

Calgary Changemaker School

THREE YEAR EDUCATION PLAN



2020-2023

Updated for the 2021-2022 School Year

Critical Thinking + Empathy + Creativity = Changemaking

School Authority A.0355: Calgary Changemakers in Education Society

CALGARY CHANGEMAKERS IN EDUCATION SOCIETY

***Our mission** is to create a 'ripple effect' on the future world by educating, supporting and empowering students and staff to realize their potential as powerful and empathetic leaders and Changemakers within the Calgary Changemaker School community and beyond. We also seek to nurture the mental and physical health and wellbeing of our students and staff, to play a supportive role in the local community, and to contribute to the growing global effort to ensure every child is given plenty of time outdoors in a natural environment as part of their education.*



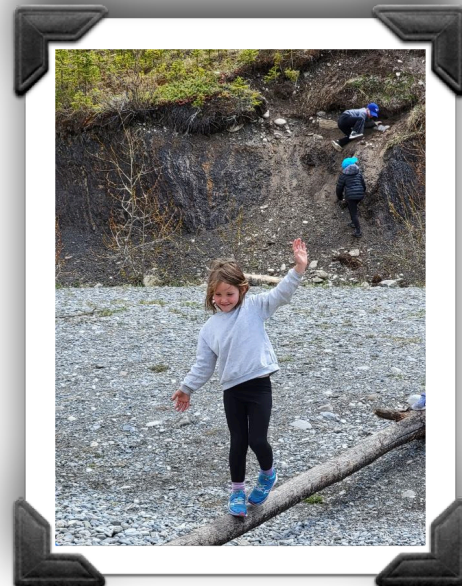
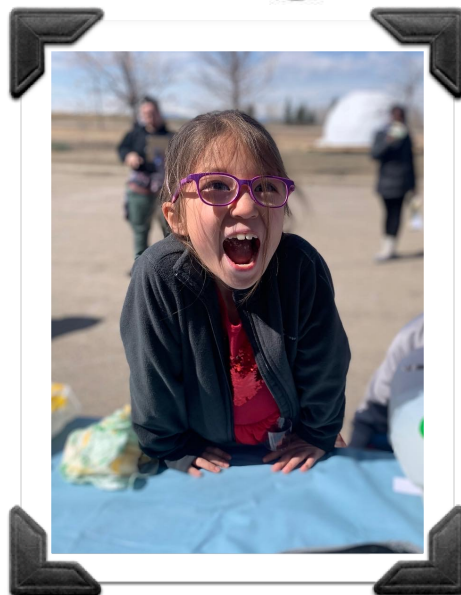
Calgary Changemaker School

Leadership. Empathy. Outdoor Learning.

A K-8 school for the creative dreamers, curious explorers, and courageous innovators.

The Calgary Changemaker School is a small not-for-profit, accredited independent school for Kindergarten through Junior High. Prioritizing empathy, wellness and spending time outdoors, we offer an exceptional educational experience designed to develop creative, curious, and courageous leaders who love to learn.

Our school is located on 7 acres just off of the Trans Canada Highway in Springbank (West of Calgary, Alberta).



OUR VISION

 Calgary Changemaker School



An environment of educational coexistence for children, teenagers, and adults, where everyone can find what they need for their intellectual, social, emotional and physical health and wellness.



A place where students can explore, experiment, live, discover, and be challenged by their educational experiences in order to gain meaningful and relevant knowledge of the world they live in and a rapidly changing future.



A climate in which innovation, creativity, and originality of the individual is supported and cherished.



An atmosphere that enables the organic development of empathy, 'changemaking' and global citizenship.



A community that ignites passion and encourages enthusiasm for excellence and social change.





What makes us different?



- Much of our learning takes place **outdoors and in nature.**
- We prioritize the physical, mental and emotional **health and well-being** of our students and staff.
- We meet and exceed the curriculum through active and hands-on activities, project-based learning and creative exploration.
- We are committed to **small class sizes** and **specialist** educators *who embrace our philosophy, vision and mission.*

At Calgary Changemaker School we believe that:

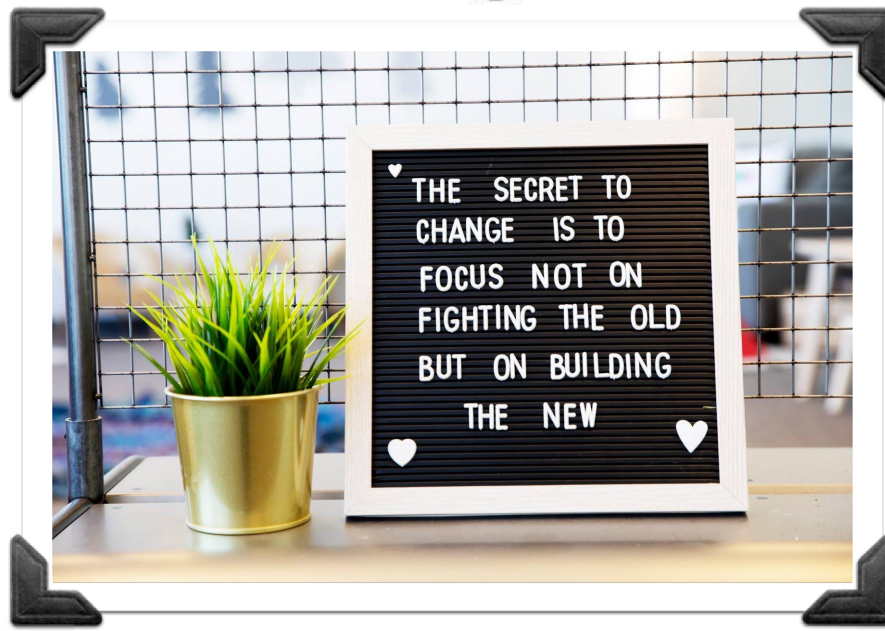
- All people have the right to be treated with respect and dignity irrespective of age, gender, ethnicity, status, ability or sexual orientation.
- Children have the right to feel safe at school.
- Children have the right to an education that is flexible, interesting and meaningful.
- Children have the right to be taught by caring, passionate and excellent educators who will help each student to learn according to their individual abilities and skill-levels.
- Children have the right to have 'choice and voice' over their learning and to express their opinions and be heard.
- Children have the right to move throughout the day, to take breaks as needed and to spend time learning and playing outdoors every day.

