



# **INNOVATORS BY DESIGN**



**ROCKY VIEW  
SCHOOLS**



**2022-2023**

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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 ADMINISTRATION MESSAGE

At Langdon School we C.A.N.:

### **Connect**

A change in leadership will inevitably lead to a change in school culture. Building positive relationships with all stakeholders must be a priority. Team building and collaboration with staff, connections and celebrating success with students, communicating with and welcoming families into the school, and working with and giving back to the greater community. All of these things contribute to the climate and the culture of a building. Positive Behavior Intervention and Supports implementation has been key to understanding our values as Langdon Dragons. Through committee work, full staff consultation, student feedback and parent input, we have focused on what it means to be a part of Langdon School. Who are we as Dragons? L.A.I.R. – Leadership, Accountability, Integrity and Respect: Students learn through clear, consistent messaging because the adults in the building are teaching, modeling, reinforcing, reminding and rewarding school expectations around behaviour.

### **Achieve**

Making learning visible is more than displaying a final product. It is about the process; the inevitable failures and eventual success and celebrating personal accomplishments. It is about appreciating the educational journey and witnessing growth over time. Inclusive practices, differentiation and various methods of assessment make achievement possible for all students. Achievement evidence comes from our Showcases of learning, My BluePrint, Outcomes based assessment (RTR), and interventions and data-collection. The individual needs of students are honoured through Student Success Plans (SSPs), the collaborative problem-solving process and classroom reviews, in addition to adhering to the Multi-tiered system of Supports. Universal design for learning allows for engaging educational opportunities so students see the relevance of what they do in the classroom to their lives outside of school.

### **Navigate**

These are tricky times. We are living in a post-pandemic world where students may have gaps in their learning and need to navigate their relationships with others. How will we best prepare students to overcome adversity, build resiliency, and be collaborative problem-solvers for tomorrow's challenges? We want to create favourable circumstances in our school for students and adults to take risks with their teaching and learning. Students and teachers are encouraged to be creative, innovative, and collaborative to solve problems, feed their curiosity and develop action-plans to improve their lives and lives of others. We provide universal supports and strategies that foster life-long learning by holding on to the philosophy of inclusion that what is good for one, is good for all.

Shannon Storey

  
Principal

Brent Legault

  
Assistant Principal

Norman Ellis

  
Assistant Principal

## SCHOOL PROFILE

<p><b>Principal:</b> Shannon Storey</p> <p><b>Assistant Principal:</b> Norman Ellis</p> <p><b>Assistant Principal:</b> Brent Legault</p> <p><b>Website:</b> langdon.rockyview.ab.ca</p>	<p><b>Mission:</b> Langdon School is dedicated to empowering our students, parents, and staff to create a school community whereby confident, self-aware individuals strive to be resilient, adaptable, and accountable while caring for their personal well-being.</p> <p><b>Beliefs:</b> We are committed to transforming the lives of our students by providing an engaging classroom experience that equips, inspires and compels contribution in 21st Century culture. Our goal is to create an environment of mutual respect that fosters the development of the whole child through positive Leadership, Accountability, Integrity and Respect (L.A.I.R.).</p>	
<p><b>Total number of:</b></p> <p>Teachers: 30                      Support Staff: 15                      Students: <b>571</b></p>		<p><b>Grades Served:</b></p> <p><b>K-9</b></p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> <li>• identified with specialized or exceptional needs: 2.6%</li> <li>• who are English Language Learners: 0.53%</li> <li>• who self-declare as First Nations, Inuit or Metis: 4.76%</li> <li>• students reading at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 1: 27.6%</li> <li>○ Grade 2: 100%</li> <li>○ Grade 3: 63%</li> <li>○ Grade 4: 68%</li> <li>○ Grade 5: 60%</li> <li>○ Grade 6: 92%</li> <li>○ Grade 7: 83%</li> <li>○ Grade 8: 66%</li> <li>○ Grade 9: 84%</li> </ul> </li> <li>• performing mathematics at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 1:</li> <li>○ Grade 2: 72%</li> <li>○ Grade 3: 81%</li> <li>○ Grade 4: 60%</li> <li>○ Grade 5: 73%</li> <li>○ Grade 6: 70%</li> <li>○ Grade 7: 65%</li> <li>○ Grade 8: 29%</li> <li>○ Grade 9: 48%</li> </ul> </li> </ul>	<p><b>Unique features of our school?</b></p> <p>The building design is reminiscent of a train station, with a long narrow hall and beautiful old-fashioned lights that resemble platform lamps. The classrooms are set to the side of the main hallway, which allows for open spaces for learning. A central hub of the school is a raised platform in the center of the hall which is used frequently for showcasing our students' achievements.</p>	

**Students Insights to guide our plans and goals for the 22-23 year**

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

- There's a lot of school spirit this year
- Feel they were listened to about off campus lunch hours and dress code
- There are lots of clubs and sports
- Gym schedules – help us to know what we are doing
- Friendship group – always a place for students to hang out in a safe space
- CDA support - Mrs. Smart is good with support and word out
- Fun events – top notch
- Homework room is great

What do students think could be worked on or improved?

- The hat rule needs to go!
- Junior High students would like more separation between them and elementary grades
- The lunch schedule – eat 1<sup>st</sup> and then go outside – 20 mins to eat
- Choose between different areas
- Kids do not listen to no hat rule –some teachers allow – kids don't listen or inconsistent
- More time in between classes
- Leadership everyday
- Change warning bell – sounds like fire bell
- 1:30 longer everyday – 4 day school bell

In response to what students think, what actions could our school take to do better?

- More student-led clubs – i.e. chess, anime, D&D
- Re-visit the purpose of the hat rule
- Student and staff committee to examine lunch hour schedule
- Better communicate the reasons for our bell times (instructional hours, bus schedule)
- Reward/recognition system for positive behaviours
- More leadership opportunities for elementary students

**Parents Insights to guide our plans and goals for the 22-23 year**

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

- Teachers and staff care about kids
- Extra-curricular opportunities especially for grade 6
- CDA support
- Weekly communication from teachers and newsletter from administrator
- Volunteer orientation
- Seems to be a lot of school spirit

What do parents think could be worked on or improved?

- Better transition information and strategies for students coming to Langdon School from Sarah Thompson (lockers, hot lunch, bell times, options, etc.)
- Would prefer to see more separation between K-6 and 7-9. Maybe staggered breaks, different assemblies, etc.
- Reward system for positive behaviour, following Dragon Code
- Increased lunch club variety
- More LS support in classrooms

In response to what parents think what are actions could our school take to do better?

- Continued work on establishing expectations based on Dragon Code
- Recognition/reward system for positive behaviours
- Universal Design for Learning/Universal Learning Environments coaching
- Clear transition plan for Sarah Thompson students
- Consider what staggered breaks could look like for next year

### **Staff Insights to guide our plans and goals for the 22-23 year**

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

- Positive school culture – feels like a community, staff feel supported, lower stress start-up
- Student leadership – a lot of opportunities for students to lead events or get involved
- Collaboration – especially during the literacy/numeracy assessments
- Feel well informed and there is open communication
- Implementation of Positive Behaviour Intervention Supports
- Available homework room
- Dragon Code
- Students have a better understanding of formative and summative and a variety of ways to show learning

What do staff think could be worked on or improved?

- There does not seem to be enough support/resources to go around (i.e. Learning Assistants, available assessments)
- Intervention blocks no well-understood
- Not on the same page with respects to RTR, clear guidelines for indicators (LIM->MAS)
- Junior high students should have more separation from elementary
- More communication about high needs students (behaviour)
- Consistency on staff around student expectations
- Admin visits classrooms more often
- Sharepoint can be confusing – too many folders

In response to what staff think, what actions could our school take to do better?

- Continue to build on positive school culture
- Consistency around expectations
- Eliminate junior high recess (10 minute block) – learning breaks occur with teachers when needed
- Operational calendar committee to look at spreading out activities, establish pace and flow of workload
- Intervention planning
- Admin in classrooms more often
- Organize Sharepoint better – and maybe a lunch and learn session
- More RTR/grading PL from RVS



## RVS Four Year Plan Survey Results

### [Survey Link](#)

What does the survey indicate is going well?

- Students feel their work is meaningful and they are learning skills that they will need later
- Students are supported to do their best most of the time
- Almost all students report they have an adult they can go to for help with social and academic problems
- 94% of parents feel their child can get help with their learning when they need it

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

- Students feel they have choices but parents are not aware of the choices students have in their learning. Student work needs to be showcased (CoSL) through My Blueprint, more communication with parents, SSP goals
- Approximately 40% of teachers and parents feel students cannot or only sometimes can use numeracy skills for real-life problems
- Most grade 6-9 students do not feel they set goals for learning with their teacher
- Most parents surveyed do not believe their child realizes the impact of social media participation

In response to the survey we can:

- Prioritize and better utilize the data from provincial and divisional assessments
- Ensure we are showcasing student learning on MyBlueprint, weekly communications and in-person celebrations of learning events
- Set learning goals with students at the beginning of the school year as well as when starting new learning activities
- Offer more digital literacy learning opportunities

**RVS Assurance Model**

	<b>Data Source</b>	<b>2021/22</b>
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	88%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	13.1%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	58.91%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	(2023 – 95%)
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	85%

## Alberta Education Assurance Measures Results

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1117 Langdon School

Assurance Domain	Measure	Langdon 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	<a href="#">Student Learning Engagement</a>	81.3	77.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	66.4	70.4	63.3	81.4	83.2	83.1	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	66.7	n/a	71.6	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	11.7	n/a	14.9	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	83.5	88.1	86.4	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	78.4	82.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	76.3	75.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	65.5	63.3	67.1	78.8	79.5	81.5	Very Low	Maintained	Concern

Based on the data above, what do you think is going well?

- Student learning engagement has gone up from the previous year. This could be due to a focus on universal design for learning and implementation of more project and cross-curricular planning.
- Access to supports and services increased which may be due to the addition of a second CDA to work with the Social-emotional needs of the Junior High students.

Based on the data above, what do you think could be worked on or improved?

- Parent engagement – this continues to be a challenge. This year parent volunteers had to attend a mandatory orientation which allowed us to communicate about important school programs and goals. For example, PBIS, inclusion, leadership opportunities, and extra-curricular options.
- Citizenship – There could be a number of reasons for this including not seeing citizenship actions as a separate entity, whereas many opportunities exist in curriculum and classrooms. Better communication about what students are doing could result in an increased percentage.

Based on the data above, what actions could our school take to do better?

- Showcase and celebrate the things students are doing in school and the things they do to give back to the school community and society in general.

## PROTOTYPE PLANS

**How Might We?** Implement Positive Behaviour Intervention and Supports and Restorative Practices?

**What Priority Areas Does It Address?**

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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### Sources of Input

- PBIS committee
- Resources such as Terrance Scott's material, Maynard and Weinstein's Hacking School Discipline, Restorative Practices training
- Learning specialists
- Student, teacher and parent voice

### End Goals

- Staff recognize the importance of teaching and reinforcing positive behaviours
- L.A.I.R. unveiled during February pep rally
- By June 2023 reach 60% Tier one fidelity index – students will understand the purpose of the Dragon Code and L.A.I.R.
- Matrices produced and displayed – full school, classrooms, some specific places
- Discipline referrals will decrease
- Reward system in place
- Re-occurrence of unexpected behaviours by the same students will be reduced
- Clarity and consistency amongst school stakeholders
- Common language

## PROTOTYPE 1

**Name:** PBIS Committee

**Scope:** Solidifying values, school-wide matrix to start, building in time to create and teach common lessons

**Indicator of Success:** Less office referrals, common language, students can state expectations, consistency of practices, teachers happy with simplified processes and language

**Description:** PBIS 101 presented to staff. Committee meets once a month to collaborate with learning specialist. Brings information or proposals to staff meetings for feedback. Design matrix prototypes. Connect PBIS identifying word to existing Dragon Code (L.A.I.R.) Create lesson plans for whole school expectations as well as common spaces.

