Sturgeon Heights School

Pre-K to 9 School Education Plan and
Annual Education Results Report

October 2020 Update
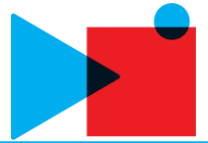

Sturgeon
Public Schools
Dare to reimagine learning

Combined 2020 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	**85.5**	94.8	92.0	**89.4**	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	**81.4**	86.7	87.6	**82.4**	82.2	82.0	High	Declined	Acceptable
	Education Quality	**87.9**	88.9	88.9	**90.3**	90.2	90.1	High	Maintained	Good
	Drop Out Rate	**0.0**	0.0	0.0	**2.7**	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**90.4**	90.2	88.7	**73.8**	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	**26.5**	36.3	26.3	**20.6**	19.9	19.6	Very High	Maintained	Excellent
	Work Preparation	**83.3**	80.8	81.6	**84.1**	83.0	82.7	High	Maintained	Good
	Citizenship	**79.1**	91.0	88.0	**83.3**	82.9	83.2	High	Declined	Acceptable
Parental Involvement	Parental Involvement	**81.3**	91.0	87.7	**81.8**	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	**79.3**	87.1	84.7	**81.5**	81.0	80.9	High	Declined	Acceptable

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort
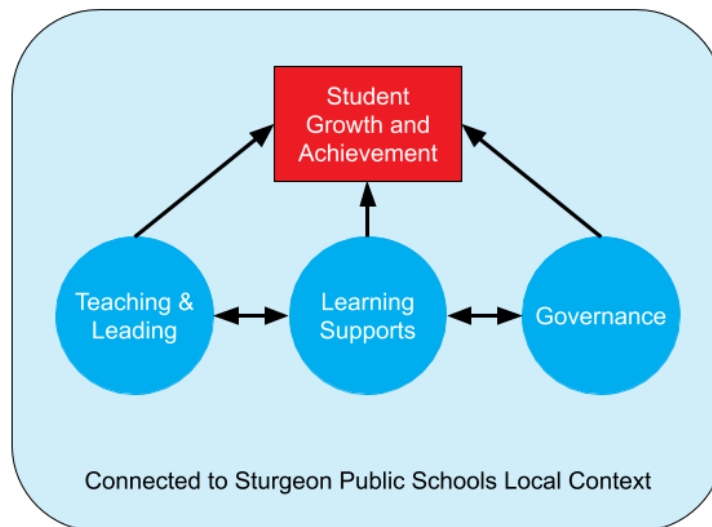
Priority

Student Achievement

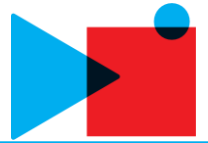**Assurance Domains and Student Achievement**

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.

Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.
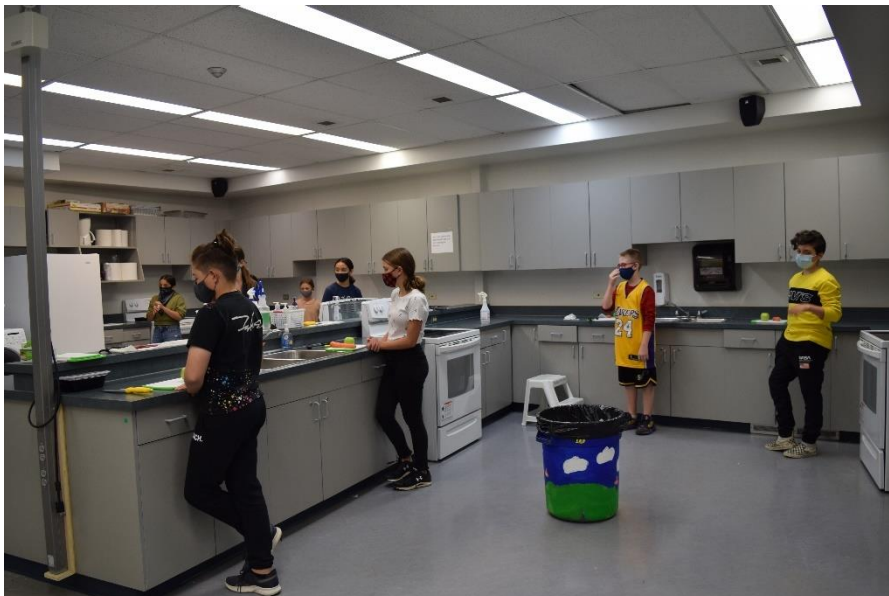
Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.
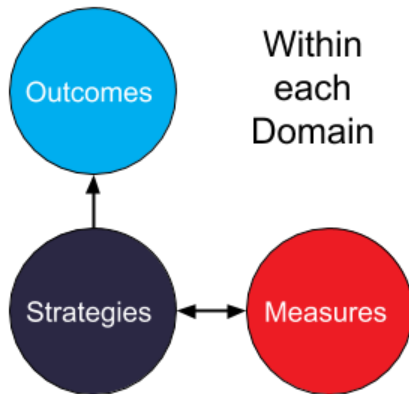
School Context

