

School Education Plan and Results Report
Three Year Plan 2015-2018
Year 2 2016-2017



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.

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

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: Paul Pallister

Assistant Principals: Denise Charbonneau, Ed Gillis, Kris Reid

Counsellor: Jeannie Lundgard

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 department providing learning opportunities to 3000 community members.
- Our programs are supported by 29 full time staff members and numerous part time instructors.
- Next Step rents buildings in Vegreville, Fort Saskatchewan and Sherwood Park while also operating programs out of Salisbury high school.
- Next Step programs operate with a budget of \$3.7 million.

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, Jr. and Sr. 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 measures of 'safe and caring', 'citizenship', 'educational quality', 'school improvement' as well as in all of the 'Tell Them from Me' results with a particular emphasis on students finding 'advocacy at school'.

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

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

Successes

1. Increased support from community and attendance at our graduation ceremony.
2. Significant community events at all sites.
3. Community partnerships expanded.
4. School council established at Sherwood Park.
5. PE activity programs at all sites.
6. Increase in wellness programming related to mindfulness and mental health.
7. Increase in complementary programs 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 assistant's 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 2016-2017?

- 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 to support students 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 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.

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. Creation of new courses and enhancing existing courses.
3. 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. TTFM results
3. Accountability Pillar: Active Citizenship and Work Preparation
4. Percentage of enrolled students who successfully complete the course as determined by school based data collection

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 2016-17 school year.

1. TTFM - 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 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 2016-17 school year.

1. Diploma and Provincial Achievement Test data.
2. Increase in number of students that have undergone 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 as determined by school based data collection.

SECTION FIVE: Summary of Performance Measures

Diploma Examination Results – Measure Details

Sherwood Park Outreach		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SPO	77.1	4.3	85.0	0.0	92.5	3.8	85.4	4.2	89.1	1.8
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0
	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	SPO	85.3	5.9	85.3	8.8	92.9	23.8	90.6	6.3	90.0	25.0
	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
Mathematics 30-1	SPO	n/a	n/a	78.6	14.3	62.5	18.8	78.4	13.5	57.6	6.7
	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	SPO	n/a	n/a	80.0	35.0	91.3	8.7	65.5	31.0	78.3	8.7
	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	SPO	75.0	5.0	60.0	10.0	83.3	5.6	75.0	8.3	82.8	6.9
	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	SPO	80.7	15.8	80.0	8.6	73.5	14.3	80.0	8.6	83.3	5.6
	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	SPO	70.0	13.3	77.8	11.1	83.9	25.8	73.2	19.5	64.0	12.0
	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	SPO	63.3	3.3	80.6	16.1	80.8	23.1	79.2	20.8	78.3	21.7
	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	SPO	50.0	18.8	75.0	12.5	78.6	14.3	82.4	29.4	73.7	21.1
	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	SPO	96.0	36.0	100.0	48.1	90.6	37.5	96.4	35.7	90.9	27.3
	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

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

Fort Saskatchewan Outreach		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	FSO	100.0	0.0	84.6	0.0	90.0	0.0	45.5	0.0	66.7	12.5
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0
	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	FSO	100.0	0.0	92.9	28.6	84.6	23.1	66.7	0.0	90.5	14.3
	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
Mathematics 30-1	FSO	n/a	n/a	*	*	*	*	*	*	42.9	0.0
	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	FSO	n/a	n/a	83.3	50.0	75.0	25.0	66.7	16.7	88.9	22.2
	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	FSO	*	*	70.0	10.0	*	*	33.3	0.0	*	*
	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	FSO	85.7	9.5	88.9	5.6	100.0	22.2	60.0	10.0	77.3	4.5
	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	FSO	*	*	75.0	8.3	*	*	100.0	16.7	73.3	13.3
	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	FSO	*	*	*	*	*	*	*	*	70.0	20.0
	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	FSO	*	*	*	*	*	*	*	*	*	*
	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	FSO	*	*	*	*	*	*	*	*	100.0	28.6
	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

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)										
		2012		2013		2014		2015		2016		
		A	E	A	E	A	E	A	E	A	E	
English Language Arts 9	SPO	*	*	*	*	*	*	*	*	*	100.0	10.0
	EIPS	87.2	20.1	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	
Mathematics 9	SPO	*	*	*	*	*	*	*	*	60.0	10.0	
	EIPS	76.1	22.8	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	
Science 9	SPO	*	*	*	*	*	*	*	*	80.0	10.0	
	EIPS	83.4	24.4	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	
Social Studies 9	SPO	*	*	*	*	*	*	*	*	80.0	30.0	
	EIPS	78.5	24.6	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	

Due to the low number of Sherwood Park Junior High outreach students enrolled in prior years no Provincial Achievement data is available.

