INNOVATORS BY DESIGN

Beiseker Community School

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

This year has once again been challenging for our students, teachers, staff, and parents. The COVID-19 Pandemic has changed learning. A number of our parents and students have chosen to learn at home through online education. Even this year, our teachers and student have had to transition to at-home learning for parts of the year. We know that students do better in the classroom where they are able to interact directly with the teacher and classmates. Despite the challenges, our students and teachers are working hard to be successful this year.

To achieve our Four-Year Plan, Innovators by Design, our school focus is on Student Engagement, Inclusion, Instructional Practice, and Making Learning Visible. We seek to increase student engagement by giving students more of a voice and a choice in their learning. As we give students more choices in their learning, we are expecting to see a growth in student motivation and in turn, an increase in students' success. We plan to improve inclusion for students by providing greater differentiation of instruction and assessment for students. We will seek to meet students where they are at by providing instruction, assignments, feedback, and assessments that are tailored to the needs and abilities of each student. Our goal is to see our students achieve success based on their skills and abilities. We propose to improve our instructional practice by aligning our literacy practices and interventions. The importance of effective literacy practices will never decrease. We will continue to expand and sharpen our literacy practices as we follow the Rocky View Literacy Model. We aim to make learning more visible through the use of Real Time Reporting and the Parent Portal. It is important that students, teachers, and parents can access students' marks and comments regularly throughout the school year. By providing this access students, teachers, and parents are better able report and support student learning. We want to provide teachers the opportunity to reteach important concepts and provide students with the opportunity to improve their understanding.

An important piece of our Four-Year Plan is the Professional Learning of our teachers and staff. Some of the professional learning we have planned this year include: Psychological First Aid, work with student IPP's, teacher work with Real-Time-Reporting, and the continued learning about the Decolonization of our educational practices. Our work with mental health was important for both our students and our staff as we cope with the effects of the COVID Pandemic. As we work to provide and improve differentiation for our students, we are exploring more personal and responsive student IPP goals, short term outcomes, and learning strategies. In 2015 the final report on Truth and Reconciliation was released; it is our duty to continue to take steps to increase our knowledge and understanding of the effects of Colonization on Canada's Indigenous Peoples. As a first step, we will work with Dr. Dustin Louie to explore Decolonization and the Indigenization of Education. This year we will continue to use our professional learning days, organizational days, and Teacher's Convention to enhance our knowledge, skills, and practices.

Teaching and learning amidst the health and safety protocols of the COVID Pandemic continue to create challenges in the ways we communicate and collaborate. We believe that we can overcome these challenges and emerge stronger and more resilient. We have a plan for our student's success and our professional learning. As we work to achieve our goals, and become innovators, we will need to find new and creative ways to explore, discover, communicate, and collaborate.

Thank-you, Barry Anderson

SCHOOL PROFILE

Beiseker Community School

Principal: Barry Anderson

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Mission:

We engage learners through meaningful and challenging experiences, preparing them to understand, adapt, and successfully contribute to our changing global community.

Beliefs:

- Students are provided with varied opportunities for risk-taking through innovative instructional approaches that promote critical thinking.
- Students, parents, staff, and the community work cohesively in a supportive, safe, and caring learning environment.
- Student individual needs and abilities are recognized by providing empowering, diverse, and unique learning opportunities.
- Student success is fostered, respected, and celebrated.
- Members of the school community are positive contributors to both local and global communities.

Unique features of our school?
- We are a small rural school that has students from small towns and rural settings.
- We are a K – 12 school that have students in all grades.
- Because of our small size, many staff members know all or most of the students in our school.
- Wide variety of options including Mechanics, Fabrication, Robotics, French, Foods and the Arts.

No. of Teachers: 21

No. of Support Staff: 12

Grades Served: K - 12
- 104 students in grades K - 6
- 131 students in grades 7 – 12
- Total student population of 235 with 20 students online

What parents say about our schools?
- We have had students at Beiseker school for 9 years. The teachers are invested in the students and are always there to help them succeed. I often say how glad I am that my kids go to a school that has the support systems and teachers there to help them through even the most challenging of times.   - Gr 3 & 8 Parent
- The magic of a small rural setting is what we appreciate the most about our school. Staff and teachers get to really know their students, therefore, understand and

recognize their full potential.

As a parent I have the ability to be involved as much or as little and feel truly appreciated.

The history Beiseker Community School has, is deeply rooted, it is one of the very first schools built in the county and that makes us feel grounded. If the walls could talk.... when you know that many generations have come before you to learn within these walls, it makes it pretty special.

I am very proud of what our kids are accomplishing in this school and would not trade it for anything!   - Gr 9 & 12 Parent

THIS YEAR'S LEARNINGS

Students Insights

Student Engagement

Students have voice and choice in their learning.

Inclusion

Students are equally valued, safe and have their diverse needs met.

Instruction

Instruction is relevant and meaningful for all students.

Making Learning Visible

Students' learning journey and growth is visible

What do you think are some things that are going well? • Variety of options for courses • Relationships with teachers • Safety procedures during COVID	
What do you think could be worked on or improved? • Technology – classroom equipment • Mental health supports	
What actions could our school take to do better? • More school events & bonding (when COVID is over) • Consistently checking in on students	

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?
- Social media is going well – making learning more visible
- Students are a high priority for our teachers
- Mental health being a priority for our students

What do you think could be worked on or improved?
- Power School consistently updated and working
- Online – keep this going even face to face

What actions could our school take to do better?
- Teachers are able to use the tools (Power School) effectively - trained
- Schedule online meetings throughout the school year
- Weekly online plans to parents

Staff Insights

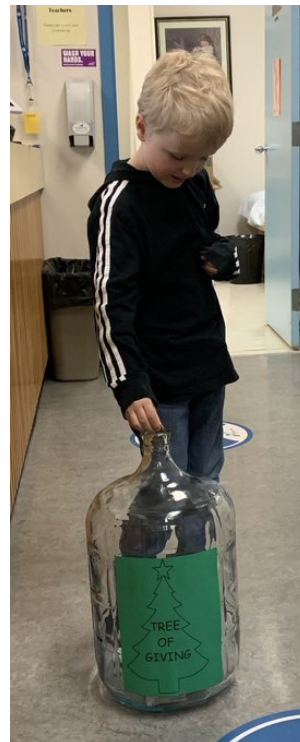| Student Engagement	Inclusion	Instruction	Making Learning Visible
Students have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible

What do you think are some things that are going well?
- Meeting students where they are at and providing opportunities for all students
- Strong positive relationships between staff, students and community
- Student voice and input into their learning experiences

What do you think could be worked on or improved?
- Recording of students' learning journey is inconsistent and, in many places
- Helping students see the relevance of what they are learning
- Soft skills – learning from failure

What actions could our school take to do better?
- Invest more time in RTR – how to's and workshops for parents & students
- More speakers or guests with some guidance for teachers to help support learning in class
- Provide more built-in breaks/mental wellness to promote balance

School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations? • Targeted – 30% • Specialized – 5% • Intensive – 3%	What structures and strategies will you implement to support students with targeted needs? • Accommodations by teachers • CDA/Guidance support • Extra literacy support • Learning Assistant support • Small group or 1-1 instruction • Individualized Program Plans, IPP's

What structures and strategies will you implement to support students with specialized needs?
• Alternative programming
• Transition plans
• Learning Support help
• Accommodations by teachers

What structures and strategies will you implement to support students with intensive needs?
• Modified or reduced schedules
• Life skills instruction
• Vecova
• Small group instruction
• Work with learning support teachers

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.

RVS Student Satisfaction

	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	86%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	11%	
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	61.7%	
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	65.1%	
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 Emerging to Mastering		87.4	97.6
Division 2 Emerging to Mastering		96.6	96.2
Division 3 Emerging to Mastering		87.1	88.6
Division 4 50 per cent +		100	100
First Nation, Metis, Inuit: Emerging to Mastering		98.9	70.9
English Language Learners: Emerging to Mastering		100	100
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	93.9%	

What do you think are some things that are going well?
- Students attending school regularly
- Students meeting their IPP goals

What do you think could be worked on or improved?
- Literacy in Division 1
- Literacy and Numeracy in the middle school

What actions could our school take to do better?
- Professional Learning around balanced assessment
- Common practice in literacy in K-6

APORI Pillar Results

Measure Category	Measure	Beiseker Community 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	84.2	83.9	82.7	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	79.5	77.4	73.3	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	88.0	85.1	83.3	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	2.8	4.5	3.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	69.0	76.3	79.2	79.7	79.1	78.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.0	57.1	63.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	11.0	5.4	10.4	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.1	78.2	72.6	83.6	83.7	83.1	High	Improved	Good
	Diploma: Excellence	9.5	3.8	4.7	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	23.0	60.3	61.3	56.4	56.3	55.6	Very Low	Declined Significantly	Concern
	Rutherford Scholarship Eligibility Rate	43.3	77.8	60.1	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.7	50.7	47.5	60.1	59.0	58.5	High	Improved	Good
	Work Preparation	81.3	83.3	73.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	76.0	77.8	74.0	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	78.4	77.3	74.4	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	70.8	74.1	74.5	81.5	81.0	80.9	Low	Maintained	Issue

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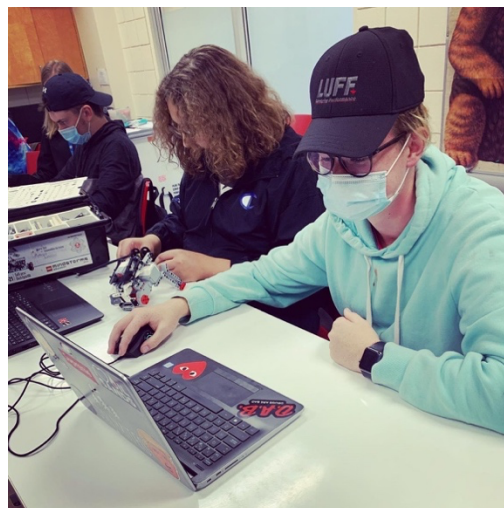What do you think are some things that are going well?
- Quality of education our students get
- Preparing students for life after Grade 12

What do you think could be worked on or improved?
- Consistency in our achievement exams

What actions could our school take to do better?
- Continue to work on multiple ways of communication

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.

Provincial Achievement Tests Results

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:	55.0 0.0	83.5 17.9	73.9 8.7	83.2 17.8	N/A N/A	N/A N/A	75 25
L.A. GRADE 9: Acceptable Standard: Standard of Excellence:	59.1 4.5	76.1 14.7	73.1 7.7	75.1 14.7	N/A N/A	N/A N/A	75 25

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:	60.0 0.0	72.9 14.0	60.9 0.0	72.5 15.0	N/A N/A	N/A N/A	75 25
MATH GRADE 9: Acceptable Standard: Standard of Excellence:	59.1 9.1	59.2 15.0	73.1 15.4	60.0 19.0	N/A N/A	N/A N/A	75 25

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:	50.0 5.0	78.8 30.5	73.9 13.0	77.6 28.6	N/A N/A	N/A N/A	80 20
SCIENCE GRADE 9: Acceptable Standard: Standard of Excellence:	63.6 13.6	75.7 24.4	76.9 11.5	75.2 26.4	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:	40.0 5.0	75.1 23.2	73.9 13.0	76.2 24.4	N/A N/A	N/A N/A	80 20
SOCIAL GRADE 9: Acceptable Standard: Standard of Excellence:	68.2 4.5	66.7 21.5	57.7 19.2	68.7 20.6	N/A N/A	N/A N/A	75 25

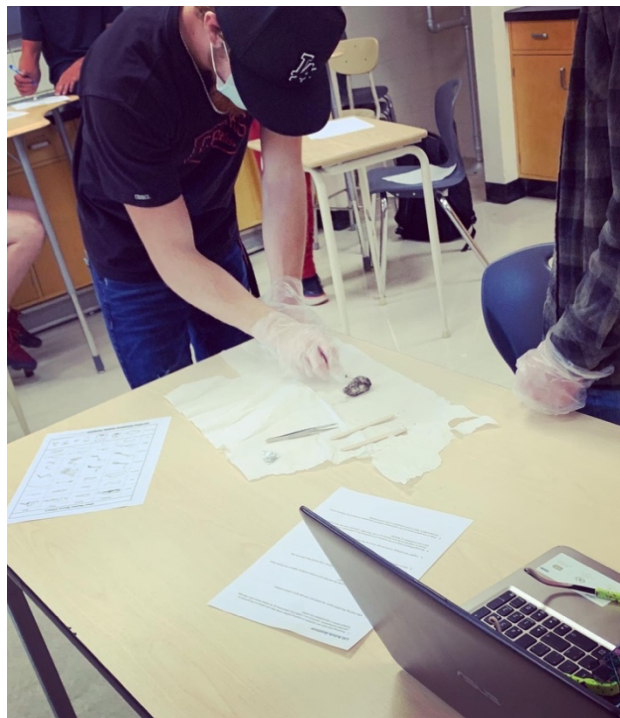| |
|---|
| What do you think are some things that are going well?
• N/A |
| What do you think could be worked on or improved?
• N/A |
| What actions could our school take to do better?
• N/A |

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.

Diploma Tests Results

	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	93.8	97.9	100	98.0	N/A	N/A	100
Diploma – Acceptable	100	87.5	91.0	86.8	N/A	N/A	100
School Awarded – Excellence	18.8	34.5	27.3	35.1	N/A	N/A	75
Diploma – Excellence	0.0	13.2	0.0	12.3	N/A	N/A	75
ENGLISH 30-2							
School Awarded – Acceptable	80.0	95.9	77.8	96.1	N/A	N/A	100
Diploma – Acceptable	100.0	88.0	88.8	87.1	N/A	N/A	100
School Awarded – Excellence	0.0	15.2	0.0	15.4	N/A	N/A	50
Diploma – Excellence	0.0	13.1	11.1	12.1	N/A	N/A	50
SOCIAL 30-1							
School Awarded – Acceptable	92.4	99.0	100.0	99.1	N/A	N/A	100.0
Diploma – Acceptable	86.6	86.2	100.0	86.6	N/A	N/A	100.0
School Awarded – Excellence	38.5	43.3	27.5	43.6	N/A	N/A	15.0
Diploma – Excellence	0.0	17.7	12.5	17.0	N/A	N/A	10.0
SOCIAL 30-2							
School Awarded – Acceptable	80.0	95.8	100.0	96.4	N/A	N/A	100.0
Diploma – Acceptable	80.0	78.8	88.8	77.8	N/A	N/A	100.0
School Awarded – Excellence	20.0	19.6	22.2	20.2	N/A	N/A	15.0
Diploma – Excellence	20.0	12.2	0.0	12.2	N/A	N/A	10.0
MATH 30-1							
School Awarded – Acceptable	66.6	96.1	100.0	96.2	N/A	N/A	100
Diploma – Acceptable	11.0	77.8	25.0	77.8	N/A	N/A	100
School Awarded – Excellence	0.0	52.3	50.0	51.6	N/A	N/A	75
Diploma – Excellence	0.0	34.7	25.0	35.1	N/A	N/A	75
MATH 30-2							
School Awarded – Acceptable	100.0	94.4	88.8	94.3	N/A	N/A	100.0
Diploma – Acceptable	88.9	74.2	88.9	76.5	N/A	N/A	80%
School Awarded – Excellence	11.1	26.9	0.0	28.6	N/A	N/A	50.0
Diploma – Excellence	11.1	16.4	11.1	16.8	N/A	N/A	50.0
BIOLOGY 30							
School Awarded – Acceptable	91.6	97.1	100.0	97.5	N/A	N/A	N/A
Diploma – Acceptable	91.6	86.6	80.0	83.9	N/A	N/A	N/A
School Awarded – Excellence	8.3	50.4	40.0	49.3	N/A	N/A	N/A
Diploma – Excellence	8.3	36.6	40.0	35.5	N/A	N/A	N/A
CHEMISTRY 30							
School Awarded – Acceptable	87.5	97.1	100.0	97.3	N/A	N/A	100.0

