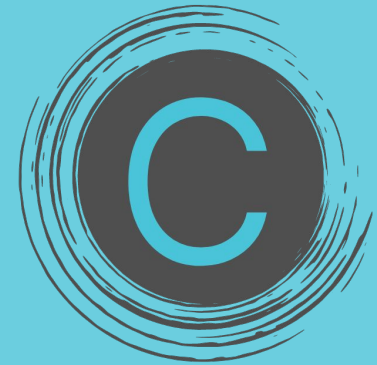



Three-Year Education Plan

Calgary Changemaker School

2021-2024

Published May 2023





♥ THE SECRET TO
CHANGE IS TO
FOCUS NOT ON
FIGHTING THE OLD
BUT ON BUILDING
THE NEW



Table of Contents

<u>Accountability Statement</u>	page 4
<u>Collaborative Involvement</u>	page 5
<u>Key Priorities for 2023-2024</u>	page 7
<u>Mission & Vision</u>	page 8
<u>Understanding the Assurance Framework</u>	page 12
<u>Goal 1: Learning</u>	page 16
<u>Goal 2: Leadership</u>	page 24
<u>Goal 3: Wellness</u>	page 30
<u>Budget Summary</u>	page 37
<u>Continuous Improvement Cycle</u>	page 40



Accountability Statement

The Education Plan for Calgary Changemakers in Education Society commencing May 2023 was prepared under the direction of the Principal, Head of School and Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.



Kristi Kraychy, Board Chair

This document can be found published on our school website under our policies and handbooks page at: calgarychangemakerschool.com/handbooks-and-policies/

The Board reviewed and approved this Education Plan on May 24, 2023. *(To be reviewed annually).*

Collaborative Involvement

Stakeholder Engagement: Staff, Students, Parents and Community Members

- Our annual formal School Climate Surveys are sent out in May (a separate one for parents, students and staff) and provides valuable feedback used to inform our Ed-Plan, our long-term strategic plan and decision making for the following school year.
- We will continue with targeted Focus Group sessions hosted and facilitated by our Board of Directors and open to parents, students, staff and community members. Working in small groups, we will continue to invite different members to each session ensuring all interested stakeholders are offered opportunities to collaborate and have their voices heard.
- Our volunteer Board of Directors continues to be comprised of a minimum of 50% parents with students in the school. Our goal for 2023-2024 is to re-evaluate our Board's needs and work on clearly defining Board and Board sub-committee roles and responsibilities. A Board member can nominate an individual to fill a position for a Board vote or the Board can publicly post new openings for the community at large to apply for as they become available.
- The 2023-2024 school year will be our second year using SeeSaw across all grades and we will continue to expand our understanding of how best to use this powerful tool to engage with stakeholders. SeeSaw is an interactive platform allowing teachers, parents and students to communicate and share learning regularly in a variety of ways.
- We will continue offering meaningful parent connection events and educational workshops for our school community and beyond.
- All students will continue to lead and participate in daily school-wide assemblies and our Friday Changemaker Town Halls to ensure student voices of all ages are being listened to and that the children's own priorities are understood.
- Our staff meetings and professional development days will continue to be highly collaborative and provide ample time for staff to provide their expertise and input into school priorities and operations.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

– Margaret Mead

Key Priorities for 2023-2024

We are pleased to present the Calgary Changemaker School Education Plan as we approach the end of the 2022-2023 school year and look ahead into what will be our fourth year as an operational school.

For the upcoming school year, our top three focus areas will build on the previous years' educational plan:

1. **Learning: Students excel academically**

- Students will build upon foundational numeracy and literacy skills to demonstrate higher level thinking.
- First Nations, Métis, and Inuit students are successful.
- Students will embrace complexity and challenge through interdisciplinary projects.

2. **Leadership: Students lead with confidence, courage and empathy**

- Students become independent thinkers and collaborative problem-solvers.
- Students feel a sense of connection and responsibility to the world to use their unique talents to make it a better place.

3. **Wellness: Student, staff and school community wellbeing is nurtured and prioritized**

- Students, staff and parents will engage in activities that promote physical, emotional and social wellbeing.
- Students will build upon foundational skills in social and emotional learning to enhance community wellbeing.

On behalf of the Calgary Changemakers in Education Society and Calgary Changemaker School, we want to thank our parents, students, staff and supporters for their continued dedication to our mission and vision.

Our Mission & Vision



Mission – why we exist

To create a love of learning and a foundation to thrive for life.

We serve a vital role in **building a foundation during the early school years** that will enable our children to **thrive for life**.



Mission – why we exist

We want every child that graduates from the Calgary Changemaker School to:

- Excel academically;
- Embrace complexity and challenge;
- Lead with confidence, courage, and empathy;
- Be independent thinkers and collaborative problem-solvers;
- Feel a sense of connection and responsibility to the world to use their unique talents to make it a better place.



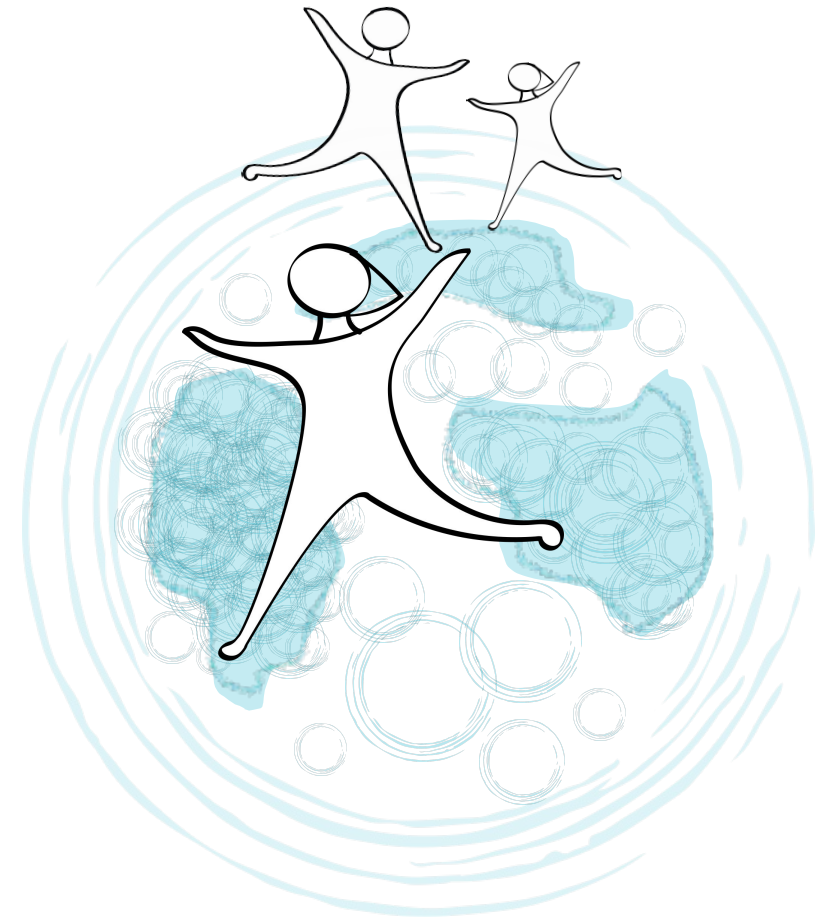
Vision

Our bigger opportunity

To be a global player in redefining learning and educational excellence for a modern world.

Our opportunity:

- Rethink what ‘**educational excellence**’ really means & looks like for our children.
- Be a **significant player and local leader** in the forefront of a global movement to transform education for a rapidly changing world.
- Support our children & their community to explore complex issues, generate new ideas, take initiative, and build the skills needed to be a **courageous force for positive change in modern world**.



Understanding the Assurance Framework



Assurance Framework

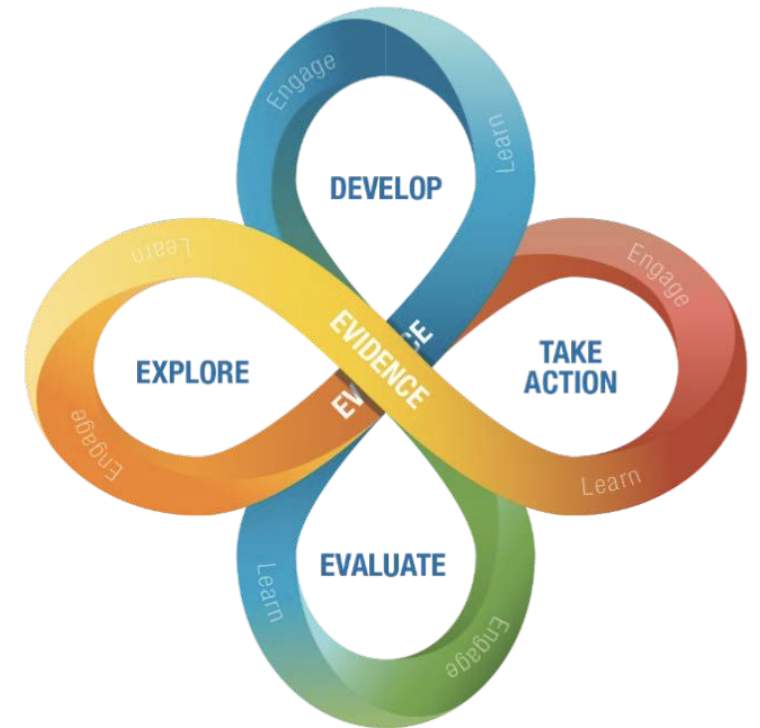
Understanding the Education Plan

The Alberta Education assurance framework includes two formal publications per school year:

1. The **AERR in November** reporting on the the results, challenges and accomplishments from the previous year.
2. **The Ed-Plan in May** sharing the goals and priorities for the upcoming and future school years.

These publications are intended to demonstrate to stakeholders and the greater community that we are meeting the needs of students and stakeholders and that our students are meeting both local and provincial outcomes.

Assurance is achieved through authentic engagement between all education partners and stakeholders. The assurance framework is also intended to nurture a culture of continuous improvement.



