# 2023-2024
# ACE PLAN

*Assurance – Collaboration – Engagement*

École Lacombe Upper Elementary

# Pointing Out the Facts
# École Lacombe Upper Elementary School

## 363 Students

Grade Four - 85 English and 36 FI
Grade Five - 104 English and 27 FI
Grade Six- 84 English and 27 FI
Total English 273 and Total FI 90
ESL - 31 students (8.5%)
FNMI - 30 students (8.3%)

## Staff

Teachers - 16.24
EAs - 8
Admin Assistant - 1
Librarian - .30
Social Worker - .90
Inclusion Coach - .50
Administrators -1.5

## 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, Period 2 Workshop, Phonics for Reading

## 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, BGC of Canada

## Demographic information

At the time of the last Census the **population of Lacombe was 13,907 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 avg. household income is $91,000. At the time of the survey we only had 160 FNMI identified citizens, and the largest other minority group was Filipino.

# WCPS Priority Areas

# 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.
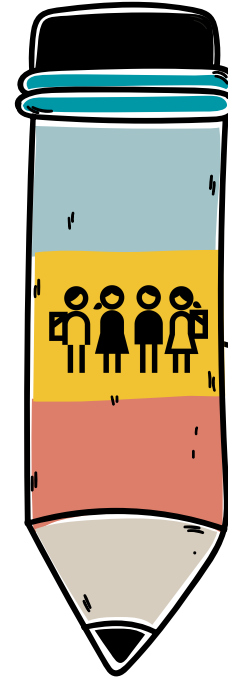
Supporting ALL Students

Doing whatever it takes to meet the needs of all students

# Alberta Education Assurance Measure Results (AEAMR)

## Alberta Education Assurance Measures Report- Ecole Lacombe Upper Elementary School

| Assurance Domain | 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 |
| Student Growth and Achievement | Student Learning Engagement | 88.9 | 91.7 | 91.7 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 87.7 | 89.6 | 89.7 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | 67.2 | 76.3 | n/a | 63.3 | 64.3 | n/a | Intermediate | n/a | n/a |
| | PAT: Excellence | 15.6 | 20.6 | n/a | 16.0 | 17.7 | n/a | Intermediate | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 80.3 | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 21.2 | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 97.4 | 98.9 | 98.1 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 90.2 | 92.3 | 92.3 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 89.9 | 90.1 | 90.1 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 77.3 | 84.6 | 83.3 | 79.1 | 78.8 | 80.3 | Intermediate | Maintained | Acceptable |

# École Lacombe Upper Elementary School
# FLOURISHING GOAL

| Our Quality Teaching Flourishing Goal is | Evidence & Engagement |
|---|---|
| **Our goal is to nurture and support student diversity in an effort to maximize the student's academic, social, emotional and behavioural success for all students.** | |

| | |
|---|---|
| 1. How do we know this is our flourishing goal?<br>We will know this when we have students feeling successful and engaged in the classroom. Discipline issues will be low and student engagement will be high. Student feedback about learning will be positive.<br>2. Who are we at our best?<br>When we feel we are meeting the needs of ALL of our diverse learners we feel fulfilled and satisfied as educators. Knowing that time is used effectively to collectively meet the needs of all students contributes to feelings of satisfaction and well-being.<br>3. What would support innovation in this area?<br>The needs of the diverse learners will be met by maximizing our Learning Commons Program for the Tier 4 students, making our RTI/PASS program more robust for our Tier 3 students and using small groups/DI and some intervention programs such as LLI for our Tier 2 and 3 students. Classroom instructional practice will default to DI methods regularly and consistently. Differentiation will be a large focus of our PD days.<br>4. What are the barriers to achieving our flourishing goal?<br>Having enough staff to work with all the diversity learners is always a challenge. We always feel we can use more hands on deck. Increased levels of student complexities mean what worked in the past may be less effective. Increasing the awareness of prioritizing education and school goals within the home and engaging parents as partners in education.<br>5. How can we overcome those barriers?<br>We can continuously work to maximize EA support, utilize PASS time and communicate well with the entire team to support student learning. Reaching out to community agencies (CFS, FCSS, Central Office). Ensure parents feel like valued, contributing members of their child's education. | Our school survey and the AB Ed Survey will rate student engagement and student satisfaction high. 90% of students, parents, teachers will find the school work to be challenging, and engaging.<br><br>Teacher surveys and feedback will showcase satisfaction, as well as belief in self and collective efficacy on their ability to reach all students.<br><br>Parents will recognize and partner in their role in helping student learning and success. School survey results and AB Ed surveys will show an increase in parent confidence that they are involved in decisions regarding their child's education. We would like to see a minimum of 80% of parents who feel that they have these opportunities to be involved. |

# École Lacombe Upper Elementary School Assurance Plan - Meeting the Needs of ALL Students

| Action Plan<br>(include strategies and timeline below) | Evidence & Engagement |
|---|---|
| **Planning & Differentiation**<br><br>● Use of Student Inventories/Classroom Profiles for Differentiation *(Fall)*<br>　○ Planning for diverse learners - Referral Process for Learning Commons, LLI Pull Out, and PASS small groups.<br>　○ Continue with our excellent transition plan process with feeder schools and between grades<br>　○ Reinstate Classroom Visits between teachers for 2023/2024- Asking for teacher feedback on an area of strength that they would be willing to model and invite others in to observe.<br><br>● Clearly defined learning outcomes for all learners *(Fall and ongoing)*<br>　○ Prioritizing Outcomes & Alignment with new curriculum--grade team common planning for new concepts<br>　○ Review of Backwards Design Process and team planning activity<br>　○ Explore Concept-Based/Project Based Learning to enhance student engagement<br><br>● Use of Pre-Assessment Data to inform planning *(Ongoing)*<br>　○ STAR / F&P/Ab. Ed. literacy and numeracy assessments for Intervention placement<br>　○ Workshop period block planning<br>　○ IPP/LSP Planning<br>　○ PASS small groups- Over 30 targeted interventions happening at once! | ● Record of scheduled transition meetings<br>● Prioritize monthly Learning Commons Meetings with Homeroom Teachers<br>● Evidence of planning with differentiation strategies, samples<br>● Records of discussion/planning from CRM meetings in Dossier CRM module<br>● Running records from tutorials and intervention periods<br>● IPP/LSP progress reports<br>● Teachers Classroom Visits<br>● **Instructional Leadership:**<br>　○ Evidence of scheduling to enable time in classrooms<br>　○ Well-defined and purposeful supervision plan. |

# École Lacombe Upper Elementary School Assurance Plan - Meeting the Needs of ALL Students

| Action Plan (include strategies and timeline below) | Evidence & Engagement |
|---|---|
| **Instructional Delivery & Student Engagement**<br><br>● Deep understanding of content to guide the use and knowledge and skills. Increase familiarity and understanding of content in the new 4-6 curriculum. *(Beginning Spring 2023 and ongoing into the 2023/2024 year)*<br>    ○ Review of essential outcomes<br>    ○ Review of skill vs. content outcomes<br>● Application of project based learning and DI to address engagement, belonging and expectations<br><br>● School-wide focus on highly engaging teaching strategies using the work of Marzano and Hattie - team planning time provided to create engaging lessons. Showcase a different high yield strategy and its effect size during each PD day<br><br>● Teachers visit each others classrooms to observe student engagement and DI<br><br>● Review of Pyramid of Interventions/Continuum of Supports and Referral Process for Learning Commons and pull out supports for students<br><br>● Continue to fine tune our walkthrough and supervision approach as well as feedback provided to teachers *(Ongoing)*<br><br>● Establish PLTs focused on an inquiry approach to collaborative professional learning *(Early 2023/2024 year)*<br><br>● Review of ELE's and collective teacher efficacy. How can we foster and develop this? *(School start up and PD days)*<br><br>● Sharing examples of quality teaching in our weekly staff memo *(Ongoing)* | ● Data from teacher classroom observations related to instructional delivery strategies observed - collated and shared with staff for reflection and discussion<br><br>● Evidence of highly engaging instructional strategies tracked - related to school-wide PD focus<br><br>● Pyramid of Interventions/Continuum of Supports will be updated to reflect current practices<br><br>● Notes that show trends/themes during classroom supervision |

## École Lacombe Upper Elementary School Assurance Plan - Meeting the Needs of ALL Students

| Action Plan<br>(include strategies and timeline below) | Evidence & Engagement |
|---|---|
| **Assessment**<br><br>● Review of referral process for intervention programming ie. Learning Commons, LLI pull out groups, RTI/PASS supports<br><br>● Review ways to monitor and track the impact and effectiveness of intervention<br><br>● Review of Baseline and Year End Data Collection in Writing and Reading<br><br>● Review of Portfolios and how the reflect Formative and Summative Assessment Growth. Furthermore, reflect on the role that portfolios and growth conferences now play with the implementation of PowerTeacher Pro meaning that marks and assessments are now "live."<br><br>● Continue to fine tune our understanding and execution of the new common report card and how our portfolios can complement and support the common report card<br><br>● Create common assessments that are reflective of the new curriculum in ELA and Math | ● Update Portfolios so they complement the common report card<br><br>● Review Formative and Summative assessment practices<br><br>● Staff feedback on assessment practices<br><br>● Development of tools to track the impact of intervention |

# Continuum of Supports

**EXPLORE**

-Results indicate that slightly less than 70% of students are engaged in their learning.
-Learning has become less of a priority to students and families and being pulled away from digital platforms is viewed as an inconvenience.

**DEVELOP**

-Differentiating learning to challenge all students while appealing to their interests. Building student understanding behind the purpose and meaning of content being taught.
-Getting to know all students on a deeper level through inventories, classroom profiles, etc.
-Revisiting intervention time to make it more effective for ALL learners.
-Barriers include changes in attitudes and priorities in society.

**TAKE ACTION**

-Professional development focused on differentiation. This includes an ATA workshop on giving 100% to 100% of our students.
-Ensuring we take the time to get to know ALL students.
-ALL staff will be responsible for ALL students.
-School celebrations will focus on everyone celebrating all stakeholders to develop a strong sense of community and promote student engagement.

**EVALUATE**

-Student feedback and surveys will indicate their level of engagement.
-Classroom supervision and walkthroughs will focus on student engagement.
-A strong sense of collective efficacy that we can engage all students in their learning.
-Staff feedback and observations.
-Tracking behavioural issues (more engagement = less behaviours?)

DEVELOP
EXPLORE
EVIDENCE
TAKE ACTION
EVALUATE

# 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.**
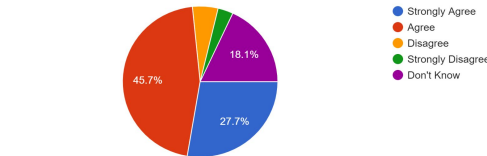
39. When you contact/visit the school (office or teaching staff) do you feel welcomed?
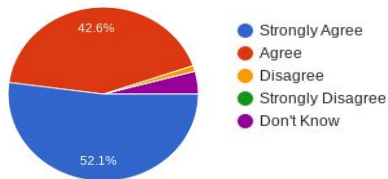94 responses

- Yes
- No

98.9%

40. Does your child feel represented at school and believe that their differences are acknowledged and celebrated?
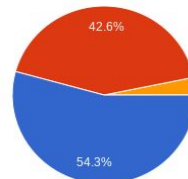94 responses

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

18.1%
45.7%
27.7%
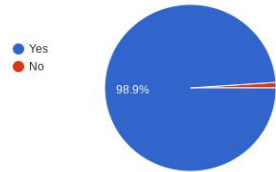
9. Your child's school is a welcoming place to be
94 responses

42.6%

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

52.1%

19. Teachers care about your child.
94 responses

42.6%

54.3%

**Success & Opportunities for Improvement**

- **These are extremely strong results as we continue to prioritize creating a welcoming, caring, environment. We are significantly above the provincial average in all areas.**
  - **As our student population becomes increasingly diverse, our goal is for students to feel represented and celebrated in our building. School survey results will provide evidence of this.**
- **Programs that support this goal are: Meet the Teacher Night, Peer Support Teams, HAHASO presentations to all classes, Anti Bullying Program, Leadership Program, Intramural Program, Special Event Days, Code of Conduct, Common School Wide expectations for behaviour, School Partnerships with outside agencies, Social Worker Program, etc.**
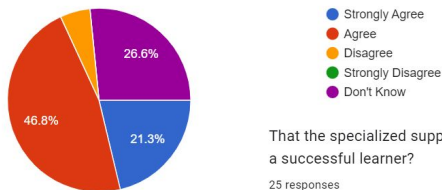
# Alberta Education Assurance Measure Results (AEAMR)

**(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.**

24. Your child can get help at school with problems that are **not** related to school work?
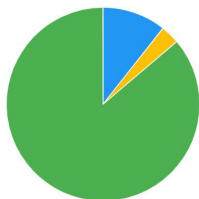
94 responses



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

Strongly Agree 21.3%, Agree 46.8%, Disagree, Don't Know 26.6%

That the specialized supports and services your child is receiving enables them to be a successful learner?

25 responses



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

Very Satisfied 52%, Satisfied 32%, Dissatisfied 16%

Reason for Referral Breakdown (94)

All Schools
2022 – 2023 School Year
All Grades



- ● Behavioural/Self Regulation Concerns
- ● Social/Emotional Concerns
- ● Mental Health Concerns

**Success & Opportunities for Improvement**

- Anxiety and other mental health issues are the primary reason for referral. Small groups run by the SSW will target this need.
- New concerns are emerging that haven't been observed or as prevalent as before. This includes addictions and substance abuse within families, suicidal thoughts, etc.
- A noticeable increase in dealing and coping with family dynamic shifts has been observed.
- 34% of the referrals are coming from parents and 34% are coming from teachers. This highlights the need for support and knowledge of how and when to access resources beyond the four walls of the classroom.
- Main presenting issues in order of frequency are: Anxiety, Anger/Aggression, Grief and Loss, and Family Dynamics
- * Parents, students and teachers are expressing concerns about managing anxiety in students. We will need to reach out and find some inservicing for staff and parents in this area.
- * Andrea Ramage presented the SEL program to our students and it was a huge success. We need to continue with that and also consider providing some lessons in our large PASS/RTI block for all students in this area.
- Let parents know of the resources and supports that are available to help with problems that are not academic based. This may include blurbs in newsletters, social media posts, information nights, etc.

# Alberta Education Assurance Measure Results (AEAMR)

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

Nutrition Program 2022/2023

- $12,325 Nutrition Grant
- 0.2 FTE Staff ($7,028)
- $5,192 other expenditures
  - Snack bins
  - Gift cards
  - School-wide nutritious events (Smoothie Day, Track and Field Lunch, etc.)
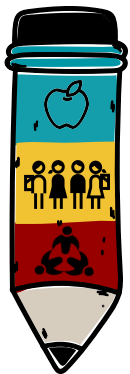






## Analysis of Success & Opportunities for Improvement

- We are happy with how we are running our nutrition program. In each classroom there are bins of food that students can have access to when needed. We also have a kitchen area that will create sandwiches for students that miss bringing a lunch or have inadequate lunches.
- We are proud of the community connections that we have developed and are extremely grateful and appreciative for their support. Cilantro and Chive, Subway, Boston Pizza, and Echo Energy are some of the businesses that have provided us with food, equipment, and sponsorship.
- The nutrition program is an area we continue to develop and consider for growth and improvement.
- The grant has supported students in their individual programs to help develop life skills such as cooking and foster empathy and other characteristics as they serve staff and peers.
- We stay in touch with some of our families that are struggling financially and provide them with gift card donations, turkeys at Christmas, etc.

# 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).**

## See next slides for data and evidence

**Analysis of Success & Opportunities for Improvement**

- Evidence on the next slides highlights that targeted interventions are effective and teachers are doing a tremendous job of "closing the gap."
- We will explore opportunities on how we can ensure that readers already at grade level have the chance to grow and develop. Revisiting the structure and content of our PASS intervention time will be considered.
- Increasing the number of students reading at or above grade level is an ongoing goal area. We do so much to target students who are reading below grade level, however, we would like to increase focus on how we can support students in meeting a standard of excellence.
- Intervention programming will be enhanced in 2023/2024 with the addition of another RTI block. 3 periods per week built into the timetable will provide teachers time to focus on literacy interventions. We are forecasting 30 small group interventions to be running simultaneously.
- Learning Commons Programming allows for interventions to be focused on Tier 3 and 4 students.
- We are able to support intensive interventions in the afternoon through our Inclusion Coach. The trade off for this meant our class sizes are slightly larger, however, we felt the benefit of this would outweigh that fact. That means that currently, 31 students are receiving intensive literacy intervention from our Inclusion Coach.
- Although we continue to use LLI as an intervention program for struggling readers, it is no longer our primary tool. Many staff have expressed an interest in being trained in UFLI, which is more appropriate for the types of learners we are teaching in today's context. Additionally, this aligns with the tools being used at the K-3 level, creating consistency and common language that our staff and students understand. We will look to expand this program as we lay the foundations for it.
- Many staff are focusing their PGP on developing their skills and knowledge on how to teach early literacy and reading skills. The data tells us this is needed, whereas students were coming with those prerequisite skills before, there are greater gaps that need backfilled.

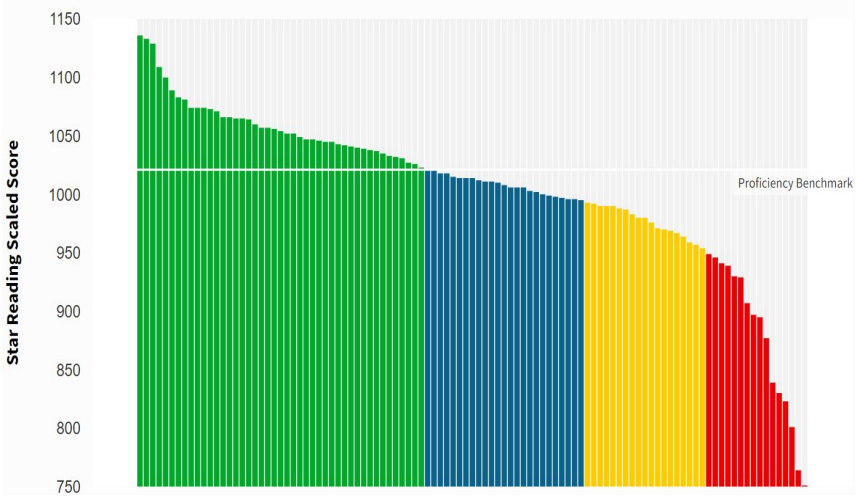# Grade 4 Star Assessment Data
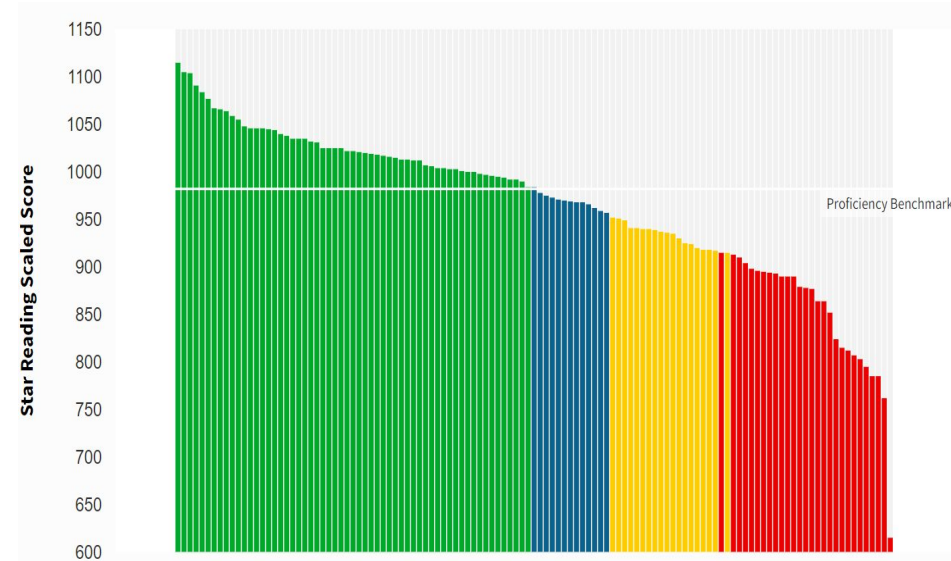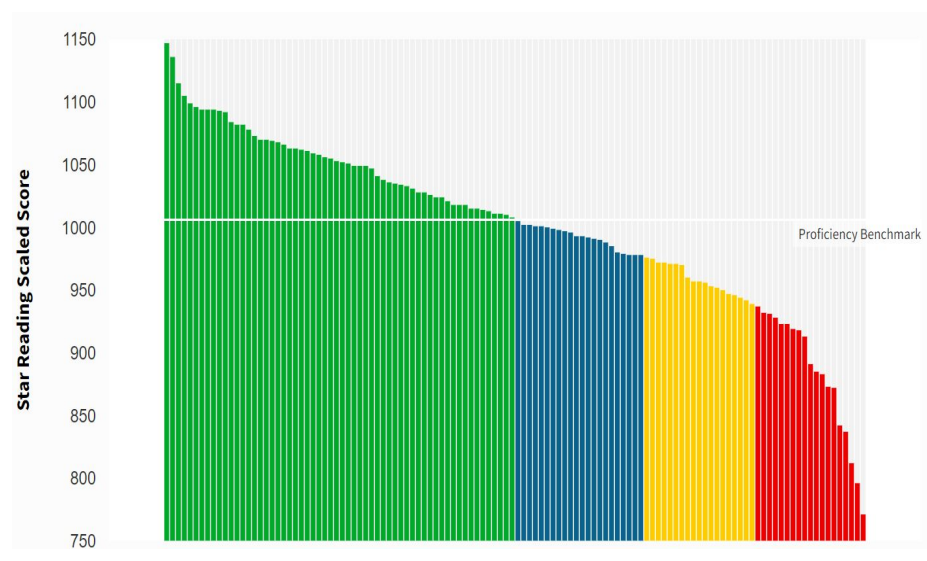
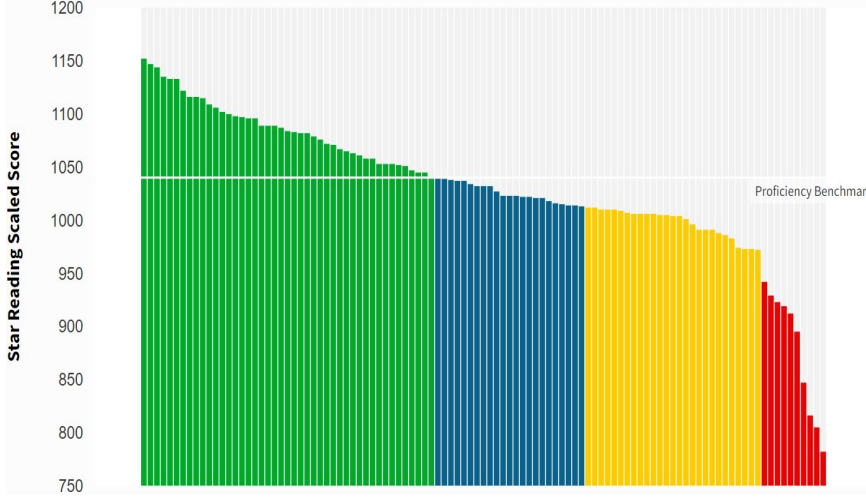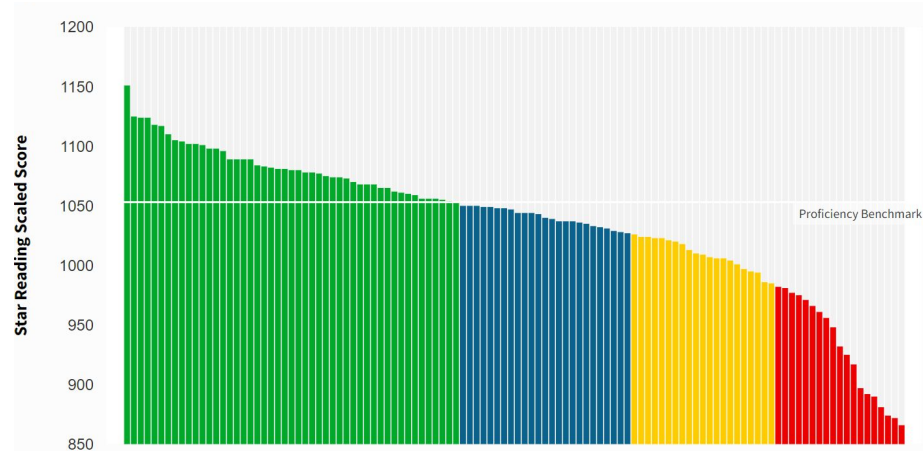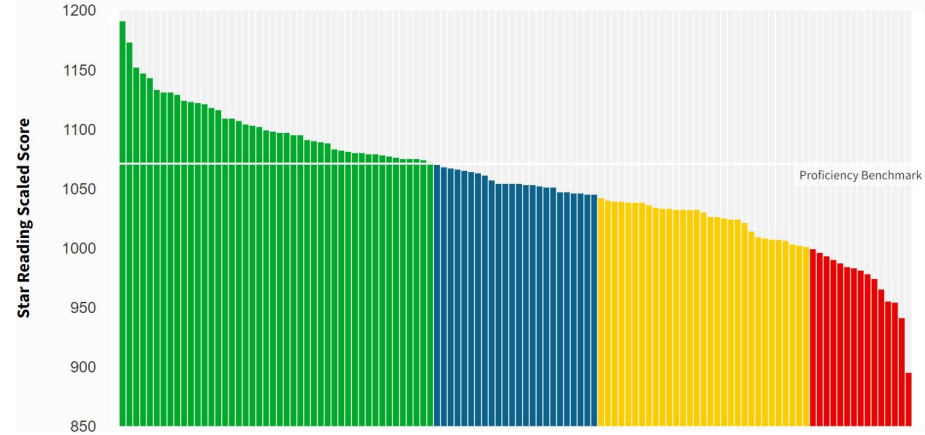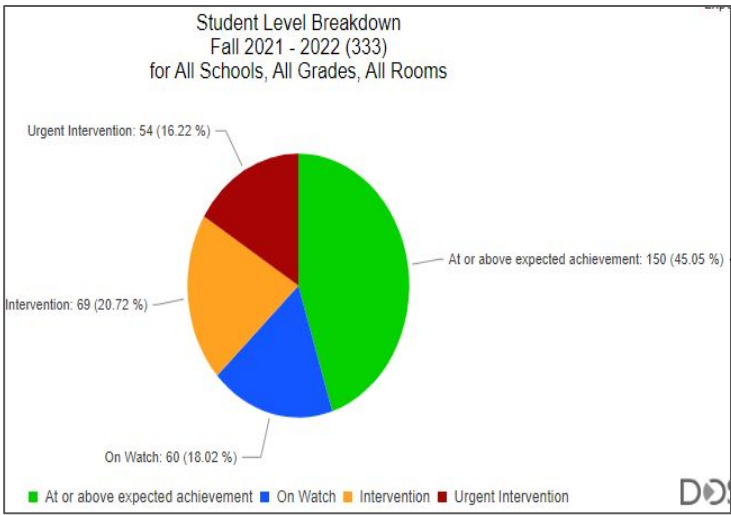## Fall 2022

## Spring 2023



**Notes: To see the decrease in the number of students who need urgent intervention (or are in "the red zone") is encouraging. When considering our Flourishing Goal is for _all_ students to achieve academic success, the question then becomes how do we ensure that the needs of students in the yellow and blue zone are being met and how do we encourage growth in students who are achieving grade level success. We want to provide them with the chance to develop their skill set too and ensure they maintain, if not better their grade level status.**

# Grade 5 Star Assessment Data

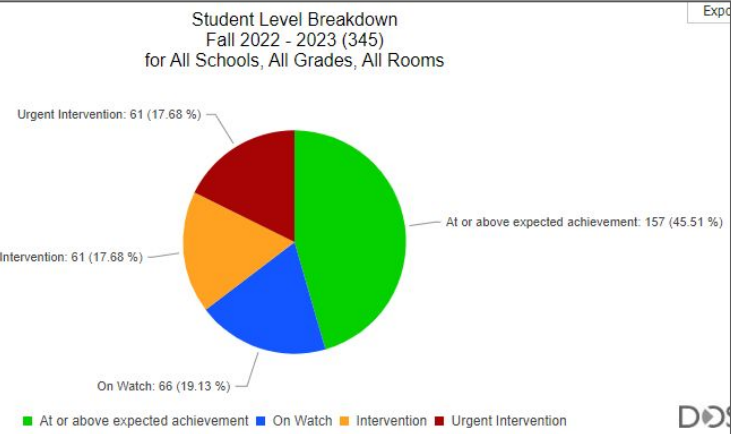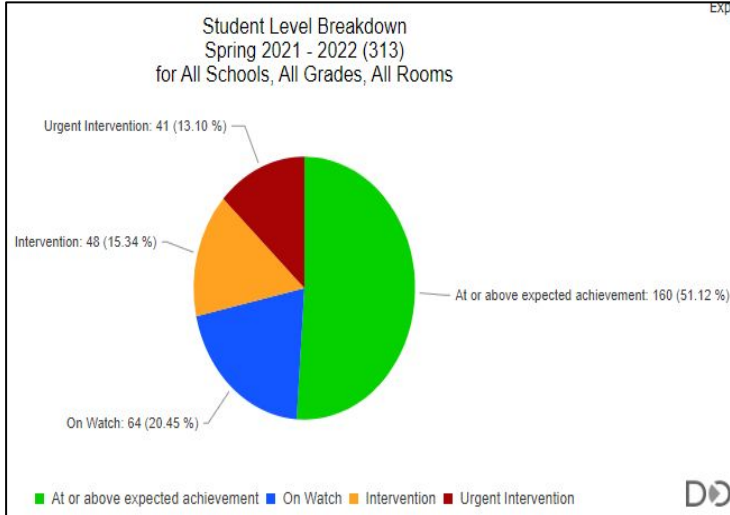## Fall 2022



