24/25
DIGGING DEEPER

2024-2025
ACE PLAN

Assurance – Collaboration – Engagement

Rimbey Elementary School

ACE PLAN TABLE OF CONTENTS

Pointing Out the Facts
Rimbey Elementary School

Rimbey
Elementary School
We Believe in a Better World

351 Students

From Pre-K to 6

34 Staff

34 staff support our school and students: 18 Teachers, 2 Admin, 1 SSW, 9 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.

- 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/BGC Mentoring Partnership/Breakfast & Lunch Program.
- Active School Council
- Additional EA support and full time SSW with assistance of Jordan's Principle grant.

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WCPS Priority Areas

2023-2024 Reflection
(in brief describe your 2023/2024 successes and struggles)

Successes and Struggles
- Successes:
  - Staffing: New Admin Assistant in November. Prior to this we had two wonderful community members step in and work in the office. New AP - Mrs. Terry transitioned to new role in district office and Mrs. Sargeant started her journey in administration (strong start!)
  - School Council - so supportive!!! Increased involvement in school council and increase in school council members. Through their volunteering & initiatives they have contributed to a positive school culture.
  - Tightened up on Response To Intervention
  - Math Interventions
  - Nutrition Program

- Struggles:
  - Struggle for teachers to feel like they there are meeting students needs
  - Finding casual support staff and substitute teachers. Leaving us short staff on numerous occasions.
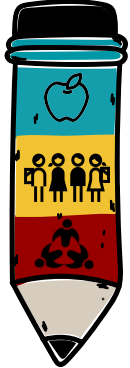
Building Collective Responsibility

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.
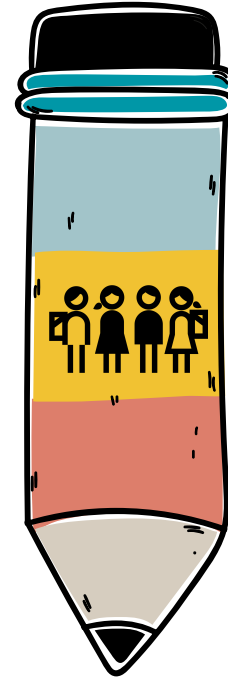
Collective Responsibility

Learning together, solving problems together, working together - We're stronger together!

Building Collective Responsibility
in
Quality Teaching & Supporting All Students

24/25
Digging
Deeper

In 2024/2025 we are committed to further building **Collective Responsibility** in both **Quality Teaching** & **Supporting All Students**.

Collective Responsibility

Learning together, solving problems together, working together - We're stronger together!

Alberta Education Assurance Measure Results (AEAMR)

Rimbey Elementary School Overall Results

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
Student Growth and Achievement	Student Learning Engagement	85.8	82.0	85.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.6	81.9	82.4	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	82.5	71.4	71.4	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	14.0	11.1	11.1	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	93.2	93.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.6	88.4	87.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	63.8	72.0	75.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.3	63.3	64.2	79.5	79.1	78.9	High	Improved	Good

Alberta Education Assurance Measure Results (AEAMR)
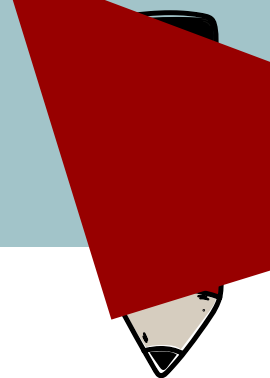
Areas of Achievement/Maintained:

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
Teaching & Leading	Education Quality	93.5	93.2	93.4	87.6	88.1	88.6	Very High	Maintained	Excellen
	PAT6: Acceptable	82.5	71.4	71.4	68.5	66.2	66.2	High	Improved	Good
Governance	Parental Involvement	79.3	63.3	64.2	79.5	79.1	78.9	High	Improved	Good

Areas of Improvement:

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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.6	88.4	87.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	63.8	72.0	75.7	79.9	80.6	81.1	n/a	Declined	n/a

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Our Collective Responsibility Flourishing Goal is: *Digging Deeper into Numeracy* **Build staffs' capacity to foster a deeper understanding of math concepts, developing foundational skills and cultivating a growth mindset (in staff and students) towards numeracy.**	Evidence & Engagement
- How do we know this is our flourishing goal? - Digging Deeper survey results: Staff identify this as an area of growth. Students' numeracy results shows a need. - Who are we at our best? - Staff confidently teach students math concepts. Using multiple approached. Using best practices and able to meet all students at their level and progress their numeracy learning. Teachers understand the numeracy learning continuum. By knowing the progression of skills and understanding; teachers are able to design learning, provide instruction & interventions and create assessments that allow students to progress. - What might we be? What are the possibilities? - A school with strong numeracy results from all students. - What would support innovation in this area? - Division provided PD & funds to purchase texts (such as Visible Learning Classroom). - School Wide Numeracy assessment. - What are the barriers to achieving our flourishing goal? - None - not putting in the work. - How can we overcome those barriers? - Staff buy in is key ; and we have this.	***What evidence tells you this is an area of focus?*** • ***Digging Deeper survey results*** • ***Classroom assessments*** ***What evidence will you use to know the work you are doing in this area is making a difference?*** • ***Classroom assessments*** • ***PATs*** • ***AB Ed Numeracy assessments*** • ***Elk Island Numeracy Assessments*** • ***Staff feedback*** • ***Parent feedback***

In 2024/2025 we are committed to further building **Collective Responsibility** in both **Quality Teaching** & **Supporting All Students**.

Building Collective Responsibility for Quality Teaching

Link Here to your school's **Quality Teaching Plan**

Action Plan How, What & Why? (Include strategies and timeline below)	**Evidence & Engagement How & What** (How will you measure?)	**Success Target How** (How will you know you've met your target?)	**Resources & Supports What** (What digital, human, etc. resources are needed?)

In 2024/2025 we are committed to further building **Collective Responsibility** in both **Quality Teaching** & **Supporting All Students**.

Assurance Plan - Building Collective Responsibility in Supporting All Students

Action Plan How, What & Why? (Include strategies and timeline below)	Evidence & Engagement How & What (How will you measure?)	Success Target How (How will you know you've met your target?)	Resources & Supports What (What digital, human, etc. resources are needed?)

Link Here to your school's **Supporting All Students** Plan.
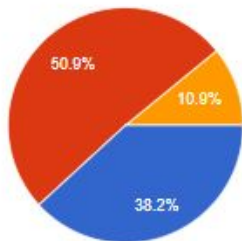
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(Ab Ed) Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe. (AEAM & WCPS SURVEY DATA)

B.4 Safe and Caring

	Rimbey Elementary School										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	78	90.0	75	86.4	86	88.4	69	77.6	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	15	87.7	13	88.5	10	89.9	8	70.3	n/a	Declined	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	49	86.2	47	70.9	60	77.0	46	64.5	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	14	95.9	15	100.0	16	98.2	15	98.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

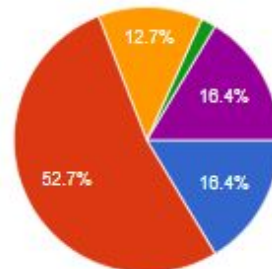9. Your child's school is a welcoming place to be

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

13. Students at your child's school respect each other.

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

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 safe.

Successes:
- Teachers' agree that the learning environments are welcoming, caring, respectful and safe.

Targeted Areas For Improvement
- Improve student perception of our learning environment
- AEAMR parent results are based upon 8 parents who completed the survey - their perception is low. However, the Wolf Creek Survey, which had more parents complete the survey - indicates parents perception is higher than indicated in the AB Ed survey.
- However, it is our goal for all stakeholders to feel our learning environment is welcoming, caring, rspectul and safe, therefore we need to dig deeper to understand and make necessary changes.

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.

2023/2024 School Year STATS
- Opened 59 student cases of which 79% was for Mental Health concerns, 14.3 % was for Behavioural concerns and 6% was for Social/Emotional concerns
- Referral for SSW support came from Parents (39.9 %), Teacher (28.8 %) and self referral from students (22.7%)
- 20 Students received support through group work
- Approximately 157 students received classroom programs directly teaching self regulation and social skills
- Survey completed by students at the end of the school year will be available in September
- Most students have expressed verbally that they felt working with SSW has helped them and would recommend it to their peers

Successes
- Worked collaboratively with FCSS, PCN, AHS Mental Health
- Had a lot of new referrals for students

Targeted Areas For Improvement
- Wait time between meetings for some students was too long (3-4 weeks) which impeded progress. This was due to many reasons such as triaging needs, supporting students to self regulate in the moment, parent meetings/conversations higher than usual etc. Goal is to lessen wait times to 2 weeks (3 weeks maximum) until it is deemed time to lessen the frequency of meetings due to achieving successful outcomes.

Alberta Education Assurance Measure Results (AEAMR)

(WCPS) Division data on nutrition programs in schools.

- The Board allocates $204,000 to school nutrition programming for 24 schools.
- These schools provide a universal program that allows for all students to participate.
- Schools have the autonomy to decide on the delivery method of the food as well as the support staff FTE allocation to coordinate the program.
- The maximum allocation is 0.2 FTE.

Successes
- Over 60 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
- open to all students/quality breakfast available/community support through donations (gift cards/food donations)/welcoming atmosphere for students in the morning

Targeted Areas For Improvement
- Continuing to provide a variety of healthy food choices while maintaining a reasonable budget.
- Budget to last the whole year/snack bins in the classroom so the office is less busy

# 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).
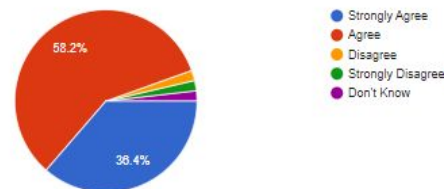
7. The literacy skills your child is learning at school are useful.

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

61.8%
32.7%
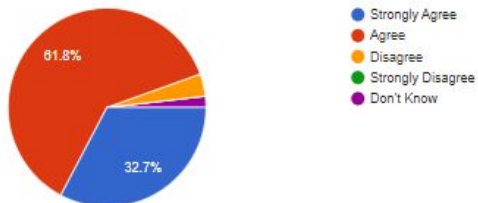
8. The numeracy skills your child is learning at school are useful.

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

58.2%
36.4%

Successes
- Div 1: Students are being provided with explicit instruction in phonemic awareness during their RTI time.
- Is providing appropriate RTI to div 2: Providing explicit instruction in phonics knowledge and comprehension.

Targeted Areas For Improvement
- Div 1: phonemic awareness is the main deficit for our students who are below grade level.
- Comprehension in div 2 is the main deficit we find in below grade level readers. For some of the div 2 it is Accuracy - when you break down it is phonics knowledge that is the deficit.

Grade 1 September 2024
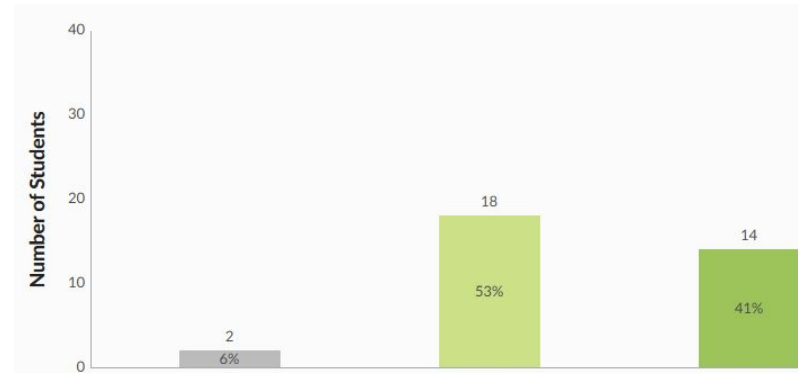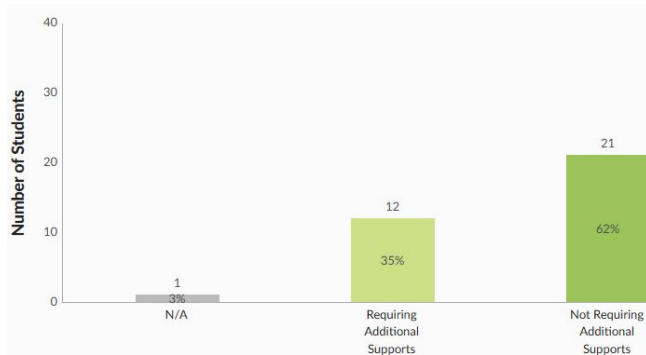
PAST

LeNS

RAN

Numeracy

Grade 2 September 2024

LenS

CC3
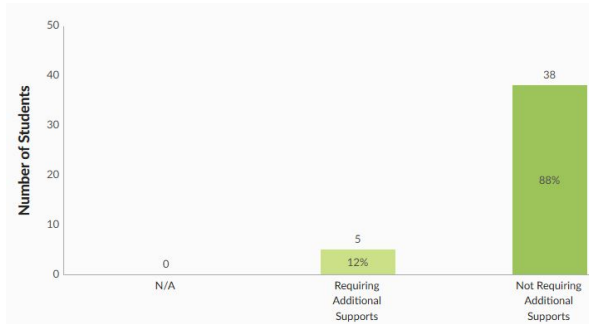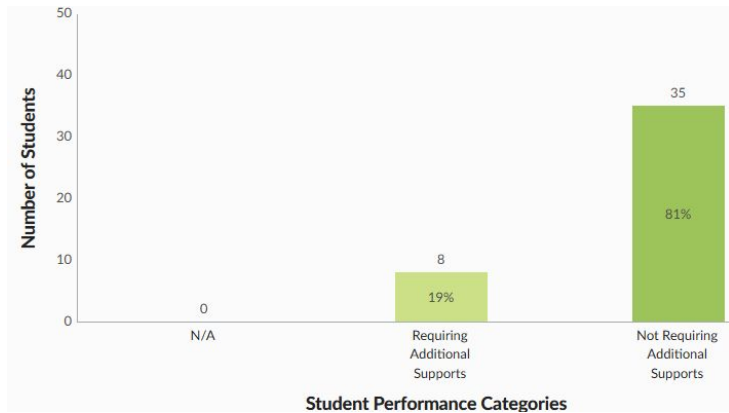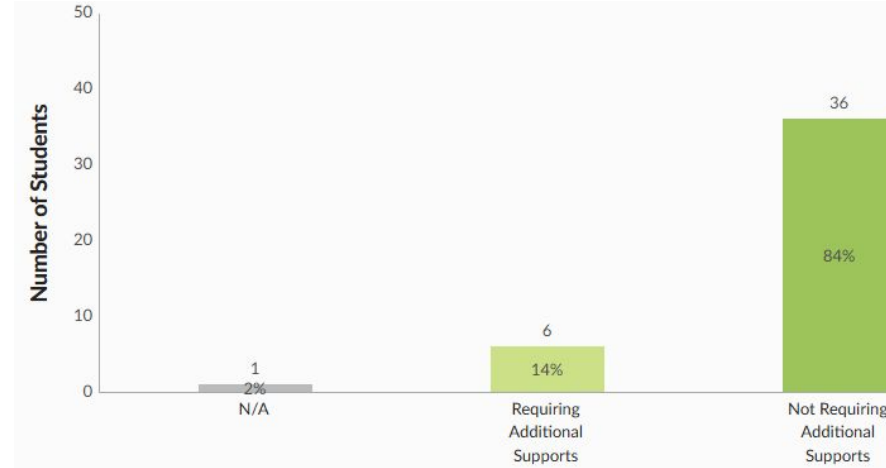
Numeracy

Grade 3 September 2024

CC3
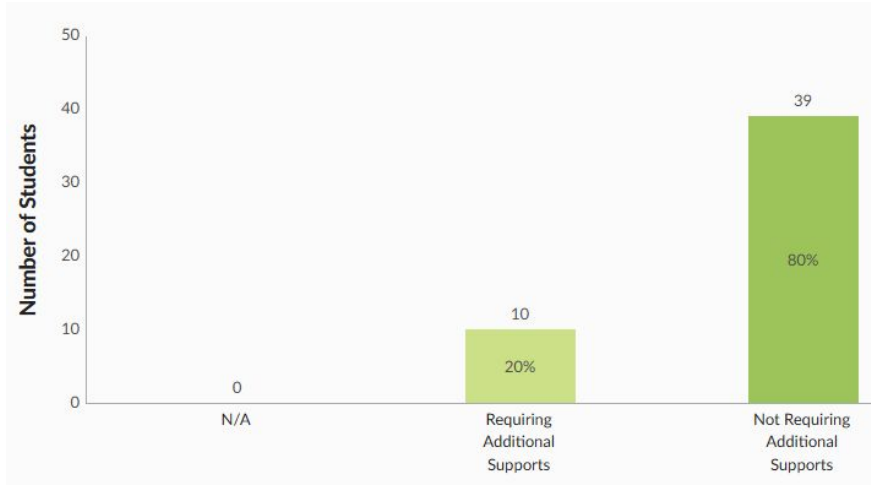
Numeracy

F& P BAS - Fall Grades 4 - 6

Legend: Not Assessed, Approaches, Does Not Meet, Exceeds, Meets
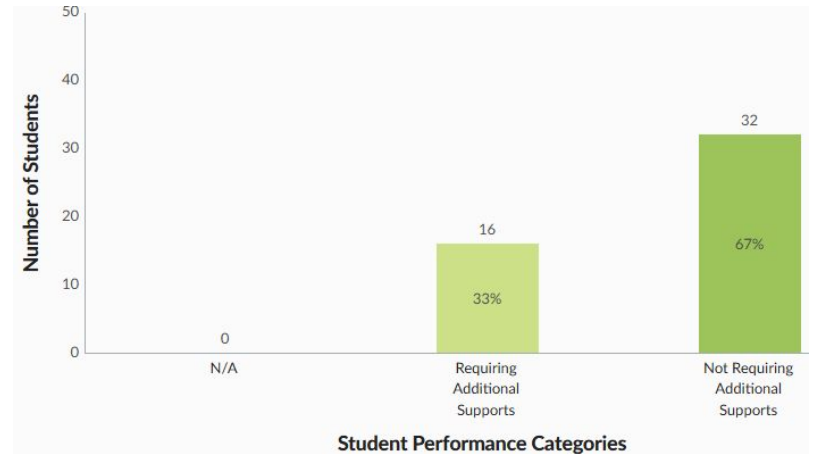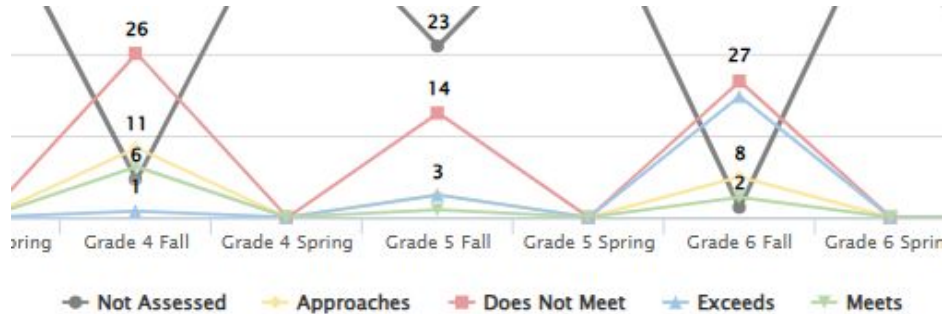
STAR Reading Screening: Grades 4 - 6

Student Level Breakdown
Fall 2024 - 2025 (23)
for All Schools, All Grades, All Rooms

Urgent Intervention: 2 (8.70 %)
Intervention: 1 (4.35 %)
On Watch: 7 (30.43 %)
At or above expected achievement: 13 (56.52 %)

Legend: At or above expected achievement | On Watch | Intervention | Urgent Intervention
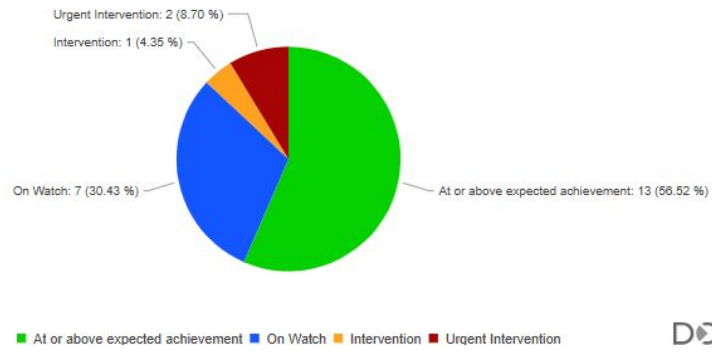
Grade 4

	Number of Students	Percentage
Totals	52	
Exceeds	1	2.17
Meets	8	17.39
Approaches	11	23.91
Does Not Meet	26	56.52
Student Count	46	

Grade 5

	Number of Students	Percentage
Totals	44	
Exceeds	3	14.29
Meets	1	4.76
Approaches	3	14.29
Does Not Meet	14	66.67
Student Count	21	

Grade 6

	Number of Students	Percentage
Totals	65	
Exceeds	24	38.10
Meets	4	6.35
Approaches	8	12.70
Does Not Meet	27	42.86
Student Count	63	

Alberta Education Assurance Measure Results (AEAMR)

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

	Rimbey Elementary School										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	80	98.6	78	92.6	75	93.7	86	93.2	69	93.5	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	8	100.0	15	86.7	13	89.7	10	86.4	8	91.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	52	99.0	49	93.6	47	93.5	60	94.2	46	91.2	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	20	96.7	14	97.6	15	97.7	16	99.0	15	97.8	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

1. With the quality of education your child is receiving at school?

55 responses

3 Dissatisfied

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know

2. With the quality of teaching at your child's school?

55 responses

3 Dissatisfied

- Very Satisfied
- Satisfied
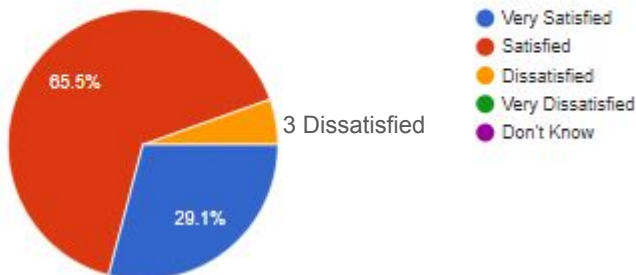- Dissatisfied
- Very Dissatisfied
- Don't Know

Contents
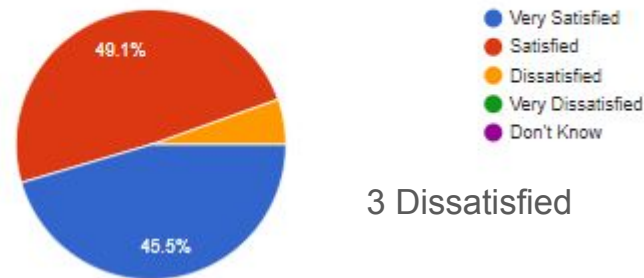
DIGGING DEEPER

Successes
- (Ab Ed) Percentage of teachers, parents and students satisfied with the overall quality of basic education is an area of success.

Opportunities for Improvement
- **Continue to maintain and improve upon quality of education.**
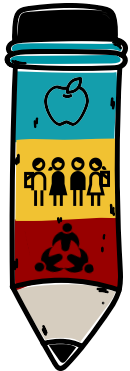
(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests. (AEAM DATA)

Table 2.2
Standards Achieved by Students Writing the Test

Reporting Category	Maximum Possible Score	Cut Score [a]	School n = 56		Province n = 20383	
			Number	Percent	Number	Percent
Acceptable Standard [b]						
Total Test	50	24	47	83.9	16458	80.7
Standard of Excellence						
Total Test	50	42	8	14.3	4902	24.0
Below Acceptable Standard						
Total Test	50	N/A	9	16.1	3925	19.3

[a] The Cut Score is the lowest score on a test, determined by standard-setting procedures, that students must achieve for their performance to be judged "acceptable" and/or "excellent" in relation to provincial expectations.
[b] The Acceptable Standard includes students who achieved the Standard of Excellence.

Note: Results should be compared to your school and school authority targets.

Successes
- Acceptable Standard above province
- Below Acceptable Standard better than the province
- On par with province in Raw Score Results

Opportunities for Improvement
- **Standard of Excellence - is below province.**
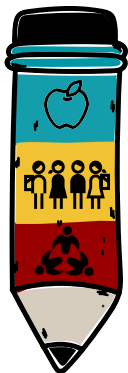
PAT Results By Course

School: 4210 Rimbey Elementary School (FNMI)
Province: Alberta (FNMI)

Social Studies 6

		Rimbey Elementary School (FNMI)					Alberta (FNMI)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	4	5	6	n/a	n/a	4,396	4,332	4,556
	Students Writing	n/a	n/a	3	3	6	n/a	n/a	3,416	3,279	3,647
	Students Writing (%)	n/a	n/a	*	*	100.0	n/a	n/a	77.7	75.7	80.0
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	*	*	100.0	n/a	n/a	46.8	45.3	48.7
	Standard of Excellence (%)	n/a	n/a	*	*	16.7	n/a	n/a	7.3	6.5	7.3
	Below Acceptable Standard (%)	n/a	n/a	*	*	0.0	n/a	n/a	30.9	30.4	31.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	*	*	100.0	n/a	n/a	60.3	59.8	60.9
	Standard of Excellence (%)	n/a	n/a	*	*	16.7	n/a	n/a	9.4	8.6	9.1
	Below Acceptable Standard (%)	n/a	n/a	*	*	0.0	n/a	n/a	39.7	40.2	39.1

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4210 Rimbey Elementary School (FNMI)

Assurance Domain	Measure	Rimbey Elementary School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	100.0	*	n/a	48.7	45.3	45.3	Very High	n/a	n/a
	PAT6: Excellence	16.7	*	n/a	7.3	6.5	6.5	Intermediate	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measure Results (AEAMR)

(Ab ED) Percentage of teachers, parents, and students who agree that students are engaged in their learning. (AEAM & WCPS SURVEY DATA)
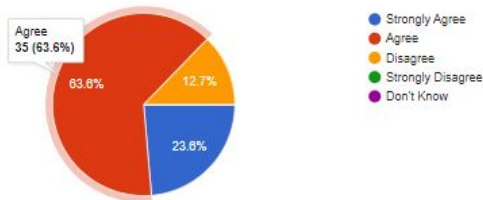
Student Learning Engagement – Measure Details

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

| | School 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Measure Evaluation | | | Authority 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Province 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	77	81.8	75	89.5	86	82.0	68	85.8	n/a	Maintained	n/a	n/a	n/a	2,153	83.2	2,291	85.5	2,148	83.6	2,129	81.3	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	15	88.9	13	97.4	10	82.8	8	100.0	n/a	Maintained	n/a	n/a	n/a	279	82.1	350	87.6	289	84.4	332	79.2	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	48	58.9	47	71.0	60	63.3	45	57.3	n/a	Declined	n/a	n/a	n/a	1,552	70.8	1,661	72.2	1,593	69.0	1,591	67.4	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	14	97.6	15	100.0	16	100.0	15	100.0	n/a	Maintained	n/a	n/a	n/a	322	96.7	280	96.7	266	97.4	206	97.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

3. Your child finds school work interesting?

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

Agree 35 (63.6%)
63.6% / 12.7% / 23.8%

4. Your child finds school work challenging?

55 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

54.5% / 18.2% / 23.6%
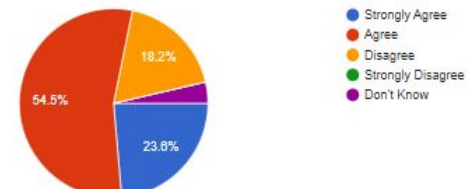
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Alberta Education Assurance Measure Results (AEAMR)

(Ab ED) Percentage of teachers, parents, and students who agree that students are engaged in their learning.   (AEAM & WCPS SURVEY DATA)

Successes
- Overall, above provincial average.
- Parents & teachers 100% agree that students are engaged in their learning.

Targeted Areas For Improvement
- Students feeling engaged in learning.

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	77	82.4	75	79.4	86	72.0	68	63.8	n/a	Declined	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	15	86.3	13	86.9	10	66.7	8	45.7	n/a	Declined	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	48	79.6	47	70.2	60	78.8	45	67.7	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	14	81.4	15	81.1	16	70.5	15	78.1	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

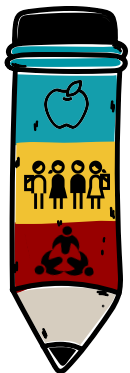| 21. At school, there are appropriate supports and services available to your child to help with their learning.	Number of Responses
	0
Agree	28
Disagree	6
Don't Know	9
Strongly Agree	12
Total Responses	**55**

22. You can get the support you need from the school to help your child be successful in their learning.	Number of Responses
	0
Agree	30
Disagree	4
Don't Know	8
Strongly Agree	13
Total Responses	**55**

23. Your child can easily access programs and services at school to get help with school work?	Number of Responses
	0
Agree	26
Disagree	4
Don't Know	16
Strongly Agree	9
Total Responses	**55**

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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
- Ability to meet most of the students' needs within the school.

Targeted Areas For Improvement

- Based upon 8 parents who filled out the AEAMR survey: decline in parents feeling like there is appropriate support in AEAMR. However, school data shows a greater number of parents who agree their students have access to the appropriate supports and services at school.

Successes
- Overall, there is satisfaction with SSW support provided at the school

Targeted Areas For Improvement
- Providing appropriate supports in a timely manner can be challenging in rural communities.
- Speech support can be challenging
- Outside counselling can be challenging for families: travel and or cost

SSW Survey Results 2023-2024
Overall we are very pleased with the survey results. Our SSW plays a vital role in supporting our students. She also plays an important role in deepening staffs' knowledge about the impact mental health can have on our students ability to learn and feel safe at school.

Her greatest strength is her ability to connect will all of our students - especially the tricky ones. This connection allows her to be successful in supporting our students.
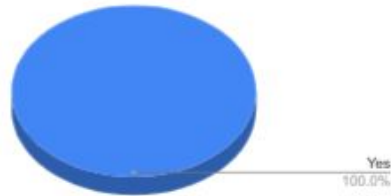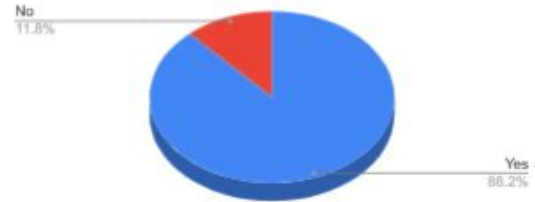

K - 3 - Did it help to meet with your counselor?
No 3.6%
YES 96.4%
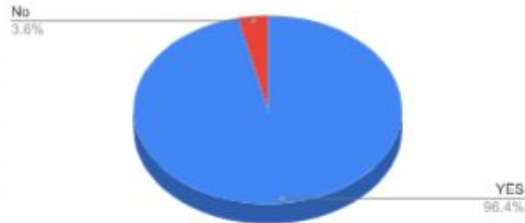
K - 3 - How do you feel when you meet with your counselor?
Excited 43.2%
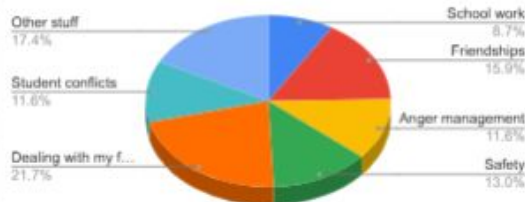Scared 5.4%
Happy 51.4%
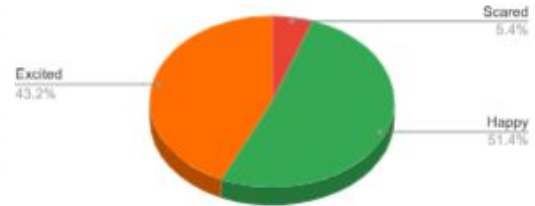
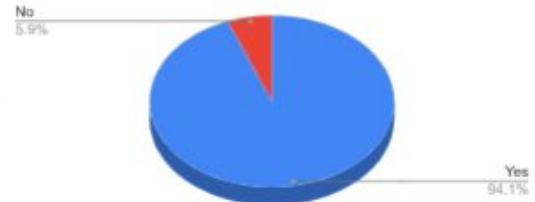The SSW/FSLW Worker has helped me deal with my problems better
Yes 100.0%

Since I started working with the SSW/FSLW Worker, I feel better about myself
No 11.8%
Yes 88.2%

Since I started working with the SSW/FLSW Worker I have made better choices about
Other stuff 17.4%
Student conflicts 11.6%
Dealing with my f... 21.7%
School work 8.7%
Friendships 15.9%
Anger management 11.6%
Safety 13.0%

If you needed someone to talk to, would you meet with the SSW/FSLW Worker again?
No 5.9%
Yes 94.1%

24/25
DIGGING DEEPER

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WCPS Parent Survey Results

(WCPS) Parent Survey Data

1. With the quality of education your child is receiving at school?

Dissatisfied 5.5%

Very Satisfied 29.1%

Satisfied 65.5%

2. With the quality of teaching at your child's school?

Dissatisfied 5.5%

Very Satisfied 45.5%

Satisfied 49.1%

19. Teachers care about your child.	Number of Responses
	0
Agree	24
Don't Know	4
Strongly Agree	27

17. Your child is safe at school.	Number of Responses
	0
Agree	31
Disagree	1
Don't Know	3
Strongly Agree	20

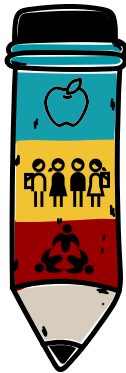| 9. Your child's school is a welcoming place to be	Number of Responses
	0
Agree	28
Disagree	6
Strongly Agree	21

Successes
- Quality of Education & Quality of Teaching

Targeted Areas For Improvement

- Continue to strive to have all students and parents feel welcomed and safe at our school.

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WCPS Student Survey

(WCPS) Student Survey Data

At school, do most students respect each other					
2021	48	83	4	13	83
2022	47	57	9	34	57
2023	60	63	13	23	63
2024	46	43	22	35	43

Do you feel safe on the way to and from school					
2020	51	78	12	10	78
2021	48	79	10	10	79
2022	47	72	13	15	72
2023	60	83	5	12	83
2024	46	67	13	20	67

Successes
- Students are very satisfied by the overall quality of education they are receiving.

Targeted Areas For Improvement

- Students' feeling their learning environments are welcoming, caring, respectful & safe has declined. Will design a survey question(s) to dig deeper into this, however it appears to do with students respecting each other and feeling safe to and from school.

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AEAMR Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Parents & Students: students model characteristics of active citizenship.	Students following rules, help & respect each other.	Promote the active citizenship our students do within the school and community. Discuss with staff about ideas at Startup.	Survey results
Parents & students: Learning environments are welcoming, caring, respectful & safe	Students care & respect about each other.	Discuss with staff about ideas at Startup.	Survey results
School Survey: Parents involved in child's overall ed (30% Not at all/A little). However, 86% feel they have opportunity to be involved in decisions about child's school.	Promote ways parents can be involved in child's ed.	Discuss with staff about ideas at Startup.	Survey results

Eight (8) grade 4 parents filled this out the AEAMR survey. Whereas, school data indicates a higher level of satisfaction.

Welcoming: 89% Agree
Care About Each Other: 83.7 Agree
Help each other: 70.9% Agree
Treat each other well: 72.7 Agree
Respect each other: 69.2 Agree

Areas of Focus for Your School's 24/25 School-Based Learning Plan

24/25 DIGGING DEEPER

PD/Learning connected to Quality Teaching	PD/Learning connected Supporting All Students	Other Areas (connected to ACE Plan)
LINK TO YOUR SCHOOL'S PD PLAN		
• Understanding what information the assessments are providing us with and how to use the information	• Understanding what the assessments are telling us and how to determine where students are on the learning continuum (numeracy).	• Developing effective literacy RTI that meet specific needs that are identified by assessments
• Deepening understanding of the new math curriculum	• Determining next steps when students are where they should be on the learning continuum	• Developing effective speech and language supports
• Deepening best practices of numeracy instruction.	• Developing effective numeracy RTI	