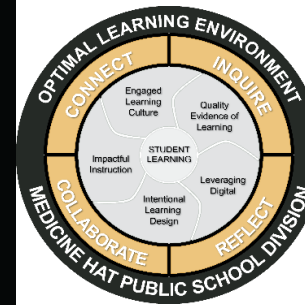




MEDICINE HAT PUBLIC SCHOOL DIVISION 2025 - 2026

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



Ross Glen School

2025-26 School Assurance Plan

Principal: Natosha Mastel

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.			
2025-26 SCHOOL GOAL(S) (What are priorities for learning at our school?)	SUCCESS CRITERIA (How we will know we are achieving our goal)	STRATEGIES (Our plan for meeting our goal)	PERFORMANCE MEASURES (Indicators we will monitor)
In what ways and to what extent can cross-curricular planning enhance student engagement, critical thinking, and real-world application of learning? Background info: Cross-curricular planning encourages deeper understanding, authentic learning, and stronger connections across subject areas. The OurSCHOOL Teacher Survey shows high collaboration among staff (Collaboration score: 8.8), indicating readiness to strengthen interdisciplinary learning. Staff also highly rated planning across subjects (e.g., 8.3 for cross-curricular opportunities or common planning) but identified room for improvement in creating real-world connections.	- Units demonstrate intentional alignment between at least two subject areas with clearly identified learning outcomes. - Students can articulate how their learning connects across different subjects and why it matters. - Products or presentations demonstrate integration of skills (e.g., writing, numeracy, design, research). - Student application of Knowledge, Skills, and Understandings to real-world situations, increases their perception that what they are learning at school matters	- Engage in professional learning with OLCs - Schedule common planning time during professional learning days or staff meetings to support collaborative, cross-curricular unit design (division level). - Use student-led exhibitions or learning fairs to showcase cross-curricular work to families and the broader school community. - Access to literature that spans subject areas for social and science - Invite community experts or guest speakers to support real-world connections within integrated projects. - Embed collaborative planning time with grade level partners. - Development of assessment rubrics and checklists for cross-curricular learning/projects - Differentiated opportunities within projects for students to demonstrate their learning	- Minimum of two cross-curricular units implemented, documented, and assessed during the school year. 90% of teachers report improved capacity and collaboration in interdisciplinary planning by year-end survey. - Observable student engagement in cross-curricular tasks increases (as measured by engagement checklists and anecdotal records). - Public showcasing of student learning occurs at least twice per year (e.g., exhibitions, student-led conferences). - School-wide resource bank of interdisciplinary unit plans and exemplars created and shared by June 2026.
In what ways and to what extent can we foster a safe, supportive, and inclusive environment that promotes the emotional well-being and sense of belonging for all members of the Ross Glen community? Background info (Parent): Safety score is 8.2, but “Behaviour issues dealt with in a timely manner” is lower at 7.1 (but	- Students are able to name and demonstrate the school’s core values: Wonder, Connect, Thrive. - Students report feeling safe, respected, and connected to peers and staff in class check-ins or surveys. - Students can identify at least one trusted adult they feel comfortable approaching when needed.	- Continue with school-wide SEL practices, such as morning meetings, community circles, and gratitude journals, Second Step lessons - Continue with the RG Comprehensive School Health Team - Establish a student-led wellness team to create initiatives and provide feedback on belonging and emotional safety.	- Student SEL check-ins/community circles show increased positive responses in areas like “I feel safe” and “I feel connected.” - Log entries - Weekly check-ins with staff - Increased sense of safety and trust between students and adults - Our School Data

higher than last year). Inclusion score is 7.7, with lower marks for helping build friendships (7.3). - Teachers feel supported by leadership (e.g., leadership score: 8.8), but continued focus on social-emotional support for students and staff is implied through goals related to learning barriers and behavioural challenges. - Local Assurance: Teachers rating improved in Thinking and Acting inclusively and we want to maintain this	- Student involvement in wellness initiatives (e.g., peer support, leadership, or kindness projects) increases. - Comprehensive School Health Team is a standing agenda item in staff meetings. - Increased growth in family participation in wellness-related events or family nights. - Improved survey data on the Parent and Student Local Assurance and OurSchool Survey - Students report an increased sense of inclusiveness, positive student-teacher relationship and safety - Parents will report an increased sense of student safety and relationships with staff.	- Implement a quiet recess or lunchtime - Offer parent sessions or communications on supporting children’s social-emotional development at home. - Highlight core values (Wonder, Connect, Thrive) in daily routines, assemblies, and classroom environments. “Growth-Mindset Minute” added to announcements each week - Exemplary Awards based on exhibiting our core values of Wonder, Connect, Thrive - Each student completes a Connection Tree to show which adults and peers they feel connected to - Strong focus on defining and understanding “bullying” through universal wellness lessons - Proactive learning in the fall in upper elementary classes on understanding and reporting cyberbullying - All students sign Responsible Use of Technology Agreement - Teachers include conversation prompts in their Weekly Updates - UFLI groups created based on student need vs. Grade/class - Muffins in May for families and volunteers (before school) - Visually representing WONDER, CONNECT, THRIVE throughout the school (office, gym, new sign) - Continue to give out school t-shirts to ROSGO winners at assemblies (Increased school-spirit) - Continue and enhance programming to build student executive functioning	- Tracking information on students, families and staff taking part in extracurricular clubs and parent volunteers/attendance at events - Data from the Apple Schools research - Feedback gathered following extra-curricular events for staff and families - Staff, students and families demonstrating behaviours that align with culture statements
2025 Data Celebrations	- Teacher Clarity results were above the MHPSD in all areas. For example, learning activities addressing curriculum nouns and verbs, were 0.53 above the division (3.9/4 compared to the division at 3.4/4). - Staff rated 4/4 for learning activities connected to the curriculum.	Teacher data for the Local Assurance survey is a HUGE celebration for growth as a school. For example, the average increased by 1.0 for staff establishing positive, productive, and respectful relationships with students. Another example is communicating student growth and learning to students, which increased by 0.75.	Parents indicated in the OurSCHOOL Parent Survey that they are more informed this year. The result went from 6 in 23/24 to 7.9 in 24/25. One example is that parents are informed about their child’s behaviour at school, whether positive or negative which went from 6.1 in 23/24 to 7.9 in 24/25. Another example is they are more informed about their child’s progress in school

				Parents, on the Local Assurance Survey, indicated staff an increased result in demonstrating inclusiveness in terms of words and actions.		subjects which went from 5.9 in 23/24 to 8.3 in 24/25. - Parents also indicated they feel more welcome which went from 7 in 23/24 to 8.2 in 24/25. - Teachers indicated in the OurSCHOOL Survey that school leaders provide them with useful feedback about teaching which increased from 7.8 in 23/24 to 9 in 24/25. - Parents indicated an increased result in the OurSCHOOL Survey for teachers devoting their time to extra-curricular events which went from 5.8 in 23/24 to 8.2 in 24/25.
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