



INNOVATORS BY DESIGN

RVS Community Learning Centre



**ROCKY VIEW
SCHOOLS**

March
2023

TABLE OF CONTENTS

FOUR-YEAR PLAN: INNOVATORS BY DESIGN	3
PRINCIPAL'S MESSAGE	4
SCHOOL PROFILE	5
THIS YEAR'S LEARNINGS	7
Students Insights	7
Parents Insights	8
Staff Insights	9
RVS Education Plan Survey Results	10
RVS Assurance Model	11
Alberta Education Assurance Measures Results	12
PROTOTYPE PLANS	14
PROFESSIONAL LEARNING PLAN	16
BUDGET HIGHLIGHTS	17

FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

PRINCIPAL'S MESSAGE

The Rocky View Schools' Community Learning Centre is a school where everyone belongs. Some students are building houses and others are tending to livestock. Some students are working with teachers at our campuses and some students are working from home. Some are learning skills for the workplace and some are earning post-secondary credits. While our students are working in non-traditional settings, all of them are working towards personal and academic success and all of them belong.

The CLC serves students in Rocky View Schools through a variety of programs. The CLC includes an Outreach school with three campuses spread throughout the division, which works to remove barriers to learning and offers the flexibility and independence that some students require. The CLC also offers the flexibility of summer school, allowing students to learn during summer months when the traditional schools do not operate. There is also a supervised Home Education program for families choosing to educate their child at home yet wanting some support from their school division. It is also made up of the Beyond the Classroom Programs, with Building Futures Airdrie and Cochrane, The Farm, RVS Mechanics Training Centre and RVS Leadership Academy. Each of these programs focuses on teaching high school students through authentic, real-world tasks and enriching those experiences through community partnerships including home building, farming, mechanics and leadership skills. The CLC also offers Off Campus Education, which includes Work Experience, Workplace Readiness, Green Certificate and Registered Apprenticeship Program, allowing students to learn valuable work experiences and skills, as they earn high school credits. Finally, the CLC offers Dual Credit, where students earn college or university credits while in high school. While these programs may seem unrelated to each other, they are linked by two key factors; at the CLC we build strong relationships with the students and families we serve and teachers create authentic alternative learning opportunities for these students.

The Rocky View Schools four-year plan Innovator's By Design requires teachers and schools to design learning in order to connect students to passions, interests and people, achieve their potential and navigate successfully as global citizens. To meet this goal, the CLC focuses on building strong relationships and authentic and alternative learning opportunities.

At the CLC, it is a priority for students to feel safe, welcome and cared for, and this starts with the relationships that staff build with students and with parents. When students have a sense of belonging in their school, they will be more likely to take risks in their learning, advocate for their own needs and find greater academic success than without. Ultimately, forming positive relationships between staff and students will allow even the most reluctant learner to feel comfortable and achieve personal and academic success.

Our other focus is creating strong learning opportunities for our students. Learning at the CLC is authentic, with real world skills and implications attached to it. Students at the CLC are strong and capable, best served when the assessments given to them move off the page and into the real world. Our teachers ensure that this learning is both rigorous and accessible for students as they are engaged by challenging problems and feel supported and know what they need to do to be successful.

At the CLC we focus on building relationships and building the skills that will lead to future success. We know that if we create learning that is real, rigorous and accessible our students, with support from their teachers, will find success.



Greg Rankin

SCHOOL PROFILE

<p>Principal: Greg Rankin</p> <p>Assistant Principal: Tracy Lyons</p> <p>Assistant Principal: Kelly Beaton</p> <p>Website: https://rvsclc.rockyview.ab.ca</p> <p>School Programs and Grades Served</p> <ul style="list-style-type: none"> • Building Futures Airdrie & Cochrane (Grade 10) • Dual Credit (Grade 10 - 12) • The Farm (Grade 9 & 10) • Home Education (Grade 1 - 9) • Off Campus Education (Grade 10 - 12) <ul style="list-style-type: none"> • Green Certificate • Work Experience • Workplace Readiness • Registered Apprenticeship Program • Outreach (Grade 9 - 12) Green Certificate <ul style="list-style-type: none"> • Airdrie Campus (South and North) • Chestermere Campus • Cochrane Campus • RVS Leadership Academy (Grade 10 - 12) • RVS Mechanics Training Centre (Grade 10 - 12) • Summer School (Grade 10-12) 	<p>Vision</p> <ul style="list-style-type: none"> • To support students seeking alternative programs with a flexible, individualized, and quality education <p>Mission Statement</p> <ul style="list-style-type: none"> • Build learning environments that address any time, any place, any path, any pace using appropriate technologies. • Provide students with knowledge, skills and attitudes for life. • Provide learners with a variety of learning pathways to meet their personal education goals. <ul style="list-style-type: none"> • Involve learners in authentic, interdisciplinary, and real-world experiences that involve collaboration with others, both near and far. • Provide students with an environment that encourages positive relationship building. <p>We Believe</p> <ul style="list-style-type: none"> • Approaches to learning are individualized and differentiated based on student learning styles and needs. • The learning relationship is based upon trust and support between teacher, parent and student and is essential for success. • All learners want to be successful and must be provided the opportunities to achieve success in a safe and caring environment. • All people are to be treated equally and respectfully celebrating the uniqueness of each other
<p>Total number of:</p> <p>Teachers: 32 Support Staff: 9 Students: 551</p>	<p>Grades Served:</p> <p>1 -12</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 27% • who are English Language Learners: 2.5% 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Nine separate and distinct programs serving students across Rocky View Schools.

- | | |
|--|---|
| <ul style="list-style-type: none">• who self-declare as First Nations, Inuit or Metis: 6%• students reading at or above grade level:<ul style="list-style-type: none">○ Grade 9: 81%• performing math at or above grade level:<ul style="list-style-type: none">○ Grade 9: 34% | <ul style="list-style-type: none">• Each student is on an individualized learning plan valuing diversity, flexibility and independence.• Strong focus on career planning and skill development through Dual Credit, Off Campus Education and Beyond the Classroom programs |
|--|---|



THIS YEAR'S LEARNINGS

Students Insights to guide our plan and goals for the 22-23 year

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

- Students feel cared about, respected and supported by teachers.
- The school environment is small, positive, friendly and safe.
- The school is flexible and allows for student independence.
- Students find success at the CLC.

What do students think could be worked on or improved?

- Transportation is not offered to the CLC.
- There are a limited number of 30 level CTS/Option courses available.
- It is challenging when a teacher works at a different campus from where the student attends.

In response to what students think, what actions could our school take to do better?

- The CLC will continue to foster a safe and caring learning environment focusing on relationships.
- The CLC will create more 30 level CTS courses.
- The CLC will schedule more courses to be taught by teachers on that campus.



Parent Insights to guide our plan and goals for the 22-23 year

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

- The teachers genuinely care about the students they teach.
- Flexible programming and attendance for students reduces barriers to learning.
- Teachers provide one on one help and support students in a variety of ways, both educationally and emotionally.

What do parents think could be worked on or improved?

- Greater communication about student learning would help parents know how their child is doing.
- Regular attendance expectations for Outreach students may set clearer expectations for their child.
- Transportation options for students are limited or non-existent.

In response to what parents think, what actions could our school take to do better?

- The CLC can build attendance expectations into student learning plans from the onset of their acceptance into the Outreach Program.
- Have parents/guardians engage in a Parent Power School Portal orientation in order to understand how to access the Parent Portal, providing one more method of communication about student learning to parents.



Staff Insights to guide our plan and goals for the 22-23 year

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

- The staff culture is student centered, collaborative and open to new strategies
- Students are welcomed, safe and engaged at school
- Student attendance expectations and individualized learner plans are leading to increased student success.
- Staff have created increased opportunities to foster authentic and engaging in-person learning opportunities

What do staff think could be worked on or improved?

- Improve attendance for Outreach students.
- Obtaining a single building in Airdrie to support students in one campus as opposed to two campuses.
- Improve information sharing and increase understanding of the CLC purpose and programs with feeder schools.

In response to what staff think, what actions could our school take to do better?

- Create more in-person learning opportunities for students.
- Obtain a single building in Airdrie to support students in one location
- Present CLC programming information during a division wide Counselor and Learning Support meetings



RVS Education Plan Survey Results

What does the survey indicate are things that are going well?

- The CLC provides student centered learning. Students, parents and staff collectively identify student choice, ownership and opportunities to be creative as areas of strength.
- Students can demonstrate their learning in a multitude of ways.
- Students at the CLC expect to succeed and are supported at school.

What does the survey indicate could be worked on or improved?

- Literacy and numeracy development will continue to be a priority at the CLC.
- There is a need for greater community involvement and opportunities for citizenship including community service projects.
- Self-care, making positive choices, and discovering strategies that encourage the development of safe and healthy lifestyles will continue to be a focus.
- The CLC should seek increased survey feedback from student and parents for better and more accurate data.

In response to the survey what actions could our school take to do better?

- The CLC will focus professional learning on improving literacy and numeracy of our students.
- The CLC will implement Leadership classes at the CLC (beyond our divisional Leadership Academy) allowing CLC students to volunteer within their community and find personal growth.
- Youth Outreach Workers and Guidance Counsellors will continue to connect students and families to support the wellness needs of students, as well as connecting them with community-based service providers.
- The CLC will increase survey feedback from student and parents.



RVS Assurance Model

	Data Source	2021/22
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	N/A
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	N/A
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	N/A
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	20%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	78.6%



Alberta Education Assurance Measures Results

Assurance Domain	Measure	Airdrie Learning Connection			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	78.5	77.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.0	92.1	92.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	39.6	35.3	22.8	83.2	83.4	81.1	Very Low	Improved	Issue
	5-year High School Completion	58.6	47.2	50.2	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	25.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	18.1	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.6	89.3	93.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	93.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.2	95.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.1	87.2	83.2	78.8	79.5	81.5	Very High	Maintained	Excellent

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

- The CLC is a school where students, staff and parents are welcomed, cared for, respected and safe. The CLC scores 93.2% in this domain at 7.1% above the provincial average.
- The CLC also scored highly in having Access to Supports and Services at 92.2% which is over 10% higher than the provincial average.
- The CLC Education Quality out measures the provincial average.
- Scores around Citizenship are also high with students reporting they feel they belong, understand expectations and engage in the multiple opportunities made available to them.

What do you think could be worked on or improved?

- High School Completion continues to be a priority. As an outreach school, learners come to us at various points of their high school career and the CLC graduates roughly fifty percent of all students it serves within five years of entering high school.
- Student Learning Engagement is another area where the CLC will work to improve. While slightly below the provincial average in this domain, the CLC will aim to improve this in correlation with our High School Completion.

What actions could our school take to do better?

- To increase High School Completion and Student Learning Engagement, each student at the CLC will be given an individualized learning plan promoting in-person attendance and focusing on their individualized strengths and needs with ongoing staff support, encouragement and check ins.

PROTOTYPE PLANS

How might we better leverage the strengths and understand the needs of each student?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> Students, parents, teachers, guidance counsellors, learning support teachers and school administration. Guiding documents including RVS AP222: Facilitating Successful Transitions to CLCs, RVS Inclusive Education Practice Guide, Outreach Program Handbook. Evaluated by student growth, academic achievement, onsite engagement, and anecdotal information from school staff. 			

End Goals <ul style="list-style-type: none"> A Learning Plan will be created for every CLC student. All stakeholders will have a clear understanding of student goals, strengths, needs and attendance expectations leading to greater student achievement. Learner profiles and plans shared with all staff members identifying their role with the student. The plan is reviewed often and adapted as needed. Course mode, texts, and assessments are personalized to each student.
--

PROTOTYPES

Name: Student Learning Plan

Scope: Community Learning Centre Outreach Students

Indicator of Success: CLC students demonstrate ownership and responsibility for their learning by actively participating in the creation of their personalized Learning Plan.

Description: Counselors, Learning Support teachers and administration will collaboratively create a personalized Student Learning Plan with students upon intake. Learning plans will be strength-based and identify student goals, create attendance agreements and identify how staff will support the student. Students will receive a hard copy of their Learning Plan. The Learning Plans will be made available digitally to school staff and are reviewed weekly by Learning Support teams during Student Resource Group meetings to help identify what is working well and, when needed, to guide 'next steps' for supporting learner needs.

Prototype Iterations:

Fall Learnings: Student Learning Plans have given staff more information to support students efficiently and effectively during start up, guided conversations and lead to decisions during Student Resource Group meetings and will guide topics to be explored in professional learning. There is also an option to embed Positive Behaviour Interventions and Supports (PBIS) framework into Learning Plan.

Winter Learnings: Learning Plans need to be continuously revisited by key staff member with the student multiple times per year. All teachers must continuously check the plan and offer feedback. Attendance aspects of the plan are extremely valuable and have helped to improve student success.

PROTOTYPE PLANS

How might we design instruction and assessment to meet individual student needs?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
--------------------	-----------	----------------------	-------------------------

Sources of Input

- Students, parents, teachers, guidance counsellors, learning support teachers and school administration.
- RVS Learning Specialists and focused professional learning to improve skills and understanding around assessment, literacy and numeracy.
- CLC Student Learning Plans to identify student needs.
- Evaluated by student growth, academic achievement, onsite engagement, and anecdotal information from school staff.

End Goals

- To have teachers use a variety of high-yield instructional strategies on an ongoing basis
- To have meaningful and well-balanced assessments that lead to further student growth
- To grow the collaborative culture amongst CLC teachers focusing on student growth
- To increase student literacy and numeracy
- To allow students to earn high school credits

PROTOTYPES

Name: Learning Strategies Team Teaching

Scope: CLC Cochrane Outreach (but can be emulated in all programs and campuses)

Indicator of Success: Student to improve literacy and numeracy skills, students able to identify assessment targets and students to have ownership of learning. Metacognition/reflect.

Description: A Science Teacher and Learning Support Teacher teamed taught a Learning Strategies course, with each teacher focused on their own area of expertise. The teachers began by identifying lagging skills in a group of students. Students were given clear targets to meet as the teachers designed the course through an outcome based assessment model. Teachers modelled and overtly instructed a variety of literacy and numeracy strategies. Through these strategies and self-reflection, students learned about themselves as learners and how to bring relevant strategies back into their core classes.

Prototype Iterations:

Fall Learnings: Teacher collaboration allowed for a greater student experience. Both teachers clearly knew the curriculum and their assessment strategies before entering the course. Students found the course purposeful, engaging and accessible which helped to create a safe and respectful environment. The format of the course and instructional strategies taught of the course, plan to be emulated by the other teachers at the CLC.

Winter Learnings: Teaching Learning Strategies to a large group of CLC students allows key skills to be proactively learned while the student earns credits. Having a team teaching approach has further endorsed the skills being taught to be used in a subject specific context by both the student and supporting teachers.

PROTOTYPE PLANS

How might we support RVS High School students in post-secondary readiness?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
--------------------	-----------	----------------------	-------------------------

Sources of Input

- Discussions with Dual credit partners, Olds College and Southern Alberta Institute of Technology to discover what dual credit course options are available in demand
- Consultations with industry leaders and employers.
- Conversations with CLC Off Campus Education, Beyond the Classroom teachers, RVS high school administrators and guidance counselors about the process for facilitating Dual Credit student opportunities.
- Conversations with students and parents to explore post-secondary needs and goals
- Course completion and post program student evaluation questionnaires.

End Goals

- Increased student enrolment and successful completion of Dual Credit Courses.
- Increased student enrolment in Registered Apprenticeship Program.
- Increased number of RVS graduates who leave high school with job specific skills and/or enter Apprenticeship immediately following High School.
- Improve understanding of trade pathways for RVS staff to assist in academic programming for high school students.

