

Medicine Hat Public School Division
2021-2022

Alberta Learning Outcomes

- Every Student is Successful
- First Nations, Metis, Inuit Students are Successful
- Alberta has Excellent Teachers, School Leaders & School Authority Leaders
- Alberta's K-12 Education System is Well Governed & Managed

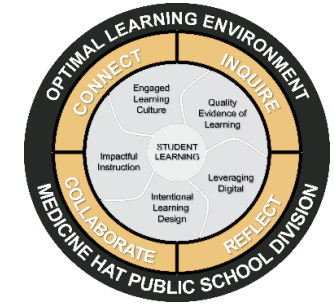
MHPSD System Goals

- Optimal Learning
- Inclusive Mindset
- First Nations, Metis, Inuit Student Success
- Leadership
- Culture of Wellness

Herald School

2021-22 School Assurance Plan

Principal: Katrina Corbett



Division Statement Since March of 2020, schools have demonstrated incredible flexibility and creativity in delivering programming to students and responding to circumstances created by the pandemic. We believe that the worst of the crisis is behind us, but that we still need to be mindful of mitigation as we enter schools in September of 2021. Along the way, we have learned a lot about flexible programming and leveraging technology; about safe routines at school and about responding to the needs of those within our school walls and those beyond. Our goal is to leverage these lessons. To do so our school division and schools engaged with all stakeholders in the Spring of 2021 to gather feedback on how we can move forward stronger. The school plan below has been developed using this feedback, the data we see from our students and the context we are in, so that we can continue to provide students with quality learning opportunities no matter the circumstance.

2021-22 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>
<p><i>School based goal #1...</i></p> <p><i>In what ways can we lead the integration of First Nation, Metis, Inuit cultures into Herald school's mission and vision.</i></p>	<p>Our evidence will be that these 4 quadrants will be present and embedded within our school community:</p> <ol style="list-style-type: none"> 1) Cultural of Belonging- fosters whole school approaches that invite teaching and learning, which includes Indigenous ways of knowing, doing, and relating to promote a sense of belonging for all students. 2) Instructional design- Teachers will create deeper learning opportunities that embrace Indigenous knowledge systems when they help students explore learner outcomes through intentional instructional design. 3) Pedagogy-that embraces Indigenous ways of knowing is fostered by approaches to teaching and learning that include purposeful thinking about people, places and processes 4) Sharing through Story- encourages and builds deeper connections to learning outcomes for all students through the art of storytelling in all its varied forms. <p>(Weaving Ways,2018)</p>	<p>Weaving Ways – Indigenous Ways of Knowing in Classrooms and Schools</p> <p>Development of our school's First Nation, Metis and Inuit Culture Committee</p> <p>Work with our Division First Nations, Metis & Inuit Education Coordinator, and support workers.</p>
<p><i>School based goal #2...</i></p> <p><i>In what ways will deepening our understanding and implementation of research-based (literacy) practices impact student learning?</i></p>	<p>RRST (Reading Readiness Screening Tool), STAR (Standardized Test for the Assessment of Reading) Data</p> <p>Formative assessments</p>	<p>Ongoing collaboration with Division Optimal Learning Coaches – specifically for literacy support.</p> <p>Science of Reading cohorts</p> <p>Tiered Instruction:</p> <ol style="list-style-type: none"> 1 – Universal 2 – Small Group – Specific Literacy Strategies 3 – Interventions – One to one support for students in literacy. <p>Impactful Instruction</p> <p>Teaching Strategies</p>

		<ul style="list-style-type: none">- Small group instruction- Differentiated instruction.- Skill inventories (Focus on individualized student learning styles/needs)
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Our Considerations for Leveraging Digital to Support our Goals:

1. Continue to use google classroom efficiently in all grade areas.
2. Engage in the Edsby Division initiative.
3. Work with OLC'S to stay current on what programs benefit student learning the most.

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MHPSD Collaborative Response Year Plan 2021-2022

Collaborative Response is a school framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. Each year schools in MHPSD develop a school-based plan to support a model of collaborative response that supports student success, enhances professional capacity and increases our collective efficacy across the school system.

The [MHPSD Implementation Guide](#) and the [MHPSD CRM Handbook](#) provide valuable reflection tools and resources to support your thinking. Working with your school-based CR committee, schools are expected to use this space (or something in a similar format that you have created already) to map out their Collaborative Response plan for the year.

Continuum of Supports – **OLE Tier 1**

Collaborative Response Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Screens	<ul style="list-style-type: none"> Gr. 2 - 10: MIPI Gr. 2 - 10: STAR X3 Gr. 1: RRST KG: EYETA & RRST 	Timing of screens? Other local screens utilized? How data is used?	<ul style="list-style-type: none"> Universal screening dates provided by division. CST provides supports with implementation and understanding of universal screeners (STAR, MIPI). RRST Data is attached to collaborative time for teachers to engage in what it means and how we can use it for growth – meeting individually with CST 	
Collaborative Embedded Time (assigned within school day)	<ul style="list-style-type: none"> Minimum: avg. of 30 minutes weekly School have established and communicated expectations Record of meeting minutes, progress and commitments 	Review established expectations How do action plans from CTMs drive collaborative time? Use of a tool record meeting minutes, progress and commitments <ul style="list-style-type: none"> Eg) Template 	<ul style="list-style-type: none"> Specific focus areas Use the Collaborative Tracking Form 	
CTM Frequency & Expectations	<ul style="list-style-type: none"> Scheduled Structured - process for pre-meeting preparation, agenda, established norms, focus on Tier 1&2 Leave with actionable plan Meeting Record 	-Create calendar for the year, CTM's occurring approx. every 4-6 weeks -Duration of each CTM - have you scheduled enough time? -Communication of structure and expectation for CTMs to staff -How will we record our action plans?	<ul style="list-style-type: none"> Every 6 weeks, after school Duration: 45 minutes Not using the current Dossier software, continue to use Google Doc to record minutes and action plans Communicated at our first staff meeting. 	
PTM Frequency & Expectations	<ul style="list-style-type: none"> Scheduled: Focus on Tier 3&4 Agenda & Meeting Record 	-Create calendar for the year, Minimum of every other week, could be cancelled if there is no pressing need	<ul style="list-style-type: none"> Teachers connect with CST regarding a need for a PTM Thursdays 3-4 Use PTM template 	
Progress Monitoring	<ul style="list-style-type: none"> CTM agenda item where members reflect on how to monitor the effectiveness of action plan 	What structures are in place to ensure progress monitoring is occurring? Consider school based professional learning needs around examples of progress monitoring	<ul style="list-style-type: none"> Meet with CST to discuss STAR data – key dates around progress throughout the year of identified Tier 2 students. 	
End of Year and Transitions	<ul style="list-style-type: none"> Transition process identified at CST meeting Entry Level Criteria completion 	What will be our local process? Who is the lead person for this?	<ul style="list-style-type: none"> Transition Planning spreadsheet – grade-to-grade, school-to-school Spreadsheet – CST creates yearly, and teachers complete identified sections 	
Tools	Norms established		<ul style="list-style-type: none"> Review and revamp norms accordingly 	

	pre-meeting checklist Continuum of Supports present		<ul style="list-style-type: none"> • SCS forms as a pre-meeting checklist – explore additional checklists from other schools • Continuum of Supports visible during CTM 	
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School Based Professional Learning – Year Plan **Template A** (2021-2022)

Aug 25 – PL Day	Edsby Training
Aug 26 – PL Day	Review of Literacy Goal – Science of Reading and the 5 pillars Low Arousal Key Concept Review
Aug 27 – PL Day	Indigenous Studies Committee Presentation Staff Meeting
September <i>(Sept 17 – School PL)</i>	STAR & MIPI & RRST PD: I can see the Data but what does it all mean? ESL Benchmarking - Workshop Style for presentation. School structures and routines First Nation, Metis, Inuit Weaving into SWARM -Circle of Courage
October <i>(Oct 18 – School PL)</i>	First Nation, Metis, Inuit Weaving into SWARM – Blanket Activity Sound Wall Training Challenging Behavior – Greg
December <i>(Dec 10 – School PL)</i>	Science of Reading: Best Practices in Literacy Instruction First Nation, Metis, Inuit Weaving into SWARM -Instructional Design
January <i>(Jan 28 – School PL)</i>	First Nation, Metis, Inuit Weaving into SWARM Science of Reading: Targeted and Small group Instruction
February <i>(Feb 18 – School PL)</i>	First Nation, Metis, Inuit Weaving into SWARM Science of Reading: Developing Strong Interventions
March <i>(Mar 11 – District PL?)</i>	Science of Reading: Choose your own Adventure.
April <i>(April 1 – School PL)</i>	Culture of Wellness Mini Conference Comprehensive School Wellness Team CYC worker First Nations, Metis, Inuit support worker

	Sara Scahill??
May <i>(May 11 – School PL)</i>	Transitions Planning
June 28-29 <i>(School PL)</i>	Generative Dialogue Wrap up and development of new inquiry questions First Nation, Metis, Inuit Weaving into SWARM School Goal Feedback Transition Planning Meetings