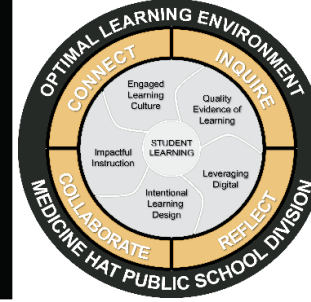




MEDICINE HAT PUBLIC SCHOOL DIVISION 2025 - 2026

ALBERTA LEARNING OUTCOMES

ALBERTA'S STUDENTS ARE SUCCESSFUL
FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL
ALBERTA'S STUDENTS HAVE ACCESS TO A VARIETY OF LEARNING OPPORTUNITIES TO ENHANCE COMPETITIVENESS IN THE MODERN ECONOMY
ALBERTA'S K-12 EDUCATION SYSTEM AND WORKFORCE ARE WELL-MANAGED



Crestwood School

2025-26 School Assurance Plan

Principal: Richelle Thomas

Division Statement

The 2025-2026 school year represents the final year of the 2022-2026 Medicine Hat Public School Division Four-Year Education Plan. Established stakeholder engagement processes and data collection tools are utilized to hear the voices of MHPSD students, staff, and families. The collected evidence informs timely and responsive adjustments to school and system planning. Schools continue to leverage The Collaborative Response Framework to foster trusting and supportive relationships and facilitate differentiation, academic programming, belonging, inclusion, and connection. The desired learning culture involves the effective collaboration of school-based teams and outside resources to enhance pedagogy and success for all students. Together, we demonstrate our commitment to developing the knowledge and respect for Indigenous culture and the work of Truth and Reconciliation.

2025-26 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 whole-school focus on belonging, inclusion, and emotional safety enhance student well-being, connection, and readiness to learn?</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.	• Student advisory team – weekly classroom community/inclusion circles with classroom reps that meet monthly with admin team • Belonging & Inclusion Framework: Implement daily/weekly relational routines (morning meetings, community circles) across all grades. • Student Voice & Leadership: Launch student-led inclusion teams and peer mentorship to amplify student agency. • Anti-Bullying & Safety Initiatives: Expand supervision protocols, train staff in restorative practices, and refresh anti-bullying programming including cyber bullying awareness. • Diversity, Equity, and Inclusion (DEI) Training: Provide PD to staff and facilitate student-driven DEI projects. • Community Partnerships: Strengthen collaboration with FNMI liaisons, cultural groups, and external wellness partners. • Monitoring & Reflection: Regularly gather and act on student feedback around belonging, inclusion, and emotional safety. Teach self reflection is included in this area.	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

<i>School based goal #2...</i> In what ways and to what extent does designing engaging, inclusive STEM learning—integrating voice, choice, and feedback—impact student engagement, learning outcomes, and self-efficacy?	• 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.	• Inquiry & Project-Based Learning: Expand authentic, hands-on STEM projects that are culturally responsive and connected to real-world contexts. • Inclusion for Diverse Learners: Strengthen restorative practices; embed UDL strategies to ensure success for all students. • Student Agency: Increase opportunities for students to co-design learning pathways and reflect on their own progress. • Feedback for Growth: Establish consistent formative assessment routines, peer feedback, and student self-assessment protocols. • Technology Integration: Provide targeted PD for teachers on effective tech use and expand student use of tech for goal-setting and showcasing learning. • School-Wide STEM Events: Continue universal STEM days and exhibitions of learning to build engagement and community connection. • Collaborative Planning: Ongoing vertical and horizontal alignment of STEM instruction, with a focus on deepening engagement and inclusion.	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
2025 Data Celebrations	Positive and Supportive Relationships • High ratings in EA, Teacher, Parent assurance data regarding inclusiveness and respect. • Teachers report strong collaboration with peers and good classroom culture. • Students largely report positive peer relationships and parents feel welcome and connected to teachers.	Clear Academic Expectations & Planning • Teachers and parents agree that expectations for learning and behaviour are generally clear. • Students acknowledge that teachers hold them to high expectations. • Teachers report very high levels of collaboration and data-informed planning. • Cross-curricular planning, shared assessments, and collective problem-solving are embedded practices.	Strong Parental Support for Learning at Home • Parents indicate high involvement in home learning support (discussions, encouragement, praise). • Parent-school communication around student progress is viewed positively overall.