



		2022 - 2025 School Education Plan & Alberta Education Assurance Survey Summary				
		Sturgeon Public Schools: <i>Dare to Reimagine Learning</i>				
Priority	Strategic Goal	School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement	<p>Outcome 1 Students achieve provincial learning outcomes and solve problems with real-world applications</p> <p>Outcome 2 Students use assessment feedback to identify strengths and areas of need and set learning goals</p>	Students achieve a year's worth of growth in literacy/numeracy in an academic school year.	Many students have suffered learning loss due to COVID. Looking at the data from the literacy and numeracy assessments, we have a number of students who have lagged behind. We also want to ensure those students who are not behind are also improving a year's worth of growth.	By the end of the year, all students will have progressed at least a year's worth of growth. We hope to see this evidence in our year end literacy and numeracy screenings as well as anecdotal evidence from classroom teachers on the learning their students have gained.	<p>Grade level intervention: We have two teachers as well as a learning coach to work with classroom teachers to identify students who will benefit from additional support.</p> <p>Learning sprints: Teachers work with a learning coach to focus on grade level goals that benefit all students in common deficiencies at each grade level.</p> <p>Resources: The school is using allocated funds to purchase resources and outfit classrooms with the items they need to support our students in a variety of ways at a variety of levels.</p>	





<p>Teaching and Leading</p>	<p>Outcome 3 Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement</p> <p>Outcome 4 Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership</p>	<p>Improve teacher efficacy in teaching literacy/numeracy skills that students will be able to use throughout their schooling.</p>	<p>Teachers would like to increase their confidence in teaching literacy/numeracy to students. Currently there are a number of different approaches being used within the school which is tough to get everyone on the same page.</p>	<p>Teachers feel more confident with a common approach that can be used across a variety of grade levels.</p> <p>Common language will be used amongst the whole staff in reference to literacy/numeracy</p>	<p>A large teacher/EA cohort is participating in the <u>Layers of Literacy</u> PD. This gives teachers that common language and a frame of reference from which all teachers can start.</p> <p>EA's being involved in the PD allows the classroom support and common language to extend to more people who are directly working with students. EA's continued access to EA coach</p> <p>Learning coach will continue to regularly visit classrooms to establish the practice of numeracy centers much like literacy centers are currently taking place.</p> <p>Teachers continue to use Raz Kids and Mathletics as a common platform for all students to access.</p>	
<p>Learning Supports</p>	<p>Outcome 5 Public School Communities are safe, caring, respectful and inclusive.</p> <p>Outcome 6 First Nations, Metis and Inuit Students achieve and succeed as part of a community</p>	<p>All students feel safe, welcome and cared for in Camilla School regardless of the amount of time they have been attending the school.</p>	<p>Past reports have indicated that new students find it challenging in a small rural school to fit.</p> <p>Recent results on anxiety have shown an increase amongst grade 4-6 students, perhaps because of a lack</p>	<p>Students will feel included and part of the Camilla Family moving forward.</p> <p>Anxiety metric on OurSchool survey returns to Pre COVID numbers.</p> <p>We would also like to see fewer/short visits</p>	<p>Week of welcome Activities:</p> <ul style="list-style-type: none"> -All new students are connected with the counsellor and made aware of the connection points available to them in the school. - Phone calls are made by admin to all new families stressing the importance of a joint effort between school and home and establishing a positive connection right from the start. - New students are provided treats as a welcome to the new school, and as a way to increase connections. <p>Assemblies: Regular assemblies that are tied to school values ensure all students are feeling connected in</p>	





Camilla School

	<p>committed to understanding foundational Indigenous perspectives and knowledge.</p> <p>Outcome 7 Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.</p>		<p>of connection to the school.</p>	<p>to the counselor regarding anxiety.</p> <p>There is an increase in students joining clubs/groups increasing their connection points to the school.</p>	<p>some way.</p> <p>Return of Clubs: New and old clubs have returned offering connection points for students in a variety of interests and needs.</p> <p>Cross grade partnerships: Students in junior high are given opportunities to volunteer with younger grades allowing different relationships to develop making all feel part of a larger connected family.</p>	
<p>Governance/ Local & Societal Context</p>	<p>Outcome 8 Students, families, staff and community members are committed to a shared vision for student achievement.</p> <p>Outcome 9 Resources are allocated and managed in the interests of ensuring student success.</p>	<p>Increase parental involvement metric on the assurance measures survey to be over 8.0.</p>	<p>Currently we are at 7.8. While we have mirrored provincial results in the past, we feel this is an area that can be improved.</p>	<p>Parents feel as much a part of the school community as students do and the Assurance measure metric is improved.</p>	<p>Highlighting the way that parents are already active participants in the school community. This can be in the form of communication from the principal to the school community. Many times parents are simply not aware of the many ways they are interacting with the school.</p> <p>Increase frequency of volunteer appreciation events throughout the school year, rather than just at the end of the year.</p> <p>Post COVID, parents will naturally have more opportunities to be involved in the school community.</p>	





	<p>Outcome 10 Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community</p> <p>Outcome 11 Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events</p>					
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School's Alberta Education Assurance Measures Summary - Provincial Measures

Assurance Domain	Measure	Camilla 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	88.3	86.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.6	84.6	82.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	88.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.9	n/a	n/a	20.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	90.3	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	89.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.2	81.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a





Governance	Parental Involvement	78.1	80.7	82.6	78.8	79.5	81.5	Intermediate	Maintained	Acceptable
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OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation	Results			
		2019/20	2020/21	2021/22
Elementary 4-6*	(%)	80	71	76
Secondary 7-12**	(%)	31	25	46
Quality Instruction: Rigor				
Elementary 4-6*	Out of 10	8.2	8.3	7.9
Secondary 7-12**	Out of 10	6.6	6.2	7.3
Emotional Health: Anxiety				
Elementary 4-6*	(%)	17	23	32
Secondary 7-12**	(%)	33	32	27
School Context: Advocacy at School				
Elementary 4-6*	Out of 10	6.1	6.4	6.0
Secondary 7-12**	Out of 10	2.7	2.7	3.2





Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	<p>Shared the process of school goals reflecting the board priorities and the data used to guide them.</p> <p>School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required</p>	on-going
School updates its education plan/AERR document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	December 21, 2022
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	January 17 th , 2022
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p>	on-going





	<p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	
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