INNOVATORS BY DESIGN

Chestermere High

CHS Lake House

Instructional Design
Success for all Learners
-Differentiation / Student Choice
-Literacy / Numeracy

Curriculum
*Time * # Outcomes*
-Project Based Learning
-Understanding by Design

Learning Support
Diversity of Learning Needs
-Intervention Model
-Staff Classroom Collaboration

Assessment
*Standards * Best Practice*
- Student Centred
-Balanced Assessment

Recognition

For Staff and Students

-Display our Stories
"Owning our Narrative"
-Celebration of Learning
-Student Exemplars
-Balance Legacy with Present

Resilience

*Anxiety * Fear of Failure*

-Response to Intervention
-Growth Mindset
-Understanding Resilience

"Fostering Resilient Learners"
By: Kristin Souers & Pete Hall

Relational

Increasing Healthy Relationships

-Collaboration
-Community Building
-Inclusive and Diverse
-Positive Communication
-Building Trust & Resp.
-Culturally Responsive Teaching

Safe & Caring

-Positive Behaviour Intervention & Supports

-Trauma Informed Practices
-Conflict Resolution

-Build Empathy
-Restorative Practices

ROCKY VIEW SCHOOLS

February 2020

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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

Thank you for reading our 2020-21 Playbook. As a community, we have been very purposeful in the development and implementation of our school education plan. Our educational journey has been documented through the development of the CHS Lake House, which outlines our pedagogical, character, safe & caring focus, as well as providing a guide for what our school community represents and is working toward.

Our pedagogical focus is on the development of curriculum, instructional design, and assessment within the context of learning support strategies throughout the school. From an instructional design perspective, we are working on differentiation or multiple ways to teach curricular outcomes. Our assessment focus is on outcome-based assessments, and learning support is structured around an RTI (Response-To-Intervention) model in each of the three critical dimensions of education: learning, behaviour, and social-emotional.
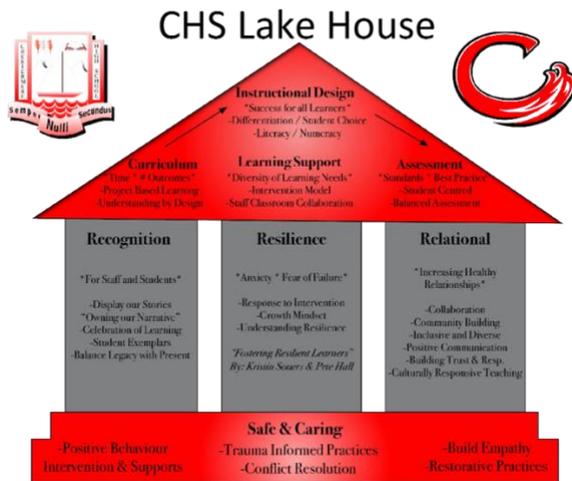
We have numerous staff committees that help to guide, build, and implement professional learning opportunities in areas such as Literacy/Numeracy, Positive Behaviour Interventions & Supports (PBIS), and Healthy Relationships. These collaborative committees work to embed and implement professional learning opportunities for our entire teaching staff.

Within the Lake House model, our school community continues to emphasize and develop our character pieces: Recognition, Resilience, and Relational. Last year, our staff engaged in a significant effort to embed elements of Trauma-Informed Pedagogy in our professional practice and school culture. We utilized the book, *Fostering Resilient Learners*, by Kristin Souers and Pete Hall.

These collaborative initiatives have set the stage for significant professional learning throughout our school. This year will also be defined by the significant changes that occurred in our school, and around the world, due to Covid-19. Developing instructional design and assessment strategies for online learning will be a priority due to pandemic education supports. The rest of our Playbook will outline the Prototypes, How Might We Questions, and survey and academic results.

Sincerely,

Mr. Robertson, H.B.Sc., M.Ed.
Principal
Chestermere High School

SCHOOL PROFILE

Chestermere High School

Principal: Mr. Robertson

Address: 241078 RR #280 T1X 2L4

Phone: 403.272.8868

Email: chesthg@rockyview.ab.ca

**Website:**
https://chestermerehg.rockyview.ab.ca/

Mission:

Chestermere High School aims to develop students who:

- exhibit creative and critical thinking
- adapt to a continually changing technological world
- develop respectful, responsible and compassionate citizens in the real and digital world
- prepare students for lifelong learning through career/post-secondary awareness and planning
- exercise balance between academic, athletic and artistic pursuits
- demonstrate leadership, teamwork, people skills and problem-solving skills to thrive in life after graduation

Beliefs:
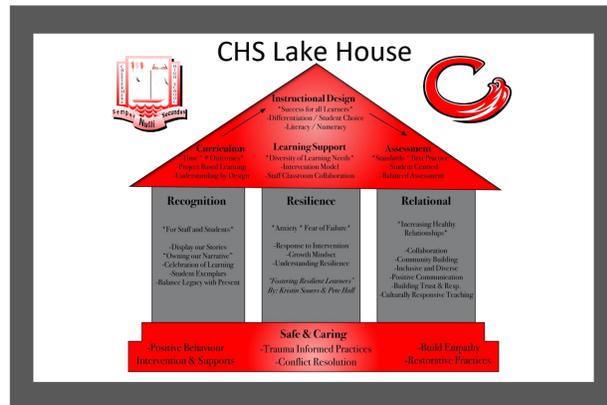
- Motivation is a key component in learning. Not only is it the case that motivation helps learning, but it is also essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know "the reasons why", we may not be very involved in using the knowledge that may be instilled in us, even by the most severe and direct teaching.
- The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.
- Meaning is essential to learning, hence it is essential to teaching and assessing: learning goals must make sense to the teacher and to the learner. There must be regular opportunities to see the value of what we are asked to learn, how it relates to past learning and how it will relate to future learning.
- To maximize learning, learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.

Unique features of our school?
- Strong Academic, Fine Arts, Athletics, and CTS (Career and Technology Studies) programs.
- Balance of 60 years of history/legacy with contemporary focus on our 21st century students.
- Strong Mission/Vision represented by The Lake House model.

No. of Teachers: 40

No. of Support Staff: 14

Grades Served: 10-12
- Approximately 300 students in each grade.
- Chestermere Lake Middle School, Langdon School, and Indus School are our feeder schools.

What parents say about our school?
- "My son looks forward to Sports Performance/hockey every day; he says Ms. Dureault is an awesome teacher and he can't wait to take it again in grade 11 and 12".

