



Cochrane High School

# School Education Plan 2024/25



October 2024



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# 2023 – 2027 Four-Year Education Plan

## Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.



## Administrators' Message

It is with great pride and enthusiasm that we present to you our school's education plan for the upcoming year. This plan reflects our unwavering commitment to nurturing the academic, social, and emotional growth of every student in our care. At Cochrane High School, we believe that education is not just about preparing students for the next grade level but about shaping thoughtful, resilient, and compassionate individuals who are ready to thrive in a rapidly changing world.

Our dedicated team of educators is committed to creating a dynamic and inclusive learning environment where every child feels valued and supported. Through collaborative teaching practices, innovative programs, and a focus on personalized learning, we aim to meet the diverse needs of all our students, helping them achieve their full potential.

A cornerstone of our education plan is fostering strong partnerships with parents and the community. We recognize that a student's success is a shared responsibility, and we are dedicated to working together to create opportunities for all students to excel. We encourage active participation in school events, classroom activities, and open dialogue, as your input and engagement are vital to the success of our students.



In this plan, you will find the key goals, strategies, and priorities that will guide our efforts over the coming year. These include:

- Enhancing literacy and numeracy skills.
- Promoting student well-being and mental health.
- Creating future ready students through community partnerships and career focussed instruction.
- Creating a safe, caring and welcoming learning environment through the adoption of Positive Behaviour Supports (PBIS).

We are excited about the journey ahead and confident that, together, we can achieve great things for our students. Thank you for your continued support and trust in Cochrane High. We look forward to another successful year filled with growth, learning, and achievement.

Sincerely,

Jeff Chalmers

Principal

Jarett Hooper

Assistant Principal

Lesley-Anne Petcoff

Assistant Principal

## School Profile

<p><b>Principal:</b> Jeff Chalmers</p> <p><b>Assistant Principal(s):</b> Jarett Hooper &amp; Lesley-Anne Petcoff</p> <p><b>Website:</b> <a href="https://cochrane.rockyview.ab.ca/">https://cochrane.rockyview.ab.ca/</a></p>	<p><b>CHS Pillars: Community – Character - Commitment</b></p> <p><b>Mission:</b> 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><b>Vision/Purpose/Beliefs:</b> For in depth information, <a href="#">please see our website</a></p>
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**Total Number of Students:** 1017

**Grades Served:** Grades 9 to 12

**Total Number of:**

- Classroom Teachers: 47
- Learning Support Teacher(s): 2
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 0
- Office staff: 4
- Caretaking staff: 6

### School Diversity Profile

As with all Rocky View Schools, Cochrane High School reflects a rich and diverse learning community.

Notably, six point three per cent of our students self-identify as Indigenous students.

As an inclusive school, we welcome one point five per cent of our students who have significant learning needs. Like all Rocky View Schools, we also serve and provide support to those students who identify as English as and Additional Learners (EAL).

Additionally, our school offers a variety of programming and supports that ensure student success. We are a dual track school offering French Immersion programming. Our CHAT (Cochrane Healing Arts Therapy) provides transition support for students with mental or emotional health challenges. Our thriving performing arts program has excelled on local, provincial, and national stages and our athletics programs pursue excellence on the fields of play, often capturing provincial titles and have been recognized with provincial awards for sportsmanship. We are excited to provide unique opportunities for our students to learn off campus as well; we offer our ROAMS (Rivers, Oceans and Mountains) program for Grade 10 students where they spend an entire semester in outdoor pursuits and land-based learning. We have dual credit opportunities in welding and heavy-duty mechanics in partnership with RVSLC and Olds College and Grade 10 students may also take place in the year-long Building Future's Program where students develop trade skills while building a residential home over the course of the year. Last year, we also introduced YELL Entrepreneurship and have added Business and Management courses to help prepare future-ready students.

## Student Feedback from Spring 2024

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

- Students identified excellent teachers they feel care about students.
- Enjoyed the wide variety of programs and options.
- Appreciate the fine arts, athletic and leadership opportunities student have access to.
- Students feel that the school is welcoming and that students make a positive contribution to the school community.

### What do students think could be worked on or improved?

- They have identified vaping in the washrooms as a considerable safety concern.
- Students would like to see more tutoring support available outside of their regular classroom.
- They identify overcrowding and lack of flexible space as a hinderance to their learning.
- Students would like to see an improvement in the level of respect for diversity at CHS.





## Parent Feedback from Spring 2024

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

- Focus on academic success.
- Diversity of programs and options.
- Dedicated and caring staff.
- Appreciative of new opportunities in career learning and business.

### What do parents think could be worked on or improved?

- Addressing distractions from electronic devices.
- Additional support for tutoring.
- Mental health support.



## RVS Assurance Results

	Data Source	Most Recent Results
<b>EICS Math Assessment grades 4-10</b>	ECIS Math Assessment 2024	N/A 2024
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.</b>	RVS Writing Assessment	88%
<b>Number of credits earned by RVS students through dual-credit opportunities.</b>	PowerSchool	37
<b>Number of students participating in RVS supported dual-credit opportunities.</b>	PowerSchool	8
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	30%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	68.9%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	58.4%

### What does this data tell us is going well?

- Our students are gaining literacy skills in writing.
- We have increasing demand for dual-credit and career focused programs.

### What does this data tell us could be improved or worked on?

- As we enter year two of PBIS implementation, we will develop our behavior matrix which will become more familiar to students and staff.
- CHS will continue to enhance program support for students on IPPs.





## OurSCHOOL Results

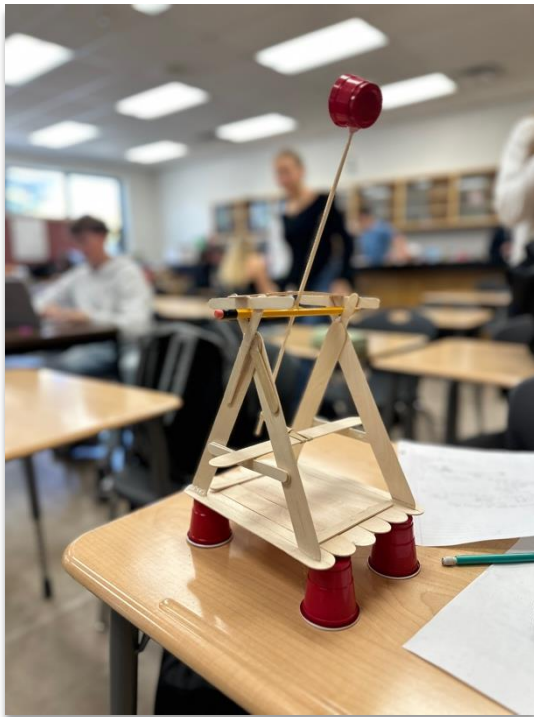
	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	58%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	Outcomes: 52% Homework: 34%
The average score for relevance, rigor and effective learning time. (out of 10)	Learning Time: 6.4 Relevance: 5.2 Rigor: 5.9
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	Activities: 93% Culture: 46% Health: 87%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	High School: 77% Trade: 18% University: 53%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success. (out of 10)	Relationship: 5.7 Climate: 5.5 Success: 6.9
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	53%

### What does our data indicate is going well?

- The qualitative data is disparate from the data obtained from the open-ended responses from students (over 240 responses). It is also disparate from the APORI results for student responses which are more positive than this survey.
- Students have an expectation to go on to post-secondary studies and further career training.
- Most students are motivated and work hard to achieve success.
- Students feel positive relationships with their teachers.

**What does our data tell us could be improved on?**

- Students report that they don't see relevance in what they are learning.
- Continue to bring awareness to career options in the skilled trades so that students see more relevance to their learning.



# Alberta Education Assurance Measure Results

Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	77.9	78.2	79.1	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	73.1	71.5	74.7	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	<a href="#">3-year High School Completion</a>	90.0	91.0	92.9	80.4	80.7	82.4	Very High	Declined	Good
	<a href="#">5-year High School Completion</a>	96.3	97.1	95.1	88.1	88.6	87.3	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	69.4	69.4	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	15.3	15.3	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	80.5	80.5	n/a	80.3	80.3	n/a	n/a	n/a
<a href="#">Diploma: Excellence</a>	n/a	17.9	17.9	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	79.5	80.2	82.5	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.5	79.9	82.2	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	72.0	76.7	76.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	67.4	66.0	70.3	79.5	79.1	78.9	Very Low	Maintained	Concern

### What does our data indicate is going well?

- High school completion rates have maintained a high level of achievement.
- Maintaining a sense that the school is welcoming, caring, respectful and safe.
- Student growth and achievement as measured by provincial assessment continues to be strong.



