



**School Name: Dr. Ken  
Sauer School**  
20 Terrace Drive NE  
Medicine Hat, AB  
T1C 1Z8

Principal: Mrs. Carla Carrier

**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.

<b>2020-21 SCHOOL GOALS</b> <i>(What are priorities for learning at our school?)</i>	<b>SUPPORTING EVIDENCE</b> <i>(Evidence indicating that this goal is a priority)</i>	<b>STRATEGIES &amp; MEASURES</b> <i>(How we will meet our goal and know we have achieved it)</i>
<p><b>Inclusive Education Goal:</b></p> <p>If we focus on continuous and intentional opportunities for students to develop ethical citizenship, then we will strengthen our inclusive and restorative school community.</p>	<ul style="list-style-type: none"> <li>-Emergency learning</li> <li>-Previous school plan</li> <li>-Previous Our School Survey data</li> <li>-Sense of belonging (anxiety)</li> <li>-APORI data (citizenship, safe and caring)</li> </ul>	<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>-Character education program (creating common language)</li> <li>-Buddy class</li> <li>-Increased supervision</li> <li>-Staggered recess and lunch</li> <li>-Rethink Recess project</li> <li>-SWAT &amp; leadership groups</li> <li>-Inclusion of FSLW and success coach in coaching, modelling and prompting relationship building in classrooms, the gym and during unstructured times</li> <li>-Focus on peer conflict resolution skills</li> <li>-Circle of Courage</li> <li>-Support and Education from our FNMI Co-ordinator</li> <li>-Comprehensive school mental health plan</li> <li>-School wide events</li> <li>-School council sponsored events</li> <li>-CRM committee work</li> </ul>

- CTMs
  - Program team meetings
  - Increase participation in surveys through letters home, social media
- Measures**
- APORI
  - Our School Survey

**Leveraging Digital & Contingency Planning Goal:**

In what ways will our school leverage digital in the 2020-21 school year that allows our students to better understand and be able to 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:**

In what ways will our school leverage our model of collaborative response to address key outcomes or gaps in learning created 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.

	2016		2017		2018		2019		2020	
Location	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	n/a	n/a	n/a	n/a	157	93.3	84	91.8	161	96.3

**B.2 Satisfaction with Program Access Measure History:** Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	2016		2017		2018		2019		2020	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2
MHPSD	2285	72.9	2274	69.7	2,816	73.3	3,045	74.4	3021	76.0
SCHOOL	n/a	n/a	n/a	n/a	149	75.3	84	66.7	161	78.0

**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.

	2016		2017		2018		2019		2020	
Location	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	n/a	n/a	n/a	n/a	157	90.3	84	86.9	161	89.3

**A.6 Citizenship Measure History:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	2016		2017		2018		2019		2020	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3
MHPSD	2306	80.9	2289	79.2	2,844	79.7	3,064	77.4	3041	80.0
SCHOOL	n/a	n/a	n/a	n/a	157	84.0	84	79.4	161	84.5

**B.3 Program of Studies – At Risk Students Measure History:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	2016		2017		2018		2019		2020	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9
MHPSD	2305	84.8	2286	83.7	2,843	85.4	3,063	84.8	3036	85.0
SCHOOL	n/a	n/a	n/a	n/a	157	81.0	84	73.7	161	86.4

Overall, Dr. Ken Sauer School showed improvements in all areas of the accountability pillars. We saw strong improvements in the measures specifically related to our school goals such as: Safe and Caring, Program of Studies, Work Preparation, Citizenship. DKSS showed significant improvement in the Education Quality measure. In all measures of the Accountability Pillar we ranked as “Very High” achievement, the highest ranking Measure Evaluation Reference that can be achieved.









## Appendix B:

### Supporting Students through Collaborative Response:

School: Dr. Ken Sauer School

**GOAL:** Our school will leverage our model of collaborative response to address key outcomes or gaps in learning created by COVID 19.