Sturgeon Heights School is home to 407 students attending in person this year. We host students Pre-K to Grade 9 and offer high quality learning opportunities for a wide-range of learners. We are a student-centered school – our students, their passions, and interests are at the heart of our work. We are Reggio Emilla Inspired Pre-K to grade 3. This year we are focused on Universal Design for Learning and are excited to welcome Learning Coaches to support our Grades 5 – 9 classes.

Domain: Student Growth & Achievement

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes, and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
• Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.	• School-wide focus on Universal Design for Learning (UDL) • Prioritizing active, engaging pedagogy schoolwide • Using outdoor spaces as much as possible • Monthly Professional Learning Community Meetings for teachers
• Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.	• 2 learning coaches work with grades 5-9 teachers to support student learning in the classroom context • Teacher Learning Sprints with Learning Coaches
• Teachers will communicate achievement of outcomes to students and families using division identified tools.	• We utilize Powerschool for timely assessment information sharing • Google Classroom, and SeeSaw are used to share real time learning with families

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.2	86.5	90.2	90.4	n/a	91.0	NA	NA	NA	n/a	91.0	93.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	23.3	19.4	36.3	26.5	n/a	27.0	NA	NA	NA	n/a	27.0	29.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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		NA	NA	NA			
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		NA	NA	NA			

| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.2	85.0	87.9	91.0	79.1	90.0	High	Maintained	Good	85	87	89

Local Measures

Sturgeon Heights updated OurSchool Tables

Measures	Results					
Student Growth & Achievement	2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6						
Intellectual Engagement: Interest and Motivation	83%	87%	82%	86%	80%	n/a
Secondary 7-9						
Intellectual Engagement: Interest and Motivation	49	43%	42	43%	34%	43%

Math Intervention Programming Initiative (MIPI)

Sturgeon Heights School grade 2 to 9 students participate in Math Intervention Programming Initiaitive (MIPI) testing. This test is a snapshot of a studnets numeracy acheivement. The acceptable standart is defined at 60% or higher. Please find a snapshot of our MIPI student data below. You will notice exceedingly strong results in primary. We continue to strengthen numeracy achievement in Elementary and Jr. High by focusing on basic math facts, teaching for conceptual understanding and focused interventions for students who need extra support.

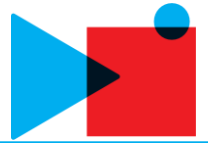## 2020 MIPI: Students Performing Above or Below 60%
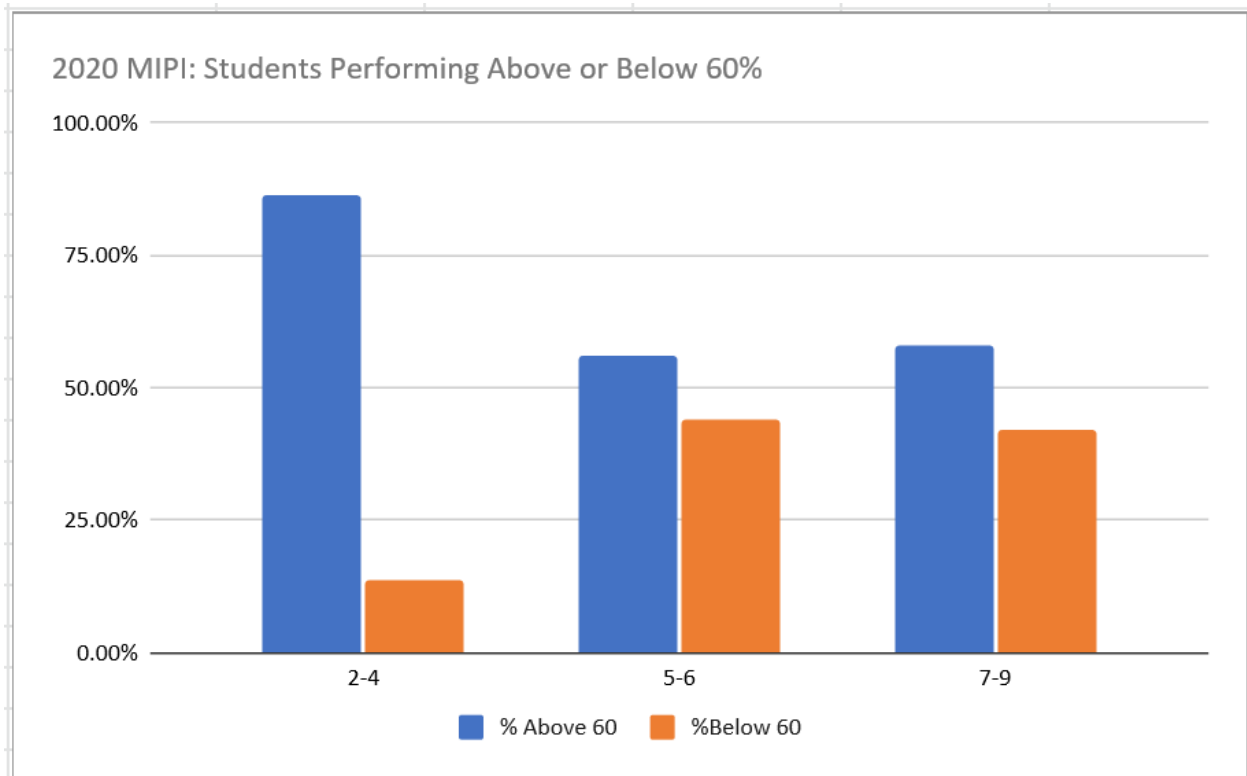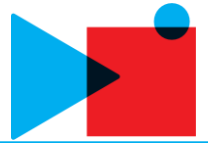
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.

