

Sparling School

"Dream, Believe, Achieve!"



Annual Education Results Report

2023-24

November, 2024



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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2023-2024 Accountability Statement

Whistleblower Protection

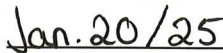
Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *Sparling School Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.



Parent Council Chair



Date



Principal



Date

Sparling School

Profile

Sparling School is a PreK - 5 elementary school located near the center of downtown Camrose, Alberta. Sparling School serves approximately 210 students. Student programming is centered on the Alberta Program of Studies with an emphasis on early intervention literacy and numeracy skills. Students in grades 4 and 5 study French as a second language. We pride ourselves in being an inclusive, welcoming, and caring environment focused on the success of every student every day.

Our Vision:

Sparling Stars - "DREAM, BELIEVE, ACHIEVE."

Our Mission:

Sparling Stars will grow and learn in an inclusive environment that is supported by community involvement, relationships, early intervention, and collaboration to empower every child.

Our Beliefs or Values:

Meeting students where they are at is the heart of everything we do. We get to know each of our learners in all their complexity and use that understanding to care for them in the way they need in order to feel belonging and experience growth. Our behaviour matrix is based on the REAL Leader model (Respect, Effort, Attitude, and Leadership).

Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Sparling 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
Student Growth and Achievement	Student Learning Engagement	79.7	78.4	78.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	71.3	78.4	74.2	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.8	93.9	92.5	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	82.5	78.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.0	81.2	80.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	74.7	93.3	93.0	79.5	79.1	78.9	Intermediate	Declined	Issue

Measure	Sparling 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	51.5	51.9	68.4	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	69.2	58.3	69.8	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	82.0	88.2	85.7	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	70.9	83.3	82.7	80.6	81.2	81.5	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	83.3	84.5	82.0	87.1	87.5	88.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	63.5	67.4	68.4	71.9	72.9	72.7	Very Low	Maintained	Concern
School Improvement	73.8	81.9	74.4	75.8	75.2	74.7	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	100.0	77.8	83.9	82.8	83.1	84.0	Very High	Improved	Excellent

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOALS

Numeracy Goal: The Sparling School Community will collaborate to ensure all students will improve their numeracy skills by one year's growth in all grades. This will be achieved through data-driven, high-impact strategies to meet diverse learning styles.

Literacy Goal: The Sparling School community will collaborate to ensure all students are improving their literacy skills by one year's growth in all grades. This will be achieved through data-driven, high-impact strategies to meet diverse learning styles.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener (End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	97.1%	97.3%	75.8%
BRSD	99.5%	92%	78%

Literacy: Castles and Coltheart 3 (CC3) & Letter Name-Sound (LeNS) Test (End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	21.2%	16.7%	42.4%
BRSD	20.5%	24.5%	21.7%



Implications for Education Plan

Our numeracy achievement numbers have improved, thanks to various school-wide targeted intervention strategies. Our literacy results are mixed compared to the BRSD averages, with our Grade 2 results showing as better than the BRSD average, while our Grade 3 results are poorer than the BRSD average. *Our work as a staff continues to be on building our collective and collaborative capacity for targeted and universal learning interventions.*

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.7	78.4	79.7	82.7	82.3	81.9	85.1	84.4	83.7
Parent	*	*	83.3	84.0	83.4	84.6	88.7	87.3	86.7
Student	58.3	67.9	55.8	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	97.0	88.9	100.0	96.1	93.3	95.3	95.5	95.1	95.1

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.3	58.3	69.2	77.2	75.4	76.4	81.0	80.4	79.9
Parent	*	*	45.5	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	81.3	58.3	92.9	90.1	85.8	86.2	87.4	87.3	86.6

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Work Preparation

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.0	77.8	100.0	82.8	79.3	80.1	84.9	83.1	82.8
Parent	*	*	*	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	90.0	77.8	100.0	92.8	89.0	90.3	92.5	91.3	90.7

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.1	93.9	85.8	86.8	87.0	86.8	89.0	88.1	87.6
Parent	*	*	66.7	80.4	82.5	81.9	86.1	84.4	83.8
Student	86.8	95.1	92.1	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	95.5	92.6	98.5	96.3	94.3	96.1	95.0	94.4	93.9

