



Education Plan 2020 – 2023



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Message from the Board

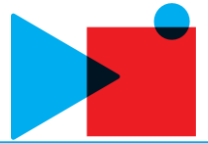
The Board of Trustees is very pleased to share with our constituents, the Sturgeon Public Schools' Education Plan for 2020 to 2023. We believe this plan reflects the wisdom and interests of the students, staff and communities that we are privileged to serve.

The Board of Trustees is proud of our staff and the work that they undertake each day across our Division. The positive working relationships that our Sturgeon family enjoy enable Sturgeon Public Schools to provide our students with many opportunities to achieve success.

On behalf of the Board of Trustees, thank you for your continued commitment to and support of Public Education.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools





Accountability Statement

The Education Plan for Sturgeon Public Schools commencing September 1, 2020 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2020/2023 on November 25, 2020.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools

Vision Mission and Values

Vision

Sturgeon Public Schools: where, through a well-rounded education, students are motivated and supported to pursue their unique path to future success.

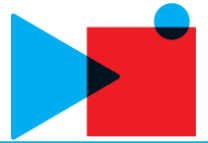
Mission

Working together as a team of trustees, parents, community, staff and students, we create safe, respectful and collaborative learning environments where students are prepared to meet and excel at, the challenges presented by the global community.

Values

- Excellence in teaching. We know that magic can happen when students are engaged, excited and feel connected to their learning and their teachers.
- Shared responsibility. We all have an important part to play in the education process. Working together, we strive for excellence so we can build a stronger future for us all.





- Mutual respect. Students, staff and parents all deserve to be treated with respect. By fostering reciprocal respect within our system, we will all be able to reach our full potential.
- Belonging. Students must be able to learn in healthy environments where they feel safe, have strong connections, are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school Division and a family.
- Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.
- Communication. To do the challenging work of educating the next generation, we must keep the communication channels open. We value open, honest and timely communications.

Stakeholder Engagement

Background

In the fall of 2018, Sturgeon Public Schools partnered with INCITE Marketing to engage with stakeholders and partners in Public Education. Using this feedback, the Board of Trustees approved an additional series of in-person engagement meetings with a focus on improving student achievement. Throughout 2019-2020 Directors met with students, parents, staff, and community leaders to collect feedback and ideas for continued improvement. The insights gained from both engagements have informed the outcomes and strategies presented in the Education Plan.

Engagement Model

In the spring of 2019, Sturgeon Public Schools completed internal and external stakeholder interviews, stakeholder surveys and developed student focus groups.

In the winter of 2020, the Division hosted conversation engagements with students, school council members, Division staff and community members.

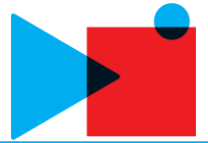
Student Conversations

- 15 Face-to-Face Meetings
- 231 students Grades 1 – 12
- 1500 thoughts and suggestions

Parent Conversations

- 13 Face-to-Face Meetings
- 113 parents
- All School Councils
- 864 thoughts and suggestions





Staff Conversations

- 2 Face-to-Face Meetings
- Representatives from all schools
- All Principals
- 254 thoughts and suggestions

Community Conversations

- 1 Face-to-Face Meeting
- 12 Community Leaders
- 139 thoughts and suggestions

Engagement Feedback

Students

- The best part of learning in Sturgeon Public Schools is having teachers who are connected, take time for students and use many different strategies.
- Learning in class captures more interest when it is hands-on: building, making and learning in different environments.
- Parents and our communities need to understand the specific parts of learning and expectations in the classroom.

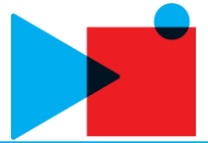
Parents

- The best part of learning in Sturgeon Public Schools is having healthy, welcoming school with high morale and staff who care for our students and families.
- Student achievement can be improved by understanding individual student needs and creating learning environments that allow all students to grow and succeed.
- To improve communication, teachers must communicate directly with parents about specific learning activities students are engaged in.

Staff

- The best part of learning in Sturgeon Public Schools is that we understand individual student needs and create learning environments that allow all students to grow and succeed.
- Student achievement can be improved with continued teacher collaboration, professional development and collaboration time with local school staff that is guided by a principled focus.





