

C.W. PERRY SCHOOL
2015 – 2019 School Education Plan
May 1st, 2018 Year Four
Year Four



MESSAGE FROM SCHOOL PRINCIPAL

Since our opening in August 2014 four years ago, we have established a connection with our students and worked with them to develop essential 21st century learning competencies that will allow them to be successful both personally and academically. Alongside RVS student skills (i.e. problem solver, financial and economic literacy, communicator, innovator, collaborator, etc.) we have sought to also firmly embed in our school culture our own Spartan Strong student skills, which in turn contribute to and support the divisionally developed characteristics. It is our belief that the RVS skills, as well as perseverance, determination, showing kindness and standing up for others (and the whole notion of doing right even when no one is watching) is just as important as developing student academic skills. To this end, in addition to both explicit and implicit and classroom instruction, we have continued our *Spartan Strong Characteristics* character recognition initiative three times a year, where certificates and words of praise and recognition are offered by classroom teachers to our award recipients.

Other evidence of our efforts in this regard also include such things as older students mentoring younger students both in our school and at our feeder school, Ralph McCall, community service activities, a mentoring program with students from Bert Church High School, academic and character goal setting, and active student participation in all Individualized Program Plans. With respect to literacy and numeracy, staff have taken the first of many significant steps to increase student competencies in both these areas. Each year teachers can sign up for a committee to impact professional learning and student centered initiatives. This past year we made progress on, literacy, technology, numeracy and digital portfolios.

Culture here is generative, it moves in waves of current needs and goals. For example, over the past year our students desired a leadership group whose goal was to impact their community for positive change. They did this through the creation of the Let's Chat Mental Health. Why was this? They would say it was due to how they saw their peers lead in years past and desired something different. With this type of reflection, arises empathy and innovation. Because of our grade structure, students can actively seek authentic mentorship and leadership opportunities in their own building as well with Ralph McCall. This peer-to-peer influence is by design. We hope this will grow for years to come.

What are the current trends in education and how do they affect today's learning? Over the last decade we have seen how 21st Century Learning Competencies have taken the stage. Why is this? Mainly due to how our world has moved from a knowledge base learning style, to a "learning for life" necessity. Today, it is not so much about what you know, but how well you are self-motivated to learn through exploration. Innovation, thinking, problem solving, communication, literacy, self-motivation, globally aware, engagement in community, and financial/global awareness, have been skills identified as needs for a successful citizen. As we seek to infuse these competencies in our learners, we also understand the importance of a firm foundation.

We are proud to be Spartans.

SCHOOL PROFILE

School Name: C.W. Perry School

Principal: David Smith

Address: 186 Sagewood Boulevard, Airdrie, AB

Phone: (587) 775-3523 Fax: 587.775.6714

Email: cwperry@rockyview.ab.ca

Website: www.rockyview.ab.ca Facebook Page:

<https://www.facebook.com/pages/CW-Perry-School/299708100223175?ref=hl>

Grade Configuration: Grades 5 - 8 Student Population: 800

No. of Teachers: 33 (FTE)

No. of Support Staff: 16 (includes: building operators, receptionist, secretaries, and learning assistants)

Unique Features of our School:

- ✓ New boundary changes and new schools will impact us by declining by about 60 students.
- ✓ We are a P3 school (partnered with ABC Schools, Rocky View Schools, Ainsworth and Clark builders).
- ✓ We have a deliberate and concentrated focus on collaborative project based learning that includes universal accessibility, inquiry and the inclusion of soft skill instruction, coaching and modeling by all staff.
- ✓ Many of our students walk, bike, scooter or skateboard to school each day. We have nine buses that transport students from various neighborhoods.
- ✓ We offer a wide range of CTF and Fine Arts options to students in all grades. Options are taught by homeroom teachers. (ie. Grade 6 options are taught by grade 6 teachers)
- ✓ Professional teaming and collaborating are strongly encouraged and supported. Each homeroom has a buddy class in close proximity. At the grade 5 and 6 levels classes are homeroom based. At grade 7 and 8, students have two main teachers, one humanities and one math/science.
- ✓ Our school building is physically designed to foster collaboration, accessibility and flexibility.
- ✓ In an effort to connect with students throughout our school, most of our staff, both support and teachers, offer club activities in an area of passion and interest.
- ✓ Most students at Grade 7 and 8 are one to one with their own technology. Grade 5 and 6 may bring their own devices to school.
- ✓ We have a school focus on leadership, mentorship, and character/soft skill education.

