

**School Education Plan and Results Report  
2018-19  
Year 1**



**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 of Diploma exams. (EIPS Priority 1, Goal 3)j

**GOAL 3:** More students achieve a minimum of one year's growth in literacy. (EIPS Priority 1, Goal 2)

### **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:** Sunny Sandhu

**Assistant Principal:** D'Anne Bennett

**Success Team:** Glen Christenson, Greg Montemurro, Claudia Bous, Sarah Dyer

**Fort Saskatchewan High (FHS) Quick Facts:**

- FHS has an enrollment of 400 students
- FHS is served by 23 teachers and 13 support staff
- FHS opened in 1958
- The total school budget is \$2,942,291 which includes 95% of total budget dedicated to staffing.

**Programming Highlights:**

- Our school provides a wide range of academic, athletic, fine arts and Career and Technology programs.
- Students can access opportunities to be involved in Student Leadership, Theatre Appreciation, Group, Gay Straight Alliance, Athletics, Buzz Club, Advanced Computer and Outdoor Club.
- Elk Island Public Schools (EIPS) system special education program – LINKS (Learning, - Individual Needs, Knowledge, and Skills)
- 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 (2017-18)**

What were the greatest successes/challenges faced in 2017-18?

**Successes:** Based on the data on student learning measures, the dropout rate was lower than both EIPS and the province.

Also, a higher percentage of students are writing diploma exams at Fort High which open up more opportunities in transitioning to post high school.

Our high school completion rate has slightly increased at the three year level and remained consistent at the three and four year level.

Also, our STAR reading assessment data which is an indicator of literacy levels was the highest at the secondary level within EIPS which measures growth during the school year.

Our First Nations Métis and Inuit data now has a total of 49 students who are self-identifying yet our school population has remained relatively the same. Upon further analysis, the conclusion is that due to safe and caring nature of the school, the students are more comfortable with the identification process.

We, along with Smiles from Spencer, a community non-profit organization, ran Spinning for Smiles Gear 3, which has raised over \$100,000 for the Smiles from Spencer foundation in Support of the Kids With Cancer Foundation.

**Challenges:** See Section Five 5 and the Summary of Performance Measures, which indicate that although there are some improvements in diploma results, there are also some subject areas that dropped. Collectively we will continue to focus as one of our goals, student achievement.

Also, our student engagement data indicated a slight drop in areas which we will focus on as a goal moving forward.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Definitely, the data had a major impact on the planning for the 2018-19 school year. Our literacy data based on the STAR assessment improved and we will continue with it as one of our goals.

Our Diploma data did not show significant gains and as a result, we will continue to focus on this as one of our goals.

Finally, our student engagement data slightly dropped and as a result we will focus on this as a goal as well.

#### **SECTION FOUR: School Goals, Strategies and Performance Measures**

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

**Division Outcome:** The division uses evidence based practices to improve student engagement and achievement.

**Strategies:** Implemented a new bell schedule, based on elements of High School Redesign, which includes a flexible learning period for students and weekly professional learning for staff. Targeted professional development, through the Fort Saskatchewan Feeder School Pilot Project around best practice in literacy and numeracy to improve student engagement.

**Performance Measures:** An increase in data of 5% from staff, students, and parents in relation to the 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:** Through weekly professional development opportunities and support from division consultants, staff will collaborate on exam preparation and best practices in regards to instructional leadership.

**Performance Measures:** To increase in the area of Excellence by 3% and Acceptable levels by 5%.

**School Goal 3:** More students achieve a minimum of one year's growth in literacy.

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

**Strategies:** Professional Development days dedicated to literacy in subject specific areas which are facilitated by our Central Office EIPS Learning team. Also, to continue with classroom visits by consultant team dedicated to giving feedback on subject specific literacy strategies.

**Performance Measures:** More students achieve one year's growth in literacy according to the STAR Results.

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	FHS	81.1	3.3	82.8	3.4	77.3	1.3	73.0	2.7	77.5	8.8	87.5	11.8
	EIPS	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	FHS	92.1	2.6	94.7	3.5	94.7	5.3	80.0	2.2	89.6	14.6	92.6	17.6
	EIPS	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	FHS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	EIPS	100.0	0.0	100.0	4.8	100.0	7.7	100.0	4.0	94.6	5.4		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Mathematics 30-1	FHS	70.3	20.3	65.6	6.3	58.8	2.9	64.3	17.9	58.1	29.0	75.9	32.0
	EIPS	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	FHS	80.6	13.9	78.1	12.5	70.4	11.1	83.3	25.0	65.9	13.6	74.2	16.6
	EIPS	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	FHS	88.7	9.9	97.4	5.1	82.0	4.9	87.8	4.1	80.0	12.3	85.0	15.3
	EIPS	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	FHS	80.6	8.1	89.6	2.6	82.7	5.3	84.6	3.1	79.0	3.2	84.0	6.2
	EIPS	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	FHS	93.5	21.7	92.9	40.5	87.0	23.9	81.0	21.4	87.2	23.1	90.9	26.1
	EIPS	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	FHS	81.0	19.0	68.4	18.4	73.5	0.0	82.1	57.1	77.6	24.5	81.9	27.5
	EIPS	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	FHS	69.4	19.4	89.5	21.1	72.0	4.0	64.3	21.4	38.5	23.1	70.5	26.1
	EIPS	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	FHS	93.3	20.0	100.0	30.0	78.9	31.6	88.9	44.4	100.0	20.0	100	23.0
	EIPS	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

