Gibbons School 2020 - 2021

October 2020 Update

Sturgeon
Public Schools
Dare to reimagine learning

Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Gibbons 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	90.3	87.8	87.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.9	88.7	86.0	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	90.5	88.4	89.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.6	0.0	0.8	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.0	83.7	83.0	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	21.8	19.9	15.6	20.6	19.9	19.6	High	Improved	Good
	Work Preparation	88.9	73.5	76.7	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	84.1	75.9	74.8	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	89.9	76.2	81.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.9	76.2	79.7	81.5	81.0	80.9	Very High	Improved	Excellent

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
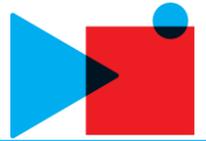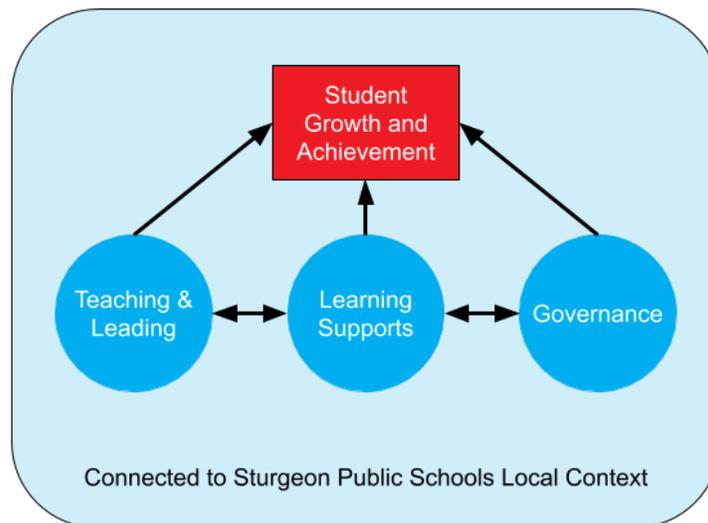
Priority

Student Achievement

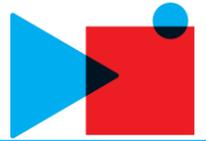**Assurance Domains and Student Achievement**

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.
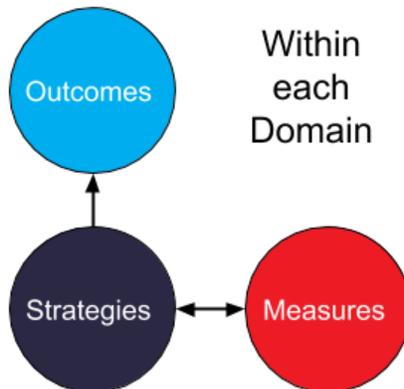
School Highlight or Context

"We're all about kids!" is a motto that resonates everyday throughout Gibbons School. Welcoming students from Grades 5 to 9, we are a busy school serving the Town of Gibbons and surrounding rural area.


Our school has a strong academic program, an award winning music program and a range of dynamic options. Our school is inclusive – we pride ourselves on meeting the needs of all students. We focus on values of character education, showing respect and responsibility and making someone else's day better. Our school and students have a legacy of supporting the community through various volunteer and fundraising activities including supporting the Stollery Children's Hospital and Make-a-Wish Foundation. Our successful sports teams promote participation and skill development, while daily intramural programs encourage students to explore new activities and use their personal strength to help others.

Our school has program power! We offer exciting, engaging programs that suit every student's ability, interests and goals. Programs include Music, Hockey Academy, Dance Academy and the Knowledge and Employability. Students can choose from a wide range of exciting Career and Technology (CTF) courses including clay animation, computer animation, makerspace, golf, dance and elite sports development. Students also have the opportunity to participate in a variety of extra-curricular
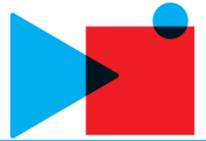
activities, not just limited to sports. Students can become a part of our Safe Spaces group, Math Help club, Gardening club, Student Leadership and Heart Club – just to name a few!

Student achievement and success are foundational to the work of our schools. Achieving success for students is dependent on common agreement and an understanding around shared responsibility for all students. High quality teaching and learning is an essential element of student achievement and success as is focusing on learning together. Exemplary teaching engages students, honors their contribution to learning, and provides timely and personable feedback for growth. Focusing on learning together supports the needs of students, develops connection, and encourages creativity. Our culture of shared learning at Sturgeon Public Schools ensures all staff and leaders are working together, pursuing opportunities to grow professionally, while considering multiple sources of data to plan success for all students.

At Sturgeon Public Schools we recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations which promotes wellbeing and global citizenship. Strengthening our community connections, we are working together with First Nations, Métis, and Indigenous knowledge keepers to apply foundational knowledge to benefit all students. Sturgeon Public Schools support student success in inclusive, welcoming, caring, respectful and safe learning environments.

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.
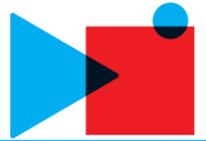- Students use assessment feedback to identify strengths and areas of need and set learning goals.

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.	• IPPs and LPs are created with student input as part of collaboratively identifying learning and personal goals. Learning Coach and Administration are used as coverage to facilitate these IPP development conversations.
• Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.	• Learning coach focuses on differentiation, starting year with reciprocal observations and completing "Differentiation Scavenger Hunt".
• Teachers will communicate achievement of outcomes to students and families using division identified tools.	• All classrooms and teachers have Google Classrooms as primary communication tool, with parent / guardian access granted for day to day accessibility.

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).	83.3	82.0	83.7	85.0		86.0	TBD	TBD	TBD	87	88	89
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.3	15.7	19.9	21.8		22.0	TBD	TBD	TBD	23	24	25

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).	77.8	65.0	90.9	96.9		95.0	TBD	TBD	TBD	95	95.5	96
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).	5.6	7.5	9.1	21.9		23.0	TBD	TBD	TBD	23	24	25

| 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.	81.6	71.4	77.3	75.9	84.1	77.0	Very High	Improved	Excellent	85	87.5	89

Local Measures

Measures **Student Growth & Achievement**		Results					
	2017	AB avg	2018	AB avg	2019	AB avg	
Elementary 5-6							
Intellectual Engagement: Interest and Motivation	85	87%	79	86%	74%	n/a	
Secondary 7-9							
Intellectual Engagement: Interest and Motivation	33	43%	28	43%	35%	43%	
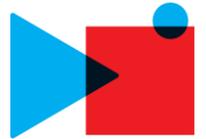
Math Intervention Programming Initiative (MIPI)

MIPI September 2020 Results
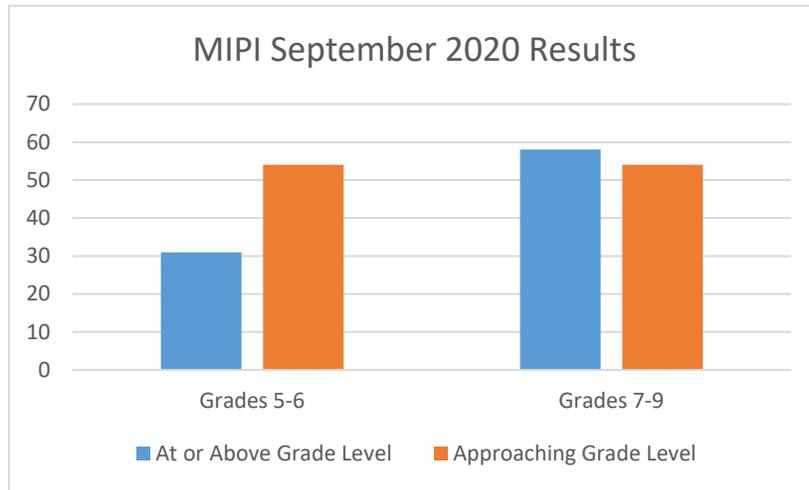
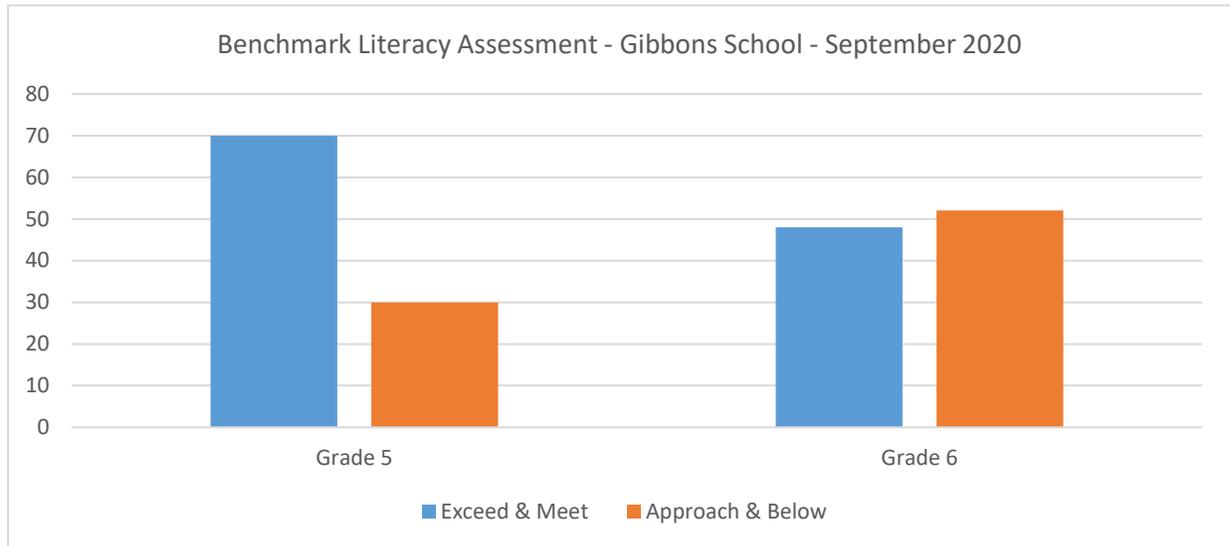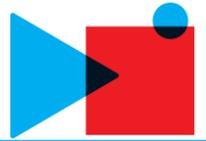*Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies 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

Benchmark Literacy Assessment - Gibbons School - September 2019

Benchmark Literacy Assessment - Gibbons School - September 2020
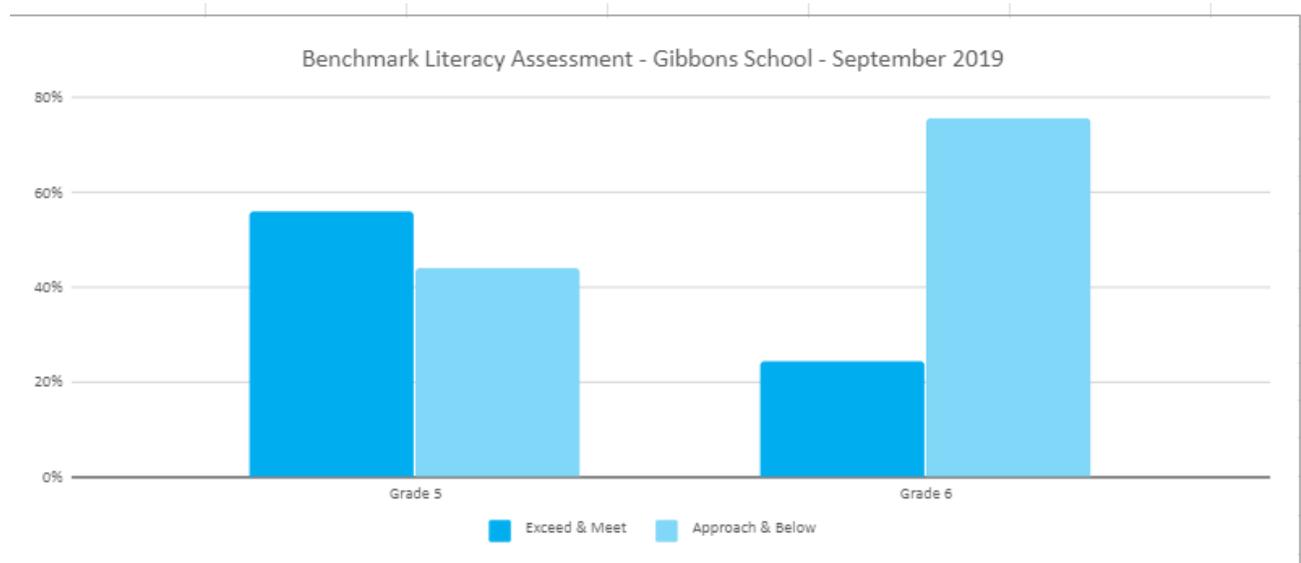
The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

