



MEDICINE HAT PUBLIC SCHOOL DIVISION
2026-2027

ALBERTA
LEARNING
OUTCOMES

EVERY STUDENT IS SUCCESSFUL
FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL
ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS
ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Ecole Connaught School

2026-2027 School Assurance Plan

Principal: Diane Cartier

Division Statement	Medicine Hat Public School Division begins a new Four-Year Education Plan during the 2026-2027 school year. The goals, strategies, and success criteria outlined in this assurance document reflect feedback gathered through a comprehensive stakeholder engagement process. The 2026-2030 Education Plan builds on established system strengths, collective capacity, and collaborative partnerships. Updated priorities emphasize future possibilities through meaningful, innovative student learning experiences. Current research and best practices continue to inform the Optimal Learning Environment (OLE) framework, which serves as a foundational component of our work and promotes a shared instructional language across the division. Together, we remain committed to ensuring all students feel a sense of belonging through differentiation and inclusive practices, including the continued advancement of Truth and Reconciliation. Our school and system teams bring unique strengths and expertise, which are leveraged through strength-based, evidence-informed collaborative processes for continuous improvement.		
2026-27 SCHOOL GOAL(S) <i>(What are the priorities for learning at our school?)</i>	SUCCESS CRITERIA <i>(How we will know we are achieving our goal)</i>	STRATEGIES <i>(Our plan for meeting our goal)</i>	PERFORMANCE MEASURES <i>(Indicators we will monitor)</i>
<i>School based goal #1...</i> <i>How will leveraging opportunities for students and staff to communicate in French strengthen confidence, participation, and vocabulary, to create a vibrant French culture throughout our school?</i>	• Students are regularly heard speaking French in classrooms and common areas. • Staff consistently model the use of French during instruction and school-wide interactions with students. • School-wide events, announcements, and activities provide regular opportunities to use and celebrate French. • Students demonstrate increased confidence and willingness to communicate in French during learning and social interactions. • Students demonstrate growth in oral vocabulary and their ability to express ideas in French. • Staff intentionally model and encourage French communication throughout the school day. • Common French language routines and expectations are consistently used across classrooms and shared spaces. • recognize French as a meaningful language for communication beyond academic tasks. • Professional learning opportunities support staff in building confidence and strategies for promoting authentic French communication. • School-wide initiatives (e.g., announcements, assemblies, buddy activities, clubs, cultural celebrations) provide regular opportunities for authentic French language use. • Progress toward the school goal is monitored through classroom observations, student voice, and staff reflection.	• Professional Learning Partners – Expertise in creating strong French structures and school culture • Build in time to unpack (new) curricula—specifically through the lens of oral language opportunities • Weekly Monday Morning Community Assembly – focus/highlight French through student sharing • School-wide commitment to French contract – visible in school and classrooms • Tuesday morning staff meetings to share ideas and successes for language routines • Establish French norms for students as leaders • Use DELF resources to build understanding of targeted oral language skills at each grade level and connect these within the FILAL curriculum • Embedded daily, structured oral language routines (first 15 minutes of the day in all classrooms) • Inviting opportunities for French-speaking events at our school • Connecting to French community members Intentional pairing and small group chats • Clubs that focus on/use spoken French • Explicit teaching and spiraling key vocabulary • Use sentence stems and visuals • Teacher models French language consistently • Celebrate risk-taking and effort in speaking French • Use games and play-based speaking opportunities • French challenges for staff and students • Establish a French promotion committee of staff and students to establish French practices and goals for our school (Vive le français!) • Work together to create a bank of oral language activities	• Teachers providing opportunities for students to speak French in all subject areas, several times a day, everyday • Ensuring students are exposed to a variety of French speakers with different accents • Listen for increased oral French spoken in the classroom, hallways and in other locations at school. • Staff and student self-reflection: on their use of and confidence in speaking French • Access/request for French reading in the library • Our school’s focus on spoken French visible (audible) to guests in our building • Opportunity to use the DELF A1 as a benchmark for students in grade 3 • Increased success in DELF certification (A2) at the end of grade 6 • Routines for spoken French are established and practiced throughout the school • Students use all available French when speaking with French-speaking adults in our building • Teacher confidence in FILAL – instruction and assessment

	• Students participate in regular, purposeful opportunities to communicate in French across classrooms and school-wide activities. • Teachers intentionally embed frequent opportunities for authentic oral French communication throughout the school day.		
<i>School based goal #2...</i> <i>How will aligned instructional and assessment practices in numeracy strengthen our understanding of student learning and increase student success within and across grades?</i>	<i>Staff Practices</i> • Grade-level teams have established common numeracy priorities, success criteria, and shared proficiency expectations. • Grade levels use common assessments and collaboratively analyze evidence of student learning to inform instruction, intervention, and enrichment. • Teachers demonstrate greater consistency in instructional practices, assessment, and expectations within and across grade levels. <i>Student Learning</i> • Students explain their mathematical thinking using appropriate mathematical language. • Students demonstrate growth toward grade-level numeracy outcomes and can identify their strengths and next learning steps. <i>School-Wide Systems</i> • Common numeracy assessment opportunities and evidence collection practices are implemented across all grade levels. • Grade-level and cross-grade collaboration supports consistent learning progressions and the sharing of effective instructional strategies.	• Develop grade-level essential learning outcomes ("must knows") for each reporting period. • Establish shared priorities for instruction at each grade level. • Identify and implement daily formative feedback routines • Create common learning intentions, success criteria, and proficiency expectations for priority outcomes. ◦ Ensure a common understanding of what successful learning looks like. ◦ Gather comparable evidence of student learning throughout the year. • Establish common evidence collection practices. • Collaboratively analyze student work and assessment evidence. ◦ Identify strengths, misconceptions, and next instructional steps. • Develop responsive instructional and intervention plans based on assessment evidence. • Map and review numeracy learning progressions across K–6. ◦ Build a shared understanding of how mathematical understanding develops across grades. • Compare evidence to calibrate expectations and strengthen consistency in assessment. • Share and implement high-impact instructional practices that promote mathematical thinking and discourse. ◦ Examples may include Math Map, Math Up,, Matific, Small-group math instruction, Number Talks, Building Thinking Classrooms routines, math journals, rich math tasks, and explicit vocabulary instruction. • Support students in identifying their strengths, next steps, and progress toward success criteria	• Vertical team discussions and agreed-upon learning progressions (documented) • Classroom observations indicating implementation of agreed-upon instructional practices. • Shared assessment criteria used across classrooms and grades. • Number of students identified early and receiving targeted support or enrichment. • Monitoring of student progress over time. • Improved student achievement in priority numeracy outcomes. • Greater consistency in instructional and assessment practices across classrooms. • Teachers demonstrating a shared understanding of proficiency. • Students confidently communicating their mathematical thinking. • Strong collaboration between grade-level and vertical teams. • Grade 6 increased success on PATs • Families reporting a clearer understanding of their child's numeracy progress.

2026 Data Celebrations	A high number of parents reported that they feel their children are safe at school, and that behavior issues are dealt with in a timely manner.	A high number of students reported that teachers emphasize academic skills and hold high expectations, while also being responsive to their needs.	A high number of teachers reported that they use their results from class assignments and formative assessment practices to inform instruction and plan their future lessons.
------------------------	---	--	---