Lilian Schick School Education Plan and Annual Education Results Report

October 2020 Update


Sturgeon Public Schools

Dare to reimagine learning

Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Lilian Schick School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.2	87.5	88.0	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	84.0	78.9	81.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	80.9	88.9	87.9	90.3	90.2	90.1	Low	Declined	Issue
	Drop Out Rate	2.0	0.0	1.2	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.1	84.6	80.1	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.0	18.5	15.9	20.6	19.9	19.6	Low	Maintained	Issue
	Work Preparation	76.4	79.5	88.6	84.1	83.0	82.7	Intermediate	Declined	Issue
	Citizenship	74.0	75.5	80.5	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	80.6	82.6	83.6	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	79.9	70.8	76.1	81.5	81.0	80.9	High	Maintained	Good

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort
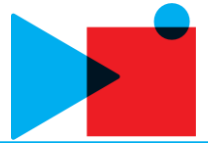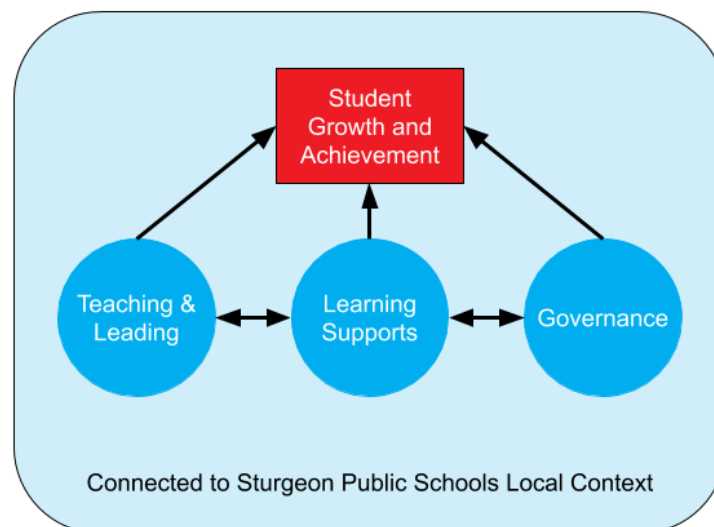
Student Achievement
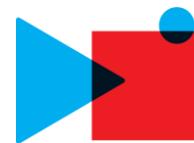
Assurance Domains and Student Achievement

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

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

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

Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.
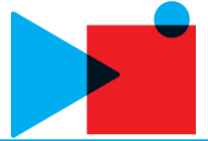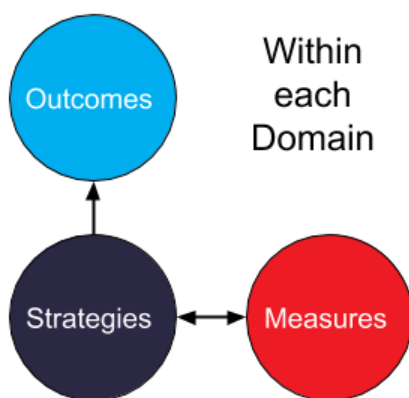

School Highlight or Context

Lilian Schick School is a public school located in the town of Bon Accord, Alberta. It is the home of the KNIGHTS. The KNIGHTS are 220 students in grade 5-9 who endeavor to be Keen, Noble, Independent, Generous, Honest, Tireless and Spirited as they journey through their elementary and junior high years. Our school provides a unique experience for students combining a general education program and a

Logos nondenominational Christian program in one public school. Our students strive to be the best version of themselves through leadership and service projects while acting in accordance with our KNIGHTS code of conduct and exemplifying KNIGHTS characteristics. Through these principles, our students gain increased focus academically, socially, and personally. Our students learn through the "See-Do-Get Cycle" meaning – "When you change the way you SEE things, it influences what you DO, and the results you GET. Students participate in goal setting throughout the year, set in incremental steps to provide them opportunities to feel success. They follow a rigor rubric for staff and students to ensure they are achieving their best and are met with attainable challenges throughout their education. Students are encouraged by staff members to set realistic goals reflective of their academic focus areas, service projects, and social connectedness. All students have the opportunity to hold a

leadership position in the school or within the community. Developing personally to be well-rounded citizens, strong students, and future contributors are goals of our KNIGHTS.

Our vision to learn with passion and lead with confidence sets us apart. Our teachers provide rich educational opportunities for our students through our Flex program, Elite Athletics, Career Foundations and Technology Courses, Fine Arts, Sports, Leadership, and Life Skills opportunities. Students engage in enrichment activities that see them exploring interest areas while challenging themselves to think and learn beyond the walls of the school. It takes them into the community and into partnerships with community groups. It connects them with mentors. Finally, it provides our students with learning opportunities that are engaging and encouraging our students to learn authentically.

