



Banded Peak School

INNOVATORS BY DESIGN



ROCKY VIEW SCHOOLS
April 2023

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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 focus on:

- **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, Banded Peak school has introduced a school wide approach to numeracy, with a focus on making numeracy visible. We are working collaboratively with stakeholders, staff, and outside agencies to introduce the new physical education and wellbeing curriculum in a robust and engaging manner. We are using literacy data to inform instruction and enhance learning. Finally, with the support of community members, Elders and Knowledge Keepers, we will continue on our path towards Truth and Reconciliation by increasing student exposure to language, culture and shared experience.

Central to staff at Banded Peak is our belief that all students can achieve personal excellence. Through sustained hard work, perseverance, dedication and support, “we strive to be the best that we can be”. As a staff we work tirelessly to provide all learners the opportunity to attain their very best. To support this work for the 2022-2023 school year, and based on recent

whole school math assessments, we will focus our attention on numeracy and the introduction of consistent language and strategies. We are working with staff to define common language and develop consistency and visibility of this language. We have focused professional development on problem solving; moving towards the “Concrete, Representational, and Abstract” Model schoolwide. Finally, we are refining the use and distribution of manipulatives and working towards ensuring ease and frequency of use.

Banded Peak school is fortunate to be situated on 40 acres of forested land, affectionately referred to as “The Back 40”. This untouched outdoor space is used for cross country running, skiing, snowshoeing, orienteering, leadership, as a classroom, and as a play space. During the 2022-2023 school year we are focused on using this space and our indoor spaces to improve the health, mental health, and well-being of our students. In collaboration with WinSport Canada and Rocky View Schools we will explore ways to introduce the new physical education and well-being curriculum to improve student health and enhance physical activity.

Banded Peak staff (Grade 1-8) have implemented the BAS assessment tool in alignment with direction provided by Rocky View Schools. Teachers have used data to determine a student’s instructional reading level, observe reading behaviours, engage in conversation, and make informed decisions to improve literacy.

Finally, Banded Peak, situated adjacent from the Tsut’ina Nation and on Treaty 7 land, is honoured to have the opportunity to collaborate with local Knowledge Keepers, Elders, and community members. With their support we continue to work towards Truth and Reconciliation in a meaningful and informed manner. Our focus for the 2022-2023 school year has been to increase student exposure to language, culture and shared experience.

Through these initiatives Banded Peak School is well positioned to provide our students, our teachers, and our community access to an engaging, enriching, innovative and quality learning experience.

Sincerely,

Mr. Pols and Mr. Pedersen

Banded Peak Administrative Team

SCHOOL PROFILE

<p>Principal: Simon Pols</p> <p>Assistant Principal: Darryll Pedersen</p> <p>Website: https://bpeak.rockyview.ab.ca/</p>	<p>Mission:</p> <p>Banded Peak is a community of learners committed to developing and fostering personal excellence, respect for the physical, natural and social environment, and responsible participation in our community. We pride ourselves in building strong relationships between home, school and the broader community. Together we strive to enhance our ability to be the best that we can be. Success for our students at Banded Peak can be described by two words... <i>personal excellence</i>. It is our mission to encourage, enhance and acknowledge the students' efforts to strive for personal excellence in every endeavour that they take on. Whether it be related to academics, the fine arts, sports, leadership or good citizenship, we expect our students to make a commitment to 'do the most with what they have'. Personal excellence, therefore, is defined not by standards or comparisons to others, but by doing the absolute best with the skills, knowledge and abilities that they possess at that time.</p>
<p>Total number of:</p> <p>Teachers: 20 Support Staff: 9 Students: 286</p>	<p>Grades Served: K-8</p>
<p>Percentage of students:</p> <ul style="list-style-type: none"> • identified with specialized or exceptional needs: 16% • who are English Language Learners: 1% • who self-declare as First Nations, Inuit or Metis: 12% • students reading at or above grade level: <ul style="list-style-type: none"> ○ Grade 1 81% ○ Grade 2 91% ○ Grade 3 80% ○ Grade 4 71% ○ Grade 5 91% ○ Grade 6 82% ○ Grade 7 67% ○ Grade 8 75% 	<p>Unique features of our school?</p> <ul style="list-style-type: none"> • Multi-level, Kindergarten to grade 8 configuration. Organizational structure comprised of combined classes from grade 1-8 • Focus on striving for personal excellence and developing student leadership • Focused on fostering close community connections and building lasting relationships • Located in an art-rich community where artists can frequently be seen working with students of all ages.

- performing mathematics at or above grade level:

- Grade 1 83%
- Grade 2 91%
- Grade 3 89%
- Grade 4 17%
- Grade 5 24.2%
- Grade 6 23.5%
- Grade 7 34.4%
- Grade 8 9.4%

- Beautiful open architecture and log frame structure of the school which draws the outdoors in.
- Situated on 40 acres of land, affectionately referred to as the “Back 40” which acts as a large outdoor classroom and extracurricular space for students.
- Ideal location for students to develop ecological intelligence and become lifelong stewards of natural spaces; recognizing our students enhanced knowledge and respect of the environment
- Access to an indoor climbing space and bouldering area
- Vibrant music and band program
 - Dynamic physical education program and excellent extra-curricular opportunities
- Located 2 km from the hamlet of Bragg Creek
- Walking/biking/jogging trail (Banded Peak Trail) connects the school and the hamlet (result of efforts of Greater Bragg Creek Trails Association)

What parents say about our schools?

“One of the reasons my family moved to the Bragg Creek area was so that our son could attend Banded Peak School. Four years later I am happy to report that our decision was the right one. Banded Peak School provides a unique environment where it truly feels like the school is a big family. Students of all ages interact, and friendships are not limited to age, grade group, or gender. Teachers and administrators are warm and engaged, and they often surprise me with their creativity, ingenuity, and seemingly boundless energy to ensure their students are receiving a high-quality education. Although the challenges COVID brought were surely exhausting for the staff, they somehow managed to provide a seamless and positive experience for both students and families. The best indicator for me is that my son is happy, he loves school, and he can’t wait to get on the school bus each morning. When he returns home, he chatters away about who he played with, what he learned, and the possibilities that the following day may bring.” – RP

“We are only at the beginning of our journey at Banded Peak School, with our daughter moving into grade three, our son starting Kindergarten in the fall and a third baby on the way sure to follow the same path and we already feel such a strong sense of appreciation for this remarkable school community. With clear intention we moved to the area to start a family over 10 years ago looking to immerse ourselves in nature, build deep connections and had high hopes that the local school would provide a genuine sense of community and connection for our growing family. We have not been disappointed! Our daughter is always excited to join her classmates for a day of diverse applied learning, new challenges, innovative exploration and building essential life skills. The leadership team, teachers and staff are dedicated to the students and their individual growth and development on a level that feels like a family walking along side us on our journey. Banded Peak School is a place of adventure, inspiration and encouragement where anyone who walks through the door feels welcome.” - WC

THIS YEAR'S LEARNINGS

Students Insights

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

- Students throughout the grades appreciate the close connections that they have with teachers. They reference the support they receive and how approachable and understanding teachers in the school are.
- Students appreciate the opportunity to learn and demonstrate their learning in various ways. They appreciate the open ended, project based approach that many take and note that this enhances student engagement and makes learning fun.
- Students appreciate the various approaches to math instruction. They recognize the value of direct instruction, project based learning, the use of technology, and games in making learning fun and meaningful.
- Students appreciate our outdoor spaces and the "Back 40". They value being able to use the outdoors to support learning and promote physical activity.
- Students noted that teachers are good at fostering kindness and being kind to people
- Students felt that Banded Peak is inclusive of people who are different; from various backgrounds, cultures and experiences.
- Students said that substitute teachers are good and understand the kids well
- Students help each other when they get hurt
- Students appreciate the choice in what they are learning, i.e. book clubs, projects

What do students think could be worked on or improved?

- Increased communication between teachers, students and families regarding assignments, tests and expectations. This may be accomplished through Google Classroom and/or Calendar
- Continue to explore ways and means to make learning more engaging for students.
- Explore ways to increase PE times for some classes; moving from 30 minutes to 45 minute blocks
- Increase opportunities for students to participate in extra-curricular activities; look beyond what is currently available and seek new sports and activities.
- Increase opportunities for students to move; explore options for outdoor body breaks.
- Explore ways to embed additional clubs such as knitting, art club, and technology into the week
- Buses have been challenging for some students; students commented on the behaviour and cleanliness
- Using more gender-neutral pronouns on forms
- Increase opportunities to create community throughout the school; seek ways for older students to work with younger students.
- Additional social emotional support would be appreciated by all students; they noted how much they appreciate and value the support being offered now, but recognize that it would be beneficial to students if additional time was provided.

In response to what students think, what actions could our school take to do better?

- Explore opportunities to enhance extracurricular activities such as clubs and sports
- Continue to enhance communication between the school and home including the use of myBluePrint, Google Classroom, and PowerTeacher



Staff Insights

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

- Banded Peak School continues to maintain strong community connections by involving artists, Elders, Knowledge Keepers, local business and interest groups in our programming
- The schoolwide introduction and implementation of “Words Their Way”, and the supports surrounding the program have allowed for a consistent approach to literacy and increased confidence among staff
- Students are happy, excited, and engaged to be at school with limited restrictions in place; this has lessened stresses and improved student wellness
- Student online experience over the past two years has increased technology use and proficiency
- Staff noted a marked improvement in Learning Support and Student Services; this has included efficiencies in programming, scheduling and overall support.
- Increased number of parents and students are accessing PowerSchool. This has improved communication between teachers, students and families.
- New outdoor spaces and the “Back 40” are being used regularly for academic and non-academic purposes.

What do staff think could be worked on or improved?

- Following two years of COVID restrictions staff noted the importance of re-establishing community connections and re-building school community connections.
- Staff noted the need to improve professional development, provide additional time, and incorporate shoulder to shoulder support to implement myBluePrint effectively and efficiently.
- Staff, while very pleased with Learning Support, noted the importance of Learning Specialists working directly with students who require support.
- Staff noted worries about the new curriculum and the upcoming implementation; conversations focused on resources, timeframes, and additional pressures.

In response to what staff think, what actions could our school take to do better?

- The re-introduction of whole staff Professional Development; with staff in one space working towards a common goal. This would help improve collaboration, togetherness and enhance our sense of community.
- Re-introduce whole school assemblies, pep rallies, and House Activities to further our sense of school community
- Continue to reinforce the importance of parent and student access to PowerTeacher as a means to improve communication around student assessment
- Explore ways to enhance communication throughout the school and among grade teams

RVS Education Plan Survey Results

[RVS Survey Link](#)

What does the survey indicate are things that are going well?

- Students across the grades responded positively (81.5%) that they are engaged in their learning and they were provided with meaningful, real-world examples to help them learn, This response was echoed by parents who were pleased with opportunities for students to be creative (81.8%) and make choice in their learning (63.6%)
- Students in all grades feel that their voices and opinions are important and valued (84.4%)
- Students in all grades feel that what they are learning is important, will help them be successful and that it will be applicable in the next grade and outside of school (93.7%)
- Students at Banded Peak feel supported to do their best (81.3%) and when they require support that teachers are eager and available to assist (Grade 3-5 88%; Grade 7-8 78.8%)
- Students at Banded Peak appreciate all cultures and ways of knowing (92%). This is echoed by teachers and parents who suggest that global diversity and various world views are celebrated (teachers: 85.7%; parents 77.3%).
- Students suggest that they are physically active (88%) and that they regularly participate in physical activity (92%). This is echoed by staff who note a satisfaction rate of 100% and parents 68.2%

What does the survey indicate could be worked on or improved?

- Parents and teachers suggest that additional focus should be placed on student ownership over their learning.
- Results indicate that additional supports should be placed on numeracy and the use of math to solve real world problems
- Survey results suggest that additional focus should be placed on student goal setting and communication of student learning.
- On the heels of the COVID-19 pandemic results indicate that parents, students and teachers would like to improve opportunities for participation in the community and through volunteerism and community service projects.
- Finally, results suggest that additional supports should be introduced to enhance student understanding of the impact of their participation on social media

In response to the survey what actions could our school take to do better?

- Banded Peak will continue to put a spotlight on the use of PowerSchool and myBluePrint as a means to communicate to families and improve student accountability and ownership over learning.
- Through our Workbook Banded Peak will improve professional development in numeracy. This will be accomplished creating a common language, introducing manipulatives in a meaningful way, and building teacher and student efficacy in problem solving.
- Banded Peak staff and students will have additional opportunities to engage with the community through service projects and volunteerism. This has historically been a fundamental component to our program and we are excited to welcome these opportunities back.

RVS Assurance Model

	Data Source	2020/21
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	65%
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	0.7%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	89.86%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	60%
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.	Alberta Education Assurance Measures	88%

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

- The overwhelming majority of students across the school are achieving between emerging and mastering, demonstrating that teachers employ high quality, engaging and appropriate teaching strategies to ensure student success. This includes the students who are working with IPPs to support their learning as well as our First Nations, Métis and Inuit students.
- Teachers believe that the professional development and in-servicing being offered supports their teaching practices and student learning

What do you think could be worked on or improved?

- Bridging the language gap in instruction in English Language Arts for First Nations, Métis and Inuit students to ensure their understanding of concepts and enhance student progress
- Increase the number of students who use myBlueprint to document and reflect on their learning, thereby enhancing communication of student learning between all appropriate stakeholders

What actions could our school take to do better?

- Train staff in, and fully implement, PBIS
- Engage in the definition of and implementation of school-wide vocabulary in both literacy and numeracy instruction to ensure that students are better able to fully transfer their knowledge and learning between grade levels, particularly in the areas of problem solving



Alberta Education Assurance Measures Results

Assurance Domain	Measure	Banded Peak 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
Student Growth and Achievement	Student Learning Engagement	85.9	88.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.5	87.7	89.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	64.6	n/a	79.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	12.5	n/a	12.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.9	95.7	93.6	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.8	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.0	78.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.3	89.0	82.9	78.8	79.5	81.5	High	Maintained	Good

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

- Banded Peak results continue to outperform the provincial averages on almost every Education Assurance measure, indicating quality access to instruction and high standards in learning
- Despite a relatively small turn out at parent council and society meetings, parents feel that they have a voice in how the school is run and in their child's education at Banded Peak School

What do you think could be worked on or improved?

- Improving the number of students who achieve the standard of excellence on PAT measures
- Finding ways within a limited budget to increase student access to supports and services for students with exceptionalities

What actions could our school take to do better?

- Development of a “common vocabulary” from Grades 1 – 8 in the areas of literacy and numeracy to allow students to improve their understanding of concepts and transfer of skills between grades
- Improve communication to stakeholders about the divisional and external student supports and services that are being accessed to support our students

PROTOTYPE PLANS

How Might We? Implement the Fountas and Pinnell Benchmark Assessment System (BAS) efficiently and effectively into the the 2022-2023 school year to measure and improve literacy skills.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Literacy teacher will provide oversight, ongoing professional development and strategies
- Colleagues will participate in professional development and direct classroom implementation
- Administration will provide guidance and support through professional development and instructional leadership
- Students will participate in assessments and by way of their results, provide ongoing feedback related to their individual improvement

End Goals

- Staff plan and implement effective interventions based on collected data
- Staff develop confidence and competence with the use of the BAS assessment tool
- Individual student assessments are completed and data is entered; data collected is used to improve student learning and enhance program delivery

PROTOTYPES

Name: Using BAS Data to Improve Literacy

Scope: To train staff on how to administer the BAS assessment

Indicator of Success: Teachers will know and be able to administer the assessment tool effectively and with confidence and use data acquired to improve student learning

Description: Banded Peak staff (Grade 1-8) will implement the BAS assessment tool. Teachers will use data to determine a student's instructional reading level, observe reading behaviours, engage in conversation, and make informed decisions to improve literacy. Teachers will first engage in training provided by Rocky View Schools that will prepare them to administer the assessment effectively and with confidence. They will work collaboratively to determine an appropriate timeline to administer the assessments in the Fall and Spring. Administration will work with teachers to assist with assessments and data input; this may include release time and/or internal coverage. Teachers will work in grade teams, in collaboration with our Literacy Team, to determine suitable interventions and guidance to direct instruction. Finally, staff will evaluate the process; focusing on the pros and cons of the implementation. In addition, this discussion will be used to determine overarching instructional needs (phonemic awareness, phonics/word study, fluency, vocabulary, comprehension) and potential professional development to address these needs.

Lessons Learned: Banded Peak staff successfully administered the BAS assessment in the Fall to determine instructional reading levels, observe reading behaviours, ascertain professional learning

needs, and develop a plan with their peers to improve instruction. Assessments were again administered in the Spring to measure student improvement and assess our overall performance. Our collaborative approach this year resulted in notable improvements throughout the school and will help provide a foundation for learning come the Fall.

How Might We? Improve mathematical literacy.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Professional Development will be provided in collaboration with RVS Numeracy Team
- Math Intervention Programming Instrument (MIPI) will provide a source for data collection to monitor improvements in student learning and identify areas for growth.
- Administration will provide guidance and support through professional development and instructional leadership
- Students will participate in assessments and by way of their results, provide ongoing feedback related to their individual improvement

End Goals

- Staff plan and implement effective interventions based on collected data
- Staff develop increased confidence and competence in numeracy, including problem solving and manipulative use
- Individual student assessments are completed, and data is entered; data collected is used to improve student learning and enhance program delivery
- The “language” of math is prevalent and visible throughout the school
- Resources are organized and available, and promote ease of use

PROTOTYPES

Name: Problem Solving

Scope: To increase the confidence of students to problem solve using a variety of means including concrete, representational, and abstract.

Indicator of Success: Teachers and students at Banded Peak will develop increased confidence and competence in problem solving.

Description: In early Spring, Banded Peak students and staff participated in the Math Intervention Programming Instrument or MIPI. Through this assessment, we identified the importance of improving problem solving strategies for students across the school. To achieve this, a focus will be placed on introducing a variety of strategies to solve problems including approaches that involve concrete, representational and abstract models. We will work with students and staff to stress the importance of working towards solving problems in unique ways, thinking abstractly and beyond our comfort zone. We will introduce “Manic Math Mondays” where students throughout the school will have the opportunity to challenge questions and showcase their learning. Finally, through the office, we will provide students with optional problem-solving challenges once a month. The answers collected will be celebrated and shared on our numeracy bulletin board.

Lessons Learned: Early in the Fall Banded Peak welcomed members of the RVS Numeracy Team to Banded Peak to help frame our focus on Numeracy and Problem Solving. This PL provided the

framework and support required to successfully introduce effective problem solving strategies throughout the school. In addition, staff participated in or were introduced to Peter Lindewald's "Thinking Classroom" model; a model that will form the foundation of much of our numeracy work starting in the Fall of 2023.

Name: Manipulatives

Scope: To increase the use of manipulatives to represent and solve simple and complex math problems. To increase student and teacher competence and confidence with manipulative use.

Indicator of Success: Teachers and students accessing various manipulatives to support learning and demonstrate understanding.

Description: In early Spring, Banded Peak students and staff participated in the Math Intervention Programming Instrument or MIPI. Through this assessment, we identified the importance of increasing student access to manipulates to support and represent learning. Through this prototype we will organize existing manipulatives and identify areas where new resources may be purchased. We will place manipulatives in common areas to facilitate ease of use. We will participate in professional learning designed to build an appreciation for the "Concrete, Representational, and Abstract Model"

Lessons Learned: Banded Peak teachers spend much of the Fall purchasing, organizing and introducing various manipulative and tools to students in an effort to destigmatize their use and help students appreciate the importance of knowing which resource best helps them improve their learning. In addition, we scheduled an additional numeracy block where the sole focus was on developing "problem solving" strategies. With each exposure to a new tool or resource, students and staff have developed improved confidence.

Name: Making Numeracy Visible

Scope: To increase the visibility of numeracy in the school and develop a common understanding of vocabulary as it relates to math.

Indicator of Success: Teachers and students at Banded Peak will be observed promoting and celebrating mathematical literacy in their conversations with students, through classroom instruction, visuals, and through whole school initiatives.

Description: In early Spring, Banded Peak students and staff participated in the Math Intervention Programming Instrument or MIPI. Through this assessment, and the subsequent conversations, several consistencies were observed including the need for common language across the grades and the importance of actively promoting numeracy throughout the school. Through this prototype we will work towards a year end Math Expo designed to celebrate numeracy. To achieve this, we will introduce visuals throughout the school, including angles, measurement, and equations, with references to numeracy. We will maintain a bulletin board focused on a different outcome each month. We will work with staff and students to develop common vocabulary and encourage the use of "Word Walls" as a means of making this vocabulary accessible to all. We will welcome guest speakers whose careers incorporate numeracy. Finally, we will host a school wide Math Expo in the Spring.

Lessons Learned: Through this Prototype, our intent was to "make learning visible" for students, staff, and parents. This prototype changed to include a "problem of the week" bulletin board designed to provide an entry point for all students and promote conversation around numeracy; a change away from a "math expo" which was originally planned. In addition, several staff accessed and displayed a

wide array of visual supports in their classroom to promote common, consistent language across the school.

How Might We? Build Intercultural understanding, empathy and respect

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Staff, parents, students and knowledge keepers will work together to increase exposure and access to traditional ways of learning and knowing
- PL sessions with a Metis knowledge keeper will be held multiple times to examine Eurocentric biases in our educational system and to help infuse our teaching with entry points into traditional ways of learning and knowing
- Progress will be measured continuously through conversations with staff, students, parents, community members and traditional knowledge keepers to ensure that we are moving ever closer to our goals of meeting recommendation 63.3 of the Truth and Reconciliation Committee's Calls to Action

End Goals

- Students, staff and community members will see an increase in the infusion of FMNI languages and teaching practice throughout the school, including the use of posters and other media to ensure that a variety of languages are represented through the school
- Teaching staff will include the use of stories in their teaching practice as alternative ways of understanding the world around us and concepts being taught

PROTOTYPES

Name: Building Intercultural Empathy

Scope: To increase exposure to language and cultural artifacts in and around the school, providing both passive and active exposure. Elders and knowledge keepers, as well as partnerships with the Tsuut'ina Nation will be brought into the school on a variety of topics.

Indicator of Success: Teachers, students and staff will see signage around the school celebrating the languages and culture of First Nations, Métis and Inuit groups, as well as other cultural groups. Additionally, cultural artifacts will be used to inform students learning and increase their understanding of the greater world around them. Future prototypes will be developed in consultation with First Nations, Métis and Inuit elders, knowledge keepers, including Jessie Fiddler-Kiss and staff members.

Description: Late last year and earlier this year, signage was purchased, and created in-house, to showcase a variety of languages within the school and the school's land acknowledgment. We continue to invite First Nations, Métis and Inuit knowledge keepers to the school to erect the school's teepee. We have worked with Sakokoto and other knowledge keepers to inform student understanding of Indigenous ways of knowing and learning as well as treaty lands and their development. Jessie Fiddler-Kiss is being brought in on a recurring basis to work with staff to develop our understanding of our own Eurocentric biases and to infuse storytelling into teachers' practices.

Lessons Learned: Banded Peak staff and students participated in several activities and introduced various initiatives to promote intercultural empathy and awareness. Working with community members, Knowledge Keepers, and Elders, students and staff had the opportunity to participate in developing a

vision to support Indigenous Learning, participate in drum making, engage with the “Seven Grandfather Teachings”, work with local artists, and create a mural to recognize the “National Day for Truth and Reconciliation”. Looking forward we acknowledge that we must continue to ensure that this important work is embedded meaningfully throughout our daily practice.

How Might We? Design and deliver an intentional health and well-being program for all Banded Peak students and staff.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible
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Sources of Input

- Community partners, Winsport, Ever Active Schools, sport champions, parents, students, staff

End Goals

- Pandemic recovery, improved student health, strength, movement, skills, and mindset
- Accountability to all stakeholders through discussion, check-ins, observations, and surveys

PROTOTYPES

Name: Common Value Creation

Scope: Students and teachers

Indicator of Success: Increased involvement in school-based organized sports, intramurals, and activities-based clubs. Positively impacting leadership and student culture.

Description: As a small group, work to develop a set of goals based on the acronym: SOAR (Strength, Optimism (confidence/outlook), Accountability, Resiliency/Respect)

Lessons Learned: Starting with physical education at the grade five through eight level we have begun to embed the SOAR acronym as part of our efforts to develop confident, resilient and respectful students. While in its infancy, this work will continue in earnest next year as we work to further develop our Positive Behaviour Supports Interventions (PBIS).

Name: New Curriculum Development

Scope: Teachers and support staff

Indicator of Success: Teachers and staff will have a thorough understanding of the new Physical Education and Wellness curriculum

Description: Investigate the new Physical Education and Wellness curriculum by participating in Rocky View Schools professional learning opportunities and by spending time together as a staff to plan units and appropriate lessons to address the physical literacy needs of students

Name: Resource Injection

Scope: Staff members, Winsport, Ever Active Schools

Indicator of Success: Teacher confidence, a stronger awareness of fundamental movement skills, and sports-based competencies

Description: Resource building and idea generation including the following:

- New lesson plan format ideas, content, and activity generation
- Google Drive resources including videos, lesson plans, etc.
- Increasing staff confidence in teaching physical literacy skills

Lessons Learned: Banded Peak staff were afforded a unique opportunity during the Spring of 2023 as we worked with performance coaches from WinSport Canada. The purpose of this collaboration was to assist teachers in the development of fundamental movement skills, discuss new curriculum and implementation, and enhance community.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How can collaboration with local First Nations Elders, Knowledge Keepers, and community members influence teacher practice and student engagement?
- How does an intentional health and well-being program at Banded Peak positively impact students and staff? How does this program impact leadership, culture, and mental and physical well-being?
- How can the implementation of a schoolwide approach to numeracy, with a focus on problem solving, visibility and manipulative use, inform instruction and impact student learning?
- How can the use Fountas and Pinnell Benchmark Assessment data inform instruction and impact student learning?

Learning Outcomes

- Teachers and staff will have a thorough understanding of the new Physical Education and Wellness curriculum and develop confidence and a stronger awareness of fundamental movement skills and sports-based competencies.
- Teachers will develop increased confidence when supporting students in the acquisition of language and culture specific to First Nations, Métis and Inuit culture.
- Teachers and students will develop increased confidence and competence in problem solving, manipulative use, and will develop a common language to support numeracy.
- Teachers will develop confidence with the use of the BAS assessment tool and through regular team collaboration utilize data to inform instruction and practice

Strategies

- Cultural Diversity
 - Use distributive leadership model, with each staff member participating, to support goal execution
 - With the support of community members facilitate professional learning in the Fall focused on exposing staff to a variety of resources and supports.
 - Provide embedded time throughout the year for groups to meet, strategize, and plan
- Health and Well-Being:

- Use distributive leadership model, with each staff member participating, to support goal execution
- Participate in ongoing professional learning with WinSport Canada to explore various ways to implement health and well-being program.
- Provide embedded time throughout the year for groups to meet, strategize, and plan
- Numeracy:
 - Use distributive leadership model, with each staff member participating, to support goal execution
 - Complete the Math Intervention and Programming Instrument (MIPI) with students in grades two through eight.
 - Meet with staff following assessments to enter data, determine commonalities, and plan for suitable interventions
 - Organize Numeracy Professional Development in August, with the support of RVS, focused on problem solving, manipulatives, and new curriculum.
 - Provide embedded time throughout the year for groups to meet, strategize, and plan
- Literacy:
 - Use distributive leadership model, with each staff member participating, to support goal execution
 - Rocky View Schools Professional Learning opportunity focused on implementing BAS Assessment to be held in the Spring of 2022.
 - Implement assessments with students in grades two through eight in the Fall (2022) and Spring (2023)
 - Meet with staff following assessments to enter data, determine commonalities, and plan for suitable interventions
 - Provide embedded time throughout the year for groups to meet, strategize, and plan

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	\$ 1 754 692	\$1 681 574	\$1 703 689
Support Staff	\$ 266 683	\$280 932	\$291 427
Services & Supplies	\$ 74 569	\$78 944	96 515\$
Other	\$ 0.00	\$ 0.00	\$ 0.00
Contingency	\$ 0.00	\$ 0.00	\$ 0.00
TOTAL EXPENDITURES	\$ 2 095 944	\$ 2 041 450	\$2 135 131



Principal Signature

May 17th, 2023

Date



School Council Chair Signature

May 17th, 2023

Date