Sturgeon Public Virtual Academy Education Plan



School Education Plan

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:

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* 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

The Sturgeon Virtual Academy is a new School created as an option for families that would like to keep their children at home while learning online in a high-quality education program.

Sturgeon Public Virtual Academy is a structured learning environment where students engage with their teacher(s) to learn the subject curriculum through an online medium. Although students will be working from home, they will be able to build relationships with their teacher(s) and grade-level peers. Connections such as these are important for the health and wellbeing of children.

Students enrolled in the Virtual Academy will work as part of a grade-level cohort with an assigned online teacher(s). Students will take part in online classes and daily learning activities, including both synchronous and asynchronous learning. The length of these activities will depend on which grade (or division) the student is in, with the expectation that students are engaged in learning activities for a full day, similar to in-person schools. It is vital that students are available to connect with their teacher every day, during regular school hours. They also will be expected to complete asynchronous learning activities during times they are not engaged with the teacher.

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

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| Division | School |
| * Teachers will co-create programming with parents, students, and leaders to meet students’ individual needs in hands-on and active learning environments.
 | * Teachers will create Student Individual Program Plans (IPP’s) and Student Learning Plans (SLP’s) using feedback from students and parents.
* Teachers, the counsellor, and Principal will work with parents to discuss individual needs and if necessary, adapt programming for students using parent and student feedback.
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| * Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom.
 | * Staff will collaborate regularly, on strategies to differentiate learning to best meet the needs of students
* Teachers and admin will collaborate regularly and during monthly meetings on supporting at-risk students.
* Teachers and admin will collaborate on technology to support struggling learners in an online environment.
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| * Teachers will communicate achievement of outcomes to students and families using division-identified tools.
 | * Teachers will have one-on-one phone discussions with parents regarding initial assessments at the beginning of the year, and goals moving forward.
* Achievement of outcomes to students and families will come through informal and formal discussion on formative and summative assessments and through Power School and Google Classroom.
* Teachers will communicate achievement of outcomes to students and families during Student- Parent-teacher interviews.
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Math Intervention Programming Initiative (MIPI)

*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

Analysis of Results

Results indicate a need for math intervention, especially for the Junior High population. Reading intervention strategies are needed for all students in the SPVA.

Opportunities for Growth

The Sturgeon Public Virtual Academy is an online program that is supported by technology for the delivery of lessons and the gathering of evidence of learning. Collaborating as a team will help everyone gain better insight into the technology we are using to support students, as well as bring new ideas and new technology to the forefront to provide our students with a high-quality education.

Frequent staff meetings will focus on continued collaboration and strategies to help support students and increase student success. Regular communication with parents regarding students’ achievement/progress in core courses is essential for not only facilitating a great working relationship with parents and students but also helping facilitate feedback and support from families.

To help increase numeracy and literacy, teachers will engage in small group instruction throughout the week. All students will be enrolled into SuccessMaker and will complete one lesson of Successmaker in both LA and Math, every day. Parents will be encouraged to continue to use this program at home to help fill gaps in both Mathematics and Language Arts. The SuccessMaker representative will also be contacting parents regularly on progress and offer additional support to help increase skills in these areas.

Teachers will continue to communicate the progress of students through PowerSchool, Parent Teacher Interviews, phone calls, and email. Even with parents supervising their children at home, it is important to communicate student achievement regularly, so parents and students are clear on progress as well as areas they need to improve.

The UBD framework supported by UDL helps teachers plan units that support student achievement. The UBD framework has teachers Plan units that start with the summative assessments and plan backward to the activities that support the outcomes in the unit and prepare students for the assessment. This helps teachers gain a whole picture understanding of the unit. The UDL framework has teachers look at the individual child as a learner to come up with strategies to support each child in their classroom. These two frameworks work toward the success of each child in the classroom.

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

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| Division | School |
| * Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success.
 | * All data collected will be shared and discussed at staff meetings to determine the best course of action to increase student achievement.
* Principal will join Google meet classrooms regularly to observe and provide feedback/support.
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| * Staff participate in professional development and collaborate to address division and local goals.
 | * Site-based professional development will be aligned with division goals. SPVA specific goals will also be part of our professional development plans.
* Staff are involved in weekly PLC meetings to discuss strategies and collaborate on supporting students.
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Opportunities for Growth

SPVA staff are using data from a number of sources to drive decision making including, MIPI, Reading assessment results from readtheory.org. /Raz-Kids, and Fountas and Pinnell. Students are also enrolled in a supplemental program called, SuccessMaker, to help fill gaps in both Literacy and Numeracy. By tracking these results and using them to drive instruction, our student achievement will increase in all subject areas. Teachers are also engaging in weekly PLC discussions and Google visits to one another’s classrooms to help facilitate the sharing of ideas.

