



<p><b>Crestwood School</b> 2300 – 19<sup>th</sup> Ave SE Medicine Hat, AB T1A 3X5 Principal: Dr. C. Edwards</p>	<p><b>Division Statement</b></p>	<p><i>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.</i></p>		
<p><b>2020-21 SCHOOL GOALS</b> <i>(What are priorities for learning at our school?)</i></p>		<p><b>SUPPORTING EVIDENCE</b> <i>(Evidence indicating that this goal is a priority)</i></p>		<p><b>STRATEGIES &amp; MEASURES</b> <i>(How we will meet our goal and know we have achieved it)</i></p>
<p>Goal #1: Use of learner data (STAR, MIPI, Student Attendance, Formative Assessment, PTM/CTM Conversations, Social-Emotional Indicators) to enhance differentiated student programming.</p>		<p><i>The Grade 6 Provincial Achievement Test is one indicator of student understanding of numeracy and literacy outcomes. Examining the 2017-2018 PAT results, the Province’s results exceeded Crestwood School results in math for both the acceptable standard and standard of excellence. This remained the same in 2018-2019, demonstrating a pattern and an area of growth.</i> <i>In 2018-2019 Crestwood students exceeded the Province in English Language Arts (acceptable standard) over a three-year time period; however, there was a decline in both the acceptable standard and the standard of excellence from the previous year.</i> <i>By monitoring student MIPI (numeracy) scores and STAR reading (literacy) we can continue to determine our progress in these areas with the absence of PATs this school year.</i></p>		<p><i>School-based teams will determine pre and post CTM data measures. At follow-up meetings, time is taken to reflect on the collected information to determine the effectiveness of the selected strategies. Teachers may choose to refine the attempted strategy or explore new ideas.</i> <i>Screening assessments will inform classroom programming and quarterly formative assessments will be monitored to determine level of student progress.</i> <i>Continued exploration of data protocols for grade-level teacher conversations. Example – <b>The Notice and Wonder Protocol</b> from Daniel R. Venables, <i>How Teachers Can Turn Data into Action</i></i></p>
<p><b>Leveraging Digital &amp; Contingency Planning Goal:</b>  <i>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?</i></p>		<p><i>Please see our attached <b>Digital Action Plan (Appendix 1)</b> to understand how our school plans to support students and staff as we manage the circumstances around COVID 19.</i></p>		
<p><b>Supporting Students through Collaborative Response Goal:</b> <i>In what ways will our school leverage our model of collaborative response to address key outcomes or gaps in learning created by COVID 19</i></p>		<p><i>Please see our attached <b>Support Action Plan (Appendix 2)</b> to understand how our school plans to support students and staff as we manage the circumstances around COVID 19.</i></p>		
<p><b>2019-20 Celebrations</b></p>	<p><b>Student Learning Opportunities:</b> The May 2020 Accountability Pillar results demonstrate a “Very High” rating for the measures of Program of Studies (85.4) and Education Quality (93). The three-year averages for these measures are 88.3 and 94.2 respectively.</p>	<p><b>Student Citizenship:</b> The May 2020 Accountability Pillar results demonstrate a “Very High” rating for the measure of Student Citizenship (83.7). The three-year average for this measure is 84.4.</p>	<p><i>The creation of a school data management system. Teachers and administration can quickly access learner evidence, in a simple and easy to understand format that spans multiple areas. This enables individual teachers and school-based teams to identify areas of challenge, then develop strategies, and monitor the effectiveness of the school response.</i></p>	

## School Based Professional Learning – Year Plan Template (2020-2021)

<b>Aug 26 - School PL</b>	<b>1. School Re-Entry Safety Planning &amp; Development: Supporting staff, students and families in the context of Scenario #1 planning.</b>
<b>Aug 27 – District PL</b>	<b>1. School Re-Entry Safety Planning Refinement and Implementation: Staff prepare for the arrival of students and working with families in the context of Scenario #1. 2. Kindergarten family visits</b>
<b>Aug 28 – Teacher Day</b>	<b>1. Staff collaboration and first contact with families to review opening day procedures. 2. Kindergarten family visits</b>
<b>September</b> <i>(Sept 18 – School PL)</i>	<b>1. Leveraging Digital – OLCs, Blair Lukcas and Stacey Miner, support Crestwood School administration and teachers with an instructional planning structure to effectively utilize technology and digital tools to address instructional challenges.</b>
<b>October</b> <i>(Oct 9 – School PL)</i>	<b>1. Connecting and supporting our English Language Learner and First Nations, Metis, and Inuit students at Crestwood School. Guest speakers include Morgan Muir (First Nations, Metis, and Inuit Support Worker), Emma Piayda (English Language Learner Coordinator) and Tylene Neary (Optimal Learning Consultant). 2. Continued focus on Leveraging Digital – staff sharing 3. Collaborative Team Meetings</b>
<b>November</b> <i>(Nov 20 – School PL)</i>	<b>1. Grade-level teacher collaboration to plan for small group or individualized instruction. Strategies will include the use of technology (such as Mathletics) for developing student centers. 2. Collaborative Team Meetings</b>
<b>December</b> <i>(Dec 11 – School PL)</i>	<b>1. Presenter – Morgan Muir (First Nations, Metis, and Inuit Support Worker) 2. Revisiting Leveraging Digital – Staff collaboration and sharing</b>
<b>January</b> <i>(Jan 22 – School PL)</i>	<b>1. First Aid Recertification Training</b>
<b>March</b> <i>(Mar 19 – District PL)</i>	<b>1. Division PD connected to the Five Universal Goals</b>
<b>May</b> <i>(May 21 – School PL)</i>	<b>1. Supporting readers at all grade levels – Stacey Miner will provide OLC support.</b>
<b>June</b> <i>(June 28-29 – School PL)</i>	<b>1. Staff reflections from the 2020-2021 school year and planning for 2021 – 2022 school year. 2. Collaborative planning to support student grade level transitions</b>



