



School Education Plan 2023/24

Kathyrn School



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

At Kathryn School, we are committed to providing quality education in an environment where students can learn, belong, and succeed. Our vision is one where all members of our community strive to achieve their personal best. Our School Education Plan is focused on three key learning areas: advancing students' numeracy and literacy skills, building future-ready individuals, and creating inclusive, engaging, and healthy learning opportunities for all. Some of our goals in each of these key areas are the continuation and extension of the great work we were doing in the school last year, some are new initiatives created to extend, connect, and build greater avenues for student success.

Numeracy and literacy skills are at the foundation of student success. At Kathryn School, we follow the lead of Rocky View Schools long range goal of using proven, research-based, effective strategies to help students read, write, and perform math. Developing student skills in numeracy and literacy increases student confidence and their desire to engage and grow. Carrying forward with a previous initiative, all students at Kathryn participate in a cross graded common literacy block twice a week. This smaller groupwork allows teachers to focus and target key areas in literacy and teach students important strategies that they can transfer to their day-to-day literacy classes. Our plan this year includes widening this practice to incorporate numeracy strategies and skills.

Another key focus is Positive Behavior Interventions and Supports (PBIS). PBIS is an evidence-based approach that establishes clear expectations for student behavior and provides positive reinforcement that fosters growth and learning for all students. This is Kathryn's third year of implementing PBIS. We have had great success with a high-fidelity rating over the past two years. We have created a successful school matrix that is used throughout the school and is recognized in all areas of the school, from the classroom to the playground. This year, as a third-year PBIS school, we will be a pilot school for the RVS discipline referral system. This will build on our current practice with our matrix and continue to build a culture of responsibility, accountability, and safety.

We strive every day to create safe, caring, inclusive environments in our school. Our school staff is participating in a new initiative to address the needs of all our students through collaborative response team meetings. The intent of these meetings is to have embedded staff collaboration that is focused, student-centered, and data informed. Overall, our school education plan is focused on providing an inclusive and engaging environment which enables our students to develop strong abilities in creativity, critical thinking, communication problem solving, and collaboration.

Kelly Huck – Principal

Angela Rott – Assistant Principal

School Profile

<p>Principal: Kelly Huck</p> <p>Assistant Principal(s): Angela Rott</p> <p>Website: kathyrn@rockyview.ab.ca</p>	<p>Vision/Purpose/Beliefs:</p> <p>Vision: All members of our school community will achieve their personal best.</p>
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	<p>Purpose: Kathryn School fosters an environment for students to learn, belong and succeed.</p> <p>Relationships: We treat each other, ourselves and our school with respect, kindness, and compassion.</p> <p>We nurture relationships through connection, collaborating and communicating.</p> <p>Learning: We plan and collaborate to move students forward in their learning. We create engaging environments for students to take initiative in achieving their personal best. We provide opportunities for students to connect with their passions and interests.</p> <p>Community: We engage with the greater community and seek opportunities to collaborate. We celebrate our rich history while inviting opportunities for new connections.</p>
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Total Number of Students: 143

Grades served: K-8

Total Number of:

- Classroom Teachers: 8
- Learning Support Teacher(s): 1
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 1
- Caretaking staff: 1

School Diversity Profile

As with all Rocky View Schools, Kathryn School reflects a rich and diverse learning community.

Notably, 6% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 1% per cent of our school population.

As an inclusive school, we welcome 19% per cent of our students who have significant learning needs.

Additionally, our school offers small class sizes which provide many opportunities for small group and individualized support. Our school has served multigenerational families as well as new families to the area for many years. We have a strong focus on community involvement which includes an annual Aggie Day and Walk-a-thon which is unique to our school.

Kathryn School offers many sports including Volleyball, Basketball, Track and Field, leadership opportunities (junior leadership, leadership option class which organizes school spirit days, school events, daily announcements, etc.), a recycling program, and a variety of option classes for grades 6-8.

INLINE SKATING



TERRY FOX RUN



AGGIE DAYS





WELCOME BACK BARBEQUE



RCMP VISIT

Student Feedback from Spring 2023

What do students think are some things that are going well?

- Lunch bunch with Miss Ludwig
- School events (walk-a-thon, Aggie Days, field trips, spirit days, working in Families, etc.)
- Common literacy blocks, reading buddies
- PBIS shout outs
- Leadership opportunities, both in leadership option and junior leaders
- Use of chrome books in the class for learning, digital learning
- Sports teams, PE, DPA

What do students think could be worked on or improved?

- Friendship finders for younger students
- PBIS – better listening, property pride
- More options for breakfast and hot lunch
- Flexible seating in classrooms
- Additional options for field trips

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Good balance of home reading program and literacy initiatives at school
- Our literacy program at school is working well
- Great Kindergarten program
- Lots of selection of events at the school
- Great communication with staff, staff is respectful, professional, and pleasant
- Learning and peer support is available to the students
- Helping build confidence in students and support is in place to help student mental health

What do parents think could be worked on or improved?

- Additional supervision at recess and lunch
- Some students struggling with reading and numeracy, additional support is needed in these areas
- Additional support for students in the classroom with SSP goals

- Additional support with techniques and strategies to support student learning in academic areas.

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- Students feel supported in their learning through voice and choice
- Students in grades 6-8 feel empowered to build and make a positive impact on school culture
- Students feel like they can get support when needed

What does the survey indicate could be worked on or improved?

- Need to have a greater focus on numeracy and strategies to support numeracy
- Greater visibility in celebrating student learning through social media, newsletters, my Blueprint, and displays in school
- Greater use of digital forms of communication in the school and with the community
- Use of the RVS Writing Continuum for grades three and seven this year

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	27%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	N/A
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	60%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	N/A
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	N/A
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	N/A
School-wide score on Positive Behavior Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	90%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	94%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	88%

What does this data tell us is going well?

Improvement to our PBIS – Tiered fidelity has grown by 7% from our first year of implementation.

High level of attendance in our school population.

High level of students achieving learning goals on Student Success Plans – all teachers completed class reviews this fall and set goals for class and individual goals. This has also helped for setting individual IPP goals.

Common Literacy focus in the school appears to be helping to maintain current reading levels in the school but this will continue to be a focus area for the school.

What does this data tell us could be improved or worked on?

PBIS – year three pilot – extension of how we use our matrix in the school to promote positive behavior and expectations.

Continue to use our common literacy block to reinforce literacy strategies for students struggling in literacy, dive deeper into BAS results and classroom assessments to pinpoint specific areas in literacy that students are struggling with.

Use our Collaborative Response Team Meetings to look at data, specific students or groups of students who need additional support in specific areas and collectively determine supports.

Expand our Common Literacy block times to include numeracy strategies as we see more students struggling with certain math concepts that we need to address.

Additional support time and PL with the Divisional Instructional Learning Specialists to help guide teachers with appropriate strategies to support our work in numeracy.



Alberta Education Assurance Measure Results

Drag and drop from Alberta Education. Use your school's most recent version of the exact chart displayed in the guide. Delete this instruction text.

Assurance Domain	Measure	Kathryn 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	84.8	81.7	81.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.9	80.4	74.7	80.3	81.4	82.3	High	Maintained	Good
	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	n/a	69.6	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	16.1	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.7	87.5	85.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	82.0	82.9	82.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.0	80.2	80.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.1	92.2	83.9	79.1	78.8	80.3	Very High	Maintained	Excellent

What does our data indicate is going well?

- Student engagement has increased, students feel they have greater voice and choice
- Numeracy and Literacy supports are valued, and community feels these skills are areas of focus in the school
- Students are feeling safe at the school as students are demonstrating expected behaviors and recognizing others for demonstrating positive behaviors
- We have grown in our PBIS Tiered Fidelity through the creation and implementation of our school matrix
- We have a high level of parent involvement at the school due to volunteering and the addition of community events held at the school

What does our data tell us could be improved on?

- Increase parent communication of student learning and supports that are available to students
- Continue with PBIS with our year three goals of expanding our school matrix to building individual classroom matrix and participating in the pilot program on student behavior tracking
- Increase our use of my Blueprint to showcase student growth and learning
- Increase the number of students receiving excellence on PAT exams

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We:

School Goal 1: To implement an effective numeracy framework that mirrors our current Common Literacy focus and incorporates inclusive instructional strategies.

