



**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

River Heights School

2026-2027 School Assurance Plan

Principal: Wendy Weiss

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 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>
<p><i>School based goal #1...</i></p> <p>By working collaboratively across grades, we will implement a cohesive instructional approach to learning while making numeracy a shared priority in all classes.</p>	<p>Collaborative Planning: Grade partners and cross-grade teams co-create and regularly update long-range plans that show aligned outcomes, pacing and key instructional strategies.</p> <p>Shared Vocabulary: Teachers consistently use common instructional and assessment language across classrooms. e.g., Learning targets, proficiency levels</p> <p>Alignment of Instruction: Classroom instruction reflects agreed-upon priorities and approaches identified during collaborative planning.</p> <p>Differentiation: Teachers intentionally plan and implement differentiated instruction to meet the needs of diverse learners (e.g., varied tasks, scaffolds, and support tools).</p>	<p>Strategy #1: Strengthening <u>instructional alignment</u> through ongoing collaboration (ie. building long-range planning together, using correct & consistent language, shared problem-solving approaches)</p> <p>Strategy #2: Fostering a culture of professional learning by <u>observing and discussing classroom practices</u> (ie. snapshot protocols).</p> <p>Strategy #3: Implementing <u>differentiation strategies</u> to support our diverse learners based on the class profile created by the teacher.</p> <p>Strategy #4: Strengthening <u>instructional practice</u> using evidence-based strategies (Kagan, Instructional Intelligence, explicit teaching, small group instruction, and Building Thinking Classrooms).</p>	<p>Collaborative Planning: Evidence that plans reflect an agreed-upon numeracy focus and shared strategies.</p> <p>Shared Vocabulary: Classroom evidence and staff consistency in identifying important/key numeracy vocabulary terms for each outcome. Vocabulary is posted in classrooms.</p> <p>Alignment of Instruction: Increased confidence and ongoing collaboration (horizontal and vertical cohesion among teachers) with a deeper understanding of curricular connections between the overall outcomes that can be taught together. Evidence in each classroom of spiralling of concepts.</p> <p>Differentiation: Walk-throughs, observations, Generative Dialogue and CTMs indicate differentiation strategies are being used in practice. Students are appropriately engaged in challenging tasks (based on class profile), and learning tools are provided as needed.</p>
<p><i>School based goal #2...</i></p> <p>Together, we will strengthen our understanding and practice of outcome-based assessment to improve clarity for learning.</p>	<p>Balance & Responsive Assessment (Triangulation of Data): Teachers use multiple sources of evidence (observation, conversation and products) to accurately assess and respond to student learning.</p> <p>Grade Book & Evidence of Learning: Teachers maintain accurate, up-to-date gradebooks and use evidence of learning to clearly communicate student progress with students and parents.</p>	<p>Strategy #1: Developing balanced & responsive assessment practices that incorporate <u>triangulation of evidence</u> to support student learning.</p> <p>Strategy #2: Implementing <u>effective gradebook practices</u> and intentionally <u>collecting evidence of student learning</u> to clearly communicate student progress with students and parents.</p>	<p>Balance & Responsive Assessment (Triangulation of Data): Classroom observations and Generative Dialogue conversations. Teachers share evidence of their regular use of all three sources to assess learning and adjust instruction.</p> <p>Grade Book & Evidence of Learning: Grade book is current, accurate and aligned to outcomes; student</p>

	<p>Alignment & Shared Criteria: Teachers understand and use success criteria and create opportunities to co-construct with students what quality work looks like.</p> <p>Proficiency Scales & Coherence: Teachers use proficiency scales to assess and communicate levels of student learning with clarity and consistency.</p>	<p>Strategy #3: Working together to <u>align assessment by creating shared criteria</u> and helping students understand and co-create what success looks like.</p> <p>Strategy #4: <u>Building coherence in our assessment approach</u> by deepening our knowledge and use of proficiency scales <u>to promote clarity for teachers, students, and parents.</u></p>	<p>evidence is used to communicate progress clearly to students and parents.</p> <p>Alignment & Shared Criteria: Teachers consistently used shared success criteria and collaboratively developed an understanding of quality work with colleagues and students.</p> <p>Proficiency Scales & Coherence: Students can articulate their understanding of proficiency scales and where they are in their learning. Teachers can produce a collection of student evidence of learning to share with parents.</p>
<p>2026 Data Celebrations</p>	<p>Student</p> <p>Our recent student data highlights many positive aspects of our school community. Students shared that they feel supported and encouraged by their teachers, and that their classmates are kind and helpful to one another. They also expressed that learning is engaging and enjoyable through a variety of fun and meaningful projects. Most importantly, students reported feeling safe at school, helping create a positive environment where everyone can learn and grow.</p>	<p>Parent</p> <p>Our parent survey data reflects many strengths within our school community. Parents shared that our teachers are kind, caring, and create meaningful opportunities for students to give back to others. Families value the small community feeling within our school and appreciate the welcoming nature of our teachers and staff. Parents also highlighted the creative approaches to teaching and learning, as well as the strong collaboration among grade-level teams to plan engaging community opportunities and experiences for students.</p>	<p>Teacher</p> <p>Our staff survey data highlights the many strengths of our learning community. Staff shared appreciation for the support provided through the complexity team and value the strong sense of collaboration among colleagues. Community-based learning opportunities and meaningful project connections continue to be an important part of our school culture, alongside a strong project-based learning approach that supports student engagement. Staff also recognized the supportive nature of their colleagues and the dedicated time provided for collaboration and shared planning. Most importantly, staff expressed how much they love working with our students and value the opportunity to watch them grow, learn, and develop into caring and responsible citizens.</p>

MHPSD Collaborative Response Year Plan 2026-2027

Collaborative Response is a framework that values collaborative, action focused responses, data-informed discussions, and timely support to ensure all students can experience success. Each year schools in MHPSD develop a school-based plan to support a model of collaborative response that supports student success, enhances professional capacity and increases our collective efficacy across the school system.

CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Data & Evidence	<ul style="list-style-type: none"> Early Years Assessments (Literacy & Numeracy) Division Screens 	<ul style="list-style-type: none"> -Screening, diagnostic, and progress monitoring calendar -Other local measures utilized -Data organization, analysis, and evidence-informed decision-making -How will data be used in CR structures? 	Complexity team quarterly reporting STAR Government Screens MathUp	
Layered Collaborative Processes				
Collaborative Planning Meetings	<ul style="list-style-type: none"> School has established and communicated expectations with staff Strategies to record meeting conversations, progress and commitments 	<ul style="list-style-type: none"> -Who attends collaborative planning time? Review established expectations -Alignment between the different collaborative processes -Recording meeting minutes, progress and commitments 	Teachers will have an 80-minute block of embedded collaborative time with their grade partner to plan. Teachers will have an additional 40 minutes of embedded time. Use of the CR Template to record meeting notes, actions, and celebrations to reference and review to support instructional and assessment practices in the classroom.	
CTM Frequency & Expectations	<ul style="list-style-type: none"> Scheduled Structured - process for pre-meeting preparation, agenda, established norms, focus on Tiers 1&2 Participants leave with an actionable plan Meeting Record 	<ul style="list-style-type: none"> -Create calendar for the year, CTM's occurring approx. every 4-6 weeks -CTM duration -Communication of structure and expectation for CTMs to staff -How will we record our action plans? 	A calendar is created and shared with teachers. CTMs will take place before or after school every 5-6 weeks. Groupings will be cross-graded. Two CTMs are dedicated to the project tuning protocol to support cross-curricular instruction, differentiation, and assessment practices. CST, at least one admin will be present at each meeting. When possible, OLCs will be invited to attend. Service providers, FSLW, FNMI (when available). Focus on Tier 1 and 2 supports in literacy and numeracy. Monitor ongoing progress to help drive instruction.	
PTM & Case Conferences	<ul style="list-style-type: none"> PTM Schedule Case Conference process is identified 	<ul style="list-style-type: none"> -When are PTMs scheduled? -What is the structure of PTMs and Case Conferences? -What are the documentation procedures? 	PTM's and Case Conferences are scheduled as needed and led by our CST. Meeting notes and documentation are completed in Ed Forms. Admin, service providers, FNMI, and Educational Assistants attend as needed.	
CR Elements	MHPSD Baseline Expectations	Considerations	School Planning	Key Dates
Progress Monitoring End of Year and Transitions	<ul style="list-style-type: none"> CTM agenda item to monitor the effectiveness of the action plan Transition process identified at CST meeting Entry Level Criteria completion 	<ul style="list-style-type: none"> -What tools and structures are in place to ensure progress monitoring is occurring? -Consider school based professional learning needs for progress monitoring? -Who will be the lead person? 	Teachers will record their actions weekly using a provided template, which will be reviewed at the start of each meeting. Teachers will also share or reference the screens, assessments, or data used to inform their practice and impact student growth. Transition meetings are organized by the admin and led by our CST. A transition document is shared prior to the meeting to ensure teachers have time to collaborate and reference data before sharing with receiving teachers.	

Tools	<ul style="list-style-type: none">• Norms established• Pre-meeting checklist• Continuum of Supports	<ul style="list-style-type: none">-Staff discussion and input-Self-reflection and team reflection-Review and revisit	Shared template accessible throughout the year to review goals, actions and celebrations. Log entries in Edsby to track student behaviours.	
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School Based Professional Learning – Year Plan (2026-2027)

Aug 27-31, 2026 PL Days	<p>August 27 (All Day): School Based PL Day-Share start up plan, Hour Zero, EA/Teacher communication, planning, expectations working groups. *Complexity Team CoP (Teachers & Educational Assistants) 1:30 p.m. – 3:30 p.m.</p> <p>August 28 (AM): Elementary-Highlight Kagan & Instructional Intelligence Strategies (Goal 1-Strat 4), create collecting student evidence plan for the year (Goal 2-Strat 2), create PL committees</p> <p>August 31 (Full Day): Discuss options for grouping numeracy outcome and the order of teaching to support start of year plans (Goal 1-Stat 1), reviewing CTM rotations, dates and expectations and PBL Protocol</p>
Friday, September 18, 2026	<p>Creating Class Learner Profiles (Goal 1 - Strat 3)</p> <ul style="list-style-type: none"> ○ Differentiation Strategies (Goal 1 - Strat 3) ○ Complexity Team Support (Goal 1 - Strat 3) <p>Long-range Planning (Goal 1 - Strat 1)</p>
Friday, October 9, 2026	<p>Sharing gradebook practices and workflow for collecting evidence using triangulation of data (Goal 2 - Strat 1 & 2)</p> <p>Prepare and plan for our OLC residency, working towards a cohesive approach to the EMAB scale (Goal 2)</p> <p>Explore Numeracy Vocabulary to create cohesiveness across grades</p>
Nov 12 & 13, 2026	<p>November 12: P/T/S Interviews Prep</p> <p>Snapshot Observations (Goal 1 - Strat 2)</p> <p>PBL Focused brainstorming (focusing on differentiation and assessment) (Goal 1 - Strat 3)</p> <p>Co-creating criteria w/ students (Goal 2 - Strat 3)</p> <p>November 13 (Full Day): Division PL CoP</p>
January 15, 2027, PL Day (K-9 Only)	<p>Division PL CoP (a.m.)</p> <p>School Based (pm)</p> <p>Source based numeracy instruction-exploring multiple ways solve math problems (use of exemplars to support teacher practice)</p>
April 23, 2027	<p>Revisit Instructional Intelligence and Kagan structures-add to our toolbox</p> <p>Explore ways to effectively gather and record observational data. Sharing our collection of evidence (format, ideas and workflows) Lookat what is working well.</p>
May 21, 2027	<p>Division PL CoP (a.m.)</p> <p>School Based (pm) School Goals, Generative Dialogue Celebrations</p>
June 28 & 29, 2027 <i>*June 30 School Plan due</i>	<p>June 28: Reflection-building on our growth and thinking of next steps –personal and professional goals</p> <p>June 29: Build class lists and start creating class learner profiles.</p>