



INNOVATORS BY DESIGN

Cochrane High School

Cochrane High School



**COMMUNITY
CHARACTER
COMMITMENT**



**ROCKY VIEW
SCHOOLS**

May 2021

TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN.....	3
PRINCIPAL'S MESSAGE.....	4
SCHOOL PROFILE	5
THIS YEAR'S LEARNINGS	7
Students Insights	7
Parents Insights	8
Staff Insights	9
School Diversity Profile	10
RVS Student Satisfaction.....	11
RVS Assurance Model.....	12
APORI Pillar Results	14
Provincial Achievement Tests Results.....	15
Diploma Tests Results.....	17
Practice Guide(s) Reviews.....	19
PROTOTYPE PLANS	21
PROFESSIONAL LEARNING PLAN	29
BUDGET HIGHLIGHTS	30
SCHOOL COUNCIL REVIEW	31

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

To achieve our Four-Year Plan, Innovators by Design, our school focus is on providing instructional design that helps students connect to their passions, interests, and people; achieve their potential; and navigate successfully as global citizens.

All staff work together to ensure that Cochrane High School is organized to support the conditions that help all our students succeed. Inclusion is part of the culture in the building where staff come together to share mutual responsibility for the results of all students. Relationships are emphasized and an important goal of staff is to collect and connect all students.

Cochrane High values high achievement. Instructional design is based on teacher collaboration and curricular connections. Staff endeavors to provide authentic learning experiences through community relationships. These meaningful learning opportunities inspire student engagement and make learning relevant. Teachers use their knowledge and understanding of how students learn to inform the pedagogical and content choices they make.

Cochrane High values the families that we serve in our community. A huge part of the success of Cochrane High School is the involvement, trust, and partnership of all of our stakeholders. Administration values student feedback and has added a Principal's Student Advisory Cobra Council to make sure students' voices are heard and that they have a place in their learning community.

Cochrane High strives to create an inclusive learning environment where all students feel safe and cared for and that their learning needs are addressed. Our staff believe that all of our students are important individuals who can be brilliant and powerful learners. Staff understands the importance of collecting and connecting all students in the building by creating relationships based on trust and compassion. As Hattie (2009) found, "It is teachers ... who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement."

Staff is working hard to identify and understand the damaging effects of racism and discrimination. We are committed to engage in those tough conversations to make sure all students and staff see that they are cared for. Loving and creative teachers have the ability to change society and the future by nurturing the well-being of the students entrusted into their care. Students learn best when they feel supported in their personal wellness. Staff is intentional in providing emotional support which includes genuinely caring about our students, respecting them, understanding their feelings, and being the adults that our students can depend on.

Cochrane High School emphasizes to our students that they are global citizens who can be powerful agents of change. Our students will be the next generation of problem solvers, caregivers, scientists and doctors. COVID-19 has provided us an opportunity to help our students learn to cultivate compassion and increase resilience while building a safer and more caring community.

Community, Character, Commitment

Go Cobras!!!

Anne Kromm

Principal

SCHOOL PROFILE





<p>Cochrane High School</p> <p>Principal: Anne Kromm</p> <p>Assistant Principal: Tracy Lyons</p> <p>Assistant Principal: Jennifer Mensah</p> <p>Address: 529 4th Ave North Cochrane, Alberta T4C 1Y6</p> <p>Phone: (403) 932-2542</p> <p>Email: cochrane@rockyview.ab.ca</p> <p>Website: cochrane.rockyview.ab.ca</p> <p>Community - Character - Commitment</p>	<p>Mission: Cochrane High School values an inclusive community where stakeholders learn to develop and satisfy their curiosity, pursue excellence, and make an impact beyond the walls of the school.</p> <p>Beliefs:</p> <ol style="list-style-type: none"> 1. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one's normal comfort level, learners need a safe and supportive environment for intellectual risk taking and for questioning assumptions and habits. 2. Learning is enhanced when it is personalized-when the learner's interests, preferences, strengths, contributions, and prior knowledge are sufficiently honoured. 3. Learners require timely and practical feedback in order to understand goals, to produce quality work, and to meet high standards. 4. Engaged and sustained learning requires that learners constantly see the value of their work and experience success when facing worthy challenges. 5. Prior learning is applied to new situations and understanding is reached through regular reflection, self-assessment, and self-adjustment.
<p>Unique features of our school?</p> <ul style="list-style-type: none"> • CHAT Program – Social Emotional Learning – focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision making which helps our students feel that they belong, and that they are safe. • Collect & Connect – A variety of co-curricular and extra-curricular activities that connect all students to an adult and each other in the building. Leadership, Performing Arts, Volunteer Club, GSA, Choir, Band, Athletics, Sports Performance, Psychology, Sustainability, Technical Team. • Dual Track School – Instruction is provided in both French and English. • Tri-School Community Partnerships <p>No. of Teachers: 46</p> <p>No. of Support Staff: 18</p> <p>Grades Served: 9 - 12</p> <ul style="list-style-type: none"> • Grade 9 (242) • Grade 10 (228) • Grade 11 (194) • Grade 12 (216) 	

What parents say about our school?

