

Sturgeon Public Schools  
**Education Plan**  
2024 - 2027



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## Message from the Board

The Board of Trustees is excited to share our Education Plan for 2024-2027. This plan reflects the hard work and dedication of our staff, parents and the wider community.

We are committed to fostering a safe, caring, and inclusive environment. Our achievements are the result of collective efforts, and through collaboration, we can create enriching educational experiences that empower our students. Community involvement is crucial in achieving our educational goals.

In today’s rapidly changing world, we are dedicated to providing innovative and diverse educational opportunities. Our aim is to equip students with the skills and knowledge they need to succeed.

As we move forward, we invite each of you to continue to be active participants in our journey. Your input, involvement and support are invaluable as we work together to fulfill our mission and vision.

Together, let’s celebrate our successes, embrace our challenges, and continue to strive for excellence in education.

-Irene Gibbons, Chair Board of Trustees, Sturgeon Public Schools



Trustees for Sturgeon Public Schools. (L to R, Janine Pequin, Irene Gibbons, Tasha Oatway-McLay, Joe Dwyer, Cindy Briggs, Trish Murray-Elliott, Stacey Buga.)

# Foundational Statements

## **WHO WE ARE**

### **Our 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.



## **WHAT WE STRIVE FOR**

### **Our Vision**

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



## **GUIDING PRINCIPLES**

### **Our 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 Choice**

One size does not fit all. We recognize that to prepare students for their future, 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.

# Division Profile



## Largest Employer

Sturgeon Public Schools is the largest employer in Sturgeon County with more than 320 teachers and 250 support staff.



## 5,245 Students

Pre-Kindergarten to Grade 12.



## Rural Public Schools

Sturgeon Public School Division has a total of 17 schools.



## Unique Programming

Specialized, innovative programs tailored to meet the diverse needs of our students.

## Programs

### Alternative Learning

We offer alternative learning options including two Learning Centres, the Sturgeon Public Virtual Academy, and a Home Education program, designed to meet diverse student needs and provide flexibility.

### Kindergarten

Helps children prepare for the transition to school and grade 1. Many schools now offer Open Air Kindergarten to encourage healthy experiences and connection to our environment.

### Athletics

Our athletes compete across various leagues: Junior High students in the Sturgeon Interschool Sports League, Sturgeon Composite High School in Edmonton Metro Athletics, and Redwater High School in the Alberta Schools' Athletic Association (North Central Zone).

### Land & Agriculture

Land and agriculture-based learning programs enrich education by immersing students in nature and agriculture, fostering a deeper understanding of ecology and sustainability. These hands-on experiences enhance students' knowledge, health, and environmental responsibility, promoting lifelong stewardship of the land.

### Pre-Kindergarten

Supports developmental needs of children aged 2 years 8 months to 4 years 7 months, laying the foundation for future success.

### STEAM

Hands-on learning opportunities and specialized instruction in the areas of Science, Technology, Engineering, Art & Mathematics.

### French Immersion

Our French Immersion program at Morinville Public School, Four Winds Public School, and Sturgeon Composite High School enables non-French speakers to become bilingual, preparing them for international careers and providing academic and professional skills.

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### Flight School

The Aviation-Flight courses align with Transport Canada standards, providing students with real-world curricula to develop career and life skills. Through hands-on experiences, including flight simulator training, students enhance their knowledge and critical thinking skills, beginning the process to obtain a private pilot's license.

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### Off Campus & Dual Credit

Students have the opportunity to expand their horizons and gain valuable skills while still in high school. Our program encompasses a variety of pathways, including the Dual Credit Program, Registered Apprenticeship Program (RAP), and Work Experience, all aimed at providing students with unique learning experiences beyond the traditional classroom setting.

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### Religion

Students have the opportunity to participate in optional faith-based instruction. Our programs offer a non-denominational Christian environment within the public school setting, allowing students to complement the faith practiced in their homes. Through these programs, students can engage in prayer and fellowship, fostering a supportive environment for spiritual growth.

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### Music & Fine Arts

Arts education forms a core part of our curriculum, fostering creativity, critical thinking, and self-expression from Kindergarten through High School. Our diverse programs in visual arts, music, dance, and drama allow students to explore and develop their talents comprehensively. Highlights include award-winning music ensembles, internationally traveled bands, and dynamic drama productions.

## Inclusive Learning & Supports

### Differentiated Learning

Inclusive education practice based on the Universal Design for Learning (UDL) which ensures all children can access the curriculum, and demonstrate their learning.

### Specialized Programming

Specialized Programming supports students with significant learning challenges, focusing on meaningful inclusion, independence, and tailored instruction. Available across all division schools, it offers varied educational settings to enhance student experiences and learning opportunities. Supported by teachers, educational assistants, and other services, the programming is designed to meet each student's specific needs.

### Therapeutic Crisis Intervention

We implemented the Therapeutic Crisis Intervention In Schools (TCIS) philosophy, training educators in crisis management and emotional support techniques. TCIS emphasizes proactive strategies for creating safe, nurturing educational environments, enabling students to thrive academically and emotionally while empowering educators to handle crises effectively and foster positive student behavior and resilience.

