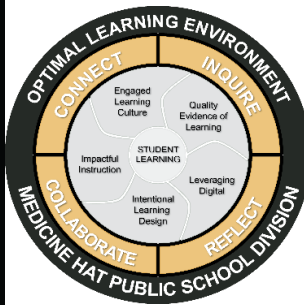




MEDICINE HAT PUBLIC SCHOOL DIVISION
2025 - 2026

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



Elm Street School
2025-26 School Assurance Plan
Principal: Ashton Chisholm

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 can we create an environment that embraces wellness for the entire community of Elm Street School (staff, parents, students, community members, volunteers, and Division staff)?</i>	• Increase in students attending extracurricular clubs • Increase in parent attendance at parent engagement events and at School Council • Increase in transparency for the community on what is offered at Elm Street School for supports • Our School Survey • Local Assurance Survey • Alberta Assurance Survey	• A published menu of supports sent out to families on what is offered to our community for wellness • Involving more parents in the planning of school events to increase family attendance • Re-branding Elm Street School: Vision Statement • Culture Club and Events (Increase opportunities) • Continuation of our extracurricular clubs • Focus on the area of wellness (moral distress) for our staff (focusing on the areas we can make a difference) • Advertise more of what we do at Elm Street School • Digital Citizenship	• School based data arising from increased screens and enhance progress monitoring. • Attendance at school events • The numbers of who is utilizing certain supports more frequently • Teacher/Parent feedback regarding increased efficacy to intervene on struggling students • Digital Citizenship – Bullying decreased on social media according to OurSchool data
School based goal #2... <i>In what ways can we improve student writing outcomes and independence by implementing the Self-Regulated Strategy Development (SRSD) approach across grades and the Writing Revolution, with a focus on explicit strategy instruction, self-regulation, and scaffolded feedback?</i>	• Use SRSD and Writing Revolution strategies consistently in writing instruction. • Guide students through the stages of self-regulated writing (develop background knowledge, discuss, model, memorize, support, independent use). • Collect pre- and post-writing samples showing improved organization, elaboration, and self-monitoring. • Observe increases in student writing confidence, stamina, and willingness to revise.	• Writing Revolution Review • SRSD Training • SRSD Collaborative Planning • Writing Portfolio Development • Literacy Intervention Groups Focusing on Writing • Anchor Charts • Goal-Setting Routines • Modeling and Peer Coaching • Teacher Learning Link-Up Meetings • Connection to Vincent Massey School to build collaborative opportunities	• Implementation tracking measures – teacher checklists, classroom observations • Collection of pre and post writing samples to analyze growth • Use of SRSD Rubric to identify areas of needs/growth • Student self-reflection tools or exit slips on writing confidence • Teacher participation in shared writing/assessment cycles

2025 Data Celebrations		Parents rated that they feel welcome at Elm Street School (9/10) - OurSchool Survey Parents rated Elm Street School to be a Safe School, Inclusive and that Elm Street School supports positive behaviour (8.5/10) - OurSchool Survey		Teachers rated Elm Street School leadership high on the OurSchool survey (9/10) Teachers rated Elm Street School as a being Inclusive and a Data Informed Learning Culture (9/10) -OurSchool Survey		92% of students at Elm Street School value school outcomes (OurSchool Survey) From Our School (Student Data): Rigor Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. • In this school, students rated rigor 8.1 out of 10; the Canadian norm for these grades is 7.9. • In this school, rigor was rated 7.9 out of 10 by girls and 8.3 out of 10 by boys. The Canadian norm for girls is 7.9 and for boys is 7.8. **We are higher for students who rate rigor at Elm Street School versus the Canadian norm.
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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 Mathmap	-Timing of screens? -Other local screens utilized? -How is data used?	STAR (September, March, and June) EIPA and EIMA (September/October, March, and June) - Ongoing formative assessment... Gr. 4-6 Math Map EYE-TA (September/October, March, and June) RRSST Assessment of Foundational Skills (March and June) K-Gr.6 Running Records for Addition and Subtraction **Data is reflected on during PD Day CTMs for celebrations and next steps that will optimize learning needs.	
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	- Teacher collaboration driven from PD Day CTM planning around academic supports or from information given from biweekly meetings from Admin/CST/FSLW CTMs. - Meetings are recorded and teachers can check of the completion of their responsibility during their collaborative meetings - Review planning guide with staff at the beginning of the school year - https://docs.google.com/document/d/1ElxsKysms3F3XWGOYEpsq1WrTiVjxYFKMkpHskGTzj4/edit?tab=t.0	
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?	- CTMs embedded collaborative time PD days and biweekly with admin, CST and FSLW team - PTMs as needed - Action plan documented (Google Doc with key issue and different strategies- people can add other strategies/link websites/activities - Clearly defined process- review norms/process/expectations/talking chips (sentence prompts) - Team roles (timekeeper, facilitator, moderator, interrupter and recorder) - Roles Defined: https://www.jigsawlearning.ca/publications/blog-posts/determining-roles-collaborative-team-meetings	
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?	- Documentation is sent out a week early to the CTM and can be easily accessed to reflect on what were the roles and responsibilities of the last meeting - In collaboration with Vincent Massey for Writing, we will plan in this area according to writing and learn from each other's different methods or approaches (Professional Development) - Principal, Vice Principal and Classroom Support Teacher are the leads of these processes	
Tools	- Norms established - Pre-meeting checklist - Continuum of Supports	Staff discussion and input	- Visuals provided in the space with information on norms, continuum of supports, and meeting role descriptions) - Google document to record actions recorded (this is referred to prior to meetings beginning	

School Based Professional Learning – Year Plan (2025-2026)	
Aug 26-29, 2025 PL Days	August 26 AM: Staff Meeting/MORE Module Training August 26 PM: Collaborative Planning Time August 27 AM: Writing Revolution Review/Planning August 27 PM: Division Based PL August 28 (All Day): First Aid (8AM – Connaught) August 29 AM: Teachers & EA Training: MORE Module, ARTO Assessment Protocol, Roles and Responsibilities (8:30-10:30) and Hour Zero (10:30-11:20) August 29 PM: Meet the Teacher (12:30 – 3:30)
Friday, September 19, 2025	Self-Regulated Strategy Development: Foundations of SRSD – Strategy + Self-Regulation (with Vincent Massey School)
Friday, October 10, 2025	Planning forward with the data from the new year (looking at beginning of year screens – celebrations and next steps) ISP/BSP/Benchmarks CTM Meeting
Monday, November 10, 2025	Self-Regulated Strategy Development: Strategy in Practice – Modeling, Memorizing, and Scaffolding (with Vincent Massey School)
Friday, January 23, 2026 (ELP – Gr. 9) <i>Or</i> Wednesday, January 28, 2026 (Gr. 10 – 12)	Self-Regulated Strategy Development: From Strategy to Independence – Feedback, Revision, and Growth (with Vincent Massey School) CTM Meeting
Friday, March 20, 2026	Staff Wellness Day

Friday, April 24, 2026	Celebration of Learning – Reflecting on all student assessments (screens and diagnostics) and planning for the last few months CTM Meeting
Friday, May 15, 2026	Reflection on school data from Our School, Assurance Survey (Alberta) and Local Assurance Survey
Friday, June 26, 2026 <i>*June 30 School Plan due</i>	Transition Planning: Thinking forward to the 26/27 School Year