



Sturgeon Heights School

Three Year Plan and AERR

2014 – 2015 Update

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills
- Students use technology to support their learning

Division Expectations:

- Increased focus to develop understanding and develop instructional practice to meet outcomes identified within the Ministerial Order 001/2013
- Maintain focus throughout the Division to support K-1 transition
- Schools support the Division focus on Literacy
 - Guided reading strategies will be implemented in all classrooms at the grade K-6 level
 - Junior and senior high teachers will implement strategies which support reading across the content areas (subjects)
- Schools develop action plans specific to the ongoing improvement of student achievement
- Teachers provide instruction with respect to digital citizenship to all students
- Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills

Measures:

- Accountability Pillar results
- Principal end of year reports with respect to the monitoring of instructional practices, specifically regarding the implementation of teaching strategies which support guided reading, literacy across the content areas, digital citizenship and critical/creative thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools.

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every student

- Students achieve student learning outcomes
- Students demonstrate proficiency in literacy and numeracy
- The achievement gap between FNMI students and all other students is eliminated

Goal 1 – Academics: Critical Thinking and Problem Solving Skills

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- Students use technology to support their learning

School Strategies:

1. Guided reading strategies and daily five routines will be explored in our Kindergarten classrooms.
 - Kindergarten teachers will meet with division one teachers during PLC to discuss a common approach.
2. Guided reading strategies will continue in all grade 1 – 6 classrooms.
 - Support will be in place to help large classrooms create time to use guided reading with their students.
 - Teachers will be given time to conduct Fountas and Pinnell assessments in the fall and spring.
3. Common approaches to spelling and vocabulary will be examined in grades 1 – 6
 - Words their Way will become a part of all classrooms in division one.
 - The use of technology in practicing and expanding vocabulary will be explored.
4. Junior high teachers will implement strategies which support reading across the content areas (subjects)
 - Each subject area teacher will meet with a division wide cohort to encourage reading in the content areas.
 - Each staff will try at least one new reading strategy introduced on our Moodle site and feedback during PLC meetings their experience with the strategy.
5. Guided math strategies will be explored.
 - Guided math will be used for one class in grade 3 and grade 6.
6. Schools develop action plans specific to the ongoing improvement of student achievement as measured by provincial achievement test and diploma examination results
 - Each division PLC will review and discuss current achievement and address trends in results.

Targets for 2014/2015

- PAT acceptable results will continue to be above provincial average.
- PAT excellence results will continue to be above provincial average.
- Accountability Pillar results in the dimensions of work preparation will increase by 10%
- All age levels and classrooms will have discussed and implemented appropriate digital citizenship
- Non literacy teachers like Sci/Math will be able to demonstrate literacy techniques.

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- Individual teachers will review a strength and an area for growth as indicated in test specific results. They will share this work with a colleague in a related field or in the same field but above or below grade level.
7. Teachers provide instruction with respect to digital citizenship to all students
 - Clear, grade level appropriate expectations for digital citizenship will be created with all staff.
 - A parent evening will be hosted to help educate parents, and to encourage students to practice safe digital practice in all areas of their lives.
 8. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills
 - Headstart, Pre-school Enrichment, Kindergarten and primary will utilize Reggio Emilia inspired teaching and learning.
 - Teachers will be an active part of the Sturgeon Reggio teacher group.
 - Inquiry projects or approaches in all disciplines will be used from grade four to grade nine.
 - Division three teachers will meet to discuss the use of “Essential Questions” when framing lessons and beginning work with students.
 9. Explore with staff new ways to Engage, Create Ethical Citizens, and Foster an Entrepreneurial Spirit
 - Hand on Science will continue to be promoted and accessed
 - Each core subject for grade 3 – 9 will use a new student focused technology before March
 - Each division will take on a school project and contribute to an international cause
 - We will launch our Junior ATB program. Focused on Grade 4-6, all students will be involved.
 10. Teachers will be encouraged to attend related PD that support their instruction strategies

Measures:

- Accountability Pillar results
- Principal end of year reports with respect to the monitoring of instructional practices, specifically regarding the implementation of teaching strategies which support guided reading, literacy across the content areas, digital citizenship and critical/creative thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools.

Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellent in teaching and Learning Choices
- Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - Students demonstrate their learning in a variety of ways
 - Students strive to achieve personal excellence
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

Division Expectations:

- School professional development plans support the development of teacher excellence
- Teachers support all students by embedding differentiated instructional strategies into teaching practice
 - In particular, teachers support FNMI students to ensure they complete their academic programs successfully
- Teachers incorporate inquiry based learning within instructional practice
- Schools provide a wide range of complementary and optional programs
- The Division and its schools support a committed focus to foster instructional leadership capacity
- SSD to partner with University of Alberta to complete phase two of a research project with respect to high school completion within Sturgeon (Division facilitated project)

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice
- Data gathered through research project

Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every Student

- Students achieve student learning outcomes
- Students demonstrate proficiency in literacy and numeracy
- Students demonstrate citizenship and entrepreneurship
- The achievement gap between FNMI students and all other students is eliminated

Goal 3: Quality teaching and school leadership

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership

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- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

School Strategies:

1. Teachers embed differentiated instructional strategies into teaching practice
 - Teachers will share examples of lessons that incorporate differentiation during PLC meetings on PD days.
 - Teachers will explore a variety of places in which learning can occur; for instance, our outdoor classroom or on field trips.
 - Combinations of individual, paired, small group and whole class activities, and a variety of methods for determining pairings and groupings will be promoted in classes.
 - An emphasis on providing students with options when completing assignments or creating presentations.
2. Excellence in teaching will be recognized and promoted
 - Teachers will engage students in a discussion of what excellence in teaching looks like.
 - Staff will discuss best practices during PLC times.
 - Administration will continue to supervise all staff and be committed to becoming part of each classroom.
3. Committed focus to foster instructional leadership capacity
 - Staff are encouraged to attend professional development in an area of interest or need. Time will be given during PD days to share their learning.
 - Give time for staff to connect with other staff who are already experts in various areas in education. Allow peer coaching and training to occur during PD days.
 - Encourage staff to explore new learning with their students and share results positive and negative with all staff on PD days.

Targets for 2014/2015

- Reggio approach will be evident in grade 3
- PBL will be evident in all division levels.
- New options in JH will be offered.
- Maintain Accountability Pillar results in the dimension of Student Learning Opportunities above 80%
- Teacher will demonstrate instruction which meets a variety of individual needs and styles.
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Alberta Education Accountability Pillar Connections

Goal 1: An excellent start to learning

Goal 2: Success for every Student

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Goal 3: Quality teaching and school leadership

- Teacher preparation and professional growth focus on

4. Teachers support FNMI students to ensure they complete their academic programs successfully
 - Explore possible PD for staff or an FNMI cultural event that students could attend to celebrate heritage.
5. Teachers incorporate project (inquiry) based learning within instructional practice
 - Reggio Emilia approach in ECS and primary will continue to allow students to set and achieve their goals and demonstrate their learning in a variety of ways.
 - Inquiry and project based learning focus in elementary and junior high.
6. Schools provide a wide range of complementary and optional programs
 - Swimming, Gymnastics, and other enrichment programs will occur within ECS, primary, and elementary divisions.
 - New course programs will be launched in Junior High. Concert band will launch again and construction technology will be offered for the first time at Sturgeon Heights. We will partner with Camilla school.
 - A wide range of Junior High options will continue to be offered including drama, art, cooking, and locally developed courses such as Fit for Life and Entrepreneurship.
 - Our French program will continue to be extended into Junior High and promoted through events like Carnival.
 - Choir and Musical Theater groups will continue and perform for our community at various times throughout the year.
 - Wide variety of sports teams and events will be hosted and promoted. These include cross-country, volleyball, basketball, badminton, track and field, Journal games.
7. Staff and students at the Junior High Level will attend the Ignite conference and then collaborate on a school wide project to support student uniqueness.

Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of differentiated instruction into teaching practice
- Data gathered through research project

**Goal 3 – Building Relationships Between:
Students and their peers
students and adults,
students and curriculum
school and home/community**

Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
 - Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

Division Expectations:

- Schools undertake activities which support “student voice”
- Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community
- The division and school professional development plans provide opportunities for teachers to collaborate
- Schools ensure that all students are involved in projects which contribute to the school or community
- Staff identify practices which support a respectful learning and working environment

Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans

**Alberta Education Accountability Pillar
Connections**

Goal 2: Success for every student

- Students demonstrate citizenship and entrepreneurship

Goal 3: Quality teaching and school leadership

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership

Goal 4: Engaged and effective governance

- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and healthy learning environments

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students and adults,
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- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

School Strategies:

1. Students will be given opportunity to show leadership in and around the school.
 - Students in our Leadership class will learn different dimensions of leadership and have opportunity to demonstrate their learning through planning various school activities.
 - Students in Junior High will choose local and international charities that the school will promote and support during the year.
 - Students in each class or grade level will participate in the “if I was principal for a day”, exercise. The results will be shared with administration.
2. Positive relationships will be built through a variety of activities.
 - Our positive playground program will continue to involve elementary students as leaders with our primary students during recess.
 - We will continue to celebrate our athletes and the values of competition and team work at our pep rallies.
 - A variety of public celebrations will occur throughout the year including PIE night, 75th Anniversary, Thanksgiving, Remembrance Day, Christmas concerts, and spring performances.
 - We will host a 2 day community Halloween Carnival.
 - Our learning garden will be celebrated with students bringing in the harvest and teachers and parent volunteers cooking and creating a meal.
 - Our discipline approach will follow a collaborative problem solving model that gives respect to children.
 - Leadership option will plan and promote various theme days for the entire school.

Targets for 2014/2015

- Accountability Pillar Measure on Citizenship will grow to 90%
- Accountability Pillar Measure on Parental Involvement will stay strong in the mid 80%
- Accountability Pillar Measure on School and Division improvement will increase by 5%
- School will plan and execute a day dedicated toward caring for others at school.
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Alberta Education Accountability Pillar Connections

Goal 2: Success for every student

- Students demonstrate citizenship and entrepreneurship

Goal 3: Quality teaching and school leadership

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Goal 4: Engaged and effective governance

- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and

- We purchase and promote school T-Shirts for every child in our school.
 - We will host the Rocks and Rings curling program
 - DARE program will be conducted with students in grade six.
 - Junior High students will participate in house leagues throughout the year.
 - Intramurals competitions will run from November through until March for Junior High.
 - We will seek high energy groups or presentations that promote positive relationships. Ex. Live Differently campaign. Rob Nash presentation at Guthrie
3. Teachers will collaborate and share ideas and create plans for success
- PLC time will be given during each PD day to ensure sharing and collaboration around school and division initiatives.
 - Sturgeon Heights will participate in division wide PD in the areas of digital collaboration and literacy.
 - Each teacher will be challenged to collaborate for at least one activity or project with a colleague. These will be cross curriculum or cross graded.
4. Projects that involve the whole school and impact the community will be promoted.
- Students are encouraged to take on a project that has direct impact into our community and is achievable to them to become involved in. Ex. Our pop tab program that is completely student run.
 - ECS and primary students will run our recycling program at the school.
 - Leadership option students run several different food bank drives during the year.
 - Hair massacre is a large public fundraiser to fight cancer that many student participate in each year.
 - Programs that allow students to reach out and help others around the world will be supported. Ex. Operation Christmas Child, possibly brick-by-brick building a school in another country.
 - We will clean up the community in a service activity in the spring.
 - Senior homes will be invited to all public events or celebrations.
5. Staff identify practices which support a respectful learning and working environment
- Work through some healthy interactions materials as a staff during PD days early in the year.
 - Behavior tracking of student incidents will occur in a shared format so staff can discover problems across classrooms quickly and deal with them effectively.
 - A consistent program to deliver digital citizenship and online safety will be implemented across grades levels from grade three to grade nine.
 - Programs will be offered by SSD's community resource coordinator, Rebecca Blanco; Healthy Youth Relationships, ILead, Girls group.

Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Sturgeon Heights 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
Safe and Caring Schools	Excellent	Safe and Caring	93.1	87.7	88.2	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.2	78.5	78.8	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	89.3	86.0	87.7	89.2	89.8	89.5	High	Maintained	Good
		Drop Out Rate	2.8	0.0	0.0	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	86.0	84.0	85.7	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	24.6	18.8	29.2	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	53.3	76.5	72.4	81.2	80.3	80.0	Very Low	Declined	Concern
		Citizenship	88.0	86.5	82.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.4	79.2	82.4	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	67.9	76.1	75.3	79.8	80.6	80.2	Low	Declined	Issue

Goal One: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

We have a fantastic early childhood program at Sturgeon Heights. Our teachers work very hard to create learning spaces inspired by Reggio philosophy that engage and challenge our young students. We have had discussion this year about increasing our expectations for Kindergarten students in relation to literacy and early numeracy. We will be striving for 100% letter sound recognition by all students upon entering grade one. We will also be exploring starting our guided reading and daily five approaches in Kindergarten. In addition we will be exploring using Reading Eggs and Math Seeds in Kindergarten.

Goal Two: Success for Every Student

Outcome: *Students achieve student learning outcomes.*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	2.8		Very High	Maintained	Excellent			

Comment on Results

Students continue to enjoy attending Sturgeon Heights.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.5	85.8	87.3	84.0	86.0		Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.2	37.3	31.5	18.8	24.6		High	Maintained	Good			

Comment on Results

We improved our results significantly over the 2013 school year. Our staff met a few times during the year to discuss performance and issues they have when preparing students for these exams. In addition they created action plans relating to at least two dimensions of the PAT they historically had not performed well on. This year we have met as a group in each division and discussed trends. We also looked at strategies to continue our strong showing on PAT exams or other external measures.

Notes:

- *School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	77.0	84.9	86.5	88.0		Very High	Maintained	Excellent			
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.	73.7	61.8	78.9	76.5	53.3		Very Low	Declined	Concern			

Comment on Results

We continue to have a strong community or family feel at Sturgeon Heights. Students are actively involved in their classrooms and within the school as a whole. In addition, our students become involved in community projects and support charity initiatives both locally and abroad. The recent drop in teacher and parent perception that students are not taught attitudes needed to be successful at work is a major concern. We have discussed this at length in our division groups

Strategies

We will be having several groups come to Sturgeon Heights to improve our discussion and instruction on preparing for the work place. These will include Learning Clicks and our Career fair. It was also discovered that many of the staff who rated this dimension low for our school were concerned that we were not keeping kids accountable for their learning. Rather we were extending too many second chances and too many reminders to get work in. We will be clarifying our expectations this year to allow for students to show their best, but also to be respectful to their teachers expectations.

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	*	n/a		n/a	n/a	n/a			

Comment on Results

Data not reported on our AERR update for Sturgeon Heights School.

Notes:

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- 1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- 2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	83.2	79.5	78.5	78.5	82.2		Very High	Maintained	Excellent			

Comment on Results

We offer an excellent range of programs at Sturgeon Heights. This year we also re-introduced band in Junior High and will be offering a Construction Technology class by using the shop facility at Camila school.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3	82.3	85.8	79.2	84.4		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	89.7	87.6	86.0	89.3		High	Maintained	Good			

Comment on Results

Sturgeon Heights has an excellent history of parental involvement. This year we are implementing a requirement for every parent to have a criminal record check before volunteering at our school. We will work hard with promoting and encouraging our parents to stay involved in light of this new requirement. We will continue to call on parents to help out with our many in school and out of school field trips, as well as contribute to our snack shop, hot lunch program, and on special days like our track and field days.

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	88.5	87.9	89.1	87.7	93.1		Very High	Improved	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	70.3	79.0	70.9	76.1	67.9		Low	Declined	Issue			

Comment on Results

Sturgeon Heights teachers care for their students and model this everyday within their own classrooms and when supervising on the playground. Classrooms incorporate a number of strategies like “bucket filling” to help students understand how to treat each other fairly and to build each other up emotionally. We will continue to offer a positive playgrounds program in primary education which will promote healthy play among our young students. Administration will also continue to respond quickly to any unacceptable behaviour incidents and act fairly with everyone involved. The report that our school or the division has not improved is a concern.

Strategies

Nearly every dimension of Sturgeon Heights has improved over the past year. Our academics as measured on PAT results have increased, our access to technology has been improved dramatically with introduction of iPads and chromebooks, and our physical building has been upgraded with new boilers, sidewalks, bus access area, and major yard work. Our staff have been implementing techniques in literacy and numeracy that are exciting and engaging. Perhaps a part of this declining statistic is a publicity problem. This year we will improve our use of our website, newsletter, and social media to highlight the improvements we have been making last year and will make this year.