  Parent of a grade 10 student

- "I have never heard my daughter speak so highly of a teacher before, she was sad when Ms. Gill had to leave. She said it was a pleasure to be in her Social Studies class, she was very helpful and always cheerful".
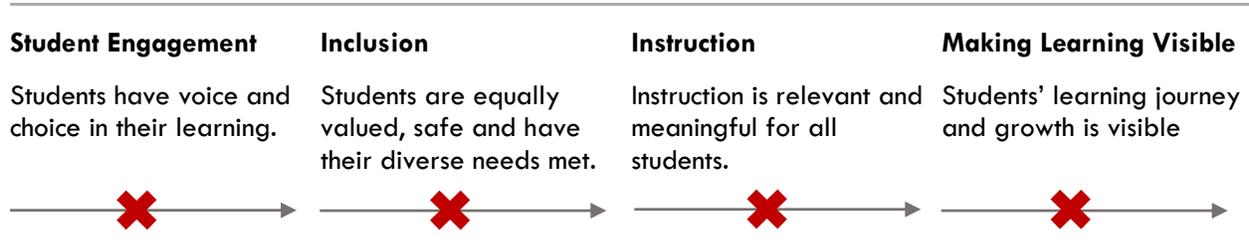
  Parent of a 12 student

- "From the current administration, we as parents feel and see the passion, concern and willingness to support today's CHS students."

  Parent

THIS YEAR'S LEARNINGS

Students' Insights

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

What do you think are some things that are going well?
- Teachers are understanding and have good communication. Supportive staff and faculty.
- Opportunities for growth and leadership.
- COVID-19 protocols are being well-handled by staff.
- Online learning is surprisingly thorough compared to other schools across the division.
- The relationships that staff and students are able to build in the building.
- School feels more like a community as teachers are doing an excellent job with understanding the positions while upholding Alberta's curriculum standards.
- Academic teachers are responsive to circumstances. Option teachers are understanding and help foster interests.
- As a school, we have been doing well in terms of recognition for student success across many areas. For instance, students are recognized for their athletic, academic, and citizenship achievements. Allowing students to know they are doing well is excellent.
- The sense of community and family in this school, in terms of teacher and student relationships and the way school staff responds to issues is very communicative and friendly.
- It is evident that the teachers here take the time to meet the educational needs of students and respond to questions.
- Young teachers do a great job connecting with students.
- School upgrade project is going well. Because we have an older building, the small changes to freshen it up are awesome.
- Providing resources for students, especially grade 12s in terms of assistance with post-secondary, and resources to help with mental health.
- In a regular year, there are lots of athletic and extracurricular options to explore.

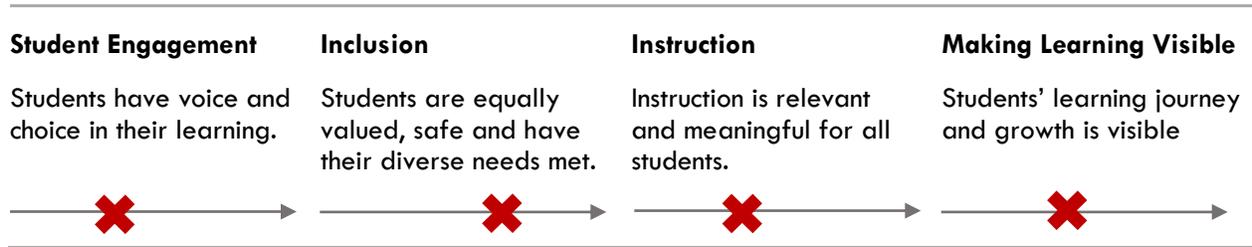What do you think could be worked on or improved?
- Should be able to learn at our own pace instead of strict curriculum.
- Advanced Placement and International Baccalaureate classes should be offered.
- There could be slight improvements to the accessibility for graduation process resources and what comes after. There isn't a way for people to adequately plan their future or learn about options after school.
- For options, including things like debate class or classes that have resources that can be applied into the real world.

I CAN ● INNOVATORS BY DESIGN

- Students struggle with gender and diversity issues.
- Providing opportunities for students to learn skills that will be useful to them in the real world, outside of school.
- When it is possible, rebuild student council.
- Better use of Connection time.
- The school needs to continue upgrades. It will greatly benefit the students and increase the overall quality of the school experience.
- Character education and building.
- There have been many issues of stress among students. Isolation instead of distancing has taken a toll on students. Every day feels almost the same; maybe we can have some friendly school spirit-boosting activities.

What actions could our school take to do better?
- Survey students regarding new options to include in timetable.
- In addition, there can be committees made, aside from leadership, that encourage and participate in developing these programs so that student participation can increase.
- Improving the physical environment by investing more in things like paint jobs and makeovers; making the school a more visually pleasing place to be.
- Student and staff development would be very beneficial. We have an amazing group of teachers, but professional learning would take our school to the next level.
- Provide sessions for students to attend and gain knowledge they require for their later ventures.
- Build a more flexible curriculum and help as needed to suit each person's learning style.
- Extracurriculars for specific interests, jobs, trades, etc.

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Parents' Insights

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

What do you think are some things that are going well?
- Communication between administration/teachers and parents is a positive experience.
- Communication from administration is positive and transparent.
- Teachers are pleasant, supportive, and build relationships with students.
- Teachers do a great job of in-class learning.
- Teacher and administration engagement for events.
- Teachers do a great job of in-class learning as most students prefer to be present vs online.
- The transition from in-school to online learning was seamless – the teachers were well prepared.
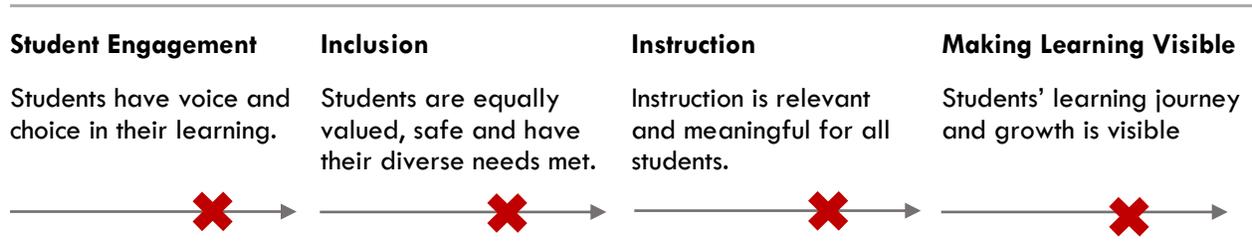
What do you think could be worked on or improved?
- Teachers need to be timelier with email responses when it comes to students.
- Better feedback on assignments.
- For out-of-province students, additional support could be granted to ensure a smoother transition to the current curricular outcomes: reading comprehension, source analysis, position paper.
- COVID-19 protocols need to be consistently enforced.
- Accountability between teachers and students – accountability a teacher shows towards their students and vice versa builds a successful relationship. It builds confidence between both parties. Teacher accountability in responding and fulfilling responsibilities in a timely manner, and open communication between student and teacher are essential. As parents we try to encourage our children to be responsible for their own outcomes on education (at least at the high school level) but when those needs are not recognized or dismissed, they become less valued.

What actions could our school take to do better?
- Offer more support, advice, and or direction to the teachers. Conduct meaningful teacher evaluations.
- Follow through with COVID-19 protocols more diligently. Cohorts are not effective if students are on different schedules.
- Emotional support to teachers and administration when needed; we cannot pass on healthy communication and direction to students if it is not received firsthand.

Staff Insights

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

What do you think are some things that are going well?
- School upgrades. Signage and Recognition (e.g., awards banners around the school). Student success is celebrated all over the school.
- Strong and meaningful relationships between staff and students. Staff are ready and willing to rally around struggling students.
- Strong Learning Support / Counselling departments.
- Teacher application of literacy strategies to improve understanding = engagement.
- Diverse programming that is relevant to student interests. Broad variety of curricular and extra-curricular programming to give each student an opportunity to thrive.
- Safe and caring initiatives such as PBIS (Positive Behaviour Intervention & Supports).
- Collaborative subject area departments. Staff generally work well together and support each other. Staff are professional and good at communicating challenges.
- Principal Advisory Group. Leadership structures – Learning Leads and staff committees. Student involvement. Amazing students that are positive citizens.
- Great instruction supports for staff and students (Learning Support).
- Staff and student adjustments between online and in-class learning.
- Pandemic response, flexibility, and adaptiveness.
- Good place to work and our people are incredible.

What do you think could be worked on or improved?
- Social-Emotional Learning. Development of self-regulation skills.
- Visible progressions of subject level courses.
- Increased staffing support for diverse programming options.
- Support from all stakeholders. Accountability/consistency. Clear school expectations. Increase pedagogy around literacy and numeracy so it is universally embraced in all classrooms.
- Common assessment policy.
- Communication and information sharing. Staff discussion regarding implementation of protocols.
- More support for Learning Support accommodations.
- Deeper focus on a smaller number of initiatives.
- ELL programming and supports.

What actions could our school take to do better?
- Keep signage and branding initiatives going. We are making gains.
- Targeted SEL (social-emotional learning) in every class, transcultural learning, and work to improve morale for staff and students.

- Subject pathways on billboards in school.
- Promote buy-in from all stakeholders. Get more people more involved in diverse programming.
- Increased student involvement in literacy and numeracy initiatives.
- Hire more staff and provide more time for departmental collaboration.
- Corrective policies for late and skipped classes.
- Continue with Learning Support Intervention Model and RTI (Response to Intervention) initiatives as we move forward.
- Develop assessment policy.
- Continue with collaborative project- and problem-based learning initiatives.

School Diversity Profile

Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations? Total Codes = 21% Targeted = 19% Specialized = 1% (Gifted) Complex/Intensive = 2%	**What structures and strategies will you implement to support students with targeted needs?** 1. PBIS (Working Towards) - Committee working on formulating and rolling out Positive Behaviour Intervention Strategies for CHS professional learning opportunities and divisional support. 2. Trauma Informed Approach (Working Towards) - Professional learning opportunities and committee. 3. CHS Intervention Model and ELL Supports and Benchmarking (Following RTI (Response to Intervention) Model). 4. Student Profile Creation and Sharing by Learning Support Team - which provides additional supports for coded students. 5. Learning Support Room Access for Accommodations - Open in each block of the day for students to meet their academic needs and access accommodations outlined in their IPP. 6. At-Risk Learning Support Access - Identification of students at risk academically. 7. Online Student Support Access - for 2020/2021 students selecting to work online to have access to LS teachers/assistants, Guidance and Admin, and online blocks of time to meet their academic, emotional, behavioural and social needs. 8. Use of COVID-19 Funding (Additional Learning Support Teacher) - to support at-risk learners. 9. Regular School Resource (SRG) Meetings. 10. Stepping Stones/Healthy Relationship Group – Guidance small group support. 11. Spring Transition Meeting – Feeder schools and CHS meet collectively, along with Divisional team, to discuss programming and supports needed for targeted students. 12. K&E Programming. 13. Variety of Optional Programming and Differentiation. 14. RAP/Work Experience/Green Certificate.

CHS Intervention Model:

CHS Intervention Model

	Learning	Behaviour	Socio-Emotional	
Universal	**Teachers:** ☐ Differentiation - Providing alternative ways to show learning ☐ Consulting/Reviewing IPP ☐ Conversations with Learning Support, Guidance, Administration ☐ Online Presence ☐ Contact Home ☐ Scaffolding Tasks ☐ ELL Benchmark Completion **Learning Support:** ☐ LA support in classes * ☐ PLPs ☐ Cumulative File Reviews **Guidance:** ☐ Transition presentations to grade 9 classrooms to help facilitate appropriate c class choices ☐ Open house presentations to parents of incoming grade 9s or new grade 10s. ☐ Post-Secondary Fair	**Teachers:** ☐ Outlining classroom policies/expectations ☐ Awareness of IPP Information (ie: ODD) ☐ Consult with student/Communicate home ☐ Recording Behaviours ☐ Consult with other Teachers **Learning Support:** ☐ Behaviour Plans ☐ PLPs ☐ LA support in classes ☐ CUM File Reviews **Guidance:** ☐ PBIS ☐ Trauma Informed Approach	**Teachers:** ☐ Building relationships & listening to Students ☐ Regular communication home ☐ IPP Accommodations ☐ Coping strategies for students and teachers ☐ Referral to Guidance/Wellness (anxiety) **Learning Support:** ☐ Behaviour Plans ☐ PLPs ☐ Cumulative File Reviews **Guidance:** ☐ Access to wellness space to de-escalate ☐ Connect with teachers to help them provide appropriate information regarding class selection and programming ☐ Connection Block Presentations ☐ Success Coach	**Classroom**
Targeted	**Teachers:** ☐ PTI's – Communicating with parents ☐ Culturally Responsive Teaching ☐ Semester to semester transition plan ☐ Referral to SRG ☐ At-Risk Letters ☐ Face-to-Face Meetings with Parents **ELL:** ☐ Utilize ELL Benchmarks ☐ Access to audio/extra time for ELLs ☐ Spring transition Meeting **Learning Support:** ☐ Access to Learning Support Rooms ☐ Learning Assistants ☐ SRG-School Resource Group ☐ Dossier/IPPs ☐ Spring Transition Meetings ☐ Translating Services **Guidance:** ☐ Book and facilitate speakers and presenters from post-secondary programs and elsewhere ☐ Field trips to SAITCity, Post-secondary facilities, World of Choices Event, etc. ☐ Informational materials available to students regarding many different questions or concerns – from post-secondary to drug use to supporting friends who self-injure and more.	**Teachers:** ☐ Restorative Justice Process ☐ Conflict Resolution ☐ Further inclusion of Parents ☐ Referral/Discussion with Admin/SRG **Learning Support:** ☐ Access to Learning Support Rooms ☐ Learning Assistants ☐ Spring Transition Meetings ☐ Team Meetings **Guidance:** ☐ 1:1 counselling available for students displaying behavioural concerns in class s ☐ Connections between counsellors, the groups offered and students displaying problematic behaviours ☐ Mediation sessions between students having difficulty managing conflict	**Teachers:** ☐ Culturally Responsive Teaching ☐ Training for staff on first response ☐ Connect to Wellness **Learning Support:** ☐ Access to Learning Support Rooms ☐ Learning Assistants ☐ SRG ☐ Mentorship Program ☐ Spring Transition Meetings **Guidance:** ☐ Small social-emotional groups focusing on: Social skills, anxiety, stress and emotional regulation, self-image, decision-making, ☐ Appointments are available during student lunch time to help keep students in class ☐ Following up with SRG action plan items ☐ Equine/Therapy Dog Sessions	**School**
Intensive	**Teachers:** ☐ Parent/teacher/admin/wellness meeting ☐ Referral to Learning Supports ☐ Grad planning and timetable adjustment **ELL:** ☐ ESL 15/25 and other ESL courses offered ☐ Translating Services ☐ SWIS (Settlement Worker in Schools) **Learning Support:** ☐ Psychologist ☐ FSL-Family School Liaison (Angela Normand) ☐ PREP (Pride, Respect, Empowerment, Progress)-Inclusion for life for students with Down Syndrome ☐ Parallel Programming ☐ MST – Multi-Sensory Team **Guidance:** ☐ Referral to outside psychological services ☐ Grad Planning	**Teachers:** ☐ Attendance Referrals ☐ Suspensions **Learning Support:** ☐ FSL-Family School Liaison (Angela Normand) ☐ PREP ☐ Stepping Stones to Mental Health-Success Coach **Guidance:** ☐ Stepping Stones to Mental Health-Success Coach	**Teachers:** ☐ Counselling Referral ☐ Medical or Psych Referral **Learning Support:** ☐ FSL-Family School Liaison ☐ PREP ☐ Stepping Stones to Mental Health-Success Coach ☐ Psychologist **Guidance:** ☐ Referrals to School based mental health ☐ Referrals to family school liaison ☐ Referrals to Chestermere Mental Health and Addictions	**External**

Progression for Interventions: Interventions progress from Tier 1 to Tier 3, keeping in mind Tier 1 & 2 are still occurring even if supports are in Tier 3.

Terms:
☐ Adaptations: are teaching and assessment strategies designed to accommodate a student's learning needs so they can achieve outcomes.
☐ Accommodations: changes to how a student learns which connects back to DI (audio version of text vs. Paper copy vs. On-line copy) an IPP and ELL Benchmarks.
☐ Differentiation: tailoring instruction to meet individual needs by adapting the process, learning environment, products and content for all students to be successful.
☐ Modifications: changes to what a student is taught; they are not able to meet curriculum outcomes so you modify or heavily change, work so they can be successful. Work is at their level, not the courses or classes level.

IPP/ ELL Benchmark Review/Development:
- Beginning of the school year, teachers must review all IPPs and ELL Benchmarks in Dossier and facilitate accommodations throughout the semester.
- Check in with students who have accommodations.
- Reach out to the lead LS/ELL teacher for guidance.
- Throughout each semester, teachers must update IPPs with Short-term Outcomes (STOs) with student input and use strength-based language.
- Learning Support teachers will create the Long-Term Goals, based on diagnoses and psych assessments.
- End of semester one and two, teachers must write a comment on whether the student met the outcome or not, proofread and complete by deadline
- At the end of semester one (including term 1 & 2) and two (including term 3 & 4), teachers must complete ELL benchmarks.
- "I Can" statements. Please use that student's name to indicate what they CAN do.

Please call before you send students to targeted intervention room.
Learning Support LL - Ms. Wallman ext. 4576.   School Counsellor – last names (A-K) – Ms. Allan ext. 4509   Learning Support Complex Needs - Ms. Beal ext. 4581
ELL Learning Lead - Ms. Taylor ext. 4593.   School Counsellor – last names (L-Z) – Ms. Guitard ext. 4508   Learning Support Mild/Mod – Mr. Knowles – ext. 4577

15. Learning Assistant Schedules - used to meet the targeted needs of students in a range of courses.

16. Collaborative Problem Solving and Planning Process - when requesting divisional supports.

What structures and strategies will you implement to support students with specialized needs?

Students in Room 1077 with Complex Needs.

1. Complex & Life Skills Programs: designed to support students with complex & severe academic, physical, and cognitive needs; programming focuses on life skills and parallel programming, to ensure students are part of the inclusive environment.

2. Parallel Programming - Access to a variety of option classes to gain experiences in areas of interest and strengths. These students are working towards Certificate of Completion.

3. Vecova: worked with complex/severe students in order to help prepare them for work experience.

4. Alberta Health Services/Divisional Supports – OT (Occupational Therapist), PT (Physiotherapist), SLP (Speech and Language Pathologist). Learning Support teacher and OT/PT/SLP collaborate around specific student needs and what additional program needs are required for therapy.

5. Recycling Program – Life skills approach to learning and support of programs and special events for students with complex needs. Citizenship – giving back by donating some of the funds raised.

6. Zones of Regulation – A program used to help students communicate their feelings and support their mental health. Helping students regulate themselves and positively share emotions with others.

7. Reading A – Z & Apps – Technology used to help complex students improve their literacy and numeracy and meet their IPP goals.

What structures and strategies will you implement to support students with intensive needs?

Students with Severe Codes

1. Learning Support Rooms - students who have an IPP can access these rooms as an alternate space as per their accommodation list and to help regulate their behaviour and emotions.

2. Wellness Centre – Support for students who need mental/emotional and behavioural regulations.

3. Behaviour Specialist - access to this person at the divisional level by following RVS flow chart.

4. CFS (Child and Family Services) - working together to ensure students in care have the resources and equipment needed to be successful. Guidance and LS teachers meet with social workers to discuss Success in Schools template to determine next steps and goals.

5. FSL (Family School Liaison) - Guidance, Admin and LS teachers work together to identify families who are in need of additional outside resources that schools may not be able to access.

6. RVS Psychologists - regular collaboration with Guidance, LS teachers, and Admin to identify students needing assessments.

7. Healthy Relationships - Guidance/Admin collaboration around one-on-one mental health support.

8. PBIS (Working Towards) - Committee working on formulating and rolling out Positive Behaviour Intervention Strategies for CHS professional learning opportunities and divisional support

9. Trauma Informed Approach and Pedagogy (Working Towards) - Professional learning opportunities and committee.

10. Transition Meetings & Planning - Admin and Learning Support visit feeder schools to discuss Code 40 and at-risk/complex students to determine supports and programming.

11. Knowledge & Employability Programming - Streamed program for students working toward a Certificate of Achievement.

12. SRG (School Resource Group) Meetings.

13. Specialized Learning Support Blocks for At-Risk Students - Identification of students at risk academically, emotionally, behaviourally, socially.

14. SLSG (School Learning Support Group) - Admin, LS teachers, Guidance, and divisional support team meet 4 times a year to discuss complex needs.

RVS Student Satisfaction

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

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

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

RVS Assurance Model

	Data Source	2019/20	
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	81%	
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.1%	
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	79%	
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	0% We do not use myBlueprint	
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		N/A	N/A
Division 2 Emerging to Mastering		N/A	N/A
Division 3 Emerging to Mastering		N/A	N/A
Division 4 50 per cent +		96%	91%
First Nation, Metis, Inuit: Emerging to Mastering		96%	95%
English Language Learners: Emerging to Mastering			
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	APORI ACOL Measure		

What do you think are some things that are going well?
- Metrics indicate positive correlation to academic behaviors.

What do you think could be worked on or improved?
- Improving attendance and IPP should continue to improve.

What actions could our school take to do better?
- Continue to embed attendance procedures and IPP achievement strategies.
- Explore myBlueprint as a software to support educational planning.

APORI Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 5208 Chestermere High School

Alberta Government

Measure Category	Measure	Chestermere High 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	80.9	78.0	80.8	89.4	89.0	89.2	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	79.3	78.1	77.6	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	84.0	84.9	85.3	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	1.0	0.5	0.7	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	88.4	85.3	86.9	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.8	80.3	80.1	83.6	83.7	83.1	Intermediate	Improved	Good
	Diploma: Excellence	18.5	16.8	15.1	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	55.6	51.3	50.0	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	70.5	65.1	63.2	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	68.1	61.8	62.2	60.1	59.0	58.5	High	Improved	Good
	Work Preparation	70.1	76.9	78.6	84.1	83.0	82.7	Low	Declined	Issue
	Citizenship	64.4	66.3	69.8	83.3	82.9	83.2	Very Low	Declined	Concern
Parental Involvement	Parental Involvement	75.6	75.3	75.0	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	76.3	68.8	71.7	81.5	81.0	80.9	High	Improved	Good

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What do you think are some things that are going well?
- High school completion rates are very high. Most of our students graduate on time. Our school counsellors and Connection teachers are in continuous communication with students and parents regarding graduation requirements.
- Our students transition to the next phase of their lives on time.

What do you think could be worked on or improved?
- Work preparation continues to decline.
- Citizenship continues to decline.

What actions could our school take to do better?
- We must improve our daily lessons to help students find a link between their academics and their readiness for adult life.
- We will work with our staff to learn about how to create a trauma-informed classroom and learn further about positive behavioural interventions and supports.

Diploma Tests Results

As a result of 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. 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.

	2017/18		2018/19		2019/20		2020/21
	School Results %	Provincial Results %	School Results %	Provincial Results %	School Results %	Provincial Results %	Target
ENGLISH 30-1							
School Awarded – Acceptable	97.6 %	97.9	95.8 %	98.0	95.8 %	98.0	100%
Diploma – Acceptable	81.5 %	87.5	84.8 %	86.8	84.8 %	86.8	85%
School Awarded – Excellence	29.2 %	34.5	31.9 %	35.1	31.9 %	35.1	35%
Diploma – Excellence	8.30 %	13.2	11.4 %	12.3	11.4 %	12.3	15%
ENGLISH 30-2							
School Awarded – Acceptable	93.3 %	95.9	99.1 %	96.1	99.1 %	96.1	100%
Diploma – Acceptable	90.5 %	88.0	93.6 %	87.1	93.6 %	87.1	95%
School Awarded – Excellence	11.4 %	15.2	19.1 %	15.4	19.1 %	15.4	20%
Diploma – Excellence	8.60%	13.1	13.6 %	12.1	13.6 %	12.1	15%
FRENCH LA 30							
School Awarded – Acceptable	N/A	99.8	N/A	99.7	N/A	99.7	N/A
Diploma – Acceptable	N/A	93.8	N/A	91.5	N/A	91.5	N/A
School Awarded – Excellence	N/A	60.0	N/A	56.7	N/A	56.7	N/A
Diploma – Excellence	N/A	11.0	N/A	10.1	N/A	10.1	N/A
SOCIAL 30-1							
School Awarded – Acceptable	97.6 %	99.0	100 %	99.1	100 %	99.1	100%
Diploma – Acceptable	79.0 %	86.2	85.0 %	86.6	85.0 %	86.6	90%
School Awarded – Excellence	33.1 %	43.3	32.9 %	43.6	32.9 %	43.6	35%
Diploma – Excellence	8.90 %	17.7	9.3 %	17.0	9.3 %	17.0	15%
SOCIAL 30-2							
School Awarded – Acceptable	95.9 %	95.8	97.1 %	96.4	97.1 %	96.4	100%
Diploma – Acceptable	78.9 %	78.8	83.3 %	77.8	83.3 %	77.8	85%
School Awarded – Excellence	17.9 %	19.6	10.8 %	20.2	10.8 %	20.2	15%
Diploma – Excellence	8.90 %	12.2	10.8 %	12.2	10.8 %	12.2	15%
MATH 30-1							
School Awarded – Acceptable	89.4 %	96.1	86.5 %	96.2	86.5 %	96.2	95%
Diploma – Acceptable	65.4 %	77.8	75.7 %	77.8	75.7 %	77.8	80%
School Awarded – Excellence	30.8 %	52.3	29.7 %	51.6	29.7 %	51.6	35%
Diploma – Excellence	18.3 %	34.7	21.6 %	35.1	21.6 %	35.1	25%
MATH 30-2							
School Awarded – Acceptable	97.4 %	94.4	91.2 %	94.3	91.2 %	94.3	95%
Diploma – Acceptable	61.0 %	74.2	77.0 %	76.5	77.0 %	76.5	80%
School Awarded – Excellence	22.1 %	26.9	16.8 %	28.6	16.8 %	28.6	25%
Diploma – Excellence	9.10 %	16.4	18.6 %	16.8	18.6 %	16.8	20%

