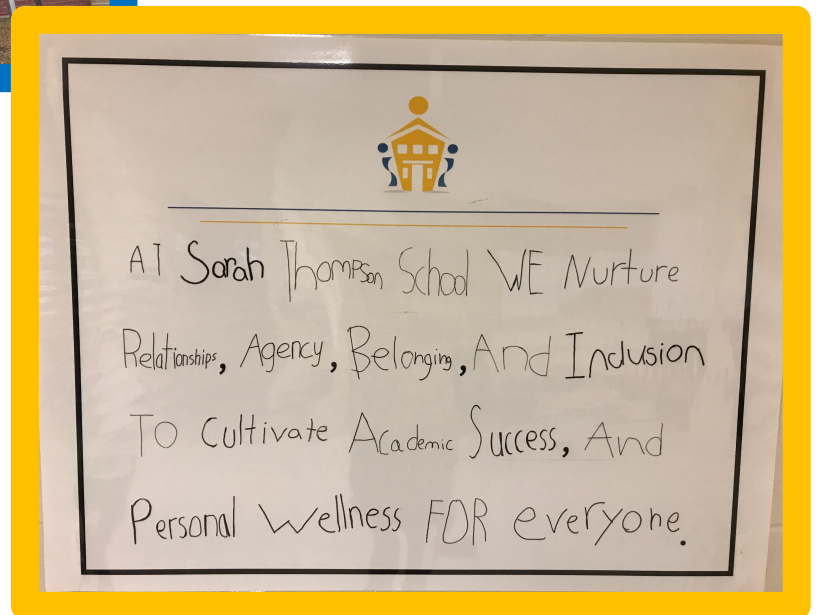




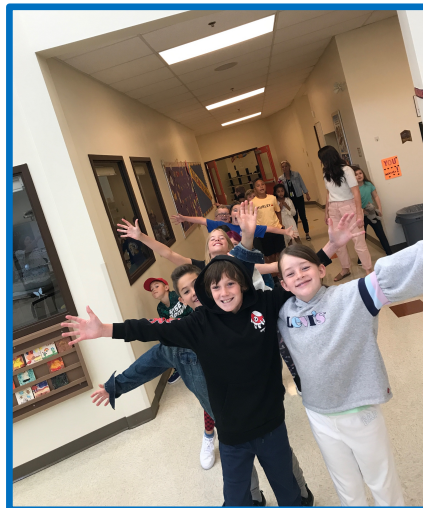
# School Education Plan 2023/24





## Table of Contents

Administrators' Message .....	4
School Profile .....	5
Student Feedback from Spring 2023 .....	6
Parent Feedback from Spring 2023 .....	7
RVS Four-Year Plan Survey Results .....	8
RVS Assurance Results.....	9
Alberta Education Assurance Measure Results .....	10
Advancing students numeracy and literacy skills.....	11
Building future-ready students .....	14
Creating inclusive, engaging, healthy learning opportunities for all students.....	16
School Council Review .....	18



# 2023 – 2027 Four-Year Education Plan

## Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.



## Administrators' Message

Sarah Thompson School is an incredible school. We are extremely fortunate to have outstanding students, supportive parents, and dedicated staff. Together, we have fostered a sense of belonging where every learner can embrace their true selves and take risks in their learning journey. However, we recognize the need for continuous improvement to provide our students and community with the best possible educational experience - an environment where all students can excel academically and thrive personally.

As a school, we are deeply committed to nurturing student agency, inclusion, a sense of belonging, and meaningful relationships, which form the foundation for our ongoing growth. To achieve this, it is crucial that we continuously reflect on the data and information we collect. Through this process of reflection, we remain steadfast in our goals: enhancing math instruction and academic achievement and further implementing Positive Behavioral Interventions and Supports. Additionally, we have identified two other critical areas that require focused attention: improving student mental well-being and enhancing our writing instruction.

