



# Redwater School

Redwater School Education Plan and  
Annual Education Results Report

October 2020 Update





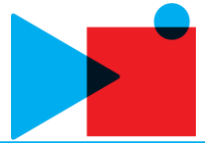
## Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Redwater 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	91.6	94.3	87.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.1	81.0	76.5	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	87.2	92.8	87.7	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	4.8	2.8	2.2	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	71.9	85.1	84.0	79.7	79.1	78.4	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.4	81.5	74.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.3	14.9	12.6	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.7	71.1	76.4	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.1	15.7	14.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	43.2	63.8	52.7	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	56.0	48.6	49.2	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.1	62.6	55.8	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	86.4	100.0	85.5	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	81.6	83.2	77.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	73.3	98.5	85.4	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	66.7	75.0	70.3	81.5	81.0	80.9	Low	Maintained	Issue

### 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





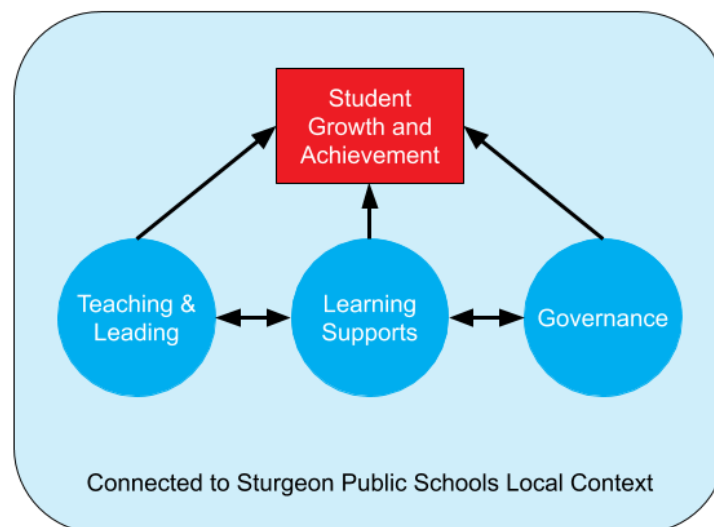
## Priority

# 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.



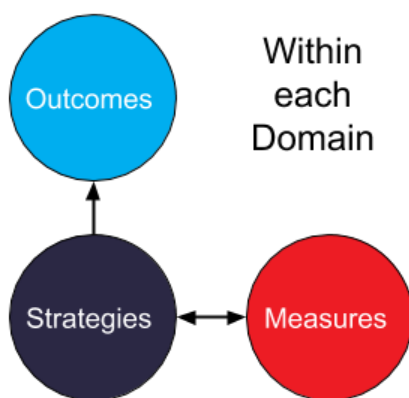
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





## 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.

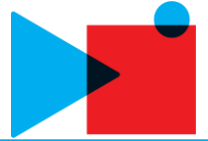


## School Highlight or Context

Redwater School embodies the Sturgeon vision of a well-rounded education through academics, arts, athletics, entrepreneurship and citizenship. The Redwater community spirit energizes our hallways and classrooms, embodying the school philosophy of “Making a Difference!” Students from grades 5 to 12 pursue their unique paths to success. Redwater high school graduates attend post-secondary institutions in Alberta and beyond, assisted by the availability of scholarships and awards. Students have access to volunteer activities, extracurricular opportunities and counselling services to assist with issues and enquiries. Student activities range from gardening to football and just about everything in between. Positive working relationships and strong school and community connections develop a real sense of belonging.

Learning choices include Work Experience, Registered Apprenticeship (RAP) and Green Certificate programs. Knowledge and Employability is available from grades 8 to 12. Students can choose from a wide range of exciting fine arts and Career and Technology Foundations (CTF) courses including forensics, wildlife, construction, foods, and musical theatre.





## **Beliefs**

We believe that the most effective strategy for achieving Redwater School's mission is to continually develop our ability to function as a professional learning community. We envision a school in which staff:

1. engage in meaningful, staff development to enhance professional skills.
2. utilize a variety of instructional strategies to promote success for all students.
3. demonstrate a personal commitment to the academic success and wellbeing of all students.
4. target specific instructional areas identified by the analysis of student data.
5. work cooperatively and communicate effectively with students, parents, and the broader community.

## **Mission Statement**

Redwater School's mission is to make a difference through excellence in teaching and learning for all.





## 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>• Teachers include parents, students and administration in IPP planning</li> <li>• Working together with other division high schools, and other community partnerships to meet student needs in core and CTS courses, work experience, RAP, and dual credit.</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>• Learning Coach is working with teachers designing instruction, supporting positive behavior, and use of tech in classrooms</li> <li>• Assist teachers in selecting appropriate strategies, accommodations, and programs for specific students. A specific focus/review of UDL – Universal Design for Learning, will assist teachers in increasing their differentiated instruction repertoire.</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>• Teachers communicate student assessments/grades officially via powerschool, officially 3 times per year, however communication is ongoing with parents throughout the school year. Teachers also communicate through Google Classroom, and various other apps</li> </ul>





## Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	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).	69.4	72.1	81.5	73.4	na	74	TBD	TBD	TBD	74.5	75	76
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.1	10.9	14.9	13.3	na	14	TBD	TBD	TBD	14.5	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	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).	67.9	29.2	72.2	*	na	72	TBD	TBD	TBD	73	74	75
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).	35.7	0.0	5.6	*	na	10	TBD	TBD	TBD	10	10.5	11

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.9	74.1	71.1	78.7	Na	72	TBD	TBD	TBD	74	75	76
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.1	10.7	15.7	19.1	na	14	TBD	TBD	TBD	14	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	65.9	85.3	81.6	85.1	71.9	87	Intermediate	Declined	Issue	84	85	86
Percentage of students writing four or more	50.4	55.9	38.4	63.8	43.2	40	Low	Declined	Issue			



diploma exams within three years of entering Grade 10.										60	61	62
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.4	1.4	2.5	2.8	4.8	1.3	Intermediate	Declined	Issue	2	1.5	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.5	55.7	49.2	62.6	53.1	56	Intermediate	Maintained	Acceptable	56	57	58
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	72.2	61.5	37.5	48.6	56	40	Intermediate	Maintained	Acceptable	56	57	58

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 who achieved the acceptable standard on diploma examinations (overall results).	83.3	76.2	33.3	*	na	72	TBD	TBD	TBD	74	75	76
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.1	14.3	0.0	*	na	14	TBD	TBD	TBD	15	16	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	83.3	88.9	77.8	66.7	88	Intermediate	Declined	Issue	80	82	84
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	33.3	22.2	44.4	50	25	Intermediate	Improved significantly	Good	45	46	47
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	4.1	0.0	3.2	10.3	3	Very low	Declined significantly	Issue	2.5	2.5	2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*	*	TBD	TBD	TBD	20	25	30
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	28.6	50.0	*	29	TBD	TBD	TBD	30	31	32





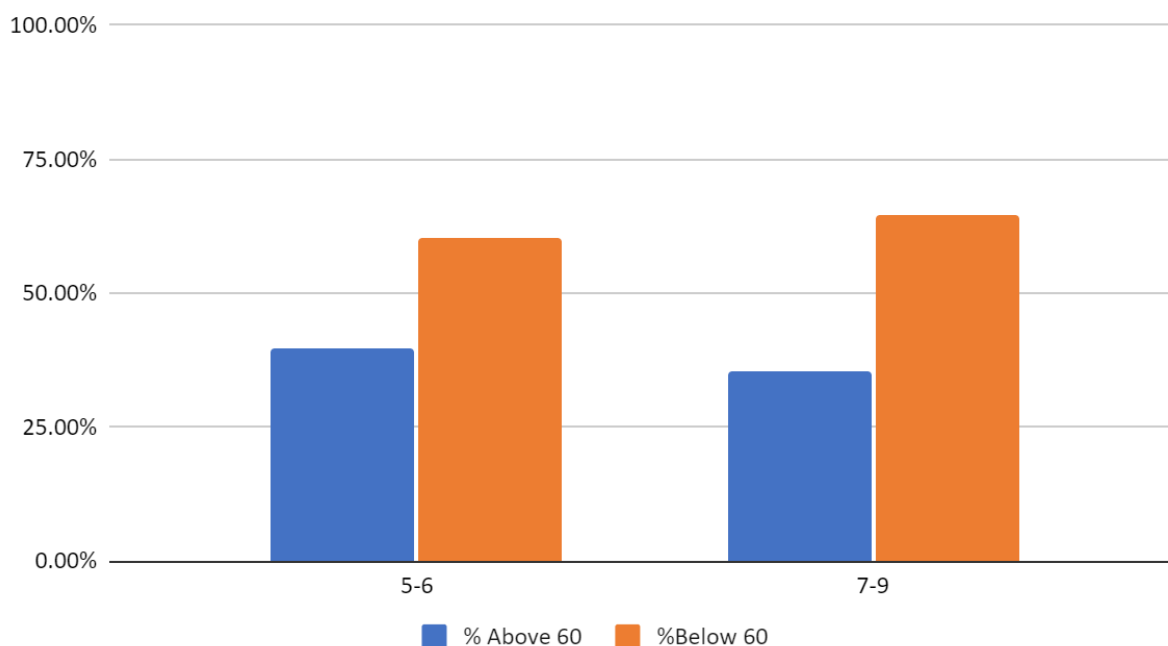
Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.6	82.0	66.9	83.2	81.6	84	Very high	Maintained	Excellent	84	85	86

