



Theory of Action	Division	If Medicine Hat Public School Division focuses system learning around a model of collaborative response, then we will see improved measurable outcomes because students are at the center of professional conversations focused on student learning, evidence based best practice, and continuously improving pedagogy.
	School	If administrators regularly collaborate with teachers to support enhanced instruction and improved learning, then we will see school-based teams engaged in the inquiry process, utilizing available data to inform instructional decisions and to differentiate learning. Staff and students will express increased levels of social and academic support. In this culture for learning student confidence and ownership of learning increases.

School Address

Principal:

2019-20 SCHOOL GOALS <i>(What are priorities for learning at our school?)</i>	SUPPORTING EVIDENCE <i>(Evidence indicating that this goal is a priority)</i>	STRATEGIES & MEASURES <i>(How we will meet our goal and know we have achieved it)</i>	2018-19 Celebrations																																																																							
<p>Goal #1: Use of learner data (behavior and academic) to guide the creation and implementation of academic and character education support systems. This will include, but not limited to:</p> <ul style="list-style-type: none"> • STAR Reading Assessment • MIPI • Fountas & Pinnell (Diagnostic) • EYE-TA • RRST • Classroom Created Assessments • 7 Habits Recognition Slips • EMAB Indicator Scale • Student Attendance 	<p>Social Support: In March 2019, Our School Survey respondents (students) reported "a positive sense of belonging" 9% below that of the replica school. This is a slight improvement from the previous school year; however, continues to be an area of priority.</p> <p>Academic Press: The May/June 2019 Provincial Achievement Test results indicate that when comparing the province's three-year results in Math with the school's results Crestwood was below in both the Acceptable Standard (-0.7) and Standard of Excellence (-6.9).</p>	<p>Teachers will examine learner data during collaborative processes. This information guides collaborative conversations during embedded collaborative planning time and at Collaborative Team Meetings. The outcome is informed instructional decision-making in the classroom and at the grade level.</p> <p>Learner evidence determines the effectiveness of school level systems of supports. Based on the listed data, school-based teams will adjust existing support systems and explore new strategies for supporting the academic and social-emotional needs of students. Examples include the 7 Habits Recognition Program, Literacy Support, and Math Help.</p>	<p>In Language Arts 6 on the May/June 2019 PATs, Crestwood School's three-year results when compared to the provinces' results for the Acceptable Standard are 6.2% higher.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="14">ENGLISH LANGUAGE ARTS 6</th> </tr> <tr> <th colspan="4">Alberta</th> <th colspan="4">Med Hat Public</th> <th colspan="6">Crestwood</th> </tr> <tr> <th>Standard</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>3 Yr Avg</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>3 Yr Avg</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>3 Yr Avg</th> <th>+/- 3 Yr Avg Prov</th> </tr> </thead> <tbody> <tr> <td>Acceptable</td> <td>82.5</td> <td>83.5</td> <td>83.2</td> <td>83.1</td> <td>85.2</td> <td>87.6</td> <td>88.4</td> <td>87.1</td> <td>86.2</td> <td>95.5</td> <td>86.1</td> <td>89.3</td> <td>+6.2</td> </tr> <tr> <td>Excellence</td> <td>18.9</td> <td>17.9</td> <td>17.8</td> <td>18.2</td> <td>14.8</td> <td>14.1</td> <td>16.9</td> <td>15.3</td> <td>10.8</td> <td>24.2</td> <td>19.0</td> <td>18.0</td> <td>-0.2</td> </tr> </tbody> </table>	Subject	ENGLISH LANGUAGE ARTS 6														Alberta				Med Hat Public				Crestwood						Standard	2017	2018	2019	3 Yr Avg	2017	2018	2019	3 Yr Avg	2017	2018	2019	3 Yr Avg	+/- 3 Yr Avg Prov	Acceptable	82.5	83.5	83.2	83.1	85.2	87.6	88.4	87.1	86.2	95.5	86.1	89.3	+6.2	Excellence	18.9	17.9	17.8	18.2	14.8	14.1	16.9	15.3	10.8	24.2	19.0	18.0	-0.2
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<p>Goal #2: Purposeful alignment between curricular outcomes and varied assessment practice.</p>	<p>This will be the first year using the common district report card. Consequently, this is a year of transition from planning to implementation. Teacher sharing of best practice includes the development of student exemplars and written feedback strategies. Exploring a school-wide continuous reporting method with parents will also be an area of future focus.</p>	<p>Sharing of sample lesson and assessment plans school-wide (Ex. Backwards Design Planning)</p> <p>Professional development completed by staff in the area of Concept-Based Learning.</p> <p>Teacher representative at FreshGrade training.</p> <p>In-service provided by OLC to share district experiences and learning.</p> <p>Grade-level access to the "Teacher Clarity Playbook"</p>	<div data-bbox="2097 183 2657 685"> <table border="1"> <caption>Parents are informed</caption> <thead> <tr> <th>Year</th> <th>Parents are informed</th> </tr> </thead> <tbody> <tr> <td>Yr. 2018</td> <td>8.1</td> </tr> <tr> <td>Yr. 2017</td> <td>7.5</td> </tr> </tbody> </table> </div> <p>OurSchool Survey results suggested that an increased number of "parents are informed" from one year to the next.</p>	Year	Parents are informed	Yr. 2018	8.1	Yr. 2017	7.5
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<p>Resources</p>	<p>Extended School Leadership Team – School Admin, CST, FSLW Sharing between district teachers and administrators Optimal Learning Consultants Text: "The Teacher Clarity Playbook"</p>	<p>Data Sources</p> <p>Universal Screening Data Attendance Data Benchmark Assessments Our School Survey Data Provincial Achievement Test Results Accountability Pillar Survey</p>	<p>Gaps</p> <p>Teachers have expressed interest in exploring new strategies to promote increased student skills with basic computation (K-6) New methods of supporting students learning the English Language.</p>						