



MEDICINE HAT PUBLIC SCHOOL DIVISION
2026-2027

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

Crescent Heights High School

2026-2027 School Assurance Plan

Principal: Mike Kukurudza

Division Statement	Medicine Hat Public School Division begins a new Four-Year Education Plan during the 2026-2027 school year. The goals, strategies, and success criteria outlined in this assurance document reflect feedback gathered through a comprehensive stakeholder engagement process. The 2026-2030 Education Plan builds on established system strengths, collective capacity, and collaborative partnerships. Updated priorities emphasize future possibilities through meaningful, innovative student learning experiences. Current research and best practices continue to inform the Optimal Learning Environment (OLE) framework, which serves as a foundational component of our work and promotes a shared instructional language across the division. Together, we remain committed to ensuring all students feel a sense of belonging through differentiation and inclusive practices, including the continued advancement of Truth and Reconciliation. Our school and system teams bring unique strengths and expertise, which are leveraged through strength-based, evidence-informed collaborative processes for continuous improvement.		
2026-27 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>
<u>School based goal #1:</u> In what ways might building collective understanding and consistent assessment practices ensure student learning and achievement are communicated accurately and reliably? <u>Division Goal #1</u> –Optimal Learning Focusing on foundational learning, literacy, and numeracy through assessment clarity and high-quality instructional	• We have consistency in assessment practices in Grades 7-12 (Reassessment, Student accountability, etc.) • We have consistent reporting practices in Grades 7-12 • Shared understanding of assessment and grading practices • Positive school culture fostered by consistency in practices	• Implementing New Curriculum piloting in Grades 7-9 Math, Social Studies, Career Education and Financial Literacy, and Physical Education and Wellness so it aligns with consistent assessment and reporting practices • Exemplars of gradebooks • Principles of Outcome Based Grading • Developing consistent practices with: ○ Reassessment practices ○ Student Accountability - Punitive practices ○ Triangulation of Evidence ○ Mean, Most Recent, Most Frequent ○ Grading and reporting through percentages ○ Using rubrics ○ Exemplars for students <u>Gradebook elements:</u> • Naming tasks in relation to an outcome • Including criteria when communicating achievement via an indicator or a grade • Using Edsby to communicate student achievement connected to curricular clusters (RCLOs/strands) • Collaborating with colleagues to calibrate consistent understanding of mastery/success.	• Increased student demonstration of learning (Could this be tracked in class?) • Increased parent understanding of where their child is at in their learning (OurSchool Survey? Parent-Teacher Interview interactions? General parent interactions?) • Increased parent engagement

<u>School based goal #2:</u> In what ways can educators create learning environments that intentionally develop students’ foundational skills (communication, responsibility, perseverance) to support greater engagement, achievement, and success at school? <u>Division Goal #2:</u> Thriving, Future Ready Learners: Preparing students for an evolving world by building real-world skills, critical thinking, and flexible career and educational pathways	• Students will see more value in school • Teachers are building students capacity to demonstrate soft skills • Students can identify, describe and reflect upon their own growth in the foundational skills • Classroom environments promote students taking ownership of their learning	• Responsibility Centered Discipline – 5 point conversation; foundational skills; over vs underspotting • Celebrate attendance – incentivize attendance (monthly reset); Also have something for perfect attendance for the year; 6 prizes per month – one for each grade • Building executive functioning skills in students • Develop teacher strategies with developing student accountability – Tom Schimmer • Student of the Month – revolving around foundational skills (Responsibility, Perseverance, Communication); Different grade levels on each day; Use the theatre • CTMs – Monthly focus on certain foundational skills, brainstorm key issues focused on foundational skills and then bring forward strategies	• Improved attendance (What data can we collect about this?) • OurSchool (student) survey on: ○ student homework and study habits ○ Interest and motivation ○ Sense of Belonging • Student work completion increases • Reduction in office referrals • Purposeful utilization of Friday afternoons and FLEX time for student support
<u>Generative Dialogue - School Culture:</u> In what ways can school leaders intentionally build trust, psychological safety, and collective teacher efficacy to enhance staff wellness and student learning outcomes?	•	•	•
2026 Data Celebrations			

MHPSD Collaborative Response Year Plan 2026-2027

Collaborative Response is a framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. Each year schools in MHPSD develop a school-based plan to support a model of collaborative response that supports student success, enhances professional capacity and increases our collective efficacy across the school system.

CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Data & Evidence	- Early Years Assessments (Literacy & Numeracy) - Division Screens	-Screening, diagnostic, and progress monitoring calendar -Other local measures utilized -Data organization, analysis, and evidence-informed decision-making -How will data be used in CR structures?	Fall and Spring Star – JJ Sullivan to lead MathMap - teacher autonomy timeline (All strands must be completed by the end of June)	
Layered Collaborative Processes				
Collaborative Planning Meetings	- School has established and communicated expectations with staff - Strategies to record meeting conversations, progress and commitments	-Who attends collaborative planning time? Review established expectations -Alignment between the different collaborative processes -Recording meeting minutes, progress and commitments	Friday afternoons 12:45-2:15 One Friday per month dedicated department time - One month is department time (1.5 hours), the next month is a department check-in (15 mins)	
CTM Frequency & Expectations	- Scheduled - Structured - process for pre-meeting preparation, agenda, established norms, focus on Tiers 1&2 - Participants leave with an actionable plan - Meeting Record	-Create calendar for the year, CTM's occurring approx. every 4-6 weeks -CTM duration -Communication of structure and expectation for CTMs to staff -How will we record our action plans?	CTMs Every 6 weeks on Friday afternoons	
PTM & Case Conferences	- PTM Schedule - Case Conference process is identified	-When are PTMs scheduled? -What is the structure of PTMs and Case Conferences? -What are the documentation procedures?	PTMs weekly Case conferences as needed	
CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Progress Monitoring End of Year and Transitions	- CTM agenda item to monitor the effectiveness of the action plan - Transition process identified at CST meeting - Entry Level Criteria completion	-What tools and structures are in place to ensure progress monitoring is occurring? -Consider school based professional learning needs for progress monitoring? -Who will be the lead person?	Year-end transition meetings with CSTs and advisors	
Tools	- Norms established - Pre-meeting checklist - Continuum of Supports	-Staff discussion and input -Self-reflection and team reflection -Review and revisit	Norms to be reviewed in fall Continuum revamping in progress	

School Based Professional Learning – Year Plan (2026-2027) - Friday Afternoon Schedule	
Aug 27-31, 2026 PL Days	August 27 (All Day): School Based PL Day • Staff Meeting (am) • Teacher time (pm) August 28: • AM: Secondary --> Division PL CoP – Communities of Practice • PM: School PL? --> Accuracy August 31 (Full Day): Grade 7 Orientation Day September 1: Grade 8-12 Activation Day
Friday, September 18, 2026	School PL – Staff Culture Retreat? Thursday night – team building; Friday Day – School PL culture building and assessment? Standards-Based Mindset
Friday, October 9, 2026	School PL - Seeks Most Frequent, Looks at Most Recent
Nov 12 & 13, 2026	November 12: School PL - Rubric Creation; Arriving at Percentages November 13 (Full Day): Division PL CoP
December?	School PL?
<i>January 15, 2027, PL Day (K-9 Only)</i>	Division PL CoP (a.m.)
<i>January 29, 2027, PL Day (10-12 Only) February?</i>	Division PL CoP (a.m.)
	School PL?
<i>March?</i>	School PL?
April 23, 2027	School PL
May 21, 2027	Division PL CoP (a.m.)
June 28 & 29, 2027 <i>*June 30 School Plan due</i>	June 28: Wellness Day June 29: