

School Education Plan and Results Report
Three Year Plan 2015-2018
Year 3 2017-2018



Mission Statement:

Our caring staff offers flexible programming and scheduling to enable students to have positive and successful learning experiences in alternative settings. We focus on helping students and adults to connect or reconnect with school, create positive personalized learning experiences for all of our students, and assist students in their individual transitions.

Motto: Education Revolving around You

We believe that:

- Learning is best accomplished when students feel welcomed, safe, accepted and respected.
- Many students learn best outside traditional schools.
- Every student has the right to access opportunities to experience success.
- Learning can occur in a variety of environments.
- Every student has the ability to learn.
- Success should be defined individually.
- All students learn to take ownership of their education.



Your Future in MIND

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: All students engage in their learning

Division priority 1 – Promote growth and success for all students.

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

GOAL 2: All students build trusting and healthy relationships in our school

Division Priority 2 – Enhance high quality learning and working environments.

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

GOAL 3: All students will demonstrate an improvement in their literacy

Division Priority 2 – Enhance high quality learning and working environments.

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

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 Principals: Denise Charbonneau, Ed Gillis, Kris Reid

Counsellor: Shawn Saumer

Next Step Quick Facts:

- Next Step opened in 1997 with the purpose of supporting students of EIPS with alternative program delivery options.
- Next Step is comprised of 6 schools supporting almost 2000 students and 1 Continuing Education department providing learning opportunities to 3000 community members.
- Our programs are supported by 29 full time staff and numerous part time instructors.
- Next Step rents buildings in Vegreville, Fort Saskatchewan and Sherwood Park while also operating programs out of Salisbury Composite High School.
- Next Step programs operate with a budget of \$3.7 million. Roughly 90% is allocated to staffing. Next Step does has seen an increase in rent at our Sherwood Park and Fort Saskatchewan Outreach locations for the 2017-18 school year.

Programming highlights:

Next Step is seen as an extension of all schools across the district, providing support and innovative programming for students from grades 1 to 12, as well as adults. The programs we offer are: Home Education, Junior and Senior High Outreach, Adult Education, Summer School and non-credit courses.

We create programming for students during the regular school day, in the evening, during the weekends and in the summer months. A number of our students are accessing blended programs with other schools. Many other students are mature students who need a few credits to graduate or need to upgrade courses to support entrance into postsecondary institutions.

Our main mode of curricular delivery is a combination of face-to-face instruction, print materials and an online learning platform called Moodle. This provides targeted individualized supports for all types of learners, with a focus on creating safe and caring relationships with our students.

In addition to the full complement of teachers and administrative staff, unique to Next Step are our success coaches who are registered social workers working with all members our community.

We are very proud that our community rates our school very high in the Accountability Pillar measures of 'safe and caring', 'citizenship', 'educational quality', 'school improvement' as well as in all of the 'OurSTORY' results with a particular emphasis on students finding 'advocacy at school'.

SECTION THREE: School Education Results Report (2016-17)

What were the greatest successes / challenges faced in 2016-17?

Successes

1. Supported EIPS with the use of our moodle platform in student completion of courses. More students completing Next Step created courses than previously used ADLC (Alberta Distance Learning Centre).
2. Significant community events at all sites.
3. Community partnerships expanded.
4. School Council established at Sherwood Park site.
5. Physical education activity programs at all sites.
6. Increase in wellness programming related to mindfulness and mental health.
7. Increase in complementary courses for students.
8. Reading and Math recovery programs.
9. Increase in off campus educational supports for students.
10. Funding levels secured due to block support.
11. Academic support from educational assistants for our cognitively challenged students.
12. Advisor system with higher levels of student and parent contact

Challenges

1. Providing specialized supports to meet the needs of a vast array of students who may be
 - a. reluctant learners
 - b. adults
 - c. full time employed
 - d. young parents
 - e. behaviorally challenged
 - f. anxious
 - g. learning disabled
 - h. academically gifted
 - i. elite athletes
 - j. students with minimal prior formal schooling
2. Double the Canadian norms for students dealing with anxiety and mental health issues.
3. Community perception and awareness of our varied program supports for students.
4. Our students often had prior alienating experiences which we address by supporting students through the developmental asset based learning principles. <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
5. Supporting students with literacy and numeracy levels below the norm for their age group.
6. Due to the large number of students, our facility in Sherwood Park limits our ability to provide suitable supports to all students seeking our assistance.

