



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

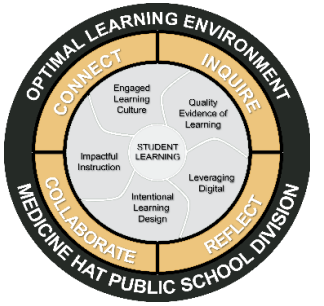
Optimal Learning
Inclusive Mindset
First Nations, Metis, Inuit Student Success
Leadership
Culture of Wellness



VINCENT MASSEY SCHOOL

2021/2022 School Assurance Plan – School Goals

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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 <i>(What are priorities for learning at our school?)</i>	SUPPORTING EVIDENCE <i>(Evidence indicating that this goal is a priority)</i>	STRATEGIES & MEASURES <i>(How we will meet our goal and know we have achieved it)</i>	
School-Based Goal #1 <u>Student and Staff Wellness: Student Regulation, Student Sense of Belonging, Student Relationships. Staff Wellness. Self-efficacy, and Resilience</u>	Data from MHPSD Engagement Survey, OurSchool Survey, feedback conversations with VM Admin, current TQS document, MHPSD District-wide goals and priorities, STAR and MIPI data. (Spring 2021 Accountability Pillar Survey data not available at this time)	<ul style="list-style-type: none"> Students lining up in exterior cohort areas before/after school and at the end of each recess. Staff lets students in class by class through doorways. More calm, orderly, more regulation before class time 2 recess times mid-morning and at lunch to separate K-3 and 4-6 (but be mindful of all staff connection during different recess times.) Homeroom Teachers supervising their own classrooms at lunch recess: Calm, full-time supervised lunch. Less issues and dysregulation. Based on comments from all stakeholders, all school doors locked (except before/after school care) and no free-access to guests and parents: increased sense of calm, safety, and fosters regulation and independence in students. But we will still be welcoming and provide access to parents who contact us first. Also time to connect with teachers before and after school in cohort meeting areas. Unless required, students may play with anyone they wish during recess. Many students miss playing with other students outside of their class cohort group. Students, parents and staff are missing the positive impact of student clubs, extracurricular opportunities, field trips, guest speakers, whole school assemblies and concerts. We will have a renewed focus on these areas. We will resume cross grade/class cooperative learning and partnering opportunities Being mindful that when Pandemic restrictions are lifted, there will be varying levels of comfort and anxiety in staff and students with probable learning gaps with some of our kids. Continue with student reward programs: SWEAT, Fair Player, Cool to Care Some parents would like more frequent communication from teachers regarding issues with student behavior and academic progress Teachers indicated they need support with new tech and software platforms Continue with VM Staff Wellness Team planning and Color Group school-wide activities Utilize HUG Coach and FSLW on specific areas to promote student and staff wellness and resiliency Continue to seek feedback from students and staff on areas of wellness Promote "Raptor Pride" for sense of school spirit and belonging- signage, decals in gym, front door mural? Literacy Lane floor decals helping with regulation and learning in the ELP/Kinder/Gr 1 areas 	

School-Based Goal #2 <u>Differentiation of Instruction: Focusing on Literacy Support/The Science of Reading, and Numeracy</u>		Data from MHPSD Engagement Survey, OurSchool Survey, feedback conversations with VM Admin, current TQS document, MHPSD District-wide goals and priorities, STAR and MIPI data. (Spring 2021Accountability Pillar Survey data not available at this time)	<ul style="list-style-type: none">• Admin class visits and feedback to teachers• Teacher PD around Differentiation, Numeracy, Literacy/SOR from admin/OLC/CST/Reps 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 and CTM practices• Use of school-wide VM Continuum of Supports (continued reference to continuum during CTM process)• Continue with school wide teacher collaboration times and encourage collaboration with other teachers in VM/MHPSD• Coverage for Teachers observing other teachers teaching• Work with and support VM Teacher Reps in the areas of Literacy/SOR and Numeracy• Create a Literacy Support block for periods 9, 10 daily. (Stacey)• Current VM staff members taking part in SOR/Literacy Cohorts will continue with any future cohort learning• Teacher & Admin Inquiry Question Goals and reflective Generative Dialogue conversations will likely focus on instruction and likely our school goal on Differentiation, Literacy, and Numeracy.
Our Considerations for Leveraging Digital to Support our Goals: <ul style="list-style-type: none">• Alignment with MHPSD “Google Classroom Baseline Document” (link)• Alignment with new, Division-wide “Edsby” communication and reporting platform• Desire to maintain a healthy balance between Chromebook/Device use and pencil and paper/printing and handwriting to reinforce fine motor and printing skills as well as being cautious with screen time on devices.• Continue to capitalize on Mathletics to further promote growth in Numeracy• Feedback data indicated that parents liked staying connected through tech and online learning platforms and also liked having access to student learning and achievement online• Alignment with new ISP and ELL software platforms			
2021 MHPSD Engagement Survey Highlights MHPSD Engagement Survey - Summary of Key Commonalities Across All Three Stakeholder Groups:	<ul style="list-style-type: none">• Google Classroom/Sites appreciated by all for students to keep up if absent, so home can see and be involved with at home learning, and for ease of communication• Appreciation that each student in grades 3-6 has a Chromebook of their own• Appreciation and value for online learning resources such as Mathletics, Seesaw, Prodigy• Desire to maintain a healthy balance between Chromebook/Device use and pencil and paper/printing and handwriting to reinforce fine motor and printing skills as well as being cautious with screen time on devices	<ul style="list-style-type: none">• Appreciation for students lining up in exterior cohort areas before school and at the end of each recess and staff lets them in class by class. More calm, orderly, less problematic before class time. Students not entering building before staff lets them in before school and during recess as doors will be locked.• Desire for 2 recess times mid-morning and at lunch to separate Littles and Bigs but be mindful of all staff connection during different recess times.• Appreciation for Homeroom Teachers supervising their own classrooms at lunch recess. Calm, full-time supervised lunch. Less issues and dysregulation.	<ul style="list-style-type: none">• Appreciation of all school doors locked and no free-access to guests and parents: increased sense of calm, safety, and fosters regulation and independence in students. But still be welcoming.• Continue with increased hand-hygiene and keep sanitizing stations• Appreciation for enhanced focus on student and staff Wellness• Everyone very much looking forward to no masks so we can all see facial expressions• Many students miss playing with other students outside of their class cohort• Missing the positive impact of student clubs, extracurricular opportunities, field trips, guest speakers, whole school assemblies and concerts• Miss cross grade/class cooperative learning and partnering• Desire for custodial staff to continue with enhanced cleaning of high touch areas• Continue to be firm with students who are ill need to stay home• Being mindful that when Pandemic restrictions are lifted, there will be varying levels of comfort and anxiety in staff and students with probable learning gaps with some of our kids