### CASA Mental Health Classrooms

Sturgeon Public Schools is leading the way provincially and working alongside CASA to provide two CASA classrooms within Sturgeon to assist with meeting the Mental Health needs of students.

## Measures and Stakeholder Voice

### Engagements and Measures Influencing this Plan (2024 - 2027)

The following provincial and local measures, with survey and engagement feedback, were utilized to support the development of this Education Plan. Detailed results can be found in the [2022/23 Annual Education Results Report \(AERR\) report](#).

#### Provincial

- Survey - Alberta Education Assurance (AEA)
- Results - Provincial Achievement Tests and Diploma Exams
- Results - High School Completion, Drop Out and Rutherford Rates

#### Local Division and School

- Survey - Our School Student and the Sturgeon Public Created Student
- Survey - Parent and Guardian
- In-Person - Local Community and Parent Engagement Evenings
- In-Person - Student Led Student Engagement Conversations in Schools
- In-Person - Student Advisory Committee
- Survey - Staff Professional Learning Survey
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP and SALT)

Primary measures and data are reported in the 2022/23 AERR. Data from early analysis of feedback from engagements in the spring of 2024 have also been considered.

### Engagements and Measures Planned for 2024 - 2025

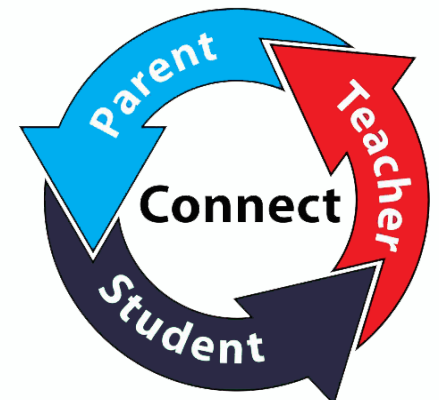
Assurance is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. In the coming year, Sturgeon Public Schools will track the following measures, build relationships with stakeholders through the following events and provide the following opportunities for direct feedback to refine the Education Plan.

#### Provincial

- Continue all required surveys, provincial assessments and statistics.

#### Local Division and School

- Lead Measures - Consider the lead measures of success as outlined for each Goal below
- Survey - Student
- Survey - Parent and Guardian
- In-Person - School Council Guided Conversations
- In-Person - Business and Community Engagement
- In-Person - Student Advisory Committee
- Survey - Staff Professional Learning
- Review - School Education Plans
- Feedback - Leadership Development Teams (Admin Council, VP Cohort, Learning Coaches and SALT)



# Priority and Goals

**Priority:** Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe, School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



## Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

| Empowered Learning   | Healthy Communities  | Responsible Leadership  |
|--|--|---|
| <ul style="list-style-type: none"> <li>● Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.</li> <li>● Students actively participate in engaging learning environments, focused on success and real-world connections.</li> <li>● Learning experiences meet students' current level of achievement, and focus on growth through effective assessment.</li> <li>● Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation.</li> </ul> | <ul style="list-style-type: none"> <li>● Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful.</li> <li>● Staff, students and families demonstrate citizenship and honour diverse learning needs.</li> <li>● School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities.</li> </ul> | <ul style="list-style-type: none"> <li>● Staff and students actively participate in and lead school and community projects.</li> <li>● Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community.</li> <li>● The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners.</li> <li>● Resources are allocated and managed in the interests of ensuring student success.</li> </ul> |

## Goal One: Empowered Learning

Public assurance occurs when Sturgeon Public students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

15.3% & 13.7%

### PAT and Diploma Standard of Excellence

Over the past year, the percentage of students reaching the standard of excellence for provincial exams has increased yet remains below provincial average.

67.6%

### Learning Engagement: Student Report

Focused on the questions of interest and usefulness, the percentage of students that are engaged in Literacy and Numeracy lessons continues to be below provincial average.

65.8%

### 3 Year High School Completion Rate for Indigenous

While higher than the provincial average, this success rate remains below non-indigenous students within Sturgeon Public Schools.



|       |  |
|-------|--|
| LOCAL | <i>Student Engagement Survey 2022-23:</i><br><b>“Give more hands-on work instead of tests”</b>                   |
|       | <i>Grade 10 Student Report on Education Quality:</i><br><b>“My School work is Interesting” - 59%</b>             |
|       | <i>SPS Parent Survey 2023-24:</i><br><b>“School work is preparing my child for life outside of School” - 57%</b> |

### Outcomes that will be consistently achieved

- Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners.
- Students actively participate in engaging learning environments, focused on success and real-world connections.
- Learning experiences meet students' current level of achievement, and focus on growth through effective assessment.
- Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation.



**Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback**

For the 2022-2023 provincial measures, approximately 225 parents, 1050 students and 315 teachers responded to the surveys. For the 2022-2023 local measures, approximately 440 parents, 2710 students and 305 staff responded to the surveys. For the 2023-2024 local measures, approximately 195 parents attended the engagements, and 370 parents, 395 staff and 2506 students completed the surveys.

| <b>2023 AERR Highlighted Results for Growth</b>  | 2018 | 2019 | 2020 | 2021     | 2022 | 2023 |
|--|------|------|------|----------|------|------|
| Provincial Achievement Tests: Acceptable Standard  | 78.0 | 76.7 | n/a  |          | 63.1 | 66.9 |
| Provincial Achievement Tests: Standard of Excellence   | 18.9 | 17.4 |      |          | 15.2 | 15.3 |
| Diploma Examinations: Acceptable Standard  | 75.3 | 84.6 |      |          | 70.5 | 78.5 |
| Diploma Examinations: Standard of Excellence   | 11.7 | 17.3 |      |          | 8.5  | 13.7 |
| Indigenous Students PAT: Acceptable Standard   |      |      | n/a  |          | 51.5 | 63.2 |
| Indigenous Students PAT: Standard of Excellence  |      |      |      |          | 9.2  | 10.0 |
| Indigenous Students Diploma: Acceptable Standard   |      |      |      |          | 66.7 | 82.9 |
| Indigenous Students Diploma: Standard of Excellence  |      |      |      |          | 10.3 | 7.9  |
| 3 Year High School Completion Rate   | 78.5 | 76.3 | 83.5 | 76.2     | 76.9 |      |
| Indigenous 3 Year Completion Rate  |      |      |      | 70.2     | 65.8 |      |
| Learning Engagement: Student   | n/a  |      |      | 66.9     | 68.2 | 67.6 |
| OurSchool: Interest and Motivation (4-6)   |      |      | 81.0 | 77.0     | 73.0 | 70.0 |
| Student Engagement 2022-23: "Give more hands on work instead of tests"   |      |      |      |          |      |      |
| Education Quality: Overall   | 87.0 | 90.5 | 89.9 | 86.8     | 88.0 | 86.6 |
| Student: Grade 10<br>"Students at your school clearly understand what they are expected to learn at school"  | 88.0 | 86.0 | 88.0 | 84.0     | 81.0 | 83.0 |
| Student: Grade 10<br>"My School work is interesting"   | 70.0 | 70.0 | 60.0 | 56.0     | 57.0 | 59.0 |
| Teacher Survey 2023-24: PD for New Curriculum  |      |      |      | 30% Vote |      |      |
| Parent Survey 2023-24: Preparing my child for life outside of school (SA & A)  |      |      |      |          |      | 57.0 |
| Parent Survey 2023-24: Satisfied with leadership in the school (SA & A)  |      |      |      |          |      | 69.0 |
| Strengths from Parent Engagement Events:<br>- Engaging Learning Choices  |      |      |      |          |      |      |
| Priorities from Parent Engagement Events:<br>- Prioritizing academic excellence<br>- Engaging learning. More time outdoors and less unstructured screen time |      |      |      |          |      |      |

### **Strategies to reach the desired outcomes of **Empowered Student & Staff Learning**.**

- Educators will prioritize active, experiential, real-world and land-based learning fostering deep understanding, critical thinking and collaboration. These skills facilitate academic and career success and support lifelong learning.
- Teachers and Leaders will use a range of student data (including screening tools, diagnostic assessment and understanding of learning progressions) to assess students' current levels of proficiency, inform instruction and create purposeful academic learning.
- Teachers and Leaders will leverage professional development and collaboration to strengthen assessment, share evidence-based literacy and numeracy approaches and support cross-disciplinary strategies.
- Staff will engage in understanding Indigenous Foundational knowledge and work with Call to Action leads and Indigenous community members to support learning experiences that contribute to truth and reconciliation and student success.
- Staff weave distinct Indigenous perspectives throughout and across curricula and school activities, fostering cultural awareness, understanding and appreciation among students. Intentionally facilitate activities dedicated to truth and reconciliation.

### **Measures to illustrate success and inform the next cycle**

Lead measures that occur within the year.

- Collaboration and sharing of best practices among staff members across different subjects and grade levels.
- Development of Division Effective Assessment and High Impact Teaching Strategies Frameworks.
- Differentiated instruction based on classroom data.
- Local student data on level of engagement and motivation in achieving personal goals.
- Indigenous student classroom achievement data is analyzed at the school and division level.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- Provincial Achievement Test
- Diploma Exam
- High School Completion
- SPS - Student Engagement & Motivation
- AEA Survey - Student Engagement
- AEA Survey - Education Quality

### **2024 - 2027 Implementation**

Educators in Sturgeon Public Schools will increase student engagement with **personally relevant** activities that include:

- academic and intellectual rigor,
- experiential / hands-on activities,
- outdoor learning experiences,
- leadership, volunteerism and community partnerships,
- Science Technology Engineering Arts and Mathematics (STEAM) Instruction; and
- Career Pathways education.

In 2024/2025, Learning Coaches will continue working with school leaders to support instructional leadership. Divisionally facilitated staff learning opportunities are designed to model impactful teaching, embodying the priorities of active, engaged and visible learning.

