

Mike Mountain Horse School



www.mmh.lethsd.ab.ca

2025/2026 Assurance Plan

School Vision Statement

At Mike Mountain Horse we find strength in the spirit of our community and inspire everyone along their learning journey.

School Mission Statement

Our mission is to nurture courage, vibrancy and growth amongst all learners through the provision of:

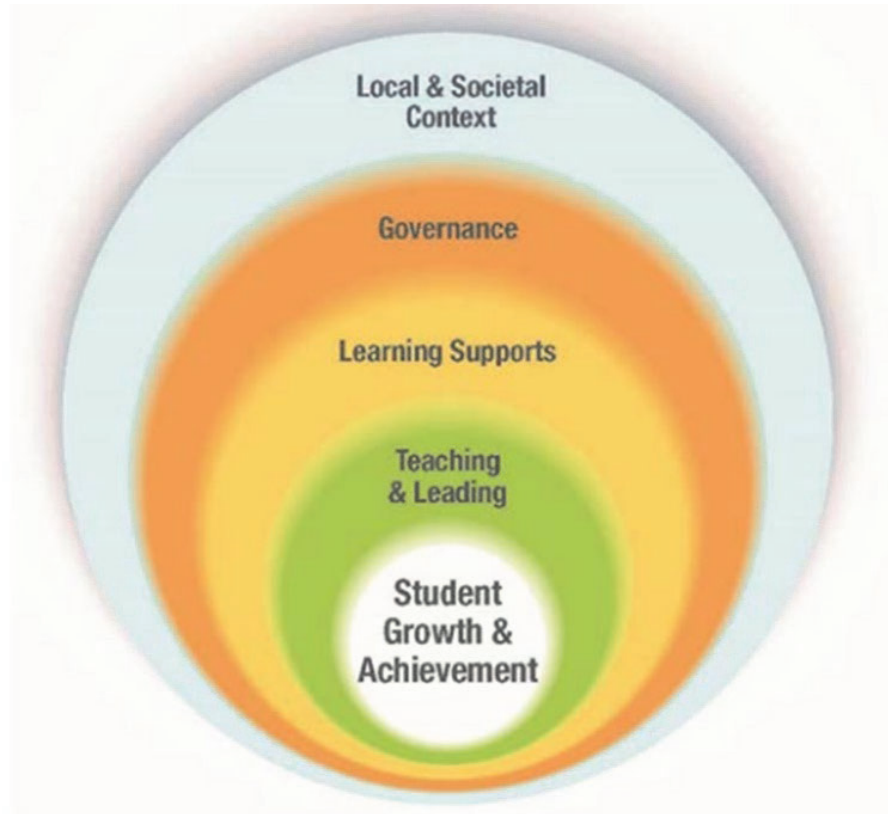
- Genuine relationships
- Shared and collaborative decision making
- Authentic and effective learning experiences
- Quality and meaningful work
- Honouring diversity
- Fostering well-being



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- Learning, Inclusion, Well-being, Respect and Leadership



SCHOOL CONTEXT

Welcome to Mike Mountain Horse Elementary School. Our school serves approximately 400 children from Early Education to Grade 5. Mike Mountain Horse Elementary School was built in 1987 and is named after Mike Mountain Horse, a former Chief of the Blood Tribe.

Our dedicated staff of 50 includes teachers, a teacher counsellor, educational assistants, administrative assistant, administrative support, speech assistant, a learning support teacher, caretakers, a learning commons facilitator and administrators that are all dedicated to support the growth and development of students.

School Highlights:

Our school serves a highly diverse population of students and is focused on building a culture that is inclusive, welcoming, caring and respectful. We are dedicated to celebrating and affirming the diversity of our everchanging population and providing a safe learning environment for all. Our goal is to inspire passionate life-long learners, ethical citizens and kind and empathetic humans.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- Alberta Education Numeracy Screening Assessment results and trends.

2025/2026 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

What *strategies* will we *implement* to progress toward achieving this outcome?

Embedded collaborative time focused on new curriculum: Teachers are provided with 13 hours throughout the school year to work collaboratively and focus on digging into new Alberta Education Curriculum, plan common outcomes-based assessments, plan and prepare targeted interventions and plan Inquiry/Project based learning opportunities. During this time students are engaged in community building activities, physical activity and literacy appreciation.

Grade team residencies facilitated by division lead teachers: Collaborate with literacy lead teachers to work with teaching teams in their classrooms to model best practice, such as implementation and structure of workshop models.

