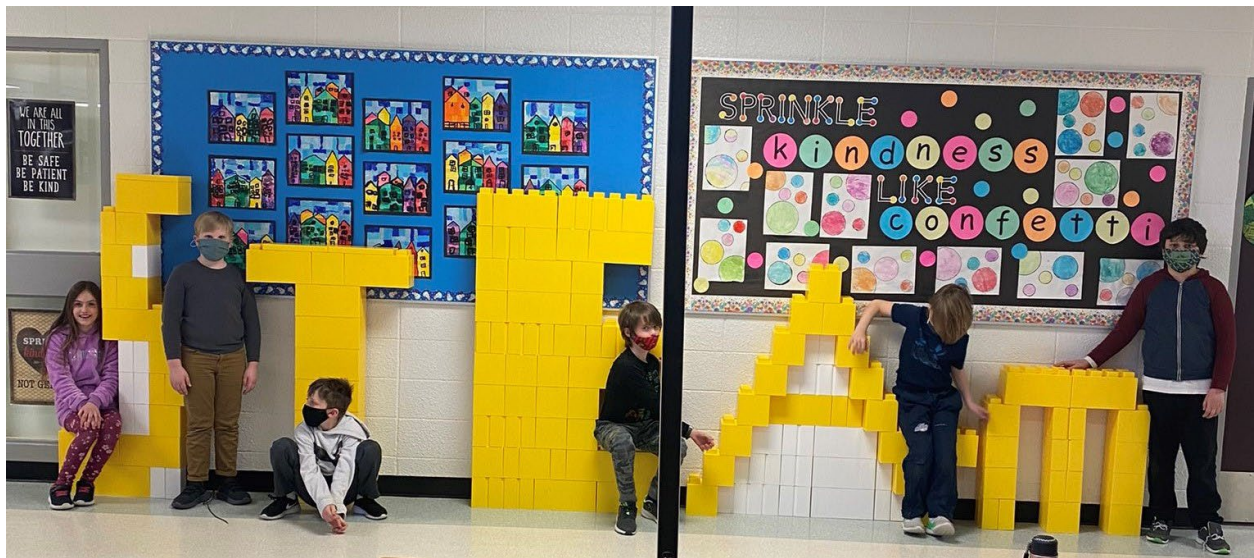


Landing Trail School Plan October 2021



October 2021 Update

2021 Alberta Education Assurance Measures Overall Summary

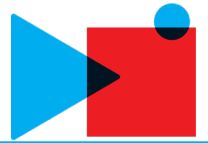
Assurance Domain	Measure	Landing Trail School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.3	n/a		85.6	n/a		n/a		
	Citizenship	82.7	90.7	82.4	83.2	83.3	83.0			
Teaching & Leading	Education Quality	90.8	96.0	92.6	89.6	90.3	90.2			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	n/a		87.8	n/a				
	Access to Supports and Services	78.0			82.6					
Governance	Parental Involvement	86.8	83.3	81.4	79.5	81.8	81.4			

Notes:

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

5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2





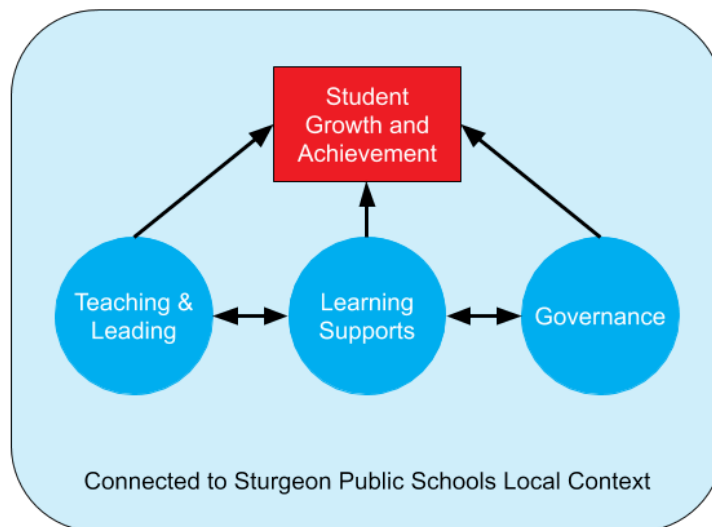
Priority

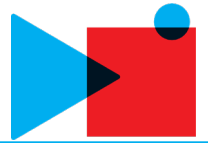
Student Achievement

Assurance Domains and Student Achievement

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

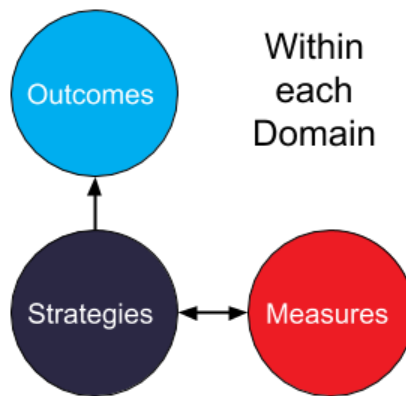
- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.





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.



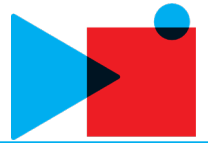
The outstanding staff at Landing Trail School create a safe, caring learning environment under the philosophy of “Together We Make a Difference.” Our school is committed to academic excellence and focuses on numeracy and literacy at all grade levels.

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, art, 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.	<ul style="list-style-type: none"> • Parent Collaboration for STEAM Lab, Makerspace, and regulation resources available to all students • Project Based Learning – access to community resources and expertise • PLCs- embedded time with Admin part of discussions and following up with classroom visits. Learning Coach guides work and teachers reflect on progress.
Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Powerschool Reporting • Parent Teacher Interviews • SeeSaw/Google Classrooms

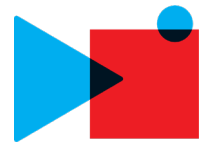
Provincial Measures

Not Available

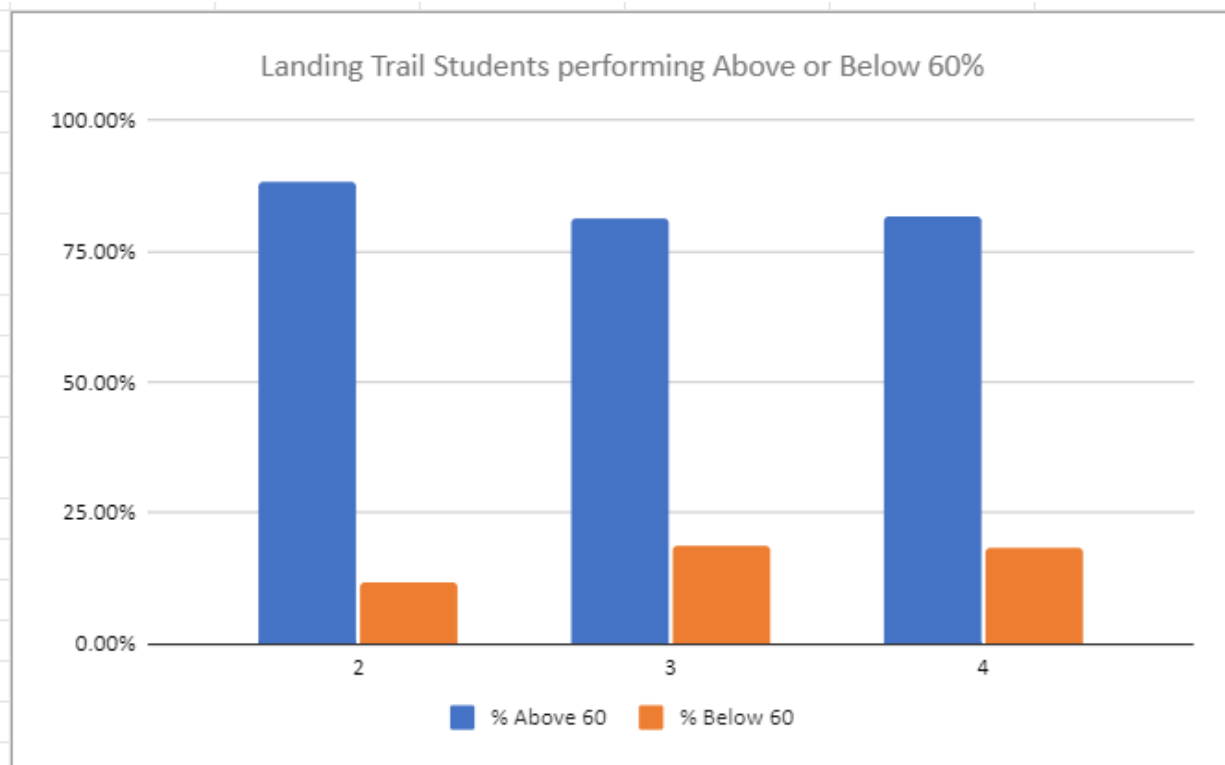
Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Student Growth & Achievement Elementary						
Intellectual Engagement: Interest and Motivation	79	86%	92%	n/a	57%	89%





Math Intervention Programming Initiative (MIPI)



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

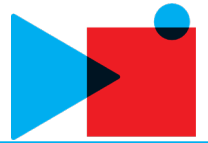
Successes

Compared to 2020 results, the number of students in Grades 2-4 who are achieving above 60% on the MIPI has increased significantly from 63.2% in 2020 to 83.5% in 2021. The success of the targeted instruction strategies completed through the learning sprints and UDL has had a significant impact on student achievement in numeracy. Integration of targeted math concepts throughout the school year and throughout the curriculum improved teaching and learning. Strategies used by teachers included Guided Math Centers, the use of alternate math resources – manipulatives, technology, games, as well as repeated direct instruction on difficult concepts throughout the year. Teachers also utilized the Mathletics online platform to improve targeted areas at each grade level.

Opportunities for Growth

Interest and motivation on the OurSchool Survey declined noticeably from the previous year. Due to the requirement to remain in cohorted groups due to COVID, opportunities for engagement through collaboration and cross-graded activities was limited. We know that students learn best through hands on learning such as field trips, which were cancelled as were other extra-curricular





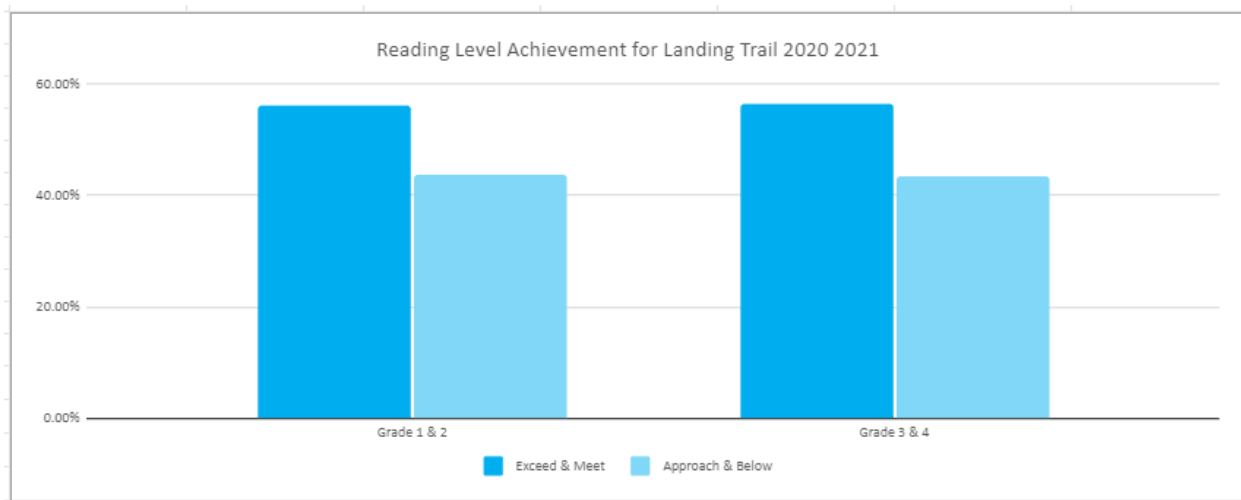
opportunities that are so important to maintaining student motivation and interest in school. We are hopeful that fewer restrictions and increased opportunities for student engagement and dynamic learning experiences will increase over the coming year.

Using question analysis of the MIPI administered in October 2021, the following areas of concern were identified and will be used to inform strategies to improve teaching and learning this year.

Grade 2	Grade 3	Grade 4
Subtraction	Subtraction	Subtraction
Sorting 2D & 3D Shapes	Date Problem Solving	Measuring Mass
Word Addition	Patterns	Patterns

Reading Comprehension

Fountas and Pinnell



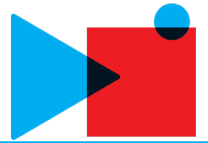
The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year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

Analysis of Results

Successes

More students are meeting and exceeding standards than falling below. We have invested in increasing books in classroom libraries and the availability of levelled reading sets. We continue to use the Daily 5 framework in Guided Reading Instruction with levelled book resources in grades 1 – 4 classrooms. Teachers continue to encourage a love of reading through a Daily Home Reading Program in grades K-4 classrooms and we have invested in enhancing classroom libraries.





Opportunities for Growth

Overall, fewer students are meeting and exceeding standards than in previous years. Many students have been impacted by interruptions to learning and less opportunities to read with peers outside of their cohort.

We will be using targeted intervention for students in grades 1-3 who are identified as “at risk” through the Alberta Education Literacy and Numeracy Assessments using resources provided by Alberta Education. The Learning Coach will work directly with teachers to implement this intervention program at the classroom level and monitor progress. Students targeted will be those who will benefit the most from this type of intervention.

In Grade 4, a 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
- Access to alternate reading resources
- Access to RAZ Kids Reading Program and Read Theory online at school and at home
- Daily DEAR time – creating a culture of reading within classrooms, teachers model a love of reading.

Domain: Teaching and Leading

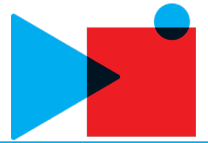
Assurance occurs:

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.	<ul style="list-style-type: none"> • Parent Council Discussions • Staff Discussions and surveys • Student Discussion • Use AERR & OurSchool Survey Results to inform planning and direction • Survey asking teachers to identify priority needs and have input on changes to timetable and professional learning.
Staff participate in professional development and collaborate to address division and local goals.	<ul style="list-style-type: none"> • Participation in Division Based PD • Participation in School Based PD • Learning Coach and MHW Coach work directly to build capacity with teaching staff

Provincial Measures

Not Available

Local Measures

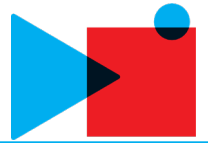
Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Teaching and Leading Elementary						
Quality Instruction: Rigor (out of 10)	8.1	8.3	7.7	n/a	7.4	8.5

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 to be successful in their program. Grade level teachers meet every 3 weeks during their PLC time to collaborate and target a specific area of teaching and learning 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 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. Building collective teacher efficacy is identified by [John Hattie \(2017\)](#) as one of the most effective ways in which to increase student achievement. A school staff who believes that collectively they can have a positive effect on student learning is vital to the health of our school community. Providing teachers time to work together through PLC's, have direct support from a Learning Coach, work together to build their instructional knowledge and skills, and involving them in school decision making are some of the ways in which collective teacher efficacy can be achieved.

Professional Learning in 2021-2022

Division-Wide PD Days

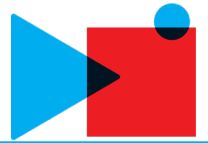
Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

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

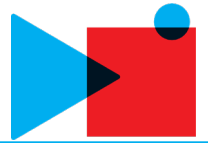
Site-Based PD Days

Site-based days provide the opportunity to continue division-initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff and used to inform practice.

August 27	Focus: Technology and Collaborative Planning
Details	AM: <ul style="list-style-type: none"> • Welcome Back • Staff Handbook • Collaborative Planning PM: Staff Meeting



August 31 Operational – No classes	
September 20	Focus: UDL – Collaboration & Student Achievement
Details	UDL – Literacy/Numeracy Hattie Affect Size Mental Health and Wellness (Rebecca) 1:30 – 3:00: Staff Meeting
October 12	Focus: Building Collective Teacher Efficacy
Details	9:00 11:00 <ul style="list-style-type: none"> • MHW Coach – Mindfulness and the Tapping Solution • Learning Coach – Targeted Intervention – Literacy • MIPI Heat Mapping Grades 2-4 • IPP Planning • Technology – LOFT Board Training 1:30 – 3:00: Staff Meeting
January 31	Focus: Inclusive Education
Details	Les Redick – ADHD Guest speaker with BACS Hapara Infusing Technology (Tech Lead) UDL - Sharing Successes (Jenaia) Mental Health and Wellness (Rebecca) 1:30 – 3:00: Staff Meeting
February 10 and 11 Teachers' Convention – No classes	
April 19	Focus: Indigenous Foundational Knowledge
Details	River Walk with Dwayne Donald – Joining BACS 1:30 – 3:00: Staff Meeting
May 20 (am)	Focus: Inclusive Education/ Division Staff Appreciation PM
Details	AM - <ul style="list-style-type: none"> • Sharing PLC Work – Presentations through Classroom Visitation • PRIDE 11:00 – 12:30 - Staff Meeting



	PM - Division Staff Appreciation Event
June 6	Focus: Numeracy - K to 6 Curriculum
Details	<p>K-6 Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness.</p> <p>1:30 – 3:00: Staff Meeting</p> <p>Transition Planning and Collaboration, IPP Updating</p>
June 30 Operational – No Classes	

Domain: Learning Supports

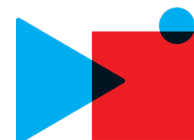
Assurance occurs:

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

SPS Outcomes

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

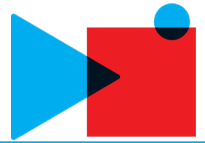




Strategies

Division	School
<p>Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.</p>	<ul style="list-style-type: none"> • Comprehensive School Counselling Program • Active Listening and Collaborative Problem Solving approach to student behavior • Sensory Informed Classroom environments and instructional practices • Mental Health and Wellness Coach • Learning Coach • Students have multiple staff connections • Growing sense of belonging and pride in being a Landing Trail “Rider” through recognition of positive actions through “Rider Rewards.” • LOGOS students participate in chapel and activities to build cohesion and community.
<p>Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.</p>	<ul style="list-style-type: none"> • Differentiated Classroom Instruction • UDL approach to teaching and learning • Learning Coach works with teachers to develop strategies that meet the needs of all students. • Collaborative approach to work with at risk students
<p>Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.</p>	<ul style="list-style-type: none"> • 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 • Indigenous texts in library and classroom resources • School wide events acknowledging and celebrating Indigenous Peoples • Playing national anthem in Cree • Blanket Exercise for Grade 4 students
<p>Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.</p>	<ul style="list-style-type: none"> • 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 • Mental Health and Wellness Coach will conduct in-class lessons with students to develop strategies for wellness.





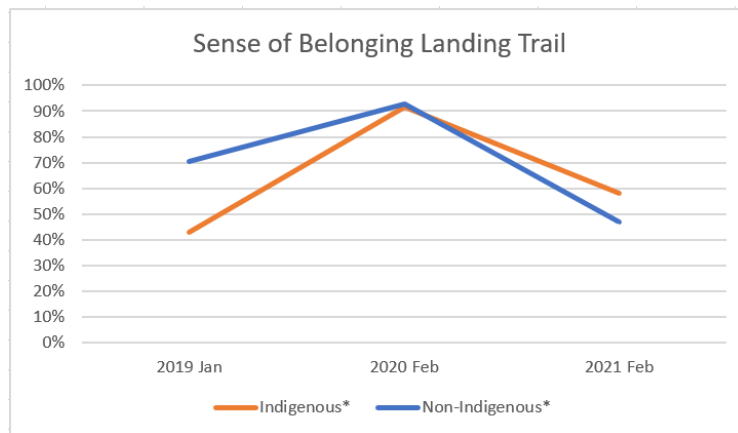
Provincial Measures

Not Available

Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Learning Supports						
Elementary						
Emotional Health: Anxiety	24%	22%	9%	n/a	28%	22%
School Context: Advocacy at School (out of 10)	6.2	6.7	7.3	n/a	5.4	6.8

Our School Survey – First Nations, Métis and Inuit



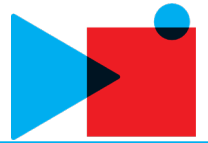
Analysis of Results

Successes

At Landing Trail School, we 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, Métis, and Inuit knowledge and understanding is infused naturally into all subjects, so students see themselves in the classroom and curriculum. Accurate identification and support of our First Nation, Métis and Inuit students is a school priority to include them in activity planning and leadership opportunities.





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. Limited opportunities for combining classes and having school-wide events inhibited students from building relationships and getting to know multiple adults in the building in a meaningful way. Reduced opportunities for clubs and extra-curricular activities reduced student exposure to caring adults outside of the immediate classroom environment.

We continue to strengthen our working partnerships between First Nation, Métis, Inuit parents and community organizations 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.

The implementation of a Mental Health and Wellness Coach (MHWC) is focused on improving Social Emotional Learning and creating a culture of wellness for students and staff. The MHWC will plan and implement prevention and proactive strategies for mental health and social emotional learning (SEL) through classroom integration and school-wide implementation of monthly themed lessons on self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Through implementation of the Rider Rewards Program, students are encouraged to be positive citizens and contribute collectively to their school community. School-wide achievements are rewarded and celebrated through theme days and fun activities that increase pride, a sense of belonging, and school spirit. Positive interactions between students and adults increase advocacy and reduce anxiety about school.

Domain: Governance

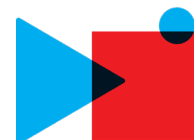
Assurance occurs:

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Principals report school annual budget and update on progress to the school council during the year.

Provincial Measures

Not available

Local Measures

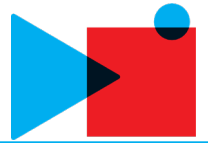
From April 13 to April 20, 2021 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question: What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Key thoughts that represent recurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools included:

- Teaching students the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public-School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.
- Sturgeon Public Schools' staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

At Landing Trail School, thirty-five participants shared 22 thoughts on the Thoughtexchange conducted in April of 2021. Key thoughts were shared in three of the five assurance domains: Student Growth and Achievement, Teaching and Leading and Learning Support. Two domains did not receive any specific feedback: Governance and Local and Societal Context.





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.

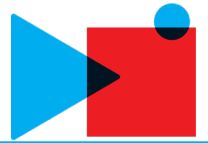
Strategies

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.	<ul style="list-style-type: none"> • Participation in school wide events such as National Indigenous Peoples Day, Orange Shirt Day, Pride Week, Remembrance Day, Pink Shirt Day, • Participation in division wide events – Cross Country Run, Divisional Track Meet, The Journal Games, STEAM Games. • Logos students participate in Chapels together across the division
Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.	<ul style="list-style-type: none"> • 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. • Participation in Gibbons town-wide clean-up. • Fundraising for Cancer Research through Terry Fox Run.

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
8. Surerus Construction LTD.





Local Measures

Feedback from parents and the community is positive when we participate in community initiatives that teach students about the world in which they live. Broadening an understanding of diverse perspectives and representing all learners within the school and classroom environment is essential to this domain. When information is shared with parents about local initiatives, the response and support is incredible. For example, the food bank drive brought in thousands of items that were donated by our school community to support others in need.

Analysis of Results

Successes

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

- food bank drives
- Christmas hampers
- 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. Students feel safe to try new things, take a risk, and learn from mistakes. We will continue to collaborate with our community partners such as the Town of Gibbons to participate in local initiatives and build a greater sense of community. Students feel pride and a sense of accomplishment when they see their efforts combined have a significant impact.

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

