



Sarah Thompson School

School Education Plan 2024/25

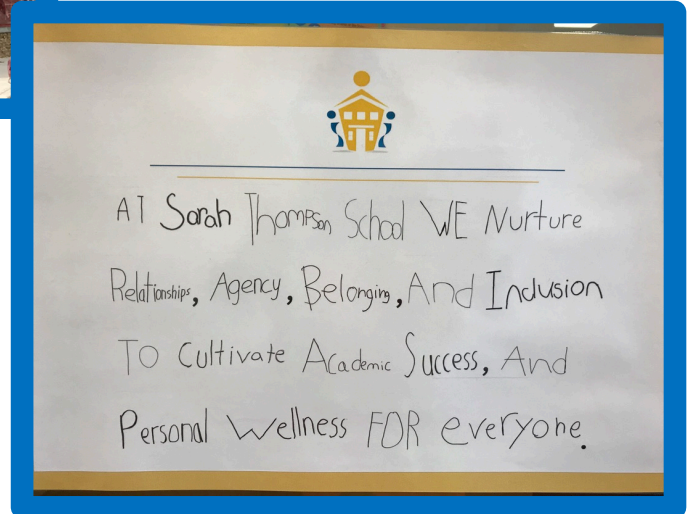
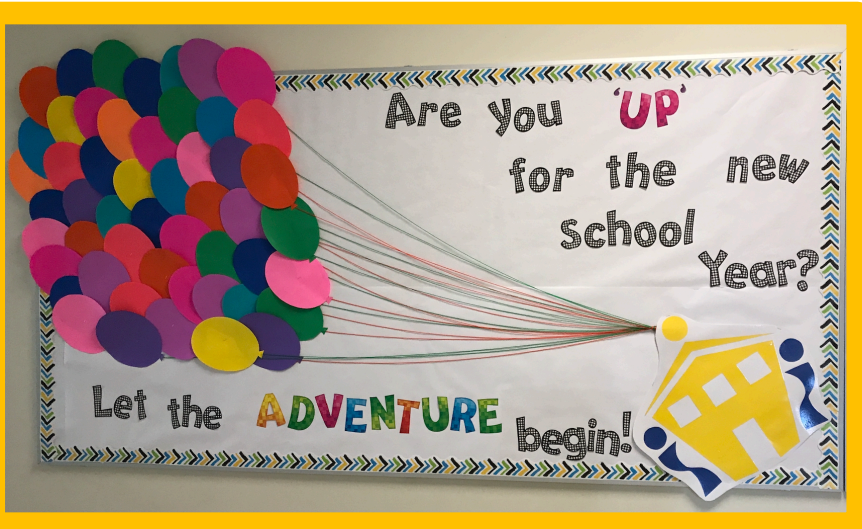


Table of Contents

Administrators' Message	4
School Profile	5
Student Feedback from Spring 2024	6
Parent Feedback from Spring 2024.....	7
RVS Assurance Results.....	8
OurSCHOOL 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

As we reflect on the past year, we are proud of the significant progress our school has made. At the heart of everything we do is a deep commitment to building strong relationships. Our school has a culture of caring, where our staff work collaboratively and are deeply engaged in supporting our students. This shared commitment ensures that every student feels valued and supported in their learning journey.

Our values guide us: we believe that all students can and want to learn, and that every learner has inherent value and the ability to contribute significantly. Professional learning and collaboration among staff play a crucial role in improving student learning outcomes. We also know that open and honest communication builds the trusting relationships that are vital for student success. When students are engaged in meaningful, relevant, and purposeful instruction, their learning truly flourishes.

One of our key achievements has been the consistent implementation of our Positive Behavioural Interventions and Supports (PBIS) framework, *Tiger Talk*. By fostering clear expectations and providing consistent support for our students, we have created a more positive and inclusive school environment. This framework has allowed us to support students in making better choices and developing the skills they need to succeed.

In addition to PBIS, we have seen strong improvements in both reading and numeracy across grade levels. Our students are achieving more and growing in their confidence as learners. However, we know there is still work to be done. As we look forward, we will continue to focus on further embedding PBIS, improving writing instruction, and supporting student wellness and mental health. It is also essential that we continue to deepen our understanding of all cultures and perspectives, ensuring that all students feel valued and respected.

To achieve these goals, we recognize the critical role that parents play. We encourage you to join us in reinforcing positive behavior at home by discussing our *Tiger Talk* with your child and celebrating their successes. For reading, numeracy, and writing, simple daily activities such as reading together, practicing math skills through games, or encouraging creative writing can make a big difference. Additionally, your involvement in school events and volunteering will further strengthen the home-school connection, ensuring that we work together to support our students' growth.

