

STAVELY SCHOOL



2021 - 2022 Report on Results

Vision Statement

We value and respect individual differences. We want 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

Together with the community, we strive to provide students a safe, positive, and caring environment to promote individual life-long learning.

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 has excellent teachers, school leaders, and school authority leaders.
- Outcome 4: Alberta's K-12 education system is well-governed and managed.

Livingstone Range School Division Core Values

Student-Centered • Leadership • Integrity • Wellness • Place-Based

Livingstone Range School Division and Stavely School Priorities

Culture - Every school deserves a winning culture.

GOAL: Every student and staff member recognizes that they are responsible for positive change.

Academics - Every student can succeed.

GOAL: Educators empower students to lead their own learning.

Leadership - Everyone can be a leader.

GOAL: Every student and staff member recognizes that their contributions help make their school and the division a better place.

ACCOUNTABILITY PILLAR OVERALL SUMMARY MAY 2022

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

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	87.7	88.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.4	91.9	95.7	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	98.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	19.2	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	91.3	98.4	94.6	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	91.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.5	96.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.3	n/a	91.7	78.8	79.5	81.5	Very High	Maintained	Excellent

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 6311 Stavelly Elementary School



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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.5	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	100.0	n/a	100.0	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	82.8	n/a	71.6	81.0	82.1	72.0	Very High	Improved	Excellent
Program of Studies	90.6	n/a	87.4	82.8	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	92.6	96.8	92.8	81.8	82.7	84.8	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	82.1	91.6	96.6	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	88.2	90.3	84.8	72.8	71.8	74.1	Very High	Improved	Excellent
School Improvement	77.8	93.6	89.3	74.2	81.4	81.3	High	Declined	Acceptable
Transition Rate (6 yr)	n/a	n/a	n/a	80.3	80.0	59.8	n/a	n/a	n/a
Work Preparation	88.8	n/a	81.7	84.8	85.7	83.5	High	Maintained	Good

ACCOUNTABILITY PILLAR OVERALL SUMMARY - MAY 2021

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6311 Stavely Elementary School



Assurance Domain	Measure	Stavely 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	88.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.9	94.0	95.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	91.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	98.4	94.7	94.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	92.5	92.3	79.5	81.8	81.4	n/a	n/a	n/a

ACCOUNTABILITY PILLAR OVERALL SUMMARY - MAY 2020

Accountability Pillar Overall Summary
3-Year Plan - May 2020

School: 6311 Stavely Elementary School



Measure Category	Measure	Stavely 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
Safe and Caring Schools	Safe and Caring	95.5	97.6	94.9	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	91.4	83.4	75.4	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	94.7	94.4	92.2	96.3	90.2	90.1	Very High	Maintained	Excellent
Student Learning Opportunities	Onse Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	98.1	84.6	81.3	73.8	73.6	73.6	Very High	Improved	Excellent
	PAT: Excellence	19.2	21.2	10.4	26.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	56.6	n/a	n/a	n/a
	Bathford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (4 yr)	n/a	n/a	n/a	68.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	96.6	72.7	73.8	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	94.0	97.4	94.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.5	90.9	82.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.8	82.6	82.2	81.5	81.0	80.9	Very High	Improved Significantly	Excellent



AERR, MRA and OUR SCHOOL SURVEY 2021-22 - TRENDS AND ISSUES

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PAT: Acceptable Standard • PAT: Standard of Excellent – mean 44% • Education Quality – 91.3% • Access to Supports and Services – 96.8% • Citizenship – 92.5% • Welcoming, Caring, Respectful and Safe Learning Environment – 90.8% • Student Learning Engagement – 87.7% • Staff Satisfaction – 98% • Supportive Environment – 83% 	<ul style="list-style-type: none"> • School Improvement (declined) • Student self-efficacy (empowered learners) • School Belonging

PAT Standard of Excellence

Our average standard of excellence results improved with mode of 50%, mean of 40.2% and median of 50%.

Academics and Education Quality

Spring 2022

Stavely Elementary



ACADEMICS

Empowering Teachers

0 → 75 **+75** **Instructional Efficiency**
Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

0 → 82 **+82** **Student-led Practices**
Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

Empowering Learners

0 → 80 **+80** **Supportive Teachers**
Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

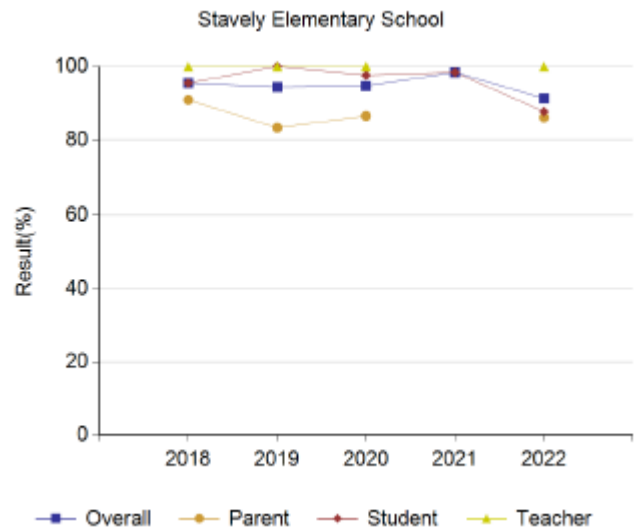
0 → 77 **+77** **Academic Self-efficacy**
Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Goal Achievement

0 → 72 **+72** **Student Goals**
Students are confident in their ability to set and achieve their goals.

