



K to 9 School Education Plan and  
Annual Education Results Report

October 2021 Update



**Sturgeon  
Public Schools**

Dare to reimagine learning



## Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Camilla 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	88.2	86.5	83.0	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	79.1	78.1	76.4	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	92.7	93.5	89.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.8	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	88.0	81.5	87.1	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	25.9	22.6	25.2	20.6	19.9	19.6	Very High	Maintained	Excellent
	Work Preparation	80.7	86.3	81.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	81.5	82.7	77.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.1	82.1	78.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.1	77.5	76.7	81.5	81.0	80.9	High	Maintained	Good

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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





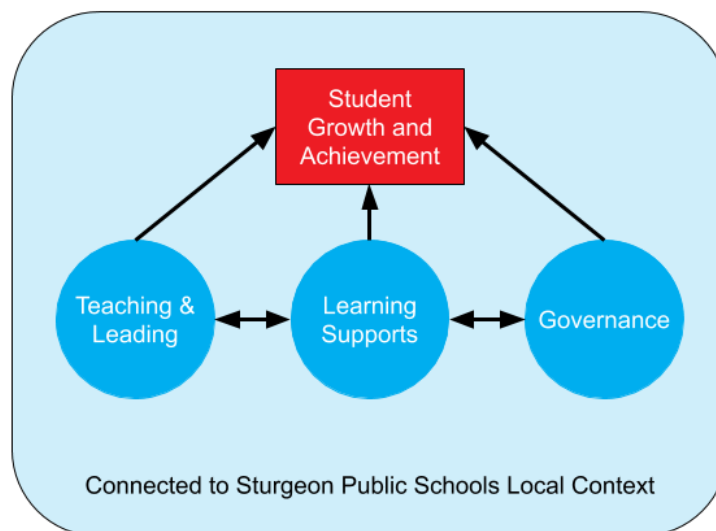
## Priority

# Student Achievement

### Assurance Domains and Student Achievement

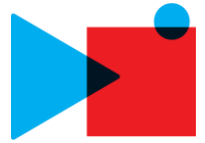
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



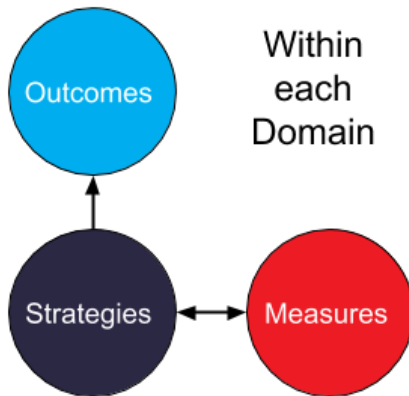
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





### 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

Our school is located in the Hamlet of Riviere Qui Barre. Camilla School serves students from Pre-K to Grade 9. Under our school motto, “Catch the Dream...Build the Future,” we nurture a positive, enriching experience for all students. We are committed to high-quality instruction, placing special focus on improving literacy skills. We work hard to uphold our



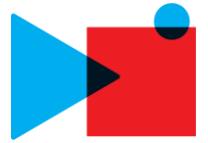
reputation for professional staff, friendly and cooperative students and a supportive parent community.

Our school appreciates the value of the rural and multi-cultural heritage within our community. We meet the needs of individual students through a wide variety of academics, career and technology studies, fine arts, and extracurricular programs. Students are taught values of

character education and global citizenship.

We offer exciting and engaging programs that suit every student’s ability, interests and goals. These programs include Leadership, Character Education and an optional Religion program. Several exciting Career and Technology Foundations (CTF) courses exist for





junior high classes, including Makerspace, Sports Leadership, and Industrial Arts (woods). Throughout the grades, students are given opportunities for project-based and inquiry-based learning.

Our school has the opportunity to collaborate with Kipohtakaw Education Centre, which helps build our community and make meaningful connections with our First Nations heritage and culture.

We have the highlight of moving into a brand-new replacement school in 2021. The new school has been something, school staff, students and the community have been looking forward to for some time.

