



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Salisbury Composite High

PRINCIPAL: Curtis Starko

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Salisbury, ""Home of the Sabres"", is a school that provides opportunity for the 21st Century Learner. SAL provides diversity in programs and excellent opportunities that prepare and develop students for the future. ""Sabre Pride"" is demonstrated through our positive learning environment in which the members of the school community work together to promote the attitudes, skills, and knowledge that enable individuals to live caring, productive, and fulfilled lives.

Salisbury Composite High School has a proud tradition of excellence, which began in 1953. In June of 1954, 10 teachers organized the first Grad for 27 students. In the fall of 1969, "Salisbury" became Salisbury Composite High School with a move to the present location in Sherwood Park. Salisbury Composite High School has a diverse culture that encompasses all levels of learning. Students can choose from a wide selection of courses in Fine Arts, Career and Technology Studies and Physical Education. Our students have the opportunity to participate in a robust athletics program, student leadership and school clubs.

SAL student athletes compete in the Edmonton Metro High School league. Students can participate in badminton, basketball, cheer team, cross country, curling, football, golf, rugby, indoor co-ed soccer, ninja warriors, outdoor soccer, swimming, team handball, track and field and volleyball. The school sponsored activities include Archery, Aviation, Cooking Club, Culinary Challenge, Debate Club, E-Sport, Encounters Canada, Gay Straight Alliance, Germany Exchange, Grad Committees, Linking Generations, Model UN, Peer Tutoring, Reading Buddies with Brentwood Students, Sabre's Edge, Skills Canada, Sk8trepreneurs, Video Games Club, Welding Club and Yearbook Club. The



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Principal's Advisory group is comprised of a cross section of students in grades 10, 11 and 12. The SAL Wellness Centre is equipped with a wide range of weight training and cardio equipment. The SAL library is located on two floors. It contains an extensive book and periodical collection in addition to the collection of digital and online resources. SAL has 8 hard-wired computer labs in addition to laptops and chrome books that are portable.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 1:

Promote a culture of safe, caring and a welcoming school environment.

STRATEGIES:

Multiple avenues and opportunities for student engagement through clubs, activities, and teams.

Leadership activities are intentional with the aim of inclusion and opportunity for all to participate.

Increased supervision and implementing EIPS door locking procedures.

Providing a safe and consistent space for disregulated students

MEASURES:

The 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 my school.

The percentage of parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.

The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly, if not.

The percentage of students who agree they are safe at school.

The percentage of EIPS stakeholders who agree staff care about students at their school.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 2:

Staff utilize data to enhance student learning.

STRATEGIES:

- Professional learning opportunities will be made available to teachers to better understand diploma exam results and EIPS Common exam results
- Collaborative departmental work will identify 'best practice' and research based instructional practice
- Teachers will be supported to include innovative strategies in their instructional and assessment practices by the EIPS literacy and numeracy consultants and Salisbury High School's in-school coordinators

MEASURES:

The high school completion rate within three years and five years of entering Grade 10.

The number of Grade 12 students eligible for a Rutherford Scholarship.

The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.

The high school completion rate for self-identified students—within three and five years of entering Grade 10.

The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.

The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.

The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.



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The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.

The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.

The percentage of teachers reporting in the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth.

The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.

The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 3:

Prepare students to make informed educational decisions and help cultivate attitudes and behaviors that prepare them for advancement to post-secondary and to the world of work.

STRATEGIES:

- Intentional career counselling conversations (1:1 and group) throughout high school
- Post secondary institutions, Alberta Apprenticeship Board, along with private and public sector will be invited to SAL for presentations opportunities
- Grade 10, 11, and 12 students will register with Alberta Education - My Pass
- First Nations, Metis, and Inuit teacher will support our self-identified students in their academic progress
- Identification of the attitudes and behaviors that will make students successful at work when they finish high school
- Working with Career Pathways and being responsive to best practice and innovative ideas to keep students informed for life beyond high school strategies

MEASURES:

The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.

The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.

OTHER MEASURES: No “other” measures noted.