



Cochrane Christian Academy

# School Education Plan 2024/25



October 2024



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## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

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



### Advancing students' numeracy and literacy skills

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



### Building future-ready students

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



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

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

## Priorities

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

### Providing active learning

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

### Effective instruction and assessment practices

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

### Creating communities of inclusivity

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

### Promoting healthy, safe environments

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

## Administrators' Message

**Welcome to Cochrane Christian Academy's School Education Plan (SEP).** CCA was established as a K-4 pilot program in 2007 at Mitford School with 45 students. Within two years, it grew to slightly over 100 students, added grades five and six, and was granted permanent program status by Rocky View Schools (RVS). The Program was granted 'school status' as a K-8 Alternative Christian school by RVS Board of Trustees and Alberta Education in 2011. Today we serve approximately 396 students in our new school location in central Cochrane.

**Christ-Centred Education** - Cochrane Christian Academy exists to allow parents to partner with the school in providing Christ-centred and God-honouring education for their children. Families have encountered a 'Christ-filled' environment where children are esteemed and educated in a fashion consistent with the attitudes, beliefs, and values of the Christian church and home. A Christian biblical worldview is integrated into each curricular area of the Alberta Education Program of Studies.

**Thank you!** - We appreciate you taking the time to read CCA's School Education Plan (SEP) and say thank you to students, parents, and staff who participated in the surveys and contributed to the data presented in this document. The data and statistics you read here are based on findings from the Alberta Education Assurance Measures Survey Results, the RVS Assurance Model Survey results, and data from the grade six Provincial Achievement Test (PAT) results. In addition, provincial and divisional literacy and numeracy assessment data was used to identify student reading and numeracy scores.

**Achieving the RVS Four-Year Plan** - As you read through this document, you will see how CCA is a thriving RVS school that is successfully achieving the goals of the divisional Four-Year Plan. The data confirms that CCA exceeds many divisional and provincial results, and that parents, students, and staff agree CCA is a great place to grow and learn. Further, we have learned that the goals of our SEP are having a positive effect upon our learning environment. Of importance, we have learned that parents feel strong relationships exist between stakeholders to undergird student engagement, that our inclusive practices provide a safe and caring school, and that instructional design strategies support student achievement including students who have Individual Program Plans.

**Striving To Be Our Best!** - While there is much to celebrate about CCA, we recognize the need to continuously develop innovative strategies that will see our students reach their full potential. CCA will achieve our divisional Four-Year Plan by striving to reach the following three goals:

1. Advance student literacy skills at CCA by increasing the number of students who read at or above grade level by 6% this year
2. Increase parent, student, and staff connection between student learning and potential career paths by 10%, as reflected in the OurSchool Survey and Alberta Education Assurance Measure results
3. Create inclusive, engaging, healthy learning opportunities for all students at CCA by increasing students' sense of belonging to 75% through the school's Positive Behavioural Intervention Strategies Tiered Fidelity Index

Thank you for sharing in this amazing learning journey with CCA.

Richard Sampson,  
Principal

Josine van den Berg,  
Assistant Principal



## School Profile

<p><b>Principal:</b> Richard Sampson</p> <p><b>Assistant Principal:</b> Josine van den Berg</p> <p><b>Website:</b> <a href="http://cca.rockyview.ab.ca">cca.rockyview.ab.ca</a></p>	<p><b>Mission:</b></p> <p>Through relationship with Christ, we are committed to:</p> <ul style="list-style-type: none"> <li>• Developing learners with God-given PURPOSE</li> <li>• Creating a connected COMMUNITY, and</li> <li>• Making an IMPACT in our world.</li> </ul> <p><b>Beliefs:</b></p> <p>Cochrane Christian Academy is a community of learners journeying together to discover our full potential as expressions of God’s love. For more information, <a href="#">click here</a>.</p>
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**Total Number of Students:** 396

**Grades Served:** Kindergarten (Full-day) – Grade 8

**Total Number of:**

- Classroom Teachers: 16
- Learning Support Teacher: 1
- Learning Assistants: 5
- CDAs: 1
- Learning Commons Facilitator: 1
- Office staff: 2
- Caretaking staff: 4

### School Diversity Profile

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

Notably, 5.5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 6.6 per cent of our school population. The most common first languages for these students are Afrikaans, Tagalog, and Korean.

As an inclusive school, we welcome 1.7 per cent of our students who have significant learning needs.

Additionally, our school offers weekly chapel and daily devotions, daily targeted early literacy & numeracy programming, daily physical activity programming, Learning Supports in classrooms, social/emotional regulation supports, technology assisted learning, Christian service projects, active living walks to local parks/trails, community-based CTF Exploratories, Junior B and Grade 6 sports teams, middle school retreats, and a student-mentorship program. In addition, we provide CDA directed Indigenous Programming and EAL Language Acquisition supported by our Learning Assistants.

