



# ASSURANCE PLAN 2025-2026

Irma School



*Updated 06/2025*



## Message from the Principals

Dear Valued Members of the Irma School Community,

We are thrilled to extend a heartfelt welcome to our students, parents, educators, staff, and community partners as we embark on an exciting journey for the 2025-2026 academic year. At Irma School, we are committed to creating an exceptional educational environment that empowers every student to reach their full potential. “Together We Succeed”

Our comprehensive Assurance Plan for 2025-2026 is designed to address the diverse needs of our entire educational ecosystem through four key strategic pillars:

### 1. Academic Innovation

- Implementing cutting-edge curriculum development
- Integrating advanced technology in classroom learning
- Personalized learning pathways for individual student growth

### 2. Holistic Student Support

- Enhanced mental health and counseling services
- Expanded extracurricular and leadership opportunities
- Comprehensive college and career readiness programs

### 3. Community Engagement

- Strengthening partnerships with local businesses and organizations
- Increasing family involvement in school initiatives
- Creating meaningful service learning experiences

### 4. Equity and Inclusion

- Ensuring accessible resources for all students
- Promoting a welcoming and respectful school environment

We believe that education is a collaborative journey. Our Assurance Plan is not just a document, but a living commitment that will evolve with input from our entire school community.

As members of our educational community, there are many ways to become involved in our success:

- Participate in Parent Council advisory committees
- Provide feedback through our various stakeholder survey opportunities offered during the year.
- Join our volunteer programs

A detailed version of our full Assurance Plan will be available on our school website by June 27, 2025. We invite you to review the comprehensive strategy and engage with us in this transformative educational experience.

Sincerely,

Darren Grosky  
Principal

Kyle Parsons  
Assistant Principal

# ABOUT IRMA SCHOOL “Together We Succeed”

## Mission:

Irma School is committed to maximizing student learning in a safe and caring environment supported by a highly effective team.

## Vision:

- Irma students will be able to achieve their individual potential and create a positive future for themselves, their families, and their local and extended communities.
- Irma students will have the opportunity to experience a variety of activities and programs to develop their skills, abilities, talents, and to accommodate their learning styles.
- Irma students will have high expectations set for them and receive constant and ongoing feedback.
- Irma students and all staff will be able to work in a safe and caring environment where they feel comfortable, accepted, and respected.

## Values:

- Our fundamental purpose is to promote student learning, growth and understanding.
- When a student is in the greatest need, we will provide the greatest support.
- All staff are committed and dedicated to their own continuous learning.
- Passion, skill and hard work are central to being an influential and successful educator.
- Everyone will be treated with dignity and respect in a safe and caring environment.
- Character education is an essential component of a child's development.
- Optimal learning occurs when it is engaging, meaningful and active.

## School Profile:

Irma School is a K-12 school located in Irma Alberta.  
2024-25 Enrollment of 302 students  
2025-26 Enrollment of 309 students  
16.15FTE Teachers for 2025-2026  
6 Educational Assistants  
1 Learning Commons Facilitator  
1 Administrative Assistant

# PRIORITY ONE: Supporting Learning Success for All Students



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

### Strategies

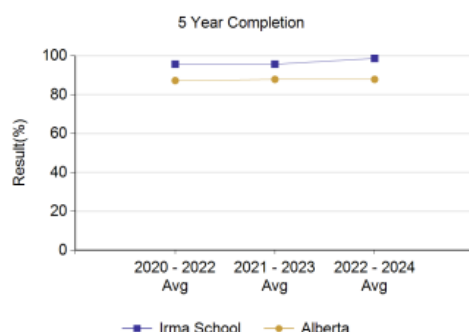
Support and expand programming and robust learning experiences - in the classroom, online and in the Community.

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

### School Actions

- Cross curricular and multi-grade collaborations to support student learning.
- Continue to engage support from elders, knowledge keepers and subject matter experts to infuse FNMI knowledge and cultural experiences that benefit our students.
- Participate in activities and learning opportunities surrounding Truth and Reconciliation Day and throughout the year.
- Opportunities for culturally relevant field trips.
- Developed a school based land acknowledgement

### Results and Key Insights



Irma School continues to remain well-above the provincial average of high school completion (87.9%).

