Landing Trail School Plan October 2020
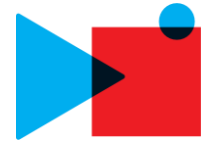
Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Landing Trail 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	**97.0**	83.7	86.4	**89.4**	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	**90.3**	85.6	86.2	**82.4**	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	**96.0**	90.1	91.1	**90.3**	90.2	90.1	Very High	Improved	Excellent
	Work Preparation	**85.3**	65.2	70.4	**84.1**	83.0	82.7	High	Improved	Good
	Citizenship	**90.7**	74.6	80.6	**83.3**	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	**83.3**	80.3	79.8	**81.8**	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	**94.4**	80.9	86.6	**81.5**	81.0	80.9	Very High	Improved	Excellent

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
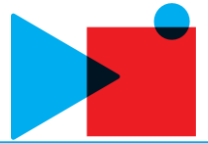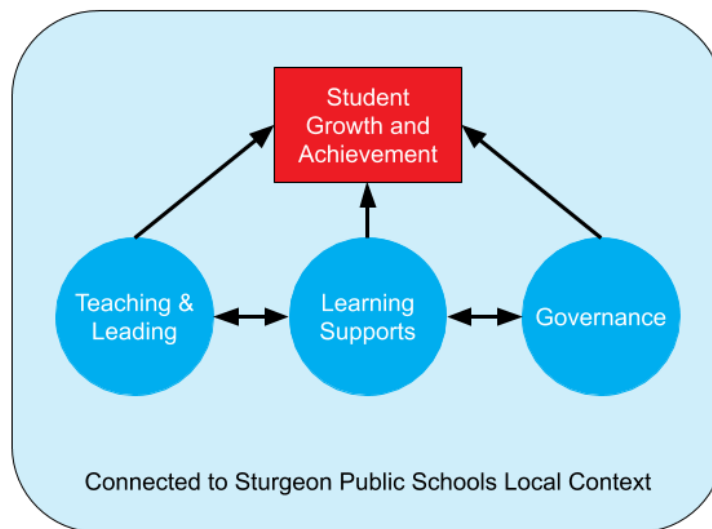
Student Achievement
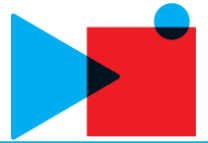
Assurance Domains and Student Achievement

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.
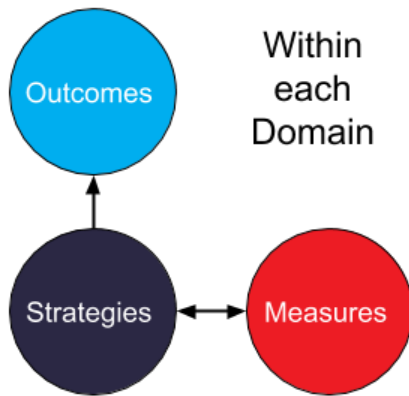
The outstanding staff at Landing Trail School create a safe, caring learning environment under the philosophy of "Together We Make a Difference." Our school is committed to academic excellence and focuses on numeracy and literacy at all grade levels.

Through Character Education, we work hard to maintain a kind and respectful school culture. Supporting the growth and development of global citizens in a global community, we focus on student leadership and are involved in various community service events like the Gibbons Food Bank and Christmas Bureau.

TECHNOLOGY INTEGRATION Students are given opportunities to learn using technology in their classrooms and in our modern Makerspace area and flexible learning spaces. Students are able to create their own learning experiences and improve their understanding using STEAM learning (Science, Technology, Engineering, Arts and Math).
PROGRAM POWER

Our school has program power! We offer exciting, engaging programs that suit every student's ability, interests and goals. Our vibrant music program is taught by an award-winning music teacher. We offer LOGOS, which provides the option of a Christian-based education within a public- school setting. Extracurricular options at our school include student leadership, choir and athletics.

Domain: Student Growth & Achievement

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

SPS Outcomes

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

Strategies

Division	School
Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.	• Parent Collaboration for STEAM Lab, Makerspace, and Regulation resources available to all students • Project Based Learning – access to community resources and expertise • PLCs- Admin part of discussions and following up with classroom visits. Teacher reflection key piece
Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.	• Participation in school based and divisional PD on UDL • Application of UDL principles in teaching practice • Flexible Learning Environments
Teachers will communicate achievement of outcomes to students and families using division identified tools.	• Powerschool Reporting • Parent Teacher Interviews • SeeSaw/Google Classrooms

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 who are satisfied that students model the characteristics of active citizenship.	85.0	85.2	82.0	74.6	**90.7**	78.0	Very High	Improved	Excellent	91.0	91.3	91.5
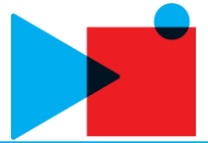
Local Measures

Measures Student Growth & Achievement		Results					
		2017	AB avg	2018	AB avg	2019	AB avg
Elementary							
Intellectual Engagement: Interest and Motivation		79	87%	79	86%	92%	n/a

Math Intervention Programming Initiative (MIPI)

Internal Chart. Students performing Above or Below 60%

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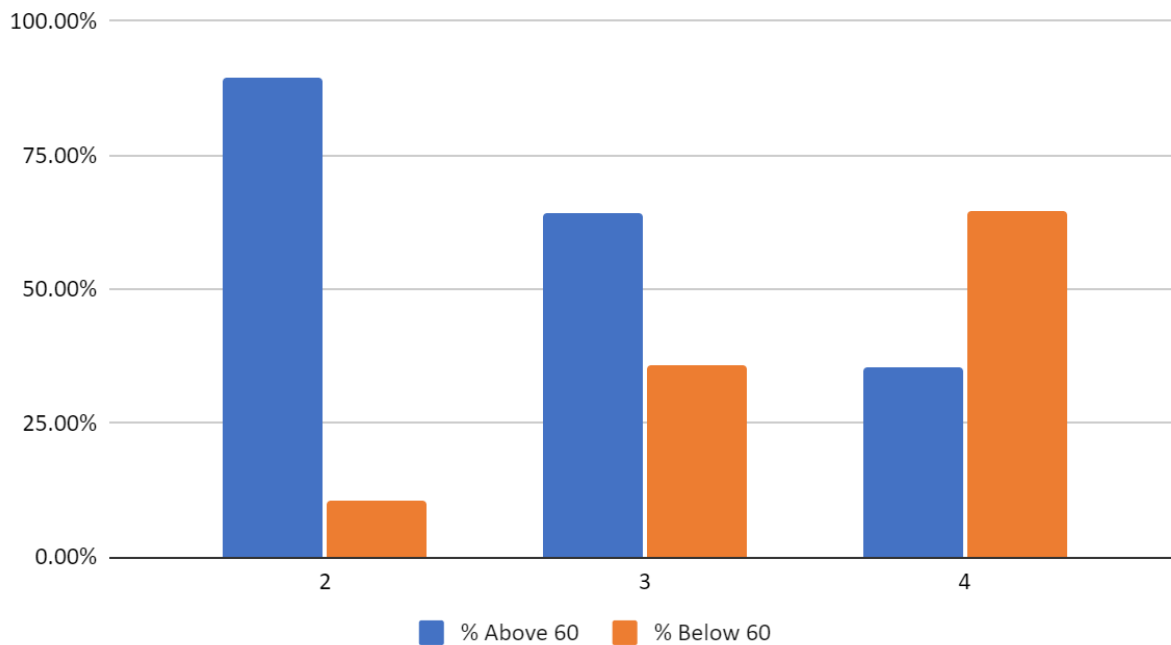
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies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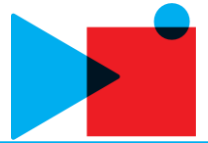
Analysis of Results

Successes

Guided Math Centers are used in Grade 1 to 3 classrooms – due to use of varied instructional and learning activity approach. Students are able to demonstrate understanding in a variety of ways as offered in a centre/game approach.

Opportunities for the use of alternate math resources – manipulatives, technology, games,

Opportunities for Growth

Using question analysis of the MIPI administered September 2020, the following areas of concern were identified and will be the focus of grade level sprints throughout the year. Teachers will report on teaching strategies, UDL approach to addressing the teaching and learning of these concepts and the results.

