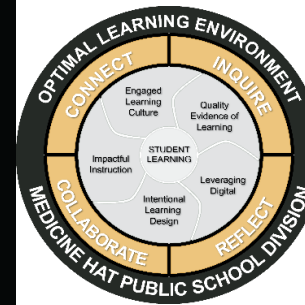




**MEDICINE HAT PUBLIC SCHOOL DIVISION  
2025 - 2026**

**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



**École Connaught School**  
**2025-26 School Assurance Plan**  
**Principal: Diane Cartier**

**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.*

<b>2025-26 SCHOOL GOAL(S)</b> <i>(What are priorities for learning at our school?)</i>	<b>SUCCESS CRITERIA</b> <i>(How we will know we are achieving our goal)</i>	<b>STRATEGIES</b> <i>(Our plan for meeting our goal)</i>	<b>PERFORMANCE MEASURES</b> <i>(Indicators we will monitor)</i>
<p><b>School based goal #1</b></p> <p><u>Establish effective, cohesive assessment and communication practices to enhance clarity and alignment among staff, empower students to articulate their learning and challenges, and strengthen family understanding of student progress?</u></p>	<p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• use shared assessment tools, language, and criteria across grades and subjects.</li> <li>• regularly collaborate with a focus on aligning assessment and instruction (assessment calibration sessions)</li> <li>• have a <i>correct, cohesive, and consistent</i> understanding of the achievement indicator scale (EMAB) &amp; can confidently speak to it in relation to their day-to-day assessment and reporting</li> <li>• can exchange student learner evidence and are consistent in their feedback, assessment &amp; evaluation</li> <li>• use formative feedback regularly and effectively to move student learning</li> <li>• use a balance of triangulated learner evidence: observations, conversations, and products and can articulate which form matches intended learning</li> <li>• align with school-wide expectations for regular communication with families</li> <li>• communicate learning with students daily</li> <li>• communicate learning concerns with parents/ guardians early and regularly</li> <li>• report increased clarity and confidence in both assessment and communication practices</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• can receive and apply formative feedback to improve their understanding</li> <li>• can describe their learning goals, progress, and success criteria</li> <li>• can speak to their success, difficulties, and identify their next in learning</li> </ul>	<p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Develop and use shared assessment tools and key language</li> <li>• Intentionally set and use CR time to analyze data and design assessment tools &amp; rubrics aligned to curricular outcomes</li> <li>• Support vertical and cross-grade alignment of core curricula</li> <li>• Practice unpacking new curricular outcomes and identifying excellent criteria (within subjects/across same grades)</li> <li>• Plan for opportunities to exchange learner evidence to monitor consistency in feedback and grading, connected to learner outcomes/criteria</li> <li>• Use OLC PL menu to intentionally plan timely PD for staff</li> <li>• Set and maintain expectations for gradebook in upper elementary (to align within grades)</li> <li>• Continue working on foundational practices around teacher clarity across all grades – using OLC supports and targeted Professional Learning</li> <li>• Opportunities and PL for creating learning progressions and identify assessment opportunities</li> <li>• Create/improve a parent-friendly EMAB guide</li> <li>• Host student goal setting and a celebration of learning</li> </ul> <p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Establish baseline expectations for communication with families (Tier 1)</li> <li>• Build teacher capacity for effective, clear communication with students and their families               <ul style="list-style-type: none"> <li>• Share effective communication strategies and methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School-based &amp; division surveys and feedback opportunities (students, staff, and families)</li> <li>• Evidence of consistent language across classrooms, connected to assessment</li> <li>• Monitor for cohesion of RC comments, RC marks and gradebook.</li> <li>• Frequency of CR time used for data analysis and assessment design</li> <li>• Teacher confidence on assessment with new curriculum</li> <li>• Creation of aligned progressions of learning, connected to assessment opportunities</li> <li>• Evidence of understanding and application of triangulation of data</li> <li>• Admin classroom visits provide evidence of effective/cohesive assessment practices</li> <li>• Adherence to communication baseline</li> <li>• Adherence to gradebook expectations</li> <li>• Use of CR time to evaluate and increase alignment in both assessment and communication practices</li> </ul>

	<ul style="list-style-type: none"> <li>• can self-assess, set goals, and reflect on their learning</li> <li>• can articulate their learning, success, and challenges with their families</li> </ul> <p><b>FAMILIES:</b></p> <ul style="list-style-type: none"> <li>• report improved clarity about their child’s learning and ways to support</li> <li>• report increased understanding of the EMAB scale as connected to their child’s learning evidence</li> <li>• report regular and clear communication from their child’s teacher(s)</li> </ul>		
<p><i>School based goal #2</i></p> <p><i>In what ways will our focus on <b>building student vocabulary</b> and <b>providing purposeful oral language opportunities</b> in the French Immersion environment foster greater <b>student confidence</b> and <b>active participation in French</b>, as seen through their willingness to <b>speak, take risks, and engage</b> in conversations—demonstrating growth in using familiar words and expressions, participating in simple interactions, and expressing basic ideas aligned with DELF A1–A2 expectations?</i></p>	<ul style="list-style-type: none"> <li>• Increased willingness to engage in French discussions and confidently participate in structured spoken language activities</li> <li>• Growth in the complexity and length of student spoken responses</li> <li>• Frequent use of academic and subject-specific vocabulary</li> <li>• Visible increase in peer-to-peer conversations in French</li> <li>• Teachers observe students self-correcting or rephrasing in French</li> <li>• Students speaking French with peers and staff in and outside of the classroom (hallways, outside, gym, library, music, etc.)</li> <li>• Students take on leadership roles in French</li> <li>• Students participate in school-wide assemblies and opportunities to share ideas and present in French</li> <li>• Students participate in extra-curricular events in our community offered in French</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Monday Morning Community Assembly – focus/highlight French through student sharing</li> <li>• School-wide commitment to French contract – visible in school and classrooms</li> <li>• Tuesday morning staff meetings to share ideas and successes</li> <li>• Establish French norms for students as leaders</li> <li>• Use DELF resources to build understanding of targeted oral language skills at each grade level and connect these within the FILAL curriculum</li> <li>• Embedded daily, structured oral language routines (first 9 minutes of the day in all classrooms)</li> <li>• Inviting opportunities for French-speaking events at our school</li> <li>• Using our French monitor to support spoken French across all grades</li> <li>• Intentional pairing and small group chats</li> <li>• Clubs that focus on/use spoken French</li> <li>• Explicit teaching and spiraling key vocabulary</li> <li>• Use sentence stems and visuals</li> <li>• Teacher models French language consistently</li> <li>• Celebrate risk-taking and effort in speaking French</li> <li>• Use games and play-based speaking opportunities <ul style="list-style-type: none"> <li>◦ French challenges for staff and students</li> </ul> </li> <li>• Establish a French promotion committee of staff and students to establish French practices and goals for our school</li> <li>• Work together to create a bank of oral language activities</li> <li>• Time to unpack (new) curricula—specifically through the lens of oral language opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers providing opportunities for students to speak French in all subject areas, several times a day, everyday</li> <li>• Ensuring students are exposed to a variety of French speakers with different accents</li> <li>• Listen for increased oral French spoken in the classroom, hallways and in other locations at school.</li> <li>• Staff and student self-reflection: on their use of and confidence in speaking French</li> <li>• Access/request for French reading in the library</li> <li>• Our school’s focus on spoken French visible (audible) to guests in our building</li> <li>• Opportunity to use the DELF A1 as a benchmark for students in grade 3</li> <li>• Increased success in DELF certification (A2) at the end of grade 6</li> </ul>
<p><b>2025 Data Celebrations</b></p>	<p>A high number of students reported feeling a sense of safety and belonging, as well as having friends they can trust as well as positive relationships.</p>	<p>A high percentage of students reported valuing their education, recognizing its importance in their future success. Students ranked classroom instruction and rigor higher than the Canadian norm.</p>	<p>A high number of our families reported that our school is warm and welcoming and that teachers care about their child and their child’s success at school.</p>