

# INNOVATORS BY DESIGN



Ecole Elbow Valley School



**ROCKY VIEW  
SCHOOLS**

February 28, 2021

## TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN.....	3
PRINCIPAL'S MESSAGE.....	4
SCHOOL PROFILE.....	6
THIS YEAR'S LEARNINGS .....	7
Students Insights .....	7
Parents Insights.....	8
Staff Insights .....	9
School Diversity Profile .....	10
RVS Student Satisfaction.....	11
RVS Assurance Model.....	12
APORI Pillar Results .....	14
Practice Guide Reviews .....	15
PROTOTYPE PLANS .....	16
PROFESSIONAL LEARNING PLAN .....	26
BUDGET HIGHLIGHTS .....	27
SCHOOL COUNCIL REVIEW .....	28

## 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.

## PRINCIPAL'S MESSAGE

March 1, 2021

Dear Parents,

\*\*You are welcome to [access this link](#) to our story below in a Slideshow and Voiceover format\*\*

Once upon a time, there was a global pandemic that posed immediate and great challenges to every aspect of our lives. Like all other industries, schools needed to re-think the way they worked, and bring their communities along with them through the changes and complexities that lied ahead. In Rocky View, and the province of Alberta, schools were asked to pause for a week while the province collectively re-grouped to establish a plan.

One day, Elbow Valley invited the community to join them in a morning ritual, ..... our announcements. Because of that, our community instantly became re-engaged with the school. Over 200 students and their families participated in numeracy, citizenship and physical education challenges. We shared photos of our students back to our community which in turn, served to generate more interest.

We were inspired to create more opportunities for our community that related to our school and the world beyond it. We caught the attention of the Terry Fox Foundation, and hosted an interview with Fred Fox. Momentum continued to build, with events like Music Monday, weekly stories read by staff members, a school wide Mindfulness session, and even virtual fire drills.

Sensing the importance of this connection, we decided to continue our school newsletters, and announcements into the summer on a bi-weekly basis. In a time of great uncertainty, parents appreciated being informed and up to date with as much information as we knew at the time. Students were able to see familiar faces through the summer, and share jokes as well as their summer experiences. Because of this, at the time of school start up, our community was confident that Elbow Valley would be as proactive as they can be in creating a safe, effective and engaging learning environment for their students. Our staff approached the start up with vigor and a growth mindset:

How might we create the most effective school start up during a pandemic?

What were once awkward ways of being in the school, quickly became the norm. Staggering recess and transit times in the school, sanitizing hands when changing environments, and maintaining physical distance. We continued to plan for opportunities that enhance our students learning experiences.

Students designed Art Cards, and our community supported us by having the largest order in Canada this year. We looked for ways to help the community around us, and every student shared a card with a resident of a long term care facility.

Understanding the longevity of the current events, we renewed our connections with guests who were originally scheduled to visit our school last year. All students had the opportunity to read and learn from the stories of author Charlene Bearhead, and elder Wilson Bearhead.

In order to address the need to maintain our connections with our online students, we included them in schoolwide presentations like Sound Kreations Dance Company, French Culture Week, and a weekly music session with our Principal.

Our School Council recognized the needs of our community and listened keenly to their own children. From this, ideas were brought forth to create a Caring Committee, that would ensure that people who fall on hard times are looked after. A gift of appreciation was arranged for every member of our Caretaking Staff, acknowledging the importance of the work they are doing, and how much they are doing to keep our children safe.

Our efforts were validated when we received our school results for the Alberta Accountability Pillar Results, and even receiving a call from the Deputy Minister of Education, letting us know that they hear positive accounts about the work we are doing at Elbow Valley. This motivated us to continue our relentless efforts.

Staff learned about the Cynefin Framework, and how it can help as a sense making model in a time of complexity. We applied its principles to probe, sense and respond to the challenges around us. This essentially mirrors the human centered design work of our School Playbook. The ideas that have been successful, have been amplified. The nature of this Playbook is to generate and build upon ideas that support our learning community in the areas of:

**Inclusion      Student Engagement      Instructional Design      Making Learning Visible**

In reading through our Playbook, you will get a real sense of the trajectory of our school, and understand a little more about the background that helped us make dramatic gains in the area of School Improvement (an increase of over 10%, see APORI Results for more details) and Parental Involvement (an increase of almost 10%). Thank you for your interest in this document, you are our partners in creating and influencing rich learning opportunities for our students.

