

PRINCE OF PEACE LUTHERAN SCHOOL

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

At Prince of Peace, we understand the importance of strong foundations in faith and learning for life. Our school mission statement describes what we do, with God's help, to build that solid base:

We engage everyone in our school community through God's Word and meaningful, challenging experiences; encourage them to have a growing, active relationship with Jesus Christ and one another; and prepare them to understand, adapt and successfully contribute to our changing global community while being anchored in God's unchanging truths.

The foundation for faith comes from God's Word revealing Christ, our cornerstone. Students at Prince of Peace **encounter God's Word daily**. Through this, they are discovering that God's plan for them, through Jesus, is to be united with Him and to use the abilities they've been given to help and serve others thereby **contributing positively to relationships** and communities. Students are successful when they recognize themselves as His masterpieces on a journey of learning and leadership; and students are successful when they engage in authentic learning experiences that build deep understandings of God and the world.

The abilities to read, write, speak, understand and manipulate numbers well are building blocks that set a strong foundation for learning. By developing these foundational literacy and numeracy skills, our students are being equipped and gaining confidence to communicate effectively, collaborate with others to accomplish important goals and solve real-life problems - also essential for success in learning and life.

In support of Rocky View Schools' vision to ensure students are literate, numerate, and building 21st century competencies, our school will continue to set the foundation for learning through God's Word with a focus on developing strong Biblical literacy, creating a framework for positive interactions, and providing relevant experiences and meaningful opportunities to integrate faith with life. By connecting with partners locally and globally, our students will make positive contributions to community. The literacy practices established in previous years will carry forward with a sharper eye on the **strategies for English language learners** and **assessment practices** that give timely feedback to students and communicate clearly to parents. The building blocks of **numeracy** and the **new Teaching Quality Standard** are on the horizon. Having a strong team of supports already in place through Rocky View Schools and provincial partners will help us to set these foundational elements in place.

Finally, a strong foundation cannot be accomplished without the partnership of our parents. We value the relationships we have with our school families and community members, and we seek to nurture those relationships through the work we have to do together. Our goals are ambitious, but with the strong foundations of faith, learning and partnership, we will experience success for our students.

In His service,

Shawna Neis

SCHOOL PROFILE

School Name: Prince of Peace Lutheran School
Principal: Shawna Neis
Assistant Principal: Elisa Korver
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School Profile:

Grade Configuration: Kindergarten - Grade 9
Student Population: 468
No. of Teachers: 25 (23.5 Full-time Equivalent)
No. of Support Staff: 13 (11.6 Full-time Equivalent)

Unique Features of our school include:

- Serving families from Chestermere, Langdon, Airdrie, rural Rocky View County and Calgary
- Alternative Lutheran Christian program of Rocky View Schools since 2006, with history as an independent school (established in 1995)
- Affiliated with Prince of Peace Lutheran Church, Lutheran Church Canada and the larger Lutheran School community in North America
- A Leader in Me School since 2010
- Steady growth over nine years to provide two classes of each grade from Kindergarten to grade 9
- Diverse student population of 50+ nationalities, languages and faiths
- Compulsory Band/Music for all students Kindergarten - grade 9
- Student Leadership - Music & Fine Arts, Athletics, Little Leaders, Student Technology Leads for chapels, assemblies, and performances, Peer Helpers, Friendship Finders and Mentorship programs, WE Day leadership, local and global service projects

Quote from Parent Advocate

The program at Prince of Peace exemplifies Proverbs 1:7 & 22:6 in their mission to the children they serve. The staff show an authentic love to the students and it is clearly seen in the students and teachers alike. They have an effective ministry to the community of children that choose to attend and it is reflected in the academic results of the school. We're blessed to have this school in RVS district.
- MB



RECENT ACHIEVEMENTS

Strong Literacy Skills & Instructional Practice

Developing strong literacy skills in our students through effective literacy instruction and programming was among our top priorities of the 2017-2018 school year. The staff's shared vision of excellence in literacy resulted in the development of common understanding and practice, elevated awareness among staff and students of literacy strategies across content areas, and increased student confidence, engagement, and achievement. Prince of Peace staff has maintained the spotlight of professional learning on these areas for the past two years in order to deepen our knowledge and expertise of sound literacy practice. This year, we focused on including literacy across all subject areas and developing a balance of literacy components during dedicated literacy blocks to increase students' independence. Through the Classroom Improvement Fund, we were able to add to our team of learning assistants, increasing our ability to provide support to students. Additional staff allowed us to reach our goal of expanding commonly scheduled literacy blocks to include grades 1 - 4. All hands were on-deck during these literacy blocks. Within each grade level, students were organized into small groups based on their literacy needs and received deeply focused, guided reading instruction specifically targeted to their needs a minimum of four times a week. These groupings were flexible throughout the year, allowing students to move as they progressed in order to provide appropriate challenge. Our grade 8 students were also included in this flexible-grouping model during their dedicated literacy blocks. Oral language and reading comprehension strategies as well as systematic vocabulary building strategies were used extensively. The vocabulary building strategies were used by all middle level teachers across content areas. For students needing significant support, we employed the Leveled Literacy Intervention program (LLI). Staff routinely assessed student achievement in order to keep the students moving forward in their learning. Through small group and one-to-one conferencing with students, teachers were

