



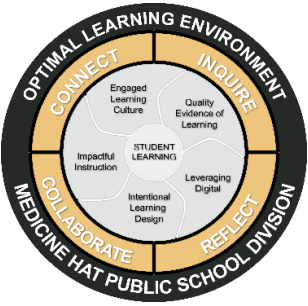
MEDICINE HAT PUBLIC SCHOOL DIVISION
2024 - 2025

ALBERTA
LEARNING
OUTCOMES

EVERY STUDENT IS SUCCESSFUL
FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL
ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS
ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED



Crestwood School
2024-25 School Assurance Plan
Principal: Richelle Thomas



Division Statement

The 2024-2025 school year represents year three of the 2022-2026 four-year education plan. Stakeholder engagement processes and data collection tools ensure students, staff, and families' voices are heard and this informs timely adjustments to school and system planning. Staff continue to work collaboratively with colleagues, their school-based team, and internal and external resources to implement new curriculum. Feedback further indicates that our collective capacity continues to build around teacher clarity. The Collaborative Response Framework and trusting relationships remain foundational to differentiation, academic programming, and promoting stakeholder connections. We are committed to developing the knowledge and respect for Indigenous culture and the work of Truth and Reconciliation.

2024-25 SCHOOL GOAL(S) <i>(What are priorities for learning at our school?)</i>	SUCCESS CRITERIA <i>(How we will know we are achieving our goal)</i>	STRATEGIES <i>(Our plan for meeting our goal)</i>	PERFORMANCE MEASURES <i>(Indicators we will monitor)</i>
School based goal #1... <i>In what ways and to what extent does a focus on fostering critical thinking, collaboration, communication, and creativity through a STEM focused program impact our confidence and competence in the alignment of instruction & assessment?</i>	• Leveraging Digital: Embedding appropriate tools into the inquiry process of learning. • Intentional Learning Design: Teachers demonstrate clarity about the learning intentions, success criteria and progressions of learning that reflect curricular outcomes. • Engaged Learning Culture: Positive relationships within all stakeholders of the school community promote inquiry, collaboration, and creativity. • Impactful Instruction: Conceptual Understanding is used to make cross curricular connections that are connected to real life learning and create meaningful experience for students. • Quality Evidence of Learning: Teachers provide multiple opportunities for students to demonstrate their learning through a variety of assessment processes. This is regularly communicated with parents/guardians and students.	• Timetable alignment with STEM focus • Facility spaces to promote collaboration, inquiry, creativity • Conceptual Understanding & Design Thinking PL • Meaningful Field Studies experiences • Meaningful Community Expert Engagement • Explicit Hands-on Learning Experiences • Engaging rotations connected to STEM • Access to a variety of Technology • Support from OLC & Technology Lead • Teacher clarity and communication of learning outcomes and success criteria • Student voice and choice in learning process and product • School wide exhibitions of learning • Targeted small group instruction • STEM Committee • Universal STEM Wide Days (Pie Day, Earth Day etc) • Vertical and horizontal instructional planning for STEM • School-wide field study journals to document learning	OurSchool Student Measure • Students value Schooling outcomes • Students are interested and motivated in school • Students feel challenged in LA, Math & Science • Effective Time, Relevance and Rigor measures • Positive Learning Climate and expectations for success. OurSchool Teacher Measures • Learning Culture • Data Informs Practice • Teaching Strategies • Technology • Challenging and visible goals • Planned Learning opportunity • Quality feedback OurSchool Parent Measures • Expectations for Learning Other Local Measures • Student growth (STAR, Math Map, EIPA, EIMA) • Provincial Assessment (PAT) • Parent attendance and engagement during events

School based goal #2... <i>In what ways and to what extent will a focus on building community connections impact student feelings of safety, belonging, and connection to the school community?</i>	• Safety: Students feel safe physically, socially and emotionally. They can identify connection to adults and contribute to building a community that promotes belonging, mastery, generosity and interdependence. • Belonging: All stakeholders indicate an increased sense of belonging and connection to the school. Increased participation in clubs and events. • Inclusivity: We demonstrate how we think and act inclusively through our actions and words. • Access to Learning & Available Supports: Teachers use a variety of strategies to differentiate learning for students and promote high engagement. Students can demonstrate their understanding in a variety of ways and have choice and voice in their learning.	• Intentional cross grade pairings • Community Circles embedded in all classrooms – eg. Intention/Gratitude Circle • Comprehensive School Health and Wellness Team • Circle of Courage – common language to promote inclusivity • Restorative Approach to conflict • Timetable for PE specialist to lead after school clubs • Tier 1 Social Emotional Connection • Classroom environment to support connection, collaboration and communication • Club opportunities – athletics, leadership & STEM related • FSLW & Success Coach embedded into recess and lunch times to support relationship skill building • FSLW & Success Coach small group and individual skill building • ELL EA to support culture development with new Canadian students. • Collaboration with FNMI liaison • FNMI classroom presentation at all grades • Exhibitions of learning to engage with community • Community expert partnerships and field studies to foster broader community connections • Multicultural learning is embedded • SEL & Wellness Curriculum – Division Wide implementation • Grade k-6 – Second Step, and Enriched Academy (Financial Literacy)	OurSchool Student Measures • Students with a positive sense of belonging • Students with positive relationships • Students with moderate or high levels of anxiety • Feel safe attending this school OurSchool Teachers - Drivers of Learning • Learning culture • Data informs practice • Teaching strategies • Technology • Challenging and visible goals • Planned learning opportunities • Quality feedback OurSchool Parent Perspectives • Parents feel and welcome • Parent participation • Safety at school Other Local Measures • Student attendance rates • Student incidence & suspension rates • Engagement with FSLW & Success Coach
2024 Data Celebrations	Students • Students report having friends at school they can trust and who encourage them to make positive choices. • Increase in positive teacher-student relationships, positive learning climate, and expectations for success. • Enjoying clubs, after school athletics, field studies, and rotation block.	Parents • Growth or holding steady across all areas. • Thinking & Acting Inclusively pillar has growth & is higher than MHPD overall report. • Significant growth in Wellness pillar • Strength is informed of activities & invited into the school to share in the learning. • Supportive of STEM focus.	Teachers • Growth in all categories compared to last year. • Highest increases in areas of Technology, Parent Involvement, & Planned Learning Opportunities • Increased confidence in STEM programming. • Appreciation & commitment to student & teacher collaboration. • Appreciation & commitment to communication, collaboration, critical thinking, & creativity.