

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

Division Statement

School Planning during a global pandemic requires flexible thinking. Schools in the Medicine Hat Public School Division have planned to support students in their learning that recognizes the current context. These plans have been developed in anticipation of students physically attending school, attending under modified circumstances, working from home and potentially a blend of all options. We commit to serving as a key connection and support point for students and families while providing quality learning opportunities no matter the circumstance.

2020-21 SCHOOL GOALS

(What are priorities for learning at our school?)

SUPPORTING EVIDENCE

(Evidence indicating that this goal is a priority)

STRATEGIES & MEASURES

(How we will meet our goal and know we have achieved it)

School-based Goal:

River Heights Elementary School will continue to collectively extend our knowledge and skills to enhance our literacy instruction and increase student literacy learning, as we navigate the challenges of the current context.

As a school community, we will also continue to strive to foster a safe, caring and compassionate school environment to support the health and well-being of all students and stakeholders.

Collective understanding that literacy is a foundational skill for student learning.

Analysis of student results on Provincial Achievement Tests (PATs) in years prior to 2020, 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.

Formal feedback from student, staff and parent surveys, including: the OurSCHOOL Survey Re-Entry Survey in November; the Provincial Accountability Pillar Survey in the winter; and the annual OurSCHOOL Survey in the spring; as well as informal, on-going feedback and conversations with the students, staff, service providers, families and River Heights School Parent Council members,

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.

Collaborative grade-level teams (multi-graded where feasible), including Classroom Support Teachers (CSTs), Optimal Learning Coach (OLC) when available, 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, RRST, EYE-TA, numerous formative assessments, and other literacy assessment tools will be used to measure student literacy and determine amount of improvement.

Leveraging Digital & Contingency Planning Goal:

River Heights School will leverage digital technologies in the 2020-21 school year to allow our students to better understand and demonstrate outcomes whether they are in our classrooms or learning from home.

Please see our attached *Digital Action Plan (Appendix 1)* to understand how our school plans to support students and staff as we manage the circumstances around COVID 19.

Supporting Students through Collaborative Response Goal:

River Heights Elementary School will leverage our model of Collaborative Response to support student learning and growth, and to address key outcomes or gaps in learning created or exacerbated by COVID 19.

Please see our attached *Support Action Plan (Appendix 2)* to understand how our school plans to support students and staff as we manage the circumstances around COVID 19.

**2019-20
Celebrations**

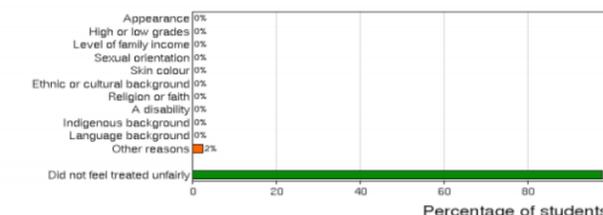
A.4 Education Quality: Percentage of teachers, parents and students satisfied with overall quality of basic education.

Location	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3
MHPSD	2308	90.3	2292	88.5	2,847	89.0	3,066	89.0	3043	90.1
SCHOOL	148	94.3	166	94.0	125	97.4	149	95.4	160	97.8

B.4 Safe and Caring Measure History: Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Location	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
MHPSD	2306	87.2	2285	86.0	2,843	88.4	3061	86.5	3034	89.0
SCHOOL	148	87.0	166	89.8	125	92.0	149	94.4	160	93.2

Reasons parents felt their child was treated unfairly
River Heights School



School Based Professional Learning – Year Plan Template (2020-2021)

