



Sturgeon Public Schools Goal: **Optimum Student Learning**

Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement & Teaching and Leading	<p><b>Outcome 1</b> Students will achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications</p> <p><b>School Goal</b> Begin the work of converting classes to outcome based reporting across every department, by May 2023</p> <p><b>School Goal</b> Each department will identify a goal to improve student achievement to be implemented by May 2024</p>	<p>Education quality is low on our Alberta Education Assurance Measure Survey (AEAM); we need to find ways to increase student engagement.</p> <p>Each department has set goals around engagement with a focus on either student achievement, outcome based reporting or student engagement.</p> <p>59% of students find their work engaging as per our AEAM.</p>	<p>Improve the education quality indicator on the AEAM result from concern to good.</p> <p>By the end of the school year, we are seeking that each department has created strategies that have supported student success and have resulted in increased student achievement.</p> <p>We will see 65% of students report they find their work engaging.</p>	<p>Monthly PLCs and PLC plans focused on engagement, outcome based reporting or academic achievement Create an outcome based reporting team supporting all departments</p> <p><u>English</u> PLC Goal: Development of RCAT and implementation Diploma: quotation analysis in reading for dash one</p> <p><u>Social</u> PLC: Writing skill Diploma: writing; extended modeling, vocabulary, practice and use of exemplars</p> <p><u>Math</u> PLC: Increasing student engagement via math engagement room, manipulatives and activities such as Pi Day and math competitions Diploma: written responses, problem solving strategies and how to show work</p> <p><u>Science</u> PLC: Outcome based reporting pilot Diploma: thermal, electrochemical, organic structures and equilibrium - connecting key words to problem solving processes</p>	





Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Learning Supports	<p><b>Outcome 7</b> Public School Communities are safe, caring, respectful and inclusive.</p> <p><b>School Goal</b> We will introduce TCIS (Therapeutic Crisis Intervention in Schools) to increase staff awareness of student behavior and relationship supports, by June 2025.</p>	<p>Student advisory had 6 students participate in the 22-23 school year.</p> <p>As per the AEAM survey, 64% of students report that they were involved in their school and 40% of students feel their peers follow rules within the school.</p>	<p>Increase student advisory participation by involving 8 to 12 students.</p> <p>Through tracking we are ensuring all staff will be trained in the foundational principles of TCIS.</p> <p>We will increase student involvement in our school community by 3%.</p> <p>We will see an increase of 5% that peers follow rules within the school on our AEAM.</p>	<p>Continue to work with our student advisory this year, but move it to a large group setting and invite all students from all grades. This will lead to increase student advisory participation and leadership opportunities</p> <p>Each department will set and implement clear PLC goals focused on outcome based reporting, engagement or student achievement</p> <p>Leadership will support department PLC goals with 4DX principles for goal setting</p> <p>Create and continue to encourage and develop clubs, groups and teams (CUBE...) to increase student sense of belonging and engagement</p> <p>Staff will be trained over the next two years to implement TCIS principles when interacting with students both in and out of their classrooms</p>	
Governance / Local & Societal Context	<p><b>Outcome 10</b> Students, families, staff and community members are committed to a shared vision for optimal learning, with opportunities for all to be involved.</p>	<p>Parent involvement remains an area of focus. School Council and Parent Involvement Association (PIA) currently have no members. Last year 28% of parents</p>	<p>We will transition from a PAC to a School Council and PIA group with recruitment and future planning.</p> <p>We will increase reported parent involvement in school</p>	<p>Create opportunities for parents to volunteer in our school - staff supported</p> <p>Set up meetings with our local stakeholders</p> <p>Identify and invite parents to support the school. Begin inviting parents in and recruiting parents to support PAC and PIA and have a full representation in these groups with a chair, vice, treasury and secretary, plus members at large.</p>	





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	<p><b>School Goal</b> Engage with community stakeholders (business owners, Ag Society, Sturgeon County, RCMP) to improve safety and support for each other</p> <p>Proactively recruit parents to volunteer and join Parent counsel and PIA groups</p>	<p>reported that they were involved in our school decisions.</p>	<p>decisions by 5%.</p>		





**School's Alberta Education Assurance Measures Summary - Provincial Measures**

Assurance Domain	Measure	Sturgeon Composite High 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	<b>72.5</b>	74.2	74.2	<b>84.4</b>	85.1	85.1	n/a	Maintained	n/a
	Citizenship	<b>64.7</b>	67.1	71.5	<b>80.3</b>	81.4	82.3	Very Low	Declined	Concern
	3-year High School Completion	<b>79.2</b>	79.1	81.3	<b>80.7</b>	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	<b>89.3</b>	87.8	87.2	<b>88.6</b>	87.1	86.2	High	Maintained	Good
	Diploma: Acceptable	<b>80.2</b>	75.0	n/a	<b>80.3</b>	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	<b>14.5</b>	9.6	n/a	<b>21.2</b>	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	<b>78.1</b>	82.5	85.2	<b>88.1</b>	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>75.5</b>	73.9	73.9	<b>84.7</b>	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	<b>75.9</b>	78.7	78.7	<b>80.6</b>	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	<b>65.7</b>	74.6	76.1	<b>79.1</b>	78.8	80.3	Very Low	Declined	Concern




**Diploma Examination - 5 Year**

Diploma Exam Results By Students Writing Measure History													
	Sturgeon Composite High School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
<b>N</b>	225	n/a	n/a	194	254	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
<b>Acceptable Standard %</b>	86.9	n/a	n/a	75.0	80.2	Intermediate	n/a	n/a	83.6	n/a	n/a	75.2	80.3
<b>Standard of Excellence %</b>	17.6	n/a	n/a	9.6	14.5	Intermediate	n/a	n/a	24.0	n/a	n/a	18.2	21.2

**OurSchool Survey - Local Measures**

Results					
		2019/20	2020/21	2021/22	2022/23
Intellectual Engagement: Interest and Motivation					
Secondary 7-12**	(%)	36	30	27	30
Quality Instruction: Rigor					
Secondary 7-12**	Out of 10	6.3	6.5	6.4	6.6
Emotional Health: Anxiety					
Secondary 7-12**	(%)	38.6	35.5	37.4	43.8
School Context: Advocacy at School					
Secondary 7-12**	Out of 10	2.6	2.7	2.6	3.1





**Division Outcomes by Assurance Domain**



**Student Growth & Achievement**

AB Ed.  
Outcome  
1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.



**Learning Supports**

AB Ed.  
Outcome  
1

7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.



**Teaching & Leading**

AB Ed.  
Outcome  
3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.



**Governance**

AB Ed.  
Outcome  
4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.



**Local & Societal**

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.





**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.	November 30
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.	November 30
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> <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>	on-going

