



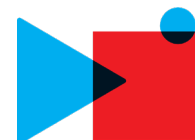
Oak Hill School Education Plan and Annual Education Results Report

October 2020 Update



**Sturgeon
Public Schools**

Dare to reimagine learning



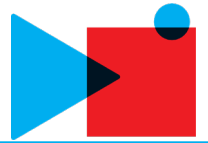
Combined 2020 Accountability Pillar Overall Summary

| Measure Category | Measure | Oak Hill 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 | 92.3 | 90.0 | 90.0 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 69.4 | 62.2 | 62.2 | 82.4 | 82.2 | 82.0 | Low | Maintained | Issue |
| | Education Quality | 96.7 | 91.7 | 91.7 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 0.0 | 0.0 | 4.4 | 2.7 | 2.6 | 2.7 | Very High | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 32.5 | 41.7 | 37.6 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| | PAT: Excellence | 2.5 | 19.4 | 16.3 | 20.6 | 19.9 | 19.6 | Very Low | Declined | Concern |
| | Work Preparation | 100.0 | 100.0 | 100.0 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 82.0 | 89.3 | 89.3 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 81.7 | 53.3 | 53.3 | 81.8 | 81.3 | 81.2 | High | Improved | Good |
| Continuous Improvement | School Improvement | 86.7 | 100.0 | 100.0 | 81.5 | 81.0 | 80.9 | Very High | Maintained | Excellent |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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





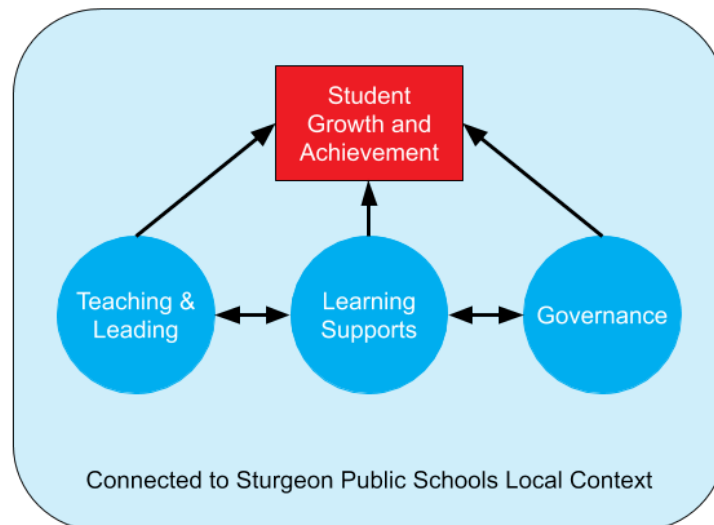
Priority

Student Achievement

Assurance Domains and Student Achievement

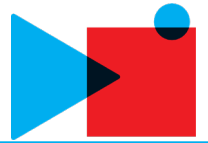
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

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



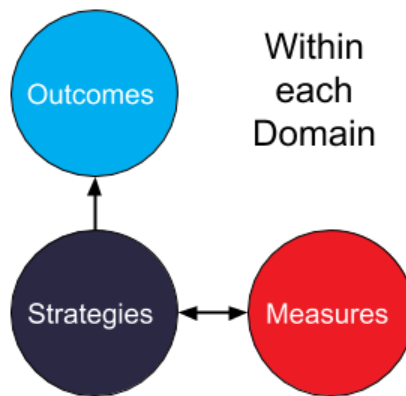
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

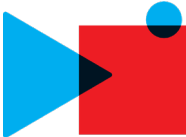
Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and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

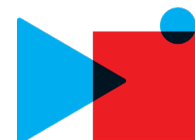


School Highlight or Context

Oak Hill School provides educational services for students in grades 4 to 9 with emotional and behavioral challenges. These students are placed at Oak Hill Ranch by Alberta Child and Family Services. In cooperation with Oak Hill Ranch, Sturgeon Public Schools and Alberta Education, our school's primary objective is to provide a quality educational program tailored to meet the emotional, social and academic needs of each student. The program offers a therapeutic school setting that is designed to meet the academic and treatment needs of each student in a unique rural "ranch" setting. All staff are trained in both the Therapeutic Crisis Intervention (T.C.I) and the Children And Residential Experiences (C.A.R.E) models. Classrooms are designed to focus on individual student needs and teaching staff are complimented by educational assistants and child and youth care workers.







