



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

Ross Glen School

2026-2027 School Assurance Plan

Principal: Natosha Mastel

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>
In what ways and to what extent can research-based and aligned Numeracy instruction support student growth in math?	- Progress monitoring, screens and PAT data demonstrate student growth in math - Fewer students identified for numeracy intervention - Numeracy programming in classrooms demonstrate teacher understanding research-based numeracy instruction - Increased teacher confidence in implementing impactful numeracy instruction - Increased cohesion from classroom to classroom in the area of numeracy (vocabulary, routines, strategies) - Teacher collab time used to develop/plan effective numeracy instruction	- Engage in professional learning with OLCs - Schedule common planning time during professional learning days or staff meetings. - Collaborative planning time with grade-level partners. - Use the resource The Math Pact to develop vertical coherence with math language. - OLC Residency to support the use of MathUp. - Use research-based instruction (CRA/Manipulatives)	- Evidence of common language across grade levels and students accurately using math vocabulary - Student engagement in math lessons and centers - We will monitor Government screen data throughout the year - Teachers working with OLCs throughout the numeracy residency
In what ways, and to what extent, can we strengthen students' executive functioning skills to increase their regulation and resilience, resulting in improved social-emotional well-being and academic success?	- Staff have an increased understanding of EF skills - Staff feel a sense of efficacy in implementing differentiation strategies to support the various EF abilities of their students - Students can identify EF skills and the importance of developing these skills as they learn and grow - Students apply strategies to support EF in their learning - Students can identify and apply strategies to manage emotions - Students demonstrate improved organizational skills in their classroom environment and in their classwork - Students persist through challenges, focusing on effort over achievement	- Teachers explicitly model and teach executive functioning strategies (e.g., planning tools, working memory supports, reflection routines, emotional regulation strategies). - Common language related to perseverance, flexibility, and self-management is used consistently across the school. - Staff collaborate to share strategies and monitor progress related to executive functioning and resiliency. - Professional learning focuses on trauma-informed, strength-based, and developmentally responsive practices (all staff)-Jeffrey MacCormack/Dr. Gibbs/Resiliency Scale. - Consider a book study and/or professional reading for staff on EF that includes practical classroom strategies to support EF and EF growth for students - Small group intervention to build EF skills for identified students based on EF inventory (HUG, Complexity Teacher) - Weekly, school-wide assemblies to share common understanding, language and expectations	- Data collected 3 times throughout the year on teacher efficacy/understanding of EF as well as student EF skills - Bank of EF strategies created for staff to reference - Decreased behaviour referrals overall and for identified students - Fewer students in Tier 3 & 4 on EF Continuum demonstrating growth

	• Reduced frequency of behaviour incidents related to frustration, avoidance, or emotional dysregulation • Increased student engagement and willingness to take academic risks	• Share information with parents on EF by hosting a family night (Games to build EF and information on the importance of EF) • EF slide added to monthly assemblies to share information with families • Creation of EF Continuum of Supports and tracking student growth • FSLW/HUG facilitate small groups for skills																																																																																																																																																	
2026 Data Celebrations	- Student anxiety, as reported by students, has reduced - Grade 6 ELA PAT results were above the division and province in both the Acceptable and Standard of Excellence ranges - Grade 6 Math PAT results were above the division and province in both the Acceptable and Standard of Excellence ranges	- Teachers reported a 94% on being supported by school leaders during stressful times and 98% on working with school leaders to create a safe and orderly school environment. - Teachers reported a 95% on working with parents to help solve problems interfering with their child’s progress. - On the Our School Survey, parents reported an increase with communication from the school about concerns with their child's behaviour at school and about their child’s behavior - On the Our School Survey, parents reported a substantial increase in teachers take account of their child's needs, abilities, and interests.	Required Alberta Education and Childcare Assurance Measures - Overall Summary Spring 2026 School: 6847 Ross Glen School <table><tr><th rowspan="2">Assurance Domain</th><th rowspan="2">Measure</th><th colspan="3">Ross Glen School</th><th colspan="3">Alberta</th><th colspan="3">Measure Evaluation</th></tr><tr><th>Current Result</th><th>Prev Year Result</th><th>Prev 3 Year Average</th><th>Current Result</th><th>Prev Year Result</th><th>Prev 3 Year Average</th><th>Achievement</th><th>Improvement</th><th>Overall</th></tr><tr><td rowspan="7">Student Growth and Achievement</td><td>Student Learning Engagement</td><td>83.9</td><td>82.6</td><td>83.0</td><td>84.2</td><td>83.9</td><td>84.0</td><td>Intermediate</td><td>Maintained</td><td>Acceptable</td></tr><tr><td>Culture/Inclusion</td><td>96.3</td><td>79.8</td><td>77.7</td><td>81.2</td><td>79.8</td><td>79.8</td><td>Very High</td><td>Improved Significantly</td><td>Excellent</td></tr><tr><td>2-year High School Completion</td><td>n/a</td><td>n/a</td><td>n/a</td><td>82.1</td><td>81.4</td><td>80.8</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>5-year High School Completion</td><td>n/a</td><td>n/a</td><td>n/a</td><td>86.7</td><td>87.1</td><td>87.9</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>PATs - Acceptable</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>82.5</td><td>82.6</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>PATs - Excellent</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>15.6</td><td>15.5</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Depression - Acceptable</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>82.0</td><td>81.3</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td rowspan="2">Teaching & Learning</td><td>Depression - Excellence</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>23.0</td><td>22.3</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Education Quality</td><td>92.7</td><td>91.3</td><td>90.7</td><td>87.8</td><td>87.7</td><td>87.8</td><td>Very High</td><td>Maintained</td><td>Excellent</td></tr><tr><td rowspan="2">Learning Supports</td><td>Discrimination, Racism, Respectful and Safe Learning Environments (D-C-S-L-E)</td><td>94.1</td><td>82.1</td><td>82.1</td><td>85.8</td><td>84.4</td><td>84.4</td><td>Very High</td><td>Improved Significantly</td><td>Excellent</td></tr><tr><td>Access to Supports and Services</td><td>83.4</td><td>81.9</td><td>75.9</td><td>79.5</td><td>80.1</td><td>80.2</td><td>Intermediate</td><td>Improved</td><td>Good</td></tr><tr><td>Governance</td><td>Parental Involvement</td><td>93.8</td><td>81.0</td><td>79.9</td><td>79.9</td><td>80.0</td><td>79.5</td><td>Very High</td><td>Improved</td><td>Excellent</td></tr></table>	Assurance Domain	Measure	Ross Glen School			Alberta			Measure Evaluation			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	Student Growth and Achievement	Student Learning Engagement	83.9	82.6	83.0	84.2	83.9	84.0	Intermediate	Maintained	Acceptable	Culture/Inclusion	96.3	79.8	77.7	81.2	79.8	79.8	Very High	Improved Significantly	Excellent	2-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a	PATs - Acceptable	n/a	n/a	n/a	n/a	82.5	82.6	n/a	n/a	n/a	PATs - Excellent	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a	Depression - Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a	Teaching & Learning	Depression - Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a	Education Quality	92.7	91.3	90.7	87.8	87.7	87.8	Very High	Maintained	Excellent	Learning Supports	Discrimination, Racism, Respectful and Safe Learning Environments (D-C-S-L-E)	94.1	82.1	82.1	85.8	84.4	84.4	Very High	Improved Significantly	Excellent	Access to Supports and Services	83.4	81.9	75.9	79.5	80.1	80.2	Intermediate	Improved	Good	Governance	Parental Involvement	93.8	81.0	79.9	79.9	80.0	79.5	Very High	Improved	Excellent
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