



W.H. Croxford High School

School Education Plan 2023/24



March 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

To achieve the RVS Division Education Plan, Focus on the Future, W.H. Croxford High School will continue building foundational academic skills with a focus on student and parent/guardian engagement and post-secondary preparedness, underpinned by ensuring learning is visible in a safe and positive environment.

W.H. Croxford has fully implemented Outcomes-based Reporting in grades 9 to 11 and is working to make student learning visible in increasing ways. Our professional learning this year will be focused on supporting staff in working collaboratively to show best-practices that support student learning. Our learning will include our own expertise and that of specialists outside of our school. This learning will help us do our very best to ensure learners are able to access the programming and other future support they desire when leaving W.H. Croxford School. Our team is ready to provide supports to our students and families, identifying areas in need of support which would lead to individual supports as necessary.

Provincial Achievement Tests and Diploma Exams provide an opportunity to calibrate our own assessment practices with those of the province. As results are released, each department examines our students' results while supporting student's growth and supporting increased achievement. For this school year, the work began in August and continued throughout the year as new results are made available. We also supplement this information with RVS benchmarking in Language Arts and Mathematics. These comprehensive reviews of information help staff provide specific and meaningful feedback to students as they improve their skills and performance.

W.H. Croxford continues to experience significant growth in this first year of the Four-Year Plan growing from 1356 students in 2022-23, to 1539 in this current school year. This growth has required us to continually refine our use of space in the school and our inclusive framework to ensure all students are equally valued, safe and have their diverse needs met. To achieve this goal, our Learning Commons, which is central in location, is a one stop support center for all learners regardless of their academic or social/emotional needs. We will continue to build capacity for students, families, and staff to understand the opportunities students have for academic/social emotional support. We have created consistent and common practices in accessing resources for students and teachers. This in turn increases the capacity of all learners to identify who, what, where and how to access services.

A continued area of growth for us is making learning consistently visible throughout our school and all curricula. The Croxford Academies continue to excellently showcase student learning and have built a culture of celebrating student success. We look to add to this by strengthening the ways our core classes meaningfully celebrate and share student successes in addition to some of the 'natural' showcasing that happens in our academies.

Specific processes and proactive work on connection, a focus on student academic direction and showcasing learning, and building a specific "Cavalier Way" based on the principles of PBIS will ensure Croxford High School is a place where students are free to be who they are while discovering what it is they want to be. We are engaging our community and creating expectations for all community members of how to work and learn in our school, together. This work has also included the engagement of an Indigenous Elder, Saa'kokoto, throughout the school year to support our growth in Indigenous ways of knowing and supporting our community in Indigenizing our collective practice.

Derek Keenan
Principal

Nashira Dernes
Assistant Principal

Scott Thompson
Assistant Principal

Vladimir Stelkic
Assistant Principal

School Profile

| | |
|---|--|
| <p>Principal: Derek Keenan</p> <p>Assistant Principal(s): Nashira Dernes, Vladimir Stelkic, Scott Thompson</p> <p>Website: https://whcroxford.rockyview.ab.ca</p> | <p>Mission: At W. H. Croxford, we aspire to innovate confidently together. We are a united and caring learning community that is resilient and committed to seizing opportunities to explore new and existing passions and interests in creative and unique ways to achieve personal excellence.</p> <p>Beliefs: Unity, Innovation, Excellence</p> |
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Total Number of Students: 1539

Grades Served: 9-12

Total Number of:

- Classroom Teachers: 55
- Learning Support Teacher(s): 3
- Learning Assistant(s): 12
- CDA(s)/Guidance Counsellor(s): 4
- Learning Commons Facilitator(s): 1
- Office staff: 5
- Caretaking staff: 3

School Diversity Profile

As with many Rocky View Schools, W.H. Croxford High School reflects a rich and diverse learning community that includes learners who self-identify as Indigenous and English as an Additional Language learners.

English as an Additional Language learners represent 9.4 percent of our school population. The most common first languages for these students are Pangasinan, Urdu, Spanish and Fanti.