## Domain: Student Growth & Achievement

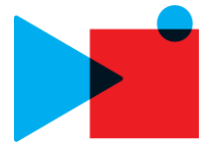
### **Assurance occurs:**

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.

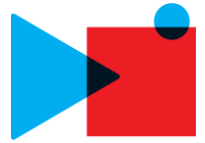




Strategies

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 will program appropriately for individual student needs using the division focus of UDL. This will give the students the opportunities for hands on and active learning environments.</li> <li>Teachers will make use of technologies available such as google classroom to ensure students’ needs are met where ever and whenever they need.</li> <li>Teachers will implement a home reading programs for students in Grades 1-6 either online or paper copy.</li> <li>PLC’s - Benchmarks completed in September. 0.6FTE sub who was used to complete the benchmark assessments. Teachers looked at the results to see where the gaps were. PLCs are based on those findings.</li> <li>Learning Sprints - October PD Day spent time looking at data and what do we need to do. Worked in Grade groups/ Jr. High Humanities/Science/Math. First Sprint will wrap up the middle of December</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 will work with teachers to help design instruction, creating and sourcing resources, and collaborating on IPP’s.</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>Achievement of outcomes will be communicated though PowerSchool on an individual student basis.</li> <li>School wide reports and surveys will be made available to Parent council</li> </ul>





Local Measures

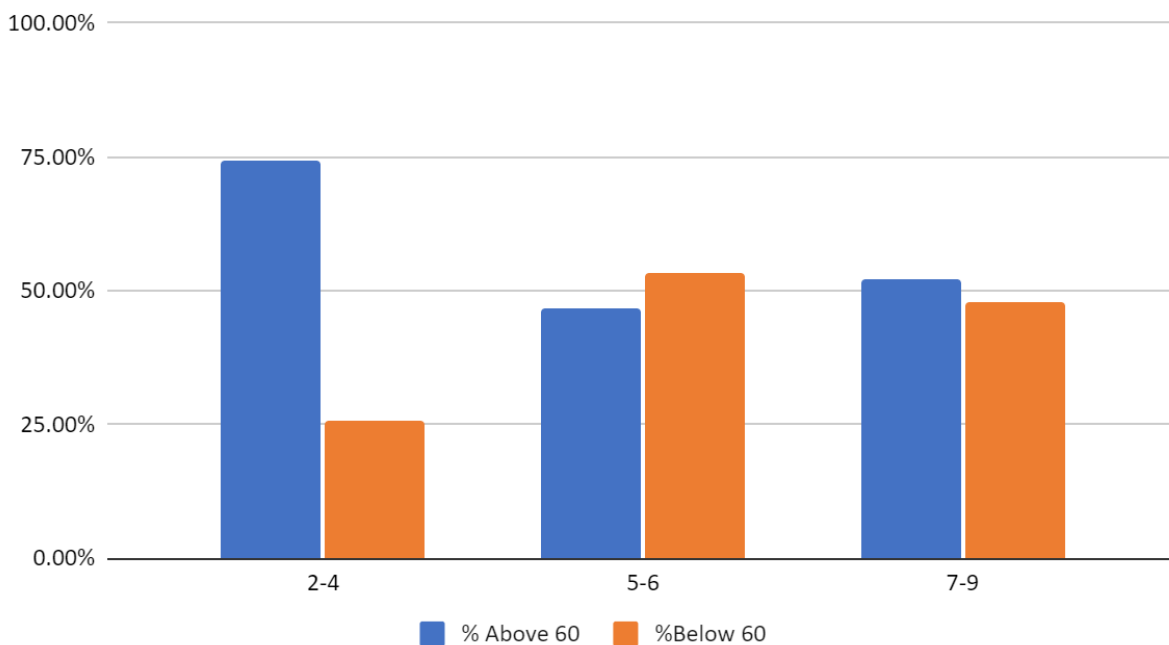
Measures Student Growth & Achievement	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
<b>Elementary 4-6</b>						
Intellectual Engagement: Interest and Motivation	80%	86%	80%	n/a	71%	78%
<b>Secondary 7-9</b>						
Intellectual Engagement: Interest and Motivation	22%	43%	31%	43%	25%	48%

**Reflections on Engagement**

There is a large decline in interest and motivation once students start Junior high. This is a province wide issue but seems more drastic at Camilla. A few things we will try are creating a greater sense of community amongst our Junior high students. Students that feel a sense of belonging will feel more engaged. Teachers will continue to use UBD/UDL thinking and lessons to increase engagement within their classrooms.

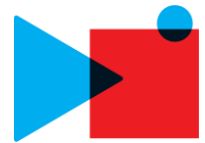
Math Intervention Programming Initiative (MIPI)

MIPI Summary - September 2021



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.

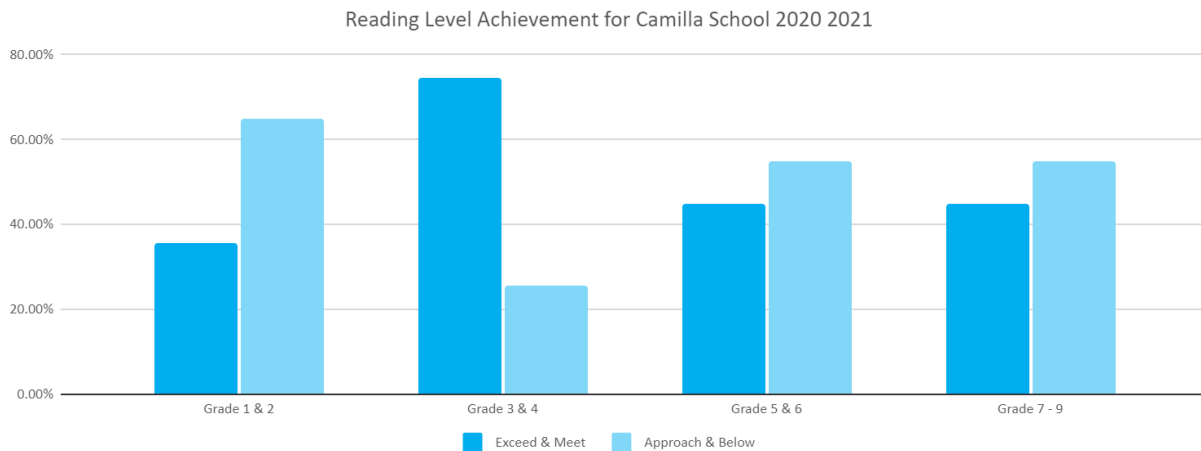




**Reflections on MIPI**

Our Math Intervention/Programming Instrument (MIPI) results show that we have a very high percentage of our students achieving greater than 60% on this particular assessment from grades 2 through 9. Our continued work on numeracy at the school level will only improve those numbers over time.

**Fountas and Pinnell (F&P)**



**Reflections on Fountas and Pinnell**

Our Results show that we have strong results in the primary grades, however our other grades need work on improving their level of literacy. As a staff will align our classroom strategies and assessment practices to better support our students in their literacy growth.

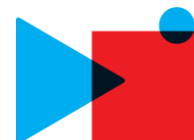
**Analysis of Results**

**Successes**

Camilla school has many successes to celebrate. The targeted approach to literacy and numeracy in the school is evident in both MIPI and Fountas and Pinnell results. Student and staff aptitude for technology increased this past year. The use of Ed. Camps to become proficient in the assistive technology was advantageous given how the school year ended.







### Opportunities for Growth

We need to continue focusing on literacy and numeracy to maintain or improve both our MIPI and F&P results. We will have students participate in targeted reading intervention groups as well as work to implement a home reading program in grades 1 through 6. Our Learning Coach will support teachers in the classroom to develop lessons which foster the ability to build numeracy and literacy skills through differentiation.

### 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>• Our School will use Accountability Pillars, OurSchool data as well as other sources to determine out School PD.</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>• Teachers will participate in Division led PD focused on UDL. Teachers will also continue work on teaching sprints with their grade level PLC</li> </ul>

### Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
<b>Teaching and Leading</b>						
<b>Elementary 4-6</b>						
Quality Instruction: Rigor (out of 10)	8.1	8.3	8.2	n/a	8.3	8.2
<b>Secondary 7-9</b>						
Quality Instruction: Rigor (out of 10)	6.1	6.6	6.6	6.6	6.2	6.9





## Analysis of Results

### Successes

In an uncertain year, the staff worked together as a team to come up with common resources and shared goals for students that could be used both in classroom and online. The commitment to a positive learning culture was evident in the attempts at the Division PD focus of inquiry-based learning.

### Opportunities for Growth

The upcoming year, we would like to have an increased emphasis on data collection throughout the year to better inform our teachers. Teachers will use this data as the foundation for future learning sprints. The new division IPP program will be available to teachers which will inform their practice to better meet the academic, social and behavioral needs of our students.

### 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 27	Virtual Delivery	Division Direction - Superintendent/CEO  Keynote TBD.  Focused Theme and Cohort Sessions.
March 14	Virtual Delivery  Or in Person if health regulations allow.	Keynote TBD.  *K - 6 Teachers meet with Curriculum Leads  Focused Theme Sessions
May 20	Virtual Delivery  Or in Person if health regulations allow.	AM - Planned by site Principals.  PM - Division Staff Appreciation







*October 12	Focus: Inclusive ED / with K to 6 Curriculum
Details	<p>9:00 – 12:00 - Discussion with other Junior High Teachers on differentiation in the classroom</p> <p>9:00 – 10:00 - CTF Discussion</p> <p>10:00 – 11:00 – Learning Coach. / MHWC check in</p> <p>11:00 – 12:00 – Wellness Activity</p> <p>1:00 – 2:00 – IPP’s</p> <p>2:00 – 3:00 – Staff Meeting</p> <p>K-6 Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness.</p>
January 31	Focus: Wellness Supports
Details	<p>9:00 – 10:00 – Book Study</p> <p>10:00- 11:00 - LOFT Board intro/refresher</p> <p>11:00 – 12:00 – Wellness Activity</p> <p>1:00 – 2:00 – PLC / Sprints #2 (Selecting Focus)</p> <p>2:00 – 3:00 – Staff meeting</p>
April 19	Focus: Mental Health Wellness Supports
Details	<p>9:00 – 9:30 – Book Study</p> <p>9:30 – 11:00 – Wellness Speaker</p> <p>11:00 – 12:00 – Wellness Activity</p> <p>1:00 – 2:00 – PLC (Final Check in)</p> <p>2:00 – 3:00 – Staff Meeting</p>
May 20	Focus: [set by principal AM only ] / Division Staff Appreciation PM
Details	<p>9:00 – 10:00 – Class List / Transition Plans</p> <p>10:00 – 11:00 – Wellness Activity</p> <p>11:00 – 12:00 – Staff Meeting</p> <p>PM - Division Staff Appreciation Event</p>





*June 6	Focus: Transitions / Planning / with K to 6 Curriculum
Details	<p>9:00 – 11:00 – CTF Planning for next year                  11:00 – 12:00 – Wellness Activity                  1:00 – 2:00 – PLC’s                  2:00- 3:00 – Staff meeting</p> <p>K-6 Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness.</p>

**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.

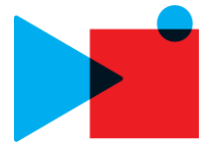
**SPS Outcomes**

- 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>● Our Staff will continue our work with DARE TO LEAD. Values discussion amongst teachers and students will increase a sense of belonging</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>● Diverse programming and differentiated instruction is a focus of our division PD and staff will continue to work on implementing this through teaching sprints.</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>● Staff will continue their committee work to build an understanding of indigenous culture and teachings. We will continue to work with and look for more partnerships with Kipohtakaw Education Centre in Alexander.</li> </ul>





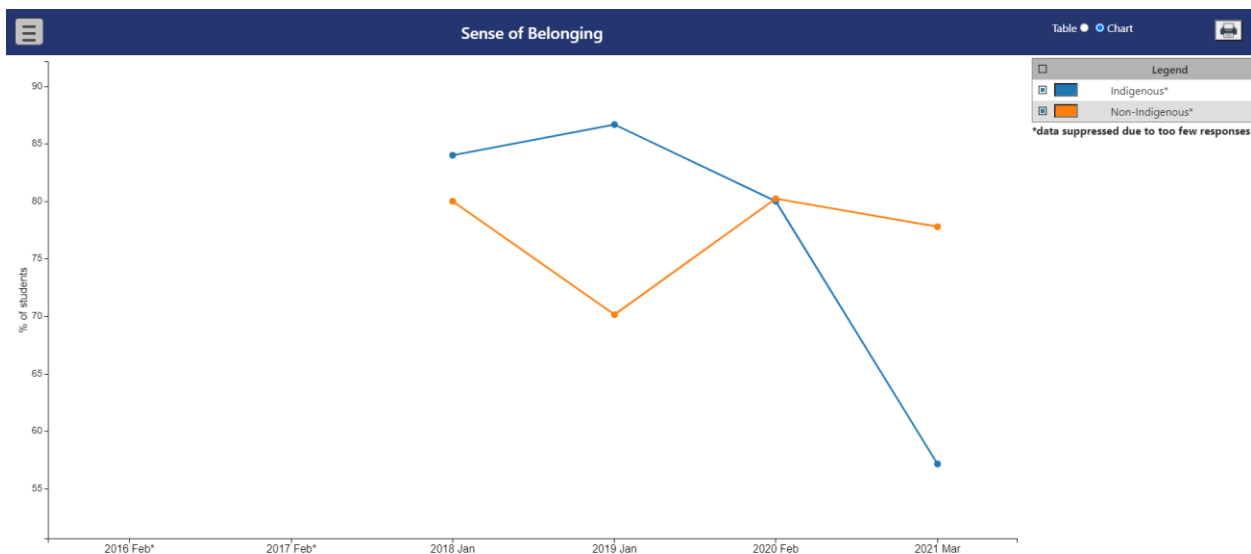
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| <ul style="list-style-type: none"> <li>Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.</li> </ul> | <ul style="list-style-type: none"> <li>We will work with external agencies such as Alberta Health Services, FCSS, and others to support the health and wellbeing of students.</li> <li>We are supported by our parent council and fundraising association to support students that needs snacks and lunches.</li> </ul> |
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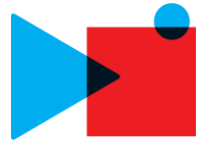
### Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
<b>Learning Supports</b>						
<b>Elementary 4-6</b>						
Emotional Health: Anxiety	23%	22	17%	n/a	23%	23
School Context: Advocacy at School (out of 10)	5.9	6.7	6.1	n/a	6.4	6.5
<b>Secondary 7-9</b>						
Emotional Health: Anxiety	30%	29%	33%	29%	32%	28%
School Context: Advocacy at School	3.0	2.6	2.7	2.6	2.7	3.1

