



# Ochre Park School

## Education Plan 2024 -2027

### School Goal 1

Students will increase their foundational numeracy skills and understanding.

### School Goal 2

Students will engage in regular outdoor learning and place-based study, focusing on connecting students to their local environment and incorporating Indigenous perspectives on the land.

### School Goal 3

Staff will create a school wide system for clearly communicating student learning and achievement in a meaningful and consistent way.



## 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):

Students will increase their foundational numeracy skills and understanding.

By June 2025, students will increase their foundational numeracy skills and understandings, as measured by the 2024-2025 Alberta Education Numeracy Screeners. We aim to see a 10% improvement in numeracy scores for at least 80% of grades 1-4 students.

**Baseline data:** September 2024 Numeracy Screener Results

\*\*Provincial Results Report not available as of October 5, 2024.

\*\* Will update to reflect results when Alberta Education releases reports

\*\* At Ochre Park, we are using the data collected to inform our practice and determine starting points for whole group and small group responsive teaching.

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> <li>Alberta Education Numeracy Screener results for Grades 1-4 students (Fall 2024), then results for the Kindergarten to Grade 4 January 2025 testing round, and May 25 testing round.</li> </ul>	<ul style="list-style-type: none"> <li>PLC data analysis</li> <li>Small group responsive teaching best practices teacher sharing PL sessions</li> <li><a href="#">Google survey</a> of ATA Staff administered in Fall 2024 and Spring 2025</li> </ul>	<ul style="list-style-type: none"> <li>See small group responsive teaching in classrooms</li> <li>Math Lab being regularly utilized</li> <li>Students engaged in their numeracy tasks</li> </ul>

### Action Items (how we will achieve this goal):

- Use raw data from Alberta Education Numeracy Screeners, we will determine growth opportunities for our students (analysis during PLC time)
- Small group, responsive teaching (tied to High Impact Teaching Strategies and Collective Teacher Efficacy)
- Creating and using Math Lab



- Continue to use the tenants from Peter Liljedahl’s Building Thinking Classrooms in Mathematics: Grades K-12 book study from the 2023-2024 school year.
- PLC conversations and data analysis time
- Site based Professional Learning opportunities on division PD days.

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

- We will see classes using the Math Lab
- We will see small group responsive teaching during classroom visits
- We will see students engaging in their mathematics studies
- We will see an increase in Alberta Education Numeracy Screener scores in future administrations

**End of year results (June update):**

Data / Products	Conversations	Observations

**Highlight - Literacy & Numeracy Instruction:**

The Ochre Park School team engaged in the Building Thinking Classrooms book study in the 2024-2025 school year. Building on the skills learned from this book study, we have created a math lab. The vision is to have every Kindergarten to grade 4 class visit the classroom on a regular basis and engage in enriching math tasks that cover multiple outcomes. We are working on infusing some of the number talks and tasks from the Building Fact Fluency kits into the math lab.

Additionally, we are turning our attention to improving our use of small group, responsive teaching, using high impact teaching strategies across our numeracy and literacy curriculums to support students in closing their learning gaps and providing a stronger foundation of basic numeracy and literacy skills.



## 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):

Students will engage in regular outdoor learning and place-based study, focusing on connecting students to their local environment and incorporating Indigenous perspectives on the land.

By June 2025, students and staff will engage in regular outdoor learning and place-based study, at least once per month, focusing on connecting students to their local environment and infusing Indigenous perspectives on the land and the 13 Moons.

#### Baseline data: **September 2024**

- Every Kindergarten to Grade 4 class has chosen their Place and has visited their place at least once.
- A handful of classes have had multiple outdoor lessons
- 50% of each PLC block for students was spent doing outdoor activities in September 2024
- Students are independently bringing in nature items found on our school site for the curiosity shelf (for example: giant mushrooms and pinecones).

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> <li>● Curiosity Shelf</li> <li>● School wide goal tracker- Collaborative art</li> <li>● Tracking number of times classes engage in outdoor learning each month - by end of September, each class has chosen their spot and visited at least once.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are initiating conversations pertaining to what they are noticing outside and season change</li> <li>● PLC discussions</li> <li>● Professional Learning Day Sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Place Study Journals</li> <li>● Nature Art (being created and displayed in our school)</li> </ul>

Action Items (how we will achieve this goal):



- Professional Learning Sessions for staff throughout the year, lead by various Sturgeon Public School Division Staff (Nicole Farwell & Maxine Hildebrandt)
- Intentional planning of school events outside (school picnics & assemblies)
- Purchase two blankets for each class so students have a comfortable place to sit
- Creation of a Place Study Journal for every student and staff member in the school
- Regular check ins with classes
- Highlighting the outdoor learning and place study on Social Media and in school-home communications
- Creation of a “Curiosity Shelf” where we highlight items found in nature
- Intentional “I noticed, I wonder” announcements tied to nature (September: Wasps & Sunflowers)
- Creation of an interactive bulletin board in the Learning Commons where classes earn a piece to add each time they engage in their place study (builds an image)
- Take Me Outside Day - October 23, 2024

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

- We will see classes outside regularly
- We will see nature and Indigenous perspectives being infused into lessons and art
- We will see and hear our students sharing what they have learned
- We will see the Interactive Bulletin Board and Curiosity Shelf grow

**End of year results (June update):**

Data / Products	Conversations	Observations

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

The Ochre Park School team is interested in outdoor learning and this has been an expressed area of interest for our staff. Our goal is to capitalize on our student’s natural curiosity about their world.

Our new curriculum provides ample opportunities for staff and students to use nature as a platform for learning. We are working with various Sturgeon Public School Division Employees to help us build our foundational knowledge of Indigenous perspectives and infuse it into our daily practice in a meaningful way. We will be collaborating with Maxine Hildebrant, SPSP



Indigenous Education Coordinator to build and enhance our practices around outdoor education, the place study, 13 moons, and tipi teachings.



## Goal Three: **Responsible Leadership**

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.

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

Staff will create a school wide system for clearly communicating student learning and achievement in a meaningful and consistent way.

By June 2025, staff will create and implement a clear, concise system for clearly communicating and reporting student learning and achievement in a meaningful and consistent way.

**Baseline data:** September 2024

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> <li>Consistent reporting for all K-4 teachers in all subject areas</li> <li>Collaborative work space</li> <li>Increased Parent engagement with Powerschool Parent Portal (in the 23/24 school year 61.7% of student records were accessed).</li> </ul>	<ul style="list-style-type: none"> <li>Informal check ins with families</li> <li>Formal check ins with school council</li> <li>Booth set up at Parent-Teacher Conversations in October and February</li> </ul>	<ul style="list-style-type: none"> <li>Parents will be able to speak to their children's progress</li> <li>Teachers completing their reporting cycles based on the schedule</li> <li>Newsletters highlighting curriculum snapshots</li> </ul>

### Action Items (how we will achieve this goal):

- Team review and discussion of Sturgeon Public School Assessment and Reporting Administrative Procedures
- Creation and discussion of a set comment reporting schedule
- 60 minutes of uninterrupted time provided each Professional Development Day to enter 1-2 sentence comments into predetermined subjects for each student
- Intentional communication through Owl Power Family Weekly Updates regarding updates



- Consistent placement of comments in PowerTeacher Gradebook
- Co-create a collaborative work space in the school
- Co-create a school-wide procedure and system for when we see students are 'at-risk'
- Teachers communicate “snap shot of learning” focusing on the learning outcomes for the week or month, depending on their communication frequency

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

- Implementation of comment/reporting schedule
- Talk to parents (informal conversations) and our School Council to gain more insight into how things are going
- Survey parents at the end of June and compare the results of June 2024 parent survey.
- Compare 23/24 Parent Portal engagement data to 24/25 Parent Portal engagement data

**End of year results (June update):**

Data / Products	Conversations	Observations

## Highlight - Leadership for Students and Staff

The Ochre Park School team wants to ensure our parent community are better informed and feel more involved and connected to their child’s learning and achievement. Based on data received from the AEAM results, parent respondents expressed their desire to be better informed of student achievement.

Providing time on PD days to complete intentional reporting allows for more consistency in reporting student achievement. If student achievement is dropping, parents can expect a phone call touch base to discuss student progress. Adjusting to these new practices allows for all parents to receive information in a timely manner (not just at report card time) and provides more opportunities for parents to celebrate and support their children at home.





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



# Current Results: Ochre Park School's Alberta Education Assurance Measures Summary - Provincial Measures

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2024

School: 2513 Ochre Park School

Assurance Domain	Measure	Ochre Park 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	91.4	88.2	88.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.4	87.5	85.3	79.4	80.3	80.9	High	Maintained	Good
	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
	PAT8: Acceptable	n/a	n/a	n/a	n/a	86.2	86.2	n/a	n/a	n/a
	PAT8: Excellence	n/a	n/a	n/a	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
	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	92.0	93.3	92.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	89.5	87.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.7	86.6	84.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	64.6	87.0	83.4	79.5	79.1	78.9	Very Low	Declined	Concern

### Parental Involvement - Data Summary

School: 2513 Ochre Park School

Province: Alberta

	Ochre Park School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	17	79.4	19	72.9	21	79.8	27	87.0	20	64.6	Very Low	Declined	Concern	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	7	58.8	10	59.2	9	73.2	15	80.8	6	39.3	Very Low	Declined	Concern	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	10	100.0	9	86.7	12	86.4	12	93.2	14	90.0	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

## Ochre Park Schools Survey Results (AEAM questions provided in a Google Form to entire parent community) June 2024

Question	Results (32 responses)
How effectively do the staff at Ochre Park School keep you informed about your child's progress and accomplishments?	56% excellent 41% good 3% fair
How satisfied are you with the level of communication from the school level?	94% very satisfied 3% somewhat satisfied 3% very dissatisfied



To what extent do you feel involved in decisions that effect your child's education?	50% very involved 38% involved 12% not very involved
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**September 2024 \*\*Testing Overall Performance Measure Data Point from September 2024 testing round\*\***

Literacy Data - Alberta Education Screeners			
Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	30%	70%
1	CC3 - English	N/A - First data collection point January 2025	N/A - First data collection point January 2025
1	PAST - English	25%	75%
1	RAN - English/Numeracy	100%	0%
2	LeNS - English	29%	71%
2	CC3 - English	26%	74%
3	CC3 - English	38%	62%
4	CC3 - English	18%	82%

**September 2024 \*\*Testing Weighted Total Score Outcome Measure Data point from September 2024 testing round\*\***

Numeracy Data - Alberta Education Numeracy Screener			
Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	Alberta Education Numeracy Screener	15%	85%
2	Alberta Education Numeracy Screener	53%	47%
3	Alberta Education Numeracy Screener	21%	79%
4	Alberta Education Numeracy Screener	29%	71%

