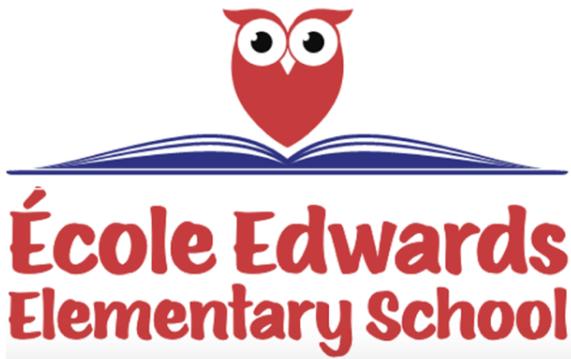


École Edwards Elementary School

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**
May 2023

Annual School Goals Workbook

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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

École Edwards Elementary is a lovely K-5 school community in Airdrie where students belong, learn, and succeed. The school has a rich 40-year history in Airdrie and has dual-track English and French programming, which creates a diversity of languages and cultures. Our school focuses on 4 primary PBIS expectations for students to succeed:

- We Belong/ Nous appartenons
- We Care/ Nous sommes attentionnés
- We Are Independent/ Nous sommes indépendants
- We Do Our Best/ Nous faisons de notre mieux

At Edwards, we believe:

- reading is the foundation for successful lifelong learning
- students' needs differ and it is our responsibility to help each learner reach his or her own personal excellence



To achieve the RVS Four-Year Plan goals École Edwards continues to focus on providing strong literacy and numeracy opportunities, inclusive learning with a focus on ensuring everyone belongs, building school culture through our Teams program, and creating positive, safe spaces through our PBIS program and school Matrix.

This year for 2022-23 the Edwards Team is focusing on 3 main areas to help further develop student growth in learning:

- Inclusion
- Literacy
- Numeracy

Every child's interests, passions, and needs are at the center of our programming. At Edwards we care about the development of the whole child. We endeavour to create learning environments that foster student voice, choice, fairness, compassion, diversity, citizenship, opportunity, and community engagement.

And as a dual-track French Immersion school, we strive to create learning opportunities that promote cultural appreciation, curiosity, and visibility for all. This year our school has created a new vision in which at Edwards we foster belonging, learning and success. We not only want students to feel like they belong, but also that they are empathetic, resilient, active, and valued members of their school community and in the community in which they live.

Ms. Rachelle Prud'Homme, Principal and Mme Veronica Hooper, Assistant Principal

SCHOOL PROFILE

<p>Principal: Rachelle Prud'Homme (Acting) Assistant Principal: Veronica Hooper</p> <p>Website: https://edwards.rockyview.ab.ca/ Twitter: https://twitter.com/ecoleedwards</p>	<p>Mission: At École Edwards we develop and empower leaders and learners. Together we recognize and celebrate the success of everyone. Our learners are prepared to be leaders for life.</p> <p>Beliefs: Together we...Belong Learn Succeed Ensemble nous... Appartenons Apprenons Réussissons</p>																																	
<p>Total number of: Teachers: 33 Support Staff: 18 Students: 707</p>	<p>Grades Served: K-5</p>																																	
<p>Percentage of students:</p> <ul style="list-style-type: none"> • 14% are identified with specialized or exceptional needs (IPPs and PLPs) • 11% access a variety of services for student learning supports including Family School Liason, Speech, OT, and a Learning Assistant for additional support • 5% are English Language Learners • 7% self-declare as First Nations, Inuit or Metis <p>Assessment Data for % of students at or above grade level:</p> <table border="1" data-bbox="207 1100 959 1780"> <thead> <tr> <th>Assessment Type</th> <th>Grade</th> <th>Data</th> </tr> </thead> <tbody> <tr> <td rowspan="4"> Reading Achievement <ul style="list-style-type: none"> • English - Fountas & Pinell (F&P) </td> <td>2 Eng only</td> <td>52%</td> </tr> <tr> <td>3</td> <td>59%</td> </tr> <tr> <td>4</td> <td>37%</td> </tr> <tr> <td>5</td> <td>61%</td> </tr> <tr> <td rowspan="4"> Reading Achievement <ul style="list-style-type: none"> • French - GB+ </td> <td>2 Fl only</td> <td>24%</td> </tr> <tr> <td>3</td> <td>23%</td> </tr> <tr> <td>4</td> <td>15%</td> </tr> <tr> <td>5</td> <td>56%</td> </tr> <tr> <td rowspan="4"> Numeracy Achievement <ul style="list-style-type: none"> • Alberta Screening Assessment (gr. 2-3) • MIPI (gr. 4-5) </td> <td>2</td> <td>52%</td> </tr> <tr> <td>3</td> <td>73%</td> </tr> <tr> <td>4</td> <td>21%</td> </tr> <tr> <td>5</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>TBA</td> <td>TBA</td> </tr> </tbody> </table>	Assessment Type	Grade	Data	Reading Achievement <ul style="list-style-type: none"> • English - Fountas & Pinell (F&P) 	2 Eng only	52%	3	59%	4	37%	5	61%	Reading Achievement <ul style="list-style-type: none"> • French - GB+ 	2 Fl only	24%	3	23%	4	15%	5	56%	Numeracy Achievement <ul style="list-style-type: none"> • Alberta Screening Assessment (gr. 2-3) • MIPI (gr. 4-5) 	2	52%	3	73%	4	21%	5	13%	Writing	TBA	TBA	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • <i>École Edwards is a K-5 dual-track FI school.</i> • <i>At Edwards we focus on creating a positive school culture through the implementation of our House Team Program and PBIS that focuses on celebrating positive student contributions to our school community.</i> • <i>We all matter and belong.</i> • <i>We focus on relationships and making connections first.</i> • <i>We have excellent music programming, a wonderful Learning Commons Space, and spacious playing areas outside.</i> • <i>We have learning buddies with other classrooms and have multiple opportunities for student leadership across the school.</i> • <i>Everyone in the school is a leader and learner.</i>
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Students Insights to guide our plans and goals for the 22-23 year

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



What do students think could be worked on or improved?



