

## Thorsby Elementary School





## Thorsby Elementary School Assurance Plan - 2024-25

### 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. Many parents still reminisce about their time at Thorsby Elementary, fondly recalling "Tire Town," a beloved playground fixture that was a central part of their childhood memories. Today, that sense of nostalgia and community pride thrives, as the school remains committed to nurturing academic achievement and personal growth.

Currently, at TES, we have 240 wonderful students from Pre-Kindergarten to Grade 6. Our student population is made up of 42% urban students and 43% rural. We currently have 42 students (15%) out of our attendance boundary. We have 13 teaching staff, 8 educational assistants, two additional support staff working in our main office and library, and two custodians.

Our building was constructed 13 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.

## Thorsby Elementary School

### Mission Statement

Our mission at Thorsby Elementary School is to guide students to become responsible global citizens who are life-long learners intellectually, socially, emotionally, and physically.

### Vision

To further develop as a caring and compassionate school that recognises various abilities and embraces differentiation through multiple instructional techniques.

### Values

**We value Relationships:** therefore we will encourage, build, and maintain positive relationships with our students, staff, parents, and community.

**We value Respect:** therefore we will promote respect and responsible behaviour for all members of our school community.

**We value a Safe & Caring Environment:** therefore we will provide our students, staff, and parents with a welcoming environment with open lines of communication.

**We value Passion:** therefore we will be passionate about life-long learning hoping to encourage the same in our students.

**We value Professionalism:** therefore we will continue to develop our professional practices to enhance student learning.

**We value Physical & Mental Health:** therefore we will promote the physical and mental health of both our students and staff.

**We value Inclusive Education:** therefore we will support the diverse needs of our students helping them reach their academic potential.

**We value Collaboration:** therefore we will nurture an environment where staff collaborate and support each other.

# R.O.A.R.



R-Respectful  
O-Open Minded  
A-Accepting  
R-Responsible

**Celebrations:**

- We have had a very successful breakfast program. We have a variety of fruit, yoghurt, and cheese delivered to the classrooms every morning. We have expanded the program to include snacks in the afternoon. We provide fruit, granola bars, crackers and other items for students who do not have snacks to eat throughout the day. At TES we focus on offering healthy choices as much as possible.
- Thorsby Elementary School has a very active and involved parent group. There are numerous opportunities for parents to be involved within our school community. Parents are seen assisting the teacher, offering additional help to students or preparing materials to be used within the classroom. We welcome and encourage volunteers to be part of our school. We have parents who volunteer in the classroom as well as preparing food for our hot lunch program twice a week.
- Our Parent Association – TEPA – is very supportive of our school. Our Hot Lunch program, which requires numerous volunteers to do Hot Lunch twice a week, is up and running. We will continue to have our school council/TEPA as an active part of our school community through monthly meetings, fundraising activities, and working towards school improvement.

**Academic Celebrations**

- Options for 4-6 create opportunities to engage in learning that interests each student and explore areas they may be interested in after they finish school.
- W.I.N block provides literacy and numeracy intervention through small group instruction. Targeting student needs based on data from screeners done three times a year. We have been moving towards a changed

model for intervention, with teachers identifying which students need explicit teaching to help close the gap between identified students and their peers.

- Our staff continually seeks out best practices when teaching and working with students. They strive to ensure an optimal learning environment for all students. We continue to learn about visible learning and teaching strategies that have the best impact on student learning.
- We are very proud of the fact that most of our teaching staff has had additional, specialized training in reading intervention. Our school has followed the Lindamood-Bell programs (LiPS, Stars, and Visualizing and Verbalizing) target areas of need for our students.
- Our school also values technology and we currently have a 1-1 ratio of Chromebooks to students in grades two and up. We have also replaced our Smartboards and interactive whiteboards with Viewsonic interactive screens.

### **School Events/Activities**

- 3/4 girls' floor hockey won and tied more games last year than before
- 3/4 boys floor hockey made it to the bronze medal game in the tournament
- Whole school kindness cards (February)
- From the kindness cards in February, we got a pen pal in grade 4! Diane Cass has written letters to us since receiving a kindness card and even made us homemade pencil cases. In June, she came and visited. The kids were elated to meet her in person.
- Steven came in September for Orange Shirt Day. He taught us about drumming and the kids participated in a round dance.