Sturgeon Public Schools will continue to engage students across all grades in Science, Technology, Engineering, Arts and Math (STEAM) programming. The division has re-established STEAM games for students in grades 1 to 12. These games encourage students to collaborate and innovate within various STEAM challenges, fostering essential skills and showcasing their creative projects.

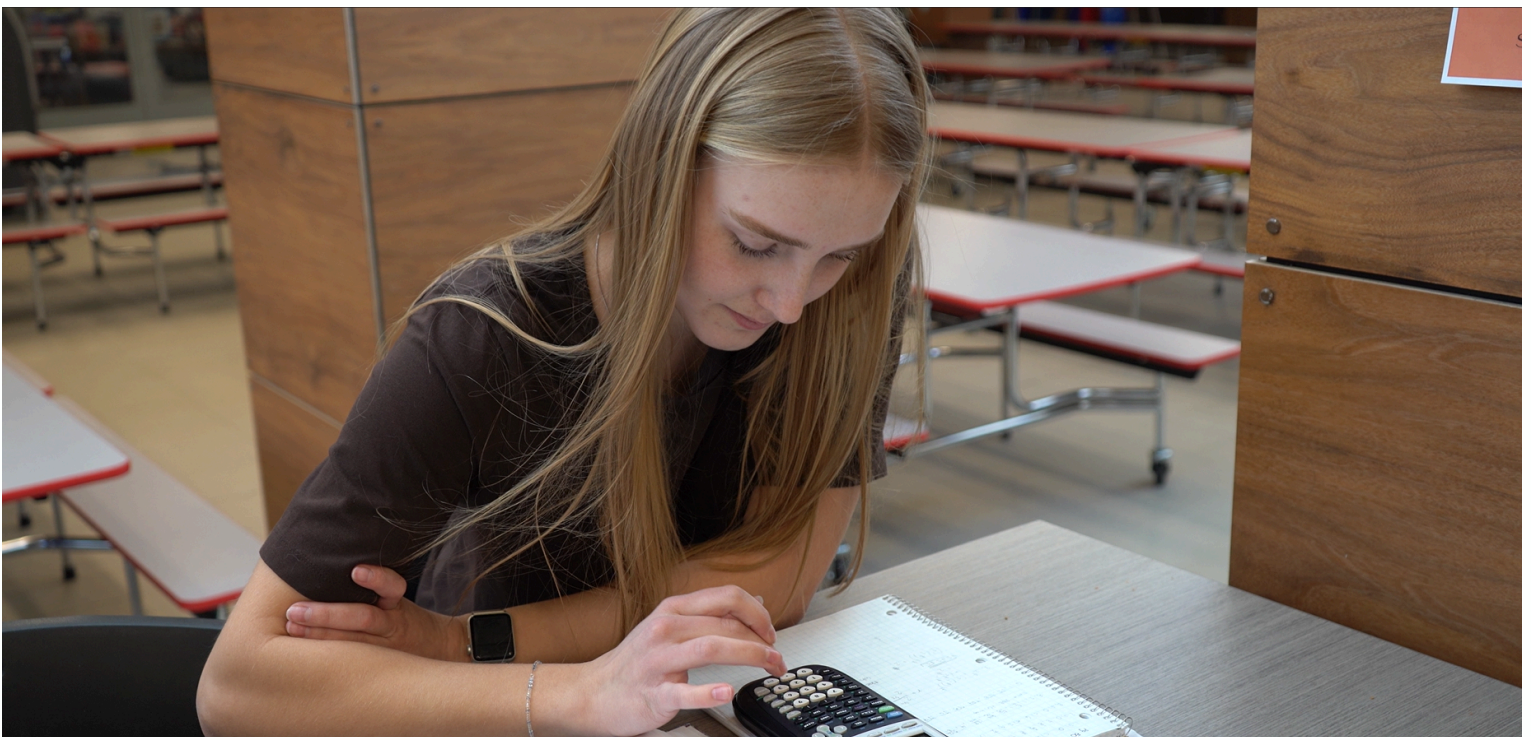
The Education Planning team will develop a High Impact Teaching Strategies (HITS) framework. This framework is a collection of research-based, cross disciplinary teaching strategies. HITS outlines a manageable number of strategies that will empower educators and school leaders with best practice strategies for teaching and learning.

School-based professional learning plans are designed to provide collaborative learning experiences for staff. A Division Professional Development Day will further reflect a focus on effective assessment, high impact teaching strategies, Indigenous education, effective data analysis and new curriculum implementation.

Division Professional Learning cohorts including Beginning Teacher Cohort, Sturgeon Aspiring Leaders Cohort and monthly Principal Professional Learning provide valuable touchpoints on developing shared understanding of effective assessment and high impact teaching strategies.

School leaders will engage with data analysis to develop school based Education Plans that align with the overarching division goals. Through continued focus on academic screeners (Alberta Education Numeracy and Literacy Screeners, and Reading Comprehension Assessment Tool (RCAT) as well as classroom assessments, teachers will continue to refine their teaching practice.

New Curriculum implementation support continues to be a division priority. Educators participate in collaborative learning and resource creation opportunities. By revisiting disciplinary learning progressions, teachers are best equipped to meet student learning needs and focus on growth and achievement.