Domain: Student Growth & Achievement

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

SPS Outcomes

- Students achieve provincial learning outcomes, and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
• Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.	• Partnership with community parents to develop school gardens • 20-time projects bringing student interest into academics • UDL/LearningCoach planning
• Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.	• Co-planning and teaching lessons • Build capacity of teachers to discover tools and use the rubrics to directly address student learning needs and meet with success
• Teachers will communicate achievement of outcomes to students and families using division identified tools.	• PowerSchool reporting • Use of Google Classroom • Sharing results of MIPI, F&P and ReadTheory

Provincial Measures

| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.4	81.4	84.6	76.1	n/a	n/a	TBD	TBD	TBD	85	87	88
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.9	21.1	18.5	13.0	n/a	n/a	TBD	TBD	TBD	15	17	19

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.8	82.5	69.7	60.7	n/a	n/a	TBD	TBD	TBD	85	87	88
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.5	12.5	13.2	11.9	n/a	n/a	TBD	TBD	TBD	15	17	19

| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.1	86.7	79.2	75.5	74	78	Intermediate	Maintained	Acceptable	81	83	85

Local Measures

Measures Student Growth & Achievement	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6						
Intellectual Engagement: Interest and Motivation	79%	87%	76%	86%	83%	n/a
Secondary 7-9						
Intellectual Engagement: Interest and Motivation	38%	43%	32%	43%	40%	43%
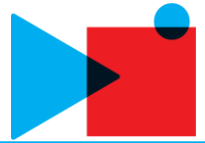
Math Intervention Programming Initiative (MIPI)

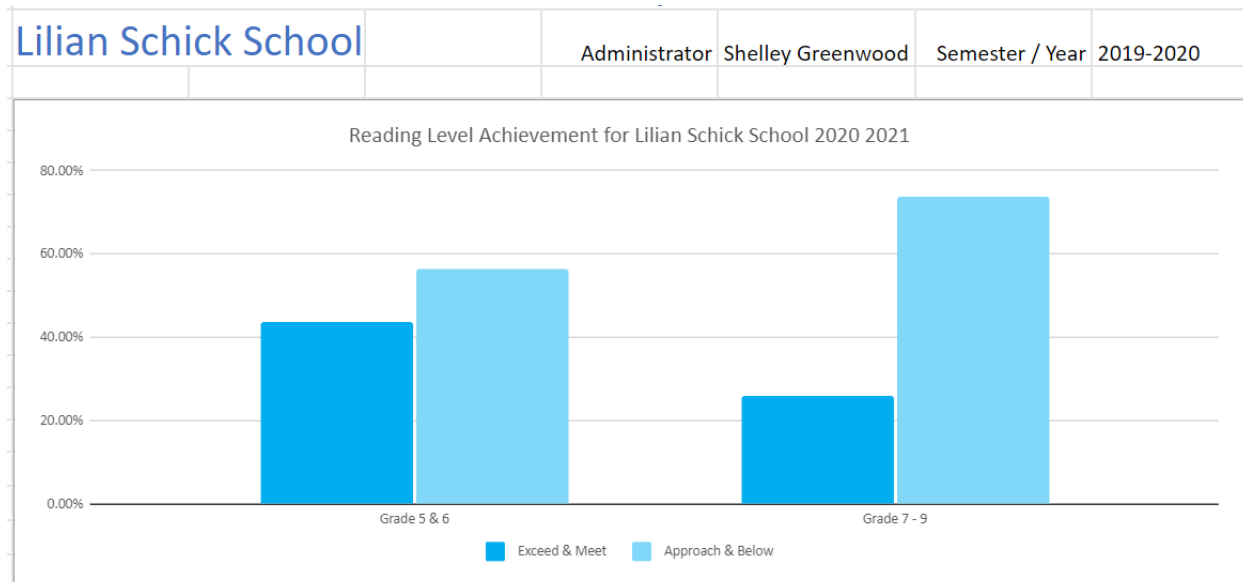External for Education Plan. Students performing Above or Below 60%
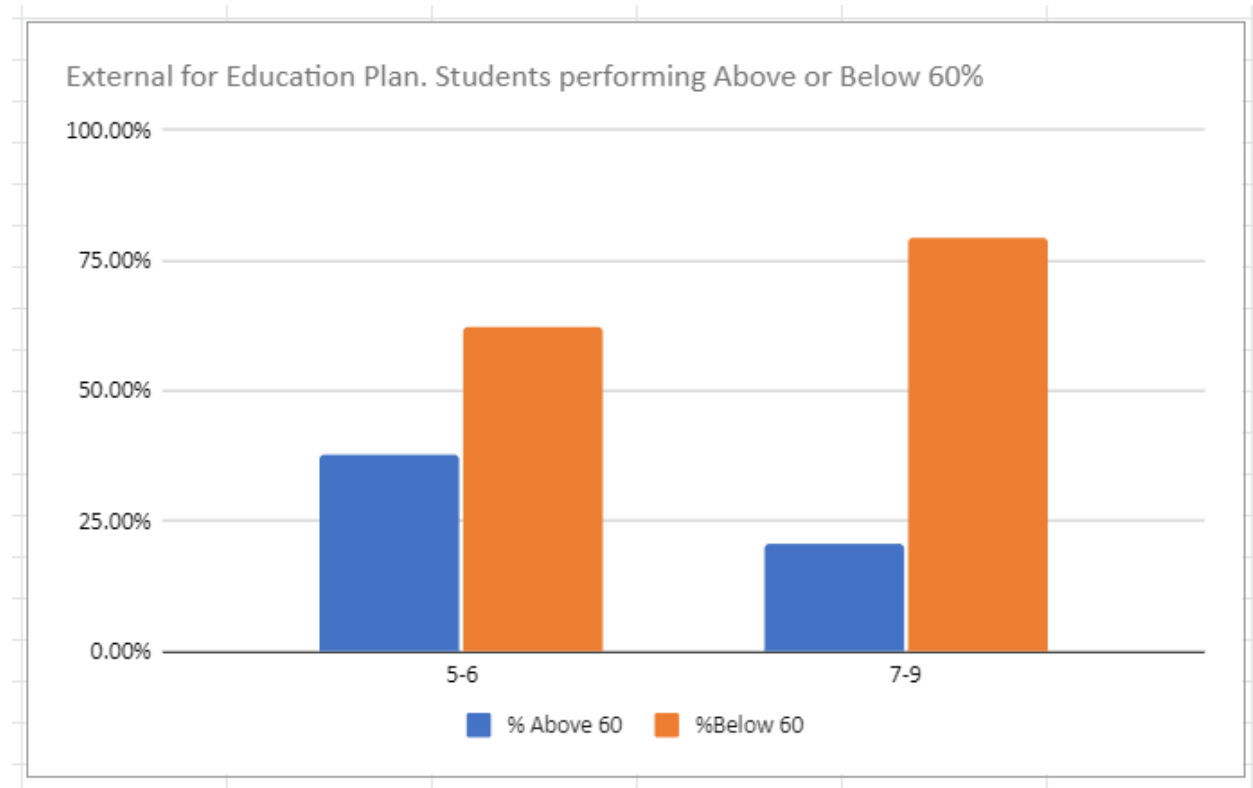
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.

