



Aspen Grove School

Principal: Colin Murphy

Annual Education Results Report

2023-2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**ASPEN
GROVE
SCHOOL**

www.gppsd.ab.ca/school/aspengrove



GPPSD2357

Aspen Grove School

Fall 2024 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Aspen Grove School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.5	83.6	86.8	83.7	84.4	84.8
	Citizenship	83.5	88.5	83.1	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	59.1	61.0	61.0	68.5	66.2	66.2
	PAT6: Excellence	6.8	9.8	9.8	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2
Teaching & Leading	Education Quality	85.7	90.7	92.5	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	91.6	88.8	84.0	84.7	85.4
	Access to Supports and Services	70.2	78.3	80.5	79.9	80.6	81.1
Governance	Parental Involvement	75.6	77.0	78.7	79.5	79.1	78.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2024 AEA 5 Year Comparison

Alberta Education Assurance Measures Results		Aspen Grove School				
Overall Multi Year Summary						
Assurance Domain	Measure	Aspen Grove School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.1	90.1	83.6	82.5
	Citizenship	84.7	84.1	77.7	88.5	83.5
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	58	61	59.1
	PAT6: Excellence	n/a	n/a	6.3	9.8	6.8
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	90.0	94.3	90.7	85.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	90.3	86.1	91.6	84.7
	Access to Supports and Services	n/a	80.7	82.8	78.3	70.2
Governance	Parental Involvement	80.9	81.6	80.5	77	75.6



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority 1: Teaching and Learning

Outcome: Teachers engage in authentic assessment practices to gather rich data and develop deeper understanding of individual learners.

At Aspen Grove Public School, we are dedicated to cultivating a learning environment that deeply understands and supports each student's educational journey. Central to our efforts have been to gather and analyze rich literacy data, to develop a comprehensive understanding of our learners' reading abilities.

The results provide valuable insights into students' literacy development, allowing our teachers to identify individual strengths, areas for growth, and tailored instructional strategies. By focusing on these assessments, we aim to enhance our instructional practices and ensure each student receives the support they need to thrive in their literacy journey. We are proud of the advancements made and remain committed to fostering a culture of continuous learning and development.

Figure 1 data shows that during the 2023 school year Aspen students continued to hold steady with their F and P results, having small variance in students achieving At or Above, and a consistent number of students reading below grade level at the beginning to end of the year. Using the data collected in June allowed staff to immediately focus on literacy intervention and classroom small-group instruction that was tailored and responsive to student needs. The resulting data collected in December 2024 shows our Aspen students moving from 32% below grade level to 25% below grade level.

Figure 1a. – Beginning year F and P Results 2023; **Figure 1b** - End of year June 2024; **Figure 1c.** - December 2024 F and P Independent Results

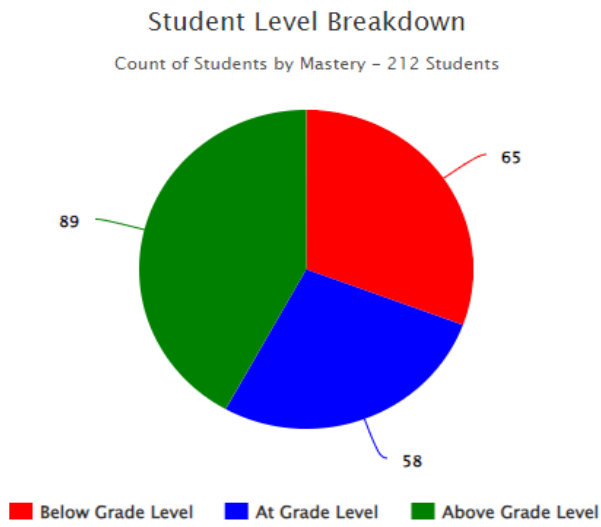


Figure 1a.

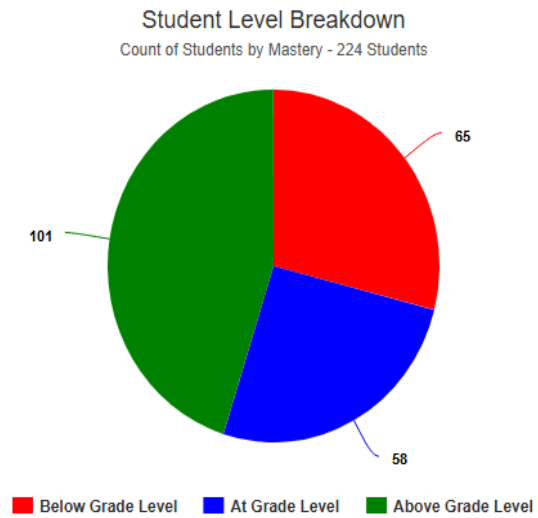


Figure 1b.