Reading Comprehension

Fountas and Pinnell

Primarily, we use Fountas and Pinnell leveled reading data to determine student reading progress and growth over the course of the year. Last year, we reported an average reading level growth of 2.4 levels for our grades 1 to 4 students. Our elementary students reported an average reading level growth of 1.9 levels for grades 5 to 9 students. Approximate expected reading level growth during the time frame measured would be 1.5 levels for both primary and elementary students.
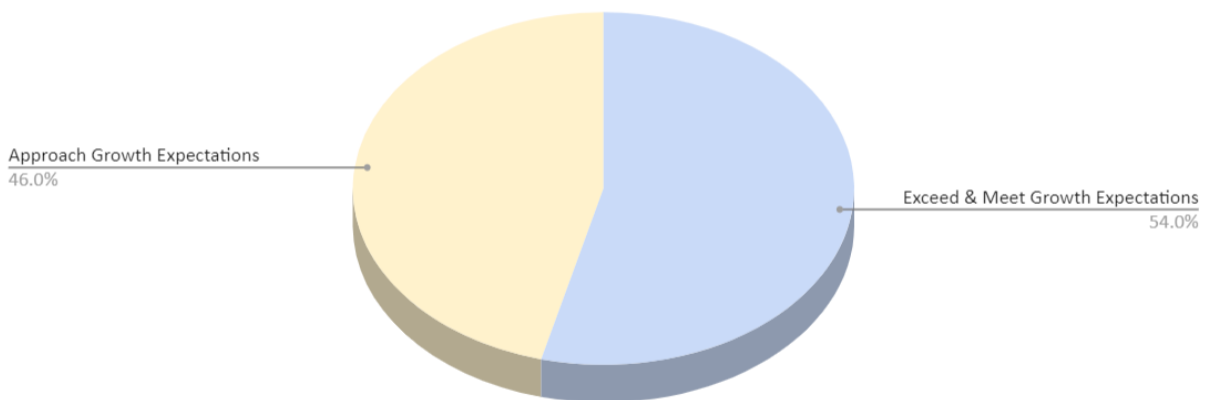
2019 Grades 1-4 Reading Growth Expectations

Approach & Below Growth Expectations
40.8%

Exceed & Meet Growth Expectations
59.2%
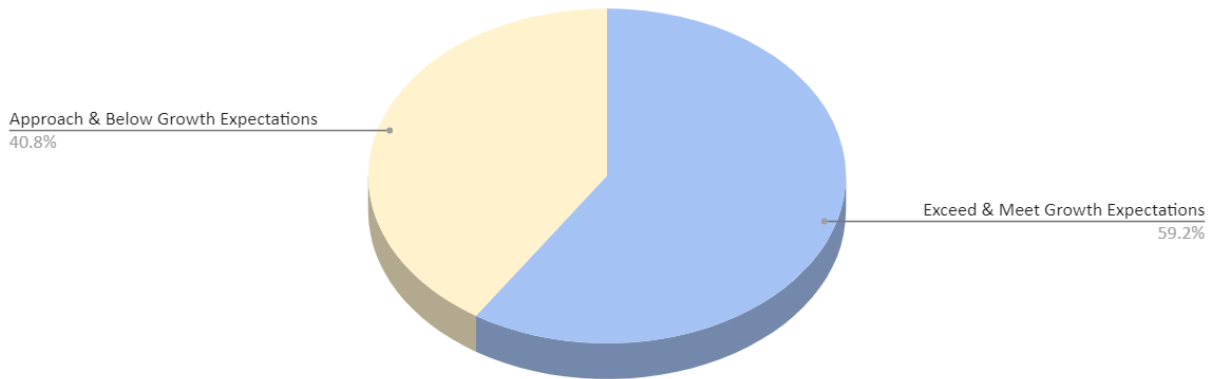
2019 Grade 5& 6 Growth Expectations

Approach Growth Expectations
46.0%
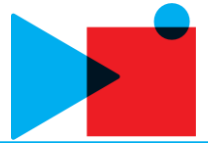
Exceed & Meet Growth Expectations
54.0%

The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Read Theory and Lexile Level

At Sturgeon Heights School, we use reading data to determine growth over time for individual students. As with Fountas and Pinnell reading level data, measuring Lexile levels for individual students allows us to determine which students are on track to regarding reading comprehension growth and which students would benefit from specific interventions.

Last year, during our abbreviated measuring period approximately 30% of grades 7-9 students met or exceeded our expectations around reading growth. We have designed several strategies to address students' literacy development in Jr. High including: targeted strategy instruction for struggling literacy learners, wide access to digital tools to improve access to practice and resource materials, and focused coaching during our school-wide reading block (DEAR).