Grade 1:

- SS SO 2 Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]

Grade 2:

- PR SO 1 Demonstrate an understanding of repeating patterns (three to five elements) by: ● describing ● extending ● comparing ● creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]
- SS SO 1 Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]
- subtract - two digits with borrow
- NB SO 9 Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: ● Using personal strategies for adding and subtracting with and without the support of manipulatives ● Creating and solving problems that involve addition and subtraction ● Using the commutative property of addition (the order in which numbers are added does not affect the sum) ● Using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) ● Explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]

Grade 3:

- PR SO 1 Demonstrate an understanding of repeating patterns (three to five elements) by: ● describing ● extending ● comparing ● creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]
- SS SO 1 Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]
- NB SO 9 Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: ● Using personal strategies for adding and subtracting with and without the support of manipulatives ● Creating and solving problems that involve addition and subtraction ● Using the commutative property of addition (the order in which numbers are added does not affect the sum) ● Using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) ● Explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]
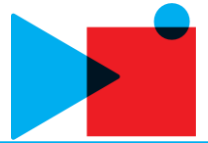
Grade 4

- NB SO 13 Demonstrate an understanding of fractions by: ● explaining that a fraction represents a part of a whole ● describing situations in which fractions are used ● comparing fractions of the same whole that have like denominators. [C, CN, ME, R, V]
- PR SO 1 Demonstrate an understanding of increasing patterns by: ● describing ● extending ● comparing ● creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]

- PR SO 3 Sort objects or numbers, using one or more than one attribute. [C, CN, R, V]
- SS SO 4 Demonstrate an understanding of measuring mass (g, kg) by: ● selecting and justifying referents for the units g and kg ● modelling and describing the relationship between the units g and kg ● estimating mass, using referents ● measuring and recording mass. [C, CN, ME, PS, R, V]
- NB SO 2 Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]
- NB SO 9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by: ● using personal strategies for adding and subtracting with and without the support of manipulatives ● creating and solving problems in context that involve addition and subtraction of numbers.[C, CN, ME, PS, R, V]
- NB SO 11 Demonstrate an understanding of multiplication to 5 × 5 by: ● representing and explaining multiplication using equal grouping and arrays ● creating and solving problems in context that involve multiplication ● modelling multiplication using concrete and visual representations, and recording the process symbolically ● relating multiplication to repeated addition ● relating multiplication to division. [C, CN, PS, R]
- NB SO 12 Demonstrate an understanding of division (limited to division related to multiplication facts up to 5 × 5) by: ● representing and explaining division using equal sharing and equal grouping ● creating and solving problems in context that involve equal sharing and equal grouping ● modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically ● relating division to repeated subtraction ● relating division to multiplication. [C, CN, PS, R]
- PR SO 1 Demonstrate an understanding of increasing patterns by: ● describing ● extending ● comparing ● creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]
- PR SO 2 Demonstrate an understanding of decreasing patterns by: ● describing ● extending ● comparing ● creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]

Use of Mathletics Program at school and at home in grades 2 to grades 4 to improve targeted areas at grade levels.

Reading Comprehension

Fountas and Pinnell

Fountas and Pinnell Results for SCHOOL NAME 2019 2020
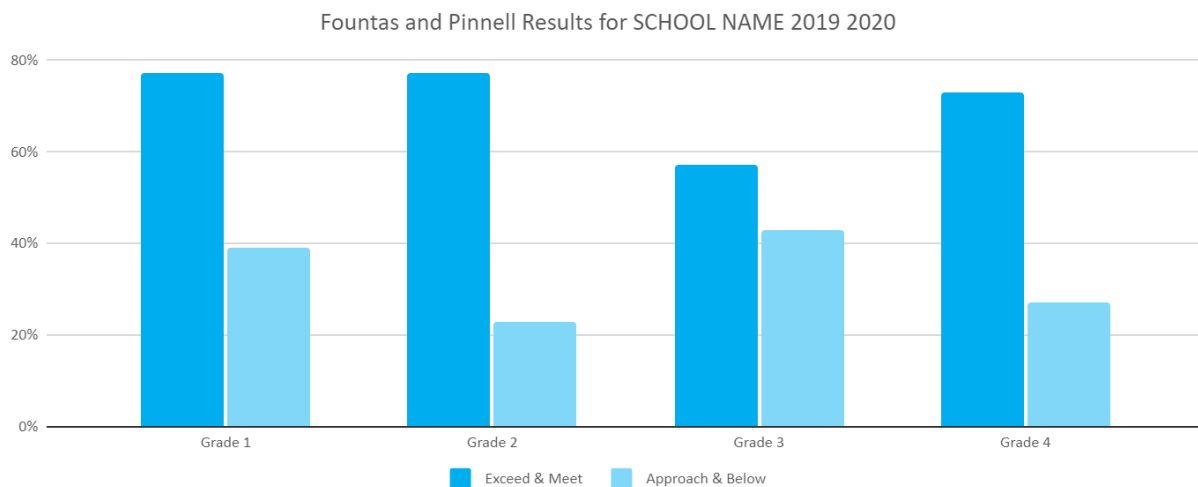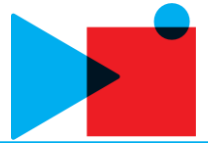
The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

