

Education Plan 2021-2025

Canmore Collegiate

High School



CCHS WOLVERINES

Year 1 Review of 2021-2022
& Year 2 2022-2023

March 2023



Fostering a passion for learning



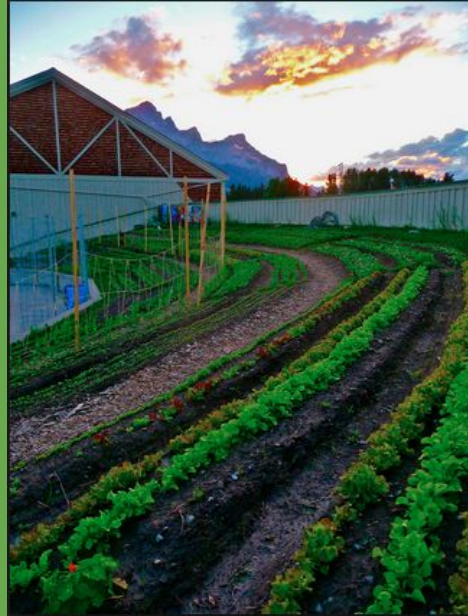
CCHS WOLVERINES

Overview

1. Vision, Mission, Motto
2. School Profile

Priorities

- Health and Wellness
- Engaged Learning
- Student Supports



Vision, Mission, Motto

Vision: Fostering a Passion for Learning

Mission: Our mission as a caring school community is to support and challenge our students to reach their individual potentials. We do this by teaching them new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.

We believe:

- Education is a lifelong process for all.
- Our school is a community of learners and leaders.
- Students, teachers, support staff, parents and the community all contribute to successful learning experiences.

School Profile

Canmore Collegiate is a grade 9 through 12 school which also houses the Alpenglow K-6 school, the school division's Flexible Learning Program.

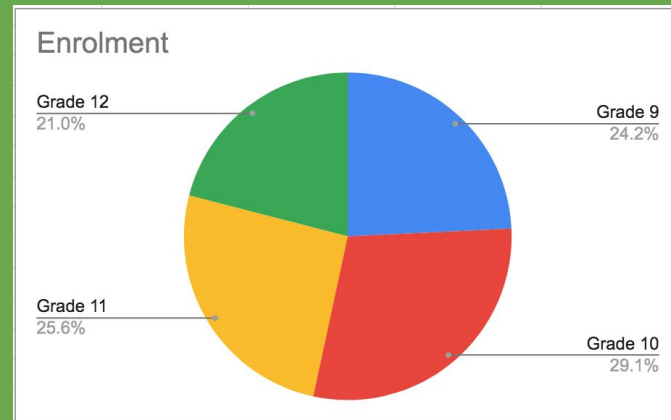
Canmore Collegiate staff work closely with community agencies, Children's Services, Alberta Health Services (Mental Health and Addictions Services and Public Health), Family & Community Support Services (FCSS,) Woods Homes, and the RCMP to provide a coordination of services and programs for students and families.

Canmore Collegiate opened in September 1995 with a rated capacity of 650. The school is designed to provide a variety of learning and teaching spaces to meet the needs of students and to utilize the strengths of certified and support staff. An addition was opened in September 1998 increasing the capacity to 850.

School Profile

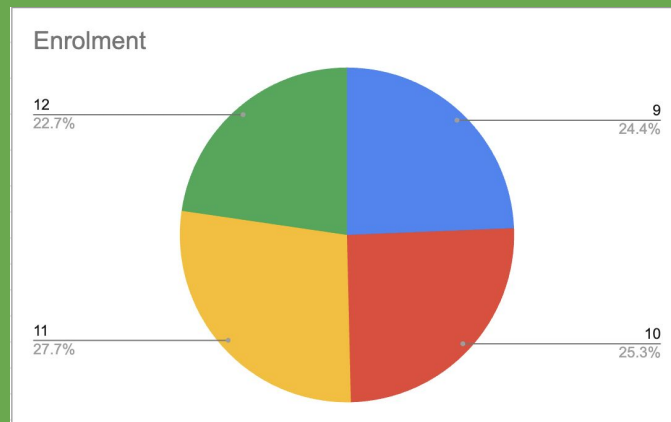
Grade	Enrolment
Grade 9	104
Grade 10	125
Grade 11	110
Grade 12	90
Total	429