- To improve communication with parents and the community we must host a variety of events, activities and/or evenings to bring parents into our schools to celebrate student achievement.
- To create a greater connection among all schools we must continue to collaborate across all schools in PLC or cohort groups and consider creating partner schools.

Community

- Every student should have respect for self, others and community.
- Every student should have integrity, be hard working and have pride in their community.
- Sturgeon Public Schools must support sport teams, clubs and groups both during lunchtime and after schools.
- To strengthen the partnership between schools and our communities, communities must create volunteer opportunities for students and schools must create crossover activities with community programs.

Priority

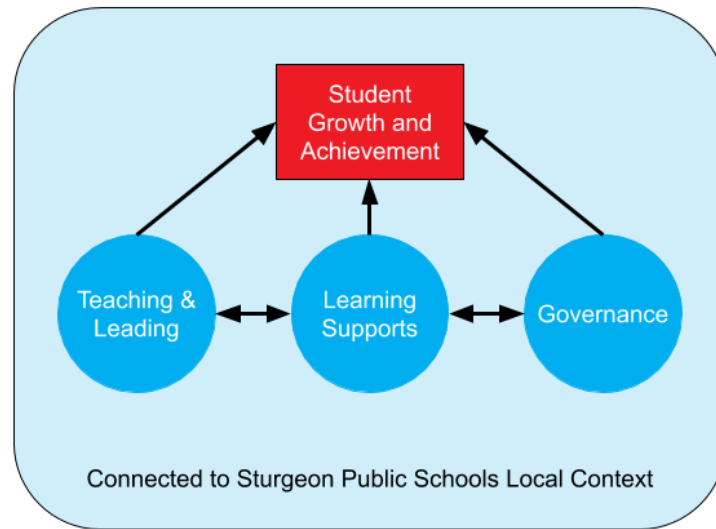
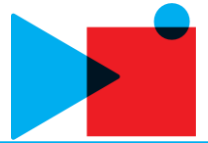
Student Achievement

Assurance Domains and Student Achievement

Assurance in the Public 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.

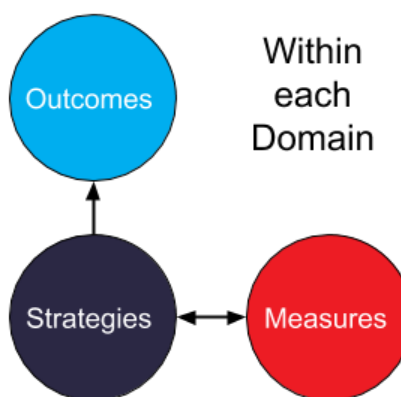


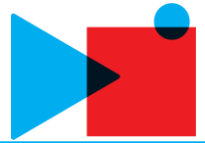


Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.

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.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public 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
<ul style="list-style-type: none">• 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">• Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.
<ul style="list-style-type: none">• Teachers will communicate achievement of outcomes to students and families using division identified tools.

Provincial Measures

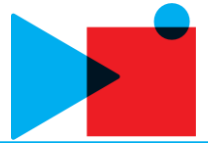
- Provincial Achievement Test results
- Diploma Exam results
- High School Completion results
- Accountability Pillar measures of Citizenship and Academic Engagement*
*Measures are under development by Alberta Education.

Local Measures

- OurSchool
 - Intellectual Engagement: Interest and Motivation.
 - Quality Instruction: Effective Learning Time and Relevance

Analysis of Results





Successes

Provincial achievement tests and Diploma examinations were cancelled in June 2020. Targets have remained in place for the next writing. Improvement is noted in the number of students eligible for a Rutherford scholarship and the number of students writing four or more diploma exams within three years of entering grade 10.

Achievement for students who self-identified as First Nations, Métis and Inuit continues to be above the provincial levels for all measures. It is noted that these levels are below the achievement for other students in Sturgeon Public Schools.

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship moved up to Very High in 2020. This continues to be a strength in Sturgeon Public Schools.

Parents, teachers and students continue to recognize the excellent work of Sturgeon Public Schools in offering a broad program of studies and a high quality of education. Many schools offer early childhood education that is influenced by the Reggio Emilia philosophy with student centered and experiential approaches. Sturgeon Public Schools offers sport and dance academies and high school programming offers enhanced CTS, Dual Credit and Fine Arts programs. All upper elementary and junior high schools are now using the CTF framework to increase the breadth of complementary programming for students. Sturgeon Public Schools continues to reimagine learning to ensure all students are engaged and ready to make an impact.

