Cochrane Christian ACADEMY

School Education Plan
2015 – 2019
May, 2018 – Year Four

MESSAGE FROM SCHOOL PRINCIPAL - Allan Elkin

A Short History
Welcome to Cochrane Christian Academy's School Education Plan (SEP). In brief, CCA was established as a K-4 pilot Christian alternative program in September 2007 at Mitford Middle School with 45 students. In two years it grew to slightly over 100 students, added grades five and six and was granted permanent program status within Rocky View Schools. The following two years witnessed growth to a K-8 school with approximately 160 students. The Cochrane Christian Program (CCP) was granted school status by the RVS Board of Trustees and Alberta Education in February 2011. Consequently, after conducting a 'Name the School' contest, the program's name was changed to Cochrane Christian Academy in April 2011.   CCA now has over 300 students.

In support of Rocky View Schools' vision to ensure students are literate, numerate and are building 21st Century competencies, our school continues to endeavor to collaboratively identify the best instructional methods available to educate children who have different learning needs, styles, and preferences. Staff strive to improve student literacy capacities by employing instructional designs such as Daily Five, which allows all students to read successfully and provides students with opportunities to read both independently and with a peer, as well as to conference with their teacher on a regular basis about their reading. Students who require additional literacy support receive daily targeted instruction from our Literacy Specialists. Students link their literacy instruction to home through accessing a comprehension program called Raz-Kids, and a word development program called Words Their Way Spelling. In addition to the traditional ideas of literacy, our students are learning and building their digital literacy skills through the use of Google Docs, classroom blogs, Google Classroom, and other digital platforms that allow our students to communicate and collaborate within and beyond our school classrooms.

Our students are expanding their understanding of numeracy through developing a solid understanding of mathematical basics and by exploring and discovering how numeracy is a part of their daily lives. They experience this through learning about time, maps, measuring, cooking, music, and in their interactions with peers through classroom markets and classroom economies. Teachers provide students with opportunities to see how numeracy is connected across the curriculum in subjects such as science, social studies, music, art, and gym. Connections to home are made through online access to Mathletics, a skill building numeracy program leveled to suit each learner.

Staff and students are continuing to broaden and expand their competencies as 21st Century learners through goal setting, classroom portfolios, and inquiry/project-based learning. Further, this allows our students to become stronger communicators as they share their learning with the school and wider community. Global citizenship is developed through activities such as our middle school WE Day event and subsequent service projects supporting the Cochrane Food Bank and a shelter in Morley called Eagle's Nest Stoney Family Shelter. Global awareness is also developed through our grade four 'Rice and Bean' challenge, which supports providing clean water to a third world community via Energy For All. Further, the careful integration of technology into our classrooms is resulting in students who are collaborative and engaged communicators that are gaining a deeper understanding of what it means to be digitally, informationally, and media literate citizens.

SCHOOL PROFILE: Cochrane Christian Academy
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School Profile:

Grade Configuration: K-8	No. of Teachers: 15.5
Student Population: 320	No. of Support Staff: 8.0

Vision Statement
Cochrane Christian Academy is a community of learners journeying together to discover full potential as an expression of God's love.

Mission Statement
Through relationship in Christ we are committed to:
- Developing learners with God-given PURPOSE
- Creating a connected COMMUNITY, and
- Making an IMPACT in our world.

Unique Features of our school include:

- Weekly Chapel and daily devotions
- Middle school retreats
- Family Teams & Service Projects
- ALIVE Student Leadership Team
- Pit Stop regulation/support room
- Student mentorship program
- Full-day kindergarten classes
- Daily Early Literacy programming
- Learning Support in classrooms

- Technology assisted learning
- Joint CTF options with Mitford
- Shared school facility with Mitford School
- Joint CCA/Mitford's sport teams
- Active Living Walks to local parks/trails
- Daily SPARK physical literacy program

Quotes from Parent Advocates
"The atmosphere in the school and the close community between the teachers and students really gave my son a safe place to grow and heal. He has absolutely turned a corner in so many ways - emotionally he is more secure, and academically his grades have grown in astounding ways."
Parent of students in grades 2, 5 & 8

"It's important to us that at Cochrane Christian Academy our children freely worship God at chapel and celebrate Christian holidays. Instructors have shown care for our children's emotional, spiritual, and academic growth. Our children have received excellent instruction in core subjects, are interested in school, and feel welcome here." Parent of students in grades 3 & 6

RECENT ACHIEVEMENTS

School Culture
This year, CCA endeavored to focus on school culture. We asked questions like: "what is a culture-first school" and "how can we honour one another" and "what does a people-first school look like?" This started off our year and much growth has occurred in our confidence and identity as a school, in our relationships across and with students, staff and parents and in our interest to keep the momentum going. As a result of our 'culture focus' we have tweaked our school newsletter, making it a more visually enjoyable and quick to read and focusing on making connections and people. We have called it CCA Connections and it has been a successful change. We met with parents monthly in a Coffee Connections time, to simply connect with one another and at times we had different staff join with the administration. Parents, staff and students have had opportunities to give feedback in the monthly parent feedback survey, student surveys from our leadership teams, and during staff meetings with staff or staff surveys. In addition, we have reviewed and refined our two monthly staff meeting agendas to focus one on business and the other on collaboration, sharing or creativity. We started a CCA Vision Team made of administration, teachers, and support staff to collaborate on high level school planning ideas. As part of the ALIVE student leadership initiative, 3 leadership teams emerged: E-Crew (school events), Décor Crew (enhance our schools look and feel), and Culture Crew (school spirit and special activities). A representative from each group met with school administration on a weekly basis to report on their team's progress, ideas, and suggestions to enhance the school further.

Student Well-Being & Learning Support
This year we continued to see an increase in student well-being and mental health. Students and their success not just academically but spiritually, emotionally, socially and mentally are key components to CCA. Staff and students start each day off with morning devotions, focusing on scriptures and stories that demonstrate and build upon our understanding of our identity in Christ and how we are to respect, love, and care for one another. The incorporation of a new daily timetable, decreased bell sounds between classes, and longer learning blocks have contributed to improvement in student attentiveness and engagement in learning. The "Pit Stop" for students in all grade levels has been instrumental in supporting both students and teachers for self-regulation or learning needs. Our Pit Stop allows students to access academic support, space and strategies for self-regulation, as well as a quiet space to work when needed. Lastly, parent volunteers are providing healthy snacks for students who are occasionally hungry and need additional food to satisfy their hunger. Student have easier access to these snacks with the introduction of two refrigerators located in the school hallways, and the ease of limiting any stigma that could come with asking for food.

New CCA Vision and Mission
It is hard to believe that CCA is now in its 11th year. With a decade past, it was time for CCA to refresh its vision and mission. The CCA Vision Team, made up of teachers and support staff, met on various occasions to begin the process of determining what a refreshed vision and mission could look like. This process included assistance from the RVS design team who lead the committee through various 'school defining' activities. In the end, a draft vision, mission, and core values were created. Throughout the entire process, Vision Team members updated teachers, support staff, parents, and students in order to garner their input and feedback. This information was taken back to the committee, and further refinement was given to the wording of the vision and mission. We are excited to have a fresh, clear direction for the school which focuses on the heart of who we are: PURPOSE, COMMUNITY, and IMPACT. The completed version will be announced in June 2018!

PRIORITY AREAS OF FOCUS

Culture-First Education
CCA will continue to focus on providing children with a Christ-centered, biblically based education that promotes academic success, Christian character development, citizenship, service, and biblical stewardship. Continued integration of biblical truths into all subject areas continues to be a priority for the 2018 – 2019 school year, as we equip our students to be active, lifelong learners who contribute in meaningful ways to their communities, both locally and globally. Through this we are developing a 'Kingdom Culture' based on the Kingdom of God as shown to us throughout God's Word. As a culture-first school we will endeavour to honour one another, put people first, and discover creative ways to live out our new mission and vision.

CCA teachers will continue to build meaningful relationships with our students, families, and the community as they create and facilitate opportunities for our students to become involved in Christian service projects on a local and global level. Ensuring that students have an active role and voice in this process is essential to empowering our school community to be responsible, ethical, and socially literate members of society who know how to see God's Kingdom realized 'on earth as it is in heaven.'