- Random acts of kindness throughout the year including delivering hot chocolate to the high school students, making crafts with the seniors in town and bringing in lunch for the office staff.
- The whole school participated in delivering kindness cards to houses around the community. People were so thrilled and loved them!
- 6 out of 8 students who participated in the high jump grand prix finished in the top 10. Carsen Belair got 1st place for the boys and Rowan Andersen got 2nd place for the girls.
- Christmas dinner with the whole school before Christmas break was amazing. Kids were so excited and thankful and loved the interactions and togetherness between classes.
- 51 Grade 6 students, the two grade 6 teachers, and 12 parent volunteers went on the two-night Warwa trip where students get to experience new activities, connect as friends, and enjoy campfires and new challenges.
- Our grade 6 and grade 1 buddies create friendships and helpers among the students of our school.
- Two of our grade 6 students won the Andrew Boitchenko MLA art contest and he came in to present the prizes and chat with the grade 6 students who learn about government
- We continue to offer spirit days at school and have our grade six students planning those activities for the rest of the school. These days will include things like "Jersey Day" "Pajama Day" and "Anything but a Backpack Day" The grade six students will promote the activities.
- This year we have combined the Terry Fox and Traditional Cross Country Run, we decided to make it more inclusive and have a Terry Fox Run/Walk. Each year, our Halloween parade in the gym is an anticipated activity for the students. We had many parents join our school to watch the parade and it was so nice to be able to welcome them to our school for the event.

- At TES we value the opportunity to be part of the community beyond our school, and we will be actively supporting our local Christmas Elves. Each year we have an amazing Christmas concert where our grade six students present a play with each grade performing on stage at various breaks in the play. Our school continues to be the heart of the community.

**Challenges:**

We are working extremely hard to close academic gaps, through targeted intervention. Of course, our main priority at the school is student and staff safety, academic pursuits, and mental wellness. A school community always faces extra challenges. Our parent group has been fundraising to do upgrades to our current playground, wanting to put rubber matting in to replace the wood chips. We have been made aware that one of our playground structure's life expectancy is less than one year. This will put some stress and strain on our school's fundraising efforts.

At TES we will continue to work with our parents and the community to offer the best educational opportunities to our students.



**School Council Message**

Thorsby Elementary School Council meets monthly.

Thorsby Elementary School Council is eager to actively participate and support the goals outlined in the Thorsby Elementary School Education Success Plan. Over the next three years and beyond, the council will continue to facilitate communication between the school and home, encourage parent involvement, and work collaboratively with school staff. Our school and council are fortunate to have a strong relationship with the community, which is integral to the success of our students. By supporting the school, parents and community the council feels confident the goals outlined will be reached.

**School Council Chair: Mandy Peck**  
**October 7, 2024**

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3223 Thorsby Elementary School

Assurance Domain	Measure	Thorsby Elementary 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	<a href="#">Student Learning Engagement</a>	80.0	85.6	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	84.9	89.3	87.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	75.6	83.3	83.3	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	<a href="#">PAT6: Excellence</a>	22.0	16.7	16.7	19.8	18.0	18.0	High	Maintained	Good
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	97.0	92.3	93.4	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.7	90.7	88.4	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	82.1	79.9	79.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	100.0	79.3	76.0	79.5	79.1	78.9	Very High	Improved	Excellent

## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3223 Thorsby Elementary School

Measure	Thorsby Elementary 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	90.0	94.3	97.1	81.1	82.2	83.0	High	Maintained	Good
<a href="#">Lifelong Learning</a>	100.0	75.4	74.6	79.9	80.4	80.7	Very High	Improved	Excellent
<a href="#">Program of Studies</a>	98.7	85.6	84.7	82.8	82.9	82.9	Very High	Improved	Excellent
<a href="#">Program of Studies - At Risk Students</a>	82.4	80.5	79.4	80.6	81.2	81.5	Low	Maintained	Issue
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	92.0	92.6	90.4	87.1	87.5	88.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	71.8	77.7	76.3	71.9	72.9	72.7	Low	Maintained	Issue
<a href="#">School Improvement</a>	82.9	77.7	74.5	75.8	75.2	74.7	Very High	Improved	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	100.0	79.8	84.5	82.8	83.1	84.0	Very High	Improved	Excellent

**School Goal 1:** Thorsby Elementary School will successfully implement Black Gold numeracy and literacy screeners and use the data to improve student learning.

