



2022 - 2025 School Education Plan & Alberta Education Assurance Survey Summary						
Sturgeon Public Schools: <i>Dare to Reimagine Learning</i>						
Priority	Strategic Goal	School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement	<p><b>Outcome 1</b> Students achieve provincial learning outcomes and solve problems with real-world applications</p> <p><b>Outcome 2</b> Students use assessment feedback to identify strengths and areas of need and set learning goals</p>	Focus on literacy growth	<p>LeNS (Gr 1) CC3 (Gr 2 &amp; 3) Fountas &amp; Pinnell (Gr 1-4)</p> <p>23% of our students in Grades 1-3 are identified as at risk in literacy</p>	End of year Goal - reduce number of at risk students to 15% (From 48 to 30)	<ul style="list-style-type: none"> <li>● Build a culture of literacy and reading</li> <li>● Home Reading programs</li> <li>● Enhancing library collection through fundraising from PIA</li> <li>● Buddy reading - Grade 4 Leadership students</li> <li>● DEAR - themes, admin participate</li> <li>● Investigate other ways to increase literacy across the school                             <ul style="list-style-type: none"> <li>○ One Book One School</li> <li>○ Book challenges</li> <li>○ Spelling BEE</li> <li>○ Read-a-Thon</li> <li>○ Guest readers</li> <li>○ Author visits</li> </ul> </li> <li>● Reading Intervention Support</li> <li>● Heggerty implementation</li> <li>● Phonemic Awareness</li> <li>● LLI groups for Grade 4</li> <li>● Words their Way - resource purchase to use next year</li> </ul>	





### Landing Trail

<p>Teaching and Leading</p>	<p><b>Outcome 3</b> Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement</p> <p><b>Outcome 4</b> Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership</p>	<p>Implementing the new curriculum with a focus on effective teaching strategies.</p>	<p>Building familiarity with new curriculum - old to new</p> <p>Bridging new curriculum content with current levels of knowledge for students</p> <p>Ensure most effective strategies used in each classroom</p>	<ul style="list-style-type: none"> <li>● PLC discussions with Learning Coach focused on building and sharing effective teaching and learning practices</li> <li>● Completed grade team year plans</li> <li>● Class visits and observations</li> <li>● New resources used to enhance teaching</li> <li>● Consistent approach to instruction</li> <li>● Research based strategies and tools used to improve student learning</li> </ul>	<ul style="list-style-type: none"> <li>● PD for all K-4 teachers in Layers of Reading</li> <li>● Embedded PLC time led by Admin and Learning Coach</li> <li>● Group Year plans and PGP's that focus on new curriculum implementation</li> <li>● Learning Coach - Instructional Leadership</li> <li>● Team Teaching</li> <li>● Teacher classroom observations</li> <li>● New resources for effective teaching             <ul style="list-style-type: none"> <li>○ Words their Way</li> <li>○ Fact Fluency Kits</li> <li>○ Mathletics</li> <li>○ Mathology</li> </ul> </li> </ul>	
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<p>Learning Supports</p>	<p><b>Outcome 5</b> Public School Communities are safe, caring, respectful and inclusive.</p> <p><b>Outcome 6</b> First Nations, Metis and Inuit Students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.</p> <p><b>Outcome 7</b> Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.</p>	<p>Implementation of effective supports for students and staff through new Strategies Programming</p>	<p>Office referrals occurring daily</p> <p>Admin time high in dealing with behaviours</p> <p>Reactive response to behaviours instead of proactive</p> <p>Recurring cycle of student behaviour without change</p>	<ul style="list-style-type: none"> <li>• Reduced office referrals</li> <li>• Teachers feel supported in dealing proactively with behaviours</li> <li>• Universal supports in every classroom</li> <li>• Zones of Regulation throughout school</li> <li>• Prevention of escalation of behaviours</li> <li>• Access to complex services team for advice and support</li> </ul>	<ul style="list-style-type: none"> <li>• F/T staffed behaviour strategies classroom</li> <li>• Responding to need - silent alarm</li> <li>• Scheduled breaks for prevention</li> <li>• Calm space for student regulation</li> <li>• Building skills with students - Social Emotional Learning (SEL)</li> <li>• Google Form for data to track strategies use</li> <li>• Weekly Student Support Team Meetings to discuss plans for students who need support</li> <li>• MHW Coach support/counsellor - small group work on SEL</li> <li>• Universal support checklist shared with teachers</li> <li>• Positive Playgrounds program to promote healthy playground behaviour</li> <li>• PD for EA's on PD Days by Vice Principal and LSL to target behaviour management strategies</li> </ul>	
<p>Governance/ Local &amp; Societal Context</p>	<p><b>Outcome 8</b> Students, families, staff and</p>	<p>Facilitate effective Parent Involvement</p>	<p>Assurance measures indicate a significant drop</p>	<ul style="list-style-type: none"> <li>• Regain our parent satisfaction to</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly newsletters from teachers</li> <li>• Monthly newsletter from office</li> <li>• School council - topic for advisory/input</li> </ul>	





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	<p>community members are committed to a shared vision for student achievement.</p> <p><b>Outcome 9</b> Resources are allocated and managed in the interests of ensuring student success.</p> <p><b>Outcome 10</b> Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community</p> <p><b>Outcome 11</b> Schools implement student volunteer opportunities in their communities and encourage participation in</p>		<p>in satisfaction with parental involvement (from 87% to 65%) based on feedback from 16 parents.</p>	<p>previous 3 year average of 82%</p> <ul style="list-style-type: none"> <li>Parents feel they are heard and involved in their child's education</li> </ul>	<ul style="list-style-type: none"> <li>Acting on concerns raised by parents             <ul style="list-style-type: none"> <li>Digital Literacy - Saffron presentations</li> </ul> </li> <li>Following up on opportunities presented by parents             <ul style="list-style-type: none"> <li>Earth Rangers</li> </ul> </li> <li>Survey parents on how they want to be involved?</li> <li>Monthly "Coffee with the Principal" - Key themes or areas for involvement</li> <li>40th Anniversary - invitation to be involved in planning and website to engage community</li> <li>Survey Grade 4 parents - input on involvement</li> </ul>	
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	division-wide events					
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### School's Alberta Education Assurance Measures Summary - Provincial Measures

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	<b>80.7</b>	84.3	n/a	<b>85.1</b>	85.6	n/a	n/a	n/a	n/a
	Citizenship	<b>78.6</b>	82.7	82.6	<b>81.4</b>	83.2	83.1	High	Maintained	Good
Teaching & Leading	Education Quality	<b>91.9</b>	90.8	93.0	<b>89.0</b>	89.6	90.3	Very High	Maintained	Excellent





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Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>85.9</b>	85.5	n/a	<b>86.1</b>	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	<b>77.8</b>	78.0	n/a	<b>81.6</b>	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	<b>65.2</b>	86.8	81.8	<b>78.8</b>	79.5	81.5	Very Low	Declined	Concern

### OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation	Results			
		2019/20	2020/21	2021/22
Elementary 4-6*	(%)	92	57	77
Quality Instruction: Rigor				
Elementary 4-6*	Out of 10	7.7	7.4	7.3
Emotional Health: Anxiety				



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Elementary 4-6*	(%)	9	28	21
School Context: Advocacy at School				
Elementary 4-6*	Out of 10	7.3	5.4	5.5

### Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	Shared the process of school goals reflecting the board priorities and the data used to guide them.  School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required	on-going
School updates its education plan/AERR document, posts it on	The School Plan is posted on the school website and link	November 2022



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the school website and notifies Central Office	shared with the Area Office.	
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	November 2022
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p> <p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	on-going