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

	FHS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>3 Year Completion</b>	82.9	82.1	79.3	74.6	78.5	81.6	79.8	82.1	81.2	84.6	75.3	76.5	76.5	78.0	78.0
<b>4 Year Completion</b>	82.5	87.0	83.0	85.8	85.6	84.2	86.4	84.8	86.8	86.5	79.6	79.9	81.0	81.2	82.6
<b>5 Year Completion</b>	88.2	83.9	88.6	85.1	88.3	85.3	86.3	87.8	86.8	88.5	81.5	82.0	82.1	83.2	83.4

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

	FHS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Drop Out Rate</b>	1.4	3.6	2.1	2.2	0.5	1.9	2.5	2.2	1.9	1.1	3.3	3.5	3.2	3.0	2.3
<b>Returning Rate</b>	40.2	30.2	25.5	22.2	43.5	31.8	34.1	21.0	19.8	32.5	20.7	20.9	18.2	18.9	19.9

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

	FHS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>4 Year Rate</b>	36.7	34.2	26.3	29.9	29.1	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0	39.3
<b>6 Year Rate</b>	55.7	57.8	57.0	54.4	50.7	61.6	62.4	63.0	63.2	60.5	59.0	59.7	59.4	57.9	58.7

**Percentage of Grade 12 students eligible for a Rutherford Scholarship.**

	FHS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Rutherford Scholarship Eligibility Rate</b>	n/a	n/a	53.4	49.0	49.6	n/a	n/a	62.3	60.8	62.5	n/a	n/a	60.8	62.3	63.4

**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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>% Writing 0 Exams</b>	11.0	14.6	10.9	14.4	11.8	11.1	12.1	9.6	11.6	9.6	16.6	15.7	15.7	15.0	14.8
<b>% Writing 1+ Exams</b>	89.0	85.4	89.1	85.6	88.2	88.9	87.9	90.4	88.4	90.4	83.4	84.3	84.3	85.0	85.2
<b>% Writing 2+ Exams</b>	86.7	85.4	87.4	80.8	84.4	86.5	85.9	87.4	85.8	88.3	80.3	81.4	81.2	82.0	82.3
<b>% Writing 3+ Exams</b>	61.6	63.9	54.7	49.0	59.0	71.5	67.7	69.3	67.5	68.9	63.3	65.0	64.7	65.2	66.1
<b>% Writing 4+ Exams</b>	49.0	54.1	40.9	39.4	41.1	59.7	56.4	58.3	55.7	56.4	50.1	54.4	54.6	54.9	55.7
<b>% Writing 5+ Exams</b>	28.3	35.9	29.4	25.6	23.2	40.5	36.8	38.8	36.1	36.9	31.5	36.3	37.1	37.5	37.8
<b>% Writing 6+ Exams</b>	6.3	11.1	5.7	7.6	10.5	11.7	10.9	12.1	14.0	16.1	11.4	13.1	13.8	13.6	13.9

## 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	83.2	84.1	88.9	87.5	83.7	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
<b>Teacher</b>	95.5	92.8	93.6	91.6	91.3	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
<b>Parent</b>	80.0	85.7	86.0	*	85.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
<b>Student</b>	74.3	73.7	87.1	83.4	74.8	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FHS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	72.1	71.9	77.8	78.7	74.1	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
<b>Teacher</b>	94.5	93.5	95.5	88.4	95.7	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
<b>Parent</b>	65.3	67.0	67.3	*	65.0	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
<b>Student</b>	56.4	55.0	70.8	69.0	61.6	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	80.5	76.5	65.9	78.9	75.5	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
<b>Teacher</b>	90.9	88.0	81.8	78.9	85.7	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
<b>Parent</b>	70.0	65.0	50.0	*	65.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FHS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	80.1	84.2	83.0	85.6	82.8	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
<b>Teacher</b>	89.4	96.7	90.9	89.5	89.9	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
<b>Parent</b>	76.7	83.1	73.2	*	80.4	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
<b>Student</b>	74.3	73.0	84.9	81.8	78.0	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	80.6	78.2	79.8	77.4	70.3	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
<b>Teacher</b>	90.3	85.9	88.5	82.2	83.2	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
<b>Parent</b>	80.8	74.7	76.3	*	63.5	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
<b>Student</b>	70.8	74.0	74.7	72.6	64.3	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	73.2	68.5	70.3	75.1	61.8	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
<b>Teacher</b>	80.0	90.9	81.8	73.7	52.5	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
<b>Parent</b>	80.0	60.0	50.0	*	65.2	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
<b>Student</b>	59.6	54.5	79.0	76.6	68.0	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

## 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	74.0	68.7	66.2	80.0	67.4	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
<b>Teacher</b>	70.0	81.3	77.8	80.0	70.4	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
<b>Parent</b>	78.0	56.0	54.5	*	64.3	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan: