



INNOVATORS BY DESIGN

PRINCE OF PEACE LUTHERAN SCHOOL



FEBRUARY 2021

PRINCE OF PEACE LUTHERAN SCHOOL

TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN..... 3

PRINCIPAL’S MESSAGE..... 4

SCHOOL PROFILE 5

THIS YEAR’S LEARNINGS 6

 Students Insights 6

 Parents Insights..... 8

 Staff Insights 9

 School Diversity Profile 10

 RVS Student Satisfaction..... 11

 RVS Assurance Model..... 12

 APORI Pillar Results 14

 Provincial Achievement Tests Results..... 16

 Practice Guide(s) Reviews..... 18

PROTOTYPE PLANS 18

PROFESSIONAL LEARNING PLAN 25

BUDGET HIGHLIGHTS 26

SCHOOL COUNCIL REVIEW 27

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



Prince of Peace School is passionately engaging in pursuing the Rocky View School Division aims of helping our students connect to passions, interests and people, achieve their potential, and navigate successfully as global citizens. This year, our school community faced unique challenges in how learning would take place within and beyond the classroom walls. We were so pleased with how our staff, students, and parents adapted to learning amid these challenges. Whether it was learning from home during isolation, fostering and maintaining new classroom routines, or adapting to new health restrictions—our community truly came together to approach learning collectively. More than ever, this year highlights the complex but integral blend of maintaining staff and students' physical well-being, mental health, and academic achievement.



The success of our learners always begins with fostering the unique community that exists at Prince of Peace. This year specifically, we wanted to ensure our students understood how valued they were by approaching health and safety with utmost importance this fall. With students' wellbeing in the forefront, our staff worked tirelessly to implement structures and practices that ensured students' ability to safely learn at school and from home. Some of these efforts included a great deal of professional learning regarding students' physical wellness at the beginning of the year amid Covid-19. As the year progressed, we also participated in the research informed Mind-Up training provided by RVS. We have become increasingly aware of the complexities facing our students, our families, and our staff. These challenges are being addressed daily as we seek to leverage our unique Christian context and our tight-knit learning community to create a sense of belonging, mental health, and safety for all our stakeholders (students, parents, staff, larger educational community) at Prince of Peace.



Secondary to our pursuit of staff and students' mental and physical health is our focus on continuing prototype goals from 2019/2020. We have focused our efforts as a staff on ensuring instruction and assessment address the needs of all learners. To accomplish this, we have utilized resources and practices that are inclusive of students at all levels of understanding. We have sought to implement classroom practices that accommodate student differences in learning and abilities. This also closely links with our new approach to assessing student learning. In our first year as a [Real Time Reporting](#) school, we have changed the ways in which we record and communicate student progress with parents and students. This has required teachers to re-consider the ways in which they are assessing student learning and the structures of their classroom instruction. Our goal is to employ multiple ways of communicating student learning and assessment to be more transparent with students and parents. This includes providing students with more input in instruction and assessment, the ability to set goals and reflect in the learning process, and making classroom learning visible using tools like PowerSchool and MyBlueprint. The overall goals of these prototypes in action were to address our continued growth in the RVS achievement indicators of inclusion, engagement, instructional practices, and making learning visible.



Among these essential educational goals, our primary goal as a Christian school is to teach the Christian faith and integrate it in real and meaningful ways. We strive to engage everyone in our school community through God’s Word, creating opportunities to learn Biblical truths. Our students are encouraged to apply these truths to all aspects of learning and life, to grow in active relationship with Jesus Christ, and to understand, adapt and successfully contribute to our changing global community while being anchored in God’s unchanging truths.

SCHOOL PROFILE

<p>Prince of Peace Lutheran School</p> <p>Principal: Shawna Neis Dan New</p> <p>Address: 243209 Garden Road N.E. Calgary, AB T1X 1E1</p> <p>Phone: 403-285-2288</p> <p>Email: princeofpeace@rockyview.ab.ca</p> <p>Website: ppeace.rockyview.ab.ca</p> <p>No. of Teachers: 20</p> <p>No. of Support Staff: 15</p> <p>Grades Served: Kindergarten to Grade 9</p>	<p>Mission: We engage everyone in our school community through God’s Word and meaningful, challenging experiences; encourage people to have a growing, active relationship with Jesus Christ and one another; and prepare them to understand, adapt and successfully contribute to our changing global community while being anchored in God’s unchanging truths.</p> <p>Beliefs: All members of our school community will be valued and celebrated as God’s created masterpieces and be engaged in meaningful and challenging experiences that will:</p> <ul style="list-style-type: none"> ▪ lead them into a growing, authentic relationship with Jesus Christ, ▪ help them become critical, creative, and discerning thinkers, and ▪ prepare them for lives of servant-leadership to their families, communities, and the world. <p>Engagement leads to understanding, faith, community, and servant leadership for all.</p>
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Unique features of our school?

We are a Christian School

As a Christian school, Prince of Peace Lutheran School is committed to teaching all students the Word of God as contained in the Bible, helping them to know Jesus Christ and grow in a faith relationship with him. The Christian foundations of our school permeate our program and interactions with our students and their families.

We are a Public School

In the fall of 2006, Prince of Peace Lutheran School entered into a relationship with the Rocky View Schools to become its first alternative, Christian school program. This has allowed Prince of Peace to deliver Christian programming within a public system and provides our students access to supports available to all schools of the division. We are proud to be a Rocky View school offering parents a choice for Christian education.

We are Part of a Community

We are pleased to serve Rocky View families from Chestermere, Langdon, rural Rocky View County, and Airdrie. We value our place within this larger community. In addition to being part of the Rocky View Schools' community, Prince of Peace Lutheran School was originally established as part of a larger Prince of Peace community, which includes Prince of Peace Lutheran Church (the congregation that formed the school in 1995), Prince of Peace Village (a 55+ housing development) and Prince of Peace Manor (an assisted living care facility). Involvement in this multigenerational community allows our students to learn from and serve others.

What parents say about our schools?

- Prince of Peace school maintains high expectations for their students, and they provide the support necessary for students to get there.
- This is a highly culturally diverse school where students feel part of a community. They provide an inclusive learning environment where all students' learning is valued.

THIS YEAR'S LEARNINGS

Students 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.



Arrows and X's indicate students' satisfaction along a continuum.

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

- Our staff and students respect all students, are inclusive, and value students' individuality.
- Teachers communicate well with students and families.
- Our school staff values students' mental health, care about the students, and try to provide assistance when students need it.
- Teachers try hard to make learning enjoyable for everyone.
- We have a lot of options and unique opportunities for a smaller school.
- Our school is thoughtful and organized. Staff thinks about what is best for everyone and put good routines into place.
- Staff and students are putting in effort to ensure everyone is safe.

What do you think could be worked on or improved?

- More diversity of how and when students learn. For example, providing students the ability to show learning in many ways and have more time on class work.
- Ensuring all students have the resources and materials they need so they can be successful as all other students.
- Teachers could make sure they teach individual students and make sure everyone knows the materials before moving on.
- Provide more options for students at break times. For example, a space to complete work, or indoor options for recess.
- Provide options for students to express their individuality more and have more time for "fun".

What actions could our school take to do better?

- Provide students alternatives to sanitizer like washing hands instead.
- Update or provide more uniform options.
- Ask students for input as to what learning activities they want to do more regularly.
- Find more opportunities for classes in different cohorts to "connect".

Parents 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.



Arrows and X's indicate parents' satisfaction along a continuum.

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

- Prince of Peace is a very inclusive learning environment where all students are valued.
- There is a great deal of diversity.
- Teachers have high expectations, and the supports are provided for students to achieve these expectations.
- Students are empowered to build leadership skills.
- Students are safe and welcomed to be a part of the Prince of Peace community.

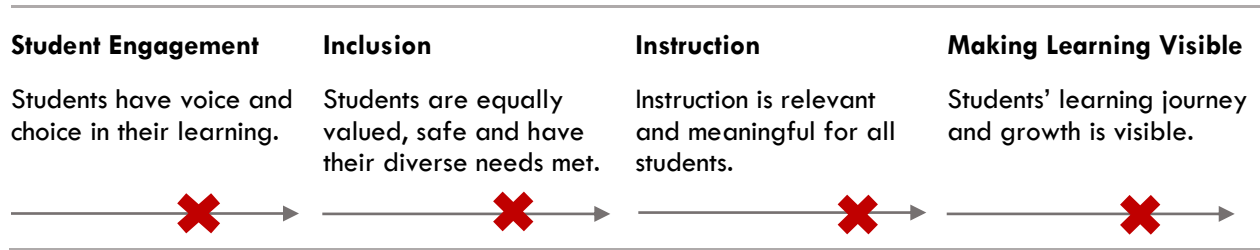
What do you think could be worked on or improved?

- Prince of Peace could grow in the ability to make learning more visible to parents and the community.
- Additional provisions could be made to increase the community's connection to classrooms and teachers.
- There needs to be an effort to engage more parents involved in the overall wellbeing of the school, especially parents of students from Kindergarten to Grade 3.
- We have a great community around Prince of Peace, we could pursue additional connections with the wider community.

What actions could our school take to do better?

- Teachers could provide more detailed and frequent feedback about student achievement and progress.
- Take steps to ensure all parents have a passion and heart for the school in general and to feel free in presenting suggestions to help in supporting the school.
- More service opportunities in the community. For example, making cards for seniors or having senior virtual reading buddies.

Staff Insights



Arrows and X's indicate staff satisfaction along a continuum.

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

- Developing relationships with students that enable us to identify students' areas of strength and need.
- We keep parents informed as meaningful contributors to learning at Prince of Peace.
- I appreciate the support and encouragement we have to collaborate and try new or big ideas with students.
- We have a great deal of consistency and support in helping troubled or challenging kids. This is incredibly helpful and validating.
- We are taking care of the mental health and the learning needs of our students. We look beyond behaviour and look for the source of behavioural problems. We take the time to plan carefully and consider our learner types.
- We are still able to meaningfully integrate Christian teaching and learning into our daily lives, despite the restrictions of the pandemic.
- I think that the move to Real Time Reporting has been positive for teaching and learning in the sense that I see students using the outcomes in PowerSchool to do more self and peer evaluation. I think this helps them know their specific strengths and areas for growth, helps them understand their own learning journey, and it is starting to take some of the anxiety and worry about 'grades' away.

What do you think could be worked on or improved?

- We could improve our ability to meeting the needs and accommodate for students especially those with Student Success Plan (formerly known as IPPs) or Personalized Learning Plans.
- Having a way for students to see their learning journey over the course of several years, rather than just over one year.
- In-classroom support for vulnerable students; developing a specific schedule for push-in support.
- Continuing to develop our ability to collaborate with each other to improve student learning.

What actions could our school take to do better?

- Continue to practice and promote 7-Habits, Love and Logic, and numeracy / literacy strategies.

- Provide students differing experiences and choice in learning. This will also challenge our top achieving students.
- We need to ensure students who are falling behind are being tracked and supported.

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls within targeted, specialized and intensive populations for receiving addition supports?</p> <ul style="list-style-type: none"> • Targeted Support – 35% • Specialized Support – 3% • Intensive Support – <1% 	<p>What structures and strategies will you implement to support students that benefit from targeted interventions?</p> <ul style="list-style-type: none"> • Our uniquely large English Language Learning (ELL) student population lends to specific program requirements and professional learning to meet students' learning needs. • Diversity of student population requires an increased need for social/emotional/behavioural supports (ie. refugees, permanent residents, cultural convergence – there are approximately 40 countries represented among our school population)
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention for Grades 1 – 5, 2 to 4 times per week for 30 minutes • designated blocks for flexible literacy groupings in Grades 6 – 9 • skills groups led by the Child Development Advisor for social/emotional/behavioral needs (i.e., whole group, small targeted groups, school-wide initiatives, and individual) • small groups for targeted instruction for both academic and social/emotional needs • expanding the repertoire and use of universal supports • professional learning – meeting the needs of English Language Learners, instructional design, and numeracy 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • specialized and individualized programming for students with intensive needs • collaborative problem-solving strategies to identify and assess areas of need, prioritizing impacted areas, and developing supports and intervention plans geared towards student success • Set targeted learning goals toward positive behaviour supports, executive function, and strengths-based planning • quarterly collaborative meetings among Learning Support leads and bi-monthly collaboration with district support team members • monthly review of programming and student progress with relevant staff • professional learning targeting positive behavioural supports, increased executive functioning, and strengths-based planning 	

RVS Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	64.1%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	8.5%	
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	93%	
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	23.9%	
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		97.5%	96.7%
Division 2 Emerging to Mastering		95.2%	95.2%
Division 3 Emerging to Mastering		91.9%	89.4%
Division 4 50 per cent +			
First Nation, Metis, Inuit: Emerging to Mastering	Note: 1 Student Only	100%	0%
English Language Learners: Emerging to Mastering		93.2%	91.9%
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	80%	

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

- There is a tremendous level of achievement among our students that are English language learners. This is a testament to the work we do with our community, as well as the work happening with LLI (Levelled Literacy Intervention) to address early literacy at Prince of Peace.
- We have relatively high attendance rates. This is a testament to the value parents and students place on being in attendance every day.

What do you think could be worked on or improved?

- Though it is a low percentage, we could work on the percentage of students who are not achieving their identified learning goals and identify the disconnect between the goals themselves and the progression of the students.
- There is a drop in achievement for mathematics as students move up the divisions at Prince of Peace. Although a drop in achievement is common across schools in the School Division, further investigation for our students is warranted.
- As we continue to grow in familiarity with RTR (Real Time Reporting) and bolster our CoSL (Communication of Student Learning), we can prioritize making learning visible using MyBlueprint and maximizing PowerSchool.

What actions could our school take to do better?

- We have a lot of interventions in place for early literacy and supporting our language learners, we could use those strengths to develop similar supports for numeracy.
- There could be more involvement with students and parents in the creation, review, and revision of goals for students in their Student Success Plans (SSP). This would create greater connection between the SSP goal and the learning happening in the classroom. This might also need to include some translation services for families.
- Staff could engage in more collaborative discussions around Student Success Plan (SSP) goals, assessing them, and what achievement of those goals looks like. Included in this, would be more frequent exposure to SSP's in the form of more regular goal tracking for teachers.
- More collaboration between grade levels to increase the likelihood of alignment and decrease any decline in achievement as students progress in years.
- To develop our expertise with MyBlueprint, we need to have more structured professional learning about how to effectively use the tool.

APORI Pillar Results

Due to the Covid-19 pandemic, provincial achievement tests, and diploma exams were not completed in 2019-2020. The results posted in the “current school year” are from the 2018-2019 school year.

Measure Category	Measure	Prince of Peace Lutheran Sch			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	87.2	89.2	86.2	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.4	82.9	80.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	89.1	93.6	87.7	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	0.0	0.0	2.5	2.7	2.6	2.7	Very High	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	74.2	77.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	20.0	18.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	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	87.7	95.8	86.7	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	80.7	84.9	79.5	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	85.9	94.6	88.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.6	89.4	73.1	81.5	81.0	80.9	High	Improved	Good

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

- We are providing a safe and caring environment that focuses on the personal needs of our students. This is evidenced by our achievement in the interpersonal characteristics of this data (citizenship, safe, and caring). This is made possible by the strong relationships at Prince of Peace. Further, this pursuit is increasingly important amid Covid-19.
- Parents remain well informed and consulted regarding the direction of learning at Prince of Peace. This is strengthened by our online presence, sharing of learning with Twitter, and weekly communication in the Monday Note.
- Our high achievement in a variety of areas is directly impacted by our focus as a Christian culture. We have dedicated teachers who want to do a good job and willing to go the extra mile. There is a strong commitment by all staff to the mission and purpose of our school.
- Our achievement in many of these areas could be a result of our teaching of the 7-Habits, and the many opportunities our students have for leadership with pursuits such as Chapel.

What do you think could be worked on or improved?

- Online learning makes it more challenging to keep students engaged in their studies and connected with their peers. This is something to be aware of and work steadily to improve as we continue to find ways for students to engage with each other and course work in new and unique ways.
- We can continue to learn new ways to effectively make learning visible. For example, using communication tools such as MyBlueprint more comprehensively.

What actions could our school take to do better?

- As students move on beyond Prince of Peace, many parents who have been engaged are transitioning as well. We need to leverage some of our new families in grades 1 - 6 to fill those roles.
- We can continue to make learning increasingly connected to real-world experiences. This could be accomplished with the use of more inquiry or open-ended project-based assessment. Additionally, we could involve students more in the development of our classroom instruction and assessment choices.
- We could develop increased citizenship opportunities for students within our Prince of Peace community. This means finding unique ways (amid Covid) to connect with our community members. For example, Zoom reading buddies, online mentors, or pen-pal relationships with the manor.
- We can support parents with the use of technologies by having online help sessions, instruction videos, or other supports that can help them navigate many changes in how students access learning and assessment data.

Provincial Achievement Tests Results

As a result of the COVID-19, provincial achievement tests and diploma exams did not proceed. The tables provided for each are included as a placeholder for reference only to demonstrate what we would normally report on in the AERR.

LANGUAGE ARTS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
L.A. GRADE 6:							
Acceptable Standard:	79.6%	83.5	81.6%	83.2	N/A	N/A	82%
Standard of Excellence:	16.3%	17.9	20.4%	17.8	N/A	N/A	18%
L.A. GRADE 9:							
Acceptable Standard:	87.2%	76.1	76.1%	75.1	N/A	N/A	88%
Standard of Excellence:	20.5%	14.7	13.0%	14.7	N/A	N/A	22%

MATHEMATICS	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
MATH GRADE 6:							
Acceptable Standard:	71.4%	72.9	75.5%	72.5	N/A	N/A	75%
Standard of Excellence:	12.2%	14.0	20.4%	15.0	N/A	N/A	15%
MATH GRADE 9:							
Acceptable Standard:	64.1%	59.2	50%	60.0	N/A	N/A	70%
Standard of Excellence:	15.4%	15.0	13%	19.0	N/A	N/A	20%

