



# School Education Plan 2023/24

Discovery Trails Online School



March 2024



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## 2023 – 2027 Four-Year Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

As Discovery Trails Online School enters our third year, we are building relationships and getting to know our students and community: who they are, what they need, and how we can best support their learning and social-emotional wellness. Over the first two years we have been challenged by large fluctuations in our student population. In our first year we opened with just over 350 and grew to 420 by year's end; in our second year we dropped by 75% and opened with only 152 students but then grew by almost 30% by the end of the year. This year looks to continue the pattern of ongoing substantial growth throughout the year and speaks to the nature of our students - many of whom come to DTO due to barriers to learning in their in-person schools. It is our goal to continue welcoming students throughout the year and we strive to make a home for all students by eliminating the external barriers that have interfered with their learning.

It is a measure of our success that many of our students feel ready to return to in-person school after working at DTO for a year – though this also means that at any given time almost 40% of our students have been with us for less than a year. To address the inherent challenges of a highly mobile population, we have developed a student orientation process to help new students acclimatize to online school and develop relationships with their teachers and peers. While it seems counter-intuitive, our staff and students report that their online relationships are often stronger than what they experienced in-person; however, intentional effort is needed to build and maintain those relationships in the virtual world. We continue to celebrate our success in supporting students with flexible groupings, creating positive connections and relationships, and removing barriers to our students' success.

As noted above, the nature of the online school brings advantages and challenges and we are addressing in our goals and plans for the year. DTO is focusing on four goals for the year: Our first goal is increasing our students' ability, flexibility, and confidence with numeracy. After reviewing our math scores from the past year and talking to students we recognize this as an area of growth and have developed a plan to target areas of greatest need. This plan will be supported by staff professional learning and will include school wide strategies including number talks, teaching a math mindset, and developing students conceptual understanding of mathematics (what it is, what it's for).

Our second goal arises from a review of our attendance rates – we have a large number of students, (33%) who were absent for more than 10% of the year. Our goal is to reduce that number to less than 20% of students missing school, and we have struck an attendance committee that is working with our students, staff, and community to address the underlying reasons for student absences and offer support – often directly to individual students – to increase engagement and attendance at school.

As noted in the preamble, building relationships online is a deliberate and intentional process and so our third goal is to ensure that students feel connected and have a voice within the school. As part of our plan for this goal we have launched a new leadership option, created safe and inclusive spaces that are student driven such as clubs, GSA, weekly announcements, spirit days, assemblies, activity days, etc; and are creating opportunities for students to engage meaningfully with peers and students in other classes.

Our fourth goal aligns with the third in that we will use the Positive Behavioural Intervention Strategy (PBIS) structure to foster a sense of community, shared language, and purpose. Our plan for this year is to do staff professional learning to develop fluency and understanding of the program before launching it with our students once the foundational knowledge is in place. Although the PBIS program was designed with in-person programs in mind, it is flexible to the needs of individual schools and we are creating a DTO specific plan within the program.

Our online community is diverse, flexible, and inclusive and we look forward to the continued work of building relationships, supporting numeracy and literacy, and engaging students in their learning and community. "Explore, Learn, Discover: Your Journey Begins Here."



Bob Rodgers  
Principal

## School Profile

<p><b>Principal:</b> Bob Rodgers</p> <p><b>Website:</b> <a href="https://discoverytrails.rockyview.ab.ca/">https://discoverytrails.rockyview.ab.ca/</a></p>	<p><b>Motto:</b> Explore, Learn, Discover: Your Journey Begins Here.</p> <p><b>Mission:</b> We make learning accessible to all and meet the needs of the whole student.</p> <p><b>Vision:</b> Our students are adaptable learners who rise to the challenges of the world.</p>
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**Total Number of Students:** 181 as of Nov 21, 2023.  
228 as of March 12, 2024

**Grades served: 1-9**

**Total Number of:**

- Classroom Teachers: 8
- Learning Support Teacher(s): 1
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 1

## School Diversity Profile

As with all Rocky View Schools, Discovery Trails Online School reflects a rich and diverse learning community.

Notably, 12.5% of our students self-identify as Indigenous students.

English as an Additional Language learners represent 10.6% of our school population. The most common first languages for these students are South Central Asian languages.

As an inclusive school, we welcome 2.5% of our students who have significant learning needs.

Additionally, our students have the chance to explore their creative passions through our Art and Gaming Clubs, fostering connections that transcend grade levels and promote collaboration. We organize engaging in-person activity days at various locations across our school division, emphasizing physical activity and play-based, land-based learning. Furthermore, we offer exciting off-site field trips, such as ski and snowboarding lessons at COP as well as fun social opportunities like our middle school field trip to Calaway Park. Middle School students can compete in division extracurricular sports with badminton and track and field. Our year-end concludes with a school BBQ in the park in Airdrie where students and their families have the chance to connect with each other and their teachers. These experiences not only enrich our students' education but also strengthen our tight-knit community and encourage lifelong learning and friendships. Whether students can attend in person or from anywhere the Internet allows them to connect, we offer lots of ways for students to connect and build relationships with each other and their instructors.

## Student Feedback from Spring 2023

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

- Students enjoy and feel connected to their teachers
- School work is manageable and understood easily
- Extra help and support are readily available
- Learning at home is comforting and safe
- Making friends and meeting new people

### What do students think could be worked on or improved?

- Technology issues, Zoom lagging
- Schedule more live events or activity days
- Group work in break out rooms can be difficult if all students don't participate

## Parent Feedback from Spring 2023

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

- Learning environment is comfortable and safe
- Access to teacher support
- Class structure and small class sizes
- In-person activity days
- Teacher communication

### What do parents think could be worked on or improved?

- Technology difficulties would appreciate a quicker response from RVS IT support
- More school trips
- Increased detailed assessment feedback from teachers

## RVS Education Plan Survey Results

### [Link to Full Survey Results](#)

#### What does the survey indicate is going well?

- Digital Citizenship: 100% of 3-5 and 91% of 6-9 students report they always or often know to be safe online. 81% of 3-5 and 87% of 6-9 students report they are always or often respectful online.
- 100% of parents always or often agree that “People of all cultures, identities and backgrounds are accepted and valued at my child’s school.”
- 91% of Grade 3-5 students and 73% of Grade 6-9 students reported that “I can [always or often] use my numeracy/math skills to solve problems in a variety of ways.”

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

- My child can use my numeracy/math skills to solve real life problems in a variety of ways 25% of Grade 6-9 parents said “Sometimes and 13% said “Never.”
- My child can express themselves through writing 44.4% of parents say “Sometimes” and 11% said “Never.”
- I am making a positive difference in my school or community 48.9% of our Grade 6-9 students said “Sometimes” and 6.7% said “Never.”
- I volunteer in school or the community 47% of our Grade 6-9 students said ‘Sometimes’ and 25% said ‘Never.’

## RVS Assurance Results

	Data Source	Results as of June 2023
June 2023: Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	Grade 4: 11% Grade 5: 33% Grade 6: 27% Grade 7: 37% Grade 8: 12.5% Grade 9: 9.8%
September 2023: Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	<b>September 2023</b> Grade 4: 56% Grade 5: 20% Grade 6: 60% Grade 7: 33% Grade 8: 17% Grade 9: 16%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	Grade 1: 50% Grade 2: 70% Grade 3: 83.3% Grade 4: 33.3% Grade 5: 43% Grade 6: 70% Grade 7: 30.8 % Grade 8: 35.6%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	N/A  (Data will be available as of 2024)
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	67.08%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	65% of students are achieving progressing, advancing, mastering
Number and Percent increase of new students enrolled in school between Oct 1 <sup>st</sup> and June 30.	PowerSchool	Number of new students: 63 Percentage growth: 28%



**What does this data tell us is going well?**

- The number of new students enrolled has continued to increase and be supported
- Students are receiving effective learning support.
- Student attendance has improved compared to how they were doing in-person.

**What does this data tell us could be improved or worked on?**

- Improve attendance and engagement for struggling.
- Advancing student numeracy skills
- Advancing student literacy skills

## Alberta Education Assurance Measure Results

Assurance Domain	Measure	Discovery Trails Online 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	84.3	90.6	90.6	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	88.9	86.6	86.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	24.0	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	5.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.8	92.9	92.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	92.7	92.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.8	89.5	89.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	86.7	83.3	83.3	79.1	78.8	80.3	Very High	Maintained	Excellent

### What does our data indicate is going well?

- Percentage of teachers, parents and students satisfied with the overall quality of basic education is scored as "Excellent"
- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Rated as "Excellent"
- Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. Rated as "Excellent"

### What does our data tell us could be improved on?

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school. Students were only 68% in agreement.
- Only 68% of students agreed that "The mathematics I am learning at school is interesting to me."
- Low number of parents who completed the survey (3) made it impossible recognize parent voice.
- Only 41% of Gr. 6-9 agreed that there "Are... opportunities to learn another language at school."
- 32% of Gr. 6-9 agreed and 45% chose "Don't Know" to "I can get help at my school with problems that are not related to school work."

[Link to full report:](#)

[Link To Report Summary](#)

# Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**How Might We:** Increase student ability / flexibility / competence in Numeracy.

**School Goal 1:** Increase scores on MIPI results by 10% in each grade level between Sept and June of current school year.

**Data that informed this goal:**

- June 2023: Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.
  - Grade 4: 11%
  - Grade 5: 33%
  - Grade 6: 27%
  - Grade 7: 37%
  - Grade 8: 12.5%
  - Grade 9: 9.8%
  
- September 2023: Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.
  - Grade 4: 56%
  - Grade 5: 20%
  - Grade 6: 60%
  - Grade 7: 33%
  - Grade 8: 17%
  - Grade 9: 16%

**Connection to the practice guide(s):**

Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.”

Inclusive Education Practice Guide: Pg 12- “A Multi-Tiered Systems of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem solving and decision making is practices across the universal, targeted, and intensive tiers for supporting all students.”

Instruction and Assessment Practice Guide: Pg 9- “When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes.”

**Strategies:**

- Teach students what math is (define and understand) - understand that numeracy is beyond number operations and basic fact's ability, it is the ability to be flexible, analyze, and work out strategies for solving complex problems. Students can identify the different strands of math-

geometry, graphing, measurement, and patterns. Students will be able to identify their strengths in the definition of numeracy.

- Number talks in the classroom at least once a week
- Teaching mindset math
- Can share and talk about the strategies they use and invent their own
- Intervention for mathematics strategy development

**Measures:**

- From research, we know:
  - Student perception and mindset about math and their own mathematical skills is the most important determinant of student success in numeracy
  - Math is cumulative; thus, it is important to meet each student where they are to help build capacity and confidence
  - Building numeracy skills improves mental agility and focus
  - Creating thinking problems, not just concentrating on algorithms, helps build critical thinking, problem solving, and capacity for analytical thinking.
- Sept: collect data from MIPI scores grades 4-9.
- Oct: test all students under 40% to see what strategies they use for addition and subtraction, using the NZ Maths assessment.
- Oct/Nov: Release results to teachers and train on how to use math thinking routines and openers to help students move to more advanced strategies.
- End Nov: Retest students on the add/sub, using NZ maths assessment to see if there was improvement in more advanced strategy usage. Adjust timeline if more time is needed.
- Dec: Test students using the NZ Maths assessment for multi/div strategies.
- Dec/Jan/Feb: Collect data and assess students to determine next steps.

**Parents can:**

- Use positive language about mathematics
- Use opportunities to authentically demonstrate using math in daily life
- Provide feedback

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• To be completed: NZ Maths assessment on Add/Sub strategies to see how targeted focus on more advanced strategies is working.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a decision to continue Add/Sub or move onto mult/div.</li> <li>• Add/sub could move into strategies for decimals and fractions</li> </ul>

	<ul style="list-style-type: none"> <li>• Just completed NZ Maths assessments with g5/6 and 8.</li> <li>• Completing number talks in 5/6 and Grade 8 classes to target strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments – working with colleague this year to test how conceptual understanding and strategy use affects student confidence in mathematics.</li> <li>• Still concentrating on addition and subtraction strategies.</li> <li>• PD in December to share Building Thinking Classrooms and Backwards by Design planning. Brief introduction.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Struggle: Currently, we are implementing NZ Maths with the 8s and 5/6 class. We are hoping to implement with additional classes and grades moving forward.</li> <li>• To be completed: NZ Maths assessment for multiplication and division to see how targeted focus on more advanced strategy usage is working</li> <li>• Still concentrating on addition and subtraction strategies with the 5/6 class. Have a intensive support small group to build basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Have been working on number talks to build flexibility with add/sub/multi/div for the grade 8s</li> <li>• Have not assessed the 8s with the multi/div test yet.</li> <li>• Make a decision on how to continue and move forward to the end of the school year</li> </ul>

**Outcome:** Students are actively engaged in meaningful and relevant learning.

**How Might We: Increase student engagement and attendance**

<p><b>School Goal 1:</b> Move student attendance up to 80% missing less than 10 % of the year.</p>		
<p><b>Data that informed this goal:</b> Attendance stats from 2022/2023 –</p> <ul style="list-style-type: none"> <li>Percentage of students who are absent less than 10 per cent during the school year - 67.08%</li> </ul>		
<p><b>Connection to the practice guide(s):</b></p> <p>Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.”</p> <p>Instruction and Assessment Practice Guide: Page 4 “Teaching and learning is centered around the student. It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities.”</p> <p>Inclusive Educations Practice Guide: “Through inclusive education, students, teachers, support staff and parents strive to actively, collaboratively, and intentionally remove barriers faced by children and youth...”</p>		
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>We will have an attendance committee that will meet to review school attendance every two weeks.</li> <li>Personal contact by CDA, Teachers, and administration to connect with students who are struggling with attendance.</li> <li>“Attendance matters” awareness campaign throughout the school.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>PowerSchool Data – “Attender” review in Dossier</li> <li>Teacher reports on individual student attendance</li> <li>Attendance trends by month/grade/day.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>Notify the school of any concerns or barriers to attending school regularly</li> <li>Post schedules and set alarms for student</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>The attendance committee has only met once</li> <li>Monthly? Check-ins to parents and families have been sent out</li> </ul>	<ul style="list-style-type: none"> <li>We need to increase to our two-week minimum</li> <li>Thinking about implementing safe arrival or phoning parents at the</li> </ul>

	<p>to connect with families regarding student attendance</p> <ul style="list-style-type: none"> <li>• Teachers, CDA, and Admin are contacting parents. Most parents are unaware their kids are missing at all. They are shocked their kids have not attended or have missed so much</li> <li>• Have not implemented the “Attendance matters” awareness campaign</li> <li>• Approximately 60% of elementary students at elementary level are missing less than 10% of school</li> <li>• Approximately 50% of junior high level are missing, less than 10% of school.</li> </ul>	<p>end of the day to state their child is absent</p>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Attendance committee is meeting more regularly.</li> <li>• Attendance has gradually increased over the year.</li> <li>• Have had significant success with a number of students who have struggled with attendance. Some moved from not attending, to Over 90% attendance rather.</li> <li>• 65% of the school population attends more than 80% of the time, an increase of 5% from 22/23.</li> </ul>	<ul style="list-style-type: none"> <li>• Have referred a small number of students to the Alberta Attendance Board</li> <li>• We have added the safe arrival app that notifies parents at the end of the day as to their child’s attendance</li> </ul>



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**How Might We: Ensure that students feel connected and have a voice within the school.**

**School Goal 2:** 80% of students will agree (Always/Often/Sometimes) that they feel themselves to have the opportunity to be a part of the school community. Self-report feeling connected to the school community via the surveys and conversations with staff.

**Data that informed this goal:** Student / parent feedback via school, RVS, and AB Ed surveys.

RVS – Gr. 3-5 I volunteer in school or the community 72.7 Always/Often

Gr. 6-9 24.5% Always/Often

My ideas are listened to by adults at my school – Gr. 3-5 91.9% Always/Often

My ideas are valued by adults at my school Gr. 6-9 66.6% Always/Often

I can make good choices when things don't go my way Gr. 3-5 92.9% Always/Often

I can overcome obstacles and challenges Gr. 6-9 79.9% Always/Often

**Connection to the practice guide(s):**

Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.”

Inclusive Education Practice Guide: Page 9- “Some children and youth come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur.”

Instruction and Assessment Practice Guide: Page 5- “With a focus on diversity and differences, we ensure that students with ALL levels of need are fully engaged in our classrooms. Indigenous students are part of our communities and Indigenous Ways of Knowing are implemented in instructional design.”

**Strategies:**

- Creating opportunities for students to demonstrate leadership and create and drive school initiatives
- Allowing students and staff to create safe and inclusive spaces that are student driven (clubs, GSA, announcements, spirit days, assemblies, activity days, etc.)
- Creating opportunities for students to engage meaningfully with peers and students in other classes (assemblies, multi-age groupings, buddy classes, activity days, special presentations)



<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Student participation in school activity day.</li> <li>• Number of students volunteering to support school initiatives.</li> <li>• Number of students participating in leadership class / hours invested.</li> <li>• Student participation in school clubs.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Attend school council meetings and special assemblies</li> <li>• Attend Active Living School Activity Days with their student</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Success: Student leadership lead slides for “spirit” days in weekly announcements.</li> <li>• Success: First DTO Student Leadership CTF class.</li> <li>• Challenges – student buy in creating clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with leadership class involvement in weekly announcements.</li> <li>• Creating opportunity for student voice to increase buy in for activity days and clubs.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• CTF Leadership students have created opportunities for students in different grades to connect including a Grade 1-9 Afternoon Lounge where students of all grades could join and connect</li> <li>• Gr. 1-6 clubs are very successful with good engagement and attendance. Gr. 7-9 clubs are up and running but attendance is still low</li> <li>• Afternoon lounge Gr. 1-9 was very successful (breakout rooms, cartoons, games, conversation)</li> <li>• DTO Student Help Center organized and led by Leadership students</li> <li>• Opportunities for students to share through announcements, assemblies, spirit days and special days</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with student lead clubs</li> <li>• New leadership students have just begun Term 2, opening up more possibility for connection</li> <li>• Potential for in person acts of leadership which could include other students and staff members</li> <li>• Look for opportunities to engage students beyond the Leadership cohort.</li> <li>• Continue planning for next year.</li> </ul>

## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**How Might We:** Utilize Positive Behavioural Intervention Strategy (PBIS) Structures to foster a sense of community, shared language, and purpose in an inclusive online school environment?

<p><b>School Goal 3:</b> We will launch and implement a PBIS program and establish baseline measurements of our school’s Tiered Fidelity Inventory.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• On the RVS Survey Measure “I am making a positive difference in my school or community”             <ul style="list-style-type: none"> <li>○ 72.8% of Gr. 3-5 students said “Always/Often</li> <li>○ 43% of Grade 6-9 responded Always/Often.</li> </ul> </li> <li>• On the RVS Survey Measure “I am respectful in my use of technology” 81.8% of Gr. 3-5 students said “Always” and 18.2% said “Sometimes”</li> <li>• On the RVS Survey Measure “I am respectful in digital environments, including social media” 86.7% of Gr. 6-9 students said “Always/Often”</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p>Instruction and Assessment Practice Guide-Page 4: “Designing learning, students learn through purposeful instructional design.”</p> <p>Inclusive Education Practice Guide: Pg 13 – “Set and teach school-wide behavioral expectations and acknowledgment.”</p> <p>Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and type of student, educator, and system data to plan assess, and evaluate professional learning.”</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• PBIS committee will present positive behavioral intervention strategy theory to staff during collective professional learning time.</li> <li>• Staff will collectively create PBIS programming and launch with parents and students.</li> <li>• Engaging our school community in PBIS through recognition opportunities, and shared experiences</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• We will establish a baseline TFI score.</li> </ul>

<ul style="list-style-type: none"> <li>• (ABEd) Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</li> <li>• (ABEd) Overall teacher, parent, and student agreement that learning environments are welcoming, caring, respectful and safe.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Attend our school council meetings to learn about our PBIS progress.</li> <li>• Reinforce PBIS language at home</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• As a staff we are establishing norms of communication and staff wide groundwork for Tier 1 policies and initiatives.</li> <li>• In terms of students, we are currently in the process of finalizing our PBIS matrix, and will soon be seeking student and parent feedback.</li> <li>• During our staff discussions, there has been significant staff growth and engagement. This is particularly evident with regards to staff culture, safe spaces, and ability to share in group environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeframes had to be flexible to accommodate the large level of foundational work required in a new school environment.</li> <li>• Our transient population requires significant scaffolding and individualized support that other schools may not regularly encounter. This also required significant changes to the timeline.</li> <li>• Our prospective plan of action may require significant changes come the new year, as this is a novel endeavor for our school.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Begun initial planning and introductory work with tier 1 implementation in our school environment.</li> <li>• Introduced and collected feedback on our schoolwide matrix with staff. We have yet to share the matrix with students and parents.</li> <li>• Completed initial tier 1 inventory.</li> <li>• Established norms of communication for staff moving towards norms of communication for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to move more aggressively on tier 1 planning and implementation on a schoolwide level</li> <li>• Timelines were adjusted for emergent issues and unforeseen circumstances that arise in a school setting.</li> <li>• Considerable background focus and shared understanding needed to occur before the entire staff was ready to move forward together.</li> <li>• Significant time is needed to brainstorm, evaluate, and enact policies in an online setting due to the unique nature of our school.</li> </ul>

## School Council Review

Presentation of School Education Plan Oct 11<sup>th</sup>, 2023

**School council comments:**

- Concern about the long-term viability of the school, want to make sure it continues as a Gr. 1-9 school.
- Attendance: such a difficult metric to measure, based on the nature of the school and the number of factors that can impact students. Is also sometimes out of the control of the students.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of Discovery Trails Online School**



Lissette Perez

**Principal signature on behalf of students and teachers of Discovery Trails Online School**



Bob Rodgers