

# **Frank Spragins High School**

*Where Everyone Belongs*

**Assurance Model for Frank Spragins**  
**Principal Mr. Dan Tulk**  
**Fall 2023**

## School Context

Frank Spragins High School operates as an outreach institution within the Fort McMurray Public School Division, serving students in grades 7 to 12. The school caters to individuals with diverse educational needs, seeking a pedagogical experience beyond the confines of the traditional schooling model. Our student body reflects a broad spectrum of backgrounds, each with unique circumstances that make our school the optimal choice for their learning requirements. Students in grades 10-12 at Frank Spragins engage in module-based classes on a self-directed basis, facilitated by four in-house specialty teachers and a full-time Educational Assistant. These students, whether based on or off-campus, benefit from flexible school hours, extending until 7 pm from Tuesday to Thursday, accommodating those with employment commitments or a preference for evening learning. Additionally, the school hosts a specialized 7-9 program designed for students requiring an alternative educational model, referred to us through the director of inclusive education and consultation with parents.

As of November 2023, our school's enrollment stands at 298 students, indicating a growth of 49 students compared to the previous year. However, given our outreach nature, we anticipate continued enrollment growth throughout the school year, likely surpassing the current average of 300 students.

The current enrollment breakdown is as follows:

- On Campus: 77
- Off Campus: 82
- Upgrading Students: 76
- Adult Students: 18
- Dual Enrollment: 24
- Homeschooled Students: 4
- Junior High Students: 17

Among our student body, 21.4% identify as First Nation, Metis, or Inuit, and 23.8% have an IPP (Individual Program Plan) coded 40 or 50.

Frank Spragins is proud to have nine full-time ATA members, a 1.0 administrator, 1.0 Off-Campus Counselor, 1.0 LAC/On-Campus Counselor, 1.0 Mental Health Counselor, and five full-time teachers. Supporting this team are two full-time administrative assistants, one full-time Educational Assistant, and a full-time food service provider.

Despite positive trends in student learning, educational quality, access to support, and creating welcoming, caring, respectful, and safe learning environments, Frank Spragins acknowledges areas for growth. Challenges include elevating students to achieve higher academic standards in both the Provincial Achievement Test (PAT) and Diploma exams. Moreover, a shift in demographics reveals an increase in students grappling with mental health concerns, such as anxiety and depression, prompting a notable rise in the need for targeted academic interventions.

The entire team at Frank Spragins remains dedicated to fostering an inclusive learning environment for all students. While challenges persist, the overarching narrative and experience reflect success and growth in a school where "everyone belongs."

Principal Dan Tulk.



## FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

## ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

## CURRENT STATE

### STRENGTHS

Very high levels of achievement for the school in the areas of Education Quality, WCRSLE, Access to Supports and Services, Lifelong Learning, Program of Studies, Programs for At-Risk Students, Safe and Caring Schools, Program Access Satisfaction, Citizenship, Work Preparation, and Student Learning Engagement.

Our SCHOOL Survey results: Near or above Canadian averages on most metrics. Positive Behaviour and Student Effort is now above Canadian averages. Student Interest and Motivation continues to be 25% higher than the Canadian average, and Student Sense of Belonging at the school is 20% higher than the Canadian average. Frank Spragins experienced a 25% increase in Cultural Awareness this year.

### AREAS FOR GROWTH

- Positive Relationships: Only 50% of our students indicate that they have positive relationships in their personal lives. This is in comparison to 75% for the average Canadian student of their age group.
- Only 50% of our students reported having positive general health, and our students use Tobacco and Marijuana at double the rate of the average Canadian student of their age group.

## LOCAL CONTEXT

As Fort McMurray's primary Outreach program, the students that we work with

- are often from marginalized demographics
- often have considerable mental health challenges
- often struggle with addictions and substance abuse
- often have little to no parental involvement in their lives
- often have significant gaps in their education prior to registering with us

As such, our school/staff places a higher focus on student health and wellness. Staff strive to form positive relationships with students, and our students know that they are cared for. This creates a safe and welcoming environment for our students, and that allows us to then help them to achieve success in their education.

## STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
  - o Frank Spragins staff will use PLF Fridays to engage in the process of implementing Alberta's Framework for Building Mentoring Relationships
  - o Frank Spragins staff will use PLF Fridays to engage in the PACES training program (Provincial Addiction & Mental Health Curricula & Experiential Skills)
2. MATERIAL RESOURCES
  - o Each staff member will require a physical copy of the Alberta Framework for Building Mentoring Relationships, and will require their classroom computer and associated technology in order to access and complete the PACES training modules
3. HUMAN RESOURCES
  - o Staff will require time for the assigned readings associated with our PLF goals, and PLF time will also be used for the planning and implementation of our learnings.

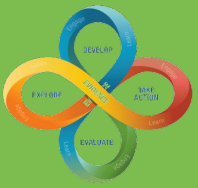
## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

- Staff will achieve a greater understanding of the barriers to the development of positive relationships in our students lives, allowing the school to create an environment that helps students develop crucial relationship building skills, and earn high school credits in the process.

- Staff will learn individual teacher-based, school-wide, and community-based strategies to address our students' addictions issues, and to better support our students' mental health, enabling them to better focus on their academic progress and success

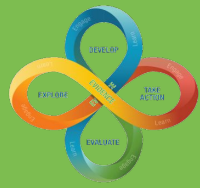
- Implementation of the Mentoring Framework & Increased and more effective supports for student mental health and addictions will lead to higher rates of student work completion, academic achievement, and graduation rates - but also higher rates of positive relationships, life satisfaction, and lower rates of substance abuse for our students.



**FMPSD PRIORITY AREA:** Priority 1

**DESIRED OUTCOME:** IF time and resources were made available for staff to learn about and implement Alberta's Framework for Building Mentoring Relationships in Schools, THEN we would expect that students' quality of life would improve (while earning additional credits towards graduation in the process) - which in turn should lead to improved Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse - and in turn, improved Diploma Exam results, Completion Rates, Post Secondary Transition Rates

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our students have struggled in Social-Emotional indicators and outcomes of the OurSCHOOL survey - in particular in the area of Positive Relationships in our students' personal lives. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement this is an area that we would like to address and improve for the benefit of our students' wellness.</p>	<p>Our students' learning gaps are very much intertwined with the multiple negative complications that are typical in our students' lives. For example: Positive Relationships: 25% below the Canadian norm. Student Depression: 20% above the Canadian Norm. Anxiety: 10% above the Canadian Norm. Marijuana and Tobacco use: Double the average Canadian student usage rate. General Health and Life Satisfaction: Both below 60%.</p>	<p>While survey data indicates that our teachers have very positive relationships with our students (8.9/10 compared to a Canadian average of 6.3/10), our teachers have not been trained or enabled to instill those crucial relationship-building skills in our students, and therefore our students are often engaged in very unhealthy and harmful relationships in their personal lives.</p>	<p>Our staff will engage in professional learning to become both knowledgeable and competent in Alberta's Framework for Building Mentoring Relationships in Schools. Staff will also apply this knowledge to familiarize themselves with the 7 associated module-based courses through which our students can earn high school credits towards graduation. Through this professional learning we then aim to engage our students in the process of learning how to become positive mentors, which in turn will allow them to develop the skills that they need for positive relationships in their personal lives. This improvement in quality of life should lead to decrease negative complications in our students' lives and increased academic success. Our School council is supportive of this initiative, and stakeholder engagement is inherent in our plan as outreach to the greater community will be necessary for students to form mentoring relationships.</p>	<p>There are several ways in which we will know if our strategies are working. First of all, student engagement in this initiative can be measured numerically by the number of credits earned in the module-based courses that are associated with the Mentoring Framework. Secondly, if our strategies are working, we should be seeing our students actively engaged in mentoring relationships by the end of the school year. And ultimately, the relationship-building skills that they develop from this initiative should result in improved results in the Social-Emotional outcomes of the OurSCHOOL survey.</p>	<p>Our long-term desired outcome is for increased academic success for our students, as measured by exam results, graduations rates, and transition rates. However we know that, for our students, this happens indirectly by first meeting their basic needs and improving their quality of life by reducing the negative life complications that they face.</p>



**FMPSD PRIORITY AREA:** Priority 2

**DESIRED OUTCOME:** IF time and resources were made available for staff to engage in Alberta Health Services PACES (Provincial Addiction & Mental Health Curricula & Experiential Skills) training, THEN we would expect that staff would have a better understanding as to how we as a school can more effectively support our many students who struggle with addictions and mental health challenges - which in turn should lead to improved Diploma Exam results, Completion Rates, and Post Secondary Transition Rates - but also improvements in Positive Relationships, Anxiety & Depression, General Health, Life Satisfaction, and Substance Abuse rates.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our students have struggled in the mental health indicators amongst the Social-Emotional Outcomes of the OurSCHOOL survey. For example, Student anxiety and depression are 10 - 20% above Canadian averages. In addition to this, our students use tobacco and marijuana at twice the rate of the Canadian average, and we know that some of our students in engage in much more serious forms of substance abuse as well. While recognizing that this is not abnormal in the Outreach context, in the spirit of continuous improvement this is an area that we would like to address and improve for the benefit of our students' wellness.</p>	<p>Our students' learning gaps are very much intertwined with the multiple negative complications that are typical in our students' lives. For example: Positive Relationships: 25% below the Canadian norm. Student Depression: 20% above the Canadian Norm. Anxiety: 10% above the Canadian Norm. Marijuana and Tobacco use: Double the average Canadian student usage rate. General Health and Life Satisfaction: Both below 60%. We do not have statistics regarding our students' other forms of substance abuse, but anecdotally we know that these rates are higher than the general population as well.</p>	<p>While our teachers have some training in assisting students with mental health challenges, this training is generally at the surface level - and our staff have no training in assisting students who struggle with addictions issues (which are very prevalent amongst our students). Therefore, despite best intentions, many of our students' negative life complications are not being addressed to the extent that will allow them to be academically success at the level that they are capable of.</p>	<p>Our staff will engage in professional learning to become trained in Alberta Health Services PACES program (Provincial Addiction &amp; Mental Health Curricula &amp; Experiential Skills). As per the description from Alberta Health Services, this program "Advances learners from a basic understanding to a mastery of the competencies required in the assessment and treatment of primary addiction and/or psychiatric comorbidities". Through this professional learning staff would have a better understanding as to how we as a school can more effectively support our many students who struggle with serious addictions and mental health challenges, with the intention of addressing students' basic needs and improving their quality of life. This improvement in quality of life should lead to decrease negative complications in our students' lives and increased academic success. Our School council is supportive of this initiative, and stakeholder engagement is inherent in our plan as outreach to community agencies for assistance will be a necessary tool in this initiative.</p>	<p>There are several ways in which we will know if our strategies are working:</p> <ul style="list-style-type: none"> <li>-Increased student mental and physical wellness</li> <li>-Increased student attendance</li> <li>-Decreased rates of Anxiety and Depression</li> <li>-Forging of Positive Relationships with students</li> <li>-Decreased substance abuse and addictions</li> <li>-Increased student access to school-facilitated wrap-around supports</li> </ul> <p>And ultimately, the impact of this initiative should result in improved results in the Social-Emotional outcomes of the OurSCHOOL survey.</p>	<p>Our long-term desired outcome is for increased academic success for our students, as measured by exam results, graduations rates, and transition rates. However we know that, for our students, this happens indirectly by first meeting their basic needs and improving their quality of life by reducing the negative life complications that they face.</p>

## OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**298 STUDENTS**

NA% English Language Learners  
21.4% First Nations, Métis, Inuit  
NA% Severe Disabilities



**14 STAFF**

-9 ATA Employees  
-5 CUPE Employees



**PARENTS**

**86.7%** of parents are satisfied in their involvement in decisions about their student's education

### RESPONDENTS

45 Students    9 Teachers    1 Parents

### STAKEHOLDER FEEDBACK

99.6% of stakeholders are satisfied with access to supports

95.3% of stakeholders are satisfied with the quality of education.

95.5% of stakeholders are satisfied with the level of citizenship. .

### PROGRAM PRIORITIES

- ✓ Increase in students level of Achievement in DIP and PAT.
- ✓ Increase graduation rates

### IMPROVEMENT AREAS

- ⬆ Increase Parental Involvement
- ⬆ Use Regulated classroom and supports to assist in student mental health.
- ⬆ Increase 3 and 5 year graduation rate.

## 2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

### STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 93.3\_%  
2021-2022 School Result -94.3%  
2022-2023 Provincial Result - 84.8%

### ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 99.6%  
2021-2022 School Result - 99.3%  
2022-2023 Provincial Result -80.6%

### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 97.8%  
2021-2022 School Result - 95.9%  
2022-2023 Provincial Result - 84.7%

### EDUCATION QUALITY

2022-2023 School Result - 95.3\_%  
2021-2022 School Result - 95.9%  
2022-2023 Provincial Result - 88.1\_%

### CITIZENSHIP

2022-2023 School Result - 95.7%  
2021-2022 School Result - 95.5%  
2022-2023 Provincial Result - 80.3%

### PARENTAL INVOLVEMENT

2022-2023 School Result - 86.7%  
2021-2022 School Result - 75%  
2022-2023 Provincial Result - 79.1%

### PAT EXCELLENCE

2022-2023 School Result - 5.8%  
2021-2022 School Result - 4.2%  
2022-2023 Provincial Result - 16%

### DIP EXCELLENCE

2022-2023 School Result - 7.1%  
2021-2022 School Result - 5.1%  
2022-2023 Provincial Result - 21.2%

### 3 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - 23.4%  
2021-2022 School Result - 42.8%  
2022-2023 Provincial Result - 80.7%

### PAT ACCEPTABLE

2022-2023 School Result - 7.7%  
2021-2022 School Result - 20.8%  
2022-2023 Provincial Result -63.3%

### DIP ACCEPTABLE

2022-2023 School Result - 57.6%  
2021-2022 School Result - 62.8%  
2022-2023 Provincial Result - 80.3%

### 5 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - 66%  
2021-2022 School Result - 59.4%  
2022-2023 Provincial Result - 88.6%



# Frank Spragins High School

## NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



### What data did we analyze?

In compiling the data, we reviewed the Annual Education Assurance Results, encompassing both Diploma and Provincial Achievement Tests, along with insights from the Our School survey.

### What did we learn about our students/staff strengths and needs?

#### Strengths:

Frank Spragins consistently excels in creating a safe space where students feel welcome and prepared to learn. The quality of education remains above the provincial average, particularly in citizenship and safety.

#### Weaknesses:

- We aim to increase the number of students graduating at the 3 and 5-year marks.
- Addressing parental involvement is crucial.
- We strive for continued academic success to enhance achievement in both Diploma and Provincial Achievement Tests.

### What did we do during 2021-2022 (last year's PLF plan)?

- Conducted a book study on "Absent from school: Understanding and Addressing Student Absenteeism."
- Implemented the Collaborative Response Model.
- Conducted CHMA Sessions on Mental Health.





# Frank Spragins High School

## NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



Provincial expectations for schools to focus on:

### English as an Additional Language:

Being a module-based outreach school, Frank Spragins doesn't have a significant number of EAL students to provide practical and relevant data.

### First Nation, Métis, Inuit Students:

- 21.4% of our student population identifies as First Nations, Métis, and Inuit.
- Notably, the 5-year graduation rate increased from 38.2% to 81.9%, surpassing the provincial average.
- However, the 3-year rate slightly decreased to 33.1%, below the provincial average and an area for growth.

### What do we need to work on - the goals of our 2023-2024 education plan?

- **Goal 1:**

Develop staff skills to better address the rising anxiety prevalent in the student body.

- **Goal 2:**

Increase academic success through targeted interventions, consequently improving both the 5-year and 3-year graduation rates.



**Required Alberta Education Assurance Measures - Overall Summary**  
**Fall 2023**

School: 1858 Frank Spragins High School

Assurance Domain	Measure	Frank Spragins High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	92.2	94.3	94.3	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	95.5	95.7	94.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	23.4	42.8	34.2	80.7	83.2	82.3	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	66.0	59.4	49.4	88.6	87.1	86.2	Very Low	Improved	Issue
	<a href="#">PAT - Acceptable</a>	7.7	20.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT - Excellence</a>	5.8	4.2	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma - Acceptable</a>	57.6	62.8	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	<a href="#">Diploma - Excellence</a>	7.1	5.1	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.3	95.4	95.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESL)</a>	97.8	95.9	95.9	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	99.8	99.3	99.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	86.7	75.0	77.5	79.1	78.8	80.3	Very High	Maintained	Excellent



# Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (8694)

## OurSCHOOL Frank Spragins High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 44 students in this school that participated in the survey between 7 Mar. 2022 and 30 Mar. 2022. The number of students by grade level is:

- grade 9: 6
- grade10: 9
- grade11: 9
- grade12: 20

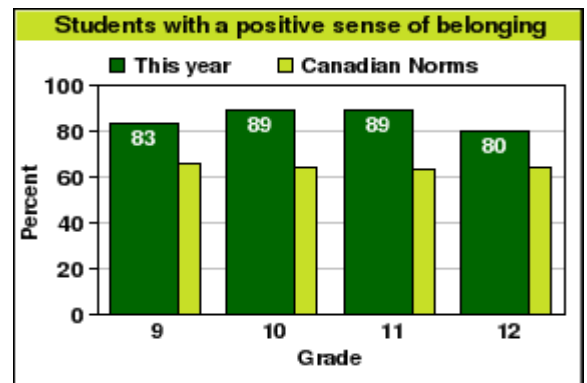
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

### Social-Emotional Outcomes

#### Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

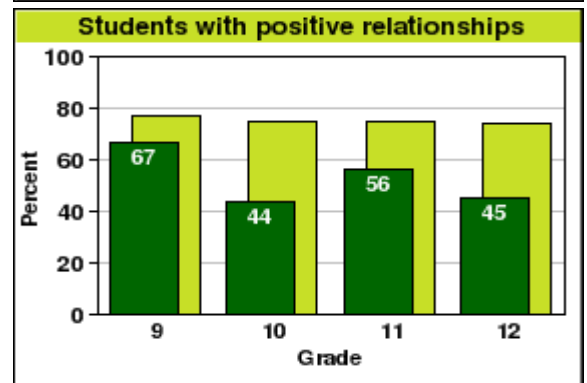
- 84% of students in this school had a high sense of belonging; the Canadian norm for these grades is 64%.
- 83% of the girls and 88% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 69%.



#### Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 50% of students had positive relationships; the Canadian norm for these grades is 75%.
- 52% of the girls and 50% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 73%.



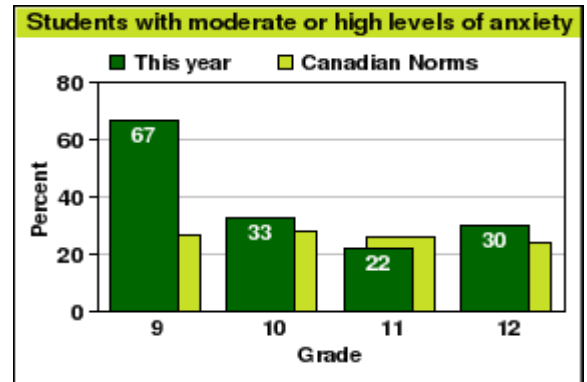


## Social-Emotional Outcomes

### Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

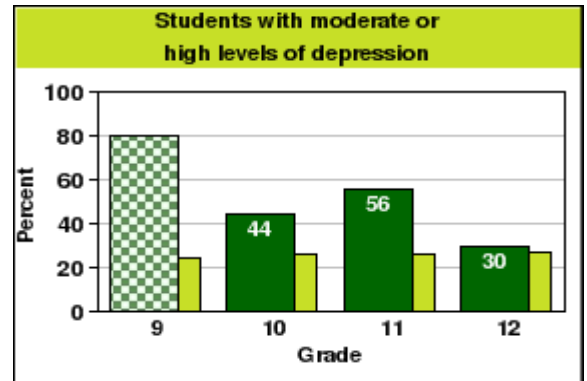
- 34% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 35% of the girls and 31% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 17%.



### Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

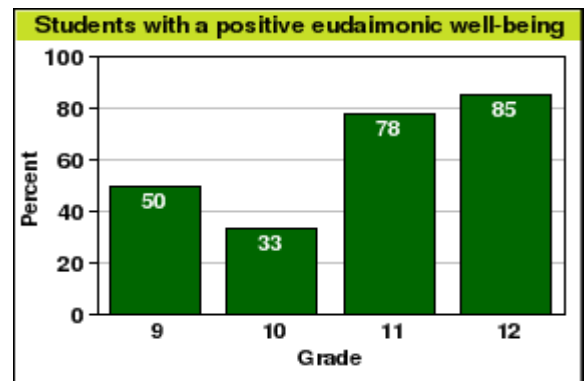
- 48% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 26%.
- 52% of the girls and 38% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 34% and for boys is 17%.
- \*\* Some of the results in this chart are greater than or equal to 80%, i.e. bar(s) with hatched pattern. In the interest of protecting student anonymity, we do not report the exact percentage for this measure when it equals or exceeds 80%.



### Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

- 68% of students in this school had positive eudaimonia.
- 61% of the girls and 81% of the boys in this school had positive eudaimonia.





# Report on Student Outcomes and School Climate

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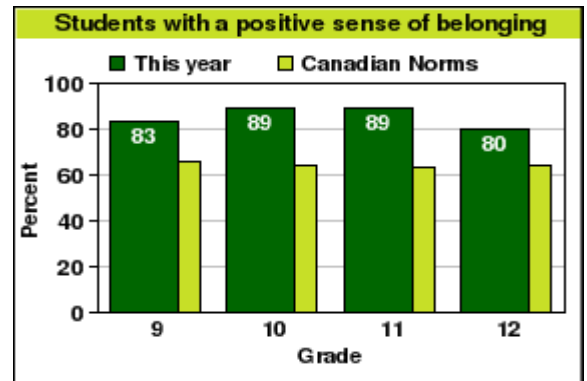
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