How, and to what degree, did those successes / challenges impact planning for 2017-18?

- A. Due to the wide variety of students in our programs coupled with working in a 'one room school house' we need to find systems to meet the needs of these students. By structuring systems, developing programs and creating policy which support higher rates of achievement, we strive to engage all students at their level and support their success.
- B. Continuing to focus on the physical, mental and emotional health of our students and support them in feeling safe, interested and motivated in school.
- C. Due to the perception and awareness of our programs in the district and community at large, we have a need to build and strengthen relationships with our community.
- D. Due to the varied background of our students we structure a safe and caring environment for all students immediately upon entering our school. By working directly with our students using an advisor system, a personal caring relationship is established to support student success. Our orientation program also aids in establishing the connection of the student to our school.
- E. The literacy levels of a significant portion of our students who struggle with learning are frequently below grade level. As a result we must continue to assess student ability, differentiate programming, ensure appropriate staff supports are available and ensure that literacy initiatives are cross curricular.
- F. We will continue to advocate for a larger facility in Sherwood Park, which fits the needs of our diverse and growing population.
- G. Using data from our 'up grading' population, we reintroduced our night classes through Next Step Continuing Education with hopes of increasing completion rates.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: All students engage in their learning.

Division Outcomes:

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

Strategies:

1. Differentiate learning experiences in multi-modal formats including individual support, on-line Moodle, flipped classroom, blended learning, seminars, project based learning, peer collaboration and school activities.
2. Create new courses and enhance existing courses.
3. Implement attendance policy and procedures to instill habits of mind.

Performance Measures: Maintain or increase success in the following measures during the 2016-17 school year.

1. Diploma and Achievement test scores
2. OurSTORY results
3. Accountability Pillar: Active Citizenship and Work Preparation
4. Percentage of enrolled students who successfully complete the course.

School Goal 2 All students build trusting and healthy relationships in their school and community.

Division Outcomes:

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

Strategies

1. Support and develop the student advisor program to ensure a welcoming environment and strengthen communication between school and home.
2. Continue in our attempt to build School Councils at each site while continuing to invite community partners and parents to be involved in a wide array of support, celebration, learning and information events.
3. Provide formal and informal opportunities for students to develop healthy peer relationships (e.g. orientation, field trips, physical education, and clubs).

Performance Measures: Maintain or increase success in measures 1 and 2 below during the 2017-2018 school year.

1. OurSTORY - Advocacy at School
2. Accountability Pillar - Safe and Caring, Citizenship, Parental Involvement

3. **Establish School Councils at each of our three school sites.**

School Goal 3 All students will demonstrate an improvement in their literacy

Division Outcome:

1. The division uses evidence-based practices to improve student engagement and achievement.

Strategies

1. **Identify students who are below grade level in literacy through the use of the STAR literacy assessment tool.**
2. **Develop and improve courses and curricular materials that support literacy in all subject areas.**
3. **Engage with system supports and community organizations that support the development of literacy.**

Performance Measures: Maintain or increase success in the measures below during the 2017-2018 school year.

1. **Diploma and Provincial Achievement Test data.**
2. **Increase the number of students that have completed a literacy assessment.**
3. **Qualitative measures of students self-reporting success in practical literacy, staff notation of improvement and all students improve by one year in STAR data.**
4. **Increase in number of students engaged in Reading and Avid Readers courses.**
5. **Percentage of enrolled students who successfully complete the course.**