- Our family has been so fortunate that Cochrane High School is our children's designated school. All four of our boys have or are attending/ed CHS, and each of them has experienced individualized and personalized support and the highest quality of education that we could have asked for. Each of our children is a very different student, with their own interests and strengths, and each of them has received the opportunities and connections they needed at CHS. From sports to drama to clubs to leadership, there is something for everyone. The teachers at Cochrane High are truly exceptional. They are dedicated, innovative, responsive, and connected to our kids. The other piece of CHS's recipe for excellence is, I believe, that the administration team values innovation and is open to evolving and changing, never stuck to "the old way" or "My" way. How refreshing! Above all, Cochrane High is the place where students want to go, and teachers want to teach because of the quality of learning and the comradery of the community. Our School Council is a fun collaboration with Admin, parents, and teachers. It is a place where parents feel like we are a part of the conversation, at the front end. Engaged with high standards while being deeply reflective and caring is how I would describe the educators at Cochrane High School. Go Cobras! - Marla B.
- Having two children go through Cochrane High has been a rewarding and positive experience not only for me but both my students. The quality of the school from the education and learning the teachers provide, to the extra-curricular activities that find something for everyone, has been terrific. The staff at the school enhance the qualities of every student with engagement and support. My kids have felt motivated, nurtured, and encouraged to be the best they can be. Both of my kids have different learning styles, and they were both met by their teachers with such positivity. They always felt comfortable going to their teachers with any problems or concerns they might have had. Learning was fun and hands on. They both participated in various clubs and sports further enhancing the culture for them, which is already so strong in the school. They enjoy going to school and learning. They like their teachers, and it shows. As a parent I am so thankful that Cochrane High works so hard every day to provide the very best for all their students. My kids are proud to be Cobra's. – Dawn-Marie C.

THIS YEAR'S LEARNINGS

Students Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
			

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

- Cochrane High does a great job in creating a positive school culture and spirit. There is a really good and uplifting community in school which has allowed students to feel included and important. There is a place for everyone, no matter what your interests are. Being a Cobra really is about the Community, Character, and Commitment.
- Cochrane High does a good job at inclusion because mostly everyone feels equally valued and safe in the school. Students are valued, have their diverse needs met, and teachers know how students learn. Teachers make students feel included and that our opinions matter.
- Teachers are kind and are committed to their jobs and making things work, especially during this difficult time. They are very good about student instruction and teaching. Teachers take the time to explain anything if needed. Teachers and staff genuinely care about the students and are invested in their learning. Cochrane High is amazing and so are the teachers who do their best so that students can achieve to the best of their abilities.
- Students are in control of their learning and the way instruction is set up makes students feel involved in the process. Students feel that what they are being taught is meaningful.

What do you think could be worked on or improved?

- Instructions and lessons could incorporate more variety considering both teaching and learning strategies. Sometimes it is hard to pay attention because of the way it is being taught and it just isn't working for some students. Some students struggle in certain classes based on the way they learn.
- Develop opportunities for students to work more collaboratively allowing for conversational learning interaction.
- Mental Health Supports. Guidance and CHAT might not be enough.

What actions could our school take to do better?

- Always look for ways to improve student engagement. Use a multitude of teaching methods to incorporate visual, kinetic, and auditory learning to engage the diverse learning types of varying students.
- Continue to develop online learning, instruction, engagement, and connections.
- Try to engage and to support the online learners to feel more like they are in school.

Parents Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
✖ →	✖ →	✖ →	✖ →

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

- Administration and teachers care about all students. The teachers are skilled and work hard to help all students succeed which is visible through the large variety of programs and clubs available. Staff is working hard to make online learning successful and make an effort to reach out to students who may need extra help, in all areas from academic to personal.
- Providing new options like ROAMS and Mechatronics are great improvements to option course selection. Coding is a skill set that will be an asset for all students.
- Cochrane High promotes a safe and caring learning environment for all students which is foundational for success in all areas. It is amazing what Cochrane High has already done.
- Inclusion is excellent. School plans for inclusion into the classroom is important and a great vision.
- Grade 9 Cohort has made academic transition much smoother for the grade 9 students. This is seen through more consistent marks.
- Parents feel engaged and recognize that the school is interested in parental input and that staff is invested in ALL student learning/engagement. The school demonstrates that they have a desire to adapt to current conditions and trends. Cochrane High is doing a great job of evolving and adjusting when needed.

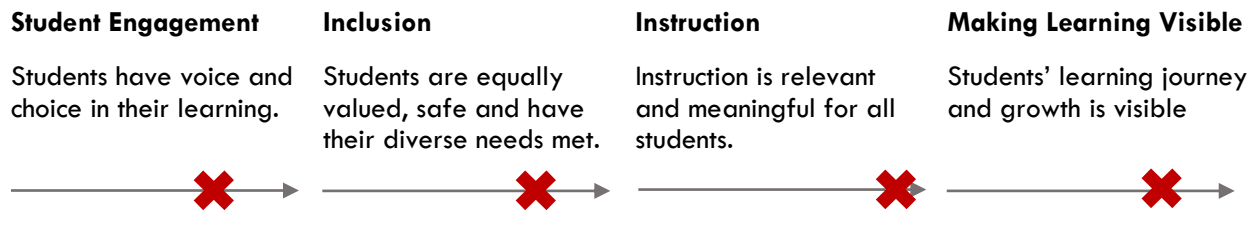
What do you think could be worked on or improved?

- Communication from teachers to parents.
- More engagement of students in the community. High level achievers are highlighted but there are so many Cobras doing great things.
- COVID has resulted in some teachers struggling to connect in-class instruction to real world application, making connections, and deepening understanding.

What actions could our school take to do better?

- Classroom teachers more accountable to IPP students with mild/moderate learning needs.
- Making connections (especially now when students are distanced). Possible use of different social media platforms to reach more people. Share more in class projects and assignments. Parents would find it interesting to see the scope of what students are learning and how they are applying that knowledge.

Staff Insights



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

- Student engagement and participation. Staff continues to find ways to create and integrate school community. Through athletics, volunteer club, performing arts, music, social justice. Very few discipline concerns. Student population is very respectful.
- Dedicated staff members. Performing arts continue to showcase work. Both CHAT and complex needs students were allowed access to school during COVID shutdown. Staff invited students to come into building for personalized instruction.
- Genuine inclusion and awareness of equity and diversity work throughout the building. Students feel safe and accepted.
- Cochrane High maintains a high standard within the building even in the face of adversity. Always push and support and grow. Never stop. Variety of courses and programs offered (always changing and evolving to stay ahead).
- Staff recognizes the strong support of parents.

What do you think could be worked on or improved?

- Minimize digital distractions to increase engagement. Continue to build relationships and provide all students with a sense of belonging.
- Strengthen cross disciplinary opportunities.
- Literacy assessment and explicit instruction.
- Outcome based assessment to focus on the process of learning instead of just the end product.
- Understand how differentiation of teaching strategies include student learning styles.
- Online learning is difficult for students to stay connected to the school and academically.

What actions could our school take to do better?

- More hands-on authentic learning. Real life connections ie/ What would a scientist do?
- More mental health training.
- Differentiated instruction within the classroom to improve inclusion.
- Providing enrichment for our students working at high levels.

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"> • Targeted – 19% • Specialized – 2% • Intensive – 1% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • Setting individual goals (academic, social, emotional, etc.). • CHAT referrals. • Learning strategies blocks. • Weekly guidance sessions. • Weekly learning support meetings. • Online and in-person Learning Assistants. • Out-of-the-box thinking (e.g., getting creative with programming such as with WE Connect, learning support blocks, etc.).
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Regular communication with parents/guardians and teachers, admin. • Communication with external supports (e.g., psychologists). • Enhanced mental health team. • Guidance cell phones. • Team meetings (e.g., grade 9 team). • FSL • SLSC meetings. • Regular partnering with OTs, SLPs, PTs. • Online and in-person Learning Assistants. • Professional development workshops. • Facilitating technology training for teachers to learn and implement universal strategies (e.g. Google Read Write). • Guidance-run mental health PL day. • Out-of-the-box thinking (e.g., getting creative with programming such as with WE Connect, learning support blocks, etc.). • Unified Sports partnership to carry out activities for students with complex needs. 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • Regular communication with parents/guardians and teachers, admin. • Enhanced mental health team. • Guidance cell phones. • Community partnerships (Cochrane Mental Health, Victim Services). • SRO program. • Team meetings (e.g., grade 9 team). • SLSC meetings. • Regular meetings/goal settings with addictions counsellors and therapists. • Weekly partnering with OTs, SLPs, PTs. • Online and in-person Learning Assistants. • Professional Learning • Guidance-run mental health PL day. • Out-of-the-box thinking (e.g., getting creative with programming such as with WE Connect, learning support blocks, etc.). 	

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.

	2019/20	Gr. 9	Gr. 10-12
N/A		N/A	N/A

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

- N/A

What do you think could be worked on or improved?

- N/A

What actions could our school take to do better?

- N/A

RVS Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	97.0	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.5	
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	82	
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	8	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 3 Emerging to Mastering		100	94
Division 4 50 per cent +		99	97
First Nation, Metis, Inuit: Emerging to Mastering		D3-100 D4-100	D3-90 D4-100
English Language Learners: Emerging to Mastering		D3-100 D4-95	D3-100 D4-100
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	62	

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

- Students want to be in the building and there is a positive environment.
- Student academic achievement.

What do you think could be worked on or improved?

- Variety of Professional Learning opportunities available to staff.
- Increase student application of MyBluePrint – online portfolio.

What actions could our school take to do better?

- Grade 9 classes will set aside once a month to add to their portfolios. Career Counsellor is building capacity with all grade 9 students to create portfolios and goal setting. Students will record themselves reading and link it to MyBlueprint to showcase speaking abilities.
- Individual teachers are working with the same students for their full three years of high school. These classroom teachers are working elbow to elbow with the Learning Support Teachers to understand Individual Program Plans, strength-based goals and how to differentiate instruction.

