



# Sturgeon Heights School

## K to 9 School Education Plan and Annual Education Results Report

October 2021 Update

## 2021 Alberta Education Assurance Measures Overall Summary

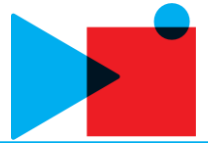
Assurance Domain	Measure	Sturgeon Heights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.5	n/a		85.6	n/a		n/a		
	Citizenship	85.0	79.1	86.0	83.2	83.3	83.0			
	PAT: Acceptable	n/a		90.3	n/a		73.7			
	PAT: Excellence			31.4			20.3			
Teaching & Leading	Education Quality	93.0	87.9	89.1	89.6	90.3	90.2			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	n/a		87.8	n/a				
	Access to Supports and Services	82.1			82.6					
Governance	Parental Involvement	76.8	81.3	84.8	79.5	81.8	81.4			

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2





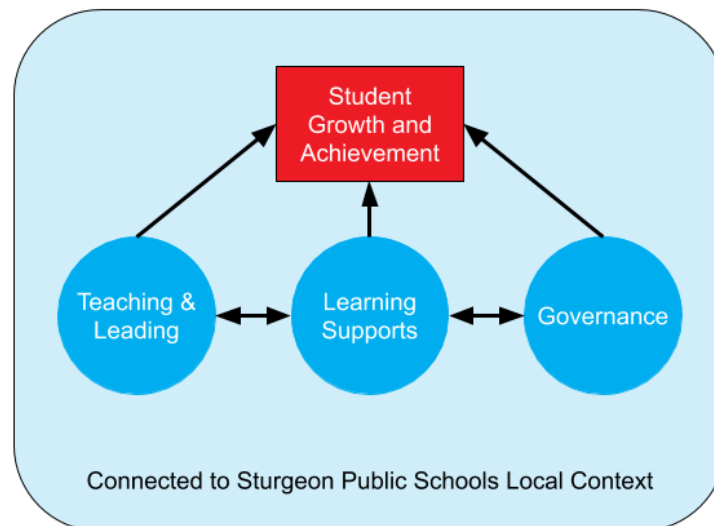
## Priority

# Student Achievement

### Assurance Domains and Student Achievement

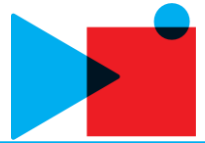
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



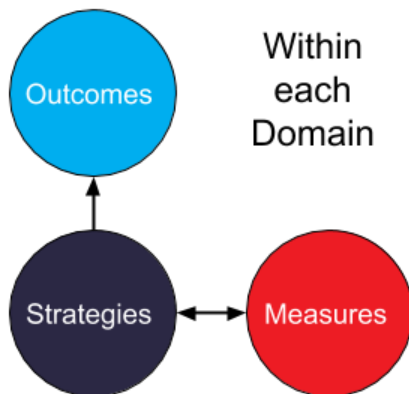
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





## Domains and Outcomes

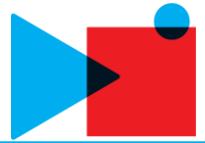
Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and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



## School Context

Sturgeon Heights School is home to 445 students attending this year. We host students Kindergarten 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 offer an Open Air Kindergarten (OAK) program where students engaged in outdoor and land-based learning. We are also Reggio Emilia Inspired Kindergarten to Grade 3. This year we are focused on Project Based Learning (PBL) and Universal Design for Learning (UDL). We are excited to be working with our Learning Coaches and Mental Health & Wellness Coach to support all our 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
<ul style="list-style-type: none"> <li>• Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide focus on Project Based Learning (PBL) and Universal Design for Learning (UDL)</li> <li>• Prioritizing active, engaging pedagogy schoolwide</li> <li>• Using outdoor spaces as much as possible</li> <li>• Monthly Professional Learning Community Meetings for teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 learning coaches work with K to 9 teachers to support student learning in the classroom context</li> <li>• Teacher Learning Sprints with Learning Coaches</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will communicate achievement of outcomes to students and families using division identified tools.</li> </ul>	<ul style="list-style-type: none"> <li>• We utilize PowerSchool for timely assessment information sharing</li> <li>• Google Classroom, and SeeSaw are used to share real-time learning with families</li> </ul>





