



INNOVATORS BY DESIGN

Cochrane High School Workbook



**ROCKY VIEW
SCHOOLS**

April 2023

Artwork by Keely S.

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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.

PRINCIPAL'S MESSAGE

As Cochrane High School continues to pursue the goals of our Four Year Plan, we will focus on three main areas; ensuring quality instruction and assessment practices through robust professional learning, a focus on literacy development and intervention across the curriculum and, creating a safe and caring environment with a particular focus on developing First Nations perspectives for our students and staff. Over the last couple of years, we have learned many things about program design, delivery and student learning and while the crisis has certainly strained the system, some unintended positive adaptations have emerged.

As we look at our first goal of providing quality instruction and assessment, we have received feedback from parents regarding outcomes-based assessment (OBA). It has become apparent that we need to engage our community in a dialogue regarding the importance and intent of assessment practices. While CHS moved quickly to adopt OBA, it seems there has been a lack of baseline understanding about the intent and purpose. Over the next year, we will pause the OBA implementation to work with staff to develop the purpose and process of our assessment practices. We will also engage our parent and student community in learning sessions regarding assessment.

At CHS, we will be intentionally addressing literacy skills through thoughtful data gathering and programming. This begins with professional development for teachers; every teacher is a literacy and numeracy teacher and we will re-engage the strategies outlined in "*Disciplinary Literacy*" to enhance teacher practice in all subjects. The importance of not only creative writing but also in contextual and technical literacy skills will be emphasized.

Creating a safe and inclusive environment for all community members will also be of focus. Through our surveys and discussion with staff, there is a desire and need to develop understanding of First Nations perspectives in an authentic and embedded manner. This will be infused in practice so that students are able to make these connections in their own learning. In addition, we will continue to address students' mental health and wellness in support of their success.

It is a privilege to work with such committed individuals who provide exceptional instruction to our students each and every day. We want to assure our parents and community, that our staff is here to support students and encourage them to achieve their greatest success. This plan outlines our strategies to make this happen and we look forward to the work and results over the coming year.

Jeff Chalmers
Principal
Cochrane High

SCHOOL PROFILE

<p>Principal: Jeff Chalmers Assistant Principal: Lesley-Anne Petcoff Assistant Principal: Jarett Hooper Website: cochrane.rockyview.ab.ca</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. <p>Prior learning is applied to new situations and understanding is reached through regular reflection, self-assessment, and self-adjustment.</p>
<p>Total number of:</p> <p>Teachers: 48 Support Staff: 21 Students: 1013</p>	<p>Grades Served: Grades 9 to 12</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 15.8% • who are English Language Learners: 1.7% • who self-declare as First Nations, Inuit or Metis: 4.6% • reading at or above grade level (Grade 9): 84.8% • performing mathematics at or above grade level (Grade 9): 62.6% 	<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. • Dual Track School – Instruction is provided in both French and English.

- Tri-School Community Partnerships

THIS YEAR'S LEARNINGS

Students Insights

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

- Good teachers who are helpful and knowledgeable. Feel well prepared for next steps.
- A sense of community and a place for all students to get involved. Students are able to cross between traditionally "clique" lines and creates more of a sense of belonging.

What do students think could be worked on or improved?

- Would like to have an opportunity to meet with admin and staff to present ideas and work collaboratively for school improvement. Provide an opportunity for students to provide input and have a voice in decision-making.
- Students voiced a desire for additional support outside of their regular class time. They are feeling constrained of when to get support as before and after school is challenging due to bussing and extra-curricular activities and lunch is short and they need a break from a heavy instructional load.

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

- Provide opportunities for student voice to be incorporated into school decision-making. Host two student "town halls" each semester to hear student voice.
- Re-instate the CHS Senate where student voice can be expressed and heard.



Parents Insights

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

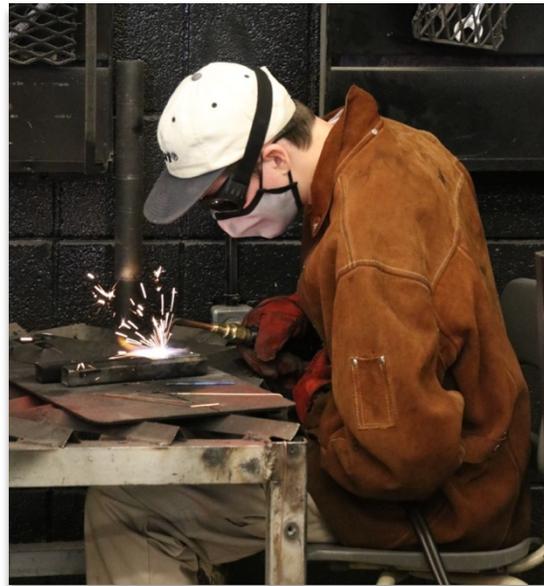
- The variety of programming and courses; both curricular and extracurricular. This provides a robust community where students can excel.
- There is a positive relationship between home and school. Parents feel that staff are accessible and supportive of their students.

What do parents think could be worked on or improved?

- Parents expressed challenges of having their students access additional help due to before and after school activities and shortened lunch times.
- Communication regarding events at the school and what is happening generally. While the weekly newsletter is helpful and appreciated, some times more timely communication is necessary. Timely communication regarding assessment would also be appreciated.
- The outcomes based assessment is confusing and parents have concerns about the impact that the assessment regime will have on post-secondary entrance requirements.

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

- Continue with the “Coffee with the Principal” for a more informal opportunity for parents to provide feedback and hear about what is going on at school.
- Engage in a dialogue around assessment in general and outcomes-based assessment more specifically to explain the assessment process. It seems there is confusion around the purpose of assessment and the communication of assessment artifacts and this is leading to confusion about the intent, purpose and expected goals of outcomes-based assessment.



Staff Insights

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

- Promotion of school culture, events and activities through the live streaming and broadcasting. This is bridging various groups of students (fine arts, performing arts, athletics, tech students).
- Staff are feeling positive about the tumbling timetable structure and a double block over lunch.

What do staff think could be worked on or improved?

- Communication
- Streamline professional learning activities.
- Return to a department structure to ensure that some managerial tasks are taken care of.
- Provide support in enhancing First Nations, Métis and Inuit perspectives and ways of knowing in their practice in an authentic and meaningful way.

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

- Take a strategic look at how we deliver professional learning at CHS.
- Employ a coaching model to enhance teacher practice in literacy across the curriculum and in providing support for diverse learning needs.
- Create department head structure in conjunction with a Learning Leader/Coach model to address both the instructional coaching and managerial tasks that are required in a school.



RVS Four Year Plan Survey Results

[Link to Cochrane High School's latest Education Plan Survey Results Here](#)

What does the survey indicate is going well?

- Grade 9 students report being engaged in their learning. High percentage of Grade 9 students report that they “Always” or “Often” have opportunities to make choices in their learning (64.7%). Students report they are learning the skills they need to be successful (77.8% of students report “Always” or “Often”).
- High school students (Grades 10-12) report having choices in their learning. Higher than the divisional average. They also report they are supported to do their best (66% report “Always” or “Often”).
- Staff report that people of all cultures, identities and backgrounds are accepted and valued at school (92.3% of staff report “Always” or “Often”).
- Parents report their children have opportunities to be creative at CHS (60% of parents report “Always or Often”. 62% of parents say their children “Always” or “Often” have opportunities to demonstrate their learning in different ways).

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

- Students and parents respond that “real-world” learning experiences are “Sometimes” or “Never” incorporated in their learning. We can work on bringing in real-world contexts to our teaching.
- Students report needing help with literacy skills. (56% of Grade 9 students and 38% of students reply “Sometimes” or “Never” to the question of learning through reading).
- A significant number of students respond that their ideas are valued by the adults at school only “Sometimes” or “Never” (43% of students). We can work on providing opportunities for student voice to be considered and ideas implemented.

In response to the survey we can:?

- Provide opportunities for students to share their ideas in decision making through the re-establishment of the Senate and town halls.
- Emphasize literacy in our professional learning and classroom practice.
- Continue to engage parents in the the life of CHS through council, open houses, workshops and administration meetings.



RVS Assurance Model

	Data Source	2021/22
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	69%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	1.4%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	94%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	50.4%
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	65.7%

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

- Strong performance in ELA and Mathematics.
- English language learners are performing well.
- Strong positive attendance to school.

What do you think could be worked on or improved?

- More focused and aligned professional development opportunities could be provided to staff.

What actions could our school take to do better?

- Create a more strategic professional learning plan.
- Address learning gaps in literacy with a focused literacy intervention strategy.