able to give immediate feedback about areas of strength and room for improvement. Teachers observed that, overall, students have developed stronger literacy skills as a result. They are reading a wider range of quality literature and increasing their word bank which gives them the ability to express themselves skillfully in discussions and in writing. As we head into our third year of in-depth focus on literacy, momentum propels us farther along the path of supporting and engaging our students to be competent, confident, and successful.

Engagement in Learning & Leadership

The pronounced growth in literacy skills has had a marked impact on student engagement in learning. Staff has noted that students are making deeper connections, developing more active thinking processes, and shifting their focus from limitations to strengths. Their confidence has grown and a sense of pride in their accomplishments has developed which bolsters their willingness to participate more readily and take risks in their learning. This continuous cycle of growth, confidence, pride, participation, and risk-taking has propelled them forward all year.

As a learning community rooted in Christ, our priority is to provide students with solid Biblical foundations, relevant experiences and meaningful opportunities to integrate faith with life. Students at Prince of Peace are engaged in putting Godly wisdom and spirit-led courage into action through acts of service. This year, beginning with the Terry Fox Run, they led, organized and participated in more than 25 local and global service projects. From international organizations such as Samaritan's Purse Operation Christmas Child, Red Cross Hurricane Relief, Home of Hope Stella Project, and WE Day Walk for Water to local charities such as Calgary Food Bank, Drop-in Centre, Inn from the Cold, Pregnancy Care Centre, and Awo-Taan Healing Lodge, our students actively contributed to the wellbeing of others with care and compassion by using their time, gifts, talents and resources.

PRIORITY AREAS OF FOCUS

Faithfulness & Focus

We've experienced steady growth year over year since 2006. The 2017-2018 school year brought the last addition of students and staff to our double class configuration of Kindergarten to Grade 9. Sustained growth has stretched us as a community, bringing invigoration and challenges. Our foremost priority given such change is to remain faithful to our mission of proclaiming God's Word. Recognizing that the Bible forms our understanding of God and our worldview, it is the foundation for all we do. The Holy Spirit creates and nurtures faith in Jesus as students hear, explore and reflect on scripture. We will focus on developing Biblical literacy, an understanding of Christian faith and community, avenues for Christian witness and living, and integration of Biblical truths into all subject areas.

We will also continue to strengthen a grace-filled school culture by shaping our community code of conduct to ensure members are able to interact positively, respect multiple viewpoints, deal with conflict in constructive, Bible-based ways, and work together to create a safe, caring learning environment.

Literacy & Numeracy

Instructional design is a continual focus in our school. Knowing our learners is a critical element in designing effective instruction. Currently, nearly 52% of our student population are English language learners. We will continue to pursue the development of strong literacy skills in our students and our instructional practice by examining and implementing research-based ELL strategies. Professional learning begun this year in this area will continue. As well, we believe gaining insight into the various cultures represented by our learners will aid in the improvement of literacy skills.

Another pivotal element of effective instructional design is assessment - for learning, as learning, and of learning. In an effort to construct, collect and communicate accurate and informative evidence of students' literacy development, we will take advantage of Division supports, professional learning days and teacher collaborative time to review balanced assessment practices through a literacy lens.

From a strengthened base of literacy skills and practices, our students and staff are well positioned to begin exploring math fluency, reasoning, and problem solving as found in the Numeracy Framework created by Rocky View Schools. Taking lessons learned from our structure of flexible groupings in literacy, we will investigate a model for guided numeracy to create targeted support for numeracy.

Preparing for the new Teaching Quality Standard

Alberta's new Teaching Quality Standard comes into effect on September 1, 2019. The new Standard includes First Nations, Métis and Inuit education, an expectation for all teachers to continuously enhance pedagogy in literacy and numeracy, and a competency on creating inclusive learning environments. In addition to local supports that are available to help us prepare for the implementation of the Standard, the [Alberta Regional Professional Development Consortia](#) website houses numerous resources that will get us started.

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 	<ul style="list-style-type: none"> • Focus on the Biblical Literacy strand of the Christian Studies Curriculum • Use Rocky View Schools' Literacy and Numeracy Framework as a guiding document for literacy and numeracy instruction • Timetable common blocks for grade cohorts (1-9 where possible) to structure flexible groupings for targeted literacy instruction • Implement researched ELL literacy strategies across content areas
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"> ▪ Advance Theothreads as a tool to integrate faith into all programs of study ▪ Embed common planning blocks and provide release time for teacher collaboration on learner competencies, outcomes, and strategies for success ▪ Utilize RVS instructional design resources to infuse learner competencies into instructional practice ▪ Continue development of student and parent understanding of learner competencies through communication of student learning
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"> ▪ Promote student leadership initiatives that reflect our "Wisdom+Courage+Service" Leader in Me philosophy ▪ Maintain staff voice in professional learning through the PL Planning Team ▪ Expand expertise in using PowerTeacher Pro to ensure consistent, ongoing, real-time communication and feedback regarding student learning <ul style="list-style-type: none"> - Build student capacity for goal-setting and self-assessment through conferencing, portfolios, and 3-Way Conferences

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

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"> ▪ Promote opportunities for Christian witness and service through student-generated service projects ▪ Use instructional design that incorporates authentic connections to community (experts in the field including parents, professionals, and other volunteers; authentic opportunities for discovery and learning inside and outside the school building)
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"> ▪ Capitalize on avenues for sharing innovative and effective practices (i.e. staff meetings, learning walks, online posts, site visits) ▪ Target instruction through balanced literacy components within flexible groupings to equip students in developing confidence and participation
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"> ▪ Maintain connection with Prince of Peace (church and seniors) and other community organizations to provide opportunities for faith development, and learning and leadership projects ▪ Hold second annual Welcome Back Fall Fair featuring foundational school programs, school council opportunities, extra-curricular programs, and community resources ▪ Increase parent knowledge, understanding and capacity of literacy and numeracy practices through the use of school newsletters, school website, classroom blogs, and school council meetings, including specialized literacy and numeracy events.

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

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"> ▪ <i>Develop a community code of conduct to guide respectful behaviour and build positive relationships with a focus on kindness and respect. Use the foundational programs Love and Logic, and Peacemakers.</i> ▪ <i>Explore the development of a Families System for building inclusive culture</i> ▪ <i>Access resources through outside agencies in response to Division's commitment to enhance social and emotional support (e.g. MORE Mental Health Online Resources for Educators)</i>
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"> ▪ <i>Regular collaboration among classroom and Learning Support staff to review and design programming tailored to learner needs</i> ▪ <i>Using the Zones of Regulation learning as a universal strategy with all grades</i> ▪ <i>Assess and address learning environments to meet the needs of diverse learners - physical learning spaces, tools to facilitate ease of access (e.g. Google Read and Write)</i>
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"> ▪ <i>Expand opportunities for student voice through student leadership groups to include Student Council and focus groups for improvement initiatives (mentorship, extra-curricular activities, presentations at school council meetings)</i>

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

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:

In the pursuit of student excellence, how might Prince of Peace utilize collective expertise and agency supports to build up solid foundations of faith, learning, and partnership?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ <i>March 19</i>		
Public Website Development	▪ <i>March 13 & 14</i>	• <i>Shawna Neis / Kevin Littlefair</i>	▪ <i>No substitutes required</i>
SGF Centralization and Ecommerce Development	▪ <i>March 11 & 12</i>	• <i>Karen Hanks-Craine</i>	
Staff Web Portal Introduction	▪ <i>April 4</i>	▪ <i>Staff Meeting Time</i>	
Onsite Support	▪ <i>April 11</i>	▪ <i>Up to 4 teachers requiring substitute release</i>	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$2,345,965	\$2,478,127	\$2,463,494
Support Staff	\$573,868	\$627,067	\$567,311
Services & Supplies	\$163,700	\$153,178	\$97,100
Other	\$89,400	\$75,750	\$61,750
Contingency	\$4,992	\$7,700	
TOTAL EXPENDITURES	\$3,177,925	\$3,341,822	\$3,189,655

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"/>	April 16, May 18 & June 4
School Council	<input checked="" type="checkbox"/>	April 16 & June 4

I, Shawna Neis, 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 28, 2018

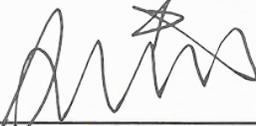
Date



School Council Chair Signature

MAY 30, 2018
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