

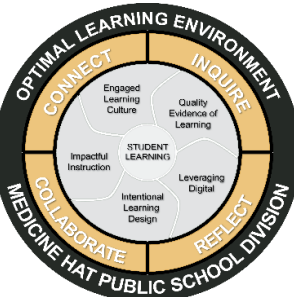


**MEDICINE HAT PUBLIC SCHOOL DIVISION**  
2025 - 2026

**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





# Crescent Heights High School

## 2025-26 School Assurance Plan

Principal: Mike Kukurudza

**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)<br><i>(What are priorities for learning at our school?)</i>                                                                                                                                                           | SUCCESS CRITERIA<br><i>(How we will know we are achieving our goal)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | STRATEGIES<br><i>(Our plan for meeting our goal)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PERFORMANCE MEASURES<br><i>(Indicators we will monitor)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School based goal #1...</b><br><i>In what ways and to what extent does our intentional focus on outcomes-based assessment clearly communicate student growth and achievement on the outcomes to all stakeholders?</i>                     | <ul style="list-style-type: none"><li>Providing regular, informal communication of student progress to inform next steps for learning</li><li>Providing exemplars, checklists and rubrics to help students track their progress towards their goal and to inform next steps.</li><li>Establishing routines for regular communication with parents regarding student progress.</li><li>Naming tasks in relation to an outcome</li><li>Including criteria when communicating achievement via an indicator or a grade</li><li>Using Edsby to communicate student achievement connected to curricular clusters (RCLOs/strands)</li></ul> | <ul style="list-style-type: none"><li>Use of the Outcomes Based Assessment Baseline</li><li>Developing a common understanding/common language around assessment/reporting and its purpose (Philosophy/Mindset shift?)</li><li>Understanding and applying levels of achievement</li><li>Collaborating with colleagues to calibrate consistent understanding of mastery/success.</li><li>Build exemplars, checklist and rubrics connected to outcomes to inform student progress</li></ul>                                 | <ul style="list-style-type: none"><li>Monitoring Edsby gradebooks to ensure tasks are named in connection to outcomes</li><li>Review survey data to ensure that students and parents are informed<ul style="list-style-type: none"><li>OurSchool Data</li><li>AEA Data</li></ul></li><li>Gradual shift in mindset (teachers are reflective in their practice, visible in gradebooks, conversations).</li><li>Increased teacher efficacy evident in survey results.</li></ul>                                                                             |
| <b>School based goal #2...</b><br><i>In what ways will our explicit focus on building foundational skills (responsibility, perseverance, communication) in students positively influence the culture of learning for staff and students?</i> | <ul style="list-style-type: none"><li>Increased stakeholder efficacy</li><li>Common foundational skills and high expectations</li><li>Students demonstrate increased responsibility, perseverance, communication</li><li>Create a continuum of supports around our foundational skills throughout the year<ul style="list-style-type: none"><li>Teachers bring forward strategies that they are using, and we create a continuum of there.</li></ul></li></ul>                                                                                                                                                                       | <ul style="list-style-type: none"><li>Developing an RCD Committee to provide mini-PL on staff meeting days</li><li>Staff consistently modelling and reinforcing the foundational skills</li><li>Increased staff accountability- follow through with student conversations (5-point conversation)</li><li>Conversation shifts to skills rather than behaviours</li><li>Student recognition at assemblies</li><li>Common staff language regarding foundational skills</li><li>Responsibility centered discipline</li></ul> | <ul style="list-style-type: none"><li>Could we run a pre/post assessment for students to gauge their skills with responsibility, perseverance and communication? Something really simple in a Google Form using the data we acquired from the student perspectives this year?</li><li>Teachers feeling more equipped to engage in difficult student conversations using RCD strategies</li><li>Increase in student ownership and decrease in student behaviour</li><li>MHPSD Local Assurance Survey (Optimal Learning)</li><li>Our School Data</li></ul> |
| 2025 Data Celebrations                                                                                                                                                                                                                       | Student Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Parent Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teacher Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## MHPSD Collaborative Response Year Plan 2025-2026

