

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

Principal: Paul Pallister

Our caring staff offers flexible programming and scheduling to enable students to have positive and successful learning experiences in alternative settings.

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 individually defined.
- All students need to take ownership of their learning.

NEXT STEP offers a wide variety of programming and course selections to assist students in meeting their educational needs including Home Education, Centre for Educational Alternatives, Continuing Education credit classes (evening and summer) and Outreach programming for Junior and Senior High school students. As of September 2013, we had nearly 600 students registered in these programs. Throughout the year we anticipate providing opportunities to over 2000 school students. As well Next Step provides lifelong learning opportunities for all members of the community through our Continuing Education external programs, in these programs we serve around 2000 clients per year. Whether you want to become a full or part-time student in one of our junior or senior high programs, are interested in home education or are an adult learner, Next Step provides alternative choices for academic success.

The outreach program is offered at our Sherwood Park, Fort Saskatchewan and Vegreville locations, with junior high being offered only in Sherwood Park. Following the Alberta curriculum, Next Step offers a large variety of courses students can work on independently or with teacher assistance.

These courses include English, Math, Science, Social Studies, CTS, a variety of non-core courses, Work Experience and Registered Apprenticeship Program (RAP). Next Step has 19 teaching staff 2 Success Coaches and 12 additional classified staff members to meet the needs of our students. In addition both Continuing Education programs employ numerous part time teachers and instructors for our adult programs.

The development of this three year plan incorporated extensive dialogue with our staff. Staff was asked where we should focus our energy, how staff professional development can best support students and what risks might exist from the creation of this document. Additional input was obtained from students via conversations and the Tell Them from Me survey.

Conversations with parents, our community and staff from other schools were also used in the development of this document.

In this second year of our plan, staff strive to accomplish all of our goals using the included strategies. Many strategies have been fully implemented, while others are remain as a focus of our energy. We continue to analyze how we can commit to each strategy so that each of our students is fully supported by our three goals.

School Goals:

1. We DIFFERENTIATE our teaching and learning experiences in order to ENGAGE our students.
2. We CONNECT our students to our school and community by building RELATIONSHIPS.
3. We teach students to READ for UNDERSTANDING while ensuring digital literacy.

Elk Island Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First

Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan	Linked to School Goal
November 01	Exploring western Canada’s Moodle Hub and Discovery Education	1 and 3
April 11	Exploring strategies to connect with at risk youth in order to increase engagement in school. A focus on the 40 developmental assets.	1 and 2
May 16	Exploring literacy throughout the curriculum; from digital literacy, literature and technical reading skills.	3

School Goal #1

We DIFFERENTIATE our teaching and learning experiences in order to ENGAGE our students.

Strategies

1. Meet with each student who has an IPP.
2. Create dynamic IPP's that are based on meeting our students' unique needs in consultation with parents and students.
3. Go on field trips to museum, art gallery, career fairs, post secondary institutions and create physical education opportunities outside of our outreach sites.
4. Offer a broader range of optional courses by developing new courses and accessing those available through the Moodle Hub.
5. Promote Aboriginal Studies courses with all students.
6. Acquire FNMI resources to support Aboriginal Studies courses.
7. Integrate more hands-on activities for student learning.
8. Help students set their own goals in collaboration with staff by integrating Career Cruising platform into our course planning.
9. Continue to purchase audio books to assist auditory learners. Place these in moodle.
10. Develop and present staff-facilitated small group seminars on a weekly basis.
11. Teach appropriate cell phone use so as to self differentiate learning.
12. Acquire mobile science labs.
13. Create an intake indicator to find out the best learning style for a student. (Classroom, night school, outreach, deep outreach, ADLC).
14. Keep course material up to date in moodle and modules.
15. Create Com1255 course material so that students can engage better in online learning.
16. Utilize different methods of assessment - written, oral and visual etc.
17. Provide specific outcomes for each assignment in order for students to be able to answer, "Yes I can do . . ." at the end of an assignment.
18. Continue to encourage students to participate in school activities and have school-based responsibilities
19. Create inquiry based assignment/projects and make them available as an option for students
20. Identify online interactive resources and make them available on our moodle
21. Obtain iPads and other assistive technology for the students in order to increase availability of learning resources.
22. Teach students how to research online and create more research based assignments and make them available as an option for the students.
23. Create concept checklists for each course.
24. Teach students to work independently so that a teacher is not always essential.
25. Create current events seminars in all subject areas.
26. Teach students to use moodle with efficacy. (Moodle is our online/blended learning platform)
27. Increase performance assessments in all subjects.

