

STAVELY SCHOOL EDUCATION PLAN



2024 - 25 LiM ACTION PLAN

Vision Statement

We value and respect individual differences. Our intention is for our children to receive a 21st-century education that prepares them to be responsible global citizens. We value integrity and honest-open communication. We believe that the celebration of success is important.

Mission Statement

'Where Every Student Shines'

**WIG | 73% of our students will be reading at grade level by
June 2025.**

ALBERTA EDUCATION - PROVINCIAL OUTCOMES

- Outcome 1: Alberta's students are successful.
- Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.
- Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Outcome 4: Alberta's K-12 education system is well-governed and managed.

ACCOUNTABILITY PILLAR SURVEY - SPRING 2024



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 6311 Stavelly Elementary School

Assurance Domain	Measure	Stavelly Elementary 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	93.3	100.0	93.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	97.9	99.0	94.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	100.0	100.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	25.0	25.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	100.0	95.6	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.7	99.4	95.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	94.4	96.7	94.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	100.0	94.2	79.5	79.1	78.9	Very High	Maintained	Excellent



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 6311 Stavelly Elementary School

Assurance Domain	Measure	Stavelly Elementary 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	100.0	87.7	87.7	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	99.0	90.4	92.2	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	100.0	88.9	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	25.0	50.0	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	100.0	91.3	93.0	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	99.4	90.8	90.8	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	96.7	92.5	92.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	100.0	88.3	90.4	79.1	78.8	80.3	Very High	Maintained	Excellent

MEASURABLE RESULTS ASSESSMENT - MAY 2024

Spring 2024
Stavely Elementary



LRSD Leadership WIG

LRSD student leadership, as measured by the MRA, will increase from 69% to 80% by June 2026.

SEE: Leadership Goal

WIG: Stavely School students will increase interpersonal skill development from 83% - 86% by May 2025.

Student Leadership | Interpersonal Development

Paradigm: Change starts with me.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students will build positive relationships through understanding, communicating, and valuing the differences they see in others.

DO: Lead Measures/Strategies

1. Stavely School Staff will implement Empowering Instruction Impact Journey with appropriate Leader in Me training.
2. Stavely School Staff will continue to provide direct and integrated Leader in Me lessons relating to interpersonal skills.
3. Implement a mentorship program for students and continued multi-grade groupings for leadership classes, Passion Projects, athletics and additional school activities to learn and practice interpersonal skills at a deeper, multi-aged level.
4. Implement a structured accountability partner program where each student meets with their designated peer partner weekly to review progress, set specific next steps, and provide mutual support for achieving their WIGs. This program will be supported with effective goal-setting, communication, and peer support techniques.
5. Students will continue to create, reflect and share their Leadership Portfolios as students discover interests, abilities, passions, learning styles and modalities and goals.
6. All students will participate in, and lead, school-wide assemblies to celebrate each others' accomplishments and teach 7 Habits leadership lessons to small groups.
7. Staff will continue to teach socio-emotional learning to increase students' self-awareness, interpersonal skills, perspective and self-advocacy for success as

supported by Dr. Chris Mattatall and Dr. Robin Bright professional development sessions.

8. Continue to facilitate social and communicative skill building through Lego Club, work with our SLP team and lunch programs (Friend Friday, intentional groupings for continued lunch social chats).
9. Students will demonstrate self-advocacy skills by completing the Alberta Education [Self-Advocacy checklist](#), co-creating their learning profile and plan, engaging in metacognitive strategies in each class, reflecting on assessments and communicating to their teacher(s) and parents what they need to be a successful student.
10. Continue our Leader in Me Action Team work, and increase student agency in educational programming.

GET: Lag Measures

- Measure 1: 100% of students will have participated in leadership activities in school and community activities.
- Measure 2: Stavely School will have a Leadership Day as planned and facilitated by both staff and students in May 2025.
- Measure 3: 100% of Stavely students will have a Leadership Portfolio to be shared with their family at our Celebration of Learning (March 2025).
- Measure 4: MRA student leadership - interpersonal skills - marker will increase from 83% - 86%.

LRSD Culture WIG

LRSD supportive student environments as measured by the MRA will increase from 73% to 80% by June 2026.

SEE: Culture Goal

WIG: We will increase the number of students reporting a high trust relationship with a Stavelly School staff member from 91 - 93% by May 2025.

Supportive Student Environment | Trusting Relationships

Paradigm: Educators and Families partner to develop the whole person.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students will have a high-trust relationship with at least one staff member they feel comfortable with and can connect to.

DO: Lead Measures/Strategies

1. Establish a collaborative inquiry framework where staff engage in monthly professional learning communities to identify, research and present emergent and responsive student growth and learning issues. This framework will include identifying a focus selection, data collection and analysis, shared reflection and celebration, followed by future action planning to ensure a deep understanding and effective response to these issues.
2. Each student will be paired with a staff member of their choice, after completing the September Student Trust and Interest activity which will be completed in October (Grade 1s will complete it in January 2025).
3. Continue pro-active neuroscience based wellness educational programming school-wide to help build trust between students and with staff.
4. Student and Staff Lighthouse teams will facilitate trust culture-building activities throughout the year.
5. Continue to develop an understanding and implementation of instructional frameworks (UDL, visible thinking and learning, concept-based instruction) that support an inclusive and culturally responsive learning environment.
6. Continue 1:1 monthly meetings between administrator and staff.

7. To honour Truth and Reconciliation, we will continue to learn through traditional teaching and experiences by enriching the cultural and academic experiences of Stavelly students through an FNMI perspective to the curriculum for all students. Staff will also access professional development (from The Buffalo Treaty, The Rupertsland Institute, and a broad range of PD opportunities including, but not limited to ISC Days, SAPDC, CRC, ATA etc.) to enhance and solidify our pedagogy.
8. Organize our 2nd Annual Career Expo, allowing students the opportunity to explore many different careers that may align with their interests and passions, prior to reaching high school, as well as give them the opportunity to socialize and learn with our neighbouring elementary schools.
9. Explore trusting relationships professional development with Dr. Chris Mattatall, PhD and Patti Helmer, registered psychologist.

GET: Lag Measures

- Measure 1: Alberta Education Assurance Survey - Welcoming, Caring, Respectful and Safe Learning Environments indicator
- Measure 2: MRA - Culture - Trusting Relationships indicator will increase from 91% to 93%.
- Measure 3: Qualitative data from calendared round-table discussion with students and staff, LST, FSL, and Principal.
- Measure 4: The number of 1:1 meetings with staff/admin; LST/EAs.
- Measure 5: 2nd Annual Career Expo

LRSD Academics WIG

LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.

- Cumulative PAT results will increase from 62.2% to 80% acceptable standard by June 2026.
- Cumulative -1 DIP results will increase from 67.8% to 95% acceptable standard by June 2026.
- Cumulative -2 DIP results will increase from 69.4% to 85% acceptable standard by June 2026.

SEE: Academics Goal

WIG | 100% of Stavelly students participating will meet the acceptable/satisfactory standard, and 40% of Stavelly students will achieve the standard of excellence on grade-level assessments.

Goal Achievement | Student Goal Support

Paradigm: Empower Students To Lead Their Own Learning.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.
- Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.

DO: Lead Measures

1. Staff will engage in professional development that encompasses Visible Learning, The Science of Learning to augment our pedagogy to transfer learning and increase student achievement.
2. Grades 1 - 6 will write diagnostic, standardized assessments in reading, writing and mathematics to determine the level of ability and inform teaching practice (see attached [assessment year plan](#)).

3. Collaborative teaching teams will develop their focus question and utilize the collaborative inquiry model to research and implement high-level pedagogy and assessment strategies to address learning needs for all students.
4. The adult and student Indigo Love of Reading Action Team will work closely to purchase literacy resources over the next three years to achieve our literacy school-wide WIG.
5. All learners receive the differentiated academic, cultural and social-emotional support they need to be successful learners and active members of the school community.
6. Students and staff work collaboratively to set high and appropriate academic goals (WIGs), lead measures and share their scoreboard and projected achievement with parents/guardians at October Goal Setting Conferences.
7. All staff will engage in targeted numeracy and literacy professional development (presenters and thought leaders will include, but are not limited to: Dr. Chris Mattatall, Dr. Robin Bright, Peter Liljedahl, Graham Fletcher and SAPDC PD sessions).
8. All staff will engage in assessment professional development to inform instruction and further student transfer of learning.
9. Teachers will analyze student assessment data and implement interventions as necessary using Collaborative Response.
10. Teachers will reflect on the effectiveness of intervention(s) at monthly data meetings with the learning support team and administration and adjust accordingly throughout the year.
11. K - 6 students will elevate their growth and proficiency in literacy and mathematics during their intervention block.
12. All stakeholders will work collaboratively to create an academic plan to support students unable to achieve grade-level expectations.
13. Increase student engagement and transfer of learning through localized curriculum with knowledge-based, constructivist and deep learning pedagogy focused on developing 21st century knowledge, skills and attributes.
14. All staff will continue to engage in professional development specific to deep-learning protocols (21st century skills), collaborative response, inclusive education, socio-emotional learning and FNMI ways of knowing.