Reading Comprehension

Fountas and Pinnell for Grade 5-6 Read Theory and Lexile Level For Grade 7-9 2019-2020

Lilian Schick School		Administrator	Shelley Greenwood	Semester / Year	2019-2020

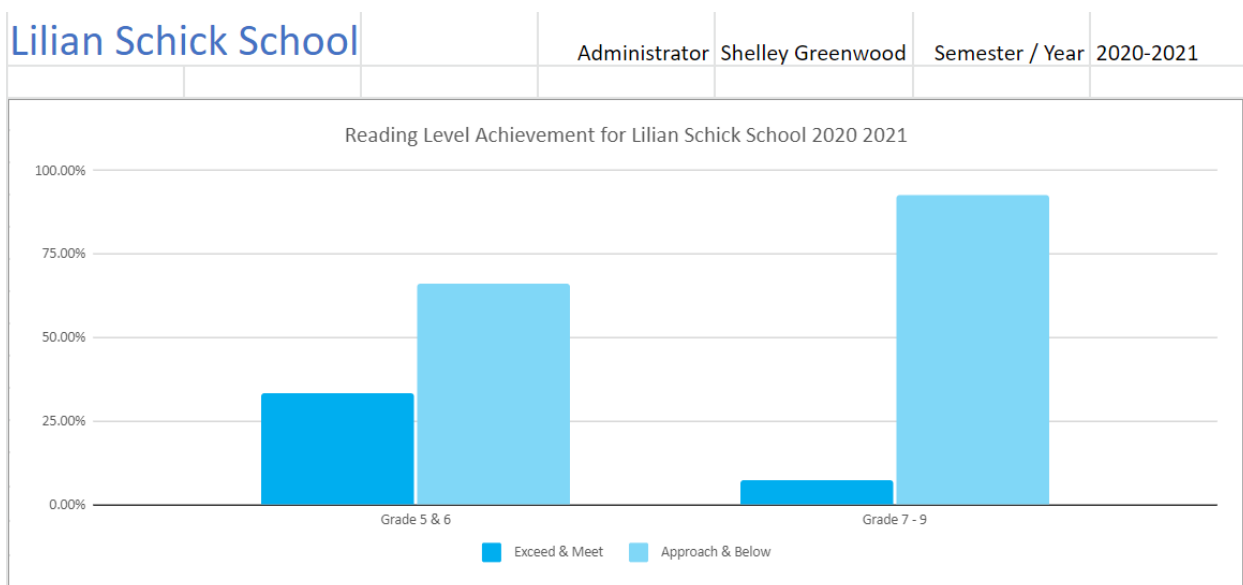Reading Level Achievement for Lilian Schick School 2020 2021

