

Thorsby Elementary School



Thorsby Elementary School Assurance Plan - 2023-24

School Profile:

Thorsby Elementary School (TES) is often considered the heart of the town of Thorsby. Situated on the western edge of the town, TES serves students and their families from both the town and the surrounding rural areas. Thorsby is located in the western part of Black Gold School Division. Our school community is somewhat unique as many of the parents of students who attend TES also received their elementary education in Thorsby. This tradition and familiarity is the cultural foundation on which our school is built and it serves to provide a rich and meaningful educational experience for our students. Our school is often a gathering place at the many extracurricular events held throughout the year, where community members enjoy the opportunity to connect with one another and staff, many of whom also live within the community. This connection to the community is one of the integral pillars of our educational structure and working closely with parents and community members enables us to provide an exceptional learning environment.



Currently, at TES, we have 277 wonderful students. These individuals vary in grade placement from our Early Intervention Program all the way up to and including Grade 6. This is actually an increase of 16 students in the building over last year! Our student population is made up of 42% urban students and 43% rural. Most of our rural students are registered to ride on the bus, but there are some parents who choose to drive their children to school. We currently have 42 students (15%) who are out of our attendance boundary. We have 15

teaching staff, 10.5 educational assistants, two additional support staff working in our main office and library, and two custodians.

Our building was constructed 12 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 recognizes 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:

Thorsby Elementary School, like other schools, is moving beyond the recent global pandemic. We feel that we are closer to “normal,” but are still feeling some of the repercussions of the last few years.

We have had a very successful breakfast program. Because of the previous pandemic, we had to change how we offered this to students. We continue to deliver pre-packaged items to the classroom, along with fruit each morning. We have expanded the program to include snacks. We provide fruit, granola bars, and other items for students who do not have something to eat throughout the day. At TES we focus on offering healthy choices as much as possible. Even though we are back to “near normal” from the pandemic, we have chosen to continue to provide students with breakfast and snacks in the same manner.

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.

Our Parent Association – TEPA – is very supportive of our school. Our Hot Lunch program, which requires numerous volunteers to do Hot Lunch twice weekly, 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

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. 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 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.

Our staff continually seeks out best practices when teaching and working with students. They strive to ensure an optimal learning environment for all students.



School Events/Activities



Our school has had numerous programs and activities for our students.

This year we plan to offer many of our clubs and activities that we did in previous years. We continue to offer spirit days at school and have our grade six students in our leadership group, SWAT, planning those activities for the rest of the school. These days will include things like “Jersey day” and “Pajama day” and the grade six students will promote the activities. We also continued with our cross country run and Terry Fox run at the school. 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:

Who can say that these past few years haven't come with challenges? The global pandemic has definitely added a level of angst among students, staff, parents and community. As we move to a more sense of normalcy, we notice that there are still after effects with students and staff as a result of the pandemic. Not only are we working extremely hard to close academic gaps, we are also aware that there are some members of the school community (students and staff) who are still working on their level of comfort and mental wellness.

Of course our main priority at the school is student and staff safety, academic pursuits, and mental wellness. However, there always seems to be additional challenges that a school community has. 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 two years. This will definitely 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 is 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: Kelli Warren

November 28, 2023

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	85.6	82.8	82.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.3	85.4	84.7	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	83.3	80.6	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	16.7	22.2	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	94.5	92.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	86.1	86.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	79.9	78.8	78.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.3	72.6	74.7	79.1	78.8	80.3	High	Maintained	Good

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

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
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	94.3	100.0	91.7	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	75.4	73.8	66.0	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	85.6	83.8	86.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	80.5	78.2	79.7	81.2	81.9	83.4	Low	Maintained	Issue
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	92.6	88.1	89.1	87.5	88.8	89.1	Very High	Improved	Excellent
Satisfaction with Program Access	77.7	75.0	75.3	72.9	72.6	73.9	High	Maintained	Good
School Improvement	77.7	71.2	74.7	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	79.8	89.1	83.4	83.1	84.9	84.5	High	Maintained	Good

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 something that is 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 use the data to inform their practice.

