



Redwater School

Redwater School Education Plan and Annual Education Results Report

October 2021 Update



**Sturgeon
Public Schools**
Dare to reimagine learning



2021 Alberta Education Assurance Measures Overall Summary

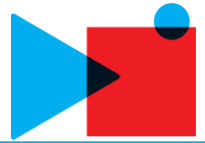
Assurance Domain	Measure	Redwater School			Alberta			Measure Evaluation			
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	
Student Growth and Achievement	Student Learning Engagement	89.1	n/a		85.6	n/a		n/a			
	Citizenship	84.1	81.6	77.2	83.2	83.3	83.0				
	3-year High School Completion	86.0	72.0	79.6	83.4	80.3	79.6	High	Maintained	Good	
	5-year High School Completion	89.0	83.8	84.5	86.2	85.3	84.8	Intermediate	Maintained	Acceptable	
	PAT: Acceptable	n/a		77.4	n/a		73.7	n/a			
	PAT: Excellence			14.1			20.3				
	Diploma: Acceptable	n/a		74.9	n/a		83.6				
	Diploma: Excellence			17.4			24.1				
	Teaching & Leading	Education Quality	89.7	87.2	86.0	89.6	90.3				90.2
	Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	n/a		87.8	n/a				
Access to Supports and Services		89.4	82.6								
Governance	Parental Involvement	90.7	73.3	79.0	79.5	81.8	81.4				

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2





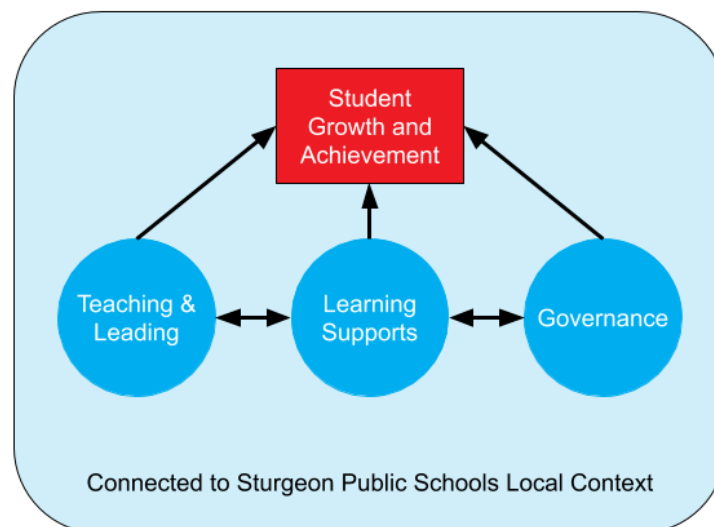
Priority

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:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



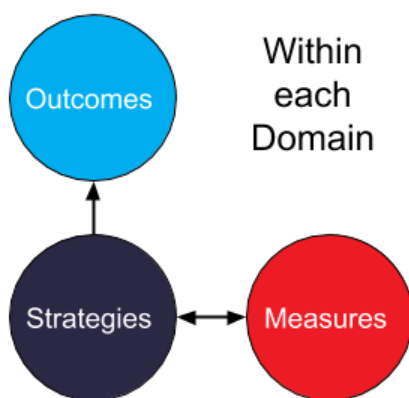
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





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.

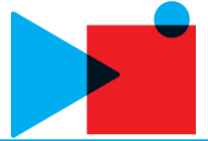


School Highlight or Context

Redwater School embodies the Sturgeon vision of a well-rounded education through academics, arts, athletics, entrepreneurship and citizenship. The Redwater community spirit energizes our hallways and classrooms, embodying the school philosophy of “Making a Difference!” Students from grades 5 to 12 pursue their unique paths to success. Redwater high school graduates attend post-secondary institutions in Alberta and beyond, assisted by the availability of scholarships and awards. Students have access to volunteer activities, extracurricular opportunities and counselling services to assist with issues and enquiries. Student activities range from gardening to outdoor education, school sports, and just about everything in between. Positive working relationships and strong school and community connections develop a real sense of belonging.

Learning choices for high school students include Work Experience, Registered Apprenticeship (RAP) and the Green Certificate programs. Knowledge and Employability is available from grades 8 to 12. Students can choose from a wide range of exciting fine arts and Career and Technology Foundations (CTF) courses including forensics, wildlife, construction, foods, and musical theatre.





Beliefs

We believe that the most effective strategy for achieving Redwater School's mission is to continually develop our ability to function as a professional learning community. We envision a school in which staff:

1. engage in meaningful, staff development to enhance professional skills.
2. utilize a variety of instructional strategies to promote success for all students.
3. demonstrate a personal commitment to the academic success and wellbeing of all students.
4. target specific instructional areas identified by the analysis of student data.
5. work cooperatively and communicate effectively with students, parents, and the broader community.

Mission Statement

Redwater School's mission is to make a difference through excellence in teaching and learning for all.





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

Division	School
<ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> • Teachers include parents, students and administration in IPP planning • Working together with other division high schools, and other community partnerships to meet student needs in core and CTS courses, work experience, RAP, and dual credit.
<ul style="list-style-type: none"> • Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • Learning Coaches work with teachers designing instruction, supporting positive behavior, and use of tech in classrooms. • Coaches work in the areas of numeracy and literacy. • Assist teachers in selecting appropriate strategies, accommodations, and programs for specific students.
<ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> • Teachers communicate student assessments/grades officially via powerschool, officially 3 times per year, however communication is ongoing with parents throughout the school year. Teachers also communicate through Google Classroom, and various other apps

Local Measures

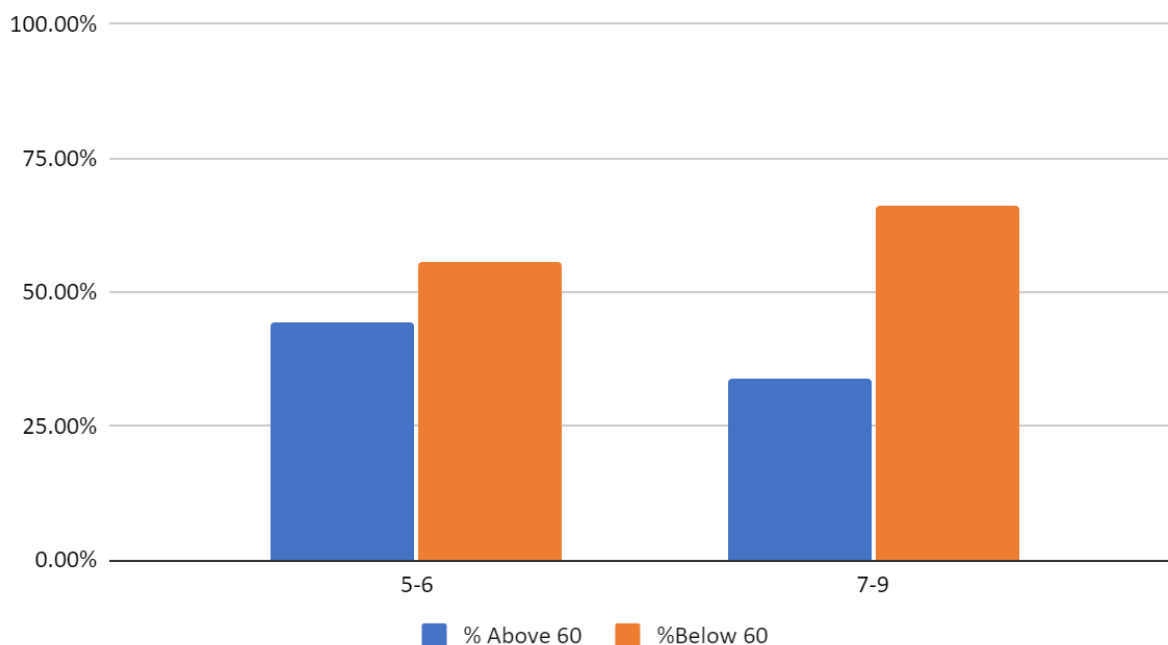
Measures	Results					
Student Growth & Achievement	2018	AB avg	2019	AB avg	2020	AB avg
Elementary 5-6						
Intellectual Engagement: Interest and Motivation	76%	86%	79%	n/a	69%	87%
Secondary 7-12						
Intellectual Engagement: Interest and Motivation	38%	43%	40%	43%	40%	42%





Math Intervention Programming Initiative (MIPI)

Redwater School MIPI Fall 2021 Students performing Above or Below 60%



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

Fountas and Pinnell

The Fountas and Pinnell Benchmark Assessment can be used at Redwater School to understand the approximate literacy level for each child in grades 5-9. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

The strength of Fountas and Pinnell is that when a student reads to their teacher, they can hear areas of success, but often areas of struggle. For example, a child may not be reading the ending of words, or fluency may be an issue. This allows the teacher to answer the question of where each student is at, what areas they are struggling in and how to trouble shoot to increase their abilities by one grade level per year. Redwater School is beginning to build the capacity from simply knowing the literacy levels, to getting the data, and now applying "how to increase by one grade level" for student.



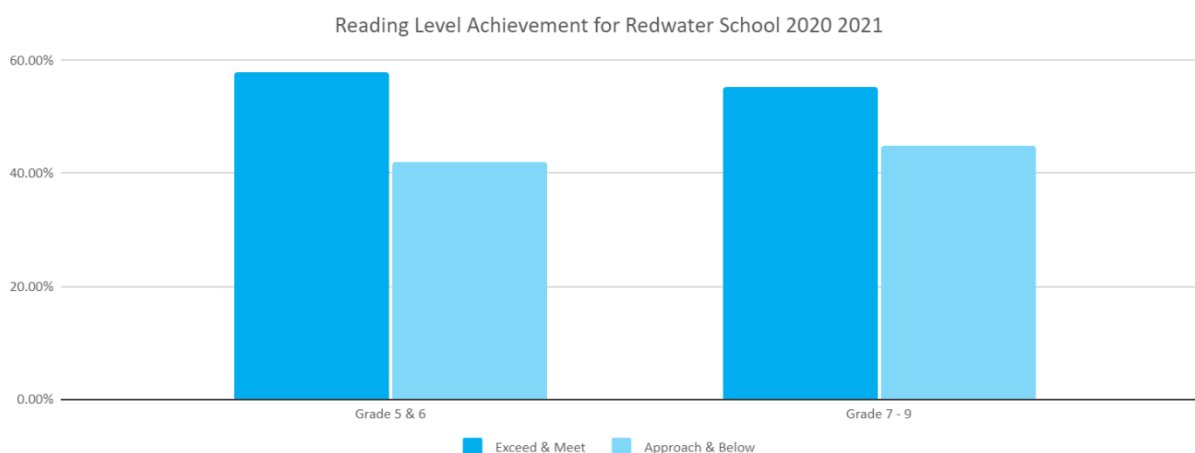


Read Theory and Lexile Level

The Read Theory reading comprehension assessment continues to be used by Sturgeon Public Schools in upper elementary and junior high grades. This assessment allows teachers to better determine student's reading comprehension. Teachers may use the readtheory.org website and assessments at multiple times during a school year to inform programming and to measure growth. A weakness of the program is the challenging comprehension questions that are provided with each non-fiction passage. This program is an excellent way to get a snapshot of each child's assessment level on a monthly basis. It allows for students to practice informally test taking as well as their higher-level inquiry and reasoning skills. The program creates a bar graph that shows growth and progression and if it shows regression, then this allows us to look into further concerns of why the student is struggling.

The marriage of Read Theory with Fountas and Pinnell

As with all benchmark assessments, they show a window into one element of learning. On their own, each program has wonderful strengths, but also concerning weaknesses. Using the two together tells the teacher a powerful story of how each child is doing and how to support and foster increasing one academic grade level per year.



Analysis of MIPI and Reading Levels Results

Successes

We have examined not only these benchmark assessments, but also Provincial Achievement Data over time. We have shown some improvement and to continue showing this, school staff continue to collaborate on improving assessments, differentiation in instruction and assessment, and continuing to accommodate for the diverse learning needs among the students. Ongoing implementation of assistive technology where needed and appropriate will continue.





Opportunities for Growth

This year's focus on effectiveness of instruction and universal design for learning will continue to build the capacity of teachers to ensure the students reach their learning outcomes, and become better thinkers and problem solvers.

