



# Rocky Christian School

*Live Justly, Love Mercy, Walk Humbly with God!!*

2024/2025 Education Plan

Submitted by:  
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# Our Vision and Mission Statements

## Vision Statement

Under the guidance of the Holy Spirit, the home, church, and school work together to equip students to live lives that honour and serve God and contribute to society in positive ways.

## Mission Statement

Rocky Christian School is a non-denominational community of Christian believers dedicated to developing and pursuing excellence in Christ-centred education.

## Profile

Rocky Christian School is the Wild Rose School Division option, in the southern half of the division, for families who desire a Christian Education for their families. Rocky Christian School has no affiliation with any particular church. The families which make up our school community attend many different churches in the area.

Christ-centred education is the reason that the school exists. We strive toward a goal of preparing students for Christian life. The school is a member of the Prairie Centre for Christian Education. The 'centre' is a community of schools that provides one-another with support, Christian resources, and in-service teacher professional development.

The school endeavours to instill in students the knowledge, skills, and devotion needed to live a responsible, joyful Christian life. The school encourages its students to excel in all areas of learning. Along with the core studies, the school provides instruction in art, home economics, information technology, band, and music. Additionally, a fairly extensive extracurricular sports program is offered.

Rocky Christian School is situated in the town of Rocky Mountain House, a town of about 6,600 people serving an extensive surrounding rural area. Rocky Mountain House is located on central Alberta's western edge of agricultural activity and on its eastern edge of forestry activity. The oil and gas industry is the major industry in the area.

The school enrolls about 160 students from pre-kindergarten to grade 9. The majority of our students are rural residents who are transported on school buses.

## Goal

The staff of Rocky Christian School is committed to continue to increase our focus on connected outcomes in the 2024-2025 school year and beyond.

## Inquiry Question

How can the use of Storyboards help to make connections between curricular outcomes and the Teaching for Transformation tools that we employ?

## Background

Wild Rose School Division advocates for powerful learning environments. It is committed to constant improvement of the knowledge and skills of our classroom teachers as a means to improve student success. The Division has identified six keys to establishing such a powerful learning environment in each of our schools. Rocky Christian School has chosen to address connected outcomes, one of these six keys, as an area to focus on in our pursuit of a powerful learning environment.

There are many ways that the phrase 'connected outcomes' can be understood. Is this about connecting the provincial outcomes to our classrooms? Is it about outcomes connecting to one-another such that they form a cohesive narrative? Perhaps the phrase is meant to suggest that outcomes must connect to the student in such a way that the learning is durable and can be a foundation for future learning. We will presume all of the above.

Based on Colossians 1: 16-18 we contend that everything in heaven and on earth, visible and invisible, has been created in Jesus, through Jesus, and for Jesus. Furthermore He holds everything together and is sovereign over everything. In a Christian School it is important that everything we teach is understood this way.

Storyboard is a relatively new tool in the suite of tools we call Teaching for Transformation. It is a visual representation of outcomes that have been met over the course of the school year integrated with Biblical themes that we call throughlines. It is our hope and our plan that using Storyboards in our classrooms will enable teachers to be more deliberate about curricular outcomes and how they connect with student experiences and to each other.

Our inquiry asks if this new tool, that we deployed for the first time in the 2022-23 school year, will help us to better connect outcomes in every way that the phrase is understood. The inquiry question was arrived at through a collaboration of all teachers at Rocky Christian School through a sharing of experiences with "[Teaching for Transformation](#)" throughout the building.

Please see [The Power of Documentation in a Reggio-Inspired Classroom | The Compass School](#) for more on the background research.

## Strategies and Implementation

Prior to each school year teachers will develop a storyboard plan for each classroom identifying one or two Throughlines they hope to track and/or a Formative Learning Experience (FLEx) they are preparing for. As the year progresses so will the strategy as more outcomes are connected and as students see this visual depiction of their learning.

Teachers will be encouraged to engage in professional development, with help from the Prairie Centre for Christian Education, focussing on making connections. We will support hosting professional days where PCCE leaders in Tft guide our inquiry.

## First Nations Perspectives

We will continue to give consideration to a First Nations understanding of the Throughlines. We will explore the work that a predominantly Navajo school in Rehoboth New Mexico has done to make the Throughlines their own. Notice how each throughline is represented a little bit differently by the Navajo Christians.

### Our Current Throughlines

- Justice Seekers
- Beauty Creators
- Community Builders
- Image Reflectors
- Idolatry Discerners
- God Worshippers
- Order Discoverers
- Earth Keepers
- Creation Enjoyers
- Servant Workers

### Rehoboth's Throughlines

- Justice Warriors
- Beauty Weavers
- Community Builders
- Living Images
- Truth Seekers
- Gospel Walkers
- Diversity Advocates
- Creation Keepers
- Children of God
- Wells of Hope

We will dig deeply into the Navajo interpretation of the Throughlines in order to critique our own worldview and seek insights into Christian identity that might be given clarity if seen from a perspective that is less saturated with secularism than our own is.

We may seek the assistance of Navajo artists Elmer Yazzie and Autumn Newell as we not only gain a better understanding of First Nations perspectives, but also glean what we can from these unique perspectives in order to deepen our own faith and increase our capacity to see the world clearly.

## Data Collection

Storyboard is a data collection instrument inasmuch as student work is added to it as a demonstration of curricular connectedness. Near the end of the year, teachers shared this data collection with one-another as we participated in a gallery walk through each others' classrooms. Teachers have been asked to share their [Curricular Connections Feedback](#) here.

Additionally, we will continue to employ the following to gauge progress and success:

- Provincial Achievement Tests
- Fountas and Pinnell reading inventories
- Math Intervention Programming Instrument (MIPI)
- Student portfolios
- Parent Surveys

Teachers will routinely share and review data regularly during times set aside for collaborative response and discussions of appropriate interventions in support of connecting outcomes.

## Stakeholder Involvement

Rocky Christian School sees itself as more than a community of students. We are a community of families who work together for the purpose of providing a distinctly Christian education. As such stakeholder engagement is ongoing.

This plan has been constructed through the collaboration of students, teachers, parents on our school council, and members of the Rocky Christian School Society Board. These four stakeholder groups will also be engaged in the monitoring of this plan in order to maintain the life and energy needed to assure that progress is constant throughout the duration of this Education Plan. This monitoring will include teacher/student communication, ongoing sharing of data among professional staff, reporting to the school council and the society board, and ongoing discussions with members of the Wild Rose School Division senior leadership team.

When the opportunity presents itself we will publicly celebrate learning where student work is displayed in a manner that demonstrates the connectedness of curricular outcomes to themes pursued and to each other as they are woven into a narrative.



# RCS 2024-2025 Professional Learning Plan

The majority of the non-instructional days will include time for staff to work through the Collaborative Response Team Meetings for their students and time for regular Staff Meetings.

Date	Plan	CAAMSE Staff Attendance
August 20-21	Start Up Administrator Conference - Sanctum Retreat (Caroline)	
August 22-23	Optional Summer Institute <ul style="list-style-type: none"> <li>● Aug 22 First Aid Training Hybrid Model - 1 day in person/pre-learning online</li> <li>● Aug. 23 Adrienne Gear in RMH- Non Fiction Reading &amp; Writing Power Grades K-8</li> <li>● Supporting Individuals through Valued Attachments (SIVA)</li> </ul>	
August 27	For these four days teachers will be engaged in:: <ul style="list-style-type: none"> <li>● Teacher Growth Plan Time</li> <li>● Collaborative Response</li> <li>● School Based Professional Learning</li> <li>● Organizational Tasks and Meetings</li> <li>● Grades 4-6 New Science Curriculum</li> <li>● Complex Needs Transitions</li> <li>● Teaching for Transformation</li> </ul>	AS II
August 28		AS II
August 29		All CAAMSE
August 30		All CAAMSE
September 20	<b>School Based Day:</b> Focus Transitions/IPP/ELL Benchmarks/Growth Plans	All CAAMSE
October 11	<b>School Based Day</b>	
October 24 and 25	<b>Christian Teachers Convention</b>	EA, FWW, LCF
November 8	<b>School Based Day (am) / Public School Works (pm)</b>	All CAAMSE
November 29	<b>School Based Day</b>	EA, FWW, LCF
January 31	<b>Curricular Connections and land Based Learning</b>	AS II
February 20 & 21	<a href="#">South Teachers' Convention (ATA)</a>	
March 7	<b>School Based Day</b>	EA, FWW, LCF
April 22	<b>K-6 SS Possible New Curriculum Sessions, 7-9 School Based Day Intergenerational Trauma and the Impacts on Learning &amp; Indigenous Worldview</b>	
May 16	<b>School Based Day</b>	EA, FWW, LCF
June 6	<b>School Based Day</b> Transition Focus	All CAAMSE
June 26	<b>Organizational Day</b>	AS II