As an inclusive school, we welcome 20 percent of our students who have significant learning needs.

Additionally, our school offers: A modern educationally designed building that features the following: - triple gymnasium, fitness centre, professional culinary arts kitchen, professional cosmetology salon, construction lab, mechanics lab, fabrication lab, drama theatre, dance studio, music room with sound booths, communication technology room, large science lab, adjustable classrooms with multiple configurations, and teacher collaboration spaces. We have many clubs and groups in the school including a Games Club, Croxford Creates, Muslims of Croxford, Bible Club, Movie Club, among many others. We also feature seven learning academies, where students can explore and develop skills with a focus on post-secondary and authentic learning experiences.

Student Feedback from Spring 2023

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

- Students have high expectations and expect to be successful.
- Students value the contributions that all people make to society.
- Students participate in regular physical activity.
- Our students feel confident being creative by solving math problems in a variety of ways.
- Learning about multiple cultures.
- Over 73% of students think they can overcome challenges.

What do students think could be worked on or improved?

- Build positive connections with students (have trusted adults to talk about life with) (35% say they don't have an adult in the building to talk to)
- Students learning through reading.
- 24% of students say they can never get help when needed.
- Students feel they could volunteer in the school or community more often. (only 28% indicate they are volunteering)
- Students indicate a disconnect between how they think they are using social media positively and how they are actually using social media.
- Students believe they need to work with their teachers to set goals for their learning.
- Students think they need to greater consider the different ways they learn

Parent Feedback from Spring 2023

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

- Parents indicate that students feel connected to the school and positive about the culture of the school.
- Parents indicate there are opportunities for students to be involved in the school and contribute positively.
- Parents feel students are able to access supports in the school when they need it.

What do parents think could be worked on or improved?

- Have an adult they can talk to and can get help when needed.
- Celebrate the positive attitude of our student body.
- Encourage positive relationships between students and a staff member.
- Highlight resources in the school for the student body so they know who to go to, what supports are available, and to set goals for their learning and their personal lives.
- Encourage school literacy & numeracy to engage students in reading, writing, math fluency.

RVS Division Education Plan Survey Results

What does the survey indicate is going well?

- Students have high expectations and expect to be successful and feel they can overcome obstacles and challenges.
- Students value the contributions that all people make to society.
- Our students feel confident being creative solving math problems in a variety of ways.

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

- Students indicate they need to work with their teacher to set goals for their learning.
- Encourage positive relationships and connections between students and at least one staff member.
- Encourage school literacy & numeracy to engage students in reading, writing, math fluency.
- Volunteerism and support of each other in the school seems to be an area for growth.
- There is a discrepancy between how students think they are using social media positively and how they are actually using social media based on adult responses.

RVS Assurance Results

| | Data Source | Results as of June 2023 |
|--|--------------|-------------------------|
| Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) in Grade 9. | MIPI | 11% |
| Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) in Grade 9. | BAS | 87% |
| Number of credits earned by RVS students through dual-credit opportunities. | PowerSchool | 0 |
| Number of students participating in RVS supported dual-credit opportunities. | PowerSchool | 0 |
| Percentage of students who are absent less than 10 per cent during the school year. | PowerSchool | 80% |
| Percentage of students with Individual Program Plans who are achieving their learning goals. | Dossier Data | 48% |

What does this data tell us is going well?

- Attendance numbers are positive, showing students generally attend, and are engaged with school.
- Literacy based on the BAS (above) shows students are reading and comprehending what they read to a high degree in Grade 9.

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

- We require focus on dual-credit opportunities for our students and ensuring we are maximizing available spaces.
- We can ensure attendance concerns are followed up on and connections are fostered with students to make them want to be at school.
- Refinement of our student services delivery to ensure all students are receiving the support they require.
- Math scores based on the MIPI (above) show students entering our school in Grade 9 are struggling with numeracy.

Alberta Education Assurance Measure Results

| Assurance Domain | Measure | W.H. Croxford High 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 | 75.7 | 71.0 | 71.0 | 84.4 | 85.1 | 85.1 | n/a | Improved | n/a |
| | Citizenship | 59.8 | 62.4 | 65.3 | 80.3 | 81.4 | 82.3 | Very Low | Declined | Concern |
| | 3-year High School Completion | 89.2 | 85.9 | 85.4 | 80.7 | 83.2 | 82.3 | Very High | Improved | Excellent |
| | 5-year High School Completion | 92.0 | 88.9 | 86.9 | 88.6 | 87.1 | 86.2 | High | Improved | Good |
| | PAT: Acceptable | n/a | 54.6 | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 7.7 | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 69.3 | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 10.8 | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 78.9 | 78.1 | 79.4 | 88.1 | 89.0 | 89.7 | Very Low | Maintained | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 70.2 | 70.4 | 70.4 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 67.9 | 72.4 | 72.4 | 80.6 | 81.6 | 81.6 | n/a | Declined | n/a |
| Governance | Parental Involvement | 65.5 | 60.6 | 66.6 | 79.1 | 78.8 | 80.3 | Very Low | Maintained | Concern |

What does our data indicate is going well?

- Our school average of students who wrote zero exams is 7.9%. We also have an improving participation rate of writing 4+ exams.
- Students are graduating at a high rate. The average dropout rate for W. H. Croxford High School is 0.9%.
- That the vast majority of respondents were satisfied or very satisfied with how the school was delivering the Program of Studies
- Respondents agree that teachers are generally available to help and are providing a safe and caring environment.
- We have increased student satisfaction with Program Access.

What does our data tell us could be improved on?

- Our school needs to align professional learning opportunities for staff in the direct areas in need of growth for our students and families.
- Parents, students, and teachers indicate availability of services and supports needs improvement. This includes a high response rate indicating 'don't know' as a response to the school's available supports and services.
- Students have concerns about how they interact with peers and feel around peers. This speaks to the need to create greater connection and supports in the school.
- Only 63% of students last year agreed/strongly agreed that they feel teachers care about them. We will be looking at tangible ways for teachers to show connection and support for students.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We:

School Goal 1: How might we support student achievement in literacy and numeracy and showcase this learning to our school community?

Data that informed this goal:

Alberta Education Assurance Measure (AEAM) - A4 Education Quality – 10% below provincial average. Rocky View Schools Survey (RVSS) 2.2 Less than 50% of Students and Parents indicate that students set goals for learning. Less than 50% of students reflect on learning in various ways.

Connection to the practice guide(s):

- Assessment Practice Guide – (9)...students use MyBlueprint, an online portfolio, to make their learning visible and reflect on their learning/progress. (10) Teachers triangulate data from a variety of sources (observations, conversations, products) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners.
- Inclusive Education Practice Guide – (13) Classroom and school-wide profiles provide educators and leaders with an essential tool in identifying the collective strengths, talents, and challenges of students. (15) Assessment of learning is the summation of all the learning evidence.

Strategies:

- Teachers will showcase positive practices at department meetings and celebrations of learning through the school year in order to support each other in developing effective teaching practice.
- Both academy and non-academy courses will showcase learning through portfolios and celebration of learning opportunities.
- Class profiles will be completed for each class being taught (in semester 2) with collaborative review by department to support in ensuring understanding of specific and targeted needs of various classes and students.

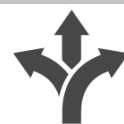
Measures:

- Fidelity of several class reviews completed by the end of semester 1 and 80% by semester 2.
- Review of department meeting minutes will show minimum of 1 positive practice review each meeting.
- Increase in results of AEAM measure A4 – Education Quality.

