Sturgeon Heights School

2023 - 2026 School Education Plan & Alberta Education Assurance Survey Summary

Sturgeon Public Schools Goal: **Optimum Student Learning**

Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies	Short Report (Updated in May)
Student Growth and Achievement	**Outcome 1** Students achieve provincial learning outcomes and solve problems with real-world applications **School Goal** *Sturgeon heights will continue to focus on comprehensive literacy.* *All students will achieve a year's worth of growth as measured by Fountas & Pinnell and RCAT reading levels by the end of 2023/24.* *Students will be more motivated to read and the success they achieve will instill a sense of pride in their growth as a reader.*	*At the end of the 2022/23 school year over 40% of our students were not reading at their current grade level as measured by Fountas & Pinnell and Read Theory.*	*We hope to see an increase in quantitative data such as F&P and RCAT indicators but also qualitative data.* *We also hope to see an increase in qualitative data by seeing more students engage with literature and become confident readers across all disciplines. Students will feel as though they are a better reader who understands more.* *Measures of this will include anecdotal evidence by teachers and parents. We also hope to see improved grades and understanding of material across all grades and disciplines.*	*Reading intervention programming (small groups) for those requiring extra support within the classroom* *Reading and Phonological Assessments including Fountas & Pinnell, RCAT, and QPAS* *IPP/SLP for specific students targeting reading ability.* *Increased use of focused programming & resources in each classroom (Secret Stories, Words Their Way, Heggerty).* *Increased participation in the Layers of Literacy division supported PD.* *Focussed discussion on comprehensive literacy during PLC time.*	

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Teaching and Leading	**Outcome 3** Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement **School Goal** *Teachers and leaders will build a reflective practice into their current strategies with the intent to attend to individual student learning and school needs while encouraging and enhancing individual student engagement and success at each grade level.*	*As the new curriculum has rolled out, Teachers have been looking for time to engage in reflective practices to ensure that the new curriculum is delivered in a method that is meaningful to all students.* *Currently there is not an organized approach to reflective practice. However, teachers are looking for cohesiveness to improve teacher efficacy.* *This year there is built in time for PLC's, outdoor learning, and new curriculum discussion to find success and share with their grade and division level partners.*	*Through conversation with Administration, learning coaches and in teacher PLC meetings, teachers will show a willingness to try new strategies with their pedagogy, ensuring every student feels confident as a learner.*	*Continue to actively engage with the School Council on a monthly basis to gather feedback on family perceptions of student success in classes.* *Teacher engagement with Learning Coaches to support new teaching strategies.* *Focused PLC (professional learning cohort) time provided to each grade level on a bi-weekly schedule to work on improving their practice.* *Periodic 'Lunch and Learn' opportunities for staff to meet together, be provided with some professional development, and work as a team to adjust their teaching strategies.* *Teachers will try new resources such as mathology, UFLI, Heggerty as well as outdoor learning opportunities with the new curriculum.*	

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Learning Supports	**Outcome 5** Public School Communities are safe, caring, respectful and inclusive. **School Goal** *Staff and students will live out the promoted school-wide Circle of Courage program focusing on Mastery, Belonging, Independence, and Generosity. The values will become part of the vernacular of staff and students, with this common language providing the framework for stronger citizenship.*	*All teachers are working with the Mental Health & Wellness Coach to gain a stronger understanding of how the circle of courage program can be embedded in their classrooms.* *MHWC's work with students through targeted school wide assemblies to have students become familiar with the values messaging and what it looks like in action.*	*All staff will be using consistent messaging and language when working with students to be stronger citizens.* *The embedding of the circle of courage will be easily observed in every class, regardless of subject or grade.*	*Mental Health & Wellness Coach works with each classroom on a bi-weekly basis, focused on the Circle of Courage program.* *Learning Support Leads and Learning Coaches using the same language and messaging when working with students and staff to support the programming being done by the Mental Health & Wellness Coach.* *Monthly themes as focused Health lessons related to School-Wide Values initiatives.*	

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Governance/ Local & Societal Context	**Outcome 8** Students, families, staff and community members are committed to a shared vision for student achievement.
	