## Local Measures

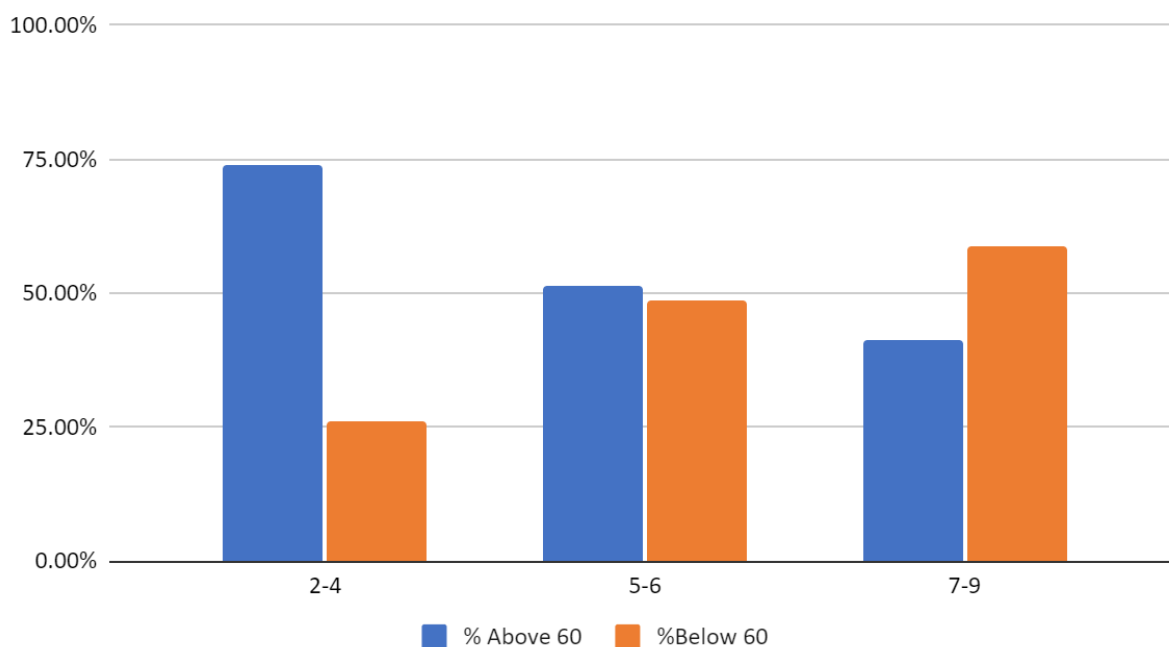
### Sturgeon Heights updated OurSchool Tables

Measures	Results					
Student Growth & Achievement	2018	AB avg	2019	AB avg	2020	AB avg
Elementary 4-6						
Intellectual Engagement: Interest and Motivation	82%	86%	80%	n/a	74%	86%
Secondary 7-9						
Intellectual Engagement: Interest and Motivation	42%	43%	34%	43%	31%	46%

## Math Intervention Programming Initiative (MIPI)

Sturgeon Heights School grade 2 to 9 students participate in Math Intervention Programming Initiative (MIPI) testing. This test is a snapshot of a students numeracy achievement. The acceptable standard 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.

