Education Plan 2021-2025

Alpenglow School

Learning Naturally

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

March 2023

Overview

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- Engaged Learning
- Student Supports

Vision, Mission, Motto

Vision: Our children are inspired to discover their vision, passions and reverence for life.

Mission: To connect our children with themselves, nature and community through an integrated nature-based approach to learning inspired by Waldorf education. The Alpenglow School nurtures the children in community and nature cultivating children who can trust in themselves, take risks, love learning and explore their gifts. The Alpenglow School celebrates the rhythms of nature and the magic of learning to encourage children to think for themselves so they can continue to find their own answers to their endeavours in life.

"Receive the children in reverence; educate them in love; let them go forth in freedom." ~Rudolf Steiner~

School Profile

Alpenglow is a Kindergarten through Grade 6 school. In 2013, Alpenglow School was established as an alternative program within Canadian Rockies Public Schools in partnership with The Alpenglow Community Education Society (ACES) and housed within Canmore Collegiate High School.

Alpenglow School delivers Alberta Education curriculum using nature immersion and Waldorf influenced pedagogical approaches to learning.

School Profile

Our Staff

Teaching Staff   5 FTE

Administrative Assistants   2.0 FTE (Shared with CCHS)

Library Technician   22.5 hrs (Shared with CCHS)

Education Assistant   3.0 FTE

Administrators   1.5 FTE (Shared with CCHS/BCHS)

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.
- Daily walk for all grades
- Physical movement break bikes available to students
- Nature immersion activities throughout the day
- Use of outdoor classroom spaces and local natural areas
- Purposeful lesson design that promotes healthy living and physical literacy.
- Food for Learning program implemented

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

- Consistent, scheduled universal programming that embeds language and actions students can take to address positive self-esteem.
- Working with Right From The Start (RFTS) in small groups and classroom sessions.
- RFTS working with our Grade 5-6 teacher to develop student leadership opportunities to share universal strategies with K - 4 students in our school.
- Continue using TOOLBOX to provide our students with the skills to manage their own social emotional and academic success.

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

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

- Community wrap around services (Alberta Health Services, Town of Canmore FCSS, Family School Liaison)
- Right From the Start Programming - Universal Strategies to support student well-being

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.
- Clear expectations as laid out in the Alpenglow Parent Handbook.
- Mandt training for staff.
- Key staff training in Collaborative Problem Solving approach.
- Effective and flexible class arrangements.

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
Alpenglow (4 - 6)	100%	0%
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.

	Feel Safe at School	
	Grades 4-6	
Alpenglow (4 - 6)	83%	
CRPS	68%	
Canadian Norm	64%	

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd)

- (CRPS) Percentage of students who experience anxiety.

	Anxiety	
	Grades 4-6	
Alpenglow Grade 4-6	17%	
CRPS	28%	
Canadian Norm	22%	

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
Alpenglow Grade 4-6	6.7/10	8.5/10	6.8/10	8.2
CRPS Grades 4-6	6.9/10	8.4/10	6.4/10	8.1/10
Canadian Norm Grades 4-6	6.4/10	8.3/10	6.9/10	8.6/10

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.

	Alpenglow (4 - 6)	CRPS	Alberta Education
Overall	90.2%	82.9%	86.1%
Parents	96.4%	82.2%	86.9%
Students	81.5%	72.9%	77.7%
Teachers	92.7%	93.5%	93.6%

PRIORITY 1: Health and Wellness

Performance Measures (Cont'd):

- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	Alpenglow	CRPS	Alberta Education
Overall	66.6%	74.5%	81.6%
Parents	80.9%	67.7%	77.4%
Students	83.3%	75.0%	80.1%
Teachers	35.7%	80.9%	87.3%

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.

|	Alpenglow	CRPS	Alberta Education
Overall	87.7%	82.0%	85.1%
Parents	100%	83.8%	88.7%
Students	63.2%	68.5%	71.3%
Teachers	100%	93.6%	95.5%

PRIORITY: Engaged Learning

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

Performance Measures:

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 Action

- Continue to develop and implement the delivery of the learning outcomes for our Nature Immersion Program working with our in-house nature immersion expert to deliver curriculum. Linked nature experiences for all grades throughout the year through the creation of environmental inquiry and/or nature based project learning opportunities.
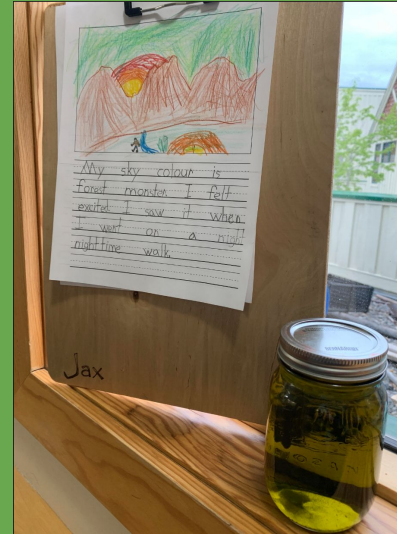
PRIORITY: Engaged Learning

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

Performance Measures:

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

- Continue to develop closer connections with other Div I and Div II schools in the division to build teacher capacity through collaborative work with a focus on TEF and developing authentic learning opportunities for our students.
- Continue PD opportunities for our staff to deepen their understanding of Waldorf Inspired and Nature Immersion pedagogies.

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
Alpenglow School Grade 4-6	7.5/10	77%
CRPS grades 4-6	7.1/10	76%
Canadian Norms grades 4-6	8/10	86%
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 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
Alpenglow School	100%	0%	na	na
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.

	Alpenglow School	CRPS	Alberta Education
Overall	97.9%	85.7%	89.0%
Parents	97.6%	80.3%	86.1%
Students	96.1%	82.9%	85.9%
Teachers	100%	94.1%	95.0%

PRIORITY 2: Engaged Learning

Performance Measures (Cont'd):

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

	Alpenglow School	**CRPS**	**Alberta Education**
Overall	87.3%	76.0%	81.4%
Parents	95.7%	70.8%	80.4%
Students	76.3%	64.4%	72.1%
Teachers	90%	92.8%	91.7%

PRIORITY: Student Supports

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

Strategy: Target Indigenous 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 indigenous cultures and traditions
- Curriculum linked class time with Division Elders
- Shared celebration of our communities history (tradition and land recognition, visuals)

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)
- CRPS Grade level 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.
- Schoolwide self-reflection focus.

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Strategy: **Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model.**

School Actions

- Continue the use of norm referenced literacy benchmarks for Alpenglow School using Fountas & Pinnell to insure early literacy intervention strategies are identified, communicated to parents and put into practice.
- Continue to develop collaborative practices with CRPS staff to provide PD for staff in assessment and early literacy and numeracy intervention strategies.
- Incorporating Jump Math into our Numeracy lesson design. Jump Math helps every child overcome barriers and master math. Jump Math focuses on numeracy by helping students build skills in critical thinking, creative problem solving, logic, and reasoning.

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
Alpenglow School	100%	0%
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		Percentage of students who feel they receive meaningful feedback	
	Agree	Disagree	Grades 4-6	
Alpenglow School	100%	0%	No Data	
CRPS	98%	2%	7.7/10 (77%)	
Canadian Norm			8.3/10 (83%)	

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

In Language Arts, Math and Science I feel..	**Alpenglow Grades 4-6**	**CRPS Grades 4-6**	**Canadian Norms Grades 4-6**
Challenged and Confident	No Data	39%	40%
Confident and Not Confident	No Data	32%	35%
Not Confident and Challenged	No Data	23%	18%
Not Confident and Not Challenged	No Data	6%	7%

PRIORITY 3: Student Supports

Outcome: Students are literate and numerate.

Performance Measures:

- (CRPS) Percentage of students who enter their grade with foundational literacy skills.

- (CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2)

	% Grade 1-6 Students who enter their grade with foundational literacy skills	% Grade 1-6 Students who enter their grade with foundational mathematical skills
Alpenglow School	54%	Results being collected for 22/23
CRPS	51%	Results being collected for 22/23