PROTOTYPES

Name: Expanding Onsite Dual Credit Opportunities

Scope: Various RVS Grade 10, 11 & 12 students

Indicator of Success: Students will achieve six high school/postsecondary Dual Credits over fourteen classes onsite at the Olds College campus.

Description: Dual Credit has previously been offered in an online format allowing HS students to participate in College Courses while earning both College and High School Credits. This year, 40 high school students (representing five different RVS High Schools) will be bussed from Cochrane and Airdrie and attend seven classes per course at Olds College earning credits in TECH 1000 and WLD 1167. At Olds they will gain an understanding of shop procedures and practices, safety, theory and techniques of welding. RVS CLC will organize the bussing, tuition and will provide a common teacher for the experience. By attending classes onsite, students will be immersed in a college experience in both classroom and lab environments with support from a RVS Teacher but being taught and assessed by an Olds College Instructor. Students will exit the program with employability skills and an authentic understanding of what is needed to apply to and be successful in an apprenticeship.

Prototype Iterations:

Fall Learnings: Science 10, Chemistry 20 and Math 10C have been identified as the preferred pre-requisite courses for trades programs. Sharing this pathway with High School Guidance Counsellors, students, and families with targeted students will enable accurate programming for students who express interest in pursuing trades. Exploring similar on campus options with SAIT for future may prove beneficial as further Dual Credit options are emerging.

Winter Learnings: We still must work to identify interested students from other schools. Having a single teacher has been vital to the success and communication of Dual Credit. Messaging around programming should continue as other RVS High Schools are reporting the importance of Science 10 as it relates to trades pathways.

PROFESSIONAL LEARNING PLAN

Driving Questions:

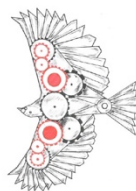
1. How might we better leverage the strengths and understand the needs of each student?
2. How might we design instruction and assessment to meet individual student needs?
3. How might we support RVS High School students in post-secondary readiness?

Learning Outcomes:

- Teachers will demonstrate an authentic understanding of curricula, instructional design and assessment.
- Teachers will improve-upon and demonstrate new, high-yield literacy and numeracy teaching strategies.
- Staff will explore the connections between engagement and high school completion.
- Staff will continue to develop understandings of barriers that impact learning and explore how to design more accessible courses with reduced barriers.
- Teachers will explore opportunities for students to showcase student learning.
- Teachers and Guidance Counsellors will increase their understanding of Dual Credit Programs and the pathways to post-secondary programs, including apprenticeship.

Strategies

- School based professional learning will include opportunities for CLC teachers to redesign and personalize courses and move toward outcomes-based assessment with support from RVS learning specialists and staff collaboration.
- Teachers will learn highly impactful literacy and numeracy teaching strategies through RVS Learning Specialists, school-based professional learning and collaborative work.
- Experts will provide opportunities during school based professional learning to increase teacher understanding of students, relationships and success through topics related to socioeconomics, addictions, LGBTQ2S+, Indigenous Ways of Knowing and trauma informed teaching practices. This includes PL opportunities through the RVS Indigenous Learning, RVS Learning Supports and the RCMP.
- Beyond the Classroom teachers will continue to work with RVS Learning Specialists and CLC colleagues to improve cross-curricular instruction and authentic learning assessments to make learning visible. Learning opportunities will also be made available to RVS staff to better understand the Beyond the Classroom programs.
- Dual Credit and Off Campus student learning opportunities, as well as post-secondary pathways and prerequisites, will be explored through community partners and postsecondary institutions by Off Campus Educators, Beyond the Classroom teachers, and CLC Administration. Information on programming pathways will be shared with all CLC staff as well as with RVS high school administrators and guidance counsellors.



BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$3,207,269	\$3,252,938	\$3,443,555
Support Staff	\$365,219	\$430,668	\$431,245
Services & Supplies	\$442,100	\$356,588	\$319,643
Other			
Contingency			
TOTAL EXPENDITURES	\$4,014,588	\$4,040,194	\$4,194,442



Principal Signature

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.



March 24, 2023

Principal Signature

Date