



**First Steps Elementary Academy
Education Plan 2024 - 2027**



First Steps Elementary Academy inspires integrity, respect, culture and achievement in our leaders of tomorrow.

Table of Contents

2

Page 2	Table of Contents
Page 3	Accountability Statement
Page 4	Principal's Message
Page 5	Vision and Mission Statements
Page 6	Value Statement
Page 7	Pillars
Page 8	Stakeholders Engagement Data - SWOT
Page 9	Stakeholders Engagement Data - Parental Online Survey Results
Page 10	Education Plan
Page 11	Literacy
Page 12	The Arts
Page 13	Growth/Programs
Page 14	First Nations, Metis and Inuit
Page 15	Annual Education Results Report 2024
Page 28	Financial Report

Accountability Statement

Accountability involves the duty to act in the best interests of their organization and stakeholders. By upholding these responsibilities, the board fosters trust, maintains organizational integrity and ensures long-term sustainability. Effective governance practices and a culture of accountability are crucial for boards to fulfill their obligations and drive the success of the organization to which it serves.

The Education Plan for First Steps Elementary Academy commencing September 1, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincials government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024/2027 Education Plan on Saturday, June 1, 2024. (Year1)

John MacKenzie
Board Chair

Principal's Message



We have been on quite the journey during the past 14 years. First Steps & Beyond began back in 2010 with only 2 children. The growth that we have experienced is overwhelming. In 2016, we earned the designation of a Registered Private School continuing to grow in numbers and grades. With the support of our parents, we are now a Kinders-Plus to Grade 8 Independent Accredited Funded Private School. Working with children has been my calling for 39 years. Each child is a little person who needs to be respected, cherished and advocated for. Every child deserves to have their teacher in their corner. They deserve our love, to learn from our wisdom and be given the opportunity to explore who they are, building their own character day by day. Our world and our future will depend on these future leaders. It is our responsibility to teach them respect, tolerance, acceptance, accountability and responsibility.

We maybe considered to be traditional. But, with the current state of the world and our school systems, perhaps there is room to bring back some of the "good old days." Childhood innocence that we grew up with is slowly disappearing. Our children are being bombarded with ideas and information way beyond their years. Why are our children not being allowed to believe in fantasy, to be sweet and innocent souls, to wonder at the world, to experience the thrill of discovery and exploration. Children need all of these experiences to become healthy and responsible youth and adults who are able to make a positive impact in their communities. We strongly believe in teaching our children respect, tolerance, acceptance for other cultures, to be responsible and accountable for their actions and words. To learn to trust one another and to bond with their teacher. We teach leadership skills to all so that each child contributes to the success of our school. Call us old-fashioned but that is how I grew up and our grandparents grew up and some of you. Old values do have a place in our schools.

It is our goal that our children and students will leave us as mature and responsible youth who are capable of showing empathy, able to listen, able to reason, able to converse. Young adults who are capable of reading and writing and capable of thinking for themselves. Young adults who are ready to lead the world.

Lynne Harris
Principal

First Steps Elementary Academy inspires integrity, respect, culture and achievement in our leaders of tomorrow.

Our Vision Statement

First Steps Elementary Academy graduates inspire integrity, respect, culture and achievement as our leaders of tomorrow.

Our Mission Statement

First Steps Elementary Academy provides the environment, resources and setting for our students to excel in their education and personal development.

Our Tag Line

Excellence in Education

Our Core Values

Integrity
Excellence
Team Work

Systems
Education/Growth

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Values Statement

- I will be honest, sincere and transparent in all communications. I will uphold strong moral principles.
- I will strive for excellence each and every day. I show up everyday prepared and ready. My actions and words exemplify my commitment to excellence. Our decisions and planning support that commitment.
- Systems are in place to ensure that our school and classrooms operate smoothly and efficiently. Systems are reviewed and modified to address concerns and efficacy of operations.
- I am a role model for my students. I value and prioritize continuous learning. I empower not only myself but also my students to reach their greatest potential through goal setting, achievement and celebration.
- I will communicate with honesty and respect. We will collaborate as a committed team taking responsibility in setting clear and defined directions and plans for our students' achievement, school goals and mission.

Pillars

Financial Stability

Continuity of enhanced program delivery from Kinders-Plus to the next grade.
Meeting all learning/instructional needs.
Meeting parental expectations.
Operating at capacity
Financially secure

Communications

- Annual communication between First Steps Elementary Academy and Alberta Education - Annual Operating Plan
- Communication between First Steps Elementary Academy with parents (guardians) and students.
- Communication between faculty.

