



Kathryn School

School Education Plan 2024/25



October, 2024



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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 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 an extension of the great work we were doing in the school last year, some are new initiatives created to extend, 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. Kathryn School has had great success in our Common Literacy Framework. We have dedicated daily time where students rotate through predetermined groups in order to learn specific skills in areas determined by our literacy team. This year, we will be focusing our efforts on numeracy initiatives in combination with our literacy programming. Students in grades 5-8 will focus on numeracy skills for one of our dedicated blocks in our Common Literacy Framework time. This smaller groupwork allows teachers to focus and target key areas in numeracy and teach students important strategies that they can transfer to their day-to-day numeracy classes.

To help build future-ready students, Kathryn School will be exposing students to career and life experiences through community members. We will be inviting community members into our classrooms to speak about their career path, and possibly provide some type of hands-on activity to share with the students that involves their career. Our last goal in creating inclusive learning opportunities involves students and staff learning more about Indigenous ways of knowing and making connections to land based learning.

Positive Behavior Interventions and Supports (PBIS) has been a main area of focus for the past few years in our Education Plan. We will continue to work with the division on the discipline referral system which was introduced last year. This will continue to build on our current matrix practices and continue to build a culture of responsibility, accountability, and safety.

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:</p> <p>All members of our school community will achieve their personal best.</p> <p>Purpose: Kathyrn 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. 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 – grade 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, Kathyrn reflects a rich and diverse learning community.

Notably, .05 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent .04 per cent of our school population.

As an inclusive school, we welcome .04 per cent of our students who have significant learning needs.

Additionally, our school offers small class sizes which provide many opportunities for small groups 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 Walk-a-thon and Aggie Days which is unique to our school and community.

Kathryn School offers many sports including Soccer, Volleyball, Basketball, Badminton, Track and Field. We also have a strong leadership program with junior and senior leaders. They organize school spirit days, school events, daily announcements and service projects.



Student Feedback from Spring 2024

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

- School events (walk-a-thon, Aggie Days, field trips, spirit days, Families, assemblies, etc.)
- PBIS shout outs
- Common literacy blocks and reading buddies
- Leadership opportunities
- Sports teams, PE, DPA

What do students think could be worked on or improved?

- Leadership service projects
- Continue to build on school events – more assemblies
- Math and Literacy strategies to help with skills
- Bring back the school store at lunch
- More field trips



Parent Feedback from Spring 2024

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

- Home reading program and literacy programming at school
- Numeracy and Literacy initiatives
- Kindergarten program
- School events and sports teams
- Learning and peer support for students

What do parents think could be worked on or improved?

- Additional support for students in the classroom with SSP goals
- School store
- Additional school active living days
- Additional support for literacy and numeracy for students
- Strategies to access curriculum material/textbooks



RVS Assurance Results

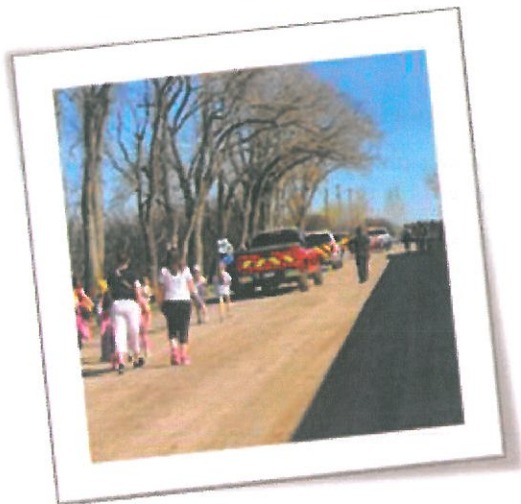
	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	14.47% (require targeted support) 18.24% (require intensive support)
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	61%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	44%
School-wide score on Positive Behavioral Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	93%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	90.8%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	70%

What does this data tell us is going well?

- **PBIS data is up by 3% from last year – continuing upward trend**
- **High level of attendance**
- **We have maintained number of students reading at grade level**
- **We have continued our work with classroom reviews and setting goals and IPP goals for students which has been successful but there is room for improvement**
- **Additional support from our learning specialists in PBIS, literacy and numeracy helped guide us with appropriate strategies to support our work in the school**

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

- We are waiting for our numeracy percentages and will review those when we receive them
- We have room to improve in our reading scores for those students who are not reading at grade level – we will focus on students not reading at grade level in our common literacy framework
- We will use our Collaborative Response team Meeting to look at students on IPP's who are not achieving their learning goals and strategize with our learning support team (school and division based) for a deeper dive into achievable goals.



OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	32%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	68%
The average score for relevance, rigor and effective learning time.	66%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	71%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	63%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	77%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	58%

What does our data indicate is going well?

Most students value school outcomes and have strong homework and studying behaviors
 Students have a strong sense of self and a positive outlook, and time management skills
 Good relationships between students and staff in the school

What does our data tell us could be improved on?

Increase the percentage of students who are actively engaged and motivated in their learning, striving for success, while feeling challenged and confident in their learning-related skills.
 Help improve stamina and self-regulation skills with support and strategies from CDA and Stepping Stones to Mental Health and Boys and Girls Club.

Alberta Education Assurance Measure Results

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	82.2	84.8	83.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.7	78.9	79.7	78.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	90.0	90.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.0	20.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	80.2	88.7	88.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	82.0	82.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.7	81.0	80.6	78.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.0	86.1	89.2	79.5	79.1	78.9	Very High	Maintained	Excellent

What does our data indicate is going well?

- Scores have increased in the citizenship section under student growth. This shows us that our PBIS matrix is working well, our CDA programming is successful, and our staff are modelling and teaching character education skills in classrooms.
- The school community feels that the quality of education they are receiving is higher than the average. This shows that our programming for students is high, and numeracy and literacy supports are valued.
- We have a high level of parent involvement in the school with volunteering and community events in the school which shows that parents feel welcomed in the school.

What does our data tell us could be improved on?

- Access to supports and services can be improved, looking at ways to bring in additional services such as Boys and Girls Club and Stepping Stones programs into the school.
- We will look at strategies to increase student learning engagement in their learning and school through different activities and events in the school.
- 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: Implement a common numeracy framework within the school.

<p>School Goal 1: Increase the number of students who meet grade level expectations in numeracy by 15%</p>
<p>Data that informed this goal: scoring from numeracy assessments: overall Numeracy data collected in grades 1-3 – 28% are at risk.</p> <p>MIPI data from 2023/2024 for grades 4-8: 20% grade 4, 30% in grade 5, 40% in grade 6, 80% of grade 7/8 require additional support.</p> <p>Elk Island assessment: 14.47% require targeted supports, 18.24% require Intensive Individualized supports</p>
<p>Connection to the practice guide(s):</p> <p>Professional Learning Guide: Community Engagement: Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation. P12: Dynamic and student focused professional learning in RVS may also be supported through collaboration and coaching outside of designated PL Days. P13: provide immersive learning experiences; learning specialists in RVS may support staff engagement; school based specialized teachers such as learning support, literacy/numeracy leads and lead teachers within schools are also able to provide PD through their partnership with colleagues.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Implement flexible math groupings to allow students to work at their own level while addressing specific gaps in understanding. Groups should be dynamic and adjusted regularly based on ongoing assessment data. • Use tiered tasks to challenge high achievers and scaffold learning for those needing additional support • Utilize manipulatives like base ten blocks, fraction tiles, and algebra tiles to make abstract concepts tangible. • Set up math centers with activities tailored to skill levels, focusing on foundational concepts for grades 1-3 and problem-solving for grades 4-8. • Incorporate Indigenous ways of knowing to make connections between cultural knowledge, mathematical concepts, and real-world applications (e.g., measurement through traditional building or weaving techniques). • Leverage programs like Mathology and Thinking Classrooms to promote critical thinking and collaboration.

- Work with **RVS numeracy specialists** to co-create lesson plans, model effective teaching practices, and provide coaching.
- Develop **outcome charts** to align assessment practices and ensure consistency in tracking progress across classrooms.
- Facilitate **collaborative learning cycles**, allowing teachers to observe, practice, and reflect on new instructional strategies.

Measures:

- Numeracy screenings – AB Ed, Elk Island; anecdotal and classroom-based assessments

Parents can:

- Read books, play games, numeracy kits

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Analyzed the Elk Island and Alberta Numeracy, Ran, PAST, CC3 and the Lens results (1-3) 	<ul style="list-style-type: none"> • We will create new Middle School numeracy groups. • We will create new Common Literacy groups • Adjustments to teaching practices including mindful math • Thinking classroom activities • Number talks • Counting Collections
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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: Expose students to career, life experiences, and community members in order to inspire students to pursue interests and passions.

<p>School Goal 1: To have 90% of all students engage in experiential learning opportunities inside or outside the school though exposing students to new life experiences and/or community members.</p>
<p>Data that informed this goal: OurSCHOOL survey: relevance of daily lives to classroom instruction: 60%; students who plan to finish high school: 65%; Students planning to pursue a trade or apprenticeship: 40%; students planning to go to college or university: 70%</p>
<p>Connection to the practice guide(s):</p> <p>Professional Learning Guide: Engagement: community engagement: parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation.</p> <p>Instructional Practice Guide: P7: Move beyond the classroom walls; designing learning – engaging students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Curriculum-Integrated Guest Speakers: Invite professionals (e.g., scientists, artists, tradespeople) to classrooms to discuss their roles and conduct hands-on activities linked to curriculum objectives. For example: <ul style="list-style-type: none"> ○ •A biologist leading a biodiversity activity in science class. • Partner with parents and community members to share their experiences through interactive Q&A sessions, storytelling, or skill demonstrations. • Create a “People in My Community” mini unit where students research various professions connected to local needs or interests. Examples include: • Displaying photos of tools or items (e.g., a firetruck) and brainstorming all jobs related to it (e.g., firefighters, mechanics, dispatchers).

- Investigating the skills and education required for these roles.
- Have staff share their own **career journeys** through presentations or posters showcasing their past and current jobs to inspire students.
- For **grades K-4**: Host **career days** where community members visit classrooms to introduce students to their professions in an age-appropriate way (e.g., dressing in uniforms, bringing tools of the trade).
- For **grades 5-8**: Organize a **career fair** where students rotate through stations to interact with professionals representing a variety of fields.
- Arrange **off-site visits** to workplaces, such as farms, factories, art studios, or science labs, to give students a real-world view of different professions and industries.
- Plan excursions to **post-secondary institutions** or training facilities to inspire students to pursue higher education or trades.
- Use **myBlueprint** to help students identify their strengths, interests, and career aspirations. Incorporate these findings into project-based learning and experiential opportunities tailored to their passions.
- Let students co-create projects that reflect their interests and aspirations, such as designing a business, inventing a product, or organizing a community event.
- Facilitate **student-led career exploration** projects where they research and present a field of interest.
- Integrate the **Alberta SKILLS competencies** into projects and activities to help students develop critical thinking, problem-solving, and collaboration skills.
- Work with parents and the school council to identify community members willing to engage with classrooms, host field trips, or mentor students.
- Create **community-business partnerships** to provide ongoing experiential opportunities (e.g., co-op placements, mentorship programs)

Measures:

- Middle years surveys: Finish high school, pursue trades or college/university
- OurSCHOOL survey

Parents can:

- Connect with community, encourage community members to connect with the school
- Talk to your child about types of careers

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Grade 5/6 and 7/8s have explored career choices on blueprint • A core leadership group has been created and will attend a career fair in Langdon. 	<ul style="list-style-type: none"> • Grade 6-8 will attend the career fair in Crossfield – we can learn from this and potentially create one for next school year

April 4

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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: Explore Indigenous Education Ways of Knowing and Connection to the Land

