

Sturgeon Heights School

Three Year Plan and AERR

2015 - 2016 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 on an ongoing basis
- Students use technology to support and demonstrate their learning

Division Expectations:

- 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)
- Ongoing focus to understand and maintain instructional practice to meet outcomes identified within the Ministerial Order 001/2013
- Schools create 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
- Introduce Career and Technology Foundation (CTF) programs at the elementary and junior high level
- Schools will have short and long term strategies to align with targets for PAT and diploma exam results

Measures:

- Accountability Pillar results
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools

Targets for 2015/2016

Provincial Achievement Test Results Level of Excellence Target

20% for 2015/2016

Acceptable Level Target

80% for 2015/2016

82% for 2016/2017

-Literacy strategies implemented in all classrooms, in all subjects and at all grades

Target

100% for 2015/2016

Alberta Education Accountability Pillar Connections

Desired Outcome 1: Every student is successful:

- Students achieve learning outcomes
- Students demonstrate a strong foundation in literacy and numeracy

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 on an ongoing basis
- Students use technology to support and demonstrate their learning

School Strategies:

- 1. Early literacy practices will be used in our Kindergarten classes that are aligned with division one goals.
 - Kindergarten teachers will meet with division one teachers during PLC to discuss a common approach.
 - Guided reading strategies and daily five routines will be introduced in our Kindergarten classrooms.
 - Jolly phonics will be the basis for all early literacy in Kindergarten.
- 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 for grades 1-3.
 - A new measure will be implemented to replace STAR reading tests from Renaissance Place.
- 3. Common approaches to spelling and vocabulary used in grades 1 in grades 1-6.
 - Words their Way will be used regularly in all division one classrooms.
 - Division two will use the Canadian spelling program with regular use of extension activities to challenge all students.
 - Spelling City will be regularly used by all classrooms from grade 3 to grade 6.
- 4. Junior high teachers will implement strategies which support reading across the content areas (subjects)
 - 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 continue to be explored to create classroom routines responsive to all learners.
 - Guided math will be used as part of mathematics instruction in grade 3, 5, and 6.

Targets for 2015/2016

Provincial Achievement Measure

- Percentage of students reaching the acceptable standard will continue to be above provincial average.
- 20 % of students will reach the standard of excellence in grade 6 and 22% in grade 9.

Accountability Pillar Measure

 Report of our school preparing students for the work force will improve to 80%.

Principal Report

- Students in BYOD classroom will demonstrate how technology supports their core learning.
- Digital citizenship will be a clear part of all our classrooms.
- Support for struggling learners will be available at all division levels.

- 6. Student achievement on provincial assessments will be considered and action plans created based on results.
 - Each division PLC will review and discuss current achievement and address trends in results.
 - 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.
 - Cyberbullying will be specifically addressed during bullying-awareness week in November.
 - A stronger and more consistent policy related to mobile phone use will be created by division three teachers.
- 8. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills
 - Headstart, Pre-school Enrichment, Kindergarten and Division one will utilize Reggio Emilia inspired teaching and learning.
 - Teachers from our school will be an active part of the Sturgeon Reggio Committee.
 - Inquiry projects or approaches in all disciplines will be used from grade four to grade nine.
 - New options like Makerspace and Strategic gaming will be explored to encourage creativity and critical thinking.
- 9. Explore with staff new ways to engage students and create ethical citizens with an entrepreneurial spirit.
 - Hands on Science will continue to be promoted and accessed by all division one students.
 - We will attend WeDay for the first time as a school and take on a local and international project for service.
- 10. Teachers will implement constructive, creative and supportive uses of technology for our BYOD group in grade 6
 - Students will collaborate often with GAFE on Chromebooks and other personal technology.
 - Teachers will allow learning to be demonstrated with a variety of multimedia tools.
 - Students will learn to create goals, track progress, and plan for future success using technology.
- 11. Teachers will continue to be encouraged to attend related PD that support their instruction strategies

Measures:

- Accountability Pillar results
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical 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 with a focus on division and school priorities
- 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
 - Introduce CTF programming at the elementary and junior high level
- The Division and its schools support a committed focus to foster instructional leadership capacity
 - Support administrators to develop evidence based strategies to monitor overall student academic performance
- Provide a diversity of pathways to academic success and graduation
- Program Review: Knowledge and Employability Program (K and E)
- All schools will have staff members who have a working knowledge of the Neurosequential Model in Education (NME)