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

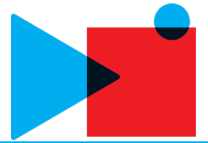
| Division | School |
|--|--|
| <ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. | <ul style="list-style-type: none"> • Team approach to IPP and ICSP development |
| <ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. | <ul style="list-style-type: none"> • PLC peer coaching. • Five minute lesson plans • Cultivate sprints to enhance student learning |
| <ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. | <ul style="list-style-type: none"> • Student achievement has been added to every case conference. An educational report will be submitted for each student. |

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). | 40.6 | 30.6 | 41.7 | 32.5 | n/a | 40.0 | TBD | TBD | TBD | 42.0 | 44.0 | 46.0 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 15.6 | 13.9 | 19.4 | 2.5 | n/a | 5.0 | TBD | TBD | TBD | 6.0 | 7.0 | 8.0 |

| 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 | * | * | * | * | | | TBD | TBD | TBD | | | |





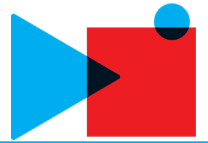
| | | | | | | | | | | | | |
|---|---|---|---|---|--|--|-----|-----|-----|--|--|--|
| 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | | | | | | | | | | | | |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | * | * | * | * | | | TBD | TBD | TBD | | | |

| 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. | 56.7 | n/a | n/a | 89.3 | 82.0 | | Very High | TBD | TBD | | | |

Local Measures

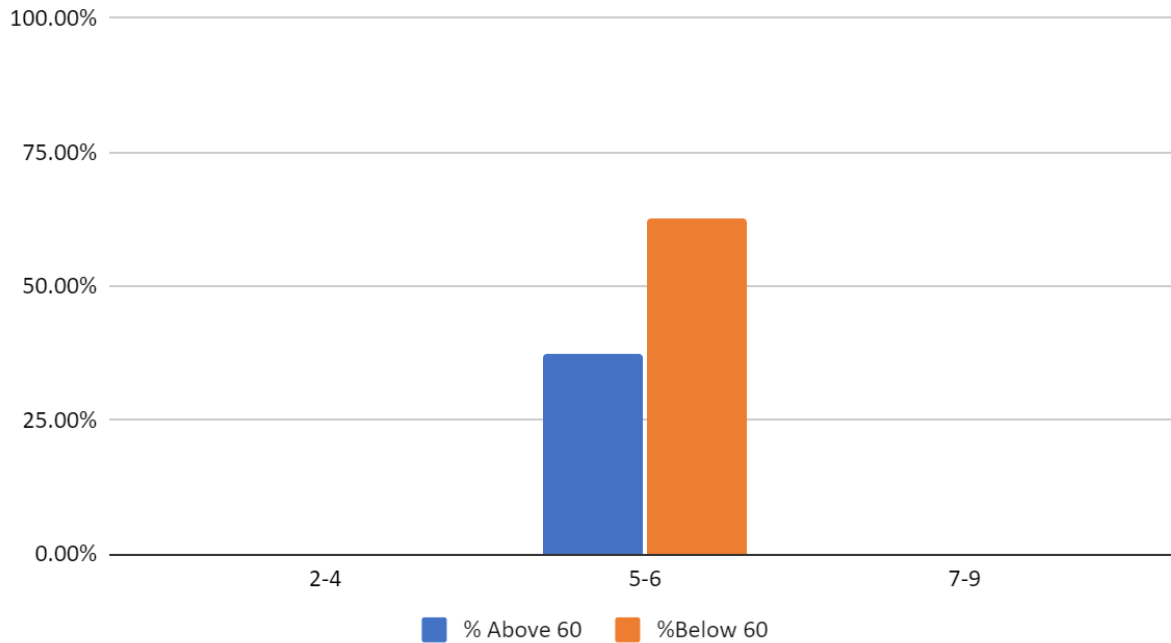
| Measures | 2017 | | 2018 | | 2019 | |
|--|--------|--------|--------|--------|--------|--------|
| Student Growth & Achievement | AB avg | AB avg | AB avg | AB avg | AB avg | AB avg |
| Elementary 4-6 | | | | | | |
| Intellectual Engagement: Interest and Motivation | - | 87% | 100% | 86% | 100% | n/a |
| Secondary 7-9 | | | | | | |
| Intellectual Engagement: Interest and Motivation | 33% | 43% | 40% | 43% | 50% | 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

