

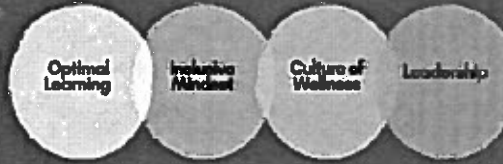


Medicine Hat Public School Division
2018-2019

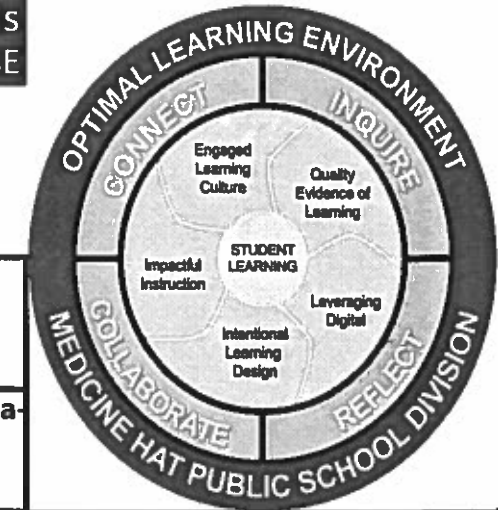
Alberta Education
Outcomes



MHPSD System Goals



Crestwood School
Principal: Cody Edwards
2300 19th Avenue SE



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 student progress, then we will see teachers engaged in reflective thinking, making data-informed instructional decisions to differentiate learning. Staff and students will express increased levels of social support, and students will assume greater ownership of their learning.

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
<p>Goal #1: Utilize learner data (behavior and academic) to implement systems of social support and academic press for student and teacher success. This will include, but not limited to:</p> <ul style="list-style-type: none"> • STAR Reading Assessment (Universal) • MIPI (Universal) • Fountas & Pinnell (Diagnostic) 	<p>Social Support & Academic Press: In May 2018, Our School Survey responding students reported "a positive sense of belonging", 12% below that of the replica school. Grade four to six student feedback also suggested Crestwood School fell slightly below a replica school's "expectations for success". May 2018 Provincial Achievement Test results, as well as the 3 year average, indicate increased attention should be given to strategies for supporting students' achievement of the standard of excellence.</p>	<p>Teachers will analyze Universal Screening data to determine targeted areas of instruction to improve learning. Following an Action Research approach, teachers will create and implement formative assessment strategies to monitor the impact of intervention strategies for student learning. Reported progress at Collaborative Team Meetings will be a key measure of success. 7 Habits recognition and leadership opportunities will be implemented and monitored to determine the impact on students' sense of belonging and leadership perceptions.</p>
<p>Goal #2: Establish a collaborative culture that focuses on curriculum, instruction and assessment (CIA).</p>	<p>Crestwood School has taken an additional school year to prepare for an Outcomes Informed Report Card. During the 2017-2018 pilot year of CRM implementation a common focus of the grade level conversations was effective and potentially common formative assessment strategies that would be utilized. Instructional and assessment artifacts will reflect the movement towards an Outcomes Informed reporting measure.</p>	<p>Crestwood School Staff will utilize school based PD time, CRM meetings and informal collaboration opportunities to prepare instructional units reflective of an Outcomes Informed Assessment approach. Teachers are encouraged to build cross-curricular connections to support a deeper understanding and meaning of learned concepts. Teacher planning will be presented at select staff meetings so that best practices are shared. Similar conversations will take place with our parent community at School Council meetings.</p>

2017-18 CELEBRATIONS

Accountability and OurSchool Data Results

Crestwood School: Students who are interested and motivated

School Growth (1 year)
<p>Acceptable Standard</p> <ul style="list-style-type: none"> • ELA 6 • Math 6 • Science 6 • Social 6
<p>Standard of Excellence</p>

Resources	Classroom Support Teacher, Kurtis Hewson, Text: "Envisioning A Collaborative Response Model: Beliefs, Structures, and Processes to Transform How We Respond to the Needs of Students"	Data Sources	Universal Screening & Progress Monitoring Data, Our School Survey Data, Provincial Achievement Test Results	Gaps	Development of Crestwood's Continuum of Supports. Increasing system interventions in the areas of literacy, numeracy, and social emotional supports will continue to take place as we respond to student needs.	<ul style="list-style-type: none"> • ELA 6 • Math 6 • Science 6 • Social 6
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Council Chair:

Nicole Jehu

Date: Oct 22 18

Principal:

[Signature]

Date: Oct 22/18