



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** Fort Saskatchewan 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:**

- 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.

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### **SCHOOL GOAL 1:**

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

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### **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 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.

### **MEASURES:**

- The annual dropout rate of students aged 14 to 18.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of EIPS stakeholders who agree students individual needs are met.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families who agree teachers care about their child.
- The percentage of EIPS stakeholders who agree staff care about students at their school.

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- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- 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.
- Have at least 2, 30-level teachers applied to mark diploma exams.
- Aim to have 10% of the students in each grade participate in our Student Senate.
- Aim to provide teachers time to collaborate at least 10 times throughout the year (mainly on staff meeting days).
- Maintain at least 600 views a week on our weekly Smore newsletter.

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### **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.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

### **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.
- Start an Entrepreneurial class focused on Branding, Marketing and Management, Product Creation, Venture Plans and Financial literacy.
- 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.

### **MEASURES:**

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Will have 5 students involved in the CTS work experience program at Fort High.



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- Have at least 3 of our CTS classes offer a work-base component (outside orders, services).
- Our Entrepreneurial class will have attended at least two markets (Farmer's market, trade shows) for promoting and selling their products.
- Will have made connections with 3 outside companies in our community to enhance our program.
- The NGO will have raised at least \$500 for charities.



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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.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### **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 and writing skills.
- Will use the Leadership 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 and Science directing words are visible in classrooms and discussed regularly.
- Build 3 classroom libraries that are representative of the world we live in.
- Using terminology from common exams taught at all levels (10-1/2, 20-1/2, 30-1/2).

### **MEASURES:**

- 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.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- 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.
- Our students will complete at least 2 writing assignments or writing exercises per week.
- Our literacy team will have met 4 times throughout the year.
- Our Leadership classes will make connections with 2 elementary classes from neighboring schools to create reading groups.
- Will have successfully started classroom libraries in 3 classrooms.