

WMES School Council Meeting Minutes November 5, 2024

Attendance: Heather MacDonald, Rachel Green, Shauna Fankhauser, Danielle Johnson, Santanna Thom, Sandra Detmers, Carley Tinney, Gwynne Orsten, Carla Gimber, Billie Hogan, Tim Elford, Sandra Lindsell, Chery Starling, Lynda McGrattan, Brenna Fajnor, Jen Martin

Meeting called to order 7:35pm

Approval of agenda- motion Santanna Thom, seconded by Sandra Detmers

Approval of October 1, 2024 meeting minutes- request to add policy numbers and attach policies to the October meeting minutes, motion of approval of October meeting minutes by Carley Tinney, seconded by Shauna Fankhauser.

Business arising from last meeting: (Rachel Green) School council by-law clarification

- School Council works under authority of Education Act section 55, School Council Regulations and LRSD Administrative Procedures 110. Admin procedure 110 is going to be revised by LRSD to prevent potential misunderstandings. Our by-law #2B and C (copied word for word from the Admin Procedure) need to be revised to align with Education Act.

Currently: By-law #2 B) Consult with the principal concerning the students' opportunities to meet educational standards; and C) Ensure that the fiscal management of the school is in accordance with the requirements of the Board and Superintendent.

Should read: B) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister; and C) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent.

Additionally, we will need to add that School Council also handles the division grant of \$125 which needs to be used in accordance with the government grant we receive of \$500.

Library Policy- parents are allowed to come in and view books during school hours, books must remain in the library, unless they are a part of the parent library. Heather has gathered the new books purchased last year so the catalogue is up to date.

Request was submitted to update the library catalogue with a reference resource of books that fall under the category of controversial books. That way parents have knowledge of those possible controversial books and can discuss them at home as needed. School Council understands that approval of this request may be delayed while waiting for a new principal to be appointed. A copy of the request is attached to these minutes.

Book Fair Funds- Heather Macdonald is going to look into finding out how much the school made from the book fair.

In the interim, each teacher was given \$35.00 towards new books in their classrooms from the scholastic book order forms. One class was drawn from the book fair draw and was given an additional \$25.00.

New Business: Regional School Council Meeting update- proposed 4-day school week
Rachel Green, Chair, attended

- Not much parent concern, mostly focused on parents' need for additional childcare for that day.
- Granum school is sending out a survey to parents to gain feedback on the change to 4-day school week so far for this school year.
- Questions raised wondering if the teachers would be included in the survey, and would the report be made public so parents from WMES can view it. Teachers will have their own engagement sessions at the Division Day in November. Trustee Gimber is unsure if the report to trustees will be public or not.
- If the purpose of the 4-day school week is to save money, how much would be saved? And what would the savings go towards?
- LRSD in order to understand how significant the childcare issue will be, is going to send out a survey for parents regarding childcare to see how many parents would require additional childcare for the Fridays.
- Heather Macdonald stated that the number of instructional minutes will remain the same, the school days would just be longer by approximately 11 minutes. That is determined by the district and school board.
- Concerns regarding longer days: Will there be more physical activity breaks? How will bus students (that already have long bus rides/days) be affected? Potentially Staveland could end up with their own bus.
- Some parents and teachers from Granum have stated that they noticed the students were more energized on Mondays after having the three-day weekend, also less students are falling asleep during bus rides.

Code Of Conduct: (Heather Macdonald), A working draft is ready and an announcement will go out on the school app once its ready and parents can request a copy for review and attached to these minutes. The school wants parents to review it and give their feedback. Code of Conduct will be finalized at the December school council meeting.

Upcoming Meetings: Winter is coming, usually December, January and March are hosted completely online.

December 3, 2024 at 8pm, January 13, 2025, at 8pm and March meeting (date to be determined) to all be hosted online with google meet. Shauna Fankhauser motioned, second by Carley Tinney.

Trustee Report:

- Trustees last met October 22, 2024; key messages attached to minutes.
- The director of the FACES program did a presentation, this is their 25th anniversary. LRSD students get to register first and it now has the 10, 20 and 30 levels. In the 30, they are in a leadership role for the program.

Principal and Teacher report:

- The lighthouse program is changing by having a representative from each grade in a pull your name out of the hat format. They will be doing 3 sessions this year and 4 sessions next year. This enables more opportunities for leadership for students in the School. Gwynne is leading this.
- The school reached their WIG goal, and the reward was an extra recess on November 4th.
- The school's goal is to have more parent and community involvement so Heather Macdonald will be posting a Habit every week until Christmas and there will be a Habit bingo sheet available for families to participate in over the break.
- The idea of doing a draw for the participants doing the bingo sheets was suggested.
- Choir is back on, Mr. Smith has stepped in, it will be held on Tuesday's afterschool.
- Den days are happening again this year, the first one will be November 29th at 11:30am families and students can read together. Parents, grandparents and guardians are welcome. The next den day after that will be December 15th at 11:15 am, Christmas card decorating for the community.
- Christmas concert is December 19th, there will be two concerts, one in the morning and one in the afternoon. The theme this year is winter festival. Live recording will be available again this year.

