

School Education Plan and Results Report

2012-2015

Year 3



Elk Island Public Schools



School Profile and Foundation Statements

Salisbury, "Home of the Sabres", is the school of choice for the 21st Century Learner. We provide diversity in programs and excellent opportunities that prepare and develop students for the future.

"Sabre Pride" is demonstrated through our positive learning environment in which the members of the school community work together to promote the attitudes, skills, and knowledge that enable individuals to live caring, productive, and fulfilled lives.

Salisbury Composite High School has a proud tradition of excellence which began in 1953. In June of 1954, ten teachers organized the first Grad for 27 students. In the Fall of 1969, "Salisbury" became Salisbury Composite High School with a move to the present location in Sherwood Park and the opening of our vocational department. In June 1982, Grad was organized for 490 students, our largest graduating class thus far. Grad now averages about 350 students.

Salisbury Composite High School traditionally has a diverse culture that encompasses all levels of learning. We offer programs from the International Baccalaureate and Advanced Placement Programs through to Knowledge and Employability and STEPS. Students can choose from a wide selection of courses in Fine Arts, Career and Technology Studies and Physical Education. Our students have the opportunity to participate in a robust athletics program, student leadership and school clubs.

School Goals:

- Increase standard of excellence results in all diploma subjects
- Implement instructional practices based on High School Redesign strategies

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.

Provincial Goals:**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 Goal #1

- Increase standard of excellence results in all diploma subjects

Strategies

- Teachers will conduct a thorough analysis of the diploma exam results
- Teachers have the opportunity to design their own professional development to strengthen their instructional practice.
- Teachers will have additional collaborative planning time during Flex Blocks
- Students will have the opportunity to participate in tutorial sessions during Flex Blocks
- Students will have additional time to complete assignments during Flex Blocks
- Students will have additional time to master learning outcomes as a result of early release from classes and courses
- Teacher Advisory Groups will allow for ongoing monitoring of student progress in Semester 2

Performance Indicators

The number of students who achieve the Standard of Excellence will increase by 2% on each diploma exam.

Accountability Pillar Overall Summary		Current Result 2014	Previous 3-yr Average
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Salisbury Composite High School	85.5	82.0
	Province	85.4	83.4
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Salisbury Composite High School	17.4	15.5
	Province	21.0	19.1

Diploma Examinations		Salisbury Composite High School		Province	
Course	Measure	2014	Prev 3 Yr Avg	2014	Prev 3 Yr Avg
English Lang Arts 30-1	Acceptable Standard	88.1	82.1	87.1	85.4
	Standard of Excellence	8.9	7.2	11.7	10.6
English Lang Arts 30-2	Acceptable Standard	94.1	87.5	89.7	89.1
	Standard of Excellence	6.9	4.2	13.1	10.2
	Standard of Excellence	n/a	7.9	n/a	13.4
Mathematics 30-1	Acceptable Standard	68.8	78.5	74.6	80.4
	Standard of Excellence	21.0	31.5	27.2	35.4
Mathematics 30-2	Acceptable Standard	63.7	60.4	71.3	68.9
	Standard of Excellence	8.1	0.9	15.0	9.6
Social Studies 30-1	Acceptable Standard	83.3	83.0	85.5	84.8
	Standard of Excellence	9.6	10.3	14.2	15.6
Social Studies 30-2	Acceptable Standard	86.0	86.4	83.9	83.6
	Standard of Excellence	11.4	10.3	14.8	14.5
Biology 30	Acceptable Standard	87.0	86.4	85.2	82.7
	Standard of Excellence	30.5	30.8	31.7	30.0

Chemistry 30	Acceptable Standard	74.0	71.6	81.3	76.8
	Standard of Excellence	23.7	26.1	35.0	29.2
Physics 30	Acceptable Standard	92.2	76.8	83.0	79.6
	Standard of Excellence	42.2	29.9	34.1	29.4
Science 30	Acceptable Standard	82.2	80.5	85.1	81.4
	Standard of Excellence	24.4	12.8	25.5	22.9

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

School Education Results Report 2012/2013

Overall, we need to focus on more students achieving excellence. For this to happen, a vast number of our staff need to be more deliberate in teaching students to problem solve and think critically.