2019 Grades 7-9 Lexile Growth Expectations
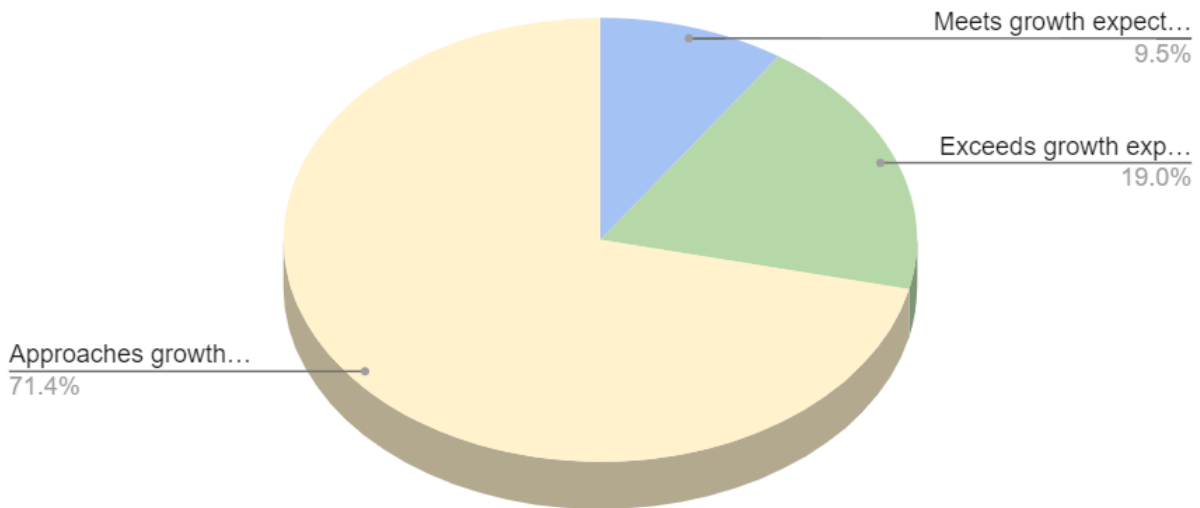
The Read Theory reading comprehension assessment continues to be used by Sturgeon Public Schools in upper elementary and junior high grades. This assessment allows teachers to better determine student's reading comprehension. Teachers may use the readtheory.org website and assessments at multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

We continue to see positive academic achievement school-wide. We have high expectations for our students and provide appropriate supports for students to be successful. We continue to use data-based decision making to support our students. Through evidence-based literacy instruction at all grade levels, we continue to measure strong literacy growth throughout our school. Interventions are targeted and all students' literacy development is monitored closely.

Opportunities for Growth

As a school we will be addressing intellectual engagement: interest and motivation through several new and continuing initiatives including: gamification in our grade 4/5 classroom, universal design for learning (UDL) approach to academic planning and a specific focus on creating opportunities for students to experience high rigor during highly engaging learning opportunities. We will explore
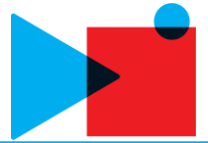
Science, Technology, Engineering, Arts, Mathematics (STEAM) learning opportunities which include challenge-based projects. By focusing on basic math facts, teaching for conceptual understanding and focused interventions for students who need extra support we will continue to build on our numeracy acheivement.
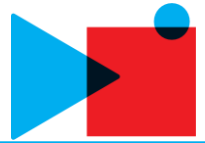
Domain: Teaching and Leading

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
• Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.	• School Council remains highly active • Data collection around individual student achievement allows us to monitor growth and target interventions • Universal Design for Learning Baseline Survey with staff (includes mid-year and year-end follow up) • Creating a student advisory group to guide initiatives and provide feedback
• Staff participate in professional development and collaborate to address division and local goals.	• Specific school-wide professional development around positive behavior supports and UDL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	86.3	84.6	91.5	86.7	81.4	87.5	High	Maintained	Good	84.0	86.0	88.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	87.4	90.4	88.9	87.9	90.0	High	Maintained	Good	90.0	92.0	94.0

Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	25	74.7	76.4	85.4	85.0	85.2	84.6

Local Measures

Measures Teaching and Leading		Results					
		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6							
Quality Instruction: Rigor	(out of 10)	8.3	n/a	8.0	8.3	7.9	n/a
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.7	n/a	6.9	6.6	6.5	6.6

Analysis of Results

Successes

Education quality continues to be high at Sturgeon Heights School. We are proud that our students feel challenged and supported during their learning.

Opportunities for Growth

We continue to focus school-wide on opportunities to have students actively engaged in their learning. Whether through collaborative work projects, learning tasks at 'just the right level', or student interest driven topics, we are exploring strategic ways of increasing the quality of our instruction.

Professional Learning in 2020-2021

Division-Wide PD Days
Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

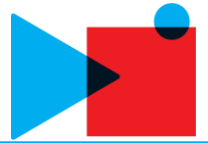| Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation
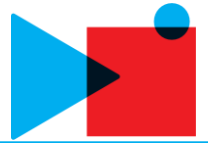
		Keynote, breakout, and cohort/team sessions
April 23	SCHS or Four Winds	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	In-person	Staff Recognition Event

Site-Based PD Days

Site-based days provide the opportunity to continue division initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff, and used to inform practice.

September 18	Focus: Student Growth and Achievement: **Design for Achievement**
Details	Achievement: • Learning Design using UDL Technology: • Google Classroom • SeeSaw • Assessment and Progress tracking through Matheletics and RazzKids / Readtheory Learning Support: • Supporting Diverse Learners: programming for students with ADHD.
October 16	Focus: Learning Supports: **Supporting Struggling Students**
Details	- Whole School Positive Behavior Supports - Universal Design & Targeted Interventions - Individualized Program Plans
December 18	Focus: **Indigenous Foundational Knowledge**
Details	- Land Based Education with community partner - Supporting Indigenous Learners to achieve and succeed in SH school community
January 29	Focus: Teaching & Leading: **Data informed Decision Making**

Details	Achievement:
	
	- Progress monitoring:
	    o Who's on track
	    o Who needs alternative intervention
	
	Technology:
	
	- Emerging best practice
	
	Learning Support:
	
	- At Risk Report and discipline analysis with support from Learning Coaches and Counsellors

March 25	**Focus:** Learning Supports: **Community Supports**
Details	Achievement: - Follow-up with UDL - Data Analysis of Surveys – Leadership Team - Revisit Trauma Informed Practice Technology: - Digital and Assessment and Progress Tracking Learning Support: - Community Partner Connections (RCMP/ AHS/ CFS) - Follow- up with PBS
June 4	**Focus: Transitions and Supporting Students**
Details	Achievement & Student Support: - Transition documents - Transition meetings - Class lists - Final feedback (reporting documents and comments) - Analyze and reflect on year-long data

Domain: Learning Supports

Assurance occurs:
Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.
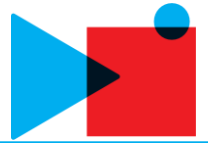
Strategies

Division	School
• Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.	• School counsellors work with classroom teachers to ensure all students have a trusted adult at school • School-wide Positive Behavior Support plan with celebrations to increase positive connection and wellness
• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.	• Learning Coaches work closely with teachers to support diverse students • Students are challenged with work at 'just the right level' to support maximum growth
• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.	• Connections with community partners will enable our students and staff to learn firsthand about Indigenous perspectives • Blanket exercises and classroom learning focused on factual, historical information that celebrates strength and resilience of Indigenous peoples.
• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.	• Partnerships with Michif Cultural Connections, Alberta Health Services and RCMP continue to be vital to our school's growth and continued success.

