

# **Frank Spragins High School**

*Where Everyone Belongs*

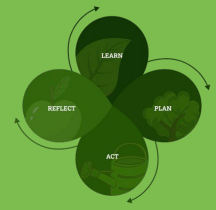
**Education Plan for Frank Spragins High School**  
**Principal Mr. Dan Tulk**  
**Spring 2024**



# Frank Spragins High School

## CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



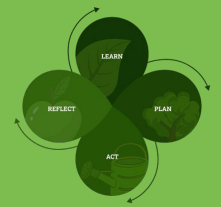
Frank Spragins High School operates as an outreach school in the Fort McMurray Public School Division (FMPSD), serving students from grades 7 to 12. The school caters to individuals with diverse educational needs, offering an education experience that is different from a traditional schooling layout. Our student body represents a wide variety of backgrounds, each with unique circumstances that make our school their preferred destination for learning. Students in grades 10-12 at Frank Spragins study and learn from module-based classes on a self-directed basis, overseen by both ATA and CUPE staff. These students, whether on-campus or off, benefit from flexible and extended school hours. Additionally, the school hosts a specialized 7-9 program for students requiring different needs. These cases are referred to us through the director of inclusive education and consultation with parents. As of April 2024, our school's enrollment stands at 370 students, indicating a growth of 121 students compared to the 2022-23 school year. However, given our outreach nature, enrollment varies throughout the academic year. The current enrollment breakdown consists of 92 on Campus Students, 96 off Campus, 49 upgraders, 46 adults students, 56 dual enrollment students, 6 homeschoolers, and 24 Jr. High students. 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.

In developing and expanding our goals for the 2024 Education Plan, We spoke to our Parent Council and consulted with both Parents and the student body to ensure that we were meeting needs addressed. These goals were then discussed during the both PLF and Staff meetings with staff to ensure that this was a shared goal for all stakeholders, Parents, Students, and Staff.

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

## CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

## CURRENT STATE

### STRENGTHS

The school has achieved remarkable success across various domains including 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. According to the OurSCHOOL Survey results, the school's performance is consistently near or above Canadian averages across most metrics. Positive Behavior and Student Effort now surpass Canadian averages. Notably, Student Interest and Motivation are 25% higher than the Canadian average, while Student Sense of Belonging at the school is 20% higher than the national average. Frank Spragins has also witnessed a significant 25% increase in Cultural Awareness this year. These achievements reflect the dedication and commitment of the school community towards creating a supportive and inclusive environment for all students.

### AREAS FOR GROWTH

**Positive Relationships:** It's concerning that only 50% of our students report having positive relationships in their personal lives, compared to 75% for the average Canadian student in their age group. **General Health:** Similarly worrying is that only 50% of our students reported positive general health. Additionally, our students' use of tobacco and marijuana is twice the rate of the average Canadian student in their age group. These disparities highlight areas where targeted support and interventions may be needed to improve the well-being of our students.

## LOCAL CONTEXT

As the main Outreach program in Fort McMurray, our students typically come from marginalized backgrounds, grappling with significant mental health issues, battling addictions, experiencing substance abuse, and often lacking parental involvement. Many also have noticeable gaps in their prior education before joining us. Consequently, our school and staff prioritize student health and wellness above all else. We are dedicated to fostering positive relationships with our students, ensuring they feel valued and supported. This commitment establishes a safe and nurturing environment where our students can thrive academically and achieve success in their education.

## STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
  - Frank Spragins Staff will use the PLF time to engage in training to build capacity in understanding and addressing the prevalence of anxiety in the student body.
2. MATERIAL RESOURCES
 

Staff will need access to the book study as well as the resources provided by partner agencies for assisting students. "Every Connection Matters: How to Build, Maintain, and Restore relationships inside the classroom and out."
3. HUMAN RESOURCES
  - Currently, staffing levels should suffice for the needs of the school, if funds were available additional EA could be utilized for academic interventions.
  - We will require the guidance and maintenance of the full time mental health supports on staff.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

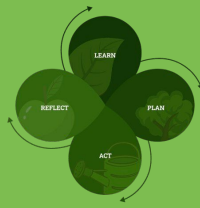
We will have a better understanding of the effects of anxiety on student development.

- We will see an increase in student achievement and graduation rates.
- We will see more partnerships and community engagement in the school.

# Frank Spragins High School

## DESIRED OUTCOME PLANNING

### Doing What's Best for Kids



**FMPSD PRIORITY AREA: Priority 1: Promote the Growth and Success of All Students.**

**DESIRED OUTCOME: IF** time and resources were made available for staff to learn about and implement strategies to reduce anxiety **THEN** we would expect students attendance and subsequent academic success to increase which would subsequently improve Diploma Results, Completion rates, and post secondary transitions. This a plan and goal that is continuing from the 2023-24 Education Plan.

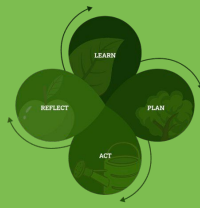
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (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>We will also access the training on restorative practices to assist staff in building those relationships.</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.</p>



# Frank Spragins High School

## DESIRED OUTCOME PLANNING

Doing What's Best for Kids



**FMPSD PRIORITY AREA:** Priority 1: Promote growth and success for all students.

**DESIRED OUTCOME:** IF time and resources were made available for staff to increase academic interventions THEN we would expect students subsequent academic success to increase which would subsequently improve Diploma Results, Completion rates, and post secondary transitions. This a plan and goal that is continuing from the 2023-24 Education Plan.

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 Completing high school in 3 years and achieving the standard of excellence.</p> <p>In the Fall 2023 update, from the data we determined that the out major areas of growth would be the increase the number of students graduating in the 3 and 5 year marks, which have been historically lower then the provincial average. This is also endemically tied to results in Diplomas exams, we are pleased to say that with interventions, specific in person classes, and the dedication of the staff at the school we have seen a strong showing in our Diploma results for the Spring sitting, with 97% of writers finding success in the course.</p>	<p>The Data indicates that many of our students come to Franks with gaps in learning and academic success that stem from multiple sources.</p> <p>This results in students not having the courses or academic success to complete high school in the typical 3 years.</p> <p>With on 23.4% completion in 3 years.</p>	<p>Our date from OurSchool indicated that students feel that have opportunities to complete, they often come to the school in the 2nd or 3rd year of high school already behind in credit count.</p> <p>The teachers are often trying to teach grade 10 and 11 course in order to fill in missed gaps in students learning..</p>	<p>Our staff will engage in professional learning to And continue to work the Collabertative response model to focus on individual gaps in students needs. This will also be compounded with information from both the LAC and Off-Campus Coordinator to ensure that each student is working on the required courses, proper academic level and getting the specific academic interventions needed to assist them in achieving their graduation goal.</p>	<p>There are several ways in which we will know if our strategies are working. First of all, we should see more students finding academic success and this should in in turn allow them to see increased results in Diploma examination and subsequently graduation rates should increase.</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.</p>







**Report on Student Outcomes and School Climate**  
**OurSCHOOL Secondary School Survey (9635)**  
**Frank Spragins High School Highlights**

## DRIVERS of Student Outcomes

### Positive learning climate

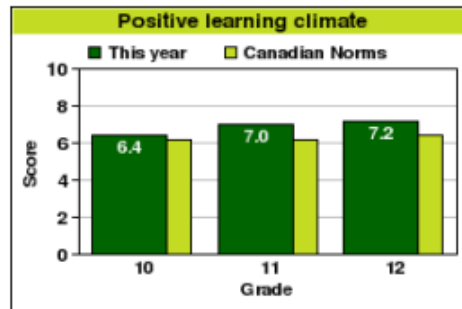
There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 6.9 out of 10; the Canadian norm for these grades is 6.3.
- In this school, disciplinary climate of the classroom was rated 6.8 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.3.

### Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 7.7 out of 10; the Canadian norm for these grades is 7.2.
- In this school, teachers' expectations for academic success were rated 7.3 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 7.1.







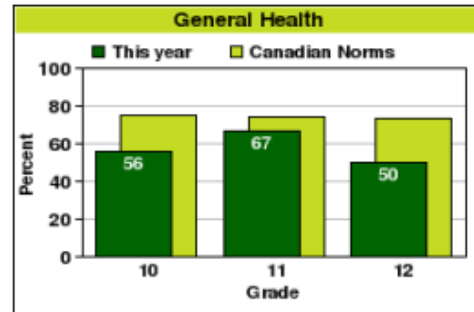
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## Social-Emotional Outcomes

### General Health

Students who consider their own general health to be good to excellent.

- 56% of students in this school reported having positive general health; the Canadian norm for these grades is 74%.
- 77% of the girls and 44% of the boys in this school reported having positive general health. The Canadian norm for girls is 70% and for boys is 78%.



### Life Satisfaction

Students who are satisfied with the overall quality of their lives.

- 46% of students in this school had positive life satisfaction; the Canadian norm for these grades is 64%.
- 54% of the girls and 50% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 59% and for boys is 70%.



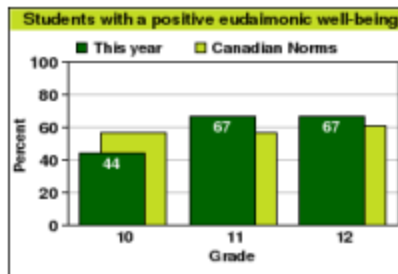


## Social-Emotional Outcomes

### Students with a positive eudaimonic well-being

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

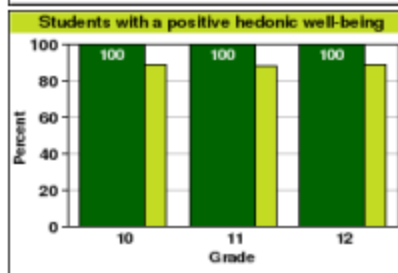
- 59% of students in this school had positive eudaimonia; the Canadian norm for these grades is 58%.
- 62% of the girls and 67% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 56% and for boys is 60%.



### Students with a positive hedonic well-being

Students with positive hedonia pursue activities that are fun and interesting to them.

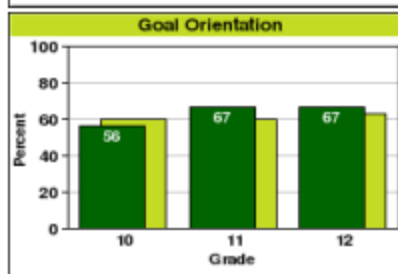
- 100% of students in this school had positive hedonia; the Canadian norm for these grades is 89%.
- 100% of the girls and 100% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 88%.



### Goal Orientation

Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

- 63% of students in this school had a positive goal orientation; the Canadian norm for these grades is 61%.
- 62% of the girls and 78% of the boys in this school had a positive goal orientation. The Canadian norm for girls is 59% and for boys is 63%.



# Spring Diploma Results