Our Social Studies Program is receiving Central Services support next year.

Our goal is to see significant increase in excellence and fewer results that are just acceptable. Our SBPL Days are geared to educating teachers on the major components of inquiring education and practical application of the concepts.

School Education Results Report (2013/2014)

ELA: The results showed improvement in both ELA 30-1 and 30-2, when compared to the previous 3 year average. Teachers will continue to implement timed writing assessments, provide specific written feedback on writing assignments, develop common department and provincial rubrics and implement specific instructional techniques that will assist the students in their learning and preparation for the 2014-2015 exams.

Mathematics: The teachers in Math 30-1 will be focusing on mathematical algorithms, logic and reasoning questions in their attempt to prepare the students for the diploma exam and improve our results at both the standard of excellence and the acceptable level. The results in Math 30-2 showed improvement at the Acceptable Standard and Standard of Excellence levels. This can be attributed to students choosing the best math stream where they can achieve success. In preparation for the 2014-2015 diploma exams, teachers will be focusing on mathematical algorithms and basic math concepts.

Science:

In the Biology 30 results, there was a strong correlation between the school awarded mark and the diploma exam mark. This strong performance was partially due to the many laboratory activities offered to the students and the collegiality of the teacher cohort and students. The areas of weakness included the ability of students to read and interpret graphs and diagrams as well as their understanding of cell division concepts at a higher cognition level. Strategies to improve our results in these areas include incorporating exam writing skills through a study skill symposium offered through Flex Blocks and the creation of applicable formative assessment materials.

In Chemistry 30, there was a strong correlation between the school awarded mark and the diploma exam mark. Areas of strength included success on lab-related questions, organic chemistry outcomes and titration curve analysis. There was a lower performance on the thermochemistry topics, equilibrium problem solving and balancing redox reactions through the use of oxidation numbers and

cells. Strategies to improve our results include the re-ordering of units, using quizzes as formative assessments and adding more linked unit questions in classroom instruction and on assignments.

In Physics 30, the performance of students on the diploma exams were exceptional with over 40% of the cohort achieving a standard of excellence. Areas of strength included lab-related topics, cause and effect questions and the forces and fields concepts. Areas that need improvement include topics in the EMR unit and having students become more comfortable with questions frames in an STS context. Strategies to improve our results include a more thorough review of EMR topics near the end of the semester and providing more opportunities for students to experience STS context type questions in their assignments.

In Science 30, there was an increase in the number of students who achieved at the Standard of Excellence level, especially when compared to the previous 3 year average. Areas of strength included a strong student performance in the topics of blood, blood cells and EMR. Strategies to increase student achievement include more opportunities for students to see the diploma question format through Quest A+ and Alberta Education Field Tests, scheduling a “diploma boot camp” review at the end of the semester and include ongoing review work during the semester. We will continue to promote the Science 20/30 program as a viable science program to our students.

Social Studies: In Social 30-1 the results continued to improve in Part A-Assignment 1 & 2. This was illustrated in the multiple resources that were used during in-class papers, specifically primary resources, as well as visual resources (posters, charts, political cartoons). The discrepancy rate between the in class grades and the diploma continue to be smaller than the provincial rate. We will be increasing the department's test bank of questions which we hope will help to improve the students' multiple choice test taking skills. Counselling students to move to the 30-2 route may also be necessary. This will improve student self-esteem.

In Social 30-2 the writing assessments on the diploma exam showed improvement, particularly on Assignment #3. We will increase the number of resource rich multiple choice questions on unit exams to assist in further improvements on the multiple choice sections of the diploma. Further reading assignments and primary source strategies will be implemented in classroom instruction.

School Goal 2 2013-2014

- Enrich the delivery of CTS programs to enhance the modular base

School Goal 2 2014-2015

- Implement instructional practices based on High School Redesign strategies

Strategies

- Teachers, counsellors, administrators and students will meet in Teacher Advisory Groups.
- Teachers and students will determine the sessions offered during Flex Blocks each week.
- Students will choose the sessions that they want to attend during Flex Block each week.
- Students will have the opportunity to successfully complete their courses through Credit Recovery.

- Students will have the opportunity to spend more time mastering learning outcomes through Flex Blocks and Early Release from daily classes and courses.
- Teachers and students will participate in surveys regarding the impact of High School Redesign strategies on student learning

Performance Measures

- 90% of students will participate in Flex Blocks
- 81% of teachers, parents and students will indicate satisfaction with the opportunity for students to receive a broad program of studies
- 83% of teachers, parents will indicate satisfaction with the overall quality of education
- Students will report a rating of 6.5 on the TTFM survey statement Positive Teacher- Student Relations – students who report teachers are responsive to their needs and encourage independence with a democratic approach

Accountability Pillar Overall Summary		<i>Current Result 2014</i>	<i>Previous 3-yr Average</i>
Survey Results			
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.	Salisbury Composite High School	78.0	77.7
	Province	81.3	81.1
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Salisbury Composite High School	79.3	81.5
	Province	89.2	89.5

School Education Results Report (2013/2014)

The number of sections in many of the CTS programs increased. Because of the incentive for early dismissal from the CTS class, many students were successful in earning more than 5 credits in their 5 credit block. Teachers added new modules to their programs and the students enjoyed these new offerings.

Additional Accountability Pillar Overall Summary Results

Accountability Pillar Overall Summary		<i>Current Result 2014</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.	Salisbury Composite High School	64.3	66.5
	Province	83.4	82.6
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.	Salisbury Composite High School	82.7	80.5
	Province	89.1	88.6

Accountability Pillar Overall Summary		<i>Current Result 2014</i>	<i>Previous 3-yr Average</i>
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	Salisbury Composite High School	80.5	76.5
	Province	74.9	73.8
Drop Out Rate - annual dropout rate of students aged 14 to 18	Salisbury Composite High School	2.0	3.0
	Province	3.3	3.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	Salisbury Composite High School	58.0	65.5
	Province	59.2	59.1
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Salisbury Composite High School	56.4	55.8
	Province	60.9	60.8
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	Salisbury Composite High School	58.4	58.9
	Province	50.5	55.9

Accountability Pillar Overall Summary Survey Results		<i>Current Result 2014</i>	<i>Previous 3-yr Average</i>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Salisbury Composite High School	59.1	63.9
	Province	81.2	80.0
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Salisbury Composite High School	54.5	64.2
	Province	80.6	80.0
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.	Salisbury Composite High School	66.3	72.3
	Province	79.8	80.2

Tell Them From Me Survey Results

Tell Them from Me Survey Results		<i>Current Result 2014</i>	<i>2013</i>
Percentage of students who report they are interested and motivated in their learning	Salisbury Composite High School	33	35
	Canada	25	25

Tell Them From Me Survey Results		<i>Current Result 2014</i>	<i>2013</i>
Advocacy at School - Students who report they have someone at	Salisbury Composite High School	2.1	2.2

school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Canada	2.5	2.5
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>	Salisbury Composite High School	6	5.6
	Canada	5.8	5.8

School Council Involvement and Communication of Plan

In 2013-2014 there were only 3 School Council meetings. This was due to cancellation of meetings and a low parent participation rate.

In 2014-2015 we have an active School Council. We have 6 meetings planned for this year. The attendance has been 7 – 12 parents at each meeting. The SEP was shared with the School Council and their input was considered in the development of the plan.

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.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
Aug 27-28, 2014	Discussion around topics in the Inspiring Education document and High School Redesign documents	1 and 2
Oct 10, 2014 (Division PL day)	A group of teachers met in the afternoon to plan the implementation of High School Redesign strategies.	1 and 2
Jan 30, 2015	Teachers have the opportunity to design their own Professional Learning. They have the option of participating in the School based sessions or those of their own choosing. The school based group will be discussing new steps in High School Redesign – Credit Recovery, Early Release and Meaningful Relationships	1 and 2
Mar 6, 2015	Teachers have the opportunity to design their own Professional Learning. They have the option of participating in the School based sessions or those of their own choosing. The school based group will be discussing new steps in High School Redesign – Mastery Learning, Rigorous and Relevant Curriculum, Home and Community Involvement	1 and 2