Diploma – Acceptable	62.5	83.6	50.0	85.7	N/A	N/A	70.0
School Awarded – Excellence	12.5	52.7	33.3	53.9	N/A	N/A	25.0
Diploma – Excellence	0.0	38.3	0.0	42.5	N/A	N/A	25.0
PHYSICS 30							
School Awarded – Acceptable	N/A	97.4	100.0	97.8	N/A	N/A	85.0
Diploma – Acceptable	N/A	86.2	100.0	87.5	N/A	N/A	85.0
School Awarded – Excellence	N/A	58.3	33.3	58.5	N/A	N/A	15.0
Diploma – Excellence	N/A	43.6	0.0	43.5	N/A	N/A	15.0

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

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusion

Fall Insights – Feb. 10, 2021

What resonates, encourages or affirms staff?
- The way our Learning Assistants are available to support within the classroom. I have noticed that even the speech, OT specialists are also doing a great job of teaming with parents, LA's, and teachers to work with students.   - We need to support students with social/emotional needs and not just physical/academic needs.   - We work hard on building positive relationships with parents, make learning visible, collaborate with them in goal setting for their children.   - The goal is not to make us all the same. The goal is to help us learn from each other's differences.

What questions do you have, what needs clarification, what inspires staff?
- Something I am wanting to learn as a teacher is how to have high expectations and hold students accountable while still accommodating to different needs.   - I think I/we could dive deeper into the classroom and school-wide profiles (provide educators and leaders with an essential tool in identifying the collective strengths, talents and challenges of students). It would be interesting to gauge more of a collective profile for the types of learners we have in our school and maybe find ways to some collaborative work with those students.   - That having a balance is important. Using the MTSS pyramid, is it okay to go backwards along the inclusion continuum, how does inclusion evolve as course material gets more challenging?

How might the practice guide inform next steps?
- I think it helps provide a more solid structure when thinking about inclusive learning. Sometimes it is tricky to know where to start and where to end when planning for inclusion, so I appreciate the different models and charts that help break it down.   - As a teacher, the practice guide causes me to reflect more on my practice, specifically how I meet students at multiple entry points and adapt to their needs while still having high expectations. It is also a good reminder to consult more with our wonderful support staff and try to do this to prevent issues rather than to respond to them.   - I would love to see more problem solving (CDA) work done in the classroom with students, scheduled health blocks (30 mins a week). We need to sit down with admin, CDA, learning support, parents and the student and come up with success plans (wrap-around support), at times we come together later in pieces.

PROTOTYPE PLANS

How Might We? – **HOW MIGHT WE INCREASE STUDENT MOTIVATION TO IMPACT ACHIEVEMENT**

What Priority Areas Does It Address?

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

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Sources of Feedback

·   Teachers reported students not being engaged with classwork and projects.

·   Students have many incomplete and missing assignments.

End Goals

·   Students will use their time during Focus Block more effectively.

·   Improvement in student motivation to complete assignments.

•   Greater student choice and variety in projects, assignments, and assessment.

PROTOTYPES

Name: Focus Groups

Scope: Grade 7, 8, & 9's Students will work with Teacher during the flex block

Indicator of Success: Fewer missing assignments, greater student success and improved grades.

Description: Using the high school model, grade 7, 8, & 9's students get a block of time to catch up on assignments and missed work. List of assignments provided to teacher, so each student is aware of what is missing and is scaffolded to prioritize course assignments.

Prototype Iterations:

Fall Learnings: Using the block effectively was challenging. The focus on students to self-identify priorities to support student learning required more structure.

Winter Learnings: Students were provided with a list of priorities in the form of an online document. Other teachers were able to check Power School to monitor students' progress, priorities, and missed assignments. Additional focus on how we might continue to support student agency is important.

PROTOTYPE PLANS

How Might We? – **HOW MIGHT WE DIFFERENTIATE INSTRUCTION SO STUDENTS CAN ACHIEVE AND FEEL SUCCESSFUL?**

What Priority Areas Does It Address?

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

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Sources of Feedback

- Teachers and learning support teachers report that not all students are accessing the student supports and accommodations.

- Students who have an IPP are not always accessing or utilizing the supports and accommodations in place.

- Classrooms have a number of diverse needs.

End Goals

- Student instruction, programming and accommodations will better support student learning.

- Student assignments and assessments will be tailored to the student's ability and needs.

- We will see improved classroom environments, and more consistent learning.

PROTOTYPES

Name: Refining RVS Student IPP goals and Learning Strategies

Scope: All teachers

Indicator of Success:

- IPP's there are more responsive to the needs and strengths of each student
- Increased and improved student support
- Improved student achievement
- Teachers have a better understanding of the student supports and accommodations

Description:

Our teachers will work collaboratively with our Learning Support team to create student IPP's that are responsive to the individual student strengths and student needs, reflect the challenges and opportunities of the student in the classroom and incorporate the new RVS IPP guidelines. Teachers have a better understanding of the student supports and accommodations and students more readily meet their IPP goals.

Name: Collaborative Problem Solving, CPS form

Scope: Learning Support Team and select classroom teachers and select students

Indicator of Success:

- Effective strategies to address student behaviours, engagement
- Fewer behaviours and disruptions to classroom learning
- Improved student success and achievement

Description: Our Learning Support Team will work with specific teachers and students through the implementation of strategies to teach positive behaviours that will enable them to be successful in learning environment.

Prototype Iterations:

- meeting with SLSG team around IPP goals and learning strategies
- Working as a staff to understand and create new goals and learning strategies

Fall Learnings: Staff were using different ways of writing IPP goals and reporting. We need to have a full staff learning around what it looks like, so we all have common language and expectations.

Winter Learnings:

- We are planning to do a staff PL with writing IPP's in April 2021.
- Classroom learning environments connected to our learning around Indigenous perspectives will allow us to create classroom environments that are more supportive at the tier 1 level.

PROTOTYPE PLANS

How Might We? – **HOW MIGHT WE ALIGN LITERACY EFFECTIVELY AND STREAM-LINE INSTRUCTIONAL PRACTICES?**

What Priority Areas Does It Address?

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

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Sources of Feedback

- Teacher feedback indicates better alignment of assessment and reporting, K- 12, may result in optimized student learning in literacy.
- Teachers want to see improved reading fluency and comprehension for middle and high school students across all subjects.

End Goals

- Using F&P or Running Records to assess student reading level.
- Providing access to appropriate leveled reading materials.

- Teachers grouping and conducting Guided Reading within the classroom.
- Select students are provided with additional support through pull-outs and Leveled Literacy Intervention, LLI.
- Improved reading and comprehension at the middle and high school level.

PROTOTYPES

Name: Implementation of Guided Reading in grades 1 - 4

Scope: All grade 1 – 4 teachers

Indicator of Success:

- Improved reading levels and interventions for grade 1 – 4 students.
- Students will show gains and improvement in their reading level.

Description:

Our grade 1 – 4 teachers will implement Guided Reading to support and enhance student literacy in the Elementary grades. Teachers will better be able to provide Tier 1 & 2 supports and interventions for students.

Name: Linking Division 3 & 4 English and Social Studies to improve student literacy

Scope: select Grade 7 – 12 English and Social Studies teachers

Indicator of Success:

- Improved reading comprehension for students.
- Improved student performance in English Language Arts and Social Studies.

Description:

Our grade 7 – 12 teachers will improve literacy by linking reading material to historical background and the social studies curriculum.

How might we use historical fiction to improve literacy skills and increase engagement in middle school English and social studies?

Prototype Iterations:

Fall Learnings: Our Learning support team has needed some time and practice to work through these documents and student/classroom support plans before we work with the classroom teachers.

Winter Learnings: Further alignment of K-6 assessment is now a focus.

PROTOTYPE PLANS

How Might We? – **HOW MIGHT WE BE CREATIVE IN SHARING STUDENT WORK AND LEARNING THROUGHOUT THE LEARNING COMMUNITY?**

What Priority Areas Does It Address?

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

Sources of Feedback

- This is our first year of implementing Real Time Reporting, RTR at Beiseker Community School.
- Parents and students want to access PowerSchool and understand what outcomes have been achieved.
- Parents and students want to access PowerSchool to identify missing or incomplete assignments.
- Parents want regular feedback/comments on student achievement.

End Goals

- Teachers will record marks and comments in the specific RTR outcomes.
- Teachers will regularly record student achievement and provide feedback on the learning.
- Parents will regularly log into Power School Parent Portal to track student progress and achievement.

