

2023-2024  
**ACE PLAN**

*Assurance - Collaboration - Engagement*

**Rimbey Elementary School**



# Pointing Out the Facts

## Rimbey Elementary School

### Staff

**34** staff support our school and students: 19 Teachers, 2 Admin, 7 EAs, 1 PUF, 1 General BFPA EA, 1 Librarian, 1 Admin Assistant, and 2 Custodians.

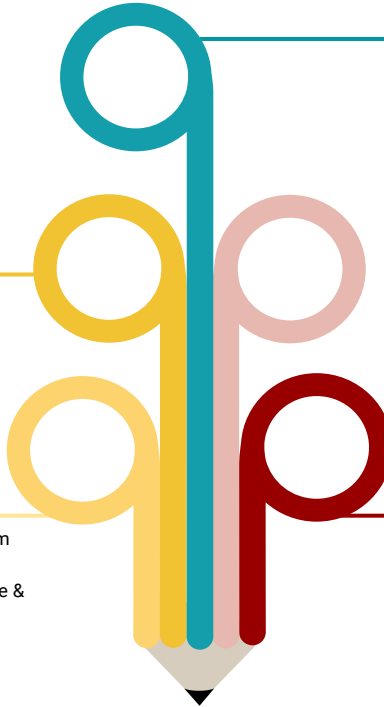
### Demographics

Rimbey is in a rural community. With students coming from farms, acreages, town and lake communities. Socioeconomic: mixture of low to middle class. Agriculture & Oil Field are the main occupations for families.

### Students

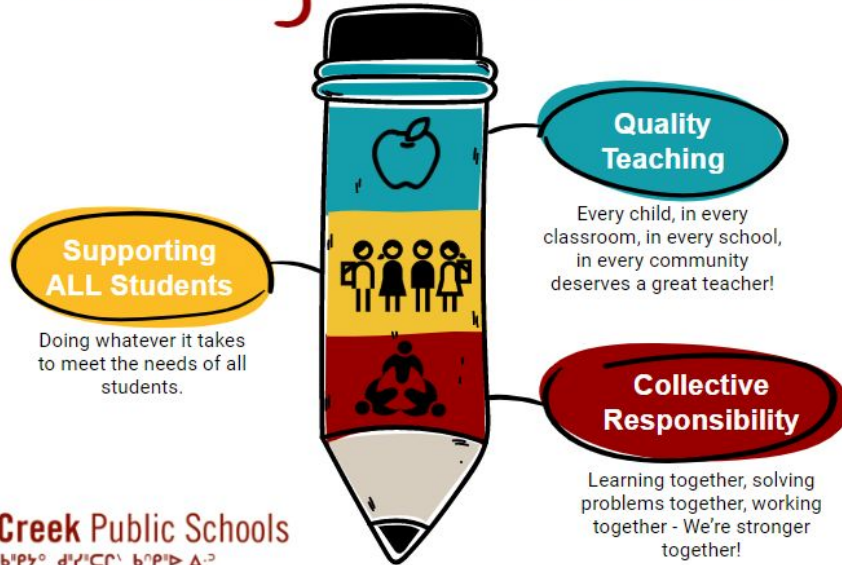
From Pre k to 6

- Pre-K Program - Grade 6
- Daily In-Class Intervention Block (Grades 1 - 6)
- Heavy focus on best practices in Literacy & Numeracy: PD, Resources, Classroom & School Structures
- Elder Support/BBBS Mentoring Partnership/Breakfast & Lunch Program.



# WCPS Priority Areas

Creating success for ALL learners by  
**Getting to the Point!**



**Wolf Creek Public Schools**

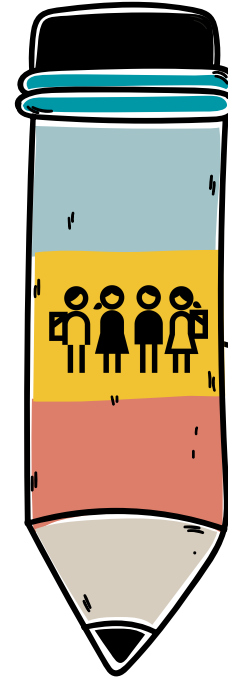
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*Creating Success For All Learners*

# Supporting All Students

**We are collectively responsible for all students. We believe that all students can learn and that it takes a village to ensure a child grows and learns to their full potential.**

**Together, in partnership with community partners and service providers, we work together to ensure that we provide specialized supports to our students. In Wolf Creek Public Schools, we celebrate diversity and build inclusive learning environments where all students succeed.**



**Supporting  
ALL Students**

Doing whatever it takes to meet the needs of all students

# Alberta Education Assurance Measure Results (AEAMR)

## Alberta Education Assurance Measures (AEAM) Overall Summary

Assurance Domain	Measure	Rimby Elementary 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	<a href="#">Student Learning Engagement</a>	82.0	89.5	89.5	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	81.9	82.8	84.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	76.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	15.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	93.2	93.7	96.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.4	86.4	86.4	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	72.0	79.4	79.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	63.3	65.1	76.2	79.1	78.8	80.3	Very Low	Declined	Concern

