



Thorsby Elementary School

School Assurance Plan 2025-2026

5301 48th Ave, Thorsby, AB, T0C 2P0

Phone: 780-789-3776 <https://tes.blackgold.ca>

Principal: Nicole Russett Assistant Principal: Jake Hendrickson



Thorsby Elementary School Assurance Plan - 2025/2026

School Profile:

- Nestled in the heart of a small farming community, Thorsby Elementary School (TES) holds a special place in the lives of its students, staff, and families. With deep roots in tradition, the school remains a cornerstone of education for generations.
- Currently, at TES, we have 223 students from Pre-Kindergarten to Grade 6. We currently have 20 students (10%) out of our attendance boundary. We have 11 teaching staff, 9 educational assistants, two additional support staff working in our main office and library, and two custodians.
- Our building was constructed 14 years ago and has a core structure with 6 modulars attached to the core. Alberta Education rates our capacity for the school at 341 students.

School Celebrations:

- The first 5/6 Indoor Soccer team was a huge success!
- Cultural Engagement: Hoop Dancer - Dallas Arcand - brought students a sense of wonder, curiosity and a sense of belonging
- Having Diane, our pen pal, come in to meet the students after a year of letter writing.
- Community Engagement: Grade 2 kindness projects in the community
- Staff helping one another with taking their classes in moments of need, dysregulated students
- Second Annual Mental Health and Wellness Event
- Student Nutrition Programs: Offering breakfast and snack bins to ensure all students are well-nourished
- Parent Council Hot Lunch Fundraiser
- School Wellness and Spirit Days: Regular activities to promote health, wellness, and school spirit.
- Transition Planning: Intentional planning for students transitioning from Thorsby Elementary to Thorsby Junior Senior High
- Exceptional Early Intervention Programming: Providing early support for students' diverse needs.
- Collaboration Time for Teachers: Embedded Professional Learning Communities to enhance instructional practices and student learning.



Alberta Education Assurance Measures - Thorsby Elementary School

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 3223 Thorsby Elementary School

Assurance Domain	Measure	Thorsby Elementary School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	79.8	80.0	82.8	83.9	83.7	84.4
	Citizenship	78.3	84.9	86.5	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	89.6	97.0	94.6	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	88.7	88.5	84.4	84.0	84.9
	Access to Supports and Services	74.0	82.1	80.3	80.1	79.9	80.7
Governance	Parental Involvement	79.8	100.0	84.0	80.0	79.5	79.1



Comments on Alberta Education Assurance Measures Results for Thorsby Elementary School:

- Overall, Thorsby Elementary School demonstrates solid performance across key assurance measures. Student learning engagement and citizenship remain strengths, with results generally consistent over time. Education quality and welcoming, safe learning environments continue to be positive, though some areas show a slight decline from previous years and will benefit from continued focus. These results will help guide school planning and targeted actions moving forward.



Priority Focus 2024-2027						
School Goal 1: Strengthen literacy achievement through purposeful small-group instruction, targeted interventions, and instructional practices that actively engage students.	Indicate Alignment with Division Priorities (Success)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
EIP-Grade 6	We must address gaps in literacy based on screener data. We must ensure staff have dedicated time to collaborate, align teaching strategies, instructional practices, and assessments. Additionally, we need to be intentional and purposeful with our teaching methods to promote deeper understanding and increased student engagement.	Strengthening literacy instruction by addressing learning gaps, teaching strategies and assessments through collaborative planning, and using intentional, evidence-based practices to increase student understanding and engagement.	If we intentionally analyze student data, collaborate to design engaging lessons, share resources and strategies, and implement targeted small-group instruction	Then we will effectively address gaps in literacy and improve student learning outcomes.	-A decrease in the number of students identified as needing intensive targeted pull-out intervention, as a result of strong small-group classroom support provided by the teachers. -Demonstrated student growth on LENS, PAST, RAN, TOSREC, and TOWRE screeners. -Improvement in the "Student Learning Engagement" result (currently 79.8%)	-Small group instruction for literacy WINN time -Teachers working with literacy instructional coaches to analyze data and plan for small group targeted instruction and engaging activities -Push-In and Pull-Out targeted intervention -Professional Development: Staff will take part in a number of PD sessions and collaborate with our Instructional Coaches. -Teachers also have monthly collaboration time in grade-level teams.

Priority Focus 2024-2027						
School Goal 2: Strengthen numeracy achievement through purposeful small-group instruction, targeted interventions, and instructional practices that actively engage students.	** Indicate Alignment with Division Priorities (Success)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
EIP-Grade 6	We must address gaps in numeracy based on screener data and ensure staff have dedicated time to collaborate, align teaching strategies, instructional practices, and assessments. We need to be intentional and purposeful with our teaching methods to promote deeper understanding and increased student engagement.	Strengthening numeracy instruction by addressing learning gaps, aligning teaching strategies and assessments through collaborative planning, and incorporating hands-on, engaging math games to increase student understanding and engagement. Daily basic math practices to improve.	If we intentionally analyze student data, collaborate to design engaging lessons, share resources and strategies, and implement targeted small-group instruction	Then we will effectively address gaps in numeracy and improve student learning outcomes.	-A reduction in students flagged as at risk from Winter to Spring on BG math assessments. -Improvement in the "Student Learning Engagement" result (currently 79.8%)	-Small group instruction for numeracy WINN time -Teachers working with numeracy instructional coaches to analyze data and plan for small group targeted instruction and engaging activities -Push-In and Pull-Out targeted intervention -Professional Development: Staff will take part in a number of PD sessions and collaborate with our Instructional Coaches. -Teachers also have monthly collaboration time in grade-level teams.

