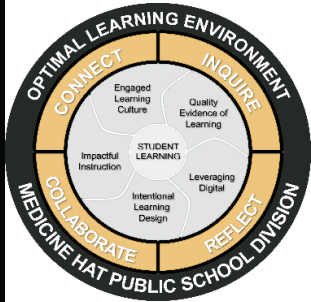




MEDICINE HAT PUBLIC SCHOOL DIVISION
2025 - 2026

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



River Heights Elementary School

2025-26 School Assurance Plan

Principal: Wendy Weiss

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... In what ways and to what extent will aligning instructional practices, using an integrated cross-curricular learning model, continue to build on our collective understanding and meaningful implementation to impact learning for all students?	Teachers collaborate regularly to plan cross-curricular learning experiences that align with outcomes. Increased consistency in Instructional practices across grade levels and classrooms, reflecting shared strategies and language. Students can make clear connections between subjects and real-world applications. Students are given opportunities to have input into how they demonstrate their learning. Projects and learning opportunities are engaging, authentic, and outcome-driven, promoting deeper learning across subjects. An increase in students who can articulate what they are learning, why it matters, and how it connects to learning outcomes.	Strengthening instructional alignment and integration through early review and collaborative discussion of long-range planning. Fostering a culture of professional learning by observing and discussing classroom practices through the lens of <i>Culture of Thinking</i> snapshot protocols. Enhancing our collective practice by embedding evidence-based approaches from Kagan and Instructional Intelligence into integrated, student-centered learning. Planning purposeful, integrated experiential learning opportunities—such as field trips and community classroom experiences—and engaging in post-experience reflection to inform future instruction. Exploring and analyzing models of differentiation through professional dialogue and reflection. Engaging with our Optimal Learning Coaches to help support us in analyzing screen data and creating diagnostics to assess where to begin learning for each of our students. Exploring more impactful instructional strategies (ie. Explicit teaching, small group instruction, building thinking classrooms, etc.) OLC collaboration and support embedded in school-CR collaborative time, CTM and PL Days.	Evidence of integration across subject areas in long-range plans. Teacher feedback on usefulness and effectiveness of collaborative planning sessions. Number and frequency of classroom observations conducted using Culture of Thinking snapshot tools. Student engagement data during cooperative learning tasks that involve Kagan structures and/or Instructional Intelligence. Number and variety of experiential learning events planned and documented per semester. Evidence of post-experience reflection in team planning (e.g., What worked? What will we change?). Professional learning sessions, OLC residency support and application in classrooms on differentiation models. Number of diagnostic tools co-developed or refined with coaches. Using screen data to inform learning needs of students. Evidence of planning adjustments based on screen and diagnostic data (e.g., updated groupings,

	Staff participate in regular collaborative planning and reflection sessions focused on deepening cross-curricular integration. There is a shared professional language around integration, inquiry, and evidence-based strategies. Peer observations and feedback cycles include focus on integrated learning design and delivery. Students requiring support or extension are accessing differentiated tasks embedded within integrated units.		targeted goals). Student growth data tied to instructional decisions made from coaching insights. Teachers trialing & implementing high-impact instructional strategies. Sharing these with their colleagues. Improved instructional clarity and targeted instruction noted in walkthroughs or formal observations following OLC collaboration.
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<i>School based goal #2...</i> In what ways and to what extent will strengthening our understanding and practice of outcome-based assessment impact clarity for learning?	Learning outcomes are clearly communicated to students in student-friendly language. Tasks and assessments are directly aligned to curricular outcomes. Teachers are using balanced assessment through triangulation to collect evidence of learning. Students understand what success looks like through co-created or shared criteria. Feedback is frequent, specific, and related to outcomes, supporting student growth. Teachers use common language and practices when discussing assessment and outcomes. Students are active participants in assessing their progress and setting next steps. Reporting practices are transparent, consistent, and clearly communicate where a student is in relation to the learning outcomes. Teachers are cohesive in their understanding and application of our division’s 4-point proficiency scale (EMAB).	Developing assessment practices that incorporate triangulation of evidence to support valid and meaningful evaluation of student learning in project-based contexts. Implementing balanced and responsive assessment methods suited to diverse classroom contexts and learning collaboratively how to structure gradebooks to communicate progress toward learning outcomes. Fostering alignment in assessment by engaging in collaborative planning to create exemplars and shared criteria, while actively involving students in co-constructing assessment tools to build clarity and ownership of learning. Building coherence in our assessment approach by collaboratively deepening our knowledge and use of proficiency scales to promote clarity for both teachers and students. Offering a variety of ways for students to show their learning. Student voice contributes to demonstrating learning. Utilizing AI to collaboratively develop multi-level success criteria (e.g., Beginning to Excelling) aligned with curriculum outcomes, supporting consistent assessment and feedback practices.	Project-based assessments that include documented evidence from observations, conversations, and student products. Evidence in planning documents of intentional use of triangulated assessment methods. Gradebooks are structured to reflect progression toward learning outcomes, rather than just task completion. Assessment tools (rubrics, checklists, feedback forms) are aligned to specific outcomes. Teacher collaboration time includes conversations about consistent assessment practices and outcome alignment. A number of exemplars developed and used in instruction and assessment moderation. Student feedback indicating understanding of assessment criteria and confidence in self-assessing their work. Evidence of student involvement in co-constructing rubrics. Samples of varied student products collected as evidence of learning across year levels. Student work samples show evidence of growth tied to specific outcomes. Professional learning shows increased school cohesion of outcome-based assessment and proficiency scales. Classroom observations show assessment being used to inform instruction and guide learning. Student reflections or conferences show students can describe what they are learning and how they are progressing. Teachers using AI to co-develop tiered success criteria aligned with learning outcomes.
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	Students have clarity of understanding about their learning using a proficiency scale.					
2025 Data Celebrations		Student Increase motivation and engagement in learning. Students feel supported by staff and that their teachers care about their well-being and academic success.		Parent Families feel welcome in our school and have multiple opportunities to be involved in school events/activities: assembly presentations, pursuit showcases, showcases of learning.		Teacher Teachers feel more confident about implementing new curriculum and feel supported in strengthening their practice and cross curricular planning.

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	- Early Years Assessments X3 K - Gr 5 - Gr. 2 - 10: STAR X3 - Gr. 5 - 10 Math Map	-Timing of screens? -Other local screens utilized? -How is data used?	NSA, PAST, RAN, LeNs are administered September-May –Grades 1-4 STAR administered in September, February & and May- Grades 3-6 Math Map-Grades 5-6	
Teacher Collaboration Processes	- School has established and communicated expectations with staff - Strategies to record meeting conversations, progress and commitments	-Review established expectations -How do action plans from CTMs drive collaborative time? -Recording meeting minutes, progress and commitments	Grade 1-6 teachers will have an 80-minute block of embedded collaborative time and an additional 40 minutes of embedded time. Use the CR Template to record meeting notes, actions, and celebrations to reference and review to support instructional and assessment practices in the classroom.	
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 -Duration of each CTM - have you scheduled enough time? -Communication of structure and expectation for CTMs to staff -How will we record our action plans?	Frequency: A calendar is created and shared with teachers. Meetings occur for 40 minutes every 5-6 weeks. Create & Revisit Meeting Norms and Expectations at the beginning of the year. CST, at least one admin will be present at each meeting. When possible, OLCs will be invited to attend. Services providers, FSLW, FNMI (when available). Focus on Tier 1 and 2 supports in literacy and numeracy. Monitor ongoing progress, which will help drive instruction and groupings of students identified as needing support. Dedicate two CTMs to the project tuning protocol to support cross-curricular instruction and assessment practices.	
Progress Monitoring End of Year and Transitions	- CTM agenda item where members reflect on how to monitor the effectiveness of the action plan - Transition process identified at CST meeting - Entry Level Criteria completion	-What structures are in place to ensure progress monitoring is occurring? -Consider school based professional learning needs around examples of progress monitoring -What will be our local process? -Who is the lead person for this?	Teachers will record their actions weekly in a template provided, which will be reviewed at the start of each meeting. Teachers will also share or reference the screens, assessments, or data used to inform their practice and impact student growth. PTM and Case Conferences are scheduled in the timetable as needed. Admin and CST (service providers, FNMI, Educational Assistants) attend as needed. Meeting notes and action items are shared with the team through a Google Doc. Transition meetings are set up by the admin and led by CST to provide uninterrupted time to discuss student strengths and areas of need with receiving teachers and/or schools.	
Tools	- Norms established - Pre-meeting checklist - Continuum of Supports		Shared template assessable throughout the year to review goals, actions and celebrations. Log entries in Edsby to track student behaviours.	

Professional Learning Days

Aug 26-29, 2025 PL Days	Committee formation –Assessment, PBL, Impactful Instruction Hour Zero /Threat Assessment Protocols Snapshot Observation Protocol Division PL Long-range planning-field trip alignment
Friday, September 19, 2025	Reviewing CTM rotations, dates and expectations. Reviewing PBL Protocol Classroom Profiles-Planning for Differentiation Proficiency scale 2.0 Committees plan for the year
Friday, October 10, 2025	Intro of Residency Assessment Follow Up Committee Work Time
Monday, November 10, 2025	Building and applying a cohesive understanding of proficient scales. Co-creating exemplars and criteria together
Friday, January 23, 2026 (ELP – Gr. 9)	Committee 1 Presentation/Learning-Project Based Learn
Friday, March 20, 2026	Committee 2 Presentation-Assessment
Friday, April 24, 2026	Committee 3 Presentation-Instruction

Friday, May 15, 2026	School Goals and Reflection Generative Dialogue Celebrations
Friday, June 26, 2026 <i>*June 30 School Plan due</i>	Reflections and Wrapping Up