### Local Measures

Measures		Results					
Student Growth & Achievement		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6							
Intellectual Engagement: Interest and Motivation		87%	87%	76%	86%	79%	n/a
Secondary 7-12							
Intellectual Engagement: Interest and Motivation		38%	43%	38%	43%	40%	43%

### Math Intervention Programming Initiative (MIPI)

Redwater School MIPI Fall 2020 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

*The Fountas and Pinnell Benchmark Assessment can be used at Redwater School to understand the approximate literacy level for each child in grades 5-9. 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 strength of Fountas and Pinnell is that when a student reads to their teacher, they can hear areas of success, but often areas of struggle. For example, a child may not be reading the ending of words, or fluency may be an issue. This allows the teacher to answer the question of where each student is at, what areas they are struggling in and how to trouble shoot to increase their abilities by one grade level per year. Redwater School is beginning to build the capacity from simply knowing the literacy levels, to getting the data, and now applying "how to increase by one grade level" for student.*

### Read Theory and Lexile Level

*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](http://readtheory.org) website and assessments at multiple times during a school year to inform programming and to measure growth. A weakness of the program is the challenging comprehension questions that are provided with each non-fiction passage. This program is an excellent way to get a snapshot of each child's assessment level on a monthly basis. It allows for students to practice informally test taking as well as their higher-level inquiry and reasoning skills. The program creates a bar graph that shows growth and progression and if it shows regression, then this allows us to look into further concerns of why the student is struggling. Is it effort? A problem at home?*

### **The marriage of Read Theory with Fountas and Pinnell**

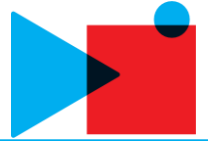
*As with all benchmark assessments, they show a window into one element of learning. On their own, each program has wonderful strengths, but also concerning weaknesses. Using the two together tells the teacher a powerful story of how each child is doing and how to support and foster increasing one academic grade level per year.*

## Analysis of Results

### Successes

There is an indicated upward trend in the results for all students. To ensure this trend, school staff continued to collaborate on improving assessments, differentiation in instruction and assessment, and continuing to accommodate for the diverse learning needs among the students. Ongoing implementation of assistive technology where needed and appropriate will continue.





### Opportunities for Growth

This year's focus on effectiveness of instruction and universal design for learning will continue to build the capacity of teachers to ensure the students reach their learning outcomes, and become better thinkers and problem solvers.

By working with the Learning Coach, teachers will improve teaching practice in designing instruction, supporting positive behaviors in classrooms, and selecting appropriate teaching methods for varying areas of content. (UDL)

Timely communication on assignments and grades, and providing feedback to students to assist their learning will also be key in improving achievement scores, and numeracy and literacy levels.





## 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>• Administration shares accountability data as well as achievement data for information and discussion with parents and staff.</li> <li>• Teachers engage in analysis of provincial achievement data, local data such as MIPI, and Read Theory, and use the data over time to target areas that require improvement, and design learning accordingly to achieve success.</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>• Redwater staff will engage in examining Hattie's research on effective teaching, Universal Design for Learning. Collaboration with other division teachers will occur and sharing of lessons and strategies will take place</li> <li>• Redwater staff will increase their knowledge and capacity to include FNMI foundational practices within the classroom, as well as including Mental Health and wellness practices in daily practice.</li> </ul>





## 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, 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.	67.1	75.3	73.3	81.0	79.1	80	High	Maintained	Good	81	82	83
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.3	92.2	78.0	92.8	87.2	85	Intermediate	Maintained	Acceptable	87	89	90

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.	15	66.7	100	88.9	85	85.2	84.8

## Local Measures

Measures		Results					
Teaching and Learning		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6							
Quality Instruction: Rigor	(out of 10)	8.0	n/a	7.5	8.3	7.7	n/a
Secondary 7-12							
Quality Instruction: Rigor	(out of 10)	6.5	n/a	6.8	6.6	6.8	6.6

## Analysis of Results

### Successes

Staff continued to build on a culture of learning, where using more baseline measures for numeracy and literacy, and learned how to use data more effectively. This process will continue.

Communication from the school showed improvement, on achievement, success stories on students, and general information that was pertinent to parents.





### Opportunities for Growth

Consistent engagement of stakeholders on accountability measures, and achievement data will keep everyone informed of progress and possibly areas of concern that are being addressed. Strategies to address the areas of concern will be shared to provide the assurance to the stakeholders.

Administration will lead staff in engaging with current data, and analysis of data over time. This data then can be used to design instruction to target areas that need improvement, or can also be used to continue enhancing other areas of success.

The PD plan for the year focus is on Universal Design for learning, enhanced by examining our teaching practices to use the most impactful teaching and learning strategies. By doing this, teachers are improving their instructional practice which will lead to meaningful learning and improvement in achievement.

### 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: Introduction/Refresher to UDL and the foundation for PD for the School Year
Details	1. All staff session – Introduction to the year's PD that is grounded in UDL, differentiated instruction and effective instructional practices, creating moments for students.





	<p>2. What data do we have in our school?</p> <ul style="list-style-type: none"> <li>- To what extent does our data drive our instruction?</li> <li>- How do we plan and execute for such diverse needs in the classroom?</li> </ul>
October 16	Focus: Hattie's Research –Influences and Effect Sizes Related to Student Achievement (Collaborate with SCHS)
Details	<ul style="list-style-type: none"> <li>-Introduction to the research and how the effect size is arrived at</li> <li>-Interactive session with staff on predicting the effect size of instructional strategies.</li> <li>-taking a glance at School Effects, Student Effects and Curricula Effects –</li> <li>-relating this research to our current teaching practices and educational systems, and UDL</li> </ul>
December 18	Focus: Lesson Sharing on Engagement and Representation (Collaborate with SCHS)
Details	<ul style="list-style-type: none"> <li>- teachers to share lessons and examples of engagement and representation that have been effective in their classes</li> <li>- Assessment that aligns with UDL</li> </ul>
January 29	Focus: Indigenous Foundational Knowledge (Collaborate with SCHS)
Details	Incorporating Indigenous Foundational Knowledge across subject areas
March 25	Focus: Mental Health (Collaborate with SCHS)
Details	<ul style="list-style-type: none"> <li>- Including Mental Health strategies in your daily practice Guest Speaker TBA</li> </ul>
June 4	Focus: Transitions and Supporting Students
Details	Creating class lists, meeting with next year's teachers, transition meetings with Grade 4 teachers, meeting new GOALS students/families and CST team etc.





## 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>• Continuation of Wellness Hub area that includes nutrition, wellness practices, discussions, and relationship/support building for students. A comprehensive support plan is developed and includes inclusive practices (safe contact/SOGI),</li> <li>• HYPE team monthly classroom sessions that support wellness and organize school wide wellness initiatives.</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>• In addition to regular instruction, the in-reach program provides alternatives to high school students</li> <li>• LSL and administration work collaboratively with teachers, parents, and students to plan and implement programming for students with diverse needs within an inclusive classroom setting.</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>• Indigenous games, stories, ideas introduced that teachers can readily use in class monthly (during staff meetings)</li> <li>• Daily smudging available for staff and students-continue with Blanket Exercises, Elder visits, and build relationship with neighboring Alexander First Nation</li> <li>• In conjunction with HYPE, the building of the Indigenous Healing Garden for all to use.</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>• Continue relationship with AHS, FCSS, Public Library, Town of Redwater, Chamber of Commerce, Military, RCMP, Firefighters, Food Bank, seniors centre and neighboring industry.</li> </ul>





## Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	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 others and are treated fairly in school.	79.9	91.4	76.2	94.3	91.6	85	Very high	Maintained	Excellent	88	90	92
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	76.7	85.7	70.8	100.0	86.4	85	Very high	Maintained	Excellent	90	93	95
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	75.8	85.7	71.7	100.0	75.6	85	Intermediate	Declined	Issue	90	93	95

## Local Measures

### Analysis of Results

Measures		Results					
Learning Supports		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6							
Emotional Health: Anxiety		24%	22%	34%	22%	27%	n/a
School Context: Advocacy at School (out of 10)		5.8	6.7	6.1	6.7	5.9	n/a
Secondary 7-12							
Emotional Health: Anxiety		30%	29%	29%	29%	45%	29%
School Context: Advocacy at School (out of 10)		2.2	2.7	2.9	2.6	3.2	2.6

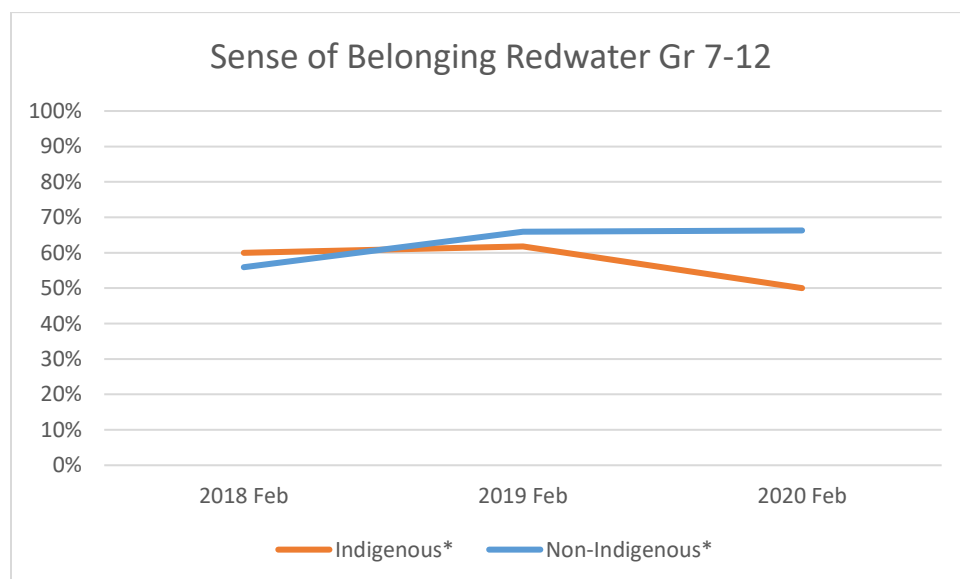
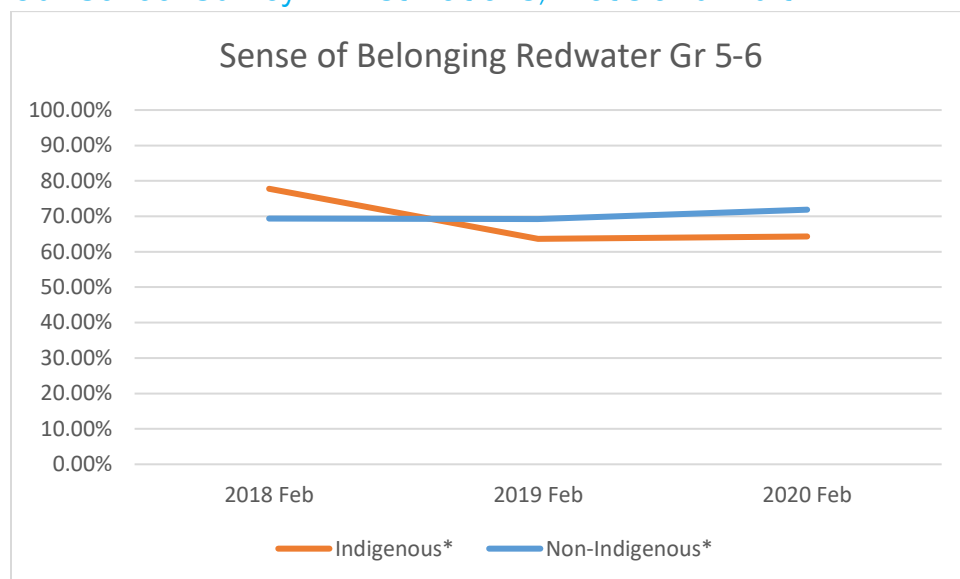
The 2019 school year was a year of some mid-year changes to staffing that may have disrupted students and possibly as a result indicated high levels of anxiety, and the feeling that advocacy was not strong. To address the concerning levels, we are implementing supports through the wellness hub, counseling, and providing activities in the school that promote belonging and well-being, as well as providing supports for academics, social, mental, and emotional growth. The accountability survey indicates that 91.6% of parents, students and teachers feel that students are safe at school,





and know the importance of caring for others and are treated fairly. The two surveys together show very different results, so we will continue to advocate and implement programs for students so that students feel they are supported.