Two years worth of diagnostic reading data completed early in the school year allows teachers to design instruction to meet students at their level in order to improve, aided by the learning coaches in both literacy and numeracy. Also, using this data along with classroom assessments, allows the school to identify students to be placed in small groupings for instruction for language arts in Junior high, as well as smaller class sizes for reading in both grades five and six. In addition, we have implemented some targeted intervention on a recurring basis for students grades 5-9 to address some lagging skills in both reading and numeracy, as well as assistance with assignments that are incomplete or needing further guidance on.

There are several factors weighing in on our MIPI scores that are to be considered. Yearly PAT data from grade 6 and 9 coupled with yearly MIPI results, and ongoing classroom assessments, has indicated a universal need. For the 2021-22 school year, all grade ten students were enrolled in Math 10-3, prior to enrolling in Math 10C. Exceptions to those students who are high achieving math students have been made, however, this action is intended to strengthen math foundations, and provide an introduction to trigonometry.

Timely communication on assignments and grades, and providing feedback to students to assist their learning will also be key in improving achievement scores, and numeracy and literacy levels.

Our staff are consistently engaging in conversations on effective instruction and are currently examining research-based programs to meet the literacy needs of our students. We are basing our discussions, and activities on John Hattie's research on effective teaching and effective schools. This was introduced the previous school year, and ties in with Universal Design for Learning as the umbrella.





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

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • Administration shares assurance data as well as achievement data for information and discussion with parents and staff. • Teachers engage in analysis of provincial achievement data, local data such as MIPI, and Read Theory, and use the data over time to target areas that require improvement, and design learning accordingly to achieve success.
<ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> • Redwater staff will engage in examining Hattie's research on effective teaching, Universal Design for Learning. Collaboration with other division teachers will occur and sharing of lessons and strategies will take place • Redwater staff will increase their knowledge and capacity to include FNMI foundational practices within the classroom, as well as including Mental Health and wellness practices in daily practice, with the assistance of the Mental Health and Wellness coach.





Local Measures

Measures		Results					
Teaching and Leading		2018	AB avg	2019	AB avg	2020	AB avg
Elementary 5-6							
Quality Instruction: Rigor	(out of 10)	7.5	8.3	7.7	n/a	8	8.2
Secondary 7-12							
Quality Instruction: Rigor	(out of 10)	6.8	6.6	6.8	6.6	7.1	6.7

Analysis of Results

Successes

Staff continued to build on a culture of learning, where using more baseline measures for numeracy and literacy, and learned how to use data more effectively. This process will continue.

Communication from the school showed improvement, on achievement, success stories on students, and general information that was pertinent to parents.

Opportunities for Growth

Consistent engagement of stakeholders on accountability measures, and achievement data will keep everyone informed of progress and possibly areas of concern that are being addressed. Strategies to address the areas of concern will be shared to provide the assurance to the stakeholders.

Administration will lead staff in engaging with current data, and analysis of data over time. This data then can be used to design instruction to target areas that need improvement, or can also be used to continue enhancing other areas of success.

The PD plan for the year focus is on Universal Design for learning, enhanced by examining our teaching practices to use the most impactful teaching and learning strategies. By doing this, teachers are improving their instructional practice which will lead to meaningful learning and improvement in achievement. In addition, our staff will be engaging in discussions and activities in order to update our schools mission statement, and core values. This work will be important moving forward. We will work to re-define and live our mission statement.

Professional Learning in 2020-2021

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.

Date	Location	Focus
August 30	Virtual Delivery	Division Direction - Superintendent/CEO First Nations Keynote, cohort and team learning sessions. Universal Design for Learning – Subject and Grade Level focus.



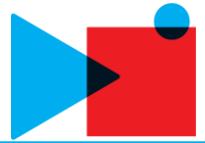
March 14	Virtual Delivery or In-person	First Nations Keynote, cohort and team learning sessions. Curriculum meetings K to 6.
May 20 (pm)	In-person	Staff Recognition Event

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.