<p style="text-align: center;"><b>Our Quality Teaching Flourishing Goal is:</b> Effectively support all diverse learners with a specific focus on literacy.</p>	<p style="text-align: center;"><b>Evidence &amp; Engagement</b></p>
<p><b>How do we know this is our flourishing goal?</b> We have an increase in diverse needs in the classroom with less supports, so we need to focus on how we are structuring our programs to effectively support our learners.</p> <p><b>Who are we at our best?</b> We are staff who are capable of effectively supporting all students, regardless of their needs within the classroom. <i>We can do this!</i></p> <p><b>What might we be? What are the possibilities?</b> A school where all our students are effectively supported in the classroom &amp; achieving success. A school where students make significant gains in their reading. Our students are engaged and want to be at school.</p> <p><b>What would support innovation in this area?</b> Parent support (Manageable Home Reading Programs), Quality teaching, PD on diverse learners, Implementing best practices. Utilize the ELE model to guide &amp; inform practice. Daily RTI: intensive, systematic instruction - over and above classroom instruction.</p> <p><b>What are the barriers to achieving our flourishing goal?</b> Limited staff to provide smaller groupings during RTI</p> <p><b>How can we overcome those barriers?</b> Creative scheduling, focusing resources &amp; time (PD) on effectively supporting diverse learning. Utilizing Education Services. Growth mindset that this is achievable.</p>	<p>IPP goal achievement CRM notes Student Intervention notes</p> <ul style="list-style-type: none"> <li>● what was discussed in meetings was successful or not.</li> </ul> <p>Attendance Rates/ Attendance Reports</p> <p>Increase the number of students achieving grade level outcomes - shown on reports &amp; school wide, common assessments.</p> <p>F &amp; P Scores, STAR, CC3, LeNs, gov't numeracy data.</p> <p>PD Plan includes a focus on supporting diverse learners.</p> <p>Reduction in office referrals &amp; explosive beh</p>



## Rimbey Elementary Assurance Plan - Supporting ALL Students

Action Plan	Evidence & Engagement
<p><b>Planning and Differentiation</b></p> <p><b>Evidence:</b>                      IPPs, LSP, BIPs, SSW reports, Elder, CRM meetings, Service Providers (speech), Staff feedback, Student &amp; Classroom Profiles, Walk Throughs</p> <p><b>Visible to School Community:</b>                      School Council Meetings, PD days, CRM days, school website</p> <p><b>Area of Focus:</b>                      In order to meet needs of diverse learners we are focusing on: Pre-Assessment - to guide RTI, Assessment to determine effectiveness &amp; guide next steps. Also guides: IPPs, LSPs planning</p> <p><b>Action Plan:</b> Utilize PD/CRM days, Walk Throughs, Intervention meetings</p>	<p>IPP/LSPs</p> <p>Records of team and individual meetings.</p> <p>Tracking of RTI and Intervention blocks</p> <p>Records from CRM in Dossier</p> <p>Tracking assessment progress - Percentage of students who show growth on literacy and numeracy benchmark and diagnostic assessments (STAR, F&amp;P, LeNS, CC3, Provincial Numeracy Assessment), PATs</p> <p>Engage: School Council meetings, Staff involvement in analysing assessment data and RTI groupings. PD/CRM staff attendance &amp; engagement.</p>

# Continuum of Supports

Area of Focus:  
Diverse Learners -  
focus on literacy

**EXPLORE**

Curriculum Changes  
Aligned RTI  
timetables  
Budget: resources to  
support learning

Common RTI time  
Curriculum: rocks



CRM  
RTI: grades 1 - 6  
Grade based  
curriculum  
conversations:  
horizontal/vertical

Common  
assessments:  
STAR, F & P, PATS

RTI lessons -  
walkthroughs

**TAKE ACTION**

**EVALUATE**



# Rimbey Elementary School Assurance Plan - Meeting the Needs of ALL Students

## Action Plan

(include strategies and timeline below)

*Questions for consideration (can be deleted after): What is your school's plan to ensure that all teachers get to know their students and the needs/diversity in their classes? How will you ensure that this information is used in teacher planning processes? What is your plan for building capacity with differentiation strategies in your school?*

## Evidence & Engagement

*What evidence will you gather to demonstrate you are making progress toward this goal? How will you engage stakeholders in this work?*

- Collaborative Response Model - effectively implement this model
- June 2023:
  - All teachers completed Transition Plans for those students who do not have an IPP, LSP, BIP, etc - but they could use a little introduction to their new teacher.
  - F & P year end literacy data is shared with next years' teacher
- Aug/Sep 2023 Start Up - [Individual Student Profile & start of Classroom Profile](#):
  - Analysis:
    - June 2023 F&P results for trends in gaps & strengths, Transition Plan, Dossier: General Notes, IPP, LSP, BIPs, Past Assessments, PASI (custody documentation)
  - Complete Individual Student Profiles
  - Teacher Meetings: meet with last years' teacher
- Sep/Oct: Class Profiles completed
- Sept: Literacy Assessments Completed - Shared with Jodi & on tracking docs
  - Kinder: Optional F & P Assessments
  - Grade 1: Optional F & P Assessments, CORE Phonics
  - Grade 2 - 3: LeNs, CC3, CORE Phonics
  - Grade 4 - 6: F & P, STAR
- October 6: Analysis literacy data to determine needs and groups for daily RTI (Grades 1 - 6)
- Oct 22: CRM meetings
- October - June: Daily RTI blocks. With assessments guiding next steps and groupings.
- October - June: CRM days to discuss what the assessments are telling us.

## Literacy Data

- Optional F & P (letter recognition, )
- LeNs, CC3
- CORE Phonics
- STAR (gr 4 - 6)
- F & P
  - Fall (Gr 4 - 6)
  - Winter (Gr 4 - 6)
  - Spring (Gr 1 - 6)
- Data is analysed to determine gaps, instructional focus, groupings:
  - Grade Teams
  - Division Teams
- Individual data is shared with parents: What child needs to work on and what they do well
- Overall data is shared with School Council

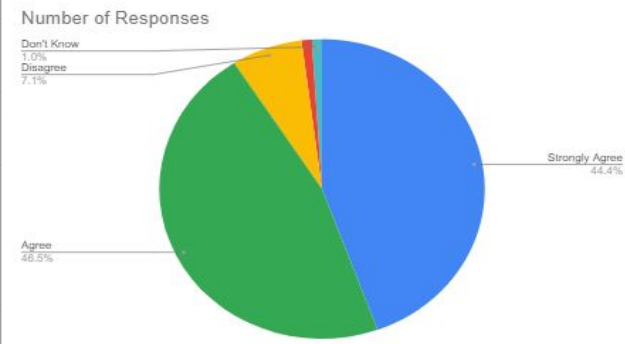
# Alberta Education Assurance Measure Results (AEAMR)