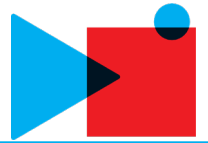
Fountas and Pinnell

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.

Read Theory and Lexile Level

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 is an excellent resource for our students as it is a less evasive way to assess the students without using the traditional methods of testing and assessment.





Analysis of Results

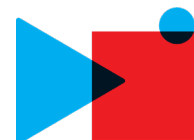
Successes

Student achievement in regards to literacy were greatly improved at Oak Hill School for two main reasons. The increased use of our LSL lead for dedicated guided reading with our students, and the increased use of technology to differentiate literacy learning for our students.

Opportunities for Growth

Our strategies focus on identifying the strengths and weaknesses of our students and then using that information to target specific learning areas that can best help the students. We need to incorporate this information better into learning sprints. These learning sprints can help facilitate greater student achievement in a shorter period of time. Our students are generally with us a short period of time, so catching them up to their grade level is very important.





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

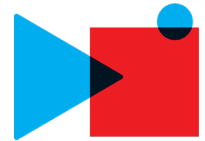
| Division | School |
|--|--|
| <ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. | <ul style="list-style-type: none"> • Benchmark assessments of F&P and MIPI done within two weeks of every new intake. • Monthly calls to case workers. |
| <ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. | <ul style="list-style-type: none"> • Teachers observing teachers. The benefits of learning by observing. • Five min PLC observation presentations • Helps teachers develop different strategies for different students. Promotes UDL and student achievement. |

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. | 66.7 | n/a | n/a | 62.2 | 69.4 | 70.0 | Low | TBD | TBD | 72.0 | 74.0 | 76.0 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 91.7 | n/a | n/a | 91.7 | 96.7 | 92.0 | Very High | TBD | TBD | 92.5 | 93.0 | 93.5 |

| 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 | 6 | 88.9 | 100 | n/a | 85.0 | 85.2 | 84.6 |





| | | | | | | | |
|--|--|--|--|--|--|--|--|
| authority has been focused, systematic and contributed significantly to their ongoing professional growth. | | | | | | | |
|--|--|--|--|--|--|--|--|

Local Measures

| Measures | Results | | | | | | |
|-----------------------------|-------------|--------|------|--------|------|--------|-----|
| | 2017 | AB avg | 2018 | AB avg | 2019 | AB avg | |
| Teaching and Leading | | | | | | | |
| Elementary 4-6 | | | | | | | |
| Quality Instruction: Rigor | (out of 10) | n/a | n/a | 9.0 | 8.3 | 7.4 | n/a |
| Secondary 7-9 | | | | | | | |
| Quality Instruction: Rigor | (out of 10) | 6.5 | n/a | 6.5 | 6.6 | 6.4 | 6.6 |

Analysis of Results

Successes

The implementation of Marzano and Hattie’s 8 elements of lesson planning has provided staff with ac common approach to student achievement. Staff felt on the same page when trying to best meet students needs.

Opportunities for Growth

Understanding the strengths of our lesson plans and sharing them with staff who can then increase their practice and better respond to student’s needs.

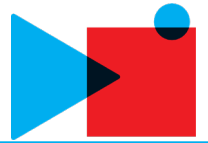
Professional Learning in 2020-2021

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 |





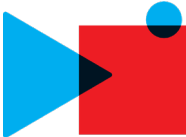
| | | |
|--------|-----------|-------------------------|
| May 21 | In-person | Staff Recognition Event |
|--------|-----------|-------------------------|

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.