Last year's Data 2023-2024

<p>Our 2023 F&P Beginning of year Results (2-7) demonstrate:</p> <ul style="list-style-type: none"> • 27% of our students who were AT GRADE LEVEL, • 41% of our students who were ABOVE GRADE LEVEL, and • 32% of our students who were BELOW GRADE LEVEL. 	<p>Our 2024 F&P End of Year Results (2-7) demonstrate:</p> <ul style="list-style-type: none"> • 34% of our students who were AT GRADE LEVEL, • 35% of our students who were ABOVE GRADE LEVEL, and • 31% of our students who were BELOW GRADE LEVEL.
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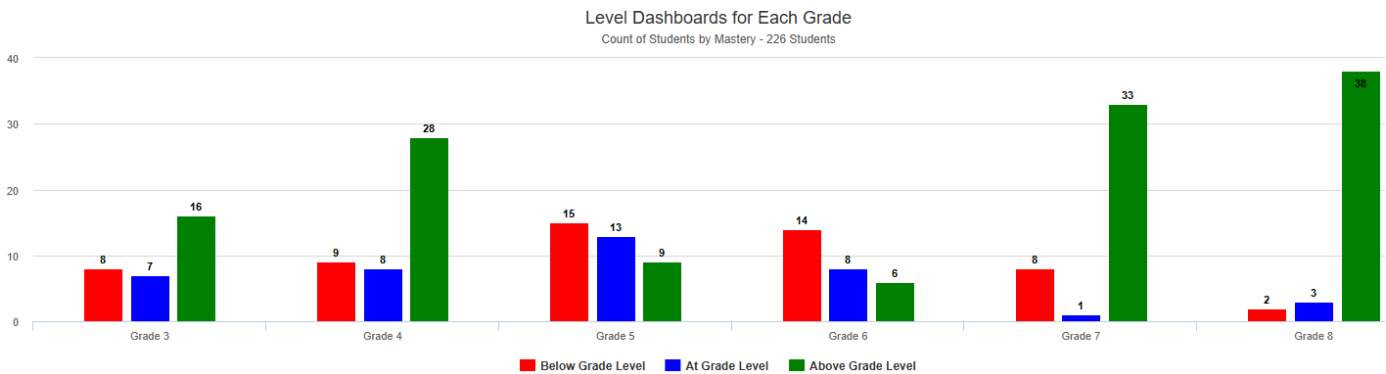
Current data as of January 2025

<p>Our 2024 F&P December Results (2-8) demonstrate:</p> <ul style="list-style-type: none"> • 18% of our students who were AT GRADE LEVEL, • 57% of our students who were ABOVE GRADE LEVEL, and • 25% of our students were BELOW GRADE LEVEL. 	<p style="text-align: center;">Student Level Breakdown Count of Students by Mastery - 226 Students</p> <table border="1"> <thead> <tr> <th>Mastery Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Below Grade Level</td> <td>56</td> </tr> <tr> <td>At Grade Level</td> <td>40</td> </tr> <tr> <td>Above Grade Level</td> <td>130</td> </tr> </tbody> </table> <p> ■ Below Grade Level ■ At Grade Level ■ Above Grade Level </p>	Mastery Level	Count	Below Grade Level	56	At Grade Level	40	Above Grade Level	130
Mastery Level	Count								
Below Grade Level	56								
At Grade Level	40								
Above Grade Level	130								

Analyzing student literacy data is crucial for achieving measurable improvements in reading. By closely examining this data, educators can pinpoint specific strengths and weaknesses in a student’s reading skills. This allows for targeted interventions that lead to faster progress and higher achievement. Regular analysis of data ensures that instructional strategies are aligned with each student’s needs, leading to better tracking of progress and more effective support.

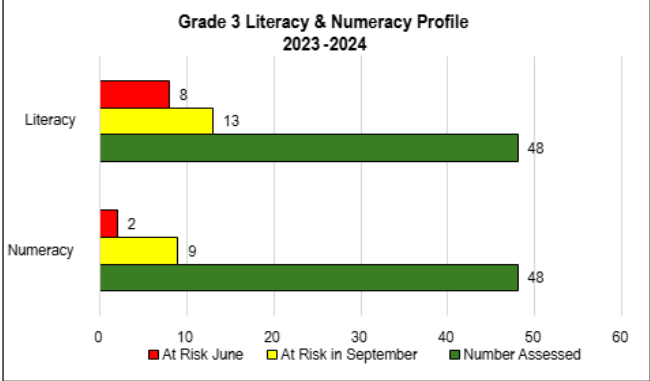
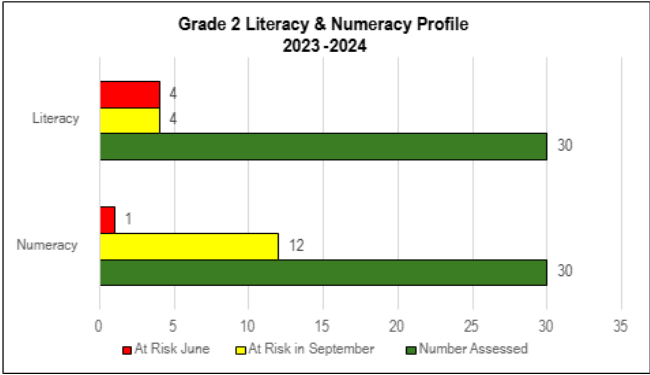
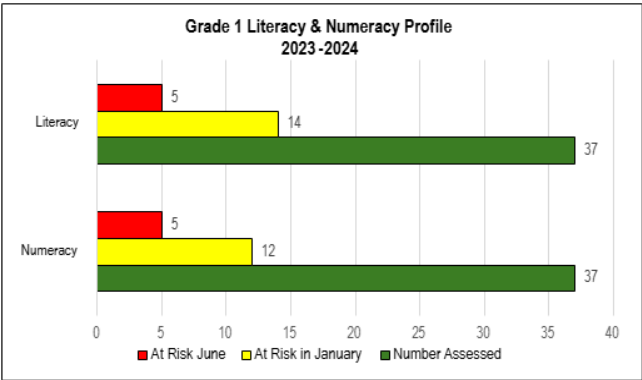
Figure 2 offers valuable insights into areas where our students require targeted support. These students experienced significant instructional disruptions during the COVID-19 pandemic. After carefully analyzing their literacy scores, we have identified specific skills that remain underdeveloped and are hindering their ability to read at grade level. As a result, we are implementing focused interventions to address these gaps and support their progress toward grade-level proficiency. Our junior high students are leaving Aspen with well-developed literacy skills that support their continued success at the high school.

