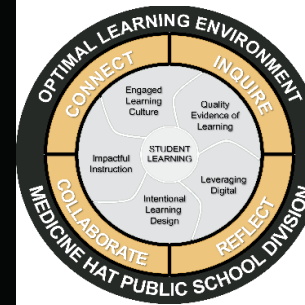




MEDICINE HAT PUBLIC SCHOOL DIVISION 2025 - 2026

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



Vincent Massey School

2025-26 School Assurance Plan

Principal: Andrew McFetridge

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... To enhance student learning by implementing differentiated assessment and reporting practices that provide clear, meaningful, and personalized feedback for all students.	- Use a variety of assessment tools (e.g., rubrics, conferences, performance tasks) to measure student learning outcomes aligned to curriculum outcomes. - Provide timely and descriptive feedback that supports student growth and ownership of learning. - Use Edsby or other communication tools to make two individualized posts per month, highlighting progress and next steps tailored to each student. - Collaboratively create and use exemplars and success criteria to support consistent assessment across grade levels and subjects.	- Professional Learning Series - Collaborative Planning Time - Peer Observation and Feedback - Student Peer Assessment - Assessment Toolkit Development - Triangulation of Data - Celebrate Growth - Teacher Learning Link-up Meetings: sharing of best practices, exemplars etc. - Seek parent/student feedback on reporting practices	- Assessment practice survey results - Student work samples - Creation and use of student feedback forms - EDSBY Communication logs (gradebook or learning story) - Student-friendly assessments implemented - Differentiation of assessments, triangulation of data - Individualized reporting and assessing - Collaborative planning and consistency
School based goal #2... To improve student writing outcomes and independence by implementing the Self-Regulated Strategy Development (SRSD) approach across grades , with a focus on explicit strategy instruction, self-regulation, and scaffolded feedback.	- Use SRSD 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.	- 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 Elm Street 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

Spring 2025 Data Celebrations
(high and/or improved perceptions)

MHPSD Local Assurance Survey (Spring 2025)

Teachers: Perceptions up with responding to various student needs in planning, multiple opportunities for kids to demonstrate their learning, frequency of sharing student learning with parents, timely access to system support (ALT Team etc), strong and further improved perceptions of Wellness: school opportunities and others and self taking responsibility, improved perceptions on Truth and Reconciliation efforts.

EA’s: Improved perceptions on students having a sense of belonging, increased thoughts of district and personal wellness, improved perceptions on evidence of Truth and Reconciliation.

Students: Teachers sharing success criteria and learning intentions, high expectations in class to promote safety and respect.

Parents: Staff establish positive relationships, high expectations with students, respond to various student needs, frequency of communication re student growth and learning

OurSchool Survey Celebrations (Spring 2025)

Strengths of Our School Survey Teacher perceptions: (10 Teachers responded (almost all) and no admin this year-intentional)
-Thoughts on school leadership: teachers and admin working together to create a safe school 9.3, school leaders observe my teaching 8.8, support teachers during stressful times 8.8
-Discuss assessment strategies with other teachers 8.3
-Discussing learning goals for the lesson 8.8, monitoring individual student progress 9.3, effective with working with students with behavioral challenges 9
-Data Informs Practice category all high: assessments inform next teaching steps, giving students opportunity to improve when tests or assignments fail to meet expectations
-Teaching strategies all high except students receiving written feedback at least once a week
-Inclusive Classrooms: teacher perceptions all very high (including and guiding students with special learning needs to success) Great work Teachers and CST Stephanie!
-Thoughts on Parent communication and informing/including all high
-Teacher wellness rated at 70% good and 20% very good (poor, ok, good, very good)
-Open ended feedback: Strong commitment to Wellness by admin and Joy Committee, positive and supportive staff and admin, talk to person or committee about issues-not about them to others, Differentiation is happening and is helping – we “can” differentiate as opposed to “have to”, continue with meaningful PD, clarify process of teacher behavioral referrals to the office

Strengths of Our School Survey Student perceptions: (87 students in grades 4-6 responded)
-Grade 6 students report higher positive peer relationships and positive student behavior than national average
-Grade 4 and 5 students lower anxiety than national average
-Grade 5 and 6 students have less concerns with bullying and exclusion than national averages
-Open ended comments: A MST of students mentioned that teachers/staff were nice and kind, clubs are well liked, Like other kids/friends, Kids are happy/they like VM, like swimming and field trips, a little more time to eat lunch, like DPA time, Reaffirming perceptions on “How does your teacher help you when you are having a hard time learning in class?”