Quality

Ongoing development of Enhanced Curriculum
Maintaining small class size
Delivering individualized programming
Faculty Evaluations
Professional Development

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Stakeholders Engagement Data

Faculty

January 2024

SWOT

Strengths - What do we do well? What unique resources can you draw on? What do others see as your strength? *We have strong teamwork, sharing ideas to build a supportive environment. Parents always see us as a great team as reflected in their daily comments. "It's so lovely to see you all with big smiles at the end of the day." "Great team!"*

Weaknesses - What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses? *We need more consistency in sharing information. Faculty not knowing leads to misunderstanding and duplicated efforts. We need to address issues more effectively. Solution: Principal now utilizes email to inform staff in place of notifying faculty members one on one. This way, all faculty gets the same message.*

Opportunities - What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities? *We will implement training sessions with effective communication tricks and collaborative tools to enhance communication quality. We will utilize digital platforms eg. intranet, shared drivers and communication apps to improve accessibility.*

Threats - What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to? *Miscommunication can lead to misunderstandings and conflict among staff and parents. Busy schedules and heavy workloads can limit opportunity for meaningful communication and collaboration. We must make time to collaborate in team meetings.*

Alberta Education Assurance Measures Survey

Results are posted beginning on page 13

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Parental Online Survey - January 2024

50% Response Rate

Have we met your expectations as a private school?

70% of respondents indicated "absolutely."

In your opinion what do we do well?

Top 3 answers were we deliver a high quality of education, offer a welcoming, warm and respectful learning environment and thirdly respect and care for each child.

In your opinion where can we do better?

Parents would like to see a weekly update via email sharing what the children did that week. We have implemented this request. Parents would like dismissal and pick up time less chaotic.

Are you in favor of school uniforms?

Resounding no.

You chose First Steps Elementary Academy as your school of choice. In a few words please share your reasons.

- *strong educational and creative base to learning*
- *small class size*
- *teachers are passionate.*

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Education Plan

May 2024

As a new Independent Accredited Funded Private School, we are writing our first Education Plan. We have no previous data or feedback upon which to draw. The foundation for this plan is continuing to build upon our vision for First Steps Elementary Academy taking into consideration the feedback shared by parents, our students, our faculty, the results from the Alberta Assurance Survey, the goals of Alberta Education and their Business Plan. This is a working document as we move forward building our enrollment and programming. We are excited and honoured to be developing the leaders of tomorrow.

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Education Plan

11

Our Key Priorities

- Literacy
- The Arts
- Growth/Programs
- FNMI perspectives and experiences

Literacy

Literacy encompasses many skills - phonics, phonetic awareness, decoding skills, comprehension skills, sound manipulation and fluency. Without competence with literacy, children and students will struggle with learning their entire school career and well into adulthood. Illiteracy numbers are climbing and it is our goal to curb this rising trend. A child must be able to read, write and understand the written word. Literacy instruction is our priority. We strive to have all children and students reading at or above grade level. Our children/students are assessed three times per year - beginning of the school year, middle and the end of the school year. We use several assessment tools. Heggerty Phonemic Awareness Tool is our choice to assess our Kinders-Plus children. From Grades 1 - 8 we utilize on a daily basis Readtheory.org and Pearson Reading Level Indicator providing us with both independent and instructional levels. These tools assist us in planning instruction with individual students. We will meet our commitment to improving education for our First Nations, Metis and Inuit students through the incorporation of Indigenous literature and stories in our daily lessons, in our classroom libraries and school Reading Room.

Goal

Our goal is that our students will be reading at or above grade level.

Strategies

We assess children/students reading levels in September, January and June monitoring progress to modify instruction.

Students below grad level will receive additional instruction.

IPPs maybe used for students who require program adaptations and modifications.

Technology will be made available for students use such as Talk-to-Text, reading pens, ReadTheory

Classroom observations ensuring that the teaching standards are met with TQS (Teacher Quality Standards).

Measurement

- Increase in students' reading levels, comprehension and fluency.
- Results of the Heggerty Phonemic Awareness Test
- Alberta Education Literacy and Numeracy Screening Tools
- The results of the AEMS report (Alberta Education Assurance Measures)

Implementation

Assessing reading level 3 times per year making necessary modifications

Teaching phonics, comprehension, fluency, word work at each grade level

Mastering the Dolch Sight Word Lists - Pre-Primer, Primer, Grade One, Grade Two and Grade Three followed by Fry's Word Lists

Providing individualized programming for those reading above grade level

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Education Plan

The Arts

Inclusion of The Arts in schools is vital for all students. Amongst the benefits are creativity, problem solving, confidence, motor skills, communication, connection and community. Functional neuroimaging studies have shown music engages emotion-related brain networks and that music can increase activity in both the limbic and paralimbic brain structures. Listening to music and performing increases the production of dopamine, the feel good hormone. Music neuroscience research indicates that keeping a steady beat through clapping, bouncing, walking, marching or tapping sticks affects attention behaviors in humans. It has been shown that children involved in Music show higher levels of concentration and well-being. "Music is medicine for the soul." Our school believes in the importance and benefits of delivering a full scale Arts program including visual art, theatre, voice and art appreciation.

Goal

Our goal is to expose our children and students to the world of Art through all mediums. We want to instill an appreciation for The Arts and encourage discovery, exploration and participation in one or all areas.

Strategies

Our students will experience The Arts in all disciplines by learning from guest musicians, attending theatre productions, acting/singing in our Christmas musical, listening to music, visiting art museums and producing their own art pieces. Indigenous, Metis and Inuit music will be introduced and incorporated in our Music program.

Measurement

We will evaluate student appreciation through participation, effort into artistic projects, classroom discussions and attentiveness.

Implementation

2024 Fall - Theatre (drama) and Choir preparing for the Christmas musical to be held in December

2025 - Winter/Spring Instruction in Music Appreciation, Theory, Instruments, Dance
Visual Art

2026 - Attending productions, concerts and guest visits.

2024 - Ongoing Indigenous guests

Education Plan

Growth/Programming

As a new Independent Accredited Funded Private School a focus for us over the next 3 years is continuing to build our enrollment and programming. We are presently opening our Grade 7 and 8 classrooms. Our goal for growth is to have all graded classrooms running at capacity, each having 12 students. To attract new families and students to our school, we will each year, add options as well as after school programs. The addition of After School Programs was voiced by our parents on the Parental Survey. We are also expanding our gym classes to include sports outside of the school setting. Canoeing, dance, badminton, swimming lessons, rock wall climbing and bouldering, skating lessons, yoga and tai quan do are a few that are being considered.

Goal

The goal of the expanded physical activities is to promote an active lifestyle and exposure to various outlets and sports, encouraging participation, life long learning and healthy mental wellness.

Strategies

To accomplish our goals for growth and programming, specialists will be hired to carry out the plans. We will work these program expansions into our timetable while keeping and observing the required time allotments for core subject areas.

Measurement

We will measure the success of these program enhancements through feedback from students and parents.

Implementation

- Fall 2024 - June 2025 Off site physical education program
- Fall 2025 - June 2026 Off site physical education program building upon previous year
- Fall 2026 - June 2027 Off site physical education program expanding options

Education Plan

First Nations, Metis and Inuit

Goal

Our goal will be to incorporate the Indigenous, Metis and Inuit cultures into our daily lessons.

Strategies

We will increase opportunities for our students to learn about our Indigenous, Metis and Inuit cultures. We will monitor that all children and students across the grades receive these learning experiences.

Measurement

Teachers and teacher leaders learn about First Nations, Metis and Inuit experiences, treaties, agreements and the history and legacy of residential schools.

Implementation

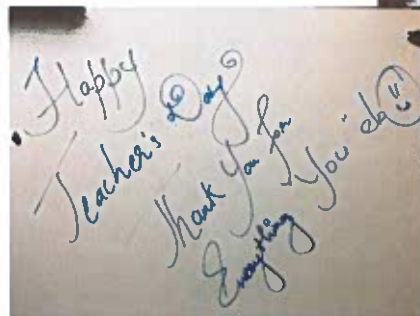
Teachers will include in their planning across all subject areas the practices and experiences of FNMI peoples. Within our Reading Room and classroom libraries, literature and stories will be available to the students. We also have artifacts displayed in our individual classrooms.



Annual Education Results Report 2024



We have included in this report, the data obtained from the Alberta Education Assurance Survey that was conducted in January 2024. As this is the first year for our school to participate in such, you will not see comparison data from previous years. You will see however, the feedback and opinions of our parents and students. The school administration as well as the Board will use this data to maintain or improve this year's results. We are committed to providing our children and students the highest level of education and to ensure that we are providing a safe and loving environment for our students to learn, discover who they are and achieve not only excellence in education but in personal development and citizenship.



Special Recognition

Festival of Trees



Each year our school performs at the Festival of Trees, an annual fundraiser organized by volunteers to raise funds for much needed equipment for our Red Deer Regional Hospital.

Christmas Musical

In December 2023, our entire school, Pre-School to Grade 6 performed a Christmas musical - Is Santa Smarter Than A Fifth Grader? The children and students were absolutely amazing. A Christmas musical will become an annual event.



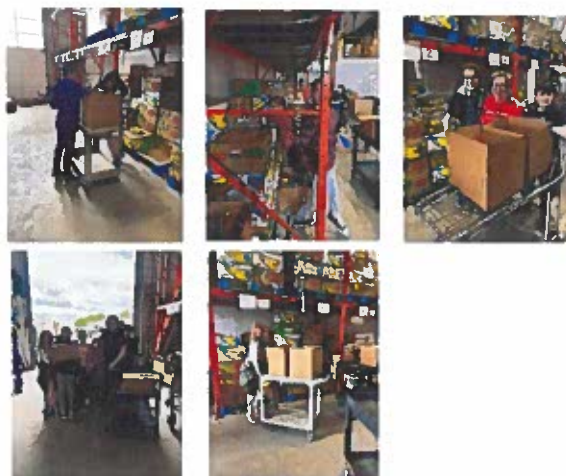
Senior Students STEAM Projects

Last MAY 2023, our senior students designed and constructed a penny arcade. All games were interactive and each game had to have a moving part. The public was invited and were astonished at the craftsmanship, detail and planning that went into each arcade game. For this year's STEAM project, the students have designed and constructed a wildlife sanctuary again each display being interactive.