<p>School Goal 1: The number of students and staff demonstrating respect for Indigenous cultures and traditions and fostering a more culturally inclusive and responsive educational environment will increase by 20% as measured by OurSchool survey results (“Students who possess understanding of their own culture” and “Students who possess understanding of other cultures”).</p>
<p>Data that informed this goal: OurSchool survey, staff observations, student conversations, PBIS office referrals</p>
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • Inclusive Education Practice Guide: <ul style="list-style-type: none"> ○ Through inclusive education, students, teachers, support staff, and parents strive to actively, collaboratively, and intentionally remove barriers faced by children and youth related to gender, age, race, ethnicity, religion, culture, or disability (p. 6). ○ All children and youth must feel accepted, valued, and physically and emotionally safe in order to take the risks necessary for growth (p. 9). ○ Recognizing the residual effects of inter-generational trauma on the brain, learning, mental health, and wellness, we are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action by fostering respectful, supportive, inclusive, and welcoming learning environments. By incorporating these practices, we will be supporting the inclusion of all (p. 9). • English as an Additional Language Practice Guide: <ul style="list-style-type: none"> ○ 303: Canadian-born students whose first language is not English and require English language supports. This may include First Nations, Metis, Inuit, Hutterite, or Mennonite students (p. 12). • Instruction and Assessment Practice Guide: <ul style="list-style-type: none"> ○ Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment. Educators are responsible to apply Foundational Knowledge of First Nations, Metis, and Inuit into their instructional design to support the learning experience of all students. The Leadership Quality Standard (LQS) and the Teaching Quality

<p>Standard (TQS) both highlight the importance of implementing Indigenous Ways of Knowing (p. 4).</p> <ul style="list-style-type: none"> ○ Students learn through purposeful instructional design (p. 7). ○ Designing learning also takes into consideration, but is not limited to, the following fundamental pieces, many of which are consistent with Indigenous methodologies:(p. 7) 		
<p>Strategies:</p> <ul style="list-style-type: none"> ● Staff bulletin board showing connection to the land (map of world and where we came from) <ul style="list-style-type: none"> ○ Each staff member will identify where their family originated and how they came to be connected to the location of Kathryn School ● Acknowledgement and celebration of specific days and celebrations (example: seasonal solstice, “Rock Your Mocs”) ● Increased use of outdoor spaces for outdoor experiences <ul style="list-style-type: none"> ○ Students and staff will make connections to the land by exploring outdoor spaces and increase knowledge and understanding of the Indigenous Peoples who lived on the land and how local plants and resources were used ● Class reviews by all teachers to assist in recognizing the diversity of cultures and backgrounds in our classrooms ● Connection to our school PBIS matrix under the pillar of Respectful and “Care for All” and “Kindness Counts” to assist in acceptance of other cultures and values ● Use of Indigenous Learning Branch specialists to assist teachers with planning and school-wide events ● Host a school-wide culture fair where students can share aspects of their culture such as food, special days, beliefs ● Community partnerships with local Indigenous elders and other cultural community liaisons who can share knowledge through guest appearances and class visits ● Staff professional learning-members of the Indigenous team to provide during a PL day as well as a visit to Blackfoot Crossing. 		
<p>Measures:</p> <ul style="list-style-type: none"> ● School survey ● OurSchool survey-develop specific questions for Spring 2025 ● Staff and student observations ● PBIS office referral 		
<p>Parents can:</p> <ul style="list-style-type: none"> ● participate in community events, volunteer at the school, encourage learning and be open to conversations 		
Check-Ins	Progress and Analysis	Adjustments to Plan

<p>December 6</p>	<ul style="list-style-type: none"> • We have started acknowledgement of our connection to the land, culture and language (bulletin board in main area of hallway) • Trevor Ward (staff member) is of Metis descent and has visited several classrooms in the school sharing his story • Stacy Dyck from the Indigenous Learning Supports team provided PL for staff on using Indigenous resources (in October) • Some staff members have reached out to the Indigenous Learning Branch for support on new curriculum 	<ul style="list-style-type: none"> • Goal is to be inclusive of all Indigenous groups in our area • Put in a request for an elder to visit classrooms and make a connection • Look at results of staff needs survey from Indigenous Learning Branch to determine next steps • Update the bulletin board-we are all treaty people, world map and a connection to the map and the land
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

<p>School council comments:</p> <ul style="list-style-type: none"> •
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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 Kathryn School

A handwritten signature in black ink, appearing to read "Kelly Hark". The signature is written in a cursive style with a large initial 'K' and a distinct 'H'.