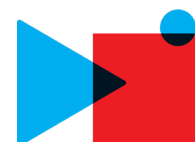
| | |
|--------------|--|
| September 18 | Focus: Reducing barriers and addressing students' needs |
| Details | <p>IPP development. Review ICSP with Residential programs.</p> <p>Collaborate UDL learning goals and align with IPP, ICSP and curriculum.</p> <p>Increasing student engagement with technology. Cohort led sessions on UDL, tech, and coaching.</p> <p>Review Benchmark assessments and progress</p> |
| October 16 | Focus: Putting practice into play |
| Details | <p>Cross curricular coaching and reflection on UDL. Whole group response then breaking down into individual cohorts. ½ day</p> <p>Impact of a sharing circle: Elder Earl and cultural liaison Matthew Belhumeur</p> <p>Numeracy and Literacy: Developing synergy with UDL through whole school lesson plans.</p> |
| December 18 | Focus: Indigenous Foundational Knowledge |
| Details | <p>Incorporating FNMI into practice: The power of healing- Staff Sweat, ½ day</p> <p>School/Ranch Holiday celebration. ½ day.</p> |
| January 29 | Focus: TCI & CARE Refresher |
| Details | <p>In coordination with Oak Hill Ranch, we will be having our TCI & CARE six month refresher. Full Day</p> |
| March 25 | Focus: Developing Outdoor Learning with UDL |
| Details | <p>Using different environments to support learning. Incorporating Oak Hill Ranch grounds into learning opportunities.</p> <p>Guest Speaker: Jon Tjostheim, Elder Earl and Matthew Belhumer</p> <p>High Ropes course: Team Building Exercise</p> |





| | |
|---------|--|
| June 4 | Focus: Transitions and Supporting Students |
| Details | Lessons Learned: Analysis of Data- IPP, ICSP, F&P, MIPI Cultural Dance- Outdoor Dance Ranch/school Student Celebration |





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.

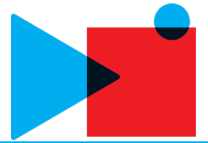
Strategies

| Division | School |
|---|--|
| <ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. | <ul style="list-style-type: none"> • Integration of ICSP data with IPP data for scaffolding the growth of students |
| <ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. | <ul style="list-style-type: none"> • Four new CTF classes for students to enhance student engagement |
| <ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. | <ul style="list-style-type: none"> • Ranch cultural liaison helping introduce a sharing circle and its benefits in educational classrooms |
| <ul style="list-style-type: none"> • Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. | <ul style="list-style-type: none"> • Educational Services manager and/or principal attending Case conferences |

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. | 66.7 | n/a | n/a | 90.0 | 92.3 | 92.0 | Very High | TBD | TBD | 93.0 | 93.5 | 94.0 |
| 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. | 100.0 | n/a | n/a | 100.0 | 100 | 95.0 | Very High | TBD | TBD | 95.5 | 96.0 | 96.5 |