SCIENCE	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SCIENCE GRADE 6:							
Acceptable Standard:	73.5	78.8	81.6%	77.6	N/A	N/A	80%
Standard of Excellence:	20.4%	30.5	32.7%	28.6	N/A	N/A	25%
SCIENCE GRADE 9:							
Acceptable Standard:	74.4%	75.7	73.9%	75.2	N/A	N/A	76%
Standard of Excellence:	23.1%	24.4	15.2%	26.4	N/A	N/A	25%

SOCIAL STUDIES	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
SOCIAL GRADE 6:							
Acceptable Standard:	89.8%	75.1	81.6%	76.2	N/A	N/A	90%
Standard of Excellence:	18.4%	23.2	30.6%	24.4	N/A	N/A	25%
SOCIAL GRADE 9:							
Acceptable Standard:	79.5%	66.7	71.7%	68.7	N/A	N/A	80%
Standard of Excellence:	25.6%	21.5	13%	20.6	N/A	N/A	25%

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

- Our Language Arts and Social Studies levels of achievement are high. Our use of Levelled Literacy Intervention seems to be having a big impact.
- Prince of Peace is able to maintain a high percentage of students in the Acceptable level in all areas. We attribute this in part to our consistency as a team and instructional practice.

What do you think could be worked on or improved?

- More emphasis on Mathematics and Numeracy for Prince of Peace. This could improve achievement in mathematics in middle grade levels.
- In relation to the province, our grade 6's could be achieving at a higher level on PAT's. This is not an indicator of knowledge perhaps, but more standardized testing skills for these students.
- Our standard of excellence is lower than average in most areas. There could be greater focus on mastery learning for our stronger students, or perhaps more enrichment opportunities.

What actions could our school take to do better?

- We can find ways to use the skills and strategies that have made us successful in Language Arts and Social Studies (such as LLI) to develop greater levels of achievement in Math and Science.
- There could be more school wide numeracy initiatives like math competitions to place greater emphasis on learning those subjects.
- There should be time set aside for staff to collaborate on the teaching and learning of mathematics at Prince of Peace. This could be a professional learning focus moving forward.
- It is possible that students need specific literacy strategies related to the complex problems presented in high-stakes assessments in Math. This would involve strategies for decoding, chunking, and increased science/numeracy vocabulary building.

Practice Guide(s) Reviews

Practice Guide Name: RVS Inclusive Education Practice Guide

Insights

What resonates, encourages or affirms staff?

- We know that positive meaningful relationships are foundational to our success and therefore strive to leverage the diverse strengths, talents, and passions of our collective whole in fostering learning communities where all students feel they belong and see themselves meaningfully represented within their learning, their schools, and their communities.
- Alberta Education's mandate towards an inclusive education system dates to 2009. Within RVS, we recognize our schools are at varying stages but strive to design learning that addresses diversity along a continuum of systems and supports. It is encouraging to know that our journey is similar to most school boards in the province that are also at different stages in their progress toward this goal.
- We are committed to being intentional and reflective practitioners who use research-informed practices and data to inform and guide our actions.

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

- "Collision culture", that is the coming together of diverse perspectives and groups, is exciting! How can we provide this within Covid restrictions?
- "Educate all members of the learning community, including parents, on diversity and inclusion. While this can be accomplished in many ways, it should be included to some extent in all professional learning activities." How are we doing this? What does this look like?

How might the practice guide inform next steps?

- "Provide staff with opportunities to learn from each other, design together, co-teach, and problem-solve with each other. Partnering with colleagues across the division to share, learn, and grow from each other to acquire a deep understanding of how to create inclusive classrooms and schools."
- Students and parents need to be more informed/educated about Student Success Plans/Personalized Learning Plans, about universal design, and about the accommodations happening in our dynamic classrooms that are filled with diverse needs and abilities.
- We will benefit from exploring and implementing the Class Reviews model to provide learning supports moving forward.

PROTOTYPE PLANS

How might we collaborate virtually to share our learning journey?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- As a new Real-Time Reporting school, we want to continue our goal from 2019/2020 which focuses on the development of a digital portfolio for students.
- Our parent community indicated they would like to have more of a glimpse of the classroom amid Covid-19 because parents are not able to come into the school. This provides more of a “window” into what learning looks like at Prince of Peace.

End Goals

- For us to answer this question, we will identify tools and practices that effectively create a digital record of learning for all students.
- A successful pursuit of this goal would complement student assessment by providing students the opportunity to more regularly reflect on assessment and learning tasks. Additionally, it will provide an increased ability for parents to be aware of what is occurring in the classroom.

PROTOTYPES**Have Passport... Will Travel 2.0****Scope:** Grade 2 class, Grade 3 class, Grade 7-9**Indicator of Success:**

For the first year of this implementation, students will begin to curate evidence of learning growth and reflection using MyBlueprint.

Description:

Students will upload and reflect on work in MyBlueprint. This will involve the development of an independently curated portfolio where “stamps” align with the Alberta Education competencies. There will also be embedded opportunities for students to self-reflect and journal. Student journaling will focus on their formal self, future self, local self, and global self.

Prototype Learnings:

Teachers were excited to have students reflect on and select key pieces of work to showcase their learning. Students in Grade 3 were able to upload two ‘end of unit’ projects, highlighting cross-curricular outcomes. Middle school students used MyBlueprint to complete/update learning and personality evaluations. Discussion about how best to create a portfolio to take into High School allowed students to engage in possible artifact selection in meaningful and unique ways. Unfortunately, Covid protocols and sharing devices became time consuming and teachers were not able to spend as much time as was needed to finish portfolio work.

Next steps include teaching the students to access MyBlueprint from anywhere to allow for ease in sharing their selected artifacts. We look forward to beginning next year with a plan as to how to best use our time to allow for student interaction in portfolio creation.

What worked for us? Having another teacher or educational assistant present to assist with uploading artifacts, especially in the primary grade levels (K-3). Having QR codes readily available made accessing portfolios easy for any additional assistance in the class. Student awareness of what to include, especially in grades 7-9, was critical. We plan to continue to engage the students in conversation about how to create and use their “stamps”.

How might we support students unique learning needs using tools and strategies?

What Priority Areas Does It Address?

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

Sources of Feedback

- During conversations with our Learning Support staff and educational assistants, it became apparent that there were different approaches to student support in the classrooms of Prince of Peace.
- Many of our students advocate for accommodations and additional support tools during instruction and assessment. Teachers mentioned that while they are pleased students do this, they could be made more aware of the breadth of supports available to them.

End Goals

- We are seeking to align with the RVS Inclusive Education Practice Guide in our Prince of Peace classrooms. This means designing support systems for students that “meet the diverse academic, social-emotional, mental health, and behaviour needs of all students” (RVS Inclusive Education Guide).
- Two main deliverables will help us answer this “How might we” question. Firstly, the development of an Educational Assistant handbook for Assistants and Teachers regarding classroom practices. And secondly, the creation of a tools and strategies list for students and teachers to support students’ needs within the classroom.

PROTOTYPES

Classroom Climate for All – Providing a classroom environment using UDL to support ALL students.

Scope: Primarily focused on the professional development and dialogue of teachers and support staff. This ultimately should have an impact on each classroom at Prince of Peace. The nature of that impact will be unique to each class due to the makeup and needs within it.

Indicator of Success:

Weekly reflection conversations between educational support staff and teaching staff about the effectiveness of classroom supports in place. There will also be a component of our “Educational Assistant at Prince of Peace Handbook” that points to specific class-wide inclusion strategies.

Description:

We will implement strategies and procedures in classrooms that create opportunities to provide support for all learners in the classroom, not only those identified as having specific learning needs. This will be supported by the development of our EA handbook that will describe procedures for classroom support (from both educational assistants and teaching staff).

The Learner Toolkit – Developing a collection of tools and strategies to support learners.

Scope: All students at Prince of Peace

Indicator of Success:

A toolkit for learners is developed and refined throughout the prototype year. There will be weekly check-ins with our support staff on their observations regarding the implementation of these tools and their effectiveness.

Description:

Our Learning Support staff will develop a toolkit for learners that can be easily implemented in all classroom settings. This will be a component of the EA Handbook that is being developed by Learning Support. These tools will be championed by both our support staff and teaching staff. We will seek to implement these tools with all students in classrooms by regularly drawing all students’ attention to the available tools and strategies that could support their learning.

Prototype Learnings:

For these prototypes, we undertook a year long process of generalizing and documenting what inclusive learning and student support looks like at Prince of Peace. Our Learning Support teachers worked with all classroom educational assistants to discuss the development of a set of practices. Educational assistants discussed some strategies they like using and that they find effective with students. We discussed how strategies such as reading a test out loud to all students, could benefit everyone (Universal Design for Learning), whether they have a diagnosed learning need or not. We talked about how universal accommodations would be helpful. We also talked about educational assistants being in classrooms to support all students not simply a student or two that have been identified as having specific needs.

Each of the educational assistants felt as though strategies were currently being used in their classrooms to support students. The strategies weren’t always consistent across learning environments but were evident. We plan to facilitate more of these discussions at our next professional learning. We then hope to describe and review these understandings with teachers. This provides the ability to brainstorm and work with the teachers to consolidate a possible universal accommodation list that would also be beneficial. This accommodation list will then be generalized and used across classrooms with teacher and support staff.

At this point, it is evident that various accommodations are provided to students in all our classrooms. Teaching students in a variety of ways (multimodal) and allowing students to use alternate seating is an

area most teachers are focusing on, where they can. We are developing our practices of giving students the opportunity to take a movement break, the use of fidgets to assist with focus, and using technology to access learning or represent understanding.

Further to learning accommodations, our Mind Up professional learning training was helpful for all teachers because it is universally beneficial. This training gave us the opportunity to discuss the brain, how stress affects everyone, and how we as educators can assist our students in this area.

Moving forward, greater discussion around possible accommodations for all could be beneficial. A list, created by Learning Support, of possible accommodations to choose from will be a helpful tool for teachers, educational assistants, and students to have as a reference. Teaching students how to use specific learning accommodations and tools appropriately would be of great value. Our ultimate goal is greater consistency of available and accessible accommodations for ALL students.

How might we create relevant experiences which foster growth in learning?

What Priority Areas Does It Address?

Student Engagement Inclusion Instructional Design Making Learning Visible

Sources of Feedback

- Teachers have indicated that student agency in learning is becoming more essential to have students engage in learning and/or assessment.

End Goals

- In future conversations and informal data collection with students, it is our hope that students indicate a greater involvement in the design of their learning and assessment. Students should feel that they had agency with how, what, and when certain learning experiences took place.
- Students will become more engaged in learning opportunities with an increased ownership. Further, teachers will have developed high quality and relatable exemplars, rubrics, and other assessment materials through co-creation with learners.

PROTOTYPES

Power to the People -

Scope: Grade 5 and 6 staff and students at Prince of Peace

Indicator of Success:

Students will be able to articulate the connections between lesson design, assessment, and their levels of achievement. Students will be able to describe connections between assessment experiences and how that identified areas of strength and growth. In conversations with students, they should be able to articulate understanding about why and how they attained a level of achievement on a summative assessment.

Description:

Staff will co-create “I-Can” statements in relation to learning outcomes with students. Associated with those outcomes, students will co-create reflection tools to be used in formative and summative assessments. These tools will be showcased using MyBlueprint and students’ reflection will take place using that online tool.

Prototype Learnings:

At our first meeting this year we came together to combine a few different prototypes due to staff relocation. During this time, we discussed how to engage students in their learning and foster a greater sense of pride and ownership in student work.

Although it would have been ideal to have more student input in the creation of rubrics and exemplars teacher created rubrics and previous exemplars were used by the students in conversation and when reflecting on the quality of their work (self-assessment).

We have found that students are becoming more comfortable assessing their work, and they are becoming more honest with their assessments. In conversation with students, students more often refer back to the expectations of the assignment rather than just asking if their work is “good enough”.

Unfortunately, we have not created nor displayed “I Can” statements in all classrooms. We do, however, discuss these statements as we move into new topics so that students understand the direction we are moving and why we are learning the information being covered.

How might we empower stakeholders to collaborate on assessment and reflection of learning?

What Priority Areas Does It Address?

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

Sources of Feedback

- In many of our grade 7-9 student survey responses, students indicated their desire for greater voice, choice, and diversity of learning experiences.
- As a new Real-Time Reporting School, we are endeavoring to make assessment more of a reciprocal process with students, parents, and classroom teachers. This also aligns with the previous “How might we” question surrounding student growth.
- Teachers have indicated a desire to become more proficient with the notion of re-assessment and reflection with students who are struggling.

End Goals

- All stakeholders (students, parents, staff, larger educational community) will develop and increased understanding of how classroom learning, and assessment is connected to achievement on outcomes.
- Classroom instruction will be increasingly connected to learner outcomes, and subsequently, students will be able to reflect on their understanding in relation to outcomes prior to, during, and following assessing their achievement.

PROTOTYPES

Dr. D.R.E. 2.0 (Designing Relevant Experiences)

Scope: Grade 2, 5 & 7 students at Prince of Peace

Indicator of Success:

Student engagement measured through product and informal data collection.

Description:

Students will be engaged in the design thinking process. They will use this process to learn curricular, co-curricular, and competency outcomes. Students will progress through the design cycle and participate in reflection throughout the process.

