



Elementary School

Kids Come First!

C.W. Sears School

Annual Education Results Report

2022-23

Education Plan

2023-24

Table of Contents

[Alberta Education Assurance Measures](#)

[2022-2023 Accountability Statement](#)

[Whistleblower Protection](#)

[School Profile](#)

[Priority 1: Literacy and Numeracy](#)

[Priority 2: High Quality Teaching and Optimum Learning](#)

[Priority 3: Equity](#)

[School Year Summary](#)

[School Budget Summary](#)

[Stakeholder Involvement](#)

[School Education Plan 2023-2024](#)

[Literacy Goal](#)

[Numeracy Goal](#)

[Equity Goal](#)

Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

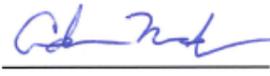
The C.W. Sears School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.



Parent Council Chair

Dec 4/23

Date



Principal

Dec 4, 2023

Date

CW Sears School

Profile

C.W. Sears is an elementary school that provides PreK - Grade 4 programming to Tofield and Surrounding area. Our student population is just under 300. We believe that all students can learn and be successful. Our team of teachers and support staff work collaboratively to provide a school environment that is safe, caring and inclusive.

Our Vision: C.W. Sears students will be happy, safe and successful in learning.

Our Mission: C.W. Sears School, in partnership with our community, will support all students to be successful learners, form positive relationships and make W.I.S.E. choices in a safe, inclusive environment.

Our Beliefs or Values:

At CW Sears School we make W.I.S.E. choices:

- **Work hard**
 - be prepared, try our best, mistakes help our brains grow
- **Include others**
 - be kind, welcoming and caring
- **Show respect**
 - for self, others and property
- **Everywhere**
 - bus, classrooms, hallways, gym, bathrooms, playground, field trips

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3, LENS, mClass).	75%	78.8%
Numeracy	School	BRSD
Percentage of students in grades 1 to 10 (CWS Gr. 4) above the 60% benchmark on the MiPi Assessment	91%	-
Percentage of students in grades 1 to 3 who demonstrate early numeracy development skills (EICS Numeracy Screener Results)	64.3%	-

Results Analysis: (achievements, improvements, areas of growth):

At this time our results on early literacy and early numeracy skill development appear to be areas for improvement for our K-2 and Grade 1 - 3 students respectively. These results are impacted by the version of the mClass assessment tool that was used as well as some learning gaps that continue to be present related to learning interruptions that occurred during the recent pandemic. We anticipate that with the new improved diagnostic assessment process, continued use of literacy intervention strategies and continued implementation of the new Alberta Curriculum we will see significant improvement in subsequent years. Our Grade 4 MiPi results appear to be quite high which is related to the change in curriculum being implemented in Grade 3 the previous year. We will strive to maintain these Grade 4 results as we implement the new curriculum.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3, LENS, mClass).	75%	78.8%
Overall satisfaction with the quality of basic education.	95.3%	87%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	76.5%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	85.7%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	87.6%	73.8%

Results Analysis: (achievements, improvements, areas of growth)

Our current survey results indicate significant satisfaction with the quality of basic education and with students being taught attitudes and behaviours that will make them successful when they finish school. Our results were also very good in the areas of school improvement and preparing students for lifelong learning. Student engagement and literacy skill development are areas where we will seek to improve.

Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.5%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	78.3%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	90.4%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	86.2%	76.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	71.6%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	94.4%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.1%	76.8%

Results Analysis: (achievements, improvements, areas of growth)

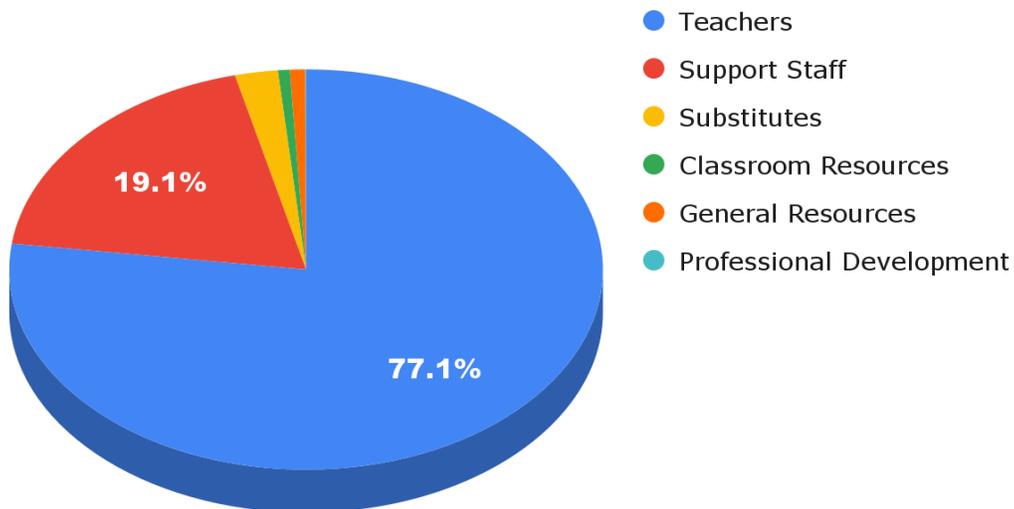
In this domain the identified strengths for C.W. Sears School are in providing a welcoming, caring, respectful and safe environment; providing a broad program of studies; access to programs for students at risk and modeling of characteristics of active citizenship. In the areas of community programs and services and access to supports and services at school our results are higher than the average for Battle River School Division, but are areas where we will strive to improve.