Provincial Measures

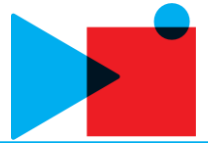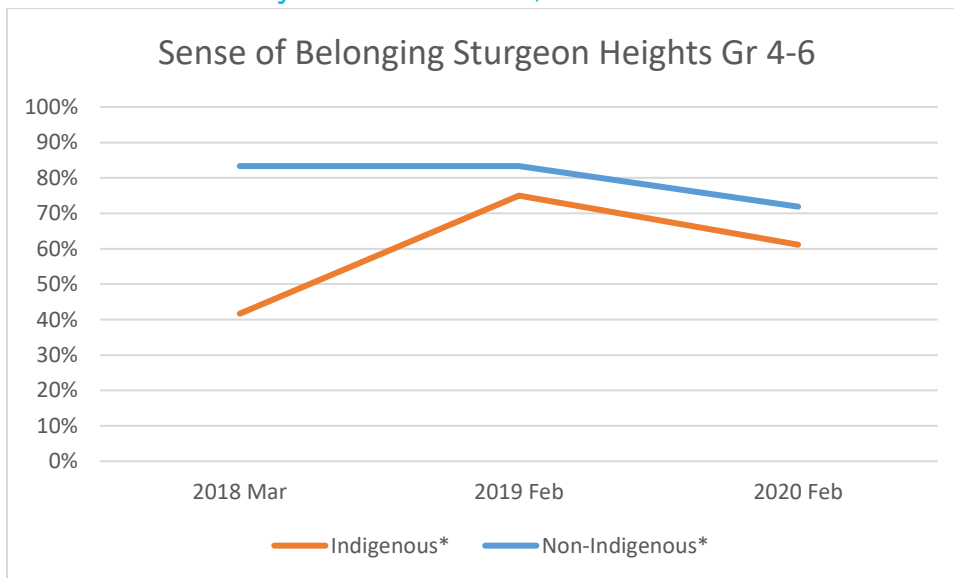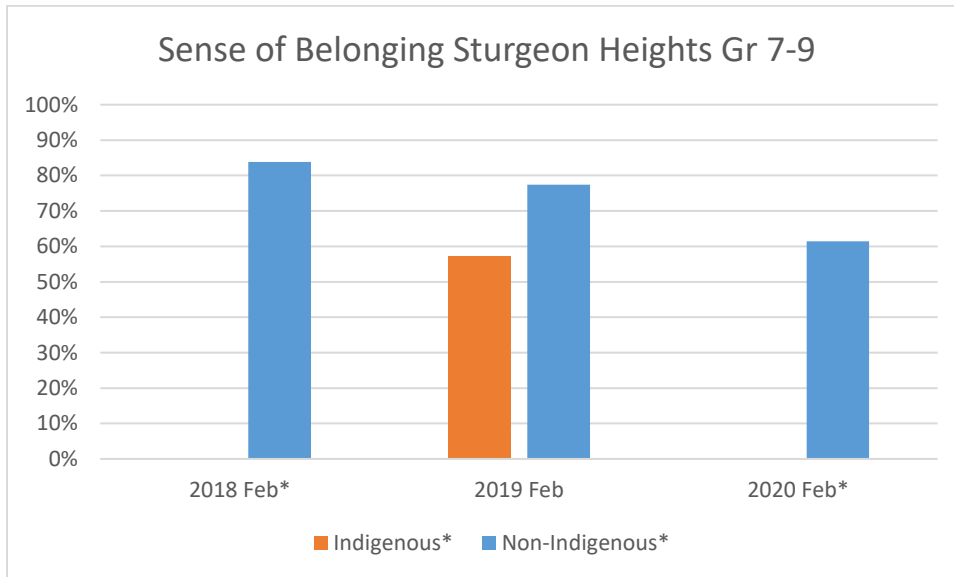| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for	92.4	89.0	92.3	94.8	85.5	95.5	High	Maintained	Good	87.0	89.0	91.0

Measure												
others and are treated fairly in school.							High	Maintained	Good			
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.	80.4	81.4	82.6	80.8	83.3	82.0	High	Maintained	Good	85.0	87.0	89.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	54.1	58.2	55.4	76.4	68.0	78.0	Low	Maintained	Issue	70.0	72.0	74.0