The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

The Read Theory reading comprehension assessment continues to be used by Sturgeon Public Schools in upper elementary and junior high grades. This assessment allows teachers to better determine student's reading comprehension. Teachers may use the readtheory.org website and assessments at multiple times during a school year to inform programming and to measure growth.

Read Theory Lexile Scores for 2020-2021 comparison

Lilian Schick School		Administrator	Shelley Greenwood	Semester / Year	2020-2021

Reading Level Achievement for Lilian Schick School 2020 2021

The Read Theory reading comprehension assessment continues to be used by Sturgeon Public Schools in upper elementary and junior high grades. This assessment allows teachers to better determine student's reading comprehension. Teachers may use the readtheory.org website and assessments at multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

All students are provided 20 minutes of daily focused time directly related to literacy and numeracy improvement. During this time teachers provide students with literacy strategies, guidance for choosing best fit books, supports in improving reading quality and quantity and improving comprehension. Students are encouraged to explore genres that are of interest to them and engage in a group 100 book reading challenge. Students track their reading in daily reading logs and reluctant readers are identified, supported in improving their reading, and finding books or other reading material that is of interest to them. Students use the library with a purpose following learning strategies to understand their habits as readers and how to find books that are of interest to them. Reading strategies posters are posted in all classrooms and all subject areas and are resources teachers use to remind students of how to read to meet with success in all content areas.

Math initiatives that were found to be successful included 20 minutes of focus on numeracy, using Mathletics as a support for students for extra practice, increasing the rigor of programming and expecting pushing students to meet the demands of higher level thinking in math, using core support time to increase student engagement time with math concepts, and providing students with one on one and small groups supports when needed. Students engaged in afterschool and lunch study opportunities, voluntarily used their complementary course time to attend academic skills builders, and focused on their studies of math concepts. Math was taught to students in clear and concise concept based learning and students were assessed on smaller portions of curriculum more frequently. Repetitive formative and summative assessments gave students opportunities to see curricular objectives many times throughout the course and kept concepts fresh in their minds as they learned new scaffolding concepts.

Opportunities for Growth

We see significant decline in our students' reading ability as we move up from grade 5 through grade 9. Identifying reasons for this decline will be imperative to address it appropriately.

Continuing with the strategies we found successful last year will benefit our students in gaining success in reading in years to come. Our focus in increasing rigor in all content areas also brings an area of growth in reading in general. Improving our students' stamina for reading will be key in supporting them to become better readers. Ensuring students see relevance in the goals we strive for in increasing their reading ability and comprehension will also serve to improve the outcomes of our students. Practicing strategies, identifying reluctant and struggling readers, becoming clear in our understanding of their needs in reading, and addressing these needs using targeted and focused time for reading interventions, practice, and growth, will improve our students' reading ability. Focusing on reading across content areas will also support our students in practicing reading skills and gaining stamina in reading daily. Further to this, our students who struggle most significantly in reading, will have supports provided by our Learning Support Teachers providing them with focused one on one and small group reading improvement guidance. This will occur during regular instruction, focused literacy time, and core support blocks.

We have seen a significant decline in our students' confidence as math learners. Engaging students in uncovering the reasons for this decline will be important to address in order to see improvement in math achievement.

Using the concept based learning approach in Math has been met with improved student achievement and attitude toward numeracy learning. Students see success more often and appear to be more motivated to meet the rigor of the more challenging concepts that come up in each grade level. Continuing to build on this success and improvement in student attitudes toward learning in numeracy will be imperative in improving numeracy achievement.