- [Some of our past grads's had the opportunity to share their 5 year long FNMI learning journey at the College of Alberta School Superintendents Conference. Click on the link to view photographs of this event.](#)
- [Some of these students were invited on a podcast \(embedded in this link\) hosted by Hapara to provide even more context into their FNMI learning journey.](#)
- [The video linked here details the learning journey of students at Irma School who have been privileged to have been gifted knowledge from Elder Clifford Cardinal](#)
- [The video linked here details a Social Studies learning journey by students at Irma School about Reconciliation: building relationships and fostering connections.](#)
- [Grade 12 students at Irma School, in collaboration with their Elder Clifford Cardinal developed an Irma School Land Acknowledgement statement.](#)
- A large portion of our PL days will be dedicated to FNMI learning for our staff via a partnership with the Rupertsland Institute.

### 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



## Outcome: Students demonstrate strong numeracy and literacy skills.

### Strategies

Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

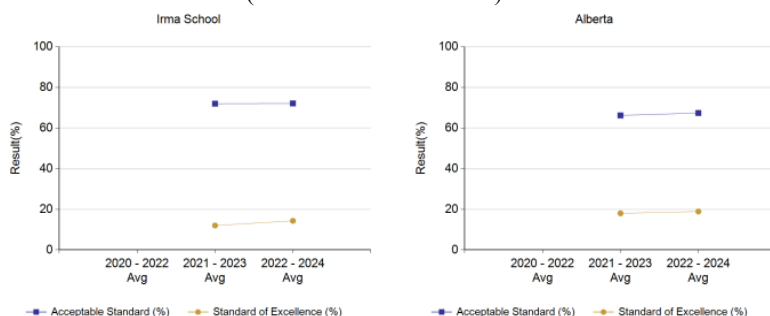
Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

### School Actions

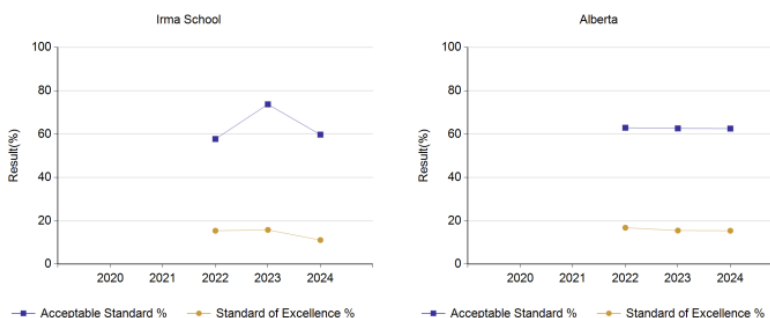
- Focussed and collaboratively defined pathways to achieving success in literacy and numeracy at all levels.
- Continue to participate in annual school based literacy days
- Opportunities to develop and apply cross curricular literacy and numeracy activities.
- Effective teacher professional development and collaboration on literacy and numeracy best practices.

### Results and Key Insights

- During the 2024/25 school year Irma School/BTPS literacy practices saw the following number Grade 1-3 students move from poor(or very poor) to average: (based on TOWRE assessments)
  - Grade 1 - 12 in September to 3 in June
  - Grade 2- 6 in September to 3 in June
  - Grade 3- 6 in September to 8 in June
- During the 2024/25 school year Irma School/BTPS numeracy practices saw only 9 students in grade 1-3 require additional numerical support based on their June cut line (based on SLA dashboard).