THE AVERAGE
AMERICAN CHILD SPENDS JUST
FOUR TO SEVEN MINUTES IN
UNSTRUCTURED OUTDOOR PLAY
EACH DAY, AND MORE THAN
SEVEN HOURS EACH DAY
IN FRONT OF
AN ELECTRONIC SCREEN.



NATIONAL WILDLIFE FEDERATION





EDUCATION PLAN 2020-2023

Updated for the 2021-2022 School Year

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ACCOUNTABILITY STATEMENT

The Education Plan for the Calgary Changemakers in Education Society updated for the 2021-2022 school year, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. 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.

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

The Board approved the 2020-2023 Education Plan, updated for the current year, on May 30, 2022.

Kristi Kraychy, Board Chair

May 30, 2022

Date

WHISTLEBLOWER STATEMENT

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received to date.



MESSAGE FROM THE HEAD OF SCHOOL

We are pleased to present the Calgary Changemaker School Education Plan as we wind up the 2021-2022 school year and look ahead into what will be our third year as an operational school.

For the upcoming school year, our top three focus areas continue to be:

- **Prioritize social-emotional learning & support the mental health of students and staff.**
- **Instruction, activities and school-wide events are designed to promote Changemaker Cross-Curricular Competencies.**
- **Students meet and exceed their potential through individualized challenge in numeracy and literacy.**



I often talk about our school as a 'speedboat'. Like the various types of watercraft that exist from ferry boats to cruise ships, each school differs in size, offerings and culture. However, the beauty of being a small independent school is that we can quickly change course as needed and as such, we are highly responsive to the needs of our students, the school community and the rapidly changing times we live in. *(Not to mention, if you see an opportunity for an exciting adventure on a speedboat, you simply take a little detour!)* This means that, as a teaching team and entire school community, we are very flexible and embrace change. When we see that something is not working for an individual or larger group, we pivot and adapt to ensure that we are providing exactly what our students need socially, emotionally or academically on any given day, week or year! This Education Plan demonstrates our commitment to responsive, evidence-based decision-making as we reflect on the past year and plan for the future.

In September 2021, we saw a 25% increase in enrolment from the previous school year. As of May 2022, we currently have just over 60 students in Kindergarten through Grade 7 in six separate classes of 10-12 students. Each class is led by Alberta Certified Teachers with additional student supports provided by the leadership and administrative team, educational assistants, contracted special service providers, community guests and artists in residence. We are forecasting another student enrolment increase of 25%-30% for the 2022-2023 school year.

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.

Sincerely,

Kristina Kraychy

Head of School, Founder
B.Mus., B.Ed., CHNC, M.Ed.
Calgary Changemaker School



CONSIDERATIONS SPECIFIC TO THE COVID19 PANDEMIC

It has been another rollercoaster of a year for schools around the globe. With rapidly changing mandates, strong differences of opinions among community members paired with 'pandemic fatigue', and continued health challenges (both physical and emotional) for many of our students, staff and their families, we have had our collective resiliency put to the test many times. However, we are very proud of how hard we worked and supported one another

to ensure that our school remained open to in-person learning all year. We successfully adapted our programming to incorporate cohorting when it was required of us while remaining committed to providing an exceptional holistic educational experience that balanced the academic, social-emotional, physical health and mental health needs of our students.

As measures began to relax in February, we were pleased to be able to return to multi-age and cross-division clubs, activities and field trips as well as offer more in-person parent-community connection and engagement events. In many cases, we were able to also continue offering virtual alternatives for engagement to those who still needed it or found it more convenient with their schedules. We plan to continue offering both in-person and virtual options for the foreseeable future.

I WASN'T BORN TO
"JUST TEACH."

I WAS BORN TO INSPIRE OTHERS,
TO CHANGE PEOPLE,
AND TO NEVER GIVE UP;
EVEN WHEN FACED WITH
CHALLENGES THAT
SEEM IMPOSSIBLE.

WE ARE
TEACHERS



*We even hosted an outdoor Winter
Concert in -30C weather!*



GOAL ONE: Prioritize social-emotional learning & support the mental health of students and staff.

OFFERINGS/STRATEGIES:

- We continue to provide all of our students with daily activities and educational opportunities that develop social-emotional skills.



GARDEN CLUB

NEWSLETTER

May 27 | 2022 Changemakers

From Alex,
Happy weekend everybody! It was a beautiful day out in the garden on Friday planting flowers, herbs and some vegetable plants! Looking forward to seeing how things grow and sharing the excitement at the showcase of learning next week!

Highlights from the garden last week

- Decorating garden markers.
- Planting flowers, herbs and vegetables!
- Practicing literacy and writing on garden markers.
- Lots of pride and feelings of accomplishment in the garden this week!

Important Dates

- June 10 | Next Garden Club Day
- Be sure visit the garden next week at the showcase of learning!

Garden Duties

- Weeding
- Watering garden boxes and mini greenhouses

*Check out page 2 for a few pictures from the garden.

OT Seed
Cognitive/Intellectual

- Planting seeds, flowers and plants provides opportunities to learn horticultural skills, revisit and share previous or current experiences/knowledge from other areas of life.
- Being in the garden provides opportunities for pleasure and relaxation, as well as a sense of pride and success with projects.
- Decorating and writing on garden markers provides opportunities to work on vocabulary, literacy and writing skills.

Garden Gallery

"I'll be a helper in the garden anytime... just give me a call... my teacher knows my number!"

