



## Vincent Massey 2020/2021 School Goals

901 Hargrave Way NW T1A 6Y8

Principal: Andrew McFetridge

Vice-Principal: Lindsay Steiner

### 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.

### 2020-21 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

Continue to enhance thought and practice in regards to Differentiated and Inclusive teaching practices in all VM classrooms. (Admin class observations leading to regular, meaningful feedback conversations)

*New VM Admin Team/School-wide Inquiry Question:  
2020/2021: In what ways can classroom observations with collaborative growth conversations using Generative Dialogue practices further strengthen teachers' instructional practice to better meet the learning needs of all students at Vincent Massey School?*

Data from Accountability Pillar Surveys, Our School Survey, PAT results, feedback conversations with VM Admin, current TQS document, MHPSD District-wide goals and priorities, STAR and MIPI data

- Admin class visits and feedback conversations with teachers
- Teacher PD around instructional practice from admin/OLC/CST during PD Fridays
- Review with staff of what makes ISP goals most effective and meaningful for the student
- Regular CTM and PTM meetings with updates to VM CTM Google Doc, CTM Roles and Norms
- Use of school-wide VM Continuum of Supports (more reference to continuum during CTM process)
- Continue with school wide teacher collaboration times and encourage collaboration with other teachers in MHPSD
- Teachers observing other teachers teaching
- Support from OLC and VM Admin in classroom instruction

#### 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**

**February 2020 Accountability Pillar Survey Data Celebrations:**

- Vincent Massey Program of Studies Measure responses higher than Province and MHPSD averages for last 5 years with a current 4 year high.
- VM Education Quality responses higher than or equal to Province and MHPSD for last 5 years with a current 4 year high.
- VM Citizenship responses higher than Province and MHPSD for last 5 years except one year with a slight increase this year over last year's school measure.
- VM Satisfaction with Program Access survey results are mixed in the last 5 years in comparison to MHPSD and Provincial survey results. There is improvement in last 3 years with our current 2020 survey results being slightly higher than last year and slightly higher than both MHPSD and Provincial results.
- VM Safe and Caring results have been slightly above or equal to Province and MHPSD averages in last 5 years with a slight increase this year from 2019.

**Supporting Evidence:**

- Observation of improved reading achievement with interventions
- Observation of openness to expand thought and practice regarding inclusive and differentiated practice
- Increased comfort level for classroom observations
- Use of technology, differentiated instruction and teacher collaboration during COVID pandemic
- Increased admin class visits with follow up feedback
- Feedback from Parent Council that communication was strong during class cancellation and with September 2020 Re-entry
- More frequency with Color Group activities in 2019/2020 than 18/19
- Consistent class monthly newsletters sent home by teachers

**Further Measures:**

- Some kind of feedback survey or data gathering during end of year Growth Plan/Teacher Inquiry Question conversations regarding growth in instructional knowledge and practice?
- (No Our School Survey, or Gr. 6 Provincial Achievement Tests for 2019/2020 school year due to COVID-19 class cancellation)

**February 2020 VM Acc Pillar Survey Overall Summary:**

Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
School: 6886 Vincent Massey School



Measure Category	Measure	Vincent Massey School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.3	87.9	91.6	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	91.4	89.3	87.3	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	93.9	90.0	90.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	N/A	N/A	N/A	2.7	2.6	2.7	N/A	N/A	N/A
	High School Completion Rate (3 yr)	N/A	N/A	N/A	79.7	79.1	79.4	N/A	N/A	N/A
Student Learning Achievement (Grades K-6)	PAT - Accelerate	86.1	83.1	80.8	73.8	73.6	73.6	High	Maintained	Good
	PAT - Excellence	23.3	15.7	17.7	20.8	19.9	19.6	High	Maintained	Good
	Ontario - Accelerate	N/A	N/A	N/A	83.8	83.7	83.1	N/A	N/A	N/A
Student Learning Achievement (Grades 10-12)	Ontario - Excellence	N/A	N/A	N/A	24.9	24.2	22.9	N/A	N/A	N/A
	Ontario - Even Participation Rate (A+ Exam)	N/A	N/A	N/A	56.4	55.3	55.6	N/A	N/A	N/A
	Plummerford Scholarship Eligibility Rate	N/A	N/A	N/A	66.8	64.8	63.5	N/A	N/A	N/A
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (3 yr)	N/A	N/A	N/A	89.1	89.0	88.5	N/A	N/A	N/A
	Work Preparation	83.7	86.0	75.9	84.1	83.0	82.7	High	Maintained	Good
Parental Involvement	Citizenship	87.1	86.5	87.1	83.3	82.9	83.2	Very High	Maintained	Excellent
	Parental Involvement	79.6	86.3	85.9	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	83.8	84.3	84.3	81.8	81.0	80.9	Very High	Maintained	Excellent

## Appendix A: VINCENT MASSEY LEVERAGING DIGITAL PLAN

**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.

<b>Essential Conditions &amp; Foundational Learning Processes</b>	
School start up considerations:	
School wide	Classroom based
<ul style="list-style-type: none"> <li>-Strive for one to one access to Chromebooks for all student learning needs in Grades 3-6</li> <li>-Strive for at least 1 to 2 ratio for devices for students in Grades one and two.</li> <li>-A clear teacher focus and understanding of essential outcomes for any pandemic scenario</li> <li>-School-wide shared understanding of expectations/plan for learning</li> <li>-School-wide shared understanding of assessment and reporting plan</li> <li>-Google Classroom/Google Site for each class</li> </ul>	<ul style="list-style-type: none"> <li>-MHPSD Scope and Sequence curriculum resource followed by each teacher identifying essential outcomes to stay in line with the Hub and with other schools regardless of learning scenario</li> <li>-Clear communication to parents regarding routines and expectations in terms of digital learning</li> <li>-Teachers must consider and support parents' level of comfort and functioning with Google and other online learning platforms for them to stay engaged with their son/daughter</li> <li>-Support use of SeeSaw as a common digital tool for Kinder to Grade 2 classes.</li> </ul>
Routines and structures to be established:	
<p><i>Consider:</i></p> <ul style="list-style-type: none"> <li>-consistency at the school level</li> <li>-consistency at the grade level</li> <li>-communication</li> <li>-device access</li> <li>-Documentation and process of Chromebooks purchased and loaned out</li> <li>-Using Google Meets as a communication tool (staff, parents and students)</li> <li>-Baseline knowledge of Google Platforms and other grade specific online tools</li> <li>-Use of Google Meets for month-end school assemblies, Goal Setting Conferences, and Student-led Conferences.</li> <li>-Regular communication with parents (on-line, monthly class newsletters, or agendas)</li> <li>-Regular admin contact/conversations with teaching staff</li> <li>-Embedded time for teachers during staff meetings for long range contingency planning, assessment and reporting for elearning, successes/challenges/required support for leveraging digital</li> <li>-Survey on tech needs during elearning to parents (this was done previously by Central Office)</li> </ul>	
Carry over skills from Spring 2020:	
<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>-communication practices and standards example</li> <li>-feedback practices</li> <li>-collaboration</li> <li>-Using tech for collaboration and communication with home and school</li> <li>-Communication we have in place currently</li> <li>-Teacher Differentiation in terms of student learning through technology and digital learning</li> </ul>	

**Supports required:**

- We have succeeded in providing a one to one ratio of Chromebooks for Grades 3-6 in event of moving to Scenario 2 or 3 learning
- Continual PD on technology for all stakeholders
- Central Office continue to gather feedback from stakeholders and provide plans/baseline expectations for consistency regarding tech and elearning

**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:

*Consider things like:*

- differentiation,
- UD&L,
- ELL s
- Students with ISPs
- Teachers possibly recording lessons that can be viewed multiple times
- Special supports for ELL students: scheduling translators via Google Meets for Goal Setting Conferences.
- Variety of teaching practices, assessment strategies, and how students demonstrate their learning during digital learning
- Alternative communication technology
- Use of Google Translate and Read/Write for communication with students/parents

Impact on assessment practices and planning:

*Consider:*

- work already initiated around "Quality Evidence of Learning"
- your existing school-based assessment plans
- how to leverage digital to triangulate evidence
- All VM staff to have a common understanding, messaging, and practice around MHPSD QEL/Assessment storyboard.
- Use of STAR and MIPI results to inform our teaching practice

**Supports required:**

- Continued messaging from Central Office in terms of continued, unified approach to assessment, and reporting

## **Appendix B: VINCENT MASSEY STUDENT SUPPORT PLAN**

### **Supporting Students through Collaborative Response: 2020/2021**

**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:

- Grade transition meetings occurred between teachers in June
- Dossier software will be used during Collaborative Team Meetings for tracking and staff familiarity
- teachers shared student entry levels for CST to record in Dossier
- teachers facilitated exit interviews with students/families using Google Meets
- scheduled ELL exit meets so that families could have an interpreter in the meeting (Mirna)
- Class lists were constructed keeping in mind input from teachers, CST, and Admin
- Timetables and schedules were revisited keeping in mind COVID requirements and protocols
- Teachers contacted families prior to day one to welcome, connect, and give first day information
- Admin communicated more than usual regarding COVID requirements, our VM Re-entry Plan Summary, and first day of school information.
- Considered input from VM Re-entry Committee with Re-entry Plan

#### **Plan for Supporting Learning**

- April, 2020 PD Day, teachers worked in grade levels to determine essential outcomes in L.A. and Math for remainder of school year
- Teachers contacted families prior to day one to welcome, connect, and give first day information
- September PD Day, teacher revisited division scope and sequence for outcomes with Optimal Learning Coach
- review of outcomes throughout scope and sequence, keeping in mind any gaps in curriculum which may have occurred
- scheduled collaboration times for grade levels in timetable and concurrent preps
- STAR and MIPI screens completed Gr. 2-6, Early Years Assessment in Kindergarten and RRST in Grade One.
- Use of reading records and Leveled Literacy Intervention teacher to address reading gaps
- CTM's every 6 weeks with renewed focus on CTM meeting document, roles, commitments, norms, and more referral to VM Continuum of Supports.
- Half hour each week for collaborative teacher time and in the afternoon of each PD Friday

#### **Supports required:**

- Addressing need for online connections and possible sub shortages, by using Federal funds to increase teacher FTE and provide more flexibility for administrators to cover classes while teachers make home connections, post work online, and build capacity to engage in different ways with at-home learners.

## **Appendix C: VINCENT MASSEY STUDENT ASSESSMENT PLAN 2020/2021**

### **Guide to Student Assessment, Achievement, and Learning**

Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card. In elementary schools, these are printed documents sent home to parents. In grades 7 through 12, these are often reflected online on PowerSchool and/or printed as formal reports and sent home.

### **ACTIONS TO SUPPORT STUDENT SUCCESS**

#### **You can support your child's learning and success by:**

- Knowing you are an important part of the team
- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through social media
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

#### **Teachers will help your child's learning and success by:**

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course
- Using Universal Screening Tools for reading and math to plan for instruction and learning.

#### **Students have a responsibility for their own learning and are expected to:**

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions
- Demonstrate their learning by finishing assignments to the best of their ability

- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

## **HOW DO WE DETERMINE STUDENT ACHIEVEMENT?**

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

### **Formative Assessments**

Over the course of the year, your child should have many opportunities to develop and practice key skills and increase what they know. These opportunities show your child's teacher how they are doing, what their strengths are, and where they can improve. This is called formative assessment

### **Summative Assessments**

Throughout the school year, your child will have opportunities to demonstrate what they have learned by an identified point in time. These assessments are marked and are put together with other evidence. Teacher then make decisions using the work your child has completed (products), what they've seen your child do (observations), and discussions they've had with your child (conversations), to determine a mark on the report card.