Figure 2: Grade by grade comparison of independent reading levels

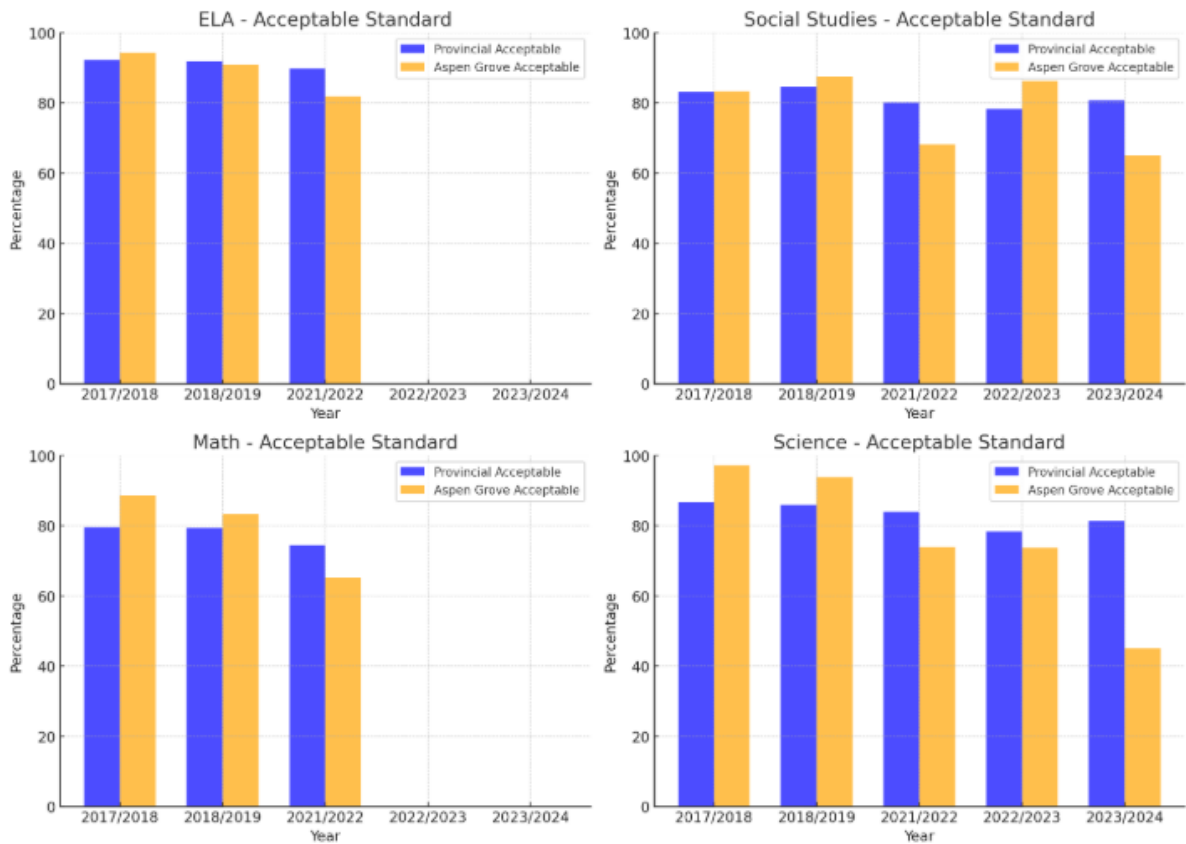


Students in the early elementary grades who are identified as "at risk" based on diagnostic testing (LeNS, CC3, numeracy) engage in targeted literacy and numeracy interventions. These interventions focus on developing letter recognition, phonemic awareness, and foundational numeracy skills. Students participate in a focused, approximately 10-week intervention cycle, where they work in small groups to strengthen these essential skills. Ongoing communication between teachers and the intervention team ensures that the intervention is effective and that skills acquired are successfully transferred to the classroom setting. As shown in Figure 3, the combination of targeted interventions and classroom instruction has led to significant gains in student achievement, particularly in the younger grades. Additionally, our school has dedicated substantial time to collaborating with the Division Numeracy Coordinator, who regularly meets with instructional staff to implement responsive planning strategies that foster student growth. The literacy and numeracy intervention programs for grades 1-3, along with our school and classroom embedded processes and structures that support small group interventions, have had a positive impact on student progress.

Figure 3: Literacy & Numeracy Intervention Data



**Figure 4: PAT
Trends 2017-2023 (Acceptable Standard)**



In 2023, all our Grade 6's (two classes) wrote the Social Studies PAT, one class wrote the Science PAT, and neither class wrote the LA or Math PAT, due to new curriculum implementation. The 2023/2024 results for Social Studies and Science reveal a decrease in acceptable standard compared to provincial averages. In Social Studies, only 65% of students met the Acceptable Standard, far below the provincial average of 80.7%, with 35% falling below the Acceptable Standard. Similarly, in science, just 45% of students achieved the Acceptable Standard, compared to 81.4% provincially, with 55% Below the Acceptable Standard. These findings represent declines from prior years, particularly in science, where Aspen Grove had previously outperformed provincial averages.

Moving forward, we will be implementing opportunities and structures for teachers to collaboratively analyze the PAT results and make connections to curriculum. This will allow teachers to share information with our entire school staff, as some of the PAT questions build upon the understanding of curriculum and skills taught prior to Grade 6, as scaffolding and vertical alignment is fundamental for improvement. Teachers will plan responsively for their students' needs and reflect on their medium- and short-term planning and assessments. This allows for comparisons, connections, and the sharing of responsive planning and effective instructional methods. In addition to this, having another year's experience with the new curriculum will enable teachers to better emphasis learner outcomes and be intentional in their lesson design and assessments for learning.

Outcome: Quality planning and instruction for optimal achievement and increased motivation for all students.

Figure 6: Education Quality: Alberta Education Assurance Survey AND GPPSD Assurance Survey

Percentage of Parents, Students, and Staff agree:	Parents	Students	Staff
Improvement			
PQ3 – Improvement in Academic Growth and Achievement STQ3 – Improved as a Student SFQ5- We use Professional Learning Fridays to Support Growth that Focuses on Student Achievement			
2021	90.5	92.7	100
2022	94.6	94.3	100
2023	95.8	97.0	100
2024	94	94	88
Engagement			
PQ6 – Child Engaged in Learning STQ5 – Curious About the Things I am Learning			
2021	85.3	84.2	
2022	94.6	80.9	
2023	91.6	82.8	
2024	93	78	
Quality of Education			
PQ7 – Satisfied with the Quality of Education STQ14– Teachers Use What They Know About Me to Help me Learn			
2021	90.5	88.7	
2022	93.3	89.8	
2023	94.4	88.2	
2024	96	88	
PQ8 – Quality of Education Continues to Improve STQ12 – Teachers Support my Learning SFQ11 – Quality of Education Continues to Improve at our School			
2021	87.9	97.2	100
2022	92	95.5	100
2023	91.6	96.1	95.2
2024	91	93	100
High Expectations			
PQ10 – School has High Academic Expectations STQ8 – Teachers Expect me to do my Best			

SFFQ8 – School has High Expectations for all Students About their Behavior and Academics				
	2021	93.1	92.7	100
	2022	96	98.3	100
	2023	93	96.6	100
	2024	92	99	92

We recognize that supporting the professional growth of teachers and leaders is a key priority for both the Division and our school. Our staff actively engage in continuous professional development through various initiatives, including the collaborative inquiry process, school improvement planning, professional learning Fridays, and after-school collaboration sessions. Through these efforts, we analyze a wide range of data sources to inform our planning, instruction, and student assessments. After reviewing the results from the Alberta Education Assurance (AEA) survey and our Division Assurance Survey (Figure 6), it became clear that planning and instruction are crucial components of our 3-year school plan. Our staff believes that the quality of education students receive daily is directly impacted by teachers’ planning for effective lessons and instruction.

Our data reveals that both parents and students agree improvements in student achievement have been seen throughout the year. However, teachers expressed that they felt Professional Learning Fridays were less effective this past year, with satisfaction levels dropping from 100% to 88%. This notable decline in satisfaction raised curiosity for our leadership team. We discussed this with our school staff and adjusted our responsive planning practices to better support our teachers. By adopting a more structured approach to collaborative time and giving teachers the flexibility to choose their areas of focus for responsive planning, we’ve streamlined our processes, making our efforts more focused and intentional in supporting student success.

Students, teachers, and parents agree that high expectations are set for students, they are satisfied with the quality of education, and that this quality continues to improve. While parents and teachers believe students are engaged in their learning, students’ perceptions of their engagement are notably lower than those of parents and teachers. Despite this, students feel supported by their teachers, who use their knowledge of individual students to guide and enhance their learning. This year, teachers have been incorporating interest inventories, learning profiles, and differentiation strategies to boost student engagement. We expect that using this information to plan instructional activities will lead to a positive shift in engagement, which currently stands at 78%. Moving forward, we will actively seek feedback from students to better understand their engagement levels, enabling us to make further adjustments and deliver high-quality, engaging lessons.

Figure 7: GPPSD Division Assurance Survey – Teacher Responses Professional Learning

Division Assurance Survey – Percentage of teachers agree that	AG	GPPSD
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement		
2021	100	89
2022	100	94
2023	100	94
2024	88	93
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions		
2021	100	90
2022	100	94
2023	100	96
2024	100	90
Administration provides feedback to staff on instructional practices using multiple strategies		
2021	100	86
2022	100	91
2023	100	92
2024	100	91

Our Professional Learning School Improvement Planning time continues to align with our 3-year education plan, emphasizing the use of research-based best practices to respond to student needs and foster continuous school improvement. In 2023-2024 school year we made a commitment to evidence-informed planning through a close partnership with our Division Numeracy Coordinator. Teachers engaged in Backwards Design Planning, using individual student learner profiles to enhance engagement and inclusivity. Learning how to plan units designed with diversity in mind, targeting individual student needs. Generative dialogue conversations with teacher’s further support inquiry-based professional growth, ensuring that professional learning translates into classroom practices. Leadership efforts focus on equipping staff with the skills, tools, and strategies necessary to meet the diverse learning needs of our students effectively.

The 2023-2024 Division Assurance Survey highlights both areas of strength and opportunities for growth. While we maintained a 100% agreement rate in using Professional Learning Fridays for collaborative inquiry and providing feedback on instructional practices, agreement on the use of Fridays to support professional growth focused on student achievement decreased to 88%, compared to the division average of 93%. This indicates a need to revisit the structure and communication of these sessions to ensure a clear connection to student optimum learning. Collaborative efforts with our school council and broader community continue to enhance planning, instruction, and overall school improvement. Additionally, our emphasis on communication and parental involvement remains strong, with platforms such as Facebook, newsletters, and “Gators at a

Glance” keeping families informed and engaged. School assemblies serve as a celebration of student successes, fostering confidence in the teacher-student-parent partnership that highlight learning and student growth.

Priority 2: Inclusion

Outcome: Wellness - The emotional and physical well-being and mental health of all students and staff is supported.

Evidence

Figure 8: Division Assurance – Learning Environment

Figure 9: Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

Figure 8: Division Assurance Survey – Learning Environment / Citizenship

		Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment				
	2021	94	87	98
	2022	96	87	96
	2023	97	88	100
	2024	95	85	99
Students are supported at school to be active, health, and well				
	2021	94	87	95
	2022	98	88	94
	2023	96	88	100
	2024	96	77	96
Child feels safe at school				
	2021	96	92	100
	2022	95	92	89
	2023	97	90	100
	2024	97	86	99
School is preparing students to be responsible citizens				
	2021	94	95	100
	2022	96	95	100
	2023	96	97	100
	2024	99	84	100

Figure 9: Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	85	84	78	89	84	82	80	76	77	76	83	83	81	80	79
Parent	88	68	67	87	76	81	78	75	75	74	82	81	80	79	79
Student	71	87	72	81	77	70	71	68	68	68	74	74	72	71	70
Teacher	95	98	94	98	97	94	92	88	88	86	94	94	92	90	90

The 2024 Alberta Education Assurance (AEA) Survey results show mixed trends regarding perceptions of active citizenship among teachers, parents, and students. Overall satisfaction decreased from 89% in 2023 to 84% in 2024, reflecting a slight decrease after prior gains. While this remains higher than the provincial average of 79%, the decline signals a need for renewed efforts. Parent satisfaction dropped significantly from 87% in 2023 to 76% in 2024, aligning more closely with the provincial rate but highlighting areas where the school can better engage parents. Student satisfaction also decreased from 81% to 77%, which, while still higher than the provincial average of 70%, highlights the need to strategically connect with students. Teacher satisfaction, on the other hand, remained strong at 97%, suggesting that staff feel aligned with the school’s citizenship goals.

Although the school has made improvements in fostering citizenship through initiatives such as monthly Citizenship Awards, restorative practices, and teaching virtues of the month, the data suggests these efforts may not fully resonate with students and parents. This year, we are focusing our strategies on improving parent engagement, strengthening student-centered approaches, incorporating the 7 Sacred Teachings into our monthly assemblies. Additionally, we will collect feedback from student leadership students to plan activities that benefit the entire student body and provide timely feedback to staff when planning new initiatives. These targeted efforts aim to ensure alignment between stakeholder perceptions and the school’s mission of nurturing responsible, caring citizens.

For the 2023–2024 school year, wellness remains a central focus for Aspen Grove School. Supporting the emotional, physical, and mental health of students and staff through the cultivation of effective and positive relationships. Our staff continued to utilize programs such as the *Virtue of the Month* initiative and the PATHS and EMOZI resources to establish foundational knowledge and deepen understanding of social-emotional learning (SEL). These tools guide our commitment to fostering a supportive and inclusive environment where all students can thrive. According to our 2024 GPPSD School Assurance Survey (SQ#21), 13% of students reported not having at least one adult they could connect with at school, a slight improvement from 15% in 2023. We aim to significantly reduce this percentage and ensure every student has a trusted adult to rely on.

This year, we enhanced our Support One Student (S.O.S.) Renamed this to supporting Students who Need Connection, this involves staff members intentionally connecting with one student each month, prioritizing meaningful daily interactions inside and outside the classroom. The goal is to build a sense of belonging, self-esteem, and self-worth while reducing stress and anxiety. Monthly meetings provide opportunities to share successes and strategies, building capacity and understanding around SEL practices.

Additionally, we continue to foster a sense of school community and engagement through various events, including the Welcome Back BBQ, Meet the Teacher evenings, school dances, Winter Carnival celebrations, Literacy Week, and extracurricular opportunities such as student sports teams. These events not only strengthen our school community but also encourage student participation and engagement, contributing to the development of responsible, caring, and active citizens. By emphasizing connections and fostering relationships, we are committed to supporting the holistic well-being of all students.

Outcome: Diverse Needs/Differentiation - Teachers implement strategies to meet the needs of all students.

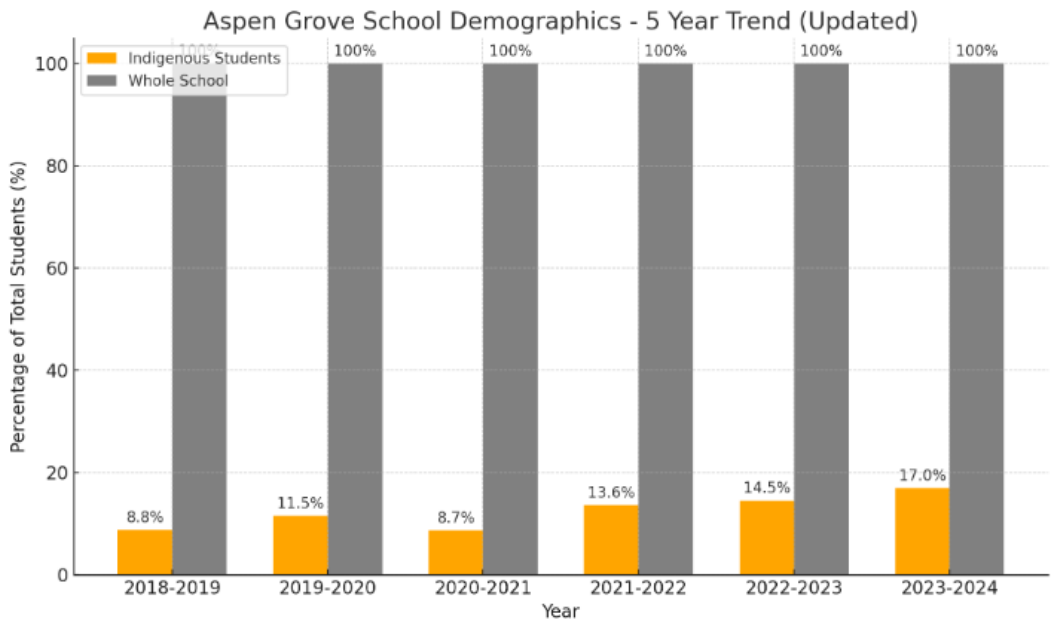
Evidence

Figure 10: Aspen Grove School Demographics - 5 Year Trend

Figure 11: Aspen Grove School Student Attendance Percentage

Figure 12: GPPSD Assurance Survey - Student Supports

Figure 10: Aspen Grove School Demographics - 5 Year Trend



We have seen a steady and encouraging increase in the percentage of Indigenous students, with representation growing from 8.8% in 2018–2019 to 17% in 2023–2024. This highlights the importance of continuing to prioritize staff understanding of foundational knowledge and fostering strong engagement with Indigenous families to address their needs and further enrich our school culture.

We will maintain our focus on ensuring that every student, regardless of background, feels valued, supported and has a sense of belonging. Our commitment to inclusivity, cultural awareness, and student engagement remains a priority to support the diverse needs of our school community.

Figure 11: Aspen Grove School Student Attendance Percentage (attending 75% - 100% of the time)

Student Attendance	Aspen Grove		GPPSD	
	All	FMNI	All	FMNI
2023-2024	94	92	86	80
2022-2023	94	86	86	81
2021-2022	91	70	84	78
2020-2021	91	86	89	83
2019-2020	94	93	93	90

At Risk Attendance (attending 50% - 75% OR less than 50% of the time)

2019 - 2020

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	283	3	1%	0	0
FMNI	69	2	3%	0	0

2020-2021

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	260	13	5%	3	1%
FMNI	52	5	10%	1	2%

2021 - 2022

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	316	31	10%	8	3%
FMNI	67	14	21%	6	8%

2022-2023

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	348	19	5%	1	0.2%
FMNI	58	7	12%	1	2%

2023-2024

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	359	18	5%	2	0.6%
FMNI	52	3	5.8%	0	0%

Regular school attendance is strongly correlated with overall academic success. When students miss school for any reason, they lose valuable instructional time and learning opportunities, which can negatively impact their achievement.