0 → 80 **+80** **Student Goal Support**
Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.

0 → 78 **+78** **School Goals**
Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals.



Commentary on Results

- Teachers feel confident in their pedagogy to amplify students' capacity to learn.
- Teachers feel they have the ability to positively affect students and help students achieve success.
- Teachers are empowering students to apply their knowledge to deepen their learning and social/emotional competence.
- Teachers have engaged in professional development that is aligned to their PGPs, Stavelly School Continuous Growth Plan and LRSD Annual Growth Plan.

Culture and Welcoming, Caring, Respectful and Safe Learning Environment

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

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CULTURE

Supportive Student Environment

- 0 → 94 **+94 School Climate**
Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.
- 0 → 82 **+82 Student Empowerment**
Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.
- 0 → 87 **+87 Trusting Relationships**
Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.
- 0 → 80 **+80 School Belonging**
Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

Supportive Staff Environment

- 0 → 94 **+94 Staff Voice**
Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.
- 0 → 91 **+91 Collective Efficacy**
Teachers believe that their collective actions can positively impact students and help them succeed.

B.4 Safe and Caring

Measure History

School: 6311 Stavely Elementary School

Province: Alberta



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

	Stavely Elementary School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	52	94.1	53	97.6	64	95.5	31	91.8	41	92.1	Very High	Maintained	Excellent	253,404	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	13	95.4	11	98.2	16	92.5	5	*	6	86.7	High	Maintained	Good	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	33	90.3	33	94.5	41	94.1	31	91.8	29	88.7	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	6	96.7	9	100.0	7	100.0	5	*	6	100.0	Very High	Maintained	Excellent	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Commentary on Results

- Our Culture Action Team works diligently to ensure student voice is heard to continually improve the culture of our school.
- Our school is in our third year of implementation of The Leader in Me. As we continue our LIM journey, we hope students will feel more ownership and belonging of our school through leadership opportunities. All staff are engaged in Leader in Me PD that relates directly to Leadership, Culture and Academics.

AREAS FOR GROWTH

SCHOOL IMPROVEMENT

Commentary:

- We will continue to access student and stakeholder voice to provide a rigorous and relevant education to our students.
- The Deep Learning Pedagogies encourage all students to develop 21st century competencies which expands learning and develops critical and creative thinking skills, all necessary to reach PAT excellent achievement. Students and teachers are co-constructing learning opportunities.
- Our learning support team works collaboratively with our staff to leverage strengths and skills for student learning. Our collaborative response meetings are focused on teaching the whole child which should allow each student to learn in a safe, supportive environment ultimately encouraging them to achieve to their highest level.

ACADEMIC SELF-EFFICACY:

Empowering Learners

0 → 80 +80

Supportive Teachers

Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

0 → 77 +77

Academic Self-efficacy

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Commentary:

Our school and staff are committed to providing staff and students with tools to develop student, classroom and school goals and implement goal-setting processes. We are using the Leader in Me 4DX model to set goals, lead and lag measures. We also have a school WIG board displayed in the hall that each class contributes to monthly.

SCHOOL BELONGING

0 → 80 +80

School Belonging

Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

Commentary:

Our school and staff are committed to ensuring all students feel a strong sense of belonging. The school is also implementing *The Leader in Me* to continue to provide leadership skills and opportunities for our students. We are encouraging as many leadership opportunities as possible for our students to increase their sense of belonging.

*****Please see attached 2022-2023 Continuous Growth Plan for strategies to achieve each goal.*****

2022-23 CONTINUOUS GROWTH PLAN

Livingstone Range Wildly Important Goal 1: Leadership

Every student and staff member recognizes that their contributions help make their school and the division a better place.

School Performance Measures

- Measure 1: 100% of students will have participated in leadership activities in school and community activities.
- Measure 2: Stavelly School will have a Leadership Day as planned and facilitated by both staff and students in May 2023.
- Measure 3: Literacy and Numeracy Lead Teachers will attend LRSD Committee meetings and share their learning with all staff.
- Measure 4: 100% of Stavelly students will have a Leadership Portfolio to be shared with their family at our Celebration of Learning (March 2023).
- Measure 5: Staff will facilitate learning labs and/or share PD during staff meetings, Stavelly Days, PD days and ISC days.
- Measure 6: Monthly qualitative data from calendared round-table discussion with students and staff, LST, FSL, and Principal.
- Measure 7: Alberta Education Assurance Survey - student learning engagement marker will increase from 89% to 95%.
- Measure 8: 100% of students will be able to self-advocate for supports to ensure success in school.
- Measure 9: MRA student leadership marker will increase from 79% to 90%.
- Measure 10: MRA family and community engagement marker will increase from 84% to 90%.

