INNOVATORS BY DESIGN

KATHYRN

SCHOOL

February 2021
Workbook

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FOUR YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators,

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.
- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.
- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child — physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.
- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.

- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.

- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.

- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

PRINCIPAL'S MESSAGE

This year our community has navigated the impact of the pandemic. Our team of dedicated professionals has risen to the challenge and used their collective creative strengths to plan diverse educational experiences that continue to meet two primary goals: safety and learning. Over the course of this year, we have used teamwork and patience to adapt to ever-changing circumstances. We have relied on and supported each other as a school community. Together, we have taught our students two important life skills: how to be resilient and how to manage change.

Kathyrn School has literally had generations of families go through its doors. Whether it was in the challenging times of the 1930's or today, the heart of this school has always been relationships. These relationships are developed through everyday conversations and school community events that are held in non-COVID times. While we have not been able hold our traditional in-person events this year, it is the personal relationships (either in person or virtual) that have provided the fuel for the stories that students and staff bring home with them each day. These are the memories that will be carried by students into the future. As a school community, it is our job to make our students feel safe and cared for so that they still can make their own amazing memories despite the challenging times.

Kathyrn is an inclusive environment with a focus on literacy and numeracy, inquiry, and developing resiliency. We embrace diversity and personalize programs to meet the needs of each child. Technology is integrated into curricular areas and provides students with real life opportunities to enhance their learning. This is a school and a community that has achieved so much in its history, and we will adapt and thrive as we continue to provide a rich and rewarding educational experience.

As we move forward to achieve our Four-Year Plan, Innovators by Design, our school will continue to focus on guiding and supporting our students to reach their full potential by fostering their passions and encouraging positive risk taking. Throughout this year, students have demonstrated and excelled in their ability to be resilient and manage change. We will continue to foster resiliency through the implementation of Positive Behavioural Interventions and Supports. This model will help students to define what it means to be a Kathyrn Kodiak through learning, social emotional wellness and behavioural supports. Students will be provided opportunities to make positive impacts in our school community through leadership experiences at all levels. This will include peer mentoring, involvement with the KIK 50+ Center and our cross graded Families. Our school will provide an environment that will nurture their creativity and innovation encouraging them to demonstrate their developing skills in the everchanging world.

SCHOOL PROFILE

Kathyrn School

Principal: Wendy Ruzicka

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Mission:

This mission of Kathyrn School is to provide an excellent educational program that emphasizes academic achievement, consistent effort, physical health, and the rewards of life-long learning.

Beliefs:

With continuous and consistent investment in learning all members of our community will achieve their personal best.

Unique features of our school?
- Small class sizes provide opportunities for small group and individual support.
- Kathyrn School has a history of meeting the educational needs of our community for many years which has included multi-generational families as well as new families to the area.
- A school culture that encourages all staff, no matter the role, to be actively involved in the development and implementation of student learning.
- Families choose to commute to Kathyrn because of our rich history and sense of community.

No. of Teachers: 11 Teachers

No. of Support Staff: 9 Support Staff

Grades Served:
- Kindergarten to Grade 8
- 126 students are currently enrolled.

What parents say about our schools?
- Kathyrn School is much more than a school- but a welcoming learning community for students, families, and staff. Though it is a small, rural school, it is full of dedicated staff that continually encourage the enjoyment of lifelong learning through exploration and discovery. -KC
- My three boys are the fourth generation of Wrights to attend Kathyrn school and their Great Nana was a teacher at the school as well. Our families' roots run very deep at the school and we hope to see many more generations attend. We feel that the sense of community and pride at the school can't be beat. The school provides challenges being so rural and remote but there are also so many positives that you just can't get at a "big city school". The staff truly care about the kids and the kids care about each other. - Wright Family

THIS YEAR'S LEARNINGS

Students Insights

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

What do you think are some things that are going well?
- "Kathyrn gives necessary things to the people that need them to learn. They also make sure everyone is properly equipped with what they require."
- Students feel safe and that they get support as needed (academic and social emotional).
- Students feel that they have choice in their assignments and they understand instructions.
- "Teachers give different assignments and let us have choice."
- "They keep kids away from danger and keep them safe."
- "Teachers stay helping until you get it."
- Teachers explain the assignments well and students understand them.

What do you think could be worked on or improved?
- Evidence of student growth is more evident (for the student).
- More acceptance of student differences.
- More choice in how we learn.
- "Listen to us more."
- "Teachers should start off easy and go harder."
- "Have more fun classes and more options."
- More hands-on learning.

What actions could our school take to do better?
- More interaction between younger and older students.
- Student leadership opportunities for students in all grades, not just grades 7 and 8.
- Break cards for everyone.
- "They could tell you how you are doing."
- "Interact with the younger grades."

Parents Insights

Student Engagement	Inclusion	Instruction	Making Learning Visible
Student have voice and choice in their learning.	Student are equally valued, safe and have their diverse needs met.	Instruction is relevant and meaningful for all students.	Students' learning journey and growth is visible
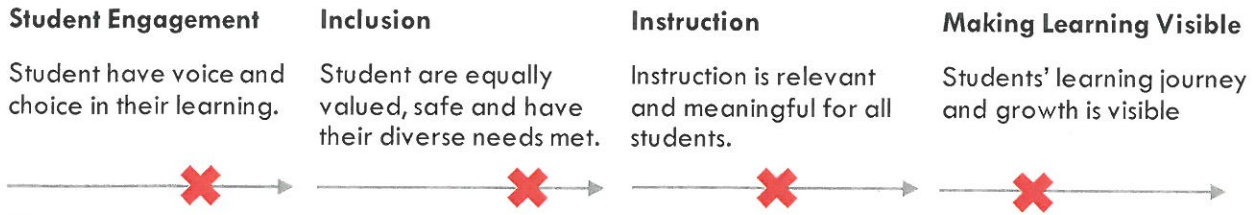
What do you think are some things that are going well?
- Students have a voice in complementary/option topics.
- Student voice is valued and heard for school-wide initiatives such as the move from plastic cutlery to metal and purchase of a dishwasher in the Foods room.
- School breakfast program available to all students, regardless of need.
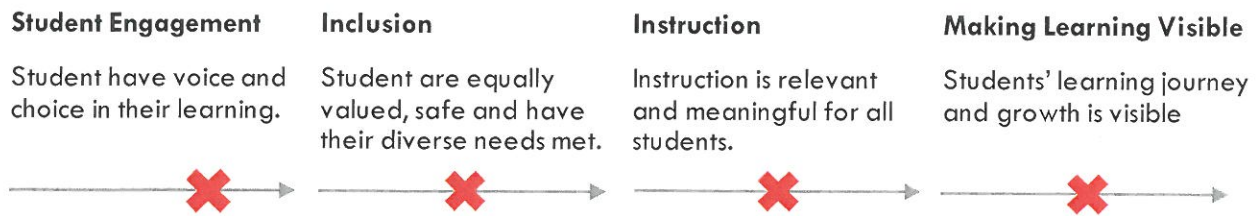- Students feel loved and safe at the school.

What do you think could be worked on or improved?
- More choice for sports teams and options classes (such as band, music).
- Teacher/Parent Communication: more timely responses from teachers as well as clearer reporting descriptors.
- Connecting with other schools through online methods (such as Zoom) to increase student opportunities in areas such as literacy.

What actions could our school take to do better?
- Hire staff with more specialized skill sets (music, sports).
- More face-to-face connections with the school and classroom teachers (with decreased restrictions).
- Clear information regarding reporting descriptors, assignment information and who a child is a learner (areas of strength, areas of growth).

Staff Insights

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

What do you think are some things that are going well?
- Communication of student learning and growth through Real Time Reporting, weekly communication to families through school-wide newsletter as well classroom newsletters.
- Students are provided opportunities and choice to demonstrate their learning.
- Individualized interventions - break out spaces, providing movement breaks.
- Teachers are successful in making learning/instruction relevant.
- Grade 7/8 students presenting via zoom to younger grades.
- Complementary course offerings grade 6/7/8 including personal interest projects.
- Providing students with strategies to increase mindfulness.
- Re-introducing morning recess for students in grade 6, 7, and 8.
- Consistency in COVID-19 expectations (safety) for our school community.
- All students are included in school activities and events.
- Availability of supports for our students within the school as well as from RVS Specialists.
- Strong digital presence (Google classroom, Real time Report).
- Finding inventive ways to use manipulatives with students during COVID-19.
- Opportunities for cross grade connections including Families, Leadership opportunities, Reading buddies (pre-COVID).

What do you think could be worked on or improved?
- Using myBlueprint, students will take ownership of their personal learning journey through choice and self-reflection of artifacts shared on myBlueprint.
- Collaboration between students in different grades (when COVID restrictions are removed).
- Positive Behavioural Interventions and Supports (PBIS) teaching and reinforcing expected behaviours.
- Utilizing bulletin boards to showcase student learning.
- Modeling and encouraging student self-advocacy.
- Inviting opportunities to make learning more accessible and meaningful through fieldtrips/speakers (Teacher's Pet, Glenbow Museum).
- Increasing online connections between grades – reading buddies.
- Visual representation of Kathyrn School's history.

What actions could our school take to do better?
- Increase student participation in showcasing their learning through myBlueprint.
- Implementation of PBIS to increase consistency and common language.
- Continue to teach strategies for positive mental and physical health.
- Student mentorship/leadership opportunities including morning video announcements.
- Connecting teachers with other teachers who teach the same grade/subject area.

- Provide multiple opportunities for families to become familiar with the methods used to communicate of student learning (RTR, myBlueprint, descriptors for level of achievement).
- Increase usage of YouTube and Twitter by staff to celebrate and document learning.

School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations? • Targeted – 28% • Specialized – 3% • Intensive – 2%	What structures and strategies will you implement to support students with targeted needs? • Targeted instruction, small group • Mindful space, Pit Stop • Classroom – visual schedules, seating plan, noise cancelling headphones, alternative seating, morning check in's, Google Read/Write • Positive Behavioural Interventions and Supports (PBIS) • Zones of Regulation with CDA • Response to Intervention Model (RTI) that focuses on small group intervention, where students work on targeted areas of skill development. • Routine and consistency • Movement breaks (Work, Move, Breathe) • Providing food/snacks/breakfast program

What structures and strategies will you implement to support students with specialized needs?
- Leveled Literacy Intervention (LLI)
- CDA-small group support for various skill development
- Access to RVS Family School Liaison and Learning Specialist
- Fostering positive relationships within our school community
- Academic accommodations (reader, extra time, alternate space)

What structures and strategies will you implement to support students with intensive needs?
- Access to Learning Support Teacher, CDA, Educational Assistants
- Access to RVS services – Occupational Therapist, Speech Language Pathologist, Psychologist, Behavioral Interventionist
- Outside Agencies
- One to One Support
- Regulation Spaces within the school
- Augmentative and alternative communication (AAC) devices

RVS Student Satisfaction

RVS believes students should have a voice in their education experience. We are committed to seeking feedback and input from our learning 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

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

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	97%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	Less than 1%	
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	86%	
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	78%	
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		98%	100%
Division 2 Emerging to Mastering		81%	90.5%
Division 3 Emerging to Mastering		92%	73%
Division 4 50 per cent +		N/A	N/A
First Nation, Metis, Inuit: Emerging to Mastering		100%	100%
English Language Learners: Emerging to Mastering		57%	75%
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	94.4%	

What do you think are some things that are going well?
- Students are consistently attending and engaging in daily school.
- Providing professional learning opportunities to support growth.

What do you think could be worked on or improved?
- Communication to families about educational progression that are not highlighted in PowerSchool (Reading Readiness).
- Consistency in set up of PowerTeacherPro.

What actions could our school take to do better?
- Utilizing Collaborative Response Model for learner profiles for all students.
- In alignment with RVS reporting procedures, provide professional learning opportunities with PowerTeacherPro.