Professional Learning in 2021-2022

**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.

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| Date | Location | Focus |
| August 30 | Virtual Delivery | Division Direction - Superintendent/CEOFirst Nations Keynote, cohort and team learning sessions.Universal Design for Learning – Subject and Grade Level focus. |
| March 14 | Virtual Delivery | First Nations Keynote, cohort and team learning sessions.Curriculum meetings K to 6. |
| May 20 | Virtual DeliveryOr in Person if health regulations  | AM - Planned by site Principals.PM - Division Staff Appreciation |

**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.

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| August 27 | Focus: Visioning & Goals |
| Details | **AM**: Division PD Day - Kickoff / Keynote  **PM**: Staff start up- Introductions, tech needs, SPVA build, Expectations with parents/students |
| August 31- Operational- No Classes |
| September 20 | **Focus:** Mental Health & Wellness plan (both SPVA and Learning Centres) |
| Details | **AM:** Staff Meeting: PLC groups for new positions-affecting SPVA and LC.**PM:**  Kristin Lapierre- Will provide Mental Health & Wellness plan – both SPVA and LC staff |
| \*October 12 | **Focus:** PLC groups throughout the division to help support grade-specific needs Mental Literacy- How we can support students with these needs |
| Details | **AM**: All teachers from SPVA teachers: Split grade PD session with Adelee Penner**PM:** SPVA joining LC team for PD with Adelee Penner- Mental Health Literacy; focusing on speaking the same language around mental health. |
| January 31 | **Focus:** To increase staff knowledge and ability to authentically infuse Indigenous perspectives, use of resources, and focus on curriculum connectionsPLC groups- share and discuss technology |
| February 10 and 11 Teachers’ Convention – No classes |
| Details | **AM:**  Workshop through ATA: ‘Finding our Way in Indigenous Education: Connecting Hearts & Minds. The focus is to deepen understanding of Indigenous Focused Competencies in the new TQS.**PM:** PLC group to discuss and demonstrate various technologies to help engage learners; work through assignments, assessment (i.e., KAMI, Screencastify, KAMI, Livescribe pen? Group Google classes re: similar course struggles; Hapara PLC). |
| April 19 | **Focus:** All day: Review IPP needs; anxiety supports |
| Details | **All day:** Review of students with IPP goals; Accommodations in place for final assessments? How can we better support IPP students?Review and edit IPP’s as a group. |
| May 20 | **Focus:** All day:  Mental Health**-** Increasing understanding of brain development and the impact on learning. Mental Health month- how can we provide info., workshops, etc.? |
| Details | **AM**: Enrollment in Brain Story Certification as a class or Mental Health First Aid. Mental Health newsletter? Mental Health Day is in May; how can we share info with students/parents?**PM** - Division Staff Appreciation Event |
| June 6 | **Focus:** Data comparison from Baseline in September |
| Details | Compare completion rates from last year as opposed to this year.  What went well? How can we increase enrollments and more successful completions next year? |
| June 30- Operational- No Classes |

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

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| Division | School |
| * Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students.
 | * Teachers will monitor students that need support for their emotional or mental health. Students will be referred to the child’s home school counselor, or to mental health agencies when necessary.
 |
| * Schools provide diverse programming to ensure the success of all students in an inclusive learning environment.
 | * Teachers will group students in their small group sessions to address student-specific learning needs. Teachers may invite students to break out sessions within Google Classrooms to complete their work,
 |
| * Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge.
 | * Staff will participate in Truth & Reconciliation Week to learn and embed Foundations Knowledge into lessons.
* Staff will participate in an Indigenous Focused Workshop facilitated by the ATA, January 2022.
* Staff will collaborate at staff meetings to help support each other in gaining knowledge and understanding of Indigenous peoples, so we can support student learning.
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| * Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness.
 | SPVA has a counsellor that works directly with staff to help support studentsStaff will continue to support students and families that need supports, from our partner agencies.* Our Counsellor helps maintain connections with agencies that support student’s health and wellness information and helps facilitate connections with FCSS and families in need.
* Our counsellor also connects new families to Canada with the Mennonite centre on a case-by-case basis.
* Our counsellor also refers families to the Division Social worker when needed.
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Opportunities for Growth

Developing relationships with students and parents comes from frequent contact and collaboration. Many students come to the SPVA for mental health and or learning needs. Detecting mental health or emotional issues for students will in some ways be harder, or in some cases easier. Teachers form relationships with their students that allow the student security in talking or discussing issues that are affecting their emotional well-being. Teachers in the Virtual Academy have multiple contact points with their students and parents including Google Meets, email, and phone conversations. Teachers can offer support through the student’s home school, can reach out to division support services or to outside agencies to support their students. By supporting a student’s emotional well-being, we will see more success from our students.

The Virtual Academy is an inclusive program that supports the learning needs of a wide range of student abilities. Teachers can group students in their small Google Meet sessions, and in Google Classrooms in a way that differentiates and supports individual student growth.

Supporting understanding of Indigenous knowledge and perspectives is something that needs to be part of every classroom. Teachers will work toward creating lessons that will teach this knowledge as a natural extension to their lessons rather than as a separate unit or project. As teachers continue to build this knowledge and look at the First Nations perspective within their lessons, it will create a more natural flow in how it is taught.

By supporting academic, emotional, and cultural perspectives, our students will gain a better sense of security and gain a stronger sense of belonging in our program.

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

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| 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.
* Principal 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.
 | * Principal will report school annual budget and update on progress to the school council during the year.
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Local Measures

From April 13 to April 20, 2021, 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question: What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year? Key thoughts that represent re-occurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools. These included:

 • Teaching students, the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.

 • Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.

 • Sturgeon Public Schools’ staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

Analysis of Results

Successes

From this survey, significant interest was expressed to have an online learning option for families. Last year, the Continuity of Learning program was able to provide this as an emergency response to the CoVid pandemic. To facilitate this option for learning moving forward into the 2021-2022 school year, the Sturgeon Public Virtual Academy was created.

Staff worked collaboratively with parents and students to build and deliver individualized instruction to ensure student achievement. Students participated in structured daily, synchronous and asynchronous lessons working through curriculum from grades 1-9.

Opportunities for Growth

Staff will continue to deliver a robust, online learning program that includes a structured, daily routine. Students will work with teachers and peers in all subject areas, will have the option for individualized support when needed, and will be able to enroll in option classes. Developing ongoing, trusting relationships will be paramount in this platform to help differentiate for interests and any ongoing/or changing needs of students.

A new School Council will be created that will include all online program options available in Sturgeon School Division. These programs include the online Grade 5-9 Virtual Academy, the Shared Responsibility Program, the Parent Directed Home Education program, and both Learning Centers. This collaborative School Council will allow voice from the different programs that Sturgeon School Division offers.

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 the 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

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| 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.
 | * The SPVA will promote and celebrate student and community achievement through school-wide Meets, newsletter communication, School Council, and social media.
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| * Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events.
 | * Students will be provided with a variety of ideas to help volunteer and support their local communities.
* Events happening around the division will be added to our websites and monthly newsletters to encourage students and families to participate.
* Regular broadcasts and emails will be sent to parents and students to help encourage participation in division-wide events.
* Students will be offered the option to participate in Concert band as an options class and invited to participate in live performances throughout the year.
* Students will be invited to monthly activities for both the SPVA and LC. These activities will be connected to curricular outcomes but will also foster a sense of community and belonging to the online schools.
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Local Measures

A survey was sent out to parents asking, ‘What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?’

Analysis of results:

The ‘Thought Exchange’ survey indicated that families appreciated having the option for an online environment for students. Results also showed approval for a synchronous/asynchronous format to help students stay on track, a structured school routine and the support of teachers.

Opportunities for Growth

The Virtual Academy will incorporate the Program ‘SuccessMaker’ to help students who are struggling in the areas of Math and LA but having an individualized program to work on at their level.

At each staff meeting, staff will collaborate on how to help students with literacy and numeracy gaps. This will include having mini PD sessions on Universal Design for Learning (UDL) on strategies to best support students including those with learning disabilities, such as Dyslexia.

Staff will meet monthly to discuss students of concern, to help support those students in a variety of areas including mental health, literacy, and numeracy. Ongoing discussions reflecting on what we are doing, if it is working, and if we need to modify the supports, will be discussed.