Local Measures

Measures Learning Supports		Results					
		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 4-6							
Emotional Health: Anxiety		26%	22%	23%	22	31%	n/a
School Context: Advocacy at School	(out of 10)	5.6	6.7	5.5	6.7	5.1	n/a
Secondary 7-9							
Emotional Health: Anxiety		13	29%	25	29%	29%	29%
School Context: Advocacy at School	(out of 10)	2.8	2.7	2.8	2.6	2.5	2.6

Our School Survey – First Nations, Métis and Inuit

Sense of Belonging Sturgeon Heights Gr 4-6

Sense of Belonging Sturgeon Heights Gr 7-9

Chart showing Sense of Belonging for grades 7-9:
- 2018 Feb*: Non-Indigenous ~84%
- 2019 Feb: Indigenous ~57%, Non-Indigenous ~78%
- 2020 Feb*: Non-Indigenous ~61%

Legend: Indigenous*, Non-Indigenous*

Analysis of Results

Successes

We continue to prioritize sense of belonging to our school community. Reflecting back, we saw high levels of engagement when students were actively involved with running Club, Lego Club, Art Club, STEAM Club, SKI Club and Athletics. We continue to find ways to encourage that same sentiment within our classrooms.

Opportunities for Growth

We continue to design new strategies to support sense of belonging in our school. These Strategies include:

1. creating a student advisory group to guide initiatives and provide feedback
2. creating a whole school positive behavior support system that encourages celebration and achievement of classroom goals through collaboration and team-work
3. looking at opportunities for student engagement and connection given the changes to extra and co-curricular offerings
4. provide opportunities for students to engage in STEAM activities (as is appropriate with Covid considerations)

Domain: Governance

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

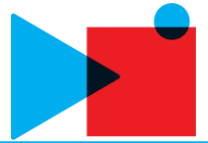| Division	School
• Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making.	• Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils to plan strategies that address local needs.
• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.	• Principals report school annual budget and update on progress to the school council during the year.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.6	90.0	82.2	91.0	81.3	91.0	High	Maintained	Good	83.0	85.0	87.0
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.	85.1	82.2	85.0	87.1	79.3	88.0	High	Maintained	Good	82.0	84.0	86.0

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School's priory of student achievement and the outcomes in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.

Analysis of Results

Successes

We continue to have excellent parent engagement in our school council and have filled the executive positions at this year's AGM. We are excited to continue an open, transparent and collaborative relationship with our parents and stakeholders.

Opportunities for Growth

We will continue to examine strategies to make accessing school council meetings effective for a wide range of parent schedules. By offering meetings in the evenings, virtually and in person, we create a welcoming space for the greatest number of parents. We continue to build on communication strategies to engage parents who aren't regularly part of our school council. By utilizing technology appropriately we can keep families informed and connected with their student's daily learning.

Domain: Local and Societal Context

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
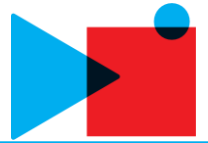- Students and staff model integrity and work ethic.

Strategies

Division	School
• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.	• We find creative ways to continue traditional celebrations while maintaining classroom cohorts • Our students participate in a variety of community events including but not limited to Orange Shirt Day, National Indigenous Peoples Day, Pride, STEAM, Athletics, and others.
• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.	• Students are encouraged to contribute to our classrooms and school through stewardship and volunteering in ways that reflect current safety protocols

School Partnerships

1. Alberta Health Services
2. RCMP School Resource Officer

3. Child and Family Services
4. St. Albert Public Library (future)
5. St. Albert Heritage Museum (future)
6. Michif Cultural Connections (future)

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.

Analysis of Results

Successes

We continue to have strong working partnership with our key community stakeholders. We are well supported by our School Resource Officer, Alberta Health Services and Alberta Child and Family Services.

Opportunities for Growth

We are working towards solidifying partnerships with several community groups to support literacy, historical and geographical thinking, Metis perspectives and community awareness.