

Every Student, Every Day, a Success.



Sparling School
Annual Education Results Report
2022-23
Education Plan
2023-24



Table of Contents

[Alberta Education Assurance Measures](#)

[2022-2023 Accountability Statement](#)

[Whistleblower Protection](#)

[School Profile](#)

[Priority 1: Literacy and Numeracy](#)

[Priority 2: High Quality Teaching and Optimum Learning](#)

[Priority 3: Equity](#)

[School Year Summary](#)

[School Budget Summary](#)

[Stakeholder Involvement](#)

[School Education Plan 2023-2024](#)

[Literacy Goal](#)

[Numeracy Goal](#)

[Equity Goal](#)



Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The Sparling School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

Kerri Ann Aud 02/12/2024 *Jan C. Smith* 02/12/2024
Parent Council Chair Date Principal Date



Sparling School

Profile

Sparling School is a PreK - 5 elementary school located near the center of downtown Camrose, Alberta. Sparling School serves approximately 210 students. Student programming is centered on the Alberta Program of Studies with an emphasis on early intervention literacy and numeracy skills. Students in grades 4 and 5 study French as a second language. We pride ourselves in being an inclusive, welcoming, and caring environment focused on the success of every student every day.

Our Vision:

Sparling Stars - "DREAM, BELIEVE, ACHIEVE."

Our Mission:

Sparling Stars will grow and learn in an inclusive environment that is supported by community involvement, relationships, early intervention, and collaboration to empower every child.

Our Beliefs or Values:

Meeting students where they are at is the heart of everything we do. We get to know each of our learners in all their complexity and use that understanding to care for them in the way they need in order to feel belonging and experience growth. Our behaviour matrix is based on the REAL Leader model (Respect, Effort, Attitude, and Leadership).

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Percentage of students in grades 1 to 2 who demonstrate early literacy development skills (CC3, LENS, mClass)	68.7%	78.8%
Numeracy	School	BRSD
Percentage of students in grades 1 to 5 above the 60% benchmark on the MiPi Assessment	37.0%	66.0%



Results Analysis: (achievements, improvements, areas of growth)

Our literacy numbers are improving, thanks to various school-wide targeted intervention strategies. Our numeracy results remain low compared to the BRSD average, especially in the number strand (basic operations including subtraction, multiplication, and division). We have begun work as a staff on numeracy intervention initiatives to boost our students' number sense and familiarity with basic facts.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;mClass).	61.6%	84.1%
Overall satisfaction with the quality of basic education.	93.9%	87%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	78.4%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	58.3%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.8%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	81.9%	73.8%

Results Analysis: (achievements, improvements, areas of growth)

We are pleased that the overall satisfaction with the quality of basic education as well as the overall percentage of stakeholders indicating that Sparling and BRSD have improved or stayed the same is high. However, our results show low satisfaction in the lifelong learning category as well as early literacy development categories.

Our data points do not reflect parent input, as engagement in the Alberta Education Assurance (AEA) survey among parents has not been strong enough to constitute a sufficient sample size to be counted statistically. We hope to increase parent engagement in completing the AEA survey in the future so parent input is significant enough to be counted statistically.

Priority 3: Equity

All students' unique backgrounds will be honoured and celebrated through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSB
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.	84.5%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	81.2%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	82.5%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	83.3%	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	N/A	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	N/A	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	67.4%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	88.2%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.4%	76.8%

Results Analysis: (achievements, improvements, areas of growth)

There is a lot to celebrate in this area. Our results are meeting or exceeding averages seen across the division. We have maintained a high level of satisfaction between students and teachers. These numbers are reflective of the intentional work our school staff continues to do in building strong and positive connections, instilling a sense of belonging among students and families, and promoting inclusive educational practices while implementing supports that meet students where they're at.

We hope to see improvements in teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in our community.

School Year Summary

We are pleased to celebrate the addition of a new playground at Sparling, thanks to the help of our Sparling School Council, Variety, Battle River School Division, a great number of community partners who donated to the project, and volunteers who helped bring the whole thing together. Our students are grateful to once again have a playground to enjoy, now with inclusive elements that help make the equipment more accessible to more students.

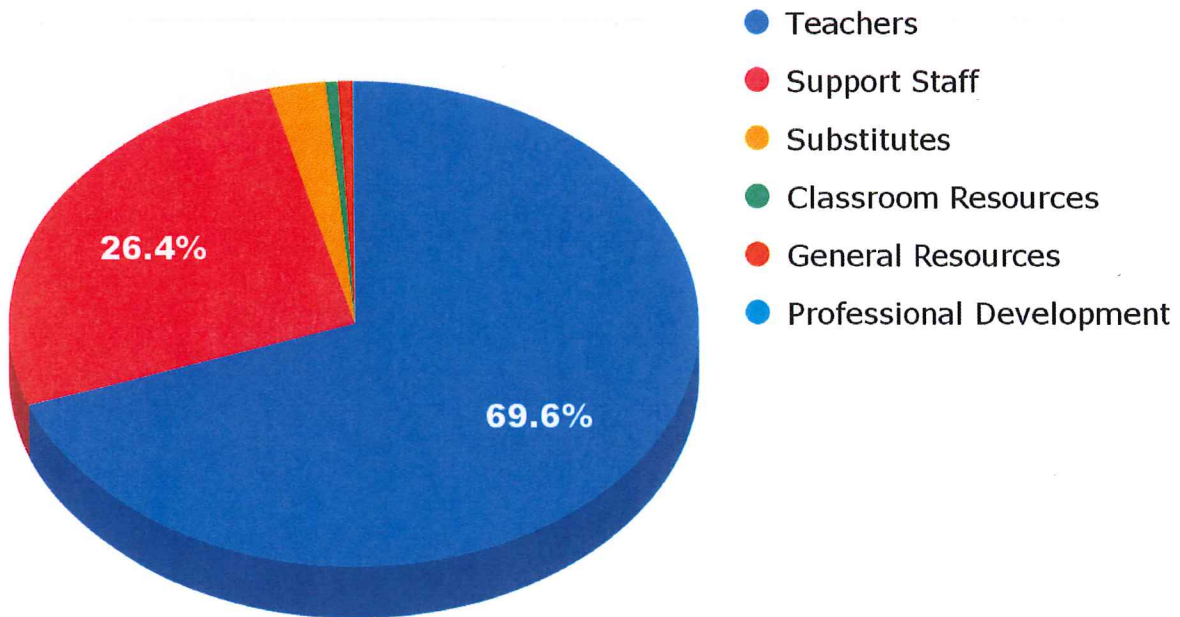
We have experienced an increase in parent involvement with School Council; more purposeful indigenous activities, support, and inclusion; improved manipulatives for numeracy and literacy; and increased literacy intervention time for students who need support in building their reading skills.

There has been continued success in our students enjoying extra-curricular opportunities such as volleyball, basketball, track and field, and cross-country running. Other ongoing areas of success are: our annual Christmas Concert that is very well attended; support from the BRSD Mental Health Capacity Building Team; and a breakfast/lunch program that supports a great number of students in our school through contributions from staff members, Breakfast Club of Canada funding, BRSD Nutrition Committee funding, and community donations (Neighborhood Aid, Co-op, community members).

We are continually grateful for the assistance of Hope Mission in providing school lunches, support with our Sparling Christmas Dinner, and after school programming.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$1,307,448.98
Support Staff	\$496,705.68
Substitutes	\$49,722.87
Classroom Resources	\$10,437.82
General Resources	\$13,283.96
Professional Development	\$1,287.12





Stakeholder Engagement

Sparling school is committed to engaging with its stakeholders to access their voice to help support and guide the school. We believe that for a school to be successful, the voice of students, staff, parents, and the community are essential in building a successful year.

Stakeholders are able to engage with the school in a number of ways including parent council, participating in the Alberta Education Assurance survey that is sent out annually to ask about school programming, Parent-Teacher interviews, which happen in the fall and spring, surveys that are sent out by parent council and the school around presentations (digital citizenship) and activities (dances, hot lunches). As well, administration and teachers use a variety of applications to connect with families including Google Classroom, SeeSaw, School Messenger, and an up-to-date school calendar and school website.

Stakeholders are also encouraged to engage with the school by attending sporting events, assemblies, concerts, and special events such as the Terry Fox Run, Christmas lunch, Family Connection Night, and Sports Day.

School Education Plan 2023-2024

Literacy Goal:

The Sparling School community will collaborate to ensure all students are improving their literacy skills by one year's growth in all grades. This will be achieved through data-driven, high-impact strategies to meet diverse learning styles.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- utilize Heggerty and Secret Stories programs to instruct students
- school-wide utilization of UFLI program to instruct students
- utilize scheduled intervention time and available EAs and Learning Commons Facilitator to provide intervention to at risk students identified in Beginning of Year DIBELS assessments.
- utilize support from literacy leads to enhance effectiveness of intervention bursts
- scheduled CR meetings focus on literacy and provide opportunities to identify and collaborate on strategies to support students with unique learning needs
- professional learning series for staff focused on literacy
- support for teachers who wish to attend non BRSD workshops, sessions, and training
- Sparling Continuum of Supports
- Inclusive timetabling which reflects universal, targeted, and individual student needs
- Collaborative Structures and Processes are embedded in our work
- Advocating for literacy support which addresses targeted and individual needs of students
- Whole School Literacy Initiatives to create culture of literacy: Writing and Reading Focus
- Literacy Intervention Plan to ensure universal, targeted, and individual supports. Intervention also includes targeting our students slightly below grade level and those significantly below grade level.
- Classroom Walkthroughs - focussed on literacy and differentiation strategies
- Heggerty/Phonemic Awareness built in weekly
- Emphasis on literacy through play, conversation, and collaboration

Measures:

- DIBELS/mClass assessments will help guide intentional and targeted instruction
- Highest Level of Achievement (HLAT) results
- formal and informal classroom observations by teaching and EA staff

Implementation Plan:

The use of CC3, LeNS, and DIBELS scores will be used to guide instruction for all students and help identify those students below grade level who need small group intervention sessions. This data will allow staff to scaffold lessons and assessments for students. Intervention groups will meet students where they are at and targeted lessons will build students' literacy skills.



Allocation of Resources:

- intentional scheduling of weekly CR meetings to address student literacy
- school wide UFLI resources
- literacy leads provide targeted intervention to small groups

Professional Learning:

- DIBELS training to implement, analyze and assess data
- UFLI training to effectively implement this program across kindergarten to grade 3
- BRSD Professional Learning Series to target literacy

Numeracy Goal:

The Sparling School Community will collaborate to ensure all students will improve their numeracy skills by one year's growth in all grades. This will be achieved through data-driven, high-impact strategies to meet diverse learning styles.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- provide intervention time within classroom instruction
- utilize MIPI data to guide instruction, intervention, and scaffolding
- implement numeracy strategies developed from CR time
- implement teacher developed strategic plans to address numeracy data
- utilize Math IXL
- Intentional scheduling of intervention time for teachers to create common level groupings to support math outcomes.
- Sparling Continuum of Supports
- Inclusive timetabling which reflects universal, targeted, and individual student needs
- Collaborative Structures and Processes are embedded in our work
- Advocating for numeracy support which addresses targeted and individual needs of students
- Numeracy Intervention Plan to ensure universal, targeted, and individual supports. Intervention also includes targeting our students slightly below grade level and those significantly below grade level.
- Classroom Walkthroughs - focused on numeracy and differentiation strategies

Measures:

- analysis of MIPI data
- teacher collected assessments (formative and summative).
- teacher and EA observations
- Math IXL

Implementation Plan:


The use of MIPI scores will be used to guide instruction for all students and help identify those students below grade level who need small group intervention sessions. This data will allow staff to scaffold lessons and assessments for students. Intervention groups will meet students where they are at and targeted lessons will build students' numeracy skills.

Allocation of Resources:

- Math IXL

Professional Learning:

- BRSD Professional learning Series focus on

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- Intentional scheduling of intervention time for teachers to create common level groupings to support math outcomes.

- numeracy.
- Teacher Numeracy Lead: providing them Professional Development from the division to lead numeracy work.

Equity Goal:

Sparling Stars will grow and learn in an inclusive environment that is supported by: community involvement, relationships, early intervention, and collaboration to empower every child.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- daily community-inclusive smudging to celebrate indigenous heritage and build age appropriate knowledge of indigenous practices on the journey to reconciliation
- use of restorative justice principles to provide everyone in our school community a sense of ownership and voice in matters of conflict resolution
- use of an extensive nutrition program to supplement the dietary needs of students
- use of collaborative response to meet student SEL and academic needs
- collaboration with our division's MHCB team to host a family connections event
- collaboration with the Division Equity Coordinator to help support and promote belonging and inclusion of all groups within the school community
- collaboration with community supports and our Division EAL Coordinator to provide support for all families new to the area
- collaboration with indigenous leaders in the community to support and celebrate our First Nations, Metis, and Inuit students and their families
- collaboration with our division's MHCBT to host a family connections event


Measures:

- parent and student survey results
- student attendance
- student participation in school activities
- PowerSchool reporting
- Student academic success

Implementation Plan:

Implementation of this plan would begin in September with the use of assurance data from provincial surveys conducted in the previous year. The school will also use data such as academic achievement and attendance to ensure that all students are attending, as well as feeling safe and welcome.

Allocation of Resources:**Professional Learning:**

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| <ul style="list-style-type: none">● utilization of Jordan's Principle to fund our extensive nutrition program● support from Hope Mission to augment our nutrition program● use of staff collaboration time to increase comfort using restorative justice principles | <ul style="list-style-type: none">● BRSD Professional Learning Series focused on Equity● Inservicing of Restorative Justice practices with Stacey McLennan● staff participation and attendance at school events with knowledge keepers |
|---|--|