**Alignment with Black Gold School Division Priority:** Success

- High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, with particular attention to students in need of additional support.

**Timeline:** 3 years

**Rationale:** BGSD has implemented screeners across the division. This needs to be useful for driving instruction, not just a compliance task. Teachers will need time to not only learn how to administer the screeners but also how to analyze and use the data to inform their practice.

Timeline	Strategies	Supporting Data
Year 1 (2024-2025)	<ul style="list-style-type: none"><li>• Implement Black Gold screeners<ul style="list-style-type: none"><li>◦ Math Screener/Numeracy Screener</li><li>◦ LeNs/RAN/and PAST</li><li>◦ HLAT/Writing Screener</li><li>◦ TOWRE2, TOSREC,</li><li>◦ EYE (Kindergarten)</li></ul></li><li>• Begin to understand the data presented in the screeners<ul style="list-style-type: none"><li>◦ what is the data telling us?</li><li>◦ How is the data changing over time?</li></ul></li><li>• Use UFLI screeners to “dig deeper” into understanding student achievement (gaps in learning)</li></ul>	<ul style="list-style-type: none"><li>• Spreadsheet of student data<ul style="list-style-type: none"><li>◦ looking for trends/common areas of concern</li></ul></li><li>• screener reassessment in January and May<ul style="list-style-type: none"><li>◦ look for changes/improvements</li></ul></li><li>• analyze how students in the pull-out intervention are progressing based on screeners</li></ul>

Year 2 (2025-2026)	<ul style="list-style-type: none"> <li>● Use the data to change our practice to meet student needs             <ul style="list-style-type: none"> <li>○ begin to use data to form small groups for instruction</li> <li>○ Meet the needs of targeted students with pull-out or push-in interventions and WIN groups</li> <li>○ teachers implement small-group instruction to target learning gaps</li> </ul> </li> <li>● Analysis of data from Black Gold screeners             <ul style="list-style-type: none"> <li>○ Math Screener/Numeracy Screener</li> <li>○ LeNs/RAN/and PAST</li> <li>○ HLAT/Writing Screener</li> <li>○ TOWRE2, TOSREC,</li> <li>○ EYE (Kindergarten)</li> </ul> </li> <li>● Use other resources to “dig deeper” into understanding student achievement.</li> <li>● Use UFLI screeners to “dig deeper” into understanding student achievement (gaps in learning)</li> <li>● Use data to drive instruction.             <ul style="list-style-type: none"> <li>○ Meet the needs of students</li> <li>○ close the gap between</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continue to monitor data from screeners.</li> <li>● Look at using other assessment data.             <ul style="list-style-type: none"> <li>○ Burns and Roe</li> <li>○ Fountas and Pinnell</li> <li>○ Leaps and Bounds - Math pre-assessment and remediation/intervention lessons</li> </ul> </li> <li>● work towards common language arts and math programs/resources for consistency with students</li> </ul>
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<p>Year 3 (2026-2027)</p>	<p>students who are behind and those at or above grade level</p> <ul style="list-style-type: none"><li>● Small group instruction is used to meet the needs of students<ul style="list-style-type: none"><li>○ use data to form small groups for instruction</li><li>○ Meet the needs of targeted students with pull-out intervention</li><li>○ teachers refine small-group instruction</li></ul></li><li>● Evaluate data from Black Gold screeners.<ul style="list-style-type: none"><li>○ Math Screener/Numeracy Screener</li><li>○ LeNs/RAN/and PAST</li><li>○ HLAT/Writing Screener</li><li>○ TOWRE2, TOSREC,</li><li>○ EYE (Kindergarten)</li></ul></li><li>● Use UFLI screeners to “dig deeper” into understanding student achievement (gaps in learning)</li><li>● Use data to drive instruction.<ul style="list-style-type: none"><li>○ Meet the needs of students</li><li>○ close the gap between students who are behind and those at or above grade level</li><li>○ back up instruction to move forward</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Continue to monitor data from screeners.</li><li>● Look at using other assessment data.<ul style="list-style-type: none"><li>○ Burns and Roe</li><li>○ Fountas and Pinnell</li><li>○ Leaps and Bounds - Math pre-assessment and remediation/intervention lessons</li></ul></li><li>● analyze data from PATs to see if gaps have narrowed</li></ul>
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	<ul style="list-style-type: none"><li>● Small group instruction is used to meet the needs of students<ul style="list-style-type: none"><li>○ use data to form small groups for instruction to meet the needs of targeted students with pull-out intervention</li><li>○ teachers refine small-group instruction whether that is for remediation or advanced learning</li><li>○ Use Flex block (Monday blk 6) to target small group instruction</li></ul></li></ul>	
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<b>School Goal 1:</b> <b>School Goal 1 Reflection</b>
<b>Review, Reflection and Progress Update:</b>

**School Goal 2:**

**Visible Learning Focus:** Staff at Thorsby Elementary School will embed visible learning practices, with a focus on teacher clarity; where students actively engage with clear learning intentions and success criteria. Students will know what they are learning, why they are learning it, and what it looks like when they have learned it.

**Alignment with Division Priorities** ([Success](#))

**Timeline: 3 years**

**Rationale:** All staff at Thorsby Elementary School want to make as big of a difference in student achievement as possible. Focusing on teacher clarity by communicating learning intentions and success criteria will empower students to focus on what is needed to propel their learning.

Timeline	Strategies	Supporting Data
(2024-2025)	<ul style="list-style-type: none"><li>• Division PD Day on October 11th focusing on Teacher Clarity</li><li>• Build and establish foundational Knowledge (VL)</li><li>• Unpack the new science with grade partners. Develop learning intentions and success criteria for each learning outcome.</li><li>• Continue to build capacity on staff through PD.</li><li>• Continue to use collaboration time to unpack the curriculum and</li></ul>	<ul style="list-style-type: none"><li>• Teacher Clarity; learning intentions and success criteria posted in the classroom</li><li>• Anchor charts<ul style="list-style-type: none"><li>◦ what does visible learning look like?</li><li>◦ What to do if you don't understand</li></ul></li><li>• Observe strategies in the classroom through learning walks.</li><li>• Students will begin to articulate the learning intentions and success criteria for lessons.</li><li>• Increased student engagement and participation in self-assessment and</li></ul>

<p>(2025-2026)</p>	<p>develop learning intentions as well as success criteria.</p> <ul style="list-style-type: none"><li>○ Teachers will create and communicate clear learning intentions for each lesson, ensuring students understand the purpose and relevance of their learning.</li><li>○ Success criteria will be introduced to students for each learning intention, outlining what success looks like in achieving the desired outcomes.</li></ul> <ul style="list-style-type: none"><li>● Observe other teachers in the division.</li></ul> <p>Deepening Understanding and Student Ownership</p> <ul style="list-style-type: none"><li>● Teachers will refine learning intentions to be more specific and personalized to meet the diverse learning needs while ensuring students can explain the purpose behind their learning goals.</li><li>● Success criteria will become more detailed and differentiated, allowing</li></ul>	<p>goal-setting</p> <ul style="list-style-type: none"><li>● Students can independently use success criteria to assess their work.</li><li>● Increased student use of formative assessment tools to track their learning</li></ul>
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(2026-2027)	<p>students to track their progress and identify areas of improvement.</p> <p>Sustaining and Extending Practice</p> <ul style="list-style-type: none"><li>• Learning intentions will be integrated into long-term planning, allowing students to connect individual lessons to broader curricular goals and personal growth.</li><li>• Students will consistently use success criteria to reflect on their learning outcomes, adjusting strategies as needed to improve performance.</li><li>• Students will set individual goals and monitor their progress, using a range of feedback sources (self, peer, teacher) to adjust their learning strategies.</li></ul>	<ul style="list-style-type: none"><li>• Students can clearly explain how learning intentions and success criteria connect to their learning and goals.</li><li>• Significant improvement in student achievement in data (academic results, confidence, conversations)</li></ul>



School Goal 2:  
School Goal 2 Reflection

Review, Reflection and Progress Update: