



LPS	2022 - 2025 School Education Plan & Alberta Education Assurance Survey Summary					
	Sturgeon Public Schools: <i>Dare to Reimagine Learning</i>					
Priority	Strategic Goal	School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement	<p>Outcome 1 Students achieve provincial learning outcomes and solve problems with real-world applications</p> <p>Outcome 2 Students use assessment feedback to identify strengths and areas of need and set learning goals</p>	Students gain confidence and independence to persevere through learning tasks and challenges.	Currently, students at LPS demonstrate gaps in learning in relation to literacy. Because our population is so small, we consider our grade school as a whole. Currently, most of our students are achieving below grade level in literacy according to the provincial standardized assessments and our classroom assessments. All students are receiving targeted and individualized	Students will demonstrate independence in reading and literacy tasks. They will be able to work independently within their grade level range.	<ul style="list-style-type: none"> - Legal Reading Rocks Program to encourage independent reading. Incentives to read “Just Right Books” to an adult - Reading intervention Program implemented in the afternoons to provide targeted language and literacy instruction to students 	<p>Our students remain at risk for literacy, however have increased significantly in their independence and reading fluency. 3 students completed reading 100 books to an adult this year.</p> <p>2 of our students are no longer at risk in numeracy.</p>





			instruction for literacy.			
Teaching and Leading	<p>Outcome 3 Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement</p> <p>Outcome 4 Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership</p>	Teachers use a consistent approach to literacy and numeracy instruction across all grade levels. Teacher's participate in professional learning opportunities and collaborative planning.	Because most of our students are working at individualized levels of achievement, teachers are required to respond to individual learning needs more frequently. As a result, our planning needs to be collaborative and consistent across grade levels.	All teachers are confident and competent in foundational understanding in development of reading, implementing literacy interventions and consistent numeracy instruction.	<ul style="list-style-type: none"> - All staff are participating in the Layers of Reading Literacy program to continue to grow foundational literacy programming and further differentiation in student planning - All staff understand and are able to administer Fountas and Pinell assessments and reading instruction. - Team teaching with the literacy teacher and vice principal around phonological awareness and foundational literacy skills based around the quasi developmental continuum of literacy skills. - Consistency of practice and development in the Mathology program to support student achievement in numeracy. 	Teachers use a consistent practice across grade levels for literacy instruction and intervention. We are going to continue this work across numeracy practices.
Learning Supports	<p>Outcome 5 Public School Communities are safe, caring, respectful and inclusive.</p> <p>Outcome 6 First Nations, Metis and Inuit Students achieve</p>	Teachers use inclusive practices to create learning opportunities for all students in the school. Students are supported based on individual needs and programming supports are	As a new school we are beginning to identify resources that facilitate and optimize student learning. We have implemented universal supports such as classroom	Students will have access to available accommodations and strategies that optimize their access to learning. Students will advocate for the tools they need in the	<ul style="list-style-type: none"> - Classroom and school visuals are displayed and used consistently by staff; the use of boardmaker and support from the Learning Support Lead to establish and adapt visuals for students - Preschool and kindergarten students are supported by direct and consultative support from the therapy team including speech and language pathologists and occupational therapists. - Staff will participate in collaborative student 	<p>Students have felt connected as a school community and each student was supported individually.</p> <p>The school engaged in "I am Awesome" character development to build the culture and expectations in the school.</p>





	<p>and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.</p> <p>Outcome 7 Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.</p>	<p>available for optimal student access to learning.</p>	<p>visuals, timers, flexible seating options, and positive behavior support programs, and are beginning to explore individual accommodations and appropriate student support documents.</p>	<p>classroom and demonstrate independence in accessing individual support. Student plans will demonstrate inclusive practices that build on student strengths.</p>	<p>planning for programming, using strategies such as “Setting Positive Limits” and positive behavior support strategies and planning</p> <ul style="list-style-type: none"> - Team teaching will be used to coach staff as student plans are implemented and new strategies are being introduced for staff and students - Learning support leads and learning coaches are attending Professional Development with Shelley Moore around Inclusion throughout the school year, and bringing strategies and tools back to staff for programming. - Whole school activities, events, and lessons create opportunities for all adults and students to connect and build relationships and explore character education that supports an environment of respect. 	<p>A positive behaviour supports program was also established to reinforce the school rules of being safe, appropriate and listening to others.</p>
<p>Governance/ Local & Societal Context</p>	<p>Outcome 8 Students, families, staff and community members are committed to a shared vision for student achievement.</p> <p>Outcome 9 Resources are allocated and managed in the</p>	<p>Become a lasting support in the community for parents to consider Legal Public School as a viable option for education.</p>	<p>As a new school we are in the process of formalizing a school identity in collaboration with board members. We look forward to developing a logo, school colors, vision, and mission for our school. At this time we do not</p>	<p>Engage parents in a “Parent Advisory Committee” until we are able to establish a full school council. By the end of the year we would like to start the process with the board of establishing our own identity with</p>	<ul style="list-style-type: none"> - Invite parents to volunteer during the school day. - Encourage parent run programs such as hot lunch. - Organize Parent Advisory Committee meetings in evenings that follow a similar structure to Parent Council Meetings. - Create lasting partnerships with the Chateau Sturgeon Lodge, Fire Department and other town businesses to promote involvement in community. - Continue relationships with Legal school and Ecole Citadelle as we foster connectedness and positive relationships in our community. 	<p>Our school events, such as our carnival, tea and read, and awards ceremony were well attended by parents and families with full attendance.</p> <p>The parent advisory committee was also well attended and parents were able to ask various questions for programming and longevity of the school.</p> <p>We have also</p>





	<p>interests of ensuring student success.</p> <p>Outcome 10 Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community</p> <p>Outcome 11 Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events</p>		<p>have a parent council or advisory committee.</p>	<p>colours, a logo, vision and mission so that the Town of Legal knows that Public Education is a lasting pillar in the community.</p>		<p>started gathering feedback through a google form about our School identity to submit to the board for next year.</p>
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School's Alberta Education Assurance Measures Summary - Provincial Measures

OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation	Results				
		2019/20	2020/21	2021/22	Alberta Average‡
Elementary 4-6*	(%)	N/A	N/A	N/A	86
Quality Instruction: Rigor					
Elementary 4-6*	Out of 10	N/A	N/A	N/A	8.3
Emotional Health: Anxiety					
Elementary 4-6*	(%)	N/A	N/A	N/A	22
School Context: Advocacy at School					
Elementary 4-6*	Out of 10	N/A	N/A	N/A	6.7

*Elementary Student Number (1,886), **Secondary Student Number (1,409), ‡Norms built in 2016-2017





Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	<p>Shared the process of school goals reflecting the board priorities and the data used to guide them.</p> <p>School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required</p>	on-going
School updates its education plan/AERR document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	January 17 2023.
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	On going
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p> <p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	on-going