Literacy & Numeracy
CCA will continue to expand our participation in the Rocky View Reads: Wee Read Program to include Kindergarten as part of our Early Literacy Intervention program. We will focus on continuing to increase the literacy skills of all students through the integration of the RVS literacy framework and with our current literacy and learning support programming. In addition, CCA has developed a guiding document for teachers to use for literacy programming in order to build consistent and effective practices. Building classroom libraries, aligning instructional practices between classrooms and grade levels, implementing Reader's and Writer's Workshops, and building school literacy continuums for reading and writing and corresponding "I Can" statements will further support and enhance student learning. CCA will also focus on building each teacher's literacy capacities as we continue to support literacy across the content areas in all of our K-8 classrooms.

Numeracy continues to be an area of priority and growth for CCA. Staff will continue to work and support students in building foundational numeracy skills such as basic math facts, place value, and computation. Staff will work collaboratively to build school numeracy continuums for the different strands of the math Program of Studies to create a tool that will assist in identifying gaps in student learning and to support next steps for instruction and ultimately improve student achievement. Emphasis will be placed on delivering numeracy concepts that connect in practical ways to both other subjects and units of study, and students' real-life experiences.

Rocky View Schools' Four-Year Plan

The following pages outline the specific strategies employed by Cochrane Christian Academy to meet the goals of Rocky View Schools' Four-Year Plan. CCA strategies are organized into the three RVS goals and associated outcomes. RVS measures serve as indicators for the division's level of success in meeting its goals. Results of these performance measures are provided to all stakeholders in the fall of each year through the publication of the CCA School Annual Results Report (SARR).

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	*RVS Performance Measure*	*Strategies*
Learners are literate and numerate	(AE) Percentage of students/FNMI students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort). (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending)	- CCA staff will implement the resources and strategies outlined in the RVS Gr. 1-12 Literacy and Numeracy Framework, the guiding document for the CCA Framework, and the RVS Kindergarten Playful Literacy Framework. - Resources and programs such as Jolly Phonics, Daily Five, Reader's & Writer's Workshop, Empowering Readers/Writers, and Wee Reads Program will enhance literacy at the classroom level. Assessment through Fountas and Pinnell levels, Running Records, and Guided Reading supports, including completing ELL benchmarks. - RVS Comprehension Benchmarks are used by teachers to identify and monitor reading levels. - Response to Intervention is delivered daily to students requiring direct one-to-one or small group teaching to improve literacy (address literacy needs). - Words Their Way, Making Words and Making Big Words and Spelling City (digital spelling platform for grades 1-3) to promote vocabulary growth, phonics, and spelling development. - Home reading programs in K-grade 6, provide students additional access both at school and home to reading resources. (Grade 4-6 home reading includes online reading options like Newsela). - Learning Commons provides students access to both traditional and digital resources for weekly sign-out. - Resources and programs such as Nelson Pre-Assessment tools, Pearson Math Makes Sense, Math to the Max (*available to supplement), and Math Build (Daily Five for Math) provide students with daily instruction in Mathematics. - Students access Mathletics both at school and home to reinforce mathematical skills learned in class. - Math fact retention developed through daily practice - Learning is becoming visible in elementary classrooms through the use of RVS educational blogs.
Learners build 21st C competencies (skills and knowledge).	(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.	- Students access Mathletics both at school and home to reinforce mathematical skills learned in class. - CCA models the development of lifelong learning skills and Christ-like attitudes and behaviors. - Programming for A.L.I.V.E. (student leadership) provides leadership training and service opportunities. - CCA encourages service projects to support our local school and town community in the greater Cochrane (ie. Cochrane Food Bank, Bethany Care Centre and other volunteering opportunities). - CCA promotes citizenship through participation in WE Day, Operation Christmas Child, or other global impact opportunities. - Staff collaborate to increase 21st C strategies and best practices in all subjects through innovative inquiry projects and competency building. - Digital devices and resources are available to teachers and students. - Media literacy is taught through digital tools such as Google Apps, Google Classroom, iMovie, and Garageband and through digital citizenship lessons (through websites like media smarts or common-sense media)

- One-to-One laptop program exists for grades seven & eight students.
- Showcase student understanding of digital technologies in celebrations like inviting classroom visits, Project Hour in the gym, classroom community nights or during 3-way conference Celebration of Learning.
- Create and provide professional learning on digital resources and technology and access RVS in-services and workshops - including school learning walks or classroom visits.
- Middle school students (6-8) are researching and presenting current events to showcase their global awareness and critical thinking.
- Classroom discussions integrate the language and vocabulary of 21st Century knowledge and skills.