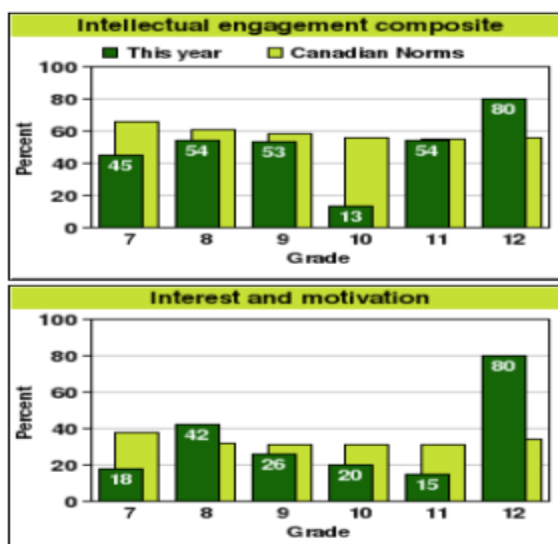


- Irma school remains in-line or above the provincial average for PAT exams in grade 6.

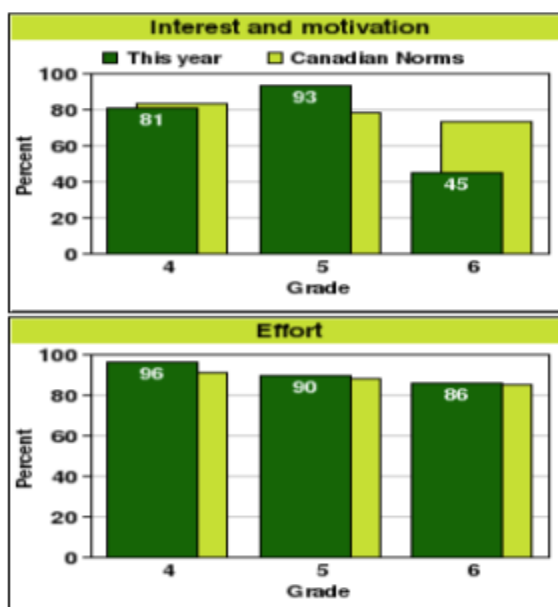


- Irma school remains in-line or slightly below the provincial average for PAT exams in grade 9.



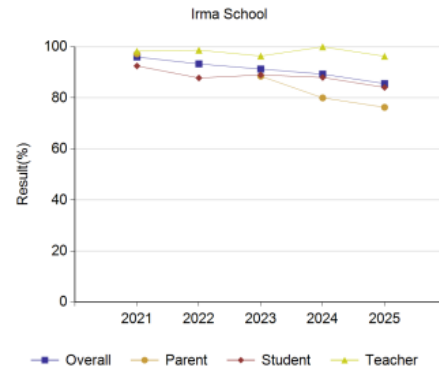


- 47% of jr/sr students in Irma School are intellectually engaged. The Canadian norm for these grade levels is 58%.
- 60% of the girls and 37% of the boys in Irma School were intellectually engaged. The Canadian norm for girls is 61% and for boys it is 56%.
  - We are looking at ways in our PL opportunities to make learning more engaging for our male population
- 30% of students in this school were interested and motivated; The Canadian norm for these grades is 33%.
- 40% of the girls and 17% of the boys in this school were interested and motivated. The Canadian norm for girls is 33% and for boys it is 32%.



- 76% of elementary students in this school were interested and motivated; The Canadian norm for these grades is 78%.
- 86% of the girls and 68% of the boys in this school were interested and motivated. The Canadian norm for girls is 80% and for boys it is 76%.
- 91% of elementary students in this school tried hard to succeed; the Canadian norm for these grades is 88%.
- 91% of the girls and 91% of the boys in this school tried hard to

succeed. The Canadian norm for girls is 89% and for boys is 86%.



85.6% of teachers, parents and students are satisfied with the overall quality of basic education at Irma School. This is below the provincial average of 87%. Over the last 4 years we have seen a decline in this measurement.

- Staff members have taken advantage of several professional learning opportunities including Mental First Aid Training, HPEC conference, new teacher conference, VTRA training, ATA Science Council, etc.
- 11 teaching staff currently use Google Classroom. 2 teaching staff currently use Hapara Workspace.
- IPI driven student engagement practices continue to guide our learning decisions.

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

# PRIORITY TWO: Fostering Safe and Caring Learning Environments



**Outcome:** Students learn in inclusive spaces that are welcoming and caring.

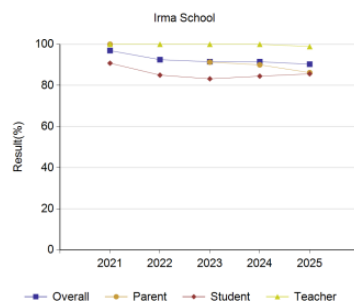
## Strategies

Ensure all students are valued, safe, and have their diverse needs met.

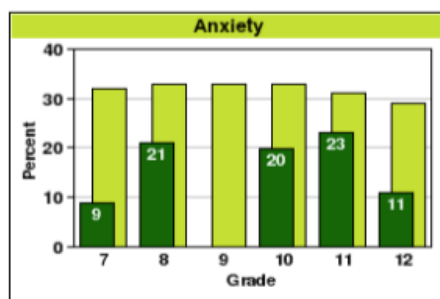
## School Action

- Fostering healthy relationships building a school community
- Education meeting learner needs.
- Staff provide varied opportunities for students to demonstrate their understanding of curricular outcomes with student appropriate support.

## Results and Key Insights



90.3% of teachers, parents and students agree 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. This is above the provincial average of 87.3%.



- 14% of jr/sr students in Irma School had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 21% of the girls and 9% of the boys in Irma School had moderate to high levels of anxiety. The Canadian norm for girls is 45% and for boys is 18%.

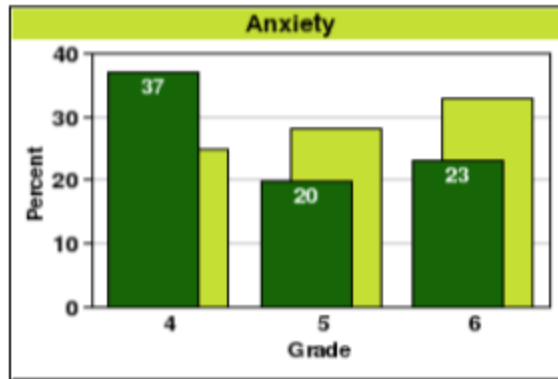
## Measures

### Provincial

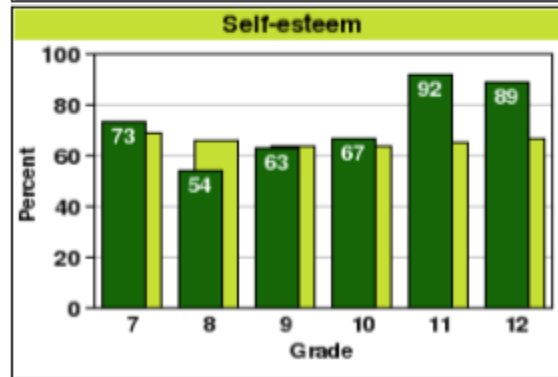
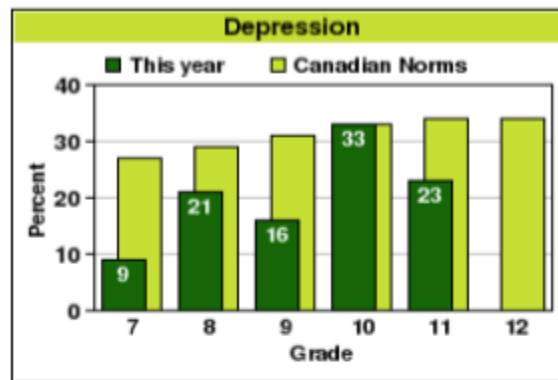
- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

### Local

- OurSchool Survey:
  - o Social-Emotional
- Anecdotal Evidence



- 27% of elementary students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 35% of the girls and 15% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



- 19% of jr/sr students in Irma School had moderate to high levels of depression; the Canadian norm for these grades is 31%.
- 29% of the girls and 11% of the boys in Irma School had moderate to high levels of depression. The Canadian norm for Girls are 43% and for boys it is 19%.
- 69% of students in Irma School had high self-esteem; the Canadian norm for these grades is 66%.
- 69% of the girls and 73% of the boys in Irma School had high self-esteem. The Canadian norm for girls is 60% and for boys is 71%.



## Outcome: Students and staff health and wellness are supported.

### Strategies

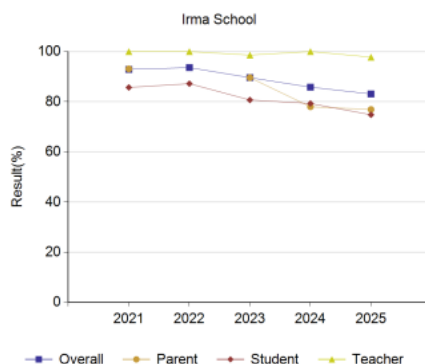
Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

Provide student health and wellness support through a continuum of support models.

### School Actions

- Provide varied opportunities for health and wellness.
- Provide opportunities for K-12 staff and students to interact; creating a greater feeling of community and building healthy relationships school wide.

### Results and Key Insights



83.1% of teachers, parents and students are satisfied that students model the characteristics of active citizenship. This is ahead of the provincial average of 79.8%. Over the last 3 years we have seen decline in this measure.

- [At Irma School we pride ourselves on our ability to provide numerous outlets to engage in additional physical and emotional wellness. These include intramurals, hosting bi-weekly community and family recreation nights, an annual slo-pitch day featuring our grads vs staff game, among others. Click the link to view photographs of some of these events.](#)
- Our partners at WOW (Wainwright on Wellness) provide numerous wellness based activities in our school including yoga, DrumFit, lego club, board game clubs, mental health initiatives, etc.
- A portion of 2025/26 PL will be spent creating purposeful community engagement projects.

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

## PRIORITY THREE: Building Strong Collaborations



**Outcome:** Students benefit from strong collaborations with families, our rural communities, and external partners.

### Measures

#### Provincial

- Parental Involvement

#### Local

- School Council Yearly Reports

### Strategies

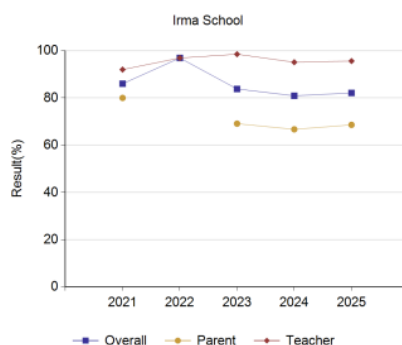
Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

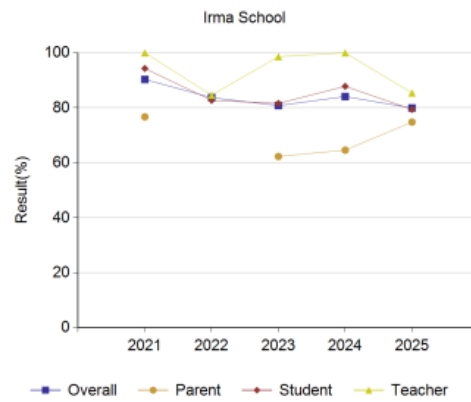
### School Action

- Whole school/community activities (Literacy day, school concerts, field trips).
- Parent Council involvement.
- Parent Presentations to address current concerns.
- Continue to collaborate with community partners to provide students opportunities to transition in the area.
- Lakeland partnerships, Collegiate Opportunities
- Community joint use agreements
- Interscholastic athletics.
- RAP and Work Experience

### Results and Key Insights



- Irma school (82.1%) is right in line with the provincial average (80%) in terms of satisfaction with parental involvement in decisions about their child's education. This measure has declined over the last 3 years, however last year we saw a small uptick of improvement.



79% of teachers, parents and students agree that students have access to the appropriate support and services at Irma School. This is right in line with the provincial average 80%. Last year we saw a large improvement among parent responses and a down-swing among teachers and students.

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