## (Ab Ed) Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Rimbey Elementary School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	78	90.0	75	86.4	86	88.4	n/a	Maintained	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	15	87.7	13	88.5	10	89.9	n/a	Maintained	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	49	86.2	47	70.9	60	77.0	n/a	Maintained	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	14	95.9	15	100.0	16	98.2	n/a	Maintained	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	

9. Your child's school is a welcoming place to be	Number of Responses
Strongly Agree	44
Agree	46
Disagree	7
Strongly Disagree	1
Don't Know	1



### Successes

- Majority of parents feel our school is a welcoming environment.

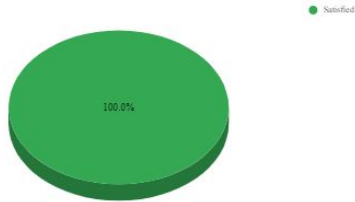
### Opportunities for Improvement

- Continue to make it a priority that the way we behave and speak demonstrates to parents we aim to make our school feel like it is a welcoming environment. Wish there was a comment from the 8 families who disagree so we can take steps to rectify this perception.

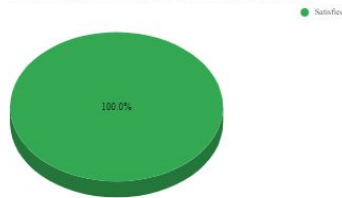
# Alberta Education Assurance Measure Results (AEAMR)

**(WCPS) School Social Worker program data including satisfaction with the support received, feeling more connected as a result of support received, caseload and referral data.**

K-3 SSW Program Satisfaction (24 Student Responses)



Grades 4 - 6 SSW Program Satisfaction (29 Student Responses)



## Successes

- Continuing to build strong relationships/connections with many students who trust and feel supported by SSW
- SSW works collaboratively with classroom teachers providing support and strategies to use in the classroom or with diverse learners
- Received more parent referrals last year and has worked hard to build trust with parents/caregivers

## Opportunities for Improvement

- Continue to build community partnerships so the appropriate community referrals can be made (both to the SSW program and from the SSW program)
- Continue to access community resources/ supports (ie. CASAC presentations, FRN -Family Resource Network, BGC etc.)

# Alberta Education Assurance Measure Results (AEAMR)

**(WCPS) School Social Worker program data including satisfaction with the support received, feeling more connected as a result of support received, caseload and referral data.**

## **Successes**

### **One on One**

- Students stated in a survey they felt meeting with SSW helped with their feelings, helped them to find ways to solve their problems, and helped them to improve their relationship with parents, peers and school staff.
- Some students indicated that it helped them to know there was a safe adult they could trust to talk to about their life
- Students indicated they would meet with SSW again if they needed someone to talk to
- Worked individually with 65 students over the course of the school year
- SEL program was brought in twice over school year to offer a multitude of classroom presentations

### **Classroom Programs**

- Continued Buddy Up (Grade 2) which is a healthy friendship program reaching approximately 50 students
- Began Friendship Soup (Grade 3) which is a positive relationship program reaching approximately 40 students
- Peer Mediation and Conflict Resolution Skills Training in Grade 6 reaching over 60 student with about 25 students joining the Peer Mediation Team

### **Group Programs**

- Ran Stress Busters Group which is a program that focuses on recognizing your stress and letting a variety of stress reducing/relieving strategies (8 Grade 3 students)
- In partnership with FCSS ran the Rainbows program which is a grief and loss program (8 grade 4 students)

# Alberta Education Assurance Measure Results (AEAMR)

## **(WCPS) Division data on nutrition programs in schools.**

In 2022-2023, the Board allocated \$193,256 toward the district's School Nutrition Grant. Schools have an opportunity to request funds to provide a sustainable and universal feeding program. Each school has the autonomy to deliver a program that meets the needs of their students and school setting. To provide a sustainable model, schools can allocate up to 0.2 FTE for a support staff person to manage the program. The Coordinator of Safety and Wellness updates the Board throughout the year on the school's programs.



## **Successes**

- 0.1 FTE EA to run the breakfast program was extremely valuable
- Over 30 students access the breakfast program daily
- Snack bins provided to each classroom - diverse learner and EA refill the bins as a part of the student's program
- Parent council very supportive and provides hot lunches and supplemental funding if needed

## **Opportunities for Improvement**

- Continuing to provide a variety of healthy food choices while maintaining a reasonable budget.

# Alberta Education Assurance Measure Results (AEAMR)

**(WCPS) Percentage of students who show growth on literacy and numeracy benchmark and diagnostic assessments (STAR, Fountas & Pinnell, LeNS, CC3, Provincial Numeracy Assessment).**

	At Risk - Sep 2022	Not At Risk - S 2022	At Risk May 2023	Not at Risk - May 2023
LeNS	22%	78	24%	76%
CC3	25%	75%	22%	76%
Num	33%	20%	67%	80%

Standards Achieved by Students Writing the Test, by Reporting Category

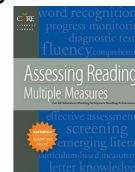
Reporting Category	Maximum Possible Score	Cut Score <sup>a</sup>	School n = 57		Province n = 43892	
			Number	Percent	Number	Percent
<b>Acceptable Standard<sup>b</sup></b>						
Total Test	100	48	53	93.0	39683	90.4
Writing	55	28	52	91.2	39479	89.9
Reading	50	23	53	93.0	38908	88.6
<b>Standard of Excellence</b>						
Total Test	100	79	4	7.0	9601	21.9
Writing	55	44	2	3.5	6697	15.3
Reading	50	39	18	31.6	17620	40.1
<b>Below Acceptable Standard</b>						
Total Test	100	N/A	4	7.0	4209	9.6
Writing	55	N/A	5	8.8	4413	10.1
Reading	50	N/A	4	7.0	4984	11.4

## Successes

- Grade 6s LA PAT - meeting Acceptable Standard.
- WC Survey: 98% of parents agree the literacy skills child is learning at school is useful.

## Opportunities for Improvement

- Div 1 Emergent reading skills. Previous interventions not meeting this need. Therefore, div 1 has shifted to school wide *Core Phonics* assessment. Utilizing UFLI (University of Florida Literacy Institute) lessons that correspond with students' areas of gaps. Daily Intervention.
- Div 2: comprehension skills & vocabulary holding them back. LLI daily lessons as an intervention.



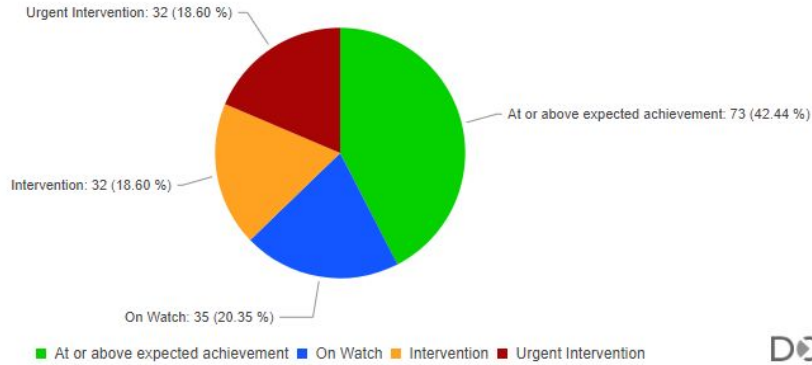
# 2022 - 2023 F & P Summary

		DNM	Approach	Meet	Exceed
Gr 1	Fall				
	Spring	48.28%	24.14%	6.9%	10.34%
Gr 2	Fall				
	Spring	35.85%	11.32%	33.98%	13.21%
Gr 3	Fall				
	Spring	59.09%	13.64%	15.91%	2.27%
Gr 4	Fall				
	Spring	65.63%	6.25%	6.25%	14.06%
Gr 5	Fall	47.5%	3.39%	1.69%	37.29%
	Spring	38.98%	11.86%	27.12%	13.56%
Gr 6	Fall	52%	12%	7%	29%
	Spring	46%	10%	11%	33%

# STAR 2022 - 2023

Student Level Breakdown  
Fall 2022 - 2023 (172)  
for Rimbey Elementary School, All Grades, All Rooms

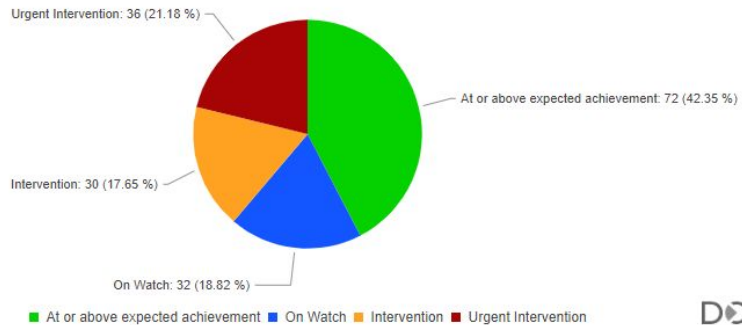
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DOSSIER  
INTELLIMEDIA

Student Level Breakdown  
Spring 2022 - 2023 (170)  
for Rimbey Elementary School, All Grades, All Rooms

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# Alberta Education Assurance Measure Results (AEAMR)

## (AB Ed) Percentage of students in grades 6 meeting or exceeding the Acceptable Standard on PAT

PATs	Meeting	Exceeding	AB Meeting	AB Exceeding	Participation	AB Participation
LA	93%	7%	90.4%	21.9%	90.5 (1*)	84.2%
Math	69.6%	10.7%	76.9%	18.8%	88.9 (1)	83.9%
Social	78.9%	12.3	79.1	22.1%	90.5 (1)	83.8%

\* Excused 1 Student

### Successes

- LA & SS - Meeting Acceptable Standard.
- Participation Rate is consistently higher than the province.

### Opportunities for Improvement

- Math - look at why we did not meeting Acceptable Standard
- All Subjects - determine why we are not meeting Standard of Excellence
- Will analysis PAT data: Questions, Reporting Categories, Item Descriptions to see where gaps exist. This will start with the grade 6 team, who will then share their findings with all grade teams. Grade teams will then meet to see how this fits into their learning objectives.

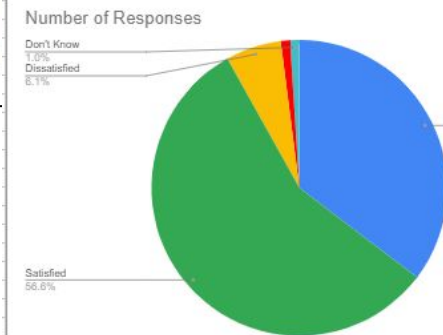
# Alberta Education Assurance Measure Results (AEAMR)

## (Ab Ed) Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Rimbey Elementary School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	101	89.8	80	98.6	78	92.6	75	93.7	86	93.2	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	18	79.2	8	100.0	15	86.7	13	89.7	10	86.4	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	63	93.6	52	99.0	49	93.6	47	93.5	60	94.2	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	20	96.7	20	96.7	14	97.6	15	97.7	16	99.0	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

1. With the quality of education your child is receiving at school?	Number of Responses
Very Satisfied	35
Satisfied	56
Dissatisfied	6
Very Dissatisfied	1
Don't Know	1



### Successes

- Overall, teachers, parents & students are satisfied with overall quality of basic ed at RE.

