RVS' 4YP
INNOVATORS BY DESIGN
March 2023

B EARSpaw School

Cover Art by Reese, Grade 2

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators…

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

SCHOOL ADMINISTRATORS' MESSAGE

New to the Administrative Team at Bearspaw School this year, it has been an exciting time for both of us to embark on some original work within the school and community. However, we also reflected on all the amazing progress achieved prior to our arrival and so endeavored to support previous year's school goals and prototypes. In this final year aligning with Rocky View's four-year plan, our overall focus continues to be having everyone in our building Connect, Achieve and Navigate. Together we CAN!

Students CONNECT to Passions, Interests and People

Staff are ever cognizant of designing learning activities to motivate and inspire both the ones receiving the information and the ones delivering it. Our staff tap into their own natural interests (things like sports, photography, literature, science & nature, history and art) in order to convey enthusiasm for their curriculums. Whether it's hatching trout, hatching ducklings, building planter boxes to further explore horticulture, learning about the roots of Hip Hop dance during Black History month, engaging in diplomacy with MLAs (to just name a few connections) Bearspaw students across all grades have their curiosities piqued and their learning enhanced throughout the year via hands-on and real-world, experiential connections.

Students ACHIEVE Their Potential

The diversity in our school is evolving; we are a school with a variety of both academic and social-emotional needs. We have a talented team of home room teachers and subject specialists who individualize programming and engage their students. Our robust Learning Support Department, staffed by a talented team of administration, teachers, Child Development Advisor (CDA) and Learning Assistants manage each of their roles utilizing a variety of strategies and spaces. We support all children, across their continuum of needs, ensuring they are progressing in their goals. We are proud of the assessments and data tracking all staff pursue, to inform and adjust instruction and resulting in a celebration of upward trending results, over time. Successes are celebrated, including across Athletics (Inter- and Intra-School Tournaments), Arts (Trips, Tours, Festivals and Concerts) and Academia (Spelling Bees and "Pi" Day) to name a few.

Students NAVIGATE Successfully as Global Citizens

Thanks to two past years teaching and learning during a pandemic, we learned a multitude of new things. We all now know how to better live, work, socialize and be charitable in a global community where the whole world is faced with challenges. More than ever, we have become global citizens who can face common obstacles. At Bearspaw School student leaders are being developed across all grades, as we've worked together to support community hunger, underprivileged families, local agencies such as the Alberta Children's Hospital and each other. We value our students' voices and their helping hearts and hands.

Bearspaw School is a community of staff, students and parents united in the work of maximizing children's potential. Through professional, consultative conversations and progressive actions we are continual Innovators by Design. It has been an exciting cycle of work as we celebrate contributing to this final year of ours, and Rocky View's, Four-Year Plan.

Kind regards,
Bearspaw School Administration Team

Mrs. Andrea Craigie, Ms. Kendra Mogck

SCHOOL PROFILE

Principal: Andrea Craigie

Assistant Principal: Kendra Mogck

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Mission:

Empowering learners through authentic and connected learning experiences.

Vision:

Together we learn, evolve, and shine.

Beliefs:

Bearspaw School is a dynamic learning community. Home, school and community collaborate to provide optimum learning opportunities that encourage individuals to excel. Through a wide variety of resources and strategies, students and staff will strive to achieve high standards of learning, engage in a sense of wonder and embrace leadership roles in our community.

PBIS Pillars:

- Be Safe
- Be Kind
- Be Respectful
- Be Responsible

Total number of:

Teachers: **27**   Support Staff: **18**   Students: **528**

Grades Served:

Kindergarten – Grade 8

Percentage of students:

- identified with specialized or exceptional needs - 13%
- who are English Language Learners - 3%
- who self-declare as First Nations, Inuit or Metis - 3 %
- students reading at or above grade level:
  - Grade 1 – 76%
  - Grade 2 – 79%
  - Grade 3 – 88%
  - Grade 4 – 77%
  - Grade 5 – 91%
  - Grade 6 - 77%
  - Grade 7 – 84%
  - Grade 8 – 79%
- performing mathematics at or above grade level:
  - Grade 1 – 88%
  - Grade 2 – 78%
  - Grade 3 – 90%
  - Grade 4 – 78%
  - Grade 5 – 86%
  - Grade 6 – 85%
  - Grade 7 - 77%
  - Grade 8 - 59%

Unique features of our school?