We want to express our heartfelt appreciation for your ongoing support. Together, with our dedicated staff, we are committed to fostering an environment that promotes excellence, growth, and well-being for every student.

We are excited about the journey ahead and look forward to another successful year of learning and growth.

-Chris Sidorenko & Ryan Siemens - STS Administrative Team



School Profile

Principal: Ryan Siemens

Assistant Principal: Chris Sidorenko

Website: sarahthompson.rockyview.ab.ca

Facebook: @SarahThompsonRVS

X: @SarahThompsonSC



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

Vision/Purpose/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 to Grade Five

Total Number of:

- Classroom Teachers: 13
- Learning Support Teachers: 2
- Music Teacher: 1
- Learning Assistants: 5
- Child Development Advisor: 1
- Office staff: 1
- Caretaking staff: 3



School Diversity Profile

As with all Rocky View Schools, Sarah Thompson School reflects a rich and diverse learning community. Together, we have created a safe and welcoming space that fosters belonging for every learner. We understand that every student, and by extension, their family, brings a unique perspective and background that collectively contribute to a thriving learning environment. We strive to meet each student where they are at academically, socially, and emotionally and help them reach their next steps of success. We offer an array of extra-curricular and leadership opportunities for our students. On any particular day, a visitor to the school might witness Cheer Club in the gym, Chess Club in the Hub and Friendship Club in the Learning Commons. For our students to be successful, we understand it cannot be a 'one size fits all' approach to education. As a school community, we make every effort to cultivate academic success and personal wellness for everyone.

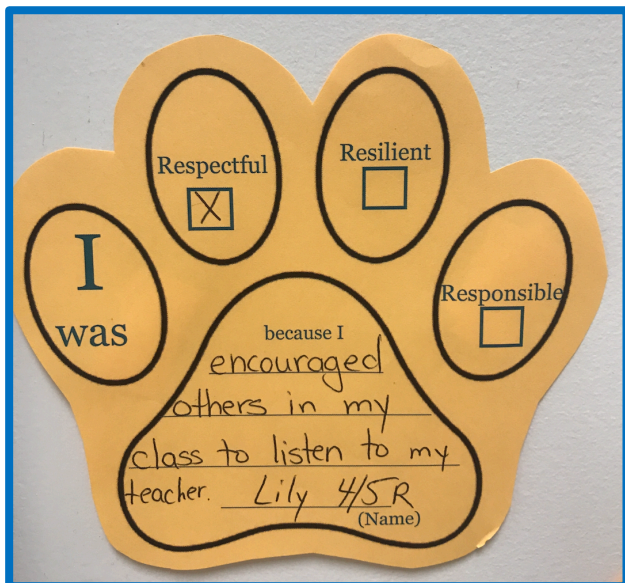
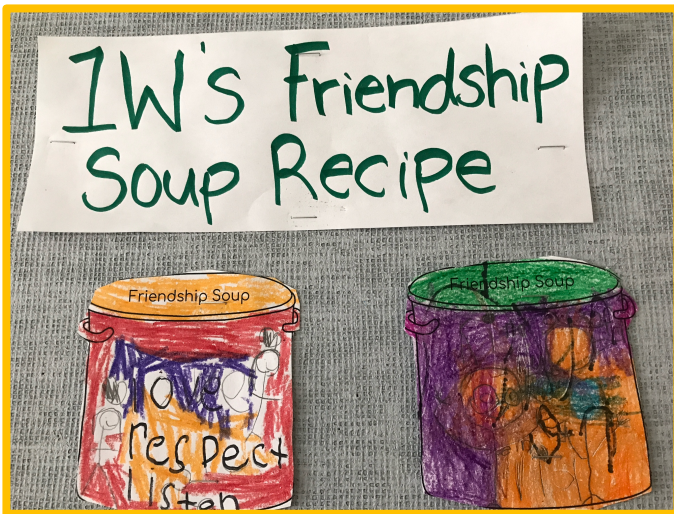
Student Feedback from Spring 2024

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

- Students have strong relationships with their teachers.
- Students appreciate the different leadership and club opportunities.
- Students like when they are acknowledged over the intercom or in the hallway.

What do students think could be worked on or improved?

- Students would like more comfortable seating.
- Students would like it if their classmates were more focused during class time.
- Students would like math to be more engaging.



