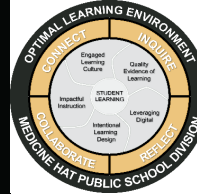




MEDICINE HAT PUBLIC SCHOOL DIVISION 2025 - 2026

**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



Southview School

2025-26 School Assurance Plan

Principal: Katrina Corbett

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) (What are priorities for learning at our school?)	SUCCESS CRITERIA (How we will know we are achieving our goal)	STRATEGIES (Our plan for meeting our goal)		PERFORMANCE MEASURES (Indicators we will monitor)
School based goal #1... In what ways can we strengthen school culture through consistency, inclusion and belonging?	☑ Students experience predictability and emotional safety through consistent routines and expectations. ☑ Students report feeling known, included, and valued at school (via surveys, check-ins, or reflections). ☑ Staff demonstrate a shared understanding and consistent application of school-wide routines and expectations.	1. Clarify and Communicate Shared Expectations - Co-develop and regularly review a school-wide expectations matrix with staff input. (August) - Post consistent, student-friendly visuals in classrooms and common areas to reinforce expectations. (September/October) - Develop and distribute accessible guides for staff outlining key school processes, routines, and support pathways.		OurSchool Student Measures - Students are interested and motivated in school - Students with a positive sense of belonging - Students with positive relationships - Students with moderate or high levels of anxiety
	☑ Staff report increased clarity, reduced stress, and stronger connection to school culture and colleagues. ☑ Behavior incidents decrease or stabilize, and positive recognition of students increases.	2. Model and Reinforce Consistency - Use common school-wide language and routines during transitions, announcements, and assemblies. - Conduct regular classroom walkthroughs and provide feedback loops focused on alignment with expectations and routines. - Revisit and reinforce expectations consistently through morning meetings, staff check-ins, and professional dialogue.		- Feel safe attending this school - Positive Learning Climate and expectations for success. OurSchool Teachers - Drivers of Learning - Learning culture - Collaboration - Parent Involvement
	☑ Processes for transitions, support requests, and student interventions are clearly understood and efficiently used by staff.	3. Embed Positive Behavior Supports - Provide professional learning on Tier 1 behavior strategies, trauma-informed practice, and restorative approaches. - Recognize and reinforce positive behaviors through school-wide systems (e.g., weekly PAWS draws, monthly assemblies). - Monitor and respond to behavior data to guide timely supports and school-wide planning.		OurSchool Parent Perspectives - Parents feel and welcome - Parent participation - Safety at school Other Local Measures - Student attendance rates - Student suspension rates - Number of behaviour referrals per month
		4. Support Staff Wellness and Collaboration Dedicate time during staff meetings for connection, recognition, and collective problem-solving.		- Student engagement - Student understanding of PAWS

		• Provide resources and collaboration time for aligning routines and classroom practices. • Foster transparent communication and shared leadership to build a supportive and inclusive staff culture.	• Staff reporting alignment with school-wide expectations • Visibility of classroom behaviour matrices or shared routines through classroom walkthroughs	
		5. Engage Students and Families as Partners • Create regular opportunities for student voice and leadership (e.g., student leadership group, focus groups, feedback circles). • Keep families informed and involved in school routines and expectations; actively seek partnerships that reflect community diversity.	• School developed survey for staff and students	
		6. Embed Reconciliation and Indigenous Ways of Knowing • Incorporate reconciliation principles into daily practice through land acknowledgements, relational norms, and Indigenous teachings. • Partner with Elders and Knowledge Keepers to embed cultural teachings into classroom and school events. • Integrate Indigenous language, art, and values into shared school spaces and classroom experiences. • Provide ongoing professional learning on treaty education, TRC Calls to Action, and Indigenous pedagogies.		
		7. Promote Equity Through Awareness of Diverse Educational Experiences • Integrate equity-focused prompts and reflection tools into collaborative planning, curriculum team meetings (CTMs), and student support processes. • Review curriculum materials, school visuals, and policies to ensure representation, inclusivity, and to identify and address potential hidden biases. • Empower students to co-create inclusive classroom norms and actively participate in cultural learning and leadership initiatives. • Implement Universal Design for Learning (UDL) principles to create flexible learning environments that accommodate diverse learning needs and promote equitable access to education. • Utilize Student Culture and Leadership Council (SCLC) to support this work		
School based goal #2... <i>In what ways will our focus on improving achievement and engagement through consistent, impactful instruction with routines, and inclusive practices foster a culture of personal excellence?</i>	☒ Students can articulate learning goals and success criteria in their classrooms. ☒ Classroom instruction reflects consistency in routines and structure, supporting student focus and independence. ☒ Differentiation is evident in planning and delivery, allowing all learners to access the curriculum and	1. Establish Clear Learning Routines - Embed consistent lesson structures across classrooms (e.g., learning intentions, success criteria, checks for understanding). - Use visual schedules, anchor charts, and daily agendas to guide instruction and reduce cognitive load. 2. Implement Impactful Instructional Practices - Promote the use of evidence-based instructional strategies (e.g., gradual release of responsibility, formative assessment, thinking routines and collaborative structures).	OurSchool Student Measure • Students feel challenged • Effective Time, Relevance and Rigor measures • Engagement OurSchool Teacher Measures • Learning Culture • Data Informs Practice • Teaching Strategies • Technology	

	experience success. ☒ <i>Students demonstrate increased engagement, achievement, and confidence in their learning.</i> ☒ <i>Teachers collaborate regularly to analyze student data, reflect on impact, and refine instruction.</i> ☒ <i>A growth-oriented, high-expectation mindset is visible in classroom language, student work, and school-wide recognition.</i>	b. Offer instructional coaching or peer observation opportunities to share best practices. 3. Differentiate to Meet Diverse Needs a. Use ongoing assessment data to inform small-group instruction and tiered supports. b. Incorporate Universal Design for Learning (UDL) principles to ensure multiple access points for students. 4. Foster a Culture of Excellence a. Set high expectations for student thinking, effort, and achievement in every classroom. b. Celebrate academic growth and milestones regularly, both school-wide and in individual classrooms. 5. Support Professional Learning and Collaboration a. Build time into staff collaboration for data review, lesson planning, and reflection on instructional impact. b. Align professional learning opportunities with school-wide instructional goals.	• Challenging and visible goals • Planned Learning opportunities • Quality feedback OurSchool Parent Measures • Expectations for Learning • Parents are Informed Other Local Measures • Student growth (STAR, AFRS, Math Map, EIMA, EIPA) • Provincial Assessment • Local Assurance Survey • Alberta Education Assurance Survey • Teachers feeling effective in differentiation and student programming • Percentage of students meeting/exceeding grade-level expectations • Student attendance rate • Participation in classroom discussions and learning tasks • Implementation of school-wide instructional routines (gradual release, learning intentions, success criteria) • Teacher self-reflection on instructional practice • Collaboration in planning consistent instructions • Consistency of behaviour and learning routines • Differentiation of instruction for diverse learning needs
Data Celebrations	Students • Positive Relationships: 67% of students report having friends they can trust and who encourage positive choices. (Our School Survey) • Value of Education: 83% of students believe that education will benefit them personally and economically. (Our School Survey)	Parents • Interest and Motivation: Parents note their children are excited to attend school and enjoy their learning. • Report staff having positive, productive and respectful relationships with students. • Satisfied with communication about child's growth and learning. • Feel staff respond to the various needs of their child and demonstrate inclusiveness in words, actions, and providing appropriate accommodations to meet learning needs. • Feel their child is heard when expressing needs.	Staff • Positive Relationships: Teachers report strong relationships with students and peers (Collaboration: 8.6/10). (Our School Survey) • Teachers rated leadership support 8.4/10, and collaboration with school leaders and colleagues was also high. (Our School Survey) • Inclusive Learning: Teachers gave high marks (8.6/10) for inclusivity and support for students with special learning needs. (Our School Survey)

	• Interest and Motivation: 72% of students are interested and motivated in their learning. (Our School Survey) • Skills and Challenge: 47% of students feel challenged in their core subjects and confident in their skills, surpassing the Canadian norm of 36%. (Our School Survey) • Advocacy at School: Students rated advocacy at school 7.1 out of 10, above the Canadian norm of 6.3. (Our School Survey) • Report teachers communicating learning intentions.	• Parents feel welcomed and informed. • Parents are satisfied with supports for their child's learning. • Parents are satisfied with the support for positive behaviour.	• Teachers report staff at Southview as having established positive, productive, and respectful relationships with students. • Teachers feel confident in establishing explicit routines in their classrooms.
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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?	- Utilize CST and collab planning time - CST collect and organize data	
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	- Data collection timeline and CT alignment - Review of structures and processes at Aug. Staff meeting and first CT - Close grade level pairings 1-3, 4-6 - Recording sheet for CT - CoS refinement	
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?	- Data collection timeline and CTM alignment - CTM to occur every 6 weeks during the embedded collaborative time period - CTM norms and structures reviews - Agendas and teacher planning document completed prior to meeting and sent to team members - One admin, CST, and OLC (when possible) attend CTM - Identify impactful instructional strategy for each meeting - CTM meeting notes recorded using	
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?	- Data collection timeline and CT alignment - CTM recording form will have a place to indicate what data will be brought to the next meeting to determine efficacy of strategy	
Tools	- Norms established - Pre-meeting checklist - Continuum of Supports		- Revision of norms at August PL days with follow up at CR time - Refine CoS as a staff and make it more visible in CR time and CTMs	

School Based Professional Learning – Year Plan (2025-2026) <i>*subject to change based on school needs</i>		
Aug 26-29, 2025 PL Days	August 26 Theme: Launching Our Vision 1. Welcome & overview of school goals 2. Routines, Expectations & Behavior a. Review School Matrix and Shared Expectations b. Aligning Routines Across Spaces (Classroom, Recess, Transitions) c. Recognition Systems: Positive Behavior Supports (PAWS & Assemblies)	
	August 27 AM 1. School Start-Up Items a. Hour Zero b. ARTO c. CRM Processes d. Generative Dialogue e. Year Plans f. Classroom Management Plans	PM (Division PL)
	August 28 1. Community Building 2. PAWS Sharing 3. SI Hour Zero Module follow-up with FSLW 4. Teacher/EA Collaboration g. Teacher/EA Conversation Guide 5. Classroom Needs Based Support Plan	
	August 29 Teacher Prep Day	
Friday, September 19, 2025	Division PL: Proficiency Scale 2.0 (AM) ISP/BSP Development (PM)	
Friday, October 10, 2025	Theme: Instructional Clarity & UDL	

	• What is Impactful Instruction? (Anchor Examples) • Learning Intentions, Success Criteria & Classroom Routines • Introduction to Universal Design for Learning (UDL) Framework • Collaborative Planning: Differentiating by Design
Monday, November 10, 2025	Division PL: Creating Meaningful Learning Experiences
Friday, January 23, 2026 (ELP – Gr. 9) <i>Or</i> Wednesday, January 28, 2026 (Gr. 10 – 12)	Theme: Student Voice & Belonging • Sharing Student Voice Data (Focus Groups, Check-ins, Reflections) • Strategies for Building Student Belonging & Leadership • Inclusive Classroom Practices That Center Identity • Design-a-Routine: Connecting Routines to Relationships
Friday, March 20, 2026	Theme: Inclusion & Differentiation in Practice • Case Study Review: Differentiation in Action • Inclusive Planning Clinics (Team Collaboration) • Assessment & Feedback: Informing Equity-Based Instruction • Classroom Walkthrough Prep & Look-Fors
Friday, April 24, 2026	Theme: Progress Monitoring & Adjustment • Reviewing Walkthrough & Behavior Data Trends • CTM Integration: Using Data to Adjust Supports • Staff Reflection Circles: What's Working & Why • Updating Action Plans & Next Steps
Friday, May 15, 2026	Theme: Celebrating Growth & Sustaining Momentum • Reflections from Staff & Students • Showcase: What Did We Change? (Team Presentations) • Revisiting Our Vision for 2026–27 • Celebration & Recognition: Staff & Student Contributions

Friday, June 26, 2026 <i>*June 30 School Plan due</i>	Theme: Transitions – Setting Up Success for 26/27 School Year
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