



# **INNOVATORS BY DESIGN**

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Westbrook School



**ROCKY VIEW  
SCHOOLS**

May  
2022

## TABLE OF CONTENTS

<b>FOUR-YEAR PLAN: INNOVATORS BY DESIGN</b>	<b>3</b>
<b>PRINCIPAL'S MESSAGE</b>	<b>4</b>
<b>SCHOOL PROFILE</b>	<b>5</b>
<b>THIS YEAR'S LEARNINGS</b>	<b>6</b>
Students Insights	6
Parents Insights	7
Staff Insights	8
RVS Education Plan Survey Results	9
RVS Assurance Model	10
Alberta Education Assurance Measures Results	12
<b>PROTOTYPE PLANS</b>	<b>13</b>
<b>PROFESSIONAL LEARNING PLAN</b>	<b>18</b>
<b>SCHOOL COUNCIL REVIEW</b>	<b>19</b>

## 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.

## PRINCIPAL'S MESSAGE

At Westbrook, we remain committed to providing our students and families with the quality education we are known for, while aligning our goals with Rocky View Schools' Four-Year Plan. At the heart of this plan is developing **innovative** students who can **connect** to passions, interests, and people, while **achieving** their potential and **navigating** successfully as global citizens.

One area of focus for Westbrook this year is working towards improving on our already outstanding literacy instruction. This has begun with learning more about the Layers of Reading framework. Our staff has worked together, both teachers and support staff, to gain a better overall understanding of the Layers of Reading, while being intentional about how we will implement each layer in data supported, meaningful ways.

As you will see in this document, supporting mental wellness, diversity and well-being is a priority area for Westbrook School. We plan to address these areas with awareness initiatives like Pink Shirt Day on Feb. 18<sup>th</sup> and National Indigenous Day on June 21<sup>st</sup>, among others. In addition, PBIS (positive behavioural intervention supports) is a Rocky View Schools' initiative that we will be implementing to help support our students further, and create common language amongst staff, students and parents.

Despite the ongoing COVID-19 global pandemic, Westbrook has been able to maintain a sense of community by being flexible and adaptable. For example, our Families program has taken advantage of our amazing outdoor space to ensure this valuable leadership opportunity continues and provides our oldest students the chance to shine as leaders, and our youngest students to feel inspired and connected to the school.

We are a school community who care for one another. We focus on the Circle of Courage pillars of generosity, mastery, belonging and independence daily ... and community, strength and tradition, always. We understand that the more we get to know one another, the more we are connected. We know that together is better, and by working together we can make a difference in supporting our Wildcats to be strong learners and leaders.

Jonathan Klinger  
Principal  
Westbrook School

## SCHOOL PROFILE

<p><b>Principal:</b> Jonathan Klinger</p> <p><b>Assistant Principal:</b> Hana Hooper</p> <p><b>Website:</b> <a href="https://westbrook.rockyview.ab.ca/">https://westbrook.rockyview.ab.ca/</a></p> <p><b>Address:</b> 280265 Rge Rd Rocky View County, Alberta, T4C 3A5</p>	<p><b>Mission:</b> The 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>
<p><b>Total number of:</b></p> <p>Teachers: 11                      Support Staff: 6                      Students: 150</p>	<p><b>Grades Served:</b></p> <p>K - 8</p>
<p><b>Percentage of students:</b></p> <ul style="list-style-type: none"> <li>• identified with specialized or exceptional needs: 9%</li> <li>• who are English Language Learners: 0%</li> <li>• who self-declare as First Nations, Inuit or Metis: 7%</li> <li>• students reading at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 1-3: 31/46 = 67%</li> <li>○ Grade 4-6: 49/54 = 91%</li> <li>○ Grade 7-8: 31/35=89%</li> </ul> </li> <li>• performing mathematics at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 1-3: 97.9%</li> <li>○ Grade 4-6: 98.2%</li> <li>○ Grade 7-8: 97.1%</li> </ul> </li> <li>• with writing skills at or above grade level:             <ul style="list-style-type: none"> <li>○ Grade 1-3: 95.8%</li> <li>○ Grade 4-6: 100%</li> <li>○ Grade 7-8: 100%</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</li> <li>• This is our second year of being in our beautiful new school building located 20 minutes north of Cochrane</li> <li>• Our school is in a rural setting where students are either bussed or transported by parents each day</li> <li>• Once a week, all students take part in our Families program that sees our students develop leadership and school culture</li> <li>• 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</li> <li>• We have a very active and committed School Council that works hard to stay connected and support the school, including the annual Walk-a-Thon which raises \$10,000 to \$15,000 per year</li> </ul>

**What parents say about our schools?**

*"We love Westbrook for so many reasons. It is a perfect combination of up holding traditions and progressive learning. Westbrook is a landmark in our community with a history of local families attending, several of which are now third generation students. We appreciate that Westbrook teaches generosity, belonging, mastery and independence through the circle of courage. My kids look forward to participating in "Westbrook Family" activities where they have built friendships, confidence and leadership skills. The community spirit runs high here within all facets of the school giving each student athlete, artist and academic a great sense of pride being a "Westbrookianite"."*

*"The most meaningful thing I want to share as a parent at Westbrook school is simply; our boys are happy. They love school. It's a place where they feel welcomed, supported, and above all else respected. Westbrook allows space for our kids to be themselves, and the teachers embrace and celebrate each student's authenticity. Our incredible educators and support staff have unwavering dedication and compassion, and the ability to lead by example that helps shape our kids. School brings them joy, and for us that is a success and education at its best. Westbrook school is a unicorn, and for nine years we have been grateful to have been a family in the biggest little school. Thank you Westbrook!"*

## THIS YEAR'S LEARNINGS

### Students Insights

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

- Teachers and staff are always there to support and are great at explaining things
- Learning is easy, fun and supported
- Leadership opportunities for the older students and lots of technology, games and books

What do students think could be worked on or improved?

- Reduce/eliminate split classes or reduce class sizes
- Discipline – too many safety rules – include student voice
- Get outside more often

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

- Calm and not overreacting staff
- Reduce the number of rules, like hat & two-shoe policy or don't be harsh with masks
- Smaller classes, more teachers and no split classes
- More class options and outside time

## Parents Insights

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

- Kids are enjoying school, feeling successful and getting an excellent education
- Staff are doing a terrific job responding to changing dynamics and the school experience has been as 'normal' as possible
- Home communication, both school and classroom, has been appreciated
- Students are exposed to different academic and fine arts experiences on top of school activities such as library, Families, sports, seasonal celebrations and walkathon
- Caring staff and students

What do parents think could be worked on or improved?

- Communication: sometimes seems last minute
- Meet students where they're at by assessing and identifying next steps then providing learning that meets their needs
- Continue to find opportunities for whole school activities and experiential/outdoor learning

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

- Include family participation in school activities when possible and access community supports
- Teach kids to be more accountable for their learning
- Teach kids about financial literacy and how to be critical thinkers

## Staff Insights

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

- Straight grades and student to teacher ratio
- Increase in Communication of Student Learning (CoSL) through increased engagement in online platforms such as PowerSchool, myBlueprint & Google Classroom
- Classroom profiles & student learning needs drive instruction and differentiation
- Students are engaging with each other and their learning

What do staff think could be worked on or improved?

- Further increase our understanding of diversity as a school and greater community
- Make Learning Visible: increase the efficiency and effectiveness of CoSL
- Access to exemplary digital resources from RVS Learning, such as Numeracy & Literacy landing page and exemplary Google Classrooms/Moodle Shells

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

- Share best practices in numeracy and literacy to improve success of all learners
- Be aware of the effects of COVID on students and staff
- Source online resources and online supports for learning

## School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?

Population: 155 K-8 students

- Targeted – 13.5%
- Specialized – 5.8%
- Intensive – 3.2%

What structures and strategies will you implement to support students with Targeted/Specialized/Intensive needs?

- Data Driven Problem Solving & Decision Making
- Inclusion Model – students access learning through differentiated instruction and assessment
- Universal Design for Learning – Multiple means of representation, expression, and engagement
- Complete and regular review of Class Diversity Profiles to identify areas of needs and goals to achieve them
- Balanced Assessment – triangulated, ongoing, meaningful, and consistent; includes assessment for, of & as learning (Pg. 15 Inclusion Practice [Guide](#))
- Building capacity with teachers and students through PL, collaboration, and self-directed learning
- Learning support teacher collaborating and supporting teachers, assistants and students.
- Assistants in classrooms to help support students
- Math/Literacy Supports and Differentiation



	<ul style="list-style-type: none"> <li>• Positive behavioral interventions and supports (PBIS) (school wide diversity profile)</li> <li>• Differentiated instruction</li> <li>• Student Success Plans to support specific goals and outcomes</li> <li>• Collaborating with Learning Support and Rocky View Specialists - OT, SLP, PT, Psychologist, Learning Specialist, Behavior Support Coach</li> </ul>
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### **RVS Education Plan Survey Results**

<https://rockyviewschools.sharepoint.com/sites/myRVS/Administrators/SitePages/Education-Plan-Survey-Results-2021.aspx>

<p>What does the survey indicate are things that are going well?</p> <ul style="list-style-type: none"> <li>• Students are feeling supported and successful at school, where they are learning things that are important to the real world.</li> <li>• School community feels students can achieve their potential in literacy and numeracy. 'Students feel they understand what they read, can communicate in a variety of ways and can get help when needed'.</li> <li>• Technology is utilized safely and respectfully at Westbrook School.</li> <li>• Opportunities to learn about diversity, worldviews and self-care are evident and appreciated at Westbrook School.</li> </ul>
<p>What does the survey indicate could be worked on or improved?</p> <ul style="list-style-type: none"> <li>• Students learning about the different ways they learn and how they learn best.</li> <li>• Teachers working with students to set learning goals is an area of improvement.</li> <li>• Student opportunities to volunteer or work on a community service project.</li> </ul>
<p>In response to the survey what actions could our school take to do better?</p> <ul style="list-style-type: none"> <li>• Take time to teach students about their learning styles and provide opportunities for students to demonstrate their learning based on their preferred learning style.</li> <li>• Take time to set learning goals with students.</li> <li>• Provide opportunities for students to volunteer.</li> </ul>

**RVS Assurance Model**

	Data Source	2021/22	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	61.3%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	4%	
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	90%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Not yet completed, though during preliminary stages of collaboration, LS: S.Hutton noted “Students interviewed gave positive feedback on how school was going. Examples included the school is respectful and kind noting that positive behaviour is recognized through our Recognition Wall and Class Points Systems”. (April 4, 2022)	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	78%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics</b> .	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		96%	98%
Division 2 Emerging to Mastering		100%	98%
Division 3 Emerging to Mastering		100%	97%
Division 4 50 per cent +		N/A	N/A
First Nation, Metis, Inuit: Emerging to Mastering		100%	100%
English Language Learners:		100%	100%

Emerging to Mastering		
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	93.9%

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

- Our mathematics achievement across all three divisions in the school remains high.
- Our First Nations, Metis and English Language learners students are meeting or exceeding learner outcomes in both Language Arts and Mathematics.

What do you think could be worked on or improved?

- Division one Language Arts achievement is currently our lowest indicator of achievement in terms of those measured.
- Despite still being a high percentage, there is still a small percentage of our teachers who feel that the professional development they are receiving from the school division is not contributing to their ongoing growth.

What actions could our school take to do better?

- In terms of literacy achievement at the division one level, data sources could be looked at to determine where instruction needs to be focused to increase achievement.
- At staff meetings, professional learning opportunities offered by the division could be spotlighted and entered into the staff meeting agenda notes for future reference.

## Alberta Education Assurance Measures Results

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	<a href="#">Student Learning Engagement</a>	88.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	91.8	88.8	92.0	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	92.3	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	36.5	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	94.3	92.4	95.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	94.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	82.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	82.5	82.6	87.6	79.5	81.8	81.4	n/a	n/a	n/a

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

- Almost 95% of respondents feel that Westbrook is a welcoming, caring, respectful and safe place.
- Just over 94% of respondents are happy with the quality of education being provided at Westbrook.

What do you think could be worked on or improved?

- Increasing parental involvement could be worked on as it was one of our lower scores, 82.5%.
- With a score of 82.4%, increasing access to supports and services could be improved.

What actions could our school take to do better?

- In the hopes that COVID restrictions remain limited, we could start to promote volunteer opportunities that are available in the school via our school newsletter and website.
- To better our access to supports and services, we could ensure that we are accessing divisional supports and professional learning opportunities provided, and communicating family supports to our parents/guardians.

## PROTOTYPE PLANS

How can we design purposeful work with student interests and curriculum objectives in mind?

What Priority Areas Does It Address?

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

- Teachers
- Students
- Learning Assistants
- Parents via Satisfaction Survey

### End Goals

- Universal Design for Learning (UDL) is a part of all planning: representation (what), expression (how) and engagement (why)
- Produce learning environments that are inclusive and engaging
- Students engage with their learning

## PROTOTYPES

**Name:** Classroom Profiles

**Scope:** Time is intentionally set aside to learn student interests, strengths and challenges and use this information to support planning. All Staff utilize profiles to increase awareness and response to class dynamics.

**Indicator of Success:** Teachers can describe the ways student interests are infused in their planning. Students are aware of their interests and how they can engage with and learn about interests into their careers. The program myBlueprint is utilized to explore interests and strengths.

**Description:** Classroom Profiles are started in the fall and referred back to each month during Learning Support meetings with teachers.

### Prototype Iterations:

**Fall Learnings:** We have seen the value of using Classroom Profiles when looking for different ways to engage students in their learning.

**Winter Learnings:** Purposeful work is evident in class activities/projects (Science 2: boat making & magnet devices), such as student choice & voice in assignments, math games days, hands-on

activities in science and options. Evidence is in our bulletin boards showcasing student projects, classroom newsletters and within the Yearbook photographs. In myBlueprint, we continue to document learning. Going forward, we wish to delve deeper into myBlueprint to showcase students engaging in their learning.

**Name:** Understanding Assessment

**Scope:** Outcomes and expectations will be communicated to students, so they understand how to be successful. Teachers will communicate success criteria (rubrics) so students understand what is needed to get to the next level. Parents need to understand how assessment is communicated.

**Indicator of Success:** Rubrics/Success Criteria are used within classes and practices. Feedback accurately communicates areas of strength, next steps, as well as supports and accommodations. Parent usage of PowerSchool increases & parent feedback is positive.

**Description:** Create a common understanding of assessment through dialogue during our weekly Families PL sessions. Collaboratively create Real-Time-Reporting expectations. Explore RVS Assessment [Plan](#) for Literacy, Numeracy & Writing.

**Prototype Iterations:**

**Fall Learnings:** Families PL was devoted to Real-Time-Reporting expectations.

**Winter Learnings:** RVS Assessment Plan for Literacy, Numeracy and Writing was released in March and provides direction for our staff to explore.

## PROTOTYPE PLANS

**How can we support mental wellness, diversity and wellbeing?**

**What Priority Areas Does It Address?**

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

- Teachers
- Students
- Learning Assistants
- Parents via Satisfaction Survey

**End Goals**

- Gather an inventory (Survey staff) of what approaches are being used in the building to tackle mental health and well-being.

- Staff collaborate and work together to come up with a cohesive plan/program that is our foundation to address Mental Health in the building.
- Create a common understanding of the 'Westbrook Way' through PBIS development.

## PROTOTYPES

**Name:** Positive Behavioural Intervention and Supports (PBIS)

**Scope:** Using the PBIS framework to enhance a positive school culture and create a clear understanding of school norms.

**Indicator of Success:** visuals (poster/bulletin board), observations of positive encounters/behaviours, fewer behaviour issues, safe and caring environment, witnessing/hearing a common language from all stakeholders.

**Description:** Working with PBIS and RVS Learning Specialist: Shelley Hutton, our staff will collaboratively explore the 'Westbrook Way'. The focus will continue in our weekly PL-Families period where staff will collaborate on applying PBIS to our school setting.

### Prototype Iterations:

**Fall Insights:** Staff have been working during Families PL time, assistant learning time, and PL days to create a PBIS matrix that reflects the school culture at Westbrook.

**Winter Insights:** Going forward, staff will be collaborating to create lesson plans to use in teaching the expectations embedded in the matrix. We are looking for a committee of at least four (a rep from admin/learning support, K-3, 4-8 and support staff) to move forward our Positive Behaviour Matrix focused on Kind, Respectful & Responsible.

**Name:** Culture and Wellness Initiatives

**Scope:** To increase and support wellness and diversity so our school community has the tools and strategies needed to be a resilient citizen of the world.

**Indicator of Success:** Students will know how to deal with big feelings or problems as they arise. Students will have an understanding of the diverse world around them. Students will be able to speak about the why of an initiative at our school.

**Description:** Throughout the year, school initiatives are discussed and planned based on the applicability and needs of the school. Intentionally planning culture and wellness days is embedded throughout the year in our Families program exploring the Circle of Courage as well as specific weeks or days to join our greater community in experiencing such events as Orange & Pink shirt day, [Indigenous Peoples Day](#) (June 21), Mental Wellness Initiatives such as the Turn Around program, guest speakers and mentors in resilience, Middle Years Counsellor and Zones of Regulation.

### Prototype Iterations:

**Fall Insights:** Most staff completed Four Seasons to Reconciliation this school year. Many classrooms are engaging with our Middle Years Counsellor with presentations and activities to work on tools and strategies to support such things as friendships, conflict, positive thinking, etc.

**Winter Insights:** Multiple staff have attended Restorative Practices PL this school year. Middle Years Counsellor continues to visit multiple grades to teach problem solving, resilience, effective learning, etc. Learning Commons has been highlighting books of culture, specifically First Nations, Metis and Inuit resources and has been hosting community guests of varying backgrounds and experiences.

## PROTOTYPE PLANS

**How can we differentiate to meet students' needs?**

**What Priority Areas Does It Address?**

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

- Teachers
- Students
- Learning Assistants
- Parents via Satisfaction Survey

### End Goals

- Students feel successful as they are supported at school and in their learning.

## PROTOTYPES

**Name:** Learning Support Wrap Around Services

**Scope:** Working collaboratively, our learning support team accesses and plans services for particular students or groups of students.

**Indicator of Success:** Learners are regulated and feel supported by their school community, by targeted supports such as Literacy Volunteers, Grandparent Program, Peer Mentors, RVS learning supports team, Equine Assisted Learning (EAL), Child Development Advisor programs such as Fun Friends and the Turn Around program.

**Description:** As the needs of students are identified through bi-weekly meetings, our learning support team will access resources and services to support the school, family and student needs.

### Prototype Iterations:

**Fall Learnings:** Programs are up and running such as Fun Friends in Grade 1, Grandparent Program both virtually and in-person, classroom profiles in creation, Equine Assisted Learning, Middle Years Counsellor visits with targeted instruction based on classroom needs, Learning Support assessments getting started, and staff collaboration is set up on a weekly basis.



**Winter Learnings:** To support students in learning strategies to overcome anxiousness and fear, the Turn Around program was explored and implemented in the winter. Many students have gone through the Turn Around program and positive feedback has been received.

**Name:** Literacy & Numeracy

**Scope:** Staff works collaboratively to identify areas of needed differentiation for students to access learning, with a specific focus on Literacy and Numeracy.

**Indicator of Success:** Staff access PL related to Numeracy and Literacy and staff access to resources that support differentiation in Literacy & Numeracy is increased.

**Description:** As the needs of students are identified, staff work collaboratively to access resources and services to support student learning and growth.

**Prototype Iterations:**

**Fall Learnings:** PL focus has been on Layers of Reading, Benchmark assessments are being used to identify areas of concern in middle school math. A Layers of Literacy committee has been created.

**Winter Learnings:** Investment in middle school Literacy & Numeracy Games, numeracy games successfully implemented in classes, implementation of explicit and structured phonemic programming, Read Across Canada in 7/8 room, explicit fluency in elementary.

**Spring Learnings:** Through access to Learning Disruption Funding (LDF), an early years numeracy intervention committee has been created and will work to create and implement a targeted response to identified learning needs. **Indicators of Success** will be the addition of early numeracy resources to our early elementary, learning kits to support numeracy teaching and learning, and the implementation of a targeted response to support identified learners.

## PROFESSIONAL LEARNING PLAN

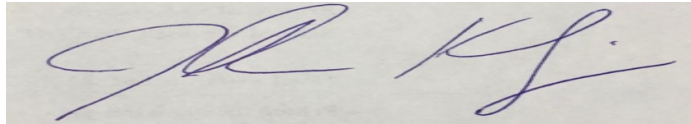
<b>Driving Questions</b>
<ul style="list-style-type: none"><li>• How might we meaningfully engage all staff in professional learning?</li></ul>
<b>Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Staff increase their awareness of diversity and wellness.</li><li>• Staff increase their ability to differentiate to meet student learning needs.</li></ul>
<b>Strategies</b>
<ul style="list-style-type: none"><li>• Use weekly Families PL blocks &amp; PL days to create a common understanding of best practice in literacy.</li><li>• Use weekly Families PL blocks &amp; PL days to dig deep into PBIS at Westbrook School.</li></ul>

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: May 2, 2022

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> <li>It is amazing to see all the programs Westbrook offers to engage the kids with the focus on inclusion and community collaboration. Literacy, Volunteers, Grandparent Program, Mentors, RVS team, Equine Assisted Learning, CDA programs such as Fun Friends, Turn Around.</li> </ul>
<p>What questions did they have?</p> <ul style="list-style-type: none"> <li>What is the Tiered Fidelity Inventory and how is it calculated? How are the participants selected and is it anonymous?</li> <li>There is not a strong reference to the arts. How does this tie into the wellness plan, emotional regulation and critical thinking? Consider creative expression (observed or created) and the positive psychological impact of these activities such as the April Artist in Residence.</li> </ul>
<p>What did they find tricky?</p> <ul style="list-style-type: none"> <li>Overall very informative</li> <li>Providing links like what was offered for Indigenous Peoples Day and other events would be helpful.</li> </ul>
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> <li>Allow for in-class volunteering</li> <li>Include community service projects</li> </ul>

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



May 2, 2022

**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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**School Council Chair Signature**

May 2, 2022

**Date**