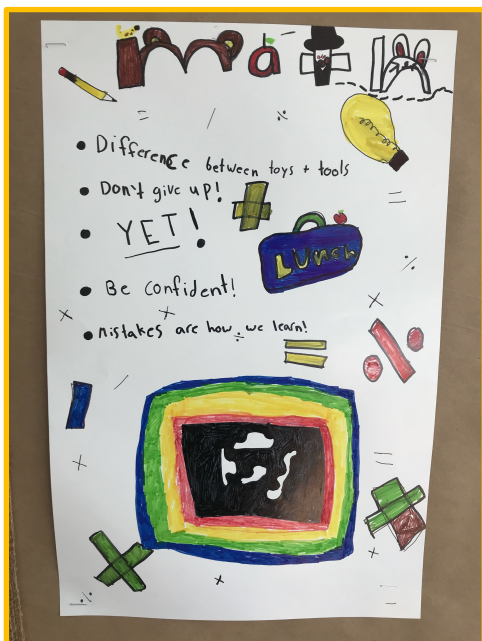
Parent Feedback from Spring 2024

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

- Parents enjoy our welcoming, caring, and safe environment.
- Parents believe we have an engaged and dedicated staff teaching their kids.
- Parents believe communication between home and school is effective.

What do parents think could be worked on or improved?

- More communication about what our PBIS “Tiger Talk” looks like at school.
- Parents would like a less congested parking lot.
- Parents would prefer that there was not different landing spots and logins for PowerSchool, School Cash, MyBlueprint etc.



RVS Assurance Results

	Data Source	Most Recent Results
Percentage of students in grades 4-5 who are not at risk on the EICS Math Assessment	EICS Math Assessment 2024	64%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	87%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	77%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3.	RVS Writing Assessment	37%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	63%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	73%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90%

What does this data tell us is going well?

- Student attendance continues to improve year over year the last three years
- Our youngest students have a solid foundation in math.
- We continue to make significant strides in implementing our PBIS Framework in supporting students.

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

- Writing instruction is an important area for growth at our school.
- We should continue to stay focused on building predictable routines and responses to student behaviour through PBIS.



OurSCHOOL Results

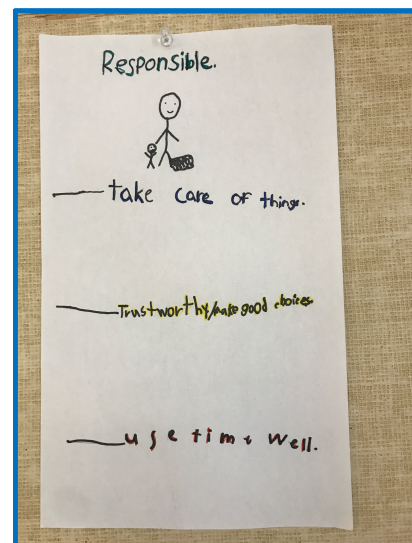
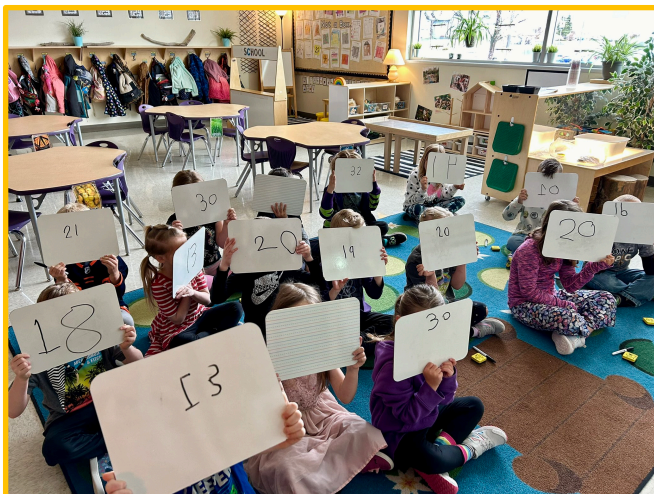
	Results as of Spring 2024
The percentage of students who are interested and motivated in their learning.	83%
The percentage of students who value school outcomes.	93%
The average score for relevance, rigor and effective learning time.	7.8
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	86%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.5
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	77%

What does our data indicate is going well?

- Students believe their education will benefit them in the future.
- Almost all students pursue activities that are fun and interesting to them.
- Students feel teachers are responsive to their needs.

What does our data tell us could be improved on?

- Supporting students who have a hard time controlling their emotions and maintaining focus.
- Ensuring there are clear expectations for classroom behaviour.



Alberta Education Assurance Measure Results

Seventeen parents, eighteen teachers and seventy students completed this survey in the Spring of 2024.