## Spring 2023



**Notes: To see the decrease in the number of students who need urgent intervention (or are in "the red zone") is encouraging. When considering our Flourishing Goal is for <u>all</u> students to achieve academic success, the question then becomes how do we ensure that the needs of students in the yellow and blue zone are being met and how do we encourage growth in students who are achieving grade level success. We want to provide them with the chance to develop their skill set too and ensure they maintain, if not better their grade level status.**

# Grade 6 Star Assessment Data

## Fall 2022



## Spring 2023



**Notes: To see the decrease in the number of students who need urgent intervention (or are in "the red zone") is encouraging. When considering our Flourishing Goal is for <u>all</u> students to achieve academic success, the question then becomes how do we ensure that the needs of students in the yellow and blue zone are being met and how do we encourage growth in students who are achieving grade level success. We want to provide them with the chance to develop their skill set too and ensure they maintain, if not better their grade level status.**

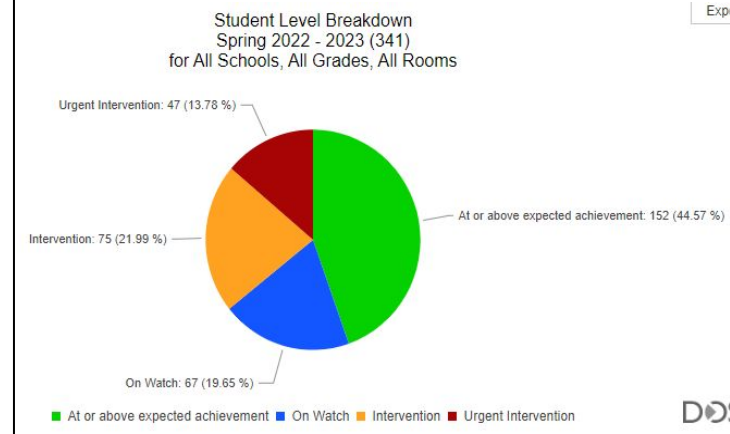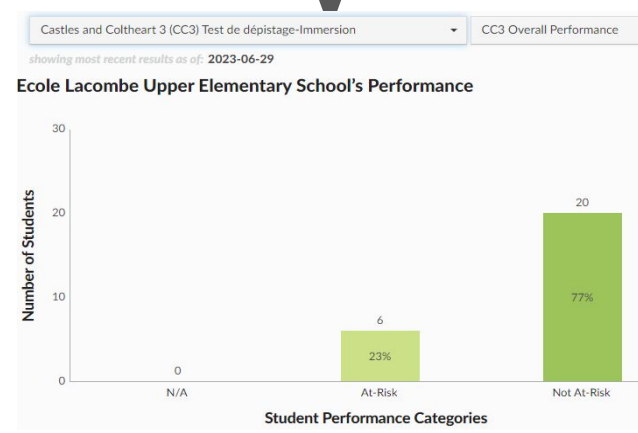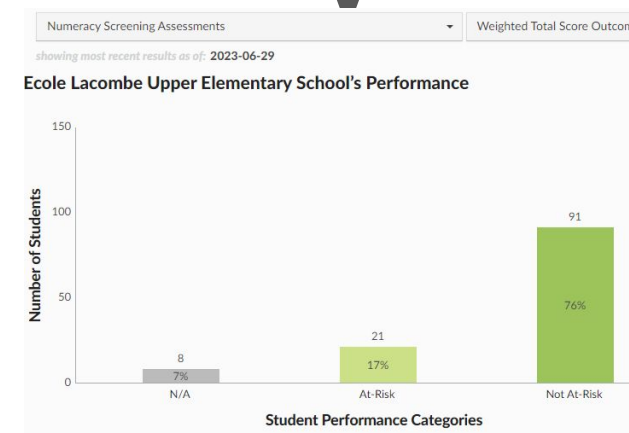# Main School Goal - Improve Reading Skills

Student Level Breakdown
Fall 2021 - 2022 (333)
for All Schools, All Grades, All Rooms

- Urgent Intervention: 54 (16.22 %)
- Intervention: 69 (20.72 %)
- On Watch: 60 (18.02 %)
- At or above expected achievement: 150 (45.05 %)

At or above expected achievement ■ On Watch ■ Intervention ■ Urgent Intervention



Student Level Breakdown
Spring 2021 - 2022 (313)
for All Schools, All Grades, All Rooms

- Urgent Intervention: 41 (13.10 %)
- Intervention: 48 (15.34 %)
- On Watch: 64 (20.45 %)
- At or above expected achievement: 160 (51.12 %)

At or above expected achievement ■ On Watch ■ Intervention ■ Urgent Intervention

**2021-2022**



Student Level Breakdown
Fall 2022 - 2023 (345)
for All Schools, All Grades, All Rooms

- Urgent Intervention: 61 (17.68 %)
- Intervention: 61 (17.68 %)
- On Watch: 66 (19.13 %)
- At or above expected achievement: 157 (45.51 %)

At or above expected achievement ■ On Watch ■ Intervention ■ Urgent Intervention



Student Level Breakdown
Spring 2022 - 2023 (341)
for All Schools, All Grades, All Rooms

- Urgent Intervention: 47 (13.78 %)
- Intervention: 75 (21.99 %)
- On Watch: 67 (19.65 %)
- At or above expected achievement: 152 (44.57 %)

At or above expected achievement ■ On Watch ■ Intervention ■ Urgent Intervention

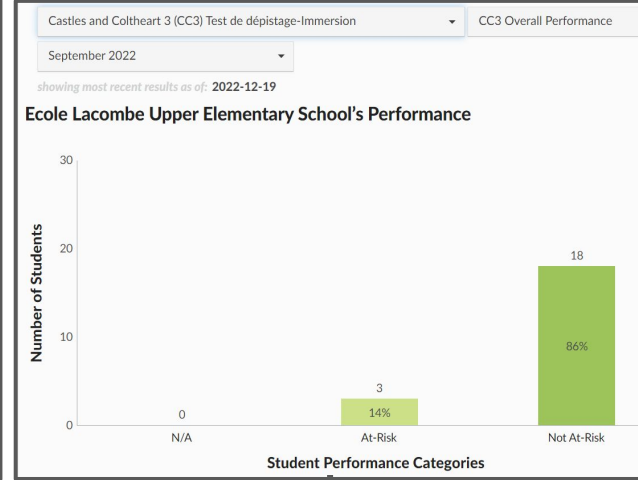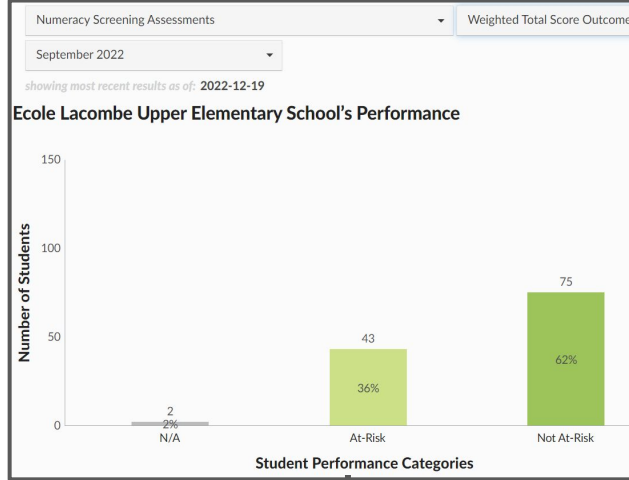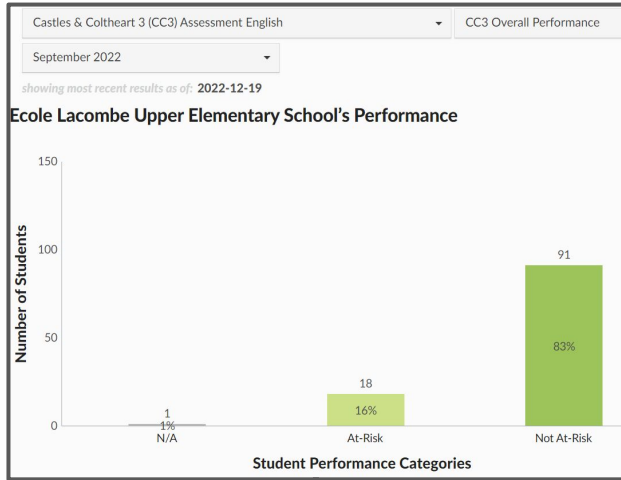**2022-2023**

# Intervention Evidence - AB Ed Assessment (Fall vs Spring)
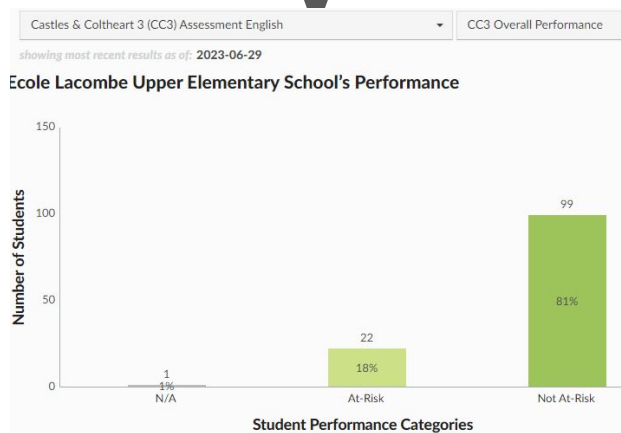


*Note: 122 students completed the assessment in June compared to 110 in September. Several students were not ready or unable to complete the assessment for a variety of reasons at that time.*

# Alberta Education Assurance Measure Results (AEAMR)

## (Ab Ed) Percentage of teachers, parents and students satisfied with the overall quality of basic education.
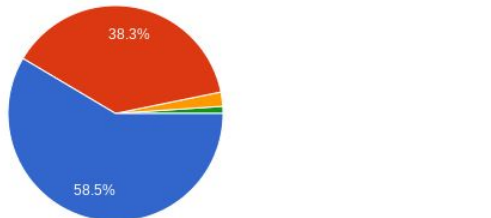
1. With the quality of education your child is receiving at school?

94 responses



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

52.1%
41.5%
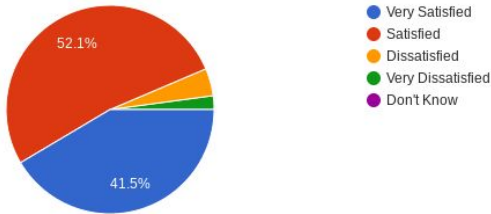
2. With the quality of teaching at your child's school?

94 responses



38.3%
58.5%

### Success & Opportunities for Improvement

- **93.6% of parents are satisfied or very satisfied with the quality of education their child is receiving at school. This speaks volumes to the quality of staff, instruction, and programs available at ÉLUES.**
- **AERR data shows that 97.4% of parents, students, and staff are satisfied with this. This is a considerable area of strength.**
- **Small group intervention is prevalent and works to fill any gaps and stretches in student learning.**
- **In order to meet the needs of ALL students, differentiated instruction will continue to be an area for professional growth and professional development in the 2023/2024 school year.**
- **Learning Commons Programming is having a significant impact on our Tier 4 students - it is an academically focused program that is having tremendous results.**
- **96.8% satisfaction with the quality of teaching provided is testament to the professionalism and dedication of our staff. All staff take their role and responsibility extremely seriously and are committed to doing all the can to promote student growth and well-being.**

| | Ecole Lacombe Upper Elementary | | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement |
| | N | % | N | % | N | % | N | % | N | % | |
| Overall | 172 | 96.0 | 152 | 97.3 | 130 | 96.3 | 112 | 98.9 | 144 | 97.4 | Very High |
| Parent | 27 | 91.4 | 18 | 94.4 | 13 | 92.3 | 24 | 97.9 | 16 | 96.8 | Very High |
| Student | 125 | 97.6 | 119 | 97.5 | 100 | 97.5 | 80 | 98.8 | 110 | 95.4 | Very High |
| Teacher | 20 | 99.2 | 15 | 100.0 | 17 | 99.0 | 8 | 100.0 | 18 | 100.0 | Very High |

# Alberta Education Assurance Measure Results (AEAMR)

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

Results Based on Number Enrolled
Ecole Lacombe Upper Elementary

Results Based on Number Enrolled
Alberta

- Acceptable Standard (%)
- Standard of Excellence (%)
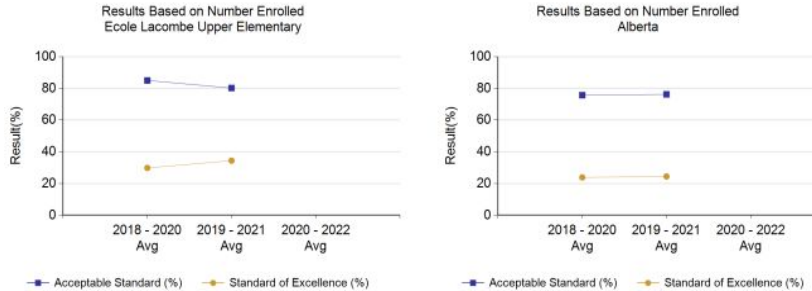
|  | School | | Province | |
|---|---|---|---|---|
|  | Number | Percent | Number | Percent |
| Students for Whom Test Results are Available: | 112 | 92.6 | 43892 | 84.2 |
| Acceptable Standard [b] | 108 | 89.3 | 39683 | 76.2 |
| Standard of Excellence | 30 | 24.8 | 9601 | 18.4 |
| Below Acceptable Standard | 4 | 3.3 | 4209 | 8.1 |

*Early 2023 results for ELA show we are above provincial averages (considerably) in both acceptable standards and standard of excellence. This is a similar trend in all subjects (barring Études Sociales).

## Success & Opportunities for Improvement

- We are thrilled that we are exceeding the provincial average (fairly significantly in some subjects) in almost all areas.
- Declining results that mirror results across the province.
- Our focus now shifts to how can we improve the number of students who are achieving a standard of excellence, as we are slightly below the provincial average in that area.
- Time will be spent diving deeper into these results during PD days with teachers, admin, and support staff.
- With literacy and numeracy as such larger areas of focus, how can we allocate the proper time and care to set students up for success in subjects like Science and Social Studies?

# Alberta Education Assurance Measure Results (AEAMR)

**(WCPS) Observed reduction of chronic absenteeism as reported by schools amongst First Nations, Métis and Inuit students.**

Attender Summary (2022 - 2023)
from 2022-08-29 to 2023-06-21
Ecole Lacombe Upper Elementary School

Perfect Attenders: 0 (0.00 %)
50 - 74.99%: 0 (0.00 %)
< 50%: 0 (0.00 %)

75 - 89.99%: 4 (25.00 %)

90 - 99.99%: 12 (75.00 %)

■ Perfect Attenders ■ 90 - 99.99% ■ 75 - 89.99% ■ 50 - 74.99% ■ < 50%
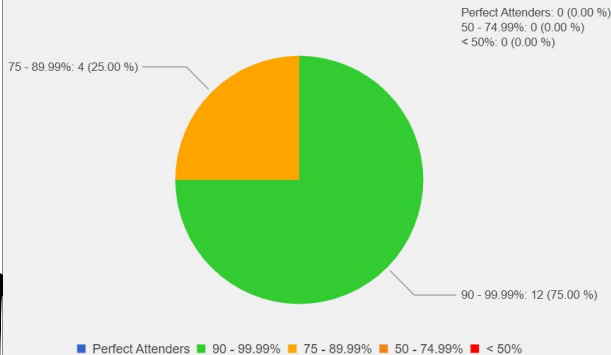
| Attendance Range | Pecentage |
|---|---|
| Perfect Attenders | 0% |
| 90 - 99.99% | 75% |
| 75 - 89.99% | 25% |
| 50 - 74.99% | 0% |
| < 50% | 0% |
| Total | 100% |

**Success & Opportunities for Improvement**

- **All students who identify as First Nations, Metis, or Inuit have an attendance rate of 82.1% or higher. This is an increase from previous years and in comparison to other schools and jurisdictions.**
- **This absenteeism rate is comparable to that of non First Nations, Metis, and Inuit students- 92% average attendance (Indigenous) vs. 91% average attendance (non-Indigenous).**
- **Programs such as the Elder group and classroom teachers reaching out to divisional supports have provided authentic learning opportunities to both our Indigenous and non-Indigenous learners.**
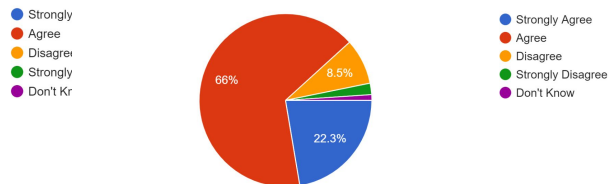
# Alberta Education Assurance Measure Results (AEAMR)

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

4. Your child finds school work challenging?
94 responses

Strongly
Agree
Disagree
Strongly
Don't Kr

69.1%
14.9%
12.8%
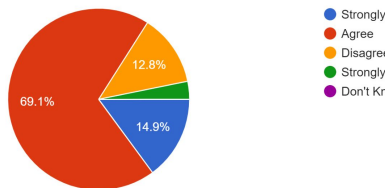
3. Your child finds school work interesting?
94 responses

Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know

66%
22.3%
8.5%

| | Ecole Lacombe Upper Elementary | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 130 | 87.0 | 111 | 91.7 | 144 | 88.9 |
| Parent | n/a | n/a | n/a | n/a | 13 | 89.5 | 24 | 98.6 | 16 | 97.9 |
| Student | n/a | n/a | n/a | n/a | 100 | 73.5 | 79 | 76.6 | 110 | 68.9 |
| Teacher | n/a | n/a | n/a | n/a | 17 | 98.0 | 8 | 100.0 | 18 | 100.0 |

**Success & Opportunities for Improvement**
- **97.9% (AERR)/88.3% (Local survey) of parents feel that their students are engaged learners and find school work relevant, meaningful, and interesting. This is a significant increase compared to previous years. We aim to create opportunities for students and parents to engage in dialogue and communication about the learning that is happening.**
- **We would like to see the percentage of students who feel they are engaged in their learning higher - goal will be 80% or better. Currently, 69% of students agree that they are engaged in their learning and although this is comparable to the provincial average, this is a definite area for growth and improvement.**
- **PD has, and will continue to be provided on project based learning, concept-based learning, and other high yield, high engagement strategies. We are looking to bring in people with knowledge and expertise on how to engage ALL students.**
- **Parents will be given more opportunities to provide feedback through Parent Pulse, regular phone calls, etc.**
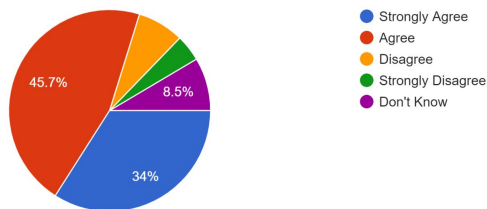
# Alberta Education Assurance Measure Results (AEAMR)

## (AB Ed) Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
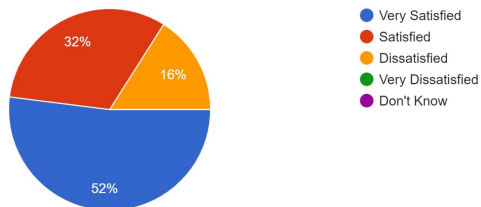
21. At school, there are appropriate supports and services available to your child to help with their learning.
94 responses



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

45.7%   34%   8.5%

That the specialized supports and services your child is receiving enables them to be a successful learner?
25 responses



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

32%   16%   52%

### Success & Opportunities for Improvement

- Percentages here are high in comparison to the provincial average. 85.4% of students (about 6% higher) and 91.3% of parents (about 16% higher) believe they have access to appropriate supports and services.
- Having 8.5% of parents unaware if appropriate services are available means we need to do a better job of increasing awareness. We will look to include resources and supports in newsletters, include a community service fair during our open house, etc.
- Programs in place to support this area are:
  Elder Program, Social Worker Program, BBBS Mentorship Programming, Literacy Program, PASS program, Period 2 Workshop,  Learning Commons Program, LLI supports, Peer Support Program, Go Girls and Game On Programs, etc.
- An area for continued growth is to increase communication between the Learning Commons program and the homeroom teacher.  We will also want to improve our communication with parents so that they are fully aware of the growth their child is making, as well as the gaps or stretches that they may be experiencing.
- We have one period per week in the schedule that has the Student Intervention Team (Inclusion Coach, Admin, SW) meet to discuss and identify students of concern. This was paramount in ensuring that every student had access to appropriate supports and that the minds of many are greater than the minds of a few.
- We will continue to expand our knowledge and understanding of external supports and community agencies. As students (and families) become increasingly complex, we will need to know how and where to access resources that go beyond the scope of our ability to provide them in the school.

| | Ecole Lacombe Upper Elementary | | | | | | | | | | Measure Evaluation | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement |
| Overall | n/a | n/a | n/a | n/a | 130 | 87.4 | 111 | 90.1 | 144 | 89.9 | n/a | Maintained |
| Parent | n/a | n/a | n/a | n/a | 13 | 90.5 | 24 | 92.5 | 16 | 91.3 | n/a | Maintained |
| Student | n/a | n/a | n/a | n/a | 100 | 88.3 | 79 | 88.2 | 110 | 85.4 | n/a | Maintained |
| Teacher | n/a | n/a | n/a | n/a | 17 | 83.5 | 8 | 89.7 | 18 | 93.1 | n/a | Maintained |

# Alberta Education Assurance Measure Results (AEAMR)

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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall |
| Overall | 46 | 87.7 | 33 | 82.1 | 30 | 75.9 | 32 | 84.6 | 34 | 77.3 | Intermediate | Maintained | Acceptable |
| Parent | 26 | 80.5 | 18 | 72.2 | 13 | 60.0 | 24 | 76.7 | 16 | 62.3 | Low | Maintained | Issue |
| Teacher | 20 | 95.0 | 15 | 92.0 | 17 | 91.8 | 8 | 92.5 | 18 | 92.2 | High | Maintained | Good |



Ecole Lacombe Upper Elementary

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

94 responses

- Very Satisfied 26.6%
- Satisfied 46.8%
- Dissatisfied 16%
- Very Dissatisfied 8.5%
- Don't Know

**Success & Opportunities for Improvement**

- Parent apathy has been identified by staff as a particular area of challenge that they are facing.
- This AB Ed result seems to always be low for us, but when we did the school survey to our parents it had a completely different result (fairly high results). The response late is extremely low in this survey compared to the one sent out by the school.
- This continues to be an area of growth. One aspect that we want to provide clarity on and that we have reached out to our parents to do this, is around the types of decisions that they believe they should be involved in making. It has been a fairly eye-opening endeavour as we have had conversations in which parents believe we are responsible for deciding the curriculum and what is being taught. Clearing up these types of misconceptions and educating and informing parents of the ways they can be involved will be an area of focus.
- In September we will start the year with a School wide open house. At that night we will invite parents to join school council, participate and sign up for field trips, share communication policies between home and school, etc.

In our newsletter and portfolios we will try to find new ways to engage parents (We have implemented a monthly survey called our Parent Pulse to get parent feedback, celebrations, and other information pertinent to school improvement and effectiveness). We have other ideas moving into the 2023/2024 school year.

We have increased our presence on social media to keep parents informed on school activities, celebrations, and events.

77.2% parent involvement is a number we would like to improve upon and aim to get at least 80% agreement this school year.

A survey was sent out in June 2023 to gain more understanding on what parents believe involvement should look like:
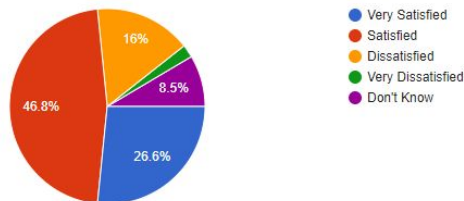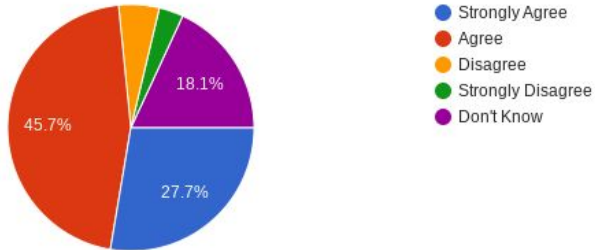https://forms.gle/wzujunisahWdhPoy7
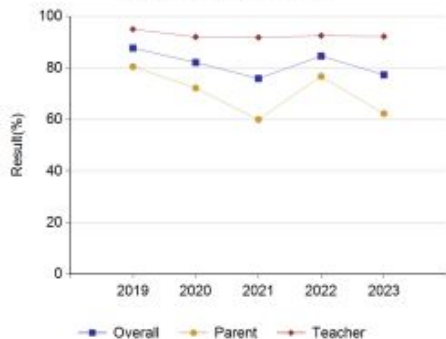
# WCPS Parent Survey

## (WCPS) Parent Survey Data

40. Does your child feel represented at school and believe that their differences are acknowledged and celebrated?

94 responses



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

45.7%
27.7%
18.1%

**Successes**
- The majority of our students and families feel like they are represented, celebrated, and can truly be themselves in our building. Only 6% disagreed, with the other respondents uncertain. The challenge now becomes how do we inform people of the way we achieve this?

**Opportunities for Improvement**
- Monthly assemblies will aim to instill a strong sense of school pride whilst celebrating the accomplishments and successes of our students and staff. Our vision is that success breeds further success and for students and staff to celebrate others will create a culture in which celebration is the norm. We plan on calling these events, "Spotlight on Success" with a focus on "Elevating Excellence."
- Our morning announcements will celebrate achievements but also acknowledge important events that we know are of importance to our students and their families. Holidays like Diwali, Ramadan, Black History Month, etc. will be highlighted so students see themselves represented, however, also as a learning opportunity for others to create a sense of understanding and belonging.
- To inform respondents that replied, "I Don't Know" (18%), these celebrations will be shared on social media, during school gatherings, and other times we come together as a large group.

# WCPS Parent Survey



39. When you contact/visit the school (office or teaching staff) do you feel welcomed?

94 responses

- Yes
- No

98.9%
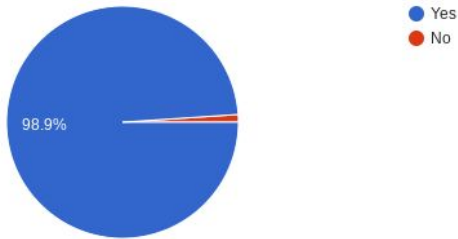
42. Do you feel comfortable contacting school administration regarding concerns you may have with the school?

94 responses

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

45.7%

43.6%
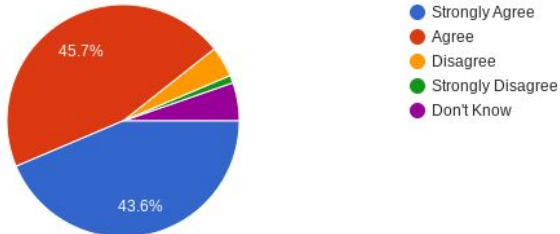
**Successes**
- Almost 99% of respondents feel comfortable contacting administration regarding concerns.
- This speaks to the culture of the school and the work we have done to create an open, welcoming environment. We want parents to truly feel like partners in education and these results support this goal.

**Opportunities for Improvement**
- For parents/guardians that have never needed to contact the school or have been hesitant to, how do we ensure that they understand we are accessible to support their needs? Essentially, how do we

# AEAMR Data Strategic Planning

| Area of Issue, Concern, or Focus | Identified Improvement Target | Specific Strategies | Indicators of Success |
|---|---|---|---|
| • This has traditionally been a low scoring area. Previously, 60% of parents were satisfied with involvement in the school decisions. The latest results indicate that 62.3% are satisfied, although only 16 respondents answered the question.<br>• In comparison, 94 respondents indicated a 73.4% satisfaction rate in our local school survey. This is closer to our target goal. | • 80% of parents satisfied with their involvement and ability to make decisions about their child's education. | • September School Wide Open House<br>• Monthly Engagement Questions in Newsletters ("Parent Pulse")<br>• School Council-reaching out to encourage parental involvement<br>• Social media<br>• We recently sent out a survey asking parents what types of decisions they believed they should be involved in and learned that many are outwith our control (curriculum, use of pronouns, etc.) | • Improved result on AB Ed Survey<br>• Local school survey data<br>• Continued positive results on our school wide surveys regarding parental engagement<br>• Parent conversations |

# AEAMR Data Strategic Planning

| Area of Issue, Concern, or Focus | Identified Improvement Target | Specific Strategies | Indicators of Success |
|---|---|---|---|
| <ul><li>Results indicate that slightly less than 70% of students are engaged in their learning.</li><li>Learning has become less of a priority to students and families and being pulled away from digital platforms is viewed as an inconvenience.</li></ul> | <ul><li>80% of students satisfied with their level of engagement in their own learning.</li><li>90% of parents satisfied with the level of engagement their child exhibits in their own learning (currently high at 88.3%)</li></ul> | <ul><li>ATA Workshop (100% for 100% of ALL Students)</li><li>Differentiating learning to challenge all students while appealing to their interests. Building student understanding behind the purpose and meaning of content being taught.</li><li>Getting to know all students on a deeper level through inventories, classroom profiles, etc.</li><li>Revisiting intervention time to make it more effective for ALL learners.</li><li>Professional development focused on differentiation. This includes an ATA workshop on giving 100% to 100% of our students.</li></ul> | <ul><li>Student feedback and surveys will indicate their level of engagement.</li><li>Classroom supervision and walkthroughs will focus on student engagement.</li><li>A strong sense of collective efficacy that we can engage all students in their learning.</li><li>Staff feedback and observations.</li><li>Tracking behavioural issues (more engagement = less behaviours?)</li></ul> |

# 23/24 Learning Plan

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

- Differentiated Instruction
- Implementation of new curriculum
- Refine assessment and reporting practices
- Student and parent engagement

## ÉLUES PD/CRM School Plan Document

# 2023-2024 Reflection

**Successes**
- 

**Opportunities for Improvement**
-