## Goal Two: Healthy School Communities

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.

77.2%

### Citizenship, Overall

Satisfaction with students modeling the characteristics of active citizenship has been declining for 3 years. This has been observed across all stakeholders.

83.0%

### Welcoming, Caring, Respectful and Safe Learning

For the past 3 years all stakeholders have agreed at rates slightly below the provincial average, that the learning environments within Sturgeon Public Schools are welcoming, caring, respectful and safe.



LOCAL

*OurSchool Student Survey, Grade 10:*

**71% of female students reported experiencing anxiety compared with 30% of male students.**

*Student Engagement Survey 2023-24:*

**“My principal or vice principal cares about me” - 61.3%**

*Student Engagement Survey 2023-24:*

**“Students are kind to one another at my school” - 61.3%**

*Teacher Engagement Survey 2023-24:*

**Professional Development for Supporting Student Behaviour - 51% (Highest Request)**

### Outcomes that will be consistently achieved

- Staff, students and families collaborate to create a school community that is equitable, safe, caring and respectful.
- Staff, students and families demonstrate citizenship and honour diverse learning needs.
- School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities.

**Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback**

| <b>2023 AERR Highlighted Results for Growth</b>   | 2018     | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|----------|------|------|------|------|------|
| Citizenship: Overall  | 77.6     | 79.4 | 82.2 | 80.5 | 79.5 | 77.2 |
| Student Engagement 2022-23: "Give more hands on work instead of tests"  |          |      |      |      |      |      |
| Teacher Survey 2023-24: PD for Supporting Diverse Learners  | 45% Vote |      |      |      |      |      |
| Student Survey 2023-24: My Principal or Vice Principal cares about me (SA & A)  | 61.3     |      |      |      |      |      |
| Welcoming, Caring, Respectful and Safe Learning Envi.   | n/a      |      | 84.9 | 84.9 | 83.0 |      |
| Parent: Access to Supports and Services   | n/a      |      | 73.6 | 71.4 | 72.8 |      |
| Student: Access to Supports and Services  | n/a      |      | 76.4 | 81.2 | 79.3 |      |
| OurSchool: Anxiety 4-6  |          |      | 27.0 | 29.0 | 36.0 | 34.0 |
| OurSchool: Anxiety 7-12   |          |      | 39.0 | 40.0 | 41.0 | 44.0 |
| The Division observes a striking disparity in Grade 10 (71% of female students reported experiencing anxiety compared with 30% of male students).                                     |          |      |      |      |      |      |
| OurSchool: Advocate 4-6   |          |      | 5.9  | 6.3  | 6.0  | 6.2  |
| Teacher Survey 2023-24: PD for Supporting Student Behaviour   | 51% Vote |      |      |      |      |      |
| Teacher Survey 2023-24: PD for Supporting Mental Health and Wellness  | 50% Vote |      |      |      |      |      |
| Student Survey 2023-24: Students are kind to one another at my school (SA & A)  | 41.6     |      |      |      |      |      |
| Student Survey 2023-24: Our School is respectful (SA & A)   | 59.0     |      |      |      |      |      |
| Parent Survey 2023-24: Students have access to appropriate mental health supports (SA & A)  | 62.1     |      |      |      |      |      |
| Parent Survey 2023-24 - Qualitative: increased support for complex classroom learning needs   |          |      |      |      |      |      |
| Parent 2022-23 Survey: Dealing with safety issues related to student behavior and discipline.   |          |      |      |      |      |      |
| Parent 2022-23 Survey: Supports for inclusion of learners with diverse needs.   |          |      |      |      |      |      |
| Parent 2022-23 Survey: More workshops or learning opportunities for Parents would be appreciated.   |          |      |      |      |      |      |
| Strength from Parent Engagement Events:   |          |      |      |      |      |      |
| <ul style="list-style-type: none"> <li>- Caring Staff in Connected Rural Communities</li> </ul>   |          |      |      |      |      |      |
| Priorities from Parent Engagement Events:   |          |      |      |      |      |      |
| <ul style="list-style-type: none"> <li>- Control classroom size and continue student supports</li> <li>- Demonstrate care for students and support diversity and inclusion</li> </ul> |          |      |      |      |      |      |

### **Strategies to reach the desired outcomes of **Healthy, Safe, School Communities****

- Staff develop curricular and co-curricular activities for students and families to understand what it means to be a healthy school community.
- School leaders utilize specialized teams to provide comprehensive programming to students, focusing on academic success, family involvement and holistic well-being, ensuring each student receives tailored support.
- Educators consistently communicate with students and parents regarding diverse learning and behavioral needs, building understanding of equity and collaboration within the school community.
- Schools ensure Indigenous knowledge and perspectives are respectfully honoured and valued across the school community.

### **Measures to illustrate success and inform the next cycle**

Lead measures that occur within the year.

- School-based collaborative initiatives aimed at supporting citizenship.
- School-based understanding and use of Therapeutic Crisis Intervention for Schools (TCIS) Life Space Interviews.
- Healthy, reciprocal relationships with local First Nation partners, Knowledge Keepers and Elders.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- AEA Survey - Citizenship
- AEA Survey - Welcoming, Caring, Respectful and Safe Learning Environment
- AEA Survey - Access to Supports and Services
- AEA Survey - Professional Development

### **2024 - 2027 Implementation**

Collaboration among teachers, counsellors, the school team and leadership will promote a whole-school approach to citizenship, emphasizing strength, resilience and positive mental health. Implementing a School Wide Positive Behaviour Supports (SWPBS) program focusing on citizenship involves key components and strategies.

- Commitment from leadership and stakeholders
- Assessment of data including qualitative (school climate, perceptions) and quantitative (behavior incidents)
- Establishment and communication of behavior expectations aligned with school values
- Consistent reinforcement of the expectations
- Equitable restorative practices
- Comprehensive staff training
- Engaging parents and community members in the plan and execution
- Leveraging data for decision making and adjustments to the plan

Sturgeon Public schools offer diverse, inclusive programming, fostering a sense of community where students are valued. By equipping students and teachers with necessary resources, the Division promotes community strength. The Division develops tailored programming aligned with a wellness and support framework, using both formal and informal measures. Educators collaborate with specialized teams, students and families to create Individualized Program Plans (IPP), Learning Plans (LP), Medical Plans (MP) Behavior Plans (BP) and Safety Plans (SP) with purposeful, strength-based goals reflecting individual needs, areas of success and holistic well-being.

With a deep understanding of Therapeutic Crisis Interventions for Schools (TCIS) principles, staff can assist all students in acquiring self-regulation skills and fostering autonomy. Continuous professional development is integral to the approach, with schools conducting yearly training sessions to refine and expand their skills as both educators and learners. The TCIS system competencies are:

- Proactively de-escalating a potential crisis situation through situational awareness and a trauma informed lens
- Safely manage a crisis in a trauma sensitive manner following BPs and SPs
- Process with the student to help improve their capacity to regulate their emotions and use positive coping strategies

This system facilitates student engagement in the learning environment, equips educators with the necessary skills to respond effectively to classroom dynamics and ensures families play an integral role in supporting their children as learners within safe, caring and respectful school settings.

The Division prioritizes the integration and recognition of Indigenous perspectives as fundamental elements across all educational contexts and environments. This commitment extends to fostering reciprocal relationships with local Indigenous communities division-wide. The Division actively seeks opportunities to invite teachings from Elders and Knowledge Keepers into every school community.



## Highlight - Indigenous Student Success and Building a Culture of Belonging

The Division's commitment to fostering strong community connections has led to remarkable achievements and celebrations. Partnerships and working relationships have flourished, creating a vibrant tapestry of collaboration. Through multiple Culture Camps, inter-school sports contests, student success meetings and collaborative professional development sessions, the Division has seen neighbouring students and staff come together in powerful ways.

At SCHS, Language Learning opportunities have been bolstered through Aboriginal Studies Classes and partnership with Kipohtakaw Education Centre (KEC), Alexander First Nation. This initiative aims to preserve and promote Indigenous languages, fostering cultural pride and understanding. Furthermore, initiatives like the SCHS Health Pathways Class's exploration of traditional medicines and healing practices with a local Knowledge Keeper have provided students with enriching learning experiences grounded in Indigenous knowledge.

One of the highlights of the year was the raising of a tipi in September. This act symbolized the Division's commitment to representation, celebration and inclusion, while also serving as a dynamic learning space for students and staff alike.



With the guidance of the First Nation, Métis and Inuit Student Counselor, Camilla and Four Winds schools have had the opportunity to connect with over 13 community members, Knowledge Keepers and Elders for cultural teachings, crafting and storytelling.

The invaluable guidance and support provided by multiple Elders, including Adam North-Peigan who attended the College of Alberta School Superintendent (CASS) First Nations, Métis and Inuit Gathering as a guest of Sturgeon Public Schools, have enriched the journey towards truth and reconciliation and cultural understanding.

Looking ahead to the coming school year, Sturgeon Public Schools has identified several areas for growth and development:

- Expansion of Cultural Learning Experiences: Offer more overnight culture camps to provide high school students with immersive learning experiences rooted in Indigenous traditions.
- Enhanced Curricular Connections: Continue to explore and develop opportunities for curricular connections that integrate Indigenous perspectives across various subject areas.
- Empowering Student Leadership: Plans are underway to develop and empower student leadership groups at Sturgeon Composite High School, Lilian Schick, Four Winds and Camilla School, fostering a sense of agency and pride among Indigenous youth.
- National Indigenous Peoples Day Celebration: Expand National Indigenous Peoples Day Celebration, bringing together students from grades 5-9 to honor and celebrate Indigenous culture and heritage.
- Expansion of Indigenous Family Engagement: Building on the success of Indigenous Family nights; establish an Indigenous parent advisory group and create spaces for meaningful dialogue and collaboration.