## Student Feedback from Spring 2024

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

- Teachers make learning fun with lots of cool experiences like field trips and science experiments. Learning about God through Christian Studies and our classes
- School is safe. Students feel cared for and protected
- Older students enjoy having opportunity to mentor younger students

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

- More specialized learning spaces and opportunities for science, exploratories, music, and art. Increased opportunities through clubs
- Increased physical activity time and a variety of spaces for PE

## Parent Feedback from Spring 2024

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

- Teacher collaboration between grade levels for numeracy and literacy instruction and assessment is positive as it helps support easy transitions for students from grade to grade
- Parents are supportive of our CTF framework and the increased exposure students have to experiences and opportunities through Discovery Days and Exploratories
- Faith-based education through a Christian worldview. Parents appreciate that students get to experience daily devotions, weekly chapel, and curricular instruction through the lens of a Christian worldview

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

- Having just one formal report card per year is tricky. Parents would like greater communication of student programming at the classroom level and further support with understanding assessments in PowerSchool. Increased communication regarding methods of reporting student progress is required throughout the year
- Parents would also like more opportunities for conversation and reflection on career choice to continue throughout the year in every grade

## RVS Assurance Results

	Data Source	Most Recent Results
<b>EICS Math Assessment grades 4-10</b>	ECIS Math Assessment 2024	N/A 2024
<b>Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment Grade 1 – 3.</b>	ANA	88.8%
<b>Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.</b>	BAS	61.5%
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3 &amp; 7.</b>	RVS Writing Assessment	79.1%
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	67%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	72.4%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	48.7%

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

- Overall Percentage of grades 1-3 students performing math at or above grade level indicates numeracy intervention pilot is yielding positive results
- Percentage of students reading at or above grade level on the Benchmark Assessment System indicates that the targeted literacy intervention program is improving student outcomes
- Gr 3 & 7 students have shown strength in their writing as per the RVS writing assessment
- CCA staff and students are demonstrating growth in their PBIS Tiered Fidelity Inventory

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

- Staff and students can continue to improve Positive Behavioral Intervention and Supports (PBIS) Tiered Fidelity Inventory score
- While continuing to improve, there are still gains to be made in reading and numeracy scores



## OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	64%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	53%
The average score for relevance, rigor and effective learning time.	7.0/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	81%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	74%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.1/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	70%

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

- CCA students indicate they have a sense of purpose, live well-balanced lives, and pursue activities that interest them
- 78% of our elementary students feel challenged and confident in their skills and abilities

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

- CCA Students indicate that they have poor study behaviors, struggling to maintain a positive attitude and completing it in a timely manner
- 74% of CCA students have aspirations of finishing high school
- 15% of our secondary students are interested in pursuing a trade or apprenticeship program and 59% are interested in pursuing a post-secondary education

## Alberta Education Assurance Measure Results

Assurance Domain	Measure	Cochrane Christian Academy			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	88.0	92.4	90.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.9	91.3	91.5	79.4	80.3	80.9	Very High	Declined	Good
	PAT6: Acceptable	n/a	87.1	87.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	19.4	19.4	n/a	18.0	18.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.2	96.1	95.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	92.1	92.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.9	84.9	86.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.7	90.0	88.0	79.5	79.1	78.9	Very High	Maintained	Excellent

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

- The teachers, parents, and students indicate that students are actively engaged in helping their communities
- CCA is scoring excellent in 'Student Growth and Achievement', 'Teaching and Learning', and 'Governance'

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

- Students have indicated a decreased engagement on the citizenship metric
- Parent turn out for Assurance Measures Survey was quite low causing some results to be suppressed, so we endeavor to increase parent engagement

# Advancing students numeracy and literacy skills



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

**How Might We:** improve Student Literacy at CCA by 10% in the next 2 years?

**School Goal 1:** By June 2025, the number of students reading at or above grade level will improve by 6%.

**Data that informed this goal:**

- By June 2024 Fountas & Pinnell Benchmark Assessment Systems (BAS) will indicate the following:
  - Grade 2: 57% at or above grade level
  - Grade 3: 70% at or above grade level
  - Grade 4: 59% at or above grade level
  - Grade 5: 62% at or above grade level
  - Grade 6: 84% at or above grade level
  - Grade 7: 61% at or above grade level
  - Grade 8: 76% at or above grade level
- Anecdotal evidence from the products, conversations, and observations collected by classroom teachers

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

- **Inclusive Education Practice guide** page 4 – sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social- emotional, mental health and behaviour needs of all students; and consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy
- **Instruction and Assessment Practice Guide** page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners
- **PL Practice Guide** page 9 & 10 – Principles of Professional Learning

**Strategies:**

- Teachers will examine data from Provincial and District assessments to form targeted inter-class literacy groups which occur four times per week for 25 minutes each day
- Teachers will meet every six weeks to refocus and regroup students based on their individual literacy needs and progressions
- Teachers will implement high yield instructional strategies that are appropriate to their grade level guided by the Layers of Literacy

**Measures:**

- Anecdotal observations, classroom assessments

- Fountas and Pinnell BAS data
- Provincial Assessment data

**Parents can:**

- Support student learning through the CCA Reads home reading program and regular attendance
- Have conversations at home about success in learning, the commitment and perseverance it takes, how to have a growth mindset to push through when things are difficult, and how to ask for help from school staff when needed.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



## Building future-ready students

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

**How Might We:** purposefully design experiences that expose students to various career opportunities?

**School Goal:** By June 2024, students, will show a 10% increase in connection between their school learning and potential career paths, as reflected by parents, students, and staff in the OurSchool Survey and Alberta Education Assurance Measure results.

### Data that informed this goal:

- By June 2025, OurSchool Survey data will indicate:
  - Students who find classroom instruction relevant to their everyday lives
    - In this school, students rate relevance 8 out of 10
- By June 2025, Alberta Education Assurance Measure will indicate
  - 88.8% Percent of students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and wellness education
  - 79.2% Percent of teacher, parent and student are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community

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

- **Instruction and assessment practice guide** page 7 -keys to designing learning opportunities: engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls
- **Inclusive Education Practice Guide** page 14 - provide explicit academic, social emotional and behavioural curricula that are relevant, meaningful and represent the diversity of all students and tap into learners' motivations, strengths, and talents
- **PL Practice Guide** pages 9 & 10 – Principles of Professional Learning

### Strategies:

- Establish dynamic student-centered CTF classes for grades 7&8 that help students discover their passions, explore interests, and connect with potential career paths
- Organize Discovery Days for grade 5-8 students to explore different careers through experiential, hands-on activities
- Purposefully involve community members into classrooms who share specializations, or areas of expertise, to support students in exploring their abilities, interests, and career pathways
- Connecting community and classroom experiences to careers through directed questions and reflection

**Measures:**

- OurSchool Survey
- Alberta Education Assurance Measures
- Anecdotal feedback from students, parents, and staff

**Parents can:**

- Volunteer to share career related information or experiences with students and share their own career path with their child
- Volunteer for Discovery Days and Career Days in school to share their career paths and educational journeys

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



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



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

**How Might We:** utilize Positive Behavioral Intervention Strategy (PBIS) Structures to foster a sense of belonging in an inclusive school environment?

**School Goal:** By June 2025, we will increase our PBIS Tiered Fidelity Inventory (TFI) to 75%.

**Data that informed this goal:**

- Current (2023/2024) TFI Assessment score of 67%
- Use of common language from our school’s PBIS Matrix
- Use of common lessons based in PBIS Matrix
- Use of Positive Behaviour Tracking and Recognition
- Use of visual supports to scaffold PBIS Matrix practices

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

- Inclusive Education Practice Guide – page 13 - set and teach school-wide behavioral expectations and acknowledgement
- Instruction and Assessment Practice Guide page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners
- PL Practice Guide – page 9 and 10 - Principles of Professional Learning

**Strategies:**

- Engaging our school in PBIS assemblies using games, challenges, and recognition opportunities celebrating our PBIS engagement
- New school staff member(s) join the PBIS team to learn and co-create our PBIS programming
- PBIS team co-designs PBIS lessons with school staff during professional learning time

**Measures:**

- (ABEd) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe
- (RVS) The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy (PBIS) at 60 per cent fidelity as measured by the Tiered Fidelity Inventory

**Parents can:**

- Attend our school council meetings to learn about our PBIS progress
- Become familiar with and reinforce PBIS language at home (Accountable, Responsible, Caring)
- Provide feedback to school through participation in the OurSchool Survey, the Alberta Education Assurance Measures Survey, and monthly School Council Meetings

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

# School Council Review

## Presentation of School Education Plan

### School council comments:

- School council is in support of this plan and is excited to see the outcome of our Literacy, Career Education, and Positive Behaviour Interventions and Supports goals
- We would love to see more opportunity for parents to come in and share about their careers and the God's path that led them there

*Signatures indicate agreement with the plan*

### School Council Chair signature on behalf of the parents and community of Cochrane Christian Academy



Debra Clarke (Sep 27, 2024 13:08 MDT)



Abby Blough (Sep 27, 2024 17:09 MDT)

### Principal signature on behalf of students and teachers of Cochrane Christian Academy



Richard Sampson (Sep 27, 2024 11:55 MDT)












# CCA - SEP (Oct 9, 2024)

Final Audit Report

2024-09-27

Created:	2024-09-27
By:	Richard Sampson (rsampson@rockyview.ab.ca)
Status:	Signed
Transaction ID:	CBJCHBCAABAAADpiB67owRILpH9IATr8TZc0alAovuqpD

## "CCA - SEP (Oct 9, 2024)" History

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