- While we are close to the city of Calgary, our school is somewhat isolated, making us very reliant on the relationships and connections within our building and family community.

- Our K-8 structure allows us to work with families over many years, establishing close bonds and building a joint history.

THIS YEAR'S LEARNINGS

Students Insights

What do students think are some things that are going well?
- Grade 7 & 8 students, still have access to a variety of complimentary courses/options with cross grading and groupings
- We have good access to a lot of technology to help our learning
- Students have an overall feeling of being safe; our students and staff show good school spirit
- Teachers do a great job of explaining and making sure kids know what they're doing in class
- Students appreciate receiving positive feedback, praise, awards, and displaying their learning
- Happy to have athletics and extracurricular back

What do students think could be worked on or improved?
- More visibly celebrating students' accomplishments
- Allow for kids with anxiety to answer questions/participate in a different format to support their needs
- Finding more ways to include kids who are shy or have no one to play with

In response to what students think, what actions could our school take to do better?
- Some students have suggested a student government would be well received
- Post more work samples in myBlueprint; possibly show impressive feats or monthly awards on the announcements; put more student accomplishments on the website or in newsletters

THIS YEAR'S LEARNINGS

Parents Insights

What do parents think are some things that are going well?
- Teachers are supportive, friendly, care about the students
- Teachers and administration are responsive and have good communication
- There is trust with adults at the school
- There are active conversations with students about their responsibility for their learning
- Parent/Teacher/Student Conferences (with a Zoom option) received positive reviews

What do parents think could be worked on or improved?
- Would like to see more leadership opportunities for students at younger ages
- Perceived "usefulness" and real-world applicability of what they are learning
- Really liked Bear in Mind Day and would like to see that more within regular programming
- Student council that meets with admin to provide feedback

What actions could our school take to do better?
- Re-introduce "Bear in Mind Day" to support strategies for Mental Health
- Student governance at all grade levels of the school
- Student-led project ideas allow a student to showcase their strengths
- Find ways for students to feel like they have more ownership over the school space

Staff Insights

What do staff think are some things that are going well?
- There is frequent and effective communication in a variety of mediums
- Staff enjoy (and seek out) collaborative opportunities
- Students are engaged in a variety of project-based learning opportunities
- Current, school-wide celebrations are meaningful
- Staff have excellent relationships with students
- The relaxation of COVID protocols have made life significantly easier

What do staff think could be worked on or improved?
- There could be a greater Growth Mindset amongst staff, as a whole
- A recognition that change is a constant and an openness to it is a requirement
- Although grade teams and building "pods" have good community, there could be an increased sense of whole school togetherness
- While communication is frequent is there a need for greater transparency? (Staff morale is lower than in the past, at the time of surveying.)

In response to what staff think, what actions could our school take to do better?
- Encouraging a growth mindset and goal setting through /during Teacher Professional Growth Plan meetings and reflections. A recognition that change is a constant and an openness to it is a requirement
- More frequent team building for staff and students, both through formal and informally planned events and opportunities
- Increased transparency in ongoing communications
- Adjust practices related to literacy and numeracy (particularly with new curriculums) as well as in assessment practices and the incorporation of Indigenous Ways of Knowing
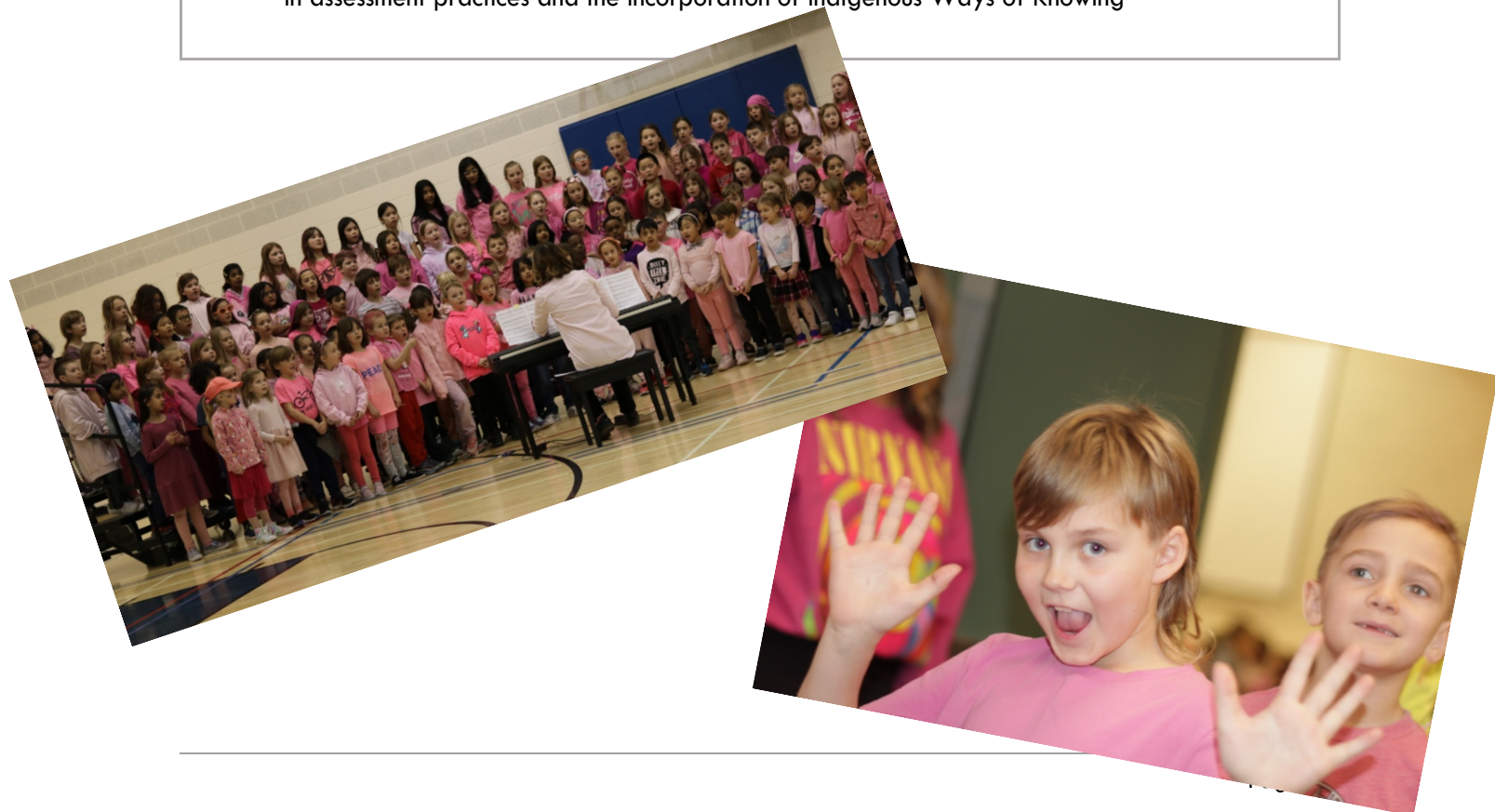
RVS Education Plan Survey Results (Linked Here)

What does the survey indicate are things that are going well?

- Students feeling engaged in their learning because they have choice and real-world applications are meaningful
- All stakeholders recognizing supports available to students
- Overall satisfaction with literacy and numeracy achievement, including "reading to learn"
- Access to technology
- Students feel successful at Bearspaw school, a high data point mirrored by staff

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

- Students reflecting on learning, considering feedback and engaging in more goal setting with teachers
- Increased access to academic and social-emotional supports
- More opportunities for students to engage in fundraising and other community volunteerism
- Greater instruction around digital citizenship, particularly social media best practices

In response to the survey what actions could our school take to do better?

- Class specific and/or school-wide communications about what students are doing to be creative, advance as citizens, use their voice and have choice, engage in meaningful tasks, goal-setting, etc.
- Renewed focus on goal-setting, using myBlueprint and other tools
- Middle school and parent presentation with Paul Davis (sponsored by Council) around social media awareness and teen education
- Return of Bear in Mind Day
- Continued strong partnerships with Council and fundraising society to include more charitable activities involving student body

RVS Assurance Model

	Data Source	2021/22	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	**86.21%**	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	**8.82%** **(48 students absent between 75-89%)**	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	**Data source in development**	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	**91%**	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	**40%**	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	**65%**	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in **English language arts and mathematics.**	Report Card Data		
		English Language Arts	Mathematics
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures 3Yr Rolling Average	**92.8%**	

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1030 Bearspaw School

Alberta Government

Assurance Domain	Measure	Bearspaw School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.7	86.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.6	84.2	85.9	81.4	83.2	83.1	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	91.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.1	92.5	92.8	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	91.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.0	83.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.7	87.4	80.7	78.8	79.5	81.5	High	Maintained	Good

Alberta Education Assurance Measures Result

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

- Meeting or exceeding provincial averages, and our own previous result, across almost all areas

- Although not reflected here, excellent 2022 PAT results

What do you think could be worked on or improved?

- Rebuilding our complement of parent volunteers

- Accessing and acknowledging in-school, divisional and community resources available to support students and families.

What actions could our school take to do better?

- Increasing opportunities for parents to feel meaningful involvement through invitations, surveys and enhanced communications

- Implementation of PBIS to address results in Welcoming Caring Respectful and Safe Learning Environments (WCRSLE), Supports/Services and overall Education Quality

- Celebrations and appreciation of current RVS support team so that annual shifts in personnel might be less likely

PROTOTYPE PLANS #1

How Might We? - How might we implement the beginning stages of Positive Behaviour Interventions and Supports?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

Sources of Input
- Students, teachers, support staff, parents, administration, RVS

End Goals
- Students take ownership for their behaviour and staff and engage in experiences when they see and feel results.

PROTOTYPES

Name: PBIS 101 / PBIS Committee

Scope: Students, teachers, learning assistants, parents, administration

Indicator of Success: Students and staff will adopt a common language for expected, positive behaviours. By June 2023 school will have established PBIS committee, key tenants and have a score over 50% on the Tier 1 fidelity inventory.

Description: PBIS is an evidence-based framework for impacting student outcomes. It supports everyone to create a school where all staff and students feel safe and are successful. It is a commitment to responding to student behaviour responsively, through predicting, preventing, teaching and responding to student need.

Winter Learnings: Through preliminary data gathered from all stakeholders we feel well-positioned to launch our 4 key focus areas and collect further baseline results of these realms (Be Safe, Be Responsible, Be Respectful, Be Kind). Although optimistic and enthusiastic we are heeding the advice to still pace ourselves and take the time to do this work well.

Spring Learnings: Have a large committee of engaged staff (with student reps for part of year); strong teacher-leader; appreciate RVS PBIC Coach (JR) Overall, positive staff buy-in
Everyone becoming familiar with language / pillars School Council parents have been extremely enthusiastic / supportive. gathered staff & student data around areas of need (students created their

own survey and Middles helped implement with Littles). We found commonalities in areas for time of focus . While we set an initial goal of 50% on our Tier 1 fidelity survey we scored 40% which our PBIS Coach assured us is still a good start!)

PROTOTYPE PLANS #2

How Might We? How might we implement best pedagogical strategies to support literacy and numeracy needs, as well as assessment practices and Indigenous Ways of Knowing?

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What Priority Areas Does It Address?