#### Transition Planning

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

- Virtual tours shared through social media 2 weeks prior re-opening
- In-person tours for new students and students requiring additional transition support
- Entry plans shared with families before opening
- School based re-entry committee
- Virtual Meet the Teacher Night and class shared before opening.
- Classroom tour and school entry videos shared with student prior to school opening
- Professional development regarding re-entry planning
- Entry level criteria in June and transition documents and meetings in June

#### Plan for Supporting Learning

- Refinement in CTM with increased focus on Tier 1 &2 within the continuum of supports.
- Review of STAR & MIPI screens and identifying gaps for recovery learning
- Embedded collaborative time used for identifying and gaps in learning and planning for recovery learning.
- Use collaborative time with the support of the OLC to identify gaps/missing outcomes and communicate with receiving teachers.
- Collaborative & planning time with grade level partners to engage in scope and sequence
- Transition planning in June/Aug.
- Entry levels in the CRM software
- CRM committee work (school structures, resources and professional development needs)
- CRM steering committee (input on refining the Collaborative Response Model in our school: Role Refinement, sharing coaching and questions, identifying a goal to work on each meeting as a team, revise CTM referral sheet, recording improvements, continuum of supports)
- Class lists/ Virtual Meet the teacher
- Literacy Blocks
- Reading Intervention with CST

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- Focus on relationships and safety during the first few weeks of school in classroom
- Staggered recess and lunch planning
- CTMs & PTMs to support student success

**Supports required:**

- OLC
- OHS coordinator
- Re-entry planning committee



**Appendix A:  
Leveraging Digital  
School: Dr. Ken Sauer School**

**GOAL:** Our school will leverage digital 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"> <li>-Establish Google Classroom as the platform for in-person learning, remote learning and communication of learning.</li> <li>-Establishing connections with families prior to school start-up with Virtual Meet the Teacher.</li> <li>-Digital School Tours.</li> <li>-Inventory and preparation of school technology, deployment to classrooms.</li> <li>-Digital Goal Setting.</li> <li>-Use of sign-up.com to schedule individual meetings for virtual tours, student goal setting and student led.</li> </ul>	<ul style="list-style-type: none"> <li>-Communication plan established to share classroom routines and pathways for accessing digital learning.</li> <li>-Considerations regarding daily connections with remote learners. Consider synchronous and asynchronous learning opportunities.</li> <li>-Introduction to and modelling of digital components in our classrooms to establish understanding for potential home learning.</li> <li>-Use the division wide student app permissions procedures and policies.</li> </ul>
Routines and structures to be established:	
<ul style="list-style-type: none"> <li>-Teachers will share initial communication with families regarding routines and procedures to access digital learning when students are away due to illness or isolation requirements.</li> <li>-Delivery of key outcomes through Scope &amp; Sequence collaboration with division and school.</li> <li>-Develop a school wide approach to digital citizenship.</li> </ul>	

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- School wide approach to communicating learning to parents and students frequently and consistently through Google Classroom and other means identified in teacher communication plans.
- Support parents in understanding their role in supporting remote learning opportunities.
- Support remote teaching and learning both synchronously and asynchronously.
- Identify a baseline for Google Classroom in primary and upper elementary classrooms.
- Work as grade level partners to establish consistency in digital access and learning in Google Classroom.
- 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).
- Additional teacher release time (60 min/week) which provides embedded time to support remote learners and the creation of digital learning materials

**Carry over skills from Spring 2020:**

- Continue to use Google Classroom
- Continue professional development and reflective practices to effectively support digital learning
- Continue increased communication with parents
- Ensure families, students and staff to continue to have access to technology
- In person &/or Digital Supports: FSLW, service providers, EA, OLC involvement
- Multiple methods for students to show learning
- Multiple methods for teachers to provide feedback
- Developing basic Chromebook skill for all students K-6

**Supports required:**

- Continue to access support of the Division (OLCs, Executive)

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**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:

- Provide differentiated assignments through classroom assignment of google classroom
- Ensure learning is accessible to in-person or remote learners
- Continue to consider the role of technology during CTMs & PTMs
- Assisted technology
- Division and school support to bridge from school to home to inform and celebrate student learning and growth.
- Division support in creating parent resource guides for parents and students to learn Google platform and to support student learning at home.

Impact on assessment practices and planning:

- Continue to allow for multiple modalities to demonstrate learning
- Artifacts/evidence of learning within Technology

Supports required:

- Intentional planning to support professional growth