



# **INNOVATORS BY DESIGN**



March  
2023

**ROCKY VIEW  
SCHOOLS**

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## FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

### CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

### ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

### NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.
- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

## SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school is focusing on the following key priorities:

- Improving student achievement in literacy and numeracy, including students who are currently achieving below grade level expectations. Strategies include:
  - Enhancing instructional practices by providing professional learning (PL) opportunities for staff in the areas of literacy and numeracy. For example, a RVS Literacy Specialist will provide two full day PL sessions focused upon strategies to strengthen students' reading accuracy, fluency, and comprehension.
  - Implementing new literacy and numeracy assessment practices for early identification of students currently achieving below grade level and then providing responsive programming to address student needs. Along with classroom practices targeted at students' early literacy needs, teachers provide enhanced targeted support for small groups of students in both literacy and numeracy.
  - Introducing peer learning opportunities during our *Families* block, where older students assist younger students with reading and numeracy activities.
  - Improving student book selection and reading focus during our literacy block.
  - Introducing our *Westbrook School Home Reading Program* to encourage and nurture reading at home.
- Increase students' sense of safety, belonging, resilience, and appreciation for diversity, cultures and traditions. Strategies include:
  - Continuing to implement the Positive Behaviours Interventions and Supports (PBIS) framework. Strategies include clarifying behavioural expectations, teaching how to meet expectations, and modifying our student discipline and recognition processes.
  - Providing PL for staff in the area of Indigenous education. For example, the RVS Director of Indigenous Education will provide PL focused upon truth and reconciliation, as well as building understanding and appreciation of Indigenous culture.
  - Facilitating the purchase of a new tipi for Westbrook School and designing learning opportunities for students related to the design, construction and use of the tipi.
  - Partnering with Stepping Stones for Mental Health to provide social emotional learning opportunities for targeted classrooms.
  - Establishing an outdoor education program to nurture student well-being, resilience, and sense of belonging. Strategies included forming a partnership with Banded Peak School's Outdoor Leadership Program.

The priorities discussed above are closely linked with RVS' Four-Year Plan and are responsive to the needs of the school community.

Earl Castiglione, Principal

Hana Hooper, Assistant Principal

SCHOOL PROFILE

<p><b>Principal:</b> Earl Castiglione  <b>Assistant Principal:</b> Hana Hooper  <b>Website:</b> <a href="https://westbrook.rockyview.ab.ca/">https://westbrook.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Westbrook School's purpose is to provide students every opportunity for intellectual, physical, social, and emotional growth utilizing the strengths and resources of the local, provincial, and global community. The school also provides educational leadership within the community to promote this growth in our children.</p> <p><b>Beliefs:</b> Our vision is for Westbrook School and the community at large to be a collegial and collaborative partnership of learners where students experience the opportunity to achieve their personal best in a safe, respectful, supportive and caring environment so that they may become responsible and valued citizens.</p>		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="191 774 1120 890"> <p><b>Total number of:</b>  Teachers: 13                      Support Staff: 6                      Students: 170</p> </td> <td data-bbox="1122 774 1424 890"> <p><b>Grades Served:</b>  K - 8</p> </td> </tr> </table>		<p><b>Total number of:</b>  Teachers: 13                      Support Staff: 6                      Students: 170</p>	<p><b>Grades Served:</b>  K - 8</p>
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<p>Percentage of students:</p> <ul style="list-style-type: none"> <li>• identified with specialized or exceptional needs: 13</li> <li>• who are English Language Learners: 3</li> <li>• who self-declare as First Nations, Inuit or Metis: 8</li> <li>• students reading at or above grade level: <ul style="list-style-type: none"> <li>○ Grade 1: 94% (LENS)</li> <li>○ Grade 2: 93.3% (CC3)</li> <li>○ Grade 3: 79% (F&amp;P)</li> <li>○ Grade 4: 65% (F&amp;P)</li> <li>○ Grade 5: 93% (F&amp;P)</li> <li>○ Grade 6: 60% (F&amp;P)</li> <li>○ Grade 7: 74% (F&amp;P)</li> <li>○ Grade 8: 85% (F&amp;P)</li> </ul> </li> <li>• performing mathematics at or above grade level: <ul style="list-style-type: none"> <li>○ Grade 1: 88% (ANSA)</li> <li>○ Grade 2: 84% (ANSA)</li> <li>○ Grade 3: 53% (ANSA)</li> <li>○ Grade 4: 76% (MIPI)</li> <li>○ Grade 5: 70% (MIPI)</li> <li>○ Grade 6: 86% (MIPI)</li> </ul> </li> </ul>	<p><b>Unique features of our school?</b></p> <ul style="list-style-type: none"> <li>• Westbrook opened its doors in 1953. Some students' parents and grandparents also attended the school.</li> <li>• The original school was replaced with a new, modern building three years ago.</li> <li>• Westbrook is in a rural setting 20 minutes from Cochrane.</li> <li>• All students are either bussed or transported by parents each day.</li> <li>• Once every two weeks, all students take part in our <i>Families</i> program that sees our students develop leadership and school culture.</li> <li>• <i>Friends of Westbrook (FOW)</i> is a fund-raising society that takes an active role in fundraising and supporting the needs of our students.</li> <li>• We have a very active and committed School Council that works hard to support the school, including the annual Walk-a-Thon which raises up to \$15,000 per year.</li> </ul>		

<ul style="list-style-type: none"><li>○ Grade 7: 68% (MIPI)</li><li>○ Grade 8: 75% (MIPI)</li><li>● with writing skills at or above grade level:<ul style="list-style-type: none"><li>○ Grade: TBD</li><li>○ Grade: TBD</li><li>○ Grade: TBD</li></ul></li></ul>	
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**Students Insights to guide our plans and goals for the 22-23 year**

<p>What do students think are some things that are going well?</p> <ul style="list-style-type: none"><li>● Westbrook school provides a welcoming, respectful, caring and comfortable learning environment for students. Students report a sense of belonging because people know them and accept them as individuals.</li><li>● Westbrook school provides good opportunities for learning. Teachers are kind to every student and are good at helping those he need extra assistance</li></ul>
<p>What do students think could be worked on or improved?</p> <ul style="list-style-type: none"><li>● Staff could follow up more consistently when behavioral expectations are not being met on the playground or in the school.</li></ul>
<p>In response to what students think, what actions could our school take to do better?</p> <ul style="list-style-type: none"><li>● Work together as a staff to clarify behavioral expectations on the playground and in the school and more consistently communicate these expectations with students, following up appropriately when behavioral expectations are not being met using our PBIS model.</li></ul>

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

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

- Westbrook School provides a welcoming and caring learning environment.
- Westbrook School creates a sense of belonging and community, especially through community events such as Walk-a-Thon.
- Westbrook School provides good learning opportunities for students.

What do parents think could be worked on or improved?

- There could be greater differentiation in routines and behavioral expectations for middle school students within the K-8 school.
- We could continue providing more opportunities for experiential learning and outdoor learning.

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

- Maintain commitment to community events and responsive programming for students.
- Work with middle school students to provide opportunities for differentiation in school routines, such as a differentiated approach to lunch hour.
- Start an outdoor education option for grades 5-8 and encourage more experiential learning opportunities and field trips.

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

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

- Westbrook School provides strong support for students, including strong learning support, literacy support, and behavioral support. Staff know the learning needs of students and are meeting those needs.
- Westbrook school has a supportive and collaborative staff.

What do staff think could be worked on or improved?

- Staff need to ensure they have consistent behavioral expectations and respond to behavioral issues in a consistent way.
- Staff think we need to work on how to create socially inclusive classrooms, including continuing to learn how to incorporate Indigenous history and ways of knowing into their classrooms.
- Staff think we need to focus on how to effectively address pandemic related learning gaps.

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

- Continue with the implementation of PBIS to develop, communicate, and teach clear behavioral expectations.
- Engage in PL focused on constructive practices to advance understanding and appreciation of Indigenous practices.
- Engage in PL focused on literacy and numeracy practices that support students not meeting grade level expectations.



## RVS Four Year Plan Survey Results

[Link to Survey Results](#)

What does the survey indicate is going well?

- Staff, students, and parents expressed confidence in student achievement in literacy, numeracy and acquiring core competencies. For example, 87.6% of grades 6-8 students state they are always or often able to use numeracy/math skills to solve problems in a variety of ways. And 76.3% of grades 3-5 students report they always or often are able to share their thoughts in a variety of ways.
- Staff, students, and parents expressed confidence that the students are healthy, safe, and resilient. For example, 89.5% of grades 3-5 students always or often believe they can make good choices when things don't go their way and 87.6% of grades 6-8 students always or often believe they can overcome obstacles.
- 81.3% of grades 6-8 students reported they were always supported to do their best.

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

- Only 47.3% of grades 3-5 students reported they like the ways they learn at school.
- Under the category setting goals with their teacher, 36.9% of grades 3-5 students reported that they always or often work with their teacher to set goals. And 37.5% of grades 6-8 students report they always or often work with their teacher to set goals compared to 41.7% of students across RVS.

In response to the survey, we can:

- Continue to build upon our strong programming in literacy, numeracy, and core competencies. And continue to nurture student resilience and provide support for students to do their best.
- Work with staff to improve in the areas of goal setting in all classes and student engagement at the grades 3-5 levels.

**RVS Assurance Model**

	<b>Data Source</b>	<b>2021/22</b>
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	56%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	3%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	87%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	77%
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	83%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	83.3%

## Alberta Education Assurance Measures Results

### Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Westbrook School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.7	88.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.5	91.8	91.0	81.4	83.2	83.1	High	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	90.0	n/a	93.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	31.3	n/a	41.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	81.6	94.3	94.1	89.0	89.6	90.3	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	94.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.2	82.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.8	82.5	86.1	78.8	79.5	81.5	Intermediate	Declined	Issue

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

- PAT results continued to be strong at Westbrook School in spite of the challenges presented by the pandemic.
- Previous to the 2021-22 school year, Westbrook School's results in every category of the AEA survey were significantly above the provincial average, indicating very recent, positive historical momentum can be regained.

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

- Perceptions of the quality of the education students were receiving declined from 4.5% above the provincial average in 2021 to 7.4% below the provincial average in 2022. Analysing the data reveals that student perceptions had the greatest impact on this decline. Clearly, this is an area that can be improved.
- Perceptions of opportunities for parent involvement in school declined from 3% above the provincial average in 2021 to 2% below the provincial average in 2022, making it another area that can be improved.

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

- To increase perceptions of the quality of the education students are receiving, our professional learning focuses this school year will be on literacy, numeracy, and student engagement. We will also explicitly make student learning visible through samples of student work and images of student engagement through My Blueprint and our newsletter.
- To increase perceptions of the opportunities for parent involvement in the school, we will intentionally create opportunities to welcome parent involvement in many aspects of our school community, including school council, the *Friends of Westbrook* fundraising society, volunteer opportunities, and school events. We will also invite regular, open dialogue with parents and strengthen home/school partnerships through our *Westbrook School Home Reading Program*.

## PROTOTYPE PLANS

- **How Might We?** How might we address the literacy and numeracy achievement of all students, especially those students who are not meeting grade level expectations?

### What Priority Areas Does It Address?

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

- Administration will lead PL related to AP 360, RVS' new assessment plan, and numeracy
- PL provided by literacy specialist Kate Pike
- Learning Support and Literacy teachers will lead initiative to enhance use of daily literacy block
- Grades 1-3 teachers will attend new curriculum PL for Mathematics and ELA
- Staff will collaborate to implement literacy and numeracy strategies, including those embedded in the new K-3 ELA and Math curriculum.
- Teachers and administration will encourage parents to support literacy and numeracy initiatives at home
- Students will engage in peer learning through the "Families" block

#### End Goals

- PL will work to influence staff to design learning opportunities that impact student learning for all students, including students with literacy and numeracy skills below grade level
- Enhancing daily literacy block practices will positively impact students' literacy skills
- Partnership with families will positively influence home support of literacy and numeracy
- Students will positively impact literacy and numeracy through peer learning

## PROTOTYPES

**Name:** AP 360

**Scope:** Staff PL and follow up

**Indicator of Success:** Observe implementation of key aspects of AP 360, such as triangulation of data.

**Description:** Review key aspects of AP 360 and lead discussion about what good assessment practices look like at Westbrook School. Follow up through classroom observations, reviews of PowerSchool, and discussions.

**Prototype Iterations:**

**Successes:** Shared AP 360 with staff. Followed provincial and divisional assessment plan in a manner consistent with AP 360.

**Challenges:** One challenge is that there are many PL priorities. With finite time available, some priorities need to be advanced through opportunities that are job-embedded rather than during whole staff PL.

**Moving forward:** We will continue to work with individual staff regarding specific areas of growth as well as identify key aspects of AP 360 that can be highlighted during whole staff PL.

