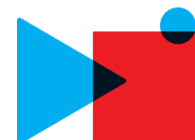




## Education Plan and Annual Education Results Report

October 2020 Update





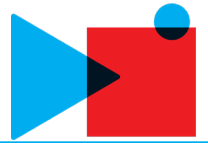
## Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Sturgeon Composite High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.7	86.1	86.1	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	83.0	87.3	82.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.8	88.6	87.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	2.3	2.8	2.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	79.6	80.1	83.4	79.7	79.1	78.4	High	Declined	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	76.9	80.5	83.6	83.7	83.1	High	Improved	Good
	Diploma: Excellence	17.6	10.4	12.3	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	46.5	40.1	42.6	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	65.3	58.0	55.1	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.8	54.6	53.3	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.3	81.1	77.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	75.9	74.1	71.4	83.3	82.9	83.2	Intermediate	Improved	Good
Parental Involvement	Parental Involvement	77.7	80.0	73.7	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.9	88.2	76.2	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





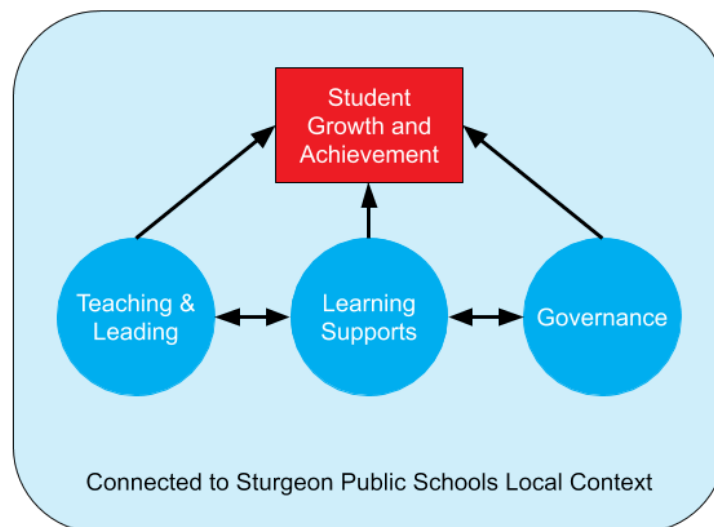
## Priority

# Student Achievement

### Assurance Domains and Student Achievement

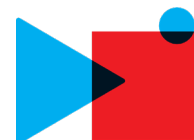
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



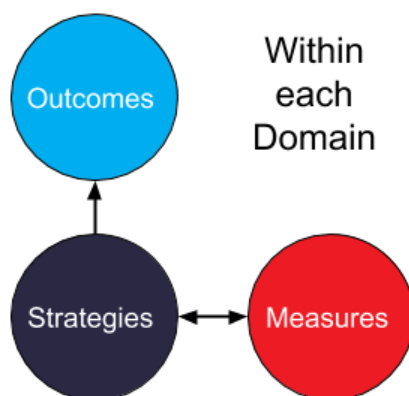
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





## Domains and Outcomes

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



## School Highlight or Context

Sturgeon Composite High School is one of the largest rural high schools in Alberta. It is a dynamic and comprehensive high school that serves students in grades 10 through 12 from the Sturgeon County area, as well as many from St. Albert and Edmonton. It prepares students to be successful in their chosen paths through a balance of excellent academics and optional programs and activities.

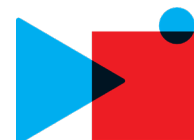


Sturgeon Composite provides a safe, welcoming environment with a broad selection of programs to help students achieve their goals. It offers unique and increasing options in [fine arts](#), [second languages](#), [inclusive education](#), [athletics](#) and [career and technology studies](#) courses. The school has a province-wide reputation for trades-oriented programs.

The school's curriculum is highly respected by top post-secondary institutions, including the University of Alberta, NAIT and MacEwan University.

Students can also gain marketable job skills through the school's work experience and RAP program.





## Domain: Student Growth & Achievement

### Assurance occurs:

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

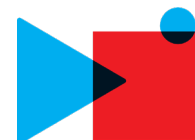
### SPS Outcomes

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

### Strategies

Division	School
<ul style="list-style-type: none"> <li>• Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• We will collaborate on Professional Development days with Redwater staff.</li> <li>• Staff meetings will continue to be an opportunity to share lessons created with 'hands-on' learning</li> <li>• Sprint goals help direct teachers in the development of plans that encourage increased student achievement</li> <li>• Rigorous CTS programming and the development of a much clearer picture of module-based assessment</li> <li>• Goals inclusion</li> </ul>
<ul style="list-style-type: none"> <li>• Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment provided to lead instructional focus (MIPI, baseline English assessment)</li> <li>• Variety of instructional strategies/ Assessments connected to differentiated instruction (UDL)</li> <li>• A variety of programming delivered from GOALS to K&amp;E to Learning Strategies</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will communicate achievement of outcomes to students and families using division identified tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Power school</li> <li>• Google classroom</li> <li>• Parent teacher interviews and student conferencing</li> <li>• Student self-reflection (formative) and comparison to exemplars before the final mark</li> <li>• Parent/ student emails</li> </ul>





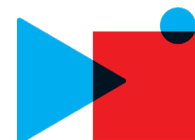
## Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.5	78.2	76.9	86.9	na	86	TBD	TBD	TBD	87	88	88
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.5	13.9	10.4	17.6	na	18	TBD	TBD	TBD	18	18	18.5

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	79.4	85.2	84.8	80.1	79.6	86	High	Maintained	Good	80	80.5	81
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.3	38.5	49.3	40.1	46.5	50	Intermediate	Maintained	Acceptable	47	47.5	48
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.8	2.2	2.0	2.8	2.3	1.8	Very high	Maintained	Excellent	1.5	1	.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.4	53.4	51.8	54.6	51.8	55	Intermediate	Maintained	Acceptable	52	53	54
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	54.7	52.3	55.1	58.0	65.3	56	Intermediate	Improved	Good	66	67	68

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	90.6	86.4	80.6	90.9	na	91	TBD	TBD	TBD	90.5	91	91.5
Overall percentage of self-identified FNMI students who	12.5	21.2	13.4	22.7	na	24	TBD	TBD	TBD	24.5	25	25.5





achieved the standard of excellence on diploma examinations (overall results).												
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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	50.8	80.9	93.8	77.5	71.9	76	Intermediate	Declined	Issue	72	73	74
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	11.3	27.0	68.8	23.2	28	27	Very low	Declined significantly	Concern	28.5	29	29.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	1.3	2.8	2.1	1.1	3.3	1	High	Maintained	Good	1	.5	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	37.1	43.9	30.2	40.4	41	41	Low	Maintained	Issue	41.5	42	43
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	30.8	52.4	64.3	43.5	48	48	Low	Maintained	Issue	49	50	51

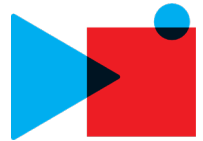
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.8	69.5	70.6	74.1	75.9	75	Intermediate	Maintained	Acceptable	76	76.5	77

## Local Measures

## SCHS updated OurSchool Tables

Measures						Results					
Student Growth & Achievement						2017	AB avg	2018	AB avg	2019	AB avg



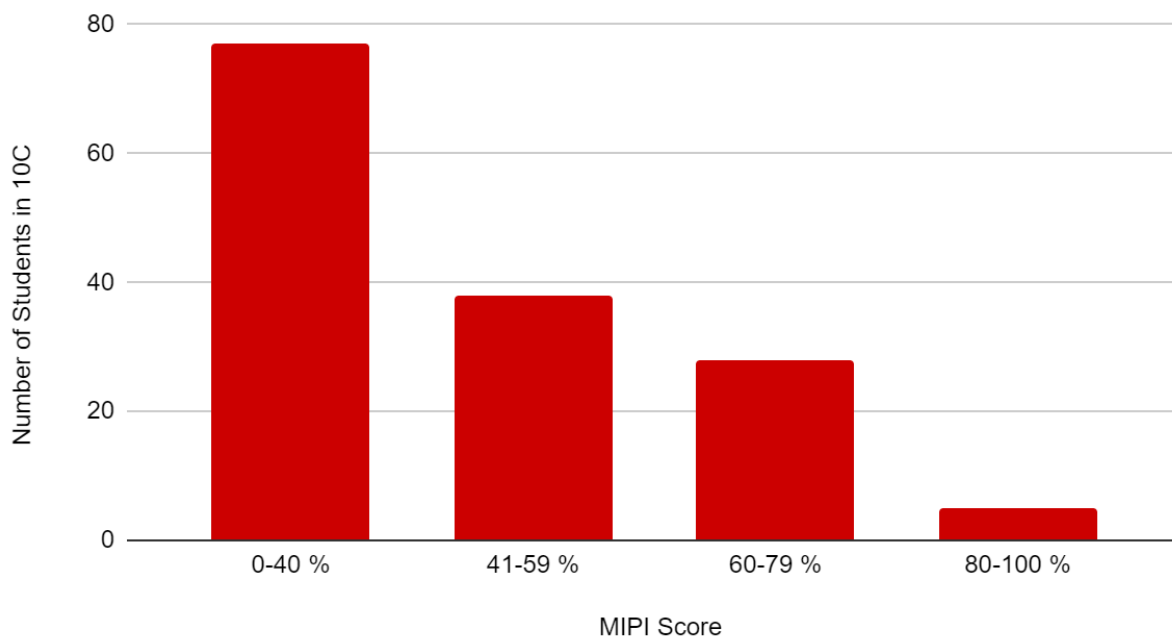


Secondary 10-12

Intellectual Engagement: Interest and Motivation	36	43%	33	43%	36%	43%
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Math Intervention Programming Initiative (MIPI)

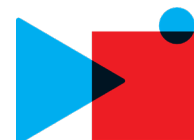
MIPI September 2020 Math 10C



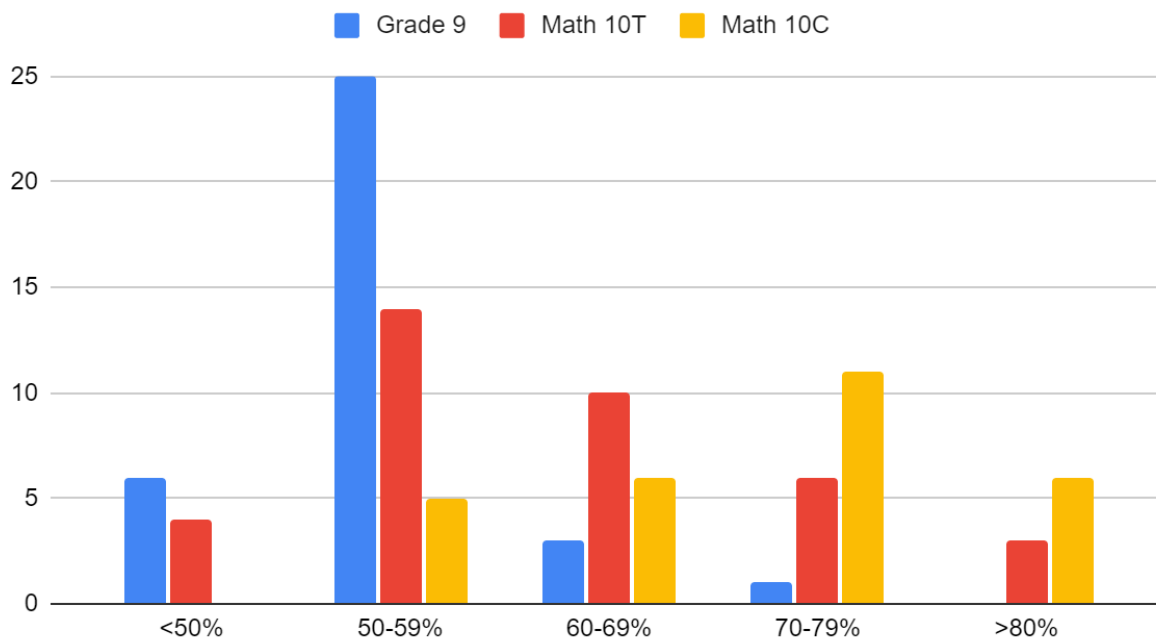
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies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







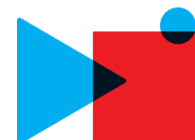
## Grade 9, Math 10T and Math 10C



## English Diploma Examination Results – Measure Details

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.9	11.1	91.2	8.8	85.4	6.8	94.4	8.4	n/a	n/a
	Authority	89.8	9.4	89.1	9.5	76.5	6.6	91.5	7.1	n/a	n/a
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a
English Lang Arts 30-2	School	95.9	11.4	91.2	18.7	94.3	11.4	91.9	12.8	n/a	n/a
	Authority	95.0	12.6	91.1	17.7	94.5	13.8	91.3	13.5	n/a	n/a
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a





**Table 7.1**  
**English Language Arts 30-1**  
**Part B – Raw Score Results, by Reporting Category**

Reporting Category	Number of Items (70)	Average		Standard Deviation	
		Prov.	School	Prov.	School
1. Construct Meaning from Content and Context, and Engage Contextual Knowledge	37	24.2	<b>26.0</b>	6.4	<b>5.6</b>
2. Relate Textual Forms, Elements, and Techniques to Content, Purpose, and Effect	25	16.6	<b>17.6</b>	4.1	<b>3.5</b>
3. Connect Self, Culture, and Milieu to Text and Text Creators	8	5.6	<b>6.1</b>	1.6	<b>1.3</b>
A. Form Literal Understandings	12	8.4	<b>9.3</b>	2.2	<b>1.9</b>
B. Infer, Apply, and Analyze	34	22.6	<b>24.1</b>	5.7	<b>4.7</b>
C. Assess and Form Generalizations	24	15.4	<b>16.4</b>	4.2	<b>3.6</b>

Our Grade 10 English classes contain English benchmark and final exam comparison. We will begin to record this date with Grade 10 for the 2020.21 school year. Skill areas that require improvement are evident as you can see through our MIPI assessments.

## Analysis of Results

Our addition of Math 10 T seems to be a success. You can see from the data that it greatly increases a student's success in Math 10C. Through the introduction of Math 10T there has been an increased group of students who have now passed Math 10C who would have previously taken Math 10-3. We will continue to analyze this groups progress in Math up to Grade 12. This should move to Grade 12 math marks over time.

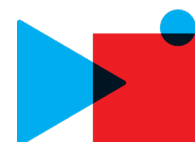
### Successes

Last year English focused on Reading Comprehension by having a monthly assignment. Marks went up in gradebooks and the results showed in our Diploma exams. I was happy to see growth in the area of interest and motivation.

### Opportunities for Growth

We need to continue to focus on differentiation in learning with a focus on our “excellence” level of achievement. This focus is important for all areas of instruction at Sturgeon Composite High School. We are excited to be offering leveled questions in units of math that “challenge” the next level of curriculum, as it challenges our students to increase their learning.





## Domain: Teaching and Leading

### Assurance occurs:

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

### SPS Outcomes

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

### Strategies

Division	School
<ul style="list-style-type: none"> <li>• Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma exam results, final grades used to inform teaching</li> <li>• Newsletters/social media and parent groups are used for community and parent feedback that will inform school planning.</li> <li>• New ideas and seeking feedback (recipe changes is an example)</li> <li>• SKILLS work and client services engage community stakeholders in our CTS programming</li> </ul>
<ul style="list-style-type: none"> <li>• Staff participate in professional development and collaborate to address division and local goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Our overall staff focus will be UDL while integrating positive Mental Health, First Nation, Metis, Inuit inclusion and differentiated instruction methods.</li> </ul>

### Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	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.	83.5	78.4	81.0	87.3	83	88	Very high	Maintained	Excellent	84	85	85.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.3	88.0	85.6	88.6	87.8	78	High	Maintained	Good	80	81	82





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.	37	70.4	94.9	78.9	85	85.2	84.6

### Local Measures

Measures		Results					
Teaching and Leading		2017	AB avg	2018	AB avg	2019	AB avg
Secondary 10-12							
Quality Instruction: Rigor	(out of 10)	6.4	n/a	6.4	6.6	6.3	6.6

### Analysis of Results

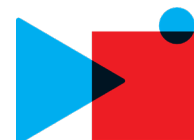
#### Successes

Rigor will need to be a priority, although it always a fine balance between rigor and interest and motivation. We need to balance the two. Teachers will be more explicit with their classes regarding learning outcomes for both the day and the unit. Our continued work regarding student engagement will be important this year.

