



# 2024-2025 ASSURANCE PLAN

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# COMMUNITY & SCHOOL PROFILE

Kindergarten - Grade 6  
234 students  
14 teachers  
8 support staff (5 EAs)

New Sarepta, originally incorporated as a village in 1960 and renowned as "The Cartoon Capital of Canada," underwent a change in its community status in 2010 when it was reclassified as a hamlet. As of the 2021 Census, New Sarepta boasted a population of 495 residents residing in 194 private dwellings.

The educational heritage in our community traces its roots to 1906 when the New Sarepta School District #1548 was officially formed. Just 21 years later, in 1927, the New Sarepta Village School came into existence. Then, in 1995, a significant change occurred in our community's schooling system. It was part of a province-wide consolidation of multiple school boards, leading to the establishment of the Black Gold School Division. This governing body now manages the day-to-day operations of New Sarepta Elementary School.

New Sarepta Elementary School takes pride in its rural identity, with our school community being a blend of families from nearby farms, acreages, and the local hamlet. Within our close-knit community, both our staff and students bring a rich tapestry of talents, interests, and diverse backgrounds to the table. We foster an environment where staff members uphold mutual respect, provide encouragement, embrace challenges, and celebrate each other's achievements as we collectively strive for excellence.

New Sarepta Elementary School embodies a thriving educational community comprising exceptional children, engaged parents, and committed educators. Together, we cultivate a positive, secure, nurturing, and health-focused learning atmosphere.



# CELEBRATIONS

At New Sarepta Elementary School, we take immense pride in offering a secure and nurturing setting for our students. Our school is a place of numerous accomplishments, supported by a vibrant community and a variety of noteworthy initiatives. Here are some key highlights to celebrate:

- Student Recognition
    - weekly student recognition, monthly student recognition, art awards
  - Sports Teams
    - cross country, floor hockey, track, district high jump, basketball, catch volleyball
  - School Events
    - Sabre Days, intramurals, Jump Rope for Heart, Terry Fox Walk, Talent Show, Air Band, Oratory, Pancake Breakfast, Truth and Reconciliation Week, Orange Shirt Day, Pink Shirt Day, Caught you being your Best Self, Art Show, Family Dance
  - Wellness Initiatives
    - School-wide capacity building through character education classes led by our Wellness Instructional Support Teacher and our Mental Health Capacity Building Success Coach.
  - Community Connections
    - Partner with the High School (Meet the Teacher, Remembrance Day, Year-End), Christmas Elves, Senior Appreciation Tea, Playground Committee
  - Alberta Education Assurance Report
    - Exceeding the provincial average for Student Learning Engagement, Citizenship, Education Quality, Welcoming, Caring, Respectful, and Safe Learning Environments, Access to Supports and Services and Parental Involvement
  - Provincial Achievement Test
    - Our Provincial Achievement Test results for Social Studies, and Science show that we are above provincial averages for acceptable standard and standard of excellence.
- \*\*\*PAT's for English Language Arts and Literature (ELAL) and Mathematics were not assessed at a provincial level as they were field testing the new curriculum\*\*\*
- Appreciation Events
    - Volunteer Tea, Bus Driver Appreciation Drive Through Beverage and Snack Station, Custodian Appreciation, Support Staff Appreciation, Teacher Appreciation, Admin Assistant Appreciation



# CHALLENGES

Similar to other educational institutions, New Sarepta Elementary School encounters its fair share of challenges. The following represent specific areas we have recognized as particularly formidable:

- Fluctuations in enrollment present both funding and class size challenges.
- Social and systemic obstacles exist that prevent optimal access to community services for NSES families.
- Geographic barriers result in challenges for families when accessing sports and extracurricular activities.
- Difficulties obtaining bussing and the continually rising cost of bussing result in obstacles to field trips.
- The new curriculum provides unique challenges for teachers and students as they navigate existing gaps in student knowledge.

Biggest questions we endeavour to find solutions for:

- How can we pay homage to our historical context and cherished traditions while embracing evolution and growth?



# SCHOOL COUNCIL MESSAGE

We are very fortunate to have a dedicated group of parents who actively participate in council activities and appreciate the value of involvement with the school. Goals for the 2024-2025 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 Reading Eggs Program, and classroom budgets for every teacher. We are working with the school and community to redevelop our playground. This initiative aims to create a suitable outdoor play structure to provide students with a safe environment for play and socialization.

We look forward to another successful year of working together as a school community to enhance the educational experience of our children/students.

Nicole Pinheiro  
School Council Chair

<b>SCHOOL COUNCIL BOARD MEMBERS</b>	
Chair	Nicole Pinheiro
Vice Chair	Alyssa Hansen
Treasurer	Karen Baranec
Secretary	Sherianne Relph

<b>2024-2025 MEETING DATES</b>	
September 16, 2024 (AGM)	March 17, 2025
October 21, 2024	April 28, 2025
November 18, 2023	May 26, 2025
January 20, 2025	June 16, 2025
February 24, 2025	



# NSES GOAL 1

To foster a robust and inclusive parent-community partnership by implementing comprehensive strategies that enhance parent involvement in various aspects of our school community, including academics, extracurricular activities, and decision-making processes.

## Alignment with Division Core Values:

- Relationships
- Safe, Supportive Environment

**Timeline:** 3 year goal

**Rationale:** Encouraging parent participation in school decisions fosters a sense of community and belonging. It reinforces the idea that the school is a shared space where educators and parents work together for the benefit of the students.

TIMELINE	STRATEGIES	SUPPORTING DATA
2022-2023	<ul style="list-style-type: none"> <li>- Increased frequency of invitations to assemblies and school events via School Messenger</li> <li>- To increase School Council Meeting attendance, we will be offering snacks at meetings</li> <li>- Engaging parents with feedback opportunities to help influence school policy at School Council Nights</li> <li>- Creation of Read in Week to give parents an opportunity to read</li> <li>- Creation of a literacy and numeracy evening for parents</li> <li>- Organizing Cooking Up a Story family nights</li> <li>- Asking for parent volunteers for sports teams and school events such as our family dance</li> <li>- Setting up a table at each parent-teacher interview night outlining opportunities for parental involvement at our school</li> <li>- Offering monthly coffee with the principal to give opportunities for parents to discuss school-related issues</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of parent engagement % on Assurance Survey</li> <li>- Analysis of parent attendance at Parent Teacher Interviews</li> <li>- Analysis of parent engagement at School Council Meetings</li> </ul>

Continued.



TIMELINE	STRATEGIES	SUPPORTING DATA
2023-2024	<ul style="list-style-type: none"> <li>- Meet the Teacher Night with community partners</li> <li>- Extend invitations to parents to school events via Principal's Corner and classroom teacher communication</li> <li>- Cooking Up A Story family nights (October 2023 &amp; Spring 2024)</li> <li>- Wellness Night (February 2024)</li> <li>- Setting up a table at each parent-teacher interview night outlining opportunities for parental involvement at our school</li> <li>- Participating in the creation and implementation of the Rural Engagement Survey with division office staff</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of Assurance Survey results</li> <li>- WIST qualitative feedback summary</li> <li>- Participation rates in wellness events</li> <li>- Number of engagement opportunities with community partners</li> <li>- Analysis of Rural Engagement Survey</li> </ul>
2024-2025	<ul style="list-style-type: none"> <li>- Meet the Teacher Night with community partners and in collaboration with NSCHS</li> <li>- Cooking up a Story (Nov 2024 &amp; March 2025)</li> <li>- Community Math Night (Jan 22, 2025)</li> <li>- Math Festival (Feb 28th, 2025) - hosted by the Professor Desaulniers from the University of Alberta</li> <li>- Family Dance Feb 27th, 2025</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of Assurance Survey results (see attachment)</li> <li>- Participation rates in wellness events</li> <li>- Number of engagement opportunities with community partners</li> <li>- Analysis of Rural Engagement Survey</li> </ul>

## REVIEW & REFLECTION

### 2022-2023

- School event invitations were extended to families from teachers and school-wide invitations were extended via the monthly newsletter.
- The NSES Oratory Assembly in April was very well attended.
- A table with Chromebooks was set up during the NSES Parent Teacher Interview night where parents were encouraged to complete the Assurance Survey as well as sign up to assist with NSES School Council and PIIE Committee events.
- The school is supported by tremendous parents support, as a token of appreciation, a school-wide invite was extended to parents to attend the Annual NSES Volunteer Appreciation Tea.
- The WIST and MHCBC Coach organized two Cooking Up A Story events. These virtual events were positively received with an attendance of 68 participants from 15 families at the Fall 2022 event and 77 participants from 17 families at the Spring 2023 event.
- The NSES parent community eagerly participates in Kindergarten Rostering, classroom parties, hot lunches, School Council, PIIE, and Christmas concert decorating.

### 2023-2024

- Cooking up a Story was once again a very well received event. The Fall 2023 event had 66 participants, 23 of which were NSES students. The Spring 2024 event had 56 participants.
- Attendance & participation at School Council
- Attendance at Student/Teacher Conferences in the Fall (~ 95 %) and Spring (~95 %).



# NSES GOAL 2

Utilize the foundations of Visible Learning to assess student progress and continuously refine teaching practices to maximize learning potential.

## Alignment with Division Core Values:

Student-Centered Learning

**Timeline:** 3 year goal

**Rationale:** Visible Learning encourages schools to collect and analyze data on student performance, allowing educators to make informed decisions about instructional strategies, interventions, and curriculum improvements.

TIMELINE	STRATEGIES	SUPPORTING DATA
2023-2024	<ul style="list-style-type: none"><li>- School staff will expand foundational knowledge and awareness of Visible Learning Concepts</li><li>- Collect data on selected focus</li><li>- Use data collected to formulate an action plan focused on improving Teacher Clarity</li><li>- Professional learning communities</li></ul>	<ul style="list-style-type: none"><li>- Administrators participation at division-led Professional Development opportunities focused on John Hattie's research supporting Visible Learning</li><li>- Qualitative and quantitative analysis of Visible Learning data collected at the school-level</li><li>- Administration of a survey to identify the impact of implemented strategies</li></ul>
2024-2025	<ul style="list-style-type: none"><li>- Teachers will attend a division-led professional development on October 11 to build foundational knowledge on Visible Learning</li><li>- Collect data from stakeholders on what makes a 'good learner'</li><li>- Staff create a visual on a 'good learner' to share with students and parents</li><li>- Build on teacher clarity, learning intentions and success criteria</li><li>- Professional learning communities</li></ul>	<ul style="list-style-type: none"><li>- Use of common language of a good learner</li><li>- Administrators conduct classroom walk throughs</li><li>- Quantitative and qualitative analysis of Visible Learning data at the school-level</li></ul>
2025-2026	To be determined based on results of the 2024-25 strategy implementation.	

Continued.





**REVIEW & REFLECTION**

2023-2024

- Introduced Visible Learning Research to staff during school based professional development days
- Introduced Visible Learning Research to Parent Council
- Identified high impact strategies (Teacher Clarity, Success Criteria, Learning Intentions) that aligned with school Mission, Vision and Value

2024-2025 - TBA



# NSES GOAL 3

To maintain an intentional, data-driven literacy culture through developing and utilizing research-based best practices in literacy instruction.

## Alignment with Division Core Values:

Student-centered learning

**Timeline:** 3 year goal

**Rationale:** The Alberta Curriculum has phonemic awareness and phonics-focused learning as part of the foundational learning in Division 1. Thus, identifying effective data-driven literacy practices rooted in empirical evidence and implementing them to create a common language throughout the school is essential for both classroom instruction and intervention.

TIMELINE	STRATEGIES	SUPPORTING DATA
2023-2024	<ul style="list-style-type: none"><li>- Participating in LIST program</li><li>- Administration of the division literacy screeners</li><li>- Analyzing screener data</li><li>- Pull-out groups for targeted intervention</li><li>- Cross-grade literacy groupings</li><li>- Professional learning communities</li><li>- Professional development</li><li>- Visible learning professional development, data collection, and data analysis</li></ul>	<ul style="list-style-type: none"><li>- Analysis of 2Ts results</li><li>- Qualitative and quantitative analysis by both LIST and classroom teachers</li><li>- Analysis of quantitative data collected UFLI progress monitoring</li><li>- Number of staff engaged in professional development related to literacy instruction</li></ul>
2024-2025	<ul style="list-style-type: none"><li>- Administering division literacy screeners</li><li>- Analyzing and discussing the literacy screening data between the LST and homeroom teachers to look at next steps of support</li><li>- Continue pull-out and cross-grade literacy groupings</li><li>- Professional learning communities</li><li>- Division 1 online Reading Eggs program</li></ul>	<ul style="list-style-type: none"><li>- Analysis for literacy screeners, TOSREC and TOWRE</li><li>- UFLI monitoring with decodable checklist for those in pull-out or literacy groups</li><li>- Data monitoring between years and cohorts</li></ul>

Continued.



# NSES GOAL 3

TIMELINE	STRATEGIES	SUPPORTING DATA
2025-2026	To be determined based on results of the 2024-25 strategy implementation.	

## REVIEW & REFLECTION

2023-2024

- Student scores for the 2Ts increased from September to June, in both their comprehension and word reading.
- UFLI progress monitoring showed growth in students phonics skills
- Targeted intervention and leveled groupings gave opportunities to build on student specific skills and gain success meeting students where they are at.
- Students piloted the Reading Eggs program, there was engagement and success in using the program at school and at home.
- Teachers attended professional learning opportunities to enhance the implementation of foundational practices teaching students skills necessary for proficient reading (UFLI)



# ACCOUNTABILITY OVERALL SUMMARY

## Fall 2024

### Required Alberta Education Provincial Achievement Exams (PAT) - Overall Summary

School: 3221 New Sarepta Elementary School

School -All Gr.6 Students	English Language Arts			Mathematics			Science			Social Studies		
	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence
Provincial Average	N/A	N/A	N/A	N/A	N/A	N/A	84	81.8	30.4	85.7	80.1	23.7
BGSD Average	N/A	N/A	N/A	N/A	N/A	N/A	91	82	25.3	92.1	80.5	20.4
New Sarepta Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	90.7	92.3	46.2	90.7	97.4	48.7

### Required Alberta Education Assurance Measure Results - Overall Summary

School: 3221 New Sarepta Elementary School

School	Student Growth and Achievement								Teaching & Leading	Learning Supports	Governance	
	Student Learning Engagement	Citizenship	3 Year High School Completion	5 Year High School Completion	PAT Acceptable	PAT Excellence	Diploma Acceptable	Diploma Excellence	Education Quality	Welcoming, Caring, Respectful, Safe Learning Environment	Access to Supports and Services	Parental Involvement
BGSD Average	81.3	75.5	79.8	88.0	n/a	n/a	n/a	n/a	85.8	82.5	79.6	75.8
Provincial Average	83.7	79.4	80.4	88.1	n/a	n/a	n/a	n/a	87.6	84.0	79.9	79.5
New Sarepta Elementary School	87.5	92.9	n/a	n/a	n/a	n/a	n/a	n/a	97.4	95.9	79.9	87.5

