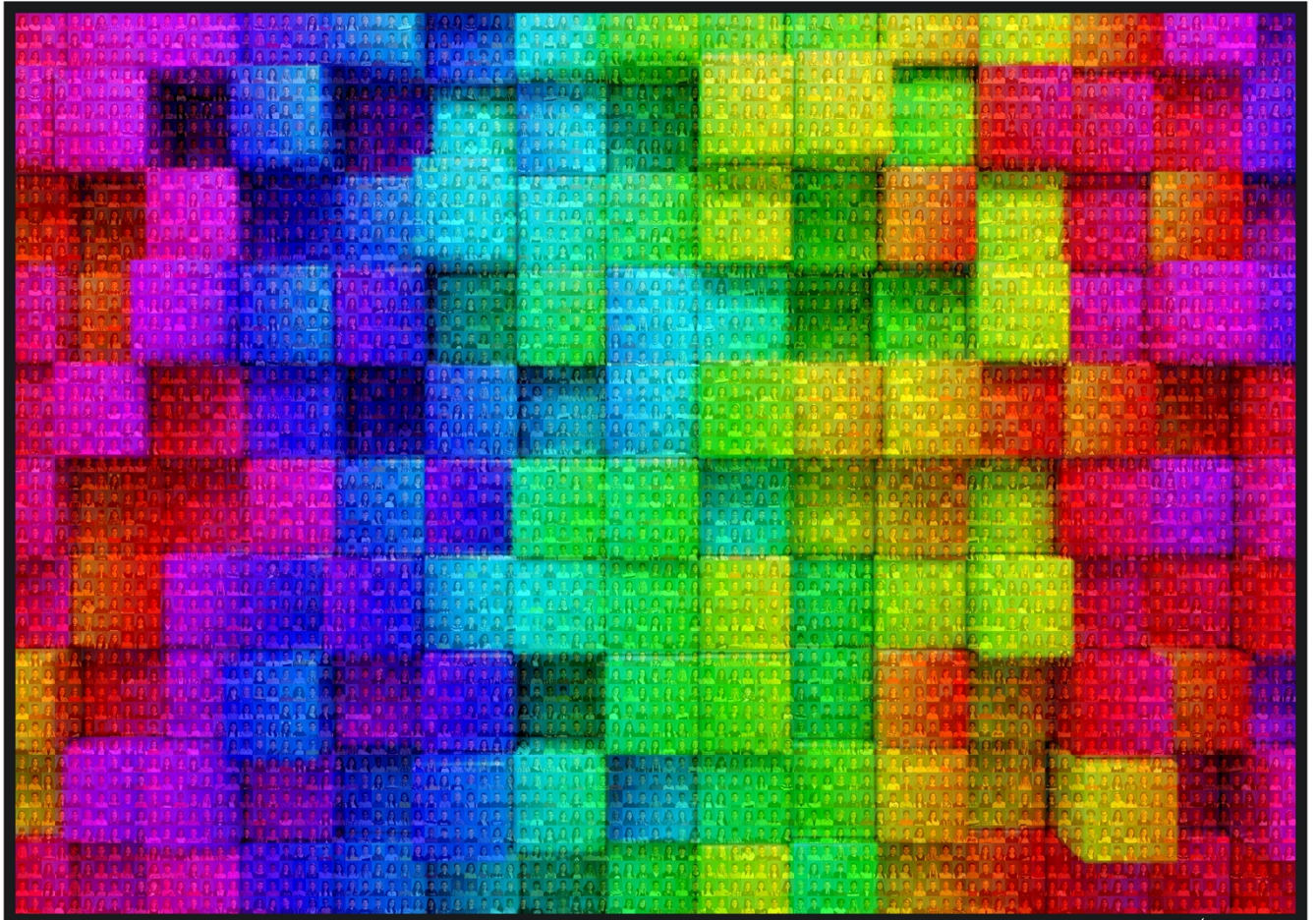




INNOVATORS BY DESIGN

RAINBOW CREEK ELEMENTARY



**ROCKY VIEW
SCHOOLS**

February
2021

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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:

- **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.

ADMINISTRATOR'S MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school focus is on fostering a community of learners who work together to explore our passions.

In order for our learners to thrive, we first focus on building strong relationships. Relationships are the foundation for all learning and, indeed, for the entire culture of our school. We take time to get to know each student not only as a learner but as a person. We work to meet their needs and to set them up for success. We support them in building foundational skills in literacy and numeracy while enabling them to become critical thinkers and responsible citizens who respect diversity.

Our approach to instructional design focuses on using the principles of Universal Design for Learning to create meaningful experiences for ALL learners. Classroom teachers collaborate with our learning support teachers to create units, lessons and experiences that ensure all students have access to the curriculum and are able to achieve success. Students are encouraged to show what they know in a way that fits their individual learning preferences.

During the 2020/21 school year, in the face of a global pandemic, we have had the challenge of providing meaningful experiences for our students while keeping everyone safe. Our staff have embraced these challenges and stretched themselves to teach in different ways while consistently maintaining a positive, caring attitude. Our students quickly became accustomed to the changes and are thriving within their learning environment. They show us every day that they are resilient and happy to be in school with their friends. We know that there are additional challenges ahead for us but we are excited to be on this learning journey with our staff and students and are looking forward to a successful year.

*If you are working on something exciting that you really care about, you don't have to be pushed.
The vision pulls you.
~ Steve Jobs*

~ Dawn M. Rife, Principal

~ Cristy Leonard-Glaspey, Assistant Principal

SCHOOL PROFILE

Rainbow Creek Elementary School

Principal: Dawn M. Rife

Address: 285 West Creek Drive
Chestermere, AB T1X 0L2

Phone: 403.273.8129

Email: rainbowcreek@rockyview.ab.ca

Website: <http://rcreek.rockyview.ab.ca>

Mission:

At Rainbow Creek Elementary School creativity, happiness and passion grow through meaningful experiences and a culture of care, trust and respect.

Beliefs:

I can build positive relationships.
I can show my learning in creative ways.
I can make a positive impact on the world.
I can take on a variety of challenges.
I can make and create things I am proud of.
I can use what I'm passionate about to learn new things.

Unique features of our school?

- We have developed a set of “I can” statements that form the core of our school’s beliefs.
- We are a community school where many of our students walk, bike, scooter or skateboard to school each day.
- We are privileged to support a significant number of English Language Learners.
- Our Learning Support Team supports teachers and students within our building.
- We have a strong, vibrant music program.
- We value flexible learning spaces.

No. of Teachers: 30

No. of Support Staff: 21

Grades Served: Kindergarten through Grade 6

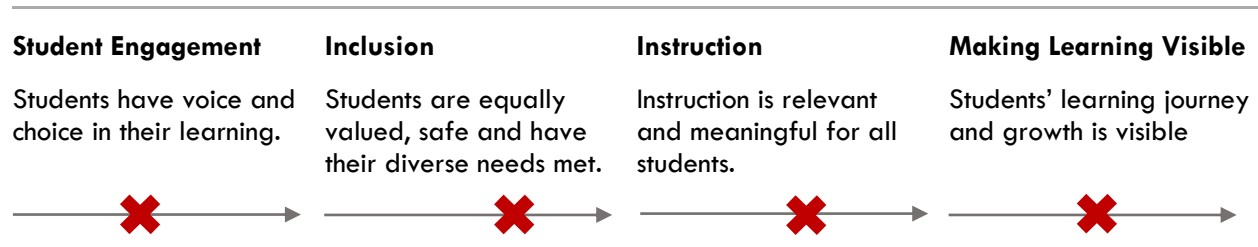
What parents say about our school:

As a parent, I am so thankful for the love and kindness I know my daughter is surrounded by every day at Rainbow Creek. They have created a safe environment for her to thrive, inspiring her to become her best, and guiding her learning with intentionality and dedication. ~ Kelly P.

Rainbow Creek looks at not just the educational piece of a child but their physical, and emotional well-being. The staff care deeply about their students, from the janitorial staff all the way up to the administration. Rainbow Creek is adaptive and ever changing to make all students confident and engaged with their learning no matter what their level may be. They are willing to work with students where they are. Rainbow Creek also has excellent communication with both students and parents. As the world is ever changing, I know my child is safe and that they are doing all they can in these uncertain times to let us know what's going on. ~ Traci C.

THIS YEAR'S LEARNINGS

Students' Insights



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

- Feeling safe and cared about at school, even with COVID
- Being provided with choices within learning to achieve learning goals
- Variety of activities and choices within learning tasks
- Treated fairly and equally
- Being able to learn math in a variety of ways
- Having the opportunity to work with a group
- Having strategies for social/emotional wellness
- Our Child Development Advisors (CDAs) and teachers are great to talk to about problems and will help us with conflict with friends





What do you think could be worked on or improved?

- Leadership opportunities for all grade levels
- Providing student choice with learning goals consistently across all grade levels
- Using more experts outside of the school to enhance learning
- Providing opportunities for personal interests within learning or creativity (electricity, how video games are created, how gravity works, more about the body) - all grade levels gave this feedback
- More choices for on our playground
- Include more opportunities for art (this was across all grade levels)
- Older grades would like to see more body breaks and the opportunity to work other than in their desks
- When COVID is over, work with other grades again
- Having strategy groups or sharing circles in math so that students can learn from one another
- More opportunity to share knowledge and passions with one another and with our parents

What actions could our school take to do better?

- Creating leadership jobs within COVID restrictions
- Continue our PL in UDL and providing choice within daily learning
- Finding community experts to share knowledge with students
- Provide time for passion projects - school wide Genius Hour?
- Updating the playground in the spring

Parents' Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Student have voice and choice in their learning.	Students are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
			

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

- Leadership opportunities for all students within the school
- Consistent communication to families through “Whiskers Weekly”
- Teachers taking the time to learn what students are interested in and using that within the classroom learning
- Regular use of technology
- Reading support being provided to students who require extra support
- Goal setting at three-way conferences
- Universal classroom environments with flexible seating, fidget tools, standing desks etc.
- Use of assistive technology to support struggling readers and writers
- Weekly class meetings that increase understanding and acceptance of one another
- Collecting items to give back to the community (food bank, The Giving Tree)
- Incorporating Indigenous Ways of Knowing into classrooms

What do you think could be worked on or improved?

- Bring more community members into the school to create new connections within the community
- Extend leadership from within the school to the community
- Revisit goals throughout the year to ensure students learn goal setting as a life skill
- Get more stories from the community so students understand the impact of agencies such as the food bank
- The bullying program we did last year was great. The parents also received a session and were able to use the same language. Parents would like to know and understand the work we are doing with students around social-emotional learning so they can also reinforce this at home.

What actions could our school take to do better?

- Use Twitter more to showcase what is happening within classrooms
- Increase parent understanding of PowerSchool with user guides
- Ensure all teachers are providing specific feedback in Real-Time Reporting (RTR) so parents know areas of strengths and areas for improvement
- Set the expectation that every teacher connects with at least two community members annually to increase students' understanding of the importance of community
- Connect people with stories (food bank, Therapy Dogs, etc.) and why they were started

Staff Insights

Student Engagement

Students have voice and choice in their learning.



Inclusion

Students are equally valued, safe and have their diverse needs met.



Instruction

Instruction is relevant and meaningful for all students.



Making Learning Visible

Students' learning journey and growth is visible



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

- Creating inclusive learning spaces
- Celebrating diversity
- Strong, caring relationships
- Communication with families through phone calls, conferences, goal setting
- Social-emotional learning
- Class meetings for check-ins with students
- Child Development Advisor (CDA) support

What do you think could be worked on or improved?

- Intentionally planning lessons and units that tap into student interests
- Providing more choice for students within their learning
- Using educational assistants and our learning support team to better meet the needs and learning styles of all students
- Increasing community involvement
- Increasing the visibility of the diversity within our school
- Challenging students who are already achieving mastering and advancing

What actions could our school take to do better?

- Team and cross-grade planning time using the principles of Universal Design for Learning (UDL)
- Continue professional learning on UDL, including examples of how to implement UDL in the classroom
- Time to plan with educational assistants to ensure diverse student learning needs are supported
- Celebrate all the holidays that our students celebrate with their families
- Seek out community resources and learning opportunities
- Continue to be aware that student behaviour is a reflection of unmet academic, emotional or personal needs

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none"> • Targeted – 19% • Specialized – 0.2% • Intensive – 0.007% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • Co-planning and co-teaching • Learning assistant support • Individual and small group instruction • Opportunities to learn and practice social/emotional skills • Reteaching of necessary concepts • Sensory tools • Assistive technology • Consultation with wrap-around services
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Co-planning and co-teaching • Learning assistant support • Individual and small group instruction • Opportunities to learn and practice social/emotional skills • Reteaching of necessary concepts • Sensory tools • Assistive technology • Consultation with wrap-around services 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • Co-planning and co-teaching • Learning assistant support • Individual and small group instruction • Opportunities to learn and practice social/emotional skills • Reteaching of necessary concepts • Sensory tools • Assistive technology • Consultation with wrap-around services 	

RVS Assurance Model

RV5 Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	93%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.2%	
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development	
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	97%	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	50%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics .	Report Card Data		
		English Language Arts	Mathematics
Division 1: Emerging to Mastering		97%	99%
Division 2: Emerging to Mastering		99%	96%
First Nation, Metis, Inuit: Emerging to Mastering		86%	63%
English Language Learners: Emerging to Mastering		88%	94%
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.	APORI ACOL Measure	97.4%	
What do you think are some things that are going well? <ul style="list-style-type: none"> • High percentage of students who regularly attend school • Language Arts and Math achievement 			
What do you think could be worked on or improved? <ul style="list-style-type: none"> • Math achievement for FNMI students • Increased use of myBlueprint for creating student portfolios and reflections 			
What actions could our school take to do better? <ul style="list-style-type: none"> • Provide math instruction using the principles of Universal Design for Learning and including real life examples, especially for our FNMI population 			

APORI Pillar Results

Measure Category	Measure	Rainbow Creek Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	91.1	90.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.4	87.4	81.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	91.3	92.0	92.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	67.0	78.4	75.4	84.1	83.0	83.2	Low	Maintained	Issue
	Citizenship	83.9	86.8	84.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	76.4	71.1	79.6	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	82.9	89.6	88.5	81.5	81.0	80.9	Very High	Declined	Good

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

- Students are able to get the help they need with reading, writing and to access the library
- Students are proud of our school and understand what is expected of them with learning and their behavior
- Staff and families appreciate our physical education and music programming
- Our stakeholders feel teachers care about them
- Students feel safe at school and are treated fairly
- Jurisdictional in-services for staff that are relevant

What do you think could be worked on or improved?

- Parental knowledge of the reading and writing supports provided to students
- Parental involvement in decision-making
- Students recognizing that other students respect and follow the rules
- Parents would like to see students helping the community more
- Parents and teachers believing students have the skills they require for their future workplaces

What actions could our school take to do better?

- Communicating about the reading and writing supports that are provided within the school
- Providing opportunities for parental feedback and communicating these opportunities in a variety of ways to ensure parents are aware of such
- Ask for student input when creating and setting expectations for behaviour in our school, to ensure more students follow them
- Increase teacher use of community experts and programs
- Increase teacher use of real-life experiences as they design lessons in order to support students in learning skills for their future workplace
- Design lessons that will increase the challenge to students

Practice Guide Reviews

Practice Guide: Inclusive Education

Fall Insights

What resonates, encourages or affirms staff?

- Our staff appreciates that this document clearly outlines the district goals for inclusive education.
- Staff believe that many of the elements outlined within the document are already being implemented within our building.
- Staff like the multi-tier support system as it clearly addresses student diversity within their classes.
- Staff like the emphasis on play-based learning and believe that this is particularly valuable in mathematics instruction.

What questions do you have, what needs clarification, what inspires staff?