Strengths of Our School Survey Parents perceptions: (18 total parent responses)
-Parents feel welcome, informed, teachers and admin easy to talk to: all very high 8.7

Alberta Education Assurance Survey (Spring 2025)

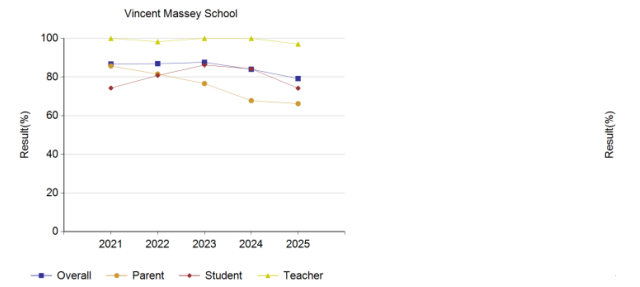
Measure	Vincent Massey School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Engagement	77.2	81.6	86.6	83.9	83.7	84.4	Very Low	Declined	Concern
Citizenship	79.2	84.0	86.2	79.8	79.4	80.4	High	Declined	Acceptable
3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
PATIS: Acceptable	n/a	86.1	77.8	n/a	88.5	87.4	n/a	n/a	n/a
PATIS: Excellence	n/a	25.0	21.2	n/a	19.8	18.9	n/a	n/a	n/a
PATIS: Acceptable	n/a	n/a	n/a	n/a	82.5	82.6	n/a	n/a	n/a
PATIS: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
Optional: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
Optional: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Education Quality	92.6	91.3	94.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCSE4)	84.4	86.6	91.0	84.4	84.0	84.9	Intermediate	Declined	Issue
Access to Supports and Services	86.2	83.7	87.6	80.1	79.9	80.7	High	Maintained	Good
Parental Involvement	83.1	84.9	83.8	80.0	79.5	79.1	Very High	Maintained	Excellent

-Overall positive results in the areas of: Citizenship, Education Quality, Access to Supports and Services, & parental involvement.

A.6 Citizenship - Measure History
School: 6856 Vincent Massey School
Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

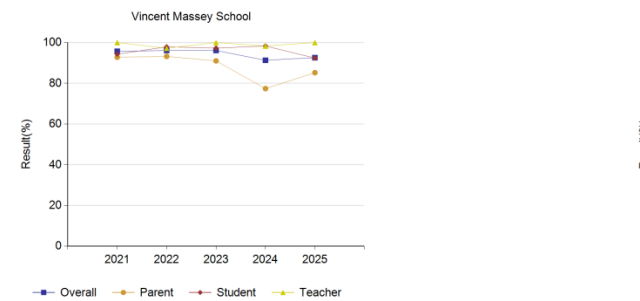
Vincent Massey School											Measure Evaluation		
2021		2022		2023		2024		2025					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	106	86.7	111	86.9	99	87.6	115	84.0	122	79.2	High	Declined	Acceptable
Parent	14	85.7	27	81.5	13	76.6	18	67.8	15	66.2	Intermediate	Maintained	Acceptable
Student	79	74.3	72	80.8	73	86.2	87	84.2	93	74.2	Very High	Declined	Good
Teacher	13	100.0	12	98.3	13	100.0	10	100.0	14	97.1	Very High	Maintained	Excellent



A.4 Education Quality - Measure History
School: 6856 Vincent Massey School
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Vincent Massey School										Measure Evaluation		
	2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	106	95.7	111	96.1	99	96.1	115	91.3	122	92.6	Very High	Maintained	Excellent
Parent	14	92.8	27	93.2	13	91.0	18	77.4	15	85.2	Very High	Maintained	Excellent
Student	79	94.3	72	97.9	73	97.3	87	98.3	93	92.4	Very High	Declined	Good
Teacher	13	100.0	12	97.2	13	100.0	10	98.3	14	100.0	Very High	Maintained	Excellent



- Support for Student Learning: Teachers show interest in my child's learning, my child is encouraged, teachers consider my child's needs, set high expectations: all high 8.2
- The School Supports Positive Student Behavior: High 8.3
- Student Safety at VM: High 8.5
- Parent Edsby Use Frequency: 44% every day, 28% 2x per week, 17% once a week
- Open Ended Comments: Welcoming school and staff, a few concerns about YMCA out of school care, good support for student learning and communication with home

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?	- Schedule three screening windows (September, January, May) for Early Years Assessments (K–Gr. 5) and STAR Reading (Gr. 2–6). - Schedule MathMap for Grades 5 and 6 in January and May (or throughout the year at teacher discretion). - Identify and implement other local screeners. - Develop a shared digital tracking spreadsheet to compile and analyze screen results. - Allocate staff meeting time to discuss how data informs instructional practices and Tier 1 & 2 supports.	Sept/25 Fall Screening Window Jan/26 Winter Screening Window May/26 Spring Screening Window Ongoing informal screens and assessments
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	- Establish expectations for grade team and divisional collaboration (2x per week). - Use a standardized collaboration notes template (Google Doc) to record minutes, strategies, and commitments. - Create a shared folder for each team to house action plans and resources. - Use CTM action plans as a focus for collaborative time.	Sept./25 Review CPT Goals Ongoing CPT Weekly Ongoing sharing during PL Days
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 scheduled every 4–6 weeks per grade level group. - CTM leads identified; pre-meeting checklist and agenda shared 1 week in advance. - Action items documented in shared CTM record (Google Doc). - Meeting norms and role expectations revisited each term.	Sept 22-25 First CTM Cycle Begins Ongoing cycles every 4-6 weeks June 16-20 Final CTM Reflection Session
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?	- Continue focusing on progress monitoring and using data to drive CTM discussions - Focus on creation of a progress monitoring tool to identify areas of growth/need in relation to the goals - Focus on differentiation of assessment in guiding our progress monitoring	Ongoing: Progress updates in CTMs
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 - Develop a quick-reference visual for the Continuum of Supports and role responsibilities. - Use the pre-meeting checklist and meeting minutes template school-wide. - Store all tools in a shared folder accessible to all staff.	Aug. 2025 Review of Tools/CTM structures in place Sept. 2025 Review of Continuum of Supports Oct. 2025 Visuals Posted

School Based Professional Learning – Year Plan (2025-2026)	
Aug 26-29, 2025 PL Days	August 26 AM: Staff Meeting August 26 PM: Collaborative Planning Time August 27 AM: Combined Class Professional Learning/Planning AI August 27 PM: Division Based PL August 28 AM: Teachers & EA: Responsibility Centered Discipline – Roadmap to Responsibility (9:00-10:30), Hour Zero (10:30-12:00) August 28 PM: Collaborative Planning Time, EA & Teacher – CST Meetings, Welcome Back BBQ August 29 AM: Proficiency Scales 2.0/Differentiation of Assessment and Reporting: Rethinking Assessment – Meeting Learners Where They Are August 29 PM: Collaborative Planning Time
Friday, September 19, 2025	Self-Regulated Strategy Development: Foundations of SRSD – Strategy + Self-Regulation
Friday, October 10, 2025	Differentiation of Assessment and Reporting: Feedback that Moves Learning Forward Division Professional Learning: Collecting Organizing and Communicating Evidence of Learning
Monday, November 10, 2025	Self-Regulated Strategy Development: Strategy in Practice – Modeling, Memorizing, and Scaffolding
Friday, January 23, 2026 (ELP – Gr. 9)	Self-Regulated Strategy Development: From Strategy to Independence – Feedback, Revision, and Growth
Friday, March 20, 2026	Differentiation of Assessment and Reporting: Communicating Progress – Personalized and Purposeful Reporting
Friday, April 24, 2026	Staff Wellness Day
Friday, May 15, 2026	Celebration of Learning
Friday, June 26, 2026	Transition Planning: Thinking forward to the 26/27 School Year

**June 30 School
Plan due*