



INNOVATORS BY DESIGN

WESTBROOK SCHOOL



**ROCKY VIEW
SCHOOLS**

May 2021

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FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

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

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

ACHIEVE THEIR POTENTIAL

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

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

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

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

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

To achieve our plan, we will:

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

PRINCIPAL'S MESSAGE

As we move into year Two of our Four Year Plan, Innovators by Design, our school focus is on **connecting** students to their passion and interests. We want to create a teaching and learning environment where all students can reach their **potential** by being engaged, challenged, and experience success at their level. We believe to do this we will have to support the whole child – physically, emotionally, socially and intellectually as students **navigate** successfully to becoming a global citizen.

We continue to prioritize the importance of engaging all learners through meaningful, challenging experiences, which prepare them to understand, adapt, and contribute to our changing local and global community. At Westbrook School, we realize that every student is unique, requires choice, voice, and an environment that supports individual learners needs; a school where students are engaged in a safe and caring environment that values, challenges and supports them as a learner. We strive to make curriculum outcomes authentic and relevant to the individual students we teach. This has been challenging in a school year where parents cannot come into the school, staff and students are masked, classes can only work with their cohort, and we cannot venture off our school property to engage with the larger community and society.

We will continue to use curriculum and a sense of community as the core of teaching and learning. We have designed learning with three main areas of Focus (Prototypes) related to our specific How Might We Questions:

Prototype A - Designers of Learning – Focused on Student Engagement, Instructional Design, and Making Learning Visible. How Might We balance varying interests with curricular objectives and design purposeful work?

Prototype B – Diversity and Wellness – Focus: Engagement and Inclusion. How Might We recognize and support mental wellness and well-being to support staff and student learning.

Prototype C – Designers of learning – Focus: Student Engagement, Inclusion, Instructional Design. How Might We use our Learning Support Model to differentiate to meet students' needs and highlight their capabilities?

As always, our intent is to continue to build a community of learners at Westbrook School, where students demonstrate ownership of their learning, are literate and numerate, are healthy, safe, resilient, and value diversity cultures and traditions.

Christine Parker

WESTBROOK SCHOOL PROFILE

Principal: Ms. Christine Parker

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Mission: 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 school community to promote this growth in our children.

Beliefs: 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.

Unique features of our school?

- a. Westbrook School has been educating students since 1953.
- b. A new school was built on the same site as the old school and the new school opened its door in September 2020. The old school was demolished.
- c. Some of our families have attended Westbrook School for three generations creating a strong sense of community, strength and tradition.
- d. The annual School Fair has been running for 64 years and is an important event, organized by parents, where our students can showcase their creativity and unique talents, bringing school and community together.
- e. The school is in a rural setting where all of our Westbrook students are bussed or transported by parents.
- f. Westbrook School is a choice for approximately 25% of our students who live out of area/district.
- g. We provide opportunities for individualized instruction meeting students where they are at. We know all students by name and the unique qualities each student has.
- h. Friends of Westbrook (FOW) is a fund-raising society that takes an active role in fundraising and supporting the needs of our students academically, socially and physically. Currently are paying off a 100,000 of a matching loan to expand the size of the gym in the new school.
- i. We have a very active and committed School Council that has worked hard to stay connected and support the school even though parents do not have access to the school Currently practices that are on hold due to COVID protocols.
- j. Once a week all our students from K to 8 go to the gym for Families activities. Students gather with their multiage family group of 10 to 12 students from each grade level of our school.
- k. We extend the curriculum by offering a variety of fieldtrips and supporting opportunities for whole school activities and learning together as one community.
- l. All middle school students can participate in all RVS sports (Volleyball, Basketball, Badminton, Track and Field, and Soccer). Because of our small population, we do not have try-outs and have participated at a competitive level and developmental level.
- m. Parents are dedicated to volunteering hours of their time and strive to enhance the students' school experience and foster community within classroom and school environment.
- n. School Council organizes our annual Walk-a-thon which has raises \$9,000 to \$15,000 a year.

No. of Teachers: 9.5

No. of Support Staff: 5.5

Grades Served: K-8

- 153 students K-8

What parents say about our schools?