#### Opportunities for Growth

Rigor will be especially important this year, but again, with a balance that allows student to return to in school, full time education after their COVID education plan. Our wide variety of programming offered will be very important,





## 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.

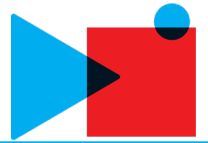
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, 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.

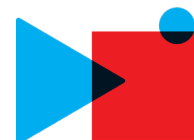
September 18	Focus: Assessment
Details	Focus on effective assessment and consistency from class to class. Types of assessment required and used on both a digital and in class platform
October 16	Focus: UDL- Hattie's research
Details	An introduction to Hattie's research on effective teaching practices in a collaborative day with Redwater school.
December 18	Focus: Indigenous Foundational Knowledge
Details	Incorporating Indigenous Foundational Knowledge across all subject areas. We will have specific subject area focus groups.
January 29	Focus Student Centered Learning
Details	Presenting lessons by department using UDL guidelines. Each teacher will present by year end.





March 25	Focus: Mental Health – staff and students
Details	How to include supporting mental health in our daily practice is our focus for t his PD day.
June 4	Focus: Transitions and Supporting Students
Details	End of year student focused planning regarding transition and assessment.





## Domain: Learning Supports

### Assurance occurs:

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

### SPS Outcomes

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

### Strategies

Division	School
<ul style="list-style-type: none"> <li>• Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom environment is positive and inclusive</li> <li>• Respectful/ positive interactions between staff and students</li> <li>• Leadership class develops school community and involvement</li> <li>• Student services support for ALL students</li> </ul>
<ul style="list-style-type: none"> <li>• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks for use in classrooms</li> <li>• Resources are digital for read write access</li> <li>• Inclusion of GOALS students in classrooms</li> <li>• Instruction provided in a variety of platforms</li> </ul>
<ul style="list-style-type: none"> <li>• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• First nation, Metis, Inuit professional development has occurred and will continue to be implemented.</li> <li>• Research was completed on aboriginal students and their graduation roadblocks. Staff was made aware of the environmental and actionable ways to improve.</li> <li>• Indigenous group of Seven is being studied in Art and student work is inspired from this</li> <li>• Increased Aboriginal resources in the Library</li> <li>• Canadian Heritage foods module focuses on traditional aboriginal food</li> <li>• Installation of First Nation focused art that Recognizes significant cultural events/days- a more in-depth discussion and reflection on these days</li> </ul>







<ul style="list-style-type: none"> <li>Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>AHS/ FSLW support our students outside of school</li> <li>Growth mindset activities/conversation continue to be a focus in classrooms</li> <li>Teacher student relationships remain important</li> <li>Ensure that one on one conversations occur to promote student sense of belonging</li> <li>Additional health and wellness focused classes</li> <li>Leadership focuses on wellness support through “kids help phone” awareness and support through donations</li> <li>Extracurricular (overnight backyard trip) Partnership with St. John’s ambulance</li> </ul>
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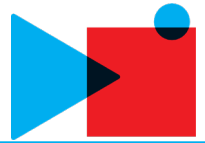
### Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	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.	85.7	85.7	86.5	86.1	88.7	88	Very high	Maintained	Excellent	89	89.5	90
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.	73.7	76.1	74.4	81.1	82.3	78	High	Maintained	Good	78.5	79	79.5
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	78.4	79.4	81.5	83.2	80.8	84	High	Maintained	Good	82	82.5	83

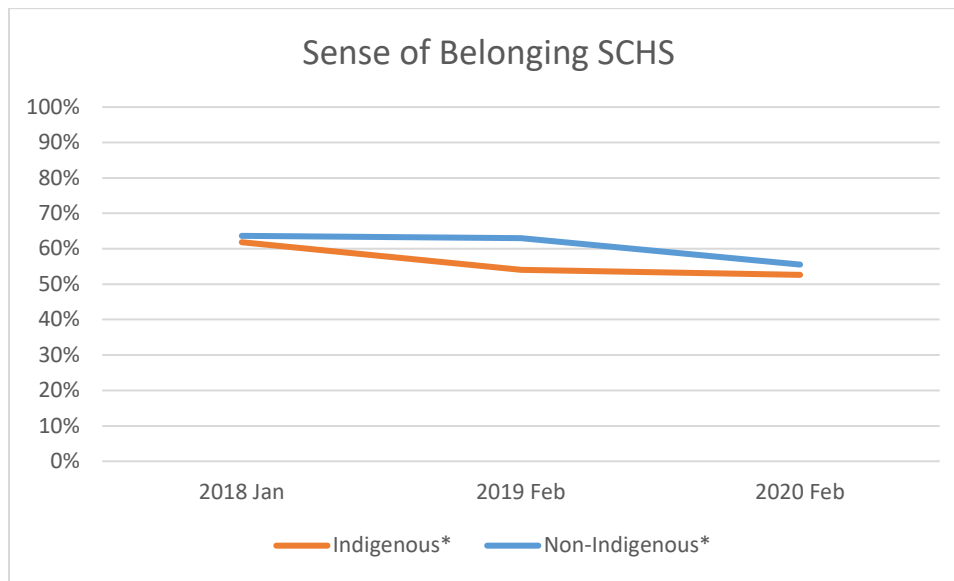
### Local Measures

Measures		Results					
Learning Supports		2017	AB avg	2018	AB avg	2019	AB avg
Secondary 10-12							
Emotional Health: Anxiety		24	29%	32	29%	39%	29%
School Context: Advocacy at School	(out of 10)	2.5	2.7	2.6	2.6	2.6	2.6





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



## Analysis of Results

### Successes

We have focused extensively on the inclusion of First Nation, Metis and Inuit content to be included in classes. All students will benefit from this.

An example from our English department with their work from last year:

## First Nations Texts

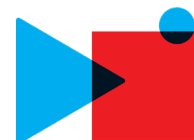
**Course:** English 10-2

**Text:** *Crossroads 10*

**Selections:**

- “Tom Jackson” (pg. 32) - profile
- “Blue Against White” (pg. 92) - short story
- “Tuning in to Aboriginal TV” (pg. 132) - article
- “The Saga of Filming Never Cry Wolf” (pg. 154) - article
- “Running Eagle” (pg. 227) - expository essay
- “Cree Ponies” (pg. 289) - poem





**Novels:**

- *The Marrow Thieves* by Cherie Dimaline

**Course:** English 10-1

**Text:** *Sighlines 10*

**Selections:**

- "Self-Portrait" (pg. 30) - image
- "Shanawdithit" (pg. 228) - poem
- "In There Somewhere" (pg. 230) - poem
- "Bannock: The Native Staff of Life" (pg. 233-235) - a recipe
- "Keeper'n Me" (pg. 279-281) - memoir

**Novels:**

- *The Education of Little Tree* by Forest Carter (watch it - inauthentic voice)

**Course:** English 20-2

**Text:** *Passages 11*

**Selections:**

- "Song" (pg.10) POEM
- "Sooshewan" (pg. 36) SHORT STORY
- "Multi-Media Child: Buffy Sainte-Marie" (pg.73) PROFILE
- "Fences" (pg. 96)- POEM
- "As Good a Man as I Know" (pg. 98), PROFILE
- "Works on a Page" (pg. 110) PROFILE
- "History Lesson" (pg. 200) POEM
- "Butterflies" (pg. 221) SHORT STORY

**Novels:**

- *Indian Horse* by Richard Wagamese

**Course:** English 20-1

**Text:** *Imprints 11*

**Selections:**

- "Soul-Catcher" (pg.135) SHORT STORY
- "Demasduit's Dream" (pg. 176) SONG
- "Universal Soldier" (pg. 200) POEM
- "The Song My Paddle Sings" (pg. 238) POEM
- "What Colour is a Rose" (pg. 323) NONFICTION
- "Sports Logos an Insult" (pg. 426) OPINION PIECE
- "Laughter Soothes His Soul" (pg. 464) PROFILE

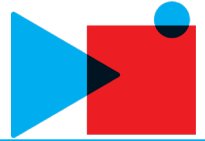
**Course:** English 30-2

**Text:** *Passages 12*

**Selections:**

- Mud Woman's First Encounter with the World... (pg. 36) - NARRATIVE POEM
- Facing Extinction (pg. 59) - NEWSPAPER ARTICLE
- Crying Totem Pole (pg. 76) - OIL PAINTING
- Babu Chhiri (pg. 127) - OBITUARY
- The Reluctant Black Hawk (pg. 133) - BIOGRAPHICAL PROFILE
- Justice (pg. 248) - POEM





- A Thousand Supperless Babes: The Story of the Metis (pg. 294) - PLAY EXCERPT

Novels:

- *Medicine Walk* by Richard Wagamese

**Course: English 30-1**

Text: *Imprints 12*

Selections:

- Groom Service (pg. 12) - SHORT STORY
- I Grew Up (pg. 175) - POEM
- Loneliness (pg. 244) - POEM
- Art History (pg. 273) - SPEECH
- Interview with Artist George Littlechild (pg. 369) - TELEVISION INTERVIEW
- Tom King's Traditional Aboriginal Decorating Tips (pg. 489) - RADIO COMEDY SKETCH

Novels:

- *One Flew Over the Cuckoo's Nest*

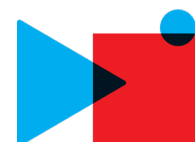
*The Break* by Katherena Vermette (watch it - edgy content!)

We have moved from a limited amount of examples of indigenous ideas to many opportunities to include these ideas in each subject.

**Opportunities for Growth**

This is an area that will continue to take priority and for teaches to have a personal interest. Although PD allow for knowledge, often it is day to day events and activities that allow for true inclusion. Leadership will continue with activities that encourage a sense of belonging for all.





## Domain: Governance

### Assurance occurs:

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

### SPS Outcomes

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

### Strategies

Division	School
<ul style="list-style-type: none"> <li>• Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools engage staff, parents, and community leaders in a local survey.</li> <li>• Principals will work with school councils to plan strategies that address local needs.</li> </ul>
<ul style="list-style-type: none"> <li>• The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals report school annual budget and update on progress to the school council during the year.</li> <li>• Appropriate and new learning resources are provided and updated regularly</li> </ul>

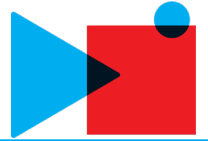
### Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	69.9	64.3	76.8	80.0	77.7	81	Intermediate	Maintained	Acceptable	78	79	80
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.	79.8	67.1	73.2	88.2	78.9	89	High	Maintained	Good	79	79.5	80

### Local Measures

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





in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.

## Analysis of Results

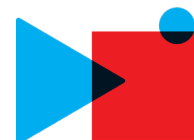
### Successes

We will continue to include our community and stakeholders in our educational decision making.

### Opportunities for Growth

A student council group along with the school council will be introduced to provide increased partnership work for SCHS. This will be a new introduction to our student life at Sturgeon Composite High School.





## Domain: Local and Societal Context

### Assurance occurs:

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

### SPS Outcomes

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

### Strategies

Division	School
<ul style="list-style-type: none"> <li>• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary challenge, REACH club</li> <li>• Skills competition virtually</li> <li>• ROVER creation with robotics club and welding</li> <li>• First Nation, Metis, Inuit research done throughout the school</li> <li>• Football provincials</li> </ul>
<ul style="list-style-type: none"> <li>• Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9 tours</li> <li>• Art class projects that vary with the celebration associated with the time of year</li> <li>• Playhouse built for KIDSPORT Fort Saskatchewan</li> <li>• Prairie Gardens has reached out to our CTS department for signage work</li> </ul>

### School Partnerships

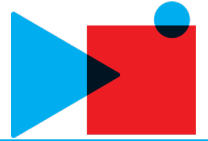
1. Increased professional collaboration
2. We worked with our Learning Centres last year and this year we will partner with Redwater High School.
3. A science partnership with NUTRIEN for the girl's science conference

### 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

It has been great to see the increased partnerships occurring within the last year. This has been accomplished though most subject areas.

### Opportunities for Growth

It will be challenging to maintain community partnerships with our COVID restrictions. Any continued partnerships would be an indicator of success.