Our focus last year was on quality teaching practices that promote engagement and relevance of learning to students. Teachers participated in reciprocal teaching observation opportunities, where they reflected on teaching practices that engage students. Teachers took this new understanding of student engagement to co-plan and co-teach lessons with colleagues and administrators to further enhance student engagement and learning.

Opportunities for Growth

This year, staff will focus on differentiation, specifically the scaffolding of lessons to include a variety of entry and exit points, based on their current level of achievement and understanding. This focus will allow teachers to better meet the diverse needs of all students, providing them with the appropriate level of challenge. These entry points will better promote student success, allowing each student to improve and demonstrate one year of growth from their baseline achievement levels.

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.	• School data used to collaboratively identify targets and goals with parent council and staff. Stakeholder feedback shapes the scope and direction of the school year.
• Staff participate in professional development and collaborate to address division and local goals.	• Gibbons partnership with Lilian Schick to address Universal Design for Learning and provide supports for teachers without an in house teaching partner.

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.	86.2	82.2	87.1	88.7	92.9	89.0	Very High	Maintained	Excellent	93.5	95	96.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.9	86.4	93.1	88.4	90.5	89.0	Very High	Maintained	Excellent	91	92	93

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.	15	80.0	100	97.6	85.0	85.2	84.6

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	7.8	8.3	7.8	n/a
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.4	n/a	6.6	6.6	6.4	6.6

Analysis of Results

Successes

Teachers worked collaboratively to redesign their teaching with a focus on student engagement. Particularly in Junior High, we moved above the Provincially Reported Average in terms of student expectations for success. Through a focus on engagement, students are more involved in their classes, engaged intellectually and have high expectations on their learning.

Opportunities for Growth

Partnering with Lilian Schick School will provide teachers the opportunity to collaborate with a grade and subject specific teaching partner. These opportunities do not always present themselves naturally in small, often single class grade configurations at Gibbons School. Guiding teaching through the Universal Design for Learning framework will engage all towards divisional and local goals.

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.
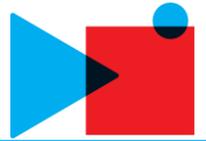
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning – Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, 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 and Goals
Details	September will provide introduction to main concepts and topics, as well as our 'Magical Monday' staff meetings. PGPs, PLCs, School Goals. Morning will focus on goal setting and visioning exercises to set clear, intentional, targeted, and measurable goals for the staff, teams and the school. Will incorporate previous PD based on the values workshop and the concept of joy in teaching. UDL Intro focus and theme "Peaks Not Potholes"
October 16	Focus: Universal Design for Learning (Day 2)
Details	0Review of Sprint Practices, establish Sprint Groups targeting student achievement in literacy and numeracy. Extend introduction of UBD in collaboration with Lilian Schick, developing collaboratively a new UBD lesson or mini unit.
December 18	Focus: Indigenous Foundational Knowledge
Details	Continue with our focus on the Stepping Stones series and ATPNs First Contact. Exploring joint PD with Lillian Schick and Gibbons School. Potential visit to Juneau House in St Albert.

January 29	Focus: Universal Design for Learning: Digging Deeper
Details	Second collaboration day with Lilian Schick. Reflection upon goals set at last collaboration day and development of UBD lesson / unit. What have we learned, where can we dig in. Refocus and develop second lesson. Focus will be on collaborative lesson, joint effort between schools (leveraging Meet and other tech) with a class-to-class project.
March 25	Focus: School Improvement
Details	Data analysis (Sprints, OurSchool, Office Referrals, etc) reflection and focus. Continue to address and plan for high needs areas of school through Sprints and PLCs. Celebrations of Success.
June 4	Focus: Transitions and Supporting Students
Details	IPP and Behavior Plan analysis and reflection. Planning transitions for 9s to HS and Grade 4s to Gibbons.