I welcome any comments or feedback that you have and look forward to continuing our story of influencing an inclusive, engaging and supportive learning environment at Elbow Valley.

Sincerely,

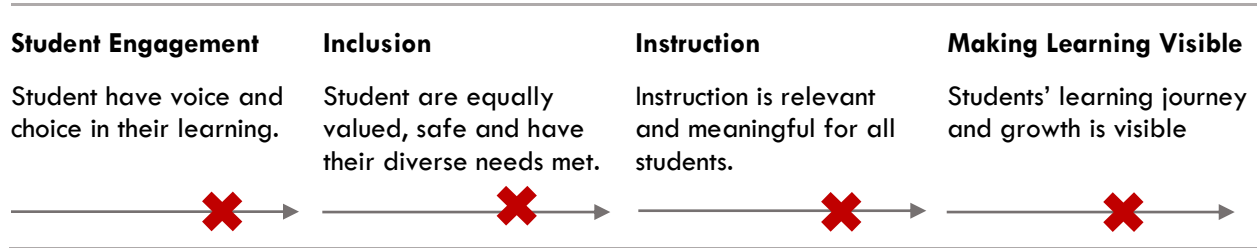
Brendan Trinca  
Principal/Directeur  
Ecole Elbow Valley School  
[btrinca@rockyview.ab.ca](mailto:btrinca@rockyview.ab.ca)

## SCHOOL PROFILE

<p><b>Ecole Elbow Valley Elementary School</b></p> <p><b>Principal:</b> Brendan Trinca</p> <p><b>Address:</b> 244209, Range Rd 33, Calgary Alberta T3Z 2E8</p> <p><b>Phone:</b> 403-242-1117</p> <p><b>Email:</b> evalley@rockyview.ab.ca</p> <p><b>Website:</b> <a href="https://evalley.rockyview.ab.ca">https://evalley.rockyview.ab.ca</a></p>	<p><b>Mission:</b></p> <p>The mission of École Elbow Valley Elementary, in partnership with the home and community, is to provide an environment that fosters positive self-esteem, respect, responsibility, and develops skills needed to be lifelong learners.</p> <p><b>Staff Norms:</b></p> <p>Be present</p> <p>Be inclusive</p> <p>Be Growth Minded</p>
<p><b>Unique features of our school?</b></p> <ul style="list-style-type: none"> <li>• We are a Dual track school that celebrates French and English languages regularly.</li> <li>• Tri-school location. Close proximity to Springbank Middle School and Springbank Community High School .</li> <li>• Highly engaged and supportive parent community.</li> </ul> <p><b>No. of Teachers:</b> 20</p> <p><b>No. of Support Staff:</b> 46</p> <p><b>Grades Served:</b> Kindergarten- Grade 4</p>	
<p><b>What parents say about our schools?</b></p> <p>“When I speak about Elbow Valley Elementary School, the first thing I mention is the impressive community of teachers, staff, families and the administration working together. I am very grateful for Mr. Trinca and Mme Berger’s commitment to maintain school spirit in difficult times of social distancing and additional health regulations. The students are always looking forward to House Team challenges, projects and "events" and I always appreciate the extra effort from the teachers to have special activities at our school. I am also very impressed with how the Principal and Vice Principal are extremely engaged with their students. I have never seen an admin team take the time to recognize and acknowledge each student individually like at EEVE. Caley R.</p> <p>Ecole Elbow Valley Elementary is an exemplary school. The passionate administrative team has created a caring, inclusive culture that inspires holistic learning focused on both academic and social emotional development. The teachers are incredibly dedicated to supporting children to meet their full potential and go above and beyond to meet the diverse needs in their classrooms. Both the leadership team and the teachers work collaboratively with parents to strengthen learning opportunities and to foster community engagement. I quite simply cannot imagine a school I would rather have my children spend these crucial developmental years, acquiring a love for learning. Talia Z.</p>	

## THIS YEAR'S LEARNINGS

### Students Insights



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

- Work is challenging
- Lots of selection for books of all levels in the Learning Commons
- Makerspace is always interesting to use. We like the projects.
- Teachers help students have fun.
- Having a routine and knowing what to do.
- Gym.
- School work. Learning new math questions.
- We have a lot of fun at our school.
- Reading.
- I like all my friends.
- I like to go to school every day.