**Prototype Iterations:** Meetings are going well and staff feel included.

Tricky: It is a slow pace. Only so much time to work through it (PL and staff meetings).

**Winter Learnings:** Staff worked collaboratively on Langdon values. These values were broken down and represented through LAIR – leadership, accountability, integrity and respect. Teacher feedback indicated that explicitly teaching expectations translated into better behaviours.

## PROTOTYPE 2

**Name:** Matrices

**Scope:** Full school general matrix to start outlining what LAIR means (Eventually will work towards hallways, classrooms, gym, assemblies, bus, lunch hour)

**Indicator of Success:** discipline/referral data, students will be excited about the reward system starting in February (“Who is in the LAIR this week?” and “Dragon of the Month”)

**Description:** As part of our PBIS work, all staff and students are “trained” in expected behaviours for the shared spaces in our school.

**Prototype Iterations:** Everyone agrees we need a common language and consistent expectations. Follow-through is not always happening. We also needed time to create a school-wide matrix that is appropriate for elementary and junior high.

**Winter Learnings:** Many staff are excited to move forward with school wide consistent expectations. The existing Dragon Code is now simplified. Students want to be recognized for their hard work. Rather than rushing ahead with various matrices for different spaces, we slowed down to focus on L.A.I.R. as a whole school. Large posters are displayed in populated areas of the school and each classroom also has one posted in a prominent location.

## PROTOTYPE 3

**Name:** Explicit lessons and teaching

**Scope:** PBIS 101 was presented on Nov. 14 Professional Learning Day. The PBIS committee meets once per month. This is where we talk about values, strengths, challenges, and what the next steps are. Once the LAIR matrix has been unveiled, displayed and reinforced, the committee will move on to specific areas such as expectations in the classroom, hallways, assemblies, and so on. All staff provide feedback which the committee will formalize, present and change as necessary.

**Indicator of Success:** The tier fidelity index % will improve from January to June.

**Description:**

What is tricky?

- Staff buy-in and on-boarding new staff
- Keeping momentum going—regular revisits of protocols and expectations
- Not collecting data at this time – we aren’t there yet. Anecdotal only.

What will we do moving forward?

- look for ways to add student and parent voices to this work
- Collaborate with other schools that are using PBIS
- Regular communication to parents about PBIS and how it works within the school
- Create a continuum of consequences
- Look at the possibility of a PBIS coach for next school year

**Prototype Iterations:** teaching, re-teaching, modeling, reinforcing, and rewarding positive behaviours will be an on-going expectation. The hope is to have some specific matrices and student-led videos created by the end of the school year.

**Winter Learnings:** This is slow but meaningful work. In many ways it is easier to work with elementary students because expectations and routines are often repeated. Time pressures and the possible lack of buy-in from junior high students can lead to inconsistencies.



## PROTOTYPE PLANS

**How Might We?** Increase student proficiency and build teacher capacity with Literacy/Numeracy planning and intervention?

**What Priority Areas Does It Address?**

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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**Sources of Input**

- Literacy intervention teacher
- Learning support
- RVS learning specialists
- Teachers
- Students
- Learning commons facilitator
- Administration

**End Goals**

- Teachers will be using best practices with respect to structured literacy and embracing hands on approaches to math
- Literacy and numeracy are not separate entities but embedded in all curriculums

## PROTOTYPE 1

**Name:** Scheduled intervention blocks

**Scope:** Teachers work with small groups of students on foundational work in literacy and numeracy

**Indicator of Success:** End of the year assessments will show student growth

**Description:** Teachers and learning support teachers work with students with considerable gaps in literacy and numeracy for targeted intervention. No new curriculum is introduced when teachers meeting with small groups.