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	87.4	89.9	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.8	92.2	89.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	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
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	97.7	96.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.0	95.4	93.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.1	91.3	89.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	84.8	87.4	86.6	79.5	79.1	78.9	Very High	Maintained	Excellent

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2024

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	52.7	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	87.0	90.2	93.3	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	79.7	84.3	79.7	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	89.9	91.8	92.1	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	85.5	93.5	91.3	80.6	81.2	81.5	Intermediate	Declined	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	96.0	96.7	95.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	86.9	88.4	86.9	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	86.5	89.1	87.6	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	87.0	82.5	86.5	82.8	83.1	84.0	Very High	Maintained	Excellent

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.
- Parental Involvement and input in decision making continues to be a strength.
- Students are learning the values that will prepare them for the world of work.

What does our data tell us could be improved on?

- While students and teachers believe support for struggling learners is accessible and timely, parents are much less confident that this is the case.
- Teachers feel that the quality of professional learning provided by the school district has decreased in quality.
- While 88% of parents and 100% of teachers agree that students are engaged in their learning, only 74% of students agree.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: Improve student numeracy rates by 10% over the next two years?

School Goal 1: By September 2025, our school's numeracy assessment results will show an increase in the number of students performing at or above grade level by 5%.

Data that informed this goal:

June 2024 Alberta Numeracy Screening Tool results indicate the following:

- Grade 1–3 – 87% of students are at Grade Level or Above Grade Level

September 2024 School Based Survey:

- Student's perspective on their enjoyment and confidence in Math demonstrates 71% of students like math and 79% of students believe they are good at math.

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 learning to build collective knowledge, skills and competencies.

Strategies:

- Teachers will examine the student school-based survey in September and reflect on how we might improve student's enjoyment and confidence in math.
- 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 2024 Gradebook strand specific data. (i.e., number sense, spatial relations, operations, etc.)
- Continue to implement strategies from "Building Thinking Classrooms" by Peter Liljedahl.

Measures:

- Alberta Numeracy Screening Tool – Grade 1-3.
- Elk Island Catholic School Numeracy Test – Grade 4-5.
- School Based Survey – Grade 1-5.

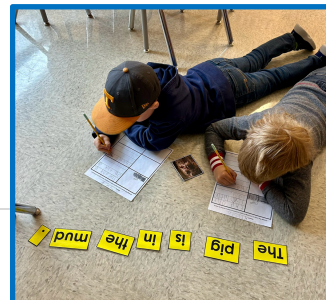
<p>Parents can:</p> <ul style="list-style-type: none"> Frequently access their child’s strengths and areas for growth via Parent Portal. Engage in numeracy games and resources provided by school/teacher. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> Creation and implementation of numeracy engagement survey Engaged parents and students with numeracy games during Three Way Conferences 	<ul style="list-style-type: none">
April 4	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Outcome: Students are numerate and literate.

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

<p>School Goal 2: By June 2025, our Grade Three and Four RVS Writing Assessment data will reflect 50% of students writing at or above grade level.</p>
<p>Data that informed this goal:</p> <p>May 2024 – RVS Writing Assessment results indicate:</p> <ul style="list-style-type: none"> 37% of students in Grade Three were writing at or above grade level.
<p>Connection to the practice guide(s): Connection to the practice guide(s):</p> <p>Inclusive Education Practice Guide: All Principles in <i>Taking Action Towards Inclusive Education</i> but specifically the importance of removing barriers for student success and building teacher capacity. (pg. 9)</p> <p>Instruction and Assessment Practice Guide: 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>Professional Learning Practice Guide: The <i>Standards of Professional Learning Model</i> and specifically the need for skillful leadership to develop teacher capacity and create support systems for professional learning. (pg. 10)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> 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. Teachers will begin to develop/implement visual writing rubrics to encourage self-assessment.

<ul style="list-style-type: none"> • Implement instructional practices learned from “Layers of Writing” workshop. • Continued reflection on the RVS’ Writing Assessment “Year Long” Rubric throughout the year. 		
Measures: <ul style="list-style-type: none"> • RVS Writing Assessment. • Final Report Card Marks in Writing. 		
Parents can: <ul style="list-style-type: none"> • Provide opportunities for authentic reasons for their child to write. • Frequently access their child’s strengths and areas for growth via Parent Portal. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Exploration of Grade 3 and 4 Writing Assessment rubrics to inform instruction • Presentation by Learning Specialist about the Writing Assessment • Grade Five Team implementing strategies from “180 Days” by K. Gallagher and P. Kittle, such as mentor texts, self-assessment and book talks/shares • Exploring different ways to engage students in writing such as letters to class pet, sit spots at Langdon Park, and utilizing our newly created Studio space 	<ul style="list-style-type: none"> •
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •





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?

<p>School Goal 1: By the end of June 2025, the percentage of students who report feeling a sense of purpose, and are interested and motivated in their learning, will increase by 5%.</p>
<p>Data that informed this goal:</p> <p>May 2024 – OurSchool Survey indicate:</p> <ul style="list-style-type: none"> • 79% of students in Grades Four and Five pursue personally expressive goals and have a sense of purpose. • 77% of students were interested and motivated in their learning.
<p>Connection to the practice guide(s):</p> <p>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)</p> <p>Instruction and Assessment Guide: The importance of developing a Growth Mindset so that students can persevere when things are difficult and understand mistakes are a part of the learning process. (pg 5)</p> <p>Professional Learning Guide: Success occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment. (pg 11)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Continue to implement and reflect upon enhanced communication with parents/students around consistent attendance and our school-wide protocol to address this. • Offer opportunities for student agency through clubs, leadership opportunities. • Plan for student opportunities to take action and have ownership of what they are learning through instructional design.
<p>Measures:</p> <ul style="list-style-type: none"> • OurSchool Survey Data. • Attendance Data through Dossier. • Participation in student led initiatives and leadership opportunities.

Parents can:

- Work with your child’s teacher to ensure your child attends regularly.
- Encourage your child to pursue endeavours that they enjoy.
- Help develop your child’s resilience by allowing them to experience opportunities to be unsuccessful/fail forward.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Sit spots at Langdon Park to build belonging and agency in our community • Intentionally making Fridays more purposeful to increase attendance 	<ul style="list-style-type: none"> •
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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?

School Goal 1: We will increase our Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory to 80% by June 2025 and 90% by June 2026.

Data that informed this goal:

- Observable practice of Positive Behavioural Interventions and Supports among staff, students and parents.
- Current TFI Assessment score of 63%

Connection to the practice guide(s):

Professional Learning Practice Guide:

- RVS supports collaborative and collective inquiry through a number of professional learning opportunities and initiatives aligned with our vision, division goals and school education plans. (pg 10)

Inclusive Education Practice Guide:

- Explicitly teach social-emotional skills as part of curriculum and the routines, structures of the school. (pg 13)
- Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum. (pg 13)

Instruction and Assessment Practice Guide:

- To move learning forward we need to encourage students, staff, and families to take risks, persevere when things are difficult, and understand mistakes are a part of the learning process. (pg 5)

Strategies:

- PBIS team to revisit PBIS lessons and visuals with school staff during staff meetings and Professional learning time.
- Frequent informal and formal implementation of PBIS strategies and use of common language, expectations, and interventions throughout the school.
- Regular and ongoing focus on each of the “Tiger Talk” pillars throughout the year and share in monthly newsletter
- School-wide assemblies and ongoing acknowledgment of the schools PBIS’ pillars through the ‘Tiger Tracks’ initiative.

<p>Measures:</p> <ul style="list-style-type: none"> • School-wide score on Positive Behaviour Intervention and Support (PBIS) Tiered Fidelity Inventory. • Percentage of students who report they can control their emotions and behaviours and maintain focus on a task as measured by the OurSchool Survey. 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Participate in school learning opportunities and read the school newsletter. • Engage in regular communication with their child’s teacher and attend Three-Way Conferences throughout the year. • Ask your child what <i>Tiger Talk</i> and <i>Tiger Tracks</i> are. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Acknowledging students for following the Tiger Talk by sharing their name on the intercom each morning and posting their Tiger Track in the Gathering Area • We hosted our first PBIS assembly in November celebrating our success and reviewing our expectations under the “Respectful” PBIS pillar • Connecting Tiger Talk to Read-Alouds • Our Tiger Talk language is becoming more pervasive among students, staff and parents evidenced by conversations at Three Way Conferences 	<ul style="list-style-type: none"> •
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



School Council Review

Presentation of School Education Plan – October 28, 2024

School council comments:

- The SEP was highly informative and provided valuable insights into the school's priorities, with well-aligned goals based on the data provided. The goals are thoughtfully crafted and reflect feedback from all stakeholders.
- For the School Council, it will be important to explore ways to continue partnering with the school to support these goals, especially by fostering increased student engagement. The School Council will also keep the school's priorities in numeracy, writing, and PBIS in mind when planning and supporting school enhancements and initiatives.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Sarah Thompson School

Sandi Harrowel

November 1, 2024

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

[Handwritten Signature]

October 9, 2024