SECTION FIVE: Summary of Performance Measures

Diploma Examination Results – Measure Details

Sherwood Park Outreach		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SPO	85.0	0.0	92.5	3.8	85.4	4.2	89.1	1.8	89.3	3.6
	EIPS	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7
English Lang Arts 30-2	SPO	85.3	8.8	92.9	23.8	90.6	6.3	90.0	25.0	88.4	7.0
	EIPS	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4
Mathematics 30-1	SPO	78.6	14.3	62.5	18.8	78.4	13.5	56.7	6.7	42.1	15.8
	EIPS	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7
Mathematics 30-2	SPO	80.0	35.0	91.3	8.7	65.5	31.0	78.3	8.7	90.0	45.0
	EIPS	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9
Social Studies 30-1	SPO	60.0	10.0	83.3	5.6	75.0	8.3	82.8	6.9	76.7	6.7
	EIPS	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8
Social Studies 30-2	SPO	80.0	8.6	73.5	14.3	80.0	8.6	83.3	5.6	76.9	3.8
	EIPS	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6
Biology 30	SPO	77.8	11.1	83.9	25.8	73.2	19.5	64.0	12.0	61.1	19.4
	EIPS	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3
Chemistry 30	SPO	80.6	16.1	80.8	23.1	79.2	20.8	78.3	21.7	79.2	29.2
	EIPS	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6
Physics 30	SPO	75.0	12.5	78.6	14.3	82.4	29.4	73.7	21.1	81.3	31.3
	EIPS	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8
Science 30	SPO	100.0	48.1	90.6	37.5	96.4	35.7	90.9	27.3	78.9	21.1
	EIPS	88.5	26.1	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Fort Saskatchewan Outreach		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	FSO	84.6	0.0	90.0	0.0	45.5	0.0	66.7	12.5	76.5	0.0
	EIPS	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7
English Lang Arts 30-2	FSO	92.9	28.6	84.6	23.1	66.7	0.0	90.5	14.3	88.9	0.0
	EIPS	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4
Mathematics 30-1	FSO	*	*	*	*	*	*	42.9	0.0	*	*

	EIPS	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7
Mathematics 30-2	FSO	83.3	50.0	75.0	25.0	66.7	16.7	88.9	22.2	55.6	22.2
	EIPS	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9
Social Studies 30-1	FSO	70.0	10.0	*	*	33.3	0.0	*	*	50.0	0.0
	EIPS	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8
Social Studies 30-2	FSO	88.9	5.6	100.0	20.0	60.0	10.0	77.3	4.5	81.8	0.0
	EIPS	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6
Biology 30	FSO	75.0	8.3	*	*	100.0	16.7	73.3	13.3	83.3	0.0
	EIPS	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3
Chemistry 30	FSO	*	*	*	*	*	*	70.0	20.0	*	*
	EIPS	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6
Physics 30	FSO	*	*	*	*	*	*	*	*	*	*
	EIPS	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8
Science 30	FSO	*	*	*	*	*	*	100.0	28.6	90.9	36.4
	EIPS	88.5	26.1	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4

Due to the low number of Vegreville Senior High outreach students enrolled no Diploma Achievement data is available.

Sherwood Park Jr High Outreach		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SPO	69.2	30.8	20.0	0.0	53.3	0.0	100.0	10.0	87.5	18.8
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9
Mathematics 9	SPO	76.9	23.1	*	*	33.3	13.3	60.0	10.0	75.0	0.0
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0
Science 9	SPO	92.3	38.5	50.0	0.0	66.7	0.0	80.0	10.0	62.5	0.0
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4
Social Studies 9	SPO	84.6	23.1	*	*	46.7	6.7	80.0	30.0	81.3	25.0
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	SPO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	13.6	18.5	21.6	34.5	29.3	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	31.9	30.1	33.9	44.0	53.4	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	25.1	35.1	48.6	38.6	54.4	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	17.4	18.5	26.3	42.4	34.5	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	35.6	34.6	31.1	31.9	48.9	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	25.8	41.2	42.5	38.1	56.2	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	29.2	*	8.7	11.8	0.0	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	28.4	40.3	*	15.0	14.1	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	*	28.5	40.6	*	14.8	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	SPO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	15.8	12.0	9.4	10.2	19.1	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
6 Year Rate	27.3	16.3	26.3	20.4	12.0	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	0.0	3.8	6.2	0.0	0.0	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
6 Year Rate	13.9	6.7	20.6	12.1	11.2	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	0.0	13.4	*	0.0	0.0	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
6 Year Rate	33.0	*	0.0	13.4	*	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	SPO					EIPS					Province					
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
Rutherford Scholarship Eligibility Rate	54.9	58.8	58.1	59.0	48.6	61.7	62.2	62.0	62.3	60.8	61.3	60.9	61.2	60.8	62.3	

