

INNOVATORS BY DESIGN



R. J. HAWKEY **ELEMENTARY**

**ROCKY VIEW
SCHOOLS**

May
2022

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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.

PRINCIPAL'S MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school's focus is on creating and using strategies to support all students in developing their ability to be calm and ready to learn. This, along with an emphasis on math and literacy, builds the foundation for our students to reach their potential and RJ Hawkey to achieve the goals of our Four-Year Plan.

With the return to in-person learning and, for some students, in-person learning for the first time, we saw the need to focus on building and teaching skills so that our students could thrive in the classroom regardless of the format of their schooling in the last two years. The use of strategies that support all students allows them to be successful learners regardless of where they are in their learning journey. Successful learners thrive as members of their classroom and the RJ Hawkey community.

Math and literacy skills are foundational for students' learning. As an elementary school, they must be at the centre of our work with staff and students. This year, we will continue working on developing rich tasks and problem-solving in math and helping students move through "The Pit of Learning." "The Pit of Learning" focuses on working through struggles to become successful learners and recognize the value of struggle in their learning, both as students and as a person. In literacy, we are continuing to use small group practices in all classrooms in addition to strong literacy assessment practices. Through these practices, we will support and build our students' skills and competencies so that they may thrive as learners and gain a passion for learning.

SCHOOL PROFILE

Principal: Jackie Root Assistant Principal: Lisa Guy Website: rjhawkey.rockyview.ab.ca	Mission: Safe, Connected, Caring: Success for All Beliefs: At R.J. Hawkey learners will: <ul style="list-style-type: none"> • Have sense of community • Be invested • Feel competent • Reach out • Find joy in learning
Total number of: Teachers: 24 Support Staff: 20 Students: 435	Grades Served: Pre-K – Grade 5
Percentage of students: <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 14.7% • who are English Language Learners: 2.8% • who self-declare as First Nations, Inuit or Metis: 5.3% • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade: N/A ○ Grade: N/A ○ Grade: N/A • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade: N/A ○ Grade: N/A ○ Grade: N/A • with writing skills at or above grade level: <ul style="list-style-type: none"> ○ Grade: N/A ○ Grade: N/A ○ Grade: N/A 	Unique features of our school? <ul style="list-style-type: none"> • We offer one of the four Pre-K programs in Rocky View • We have a K to grade 5 Airdrie Christian Program • We have a regular K – 5 program • Airdrie Food Bank provides a Breakfast Program for our students
What parents say about our schools? <ul style="list-style-type: none"> • “The staff truly cares for students. Each child, no matter what religion or culture or diverse challenge in life, is valued and welcomed. It’s really wonderful to see!” • “I think the learning supports are incredible at RJ, including teachers and aids and behavioural support staff. That goes hand in hand with high expectations for all of the core competencies and ensuring every child is given all they need to achieve their best. Truly an incredible school with the very best teachers and staff!” 	

THIS YEAR'S LEARNINGS

Students Insights

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

- Students felt positive feelings when participating in real-world learning as they recognized that this could help them in the future.
- “I felt like I am actually learning something. It is surprising that some things can be so interesting, and easy to understand.”
- “It is easier and more fun to listen and do our work when we get to build. I learn more this way.”
- Students like reading when reading on their own, with a teacher, or in small groups. The majority of students found reading enjoyable and entertaining and liked when they had a choice of what they were reading.
- Students viewed making a positive difference in their community through the lens of helping actions, taking ownership of our school/clean up it, and helping other students and staff.

What do students think could be worked on or improved?

- Despite students reporting their enjoyment of hands-on learning, students reported writing as the most common way to show what they know – i.e. writing, tests, taking notes, equations, and drawing/sketching.
- Students felt that Social Studies was often too textbook heavy and lacked hands-on experiences. This sentiment was echoed in their comments on how RJ could make things better, more hands-on, quieter environment, and not work with broken toys/materials.
- “Sometimes I don’t feel like a lot of students are following the safe, caring, connected sometimes I don’t see a lot of that.” “When kids are swearing, being aggressive, throwing things, being inappropriate, like today throwing bins, when kids are angry, when I got bullied, when the boys fight.” Quite a few students from a variety of grades classes reported feeling unsafe.

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

- Increase opportunities for students to use hands-on learning, especially in the higher grades, through effective, high-quality instructional practices.
- Increase students' ability to self-regulate to reduce unexpected behaviours resulting in distraction and distress in other students.

Parents Insights

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

- “Students get to work at centres and build with their hands. They often get to take their learning outside to make practical applications.”
- “My kids are learning problem solving well in social situations. Staff truly cares for students. Each child, no matter what religion or culture or diverse challenge in life is valued and welcomed, it’s really wonderful to see!”
- There is a focus on mental wellness. Students are working on mindfulness and self-awareness. There are safe regulation spaces for students (cubes, active regulation stations in the halls) where students can work throughout the school to calm down or have quiet time.
- “I think the learning supports are incredible at RJ, including teachers and aids and behavioural support staff. That goes hand in hand with high expectations for all of the core competencies and ensuring every child is given all they need to achieve their best. I’ve volunteered regularly and have seen firsthand a consistent approach and dedication to a healthy, safe and respectful environment thru creative and thoughtful discipline and instruction.”

What do parents think could be worked on or improved?

- Improve students' conflict resolution strategies. Look at and approach bullying differently. Students need strategies and specific instructions on what they should do and how to report it.
- More support for students with challenges that disrupt classrooms and other students. Explicitly outlining strategies and situations where it would be appropriate for them to ask for and advocate for body breaks or quiet breaks to regulate.
- “I would say the amount of hands-on learning experiences has certainly diminished (whether due to covid or convenience), and have seen more test-taking as an assessment of learning.”
- “offer parents an opportunity to ask for additional support on specific subjects. Guide parents on how to take the steps needed for increasing spelling, reading levels, math etc.”

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

- Increase opportunities for students to use hands-on learning, especially in the higher grades, through effective, high-quality instructional practices.
- Increase students' ability and supports for students to self-regulate to reduce unexpected behaviours resulting in distraction from learning and distress for other students.
- Use our school newsletter, the Hawkey Herald, to provide parents with specific strategies, games, and suggestions to support the development of their child's literacy and numeracy skills at home.

Staff Insights

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

- Teachers purposefully engage students in activities with a low floor and high ceiling. This supports inclusivity and success in the classroom.
- Students are engaged in hands-on literacy centres and learn through play resulting in active learners and high classroom participation.
- Teachers use success criteria to make the learning process highly visible and transparent for students.
- Students feel successful and are motivated to learn during Guided Reading. As a result, students have made significant gains in their reading. This is directly connected to our school's literacy PL and intervention.
- Social-emotional learning and supporting students with emotional regulation play a huge role in many classes. Students are moving and out of their desks to learn and for body breaks.
- Teachers engage students by connecting the learning to their interests.
- Students are celebrated for their efforts, success, kindness, etc.

What do staff think could be worked on or improved?

- Connecting and collaborating with other grades and classrooms so that our students can build relationships outside of their classrooms.
- Continuing to provide staff with opportunities to connect, collaborate, and learn from one another.
- Continuing to promote initiatives to promote kindness, problem-solving, etc., to support students developing these critical social skills.
- Increasing supports for students who need help with self-regulation and find it challenging to be in a classroom for the majority of the day.
- Increased supports for our most vulnerable who are falling behind academically and getting "lost in the shuffle".
- Refining guided reading practices to ensure it is highly engaging and provides the best supports to students in the learning to read process.

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

- Intentionally create time through the school timetable for classes and grade teams to collaborate and engage in cross-curricular and cross-grade learning activities.
- Increase students' ability and supports for students to self-regulate to reduce unexpected behaviours resulting in distraction from learning and distress for other students.
- Continued support through our literacy specialist and divisional learning specialists to improve the coherence of the instructional practice of guided reading.

RVS Education Plan Survey Results

[RJ Hawkey Education Plan Survey Results](#)

What does the survey indicate are things that are going well?

- Students have opportunities to engage in real-world hands-on learning, and they identify that they learn about things that are important in the real world.
- Students identify and feel that their school work is meaningful and what they are learning is useful and what they need to be successful.
- Students and staff feel that students are successful at school, and students identify that they know they can do well at school.
- Staff, students, and parents all feel that students are successful in reading and numeracy and can apply this knowledge to solve real-life problems.
- Students, parents, and staff feel that different cultures, identities, and backgrounds are accepted and valued at RJ Hawkey. Additionally, students are provided with opportunities to learn about global diversity and world views.
- Students are learning to live a healthy and active lifestyle. They are learning skills to support their mental health, be physically active, and components of self-care to support their healthy lifestyles.

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

- Both students and parents feel that students do not have a lot of choice or voice in their learning.
- While students indicated that they engage in school work that is meaningful to them, a significant portion of parents do not feel that students have opportunities to participate in meaningful learning experiences.
- Despite students feeling successful at school, most students do not feel they understand how they learn/work best. Students do not feel they can share their thoughts in various ways.
- Parents and students do not feel that students engage with their teachers to set goals for student learning.
- Students, parents, and staff all felt that there were minimal opportunities to participate in fundraising, volunteering, and community service projects.

In response to the survey what actions could our school take to do better?

- We need to look at how to increase student choice in their learning and how we can communicate these choices to students and parents.
- Despite staff, students, and parents all feel that students are successful in reading and numeracy and can apply this knowledge to solve real-life problems. Parents and students do not think that students can express themselves through writing. An inquiry into our writing instruction and assessments is needed to identify why this discrepancy is occurring.
- With the Covid 19 guidelines and restrictions changes, we need a concerted effort to provide our students with opportunities for volunteering and community service.

RVS Assurance Model

	Data Source	2020/21	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	50.7%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	4.4%	
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	77.7%	
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	TFI scheduled for May 18,2022	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	30.0%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		92.6%	96.2%
Division 2 Emerging to Mastering		89.4%	95.8%
First Nation, Metis, Inuit: Emerging to Mastering		91.7%	95.9%
English Language Learners: Emerging to Mastering		91.7%	100.0%
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	85.7%	

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

- PowerSchool indicates that the majority of students meet or exceed the expected outcomes for English Language Arts and Mathematics.
- PowerSchool indicates that the majority of First Nation, Metis, Inuit, and English Language Learners meet or exceed the expected outcomes for English Language Arts and Mathematics.
- A large majority of our students achieve their learning goals in their Individual Program Plans.

What do you think could be worked on or improved?

- A concerted focus and accountability measures for staff and students to intentionally use myBlueprint for goal setting and reflecting on student learning.
- Continue to work with families, teachers, and our Family School Liaison to share the importance of regular attendance at school and help reduce student attendance barriers.

What actions could our school take to do better?

- School administration can increase accountability for teachers to use my Blueprint with their students as part of the learning process, from goal setting to making learning visible to reflection on student learning.
- Provide time for teachers to meet with learning support to develop IPP goals and ensure programming is designed to support students in achieving their IPP goals.

Alberta Education Assurance Measures Results

Assurance Domain	Measure	R. J. Hawkey Elementary 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	83.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.0	77.3	83.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	88.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	52.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	94.2	94.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.0	82.7	82.9	79.5	81.8	81.4	n/a	n/a	n/a

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

- Satisfaction with educational quality at RJ remains high despite disruptions to in-person learning.
- RJ provides a safe, caring, welcoming, and respectful learning environment.

What do you think could be worked on or improved?

- We need to find different ways to provide parents and guardians to be involved with the school beyond the traditional means of volunteering in the classroom.
- Increase opportunities for students to use hands-on, real-world learning experiences, especially in the higher grades, through effective, high-quality instructional practices, as noted in the RVS survey as well.

What actions could our school take to do better?

- Engage with parents and guardians to survey ways in which they would like to be involved with the school.
- Work with our teachers, learning support team, instructional coaches, and divisional learning specialists to design engaging hands-on learning opportunities for students in all grades.

PROTOTYPE PLANS

How Might We? How might we build authentic self-regulation skills with all learners in our classrooms??

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- School Action Team
- Learning Support Team
- Staff
- RVS specialists – Learning Support, OT, SLP

End Goals

- To develop strategies for addressing regulation concerns and an action plan for addressing students who are not yet ready to learn due to physical or emotional regulation needs.
- Collaborative effort among staff to support students who may be struggling
- Students will demonstrate an improved ability to remain engaged learners in the classroom.

PROTOTYPES

Name: Regulation Stations and Movement Pathways

Scope: Used daily by students, with or without support, to assist them in regulating both their emotions as well as their need to physically move so that they can actively engage in classroom activities and learning.

Indicator of Success: Observation/documentation of student use of these strategies and impact on student success in the classroom.

Description: The use of these specific strategies will assist us in supporting students who are struggling in class. These prepared, intentional tools will give the Teacher and Learning Assistant universal strategies to assist students in becoming regulated and ready to learn.

Prototype Iterations: The movement pathways are working as it has been observed that many students are spontaneously utilizing them in a self-directed manner as well as with the support of peers or adults. It was tricky to schedule and carry out explicit teaching in each classroom about how and when the regulation stations could be used. Initially, students involved in utilizing the regulation stations needed to be monitored and supported, which also required time and a trained adult. Although they took time to establish strategies, and there were barriers as mentioned, these strategies have met with success. Students now demonstrate an improved ability to effectively use both the regulation stations and the movement pathways to

regulate their physical and emotional states. We will continue to employ this prototype and ensure that they will be set up for implementation early in the next school year with support available to train any new staff on their use.

How Might We? How might the implementation of PBIS help students and staff understand school-wide expectations to create a safe, caring and respectful environment?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- PBIS Working Committee (with guidance through our RVS PBIS team)
- Staff
- Students
- Collected PBIS data

End Goals

- Staff will understand how to effectively utilize a PBIS matrix to support positive student behaviour and work together to create and teach explicit lessons around the common expectations found within the school-wide matrix.
- Students will understand and be able to verbally describe expectations as they have learned and explicitly learned and practiced them.
- Data will reflect the effective use of our school-wide PBIS implementation.

PROTOTYPES

Name: Positive Behaviour Intervention and Supports

Scope: The creation of a working PBIS matrix, restorative practices and an increase in understanding of trauma-informed practices.

Indicator of Success: The creation and utilization of a PBIS matrix, restorative practice sheets and documented learning and strategies around the impacts of trauma on students and their learning.

Description: Data gathered from the parent, staff, and student surveys indicate that developing a Positive Intervention and Supports matrix would be beneficial to establishing a consistent set of common expectations for our students. We recognize that restorative practices are a vital component of this and one that connects with our Safe and Caring school goals and Citizenship. The impact of trauma on children's ability to be ready for learning is also an area of interest and one that aligns with teaching explicit expectations. We know that experienced trauma has had an impact on the learning of many students and families that we serve, and we will continue to learn methods of effectively reaching these children where they are at. Developing common language and expectations through an agreed-upon, collaboratively created PBIS matrix and utilizing it effectively brings about consistency and predictability for those that have experienced trauma, leading to a greater feeling of safety and belonging. The creation of a working PBIS matrix, restorative practices and an increase in understanding of trauma-informed practices.

Prototype Iterations: Staff had previously begun working collaboratively on a PBIS Matrix. A PBIS working committee has now been established to take this work further as the matrix needed simplification to ensure all could effectively utilize it. It was tricky to continue working to refine the original draft matrix. It took time and much discussion to ensure all voices were heard as to the priority expectations to be represented on the matrix. As the matrix has been reworked over time, we are creating a more student-friendly version with clear, simple expectations expressed through words and visuals. The collaborative approach is working, and we are encouraged by the progress made. Initially, working with guidance from the RVS PBIS team was an effective use of our time as our path forward was mapped out, and we then moved forward on our own. We have worked diligently to align our PBIS matrix with our school vision and mission, which will assist us in making those visible, meaningful statements within our learning and everyday practice for all. We will continue to consult with our RVS PBIS team as we continue implementing the matrix for our staff, students, and parents.

How Might We? How might we design learning experiences so that all students can access learning and be successful?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- School Literacy Committee
- School Numeracy Committee
- Staff
- Students
- Parents

End Goals

- Grade teams will utilize embedded time each week (during school-wide literacy block) to meet, plan and develop classroom practice and assessment in literacy and numeracy.
- Grade teams will have the opportunity to engage with school literacy or numeracy leads or learning support teacher as part of the embedded time to build their capacity as teachers in these areas.

PROTOTYPES

Name: Embedded time for weekly collaboration with grade team and school coaches.

Scope: All teaching staff will be involved weekly in this iterative teaching practice as they develop plans for implementing, assessing and evaluating their classroom practice

Indicator of Success: An increase in evidence-based instructional strategies will be visible in classrooms and will lead to greater student learning and achievement.

Description: The decision of where to start and what to focus on will be based upon where the grade team identifies a need within their unique group of students. The work pursued within this embedded time is vital as the grade team builds their ability to be collaborative, each member learning from others but also contributing their own experiences and new learnings. The opportunities to work with a coach, whether that be a member of the literacy or numeracy team or a member of the learning support team, will be supported. This will ensure that all teaching staff are moving forward to build their skill in strong practices such as small group reading instruction or implementing rich math tasks.

Prototype Iterations: Our teachers have begun working with our Literacy Coach and our Learning Support Teachers on a rotating monthly basis depending on the need currently identified. Feedback has been given that suggests that we reflect upon the time of day that this embedded time occurs. It has been tricky to change the time during this school year. However, we will reexamine our plans for next school year and reposition this block for earlier in the day. It has been effective for grade teams to work together collaboratively. It has positively

impacted the teaching and learning in classrooms with the students. The support team has been more effective and understanding where greater support is needed. It has been tricky to have a numeracy lead teacher work within the embedded time. Moving forward, we will continue to consider methods to ensure this can be a regular part of the embedded block. With the pandemic of the last two years bringing about the disruption of learning for many of our students, this embedded time for our grade teams to collaborate has been effective at building stronger practice in small group instruction and assessment in literacy and numeracy. We will continue this important work to further assist our students in learning.

How Might We? How might we create a culture where students and teachers are willing to take risks and make mistakes?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- School Numeracy Committee
- Staff
- Students

End Goals

- Students will have a greater understanding of the importance of resilience and persistence.
- Staff will produce rich tasks for students to tackle, and students will be able to utilize various strategies to help them work through challenging tasks.

PROTOTYPES

Name: The Pit of Learning

Scope: The Pit of Learning is a focus during Rich Tasks in Numeracy

Indicator of Success: Students will utilize various strategies when facing a challenging task.

Description: The Pit of Learning involves providing students with rich problem-solving tasks in math and giving them opportunities to struggle and develop skills and strategies to persist through the challenging task towards completion. It is closely connected to a Growth Mindset and the Power of Yet and is an excellent way to develop students' independence, persistence, and problem-solving determination. When students learn this learning strategy, they can then transfer this mindset to other challenges they face in other subjects, personal challenges, and in various situations, they may face moving forward.

Prototype Iterations: The Pit of Learning vocabulary is used frequently by many staff in classrooms to help students understand the importance of persevering when facing a difficult or perplexing task. Something tricky is that not all teachers have utilized this approach to moving through challenges. Some staff are new to our school and did not participate in our professional learning earlier in the year. Traditionally, we would have employed a specific strategy where staff would have been allowed to visit classrooms where it was being used to see it in action, followed by a debrief for questions and clarifying discussion. Next, the mentor teacher would have returned the visit and coached the newer teacher through a rich math task with the opportunity to debrief and reflect afterwards. The pandemic situation has put a hold on this type of structure; however, moving forward, we will be arranging for teachers to learn from one another in this way, no matter the time of year that they join our staff. We will

continue to use the vocabulary in our staff and team meetings and continue to focus on this learning in Numeracy and in our Character Education work. In classrooms where this is explicitly taught, students are beginning to connect The Pit of Learning to Grit and the Power of Yet. They are beginning to understand what it means to tackle challenging situations without giving up. We will support and reinforce learning about the Pit of Learning in all classrooms.

How Might We? How might we make learning visible in literacy, numeracy, and social/emotional learning?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- School Numeracy Committee
- Staff
- Students

End Goals

- Regular, on-going use of myBlueprint as an tool to set goals and reflect on 21st Century Competency skills as well as social emotional and academic goals.

PROTOTYPES

Name: Connecting RTR outcomes to the use of Learning Intentions and Success Criteria

Scope: Use of myBlueprint to show learning and make it visible for staff, students and parents as evidence of daily learning

Indicator of Success: More and consistent use of myBlueprint in all classes and grades. Yearly plans and short-term plans will map out the intended use of myBlueprint as a way for students to reflect on their learning and for teachers and parents to view evidence of the student's everyday learning and achievement. Students' voice is honoured as students express what they would like to display and highlight through the myBlueprint platform.

Description: R.J. Hawkey continues to dive deeper into RTR and ways to utilize it as a planning tool. Intended outcomes can be used to help students understand the purpose of lessons and the need for them to learn and give them the tools to assess their own work using self-reflection as they consider a series of work samples they have in myBlueprint. This also provides a focus for staff to ensure that they cover the Program of Studies and use their time efficiently on what is expected in their grade level curriculum. Although it has been used by many staff, it continues to be an area of focus for our school and needs to be used more consistently in all grades. Grade teams have been asked to use it to document and reflect on one 21st Century Competency per term. Classes have also been encouraged to use it to explore careers and document academic progress.

Prototype Iterations: myBlueprint is an engaging tool that students enjoying working with. Some staff are fully engaged in using it, but it has been tricky getting all staff on board with understanding why it is important and how it is connected to learning and assessment. We will continue to emphasize the importance of using it as a portfolio tool and seek out ways to provide support for those staff that are having trouble getting started. Teachers of students in the primary grade have found it tricky to teach students the steps needed to successfully post

their work into myBlueprint. They have expressed that the volunteers they had pre-pandemic have been slow to return and that they have very much appreciated the support of their volunteers in posting their students' work. The evidence does show that in our school our students in grade 4 and 5 have generally been more successful with posting their work independently. In the future, we will seek to set expectations early in the year and support teachers with making posting in myBlueprint a regular and valuable part of their practice.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we build strategies for staff and students to enhance student self-regulation and readiness for learning?
- How might we design learning experiences so that all students can access learning and be successful?
- How might we create a culture where students and teachers are willing to take risks and make mistakes?
- How might we make learning visible in literacy, numeracy, and social/emotional learning?

Learning Outcomes

- Staff and students will understand the importance of self-regulation and be able to use various tools and strategies to regulate themselves and be ready for learning.
- Staff will understand how to effectively utilize a PBIS matrix to support positive student behaviour and work together to create and teach explicit lessons around the common expectations found within the school-wide matrix.
- Staff and Students will understand and demonstrate school-wide expectations.
- Teachers will utilize embedded time each week to meet, plan and develop classroom practice and assessment in literacy and numeracy.
- Teachers will create engaging rich numeracy tasks for students.
- Teachers will utilize small group literacy instruction to support students' development as readers.
- Students use myBlueprint as a means of sharing and reflecting on their learning.
- Teachers will utilize myBlueprint to document progress on students' IPP goals.

Strategies

- Explicit teaching for using regulation stations, "Move, Work, Breathe," movement pathways, and other regulating activities.
- Staff Book study of "What Happened to You" by Bruce Perry.
- Consultation with divisional PBIS support team.
- Monthly meeting of PBIS committee.
- Staff sessions on providing universal strategies to support student learning.
- Numeracy workshop with Marion Small in designing Rich Math Tasks.
- Implementation of guided reading and small group literacy instruction in all classrooms

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: November 16, 2021 & April 26, 2022

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> The focus on literacy and the strength of our student's growth and engagement with reading. The number of students and parents who value and are satisfied with the hands-on learning experiences provided to students, especially in our younger grades.
<p>What questions did they have?</p> <ul style="list-style-type: none"> How are we working on supporting dysregulated students and disrupting student learning?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> The amount of concern about student dysregulation and disruption due to unexpected student behaviours.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> Increase the number of parents who are part of the school council and volunteer at school to be more aware of the school's focus.

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



Principal Signature

Date May 2, 2022

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

Date May 2, 2022

