



ÉCOLE ELIZABETH BARRETT ELEMENTARY SCHOOL

INNOVATORS BY DESIGN



**ROCKY VIEW
SCHOOLS**

MAY
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

Dear EB families,

At École Elizabeth Barrett Elementary School this year, we have the opportunity to re-focus our energies on our core values of Community, Curiosity and Collaboration. We took a close look at the information we have about our students and how they are doing both academically and social-emotionally, and had the opportunity to listen to our students, their families, and our staff to create some key strategies to guide our school plan this year.

We know that student engagement is critical, and goes a long way to set our students up for a life-long love of learning. We heard about the importance of our young learners to feel connected to our community, so we have emphasized participating in community outreach programs, such as community food and clothing drives, and the Terry Fox Run. We also are engaging in important work around Truth and Reconciliation. We have a committed group of staff members leading our efforts in this area. We've incorporated the Seven Grandfather Teachings into our student-led assemblies. We are engaging in professional learning around Truth and Reconciliation, and have brought in age-appropriate speakers and resources to support this learning.

We also know how important it is for each and every student to feel included and valued in our school. One of the strategies we are employing this year is our EB Buddy Board. Throughout the school year, each of our students will be recognized as an EB Buddy, for one of the Seven Grandfather Teachings (Love, Respect, Truth, Wisdom, Honesty, Bravery, Humility). When our EB Buddies are named throughout the year, each student gets to place their picture on our Buddy Board near an adult they connect with. Not only are we emphasizing strong character traits through the Grandfather Teachings, we are also intentionally drawing attention to how our students connect with our staff.

High-quality instructional design is key to our school's main goal in growing foundational literacy and numeracy skills. This year, we are working on improving our ability to provide data-informed instruction to our students. We have new sources of student achievement data to draw upon, and we are learning to use this information to help us to best support our learners. We know that the last few years have had an impact on student learning, and we are working hard to help close these gaps. We've engaged our teachers in professional learning around data-informed instruction, and have intentionally collaborated with colleagues from another K-4 dual-track school to embark on this learning together.

We want our families to be highly involved in their child's education, and we are working to capture the wonder and curiosity of young children's learning. We are trying to increase our parents' engagement in order to see their student's learning in myBlueprint and the PowerSchool Parent Portal. We are stepping up our social media presence to showcase learning in our school giving parents an opportunity to see our learning in action.

Throughout all these strategies to make Rocky View Schools' Four-Year Plan *Innovators by Design* come alive in our school, we are extremely fortunate to have such a wonderfully supportive parent community to walk alongside us in this journey. We hope you find this school workbook to be a valuable resource to learn about our plans to help our students connect meaningfully, achieve to their best potential, and navigate their world successfully.



Gerry Gaudet and Elisa Korver
School Administrators

SCHOOL PROFILE

<p>Principal: Gerry Gaudet</p> <p>Assistant Principal: Elisa Korver</p> <p>Website: http://barrett.rockyview.ab.ca</p>	<p>Mission:</p> <p>We create meaningful connections.</p> <p>We care for whole people.</p> <p>We cultivate ownership.</p> <p>Beliefs:</p> <p>Our core values are comprised of Community, Curiosity and Collaboration/Communauté, Curiosité et Collaboration.</p>
<p>Total number of:</p> <p>Teachers: 24.3 FTE Support Staff: 11.9 FTE Students: 478</p>	<p>Grades Served: K-4</p>
<p>Percentage of students (Fall 2022):</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 8.6% • who are English Language Learners: 2.3% • who self-declare as First Nations, Inuit or Metis: 5.6% • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: 68.8% ○ Grade 2: 39.8% ○ Grade 3: 47.8% ○ Grade 4: 75% • performing mathematics at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: 75.2% ○ Grade 2: 66.7% ○ Grade 3: 86.2% ○ Grade 4: 28.8% • with writing skills at or above grade level: <ul style="list-style-type: none"> ○ Grade 1: TBD ○ Grade 2: TBD ○ Grade 3: TBD ○ Grade 4: TBD 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Dual-track school featuring both a regular English language program (57%) and a French Immersion program (43%) • Share special mentoring partnerships with the other schools on the Cochrane Tri-Schools site (École Manachaban Middle School and Cochrane High School) • Close proximity to the Cochrane Ranche, a tremendous outdoor space to enhance learning

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

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

- Breakfast program helps students
- Students treat each other kindly at our school
- Music program is fun

What do students think could be worked on or improved?

- Outdoor spaces could be more engaging
- Better access to green practices like composting

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

- Examine ways to improve our outdoor spaces to be more engaging to our students
- Promote green practices in the school to reduce waste and protect our environment

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

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

- Students are engaging with our community
- Students are connecting what they learn to real-life situations beyond the school
- Learning about First Nations perspectives is becoming embedded in the school
- Students' social/emotional needs are being cared for with proactive strategies like the Pit Stop, whole-class instruction around emotions and regulation

What do parents think could be worked on or improved?

- Increasing level of parental engagement beyond classroom volunteering
- Creation of inclusive outdoor learning spaces

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

- Develop a strong parent engagement strategy
- Use fundraising dollars to create appropriate outdoor learning spaces

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

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

- Non-academic needs of students are being met
- Students are learning skills to be responsible citizens
- Students have opportunities to showcase their learning (assemblies, hallway artwork, myBlueprint, concerts)
- Strong citizenship messages help foster inclusion in the school

What do staff think could be worked on or improved?

- Engaging learning opportunities for students in Literacy and Numeracy
- Increasing staff learning around First Nations, Métis and Inuit perspectives
- Engaging parents more deeply in their child's education

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

- Use assessment data to focus on Instructional Design to better engage students in Literacy and Numeracy
- Participate in Professional Learning on First Nations, Métis and Inuit perspectives and embed this learning in meaningful ways for students
- Promote stronger parental engagement in students' learning through myBlueprint and PowerSchool, as well as showcasing learning in school-wide events

RVS Four Year Plan Survey Results

[Elizabeth Barrett.pdf](#)

What does the survey indicate is going well?

- Parents feel students have choice in their learning (64.7% compared to RVS result 57%). Furthermore, parents report students have opportunities to demonstrate their learning in different ways (76.5% compared to RVS result 63%)
- Students feel they are connecting to the real world (83.5%)
- Our students are successful and feel successful at school, reflected in high student results (84%), teachers (88.4%) and parents (82.3 %), when compared to RVS totals (students 83.2%; teachers 77.5% and parents 68.6%). This supports our efforts in creating a positive school climate for learning.
- Our parents report that students can express themselves in writing (76.5% compared to RVS result 62.4%). This validates our focus on improving students' foundational reading and writing skills.
- Our students learn about and value diversity (94% compared to RVS result 85.7%). This affirms our efforts to create an inclusive school environment.

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

- Our parent surveys tell us that our students are not having as many opportunities as possible to participate in community service projects (36.4% compared to RVS result 46.1%)
- Our survey results tell us that we are not as involved as we could be in fundraising and volunteering activities in the community (students 47.2%; teachers 60.5% and parents 36.4%).

In response to the survey we can:?

- Continue to focus on providing students choices in their learning, connecting to real world in learning activities and focus on maintaining an inclusive and positive school environment
- Educate our students and families about the community outreach initiatives that we already undertake and continue to find new ways to engage in our community

*All percentages quoted are Top 2 boxes- Always and Often

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	47.6%
Percentage of students excessively absent (>10%) due to health matters.	PowerSchool Attendance Data	20.2%
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	93.6%
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	100%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	86.4%

Alberta Education Assurance Measures Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5224 Elizabeth Barrett Elementary School



Assurance Domain	Measure	Elizabeth Barrett Elem 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	78.7	82.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.9	84.6	84.4	81.4	83.2	83.1	Very High	Maintained	Excellent
	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	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	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	88.9	90.3	91.4	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.3	87.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.3	71.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.4	78.3	78.7	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

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

- Our school scored Very High achievement (83.9%) in the Citizenship measure, maintaining our excellent performance in this area. Our staff, parents and students report high levels of satisfaction in this area.
- Our school continues to score a High level of achievement (88.9%) in the Education Quality measure, maintaining our high level of performance. Parents indicate satisfaction with the quality of teaching at the school (94%).
- Our efforts to make our school a welcoming and caring place for students and families are validated. Highlights from the Welcoming, Caring, Safe and Respectful Learning Environments measures include high parent results for *Teachers care about your child* (100%), *Your child is safe at school* (95%) and *Your child's school is a welcoming place to be* (100%).

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

- Despite some annual gains (74.3% in 2022 from 71.4% in 2021) at the school level, our school lags behind the provincial number (81.6%) in the Access to Supports and Services measure.
- We have shown recent improvement in some aspects of our Parental Involvement measures, yet this area continues to be an area for growth.

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

- The number of parent participants in the Alberta Education Quality Assurance Surveys is relatively low (n=18). We will work to develop a parent engagement strategy to have more representative sample sizes in the future.
- Promote the services that are available at the school to support both academic and non-academic issues to our parent community.
- Create a Parent Engagement Strategy to better inform our parents of what is happening in our school, and allow for different opportunities for parents to have voice in school decision-making.

PROTOTYPE PLANS

How Might We connect with our larger community to engage students in real-life, hands-on learning activities?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff and students
- Parents and other community members

End Goals

- Students will have opportunities to connect with and contribute to the local community
- Students will gain citizenship skills in their local and global communities by performing impactful activities
- Students will develop greater understanding of First Nations, Métis and Inuit perspectives

PROTOTYPES

Name: Community Engagement Activities

Scope: Students and their families, staff, community partners

Indicator of Success: Participation in activities that promote connections in the community. Each student will engage in at least one community engagement activity.

Description: Community Engagement Activities are ways for Elizabeth Barrett students to hone in on the school's three core values of Community, Curiosity and Collaboration. Activities involve engaging students beyond the walls of the school; connecting to various community organizations through events. Some examples include food drives, community clean-ups, singing for seniors, awareness campaigns (Terry Fox, Chromosome Awareness Day, Hats On For Mental Health, Down Syndrome Day, Pink Shirt Day).

Prototype Iterations: Elizabeth Barrett students have been involved in several outreach initiatives in our community. A few highlights include Rancho cleanup sessions, trips to local businesses (Mackay's Ice Cream, Save-On-Foods) as well as fundraising for local community charities (Cochrane Activettes Stuff the Turkey Food Drive and Christmas Pajama Drive).

Winter Learnings: Our students are benefitting from these community connections. A challenge is engaging parent volunteers to help support this work. Options we are exploring include connecting with Cochrane High School and community grandparents.

Spring Learnings: We continue to experience great success when our students reach out and connect in our community. We do however, still experience challenges in bringing our community into the school. We have had some successes with bringing in community leaders such as firefighters and police officers.

Name: Truth and Reconciliation Action

Scope: Students and their families, staff, First Nations, Métis and Inuit community partners

Indicator of Success: Students will participate in activities that promote reflection and understanding to the concepts of Truth and Reconciliation.

Description: The school has established a Truth and Reconciliation Committee to plan and facilitate learning for students and staff. Some examples of initiatives include: using the 7 Grandfather teachings to teach and recognize positive character education through direct instruction, student-led assemblies, student recognition. Additional activities include Orange Shirt Day, promotion and engagement in the Mini Thni Community Walk for Reconciliation, school-wide Indigenous Games Day.

Prototype Iterations: Our school has established an active staff Truth and Reconciliation Committee to guide this work. Some highlights this year include partnering with the Mini Thni community for a Reconciliation Walk that was attended by some families and staff. We engaged in professional learning around incorporating Indigenous perspectives in math and physical education.

Winter Learnings: We are maintaining momentum with these initiatives due to a passionate and active staff committee. We continue to strive to incorporate new curriculum and resources focusing on Indigenous perspectives. We recognize that we've grown a great deal in our practice around First Nations' learnings, but still have room to grow, particularly to incorporate Métis and Inuit viewpoints.

Spring Learnings: We see growth in teacher passion and self-efficacy in this area. We look forward to coordinating future projects such as our Learning Gardens with our Director of Indigenous Learning.

PROTOTYPE PLANS

How Might We ensure that each student feels connection to our school?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff, students, parents, divisional specialists, tri-school colleagues
- Pit Stop data
- SOS-Q (Grade 4)
- EB Buddy Board (student-staff connection)

End Goals

- Reduction in friendship related issues/conflicts during unstructured times
- Every child feels connected to an adult at school

PROTOTYPES

Name: EB Buddy Board

Scope: All students and all staff (including teachers, support staff, caretaking, office staff)

Indicator of Success: Each student visually identifies an adult that they positively connect with.

Description: Throughout the year, all students are recognized for contributing to our school culture through one of the Seven Grandfather teachings. When recognized, students place their photo near the staff member they connect with on the centrally displayed EB Buddy Board. Staff builds connection with students intentionally during non-academic opportunities, such as serving breakfast, running clubs, office interactions, hallway conversations, Pit Stop/Tool Box visits, check-ins.

Prototype Iterations: The EB Buddy Board is a source of pride for our young learners. They appreciate when they are recognized for demonstrating one of the traits of the Seven Grandfather Teachings. Student leadership opportunities are emerging, including lunch leaders, announcement leaders, good news reporters, and technology leaders.

Winter Learnings: We are well on our way to having our goal of each EB student recognized on our Buddy Board. Students are enjoying the leadership opportunities currently available. Our mid-year SOS-Q (Grade 4) data tells us our students feel they want more voice in our school. We are looking for new ways and new choices to engage these students in leadership opportunities.

Spring Learnings: Opportunities have been provided for student leadership in clubs and events (e.g. talent show).

PROTOTYPE PLANS

How Might We purposefully use student assessment data to plan for targeted and impactful instruction?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Results from local, jurisdictional and provincial data sources
- Teachers, administration, divisional specialists

End Goals

- Increased staff understanding of assessment data and how to use this data to plan instruction
- End of year data demonstrates progress of students meeting learning goals

PROTOTYPES

Name: Data-Informed Instruction

Scope: Teaching staff, administration, learning specialists

Indicator of Success: All students will have a baseline of assessment data in Literacy and Numeracy collected by January, and those identified at-risk followed up in the Spring.

Description: Extensive professional learning and collaboration time is dedicated to increasing teacher knowledge of, and practice in, interpreting assessment data and planning for instruction. Early steps include developing capacity to properly administer testing instruments and recording the data. Intermediary actions include learning how to interpret the data to plan for meaningful instruction. Embedded teacher collaborative time is provided for teams to examine their data, develop universal strategies, and plan for targeted supports, in conjunction with the school Learning Support Team and jurisdictional Learning Specialists.

Prototype Iterations: We have dedicated significant time and resources on this important goal. During embedded teacher collaborative times, rich conversations about newly-available student data informs our class reviews as well as planning and instruction. We have engaged in professional learning through school admin learning about leading data-informed practice, collaborating with our jurisdictional Learning Specialists, and ongoing grade-team and cross-graded conversations.

Winter Learnings: We have seen significant increase in data-informed conversations about planning and instruction. Grade teams are using this data to group students with similar learning needs across classes to provide targeted programming. Next steps are to continue these conversations about how to meet the diverse learning needs in our classes.

Spring Learnings: We continue these professional conversations and use this time to create learning opportunities for students. We partnered with a similar school to share strategies (Thinking Classrooms) during a Professional Learning day.

PROTOTYPE PLANS

How Might We more deeply engage parents and community in knowing about the great things happening in our school?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Parents
- Staff

End Goals

- Increased parental participation in myBlueprint and PowerTeacher Parent Portal
- Increased parental awareness of school events and learning at the classroom level

PROTOTYPES

Name: myBlueprint and PowerSchool Parent Engagement

Scope: School families

Indicator of Success: Evidence of increased parental logins to myBlueprint and PowerSchool Parent Portal to view student portfolios and assessment feedback

Description: We will be creating a guided opportunity during Student-Led Conferences for parents to log in and engage with their student in myBlueprint.