What do you think could be worked on or improved?

- Wider variety of books and graphic novels in the Learning commons
- More clubs
- Arts and Crafts

What actions could our school take to do better?

- Student Leadership activities/Clubs for students
- More Art Opportunities to Create
- More outdoor learning.
- More Science Opportunities.

## Parents Insights

### Student Engagement

Student have voice and choice in their learning.



### Inclusion

Student 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?

- Our kids love to go to school, indicating that we've created a positive school climate.
- Inclusion is evident and celebrated in a variety of ways.
- The guests that enhance learning and the House Team Character Focusses are amazing.

What do you think could be worked on or improved?

- Communication can be improved, specifically, the web based platform is not great.
- There is always room for more inclusion.

What actions could our school take to do better?

- Update our website, and platform.
- Continue to bring in guests that broaden the experience of our students.



**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?

- Collaboration With Grade Teams.
- Teachers are working hard to keep up with interfaces and tools

What do you think could be worked on or improved?

- Accessing skill sets of colleagues due to restrictions.
- Too many interfaces and tools for parents to navigate

What actions could our school take to do better?

- Digital Field trips that can enhance student learning.
- Simplify and consolidate our tools.

## 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"> <li>• Targeted – 25%</li> <li>• Specialized – 5%</li> <li>• Intensive – 1%</li> </ul>	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> <li>• Providing every classroom with a tool kit to support a variety of learners (pencil grips, fine motor tools, therabands, Hokki Stools, etc.</li> <li>• Following up on strategies and supports that Para-Professionals provide us with.</li> <li>• Class Reviews at the beginning of the year to learn about, identify and address areas where actions can be take to support students and teachers.</li> </ul>
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> <li>• Providing flexible and enhanced learning environments to meet their needs.</li> <li>• Teachers and support staff following up on the work of our para-professional to take time for deliberate practice in Speech, OT, Communication, and overall Executive Functioning skills</li> </ul>	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> <li>• Liaise with Bayshore Health to ensure that all medical needs are met.</li> <li>• Cross train staff in the area of low tech (lifts, changing) and high tech (eye gaze communication)</li> <li>• Establish SETT Meetings at the beginning of the year to clarify learning goals, and align with outside support agencies.</li> </ul>	

### RVS Student Satisfaction

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learners as demonstrated in the 16,000 student responses we received in the most recent survey reported in our 2018/19 AERR. To align with the jurisdiction's updated goals in the Four-Year Plan, we felt it was appropriate to refresh the survey questions. The new survey was to be piloted with students in May of 2020. As a result of the impacts of COVID-19, the survey was not administered.

	2019/20	Gr. 3-5	Gr. 6-9	Gr. 10-12

What do you think are some things that are going well?
What do you think could be worked on or improved?
What actions could our school take to do better?

**RVS Assurance Model**

	<b>Data Source</b>	<b>2019/20</b>	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	0.2 %	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0 %	
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		
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	Data source in development	
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	30%	
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in <b>English language arts and mathematics.</b>	Report Card Data		
		English Language Arts	Mathematics
Division 1 Emerging to Mastering		96%	94%
Division 2 Emerging to Mastering		97%	98%
Division 3 Emerging to Mastering			
Division 4 50 per cent +			
First Nation, Metis, Inuit: Emerging to Mastering		0.1%	0.1%
English Language Learners: Emerging to Mastering		0.2 %	0 %
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure		

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

- Students at Elbow Valley apply themselves in the classroom.
- Teachers offer differentiated support to help students meet their learning goals.
- Learning support is offered in both English and French.
- Learning support teachers/Admin are in classrooms offering reading support to students through the RTI model.
- Students reading strengths/areas of growth are tracked at grade level

What do you think could be worked on or improved?