Alberta Education Provincial Outcomes

Understanding the Education Plan

Outcome 1: *Alberta's students are successful*

Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*

Outcome 3: *Alberta's education system respects diversity and promotes inclusion*

Outcome 4: *Alberta has excellent teachers, school and school authority leaders*

Outcome 5: *Alberta's education system is well governed and managed*

Definitions

Understanding the Education Plan

Outcomes: Alberta Education Provincial Outcomes reflect the desired results that all schools in Alberta aim to achieve through its goal-setting and related actions.

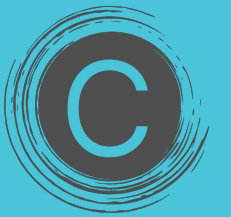
Goals: Our goals outline the short and long-term priorities of our organization. In this Ed-Plan we have identified three broad categories under which we are focused on achieving excellence: **Academics, Leadership & Wellness**. Under each category, we have identified specific and measurable goals and related outcomes for our school.

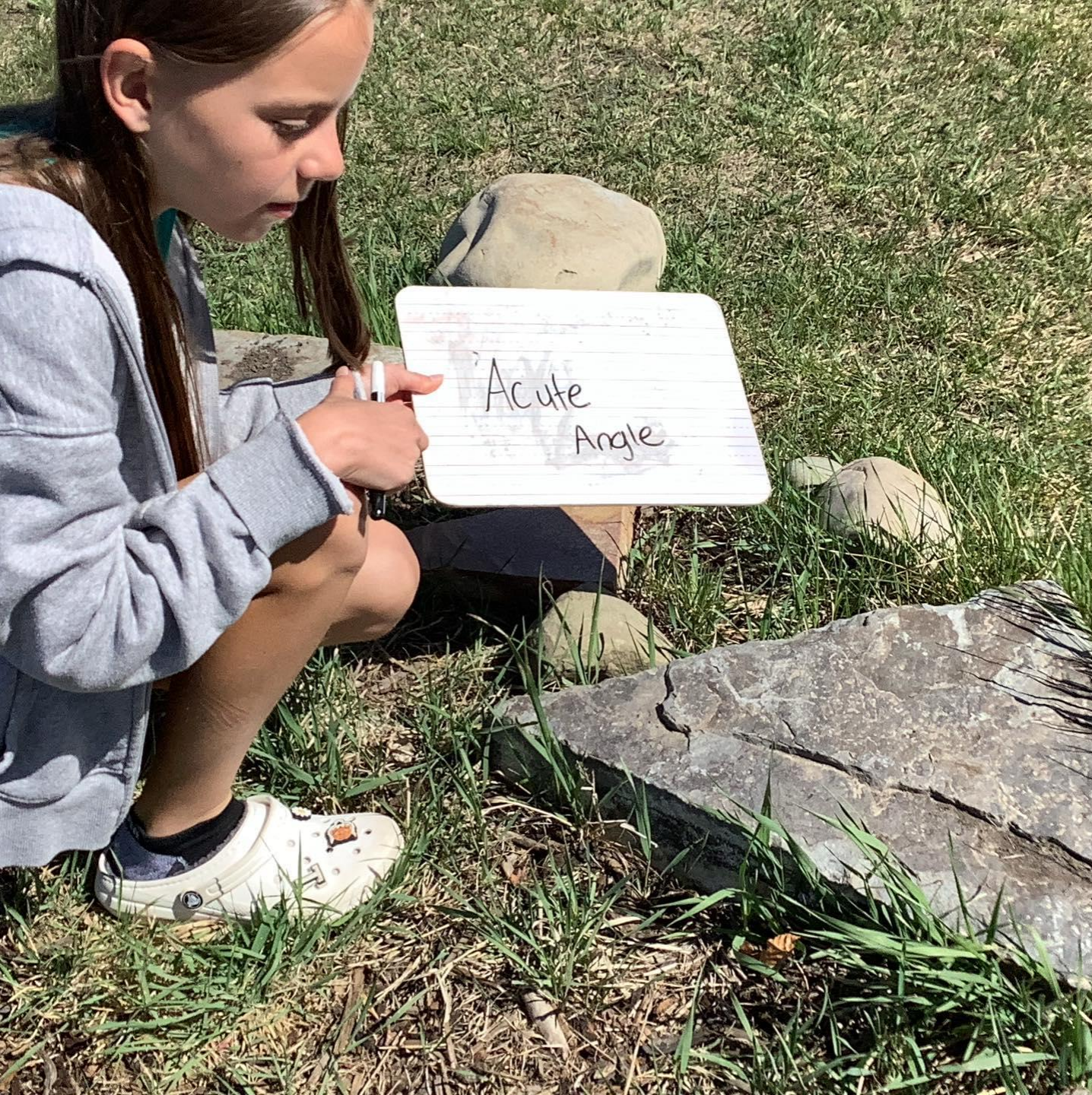
Strategies: Strategies are articulated for each goal and will progress over 1-3 years. Key actions and strategies are reflective of evolving stakeholder feedback, available resources, and government priorities such as new curriculum or new legislation.

Measures: Measures are the tools for collecting data that we plan to continue using or that we plan to introduce within the next 1-3 years of the Ed-Plan. These measures will determine progress towards outcomes and the impact of actions, with local measures allowing for the examination of incremental progress.

Resources and Implementation: The resources are the materials, purchases, funds, programs, people and activities used to carry out the plan and reach our goals.

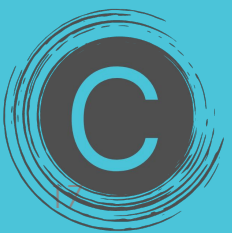
Learning





“I like learning at Changemaker school because I get to learn about things that I am interested in”.

-Cliff, Grade 1 Changemaker Student



Goal 1: Students Excel Academically

Outcome 1:

- Students will build upon foundational numeracy and literacy skills to demonstrate higher level thinking.

Outcome 2:

- First Nations, Métis, and Inuit students are successful.

Outcome 3:

- Students will embrace complexity and challenge through interdisciplinary projects.



Goal 1: Strategies

Outcome 1: Students will build upon foundational numeracy and literacy skills to demonstrate higher level thinking

- Pre and Post assessments at the start and end of each term to ensure the ‘zone of proximal development’ is achieved for each student in literacy and numeracy.
- **Assessments will be shared with the admin team and parent community.** Increased communication and visibility of individual and school-wide student learning to parents.
- Implement **Words Their Way** Program for Grades 1-6.
- Provide ongoing assessment and feedback to students using the Changemaker Writing Rubric created in the 2022-2023 school year.
- [New Alberta Curriculum Math](#) & [Gizmos](#) implemented for all students. **Singapore Math Program** continued as an enrichment program for higher-performing math students.
- Use of [NSS- Math Screening Tool](#) for K-1 to identify programming needs of students at risk in numeracy.
- Use evidence-based instructional strategies based on personalized needs and abilities such as:
 - *weekly guided reading program*
 - *weekly buddy reading*
 - *weekly math challenge groups*
 - *weekly home-reading program for Kindergarten and lower elementary*

Goal 1: Strategies

Outcome 2: First Nations, Métis, and Inuit students are successful.

- Embed First Nations, Métis and Inuit ways of knowing and teaching into all subjects where applicable.
- Collaborate with Elders and parents of Indigenous students, offering flexibility in programming and cultural enrichment where appropriate and desired.

Outcome 3: Students will embrace complexity and challenge through interdisciplinary projects.

- Plan and instruct using PBL focused interdisciplinary projects that promote higher level thinking.
- Teachers will use the Changemaker Project Checklist developed in the 2022-2023 school year to guide all interdisciplinary projects .
- Students will share at least one interdisciplinary project with the greater school community at each of the Showcase of Learning events.
- Staff have access to dedicated training weeks, mentorship and professional development opportunities and ongoing intimetable collaboration blocks to further their understanding of the cross-curricular competencies and to build upon their existing teaching skills.

Goal 1: Measures

Learn more by clicking the blue links below:

- [Jerry Johns Reading Inventory](#).
- [Words their Way](#) program and screening tools.
- Use of [NSS- Math Screening Tool](#) for K-1 to identify programming needs of students at risk in numeracy. [New Alberta Curriculum Math](#)
- Curriculum-based pre-and-post assessments.
- [Grade 6 Provincial Achievement Test](#) results provided by Alberta Education.
- [Changemaker Project Rubric](#) to assess interdisciplinary Changemaker Projects.
- **Changemaker Writing Rubric** to assess student writing skills and expectations across all grades.
- **Surveys and focus groups for parents** each term to determine if we are meeting parent needs for academic communications and visible learning.

Goal 1: Resources & Implementation

- 2023 Professional Development booked for staff to implement **Words Their Way** (Word Study Series) Program.
- Purchase of the **Words Their Way** Program materials for all classrooms/grade levels.
- Purchase of **WIAT test**.
- Professional Development time for student learning support teachers to obtain Level B testing administration certification.
- Specialized materials and professional development targeted to support the implementation of the government's new Math, English Language Arts and Science curricula.
- Build partnership and obtain grant to work with **Capstone Engineering Academy** to offer specialized STEM learning experiences including robotics and other STEM equipment rentals for upper elementary students.

Additional Note on

First Nations, Métis, and Inuit Student Success & Diversity:



Alberta Education Outcome Two: *Alberta's education system supports First Nations, Métis, and Inuit students' success & Alberta Education Outcome Three:* *Alberta's education system respects diversity and promotes inclusion*

Measures, Resources & Implementation

- We will incorporate additional authentic experiences and programming for First Nations, Metis and Inuit understandings by seeking out programs offered by local Elders and Indigenous owned educators and businesses.
- We will continue to offer the option of additional language learning which includes Cree and other Indigenous languages to students.
- We will continue to seek further understanding of traditional Indigenous ways of knowing and learning and to acknowledge the many similarities to the teachings from our Forest School and nature-enhanced programming.
- We will continue to have a minimum of two full-time educational assistants on staff to offer extra support to all learners allowing for greater success with our inclusive classroom practices.
- We will continue to invite students, parents and community guests to speak to our staff and students at our Assembly and in classrooms about their cultural or religious traditions and celebrations.
- We will continue with and prioritize the next level of teacher training on differentiation and highly personalized learning in the classroom (to find the ideal challenge level for each individual student) as well as understanding psych-ed assessments and writing Individual Program Plans (IPP).
- **Surveys and interviews with stakeholders will include diversity and inclusion questions to measure perceived effectiveness towards meeting our goals/outcomes and will include the option to identify as a parent of a FNMI student or neurodivergent student.**



Leadership





“Leadership is about being kind to everyone and making sure everyone gets to have a say”.

-Rylie, Grade 5 Changemaker Student



Goal 2: Students lead with confidence, courage and empathy.

Outcome 1:

- Students become independent thinkers and collaborative problem-solvers.

Outcome 2:

- Students feel a sense of connection and responsibility to the world to use their unique talents to make it a better place.



Goal 2: Strategies

Outcome 1: Students become independent thinkers and collaborative problem-solvers.

- Create Changemaker Leadership Curriculum and Rubric. **new for 2023-2024**
- Continue to actively teach and assess Changemaker Competencies. **created 2022-2023**
- Continue daily student-led assemblies and Friday Changemaker Town Halls.
- Students are provided with engaging, creative, hands-on educational programming, clubs and projects that ignites and inspires the Changemaker Cross-Curricular Competencies.

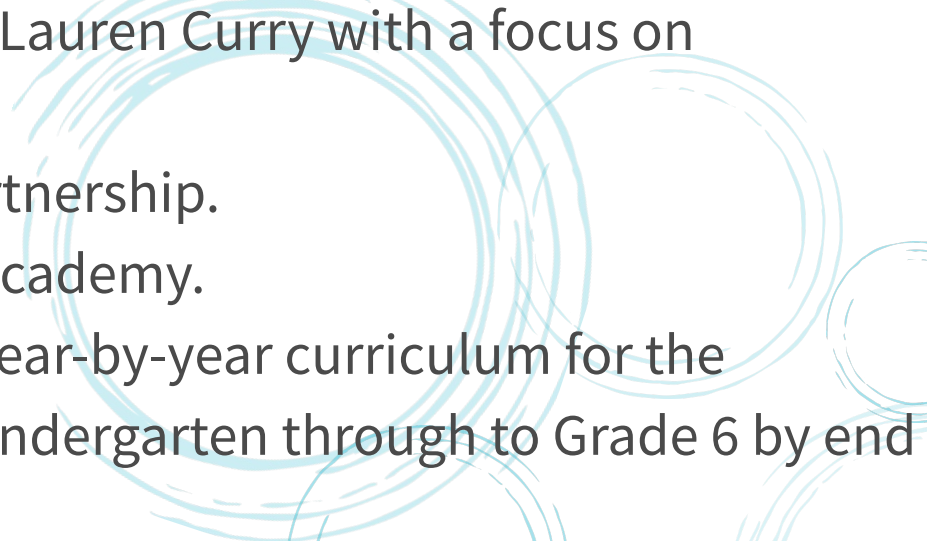
Outcome 2: Students feel a sense of connection and responsibility to the world to use their unique talents to make it a better place.

- We will be hosting at least two Showcases of Learning per school year in order to provide students with the opportunity to share and celebrate their hard-work throughout the year as well as their end-of-year Changemaker Projects with parents and other stakeholders.
- We will continue and increase our efforts to seek out humanitarian initiatives, school and local business partnerships, and special grants so we can offer more opportunities for students to meaningfully engage with the local and global community.

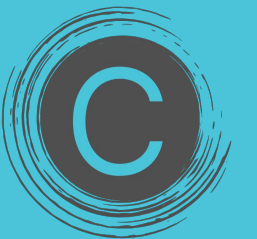
Goal 2: Measures

- The data collected using the 'Changemaker Competencies' rubric and updated report cards.
- Student, staff and broader stakeholder/community surveys including custom Changemaker School surveys and results from the Alberta Education survey.
- Informal and formal dialogue, conversations and two-way communications with all members of our school community as well as classroom and student observations by administrative team.
- Analysis of student work, public presentations, portfolios and final projects and Showcase of Learning in the Spring and End-of-Year.

Goal 2: Resources & Implementation

- Professional Development presented by Lauren Curry with a focus on Leadership.
 - Capstone Engineering / Roots 2 Stem Partnership.
 - Introduction of our Grade 8 Leadership Academy.
 - Development and implementation of a year-by-year curriculum for the Changemaker Leadership Program for Kindergarten through to Grade 6 by end of 2024.
- 

Wellness





“I feel well when I am outside and at Forest school; it helps me to feel calm”.

-Alenna, Grade 3 Changemaker Student



Goal 3: Student, staff and school community wellbeing is nurtured and prioritized.

Outcome 1:

- Students, staff and parents will engage in activities that promote physical, emotional and social wellbeing.

Outcome 2:

- Students will build upon foundational skills in social and emotional learning to enhance community wellbeing.



Goal 3: Strategies

Outcome 1: Students, staff and parents will engage in activities that promote physical, emotional and social wellbeing.