Lead Measures

1. Stavelly School Staff will continue to engage in professional development to implement [Leader in Me](#).
2. Create a Student Lighthouse Team.
3. Increase the number of 'leaderized' classroom, school and community events.
4. Implement a mentorship program for students and continued multi-grade groupings for leadership classes, Passion Projects and additional school activities and athletics.
5. Build Leadership Notebooks as students discover interests, abilities, passions, and goals.

6. Staff will facilitate and/or share professional learnings at staff meetings, Stavelly Days, ISC and PD days.
7. All stakeholders will be provided the opportunity to be involved with Stavelly School goal setting, WIG and tracking achievement of goals.
8. School administration will continue to provide opportunities for student voice and distributed leadership.
9. School administration will build community partnership [to continue] to provide opportunities for student leadership in the community.
10. Family School Liaison, Mrs. Schlaht, will continue to teach socio-emotional learning to increase students self-awareness and self-advocacy for success.
11. All staff will construct a leadership portfolio.

Livingstone Range Wildly Important Goal 2: Culture

All staff and students recognize that they are responsible for positive change

School Performance Measures

- Measure 1: Alberta Education Assurance Survey - Welcoming, Caring, Respectful and Safe Learning Environments indicator
- Measure 2: MRA - Culture - Supportive Student Environment indicator will increase from 83% to 90%
- Measure 3: Qualitative data from calendared round-table discussion with students and staff, LST, FSL, and Principal.
- Measure 4: PGP reflections
- Measure 5: Number of community service projects.

Lead Measures

1. Create a new Stavelly School mission statement with consultation from all stakeholders.
2. Student and Staff Lighthouse teams will provide culture-building activities throughout the year.
3. Continue to develop and extend agriculture-based, place-based, integrative learning opportunities by extending partnerships to our local community and LRSD place-based learning coordinators.
4. Building staff capacity in inclusive practices to support a positive and collaborative school culture.
5. Continue Collaborative Response and "Leadership in Inclusion" professional development and practices.

6. Continue to develop understanding and implementation of instructional frameworks (UDL, visible thinking and learning, concept-based instruction) that support an inclusive and culturally responsive learning environment
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 LRSD FNMI Staff Working Committee 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. Create a school-based plan to assist students in becoming respectful, caring, productive citizens in our cross-graded leadership classes.
9. Student-led monthly assemblies designed with Lighthouse Team.
10. 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 concert, community gatherings and celebrations.
11. Continued collaboration with community groups to enhance and enrich Stavelly students' education.
12. 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 with FSL Brenda Schlaht.
13. 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.

Livingstone Range Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

School Performance Measures

- Measure 1: Increase of students' benchmark assessments: CC3, LeNS, STAR, HLAT from 2022-2025.
- Measure 2: 100% of students will be reading at grade level by May 2023 using diagnostic assessment Fountas and Pinnell and Renaissance Star Reading.
- Measure 3: Increase the overall MRA Academics results from 79% - 90% by May 15th, 2023.
- Measure 4: Maintain the percentage of 100% students who achieve acceptable standard on Gr. 6 ELA Provincial Achievement Exam.
- Measure 5: Increase the percentage of students who achieve standard of excellence in Gr. 6 ELA from 15.4% to 20%.

- Measure 6: Maintain the percentage of 92.3% of students who achieve acceptable standard on Gr. 6 Mathematics Provincial Achievement Exam.
- Measure 7: Maintain the percentage of students who achieve standard of excellence in Gr. 6 Mathematics from 15.4% to 20%.

Lead Measures

1. Grades 1 - 6 will write diagnostic, standardized assessments in reading, writing and mathematics to determine level of ability and inform teaching practice (see attached [assessment year plan](#)). By the end of Grade 3, all students will be proficient readers (at grade level) to ensure learning success in the subsequent years.
2. All learners receive the differentiated academic, cultural and social emotional support they need to be successful learners and active members of the school community.
3. Students and staff work collaboratively to set high and appropriate academic goals and share with parents/guardians at October Goal Setting Conferences.
4. Students will share their learning and stretches at our March 2023 Celebration of Learning night.
5. Staff will analyze student assessment data and implement interventions as necessary using Collaborative Response. All stakeholders will work together to create an academic plan to support students unable to achieve grade level expectations.
6. All staff will teach and guide students in creating short term and long term goals, strategies and tracking achievements through LIM (leadership notebooks).
7. Refine our Collaborative Response Model through professional development and CRM meetings to deepen and strengthen our collaborative response structures and processes for all students.
8. 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.
9. 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.
10. Continue to explore career opportunities (and courses required for possible careers) with LRSD Career Practitioner, Lettie Croskery.
11. All students, parents/guardians and staff will meet in October for academic year goal-setting.
12. Continuation of common divisional assessments: Literacy: STAR Reading, LeNS, CC3, EYE-TA, HLAT (and Fountas and Pinnell for diagnostics). Numeracy: CAT4 (Grades 2 and 5).
13. Continuation of incoming Kindergarten EYE-DA and K Orientation Day.