28. Provide professional development opportunities to staff in the areas of differentiation, inquiry, assessment and technology. Active professional learning committees in the school will enhance programming for students.
29. Seek active partnerships with other schools within EIPS and around the province to enhance specific or targeted learning opportunities for our students, i.e. band, drama, cosmetology, hands-on CTS courses and FNMI resources.
30. Have a Career Corner available in all sites.
31. Engage learners to use new technologies to allow them to be designers and creators of knowledge.
32. Make it known that Next Step is a welcoming place for all diverse learners regardless of sexual orientation or gender identity.

School Goal #2

We CONNECT our students to our school and community by building RELATIONSHIPS.

Strategies

1. Take pictures and place in Powerschool, making these and bios of students available electronically.
2. Continue to work on our food program for students in each of our centers.
3. Maintain success coach positions at FSO and SPO.
4. Success coaches along with all staff work with FNMI students to support any unique needs.
5. Continue to work one on one with students to create positive relationships.
6. Utilize Career Cruising to monitor students' future plans and ask questions that will assist them in making a plan.
7. Utilize social media to encourage attendance and remind about assessments.
8. Check in daily with students and ensure daily one-on-one contact.
9. Provide PD opportunities for staff to increase understanding of working with students at risk of not graduating.
10. Connect with community stakeholders (KEYS, Mental Health, United Way, Food Bank, etc).
11. Inquire about student well-being and refer them to community/school resources that can be of service.
12. Promote and engage grade 9 students in "take your kids to work" day.
13. Ensure that students are assigned an advisor upon their first visit to register.
14. Respond promptly to student concerns via email, phone, or text.
15. Provide deeper, genuine feedback in all aspects of student interactions: electronically, verbally and in writing.
16. Staff makes contact with parents on a regular basis.

17. Engage with students away from each teacher's desk: engage the students by sitting with them at their seats.
18. Prepare and share lunches with students on a weekly basis.
19. Continue to hire staff that has a focus and desire to engage students and ensure success.
20. Create a welcoming and safe atmosphere at the start of the day.
21. Ensure that attendance is kept and monitored and issues communicated to students and parents on regular basis.
22. Provide a list of outside agencies for non-academic student support.
23. Create links on Next Step website directing students to commonly used community resources.
24. Ensure that each program within Next Step has access to a counselor to support learning needs.
25. Seek community partners to sponsor various programs in each of our sites.
26. Focus on character education as part of the daily life.
27. Teach and encourage students to maintain a safe and healthy lifestyle.
28. Develop a leadership and volunteer program for students.
29. Continue with a marketing program for all aspects of Next Step programming.
30. Continue with regular celebrations as well as awards programs and graduation exercises.
31. Identify scholarships, grants, bursaries and work experience opportunities for students.
32. Continue to publish biweekly newsbite highlighting activities from all our programs.
33. Encourage all educators to become aware of LGBTQA issues and provide an allied stance and open classroom.

School Goal #3

We teach students to READ for UNDERSTANDING while ensuring digital literacy.

Strategies

1. Enlist volunteers from community to interact with students. (reading, talking, and visiting with students)
2. Continue to make use of local libraries.
3. Identify students with weak literacy skills and provide appropriate assistance.
4. Purposefully engage with students on how to take notes – referencing Learning Strategies.
5. Subscribe to a number of publications (in print or on-line), including newspapers, magazines, etc that would interest students.
6. Provide opportunities for students to order books through various vendors.
7. Participate in Read-In week activities.
8. Use Moodle forums within each subject for students to collaborate in writing on their learning.

9. Model individually and in seminars reading aloud to students, and encourage students to read aloud in a group.
10. Check for understanding by asking students to paraphrase what they are reading in all subject areas.
11. Ensure literary resources are available and kept current.
12. Utilize Facebook to inform students of interesting, current and topical articles.
13. Utilize Moodle forum to put articles of personal interest and encourage discussion.
14. Incorporate LGBTQA resources and texts into curriculum across all subjects.