### Opportunities for Improvement

- Continue to focus on best practices to enable to teachers to continue to provide quality education.

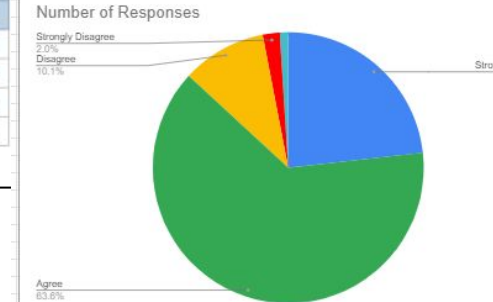
# Alberta Education Assurance Measure Results (AEAMR)

## (Ab ED) Percentage of teachers, parents, and students who agree that students are engaged in their learning

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Rimbey Elementary School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	77	81.8	75	89.5	86	82.0	n/a	Declined	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	n/a	15	88.9	13	97.4	10	82.8	n/a	Declined	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	48	58.9	47	71.0	60	63.3	n/a	Maintained	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	14	97.6	15	100.0	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	

3. Your child finds school work interesting?	Number of Responses
Strongly Agree	23
Agree	63
Disagree	10
Strongly Disagree	2
Don't Know	1



### Successes

- Student & teachers - Maintained, although would like to see students' rate higher
- Wolf Creek Survey - more responses with a higher level of agreement.
- Wolf Creek Survey - Question regarding Child finds work interesting: 86.8% are Satisfied/Very Satisfied.
- Wolf Creek Survey - Question regarding Quality of Teaching: 93.9% are Satisfied/Very Satisfied.
- Wolf Creek Survey - Question regarding Quality of Education: 92% are Satisfied/Very Satisfied

### Opportunities for Improvement

- This is an area of growth based upon AEAMR, however WC data has more respondents and higher degree of satisfaction.
- Teachers currently including more information about learning tasks home in their weekly/monthly newsletter. Encourage families to discuss what their child learned in school today.

# Alberta Education Assurance Measure Results (AEAMR)

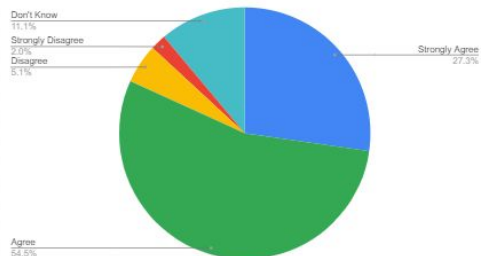
(AB Ed) Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Rimbey Elementary School										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	77	82.4	75	79.4	86	72.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	15	86.3	13	86.9	10	66.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	48	79.6	47	70.2	60	78.8	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	14	81.4	15	81.1	16	70.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

21. At school, there are appropriate supports and services available to your child to help with their learning.

	Number of Responses
Strongly Agree	27
Agree	54
Disagree	5
Strongly Disagree	2
Don't Know	11

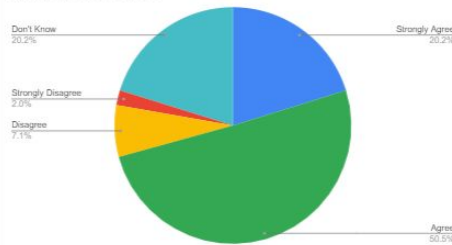
Number of Responses



23. Your child can easily access programs and services at school to get help with school work?

	Number of Responses
Strongly Agree	20
Agree	50
Disagree	7
Strongly Disagree	2
Don't Know	20

Number of Responses



# Alberta Education Assurance Measure Results (AEAMR)

(AB Ed) Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

## Successes

- Strong SSW program.
- Teachers are effective at academic programming

## Opportunities for Improvement

- Area of Growth - Behaviour support & modifications - struggle with the high dysregulated students. Teachers are effectively managing beh in class, however if it becomes high disruptive - students are brought to office for admin & SSW to support. Working on how do reduce/eliminate incidents of highly disruptive behaviour without requiring an EA to support that child.

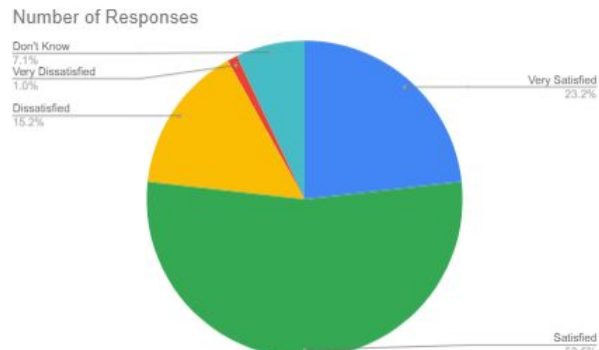
# Alberta Education Assurance Measure Results (AEAMR)

(AB Ed) Percentage of teachers & parents who are satisfied with parental involvement in decisions about their child's education.

	Rimbey Elementary School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	38	71.3	28	87.2	29	56.0	27	65.1	26	63.3	Very Low	Declined	Concern	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	18	65.9	8	87.5	15	47.2	13	50.8	10	53.2	Very Low	Maintained	Concern	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	20	76.8	20	86.9	14	64.7	14	79.4	16	73.4	Very Low	Maintained	Concern	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

27. With the opportunity to be involved in decisions about your child's overall education?

	Number of Responses
Very Satisfied	23
Satisfied	63
Dissatisfied	15
Very Dissatisfied	1
Don't Know	7



## Successes

- WC Survey results in this area are better than AEAMR, however still an area of growth.

## Opportunities for Improvement

- Area of Growth
- Have an active School Council group this year - will see if this makes a difference in next year's results.
- Increase in volunteers this year - see if this results in an increase in satisfaction.
- IPPs/LSPs - ensure parents involved in setting goals - creation of document. Rather than just reviewing it with them.

# WCPS Parent Survey

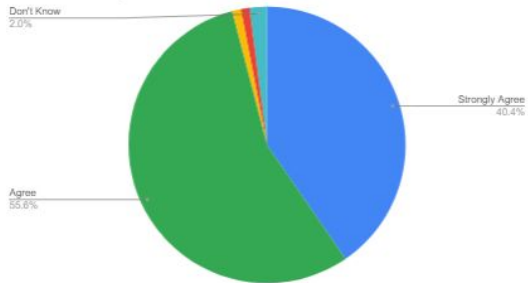
## (WCPS) Parent Survey Data: Highlights

8. The numeracy skills your child is learning at school are useful.

Number of Responses

Strongly Agree	40
Agree	55
Disagree	1
Strongly Disagree	1
Don't Know	2

Number of Responses

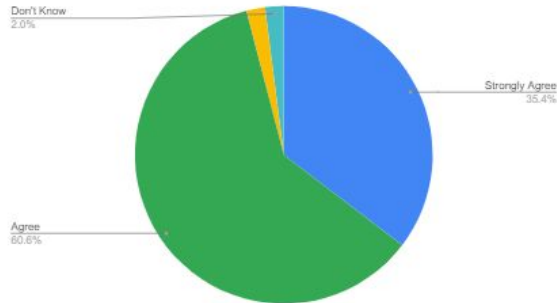


17. Your child is safe at school.

Number of Responses

Strongly Agree	35
Agree	60
Disagree	2
Strongly Disagree	0
Don't Know	2

Number of Responses

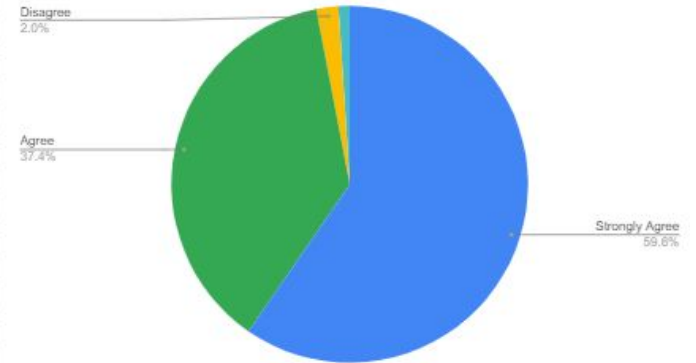


19. Teachers care about your child.

Number of Responses

Strongly Agree	59
Agree	37
Disagree	2
Strongly Disagree	0
Don't Know	1

Number of Responses



# AEAMR Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Parental Involvement in decisions about their child's education.	Parents feel more involved in decisions about their child's ed.	Promote School Council Meetings, IPPs/LSPs - ensure parents involved in setting goals - creation of document. Rather than just reviewing it with them.	Parent, teacher & student survey results
Literacy	Students are reading at grade level.	Common assessments, Analysis data to determine gaps, Daily RTI	F & P, LeNs, CC3, STAR, & PAT LA results
PAT: Meet Standard of Excellence	At or above provincial average of meeting Standard of Excellence	Gr 6 team analysis PAT data: Questions, Reporting Categories, Item Descriptions to see where gaps exist. They will share their findings with all grade teams. Grade teams will meet to see how this fits into their learning objectives.	PAT results
Students have access to appropriate supports & services at school	We are able to provide appropriate supports & services at school Behaviour support & modifications - struggle with the high dysregulated students. Teachers are effectively managing beh in class, however if it becomes highly disruptive - students are brought to office for admin & SSW to support. Working on how to reduce/eliminate incidents of highly disruptive behaviour without requiring an EA to support that child.	Teach regulating strategies SSW & SEL Team: classroom programs on social emotional learning Intervention Team meetings Utilize behaviour specialists in extreme cases Time Out Break out rooms Modified Schedules Tracking data - build program using data (Data informed programming) Communication/Work with families Utilize School Service Provides as needed	Parent, teacher & student survey results



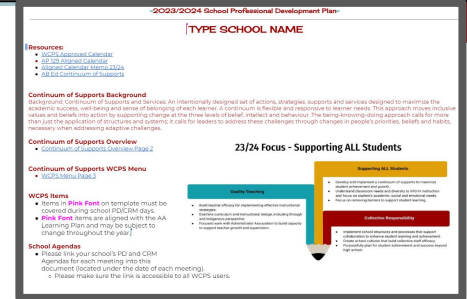
# 23/24 Learning Plan

## Areas of Focus for 23/24 school-based learning plan

### RE PD PLAN DOCUMENT

Focus for 2023-2024:

- Support Diverse Learners - specifically, Literacy Skills - students reading at or above grade level.



# 2023-2024 Reflection

## Successes

- *Will reflect upon the successes & opportunities for improvement at the end of the school year.*

## Opportunities for Improvement

- 





2023-2024

# ACE PLAN Presentation

*Assurance - Collaboration - Engagement*

**Rimbey Elementary School**



# Alberta Education Assurance Measure Results (AEAMR)

## Alberta Education Assurance Measures (AEAM) Overall Summary

Assurance Domain	Measure	Rimbey Elementary 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
Achievement	<a href="#">Student Learning Engagement</a>	82.0	89.5	89.5	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	81.9	82.8	84.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	71.4	77.8	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	<a href="#">PAT: Excellence</a>	11.1	27.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	93.2	93.7	96.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.4	86.4	86.4	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	72.0	79.4	79.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	63.3	65.1	76.2	79.1	78.8	80.3	Very Low	Declined	Concern

## Rimbey Elementary: FLOURISHING GOAL

**Flourishing Goal:** Effectively support all learners with a specific focus on literacy.

### **Goal:**

- Increase number of students achieving/exceeding grade level reading.
- Increase number of students who demonstrate growth on their reading levels.

### **Why this is our flourishing goal?**

Since Covid, literacy data is showing a significant decline in literacy skills and students not making much growth throughout the school year.

# Why Literacy is our School Goal: DATA

LeNs (Foundational Phonic Skills - Letter Recognition & Letter Sounds)				
	At Risk - Sep 2022	Not At Risk - S 2022	At Risk May 2023	Not at Risk - May '23
Gr 1	13%	85%	10%	88%
Gr 2	22%	78%	24%	76%
CC3 (Word Reading - ability to recall familiar & irregular words, sound out non-words)				
Gr 1	18%	80%	19%	81%
Gr 2	22%	75%	22%	76%
Gr 3	22%	78%	24%	73%

Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score <sup>a</sup>	School n = 57		Province n = 43892	
			Number	Percent	Number	Percent
<b>Acceptable Standard<sup>b</sup></b>						
Total Test	100	48	53	93.0	39683	90.4
Writing	55	28	52	91.2	39479	89.9
Reading	50	23	53	93.0	38908	88.6
<b>Standard of Excellence</b>						
Total Test	100	79	4	7.0	9601	21.9
Writing	55	44	2	3.5	6697	15.3
Reading	50	39	18	31.6	17620	40.1
<b>Below Acceptable Standard</b>						
Total Test	100	N/A	4	7.0	4209	9.6
Writing	55	N/A	5	8.8	4413	10.1
Reading	50	N/A	4	7.0	4984	11.4

## Successes

- Grade 6s LA PAT - meeting Acceptable Standard.
- WC Survey: 98% of parents agree the literacy skills child is learning at school is useful.

## Opportunities for Improvement

- Div 1 Emergent reading skills. Previous interventions not meeting this need. Therefore, div 1 has shifted to school wide *Core Phonics* assessment. Utilizing UFLI (University of Florida Literacy Institute) lessons that correspond with students' areas of gaps. Daily Intervention.
- Div 2: comprehension skills & vocabulary holding them back. LLI daily lessons as an intervention.

# 2022 - 2023 F & P Summary

		DNM	Approach	Meet	Exceed
<b>Gr 1</b>	Fall				
	Spring	48.28%	24.14%	6.9%	10.34%
<b>Gr 2</b>	Fall				
	Spring	35.85%	11.32%	33.96%	13.21%
<b>Gr 3</b>	Fall				
	Spring	59.09%	13.64%	15.91%	2.27%
<b>Gr 4</b>	Fall				
	Spring	65.63%	6.25%	6.25%	14.06%
<b>Gr 5</b>	Fall	52.83%	3.77	1.89%	41.51%
	Spring	42.59%	12.96%	29.63%	14.81%
<b>Gr 6</b>	Fall	52%	12%	7%	29%
	Spring	46%	10%	11%	33%

	Fall October	Winter January	Spring May
<b>Grade 1</b>	D	H	K
	C	G	J
	B	F	I
	A	Below F	Below I
<b>Grade 2</b>	K	L	N
	J	K	M
	I	J	L
	Below I	Below J	Below L
<b>Grade 3</b>	N	O	Q
	M	N	P
	L	M	O
	Below L	Below M	Below O
<b>Grade 4</b>	Q	R	T
	P	Q	S
	O	P	R
	Below O	Below P	Below R
<b>Grade 5</b>	T	U	W
	S	T	V
	R	S	U
	Below R	Below S	Below U
<b>Grade 6</b>	W	X	Z
	V	W	Y
	U	V	X
	Below U	Below V	Below X
<b>Grade 7+</b>	Z	Z	Z
	Y	Y	Z
	X	X	Y
	Below X	Below X	Below Y



### **What would support innovation in this area?**

- Focus on how we are restructuring our literacy programs & RTI to improve student literacy from K - 6.
- Quality teaching, Implementing best practices, Identify appropriate resources to use with targeted skill (University of Florida Literacy Institute - UFLI: Lessons focus on teacher & student development)
- PD on effective literacy practices: UFLI (August & Sept online sessions)
- Assessment to guide & inform instructional practice & RTI
  - Core Phonics, F & P, Right to Read, LeNs, CC3, STAR
- Daily RTI: Explicit, intensive, systematic instruction - over and above classroom instruction is required in order to decrease literacy gaps.
- Regular, reflective team meetings (CRM & School Directed PD days)
  - Examine effectiveness of RTI & classroom instruction
  - Assessments to determine effectiveness & guide next steps. Also guides: IPPs, LSPs planning
- Parent support (Manageable Home Reading Programs)

### **What are the barriers to achieving our flourishing goal?**

- Limited staff to provide smaller groupings during RTI (Div 2)
- Increase behaviour in the classroom
- Significant range of reading levels in every class
- With some of our kids, parents not reading at home - not in a literacy rich environment

### **How can we overcome those barriers?**

- Creative scheduling
- Focusing resources & time (PD) on effectively supporting struggling readers
- Using research based resources
- Utilizing Education Services (behaviour)
- Growth mindset that this is achievable
- Parent Support: Teachers talking with parents and determining the barrier - supporting them with this (providing books, set achievable time expectations)

Use school wide, common assessments (CORE, F & P LeNS, CC3, PATs).

- Identify gaps
- Creation of groups, guide instruction & RTI.
- Track Progress
  - [Div 1](#): Oct 6, Every 4 weeks (UFLI check in), Feb 6, Jun 13
  - [Div 2](#): Oct 6, Feb 6, Jun 13

Tracking of RTI:

[Which targeted skill](#), who is in the group, what progress are they making.

CRM Days, CRM Notes

- CRM Meetings: common skills holding kids back.