Collaborative Response is a school 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 |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Screens                                            | <ul style="list-style-type: none"> <li>Early Years Assessments X3 K - Gr 5</li> <li>Gr. 2 - 10: STAR X3</li> <li>Gr. 5 - 10 Mathmap</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>-Timing of screens?</li> <li>-Other local screens utilized?</li> <li>-How is data used?</li> </ul>                                                                                                                                                                           | Fall and Spring Star – JJ Sullivan to lead<br>MathMap - teacher autonomy timeline (All strands must be completed by the end of June) |           |
| Teacher Collaboration Processes                    | <ul style="list-style-type: none"> <li>School has established and communicated expectations with staff</li> <li>Strategies to record meeting conversations, progress and commitments</li> </ul>                                                      | <ul style="list-style-type: none"> <li>-Review established expectations</li> <li>-How do action plans from CTMs drive collaborative time?</li> <li>-Recording meeting minutes, progress and commitments</li> </ul>                                                                                                  | Friday afternoons 12:45-2:15<br><b>One Friday per month dedicated department time</b>                                                |           |
| CTM Frequency & Expectations                       | <ul style="list-style-type: none"> <li>Scheduled</li> <li>Structured - process for pre-meeting preparation, agenda, established norms, focus on Tiers 1&amp;2</li> <li>Participants leave with an actionable plan</li> <li>Meeting Record</li> </ul> | <ul style="list-style-type: none"> <li>-Create calendar for the year, CTM's occurring approx. every 4-6 weeks</li> <li>-Duration of each CTM - have you scheduled enough time?</li> <li>-Communication of structure and expectation for CTMs to staff</li> <li>-How will we record our action plans?</li> </ul>     | CTMs Every 6 weeks on Friday afternoons<br>Case conferences as needed                                                                |           |
| Progress Monitoring<br>End of Year and Transitions | <ul style="list-style-type: none"> <li>CTM agenda item where members reflect on how to monitor the effectiveness of the action plan</li> <li>Transition process identified at CST meeting</li> <li>Entry Level Criteria completion</li> </ul>        | <ul style="list-style-type: none"> <li>-What structures are in place to ensure progress monitoring is occurring?</li> <li>-Consider school based professional learning needs around examples of progress monitoring</li> <li>-What will be our local process?</li> <li>-Who is the lead person for this?</li> </ul> | Year-end transition meetings with CSTs and advisors                                                                                  |           |
| Tools                                              | <ul style="list-style-type: none"> <li>Norms established</li> <li>Pre-meeting checklist</li> <li>Continuum of Supports</li> </ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                     | Norms to be reviewed in fall<br><br>ontinuum revamping in progress                                                                   |           |

Professional learning focused on social-emotional learning (SEL) and student and staff well-being. Planning considerations should include:

- MORE module training (reviewed annually)
  - VTRA/Risk Assessment Protocol (reviewed annually)
  - Numeracy instruction & resources
  - Combined classroom best practices
- Generative Dialogue meetings
  - OLC Residencies K - 12
  - Literacy instruction & resources
  - New curriculum
- CRM – Continuum of Supports development (review & revise annually)
  - SEL Curriculum Implementation, such as 2<sup>nd</sup> Step, OWL, Robb Nash Project
  - Teacher Clarity & Assessment data, and targeted division & school-based goals and professional learning

