

2023-2024
ACE PLAN

Assurance - Collaboration - Engagement

West Country Outreach School

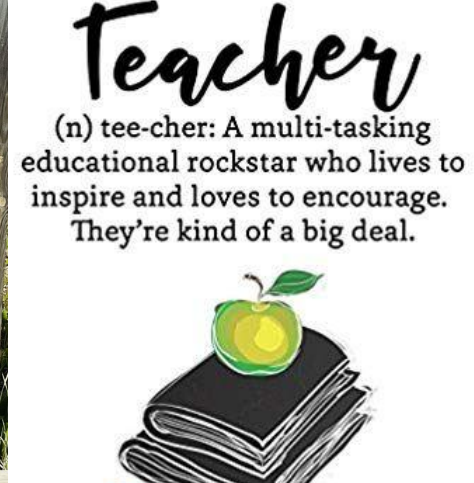


SUPPORTING ALL STUDENTS



I touch the
future. I
teach.

— Christa McAuliffe



Pointing Out the Facts

West Country Outreach School

Students= 78 from grade 7 to 13

4.75 FTE Teaching Staff, 0.8 Admin.
Assistant, 0.3 School Social Worker,
0.65 Administrator

WCO Operates in the community of
Rimbey (pop: 2625) and
surrounding areas, comprising of
rural agriculture and gas industry.

Collective efficacy demonstrated
through our partnership with
community schools in the Rimbey area,
in order to ensure the best possible
educational decisions are made for ALL
students in our community.

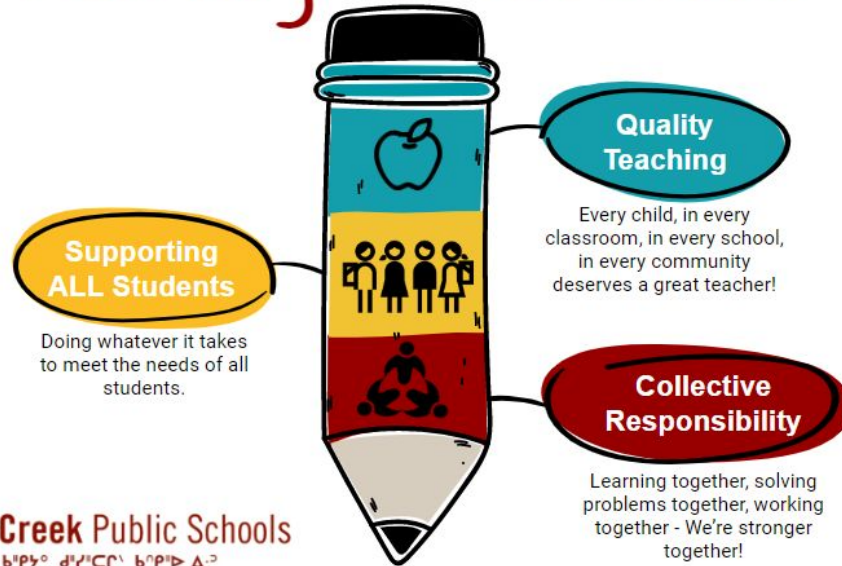
As such, we work closely with RJSH,
and Eckville School (and occasionally
Bluffton and Crestomere) to provide
full-time transfers based on student
need, and/or dual student status based
on individual course requirements.

This is an extremely successful
partnership that benefits schools,
students, and our communities



WCPS Priority Areas

Creating success for ALL learners by
Getting to the Point!



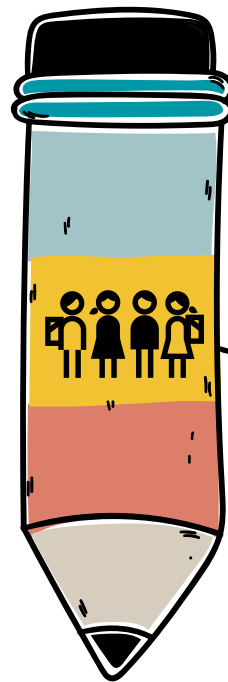
Wolf Creek Public Schools

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Creating Success For All Learners

Supporting All Students

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

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



**Supporting
ALL Students**

Doing whatever it takes to meet the needs of all students

Alberta Education Assurance Measure Results (AEAMR)



| Assurance Domain | Measure | West Country Outreach 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 Achievement and | Student Learning Engagement | 78.8 | 87.3 | 87.3 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 86.3 | 90.4 | 87.8 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | 44.0 | 58.3 | 67.7 | 80.7 | 83.2 | 82.3 | Very Low | Declined | Concern |
| | 5-year High School Completion | 72.3 | 78.3 | 68.9 | 88.6 | 87.1 | 86.2 | Very Low | Maintained | Concern |
| | PAT: Acceptable | n/a | * | n/a | n/a | 67.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | * | n/a | n/a | 18.0 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | 22.9 | n/a | n/a | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 0.0 | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 91.9 | 96.0 | 93.4 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 86.8 | 94.0 | 94.0 | 84.7 | 86.1 | 86.1 | n/a | Declined | n/a |
| | Access to Supports and Services | 92.3 | 96.9 | 96.9 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | n/a | 96.7 | 89.2 | 79.1 | 78.8 | 80.3 | n/a | n/a | n/a |

| | | | | | | | | | |
|-----------------------------------------|------|------|------|------|------|------|--------------|------------|------------|
| Program of Studies | 76.7 | 89.3 | 79.2 | 82.9 | 82.9 | 82.6 | Intermediate | Maintained | Acceptable |
| Program of Studies - At Risk Students | 92.3 | 96.9 | 98.2 | 81.2 | 81.9 | 83.4 | Very High | Declined | Good |
| Rutherford Scholarship Eligibility Rate | 50.0 | 60.0 | 60.2 | 71.9 | 70.2 | 68.3 | Low | Maintained | Issue |
| Safe and Caring | 85.4 | 95.3 | 95.7 | 87.5 | 88.8 | 89.1 | High | Declined | Acceptable |
| Satisfaction with Program Access | 92.0 | 88.3 | 80.7 | 72.9 | 72.6 | 73.9 | Very High | Improved | Excellent |
| School Improvement | 94.7 | 96.3 | 91.5 | 75.2 | 74.2 | 77.9 | Very High | Maintained | Excellent |

AEAMR Data Strategic Planning

| Area of Issue, Concern, or Focus | Identified Improvement Target | Specific Strategies | Indicators of Success |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Acceptable standard - diploma exams</p> | <p>100% of students will receive acceptable standard on diploma exams.</p> | <p>Targeted assessment review of general and specific outcomes, assessment practices, assessment types, mastery.</p> | <p>*Ongoing review of summative/formative assessment to ensure alignment with specific outcomes *Student achievement (grades) *student feedback</p> |
| <p>Decline - student responses evaluating “Welcoming, Caring, Respectful and Safe” measurement”</p> | <p>Increase from 86.8 to 90%.</p> | <p>*Address welcoming/safe presentations at assemblies...<i>What does it look like and feel like to be in a welcome, caring environment and what can students do to ensure this happens?</i> *Teach/model for the kids so that they can be more confident</p> | <p>Student Survey - use these 9 questions from the AB ED survey (p. 106). - January, 2024 Dissect the questions for better understanding. ex.”<i>I feel safe on the way to and from school”</i></p> |

West Country Outreach QUALITY TEACHING FLOURISHING GOAL

Our Quality Teaching Flourishing Goal is

100% of students will reach acceptable standard on the diploma exam.

How does quality teaching influence student learning and achievement for ALL students? (Teacher Response)

Teacher: *“It’s important to diagnose where a student is starting in their learning, both cognitively and emotionally, and begin your instruction there. Learning should have more “wins” than failures, so starting students from a position of knowing allows them to build gently from there to bigger concepts. Learning should also spark curiosity, and allow for exploration and deeper thought about information and issues. As a great teacher, I try to bring the best of myself to every interaction - empathy for life’s struggles, shared personal interests, passion for learning new things, modeling tolerance and understanding of another’s journey, and a sense of humor (and accountability) when things don’t go as planned. For me, learning is never contained within a school day or the covers of a book. I try to show students how to follow their curiosity and revel in the power of their brains and body - to wonder about the world, to enjoy the pursuit of “knowing”, and to sometimes accept the “not knowing”, too.”*

West Country Outreach School FLOURISHING GOAL

Our Quality Teaching Flourishing Goal is
100% of students will reach acceptable standard on the diploma exam.