Parent Quotes

“CW Perry is an outstanding school and a great place for an inquisitive learner and a child who needs to be challenged. This school is a truly unique place with outstanding academics, topnotch teachers, and a diverse community. The front office staff truly care for the kids. They are always open to any questions, suggestions or requests; very accommodating and all are very helpful.” – Samreen J.

“Both of our children have had a great year at CW Perry; one is in grade 6 and the other is in grade 8. Open and transparent communication is consistent (and great!) from both of their teachers. As a family, it is important for us to have open dialogue about what is happening at their school and within their specific classrooms as well. Weekly emails from their homeroom teachers gives us the ability to ask questions and be involved in our kids’ school lives. If there is ever an issue, problem or concern, we were quickly contacted by either the teaching staff or the office (Principal or Vice Principal). I have been on a two field trips this year and the organization, respect and communication that I’ve seen between teachers and students gives me comfort that our kids are safe and learning about more than just scholastics.” - Kyle and Jen K.

“C.W. Perry is an outstanding school in Rocky View. The care and compassion that they strive to give every individual is amazing. They value each student as a gift that they can work with, educate, and learn from. They have been able to create a true community in such a short amount of time and it truly shows in the sense of pride the students demonstrate as Spartans. I am thankful that my children were able to be part of this school.” -Jolene B.

RECENT ACHIEVEMENTS

Learners are Successful

Last year we planned to increase our literacy quotient through professional development. It has been exciting to see teachers attending various professional development opportunities to enrich their classroom teaching. Training for teachers on the use of benchmarks assessments has increased our ability to formatively assess our students to inform direction. Further to this, we have taken various units of studies from Lucy Calkins book to begin the journey of melding ways to teach literacy and to obtain cohesive classroom strategy across all grades. Further to this, middle school humanities have focused on infusing indigenous curriculum where appropriate. It has been exciting to see the knowledge gained by our students in regards to the indigenous culture.

Learners are Supported

This year we endeavored to increase our learning around mental health and awareness; this began with Stan Kutcher training for staff and followed with the formation of the "Let's Chat" student group. The training taught our staff about recognizing various mental health issues in students and focused on how we can support them. The "Let's Chat" group spent time making posters of positivity and attended once a month lessons mental health. I feel this is the beginning of something great in our school. It connects with our Spartan Strong characteristics which is our touch stone on how we interact with each other in this building. Our C.W. Perry Student Council picked up the charge and dedicated themselves to making a difference in the community, through acts of kindness, leadership days, spirit days, and more. Our "Students for Change" group hosted a fundraiser to support Ecuador through the WE Day organization. This year we took time to evaluate your student support structure and have crafted a document for teachers and parents to communicate how we can support

their child. We will be sending this out in our last report card package. With some of the updates to our support system, birthed the Pit Stop. The Pit Stop is designed for personal intervention and tutoring in a quiet environment which works in concert with our Learner Centre. This spaced is staffed and available to any student, either through teacher or student request. Further to this, because of the Classroom Improvement Fund we were able to work with all students on increasing their reading fluency, comprehension and overall ability.

Learners Are Engaged

When we speak of engagement, it is from the standpoint of student interest and participation in activities. We used survey's such as the SOS-Q to gauge student motivation in school. However, we also enable teachers and students to create experiences at school for engagement, such as culture-building events (Spirit Days, Motivational Speakers, unique field trips, We Day Events, community service, etc.). The engagement of students is both academic and culture based. By culture I am referring to school culture. We seek to engage our students in ways that both interest them and achieve the academic requirement for their grade. Each grade group designs inquiry and problem based learning tasks where students can engage in at any level. Our field trips are designed to accentuate the curriculum and give students are real life experience. This year our Outdoor education program as full at both the grade 7 and 8 level. Further to this, we had a mental health month where we brought in various speakers to encourage our students to make good choices and to critically think about their decisions. The School Council parents put together a Read-a-thon whereby students tracked their reading on a daily basis. This event brought great excitement to our student population and raised money for items not normally available to us.

PRIORITY AREAS OF FOCUS

We are continuing to work on past initiatives while starting new ones. Below is a brief outline of our direction for the next year as it relates to the RVS Goals. I have purposely bulleted the items for ease of reading.

Students are Engaged

Literacy

- ✓ Writing Workshop (Lucy Calkins) program has proven increase the ability of writers. All teachers will begin applying 2 units of study to their Language Arts class.

Communication of Student Learning

- ✓ All students will begin to use the Myblueprint online software for their portfolios. This approved online service will allow students to reflect, research and collect information pertaining to their academic future.
- ✓ C.W. Perry will be prototyping "Real Time Reporting" for parents. A host of RVS Schools are developing formalized routines for teachers to represent their students learning through the use of PowerSchool, conferences and portfolio's. We will only be printing a year-end report card in 2018-2019 since each child's assessment information will be live. We will be seeking feedback from our community as we move forward in this endeavor.