In recent years, some learning gaps have emerged among our students. While we are actively working to close these gaps, our focus remains on strengthening fundamental literacy and numeracy skills. Simultaneously, we are dedicated to helping students develop essential self-regulation skills and resilience, empowering them to succeed both within and beyond the school environment.

By bolstering our efforts in these four key areas, we aim to ensure that every student embarks on a successful journey of lifelong learning and well-being. As a dedicated staff, we continuously monitor the progress of our students, both individually and as a school community. We gather information through various means, such as parent surveys, student work analysis, standardized assessments, and informal conversations in the hallways. Together, we collaboratively analyze this information, seeking tangible ways to further enhance our educational practices.

For us, the pursuit of learning and improvement is an ongoing endeavor. We are privileged to engage in this work within a supportive community, alongside caring parents, and curious, eager students. Together, we can and will continue to cultivate an exceptional learning community for all its members.

-Chris Sidorenko & Ryan Siemens – STS Administrative Team





## School Profile

**Principal:** Ryan Siemens

**Assistant Principal(s):** Chris Sidorenko

**Website:** <https://thompson.rockyview.ab.ca/>

**Twitter:** @SarahThompsonSC

**Facebook:** @SarahThompsonRVS



**Mission:** At Sarah Thompson School we nurture relationships, agency, belonging, and inclusion to cultivate academic success and personal wellness for everyone.

**Beliefs:**

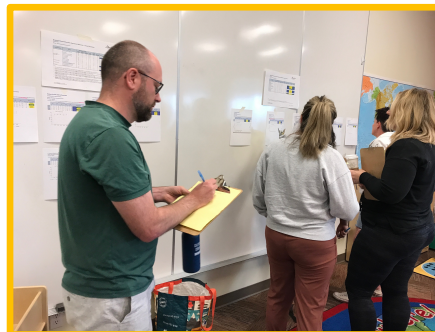
- All students can and want to learn
- All learners have inherent value and contribute significantly
- Professional learning and collaboration improve student learning
- Open and honest communication builds trusting relationships and improves student learning
- Learning improves when students are engaged in meaningful, relevant, and purposeful instruction and assessment

**Total Number of Students:** 332

**Grades Served:** Kindergarten – Grade 5

**Total Number of:**

- Classroom Teachers: 14
- Learning Support Teachers: 2
- Music Teachers: 1
- Learning Assistants: 5
- CDA(s)/Guidance Counsellors: 1
- Office staff: 1
- Caretaking staff: 2



### School Profile

As with all schools in RVS, Sarah Thompson School reflects a rich and diverse learning community. Our school has a variety of clubs ranging from Acceptance Club to Floor Hockey. We have a Student Council that provides students a voice into the leadership of the school. We have many students who volunteer their time for a variety of jobs such as Office Helpers and Patrols. Our parents play a significant role in making our school successful through volunteering their time at school events, organizing hot lunch, or reading with a child. Sarah Thompson School has a very inclusive and compassionate culture where everyone pitches in to create an outstanding learning environment.

## Student Feedback from Spring 2023

### What do students think are some things that are going well?

- Leadership job such as Patrols, Student Council and Office Helpers
- Breakout spaces, calming spaces, and alternate seating
- Friendship groups and lunch clubs
- Teachers are friendly and nice

### What do students think could be worked on or improved?

- More outdoor equipment to use at recess and in gym class
- More clubs ran by kids
- More help with learning math
- More cross-grade get togethers





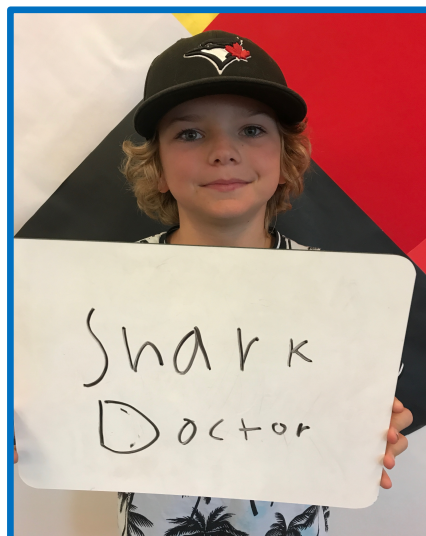
## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- Friendly and welcoming school community
- Staff are caring and compassionate
- Kids love their teachers and coming to school
- Communication from teachers and school is strong
- Inclusive culture