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

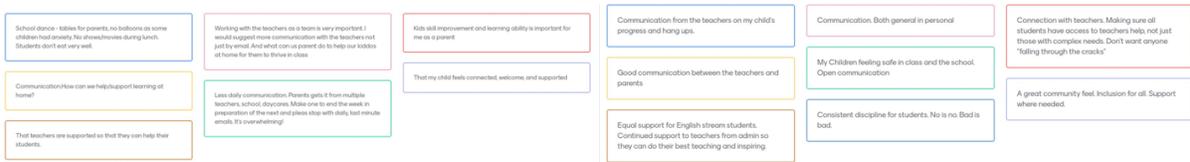
- Teach students explicitly about behavior and learning differences, and how behavior concerns are dealt with - with kindness, care, and a focus on restoring the problem, and making it all about learning. Focusing on our core values of Belonging, Care, Independence, and Doing our Best.
- Increase supports and opportunities to celebrate reading and writing, particularly in French. Many students lack confidence in this area.
- Consider ways to have more staff available more regularly in the Wellness Centre.
- Update necessary gym and recess equipment

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

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



What do parents think could be worked on or improved?



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

- Increase supports and opportunities for parents to continue learning at home.
- Increase communications home about learning support in the school and classroom, and what it looks like.
- Communicate with families about restorative practices and how the school supports students when there is a behavior issue or concern.
- Ensure all classrooms are communicating regularly in a simple and predictable form to make learning visible with curriculum updates, photos, or other helpful links and information.

Parent Quotes

"I am impressed with how welcoming, accommodating and supportive the staff have been."

"A great community that I love to send my kids to."

"Amazing and safe place to bring your kids to school!"

Staff insights to guide our plans and goals for the 22-23 year

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



- Autism expertise at the school
- Support from staff and team
- New science curriculum
- School assemblies and celebrations
- Health curriculum
- Feeling confident
- Getting help when needed
- Caring staff and students

What do staff think could be worked on or improved?

- New curriculum learning and RVS assessments at the same time create a large workload.
- Constantly balancing what is on our plates or feeling that I cannot keep up.
- The added pressure for required assessments and deadlines creates additional stress.
- The number of student needs across the school and those struggling with literacy and numeracy skills due to disruptions in learning over the past two years is overwhelming.
- Finding ways to create balance, support staff wellness, and support all students.
- Making time for team building and team meetings, PL opportunities, committee work.

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

- Increase supports for teachers to complete necessary assessments
- Increase opportunities for teacher mentoring, coaching, and learning with grade team meetings, inclusion meetings, and learning walks.
- RVS Learning specialists working with grade teams on instructional design plans.
- Continued efforts to ensure school events and deadlines are balanced across the year, as best as possible, in order to manage teacher workload.
- Continued work in supporting multiple student learning needs with CPS (collaborative problem solving) meetings and class reviews.

RVS Four Year Plan Survey Results

What does the survey indicate is going well?

Strengths:

- students appreciate all cultures and ways of living
- students using technology safely, enjoying the ways they learn and see connections to the real world, feeling confident in reading
- Students know how to make a positive difference in the community and school
- students understand how they learn best and think learning is fun, believe they can do well in school and people help me to do my best.
- students understand the importance of mental wellness, as well as physical and nutritional health

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

Areas for Growth:

- matching student results with parent results
- students knowing how to create things to show what they know, students have more choice in their learning
- students using math to solve real-life problems, and working with their teacher to set learning goals
- volunteering opportunities

In response to the survey we can work on?

- Increase our efforts to involve parents at the school with school council meetings, parent principal chats, classroom or school volunteering opportunities, parent learning nights.
- Increase volunteer opportunities with students experiencing being citizens and difference makers in the community.
- Create a plan for communicating learning to families on a regular basis and seek input or feedback from parents. Teachers make learning visible and extensions for home.
- Ensure we share the great learning and efforts at home with families each week.
- Increase opportunities for students to show what you know and use real-world problems.

RVS Assurance Model

	Data Source	2021/22
Percentage of students who are absent less than 10 percent during the school year.	PowerSchool Attendance Data	95%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	13%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	90%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	99%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	82%
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	75% (22-23 school year)
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	78%

Alberta Education Assurance Measures Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5203 Ecole Edwards Elementary School



Assurance Domain	Measure	Ecole Edwards Elementary			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	84.7	82.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.4	86.4	83.6	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	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	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	91.7	90.6	91.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.8	90.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	67.1	77.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	59.0	65.5	72.1	78.8	79.5	81.5	Very Low	Declined	Concern

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

- Learning engagement (85% overall)
- Education quality (92% overall)
- Welcoming, caring, respectful and safe (86% overall)

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

- Parent involvement (59% overall)
- Student learning supports and services (67% overall - parents 55%, students 74%, teachers 71%)
- Citizenship (79% overall)

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

- Increase opportunities for parents to be involved in the school with volunteering, school events, and classroom/school experiences.
- Communicate with staff, students and parents about learning differences and the ways we support multiple learners everyday with tools, charts, visual schedules, personnel, positive behaviour strategies, collaborative meetings, consultation with specialists and various services.
- Increase opportunities for students to volunteer in the community with Classroom Community Projects and living out our PBIS model.