Mental Health

- ✓ Increasing our understanding of mindfulness and mental health practices for students, parents and teachers.
- ✓ Grade 5 and 6 teachers will have the opportunity to learn and apply the MindUp curriculum in their classrooms.
- ✓ Grade 7 and 8 teachers will be using the Go-To-Educator curriculum in their health classes which focuses on removing stigma and educating students on Mental Health.

Students are Supported

Programming

- ✓ Refining and communicating how C.W. Perry supports students with IPP's along with specifics to our programming.

Mental Health

- ✓ October will be out Mental Health Summit, kicking off our year for all students to engage in empathic behavior with their peers.
- ✓ This year we endeavored to move our community towards healthy mindsets. We will continue this through the Let's Chat Student Leaders. Creating opportunities for our community to operate with empathy and mindfulness has been the request from our student population.

Literacy

- ✓ Through the use of leveled resources, students will be able to choose novels at the "just right" reading level. The leveled readers assist in moving students forward in their vocabulary and fluency.
- ✓ Building Leveled Literacy Intervention at the grade 5 and 6 level.

Mental Health

- ✓ We are pleased students and families are willing to express mental health concerns and asking the school to be aware. With this, we are steadily improving our relationships with outside services along with our own to support families through connection. There is much work to be done in this area.

Students are Successful

Literacy and Numeracy

- ✓ Yearly we have committee's on various initiatives, this year the numeracy committee will be able to use RVS's numeracy framework to develop a school plan.

Student Leadership and School Programming

- ✓ Student focus groups allow for Spartans to enter into discussions on

school based decision making. Focus groups actively allow the student voice to permeate through our school processes.

- ✓ Real Time Reporting will be a focus for the school. We will be communicating how parents can engage in their child's education, while moving towards a year-end report card only. We will be working with other schools in RVS to create a prototype for teachers and parents to engage in with regards to Real Time Reporting.

Mental Health

- ✓ Focus groups for students struggling in areas where they might need short term intervention (e.g. overcoming anxiety).

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ✓ School-wide, daily sustained reading to foster a love of reading through book talks, silent reading, reading conferences, peer, mentor, volunteer and buddy reading, etc. ✓ School-wide, weekly mental math foundational practice performed in the morning. ✓ 2018 -2019 Benchmark reading levels for those teachers deem necessary, at all grade levels through current assessment practices and the division comprehension assessment. ✓ Build cross-curricular literacy practices. ✓ Implement the divisional Grade 5-8 Literacy Framework with support from divisional literacy experts and school based literacy and PL groups to build consistent literacy (reading and writing) instructional practices. All L.A. teachers will complete two units of study out of the three in Writers Workshop ✓ Continue to recognize that foundational teaching practices in literacy and numeracy have a place at our school
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ✓ Continue to embed 21st century soft-skill teaching and Spartan Strong Effort Honor Roll criteria in the development of unit and lesson plans, assessments, field trips and excursions. ✓ Continue to develop and implement grade team projects on active citizenship, working on 21st century skills, building relationships and establishing high expectations to solidify classroom connectedness and community that will continue throughout the year.
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ✓ Continue to provide school wide focused time and celebration to build student capacity in resiliency and grit through guided activities that focus on Spartan characteristics and support student ownership. ✓ Continue to implement procedures regarding instruction and school-wide expectations on homework and assignment completion management focusing on developing organizational strategies. ✓ Continue to embed instruction of soft-skill strategies to empower students to take ownership of learning, to keep oneself organized and take proactive steps to navigate approaching due dates and deadlines. ✓ Student and parent use of website, facebook and PowerSchool to reflect on and self-monitor progress. ✓ The use of student focus groups on school based decisions as needed. ✓ With the introduction of Myblueprint, students will explore how to use this portfolio platform. ✓ Teachers will be developing a scope and sequence for Real Time Reporting, moving to 1 report card while providing enough information for parents to know where their child is "at", at any given time.