Volunteering

Our senior students participate in our leadership program - LOTS. They fundraise for a charity of their choice and put in volunteer hours. The SPCA and Adopt-A-Family Christmas through Red Deer Outreach. This year the students chose the Red Deer Food Bank.



Art Auction



An anticipated annual event each year. The children and students choose one of their favorite pieces of art to submit into the Art Auction. During the evening of Parent/Teacher Interviews, parents visit the gallery and through silent auction bid on the art pieces.

Family Fun



Magic Shows



Hockey Games



Hot Lunches



Skating/Sledding



Spirit Days

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

Authority: 0333 First Steps Elementary Academy

Assurance Domain	Measure	First Steps Elementary Academy			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	50.0	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	87.5	n/a	n/a	79.4	80.3	80.9	Very High	n/a	n/a
	2-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6, Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6, Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9, Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9, Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma, Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma, Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
	Education Quality	100.0	n/a	n/a	87.6	88.1	88.6	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	83.3	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	88.9	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

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 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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, Mathématiques 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary Measure Evaluation Reference

Spring 2024

Authority: 0333 First Steps Elementary Academy

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of values defining the five achievement evaluation levels for each measure

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.89	9.89 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Required Alberta Education Assurance Measures - Overall Summary
 Measure Evaluation Reference
 Spring 2024
 Authority: 0333 First Steps Elementary Academy

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the five improvement evaluation levels based upon the chi-square result

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

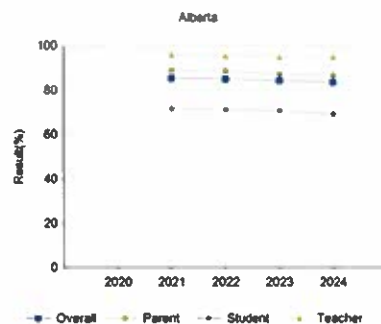
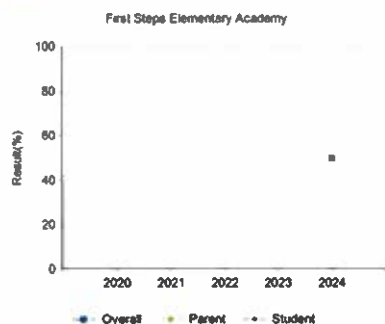
Student Growth and Achievement

Student Learning Engagement - Measure History

Authority: 0333 First Steps Elementary Academy

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

	First Steps Elementary Academy												Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	50.0	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,076	83.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	n/a	n/a	n/a	30,994	88.0	31,504	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	50.0	n/a	n/a	n/a	n/a	n/a	166,789	71.8	187,102	71.3	193,026	70.9	199,823	68.3
Teacher	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	n/a	n/a	n/a	30,173	88.0	30,944	95.5	32,323	95.1	32,047	95.1

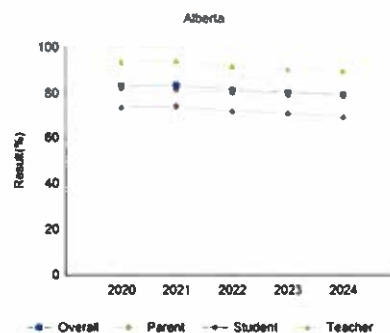
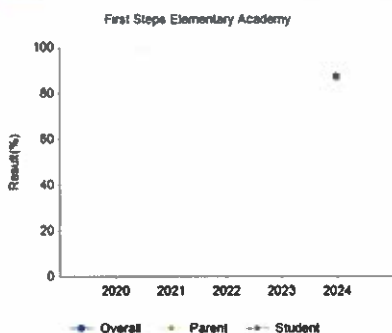


Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

A.6 Citizenship - Measure History

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

	First Steps Elementary Academy												Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.5	Very High	n/a	n/a	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	78.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	n/a	n/a	n/a	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.5	Very High	n/a	n/a	n/a	n/a	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	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	n/a	n/a	n/a	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

