



Education Plan 2021 - 2024





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Message from the Board

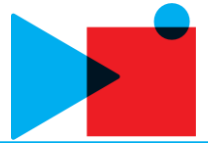
The Board of Trustees is very pleased to share with our stakeholders, the Sturgeon Public Schools' Education Plan for 2021 to 2024. We believe this plan reflects the wisdom and interests of the students, staff and communities that we are privileged to serve.

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, 2021 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 2021 - 2024 on **26 May 2021**.

Terry Jewell, Chair
Board of Trustees
Sturgeon Public Schools

Vision Mission and Values

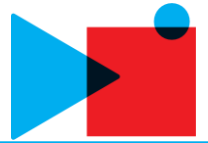
Vision

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 engaged with stakeholders and partners in Public Education to gather feedback. In 2019-2020 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 ideas for continued improvement.

Stakeholder engagement continued through the Spring 2021, as Sturgeon Public Schools engaged students, staff and parents/guardians to confirm that the Division is responsive to student / community needs and focused on continuous improvement. Engagement occurred through live online meetings, surveys, an online dialogue hosted on the Thoughtexchange platform and promotion of the Alberta Education Assurance Survey. Insights gathered from all engagement platforms inform the outcomes and strategies presented in the Education Plan.





2020-2021 Engagement Model

Students

On Monday, April 12, 2021 the Student Advisory Committee, which includes 22 Grade 7 to 12 students from 10 different schools across the Division, engaged in an online conversation with the Board of Trustees.

Parents/Guardians

In April 2021, Sturgeon Public Schools invited all SPS families, staff and community to participate in a Thoughtexchange to provide the opportunity for feedback on the most important things the Division is doing or should consider doing to improve student achievement.

Staff

In April 2021, staff were asked to provide feedback on how Sturgeon Public Schools supports our staff in growing their First Nations, Métis and Inuit Foundational Knowledge and Understanding, and on the most important things the Division is doing or should consider doing to improve student achievement.

Provincial Assurance Survey

Students, Staff, Parents/Guardians were engaged through the new Alberta Education Assurance Survey. Results are forth coming from Alberta Education and will be shared with stakeholders along with insights from these engagements in the fall.

2020-2021 Engagement Highlights

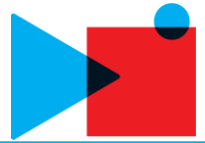
Students

What was the best part of returning to school?

Student feedback centered around three themes captured by these direct quotes from students:

- **Seeing Friends:** students confirmed this as very important for their mental health.
- **Being able to ask questions:** students stated that the timeliness of teacher assistance was greater when they are in class with staff.
- **Being in School:** students cited a preference to separate home from school and indicated they were more productive working at school compared to learning at home.





Parents/Guardians and Staff

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 re-occurring 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.

Staff

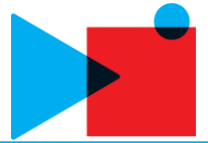
The April PD survey highlights included rich comments from staff indicating the following:

- reflecting and discussing differentiation and Universal Design for Learning (UDL) is important or very important to improve student achievement in classrooms.
- Division FNMI PD supported their growth in Indigenous Foundational Knowledge and Understanding. This included access for students to learn directly from Elders.

Strong agreement from Staff centered around three ideas captured by these direct quotes from staff:

- *“Differentiation doesn't have to be time-intensive; it can flow naturally in the moment, responsive to students' needs. Differentiation is a mindset, not a technique or trick”.*
- *“Access points for every student and ensuring that we are setting the bar high with entry points for all, pushing students to do better and be more rigorous while also having relevant learning and activities is important.”*
- *“Throughout the year I have used Indigenous authors during our reading time in class. Often that has factual things that these people lived through. I also try and use hands-on activities with students to support Indigenous learning.”*





Staff were asked to provide feedback regarding areas of focus for professional learning, for the 2021 / 2022 School Year. Staff consensus was that the Division should continue to support staff in deepening their Indigenous Foundational Knowledge and further work related to the differentiation of instruction to support all students. Staff also commented on the effective use of technology and how it supported their learning. Finally, when asked about the balance between Division and School directed PD, 88.2% of staff feel the new balance between division wide and school-based PD was “just right”.

