INNOVATORS BY DESIGN

ROCKY VIEW SCHOOLS

February
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

To achieve our Four-Year Plan, Innovators by Design, our school focus will continue to be ensuring the well-being of our students and staff through what is a very challenging time. In order to best support the well-being of students and staff we have narrowed our focus and have been very deliberate in managing the expectations and demands placed on students, staff and parents (during mandatory at-home learning and times of COVID-19 related self-isolation). The RVS goals of students connecting to passions, interests and people, achieving their potential and navigating as a global citizen are appropriately lofty goals at the best of times. In the midst of a pandemic they become even more challenging, and at the same time, even more worthwhile and significant.

The challenge of supporting the social, emotional and mental well-being of our students and staff is significant, yet at the same time it has provided us the opportunity to make explicit the fact that our staff cares for our students beyond just academics. What is clear in our work this year is that we have a caring and supportive school community. I am very thankful for the parents, who have been incredibly supportive and understanding of the significant challenges we face. I am proud of the responsible and mature approach our students have taken in facing those challenges. Further, I am humbled by the professionalism and dedication our staff has shown as they support and guide students toward meeting our goals.

In furthering our work on the 3 RVS goals, we will continue to promote and support our motto: Responsibility, Integrity, Strength and Excellence – RISE. In the midst of the upheaval of this year, where often times our efforts have been disrupted by COVID-19 and the necessary restrictions that help to keep everyone safe and healthy, maintaining that continuous focus on RISE is important. Those 4 principles will continue to help guide our decision-making as we continue to work through these uncharted waters that COVID-19 has forced us into. In addition to the ongoing focus on RISE, we will continue our work that was begun last year with the formation of our 5 professional learning communities (PLCs): Positive and Restorative Practices, Outcomes-based Assessment, Literacy, Numeracy and Indigenous Perspectives in Teaching and Learning. The work of the PLCs is aligned with the RVS goals and allows our staff the opportunity to work collaboratively with peers on whichever PLC they chose to make their priority. While collaboration has been more difficult this year, and a good deal of the time and resources that would otherwise have been utilized in our PLC work had to be re-directed to focus on COVID-19 protocols and procedures, we continue to make progress in each of the 5 PLCs.

I would like to thank the SCHS School Council, our staff and students for their role in the development of this document. The input and feedback provided to me and our administration team throughout this process has been invaluable and is much appreciated.

Darrell Lonsberry

Principal

SCHOOL PROFILE

Springbank Community High School

Principal: Darrell Lonsberry

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Mission:

Springbank Community High School endeavors to prepare students who will:
- Demonstrate leadership in civic, social and environmental concerns
- Balance academic, athletic and creative endeavors
- Demonstrate a commitment to life-long learning
- Exhibit creative and critical thinking
- Adapt to a continually changing information and media literate world
- Become respectful and responsible adults
- Be prepared for post-secondary endeavors

Beliefs:

All students have the right to learn. To do so means that each student works toward creating a climate that is positive and productive. Home and school must share the responsibility for teaching and guiding young adults to make appropriate choices. By working together, we increase the probability that students will learn responsibility and have respect for self and others.

At SCHS we will **RISE** through our focus on **Responsibility, Integrity, Strength** and **Excellence.**

Unique features of our school?
- Dual Track School (French Immersion, English)
- Reputation for Academic Excellence
- Partnership with Global Sport Academy to offer discipline-specific performance sports programming
- Advanced Placement Art 35, Math 35
- Off-Campus Work Experience/Green Certificate
- Second Language programs in Spanish and French
- Extensive Fine Arts programs in Art, Drama, Music
- CTS programs: Media and Technology, Robotics, Engineering and Design, Coding, Sports Medicine, Foods, Outdoor Education.