	School Goal *Students and families will feel a sense of belonging through a school culture that promotes a variety of co-curricular and extra-curricular activities that appeal to a large demographic of students.*
		Encouragement of staff to discover and determine what interests their students have for non-school based activities.
		
		Staff are encouraged to start up lunch or after-school clubs/activities for students to participate in.
			A variety of clubs and events would be offered throughout the year with many of them being focused on non-traditional activities.
			  - *Knitting*
			  - *Lego*
			  - *STEAM*
			  - *Running Club*
			  - *Drama*
			  - *Outdoor Ed Pursuits*
			  - *Sewing*
			  - *Choir*
			  - *Musical Theater*
			  - *Chess*
			  - *Imagination Station*
			
			Students demonstrate an increased connection to the school through engagement and participation in a variety of activities.
				Student participation in a variety of community events including but not limited to Orange Shirt Day, National Indigenous Peoples Day, Pink Shirt Day, Pride, STEAM, Athletics and others.
				
				Schools engage staff, parents, and community leaders in local and provincial surveys.
				
				Administration will work with school councils to plan strategies that address local needs.
				
				Identity Day
				
				Diversity Day
				
				Students are encouraged to contribute to our classrooms and school through stewardship and volunteering.
				
				Division-wide School Advisory Council
				
				RunWild event for the entire school.
				
				Food and Toy Drives attached to school activities.
				
				Cross-graded activities.	

Alberta Education Assurance Measures Summary - Provincial Measures

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	86.1	85.4	85.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.1	82.0	80.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	64.7	71.1	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	22.5	26.1	n/a	16.0	17.7	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	89.1	86.1	87.0	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	86.7	86.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.6	79.2	79.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	70.4	82.9	82.1	79.1	78.8	80.3	Very Low	Declined	Concern

Provincial Achievement Test Results - 5 Year History

PAT Results By Number Enrolled Measure History													
	Sturgeon Heights School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	65	n/a	n/a	73	86	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	89.3	n/a	n/a	71.1	64.7	Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	26.8	n/a	n/a	26.1	22.5	High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation		Results		
		2020/21	2021/22	2022/23
Elementary 4-6*	(%)	74	73	82
Secondary 7-12**	(%)	31	32	33

Quality Instruction: Rigor				
Elementary 4-6*	Out of 10	7.9	7.7	8.5
Secondary 7-12**	Out of 10	6.5	6.7	6.5
Emotional Health: Anxiety				
Elementary 4-6*	(%)	31	35	25
Secondary 7-12**	(%)	44	39	36
School Context: Advocacy at School				
Elementary 4-6*	Out of 10	5.8	5.4	7.1
Secondary 7-12**	Out of 10	2.6	3.5	3.2

Division Outcomes by Assurance Domain

Student Growth & Achievement
AB Ed. Outcome 1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.

2. Students demonstrate citizenship and respect the uniqueness of all learners.

3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

Learning Supports
AB Ed. Outcome 1

7. Public School Communities are safe, caring, respectful and inclusive.

8. Mental Health supports are recognized as critical components to overall student success and wellbeing.

9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.

Teaching & Leading
AB Ed. Outcome 3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.

5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.

6. Continuous leadership development is prioritized division wide.

Governance
AB Ed. Outcome 4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.

11. Resources are allocated and managed in the interests of ensuring student success.

Local & Societal

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.

13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.

14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	Shared the process of school goals reflecting the board priorities and the data used to guide them. School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required	On-going
School updates its education plan/AEAM document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	Posted online in late 2023
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	Posted online in late 2023
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	All school plans are developed in alliance with both Alberta education TQS and LQS. Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories. School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS. Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.	On-going