BIOLOGY 30							
School Awarded – Acceptable	100 %	97.1	95.3 %	97.5	95.3 %	97.5	100%
Diploma – Acceptable	90.4 %	86.6	83.7 %	83.9	83.7 %	83.9	90%
School Awarded – Excellence	49.1 %	50.4	38.8 %	49.3	38.8 %	49.3	45%
Diploma – Excellence	30.7 %	36.6	24.6 %	35.5	24.6 %	35.5	30%
CHEMISTRY 30							
School Awarded – Acceptable	97.8 %	97.1	97.1 %	97.3	97.1 %	97.3	100%
Diploma – Acceptable	82.2 %	83.6	80.4 %	85.7	80.4 %	85.7	85%
School Awarded – Excellence	38.7 %	52.7	52.9 %	53.9	52.9 %	53.9	55%
Diploma – Excellence	28.8 %	38.3	41.2 %	42.5	41.2 %	42.5	45%
PHYSICS 30							
School Awarded – Acceptable	97.6 %	97.4	91.7 %	97.8	91.7 %	97.8	100%
Diploma – Acceptable	83.3 %	86.2	80.6 %	87.5	80.6 %	87.5	85%
School Awarded – Excellence	40.5 %	58.3	47.2 %	58.5	47.2 %	58.5	50%
Diploma – Excellence	40.5 %	43.6	52.8 %	43.5	52.8 %	43.5	55%
SCIENCE 30							
School Awarded – Acceptable	97.8 %	96.6	100 %	96.6	100 %	96.6	100%
Diploma – Acceptable	93.5 %	85.4	97.3 %	85.7	97.3 %	85.7	100%
School Awarded – Excellence	43.5 %	39.6	18.9 %	38.1	18.9 %	38.1	25%
Diploma – Excellence	39.1 %	31.5	18.9 %	31.2	18.9 %	31.2	30%

What do you think are some things that are going well?
- Due to the COVID-19 Pandemic, there were only a handful of diploma writers and the information is not applicable.

What do you think could be worked on or improved?
- Due to the COVID-19 Pandemic, there were only a handful of diploma writers and the information is not applicable.

What actions could our school take to do better?
- Due to the COVID-19 Pandemic, there were only a handful of diploma writers and the information is not applicable.

Practice Guide(s) Reviews

Practice Guide Name(s): CHS Upgrade Project, CHS Intervention Model, Literacy and Numeracy, PBIS (Positive Behavior Interventions & Supports), Trauma-Informed Practices, Culturally Responsive Teaching Practices, and Blended (Online & In-Class) Learning Strategies in order to support learning during the COVID-19 pandemic.

Fall Insights

What resonates, encourages or affirms staff?
- The Lake House gives staff the sense of stability and focus when approaching all aspects and situations related to pedagogical practice and school culture.   - The work on Trauma-Informed Practice has resonated with the staff in not only an addition to best practice but also in a timely anticipation of the dynamic of our current students and the impact of COVID-19.   - A concise and group-developed process for addressing Literacy and Numeracy gives a valuable foundation and security for staff to implement and understand how this is successful in unique classrooms.   - Focusing on intentional strategies, whether it is Literacy/Numeracy/Project-Based Learning/Trauma Informed Pedagogy, allows teachers to easily incorporate into classes.   - With the upgrade project we are putting care and pride into our building. This will help to build a more cohesive community.   - There has been more communication in school-level decisions communicated to staff; they are feeling more and more involved in the process.   - The opportunity to learn more and refine online practice has been appreciated by staff.   - Literacy: Tangible and practical solutions to implement into practice. Due to the pandemic response and shifting priorities, our literacy movement has slowed a bit, but staff is still excited about the pragmatic approach.
What questions do you have, what needs clarification, what inspires staff?
- How can we maintain a progression of all projects while our focus is and should be on facilitating learning during COVID-19?   - How can we develop Culturally Responsive Practices within the constraints of COVID-19 protocols? This seems like one area that it is vital to have personal interactions which are currently limited.   - Deciding which initiatives/prototypes will be the focus, i.e., how to balance so many wonderful initiatives.   - Success always inspires staff. We need to find ways to acknowledge and celebrate these moments.   - Pandemic teaching - there are ongoing concerns about readily switching modalities to online learning.   - How do we more effectively support online students who are struggling?   - Individual recognition of work — one-on-one, seeing students succeed.
How might the practice guide inform next steps?

- It will allow us to prioritize without losing sight of all the aspects and goals we are moving toward achieving.
- Maintaining clear objectives and obligations for Blended (Online & In-Class) Learning.
- Contextualize the importance of proceeding in all areas regardless of the hurdles of our current situation.
- Additional Professional Learning devoted to pandemic and online teaching.
- Literacy – looking forward to a day where staff share their experiences implementing a high-yield strategy.
- Integrate online-type learning into daily classes.

Winter Insights

What steps have we taken? What is working?

- Maintaining our goals and directives in the context of COVID-19.
- Understanding the need to prioritize projects in reaction to school culture and the current situation.
- Clear directives and goals for PL Days and clear expectations for Self-directed PL.
- Staff flexibility and commitment to growth regardless of whether we are in class or online.
- Simplifying and narrowing our focus amidst the chaos of this year (i.e., COVID-19) has helped.
- Understanding and forgiveness as we move through uncharted times.
- We have improved signage around the school and cleaned up aesthetic issues and damages (Broken Window Theory).
- Additional time and professional learning offered for pandemic teaching.
- More focus on PBIS and intervention model to ensure that staff is on the same page.
- Kudos at staff meetings.
- Streamline professional learning.
- Weekly Zoom sessions being offered with Learning Support Teachers to support online students.