Evidence & Engagement

1. How do we know this is our flourishing goal? **Because all students are capable of achieving success if we reduce barriers.**
2. Who are we at our best? **We're at our best when our students are at THEIR best. We're at our best when we capitalize on the Outreach model of 'the heart' to increase academic confidence and success in "the minds" of our students.**
3. What might we be? **A school with a reputation for academic success, no matter past and present barriers facing our students. What are the possibilities. We can reduce the gap between course awarded mark and diploma exam mark to +- 10% collectively.**
4. What would support innovation in this area? **Including academic interventions in our CRM. Structured school-based PD on assessment practices.**
5. What are the barriers to achieving our flourishing goal? **Historical practices and resistance to change. Changing the measurement of success to one where ALL students can meet high academic potential. Moving to better outcomes-based assessment practices.**
6. How can we overcome those barriers? **Understand the 'why', collaborate on the 'how', and positively embrace/support the indicators expected by our school division and province (provincial data). Continue to build on our**

Gap analysis - Diploma and Course awarded grades - AERR
School Reports - Diploma subjects (Extranet) - analysis of types of questions, student responses, provincial responses.
The evidence was telling us that there has historically been a 10% and 40% difference between awarded grades and diploma grades. Last year we sought to reduce this gap to 10% with a focused school-wide approach. We'll continue to use the AERR data and School Reports as benchmarks. Growth will show that all students will reach acceptable standard by ensuring that the course-awarded mark is more reflective of the success on the diploma exam mark. (Narrow the gap)

West Country Outreach School Assurance Plan - Supporting ALL Students

Action Plan

Evidence & Engagement

*Questions for consideration (can be deleted after):
What evidence will you gather to demonstrate you are making progress toward this goal? How will you engage stakeholders in this work?*

- **Focus: “Assessment Structures”** - Implementing continuous assessments to improve learner achievement.
- **Focus: Assessment *for* and *of* learning.**
- **Review of Teacher-based assessments and alignment with general and specific outcomes.**
- **Revise assessments to include focussed exposure to standardized AB Ed assessments**

- 1. Team Lead: Marg Brookwell
Staff PD: Review and present subject specific curriculum, general and specific outcomes in preparation for outcomes-based assessment report card 2024.
Align assessments with outcomes.**

This is a continuation of our work on “Quality Teaching”. We will focus on *ELE’s 9, 10, 12.*

Questions for consideration:

How can we utilize continuous assessment to improve learner achievement, rather than merely represent a moment in time?

How do we build on our current assessment practices as a continuum of improvement? Are we ensuring outcomes align with assessment?

How can leverage a proficiency scale of continuous learner outcomes?

“Measurements over time provide a picture of students’ status at a particular time and students’ growth...allows teachers to gather more accurate, more useful information about students’ status and growth..” (Marzano, 2017)

- 2. Staff PD: “The New Art and Science of Teaching” Marzano**
- 3. PD Day: Oct. 6 with Sean Loughed, Director.
“Assessment Dissection: Mapping, scaffolding”**
- 4. Continue our school-wide goal-setting process and reflective practices.....**

*PD Day Presentation - Facilitative
Leader: Mairead McLaughlin*

Alberta Education Assurance Measure Results (AEAMR)

(AB Ed) Percentage of students in grade 12 meeting or exceeding the Acceptable Standard on Diploma Exams.

The limited number of students writing each diploma exam limits the ability to see trends in the AEAMR data. Therefore, the link provided below has pulled this information from AB Ed in order to better provide an analysis of the Measure results.

[WCOS Diploma January, 2023 and June, 2023 GAP Analysis](#)

[Narrowing the Gap: Best Practices \(WCO staff shared strategies\)](#)

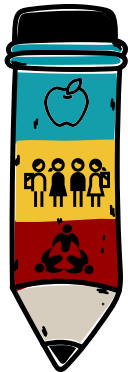
Successes

- All subjects have met the Acceptable Standard on Diploma exams.
- The gap between course-awarded marks and diploma exam marks continues to narrow

Opportunities for Improvement

- A gap analysis indicates that students struggle greatly with the Social Studies diploma exam.
- We continue to focus on intermittent assessment procedures to prepare students for the rigor of SS 30-1, 30-2. Using a “collective efficacy” approach, we work as a team to learn the outcomes and design/develop assessments in order to support each other.

[Marg's 23-24 "Making the Switch" presentation](#)



Continuum of Supports

EXPLORE

Types of Assessment

- Informal ex) coaching, unplanned comments
- Formal ex) planned exercises to show achievement, journals, portfolios, tests
- Formative ex) ongoing evaluation with feedback for future learning
- Summative ex) unit, final, proficiency exams, "summary" to assess what was learned



- *Assessment 'for' and 'Of' learning.
- *Teacher-based Assessments.
- *Conducting continuous Assessments to improve Learner achievement.

School PD Plan (book study Marzano
Lead Teacher to review general & specific outcomes with staff.
School Reports from AB Ed.
Continuation of previous work

ELE #3: Pre-Assessment (self-reflection, rubric)
ELE #10: Formative
ELE #13: Summative

PD workshop "outcomes-Based assessment"
Retrieval to Synthesis"

TAKE ACTION

Area of Focus: Assessment Structures

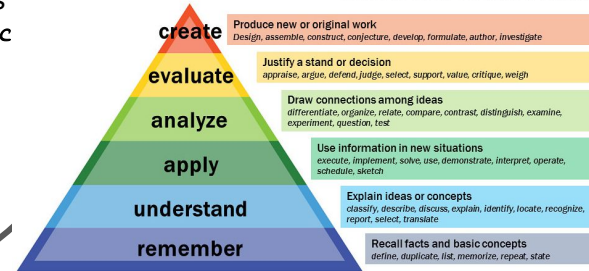
DEVELOP

ELE #9: Evidence of Outcome Achievement

New summative Assessment process
general outcome to Specific outcome. what does 'mastery' look like?

EVALUATE

Bloom's Taxonomy



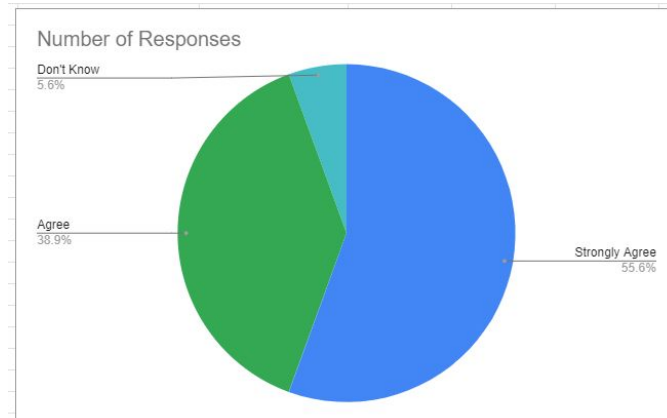
Alberta Education Assurance Measure Results (AEAMR)

Percentage of teacher, parent and students who agree that their learning environments are welcoming, caring, respectful and safe. (AB ED Spring 2023)

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.

| | West Country Outreach School | | | | | | | | | | Alberta | | | | | | | | | | | | |
|-----------|------------------------------|-------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Principal | 47 | 96.0 | 35 | 96.1 | 32 | 90.3 | 33 | 95.3 | 41 | 85.4 | High | Declined | Acceptable | 265,382 | 89.0 | 264,204 | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 |
| Parent | 6 | 93.3 | 6 | 93.3 | 5 | * | 1 | * | 3 | * | * | * | * | 35,247 | 89.7 | 36,899 | 90.2 | 30,969 | 90.5 | 31,707 | 89.5 | 31,879 | 88.1 |
| Student | 35 | 94.8 | 23 | 98.2 | 26 | 84.0 | 27 | 94.1 | 41 | 85.4 | Very High | Declined | Good | 196,856 | 82.3 | 193,364 | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 |
| Teacher | 6 | 100.0 | 6 | 96.7 | 6 | 96.7 | 6 | 96.6 | 5 | * | * | * | * | 33,279 | 95.1 | 33,941 | 95.3 | 30,205 | 95.4 | 30,963 | 94.3 | 32,350 | 93.0 |

(WCPS) % of parents who believe their child is safe at school. (WCPS 2023)



Successes

- 94.5% of parents believe their child is safe at school. None indicate concerns

Opportunities for Improvement

- Continue to access support services both within and outside of the school.
- PD opportunities for staff including updated SIVA training, mental health first aid, ASSIST training

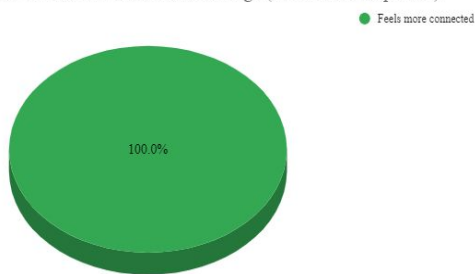
Data does not reflect the perception of teachers or parents due to low responses.

Students continue to experience relational struggles due to in-person learning and high rates of depression and anxiety. We are seeing a decline; we remain focused on ensuring students receive personal supports.

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.

Grades 7-12 Student Connection Average (17 Student Responses)



“...I feel safe, heard, and respected.”
 “...gives me ways to deal with stress and anxiety”
 “...helps me deal with mental health. She’s a great person. It helps to talk to someone about your feelings.”

Successes

- Our collaborative relationship with the other schools with our SSW services. Flexible and supportive. Many students express satisfaction and voice their need for a confidential, safe, supportive person.

Opportunities for Improvement

- A reduction in our SSW services from 0.4 FTE to 0.3 FTE had an impact on the previous school year. An increased caseload and decreased FTE resulted in crisis response rather than ongoing support; however, in cases of emergent need, the schools worked together. As noted above, the majority of referrals support students’ mental health, which is a diverse, dynamic and ongoing intervention. Our SSW program is vital.
- School-wide inclusive group activities with SSW to provide more relational interactions and support
- We’ll monitor the mental wellbeing of students through improved CRM, and we’ll check in on our SSW often to ensure the FTE capacity meets the needs of students AND the SSW. We’re very grateful for this service and the expertise of our SSW.

Grades 7-12

Program Satisfaction

| | |
|---------------|----|
| Satisfied | 16 |
| Not satisfied | 1 |

Student Connection Average

| | |
|------------------------------|----|
| Feels more connected | 17 |
| Does not feel more connected | 0 |



Alberta Education Assurance Measure Results (AEAMR)

(WCPS) Division data on nutrition programs in schools.

We historically used donations from private citizens, Senovas, and Lion's Club to provide nutritional snacks twice/day during morning and afternoon. Senovas and Lions no longer provide funding of this type and we have relied on private donations.

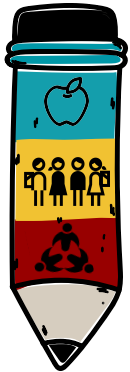
We have not applied for a nutrition grant in the past, but due to this reduction of donations have applied for and received \$4850. We currently provide every student with a school logo water bottle and supply a water cooler. We supply nutritional snacks and juice twice/day in morning and afternoon. We also provide a monthly hot lunch. We estimate we have spent approximately \$4000 on snacks and hot lunches this year from our own donations budget.

Successes

- Highly utilized snack program that students enjoy.
- Students are provided 'choice' and snacks are brought TO each student making the process equitable.

Opportunities for Improvement

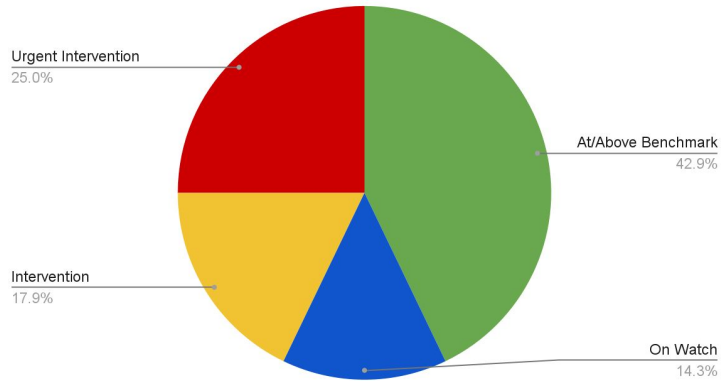
- We can provide more group 'hot' lunches with more \$. This builds relationships, as we all eat together, laugh together, share stories.
- Students can undertake the cooking and serving
- Utilize nutrition grant for 0.1 FTE to manage and operate the programming.



Alberta Education Assurance Measure Results (AEAMR)

(WCPS) Distribution of G.E. at WCOS (Fall, 2023)

Fall 2023



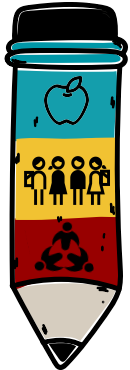
The data garnered from the fall STAR testing window provides teachers with insight regarding our students' skills and abilities in reading comprehension. The median G.P. of the student tested was 10.17 and the median G.E. was 8.3.

Successes

- We have students whose STAR data places them below their grade appropriate reading level, yet in their courses perform above average and consistently surpass academic expectations.
- This relationship tells us that our students have tools in their “academic toolbox” to compliment their reading proficiencies.
- A number of non grade 12 students “max out” and perform at >12.9 G.E.

Opportunities for Improvement

- Utilize students' love for reading to help other students find their own love for reading
- Test more students for more robust data

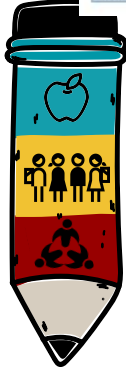


Alberta Education Assurance Measure Results (AEAMR)

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

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

| | West Country Outreach School | | | | | | | | | | Measure Evaluation | | |
|---------|------------------------------|-------|------|------|------|-------|------|-------|------|------|--------------------|-------------|-----------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall |
| | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | 47 | 93.3 | 35 | 90.7 | 33 | 85.4 | 33 | 96.0 | 41 | 91.9 | Very High | Maintained | Excellent |
| Parent | 6 | 88.9 | 6 | 88.9 | 5 | * | 1 | * | 3 | * | * | * | * |
| Student | 35 | 91.0 | 23 | 86.1 | 27 | 70.7 | 27 | 92.0 | 41 | 91.9 | Very High | Maintained | Excellent |
| Teacher | 6 | 100.0 | 6 | 97.2 | 6 | 100.0 | 6 | 100.0 | 5 | * | * | * | * |

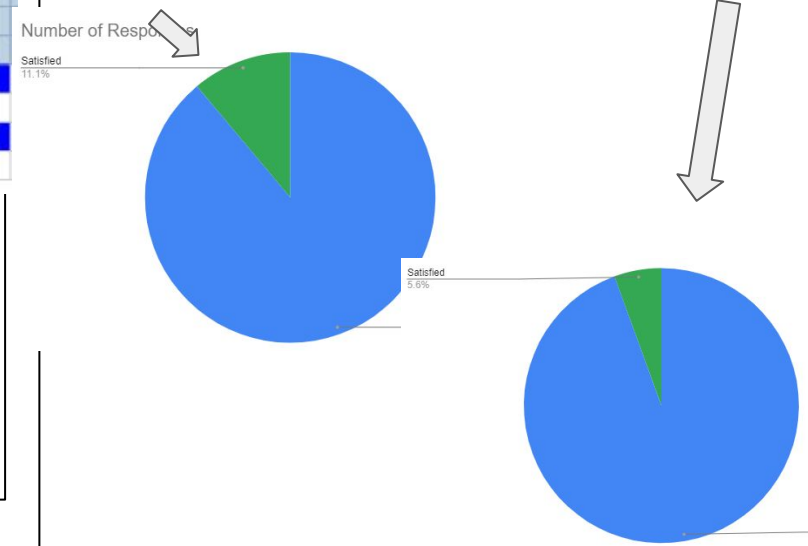


Data for parents/teachers suppressed due to low numbers. Therefore, this data represents **student satisfaction** with the overall quality of their education...which is high!

Successes - WRPS Data, 2023 Parent Survey

- Students demonstrate high satisfaction (AB ED, 2023)
- Parent are 100% satisfied with
-

Quality of Education And Quality of Teaching



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

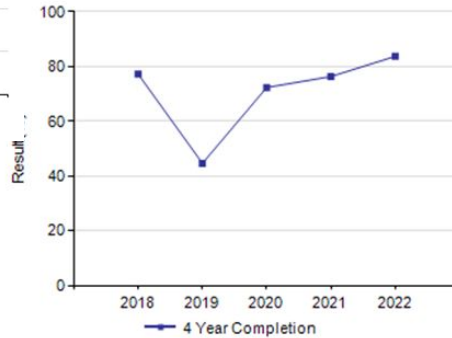
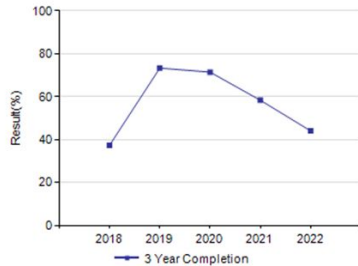
Our limited enrolment below 6 students would eliminate this data from the AERR results.

Parents typically request that their grade 9 students not write this test. Though a variety of barriers exist for junior high outreach students, 'anxiety' is an overarching indicator of their enrolment in this specialized setting. Parents communicate that they prefer this achievement test not be used as a measure of academic success. Data wouldn't appear on the AERR, as we never have 6 or more grade 9 students.



Alberta Education Assurance Measure Results (AEAMR)

(Ab Ed) Percentage of students who completed high school within 3 years of entering grade 10.



| | School | | | | | | | | | | Measure Evaluation | | |
|-------------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall |
| | N | % | N | % | N | % | N | % | N | % | | | |
| 3 Year Completion | 14 | 37.3 | 15 | 73.3 | 7 | 71.4 | 12 | 58.3 | 16 | 44.0 | Very Low | Declined | Concern |
| 4 Year Completion | 13 | 77.2 | 16 | 44.6 | 17 | 72.3 | 7 | 76.3 | 12 | 83.7 | Intermediate | Improved | Good |

Successes

- We “normalize” a 4-year completion rate for our students in order to prioritize mental health and life supports and still achieve goals for post-secondary and employment pursuits. As the data indicates, this model is successful for our students.

Opportunities for Improvement

- Expand on career opportunities through Wolf Creek’s collegiate model for dual credit. The 4th year provides students better access to apprenticeships.
- Continue to guide students towards the ‘upgrading’ 4th year as part of post-secondary plans



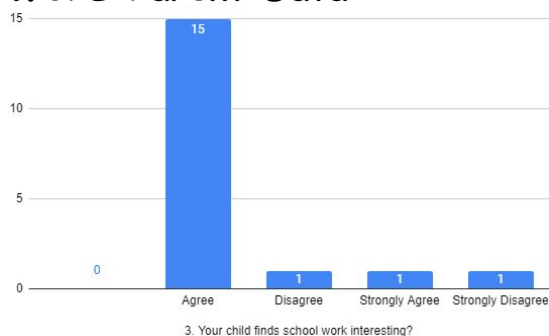
Alberta Education Assurance Measure Results (AEAMR)

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

Student data: (AB Ed, 2023)

| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | Achievement | Improvement |
|---------|-----|-----|-----|-----|----|-------|----|-------|----|------|-------------|-------------|
| Overall | n/a | n/a | n/a | n/a | 33 | 81.4 | 33 | 87.3 | 41 | 78.8 | n/a | Maintained |
| Parent | n/a | n/a | n/a | n/a | 5 | * | 1 | * | 3 | * | * | * |
| Student | n/a | n/a | n/a | n/a | 27 | 62.8 | 27 | 74.5 | 41 | 78.8 | n/a | Maintained |
| Teacher | n/a | n/a | n/a | n/a | 6 | 100.0 | 6 | 100.0 | 5 | * | * | * |

WCPS Parent Data

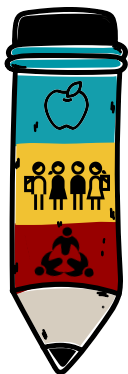


Successes

- 78.8 of students are engaged in learning
- Majority of our parents agree that their kids find school work interesting.
- This is a high result considering a modular-style delivery in an Outreach setting. Teachers are consistently engaging with students when attending.

Opportunities for Improvement

- **Relate curriculum to real world experiences**
- **Provide curricular connections to CTS (how does this unit transfer to skills/attributes necessary for your career) and post-secondary**
- **More focused formative assessment.** The goal of formative assessment is to *monitor student learning* to provide ongoing feedback to improve their teaching and by students to improve their learning. More specifically, formative assessments:
 - help students identify their own strengths and weaknesses and target areas that need work, improving engagement with the subject material and decreasing bias about subject matter
 - help teachers recognize where students are struggling and address problems immediately and communicate directly with students.



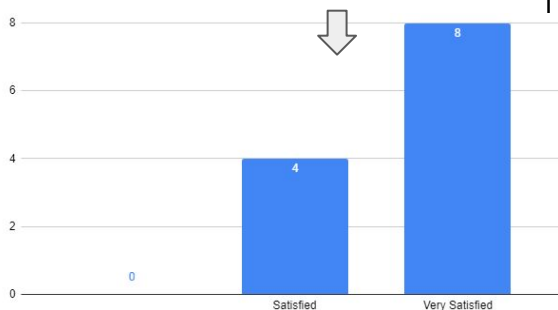
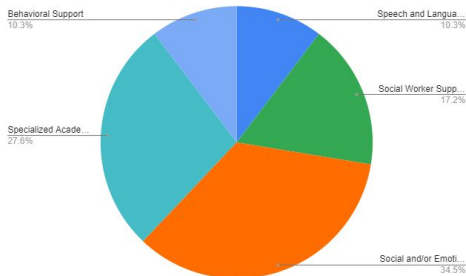
Alberta Education Assurance Measure Results (AEAMR)

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

| | School | | | | | | | | | | Measure Evaluation | | |
|---------|--------|-----|------|-----|------|-------|------|-------|------|------|--------------------|-------------|---------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall |
| | N | % | N | % | N | % | N | % | N | % | | | |
| Overall | n/a | n/a | n/a | n/a | 32 | 94.6 | 33 | 98.9 | 41 | 92.3 | n/a | Maintained | n/a |
| Parent | n/a | n/a | n/a | n/a | 5 | * | 1 | * | 3 | * | * | * | * |
| Student | n/a | n/a | n/a | n/a | 26 | 89.2 | 27 | 93.8 | 41 | 92.3 | n/a | Maintained | n/a |
| Teacher | n/a | n/a | n/a | n/a | 8 | 100.0 | 8 | 100.0 | 5 | * | * | * | * |

PARENT DATA

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



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

Successes

- Parent are 100% satisfied with specialized supports in aid of student learning
- 92.3% of student agree with access (also, n=41. Higher number of students surveyed)

Opportunities for Improvement

- Continue to work with the community agencies to ensure external supports are available.
- Reduce barriers to accessing community support (ex. 40-min intake AHS)
- Continue with “teacher on point” and ensuring staff also have access to training and supports for their students.

