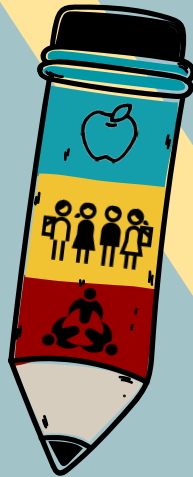


# ACE PLAN 2021-2022

Ecole Lacombe Upper Elementary School



# Pointing Out the Facts

## Ecole Lacombe Upper Elementary

### Staff

Teachers - 20  
EAs - 9  
Admin Assistant - 1  
Librarian - .30  
Social Worker - .9  
Administrators - 2

### 357 Students

Grade Four - 77 English and 30 FI  
Grade Five - 77 English and 36 FI  
Grade Six 96 English and 42 FI  
Total English 250 and Total FI 108  
ESL - 17 students  
FNMI - 19 students

### Demographic Information

At the time of the last Census the **population of Lacombe was 13,057 people**. Overall, the population of Lacombe, AB is growing at a rate of 2.61% per year over the past 15 years from 2001 to 2016. In the last two census, its populations grew by 1,350 people, an average growth rate of 2.31% per year from 2011 to 2016. The largest population group in Lacombe at based on the 2016 Census was the 5 year to 9 year old population. 54% are married and the ave household income is \$91,000. At the time of the survey we had only 160 FNMI, and the largest other minority group was Filipino.

### Academic Programming Highlights

PASS Programming, Learning Commons, French Immersion, Imagine Learning, IXL Math, Chromebooks, CRM, RTI, LLI Literacy, Key Math, Words Their Way Seeing Stars, Literacy, LiPs, Google Classroom, DI, Student Intervention Team

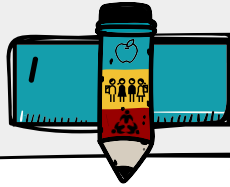
### Social/Emotional and Behavior Programming Highlights

SRO Michelle Wilzer, SSW programming, Big Brother and Big Sisters Mentorship Program, Nutrition Program, Universal Grief and Loss Programming, Peer Support, Leadership Team, Various Clubs, Work Exposure

# ACE Plan

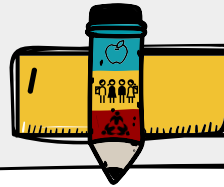
## ASSURANCE

Assuring that our education system is meeting the needs of students and that students are successful



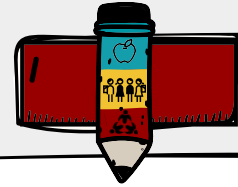
## COLLABORATION

Collaboratively, we create and sustain a culture of continuous improvement

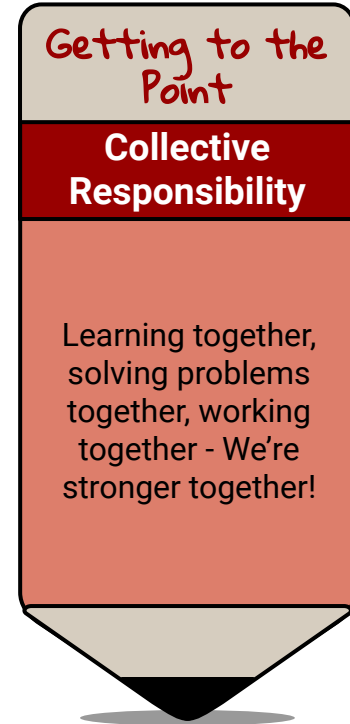
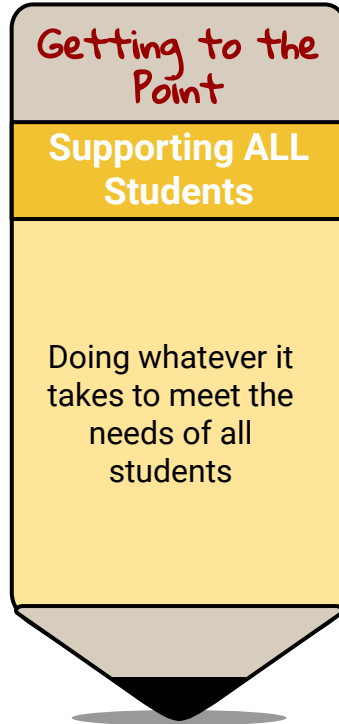
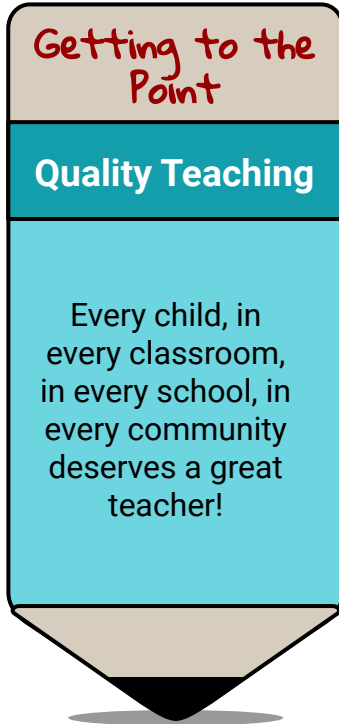


## ENGAGEMENT

Authentic engagement with education partners including input and reporting



# Wolf Creek Public Schools Priorities

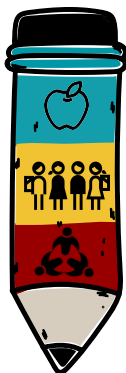


# Annual Education Results Report (AERR)

## Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019



Measure Category	Measure	Rimney Junior Senior High Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	89.6	89.9	89.8	89.8	89.8	89.3	Very High	Maintained	Excellent
	<a href="#">Program of Studies</a>	89.7	82.5	81.5	82.2	81.8	81.9	High	Maintained	Good
Student Learning Opportunities	<a href="#">Education Quality</a>	99.2	99.3	99.8	99.2	99.0	99.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	6.2	6.3	1.4	2.6	2.3	2.9	Very High	Improved	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	93.3	88.7	87.2	79.1	78.8	77.5	Very High	Improved	Excellent
	<a href="#">PAT - Acceptable</a>	79.2	76.5	77.6	73.8	73.6	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT - Excellence</a>	13.8	20.4	16.8	20.8	19.9	19.8	Intermediate	Maintained	Acceptable
	<a href="#">Diploma - Acceptable</a>	92.8	87.8	85.5	83.6	83.7	83.1	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma - Excellence</a>	19.5	18.8	16.5	24.0	24.2	22.5	High	Maintained	Good
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	67.4	67.7	54.9	56.3	55.7	55.1	Very High	Improved	Excellent
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	93.8	83.0	74.6	64.8	63.4	62.2	Very High	Improved Significantly	Excellent
	<a href="#">Transition Rate (6 yr)</a>	57.9	61.8	59.5	59.0	58.7	58.7	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work/Preparation</a>	82.0	84.6	80.7	83.8	82.4	82.8	High	Maintained	Good
	<a href="#">Citizenship</a>	82.0	80.7	80.7	82.9	83.0	83.5	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	79.5	79.9	77.1	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	88.7	77.2	81.4	81.8	80.3	81.0	Very High	Maintained	Excellent



## School: 4319 Ecole Lacombe Upper Elementary School

Measure	Ecole Lacombe Upper Elementary			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.6	2.7	2.6	n/a	n/a	n/a
<a href="#">Program of Studies</a>	88.9	90.9	89.1	81.9	82.4	82.1	n/a	n/a	n/a
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	91.8	92.6	93.8	90.0	89.4	89.1	n/a	n/a	n/a
<a href="#">School Improvement</a>	79.3	87.2	89.1	81.4	81.5	81.0	n/a	n/a	n/a
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
<a href="#">Work Preparation</a>	95.0	93.8	91.4	85.7	84.1	83.2	n/a	n/a	n/a

# Accountability Pillar Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<b>Program of Studies</b>	Increased Parent Engagement with Curriculum	Schoology Engagement Student Portfolios Learning at a Glance Ongoing Monthly Parent Communication. Conducting our own local survey	Parent Engagement with Power Teacher Schoology Platforms  Parent Engagement in Local Surveys
<b>Safe and Caring</b>	Increased Parent Engagement with School Activities and Events	Professional Development Opportunities focusing on Differentiation of Instruction, Ross Greene's Work about Lagging Skills Telling our own story (Facebook, Twitter, School Website)  Conducting our own local survey  ALSUP Training for staff Better utilization of CRM software to track student progress and issues - All Staff	See PD Plan on Next Slide  Parent attendance at school activities and events Parent engagement with school social media platforms Parent engagement in local surveys

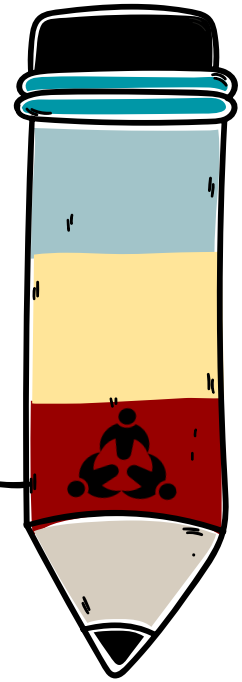
# School PD Plan and PGP Focus Areas:

[2021/2022 School Based Goals](#)

***When we're working together, we're stronger.  
We value the role we all play in helping us  
achieve our goal of success for all learners.  
We are a learning organization that builds  
our collective efficacy by learning together,  
solving problems together, and working  
together. Together, we purposefully analyze  
evidence and data in order to continuously  
improve our practice to better support our  
students.***

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

**Collective  
Responsibility**



**Q1- September 2021 to November  
2021**

# Annual Education Results Report (AERR)

**(Ab Ed) Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology, and health and physical education**

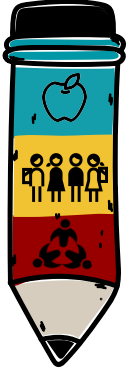
- 100% of of parents, 100% of teachers are satisfied with the variety of subjects available in our school
- 90% of parents, 100% of teachers are satisfied with the opportunities their child has to participate in physical education at school.
- 82% of parents, 100% of teachers are satisfied with the opportunities their child has to learn about music.
- 80% of parents, 100% of teachers are satisfied with the opportunities their child has to learn another language.
- 73% of parents, 94% of teachers are satisfied with the opportunities their child has to learn about art.
- 100% of parents, 100% of teachers are satisfied with the opportunities their child has to learn about computers.
- 33% of our parents, 33% of teachers are satisfied with the opportunities their child has to learn about drama.
- 100% of our parents, 100% of teachers are satisfied with the opportunities their child has to learn about health.



# Annual Education Results Report (AERR)

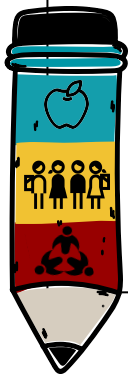
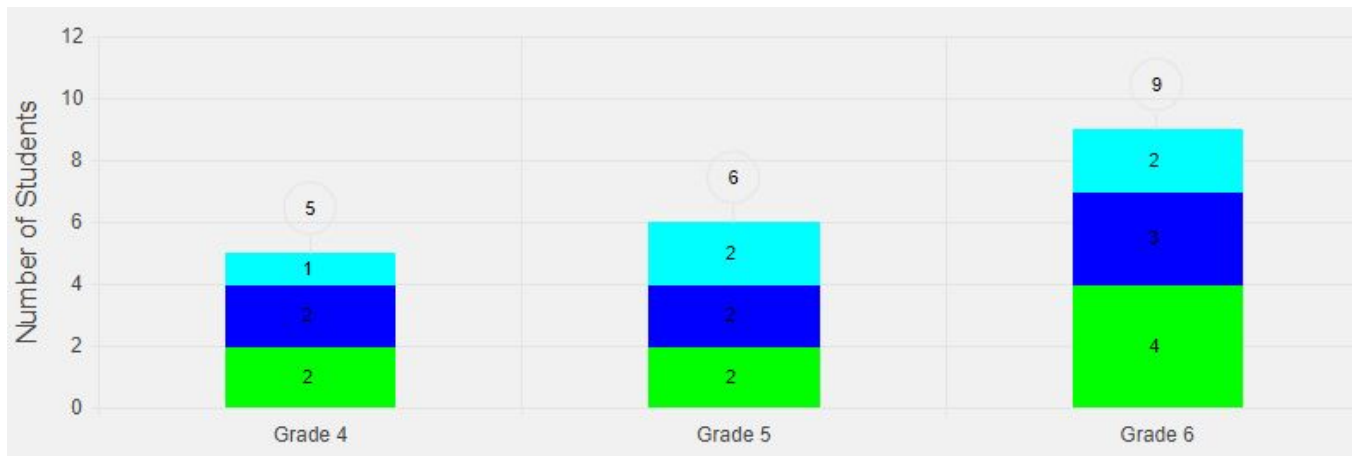
**(Ab Ed) Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.**

- 85% of parents, 100 % of teachers feel the students are cared for at our school and 81% of the students feel that the students care about each other.
- 85% of parents, 100% of teachers feel that students respect each other in our school and 82% of students feel that students respect each other.
- 77% of parents, 100% of teachers feel that the students treat each other well in our school and 79% of students feel that the students treat each other well.
- 92% of parents, 100% of teachers feel that the teachers care for the students and 90% of students feel that the teachers care for the students.
- 92% of parents, 100% of teachers feel their child is safe at our school and 89% of students feel safe at school.
- 100% of parents, 100% of teachers feel that the students are treated fairly in our school and 91% of students feel the students are treated fairly by the adults in the building.
- 100% of parents, 100% of teachers and 93% of students feel that the school is a welcoming place to be.



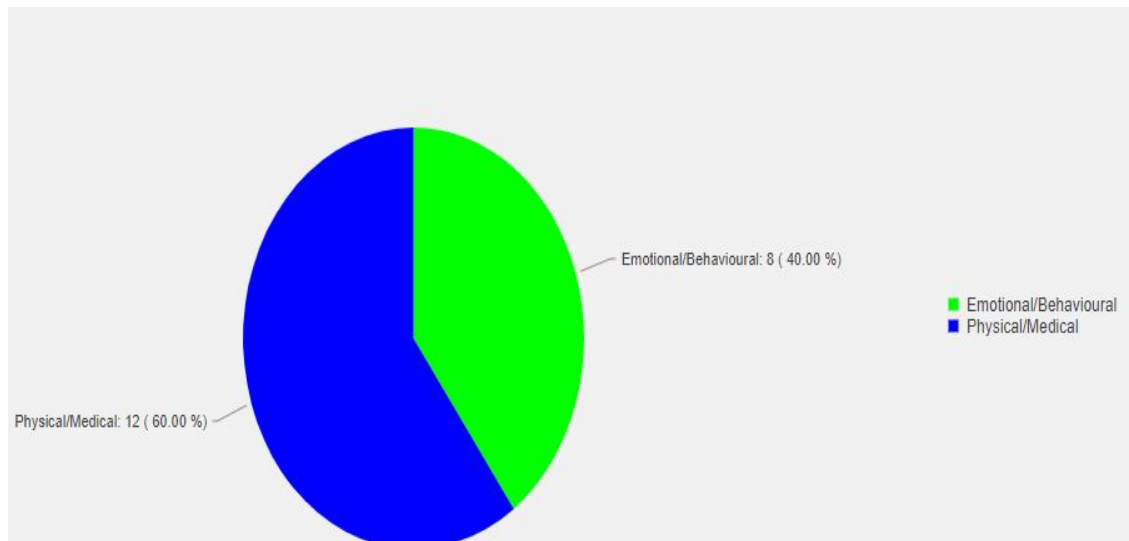
# Annual Education Results Report (AERR)

**(Ab ED) Annual achievement results indicate a reduction in the achievement gap between self-identified First Nation, Métis and Inuit students and all Wolf Creek Public Schools students.**

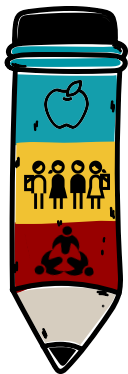


# Annual Education Results Report (AERR)

## Local Data Measures

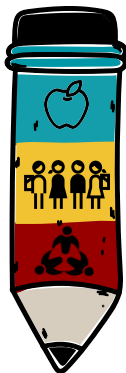
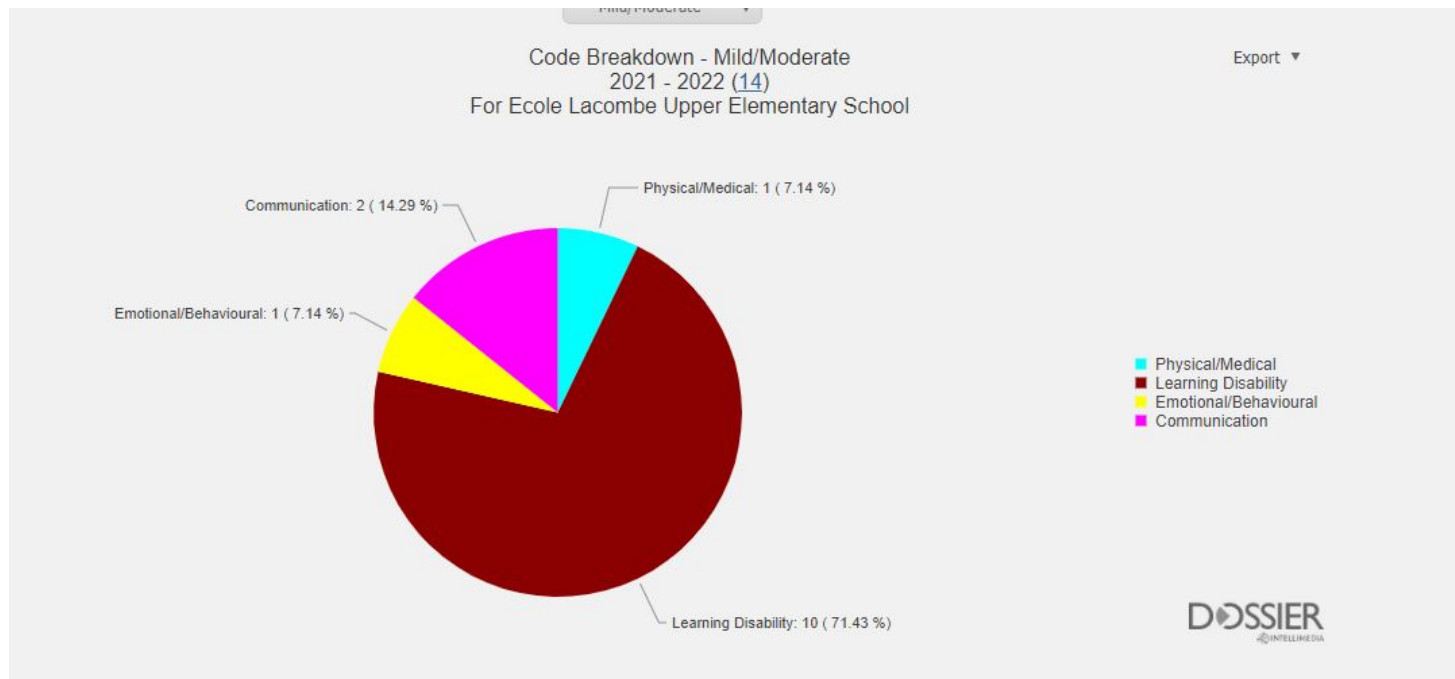


We have had about 5 severe needs - social/emotional students move in.



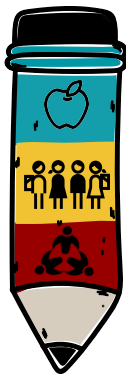
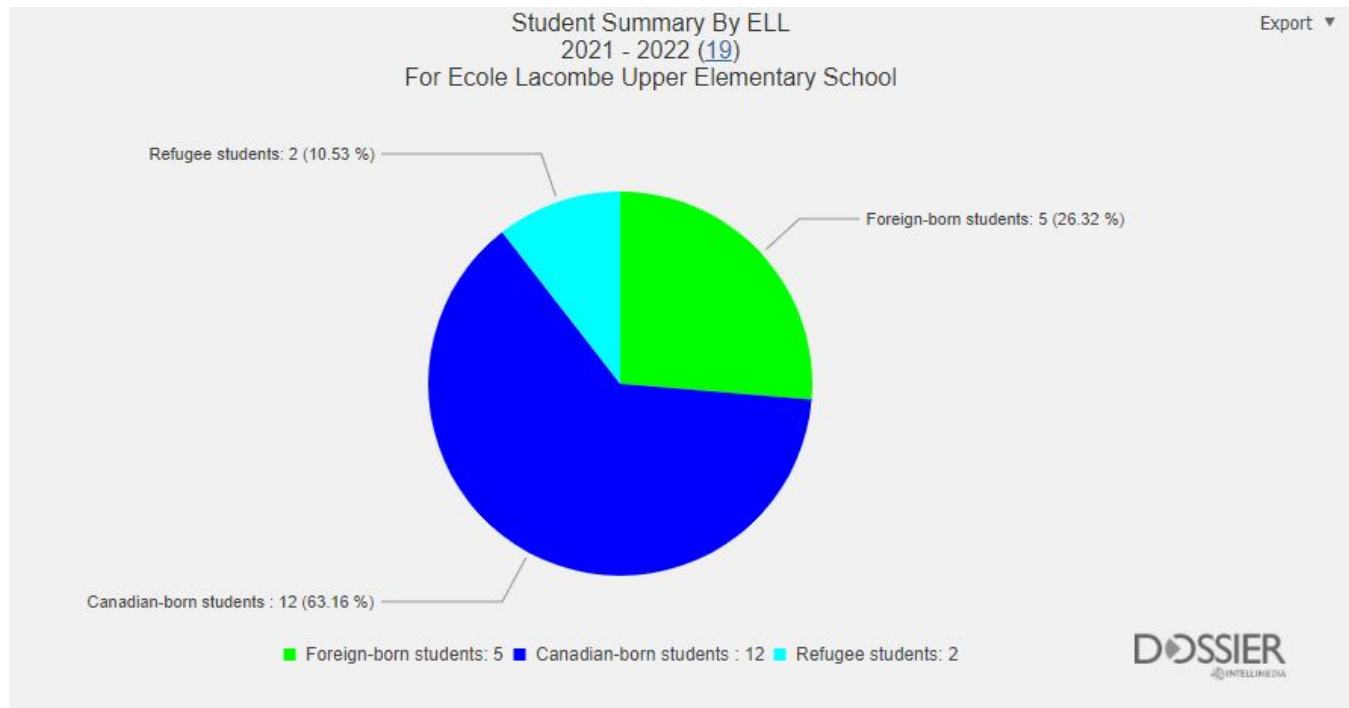
# Annual Education Results Report (AERR)

## Local Data Measures



# Annual Education Results Report (AERR)

## Local Data Measures



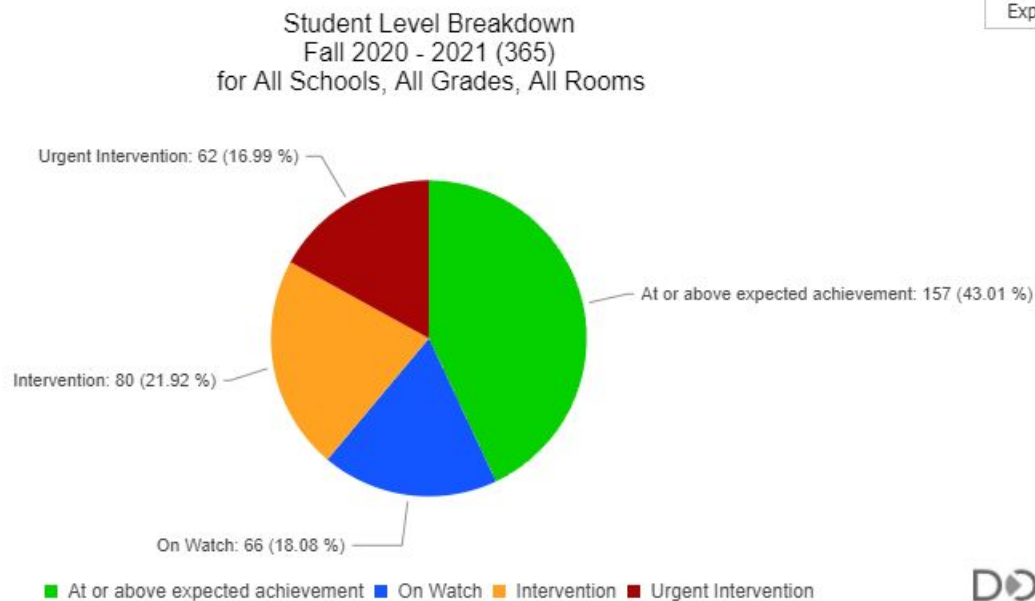
## Ecole Lacombe Upper Elementary Assurance Plan- Q1