Parents can:

- Ask students about their portfolios and showcase work in each of the classes they have.
- Join in the school celebrations of learning.

| <ul style="list-style-type: none"> • Ask teachers about how their student is being supported in class. | | |
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| Check-Ins | Progress and Analysis | Adjustments to Plan |
| November 24 | <ul style="list-style-type: none"> • Depts using reassessment rooms to provide students opportunities to receive reassessment. • Book showcases in English dept to promote reading and engagement in literature. • Desire for clearer expectations and procedures around attendance and lates. • Science department is creating a master document of curriculum-required lab experiences for each unit and course. | <ul style="list-style-type: none"> • Addition of various entry points for teachers and broadening methods of showcasing and representing student work. • Professional learning to be provided to support the 'why' and 'how' of MyBlueprint as well as class profiles to support student learning. |
| March 15 | <ul style="list-style-type: none"> • Refinement of our School Based Team (SBT) reporting allows students to receive greater support and earlier detection of student needs. • Department lead meetings providing an opportunity to refine processes and share information to support consistent processes and expectations. • Final Celebration of Learning night will feature work in core courses as well as fine arts and academies. | <ul style="list-style-type: none"> • Class reviews not progressing as quickly as intended. Engagement with divisional professional learning around this process to support use at the high school level. |



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).

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

How Might We:

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| School Goal 1: How might we create more connections to post-secondary opportunities for our students? |
| <p>Data that informed this goal: For the 2022-23 school year, we had no engagement as a school with dual-credit opportunities for students. In addition, we are building upon and refining our approach to connecting students with post-secondary opportunities.</p> <p>AEAM - H1 Access to Supports and Services declined and significantly below prov avg.</p> <p>AEAM - C1 Parental Involvement – Very Low</p> <p>AEAM - Supplemental measures – Transition Rate and Work Preparation measures low and significantly behind province.</p> <p>RVSS Goal 3.2 Students make a positive difference in their life, school, community, and the world.</p> <p>RVSS Goal 1.1- Students 10-12 real-world question results low.</p> |
| <p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Instruction and Assessment Practice Guide – (7) Keys to Designing Learning Opportunities, (7) Authentic Tasks and Cross-curricular connections. • Professional Learning Practice Guide – (7) DEFINE process and in particular, shared vision, research, and evidence. |
| <p>Strategies:</p> <ul style="list-style-type: none"> • Engage with divisional supports and opportunities for planning and promoting dual-credit and post-secondary opportunities. • Communicate with parents and our community that WHC is open to ideas and connections to support our students in their development toward and transition to adulthood. • Create a structure to ensure all students engage with MyBlueprint as a post-secondary planning tool |
| <p>Measures:</p> <ul style="list-style-type: none"> • Number of students involved in dual-credit, RAP placements, and active work experience. • Number of student logins for MyBlueprint with active development of portfolios and documents related to employment. |

| <ul style="list-style-type: none"> • Active communication of post-secondary opportunities in school communication, including opportunities created at the school level (minimum 5). • Increase in result AEAM H1 Access to Services and Supports year over year. | | |
|--|--|---|
| Parents can: <ul style="list-style-type: none"> • Have their student(s) show them their MyBlueprint account and the tools that can be used to support employment and post-secondary engagement. • Bring post-secondary and job training information to the school to support in getting this information to students. | | |
| Check-Ins | Progress and Analysis | Adjustments to Plan |
| November 24 | <ul style="list-style-type: none"> • Trip to UofC Kinesiology and Strength & Conditioning through SP 20/30 • Planning for a community-based career convention for March 2024, to be used as a template to move forward (Croxford Career CAVention) • Post-secondary fair brought in (ELAA) • Capstone projects in Math happening this year | <ul style="list-style-type: none"> • Social media and regular media to promote opportunities and events that are career focused • Use of MyBlueprint to support student knowledge of post-secondary pathways. Student agency in using this tool. • Finding additional ways to increase parent engagement at school (volunteer coordinator) |
| March 15 | <ul style="list-style-type: none"> • CAVention planned for March 18, 30 different presenters to 650+ students in grades 10/11 • Staff discussion and professional learning (leads meeting March 12) on the value and use of MyBlueprint for tracking high school progress and program selection | <ul style="list-style-type: none"> • Continue to refine the school-wide approach to MyBlueprint for 2024-25 will be focus of PL toward end of the school year, leading to consistent use. • Given TEPF (the Educational Partnership Foundation) opportunities for students in July, we are promoting this as a school for our Grade 11/12 students. |

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.