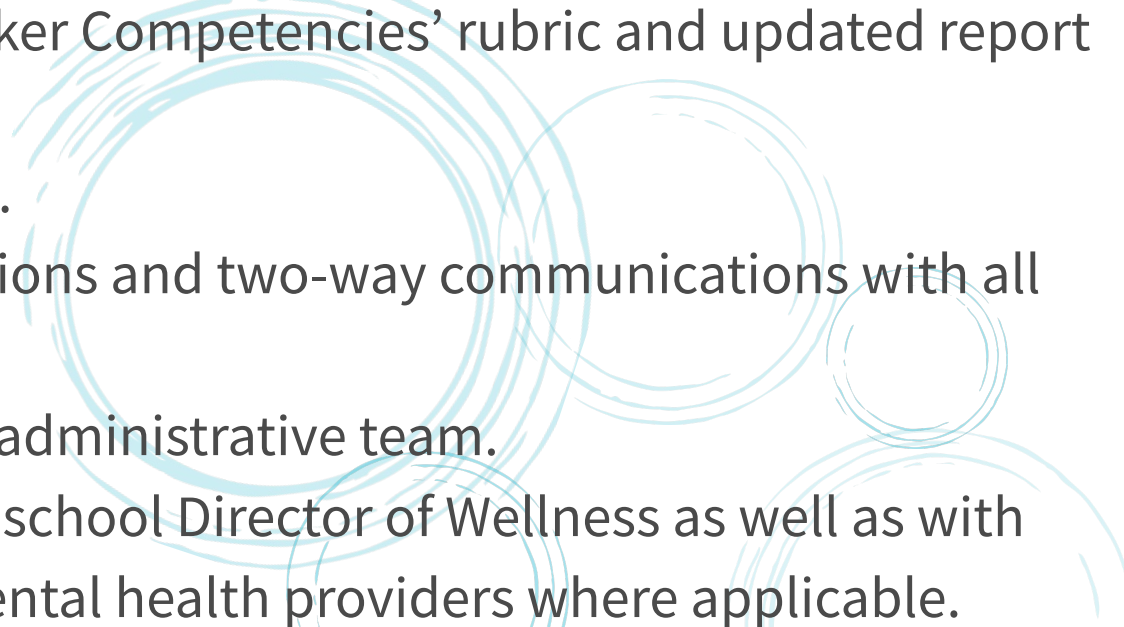
- Continue to offer students flexible and active seating options in every classroom.
- Continue daily student-led assemblies focused on wellness and/or social-emotional topics of the week that are built upon in homerooms.
- Continue with daily outdoor learning, weekly Forest School and/or off-site activities.
- Continue with monthly Parent Connection Committee events and community education workshops.
- We continue to embrace the philosophy that “*we take care of the teachers so that the teachers can take care of the students*”. Strategies include but are not limited to:
 - a volunteer parent-teacher appreciation committee
 - dedicated time for wellness and social-emotional training
 - healthy lunches provided for full-day professional development and training events
 - school-wide policies plus time in the school calendar intended to support staff wellness and morale
 - a dedicated ‘wellness room’ continues to be accessible for teachers, guests and support staff to utilize, with or without students, to promote collaboration, wellness and social-emotional learning.

Goal 3: Strategies

Outcome 2: Students will build upon foundational skills in social and emotional learning to enhance community wellbeing.

- We continue to teach students the ‘art of self-advocacy’ and how to independently use our school-made ‘regulation toolkits’ found in each classroom.
- Continue to actively teach, build upon and assess our students’ Changemaker Competencies .
- In order to serve a greater number of students and families and in an effort to better utilize our funds now that we are no longer facing some of the urgent mental health needs that the pandemic presented, we are moving away from having an on-site part-time child psychologist.
 - Instead, we are appointing an existing staff member to become our Director of Wellness. This individual will spend time identifying and prioritizing the school’s greatest wellness and social-emotional learning needs, will communicate those needs to teachers and stakeholders, and will be more easily and regularly accessible to support students, staff and parents.
- Through the continued 3-year AISCA grant (in partnership with Renfrew Services), we will also continue to access additional special workshops, support services, psych-ed assessments and learning therapies for our students at no additional costs to our families.

Goal 3: Measures

- The data collected using the 'Changemaker Competencies' rubric and updated report cards.
 - Parent, student and stakeholder surveys.
 - Informal and formal dialogue, conversations and two-way communications with all members of our school community.
 - Classroom and student observations by administrative team.
 - Consultation and collaboration with our school Director of Wellness as well as with students' parents and any third party mental health providers where applicable.
- 

Goal 3: Resources & Implementation

- Assign a staff member as Director of Wellness with time during school day to support students and staff.
- Professional development and training for staff focused on social-emotional learning.
- Continue to use funds for transportation off-campus and to Forest School.
- Return to homeroom model instead of rotating specialist model to promote stronger connections with homeroom teachers and better communications with parents.
- Workshops and Educational Sessions for parents and community.

2022-2023 Budget Summary



Budget Summary

Budget for School Year 2023-2024 Year Ended August 31, 2024

The school year 2023-2024 will be Changemaker's fourth year of school operations. The budget represents a breakeven year in which revenues and expenses are matched.

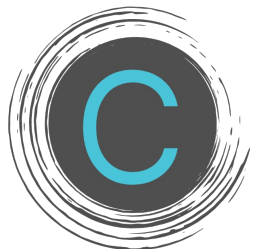
Revenues

- Enrollment is projected to be 63 students.
- Tuition fees have not increased.

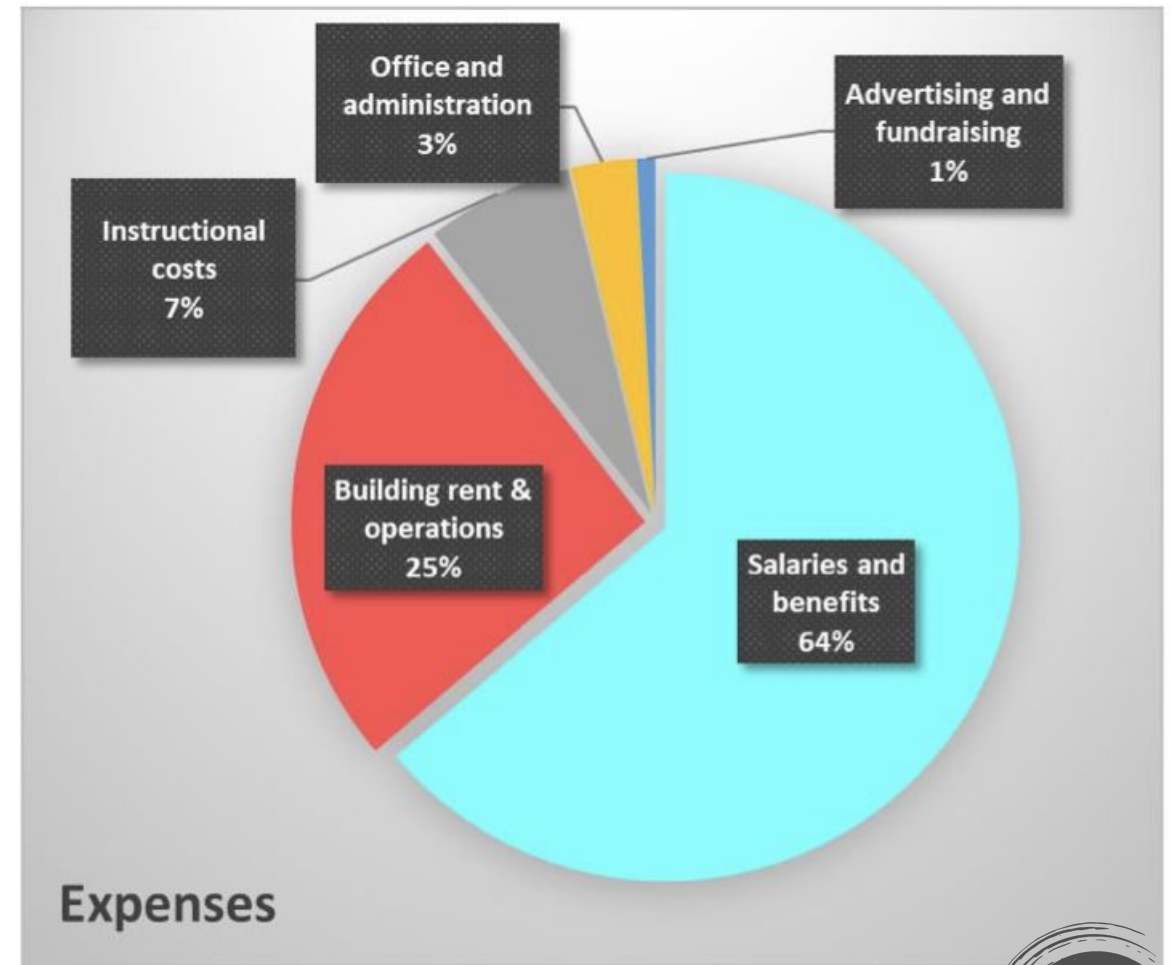
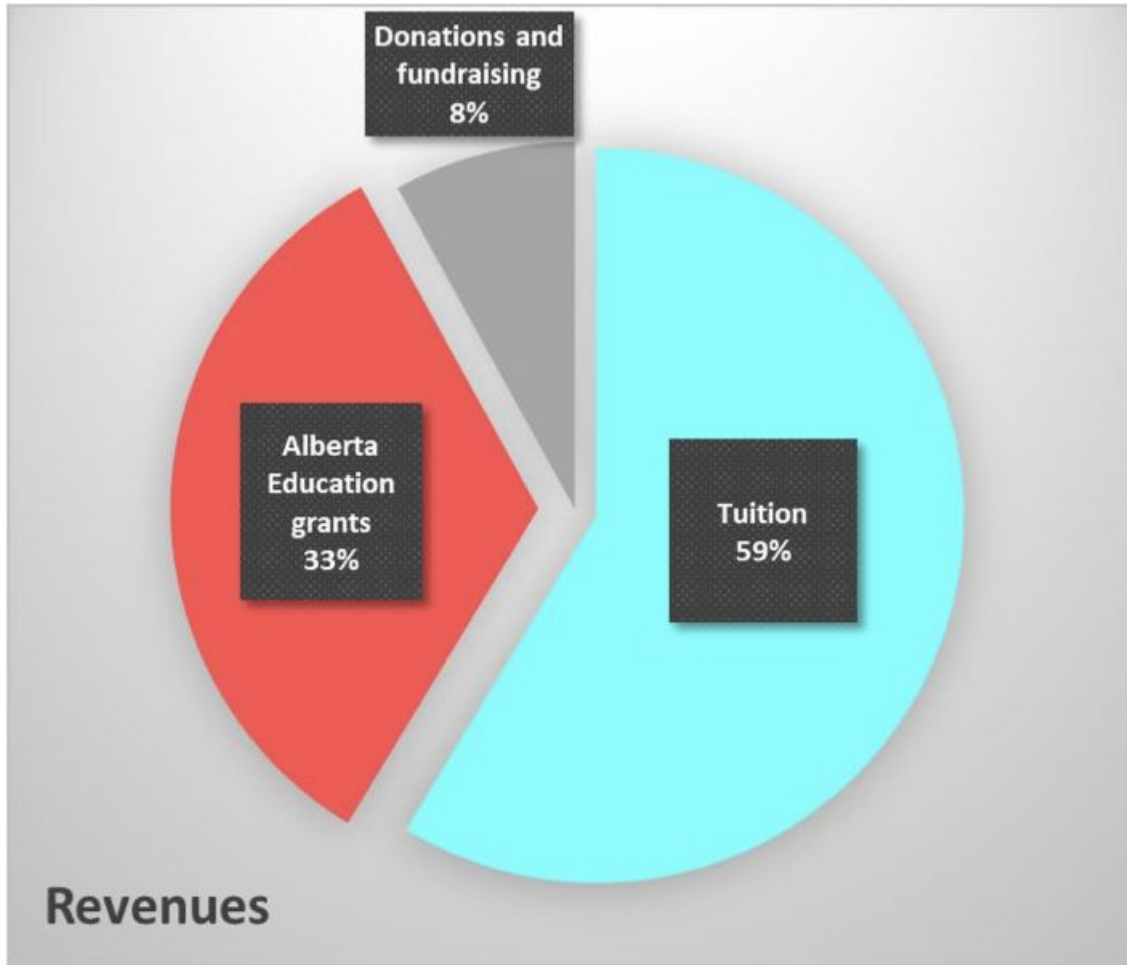
Expenses

- Rent of the school building has slightly increased.
- Continued support for context-based learning and enrichment.
- New expenditures to support implementation of Alberta's new math, science, and literacy curriculum.
- Band, clubs, and outdoor programs are continued.

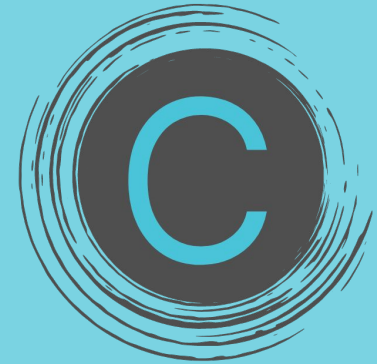
Revenues	
Tuition	\$ 849,000
Alberta Education Grants	482,000
Donations and other	116,000
Total Revenues	\$ 1,447,000
Expenses	
Salaries and benefits	\$ 897,000
Instructional costs	95,000
Building rent and operations	361,000
Administrative costs ¹	41,000
Advertising and fund raising	12,000
Depreciation	41,000
Total expense	\$ 1,447,000
¹ Includes audit fees, insurance, banking and internet costs	



Budget Summary



Continuous Improvement Cycle



Annual Education Results Report (AERR)

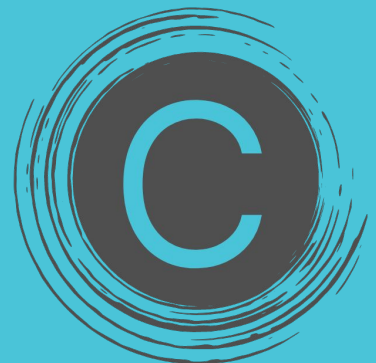
(published November 2022)

[Annual Education Results Report \(AERR\)](#)

Previous Educational Plan (Ed-Plan)

(published May 2022):

[Ed-Plan 2022](#)



The Calgary Changemakers in Education Society is committed to the continuous improvement of the Calgary Changemaker School. The Annual Education Plan (Ed-Plan) is released each May. This document builds upon last year's Education Plan, and focuses upon goals and priorities for growth and development for the next three years.

Through ongoing stakeholder feedback and the data collected collaboratively for this report, our school can continually look at ways to improve, evolve and strengthen our successes to ensure we are meeting the needs of our students and school community and providing an exceptional educational experience. This document is also intended to provide assurance to our stakeholders that we are meeting and exceeding the requirements of Alberta Education's Assurance Framework and that we have an ongoing commitment to our Mission and Vision.

This Educational Plan will be reviewed annually and is to be posted on the publicly accessible policy and handbooks section of our website and will be provided in print form upon request to any individual.

Board Approval: May 24, 2023

Next Review Date: May 2024