Performance Indicators

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Sherwood Park Next Step	94.4	89.5
	Fort Saskatchewan Next Step	65.9	N/A
	Vegreville Next Step	77.5	65.0
	Province	83.4	82.0
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.	Sherwood Park Next Step	96.7	94.4
	Fort Saskatchewan Next Step	82.6	N/A
	Vegreville Next Step	92.5	85.0
	Province	89.0	88.1
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Sherwood Park Next Step	83.8	70.1
	Fort Saskatchewan Next Step	57.6	N/A
	Vegreville Next Step	77.8	51.0
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Sherwood Park Next Step	96.1	96.3
	Fort Saskatchewan Next Step	79.1	N/A
	Vegreville Next Step	51.0	N/A
	Province	89.8	89.3
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Sherwood Park Next Step	100	96.3
	Fort Saskatchewan Next Step	77.8	N/A
	Vegreville Next Step	N/A	N/A
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Sherwood Park Next Step	92.9	91.6
	Fort Saskatchewan Next Step	77.8	N/A
	Vegreville Next Step	N/A	N/A
	Province	80.3	79.8
	Sherwood Park Next Step	95.4	91.9

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Fort Saskatchewan Next Step	69.5	N/A
	Vegreville Next Step	100	83.3
	Province	80.6	80.0

Performance Indicators – Tell Them From Me Survey

Tell Them From me Survey Results		Current Result 2013
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	5.0
	Canada	2.6
Positive Teacher-Student Relations – students who report teachers are responsive to their needs and encourage independence with a democratic approach <i>Scale of 1 to 10</i>	Next Step	7.8
	Canada	5.9

Tell Them from Me Survey Results		Current Result 2013
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable and relevant	Next Step	74
	Canada	47
Percentage of students who report they are interested and motivated in their learning	Next Step	48
	Canada	27

Performance Indicators - Provincial Examinations

Accountability Pillar Overall Summary Provincial Achievement Tests		Current Result 2013	Previous 3-yr Average
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Sherwood Park Next Step	80.8	46.0
	Centre for Educational Alternatives	42.9	12.1
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Sherwood Park Next Step	34.6	5.1
	Centre for Educational Alternatives	0	2.9
	Province	18.9	19.9

Provincial Achievement Test Cohort Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Junior High					
English Language Arts 9	Sherwood Park Next Step	69.2	30.8	43.3	3.0
	Province	76.4	14.7	78.6	15.9
Mathematics 9	Sherwood Park Next Step	76.9	23.1	47.6	5.0
	Province	66.5	18.2	66.3	17.6
Science 9	Sherwood Park Next Step	92.3	38.5	48.6	7.2
	Province	72.6	19.9	74.2	20.3
Social Studies 9	Sherwood Park Next Step	84.6	23.1	39.0	8.6
	Province	65.3	18.7	68.4	19.0

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Sherwood Park Next Step	85.2	72.7
	Fort Saskatchewan Next Step	89.1	78.4
	Vegreville Next Step	n/a	50
	Province	84.6	82.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Sherwood Park Next Step	13.1	9.0
	Fort Saskatchewan Next Step	15.2	3.9
	Vegreville Next Step	n/a	n/a
	Province	21.7	20.1

		Current Results			Previous 3 year Average	
		Acceptable	Excellent	Participation Rate	Acceptable	Excellent
English Lang Arts 30-1	Sherwood Park Next Step	84.2	0	16.7	76.5	3.7
	Fort Saskatchewan Next Step	83.3	0	6.7	83.5	0
	Vegreville Next Step	--	--	16.7	--	--
	Province	85.9	10.5	54.4	85.2	10.5
English Lang Arts 30-2	Sherwood Park Next Step	87.9	9.1	6.7	87.1	7.3
	Fort Saskatchewan Next Step	92.9	28.6	0.0	93.9	4.5
	Vegreville Next Step	--	--	--	--	--
	Province	89.5	11.1	27.2	89.0	9.8
Social Studies 30-1	Sherwood Park Next Step	60.0	11.4	10	79.4	9.5
	Fort Saskatchewan Next Step	70.0	10.0	13.3	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	85.4	15.2	46.1	84.5	15.9