**Prototype Iterations:** Targeted, scheduled intervention

**Winter Learnings:** There have been a number of disruptions to intervention (illnesses and lack of substitutes, events, etc.). There is also differing opinions on the value of intervention. Learning support has seen some success with their smaller groups who need the targeted intervention as well as the time that has been spent in classrooms supporting the classroom teacher with centres and other means.

## PROTOTYPE 2

**Name:** Programs and practices

**Scope:** There is more alignment amongst teachers and grade teams with chosen programs.

**Indicator of Success:** We are using the same language with respect to literacy and numeracy.

**Description:** Conferencing with teachers and learning support lead about evidence-based literacy and numeracy programs as well as building in times to explore story workshop and use of manipulatives. K-3 has started work with Heggerty and UFLI. We will need the year with Layers of Reading for K-6.

### Prototype iterations:

- The Thinking Classroom
- Home reading program
- Book clubs and story workshop
- Evidence-based programs/resources being used (i.e. UFLI, Haggerty, layers of reading)

**Winter Learnings:** We need a scope and sequence especially for the elementary with respects to literacy and numeracy. Junior high teachers would also benefit from more collaboration in order to be consistent with outcomes and indicators. Teachers using thinking classroom strategies and UDL/PBL see more engagement in their classrooms.

## PROTOTYPE PLANS

**How Might We?** How might we shift instructional practice using more effective and engaging planning and assessment strategies? (UDL/ULE/CoSL)

**What Priority Areas Does It Address?**

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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### Sources of Input

- Learning support
- Administration
- Teacher lead
- Teachers
- Students
- Parents
- Learning Specialists

### End Goals

- What is good for one is good for all – universal supports. Innovative and inclusive practices enhance student engagement which leads to greater success.
- Better understanding of the learning support framework and how learning support can collaborate with teachers on UDL and ULEs.

## PROTOTYPE 1

**Name:** Universal Design for learning/Universal Learning Environments professional learning, collaboration, coaching

**Scope:** Classroom profiles and using the Collaborative Problem-Solving process, UDL Unit planning, assessment data (MIPI, F&P, CC3, etc).

**Indicator of Success:** Through collaboration and class profiles/reviews, all students have entry points and differentiated ways of showing their work and product.

**Description:** One teacher will take the lead on UDL during term 3. She will collaborate with teachers with existing lesson/unit plans to enhance differentiation.

**Prototype Iterations:** One Professional learning day focused on the learning support model at Langdon School, identifying existing and possible universal supports and establishing a strong understanding of the RVS Collaborative Problem-Solving process.

One professional learning day with RVS Learning Specialists to do hands-on UDL planning and literacy work with a focus on book clubs and story workshop.

A Teacher lead will brainstorm and co-design projects as well as assist teachers with cross-curricular outcomes possibilities.

Learning Support and Principal attended PL – Building Effective Learning Support teams and Classroom Reviews

**Winter Learnings:** There are still some gaps in understanding the role of learning support. We have only scratched the surface this year with Classroom profiles but this will be an expectation to start the year and re-visit regularly.

## PROTOTYPE 2

**Name:** Showcase of learning

**Scope:** All teachers/students are utilizing My Blueprint to show student learning. There will be a Showcase of learning night in March

**Indicator of Success:** Students are proud to show their work and see growth. Parents feel more connected and knowledgeable about what their child can do. The showcase will have high attendance and students will be active participants demonstrating a variety of skills and products.

**Description:** Most teachers are utilizing My Blueprint with students.

One of the scheduled Parent-teacher-student conference evenings in March will be replaced with a showcase of student learning open to all families.

**Prototype Iterations:** Some staff see the value of posting evidence of student learning on My Blueprint. This also gives students the ability to share their work and reflections with their parents. The tricky is deciding what and how often to post as well as knowing what parents are logging in with their children.

The Showcase will be an opportunity to build on the home-school connection and allow parents to see their child's progress, and the results of collaborative and creative work. And perhaps even try out some things themselves!

**Winter Learnings:** Most students have accessed and posted on My Blueprint this school year. A lot of teachers have found value in this as a communication and reflection tool. There are still some questions around how often to post, what to post and products lacking student reflection.

## PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

### Driving Questions

- PBIS/Restorative Practices: How can we use our current Dragon Code as a starting point in our PBIS journey? Why is it essential to have restorative practices as the foundation for all interactions with students?
- Lit/Num – Assessment: Why is it important to use the results of the literacy/numeracy assessments to determine student needs and to guide our planning? How can we move away from traditional practices (worksheets, novel studies) to improve student understanding and application of skills?
- UDL/ULE/CoSL: How do we adjust instructional practices to ensure universal strategies that are beneficial for all students are integrated into planning? How can we better align RTR expectations in our school?

### Learning Outcomes

- We will see an increase in positive student behaviours, more consistency around expectations and a thorough understanding of the values in our Dragon Code
- Staff will use restorative strategies such as circles to develop empathy and understanding in their students
- Students will use MyBlueprint to showcase and reflect on their learning
- Increase number of students reading at grade level
- Effective implementation of twice a week intervention where no new curriculum is presented and focus is on reviewing/re-teaching in areas of challenge (literacy, numeracy as well as executive functioning)

### Strategies

- Every second staff meeting is a collaborative/working session
- We will bring in divisional learning specialists to help move initiatives forward – PBIS, UDL, MyBlueprint (CoSL)
- Student voice will be included (Dragon Council)
- PBIS Committee meets once a month; a reward system for positive behaviour will soon be implemented as well as a full-school matrix
- We are fortunate to have Norm Ellis as a restorative practices trainer to teach and lead staff
- Book study – “Hacking School Discipline”
- More engaging and/or hands-on opportunities for students. For example, the use of manipulatives for numeracy, cross-curricular project-based learning, book clubs to promote literacy engagement
- Casey Daum – literacy interventionist hired for this year

- A number of staff attending the Thinking Classroom PL
- Push-in support for complex students
- Learning Support teacher assigned to help with push-in and targeted pull-out numeracy skills work for grade K-6.
- Release time for collaborative problem solving skills
- Creation and adherence to classroom profiles
- Develop support plans based on individual student needs – not only for those on SSPs
- RTR coaching from RVS or an RTR lead
- A Showcase of Learning will replace one of the spring Parent-teacher-student conferences



## BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
<b>Certificated Staff</b>			
<b>Support Staff</b>			
<b>Services &amp; Supplies</b>			
<b>Other</b>			
<b>Contingency</b>			
<b>TOTAL EXPENDITURES</b>	3, 951,495	4, 027,323	4, 028,998

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 29, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> <li>• The commitment to changing the culture of the school that is more positive, more supportive and inclusive (students, parents, staff)</li> <li>• The different number of ways to implement procedures and ways of thinking</li> <li>• The assessment stats both a good sign and a scary sign</li> </ul>
<p>What questions did they have?</p> <ul style="list-style-type: none"> <li>• More clarity on where stats come from</li> </ul>
<p>What did they find tricky?</p> <ul style="list-style-type: none"> <li>• (nothing at this time)</li> </ul>
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> <li>• Keep Parent volunteer orientations</li> <li>• Parents can keep open communication, be willing to learn and adopt similar practices at home or support the practices at school as positive</li> </ul>

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

**Principal Signature**

**Date : April 3, 2023**

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
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**School Council Chair Signature**

**Date: March 30, 2023**

