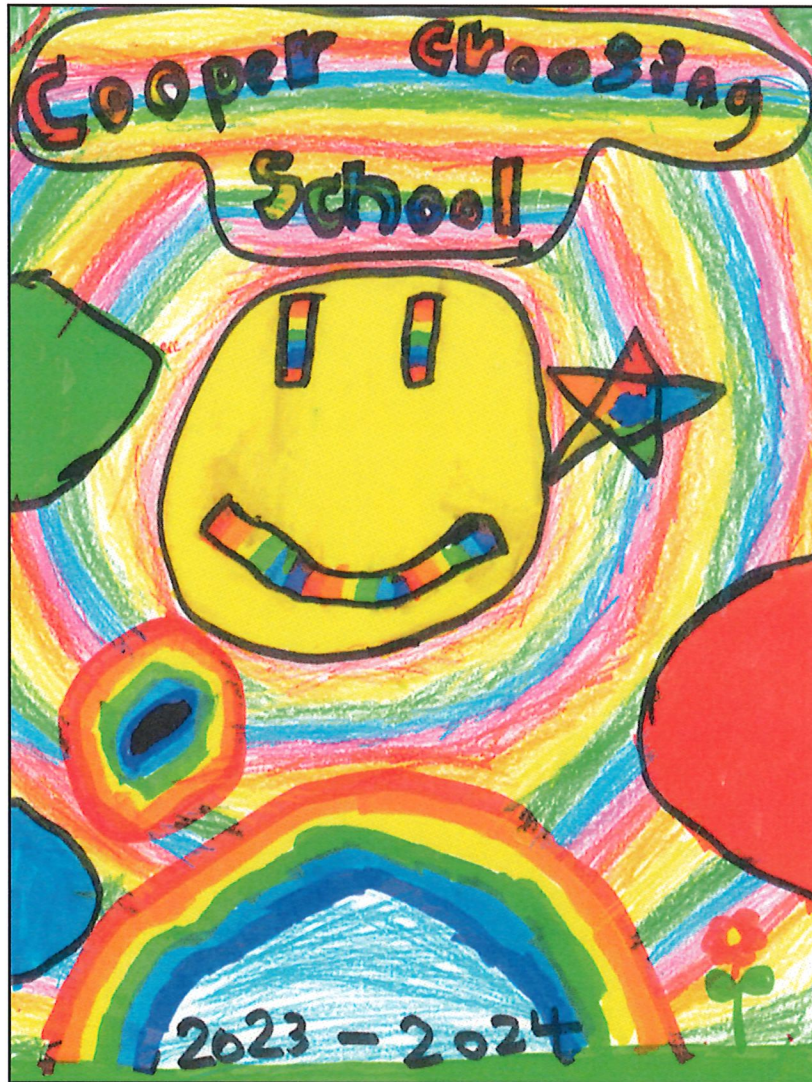




Cooper's Crossing School

School Education Plan 2024/25



September 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

We are excited about the year of rich learning and growing ahead of us as we embark on our 2024-2025 school year. Cooper's Crossing School welcomed many new families to Pre-Kindergarten, Kindergarten, and to our Grades 1-5 classes this fall. We are so happy to welcome all new and returning students and families and we are proud of the collaborative culture we have as we learn and work each day.

Our School Education Plan goals continue to fall under the umbrella of Rocky View School's Four-Year Education Plan. At Cooper's Crossing School, we focus on advancing students' numeracy and literacy skills, building future-ready students, and creating inclusive, engaging, and healthy learning opportunities for all students. We have refined our specific school goals to best move our students' skills and abilities forward, while also creating a safe and caring environment for them to thrive in each day. As well, we have refocused our goals to make them more measurable and to clarify the path of how we might support students' achievement in numeracy, increase students' understanding of their role within the community, and foster a safe and healthy environment to support academic achievement.

One foundation of our school is our work teaching and reinforcing positive behaviour expectations through our school matrix. Students learn to be safe, kind, and responsible through classroom lessons and reminders in all the spaces of our school, including washrooms, the gym, on the playground, and while moving from class to class and entering/exiting. Students love receiving a "Gotchal!" and being recognized on the announcements or in assemblies for doing the right thing. They are so proud when they get to put their own "Gotchal!" ticket into our famous gold drum. These school wide-behaviour expectations support our traditions of being difference makers in the community and the world around us.

In addition, we continue to teach, practice, and celebrate our Cooper's Character Traits. The school was founded upon learning these important traits to build an inclusive environment supporting students who are ready to embrace their future. Each month, we learn and practice the traits of gratitude, grit, purpose, curiosity, kindness, growth mindset, creativity, and social/emotional intelligence. We look forward to learning about how students are exemplifying these traits at our monthly school-wide assemblies. This year, each grade team or class will share special projects, successes, or reflections at an assembly. These are the traits that will support our students in being confident, productive, and successful citizens tomorrow and in the future. We work hard to create joy-filled, purposeful, and rich experiences to help students thrive in life and make a positive difference in their families, communities, and the world. Cooper's Crossing School is a great place to learn and work!

Diana Logan
Principal

Jonathan Klinger
Assistant Principal

School Profile

<p>Principal: Diana Logan Assistant Principal: Jonathan Klinger Website: https://cooperscrossing.rockyview.ab.ca/</p>	<p>Mission: At Cooper's Crossing School, we care for learners and provide them with joy-filled, purposeful, and rich experiences designed to develop the character traits, knowledge, and skills needed to thrive in life and make a positive difference in their families, communities, and world.</p> <p>Beliefs: We believe in the diversity of our community, celebrating the unique gifts of each member, and supporting our students, families and staff to be ready and equipped to impact the world through strong knowledge, skills, character and leadership.</p>
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Total Number of Students: 420

Grades Served: Pre-K – Grade 5

Total Number of:

- Classroom Teachers: 18
- Learning Support Teacher(s): 1
- Learning Assistant(s): 8
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 5

School Diversity Profile

As with all Rocky View Schools, Cooper's Crossing School reflects a rich and diverse learning community. Notably, 5 per cent of our students self-identify as Indigenous students. English as an Additional Language learners represent 5 per cent of our school population. The most common first language for these students is Punjabi. As an inclusive school, we welcome 5 per cent of our students who have significant needs.

Additionally, our school offers amazing leadership opportunities. For our older students, these include AMA Patrollers, recess recycling, hot lunch leaders, student leaders in assemblies, student led announcements, and recess equipment managers. Students in our younger grades are also counted on to be leaders. From classroom jobs to collecting recycling, even our youngest students show leadership daily. As well, all students here at Cooper's have a chance to participate in student clubs throughout the winter months.

Cooper's Crossing continues to be a supportive place for all staff and students where everyone feels welcome, safe and respected. It is truly a special place to be.

Student Feedback from Spring 2024

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

- Teachers treat students fairly.
- Students have fun learning.
- There are lots of books in the learning commons.
- Student clubs are fun.
- The recess equipment helps make recess fun.
- Gym class is fun and we have lots of equipment.
- Teachers care about the students.

What do students think could be worked on or improved?

- More snacks in the Snack Attack fridge.
- Add in some scooter racks.
- More dodgeballs in the gym.
- Add a gaga ball court outside.
- Add another basketball hoop outside.
- More instruments in the music room.
- More options for fun lunch.

Parent Feedback from Spring 2024

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

- Fundraising, special activities, field trips.
- Safety, important values being instilled, great teachers.
- Fun activities for students, Healthy Hunger, great weekly communication from school and teacher, lots of opportunities for parent volunteers.
- We are so pleased with our children's experiences at Cooper's School. It is such wonderful community, and we appreciate all that the school offers.

What do parents think could be worked on or improved?

- More support for complex needs students.
- More robust extra-curricular programs inclusive of all grades.
- Better communication about the indicators/levels of achievement that are used in PowerSchool. It hasn't been clearly shared what each level stands for and what order the indicators go in.

Good afternoon,

I wanted to take a moment and thank you! B. is finishing his year a happy, confident boy who is actually a little bit sad that summer is here because he says that this school is "so much fun" but it was a struggle every morning to get him to agree to attend school at his other school. You run such a caring community in your school, and it is felt every single day as soon as you walk in the doors. We are so thankful that our children get to attend your school, and your leadership does not go unnoticed.

I hope you have an amazing summer.

Many Thanks,

Brittany M.

June, 2024

RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 4-5 (Do not require attention)	EICS Math Assessment 2024	Grade 4 - 70% Grade 5 – 75%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	92% as of 2 nd assessment in 2024
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.	BAS	77% as of June 2024
Percentage of students meeting expected grade level outcomes on the RVS writing assessment - Grade 3.	RVS Writing Assessment	59% as of June 2024
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	87%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	57% as of June 2024
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	64%

What does this data tell us is going well?

- Our school-wide PBIS Tiered Fidelity Inventory score remains high at 87%, demonstrating that students understand our foundational school-wide behaviour expectations.
- Numeracy achievement at our Grade 1-3 level is high at 92%, and the effort put into interventions during the second half of the year paid off.
- Our reading scores remain high as a school at 77%, which is an indication of teachers and parents' dedication to helping students learn and improve this very important skill.

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

- Increasing our percentage of Grade 3 students meeting expected grade level outcomes on the RVS writing assessment is an area of focus moving forward (59%).
- Having students attend school more regularly could be improved upon (57%).
- The number of students meeting their IPP goals could be higher (64%)

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.	77%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	83%
The average score for relevance, rigor and effective learning time.	74%
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.	83%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	73%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	72%

What does our data indicate is going well?

- Cooper's Crossing is helping students see value in their education and have a positive attitude towards homework and studying (83%).
- We are developing well-rounded students who have a sense of purpose in life, devote time to pleasurable activities, have an understanding of their own and other cultures, and who have positive health and are goal oriented (83%).
- Overall, each of our results are 72% or higher, which indicates a staff who are working hard to meet all the needs of students, and students who are growing and learning in a safe and caring environment.

What does our data tell us could be improved on?

- We still have work to do around helping students be able to control their emotions and behaviors, as well as maintaining focus on a task (72%).
- Creating expectations for success, a positive learning climate, and positive teacher relationships is an area to look closer at to raise this percentage (73%).

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 1977 Coopers Crossing School

Assurance Domain	Measure	Coopers Crossing School			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	86.6	83.8	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.8	86.4	88.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.7	92.4	94.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	89.7	91.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.0	77.3	81.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.7	74.0	78.3	79.5	79.1	78.9	High	Maintained	Good

What does our data indicate is going well? (NOTE: 24 parents completed this survey in the spring of 2024)

- The percentage of teachers, parents, and students who agree that students are engaged in their learning at school has increased 2.8% from last year to 86.6%.
- Respondents indicated that the quality of education offered at Cooper's has remained very high at 92.7%.
- The percentage of parents who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at Cooper's increased by 5% to 96.3% last year.

What does our data tell us could be improved on? (NOTE: 24 parents completed this survey in the spring of 2024)

- There is a discrepancy between the rating of parents (76.9%) and teachers (60%) regarding satisfaction with the accessibility, effectiveness, and efficiency of programs and services for students in their community.
- The percentage of teachers, parents, and students in agreement that programs for children at risk are easy to access and timely is a concern at 76.5%
- The overall percentage of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning is low at 67.7%.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: Continue to uphold our high literacy achievement, while improving our numeracy rates?

School Goal 1: By June 2025, grade level numeracy data at grades 1-5 will indicate a 5% increase in the number of students at or above grade level.

Data that informed this goal:

- Grades 1 are currently at 82% at or above grade level
 - AB. Numeracy Assessment & Teacher Identified Students
- Grade 2 are currently at 79% at or above grade level
 - AB. Numeracy Assessment & Teacher Identified Students
- Grade 3 are currently at 61% at or above grade level
 - AB. Numeracy Assessment & Teacher Identified Students
- Grade 4 is currently at 77.2% at or above grade level – 2023/24 MIPI
- Grade 5 is currently at 84.7% at or above grade level – 2023/24 MIPI

Connection to the practice guide(s):

- Professional Learning Practice Guide:
 - “A teacher engages in career long professional learning and ongoing critical reflection to improve teaching and learning.” (page 6)
- Inclusive Education Practice Guide:
 - “The primary goal of assessment of student learning is to inform teaching, promote student learning and identify opportunities for all students to be successful.” (page 14)
- Instruction and Assessment Practice Guide:
 - “When data indicates student learning is not moving forward, teachers engage in collaborative problem solving and they alter instruction to provide multiple ways for students to demonstrate their achievement of their learning outcomes. (page 9)

Strategies:

- Teachers are working in teams during their monthly grade team meetings to discuss assessment data, determine which strands students struggled with, and refine their practice moving forward.
- Teachers are exploring and/or refining the use of Heggerty, Secret Stories, UFLI and the newly created Cooper’s Literacy Scope and Sequence.
- Professional Learning Plan: Learn about and explore new resources that support curricular outcomes, including accessing divisional learning specialists and the divisional professional learning calendar when applicable.

Measures:

- Results of the Alberta Numeracy Assessment for Grades 1 to 3.
- Results of the Elk Island Catholic Schools Numeracy Assessment for Grades 4 and 5

Parents can:

- Ensure student attendance.
- Communicate on a regular basis with teachers.
- Support students at home with basic facts/number sense through teacher provided strategies.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Numeracy intervention would be a welcomed addition this year help achieve this goal. • Teachers are becoming more familiar with new curriculum, which is helping increase student achievement. • Classroom size and complexities are impacting teaching and learning. 	<ul style="list-style-type: none"> • Strategies listed above were refined to be more specific and reflect current work already being done in the school. • Request has been made to the Learning Department for numeracy intervention support.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

How Might We: Increase our students' awareness and appreciation of their role as members of their community.

School Goal 1: By June 2025, the percentage of Grade 4 and 5 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 will be 85% or higher according to the OurSCHOOL survey results.

Data that informed this goal:

- 2024 OurSCHOOL Survey Data - One Click Report
 - Page 3:
 - Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life - 81%
 - Students with positive hedonia pursue activities that are fun and interesting to them. - 94%
 - Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them. - 76%
 - Page 4: Outcome
 - Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures. – 82%
- PBIS tiered fidelity inventory score of 87%

Connection to the practice guide(s):

- Professional Learning Practice Guide
 - “As an organization passionate about students and their learning, the ongoing pursuit of knowledge is essential. RVS commits to the continuous improvement within the goals of RVS Education Plan.” (page 5)
- Inclusive Education Practice Guide:
 - “Welcoming, caring, respectful and physically and emotionally safe learning environments create a sense of belonging for all learners and their families.” (page 9)
- Instruction and Assessment Practice Guide:
 - “We accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic and social learning opportunities for all.” (page 5)

Strategies:

School Education Plan 2024/25

- Continue to implement PBIS, including reinforcing classroom matrices and creating lesson templates for teacher use
- Maintain or increase community and student engagement opportunities – field trips, guest speakers, residencies, student leadership, volunteer opportunities, community initiatives, parent experts, etc.
- Professional Learning Plan: Engage in the Culturally Responsive Teaching session offered by RVS learning specialists on March 10th, 2025 professional learning day.

Measures:

- 2025 OurSCHOOL Survey Results.
- Student and parent school survey results 2025.
- Analyze school calendar to see how many community initiatives took place throughout the school year.

Parents can:

- Discuss school and classroom-based community engagement activities that happen throughout the year with their child.
- Attend School Council Meetings.
- Complete government, divisional and school surveys.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Our character trait initiative is helping us achieve our goal. • Community initiatives like Community Christmas Cards, food bank drive and Student Vendor Holiday Market are having a positive impact on students. • Continue to be aware of the need to balance school-based initiatives with demands on community and families. 	<ul style="list-style-type: none"> • Made data points more specific to indicate what survey questions were asked and answered. • Refined our PBIS strategy by mentioning our goal of creating lesson plan templates.
April 4	•	•

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

How Might We: Continue to foster a safe, healthy, and inclusive environment at Cooper’s Crossing School.

<p>School Goal 1: By June 2025, our Alberta Education Assurance Survey score of 90% related to creating a welcoming, caring, respectful and safe learning environment for students will be maintained or improved.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • 2023 - 2024 Alberta Education Assurance Survey score of 90% in relation to creating a welcoming, caring, respectful and safe learning environment for students. • PBIS fidelity inventory score of 87%
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Instructional & Assessment Practice Guide <ul style="list-style-type: none"> ○ Relationships: "It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. Each student is to be treated as a unique individual." (page 4) • Inclusive Education Practice Guide <ul style="list-style-type: none"> ○ Approach to Implementation: "Shared Vision – Stakeholders share an understanding of and commitment to intended outcome(s)." (page 11) • Professional Learning Practice Guide <ul style="list-style-type: none"> ○ "Qualitative and quantitative data collected at the school, district and provincial levels are analyzed to determine, review and confirm school and district priorities." (page 14)
<p>Strategies:</p> <ul style="list-style-type: none"> • Classroom matrices supporting our school-wide behaviour matrix are implemented and embodied in daily teaching and learning. • Celebrate our progress with students, staff and parents over announcements with GOTCHAS, at assemblies, during lessons, at School Council meetings, through school messenger, newsletters, and in person discussions and special events. • Professional Learning Plan – Continue to partner with divisional staff who share insights and knowledge when attending our PBIS committee meetings.
<p>Measures:</p> <ul style="list-style-type: none"> • 2024 – 2025 Alberta Education Assurance Survey data • PBIS Tiered Fidelity Inventory measures in spring 2025

- Student and parent school surveys in spring 2025

Parents can:

- Attend school council and volunteer for special events and in classrooms.
- Connect with teachers, CDA, and administration to seek support for academic and social/emotional needs of students by phone, email, in person.
- Complete yearly Alberta Assurance survey and spring OurSchool survey

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • PBIS continues to be successful from K – 5. • Students are taking it upon themselves to recognize each other when demonstrating safe, kind and responsible behaviours. • Continue to monitor recess behaviours to ensure all students feel safe. 	<ul style="list-style-type: none"> • None at this time.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review


Presentation of School Education Plan

School council comments:

- We appreciate the work put into forming and executing the vision for CCS and the success of all students and staff!

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Cooper's Crossing School



Principal signature on behalf of students and teachers of Cooper's Crossing School

