



**ASSURANCE PLAN  
2025-2026**

**E.H. Walter  
School:**





## Message from the Principal

As we look ahead to a new school year at EH Walter, we're filled with optimism and purpose. Whether you're returning or joining us for the first time, we're excited to begin this next chapter together. Every school year offers a fresh journey—one shaped by growth, connection, and discovery.

Guiding us through the months ahead is our school mantra: **"Lead, Learn, Achieve."** These three words reflect the spirit we hope to foster in every student, staff member, and family connected to our school.

### **Lead:**

Leadership is not about having all the answers—it's about stepping forward with integrity, courage, and kindness. We encourage our students to take initiative, support one another, and grow into leaders who lift their communities. Like every great story, leadership begins with a willingness to take the first step.

### **Learn:**

Learning is the heart of every journey. It's through curiosity, questioning, and perseverance that we unlock our potential. At EH Walter, we create space for deep learning—both in and beyond the classroom—so students can stretch their thinking, take risks, and discover who they are.

**Achieve:**

Achievement looks different for every hero in every story. Whether it's mastering a skill, building confidence, or reaching a long-term goal, we celebrate all forms of success. We strive to create a culture where effort is recognized, growth is encouraged, and every student believes in what they're capable of.

This year won't be without its challenges—but like any great story, it's in those moments that we discover our strength, lean on one another, and build something meaningful together. With "Lead, Learn, Achieve" as our guide, I look forward to seeing how each of us—students, staff, and families alike—will shape this year into something remarkable. Let's get started.

# ABOUT E. H. Walter School

## Mission:

Inspiring Our Future.  
Learn! Lead! Achieve!

## Vision:

*E.H. Walter School is committed to fostering productive citizens and lifelong learners through leadership, dedication and inclusive education in the global community.*

## Values:

R : Respect individuals and their property  
E : Each person is responsible for their learning.  
S : Staff and students are responsible for contributing to a safe and quiet learning environment.  
P : Prepare for school by doing their work and being punctual.  
E : Ensure that your school and contribution is positive.  
C : Cooperate with classmates and staff.  
T : Try your best at all times.

## School Profile:

EH Walter School is a K-12 school that provides a full range of programming to approximately 180 students. Our students benefit from both giving and receiving access to distance learning classes through other schools in our district. We are proud to offer a technology-rich environment, along with tailored learning opportunities that meet the needs of different grade levels, all with a strong focus on literacy and numeracy. With the support of our dedicated school council and an engaged community, we are working together to nurture capable, talented, and active leaders for the future.

EH Walter School is located 51 km from Lloydminster in Paradise Valley, a vibrant rural community of approximately 350 people.

The community is a strong supporter of the school and has several facilities available for school use, including weight room and skating rink, museum, church and the agricultural hall.

The community is a strong supporter of the school, and in cooperation, both the school and community share access to facilities and services. This includes the Three Cities Library, a combined school and community library that is part of the Northern Lights Library System. The community also provides several facilities for school use, such as a weight room, skating rink, museum, church, and agricultural hall.

# PRIORITY ONE: Supporting Learning Success for All Students



## Outcome: Students are prepared for the life after K-12

### Strategies

Support and expand programming and robust learning experiences - in the classroom, online and in the Community.

Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

### School Actions

#### What are we doing?

- Communicating and encouraging students to access partnership programs with Lakeland.
- Collecting feedback from students and parents about preferred CTS courses we might be able to offer.

- Attend local Powwow in Lloydminster.
- Create opportunities for all students to engage with and apply foundational knowledge about First Nations, Métis, and Inuit through school-wide activities, guest speakers, and integrated learning experiences.

#### What are we planning to do?

- Continue grade 11 and 12 meetings to discuss future plans.
- Check in at key points during the year.
- Hold grade 9 orientation meetings to support and prepare students and parents while moving into high school.
- Engage with resources, professional learning, and collaborative exploration to deepen student learning.