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	FSO					EIPS					Province					
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
Rutherford Scholarship Eligibility Rate	36.6	36.2	50.8	32.6	40.0	61.7	62.2	62.0	62.3	60.8	61.3	60.9	61.2	60.8	62.3	

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	VGO					EIPS					Province					
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
Rutherford Scholarship Eligibility Rate	23.1	*	33.3	22.2	28.6	61.7	62.2	62.0	62.3	60.8	61.3	60.9	61.2	60.8	62.3	

Diploma Examination Participation Rate – Measure Details

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.

	SPO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	70.5	69.1	49.7	46.4	60.9	11.1	11.1	12.1	9.6	11.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	29.5	30.9	50.3	53.6	39.1	88.9	88.9	87.9	90.4	88.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	23.8	24.7	43.1	42.1	26.1	85.8	86.5	85.9	87.4	85.8	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	13.6	12.3	10.8	23.0	19.5	73.0	71.5	67.7	69.3	67.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	3.4	9.3	10.8	11.5	16.3	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	0.0	0.0	7.2	11.5	6.5	39.2	40.5	36.8	38.8	36.1	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	0.0	0.0	7.2	3.8	0.0	12.7	11.7	10.9	12.1	14.0	14.3	11.4	13.1	13.8	13.6

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.

	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	65.3	81.5	64.9	45.4	51.7	11.1	11.1	12.1	9.6	11.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	34.7	18.5	35.1	54.6	48.3	88.9	88.9	87.9	90.4	88.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	21.7	12.3	26.3	48.5	34.5	85.8	86.5	85.9	87.4	85.8	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	4.3	6.2	0.0	12.1	13.8	73.0	71.5	67.7	69.3	67.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	0.0	6.2	0.0	12.1	6.9	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	0.0	6.2	0.0	6.1	6.9	39.2	40.5	36.8	38.8	36.1	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	12.7	11.7	10.9	12.1	14.0	14.3	11.4	13.1	13.8	13.6

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.

	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	70.8	*	82.6	88.2	88.9	11.1	11.1	12.1	9.6	11.6	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	29.2	*	17.4	11.8	11.1	88.9	88.9	87.9	90.4	88.4	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	29.2	*	8.7	11.8	11.1	85.8	86.5	85.9	87.4	85.8	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	0.0	*	0.0	0.0	0.0	73.0	71.5	67.7	69.3	67.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	0.0	*	0.0	0.0	0.0	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	0.0	*	0.0	0.0	0.0	39.2	40.5	36.8	38.8	36.1	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	0.0	*	0.0	0.0	0.0	12.7	11.7	10.9	12.1	14.0	14.3	11.4	13.1	13.8	13.6

Student Engagement Measures

Safe and Caring

Safe and Caring – Measure Details

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.

	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.7	91.6	96.0	92.9	95.1	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	98.8	100.0	98.1	100.0	95.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	*	82.4	*	*	*	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	94.5	92.5	93.9	85.7	95.3	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

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.

	FSO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.6	86.3	96.8	94.7	93.5	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	n/a	*	*	*	*	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	84.4	86.5	*	*	n/a	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	80.7	86.1	96.8	94.7	93.5	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

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.

	VGO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.5	90.8	90.9	97.3	85.5	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	*	*	*	*	*	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	*	*	*	n/a	*	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	92.5	90.8	90.9	97.3	85.5	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.4	84.8	90.8	87.3	94.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	97.6	98.2	96.2	100.0	100.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	*	77.0	*	*	*	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	91.1	79.1	85.4	74.7	88.7	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	65.9	68.1	91.8	85.3	82.6	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	n/a	*	*	*	*	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	71.1	60.0	*	*	n/a	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	60.7	76.1	91.8	85.3	82.6	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VGO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.5	76.6	72.7	92.0	87.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	*	*	*	*	*	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	*	*	*	n/a	*	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	77.5	76.6	72.7	92.0	87.3	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Work Preparation

Work Preparation – Measure Details

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.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	100.0	80.0	100.0	100.0	100.0	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	100.0	100.0	100.0	100.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	*	60.0	*	*	*	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Due to the low number of Fort Saskatchewan and Vegreville outreach teacher and parent respondents no data is available.

Tell Them From Me Survey Results		2014	2015	2016	2017	
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	NXT	N/A	67	67	SPO	83
					FSO	68
					VGO	n/a
	EIPS	N/A	61	64	67	
	Canada	N/A	50	50	50	
Effort Percentage of students who report they try hard to succeed in their learning.	NXT	67	66	70	SPO	75
					FSO	64
					VGO	n/a
	EIPS	69	70	70	72	
	Canada	69	69	69	69	
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	NXT	42	49	44	SPO	57
					FSO	39
					VGO	n/a
	EIPS	36	38	40	42	
	Canada	30	30	30	30	
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.	NXT	67	69	69	SPO	80
					FSO	75
					VGO	n/a
	EIPS	63	64	65	67	
	Canada	73	73	73	73	
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	NXT	6	6.6	6.5	SPO	7.2
					FSO	6.7
					VGO	n/a
	EIPS	6	6.1	6.2	6.3	
	Canada	6	6	6	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>	NXT	2.6	3.4	4.5	SPO	5.0
					FSO	5.0
					VGO	n/a
	EIPS	2.6	2.6	2.7	2.7	
	Canada	2.7	2.7	2.7	2.7	

*2014-2016 data for Next Step is a weighted aggregate of SPO, FSO and VGO students.

- Green – above system and national averages
- Yellow – between system and national averages
- Red – below system and national averages

Overall School Culture Performance Measures

Education Quality

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.1	89.1	94.4	93.2	96.6	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	99.0	100.0	100.0	100.0	100.0	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	*	74.2	*	*	*	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	93.2	93.0	88.7	86.3	93.1	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FSO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.1	87.0	95.9	91.6	82.9	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	n/a	*	*	*	*	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	79.2	87.9	*	*	n/a	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	78.9	86.2	95.9	91.6	82.9	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	VGO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.8	90.0	87.9	88.8	83.1	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	*	*	*	*	*	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	*	*	*	n/a	*	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	93.8	90.0	87.9	88.8	83.1	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Program of Studies

Program of Studies – Measure Details

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.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.8	78.3	87.6	88.6	91.6	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	93.3	100.0	93.2	100.0	91.4	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	*	67.5	*	*	*	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	74.3	67.4	82.1	77.2	91.8	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.															
	FSO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	57.6	53.4	92.9	68.9	59.3	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	n/a	*	*	*	*	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	61.5	50.6	*	*	n/a	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	53.6	56.3	92.9	68.9	59.3	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.															
	VGO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.8	64.5	68.2	82.4	68.2	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	*	*	*	*	*	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	*	*	*	n/a	*	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	77.8	64.5	68.2	82.4	68.2	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

School Improvement

School Improvement – Measure Details

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.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	95.4	79.2	96.5	87.7	98.2	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	90.9	100.0	100.0	100.0	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	*	53.3	*	*	*	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	90.7	93.3	92.9	75.3	96.5	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

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.															
	FSO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	69.5	84.4	97.3	92.6	86.5	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	n/a	*	*	*	*	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	66.7	80.0	*	*	n/a	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	72.4	88.9	97.3	92.6	86.5	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

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.															
	VGO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	100.0	88.6	86.4	96.7	90.9	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	*	*	*	*	*	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	*	*	*	n/a	*	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	100.0	88.6	86.4	96.7	90.9	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SPO					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.9	83.0	92.3	100.0	100.0	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	92.9	96.2	92.3	100.0	100.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	*	69.9	*	*	*	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

Due to the low number of Fort Saskatchewan and Vegreville outreach teacher and parent respondents no data is available.

Plan Communication

The development of this three year plan incorporated a review of data from both OurSTORY and Accountability surveys. Due to the nature of our programs School Councils continue to be a challenge to be formed at all locations. In Sherwood Park we have created a School Advisory Council, where input on the SEP has been obtained and data has been shared. Extensive dialogue with our staff and informal discussions with students, parents, support agencies and community also occurred to support the plan. As is stated in our second goal, we continue to work towards the creation of a School Council at each of our sites.