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 effective differentiated instruction into teaching practice

Targets for 2015/2016

-Increase High School Completion 3 Year Rate

Target

77% for 2015/2016

80% by 2016/2017

Alberta Education Accountability Pillar Connections

Desired Outcome 1: Every student is successful:

 Students achieve learning outcomes

Desired Outcome 2: Alberta has 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

Desired Outcome 4: First Nations, Metis and Inuit students are successful

 The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated

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

Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellence in teaching and Learning Choices
- Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - o Students demonstrate their learning in a variety of ways
 - o 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

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 learning garden 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.
- 4. Teachers support FNMI students to ensure they complete their academic programs successfully
 - Create an opportunity for our division two and three students to explore the impact residential schools had on our people in Alberta.

Targets for 2015/2016

Accountability Pillar Measure

- Report of student learning opportunities will remain high at 88%.
- Percentage of parents reporting a high quality of basic education will rise to 82%.

Principal Report

- Reggio Emilia approach will be evident in pre-K through to grade 3.
- Projects requiring group cooperation and work will be evident in division two and three.
- All teachers will have accessed PD resources directly relevant to the growth plans.
- New CTF reporting and options will be implemented.

- 5. Teachers incorporate project (inquiry) based learning within instructional practice
 - Reggio Emelia 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. We will continue to support concert band even with very low numbers. Construction technology will be continued by using the shop facilities at Camila. We will also offer a Makerspace course and a Strategic Gaming course for the first time.
 - 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.
 - We will have stronger and more consistent instruction in French language with our elementary students.
 - 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 running club, cross-country, volleyball, basketball, badminton, track and field, and Running Room games.
- 7. Staff from grades 4 and 5 will attend the NME professional development days for the division and incorporate the NME techniques in their classrooms. They will measure effectiveness and report back to all the staff at PD days on progress.

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 effective differentiated instruction into teaching practice

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, <u>Shared</u>
 <u>Responsibility</u>, <u>Mutual Respect</u>, <u>Belonging</u>, and <u>Commmunication</u>
- 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
- All teachers meet or exceed division and school based requirements in their use of 'PowerSchool' to communicate with parents regarding student learning/achievement
- Schools ensure that all students are involved in projects which contribute to the school or community
- All schools provide ongoing support to facilitate their Comprehensive Counselling Plans
- Develop policy and practice to ensure all students have access to safe, caring, and inclusive learning environments
- All schools and departments will identify and implement practices which contribute to a safe and respectful learning and working environment
- All schools and departments will ensure that 'Healthy Interaction' principles provide the foundation for mutual respect and open communication

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

Targets for 2015/2016

Supporting Student Voice

Each school will identify activities which support building positive relationships between students

Target (Safe and Caring)

91% for 2015/2016

Alberta Education Accountability Pillar Connections

Desired Outcome 1: Every student is successful

 Students achieve learning outcomes

Desired Outcome 3: Alberta's education system is governed effectively

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

 Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

Goal 3 - Building Relationships Between:

Students and their peers, students and adults, students and curriculum school and home/community

Indicators:

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 <u>Responsibility</u>, <u>Mutual Respect</u>, <u>Belonging</u>, and <u>Commmunication</u>
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 - 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

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 learing 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 upper elementary will have opportunity to work with younger students during lunch time.
 - Students in Junior High will work with a teacher supervisor to bring back our positive playgrounds program for our young students at recess.
- 2. Positive relationships will be built through a variety of activities.
 - Our positive playground program will continue to involve junior high and elementary students as leaders with our primary students during lunch 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, Thanksgiving, Remembrance Day, Winter concerts, and spring performances.
 - We will encourage hosting a talent night for all our students.
 - We will host a 2 day community Country Fair Carnival.
 - Our discipline approach will follow a collaborative problem solving model that gives respect to children.