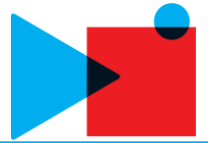
Opportunities for Growth

In 2020/21, teachers will engage in a variety of activities to measure, reflect on and improve student achievement in numeracy. All schools will conduct the Math Intervention/Programming Instrument (MIPI) with grades 2 to 10. The MIPI gives teachers a measure of their current student abilities and understanding in math. Teachers use the results to program appropriate review material and build learning experiences to address lagging understanding and skills in math.

This is the second year of targeted improvement in mathematics with grade 6 teachers. For the 2020-2021 school year, the Grade 6 Math Achievement Cohort will focus on building thinking classrooms in Mathematics. The cohort will attend three workshops with Dr. Peter Liljedahl and build tools specifically for understanding mathematical thinking in grade 6 math classrooms during Division-wide PD days.

Mathletics has been purchased as a Division-wide program for grades 2 to 9.





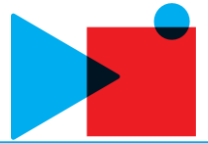
The Mathletics platform allows teachers to create math practice and problem solving aligned with student current understanding. Teachers can target a wider range of needs during class, provide additional home support and access math lesson planning and teaching strategies.

Given the disruptions due to COVID-19, both Division High schools programmed all grade 10 math courses for a full year of instruction. This allows students to have more time to work on concepts and build skills.

Grade 6 and 9 math teachers were invited to join a provincial assessment workshop to write items for PATs and to conduct test review, test validation and standards setting.

Learning Coaches have been assigned to Grades 5-9 for the 2020-2021 school year to work collaboratively with teachers to develop knowledge and skill in meeting diverse learning needs. Learning Coaches will participate in professional learning sessions throughout the year to enhance their own coaching skills and deepen their understanding of Universal Design for Learning (UDL). In turn, they will lead sessions for teachers on UDL to improve student achievement on both the November and April Division-Wide PD Days.





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
<ul style="list-style-type: none">• Instructional leaders engage all stakeholders annually and use data to inform planning, student learning and achieve success.
<ul style="list-style-type: none">• Staff participate in professional development and collaborate to address division and local goals.

Provincial Measures

- Accountability Pillar measure of Education Quality
- Accountability Pillar measure of Teachers Professional Development

Local Measures

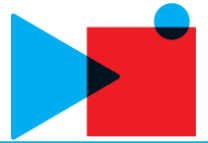
- OurSchool
 - Classroom Context: Expectations for Success (Academic Rigor)
- Supervision and evaluation processes of SPS staff.
- Report of professional development support for teaching and leadership.
- Annual Stakeholder Engagement Plan
- Staff Questions on Professional Learning

Analysis of Results

Successes

A high level of parent, teacher and student satisfaction was maintained for both the broad program of studies and quality of education in 2020. In 2019-2020 the six site-based professional development days were changed into division-wide PD days where all staff gathered in a single place to learn.





Over the course of the 2019-2020 school year, the Division invested in the growth and development of Sturgeon Public School's current and up and coming leaders through the University of Alberta Executive Education Program, one of Canada's top teaching and research universities with an international reputation for education excellence.

The Executive Education Leadership Program lead our leaders through a grounded approach to leadership over the course of 9 days. The program was designed to help leaders navigate the complexities of change, immediate decisions, difficult conversations and strategic issues all within an ethical framework. Through new experiences, thoughtful reflection, the examination of powerful concepts and the effective appreciation of tools, our leaders gained new insights and practical knowledge in how to approach leadership in the organization.

To turn theory into practice, leaders developed Learning Opportunity Projects. Some of the Learning Opportunity Projects will continue for the 2020-2021 school year.

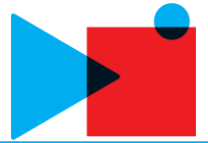
Opportunities for Growth

Professional development for School Leadership for 2020-2021 will be to support visible thinking in classrooms. School principals and vice principals will be studying and discussing *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ron Ritchhart, Mark Church, et al. One afternoon session will focus on thinking in mathematics classrooms and will connect with Dr. Peter Liljedahl's work and grade 6 math teachers.

Leadership development and succession planning continue to be a strong focus for Sturgeon Public Schools. In 2020 a Vice Principal Professional Learning Cohort began and will meet four times throughout the year under the guidance of Randolph Clarke to discuss instructional leadership, the Teacher and Leadership Quality standard and build capacity to take the next step in school leadership. Randolph Clarke brings years of insight and experience from his work as Director with Leadership Excellence in Alberta Education, Deputy and Associate Superintendent of several school divisions, and school leadership as principal. Also, in 2020 our Learning Coaches team will meet regularly to develop stronger coaching skills, deepen their insights into using Universal Design for Learning and learn how to help all teaching staff use this approach to improve student achievement. Adelee Penner will lead the professional learning for Learning Coaches and design two division-wide professional development days to ensure all teachers understand and use the UDL framework in classrooms. Adelee has years of experience as Assistant Superintendent and working as a consultant for several school divisions designing and implementing effective learning coaches.

It is noted that the percentage of teachers reporting that PD contributed significantly to their ongoing professional growth decreased significantly in 2020.





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.

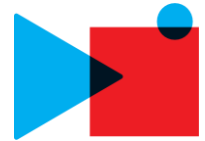
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, and cohort/team sessions
April 23	TBD	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	TBD	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. Site based days will be:

- September 18, October 16, December 18, January 29, March 25, June 4





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
<ul style="list-style-type: none">• Schools foster welcoming learning environments and implement supports for physical, social, mental and emotional wellness in students.
<ul style="list-style-type: none">• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.
<ul style="list-style-type: none">• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.
<ul style="list-style-type: none">• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.

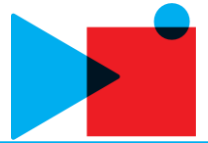
Provincial Measures

Required Accountability Pillar measures of Safe & Caring, Student Inclusion* and Access to Supports & Services*.

Local Measures

- OurSchool
 - Emotional Health: Anxiety.
 - School Context: Advocacy at School.
 - Classroom Context: Positive Teacher-Student Relations and Positive Learning Climate.
- Inclusive Education Report on Programs and Partnerships.
- First Nations, Métis and Inuit attendance, achievement, high school completion
- Annual Stakeholder Engagement Plan
- Staff and Student Questions on First Nations, Métis and Inuit foundational knowledge.





Analysis of Results

Successes

The achievement level for the percentage of teachers, parents and students who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school is the highest achieved in the past five years.

The achievement level for the percentage of teachers, parents and students who agree 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 is also the highest achieved in the past five years.

In 2019/2020, Sturgeon Public Schools established an Indigenous Education Advisory Committee. The Committee consisted of local Indigenous Elders and Knowledge Keepers, Division leadership and all school principals. The Committee met throughout the year to provide advice and guide practices and protocols to promote cultural understanding and reconciliation within Sturgeon Public Schools.

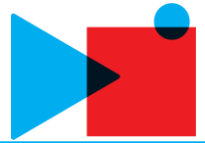
Sturgeon Public Schools continued to host blanket exercises for all students in Grades 4, 7 and 10 in 2019-2020. Blanket exercises were held for parents and members of the community to broaden understanding and work towards reconciliation. Due to COVID-19, Blanket exercises are currently on hold, but will resume once restrictions are lifted.

In 2020, Sturgeon Public Schools established a permanent location for a Tipi on our central office grounds. This provides a location for teachers to bring their students and meet with First Nation or Métis elders to learn land-based teachings. These experiences will develop a greater sense of belonging and a deeper understanding of foundational knowledge.

All schools have a lead teacher working to promote First Nation, Métis and Inuit foundational knowledge in schools. In November 2020, these teachers will attend the virtual National Indigenous Educator conference and work with school administration on Professional Development days throughout the year to support other teachers as they infuse foundational knowledge into classroom instruction.

Sturgeon Public Schools values its many partnerships that develop student entrepreneurship, cultural understanding and sustain wellness. This value permeates through Sturgeon Public Schools as individual schools develop local connections to encourage students to understand local contexts. Getting involved with local businesses, community groups and government builds ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.





Community connections developed in the past are key to fostering physical, social, mental and emotional wellness in our students:

1. Partnership with Homeland Housing in Legal and the Federal Government to program for an Intergenerational Program.
2. Partnership with Pioneer Trails North Foundation to improve and promote outdoor education.
3. Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
4. Partnership with SOGI 123 to support sexual and gender diverse students and staff.
5. Partnership with Alberta Health Services, CFB Lancaster Park and Sturgeon County in sustaining a comprehensive school health program in all schools.
6. Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
7. Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the creation of HYPE (Helping Young People Excel).

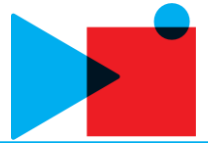
Opportunities for Growth

The percentage of students at the secondary level who report being anxious continues to be above the provincial average.

The Division will maintain the SOGI partnership with neighboring school divisions to promote teacher resources and ensure teacher awareness of Gender and Sexuality policies. The Safe Contact Cohort will continue for the 2020-2021 school year. The cohort will meet on Division PD Days to create inclusive lessons and activities to develop the understanding of the LGBTQ+ community needs and will share out in their individual school.

Comprehensive School Health continues to guide several initiatives in schools to improve wellness and increase student resiliency. Health Champions and school counselors in each school support programs that build social and physical wellness. Together with classroom teachers, they will work to ensure learning environments include positive behavior supports that are student-centered, fair and predictable



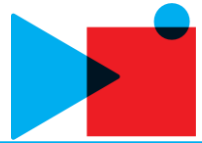


and focus on building strengths to optimize success. School counselors meet with school administrators to update three-year comprehensive wellness plans with strategies to build student resiliency. School administrators work with all school staff to ensure participation in meeting the goals of these plans. Land based learning continues to be a focus for Sturgeon Public Schools and schools are considering wellness gardens or outdoor classrooms and spaces to create opportunities for students to connect with the land and natural surroundings.

Many key partnerships will continue for the 2020-2021 school year such as the HYPE Mental Health Capacity Building Project for Redwater and Ochre Park (AHS Grant) and Mental Health supports for students through AHS Addictions counselling, Sturgeon County and the MFRC (Military Family Resource Centre).

In 2020-2021, Sturgeon Public Schools has developed a partnership with Community Liaison from Jordan's Principle CNDC Alexander to access eternal funds to support First Nation students with specialized needs. Lead teachers in each school will work with staff to infuse indigenous perspectives and knowledge into curriculum objectives. Targeted funds will be allocated to schools to track progress and improve achievement.





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
<ul style="list-style-type: none">• Division leadership in partnership with school's plan and implement annual stakeholder engagement to assess progress and inform decision-making.
<ul style="list-style-type: none">• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.

Provincial Measures

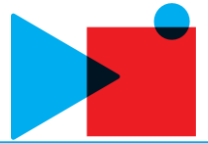
- Accountability Pillar measure of Parent Involvement
- School authorities provide the amount budgeted for 2020/2021, the amount spent, and the variance between these amounts for operational expense categories in the AERR update each November.

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.

- Annual Stakeholder Engagement Plan
 - Principal's report to School Councils in October.
- Principals present student achievement measures and key strategies to the Board of Trustees in November.





Analysis of Results

Successes

In 2019-2020, Sturgeon Public Schools created a Student Advisory Committee with student representatives from across the Division. In collaboration with the Board's Advocacy Committee, students met throughout the year to discuss issues of mutual interest.

In 2019-2020, Division leadership meet with parents, guardians and community members in a series of engagement activities. These engagements gathered feedback and informed the jurisdiction in developing the priority and strategies for the current Education plan.

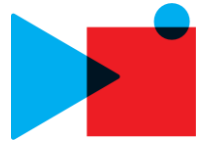
The achievement level for the percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education has moved from intermediate to very high within three years and is the highest achieved in the past five years.

The achievement level for the percentage of students, parents and teachers who feel that their school and schools in Sturgeon Public have improved or stayed the same in the last three years is the highest achieved in the past five years.

Opportunities for Growth

In 2021, Sturgeon Public Schools will engage all stakeholders in a Thoughtexchange to gather feedback on our progression toward stated outcomes across each domain and how to make improvements. In addition to a broad Thoughtexchange, each school will conduct a local Thoughtexchange with local stakeholders in April. The results will be discussed with school councils and incorporated into school Education plans for 2021.





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.

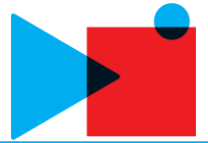
Strategies

Division
<ul style="list-style-type: none">• 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">• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.

Division Partnerships

1. Homeland Housing in Legal and the Federal Government to program for an Intergenerational Program.
2. Pioneer Trails North Foundation to improve and promote outdoor education.
3. Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
4. Partnership with Regional Collaborative Service Delivery for co-ordination of target services.
5. SOGI 123 to support sexual and gender diverse students and staff.
6. Alberta Health Services, CFB Lancaster Park and Sturgeon County in sustaining a comprehensive school health program in all schools.
7. Partnerships with Alberta Health Services, Probations, Children and Family Services, RCMP, City of St. Albert, Towns of Gibbons, Bon Accord, Redwater, Morinville, Sturgeon County and CFB Lancaster Park, to participate in the Violence Threat Risk Assessment (VTRA) protocol and ensure the safety and well-being of the schools' communities.
8. Partnerships with organizations and businesses in Redwater and Alberta Health Services to promote better mental health and wellness in the community and in our schools through the creation of HYPE (Helping Young People Excel).





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.

- Information about the school authority, students, staff and communities served that provides context for the plan and report.
- Annual Stakeholder Engagement Plan
- Site-Based survey questions.

Analysis of Results

Successes

Sturgeon Public students participate in a variety of community celebrations, competitions and programs. New in 2019 was the attendance of Métis Discovery Day at the Edmonton Expo Centre that allowed Junior High students to enhance their knowledge of Métis culture.

Opportunities for Growth

For the 2020-2021 school year, the Division will be growing community connections through virtual experiences. Engaging STEAM and Engineering competitions will bring schools together virtually to compete and challenge our students in computational thinking. This will build skills and also connections across Sturgeon Public Schools.

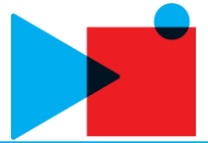
Sturgeon Public Schools' Budget 2020-2021

For information on Sturgeon Public School's Budget, see our [website](#).

Infrastructure Maintenance and Renewal (IMR) and Capital Plans

For information on Sturgeon Public Schools' IMR and Capital Plan, see our [website](#).





Annual Engagement and Communication Plan

Guiding principles

All stakeholders share responsibility for student achievement. As Sturgeon Public Schools (SPS) engages with stakeholders, reciprocal responsibility is established. Stakeholders agree to contribute, support and work towards student achievement in collaboration with SPS. The purpose of stakeholder engagement and communication has two primary priorities: data collection and to share and build the story of SPS student achievement.

Data Collection

Local Data

Site-Based Survey

April

- Thoughtexchange online event. Personalized by each school site for parents, students, staff, and key community members.
- Designed to gather the information that principals and school councils can use as they plan for the upcoming school year.

OurSchool Survey

February

- Online survey for all students from grades 4 to 12.
- Designed to inform all stakeholders.
- Includes provincial and national standards.
- Measures intellectual engagement, rigor, and social-emotional factors.
- It can be personalized to allow for local data to be collected to inform about the success of our initiatives.

Staff Survey

April

- Thoughtexchange online event.
- For all staff on effectiveness of Professional Development and for growth in FNMI Foundational knowledge.

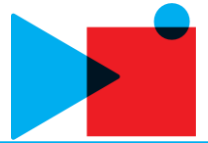
Provincial Data

Accountability Pillar Survey

January

- Online survey for grades 4, 7, and 10 students and parents, and all teaching staff.
- Provincially designed to inform all stakeholders.





Sharing and Building our Story

Division Wide Engagement

March

- Thoughtexchange online event.
- Designed to provide information to the Board of Trustees and Division leadership regarding that which stakeholders understand and want to know about SPS.
- Students, parents, staff, and community members are invited to provide feedback on outcomes and strategies. Focused to inform the local and societal context domain.
- Engagement results are shared with all stakeholders through social media, local media, and with the publication of the Education plan in May.

Ongoing

- Streaming of all Board Meetings.
- Trustees and Division leadership meet with the Student Advisory Committee throughout the school year.
- Superintendent meets with Key Communicators at each school and division office throughout the year.
- Site-based Thoughtexchange and Division-Wide engagement feedback presented to the Board of Trustees in May.
- Accountability Pillar, OurSchool, and Site-Based Thoughtexchange along with the school's education plan will be discussed with School Councils in October.
- Accountability Pillar, and OurSchool measures presentation to the board in November.
- Using social media and local media to share successes and celebrations throughout the year.

