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

River Heights School
2021-22 School Assurance Plan
Principal: Wes King-Hunter
Vice Principal: Laura Gale
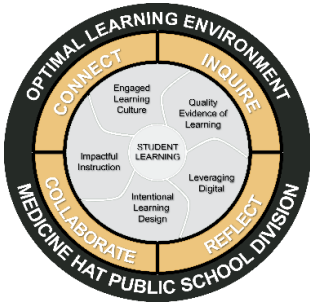
Division Statement	Since March of 2020, schools have demonstrated incredible flexibility and creativity in delivering programming to students and responding to circumstances created by the pandemic. We believe that the worst of the crisis is behind us, but that we still need to be mindful of mitigation 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 *(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 #1... River Heights Elementary School will continue to collectively extend our knowledge and skills to enhance our literacy instruction and increase student literacy learning.	Collective understanding that literacy is a foundational skill for student learning. Analysis of student results on Provincial Achievement Tests (PATs) prior to 2000, Reading Readiness Screening Tool (RRST) and STAR Reading assessments (universal benchmarks), Fountas and Pinnell (diagnostic assessment), teacher observations, and other literacy assessment tools provide evidence for the need to focus on increasing student literacy.	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 (and multi-graded where feasible), including Classroom Support Teachers (CSTs), Literacy Coach (LC) and Optimal Learning Coach (OLC), 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.
School based goal #2... River Heights School will continue to leverage digital technologies to enhance instruction, assessment, and reporting, to increase student learning, and to enhance on-going communication between the school and families.	Formal feedback from student, staff, and parent surveys, including the annual Alberta Education Assurance (AEA) Survey, OurSCHOOL Survey and MHPSD Engagement Survey, as well as informal feedback from students, staff, and families have all indicated existing challenges and potential areas for improvement with digital technology and communication. It is a school and Division priority to leverage digital technology, to more efficiently and effectively, enhance student learning and communication with families.	Analyze formal feedback from student, staff and parent surveys, including the annual Alberta Education Assurance (AEA) Survey, OurSCHOOL Survey, MHPSD Engagement Survey and/or a River Heights School Survey regarding the use of digital technology and communication. We will also utilize feedback from informal, on-going communications and conversations with students, staff, service providers, families and River Heights School Parent Council members to determine efficiency, effectiveness and satisfaction with the use of digital technology to increase learning and communication.

Our Considerations for Leveraging Digital to Support our Goals:
- Continue to develop teacher knowledge, skills, understanding of applicable digital technology to enhance teacher efficacy, and to enhance student learning and digital communication.
- Continue to support student knowledge, skills and understanding of applicable digital technology, digital citizenship, and to increase student independence and interdependence in their use of technology for learning.
- Continue to support families in their use of digital technology so they may better support their child's learning, to support parent engagement in student progress and reporting, as well as to support utilizing digital communications with teachers and the school.
- While reducing the number of digital platforms (i.e. Google Classroom and Edsby) that staff, students and parents are to become familiar with, it is important to also be aware that there is a learning curve associated with utilizing new technology.

2021 Engagement Highlights	

Eight Drivers of Student Learning — River Heights School (Leadership, Collaboration, Learning culture, Data informs practice, Teaching strategies, Technology, Inclusive school, Parent involvement)

Four Dimensions of Classroom and School Practices — River Heights School (Challenging and visible goals, Planned learning opportunities, Quality feedback, Overcoming obstacles to learning)

Students with a positive sense of belonging (This year / Canadian Norms): Grade 4: 88, Grade 5: 88, Grade 6: 81