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	Kathyrn 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	Safe and Caring	82.9	79.6	82.1	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	68.5	68.5	70.4	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	83.2	81.5	84.7	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.5	69.3	74.2	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	15.7	12.5	14.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.9	76.6	74.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	69.0	68.9	72.6	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	75.5	80.5	78.8	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	54.1	67.1	70.3	81.5	81.0	80.9	Very Low	Maintained	Concern

What do you think are some things that are going well?
- Parental Involvement in decisions about their child's education. Student success plan (SSP) collaboration with staff, students and parents.
- Students are taught attitudes and behaviours that will make them successful at work when they finish school (World of Work).
- Safe and caring – students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Provincial Achievement Test (PAT) Excellence – students consistently show a deeper understanding of the concepts of the course demonstrating an ability to integrate information and evaluate it from various points of view.

What do you think could be worked on or improved?
- Students accepting of others diversity.
- Explicit teaching using "I can statement" and the Rocky View Schools learning outcomes (RTR), to allow students to understand the work they are doing is meaningful and relevant.

What actions could our school take to do better?
- Provide communication to parents and students in multiple modes regarding learning and school celebrations.
- Provide opportunities for community stakeholders to provide feedback.
- The timing of the results, the pandemic was building in intensity during the time the APORI survey was being competed and may have influenced our results.

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 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: Standard of Excellence:	80.0 12.0	82.5 18.9	68.2 4.5	83.5 17.9	N/A N/A	N/A N/A	N/A N/A

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: Standard of Excellence:	60.0 4.0	69.4 12.6	59.1 4.5	72.9 14.0	N/A N/A	N/A N/A	N/A N/A

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: Standard of Excellence:	76.0 20.0	76.9 29.0	81.8 27.3	78.8 30.5	N/A N/A	N/A N/A	N/A N/A

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: Standard of Excellence:	76.0 24.0	72.9 21.7	68.2 13.6	75.1 23.2	N/A N/A	N/A N/A	N/A N/A

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?

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusion

Winter Insights

What steps have we taken? What is working?

- Grade 8 students have organized zoom bingo and spirit days.
- Students are aware of supports available in the school and are advocating for their needs.
- Creating spaces in the building to support student needs.
- Staff are completing literacy profiles and have engaged in professional learning with Reading Readiness Screening Tool (RRST).

What's been tricky?

- COVID-19 has impacted student leadership and cross grade collaboration.
- As more students utilize supports available in the school, staff are not always available to provide these supports.
- Staffing changes in Learning Support and CDA for the 2020-2021 school year.
- Unable to cohort students for literacy support.

What will we do, moving forward, to embed the practice guide into the fabric of our schools?

- Offering leadership opportunities at all grade levels.
- Build capacity with additional staff members to support students when they advocate for their needs.
- Creating a school-based referral process for students to access supports and continuing to utilize the Collaborative Response Model.
- Utilization of myBlueprint for all students.

PROTOTYPE PLANS

How Might We? – Use communication of student learning to enable students to engage in and see the value in their learning?

What Priority Areas Does It Address?

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

Sources of Feedback
- Staff
- Student
- Parents

End Goals
- Families and students have a strong understanding of areas of strength and areas of growth as learners.

PROTOTYPES

Name: Real time reporting (RTR) - Making Learning Visible

Scope: All teaching staff responsible for grading courses. Students and parents are also included as they will be able to have a clear understanding of the student's areas of strength and growth. This will be an on-going protype and consistent expectation for all teaching staff.

Indicator of Success: Students can verbalize their strengths and areas of growth based upon data and information entered into the PowerSchool portal.

Description: When creating assignments, teachers will provide detailed descriptions of the work and how students were to demonstrate learning of the outcomes. When providing feedback and comments on assignments, teachers will include detailed comments that clearly identify student strengths and next steps.

Prototype Iterations:
What is working?
Teachers are comfortable in designing assessments that are compatible with RVS RTR learner outcomes. Teachers are inputting grades and assignments on a consistent basis and are more familiar with PowerTeacher Pro.
What's been tricky?
Encouraging parents to check PowerSchool on a regular basis.
Parent/Caregiver understanding of reporting descriptors.
Teachers setting up their grade book in a consistent manner as per RVS reporting guidelines.
Communicating "I can statements" to students.
Students knowing, they can access PowerSchool to view their achievements and comments.
What will we do moving forward?
Frequent reminders for parents to check PowerTeacher through school and teacher communication (such

as newsletters).
Provide more education/communication for parents and caregivers regarding reporting descriptors.
Review RVS reporting guidelines throughout the year.
Report formative and summative evidence in RTR that communicates growth.
Access divisional supports for teacher Professional Learning. Teacher exemplars (modeling comments of desired outcomes).

Winter Learnings: Through various types of feedback such as school council, parents have requested clarification around RVS reporting descriptors and more individualized comments.

Name: myBlueprint - Making Learning Visible
Scope: Kindergarten to grade 8

Indicator of Success: Students can independently navigate myBlueprint to showcase their success and learning throughout their educational career.

Description: Students can use myBlueprint to showcase the great learning they are doing in the classroom by documenting what they discover about themselves in pictures, videos, and journal.

Prototype Iterations:

What is working?
Our school is in alignment with using the RVS approved tool, myBlueprint.
Classes that have been using myBlueprint see the value in the portfolio.
With teacher guidance, students can upload information into myBlueprint.

What's been tricky?
Increasing student ownership in their learning process as well as opportunities for self-reflection.
Integrating time and frequency to use myBlueprint which will result in regular practice for students.
Access to technology.

What will we do moving forward?
Staff collaborate and plan a framework for students to explore "All About Me" in myBlueprint
Review spaces in the school where students could go to record themselves. Consider looking at a dedicated recording space.
Throughout the year, teachers will share information about how myBlueprint is being used within the school and to provide support to families.

Winter Learnings:
Staff are at various levels in using myBlueprint. Staff are looking at ways to increase student ownership to showcase learning.

Name: Celebrations of Learning at Kathyrn School - Making Learning Visible
Scope: Whole school
Indicator of Success: Parent and School Council feedback
Description: Increasing sharing of classroom and school information through multiple means of representation to our school community.

Prototype Iterations:

Due to COVID-19, our parents have been unable to attend school events in person this year. To share with parents, classroom teachers have sent out monthly newsletters to highlight the learning outcomes that are being taught. Every Thursday we send out the Kodiak Kronicle, which highlights information about our school community and pictures of students engaged in their learning. This year our ceremonies and concerts had to be moved to an online platform. Our Remembrance Day Ceremony and Christmas Concert were pre-recorded and shared with our families.

Some things to consider for the future, when broadcasting events to ensure copyrighted content is not included. As we move forward next year and with the hope of restrictions being lifted, we would like to continue to publish weekly and monthly communication, provide choice for families to attend three-way conferences either in person, online or via phone and multi-media platforms.

Winter Learnings: Feedback provided from our school community has been very receptive. Families have appreciated being provided with information on a weekly basis that is in a consistent format and has a two-page limit.

PROTOTYPE PLANS - Student Engagement

How Might We? – build upon the strategies/progress to empower all students "to find their voice" and advocate for their learning requirements.

What Priority Areas Does It Address? –

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

Sources of Feedback (Who will help you create your prototypes
i.e., staff/parents/students and who will help you evaluate your progress?)

- Staff, students and community stakeholders

End Goals (What will you work to produce/impact/influence?)

- Increased number of students, of all grade levels, taking part in leadership opportunities.

- Implementation of Positive Behavioural Interventions and Supports (PBIS).

PROTOTYPES 1 - Student Engagement

Name: Leadership/ Mentorship opportunities at all grade levels

Scope: Due to COVID-19, leadership opportunities were significantly reduced this year. Next year, we will be expanding leadership opportunities for students at all grade levels.

Indicator of Success: Higher number of students demonstrating leadership skills through various opportunities.

Description: Staff will foster leadership skills in students through a variety of ways.

Prototype Iterations:
What is working?
Middle school students have taken on the initiative to be part of leadership opportunities (intramurals, school events, food drives, Spirit Days, KIK Seniors Club)
What's been tricky?
Finding experiences for all students to actively contribute to our school culture through leadership opportunities.
Teaching what leadership can look like in our school and community.
COVID-19 has impacted whole school events (School-based Families, Country Christmas, Walk-A-Thon, Active Living Days) where students had leadership opportunities.
What will we do moving forward?
Teaching students about what leadership can look like at all age levels. Define what leadership looks like and how it is different for everyone. Having older students teach skills to younger students. Consider having student meetings where each grade level provides a class representation. Provide new leadership opportunities including zoom daily announcements.

Winter Learnings: Middle school students have expressed their desire to be part of leadership opportunities in our school community. Due to COVID-19 restrictions, students proposed alternative activities to demonstrate their leadership skills this year.

PROTOTYPES 2- Student Engagement

Name: Positive Behavioural Interventions and Supports (PBIS)

Scope: As this prototype began this year, we will be continuing to implement over the next three years. The whole school is involved with the development and implementation.

Indicator of Success: School-wide implementation of PBIS including explicit teaching and reinforcement.

Description: Design and implement a framework to successfully support student behavior through pro-active teaching.

Prototype Iterations:
We began the PBIS development process this year, staff have taken part in professional learning opportunities provided by Rocky View Schools. A PBIS committee has been established and we will be continuing this evolving process.

Winter Learnings:
Our staff and school community are engaging in the process and development school-wide behavioural expectations of what it means to be a Kathyrn Kodiak.

PROTOTYPE PLANS - Inclusion

How Might We? – build a universal support model that makes learning accessible to all students.

What Priority Areas Does It Address? –

Student Engagement   Inclusion   Instructional Design   Making Learning Visible

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Sources of Feedback (Who will help you create your prototypes
i.e., staff/parents/students and who will help you evaluate your progress?)

- Staff

- Students

End Goals (What will you work to produce/impact/influence?)

- As needed, all students would be able to access spaces to support their personal needs.

PROTOTYPES 1- Inclusion

Name: Designing Physical spaces within the building to support student regulation.

Scope: Available to all students. We will be continuing to build upon the spaces that have been created based upon student and staff feedback.

Indicator of Success: Students ask to use designated spaces.

Description: Students have continued to use the "Pit Stop", we have created three other self-regulation spaces that incorporate flexible seating and lighting as well as other regulating tools

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Prototype Iterations:
What is working?
Movement break opportunity set up in open area for kindergarten and grade 1.
CDA office designed to support self-regulation. Purchased flexible seating, star lighting and calming cube.
Learning Support and break out room-student calming spaces-bubble tube, fiberoptic cables.
What's been tricky?
Due to COVID-19 restrictions, spaces can only be accessed by students in the same cohort.
Areas need to be cleaned between use.
Cost to purchase an interactive floor.
Human resources to support students in multiple areas.
Scheduling specific times for students to access the spaces.
What will we do moving forward?
Scheduling times for students to access designated spaces?

Teaching students' other ways to self-regulate that does not require a specific space. Introducing all students to these spaces.

Winter Learnings: Once students know what is available to them, students are willing to advocate for their needs.

PROTOTYPES 3- Inclusion

Name: Classroom Profiles – identifying student needs.

Scope: This prototype involved our Learning Specialist and seven staff members who completed a classroom profile for the grade seven and grade eight combined class.

Indicator of Success: Students are accessing accommodations to support their learning.

Description: In collaboration with RVS Learning Specialist, staff met and discussed individual and collective class needs of students.

Prototype Iterations:
What is working?
CDA supports individual classes.
Staff awareness of specific student needs.
Increased staff collaboration in creating common expectations.
What's been tricky?
Consistency with staff expectations.
Student awareness and acceptance of personal learning needs.
What will we do moving forward?
Implement Positive Behavioural Interventions and Supports (PBIS).
Complete classroom profiles at all grade levels.

Winter Learnings: Providing time for teachers, who teach the same students, to have conversations about observations of student needs has been an effective and informative tool.

PROTOTYPE PLANS - Instructional Design

How Might We? – Use current data to develop a school wide literacy program at Kathyrn School?

What Priority Areas Does It Address?

Student Engagement　　Inclusion　　Instructional Design　　Making Learning Visible

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Sources of Feedback (Who will help you create your prototypes
i.e., staff/parents/students and who will help you evaluate your progress?)

- Staff

- RVS Literacy Specialists

End Goals

- Increase student level of achievement and build capacity and pedagogical knowledge in staff.

PROTOTYPES - Instructional Design

Name: Schoolwide common literacy framework

Scope: All students and staff are involved with literacy. We are continuing to develop and expand our literacy framework and increasing literacy levels of students.

Indicator of Success: Number of students reading at grade level. Increasing Provincial Achievement Tests results at the acceptable and excellence level.

Description: Developing staff capacity in providing a balanced literacy program to all students.

Prototype Iterations:
What is working?
Words their Way being used in the Kindergarten to Grade 5 classes.
Consistent assessment tools – Reading Readiness Screening Tool (RRST), Fountas and Pinell Benchmark Assessment System.
Awareness that the literacy skill development needs are different at the elementary to the middle school.
What's been tricky?
Designing a literacy framework that is effective in a Kindergarten to grade 8 school.
Accessing high interest low readability age materials for middle school students.
Interpreting data to develop next steps for instruction.
What will we do moving forward?

Connecting with other middle school colleagues to review their literacy resources?
Teach subject specific vocabulary.
Transition of reading to learn versus learning to read.
Accessing intervention materials past level T.
Scheduling common literacy blocks.
Increase learning commons literacy resources highlighting Indigenous authors and content.
Collaborative planning for teachers.

Winter Learnings:
This year we have hosted RVS Specialists who presented on reading assessments and data collection as well as provided training on RRST to teachers.

PROTOTYPES 2 - Instructional Design

Name: Collaborative Response Model

Scope: All staff are involved.

Indicator of Success: To increase familiarity and utilization of the collaborative response model.

Description: Collaborative approach between teachers, Learning Support Team and Administration to review student data, identify levels of support, and develop and implement specific short-term goals to increase student success.

Prototype Iterations:
What is working?
Increased staff awareness of the Response to Intervention Tiers (RTI).
Whole school approach to supporting needs of students.
Increased collaboration among staff to increase student success.
What's been tricky?
Developing a common understanding of the types of supports/strategies that can be used to target and teach a specific skill.
What will we do moving forward?
Provide professional development opportunities to increase knowledge of the RTI Model.

Winter Learnings:
The Collaborative Response model (CRM) was used to determine which students required literacy intervention. Due to the pandemic, this prototype was used through two cycles of intervention. The goal was to expand the use of CRM to identify students requiring Child Development Advisor (CDA) support. The CRM continues to be an effective model in identify the needs in our building.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How do we provide proactive and effective behavioural support for students at Kathyrn School?
- What characteristics embody a Kathyrn Kodiak?
- How do we design instruction and programming to ensure all students are reaching and exceeding their literacy potential?
- How do we design feedback to support students' educational journeys?

Learning Outcomes
- To implement Positive Behavioural Interventions and Supports (PBIS) at Kathyrn School.
- Increase the number of students who are reading at or above grade level.
- Students can identify their own areas of strength and areas of growth.

Strategies
- PBIS – Sherri Black presented at Staff Meeting November 12, 2020.
- PBIS – Jennifer Raitz, Shelley Hutton and Tam Matraya.
- Literacy – Susan Noble and Julie Valliencourt provided RRST Training January 6, 2021.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	1 191 522	1 063 271	1 075 635
Support Staff	358 395	329 584	314 856
Services & Supplies	47 655	91 047	53 945
Other	0	0	0
Contingency	-20 443	-830	0
TOTAL EXPENDITURES	1 618 015	1 484 732	1 483 110

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: January 19, 2021

What resonates with parents? What inspired them?
- Increased consistency of home school communication (Kodiak Kronicle and classroom newsletters).
- Students have choice and a voice in complementary courses as well as school wide initiatives.

What questions did they have?
- Reporting through PowerSchool and what the descriptors indicate for their students learning.
- Ways that opportunities for students at Kathyrn School and Beiseker Community School could collaborate.

What did they find tricky?
- Due to COVID-19 restrictions, families feel less engaged with the school.
- Consistency in teacher feedback through PowerSchool.

How can parents play a more active role in its implementation?
- Continue to take part in our school community through a variety of ways (School Council, volunteering, School Store).
- Continue to provide feedback and ask questions.

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

Wendy Rydlia   *February 24, 2021*

Principal Signature   **Date**

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

(Strongly agree)   Agree   Do not agree

KCalp   *February 24, 2021*

School Council Chair Signature   **Date**