- Strengthen teacher and staff foundational knowledge and confidence in supporting Indigenous learning and reconciliation.

### Measures

#### Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

#### Local

- OurSchool Survey:
  - o Student Engagement
  - o Subject Scores
  - o Intellectual Engagement
  - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence

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| <p><b>Results and Key Insights</b></p>  | <p><b>Student Engagement Snapshot</b><br/>Recent data shows that 47% of elementary students feel confident but not challenged, pointing to a need for more engaging and rigorous learning tasks. At the secondary level, only 53% of students report being both confident and appropriately challenged—below the Canadian average of 63%. Nearly 29% struggle with both confidence and task difficulty, highlighting an area for support and growth.</p>   |  |
| <p><b>Outcome: Students demonstrate strong numeracy and literacy skills.</b></p>                              |  |  |
| <p><b>Strategies</b></p>  | <p>Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.</p>   |  |
| <p><b>School Actions</b></p>  | <p><b>What are we doing?</b></p> <ul style="list-style-type: none"> <li>• Providing and monitoring benchmarking to gauge students current understandings and gaps in knowledge.</li> <li>• Starting multi grade reading programs initiated by buddy reading with 5/6 and 1/2 classes.</li> </ul> <p><b>What are we planning to do?</b></p> <ul style="list-style-type: none"> <li>• Expand buddy reading groups to build fluency and confidence across grade levels.</li> <li>• Provide focused intervention for students below grade level, with regular progress monitoring.</li> <li>• Strengthen staff capacity through collaborative planning and shared strategies targeting foundational skills.</li> </ul> |  |
| <p><b>Results and Key Insights</b></p>  | <p><b>Supporting Assessment and Instructional Practices:</b><br/>TOWRE testing indicates a low level of students are at risk in phonemic awareness in grades 2, 3 and 4.<br/><br/>PAT and Diploma scores in the writing portions of the ELA exams are acceptable but low in excellence.</p>  |  |
| <p><b>Outcome: Students have opportunities for rich learning experiences from highly effective staff.</b></p> |  |  |
| <p><b>Strategies</b></p>  | <p>Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.</p>  |  |

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| <p><b>School Actions</b></p>           | <p><b>What are we doing?</b></p> <ul style="list-style-type: none"> <li>• Leveraging AI to further align POS, effective pedagogy and IPI.</li> <li>• Booking Innovation Coaches to support teacher planning.</li> <li>• Using OLC to coach and mentor teachers.</li> </ul> <p><b>What are we going to do?</b></p> <ul style="list-style-type: none"> <li>• Request for more RAC so that we have reliable data for our AEAM report.</li> <li>• Establish non-negotiables in school based practices.</li> <li>• Support teachers by having flexibility in their implementation.</li> </ul> |  |
| <p><b>Results and Key Insights</b></p> | <p>Student-perceived skills and challenge data shows elementary students often feel confident but not challenged (47%), suggesting a need for more engaging tasks. Secondary results are below Canadian norms, with only 53% in the “high skill/high challenge” quadrant (vs. 63%) and 29% lacking confidence and finding work difficult.</p> <p>Some data is suppressed due to low sample sizes.</p>  |  |

**Assurance Domains:** Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

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| <p><b>PRIORITY TWO: Fostering Safe and Caring Learning Environments</b></p> |  |
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| <p><b>Outcome: Students learn in inclusive spaces that are welcoming and caring.</b></p> |  | <p><b>Measures</b></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• Welcoming, Caring, Respectful, and Safe Environments</li> <li>• Access to Support and Services</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• OurSchool Survey:</li> </ul> |
| <p><b>Strategies</b></p>   | <p>Ensure all students are valued, safe, and have their diverse needs met.</p>   |  |
| <p><b>School Action</b></p>  | <p><b>What are we doing?</b></p> <ul style="list-style-type: none"> <li>• Provide whole school opportunities to build strong connections and relationships with each other.</li> </ul> |  |