What's been tricky?

- Staff morale and workplace collaboration.
- Avoiding alienation and isolation.
- Establishing an equilibrium of student engagement between in-class and online.
- Understanding the importance of all our goals within the context of COVID-19 protocols.
- Moving forward with professional learning, Lake House initiatives, RVS expectations, and teaching realities while addressing the reality of the pandemic has been a challenge.
- Trying to engage multiple stakeholders can take time.
- Supporting online teachers with accessing Dossier and teaching them how to navigate an IPP.

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

- Consistency of focus in all professional learning and staff activities.
- Clarity of the communication of the plan and expectations.
- Allow staff to continue to contribute to the process and foster a sense of ownership.
- Continue to work on integrating PBIS into daily practice.
- Departmental planning and collaboration.
- Intentionally plan the focus for the year and to look ahead to next year.
- As possible and when appropriate, revisit initiatives with staff like literacy, trauma and culturally informed practices.
- Making learning visible around the school will go a long way.
- Continue to have professional learning around initiatives to ensure collaboration and sharing.

PROTOTYPE PLANS

How Might We? - How might we showcase and celebrate the exemplary teaching, learning, and achievements of CHS?

What Priority Areas Does It Address? Making Learning Visible

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

End Goals (What will you work to produce/impact/influence?)
- Building community
- Showcasing diverse talents, achievements and skills of students in our building
- Building connections

PROTOTYPES

Name: CHS Upgrade Project

Scope: Using visual media (videos, space around the building, other means) to showcase success at CHHS. This is especially important in a year like this where we can't physically gather to celebrate and showcase our learning as an entire community (classroom based).

Indicator of Success: Students seeing/feeling/hearing themselves in their disciplines and respecting the visual means that demonstrate these (i.e., taking care of and participating in the creation of spaces).

Description: Began updating bulletin boards around the building by first ensuring all boards are student centered and we are now moving toward creating new themes and zones (e.g., Lakers of the Week, Athletics, Laker News, Pathways to Success, etc.). We will be developing digital assemblies (i.e., talent show, Remembrance Day, digital safety, MADD Canada, etc.). We will explore finding innovative ways to host events where personal meet-and-greets are needed; for example, CHHS Open House and Parent Teacher Interviews.

Prototype Iterations: Making learning visible has become more challenging this year due to COVID-19 restrictions and protocols. We have pivoted to a more digital means of finding ways to celebrate students and their achievements.

Scope: Numerous renovations and upgrading projects have been initialized. We continue to upgrade the newly renovated Learning Commons to facilitate student learning and project creation. New signage has been designed and put up in order to create a consistent sense of school pride. We have a committee dedicated to upgrading our Athletic Park with a new state-of-the-art artificial turf and field houses for school and community athletic teams. Two bathrooms in the south building will also be renovated this year. Significant parts of the school will also be painted in order to freshen up the hallways and classrooms.

Fall Learnings: We have found that digital assemblies and presentations have worked better in a pre-recorded format instead of a live digital format. This also allows staff to schedule these events in a way where there are minimal and rotating interruptions to classes, to go back and revisit that information later on, and it has also allowed us to go beyond the scope of presenters we would normally not have access to.

Winter Learnings: Digital assemblies and virtual collaborations have provided an alternative to traditional gatherings that frequently occurred prior to COVID-19. Continual improvements around the school are improving the aesthetic appeal of CHHS.

How Might We? - How might we recognize and meet diverse learning needs in our learning community?

What Priority Areas Does It Address? Inclusion

Sources of Feedback
- Students - Via survey results, anecdotal evidence, and analysis of student grades
- Staff – Sharing experiences with inclusive practices and interacting with Learning Support educators. Feedback via professional learning activities and professional learning.
- End Goals
  - o Use explicit CHS Intervention Model to help students and educators access and operationalize learning support accommodations and modifications in the pursuit of optimal learning.
    - i. Sharing IPP portfolios of complex students to embed high yield strategies.
    - ii. Utilize CHS Intervention Model to help guide staff through learning supports.

End Goals
- Staff collaboration to support inclusion in the classroom (i.e., Learning Assistants, Teachers, School Counsellors, and Learning Support).

PROTOTYPES

Name: CHS Intervention Model based on RTI (Response-to-Intervention) and collaborative response frameworks.
Scope: All staff will develop and continually refine the CHS Intervention Model through the analysis of students with IPP accommodations and modifications.
Indicator of Success: Staff familiarity with key people, departments, and processes that are in place to support students with IPPs. Further implementation of classroom-based inclusion strategies.
Description: Professional Learning days and staff meetings will be utilized to develop the CHS Intervention Model.

Prototype Iterations: The development of the CHS Intervention Model has been successful. The high turnover in staff has provided an opportunity for new staff to become familiar with the professionals in the Learning Support department and to understand processes and principles of inclusion. The ever-evolving year, due to COVID-19, has limited the number of times staff have been able to interact with the Intervention Model.

How Might We? - How might we promote and support the involvement of both teachers and students to foster deep understanding?

What Priority Areas Does It Address? Instructional Design

Sources of Feedback
- Students - Via survey results, anecdotal evidence, and analysis of student grades
- Staff – Sharing experiences with Literacy, Numeracy and Instructional Design practices. Feedback via Literacy and Numeracy activities and professional learning.
- End Goals
  - o Use explicit high yield strategies to help students read to learn and comprehend across all disciplines?
    - i. Professional Learning around High-Yield Strategies
    - ii. Professional Learning around balanced assessment
- School wide literacy and numeracy best-practices, expectations and guidelines.

PROTOTYPES

Name: Literacy and Numeracy.
Scope: Literacy and Numeracy initiatives.
Indicator of Success: Working toward school-wide and departmentally consistent guidelines for literacy and numeracy instruction and inclusion.
Description: Committee will lead whole school instruction on Professional Learning days and act as ongoing mentors to lead the development of literacy and numeracy guidelines in the school that are based on research and pragmatically effective approaches. The goal is to help staff find ways to include these elements in straightforward and practical ways that will lead to quantifiable improvement in student success.

Prototype Iterations: Currently working with staff to develop and implement high-yield strategies into all content areas. Teachers are engaged and working to implement these strategies. Challenges have included ensuring that the focus on numeracy is equitable.

Fall Learnings:

- Professional Learning sessions with staff to include "anticipate" literacy strategies for both their subject-specific and command vocabularies.

- Professional Learning sessions with staff to create department-wide plans to implement "anticipate" strategies into their daily practice. Staff are encouraged to report back successes and challenges.

Winter Learnings:

- Professional Learning initiatives from our Literacy and Numeracy Committees around evaluating the success of implementation of the high yield strategies.

How Might We? - How might we maximize positive behaviour strategies to enhance student engagement within the school community? How might we nurture positive relationships built on trust, support, and care for one another?

What Priority Areas Does It Address? Student Engagement

Sources of Feedback (Who will help you create your prototypes i.e., staff/parents/students and who will help you evaluate your progress?)
- Students (APORI survey, anecdotal evidence)
- Staff (anecdotal evidence)
- Parents (Anecdotal evidence, e.g., emails to staff/admin)

End Goals (What will you work to produce/impact/influence?)
- Building a Laker community of positive, healthy relationships (student-student, student-adult, and adult-adult).

PROTOTYPES

Name: PBIS (Positive Behaviour Interventions & Supports), Trauma-Informed Practices, and Culturally Responsive Teaching practices.

Scope: PBIS (Positive Behaviour Interventions & Supports).
Indicator of Success: Successful staff adoption of PBIS procedures and protocols as outlined on PBIS.org.

Description: Staff committee will guide school community through professional learning activities and presentations. RVS Director of Learning, Sherri Black, will present to staff committee and then to the entire CHS teaching community. Professional learning activities will guide staff through a process where they can identify behavioural challenges and work collaboratively to create solutions. Professional Learning to inform our community and eventually adopt PBIS approach to school and classroom management.

Scope: Trauma-Informed Practices
Indicator of Success: Successful staff adoption of Trauma-Informed Strategies.
Description: Staff will continue to learn about and implement trauma-informed practices based on the Kristin Souers and Pete Hall book, *Fostering Resilient Learners*. Staff will learn about ACEs (Adverse Childhood Experiences) that can induce trauma and learn evidence-based strategies to connect with students, such as building rapport and trust, knowing student stories, creating emotional safe spaces, approaching students with grace, compassion, and kindness, and being non-judgmental regarding the challenges that students face.

Scope: Culturally Responsive Teaching
Indicator of Success: Successful staff adoption of Culturally Responsive Teaching strategies.
Description: Staff will participate in a seminar by Dr. Sinela Jurkova on Enhancing Transcultural Competence for Building an Inclusive Classroom. Dr. Jurkova explains that 'transculture' becomes a mode of being and learning where humans interact with each other in a culturally diverse environment, integrating different identities and connecting the global with local, and facilitating socio-cultural adaptation and interaction in a dynamic society recognizing different worldviews.

Prototype Iterations: (What is working? What's been tricky? What will we do moving forward?)

Working:

- Staff engagement/interest- feedback and input from staff
- Trauma-informed posters for staff room

Tricky:

- Not enough time to "live" PBIS and trauma-informed practices. COVID-19 has created significant challenges relative to the implementation of established professional learning goals.
- PBIS team meeting on a regular basis to plan next steps.

Moving forward:

- Continue professional learning in PBIS, Trauma-Informed Practices, and Culturally Responsive Teaching.

Fall Learnings: Sherri Black presentation to PBIS committee and then to all staff.

Winter Learnings: PBIS committee continues to develop proactive solutions to promote and guide positive behaviours in our school's student population.

PROFESSIONAL LEARNING PLAN

Driving Questions
- How can our Professional Learning Plan support the implementation of our Lake House initiatives?
- How can our Professional Learning Plan support our staff, students, and parents through COVID-19 pandemic (i.e., online supports for At-Home learning, and quarantined staff and students).

Learning Outcomes
- Continued implementation of pedagogical initiatives such as differentiated instructional design, standards-based student assessment, and Intervention Model for learning support department.
- Building skills and capacity for our three pillars: Recognition (i.e., school upgrade projects), Resilience (i.e., Trauma-Informed Practices), and Relational (i.e., Culturally Responsive Teaching and increasing healthy relationships within our school community).
- Continuing to improve Safe and Caring initiatives such as Positive Behaviour Interventions & Supports, Conflict Resolution, and Healthy Relationships.
- Developing online instructional design and assessment strategies for At-Home learning, and staff and students who are quarantined as close contacts.

Strategies
- Professional learning workshops for staff around Transcultural Understandings, Positive Behaviour Interventions & Supports, online instructional design, blended learning strategies for online learning platforms, and online assessments.
- Staff committees will be implemented for Healthy Relationships, Literacy, Positive Behaviour Interventions & Supports, Trauma-Informed Strategies.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	4,716,894	4,518,414	4,716,586
Support Staff	720,602	745,209	623,991
Services & Supplies	433,631	255,031	343,770
Other	N/A	N/A	N/A
Contingency	N/A	N/A	N/A
TOTAL EXPENDITURES	5,871,127	5,518,654	5,684,347

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: Tuesday, March 9, 2021

What resonates with parents? What inspired them?
- This is comprehensive. It feels comprehensive in that most, if not all, stakeholders are involved in the process.
- I think there is a lot of school identity in this. You are trying to draw this in and you are not just going into a school any longer, you are going to Chestermere High School and you are identifying that for everyone.
- I like showcasing the diverse talents of the students and their skills. I like showing this in every area.
- I like the feedback from the staff and students.
- I like all the work that has been done to clean things up – paint and scoreboard and the Learning Commons. Repair and maintenance is important. If you let things get run down it is easy to make it worse because you don't have pride.
- The awards in the foyer are part of the history or legacy and siblings can see the accomplishments and there is pride in this. It means something to the kids and to others. It means something, what you are doing.

What questions did they have?
- What is going to happen with the kids coming into Chestermere High School when Langdon School is finished? Will students get to choose where they go?

What did they find tricky?
- The last two years.
- Feeling disconnected due to the current situation (i.e., COVID-19). I feel like I don't know what is happening and have to learn everything from my child.
- Every parent finds it tough to answer the questions around COVID and isolating. That has been tricky. Parents and students don't understand it and the communication from RVS and AHS has been all over the map and tricky.
- Priorities. I think the parents are trying to keep up with making sure kids are doing what they are supposed to with COVID. It is harder to present this and engage parents in this because there are so many other priorities right now. I am thankful that this is still happening despite COVID but many parents may not have time to engage in this.
- Graduation is tricky.

How can parents play a more active role in its implementation?
- Fill out the survey.
- Attend School Council meetings.

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

March 5, 2021

Principal Signature   **Date**

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

Strongly agree   Agree   Do not agree

March 10, 2021

School Council Chair Signature   **Date**