Prototype Learnings:

In Grade 2, the original idea of creating something engaging and spectacular for students came about after a fantastic two-day professional learning opportunity with the RVS Design Team. Through that professional learning and our school-based playbook professional learning, our "A Walk-Through Canada" magazine was created. Together we researched, wrote, edited, designed, drew, and published our magazine that encompassed three special communities in Canada. Through our creation, we sought out the expertise of a few junior high classes to help us with the research, editing and writing component of our magazine. The RVS Design Team also worked alongside our class during the publication process.

Our goal of engagement, real-world connection, making learning viable and multi-subject/grade level collaboration was achieved. A project that seemed so large and almost impossible in the beginning, turned out to be something that exceeded all my expectations in every way. This prototype was a success in assembling this high-level deliverable, and for building excellent inquiry skills with students. As we continue to move forward developing these skills, more projects of this nature would be a great keystone.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we empower stakeholders to collaborate on assessment and reflection of learning?
- How might we create relevant experiences which foster growth in learning?
- How might we support students unique learning needs using tools and strategies?
- How might we collaborate virtually to share our learning journey?

Learning Outcomes

- Increase staff capacity with the use of Communication of Student Learning (CoSL) tools such as MyBlueprint and PowerSchool in relation to Real-Time Reporting.
- Develop and implement a framework for inclusive learning at Prince of Peace. This will include an Educational Assistant Handbook for both support and teaching staff.
- Expand our ability to support students with tools and strategies to improve their mental health and attain greater proficiency in the Alberta Education Competencies.

Strategies

- Nov 23rd – In the morning, staff will co-create an assessment framework for Prince of Peace. This will include pillars of assessment practice, and a guideline for how to report on assessment using PowerSchool and MyBlueprint.
- Nov 23rd – Learning Support Staff will begin co-designing an Educational Assistant handbook for Prince of Peace. This will later be brought forward to all staff to review regarding alignment of all classrooms use of support and inclusive practices / tools.
- Dec 2nd – Staff will review the 2020 RVS Inclusive Education Practice Guide. Insights will be drawn out with how classroom practices could further align with this guide.
- Jan 29th – Staff will work through the Mind-Up training provided in conjunction with RVS education center staff. This program promotes increased student well-being through an understanding of neuroscience and reflective practices.
- March 8th – School staff will review the work implemented in 2020/2021. This will mean reflecting on the EA Handbook, Assessment Practice Guide, and our Prototypes for the year.
- April 26th – This will be a celebration of learning where staff will come together to reflect on the successes and trials of their prototypes. This will be an opportunity to look at some action research data and set directions for our future years at Prince of Peace.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	\$2 489 035	\$2 453 964	\$2 150 114
Support Staff	\$641 465	\$539 094	\$468 782
Services & Supplies	\$125 975	\$93 247	\$53 582
Other	\$0	\$0	\$0
Contingency	\$0	\$0	\$0
TOTAL EXPENDITURES	\$3 256 475	\$3 086 305	\$2 672 478

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 8th, 2021

<p>What resonates with parents? What inspired them?</p> <ul style="list-style-type: none"> • It's exciting to see the learning that's taking place within the community and inspiring to see what's happening. The Grade 2 magazine project, for example, shows the breadth and creativity that can make learning come alive. • Seeing images of students engaged in learning, bulletin boards, displays, and students' projects on social media posts (Twitter) and school communications (Monday Note). • Love seeing the prototypes because they are applicable to real world knowledge and skills. • There is "a level of care and human dignity that comes with being a caring school where every child is a child of God. Because our school starts there, our perspective is set right. Students are valued as image bearers of God with needs." • It is apparent that everyone is welcome.
<p>What questions did they have?</p> <ul style="list-style-type: none"> • Concerns about the level of numeracy achievement. The recommendations made are appreciated, but can information be shared about how we are monitoring and supporting improvement? • How might we engage parents more effectively? Are there specific ways to make connections within our community?
<p>What did they find tricky?</p> <ul style="list-style-type: none"> • Staying connected during Covid times has been challenging. • Real Time Reporting and Communication of Student Learning are not as transparent as they could be. • Navigating PowerSchool to find information can be a barrier.
<p>How can parents play a more active role in its implementation?</p> <ul style="list-style-type: none"> • Parents want to know how they can be supportive of staff and helpful to the learning they are trying to promote in students. • Parents can accept the invitation to partner with classroom teachers to work towards shared goals. • Create networks of support within class cohorts and family connections to share information and gather feedback.

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

Principal Signature



Date March 8, 2021

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

Strongly agree

Agree

Do not agree


School Council Chair Signature

Date

March 10
2021