APORI Pillar Results

3-Year Plan - May 2020

School: 5209 Cochrane High School

Measure Category	Measure	Cochrane High 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	87.0	87.7	88.1	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	75.0	80.5	81.9	82.4	82.2	82.0	Intermediate	Declined	Issue
Student Learning Opportunities	Education Quality	85.1	88.2	87.7	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.8	2.1	1.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	91.9	85.8	87.8	79.7	79.1	78.4	Very High	Improved	Excellent
	PAT: Acceptable	80.6	81.0	80.1	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	23.9	18.8	21.6	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	88.9	89.1	87.6	83.6	83.7	83.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	33.9	30.4	25.6	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	80.1	70.6	73.1	56.4	56.3	55.6	Very High	Improved	Excellent
	Butherford Scholarship Eligibility Rate	88.1	86.3	83.3	66.6	64.8	63.5	Very High	n/a	n/a
	Transition Rate (6 yr)	62.6	59.0	62.5	60.1	59.0	58.5	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	76.5	77.3	78.0	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	78.9	77.4	80.8	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	70.6	79.4	80.3	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	71.2	87.0	81.4	81.5	81.0	80.9	Intermediate	Declined Significantly	Issue

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

- Safe and caring environment for staff and students.
- Preparing students to be lifelong learners, the world of work, and citizenship. To be contributing members of society.
- Standardized test results and High School Completion.

What do you think could be worked on or improved?

- Move from an increase in task completion to an increase in the number of cognitive steps needed to complete a task.
- Parental involvement.

What actions could our school take to do better?

- Through outcome-based assessment parents and students will develop a better understanding of the Program of Studies.
- Career Counsellor is meeting with every grade 9 student and going into classrooms to help prepare students for the world of work and career choices based on educational decisions.

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
L.A. GRADE 9:							
Acceptable Standard:	91.6	76.1	87.7	75.1	N/A	N/A	90
Standard of Excellence:	13.9	14.7	14.4	14.7	N/A	N/A	15

LANGUAGE ARTS FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 9 FI:							
Acceptable Standard:	74.5	81.4	83.3	82.9	N/A	N/A	85
Standard of Excellence:	7.3	9.8	13.0	12.3	N/A	N/A	15

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
MATH GRADE 9:							
Acceptable Standard:	82.3	59.2	81.0	60.0	N/A	N/A	85
Standard of Excellence:	22.0	15.0	32.6	19.0	N/A	N/A	35

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 9:							
Acceptable Standard:	90.3	75.7	92.1	75.2	N/A	N/A	93
Standard of Excellence:	26.1	24.4	36.0	26.4	N/A	N/A	38

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 9:							
Acceptable Standard:	79.4	66.7	81.4	68.7	N/A	N/A	85
Standard of Excellence:	20.1	21.5	21.8	20.6	N/A	N/A	25

What do you think are some things that are going well? N/A

What do you think could be worked on or improved? N/A

What actions could our school take to do better? N/A

Diploma 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.

	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
ENGLISH 30-1							
School Awarded – Acceptable	99.2	97.9	98.6	98.0	N/A	N/A	100
Diploma – Acceptable	89.5	87.5	91.7	86.8	N/A	N/A	100
School Awarded – Excellence	31.6	34.5	43.8	35.1	N/A	N/A	45
Diploma – Excellence	12.0	13.2	19.4	12.3	N/A	N/A	20
ENGLISH 30-2							
School Awarded – Acceptable	97.1	95.9	100	96.1	N/A	N/A	100
Diploma – Acceptable	94.1	88.0	93.1	87.1	N/A	N/A	100
School Awarded – Excellence	17.6	15.2	34.1	15.4	N/A	N/A	35
Diploma – Excellence	24.4	13.1	10.3	12.1	N/A	N/A	15
FRENCH LA 30							
School Awarded – Acceptable	100	99.8	>6	99.7	N/A	N/A	100
Diploma – Acceptable	94.4	93.8	>6	91.5	N/A	N/A	100
School Awarded – Excellence	55.6	60.0	>6	56.7	N/A	N/A	60
Diploma – Excellence	6.7	11.0	>6	10.1	N/A	N/A	15
SOCIAL 30-1							
School Awarded – Acceptable	100	99.0	100	99.1	N/A	N/A	100
Diploma – Acceptable	95.2	86.2	94.9	86.6	N/A	N/A	100
School Awarded – Excellence	54.0	43.3	75.9	43.6	N/A	N/A	77
Diploma – Excellence	15.9	17.7	31.6	17.0	N/A	N/A	35
SOCIAL 30-2							
School Awarded – Acceptable	100	95.8	100	96.4	N/A	N/A	100
Diploma – Acceptable	94.9	78.8	93.4	77.8	N/A	N/A	100
School Awarded – Excellence	40.4	19.6	38.5	20.2	N/A	N/A	40
Diploma – Excellence	33.3	12.2	28.6	12.2	N/A	N/A	30
MATH 30-1							
School Awarded – Acceptable	98.9	96.1	100	96.2	N/A	N/A	100
Diploma – Acceptable	75.3	77.8	73.9	77.8	N/A	N/A	100
School Awarded – Excellence	53.8	52.3	66.3	51.6	N/A	N/A	70
Diploma – Excellence	34.4	34.7	27.9	35.1	N/A	N/A	30
MATH 30-2							
School Awarded – Acceptable	100	94.4	97.3	94.3	N/A	N/A	100
Diploma – Acceptable	74.0	74.2	75.7	76.5	N/A	N/A	100
School Awarded – Excellence	24.0	26.9	16.2	28.6	N/A	N/A	25
Diploma – Excellence	16.0	16.4	8.1	16.8	N/A	N/A	15

BIOLOGY 30							
School Awarded – Acceptable	100	97.1	100	97.5	N/A	N/A	100
Diploma – Acceptable	95.2	86.6	87.4	83.9	N/A	N/A	100
School Awarded – Excellence	75.2	50.4	69.2	49.3	N/A	N/A	75
Diploma – Excellence	44.8	36.6	51.7	35.5	N/A	N/A	55
CHEMISTRY 30							
School Awarded – Acceptable	98.6	97.1	100	97.3	N/A	N/A	100
Diploma – Acceptable	88.9	83.6	89.0	85.7	N/A	N/A	100
School Awarded – Excellence	62.5	52.7	62.6	53.9	N/A	N/A	65
Diploma – Excellence	50.0	38.3	46.2	42.5	N/A	N/A	50
PHYSICS 30							
School Awarded – Acceptable	100	97.4	100	97.8	N/A	N/A	100
Diploma – Acceptable	93.3	86.2	92.4	87.5	N/A	N/A	100
School Awarded – Excellence	63.3	58.3	77.3	58.5	N/A	N/A	78
Diploma – Excellence	48.3	43.6	59.1	43.5	N/A	N/A	60
SCIENCE 30							
School Awarded – Acceptable	100	96.6	100	96.6	N/A	N/A	100
Diploma – Acceptable	93.9	85.4	100	85.7	N/A	N/A	100
School Awarded – Excellence	57.1	39.6	61.3	38.1	N/A	N/A	65
Diploma – Excellence	28.6	31.5	29.0	31.2	N/A	N/A	30

What do you think are some things that are going well? N/A

What do you think could be worked on or improved? N/A

What actions could our school take to do better? N/A

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Fall Insights

What resonates, encourages or affirms staff?
<ul style="list-style-type: none"> Previously, staff was sending students down a lot more to the Hub and it was a more segregated approach. Accommodations were happening more in the Hub versus within the classrooms.
What questions do you have, what needs clarification, what inspires staff?
<ul style="list-style-type: none"> Collaborative Problem Solving (CPS) was new, and staff was unsure of the process. Teachers were able to speak to the strengths, needs, and goals of their class and their individual students. Staff recognizes that our classrooms and schools have continued to grow in their diversity and by taking the time to learn more about their students early has had positive results in terms of student success (universally and targeted). Staff is inspired to further the work of inclusion at CHS and break down barriers.
How might the practice guide inform next steps?
<ul style="list-style-type: none"> Being aware of the multi-tiered process. Building the relationships with specialists such as Shelly Hutton and Angela Lai has resulted in staff being better informed and capable of carrying out CPS processes.

Winter Insights

What steps have we taken? What is working?
<ul style="list-style-type: none"> Creating more inclusion rather than segregation (having students with complex needs in regular classrooms, having regular streamed students in learning support, pairing students together for Unified Sports activities, removing the stigma attached to the Learning Support Room/Hub, etc.) "School and system staff, families and community partners are committed to ongoing and meaningful collaboration to support the success of all learners." <ul style="list-style-type: none"> CHS collaborating - ongoing opportunities to work with outside supports such as OTs, PTs, Addictions Counsellors, etc., with learning teams (e.g., grade 9 team), with teachers to discuss targeted supports and interventions, learning support team with counsellors, admin, LSTs, Network Meetings across the board, frequent communication with Shelly Hutton and Angela Lai, FSLs, etc.
What's been tricky?
<ul style="list-style-type: none"> How to track and collect data that supports the multi-tiered system of supports effectively and efficiently.

What will we do, moving forward, to embed the practice guide into the fabric of our schools?

- "Learning Support staff provide professional learning, universal, targeted, and intensive supports through a multi-tiered framework of supports accessed through a referral process as defined by the Planning for Success."
- Effectively collaborating to problem solve in order to refer students to the appropriate supports/resources needed to maximize their success through referral, SLSC meetings and, changing the structure of our LST meetings so that we are more informed to support the needs of our students.

PROTOTYPE PLANS

How Might We provide well-designed experiences and tasks that incorporate and encourage student engagement?

What Priority Areas Does It Address? STUDENT ENGAGEMENT

Student Engagement Inclusion Instructional Design Making Learning Visible

Sources of Feedback: Staff / Students / Parents

- School Council
- Survey's
- Meetings
- Principal's Student Advisory Cobra Council

End Goals: The active involvement of all learners and awareness of metacognition (thinking about one's thinking)

- Students are able to transfer their learning and apply their knowledge in new situations to meet new challenges.
- Students will engage in inquiry. Develop the skills and dispositions necessary to take an active role in their own learning process.
- Students will develop a deep learning of the outcomes through well designed experiences and tasks that promote meaning-making.

PROTOTYPES

Name: **Mechatronics**

Scope: Grade 9 and 10

Indicator of Success: Students will have conceptual understanding, creative problem solving, and the development of a variety of communication skills.

Description: Students are able to apply knowledge in new situations to meet new challenges.

Prototype Iterations:

Fall Learnings: Opportunities result when students are allowed to fail and to wrestle with a task. These collaborative learning opportunities allow and teach students to rely on each other to solve a problem. A spirit of community began to blossom as students collectively faced complex challenges. Valuable social-emotional skills like persistence, resilience, and determination began to develop. There is value in the hands-on and modern approach the course has taken. There has been a learning curve in programming and becoming more fluid in the language used by the Arduino microprocessors. The course is centered around a Design Thinking framework. This allows student to have a model to solve problems regardless of the field they apply it to. Students were able to find examples in the "real world" of what they learned, from product design to NASA and beyond. Students see how the principles they are learning, are helping shape the world we live in.

Winter Learnings: Learning takes place best when students have an emotional connection to the content. Using knowledge emotions such as surprise, interest, confusion, and awe help students retain information,

knowledge, and insight. The micro: bits have proven to be extremely versatile and easy to program. There is a wide range of peripherals that allow students to use the micro: bits in a variety of ways. Each student goes home with a micro: bit which are remarkably flexible devices. Taking the kit home allows students to continue with their creations outside the classroom. The Pandemic has compressed the course and it has been harder to assess. Even with a condensed timeline of COVID, students have been able to create some compelling final projects which line up with the United Nations Sustainable Development Goals (climate action, good health, and well-being). This has allowed students to think about the world around them and look for solutions. As a new program figuring out how to allocate and organize resources has been an exercise in trial and error. There is a need for more universal digital tools (3D CAD software, 3D printing slices). Some of the key software (free) used is not available on every platform. These tools will need to be accessible on the school's computer lab so students can take ownership of the process. Managing the five 3D printers has been a challenge as they are very time consuming to calibrate for consistent printing. Cochrane High is looking forward to adding a competitive robotics club in the future. Students will use our new camera and broadcast switching equipment to make their learning visible by showcasing ideas and projects to the whole school community in an engaging and professional way.

PROTOTYPES

Name: **Cochrane High Technical Production Team**

Scope: All Students

Indicator of Success: Students will develop the technical and creative skills necessary to enter any type of film or broadcasting program in Canada. Students will have the skills to jump into the next level of post-secondary education with ease already having the foundational skills. The students' productions will increase stakeholder awareness of the skill set of all students and the magnitude of programs offered at Cochrane High School.

Description: Creation of a virtual presence that celebrates what happens in the school. A creative studio with technical artists.

Prototype Iterations:

Fall Learnings: The school lacked a platform and means to share with the community all the amazing activities that were going on at Cochrane High School. It was discovered that there was a need to develop a new form of showcasing all the things that were happening in the building to celebrate with all stakeholders. Making learning visible to all stakeholders will allow them to see that the school is a positive place for all students. The development of this program has proven to have been responsive to the current world situation and will hopefully leading the way in design thinking. Education needs to move towards what is current and relevant. Schools are required to always be thinking what is next. The technical skills that our students will learn will lend into jobs that don't even exist yet.

Winter Learnings: This program will share the excellence in, academics, athletics, performing arts, and all our CTS/trades courses. Embracing the virtual digital trends seen globally, CHS will develop new ways of celebrating in a safe and virtually way. This program will establish the foundational knowledge and skills in our students to take on projects, create graphics, celebrate clubs, build leadership, and have the tools to capture these moments to share to the community. The ideas are limitless in how CHS will be able to blend technology with all aspects of our school community.

PROTOTYPE PLANS

How Might We nurture and create a safe and caring learning environment where all students succeed?

What Priority Areas Does It Address? **INCLUSION**

Student Engagement Inclusion Instructional Design Making Learning Visible

Sources of Feedback: Staff / Students / Parents

- School Council
- Survey's
- Meetings
- Principal's Student Advisory Cobra Council

End Goals: Caring Community and Character Development

- Increase the opportunity for students to learn about one another to increase social sensitivity. Developing a kind, caring, and compassionate community requires members to have the ability to understand the feelings of others.
- Staff will show warmth and responsiveness in their interactions with all students. When teachers convey sincere care towards others, they will create an emotionally secure learning environment.

PROTOTYPES

Name: **Personalized Individual Program Plan**

Scope: Staff and Students at Cochrane High

Indicator of Success: Students academic achievement will benefit when there is an understanding of the learning needs of students.

Description: Through proper programming, staff will provide foundational support that promotes learning. Create the conditions for supportive relational conditions with students.

Prototype Iterations:

Fall Learnings: Teachers having the ability to select students that they have a connection with to build upon natural relationships. Working with student and parents to have their input on the IPP and what they feel is important. Teachers connecting and collaborating with other teachers (discipline specialists) when creating the IPP goals. Teachers will require capacity building in creating student IPPs. Some teachers are better at advocating for their IPP student than others. A new process which has resulted in a learning curve for staff. Staff have different levels of comfort in working in the platform of Dossier. Some teachers were resistant to the process due to this work always having been done by the Learning Support Teachers; this practice needed to change to improve inclusion.

Winter Learnings: Teachers are excellent at working with students, but it is the different platforms that are used that require learning. The lack of touch time on these platforms is problematic. The more staff uses Dossier and the IPP template the more comfortable and skilled they will become. There is a difference between writing something and being the author versus just reading over a document. Teachers have made more authentic goals because they are writing something, they are capable of doing. With the grade 9 cohort the teachers have had time to develop caring relationships beyond

academics with their students. These IPPs have become a relational living document of instruction. Teachers have had enough time with their students to see goals come full circle and are creating new goals for students to work towards. Students are seeing completion and feeling successful. Some teachers are better than others at updating the IPPs midyear. This is the first year of implementation, so staff will continue to work on developing a better system of tracking the updates.