School Year Summary

C. W. Sears School results from the 2022/2023 school year highlight the satisfaction and confidence that our students, staff and parents have in the quality of education and welcoming, caring, respectful and safe environment that C.W. Sears School provides. Results also showed the opportunity for continued progress and intentional planning to promote growth in literacy and numeracy. We will strive to continue to provide the high quality schooling experience that our stakeholders expect while planning and implementing strategies and supports to facilitate growth in literacy and numeracy outcomes.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	1689707.21
Support Staff	418028.82
Substitutes	51231.69
Classroom Resources	14114.52
General Resources	18152.69
Professional Development	1103.52



Stakeholder Engagement

- Monthly Assemblies take place on the last Thursday of the month to celebrate students for making W.I.S.E choices
- Prior to the first day of school in September families are invited to drop off supplies, tour the school and meet their new teacher
- In September 2023 C.W. Sears School hosted a fall Welcome BBQ as an opportunity for families to meet and interact with teachers and school staff in a more casual setting
- Throughout the school year C.W. Sears hosts special events which all community members are invited to attend including: Terry Fox Run, Halloween Assembly and Parade, Remembrance Day Ceremony, Christmas Concert, Grade 4 Farewell, Kindergarten Graduation, etc.
- C.W. Sears hosts a Read-In Day in January/February with special guest readers to engage students and guests in the enjoyment of literature
- School Council meets on the last Wednesday of each month to hear school reports and engage in discussion on a variety of matters pertaining to C.W. Sears School

CW Sears Education Plan 2023-2024

<p>Literacy Goal:</p> <p>All students at C.W. Sears will show growth and improvement in their Literacy Skills.</p> <ul style="list-style-type: none"> ● 90% of students will demonstrate grade-level Literacy Skills (LeNS, CC3, mClass). ● 90% of students will read at grade-level (mClass) ● 90% of students will achieve the grade-level writing standard ● Students with Student Support Plans will be successful in achieving their literacy goals 	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● Use of data from diagnostic literacy assessments (CC3, LenS, DIBELS, HLAT) to inform practice through grade-group analysis ● Use Mclass, UFLI, Heggerty, Secret Stories, Tara West (Gr. 1 only), Primary Success (students with SSPs only) to support phonemic awareness and decoding ● Literacy support groups and interventions for Gr. 1-4 students reading below grade level ● Community volunteers regularly provide extra reading opportunities to students reading below grade level ● Structured buddy reading activities ● Collaborative planning with grade-level colleagues ● Integration reading/comprehension strategies into all subject areas ● Use of visuals, PECS Cards and anchor charts to support vocabulary development 	
<p>Measures:</p> <ul style="list-style-type: none"> ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments completed for Grades 1-4 at the beginning, middle and end of year ● Highest Level of Achievement Test (HLAT) writing completed by Grade 1-4 students twice per year ● Alberta Education LeNS and CC3 Assessments (Gr. 1-3) ● Classroom assessments and teacher observations 	
<p>Implementation Plan:</p> <ul style="list-style-type: none"> ● 2023-24 Implementation of new English Language Arts and Literature curriculum for Grade 4 ● 2023-24 Targeted literacy intervention based on DIBELS assessment ● 2023-24 Small group literacy intervention occurring daily ● 2023-24 Collaboration and Sharing of best practices during regularly scheduled Collaborative Team Meetings and Grade-level Meetings 	
<p>Allocation of Resources:</p> <ul style="list-style-type: none"> ● 0.3 FTE of Teaching Time dedicated to small group literacy intervention 	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Morphology workshops (BRSD Professional Learning Series)

<ul style="list-style-type: none"> ● \$4000 allocated for acquisition of Decodable Texts for Grade 1 and 2 classes ● \$2500 of school budget funds allocated for online literacy resource licenses ● Acquisition of University of Florida Literacy Institute (UFLI) reading program resources 	<ul style="list-style-type: none"> ● Science of Reading workshops ● Grade 1-3 teachers have been trained in mCLASS literacy assessment ● University of Florida Literacy Institute (UFLI) reading program online support videos and PD
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Numeracy Goal:

All students at C.W. Sears will show growth and improvement in their Numeracy Skills:

- 90% of students will demonstrate grade-level Numeracy Skills (EICS Numeracy Screener, MiPi)
- Students with Student Support Plans will be successful in achieving their numeracy goals

<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
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Strategies:

- Use of data from diagnostic numeracy assessments (EICS, MIPI) to inform practice through grade-group analysis
- Grade-level collaborative planning and sharing of best practices to support differentiation and effective strategies
- Gathering of real time data using observation, conversation and product to plan engaging lessons and identify areas that require in depth scaffolding
- Math talks to support the learning and use of specific mathematics vocabulary as well as flexibility with number
- Use of visuals to support student learning (manipulatives and digital)
- Reinforce a growth mindset in mathematics (and all subject areas)

Measures:

- Alberta Education-approved (EICS Numeracy Screener) diagnostic assessment for Grade 1 - 3 students
- Math Intervention/Programming Instrument (MIPI) diagnostic assessment for Grade 4 students
- Classroom assessments and teacher observations

Implementation Plan:

- 2023 - 24 Implementation of new Mathematics curriculum for Grade 4

- 2023 - 24 Collaboration and sharing of best practices during regularly scheduled Collaborative Team Meetings and Grade-level Meetings
- 2023 - 24 Teachers will review data from EICS Numeracy Screener and MIPI assessments to inform their planning and numeracy intervention

Allocation of Resources:

- Allocation of \$250 for new numeracy resources as needed (school currently has a repository of frequently used numeracy resources)
- Allocation of \$1600 to support teacher growth the Professional Development sessions

Professional Learning:

- Professional Learning Series Numeracy Sessions
- CARC planning and support documents
- MathUP resource training and use

Equity Goal:

CW Sears School will be a welcoming, safe, caring and inclusive environment for all.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Reinforce our W.I.S.E. (Work Hard, Include Others, Show Respect, Everywhere) behaviour matrix to support all learners in the school through OWLstanding Awards and WISE Choice draws
- Providing access for all students to daily breakfast program and emergency lunches for students in need
- Applying for and accessing Jordan's Principle funding to support the needs of First Nations students
- Providing opportunities for students to engage with one another in a non-academic setting (eg. field trips: long term care, Oil Kings game, Swimming, etc.)
- Accessing approved community volunteers to allow students to engage with additional adults from our local community
- Celebrate special days that bring awareness to societal contexts with classroom activities (eg. Orange Shirt Day, Pink Shirt Day, Crazy Sock Day, Terry Fox Day, Remembrance Day etc.)

Measures:

- Alberta Education Assurance Survey results
 - Welcoming, caring, respectful and safe.
 - Access to appropriate supports
 - Access to community supports
 - Access to services for at-risk students
- Student attendance tracking

Implementation Plan:

- 2023 - 24 Plan and host community engagement events (Welcome BBQ, Terry Fox Run, Christmas Concert, etc.)
- 2023 - 24 Monthly OWLstanding Assemblies and Bi-weekly WISE Choice prize draws
- 2023 - 24 Use of Jordan's Principle program and funding to support learning intervention, psychoeducational assessments, and cultural experiences for First Nations students
- 2023 - 24 Formation and regular meetings of school committees: Indigenous Learning, Hot Lunch, School Spirit, Special Trips, Special Events, W.I.S.E., Staff Social Committee

Allocation of Resources:

- Jordan's Principle Funding (\$67 709)
 - Educational Assistant salary
 - School Supplies
 - Psychoeducational Assessment
 - Knowledge Keeper visits
- Breakfast Club of Canada Funding (\$9100)
- Battle River School Division Nutrition Program Funding
 - Education Assistant hours for program administration
 - \$~3500 for program supplies
- Reception of donations from community partners (ex. Busy B)

Professional Learning:

- Reviewing and sharing of resources by Indigenous Education committee
- Accessing support from Battle River School Division Equity Coordinator Erick Jensen
- Attendance at Breakfast Club of Canada virtual meetings