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

School Improvement

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	66.9	81.9	73.8	70.7	73.8	74.5	74.2	75.2	75.8
Parent	*	*	71.4	59.6	66.7	74.4	70.0	72.5	75.2
Student	63.9	75.0	77.2	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	70.0	88.9	72.7	79.2	80.9	80.9	76.3	78.0	78.2

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Program of Studies

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.1	88.2	82.0	79.4	80.5	79.5	82.9	82.9	82.8
Parent	*	*	70.0	80.1	79.5	79.8	82.4	82.2	82.3
Student	n/a	n/a	n/a	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	83.1	88.2	94.0	88.6	88.9	88.2	89.3	89.3	89.2

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	92.7	93.3	74.7	73.3	75.2	76.3	78.8	79.1	79.5
Parent	*	*	65.8	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	92.7	93.3	83.6	84.9	83.9	83.1	85.2	85.7	84.6

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Implications for Education Plan

Sparling School's results show:

- very high achievement in the areas of Work Preparation and Program of Studies;
- fair achievement in the areas of Student Learning Engagement, Lifelong Learning, and School Improvement;
- and low achievement in the areas of Education Quality and Parental Involvement.

Our next steps will be to continue pursuing high-quality intervention supports, communicate these best practice educational supports to the school community, and find ways to increase parent engagement.

Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

SCHOOL GOAL

Sparling Stars will grow and learn in an inclusive environment that is supported by: community involvement, relationships, early intervention, and collaboration to empower every child.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	74.5	82.5	80.7	85.4	83.3	83.4	86.1	84.7	84.0
Parent	*	*	78.1	84.1	82.9	85.9	86.9	85.6	85.3
Student	55.6	71.4	67.8	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	93.5	93.7	96.1	96.7	91.5	93.2	93.6	92.0	91.6

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	70.0	78.4	71.3	79.4	76.8	77.3	81.4	80.3	79.4
Parent	*	*	60.0	75.5	73.2	76.7	80.4	79.4	78.7
Student	45.5	65.9	59.5	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	94.5	90.9	94.4	93.2	87.3	90.2	91.7	90.3	89.8

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Safe and Caring

Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.6	84.5	83.3	88.4	86.7	86.8	88.8	87.5	87.1
Parent	*	*	82.5	87.7	86.6	88.8	89.5	88.1	88.0
Student	64.6	75.7	72.9	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	94.5	93.3	94.5	97.0	93.2	94.1	94.3	93.0	92.9

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	69.4	67.4	63.5	71.2	69.6	69.5	72.6	72.9	71.9
Parent	*	*	61.5	63.7	63.6	67.4	67.4	68.4	67.8
Student	63.9	64.3	60.5	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	75.0	70.5	68.5	75.4	66.2	68.8	77.0	76.0	74.8

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and service at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.3	81.2	72.0	76.5	75.2	76.5	81.6	80.6	79.9
Parent	*	*	57.5	68.1	69.3	73.7	77.4	75.7	75.4
Student	73.1	78.2	75.3	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	85.5	84.1	83.3	84.1	76.6	78.9	87.3	86.2	85.6

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	82.0	83.3	70.9	78.1	76.5	78.0	81.9	81.2	80.6
Parent	*	*	50.0	67.9	67.1	71.5	75.3	73.7	73.5
Student	73.1	78.2	75.3	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	90.9	88.5	87.5	89.3	82.9	85.4	90.3	89.9	89.5

Comments: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Implications for Education Plan