**What does our data tell us could be improved on?**

- Perception that the quality of education is declining, and students are not learning what they need to know.
- Parents report not being as involved in decisions related to their child's school and education.



# Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

## How might we adapt assessment and learning strategies to support, enhance and promote student success?

**School Goal 1:** Teachers will use the baseline assessments (Elk Island Math Assessment, RVS Writing assessment) to inform practice and adapt strategies and authentic tasks that will improve Math and English Language Arts grades by 15% over the next three years.

### Data that informed this goal:

- PAT Math/ELA results
- Diploma Math/ELA results
- Elk Island Math Assessment and RVS Writing Assessment
- Ongoing school-based course averages in English Language Arts, French Language Arts and Mathematics.
- Students report a lack of engagement. By using a variety of instructional and assessment techniques, students may demonstrate their mastery of outcomes through a variety of artifacts.

### Connection to the practice guide(s):

**Instruction and Assessment Practice Guide:** p. 6- “When teachers provide instruction and assessment based on the outcomes in the program of studies and the eight competencies, RVS takes steps closer to achieving the goals of the education plan.”

**Inclusion Practice Guide:** p.14- “The primary goal of assessment of student learning is to inform teaching, promote student learning and identify opportunities for all students to be successful. Balanced, authentic assessment is triangulated, ongoing, meaningful, and consistent.”

**Professional Learning Practice Guide:** p.5- “Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction. Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning.”

### Strategies:

- Implement Math tutorials that accessible before and after school.
- Implement peer tutoring program for students.
- Permit departments to establish collaborative planning time with release to design instruction and assessment that supports student growth in literacy and numeracy.
- Focus on triangulation of data and providing alternative assessment artifacts to students.

<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Target year over year 5% improvement in Elk Island Math Assessment</li> <li>• Target year over year improvement in RVS Writing Assessment for 80% of students by one achievement category.</li> <li>• Improvement in school PAT and DIP results by 5%.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Connect with student’s teacher to inquire about tutoring sessions.</li> <li>• Encourage strong students to take part in the peer tutoring program.</li> <li>• Encourage students to connect with their classroom teacher, guidance, the Learning Hub or admin for support and assistance</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• Elk Island Math Assessment has been conducted and reviewed by the math department. Baseline information has been noted and instruction will be augmented to meet needs of Gr. 9 students as they enter the full semester of Math instruction.</li> <li>• English department has met and discussed the assessment plan to conduct the English writing assessments in each semester. Assessments will be part of the regular instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• As the math assessment is in the first iteration of implementation, teachers are using the data to guide instruction and a more fulsome review will occur later in Semester II in preparation for the 2025-2026 school year.</li> <li>• No adjustments to the English assessment plan yet.</li> </ul>
<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>





## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

### How might we increase student participation in career-focused programming at CHS

**School Goal 1:** Increase the number of students participating in dual credit programming and other career focused classes (YELL Entrepreneurship, Old's Dual Credit Welding, Business Management, Cosmetology).

**Data that informed this goal:**

- Parents reporting that students are not learning what they need to learn to be successful beyond high school (quality of education measures on APORI).
- Students reporting lack of engagement and relevancy.
- Three-year transition rates are lower than five-year rates.

**Connection to the practice guide(s):**

**Instruction and Assessment Practice Guide:** p.7- “Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.”

**Inclusion Practice Guide:** p.9- “Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students’ learning and multiple ways for students to learn and show what they know in meaningful ways.”

**Professional Learning Practice Guide:** p.15- “Making learning and teaching in RVS visible between students, teachers and within the entire district provides acceleration and inspiration for knowledge transfer and future learning.”