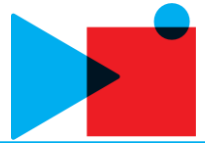
### Our School Survey – First Nations, Métis and Inuit



### Successes

Parents, staff and students continue to agree to a high percentage that students are safe at school, taught attitudes and behaviors for success in their work life, and that they are being encouraged to





become lifelong learners. This is a result of the school implementing the supports through the wellness hub, providing activities in the school that promote growth and citizenships as well as providing supports for academics, social, mental, and emotional growth.

### Opportunities for Growth

A commitment to the focus on Competency five in the Teaching quality standard and continuing with school wide initiatives continues to be an area for growth with the staff. Through consistent learning opportunities that are practical and easy to implement, the staff will increase their capacity in implementing Indigenous activities and information embedded within their lessons.

The team approach to inclusive practices will also increase staff capacity in behavior programming, and special needs instruction.

Continuing with the wellness practices already established within the school will ensure that students are safe, cared for, respected and welcomed in an inclusive environment.





## 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 school's 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 during the year.</li> </ul>

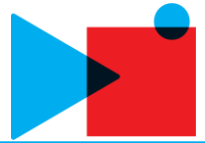
### Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	92.6	65.1	98.5	73.3	80	Low	Declined	Issue	85	90	90
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.	61.7	71.5	64.3	75.0	66.7	75	Low	Maintained	Issue	80	81	82

### 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 priority 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

Over the last years, the results on satisfaction of parents, and teachers, and school improvement are inconsistent. A difference in percentages from year to year has been as high as 33% and as low 6%. This may be indicative of several factors, but administration, staff, parents and students will work together to improve this and show a more consistent, upward trend.

### Opportunities for Growth

Working together with parent council on the assurance plan and asking input in to schools on a monthly basis on various policies, practices within the school will allow a more open dialogue between parents and the school on issues that matter. In the spring, a survey will be conducted that asks parents, and community to indicate what their priorities are for the school, and once the data is collected, administration will collaborate with school councils to create plans to address these priorities.

Periodic budget reporting to parent council will continue. In the future, with the new assurance plan and selecting priorities, the budget will reflect the areas of priority where needed.





## 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.

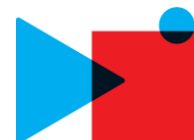
### Strategies

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>• Two awards ceremonies each year celebrating successes</li> <li>• Participation in Orange Shirt Day, Aboriginal Week, STEAM games, and possibly in Skills competition</li> <li>• Monthly recognition of students - Remarkable Renegades – students demonstrating positive citizenship, good work habits</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 involved in work experience, RAP, and Green Certificate placements within the community and area.</li> <li>• As division events arise, we will organize and encourage students to participate.</li> <li>• HYPE team within the school encourages participation in events within the school and community, and supports the students involvement.</li> </ul>

### School Partnerships

1. Town of Redwater
2. Redwater Library
3. RCMP – SRO Constable Grecco
4. Redwater Chamber of Commerce
5. Redwater Seniors
6. Redwater Arts Society
7. Redwater Lions
8. Local Industry





### 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

Together with the HYPE team, school counselor, and administration and staff, the school collaborated with local stakeholders and businesses in order to build community. The connections with businesses and local industry have continued to be strong and they welcome our students in for work experience etc.

### Opportunities for Growth

We have been cautious during the COVID 19 pandemic of much of our community involvement in order to be sure of the safety and health of all involved. Our work experience placements must follow all the AHS protocols to ensure safety of our students, and this will continue to be monitored. Parents have not been in the building, but we continue to reach our virtually, and by phone. These connections are vital to the growth of the school, and we are continuing to adapt to the time we find ourselves in, communicating through various means and still working towards connecting with community.