**Winter Learnings:** While staff were familiar with many specific aspects of AP 360, they had not previously reviewed the policy as a staff.

**Spring Learnings:** AP 360 was introduced to staff and follow up will continue. One way we advanced staff appreciation for AP 360 was through our implementation of the new RVS and provincial assessment policy. This process has emphasized some of the key aspects of assessment identified in AP 360, such as identifying students' specific learning needs and providing responsive programming.

**Name:** Literacy and Numeracy Assessment Professional Learning

**Scope:** Learning Specialist Kate Pike leads staff through literacy PL sessions and follows up through classroom visits and collaboration with staff. Similarly, administration leads staff through numeracy PL sessions.

**Indicator of Success:** Staff implement high impact literacy and numeracy strategies that engage students and provide differentiation for students' varying needs. More importantly, students demonstrate improvement in literacy and numeracy.

**Description:** Staff administer RVS and Alberta Education assessments, reflect upon the data, use additional assessment instruments to better understand students' learning issues, and then engage in PL to consider how to provide responsive programming for that addresses the needs of their students. Our literacy specialist will also continue to visit classes and work with staff on specific strategies related to improving reading accuracy, fluency, and comprehension, including introducing *Words Their Way* and other related resources.

**Prototype Iterations:**

**Successes:** Our assessment process, our literacy PL, and our implementation of literacy strategies in classrooms has gone well.

**Challenges:** It has been somewhat challenging finding PL time to also work upon numeracy strategies.

**Moving forward:** We will continue to build upon our strong literacy work this year and then shift our PL focus to numeracy next school year.

**Winter Learnings:** After our first literacy PL session, we reflected that our PL would be more effective if we focused upon a smaller number of specific literacy strategies and approaches. We focused upon strategies to strengthen students' reading **accuracy, fluency, and comprehension.**

**Spring Learnings:** Focus upon our literacy PL has continued throughout the school year through collaborative work, workshops provided by our literacy specialist, and the adoption of recommended literacy resources, including *Words Their Way* and *UFLI*.

**Name:** Responding to Literacy and Numeracy Assessments

**Scope:** Grades 1-8 teachers, administration, learning support teacher, literacy lead, numeracy lead and education assistants

**Indicator of Success:** Observe teachers designing responsive programming to meet student needs. Students demonstrate growth in literacy and numeracy between assessment periods.

**Description:** This school year, in addition to administering provincial literacy and numeracy assessments (LeNS, CC3, and ANSA) to grades 1-3 students, schools are also administering literacy and numeracy assessments (MIPI and F&P) to grades 1-8 students. The central challenge for schools is to use this assessment information to provide responsive programming for all students. At Westbrook School, we will undertake a number of initiatives to help advance student learning in literacy and numeracy. At the division 1 level, for example, there will be an increased focus on the early literacy needs of students that are highlighted in the new ELA curriculum, such as phonemic awareness and phonics. In addition to responsive and differentiated instruction within the classroom, we will also offer targeted support in smaller groups for students who are currently not meeting grade level expectations.

**Prototype Iterations:**

**Successes:** Significant progress has been made in providing responsive literacy programming at the division one level, especially for students not currently meeting grade level expectations. Work done by our literacy and numeracy leads with small groups of students also provided resources and ideas for classroom teachers.

**Challenges:** Based upon assessment results, some grades of students appear to have greater learning gaps than others as a result of the pandemic. For example, 100% of current grade 7 students passed the ELA PAT. In contrast, 56% of grade 3 students tested at or above grade level expectations in numeracy at the beginning of the school year. With the implementation of the new ELA curriculum, another challenge has been first the need to find educational resources, and second, for staff to come to an agreement about which resource to embrace as a divisional team.

**Moving forward:** We will continue to offer quality, responsive, and differentiated classroom instruction as well as targeted intervention for smaller groups. For example, all grade 3 students below grade level expectations in numeracy will continue to receive targeted, small-group support.

**Winter Learnings:** Completing the assessments for the first time was a significant undertaking. Two staff attended PL to learn about F&P and there were some issues with uploading data.

**Spring Learnings:** Staff have designed innovative solutions to address student needs. A few examples include our Learning Support teacher offering a small-group Middle School Literacy Boost program. Administration secured an additional \$3,251.82 in LDF funds beyond the original \$1,083.94 originally allotted to Westbrook School, which helped establish the school's first targeted numeracy initiative.