Use of Daily 5 framework in Guided Reading Instruction with levelled book resources in grades 1 – 4 classrooms

Daily Home Reading Program in grades K-4 classrooms

Results

Grade 1: 77% of students Exceeding or Meeting Standards

Grade 2: 77% of students Exceeding or Meeting Standards

Grade 3: 57% of students Exceeding or Meeting Standards

Grade 4: 73% of students Exceeding or Meeting Standards

Opportunities for Growth

Targeted supports especially at the grade 4 level this year using an Universal Design for Learning approach with students **Approaching** or **Doesn't Meet** standard on Fountas & Pinnell Assessments.

These supports include

- Additional reading support by school staff
- Flexible Learning Environments in classroom and Learning Lounge
- Access to alternate reading resources
- Inclusion Teacher support
- Access to RAZ Kid Reading Program at school and at home

Domain: Teaching and Leading

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

SPS Outcomes

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

Strategies

Division	School
Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.	• Parent Council Discussions • Staff Discussions • Student Discussion • Use AERR & OurSchool Survey Results to inform planning and direction • Survey Data from Aug/Sept 2019 – Asked Three Questions – What is working great at LT, What needs to be tweaked, What should we stop doing? Information gained used for improvement plan
Staff participate in professional development and collaborate to address division and local goals.	• Participation in Division Based PD • Participation in School Based PD

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.	90.1	84.4	88.5	85.6	90.3	88.0	Very high	Maintained	Excellent	90.5	90.7	90.9
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.3	91.3	91.8	90.1	96.0	92.5	Very high	Maintained	Excellent	96.2	96.5	96.7

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
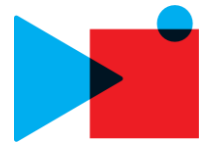
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	20	96.7	100	98.5	85.0	85.2	84.6

Local Measures

Measures Teaching and Leading		Results					
Elementary		2017	AB avg	2018	AB avg	2019	AB avg
Quality Instruction: Rigor	(out of 10)	8.6	n/a	8.1	8.3	7.7	n/a

Analysis of Results

Successes

Landing Trail School staff are committed to continual improvement in teaching practice and effectiveness. With fidelity, all classroom teachers use a guided reading and math approach to instruction. This ensures students are taught the skills they need in order to be successful in their program. Grade level teachers meet weekly during their Learning Sprint time to target a specific area of teaching and learning in order to improve student achievement.

Opportunities for Growth

Using UDL teachers will design lessons that challenge students and provide support where required

Teachers will plan lessons with student learning styles in mind, instruct using flexible instructional practices and resources and assess learning in multiple ways.

Teachers will meet regularly as grade level PLCs to target specific areas of reading and math progression concerns and develop common approaches to teaching and lesson design.
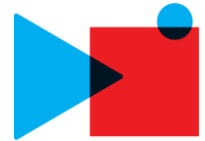
Professional Learning in 2020-2021

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.

Day 1 Sept 18	Focus: UDL and Collaborative Planning
Details	**COLLABORATIVE PLANNING:** Grade level EPSB Scope and Sequence Collaborative Planning Gradebook set- up **Universal Design for Learning:** • Why use it • Benefits of UDL • 3 Guiding Principles of UDL • Incorporating UDL into the Classroom • Teacher Collaboration • Lesson Planning using UDL • Classroom Examples • Staff Activity Highlighting UDL • Grade Collaboration Curricular outcome & Classroom profiling activity
Day 2 Oct 16	Focus: Individualized Learning Planning
Details	**IPP & Learning Plan Development** • **CLEVR IPP Training** • **Classroom Profiling – Learning Style Survey -UDL Planning** **COLLABORATIVE PLANNING** • Grade Level Collaboration for SPRINT Focus: Math Achievement Planning using UDL
Day 3 Dec 18	Focus: Indigenous Foundational Knowledge
	INDIGENOUS FOUNDATIONAL KNOWLEDGE

Details	**Finding our Way in Indigenous Education – Connecting Hearts & Mind Session** • Resources & strategies to deepen understanding of Indigenous -focused competencies in the new TQS and LQS **COLLABORATIVE PLANNING: SPRINT FOCUS: Math**
Day 4 Jan 29	Focus: Creating a Supportive School Environment
Details	**THE HEART OF RECOVERY:** Alberta Education Resource • Self- Compassion: Keeping Ourselves Well – Rebecca Hache **Universal Design for Learning in the Classroom:** • Classroom lesson planning using UDL • Step-by-step planner: UDL lesson design Template Exploration **COLLABORATIVE PLANNING** Grade Level Collaboration Planning SPRINT Focus (Math & UDL) SPRINT RESULTS SHARING
Day 5 Mar 25	Focus: Infusing Indigenous Perspectives into Programming
Details	**INFUSING INDIGENOUS PERSPECTIVES into Curriculum Content:** **COLLABORATIVE PLANNING:** Grade Level Collaboration SPRINT Focus and Planning (UDL)
Day 6 Jun 4	Focus: Transitions and Supporting Students
Details	**Transition Planning and Collaboration, IPP Updating:** **Celebration of Student Achievement** Results Sharing

Domain: Learning Supports

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

SPS Outcomes

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

Strategies
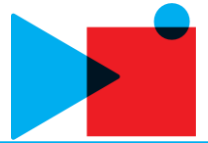
Division	School

Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.	• Comprehensive School Counselling Program • Active Listening and Collaborative Problem Solving approach to student behavior • Sensory Informed Classroom environments and instructional practices
Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.	• Differentiated Classroom Instruction • UDL approach to teaching and learning • Inclusion teacher support and Learning Lounge access • Learning Style Survey administered to all students grade 1-4
Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.	• School based PD on increasing knowledge and understanding of Indigenous perspectives and infusing Indigenous perspectives into classroom programming • Application of new understandings and perspectives into UDL framework • School Wide Events acknowledging and celebrating Indigenous Peoples
Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.	• Child & Family Services Collaboration • Gibbons Health Unit – School assigned Health Nurse • Community accessed grants from local businesses to enhance student learning and well-being opportunities

Provincial Measures

| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.0	88.1	87.4	83.7	97.0	85.0	Very High	Improved	Excellent	97.3	98.0	98.3
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.4	69.3	76.8	65.2	85.3	67.0	High	Improved	Good	85.5	85.7	86.9
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	72.3	71.8	56.3	59.7	76.5	62.0	Intermediate	Improved	Good	76.8	77.1	77.4

Local Measures

Measures		Results					
Learning Supports		2017	AB avg	2018	AB avg	2019	AB avg
Elementary							
Emotional Health: Anxiety		26	22%	24	22	9%	n/a
School Context: Advocacy at School	(out of 10)	6.4	6.7	6.2	6.7	7.3	n/a

Our School Survey – First Nations, Métis and Inuit

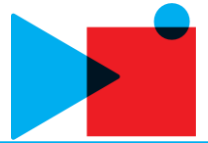Sense of Belonging Landing Trail
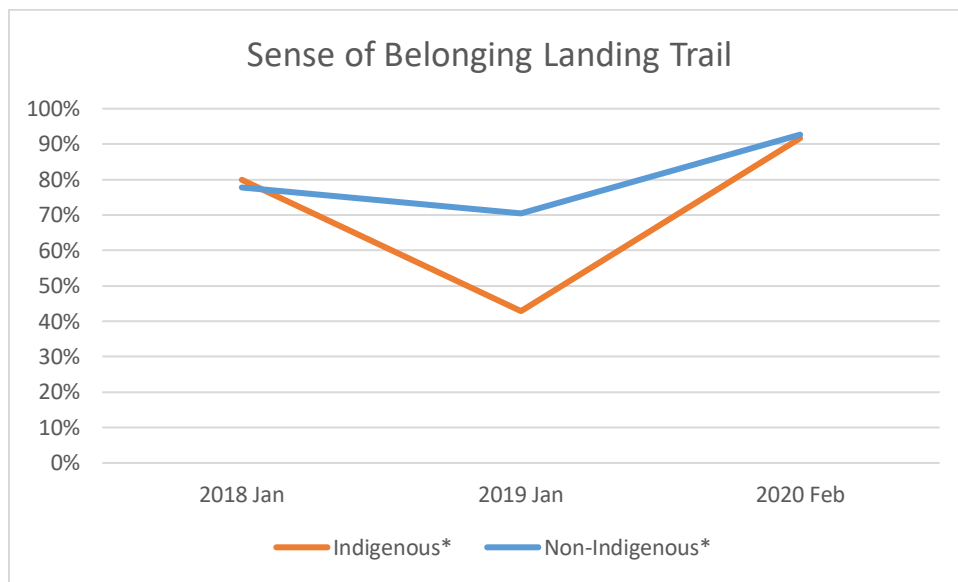
Analysis of Results

Successes

At Landing Trail School focus our efforts on creating an environment where every student is known by name by all staff, where students have positive relationships with all staff and other students, and where all students are challenged to learn and achieve at high levels.

Landing trail promotes Health and wellness with our Comprehensive Counselling Program, nutrition program and dally physical activities. First Nation, Metis, and Inuit brilliance and successes are highlighted on the daily morning announcements. The development of student leadership of our First Nation, Metis and Inuit students is a school priority, including grade 4 Student Leadership and numerous cross-graded academic and special activity planning.

Opportunities for Growth

At Landing Trail School, outstanding staff members create a caring learning environment. Staff commitment to academic excellence is also strongly supported by volunteers, parents and community members.

We need to strengthen our working partnerships between First Nation, Metis, Inuit parents and community organizations in order to hear their voices and perspectives to improve student outcomes and continue to build on student success. We will do this through reaching to the parents and having conversations to build relationships and hear ideas and concerns.

As a staff we will participate in culturally responsive education through school based professional development opportunities.

Domain: Governance

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

SPS Outcomes

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

Strategies

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

Provincial Measures

To be Updated with October Data Release

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.5	78.6	80.6	80.3	88.3	83.0	Very High	Maintained	Excellent	88.5	88.8	89.1
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.	96.2	93.8	85.0	80.9	94.4	83.0	Very High	Maintained	Excellent	94.6	94.8	95.0

Local Measures

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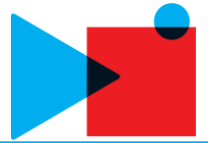
Analysis of Results

Successes

Staff and parents participated in a Collaborative School Improvement and Celebration Reflection Activity. Results were used to plan, target, and refine school practices. Questions for reflection included

- what does the school do well that we must absolutely celebrate and continue?
- what does the school do that needs to be tweaked but should continue to do and celebrate?
- what does the school do that needs to be changed or stopped in order to improve student outcomes?

These areas were targeted and were celebrated, continued, changed, or stopped.

Opportunities for Growth

We strive to better understand and appropriately respond to the political, social, economic, legal, and cultural contexts impacting our school, school division as it relates to public education.

We will continue to have focused conversations with our stakeholders about the importance of a strong public education system as it fosters inclusivity, democracy, and prepares children to work together to advance community and global achievement.

Domain: Local and Societal Context

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

SPS Outcomes

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

Strategies

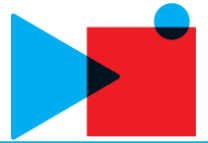| Division	School
Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.	• Participation in school wide events such as National Indigenous Peoples Day Celebration, Play Day, • Participation in division wide events – Cross Country Run, Divisional Track Meet, The Journal Games, STEAM Games.
Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.	• As a school staff seek out information on community-based service projects based on conversations with community members, students, and parents • Develop grade level plans to implement community-based service projects through a project based learning approach.

School Partnerships

1. Town of Gibbons
2. Gibbons Food Bank
3. Morinville RCMP
4. Gibbons Pharmacy
5. Wake Up Café, Gibbons
6. Pembina Pipeline
7. Walmart, Fort Saskatchewan

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

The students are being prepared to be global citizens by participating in community initiatives such as

- food bank drives
- toy drives
- the Terry Fox Run
- PRIDE week
- Orange Shirt Day
- Pink Shirt Day
- Poppy Drive
- local Legion contest for Remembrance Day

Opportunities for Growth

Through project-based community service projects teachers and students can find local partnerships to find real needs that have meaningful impact to the students and community.

Through these community service-learning projects students will learn skills related to civic responsibility, collaboration, problem solving, empathy, and critical thinking.