GET: Lag Measures

- Measure 1: Increase of students' benchmark assessments: CC3, LeNS, STAR from 2024-2025.
- Measure 2: 76% of students will be reading at grade level by May 2025 using diagnostic assessment Fountas and Pinnell and Renaissance Star Reading.
- Measure 3: Increase the overall MRA Academics results from 92 - 95% by May 2025.
- Measure 4: Maintain the percentage of 100% of students who achieve the acceptable standard on the Gr. 6 ELA Provincial Achievement Exam.

- Measure 5: Maintain the percentage of students who achieve the standard of excellence in Gr. 6 ELA of 44.4%.
- Measure 6: 100% of students will achieve the acceptable standard on Gr. 6 Mathematics Provincial Achievement Exam.
- Measure 7: Increase the percentage of students who achieve the standard of excellence in Gr. 6 Mathematics to 20%.
- Measure 8: Maintain PAT acceptable standard (100%) and standard of excellence percentages (50%) in both Science 6 and Social Studies 6.

HIGHLY EFFECTIVE PRACTICES

Implemented frameworks/systems to continue:

Leadership

- Effective classroom, school and community leadership events inspired, organized and led by students.
- School administration will continue to provide opportunities for student voice and distributed leadership.
- School administration will build community partnership [to continue] to provide opportunities for student leadership in the community.
- Students will continue to develop and share their leadership portfolios.
- Mid-year MRA assessments to determine the efficacy of lead measures.
- All stakeholders will be provided with the opportunity to be involved with Stavelly School goal setting, WIG and tracking achievement of goals.
- Students will choose classroom and school jobs throughout the school year.
- Students will continue to have student agency at the school and classroom level in a variety of contexts including, but not limited to, subject assignment project design/choice, action teams, classroom leadership roles, extra-curricular activities, celebrations etc.

Culture

- Continue to provide place-based and community learning opportunities;
- Continued growth of social and emotional awareness, coping with stress and anxiety, suicide awareness, mental wellness and healthy relationships in our core classes coupled with a specific focus in health classes and lunch work groups.
- Develop and extend agriculture-based, place-based, integrative learning opportunities by extending partnerships to our local community and LRSD place-based learning coordinators.
- We will have at least six Family Leadership Events, and at least two community service projects, planned by students and staff in collaboration with our community partners.
- Students will share their learning and stretches at our March Celebration of Learning night.
- Continued collaboration with community groups to enhance and enrich Stavelly students' education.
- Monthly 1:1 consultation between administrators and teachers members.
- Continue to build the positive culture of the school through experiences such as place-based learning and whole-school field trips, mentoring programs for students, [breakfast program](#), One School - One Book, Christmas concerts, community gatherings and celebrations, Friend Friday.

- Continuation of incoming Kindergarten EYE-DA and K Orientation Day (and parent information meeting).
- Continue to prepare our Grade 6 students for WCCHS and JTF through intentional programming , lunch-up-town, Parent Information Night and transition tours for our Grade 6 students.
- Continue PAC/staff supper meetings twice/year.
- Continue agriculture-based learning in all classes when possible and extend our community raised-garden-bed program.
- Student-initiated clubs: Garden Club; Stavelly School Culture Club; Recess Club.
- Mid-year MRA assessments to determine the efficacy of lead measures.
- Continue education service agreement with Rupertsland Institute to empower staff to develop and apply Métis foundational knowledge as outlined in TQS and LQS Competency #5.
- Continue community give-backs such as the Stavelly Golf Course clean-up, food drives, toiletry drives etc.

Academics

- Continue PD in the Science of Learning.
- Continue to engage in reflective teaching practices.
- All staff will teach and guide students in creating short-term and long-term goals, and strategies for tracking achievements through LIM (leadership notebooks).
- Continue effective monthly collaborative response meetings.
- Continue Collaborative Planning Time on Stavelly Days.
- All students, parents/guardians and staff will meet in October for academic year goal-setting.
- Continuation of common divisional assessments: Literacy: STAR Reading, LeNS, CC3, EYE-TA and F & P diagnostic.
- Continue 1:1 admin - staff monthly meetings.
- Refine our literacy and numeracy continuum of supports.