- Additionally, the Call to Action cohort, composed of 31 dedicated staff, will continue to drive positive change and foster authentic engagement with Indigenous ways of knowing and being. The Division is grateful for the participation of partners from Alexander First Nation in the Call to Action Cohort. Additionally, we recognize the contributions of community scholars, facilitators, knowledge keepers and Elders whose wisdom and guidance enrich the journey towards reconciliation and understanding.

The Division's commitment to strengthening community connections remains steadfast. Through collaborative efforts and a deep respect for Indigenous knowledge, the Division continues to create inclusive learning environments where all students thrive.



## Goal Three: **Responsible Leadership**

Public assurance occurs when Sturgeon Public leadership engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

**74.7%**

### **Parental Involvement in Education**

Satisfaction regarding parental involvement in decisions regarding their child's education has been in decline for 3 years, as reported by parents and teachers.

|              |  |
|--------------|--|
| <b>LOCAL</b> | <i>SPS Parent Survey 2022-23:</i><br><b>Parents want to continue to volunteer in schools, and ask that Schools ensure these opportunities are well communicated.</b> |
|              | <i>SPS Parent Survey 2023-24:</i><br><b>“My perspective is valued by school staff” - 62.4%</b>   |
|              | <i>Student Engagement Survey 2023-24:</i><br><b>“I have been a leader at school in some way this year” - 54.1%</b>   |
|              | <i>Student Engagement Survey 2023-24:</i><br><b>“I have volunteered at school or in the community this year” - 55.1%</b>   |

### **Outcomes that will be consistently achieved**

- Staff and students actively participate in and lead school and community projects.
- Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community.
- The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners.
- Resources are allocated and managed in the interests of ensuring student success.



**Highlighted Data from the 2022-23 AERR with early 2023-24 Stakeholder Feedback**

| <b>2023 AERR Highlighted Results for Growth</b>  | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|------|
| Student Survey 2023-24: My Principal or Vice Principal cares about me (SA & A)   |      |      |      |      |      | 61.3 |
| Parent Survey 2023-24: Preparing my child for life outside of school (SA & A)  |      |      |      |      |      | 57.0 |
| Parent Survey 2023-24: Satisfied with leadership in the school (SA & A)  |      |      |      |      |      | 69.0 |
| Overall: Parental Involvement in Education   | 77.0 | 81.7 | 82.5 | 77.4 | 78.2 | 74.7 |
| Parent 2022-23 Survey: Dealing with safety issues related to student behavior and discipline.  |      |      |      |      |      |      |
| Parent 2022-23 Survey: Supports for inclusion of learners with diverse needs.  |      |      |      |      |      |      |
| Parent 2022-23 Survey: Parents want to continue to volunteer in schools. Schools should ensure these opportunities are well communicated.            |      |      |      |      |      |      |
| Parent 2022-23 Survey: More workshops or learning opportunities for Parents would be appreciated.  |      |      |      |      |      |      |
| Parent Survey 2023-24: My perspective is valued by school staff (SA & A)   |      |      |      |      |      | 62.4 |
| Parent Survey 2023-24 - Qualitative: primarily surrounded the way students treat one another and the way schools respond to disrespectful behaviour. |      |      |      |      |      |      |
| Student Survey 2023-24: I have volunteered at school or in the community this year   |      |      |      |      |      | 55.1 |
| Student Survey 2023-24: I have been a leader at school in some way this year   |      |      |      |      |      | 54.1 |
| Strengths from Parent Engagement Events:<br>- Enhanced Communication   |      |      |      |      |      |      |
| Priorities from Parent Engagement Events:<br>- Encourage engaging career paths<br>- Effective, consistent communication from the school level        |      |      |      |      |      |      |

**Strategies to reach the desired outcomes of [Responsible Leadership & Opportunity](#).**

- Staff, students and families will develop and participate in curricular and co-curricular leadership and volunteer opportunities, fostering understanding and demonstration of civic responsibility and ethical behaviour.
- Division leadership, in partnership with schools, will plan and implement annual stakeholder engagements to assess progress, inform decision-making and understand community needs.
- The Board of Trustees will direct a budget advancing the Mission, Vision and Values of Sturgeon Public Schools, in accordance with all statutory, regulatory and disclosure requirements.
- Partnerships with community businesses and groups will be pursued to improve programming valued by the community, enhancing student outcomes and community cohesion.
- Goal-setting for Schools and the Division will include teachers, students, parents and community members, through engagements and school council evenings. Goals will be purposeful, measurable and aligned with the needs of the school community.

## Measures to illustrate success and inform the next cycle

Lead measures that occur within the year.

- School and community projects are initiated by staff and students (curricular and co-curricular leadership and volunteerism opportunities).
- Schools and Trustees participate in community events.
- Programming in schools reflects local needs and supports community development.

Lag measures that are influenced by Lead measures. Analyzed at the end of an academic year.

- AEA Survey - Parent Involvement
- Partnerships

## 2024 - 2027 Implementation

The Student Advisory Committee offers students significant opportunities to voice their opinions directly to the Board of Trustees and take on leadership roles within their schools. This committee will continue to encourage meaningful local student governance and leadership in schools. The committee's insights have been invaluable, and Sturgeon Public remains committed to continuing this engagement.