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

How Might We:

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| <p>School Goal 1: How might we support our students and develop community through the use of positive behaviour interventions and supports (PBIS) and restorative practices?</p> |
| <p>Data that informed this goal:</p> <p>AEAM - W1. Safe and Caring - 10% below provincial average.</p> <p>PBIS TFI information forthcoming, but not completed to this point.</p> <p>RVSS - Goal 3, RVS survey shows growth needed in personal care and external care/concern for others as well as volunteerism and community service.</p> <p>RVSS - Goal 2.2 Students do not always feel they have an adult to turn to in the school.</p> |
| <p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> Assessment Practice Guide – (5) Students may come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur. (8) Physical Spaces...Space does not need to be limited to the four walls of a classroom and can be extended beyond the building Inclusive Education Practice Guide – (9) 'What' section - Taking Action Toward Inclusive Education (11) Approach to Work with Parents |
| <p>Strategies:</p> <ul style="list-style-type: none"> Create a Positive Behaviour Intervention and Supports (PBIS) committee and actively engage parents, students, and staff throughout the school year in development of school-wide processes and expectations. Staff focus on positive reinforcement of desired behaviours (Jibbitz, Phone calls, positive referrals, etc) Homeroom periods in which desired behaviours are explicitly discussed and feedback actively sought to act on. |
| <p>Measures:</p> <ul style="list-style-type: none"> PBIS Tiered Fidelity Inventory at beginning and end of school year will show growth in knowledge about PBIS framework and expectations. |

| <ul style="list-style-type: none"> Tracking of positive referrals to administration and tracking of positive reinforcement rewards handed out. Homeroom lesson plans in which behaviour is explicitly taught for each homeroom of the school year (10 total). Increase in result AEAM - W1. Safe and Caring year over year. | | |
|--|---|--|
| Parents can: <ul style="list-style-type: none"> Engage in feedback opportunities regarding school wide PBIS (Surveys, in person collection at school events. Engage in discussions regarding this goal at school council meetings. Review in school newsletter the rewards and recognition students are receiving. | | |
| Check-Ins | Progress and Analysis | Adjustments to Plan |
| November 24 | <ul style="list-style-type: none"> Assemblies that function as spirit-building and recognitions. Consistent expectations within athletics of our Cavalier Standard & purchase of a school flag to promote connection between sports. PBIS group working on school pillars and needs. Breakfast of Champions, recognizing student greatness. Presence of admin and staff at events has supported consistency in expectation and positive outcomes from community. Intramurals with staff vs student teams has been positive. | <ul style="list-style-type: none"> Creating clear values that students and staff can strive toward (PBIS) More feedback from students, what makes them feel proud about our school (homeroom) Development of positive rewards/recognition for students arriving on time. (PBIS) |
| March 15 | <ul style="list-style-type: none"> Continued work on PBIS framework and wording, culminating in a draft matrix. Recognition of student successes in academics, sports, CTS and Fine Arts through the school and newsletters. Support of student-led initiatives that are inclusive in nature. | <ul style="list-style-type: none"> Planning for 2024-25 launch of lesson plans regarding PBIS, removal of external structures such as late slips and support of student responsibility. Design of specific recognition program for students tied to collective beliefs and Indigenous ways of knowing. New website to feature restorative practices and new student handbook. |

School Council Review

Presentation of School Education Plan

School council comments:

- School council believes we have made strides on supporting student needs in the school, so this may not be a relevant goal as it was the previous year. *(previous HMW in this area was removed)*
- School council believes there is alignment with the HMW questions and RVS goals from the 4-year plan.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

A handwritten signature in black ink that reads "Jicia Longmore". The signature is written in a cursive style with a large, looped 'J' and a long, sweeping underline.

Principal signature on behalf of students and teachers of School

A handwritten signature in blue ink. It is a stylized, cursive signature that appears to start with a large 'P' and ends with a long, horizontal stroke.