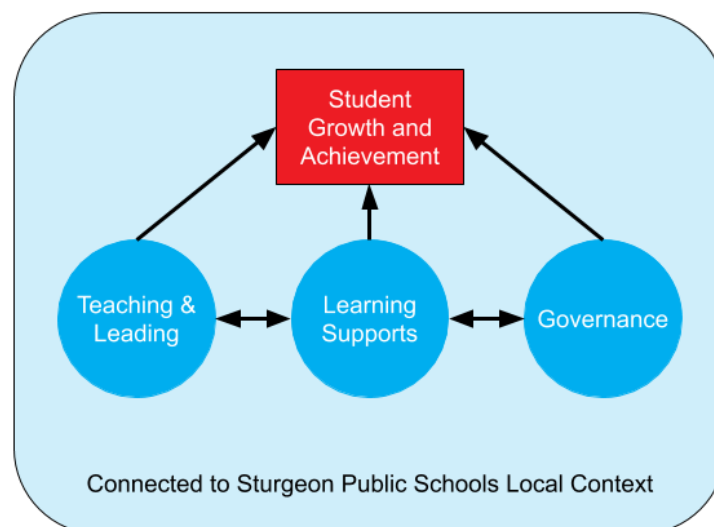
Priority

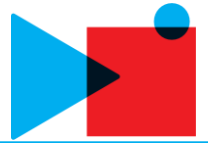
Student Achievement

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.

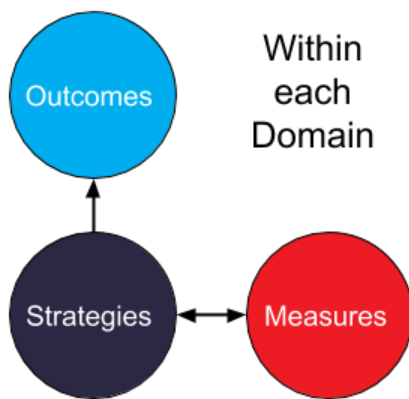


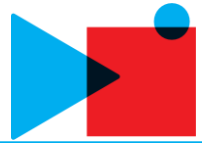


Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.

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
- AE Assurance measures of Citizenship and Academic Engagement

Local Measures

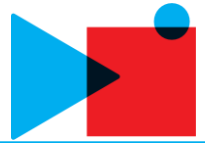
- OurSchool
 - Intellectual Engagement: Interest and Motivation.
 - Quality Instruction: Effective Learning Time and Relevance

Analysis of Results

Successes

During the 2020/2021 School Year, School jurisdictions had the opportunity to opt out of Provincial achievement tests while high school students were provided the discretion to access Diploma Examinations. Sturgeon Public School targets remained unchanged in anticipation of the return to provincial assessments. 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 Sturgeon Public Schools' students who self-identified as First Nations, Métis and Inuit continues to be above the provincial levels for all measures. The Division will build upon this and continue to focus on improved achievement results for our students.

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.

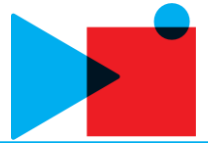
In 2020 – 2021 Learning Coaches were introduced in our schools offering Grades 5-9. Learning coaches received focused professional learning to develop their coaching skills and deepen their understanding of Universal Design for Learning (UDL) and instructional design. They worked in classrooms directly with teachers to incorporate UDL, design tasks and assessments with the learning outcome in focus. Learning coaches also met with teachers outside of class to act as thought partners and growing the reflective practice of our teachers. Principals have indicated that our learning coaches have been well received in schools. Learning Coaches will continue for the 2021 – 2022 school year.

Opportunities for Growth

In 2021-2022, teachers will continue to 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 provides 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.

For the 2021-2022 school year, the Grade 6 Math Achievement Cohort will continue building visible thinking classrooms in Mathematics based on Dr. Peter Liljedahl's work. The Cohort will also support students thinking in Mathematics both in and out of physical classrooms through the Desmos platform.





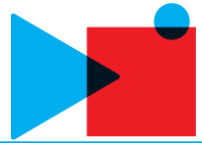
In 2020 - 2021, Mathletics was implemented as a Division-wide program for grades 2 to 9. The Mathletics platform allows teachers to create math practice and problem solving aligned with student current understanding. Teachers can target a wider range of needs during class, provide additional home support and access math lesson planning and teaching strategies.

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

Sturgeon Composite High School (SCHS) introduced Math 10T in 2019-2020, to help prepare students (Grade 9 students who had an average of 50-65%) for Math 10C. 10T students are being tracked through Grade 12 and results compared with students who went directly into Math 10C. SCHS saw great improvement in Math marks within the first year. 2021-2022 SCHS will return to the semester approach for Math 10T and Math 10C to allow more students to benefit from this progression.

Based on the success of the Learning Coaches in grades 5 to 9, in 2021-2022, the Learning Coach team will be expanded to include coaches in all schools offering Kindergarten to Grade 4. In addition to supporting UDL, instructional design and reflective practice, Learning Coaches will support teachers from Kindergarten to grade 6 with understanding the new Alberta Curriculum and preparing for implementation in September 2022.





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

- AE Assurance measure of Education Quality
- AE Assurance 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

We are pleased to report that a high level of parent, teacher and student satisfaction was maintained for both the broad program of studies and quality of education in 2020.





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 continued for the 2020-2021 school year.

Professional development for School Leadership during the 2020 - 2021 school year supported visible thinking in classrooms. School principals and vice principals studied and discussed *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ron Ritchhart, Mark Church, et al. One afternoon session focused on thinking in mathematics classrooms and connected with Dr. Peter Liljedahl's work and grade 6 math teachers.

Leadership development and succession planning continues to be a strong focus for Sturgeon Public Schools. During the 2020/2021 school year, a Vice Principal Professional Learning Cohort began and met 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 Public School Divisions, and school leadership as Principal. In 2021 - 2022, this Cohort will continue with a focus on teacher supervision and instructional leadership.

During the 2020 - 2021 school year, the Learning Coaches team met regularly to develop stronger coaching skills, deepen insights into using Universal Design for Learning and learn how to help all teaching staff use this approach to improve student achievement. Adelee Penner led the professional learning for Learning Coaches and designed two division-wide professional development days to ensure all teachers understood and used the UDL framework in classrooms. Adelee has years of experience as school based instructional leader / administrator, regional leader within Alberta Education, Assistant Superintendent, facilitator with the Regional Learning Consortia and working as a consultant for several School Divisions designing and implementing effective learning coaches. In 2021 - 2022 the Learning Coach team will expand to include coaches for Kindergarten to grade 4 and will support the Division implementation plan for the new Alberta Curriculum.





In response to the significant decrease in the percentage of teachers reporting that PD contributed significantly to their ongoing professional growth in spring 2020, the Division redesigned the PD layout for the 2020-2021 school year. April 2021 staff survey responses indicate 88% of all staff surveyed feel the new PD format was “just right” to support common and consistent approaches to learning.

Opportunities for Growth

Professional Learning in 2021 - 2022

In 2021-22 Sturgeon Public Schools will support professional learning through the following structures and organizational units;

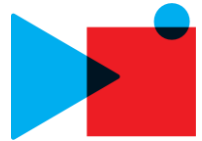
- Professional Development Days
- Division and Site Supported Cohorts meeting on Division PD days
- Division Supported Cohorts meeting outside of Division PD Days
- Site Supported Cohorts meeting outside of Division PD Days
- Curriculum Review and Readiness
- Professional Learning for Health / Wellness Coaches
- Professional Learning for Beginning Teachers
- Professional Learning for Learning Coaches
- Professional Learning for Aspiring Leaders
- Professional Learning for Vice-Principals
- Professional Learning for School Leaders
- Professional Learning for Principals

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address the Division goal of Student Achievement. 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. Extension of UDL and Differentiation. Focused Theme Sessions
March 14	Virtual Delivery Or in person if restrictions allow	Keynote TBD Extension of UDL, Differentiation and Deeping First Nations, Métis, and Inuit Knowledge. K-6 Teachers meet with Curriculum Leads Focused Theme Sessions
May 20	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:

- August 30, September 20, October 12, January 31, April 19, June 6

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.

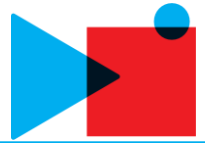
SPS Outcomes

- 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 AE Assurance 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.

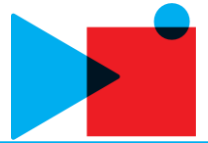
The achievement level for the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school is also the highest achieved in the past five years.

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. November 2020, these teachers attended the virtual National Indigenous Educator conference and worked with school administration on Professional Development days throughout the year to support other teachers as they infuse foundational knowledge into classroom instruction.

