



Camilla

Education Plan 2024 -2027

School Goal 1

Improve the quality and effectiveness of IPP goal-setting to better meet the diverse needs of our students. Through targeted professional development, collaboration, and consistent implementation, we aim to ensure that IPPs are clear, measurable, and aligned with student success, leading to more meaningful learning outcomes.

School Goal 2

To build a healthy school community by supporting teachers in developing their knowledge of AI and Google tools, enabling them to better meet student needs and create engaging, supportive learning environments.

School Goal 3

To strengthen connections with staff through open engagement and to be an effective instructional leader, prioritizing student achievement and responsible use of resources. By fostering collaboration, supporting staff development, and incorporating hands-on learning opportunities such as STEAM and Skills Canada, we aim to build a connected and achievement-focused school community.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

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

Improve the quality and effectiveness of IPP goal-setting to better meet the diverse needs of our students. Through targeted professional development, collaboration, and consistent implementation, we aim to ensure that IPPs are clear, measurable, and aligned with student success, leading to more meaningful learning outcomes.

Baseline data (starting point):

| Data / Products | Conversations | Observations |
|--|--|---|
| Analysis of previous IPP goal effectiveness and areas for improvement. | Teacher and support staff feedback on the implementation of IPPs. | Classroom practices around differentiated instruction using IPPs. |
| Feedback from teachers and support staff on IPP implementation and outcomes. | Discussions about challenges and successes in current IPP practices. | Trends in student outcomes connected to IPP implementation. |

Action Items (how we will achieve this goal):

- Conduct professional development sessions focused on effective IPP goal-setting.
- Facilitate collaboration among educators to share strategies and best practices.
- Monitor and review IPP progress through regular check-ins.

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

- Increased staff confidence in setting and implementing IPP goals.
- Regular feedback loops with staff on IPP progress and challenges.

End of year results (June update):

| Data / Products | Conversations | Observations |
|-----------------|---------------|--------------|
| | | |
| | | |



Highlight - Literacy & Numeracy Instruction:

Literacy Plan:

Our literacy focus includes targeted professional development on the Reading Comprehension Assessment Tool (RCAT), aiming to deepen teachers' understanding of student reading comprehension. Teachers are actively reviewing RCAT data to inform and adjust instructional practices, ensuring a data-driven approach to support individual literacy growth.

Numeracy Plan:

In numeracy, we are building thinking classrooms by fostering critical thinking and problem-solving skills. Teachers are encouraged to incorporate hands-on activities through STEAM initiatives and makerspace opportunities, allowing students to engage with numeracy concepts in practical, creative ways. This approach promotes a deeper understanding of mathematical ideas and enhances students' ability to apply them in real-world contexts.

Goal Two: **Healthy School Communities**

Students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound): To build a healthy school community by supporting teachers in developing their knowledge of AI and Google tools, enabling them to better meet student needs and create engaging, supportive learning environments.

Baseline data (starting point):

| Data / Products | Conversations | Observations |
|---|--|---|
| Current teacher proficiency with AI and Google tools. | Staff insights on barriers to integrating technology effectively. | Teacher usage of AI and Google tools in classrooms. |
| Student engagement and satisfaction with technology in the classroom. | Student feedback on their engagement and satisfaction with technology use in classrooms. | Levels of student engagement during tech-supported lessons. |



Action Items (how we will achieve this goal):

- Provide ongoing workshops and resources on AI and Google tools for educators.
- Integrate technology into classroom activities and monitor student engagement.

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

- Increased use of technology tools by teachers in lesson planning and delivery.
- Feedback from teachers on the impact of technology on classroom management and student engagement.

End of year results (June update):

| Data / Products | Conversations | Observations |
|-----------------|---------------|--------------|
| | | |
| | | |

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

Our school is dedicated to supporting Indigenous student success and creating an inclusive environment that honors Indigenous cultures. We have established an Indigenous Student Leadership Group, empowering Indigenous students to take on leadership roles and have a voice within our school community. Indigenous culture is woven into our assemblies and school celebrations, helping to build awareness and appreciation among all students.

In partnership with Kipohtakaw School, we are engaging in a pen pal program to foster connections and mutual understanding between students. We also work closely with the Indigenous Education Coordinator to ensure culturally responsive practices and to access resources that support Indigenous learning experiences. As additional opportunities arise, we will continue to participate and integrate activities that further promote Indigenous perspectives and strengthen our school's sense of belonging for all.



Goal Three: Responsible Leadership

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

To strengthen connections with staff through open engagement and to be an effective instructional leader, prioritizing student achievement and responsible use of resources. By fostering collaboration, supporting staff development, and incorporating hands-on learning opportunities such as STEAM and Skills Canada, we aim to build a connected and achievement-focused school community.

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

Baseline data (starting point):

| Data / Products | Conversations | Observations |
|--|---|---|
| Records of staff involvement in STEAM activities or Skills Canada programs (e.g., registration, attendance, and participation in workshops, competitions, or initiatives). | Discussions with staff about the challenges, successes, and impacts of incorporating STEAM or Skills Canada activities into their teaching practices. | Observation of teachers facilitating hands-on learning sessions in their classrooms, such as maker activities, coding, robotics, or engineering challenges. |
| Evidence of lesson plans, unit plans, or project outlines that include hands-on learning strategies tied to STEAM or Skills Canada objectives. | Conversations centered on brainstorming and planning future school-based projects, events, or showcases connected to STEAM and Skills Canada. | Noticing increased student engagement, problem-solving, and collaboration during classroom activities or events that emphasize hands-on learning through STEAM and Skills Canada. |

Action Items (how we will achieve this goal):

- Conduct regular meetings and collaborative sessions with staff.
- Implement hands-on learning programs in STEAM and Skills Canada initiatives.

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

- Staff feedback on increased collaboration and engagement.



- Participation rates in STEAM and Skills Canada programs.

End of year results (June update):

| Data / Products | Conversations | Observations |
|-----------------|---------------|--------------|
| | | |
| | | |

Highlight - Leadership for Students and Staff

Our school is committed to fostering leadership skills among both students and staff. For staff, we encourage taking on leadership roles during professional development days and participating in division-wide working groups. Staff members bring valuable insights from these groups back to the school, enriching our collective knowledge and strengthening our instructional practices.

For students, we offer a dedicated leadership option each term where they engage in a variety of school leadership opportunities, building confidence and collaboration skills. Students are also involved in planning and assisting with school assemblies and celebrations, giving them hands-on experience in leading and organizing school-wide events.



Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

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



Current Results: Camilla School 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 | 83.6 | 89.2 | 88.8 | 83.7 | 84.4 | 84.8 | n/a | Declined | n/a |
| | Citizenship | 87.8 | 87.1 | 86.9 | 79.4 | 80.3 | 80.9 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 89.4 | 80.8 | 80.8 | 68.5 | 66.2 | 66.2 | Very High | Improved | Excellent |
| | PAT6: Excellence | 12.8 | 17.3 | 17.3 | 19.8 | 18.0 | 18.0 | Intermediate | Maintained | Acceptable |
| | PAT9: Acceptable | 78.9 | 80.7 | 80.7 | 62.5 | 62.6 | 62.6 | High | Maintained | Good |
| | PAT9: Excellence | 19.8 | 29.2 | 29.2 | 15.4 | 15.5 | 15.5 | High | Declined | Acceptable |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 91.1 | 91.3 | 92.5 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 91.6 | 90.7 | 90.7 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 84.9 | 88.3 | 85.3 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 80.6 | 82.1 | 80.1 | 79.5 | 79.1 | 78.9 | High | Maintained | Good |

Gr. 6 PAT Results

| | Camilla School | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|----------------|------|------|------|------|--------------------|-------------|------------|---------|------|--------|--------|--------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | 54 | 52 | 47 | n/a | n/a | n/a | n/a | n/a | 56,482 | 57,655 | 60,804 |
| Acceptable Standard % | n/a | n/a | 79.6 | 80.8 | 89.4 | Very High | Improved | Excellent | n/a | n/a | 67.8 | 66.2 | 68.5 |
| Standard of Excellence % | n/a | n/a | 13.0 | 17.3 | 12.8 | Intermediate | Maintained | Acceptable | n/a | n/a | 20.1 | 18.0 | 19.8 |

Gr. 9 PAT Results

| | Camilla School | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|----------------|------|------|------|------|--------------------|-------------|------------|---------|------|--------|--------|--------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 | 2023 | 2024 |
| N | n/a | n/a | 32 | 48 | 58 | n/a | n/a | n/a | n/a | n/a | 53,039 | 57,925 | 60,682 |
| Acceptable Standard % | n/a | n/a | 87.5 | 80.7 | 78.9 | High | Maintained | Good | n/a | n/a | 62.9 | 62.6 | 62.5 |
| Standard of Excellence % | n/a | n/a | 30.5 | 29.2 | 19.8 | High | Declined | Acceptable | n/a | n/a | 16.8 | 15.5 | 15.4 |



| Literacy Data - Alberta Education Screeners | | | |
|---|----------------|--------------------|------------------------|
| Grade | Assessment | Percentage at Risk | Percentage Not-at-Risk |
| 1 | LeNS - English | 34 | 66 |
| 1 | CC3 - English | 10 | 90 |
| 2 | LeNS - English | 20 | 80 |
| 2 | CC3 - English | 20 | 80 |
| 3 | CC3 - English | 24 | 76 |
| 4 | CC3 - English | 15 | 85 |

| Reading Comprehension Assessment Tool (RCAT) | |
|--|-----------------------------------|
| Category | Average Student Achievement Score |
| Associate Meaning (AM) | 69% |
| Evaluate (EV) | 61% |
| Identify and Interpret Ideas and Details (III) | 67% |
| Interpret Text Organization (ITO) | 55% |
| Make Connections (MC) | 57% |
| Overall Score | 63% |



| Numeracy Data - Alberta Education Numeracy Screener | | | |
|---|-------------------------------------|--------------------|------------------------|
| Grade | Assessment | Percentage at Risk | Percentage Not-at-Risk |
| 1 | Alberta Education Numeracy Screener | 27 | 73 |
| 2 | Alberta Education Numeracy Screener | 33 | 67 |
| 3 | Alberta Education Numeracy Screener | 18 | 82 |
| 4 | Alberta Education Numeracy Screener | 24 | 76 |

Morinville Colony School

Our goal at the Morinville Colony school is to continue enhancing the effectiveness of multi-grade classrooms. Teachers are focusing on strategies to deliver curriculum across five distinct grade levels, ensuring that each student receives a comprehensive and engaging education tailored to their individual needs. By refining instructional practices and fostering collaboration, we aim to create a dynamic learning environment that supports academic growth for all students.