- Westbrook School is more than just a school where our children of today are educated, it is a Community. A Community that is treasured and valued and everyone is supported and respected. It is a place where our children learn to be leaders, gain self-confidence, self-awareness and respect. Respect for their peers, their teachers & support staff and the world around them.
- The teachers and support staff at Westbrook School care about and value each student in the school. They help foster the student's strengths and encourage them to work hard and take pride in what they accomplish. The students leaving Westbrook School for high school are given the strongest foundation on which to continue to thrive in the next stage of their academia. All these little advantages help make Westbrook the "Biggest Little School."

THIS YEAR'S LEARNINGS

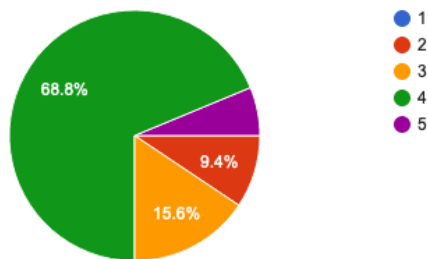
Students Insights

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
✗	✗	✗	✗

Student Engagement

Student Engagement (Students have choice and voice in their learning): Reflect on your experience at Westbrook School, in all of your varied classes and teachers. Assign a value that shows how you think your school is doing. A value of 1 means there is a lot more that could be done. A value of 5 means your school is doing very well. In terms of Student Engagement, how do you think your school is doing?

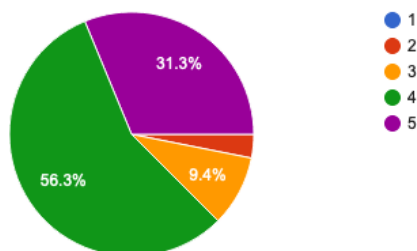
32 responses



Inclusion

Inclusion (Students are equally valued, safe and have their diverse needs met): Reflect on your experience at Westbrook School, in all of your varied classes and teachers. Assign a value that shows how you think your school is doing. A value of 1 means there is a lot more that could be done. A value of 5 means your school is doing very well. In terms of Inclusion, how do you think your school is doing?

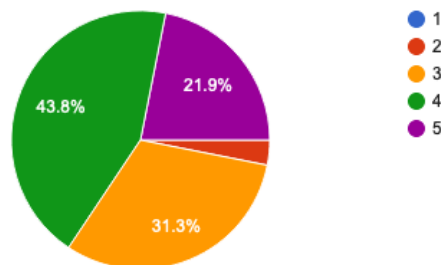
32 responses



Instruction

Instruction (Instruction is relevant and meaningful for all students): Reflect on your experience at Westbrook School, in all of your varied classes and teachers. Assign a value that shows how you think your school is doing. A value of 1 means there is a lot more that could be done. A value of means your school is doing very well. In terms of Instruction, how do you think your school is doing?

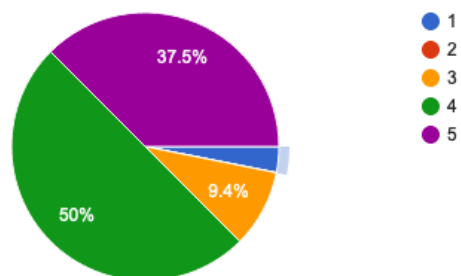
32 responses






Making Learning Visible

Making Learning Visible (Students' learning journey and growth is visible): Reflect on your experience at Westbrook School, in all of your varied classes and teachers. Assign a value that shows how you think your school is doing. A value of 1 means there is a lot more that could be done. A value of means your school is doing very well. In terms of Making Learning Visible, how do you think your school is doing?

32 responses



Students Insights Summary

	<p>What do you think are some things that are going well?</p> <ul style="list-style-type: none"> • Learners are supported: 'everyone can get tons of help', 'staff do great jobs', • School Climate: safe, friendly, extra-curricular, small 'feels like a community', leadership & school events
<p>What do you think could be worked on or improved?</p> <ul style="list-style-type: none"> • Student voice in school decision making • Design Learning: organized, fun, field trips, avoid split classes, options, computer upgrades • School Management: 'listen to students more', 'lighten/lessen rules', disperse student leadership 	
<div data-bbox="298 869 1256 1268">  </div> <p>What actions could our school take to do better?</p> <ul style="list-style-type: none"> • Expand Learning Supports to all students (flexible seating, quiet space to work & visual aids) • Student voice in school decision making • Disperse leadership to the younger grades • Students would like more teachers to provide straight grades so 'we can learn our own curriculum & not be rushed' 	

Parents 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?

- Teachers are wonderful, supportive and helpful.
- Impressed with the work and dedication to include staff/student/parent voice with the Playbook and school improvement.
- Teachers and staff have transitioned well to online and in school learning this school year.

What do you think could be worked on or improved?

- Improve front office communication with parents.
- Parent understanding of RTR & how information is communicated in PowerSchool

What actions could our school take to do better?

- Find ways to assist parents with navigating RTR and student reporting.
- Continue to communicate regular with parents in these unique times and look for ways they can be involved without being in the school.

Staff 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?



- Classroom Learning Environments engaging & positive; students' ability to build and participate in meaningful learning.
- Learning supports visible & accessible for staff and students. Early Interventions.
- Flexibility & willingness to stretch our thinking –inclusion.
- Safe & caring school & Covid rules. Staff care for each other & the students
- Learning RTR together.
- Student engagement & student voice.
- Term Celebration(s), Remembrance Day & Christmas Day Videos.
- Staff flexibility and adaptability to in-school & at-home learning.

What do you think could be worked on or improved?

Student-Leadership
RTR
Mental-Wellness
ClassReviews

- RTR – Share common practice & make sure we have a common approach to reduce conflicting messages with parents. Authentically make assignments with RTR in mind; Co-develop rubrics/checklists; Use 'I CAN' vocabulary in class.
- Communicating our successes/celebrations with the community. With each class feeling like a separate entity this year, the efforts of the leadership team to increase student engagement, is an appreciated task as they try to help bring the school together. Bulletin boards to highlight student work.
- Classroom Reviews – Implementing strategies & reviewing practices. Do students understand their strengths, challenges and how they learn?
- Student voice & choice: we often make decisions for learning without consulting students. Student voice in the younger years
- Mental Wellness: lack of engagement with loss of 'fun aspects' of school; financial stresses
- Inclusion: create systems/ways for students to all feel included and not left out
- Continue work with PBIS

What actions could our school take to do better?



- Communications team – Twitter, TV, Signage, Website, classroom happenings (pictures, bulletin boards, recognition awards, etc.); Engage with the larger community.
- RTR a monthly discussion item.
- Continue to be kind to each other and keep things positive. Continue to grow as a team as we respond to our ever-changing learning environment.
- Continue to offer universal supports for all students, as needed. Gather more student input.
- Resources within the school (ie. Virtual Field Trips). Continue with Spirit Days.
- Allow different leadership opportunities for each grade.

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <p>Population: 153 K-8 students</p> <ul style="list-style-type: none"> • Targeted – 10% • Specialized – .03% • Intensive – 0% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • Inclusion Model – students access learning through differentiated instruction and assessment • Universal Design for Learning – Multiple means of representation, expression, and engagement • Complete and regularly review. Class Profiles to identify areas of needs and goals to achieve them • Balanced Assessment – triangulated, ongoing, meaningful, and consistent • Building capacity with teachers and students through PL, collaboration, and self-directed learning • Positive behavioral interventions and supports (PBIS) • Learning support teacher collaborating and supporting • Assistants in classrooms to help support students • Math/Literacy Pullout
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Differentiated instruction and assessment • Student Success Plans to support specific goals and outcomes • Collaborating with Learning Support and Rocky View Specialists - OT, SLP, PT, Psychologist, Learning Specialist, Behavior Support Coach 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • Differentiated instruction and assessment, one-on-one as required • Student Success Plans to support specific goals and outcomes • Collaborating with Learning Support and Rocky View Specialists - OT, SLP, PT, Psychologist, Learning Specialist, Behavior Support Coach 	

RVS Student Satisfaction (Not Completed 2019/2020)

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?				
What do you think could be worked on or improved?				
What actions could our school take to do better?				

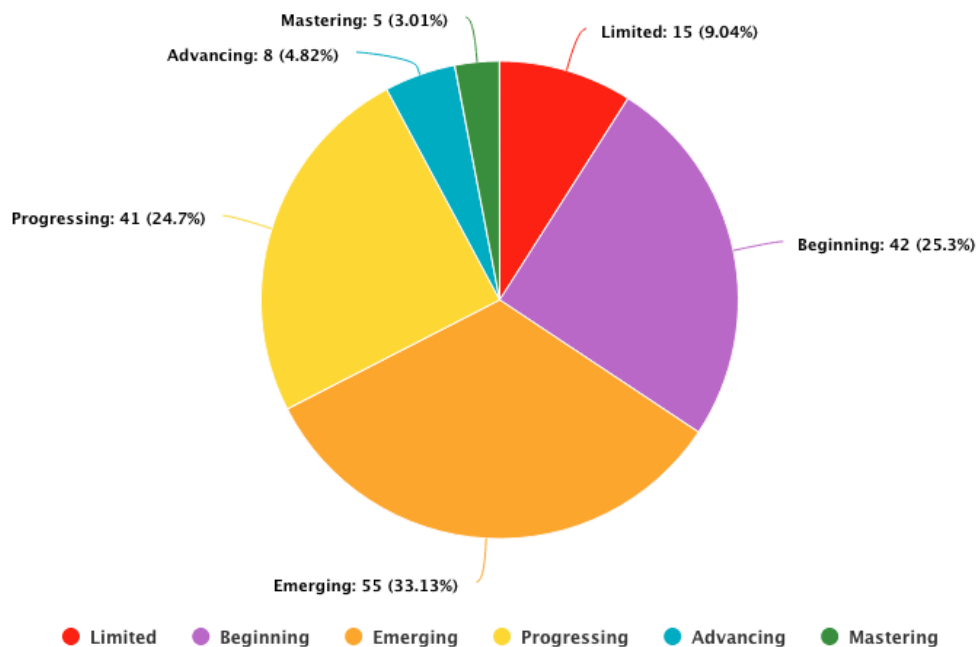
RVS Assurance Model

	Data Source	2019/20																				
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	95.4%																				
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	66%*																				
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	71% K, 1, 2, 4/5, 5/6																				
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 (K-3) Emerging to Mastering		96%	95%																			
Division 2 (4-6) Emerging to Mastering		98%	100%																			
Division 3 (7/8) Emerging to Mastering		99%	94%																			
Division 4 50 per cent +		NA	NA																			
First Nation, Metis, Inuit: Emerging to Mastering		100%	100%																			
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.	<table><tr><th rowspan="3">APORI ACOL Measure</th><th colspan="3">Westbrook School</th><th colspan="3">Alberta</th></tr><tr><th>2020</th><th>2019</th><th>2018</th><th>2020</th><th>2019</th><th>2018</th></tr><tr><td>90.9</td><td>87.9</td><td>76.7</td><td>85.0</td><td>85.2</td><td>84.3</td></tr></table>			APORI ACOL Measure	Westbrook School			Alberta			2020	2019	2018	2020	2019	2018	90.9	87.9	76.7	85.0	85.2	84.3
APORI ACOL Measure	Westbrook School				Alberta																	
	2020	2019	2018		2020	2019	2018															
	90.9	87.9	76.7	85.0	85.2	84.3																

*

Short Term Outcomes Achievement

School Year: 2019 – 2020; Westbrook School



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

- Westbrook attendance rates are very good.
- Report card data shows that over 94% of students at Westbrook School are meeting or exceeding learning outcomes in ELA & Math.

What do you think could be worked on or improved?

- Grow a common understanding of PBIS.
- Continue to support individual success plans to assist students achieving their goals.

What actions could our school take to do better?

- Work with RVS to grow our understanding of PowerSchool, myBlueprint and PBIS
- Continue to work with our internal Learning Support team and the RVS team and build a collective understanding.

APORI Pillar Results

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

Measure Category	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
Safe and Caring Schools	Safe and Caring	90.8	94.6	93.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.7	87.9	87.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.4	95.8	94.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	*	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	Student Learning Achievement (Grades K-9)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	93.8	92.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	41.3	37.2	n/a	20.6	20.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Work Preparation	94.9	92.4	89.4	84.1	83.0	82.7	Very High	Improved	Excellent
Parental Involvement	Citizenship	88.8	93.3	92.7	83.3	82.9	83.2	Very High	Declined	Good
	Parental Involvement	82.6	89.6	88.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.4	90.2	88.1	81.5	81.0	80.9	High	Declined Significantly	Issue

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

- Westbrook School is a safe and caring environment that provides quality education to all students, focuses on citizenship and prepares students for work and further education.

What do you think could be worked on or improved?

- Last year was a difficult year with a pandemic and a new school being built on site.
- Focus on transitioning our school culture and high standards to our new school.

What actions could our school take to do better?

- Our Playbook focuses on school improvement through How Might We Questions that come from gathering information from data, staff, parents and students. The details of our constant strive to improve teaching and learning can be found in our school Playbook.

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 *** Results Based on Number Writing	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:	100 45	92.2 19.7	100 30	91.9 19.6	N/A N/A	N/A N/A	N/A N/A

MATHEMATICS *** Results Based on Number Writing	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:	95.0 15.0	80.1 15.3	89.5 26.3	79.8 16.6	N/A N/A	N/A N/A	N/A N/A

SCIENCE *** Results Based on Number Writing	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:	100 65.0	86.7 33.6	100 55.0	85.5 31.6	N/A N/A	N/A N/A	N/A N/A

SOCIAL STUDIES *** Results Based on Number Writing	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:	100 14.3	82.8 25.6	90.0 55.0	84.1 27.0	N/A N/A	N/A N/A	N/A N/A

Practice Guide Reviews – Inclusive Education Practice Guide

What resonates, encourages or affirms staff?
<ul style="list-style-type: none"> • Time to work and learn together is valued at Westbrook School. • Westbrook School cares for all students and one another. • During this ever-changing time, we need to focus on the positives and be kind to one another.
What questions do you have, what needs clarification, what inspires staff?
<ul style="list-style-type: none"> • Question(s): How do we bridge/ease the gap between RVS technologies, teacher communication & parent engagement. • Inspiration: time to learn and work together.
How might the practice guide inform next steps?
<ul style="list-style-type: none"> • This guide can inform the school on next steps. Next steps include an increase in communication, with our inner & greater school community, regarding digital communication of learning. This feedback can also help inform the format and delivery of our level/staff meetings & upcoming professional learning days.

Winter Insights

What steps have we taken? What is working?
<p>Steps:</p> <ul style="list-style-type: none"> • Since November, Communication of Student Learning (CoSL) is a running Staff Meeting Agenda item • January professional learning (PL) day included time together collaborating on Playbook HMW's followed by individual PL focus. The PL focused on RTR, myBlueprint, Mental Wellness, FNMI ways of knowing, & PBIS. • At the January School Council Meeting, the Playbook was presented & reviewed with dialogue and feedback on RTR and Mental Wellness. <p>What's working?</p> <ul style="list-style-type: none"> • Embedding time during PL to explore and work on the HMW questions as well as time for self-directed learning. • The Learning Support Team is embedded and apparent throughout the school. Student support is available and evident. • Collaborative and regular learning support team meetings, including an array of stakeholders (students, assistants, teachers, parents, leaders, RVS professionals). • Classroom profiles have been guiding learning supports and classroom learning. • School resources for inclusive practices and expansion of culturally rich resources is growing.
What's been tricky?
<ul style="list-style-type: none"> • It has been tricky to create a common understanding of RTR during the teaching and learning environment of COVID-19.

- It is tricky to provide meaningful collaborative PL to our small yet dynamic staff. It is also tricky to work collaboratively with stakeholders during the times of COVID-19.

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

To embed the practice guide into the fabric of our school, we will honor staff feedback and provide time during PL days to continue to explore the HMW questions within our own school and classroom context(s). We will be purposeful and intentional with our collaborative time together, such as meetings (learning support, staff, levels, pl, council) with a focus on Westbrook's caring and kind nature. The Prototype Plans will guide our professional focus and be embedded in our individual practice, with time provided for review and reflection. To achieve an inclusive learning environment, on both the micro and macro levels, honest professional dialogue and stakeholder collaboration will guide our practice.

PROTOTYPE PLANS

PROTOTYPE A: Designers of Learning

How Might We? How might we balance varying interests with **curricular objectives** and design purposeful work?

What Priority Areas Does It Address? Student Engagement, Instructional Design & Making Learning Visible



Name: Designers of Learning ('Do you know who I am? Do you plan with me in mind?')

Scope: To engage students in learning, educators must balance student interests with curricular outcomes and design purposeful work.

Indicator of Success: Classroom Profile created & used to guide planning/instruction, RTR & I CAN's guide learning and are communicated with teacher/parent/student throughout learning; Classroom engagement with an outside source or learning extends outside the classroom (Discovery Education, Virtual Field Trips: Tyrell Museum in Drumheller, Glenbow Museum), real-life tasks, authentic learning, engagement with community as a valued stakeholder); Learning is shared with the community; Differentiation is planned and purposeful.

Description: Teachers work with the Learning Support team to create Classroom Profiles. These profiles, along with Curriculum Guiding documents, design learning for students. Teachers work with RTR and other digital platforms to communicate student learning.

PROTOTYPE B: Diversity & Wellbeing

How Might We? How might we recognize and support mental wellness, diversity and wellbeing to support staff/student learning?

What Priority Areas Does It Address? Engagement & Inclusion



Name: Diversity & Well-Being ('We're all different & that is beautiful')

Indicator of Success: One-on-One, classroom &/or whole school activities/teaching on wellness/diversity; Classroom Profiles and Classroom Support Plans are created and guide practice; individual/whole-group staff PL (ie. MindsUp, FNMI approaches, PBIS, Restorative Practices) on wellness/diversity; A culture of equity and inclusion is established; Common language is used to support all students; RVS Support Team play an active role in school initiatives, providing guidance and expertise is all present at Westbrook School.

Description: A school approach to wellness, with a focus on collaborative professional growth, is a strategy to achieving this HMW driving question. A Most Responsible Person (MRP) from Admin, Learning Support, & Staff will work together to plan PL for staff and initiatives for the school. Examples could include Child Development Advisor classroom interventions/teachings, whole school celebrations focused on diversity, highlight classroom activities involving teachings of diversity and wellness, Student Leadership opportunities to guide wellness/diversity activities. The MRP (Most Responsible Person) team will highlight school happenings and ensure all grade levels are included. The school team will be active allies to students of minority within our school. Acknowledging diverse holidays and celebrations, so all students see themselves within the school, is a spring initiative with the Grade 7/8 leadership class spearheading the promotion and celebration(s).

PROTOTYPE C: Learning Support ('Staff are Jugglers & Student Learning a Crystal Ball')

How Might We? - How might we use our Learning Support Model to differentiate to meet students' needs and highlight their capabilities?

What Priority Areas Does It Address? Student Engagement, Inclusion & Instructional Design



Name: Learning Support - The Juggling Performance

Indicator of Success: Staff work collaboratively, using informed assessments to guide work and design learning; differentiation is planned and purposeful; students can access learning; supports are apparent throughout the grade levels; an inclusive environment is established focusing on equity and inclusion; Increase in levelled & culturally rich resources; increase in digital technologies that support learning; Classroom Profiles and Classroom Support Plans are created & used to guide planning/instruction.

Description: A MRP from Admin, Learning Support, & Staff will work together to highlight current learning/teaching practices related to 'Juggling' and share at upcoming PL days. Examples of collaborative work might include time at Learning Support morning meetings, staff meetings, PL Days, bi-weekly support team meetings, etc. Informed Assessments include Classroom Profiles, Running Records, Reading Readiness, Numeracy Benchmarks, etc. Differentiation exemplars are shared as in-house best practice(s) and could include learning plans, activities, and assessments. Digital technologies that are utilized within our school that support learning are shared as best practice(s) & new technologies are explored.

The MRP team will oversee the purchase & roll out of our new levelled and culturally rich resources.

PROTOTYPE PLANS

Below is reflective of all the prototypes listed above.

Sources of Feedback: Playbook Team will engage with Staff, Parents, Students to evaluate progress.

- By the end of February, the Playbook Team will finalize prototypes and reflect on school progress regarding Prototype Indicators of Success.
- In March/April, the Playbook Team will communicate final Playbook with staff, take time for staff to set goals for upcoming PL day(s), & will plan to inform the parent community of progress (last School Council Meeting).
- Teacher feedback will be collected on each of the school-based Spring PL Days. Parent feedback will be collected at the last School Council meeting in the spring.

End Goals

- Student learning is visible (hallways, Twitter, RTR, Celebrations, myBlueprint, Newsletters), accessible (differentiated) and engaging (student interests, authentic).
- Teachers design engaging classroom learning environments, with a digital presence that documents/communicates student learning.
- Teachers design engaging, safe, and inclusive classroom learning environments, that include I CAN targets, student interests and extended classroom experiences and rich in culture (i.e. Engagement with current event/online resource, community expert, inter-school digital interaction), where applicable/possible.

Fall Learnings: As we reflected on our 2019 HMW's, we identified areas of growth and change. We collaborated as a Playbook Team to simplify the wording and we amalgamated two HMW's. We reviewed with our school staff on the Nov. 23 PL day and settled on our 2020 HMW guiding questions. Time for collaboration, with a focus on technologies utilized within classrooms, was identified as valuable and appreciated.

Winter Learnings: We reviewed the Playbook, focusing on the new data collected through the Staff, Student and Parent Insights. We led PL with Staff Insight in mind, providing time to collaborate and focus on technologies within the classroom as well as other topics of choice related to the Playbook. Staff shared PL learnings and challenges and appreciated feedback/brainstorming of next steps. Continuing to focus on and revisit the HMW questions and prototypes, while building teacher efficacy on evidence-based practice as we maintain a clear PL focus for staff, is our next steps.

PROFESSIONAL LEARNING PLAN

Driving Questions

- What practices/experiences create a culture of equity and inclusion?
- How can we promote & foster collaborative learning, instruction and intervention?
- How do we identify and support the mental wellness of our staff, students and community?

Learning Outcomes

- Staff can share a learning/teaching experience involving equity and/or inclusion.
- Staff share/collaborate on learning practices & professional learnings.
- Staff and community are aware of mental wellness opportunities and supports.

Strategies

- Provide PL opportunities that reflect our driving questions.
- Provide regular time to share/reflect/collaborate.
- Seek and promote professional learning opportunities related to our Playbook.
- Revisit Classroom Profiles and Classroom Support Plans to guide instruction and support students.
- Continue to listen to the needs and wants of our stakeholders.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	1,192,065	1,155,938	1,191,647
Support Staff	361,582	373,769	339,957
Services & Supplies	96,481	74,210	66,321
Other	0	0	0
Contingency	0	0	0
TOTAL EXPENDITURES	1,650,128	1,603,210	1,594,528

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Tuesday, January 26, 2021

What resonates with parents? What inspired them?

- School has managed bouncing between in-school & at-home learning in a supportive and helpful way. It was easier each time.
- Westbrook school is dedicated to school improvement and including stakeholder voice.

What questions did they have?

- How can we make the community feel involved when they are not allowed in the building?
- How can the parents be more involved during this different school year?

What did they find tricky?

- The pandemic has made meeting, fundraising, community events and meeting in person difficult.

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

- Continue to encourage more parents and guardians to attend school council meetings.
- Continue to share our school playbook with parents and create opportunities to share and dialogue about what is going well and areas need continued focus.
- Provide opportunities for school council members to attend ASCA functions. Our school council Chair will be attending the Alberta School Council Association conference and general meeting April 2021.

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

Principal Signature



Date: March 1, 2021

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

School Council Chair Signature



Wendi Napier

Date: March 1, 2021