No. of Teachers: 37
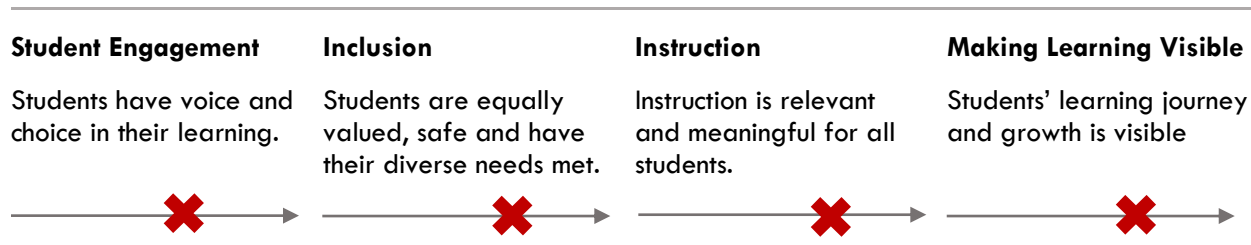
No. of Support Staff: 18

Grades Served: 9-12

What parents say about our schools?
- "Overall, I think SCHS is doing a fantastic job with our students and I'm so pleased that my own children have had the opportunity to be a part of this school community."

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

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What do you think are some things that are going well?
- COVID-19 safety protocols
- Keeping information accessible when students are at home learning
- Staff being connected to students
- Helpful staff who are available to provide extra help and support
- Diversity of options and opportunities for students
- Teachers provide multiple opportunities to be successful (different ways of showing work, opportunity to re-do work)
- Engaging classes that are challenging, but with appropriate supports

What do you think could be worked on or improved?
- Provide more freedoms that existed pre-COVID (opportunities at lunch, field trips, more labs, etc.)
- Make sure students know WHY they are learning what they are learning.
- More opportunities for one-on-one support like the school used to be able to offer during focus block
- More variety in options
- Focus on diversity and inclusion of minorities
- First block is too long – use part of it as focus block the way it used to be offered

What actions could our school take to do better?
- Look into how we can provide the kind of support that Focus Block used to provide, but in a COVID-19 friendly way
- Investigate other options courses for subsequent years

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
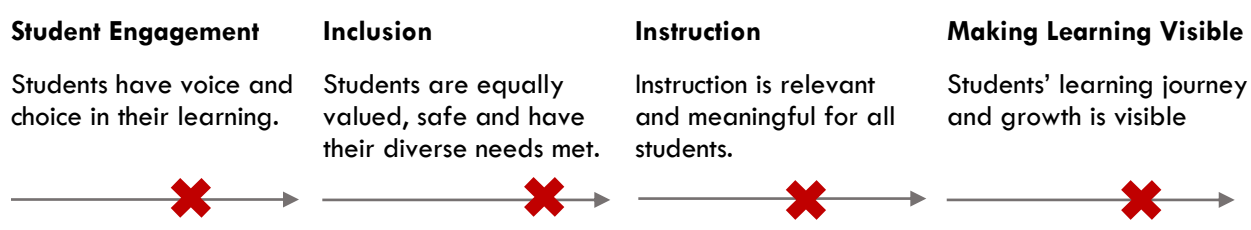
What do you think are some things that are going well?
- Staff does a good job of connecting with students, forming relationships.
- Staff caters well to individual student needs in most cases.
- Good communication of student achievement through PowerSchool (though in some cases could be more timely).

What do you think could be worked on or improved?
- Provide for more creativity in terms of how learning is demonstrated (versus quizzes, tests).
- Larger class sizes impede learning for some; whatever can be done to reduce class sizes.
- Assessment – provide more incentive for students to re-visit outcomes to improve their learning (and achievement). Related to this is ensuring teachers are posting assessment data in a timely manner for both students and parents.
- Continue to work on fostering an inclusive, welcoming environment between students.

What actions could our school take to do better?
- Maintain a student focus, working on inclusion and a strong, positive, welcoming school culture.

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
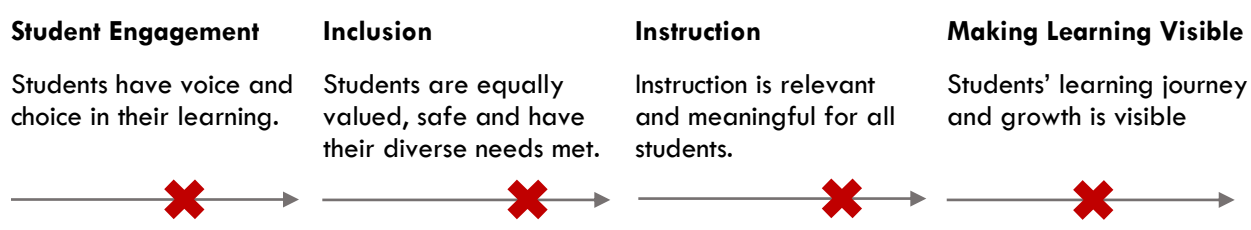
What do you think are some things that are going well?
- Teacher flexibility and adaptability, shifting from in class to online and back again.
- Clearly defined COVID-19 protocols
- Communication from admin, high expectations paired with compassion and kindness
- Professional Learning Communities
- Advisory block is successful in getting across important information regarding safety protocols, graduation requirements, upcoming events, etc.
- Career Counselling
- Teachers offer variety in terms of student assessment
- Outcomes-based assessment prototype is successful

What do you think could be worked on or improved?
- Increase student engagement – focus more on learning, versus marks
- Stronger focus on understanding Indigenous perspectives; connect with elders from Tsuut'ina
- Lack of options on timetable (need shop, Cosmo, world history, psych...)
- Community events to increase school spirit, including celebrations of learning
- Clearly defining the school goals: What do "making learning visible" and "engagement" actually mean in our context?
- Appropriate course selection for students with needs (-2 versus -1)
- Meeting needs of diverse learners in classrooms - universal strategies and supports
- Increased use of Learning Leads for school wide decisions
- Relationship and mental health focus in addition to instruction in classes
- Adapting teaching to provide multiple access points for diverse learners

What actions could our school take to do better?
- More comprehensive and ongoing communication between admin and teachers
- Provide further PL and support for differentiation in order to better meet the needs of all students. Includes PL on particular learning disabilities (e.g. executive functioning) as well as PL and support on how to best utilize SSPs to guide learning and teaching for those students.
- Continue to expand course offerings, including options and expanding access for -2, -3 courses as well as specialized programs (e.g. Building Futures).
- Provide release time and support for collaborative planning.
- Regular and ongoing check-ins amongst staff to help ensure positive mental well-being.
- Making learning visible through showcasing student work in the school (TVs, announcements, displays, etc.) as well as externally (website, social media, Phoenix Flyer, etc.)

School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations? • Targeted – 5% • Specialized – 2% • Intensive – <1%	What structures and strategies will you implement to support students with targeted needs? • Assistive technologies, including speech to text and text to speech. • Maintain robust on-line teacher presence so students have access to learning materials ahead of time as well as after the fact, access to notes, vocabulary, etc. ahead of time • Enhanced access to counseling supports – e.g. on-line access to counselors

What structures and strategies will you implement to support students with specialized needs? • In their role as student advisors, assigned staff members perform regular check-ins with students. The focus of these check-ins (face-to-face and/or digital) is to first check on the mental/emotional well-being of the student, then to help them manage their academic commitments. • Continue to evolve the role of Learning Support Assistant to provide more specialized supports. For example, guided reading with small groups of grade 9 students, provide them professional learning to better support the social-emotional needs of students. • Continue Student Advisor role to support particular students, both academically and in their emotional/mental well-being.

What structures and strategies will you implement to support students with intensive needs? • Continue Student Advisor role to support particular students, both academically and in their emotional/mental well-being. • Collaborate with district supports to help ensure appropriate supports; this would also include community partners such as Vecova.

