reflects that students achieve success in Numeracy

PROTOTYPE 3A

Name: Consistent Resources

Scope: Fall 2022

Indicator of Success:

- Implemented common evidence-based, numeracy resources and programing in all grades and classes
- Implement MIPI grades 4-8, ANSA grades 2-3 (**COMPLETED** - Fall 2022)

Description: The CCA Numeracy Team will collaborate with staff at each grade level to review the utilization of research-based resources and numeracy programing. This review will foster consistency by promoting and modelling differentiated, data-driven numeracy practices.

Prototype Iterations:

- Classrooms completed the MIPI and ANSA in September
- While all classrooms have equitable access to resources, not all classes have implemented the school-wide numeracy programming to the same fidelity. The new curriculum rollout has created challenges in developing and sourcing effective, tested resources
- Moving forward, staff will receive targeted support through coaching, modelling, and classroom observations to develop a culture of equitable numeracy practice

Winter Learnings:

A survey of program resources and an inventory of teaching aids and hands-on student manipulatives was completed for each grade. Based on inventory findings, a supply list was created to ensure all classrooms have adequate manipulatives and numeracy tools. A pilot of the digital student resource titled 'IXL Math' was initiated in grade five with the potential for it to be expanded to include other grades.

Spring Learnings:

RVS numeracy specialists facilitated a grade-by-grade school review this spring to examine numeracy practices. The review demonstrated CCA is utilizing a solid school-wide approach to numeracy instruction. A particular strength is the regular collaboration of grade team teachers and the incorporation of leveled outcome-based teaching and learning materials. All teachers identified a need for numeracy interventions that go beyond classroom-level accommodations. Next steps include targeted support through coaching, modelling, and cross-grade collaboration to further develop numeracy practices.

PROTOTYPE 3B

Name: Numeracy Language Document

Scope: Begin development in Fall 2022

Indicator of Success:

- Teachers using Numeracy Language Document for planning and instruction
- Draft school-specific scope & sequence of numeracy outcomes with common language for each outcome/unit/strand

Description: A cross-grade numeracy team will create a document with programming details, resources and strategies, and descriptions of how units/concepts are taught at each grade and/or divisional level.

Prototype Iterations:

- Staff have demonstrated high levels of engagement and commitment to developing a unified numeracy toolkit across grades.
- Implementation of the new K-3 math curriculum and the upcoming rollout of the 4-6 curriculum will impact the development of a unified K-8 scope and sequence.
- Moving forward, the Numeracy Team will need collaborative time to develop programming documents, scope and sequence, and language guides.

Winter Learnings:

Teachers utilized the RVS K-9 Scope and Sequence for grade-level long-range planning. Teachers have attended professional learning around the new curriculum and were introduced to the Numeracy Language and the Literacy and Numeracy Progressions documents to support planning and assessment. Numeracy tool kits for each classroom are currently under construction.

Spring Learnings:

Numeracy toolkit, resources, and materials arrived and are ready for deployment into class carts for each classroom. Grade five successfully piloted the online student resource 'IXL Math' resulting in a middle school shift away from 'Mathletics' to this new provincially aligned resource. Grade 1-3 teachers report feeling supported and equipped to deliver the new math curriculum outcomes. Grade 4-6 teachers look forward to RVS PL in 23/24 to incorporate new outcomes as the curriculum is rolled out. Next year, the numeracy team will need collaborative time to develop programming language guides.

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

Driving Questions

- How will we navigate the implementation of strategies to meet our goals as a school?
- How will we include both professional and support staff in K-8 professional learning activities?
- How will we know we have met our professional learning goals?

Learning Outcomes

- Staff can foster an inclusive culture at CCA
- Staff can design literacy instruction for ALL students to experience success
- Staff can design numeracy instruction so students approach math concepts with confidence

Strategies

- Professional learning activities targeting inclusion, literacy, and numeracy will take place on divisionally assigned days and embedded, grade-level collaboration meetings will be used throughout the course of the year
- Staff will attend professional learning activities hosted by the RVS learning department, community partners, and subject-area specialists throughout the school year
- Funds have been designated to cover learning activities, staff release time, and related expenses

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$1,707,474	\$1,813,974	\$1,984,184
Support Staff	\$443,463	\$447,505	\$459,225
Services & Supplies	\$79,337	\$87,360	\$129,598
Other	-	-	-
Contingency	\$0	\$0	\$0
TOTAL EXPENDITURES	\$2,230,274	\$2,348,839	\$2,573,007

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 16, 2023

What resonates with parents? What inspired them?

- Teacher collaboration between grade levels for numeracy and literacy instruction and assessment is positive as it helps support easy transitions for students from grade to grade.
- Inclusive programming is having a positive effect on student development. Students feel included and supported when accessing various supports at CCA. Parents appreciate how student dignity is honoured and that students are not singled out for areas of concern or need.

What questions did they have?

- With the transition to real-time reporting in PowerSchool, what are the school-wide expectations for communicating student learning at each grade level (i.e., regularity and structure of feedback, comments, and grades)?
- What are the school-wide expectations for communicating upcoming classroom activities, curricular programming, and timing of assessments in each classroom?

What did they find tricky?

- Having just one formal report card per year is tricky. Parents would like greater communication of student programming at the classroom level and further support with understanding assessments in PowerSchool. Increased communication regarding methods of reporting student progress is required throughout the year.
- Parents would also like to see greater consistency across all grade levels in reporting practices by teachers in PowerSchool.

How can parents play a more active role in its implementation?

- Parents can continue their participation in school council meetings and engage with classroom/school activities.
- Communication and feedback from parents via provincial and district surveys can inform school-based decision-making regarding student programming.

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



Principal Signature

Date: March 30, 2023

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

Strongly agree	Agree	Do not agree
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School Council Chair Signature

Date: March 30, 2023