ÉCOLE EDWARDS - PROTOTYPE PLANS

Our School Goals will be primarily focused on the following areas:

<p>INCLUSION & ENGAGEMENT</p> <ul style="list-style-type: none"> ▪ Belonging and Care ▪ Strong Teams & Learning Walks ▪ Indigenizing Teaching Practices 	<p>LITERACY & NUMERACY</p> <ul style="list-style-type: none"> ▪ Independence and Doing Our Best ▪ Digging Into Data & Instructional Design ▪ Making Learning Visible
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School Goal #1:

How might we design inclusive learning experiences with a sense of belonging and care, supporting all students to succeed?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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<p>Sources of Input</p> <ul style="list-style-type: none"> • Our school's PBIS matrix and 4 school expectations, specifically: <ul style="list-style-type: none"> ○ We Belong and We Care • All staff learning and supporting the work • Learning support teachers, admin, RVS specialists teaching, coaching, modeling best practices for Universal Design for Learning and Targeted learning strategies • Other specialists for specific student needs, supports, services – Alberta Health Services, FAS Society, for instance • Teacher Grade Team Leads, grade team meetings, staff collaboration and connection building opportunities, shared learning experiences as a staff, and opportunities for feedback. • Parents for input and feedback in optimal learning, goal setting, and IPP/PLP meetings • Students for input and feedback about their optimal learning, preferences, and what is working and what is not, their input for success and achievement of their goals, and increased student engagement in their success in academics.
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<p>End Goals</p> <ul style="list-style-type: none"> • To build staff capacity and skill in designing school-wide/ grade team / classroom Universal Design for Learning approaches, tools, and environments • To make an impact on student learning and increase learning success • To influence and inspire one another by sharing knowledge and participating in learning walks
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PROTOTYPE IDEA #1**Universal Design for Learning (UDL)****Name:** Universal Design for Learning**Scope:** School-wide / classrooms**Indicator of Success:** Increased student success in learning**Description:**

In order to further our work in optimizing student growth and achievement we must first ensure students are supported and engaged in their learning through universal strategies. Universal Design for Learning will teach and remind staff about the power of strategic instructional design methods, and how critical it is to design the classroom environment and learning experiences in such a way that supports ALL students. A key component of this is ensuring students have multiple means of 1) Expression, 2) Representation, 3) Action & Expression. In additional Universal strategies include the ways we utilize technology for learning or supports and how we use consistent language across the school to reinforce positive behavior in our PBIS expectations.

Step 1: RVS and other organization specialists or guests for Professional Learning

Step 2: Staff UDL presentations, materials and reflection/ learning tools, checklists (throughout the year)

Step 3: Staff complete Class Profiles and Reviews in Inclusion Meetings with school administration and Learning Support Teachers

Step 4: On-going conversations, learning, and reflections

Prototype Iterations:

During our staff meetings and School Council meetings we discuss and share the many ways students learning differently and the many ways teachers work to support multiple needs.

- Nov. 14th PL Day we had a UDL Learning Session from our school RVS learning specialist, Jillian.
- In Collaboration Problem Solving (CPS) and School Resource Group (SRG) meetings which occur several times, as needed each month, we always take the conversation back to the universal learning supports for students and how they are supported in the classroom in a variety of ways – choice, voice, seating, tools, peer groupings, small group support or 1 to 1 supports.

Winter Learnings:

At École Edwards we are always working hard to support multiple learners. At the start of the year teachers were asked to complete class profiles, as they get to know students, review student transition notes, and phone all families. Teachers and learning teams completed and signed IPP goals by October 14th. We redesigned our supervision schedule in November to ensure students were best supported in various ways with additional supports at recess and during lunch eating time, as well, we worked to ensure the right people were in place for specific students at the start of the day. As well, more small groups have been designed for literacy, numeracy, French language learning, and social/emotional needs, to target and support multiple students. We have developed a Learning Support Team Response to student incidents or behaviour with a group texting protocol, an incident follow-up and debrief process, and various forms of tracking for student growth or communication with families. We work to

ensure students have safety plans and positive behaviour support plans in place, and that we use ABC methods to understand behaviour. Our school's next steps include:

- 1) Staff inclusive classroom and strategies checklists for reflection and conversations
- 2) Teacher Inclusion Meetings with Learning Support teacher and admin to review their class and supports in place for students using the RTI model
- 3) Creating an Edwards RTI model and presentation for staff, council and the website
- 4) Sharing monthly about CDA work and Learning Supports efforts across the school

Here are some examples of learning and insight from each grade:

Kindergarten – The Kindergarten classrooms provide multi-sensory learning experiences such as games, songs, kinesethic, visual, and hands-on. As well, students have choices in their learning experiences when participating in playful learning at centres. For example: center time- dramatic play, crafts, fine motor activities, and GoNoodle. Our next steps are: continue to provide hands on learning opportunities.

Grade 1 – Teachers take the time to get to know their students and how they best learn. Classrooms are set up with different learning spaces such as desks for individuals or groups, quiet corners to help focus or if needed calm, carpet space for full class lessons, teacher table for group work, etc. We work hard to meet all students where they need which includes modifying lessons and activities to meet student's individual levels and incorporating many varied ways of learning (and assessment) into our daily practice such as observations, conversations, games, songs, poems, and centers. Students create, work towards, meet, and celebrate goals in their learning. We also introduce students to various learning tools to help support their needs such as hoki stools, rocking chairs, therabands, noise-canceling headphones, dividers, fidgets, self-regulating walks, interoception, etc.

Grade 2 – We teach in a variety of ways, including full class and small targeted groups. We modify lessons and activities to meet our diverse learners. Our students participate in small literacy and numeracy groups to work on specific skills. Our students show their learning in multiple ways, including written work, group work, with technology, and by designing poster projects.

Grade 3 – In grade 3 we provide all students with a “toolbox” which allows them to choose their tools and strategies as needed throughout their school day. We scaffold learning by providing multiple entry points (Ex. mild, medium, spicy questions, leveled reading resources, manipulatives, technology supports...). As a class we regularly reflect on successes, share learnings, and set goals (ex. Morning meetings, sharing circles...)

Grade 4 –Each student needs different supports to learn, we are open to giving students what they need in order to be successful. We teach kids to advocate for themselves in order to get access to those supports independently. We include supports such as interoception learning, sensory tools, etc.

Grade 5 – In Grade 5, we ensure that we consider our whole class and teach to the outliers when planning instruction. Supports that benefit student learning are accessible to the whole class, and instruction is delivered through multi-modal approaches with multiple access points to the curriculum. Students have choice in how they express their learning and understanding. We collaborate as a grade team to share learning and support one another.

En cinquième année, nous sommes engagés à planifier l'enseignement qui répond à toutes les capacités des élèves dans nos classes. Nous considérons les besoins de nos élèves et nous nous assurons que les moyens de support en classe sont disponibles à tout le monde. L'enseignement est délivré d'une manière multimodale avec plusieurs points d'entrée au curriculum. Les élèves expriment leur apprentissage dans plusieurs manières qui illustrent leurs forces. Nous collaborons comme une équipe pour aider l'un l'autre.

Spring Learnings:

We achieved a great deal this year by supporting every learner across the school in a variety of ways. Students have options throughout the school for accessing and expressing their learning, whether it be body breaks, flexible seating, additional learning tools, visual schedules, additional learning spaces, and other support and safety plans, Edwards staff worked collaboratively to set goals and support students with the help of parents and the student themselves, when possible. We met with and learned from RVS learning specialists, during learning support and Collaborative Problem Solving meetings, and during learning sessions on PL days. Staff were sharing ideas across the school, seeing possibilities for multiple learning needs and how students can be successful. Some classrooms completed Class Profiles and Reviews, and UDL strategies and checklists were not reviewed completely.

Next Steps and Areas for Growth

Providing on-going training opportunities, such as lunch and learns and coaching, for staff to see samples of learning and behaviour support plans, as well as review and discuss classroom checklists for Inclusive design spaces, and for staff to utilize UDL planning templates for lessons. As well, we endeavour to have all classrooms next year complete Class Profiles and Reviews in Inclusion Meetings with school administration and Learning Support Teachers. For next year we hope to focus on creating opportunities for student wellness and resiliency.

PROTOTYPE IDEA #2

Strong Teams & Learning Walks

Name: Sharing Knowledge, Strong Teams & Learning Walks

Scope: School-wide / classrooms

Indicator of Success: Increased student success in learning, increase staff collaboration & efficacy

Description:

In order to further our work in optimizing student growth and achievement we must tap into our collective expertise and skillsets, share knowledge, learn from one another, and celebrate! Research shows that one of the greatest indicators of success is collective staff efficacy and confidence.

Step 1: Staff complete skill inventories, participate in various learning/reflections, Teacher Quality Standard reflection and/or online ATA tool, or other reflection tools including ones for wellness.

Step 2: Staff determine areas of strength, areas for growth, and interest areas for more learning in Teams and meetings – TPGP and Annual Growth sharing, team goal setting, and sharing of strategies for student success (classroom visits, planning and assessment sharing, designing projects together)

Step 3: Staff/ Grade Teams determine topics for Learning Walks – inclusion, literacy, numeracy, PBIS, Indigenous Connections, TQS, technology, myBlueprint, and more.

Step 4: Staff participate in Learning Walks throughout the school day upon request during a break or planned time, or on PL Days to showcase classroom environments, or explain engaging learning experiences. Learning Walks will include an i-noticed slip to give feedback and comments to celebrate with the staff member what they noticed within a specific area of focus.

Step 5: On-going staff reflection and sharing of knowledge/ learning with teams and school.

Prototype Iterations:

We have begun this goal by:

1. Focusing on building strong, courageous teams. Grade Teams, Admin Team, Office Team, Learning Support Teams, Assistant Team, and the Facility Team – supporting one another and working well together.
2. We also tweaked how we do staff meetings and instead focused on weekly staff communication and team meetings.
3. Focusing on supporting new teachers with learning walks in classrooms.
4. Following the lead from staff involvement, input, and sharing in committees, grade teams, and by other means for feedback

Winter Learnings:

Here are some examples of learning and insight from each grade:

Kindergarten – We frequently meet to plan, prep, and discuss classroom needs. For example, weekly collab time, monthly center changeover, phone calls, and texts. Our next steps are to continue to meet, chat and discuss with other kinder teachers.

Grade 1 – We touch base whenever we have questions/need support from one another and share (ideas, activities, newsletters, etc. via hallway discussions, in person meetings (full team and 1-1), texts and emails. Our newest team member has had the opportunity to visit and observe different parts of the day in order to gain additional ideas and strategies.

Grade 2 – We collaborate frequently on an informal basis and formally as needed. We share ideas and resources often.

Grade 3 – We are highly collaborative and seek and share ideas and resources as needed.

Grade 4 – We frequently take time throughout the day to check in with our team members, to bounce ideas off of, and to share resources, strategies, and experiences.

Grade 5 – Multiple members of our grade team have or are pursuing Masters programs in areas of literacy, mathematics, and leadership. These learnings are frequently shared through discussion, collaborative planning, and sharing of resources.

Plusieurs membres de notre équipe sont en train de faire les maitrises dans les domaines de la littératie et les mathématiques. Nous partageons notre apprentissage et les idées ou les stratégies d'enseignements qui démontrent les meilleures pratiques.

Winter Learnings:

- Thinking Classroom approaches for Math and Literacy
- Flexible groupings across the grade
- Sharing of resources

Spring Learnings:

We grew in this area by focusing on our Grade Teams this year and focusing on how to support one another and THRIVE as a learning community. In order for us to feel a sense of belonging and care we need to take care of one another and help each other do our best. We changed large staff meetings into a weekly digital communication and monthly Grade Team Lead Meetings, and we focused more on committees. This allowed for a smaller group of people to work together and discuss ideas well. Some new staff enjoyed observing other classrooms on learning walks, but not everyone experienced this yet, or we did not achieve that portion of this goal.

Next Steps and Areas for Growth

Providing continued opportunities for staff reflection and growth, particularly in the areas of diving into the Teaching Quality Standard for reflection and sharing of ideas within each competency. Grade Teams and Teams will desing ways to learn from one another if that is through learning walks, learning meetings, or sharing professional work and ideas. As well, teams will start the year by setting their direction and vision as a team, determining key indicators for success, and identifying strategies to ensure everyone on the team is supported and staying healthy. Staff will be creating Professional Goals next year that support one of the school goals, a team goal, and an individual goal, and determine how to make visible their learning and growth.

PROTOTYPE IDEA #3

Indigenizing Teaching Practices

Name: Indigenizing Teaching Practices

Scope: School-wide / classrooms

Indicator of Success: Staff involvement in various learning experiences, school-wide activities, sharing knowledge and perspectives, and indigenizing teaching methods.

Description:

In order to further expand our collective knowledge and understanding, better supporting the calls to action for Truth and Reconciliation, we envision our staff embedding Indigenous perspectives in their lessons and throughout the school in visible ways.

Step 1: Build connections with RVS Indigenous Learning Branch, Indigenous Peoples in the Calgary area, and Edwards' Indigenous Committee School Team.

Step 2: Monthly meetings with the school team to discuss and plan school activities – make a year plan for school-wide activities.

Step 3: RVS learning opportunities, including smudging opportunities with the staff every few months, and bringing guests into the school.

Prototype Iterations:

Our school started the year strong with an eager and enthusiastic Indigenous Committee and school-wide activities for Truth and Reconciliation Week, celebrating Orange Shirt Day as well. We recognized Indigenous Veteran's Day and Metis Week in November. During the Nov. 14th PL Day we had Rick Gaudio, an RVS Specialist from the Indigenous Team, support us in offering a learning session for staff. He discussed and shared knowledge about outdoor learning with nature, cyclical design for assessment and learning, and the power of storytelling and student voice. On Dec. 5th staff were invited to morning smudge with RVS Director for Indigenous Learning, Cindy Stefanato, and we hosted RVS workshops for the Blanket Exercise and Indigenous Perspectives. We aim to continue to engage with the community and guests during several school-wide events and activities, as well as offer more smudging opportunities to the staff, throughout the year.

Winter Learnings:

Here are some examples of learning and insight from each grade:

Kindergarten – We include land based learning and classroom discussions and stories as well as regular sharing circles. Examples: outdoor classroom, parent came in to smudge, Napi literacy lessons, circle of

courage, talking sticks. Next steps: continue to go outdoors and incorporate Indigenous learning and use resources as a guide, and continue to work with the Indigenous committee.

Grade 1 – Team members have participated in different PLs to build knowledge and understanding to help support both adult and student learning. In the classroom land acknowledgments, sharing circles, restorative practices, indigenous stories/read alouds, and art are incorporated. Classrooms participate in stories and discussions with indigenous authors and elders through the CPL. We continue to expand our practice through discussion with our indigenous committee.

Grade 2 – We continue to attend PL sessions to expand our knowledge base. Students have had opportunities to participate in authentic learning and making experiences with Indigenous members of our community.

Grade 3 – We continue to work with PL to build knowledge and confidence on providing authentic learning experiences. We value outdoor education and learning from the land.

Grade 4 – We continue to take PL to learn Indigenous ways and perspectives. More availability to read alouds and indigenous materials.

Grade 5 – In Grade 5, we are striving to weave Indigenous Ways of Knowing into our daily teaching practice. We are learning not only about Indigenous cultures in aligning with our Social Studies curriculum, but also seek to embed Indigenous Ways of Knowing into our days in meaning manners. Both students and teachers learn together to work towards Truth and Reconciliation in education.

En cinquième année, nous employons les connaissances et la sagesse de la culture autochtone autant que possible dans l'enseignement et l'apprentissage. Nous incorporons les perspectives et les connaissances pour s'informer en tant qu'enseignant et apprenant. Nous travaillons ensemble pour travailler vers la Vérité et la Réconciliation.

Spring Learnings:

This is an area that we experience further growth overall. Every year, educators are growing and learning more in this area. We endeavoured this year to embed Indigenous knowledge and perspectives naturally and throughout the school year, and we did a great job! We experienced a ground circle, multiple sharing circles, and reflective activities together.

Every other month we had a strong area of focus and school-wide assemblies, guests, and classroom activities to acknowledge the specific topic. Such as Truth and reconciliation week in September, Metis Week in November, Have a Heart day in February, Spirit Bear and Jordan's Principle in May, and several special activities with guests are planned in June. Teachers and staff enjoyed Professional Learning opportunities from RVS and staff smudged together on the December PL Day. As well, staff have learned how to embed Indigenous learning naturally with nature and learning on the land, the importance of healing and story telling, and how to have leadership with courage. As well, learning is cyclical and interconnected, which creates multiple opportunities for students to dive into further inquiry and reflection. As well, Indigenous perspectives are visible throughout the school and heard on announcements or in assemblies, and O Canada is sung in Cree once a week.

Next Steps and Areas for Growth

Providing continued learning, sharing, and reflection opportunities for staff. Going outside and learning from the land together, making our school goals and learning cyclical, and role modeling Indigenous ways and perspectives to one another as often as possible. It is important for us to continue to learn from one another and capture by sharing great experiences and lessons happening in our classrooms. We hope for next year that this becomes a regular topic in Grade team meetings and in our Weekly Communications.

School Goal #2:

How might we design instruction to promote student independence and mastery in literacy and numeracy?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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<p>Sources of Input</p> <ul style="list-style-type: none"> • Our school’s PBIS matrix and 4 school expectations, specifically: <ul style="list-style-type: none"> ○ We are Independent and We Do Our Best! • All staff learning and supporting the work • Learning support teachers, admin, RVS specialists teaching, coaching, modeling best practices for literacy and numeracy programming and instructional design methods • New curriculum training sessions and funding for additional resources • Parents for input and feedback in learning, goal setting, and IPP/PLP meetings • Students for input and feedback about what is working and what is not, their success and achievement of their goals, increased success in academics.

<p>End Goals</p> <ul style="list-style-type: none"> • To enhance staff capacity in designing meaningful and rich literacy and numeracy programming, routines, and real-life learning experiences • To make an impact on student learning and increase learning success in literacy and numeracy assessment data • To increase student involvement in personal reflection, goal setting, independence, and confidence in learning. • To influence and inspire staff, students, and parents by making learning visible.
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PROTOTYPE #1

Digging Into Data

<p>Name: Digging Into Data</p> <p>Scope: School-wide / classroom and grade team-focus</p> <p>Indicator of Success: Increased student success in literacy and numeracy</p> <p>Description:</p>

In order to further our work in optimizing student growth and achievement we must dig into the data that teachers collect to best understand student learning needs and next steps for their growth. Assessments for and of learning happen all the time as teacher check-in with student understanding, engagement, and growth daily in a variety of ways. Specific data collected at the start of the year and at other required times by RVS is the data we will dig into further in order to look for commonalities, surprises, trends, and wonderings. Grade teams will work along RVS Learning Specialists to learn how to best design their instruction for literacy and numeracy learning, which will also target and address the data collected.

Step 1: Complete RVS assessments and input data into the Dossier system

Step 2: RVS Learning Specialists, both English and French, will meet with grade teams to explore the data and plan next steps for instructional design, with a follow-up session later in the year.

Step 3: Teachers will review and reflect upon the RVS Assessment Procedures, Communication of Student Learning, the TQS, and other supporting documents for their practice.

Step 4: On-going conversations, learning, and reflections

Prototype Iterations:

Teachers in grade 2-5 have completed numerous literacy and numeracy assessments to support RVS assessment requirements and provide data to inform their planning and supports for students. Ongoing conversations with grade teams, learning supports, and specialists have involved teachers in the analysis of their data and response to it. Teachers are finding creative ways to support students both in and out of the classroom, with small groups and one-to-one support for interventions.

Winter Learnings:

The additional assessments that were required took time to complete and enter into Dossier. This was a new learning curve for teachers this year, which added to their ongoing efforts to assess students and learn where they are at. We look forward to learning ways for this to be more seamlessly embedded into our teaching practice and not seen as an additional requirement or measure. As a result of data, teachers were able to see gaps in learning and work toward addressing them, parents have been able to gain a sense of understanding where their children may be lacking in some knowledge or skills, and the school has worked to respond to student needs by offering small group academic supports and other targeted small group work. We had arranged for teachers to have release time to support this work and in November sub shortages prevented this. As well, the grade 4-5 team was able to work for a half day with a Learning Specialists, but other teams have not been able to yet.

Here are some examples of learning and insight from each grade:

Kindergarten – We do check ins and modify and adapt our future lessons to fill in the gaps where needed. We also revisit concepts throughout the year. Examples: songs, games, calendar time, observations, interviews. Next steps: continue to learn about the new curriculum and update assessment methods to match new curriculum.

Grade 1 – We meet our students where they are in both literacy and numeracy as student's abilities are extremely varied for numerous reasons (including those students that have never attended school before – either preschool or kindergarten). We incorporate many varied ways of learning (and assessment) into our daily practice such as observations, conversations, games, songs, poems, and centers. Some students have had the chance to participate in extra targeted small group instruction based on data collected regularly through guided reading groups, one-on-one and small group assessments. We are modifying and adapting/changing our practices as we incorporate the changes to the literacy and numeracy curriculum and with the introduction of standardized assessment from Alberta

Ed. We have just finished the LeNS and Alberta Numeracy assessments. We will be meeting as a team with RVS members to look at the results to further enhance our practice.

Grade 2 – We meet our students where they are at in their learning. We have completed the Alberta Numeracy Assessments, reading assessments and the CC3. We look forward to “dig into the data” with RVS learning specialists in March.

Grade 3 – We are working with a new curriculum and attempting to fill the gaps from the pandemic and the higher expectations of the new curriculum. We have yet to formally “dig into the data” with RVS learning specialists and look forward to understanding the results.

Grade 4 – We meet our students where they are at in their learning and tailor our lessons based on student needs and formative assessments. We tailor groupings based on the formative assessments.

Grade 5 – In Grade 5, we use evidence-based practices and assessment tools to gather data to inform our instruction. We use a triangulation of data, which includes observations, conversations, and products, to gain a comprehensive understanding of our students’ abilities.

En cinquième année, nous utilisons les outils d'évaluation qui sont fondés sur des preuves scientifiques pour recueillir des données des compétences de nos élèves. Nous utilisons ces informations pour guider notre planification d'enseignement. Nous employons la triangulation des données, y compris les observations, les conversations, et les produits pour s'informer des capacités et le progrès de nos élèves.

Spring Learnings:

Digging Into Data has been a significant part of our learning and work this year. Throughout the year teachers are observing and assessing student growth, but this year, in particular, there has been additional data measurements required by the Alberta government and RVS, in order to see where students are at and how they are progressing. Assessments drives what teachers do. It helps to identify where students are in their knowledge and skills and then determines what they need next for goals in their learning. We have seen significant gaps in student learning for literacy, numeracy, and social emotional skills, likely due to the variety of changes over the past few years with the pandemic. When we know what students need, or where they are struggling in the learning, then we collaborate with school teams and parents to problem solve solutions for support. This year teachers worked with RVS divisional staff in a variety of ways such as reviewing data and planning for how to respond to the data, one on one time with specialists to co-plan or teach lessons, and further meetings or collaborative learning opportunities to enhance teacher reflection and growth.

Next Steps and Areas for Growth

Providing continued learning opportunities for teachers to share assessment strategies, data analysis techniques, and how to best plan for and respond to data, in particular, how to best design instruction for students’ needs. With the new curriculum continuing to be a focus for additional learning, assessments will also be an important tool to measure student progress. As well, we hope to continue to grow as a collective staff in the ways we can make visible our learning, reflection, and growth.