Other areas that we can improve in numeracy learning will be continuing to focus Core Support and Numeracy blocks toward building stronger foundations in numeracy learning. We will also benefit from supporting our parents in providing tools for them to support their students at home. Using Understanding by Design as our approach to planning numeracy supports will also be key. Connecting our strategies for teaching directly to curricular objectives and achievement will benefit our students and staff at reaching the high academic rigor of the math curriculum. Finally, using appropriate data to guide our decision making around improving student achievement will be a driving force in our improvement strategies.

Our students need more opportunities to practice working at the level of excellence. Striving for more rigorous learning will allow our students to meet with greater success and achieve at a level of excellence in all areas.

Domain: Teaching and Leading

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
• Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.	• Share results of surveys with Parent Council and Room Parent Association – engaging in strategizing and gaining parent perspectives • Provide student leadership groups with data from previous surveys asking for their input as to how to improve on our measures

|	
	• Student lead initiatives on surveying for accurate data on Our School Survey • MIPI, F & P, ReadTheory – using data to inform practice and teaching, understanding the results and the impact across subject areas
• Staff participate in professional development and collaborate to address division and local goals.	• Staff provided input and direction for the Professional development plan for the year relating back to the work we did on Rigor last school year and how it relates to UbD and UDL

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.5	84.6	82.3	78.9	84	86	Very High	Maintained	Excellent	88.5	90	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2	94.5	80.3	88.9	80.9	88	High	Maintained	Good	90	92	94

Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	18	83.3	89.7	88.2	85	85.2	84.8

Local Measures

Measures Teaching and Leading		Results					
		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6							
Quality Instruction: Rigor	(out of 10)	8.0	n/a	8.3	8.3	7.9	n/a
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.5	n/a	6.7	6.6	6.4	6.6
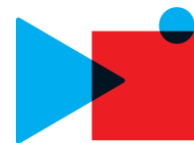
Analysis of Results

Successes

One of the areas we pride ourselves on is our complementary course and flex opportunities. Students thrive in our hands-on classes that support them in learning skills beyond curriculum. Our students benefit from teachers who have expertise in culinary skills, technology, arts and fine arts, and teachers who focus on physical and mental health. Students enjoy the opportunities these classes provide to them.

Our teachers also teach within an area of strength for them. This helps students and teachers make connections between the world beyond the school and the activities and opportunities provided to them within the school. We have focused our curricular and complementary courses to connect to preparedness for work and success in high school. Our students attend Core class twice per 6 day cycle where we are able to focus on areas of need for our students. Teachers are available to work with any of their students who seek assistance or more support in the core classes they are taking. This enables teachers more time for small groups and one on one focused time to support our students in gaining a better understanding of their basic education.

Our staff collectively created a rigor definition for Lilian Schick – "KNIGHTS are engaged in learning that is challenging and thought provoking while inspiring learners to grow their knowledge and apply their learning to their lives". This is communicated to our students and community.

Opportunities for Growth

Our staff and students are working toward being more rigorous in our pursuit of student achievement. Students and teachers are preparing for curricular lessons with a backwards design thinking with the end in mind. Teacher then craft their lessons to reach specific curricular objectives in a timely and in-depth way. Students are engaged in learning toward their goal of concept based learning and are given time to develop their skills through their most successful way of expressing their learning.

Rigorous learning and teaching is a continual area of growth. We support our students in rigorous pursuits by

- having clear expectations of learning and output
- providing students feedback on their efforts and teachers feedback on their lessons
- teaching students thinking strategies to engage more deeply in their learning and increase the relevance
- supporting students in learning about thought and how to develop consistent reflection and planning on their learning tasks

Professional Learning in 2020-2021

Division-Wide PD Days
Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

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

September 18	Focus: Visioning & Goals (PGPs, PLCs, School Goals)
Details	Support for intro of UDL https://www.insidehighered.com/digital-learning/article/2018/02/07/universal-design-learning-arrives-campus-concerted-grassroots https://www.youtube.com/watch?v=PQSAQdxnQBY https://education.alberta.ca/media/464638/video-discussion-guide-4-making-sense-of-universal-design.pdf https://www.alberta.ca/assets/documents/ed-video-discussion-guide-4-making-sense-of-universal-design.pdf Sprint Refresher - https://agileschools.teachable.com/p/improvement-sprints - PLC Groupings based on SPRINTS - Math? - Reading? Morning will focus on goal setting / visioning exercises - set clear, targeted and measurable goals for staff, teams, and the school - Professional Growth Plan development - Review TQS/LQS - PD plan for the year

	• KNIGHTS –character development strategy • Building Student Engagement Through Community and Relationship work Will incorporate previous PD based on the work on rigor • revisiting the rigor rubric, rigor research, • connecting rigor to online learning, and • connection of rigor to our introduction of Universal Design for learning
October 16	**Focus: UDL Introduction and Connections to Achievement and Rigor**
Details	Review of rigor practices • review rubric – connect to UDL – collaborate on mini unit/lesson with grade group/subject partners • establish lesson schedule • establishing Sprint Groups targeting student achievement and rigor in literacy and numeracy. • Implementing supports and teaching strategies through UDL and UbD lens including classroom management and student supports • Cross Curricular connections to enrich UDL approach to learning • Examples of UDL and UbD in action in our classrooms today Extend introduction of UDL in collaboration with Gibbons School to develop a new Ubd lesson or mini unit. • Ubd lesson plan template https://drive.google.com/file/d/1lhiyqEOgFKvcVI6bsK34E2cb4pu6uclD/view?usp=sharing • http://udlguidelines.cast.org/ Focus on JH Literacy and Numeracy strategies, UDL and rigor connection
December 18	**Focus: Indigenous Foundational Knowledge**
Details	Building on connections to 2019-2020 PD using: • First Contact • CBC • Coursera connections • Stepping Stones Book Study • Broken Circle • Literacy connection for students – Richard Wagamese Exploring possibility of visiting the "Juneau House" in St. Albert (COVID and other restrictions pending). Warren to contact Sharon in September. Possibly partner with Lilian Schick, BACS, and Oak Hill depending on numbers. sharonm@artsandheritage.ca
January 29	**Focus: UDL Digging Deeper...**

Details	Second collaboration day with Gibbons School. • Reflection upon development of UBD lesson or mini unit. • What have we learned, • what are our opportunities to dig deeper. • Refocus and develop second lesson. • Focus will be on collaboration between schools (using Google Meets) on a class-class project. Connection to rigor focus • How does this relate to our rigor work • Refocus with rigor rubric • Using UBD lesson template – reflect on how this connects to UDL=Rigor • Review rigor definition – how are we communicating this to our stakeholders? Finances pending: Split speaker or guest with Lilian Schick for ½ day.
March 25	**Focus: School Improvement**
Details	Data analysis • (Sprints, OurSchool, etc) reflection and refocus. • Did we see improvement as we thought we would • Encouraging academic excellence – connecting learning to rigor to build stamina for PATS and final exams • Continue to address high needs areas through Sprints and PLCs. • Where have we come from September, where are we going, and are we on track. • Parent engagement in student learning • Continued focus on cross curricular approaches Celebrations of success.
June 4	**Focus: Transitions and Supporting Students**
Details	• IPP & Behavior Plan analysis and reflection. • Planning transitions for 9s to HS • Grade 4s to Lilian Schick School. • Data analysis of office referrals. • KNIGHTS – reflection of character development strategy • Reflection on Building Student Engagement Through Community and Relationship work • Celebrations • Planning forward – continuation of initiatives • Further development of Literacy and Numeracy achievement focus

Domain: Learning Supports

Assurance occurs:
Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.
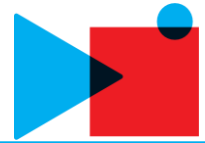
SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

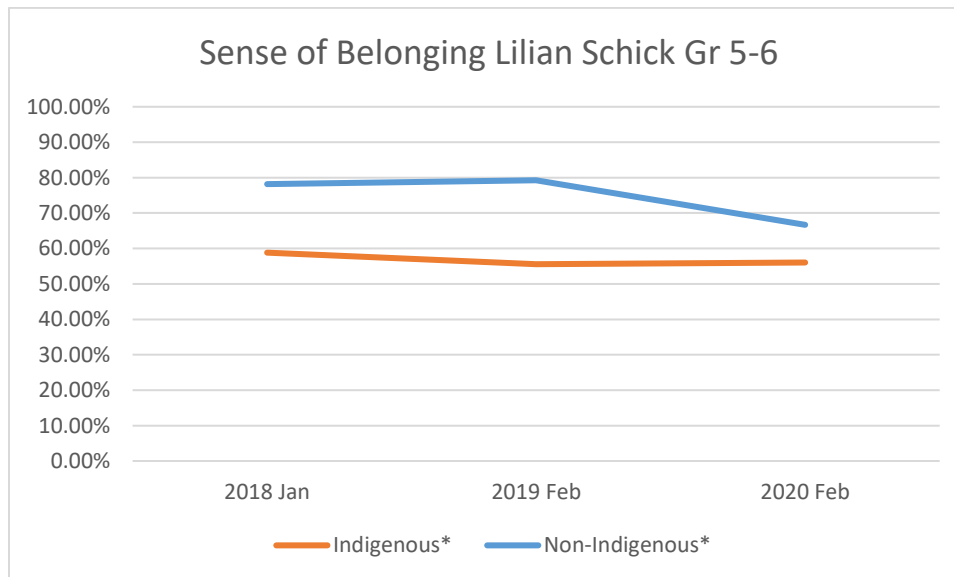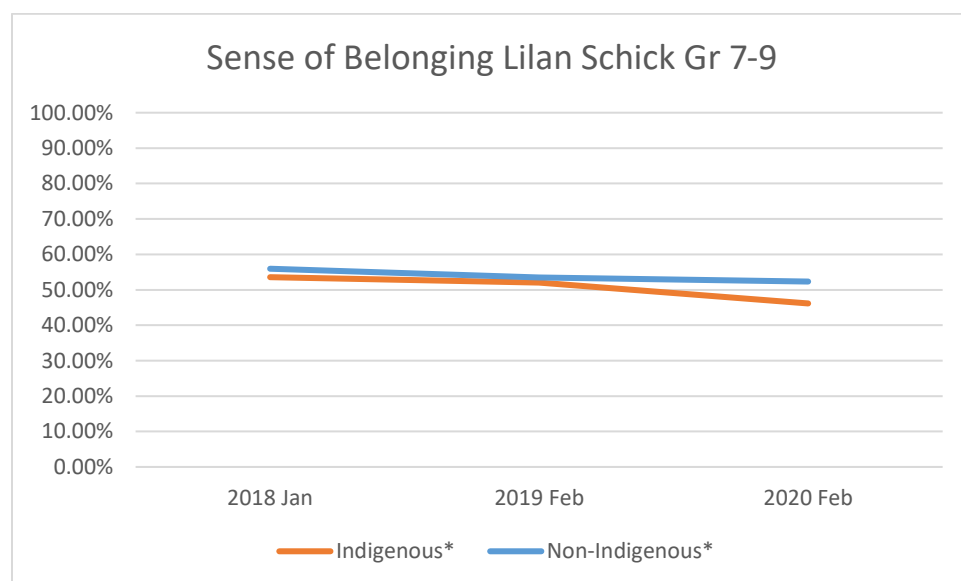| Division	School
• Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.	• Counselling focus on whole school initiatives • Connecting with and engaging students in fostering a welcoming environment and supporting peers in wellness • SOGI/Safe Contact
• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.	• Diverse opportunities for learning through complementary courses, enrichment projects, pull-out supports for math, engaging student in learning through tech and digital learning opportunities • Learning Coach – lesson planning with teachers UDL • Admin Support – UDL – modelling in classrooms
• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.	• Bringing in diverse perspectives through a variety of literature, supporting resources through science, physical learning through lacrosse units in Physical Education • Supporting students in sharing cultural practices and perspectives and sharing these with their peers
• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.	• Providing students with access to female or male school counsellors • Trauma informed teaching and learning and sharing amongst colleagues to support students and build relationships

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement 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.	88.9	91.8	84.9	87.5	84.2	88	Intermediate	Maintained	Acceptable	90	92	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.9	100.0	86.4	79.5	76.4	80	Intermediate	Declined	Issue	84	88	92

Our School Survey – First Nations, Métis and Inuit

Sense of Belonging Lilian Schick Gr 5-6

Sense of Belonging Lilan Schick Gr 7-9

Legend: Indigenous* / Non-Indigenous*

Local Measures

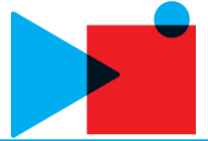| Measures		Results					
Learning Supports		**2017**	**AB avg**	**2018**	**AB avg**	**2019**	**AB avg**
Elementary 5-6							
Emotional Health: Anxiety		16%	22%	26%	22%	38%	n/a
School Context: Advocacy at School	(out of 10)	5.9	6.7	6.2	6.7	6.3	n/a
Secondary Grades 7 to 9							
Emotional Health: Anxiety		30	29%	32	29%	39%	29%
School Context: Advocacy at School	(out of 10)	2.8	2.7	2.9	2.6	2.6	2.6

Analysis of Results

Successes

Our school has had the opportunity to have a shared counselling role between a female and a male counsellor. This has afforded our students comfort in whom they are speaking to regarding their emotions and situations that are influencing their sense of emotional health. Having a shared counselling role has also brought new ideas and decreased the fatigue of being the school counsellor. Students appear to be better able to advocate for their needs and are becoming more familiar with the role of the school counsellor and how their teachers and our staff can support them.

Through our KNIGHTS recognition and KNIGHTS collective focus, students are showing pride in being part of Lilian Schick School Home of the KNIGHTS. Students are acknowledging the good they are seeing in themselves and in others.

Opportunities for Growth

Our students have expressed that anxiety continues to be something they are faced with regularly. They have indicated that school and outside factors influence their feeling of safety and increase their levels of anxiety. This continues to e an area of decline for Lilian Schick School. Teaching

about wellness and mental health during classes, connecting student learning to things that they can control, students seeing and feeling success because their learning is rigorous and matches their personal level of challenge without cresting frustration, and increasing students' sense of safety and belonging at school will be many of the ways we can improve on this measure.

We continue to develop our KNIGHTS collective focus and how to connect our students to our community while feeling disconnected in cohort groups. We continue to be reflective of our teaching practice and build our lessons with many perspectives focusing on TQS 5. We do this through:

- Literature and connections
- Relevant issues in social studies,
- lessons in science reflective of the uses of plants and animals
- and math lessons that have relevant word problems connecting to real world examples and current events
- Staff PLCs as 50% of staff have PGP reflective of improving in the area of TQS5

Domain: Governance

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

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

| Division	School
• Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making.	• Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils to plan strategies that address local needs.
• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.	• Principals report school annual budget and update on progress to the school council during the year.

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.9	96.0	72.3	82.6	80.6	83	High	Maintained	Good	85	87	89
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.3	85.0	72.4	70.8	79.9	82	High	Maintained	Good	85	87	89

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School's priory of student achievement and the outcomes in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.
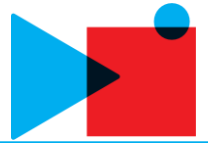
Analysis of Results

Successes

We have seen an increase in recognition of our schools improving or staying the same over the past 3 years. We have been better able to communicate the various supports and helped parents stay connected in their student's learning. We have had more active participation in our parent council and have had an increase in parent contact from teachers to parents and parents reaching out to teachers and administration.

Opportunities for Growth

We need to continue to work toward improved communication and invitation for parents to be part of the school community. We have plans for a video campaign about how to volunteer in our school. We also have received feedback from our parent council on ways in which they would like to volunteer in/for our school. Some of the suggestions related to when they could work within the school again. It appeared more challenging to determine how people could volunteer with the current restriction to school access.

Domain: Local and Societal Context

Assurance occurs:
Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

Strategies

Division	School
• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.	• KNIGHTS recognition for individual efforts toward KNIGHTS characteristics • Participation and focus on all areas of achievement and celebrations – Pink Shirt Day, Orange Shirt Day, National Indigenous Peoples Day, and competitions celebrating academic and physical pursuits
• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.	• Homeroom specific leadership projects with goals to connect the community

School Partnerships

1. NWR and Pembina supports for school improvement in the areas of technology to enhance education and to support students who benefit from technology to gain access to education in the inclusive learning environments
2. Connections with the Town of Bon Accord to build relationships between students and residents, student leadership and council opportunities
3. Connections with Bon Accord Community School building relationships between the schools and the community
4. Building connections between Gibbons School and Lilian Schick School in supporting our unique populations of students in grade 5-9
5. Partnerships with community members and parents to bring educational opportunities to our students that will enhance their learning beyond the school and support them in learning for life
6. Connecting with the local Health Unit to support our students in gaining perspective on healthy living, eating, and life habits

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.

Analysis of Results

Successes

We are focused on being in a shared partnership with our community. We do this through consistent messages on social platforms, newsletters outlining what is happening in the school and celebrations of student successes, and power announcements to share information. We work with community partners who provide guidance about how our students can continue to serve in the community of Bon Accord and we connect with our Logos families to gain spiritual support and guidance as we navigate the school year. We have also have begun a campaign to share how our students are exemplifying being a KNIGHT by nominating students monthly for their behavior that represents one of the characteristics of being KNIGHTS – Keen, Noble, Independent, Generous, Honest, Tireless, and Spirited. Students receive an email home to parents, a postcard from the principal and a prize while being recognized in front of their cohort group at the end of each month. All students who are nominated are put into a wheel randomizer and one student is awarded a monthly prize. This is shared with the community through social media posts and our newsletter.

Opportunities for Growth

We continue to need to be expressive in the ongoing activities of the school. It appears that parents are feeling disconnected and feel as though they may not be receiving information as timely as they would prefer.

We need to determine ways to have parents volunteer in our school through a virtual way or though our Parent Council or Room Parent Association. We are embarking on a volunteer campaign where we are creating a video asking for parents to help us in a variety of ways. Our parent council parents are going to help bring the video to life so that it is the voice of our parents asking for more support. They will talk about parent voice and the importance of having a say in their child's education.