Social Studies 30-2	Sherwood Park Next Step	81.8	9.1	16.7	79.9	11.0
	Fort Saskatchewan Next Step	94.1	5.9	0.0	84.5	8.9
	Vegreville Next Step	--	--	16.7	66.7	0
	Province	82.4	13.9	34.0	84.6	14.4
Pure Mathematics 30	Sherwood Park Next Step	--	--	--	79.5	18.1
	Fort Saskatchewan Next Step	--	--	--	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	62.4	12.9	7.3	81.9	28.5
Applied Mathematics 30	Sherwood Park Next Step	--	--	--	85.3	30.3
	Fort Saskatchewan Next Step	--	--	--	75.0	14.3
	Vegreville Next Step	--	--	--	--	--
	Province	75.0	20.8	0.2	75.7	10.9
Mathematics 30-1	Sherwood Park Next Step	--	--	3.3	--	--
	Fort Saskatchewan Next Step	--	--	6.7	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	**	**	29.9	**	**
Mathematics 30-2	Sherwood Park Next Step	--	--	6.7	--	--
	Fort Saskatchewan Next Step	--	--	--	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	**	**	16.8	**	**
Biology 30	Sherwood Park Next Step	79.2	8.3	6.7	58.9	11.6
	Fort Saskatchewan Next Step	81.8	9.1	6.7	50.6	4.2
	Vegreville Next Step	--	--	--	--	--
	Province	84.3	32.4	42.4	81.7	28.7
Chemistry 30	Sherwood Park Next Step	79.3	13.8	--	67.8	6.4
	Fort Saskatchewan Next Step	--	--	6.7	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	78.8	31.8	31.7	76.9	28.7
Physics 30	Sherwood Park Next Step	78.6	14.3	3.3	56.0	6.3
	Fort Saskatchewan Next Step	--	--	--	--	--
	Vegreville Next Step	--	--	--	--	--
	Province	81.1	30.3	17.4	77.2	26.1

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

School Education Results Report 2012/2013

Our staff, students, parents and community are very pleased with the established culture, expectations and opportunities provided at our Next Step Schools, as is evident in our fantastic accountability pillar results. Perhaps the most telling survey question for our schools is 'the 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'. In this category our sites are very pleased with the results.

Academically, we continue to meet the needs of a variety of students, from those who chose our flexible model of learning to those who are not finding success in the regular school. As such, we realize that significant challenges exist for a portion of our population. All students are expected to find success in their chosen course and exceptional support is provided for all students. Our goal is to engage all students so that they may successfully complete their chosen course(s) and graduate from high school with the best possible academic standing.

Additional Accountability Pillar Overall Summary Results

Accountability Pillar Overall Summary		Current Result 2012	Previous 3-yr Average
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	Sherwood Park Next Step	15.0	10.9
	Fort Saskatchewan Next Step	18.5	13.0
	Vegreville Next Step	29.4	24.3
	Province	74.8	72.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	Sherwood Park Next Step	17.8	8.9
	Fort Saskatchewan Next Step	17.8	12.8
	Vegreville Next Step	27.2	18.0
	Province	3.5	3.9
High school to post-secondary transition rate of students within six years of entering Grade 10.	Sherwood Park Next Step	31.6	21.6
	Fort Saskatchewan Next Step	14.1	15.3
	Vegreville Next Step	29.4	5.5
	Province	59.5	59.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Sherwood Park Next Step	54.9	43.2
	Fort Saskatchewan Next Step	36.6	35.3
	Vegreville Next Step	23.1	13.8
	Province	61.3	59.4
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	Sherwood Park Next Step	3.8	3.7
	Fort Saskatchewan Next Step	0.0	1.7
	Vegreville Next Step	0.0	0.0
	Province	56.6	54.9

School Council Involvement and Communication of Plan

Due to the nature of our outreach programming, we have been unsuccessful in attracting members of our community to form a school council. We continue to talk to our students, parents, support agencies and community for ideas on how we can improve our programs at our various locations.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.