### **Missing or Incomplete Student Work**

It is important that teachers communicate with parents/guardians regularly and in a timely fashion about missing or incomplete student work. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

*-Supportive conversations with school staff and parent/guardian, over the phone or Google Meets during the COVID pandemic, regarding incomplete or missing work.*

*-Phone calls at the onset of missing/incomplete work (or email if phone contact is unsuccessful)*

*-Note home in the student agenda*

*-On-line Goal Setting Conferences and Student Led Conferences via Google Meets*

*-Teachers may also communicate with parents/guardians via Google Classroom or Google Sites*

*-Teachers may also communicate with parents at the end of each school day when teachers walk with their students outside to their cohort meeting area at the end of the day*

It is important that students absent from school and miss assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. *When students miss a significant amount of time due to illness, awaiting a COVID test, or are staying home due to Covid symptoms, teachers will provide assignments through Google Classroom and/or Google Sites. They will also bolster these actions with a phone call or email regarding the work available on Google platforms.*

For students who miss significant time due to vacation, it is very important that both parents/guardians and school staff work together to ensure the student does not miss out on key learning concepts. The following supports will aid in this:

*-Parents/guardians will provide as much pre-notice as possible to school staff prior to vacation so pre-planning can be carried out in terms of work completed prior or during vacation. It is very important to note that for student learning, there is no substitute for direct instruction and contact with the teacher and class.*

*-If learning tasks are still incomplete due to vacation, a programming meeting via telephone or Google Meets may be arranged with school staff to prioritize and identify learning missed during the pandemic*

## SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

### Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	August 31, 2020– November 27 <sup>th</sup> , 2020	<i>Welcome Back/Orientation Contact from Homeroom Teacher- (Prior to Aug 31<sup>st</sup>)</i> <i>On-line Google Meet Goal Setting Conferences- Oct. 6<sup>th</sup> and 7<sup>th</sup></i> <i>ISP Progress Reports- October 31<sup>st</sup></i> <i>Google Meet Student Led Conferences – November 18<sup>th</sup></i> <i>Report Card 1 to go home (e-mailed out) - November 27<sup>th</sup></i> <i>Early Years Evaluation Report (Kindergarten students only)- November</i>
Term 2	November 30 <sup>th</sup> to March 26 <sup>th</sup>	<i>Google Meet Student Led Conferences – March 16<sup>th</sup></i> <i>Report Card 2 to go home (emailed out)- March 26<sup>th</sup></i> <i>ISP Progress Report – March 26<sup>th</sup></i>
Term 3	April 6 <sup>th</sup> to June 25 <sup>th</sup>	<i>ISP Final Report and Review Meetings/phone calls/Google Meets – Mid-June</i> <i>Report Card 3 – June 25<sup>th</sup> (emailed out)</i>

### Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to:

- Timely communication with home by use of: Students agendas, phone calls, Google Meets, if requested- face to face meetings at the school while following COVID protocols, email, brief informal conversations with parents outside at Class Cohort meeting areas before and after school
- Sending home a monthly classroom newsletter that will highlight curricular coverage, learning events from the month as well as upcoming curricular areas of focus.
- Especially during the COVID pandemic, other methods of communication will be used by teachers such as: Seesaw, Google Classroom, Google Sites to communicate with parents regarding learning and achievement
- Google Classroom can be used not only as a communication tool but also a means to show student work and the feedback provided.
- If at any time parents have a concern, please contact the teacher via email or phone (or request a face to face meeting observing COVID protocols after student school day hours) to discuss your child's learning.
- School-wide communication will also include: The School Newsletter (emailed), Website, Facebook page, and Remind texts to share important school news, events, learning and reminders.

## UNDERSTANDING REPORTING (Grades 1 – 9)

### WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
<b>Excelling</b> in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. <b>Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.</b>	<b>Meeting</b> grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. <b>Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.</b>	<b>Approaching</b> grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. <b>Additional supports may be necessary to further learning in this area.</b>	<b>Beginning</b> grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. <b>Additional planning and instructional supports will be necessary for further learning in this area.</b>

### WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child’s achievement is recorded. Your child’s teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement	Student is working on provincial curriculum with adjustments made to instruction	Student is working on programming significantly different than provincial curriculum. The student’s Individual Support Plan (ISP) will reflect more specific achievement towards goals.

### WHAT ABOUT EFFORT OR BEHAVIOUR?

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
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### HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.

*(At this time, there will be no Provincial Achievement Tests for Grade 6 Students for the 2020/2021 school year)*

### UNDERSTANDING REPORTING (Grades 10 - 12)

Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post secondary institutions rarely grade using percentages and generally utilize a 4 point scale or letters connected