<p style="text-align: center;"><b>Action Plan</b> (include strategies and timeline below)</p>	<p style="text-align: center;"><b>Engagement</b> <i>What strategies are in place to engage with your community? To provide assurance with your community?</i></p>
<p><b>School culture &amp; beliefs</b>  <b>School PD Plan has a continued focus on FNMI foundational knowledge building.</b>  <b>Administer a school survey focused on the Assurance Model areas and the AERR data questions. We will get a much better return rate if we administer a divisional or school made survey.</b></p>	<p><b>AERR survey is not enough we need a divisional/school based survey that includes many of the same questions as the AERR. We will get a much better return rate.</b></p> <p><b>Our school FNMI coordinator with support for the Divisional Coordinator, the Elders and other programs will help us continue our growth in this area.</b></p>
<p><b>School Structures to support collaboration</b>  <b>Student Intervention Team Meetings with every teacher on CRM Staff Collaboration Days</b>  <b>Use of CRM software to Track student programming, interventions, behaviour, parent communication.</b>  <b>School Survey see above</b></p>	<p><b>We will have PD and an intensive focus on utilizing the CRM software.</b>  <b>Collaboration Dates will have the Student Intervention Team meeting with each teacher individually and one large team on each meeting date.</b></p>
<p><b>Varied learning opportunities for students</b></p> <p>Continue to provide intensive Literacy Interventions for students at risk, continue to focus on FNMI foundational knowledge development, continue to focus on DI, Continue to review Lagging Skills for students, Continue to provide Art Exhibits, Continue to provide cultural group opportunities, provide athletic opportunities, various clubs, etc. .</p>	<p><b>Continue to train staff and implement LLI. Small groups in class and pull out ran by Admin.</b>  <b>PD on Ross Greene's Lagging Skills</b>  <b>PD on DI</b>  <b>Booking of Art Exhibits October/May</b>  <b>Cultural Performances Booked - look at a drama based program</b>  <b>Start of Clubs and Activities - Running Club, September, Music Club, Arts and Crafts Club, Collectors Club in the Winter, Sports Clubs throughout the year, etc.</b></p>

<p>Interventions to support student achievement  Use of CRM Software to Track Supports  Continue Work with Ross Greene and the Lagging Skills  Focus on DI  Learning Commons Programming  Literacy Intervention Programming</p>	<p>We will communicate monthly with parents regarding student progress. Student portfolios/student growth conferences. Utilization of CRM software to track LLI, ELL, Behaviour, Student Interventions, Action Plans  Utilization of ALSUP and tracking of discussions around Lagging Skills.  Learning Commons Committee  Parent Feedback on Learning command programming</p>
<p>Planning for continuous improvement  Review and continued focus on how our intervention programs are impacting student success  All PD Days have a focus on continuous improvement in identifying student needs and intervention.</p>	<p>CRM notes from meetings on Collaboration Days  Weekly notes in CRM from Student Intervention team meetings.</p>
<p>Use of data in planning for continuous improvement  Gathering and analysis of data from school intervention programs.</p>	<p>STAR Data - fall screen complete by Oct 8  F&amp;P Data - fall screen complete by Sept 30  ACE Plan Input from Staff  ACE Plan Input from School Council - October Meeting  Local Survey - Administered by end of January</p>

# Main School Goal - Improve Reading Skills

Data from STAR Assessment 2020/2021



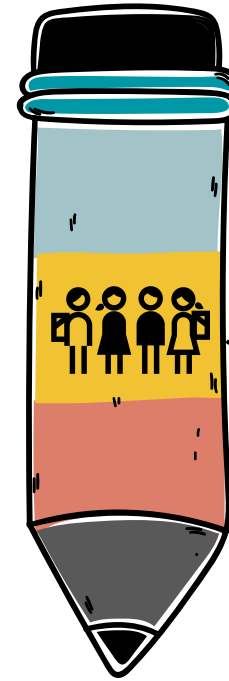
Evidence will be:

- Pictures on Social Media and in the yearbook about the various clubs, performances and special event days.
- Pictures of Elder Programming
- Survey Data
- Evidence of Use of the CRM Software
- LLI Groups and tracking of the data on their growth in the CRM software
- Monthly newsletter
- Social Media posts
- Power announcements to engage parents
- School Council meetings and Lacombe Joint School Council Meeting
- Staff Feedback about the Learning Commons Programming
- Parent Feedback about the Learning Commons Programming
- Well developed Classroom Profiles



Q1 Evidence - Pix

*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

**Q2- November 2021 to March  
2022**

# Annual Education Results Report (AERR)

**(Ab Ed) Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.**

- 85% of parents, 100 % of teachers feel the students are cared for at our school and 81% of the students feel that the students care about each other.
- 85% of parents, 100% of teachers feel that students respect each other in our school and 82% of students feel that students respect each other.
- 77% of parents, 100% of teachers feel that the students treat each other well in our school and 79% of students feel that the students treat each other well.
- 92% of parents, 100% of teachers feel that the teachers care for the students and 90% of students feel that the teachers care for the students.
- 92% of parents, 100% of teachers feel their child is safe at our school and 89% of students feel safe at school.
- 100% of parents, 100% of teachers feel that the students are treated fairly in our school and 91% of students feel the students are treated fairly by the adults in the building.
- 100% of parents, 100% of teachers and 93% of students feel that the school is a welcoming place to be.



# Counselling Data 2021-2022 (October)

Presenting Issues and Concerns for 2021-2022  
(in order of frequency)

1. Signs of Anxiety
2. Anger and Aggression
3. Social Skills
4. Family Dynamics

(The trends this year match exactly to last year's trends for areas of concern.)

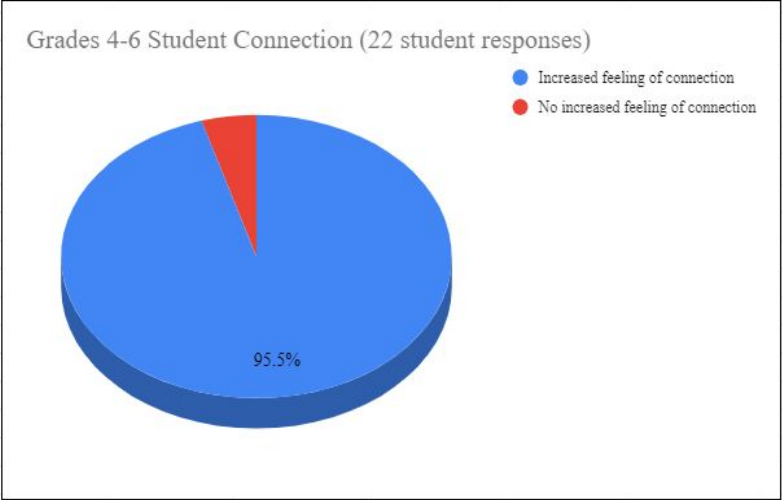
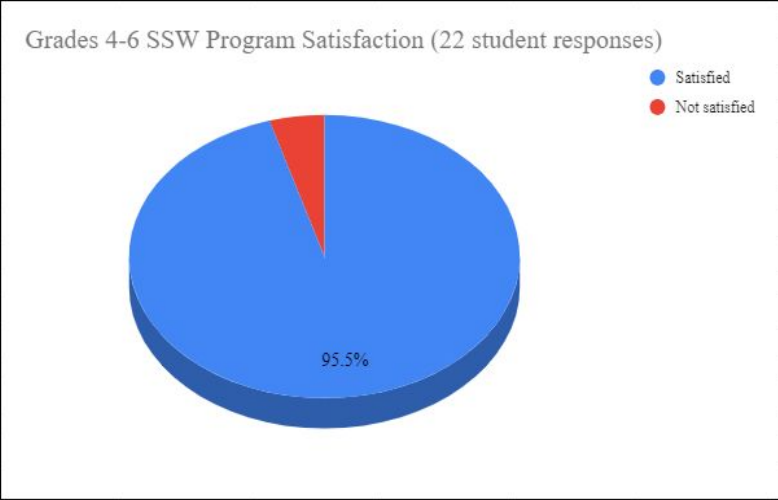
Referral Data:

81% of the referrals are mental health related issues.

10% Social Skills

10% Behavioural Concerns

# School Social Worker Satisfaction



Grades 4-6	
Program Satisfaction	
Satisfied	21
Not satisfied	1
Student Connection	
Increased feeling	21
No increased fee	1

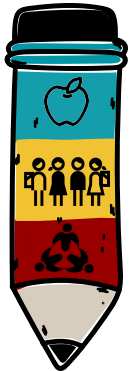
# Annual Education Results Report (AERR)

## Local Data Measures

Staffing Cost from Nutrition Grant - .08 FTE -  
about \$3500

Money for Food and Small Equipment - \$8600

- This year we plan to provide every classroom with a bin of stocked non perishable food items for teachers/students to utilize when they do not have breakfast or lunch.
- We will also identify families that may need grocery purchasing assistance and support them by providing grocery cards.
- We are also running a cooking program to help teach identified students how to prepare easy meals and educate them on nutrition.



## Ecole Lacombe Upper Elementary School Assurance Plan- Q2 - Focus on Inclusion

### Action Plan

(include strategies and timeline below)

### Engagement

*What strategies are in place to engage with your community? To provide assurance with your community?*

#### Meeting the Needs of Diverse Learners

1. CRM Meetings Modified - On all CRM meeting days the Student Intervention Team (SIT) are having 15 minute meetings with each individual homeroom teachers in 3 of the 4 grade cohorts. The cohort that does not meet face to face with the Student Intervention Team has a "traditional CRM meeting". At the meetings teachers share specific information with the team about their most diverse and complex learners. At the "traditional" CRM meetings the team discuss student successes and common challenges that the team can help support.
2. Learning Commons Redesigned - we have redesigned our Learning Commons Program. 12 of the most diverse students needing completely modified LA and/or Math programming attend the Learning Commons Program for 5 periods per day in the morning. The class also focuses on social skill training and life skills programming. The class is using the old Wolf Creek Academy which has turned into an ideal space for learning and teaching such diverse learners. There are 3 distinct learning spaces in that area that allows for individualized programming. The program is supported by 1 Teacher and 3 EAs.
3. Maximizing EA supports - with limited EA support the Learning Commons has allowed us to maximize EA supports to try and meet the needs of more of our diverse learners than ever before. Scheduling of EA time is done by the SIT team and much thought is put into when, where and why an EA is placed in a classroom.
4. Use of CRM software - all staff have included the utilization of the CRM Software to track student progress, parent calls, behavioural issues, etc. as a goal area for this year. Staff are doing well so far on this goal.
5. Improving LSP and IPP writing. We have worked with our staff to understand better what document or software to use for what. We did a presentation with all the staff about when to use an LSP, IPP, Behaviour Plan or the CRM software to support student growth and learning. We found that staff needed clarity about what to use and why to use it. We always continue on working towards making the IPP/LSP a working/evolving/ living document.
6. Presentation on Documentation needed to support student success: [Documenting Student Success](#)

- We will be interviewing and meeting with all the parents whose children attend the learning commons program to get their feedback about how the program is or is not meeting their child's needs.
- We are creating a committee to review the Learning Commons program to provide feedback on it's impact on student learning, its effectiveness, and how we can improve the process.
- School wide survey to assess supports for students with diverse learning needs will be created.

## Ecole Lacombe Upper Elementary School Assurance Plan- Q2

<p style="text-align: center;"><b>Action Plan</b> (include strategies and timeline below)</p>	<p style="text-align: center;"><b>Engagement</b> <i>What strategies are in place to engage with your community? To provide assurance with your community?</i></p>
<p><b>Inclusive School Culture and Beliefs:</b></p> <ol style="list-style-type: none"> <li>1. We are meeting regularly with staff to talk about programing and inclusion.</li> <li>2. We are creating a Learning Commons committee to review the program, program philosophy, program successes, challenges, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Survey to parents to get feedback on the inclusivity of our school and the school culture.</li> </ul>
<p><b>Intervention Programs to Support Student Needs</b></p> <ol style="list-style-type: none"> <li>1. Learning Commons - Intensive literacy/numeracy support for identified diverse needs students</li> <li>2. LLI Groups (We have over 20 LLI groups going on in the building)</li> <li>3. Social Skills Programming with the Social Worker</li> <li>4. PASS programming - RTI intervention time is not being facilitated as well as it has in the past due to Covid 19 and the cohorting requirements. We hope to return to providing 2 intervention blocks per week to staff on the timetable so they can work with students who need interventions.</li> </ol>	<ul style="list-style-type: none"> <li>• We talk to each parent 3 times per year about the progress being made in LLI. We also provide LLI Feedback reports.</li> </ul>
<p><b>Supports for Students with Challenging Behaviours</b></p> <ol style="list-style-type: none"> <li>1. We have very skilled teachers and EAs that do an amazing job to support students with challenging behaviours.</li> <li>2. The SIT team meets regularly with teachers to talk about strategies and supports.</li> <li>3. Regular and ongoing parent contact is maintained with parents.</li> <li>4. All staff is trained in SIVA.</li> </ol>	<ul style="list-style-type: none"> <li>• School Survey will investigate how parents feel about student behaviors and interventions to support student behaviors.</li> </ul>
<p><b>Inclusive Expertise</b></p> <ol style="list-style-type: none"> <li>1. Our SIT team includes Admin, Social Worker, and Inclusion Specialist. This team works with teachers to support them and the students.</li> <li>2. Teachers and EAs are very well trained and seek PD to help support their learning and understanding of inclusion and how to support students with complex behaviours.</li> <li>3. We have accessed supports and expertise from Joanna, Kacey, etc. Joanna presented to staff on Seeing Stars Program, and upcoming presentation on Spelling Expectancies. Kacey has been working very hard to help build up resources to support FI interventions and literacy skill development.</li> </ol>	<ul style="list-style-type: none"> <li>• Learning Commons Committee feedback</li> <li>• Survey data</li> <li>• Staff feedback</li> </ul>

## Ecole Lacombe Upper Elementary School Assurance Plan- Q2

### Action Plan

(include strategies and timeline below)

### Engagement

*What strategies are in place to engage with your community? To provide assurance with your community?*

#### Supports from Specialized Services

1. We work closely with SLP, OT, PT and the Deaf and Hard of Hearing Consultant. Regular meetings are occurring.
2. Education Services department has been very supportive in supporting students and providing testing and resources.
3. We will be reinstating the BBBS In School and After School Mentorship Program and Rainbows program in the New Year.

- **Feedback from outside agencies.**
- **Parent Survey**

### **Goals for 2021/2022 that focus on Q2 and Q3**

- Establish a Learning Commons Program that provides intensive literacy and numeracy supports for identified diverse needs students
- Provide a Work Exposure Program for identified diverse needs students
- Improve our use of the CRM software to track student interventions
- To meet with staff individually and as teams - restructure our CRM meetings - to support diverse needs students in the classroom
- To create a Learning Commons Committee to offer advice, program suggestions, and a needs assessment of how we provide support to diverse needs students
- Comply with Alberta Education Diverse Needs Students requirements (New expectations document in 2021/2022).
- Maximize EA supports for diverse needs students
- Look at funding for diverse needs students
- Review Roles and Responsibilities in meeting needs of Inclusive learning
- Identify a Philosophy for the Learning Commons
- Investigate what other schools are doing to support diverse needs students
- Identify an entrance criteria for the Learning Commons and other intervention programs for diverse learners
- Philosophy for Diverse Needs Programming in our school and then do we need a philosophy for PASS/Learning Commons, Interventions – or are these strategies to support Diverse Needs.
- Coordinating and communicating with outside services how can we maximize those supports.

## Q2 Reflections

**Quality teaching is our priority. We know that teachers have the most influence on student learning and achievement in our classrooms. Teachers, Administrators and Support Staff contribute to excellent learning environments in our Wolf Creek School community.**

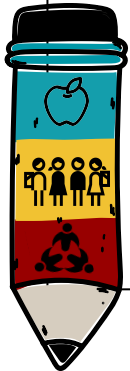


**Q3- March 2022 to May 2022**

# Annual Education Results Report (AERR)

**(WCPS) Percentage of students who show growth on literacy benchmark (STAR Assessment) and literacy diagnostic assessments (Fountas & Pinnell)**

**Grade Five: 54 out of 98 had high growth on the STAR Assessment from Fall to Winter**  
**Grade Six: 63/107 had high growth on the STAR assessment from Fall to Winter**  
**We are in the process of updating the F and Ps for all students in LLI.**



**(AB Ed) Percentage of parents, students and teachers who are satisfied with the quality of education their students receive**

**Only 13 parents completed the AB Ed Survey. To increase the validity of that data we asked our parents to participate in a school survey that used many of the same questions as the AB Ed survey. Those results are on the next slide. Here are the results for the 13 parents:**

**% of parents who agree that students are engaged in their learning in school - 89.5%**  
**% of parents who feel that their child is learning what they need to know at school - 85%**  
**% of parents who feel that their child is encouraged to try their best at school - 100%**

# Survey to Parents to get feedback on School's Success

We administered our own survey because we only get 11 to 15 parents completing the AB Ed survey. We had a great response. We used many of the AB Ed Survey Questions and also added our own. Here is a link to the survey results:

[Parent Engagement Survey Results](#)

**Highlights were:**

**93.9% of parents were satisfied that their child is receiving a high quality education in our school.**

**98.4% of parents were satisfied that the staff cares about their child.**

**95.4% of parents were satisfied that their child is learning useful literacy and numeracy skills at school.**

**93.9% of parents indicated that their child understands what he/she is expected to learn at school.**

**98.5% of parents indicated that the school is a welcoming place for their child.**

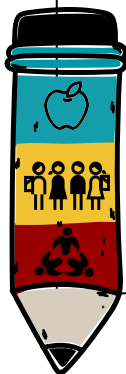
**97.6% of parents indicated that they were proud of their child's school.**

# Annual Education Results Report (AERR)

**(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests**

## English Language Arts 6

		Ecole Lacombe Upper Elementary					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	137	103	119	131	n/a	47,606	49,572	51,540	54,820	n/a
	Students Writing	121	97	108	117	n/a	43,122	44,730	46,678	49,639	n/a
	Students Writing (%)	88.3	94.2	90.8	89.3	n/a	90.6	90.2	90.6	90.5	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	85.4	91.3	89.9	84.0	n/a	82.9	82.5	83.5	83.2	n/a
	Standard of Excellence (%)	17.5	28.2	25.2	26.7	n/a	20.4	18.9	17.9	17.8	n/a
	Below Acceptable Standard (%)	2.9	2.9	0.8	5.3	n/a	7.7	7.7	7.1	7.3	n/a
Results Based on Number Writing	Acceptable Standard (%)	96.7	96.9	99.1	94.0	n/a	91.5	91.5	92.2	91.9	n/a
	Standard of Excellence (%)	19.8	29.9	27.8	29.9	n/a	22.6	20.9	19.7	19.6	n/a
	Below Acceptable Standard (%)	3.3	3.1	0.9	6.0	n/a	8.5	8.5	7.8	8.1	n/a

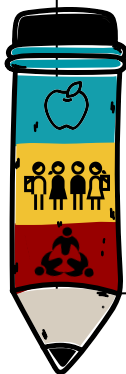


# Annual Education Results Report (AERR)

(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests

## French Language Arts 6 année

		Ecole Lacombe Upper Elementary					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	39	37	35	30	n/a	2,854	3,185	3,326	3,559	n/a
	Students Writing	36	36	33	29	n/a	2,793	3,061	3,189	3,479	n/a
	Students Writing (%)	92.3	97.3	94.3	96.7	n/a	97.9	96.1	95.9	97.8	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	82.1	83.8	85.7	76.7	n/a	87.7	85.1	85.2	87.7	n/a
	Standard of Excellence (%)	7.7	0.0	0.0	10.0	n/a	14.2	13.5	12.3	15.7	n/a
	Below Acceptable Standard (%)	10.3	13.5	8.6	20.0	n/a	10.2	11.0	10.6	10.1	n/a
Results Based on Number Writing	Acceptable Standard (%)	88.9	86.1	90.9	79.3	n/a	89.6	88.5	88.9	89.7	n/a
	Standard of Excellence (%)	8.3	0.0	0.0	10.3	n/a	14.5	14.0	12.9	16.1	n/a
	Below Acceptable Standard (%)	11.1	13.9	9.1	20.7	n/a	10.4	11.5	11.1	10.3	n/a

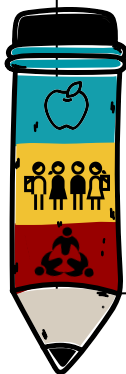


# Annual Education Results Report (AERR)

**(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests**

## Mathematics 6

		Ecole Lacombe Upper Elementary					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	137	103	119	131	n/a	47,512	49,507	51,486	54,778	n/a
	Students Writing	122	94	108	114	n/a	43,210	44,792	46,883	49,753	n/a
	Students Writing (%)	89.1	91.3	90.8	87.0	n/a	90.9	90.5	91.1	90.8	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	76.6	80.6	80.7	74.0	n/a	72.2	69.4	72.9	72.5	n/a
	Standard of Excellence (%)	13.1	15.5	13.4	16.0	n/a	14.0	12.6	14.0	15.0	n/a
	Below Acceptable Standard (%)	12.4	10.7	10.1	13.0	n/a	18.8	21.1	18.1	18.3	n/a
Results Based on Number Writing	Acceptable Standard (%)	86.1	88.3	88.9	85.1	n/a	79.3	76.7	80.1	79.8	n/a
	Standard of Excellence (%)	14.8	17.0	14.8	18.4	n/a	15.4	13.9	15.3	16.6	n/a
	Below Acceptable Standard (%)	13.9	11.7	11.1	14.9	n/a	20.7	23.3	19.9	20.2	n/a

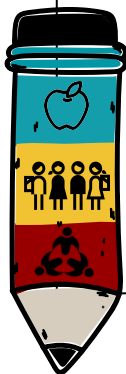


# Annual Education Results Report (AERR)

**(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests**

## Science 6

		Ecole Lacombe Upper Elementary					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	137	103	119	131	n/a	47,543	49,501	51,517	54,879	n/a
	Students Writing	124	97	112	121	n/a	43,090	44,412	46,814	49,793	n/a
	Students Writing (%)	90.5	94.2	94.1	92.4	n/a	90.6	89.7	90.9	90.7	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	81.0	85.4	91.6	81.7	n/a	78.0	76.9	78.8	77.6	n/a
	Standard of Excellence (%)	24.8	36.9	32.8	30.5	n/a	27.1	29.0	30.5	28.6	n/a
	Below Acceptable Standard (%)	9.5	8.7	2.5	10.7	n/a	12.6	12.8	12.1	13.1	n/a
Results Based on Number Writing	Acceptable Standard (%)	89.5	90.7	97.3	88.4	n/a	86.1	85.7	86.7	85.5	n/a
	Standard of Excellence (%)	27.4	39.2	34.8	33.1	n/a	29.9	32.3	33.6	31.6	n/a
	Below Acceptable Standard (%)	10.5	9.3	2.7	11.6	n/a	13.9	14.3	13.3	14.5	n/a

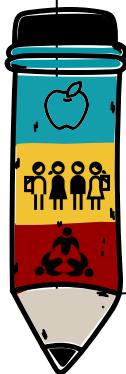


# Annual Education Results Report (AERR)

(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests

## Social Studies 6

		Ecole Lacombe Upper Elementary					Alberta				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Participation	Students Enrolled	137	103	119	131	n/a	47,522	49,485	51,525	54,802	n/a
	Students Writing	121	97	114	120	n/a	42,876	44,523	46,734	49,670	n/a
	Students Writing (%)	88.3	94.2	95.8	91.6	n/a	90.2	90.0	90.7	90.6	n/a
Results Based on Number Enrolled	Acceptable Standard (%)	75.9	82.5	89.9	80.2	n/a	71.4	72.9	75.1	76.2	n/a
	Standard of Excellence (%)	22.6	27.2	25.2	34.4	n/a	22.0	21.7	23.2	24.4	n/a
	Below Acceptable Standard (%)	12.4	11.7	5.9	11.5	n/a	18.8	17.1	15.6	14.4	n/a
Results Based on Number Writing	Acceptable Standard (%)	86.0	87.6	93.9	87.5	n/a	79.2	81.0	82.8	84.1	n/a
	Standard of Excellence (%)	25.6	28.9	26.3	37.5	n/a	24.4	24.1	25.6	27.0	n/a
	Below Acceptable Standard (%)	14.0	12.4	6.1	12.5	n/a	20.8	19.0	17.2	15.9	n/a



## Ecole Lacombe Upper Elementary School Assurance Plan- Q3

### Action Plan

(include strategies and timeline below)

### Engagement

*What strategies are in place to engage with your community? To provide assurance with your community?*

**Differentiated Instruction** - This continues to be a huge focus for our staff as the diversity in the classroom is increasing. Our goal before we finish the school year is to update our pyramid of interventions and work with the Learning Commons team to better outline the intervention supports expected by the classroom teacher before making a referral to the Learning Commons program. This will include some level C assessments, evidence of DI, level B assessments, possible Ed Psych, evidence of interventions.

**We will review the data collected in our Parent Engagement Survey on Literacy/Numeracy interventions. We will use the Student Portfolios to help outline to parents our DI practices, intervention supports, etc.**

**Use of Data to Inform Instruction** - Following the above we will also be looking at growth and development gained from beginning of the year to end of the year F and Ps, in Class Assessments, Baseline and Year End Writing, and STAR Assessments. We are also entering into a research project with the U of A focusing on enhancing literacy with 15 identified students.

**Portfolio feedback will be solicited.**

**Relevant Curriculum** - with the new curriculum implementation this will be our main area of focus for Q3. Even though we are only seeing a new Physical Education and Wellness Curriculum we want to concentrate on getting that implementation right. We will need to collaborate in teams to develop the lessons to support the new curriculum. We will also need to consider how we will share in meeting the outcomes as we have a P.Ed teacher who can focus mainly on the movement/physical literacy and the homeroom teacher that will focus on the mental wellness, financial literacy, puberty, nutrition, etc.

**Admin will attend April 19th Curriculum Training  
Staff will focus on Curriculum Implementation at all Upcoming PD Days. We will also share in our newsletter the curriculum overviews and expectations.**