

New Sarepta Elementary School Assurance Plan (2022-23)



New Sarepta Elementary School Assurance Plan - 2022-23

School Profile:

- New Sarepta Elementary School prides itself on being a school community that includes great children, involved parents, skilled and dedicated teachers, and a positive, safe, caring and healthy learning environment. With a commitment to providing the best possible education program to the students of NSE, we respect, encourage, challenge and recognize each other as we strive towards our personal best. New Sarepta Elementary currently serves approximately 260 students in school and 2 students receiving distance learning from Kindergarten to Grade 6. We are proud of our rural status, comprising families from surrounding farms, acreages, and the hamlet itself. Our staff and students include incredible people with diverse talents, interests and backgrounds.

Celebrations:

- Our Alberta Education Assurance Report results show that once again we are exceeding provincial averages in citizenship, education quality, welcoming, caring, respectful and safe learning environments, access to services and support, and parental involvement.
- Our Provincial Achievement Test results for Mathematics, English Language Arts, Social Studies and Science show that we exceeded provincial averages for both acceptable standard and standard of excellence.
- We started a new gardening club for our students
- Our floor hockey and track teams were very successful
- We were able to successfully navigate changing health guideline expectations and were able to host our first in-person parent teacher interviews since November of 2019
- We successfully implement individual classroom character education classes led by our Wellness Instructional Support Teacher, Mrs. Hiller and our Mental Health Capacity Building Success Coach, Jenna Bosch.

School Events/Activities

- We were able to do many school events last year: Terry Fox Run, online Remembrance Day ceremony, online Christmas Concert, and online field trips, including bringing in a First Nations Elder to speak with our students
- Our Student Wellness Action Team (SWAT) organized special event days throughout the school year, including Twin Day, Dress like a Book Character Day, Hawaiian Day and Jersey Day.

Challenges:

- Although our Assurance report surpassed provincial averages in all categories, we see the area of parent engagement as a growth area for our school in the future. Pandemic restrictions have meant that very few parents were allowed into our building over the past two and a half years and, as a school, we need to intentionally rebuild those in-person connections and more intentionally work with parents as partners in the education of our students.

School Council Message

- We are very fortunate to have a dedicated group of parents who actively participate in council activities and who appreciate the value of being involved with the school. Goals for the 2021-22 school year include multiple fundraising events to help us continue supporting our school's educational programming and activities such as funding the purchase of school agendas, the Accelerated Reader Program for all students and classroom budgets for every teacher. We are looking forward to another successful year of working together as a school community to enhance the educational experience of our children/students.

School Council Chair Signature: Jon Rose

School Assurance Plan shared final revision Date: October 28, 2023

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 3221 New Sarepta Elementary School



Assurance Domain	Measure	New Sarepta 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	87.3	82.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	95.2	91.1	89.2	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	79.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.1	95.0	96.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.2	94.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.3	88.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.5	81.6	83.8	78.8	79.5	81.5	Very High	Maintained	Excellent

Previous School Goal: We will increase parent involvement.

Alignment with Division Priority of Engagement & Partnerships.

- ***GOAL 1: Families and school communities are engaged in their children's education.***

Timeline: Year 1 of 3

Rationale:

- Our internal review of our Alberta Education Assurance Survey results indicated that our parental involvement was 84.5%, which was a relative growth area for our school.

Timeline	Strategies	Supporting Data
2022-23	<ol style="list-style-type: none"> 1. Increased frequency of invitations to assemblies and school events via School Messenger 2. To increase School Council Meeting attendance, we will be offering snacks at meetings 3. Engaging parents with feedback opportunities to help influence school policy at School Council Nights 4. Creation of Read in Week parent reading opportunity 5. Creation of a literacy and numeracy evening for parents 6. Organizing Cooking Up a Story family nights 7. Asking for parent volunteers for sports teams and school events such as our family dance 8. Setting up a table at each parent teacher interview night outlining opportunities for parental involvement at our school 	<p>Analysis of parent engagement % on Assurance Survey</p> <p>Analysis of parent attendance at Parent Teacher Interviews</p> <p>Analysis of parent engagement at School Council Meetings</p>

	9. Offering monthly coffee with the principal opportunities for parents to discuss school-related issues	
2023-24	To be determined based on results of 2022-23 strategy implementation.	
2024-25	To be determined based on results of 2023-24 strategy implementation.	

Previous School Goal: Every student in our school will show one year's growth in their reading.

Alignment with Division Priorities (Success)

Priority: Success; Goal 2 - 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: Year 3 of 3

Rationale:

- Our internal review by teachers of a large amount of below grade-level student literacy levels (based on Fountas and Pinnell testing) and other classroom literacy assessments and observations, as well as our review of results on all PATs indicates that our students would benefit from increased levels of literacy.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> • 2019-20 (classroom emphasis) 	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Use fall Fountas & Pinnell results to set reading level goals for each student by the end of the year. This will be informed by expected trajectories but also previous growth from the student. For example, students who are above, at or below grade level would still be expected to grow in their reading at least as much as in previous years, if not better. 2. Create a reading goal sheet for each student in their class, which outlines the Fountas & Pinnell reading level goal, strategies which will be used by the teacher to help the student reach their goal, the pillar(s) of literacy that the student will require the most assistance in, recommendations for small group intervention and noting whether or not the 	<p>Year end analysis of % of students who successfully attained their one year of growth in reading as measured by Fountas & Pinnell.</p> <p>PAT results should show an improvement in Language Arts Reading Comprehension results.</p>

	<p>student is a good candidate for a midyear reassessment</p> <p>3. The following in-class strategies will be utilized by teachers to meet our goal: Frayer Model (vocabulary); I-Do, We-do, You-Do (scaffolded literacy instruction); Monthly Reading Comprehension Questions for consistent classroom discussions; using literacy/numeracy time for reading with students, having students discuss with each other what they are reading, utilizing Precision Reading to assist with fluency; and use of Companion Reading as the primary resource for teaching our students decoding, phonemic and phonological awareness skills.</p> <p>4. Create small group pull-out intervention, utilizing Precision Reading, Raz Kids and Sight Word vocabulary depending on student need</p> <p>5. Receive professional development in Fountas & Pinnell reading assessment system on a PD Day to ensure that we are using the tool consistently.</p>	
2020-21 (classroom emphasis)	<p>NSE will:</p> <p>1. Continue to use F&P testing, set reading goals for students and utilize in-class strategies listed in our year one goal</p> <p>2. Finish the year end testing which was missed last year due to COVID-19 school closure</p> <p>Additional strategies this year</p>	Year end analysis of % of students who successfully attained their one year of growth in reading.

	<p>1. The following in-class strategies will be utilized by teachers to meet our goal: Frayer Model (vocabulary); I-Do, We-do, You-Do (scaffolded literacy instruction); Monthly Reading Comprehension Questions for consistent classroom discussions; using SQUIRT time for reading with students, having students discuss with each other what they are reading, utilizing Precision Reading to assist with fluency; and use of Companion Reading as the primary resource for teaching our students decoding, phonemic and phonological awareness skills.</p> <p>2. Small group intervention will utilize Guided Reading, Jolly Phonics, Phonics A-Z and Evans Moor Reading Comprehension resources</p>	
2021-22 (school level emphasis)	<p>To improve our culture of literacy in our school, NSE will continue to use the above mentioned strategies but also:</p> <ol style="list-style-type: none"> 1. Post what teachers/classrooms are reading outside of their classrooms 2. Utilize AR program to create student personal reading goals 3. Organise online reading buddies 4. Virtual whole school reading by a variety of online guests from the community 5. Use daily announcements to promote reading 6. Principal visits to read to classes each season of the year 7. Utilize Literacy Instructional Support Teacher to assist students with literacy skill development and staff literacy instruction. 	<p>Year end analysis of % of students who successfully attained their one year of growth in reading.</p> <p>Year end analysis of 3Ts assessments.</p> <p>Year end analysis of students reading at grade level.</p> <p>Reflection on how well we accomplished each of these strategies.</p>

Previous School Goal: Every student in our school will show one year's growth in their reading.

Previous School Goal Reflection

Review, Reflection and Progress update:

Year 1: 2019-20

Even in a remote learning impacted year, we were able to make a literacy goal for each student, purchase the Fountas & Pinnell Benchmarking Systems A/B and related teaching resources and learn through professional development how to best utilize Fountas & Pinnell benchmarking system. Unfortunately, due to the impacts of COVID19, we were unable to receive year end data on student literacy levels. Student small group intervention has been organized and focused around the Literacy Place and Moving Up programs. This goal remains our primary area of focus.

Year 2: 2020-21

Once again, even though we were operating during a pandemic, we were able to set a literacy goal for every grades 1-6 student and 68% were able to attain that goal. We were able to do targeted small group activity and completed professional development around guided reading, which can be incorporated in our teaching practice next year.

Year 3: 2021-22

Our literacy goal was pushed even further last year and we challenged our staff to once again set audacious goals for their students in the area of literacy. In many cases students were challenged to improve their reading by a great deal. 52% of our students grades 1-6 were able to attain their goal. To put this into perspective, based on our 3Ts data, we had 75% of our students reading at grade level, even with COVID learning disruptions over the last two years. We also found success in the language arts section of the grade 6 English Language Arts Provincial Achievement Test - 82.5% of our students achieved acceptable standard and 20.0% achieved the standard of excellence. Our school results in students finishing below the acceptable standard was 5.0%. In all of these categories, our school achieved better than the provincial average.