INNOVATORS BY DESIGN

RancheView School

ROCKY VIEW SCHOOLS   May 2021

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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:

- **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.

PRINCIPAL'S MESSAGE

RancheView Schools' focus has always been and continues to be on community building. Throughout this very different year, we continue to value all of our community members and focus considerably on the social emotional well-being of everyone. This being said, we have had to do community building in a very different way given the restrictions placed upon us due to COVID-19. Our priority continues to be on our students, and we also understand that our families want to know about the learning that is happening in school. This year more than ever, we need to find creative ways to share this learning out since families are not permitted inside our building. Instagram, weekly highlights, school and class websites, PowerSchool and MyBlueprint are all platforms we use to help our families "see" into the learning for their child. We look forward to a time when we can open our doors and physically invite the whole community inside.

Taking the learning outside is important to our community. This means that classes spend time outside on a daily basis over and above recesses. Our teachers engage in professional learning to develop their skill set around outdoor learning, we collaborate with CPAWS (Canadian Parks and Wilderness Society) to help with this learning and have a dedicated teacher who focuses on outdoor education and outdoor learning. We know that the best way to get our students and staff to care about the land is to get them out on the land. Taking the learning outside weaves nature literacy into this learning and helps everybody deepen their understanding about how the land contributes to our well-being. Being out in nature helps to support our mental health and we know that at this given time this focus is more important than ever.

As we continue to develop our amazing community, we recognize that cultural inclusivity is important to ensure everyone feels a sense of belonging. This requires additional learning for many of us as we embrace each and every person for whom they are. Learning more about First Nations, Métis, and Inuit peoples, people of colour and LGBTQ2S+ people, are all included in our focus on cultural inclusivity. Deepening our understanding through literacy and conversation is the starting point for this important focus.

We are a community who care for one another, we focus on kindness and respect, and we understand that the more we get to know one another, the more we are connected. We know that together is better, and by working together we can make a difference in supporting our Wranglers to be strong learners and leaders.

Sharon Cronin

Principal

SCHOOL PROFILE

RancheView School **Principal:** Sharon Cronin **Assistant Principal:** Cody Kempster **Assistant Principal:** Jonathan Klinger **Address:** 2 Sundown Road, Cochrane, AB **Phone:** 403-932-9811 **Email:** rancheview@rockyview.ab.ca **Website:** https://rancheview.rockyview.ab.ca	**Vision:** Growing inside by leading outside. **Mission/Beliefs:** *We believe* that we can make a difference in our world. *We inspire* each other, we find inspiration within and we are open to being inspired! *We learn* about leadership and the environment. *We respond* to the individual needs of all learners by ensuring that learning is personalized and is relevant to our interests and our needs. *We Lead* … regardless of our age, we are leaders!

Unique features of our school:
- K-8 school in the heart of Sunset
- Strong community focus
- Focused on weaving literacy and numeracy into outdoor learning

No. of Teachers: 41

No. of Support Staff: 28

Grades Served: K-8

What parents say about our schools?

- "In certain circles, it is said, to _know_ a person, is to truly love them. And, this is why every weekday morning - no matter the weather, current pandemic restrictions, or prevailing pre-teen mood, my kids and I smile as we walk and talk and make our way to school. For, you see, at RancheView School, my children are _known_ - by name, beyond circumstance, and for all that they are learning and yearning to be. *At RancheView School, my children are loved*. And that, my friends, is _everything_!" S. T. (parent of grade 5 and 7 Wranglers)
- "My impression of RancheView School formed quickly the very first day we stepped into the building. We were a new family to Cochrane and had moved from out of Province just two weeks prior. Every day since, my kids connect with their teachers and feel cared for, valued, and contribute to their learning environment. RancheView School has been a huge blessing to our family, and I am so grateful for the staff that have literally turned my children into new learners, and better people. Thank you for all you do!" M.P. (parent of grade 2, 5 and 7 Wranglers)

THIS YEAR'S LEARNINGS

Students Insights

Student Engagement	**Inclusion**	**Instruction**	**Making Learning Visible**
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible

What do you think are some things that are going well?
- Taking the learning outside, Career and Technology Foundations (CTF) options are available and include student voice.
- Students' social, emotional, and academic needs are being met.
- Learning is relevant to real-life experiences and made visible through project-based learning where learning outcomes and processes are made clear.
- Student learning progression is visible through teacher assessments and Real-Time Reporting.

What do you think could be worked on or improved?
- Providing more choice and student voice in the way students learn and what the focus of the learning is.
- Including student voice in the decision-making process on topics that impact our students (ie. Clubs, recess/lunch options, student focused celebrations, Music, Physical Education).
- More student voice in the assessment process.

What actions could our school take to do better?
- Providing more opportunity for student voice and choice on classroom and school-wide decisions.
- Allowing students to engage in typical routines outside of those in place to support COVID protocol.
- Altering the learning environments and being more flexible in the strategies available to make their learning visible.
- Engage students when developing assessments and seek input from the students regarding areas they would like teachers to focus on when providing feedback and assessment.

Parents Insights

Student Engagement	**Inclusion**	**Instruction**	**Making Learning Visible**
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible

What do you think are some things that are going well?
- Wellness room being maintained through COVID restrictions has been helpful.
- Staff members have remained levelheaded and calm through everything.
- Enjoying class and "online" homework consisting of learning games and reading apps along with having students in the upper grades using online platforms.
- Keeping 3-way conferences with teachers, even though we can't do it in person.

What do you think could be worked on or improved?
- Students not being able to keep items at school (ie. All materials need to be taking them home each day).
- Inability to have students change for PE.

What actions could our school take to do better?
- Keeping the 'Spirit Days' and other related days to maintain/increase positive & fun experience.
- Make sure parents are aware of how to access learning if at home learning occurs.
- Numeracy and literacy intervention.

Staff Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible

What do you think are some things that are going well?
- RancheView has created a strong sense of community that is welcoming and safe for both staff and students.
- Students' learning journey and growth are visible through the use of platforms such as, Instagram, MyBlueprint and PowerSchool.

What do you think could be worked on or improved?
- Ensure all RancheView students are equally represented in all we do.
- Differentiating instruction to meet the needs of all learners.

What actions could our school take to do better?
- Further develop relationships with community members/partners.
- Move assessment practices away from grades and towards a focus on comments and overall growth (outcomes-based learning).

School Diversity Profile

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Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?
- Targeted – 72%
- Specialized – 24%
- Intensive – 4%

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What structures and strategies will you implement to support students with targeted needs?
- Child Development Advisor (CDA) supports (one to one, small cohorts and in class instruction)
- Levelled Literacy Intervention support
- Learning Assistants in classroom
- Individual and small group teacher support
- IPP's/PLP's/medical plans
- Collaborative Support Meetings
- Learning support weekly meetings
- Student Orientation to School Questionnaire (SOS-Q) data
- School Learning Support Group (SLSG) meetings (3 times/year)
- Universal supports for all
- Diversity in furniture and learning tools
- Assistive technology, where appropriate

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What structures and strategies will you implement to support students with specialized needs?
- All the above and:
- OT/Speech/Division Behavior Specialist/FSL/Learning Specialist
- Community Liaison Officers
- Education Psychologist
- Admin support
- Extensive Learning support and Learning Assistant support
- Vision consultant
- Audiology consultant

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What structures and strategies will you implement to support students with intensive needs?
- All of the above from previous and:
- Behavior Support Plan
- Safety Plans
- Consultation and mentoring from divisional support
- Scheduled review meetings
- Access to Specialized Interventions (AHS, Mental Health Services, etc.)

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RVS Student Satisfaction

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction's updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students in May of 2020. As a result of the impacts of COVID-19, the survey was not administered.

	2019/20	Gr. 3-5	Gr. 6-8

What do you think are some things that are going well?
• N/A • N/A
What do you think could be worked on or improved?
• N/A • N/A
What actions could our school take to do better?
• N/A • N/A

RVS Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	98%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	82%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	67%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in **English language arts and mathematics.**	Report Card Data		
		English Language Arts	Mathematics
Division 1 (grades 1-3) Emerging to Mastering		97%	99%
Division 2 (grades 4-6) Emerging to Mastering		99%	99%
Division 3 (grades 7-9) Emerging to Mastering		92%	91%
Division 4 50 per cent +		N/A	N/A
First Nation, Metis, Inuit: Emerging to Mastering		100%	97%
English Language Learners: Emerging to Mastering		94%	94%
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.	APORI ACOL Measure	82%	

What do you think are some things that are going well?
- Attendance - 98% of RancheView students are absent less than 10%.
- Achievement - Our division 2 grades achieved 99% in terms reaching emerging to mastery in both English Language Arts and Mathematics.

What do you think could be worked on or improved?
- Professional Learning – 82% of teachers feel the professional learning received from the school authority has contributed to their ongoing growth.
- Achievement – Our division 3 grades achieved 91% in terms of reaching emerging to mastery in Mathematics.

What actions could our school take to do better?
- School authority professional learning opportunities could be promoted more effectively to staff (ex: staff meetings).
- Division 3 teachers could draw upon divisional supports such as the numeracy specialists and grade specific math toolkits to help improve and drive instruction.

APORI Pillar Results

Due to the COVID-19 pandemic, provincial achievement tests and diploma exams were not completed in 2019-2020. The results posted in the "current school year" are from the 2018-19 school year.

Measure Category	Measure	RancheView 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
Safe and Caring Schools	Safe and Caring	78.7	89.1	87.9	89.4	89.0	89.2	Low	Declined Significantly	Concern
Student Learning Opportunities	Program of Studies	74.2	81.9	83.6	82.4	82.2	82.0	Intermediate	Declined	Issue
	Education Quality	78.9	92.3	89.2	90.3	90.2	90.1	Very Low	Declined Significantly	Concern
	Drop Out Rate	*	n/a	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.4	72.9	79.0	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	10.3	8.0	12.4	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	67.1	81.9	72.3	84.1	83.0	82.7	Low	Maintained	Issue
	Citizenship	67.2	81.1	80.1	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	75.1	73.0	72.6	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	62.8	73.9	72.1	81.5	81.0	80.9	Very Low	Declined	Concern

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What do you think are some things that are going well?
- Families and student feel safe and cared for.
- Staff feel that the level and opportunity for professional learning is good.

What do you think could be worked on or improved?
- Improved teacher clarity regarding the material that students are learning about.
- Increasing the variety of learning opportunities available to students.

What actions could our school take to do better?
- Providing additional opportunities for parents to become informed to ensure they are aware of the learning opportunities and social/emotional supports that are available.
- Engaging parents in the day-to-day learning activities and learning opportunities that their child is experiencing.

Provincial Achievement Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6: Acceptable Standard: Standard of Excellence:	94.6 10.8	83.5 17.9	71.3 8.8	83.2 17.8	N/A N/A	N/A N/A	75% 12%

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
MATH GRADE 6: Acceptable Standard: Standard of Excellence:	75.7 0	72.9 14.0	70.0 3.8	72.5 15.0	N/A N/A	N/A N/A	75% 5%

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 6: Acceptable Standard: Standard of Excellence:	89.2 29.7	78.8 30.5	71.3 17.5	77.6 28.6	N/A N/A	N/A N/A	80% 20%

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 6: Acceptable Standard: Standard of Excellence:	81.1 27.0	75.1 23.2	81.3 11.3	76.2 24.4	N/A N/A	N/A N/A	82% 15%

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Winter Insights

What steps have we taken? What is working?
• Staff have been made of aware of and encouraged to read through the Inclusive Education Practice Guide. • We have utilized Shelley Moore videos for professional learning (PL) around inclusion. • Budget reflects Inclusion. • Breakout PL sessions are offered for all staff around inclusion. • Class reviews as the needs arise. • Anti-racism conversation group has started. • Book clubs.
What's been tricky?
• When needs/behaviours present that we/teachers had not planned for. • Ensuring we build time into collaboration meetings, staff meetings and PL days to review inclusionary practices. • Helping teachers to understand the purpose and benefit of class reviews.
What will we do, moving forward, to embed the practice guide into the fabric of our schools?
• We will continue to make inclusion a topic in breakout sessions on PL days and continue to offer after school sessions. • Do a jigsaw review with the practice guide to ensure it's being read/reviewed. • Continue to make a culture of inclusivity a priority.

PROTOTYPE PLAN

How Might We? - Support all learners within COVID restriction?

What Priority Areas Does It Address? Student Engagement and Inclusion

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Sources of Feedback
- Ongoing conversations with staff, parents at school council meetings and with students in classes

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End Goals
- To have everyone feel safe physically.
- Support the social/emotional needs of all.

PROTOTYPES

Name: COVID Safety Plan
Scope: Staff and students
Indicator of Success: Student focus groups, feedback at School Council Meetings, staff feedback through staff meeting discussions and a shared document
Description: The re-entry plan was developed and posted to our website at the beginning of the year and adjusted as needed based on direction from AHS and RVS. The plan is regularly communicated to all stakeholders and reviewed with staff and students.

Prototype Iterations:

What's working? Students and staff are following all COVID measures while on school property, and parents/guardians remain off school property to limit increased numbers on site.

What's been tricky? Students not able to mix with peers; teachers not being able to have shared resources amongst students; volunteers not being able to be in the school.

What will we do moving forward? We will continue to adhere to protocols all the while, finding creative ways to engage students, which includes getting them outside daily.

Winter Learnings: Our community is very resilient. Although there are many things we would like to do differently, most understand the importance of following protocol to help keep everyone safe. We will continue to take the learning outside!

PROTOTYPES

> **Name: Support of Social/Emotional Needs**
> **Scope:** Staff and students
> **Indicator of Success:** Survey parents/families, number of staff wanting to maintain wellness focus, number of students accessing the Wellness Room, number of teachers accessing CDA(Child Development Advisor) presentations
>
> **Description:** Helping our staff, students and families with their social/emotional needs, especially during COVID-19, is a top priority at RancheView. We continue to provide services and supports as needed, including access to CDA support and divisional staff as required.

What's working? CDA supports that include one-to-one as well as full class presentations. The ongoing use of the wellness room (including an online wellness room) taking cohorts into consideration. Our relaxed entry allows for less congestion in all entrances and students lining up outside (classes spaced 2m apart) allows for one class at a time to enter after recesses. Lengthening our lunch hour has allowed more students to go home and allows for everyone to have at least a 30 minute break. Our focus on positive play at all ages has helped to decrease pressures on students and staff. Offering a digital grandparent program is supporting several of our learners in the ability to connect with someone outside of school. Getting students outside daily (over and above recesses) is improving everyone's overall attitude.

Wellness Wednesday is offering some support for staff with little reminders for self-care. Teacher collaboration time is helping support teachers to focus on "doing this together" which helps with workload. Staff book clubs are offered to allow for great connection. Monthly walk and talk staff meetings not only leads by example "taking the learning outside" but also allows staff to connect monthly in the great outdoors!

What's been tricky? Working within COVID-19 restrictions, students from different classes not interacting.

What will we do moving forward? Continue with outdoor learning focus, explore new ways to coach students and build on what we are already doing.

Winter Learnings: Staff and students are embracing taking the learning outside and value the importance of nature literacy. Connecting with the land is helping everyone to find purpose in being outside and gaining a deeper appreciation for how the land sustains us.

PROTOTYPE PLAN

How Might We? - Ensure instructional design practices are embedded in instruction?

What Priority Areas Does It Address? Instructional Design and Inclusion

> **Sources of Feedback:**
> - Ongoing conversations with staff, parents at school council meetings and with students in classes
>
> **End Goals**
> - To provide students with instruction that is authentic and relevant to the learners.
> - Support teachers in intentionally planning authentic learning opportunities.

PROTOTYPES

Name: Outdoor Learning
Scope: Staff and Students
Indicator of Success: Number of outdoor activities students take part in, frequency of classes getting outside, parental feedback through emails and at school council meetings, ongoing staff conversations

Description: Through a continued focus on outdoor learning, and the involvement of CPAWS, staff and students are connecting to nature and using the outdoors as a primary learning environment.

What's working? Staff and students are getting out into nature more this year than ever before. The involvement of CPAWS has helped teachers' confidence in terms of feeling comfortable in the outdoors.

What's been tricky? Having all teachers see the value in outdoor learning and being able to connect outdoor learning to specific curricular outcomes.

What will we do moving forward? Continue to foster a culture that promotes outdoor learning and provide all staff with the "why" behind why we are an outdoor learning focused school community.

Winter Learnings: Our community is seeing the value of outdoor learning and are appreciative of our efforts to get our students outside, especially during COVID-19. There is work to be done in developing community partnerships and this will continue to be a key aspect of what we do going forward.

Name: Cultural Inclusivity
Scope: Staff and Students
Indicator of Success: Staff are more confident in delivering First Nations, Metis and Inuit(FNMI) based, and culturally diverse content and students are engaging in these learning opportunities. Content is accessed through resources in the Learning Commons, professional learning opportunities for staff, divisional supports and through educational opportunities with CPAWS

Description: FNMI and culturally diverse content/learning opportunities are more intentionally woven into instructional practices within our building.

What's working? Staff are beginning to engage in conversation around diversity by creating bulletin boards that raise awareness for students and staff. Staff are beginning to utilize resources available in the building. Some teachers are taking a leadership role around FNMI through celebrations, such as "Orange Shirt Day" and "Rock Your Mocs".

What's been tricky? Intentionally weaving FNMI and culturally diverse learnings into teacher planning and practice.

What will we do moving forward? Continue to foster a culture that values diversity as well as learning opportunities that provide teachers with knowledge, resources and strategies that support all culturally diverse learning.

Winter Learnings: Celebrations of diversity are growing through staff initiatives focused on bringing awareness about diversity to students and other staff. Everyone is at a different place in their understanding and implementation of topics related to cultural diversity.

PROTOTYPE PLAN

How Might We? - Make learning visible for all stakeholders?

What Priority Areas Does It Address? Making Learning Visible

Sources of Feedback
- Ongoing conversations with staff, parents at school council meetings and with students in classes.

End Goals
- To ensure parents and caregivers are informed about their child's learning.
- Students can clearly articulate who they are as a learner and what they need to do to improve.
- Increase staff connection and school culture.

PROTOTYPES

Name: Digital Communication Platforms

Scope: Students, Staff and Parents
Indicator of Success: Number of users (teachers and parents) on the various platforms, survey out to our families
Description: Instagram and other platforms such as Class Dojo and MyBlueprint are used by many staff to ensure parents and guardians are informed about their child's learning.

What's working? Staff have seen the value in using digital communication platforms and many have adopted one or more platforms as part of their practice.

What's been tricky? Staff learning the different platforms and making time to keep the platforms updated.

What will we do moving forward? We will continue to have staff share their successes using these platforms to promote their continued use.

Winter Learnings: Staff see the value in sharing learning with these formats. Parents/caregivers express ongoing appreciation for the use of these platforms and indicate that they feel very informed about their child's learning as a direct result.

Name: PowerSchool & Real-Time Reporting

Scope: Students, Staff and Parents
Indicator of Success: Percentage of parents accessing Power School, anecdotal comments from parents, conversations with students and staff
Description: PowerSchool and Real-Time Reporting are consistently used to communicate student achievement and areas for growth.

What is working? Teachers are communicating student achievement and areas for growth regularly. Students and parents are accessing PowerSchool to remain informed about achievement and areas of growth.

What's been tricky? Refining assessment practices that enables staff to efficiently report on student achievement and areas of growth.

What will we do moving forward? Continue providing professional learning opportunities to support staff in using PowerSchool as well as assessment practices that support student growth. Continue to inform our community about Real-Time Reporting and provide opportunity to access PowerSchool in an efficient manner.

Winter Learnings: Although teachers are concerned that families are not accessing comments in Power School, families have not indicated that they do not feel informed about their child's achievement. Effective reporting on student achievement remains a priority.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How does outdoor learning impact the wellness of staff and wellness and academic achievement of students?
- How does shared leadership within our school help deepen practices around cultural inclusivity, literacy, numeracy and assessment?

Learning Outcomes
- Increased social/emotional wellbeing for staff and students, as well as increased academic achievement.
- An increase in staff taking leadership roles and showing a willingness to share their expertise.

Strategies
- Connecting with CPAWS (Canadian Parks and Wilderness Society) and other local outdoor learning organizations.
- Staff facilitating different modules/sessions around cultural inclusivity, literacy, numeracy and assessment.
- Continue with book clubs and optional after school learning sessions.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	3,717,987	4,212,574	3,896,810
Support Staff	849,511	1,040,383	926,787
Services & Supplies	170,611	209,808	161,473
Other			
Contingency			
TOTAL EXPENDITURES	4,738,109	5,462,765	4,985,070

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: To be completed March 16, 2021

What resonates with parents? What inspired them? • The level headedness and professionalism of the staff during the crisis. • Keeping the 3-way conferences has been an important connection.
What questions did they have? • When can we start to see school life return to a near normal environment?
What did they find tricky? • Parents still struggle with getting to grips with PowerSchool and navigating the app.
How can parents play a more active role in its implementation? • Continuing to support their child throughout their progression in school with partnership of the school and teachers involved. • Need to express the important of parenting responsibility and the role they play in their child's development.

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

Sharon E Cronin   February 26, 2021

Principal Signature   **Date**

Representing our school's parent body, members of the parent body played an active role in the development of the playbook. (Circle One)

(Strongly agree)   Agree   Do not agree

                                        March 24, 2021

School Council Chair Signature   **Date**