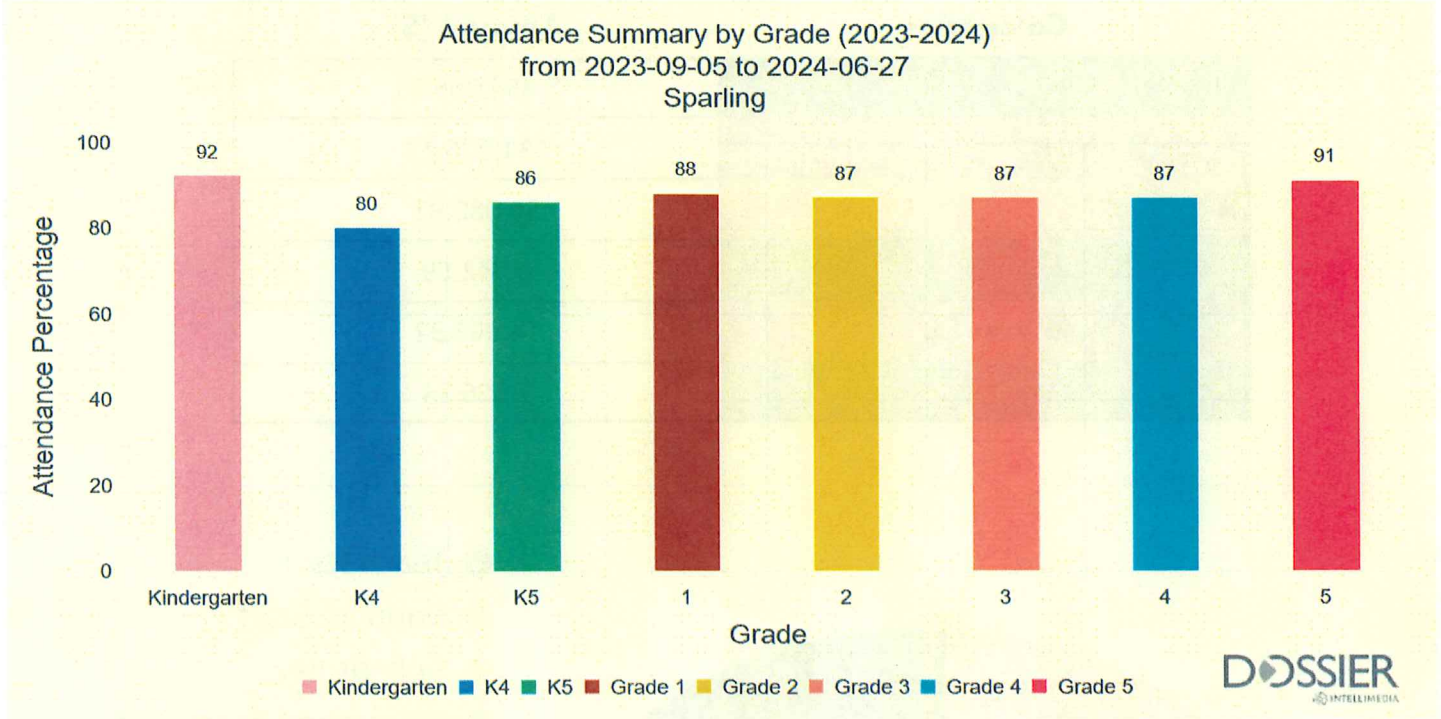
Sparling School's results show:

- fair achievement in the areas of Welcoming, Caring, Respectful and Safe Learning Environments, Safe and Caring;
- low results in the areas of Citizenship, Access to Supports and Services;
- and very low satisfaction in the areas of Satisfaction with Program Access (in the community) as well as the accessibility and timeliness of programs for children at risk.

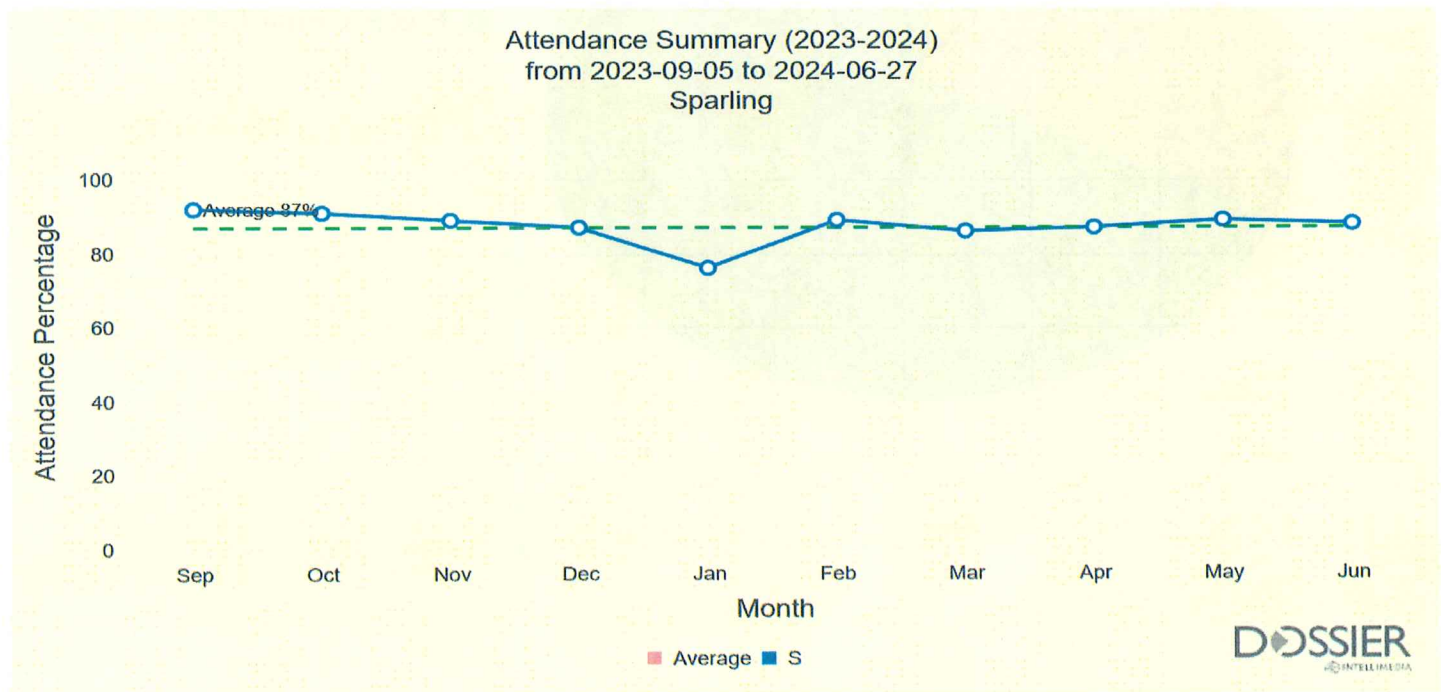
Our next steps will be to advocate for increased accessibility of services for at-risk students, as well strategies to improve citizenship learning opportunities for our students.

Attendance

Average Attendance/grade for the year 2023/24

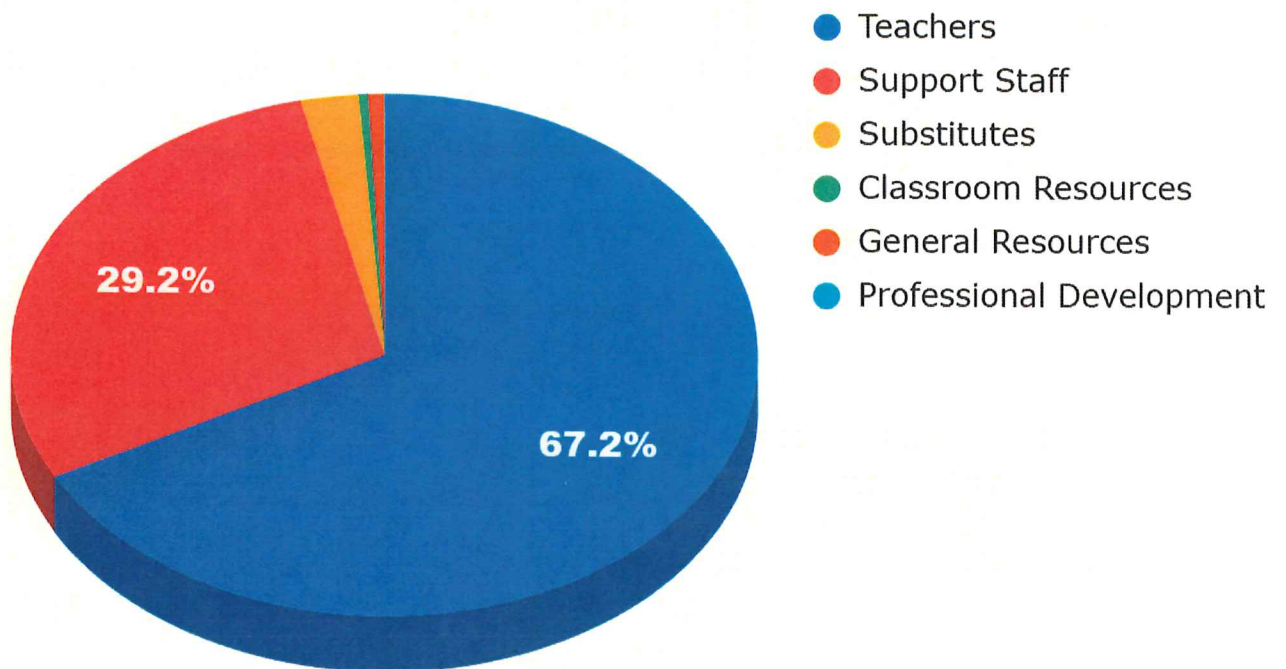


Average Attendance for each month



School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	1,454,306.91
Support Staff	631,826.12
Substitutes	54,080.91
Classroom Resources	8,942.69
General Resources	14,968.32
Professional Development	1,186.34



School Year Summary

The data from the 2023-2024 school year indicate that many elements of Sparling School reflect high-quality teaching and optimum learning. The results also highlight aspects of literacy, numeracy, and equity that require intentional planning and strategy implementation to meet the needs of our students, teachers, and school community.

Our school's survey results for most topics are comparable with averages across Battle River School Division and the province. Topics such as *Work Preparation* and *Program of Studies* show excellent results, suggesting that Sparling School's stakeholders are very satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education as well as that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Sparling School continues to show good results in the following areas: *Welcoming, Caring, Respectful and Safe Learning Environments; Safe and Caring; Student Learning Engagement; Lifelong Learning; and School Improvement*. We are committed to the ongoing care of our students as well as fostering a love of lifelong learning in our school community.

Satisfaction with Program Access (in the community) as well as the accessibility and timeliness of programs for children at risk are areas where our school's survey results are significantly lower than averages across Battle River School Division and the province, as a whole. This suggests that our stakeholders recognize the needs of students and advocate for increased support to help all students be successful at school.

Stakeholder Engagement

Sparling school is committed to engaging with its stakeholders to access their voice to help support and guide the school. We believe that for a school to be successful, the voice of students, staff, parents, and the community are essential in building a successful year.

Stakeholders are able to engage with the school in a number of ways including parent council, participating in the Alberta Education Assurance survey that is sent out annually to ask about school programming, Parent-Teacher interviews, which happen in the fall and spring, surveys that are sent out by parent council and the school around presentations (digital citizenship) and activities (dances, hot lunches). As well, administration and teachers use a variety of applications to connect with families including Google Classroom, SeeSaw, School Messenger, and an up-to-date school calendar and school website.

Stakeholders are also encouraged to engage with the school by attending sporting events, assemblies, concerts, and special events such as the Terry Fox Run, Family Connection Night, and Sports Day.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.
Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

The Sparling School Community will collaborate to ensure all students will improve their literacy and numeracy skills by one year's growth in all grades. This will be achieved through data-driven, high-impact strategies and intervention methods to meet diverse learning styles.

Assurance Domains:

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- Utilize Heggerty and UFLI Secret Stories programs to instruct students
- School-wide utilization of UFLI program to instruct students
- Utilize scheduled intervention time and available EAs and Learning Commons Facilitator to provide intervention to at-risk students identified in Beginning of Year DIBELS assessments.
- Utilize support from literacy leads to enhance effectiveness of intervention bursts
- Scheduled CR meetings focus on literacy and numeracy; provide opportunities to identify and collaborate on strategies to support students with unique learning needs
- Implement numeracy strategies developed from CR time
- Implement teacher developed strategic plans to address numeracy data
- Professional learning series for staff focused on literacy and numeracy
- Sparling Continuum of Supports
- Collaborative structures and processes are embedded in our work
- Advocating for literacy and numeracy support, which addresses targeted and individual needs of students
- Classroom walkthroughs - focussed on literacy, numeracy and differentiation strategies
- Emphasis on literacy and numeracy through play, conversation, and collaboration

Measures:

- DIBELS/mClass assessments will help guide intentional and targeted instruction
- AB Ed PAST, RAN, LeNS, and CC3 results
- EICS Numeracy Screener results
- Teacher collected assessments (formative and summative).
- Formal and informal classroom observations by teaching and EA staff

Implementation Plan:

The use of PAST, RAN, LeNS, CC3, DIBELS, and EICS numeracy screener scores will be used to guide instruction for all students and help identify those students below grade level who need small group intervention sessions. This data will allow staff to scaffold lessons and assessments for students. Intervention groups will meet students where they are at and targeted lessons will build students' literacy and numeracy skills.

