***SCHOOL*: Fort Saskatchewan High School *PRINCIPAL*: Curtis Starko**

***ELK ISLAND PUBLIC SCHOOLS* MISSION STATEMENT: 2019-2020 School Year**

To teach students how to learn, to prepare each student to achieve his/her best and to assist

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| **STAFF FTE** |  | **BUDGET** |  |
| Certificated | *23.05* | Salaries | $2 920 353 |
| Classified | *9.569* | SES | $ 258 336 |
|  |  | Total | $3 178 689 |
|  |  | End of Year Surplus/deficit | $ 27 733 |

students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS*’* PRIORITIES:**

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

***SCHOOL* PROFILE AND CONTEXT**

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| --- | --- |
| * FHS had an enrollment of 424 students * FHS was served by 24 teachers and 14 support staff * FHS opened in 1958 * The total school budget was $3 178 689 which included 91.99% of total budget dedicated to staffing. * Our school provided a wide range of academic, athletic, fine arts and Career and Technology programs. * Home to the Shell Skills Centre * Students could access opportunities to be involved in Student Leadership, Theatre Appreciation, Group, Gay Straight Alliance, Athletics, and Outdoor Club * Elk Island Public Schools (EIPS) system special education program – LINKS (Learning, - Individual Needs, Knowledge, and Skills) * Excellent athletics program with numerous opportunities to participate * Fort High is a 3A school and our student athletes compete in Division 3 of the Edmonton Metro League * Daily Breakfast program through various donations and grants * Students had access to Student Services which employs a Counselor and Success coach * Our First Nations Métis and Inuit data had a total of 47 students who were self-identified * FinAl (Finland Alberta partnership) entered the final year of our partnership with the Finnish schools from Turku and Tampere until the pandemic forced our Finnish schools to cancel their return trip in May. | |
| **EIPS PRIORITY:** Promote Growth and Success for All Students  Enhance High-Quality Learning and Working Environments  Enhance Public Education Through Effective Engagement  **SCHOOL GOAL:** Use evidence-based practices to improve student engagement and achievement. | |
| **STRATEGIES/ACTIONS IMPLEMENTED:**     * Weekly professional conversations at our Wednesday “Blitz” focused around improving long range plans, blue printing exams, common course outlines, and diploma exam analysis. * Utilizing our staff meeting time to collaborate toward best practices. * Improve parent, student, and staff communication. Focus on keeping all stakeholders up to date on the weekly happenings in the school. * Start a monthly student senate, which gives a voice to students in each grade on how to improve our school * Targeted professional development, through the Fort Saskatchewan Feeder School Pilot Project around best practice in literacy and numeracy to improve student engagement. | |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**     * Rutherford Scholarship Eligibility Rate improved from 57.3% to 60.6% (Accountability Pillar) * Transition Rate improved from 43.2% to 48.3% (Accountability Pillar) * Quality of Education measure decreased from 86.0% to 83.7% (Accountability Pillar) * Parental Involvement measure decreased from 78.4% to 78.3% (Accountability Pillar) * Dropout rate decreased from 2.8% to 0.5% (Accountability Pillar) * Program of Studies measure decreased from 76.6% to 75.6% (Accountability Pillar) * When comparing the 2018-2019 Parent Survey to the 2019-20 Parent Survey FSH Increased our quality of education from 85% to 90% * When comparing the 2018/19 Parent Survey to the 2019-20 Parent Survey FSH increased our quality of teaching from 87% to 90%. * Tracking our weekly Smore newsletter views, we averaged 400 views/week * We had 45 students participate in our Student Senate. | |
| **EIPS PRIORITY:** Promote Growth and Success for All Students  Enhance High-Quality Learning and Working Environments  **SCHOOL GOAL:** Increase student achievement on Diploma exams. | | |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * To provide time and guidance for teachers to complete diploma exam analysis. * Coordinate department meetings to track students’ progress, best practices, and targeted collaboration. * Provide release time to teachers to allow collaboration, shadowing, mentoring or observations within subject areas. * Encourage our diploma teachers to either mark or observe the process of marking diploma examinations * Provide literacy lead time to focus on our students who are below reading level * Weekly professional conversations focused on exam preparation, exam blueprinting, long range plans, course outlines and best practices regarding instructional leadership. * Focus on math directing words to aid in the improvement of the written response sections in Math 30-1/-2 | | |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**   * Based on the data on student learning achievement for semester 1 Fort Saskatchewan High School improved from 81.0% to 86.1% in the acceptable range for Diploma exams last year (increase of 5.1%) * Based on the data on student learning achievement for semester 1, Fort Saskatchewan High School improved from 13.7% to 20.6% in the standard of excellence range for Diploma exams last year (increase of 6.9%) * Our English Language Arts 30-2 classes improved from 68.1% in the acceptable range to 91.7% for semester 1 in the 2019/20 school year. * Our