Data that informed this goal: Numeracy

Alberta Education surveys

June 2023 school assessment data

June results in numeracy – MIPI and Alberta Education results that show percentage of students who are performing below grade level

Grade 1: 38%

Grade 2: 19%

Grade 3: 26%

Grade 4: 33%

Grade 5: 54%

Grade 6: 64%

Grade 7: 69%

Grade 8: 61%

Connection to the practice guide(s):

Inclusive Education Guide

- page 5: “an inclusive education system where all students can access and fully participate in academic, social, and behavioral learning, alongside their similar-age peers.
- Page 12: components of a multi-tiered system of supports which include meeting students where they are at, universal design for learning, and targeted and specialized groups

Instructional Practice Guide

- page 7: students learn through purposeful instructional design, including universal for learning, authentic tasks and cross-curricular connections.

Professional Learning Practice Guide

- Page 12,13 – access to focused professional learning in RVS through coaching and collaboration outside of PL days; learning specialists in RVS may support staff engagement in research based professional learning practices.
- Page 13: teachers, support staff and learning specialists build collective capacity to meet the needs of all students through a variety of structures.

Strategies: <ul style="list-style-type: none"> • Initiate a school wide Numeracy initiative which includes flexible numeracy grouping • Use of resources such as Mathology, math manipulatives, and vertical surfaces • Small group instruction including classroom grouping • Incorporating Indigenous ways of knowing (Indigenizing teaching practice) 		
Measures: Alberta Education Numeracy screening MIPI Anecdotal Student and parent surveys <ul style="list-style-type: none"> • F and P, CC3, Lens, assessments, MIPI assessments, anecdotal/observations, numeracy assessment, reading behaviors, BAS. Student Lit survey, parent reading survey 		
Parents can: <ul style="list-style-type: none"> • Reinforce math strategies through games and literature 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • We have held discussions with our literacy and numeracy leads about best approaches to move forward • Kelly contacted Sharon Cronin to discuss our needs and under her suggestion we reached out to two math specialists. • Admin had a meeting with math learning specialists in early November. We will start working with them after Christmas 	<ul style="list-style-type: none"> • Have two learning specialists in math come to work with our teachers for a six week stretch on our math initiatives
March 15	<ul style="list-style-type: none"> • We have had one numeracy specialist in house for the last week of February and the month of March. So far, she has worked with teachers both in the classroom and has also set up a space with math centers where teachers have signed up to take their students to. Students have worked on these math centers and the teacher has worked with our math specialist to learn how 	<ul style="list-style-type: none"> • We have lost a bit of time with our numeracy specialist so she will be coming back to block some one-to-one time in the classroom and block individual teacher mentor time to help teachers plan the centers in their classrooms. We also plan to have a discussion with her on how to shift some of our common literacy

	to set up math centers in their own classrooms and use during a common math time as well as what outcomes to measure for each of these centers.	time to a common math time. We expect this to happen into April.
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Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We:

School Goal 1:

To establish a school-wide approach to address the individual and collective needs of students to ensure all students feel successful and safe in school. We will work with our teams to discuss how we can support strong competencies to build future-ready students

Data that informed this goal: (review of what data informed)

- Mostly qualitative data: evidence of collaboration and problem solving, RTR comments, data collection, competency focus, Alberta Education measures indicate that students feel safe at the school as students are demonstrating expected behaviors and recognizing others for demonstrating positive behaviors

Connection to the practice guide(s):

Inclusive Education Guide

- page 8: collaborating – providing staff with opportunities to learn from each other, design together, co-teach and problem-solve with each other.

Professional Learning Practice Guide

- Page 8: collaboration: professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning; personalized: professional learning connects to individual goals, interests, and aims to improve practice while aligning with school, jurisdictional and provincial priorities.

Instructional Practice Guide

- Page 5: We are all learners. We accept responsibility for the education of our community and ensure students with all levels of need are fully engaged in our classrooms.

Strategies: <ul style="list-style-type: none"> • Teaching language of competencies – discuss in teams what that might look like in our teaching practice with students • Collaborative Response Team Meetings (CRTM) • Use of class Reviews and Collaborative Problem-solving Model • Follow the structure of building Strong Learning Support Teams • Professional Learning- support from the Learning Supports Strategists • How do we define what success looks like • (percentage of students feel successful survey) 		
Measures: <ul style="list-style-type: none"> • Student surveys • Survey for feedback on the CRTM meetings throughout the year • Dossier data for SSP's 		
Parents can: <ul style="list-style-type: none"> • Parent feedback and survey 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Initial introduction and understandings of collaborative team meetings with staff and accompanying documents expected to be completed at every team meeting in team groups in October • First team meeting after school in groups to discuss students with admin, CDA, and learning support floating between groups in November • Third meeting will be scheduled in January 2024 	<ul style="list-style-type: none"> • Continue to meet in Collaborative Response Team Meetings every 5 weeks • Admin tracking and attendance at meetings • Incorporate student competencies into meeting goals for discussion
March 15	<ul style="list-style-type: none"> • We have held additional Collaborative Response Team Meetings through January and February. These meetings have been productive and mainly have focused on needs of the whole class with input from the other 	<ul style="list-style-type: none"> • We will have a review of our Collaborative Response Team Meetings at our next PL day at the end of April to see how we can continue to move forward with our meetings and to see if the information gained from our

	<p>teachers in the group and the learning support school team.</p> <ul style="list-style-type: none"> We had our learning specialist, Adam Turner, into the school for our PL day March 11th. The purpose of his presentation was to look at roles of the school team, and the divisional office support team and how they can effectively support teachers in their classrooms. His presentation also focused on the language we use to support students and we also guided teachers through the Inclusion Practice Guide and staff participated in some direct conversations about the contents and how we can use this to support our work in our team meetings. 	<p>last PL session was useful in guiding our work in our meetings.</p>
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Creating inclusive, engaging, healthy learning opportunities for all students

Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

School Goal 1:

We will plan and design authentic learning tasks that encourage collaboration, problem-solving, and decision making guided by research based universal strategies and positive reinforcement.

Data that informed this goal:

PBIS fidelity: in our year one we had a positivity rating of 83%, in our year two we had a positivity rating of 90% which was an increase of 7%. Our goal this year is to have an additional 5% increase.

Other data include student, staff, and parent feedback and surveys

Connection to the practice guide(s):

<p>Inclusive Education Guide</p> <ul style="list-style-type: none"> • page 13: PBIS components – building positive relationships, explicit teaching social-emotional skills, schoolwide behavioral expectations, positive acknowledgement practices and consistent consequences along a continuum, fair and predictable consequences, including clear and helpful feedback, collect and using data to make decisions and measure effectiveness and collaborative team planning • Page 24: Is praise (four positives and one negative) acknowledgment, and reinforcement, both academic and behavioral, provided for this or these students? <p>Instructional Practice Guide</p> <ul style="list-style-type: none"> • Page 5: growth mindset – students and staff take risks perseverer when things are difficult, and understand that mistakes are a part of the learning process <p>Professional Learning Practice Guide</p> <ul style="list-style-type: none"> • Page 12 – access to focused professional learning in RVS through coaching and collaboration outside of PL days; learning specialists in RVS may support staff engagement in research based professional learning practices (specific to PBIS – established PBIS school team as well as dedicated PBIS learning specialist time) 		
<p>Strategies:</p> <ul style="list-style-type: none"> • PBIS – year 3 pilot • UDL Strategies and differentiated learning tasks • As educators, keep informed and knowledgeable on current society trends and situations that impact our students • Incorporate Indigenous ways of knowing and being infused into student understanding of our matrix and problem solving • Creative, innovation, critical thinking skills, inquiry-based teaching methods • Strategic partnerships for collaboration with PBIS school and divisional support team • Monthly focus, challenges, projects, and research based PBIS strategies 		
<p>Measures: (SMART Goals)</p> <ul style="list-style-type: none"> • Discipline referral portal • student surveys • PBIS Fidelity survey – 90% - our goal is to increase an additional 5% in year 3 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Feedback on student success plans surveys • Parent and learning support team meetings 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • We have continued to use our matrix that was created in year two, we focus on positive shout 	<ul style="list-style-type: none"> • We will be meeting with our year 3 PBIS divisional team to discuss implementation in January

	outs related to our matrix daily in our announcements and use our BEAR paws to further reinforce this positive behavior and use them to create visibility in the school by posting them	and receive PL on use of the discipline portal
March 15	<ul style="list-style-type: none"> • Our daily announcements have been very positive and is a constant reminder to students on student expectations through or BEAR Necessities work. • Classes have created their own classroom matrix unique to their own classrooms that show expected student behavior. These have been created for our Gym and Learning Commons as well. These add as an additional layer of support for expected student behavior. 	<ul style="list-style-type: none"> • We started work on our Discipline Portal Pilot in January. Wendy and our PBIS coach Kelsey can to the school and offered a presentation about the portal to the staff and have met with the admin time for additional support. This process has been a bit slow to get moving in the school, but we hope to move this forward more through to the end of the year.

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

Principal signature on behalf of students and teachers of School