



# Medicine Hat Public School Division

*Developing Tomorrow's Citizens Through Improved  
Learning, Living and Relationships*

Dr. Ken Sauer School

## 2017-18 School Learning Plan & Report

**DISTRICT VISION:** Developing tomorrow's citizens through improved learning, living and relationships.

**DISTRICT MISSION:** As a partner in the community, Medicine Hat School District #76 will create inclusive and innovative and inclusive learning environments.

**PRINCIPAL:** Jason Peters

**SCHOOL COUNCIL CHAIR:** Amanda Kenney

**ADDRESS:** 20 Terrace Drive NE

**ENROLLMENT:** 265



**SCHOOL VISION:** We desire effective, strong and meaningful relationships between students, staff, parents/guardians and our community. Through these relationships we seek to develop a shared vision that values inclusive environments and authentic learning.

**SCHOOL MISSION:** Dr. Ken Sauer School provides an instructional program that delivers on the mandate and vision of Inspiring Education. We do this within a safe and caring environment that promotes Inclusion, Inquiry, Integration and Cooperative Learning. We will work to develop learners who can work well independently and with others as they problem solve, create and care for one another.

### **Statement of Responsibility**

The staff of Dr. Ken Sauer School accepts responsibility for providing an appropriate education for our students within the laws, regulations, policies and guidelines of Alberta Education and Medicine Hat Public School Division. Working with Alberta Education, the School Division, and the school community, the staff accepts this responsibility by developing and implementing the School Education Plan.

This plan will support, complement and supplement the Division's Education Plan and Alberta Education Goals. Through this collaborative planning the staff gives a commitment to achieving the goals of Medicine Hat Public School Division. The schools will have aligned their learning priorities to encompass the division goals and Alberta Education Outcomes. Both the school's Accountability Pillar Report and Achievement analysis will be available on the school's website.

As per provincial requirements, the School Educational Plan has been posted on the school web-site.

School Council Chair and Principal signed Dec. 13, 2017

## Background

As a member of Medicine Hat Public School Division, Dr. Ken Sauer School aspires to use a robust Learning Plan and Assurance Model to better understand and utilize stakeholder feedback. While we are not yet part of the provincial assurance model project, we intend to imbed elements of the model into our current planning and reporting. This will mean that we will actively seek avenues for stakeholders to tell us how we are attending to our goals and priorities. One important part of an assurance model is deriving stakeholder feedback through insightful comments made by parents, staff, community members and students.

Dr. Ken Sauer School continuously gathers feedback from a variety of sources including students, parents, staff, the school division and the greater community. This past year our District also used an on-line assurance process called ThoughtExchange that enabled participants to read and rank responses based on three questions:

- What are some concerns you have about our school this year?
- What are some things you appreciate about our school this year?
- What are some other things you would like to say about our school this year?

As Dr. Ken Sauer School did not exist last year, in the future, our School's Learning Plan & Assurance Report will capture what we did well, where we need to improve, aspirations and expected results that we gathered throughout last year. We share this information with you in relation to our school learning priorities and in connection with our School Division's four Universal Goals and Alberta Education's five key Outcomes.

In time our reporting process will transition from the traditional school plan report format, to a learning plan that is supported by the lead indicators that we can collect in an assurance model. As we bridge to this model, our school will report and plan using the following structure: **Evidence of Strengths** are highlighted as areas that are working well in Dr. Ken Sauer School. In our commitment to quality learning, we recognize that there will always be room for growth.

**Opportunities to Identify Learning Targets or Instructional Focus** are areas for growth or attention.

**What difference do we want to see?** These are presented as priorities for a preferred future.

**How will we know we have had an Impact?** Results capture expectations for measuring success. In other words, how will we know that we know we are successful?

## Medicine Hat Public School Division Four Universal Goals

**Inclusive Mindset:** Medicine Hat Public School Division is an inclusive education system. An inclusive education system is about ensuring that all students (regardless of ability or unique needs) get what they need when they need it. This may very well mean that there are students who need us to honour their needs through creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS be to include all students with their peers as often as possible. Using the programs of study as the framework for learning,

every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

**Optimal Learning:** The Optimal Learning Environment (OLE) model will serve as a target. Formal and informal school and system leaders will work to help all teachers achieve the potential described. The model will sit at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model. We intend to incorporate the wisdom and support of individuals like Dr. Jody Carrington in the design of the OLE and in the work we do to flesh out or responses to student need where the model is insufficient; understanding that creating classroom environments that support student mental health is critical. The OLE is not intended to usurp the Teaching Quality Standard. In fact, it is intended to describe what the TQS, fully implemented and supported, could manifest in the lives of children.

**Culture of Wellness:** Medicine Hat Public School Division is committed to Student and Adult Success and Well-Being. With the help of representatives of CUPE, our ATA Local and staff from across the jurisdiction, we will work to explore how SD76 can support our valued staff in caring for themselves. ASEBP and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. Our focus will not only be on what staff might do on their own but also on what collective efforts could be undertaken. Partnerships with local service providers will be explored. We believe that this effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

**Leadership:** As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part. The greatest challenges and rewards come from the relational power that teacher-leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

## Process for Gathering Feedback

Throughout the 2016-17 school year Dr. Ken Sauer School engaged parents in order to receive feedback in a number of ways including:

**November Open House** – prospective members of the community (all existing students with an address within the boundary area) were invited to join us for an Open House at CHHS cafeteria. There was also an open invitation to the community. At this event, parents had an opportunity to give feedback regarding the future playground area, school design and input for school direction.

**Google Input Form** – At the November Open House and then on our school website, a google form was posted to allow parents an opportunity to give input.

**June Open House** – On June 1<sup>st</sup>, the families who had registered to attend Dr. Ken Sauer School were invited to attend another information evening. As many of the staff had been hired, this was another chance to familiarize parents with the school and our pillars.

**August Meet the Teacher Evening** – Families who had registered at Dr. Ken Sauer School were invited to see the building as well as have input on our draft vision statement.

<b>School Learning Priority #1</b>		<i>Establish a collaborative response model (CRM) that employs structures and processes to support an inclusive and authentic/optimal learning environment</i>	
District Universal Goals:		√	Alberta Education Outcome 1: Alberta Students are Successful
√	Inclusive Education	√	Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√	Optimal Learning Environments	√	Alberta Education Outcome 3: Alberta's education system is inclusive
√	Culture of Wellness	√	Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
	Leadership		Alberta Education Outcome 5: The education system is well governed and managed.

### **Opportunities to Identify Learning Targets or Instructional Focus**

- Create a timetable that allows for collaborative time in order to set up a strategy for a Collaborative Response Model (CRM)
  - Establish the purpose and goals of CRM
  - Seek support on how to use data from universal screens
  - Pilot a first "Team Meeting" before Christmas (note: Teachers will continue to respond to student need and access supports of admin, CST, OLC and other specialist support in and outside of the school)
  - develop a process that allows staff to clearly identify areas of strength and growth for each student and a process that will assist them in planning specific strategies to address areas of growth.
  - Establish a pyramid of interventions and identify as a staff instructional strategies, interventions and accommodations provided for students across the pyramid.
    - Optimal learning environment is Tier 1.
- Continue to improve staff understanding of creating appropriate Individual Student Plans that are living documents, with a focus on dynamic strategies to support student learning.
- Dr. Ken Sauer School will support FNMI students using culturally relevant and responsive education practices and strategies where there is meaningful connection to the curriculum.
- Access Optimal Learning Coach expertise around classroom based strategies in order to establish optimal environments
- Diversification of classroom supports for students with challenges
- Staff without formal leadership roles will have the opportunity to take leadership in structuring collaborative time and supporting collective growth
  - Teachers will eventually self-direct the learning they need based on data they have acquired.
- Staff will strive to implement at least one PBL project this year in an effort to engage students and include student voice.

**What do we want to establish in our school community?**

- Dr. Ken Sauer School aspires to be a nurturing environment that strives to provide positive, strength-based programming that respects the diversity and uniqueness of all students. We aspire to teach all students the strategies they need to be independent, successful, happy, well-rounded citizens. This is a holistic approach.
- We want staff to feel empowered and surrounded by a team that sees all students as everyone's student. That each of us can have a hand in suggesting strategies or offering direct support to students that may not be in our immediate class.
- Teacher conversation will be focused on students throughout the pyramid (not just those students needing Tier 3 or 4 support) and what they might do in their practice to address areas of need.

**How will we know we have had an Impact?**

Success will be recognized as:

- A continuum of supports, services and environments is in place as reported through stakeholder engagement.
- Collaborative practices are the way in which learning occurs in Dr. Ken Sauer School as reported through survey and engagement processes.
- Administration and staff demonstrate a sense of confidence in responding to student need as reported through feedback or survey data.
- Staff, through reflection, feel a common understanding around identifying and supporting students academically and social/emotionally
- Staff report an increased feeling of supporting students as a team, that they are not alone in supporting kids
- Parent satisfaction and confidence are reported through Accountability Pillar measures.
- Accountability Pillar measures report that learning is personalized, authentic and supports student choice.

<b>School Learning Priority #2</b>		<i>To develop an assessment plan that clearly communicates learning, based on Alberta's Program of Studies (POS) Outcomes, to parents and students.</i>	
District Universal Goals:		√	Alberta Education Outcome 1: Alberta Students are Successful
	Inclusive Education		Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√	Optimal Learning Environments		Alberta Education Outcome 3: Alberta's education system is inclusive
	Culture of Wellness	√	Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
√	Leadership	√	Alberta Education Outcome 5: The education system is well governed and managed.

### **Opportunities to Identify Learning Targets or Instructional Focus**

- Dr. Ken Sauer School staff will work with OLC team to capture the use of specific learner outcomes of the Alberta POS to inform report card outcomes and student learning.
- Use feedback from parents, students, and staff to enhance the language being used and to make the report card accessible to students and parents.
- Engage in professional development to seek out effective ways of providing timely feedback so that students can understand where they are at in their learning according to the outcomes.
- Continue to improve staff understanding of creating appropriate Individual Student Plans that are living documents, with a focus on dynamic strategies to support student learning.
- The staff will provide leadership as a pilot site in providing feedback to inform District wide practice.

### **What difference do we want to see?**

- At Dr. Ken Sauer School we aspire to have a high level of parent and community engagement. We want our students to understand where they are at in their learning and be able to communicate this with parents. We want this to be ongoing throughout the year as they are provided formative feedback as well as during the formal (summative reporting) reporting times. We believe that if our students understand this, then so will our parents.

### **How will we know we have had an Impact?**

Success will be recognized as:

- Students are able to articulate what they are learning and where they are at in their learning process.
- Our staff are engaged in Professional Development and demonstrating promising assessment practices based on research.
  - Through survey or feedback, staff are able to apply outcomes informed assessment practices and have a greater level of confidence from the start of the year.
- Parent satisfaction, engagement and confidence in how assessment is communicated will increase during the year as they are given the opportunity to provide feedback.
- The District's Assessment plan will be impacted by our learning throughout the year.