



Medicine Hat Public School Division

*Developing Tomorrow's Citizens Through Improved
Learning, Living and Relationships*
Ross Glen 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: Wes King-Hunter

ADDRESS: 48 Ross Glen Road, SE, Medicine Hat, AB, T1B3A8

SCHOOL COUNCIL CHAIR: Elizabeth Gebhardt

ENROLLMENT: 312 (K-6) + 32 (ELP) = 344 Total

SCHOOL VISION: Creating responsible citizenship through holistic development.

SCHOOL MISSION: As partners in education we are committed to nurturing the learning process, encouraging individual development, promoting responsibility and fostering a desire for lifelong learning.

Statement of Responsibility

The staff of Ross Glen 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/Diploma Test 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

Elizabeth Gebhardt
Date *Nov 24, 2017*

School Principal

Wes King-Hunter
Date *Nov 24/17*

Background

As a member of Medicine Hat Public School Division, Ross Glen 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.

Ross Glen School continuously gathers feedback from a variety of sources including students, parents, staff, the school division and the greater community. This past year our school 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?

Ross Glen School's Learning Plan & Assurance Report captures 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 Ross Glen School. In our commitment to quality learning, we recognize that there will always be room for growth. We are proud of the strengths and accomplishments you have recognized in the work we do.

Opportunities to Identify Learning Targets or Instructional Focus are areas for growth or attention. As a school, we recognize these as areas in which we need to focus more attention and we see that these are also important to you.

What difference do we want to see? These are presented as priorities for a preferred future. Our stakeholders have shared a vision for where we need to go and what our world will look like when we've mastered our strengths and eliminated growth areas.

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 Ross Glen School engaged parents, staff and students in order to receive feedback in a number of ways including:

The **ThoughtExchange** process enabled participants to share their thoughts with the school community. These individual thoughts were then considered, responded to and evaluated to determine a level of confidence (assurance) in how well Ross Glen School is doing in the achievement of our goals and priorities. These shared thoughts are formative assessments (as opposed to numerical measurements) that can be used to evaluate progress and plan for growth.

- 33 people participated in the Share step and shared 130 thoughts
- 69 people participated in the Star step and assigned 4768 stars
- A total of 82 people participated in Share or Star or both

Alberta Education Accountability Pillar Survey is given to all staff, parents of students in Grades 4 and 7. The Accountability Pillar survey data can be compared to division data as well as provincial measures. Please see our linked APORI Report.

- 19 teachers participated
- Completed by 21 parents
- 103 students participated

Other

- **Tripod Student Survey** – Actionable student feedback promoting excellence in teaching and learning.
 - Students in Early Elementary (grades 1-2) and Upper Elementary (grades 3-6) shared their perceptions of their classroom teachers:
 - **Personal Support** (Care, Confer) – creating teacher student relationship and classroom climate where students feel valued and welcomed;
 - **Curricular Support** (Captivate, Clarify, Consolidate) - teaching in ways that make the curriculum engaging, accessible, and coherent; and
 - **Academic Press** (Challenge, Classroom Management) – Fostering classroom conditions that require students to stay focused on achieving their full potential.
- **STAR Reading** – universal screen for all students in grades 2-6.
 - To add **STAR Early Literacy** (including numeracy component) in 2017-18 for students in grades 1-2, plus as intervention for emerging readers in grades 3-5.
- **Information Evenings** (i.e. Kindergarten Orientation, Parent-Teacher Interviews, Student-Led Conferences).

- **Various teacher surveys** – anonymous teacher feedback on *Ross Glen Professional Learning (Working Agreements, Tripod Student Survey, Collaborative Planning/Learning Time)* and *7 Norms of Collaboration*
- **Various parent surveys and School Council advisory feedback** (i.e. cooperative learning strategies, digital Remind notifications to increase school-family communication and engagement, digital portfolio usage for student reflection, assessment and parental engagement)
- **Doctoral Candidate projects** – opportunity to work collaboratively with a Doctoral candidate in Education (i.e. several teachers volunteered to have candidate make observations regarding classrooms).
- **School and Student Profiles** – closer examination of students who demonstrate Tier 3 and 4 behaviours, needs and interventions, or continuum of supports.
- **Community Service providers and Support Agencies** – ongoing professional communication, feedback, and student reports to build staff capacity and support students.
- **Goal setting sessions** – based on data, feedback and input from staff, students, parents, Community Service Providers, and District personnel.

School Learning Priority #1	<i>Collaborative Response Model</i> - Develop and implement a Collaborative Response Model framework that will become the way Ross Glen school functions as a learning community; focusing on: 1) assessments; 2) pyramid of interventions (continuum of supports); and 3) collaborative team meetings.	
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.

Evidence of our Strengths

- Four of the greatest responses in the ThoughtExchange overall were appreciations for Ross Glen School:
 - **School Staff** (teachers, support staff and administrators) (54 of 69 people, 384 stars) – indicating that the staff are kind, caring, respectful, role models;
 - **Extra-curricular opportunities** (50/69 people, 186 stars) – appreciation for field trips to enhance learning, provide variety of learning opportunities for students, and family engagement events and activities;
 - **School Culture** (34/69 people, 105 stars) – appreciation for school culture as being caring, fun pleasant, and positive; and
 - **Leadership and Management** (28/69, 105 stars) – appreciation for being approachable, kind, engaging, student-centered, and communicating well.
- Of the 2017 Accountability Pillar Survey respondents:
 - 82.9% (teachers and parents) are satisfied with the opportunity for students to receive a broad program of studies at Ross Glen School, including fine arts, career, technology, and health and physical education.
 - 90.3% (parents, students, and teachers) are satisfied with the overall quality of basic education at Ross Glen School.
 - 84.2% (teachers and parents) agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
 - 85.8% (teachers and parents) are satisfied with parental decisions about their child's education.
- According to the Tripod Student Surveys done in fall of 2016 and spring of 2017, Ross Glen School students have consistently scored their teachers as higher in the 7 C's than the norm overall, and being very high with regard to Personal Support (Care and Confer) in particular.
 - Care – show concern for students' emotional and academic well-being (build relationships and address learning needs)
 - Confer – Encourage and value students' ideas and views (respect perspectives, promote discussion, and invite input)
 - The only categories perceived by students to fall below the norm (280) were Classroom Management (276) and Clarify (274) for upper elementary (grades 3-6). All other scores ranged from 284 to 340 (Captivate – Early Elementary).
- Ross Glen School continues to work towards developing and strengthening a truly collaborative learning community through the

building of relationships and professional development to support the needs and learning all students.

- Ross Glen School continues to develop and articulate a shared understanding of inclusive practice and communicate this to all stakeholders.
- Ross Glen School contributes to a district understanding of school-specific strategies that promote inclusive education.

*"All of the staff and teachers are incredibly involved and positive. It's a great school we are happy to send our children to."
- School Parent/Guradian via ThoughtExchange*

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

Location	2013		2014		2015		2016		2017	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1	300,253	90.1
MHPSD	2168	89.0	2139	88.8	2242	90.0	2308	90.3	2292	88.5
SCHOOL	81	93.1	92	93.9	61	92.9	77	94.4	143	90.3

Ross Glen School: Tripod Student Survey 2016-17									
ADMIN	7 C's	CARE	CONFER	CAPTIVATE	CLARIFY	CONSOLIDATE	CHALLENGE	CLASS MANAGE	7 C's AVG
EE-S16		320	308	278	306	260	278	252	286
EE-F16		336	308	340	308	284	300	304	312
EE-S17		328	322	310	324	288	308	294	310
UE-S16		309	310	324	301	282	303	290	303
UE-S17		292	294	286	274	284	306	276	288

Opportunities to Identify Learning Targets or Instructional Focus

- The two greatest concerns, or opportunities for instructional focus, based on responses from the ThoughtExchange were:
 - *Staffing of EAs/classroom supports* (44 of 69 people, and 152 stars) – desire for school to provide greater support for more students who may struggle but do not have EA support available; and
 - *Back to Basics* (24/69 people, 71 stars) – desire to attend to basic literacy and numeracy needs, knowledge and skills.
- Of the 2017 Accountability Pillar Survey respondents:

- Only 68.6% (parents, teachers and students) indicated that they felt that their school improved or stayed the same in the last three years. This was a significant decline and a notable deviation from the trend of the past four successive years of annual overall increases in the percentage of respondents who indicated that their school had improved or stayed the same.
- While the percentage of results on the Accountability Pillar Survey have been trending in a positive direction in nearly all Measures over the past 3-4 years (with the exception of PAT results which have varied from year to year), and while 5 of the 9 Measures for elementary schools remained in the High to Very High range of Achievement, the 2016-17 results declined in every Measure except the PAT Standard of Excellence.
- 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.
- Increase collaborative practice with specialist/service provider support from outside of the school (Speech & Language Pathologist, Occupational Therapist, Behavioural Specialist, Educational Psychologist, Mental Health supports, etc.)
- Work collaboratively with Optimal Learning Consultants (OLCs) and Classroom Support Teacher (CST) to build staff capacity and to more effectively provide a continuum of supports for students with various needs at the different levels on the Pyramid of Interventions.
- Along with Dr. Ken Sauer School, Ross Glen School will work with District personnel to pilot an Outcomes Informed Report Card.
- Teachers will work collaboratively at their grade levels to identify and map the SLOs and GLOs as relevant to each subject area for the Outcomes Informed Report Card. This process will ultimately help teachers to become more adept with assessing the learner outcomes.
- Ross Glen School will explore, share and promote improvements to engage in literacy and numeracy teaching practices across curricula and for all students, in ELP and Kindergarten through to grade six.
- Ross Glen School will support FNMI students using culturally relevant and responsive education practices and strategies where there is meaningful connection to the curriculum.
- Develop a better understanding and appreciation for FNMI issues and the Truth and Reconciliation Canada process.
- We will continue to strive to improve results on Alberta Provincial Achievement Tests at the acceptable standard and the standard of excellence for all of our students in all subject areas. Grade 6 PAT results in particular are of some concern at both achievement levels.

*"The teachers are hard working and innovative. They clearly love their jobs.
They go above and beyond to care for the students in all areas, not only in academic ways.
They create a classroom my children want to learn in."
– School Parent/Guardian via ThoughtExchange*

C.1 Parental Involvement Measure History: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Location	2013		2014		2015		2016		2017	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	60,350	80.3	59,298	80.6	60,757	80.7	63,739	80.9	63,905	81.2
MHP5D	65.9	77.7	638	79.7	670	80.8	708	82.3	624	79.5
SCHOOL	33	77.9	37	81.6	29	82.2	46	87.8	40	85.8

What difference do we want to see?

- According to the ThoughtExchange results, participants indicated that they would like for Ross Glen School to provide increased or sustained opportunities for students to experience:
 - More options for fitness, physical activities, and lifetime activities (38 of 69 people, and 133 stars), although only 4 of 69 people were dissatisfied with current experiences; and
 - Vocational and Experiential Learning (20/69 people, 94 stars) – indicated their appreciation/support for what Ross Glen School is currently doing in the form of providing a broad variety of learning opportunities for students (
- Ross Glen School aspires to have a truly collaborative learning community and culture of shared accountability for student learning. We want to move beyond mere congeniality, collegiality, and cooperation to a Collaborative Response Model in which all stakeholders are involved in supporting and improving learning for all students.
- Ross Glen School aspires to have a high level of parent and community engagement. We aspire to research, reveal and share technology processes to remove barriers to learning. We want to utilize research-informed, best practices to guide professional learning to continue to improve instruction, assessment and student learning.
- Ross Glen aspires to collaboratively improve assessment and reporting practices. We will help to develop a District Outcomes Informed Report Card and will work on incorporating a digital portfolio platform to support assessment and reporting of student learning. Digital reporting will help students to self-reflect, parents to engage in student learning, and teachers to formatively assess student learning.

"From what I've seen the school is doing an amazing job at bringing a broad array of experiences to Ross Glen students. Continually surprised at the awesome things you guys are making happen! Marching band, Science in Motion, field trips to Calgary and Drumheller. Amazing job!"
– School Parent/Guardian via ThoughtExchange

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 Ross Glen School as reported through survey and engagement processes.
- Parent satisfaction and confidence are reported through engagement measures.
- Our staff members are engaged in Professional Development and demonstrating promising instructional practices based on best practice.
- Parent satisfaction, engagement and confidence are reported through engagement measures.
- Assurance measures report that staff are able to demonstrate an understanding of innovative educational practices and their role in Medicine Hat Public School Division
- Assurance measures report that learning is personalized, authentic and supports student choice.
- Students are able to articulate what they are learning and where they are at in their learning process.

