

ÉCOLE ROUTHIER SCHOOL 2023-24 AERR



Mission

At École Routhier School, all staff and students will achieve success.
A l'École Routhier, la réussite est pour tous.

Vision

Together our ERS team inspires lifelong learning through respect and support in a positive environment.

MESSAGE FROM THE PRINCIPAL

The École Routhier School team's vision is to inspire lifelong learning through respect and support in a positive environment. The staff and stakeholders work very hard to provide strategies to meet the needs of all students with a primary focus on building a culture and climate that will ensure quality education for all at École Routhier School.

Our mission is that all staff and student will achieve success. This mission prioritizes building an inclusive environment rich in numeracy and literacy for all students. In addition, enhancing teacher's efficacy by providing professional development in areas of new curriculum, assessment, differentiation, and best practices to increase teachers' capacity for quality instruction. Establishing quality relationships will involve building partnerships with parents and the community to enrich student's learning and experiences in school. Incorporated in this mission is building an understanding and appreciation of the FNMI culture and continuing to strive towards reconciliation.

The administration at École Routhier School are committed to using all data collected to address any issues or concerns that have been identified through results. We are thankful to the entire staff's dedication, setting high standards, their commitment to professional development, and their vested interest in our students' achievement. The staff continues to work collaboratively to provide a quality education to our students as well as contributing to a positive learning environment. The Routhier team recognizes that to teach, we must constantly learn. We eagerly anticipate every opportunity to further our knowledge and development.

Our parents who form the School Council have been actively working with the school community to understand the needs of students and parents. The council continues to seek new opportunities for the participation of parents in the education of their children and plans to offer workshops, informational sessions and stimulate interest through social events over the course of the school year.



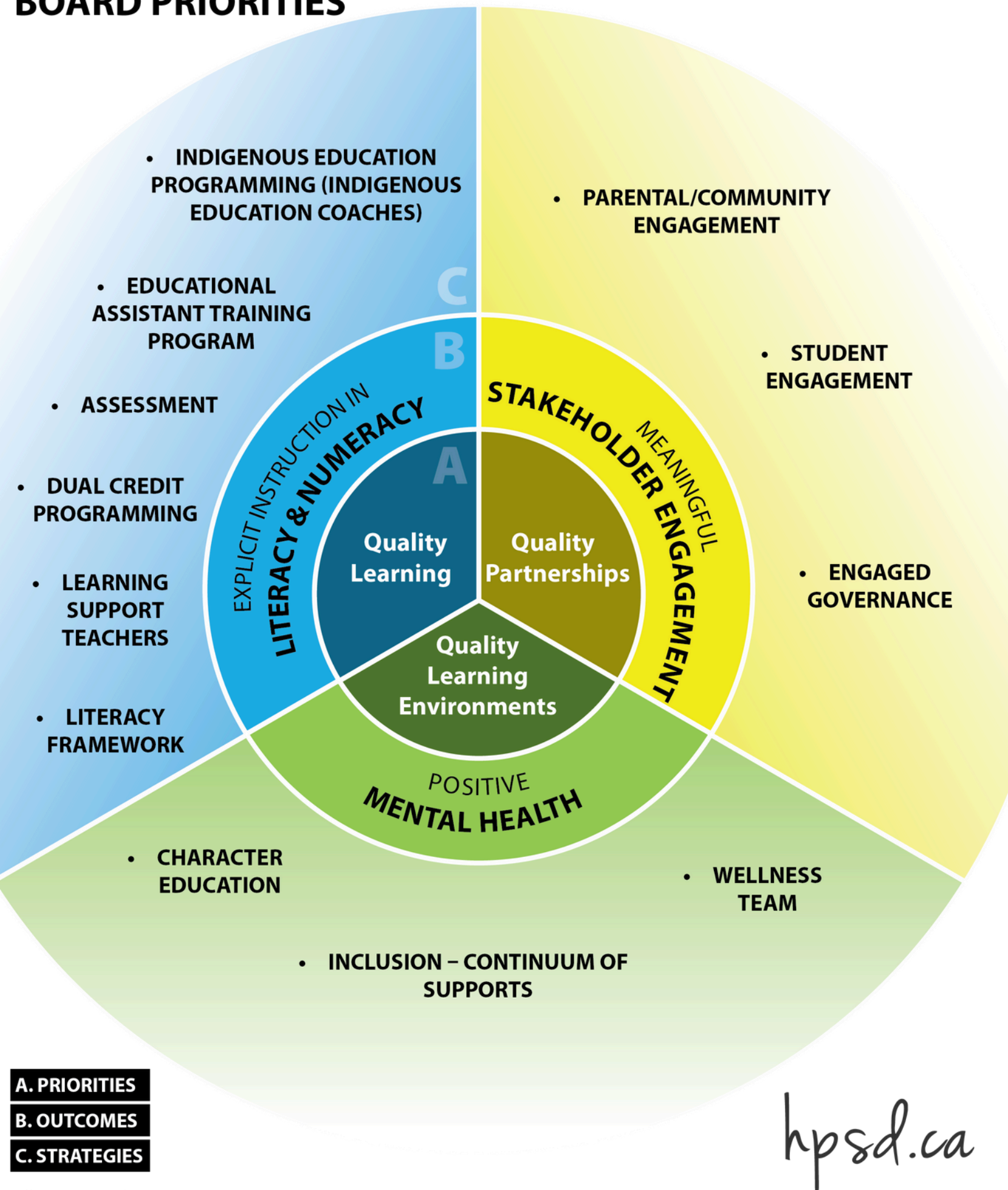
Monique Dubrule, Principal



Alyssa Pollard, School Council Chair



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

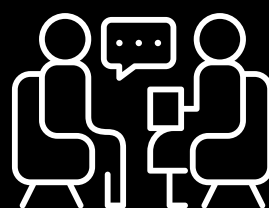
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



301
SURVEY
RESPONSES



13
ENGAGEMENT
SESSIONS

ABOUT US

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 210 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.



REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Routhier 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	85.5	87.1	89.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	91.3	85.2	87.0	79.4	80.3	80.9	Very High	Improved	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	54.5	54.2	54.2	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	12.5	12.5	19.8	18.0	18.0	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	86.0	90.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	86.5	88.4	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	87.9	80.0	82.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	83.5	66.3	69.4	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	100	87.6	102	91.5	97	87.1	130	85.5	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	13	89.7	9	96.3	11	87.9	33	84.7	n/a	Maintained	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	71	73.0	78	78.2	73	76.0	82	72.0	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	16	100.0	15	100.0	13	97.4	15	100.0	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

Overall results continue to be above the provincial average but have slightly decreased from the previous year. Ecole Routhier teachers immerse students in various learning engagements that provide them with multiple perspectives and opportunities to grow and learn from these experiences.

Working with our Indigenous Education Coach, teachers have integrated the Indigenous perspective throughout the curriculum (First Nation storytelling, Jigging, Medicine Wheel, Hand Games Teachings, Land Based Learning - Hunting and Trapping, Meat Smoking and preparing, Inuit Teachings and Drumming Teachings).

Teachers incorporate French language culture into the classroom through a variety of presentations and experiences. Students experienced French writing workshops, DELF evaluations, Lever du Drapeau, Carnaval, Cinémagine, Uni-Théâtre and Tibert Le Voyageur. These cultural experiences have a positive impact on student engagement.

Teachers continue to use programs like Haggerty Literacy, Les Alphas, UFLI, Jolly Phonics and Empowering Writers to move student learning forward. Teachers utilize the various provincial screens and divisional benchmarks to inform their instruction and develop engaging activities and strategies to grow student learning. Students and staff participated in a One-Book-One-School project designed to engage literacy across all grades, fostering a strong sense of community within the school. The book chosen for the initiative was "Mr. Lemoncello," a captivating story that encouraged students from different grades to come together and explore its themes and lessons. Each week, mixed-grade groups gathered for lessons and activities related to the book, allowing younger and older students to collaborate, share perspectives, and learn from one another.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority												Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	137	85.7	100	89.2	102	88.7	97	85.2	130	91.3	Very High	Improved	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4				
Parent	36	79.4	13	85.5	9	80.0	11	67.3	33	81.2	High	Maintained	Good	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7				
Student	87	80.5	71	88.3	78	94.2	73	95.9	82	93.9	Very High	Maintained	Excellent	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6				
Teacher	14	97.1	16	93.8	15	92.0	13	92.3	15	98.7	Very High	Maintained	Excellent	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8				

COMMENTS

Results continue to exceed the provincial average for students and teachers. Overall, we have improved and maintained a high level of satisfaction with attitudes and behaviors taught at Ecole Routhier School. Efforts to continually infuse our core values and provide students with numerous opportunities to participate and display characteristics of active citizenship continue to be reflected in the positive results. We will continue to encourage leadership opportunities for all students.

Intentional instruction has taken place throughout the year to reflect Routhier's core values and ensure student understanding of the characteristics and provide students with opportunities to discuss and develop strategies. Leadership opportunities that encourage students to positively contribute include; leading school assemblies, Reading-Buddies, Garbage Busters, recycling, Friendly-Helpers, Roots of Empathy and Gr.6 Leadership Project. Teachers re-visit our core values during Anti-Bullying week and Pink Shirt Day allowing students additional opportunities to apply them to situations. Staff have actively recognized these great characteristics by sending home 'Routhier Shoutout' cards for students to share with their parents their contributions to our school. Over the year 182 cards were distributed to students for demonstrating active citizenship.

Student have been active participants in raising awareness for the Terry Fox Foundation, Dictée PGL, Jump Rope for Heart, Diabetes Awareness, the local food bank and Hats on for mental health and National Child's Day. Students were able to visit the Villa Beausejour and preform for seniors.

The school is dedicated to making sure that students are exposed to modeling of active citizenship and have welcomed students from Georges P. Vanier weekly to mentor students as well as volunteer for track and field.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Science 6	School	n/a	n/a	n/a	n/a	64.0	0.0	79.2	25.0	66.7	6.1	82.5	27.0	72.0	10.0
	Authority	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	69.6	20.6				
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8				
Social Studies 6	School	n/a	n/a	n/a	n/a	76.0	4.0	54.2	12.5	54.5	0.0	59.0	14.5	59.0	10.0
	Authority	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	65.5	17.5				
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1635 Routhier School

		Routhier School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Low	Declined	Issue	33	66.7	24	79.2	53,806	68.8	54,859	66.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	33	6.1	24	25.0	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	33	54.5	24	54.2	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	Declined Significantly	Concern	33	0.0	24	12.5	60,804	19.8	57,655	18.0

School: 1635 Routhier School (FNMI)

		Routhier School (FNMI)							Alberta (FNMI)				
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
Science 6	Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	3,851	51.4	3,990	46.0	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	3,851	12.3	3,990	9.0	
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	4,556	48.7	4,332	45.3	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	4,556	7.3	4,332	6.5	

School: 1635 Routhier School (EAL)

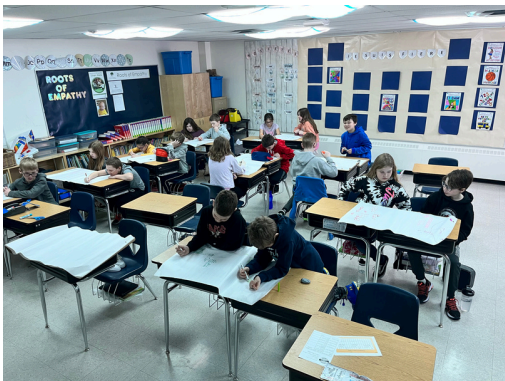
		Routhier School (EAL)							Alberta (EAL)			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	11,278	16.5	10,098	15.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.

COMMENTS

Science and Social Studies results have shown a decline. In discussions with teachers, the focus was primarily on the new Mathematics and Language Arts curricula, anticipating an achievement test in June. Transitioning from the previous curriculum to the new one required significant time and attention to prepare students for provincial exams. Moving forward, we will continue to monitor these results closely and emphasize the interventions and strategies established to support student progress.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2019-20			2020-21			2021-22					2022-23					2023-24				
			Fall			Fall			Fall		Spring			Fall		Spring			Fall		Spring		
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	28	3.8	1	7.1	2	15	35.7	5	6.7	1	20	50.0	9	57.9	11
		May Require Attention	ND	ND	ND	ND	ND	ND		7.7	2	10.7	3		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND		88.5	23	82.1	23		64.3	9	93.3	14		50.0	9	42.1	8
MIPI PNSA	Grade 2	Requires Attention	36	10.7	3	21	20.0	4	27	4.0	1	ND	ND	28	33.3	9	7.7	2	19	18.8	3	11.1	2
		May Require Attention		46.4	13		20.0	4		16.0	4	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		42.9	12		60.0	12		80.0	20	ND	ND		66.7	18	92.3	24		81.3	13	88.9	16
	Grade 3	Requires Attention	25	25.0	4	31	29.6	8	18	18.8	3	ND	ND	27	11.5	3	0.0	0	30	16.7	5	23.3	7
		May Require Attention		25.0	4		48.1	13		37.5	6	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		50.0	8		22.2	6		43.8	7	ND	ND		88.5	23	100.0	12		83.3	25	76.7	23
MIPI	Grade 4	Requires Attention	26	31.8	7	20	57.1	8	33	40.0	12	ND	ND	23	17.4	4	ND	ND	27	21.7	5	11.5	3
		May Require Attention		36.4	8		35.7	5		36.7	11	ND	ND		56.5	13	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		31.8	7		7.1	1		23.3	7	ND	ND		26.1	6	ND	ND		78.3	18	88.5	23
	Grade 5	Requires Attention	33	51.6	16	23	56.5	13	26	44.0	11	ND	ND	32	33.3	10	ND	ND	27	30.4	7	29.2	7
		May Require Attention		41.9	13		43.5	10		36.0	9	ND	ND		33.3	10	ND	ND		52.2	12	37.5	9
		Does Not Require Attention		6.5	2		0.0	0		20.0	5	ND	ND		33.3	10	ND	ND		17.4	4	33.3	8
	Grade 6	Requires Attention	34	33.3	8	33	57.1	16	27	70.8	17	ND	ND	25	20.0	4	ND	ND	31	32.1	9	11.1	3
		May Require Attention		62.5	15		35.7	10		29.2	7	ND	ND		45.0	9	ND	ND		46.4	13	33.3	9
		Does Not Require Attention		4.2	1		7.1	2		0.0	0	ND	ND		35.0	7	ND	ND		21.4	6	55.6	15

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

COMMENTS

Ecole Routhier teachers continue to utilized the Provincial Screening Assessments as well as the HPSD Divisional Assessments to guide instruction. The Provincial Numeracy Screening Assessment and the Math Intervention/Programming Instrument were administered with the understanding that moving forward numeracy data would not be analyzed with the same tool, therefore affecting trends. Data was analyzed during Grade Leveled and Collaborative Team meetings to identify common trends across grade levels. Teachers focused on new curriculum outcomes and created common rubrics to support instruction and assessments. Ecole Routhier teachers were dedicated to implementing a variety of new manipulatives and resources provided by the division to address the new curriculum and support student learning. Teachers participated in numerous PD opportunities to further their understanding of the new curriculum. Data collected from Numeracy Screens were used to identify student needs during Numeracy Interventions. All ERS students participated in Numeracy Boost, which focused on basic math facts tailored to student areas of need. Pre-assessment and post-assessments were administered to track student progress and guide next steps for each student.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20 ¹				2020-21 ¹				2021-22 ²				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
EYE	Kindergarten	Experiencing significant difficulty	26	28.6	6	ND	ND	28	19.2	5	23.5	4	15	36.4	4	23.1	3	21	15.8	3	20.0	2	21	23.5	4	17.6	3
		Experiencing some difficulty		33.3	7	ND	ND		38.5	10	23.5	4		45.5	5	15.4	2		36.8	7	10.0	1		41.2	7	17.6	3
		Appropriate development		38.1	8	ND	ND		42.3	11	52.9	9		18.2	2	61.5	8		47.4	9	70.0	7		35.3	6	64.7	11
RTR LeNS	Grade 1	None-Minimal Development	24	ND	ND	ND	ND	28	29.2	7	4.2	1	15	18.5	5	11.5	3	15	50.0	6	0.0	0	20	15.8	3	27.8	5
		Developing Skills		ND	ND	ND	ND		58.3	14	95.8	23		63.0	17	88.5	23		50.0	6	100.0	3		ND	ND	ND	ND
		Developing Well-Mastered		ND	ND	ND	ND		12.5	3	0.0	0		18.5	5	0.0	0		0.0	0	0.0	0		84.2	16	72.2	13
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	36	100.0	8	ND	ND	21	92.9	13	100.0	1	27	66.7	6	11.1	3	28	10.7	3	7.4	2	20	26.3	5	16.7	3
		Approaching Expectations		0.0	0	ND	ND		7.1	1	0.0	0		11.1	1	51.9	14		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		0.0	0	ND	ND		0.0	0	0.0	0		22.2	2	37.0	10		89.3	25	92.6	25		73.7	14	83.3	15
	Grade 3	Not Yet Meeting Grade Expectations	25	82.4	14	ND	ND	31	85.2	23	100.0	1	19	73.7	14	57.9	11	27	25.9	7	13.6	3	30	3.3	1	3.3	1
		Approaching Expectations		5.9	1	ND	ND		0.0	0	0.0	0		10.5	2	15.8	3		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		11.8	2	ND	ND		14.8	4	0.0	0		15.8	3	26.3	5		74.1	20	86.4	19		96.7	29	96.7	29
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	26	72.7	16	ND	ND	21	66.7	14	100.0	1	33	74.2	23	59.4	19	23	26.3	5	68.2	15	27	45.8	11	37.0	10
		Approaching Expectations		9.1	2	ND	ND		0.0	0	0.0	0		6.5	2	12.5	4		57.9	11	31.8	7		37.5	9	51.9	14
		Meeting Expectations		18.2	4	ND	ND		33.3	7	0.0	0		19.4	6	28.1	9		15.8	3	0.0	0		16.7	4	11.1	3
	Grade 5	Not Yet Meeting Grade Expectations	33	60.0	18	100.0	1	23	73.9	17	100.0	2	26	72.0	18	80.8	21	32	6.3	2	17.2	5	26	61.5	16	44.0	11
		Approaching Expectations		13.3	4	0.0	0		17.4	4	0.0	0		12.0	3	3.8	1		25.0	8	75.9	22		34.6	9	48.0	12
		Meeting Expectations		26.7	8	0.0	0		8.7	2	0.0	0		16.0	4	15.4	4		68.8	22	6.9	2		3.8	1	8.0	2
	Grade 6	Not Yet Meeting Grade Expectations	34	72.0	18	100.0	2	33	78.1	25	0.0	0	27	95.8	23	100.0	23	25	52.4	11	28.6	4	31	29.0	9	51.7	15
		Approaching Expectations		16.0	4	0.0	0		9.4	3	0.0	0		4.2	1	0.0	0		33.3	7	64.3	9		61.3	19	44.8	13
		Meeting Expectations		12.0	3	0.0	0		12.5	4	100.0	1		0.0	0	0.0	0		14.3	3	7.1	1		9.7	3	3.4	1
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

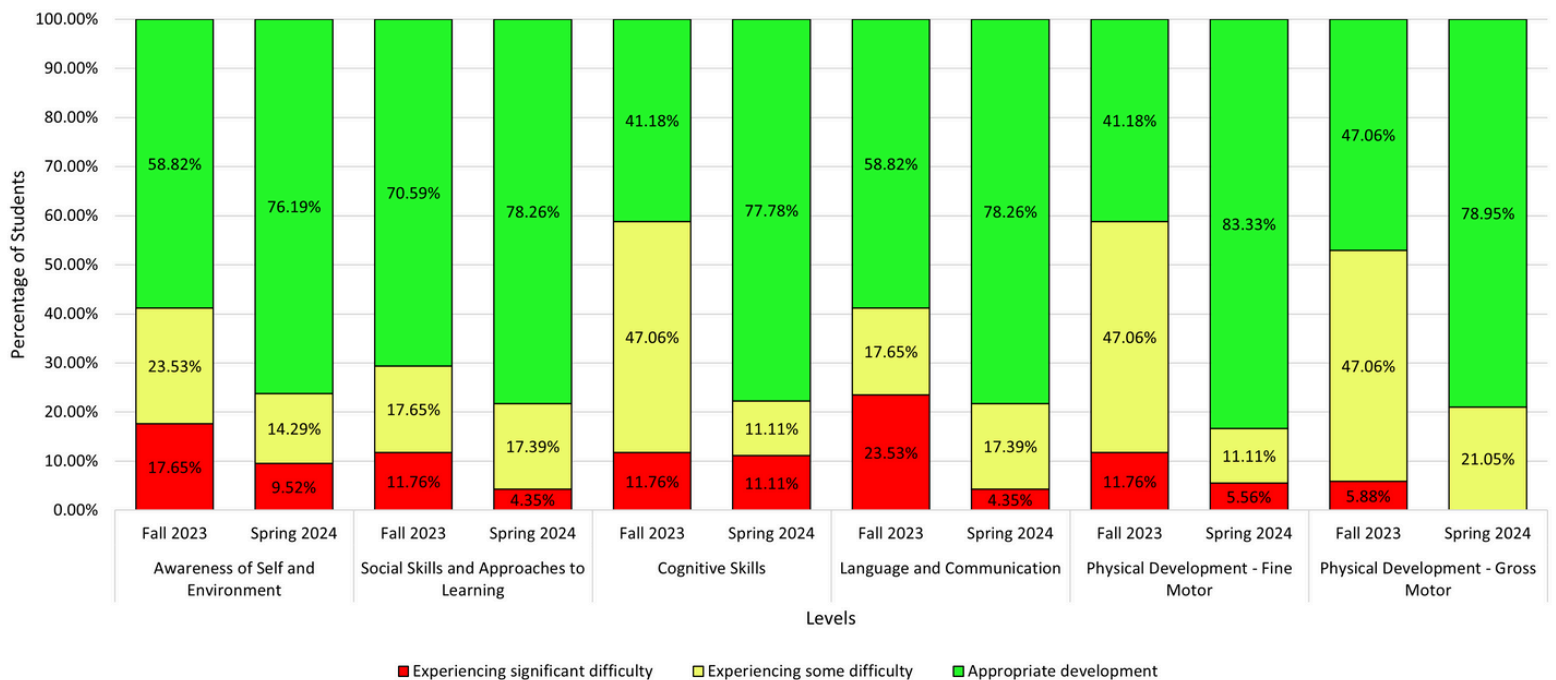
Footnotes:
¹ Schools only required to submit one assessment per student due to COVID complications
² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades

COMMENTS

At Ecole Routhier School, the results from Fountas and Pinnell (F&P) testing, LeNS, CC3, HLAT, RCAT, GB+ testing, EYE and RTRR are analyzed during Grade Level Meetings with teachers. These assessments are used to provide teachers with understanding the needs of their students and insight into challenges and strengths in literacy skills in the classroom. Instruction, interventions and supports are strategically developed and put in place to capitalize student growth and improvement. Teachers adapted word walls to include sound walls to support early literacy skills in the classroom. Guided Reading groups in all grade levels and Literacy Learning Intervention groups are created and designed specifically for the needs of the students. All students from grade 3 to 5 are assessed through Bridge the Gap literacy tool and specific skills are targeted to student needs and delivered through BOOST. Literacy is a primary focus during Collaborative Team Meetings, where data and assessments are used to find trends and develop teaching approaches as well as school wide interventions to support learning deficiencies. Early year's programming remain consistent across grade levels creating common vocabulary and understanding. Programs include: 'Les Alpha', Haggerty, UFLI and Empowering Writers. Teachers attended a variety of PD to ensure proper use and delivery of programs.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (EYE)

EYE Assessment - Breakdown of Percentages Across All Domains (ERS)



COMMENTS

The Early Years Evaluation Assessment provides us with a thorough insight into each child’s developmental stage. This data helps ERS staff plan and place necessary supports for our learners’ needs. Interventions include, Educational Assistants, Speech and Language interventions, Occupational Therapy, Literacy and Numeracy Boosts. Teachers, admin and LST work collaboratively to ensure proper supports are in place for all learners. ERS piloted Early Years Evaluation in conjunction with the learning bar, which provide additional insight to students meeting EYE standards.

The above data indicates improvement made by most students through the year. An important observation to know is that EAL students require additional time to meet the desired expectation for language and communication as well as cognitive skills.



ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	137	89.4	100	93.9	102	95.3	97	86.0	130	90.7	Very High	Maintained	Excellent	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	36	87.3	13	88.3	9	92.6	11	66.7	33	78.7	Intermediate	Maintained	Acceptable	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	87	86.8	71	94.4	78	98.7	73	96.6	82	95.7	Very High	Maintained	Excellent	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	14	94.0	16	99.0	15	94.4	13	94.9	15	97.8	Very High	Maintained	Excellent	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

Ecole Routhier School overall results increased and are above the provincial average. ERS parent responses have significantly increased from last year, but still remain just below the provincial average. Given that the number of parent participants has tripled compared to the previous year, it is reasonable to infer that parents are generally satisfied with the overall quality of basic education.

Newsletters and social media will continue to be utilized to share learning expectations with parents and strengthen the partnership between home and school. Teachers continue to work collaboratively to create a systemic approach to language programming that will support learning due to the new curriculum in all grade levels. The Learning Support Teacher continues to work with classroom teachers through visits, mentoring and connections in collaborative planning and team meetings as well as connection with parents. Accommodations, supports and interventions for students are available and continually monitored to ensure that students are receiving the appropriate and required assistance to optimize learning in the classroom.



ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

At Ecole Routhier, teachers participate in Grade Level Partner (GLP) meetings twice a month. During these sessions, they analyze data, review assessment results and identify trends. The teachers collaborate to plan lessons, develop assessments and discuss strategies to enhance their instructional practices. This year, there has been a particular emphasis on the new curriculum, allowing teachers to explore new resources and work together to deepen their understanding of curricular outcomes. Additionally, they receive feedback and support during GLP time, giving them the opportunity to adjust their teaching and prepare the next steps for student success.

Collaborative Team Meetings are held twice a month, providing teachers with the opportunity to work together to address challenges in their classrooms. These meetings focus on literacy, numeracy, and behavioral issues, where teachers seek professional input from their colleagues. Through these discussions, teachers develop action plans and move forward with implementing solutions.

Teachers participated in various professional development opportunities. ERS staff received training on supporting English as an Additional Language (EAL) students, with a focus on effective resources and strategies. French teachers had the opportunity to discuss the new French Language Arts curriculum and explore resources with a representative from the Alberta Regional Consortia. Additionally, during HLAT collaborative marking sessions, teachers engaged in discussions with colleagues to establish consistent grade-level expectations. This collaborative process helps teachers identify next steps and pinpoint areas for student growth. Teachers participated in a presentation on radical empathy, highlighting the importance and impact of teacher-student relationships and deeper understanding.

Teacher supervision and evaluation is a continuous process throughout the year. Administration works closely with staff, observing lessons and providing support for instructional practices. This collaborative approach helps ensure ongoing professional growth and enhances teaching effectiveness, creating a supportive environment for both educators and students.

Educational Assistants participated in a pilot project featuring modules on literacy, numeracy and managing complex student behaviors. The course allowed them to collaborate with colleagues, discussing the content and sharing strategies for supporting students more effectively. This opportunity provided valuable tools to enhance their skills in working with students.



ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	100	90.5	102	84.4	97	80.0	130	87.9	n/a	Improved	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	13	87.3	9	80.0	11	64.8	33	76.1	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	71	92.0	78	94.4	73	98.2	82	98.4	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	16	92.3	15	78.7	13	76.9	15	89.3	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

Ecole Routhier School is significantly above the provincial average and had a 7% increase from the previous year. ERS staff are committed and very focused on supporting students in areas of need. Educational Assistance support in the classroom and provide teachers with the ability to work with small groups. Teachers utilized mandatory provincial screens to guide instruction and interventions. Division 1 students participated in the following screens: LeNS (Letter Name and Sound), CC3 (Castles and Coltheart 3) and PNSA (Provincial Numeracy Screening Assessment). Division 2 students participated in the following division screens: RCAT (Reading Comprehension Assessment Tool) and MIPI (Math Intervention Programming Instrument). All students participated in the HLAT (Highest Level of Achievement Test) writing assessment. The EYE (Early Years Evaluation) assessment supported Kindergarten and Maternelle students and teachers. These assessments guide teacher instruction and results are analyzed to identify trends and areas of need across all grade levels.

School leadership is committed to ensuring that students have access to speech, occupational therapy, literacy interventions, numeracy interventions and English as an additional language supports. Levelled Literacy was offered to students requiring extra support with reading in grades two to five. Bridge the Gap interventions was offered to students who required the boost in targeted literacy concepts. A numeracy intervention continued to be incorporated into the schedule for all students to increase speed and accuracy with mental math skills and basic facts. EAL interventions have continued to help support student needs and assist with classroom expectations.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	100	90.7	102	90.3	97	86.5	130	92.7	n/a	Improved	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	13	87.9	9	81.9	11	68.6	33	84.7	n/a	Maintained	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	71	87.8	78	90.9	73	94.4	82	94.3	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	16	96.4	15	98.1	13	96.7	15	99.0	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

Ecole Routhier School results continue to be above the overall provincial average with teachers and students strongly agreeing that their learning environments are welcoming, caring, respectful and safe. Last year, a goal was established to involve parents in activities and enhance communication with them in hopes of boosting responses in this area. As a result, there was a 16.1% increase in parent agreement that learning environments are welcoming, caring, respectful, and safe.

ERS staff acknowledge the hard work, dedication and leadership of students each month by recognizing two students that best exemplify the core values of Ecole Routhier School each month. Students are recognized for their caring acts towards others by ERS 'Shoutout' postcards. A total of 182 cards were presented last year to students. The Wellness Coach actively works with students in small groups or whole classroom activities, focusing on kindness and respect. A grade 6 leadership project was piloted last year where students lead school activities and presented to classrooms. Breakfast with Admin gave each class an opportunity to talk to admin and share project ideas to improve school culture and atmosphere. Students can explore areas of interest and work with others who share similar interests during noon hour clubs. Last year students initiated a beading club, crib club, writing club and intramurals. Assemblies continue to be a platform to highlight student achievements. Every month parents and community members are invited to share student accomplishments and attend our assemblies.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSP school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.



FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.



ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	50	89.4	29	86.5	24	72.4	24	66.3	48	83.5	Very High	Improved	Excellent	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	36	80.3	13	75.4	9	55.6	11	40.4	33	68.4	High	Improved	Good	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	14	98.6	16	97.5	15	89.2	13	92.3	15	98.7	Very High	Maintained	Excellent	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

Ecole Routhier School has seen a notable improvement in this area, with an overall increase of 17.2%. This includes a significant 28% rise in parent satisfaction regarding their involvement in decisions about their child's education.

Ecole Routhier staff are committed to engaging with parents with intentional phone calls, parent-teacher interviews and weekly newsletters. Every parent is provided a document outlining areas and/or events that would require parent support. Parents are encouraged to take advantage of these events to get involved in school activities. Parents are invited to school assemblies, read aloud, field trips, support in classroom activities and family engagement events such as Meet the Staff and Pancake Breakfast.

A joint school council with Georges P. Vanier School allows families to easily support their children of all grade levels. The School Council organized a wellness night for parents and students, offering support to parents through various presentations. Guest speakers discussed emotional regulation and strategies to empower children, while students participated in activities like yoga and lunch-packing.

The Routhier Facility Enhancement Society had an increase in parental involvement with the focus of the new park. Parents were provided an opportunity to take part in a Community Engagement Night with Central Office ERS will continue to seek parent engagement and provide parents with the opportunity to express their thoughts in decision-making.



SUPPLEMENTAL MEASURES

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020	2021	2022	2023	2024	2020	2021	2022	2023	2024										
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	15	91.1	16	95.8	15	88.6	12	91.7	15	93.3	Very High	Maintained	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	15	91.1	16	95.8	15	88.6	12	91.7	15	93.3	Very High	Maintained	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

Results have increased slightly from the past year and continue to remain above provincial average. Opportunities for teachers to collaborate have been consistent throughout the year. Teachers are able to work with their grade level partner to analyze data and create more engaging activities for students.

The division provided teachers with access to Professional Development with a focus on new curriculum and supported teachers with resources and student manipulatives. Teachers were given the opportunity to observe modelled lessons and working time to create and discuss strategies. HPSD Professional Development Funds have allowed teachers to access a variety of professional development throughout the year. These learning experiences were in turn shared with colleagues. Through the Northern Regional Learning Consortium (NRLC) and French Resource Language Center (FRLC), teachers accessed a variety of training opportunities on the new resources received.

Educational Assistants had the opportunity to participate in a pilot course project focused on literacy, numeracy, complex behaviors, and diverse learners. This project enabled them to collaborate, deepen their understanding of student needs, and gather strategies to better support students.



SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Measure Evaluation			Authority												Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	50	76.8	28	83.9	22	89.7	23	82.8	46	89.2	Very High	Maintained	Excellent	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9				
Parent	36	64.3	12	71.4	8	83.3	11	70.6	32	78.4	Very High	Maintained	Excellent	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3				
Teacher	14	89.3	16	96.4	14	96.2	12	95.0	14	100.0	Very High	Maintained	Excellent	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6				

COMMENTS

Ecole Routhier School results have maintained a high range with a slight increase in parent and teacher responses in satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. ERS staff are committed to instilling the importance of critical thinking, application and processing. ERS Literacy Committee provided students with a school wide reading project ‘One-Book One-School’ that emphasized student literacy skills and modeled the importance of learning at every age level.

Program of Studies – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	89.8	29	88.0	24	82.8	24	79.5	48	91.5	Very High	Improved	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	36	81.4	13	84.2	9	72.5	11	61.9	33	83.8	Very High	Improved	Excellent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	14	98.2	16	91.9	15	93.1	13	97.1	15	99.2	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

COMMENTS

Results in this category drastically increased by 12% from the previous year. It is noted that an increase of 21.9% from parent responses that indicate they are satisfied with the opportunity for students to receive a broad program studies. ERS results exceed the provincial average in this category.

Teachers continue to enhance student learning opportunities and ensure that students can explore a variety of experience that are at times more difficult to access in the north. Students have access to daily physical activity and were able to participate in ice skating, down hill skiing, cross country skiing, swimming, after school volleyball and badminton tournament. Students regularly preform for monthly school assemblies and the annual Christmas Concerts. Art pieces are displayed in the halls of our school shared with parents. Students have access to one-to-one devices and are exposed to a technology STEM instruction once a month.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	137	88.9	100	91.9	102	82.8	97	79.7	130	86.5	Intermediate	Improved	Good	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	36	81.5	13	83.8	9	74.1	11	56.3	33	70.1	Very Low	Maintained	Concern	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	87	90.0	71	92.0	78	94.4	73	98.2	82	98.4	Very High	Maintained	Excellent	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	14	95.1	16	100.0	15	80.0	13	84.6	15	91.1	Low	Maintained	Issue	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS

Overall results were slightly above the provincial average. It is noted that a significant increase in parent agreement from the previous year. Students and teachers continue to higher than the provincial average.

Ecole Routhier School staff understands the difficulties in having and finding qualified service providers to support students, but express the need for accessing educational psychologists, speech and language pathologists and occupational therapists to be more than twice a month. We understand service providers have numerous obligations and may at times be pulled in numerous directions interrupting access to strategies in a timely manner.

HPSD supports inclusion by creating and implementing continuums of support at Universal, Targeted and Specialized categories. Through collaborative processes, student needs are identified and appropriate responses to intervention are applied. ERS reviews their collaborative response model annually.

SUPPLEMENTAL MEASURES

Safe and Caring – Measure Details

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.

	School										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	137	86.4	100	92.0	102	92.3	97	89.2	130	93.4	Very High	Maintained	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	36	88.1	13	90.5	9	86.7	11	74.1	33	85.3	High	Maintained	Good	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	87	73.8	71	87.9	78	90.2	73	95.1	82	94.9	Very High	Maintained	Excellent	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	14	97.1	16	97.5	15	100.0	13	98.5	15	100.0	Very High	Maintained	Excellent	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS

Ecole Routhier School results continue to be above the provincial average. Parent, teachers and students are in agreement that students are safe at school. We will continue to build upon the current strategies as well as implement new strategies to ensure success for all.

ERS staff will continue to integrate core values, which focus on caring for one another and building respectful environments where all students feel they are treated fairly through a variety of activities throughout the year. HPSSD Student Survey results indicated similar results and a student focus group provides input into these areas to ensure we gain a broader perspective. A modified restorative justice approach is used when dealing with disciplinary conflicts.

Students have access to a broad range of programming focused on kindness and respect. The Wellness Coach supports in class discussions around conflict resolution and promoting healthy relationships. Grade 4 students take part in Roots of Empathy and the grade 6 students take part in a leadership project. Staff recognize student acts of kindness with 'Shoutout Cards' and choosing two students each month that exemplify ERS core values.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	137	89.3	100	90.5	101	88.6	96	81.9	130	92.9	Very High	Improved	Excellent	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	35	84.5	13	85.2	8	84.2	10	66.7	33	86.4	Very High	Maintained	Excellent	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	87	93.7	71	95.0	78	98.7	73	100.0	82	98.8	Very High	Maintained	Excellent	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	15	89.8	16	91.3	15	82.9	13	79.2	15	93.6	Very High	Improved	Excellent	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

Overall results are significantly above the provincial average. There has been a drastic increase in parent and teacher responses from the previous year. ERS will continue to work with FCSS (Family-Community Support Services) and the Smoky River Adult Learning program to assist families in accessing programs and address family needs. Cargill continues to support ERS students with educational presentations and school supplies as well as breakfast cereal. We are very thankful for our community's support.



SUPPLEMENTAL MEASURES

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	137	79.3	99	88.6	102	74.4	97	78.4	125	88.5	Very High	Improved Significantly	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	36	83.3	12	83.3	9	44.4	11	63.6	30	80.0	High	Improved	Good	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	87	75.9	71	88.7	78	98.7	73	94.5	81	92.6	Very High	Declined	Good	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	14	78.6	16	93.8	15	80.0	13	76.9	14	92.9	Very High	Improved	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

Ecole Routhier results continue to exceed the provincial average. Parent responses significantly increased from the previous year. With numerous provincial screening assessments, teachers were provided with more data to understand student needs. Division I teachers were tasked with a new science curriculum and Division II teachers worked with a new language arts and mathematics curriculum. Teachers implemented a variety of new resources, strategies and best practices to address students needs and fulfill curricular expectations. Working with administrators, divisional support and colleagues teachers were able to receive training to effectively implement resources ensure quality instruction.

Positively, students continue to indicate that they think very highly of the school and 93% of students indicated they are proud of their school. Results surpass the provincial average substantially.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	50	82.5	27	90.9	21	92.9	20	78.8	47	84.4	High	Maintained	Good	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	36	72.2	11	81.8	7	85.7	9	66.7	32	68.8	High	Maintained	Good	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	14	92.9	16	100.0	14	100.0	11	90.9	15	100.0	Very High	Maintained	Excellent	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

COMMENTS

Ecole Routhier School has maintained an acceptable range and has surpassed the provincial average with parents and teachers agreeing that students are taught attitudes and behaviors that will make them successful at work when they finish school. Students at Ecole Routhier continue to exercise their leadership skills by supporting younger students with Friendly Helpers, Reading-Buddies, distributing Fruit, delivering lunch, recycling and leading assemblies. Grade 6 students worked as a group to create classroom presentations and make snacks for all students to try. Teachers and students experienced the annual Grad Walk, where GPV graduates come and walk the halls as elementary students cheer and support. This paints a bigger picture for elementary students and hopefully will instill a long term goal.

