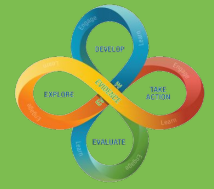


Education Plan for Composite High
Acting Principal Cavell Dumaresque
Vice Principal Craig Upper
Spring 2023



FORT MCMURRAY COMPOSITE HIGH SCHOOL SCHOOL ASSURANCE

Doing What's Best for Kids



Fort McMurray Composite High School (FMCHS) is Fort McMurray's oldest active high school and the only 7-12 school on Fort McMurray's south side and within the city's downtown core. Composite houses a population of 487 students distributed evenly between grades 7-12 and currently has 22 ATA and 20 Support Staff, a .6 librarian, and a full-time social worker.

FMCHS was projected to have an enrollment of 420 students for this school year, but thanks to the hard work of the staff to tell our story, an increase of 67 students has occurred. Thankfully, with the support of the division office, we added a new Jr. high class and new teacher to alleviate the high numbers in the Jr. high.

FMCHS houses a full catalog of academic courses as well as multiple division programs and specialized sheltered classes for our English Language Learners. FMCHS is a culturally diverse community that has students represented from over 30 different countries.

Currently of the 487 students enrolled at FMCHS; 26% (127) are English Language Learners (ELL), 25% (120) are coded at the 40 or 50 levels, and 14% (69) identify as First Nations, Metis, or Inuit. Over the 2022-2023 school year FMCHS has seen a continued large influx of new Canadians (27 students) from Somali, Uganda, and Ethiopia; all of whom have limited to no formal schooling and are all learning in our ELL class.

Over the 2022-2023 school year we have had many fantastic projects and accolades as a school. Just to name a few; we revived a \$4900 grant towards integrating STEM into the Science curriculum, \$10,000 for year one of the Love Of Reading grant, and \$500 for Access to Action. We were excited to see the introduction of Esports as a new course offering for Jr. High in the 2021-2022 year and excited to expand in the 2022-23 school year with an introduction of Esports into high school.

Fort McMurray Composite High Schools continues to share our story as a strong choice in education for grades 7-12. We are thriving as a medium-sized comprehensive community school that through PLF's our motivated staff participate in division collaboration as well as collaborative response model meetings within our school. The school preserves its rich history and continues to strive for academic success in a welcoming environment that hosts many rich cultures. Our mission is to provide a strong emphasis on academics, an understanding of Diversity Equity & Inclusion, personal excellence, and lifelong learning. We are committed to this philosophy and always carry "Miner Pride" in our continuing effort for individual and school improvement.

*Acting Principal
Cavell Dumaresque
Fort McMurray Composite High school*





Fort McMurray Composite High School

SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



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

There is an increase in the percentage of teachers, parents and students who agree that students are engaged in their learning at school. The three year high school completion for our ESL students increased along with a three year high school competition rate increase over all for our school.

AREAS FOR GROWTH

1. **Diversity, Equity and Inclusion:** A school culture where diversity is celebrated and nurtured, where teachers have the resources needed to engage in conversations about DEI and an understanding of restorative practises.
2. **Literacy and Comprehension:** - Via Literably data and student academic results we can determine the Literacy and Comprehension will continue to be a goal. Students will receive literacy supports in class as well will receive resource room access.
3. **Mental Health:** A school that provides mental health supports through our full time mental health counsellor, support from S.O.S. counselling services, and a continued improvement in school culture through DEI practices.

LOCAL CONTEXT

Fort McMurray Composite High School is the sole downtown high school with a very diverse population with students from all over the world. A high population of students are English Language Learners, with many just being exposed to the English language when they arrived in our community. Our programming is continuing to expand as the school population diversifies, with expanding our identity as an inclusive learning space for those with specialized needs. We aim to diversify and include students who are new immigrants to Canada, those with neurodiverse needs with our specialized programs available to students, and those who have mental health, literacy and numeracy support. The staff at Composite High School is committed to professional learning and have embarked on a learning path for Diversity, Equity and Inclusion.

STRATEGIES FOR MOVING FORWARD

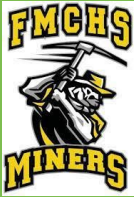
1. PROFESSIONAL LEARNING FRIDAYS
 - o Each PLF will continue towards a school wide approach to embedding literacy in the class as a whole school approach and continued application of the CRM model. We will also make a focus on Mental health learning to assist both students and staff.
 - o There will be an additional focus on Diversity, Equity and Inclusion and Restorative Practices as a focus for 2023-2024.
2. PHYSICAL RESOURCES
 - o Purchase of EveryDay English as well as other resources for our growing ELL population.
 - o Purchase of resources for sensory room.
 - o Purchase of resources for DEI learning in the classroom.
3. HUMAN RESOURCES
 - o Continued support for the ELL program.
 - o Addition of EA support for Life Skills classroom
 - o Introduction of grade 9 -10 K&E class.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- Improvement in student achievement in both Diploma exams and Provincial achievement tests moving us nearer to the provincial average.
- Literacy diagnostic results demonstrating majority of students moving towards grade level.
- Decrease of students with self-reported levels of anxiety that mirror or are less then the Canadian Average.
- Decrease in students and staff who experience discrimination based on race, religion, colour, gender or sexual identity.

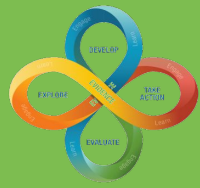




FORT MCMURRAY COMPOSITE HIGH SCHOOL

DESIRED OUTCOME PLANNING

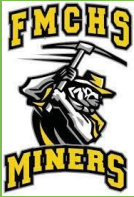
Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority # 1 Literacy - Increased literacy levels and reading comprehensions for Junior High. Fort McMurray Composite High School utilizes the Collaborative Response Model, Literacy assessments and interventions for students to address gaps in literacy and our results in literacy and reading comprehension levels remain low.