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|  | <p><b>What are we going to do?</b></p> <ul style="list-style-type: none"> <li>• Prioritize wellness and belonging in class meetings and school-wide activities.</li> <li>• Request for more RAC so that we have reliable data for our AEAM report.</li> </ul>   | <ul style="list-style-type: none"> <li>o Social-Emotional</li> <li>o Classroom Context</li> <li>• Anecdotal Evidence</li> </ul> |
| <p><b>Results and Key Insights</b></p>                                       | <p><b>Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)</b> measure shows a result of 87.8%, which is above the provincial average of 84%. However, Teacher-Student Relationships Are Low in the Secondary setting. Students in grades 8,9, and 10 report that there is a lack of connection with teachers.</p> <p>The <b>Citizenship</b> measure is also high, with an 85% satisfaction rate, indicating that students are actively involved in modeling good behavior, respect, and helping others, contributing to a supportive and inclusive school culture</p>  |   |
| <p><b>Outcome: Students and staff health and wellness are supported.</b></p> |   |   |
| <p><b>Strategies</b></p>   | <p>Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.</p> <hr/> <p>Provide student health and wellness support through a continuum of supports model.</p>  |   |
| <p><b>School Actions</b></p>   | <p><b>What are we doing?</b></p> <ul style="list-style-type: none"> <li>• Hosting annual curricular trips to enhance understanding and expand experiences ie ski trips, individual class field trips.</li> <li>• Rotating three year major trips.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Increased WOW and SEC integration into classrooms through presentations and learning opportunities.</li> </ul> <p><b>What are we going to do?</b></p> <ul style="list-style-type: none"> <li>• Engage students in shaping the school climate through feedback, leadership roles, and representation.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Create opportunities for students to build positive connections with trusted adults in the school through</li> </ul> |   |

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|                                 | informal mentoring, supportive relationships, and inclusive classroom practices.  |  |
| <b>Results and Key Insights</b> | Mental health and wellness data is mixed: while secondary anxiety (19%) and depression (14%) rates are below national norms, self-esteem is notably high (81% vs. 66% nationally), representing a strength to build on. |  |

**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.

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| <h2 style="margin: 0;">PRIORITY THREE: Building Strong Collaborations</h2> |  |
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| <b>Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.</b> |   | <b>Measures</b><br><br><b>Provincial</b> <ul style="list-style-type: none"> <li>• Parental Involvement</li> </ul><br><b>Local</b> <ul style="list-style-type: none"> <li>• School Council Yearly Reports</li> </ul> |
| <b>Strategies</b>  | Support and foster learning partnerships that enhance and strengthen learning opportunities.<br><br><hr style="width: 50%; margin: 10px auto;"/> Continue to enhance collaboration across the division, with communities and with parents/guardians.  |   |
| <b>School Action</b>   | <b>What are we doing?</b> <ul style="list-style-type: none"> <li>• Promote and facilitate enrollment in Lakeland partnership programs.</li> </ul> <hr style="width: 50%; margin: 10px auto;"/> <ul style="list-style-type: none"> <li>• Informing stakeholders in school based learning decisions.</li> <li>• Highlight learning that is happening in the school with monthly newsletters.</li> </ul> |   |

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|  | <p><b>What are we going to do?</b></p> <ul style="list-style-type: none"> <li>• Explore opportunities to connect students with local individuals or groups to enrich curricular experiences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Communicate regularly and transparently with families to strengthen trust, encourage shared responsibility for learning, and celebrate student growth.</li> </ul>   |  |
| <p><b>Results and Key Insights</b></p> | <p>The drop in student-reported engagement and school belonging signals the need to deepen our focus on student and community connection.</p> <p>Parental involvement has fluctuated over the years, with parents expressing varied satisfaction about their engagement in the educational process</p> <p>Going forward, our efforts will focus on strengthening early learning foundations, improving student-staff relationships, and building a shared vision for positive collaboration within our school community.</p> <p>Additionally, fostering these collaborations could positively influence both parental involvement and student learning engagement.</p> |  |