Student Engagement	**Inclusion**	**Instructional Design**	Making Learning Visible

Sources of Input

- Student achievement data; student survey data; anecdotal records from teachers and school; documentation in student portfolios and evidence from Real Time Reporting/Communication of Student Learning; reading assessment data from multiple sources, including F&P; math assessment data from multiple sources, including the MIPI; PAT results

End Goals

- Improved reading achievement and proficiency across the grades; increased math competency and fluency
- Evidence of students understanding and using impactful reading behaviours and strategies to improve comprehension in content areas across the grades
- Positive impact on PAT results reflecting students working at or above grade level in reading, writing, and numerical reasoning and computation
- Increased understanding of Indigenous foundational knowledge

PROTOTYPES

Name: Learning and administering division-wide literacy and numeracy assessments in K-8 to interpret and utilize the data from these assessments to support instruction.

Scope: Students, teachers, administrators, learning specialists, RVS PL offerings

Indicator of Success: RVS designated assessment processes and tools (F&P, Writing Continuum, MIPI) are being utilized with fidelity and in ways that data guides instructional decisions and professional learning opportunities.

Description: Teachers will learn about new editions of familiar tools and processes through RVS provided professional learning, and teachers and administrators will be able to track student literacy and numeracy progress and achievement using consistent vertical data points year over year.

Prototype Iterations:

Winter Learnings: Our teams felt the assessments, while providing useful information, were ill-timed and took away from other, important relational activities happening at the start of the year. Overall, the MiPi went smoothly and the LeNS and CC3 screens informed teachers well. The Numeracy Assessment in Division I also provided good information for planning, although was time consuming, as were the F&P expectations. The information gleaned also informed what print resources and manipulatives to purchase.

Spring Learnings: We purchased updated guided reading resources and a myriad of new math manipulatives to support both new curriculum and best teaching practices (PL though staff showcasing, etc.) Literacy data remains strong and LDF push in Grade 1 yielded 100% positive improvements

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Name: Implementation of the new Alberta Curriculum

Scope: Students, teachers, administrators, learning specialists, RVS PL offerings

Indicator of Success: Teachers will find connections between the existing Alberta Program of Studies and the new Alberta K-6 Curriculum while identifying ways to explore new conceptual elements with students.

Description: This is big work that will take time. Amongst our teachers, there is a range of familiarity and comfort with the new K-6 Curriculum and it will take coaching and time for them to build fluency and familiarity with their new programs, assessment processes, and instructional expectations. It will also be important to find links to resources, both existing and new, that will support teaching and learning within the new Curriculum.

Winter Learnings: While we felt the RVS plan for support was commendable, it fell short due to substitute availability. Our staff is/was especially worried about Math implementation due to so much new content taking up so much time, including some pre-teaching of a previous grades new curriculum required in order to scaffold. There remains a lack of curated resources which increases workload due to needing to pull from so many different places or create original pieces.

Spring Learnings: Planning time (at RVS or on site) around new K-3 Literacy/Numeracy curriculum has been valuable, especially when paired with an RVS Learning Specialist.

Name: Find ways to introduce staff to the concepts of Decolonization and Indigenous Ways of Knowing in order to change how we approach programming to address the curriculum within all grade levels.

Scope: Teachers, learning assistants, administration, RVS specialists, guests, and Elders, RVSPL offerings

Indicator of Success: Making changes to the approach and delivery of curriculum and acknowledging and supporting Indigenous ways of knowing through the use of literature and resources that reflect Indigenous perspectives.

Description: Continued efforts to connect with Indigenous Elders, and to break down our colonized perspectives through education, experience, and exposure when we can access experts, Elders, specialists, and focused mentoring; encouraging staff to access offerings through the RVS PL calendar.

Prototype Iterations:

Winter Learnings: Our staff continues to express a desire for more resources and appetite for PL, including seeking more time with our Elder. We are pleased to know so many certificated staff have TPGP goals around this HMW. In addition to adult learning we crave and will continue to seek out / plan further school-wide activities and/or invite guest speakers into classrooms. We participated in a whole school, off-site learning excursion at Fort Calgary.