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. 6-9	Gr. 10-12

What do you think are some things that are going well?
- N/A

What do you think could be worked on or improved?
- N/A

What actions could our school take to do better?
- 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	96.0%	
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	59%	
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	N/A	
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 4 50 per cent +		91.5%	90%
First Nation, Metis, Inuit: Emerging to Mastering		73%	84%
English Language Learners: Emerging to Mastering		92%	92%
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	74.2%	

What do you think are some things that are going well?
- Academic achievement remains high
- As a school, student attendance is consistent and strong.

What do you think could be worked on or improved?
- Learning supports for indigenous learners and ELL learners.

- While attendance is strong and consistent overall, there are a number of students for whom attendance is a significant barrier to successfully completing high school in 3 years.

What actions could our school take to do better?
- Implement the elements of the Inclusive Education Practice Guide.
- Continue to utilize learning support assistants in the role of student advisor for struggling learners and those who have attendance challenges.

APORI Pillar Results

Measure Category	Measure	Springbank Community High Sch			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	86.4	86.4	89.3	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.8	79.3	79.8	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	82.1	84.6	88.1	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	0.6	0.7	0.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	91.8	93.2	93.4	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	89.4	88.9	89.2	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	30.6	28.1	28.5	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.9	95.1	93.3	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	33.7	41.3	38.4	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	75.9	82.6	83.2	56.4	56.3	55.6	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	85.5	90.7	91.3	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.9	58.2	60.5	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	76.7	79.7	82.7	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	73.5	73.0	78.1	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	70.1	72.3	78.9	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	70.4	72.5	75.8	81.5	81.0	80.9	Low	Declined	Issue

Note - 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 2018-2019 school year.

What do you think are some things that are going well?
- Very strong academic program
- Students, staff and parents report that this is a safe place to work and learn

What do you think could be worked on or improved?
- Parental involvement – work with School Council on ways to improve or expand opportunities for parental involvement.
- Students and teachers report they are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education; however, parental results are well below provincial averages. This may be a function of communication with our parent community. At the same time, internal survey feedback from students and staff indicates the need to continue to expand the breadth and variety of course offerings as much as possible in our setting

What actions could our school take to do better?
- Better quality, more consistent communication with our parent community.
- Continue to develop a broad range of programming options, including for students who have learning challenges.

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 9: Acceptable Standard: Standard of Excellence:	90.9 22.0	76.1 14.7	96.2 27.7	75.1 14.7	N/A N/A	N/A N/A	96 28

LANGUAGE ARTS FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
L.A. GRADE 9 FI: Acceptable Standard: Standard of Excellence:	80.6 6.5	81.4 9.8	91.9 10.8	82.9 12.3	N/A N/A	N/A N/A	92 11

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
MATH GRADE 9: Acceptable Standard: Standard of Excellence:	85.6 26.8	59.2 15.0	79.9 28.3	60.0 19.0	N/A N/A	N/A N/A	83 28

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 9: Acceptable Standard: Standard of Excellence:	93.8 34.4	75.7 24.4	92.4 41.8	75.2 26.4	N/A N/A	N/A N/A	93 42

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 9: Acceptable Standard: Standard of Excellence:	87.1 33.0	66.7 21.5	89.7 29.3	68.7 20.6	N/A N/A	N/A N/A	90 32

SOCIAL STUDIES FRENCH IMMERSION	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial. Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 9 FI: Acceptable Standard: Standard of Excellence:	77.4 9.7	76.8 20.9	78.4 29.7	77.8 22.8	N/A N/A	N/A N/A	79 30

What do you think are some things that are going well?
- Students consistently out-perform provincial results in almost all subjects, at both the acceptable standard and standard of excellence.

What do you think could be worked on or improved?
- Our French Immersion results are not as high relative to the provincial results as do our English language results. However, this is not surprising, as Francophone student results are also incorporated into the overall results.
- We will continue to work on improving the percentage of students who achieve acceptable standard, despite the fact that our results are already high.

What actions could our school take to do better?
- Continue to focus on inclusive practices to better meet the needs of all students.

Diploma 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.

	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
ENGLISH 30-1							
School Awarded – Acceptable	100	97.9	100	98.0	N/A	N/A	100
Diploma – Acceptable	99.4	87.5	97.3	86.8	N/A	N/A	100
School Awarded – Excellence	44.5	34.5	42	35.1	N/A	N/A	43
Diploma – Excellence	20.6	13.2	14.3	12.3	N/A	N/A	18
ENGLISH 30-2							
School Awarded – Acceptable	100	95.9	93.8	96.1	N/A	N/A	97
Diploma – Acceptable	100	88.0	100	87.1	N/A	N/A	100
School Awarded – Excellence	11.1	15.2	0	15.4	N/A	N/A	6
Diploma – Excellence	27.8	13.1	12.5	12.1	N/A	N/A	20
FRENCH LA 30							
School Awarded – Acceptable	100	99.8	100	99.7	N/A	N/A	100
Diploma – Acceptable	100	93.8	100	91.5	N/A	N/A	100
School Awarded – Excellence	78.9	60.0	69.2	56.7	N/A	N/A	74
Diploma – Excellence	10.5	11.0	10.5	10.1	N/A	N/A	11
SOCIAL 30-1							
School Awarded – Acceptable	100	99.0	98.1	99.1	N/A	N/A	100
Diploma – Acceptable	92.0	86.2	92.6	86.6	N/A	N/A	92
School Awarded – Excellence	37.5	43.3	35.2	43.6	N/A	N/A	36
Diploma – Excellence	23.9	17.7	29.6	17.0	N/A	N/A	30
SOCIAL 30-2							
School Awarded – Acceptable	94.7	95.8	100	96.4	N/A	N/A	97
Diploma – Acceptable	92.1	78.8	93.8	77.8	N/A	N/A	94
School Awarded – Excellence	31.6	19.6	18.8	20.2	N/A	N/A	25
Diploma – Excellence	31.6	12.2	33.3	12.2	N/A	N/A	33
MATH 30-1							
School Awarded – Acceptable	98.9	96.1	98.6	96.2	N/A	N/A	99
Diploma – Acceptable	82.4	77.8	75.4	77.8	N/A	N/A	79
School Awarded – Excellence	52.7	52.3	60.9	51.6	N/A	N/A	61
Diploma – Excellence	39.6	34.7	31.9	35.1	N/A	N/A	36
MATH 30-2							
School Awarded – Acceptable	100	94.4	100	94.3	N/A	N/A	100
Diploma – Acceptable	91.3	74.2	80.5	76.5	N/A	N/A	86
School Awarded – Excellence	39.1	26.9	39.0	28.6	N/A	N/A	39
Diploma – Excellence	21.7	16.4	9.8	16.8	N/A	N/A	16
BIOLOGY 30							
School Awarded – Acceptable	100	97.1	100	97.5	N/A	N/A	100
Diploma – Acceptable	100	86.6	97.7	83.9	N/A	N/A	99
School Awarded – Excellence	72.5	50.4	59.1	49.3	N/A	N/A	66

Diploma – Excellence	69.7	36.6	53.4	35.5	N/A	N/A	62
CHEMISTRY 30							
School Awarded – Acceptable Diploma – Acceptable	100 98.7	97.1 83.6	100 98.5	97.3 85.7	N/A N/A	N/A N/A	100 99
School Awarded – Excellence Diploma – Excellence	69.2 70.5	52.7 38.3	70.1 62.7	53.9 42.5	N/A N/A	N/A N/A	70 67
PHYSICS 30							
School Awarded – Acceptable Diploma – Acceptable	100 98.1	97.4 86.2	100 100	97.8 87.5	N/A N/A	N/A N/A	100 100
School Awarded – Excellence Diploma – Excellence	70.4 81.5	58.3 43.6	68.2 56.8	58.5 43.5	N/A N/A	N/A N/A	69 69
SCIENCE 30							
School Awarded – Acceptable Diploma – Acceptable	100 93.3	96.6 85.4	100 89.7	96.6 85.7	N/A N/A	N/A N/A	100 92
School Awarded – Excellence Diploma – Excellence	73.3 28.9	39.6 31.5	87.2 20.5	38.1 31.2	N/A N/A	N/A N/A	87 25

Note – targets are calculated as the higher of the average of the previous 2 years or the latest available result

What do you think are some things that are going well?
- Results continue to be strong in all courses.

What do you think could be worked on or improved?
- The discrepancy between school-awarded marks and diploma marks is significant in a couple of subject areas (in particular, Science 30)
- Increase opportunities for students to take courses in-school, versus taking summer school or on-line courses when they are available in-school.

What actions could our school take to do better?
- Teachers collaborate over planning in order to find better consistency between sections and provincial results.
- Increase opportunities for students in all streams and core disciplines: -1, -2, -3, Knowledge and Employability, etc.

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Fall Insights

What resonates, encourages or affirms staff?
- It is clearly stated the significance of us supporting students' social-emotional needs before we can support them academically; the document also strongly and clearly states that all students can and want to learn, provided all of their needs are being met.   - Staff appreciate the focus on school culture, particularly through Positive Behavioral Supports and Interventions (PBIS).   - We are well on our way in a couple of the areas that are fundamental to the document, in particular Universal Design for Learning (UDL) and Balanced Assessment.   - The differences between segregation, inclusion, and teaching to diversity are clear in the document and helped us as a staff reflect on where we are on that continuum of inclusion.

What questions do you have, what needs clarification, what inspires staff?
- In our own context, what are the specific roles of each person involved in supporting students and teachers in developing more comprehensive inclusive practices? Clarity on the roles (and therefore who to go to for particular information or support) is vital moving forward.   - This is big work and will required adequate resourcing (one of the essential conditions listed). How will we ensure that we have appropriate resources to support our evolution as a school? In particular, there were a few people who indicated the need for ongoing, effective professional learning for staff.   - The practice guide encompasses a lot of work and requires a great deal of individual and school investment. It's not possible to take on everything at once, so how will we prioritize our work?   - The implementation of the 5 big pieces of the inclusion guide requires more detail. The practice guide offers a good overview, but in order to progress we need more information about each of the 5 elements.   - There were a few questions about how we will incorporate the work that summarized in the practice guide into our PLC structure and current learning support model.

How might the practice guide inform next steps?
- It can assist us in setting some school-wide goals as we continue to evolve our inclusive education practices.   - It can help us refine our current processes and learning support/counseling structures so that they are aligned with the larger picture that Rocky View Schools has set out in the Inclusive Education Practice Guide.   - It gives us common language to talk about inclusive practices; creates a common understanding for further collaborative work by staff.

Winter Insights

What steps have we taken? What is working?
• TBD

What's been tricky?
• TBD

What will we do, moving forward, to embed the practice guide into the fabric of our schools?
• TBD

PROTOTYPE PLANS

How Might We? – How might we best support our at-risk or struggling learners, including both those who are in-person and those who are at-home learners?

What Priority Areas Does It Address?

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

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Sources of Feedback
- Admin will work with Learning Support Teachers to design the structure, expectations and description for the role of Student Advisor.
- Students and parents are both included wherever possible in the check-ins.

End Goals
- Students who are at-risk will remain engaged in their learning.
- Students who are at-risk or disengaged are connected with a trusted adult in the school.
- Working with the families, staff are able to support students' emotional and mental well-being.

PROTOTYPES

Name: Implementation of Student Advisor Role
Scope: will include at-risk students as well as others identified by admin, learning support and/or guidance team as disengaged in their learning.
Indicator of Success: level of student engagement for identified students.
Description: We will develop a role called student advisor in order to connect a trusted adult at the school to students who are at-risk or disengaged in their learning. Particularly as students transition between in-school and at-home learning (whether that is due to mandatory self-isolation, provincially directed mandatory at-home learning, or the transition between semesters), student advisors will stay connected to those students who are identified as needing that additional support. School administrators, Learning Support Teachers and Learning Assistants will all be assigned to particular students to support them.

Prototype Iterations: We've gone through 2 iterations: the initial implementation prior to the mandatory November 30 mandatory at-home learning, then again when we transitioned to semester 2, when students were able to switch between at-home and in-school learning.

Fall Learnings: The initial implementation was successful in that students were readily identified for the project, role descriptions were developed, students were matched to school staff, tracking sheets (excel spreadsheets) were developed, and a meeting was held with all Student Advisor staff to clarify roles and expectations.

Winter Learnings: The importance of relationships and connections was highlighted through the first iteration. When the Student Advisor had a connection to the student there was more success in helping the student stay connected and engaged. It was more difficult to connect with the students who had been learning at home since the start of the year; this could likely be due to the previous point about connections. The Student Advisors highlighted the importance of the mental/emotional wellness with their assigned students.

How Might We? – How might we move towards outcomes-based assessments in all subjects?

What Priority Areas Does It Address?

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

Sources of Feedback

- Outcomes-based Professional Learning Community
- Teacher participation in division PL and planning meetings on the implementation of outcomes-based assessment in high schools
- Anecdotal feedback from students and parents
- Feedback from teachers on implementation

End Goals

- In selected courses, teachers will utilize outcomes-based assessment to assess and communicate student learning.
- For those teachers involved, a shift more toward a learning-focus versus an achievement focus. We would anticipate students and perhaps parents also making a shift toward learning-focused versus achievement focused.

PROTOTYPES

Name: Utilizing Outcomes-based Assessment in High School
Scope: Science teachers will be assessing select courses using outcomes-based assessment
Indicator of Success: Teachers successfully utilize outcomes-based assessment practices (including reporting as such in PowerSchool). Students will have a clearer understanding of where their strengths and areas for growth are relative to learner outcomes.
Description: Teachers in a variety of our Science courses (Science 10, Chemistry 20, 30 and Physics 30) will utilize the principles and practices for outcomes-based assessment in order to allow students a clearer picture of their learning targets, with multiple opportunities to revisit particular outcomes in order to improve understanding. Additionally, parents will have access to on-going information about their children's strengths and areas for growth in that particular course.

Prototype Iterations: There are differing levels of understanding amongst our staff in how to manage reporting in an outcomes-based assessment course. The shift for students was significant, as they were receiving continuous feedback on their level of achievement on specific learner outcomes, whereas in the past, student achievement on individual learning outcomes was not made explicit to the students (they continued to look for the overall percentage).
Fall Learnings: Teachers must be explicit and intentional about teaching the students where to find information about their achievement on specific learning outcomes. Students wanted to defer to what they were used to - an overall percentage mark. The communication with parents about how to access outcomes-based information in PowerSchool was appropriate. For the most part, parents could make sense of the information that was being presented to them in PowerSchool.

<u>Winter Learnings</u>: The teachers involved in the fall prototype did a fantastic job of implementing outcomes-based assessment practices. The work they did will set the stage for a wider roll-out to the rest of the staff in subsequent semesters. Clear communication with students and their parents is absolutely vital to the successful implementation (as we begin semester 2). Toward that end, as we expand the number of courses that utilize outcomes-based assessment, it would be important that the communication be shared with the whole school community (to help ensure consistency in messaging and expectations).

How Might We? – How might we better utilize a distributed model of leadership to engage more staff and build a shared understanding of RVS's model of inclusion?

What Priority Areas Does It Address?

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

Sources of Feedback

- PLC Leaders and Admin will be responsible for guiding the work under this HMW.
- Staff will have opportunities to provide input on our work in this regard.

End Goals

- Common understand of and language used with the RVS Inclusive Education Practice Guide.
- Greater consistency in practice in providing meaningful opportunities for inclusion for all students.

PROTOTYPES

<u>Name</u>: Professional Learning Communities
<u>Scope</u>: 5 PLCs were struck, with all teaching staff signed up to at least one PLC
<u>Indicator of Success:</u> Level of staff engagement with the work of each PLC. There are particular indicators of success relevant to each PLC.
<u>Description</u>: Based on work done last year, PLCs were developed in order to take up the work on the staff felt were the school's 5 most important priorities (Outcomes-based Assessment, Indigenous Perspectives in Teaching and Learning, Positive and Restorative Supports, Numeracy, and Literacy)

<u>Prototype Iterations</u>: Teachers who were interested in being a PLC Lead applied for the position last spring. The year began with a strategic planning session with district learning specialists, working with the leads to plan out the roll-out of the PLCs. This included a "sales-pitch" for each PLC, after which teachers were asked to sign up to be part of at least one PLC. COVID-19 has significantly impacted our ability to work collaboratively in each PLC. More than that, we have found that some of the time that would have otherwise been dedicated to PLC work needed to be shifted to address COVID-19 related issues.
<u>Fall Learnings:</u> With the impact of COVID-19, we have not had as much time as originally planned in order to take up the work of the PLCs.

<u>Winter Learnings</u>: The original vision for at least one of the PLCs has shifted after the teachers became engaged in the work. In particular, the Positive and Restorative Supports PLC has become one that's focused on student and staff wellness. Again, a lack of time for the work of the PLCs has affected our ability to make significant progress in each area. There have also been a couple of personnel changes that have impacted the continuity of our PLC work. As we progress this year, we will need to revisit the mission, vision and priorities of each PLC to ensure they are still relevant.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How might we best support staff as we further develop our inclusive practices, based on the Inclusive Education Practice Guide?
- How can we best support our staff's mental and emotional well-being?

Learning Outcomes
- Staff have a more thorough understanding of the RVS Inclusive Education Practice Guide, including an evolving knowledge of each of the 5 major components of the Guide: multi-tiered system of supports, PBIS, universal design for learning, balanced assessment and school/class diversity profiles.
- Staff are reporting they are feeling supported and cared for while at work.

Strategies
- Connect our current PLC structure to the components of the Inclusive Education Practice Guide; where there is a gap, strike a committee to provide the leadership in that particular realm.
- Make release time available for collaborative planning on the implementation of the Inclusive Education Practice Guide.
- Continue to make staff mental/emotional well-being a priority through the work of the PLC, provide regular check-ins (formal and informal) with staff – particularly those who may be struggling at any given time, and provide appropriate resources (time, money, personnel) to support mental/emotional well-being.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	$3,537,729	$3,551,924	$3,461,752
Support Staff	$510,486	$480,228	$493,549
Services & Supplies	$203,903	$198,237	$350,280
Other	$132,790	$87,790	$95,290
Contingency	($37,097)	$0	$0
TOTAL EXPENDITURES	$4,347,811	$4,318,179	$4,400,871

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 10, 2021

What resonates with parents? What inspired them? • Liked the range of student input • Appreciate the opportunity to give feedback on an annual • Results are taken seriously by school • Positive feedback on COVID-19 precautions, including communication around this has been pretty good
What questions did they have? • Are the low results in parental involvement partially due to the need to communicate more clearly with parents what those possibilities are and how they differ from middle school/Banded Peak? • There are opportunities to be involved, but are parents just not getting that information? • Should we be digging more deeply into this by surveying parents about involvement?
What did they find tricky? • APORI results on parental involvement are problematic – requires further investigation • Opportunities for involvement at high school are fewer than previous schools
How can parents play a more active role in its implementation? • Admin can share with parents the stats around parental involvement and encourage parents to be involved (clarify ways they can be involved) • Parents can provide input on different aspects of school operation e.g. kinds of options we can provide, what expertise parents have and can help support the school with, etc.

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

February 24, 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

February 24, 2021

School Council Chair Signature   **Date**