Alberta Education Assurance Measures 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	Student Learning Engagement	79.9	80.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.8	76.1	78.2	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	92.8	95.0	91.6	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	95.3	92.7	93.4	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	80.6	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	23.9	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	88.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	33.9	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.8	85.6	86.6	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	84.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.6	76.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.6	73.9	75.0	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

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

- High school completion rates are much higher at CHS than the provincial average and improving.
- Increase in the parental involvement measure over the previous year.

What do you think could be worked on or improved?

- Student learning engagement is lower than the provincial average. Students need to see value and meaning in their learning to engage fully.
- Access to support and services for our diverse learners is below the provincial average.

What actions could our school take to do better?

- Engage in professional development so that staff are creating learning opportunities that are valuable and worthy of student's time and investment. This will help them to see value in their learning.
- Continue to meet with parents regularly to seek their input into school decision making.
- Employ a learning coach that can support classroom teachers in meeting the diverse needs of students.



PROTOTYPE PLANS

Goal/Strategy #1

How might we create quality instruction and assessment that guides student learning?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- We will seek input from students through surveys, looking at the RVS survey and through focus groups/town halls.
- Parent feedback will be gathered through the RVS surveys, Assurance Surveys, School Council and through "Coffee with the Principal" meetings.
- Staff will have input throughout the year in department meetings (re-established for 2022-2023), PL and staff meetings. We will also engage our learning leader team for input.

End Goals

- Students will feel supported and successful in their academic programs. We will measure this using assessment data, survey data.
- Increase understanding of valid and supportive assessment processes. CHS will strive for clarity and transparency in meaningful assessment strategies and pursue outcomes based assessment with fidelity.
- Development of meaningful and responsive Individual Program Plans (IPPs) that support student success. We will refine our plan development processes to seek more input from students, parents and staff to create a robust plan that promotes success.

- Increase literacy rates of our students. Disciplinary literacy strategies will be implemented in all subject areas. Will be measured using survey, provincial data and assessment data.

PROTOTYPES

Prototype #1

Name: Disciplinary Literacy Professional Learning and Implementation

Scope: Fall and Winter 2022-2023

- Utilizing staff PL time to complete book study and work on “This is Disciplinary Literacy”. Staff will be encouraged to use strategies learned in sessions in their classrooms.

Indicator of Success:

- Percentage of teachers who utilize literacy strategies across the disciplines on a regular basis (provincial and local measures).
- Increased achievement on local and provincial Language Arts measures (PAT, DIP and local)
- Anecdotal and qualitative data from surveys of staff, parents and students that indicate better classroom practices enhance students understanding and literacy skills.

Description: Staff at CHS will use “Disciplinary Literacy” as a purposeful resource to enhance classroom practice and literacy skills in all subjects. A book study process will be used in departments and on staff PL days to guide development and acquisition of skills and strategies (focus on reading skills within the discipline as a starting point).

Prototype Iterations: This is the first iteration of this prototype (2 PL days)

Learnings: Staff have expressed the ease of accessibility to the reading and the structured support it provides. They appreciate that the PL sessions result in actionable strategies that can be immediately implemented. Qualitative data shows that most teachers and classrooms are actively using literacy strategies on a regular basis.

Prototype #2

Name: Parent Assessment Discussions

Scope: October 2022 to January 2023

- Use School Council, Coffee with the Principal and surveys to gather feedback on parent understanding of Outcomes-Based Assessments.

Indicator of Success:

- Number of parents response to survey question on having meaningful input into school decisions (Assurance and RVS surveys)
- Anecdotal and qualitative data from parent interviews and discussions regarding their understanding of assessment practices that support student learning.
- Staff understanding of common assessment language as aligned with RVS initiatives (Reassessment week and the work of the High School Assessment Committee). Survey data and responses.

Description: We have heard from parents in a variety of venues that they are concerned with the assessment regime at CHS and in RVS. Of particular note is their dissatisfaction with Outcomes-Based Assessment (OBA). Working with staff, we plan to host a series of information meetings to explain the purpose of assessment and how it can support learning. Drawing on the work we do with staff, we will inform parents of our assessment approaches and how they support student success.

Prototype Iterations: This is the first iteration of this prototype (2 PL days)

Learnings: The work of the High School Assessment Committee has produced a survey to gather teacher input as to how to approach the reassessment week/final exam week. The findings of this will guide our work with parents as we engage in the fall meetings.

PROTOTYPE PLANS

Goal/Strategy #2

How might we enhance literacy (reading and writing) across the curriculum? (reading and writing in both creative and discipline specific contexts).