PROTOTYPE #2

Instructional Design & Coaching

Name: Instructional Design

Scope: School-wide / classroom and grade team-focus

Indicator of Success: Increased student success in literacy and numeracy

Description:

In order to further our work in optimizing student growth and achievement we must plan and design teacher instruction strategically. Assessments, observations, student interests, abilities, and strengths, all will play a role in the design work for a teacher. The teacher will develop an understanding about the relationship and importance of both the process and products for learning, and will carefully consider how students learn determining what materials and methods will most effectively help students achieve their academic goals.

Step 1: Learn about Instructional Design techniques, strategies, tools from specialists or research-based practices

Step 2: Teachers will reflect upon Instructional Design practices, and next steps for areas of growth and work with grade team to share expertise and strengths for flexibility groups and learning experiences.

Step 3: Staff presentations for advancing literacy and numeracy, best practices, materials such as a the Literacy and Numeracy Framework, resource websites, and reflection/ learning tools (throughout the year)

Step 4: Teacher peer-coaching, RVS Specialist coaching and check-ins with instructional design practices, specifically targeting student literacy and numeracy achievement – while making learning connect to the real world and ensuring Indigenous knowledge is embedded in purposeful ways.

Step 5: Ongoing conversations, learning, and reflections about how to make learning visible in a variety of ways for students, staff, and families. (Student showcases, learning nights, learning walks, myBlueprint, weekly communications home, etc)

Prototype Iterations:

Edwards staff already have a wealth of expertise and knowledge in the areas of literacy and numeracy practices, including assessment and how to celebrate and communicate student growth. We started the process in October of having 'Digging into Data' and instructional design sessions with grade 4 and 5 teachers and RVS learning specialists, but then the substitute shortage worsened and these meetings needed to be paused. In November we focused on the collective power found in grade teams and now with this focus, teachers can share instructional design ideas and strategies with their own team.

Winter Learnings:

In addition to teachers learning more about the new curriculum in RVS learning sessions throughout the year, there are also teachers piloting the new science curriculum for next year and gaining insight from that, and others who are participating in a learning cohort for 'The Thinking Classroom' for enhancing numeracy practices. As a school we have been given New Curriculum Funds to help bolster our resources for literacy, numeracy, and wellness. These new resources, along with the teacher's learning and work in professional development, will further advance our collective knowledge and skills as the year progresses. We hope for staff to lead some additional learning sessions or provide coaching for their team or the staff in a variety of ways, including release time.

Here are some examples of learning and insight from each grade:

Kindergarten – We are adapting our long range and short-range plans to incorporate the new curriculum. Examples: curriculum sessions, team discussions, collab with other K teachers. Next steps: this is all still a work in progress

Grade 1 – We modified our long-range plans to ensure that we have incorporated the new/changed aspects of the curriculum. Team members have had a chance to attend one session with RVS on working with the curriculum which allowed for inter-division discussion. We will continue discussions with RVS as sessions happen again in the Spring.

Grade 2 – We differentiate instruction based on assessment data and work to support students and one another in our planning. The new curriculum has been our focus in lesson plans and assessments.

Grade 3 – We are working with a new curriculum and attempting to fill the gaps from the pandemic and the higher expectations of the new curriculum. We have yet to formally “dig into the data” with RVS learning specialists and look forward to understanding the results.

Grade 4 – We use targeted groups and use different activities to meet students where they are at based on assessments and focus on designing plans and units for the new curriculum.

Grade 5 – As a grade team, we collaborate to share ideas and resources. We engage with RVS Learning Specialists when possible and partake in PL opportunities to further our learning and teaching expertise.

Nous collaborons ensemble pour partager des idées et des ressources. Nous invitons et travaillons avec les RVS Learning Specialists, et nous participons aux opportunités d'apprentissage pour développer nos compétences.

Spring Learnings:

This is an area we did not quite start this year, but instructional design continued with new curriculum learning sessions and when teachers responded and designed for student needs and supports.

PROTOTYPE IDEA #3

Making Learning Visible

Name: Making Learning Visible

Scope: School-wide / classroom

Indicator of Success: Increase and make visible learning experiences in the school with MyBlueprint, family learning nights, and French culture and language experiences.

Description:

A pillar of Rocky View Schools educational philosophy, Making Learning Visible celebrates student growth and the process of learning. By creating opportunities for students to share their learning with staff, their families, their peers, and the community at large, they develop many 21st century skills and get to know themselves as learners. We have a diverse student body, and as such, we want to ensure that we are highlighting the many ways we learn and show what we know. As a community with a French immersion program, we also want to make visible the language learning all around the school, and encourage all learners to diversify their love for languages.

Prototype Iterations: This year, we have been able to reintroduce face-to-face

We hope to increase the visibility of student learning:

1. At home and with families in daily home reading, weekly communications, regular detailed entries in PowerSchool, and other school-wide activities or events
2. For the French language both at home and throughout the school by promoting language development through school-wide events such as French Bingo and Carnaval/French Culture

week. We are focusing on increasing the visibility of both English and French by having bilingual signage, announcements, and assemblies

3. With literacy and numeracy nights and engagement with parents
4. By implementing an Edwards Continuum of Learning and common language for Literacy and Numeracy
5. By celebrating when we are independent and doing our best in literacy and numeracy, including school challenges and contests

Winter Learnings:

Here are some examples of learning and insight from each grade:

Kindergarten – We have frequent communication through PowerSchool, email, myBlueprint and Google Classroom. We also make learning visible in the classroom (bulletin and the work we send home). Next steps: continue to update all of these on a regular basis.

Grade 1 – We use various methods of communication to share learning as it is happening with families such as classwork that goes home, social media (School Facebook, classroom and school Twitter, Remind App), agenda messages, myBlueprint, Google Classroom, emails, classroom and school newsletters and of course through updating our PS.