Targets for 2015/2016

Accountability Pillar Measure

- Gap between teacher and student report for safe and caring schools will narrow to 10%.
- Report of parental involvement in our school will grow to 88%

- Leadership option will plan and promote various theme days for the entire school.
- 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.
- Intramurals competitions will run from November through until March for Junior High and Elementary classes.
- We will seek high energy groups or presentations that promote positive relationships. Ex. Live Differently campaign. Rob Nash presentation at Morinville.
- We will promote Special days and activities for our Junior High students to help them feel more apart of their learning and the school.
- 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 students participate in each year. This year will be our 10th anniversary.
 - Programs that allow students to reach out and help others around the world will be supported. We will investigate supporting a school in Edmonton through a shoebox program. We will also continue to support the building of a school in India.
 - We will help clean up the community through a service opportunity or activity in 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.
 - 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
- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Sturg	geon He School	_		Alberta	l	Mea	sure Evaluatio	n
			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	89.4	93.1	89.9	89.2	89.1	88.9	Very High	Maintained	Excellent
		Program of Studies	89.6	82.2	79.7	81.3	81.3	81.2	Very High	Improved	Excellent
Student Learning		Education Quality	89.5	89.3	87.6	89.5	89.2	89.5	High	Maintained	Good
Opportunities	n/a	Drop Out Rate	0.0	2.8	0.9	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning		PAT: Acceptable	89.8	85.5	83.6	73.0	73.1	73.9	Very High	Maintained	Excellent
Achievement (Grades K-9)	Excellent	PAT: Excellence	28.0	25.0	24.2	18.8	18.4	18.9	Very High	Maintained	Excellent
		Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
Ctudent Learning		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning,	,	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
World of Work,	n/a	Work Preparation	79.2	53.3	69.6	82.0	81.2	80.4	High	Maintained	Good
Citizenship		Citizenship	86.0	88.0	86.5	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.4	84.4	83.1	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	76.9	67.9	71.6	79.6	79.8	80.1	High	Maintained	Good

Notes:

- 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- students entolled in each course. Courses included. English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

 2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- 4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Res	ults (i	n per	centaç	ges)	Target	E		Targets			
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	2.8	0.0		Very High	Maintained	Excellent			

Comment on Results (an assessment of progress toward achieving the target)
Students at Sturgeon Heights work hard in school and are taught at home and here to value education.
Strategies
We will continue to promote lifelong learning.

Notes:

- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
 Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade
- 10 students who are tracked over time.

 3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Res	ults (i	n per	centa	ges)	Target	Evaluation				Targets		
		2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.0	84.9	86.5	88.0	86.0		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.	61.8	78.9	76.5	53.3	79.2		High	Maintained	Good				

Comment on Results

(an assessment of progress toward achieving the target)

We work hard at Sturgeon Heights to have a community focus. We promote engagement with clubs and activities around our school, host several afterschool teams and clubs and a community wide Country carnival. We also promote local and international charities and service opportunities for all of our children. Over the last few years our results in work preparation have been lower than we would like to see. Last year we promoted several career and work place preparation activities and it appears that our community acknowledged those efforts.

Strategies

We will continue to promote community connections through all of the after school activities we host and through service project by our Leadership teams and clubs. For work preparation and attitudes needed by students in the work force, we will continue to grow our students into strong, engaged thinkers.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Res	ults (i	n per	centa	ges)	Target	get Evaluation				Targets		
Performance Measure	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018	
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.7	85.0	80.4	85.5	89.8		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).	36.0	30.9	16.7	25.0	28.0		Very High	Maintained	Excellent				

Comment on Results

(an assessment of progress toward achieving the target)

We have continued to improve our results in both acceptable and excellent standards of achievement. Our teachers keep students accountable to a high level of achievement and work ethic. Considering previous achievement, the current grade 6 and 9 students will need a variety of supports to achieve their best on the coming PAT exams.

Strategies

Teachers will continue to hold students to a high standard of work completion and engagement with their studies. In addition, teachers will discuss weaker learners and share strategies they have created that support these learners. All teachers will support students with exceptional needs identified in their IPPs or Learning Plans and consistently use accommodations needed for their success.