What Priority Areas Does It Address

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff input from PL planning and implementation
- Utilizing divisional Learning Consultants on literacy strategies.
- Data from the Grade 9 Fall literacy assessments.
- Survey and assessment data from both provincial (PAT, DIP, Assurance) and local (RVS and report card).

End Goals

- Disciplinary specific literacy strategies are implemented in all classrooms.
- Increased demand for literacy resources that enhance student engagement and interest. Increased engagement and understanding of subject matter.
- Student success increases on data measures as they attain and acquire skills that enhance their understanding of all curricular areas.

PROTOTYPES

Prototype #1- Continuation/Synergization of above prototype in Goal 1.

Name: Disciplinary Literacy Professional Learning and Implementation

Scope: Fall and Winter 2022-2023

- Utilizing staff PL time to complete book study and work on “This is Disciplinary Literacy”. Staff will be encouraged to use strategies learned in sessions in their classrooms.

Indicator of Success:

- Percentage of teachers who utilize literacy strategies across the disciplines on a regular basis (provincial and local measures).
- Increased achievement on local and provincial Language Arts measures (PAT, DIP and local)
- Anecdotal and qualitative data from surveys of staff, parents and students that indicate better classroom practices enhance students understanding and literacy skills.

Description: Staff at CHS will use “Disciplinary Literacy” as a purposeful resource to enhance classroom practice and literacy skills in all subjects. A book study process will be used in departments and on staff PL days to guide development and acquisition of skills and strategies.

Prototype Iterations: This is the first iteration of this prototype (2 PL days)

Learnings: Staff have expressed the ease of accessibility to the reading and the structured support it provides. They appreciate that the PL sessions result in actionable strategies that can be immediately implemented. Qualitative data shows that most teachers and classrooms are actively using literacy strategies on a regular basis.

Prototype #2

Name: School-Wide Baseline Functional Writing Assessment

Scope: December 2022 to March 2023

Indicator of Success:

- Increased understanding and discussion of writing skills in all staff across all curricular areas.
- Increased proficiency of students writing in local and provincial writing assessments.
- Reduced need for tutoring and remedial assistance and more use of teachers time for coaching and editing on writing assignments. Less of a “recovery” approach and more of a coaching approach.

Description: CHS will engage in a functional writing assignment across all grades and students. The results will be placed on a large continuum from lowest to highest proficiency. Teachers and staff will be involved in discussion and evaluating achievement against a common rubric while brainstorming how the data might inform instructional practices.

Prototype Iterations: This is the first iteration of this prototype. It will occur after our first PL day on disciplinary writing and literacy in November.

Learnings: With the challenges in staffing and a number of our teachers on leave, we were unable to complete the functional writing assessment. As this is a priority for RVS, we will engage in the divisional process in the 2023-2024 school year.

PROTOTYPE PLANS

Goal/Strategy #3

How might we continue to build a community that respects all students and incorporates First Nation, Metis and Inuit Perspectives, Ways of Knowing and strives for reconciliation?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Feedback from students who self-identify as First Nations, Metis or Inuit regarding their experience at CHS and ways to enhance their experience while respecting their cultural identities.
- Staff input from survey data regarding the provision of PL that supports their work with First Nations perspectives and students.
- Input from Director of Indigenous Learning and support from her team.

End Goals

- Students who self-identify as First Nations report feeling safe, cared for and that their cultural identity is supported.
- Staff will feel equipped and confident to implement strategies that support First Nations perspectives.
- All students learn respect and understanding of First Nation People’s perspectives as a mechanism to move towards reconciliation.

PROTOTYPES

Prototype #1

Name: Land-Based PL with Indigenous Elders

Scope: March to May 2023

Indicator of Success:

- Staff report deeper understanding of Indigenous ways of knowing based on learning from elders during PL activities.
- Staff report more authentic application of Indigenous ways of knowing and strategies that support student learning of curricular outcomes in their daily practice.
- Students report an increased awareness of perspectives supportive of Indigenous cultures.

Description: CHS staff will be lead through experiential learning activities on PL days by an Indigenous elder in order to acquire understanding, appreciation and practical skills that can be embedded in their day-to-day instructional practice.

Prototype Iterations: This is the first iteration. A brief acknowledgement of land and the importance of our local environments was shared by our Outdoor Education teacher during our August PL activity (Float on the Bow River).

Winter Learnings: Staff are asking for more support and are aware of this school goal. It is being reflected in their professional growth plans so is at the forefront of our teacher’s desire to improve practice.

Spring Learnings: TBD

Prototype #2

Name: Collaboration with Golden Hills School Division and Strathmore High School

Scope: December 2022 to June 2023

Indicator of Success:

- First Nations, Metis, Inuit and self-identified Indigenous students report feeling welcome, safe, cared for and appreciated for their cultural diversity while at CHS as reported in provincial and local surveys. Qualitative and anecdotal data will also be considered.
- Creation of safe groups and spaces for Indigenous students to celebrate their culture. Increased visibility of Indigenous art, literature and culture at school.

Description: Learning from Strathmore High School and Golden Hills School Division, an exploratory group of staff and students will engage in dialogue about how to raise the profile of Indigenous culture at CHS.

Prototype Iterations: This is the first iteration of this prototype.

Learnings: We were ambitious in our intent to collaborate with Golden Hills and were unable to make these connections. However, we did have our Director of Indigenous Learning work with staff on PL and attend the school to smudge on two occasions. In addition, we attended Blackfoot Crossing for a staff-wide PL day and learned about treaty people and gained knowledge in First Nations perspectives. Also, during the band trip to Nova Scotia, students and staff attended a Mi’kmag cultural center. The students were provided opportunities to ask questions and the quality of questions, engagement and insight was anecdotal data that demonstrates First Nations perspectives are embedded in their day-to-day learning at school.



PROFESSIONAL LEARNING PLAN

Driving Questions

- How do we equip staff to understand strong assessment practices that support and inform instruction for student success?
- How do we equip staff with instructional practices that support literacy across the curriculum?
- How do we equip staff to provide a safe and caring learning environment that incorporates recognition and authentic implementation of Indigenous perspectives and ways of knowing?
- How do we equip staff with skills and practice that support diverse learning needs in classrooms?

Learning Outcomes

- Develop strategic and school wide literacy processes to identify, program and support students to address any lagging skills in reading and writing.
- Provide a tool box of practices that teachers can employ that will reflect authentic learning opportunities to develop First Nations perspectives and ways of knowing.

Strategies

- Connect with an elder for a day of land-based professional learning to acquire knowledge, skills and perspectives of Indigenous ways of knowing.
- Revisit “Disciplinary Literacy” book study and intentionally implement strategies across the curriculum. Engage in a school-wide writing activity that informs teachers of students’ writing skills.
- Develop a school-wide writing task to engage staff in assessing writing and literacy skills. Reflect on results that will inform decision making about next steps of intervention.
- Engage learning specialists for assessment, literacy and Indigenous perspectives to present sessions to staff.
- Develop a carousel model for school-based PL days and support in-house leadership from colleagues to present.



BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$4,723,917	\$4,922,219	\$5,104,903
Support Staff	\$761,332	\$713,845	\$748,670
Services & Supplies	\$582,240	\$646,426	\$698,926
Other	\$0	\$0	\$0
Contingency	\$0	\$0	\$0
TOTAL EXPENDITURES	\$6,067,489	\$6,282,491	\$6,552,499



SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Feedback sessions occurred February 7, 2022 and March 7, 2022. Education plan presented to Council on May 2, 2022. Enhancements made to data and prototypes in October 2022 and final review with School Council will occur on November 7, 2022. The questions below will be completed in November 2022 during final review.

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • Excellence needs to be celebrated and fostered. Honor roll for the students that are working hard to celebrate their achievements. • Challenge to raise the bar for individuals to create a culture of excellence for CHS. (all students have their own bar but creating relationships with them will allow educators to know where that bar is.)
<p>What questions did they have?</p> <ul style="list-style-type: none"> • Will the math learning leads be supportive to develop plans for all students or will they be directors of assessments and creating more practices that give feedback around quiz or test. • Are we working towards creating a math department that values and creates assessments other than quizzes and test to align with RVS AP 360 and support students needs? • Have we reached out to the Elder with RVS to support students here at CHS.
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • Will the departments find solutions to challenge students without defeating them? We have created a narrative that “good enough” is ok, the parents want to have students feel challenged to their individual potential but not pushed to be overwhelmed. This is accomplished by creating good relationships.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • Bringing parents into the building to a market for the ENT class as we move forward. • Teacher’s reaching out to inform parents of the course and directives of the course at least twice a semester. • PTI’s and engaging with our building so that parents have a chance to see the school and interact with all.

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



Principal Signature

April 15, 2023

Date

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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Presented to Council on May 1, 2023

School Council Chair Signature

Date: May 1, 2023