- Home reading supports
- Parents are often concerned about “new” math. Building capacity in Numeracy in the same way as we have seen success in Literacy.

What actions could our school take to do better?

- Literacy Parent night
- Numeracy Parent night

APORI Pillar Results

Accountability Pillar Overall Summary  
 3-Year Plan - May 2020  
 School: 5216 Elbow Valley Elementary School



Measure Category	Measure	Elbow Valley Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	91.7	88.9	89.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	86.1	87.1	85.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	93.7	94.0	93.0	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Butherford Scholarship Eligibility Rate</a>	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	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	82.0	79.9	78.6	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	89.3	84.5	86.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	80.2	72.8	78.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	93.9	81.3	83.5	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

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

- A consistent overwhelming belief that our school is improving, and everyone in the learning community plays a role in this.
- An increasing belief and understanding that parents can play an influential and positive role with our school community.

What do you think could be worked on or improved?

- There is still more potential for our parents to support the school in a variety of ways, including outside of how we traditionally see this.
- We can be better at communicating the important elements and learning objectives related to the program of studies.

What actions could our school take to do better?

- Invitation for parents to take part in School Council.
- Host Family Literacy Nights, and Family Numeracy Nights.

## Practice Guide Reviews

Practice Guide Name: Inclusive Education Practice Guide

### Fall Insights

What resonates, encourages or affirms staff?

- Encouraged by the beliefs shared in the guide. It recognizes that students need to feel connected and safe before they can be expected to learn.
- Student Centered approach.

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

- We're excited that the guide talks about the importance of a positive school climate where all students feel safe and cared about.
- We love that it discusses the importance of play.
- The concept of encouraging students to support students.

How might the practice guide inform next steps?

- We think that it is important to help teachers and staff understand universal supports. Looking at classrooms through a lens of support many students with supports that are good for all students. It would be a good idea to focus on a couple universal supports and implement them into our culture.
- RVS is providing us a resource on how to create a shared vision for inclusive education. This guide reinforces that this is a shared vision amongst RVS schools, and our divisional supports.

## PROTOTYPE PLANS

### How Might We?

Embed Indigeneity into the everyday learning in our school, while recognizing and shifting away from a colonial and antiquated lens?

### What Priority Areas Does It Address?

Student Engagement

Instructional Design

Making Learning Visible

#### Sources of Feedback

Ongoing dialogue with Dr. Dustin Louie, including March 8<sup>th</sup> Professional Learning Day.

Ongoing dialogue with Elder, Wilson Bearhead, and Author Charlene Bearhead.

#### End Goals

- Embedding foundational knowledge of FNMI culture into our school and classrooms as an everyday practice.
- Noticeable shift away from colonial practices in our school and classrooms.

## PROTOTYPES

Name: [Adjusting our Lens: Shifting away from the Western Gaze, and towards Indigeneity](#)

Scope: School Community

Indicator of Success: Engagements and dialogue with Indigenous Elders and leaders.

Students increased understanding of Indigenous Tradition, Culture and Ways of Knowing.

Increased conversations with staff that continue to acknowledge colonial ways of being in our school and mindset.

Description: Guest Author and Elder Visit: Wilson and Charlene Bearhead (December, 2020)

The Siha Tooskin book series was purchased and each Grade Level chose one or more of the books to read, and focus their learning on, make connections with and generate questions. This pre-learning was instrumental in influencing rich and meaningful conversations between our students and our guests.

#### Prototype Iterations:

##### Worked Well:

Students were clearly engaged with our guests, even if it was not in person. They were well prepared, having reviewed at least one of their stories. Students had a chance to read their questions to the



author. Having it online led to more structure, which led to more of a chance for students to reflect on their learning and prepare questions in advance.

Tricky:

The level of planning involved in making this happen, and the need to re-schedule once due to a Covid Case.

Do Differently:

This model was a successful. Next time, we would have one more Zoom to confirm all of the details, as opposed to a series of e mails. Invite parents to a session as well.

Learnings:

Our students were buzzing with excitement on this day, and shared their experiences with their families. It helped us realize that even though we cannot have guests in our building, it is still worthwhile to pursue opportunities like this for our students.

Name: Reconciliation: Shifting From Movement to Action

Scope: School Community

Indicator of Success: Individual and Collective Learning and Projects that focus on taking action on Indigenizing our school community

Description: Dr. Dustin Louie will be presenting about Colonialism, and Indigenization in schools to our staff on March 8<sup>th</sup>. We will follow up with dialogue, and a commitment to an action item that represents a shift in our practice towards sharing foundational knowledge of Indigenous cultures.

Prototype Iterations: This prototype is in its infancy. Our staff have viewed clips from Dr. Louie's presentation to RVS Leaders, and are poised to take the next steps in their practice with the assistance.

### How Might We?

How might we influence conditions that promote student leadership?

### What Priority Areas Does It Address?

Student Engagement      Making Learning Visible

Sources of Feedback

Students, and their parents. Anecdotal comments and feedback related to leadership opportunities for students.

Principal and Assistant Principal. Maintain an open and supportive stance to every idea that comes to us from students, and help them move these ideas into reality.

End Goals

- We will work to bring student ideas through the design process: Brainstorming, prototypes and completion.
- Impact will be far reaching, with success and accomplishment felt throughout the learning community.
- There are no limits, or guidelines as to what will be produced.

**PROTOTYPES**

Name: [Caring for our Caretakers](#)

Scope: Caretaking Team, and our Learning Community

Indicator of Success: Positive feedback and engagement from our learning community. Positive feedback from our caretaking team.

Description: A grade 2 student, Sadie expressed concern to her mother regarding whether our caretakers receive end of the year gifts in June of 2020. Her mother followed up with this conversation at a School Council meeting in October.

Prototype Iterations:

Worked well: The idea of recognizing our caretaking team during the Pandemic grew, and was embraced by our learning community. Funds were raised by the School Council and the school advises them of opportunities for appreciation. For example, lunch was ordered in for the team on the Jan 29<sup>th</sup> Organizational Day.

Tricky: Funds were raised, and we had to be careful and prudent about following RVS Policy and Procedure while embracing the spirit of the movement.

Do Differently: Identify a specific target and engage our community accordingly. For example, limit the donation amount to \$5.

Name: [Elbow Valley News](#)

Scope: Students, Staff and Learning Community at Elbow Valley

Indicator of Success: Increased Depth, Breadth and Student Involvement in the Product

Description: Gr. 4 Students pitched the idea to Mr. Trinca. He met with them over a few recesses to help clarify their ideas, goals and work flow.

Prototype Iterations:

Worked Well: Students developed their first prototype in February. Their product was shared in each classroom, on the announcements and on our Twitter Page.

**Tricky:** Finding time to support the group in a year where supervision is stretched, and day to day schedules are unpredictable.

**Do Differently:** Have an ongoing call for contributions on our daily announcements. Embed curricular items and French Language into future editions.

**Fall Learnings:** Schedule regular times for the editors to meet. Participate in a review of the February edition, and a coaching session that will focus on how we can improve both the product and the process. Ideas and call for contributions to be shared with student body via announcements.

**Name:** [Student Community Discussion Board](#)

**Scope:** Student Body

**Indicator of Success:** Creation of New Initiatives and Opportunities by students, for students.

**Description:** The Learning Commons white board was a canvass for students to engage in weekly questions. Their answers to these questions were the seeds to student led start up projects and initiatives. Some examples of questions that were asked include:

How can you show leadership at Elbow Valley?

What is your favourite space in Elbow Valley?

What is your least favourite space in Elbow Valley?

How can you show kindness at Elbow Valley?

**Prototype Iterations:** This common discussion board for students generated a lot of positive opportunities and change in our school community.

**Worked Well:**

- Featuring student contributions on the announcements helped to make learning visible and feature student leadership.
- There was an offshoot of student led clubs, including: a Beyblade Club with over 50 members, Art Club, Math Club, Weaving Club, etc.