2021-2022



Grade	Enrolment
9	132
10	137
11	150
12	123
Total	542

2022-2023



School Profile

		Total	Percentage
ELL	0-5 yr	11	2.50%
International		19	4.50%
Coded Special Education		56	13.00%
FNMI		60	14.00%

2021-2022

		Total	Percentage
ELL	0-5 yr	11	2.00%
International		33	6.00%
Coded Special Education		61	11.00%
Indigenous		114	21.00%

2022-2023

School Profile

Our Staff

Teaching Staff	30.5 FTE	(including Learning Support Teacher and counsellor)
Administrative Assistants	2.0 FTE	
Library Technician	22.5 hrs	
Education Assistant	5.0 FTE	
Administrators	1.5 FTE	

Program Offerings

- A complete and broad range of academic programming
- Cross curricular Division III program with a focus on Humanities and STEM (Science, Technology, Engineering and Math)
- Cross curricular Division IV program with a focus on Humanities and STEM (Science, Technology, Engineering and Math)
- Option Courses including: Art, Design and Media, Construction, Foods, Music, French, Drama, Technical Skills, Aboriginal Studies, Makerspace, and General Psychology/Forensic Science, Environmental Sustainability and Design Thinking, Cosmetology, Applied Design Skills and Technologies 9, Synthetic Biology
- Courses connected to the Canadian Rockies Outdoor Learning Centre (Wilderness Inspired Leadership)
- Aligned schedule with Banff Community High School to increase flexibility and course options for all our students
- Flexible Education to inspire students to learn anytime, anywhere
- Work Experience, Green Certificate, and Registered Apprenticeship Programming (RAP)
- Dual Credit

At A Glance

Strengths in 21/22

OurSchool Survey results shows that:

- Students feel safe at School (72% compared to Canadian Schools 67%)
- 99% of our students have positive behaviour compared to Canadian Schools 94%
- 7.1/10 students share that they experience effective learning time vs. Canadian Schools 6.7/10

School and AB Ed data shows that:

- While Indigenous enrollment increasing slowly, greater % Indigenous students graduating year over year
- Exceed by 12% Prov 3 year average of students eligible for the Rutherford Scholarships (2021-2022 CCHS 82% vs 70% Province)
- Exceed or at Prov Avg Diploma Excellence and Acceptable
- Increased Flexibility and opportunities for student learning



Engagement

Health
and
Wellness

Student
supports

What are Students are saying 2021-2022

Performance Measures: (21-22 Our School Survey - What students are saying)

The Positives:

- Appreciate the opportunities that diverse set of options provide
- Overwhelmingly positive comments about relationships with Teachers/Staff
- Peer support at lunch
- Appreciation of the Breakfast Program
- Like the increased neutral gender bathrooms

What are Students are saying

Performance Measures: (21-22 Our School Survey - What students are saying)

Growth Areas:

- Regret/miss sports opportunities *** 2022-23 School Sports returned
- More School Spirit assemblies/activities *** 2022-23 School Spirit Events returned.
- Flexibility of virtual learning has been appreciated and has some benefits but most very much desire to return to normal in-person learning ***In Person Learning in place with flexible learning in place.
- COVID has challenged many students (online, in-person, switching between the two, changing to accommodate cohorts, reduced extra curricular activities

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Continue the implementation of AP271, Healthy School Communities, to support active living and healthy eating

School Actions

- Universal Strategies to support student and staff wellness
- Broad Range of Extracurriculars opportunities
- Curriculum that promote healthy living (foods, Physical Education 20/30, CALM, Health 9)
- Year long Phys Ed 10 with increasing student choice in activity /Yearlong CALM
- School wide initiatives that promote active living
- Continue with WimWe for all grade 10s

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Provide student mental health support within a continuum of supports model that addresses students' sense of belonging, anxiety, depression, and self-esteem

School Actions

- Weekly Student Support meetings - CARE
- Collaborative Teacher Meetings (CTM) - bimonthly
- Monthly Learning Support meetings
- Community wrap around services (Alberta Health Services, Town of Canmore FCSS, Guidance Counsellors, Family School Liaison, and Learning Support)
- Classroom programming (Grade 9 Health, and CALM)
- Collaborative Problem Solving