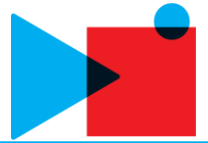
In 2020-2021, Sturgeon Public Schools purchased additional classroom resources; leveled reading and math resources, in both French and English, written by Indigenous authors to provide authentic resources. The Division introduced a Métis Learning Coach, an Indigenous Learning Coach, Indigenous Student Counselors and a First Nations, Métis and Inuit High School Student Success Coach.

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. In 2021-2022, to support our students as we transition to a post COVID learning environment, the Division will invest additional resources to directly support student mental health and wellness.

Comprehensive School Health continues to guide several initiatives in schools to improve wellness and increase student resiliency. Health/ Wellness coaches and school counselors will support programs that build social, emotional 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.

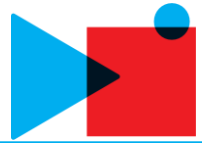
Land based learning continues to be a focus for Sturgeon Public Schools and schools are considering wellness gardens or outdoor classrooms and spaces to create opportunities for students to connect with the land and natural surroundings.

The Division will maintain the SOGI partnership with neighboring school divisions to promote teacher resources and ensure teacher awareness of Gender and Sexuality policies. This important work will include the creation of inclusive lessons and activities to develop the understanding of the LGBTQ+ community needs and will share out in their individual school.

Many key partnerships will continue for the 2021-2022 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 developed a partnership with Community Liaison from Jordan's Principle CNDC Alexander to access external funds to support First Nation students with specialized needs. This partnership will support the Division's commitment to growing the Foundational Knowledge of staff and students. This partnership continues for the 2021-2022 school year.





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

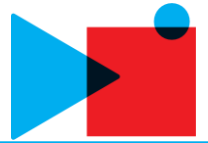
- AE Assurance measure of Parent Involvement
- School authorities provide the amount budgeted for 2021 - 2022, the amount spent, and the variance between these amounts for operational expense categories in the AERR update each November.

Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain.

- 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.





Analysis of Results

Successes

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

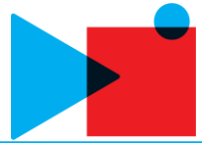
The achievement level for the percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education has moved from intermediate to very high within three years and is the highest achieved in the past five years.

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 engaged all stakeholders in a Thoughtexchange to gather feedback on our progression toward stated outcomes across each domain and how to make improvements. Initial feedback reinforces and confirms current strategies in place.





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.

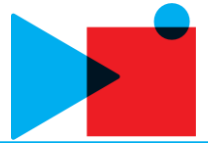
Strategies

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 engaged 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. Participation will return in the 2021-2022 school year.

Opportunities for Growth

For the 2020-2021 school year, due to the Covid-19 pandemic, the Division grew community connections through virtual experiences only. In 2021-2022, STEAM and Engineering competitions will once again bring schools together to compete and challenge our students in computational thinking. This will build skills and connections across Sturgeon Public Schools.

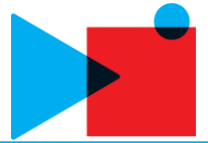
Sturgeon Public Schools' Budget 2021-2022

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

Broad Student Engagement – OurSchool Survey March

- 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.

Focused Student Engagement Ongoing

- Student Advisory Committee will be provided with the opportunity to reflect on key questions from the Board Advocacy Committee and Senior Administration.

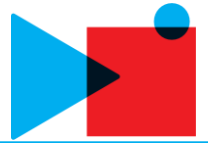
Staff Survey April

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

Division Wide Engagement April

- 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.
- Principals will also receive feedback specific to their school community.





Provincial Data

AE Assurance Survey (Previously Accountability Survey)

February

- Online survey for grades 4, 7, and 10 students and parents, and all teaching staff.
- Provincially designed to inform all stakeholders.
- Results are shared annually with the Board in November and used to create and update school and Division Education Plans.

Sharing and Building our Story

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 twice each school year.
- Division-Wide engagement feedback presented to the Board of Trustees in May.
- AE Assurance, OurSchool, and Site-Based Thoughtexchange along with the school's education plan will be discussed with School Councils in October.
- AE Assurance and OurSchool measures presentation to the board in January.
- Using social media and local media to share successes and celebrations throughout the year.