## Appendix A:

### Leveraging Digital

School: Crestwood 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
Communication structures to provide Crestwood families information about school-level re-entry plans. Example: School Messenger, Facebook, Newsletter	Plans for supporting students who must stay at home due to illness or other factors.
Routines and structures to be established:	
<ul style="list-style-type: none"> <li>Daily school routines, such as the morning announcements, will incorporate digital components</li> <li>School-wide events, such as Meet the Teacher Night, School Advisory Council Meetings, or Parent-Teacher Interviews will take place through online forums as needed</li> <li>Classroom learning activities will continue to promote student confidence and skills with the use of Google Classroom and other technology</li> <li>Students will utilize technology regularly to access learning resources, to collaborate with their peers and the teacher, and to demonstrate their learning</li> </ul>	
Carry over skills from Spring 2020:	
<ul style="list-style-type: none"> <li>Continued focus on communication with families to increase awareness and understanding of the essential understanding and skills, and how parents can support their child and their learning at home.</li> <li>The ongoing skill development of classroom communities to interact and engage in an online learning environment. This includes the provision of teacher or peer feedback and student reflection to enhance their understanding of learning outcomes.</li> </ul>	
Supports required:	
<ul style="list-style-type: none"> <li>OLC collaboration for continued progression with the effective use of technology to address instructional challenges.</li> <li>The provision of needed technology to ensure students have the learning tools they require to be successful whether they are at school or home.</li> </ul>	



## 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:

Staff will work together to explore and implement new tools to promote differentiated instruction. As staff capacity continues to increase with the available technology, new strategies for implementation will be shared throughout the school. This will include Google extensions such as Screencastify and Read and Write Google.

Using their Chromebooks, students can access information and instructions that support their learning. The technology also facilitates a pacing and progression of concepts that can be adjusted for the different students in the classroom. Students will explore varied ways of demonstrating their understanding.

When developing individualized program plans for students, the classroom teacher, Classroom Support Teacher, and administration will consider the use of technology to leverage student learning. For instance, a student might benefit from the use of a Chromebook for typing instead of handwriting, or the integration of speech to text technology.

### Impact on assessment practices and planning:

Teacher observation is critical to the assessment of student learning. Combining daily observational data with learning artifacts, formative assessment data, and standardized screening information enables the school-based team to triangulate data to inform the next steps in their planning.

Various applications (ex. Kahoot, Quizlet, Google Forms) provide students and teachers with timely feedback regarding the learning process. Just as whiteboards give teachers important in-person information and feedback to guide the next planning steps, online feedback will assist students' reflection in-learning.

### Supports required:

- Use of available instructional support to provide time for teacher observation and discussion of best practices.
- OLC collaboration for continued progression with the effective use of technology to address instructional challenges.
- Internal sharing of best practices



## Appendix B: Supporting Students through Collaborative Response: Crestwood 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:

In June 2020, student achievement evidence, attendance data, and social-emotional indicators were utilized to inform the class creation process. The collaborative planning meetings between sending and receiving teachers in June 2020 and August 2020 supported the transition from one teacher to the next. Multiple individual student meetings also took place that incorporated a broader team of school staff and outside service providers.

The 2020-2021 school timetable provides teachers with one hour of collaborative time between grade-level colleagues and the assigned grade-level administrator on a bi-weekly basis. Focuses for this time include; strategies for achieving school and division-level goals, the development of formative assessments and the subsequent data analysis, professional development, OLC consultation, and grade-level planning for online and in-school instruction. Collaborative Team Meetings take place outside of school hours and on Professional Development days to ensure a timely response to presenting learning needs and challenges.

### Plan for Supporting Learning



STAR and MIPI assessments are implemented in the early part of the school year. With the assistance of the Classroom Support Teacher, staff implement these tools to inform planning and instruction for the school year. This information supports both universal strategies and potential interventions along the continuum of supports. The STAR assessment is repeated multiple times during the year and classroom created math assessments increase our awareness of students' understanding of essential numeracy concepts.

The described achievement evidence, as well as attendance data and social-emotional information, is organized into a comprehensive school data management system. Teachers and administration manage different aspects of this system and review the information quarterly. This data tool supports various school-level collaborative processes including, Programming Team Meetings, Collaborative Team Meetings, Case Conferences, CRM Leadership Meetings, Class Creation, Transition Planning, classroom instruction, ISP development, and school-wide interventions.

The Family School Liaison Worker (FSLW), HUG Coach, and School Wellness team serve an important role in the school's collaborative response to meet the social-emotional needs of our students and families. For example, the FSLW is in regular communication with the school administration and CST. The School Wellness Team also provides timely feedback that informs universal programming and school-wide strategies to promote stakeholder well-being.

Planning for the Division's Scope and Sequence has been aligned with assessment and technology conversations. As teachers develop new assessments and online resources, the scope and sequence document is a main resource to ensure consistency in the school and across the division.

#### Supports required:

- The OLC, Educational Technology Specialist, has served a critical role in supporting the Crestwood staff in developing a system that organizes learner information and facilitates data-informed decision-making.
- Crestwood School's designated OLC continues to support professional development initiatives and is connected to embedded collaborative time and Collaborative Team Meetings.
- The continued progression of our collective skill set to analyze available learner evidence to effectively focus our efforts for improved student achievement.