



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Fort Saskatchewan High School **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

- Fort High opened in 1958.
- Fort High has an enrollment of 465 students.
- Fort High is served by 26 teachers and 12 support staff.
- The total school budget is \$3 353 436 which includes 93.88% of total budget dedicated to staffing.
- Our school provides a wide range of academic, athletic, fine arts and Career and Technology programs.
- Home to the Shell Skills Centre.
- Students can access opportunities to be involved in Student Leadership, Registered Apprenticeship Program, Robotics Team, Gay Straight Alliance, and Athletics.
- 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 have access to Student Services which employs a Counselor and Success Coach.
- Our First Nations Métis and Inuit data now has a total of 42 students who are self-identifying.
- Fort High offers two modern languages (French and German).
- Comprehensive fine arts program.
- Offer the Knowledge and Employability Program.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

EIPS' PRIORITY: Promote Growth and Success for All Students
Enhance High-Quality Learning and Working Environments
Enhance Public Education Through Effective Engagement

SCHOOL GOAL 1: By Focusing on relationship-based practices, students will demonstrate growth in all subject areas by the end of each semester.

STRATEGIES:

- Consistent communication with families through email, phone calls, parent/teacher interviews and the Brightspace platform.
- Targeted collaboration, through the Fort Saskatchewan Feeder School Pilot Project around building connections with our feeder schools.
- Weekly scheduled professional discussions focused on student success and concerning trends.
- Encourage our diploma teachers to either mark or observe the process of marking diploma examinations.
- Track students who achieve 70 credits or more upon the completion of grade 11.
- Track parent involvement during parent/teacher interviews.
- Track the number of students engaged in extra-curricular activities.
- Strategic timetabling for our students, making sure there is a -1 and -2 course offered at the same time for easy transferability.
- Maintain parent/caregiver communication through weekly smore newsletter.
- Continue with our Student Senate, which gives a voice to students in each grade on how to improve our school.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Create a positive student referral program.

MEASURES:

- Program of Studies measure on the Assurance Survey will increase by 5%.
- Quality of Education measure on the Assurance Survey will increase by 2%.
- School Improvement measure on the Assurance Survey will increase by 7%.
- Parental Involvement measure on the Assurance Survey will increase by 3%.
- Maintain our dropout rate of 0.5% on the Assurance Survey.
- Increase the “School staff care about my child” measure on the EIPS Parent/Caregiver Survey from 93% to 95% and the “School staff care about me” measure on the EIPS Student Survey from 97% to 100%.
- Increase “My child’s encouraged to do their best” measure on the EIPS Parent/Caregiver Survey from 85% to 90% and the “I am encouraged to do my best” measure on the EIPS Student Survey from 94% to 97%.
- Increase the “Satisfaction of quality of education” measure on the EIPS Parent/Caregiver Survey from 84% to 90% and the EIPS Student Survey from 91% to 95%.
- Increase “My child’s individual needs are met” measure on the EIPS Parent/Caregiver Survey from 85% to 90% and “My needs are met” measure on the EIPS Student Survey from 91% to 95%.
- Maintain 100% satisfaction on the “Someone at work seems to care about me as a person” measure on the Staff Engagement Survey.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Increase the “I receive recognition or praise” measure from 93% to 100% on the Staff Engagement Survey.
- Increase the “Open and honest communication within my child’s school” measure on the EIPS Parent/Caregiver Survey from 90% to 95%.
- Maintain at least 600 views a week on our weekly Smore newsletter.
- Aim to provide teachers time to collaborate at least 10 times throughout the year (mainly on staff meeting days).
- Aim to have 10% of the students in each grade participate in our Student Senate.
- Will have at least one Fort Saskatchewan Feeder community engagement.
- Will have all grade 7/8/9 students from Rudolph Henning and Southpointe visit Fort High for Worker Bee Wednesdays.
- Will have created a positive referral program at Fort High.
- Have at least 2, 30-level teachers applied to mark diploma exams.
- By proper streaming and timetabling, looking for an increase in the amount of diploma writers. Aiming to increase the percentage of students writing 4+ diploma exams by 4% on the Assurance Survey.
- Fort Saskatchewan High School to maintain the acceptable range of 85% on Diploma exams.
- Fort Saskatchewan High School to maintain the standard of excellence of 19% on Diploma exams.

RESULTS: (To be added for Results Review November 2023)



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

EIPS' PRIORITY: Promote Growth and Success for All Students
Enhance High-Quality Learning and Working Environments

SCHOOL GOAL 2: By building leadership capacity within our school, we can provide skills and knowledge for our students to be involved in work-based opportunities while growing as members of our school community.

STRATEGIES:

- Build connections between academic/technical skills developed in class (Fundamental Learning Skills) and future career potential through students regularly tracking/recording Transferable Employability Skills.
- CTS classes will have an increased work-based component.
- Leadership 15/25/35 offered, promoted and present in the community. Will look at offering the leadership class within the normal timetable and off timetable.
- Students to be involved in the implementation and creation of Terry Fox run, Remembrance Day ceremony, Orange Shirt Day, and Anti-Bullying week.
- Collaboration with staff and students during our early out Wednesdays'.
- Use Smore newsletter to promote and to inform school community of events.
- Student Senate will provide feedback and ideas for the school.
- Involvement from community (Shell, Dow, Cobs, Safeway, Co-op, Families First, Food Bank, Fort Saskatchewan Public Library).
- NGO (Non-Governmental Organization) in Social Studies projects.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Create a Work Prep team focusing on helping students connect to the skills, knowledge and attitudes gained through various CTS modules and courses.
- Create a “Student Bluebook” to track the knowledge, skill and attitudes gained through various CTS modules and courses.
- Create time in the schedule for 0.28 FTE split between two teachers to become CTS coordinators to work with student blue books and in-house CTS work experience.

MEASURES:

- Track student involvement in activities, leadership classes and Student Senate. Aim to have 15% of the student population involved.
- In year one 30% of students record Transferable Employability Skills derived from at least two of their classes, to be used in future resume writing and job applications.
- Have at least 3 of our CTS classes offer a work-base component (outside orders, services).
- Citizenship measure the Assurance Survey will increase by 5%.
- Have at least 5 students received Community Leadership course qualifications.
- Will have made connections with 3 outside companies in our community to enhance our program.
- Work Preparation on the Assurance Survey will increase by 7%.
- The NGO will have raised at least \$500 for charities.
- Will have created a Student Blue book for all students.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Will have created a Work Prep Team that includes two Fort High teachers, a district representative from Career Pathways and our counselor to facilitate the Student Blue Book and CTS work experience program.
- Will have 5 students involved in the CTS work experience program at Fort High.
- Increase “The knowledge, skills and attitudes necessary for life” measure on the EIPS Parent Survey from 67% to 75% and on the EIPS Student Survey from 83% to 90%.
- Increase the “I feel supported by my school as I prepare for life beyond high school” measure on the EIPS Student Survey from 89% to 92%.
- Increase “The school encourages students to be responsible, respectful and engaged citizens” measure on the EIPS Parent/Caregiver Survey from 89% to 92% and on the EIPS Student Survey from 93% to 95%.

RESULTS: (To be added for Results Review November 2023)

EIPS’ PRIORITY: Promote Growth and Success for All Students
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SCHOOL GOAL 3: By implementing daily reading and writing, all students will demonstrate growth in literacy and foster positive reading relationships.

STRATEGIES:

- Reading for 25 to 30 minutes each day in each English class.
- Continue to offer the Reading 15 class to our grade 10 students to focus on remediation and improving student reading



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

and writing skills.

- Will continue to use the Reading 15 class to reach out to our neighboring elementary schools to create reading groups.
- Reduce class sizes in our English 10-2 and English 10-4 classes to a maximum of 22 students.
- Instructional Groupings select texts based on student choice.
- Will use the STAR reading assessment with a focus on Instructional Reading level to create our Language Arts 10-2/10-4 classes.
- Continue fluency work with students across all disciplines.
- Teacher-directed feedback on writing (and reading) to be given every day across all disciplines.
- Professional Development days dedicated to literacy in subject specific areas which are facilitated by our lead teachers.
- Math directing words are visible in all math classrooms and discussed regularly.
- Math and Science directing words will be visible in classrooms.
- Build 3 classroom libraries that are representative of the world we live in.

MEASURES:

- Our students will improve by at least 1 year grade equivalency in the STAR reading assessment.
- Will look to maintain our acceptable range on diploma exams for Language Arts 30-1/-2.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

- Increase the “Demonstrating growth in literacy” measure on the EIPS Parent/Caregiver Survey from 78% to 85% and on the EIPS Student Survey from 97% to 100%.
- Our Reading 15 students will read 1-2 extra books (in addition to required readings).
- Our Reading 15 classes will make connections with 2 elementary classes from neighboring schools to create reading groups.
- Our literacy team will have met 4 times throughout the year.
- Will have used the STAR reading assessment and the Instructional Reading level data to create our class lists for our Language Arts 10-2/10-4 classes.
- Will have successfully started classroom libraries in 3 classrooms.
- Our students will complete at least 2 writing assignments or writing exercises per week.

RESULTS: (To be added for Results Review November 2023)