Classroom Instruction	Classroom Targeted Intervention	School Targeted Interventions	School Intensive Interventions
Quality instruction and effective assessment practices as defined by the TOS, TEF, and SVIE for ALL students Seek to understand ALL students and respond to their individual learning needs through differentiation.	Targeted instruction and interventions by the classroom teacher for ALL students based on data and evidence that results in further differentiation. Teachers collaborate to share strategies, and interventions are provided for students within the classroom.	Targeted interventions and supports delivered to SOME students which are coordinated and delivered within the school. Interventions involve school personnel in addition to the classroom teacher. Support from specialists or teams for individuals and small groups to address areas for targeted intervention. The Learning Support Team is accessed and helps determine, implement and support interventions at this level.	Specialized interventions for SPECIFIC students. Implementation of intensive supports both inside and outside of the classroom as determined by a multidisciplinary team or other community support agencies. Specialized individuals and agencies will be accessed by the Learning Support Team through a formal referral process and specialized assessments may be required.
<div>UniversalTargetedIndividual/Specialized</div>			

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

School Actions

- Consistent philosophy around students and learning
- Universal use of CRPS Code of Conduct
- Mandt training for staff
- Fourth R training in grade 9 health
- Scheduling to promote belonging
- Annual Wellness plan

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

School Actions

- School Based PD on differentiation - book study
- Shelley Moore targeted differentiation PD
- Effective and flexible class arrangements
- Inclusion of Indigenous Knowledge and Ways of Knowing - across the curriculum.
- Pursuing long range work toward grading for equity aligning across both high schools.

PRIORITY 1: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.

	Agree	Disagree
CCHS	88%	12%
CRPS	81%	19%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd)

- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.

	Positive Self Esteem	Feel Safe at School
	Grades 7-12	Grades 7-12
CCHS 9-12	66%	81%
CRPS	63%	63%
Canadian Norm	73%	66%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd)

- (CRPS) Percentage of students who experience anxiety and/or depression.

	Depression	Anxiety
	Grades 7-12	Grades 7-12
CCHS 9-12	33%	27%
CRPS	31%	29%
Canadian Norm	24%	26%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (CRPS) Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
CCHS 9-12	2.2/10	6.5/10	6.5/10	7.2/10
CRPS Grades 7-12	2.3/10	6.4/10	6.3/10	7.3/10
Canadian Norm Grades 7-12	2.9/10	6.5/10	6.4/10	7.4/10

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	CCHS 9-12	CRPS	Alberta Education
Overall	82%	82.9%	86.1%
Parents	75%	82.2%	86.9%
Students	75%	72.9%	77.7%
Teachers	94%	93.5%	93.6%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	CCHS 9-12	CRPS	Alberta Education
Overall	82%	82.0%	85.1%
Parents	85%	83.8%	88.7%
Students	69%	68.5%	71.3%
Teachers	92%	93.6%	95.5%

PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Strategy: Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

School Actions

- 1:1 comprehensive transition planning for all CCHS students
- Meaningful career planning grade 9 - 12 (CALM, counselling, community partnerships, worthwhile work, diverse workplace opportunities - Career Exploration/Internship)
- School based differentiation PD to focus on design to improve students' engagement.
- Broad range of programming through High School Alignment.
- Designing using the elements of the Teacher Effectiveness Framework
- Engaging transformational programming: WILD, Environmental Sustainability/Design Thinking, Applied Design/Technology 9, Cosmetology, Synthetic Biology, MakerSpace

PRIORITY 2: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures:

- (CRPS) Percentage of students who find their learning interesting and relevant.

	Relevance of Instruction	Interest and Motivation
CCHS grades 9-12	6.4/10	25%
CRPS grades 7 - 12	6.1/10	29%
Canadian Norms Grades 7 - 12	6.2/10	40%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.

	Teachers use Real World Problems			Teachers use Hands on Activities		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
CCHS Grades 9-12	71%	10%	18%	53%	19%	28%
CRPS Grades 7-12	72%	10%	17%	52%	16%	32%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of students who state that student voice counts in their school.

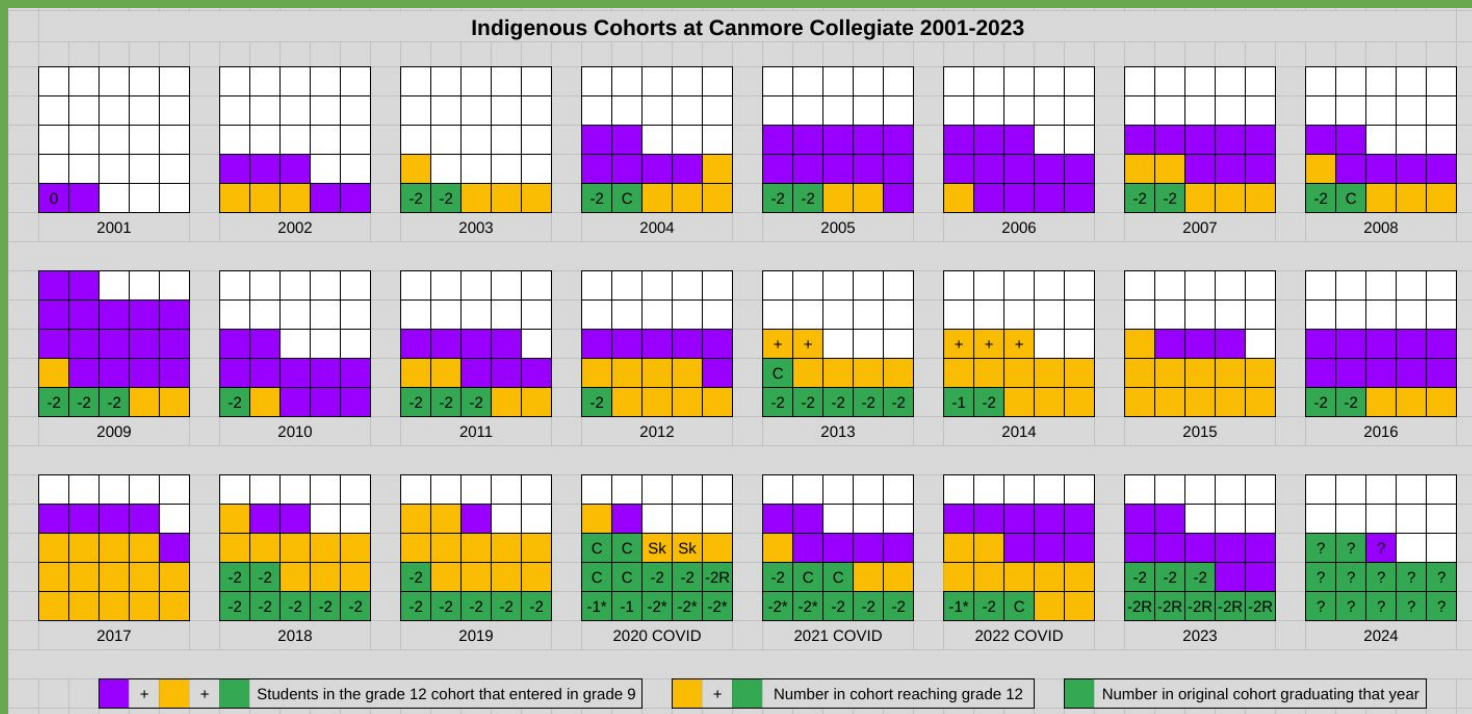
	Agree	Disagree	Unsure
CCHS Grades 9-12	44%	24%	32%
CRPS Grades 7-12	50%	21%	29%

PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures: CCHS Registration and Graduation data 2001 to 2023 - **Significant Improvement**

Strategy: Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school. 90% (3-year graduation rate). 5 of 9 did not graduate, but then graduated in 4 years