Math 30-1 cohort improved from 80% in the acceptable range to 90.5% and from 20% to 42.9% in the standard of excellence range during semester 1 in the 2019/20 school year. * The Math 30-1 class during semester 1 achieved a 75% average on the diploma exam * The Social Studies 30-2 classes improved from 64.7% to 78.9% in the acceptable range for semester 1 of the 2019/20 school year. * Our Social Studies 30-1 cohort improved from 86% in the acceptable range to 100% and from 2.3% to 20.8% in the standard of excellence range during semester 1 in the 2019/20 school year. * According to the 2019-20 Parent Survey, Fort High saw an increase from 84% to 86.79% of parents who felt their child demonstrated growth in numeracy * According to the 2019-20 Parent Survey 88.68% of parents confirm that their child is demonstrating growth in literacy * Had 4 department meetings focusing on consistent strategies within the classroom * Had two teachers mark diploma exams and one teacher observe * Math directing words were visible in all math classrooms | | |
| **EIPS PRIORITY:** Promote Growth and Success for All Students  Enhance High-Quality Learning and Working Environments  **SCHOOL GOAL:** More students achieve a minimum of one year’s growth in literacy. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * Reading for 25 to 30 minutes each day in each English class * Built in Reading 15 class to go along with our full year English 10-2 course. Will use the class to reach out to our neighboring elementary schools to create reading groups. * Continue fluency work with small groups of students, by pulling out small groups and working on reading fluency with songs and poetry. * The literacy lead teacher will pull out students and interview them about what reading strategies they use and which ones they would like to try to improve their reading. * Professional Development days dedicated to literacy in subject specific areas which are facilitated by our lead teachers. Also, to continue with teacher visits by our consultant team dedicated to giving feedback on subject specific literacy strategies |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**   * Diploma results continue to improve at Fort High, with 90% of our Language Arts 30-1/2 students reaching the acceptable standard on the semester 1 diploma exams during the 2019/20 school year * STAR results showed that the students were achieving one year’s growth in literacy (was not able to do final STAR test, comparing data to this year’s first STAR result) * According to the 2019-20 Parent Survey 88.68% of parents confirm that their child is demonstrating growth in literacy * Our Reading 15 class saw students read on average 1-2 extra books (in addition to required readings) * Had two Language Arts 10-2 classes participate in our Reading Mentor program that visited Fort Saskatchewan Elementary school * Literacy team met 3 times throughout the 2019/20 school year * The EIPS literacy consultant visited FSH on three separate occasions. |
| **Reflecting on your data, what was your greatest success?**  Improved communication   * Smore newsletter views went up each week (averaged 400+ views each week)   Diploma Results   * Student average on Math 30-1 diploma was 75% * Student average on Biology 30 diploma was 71% * Student average on Social Studies 30-1 diploma was 70% * 90% of our Language Arts 30-1/2 students reaching the acceptable standard on the semester 1 diploma exams during the 2019/20 school year * Based on the data on student learning achievement for semester 1 Fort Saskatchewan High School improved from 81.0% to 86.1% in the acceptable range for Diploma exams last year (increase of 5.1%) * Based on the data on student learning achievement for semester 1, Fort Saskatchewan High School improved from 13.7% to 20.6% in the standard of excellence range for Diploma exams last year (increase of 6.9%)   Opportunity for work experience:   * RAP * Work Experience * Commercial Foods catering * Communication Technology orders * Construction: building items for City of Fort Saskatchewan * Clients in Cosmetology   Decreased dropout rate   * From 2.8% to 0.5%   School Budget   * Decreased SGF deficit from roughly $80 000 to $7 000   Staff Engagement Survey   * According to the 2019/20 Staff engagement survey, 100% of staff know what is expected of them at work * According to the 2019/20 Staff engagement survey, 94% of staff stated that the communication is open and transparent at Fort High * According to the 2019/20 Staff engagement survey, 94% of staff stated that they are satisfied with Fort High as a place to work |
| Reflecting on your data, what was your greatest opportunity for growth?   * Improve the recognition of staff at Wednesday Blitz meetings (Only 80% of staff mentioned they receive recognition or praise for good work) * Improve professional conversation with staff focusing on progress (Only 80% of staff stated that someone at work has talked to them about their progress) * Communicating the weekly happenings in our school to our school community (parents, students, staff) * Improving our communication with our students (will include the students in our weekly smore newsletter) * Increase student citizenship through our regular student senate, give the students a chance to have input in school decision/projects   Literacy/Numeracy   * Fort High is improving in both areas, but we want to obtain consistency over the coming years * Want to focus on our intervention strategies for both numeracy and literacy |

Combined **May 2020** Accountability Pillar Overall Summary

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure Category** | **Measure** | **Fort Saskatchewan 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** |
| Safe and Caring Schools | Safe and Caring | **82.8** | 87.7 | 86.3 | **89.4** | 89.0 | 89.2 | Intermediate | Maintained | Acceptable |
| Student Learning Opportunities | Program of Studies | **75.6** | 76.6 | 74.8 | **82.4** | 82.2 | 82.0 | Intermediate | Maintained | Acceptable |
| Education Quality | **83.7** | 86.0 | 84.8 | **90.3** | 90.2 | 90.1 | Low | Maintained | Issue |
| Drop Out Rate | **0.5** | 2.8 | 1.8 | **2.7** | 2.6 | 2.7 | Very High | n/a | n/a |
| High School Completion Rate (3 yr) | **70.0** | 79.0 | 77.3 | **79.7** | 79.1 | 78.4 | Intermediate | Declined | Issue |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | **n/a** | n/a | n/a | **n/a** | 73.8 | 73.6 | n/a | n/a | n/a |
| PAT: Excellence | **n/a** | n/a | n/a | **n/a** | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | **n/a** | 81.0 | 79.3 | **n/a** | 83.6 | 83.4 | n/a | n/a | n/a |
| Diploma: Excellence | **n/a** | 13.7 | 14.5 | **n/a** | 24.0 | 23.5 | n/a | n/a | n/a |
| Diploma Exam Participation Rate (4+ Exams) | **46.7** | 48.0 | 42.8 | **56.4** | 56.3 | 55.6 | Intermediate | Maintained | Acceptable |
| Rutherford Scholarship Eligibility Rate | **60.6** | 57.3 | 51.9 | **66.6** | 64.8 | 63.5 | Intermediate | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | **48.3** | 46.2 | 50.4 | **60.1** | 59.0 | 58.5 | Intermediate | Maintained | Acceptable |
| Work Preparation | **73.6** | 86.8 | 80.4 | **84.1** | 83.0 | 82.7 | Intermediate | Maintained | Acceptable |
| Citizenship | **72.7** | 81.3 | 78.0 | **83.3** | 82.9 | 83.2 | Intermediate | Declined | Issue |
| Parental Involvement | Parental Involvement | **78.3** | 78.4 | 75.3 | **81.8** | 81.3 | 81.2 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | **65.0** | 81.0 | 72.6 | **81.5** | 81.0 | 80.9 | Very Low | Declined | Concern |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Ministry Performance Measures 2019-20**