DESIRED OUTCOME: Student achievement will improve as a result of effective and targeted literacy interventions for reading comprehension and overall academic success.

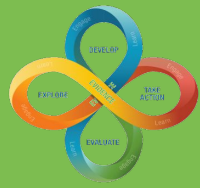
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Literably Data collected in the Fall indicated that 33% of students who were tested needed literacy interventions in reading comprehension. 61% of our Junior high students below instructional level and 32% below grade level in fluency.</p> <p>Currently, there is an inconsistency with the implementation of the CRM for literacy Interventions.</p> <p>- 26% of the school's population are English Language Learners. There was an increase of 28 ELL students this year who speak no english.</p>	<p>There is a significant need for continued ELL support.</p> <p>Current literacy interventions are making a positive impact.</p> <p>- Students in Jr. High who were identified as requiring targeted literacy interventions were reduced from 44 to 19.</p> <p>Intense English Language learning is required for a significant population of our school.</p>	<p>Targeted interventions in literacy and reading comprehension have not been happening frequently enough to show improvement.</p> <p>The focus will expand to broad classroom-based explicit instruction in the area of Literacy and reading comprehension for the benefit of all students.</p>	<p>All teachers will actively use CRM and PLF groups to improve literacy instruction in the classroom.</p> <p>Targeting literacy interventions will be continued and expanded through early literacy intervention.</p> <p>Accelerated Reading and reading assessments to allow for a better understanding of student needs.</p>	<p>All teachers will have implemented at least literacy strategies into their daily instruction</p> <ul style="list-style-type: none"> - reading wall - vocabulary development. <p>All grade 7 and 8s will have completed the literacy assessment by November 1st. Ongoing monitoring and reassessment at the end of the year.</p> <p>All ELL students will be assessed to determine literacy level and needed interventions.</p> <p>PLF groups will have discussed a minimum of 5 literacy interventions that can be used in the classroom.</p>	<p>There will be evidence of literacy instruction being embedded in all classes. Students in all classes are moving towards grade level in literacy and reading comprehension.</p> <p>Diploma, PATs, and student assessments are improved.</p> <p>Every student has a clear understanding of their reading level and required needs.</p> <p>The staff has a solid repertoire of literacy strategies to enhance classroom instruction and reading comprehension strategies.</p>



FORT MCMURRAY COMPOSITE HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority # 2: Safe and Caring. Student Mental Health / Anxiety will continue to be an area of needed improvement and will be addressed through a full-time mental health counselor as well as PLF learning that directly deals with teenagers' brain development and mental health. We actively partner with community agencies (eg: MCA, SOS) to support wellness through mental health and community involvement.

DESIRED OUTCOME: Student Mental Health / Anxiety - If time and resources were available for staff to receive professional learning and time to work within CRM to identify collaborate regarding students who exhibit high levels of anxiety, and if funds and time were made available to provide trained staff and outside agencies to intervene and support, THEN we would expect to see a reduction in self-reported levels of anxiety of students, and furthermore, a reduction of students who require more intense supports.



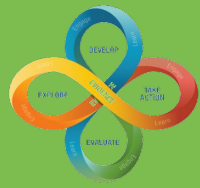
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Levels of students exhibiting Anxiety: OurSchool: - 38% of students stated that they are experiencing high levels of Anxiety, compared to 26% nationally.</p> <p>FMCHS-based survey: -21% of students are always anxious at school. - 40% of students stated moderate levels of depression, compared to 24% Nationally.</p> <p>40% of students do not have a high sense of belonging in the School. 29% say they have no interest or motivation.</p> <p>There were 76 Counselor/Social Worker referrals for psycho-social supports related to Anxiety. Parent-reported student anxiety this year.</p>	<p>There is a need to Address classroom-based dysregulation.</p> <p>Compounded trauma from several events since 2016 has led to higher reports of anxiety: - 2016 wildfire - pandemic learning gaps - 2020 FM Flood - Economic Downturn</p> <p>When students are highly anxious their readiness to learn is greatly impacted.</p>	<p>Direct and interactive instruction needs to take place surrounding regulation, conflict resolution, appropriate use of social media, diversity, and inclusion.</p> <p>Appropriate social connections will support School Culture and support safe and caring environments for learning to improve.</p> <p>Dedicated PLF time to support leaning co-regulation strategies for mental health support for self and for students.</p>	<p>Staff will engage in 1 hour of PLF time to focus on identifying and supporting students in managing anxiety and classroom-based regulation strategies (from the Division Mental Health Menu).</p> <p>CRM bi-weekly will focus on student wellness and mental health.</p> <p>Two staff are trained in Regulated Classroom and will provide strategies to staff during PLF time.</p> <p>Training two more staff as trainers for The Regulated Classroom.</p>	<p>All staff will know where to get help for students exhibiting higher levels of anxiety.</p> <p>Staff will be able to recognize the effects of Anxiety as presented through student behaviour.</p> <p>Staff will have knowledge of and be able to use at least one Regulated Classroom strategie to support student regulation.</p> <p>Temperature checks on progress - Sem 1 survey will give an indication of levels of anxiety within the student body for a progress measure. A reduction in self-reported anxiety levels will be evident.</p>	<p>Co-regulation strategies will be embedded into all classes and staff will be equipped to better identify anxiety in students.</p> <p>Staff are well versed in Regulated Classroom strategies and using them daily in the classroom.</p> <p>Students are reporting a lower prevalence of anxiety.</p> <p>Community Partners (MCA, SOS, CHMA, etc...) are active and present in the school community.</p> <p>CRM and PLF is effectively supporting staff to assist students with dysregulation and make connections for mental health supports.</p>



FORT MCMURRAY COMPOSITE HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority # 3: Diversity, Equity and Inclusion: FMCHS has a very diverse population which includes different cultures, religion, races, sexuality and gender. However a student and staff survey have indicated that many experience discrimination and feel that the population as a whole would benefit from DEI learning.