Common Literacy and Numeracy instructional time: Common timetables with common literacy and numeracy blocks that are focused and uninterrupted (grades 1 and 2).

Emphasis on Project Based Learning: Grade teams collaborate to provide students with Project or Inquiry based learning projects supporting the development of critical thinking. PL supporting planning for strong inquiry projects will also be a component of teacher professional learning throughout the school year.

Common resources and materials: School purchased, high quality, research based common classroom resources to ensure common language and instructional practices are utilized. This includes manipulatives, digital resources, print materials and divisional resources.

Building diverse classroom libraries: Dedicated funds to support the development of classroom libraries, ensuring all students have constant access to a variety of literature, at a range of levels. Utilizing division sponsored grants to purchase literature to support diversity, equity and inclusion so all students are supported through rich and varied literature in their classrooms.

Learning Commons and Makerspace: Extending classroom experiences to build, inquire, create, solve and discover with a variety of materials and tools connected to content areas and linked to curricular outcomes.

Community Engagement: Seek varied opportunities to engage caregivers with the learning outcomes to support understanding of student learning and the links to curriculum.



What will we intentionally focus on during the 2025-202 school year to help progress towards achieving this outcome?

1. Staff Professional Learning focused on high quality literacy instruction:
 - a. Accessing Literacy Lead teacher to support implementation of high-quality classroom routines and structures,
 - b. Participate in school based professional learning focused on enhancing practice around high-quality classroom instruction and assessment with Dr. Robin Bright (August 28, March 13, April 13),
 - c. Participate in a school-wide book study, Sometimes Reading is Hard: Using decoding, vocabulary, and comprehension strategies to inspire fluent, passionate, lifelong readers.
 - d. Collaborative time focused on deep dive into new ELAL curriculum to create targeted intervention plans, outcome-based assessments and quality classroom instruction,
 - e. Increasing the number of books in classroom libraries,
 - f. Encouraging and supporting staff to access targeted, high quality professional learning, beyond what is offered at the school level, focused on best practice for classrooms,
 - g. Admin supporting as instructional leaders – visible in classrooms, modelling best practice, providing coaching and feedback, offering professional resources to support research-based practice.
2. Staff professional learning focused on high quality Numeracy instruction:
 - a. Continue to support bridging conversations with staff – time to share areas where instruction is required to support students meeting the new curriculum expectations,
 - b. Professional learning on numeracy progressions and use of manipulatives to support student growth and development,
 - c. Admin support for more consistent and systemic implementation of Math Up digital resources in all grades,
 - d. Admin supporting as instructional leaders – visible in classrooms, modelling best practice, providing coaching and feedback, offering professional resources to support research-based practice.



Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2025/2026 Teaching and Leading – Area of Focus

What is our desired *outcome*?

- Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

What *strategies* will we *implement* to progress toward achieving this outcome?

School/Classroom communication with families: Consolidating more common methods of effective, regular, meaningful communication with families focused on student learning to ensure caregivers understand and are engaged in what students are learning.

Family Engagement: Providing more information to families on opportunities for parent and caregiver engagement and involvement.

Celebration of learning: Clearly define purpose of celebrations of learning and support family's knowledge and understanding of questioning and expressions of curiosity to support student demonstration of their learning.

Outcomes based report cards: Clearly communicate and share information with families on newly implemented outcomes-based report cards and reporting to ensure understanding of student growth and progress.

Evidence of Learning: Sharing and explaining evidence of student growth and achievement with families and care givers more frequently than report cards, parent teacher conferences or celebrations of learning – evidence may include assessment results, images, student products, conferencing conversations held with students, demonstrations, PBL exhibitions, utilizing learning continuums and progressions to support student progress.



What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

1. School Communication focused on student learning:
 - a. Student Led conferences focused on student growth.
 - b. Reporting to parents on curricular learning – engaging in the newly implemented report cards and enhance methods to support understanding of the new report card and the information provided on academic growth.
 - c. Providing families with multiple learning opportunities (online and in person) to support understanding of report cards, assessments, and learning continuums and progressions.
 - d. Utilizing newsletters and school website to provide families more exposure to parent learning events and engagement opportunities that are available (learning videos, infographics, social media posts, Teams learning sessions).
 - e. Creating and posting student demonstrated reading behaviours in relation to reading levels.
 - f. Developing understanding, increase utilization and post the narrative writing continuum for students and families.
 - g. Creating and posting numeracy progressions for each grade level based on outcomes.
 - h. Consistent use of student agendas on a daily basis for communication to families. Providing suggestions and opportunities for caregivers to engage with students outside of the classroom in their learning. For example, “Ask me about . . . “.



Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.



2025/2026 Learning Supports – Area of Focus

What is our desired *outcome*?

- To ensure every person feels valued, respected, safe, and welcomed in our school communities.

What *strategies* will we *implement* to progress toward achieving this outcome?

Celebrate Culture: Provide all students and families opportunities to share and experience the diverse culture represented by our school community e.g. celebrations, food, clothing, holidays.

Utilize display cases: Regularly change displays to highlight a variety of divisional celebrations, school celebrations, community celebrations, with a focus on learning, acceptance and understanding. Utilizing the grade five Leadership students to create and maintain the displays for a student interest and centered approach.

Redesign School Foyer: Recognize the diversity of families in our school community visually by displaying country flags of all the countries of our student population. Ensure that families are surveyed and we are recognizing all students and their roots.

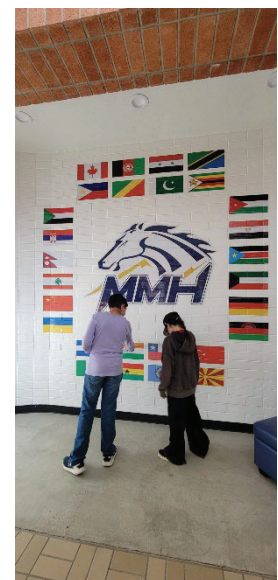
School Celebrations: Ensure that school celebrations are implemented using a trauma informed anti- racist/anti-oppressive lens.

Literature and Literacy: Encourage the purchase of books for classroom libraries and the learning commons collection that allow for all children and families to see themselves reflected in literature in a variety of ways.

Learning Commons: Utilizing this common space as a place to celebrate and share diversity through literature, STEAM activities and Makerspace activities.

Student presentations: Provide students with opportunities to share their culture and passions with our greater school community during assemblies, using the foyer display screen and in the Learning Commons

School Expectations: Continuous utilization and review of current Supporting Behaviour and Social Participation of All Students document.



What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

1. Increasing literature in classrooms and Learning Commons where students see themselves in the books available.
 - a. Accessing School Council Society funds to support purchase of high-quality literature for classrooms.
 - b. Scholastic book fairs to support purchasing books for the Learning Commons.
 - c. Divisional Wellness Grant to purchase books that support highlight diversity, equity and inclusion and promote these values through classroom read alouds by teacher counsellor and administration.
 - d. Scholastic Books fairs to encourage parent engagement in celebrations of learning/ parent-teacher interviews, enabling students to showcase cultural and passion project learning.
 - e. Enhance classroom curricular learning through utilization of the Learning Commons space, displays and as a presentation space.
2. Supporting inclusion of neurodivergent and nonverbal students
 - a. Continue to advocate for the installation of a core word board on our playground to support neurodivergent students.
 - b. Advocate for a barrier free playground, allowing all students opportunities for inclusive play.
 - c. Provide spaces in the school to support regulation and sensory needs of all students (sensory room, breakout spaces)
 - d. Whole staff professional learning focused on inclusive practices – Universal Design for Learning.
3. Provide opportunities for students to participate in assemblies, foyer displays, and announcements, and school-wide expectations.
 - a. Admin focus on leadership club for students allowing opportunities for students to create displays, host assemblies and share their learning or interests.
 - b. Gather student feedback on Supporting Behaviour and Social Participation of All Students document and revise based on data collected.
4. Continue staff professional learning regarding Positive School Wide Behaviour Supports.
 - a. Targeted learning on conflict resolution, problem solving, restorative practices and alternatives to punishment.
 - b. Targeted recess social skill support for students with lagging skills provided by supervising staff members.
 - c. Alternative recess options for students ex. Walking club, reading club, art club, chess club, skipping club, drama club.
5. Seek opportunities to engage families and community in growth of inclusive environment.
 - a. Access families for classroom presentations
 - b. Seek feedback from families on additional activities, celebrations, or opportunities the school could offer to represent all families in our school community.
 - c. Extend welcome invitations to families to attend and participate in school wide cultural celebrations i.e. Indigenous Learning days, school assemblies, curricular learning events, PBL exhibitions.