Spring Learnings: There has been a noticeable increase in the ways students are demonstrating knowledge around Indigenous Histories and Ways of Knowing; our staff PL well received and the Indigenous Branch supported guest speaker/dancer/singer at recent 'Bear in Mind' Day. We are offering a new CTF course around Indigenous Outdoor Education next year.

PROTOTYPE PLANS #3

How Might We? - **How might we incorporate student voice in school decisions to enhance the co-construction of learning.**

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

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Sources of Input
- Students, teachers learning assistants, administration, parents

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End Goals
- To create a sustainable group and procedures for ongoing input and feedback around school goals and other practices.

PROTOTYPES

Name: Creation of Student Advisory Group

Scope: Students, teachers, administration

Indicator of Success: Increased opportunities for student ownership and agency in efforts toward achieving school goals; opportunities for reflection and student voice in how to continue to build on goals.

Description: Self-identified, interested teaching staff will lead a group for student governance.

Prototype Iterations: Student leaders on PBIS Committee (Div I, II, III)

Winter Learnings: The new work this year has been around having student reps assisting with PBIS committee and Grade 8 Farewell planning. We have not yet refined an effective process to identify a good cross-representation of students. Our new, leadership (CTS) option has been very visible and active in school, as have our Grade 4 Champion Helpers.

Spring Learnings: We engaged students on our PBIS committee (for portion of year) and Gr 8 Farewell Planning. We also created a Leadership class in 7/8 and a Club in 5/6. We remained good a incorporating Student voice at school-wide events / assemblies (MC, presenters, etc.) . Our Learning Support Department has Middle school students add their reflective voice to their IPPs at every term review. We also incorporated Student voice in this Workbook through asking What has gone well and what would you like to see more of?)

Name: Survey to calibrate interest in Grade 7 and 8 options course offerings

Scope: Students, teachers, administration

Indicator of Success: Increased student engagement in options courses; fewer options course swaps at the beginning of each term; fewer mid-term transfers between classes

Description: After surveying outgoing Grade 8 students in about what options they would have enjoyed during their time at Bearspaw School, teachers are shifting their offerings to include some existing and some new Options selections for the year ahead.

Winter Learnings: The ongoing challenge is to match and balance teacher comfort and abilities with CTS/F coursework with student interest. We administered a survey to identify student interest at the same time as gleaning staff interest/comfort so that we can offer courses in a win-win scenario later this spring.

Spring Learnings: We increased Student (and Staff) engagement through the creation and offering refreshed menu of Complementary Courses for next year. We are ensuring fidelity to the CTF programs of studies' outcomes.
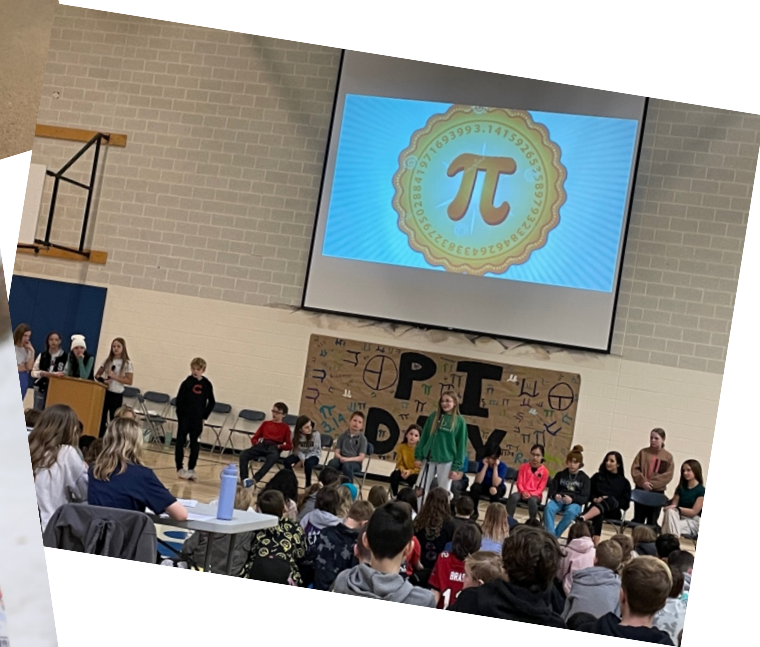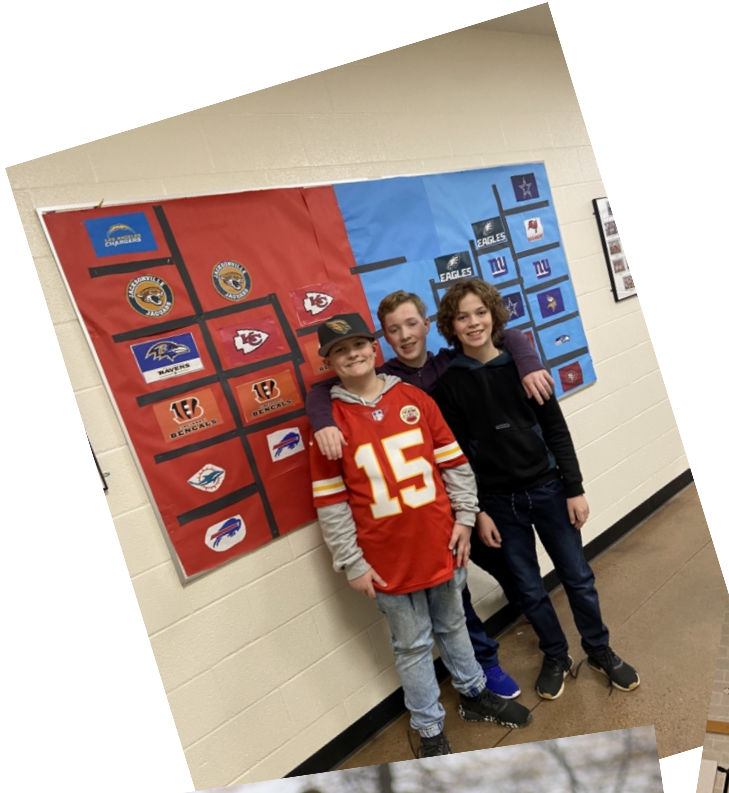
PROTOTYPE PLANS #4

How Might We? - How might we increase the celebration of student successes and achievement?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	**Making Learning Visible**

Sources of Input
- Students, teachers, support staff, parents, administration, RVS, community connections
- Power School/Power Teacher Parent Portal, Dossier/IPPs, student portfolios, Google Drive, school newsletter, parent feedback, social media

End Goals
- Students take ownership for their learning and engage in experiences when they see and feel results.
- myBlueprint is our vehicle of choice for building portfolios where achievements can be celebrated by students, their peers, parents, and the whole school community.
- Students (and families) feel recognized and valued by the school community, including staff and peers

PROTOTYPES

Name: Reinvigorate enthusiasm for documentation of student progress through increased use of myBlueprint.

Scope: Students, teachers, learning assistants, parents, administration

Indicator of Success: Data representing the number of Bearspaw students who are creating a portfolio / presence on myBlueprint will demonstrate a much higher rate of use throughout the grades.

Description: Increase our internal professional learning, use of mentor teachers and RVS specialists to encourage and teach our peers to incorporate this platform to document student learning growth.

Prototype Iterations:

Winter Learnings: MyBlueprint is used with fidelity and good reflection in Grade 8 and amongst our Learning Support team. There is awareness and "dabbling" in other grades although there continues to be concern across pockets of the rest of the staff around time to incorporate the tool meaningfully. We

are aware of divisional experts for support and will schedule some "Lunch & Learns" to further support staff on this journey.

Spring Learnings: We continue to increase buy-in with MBP. As per our Winter Insights, when discussed at a staff meeting there was high interest for a Lunch & Learn (or similar) with Allison or Aja – we will arrange one or more for early next school year.

Name: Community building, Celebrations and Ceremonies

Scope: Students, teachers, learning assistants, parents, administration

Indicator of Success: Students and staff will feel a greater sense of community within the school; students and parents will have recognition of achievement – academic and extra-co-curricular highlighted with greater frequency

Description: There will be a greater number and variety of events and celebrations to recognize students and bring the whole community together (school and greater Bearspaw).

Prototype Iterations:

Winter Learnings: All are excited about return of past events post-Covid (holiday related, student achievement related, etc.). With a new Admin team we are all enjoying new and additional spirit building and staff appreciation initiatives. Fresh bulletin boards – digital and "in-person" – contribute to communicating the good news!

Spring Learnings: Overall, we Increased school wide events and celebrations with varying foci:
- Academic - Spelling Bee, Pi Day, Earth Day (Week)
- SEL – Pink Shirt Assembly, Bear in Mind Day
- Positive Culture – Spirit Days, Caleigh in the Commons, "Fun Day"
- Athletics – Pep Rallies

We changed the communication tools we use such as adopting Microsoft Sway for newsletters. We also have a new, celebratory Instagram page. In addition, we are focusing more on student achievements / celebrations on digital bulletin boards and verbal, morning announcements.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we focus on and implement pedagogical strategies to support instruction in literacy and numeracy as well as best assessment practices?

- How might we deepen our understanding of concepts of Decolonization and Indigenous Ways of Knowing to change how we approach programming while addressing the curriculum?

- How might we utilize pedagogies and tools for documentation and reflection to recognize and celebrate students across their learning journeys?

- How might we rebuild and refresh a sense of belonging and community with students, staff, and parents?

Learning Outcomes

- Increased familiarity and confidence with processes for literacy and numeracy assessment through balanced approaches that inform targeted and high impact instructional practices.

- Increased knowledge of promising practices for implementing new required Alberta Curriculum components, building capacity to make learning meaningful and engaging.

- Greater understanding and awareness of the impacts of colonization on Indigenous peoples in Canada, and increased access to the school-based resources available to support our own learning in this area.

- Furthering instructional practices, learning supports, and routines to increase student documentation and self-reflection along their learning journeys.

Strategies

- Reflect on the data derived from divisional and provincial assessments (MIPI, F&P, CC3, LeNS, Numeracy). Use this assessment as a reflection tool and modify pedagogical approaches accordingly. Differentiate where needed to allow for more student supports.

- Utilize RTR as a tool to demonstrate learning for all students. Allow students to use this information as a reflective tool to drive goal development, through MyBlueprint and 1:1 conferencing.

- Connect and celebrate Indigenous ways of knowing through ongoing relationships with Elders, Knowledge Keepers, RVS specialists and experts. Incorporate guest speakers and Indigenous ways authentically into the school culture, and celebrating throughout the year. Immersion experience for staff at Fort Calgary on school-based PL Day in March.

- Incorporate strategies for better student supports. Build capacity within teachers by co-designing IPPs through collaboration with learning support experts.

- Implement PBIS school wide to address behavioural issues, and develop community understanding through Professional learning, and transparency.

BUDGET HIGHLIGHTS

	2019/20	2020/21	2021/22	2022/23
Certificated Staff	$2,832,145	$2,700,347	$2,792,126	$2,853,076
Support Staff	$547,536	$491,106	$496,993	$538,362
Services & Supplies	$122,181	$118,427	$145,876	$100, 746
Other	$0.00	$0.00	$0.00	$0.00
Contingency	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES	$ 3,501,862	$3,377,370	$3,434,995	$3, 492, 184

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: *March 22, 2023*

What resonates with parents? What inspired them?   • Overall results are strong.   • Parents happy to be back volunteering and many would be willing to do more.   • Please to see more awareness for inclusion including LGBTQ+ and Indigenous communities
What questions did they have?   • How could the school incorporate more recognition at assemblies? Quarterly recognition for classes?   • Curious why math results are so discrepant from Fall assessments versus report card trends?   • Could there be more extra-curricular offering for the younger grades?
What did they find tricky?   • Data is very broad from EMG to MAS – could we break it down more?   • Understanding how to best support complex learners and make inclusion work optimally.

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.

Principal Signature   **Date**

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree

School Council Chair Signature   **Date**