| Learners take ownership of their learning. | • (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. | • Students access to differentiated online programs support student development of literacy and numeracy competencies (Mathletics, Raz-Kids).
• Electronic portfolios will be explored as a means to showcase and celebrate student learning through My Blueprint. Students will update this 2-5 times each month. A binder or folder of samples of learning will also be kept for Celebrations of Learning purposes.
• Teachers will communicate student progress regularly through a student reflection of their work and the work or test sample, requesting it to be returned with a parent signature.
• The school website, Google Calendar, PowerSchool parent portal, Classroom Blogs and PowerSchool real time reporting will increase personal responsibility and involvement for learning.
• Use of self and peer assessment and checklists enhances student learning and engagement.
• Exemplars, rubrics and project steps provide clear targets for learning.
• Collaborative construction of rubrics for assessment, self-assessment, and reflection promote understanding of learning - between teacher and with teachers and students.
• Teachers offer students multiple opportunities to demonstrate understanding of learning outcomes and offer multiple choices for students to have their learning engaged, represented and expressed (modeling the Universal Design for Learning (UDL) model to support diverse learning).
• Continued Implementation of the divisional Communication of Student Learning and discovering creative ways to make learning visible.
• Parents and students have ongoing access to their marks in real time through the use of PowerSchool/Teacher Pro.
• Project Based Learning strategies in science, engineering projects and social studies increase student engagement. Design Thinking, STEM or STEAM projects or challenges are experienced by students.
• Students will select products of their learning to showcase in 3 Way Conferences in order to celebrate with parents, peers, and the school community.
• Through online platforms such as Google Classroom, Gmail, and Google Docs students are able to learn independently, work collaboratively, and receive feedback from teachers and peers.
• Students can demonstrate their learning in a variety of ways (eg. Minecraft videos, Slides, Explain Everything, NearPod, blogs, art or visual displays). |

(RVS) Jurisdictional Measure   (AE) – Alberta Education Measure

GOAL: LEARNERS ARE ENGAGED

Outcome	*RVS Performance Measure*	*Strategies*
Real-world, hands-on learning experiences engage learners.	• (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.	• Students have opportunities to demonstrate their learning in relevant and meaningful ways (ex. multiple intelligences, integration of technology, hands-on/authentic projects). • Building student ownership of their learning by giving students choices in the planning and implementation of learning activities. • Students experience new content through multiple instructional styles. • Support combined and split grade instruction by building inquiry-based, authentic learning models that exemplify the integration of cross-disciplinary practices. • Meaningfully integrate technology throughout all curriculum areas (Classcraft, Google Classroom, Google apps, Kahoot, Newsela, Nearpod, Explain Everything, and LucidPress). • Formative assessment in a variety of ways is used by staff and students to enhance learning and inform best teaching practices (check-ins, student conferencing, checklists, exit slips, reflections, sticky notes). • Collaborative construction of inquiry-based learning practices and the design and assessment of projects • CCA students participate in a full complement of CTF Courses with Mitford School (grades 6-8). • Encourage student led initiatives for school improvement through leadership opportunities and student feedback surveys. • Students serve as experts and facilitators of peer learning by demonstrating their individual skill sets and areas of personal interest. • Using an inquiry-based approach, students will identify problems and solutions that connect learning outcomes to school, community, or global needs (ex. Gr. 4/5 Hydroponics, Gr. 8 Urban Planning Math & Social Studies).
Innovative and effective practices enrich learning.	• (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).	• CCA promotes and celebrates excellence in personal and academic achievement through award ceremonies, 3-Way conferences, performances, and student portfolios. • Teachers' online presence occurs through PowerSchool, school website, Google Classroom, e-mail, blogs and personal good news phone calls or notes home. • Links on the school website and Power Teacher Pro provide students and parents access to subject/lesson related content. • Student learner expectations are adapted or modified to meet individual students' needs through differentiated activities (Words Their Way, RTI - Response to Intervention, LLI –Leveled Literacy Intervention, guided reading groups, book clubs/literacy circles, alternative programming or scheduling). • Use of voice typing, text to speech and speech to text offer support for struggling readers or writers using technology and offer an effective way for students to review and edit their written work. • Extra-curricular and co-curricular opportunities are provided for students within CCA and Mitford School. • CCA athletes participate on joint CCA/Mitford extracurricular teams. • Fieldtrips and active living walks take students into varied environments to expand knowledge and give meaning to learning outside the classroom. • Noon hour or after school clubs for boys and girls engage students in various activities. • Students share, comment, and reflect on their learning experiences with other learners within and outside of their school environment. • Students have opportunity to work independently, in groups or pairs. • Students co-create rubrics and checklists for self-assessment and reflection. • Students (and parents) are given timely feedback as an effort to move toward real-time reporting. Teacher will share progress reports with students and parents on an as needed basis. • RVS professional learning opportunities provide rich, innovative experiences for teachers and staff to learn and participate in.

- Staff collaborate to ensure professional learning opportunities positively impact teaching practice.
- Involve community experts and guest speakers to help students generate ideas and understanding.
- CCA staff is involved with district level professional learning cohorts that strengthen and enhance innovative practices.

Partnerships enhance and fuel learning.	• (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.	• Communication with stakeholders takes place through the school website and newsletters, PowerSchool, e-mails, phone calls, student agendas, and digital calendars (Google calendar). • Participation in APORI and RVS satisfaction surveys generate stakeholder data to inform decision-making for implementing school improvements. • School Council plays an important and regular advisory role in the school. Parents are invited to meet with staff and administration once a month in a Parent Coffee Connection time. • CCA and Mitford School Councils collaborate on joint ventures for school enhancement. • Administration, teachers, and students from CCA and Mitford collaborate to ensure all learners succeed through equitable shared use of school facilities. • All staff work to expand their personal learning networks in both formal and informal collaborative teams with Mitford School or other educators that promote efficient planning of curriculum and sharing of innovative ideas. • Collaborate with other schools to enhance learning (school visits). • Exploratory programs utilize facilities and expertise of professionals within the local community (Rocky View Reads). • Local church members, children's pastors, and Christian ministries present at weekly Chapels (Alpha student lunch club and partnerships with the Alliance Church). • Utilization of the Family School Liaison promotes teacher, student, and parent access to Family Child Support Services, Cochrane Youth Association, Mentorship Program, Grandparent Program, and Empower. • Seek to make meaningful partnerships with local businesses and entrepreneurs. (ie Bethany Care, Classroom guest presenters, Food Bank Presentation, Snap Dance – Discover Dance Week). • Community building events at the classroom and school levels (Welcome Back BBQ, Christmas Family Night, Classroom Community Nights, 3 Way Conferences, classroom showcases).

(RVS) Jurisdictional Measure   (AE) – Alberta Education Measure

GOAL: LEARNERS ARE SUPPORTED

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	• (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.	• Biblical truth is integrated through daily devotions, Bible curriculum, weekly chapel, and inter-woven all subjects. • Staff teach and mentor with love and compassion as taught in the Word of God. • Staff model the character of Jesus Christ. • A personal relationship with Jesus Christ is promoted. • Conflict resolution is guided by Christian principles of forgiveness, accountability, grace, mercy, and love for God, self, and others. • Incident reports streamline communication, intervention, and documentation. • Discipline approaches are based upon Restorative Justice practices, Love and Logic and teaching opportunities; efforts are made to maintain individual dignity, promote well-being and personal awareness and encourage learning, growth and a resolution. • Staff and admin practice Love and Logic principles and strategies – which are communicated to parents and parent info nights are offered. • Child Development Advisor (CDA) assists and promotes healthy relationships through conflict resolution, support plans, social skills, and personal well-being. • Social skills programs (lunch time or friends groups, Friends for Life) support inclusion for all students and foster healthy relationships. • Cross-grade Family Teams or Community Teams foster relationships and build leadership capacity. • Ensure bussing protocols are followed and bus drivers receive collaborative support from staff and parents. • The social/emotional needs of students are supported to ensure student success (Fridge/Snacks program, CDA programs, Pit Stop, classrooms uses Zones of Regulation Tools). • All school staff are trained in and use the Zones of Regulation. • The Pit Stop is a well-used resource for students to receive support in learning, to self-regulate, to receive encouragement, to de-escalate or as an additional/alternative workspace option from the classroom. • All school staff build student relationships to promote the well-being and safety of students and strategize for students needing connections deeper/meaningful built. • Students have opportunities to pursue extra-curricular interest and join activities during non-instructional times which promote and enrich their overall learning goals.
Learning is accessible, individualized, and challenging.	▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staff 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.	• CCA practices differentiated instruction to foster Universal Learning Environments (ULE) (Words Their Way grades 1-6, RTI - Leveled Reading Groups 1-5, French Flex). • Digital tools are used where appropriate along with online resources to enhance learning activities (i.e. Mathletics, Spelling City, Newsela, Educaiton.com, TumbleBooks, and Raz-Kids). • PowerSchool, school website, Power Teacher Pro, School Blogs, Google Classroom, and Google Apps are used for student and parent access to student learning. • Develop Learner Profiles and goal setting for each student (input from teacher/student/parent), utilizing My Blueprint as an online Portfolio tool, along with other forms of samples of work for celebrations. • Develop Individualized Program Plans and Behaviour Support Plans. • Utilize RVS wrap around services and collaborate with learning support specialists and agencies. • Promote 'Alternative Christian' school choice by updating our school website with our new mission and vision, a promotional video and creative events, monthly news, open house, and signage. • Students have access to digital tools that allow them to showcase their learning.

| Student-centered decisions propel achievement. | ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. | • Teachers collaborate and review Learner Profiles (academic/spiritual/personal interest) to ensure appropriate programming and transitions for all students.
• Learning Support personnel and teachers meet regularly to monitor progress for students identified for learning support during an everyone reads time twice a month to celebrate literacy.
• 3-Way conferences and IPP/IEP meetings with parents and teachers allow for continued monitoring of student success, learning needs, transitions, goal setting, and celebration of learning.
• Provide individualized support, including assistive technology and targeted interventions.
• CCA commits to ongoing RVS aligned professional learning that supports Universal Learning Environments. |

(RVS) Jurisdictional Measure   (AE) – Alberta Education Measure

PROFESSIONAL LEARNING PLAN

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:
What best practices promote learning conditions that lead to student success in literacy, numeracy, and personal well-being?

Professional Learning Date	Type	PL Topic
Wednesday, August 29, 2018	School-based PL Day	School Culture
Thursday, August 30, 2018	Self-directed PL Day	Literacy, Numeracy, Wellness
Monday, September 24, 2018	School-based PL Day	Literacy
Friday, October 5, 2018	Centrally Directed PL Day	4-Year Plan
Monday, November 12, 2018	School-based PL Day	Literacy
Monday, December 3, 2018	School-based PL Day	Literacy
Friday, February 15, 2019	Self-directed PL Day	Literacy, Numeracy, Wellness
Monday, March 18, 2019	School-based PL Day	Numeracy
Friday, May 17, 2019	School-based PL Day	School Culture

RVS SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ *March 13, 2019*		
Public Website Development	▪ *March 19 & 20, 2019*	▪ *Brown/Watts (Webmaster/School Tech)*	▪ *1 Sub-required*
SGF Centralization and Ecommerce Development	▪ *March 21 & 22, 2019*	▪ *Watts/Hilling (Business Manager, Secretary II and/or III)*	
Staff Web Portal Introduction	▪ *April 5, 2019*	▪ *All Support and Certificated staff Staff Meeting Time*	
Onsite Support	▪ *April 12, 2019*	▪ *17 Teachers (Leads: Hisey,Brown,Watts) Approximate number of teachers requiring substitute teachers*	

CCA BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated (Teachers) Staff	$1,490,389	$1,566,112	$1,702,182
Support Staff	$308,163	$504,652	$477,512
Services & Supplies	$106,087	$133,479	$83,817
Other	-	-	-
Contingency	$0	$0	$0
TOTAL EXPENDITURES	$1,904,639	$2,204,243	2,263,511

2015-2019 SCHOOL EDUCATION PLAN (2018/19) 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	X	May 10, 2018
School Council	X	May 24, 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.

_____   May 24, 2018
        Principal Signature   **Date**

_____   May 24, 2018
   School Council Chair Signature   **Date**

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

_____   July 6, 2018
     Superintendent of Schools   **Date**