Timeline	Strategies	Supporting Data
Year 1 (2021-22)	<ul style="list-style-type: none"> ● Implement Black Gold screeners <ul style="list-style-type: none"> ○ MIPI ○ HLAT ○ 3Ts - TOWRE2, TOSREC, TOSWRF2 <ul style="list-style-type: none"> ■ 3Ts new to staff ● Begin to understand data presented in the screeners <ul style="list-style-type: none"> ○ what is the data telling us? ○ how is the data changing over time? ● Use the data to change our practice to meet student needs <ul style="list-style-type: none"> ○ begin to use data to form small groups for instruction ○ meet the needs of targeted students with pull-out intervention 	<ul style="list-style-type: none"> ● Spreadsheet of student data <ul style="list-style-type: none"> ○ looking for trends/common areas of concern ● screener reassessment in January and May <ul style="list-style-type: none"> ○ look for changes/improvements ● analyze how students in pull-out intervention are progressing based on screeners

<p>Year 2 (2022-23)</p>	<ul style="list-style-type: none">○ teachers implement small-group instruction○ teachers work with ISTs to implement strategies to address learning gaps ● Analysis of data from Black Gold screeners<ul style="list-style-type: none">○ MIPI○ HLAT○ 3Ts - TOWRE2, TOSREC, TOSWRF2 ● Use other resources to “dig deeper” into understanding student achievement ● Use data to drive instruction<ul style="list-style-type: none">○ meet the needs of students○ close the gap between students who are behind and those at or above grade level ● Small group instruction used to meet the needs of students<ul style="list-style-type: none">○ use data to form small groups for instruction○ meet the needs of targeted students with pull-out intervention○ teachers refine small-group instruction	<ul style="list-style-type: none">● Continue to monitor data from screeners● Look at using other assessment data<ul style="list-style-type: none">○ Burns and Roe○ Fountas and Pinnell○ Leaps and Bounds - Math pre assessment and remediation/intervention lessons ● work towards a common language arts and math programs/resources for consistency with students
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<p>Year 3 (2023-24)</p>	<ul style="list-style-type: none"> ● Evaluate data from Black Gold screeners <ul style="list-style-type: none"> ○ MIPI ○ HLAT ○ 3Ts - TOWRE2, TOSREC, TOSWRF2 ● Use other resources to “dig deeper” into understanding student achievement ● Use data to drive instruction <ul style="list-style-type: none"> ○ meet the needs of students ○ close the gap between students who are behind and those at or above grade level ○ back up instruction to move forward ● Small group instruction used to meet the needs of students <ul style="list-style-type: none"> ○ use data to form small groups for instruction meet the needs of targeted students with pull-out intervention ○ teachers refine small-group instruction whether that is for remediation or advanced learning 	<ul style="list-style-type: none"> ● Continue to monitor data from screeners ● Look at using other assessment data <ul style="list-style-type: none"> ○ Burns and Roe ○ Fountas and Pinnell ○ Leaps and Bounds - Math pre assessment and remediation/intervention lessons ● analyze data from PATs to see if gaps have narrowed
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School Goal 1:

School Goal 1 Reflection

Thorsby Elementary School has found the adoption of screeners for literacy and math to be an easy transition. We have, for a number of years, embraced assessments at the beginning of the year with our students. Our staff is currently using the screeners as they are intended - to give teachers a first look at students and to see which students we need to “dive deeper” to get a better understanding of where the student is at and what we can do to lessen any gaps in that student’s learning.

Many teachers at TES incorporate various assessments to be able to get additional information about students. We use the site “Really Great Reading” and the grouping matrix on that site to help pinpoint areas of concern and to be able to address issues.

Our staff have been using various programs that follow the Science of Reading to meet the needs of students. We are continuing to build our resources so that we have a multitude of activities to use with students.

Our staff believes in the power of common language when working with students. We want to have consistency with students as they move through their schooling career.

Review, Reflection and Progress update:

<p>School Goal 2: Visible Learning Focus: Staff at Thorsby Elementary School will focus on teachers clearly communicating learning intentions with the students. Students will know what they are learning, why they are learning it, and what it looks like when they have learned. Alignment with Division Priorities (Success) Timeline: 2023-2024 Rationale: All staff at Thorsby Elementary School want to make as big of a difference in student achievement as possible. Focusing on clear communication of the learning objectives will empower students to focus on what is needed to propel their own learning.</p>		
Timeline	Strategies	Supporting Data
October 4-5	Build foundation Knowledge and Awareness of Visible Learning concepts.	<ul style="list-style-type: none"> All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement.
Oct 5- Dec 19	Data collection on clearly communicating the learning focus.	<ul style="list-style-type: none"> Will return to the next Visible Learning PD session with evidence related to clearly communicating the learning focus..

Jan 8- June 28	Using the data collected, formulate an action plan on how to improve clearly communicating the learning focus within the school.	<ul style="list-style-type: none">• Will re-administer the survey process to identify if strategies have made a positive impact.
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<p>School Goal 2: School Goal 2 Reflection Our teachers have a wealth of knowledge about curriculum and pedagogy. As we begin our Visible Learning journey, we want to engage students in active learning - make learning visible. Teachers need to clearly outline the learning intention with students so that students know that they are learning, why they are learning it, and what it looks like once they have learned it. This will not only put direction and intention into lessons and activities, but also build on teacher clarity.</p>
<p>Review, Reflection and Progress update:</p>