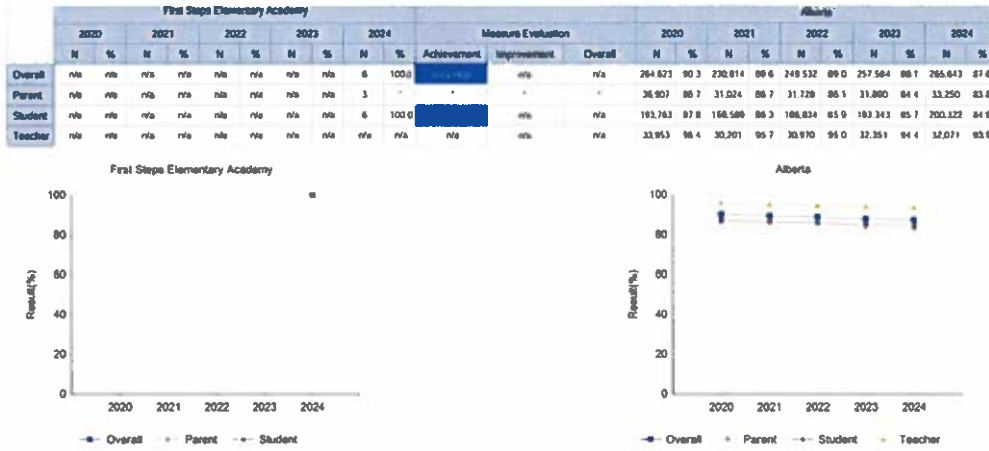


Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time. 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Teaching & Leading

A.4 Education Quality - Measure History

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

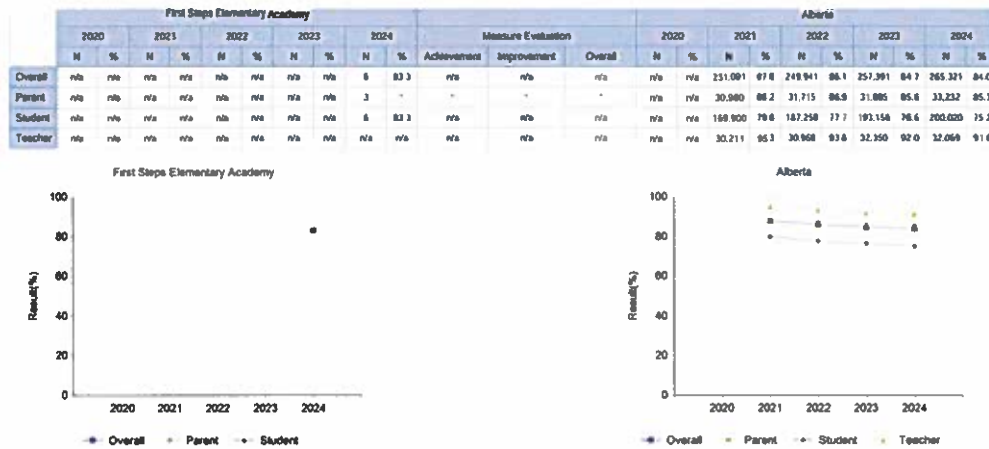


Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time. Report Generated: Apr 28, 2024 Locked with Suppression for May 2024 R

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

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

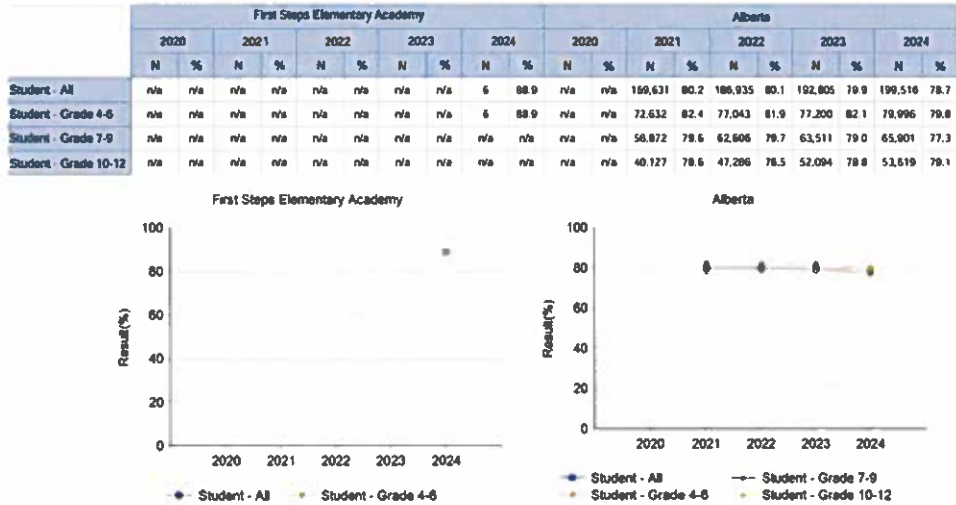


Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports

H.1 Access to Supports and Services

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



Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2024

Authority: 0333 First Steps Elementary Academy

Measure	First Steps Elementary Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	82.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	81.1	82.2	83.0	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	78.8	80.4	80.7	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	82.8	82.0	82.9	n/a	n/a	n/a
Program of Studies - At Risk Students	88.8	n/a	n/a	80.5	81.2	81.5	High	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.8	70.0	n/a	n/a	n/a
Safe and Caring	90.0	n/a	n/a	87.1	87.5	88.1	Very High	n/a	n/a
Satisfaction with Program Access	81.8	n/a	n/a	71.9	72.9	72.7	High	n/a	n/a
School Improvement	83.3	n/a	n/a	75.8	75.2	74.7	Very High	n/a	n/a
Transition Rate (4 yr)	n/a	n/a	n/a	88.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	82.8	83.1	84.0	High	n/a	n/a