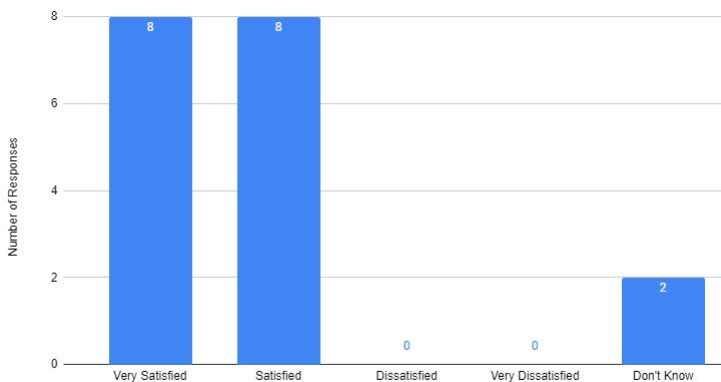


Alberta Education Assurance Measure Results (AEAMR)

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

(No data available on AEAMR due to low # of responses)

WCPS Parent Survey, 2023



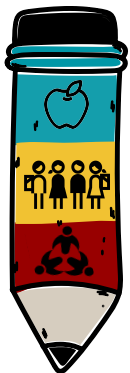
29. With the opportunity to be involved in decisions about your child's school?

Successes

- Parents express satisfaction with involvement.
- High level of communication between school and home (over 2000 contacts)

Opportunities for Improvement

- **Actively pursue higher participation in School Council through phone and text messaging contacts....reach out and they will come!** (*find out the legalities of sharing phone numbers with parent council chair*)



WCPS Parent Survey - WCO survey questions

(WCPS) Parent Survey Data - WCO Questions

- *High School Diploma acquisition*
- *Overall Wellbeing*
- *Home to School Communication*

These were questions specific to our school on the Wolf Creek Division's parent survey.

These three areas encapsulate the Outreach School's overarching philosophy and goal of ensuring that the holistic wellbeing (and supports) for and of students contributes to the achievement of a high school diploma, within in an environment that supports all levels and identifiers of wellbeing.

Parents are telling us that their children are, indeed, supported and that they are included through consistent communication.

| 39. How satisfied are you with the school's support of your child achieving an Alberta High School Diploma? | 40. How satisfied are you with the school's support of your child's overall wellbeing? (ex. physical, social-emotional and/or mental health) | 41. How satisfied are you with the consistency and frequency of school to home communication? |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Very Satisfied | Very Satisfied | Very Satisfied |
| Satisfied | Very Satisfied | Satisfied |
| Satisfied | Satisfied | Satisfied |
| Very Satisfied | Satisfied | Very Satisfied |
| Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Satisfied | Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Satisfied | Satisfied | Satisfied |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Very Satisfied | This is an area that could | This is an area that could |
| Very Satisfied | Very Satisfied | Very Satisfied |
| Satisfied | Very Satisfied | Very Satisfied |

23/24 Learning Plan

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

- Outcomes-Based Assessment
- Pre-Assessment, Formative, Summative (ELE's 3, 10, 12)
- Flourishing Goal - "Narrowing the Gap"

West Country Outreach PD Plan



2023/2024 School Professional Development Plan

TYPE SCHOOL NAME

Resources:

- [2023-2024 Calendar](#)
- [2023-2024 Learning Objectives](#)
- [2023-2024 Learning Objectives](#)
- [2023-2024 Learning Objectives](#)

Continuum of Supports Background

Background: Continuum of Supports (CoS) provides an intentionally designed set of actions, strategies, supports and services designed to maximize the effectiveness of instruction for all students. CoS is a continuum of flexible and responsive practices that are designed to meet the unique needs of all students. CoS is a continuum of flexible and responsive practices that are designed to meet the unique needs of all students. CoS is a continuum of flexible and responsive practices that are designed to meet the unique needs of all students.

Continuum of Supports Overview

- [Continuum of Supports Overview Page 2](#)

Continuum of Supports WCPS Menu

- [WCPS Menu Page 3](#)

WCPS Items

- **Items in [Blue](#) based on templates must be covered during school PD/CPD days.**
- **Items in [Red](#) items are aligned with the AA Learning Plan and may be subject to change throughout the year.**

School Agendas

- Please link your school's PD and CPD Agendas for each meeting into this document (located under the date of each meeting).
- Please make sure the link is accessible to all WCPS users.

23/24 Focus - Supporting ALL Students

Supporting ALL Students

- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.

Quality Teaching

- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.

Classroom Management

- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.
- Review and evaluate all current supports for students.

2023-2024 Reflection

Successes

-

Opportunities for Improvement

-