| School Based Professional Learning – Year Plan (2025-2026) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Aug 26-29, 2025<br>PL Days                                 | <p><b>August 26, 2025</b></p> <ul style="list-style-type: none"><li>- <u>AM</u>: Staff Meeting – Onboarding, Mission/Vision/Goals (Revision)<ul style="list-style-type: none"><li>o MUST:<ul style="list-style-type: none"><li>▪ <b>Strands</b> - Using Edsby to communicate student achievement connected to curricular clusters (RCLOs/strands)</li><li>▪ <b>Triangulation of Evidence</b> – Using triangulation of evidence to make a reasoned judgment on student achievement</li><li>▪ <b>Gradebook</b> - Naming tasks in relation to an outcome</li><li>▪ <b>Timely updates of Gradebook</b> – Establishing routines for regular routines</li></ul></li><li>o COULD:</li><li>o SHOULD:</li></ul></li><li>- <u>PM</u>: <b>PL on Blended Assessment Best-Practices</b> (HS Humanities)/<b>Teacher Prep Time</b> (JH/HS Math/Science/CTS/PE)</li></ul> <p><b>August 27, 2025</b></p> <ul style="list-style-type: none"><li>- <u>AM</u>: Division PL (PLCs)</li><li>- <u>PM</u>: <b>Department time</b> (JH/HS Math/Science/CTS/PE)/<b>Teacher Prep Time</b> (HS Humanities)</li></ul> <p><b>August 28, 2025</b></p> <ul style="list-style-type: none"><li>- <u>AM</u>: Teacher Prep Time</li><li>- <u>PM</u>: Teacher Prep Time - MORE Modules/Hour Zero</li></ul> <p><b>August 29, 2025</b> – Grade 7 Orientation and Teacher Prep Time</p> <ul style="list-style-type: none"><li>- <u>AM</u>: <b>Department Time</b> (HS Humanities)</li><li>- <u>PM</u>: Transition Meetings (Gr. 8 &amp; 9)</li></ul> <p><b>September 2, 2025</b></p> <ul style="list-style-type: none"><li>- <u>AM</u>: Transition Meetings (Gr. 7)</li></ul> |
| Friday, September 19, 2025                                 | <ul style="list-style-type: none"><li>- Assessment Mindset/ Philosophy; Use of the Outcomes Based Assessment Baseline</li><li>- School-wide Collective Understanding – Assessment vs Reporting</li><li>- Visual of the Mindsets from “Grading from the inside out” to hook people</li><li>- <b>Purpose of Grades</b><ul style="list-style-type: none"><li>- Free Write</li><li>- “Four” corners – choose a purpose from “Engaging Parents in Grading Reform”</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Friday, October 10, 2025                                   | Division PL - PLCs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| Monday,<br>November 10,<br>2025                                                                         | <ul style="list-style-type: none"> <li>- Establishing routines for regular communication with parents regarding student progress.</li> <li>- Using Edsby to communicate student achievement connected to curricular clusters (RCLOs/strands)</li> </ul>                                          |
| Friday, December 12, 2025                                                                               | - <b>Triangulation of Evidence</b> – Using triangulation of evidence to make a reasoned judgment on student achievement                                                                                                                                                                          |
| Friday, January 23, 2026 (ELP – Gr. 9)<br><i>AND</i><br>Wednesday,<br>January 28, 2026<br>(Gr. 10 – 12) | Division PL - PLCs                                                                                                                                                                                                                                                                               |
| Friday, February 13, 2026                                                                               | <ul style="list-style-type: none"> <li>- Including criteria when communicating achievement via an indicator or a grade</li> <li>- Understanding and applying levels of achievement</li> <li>- Collaborating with colleagues to calibrate consistent understanding of mastery/success.</li> </ul> |
| Friday, March 20, 2026                                                                                  | <ul style="list-style-type: none"> <li>- Task Neutral Rubrics?</li> <li>- Build exemplars, checklist and rubrics connected to outcomes to inform student progress</li> </ul>                                                                                                                     |
| Friday, April 24, 2026                                                                                  | Division PL – PLCs <ul style="list-style-type: none"> <li>- Celebration of Learning</li> </ul>                                                                                                                                                                                                   |
| Friday, May 1, 2026                                                                                     | Year End Assessment – review of purpose, reliability and validity                                                                                                                                                                                                                                |
| Friday, May 15, 2026                                                                                    | Spring into Wellness                                                                                                                                                                                                                                                                             |
| Friday, June 12, 2026                                                                                   | School PL – Revisit Assessment “MUSTs” and identify evidence of practice                                                                                                                                                                                                                         |
| Friday, June 26, 2026<br><i>*June 30 School Plan due</i>                                                |                                                                                                                                                                                                                                                                                                  |