



A Community of Learners Who Care
Une communauté d'apprenants qui a un coeur en or

INNOVATORS BY DESIGN

GLENBOW ELEMENTARY SCHOOL



**ROCKY VIEW
SCHOOLS**

May
2021

TABLE OF CONTENTS

FOUR YEAR PLAN: INNOVATORS BY DESIGN.....	3
PRINCIPAL'S MESSAGE.....	4
SCHOOL PROFILE	5
THIS YEAR'S LEARNINGS	7
Students Insights	7
Parents Insights.....	8
Staff Insights	9
School Diversity Profile	10
RVS Student Satisfaction.....	11
RVS Assurance Model.....	12
APORI Pillar Results	14
Practice Guide(s) Reviews.....	16
PROTOTYPE PLANS	17
PROFESSIONAL LEARNING PLAN.....	24
BUDGET HIGHLIGHTS	25
SCHOOL COUNCIL REVIEW	26

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

To achieve our Four-Year-Plan, Innovators by Design, our school is focusing work in three main areas as a way to help innovators “**Connect**” to passions interests and people, “**Achieve**” their potential and “**Navigate**” successfully as global citizens (**CAN**). These areas are: 1. Forwarding our work in the use of myBlueprint 2. Continuing our work in utilizing common instructional strategies in numeracy and 3. Living our newly established school motto and core values.

myBlueprint is a visual student-driven portfolio which supports the learning happening in and beyond the classroom. The use of this digital platform enables students to showcase their learning by posting and sharing in a variety of ways what they are excited about. It is also a tool that allows them to think metacognitively and discover who they are as learners. By furthering our work in the students’ use of myBlueprint, we know students will take more ownership of their learning which in turn will help keep them **connected** to their passions, interests and to those they care about.

Work will also continue in aligning numeracy instructional practices here at Glenbow. Last school year, with the assistance of Rocky View Schools’ numeracy specialists, teachers began the work of exploring and utilizing various numeracy fluency strategies to be used with students. The exploration of these numeracy teaching strategies allows teachers to provide varying approaches for students to learn about numbers which ensures all students, no matter what capabilities, can **achieve** success. It also ensures consistent common approaches to learning numeracy skills across the grades bettering the chance of students achieving their potential in developing the numeracy skills needed to be successful.

At Glenbow School, we pride ourselves on our overall sense of community. Without question, learning environments which support diversity, a sense of belonging, citizenship and positive relationships built on trust, support and empathy for one another are the mainstay of the culture which exists at Glenbow School. That said, it has been a year since Glenbow School has re-visioned our school motto (“A Community of Learners Who CARE”) and core values. Our work this school year will focus on actionizing and living our school motto and embedding the associated core values by connecting them to curriculum and community. By doing this, our students will learn more about what it takes to **navigate** successfully as global citizens.

Glenbow is a special school and an amazing place to be. Staff are truly committed to the overall well-being of students and care deeply about their well-being and helping them have every chance at success. We are committed to the work in this school playbook and know if we dedicate ourselves to it, students at Glenbow **CAN** be successful.

Fraser Montgomery

Principal

SCHOOL PROFILE

<p>Glenbow School</p> <p>Principal: Mr. Fraser Montgomery</p> <p>Assistant Principal: Mr. Neil Comba</p> <p>Address: 55 Glenpatrick Road</p> <p>Phone: 403 932-4922</p> <p>Email: glenbow@rockyview.ab.ca</p> <p>Website: glenbow.rockyview.ab.ca</p>	<p>Motto: A community of learners who care Une communauté d'apprenants qui a un coeur en or</p> <p>Beliefs: As a community of learners who CARE we: <i>Celebrate</i> our learning, our creativity, our successes, and our diversity. <i>Accept</i> each other for who we are. <i>Respect</i> ourselves, others, and our environments. <i>Explore</i> our wonders, our ideas, and our world.</p> <p>En tant que communauté d'apprenants qui a un coeur en or, nous :</p> <p><i>Célébrons</i> nos apprentissages, notre créativité, nos succès et notre diversité. <i>Acceptons</i> les autres tels qu'ils sont. <i>Respectons</i> les autres, l'environnement et nous-même. <i>Explorons</i> nos pensées, nos curiosités et nos idées dans le monde entier.</p>
<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Located in the heart of the Glenbow community. With ready access to the Town of Cochrane pathway system, including the Cochrane Ranch Provincial Park and Mitford Ponds, we are well positioned to authentically engage with our natural environment as part of our learning. • Emphasis on strategic literacy and numeracy development through targeted instruction. • Focus on Universal Learning Environments to open opportunities for all students to thrive. • Emphasizes global and environmental stewardship. • Inquiry, and hands-on learning instills critical thinking, and empowers students to respond to events and issues inside and outside the classroom. • Community gardens build a sense of community, bring a variety people together for a common purpose, fosters stewardship, and provides students with an opportunity to learn how to grow, care for, and harvest their food. • Cultural learning is embedded in classroom instruction. Celebrate French and Indigenous culture. • Leader within the community because of our comprehensive recycling program. <p>No. of Teachers: 31</p> <p>No. of Support Staff: 18</p> <p>Grades Served:</p> <ul style="list-style-type: none"> • Kindergarten – Grade 5 English Program • Kindergarten – Grade 5 French Immersion Program 	
<p>What parents say about our schools?</p> <ul style="list-style-type: none"> • We have truly hit the teacher jackpot! Glenbow's teachers are kind, caring and teaching is most definitely their jam! ... This school is not just about enriching the students' learning, but also for their overall wellbeing. It truly is a community, and one we are happy to be a part of. 	

- The confidence that we see nurtured and growing in our daughter is amazing. She loves coming home to show us what work she has completed; she takes the time to tell us about her day and loves to read.
- Glenbow has continued to stay warm and friendly in a time of distance and uncertainty. Thank you Glenbow staff.

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?

- Students really enjoy BAM and find it meaningful (Body and Mindfulness activities facilitated by our Child Development Advisor). Everybody's voice is heard in the talking circles.
- Students feel their teachers listen to them and their opinions are valued by them.
- Students really enjoy our nature/learning walks.
- Students are excited to post artifacts on myBlueprint (MBP). The older grades expressed how neat it is to see their progress over time.
- Students were easily able to identify our new CARE motto and what the letters in it stand for (C-Celebrate, A – Accept, R – Respect and E – Explore).

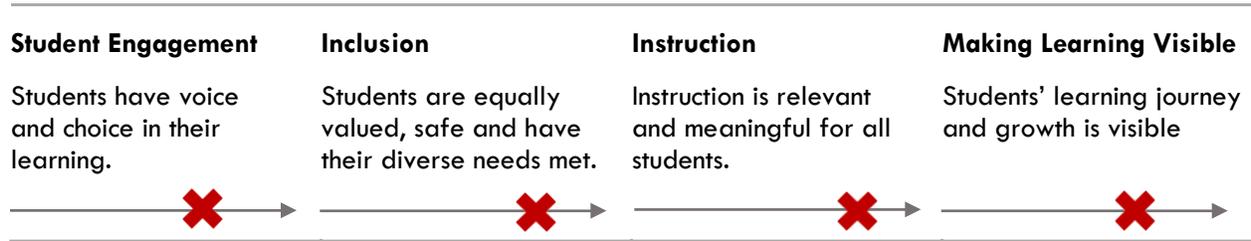
What do you think could be worked on or improved?

- Students reported the current health crisis is tough as it has curtailed activities including group work and Fun Lunches.

What actions could our school take to do better?

- Older students expressed a desire for more formal recognition/acknowledgement for doing right and good things. Going forward, the school will look at the possibility of a student recognition initiative.

Parents Insights



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

- Students are valued by staff for their questions, interests and opinions.
- Students do have choice to explore their learning through a variety of ways and have choice in how they represent their learning.
- Students are safe at school and diverse needs are being met.
- Parents appreciate the exposure and opportunity to celebrate cultural diversity.
- The CARE acronym is well liked.
- myBlueprint (MBP) is highly appreciated as it gives parents an opportunity to see what is going on the classroom and to feel involved, particularly during the pandemic.
- Feedback on Real Time Reporting (RTR) is positive – parents indicated is nice to be able to track student progress.

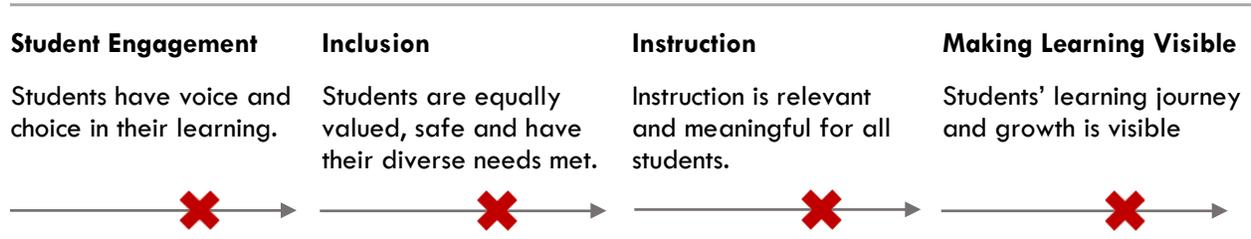
What do you think could be worked on or improved?

- More consistent approach between grades in the use of MBP. E.g., Some parents report very little activity in some student accounts.
- More consistencies between grades in the use of RTR.

What actions could our school take to do better?

- Parents like information from teacher telling them (parents) to ask their child about specific happenings in the classroom. E.g., Written in the agenda - “Please ask me (the child) about.....”

Staff Insights



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

- Teachers are allowing choice in terms of how students demonstrate their learning. E. g., In Grade 5 numeracy with the use of more open-ended questions and in Music where students have a choice in what instrument they want to learn about and how to present what they have learned.
- Occupational Therapy and Speech Language Pathology have been more involved this year which has been very helpful.
- BAM is an excellent venue for teaching students about acceptance for both self and others.
- Good communication between teachers and learning support staff to help with student needs.
- Being able to Zoom has made it easier to communicate with families. It has opened more options for parents to be involved in student's education/supporting student needs without having to come to school.
- Kindergarten is outside regularly and frequently embracing play-based real-world learning. This play is helping develop caution and awareness within students as well as learning to invent play and negotiate with peers. Outdoor play reduces indoor conflict and lends itself well to community and environmental awareness curricular objectives.
- MyBlueprint (MBP) is going well. Students are adding more authentic pieces by the time they get to Grade 5. Skills are being taught on how to add meaningful content.

What do you think could be worked on or improved?

- Within the current context of Covid, find alternate ways to have students and staff connect school wide and with the community. For example, how might we carry out Covid friendly celebrations of learning.
- Making sure we are identifying students who may not have high needs but are not self-advocating.
- Inconsistencies between our family of schools when it comes to RTR and reporting in PowerSchool. Parents are frustrated with seeing inconsistent types of information (e.g., anecdotal feedback) between schools.
- Not many parents are accessing MBP.

What actions could our school take to do better?

- Create Zoom connections with other classes including read-alouds with Kindergarten.
- Have students become the expert at an outcome and teach it to another student or class via Zoom.
- More school wide gallery walks.

- Continue reminders to parents about logging into MBP. E.g., put reminders like "check out this project in MBP" in PowerSchool assignments.

School Diversity Profile

<p>Based on your school profile, what percentage of your student population falls in the targeted, specialized and intensive populations?</p> <ul style="list-style-type: none"> • Targeted – 10% • Specialized – 1% • Intensive – 0% 	<p>What structures and strategies will you implement to support students with targeted needs?</p> <ul style="list-style-type: none"> • Learning Assistants are scheduled to support in-class for specific targeted skills/subjects • Success in School plans for 10 students • Child Development Advisor conducts whole class BAM (Body and Mind) sessions, social/emotional groupings or 1-1 support • Supported alternate learning spaces (cohort groupings) • Targeted students are included in the universal literacy support time • Weekly Learning Support/Admin meeting to check in on student progress/successes/next steps • Scheduled Learning Assistants meetings to check in on student progress/successes/next steps
<p>What structures and strategies will you implement to support students with specialized needs?</p> <ul style="list-style-type: none"> • Engage RVS learning support services as needed (wraparound servicing – Speech Language Pathology, Occupational Therapy, Psychologist, Family School Liaison, Programming Specialist) • Learning Assistants are scheduled to support in-class • Learning Assistant – professional learning plans strengthening skills for the specialized needs (scheduled after school sessions for all LAs) • Functional literacy programming • Supporting on-line learners through consultation with the on-line teachers, and connecting RVS learning support services, family and direct Learning Support teacher work with students via Zoom 	
<p>What structures and strategies will you implement to support students with intensive needs?</p> <ul style="list-style-type: none"> • n/a 	

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
n/a				
Surveys were not completed due to change in school delivery model in the spring of 2020.				

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	95.9%		
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0%		
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	Data source in development		
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	79.36%		
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	540 student accounts in use by Glenbow In-person and On-line students		
Percentage of Gr. 1 – 12 students who met or exceeded expected learning outcomes in English language arts and mathematics.	Report Card Data			
		French Language Arts	English Language Arts	Mathematics
Division 1 (Grades 1-3) Emerging to Mastering		94.6%	89.15%	94.00%
Division 2 (Grades 4-6) Emerging to Mastering		96.65%	94.37%	92.78%
Division 3 (Grades 7-9) Emerging to Mastering		n/a	n/a	n/a
Division 4 (Grades 10-12) 50 per cent +		n/a	n/a	n/a
First Nation, Metis, Inuit: Emerging to Mastering		82.50%	62.25%	68.50%
English Language Learners: Emerging to Mastering		n/a	75.00%	100.00%
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	91.6%		

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

Universal literacy support in both the English and French Immersion programs. The homeroom and Learning Support teachers work collaboratively to target specific literacy skill development in cycles of support.

Student attendance remains high for the vast majority of students.

What do you think could be worked on or improved?

ELA and Math results for the FNMI students are of concern.

What actions could our school take to do better?

The Learning Support team will continue to support classroom teachers, parents and students in setting goals which are more attainable (short term, smaller incremental growth) within the IPP reflection/reporting timelines.

Continue to support whole-child growth of the First Nations Metis and Inuit students through targeted literacy and numeracy development, meeting the social/emotional needs of the students, and connecting community supports to assist in developing habits of more regular attendance (where needed).

APORI Pillar Results

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

Measure Category	Measure	Glenbow Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.1	90.8	91.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.8	85.6	84.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.2	93.5	94.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	85.4	75.0	80.0	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	86.5	87.5	86.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.5	73.3	81.1	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	86.3	85.4	84.0	81.5	81.0	80.9	Very High	Maintained	Excellent

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

- Parent, student and staff results for Education Quality for Glenbow School remain very high (Parents rating – 100%). The very high rating is across all areas – education is challenging, interesting, with clear expectations, and the students are achieving well.

What do you think could be worked on or improved?

- The students are reporting, via their results from the ‘Safe and Caring’ and ‘Citizenship’ questions, that respectful behaviour between students and their perception of the number of students following the rules of the school are both areas to examine more closely.

What actions could our school take to do better?

- Safe and Caring student results - Examine how the work of the Core-Value Committee is impacting the social climate of the school – will this intentional work be reflected in the students’ responses to the 2021 survey results for the ‘Safe and Caring’ questions? For example, will the students take the focused classroom and general schoolwork on the CARE motto (i.e., common language, daily announcements, poster/art walk, We CARE Journey board) and transfer that into their way of thinking and behaving with each other?
- Citizenship student results – With two recess cohorts, there appears to be greater student success at recess as there are fewer students interacting in boot rooms and on the playfields. The students are better able to access high use areas of the playfields (i.e. berm, soccer pitch, outdoor classroom). Will this impact the Citizenship results? We have seen a drop in recess incidents requiring CDA or Administration involvement.

Practice Guide(s) Reviews

Practice Guide Name(s): Inclusive Education Practice Guide

Fall Insights

What resonates, encourages or affirms staff?

- Body and Mind (BAM) sessions are offered as a universal support rather than being offered as a pull-out/targeted program for only a select number of students. All homerooms are participating. This acknowledges that often the students most in need of this work do not want to be singled out of their classroom for participation in a separate group.
- Shared professional learning for the full Learning Support team. Discussion and making connections between the new learnings and how it will benefit individual students. Brainstorming together at the grassroots level to share strategies and possibilities for how to work with all the students.
- Glenbow School’s **CARE** motto reflects the spirit of the Practice Guide–Inclusion. **Celebrating** differences and **A**ccepting each other for the unique gifts and talents we each bring to the school. Working from the mindset that we begin with each students’ strengths.

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

- What inspires staff - Connecting our school’s work on Growth Mindset (Dweck), and the impact that work has had on our collaborative problem-solving approach to meeting the needs of all students, with the Classroom Diversity Profile (Brownlie) strength-based approach proposed by Rocky View Schools.
- Revisiting the Practice Guide – Inclusion with all staff. While we have a talented staff, who possess skills and a mindset supportive of inclusive environments, there is always room to grow.

How might the practice guide inform next steps?

- Addressing the needs of on-line learners who require ‘specialized’ support has become a new focus since March of 2020 (i.e. connecting learning specialists with on-line learners and/or family, working with students remotely). Looking at what has worked well and further considering those elements that have proven tricky, are there learnings/strategies that can transcend the on-line learning environment? How might digital communication tools as a delivery of service model be used most efficiently/effectively for all learners?
- Communication amongst the full staff – working from the idea that “it takes a village” – we all need the same information from which to work and make decisions – not one or two staff with eyes on a child but a full staff that has a shared understanding and level of skill to meet the student where they are at.

PROTOTYPE PLANS

How Might We? - How can we use myBlueprint as a metacognitive tool for our students whereby they reflect more on their learning and take more ownership of it?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Staff meet every four to six weeks for 90-120 minutes for collaborative team time (either school supported time on an instructional day or as part of the school-directed Professional Learning days).
- During each collaborative meeting time, teams reflect on the goals of the last four to six weeks and then revise or write next steps. There is a shared OneNote file to which each group chronicles progress and learnings for all staff to read.
- Each team will also present their work at the January 29 and May 21 Professional Learning days.

End Goals

- Students, staff and parents are consistently using myBlueprint as a tool for communicating student learning. Setting/reflecting on goals and work samples.

PROTOTYPES

Name: Developing students' awareness of feeling proud of something they have done in class.

Scope: Kindergarten

Indicator of Success: Students will request the teacher take a picture of what they are proud of and post it to their myBlueprint account. Students will attempt to articulate why they are proud of this work. Teachers will use myBlueprint posts to inform their RTR.

Description:

In a play-based environment, myBlueprint is very handy at documenting learning through play. Using the tags feature, it makes it easy for the teacher to look for evidence of learning when reporting. To enable students to eventually make a post independently, students will be invited to ASK the teacher to post something they are proud of. Teachers will use tags to indicate curriculum outcome that are visible in the post.

Prototype Iterations:

- What is working: Using one iPad for morning class and another iPad for afternoon class. Sorting the feed by tags allows teacher to cross reference with curriculum and Power School assignments. Given play-based classroom, tagging pictures allows for customized PS assignments. Documenting show and share. Showcasing learning is motivational to others and builds confidence and self-esteem in the individual.
- What has been tricky: Some students avoid certain tasks which means it is onerous to track who has accomplished what. How to 'catch' each child's abilities.

Fall Learnings: See Grade 1 to 5 Fall Learnings comment

Name: Students share their learning and their interests.

Scope: Grades 1-5

Indicator of Success: Students will be able to view and listen to their goals and reflections. They will be able to share their work and reflections with family members.

Description: (only 2 of 6 examples)

Grade 2 - Every three weeks the students will add three boxes in one area of my portfolio (about me, my school, and goals) and make a reflection (video) of one of the boxes. E.g., Why did they choose the one they did?

Grade 4 – Students will add to the "About Me" section and record a reading sample.

Prototype Iterations:

Grade 2

- What is working? The students were easily able to choose from the boxes About Me. E.g., family, country. They then added a reflection. ex. Canadian- My family is from B.C.
- What's been tricky? The length of time it accepts video is challenging. Lots of times it will not upload unless on cameral roll first. Time - fitting this in with all other learning has been difficult.

Grade 4

- What is working: Posting a picture of students writing once a month. Students look back to reflect on their improvement throughout the year. Helps them see next steps. Also using it as a reading tool. Students can listen back to how they read previously. How have they improved, did it make sense, were they fluent etc.? Sent a reflection booklet home. Parents really enjoyed having their reflection on paper.
- What has been tricky: Having the time to get on it. It takes a long time to get students work posted. Getting parents involved in checking it. Logistics of the technology is tricky.

Fall Learnings:

All grades (K-5) are finding that if the program is to be more than a scrapbook, the complexity of using myBlueprint is not so much in learning to use the program (it does take considerable time to become familiar with) but is, instead, in modeling for students what quality reflection looks and/or sounds like. This piece takes considerable time to model and for the students to practice.

PROTOTYPE PLANS

How Might We? - How might we continue to connect Glenbow’s core-values to our curriculum and community?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback:

- Staff committee – the initial committee was struck during the 2019-2020 school year with the focus on reviewing the school’s Vision, Mission and Motto statements. The committee’s work continues in the 2020-2021 school year
- Staff and student feedback from, and engagement in, the art/poster-walk and We CARE journey board
- School Council

End Goals:

- Each element of the CARE acronym is infused into intentional curriculum planning (connecting curriculum to real-world)
- Common language (evidence in student use of the 4 words - Celebrate, Accept, Respect and/or Explore (CARE)

Name: We CARE Journey Board

Scope: K-5

Indicator of Success: Students can see how their class work connects to the core values of Glenbow School

Description: Kindergarten to Grade 5 classes capture their learning using photography, text and other artifacts. Classes share their learning as an example of Celebrate, Accept, Respect or Explore (CARE) on the journey board (outside wall of Learning Commons).

Prototype Iterations:

- What is working? Students have another venue through which to showcase their learning at the same time being reminded of how it connects to our CARE motto.
- What has been tricky? Teachers remembering to collect evidence and post it on the journey board.
- What will we do moving forward? Commit to posting evidence of our learning as an example of CARE.

Winter Learnings: To be determined

PROTOTYPES

Name: At Glenbow We CARE Art/Poster Walk

Scope: K-5

Indicator of Success: Students can see how each student/class envisages the CARE motto

Description: Following class discussions about each element of the CARE motto, Kindergarten to Grade 5 students will create an individual or class poster with focus on either the “At Glenbow We CARE” motto or highlighting a particular letter from “CARE”. The posters will be displayed outside each homeroom. All students will take part in a gallery walk to see, and later discuss, how elements of the CARE motto were visually represented across the grades.

Prototype Iterations:

- What is working? The opportunity for class discussion, reasonable timeframe in which to complete the posters
- What is tricky? n/a
- Moving forward? A selection of posters will be placed into the display wall picture frames to capture this learning experience and to continue the CAREing conversations

Fall Learnings: The staff and students were highly engaged in this schoolwide activity leading to a significant movement forward in understanding and adoption of the CARE motto. The art walk was well received, and the ensuing classroom conversations deepened the students understanding of what it means to Celebrate, Accept, Respect, and Explore at school. There is a desire for future art/gallery walks going forward.

PROTOTYPE PLANS

How Might We? - How will teachers connect more purposefully across the grades with the goal of aligning instructional practice in numeracy for consistent learning?

What Priority Areas Does It Address?

Student Engagement

Inclusion

Instructional Design

Making Learning Visible

Sources of Feedback

- Staff meet every four to six weeks for 90-120 minutes for collaborative team time (either school supported time on an instructional day or as part of the school-directed Professional Learning days).
- During each collaborative meeting time, teams reflect on the goals of the last four to six weeks and then revise or write next steps. There is a shared Notebook file to which each group chronicles progress and learnings for all staff to read.
- Each team will also present their work at the January 29 and May 21 Professional Learning days.

End Goals

- Richer math conversation with students verbally and written, student confidence and competence with engagement, increase in number recognition when counting, flexible thinking.
- More consistency between grades in how we approach numeracy instruction.

PROTOTYPES (only 3 of 7 examples)

Name: Adding a new game or virtual manipulative from the Toolkit to try each week until Christmas.

Scope: Grade 3 (Eng/FI) Basic Facts Fluency (to support 2- and 3-digit addition and subtraction)

Indicator of Success: Students increase their accuracy and fluency of basic facts. "Small errors" in computation with 2- and 3-digit addition and subtraction will be less often.

Prototype Iterations:

- What is working? Teaching a new game or virtual manipulative from the Tool KIT each week has been working. Students can explain the game to their families and practice them at home and at school. Using games to build basic addition and subtraction facts has helped build fluency in supporting 2- and 3-digit addition and subtraction. Improvement in the speed and accuracy is evident, and mental math skills are improving. These games have been useful as a warm-up to math lessons.
- What's been tricky? The trickiest part of the whole process is the restrictions we are faced with this year. Students require masks when working in partners, and because masks are not required in grade three, some students don't always bring a mask (then they complain that the disposable masks are too big). Finding extra space to spread out to keep distance can be a challenge. We are faced with our own questions about whether we are doing the right thing putting them in small groups to play games. Is group size something to be considered? Better to have a group of two, than a group of three or four?
- What will be our next step? Because we see how happy and engaged the students are when they get to collaborate in small groups, we plan to continue to build basic math literacy and foundational

skills through games. We will continue with our weekly challenge to teach games and use virtual manipulatives that support the growth of other math skills.

Fall Learnings: We have found the Google Classroom provided by RVS numeracy specialist to be an excellent tool for tricks, tools, game ideas, fluency building and math literacy building.

Name: Counting, Place Value and Magnitude with emphasis on place value until Christmas

Scope: Grade 2 (Eng/FI)

Description: (We will be trying 20 min of activity from toolkit 3X/week)

- Week 1- Professional Learning: Building automaticity with Base ten cards; adding ten and subtracting
- Week 2- Reasoning Tasks: What's the same/different? Marvelous Mistakes slides
- Week 3- Fluency practice- Two-digit targets; recording numbers

Indicators of Success: If students can compose and decompose 2-digit numbers with understanding; Have these materials supported this?

Prototype Iterations:

- What is working? Setting up the activities to do weekly worked for us. We found using the counting mats useful for groups of 10's before beginning rods and units. Using the toolkit to bring uniformity with language and activities among the classes. The place value and magnitude area has been helpful for us. The Fletcher cards we found were a great scaffold for this unit. We were able to install visual, verbal, and hands-on material before recording for fluency practice.
- What's been tricky? It has been tricky to have the time to look forward, so we appreciate the time now. It is hard with one teacher online, another working part-time, etc. These parameters make it difficult to connect and delve into toolkit. Online meetings make collaboration more difficult.
- What will be our next steps? We are still working on this place value concept for the next two weeks. We will then begin 2-digit addition and subtraction with some of the materials.

Fall Learnings: The unit plan we have created using RVS's tool kit has been rewarding, easy to follow and easy to return to. The time we have received to work on this was valuable and gave us the time to work together. If we had any gaps, our unit allowed for scaffolding that we would have had time for before. Using games (fill the stairs, Fletcher cards) and the 10-group placemat was so great for the kids to better understand. The Alberta Education planning guides have also been useful.

Name: Number Talks

Scope: Grade 1&1/2 French Immersion

Indicator of Success: Richer math conversations, subitizing skills, reasoning

Description: Incorporating number talks into our daily and weekly routine to develop fluency, vocabulary, etc.

Prototype Iterations:

- What is working? The routine of this structure is working well in our weekly schedule. It gives the students a chance to "warm up" their "math brains" when starting an activity or concept. It has been helpful being able to link images/pages etc. into our digital plan so that they are quickly and easily accessible the next time that we want to look at them. Students are very much enjoying the estimation jar and are eager to have a turn to take it home with them.

- What's been tricky? Layering in the French vocabulary (when explaining their reasoning, they often revert to English). This adds time to what is planned as a "quick" activity. Most of the free resources need to be translated. Navigating the resources available and organizing them in a way that they are "at our fingertips"...embedding links into our daily plan has helped with this.
- What will be our next steps? Class estimation jar. Our initial number talks focused on similar/difference, so continue to add addition and subtraction number talks into our routine, linking resources into planning document, have students "explain their reasoning" for a number talk on MyBlueprint portfolios. Review grade 1 and 2 resources (ex: I see Math) from RVS.

Fall Learnings: The open-ended nature of the number talks makes differentiation very easy and there are multiple entry points for learners at all levels.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How will we use myBlueprint (MBP) as a metacognitive tool for our students whereby they reflect on their learning and take ownership of it?
Priority Areas - "Making Learning Visible", "Student Engagement" and "Inclusion"
- How will teachers learn about and adopt common instructional practices in numeracy?
Priority Areas - "Instruction", "Student Engagement"
- How will we actionize/live our school motto and imbedded core values (Celebrate, Accept, Respect and Explore) and connect them to curriculum and community?
Priority Areas - "Inclusion", "Student Engagement"

Learning Outcomes

- Using myBlueprint (MBP) as a tool, students will take more ownership of their learning and in doing so will be able effectively reflect on their learning.
- Teachers will learn about and adopt common instructional practices in numeracy.
- Students and staff will clearly understand what we value at Glenbow and how it connects to curriculum and community.

Strategies

- Using collaborative time, teachers will work in teams to implement ways myBlueprint can be used for students to take ownership of their learning.
- Using collaborative time, grade teams will explore the RVS created numeracy math Toolkits and implement numeracy strategies with their students.
- Staff will collect evidence of how the school community is connecting our motto and core values and display it on our "We CARE Journey" board.

BUDGET HIGHLIGHTS

	2018/19	2019/20	2020/21
Certificated Staff	2,686,679	2,615,432	2,976,079
Support Staff	585,990	536,474	589,143
Services & Supplies	96,018	88,460	112,592
Other	0	0	0
Contingency	0	0	0
TOTAL EXPENDITURES	3,240,366	3,368,687	3,677,814

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: February 10, 2021

What resonates with parents? What inspired them?

- The WE CARE motto and belief statements are prevalent in this plan which is highly appreciated given how important it is to instill these the values in the formative years of our children.
- The Body and Mindfulness (BAM) program is central to the school culture.
- All students, no matter what challenges or complexities, are supported and included.
- Good things are happening at Glenbow which makes it a great place to send our children.

What questions did they have?

- Can we know more about the BAM program? How can we support it at home?

What did they find tricky?

- With the current health crisis, not being able to be in the school and see classrooms has been tough.
- Not being able to come in and volunteer.
- There are inconsistencies in the use of initiatives like MBP.

How can parents play a more active role in its implementation?

- By being made more aware of school wide culture activities so conversations about them can occur as well as being able to support these initiatives with activities at home.

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

Principal Signature:



Date: February 25, 2021

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

Strongly agree

Agree

Do not agree

School Council Chair Signature:



Date: February 25, 2021