**Tricky:**

- Having the personnel to help supervise these student led clubs.
- There are more barriers to ideas pitched from students due to Covid restrictions.

**Do Differently:**

- Shift to an Outdoor Focus at recess, thus reducing the staff supervision needed.

**Learnings:** There is no limit to opportunities that can be created by our students. Framing these opportunities with timeframes (recess), visuals, and schedules will help to ensure equitable access to lead and partake in student led clubs.

**Name:** [Caring Committee](#)

**Scope:** Elbow Valley Learning Community

Indicator of Success: Serving those in need.

Description: An idea developed at our School Council Meeting, the school and the council have moved forward to identify members of the committee, and have reached out to families who may be in need of assistance.

Prototype Iterations:

Worked Well:

- The idea was well received by our community, with many members volunteering to play a role.
- Clear parameters regarding operating procedures were agreed upon and established beforehand. Specifically, no money will be exchanged, and all support would be coordinated through the school.

Tricky:

- Despite reaching out to families who are in need, we have not found an opportunity to be of support yet.

Do Differently:

- Creating an awareness of this committee at the beginning of the year.

Learnings:

- It is a delicate balance

### How Might We?

Connect and collaborate with our Family of Schools while we are apart?

### What Priority Areas Does It Address?

Student Engagement    Instructional Design    Making Learning Visible

Sources of Feedback

- Student Engagement.
- Engagement from students at Banded Peak, SMS, and SCHS
- Teacher engagement through curricular connections

End Goals

- We want to impact participation, engagement and excitement with all students in the school.
- We want to produce a situation where students all play a small role in a large project that is beyond the scope of their classroom, school and learning community.
- We want to influence students to continue to share their learning at a broader level, and expect this project will seed new ideas that students will bring to the fore.
-

**PROTOTYPES**

Name: [Elbow Valley Flat Stanley](#)

Scope: Springbank Area Schools and their learning communities

Indicator of Success: Participation from every student in our learning community, with reciprocal exchanges among schools

Description: Our Family of Schools meets quarterly to discuss one of our main goals, building connection among our Family of Schools. When we posed this question in our January meeting, we brainstormed and landed on this concept. While it is still in its infancy, we expect that each school will have a template ready to share in late March.

**Prototype Iterations:**

Worked Well: Our commitment to meeting regularly, in between our West Area Meetings, has helped to build trust, camaraderie and shared goals. We have also been proactive in attending Learning Events like Playbook PL as a group, which enhances our joint determination.

Elbow Valley students exceeded expectations through sharing their prototypes and writing stories about them.

Tricky: It is a year where there are elements in play that include less time, increased distractions and the inability to connect in person.

Moving Forward: Meeting off site at the beginning of the school year in August would help us to set a direction before the school year begins. The Banded Peak Back 40 will be an effective place to use the Walk and Talk Protocol to identify areas of shared interest and focus.

Learnings: Students are more than capable of driving this work, particularly when framed as a challenge, and featured in daily announcements. There are no limits to the curricular connections that students can engage in with this exchange.

**How Might We?**

Use school wide announcements as a tool to amplify student engagement, inclusion, instructional design and making learning visible?

**What Priority Areas Does It Address?**

Student Engagement    Inclusion    Instructional Design    Making Learning Visible

**Sources of Feedback**

- Regular check ins and fail forward sessions with students and staff to Probe, Sense and Respond to what will best engage our students.
- School Community.

**End Goals**

- Ongoing engagement, and serve and return opportunities for students to participate in school wide challenges and initiatives at multiple entry points.
- Multiple entry points for our range of learners to ensure that all of our students can be celebrated.
- A school where learners see themselves on the walls, screens, announcements and other canvasses.

