



Theory of Action	Division	If Medicine Hat Public School Division focuses system learning around a model of collaborative response, then we will see improved measurable outcomes because students are at the center of professional conversations focused on student learning, evidence based best practice, and continuously improving pedagogy.
	School	If the staff of River Heights Elementary School focuses professional learning on effective literacy instruction and implements proven strategies with students in the classroom, then we will see improved measurable outcomes in our students' literacy learning.

River Heights School
Address: 301-6th Avenue SW
Principal: Wes King-Hunter
Vice Principal: Laura Gale

2019-20 SCHOOL GOALS <i>(What are priorities for learning at our school?)</i>	SUPPORTING EVIDENCE <i>(Evidence indicating that this goal is a priority)</i>	STRATEGIES & MEASURES <i>(How we will meet our goal and know we have achieved it)</i>	2018-19 Celebrations																																																																	
River Heights Elementary School will enhance our knowledge and skills to enhance our literacy instruction.	Collective understanding that literacy is a foundational skill for student learning. Analysis of student results on Provincial Achievement Tests (PATs) in different subject areas, STAR Reading assessments (universal benchmark), Fountas and Pinnell (diagnostic assessment), teacher observations, and other literacy assessment tools provide evidence for the need to focus on increasing student literacy.	Staff at River Heights School will work collaboratively to facilitate purposeful, collaborative professional learning, and to implement effective classroom strategies and school interventions to increase student literacy. Dual grade level Collaborative Teams (i.e. Grade 1-2), including Classroom Support Teachers (CSTs) and school administrators, will work purposefully and collaboratively, with support staff, to focus on reading and literacy skills. Comparative data from STAR Reading, Fountas & Pinnell, PATs, RRST, EYE-TA, numerous formative assessments, and other literacy assessment tools will be used to measure student literacy and determine amount of improvement.	<table border="1" style="width: 100%; text-align: center;"> <caption>River Heights Elementary School Provincial Achievement Tests Summary Results Report 2018 - 2019</caption> <thead> <tr> <th colspan="4">Successes Challenges</th> </tr> <tr> <th style="background-color: #d9ead3;">School Growth (1 year)</th> <th style="background-color: #d9ead3;">School Exceeds Province (3 year)</th> <th style="background-color: #d9ead3;">Province Exceeds School (3 year)</th> <th style="background-color: #d9ead3;">School Decline (1 year)</th> </tr> </thead> <tbody> <tr> <td>Acceptable Standard • ELA 6 • Math 6 • Science 6 • Social 6</td> <td>Acceptable Standard • ELA 6 • Math 6 • Science 6 • Social 6</td> <td>Acceptable Standard •</td> <td>Acceptable Standard •</td> </tr> <tr> <td>Standard of Excellence • ELA 6 • Math 6 • Science 6 • Social 6</td> <td>Standard of Excellence • ELA 6 • Science 6 • Social 6</td> <td>Standard of Excellence • Math 6</td> <td>Standard of Excellence •</td> </tr> </tbody> </table>	Successes Challenges				School Growth (1 year)	School Exceeds Province (3 year)	Province Exceeds School (3 year)	School Decline (1 year)	Acceptable Standard • ELA 6 • Math 6 • Science 6 • Social 6	Acceptable Standard • ELA 6 • Math 6 • Science 6 • Social 6	Acceptable Standard •	Acceptable Standard •	Standard of Excellence • ELA 6 • Math 6 • Science 6 • Social 6	Standard of Excellence • ELA 6 • Science 6 • Social 6	Standard of Excellence • Math 6	Standard of Excellence •																																																	
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River Heights Elementary School will continue to embody the Collaborative Response Model (CRM) in supporting student learning and growth. Collaborative Team Meetings (CTMs) will focus on increasing literacy to support academic achievement in all curricular areas.	River Heights School is in its third year of learning about and embodying the Collaborative Response Model (CRM) and implementing embedded Collaborative Team Meetings (CTMs). Last year RH conducted CTMs as single grade levels. This year, the school is conducting CTMs as dual grade level meetings. RH staff have worked to adjust the pre-meeting documentation, and meeting reflection documentation. The school is in its beginning stages of utilizing the Dossier CRM software for tracking students' needs and continuum of supports.	Continue to review and reemphasize the importance of embodying the processes as suggested in "Envisioning a Collaborative Response Model". Continued, on-going exploration, creation, and reflection, on processes, practices, and resources based on Envisioning a Collaborative Response Model will be invaluable. Collective accountability for student learning and our continuum of supports may be measured through feedback from staff, students, and families on surveys (Accountability Pillar Survey, OurSchool Survey, Essential Elements Rubrics). We may also receive feedback from Kurtis Hewson, the school's Parent Council and other student, staff, and family surveys and opportunities for feedback to be determined.	<table border="1" style="width: 100%; text-align: center;"> <caption>Positive learning climate</caption> <thead> <tr> <th>Grade</th> <th>This year</th> <th>Canadian Norms</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7.5</td> <td>7.0</td> </tr> <tr> <td>5</td> <td>7.2</td> <td>6.8</td> </tr> <tr> <td>6</td> <td>6.9</td> <td>6.5</td> </tr> </tbody> </table>	Grade	This year	Canadian Norms	4	7.5	7.0	5	7.2	6.8	6	6.9	6.5																																																					
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