Prototype Iterations: Parents were presented with increased access and step-by-step guidance to view myBlueprint online student portfolios during our first Student-Led Conferences. The level of parental engagement was less than hoped for. Going forward, we will explore ways to further promote an understanding of portfolio assessment.

Winter Learnings: We had incredible turn out for our Student-Led Conferences and overwhelmingly positive feedback. Parents want to be engaged in their child's learning. We continue to promote that parents can be engaged at any time through the Real-Time Reporting and myBlueprint platforms.

Spring Learnings: Parents report being very engaged with myBlueprint and appreciate seeing artifacts of student learning along with student reflections. Parents continue to express challenges in accessing the PowerSchool Parent Portal in a meaningful way.

Name: Telling Our Story

Scope: School families

Indicator of Success: High levels of parent engagement and participation in school events. Increased social media presence and parental interaction with social media.

Description: We will strive to create increased parental engagement in our school through opportunities such as the promotion of Student-Led Conferences, grade-level concerts, volunteering opportunities, special occasions (ie. Spring barbeque, school family dance, Terry Fox Run, book fairs). Social media will engage parents to see learning in action. A weekly newsletter feature will see a particular class highlighted each week.

Prototype Iterations: We have re-engaged our community with events such as grade-level concerts and increased volunteering opportunities. We have seen successful school-wide events such as our Student-Led Conferences, book fairs and Terry Fox Run.

Winter Learnings: New opportunities for volunteering, such as Rancho walks or breakfast program prep work, were initially well-received but have declined. Parents are looking for ways to connect to the school. We attribute an increase in engagement due to the re-introduction of a paper volunteer form.

Spring Learnings: We have a core group of dedicated parents who engage in their child's classroom regularly. We continue to seek new ways to engage parents in whole-school volunteer opportunities.

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

Driving Questions

- How do we best use data to help drive instruction to better support our learners?
- How do we continue to grow our understanding of First Nations, Métis and Inuit perspectives and infuse these perspectives into student learning?

Learning Outcomes

- Staff will become proficient in administering assessments, inputting data, interpreting data and using this understanding to program for instruction
- Staff will grow their understanding of perspectives through learning and act upon these learnings to infuse this understanding into teaching practice

Strategies

- Whole-staff professional learning on data-informed instruction
- Providing embedded collaborative time to work with grade-team colleagues to examine data and plan instruction
- Allow for opportunities for staff to access divisional Learning Specialists to help with this work
- Additional professional learning for Administration and Learning Support Teachers to support classroom teachers
- Creation of a Truth and Reconciliation Committee to head-up school initiatives concerning First Nations, Métis and Inuit
- Incorporating the language of the 7 Grandfather Teachings into student recognition and student-led assemblies
- Whole-staff professional learning on infusing First Nations, Métis and Inuit perspectives into classroom practice
- Purchasing additional First Nations, Métis and Inuit resources for Learning Commons and classroom use
- Partnering with nearby Mini Thni community and support in their Walk for Reconciliation

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$2 642 170	\$2 408 985	\$2 711 199
Support Staff	\$679 591	\$604 776	\$ 592 223
Services & Supplies	\$183 881	\$84 243	\$145 324
Other	\$0	\$0	\$0
Contingency	\$0	\$0	\$0
TOTAL EXPENDITURES	\$3 505 642	\$3 098 004	\$3 448 746

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: April 19, 2023

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • Teacher passion and investment in our students • More data-informed teacher practice and investments in professional learning • Incorporating Grandfather Teachings into EB Buddies • Being able to see student learning through myBlueprint
<p>What questions did they have?</p> <ul style="list-style-type: none"> • Is the PowerSchool platform the best method of reporting real-time student achievement data? • How is the data being collected used to inform teacher practice and secure funding given pandemic learning loss?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • Understanding how student assessment is communicated and the timeliness of when to check • How families can support the school through increasing classroom complexities in a changing environment
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • Engaging in the multiple ways the school is communicating with families • Parent-led opportunities to engage the school community in activities (dances, literacy/numeracy evenings, family BBQ)

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

April 19, 2023

Principal Signature

Date

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
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April 19, 2023

School Council Chair Signature

Date