An analysis of our attendance data reveals that chronic absenteeism is not a significant concern for our school (see Figure 10). Our overall attendance rates consistently exceed the division average over recent years, as highlighted in Figure 11. This success is attributed to our efforts, including the "Everyday Counts" communication initiative and the implementation of a positive progressive attendance policy. These measures provide clear levels of support to students, families, and teachers, addressing barriers to attendance such as nutrition, transportation, and access to external agencies.

Our commitment to improving attendance will continue through connecting with our school community and stakeholders to positively influence student attendance rates.

Additionally, our data indicates significant progress in the attendance rates of our Indigenous students over the past two years. Notably, these rates surpass both the division’s overall attendance averages and the attendance rates of Indigenous students across School Division (GPPSD) (see Figure 11). This reflects the effectiveness of our targeted supports and strategies in fostering positive outcomes for this demographic.

Our teachers are allocated regular monthly communication time to connect with families, fostering strong relationships that emphasize and promote the importance of consistent school attendance. This proactive approach strengthens the school-home partnership and has a positive impact on student attendance.

Figure 12: GPPSD Assurance Survey - Student Supports

Number and Percentage of Parents agree:	Parents	
	#	%
PQ15 Satisfied with the opportunity to participate in development of IPP or IBSP		
2021	28	75
2022	11	73
2023	11	91
2024	17	74
PQ16 Quality of supports		
2021	28	61
2022	11	73
2023	11	91
2024	23	48
PQ17 Access to supports		

	2021	28	61
	2022	11	73
	2023	11	91
	2024	23	48
PQ18 Staff's ability to meet learning needs in IPP or IBSP			
	2021	28	64
	2022	11	82
	2023	11	91
	2024	23	57
PQ19 Staff's ability to meet medical, behavioral and/or social/emotional needs			
	2021	28	68
	2022	11	82
	2023	11	91
	2024	23	70

The past few years we have gathered feedback on several key areas, including participation in developing Individual Program Plans (IPPs) or Instructional Behavioral Support Plans (IBSPs), the quality and access to supports, and staff's ability to meet learning, medical, behavioral, and social-emotional needs. In 2023, we celebrated significant improvements, with satisfaction and access to support reaching 91% across multiple areas. This reflects our ongoing commitment to supporting all students effectively.

However, in 2024, we observed declines in some areas, particularly regarding satisfaction with the quality and access to support, which dropped to 48%. While staff's ability to address medical, behavioral, and social-emotional needs showed more resilience, it also decreased slightly from 91% in 2023 to 70%. Below is a summary of the key changes:

Key Changes (2023 → 2024)

- Participation in IPP/IBSP Development: 91% → 74%
- Quality of Supports: 91% → 48%
- Access to Supports: 91% → 48%
- Staff's Ability to Meet Learning Needs: 91% → 57%
- Staff's Ability to Meet Medical, Behavioral, and Social-Emotional Needs: 91% → 70%

These results identify the need for a renewed focus on fostering collaboration and improving our student support systems. To address these concerns, we have implemented several strategic initiatives this year. Google surveys and targeted questions were sent to parents to better

understand their child's learning needs and goals for 23-24. Additionally, we introduced a personalized approach to IPP and BSP development, offering one-on-one training and creation sessions for our teachers with our Learning Support Teacher (LST), administration. After drafting plans, we reached out individually to our parents via email and phone to gather feedback. To strengthen collaboration further, we scheduled Parent-Teacher Conferences before the finalization of report cards and IPPs/BSPs, ensuring parents played an active role in shaping their child's success.

Additionally, we will utilize the Division Thought Exchange platform to gather feedback from parents of students with IPPs and BSPs. This tool will provide valuable insights into engagement, access to support, and areas for improvement, allowing the division and our school to refine strategies and strengthen partnerships with families. These initiatives reflect our commitment to continuous improvement and ensure every student feels supported.