- Within our current context (in the midst of a pandemic) with limitations to the way classes are physically organized and with the restrictions on student interactions, how do we successfully implement some of these strategies/recommendations?
- How much support is enough?
- How do we meet the needs of all students in classes of 25-30?
- How can we better incorporate Indigenous education while supporting inclusion for all? Are there Elder experts that could be used to guide our school's practice?

How might the practice guide inform next steps?

- As a school, we would like to distill this document down to one or two big ideas and focus on refining our instruction with those.
- We will identify experts from both within and outside the community who can guide us through fostering more inclusive practices.
- We will find time for increased collaboration for planning for inclusion.

How Might We/Prototype Iterations

2019/20 School Playbook Fall Learnings

Student Engagement
How might we provide opportunities to collaborate within and across grade levels?
We did not develop a prototype for this HMW during the 2019/20 school year and upon our fall review decided not to move forward with one for this year due to the COVID-19 pandemic.
How might we differentiate learning opportunities to include the building of foundational skills and represent student voice while making connections to our community?
Prototype: Food Bank Delivery – Fall 2019
The two classes that participated learned the importance of giving back to the community and shared that with the school. This has evolved into a school-wide initiative which will continue annually or semi-annually.
Inclusion
How might we maximize the use of our staff expertise and physical space to support universal learning environments?
Prototype: Diversity Profiles
Only one teacher engaged in this prototype and upon our fall review, we decided not to continue with it but move to the use of classroom profiles across the school.
How might we use the many cultures represented in our school to celebrate multiculturalism?
Prototype: Building Cultural Safety
During the 2019/20 school year, teachers worked together to find ways to celebrate multiculturalism within and across the curriculum. Many storybooks were collected and shared throughout the school. Upon our fall review, it was decided that we should expand this HMW to address diversity within our school rather than just multiculturalism.
Instructional Design
How might we leverage the skills/knowledge of our community to enhance learning opportunities in our school?
We did not develop a prototype for this HMW during the 2019/20 school year and in the current year have rewritten the HMW to find ways to increase opportunities for our students to engage with community experts.

How might we infuse our growing understanding of social/emotional learning into daily practice?

Prototype: Two by Ten

Staff that participated in this prototype in the 2019/20 school year found it to be extremely beneficial especially in reducing issues with student behavior. The work has become part of our school's regular practice.

Prototype: One-to-One Time

Staff that participated in this prototype in the 2019/20 school year found it to be extremely beneficial. The work has become part of our school's regular practice.

Prototype: Body Break Stations

This was a successful prototype in our school during the 2019/20 school year but with COVID-19 restrictions, we have put it on hold for the 2020/21 school year.

How might we improve student choice in learning?

We did not develop a prototype for this HMW during the 2019/20 school year and upon our fall review revised the HMW and developed new prototypes.

Making Learning Visible

How might we create opportunities for students to make their learning visible in all curricular areas?

We did not develop a prototype for this HMW during the 2019/20 school year and upon our fall review revised the HMW and developed new prototypes.

How might we empower our students to set and reach their goals?

Prototype: myBlueprint

Teachers have developed plans for supporting students to set and review their goals. We will continue to work on refining the use of myBlueprint school-wide as part of the Communication of Student Learning rather than continuing with this specific prototype.

PROTOTYPE: COMMUNITY INVOLVEMENT

How Might We increase opportunities for our students to engage with community experts?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To provide opportunities for our students to learn from community experts
- To make curriculum engaging and accessible to all students
- To engage students in showcasing their learning

Description:

Develop a database of community experts that can speak to a variety of topics related to the K-6 curricula.

Indicators of Success:

- Database is created and accessible to all staff
- Teachers access the database and invite community experts into their classrooms
- A repository of videos is created to enable teachers to draw upon experts at any time
- Staff/students will share their expertise (hidden talents) with the school community

Prototype Iterations: This HMW has been modified since the 2019/20 school year and a prototype created.

Fall Learnings:

Traditionally, our teachers have accessed multiple community resources for our students to learn from. Often, the contact information for these resources is maintained by specific staff members/grade teams so it was determined that in order to increase the opportunities our students have to engage with community experts, it would be prudent to create a database of experts that can be housed in our staff SharePoint site. The list of experts does not preclude staff members and will be linked to a repository of videos that can be shared in lieu of the experts coming into the school.

PROTOTYPE: COMMUNITY STORIES

How Might We increase opportunities for our students to engage with community experts?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To provide opportunities for our students to learn from community experts
- To make curriculum engaging and accessible to all students
- To engage students in showcasing their learning

Description:

Community/Family Members of students will be invited to participate in a “mystery” read aloud session (either via Zoom, pre-recorded video, or in-person). Through this session, the reader will share about their passion/career with the class. After the read aloud sessions, students will share their reflections through multiple means of expression (i.e. MyBlueprint, Morning News, Loose Parts Storytelling, Journal Entry, Artwork).

- Step One: Send out parent email/blurb/newsletter outlining the project.
- Step Two: Reach out to community partners outlining the project.
- Step Three: Create an outline for the year, marking specific holidays/events we wish to highlight and seek family/community members for.

Indicators of Success:

- Students are able to share a story from their community.

Prototype Iterations: As this HMW was rewritten during the development of our 2020/21 Workbook, a new prototype was created and will be implemented in the spring of 2021.

PROTOTYPE: STUDENTS OWN THEIR LEARNING

How Might We provide opportunities to engage students in exploring topics about which they are passionate?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To provide opportunities for our students to learn from community experts
- To make curriculum engaging and accessible to all students
- To engage students in showcasing their learning

Description:

Students will be invited to participate in a passion project showcasing their learning about a topic of interest.

Indicators of Success:

- Students will express ownership of their learning
- Students will demonstrate their learning in a variety of ways
- Student engagement will increase

Prototype Iterations: As this HMW was rewritten during the development of our 2020/21 Workbook, this new prototype was created and will be implemented in the spring of 2021. The passion projects will provide a way for students to consolidate their learning from the 2020/21 school year.

PROTOTYPE: COLLABORATIVE PLANNING

How Might We maximize the use of our physical space and staff expertise to support universal learning environments?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met
- To provide voice and choice for student learning areas and social, emotional and academic needs

Description:

Classroom teachers will collaborate with the learning support team to optimize the learning environment for all students.

Indicators of Success:

- Regular, consistent communication between classroom teachers, learning support teachers and learning assistants
- Learning assistants will be more engaged in the learning environment
- Students' diverse needs will be met

Prototype Iterations: During the 2019/20 school year, the prototype attached to this HMW was around the creation of diversity profiles. Upon our fall review, we decided to move to the use of classroom profiles guided by the work of Faye Brownlie. These in turn, have become part of our practice with respect to planning for the needs of all learners in our school.

Fall Learnings:

Learning support teachers and classroom teachers are working together to co-plan and co-teach lessons and units across grade levels. One of the most successful collaborations has been "loose parts stories" introduced in kindergarten and grade one by our early literacy teacher. The children are very enthusiastic about the work and the instruction allows our teachers to meet the students where they are at.

Our learning assistants have been assigned to grade levels this year and this has been very successful as they have been able to develop stronger relationships not only with the students but with the classroom teachers as well. Our next steps will be to find ways for the assistants to have regular meetings with the classroom teachers so that they can improve the ways that they work together to address student needs.

PROTOTYPE: PROMOTING DIVERSITY

How Might We increase the visibility of diversity in our school?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met
- Provide an environment where all students see representation of their family's culture

Description:

Visibility of diversity in our school will increase through displays, books, celebrations, etc.

Indicators of Success:

- Displays of diversity within our school throughout hallways, classrooms, bulletin boards
- Students have increased awareness of diversity (cultural, neurodiversity, gender/sexuality, etc.)
- Showcasing diverse music, holidays, celebrations within the school
- Allowing students opportunities to showcase their celebrations and traditions
- Incorporating knowledge from community members (elders)
- Books available in the Learning Commons about various celebrations, cultures, etc.

Prototype Iterations: This HMW was rewritten to reflect the many facets of diversity within our school.

Fall Learnings:

One of the ways that we have been working to showcase the diversity in our school is through our daily news broadcasts. During this time, student news broadcasters read information about holidays and traditions from many cultures. Our next step will be to invite members of our school community to share their perspectives with the school.

We have acquired a good collection of books that reflect different cultures and will continue to expand this collection to include books about other facets of diversity.

PROTOTYPE: UDL PLANNING

How Might We support teachers to plan for and expand students' access, engagement and expression of the curriculum?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To make the curriculum engaging and accessible to ALL students

Description:

Using the guidelines of Universal Design for Learning and the expertise of our learning support teachers, classroom teachers will create lesson/unit plans that enable all students to access the curriculum and represent their learning in meaningful ways.

Indicators of Success:

- Grade teams create unit plans, lessons or experiences that follow UDL guidelines
- All classes will use concrete, pictorial and abstract representations for mathematical concepts
- Students will demonstrate their learning in a variety of ways

Prototype Iterations: This is a new HMW developed as a result of our fall review.

Fall Learnings:

Classroom teachers and our learning supports team have been provided with release time to plan experiences/lessons/units using the principles of Universal Design for Learning. Teachers are engaged in the work and grateful for the time to reflect and plan together. Some have started to implement their plans and have had some very positive feedback from students. One grade 6 student who had the opportunity to participate in math centers as their class learned about integers, stated, "This was so much fun! It was like being in grade one again." We are looking forward to hearing many more success stories as we continue with this learning.

PROTOTYPE: RAINBOW CREEK VIRTUAL STORIES

How Might We explore a variety of opportunities to make learning visible?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

End Goals

- To provide multiple entry points for communication to show how we are making learning visible

Description:

- Post one to two stories a month using the platform through YouTube and use the RCES Twitter account/or your own tagging the school and RVSED
- Focus to highlight school excitement/work done in the building. Show student pride for their work/their community in the building.
- Post our stories to School Account Twitter/YouTube, continue sharing the link with a comment or highlight of new stories/video shared
- Highlight learning & student work (ex: readers theatre/ art work/ class projects) from all aspects of the school (CDAs/Music/Admin & Office Staff/Grade level teams/Learning Support Staff/Special Events/Custodial Staff)

Indicators of Success:

- Feedback from Parents (Via comments/likes/increased viewership)
- Increased followers on YouTube and Twitter

Prototype Iterations: This HMW was revised after our fall review and a new prototype developed. Implementation of this prototype will occur in the spring of 2021.

PROFESSIONAL LEARNING PLAN

Driving Question: How do we use our growing understanding of the principles of Universal Design for Learning to plan lessons/units/experiences that meet the needs of ALL learners?

Learning Outcomes

- Staff will create learning experiences that have access points for all students.
- Staff will create learning experiences that enable students to share their learning in a variety of ways.
- Students will share their learning with a variety of audiences and in a variety of ways.

Strategies

- A staff-wide book study of “Unlearning: Changing Your Beliefs and Your Classroom with UDL”
- Provision of PL opportunities that emphasize the effectiveness of using the principles of universal design to create learning experiences that meet the needs of ALL learners

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	\$2 726 500	\$3 190 990	\$2 964 114
Support Staff	624 560	692 630	676 420
Services & Supplies	147 230	182 830	200 506
TOTAL EXPENDITURES	\$3 498 290	\$4 066 450	3 841 040

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: January 20, 2021 & February 24, 2021

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • Our strength in developing relationships with students and providing a safe and caring learning environment • Our school-wide focus on UDL planning • The knowledge of Indigenous Ways of Knowing that their children are coming home and sharing. A number of parents commented that they are learning from their children. • Parents are excited about how inclusive our plan is. • Parents think that the idea of sharing family stories is very inspiring especially in our current environment.
<p>What questions did they have?</p> <ul style="list-style-type: none"> • What common language do we use for social/emotional learning that families could reinforce at home?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • Inconsistencies in RTR reporting
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • Participating in discussions around goals set throughout the school year • Share expert knowledge with our school community • Sharing resources that we may use to facilitate some of the prototypes

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



February 24, 2021

Principal Signature

Date

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

Strongly agree

Agree

Do not agree



February 24, 2021

School Council Chair Signature

Date