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

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| --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | | | | |
| **2016** | **2017** | **2018** | **2019** | **2020** |
| Overall percentage of students who achieved the acceptable standard on Provincial Diploma Exams (overall cohort results). | 79.5 | 79.9 | 77.1 | 81.0 | *86.1\** |
| Overall percentage of students who achieved the standard of excellence on Provincial Diploma Exams (overall cohort results). | 7.1 | 15.0 | 14.7 | 13.7 | *20.6\** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|  | | **Results (in percentages)** | | | | | | | | | | **Target** | |
| **2016** | | **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Lang Arts 30-1 | School | 77.3 | 1.3 | 73.0 | 2.7 | 77.5 | 8.8 | 92.7 | 7.3 | *87.1\** | *16.1\** | 90 | 15 |
| Authority | 92.6 | 11.0 | 92.3 | 13.1 | 90.4 | 15.2 | 93.8 | 15.4 | n/a | n/a |  |  |
| Province | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | 86.8 | 12.3 | n/a | n/a |  |  |
| English Lang Arts 30-2 | School | 94.7 | 5.3 | 80.0 | 2.2 | 89.6 | 14.6 | 68.1 | 2.1 | *91.7\** | *5.6\** | 90 | 10 |
| Authority | 95.1 | 18.9 | 94.6 | 14.8 | 94.3 | 14.0 | 91.2 | 12.1 | n/a | n/a |  |  |
| Province | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | 87.1 | 12.1 | n/a | n/a |  |  |
| French Lang Arts 30-1 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| Authority | 100.0 | 7.7 | 100.0 | 4.0 | 94.6 | 5.4 | 90.9 | 6.1 | n/a | n/a |  |  |
| Province | 93.8 | 8.7 | 94.7 | 9.4 | 93.8 | 11.0 | 91.5 | 10.1 | n/a | n/a |  |  |
| Français 30-1 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| Province | 99.3 | 20.3 | 98.1 | 18.6 | 97.4 | 23.0 | 98.6 | 29.5 | n/a | n/a |  |  |
| Mathematics 30-1 | School | 58.8 | 2.9 | 64.3 | 17.9 | 58.1 | 29.0 | 80.0 | 20.0 | *90.5\** | *42.9\** | 90 | 20 |
| Authority | 69.2 | 19.4 | 74.0 | 30.0 | 75.9 | 30.3 | 76.5 | 24.7 | n/a | n/a |  |  |
| Province | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | 77.8 | 35.1 | n/a | n/a |  |  |
| Mathematics 30-2 | School | 70.4 | 11.1 | 83.3 | 25.0 | 65.9 | 13.6 | 88.5 | 19.2 | *60.0\** | *15.0\** | 75 | 10 |
| Authority | 76.9 | 16.2 | 78.0 | 17.7 | 77.7 | 17.0 | 78.3 | 17.6 | n/a | n/a |  |  |
| Province | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | 76.5 | 16.8 | n/a | n/a |  |  |
| Social Studies 30-1 | School | 82.0 | 4.9 | 87.8 | 4.1 | 80.0 | 12.3 | 86.0 | 2.3 | *100\** | *20.8\** | 95 | 15 |
| Authority | 89.5 | 13.9 | 85.4 | 14.2 | 85.8 | 14.8 | 84.9 | 11.7 | n/a | n/a |  |  |
| Province | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | 86.6 | 17.0 | n/a | n/a |  |  |
| Social Studies 30-2 | School | 82.7 | 5.3 | 84.6 | 3.1 | 79.0 | 3.2 | 64.7 | 7.8 | *78.9\** | *7.9\** | 80 | 10 |
| Authority | 83.8 | 8.4 | 86.5 | 8.4 | 81.6 | 8.4 | 78.8 | 8.3 | n/a | n/a |  |  |
| Province | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | 77.8 | 12.2 | n/a | n/a |  |  |
| Biology 30 | School | 87.0 | 23.9 | 81.0 | 21.4 | 87.2 | 23.1 | 90.2 | 36.6 | *92.9\** | *39.3\** | 90 | 35 |
| Authority | 85.6 | 30.5 | 85.8 | 33.5 | 90.9 | 33.9 | 86.0 | 34.1 | n/a | n/a |  |  |
| Province | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | 83.9 | 35.5 | n/a | n/a |  |  |
| Chemistry 30 | School | 73.5 | 0.0 | 82.1 | 57.1 | 77.6 | 24.5 | 86.2 | 31.0 | *81.8\** | *18.2\** | 85 | 20 |
| Authority | 82.2 | 29.6 | 82.9 | 41.0 | 81.9 | 32.0 | 82.3 | 31.3 | n/a | n/a |  |  |
| Province | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | 85.7 | 42.5 | n/a | n/a |  |  |
| Physics 30 | School | 72.0 | 4.0 | 64.3 | 21.4 | 38.5 | 23.1 | 66.7 | 8.3 | n/a | n/a | 75 | 15 |
| Authority | 84.4 | 32.5 | 87.7 | 44.5 | 84.4 | 41.5 | 86.4 | 32.0 | n/a | n/a |  |  |
| Province | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | 87.5 | 43.5 | n/a | n/a |  |  |
| Science 30 | School | 78.9 | 31.6 | 88.9 | 44.4 | 100.0 | 20.0 | 85.7 | 14.3 | n/a | n/a | 85 | 20 |
| Authority | 84.6 | 25.7 | 83.4 | 26.1 | 87.1 | 31.3 | 93.1 | 40.4 | n/a | n/a |  |  |
| Province | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | 85.7 | 31.2 | n/a | n/a |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | | | | |
| **2016** | **2017** | **2018** | **2019** | **2020** |
| High School Completion Rate (3-year completion) | 74.6 | 78.5 | 79.0 | 70.0 |  |
| Drop Out Rate | 2.2 | 0.5 | 2.8 | 0.5 |  |
| High School to Post-Secondary Transition Rate | 29.9 | 29.1 | 23.2 | 24.2 |  |
| Rutherford Eligibility Rate | 49.0 | 49.6 | 57.3 | 60.6 |  |
| Diploma Examination Participation Rate (Writing 4+ Exams) | 39.4 | 41.1 | 48.0 | 46.7 |  |
| Diploma Examination Participation Rate (Writing 1+ Exams) | 85.6 | 88.2 | 90.8 | 89.4 |  |
| Citizenship | 77.8 | 78.7 | 74.1 | 81.3 | 72.7 |
| Work Preparation | 65.9 | 78.9 | 75.5 | 86.8 | 73.6 |
| Lifelong Learning | 81.8 | 77.8 | 74.9 | 79.3 | 78.4 |
| Program of Studies | 79.8 | 77.4 | 70.3 | 76.6 | 75.6 |
| Parental Involvement | 66.2 | 80.0 | 67.4 | 78.4 | 78.3 |
| Education Quality | 83.0 | 85.6 | 82.8 | 86.0 | 83.7 |
| Safe and Caring | 88.9 | 87.5 | 83.7 | 87.7 | 82.8 |
| School Improvement | 70.3 | 75.1 | 61.8 | 81.0 | 65.0 |

\*Data was collected from the school reports for the 2019/20 semester 1 diploma exams