

School Education Plan and Results Report
2015-2018
Year 2



Our Mission

To provide a stimulating child-centered educational environment that models life-long learning where every person is provided with the opportunity to reach his or her own personal potential.

Our Motto

Fort High **"Sting Style"**

Philosophy

Sting Style - encompassing a life-long character foundation of Courtesy, Respect, Commitment, Dedication, Tolerance, Teamwork, and Sportsmanship.

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: Use evidence based practices to improve student engagement. *(EIPS Priority 2, Goal 4)*

GOAL 2: Increase student achievement on Diploma exams. *(EIPS Priority 1, Goal 3)*

GOAL 3: Enhance and support student learning through parental engagement. *(EIPS Priority 3, Goal 1)*

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Jeff Spady

Assistant Principal: Sunny Sandhu

Counsellor: Cheryl DeVries

Fort Saskatchewan High Quick Facts:

- FHS has an enrollment of 410 students
- FHS is served by 23 teachers and 12 support staff
- FHS opened in 1958
- The total school budget is \$3 116 506 which includes 95% of total budget dedicated to staffing.

Programming highlights:

- Our school provides a wide range of academic, athletic, fine arts and CTS programs.
- Our Honours program provides an opportunity for those students who are academically motivated to be challenged at their level.
- Students can access opportunities to be involved in Student Council, Theatre Appreciation Group, Gay Straight Alliance, Athletics, Yu-Gi-Oh! Club, Yearbook and Outdoor Club.
- EIPS system special education program - LINKS
- Fort High is a 3A School and our student athletes compete in Division 3 of the Edmonton Metro League.

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest successes/challenges faced in 2015-2016?

Greatest Successes

A large focus in 2015-2016 was creating a safe, caring and welcoming culture and a desire to change pedagogy to increase student engagement. The student data increased over and above our 2014-2015 goals:

- Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school: 2015 – 73.7%, 2016 – 87.1%
- Students are satisfied that students model the characteristics of active citizenship: 2015 – 55.0%, 2016 – 70.8%
- Students are proud of their school: 2015 – 51%, 2016 – 81%
- Students are satisfied with the overall quality of basic education: 2015 – 73%, 2016 – 84.9%
- Students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant: 2015: 49%, 2016 – 61%

Due to flexible offering of courses and a shift in philosophy of how students are able to earn credits, our average CEU earnings increased from 36.17 in 2014-2015 to 37.35 in 2015-2016 which resulted in a surplus budget.

We, along with Smiles From Spencer, a community non-profit organization, ran the first annual Spinning for Smiles Bike-a-Thon which raised over \$34,000 for the Kids With Cancer Foundation.

Greatest Challenges

Diploma exam results, in some subjects, continue to be subpar:

- English 30-1 Acceptable (77.3%) and Excellence (1.3%) are below EIPS Acceptable (92.6%) and Excellence (11%) and Alberta Acceptable (86.8%) and Excellence (10.7%) results.
- Math 30-1 Acceptable (58.8%) Excellence (2.9%) are below EIPS Acceptable (69.2%) and Excellence (19.4%) and Alberta Acceptable (70.7%) and Excellence (25.9%) results.
- Chemistry 30 Excellence Level (0%) is below EIPS Excellence (29.6%) and Alberta Excellence (34.5%) results.
- Physics 30 Excellence Level (4%) is below EIPS Excellence (32.5%) and Alberta Excellence (39.8%) results.

Work preparation results, specifically, percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school, are continuing on a downward trend since 2012.

Parental Accountability Pillar results were below our expectations in most areas. It needs to be noted that 12 parents responded to the survey.

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

All three goals are continuing from 2015-2016.

Our student engagement results have improved and we are looking forward to improving again on those results throughout 2016-2017.

Our diploma results have not improved as planned and, as a result, we are continuing to focus on this as one of our goals for 2016-2017.

Parental involvement and engagement results also have not improved as planned so we are continuing this work in 2016-2017.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: Use evidence based practices to improve student engagement.

Division Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Strategies:

- 'A Fresh Look at Grading and Reporting in High Schools' by Sandra Herbst book study.
- Begin planning to prepare for element(s) of High School Redesign.
- Targeted professional development around student engagement.

Performance Measures:

- 5% increase in student responses related to student engagement measures in Accountability Pillar and Tell Them From Me Survey.
- 5% increase in parent responses related to student engagement measures in Accountability Pillar.
- 5% increase in teacher responses related to student engagement measures in Accountability Pillar Survey.

School Goal 2: Increase student achievement on Diploma exams.

Division Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies

- Teachers will receive professional development to ensure there is consistency between teacher assessment practice and diploma expectations using 'A Fresh Look at Grading and Reporting in High Schools' by Sandra Herbst.
- Teachers will collaborate with staffs from high performing schools to enhance their instructional strategies.

Performance Measures

- Diploma results – increase Excellent levels by 3%
- Diploma results – increase Acceptable levels by 5%

School Goal 3: Enhance and support student learning through parental engagement.

Division Outcome: Student learning is supported and enhanced through parent engagement.

Strategies

- Continue to run Spinning for Smiles, an annual event, which draws parents and community members into Fort High.
- Conduct focused discussions with parents to gain direction around how to improve parental engagement.
- Continue to work with the School Advisory Council to improve how parents are engaged in their child's learning.

Performance Measures

- 5% increase in overall Parental Involvement in Accountability Pillar

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	FHS	81.7	4.9	74.3	3.7	80.9	3.4	82.8	3.4	77.3	1.3	80	5
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11		
	Province	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5	86.8	10.7		
English Lang Arts 30-2	FHS	90.2	6.6	95.9	4.1	92.1	2.6	94.7	3.5	94.7	5.3	100	8
	EIPS	92.5	11.9	94.7	13.3	95.8	16.7	95.1	13.1	95.1	18.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3	89.1	12.3		
Pure Mathematics 30	FHS	84.5	15.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	EIPS	83.4	20.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	FHS	78.4	8.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	EIPS	80.3	12.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	FHS	n/a	n/a	63.5	17.5	70.3	20.3	65.6	6.3	58.8	2.9	64	6
	EIPS	n/a	n/a	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7	70.7	25.9		
Mathematics 30-2	FHS	n/a	n/a	72.7	6.8	80.0	14.3	78.1	12.5	70.4	11.1	75	14
	EIPS	n/a	n/a	75.5	9.9	72.9	13.3	82.3	15.9	76.9	16.2		
	Province	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	FHS	80.6	5.6	80.3	10.5	88.7	9.9	97.4	5.1	82	4.9	87	8
	EIPS	86.7	13.4	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2	84.9	14.3		
Social Studies 30-2	FHS	87.3	9.9	90.3	6.9	80.3	8.2	90.8	2.6	82.7	5.3	88	8
	EIPS	88.4	15.1	88.6	14.4	87.8	13.1	88.1	10.0	83.8	8.4		
	Province	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5	81.1	13.1		
Biology 30	FHS	77.4	14.5	77.3	24.2	93.3	22.2	92.9	40.5	87	23.9	92	27
	EIPS	85.2	25.0	84.7	29.8	88.4	28.8	88.0	35.0	85.6	30.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0	85.1	32.4		
Chemistry 30	FHS	84.9	18.9	66.7	21.6	81.0	19.0	68.4	18.4	73.5	0.0	79	3
	EIPS	78.1	24.1	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2	81.5	34.5		
Physics 30	FHS	74.1	14.8	67.9	35.7	69.4	19.4	89.5	21.1	72	4	77	7
	EIPS	79.4	26.5	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5		
	Province	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	FHS	n/a	n/a	87.5	25.0	92.9	21.4	100.0	30.0	78.9	31.6	84	35
	EIPS	79.7	20.3	88.5	26.1	87.4	27.7	91.1	22.6	84.6	25.7		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7	84.4	27.6		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	FHS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	71.8	72.0	82.9	82.1	79.3	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	78.3	82.1	82.5	87.0	83.0	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	85.9	81.7	88.2	83.9	88.6	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

Drop Out Rate - annual dropout rate of students aged 14 to 18

	FHS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	2.9	4.6	1.4	3.6	2.1	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2
Returning Rate	4.8	36.5	40.2	30.2	25.5	20.0	20.9	31.8	34.1	21.0	23.2	22.8	20.7	20.9	18.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	FHS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	30.1	34.5	36.7	34.2	26.3	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	49.6	54.0	55.7	57.8	57.0	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	FHS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	59.3	52.1	55.6	61.6	53.4	59.5	52.1	55.6	61.6	62.3	61.5	61.3	60.9	61.2	60.8

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	FHS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	9.3	12.3	11.0	14.6	10.9	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	90.7	87.7	89.0	85.4	89.1	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	87.6	82.2	86.7	85.4	87.4	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	67.2	62.3	61.6	63.9	54.7	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	51.4	45.3	49.0	54.1	40.9	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	27.0	31.4	28.3	35.9	29.4	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	6.6	7.9	6.3	11.1	5.7	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

Student Engagement Measures

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 school.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.1	83.5	83.2	84.1	88.9	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	93.6	93.9	95.5	92.8	93.6	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	77.9	80.0	80.0	85.7	86.0	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	83.7	76.6	74.3	73.7	87.1	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	72.2	72.2	72.1	71.9	77.8	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	95.2	97.4	94.5	93.5	95.5	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	55.2	60.0	65.3	67.0	67.3	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	66.2	59.3	56.4	55.0	70.8	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.5	76.4	80.5	76.5	65.9	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	95.7	90.9	88.0	81.8	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	81.0	57.1	70.0	65.0	50.0	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2013	2014	2015	2016
Survey Results					
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Fort Saskatchewan High	47	N/A	49	61
	EIPS	60	N/A	61	64
	Canada	50	N/A	43	43
Effort Percentage of students who report they try hard to succeed in their learning.	Fort Saskatchewan High	64	63	61	74
	EIPS	72	69	70	70
	Canada	65	65	65	65
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Fort Saskatchewan High	38	36	36	41
	EIPS	39	36	38	40
	Canada	25	25	25	25
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Fort Saskatchewan High	N/A	50	49	63
	EIPS	N/A	63	64	65
	Canada	N/A	65	66	66

Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Fort Saskatchewan High	5.3	5.4	5.6	6
	EIPS	5.9	6	6.1	6.2
	Canada	5.6	5.6	5.6	5.6
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Fort Saskatchewan High	2.0	2.5	2.1	3
	EIPS	2.7	2.6	2.6	2.7
	Canada	2.5	2.5	2.5	2.5

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.4	82.9	80.1	84.2	83.0	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	98.0	99.3	89.4	96.7	90.9	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	69.8	70.2	76.7	83.1	73.2	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	82.4	79.0	74.3	73.0	84.9	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	81.6	81.7	80.6	78.2	79.8	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	90.5	88.5	90.3	85.9	88.5	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	78.7	80.7	80.8	74.7	76.3	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	75.6	75.8	70.8	74.0	74.7	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.7	73.0	73.2	68.5	70.3	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	84.0	86.4	80.0	90.9	81.8	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	52.4	71.4	80.0	60.0	50.0	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	72.8	61.2	59.6	54.5	79.0	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FHS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	73.3	74.6	74.0	68.7	66.2	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	80.8	87.8	70.0	81.3	77.8	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	65.7	61.4	78.0	56.0	54.5	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

The School Education Plan is shared at a School Advisory Council meeting and on the school's website. In addition, school data is shared at multiple School Advisory Council meetings. A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.