### What do parents think could be worked on or improved?

- Consistency in the frequency and platforms used to communicate to parents
- More communication about what students are learning about in class
- More notice for parents to volunteer for field trips
- Increased supervision on playground



# RVS Four-Year Plan Survey Results

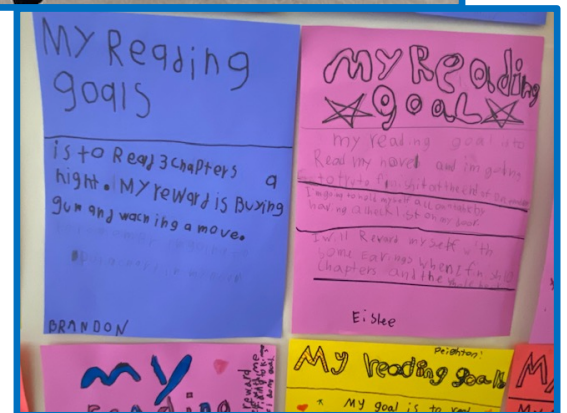
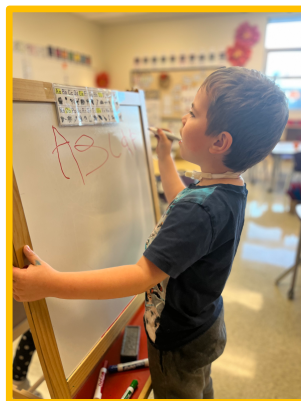
Survey Results found [here](#)

## What does the survey indicate is going well?

- Student's reading ability and confidence in their reading
- Students are provided opportunities to learn about global diversity and developing an appreciation for all cultures
- Students have opportunities to be creative
- Students can get help with their learning when they need it

## What does the survey indicate could be worked on or improved?

- Student's confidence in numeracy and writing
- Opportunities for students to be involved in volunteer activities
- Student understanding of the impact of their participation with social media
- Opportunities for students to set learning goals with their teacher and reflect on their success





## RVS Assurance Results

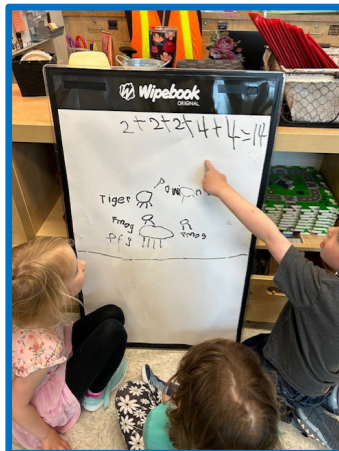
	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 5.	MIPI	18%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	71.4%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	30% (October 2022) 63% (April 2024)
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	64%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	92%

### What does this data tell us is going well?

- Student success in reading at grade level is increasing
- While PBIS was only introduced last year to our school, we already have a foundation of predictability in our school’s interventions and supports.

### What does this data tell us could be improved or worked on?

- Math instruction and achievement
- Student attendance





## Sarah Thompson School

Respectful	Resilient	Responsible
Everyone is valued 	Be flexible 	Be safe 
Care for others 	Keep trying 	Honour space and time 
Care for our communities 	Seek help 	Make good choices 
Kindness matters 	Courage matters 	Honesty matters 

# Alberta Education Assurance Measure Results

## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1673 Sarah Thompson School

Assurance Domain	Measure	Sarah Thompson 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	89.9	86.5	86.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.2	87.1	88.8	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	97.7	95.5	95.1	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	91.5	91.5	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	91.3	88.1	88.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.4	85.9	85.3	79.1	78.8	80.3	Very High	Maintained	Excellent

## Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1673 Sarah Thompson School

Measure	Sarah Thompson 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	90.2	96.5	97.3	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	84.3	75.1	76.1	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	91.8	92.5	90.9	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	93.5	89.1	89.2	81.2	81.9	83.4	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	96.7	93.4	94.3	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	88.4	85.4	86.6	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	89.1	86.0	87.4	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	82.5	90.6	85.0	83.1	84.9	84.5	High	Maintained	Good

### What does our data indicate is going well?

- Students, staff, and parents strongly believe Sarah Thompson provides a high quality of education.
- Students, staff, and parents strongly believe students are safe at school, are learning the importance of caring for others, are learning respect, and are treated fairly.
- Students, staff, and parents believe programs for students at risk are easy to access and timely.
- Parental Involvement in decision making is steadily increasing year over year.

### What does our data tell us could be improved on?

- While 97% of parents and 96% of teachers agree that students are engaged in their learning, only 76% of students agree.
- While 100% of teachers agree that students are taught attitudes and behaviours that will make them successful at work when they finish school, only 65% of parents agree.



## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

### How Might We: Improve student numeracy rates by 25% over the next three years?

**School Goal 1:** By September 2024, our school's numeracy assessment results will show an increase in the number of students performing at or above grade level by 10%.

#### Data that informed this goal:

##### June 2022 Alberta Numeracy Screening Tool results indicate the following:

- Grade 1 – 47/62 at grade level or above (76%)
- Grade 2 – 53/54 at grade level or above (98%)
- Grade 3 – 70/70 at grade level or above (100%)

##### September 2022 MIPI results indicate the following:

- Grade 4 – 12/56 at or above grade level (21%)
- Grade 5 – 8/56 at or above grade level (14%)

#### Connection to the practice guide(s):

**Inclusive Education Practice Guide:** All Principles in Taking Action Towards Inclusive Education, in particular: *Anticipating Differences, Having High Expectations for All Learners, Building Teacher Capacity.* (pg. 9)

**Instruction and Assessment Practice Guide:** The importance of Universal Design for Learning and planning learning specific to the student (pg. 7) and the need for a comprehensive assessment program that utilizes a variety of strategies and tools for assessment. (pg. 9)

**PL Practice Guide:** The Principles of Professional Learning Model (pg. 9-10) and specifically the need for all teachers to engage in collaborative to build collective knowledge, skills and competencies.

#### Strategies:

- Teachers will examine math data and form interclass groups for targeted instruction.
- Teachers will examine the learning profile for students “at risk”/below grade level for targeted intervention.
- Teachers will identify and implement high yield instructional strategies based on June 2023 Gradebook strand specific data. (i.e., number sense, spatial relations....)

#### Measures:

- Alberta Numeracy Screening Tool Assessment Grade 1-3.
- MIPI Grade 4-5.

#### Parents can:

- Frequently access their child's strengths and areas for growth via Parent Portal.

- Engage in numeracy games and resources provided by school/teacher.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• We have begun implementing Touch Math for struggling students to make number principles more concrete.</li> <li>• Teachers have reflected on the most current data to target student instruction and identify lagging curricular areas.</li> </ul>	
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• We have embedded a math task and talk into our staff meetings.</li> <li>• Our RVS' Numeracy Specialist led staff in our PL Day on March 11th in Math Problem Solving and engagement.</li> <li>• Staff are participating in a book study on: <i>Building Thinking Classrooms in Mathematics</i>.</li> <li>• Our Math Committee has identified key numeracy vocabulary across K-5 new curriculum for reflection and intentional inclusion.</li> <li>• During Three Way Conferences, parents and their kids participated in collaborative math problems and games.</li> <li>• Creation of math games for our Learning Commons for kids to play.</li> <li>• Growing culture and appreciation of math at school.</li> </ul>	

**Outcome:** Students are numerate and literate.

**How Might We: Improve student success in writing by 25% over the next three years?**

**School Goal 2:** By June 2024, our Grade Three RVS Writing Assessment data will reflect 50% of students writing at or above grade level.