PROTOTYPES

Name: Intentional Use of Space to Build Community

Scope: All students at Cochrane High

Indicator of Success: Students long-term success results from having a place to belong, a supportive community, and having positive relationships.

Description: Intentional design of physical space with adult advocates and a rich program are ingredients for success. Intentional physical spaces attempt to reach all students.

Prototype Iterations:

Fall Learnings: Cochrane High were one of the few schools that kept our complex needs program fully running throughout the quarantine. As a result, our students were able to access the gymnasium when COVID-19 required all students to return to online learning. Students access to all spaces is so important. Our complex needs students were able to participate in the unified online bean bag ASAA toss competition and were thrilled to be active. Students needing mental health supports were able to access the CHAT room, The Learning Hub, and their counsellors. When students have spaces to connect to in the school there are less chances of disengagement. Communities are formed around these safe and positive spaces.

Winter Learnings: Safe spaces throughout the building provide students opportunity to take risks, to try, and by doing so, to learn. Cochrane High has developed partnerships with groups and organizations in the town to support students. This has resulted in students having access to wrap around community supports. All grade 9 students had the opportunity to complete the SOS-Q and this data will help CHS improve our understanding of where enhanced supports are required. Suspensions are very minimal this year. When all students feel connected to the school, they will be more successful.

PROTOTYPE PLANS

How Might We create Instructional Design that is more collaborative to allow students to engage in academic discourse around targeted skills, knowledge, and understanding?

What Priority Areas Does It Address? INSTRUCTIONAL DESIGN

Student Engagement Inclusion Instructional Design Making Learning Visible

Sources of Feedback: Staff / Students / Parents

- School Council
- Survey's
- Meetings
- Principal's Student Advisory Cobra Council

End Goals – Students will successfully participate in critical dialogue around real-world cross-curricular disciplinary outcomes in authentic ways.

- Students will engage as disciplinary specialists, historians, art curators, literary critics, mathematicians, and scientists.
- Each grade 9 student will have met with the school Career Counsellor to gather an understanding of possible career choices they might like to start guiding academic choices based on curiosity, talents, and ability.

PROTOTYPES

Name: **Grade 9 Cohorts**

Scope: All grade 9 students

Indicator of Success: Students will be able to communicate with each other, treat their peers with respect, strive to understand one another's perspectives, develop healthy relationships, persevere through challenges, and develop a sense of self.

Description: Creation of encouraging and supportive learning environments. Cohorts will provide environments where there is a sensitivity to all students' needs and a positive regard for all students' perspective. These cohorts will be places where all students' ideas are respected, where students can ask questions, and are guided in learning how to resolve problems.

Prototype Iterations:

Fall Learnings: As educators, we want our students to become better learners. Teachers want to help their students achieve cognitive learning outcomes, develop conceptual understanding, solve problems creatively, and communicate effectively. All grade 9 cohort teachers went through classroom reviews where they analyzed the strengths of the entire group and individuals, and then identified universal strategies to support three common themes: executive functioning, technology, and social emotional concerns. Working with the Learning Support Teacher and the division Learning Specialists a schedule was created for extra supports in these classes.

Winter Learnings: As educators get to know their students, they are able to provide engaging learning opportunities based on student interests. When students have a passion for what they are involved in and have a positive relationship with their teacher, they are motivated to learn. Creating a safe and caring environment has improved learner readiness and developed strong relationships between cohorts (staff and students). The first universal strategy implemented into the cohorts was to teach all students Read & Write for google. This is a three-part process with first teacher training, then all computers need installation of the program, and then application in classes. Students are strongly impacted in positive ways when teachers develop meaningful relationships, maximize student success, and even provide mentorship.

PROTOTYPES

Name: **ROAMS** – River, Ocean and Mountains School

Scope: Grade 10

Indicator of Success: Students will interact meaningfully inside and outside of the school environment to leverage collective learning by leveraging collective wisdom to promote growth of the group as a group and as individuals.

Description: Students will learn with and from one another. Students will work together to leverage the collective wisdom of all learners and embracing diversity. ROAMS provides well-designed experiences and tasks that incorporate and encourage the strengths of all students. These learning experiences will be set up to give students opportunities to engage in academic discourse around targeted skills, knowledge, and understandings.

Prototype Iterations: COVID and the constant changing of restrictions has been difficult.

Fall Learnings: Program not offered in the fall as initially planned to hope that more opportunities will be available in the second semester for students due to COVID-19 restrictions. The plan is to shift the way students are educated from teachers using up to as much of 70 to 80 percent of instructional minutes to tasks and lessons where students are actively engaged in their own learning.

Winter Learnings: Course has just begun in the second semester and is already creating a close and connected group of learners who are active. We are in the process of meeting with Rocky View Schools Indigenous Connector to develop a relationship with our Stoney Nakoda neighbours and learn from and with the Elders. Collaboration is an important competency taught. All members of ROAMS contribute individually and the individual parts that are contributed, are combined for the success of the group tasks. Relationships between students and between students and teacher have been positive. Students in the ROAMS program enjoy coming to school and love being active and outside daily. The flexibility that being together all day every day has been wonderful for instructional design and making connections.

PROTOTYPE PLANS

How Might We provide improved assessment transparency to all stakeholders to understand and support student learning?

What Priority Areas Does It Address? MAKING LEARNING VISIBLE

Student Engagement Inclusion Instructional Design Making Learning Visible

Sources of Feedback: Staff / Students / Parents

- School Council
- Survey's
- Meetings
- Principal's Student Advisory Cobra Council

End Goals

- Competency building – problem solving, collaboration, critical thinking, creativity.

- Improved communication and understanding of program of studies outcomes.

PROTOTYPES

Name: **Literacy Assessment**

Scope: Grade 9 and English Classes

Indicator of Success: Students will gain reading comprehension skills to enhance their ability to describe, analyze, and apply knowledge.

Description: By supporting literacy skills and development, students will improve achievement and be better prepared for higher education and the demands of the world beyond the classroom.

Prototype Iterations:

Fall Learnings: Students will read through Where to Start Word Test lists to identify accuracy and understanding. This will determine the independent reading and comprehension level for both non-fiction and fiction text. Staff was trained in observation regarding student reading behaviours (self-monitoring, self-corrections, fluency, appropriate stress pause on punctuation and, engagement with text). The literacy team was trained in annotation skills and students in our English classes were taught these skills.

Winter Learnings: With the assessment data gathered, teachers will implement intentional literacy supports. This data will inform teachers about literacy resiliency and problem solving in reading. Students will begin to develop reading behaviours where they apply strategies to self-correct and to repair understanding. Literacy team will work with the levelled book kits to further instruct students in reading comprehension.

PROTOTYPES

Name: **Outcome Based Assessment**

Scope: Grade 9 and voluntary high school courses.

Indicator of Success: Students and parents will get a clear presentation of learning intentions and success criteria. This will allow students to understand what they will be learning and how they will know they have learned it.

Description: Outcome based assessment will motivate and also transfer the sense of agency to the learner. Getting to an outcome-based assessment learning environment requires thoughtful examination of current practices and a purposeful effort toward aligning instruction, assessment, and grades.

Prototype Iterations:

Fall Learnings: Assessment guides instruction. Outcome based assessment is anchored on a teacher's commitment to designing instructional experiences that are focused on the program of studies outcomes. Teachers glean from their assessment what students understand, not understand, or partially understand. Teachers continue to improve their assessment and feedback to describe what their students have done successfully and to help their students decide what is important to do next. The biggest challenge is creating a platform that supports proper assessment. Teachers representing their specific disciplines are working with the division to improve PowerSchool and how outcomes are communicated through that platform.

Winter Learnings: When teachers understand the outcomes, they know where their students are going, how their students are progressing towards comprehension and what needs to be addressed to improve student learning. Teachers continue to recognize that feedback is the most effective tool that they have as educators. Giving good feedback is key to achieving greater learning. Provide students with opportunities for deeper reflection. Staff will be required to be reflective, progressive, collaborative, and transparent. This will result in a learning-focused classroom with more authentic, meaningful opportunities for students.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How can we support the mental health and well-being and provide an inclusive learning environment for all staff and students?
- How can Outcome Based Assessment improve stakeholder understanding of learning?
- How can we meet the learner where they are at and provide engaging learning opportunities?

Learning Outcomes

- Understand the various conditions of mental health. Counterbalance ACEs (Adverse Childhood Experiences) with PACEs (Positive Advantageous Childhood Experiences).
- Understand what it means to be an inclusive learning environment.
- Understand the essential outcomes and how they support the scaffolding of learning in each discipline.

Strategies

- Book Clubs, Film Studies based on inclusion, diversity and equity.
- Mental Health Professional Learning.
- RTR Divisional Involvement, IPP, Literacy, MyBluePrint Professional Learning.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	\$4,168,373.00	\$4,326,370.00	\$4,581,112.00
Support Staff	\$842,071.00	\$751,920.00	\$779,299.00
Services & Supplies	\$413,985.00	\$496,421.00	\$557,435.00
Other			
Contingency	N/A	N/A	N/A
TOTAL EXPENDITURES	\$5,424,429.00	\$5,574,711.00	\$5,917,846.00

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 1st, 2021

What resonates with parents? What inspired them?

- Starting early to work with students in career counselling and meeting with guidance counsellors to help guide student course selection.
- Grade 9 cohorts have been wonderful, and this will prepare students better for high school (grade 10 – 12). Great ideas for the grade 9 students moving forward.
- The new programs introduced are amazing (ROAMS and Mechatronics - Coding). Great options that are available.
- MyBlueprint is an excellent resource and has so many valuable components.

What questions did they have?

- Where can we find a copy of this Playbook?
- How do students learn about everything that the school offers (hard with COVID and not having club fair)?

What did they find tricky?

- Continue to find real world connections.
- More social media platforms to communicate and share what is going on in the school community.
- Grade 11 and 12 students feel that they would like they are having a hard time accessing guidance counsellors.

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

- Parents want to be involved in creating an instructional manual (Welcome Package) for grade 8 parents and parents outside of Rocky View Schools.
- Continue to be supportive and when restrictions are lifted looking forward to being in the school again.

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

Principal Signature

Date: March 3, 2021

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

Strongly agree

School Council Chair Signature

Date: March 2, 2021