Aug 26 - School PL	Collaborative Response – Literacy Focus, Review Essential Elements for CTMs Leveraging Digital & Contingency Planning – Google Classroom, Virtual ‘Meet Your Teacher’ School/Staff Updates & Planning, School Goals, School Re-entry Plan Generative Dialogue – Review of TQS Competencies and Inquiry Question (Individually or in pairs)
Aug 27 – School PL	Safe and Caring School – Hour Zero Collaborative Planning & Preparation (ELP-6)
Aug 28 – Teacher Day	Collaborative Planning & Preparation (ELP-6)
September <i>(Sept 18 – School PL)</i>	RH Guiding Principles – Foundational Overview Curriculum and Instruction – Scope & Sequence Literacy - Leveraging Digital & Contingency Planning – Google Classroom & Students Learning from Home Collaborative Response Model – CTMs & ISPs Generative Dialogue – review Inquiry Question, identify strategies, make 60-day commitments for action
October <i>(Oct 9 – School PL)</i>	RH Guiding Principles – Student Independence and Interdependence Literacy - Leveraging Digital & Contingency Planning – Digital Report Cards, ISPs & Virtual Student Led Conferences Collaborative Response Model – CTMs & ISPs Generative Dialogue – review Inquiry Question, visit commitments using 4 GD questions (template, 60-day commitments), pre-conf, set up observation time
November <i>(NOV 20 PL Day cancelled)</i>	Leveraging Digital & Contingency Planning – Digital Report Cards, Virtual Student Led Conferences, Remote Instruction & Learning
December <i>(Dec 11 – School PL)</i>	RH Guiding Principles - Literacy – Increase Staff Literacy Instruction Capacity (Facilitator - Stacey Miner) Leveraging Digital & Contingency Planning – Remote Instruction and Learning (Scenario 3) Collaborative Response Model – CTMs Generative Dialogue – review Inquiry Question, visit commitments using 4 GD questions (template), pre-conf, set up observation time
January <i>(Jan 22 – School PL)</i>	RH Guiding Principles - Literacy - Leveraging Digital & Contingency Planning - Collaborative Response Model – CTMs Generative Dialogue
March <i>(Mar 19 – District PL)</i>	RH Guiding Principles - Literacy - Leveraging Digital & Contingency Planning - Collaborative Response Model – CTMs Generative Dialogue
May <i>(May 21 – School PL)</i>	RH Guiding Principles - Literacy - Leveraging Digital & Contingency Planning - Collaborative Response Model – CTMs Generative Dialogue
June <i>(June 28-29 – School PL)</i>	RH Guiding Principles - Literacy - Leveraging Digital & Contingency Planning - Collaborative Response Model – CTMs Generative Dialogue

**Appendix A:
Leveraging Digital
School: River Heights Elementary School**

GOAL: River Heights School will leverage digital technologies in the 2020-21 school year to allow our students to better understand and demonstrate outcomes whether they are in our classrooms or learning from home.

Essential Conditions & Foundational Learning Processes	
School start up considerations:	
School wide	Classroom based
<ul style="list-style-type: none"> Hosted virtual Sneak Peek sessions during the last week of June 2020, allowing students (and families) to meet and interact with next year’s teaching staff. Created initial connections with students and families during the last week of August 2020, prior to school start-up, via Meet Your Teacher / See Your Classroom videos. Established Google Classroom with students as a familiar platform for both in-person learning and learning from home. Established Google Classroom as a platform for parent communication. Completed detailed inventory and preparation of available technology. Enrolled and distributed purchased (New and used) Chromebooks, as well as RH School “loaner” Chromebooks for students. 	<ul style="list-style-type: none"> Established new classroom routines for managing, storing, and using Chromebooks more often in class. Considering ways to engage learners remotely (who might be home waiting for COVID-19 test results, for example) which are both meaningful and manageable. Utilize Google Classroom to support student learning, and to increase access and communication for families.
Routines and structures to be established:	
<ul style="list-style-type: none"> Teachers to communicate with families regarding accessing digital learning when students are away due to illness or isolation requirements. Consider creating a school-wide plan to teach digital citizenship. Encourage and support teachers to communicate about student learning to parents and students frequently and consistently through Google Classroom and other means identified in teacher communication plans. Work with parents to build understanding of, and parent role in supporting, what remote learning might look like. Identify a baseline for meaningful and appropriate Google Classroom usage in primary and upper elementary classrooms Work with classroom teachers and families to ensure that all students in grade 3-6 have access to Chromebook (purchase plans, loaner devices, waived fees). 	
Carry over skills from Spring 2020:	
<ul style="list-style-type: none"> Continue to provide Chromebook skill development for students K-6 Continue to utilize Google Classroom and Google Meets with students and families (i.e. Student Led Conferences) to support COVID safety precautions, and keep everyone familiar with the Google platform and online tools, especially in the event that students require remote learning (i.e. illness, isolation) or if we are directed to provide remote learning (Scenario 3). Continue to frequently and regularly communicate electronically with families and to facilitate 2-way communication and feedback. Continue to utilize an assortment of on-line educational tools, apps, websites and other virtual resources to support student learning via remote access. Continue to provide multiple methods for students to demonstrate growth and learning, and for teachers to provide timely and meaningful feedback. 	
Supports required:	
<ul style="list-style-type: none"> Ensure students have access to a device and internet at school or at home. MHPSD support (Executive, Information Technology (IT) Dept, OLCs In-school support staff to assist in the distribution and management of devices 	

Appendix B:
Supporting Students through Collaborative Response:
School: River Heights Elementary School

GOAL: River Heights Elementary School will leverage our model of Collaborative Response to support student learning and growth, and to address key outcomes or gaps in learning created or exacerbated by COVID 19.

Transition Planning

In preparing for re-entry, our school used the following strategies to transition to this new year:

- Careful consideration in June of class lists based on our understanding of current enrolment information, as well as student strengths and needs (social, emotional, and academic).
- Families were provided with virtual Meet the Teacher and Welcome to the Class videos and emails prior to the first day of school to help students and families become familiar with their teachers, classrooms and routines.
- Strategic timetabling to allow for embedded time to address Collaborative Response work and collaborative planning time.
- Chose to allocate time for Literacy Coach to work with students, classroom teachers, and the Classroom Support Teacher in support of literacy goals.
- Remained flexible with our class lists and our timetable in order to be responsive to changes in staffing, enrolment, and student needs.
- Students meet daily with their teachers and classes outside at designated assembly and dismissal areas, so that teachers and families may connect regularly.

Plan for Supporting Learning

In planning to support learning throughout the school year, our school is using the following strategies:

- Provided teachers with opportunities for school-based support and participated in division-led support in understanding the new scope & sequence documents.
- Utilizing universal screens as appropriate throughout the school. Universal screens (for both numeracy and literacy) are used by teachers to flag students who may require further support and to inform classroom practice.
 - Early Years Evaluation Teacher Assessment (EYE-TA) in Kindergarten
 - Reading Readiness Screening Tool (RRST) in Kindergarten and grade one, with grades two and up as required
 - Star Reading assessment in grades two through six
 - Math Intervention Programming Instrument (MIPI) in grades two through six
- Utilizing ongoing classroom assessment data, such as progress monitoring (for example a Weekly Review) and a wide variety of formative and summative assessment tools.
- Dedicated purposeful, scheduled time for planning, preparing for, and then teaching many new routines required to meet health protocols.
- In addition to full participation in monthly Collaborative Team Meetings, a school administrator is available to participate in weekly Collaborative Response planning meetings, as applicable.
- Program Team Meetings scheduled as needed to coordinate responsive plans for students with greater support needs.

Supports required:

- Division and School leadership and support to ensure structures and processes are in place to support the implementation of the above strategies (i.e. regularly scheduled meeting times, allocation of financial resources to align with and support goals and needs, etc.)

Enhancing Learning - allowing for sophisticated understanding of content, helping to scaffold learning and allowing for multiple pathways to demonstrate understanding

Ways in which we can leverage digital across the Continuum of Supports:

- Utilize technology to support the differentiation of student assignments
- Utilize assistive technology to support individual student needs
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Impact on assessment practices and planning:

- Differentiated assignments to meet students where they are and stretch their learning, according to their individual learning needs.
- Formative feedback to guide instruction and assess for learning
- Summative feedback to provide assessment of learning

Supports required:

- Division leadership and support in development of learning resources for staff, students and parents/families.
- Division and school leadership in planning and supporting intentional professional learning for staff.
- Easily accessible and simple on-line supports for parents and families so that they may better support their children with on-line learning opportunities.