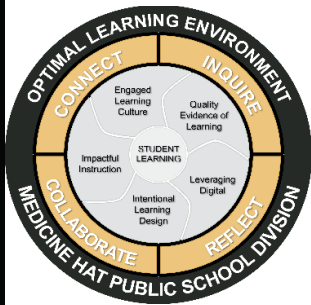**MEDICINE HAT PUBLIC SCHOOL DIVISION**
2025 - 2026

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

Hub Virtual School

2025-26 School Assurance Plan

Principal: Nathan Gale

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 what extent can we increase student engagement by ensuring learning intentions, success criteria, and feedback are consistently explicit and well-communicated across instruction, assessment, and reporting.	• Increased student attendance • Student assignment completion • Expanded Assessment practices. • Improved parent engagement with understanding the academic achievement of their student. • Positive academic growth for all students • Teachers consistently communicate the learning intentions at the beginning of lessons. • Students can articulate what they are learning and why it matters. • Student participation and task completion rates increase. • Students demonstrate greater persistence, questioning, and ownership during learning. • Teachers provide feedback that is directly tied to the learning intentions and success criteria. • Students use feedback to revise their work or adjust their learning strategies.	• Extended use of Edsby for student • Teacher led shared PD. • Create more formal structures to Collaborative Planning time • Engagement in the CRM process- pre and post assessments to analyze data. • Exploring exam proctoring practices. • Division Facilitated PD • Utilize OLC support with Teacher PD and Learning cycles • Utilize shared strategies in Teacher Clarity Edsby Group • Utilize the OLE Website • Increased/improved use of digital online tools to support teaching and learning • Make learning intentions visible online. • Model how to apply the success criteria using exemplars • Encourage peer-to-peer teacher observations. • Engage in team planning sessions to ensure alignment of intentions, criteria, and assessments.	• Edsby- Increased number of students accessing Edsby on a routine basis. • Our School Parent surveys- improved parents feeling informed, support learning at home, feeling welcomed, and school supports learning. • Our School Student Surveys- positive homework behaviours, value schooling outcomes, effort, and that their skills are challenged • Our School Teacher Survey- identify improved parent involvement, Data Informed practice, and learning culture • Positive attendance trends • High School Course Completion

School based goal #2… By intentionally building strong relationships and cultivating a supportive, well-being-centered school culture, we aim to nurture a sense of belonging, safety, and confidence for every member of our school community.	• Students and staff report feeling more connected and supported in school climate surveys. • Attendance rates improve or remain consistently high across all grades. • Every student has at least one trusted adult they can identify in the school. • All school members are aware of and have access to mental health and well-being resources (e.g., counselling, wellness rooms, peer support groups). Representation of diverse voices and cultures is visible in classrooms, events, and communications. • Staff participate in regular team-building and collaborative planning sessions. • Families are engaged through events, newsletters, or committees that promote belonging and shared values. • Students and staff are regularly recognized for acts of kindness, inclusion, and positive contributions to school culture (e.g., shout-outs, assemblies, awards). • Celebrations of cultural diversity and well-being themes are integrated into the school calendar.	• Encourage a "camera-optional, voice-encouraged" culture in grades 9-12 to reduce pressure while encouraging participation. • Schedule regular live sessions for community-building, not just instruction • Assign students a **virtual "homeroom" or advisory group** with a consistent adult mentor. • Establishment of a consistent newsletter (monthly?) • Host optional **mindfulness or wellness breaks** (e.g., short-guided meditations, movement breaks). • Keep a **virtual well-being hub** in Edsby with links to mental health resources, community supports, and help contacts. • Encourage use of **anonymous feedback forms** for students to report concerns or ideas. • Set up **student-led clubs or interest groups** using school-approved video platforms or chat tools. • Host **virtual assemblies** or spirit days using fun themes, polls, or games to keep energy high. • Highlight students and staff in a **"Virtual Wall of Fame"** or "Weekly Shout-Out" slide deck. Examples of student work?	• FSLW Referral decrease for things like depression and anxiety • Student survey data • Positive staff attendance • Positive student attendance
2025 Data Celebrations	-Students at all grade levels consistently reported low levels of anxiety -Students at all grade levels reported positive student-teacher relationships (higher than Canadian norm)	-Substantial gains in teacher abilities around optimal learning and thinking and acting inclusively -Students report higher than Canadian Average regarding both positive learning climate and expectations for success at school	-Teachers report greater confidence and ability around all elements of teacher clarity -Parents report a high degree of satisfaction in the type and frequency of communication regarding their child's growth and learning.