### 2021 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.

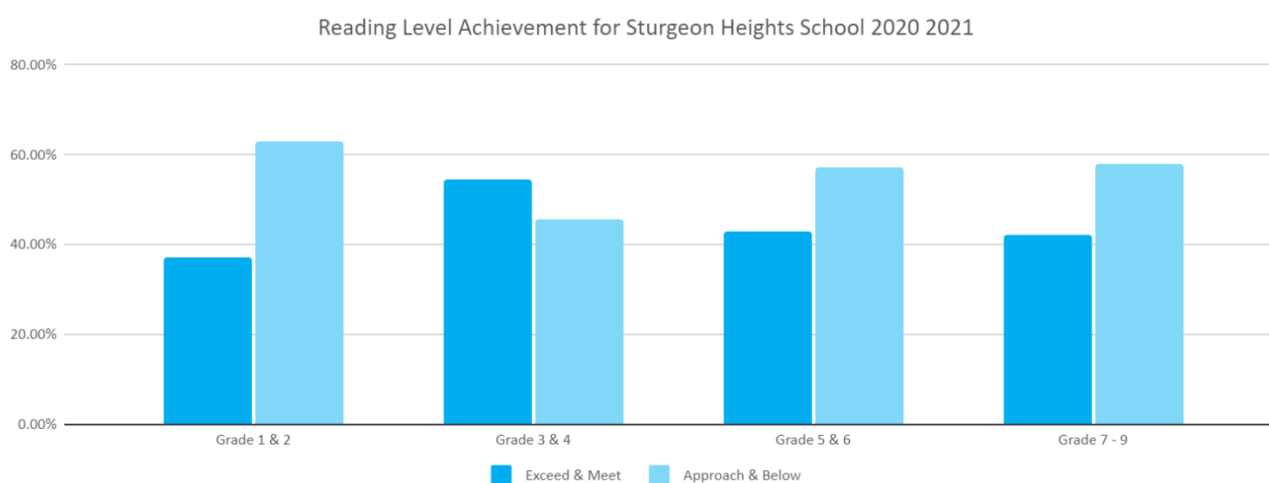




## Reading Comprehension

At Sturgeon Heights School, we use reading data to determine growth over time for individual students. For Grades 1 to 4 we use Fountas and Pinnell Leveled Reading Benchmark Assessment to determine student reading progress and growth over the course of the year. For Grades 5 to 9, student Lexile levels are measured using the Read Theory Program. This allows us to determine which students are meeting, exceeding, or approaching grade level expectations. Reading interventions and programming is developed based on the collected data.

A decrease in the number of students exceeding or meeting grade level expectations has been identified. We have designed several strategies to address students' literacy development across all grades which includes: 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).

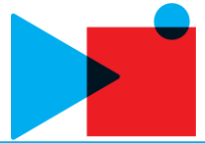


	Exceed & Meet	Approach & Below
Grade 1 & 2	36.96%	63.04%
Grade 3 & 4	54.40%	45.60%
Grade 5 & 6	42.86%	57.14%
Grade 7 - 9	42.20%	57.80%

*The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in grades 1 to 4. 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.*

*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](https://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 and numeracy instruction at all grade levels, we continue to measure strong literacy and numeracy growth throughout our school. Interventions are targeted and all students' literacy and numeracy 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 Project Based learning (PBL) and 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 achievement.







## 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
<ul style="list-style-type: none"> <li>Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>School Council remains highly active</li> <li>Data collection around individual student achievement allows us to monitor growth and target interventions</li> <li>Creating a student advisory group to guide initiatives and provide feedback</li> </ul>
<ul style="list-style-type: none"> <li>Staff participate in professional development and collaborate to address division and local goals.</li> </ul>	<ul style="list-style-type: none"> <li>Specific school-wide professional development around positive behavior supports and Project Based Learning (PBL)</li> </ul>

### Local Measures

Measures		Results					
Teaching and Leading		2018	AB avg	2019	AB avg	2020	AB avg
Elementary 4-6							
Quality Instruction: Rigor	(out of 10)	8.0	8.3	7.9	n/a	7.9	8.3
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.9	6.6	6.5	6.6	6.5	6.8

## 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 2021-2022

### 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 30	Virtual Delivery	Division Direction - Superintendent/CEO First Nations Keynote, cohort and team learning sessions. Universal Design for Learning – Subject and Grade Level focus.
March 14	Virtual Delivery or In-person	First Nations Keynote, cohort and team learning sessions. Curriculum meetings K to 6.
May 20 (pm)	In-person	Staff Recognition Event

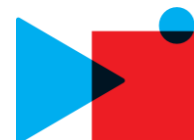
### Site-Based PD Days

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.

#### 2021

August 27	Focus: Start-up & Project Based Learning
Details	<ul style="list-style-type: none"> <li>Explore effective implementation of Project Based Learning in the classroom</li> <li>Review alignment between Project Based Learning and Universal Design for Learning</li> </ul>
August 31 Operational – No classes	
September 20	Focus: Literacy/Numeracy Benchmarks
Details	<ul style="list-style-type: none"> <li>Review of Literacy/Numeracy benchmark results</li> <li>Determine strategies for support &amp; differentiation</li> <li>How it ties into PBL strategies</li> </ul>
October 12	Focus: Project Based Learning & IPPs
Details	<ul style="list-style-type: none"> <li>Continuation of Effective Implementation of Project Based Learning</li> <li>Completion of IPP documents</li> </ul>

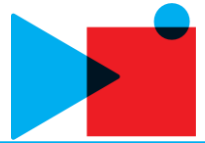




2022

January 31	Focus: Sense of Belonging
Details	<ul style="list-style-type: none"> <li>• Presenter from local community services team</li> <li>• Identity Day discussion and preparation</li> </ul>
February 10 and 11 Teachers' Convention – No classes	
April 19	Focus: Indigenous Ways of Knowing
Details	<ul style="list-style-type: none"> <li>• Land based teaching</li> <li>• Learning and experiencing various Indigenous Games</li> </ul>
May 20 (am)	Focus: Project Based Learning
Details	<ul style="list-style-type: none"> <li>• Reflect on and celebrate Project Based Learning work throughout the year with division teams</li> </ul>
June 6	Focus: Curriculum Readiness & Prep for upcoming year
Details	<ul style="list-style-type: none"> <li>• K-6 Teachers meet with curriculum leads to discuss and work on curriculum readiness.</li> <li>• IPPs</li> <li>• Class Lists</li> <li>• Preparations for the upcoming school year</li> </ul>
June 30 Operational – No Classes	





## 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.

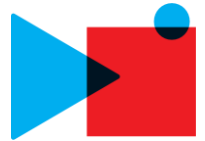
### SPS Outcomes

- 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
<ul style="list-style-type: none"> <li>• Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly lessons from the school counsellor and Mental Health &amp; Wellness coach provide opportunities to learn about multiple topics relevant to students.</li> <li>• Mental Health and Wellness Coach and Counsellor provide regular regulation activities as well as social emotional learning lessons to students.</li> <li>• School-wide Counselling and Wellness Plan to increase positive connection and wellness.</li> <li>• Kimochi Learning Program used in primary classrooms to support emotional learning</li> </ul>
<ul style="list-style-type: none"> <li>• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Coaches work closely with teachers to support diverse students</li> <li>• Students are challenged with work at 'just the right level' to support maximum growth</li> </ul>
<ul style="list-style-type: none"> <li>• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Connections with community partners will enable our students and staff to learn firsthand about Indigenous perspectives</li> <li>• Blanket exercises and classroom learning focused on factual, historical information that celebrates strength and resilience of Indigenous peoples.</li> </ul>
<ul style="list-style-type: none"> <li>• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships with Michif Cultural Connections, Alberta Health Services and RCMP continue to be vital to our school's growth and continued success.</li> </ul>