Allocation of Resources:

- intentional scheduling of weekly CR meetings to address student literacy
- school wide UFLI resources
- literacy leads provide targeted intervention to small groups
- school-wide access to online reading programs for accessible literacy options
- utilize Math IXL

Professional Learning:

- Teacher Literacy and Numeracy Leads: providing them Professional Development from the division to lead numeracy work.
- BRSD Professional Learning Series to target literacy and numeracy

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL:

Sparling School is committed to collaborating together to foster diversity, a sense of belonging, and a high-quality learning environment in which families and students will feel supported to attend school and to be engaged in learning.

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

- Weekly collaborative response time for grade-level teachers with focus on teaching and learning
- A school-wide attendance policy will be implemented to monitor and support student learning monthly
- Meeting with all families that are newcomers to Canada so they can be welcomed to our school and to connect them with Actions For Healthy Communities and the BRSD EAL Coordinator
- Apply for Jordan's Principle grants to support cultural and land-based learning opportunities and educational supports as needed for identified Indigenous students
- All students can access the breakfast program and lunches are provided to students as needed
- Prioritizing the use of restorative practices and skill building for positive behaviour support
- Coordinate with external agencies and internal consultative agencies to provide support, intervention, or guidance for student and family safety and wellness
- Collaborative structures and processes are embedded in our work
- Sparling Continuum of Support

Measures:

- Student academic success
- Student attendance data
- Parent and student survey results
- Student participation in school activities
- PowerSchool reporting
- Referral and discharge data (SWF)

Implementation Plan:

Implementation of this plan would begin in September with the use of assurance data from provincial surveys conducted in the previous year. The school will also use data such as attendance to ensure that all students are attending, as well as feeling safe and welcome. Administrators will observe teachers through regular classroom walkthroughs and review of collaborative response meeting records.



Allocation of Resources:

- utilization of Jordan's Principle to provide opportunities for our indigenous learners
- utilization of grant funding from Breakfast Club of Canada as well as BRSD Nutrition funds to support our extensive nutrition program
- support from Hope Mission to augment our nutrition program
- use of staff collaboration time to increase comfort using restorative justice principles

Professional Learning:

- BRSD Professional Learning Series focused on enhancing high quality learning and working environments

Well Being

OUTCOMES

- Prioritize and enhance well-being and positive mental health for all.
- Promote inclusive environments that celebrate diversity and support all.
- Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:

Sparling Stars will grow and learn in an inclusive environment that is supported by: community involvement, relationships, early intervention, and collaboration to empower every child.

Assurance Domains:

- Learning Supports-** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
- Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- daily community-inclusive smudging to celebrate indigenous heritage and build age appropriate knowledge of indigenous practices on the journey to reconciliation
- use of restorative justice principles to provide everyone in our school community a sense of ownership and voice in matters of conflict resolution
- use of an extensive nutrition program to supplement the dietary needs of students
- use of collaborative response to meet student social-emotional learning and academic needs
- collaboration with our division's Student Wellness Facilitator to help connect families with community resources and support
- collaboration with our division's MHCB team to host a family connections event
- collaboration with the Division Equity Coordinator to help support and promote belonging and inclusion of all groups within the school community
- collaboration with community supports and our Division EAL Coordinator to provide support for all families new to the area
- collaboration with indigenous leaders in the community to support and celebrate our First Nations, Metis, and Inuit students and their families
- collaboration with our division's MHCB team to host a family connections event

Measures:

- parent and student survey results
- student attendance data
- student participation in school activities
- PowerSchool reporting
- referral and discharge data (SWF)

Implementation Plan:

Implementation of this plan would begin in September with the use of assurance data from provincial surveys conducted in the previous year. The school will also use data such as attendance to ensure that all students are attending, as well as feeling safe and welcome.



Allocation of Resources:

- utilization of Jordan's Principle to provide opportunities for our indigenous learners
- utilization of grant funding from Breakfast Club of Canada as well as BRSD Nutrition funds to support our extensive nutrition program
- support from Hope Mission to augment our nutrition program
- use of staff collaboration time to increase comfort using restorative justice principles

Professional Learning:

- BRSD Professional Learning Series focused on Equity
- Collaboration on Restorative Justice practices during staff meetings
- staff participation and attendance at school events with knowledge keepers