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ✓ Continue to collaborate on cross-curricular inquiry and or problem based learning tasks for students. ✓ Continue to use guest speakers and field studies to connect students with professionals and real-life applications of student learning. ✓ Expand the field of parent/community experts, volunteers and consultants for support with school projects and school literacy. ✓ Continue to recognize the importance of those elements suggested in the CW Perry lesson plan template (Organizational Day) ✓ Connect our Option Courses to work with the CTF model of challenges and career connections. ✓ Continue to access opportunities for students to volunteer and participate in community and school service.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ✓ Budget substitute release time for professional learning ✓ Offer occasional optional Friday professional learning cafes ✓ Reflect with students on our results as a school and how we can enrich their experience (focus group).
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Promote volunteer recruitment in the fall and mid-year (through welcome package, school website, Facebook page, etc.) ▪ Involve parents in both academic and soft skill student growth initiatives (i.e. learning goals after each reporting period and attitude toward learning) ▪ Offer parent education programs (ie. assessment, use of Plone and PowerSchool, anxiety, body image, tech and social media usage, etc.) ▪ Establish partnerships with local businesses and community organizations (i.e. RCMP liaison) to engage the community in our school functions and celebrate our student successes ▪ Continue to provide parental supervision and lunchtime clubs based on their interests to create variety in club choices. ▪ Continue mentorship partnership with Ralph McCall and Bert Church Schools

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ✓ Use the Effort Honour Roll to support the Spartan Strong characteristics. ✓ Collect students in the morning (greeting and welcoming them into our classrooms), be visible in the halls during transitions and throughout the day ✓ Continue to recognize student achievements and learning through grade level awards, assemblies, and announcements ✓ Establish and coordinate with administration and bus drivers, the Spartan Code for positive interactions and behaviour, setting expectations and encouraging positive student involvement and ownership by students when travelling by bus either to and from home, or during school-based field trips. ✓ Maintain mentoring opportunities with feeder schools. ✓ C.W. Perry Mental Health Summit to educate and tear down stigma. Giving students the voice to talk about age appropriate mental health concerns as well as mental health personal care. ✓ CWP Student Support Document to be rolled out for parents who children require support. This will give parents and teachers a clear understanding of how we operate learning support at CWP.
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ✓ Develop a social thinking/soft skill orientation with new staff, ensuring understanding of the CW Perry template. ✓ Maintain the open door, self-referring policy of students who want to access learning support ✓ Embed programming for students who require support or extension in the areas of life skills training, hands on learning tasks, social skill coaching, and flexible assessment. ✓ Customize and provide choice on assignments and projects for students to meet individual learning styles and strengths.
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ✓ Understand and commit to the notion that the homeroom teacher is the primary student's advocate. ✓ Continue to support each student academically, socially or emotionally to ensure that each student's strengths are developed and supported. ✓ Set flexible yet high expectations for student levels of achievement ✓ Foster student ownership of shared spaces: creative commons/maker space area, art room, learning commons, etc. ✓ Continue to promote student ownership through self- evaluation, self-reflection, collaborative problem solving, and conflict resolution. ✓ Use SOS-Q data collected early in the year (January) to help make decision in the best interest of the student to build their learner profile. ✓ Allow for students to take leadership roles through student council, students for change and Let's Chat to encourage a positive school culture. ✓ Teacher training on supporting all students through mental health (MindUp and Go-to-Educator)

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

C.W. Perry teachers and staff have focused their professional learning on literacy and numeracy, mental health, portfolio training and Real Time Reporting. Each Professional Learning Day is designed to take teachers to the next level of their learning. These days do not provide everything there is to know about the subject at hand, rather it starts them off on the journey of discovery. Further to this, C.W. Perry then provides the resources to assist in their learning. We also have committees whereby all staff can engage in their interested to bring about change and growth in their profession.

SCHOOL BUNDLE ROLL-OUT

SchoolBundle Roll-out

Administrator Debriefing	▪ April 30 th , 2019		
Public Website Development	▪ May 06, 2018	Gord Ernst, David Smith	
SGF Centralization and Ecommerce Development	▪ May 1 st , 2018	Heather Nikkel	
Staff Web Portal Introduction	▪ May 28 th , 2018	▪ June 4 th , 2018 – Staff meeting	
Onsite Support	▪ June 5 th , 2018	▪ 33 Teachers for coverage needed	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	40	33	\$3,604,705.00
Support Staff	18	16	\$690,110.00
Services & Supplies	\$300,000.00	\$305,490.00	\$157,933.00
Other	N/A	N/A	N/A
Contingency	N/A	\$34,184.00	N/A
TOTAL EXPENDITURES	\$4,486,013.00	\$4,547,118.00	\$4,452,747.00

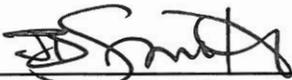
2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 1 st , 2018
School Council	<input checked="" type="checkbox"/>	May 1 st , 2018

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

May 22ND / 18
Date



School Council Chair Signature

May 22ND / 18
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018

Date