**PROTOTYPES**

Name: [The Morning Show](#)

Scope: School Community

Indicator of Success:

Description: Once upon a time, schools were forced to close during the beginning of a global pandemic. Teachers instincts were to reach out to their students to ensure that learning continued, but it was very important at this time to wait for the larger systems to develop an approach to learning. The school pitched the idea of using our existing Zoom platform video announcements to engage our learners and families in their homes. to Greg. It quickly became abundantly clear that our community was looking for something to latch onto to add structure to their day. Weekly challenges related to literacy, numeracy, citizenship and physical literacy were celebrated. Students shared their families participation through pictures, that were in turn shared on the announcements. Momentum was built, and we had over 200 people join on a daily basis. Some of the highlights included having Fred Fox on our announcements, our students learning valuable digital citizenship skills, and hosting announcements on a bi-weekly basis over the summer holidays.

Prototype Iterations:

Worked Well: Parent and Student engagement has remained high whether we are in school, or in online learning. Having the announcements accessible to everyone has been an effective way to communicate and share what we are working on in school.

Tricky: As these are daily, it does require regular, proactive and careful planning when viewing announcements as a lens to leveraging learning opportunities, as opposed to communicate news.

Moving Forward: We will take proactive steps to align our schoolwide focusses like House Team Challenges, learning celebrations and special projects, embedding these into the main content of our announcements with visuals.

Learnings: As an offshoot of schoolwide announcements, we provided a few games of Kahoot to all of our students during our online learning week. The feedback that we received from our online students was very positive, citing a unique opportunity to connect with the school. We will explore similar opportunities to connect with our online learners as a result.

Generally speaking, we learned that there are no limitations to the learning opportunities that you can amplify through reaching out in a visual, engaging and challenge based way.

**How Might We?** – Evolve learning spaces to support and empower the needs of all learners.

**What Priority Areas Does It Address?**

Student Engagement    Inclusion    Instructional Design    Making Learning Visible

Sources of Feedback

- Students, staff, parents and learning community
- Consultation with Designer & Author Rebecca Hare
- Mehrit Centre

End Goals

- Re-Looking at our learning spaces through a student lens.
- Re-looking at our learning spaces through a Self-Regulation lens. Specifically, looking for hidden stressors in our learning environments.
- Leveraging the learning environment to act as the third teacher.
- Aligning with school design principles like: Addition By Subtraction, Student Agency, and Process over Product

**PROTOTYPES**

Name: [Invitational Spaces Committee](#)

Scope: School Community

Indicator of Success: A learning environment that helps to promote student engagement, inclusion, instructional design and making learning visible.

Description: After a one year hiatus, our Invitational Spaces Committee will be reviewing their conversations with Rebecca Hare, and exploring the book, *The Third Teacher*. We will also be using some tools and frameworks published by the Mehrit Center, as we re-visit the learning spaces in our school, and consider the purposes of our learning spaces. We expect to make changes through the spring and share our learning with our learning community.

Prototype Iterations:

Learning: We hope to be inviting a Self-Reg Lens to our previous work with designer, Rebecca Hare. We will be inviting parents to join us in our March meeting as well.

### How Might We?

Use our House Teams to continue to influence a culture of learning, caring and inclusion at Elbow Valley.

### What Priority Areas Does It Address?

Student Engagement    Inclusion    Instructional Design    Making Learning Visible

#### Sources of Feedback

- School Community

#### End Goals

- Visible celebrations of our challenge based learning related to our character focusses: Growth Minded, Inclusive, Kindness, Gratitude and Honesty
- Ensuring that these focusses are shared and taught in a way that all of our students and community understand.

### PROTOTYPES

Name: [House Team Challenges](#)

Scope: School Community

Indicator of Success: Our students and learning community are engaged in challenges that offer citizenship learning of our students, and service to the community around us.

Description: Our House Teams are a vehicle to drive Character Education. Every two months, we have a new character focus. These are often introduced by guests from our community to the school that demonstrate the area we are focusing on. Literature related to the areas of focus are explored, as well as teaching specifically to this. Students are then engaged in collective challenges related to our school community and beyond. Student contributions are shared with the school and the community. Often times, our work and learning is related to service in our community.

#### Prototype Iterations:

Learnings: We have learned that there are many different ways that we can continue this work, despite not being able to rely on our usual formula. We are also learning that our work influences student agency and change within our learning community.



### How Might We?

Use our House Teams to continue to influence a culture of learning, caring and inclusion at Elbow Valley.

### What Priority Areas Does It Address?

Student Engagement    Inclusion    Instructional Design    Making Learning Visible

#### Sources of Feedback

- School Community

#### End Goals

- Visible celebrations of our challenge based learning related to our character focusses: Growth Minded, Inclusive, Kindness, Gratitude and Honesty
- Ensuring that these focusses are shared and taught in a way that all of our students and community understand.

### PROTOTYPES

Name: [House Team Challenges](#)

Scope: School Community

Indicator of Success: Our students and learning community are engaged in challenges that offer citizenship learning of our students, and service to the community around us.

Description: Our House Teams are a vehicle to drive Character Education. Every two months, we have a new character focus. These are often introduced by guests from our community to the school that demonstrate the area we are focusing on. Literature related to the areas of focus are explored, as well as teaching specifically to this. Students are then engaged in collective challenges related to our school community and beyond. Student contributions are shared with the school and the community. Often times, our work and learning is related to service in our community.

#### Prototype Iterations:

Learnings: We have learned that there are many different ways that we can continue this work, despite not being able to rely on our usual formula. We are also learning that our work influences student agency and change within our learning community.

## PROFESSIONAL LEARNING PLAN

### Driving Questions

- How might we move away from colonizing practices in our school and classrooms, and move towards applying foundational knowledge of First Nations, Metis and Inuit to our classrooms?
- How might we probe, sense and respond to the complex challenges related to Student Engagement, Instructional Design, Inclusion and Making Learning Visible?

### Learning Outcomes

- Increase our awareness of ways in which we unconsciously use colonizing practices in our classroom.
- Collaborate with staff groups to generate a prototype and complete an action plan to work from.
- Develop an understanding of RVS Inclusion Practice Guide.

### Strategies

- Action oriented school projects that focus on bringing more understanding of Indigenous culture to our classrooms, with support and guidance from Dr. Dustin Louie.
- Action oriented projects related to our Playbook. Re-visiting regularly to determine success, and dampen or amplify the project accordingly.
- Discussing and prioritizing a few elements of the RVS Inclusion Practice Guide to focus on at a school level.

## **BUDGET HIGHLIGHTS**

	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<b>Certificated Staff</b>	\$2,680,908	\$2,530,193	\$2,635,139
<b>Support Staff</b>	\$550,000	\$414,460	\$420,000
<b>Services &amp; Supplies</b>	\$98,361	\$28,050	\$79,447
<b>Other</b>	0	0	0
<b>Contingency</b>	0	0	0
<b>TOTAL EXPENDITURES</b>	<b>3,329,269</b>	<b>2,972,703</b>	<b>3,134,586</b>

## SCHOOL COUNCIL REVIEW

Date of School Council Engagement: **November 10<sup>th</sup>, 2020**: This year at Elbow Valley, What is going well? Tricky? Do Differently?

**Tuesday, February 8<sup>th</sup>, 2021**. Out of the four RVS Strategies: Making Learning Visible, Inclusion, Instructional Design, and Student Engagement, which of these are we doing the best at? Which could we improve at?

**March 9<sup>th</sup>, 2021**: Review Playbook with School Council

What resonates with parents? What inspired them? <ul style="list-style-type: none"><li>• The work that is being done in engaging students (House Teams, Special Events, Announcements)</li></ul>
What questions did they have? <ul style="list-style-type: none"><li>• Will the school and RVS be moving towards updating their online presence to make it more user friendly and easier to navigate?</li></ul>
What did they find tricky? <ul style="list-style-type: none"><li>• Communication can be tricky with many different mediums.</li><li>• Lack of continuity with school divisions with Covid Response.</li></ul>
How can parents play a more active role in its implementation? <ul style="list-style-type: none"><li>• This is a difficult question to answer this year. We look forward to when we can be in the building</li></ul>

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

**Principal Signature** 

**Date:** February 28<sup>th</sup>, 2021

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

Strongly agree

**School Council Chair Signature** 

**Date:** March 12<sup>th</sup>, 2021