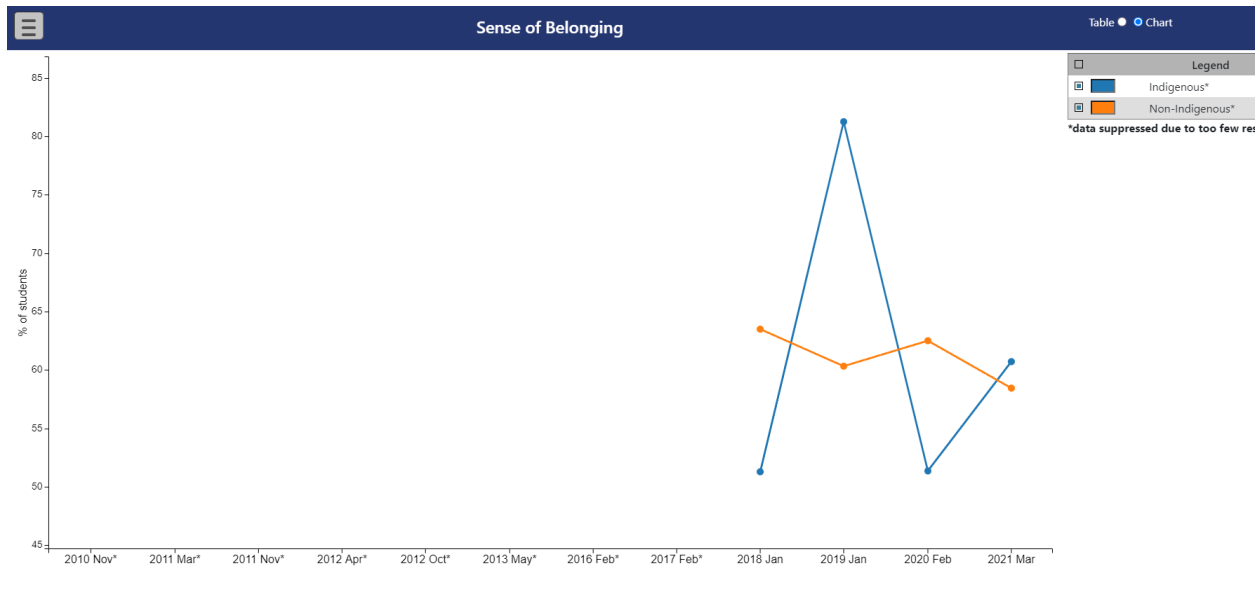
### Our School Survey – First Nations, Métis and Inuit

#### Sense of Belonging- Grades 4-6





## Sense of Belonging- Grades 7-9



## Analysis of Results

### Successes

Camilla has a strong relationship with Kipohtakaw Education Center (KEC) on Alexander First Nation. Although the relationship is somewhat diminished because of COVID, Camilla school wants to continue to build on this relationship moving forward,

Staff has worked with Parent Council to discuss which values they would like to see instilled in the school, that fit with the community. The two values they wanted to see instilled in our students were belonging and integrity. Our staff has worked together to help students understand what those values mean and school wide activities are planned to instill those values in our students.

### Opportunities for Growth

We would like to continue to build on our Indigenous connectivity. We would like to find a way to keep them engaged and feel a sense of belonging throughout the whole year. As we move to the new school, here are many architectural aspects that highlight indigenous culture. This would lead to authentic conversations and increase belonging.





## 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 schools, 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>

#### 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

More than ever, Parents are able to be feel a part of the education process from home. Teachers students and parents are all more comfortable communicating with each other in multiple ways and accessing material in multiple ways. This increased engagement and communication has led to parents being a part of the shared vision of student achievement.

### Opportunities for Growth

Camilla School should be the hub of activity for the surrounding community. We would like to have more nights where the school is an extension of the engagement at home. Post – COVID we aim to have more community involvement activities such as literacy and numeracy nights, and stem evenings. This will be a great opportunity for parents to come to the school and be actively engaged in what the students are doing.







## 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>• Students and staff participate in local events such as indigenous celebrations, STEAM Competitions, and hopefully athletic events</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>• The school is looking for ways that students can volunteer in local events with community partners.</li> <li>• Develop relationships with community partners including Ag. Societies, 4H, and Rotary Clubs</li> <li>• Create Virtual connections with community partners as a way of sharing information with each other.</li> </ul>

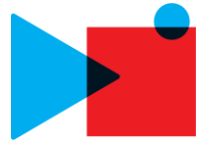
### School Partnerships

1. Rotary Club
2. St. Emerence Catholic Parish

### 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.





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## Analysis of Results

### Successes

We have had some success getting our students out into the community. Our primary grades have established relationships with the seniors home in Villeneuve. This is something that will continue to be built on when the conditions are more favorable

### Opportunities for Growth

We need to search out more partnerships with local groups to allow for opportunities for our students. I hope with a consistent team for a few years, we can start to establish those relationships.