<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Previous year’s literacy data on Report Cards and anecdotal feedback from teachers that professional learning in writing instruction is an area of need.</li> <li>• RVS Survey data – 42% of parent express that sometimes “My child can express themselves through writing.”</li> </ul>		
<p><b>Connection to the practice guide(s):</b></p> <p><b>Inclusive Education Practice Guide:</b> All Principles in Taking Action Towards Inclusive Education but specifically the importance of removing barriers for student success and building teacher capacity. (pg. 9)</p> <p><b>Instruction and Assessment Practice Guide:</b> The need for a comprehensive assessment program using a variety of strategies and tools for assessment and the importance of ongoing, meaningful, and accurate assessment. (pg. 9)</p> <p><b>Professional Learning Practice Guide:</b> The Standards of Professional Learning Model and specifically the need for skillful leadership to develop teacher capacity and create support systems for professional learning. (pg. 10)</p>		
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers will examine the learning profile for students “at risk”/below grade level for targeted intervention in phonics, phonological awareness, and letter formation automaticity/muscle memory.</li> <li>• Teachers will identify and implement high yield instructional strategies based on June 2023 Gradebook strand specific data.</li> <li>• Implement instructional practices learned from “Layers of Writing” workshop.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• RVS Writing Assessment</li> <li>• Final Report Card Marks in Writing</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for authentic reasons for their child to write.</li> <li>• Frequently access their child’s strengths and areas for growth via Parent Portal.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Five teachers participated in the 5-part series, <i>Layers of Writing Development</i> PL.</li> <li>• All staff engaged in Introduction to Writing Instruction/Assessment with RVS Learning Specialists on PL Day.</li> <li>• Grade 3 Teachers participated in a session about end of year</li> </ul>	<ul style="list-style-type: none"> <li>• Potentially create a sequence for each grade to focus on several areas of writing with greater depth. Eg. Gr. 1 – procedural, narrative, expository – Gr. 2 – descriptive, persuasive, poetic</li> <li>• Identification of school-wide common understandings of</li> </ul>

	<p>writing assessment and how to scaffold for success.</p> <ul style="list-style-type: none"> <li>We are beginning to identify gaps in consistency in instructional approach across grades and are beginning to develop the need for a more consistent approach.</li> </ul>	foundational pieces a Literacy Instruction and Assessment
<b>March 15</b>	<ul style="list-style-type: none"> <li>On March 11<sup>th</sup>, all staff dived into the Layers of Writing with a focus on scaffolded sentence/idea construction from K-5. We have made progress in aligning our language and approach to sentence structure.</li> <li>All key curricular writing objectives K-5 have been pulled so staff have a strong understanding of the progression.</li> <li>Increased consistency across grades in ensuring foundational writing skills are taught.</li> <li>Observations of Gr. 1-2 writing samples, in particular, are very good.</li> </ul>	

## Building future-ready students



**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**How Might We: Increase the personal growth and wellbeing of everybody in our school community?**

**School Goal 1:** By the end of June 2024, the number of students attending school between 90-99% of the time will increase from 64% to 75%.

**Data that informed this goal:**

- Attendance data in Dossier (2022-2023)
- Teacher observations and conversation with parents and students



**Connection to the practice guide(s):**

**Inclusive Education Guide:** Reflecting upon our school’s continuum of social/emotional supports and the need for a positive, predictable, consistent, and safe school community (pg. 10)

**Instruction and Assessment Guide:** The importance in developing a Growth Mindset so that students can persevere when things are difficult and understand mistakes are part of the learning process. (pg. 5)

**Professional Learning Guide:** The need for Community Engagement to support the creation of a safe and predictable environment as well as continually reflecting Research and Evidence to inform decision making. (pg. 8)

**Strategies:**

- Enhanced communication with parents concerning student absence and its impact on student achievement and developing a sense of belonging.
- Develop a structured school protocol to address student absenteeism.
- Staff and parent workshop/training on identifying and supporting students who have languishing mental health.