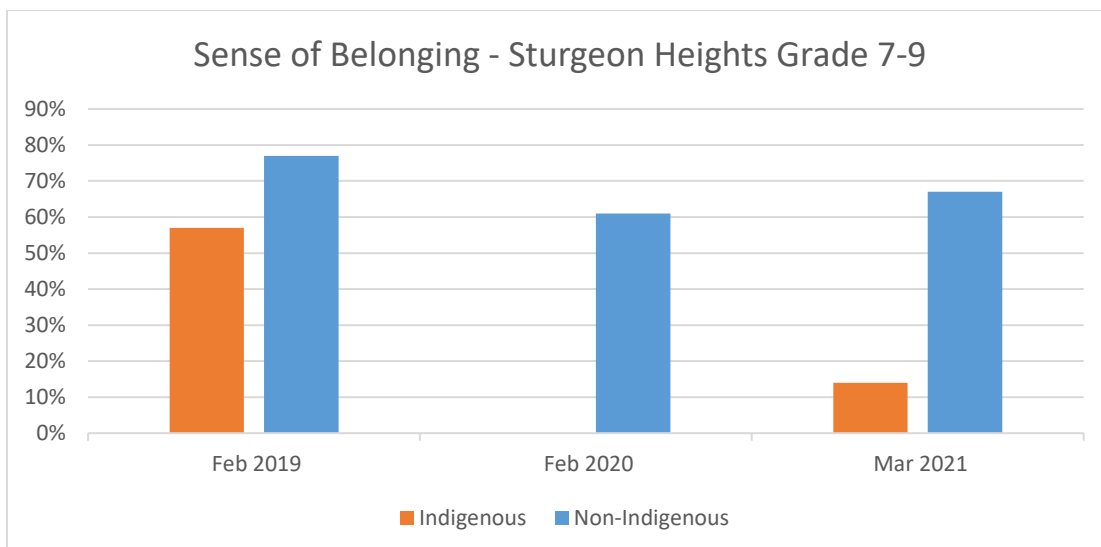
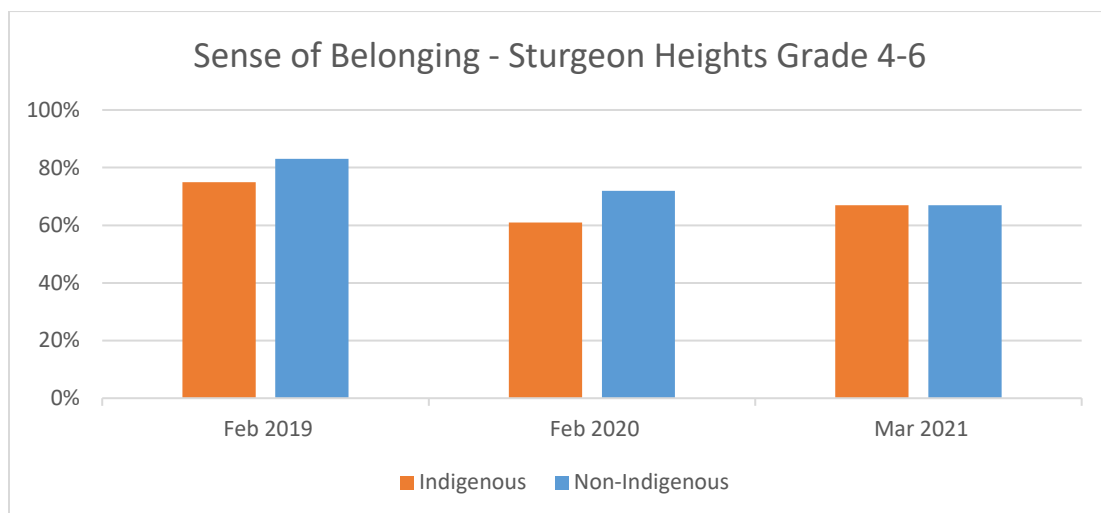


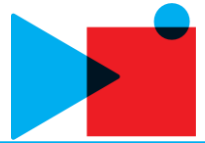


## Local Measures

Measures		Results					
Learning Supports		2018	AB avg	2019	AB avg	2020	AB avg
Elementary 4-6							
Emotional Health: Anxiety		23%	22	31%	n/a	31%	23%
School Context: Advocacy at School	(out of 10)	5.5	6.7	5.1	n/a	5.8	6.6
Secondary 7-9							
Emotional Health: Anxiety		25%	29%	29%	29%	44%	26%
School Context: Advocacy at School	(out of 10)	2.8	2.6	2.5	2.6	2.6	3.2

## Our School Survey – First Nations, Métis and Inuit





## Analysis of Results

### Successes

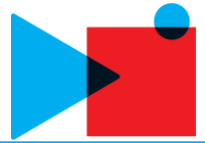
We continue to prioritize sense of belonging to our school community. Reflecting back, we saw high levels of engagement when students were actively involved with Running Club, Lego Club, Art Club, STEAM Club, SKI Club, Musical Theatre, Choir, and Athletics. We continue to find ways to encourage that 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 school-based student advisory group to guide initiatives and provide feedback
2. looking at opportunities for student engagement and connection given the changes to extra and co-curricular offerings
3. provide opportunities for students to engage in STEAM activities (as is appropriate with Covid considerations)
4. The development of key social and emotional strategies and lessons that are linked to positive life outcomes, such as healthy relationships, self-awareness and resilience.
5. Events and activities that will celebrate student academic growth.





## 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

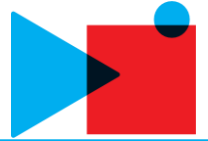
Division	School
<ul style="list-style-type: none"> <li>• Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools engage staff, parents, and community leaders in a local survey.</li> <li>• Principals will work with school councils to plan strategies that address local needs.</li> </ul>
<ul style="list-style-type: none"> <li>• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals report school annual budget and update on progress to the school council throughout the year.</li> </ul>

### Local Measures

In the spring of 2021 staff, parents and community leaders will engaged in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain.

Themes	Key Thought
Feedback & Engagement	Getting parents involved Parents are not always aware of how they can help their children and having a partnership of learning is essential
Class Size	Continue working to keep class sizes small. Continue encouraging cross grade engagement. Each child is able to get the help they need when it's needed and they're able to develop positive relationships with older peers. (Reading buddies)





## Analysis of Results

### Successes

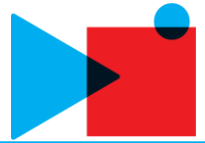
We continue to have excellent parent engagement in our school council and have filled the executive positions at this year's AGM. We are excited to continue an open, transparent and collaborative relationship with our parents and stakeholders.

### 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.

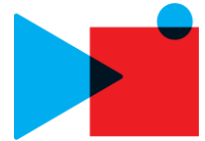
### SPS Outcomes

- 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
<ul style="list-style-type: none"><li>• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.</li></ul>	<ul style="list-style-type: none"><li>• We find creative ways to continue traditional celebrations while maintaining classroom cohorts</li><li>• 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.</li></ul>
<ul style="list-style-type: none"><li>• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.</li></ul>	<ul style="list-style-type: none"><li>• Students are encouraged to contribute to our classrooms and school through stewardship and volunteering in ways that reflect current safety protocols</li></ul>





### School Partnerships

1. Alberta Health Services
2. RCMP School Resource Officer
3. Child and Family Services
4. St. Albert Musée Héritage Museum
5. Michif Cultural Connections

### Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a local site-based survey designed in partnership with school principals and division leadership.

Themes	Key Thought
Celebrate Success	Celebrate student GROWTH Each child grows and develops at a different rate. We need to celebrate learner growth, not just "grades"

### 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.

Strategies and events are being planned to celebrate student learner growth and not just grades. All student success needs to be celebrated, regardless of the level of achievement.