**Name:** Enhancing Use of Literacy Block

**Scope:** Learning Support and Literacy teachers, as well as Learning Commons facilitator, will lead staff efforts to enhance use of our daily literacy block.

**Indicator of Success:** Students choose books at the appropriate level of challenge and learn to apply reading strategies that improve their reading skills.

**Description:** Learning Support and Literacy teachers, along with our Learning Commons facilitator, will introduce teachers to resources and strategies to use during their daily literacy blocks. Greater clarity will be provided to students about how to select a book that offers an appropriate level of challenge. And reading and learning strategies will be introduced to students that enhance fluency, vocabulary and comprehension. In addition, small, similar ability reading groups will be established in some classes to provide adult support during literacy block.

**Prototype Iterations:**

**Successes:** For many students, there has been improvement in areas of engagement and book selection during literacy time.

**Challenges:** Some students have continued to choose books that are too easy for them to read.

**Moving forward:** We will interview students and staff in the coming months to collect qualitative data on the quality of the experience for students to inform plans for next school year.

**Winter Learnings:** Some classrooms have developed more productive use of literacy time than others. Administration spent a few weeks in one classroom to help establish a productive atmosphere. It was noted that a calm, productive literacy block helps students with their readiness for learning in their next class.

**Spring Learnings:** Many students appear to have made improvement in areas of engagement and book selection during observations. However, some students continue to choose books that are too easy. Interviewing students and teachers to better understand their experience could provide insight and directions forward.

**Name:** "Families" Peer Learning Initiative

**Scope:** Staff and students

**Indicator of Success:** Students influence other students to adopt constructive attitudes and approaches towards numeracy and literacy

**Description:** During our "Families" block, grade 8 and 7 students lead one of eighteen family groupings of students from K-8. The focus of this year's "Families" block will be literacy and numeracy. Essentially, older students will work one on one with younger students to help them with math and reading.

**Prototype Iterations:**

**Successes:** Younger students have been highly engaged in reading and numeracy challenges and older students have been engaged in helping them. The activity is perceived as purposeful.

**Challenges:** Sourcing reading resources that are appropriately challenging for individual students is relatively straightforward because students already have access to these books through literacy block and the home reading program. In contrast, sourcing numeracy challenges that are appropriately challenging for individual students is not straightforward.

**Moving forward:** Work together with staff, students and families to develop numeracy challenges appropriately challenging for individual learners to be used during *Families* and at other times during the school week.

**Winter Learnings:** Student feedback indicated that this initiative was well received. Grade 8 student leaders, for example, appreciated the ease of preparing to lead a *Families* session that resulted from younger students bringing their own books to read. Administration reflected that maintaining a focus on literacy and numeracy during *Families* blocks was preferable to using the sessions to advance other initiatives unrelated to our main workbook goals.

**Spring Learnings:** Older students reading with younger students during *Families* time is popular with students. A parent commented that she appreciated how this allows younger students to read something a little more challenging because they have support. We have also had students work together on numeracy challenges. These have been successful but require more organization.

**Name:** Partnership with Families

**Scope:** Staff, families and students

**Indicator of Success:** Parents express support of our school's literacy and numeracy efforts. Parents and students also try some of staff's recommendations, such as encouraging a reading time at home.

**Description:** Staff and administration will make our literacy and numeracy efforts at school visible through newsletter and other forms of communication. In addition, we will introduce the *Westbrook School Home Reading Approach*, a research-based reading program introduced at Nose Creek School. Through these parent communication efforts and the home reading initiative, staff and administration will recommend things families can do at home to support literacy and numeracy at different grade levels, including accessing our home reading resources.

**Prototype Iterations:**

**Successes:** We were able to find a home reading program plan from another RVS' school and adapt it for our school community. Many students are able to articulate how they are reading at home.

**Challenges:** Getting parent feedback about how the plan is being implemented at home has been challenging in spite of requesting parent feedback through our newsletter.

**Moving forward:** Staff, students and families will be consulted to generate suggestions about how to maintain interest in the home reading program.



**Winter Learnings:** At the suggestion of our Area Director, we reviewed the home reading programs of other RVS schools. We chose to model our home reading program on Nose Creek School's reading program. One adaptation we needed to make was to adapt an elementary school designed plan for a K-8 school. We accomplished this by building in more flexibility and parental discretion in the suggested implementation of the plan.

**Spring Learnings:** We launched our home reading program in December. When asked, many students have been able to articulate their approach to reading at home. Our next steps are to make a collection of home reading books purchased last year more accessible for families and to find a way to advance numeracy at home.

## PROTOTYPE PLANS

- **How Might We?** How might we increase students' sense of safety, belonging, resilience, and appreciation for diversity, cultures and traditions?

### What Priority Areas Does It Address?

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

- PBIS committee will lead implementation of PBIS for staff with support from Learning Specialist
- Indigenous PL for staff provided by Director of Indigenous Education, Cindy Stefanato
- Learning Specialist Rick Gaudio will work with middle school Humanities teacher to design truth and reconciliation learning for grade 7 class
- Both Cindy Stefanato and Rick Gaudio will support administration through our efforts to acquire a tipi and maximize the learning potential
- Administration will create and support a teacher with the development and implementation of an Outdoor Education class

### End Goals

- PBIS initiative will help staff learn a constructive approach towards students' behavioral learning needs
- PBIS will also help students feel more welcome, safe, and available for learning
- Indigenous PL will continue to build staff knowledge and understanding of how to encourage understanding and appreciation of Indigenous culture with their students
- Students will report greater appreciation for diversity
- Outdoor Education course will provide opportunities for students to build confidence and resilience

## PROTOTYPES

**Name:** PBIS Initiative

**Scope:** PBIS committee providing direction for staff. Staff implementing PBIS plan. Students participating in PBIS approach.

**Indicator of Success:** Fewer behavioral issues and fewer conflicts

**Description:** With the support of a Learning Specialist, a PBIS committee will provide direction to staff about how to implement PBIS with fidelity. Administration and our CDA will also support the implementation of PBIS by making PBIS prominent and visible in school life, including during interactions with students.

**Prototype Iterations:**

**Successes:** Staff, students and families are familiar with our PBIS matrix (Westbrook Way). A PBIS approach (clarifying expectations and teaching expectations) is evident in how staff respond to many student issues.

**Challenges:** The intent behind the wording of specific aspects of our PBIS matrix is not always clear to students or staff. For example, “embracing growth” was not widely understood so we changed the wording to “be considerate”.

**Moving forward:** We will continue to work together to find ways to deepen our school community’s understanding of the PBIS approach.

**Winter Learnings:** A lot of work needs to go into coming to an agreement about what needs to be emphasized in our Westbrook Way. And in order to make our matrix prominent in the minds of staff and students in the school, a number of intentional strategies must be frequently employed, such as mentioning PBIS during morning announcements, discussing it explicitly with students related to specific instances, and making our values very visible in the school.

**Spring Learnings:** We have made significant progress implementing this prototype. We have clarified expectations, taught expectations, and modified our student discipline and student recognition processes. Implementing PBIS remains an on-going endeavour, adapting our matrix to better represent areas where student growth is needed and getting on the same page as a staff regarding our expectations.

**Name:** Indigenous Education PL

**Scope:** Indigenous Director will work with staff to advance understanding of contemporary Indigenous education initiatives. Indigenous Specialist will work with Humanities teacher and grade 7 class.

**Indicator of Success:** Teachers will gain knowledge of how to encourage understanding and appreciation of Indigenous culture. Students will gain appreciation of diversity and Indigenous culture.

**Description:** Cindy Stefanato, Director of Indigenous Learning, will provide PL focused upon truth and reconciliation, as well as building understanding and appreciation of Indigenous culture. We will also seek direction from our Indigenous team about how to maximize the learning potential of a tipi we are planning to acquire in the Spring. Rick Gaudio will also work with one of our middle school teachers regarding truth and reconciliation.

**Prototype Iterations:**

**Successes:** Our Director of Indigenous Studies facilitated a three hour workshop on Indigenous culture, Indigenousization, and Indigenous history.

**Challenges:** We were not able to host the Indigenous workshop until the spring because we had previously committed to other PL priorities.

**Moving forward:** We will implement the ideas presented in the workshop in order to more effectively advance Indigenous history, culture and Indigenous world-view in our classrooms.

**Winter Learnings:** Our Indigenous PL is scheduled for March 20, 2023. While our Humanities teacher was not able to connect with Rick Gaudio and will reach out to the Indigenous team, we were able to display an Indigenous artist's work in our school for one month in December through AFA's travelling exhibit program. Students viewed and discussed the art work. Art students created similar works.

**Spring Learnings:**

**Name:** Tipi Initiative

**Scope:** Parents, administration, RVS' Indigenous team, the Starlight family, teachers and students work together to acquire, set up, paint, and learn about an Indigenous tipi.

**Indicator of Success:** Parents, staff and students can gain understanding and respect for Indigenous culture through the learning that takes place through the tipi.

**Description:** Administration will work with parent council and the Friends of Westbrook to acquire a tipi from the Starlight family from the Tsuut'ina Nation. Indigenous Director and Learning Specialist will consult on how to best use the tipi with the school community in a manner that advances respect for and understanding of Indigenous culture. Teachers will use the tipi with their classes in a manner recommended to us through our Indigenous team. And students will experience setting up, painting, and using the tipi as a learning space.

**Prototype Iterations:**

**Successes:** We were able to secure approval from our school council to use school generated funds to purchase a new tipi.

**Challenges:** Securing funding was a process that required more time than anticipated. This will likely result in bringing the tipi to the school in the fall rather than the spring, as originally intended.

**Moving forward:** We will proceed with our original plan once we have secured the tipi.

**Winter Learnings:** While there is significant agreement about the value of having a tipi, securing funding presented challenges, especially since the fundraising focus for the school currently is upon securing funding for a new playground. Achieving a consensus on where to source the tipi is also challenging. On one hand, we would like to source a tipi from a neighbouring Indigenous group, we have an existing relationship with a family from the Tsuut'ina Nation.

**Spring Learnings:** A proposal to use school generated funds for the tipi was approved by school council on March 14, 2023. A final consideration of competing bids will be considered before the end of March before moving forward with the purchase.

**Name:** Establish Outdoor Education Program

**Scope:** Westbrook School will offer an Outdoor Education class this year. Every student in grades 5-8 will take the class this semester. Administration will support the program and the teacher will engage in PL to prepare to teach the course. Parent volunteers will be involved in outdoor trips.

**Indicator of Success:** Students report that they value the outdoors, they gain confidence preparing for the outdoors and working with others, they successfully complete outdoor challenges, and they enjoy the experience.

**Description:** Getting students outdoors is one of three key recommendations in Andy Hagreaves and Dennis Shirley’s 2022 book, “Well-Being in Schools: Three Forces That Will Uplift Your Students in a Volatile World”. In support of nurturing student well-being, resilience, and sense of belonging, administration has created and will support the implementation of an outdoor education class through facilitating partnerships with other RVS schools such as Banded Peak, providing resources, and supporting PL opportunities. Our Outdoor Education teacher will engage in PL. And students will have the opportunity to learn about the outdoors and participate in outdoor field trips.

**Prototype Iterations:**

**Successes:** Grades 5-8 students have had the opportunity to take part, for example, in a mountain hike and cross country ski. They have also learned, for example, how to orienteer, prepare food in the outdoors, and build winter shelters.

**Challenges:** Student safety is paramount. We did not start the year with an experienced outdoor education teacher or administrator. Significant learning about safety measures and protocols was required, as well as mentoring from colleagues.

**Moving forward:** We will reflect upon our learning from this year in May and June and make adaptations as needed.

**Winter Learnings:** At the beginning of the year, we considered hiring a YMCA guide to lead our students, and coach our new outdoor education teacher, on their first outdoor adventure. However, we found a more affordable and impactful solution with RVS. A partnership with Banded Peak was formed and has proven to be very helpful, providing an opportunity for our teacher to receive mentoring and for our students to cross country ski and orienteer in the forest behind Banded Peak.

**Spring Learnings:** We have made excellent progress implementing this program. Our teacher who has taken the lead on this initiative has engaged in PL. Administrative support has included taking part in outdoor adventures and advocating for the use of school generated funds to purchase equipment for the new program and subsidizing bussing for field trips.

**Name:** Changing the Social Dynamic of a Classroom (New in February, 2023)

**Scope:** Our CDA and Learning Support teacher will partner with Stepping Stones for Mental Health to respond to concerns about student interactions in our grades 5 and 6 classes. Shana Sperrior, a Success Coach with Stepping Stones for Mental Health, will provide a ten lesson workshop with the goal of creating more positive interactions between students.

**Indicator of Success:** Teachers observe more positive student interactions in the grades 5 and 6 classes. Fewer student conflict issues arise and fewer “student reflection forms” are completed related to not being considerate of others.

**Description:** Teachers and other staff have observed that there have been long-standing issues of disrespect and picking on others in our grades 5 and 6 classrooms. One aspect of a larger, pro-active

response will be that our CDA and Learning Support teacher will partner with Stepping Stones for Mental Health to respond to these concerns. Shana Perrior, a Success Coach with Stepping Stones for Mental Health, will provide a ten lesson workshop entitled *Ready for Life* with the goal of creating more positive interactions between students.

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

### Driving Questions

- How might we address the literacy and numeracy achievement of all students, but especially the students who are not meeting age level expectations?
- How might we increase students' sense of safety, belonging, resilience, and appreciation for diversity, cultures and traditions?
- How might we increase student engagement and ownership with their learning?

### Learning Outcomes

- Staff increase their capacity to design differentiated learning plans to address student needs; Students demonstrate growth in literacy and numeracy achievement.
- Students report an increased sense of engagement and ownership of their learning.
- Staff learn how to implement PBIS with fidelity and increase their understanding of Indigenous culture; Students report feeling a sense of safety, belonging, resilience and appreciation for Indigenous culture.

### Strategies

- (Literacy & Numeracy) Staff will review AP 360, implement RVS' assessment plan, engage in PL focused upon literacy and numeracy strategies, attend PL related to the new curriculum in ELA and Mathematics (grades 1-3), and collaborate on designing engaging literacy and numeracy learning opportunities for students.
- (Literacy & Numeracy) "Families" teachers will implement a peer learning approach to literacy and numeracy during our "Families" blocks, a school literacy team will provide direction to enhance teachers' approach to directing the daily literacy block, and our Learning Support and Literacy teacher will provide targeted intervention, and administration will encourage and support home reading and home numeracy led by parents and guardians.
- (Safety & Belonging) With the support of a Learning Specialist, a PBIS committee will provide direction to staff about how to implement PBIS with fidelity. Administration and our CDA will also support the implementation of PBIS by making PBIS prominent and visible in school life, including during interactions with students.
- (Indigenous Education) Cindy Stefanato, Director of Indigenous Learning, will provide PL focused upon truth and reconciliation, as well as building understanding and appreciation of Indigenous culture. We will also seek direction from our Indigenous team about how to maximize the learning potential of a tipi we are planning to acquire in the Spring. Rick Gaudio will also work with one of our middle school teachers regarding truth and reconciliation.

- (Student Resilience and Well-being) In support of nurturing student resilience and a sense of belonging, administration has created and will support the implementation of an outdoor education class through providing resources, facilitating partnerships with other RVS schools such as Banded Peak, and supporting PL opportunities. Our Outdoor Education teacher will engage in PL.



## BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
<b>Certificated Staff</b>	\$1,048,247	\$1,098,844	\$1,245,558
<b>Support Staff</b>	\$326,724	\$300,288	\$272,375
<b>Services &amp; Supplies</b>	\$55,111	\$61,727	\$55,632
<b>Other</b>	\$39,064	\$0	\$55,498
<b>Contingency</b>	\$0	\$0	\$9,000
<b>TOTAL EXPENDITURES</b>	\$1,469,146	\$1,460,859	\$1,638,063

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 14, 2023

What resonates with parents? What inspired them? <ul style="list-style-type: none"><li>• Appreciation for the focus on literacy and numeracy.</li><li>• Appreciation for the value of the Outdoor Education program.</li></ul>
What questions did they have? <ul style="list-style-type: none"><li>• Were there some additional ways for parents to get involved in our literacy efforts? A suggestion was made to invite parent volunteers to read with students.</li><li>• Are there some ways to provide more differentiated opportunities, such as dances, for middle school students that are separate from the elementary students?</li></ul>
What did they find tricky? <ul style="list-style-type: none"><li>• Managing the social emotional needs of both kindergarten and middle school students in the same school.</li><li>• Sometimes the processes for volunteering in the school are not managed well. For example, there was unclear communication regarding a recent ski trip.</li></ul>
How can parents play a more active role in its implementation? <ul style="list-style-type: none"><li>• Have more parent volunteers volunteer to work with students in the areas of literacy and numeracy.</li><li>• Clarify processes for volunteering for school events and create more opportunities for smaller, low-commitment volunteer opportunities to increase parent/guardian involvement.</li></ul>

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



March 21, 2023

**Principal Signature**

**Date**

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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*W. Hapi*

School Council Chair Signature

*MAR 21, 2023*

Date