Grade 2 – We communicate with families in numerous ways including; daily agenda, weekly newsletter, emails as needed, PowerSchool, and MyBlueprint. We have meetings with parents as needed.

Grade 3 – We are proud of the ways we communicate learning with families; through daily agenda messages, weekly digital communication (google classroom/newsletters/myBlueprint), keeping our PowerSchool up to date, individual parent meetings as needed).

Grade 4 – Using my Blueprint and PTP and Google Classroom to share. We have done gallery walks, posted learning, and shared newsletters with parents. Daily agenda communication with goals, current learning, and outcomes.

Grade 5 – We employ multimodal practices for instruction and evidence of learning. Students express their learning in various ways to share with the peers, families, and community. Resources to support learning are shared in both English and French to families, and community members are invited into the school, when possible, to support and enhance learning. Regular updates and communication with families is shared through writing, conversations, and sharing of media (e.g. myBlueprint, photos, and videos).

Nous employons les pratiques multimodales pour enseigner et pour accueillir l'apprentissage. Les élèves expriment leur apprentissage en plusieurs façons pour partager avec leurs familles et la communauté. Les ressources sont partagées en anglais et en français, et les membres de notre communauté sont invités pour nous joindre quand c'est possible. La communication est fréquente avec les familles, et les informations d'apprentissage sont partagées en formes d'écriture, de conversations, et en formes digitales, tels que myBlueprint, des photos et des vidéos.

Highlights:

- Sharing and translating of phonological awareness assessments to address gaps in student phonological awareness skills
- 4/5 O Class - Biliteracy morphology learning project with Carolane Contant
- 5M Class - Writers Celebration
- Grade 5 Student Council engagement with School Council and community

Spring Learnings:

We are proud of the many ways we work to make learning visible across the school. Our next steps include updating our Edwards Literacy and Numeracy Practices and Home Learning Programs.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year



To ensure ongoing school improvement and staff growth we are committed to the following areas for PL.

École Edwards Professional Learning Plan

**BELONG. LEARN. SUCCEED.
APPARTENONS. APPRENONS. RÉUSSISSIONS.**

First Nations, Metis, Inuit Foundational Knowledge

ATA or RVS workshops and connections, using the teaching quality standard as a guide, 4 Seasons of Reconciliation online course, school-wide learning activities with guests and elders throughout the year. Design learning with Indigenous perspectives interwoven within.

Positive Behavioural Interventions & Supports – PBIS

- Monthly PBIS meetings, school-wide monthly themes
- Regular updates in staff meetings
- Design weekly announcements, monthly assemblies, and House Team activities to further promote PBIS expectations
- Use parent communications home, school council, and student showcase opportunities

Inclusion & Universal Design for Learning

- Review UDL strategies and complete classroom reflection checklists
- Sharing knowledge & Learning Walks
- Teacher Inclusion Meetings and Coaching with CPS formats and class profile reviews
- Increase resources, tools, and creative options for students
- Celebrate language learning

Making Learning Visible with Parents

- Review RVS administrative procedure for communication of student learning
- Connect student learning with families through student reflection and learning samples using myBlueprint online portfolio and in print formats
- Discover ways to involve parents in student learning, making learning visible at home - reflections/feedback
- Increase bilingual opportunities for parents
- Weekly learning communications home
- Celebrations and showcases

Student Success in Literacy & Numeracy

- Teaching Quality Standard (TQS) reflection tool
- Complete RVS Assessment requirements and continue regular assessments for and of learning
- Learn best practices for assessment and instructional design in both French and English
- Target literacy and numeracy strategies in classrooms using flexible groupings & assessment data
- Review RVS Assessment Administrative Procedure with staff
- Share grade team practices, encourage classroom teacher visits, increase instructional supervision

Together, we are always growing and learning. Together, we each carry insight, expertise, and strengths to help our students flourish!

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$3,473,824	\$3,445,916	\$3,399,021
Support Staff	\$670,331	\$724,716	\$806,146
Services & Supplies	\$239,778	\$226,847	\$295,322
Other			
Contingency			
TOTAL EXPENDITURES	\$4,383,933	\$4,397,479	\$4,500,489

SCHOOL COUNCIL REVIEW

Dates of School Council Engagement: [January 25](#), [March 22](#)

What resonates with parents? What inspired them?

- Belonging and Care focus in the school is so important and great!
- Love the monthly themes for the expectations, the assemblies and the lessons by teachers
- Creating a positive culture and understanding differences, inclusion is felt
- Outdoor activities and learning walks for students and staff, great component
- We want our children to be good humans
- Making sure people feel included
- Indigenous and French cultures and languages – building understanding weaved throughout the school, love it!
- Building strong teams learning together – builds a sense of community and pride for both staff and students
- Love that buddies are back!

What questions did they have?

- If parents are looking for other resources to help with literacy and numeracy at home - where to go?
- Wonder about the assessment data being low and when we will see growth? Are students able to improve and catch up with not enough staff and help?

What did they find tricky?

- Finding it tricky with kids being away missing learning and creating larger gaps - how do they catch up and how can parents help with this?
- Sometimes students may feel disengaged in class and don't want to come to school, what can parents do?
- Classroom sizes - feels really hard - how can kids get the literacy and numeracy help they need when there's just one teacher? What about support for students who are struggling with anxiety and mental health, this is hard with large classes.

How can parents play a more active role in its implementation?

- Coming to parent meetings like School Council, participating in feedback opportunities
- Reaching out to your child's teacher(s), staying connected
- Weekly notices, setting reminders and checking marks from PowerSchool, staying informed
- Volunteering at the school and in the classroom
- When teachers send out homework or tasks for practice at home – doing to work with your kids goes a long way to help them feel successful!
- Parent volunteers on field trips and activities inside the school

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

R. Lund-Hamme April 3, 2023.

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.

<input checked="" type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Do not agree
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[Signature] APRIL 3, 2023

School Council Chair Signature

Date