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.	• Continued support and integration of Cohort Lead teachers and sharing of knowledge and best practices to support all students (Safe Spaces, Wellness, Call to Action).
• Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.	• New direction on traditional practices of pull out; more intentional use of subs and increased 1 on 1 teacher time with at risk learners.
• Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.	• ATA's "Stepping Stones" resource integrated on a monthly basis. • Professional film study on APTN's "First Contact".
• Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.	• DS, FSW teams are fully integrated into school operations. Various agencies and referrals contribute to education and community wide support of students.

Provincial Measures

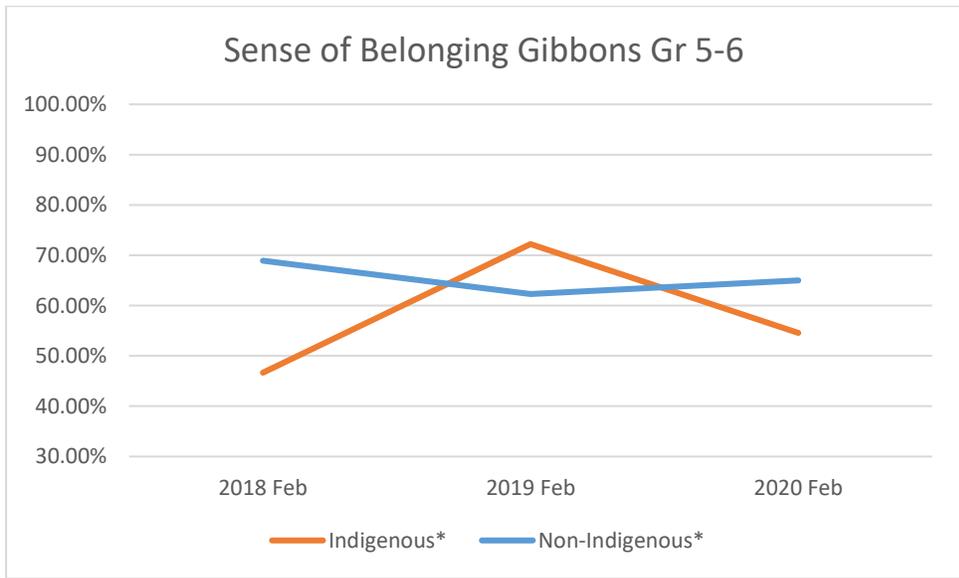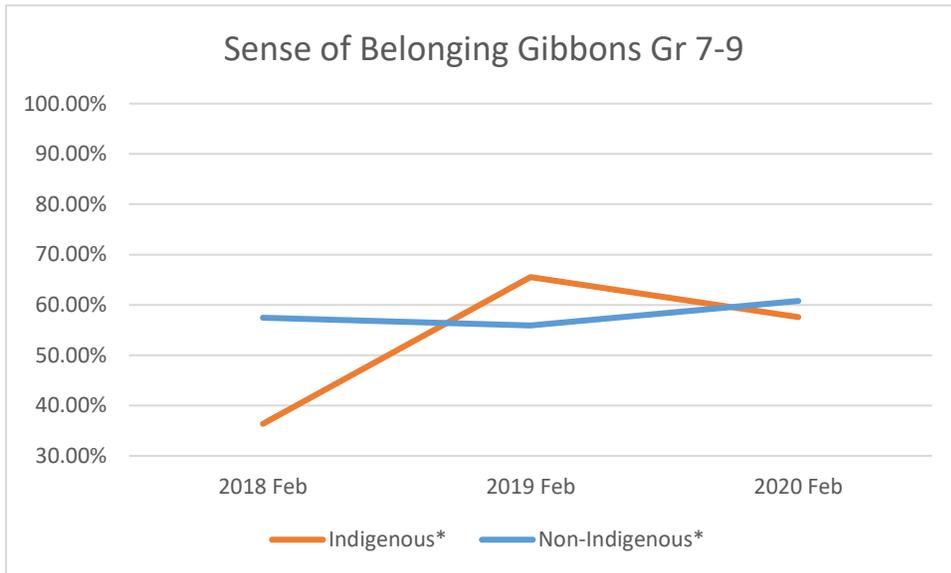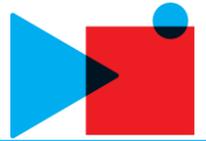| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.4	84.1	89.8	87.8	90.3	89.0	Very High	Maintained	Excellent	91	92	93
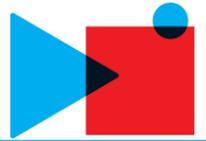
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.7	70.8	85.7	73.5	88.9	75.0	Very High	Maintained	Excellent	90	91	92

Local Measures

Measures				Results					
Learning Supports		**2017**	**AB avg**	**2018**	**AB avg**	**2019**	**AB avg**		
Elementary 5-6									
Emotional Health: Anxiety		26%	22%	30%	22%	27%	n/a		
School Context: Advocacy at School	(out of 10)	5.8	6.7	5.1	6.7	5.3	n/a		
Secondary Grades 7-9									
Emotional Health: Anxiety		34	29%	26	29%	35%	29%		
School Context: Advocacy at School	(out of 10)	2.9	2.7	3.0	2.6	2.9	2.6		

Our School Survey – First Nations, Métis and Inuit

Sense of Belonging Gibbons Gr 5-6

Sense of Belonging Gibbons Gr 7-9

Legend: —— Indigenous* —— Non-Indigenous*

Analysis of Results

Successes

Last year our strategies were aimed at ensuring that student advocacy and student teacher relationships are fostered. Various strategies included a student leadership committee, new student luncheon, and a positive interaction focus each morning. These strategies were successful, at both the Elementary and Junior High level. Students reported an increased positive learning climates and increased to positive teacher student relations. We are proud of the data that reports approximately 90% of parents feel that their students are safe at school and are taught the importance of caring for others.

Opportunities for Growth

Continued focus on integrating the knowledge of our cohort leads will increase our ability to reach and support all students. The complete integration of our support networks, as well as building on our foundational knowledge will help to reduce and anxiety, while continuing to increase our student advocacy at school.

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.	83.6	88.3	78.6	76.2	89.9		Very High	Maintained	Excellent	91	92.5	94
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.	82.1	74.2	88.7	76.2	86.9		Intermediate	Maintained	Acceptable	88	89.5	91

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

Our strategies continue to promote open and constructive dialogue between the school, teachers, parents, and community. Our numerous partnerships with external agencies allow us to bring in relevant and timely presentations and knowledge to students and parents. We are proud to see that nearly 90% of our parents are satisfied with their input and decision making involvement with their child's education.

Opportunities for Growth

Our strategies this year are focused on expanding our parental and community involvement with parent council and other school events. These strategies, such as monthly personalized phone calls inviting community to parent council, will allow us to create a shared vision and understanding for the goals and vision of Gibbons 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
• Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions.	• Administrators refer one positive story or school news event to local newspaper on a monthly basis. • Re-vamped student recognition program to highlight achievements and success of students.
• Schools implement student volunteer opportunities in their communities and	• While COVID has presented challenges in this regard, a student-centered approach to extra curriculars is encouraged. Things are
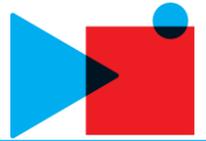
encourage participation in division-wide events.	made for students, by students (such as Remembrance Day Ceremony).

School Partnerships

1. Connections with Landing Trail School. Easing the transition between schools for students with orientation days and presentations.
2. Integration of parents and parent groups with a strong Parent Council and GRAMPS.
3. Collaboration with the University of Alberta (Vaping and Discrimination Presentations & Resources)
4. We Day: Student Leadership Opportunities
5. Read in Week: Community members integrated into school day and student learning.
6. External Supports and Counselling (FSW referrals)

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

Our strategies and connections have allowed us to better understand our local context. The ability to approach education from a community perspective has built and included many successful partnerships. Continuing to nurture these partnerships will allow us to continually reach and develop all students.

Opportunities for Growth

The challenges and opportunities this year surround maintaining these relationships and partnerships while functioning within COVID protocols. Our school has traditionally done an excellent job at including students in all that we do and providing extracurricular opportunities to foster their development. Creating new and safe opportunities at school will continue to foster the leadership, growth and development of our students.