Annual Education Results report:

- The school collected perception and academic data. Heather MacDonald did a presentation and there has been improvement in most areas for which data has been collected. Report attached to these minutes.

Fundraising society update:

- November 5, 2024 was their last meeting. Fundraising committee needs a treasurer.
- Chairperson; Sandra Detmers, Vice Chairperson; Karen, Secretary; Karrie
- Fundraising has a surplus of funds leftover from last years casino, swimming and field trips are covered by the fundraising committee.
- They will be doing another casino in the spring.
- More fundraising events were talked about to involve the parents and community more.
- The next fundraising meeting will be held on November 18, 2024.

9:13pm Meeting adjourned



WMES School Council <westmeadowsschoolcouncil@gmail.com>

Library Reference Resource Request

WMES School Council <westmeadowsschoolcouncil@gmail.com>

Mon, Nov 4, 2024 at 10:37 AM

To: Heather MacDonald <macdonaldh@lrsc.ab.ca>

Good Morning Heather,

Per the motion voted and passed on October 1, 2024 at the school council meeting, we as parents and guardians would like to request that a parent/guardian reference resource be created for the library catalogue and to have books that fall under the categories of controversial topics (specifically religion, human sexuality and/or sexual orientation) be listed in an easy to reference document. This resource would provide parents a more efficient method of locating books with these topics than searching the several hundred pages of the catalogue as they can be a bit harder to locate than other topics.

As mentioned at the meeting, the School Council is willing to have a committee formed to create this resource so it does not add any work to your plate beyond providing the committee access and an updated catalogue. We thank you for already working on providing the updated catalogue list for parents and guardians (to include the new books brought in since the catalogue was last released). We also want to make a note that we understand this request may be answered after the new principal is hired.

Thank you kindly,

WMES SC



BOARD OF TRUSTEES KEY MESSAGES

Following are the Key Messages from the Board of Trustees Regular Meeting held on Tuesday, October 22, 2024. Each month the Board Key Messages are shared at School Council Meetings. See your school's website for information about upcoming meetings and agendas.

- 1) **FACES Summer Program** - Facilitating Awareness and Character building Education for Students (FACES) was founded in 1999 by Rick Bullock, FACES Founder & Director. The Board of Trustees and Senior Leadership have joined with FACES Education to offer this innovative and life changing summer school program to thousands of Alberta students across the province. Rick Bullock and Ammi Saunders, Grade 11 FP Walshe student, provided an update to the Board of Trustees.

FACES has wrapped up its 25th year and are happy to report a very successful and impacting year for FACES students and staff. The summer program has grown from one session in 1999 to 15 sessions in 2024. This past summer the program included 10 first-year, Challenge sessions, and 5 second-year, Journey sessions. FACES had a much larger interest in the third year Service program than the previous year. The Service program students accompanied either Challenge or Journey sessions and provided support and mentorship as needed.

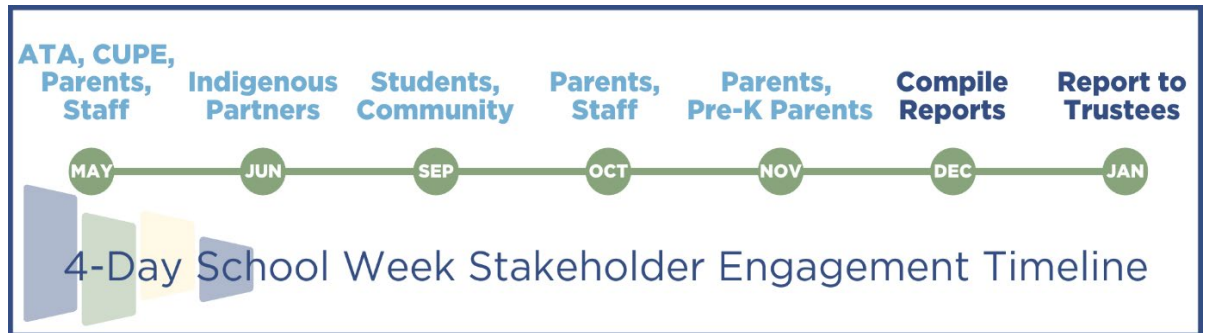
Demand for participation in the FACES program was higher than ever and we were virtually full within one week of the general registration opening. More than 600 students completed the courses and earning credits toward their high school diploma. LRSD students are given early registration opportunities each year.

- 2) **4 Day School Week Update** – Karly Bond, Coordinator of Communications, Culture, & Engagement presented an update to the Board of Trustees regarding the 4 day school week. The following are highlights from her presentation:
 - a. LRSD has an very informative website page dedicated to the 4 Day School Week (<https://www.lrsd.ca/our-division/4-day-school-week>) with a downloadable [4-day school week overview](#)
 - b. LRSD is very interested in hearing from our stakeholders; parents, students and staff. If you have any questions, concerns, comments or would like more

Every student, every day.

information not already covered on the 4 day school week webpage please email 4dayweek@lrsd.ab.ca

- c. The Livingstone Range School Division Board of Trustees will decide if implementing a 4-day school week is in the best interest of student success, budget efficiencies, and staff retention and recruitment. There will not be a parent survey. Parents have been surveyed in the past and the Board understands there are varying opinions and perspectives on this topic. The Board has decided to engage stakeholders as outlined below. We are happy to announce that we are right on target with our proposed stakeholder engagement timeline:



- d. There will be a Regional School Council meeting held on October 29, 2024, starting at 6:00 pm refreshments, 6:30 pm meeting start time. The board will be gathering parent perspective on a potential 4 day school week and would like to have each school represented at this meeting. Each school is limited to two school council parent reps. The meeting will be a hybrid meeting, in-person at the GR Davis Administration Building, Division Office, 410-20th Street Fort Macleod or a virtual link will be sent to your school council chairs.

3) Advocacy Points for the 2024-25 School Year & Methods of Sharing Board Information – The Board of Trustees approved the Advocacy Points for the 2024-25 school year and the Methods of Sharing Advocacy Communication Plan.

a. Advocacy Points:

- i. Livingstone Range School Division develops meaningful relationships and collaborates with community partners in the best interest of 'Every student, every day.'
- ii. In the interest of student wellness and success, we advocate for student mental health through an extension of the Mental Health in Schools pilot program and cross-ministry efforts with Alberta Health Services.
- iii. Livingstone Range School Division advocates to the provincial government for predictable, sustainable, and ample funding for student instruction, operations, maintenance, transportation, and student support.

Every student, every day.

- iv. We recommend all levels of government proactively create favorable conditions for the recruitment and retention of educational staff.

b. Method of Sharing Advocacy Communication Plan:

- i. [Advocacy link](#) on the LRSD website where information is shared.
- ii. Communicate appropriate board initiatives/letters with the ATA Liaison Committee.
- iii. Share relevant letters with the Parent Council along with key messages.
- iv. Send appropriate initiatives/letters to local newspapers and Rural Caucus.
- v. Share board initiatives/letters with the school administration at Admin Council meetings.

4) 2024-2025 Enrolment Numbers - Mr. Jeff Perry, Associate Superintendent, Business Services updated the Board of Trustees with the actual enrolment numbers for the Livingstone Range School Division as of September 27, 2024. The Division is up 2.71 students from the projected enrolment count. The actual enrolment count is 3595.96; this includes all Schools; Outreach Schools, Colony Schools, Home Education Students, Virtual School Students and International Students and includes part-time and full time students.

Every student, every day.



West Meadow Elementary School

Code of Conduct

Purpose:

At West Meadow Elementary School, we are committed to creating a welcoming, caring, respectful and safe environment where every student can learn and grow (in accordance with the LRSD [Administrative Procedure 307](#)).

Our Code of Conduct outlines the behaviors expected from students and the procedures followed when those expectations are not met. This Code is also in accordance with the LRSD Code of Conduct ([Administrative Procedure 350](#)).

This document and the above mentioned Administrative Procedures are also aligned with Section 31 of the [Education Act](#).

Together, we strive to foster a positive school culture through shared responsibility among students, teachers, administrators, and parents or guardians.

Appropriate Student Behavior

Respect and Courtesy

- Treat others with kindness and respect.
- Use polite language and good manners.
- Listen and follow directions from all staff.

Responsibility

- Come to school prepared with necessary materials and completed assignments.
- Take responsibility for your actions and their outcomes.
- Follow school and classroom rules and procedures.

Safety

- Follow safety rules in the classroom, playground, and other areas of the school.
- Follow safety rules when off school property (field trips).
- Report any unsafe conditions or behaviors to an adult.
- Keep hands, feet, and objects to yourself.

Cooperation

- Work well with classmates and contribute to group activities.

- Resolve conflicts peacefully and seek help from adults when needed.
- Participate actively and do your best in all school activities.

Unacceptable Behaviors

Disrespectful Actions

- Using inappropriate language or gestures.
- Ignoring or defying instructions from teachers or staff.
- Teasing, or making fun of others.
- Any bullying as is defined in the LRSD code of conduct (physical, social, verbal and/or cyber)

Disruptive Conduct

- Interrupting or disturbing the learning environment.
- Engaging in behavior that distracts or prevents others from learning.
- Damaging classroom or school materials.

Unsafe Behavior

- Roughhousing, or engaging in other activities involving physical contact between two individuals that could cause injury.
- Bringing prohibited items such as weapons or harmful substances to school.
- Leaving the school grounds without permission.
- Threats (verbal and or physical) require referral to admin and/or FSL for resulting CSTAG protocols.