School Directed PD Days

- What are the assessments telling us

IPP: Literacy Goal Achievement

Engage: School Council meetings, Staff involvement in analysing assessment data and RTI groupings. PD/CRM staff attendance & engagement.

# RimbeY Elementary School Assurance Plan - Meeting the Needs of ALL Students

Action Plan at a Glance	Evidence & Engagement
<p>June 2023:</p> <ul style="list-style-type: none"> <li>Teachers completed <a href="#">Transition Plans</a></li> <li>F &amp; P year end literacy data is shared with next years' teachers</li> </ul> <p>Aug/Sep 2023 - <a href="#">Individual Student Profile &amp; Classroom Profile</a>:</p> <ul style="list-style-type: none"> <li>June 2023 F&amp;P results for class trends in gaps &amp; strengths</li> <li>Teacher Meetings: Meet with last year's teacher</li> </ul> <p>Oct 5: School Wide Literacy Assessments Completed - shared with Jodi &amp; on tracking docs.</p> <ul style="list-style-type: none"> <li>Kinder: Optional F &amp; P Assessments</li> <li>Grade 1 - 3: <b>CORE Phonics</b></li> <li>Grade 2 - 3: LeNs, CC3</li> <li>Grade 4 - 6: <b>F &amp; P</b>, STAR</li> </ul> <p>Oct 6: Analysis literacy data to determine needs and groups for daily RTI (Grades 1 - 6)</p> <p>October - June:</p> <ul style="list-style-type: none"> <li>Daily RTI blocks with assessments guiding next steps and groupings.</li> <li>Utilize CRM/School PD days to discuss what the assessments are telling us &amp; regroup. Team Literacy Meetings (Data, Groupings, Next Steps):             <ul style="list-style-type: none"> <li>Div 1: Oct. 6, Nov. 24, Dec. 8, Feb. 9, Mar 15, May 17</li> <li>Div 2: Oct. 6, Dec. 8, Feb 9, Mar 15, May 31</li> </ul> </li> </ul> <p>Transitions for next year: June 27, 2024 (share Spring F &amp; P results with next years' teachers)</p>	<p><b>School Literacy Data</b></p> <ul style="list-style-type: none"> <li>Optional F &amp; P</li> <li>LeNs, CC3</li> <li>CORE Phonics</li> <li>STAR (Gr 4 - 6)</li> <li>F &amp; P             <ul style="list-style-type: none"> <li>Fall (Gr 4 - 6)</li> <li>Winter (Gr 2 - 6)</li> <li>Spring (Gr 1 - 6)</li> </ul> </li> <li>Data is analysed to determine gaps, instructional focus, groupings:             <ul style="list-style-type: none"> <li>Grade Teams</li> <li>Division Teams</li> </ul> </li> <li>Individual data is shared with parents: What child needs to work on and what they do well</li> <li>Overall data is shared with School Council</li> </ul> <p>Collaborative Response Model - effectively implement this model</p> <ul style="list-style-type: none"> <li>CRM meetings</li> </ul>

# Division 1: RTI

- [CORE Phonics Survey](#) (Assessment)
- UFLI lessons focusing phonemic awareness & phonics.
- UFLI Check In assessment to see if student is ready to move on
- Practice skill in isolation
- Practice skill through reading (Tara West Resource).
- Home practice portion (see email below)

Hi all,

Just a little note to tell a bit about the reading intervention your child is starting today for the next four weeks.

Your child will be bringing home a plastic folder each night with a page to read to you. One side is a passage, and one side is just words. This week we are focusing on "sh" and short vowels. Keep the page in the plastic folder, and sign it if you listened to your child read it. Then you will end up with a collection of appropriately-leveled passages for your child to read at home. If you sign it each night, you will always know which one is the new one.

Your child will be meeting in a small group with me daily for about 30 minutes to work on phonemic awareness and phonics skills. The sheet your child brings home will have been read at school as well.

Many thanks for your home support of your child's reading progress. I really appreciate it.

Pam :o)

The image displays a collection of educational resources for a reading intervention program. At the top, two pages from the 'UFLI Foundations' curriculum are shown, focusing on the phonics skill 'sh/sh/zh'. The left page (Lesson 45) includes 'Instructional Notes', 'Phonemic Awareness' activities like 'I Spy' and 'Visual Drill', and 'Letter Formation' exercises. The right page (Lesson 46) features a 'Connected Text' section with a passage about a boy named Sam, a 'Word List' of high-frequency words, and 'Workbooks' for letter tracing and writing. Below the lesson pages is a reading passage titled 'Look at it. I can fix it in the shed.' with a small illustration of a shed. To the right of the passage is a phonics worksheet for the letter 'sh', featuring a grid of words and a section for tracing and writing the letter. At the bottom of the collage is a decorative border with a southwestern theme, including cacti, sombrero patterns, and a sun.

The image shows the cover of the book 'Assessing Reading Multiple Measures' by UFLI Foundations. The cover is blue and white with a brick pattern at the bottom. It lists various assessment tools: 'word recognition', 'progress monitoring', 'diagnostic tests', 'fluency', and 'comprehension'. The title 'Assessing Reading Multiple Measures' is prominently displayed in the center. Below the title, it says 'A Practical Assessment System for Measuring Student Reading Performance'. At the bottom, it mentions 'effective assessment', 'screening', 'emerging literacy', 'curriculum-based measurement', and 'letter knowledge'. The UFLI Foundations logo is at the top right, and the text 'An Explicit and Systematic Phonics Program' is at the bottom right.

The image shows the cover of the 'UFLI Foundations' book. The cover is white with a blue and red brick pattern at the bottom. It features the UFLI Foundations logo, which includes a stylized bird above the letters 'UFLI' and the word 'FOUNDATIONS' below. The text 'An Explicit and Systematic Phonics Program' is at the bottom right.