**Measures:**

- Attendance data in Dossier
- OurSCHOOL survey data (i.e.: receiving non-academic help)

**Parents can:**

- Work with school staff to problem solve poor attendance.
- Participate in any programming/workshops that are offered.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• The importance of attendance has been highlighted with parents at 3 Way Conferences and in the newsletter.</li> <li>• Based on current attendance data, teachers connected with parents at Conferences about how they might support their child to attend more regularly.</li> <li>• Staff have begun to engage with the Attendance Works resource to develop a school attendance framework.</li> </ul>	
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Continued focus on understanding student’s attendance patterns, reasons for not attending, and potential supports.</li> </ul>	

	<ul style="list-style-type: none"> <li>• During last school year up until March 15, 63% of students attended 90% of the time. This year, 72% of students have attended 90% of the time.</li> <li>• Attendance is increasing but not quite to the degree we are hoping for yet.</li> </ul>	
--	---	--

## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

**How Might We: Support and encourage self-awareness and accountability to increase student self-control, focus and perseverance?**

<p><b>School Goal 1: We will increase our PBIS Tiered Fidelity Inventory (TFI) by 20% by our next TFI assessment and by 45% over three years.</b></p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Observable practise of predictable behavioural supports and interventions with students that supports our school's PBIS matrix</li> <li>• Current TFI Assessment score of 30%</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Professional Learning Practice Guide:</b> The Standards of Professional Learning with a focus on Using a variety of sources of student, educator, parent, and system data to plan, assess, and evaluate our success. (pg. 10)</p> <p><b>Inclusive Education Practice Guide:</b> The need to focus on building and nurturing positive school-wide relationships and the explicit teaching of social/emotional skills. (pg. 13)</p> <p><b>Instruction and Assessment Practice Guide:</b> To move learning forward we need to encourage students, staff, and families take risks, persevere when things are difficult and understand that mistakes are a part of the learning process. (pg. 5)</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• PBIS team co-designs PBIS lessons with school staff and students during Professional learning time (scenario-based learning/modelling/role play).</li> <li>• Daily informal and formal implementation of PBIS strategies and use of common language, expectations, and interventions throughout the school.</li> <li>• Provide 1-2 family information sessions to parents to support and foster resilience, self-control, and perseverance at home.</li> </ul>



**Measures:**

- Tier 1 Fidelity Inventory
- Use of annual OurSCHOOL survey data to inform student feedback and progress (Gr. 4-5) - April 15-May 2, 2024

**Parents can:**

- Participate in school learning opportunities (workshops) and regular school council meetings.
- Engage in regular communication and attend Three-Way Conferences throughout the year.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• All teachers engaged in a PL session about Universal Strategies and tools may help students stay regulated in class.</li> <li>• Three classes had our OT present to students about regulation strategies they might implement.</li> <li>• Adding to co-regulation tools (chairs, therabands, fidgets, etc.)</li> <li>• Expansion of grade 5 leadership jobs as positive mentors for younger students</li> <li>• Each grade participated in learning social/emotional wellness such as: Zones of Regulation, Mindfulness, Brain Science</li> </ul>	
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• All pillars of our PBIS framework – “Tiger Talk” have been intentionally introduced to all students.</li> <li>• We are acknowledging strong role models of the “Tiger Talk” on a Bulletin board with pictures.</li> <li>• Book bins have been created with books that positively target our “Tiger Talk” pillars: Respectful, Responsible, Resilient.</li> <li>• Synergy presented to all students on Pink Shirt Day about spreading kindness.</li> </ul>	

	<ul style="list-style-type: none"><li>• Our Acceptance Club continues to spread messages to create belonging among students.</li></ul>	
--	--	--

## School Council Review

### Presentation of School Education Plan

School council comments:

- 

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**



October 23, 2023

**Principal signature on behalf of students and teachers of Sarah Thompson School**



October 11, 2023