Notes:

- 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- 3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific 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	Res	ults (i	n per	centa	ges)	Target	Evaluation				Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018	
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.	79.5	78.5	78.5	82.2	89.6		Very High	Improved	Excellent				

Comment on Results (an assessment of progress toward achieving the target)
We continue to offer a great range of programs for all students at Sturgeon Heights.
Strategies
This year we will also offer Dance, Makerspace, and Strategic Gaming to our Junior High students. We will also maintain the Construction Technology and Concert Band classes we began in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Res	ults (i	n per	centa	ges)	Target	Evaluation				Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3	85.8	79.2	84.4	88.4		Very High	Maintained	Excellent				
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.7	87.6	86.0	89.3	89.5		High	Maintained	Good				

Comment on Results
(an assessment of progress toward achieving the target)
We continue to have dedicated parents at Sturgeon Heights. Our Parent Fundraising Association and School Council meetings are well
attended and issues of importance for all parents are discussed. We also work hard as teachers to provide an excellent education for all of our
students.
Strategies
<u> </u>
We will continue to discuss important matters at our School council. This encourages attendance and demonstrates that we respond
to concerns and partner with our parents to provide excellent education. We will also invite parents to participate in all of our inschool field trips and look for ways to invite them in to our classrooms for interaction in literacy and numeracy.
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Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Res	ults (i	n per	centaç	ges)	Target	ı	Evaluation				s
renormance weasure	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	87.9	89.1	87.7	93.1	89.4		Very High	Maintained	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.	79.0	70.9	76.1	67.9	76.9		High	Maintained	Good			

(an assessment of pl	esults progress toward achieving the target)
All staff at Sturged	on Heights care deeply for our students. We show that care through creating connections with all our students, active
listening and using help students und	g collaborative problem solving when addressing discipline issues. We also use a variety of programs like bucket filling to derstand how to treat each other fairly and build each other up. Each year we also look for ways to improve our school. of need and creating solutions as a wide team helps us continue to be a strong school.
Strategies	
Religion or Char courage and coo different ways we	each class uses a clear program for building strong character traits in our students. Our focus this year is to use our tracter education classes to address these traits: forgiveness and honesty, generosity, perseverance, kindness, operation, compassion and empathy, respect, and citizenship. Last year we tried to help our parents understand the reare continually improving our school. The result was an increase in the report on school improvement. This year to promote all the work we are doing to create a healthy and improving school.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Res	ults (i	n per	centaç	ges)	Target	E		Targets			
Performance Measure	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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	*	*	n/a		n/a	n/a	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	*	*	n/a		n/a	n/a	n/a			

Performance Measure	Res	ults (i	n per	centaç	ges)	Target	E	valuation		Targets		
renormance weasure	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	*	n/a	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results	
(an assessment of progress toward achieving the target)	
Strategies	
	_

APPENDIX – Measure Details	
APPENDIX – Measure Details The following pages include tables and graphs that provide detailed data for the performance measures. Sinclude these under each measure/outcome to provide context and help in interpreting the results.	Schools may lts.
The following pages include tables and graphs that provide detailed data for the performance measures.	Schools may lts.
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Drop Out Rate - Measure Details

Drop Out Rate - an	nual dro	pout ra	te of stu	dents a	ged 14	to 18									
School Authority Province															
	2010 2011 2012 2013 2014 2010 2011 2012 2013 2014 2010 2011 2012 2013 2014														
Drop Out Rate	0.0	0.0	0.0	2.8	0.0	5.6	5.0	4.4	4.1	2.9	4.2	3.2	3.5	3.3	3.4
Returning Rate	n/a	n/a	n/a	n/a	*	10.8	11.4	28.2	19.7	5.8	27.9	23.4	23.0	21.1	20.3

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Citizenship - Measure Details

Percentage	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
			Schoo				-	Authorit	у		Province					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
Overall	77.0	84.9	86.5	88.0	86.0	76.3	79.5	79.5	83.3	79.7	81.9	82.5	83.4	83.4	83.5	
Teacher	87.0	96.0	96.4	97.5	100.0	89.2	91.2	92.7	94.2	92.8	92.7	93.1	93.6	93.8	94.2	
Parent	73.4	84.1	88.0	85.7	84.7	71.2	73.4	75.0	79.1	71.9	78.6	79.4	80.3	81.9	82.1	
Student	70.6	74.6	75.1	80.9	73.4	68.6	73.8	70.8	76.6	74.5	74.5	75.0	76.2	74.5	74.2	

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Work Preparation – Measure Details

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.

			School				ļ	Authorit	y		Province					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
Overall	61.8	78.9	76.5	53.3	79.2	71.8	80.8	77.9	76.3	75.9	80.1	79.7	80.3	81.2	82.0	
Teacher	73.7	90.0	86.4	73.3	100.0	85.7	91.9	92.5	91.0	91.5	89.6	89.5	89.4	89.3	89.7	
Parent	50.0	67.9	66.7	33.3	58.3	58.0	69.6	63.4	61.6	60.4	70.6	69.9	71.1	73.1	74.2	

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

•	•				Posit	lts (in p	orcont	anes)				Tar	get
		20	11	20			13		14	20	15	20	
		A	E	Α	E	Α	E	Α	14 E	Α	E	20 A	E
	Sahaal		37.5									A	_
Francisco I americana Anta C	School	87.5		87.0	17.4	96.9	12.5	96.4	28.6	93.8	21.9		
English Language Arts 6	Authority	87.1	19.2	82.9 82.7	11.9	85.5 82.5	13.1	88.4 81.9	16.6	86.5	16.8		
	Province	83.0	18.5		17.8		16.3		17.6	82.8	19.5		
Mathematics 6	School	75.0	40.0	73.9 71.7	30.4 12.6	62.5 73.9	6.3 13.6	96.4 76.5	17.9 10.6	87.5 78.5	12.5 12.4		
Mathematics 6	Authority	77.5	15.2 17.8	74.7						73.3	14.1		
	Province	73.7			16.6	73.0	16.4	73.5	15.4				
Ostanas	School	80.0	40.0	82.6	47.8	84.4	25.0	96.4	25.0	93.8	31.3		
Science 6	Authority	80.4	28.6	76.8	29.2	82.5	28.2	84.8	28.8	84.8	27.3		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
	School	82.5	32.5	78.3	39.1	71.9	21.9	82.1	10.7	93.8	25.0		
Social Studies 6	Authority	78.1	19.2	71.3	18.2	76.8	24.6	78.1	16.2	76.4	19.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
	School	96.4	35.7	93.8	25.0	85.7	14.3	82.9	17.1	92.6	22.2		
English Language Arts 9	Authority	85.0	19.2	84.6	15.4	87.6	14.2	84.4	12.7	80.2	10.7		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
English Lang Arts 9 KAE	Authority	83.3	16.7	86.0	14.0	91.4	14.3	72.4	3.4	68.6	11.4		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
	School	71.4	21.4	81.3	28.1	77.8	14.8	75.6	31.7	92.3	46.2		
Mathematics 9	Authority	69.1	13.8	72.7	16.3	73.9	15.8	74.0	14.5	69.8	18.5		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*		
Mathematics 9 KAE	Authority	82.9	31.4	84.3	27.5	86.1	27.8	74.3	8.6	72.5	25.0		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
	School	96.4	42.9	87.5	31.3	82.1	14.3	85.4	36.6	88.5	46.2		
Science 9	Authority	81.8	24.4	82.5	23.8	85.6	23.5	80.5	20.9	73.9	19.2		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
Science 9 KAE	Authority	78.9	47.4	93.2	47.7	96.8	51.6	85.2	25.9	66.7	25.9		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
	School	75.0	35.7	90.6	31.3	82.1	25.0	78.0	26.8	74.1	22.2		
Social Studies 9	Authority	76.6	21.0	78.2	23.0	82.8	30.0	77.7	25.6	68.1	18.3		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 9 KAE	Authority	78.9	42.1	85.4	37.5	97.1	34.3	87.1	12.9	64.5	12.9		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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[&]quot;A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June be used when interpreting trends over time for the province and those school authorities affected by the floods.	ne 2013. Caution should

