



Sturgeon Heights School

Education Plan 2024 -2027

School Goal 1

Using a variety of high impact teaching strategies, teachers will create opportunities that focus on collaboration and accountable talk.

School Goal 2

Ensure that students feel safe, respected, and connected to their community at Sturgeon Heights. Through the implementation of culturally relevant pedagogy, we aim to foster a greater sense of belonging and inclusivity for all students.

School Goal 3

Our school will implement a school-wide positive behaviour support program grounded in the Circle of Courage values and focused on creating student leadership opportunities.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Using a variety of high impact teaching strategies, teachers will create opportunities that focus on collaboration and accountable talk.

Baseline data (starting point):

Data / Products - actual data	Conversations -actual quotes	Observations - actual observations
June 2024 RCAT Data - School overall average of 54.14% on the Making Connections (MC) skill category.	In relation to using strategies that encourage collaboration and accountable talk, staff generally feel like it promotes engagement.	Reading Comprehension Assessment Tool data being used as a measure instead of a way to inform specific instruction.
Teachers rated their understanding of the comprehension reading strategy as a 3.95 out of 5.	Teachers new to teaching math are looking for innovative ways to approach their lesson planning and classroom routines.	Whole group instruction is prevalent.
<i>The average of our grade one to four student group shows students are at the developing stage of making connections rubric.</i> ■ Making Connections R...		Fountas & Pinnell range is significant in K-4 students.
Teachers surveyed said that on average, students work with each other for 10-15 minutes per block. The survey also showed they believe students are		Authentic interest in moving towards Thinking Classrooms approach to teaching mathematics.



standing for approximately 5-10 minutes per block.		
Results from the Sturgeon School Divisional survey showed that only 47.41% agreed or strongly agreed that they saw themselves as successful at school.		PLC's focus on broad concepts rather than observable impacts and analyzing student work.

Action Items (how we will achieve this goal):

- Whole staff professional development focuses on high impact teaching strategies.
- Physical spaces adjusted in mathematics classrooms to include vertical non-permanent surfaces.
- Language rich environments are prevalent in all classrooms.
- Guided reading is prevalent in kindergarten to grade four classes.
- Teachers focusing on targeted small group instruction across curriculum and grade levels.
- PLC's have a specific numeracy or literacy focus based on analyzing student work and planning high impact teaching strategies.
- Teacher lesson walkthroughs are occurring on a frequent basis.

Lead Measures (how we will know we are on the right track):

- Reading Comprehension Assessment Tool & K-4 Provincial Assessment data
- Foutnas & Pinnell Levels
- Observations of small group collaboration and differentiation
- Making Connections rubric results
- Observations of physical spaces
- Conversations around high impact teaching strategies is prevalent in PLC's

End of year results (June update):

Data / Products	Conversations	Observations



--	--	--

Highlight - Literacy & Numeracy Instruction:

Through targeted professional development and effective professional learning communities, staff will increase their understanding of effective pedagogy in relation to comprehension literacy strategies and adjusting numeracy instructional routines to maximize student thinking.

Literacy

Teachers	Students (Strategies)
Whole School Connections PD	Visual Representation
Lead Literacy Team	Questioning
Teachers to show their Literacy Year -what strategies did I use? -show examples	Compare & Contrast <ul style="list-style-type: none"> • Genres • Subjects • Text Features
Working through the professional texts: Writing Revolution, Reciprocal Teaching, Powerful Readers, “The Reading Comprehension Blueprint”	Explicit instruction of text features.
Professional Learning Communities focus on sharing strategies each month that are effective in creating accountable talk and deeper learning. Each meeting focuses on observable and impactful learning opportunities that create collaborative talk and active learning.	Find Text

Numeracy

Teachers	Students
Whole School Connections Professional	Increase in engagement due to an increase



Development	in high impact teaching strategies
Professional Texts: Building Thinking Classrooms in Mathematics K-12, Mathematics tasks for the Thinking Classroom K-5	Problem based lessons to increase deeper thinking opportunities.
Math classrooms to add vertical non-permanent surfaces.	Procedures for learning math modified to include VNPS.
Problem based lesson walkthroughs and professional development.	Environments that foster a positive mindset toward the affective domain in math classes.



Goal Two: **Healthy School Communities**

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.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Ensure that students feel safe, respected, and connected to their community at Sturgeon Heights. Through the implementation of culturally relevant pedagogy, we aim to foster a greater sense of belonging and inclusivity for all students.

Baseline data (starting point):

Data / Products	Conversations	Observations
School survey data from 2023/24 indicated that students disagree or strongly disagree on how much they learn about First Nations, Metis and Inuit in school (10.78%) and how much they learn about residential schools (7.76%).	Teachers are worried about what is appropriate for them to teach as it relates to foundational knowledge.	Limited authentic opportunities for students to gain foundational knowledge and experiences.
		Activities happen around divisional supported weeks or when individual teachers create opportunities for their classes.

Action Items (how we will achieve this goal):

- Grade 4 and 7 students visiting Riverlot 56 for land based learning opportunities throughout the year with our Métis Learning Coach.
- A week in residence is planned for January with our Indigenous Education Coordinator to provide professional development for staff and experiential learning opportunities for students.



- Whole school animal hide art project.
- Smudging practices are going to be incorporated into weekly routines.
- Class created land acknowledgements announced weekly with a Cree version of the national anthem.
- Cross curricular lesson planning
- Whole school positive behaviour support system was created around the values related to the Circle of Courage.

Lead Measures (how we will know we are on the right track):

- Increased frequency of lessons related to truth and reconciliation.
- Increased land based lessons and opportunities.
- Physical environment changes reflect the students' learning experiences.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

At Sturgeon Heights, we are committed to fostering knowledge, understanding, and respect for the histories and cultures of First Nations, Métis, and Inuit communities. To support this, our Grade 4 and 7 students will visit Riverlot 56 with the divisional Métis Learning Coach throughout the year for land-based learning, where they will explore Indigenous knowledge, cultural practices, and connections to the land.

In collaboration with our Indigenous Education Coordinator, we are planning a week in residence to provide staff with professional development and students with hands-on learning experiences. The whole school will also engage in an animal hide art project, incorporating traditional Indigenous art into the curriculum.

Additionally, class-created land acknowledgements will be shared weekly, and a Cree version of the national anthem will be included in our announcements. Our positive behavior support system is rooted in the values of the Circle of Courage, emphasizing belonging, mastery,



independence, and generosity. Through these efforts, we aim to cultivate a learning environment that honors and connects with Indigenous cultures.

Goal Three: **Responsible Leadership**

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Our school will implement a school-wide positive behaviour support program grounded in the Circle of Courage values and focused on creating student leadership opportunities.

Baseline data (starting point):

Data / Products	Conversations	Observations
SPS Student Survey Results - Students agree or strongly agree that they are proud of the school - 71% -Students agree or strongly agree that they have been a leader at their school - 67% -Students agree or strongly agree that they are are successful at school - 47.41%	Staff report wanting an increase in school wide celebrations and assemblies.	School rarely meets as a larger community to celebrate successes.
Tracking frequency of ballots per month.	Staff want all students who receive a soaring student ballot to be acknowledged.	Student citizenship is high, they treat each other with respect. 92% of students reported they agree that their teacher deals with students who misbehave.



Action Items (how we will achieve this goal):

- School-Wide Positive Behaviour Support System - Soaring Students
- Set up tours at schools with successful similar programs to create a vision for student led practices.
- Assemblies focusing on the Circle of Courage values - acknowledging student success.
- Assemblies focus on students showing success at school in multiple ways.
- Work with our student leaders to turn the assemblies into student leadership opportunities.

Lead Measures (how we will know we are on the right track):

- Increase in student survey results related to citizenship and school culture.
- Frequency of celebration opportunities increases.
- Increase in Soaring Students ballots per month.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

Our school is dedicated to fostering a positive, inclusive, and respectful learning environment through the implementation of a school-wide Positive Behaviour Support Program (PBSP) grounded in the Circle of Courage values: Belonging, Independence, Mastery, and Generosity. This approach will enhance student well-being, social-emotional development, and academic success while promoting a culture of mutual respect and personal growth.

The initiative, called "Soaring Students," acknowledges and rewards students who exhibit behaviours that reflect the Circle of Courage values. To support this, students will be recognized during regular assemblies, where they are celebrated for their positive contributions in various areas of school life. The assemblies will focus on students' achievements related to the core



values, while also highlighting a broad range of success stories, emphasizing the importance of multiple pathways to excellence and personal development.

To strengthen the program and further cultivate leadership among students, we will also set up tours at schools with successful, similar programs to gain insights and create a vision for incorporating student-led practices. Additionally, our student leaders will be actively involved in the organization and delivery of these assemblies, providing them with opportunities to develop leadership skills and play a more meaningful role in building a positive school culture. Through these efforts, the entire school community will work together to support and celebrate each student's journey in mastering the values of belonging, independence, mastery, and generosity.

Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> • Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> • Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> • Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.



Current Results: Sturgeon Heights 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	80.8	86.1	85.7	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	86.8	84.1	83.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	85.1	71.7	71.7	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	31.3	19.6	19.6	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	75.0	62.7	62.7	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	16.4	23.4	23.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.1	87.6	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	89.6	88.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.3	77.6	78.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	86.9	70.4	76.6	79.5	79.1	78.9	Very High	Improved	Excellent



Grade 6 PAT Results By Number Enrolled Measure History													
	Sturgeon Heights School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	50	46	67	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	76.0	71.7	85.1	Very High	Improved	Excellent	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	30.0	19.6	31.3	Very High	Improved	Excellent	n/a	n/a	20.1	18.0	19.8

Grade 9 PAT Results By Number Enrolled Measure History													
	Sturgeon Heights School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	23	40	38	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	68.5	62.7	75.0	Intermediate	Improved	Good	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	23.9	23.4	16.4	Intermediate	Maintained	Acceptable	n/a	n/a	16.8	15.5	15.4

Literacy Data - Alberta Education Screeners

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	46%	54%
1	CC3 - English	31%	69%
2	LeNS - English	24%	76%
2	CC3 - English	29%	71%
3	CC3 - English	19%	81%
4	CC3 - English	8%	92%



Reading Comprehension Assessment Tool (RCAT)	
Category	Average Student Achievement Score
Associate Meaning (AM)	53.89%
Evaluate (EV)	53.00%
Identify and Interpret Ideas and Details (III)	63.75%
Interpret Text Organization (ITO)	54.03%
Make Connections (MC)	54.14%
Overall Score	57.25%

Numeracy Data - Alberta Education Numeracy Screener			
Grade	Assessment	Percentage at Risk (June 2024)	Percentage Not-at-Risk (June 2024)
1	Alberta Education Numeracy Screener	20%	80%
2	Alberta Education Numeracy Screener	9%	91%
3	Alberta Education Numeracy Screener	16%	84%
4	Alberta Education Numeracy Screener	4%	96%

