



Namao School

Education Plan 2024 -2027

School Goal 1

By the end of the school year, we will set up an outcome based reporting system that helps students and teachers understand their goals, think critically, and become lifelong learners. This system will create engaging learning environments, connect lessons to real life, and adapt to students' needs. We will also incorporate Indigenous knowledge to support truth and reconciliation.

School Goal 2

By the end of the academic year, our school will integrate Therapeutic Crisis Intervention in School (TCIS) strategies to foster a safe, equitable, and respectful school community. This goal will include training for staff, creating collaborative frameworks with students and families.

School Goal 3

By the end of the school year, we will boost community engagement and staff wellness by increasing participation in projects, creating programs that meet community needs, and involving the Board in initiatives. We will also allocate resources to support student success and provide opportunities for student leadership.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

By the end of the academic year, our school will implement an outcome-based reporting system that ensures students and educators understand their purpose, engage in critical and collaborative thinking, and develop as lifelong learners. This system will focus on creating engaging learning environments with real-world connections, triangulation of assessment, tailoring experiences to students' achievement levels, and integrating foundational Indigenous knowledge to support truth and reconciliation. Additionally, our commitment to fostering a holistic educational experience includes a strong emphasis on STEAM.

Baseline data (starting point):

Data / Products	Conversations	Observations
Gradebook analysis	<ul style="list-style-type: none"> Conversations related to consistency of grading and success criteria. Teachers shared that they are unclear about how to use the "No Grade" for students who are working out of curriculum and wanted more clarification. 	<ul style="list-style-type: none"> Gradebooks in K-6 were outcome based, and gradebooks in junior high were assignment based. Triangulation of assessment was used by some teachers, but this is a beginning approach to assessment among staff members. We have representatives on curriculum working groups (K-6), creating common rubrics and discussing consistency to align with the Division.
Staff Survey	TBD	TBD



Action Items (how we will achieve this goal):

- PD on big rocks and outcome based reporting and shared time to set up gradebook
- Success criteria PLC related to outcome based reporting
- PD around triangulation of assessment and NHIs
- Book Study on Rebooting Assessment with Primary and Elementary
- Promote interdisciplinary learning across Science, Technology, Engineering, Arts, and Mathematics.
- Encourage hands-on projects and collaborative problem-solving.
- Bridge theoretical knowledge with practical application, enhancing creativity and innovation.

Lead Measures (how we will know we are on the right track):

- Decrease in NHI
- Common language amongst staff and students and more cohesion across our report cards and Power School
- Assignment organization in grade book
- Follow up survey mid year

End of year results (June update):

Data / Products	Conversations	Observations



Highlight - Literacy & Numeracy Instruction:

We are excited to launch a comprehensive literacy initiative designed to enhance student engagement and achievement across all grade levels. Central to this effort is our cross-graded, school-wide book study of “The Wild Robot”, a captivating story that not only fosters a love of reading but also reinforces themes of community and collaboration. As part of this initiative, students from different grades will come together to explore the book’s themes and share their insights, building a stronger sense of community and mutual support. To culminate our study, the entire school will attend a movie screening of “The Wild Robot”, creating a shared experience that reinforces our literary exploration and celebrates our collective learning journey. This integrated approach aims to enhance literacy skills through related activities and discussions, ensuring a holistic and engaging educational experience for all students.

We are dedicated to advancing numeracy progressions through a strategic approach that emphasizes clear progressions in mathematical understanding and ensures all students have access to high-quality math resources. Teachers are working towards building success criteria as part of their outcome based reporting. This year, we are rolling out a suite of math resources and manipulative bins designed to support these progressions and facilitate hands-on learning. Our initiative includes training teachers to effectively use these resources in their assessments, integrating them into the triangulation of data—observations, student work, and assessments—to better track and support student growth. We are placing a strong emphasis on understanding the progressions and promoting these tools in junior high, ensuring they are accessible to all students. By aligning our resources with numeracy progressions and equipping educators with the means to utilize them effectively, we aim to enhance mathematical comprehension and provide a more structured and supportive learning experience for every student.



Goal Two: Healthy School Communities

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.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

By the end of the academic year, our school will integrate Therapeutic Crisis Intervention in School (TCIS) strategies to foster a safe, equitable, and respectful school community. This goal will include training for staff, creating collaborative frameworks with students and families. Another key focus will be establishing connections with local Indigenous leaders to promote truth and reconciliation.

Baseline data (starting point):

Data / Products	Conversations	Observations
TCIS Training with full staff	"I tried using some of the TCIS strategies the other day and it actually worked!"	Common language of "drop the rope" being used amongst staff.
More comprehensive Behaviour Plans and Student Success Plans	"The plan from last year told me a lot and there are things I see that we should add for this year."	EA's and CYCs accessing these documents and reading them to stay informed. A brief synopsis of these plans are included in sub plans to help ensure students have success when a sub is in.

Action Items (how we will achieve this goal):

- Model using TCIS language when working with staff and understanding where the student is in the Stress Model of Crisis
- TCIS tips in staff meetings and keep as a standing item
- Staff have LSI questions on their badges
- Interdisciplinary team is all using the same language and align principles
- Add TCIS tips and tricks in school newsletter

Lead Measures (how we will know we are on the right track):

- Observing the use of common language amongst staff around the school
- Sharing of staff stories in staff meetings (group share time)



- Reduction of escalated events/log entries

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

We are deeply committed to ensuring the success of Indigenous students and fostering a culture of belonging for all. This year, we are implementing several key initiatives to support these goals. Each classroom is developing its own land acknowledgment, which will be shared at community events to honor and recognize the traditional people of our land. This practice not only educates our students and community about Indigenous history and contributions but also promotes a shared sense of respect and understanding. Additionally, our staff is participating in professional development sessions focused on truth and reconciliation, equipping them with the knowledge and skills to support Indigenous students more effectively and to integrate culturally responsive practices into their teaching. Through these efforts, we aim to build an inclusive environment where every student feels valued and empowered to succeed.



Goal Three: Responsible Leadership

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

By the end of the academic year, our school will enhance community engagement and staff wellness by increasing participation in school and community projects, developing programming that responds to community needs, and fostering active involvement of the Board in community initiatives. We will also ensure that resources are effectively allocated to support student success.

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

Baseline data (starting point):

Data / Products	Conversations	Observations
<p>Data from 2024 Student Survey</p> <p>How much do you agree that: [I have been a leader at school in some way this year]= 54.36%</p> <p>How much do you agree that: [Students are proud of our school]= 47.72%</p> <p>How much do you agree that: [I have volunteered at school or in the community this year]= 51.45%</p>	<p>“It would be nice to bring back clubs to the schools so kids have more things to do” ~ Parent</p>	<p>Coffee cart has come back which is helping to bring a sense of community and is sponsored by local franchises.</p> <p>School wide book study has brought kids together from different grade groups. One group had to reschedule an event but they didn't want it to be on their day when they read with their littles as they thought it would impact them too much and then they wouldn't get to see them that week.</p> <p>We are doing paid supervisors and we were able to fill all of the positions and have a sub list.</p>



Action Items (how we will achieve this goal):

- Organize and execute a series of community-based projects that involve staff, students, and community members
- Facilitate regular participation of the Board in key community events and initiatives to build trust and strengthen relationships.
- Student leadership opportunities- Coffee Cart, Green Team, Mascot,

Lead Measures (how we will know we are on the right track):

- Track the number of meetings, workshops, or collaborative sessions organized to engage staff, students, and community members in community-based projects
- Look at the number of staff and Board members actively participating in community and school projects.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

At Namao School, we are committed to fostering a vibrant and supportive community that enhances both student success and staff well-being. This academic year, we are launching a series of initiatives designed to elevate leadership among students and staff. Our plan includes creating leadership opportunities for students through community and school projects, encouraging them to take active roles in addressing local needs and shaping school culture.

More specifically we are looking to expand the community involvement for our Specialized Programming students and allow them leadership opportunities to engage with and bring the school community together. Some examples of these are playing the role of school mascot and being present at school events, supporting anxious students through fire drills, working to gain life skills in supporting little ones in natural environments etc.

For our staff, we will implement professional development sessions focused on leadership skills and wellness, ensuring they have the tools and support needed to thrive. By aligning these leadership strategies with our goal of increasing participation and responsiveness, we aim to build a more connected and dynamic school environment where every member plays a key role in our collective success.



Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies



In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> ● Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. ● Students actively participate in engaging learning environments, focused on success and real-world connections. ● Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. ● Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> ● Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. ● Staff, students and families demonstrate citizenship and honour diverse learning needs. ● School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> ● Staff and students actively participate in and lead school and community projects. ● Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. ● The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. ● Resources are allocated and managed in the interests of ensuring student success.



Current Results: Namao School's Alberta Education Assurance Measures Summary - Provincial Measures

Assurance Domain	Measure	Namao 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	83.0	85.0	83.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.8	81.6	84.4	79.4	80.3	80.9	Intermediate	Declined	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	76.2	68.8	68.8	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	23.8	6.3	6.3	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	74.5	83.7	83.7	62.5	62.6	62.6	Intermediate	Declined	Issue
	PAT9: Excellence	10.4	12.8	12.8	15.4	15.5	15.5	Low	Maintained	Issue
	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	91.9	92.3	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.2	87.9	90.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.3	77.8	81.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.8	75.0	79.7	79.5	79.1	78.9	High	Maintained	Good

PAT Results By Number Enrolled Measure History

	Namao School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	
N	n/a	n/a	83	91		n/a	n/a	n/a	n/a	n/a	109,520	115,580	
Acceptable Standard %	n/a	n/a	76.5	80.5		High	n/a	n/a	n/a	n/a	64.3	63.3	
Standard of Excellence %	n/a	n/a	22.2	11.4		Low	n/a	n/a	n/a	n/a	17.7	16.0	

Literacy Data - Alberta Education Screeners



Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	30.2	69.8
1	CC3 - English	14.3	83.3
2	LeNS - English	2.8	97.2
2	CC3 - English	8.3	88.9
3	CC3 - English	19	81
4	CC3 - English	31.6	68.4

Reading Comprehension Assessment Tool (RCAT)

Category	Average Student Achievement Score
Associate Meaning (AM)	62.92
Evaluate (EV)	72.53
Identify and Interpret Ideas and Details (III)	64.12
Interpret Text Organization (ITO)	49.76
Make Connections (MC)	55.44
Overall Score	59.03

Numeracy Data - Alberta Education Numeracy Screener

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	Alberta Education Numeracy Screener	9.5	90.5
2	Alberta Education Numeracy Screener	2.8	97.2
3	Alberta Education Numeracy Screener	26.2	73.8
4	Alberta Education Numeracy Screener	26.3	73.7