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

			Sturgeon			All	perta					
		Achievement	Overall	20	015	Prev 3	Yr Avg	201	5	Prev 3 Y	r Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts C	Acceptable Standard	Very High	Maintained	Excellent	32	93.8	28	93.4	47,446	82.8	44,338	82.4
English Language Arts 6	Standard of Excellence	High	Maintained	Good	32	21.9	28	19.5	47,446	19.5	44,338	17.2
Mathematics 6	Acceptable Standard	High	Improved	Good	32	87.5	28	77.6	47,377	73.3	44,292	73.8
Mathematics 6	Standard of Excellence	Intermediate	Maintained	Acceptable	32	12.5	28	18.2	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Very High	Maintained	Excellent	32	93.8	28	87.8	47,379	76.4	44,273	77.1
Science 6	Standard of Excellence	High	Maintained	Good	32	31.3	28	32.6	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	32	93.8	28	77.4	47,385	69.8	44,226	72.1
Social Studies 6	Standard of Excellence	High	Maintained	Good	32	25.0	28	23.9	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	27	92.6	34	87.5	43,532	75.6	38,021	76.8
English Language Arts 9	Standard of Excellence	Very High	Maintained	Excellent	27	22.2	34	18.8	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
Linglish Lang Arts 9 NAL	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	26	92.3	33	78.2	43,190	65.3	37,734	66.8
Matricinatics 9	Standard of Excellence	Very High	Improved	Excellent	26	46.2	33	24.9	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,966	60.7	1,858	63.9
Mathematics 9 KAE	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	26	88.5	34	85.0	43,653	74.1	38,253	73.4
Science 9	Standard of Excellence	Very High	Improved	Excellent	26	46.2	34	27.4	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,527	64.4	1,503	66.8
Ocience 3 NAL	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	High	Maintained	Good	27	74.1	34	83.6	43,451	65.1	38,360	66.7
Social Studies 9	Standard of Excellence	High	Maintained	Good	27	22.2	34	27.7	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
Social Studies & RAE	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

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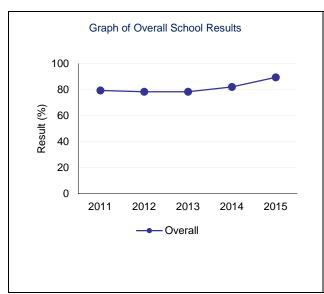
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

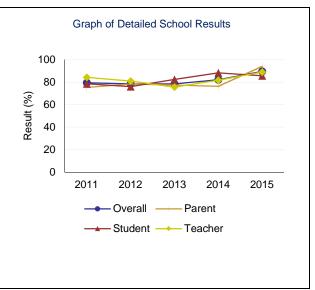
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Program of Studies – Measure Details

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.

			School				ļ	Authorit	у		Province						
	2011 2012 2013 2014 2015					2011	2012	2013	2014	2015	2011	2012	2013	2014	2015		
Overall	79.5	78.5	78.5	82.2	89.6	79.4	81.0	82.9	82.7	81.4	80.9	80.7	81.5	81.3	81.3		
Teacher	84.4	81.1	75.6	81.7	89.1	86.7	87.2	88.1	88.0	88.5	87.6	87.3	87.9	87.5	87.2		
Parent	75.4	78.3	77.5	76.4	94.1	75.9	75.9	78.6	79.0	76.3	78.3	78.1	78.9	79.9	79.9		
Student	78.6	76.1	82.5	88.4	85.7	75.8	79.9	81.9	81.1	79.3	76.9	76.9	77.8	76.6	76.9		



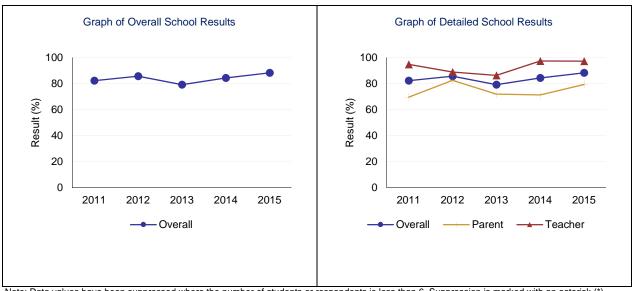


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Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement - Measure Details

Percentage	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.														
			School				A	Authorit	у			F	Province)	
	2011 2012 2013 2014 2015 2011 2012 2013 2014 2015 2011 2012 2013 20										2014	2015			
Overall	82.3	85.8	79.2	84.4	88.4	78.5	80.0	77.5	81.9	81.2	79.9	79.7	80.3	80.6	80.7
Teacher	94.9	89.0	86.4	97.5	97.4	89.7	91.4	88.6	92.5	90.8	88.1	88.0	88.5	88.0	88.1
Parent	arent 69.7 82.6 72.0 71.4 79.4 67.3 68.6 66.5 71.2 71.6 71.7 71.4 72.2 73.1 73												73.4		

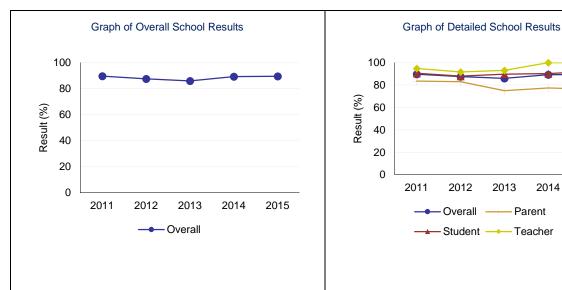


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Education Quality – Measure Details

Percentage	ercentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
Overall	89.7	87.6	86.0	89.3	89.5	88.4	87.7	88.8	90.1	88.7	89.4	89.4	89.8	89.2	89.5	
Teacher	94.9	91.7	93.1	100.0	100.0	96.1	96.2	96.4	97.2	97.2	95.5	95.4	95.7	95.5	95.9	
Parent	83.6	83.1	75.0	77.5	76.3	82.9	79.9	82.5	83.2	80.6	84.2	84.2	84.9	84.7	85.4	
Student	90.6	88.0	89.7	90.3	92.1	86.1	87.0	87.4	90.0	88.3	88.5	88.6	88.7	87.3	87.4	



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

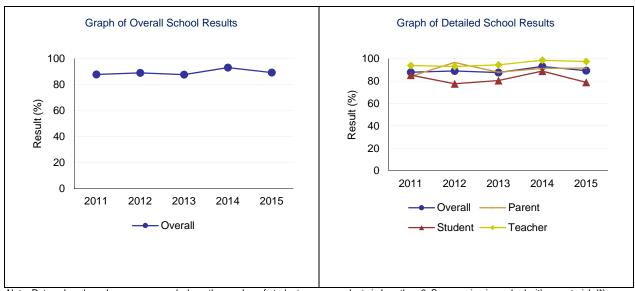
2014

2015

Safe and Caring - Measure Details

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.

	School						-	uthorit	у	•	Province					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
Overall	87.9	89.1	87.7	93.1	89.4	86.7	86.8	86.8	89.3	88.1	88.1	88.6	89.0	89.1	89.2	
Teacher	93.9	93.0	94.5	98.7	97.5	94.3	94.5	95.7	97.2	96.2	94.5	94.8	95.0	95.3	95.4	
Parent	84.3	96.6	88.0	91.4	91.7	82.6	83.6	83.2	84.8	84.9	86.6	87.4	87.8	88.9	89.3	
Student	85.4	77.6	80.5	89.0	79.0	83.2	82.4	81.6	86.1	83.3	83.3	83.7	84.2	83.1	83.0	



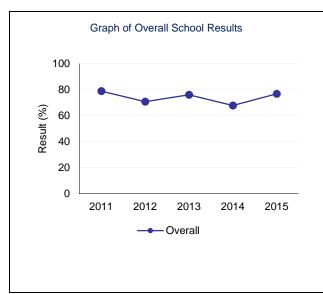
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

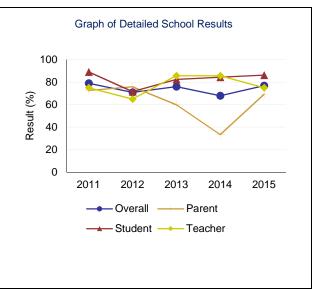
Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement - Measure Details

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.

	School						ļ	uthorit	у		Province					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
Overall	79.0	70.9	76.1	67.9	76.9	77.3	79.0	79.6	80.7	81.1	80.1	80.0	80.6	79.8	79.6	
Teacher	75.0	65.0	85.7	85.7	75.0	75.2	81.7	83.0	85.2	83.8	80.1	81.1	80.9	81.3	79.8	
Parent	72.7	75.9	60.0	33.3	69.2	75.0	74.9	72.4	69.5	73.7	77.3	76.2	77.9	77.0	78.5	
Student	89.2	71.7	82.5	84.5	86.4	81.7	80.5	83.3	87.3	85.7	82.9	82.7	82.9	81.2	80.7	





Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From M