"Worms help keep nutrients in the soil for the plants!"

•We have added 'Ms.Alex White' to our part-time clubs and support team. Ms.Alex is an occupational therapist and horticultural therapist who is in charge of our 'garden and medicinal plants club'.

•We developed a 'regulation kit' for each classroom including noise-cancelling headphones, fidget/stress tools, brain-challenge toys, social-emotional workbooks, and mindfulness activities. We also have calm breakout

spaces both indoors and outdoors and flexible seating options in every classroom.

•Staff schedules include daily prep times and breaks as well as weekly professional learning community time every Friday afternoon. A wellness room was created for teachers to utilize when they are not working with students. *"We take care of the teachers so that the teachers can take care of the students."*

•Students are given time and space for unstructured free play each day with extra time on Wednesday afternoons at Forest School and on field trips. Additionally, all staff and students spend time outdoors every day in structured and instructed activities as well.





- We maintained an average class size of 12 with one lead teacher plus at least one educational assistant in each division providing extra support, care and personalized attention.
- Ms. Heather Johnson, child psychologist, joined our team on Mondays and will continue with our school on a part-time basis next year. We provided information to parents regarding the purpose of a psychoeducational report and removed some of the accessibility barriers by offering on-site assessments and psychologist recommendations.
- Through the AISCA grant (in partnership with Renfrew Services), we were able to access additional support services for our students including weekly speech therapy, occupational therapy and group mental-health sessions at no additional costs to our families. We are hopeful that we can continue to access some of these services at no cost to families next year.



Outcome 1: Students and staff feel a sense of belonging, sense of self and sense of purpose.



Outcome 2: Students and staff feel safe, valued, respected, confident, empowered, and engaged.



GOAL ONE will be measured through:

- 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 psychologist as well as with students' third party mental health providers.





GOAL TWO: Instruction, activities and school-wide events are designed to promote Cross-Curricular Competencies.

Changemaker Core Competencies: these are the top critical skills that we feel are required to be a conscientious and an engaged school community member, citizen and future Changemaker. The following interpersonal skills relate to how a student is learning to communicate and connect with other people in our school community across all subjects and curricula. These skills are actively taught, practiced and assessed at the Calgary Changemaker School during academic blocks, recess times, clubs, Forest School and Assemblies.

OFFERINGS:

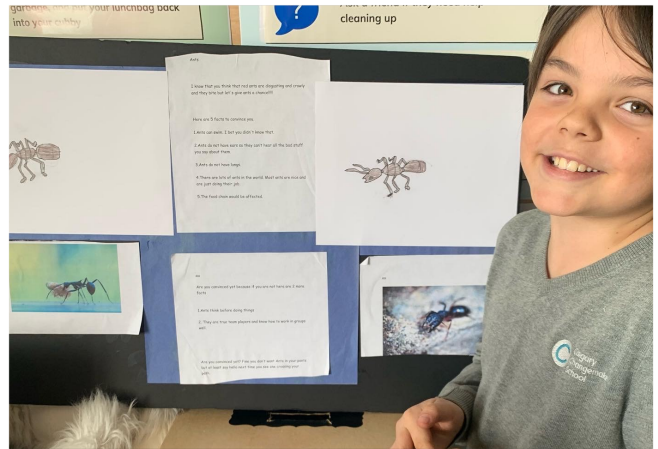
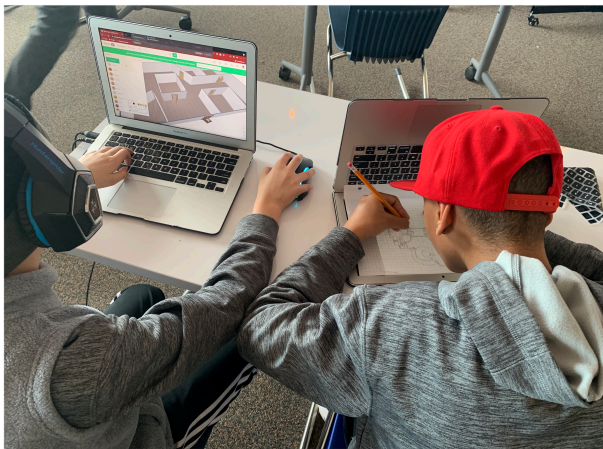
- During our PLC time this year, we have started to create a school-wide rubric and reporting system called 'Changemaker Core Competencies' so that we can be more consistent in how we approach the teaching and assessment of essential social-emotional skills such as: communication, collaboration, empathy, organization and problem-solving.
- Students are provided with engaging, creative and hands-on educational programming.
- We will be hosting a Showcase of Learning in June each year in order to provide students with the opportunity to share and celebrate their learning and hard-work with parents and other stakeholders.
- Staff have access to dedicated training weeks, mentorship and professional development opportunities, ongoing in-timetable collaboration blocks, resources, reading materials and admin support to further their understanding of the cross-curricular competencies and to build upon their existing teaching skills.





Outcome 1: Students develop skills in the Cross-Curricular Competencies: critical thinking, communication, problem solving, collaboration, creativity and innovation, cultural and global citizenship, managing information and personal growth and well-being.

Outcome 2: Students apply and demonstrate cross-curricular competencies during school assignments, activities, and when working through real-life problems.



GOAL TWO will be measured through:

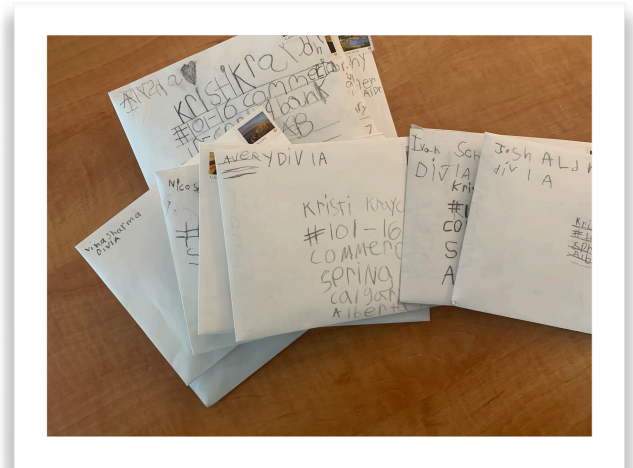
- The data collected using the 'Changemaker Competencies' rubric and updated report cards.
- Student, staff and broader stakeholder/community surveys including custom Changemaker School surveys and results from the Alberta Education survey.
- Informal and formal dialogue, conversations and two-way communications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



GOAL THREE: Students meet and exceed their potential through individualized challenge in numeracy and literacy.

OFFERINGS:

- During our Professional Learning Communities (PLCs), we developed a school-wide literacy rubric already aligned with outcomes found in the new K-6 curriculum so that we can be more consistent in how we approach the desired literacy outcomes and assessment under the umbrellas of reading, writing and oral communications.
- Next year, we plan to pilot a 'subject expert' model with one teacher leading the planning and assessment for the core math and English Language Arts (ELA) curriculum for all grades and levels.
- Students are often grouped by ability and understanding during literacy and numeracy blocks so that they are appropriately challenged for their current level rather than by age or grade.
- We implemented a school-wide buddy reading program which was very successful. We plan to build buddy reading into the weekly timetable for next year.



• Students are offered engaging and effective cross-curricular lessons, projects and learning opportunities to improve skill, understanding and application in the areas of numeracy and literacy.

• Students who were identified as needing extra support in literacy, were provided with weekly sessions with an occupational therapist, speech therapist and/or our admin team to work on phonics and decoding.

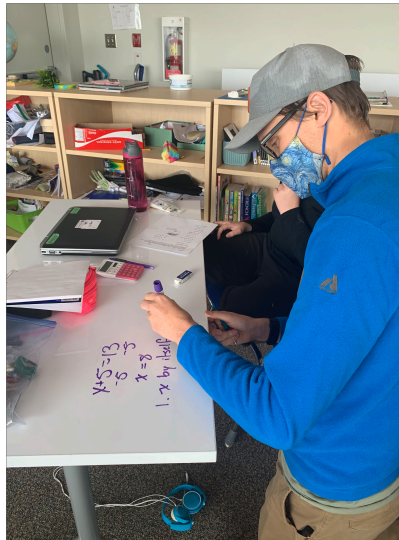
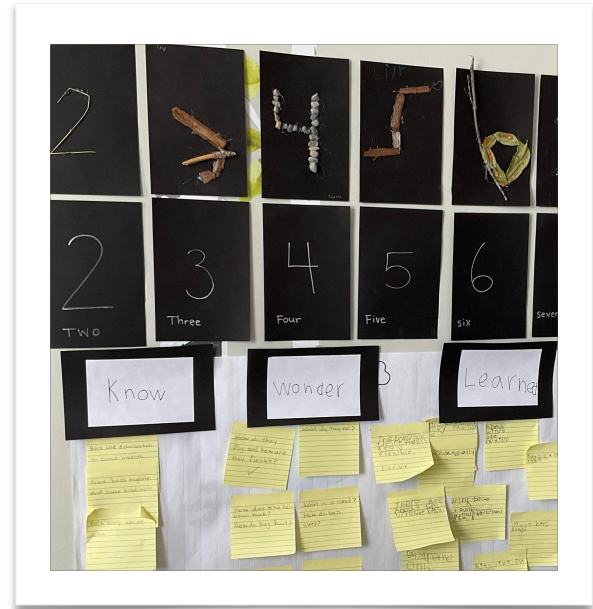


Outcome 1: Experience and demonstrate individual growth in numeracy and literacy.

Outcome 2: Students can apply numeracy and literacy strategies in a variety of contexts.

GOAL THREE will be measured through:

- Classroom and student observations and internal assessments by administrative team and subject leads.
- Analysis of student work.
- Guided reading levels.
- *Jerry Johns* Reading Levelled Assessment.
- *Woodcock Johnson: Word Attack & Math Fluency & Applied Problems*.
- Singapore Math.
- Standardized assessments such as: PAT exams and SLA baseline assessments (future).
- *Words Their Way* Assessments for spelling and orthographic development for intervention support only.



*Formal qualitative and quantitative data collection and assessment will take place at the start and end of each term. Any students not demonstrating growth from their personal baseline and who are at or below grade level, will be flagged for interventions or extra supports. For those who are above grade level already but not demonstrating personal growth, will be flagged for more differentiation with a focus on complexity and enrichment.



Calgary Changemaker School

WHY CHOOSE THE CALGARY CHANGEMAKER SCHOOL?



**YOU ARE SEEN,
YOU BELONG**
(SMALL SCHOOL,
SMALL CLASS SIZES)

**LEADERSHIP & SOCIAL-
EMOTIONAL LEARNING**
(SKILLS TO BUILD FUTURE
CHANGEMAKERS)



FOREST SCHOOL
(& TIME OUTDOORS EVERY DAY)



**EXPERIENTIAL
LEARNING & WEEKLY
FIELD TRIPS**



**CREATIVITY & INDIVIDUALITY
IS ENCOURAGED**
(OFFERING CHOICE, VOICE & CHALLENGE THROUGH
PROJECT-BASED LEARNING & DESIGN THINKING)



**SUPPORTING A CULTURE OF
EMPATHY, CURIOSITY &
CONNECTION**

LOVE
LEARNING

CalgaryChangemakerSchool.com



Calgary Changemaker School

Critical Thinking + Empathy + Innovation = Changemaking

Section 1 of 4

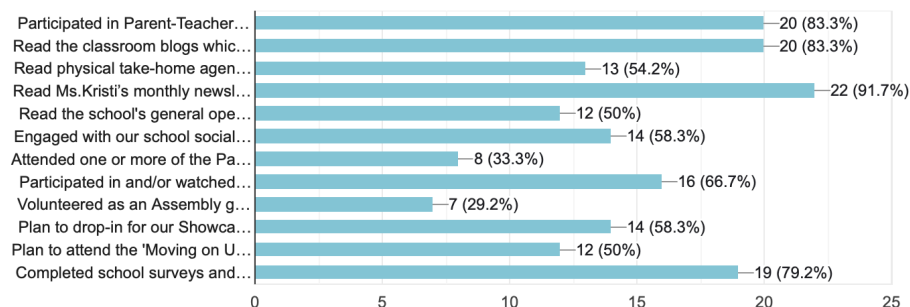
Calgary Changemaker School Parent Survey May 2022

We are grateful for your thoughtful feedback as we strive to improve and enhance the educational experience of our students each year. Survey results will be shared with our school community, our stakeholders and with Alberta Education in our published Education Plan by the end of June 2022. Your responses are anonymous. (*Please note that any comments that identify specific students or staff members and/or are unrelated to the question(s) being asked will be disqualified from inclusion into our published Annual Education Plan.)

Engagement

Which of the following school communications and connections have you engaged with this school year? (Choose only those that you found the most valuable or that you engaged with most frequently):

24 responses

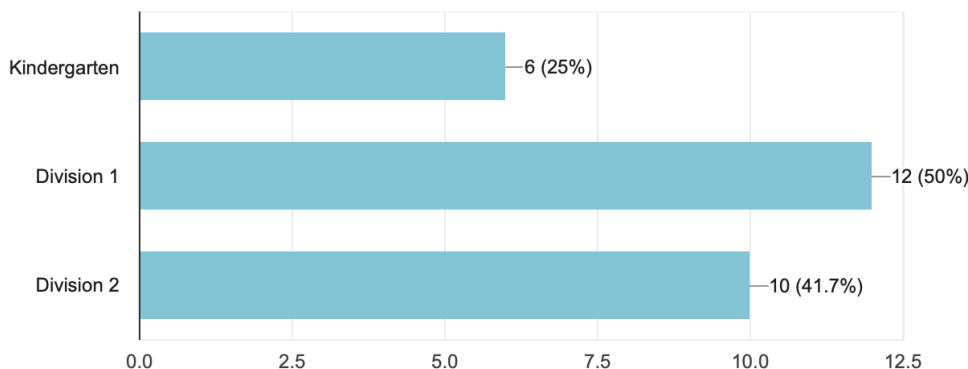


Which of the following school communications and connections have you engaged with this school year? (Choose only those that you found the most valuable or that you engaged with most frequently):

- ☐ Participated in Parent-Teacher Conferences (Zoom or In-Person).
- ☐ Read the classroom blogs which are posted by teachers every Sunday afternoon (or SeeSaw for Kindergarten).
- ☐ Read physical take-home agenda messages (Div 1 & 2) or messages on SeeSaw (Kindergarten).
- ☐ Read Ms.Kristi's monthly newsletters for parents.
- ☐ Read the school's general open blog posts.
- ☐ Engaged with our school social media pages (Instagram or Facebook).
- ☐ Attended one or more of the Parent Connection Committee's Events.
- ☐ Participated in and/or watched our annual Virtual Gala.
- ☐ Volunteered as an Assembly guest speaker, a classroom helper, on an informal committee such as fun lun...
- ☐ Plan to drop-in for our Showcase of Learning on the afternoon of Friday June 3rd.
- ☐ Plan to attend the 'Moving on Up Day', Dance Performance and Kindergarten Graduation on June 22nd.
- ☐ Completed school surveys and provided feedback throughout the year when asked.

What division is your child in? (Please choose all that apply for all children).

24 responses



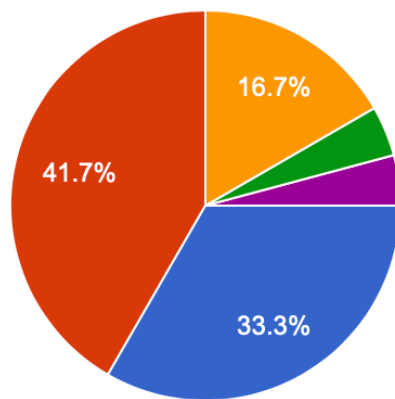


Calgary Changemaker School Parent Survey May 2022

As a family, how have the last two years of pandemic-related challenges impacted your wellbeing and how is your family doing now, overall?



24 responses

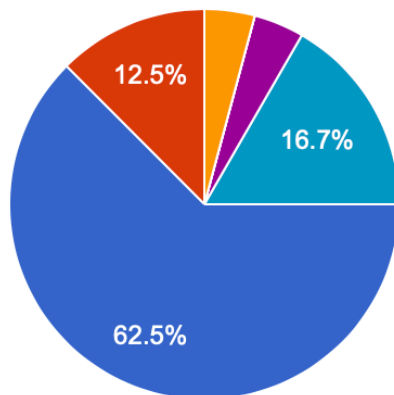


- We experienced very few pandemic-related challenges that impacted our c...
- We experienced some pandemic-related challenges that impacted our careers,...
- We experienced many pandemic-related challenges that impacted our careers,...
- We experienced many pandemic related challenges that impacted our careers...
- The pandemic has been only positive for us

If you had to choose only one, which do you feel is the TOP advantage of the Calgary Changemaker School?



24 responses



- Small class sizes, small school (student-staff relationships, personalized attenti...
- Forest School, outdoor learning, connections to nature.
- Regular field trips, special guests and other types of real-world, experiential l...
- Unique enrichment programming based on student interests such as: Artists in...
- Social-Emotional Learning, Changem...
- Project-Based Learning, Creative Pro...



Calgary Changemaker School Parent Survey May 2022

Likert Scale

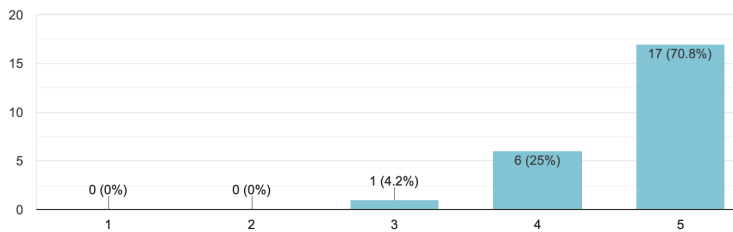
1 - Not at all to 5 - A great deal

School Climate Survey

To what extent does your child or children enjoy coming to our school?

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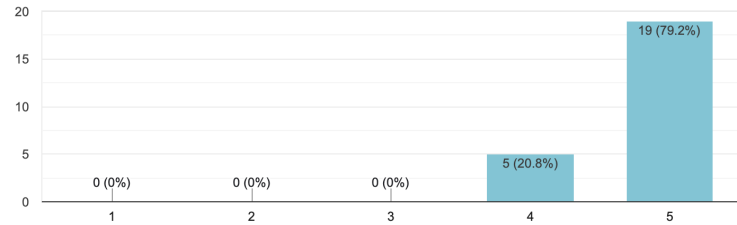
24 responses



To what extent do you feel our school has created a safe, respectful and caring environment for our students?

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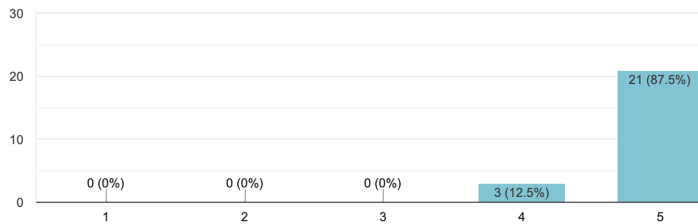
24 responses



To what extent do you feel our school is supporting the social and emotional wellbeing of our students?

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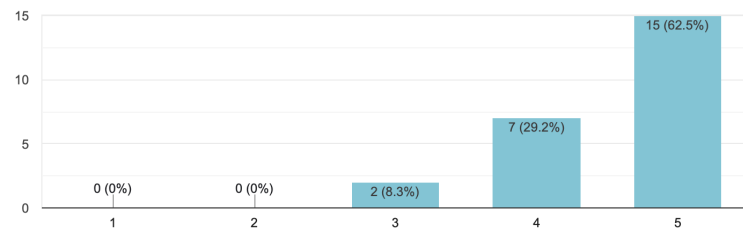
24 responses



How engaging do you feel our school's activities and lessons have been for your child(ren) overall?

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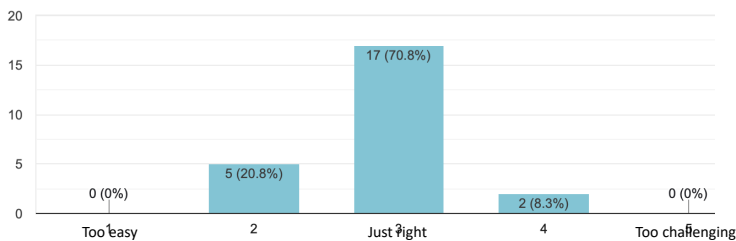
24 responses



How do you feel about the academic challenge level of your child's work so far?
*Choose 3 if you feel it's about right at this point in the school year.

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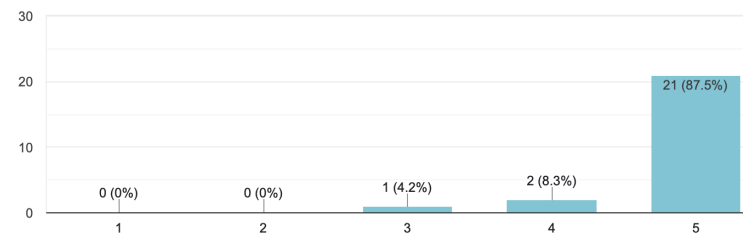
24 responses



To what extent do you feel our school values and supports the diversity of our students and families?

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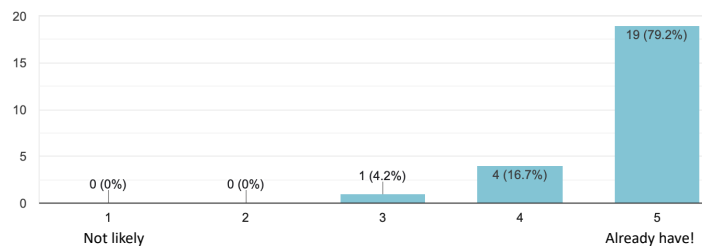
24 responses



How likely would you be to recommend our school to another parent?

[Copy](#)

24 responses





Calgary Changemaker School Parent Survey May 2022

Testimonials From Parents

OPTIONAL TESTIMONIAL: If you would like to provide us with a positive testimonial that we have permission to publish and share, we would be very grateful:

We really appreciate the flexibility and adaptability of the school - our kids would be lost in the regular system - here their uniqueness is celebrated or seen as normal. We are amazed at the different approaches to the Alberta Curriculum so that our kids stay engaged and learn. Amazing job keeping everyone safe during Covid. We always feel like parents voices are heard and welcomed. Some days I would rather go to Calgary Changemakers than my job as our kids tell us how much they enjoyed their day.

The Calgary Changemaker school has been the essential contributor to our child's passion for and love of school. I never tire hearing comments from others about how excited he is to start his day, see his friends, how much he loves his teachers, and how excited he was to participate in such an amazing variety of opportunities. The opportunities that have been offered this year are such that I never imagined would be an opportunity for our young learners. Thank you Changemaker for the magic you have brought into our lives!

At a time when we are realizing we need to re-examine the way we deliver education, Calgary Changemaker School is leading the way to demonstrate how that delivery can actually look.

Change Maker school has been absolutely amazing for grades 5 and 6 for our son. The skills learned for communicating emotions and the safe environment for it has been great for his emotional intelligence, well being and growth. The forest school and outdoor focus has also been amazing for a very active young person who also loves the outdoors. The academics and self learning have really grown his self confidence and we are very grateful for that. The entire staff are all empathetic and motivated teachers and learners, our son has greatly benefited from this one of a kind environment. Thank you.

The Calgary Changemaker is one the best decisions we ever made for our child. This school has a passion for teaching children and it shows. The Changemaker is going to change how kids are taught in school and we know that our child will be better prepared to participate and thrive in the world as a adult.

Since joining Changemakers, our children have become more confident and have reconnected with their love for learning. At school, they are stimulated, engaged, and feel a sense of belonging in a way they never felt at their previous school. This type of school should be the norm. Thank you to all the staff and families at Calgary Changemakers!

We are grateful for Calgary Changemaker School and the incredible team and staff. Our child loves school. We appreciate the wonderful community that is forming through the school, the small class sizes, extra attention to social emotional aspects of learning and all of the fun activities that the school offers!



FINANCIAL SUMMARY

2021-2022 Projected Results for Year Ended August 31, 2022

The school year 2021-2022 is Changemaker's second year of school operations. The projected financial results reflect the following:

Revenues

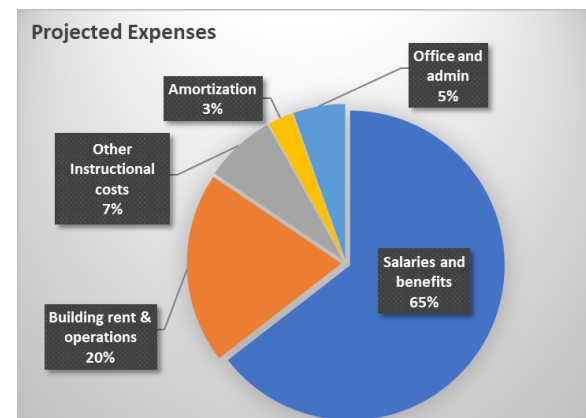
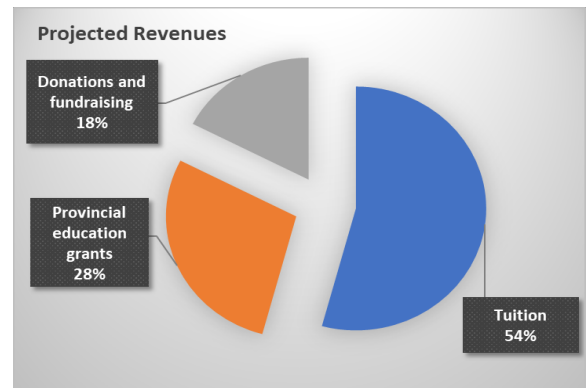
- Alberta Education funded Grades 1 – 12 as well as ECS.
- Demonstrated the viability of the Changemaker education model.
- Obtained significant support in the form of grants and donations.
- Achieved increased enrollment levels.

Expenses

- Expanded and developed teaching staff.
- Continued to design efficient systems for administrative and support staff.
- Continued to implement protocols to manage the impacts of the Covid pandemic including absorbing staff sick days.
- Constructed the Geodesic Dome outdoor learning area and an additional classroom will be equipped.

Excess of Net Revenues over capital expenditures

- The projected excess of net revenues will provide for fluctuations in costs and revenues in future budgets, including enrollment fluctuations, and capital needed for future expansions.



Revenue Summary		Percentage
Tuition	\$ 883,000	54%
Alberta Education Grants	462,000	28%
Donations and grants	284,000	18%
Total Revenues	\$ 1,629,000	
Expense Summary		
Salaries and benefits	\$ 971,000	65%
Instructional costs ¹	112,000	7%
Building rent	250,000	17%
School operations	50,000	3%
Depreciation	40,000	3%
Administrative costs ²	82,000	5%
Total expense	\$ 1,505,000	
Excess of revenues over expense	\$ 124,000	
Capital expenditures	60,000	
Excess of net revenues over capital expenditures	\$ 64,000	
Transfer to operating reserve	(60,000)	
Excess of net revenues	\$ 4,000	

¹ Instructional supplies and educational enrichment

² Includes office supplies, insurance, banking, internet, audit fees and fundraising costs



2022-2023 Budget for Year Ended August 31, 2023

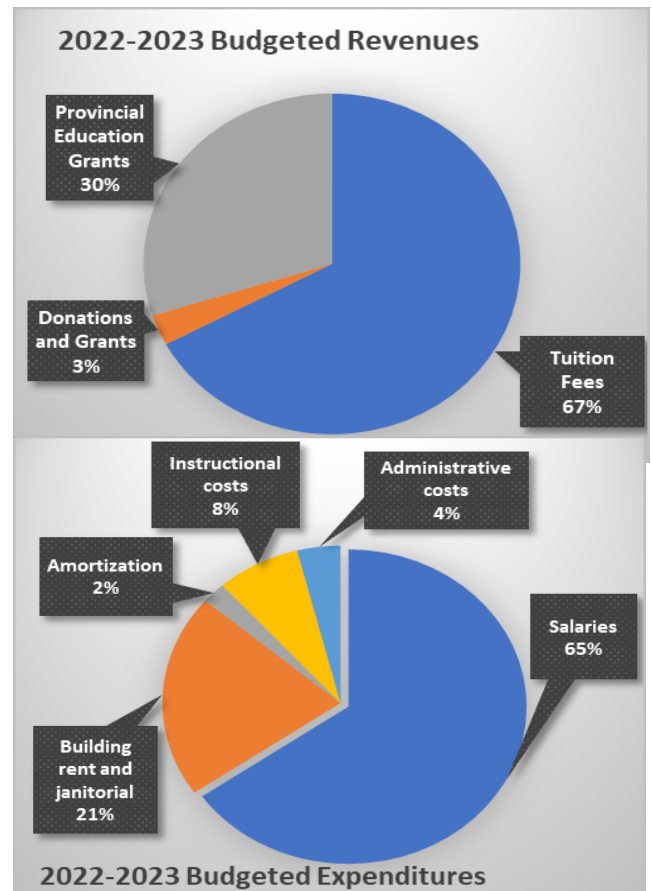
The school year 2022-2023 will be Changemaker's third year of school operations. The budget reflects the following:

Revenues

- Expected enrollment of 80 students.
- Alberta Education provides funding for all Grades and Kindergarten.
- Support in the form of grants and donations for operations is reduced as the school increases its enrolment.

Expenses

- Teaching staff and educational aides received wage increases arising to match public sector pay levels.
- Salaries at set market rates.
- Continued enrichment programs and focus on outdoor learning.
- Minimal capital expenditures are expected.



Revenue Summary		Percentage
Tuition	\$ 1,145,000	67%
Alberta Education Grants	510,000	30%
Donations and grants	50,000	3%
Total Revenues	\$ 1,705,000	
Expense Summary		
Salaries ¹	\$ 1,112,000	65%
Instructional costs	130,000	5%
Building rent	302,000	18%
School Operations	54,000	3%
Amortization	37,000	2%
Administrative costs	67,000	4%
Total expense	\$ 1,702,000	
Excess of revenues over expense	\$ 3,000	
Capital expenditures	\$ 5,000	

¹.Salaries include enrichment sessional instructors, drama enrichment and Wellness Wednesdays



Accomplishments, Areas for Growth & Next Steps

Alberta Education Outcome One: *Alberta's students are successful*

- ☒ Develop and implement a common data collection method and/or assessment rubric as one measure to indicate and share student progress in literacy.
- ☒ Offer more opportunities for parents to collaborate, connect and engage with the school to improve outcomes for students and student learning.
- ☒ Communicate successes, learning and school activities in a variety of ways to parents and the greater community on a regular basis. We will also continue to expand our event offerings for families and supporters including connection events, celebrations and fundraising opportunities that have a mutual benefit and/or an educational component for our supporters and greater community.
- ☐ Implementing a school-wide portfolio tool and improve pedagogical documentation practices.
- ☐ Develop and implement a common data collection method and/or assessment rubric as one measure to indicate and share student progress in numeracy.
- ☐ Revise admissions procedures as well as adjust targeted marketing efforts to clarify what students are best suited for our school and to what degree we can accommodate/support exceptional needs. Pause junior high to reach a more sustainable (larger) junior high program in the future.

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*

- ☒ We will continue to have three full-time educational assistants on staff to offer extra support to all learners allowing for greater success with our fully-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 to incorporate authentic world music and world dance opportunities into our weekly programming.
- ☐ We will incorporate more 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 develop our one-of-a-kind world explorations and language program and offer more support in additional language learning which includes Cree and other Indigenous languages.
- ☐ In 2022, we will continue with and prioritize the next level of teacher training on differentiation 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).



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

- ☒ In order to attract and retain excellent certified teachers and administrators, starting in the 2021-22 school year, all staff were paid on a salary grid that is comparable and competitive with the Rocky View public system and many of the other independent schools in Alberta.
 - ***Aside from maternity leaves, for the second year in a row, we have retained 100% of our staff.*
- ☒ Our certified principal is moving from a part-time admin position to full time in the 2022-2023 school year.
- ☒ Professional development for teachers to improve project based and outdoor learning.
- ☒ Continue with new teacher internship/mentorship program and to provide scheduled teacher collaboration time to improve consistency and overall learning for students..
- ☒ Continue to provide opportunities to develop each staff member's individual professional interests and passions and provide support to fulfill Teacher Professional Growth Plan (TPGP) goals.
- ☒ Continue to provide a minimum of 10 staff organizational/professional development/training days throughout the school year in order to enhance school development and discuss progress of goals.
- ☒ Ensure that the Teaching Quality Standards (TQS) and Leadership Quality Standards (LQS) are met, through professional development and training sessions as well as through regular informal supervision, feedback and formal evaluations.

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

- ☒ All Board members will attend training and/or be briefed on modern governance and best practices each year and will attend an annual Board retreat to ensure alignment with the school's vision and mission.
- ☒ The Board has developed a clear 'pathway for concerns and communication' document for parents and stakeholders that is now published on the school website handbooks page.
- ☒ Our Board has expanded to include a member with legal expertise and 80% of the members are parents with children currently registered in the school.
- ☒ In 2022 we added a small after-care club which we plan to continue for the foreseeable future as long as there is enough interest. (**Finding options for group/bus transportation for families to get their children to and from our school continues to be cost-prohibitive*).
- ☐ *We plan to reach a financially sustainable level of school operations within the next three years. We are on track to meet our 5-year enrolment projections supported by competitive wages for teachers. Within 3-years we plan to increase the salaries of administrative and support staff so we are competitive with similar sized independent and public schools with emphasis on shifting away from any volunteer-based roles that are typically paid positions in other schools.*



CONTINUOUS IMPROVEMENT CYCLE

The Calgary Changemakers in Education Society is committed to the continuous improvement of the Calgary Changemaker School and this Education Plan through the following four step process:

Explore: Involves analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem.

Develop: What needs to be improved? Involves identification of a problem or challenge that can be addressed.

Take Action: What actions need to be taken as the plan evolves? Involves learning as the plan is implemented and making adjustments based on observations, assessments and feedback.

Evaluate: Involves evaluating the impact of the plan. Key question: Did our planned strategies have the desired outcomes? What next?

*“A primary purpose of the **Education Plan** is to identify key priorities, outcomes and strategies that will be implemented to improve results in those areas” (Alberta Funding Manual For School Authorities, 2021).*

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 upon request to any individual.

Board Approval: May 30, 2022

Next Review Date: May 2023



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