Dishonesty

- Cheating on assignments or tests.
 - Lying or providing false information to teachers or staff.
 - Stealing or damaging others' property.
-

Teacher Responsibility and Classroom Consequences

Teacher Responsibilities

- Proactively teach appropriate student behavior through direct lessons using the Seven Habits and Leader in Me framework.
- Model and encourage appropriate behavior through use of Seven Habits and Leader in Me framework.
- Differentiate for students who may require accommodations to support executive functioning, sensory regulation and/or emotional regulation.
 - Ex. A calm space or hands-on materials to support emotional regulation within the classroom (universal strategy to benefit all students) and/or a plan for regular use of the sensory room (targeted strategy—needs to be recorded in WISE plan/ISP. *Expectations have been communicated for Sensory Room use and individual students should also discuss HOW the sensory room supports their needs with their classroom teacher*).

- Seek out supports and strategies for emotional/behavioral regulation from FSL, LST and request referrals for outside supports where appropriate.
- Monitor and guide student behavior according to the Code of Conduct.
- Address minor infractions promptly and fairly.
- Maintain a positive classroom environment and implement preventive measures.
- Communicate with parents or guardians regarding issues.

Classroom Consequences

- Verbal warning or redirection.
 - Loss of privileges related to classroom activities (*as are appropriate for that student—ie: a student who needs physical activity for regulation purposes needs PE*)
 - Time-out or reflection period within the classroom.
 - Report to parents or guardians regarding the behavior.
-

Support Staff Responsibilities

- Model and encourage appropriate behavior through use of Seven Habits and Leader in Me framework.
 - Utilize strategies that are determined to be appropriate by the school learning team or case consult team for students requiring additional support with emotional/behavioral regulation.
 - Seek out supports and strategies for emotional/behavioral regulation from classroom teachers, FSL, LST and request referrals for outside supports where appropriate.
 - Monitor and guide student behavior according to the Code of Conduct.
 - Address minor infractions promptly and fairly and refer larger infractions to classroom teacher and/or administration promptly.
-

Administrator Responsibilities and School-Based Consequences

Administrator Responsibilities

- Support teachers in managing classroom behaviors and enforcing the Code of Conduct.
- Model and encourage appropriate behavior through use of Seven Habits and Leader in Me framework.
- Investigate and address more serious or repeated behavioral issues.
- Facilitate communication between teachers, students, and parents or guardians.
- Ensure fair and consistent application of consequences.
- Referral to FSL or other support services.
- Support teachers in creation of behavioral contract (WISE plan) outlining expectations and goals with LST and possibly Behavior Specialist support.
- Communicate with staff regarding office referrals and resulting consequences.

School-Based Consequences

- Short time out in office followed by reflective conversation with admin on relationship repair with any individuals affected.
- Missed recess also followed by reflective conversation with admin.
- In-school suspension or detention (repeated offenses require increasing length of in school suspension).
 - All in-school suspensions will be communicated to home by admin.
- Out-of-school suspension for severe or repeated offenses, following LRSD [Admin Procedure 348](#) regarding Progressive Discipline and section 36 of the *Education Act*.
 - These will also increase in length as per the LRSD [Admin procedure 348](#).
 - All out of school suspensions will be communicated to home by admin.

In situations where physical altercations occur the [Admin Procedure 348](#) (Progressive Discipline - see number 5 from policy below) will be followed:

1. The first offense will constitute a warning. Admin discretion whether parent contact is required depending on the seriousness of the offense.
2. Recess penalties will occur. Parent contact by admin.
3. Following a full day of recesses missed, a part-day in school suspension will be considered.
4. Following the institution of in-school suspensions, out of school suspensions may be considered of increasing length as needed. Parents will be notified by admin for all suspensions as mentioned above.

5. Responding To Student Behaviour

When responding to unacceptable student behaviour, the principal and/or teacher must consider:

- a. the age, maturity, and individual circumstances including the student's social, emotional, developmental and cognitive levels;
- b. the student's learning needs;
- c. the nature and severity of the action or incident;
- d. the effect of the student's behaviour upon other students, the staff, the school environment, and the community;
- e. the student's previous conduct and previous interventions;
- f. the impact of proposed action on the student's future behaviour; and
- g. any other information that the teacher or principal considers relevant in assessing the response to the behaviour.

Parent or Guardian Responsibility

- Cooperate and maintain a positive and collaborative relationship with the school as outlined in [Admin Procedure 307](#) (Welcoming, Caring, Respectful and Safe Learning Environments)
- Request a meeting with teacher and/or administration in the event of questions or concerns

- Ensure student's regular attendance and punctuality
 - Support and reinforce the WMES and LRSD Code of Conduct ([Admin Procedure 350](#)) expectations
 - Attend meetings with teachers or administrators when necessary
 - Comply with LRSD [Administrative Procedure 132](#) regarding Public Civility in Schools
-

Conclusion

The partnership between students, staff, and families is vital for creating a supportive and effective learning environment.

By adhering to the Code of Conduct and working together, we can ensure that West Meadow Elementary School remains a place where every student can thrive and succeed.



Livingstone Range
SCHOOL DIVISION



West Meadow Elementary

ANNUAL EDUCATION RESULTS REPORT
2023 to 2024

Alberta Education: Provincial Outcomes

- Outcome 1: Alberta’s students are successful.
- Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.
- Outcome 3: Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Outcome 4: Alberta’s K-12 education system is well governed and managed.

CATEGORY	LIVINGSTONE RANGE SCHOOL DIVISION	West Meadow School
	2023-2026 GOALS	2023-2024 GOALS
LEADERSHIP	Students will develop the mindsets, behaviors, and skills to be effective, lifelong leaders.	WIG: West Meadow Elementary School students will increase Personal Development from 79% - 85% by May 2024, as measured by the MRA
CULTURE	Livingstone Range School Division is a welcoming, inclusive, supportive environment where students feel valued and actively engaged.	WIG: West Meadow Elementary School students will increase trusting relationships from 80% - 85% by May 2024, as measured by the MRA
ACADEMICS	Teachers play a meaningful role in helping their school reach their Wildly Important Goals that includes providing their students with the knowledge, opportunity, and support to set and achieve personally meaningful goals.	WIG 100% of WMES students will set and track monthly individual academic goals

Our Mission



Where Everyone Learns and Belongs

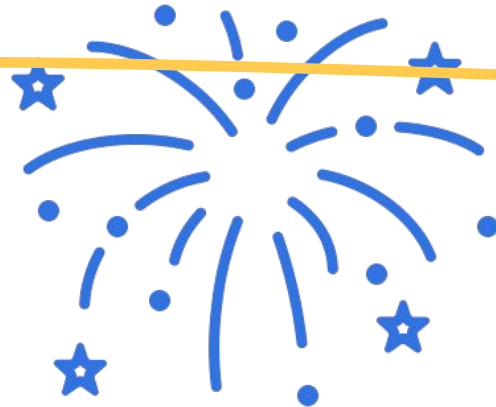


Ultimately, we hope to impact students by...

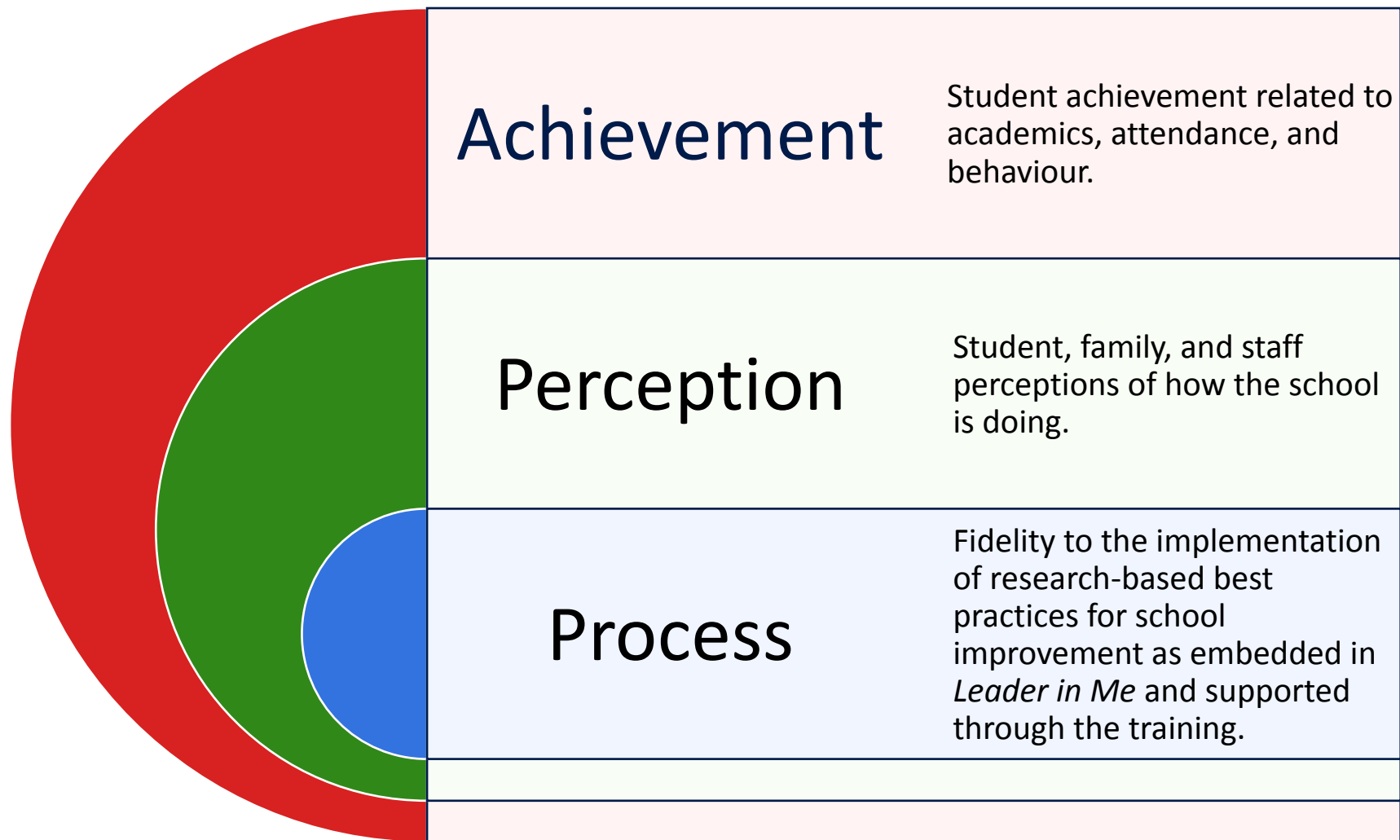


As a school, we are building towards five core commitments. These Core Paradigms are the belief and way we view all students. At this school we recognize:

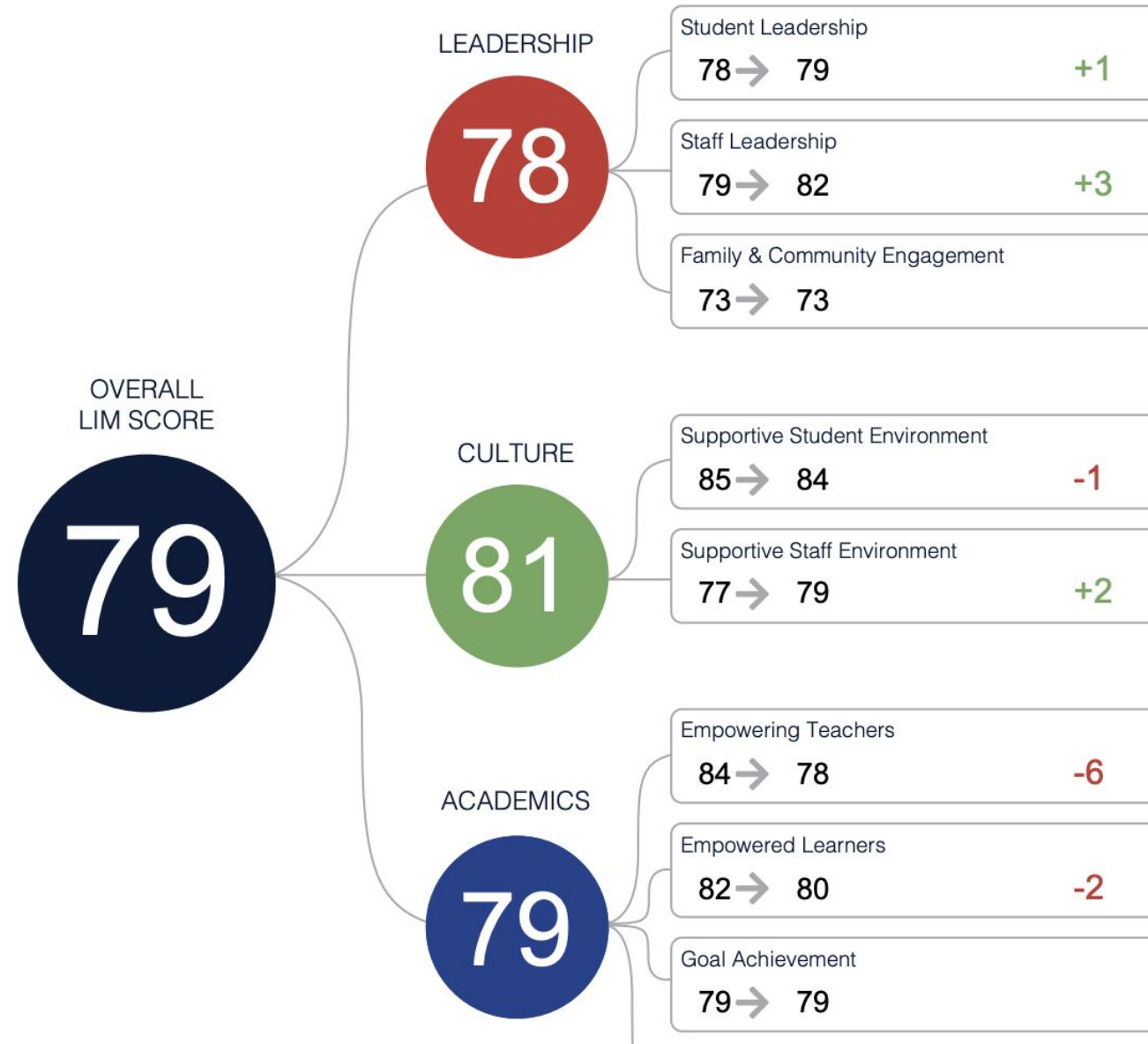
- Everyone is a leader.
- Everyone has genius.
- Change starts with me.
- We empower students to lead their own learning.
- Educators and families partner to develop the whole person.



3 Types of Data



Perception Data



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 6321 West Meadow Elementary School

Assurance Domain	Measure	West Meadow Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.4	85.2	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.2	88.4	89.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	75.0	75.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	12.5	12.5	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	92.5	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	92.4	92.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.4	78.1	84.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.4	68.6	69.2	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

9. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/provided curriculum and were excused from writing in those subject areas.

Division One Provincial Assessments										
ACADEMICS		GRADE 1			GRADE 2			GRADE 3		
		Jan 2024	Jun 2025	↑ ↓	Sept 2023	Jun 2024	↑ ↓	Sept 2023	Jun 2024	↑ ↓
Alberta Numeracy Screener	# Tested	31	31		59	59		57	57	
	% Proficient	65	71	↑	61	81	↑	77	82	↑
LeNs	# Tested	31	31		58	58				
	% Proficient	75	90	↑	70	86	↑			
CC3	# Tested	31	31		59	59		57	57	
	% Proficient	83	87	↑	76	78	↑	79	91	↑

- *As per Alberta Education instructions, we only tested students still at risk.
- **Final % proficient was calculated by the following: ((Total # students - # students at risk)/Total number of students) * 100)

Canadian Achievement Tests		
ACADEMICS		GRADE 5
		2024 Grade Equivalent
Reading	# Students Tested	39
	School Score	4.3
	LRSD Score	4.8
	Canadian Norm	5.7
Writing Conventions	# Students Tested	40
	School Score	5.2
	LRSD Score	5.1
	Canadian Norm	5.7
Mathematics	# Students Tested	39
	School Score	4.2
	LRSD Score	5.3
	Canadian Norm	5.7
Computation & Estimation	# Students Tested	42
	School Score	5.6
	LRSD Score	5.8
	Canadian Norm	5.7

* This assessment is no longer used in LRSD

Provincial Achievement Tests				
ACADEMICS		GRADE 6		
		2023	2024	↑ ↓
English Language Arts	% Participation Rates/# Tested	94	Pilot Program no PATS	↑ ↓
	% Acceptable Standard	85		↑ ↓
	% Standard of Excellence	19		↑ ↓
Math	% Participation Rates/# Tested	Pilot Program no PATS	Pilot Program no PATS	↑ ↓
	% Acceptable Standard			↑ ↓
	% Standard of Excellence			↑ ↓
Social Studies	% Participation Rates/# Tested	94	95	
	% Acceptable Standard	75	87	↑
	% Standard of Excellence	13	28	↑
Science	% Participation Rates/# Tested	94	Pilot Program no PATS	↑ ↓
	% Acceptable Standard	83		↑ ↓
	% Standard of Excellence	23		↑ ↓

Achievement Data | Elementary

Academics			Grade 1	Grade 2	Grade 3
			2024	2024	2024
SCHOOL DIVISION ASSESSMENTS	STAR Reading	# Tested	30	40	52
		% Proficient	57	50	58

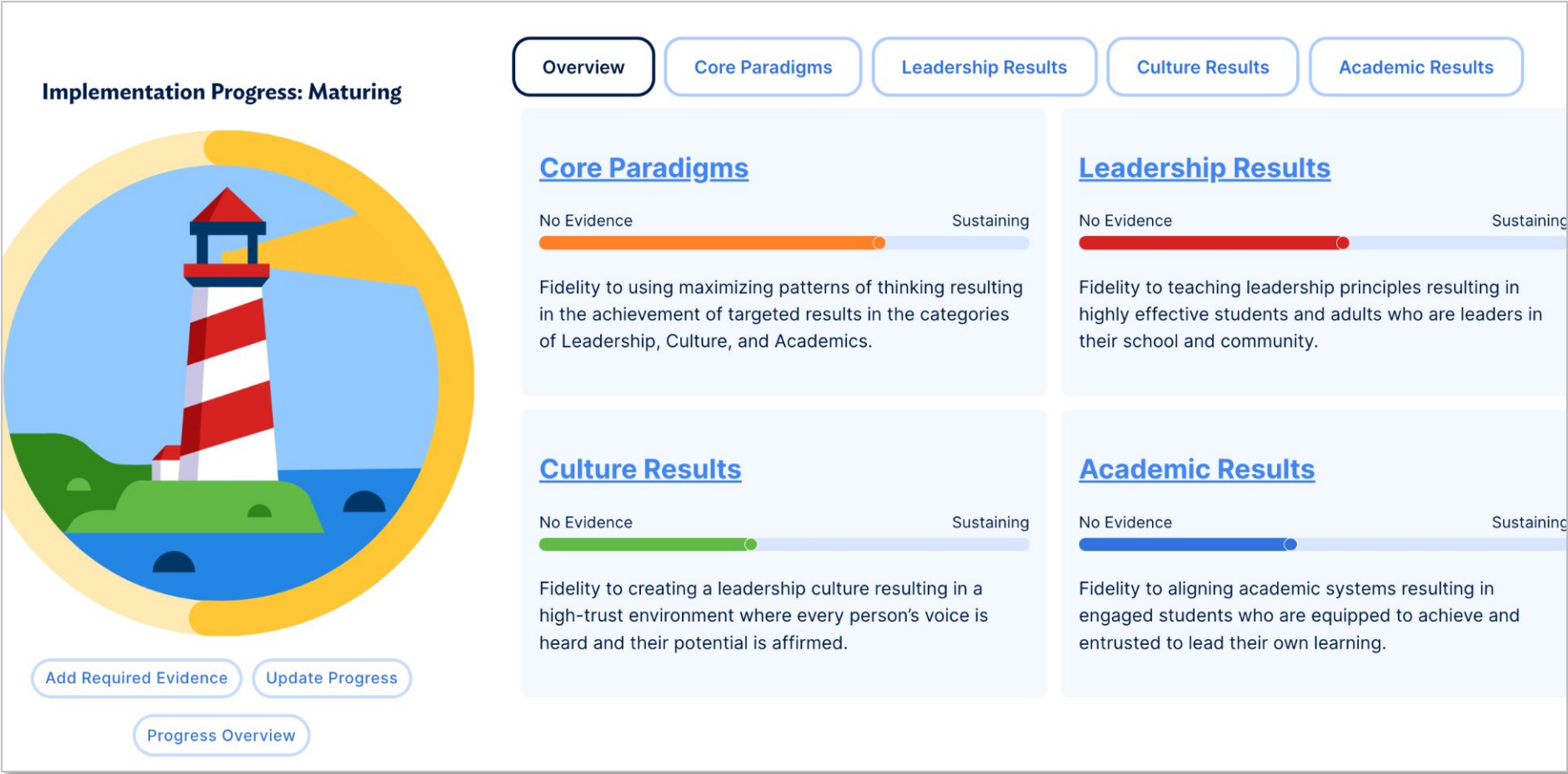
Academics			Grade 4	Grade 5	Grade 6
			2024	2024	2024
SCHOOL DIVISION ASSESSMENTS	STAR Reading	# Tested	42	44	*
		% Proficient	57	45	*

MEASURABLE RESULTS ASSESSMENT (MRA)					
CATEGORY	MEASURE	SUB-MEASURE	2023	2024	↑ ↓
LEADERSHIP	Student Leadership	Personal Development	78	78	
CULTURE	Supportive Student Environment	School Belonging	83	81	↓
ACADEMICS	Goal Achievement	Academics Self-Efficacy	82	79	↓

ALBERTA EDUCATION ASSURANCE MEASURE								
ASSURANCE DOMAIN	MEASURE	2023			2024			↑ ↓
		School	LRSD	AB	School	LRSD	AB	
STUDENT GROWTH & ACHIEVEMENT	Student Learning Engagement	85.2	81.6	84.4	85.4	81.7	83.7	↑
	Citizenship	88.4	79.5	80.3	88.2	79.8	79.4	↓
TEACHING & LEADING	Education Quality	92.5	85.9	88.1	91.8	86.5	87.6	↓
LEARNING SUPPORTS	Welcoming, Caring, Respectful, and Safe Learning Environments	92.4	84.1	84.7	89.7	84.9	85.4	↓
	Access to Supports and Services	78.1	78.6	80.6	81.4	78.9	80.6	↑
GOVERNANCE	Parental Involvement	68.6	73.7	79.1	75.4	78	79.5	↑

Process Data

Replace with
picture of your
current results.



Data Summary Statements & 2024-25 Education Plan

CELEBRATIONS

List celebrations here

- Improved parental involvement according to data
- Big Increase on students at proficient level in Provincial Screening Assessments
- Our data is above divisional data for most measure on Alberta Education Assurance Measure.
- Increases in supportive staff environment, staff leadership and student leadership data.
- Data for access to supports and services for 2024 is showing above provincial and divisional data.

GROWTH AREAS

List growth areas here

- Slight decrease in our school belonging and student self-efficacy (goal setting)
- Slightly below divisional data for parental involvement (*although improved from previous year!*)
- Drop in empowered learners and empowering teachers.
- How can we support “reading online” skills as PAT exams and other assessments move towards online platforms?

NEXT STEPS

• List next steps here*

** Include additional data sources you may want to consider)*

- Seeing a gap in provincial literacy screeners and STAR reading assessments. Staff will look into additional reading assessments that we can use for additional data.
- School leadership action team on Adult Learning to work on strategies to increase parent engagement and communication to parents.
- More opportunities for PD to address current needs at the school (programming for EAL students, supportive learning environments, STAR reading data AND literacy instruction, PD targetted to specific teacher needs etc...)
- Some staff indicate they would like additional literacy PD, some feel comfortable with their knowledge. Creating time for connection through Collaborative Team Meetings, ISC days etc...