August 27	Focus: Staff meeting/Hour zero/Mission/Vision/Values Redwater School
Details	Re-visiting the school Mission/Vision/Values – creating a statement that we all live by Hour Zero Staff Meeting
August 31	Operational, no Students
September 20	Focus: Pyramids of Intervention/ Indigenous Foundational Knowledge
Details	9- 11 am River Walk – off site – Dwayne Donald - enhance understanding of Indigenous pedagogies and their relatedness to curriculum. This walk will spark a place-based ethical imagination regarding the interrelatedness of the past, present, and future. PM LSL – Pyramids of Intervention, Universal, targeted, individual Staff Meeting
*October 12	Focus: IPP building/accommodations/interventions/universal supports
Details	K-6 Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness. 7-12 – Visible Learning – Extending from previous year’s PD on effect sizes, universal design, effective instruction. IPP, behavior Plans Staff Meeting





January 31	Focus: Wellness Activity/Mental Health Capacity Building
Details	<p>Mission/Vision Values</p> <p>Staff Meeting</p> <p>Presentation from HYPE, in collaboration with Mental Health and Wellness Coach</p> <p>Collaboration with SCHS/Gibbons School</p>
February 10/11	Operational, no students. ATA Annual Convention for Teachers
April 19	Focus: First Nation, Metis, Inuit Focus/Mission Statement
Details	<p>Implementing First Nation, Metis, Inuit content across the curriculums. - Review from March PD Keynote</p> <p>Mission/Vision Values</p> <p>ATA Speaker, school planning</p>
May 20	Focus: Mental Health and Wellness /Division Staff Appreciation PM
Details	<p>AM –Health and Wellness Activity – all staff</p> <p>guest speaker TBA</p> <p>PM - Division Staff Appreciation Event</p>
*June 6	Focus: Transition Planning/ with K to 6 Curriculum
June 30	Operational, no students





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.

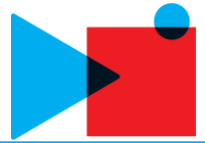
SPS Outcomes

- 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

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • Continuation of Wellness Hub area that includes nutrition, wellness practices, discussions, and relationship/support building for students. • School Counselor – students have access to a school counselor for support with academic, social, and emotional wellness. Counselor works in collaboration with teachers and other school staff to support student well-being. • HYPE team classroom sessions that support wellness and organize school wide wellness initiatives-specific time allotted in timetable • Introduction of Mental Health and Wellness Coach – works collaboratively with Counselor to develop the Counselling and Wellness Plan • Weekly Admin/Counselor meetings
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • In addition to regular instruction, the in-reach program provides alternatives to high school students • LSL and administration work collaboratively with teachers, parents, and students to plan and implement programming for students with diverse needs within an inclusive classroom setting. • GOALS Program – programming for students with severe cognitive disabilities.
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Indigenous games, stories, ideas introduced that teachers can readily use in class monthly (during staff meetings)





	<ul style="list-style-type: none"> Daily smudging available for staff and students-continue with Blanket Exercises, and whole school learning sessions/assemblies that surround the Seven Sacred Teachings. Aligning “Remarkable Renegade” monthly awards with the themes from the Sacred Teachings. In conjunction with HYPE, the building of the Indigenous Healing Garden for all to use.
<ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> Continue relationship with AHS, FCSS, Public Library, Town of Redwater, Chamber of Commerce, Military, RCMP, Firefighters, Food Bank, seniors centre and neighboring industry. HYPE has fostered many community partnerships – to facilitate and engage youth outside of school hours.

Local Measures

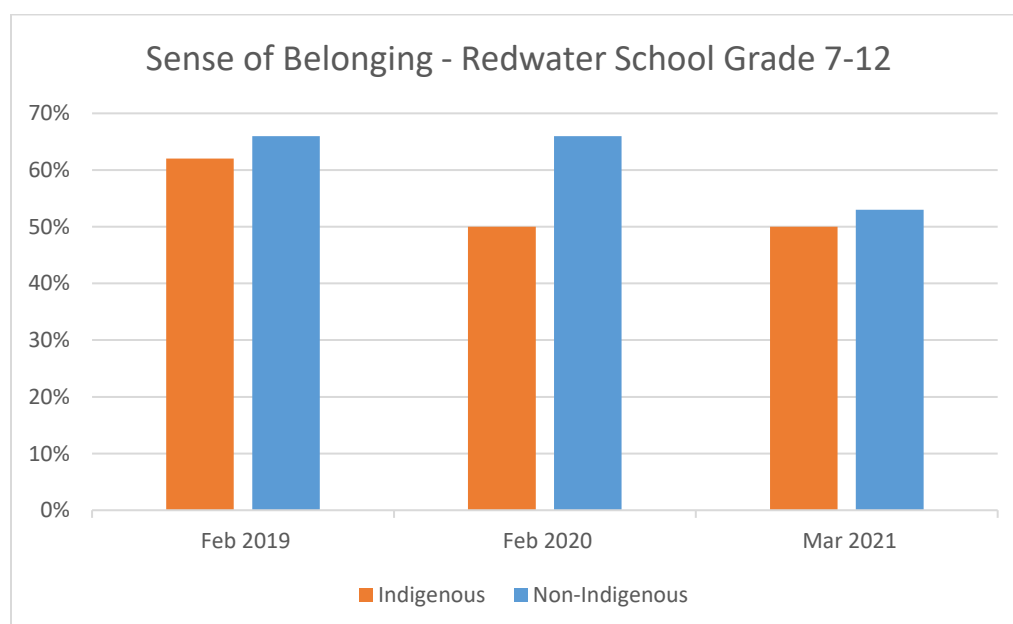
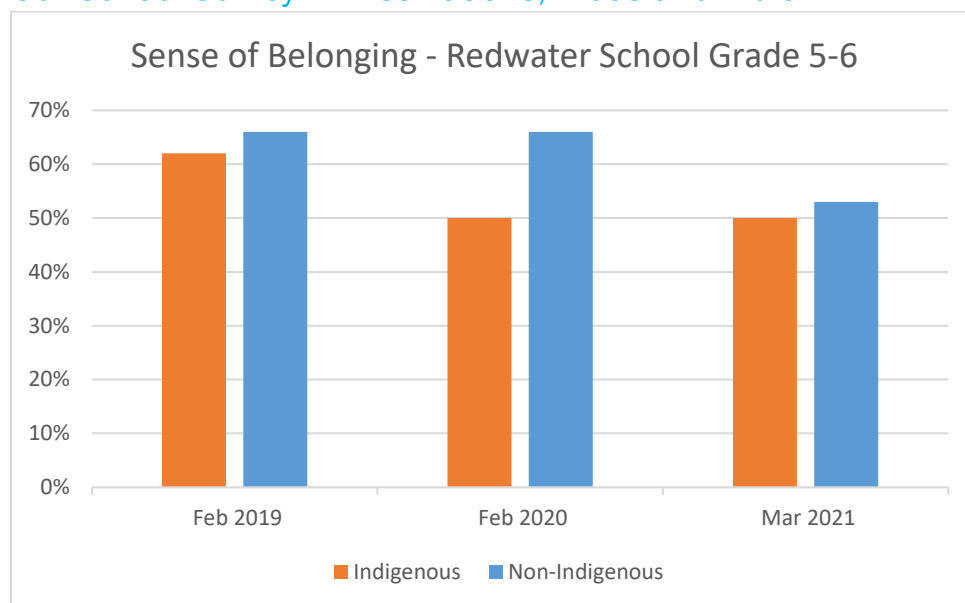
Analysis of Results

Measures		Results					
Learning Supports		2018	AB avg	2019	AB avg	2020	AB avg
Elementary 5-6							
Emotional Health: Anxiety		34%	22%	27%	n/a	36%	23%
School Context: Advocacy at School	(out of 10)	6.1	6.7	5.9	n/a	6.2	6.7
Secondary 7-12							
Emotional Health: Anxiety		29%	29%	45%	29%	46%	29%
School Context: Advocacy at School	(out of 10)	2.9	2.6	3.2	2.6	3.1	2.6





Our School Survey – First Nations, Métis and Inuit



Successes

Previous provincial data indicates that parents, staff and students continue to agree to a high percentage that students are safe at school, taught attitudes and behaviors for success in their work life, and that they are being encouraged to become lifelong learners. This is a result of the school implementing the supports through the wellness hub, providing activities in the school that promote growth and citizenships as well as providing supports for academics, social, mental, and emotional growth.





Opportunities for Growth

A commitment to the focus on Competency five in the Teaching quality standard and continuing with school wide initiatives continues to be an area for growth with the staff. Through consistent learning opportunities that are practical and easy to implement, the staff will increase their capacity in implementing Indigenous activities and information embedded within their lessons.

The team approach to inclusive practices will also increase staff capacity in behavior programming, and special needs instruction.

The results continue to show higher levels of anxiety than that of the provincial average. This continues to be of concern. Adjusting and re-aligning the wellness practices already established within the school will ensure that students are safe, cared for, respected and welcomed in an inclusive environment. The addition of the Mental Health and Wellness initiative for the 2021-22 school year has added another layer of support for teachers that assists in embedding Social Emotional Learning within the classroom.

Guiding students and staff through the continuing COVID 19 pandemic will continue throughout this school year. We understand that students and staff all need support as stress levels can be compounded due to extra protocols in place in the school, and stress in the home.

Student Council has re-emerged and are working on school spirit activities each month for the staff and students, as well as service learning projects throughout the year. This will contribute to the sense of belonging, when students can participate in school wide initiatives that are geared toward wellness and fun in our building while continuing to learn. In addition, all school sports are back after having been cancelled in the 2020-21 school year due to the pandemic. This provides an outlet for students and provides another layer of purpose and belonging for our students.





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

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with school's plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and update on progress to the school council during the year.

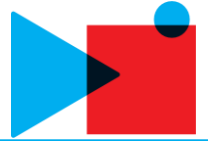
Local Measures

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 recurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools 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.



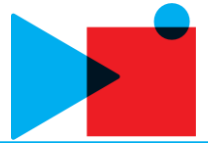


Analysis of Results

Successes

Over the last years, the results on satisfaction of parents, and teachers, and school improvement are inconsistent. A difference in percentages from year to year has been as high as 33% and as low 6%. This may be indicative of several factors, but administration, staff, parents and students will work together to improve this and show a more consistent, upward trend.





Opportunities for Growth

Working together with parent council on the assurance plan and asking input in to schools on a monthly basis on various policies, practices within the school will allow a more open dialogue between parents and the school on issues that matter. In the spring, a survey will be conducted that asks parents, and community to indicate what their priorities are for the school, and once the data is collected, administration will collaborate with school councils to create plans to address these priorities.

Periodic budget reporting to parent council will continue. In the future, with the new assurance plan and selecting priorities, the budget will reflect the areas of priority where needed.





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 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.

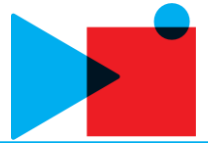
Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • Two awards ceremonies each year celebrating successes • Participation in Orange Shirt Day, National Day for Truth and Reconciliation, STEAM games, and possibly in Skills competition • Monthly recognition of students - Remarkable Renegades – students demonstrating positive citizenship, good work habits
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Students are involved in work experience, RAP, and Green Certificate placements within the community and area. • As division events arise, we will organize and encourage students to participate. • HYPE team within the school encourages participation in events within the school and community, and supports the students involvement.

School Partnerships to Maintain/re-engage

1. Town of Redwater
2. Redwater Library
3. RCMP – SRO Constable Sokulski
4. Redwater Chamber of Commerce
5. Redwater Seniors
6. Redwater Arts Society
7. Redwater Lions
8. Local Industry



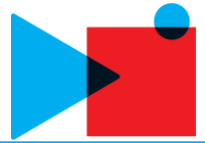


Local Measures

Sample of Thought Exchange Data

Themes	Key Thought
Classroom Supports	Increase staffing (EA or teachers) to support our K and E students. So they have more lessons specifically adapted to them.
Safe & Caring	I love that at Redwater school the students don't get lost in shuffle that often happens at big schools . The teachers get to know their students!! This is very important to help students and one of my favourite things about Redwater school!
Diversity & Inclusion	Anti-Racism Education In a rural, majority-white district, it can be difficult for BIPOC students who face prejudice and bullying in schools every day. We could do more





Analysis of Results

Successes

Together with the HYPE team, school counselor, and administration and staff, the school collaborated with local stakeholders and businesses in order to build community. The connections with businesses and local industry have continued to be strong and they welcome our students in for work experience etc.

Opportunities for Growth

We have been cautious during the COVID 19 pandemic of much of our community involvement in order to be sure of the safety and health of all involved. Our work experience placements must follow all the AHS protocols to ensure safety of our students, and this will continue to be monitored. Parents have not been in the building, but we continue to reach out virtually, and by phone. These connections are vital to the growth of the school, and we are continuing to adapt to the time we find ourselves in, communicating through various means and still working towards connecting with community.