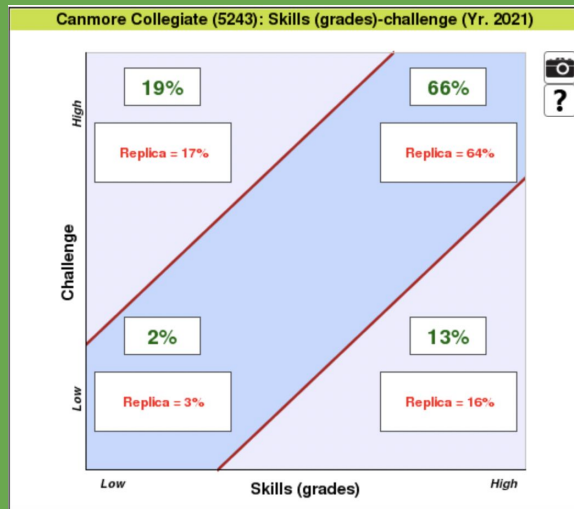
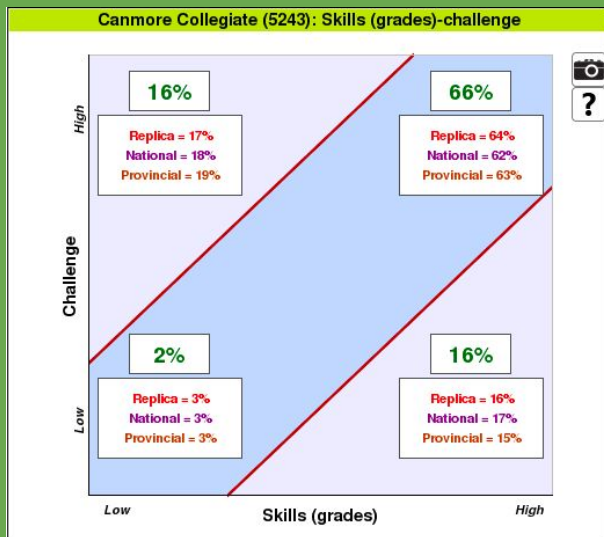


PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures: Skills/Challenge (OurSchool Surveys 2018-2020)

Strategy: Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.



PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

	PL opportunities are effective		Digital Citizenship is incorporated into their instruction	
	Agree	Disagree	Agree	Disagree
CCHS	84%	16%	84%	16%
CRPS	90%	10%	85%	15%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	CCHS	CRPS	Alberta Education
Overall	83%	85.7%	89.0%
Parents	78.7%	80.3%	86.1%
Students	80%	82.9%	85.9%
Teachers	91.2%	94.1%	95.0%

PRIORITY 2: Engage Learning

Performance Measures (Cont'd):

- (AbEd) Citizenship: The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

	CCHS	CRPS	Alberta Education
Overall	74%	76.0%	81.4%
Parents	68%	70.8%	80.4%
Students	65.7%	64.4%	72.1%
Teachers	92.8%	92.8%	91.7%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) High school completion results.

	Students	
	3 Year	5 Year
CCHS	91.9%	91.2%
CRPS	88.1%	90.3%
Alberta Education	83.2%	87.1%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Provincial achievement test results: **Grade 9.**

	Acceptable			Excellence		
	School	CRPS	AB	School	CRPS	AB
LA	73.9	76.3	69.6	8.1	11.8	12.9
Math	50.5	55.6	53.0	9	9.3	16.7
Science	73	76.8	68.0	25	26.5	22.6
Social	67.6	69.7	60.8	20.7	17.8	17.2

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

- (AbEd) Diploma exam results (Cont'd).

	Acceptable			Excellence		
	School	CRPS	AB	School	CRPS	AB
Eng. 30-1	90.9	89.0	78.8	15.9	14.3	9.4
Eng. 30-2	na	-	80.8	na	-	12.3
Soc 30-1	na	85.7	81.5	na	28.6	15.8
Soc 30-2	83.3	62.9	72.5	44.4	22.9	13.2

PRIORITY 2: Engaged Learning

- (AbEd) Diploma exam results. (Cont'd)

	Acceptable			Excellence		
	CCHS	CRPS	AB	School	CRPS	AB
Math 30-1	78.6	73.7	63.6	14.3	10.5	23.0
Math 30-2	75	72.4	61.5	12.5	10.3	11.8
Bio. 30	83.3	88.9	74.3	33.3	38.9	25.2
Chem 30	81.3	89.3	77.1	37.5	46.4	31.1
Physics 30	na	75.0	78.6	na	41.7	34.6
Science 30	na	80.0	75.7	na	20.0	17.2

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Target First Nations, Métis and Inuit student growth and success from K-12, using multiple methods, to close the achievement gap.