Supplemental Alberta Education Assurance Measures

Measure Evaluation Reference

Spring 2024

Authority: 0333 First Steps Elementary Academy

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	77.57 - 78.53	78.63 - 87.93	87.93 - 91.15	91.15 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	0.00 - 4.43	5.40 - 8.90	6.90 - 4.27	4.27 - 2.78	2.78 - 0.00
In-Service Jurisdiction Needs	0.00 - 78.30	78.10 - 82.23	82.23 - 88.14	88.14 - 91.88	91.88 - 100.00
Lifelong Learning	0.00 - 62.44	62.64 - 87.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 64.31	66.31 - 72.58	72.65 - 78.43	78.43 - 87.96	87.96 - 100.00
Program of Studies - At Risk Students	0.00 - 78.12	78.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.94	47.94 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.82	77.82 - 81.05	81.05 - 84.50	84.50 - 98.03	98.03 - 100.00
Satisfaction with Program Access	0.00 - 63.93	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.53	80.53 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 67.91	67.91 - 100.00
Transition Rate (5 yr)	0.00 - 45.85	45.88 - 49.47	49.47 - 62.88	62.88 - 72.71	72.71 - 100.00
Work Preparation	0.00 - 64.92	66.92 - 72.78	72.78 - 77.78	77.78 - 81.14	81.14 - 100.00

Supplemental Alberta Education Assurance Measures

Measure Evaluation Reference

Spring 2024

Authority: 0333 First Steps Elementary Academy

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result

Evaluation Category	Chi-Square Range
Exceeded Significantly	3.84 + (current < previous 3-year average)
Exceeded	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Fair	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

A.7 Lifelong Learning Detail Authority 0333 First Steps Elementary Academy

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

Parent - All

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	2	*	*	*	*	*	*
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024	3	*	*	*	*	*	*	

B.3 Program of Studies - At Risk Students

Measure History

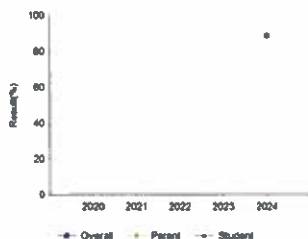
Authority: 0333 First Steps Elementary Academy

Province: Alberta

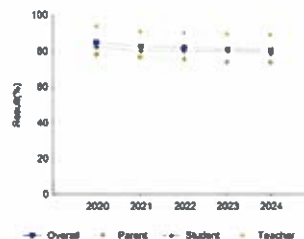
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

	First Steps Elementary Academy										Alberta																					
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024										
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%									
Overall	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	264	165	64	9	230	666	62	7	249	624	61	9	256	932	61	2	264	661	60.6
Parent	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	36	646	78	1	30	874	36	1	31	643	16	1	31	695	71	1	31	110	75.5
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	183	408	62	2	168	631	60	2	168	635	60	1	162	695	79	9	199	616	78.7
Teacher	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	33	910	94	1	30	161	91	2	30	166	60	3	32	322	69	9	32	675	69.5

First Steps Elementary Academy



Alberta



Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

B.4 Safe and Caring

Measure History

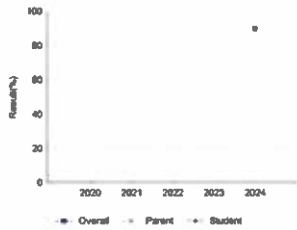
Authority: 0333 First Steps Elementary Academy

Province: Alberta

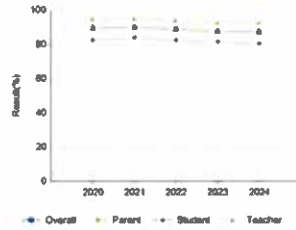
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	First Steps Elementary Academy												Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	90.0	n/a	n/a	264,204	89.4	230,987	90.0	216,826	88.8	257,278	87.5	286,158	87.1					
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	-	-	-	38,888	90.2	30,960	90.5	31,707	89.5	31,879	88.1	31,275	89.0					
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	90.0	n/a	n/a	183,364	82.8	168,813	94.1	181,185	87.5	183,849	87.5	199,855	88.4					
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,941	95.3	30,206	91.4	35,933	94.3	32,360	93.0	32,080	92.9					

First Steps Elementary Academy



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

B.2 Satisfaction with Program Access

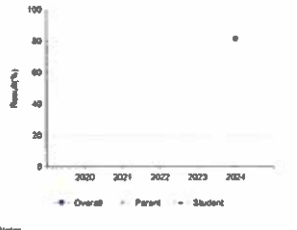
Measure History

Authority: 0333 First Steps Elementary Academy

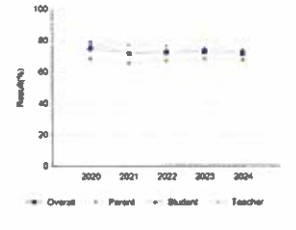
Province: Alberta

	First Steps Elementary Academy												Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.8	n/a	n/a	282,242	71.3	276,291	71.8	271,144	72.0	266,987	72.9	263,089	71.9					
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	-	-	-	35,883	88.4	29,117	86.1	30,581	87.4	31,717	89.4	32,284	89.8					
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.8	n/a	n/a	182,851	70.9	182,520	71.9	182,227	72.1	182,888	71.3	198,957	72.0					
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,029	79.1	33,055	77.8	30,643	77.8	32,211	76.8	31,878	74.8					

First Steps Elementary Academy



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

E.2 School Improvement

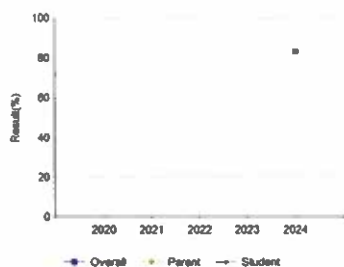
Measure History

Authority: 0333 First Steps Elementary Academy

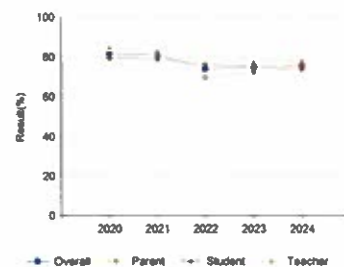
Province: Alberta

	First Steps Elementary Academy												Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	83.3	n/a	n/a	262,070	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,902	75.8					
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	-	-	-	35,886	88.0	29,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2					
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	83.3	n/a	n/a	192,917	79.6	167,882	79.1	185,107	76.3	191,182	73.0	197,479	74.0					
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,266	85.9	28,033	83.4	28,126	76.3	29,612	78.0	29,485	78.2					

First Steps Elementary Academy



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Required Survey Measures - by Group Evaluation Reference

Measure Evaluation Reference

Spring 2024

Authority: 0333 First Steps Elementary Academy

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Required Measure	Very Low	Low	Intermediate	High	Very High
Citizenship (Parent)	0.00 - 55.18	55.18 - 64.79	64.79 - 73.41	73.41 - 81.84	81.84 - 100.00
Citizenship (Student)	0.00 - 57.76	57.76 - 62.01	62.01 - 68.25	68.25 - 73.83	73.83 - 100.00
Citizenship (Teacher)	0.00 - 81.27	80.27 - 86.30	86.30 - 92.05	92.05 - 94.42	94.42 - 100.00
Education Quality (Parent)	0.00 - 69.27	69.27 - 76.50	76.50 - 81.87	81.87 - 84.90	84.90 - 100.00
Education Quality (Student)	0.00 - 81.50	81.50 - 83.45	83.45 - 86.36	86.36 - 88.24	88.24 - 100.00
Education Quality (Teacher)	0.00 - 89.38	89.38 - 92.37	92.37 - 95.53	95.53 - 97.58	97.58 - 100.00
Parental Involvement (Parent)	0.00 - 58.70	58.70 - 63.34	63.34 - 68.07	68.07 - 72.56	72.56 - 100.00
Parental Involvement (Teacher)	0.00 - 78.87	78.87 - 85.60	85.60 - 89.72	89.72 - 92.46	92.46 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Survey Measures - by Group Evaluation Reference

Measure Evaluation Reference

Spring 2024

Authority: 0333 First Steps Elementary Academy

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Supplemental Measure	Very Low	Low	Intermediate	High	Very High
In-Service Jurisdiction Needs (Teacher)	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning (Parent)	0.00 - 53.02	53.02 - 58.23	58.23 - 66.26	66.26 - 75.90	75.90 - 100.00
Lifelong Learning (Teacher)	0.00 - 75.10	75.10 - 78.77	78.77 - 86.23	86.23 - 92.18	92.18 - 100.00
Program of Studies - At Risk Students (Parent)	0.00 - 70.91	70.91 - 74.14	74.14 - 80.54	80.54 - 85.91	85.91 - 100.00
Program of Studies - At Risk Students (Student)	0.00 - 77.29	77.29 - 80.31	80.31 - 84.95	84.95 - 91.10	91.10 - 100.00
Program of Studies - At Risk Students (Teacher)	0.00 - 84.93	84.93 - 93.31	93.31 - 96.11	96.11 - 97.35	97.35 - 100.00
Program of Studies (Parent)	0.00 - 64.85	64.85 - 70.95	70.95 - 77.75	77.75 - 81.30	81.30 - 100.00
Program of Studies (Student)	0.00 - 59.33	59.33 - 65.88	65.88 - 72.17	72.17 - 75.54	75.54 - 100.00
Program of Studies (Teacher)	0.00 - 71.34	71.34 - 80.43	80.43 - 86.62	86.62 - 94.01	94.01 - 100.00
Safe and Caring (Parent)	0.00 - 72.12	72.12 - 77.06	77.06 - 82.70	82.70 - 86.13	86.13 - 100.00
Safe and Caring (Student)	0.00 - 71.83	71.83 - 74.34	74.34 - 78.25	78.25 - 82.01	82.01 - 100.00
Safe and Caring (Teacher)	0.00 - 81.95	81.95 - 90.75	90.75 - 94.44	94.44 - 95.88	95.88 - 100.00
Satisfaction with Program Access (Parent)	0.00 - 53.87	53.87 - 58.62	58.62 - 67.84	67.84 - 75.15	75.15 - 100.00
Satisfaction with Program Access (Student)	0.00 - 71.14	71.14 - 77.69	77.69 - 82.26	82.26 - 87.14	87.14 - 100.00
Satisfaction with Program Access (Teacher)	0.00 - 81.50	81.50 - 87.30	87.30 - 92.22	92.22 - 96.50	96.50 - 100.00
School Improvement (Parent)	0.00 - 60.10	60.10 - 68.08	68.08 - 74.43	74.43 - 80.45	80.45 - 100.00
School Improvement (Student)	0.00 - 76.58	76.58 - 77.27	77.27 - 78.82	78.82 - 81.83	81.83 - 100.00
School Improvement (Teacher)	0.00 - 62.08	62.08 - 69.95	69.95 - 79.47	79.47 - 84.21	84.21 - 100.00
Work Preparation (Parent)	0.00 - 51.47	51.47 - 58.81	58.81 - 64.95	64.95 - 72.08	72.08 - 100.00
Work Preparation (Teacher)	0.00 - 81.22	81.22 - 87.37	87.37 - 92.25	92.25 - 95.48	95.48 - 100.00

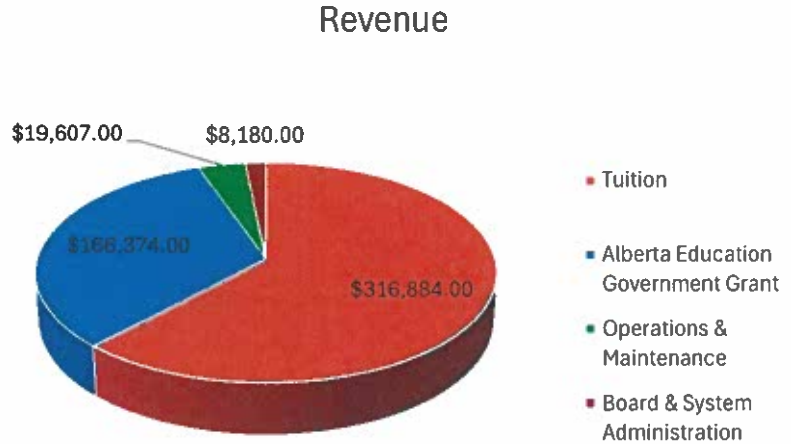
Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

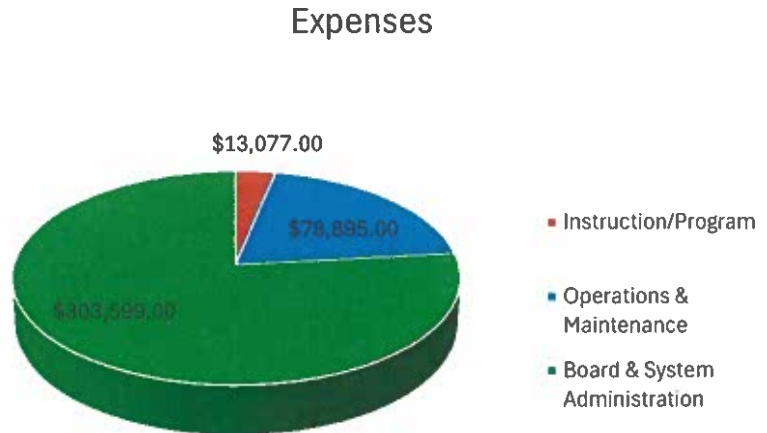
Financial Summary

Allocation of Budget Revenues and Expenses to Programs for the year ending August 31, 2025

Revenue	Budget
Tuition	\$ 316,884.00
Alberta Education Government Grant	\$ 166,374.00
Operations & Maintenance	\$ 19,607.00
Board & System Administration	\$ 8,180.00
	<u>\$ 511,045.00</u>



Expenses	Budget
Instruction/Program	\$ 13,077.00
Operations & Maintenance	\$ 78,895.00
Board & System Administration	\$ 303,599.00
	<u>\$ 395,571.00</u>



Surplus (Deficit) of Revenues Over Expenses	\$ 115,474.00
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