PROTOTYPES

Name: Real Time Reporting, RTR

Scope: All teachers K - 9

Indicator of Success:

- Students have less incomplete and missing assignments.
- Teachers are able to identify concepts and outcomes for continued work.
- Improved parent satisfaction with communication about student achievement.

Description: Teachers will improve their understanding and communication around using PowerSchool and the RTR outcomes.

Prototype Iterations:

- Teacher training and support with RTR and COSL
- Teachers using RTR and Parent Portal communication/comments using the instructional guide

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- Parent training and information nights (difficult due to online)

Fall Learnings: Teachers need to regularly input both marks and comments, update every two weeks at least. Parents need in-service, training, and support with going online to access the Parent Portal.

Winter Learnings: Parent feedback from online learning showed appreciation for the weekly learning plans that linked assessment and learning.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How can we improve the engagement and motivation of our students?
- How can we tailor our instruction, assessment, and intervention practices to better respond to the needs and abilities of each student?
- How can we effectively communicate student achievement and progress to parents and community members?

Learning Outcomes
- Increase student agency in their learning.
- Providing more meaningful and appropriate differentiation and supports for students.
- Enhance our literacy practice and streamline instructional practices.

Strategies
- Psychological First Aid Training for all staff, Sept. 2020
- Decolonization and Indigenization of Education, all staff, Jan. 2021
- Work on IPP, short term outcomes and learning strategies, April 2021
- Embedded staff PL time to collaborate and work on school goals and objectives
- Teachers work on RTR, May & June 2020, 2020-2021 ongoing
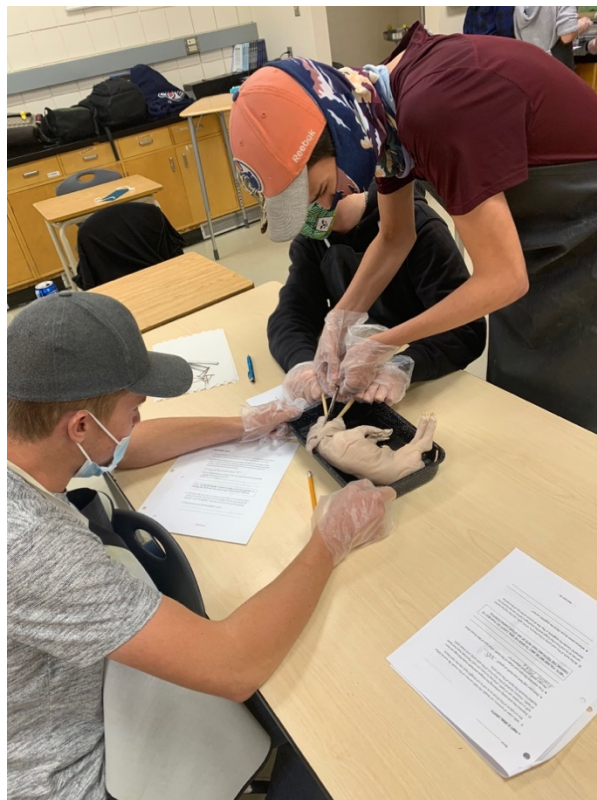
BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	$2,321,514	$2,274,598	$2,176,827
Support Staff	$435,275	$468,099	$442,376
Services & Supplies	$122,660	$184,473	$171,681
Other			
Contingency	0	0	0
TOTAL EXPENDITURES	$2,869,449	$2,927,170	$2,790,884

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Feb. 23, 2021

What resonates with parents? What inspired them? • Collaboration of staff – learning from each other and being more consistent • Tailor IPPs – more towards what teachers can do to support kids, not just what kids need to do
What questions did they have? • N/A (Format is clear)
What did they find tricky? • N/A (very well rounded and detailed) • Word – "prototype" is difficult to understand in this context
How can parents play a more active role in its implementation? • Try to get more parents involved in School Council so there is a better understanding of what is happening at the school level • Attend sessions on the Parent Portal and accessing videos/tutorials to support a stronger understanding of how the program works. This will help support the students.

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

_____   February 21, 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 21, 2021

School Council Chair Signature   **Date**