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	15.3	13.6	18.5	21.6	34.5	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	23.6	31.9	30.1	33.9	44.0	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	34.9	25.1	35.1	48.6	38.6	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	FSO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	25.5	17.4	18.5	26.3	42.4	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	14.2	35.6	34.6	31.1	31.9	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	27.0	25.8	41.2	42.5	38.1	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	VGO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	31.1	29.2	*	8.7	11.8	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	*	28.4	40.3	*	15.0	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	47.6	*	28.5	40.6	*	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	9.4	15.8	12.0	9.4	10.2	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	25.4	27.3	16.3	26.3	20.4	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	FSO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	0.0	0.0	3.8	6.2	0.0	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	16.3	13.9	6.7	20.6	12.1	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	VGO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	*	0.0	13.4	*	0.0	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	*	33.0	*	0.0	13.4	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	SPO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	43.6	54.9	58.8	58.1	59.0	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	FSO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	22.1	36.6	36.2	50.8	32.6	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	VGO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	7.1	23.1	*	33.3	22.2	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	61.8	70.5	69.1	49.7	46.4	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	38.2	29.5	30.9	50.3	53.6	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	33.1	23.8	24.7	43.1	42.1	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	15.3	13.6	12.3	10.8	23.0	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	7.6	3.4	9.3	10.8	11.5	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	5.1	0.0	0.0	7.2	11.5	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	2.5	0.0	0.0	7.2	3.8	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

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.															
	FSO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	64.4	65.3	81.5	64.9	45.4	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	35.6	34.7	18.5	35.1	54.6	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	30.5	21.7	12.3	26.3	48.5	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	15.3	4.3	6.2	0.0	12.1	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	5.1	0.0	6.2	0.0	12.1	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	0.0	0.0	6.2	0.0	6.1	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

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.															
	VGO					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	68.9	70.8	*	82.6	88.2	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	31.1	29.2	*	17.4	11.8	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	31.1	29.2	*	8.7	11.8	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	0.0	0.0	*	0.0	0.0	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	0.0	0.0	*	0.0	0.0	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	0.0	0.0	*	0.0	0.0	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	*	0.0	0.0	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

Student Engagement Measures

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	98.9	96.7	91.6	96.0	92.9	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	98.8	100.0	98.1	100.0	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	*	*	82.4	*	*	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	97.8	94.5	92.5	93.9	85.7	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	82.6	86.3	96.8	94.7	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	n/a	n/a	*	*	*	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	*	84.4	86.5	*	*	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	n/a	80.7	86.1	96.8	94.7	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.0	92.5	90.8	90.9	97.3	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	n/a	*	*	*	*	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	n/a	*	*	*	n/a	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	85.0	92.5	90.8	90.9	97.3	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SPO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.3	94.4	84.8	90.8	87.3	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	96.7	97.6	98.2	96.2	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	*	*	77.0	*	*	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	90.0	91.1	79.1	85.4	74.7	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	65.9	68.1	91.8	85.3	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	n/a	*	*	*	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	*	71.1	60.0	*	*	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	n/a	60.7	76.1	91.8	85.3	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	65.0	77.5	76.6	72.7	92.0	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	n/a	*	*	*	*	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	n/a	*	*	*	n/a	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	65.0	77.5	76.6	72.7	92.0	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	100.0	100.0	80.0	100.0	100.0	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	100.0	100.0	100.0	100.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	*	*	60.0	*	*	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

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			2013	2014	2015	2016
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Next Step		63	N/A	67	67
	EIPS		60	N/A	61	64
	Canada		50	N/A	50	50
Effort Percentage of students who report they try hard to succeed in their learning.	Next Step		73	67	66	70
	EIPS		72	69	70	70
	Canada		69	69	69	69
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Next Step		43	42	49	44
	EIPS		39	36	38	40
	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.	Next Step		N/A	67	69	69
	EIPS		N/A	63	64	65
	Canada		N/A	73	73	73

Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Next Step	6.3	6	6.6	6.5
	EIPS	5.9	6	6.1	6.2
	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>	Next Step	3	2.6	3.4	4.5
	EIPS	2.7	2.6	2.6	2.7
	Canada	2.7	2.7	2.7	2.7

*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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	98.1	96.1	89.1	94.4	93.2	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	99.1	99.0	100.0	100.0	100.0	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	*	*	74.2	*	*	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	97.2	93.2	93.0	88.7	86.3	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 overall quality of basic education.															
	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	79.1	87.0	95.9	91.6	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	n/a	n/a	*	*	*	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	*	79.2	87.9	*	*	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	n/a	78.9	86.2	95.9	91.6	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 overall quality of basic education.															
	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.1	93.8	90.0	87.9	88.8	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	n/a	*	*	*	*	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	n/a	*	*	*	n/a	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	85.1	93.8	90.0	87.9	88.8	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.6	83.8	78.3	87.6	88.6	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	85.4	93.3	100.0	93.2	100.0	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	*	*	67.5	*	*	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	79.7	74.3	67.4	82.1	77.2	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 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	57.6	53.4	92.9	68.9	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	n/a	n/a	*	*	*	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	*	61.5	50.6	*	*	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	53.6	56.3	92.9	68.9	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 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	51.0	77.8	64.5	68.2	82.4	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	n/a	*	*	*	*	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	n/a	*	*	*	n/a	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	51.0	77.8	64.5	68.2	82.4	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	100.0	95.4	79.2	96.5	87.7	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	100.0	100.0	90.9	100.0	100.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	*	*	53.3	*	*	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	100.0	90.7	93.3	92.9	75.3	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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.															
	FSO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	n/a	69.5	84.4	97.3	92.6	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	n/a	n/a	*	*	*	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	*	66.7	80.0	*	*	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	n/a	72.4	88.9	97.3	92.6	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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.															
	VGO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.3	100.0	88.6	86.4	96.7	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	n/a	*	*	*	*	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	n/a	*	*	*	n/a	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	83.3	100.0	88.6	86.4	96.7	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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SPO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	96.7	92.9	83.0	92.3	100.0	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	96.7	92.9	96.2	92.3	100.0	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	*	*	69.9	*	*	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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 Tell Them from Me 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.