



Discovery Trails Online School **INNOVATORS BY DESIGN**



**ROCKY VIEW
SCHOOLS**

March
2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators...

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

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

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

ACHIEVE THEIR POTENTIAL

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

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

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

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

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

To achieve our plan, we will focus on:

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

SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school focus is on engaging our students within our school community, with each other, and with their learning. As we enter our second year as a school, we are recognizing the inherent challenges of community building in the online world, but also, we are getting to know our students. In the opening year of our school, the majority of our students had enrolled because of concerns about Covid; however, as restrictions lifted many decided to return to in-person classes and our population declined by 75% between our first and second year. While that posed some challenges structurally for the school, it also allowed us to really get to know our core group of students and what drew them to online school rather than returning to in-person. While there are lots of different reasons that our students chose online, the largest single factor, expressed by more than half of our students, is social anxiety significant enough to prevent them from even entering their in-person schools.

Our goal with these, and all of our students, is to create a community where they can feel safe, valued, and seen. We want to remove the barriers to engagement and create connections that they were missing in in-person schools. One of our parents wrote “I love the connection I know [my child] feels with her teachers in this school. It’s online but I swear the connection is better than in person... [She] is seen in this school... We truly feel like we’re part of a really special, small community of people who have my daughter’s best interest at heart.” RJ While it may seem counter-intuitive, many of our students, staff, and families have expressed that they have formed closer connections online than they did in-person.

Creating and maintaining that sense of engagement and community has been a focus of much of the work that we have done this year: we initiated a series of in-person activity days to allow students the opportunity to meet each other and their teachers in the ‘real world’; these included the Terry Fox Run, a visit to Nose Creek Park, a sports and games day, and even a ‘winter carnival’. Each of these days also had an online alternative with the same goal: the students would create relationships with their teachers and peers in a relaxed and fun environment. These events together with engaging instructional design which makes best use of the online format such as the flipped classroom, gamification of instruction, and virtual author visits, have helped us to create a safe and caring environment, remove barriers, and spark our students’ imaginations.

Our prototype work this year has focused on the same theme, and we have developed initiatives to help students connect with their peers, to increase attendance, to use effective instructional design to engage students in their classes, and build a community of learners. In addition, to help build engagement with families and parents our learning support team has been working to create a website with resources to support families working with their online children. Our Learning Support team was also able to leverage the online format to better allocate our resources and stretch our support - with the barrier of space and time removed, we were able to support the needs of several students at the same time.

Discovery Trails Online School continues to grow as a community of learners as we build engagement and leverage the opportunities of the online format for connection, effective instructional design, and learning support. We look forward to continuing this journey together in the year ahead.

Discovery Trails - Explore, Learn, Discover: Your Journey Begins here.

Bob Rodgers – Principal

Kelly Huck – Assistant Principal

SCHOOL PROFILE

Principal: Bob Rodgers Assistant Principal: Kelly Huck Website: https://discoverytrails.rockyview.ab.ca		Mission: We make learning accessible to all and meet the needs of the whole student. Beliefs: Our students are adaptable learners who rise to the challenges of the world.
Total number of: Teachers: 11 Support Staff: 5 Students: 210		Grades Served: 1-9
Percentage of students: <ul style="list-style-type: none"> identified with specialized or exceptional needs: 25% who are English Language Learners: 12.5 % who self-declare as First Nations, Inuit or Metis: 10.7 % students reading at or above grade level: <ul style="list-style-type: none"> Grade 1-6 – 65%. Grade 7-9 – 75%. performing mathematics at or above grade level: <ul style="list-style-type: none"> Grade 1-6 - 60% Grade 7-9 – 65% with writing skills at or above grade level: <ul style="list-style-type: none"> Grade 1-6 – no assessment available Grade 7-9 – no assessment available Fountas and Pinnell (March 2023 update) <ul style="list-style-type: none"> Grade 1: 50% Grade 2: 70% Grade 3: 83.3% Grade 4: 33.3% Grade 5: 50% Grade 6: 70% Grade 7: 30.8 % Grade 8: 35.6% Grade 9: n/a MIPI <ul style="list-style-type: none"> Grade 4: 22.2 % Grade 5: 25% Grade 6: 43.7% Grade 7: 31.8% Grade 8: 21.4% Grade 9: 14.7 % 		Unique features of our school? <ul style="list-style-type: none"> The online environment provides students with greater opportunities to have multiple ways of learning, understanding, and showing what they know. We provide opportunities for our students to meet in person for field trips, activity days, and special events. We remove barriers to student learning. Our learning assistants can provide directed support to the students and also have a deeper connection to their families. Families, especially in our younger grades, are more involved with their children's education as they are working elbow to elbow with their children.

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

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

- Several themes that arose from the students' comments include: teacher support, communication, workload, working at own pace, and socialization.
- "Teachers are friendly, there's stable routine once you know what's going on, the workload is manageable"
- "This year so far I have found I am understanding the lessons better than I did in in-person schooling."
- "It's been easier to stay organized then in person."
- "So far getting feedback, getting my work done, and making friends has gone well. I've been able to connect with my classmates, and my teachers. There are very good boundaries set and if someone (including myself) unintentionally breaks them they don't get in trouble they're just asked to not do it again."

What do students think could be worked on or improved?

- Students were very positive with how the year was going with many saying "nothing" to this question.
- Among the responses, workload was by far the most common item that students said was tricky, with in-person socialization, scheduling, and technology also being identified.
- "Workload has been a bit much, easy to fall behind."
- "It's been a little difficult not having a lot of in person social interactions"
- "Understanding the technology from time to time"
- "Getting used to the workload the meeting times are pretty confusing too"
- "The tricky part 100% is the workload."

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

- "I think mental health should be talked about more since I think that's a reason at least half of us are here, it should be talked about in class."
- "I think you should change the amount of times you're required to log on to zoom."
- "Maybe the class calendar could change, or maybe the teachers could remind us where to go after each class has ended."
- "I recommend setting up a mental health check-in for students who are struggling with mental health issues."
- "I suggest we either move the due date further or we should have less of a workload."
- "Decreases the workload."

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

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

- Themes from the parents have been positive communication, teachers, and organization.
- "My children have clicked with their teachers and have built positive relationships."
- "The communication from teachers has been going very well and clear."
- "Excellent communication, support and guidance."
- "The program seems to be well organized so far, communication is ongoing."

What do parents think could be worked on or improved?

- A common theme that was expressed by parents as being tricky was workload, with technology, and communications being concerns as well.
- "A few technical issues."
- "My son is having difficulties keeping up with his home work."
- "My son's work load has been a little over whelming for him."
- "My fear is missing something. If there are materials to be prepared for the upcoming week, I would like to be able get to it earlier in the weekend."

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

- "Better schedule please since it's all over the place and keeps changing."
- "More information ahead of time on what to expect."
- "I would ensure that the teachers have enough support to manage the wide range of students that they have."

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

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

- Staff expressed appreciation for a supportive work environment, team teaching practices, communication, and relationship building.
- "Team teaching and spreading of the workload has been successful in scenarios"
- "Team teaching, support from admin"
- "Communication, I think we have all learned how to communicate effectively through email and zoom."
- "Encouraging and supportive environment among staff at all levels"

What do staff think could be worked on or improved?

- The number one concern was workload, with technology being the second most common theme.
- "PowerSchool Setbacks"
- "Workload (unrealistic deadlines being added to an already busy Sept.)"
- "Workload is tricky with deadlines, too many deadlines at the same time"
- "Workload. Trying to do the same number of committees, events and announcements with less staff."

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

- "Having a parent 'How To' resource with videos etc. that we can send to parents on the first few days of school."
- "Space out demands from administration to balance demands from the division office."

RVS Four Year Plan Survey Results

[Link to DTO Four Year Plan Survey Results](#)

What does the survey indicate is going well?

- Digital citizenship: all areas are very high, with 80% of our students reporting that they always know how to be safe using technology (compared to 64% of RVS students)
- Numeracy - All areas are high: 82% of our students and 83% of parents say they often or always use numeracy skills to solve problems
- Literacy: Also high: 83% of parents say their child often or always learns through reading,
- Student support: 96% of parents agree that their child often or always gets help when needed
- Student learning experiences: 86% of our students say their learning experiences are always or often meaningful, with 46% saying always.

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

- Student engagement: 25% of our students say they are only sometimes or never engaged in their learning,
- Student engagement: 33% of parents reported that their children only sometimes or never had opportunities to be creative.
- Volunteering: 31% of students and 35% of parents reported that they never had an opportunity to be involved with volunteer activities or service projects.

In response to the survey we can:

- Provide meaningful opportunities for students to volunteer within their own communities. Will start this year with food drives and community clean up events.
- Continue to work on Professional Learning and prototype plans that address student engagement in the online environment.

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	67.08%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	7.3%
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	N/A
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	65% of students achieved Pro, Adv, or Mas On IPP goals
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	(This data not available for 21/22)
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	94.1

Alberta Education Assurance Measures Results

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	RVS Elementary/Middle Online S			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	90.6	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.6	n/a	n/a	81.4	83.2	83.1	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	24.0	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	5.0	n/a	n/a	18.0	n/a	20.6	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	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	n/a	n/a	89.0	89.6	90.3	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.5	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.3	n/a	n/a	78.8	79.5	81.5	Very High	n/a	n/a

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

- School scored higher than the provincial average in most categories.
- Learning supports, engagement, citizenship, and education quality all measured very high.
- Students rated the support they receive for reading and writing as very high.

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

- Supplemental data showed that there is concern about the variety of programs of studies, including art, music, and second languages.
- While parents rated this category “Very High” our students rated “Satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.” As very low. This was based on their responses to “Support in using the library” and “Support for career planning”.
- We had an overall low rate of return by parents for the surveys (only 9 parents total)
- The number of students who wrote the PAT exams was too low to provide an accurate achievement measure.

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

- Find more creative ways to offer art, music, and second languages within the online program.
- Simplify the library interface and increase learning commons facilitator time in classrooms.
- Encourage parents to complete the provincial survey.

PROTOTYPE PLANS

How Might We - Support families working with their child in a home environment?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Group members will source and gather content.
- RVS division video materials

End Goals

- Our work will compile and create a useful resource for families. We will include current support available for students and parents.

YOUR PROTOTYPE

Name: Inclusive Education

Group Members: Rachel, Angela, Claudine

Scope: All families who are members of our DTO community

Indicator of Success: A working website that will serve as a useful resource for families.

Description: We will create and curate an inclusive education website to support our families

Prototype Iterations:

Working Well-Through the process of gathering materials, we found some very valuable resources.

-The website is coming together, goals of publishing by the end of March.

Tricky-A few of our links are not working, organizing the digital content

Fall / Winter Learnings:

Our goal was to create a collection of resources for families to support their learners at home. Our team members researched and sourced materials that families could use to support their learners. Our resource will serve to build parent confidence to support their learner at home. We found it helpful to research the support available for parents and model our site comparatively. We have noticed growth in our online community and the confidence parents have we developed while supporting their learners. We will strive to keep the resource updated and relevant. As we finalize our resource our group feels that the process allowed us to gain a better understanding of the purpose and need for this resource.

How Might We - Increase student attendance and engagement at school?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> • Attendance records, • Conversations with parents / students 			
End Goals <ul style="list-style-type: none"> • Increase attendance across the school • Increase engagement in class • Measured by attendance in PS and by teacher “conversations” • Check points in class 			
YOUR PROTOTYPE Name: Attendance and Engagement Prototype Group Members: Melissa, Bob, and Kelly Scope: All students in the school grades 1-9 – issue is greatest in middle school Indicator of Success: School attendance increases. More in-class engagement. Description: In this prototype we are re-designing our attendance procedures from the ground up to look at all factors that affect student attendance at DTO. We are going to take an organic and holistic approach to attendance and address it with differentiated interventions.			
Prototype Iterations: Working - The biweekly attendance blitz meetings are great. Having the chance to review them as a small group has been beneficial in ensuring that we are aware of all the students who are not attending/sometimes attending and why they may not be attending. It also allows us to work collaboratively to tackle the large number of student absences at our unique school. Tricky – Student attendance is an issue with the online platform. It seems we have three types of students; those who fully attend and are engaged majority of the time, those who will sometimes engage and with extra support and prodding do start to attend and engage more frequently, and those who are online possibly to hide (life, family, society, anxiety, academics, health, etc.). Moving forward – Continue with the biweekly attendance blitz meetings. Continue to strengthen our school’s plan in combating attendance through RVS and DTO protocols (emails, phone calls, emergency contacts, letters, registered letters, welfare checks, and attendance board if it comes to that). Fall / Winter Learnings: Bi-weekly blitz meetings have been more effective than the attendance celebrations. There was little uptake on the invitation to lunch (the one student who came in seemed to appreciate it.) Only received one entry for the poster contest – though it was well done. Will continue to try both. Human contact is definitely the most effective intervention.			

How Might We - Create opportunities for students to connect with their peers to develop social wellness for online students?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> • Staff • Parent Volunteers • Students 			
End Goals <ul style="list-style-type: none"> • Emotionally, mentally and socially well and connected students who are actively engaged in online connection opportunities 			
YOUR PROTOTYPE Name: Building Social Wellness Online Group Members: Alicia, Alex, Danielle, Scope: all students in grades 1-9 Indicator of Success: Emotionally, mentally and socially well and connected students who are actively engaged in online connection opportunities Description: The goal of our prototype is to create a sense of a whole-school learning community by connecting students in different grades and classes with each other. To do this, we aim to create a variety of spaces, times and activities that create connections amongst staff and students.			
Prototype Iterations: Working: Fun Fridays, Connection Buddies – collaborative music and art across grade levels, high school leader coming in to read, announcements, assemblies, sending notes to seniors, special visitors, in-person activity days. Tricky: Scheduling Moving Forward: ongoing reading buddies, kindness ninjas – something every month or two, Flat Nobody is coming soon! Fall / Winter Learnings: We have done a lot so far, but we have more special activities coming up. Scheduling has been tricky as everyone’s schedules are different, and classes/teachers are busy. There are however, many things that are going well. The students (and teachers) have been enjoying the Fun Fridays a lot – the grades 1-4/1-6 have enjoyed getting to see students in other grades and the teachers from other classrooms plus the freedom to choose different activities and take on leadership roles.			

How Might We – increase student engagement in Gr. 9 Science?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> Teacher and students Project Website Design Student products 			
End Goals <ul style="list-style-type: none"> UDL in Science for Project Based Learning (with 3 levels of learning choice) Student choice and learning projects designed for all levels with various product design will result in increased student engagement. 			
YOUR PROTOTYPE Name: Science 9 Project Based Design Group Members: Alissa Breakey Scope: UDL Indicator of Success: A variety of project choice and final products within the units, to be accessible to all learning levels and wide interests. Description: Project Design around real-world type applications that provides links directly to science curricula outcomes. The design will accommodate various levels of learners to guide success and engagement.			
Prototype Iterations: <i>Working?</i> <ol style="list-style-type: none"> Creating leveled projects (fully guided through scaffolded inquiries) has allowed all types and levels of learners to succeed. Some students need their checklist and rubric and graphic organizers to help guide them. Others love the challenge of a broader scope with a variety of choices of inquiry within a theme to explore. Branching kids into new ways to design products digitally. Student Confidence in learning and taking more risks to demonstrate their learning <i>Tricky?</i> TIME- Each project takes hours and hours to create. <i>Moving forward?</i> Continue to create UDL in my chemistry unit. Fall / Winter Learnings: There are times in the year when I can spend more time outside of school hours designing and create my projects. I love this part of my job. I love providing unique ways for students to showcase their learning. I love seeing the engagement of students 'buy-in' and the development grow in learning by students taking risks to open themselves up to explore new strategies for inquiry. I have to realize that I need balance work/life as well, and sometimes I can't always give 150% after school hours. This is the ONLY time that these are worked on as I have no time during the school day to do it. Often, I will be working for hours (mostly weekends as I do have a larger time block when I am not teaching) as it's not something that I can just poke and add to. When I am developing ideas and projects there is a wide spectrum of factors that need to be attended to.			

How Might We – build a community of learners with our middle school students?

Central Focus: With our online learning environment, there is a particular need for older grades in our school. These students are looking for means to connect, a space to be themselves, and at base level; a sense of community. With a greater sense of community and self in our online school, there will be a host of ancillary positive aspects:

- Increased engagement in lessons
- Increased engagement with assignments
- Increased verbal/visual interaction via Zoom

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
Sources of Input <ul style="list-style-type: none"> • Student Feedback • Parent Feedback • Teacher Observations • Teacher Evaluation and Reflection • Teacher-Peer Observations 			
End Goals <ul style="list-style-type: none"> • Measurable increase in attendance • Measurable increase in means of engagement (visual/audio/text) in zoom • Increased student work completion • Increased understanding • Increase in private communication – feeling of safety and connection (direct messages via zoom, emails, assignment comments) • Increased participation in sharing • Increased participation in extension of optional assignments • Increased participation in cross grade activities 			
YOUR PROTOTYPE <p>Name: Student Engagement, Community and Sense of Self in a Middle/High School Online Learning Environment.</p> <p>Group Members: Curtis Fong</p> <p>Scope: <u>Central Focus:</u> With our online learning environment, there is a particular need for older grades in our school. These students are looking for means to connect, a space to be themselves, and at base level; a sense of community. With a greater sense of community and self in our online school, there will be a host of ancillary positive aspects:</p> <ul style="list-style-type: none"> • Increased engagement in lessons • Increased engagement with assignments • Increased verbal/visual interaction via Zoom 			

Indicator of Success:

- Measurable increase in attendance
- Measurable increase in means of engagement (visual/audio/text) in zoom
- Increased student work completion
- Increased understanding
- Increase in private communication – feeling of safety and connection (direct messages via zoom, emails, assignment comments)
- Increased participation in sharing
- Increased participation in extension of optional assignments
- Increased participation in cross grade activities

Description:

Learning in Middle School, and the High School years, has a host of social, emotional, and academic challenges. Some of these challenges are amplified and exacerbated by the online learning environment. To ameliorate or decrease the intensity of these issues, community engagement and a safe space to have a authentic sense of self has been identified as a key area of focus. By enhancing these positive aspects in the classroom, holistically, the students will be able to far better engage in activities, share examples of learning or self, and therefore move to much higher measurements of student learning and overall academic engagement.

Prototype Iterations: There is great difficulty distilling this school year's experimental iterations into a clean package. The simplest explanation is that the entire endeavor relied upon the assumption that an increase in interest (engagement) would result in a commensurate increase in participation in learning activities. This has largely borne out to be false. By varying the structure of the online classroom, engaging students in a more compelling environment, and focusing on their avenues of communication & expression, there has been a real and noticeable change in community. But this positive community growth has not led to the expected increase in evidence of learning.

Fall / Winter Learnings:

This lattermost point is very difficult to clearly attribute a root cause. We can come up with multiple logical reasons for the lack of increased student learning:

1. Feeling safe is insufficient.
2. Many of our students were already non-attenders when they joined us.
3. The actual structure of Zoom calls makes it nearly impossible to gain evidence of incidental learning when a student chooses to be digitally invisible.
4. Student learning HAS increased, but how I am assessing is failing to capture evidence.
5. Comparisons to a face-to-face reality are inherently flawed. A biased judgement of 'before.' Perhaps only 55 – 60 % of all students are truly engaged and learning at any given time.
6. This is a new grade for me, and expectations of lesson development and implementation are impactful on the teaching given the sheer volume of prep work and creation required for a novel curriculum.

In sum, the effort utilized to create a safe space and a novel sense of community in the online environment has been a nuanced effort with some successes, but ultimately missing the main goal of measurably influencing student learning for the better. The specific steps to foster community are worthwhile, but perhaps not worthy of the primacy of their development over more traditional learning goals.

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

PL opportunities every other Thursday during the year

Oct 7th – Student mental wellness, review of school data, prototype planning.

Nov 14th - school based - class reviews and IPP goals

Feb 10th division - attendance and engagement

Mar 20 - school based – Class Reviews, Book Study, prototype iterations

May 19 - school review, Book Study

Driving Questions

- How can we build opportunities for staff to enhance our class review process
- How can we increase student engagement and attendance at school?
- How can we support student mental wellness?

Learning Outcomes

- Develop strategies and professional practices that support student attendance and engagement.
- Be able to recognize the signs of student distress and be aware of what steps to take to support them.
- Create structures that support mental wellness.
- Use the class reviews to effectively gather information about students and use it to support instruction.

Strategies

- Divisional support – learning specialists, instruction and assessment specialists
- “Critical action committees” will take the lead on priority areas from above especially:
 - Attendance / engagement
 - Mental Wellness
 - Social supports
- School led in-services on by LS team and committee members.

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	N/A	1,994,240	1,176,714
Support Staff	N/A	\$322,928	\$273,183
Services & Supplies	N/A	\$160,823	\$41,649
Other	N/A	N/A	N/A
Contingency	N/A	N/A	N/A
TOTAL EXPENDITURES	N/A	\$2,477,990	\$1,491,546

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: (March 31 and April 5 2023)

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> It allows the child to learn their own way. I loved the online school and have anxiety about going back to in person.
<p>What questions did they have?</p> <ul style="list-style-type: none"> What can we do to get more parents involved?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> Is there a way in the younger grades, for the kids who are not independent, to get support if the parent is not able to be with them? I want my child to be able to work online, and get his homework support without a parent there.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> Parents have struggles with time. It is hard to commit the time to have an active role. This is more of a parent scheduling. Provide flexibility with the scheduling of school council meetings. Perhaps provide incentives for parents to attend council. (Gift Cards)

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


Principal Signature

March 31, 2023
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

March 31, 2023
Date