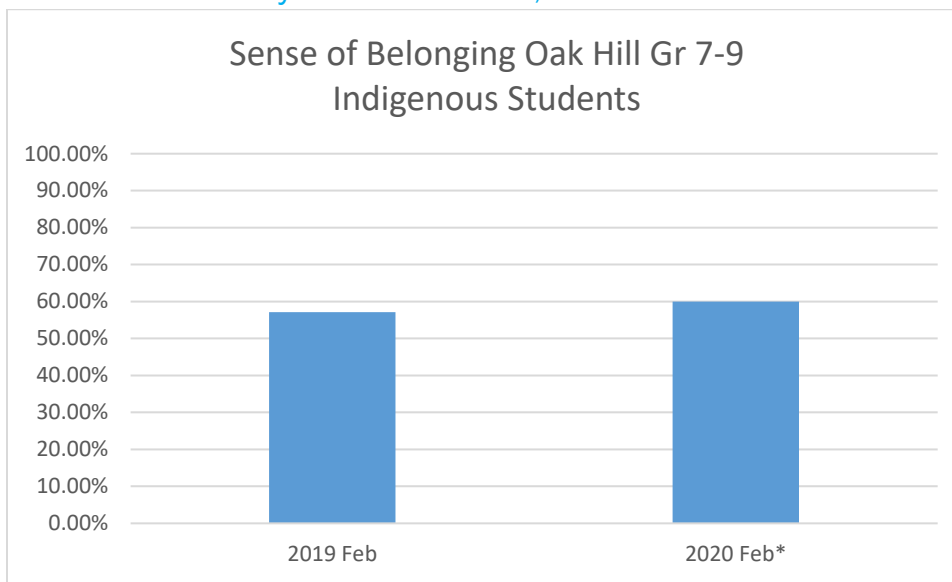


| | | | | | | | | | | | | |
|---|------|-----|-----|------|------|------|------|-----|-----|------|------|------|
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning | 58.3 | n/a | n/a | 81.8 | 83.3 | 83.0 | High | TBD | TBD | 83.5 | 84.0 | 84.5 |
|---|------|-----|-----|------|------|------|------|-----|-----|------|------|------|

Local Measures

| Measures | Results | | | | | |
|--|---------|--------|------|--------|------|--------|
| | 2017 | AB avg | 2018 | AB avg | 2019 | AB avg |
| Learning Supports | | | | | | |
| Elementary | | | | | | |
| Emotional Health: Anxiety | - | 22% | 18% | 22 | 29% | n/a |
| School Context: Advocacy at School (out of 10) | - | 6.7 | 7.9 | 6.7 | 9.2 | n/a |
| Secondary | | | | | | |
| Emotional Health: Anxiety | 11.1% | 29% | 33% | 29% | 25% | 29% |
| School Context: Advocacy at School (out of 10) | 4.3 | 2.7 | 4.6 | 2.6 | 3.3 | 2.6 |

Our School Survey – First Nations, Métis and Inuit



Analysis of Results

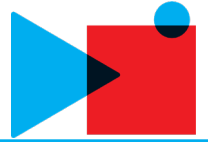
Successes

Standardization of data has enabled us to track different strategies for strengths and weaknesses. Allows us to pivot these different strategies to help us maximize student achievement.

Opportunities for Growth

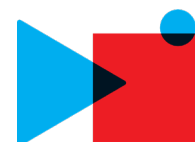
Using this standardization of data to provide a plan for success after leaving Oak Hill School. We need to incorporate this information better into learning sprints. These learning sprints can help





facilitate greater student achievement in a shorter period of time. Our students are generally with us a short period of time, so catching them up to their grade level is very important.





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

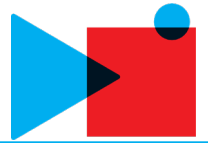
Provincial Measures

| Performance Measure | Results (in percentages) | | | | | Target 2020 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|-------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | | Achievement | Improvement | Overall | 2021 | 2022 | 2023 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 80.0 | n/a | n/a | 53.3 | 81.7 | 60.0 | High | TBD | TBD | 62.0 | 64.0 | 66.0 |
| 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. | 100.0 | n/a | n/a | 100.0 | 86.7 | 95.0 | Very High | TBD | TBD | 95.5 | 96.0 | 96.5 |

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

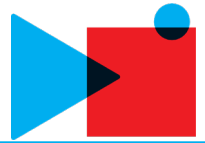
Successes

We attend the monthly leadership meetings on the Ranch. This has led to increased communication and strategic planning.

Opportunities for Growth

Identifying different strategies, trends, and organizing data that can be utilized to track student progress once students have left the 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"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. | <ul style="list-style-type: none"> • Indigenous winter and summer games • Celebration of learning |
| <ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. | <ul style="list-style-type: none"> • Indigenous dance celebration • Key kid/worker school celebration of learning |

School Partnerships

1. National Archery Schools Program
2. 4-H- Both Steer and the pheasant release program

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.

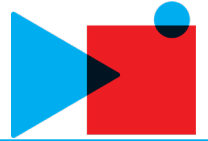
Analysis of Results

Successes

The relationship between the school and the Ranch has grown to the point that we are starting to plan different events and activities with ease. We see the symbiotic relationship that must happen for student achievement to occur.

Opportunities for Growth





Oak Hill Ranch has equipment and facilities that the school can access, but sometimes the school is wary of utilizing these facilities. The School needs to make better use of the staff on Ranch that have particular strengths that the school can use for guest speakers etc.