School Actions

- Ongoing professional development around Truth and Reconciliation and our shared history
- Universal Education Around First Nations, Métis and Inuit
- Collaborative Team Model to support all learners
- Demonstration of multiple perspectives in classroom learning
- Connections to community Elders, knowledge keepers and experts
- Shared celebration of our communities history (tradition and land recognition, visuals)
- Tracking student progress
- Success teacher with an academic focus for all students

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009)

School Actions

- NEIL (Nurturing Excellence in Instruction and Leadership)
- Lead Teacher - recognize and publicize the expertise and involvement of our staff
- Commit to try based on school based PD

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals;

School Actions

- Effective formative assessment practices in all classrooms.
- Informative Learning Team Meetings (Parent information nights).
- Supportive graduation planning.
- Grade Book Assessments are up to date and live for parents.
- **Focus teacher learning on the three pillars of assessment: accuracy, bias resistance, and motivational (Grading for Equity by Joe Feldman)**

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Strategy: Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard

School Actions

- Year Long Grade 9 and 10 classes
 - New in 2022-2023 cohort the Math / Science 10 working toward STEM
- STEM and Humanities teachers working to create cross curricular learning opportunities
- Staff increasing skills and knowledge regarding inclusion and differentiation of instruction
- Observed implementation of inclusive learning strategies in the classroom (e.g., Flexible Learning Groups, students of differing abilities and grade course levels in the same class etc..)

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth

	Agree	Disagree
CCHS	80%	20%
CRPS Teachers	90%	10%

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning
- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn

	% teachers who indicate they incorporate feedback loops	
	Agree	Disagree
CCHS	96%	04%
CRPS	98%	2%
Canadian Norm		

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis and Inuit people in school.

	% teachers who indicate they have been provided with opportunities to build their foundational knowledge		Percentage of students who indicate they have learned about First Nations, Metis, and Inuit people in School		
	Agree	Disagree	Grades 7 -12		
			Agree	Disagree	Unsure
CCHS 9-12	76%	24%	73%	9%	18%
CRPS	98%	2%	76%	11%	13%

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- (AbEd) Provincial achievement test results for First Nations, Metis and Inuit Students:

	Grade 9					
	Acceptable			Excellence		
	CCHS	CRPS	AB	CCHS	CRPS	AB
LA	30.4	30.4	69.6	n/a	0	12.9
Math	13.0	13.0	26.3	n/a	0.0	4.1
Science	26.1	26.1	49.3	n/a	8.7	8.5
Social	21.7	21.7	34.7	n/a	0.0	4.1

PRIORITY 3: Student Supports : Performance Measures (Cont'd):

(AbEd) Diploma exam results for students/First Nations, Métis and Inuit students

	Acceptable			Excellence				Acceptable			Excellence		
Course	CCHS	CRPS	AB	School	CRPS	AB	Course	CCHS	CRPS	AB	CCHS	CRPS	AB
Eng. 30-1	na	-	73.5	na	-	4.4	Math 30-1	na	-	50.9	na	-	10.5
Eng. 30-2	na	-	82.1	na	-	9.2	Math 30-2	na	-	55.2	na	-	7.3
French 30-1	na	-	83.3	na	-	0.0	Bio 30	na	-	58.9	na	-	11.5
Soc 30-1	na	-	66.0	na	-	5.4	Chem 30	na	-	62.5	na	-	15.4
Soc 30-2	na	-	72.5	na	-	13.2	Physics 30	na	-	68.6	na	-	25.2
							Science 30	na	-	70.0	na	-	7.2

Cohort numbers too small for percentages to be recorded by Alberta Education

PRIORITY 3: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (AbEd) Parental Involvement: The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	CCHS	CRPS	AB Ed
Overall	64.9%	71.2%	78.8%
Parents	56.9%	63.4%	72.3%
Teachers	72.8%	79.0%	85.2%

PRIORITY 3: Student Supports *****

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics

<i>In Language Arts, Math and Science I feel..</i>	CCHS Grades 9-12	CRPS Grades 7-12	Canadian Norms Grades 7-12
Challenged and Confident		68%	62%
Confident and Not Challenged		35%	17%
Not Confident and Challenged		17%	18%
Not Confident and Not Challenged		2%	3%

Summary of Next Steps:

1. **Health and wellness of students and staff**
2. **Transformational programming in CRPS High Schools**
3. **Assessment practice in CRPS High Schools that is: accurate, bias resistant and motivational**