**Strategies:**

- Build on success of YELL Entrepreneurship to establish Business and Management CTS course that will serve as a pipeline for YELL Entrepreneurship and provide students with basic business skills for small business exploration.
- Establish in-house Cosmetology course to meet the increasing demands for access to programming.
- Embed career connections into instructional practices across all curricula.
- Continue to develop community relationships with businesses and entities focused on small business in Cochrane.
- Revision our Design Thinking for Innovation courses and the way we offer CTS fabrication programming to provide additional streams and access points.
- Establish a career explorations week where students can attend sessions on various careers (model on SCHS Career Week symposium).
- Re-focus the delivery of CALM by having greater focus on career skills and pathways.

**Measures:**

- Increase in the number of students accessing YELL, Cosmetology and Business Management by 10% per year.
- Increase the number of community connections and placements for students working on internships/mentorships by 10% a year.
- Increase the number of students attending post-secondary/career advising sessions at CHS by 10% per year.

**Parents can:**

- Connect with school administration to express interest in providing mentorship/internship opportunities to students.
- Attend post-secondary fairs and information sessions.
- Encourage students to enroll in career related programming at CHS.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• Two professional learning days have focused on Future Ready students. A discussion of what the ideal “Cobra Graduate” looks like.</li> <li>• Professional learning on the skills inventory and post-secondary aspects of MyBlueprint. Departments will create career connection posters to illustrate relevance of curricular connections to career options.</li> <li>• “Post-Secondary Slam” was conducted over a week with all Grade 11 students. Complete skill inventories in My Blueprint and ensure that they have done some career exploration to guide program planning for next academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal has seen significant progress.</li> <li>• Continue to develop career and post-secondary connections.</li> <li>• Will be looking at making community connections in the next term.</li> </ul>
<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>





## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How might we leverage the Positive Behavioral Supports model (PBIS) to improve school culture and climate?

<p><b>School Goal 1:</b> Implement PBIS strategies to model and improve school climate and culture at CHS (continuation of Year 1 goal).</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Cumulative number of suspension days for students.</li> <li>• Students reporting concerns about cultural biases and lack of sensitivity to diverse perspectives at CHS.</li> <li>• Number of self-identified Indigenous students.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Instruction and Assessment Practice Guide:</b> p.5- “We accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic and social learning opportunities for all. With a focus on diversity and differences, we ensure that students with ALL levels of need are fully engaged in our classrooms. Indigenous students are part of our communities and Indigenous Ways of Knowing are implemented in instructional design.”</p> <p><b>Inclusive Education Practice Guide:</b> p. 13- “Positive Behavioral Interventions and Supports (PBIS) is an evidence- based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.”</p> <p><b>Professional Learning Practice Guide:</b> p.14- “As a collective, the School Education Plans provide insight into how RVS schools are moving together, what connections might be made between schools to focus professional learning, and how to ultimately improve the quality of education for learners across RVS.” (PBIS is a standard operating practice that all RVS schools are at various levels of implementation. At CHS, we are entering year 2 of implementation).</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Expand and bolster the PBIS committee and establishment of school behavioral matrix.</li> <li>• Re-establishment of GSA based on student request.</li> </ul>

- Connect with RVS cultural liaison and Indigenous Learning Branch to provide guidance on establishing a student leadership group focused on bringing awareness, acceptance and celebration to cultural diversity.

**Measures:**

- Reduce the number of student suspension days by 15% per year.
- Increase student positive student responses to safe, welcoming and respectful learning environments on the APORI survey by 10%.
- Increase the parent response rates for making positive contributions to school decisions by 10%.

**Parents can:**

- Attend school council to provide insight and input to school administration.
- Encourage students to celebrate their cultural diversity at school and connect with staff to share cultural celebrations.
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Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Re-establish the PBIS committee after many members have left CHS.</li> <li>• Finalized our Behaviour Matrix with staff, students and shared with parent council.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee will meet to discuss which behaviour expectation to focus on and build lessons to implement in the second semester.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## School Council Review

Presentation of School Education Plan - Presented October 7<sup>th</sup>, 2024

**School council comments:**

- Council approves of the plan and voiced a desire to assist school administration in supporting the implementation especially around using parent networks to broaden awareness for business and community support as well as bolstering parental interest and involvement at CHS.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**

**Principal signature on behalf of students and teachers of School**

A handwritten signature in black ink, appearing to be 'J. Chalmers', written over a light grey rectangular background.

Jeff Chalmers B.Sc., B.Ed., M.Ed.

Principal Cochrane High School