The Marketing and Communications department plays a crucial role in ensuring our connection with students, parents and the wider community remains strong. By keeping social media and website content fresh and relevant, families are well-informed and engaged with the events and achievements of students.

Sturgeon Public Schools is deeply committed to its local communities and will continue to support and expand the Registered Apprenticeship Program (RAP) and work experience programs. Developing programming and experiences that not only enhance educational outcomes but also integrate students into the local workforce, building job opportunities here at home remains a focus.

There are several exciting initiatives this year, such as Flight School, and new dual credit opportunities that will enhance practical learning experiences for students. Additionally, Sturgeon Public Schools is exploring future innovative technologies such as Hydrogen energy in alignment with Sturgeon County and the Edmonton Region Hydrogen HUB. Community partnerships continue to strengthen, providing students with numerous opportunities to volunteer and support local activities, thus maintaining a strong bond between the schools and the community.



## Partnerships

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 helps to build ethical citizens, expands opportunities for supporting students and parents and creates diverse and resilient communities.


- Fearless in the Forest and Pioneer Trails North Foundation to improve and promote outdoor education.
- Alberta Schools' Athletic Association for High Schools to provide the opportunity for teams to compete provincially.
- SOGI 123 to support sexual and gender diverse students and staff.
- Alberta Health Services, Military Family Resource Centre (MFRC) and Sturgeon County in sustaining a comprehensive school health program in all schools.
- 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 all school communities.
- 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 Mental Health Capacity Building Grant (MHCB) - HYPE (Helping Young People Excel).
- S.H.I.N.E (Supporting Hope and Independence in Natural Environments) provides a wealth of community connection related to Families Support for Children with Disabilities connecting parents to community partners, therapists and consultants within Sturgeon County who can provide families with a variety of supports or avenues for further assessment. This group also connects with Sturgeon Public School therapists to provide consistent and appropriate support to children across their environments.
- Dr. Chandra Lebenhagen, founder of Including Autism, supports Division staff by bringing the most relevant and evidence based research to support Autistic Students.
- CASA Mental Health to deliver mental health service in classrooms to address the need for services closer to students by bridging a child's mental health and school needs.
- The Jessica Martel Memorial Foundation created the Inspire Program designed for junior high female students to explore and embrace their full potential. Working with Four Winds Public School, this transformative program delves into important topics such as leadership, building healthy relationships, overcoming bullying, fostering positive self-image, navigating societal pressures and embracing overall wellness.
- Therapeutic Crisis Intervention for Schools (TCIS) through Cornell University to create a trauma-sensitive environment where students and adults are safe and feel safe.

## 2024 - 2027 Education Plan

- Partnerships with other school divisions to meet the needs of all learners. Including support for students with Complex Communication Needs.
- Kipohakaw Education Center, and partners at Alexander First Nation Education are close educational allies. The Division values and honours their leadership and insight and works together to support all students including those supported through the education services agreement.
- Alberta Education and Dr. Emily Milne from MacEwan University, is leading a research project to uncover insights around course selection and course pathways for First Nations, Métis and Inuit students in Sturgeon Public Schools.
- Students receive high school credit as well as credit for the course at the post secondary level through Dual Credit partnerships. Currently, students from across the school division are working with NAIT in their welding program, and various others through Norquest College, Olds College, SAIT, and Northern Lakes College.
- Collaborative working relationships with St. Albert Public Schools and Elk Island Public Schools in sharing dual credit opportunities for students.
- Partnership with CAREERS assists students in finding apprenticeship opportunities and career internships. The coordinator provides support to off campus coordinators and hosts online job safety courses for students.
- Numerous local businesses provide work experience placements and partner with schools in Registered Apprenticeship Programs.
- Schools work in collaboration with Sturgeon County recruiting students for the summer JET program - Job Experience Training. High School students may receive work experience credits for this training.

## System Assurance and Plan Structure

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains. The goals of empowered learning, healthy communities and responsible leadership address each, and align with Alberta Education 2024 - 2027 Business Plan as follows:

| Empowered Learning   | Healthy Communities   | Responsible Leadership  |
|--|---|---|
| Student Growth & Achievement   |   |   |
| Teaching & Leading   |   |   |
| Learning Supports  | Governance  |   |
| Local & Societal Context   |   |   |
|  | <p>Alberta's students are successful</p> <p>First Nations, Métis and Inuit students in Alberta are successful</p> <p>Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</p> | <p>Alberta's K-12 education system and workforce are well-managed</p> |

## Accountability Statement

The Education Plan for Sturgeon Public Schools 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 2024 - 2027 on May 28, 2024.

## Budget and Capital Plan

### Budget Report Documents

For information on Sturgeon Public School's Budget and Financial Statements, see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

### Capital Planning

For Information on Sturgeon Public School's IMR and Capital Plan see our website at:

[www.sturgeon.ab.ca/division/plans-reports-documents](http://www.sturgeon.ab.ca/division/plans-reports-documents)

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