DESIRED OUTCOME: Fostering an inclusive environment will enhance the overall experience of all students within classrooms and school. An inclusive DEI environment, in particular, will help students thrive, which will lead to lifelong success.

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>20% of FMPSD staff have responded that they either been witness to or recipients of microaggressions, racism, hate speech, or other discrimination.</p> <p>-19.5 %of responding FMPSD staff have been recipients of microaggressions, racism, hate speech, or other discrimination from colleagues</p> <p>-20.4% of responding staff have witnessed microaggressions, racism, hate speech, or other discrimination towards colleagues by colleagues.</p> <p>-27.4% of respondents do not feel they have the resources they need to engage in conversations about equity, diversity, and inclusion</p>	<p>Children and young people who are treated unfairly or discriminated against are more likely to have:</p> <ul style="list-style-type: none"> - negative attitudes to school -lower levels of motivation and academic achievement -a higher risk of dropping out of formal education experience of bullying mental health problems. <p>There have been inconsistent learning and consequences with regards to responses to discrimination and microaggression.</p>	<p>There is an indication of a lack of knowledge and understanding of microaggression and other elements of racism and discrimination</p> <p>There is a need for staff to have resources and effective strategies to engage in conversations about DEI</p> <p>There is an inconsistency in policies regarding addressing the issue of microaggressions and discrimination.</p>	<p>To celebrate diversity, and cultivate harmony and respect for all peoples, educators must nurture equality and inclusion within the classroom through cultural learning embedded in curriculum.</p> <p>Activities for Teaching Tolerance in the Classroom:</p> <ul style="list-style-type: none"> -The Importance of teaching tolerance (presentation) -Teaching the Full History -Cultural Potluck -Cooperation First <p>Teaching Children Kindness & Empathy Using Social-Emotional Learning</p> <ul style="list-style-type: none"> -Model kindness and compassion through Restorative Practice training. -Teach students how to recognize negative emotions (Regulated Classroom) -PLF time to strengthened staff understanding of DEI through 6 lessons in unconscious bias training (ATA) 	<p>DEI be a cultural practice within our school supported through admin, employees, policies, and culture.</p> <p>Staff will have some strategies to use when they have to engage in conversations about DEI</p> <p>The percentage of staff and students who have stated they have experienced racism, hate speech, or other discrimination from colleagues will decrease as shown by administering the survey.</p>	<p>Increased awareness of DEI and changed attitudes to be more inclusive of diversity.</p> <p>Motivating Actions for Better Workplace Inclusivity</p> <ul style="list-style-type: none"> -balancing two types of discomfort: that which comes from potential defensiveness in having DEI conversations, and that which comes from realizing that one's actions or inaction are contributing to inequity. <p>Create a more inclusive and equitable culture where everyone can be their true selves and be heard; a psychologically safe environment where no one is marginalized.</p>

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1845 Fort McMurray Composite High School

Assurance Domain	Measure	Fort McMurray Comp 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	Student Learning Engagement	82.5	84.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	69.6	80.3	81.0	81.4	83.2	83.1	Low	Declined Significantly	Concern
	3-year High School Completion	87.9	72.9	70.0	83.2	83.4	81.1	High	Improved Significantly	Good
	5-year High School Completion	93.9	80.9	81.8	87.1	86.2	85.6	Very High	Improved Significantly	Excellent
	PAT: Acceptable	43.4	n/a	35.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	5.6	n/a	2.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	47.4	n/a	68.2	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	3.2	n/a	6.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.4	87.3	83.9	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	86.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.5	84.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.3	74.8	78.9	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1845 Fort McMurray Composite High School

Measure	Fort McMurray Comp 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	36.1	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.5	2.7	3.5	2.3	2.6	2.6	Very High	Improved Significantly	Excellent
In-Service Jurisdiction Needs	88.0	82.5	69.1	83.7	84.9	85.1	Intermediate	Improved	Good
Lifelong Learning	76.7	87.9	76.7	81.0	82.1	72.0	High	Maintained	Good
Program of Studies	70.0	76.8	69.6	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	74.0	82.8	88.8	81.9	82.7	84.8	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	53.6	51.7	49.2	70.2	68.0	66.4	Low	Maintained	Issue
Safe and Caring	82.5	89.3	88.7	88.8	90.0	89.2	Intermediate	Declined	Issue
Satisfaction with Program Access	67.4	76.0	74.9	72.6	71.8	74.1	Low	Declined	Issue
School Improvement	65.4	81.7	71.0	74.2	81.4	81.3	Low	Declined	Issue
Transition Rate (6 yr)	58.1	41.6	44.1	60.3	60.0	59.8	Intermediate	Improved	Good
Work Preparation	73.1	84.3	82.5	84.9	85.7	83.5	Intermediate	Maintained	Acceptable

Notes:

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

B.4 Safe and Caring

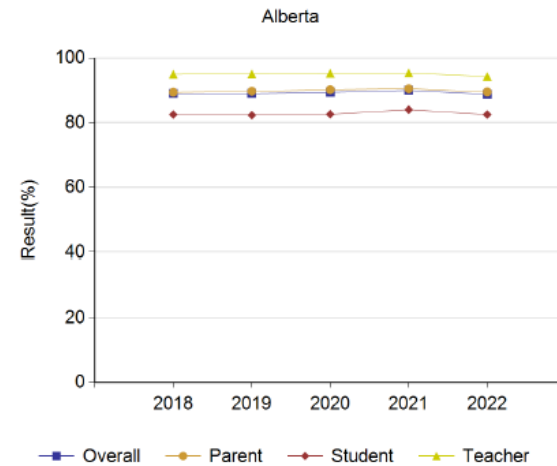
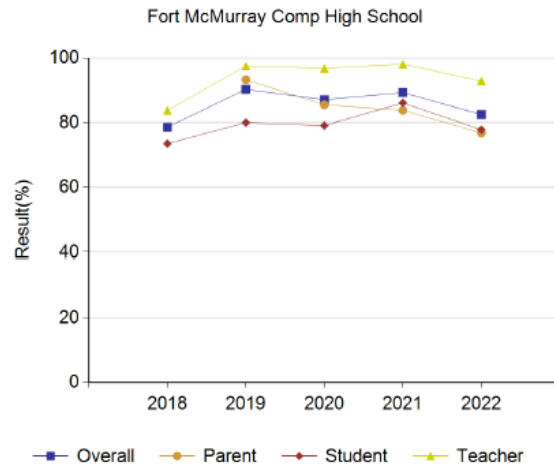
Measure History

School: 1845 Fort McMurray Composite High School

Province: Alberta

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.

	Fort McMurray Comp High School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	261	78.6	301	90.3	149	87.1	156	89.3	164	82.5	Intermediate	Declined	Issue	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	5	*	9	93.3	11	85.5	14	83.8	21	76.8	Low	Maintained	Issue	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	245	73.5	276	80.0	119	79.1	121	86.1	126	77.8	Intermediate	Maintained	Acceptable	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	16	83.8	16	97.5	19	96.8	21	98.1	17	92.9	Intermediate	Maintained	Acceptable	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

E.2 School Improvement

Measure History

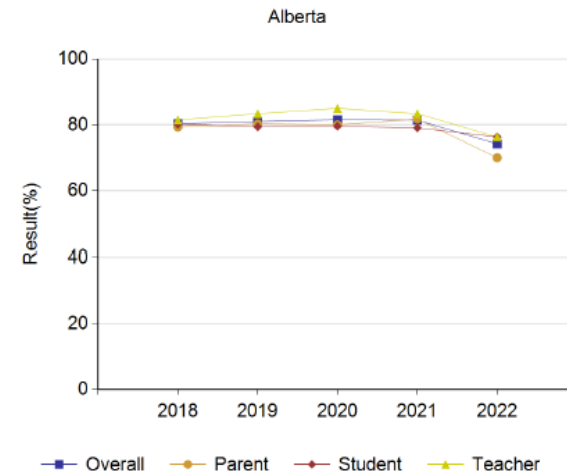
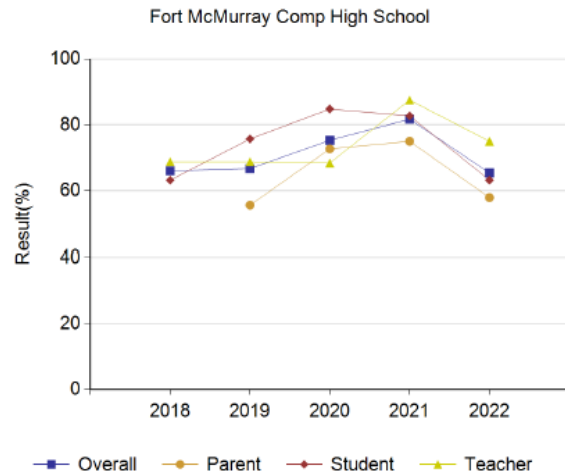
School: 1845 Fort McMurray Composite High School

Province: Alberta



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.

	Fort McMurray Comp High School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	261	66.0	301	66.7	149	75.3	148	81.7	159	65.4	Low	Declined	Issue	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	4	*	9	55.6	11	72.7	12	75.0	19	57.9	Very Low	Maintained	Concern	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	245	63.2	276	75.7	119	84.8	120	82.7	124	63.2	Very Low	Declined Significantly	Concern	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	16	68.8	16	68.8	19	68.4	16	87.5	16	75.0	Intermediate	Maintained	Acceptable	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

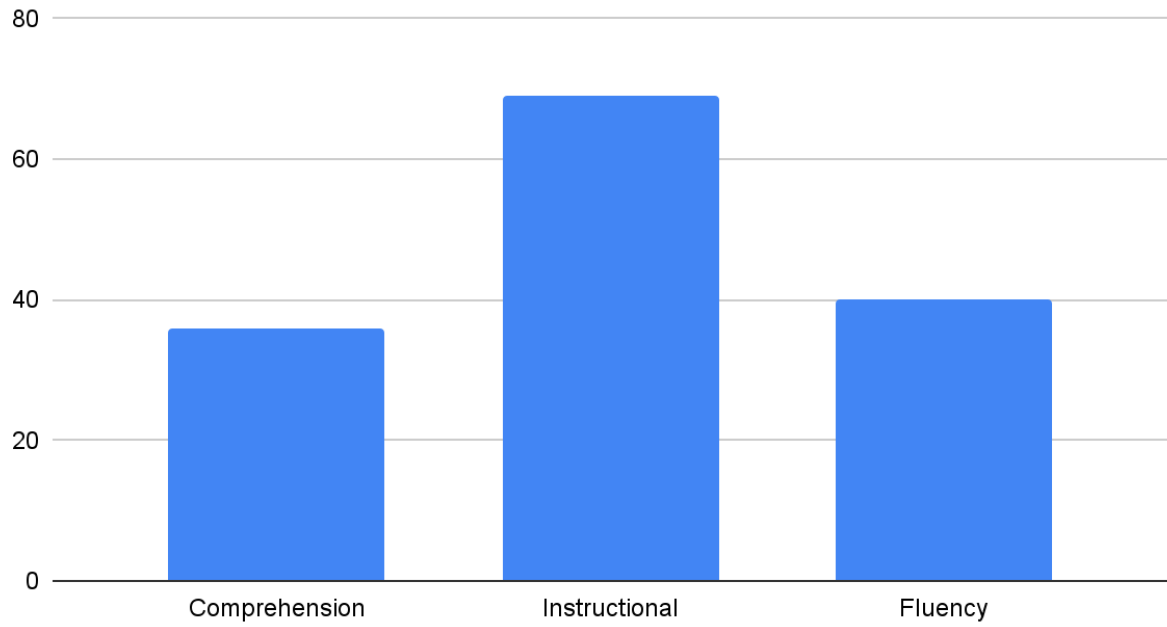


Notes:

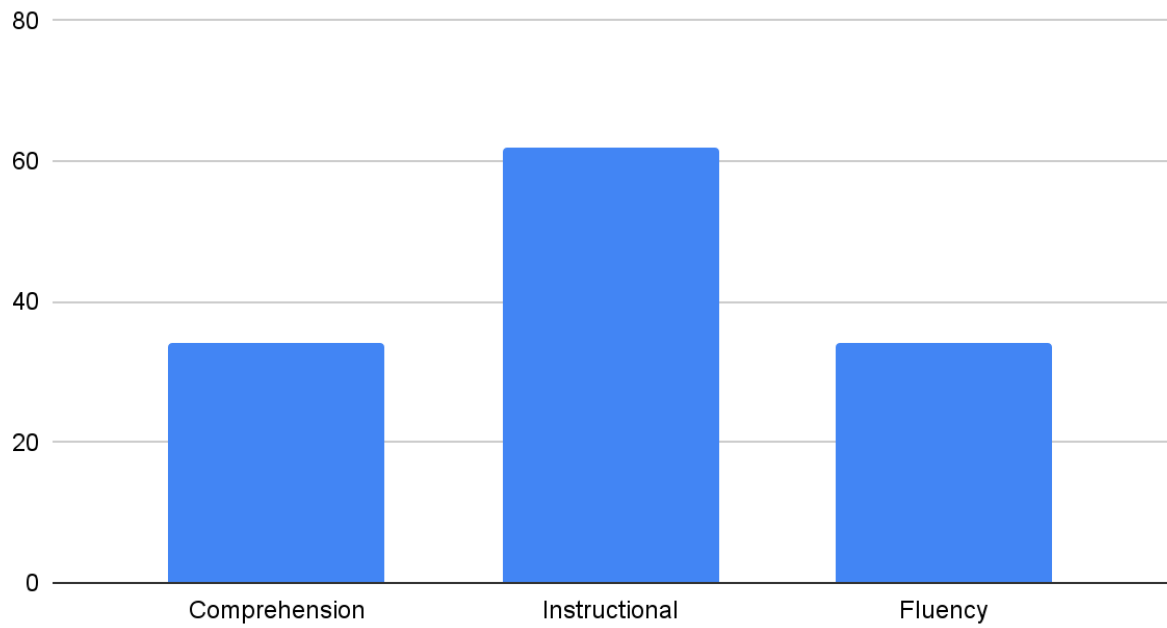
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2023 Literably Results

Percentage of Grade 7's Not Meeting Expectations

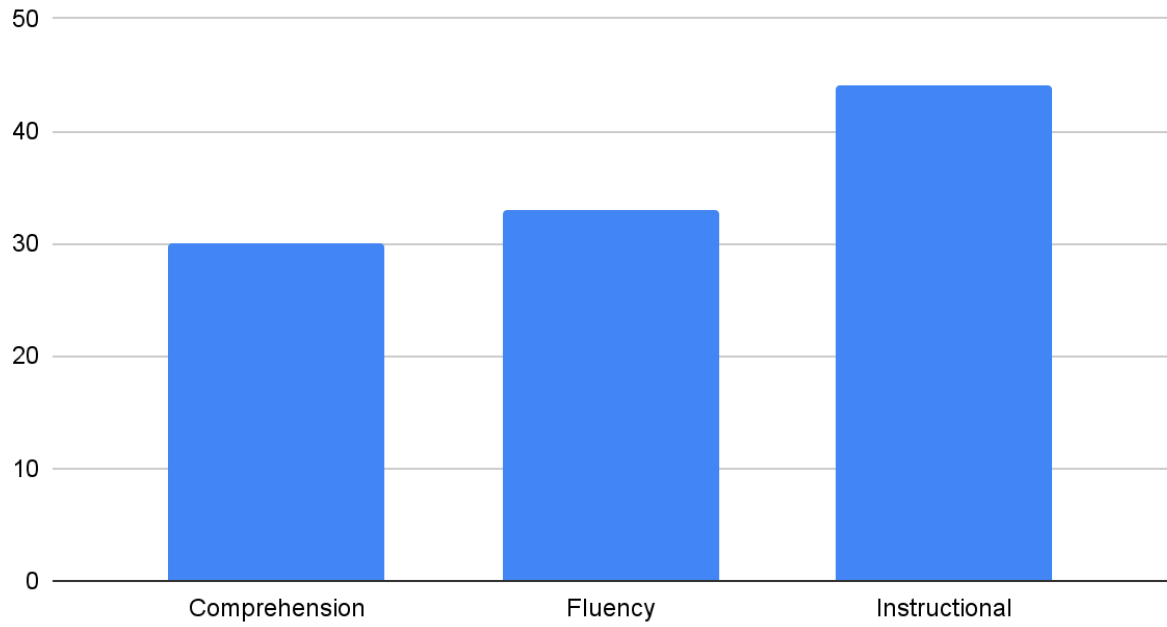


Percentage of Grade 8's Not Meeting Expectations



2023 Literably Results

Percentage of Grade 9s Not Meeting Expectations

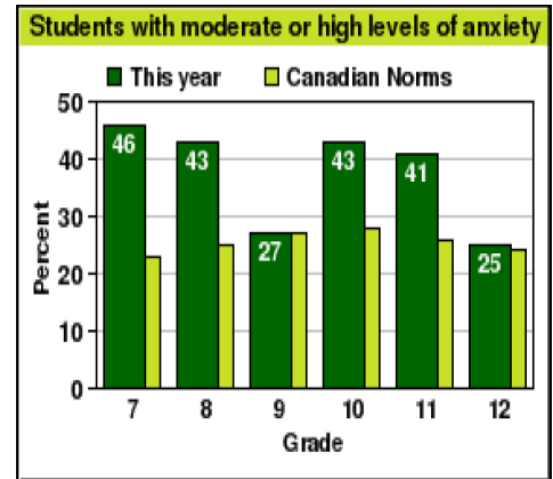


Social-Emotional Outcomes

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.

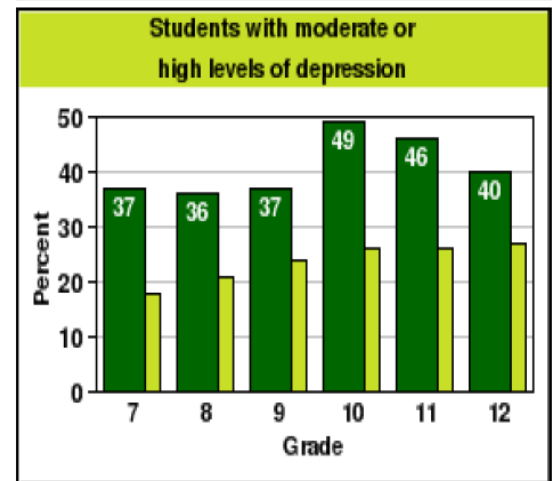
- 38% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 48% of the girls and 26% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.



Students with moderate or high levels of depression

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

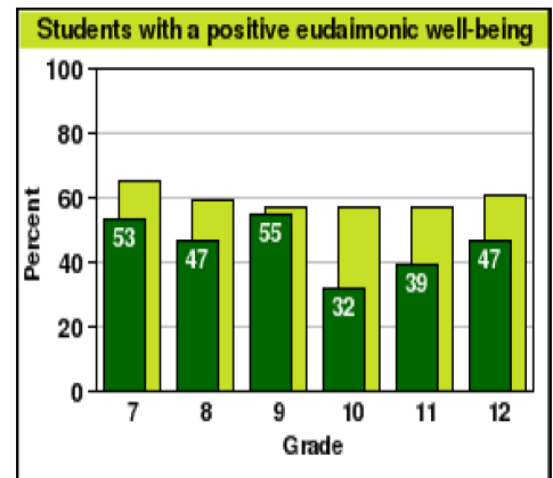
- 40% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 24%.
- 49% of the girls and 28% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 31% and for boys is 16%.



Students with a positive eudaimonic well-being

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

- 47% of students in this school had positive eudaimonia; the Canadian norm for these grades is 59%.
- 52% of the girls and 47% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 56% and for boys is 62%.





Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9179)

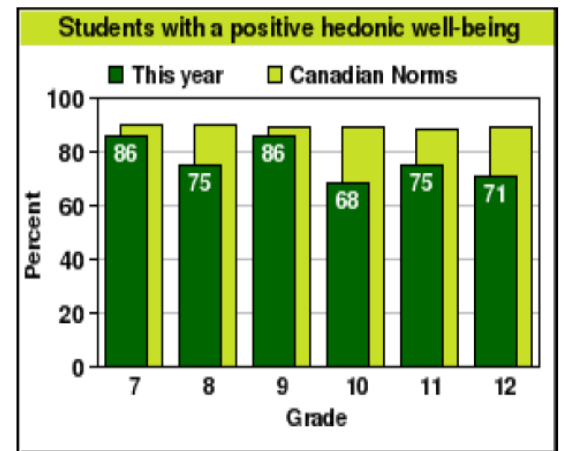
OurSCHOOL Fort McMurray Composite High School Highlights

Social-Emotional Outcomes

Students with a positive hedonic well-being

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

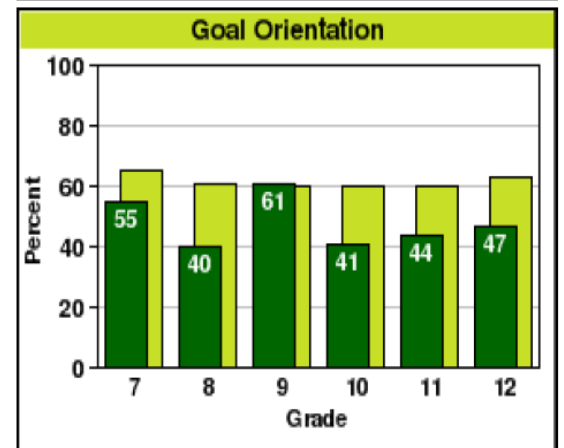
- 79% of students in this school had positive hedonia; the Canadian norm for these grades is 89%.
- 83% of the girls and 76% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 89%.



Goal Orientation

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

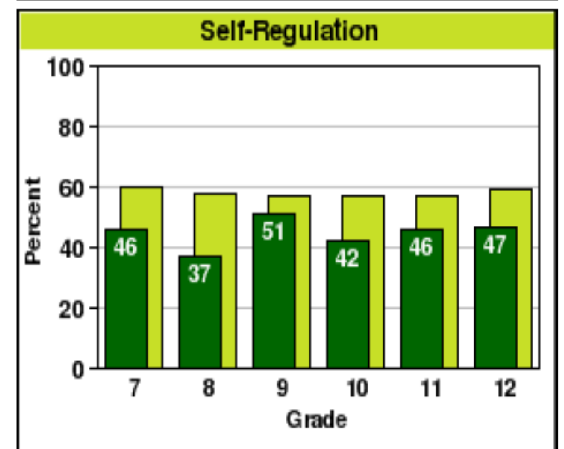
- 49% of students in this school had a positive goal orientation; the Canadian norm for these grades is 61%.
- 52% of the girls and 52% of the boys in this school had a positive goal orientation. The Canadian norm for girls is 59% and for boys is 64%.



Self-Regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

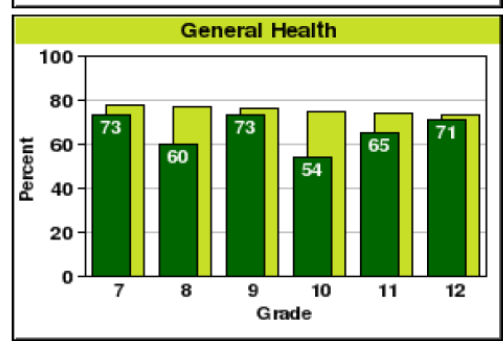
- 45% of students in this school had positive self-regulation; the Canadian norm for these grades is 58%.
- 49% of the girls and 44% of the boys in this school had positive self-regulation. The Canadian norm for girls is 53% and for boys is 63%.



General Health

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

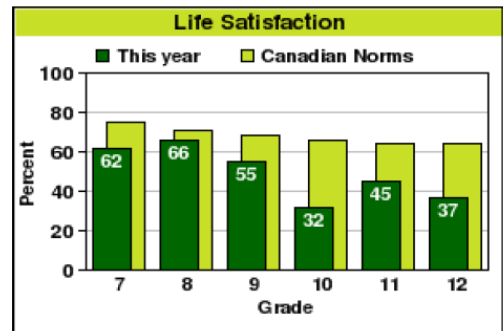
- 67% of students in this school reported having positive general health; the Canadian norm for these grades is 76%.
- 70% of the girls and 68% of the boys in this school reported having positive general health. The Canadian norm for girls is 72% and for boys is 79%.



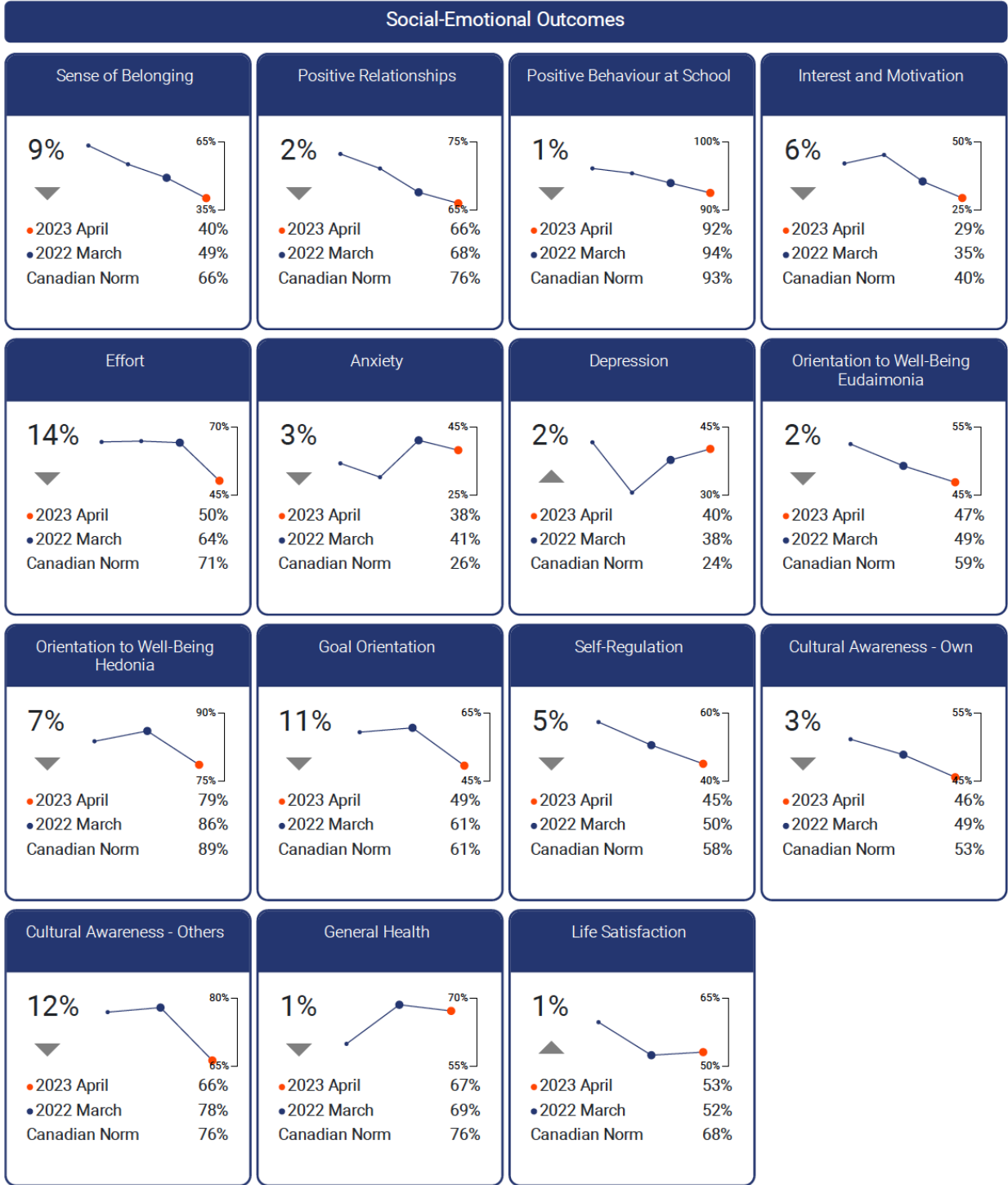
Life Satisfaction

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

- 53% of students in this school had positive life satisfaction; the Canadian norm for these grades is 68%.
- 54% of the girls and 57% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 62% and for boys is 74%.

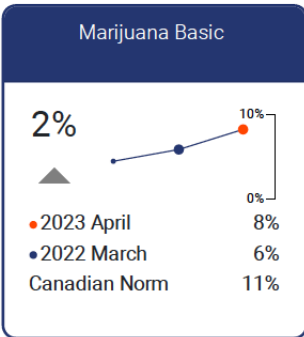
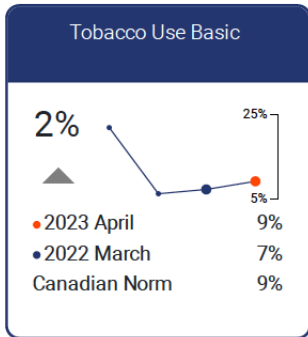


OUR SCHOOL SURVEY COMPARISON RESULTS

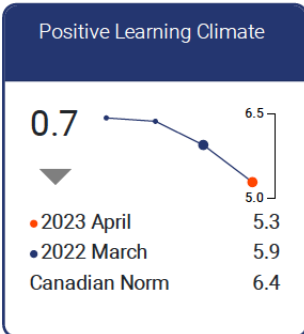
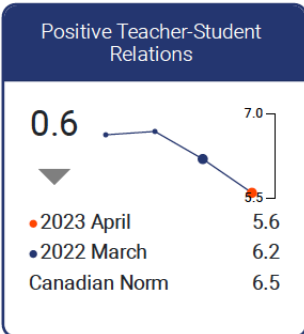
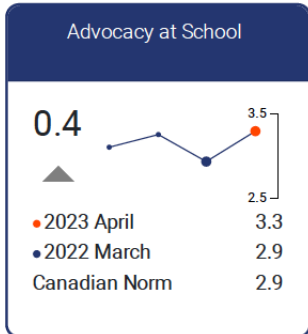
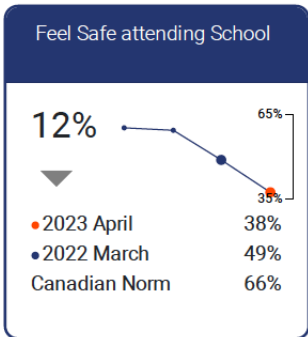
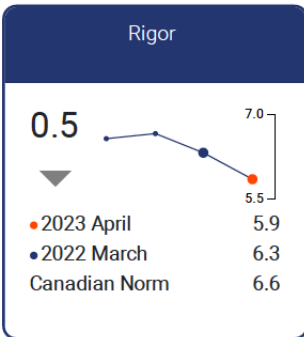


OUR SCHOOL SURVEY COMPARISON RESULTS

Physical Health Outcomes



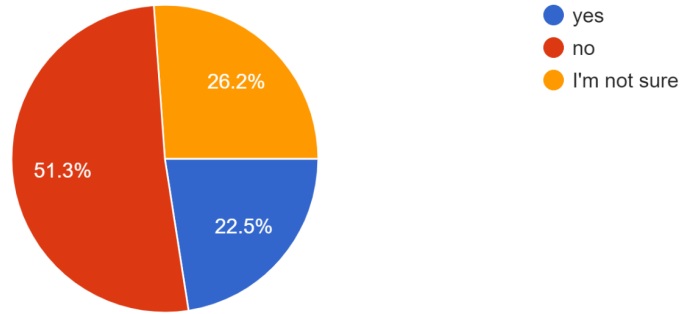
DRIVERS of Student Outcomes



Staff/Student Diversity Equity and Inclusion Survey Responses Spring 2023

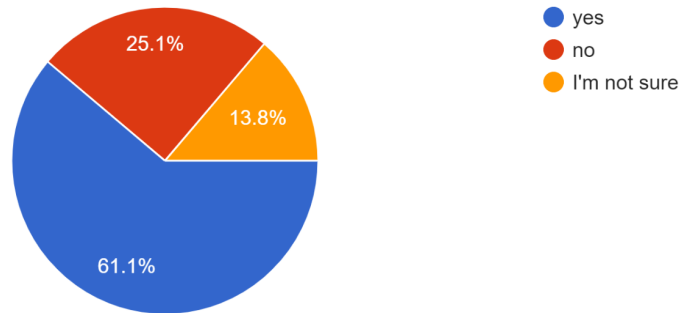
Have you been the recipient of racist talk or hate speech towards someone other than yourself?

1,598 responses



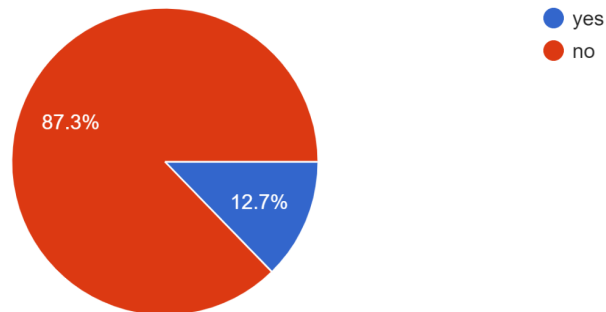
Have you witnessed racist talk or hate speech towards someone other than yourself?

1,598 responses



Are you afraid to go to school because someone might intentionally try to physically hurt you?

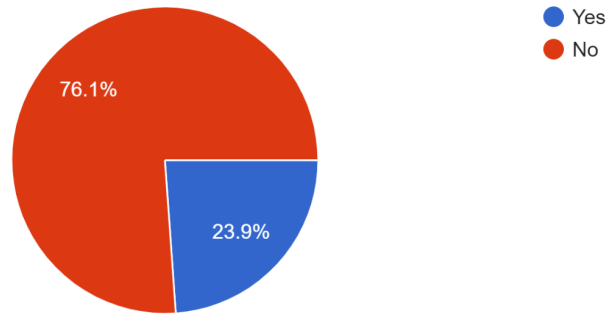
1,598 responses



Staff/Student Diversity Equity and Inclusion Survey Responses Spring 2023

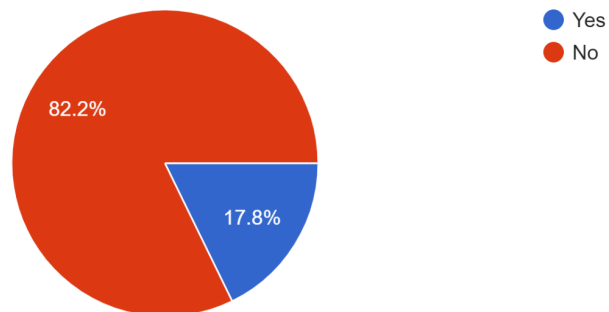
Have you been the recipient of microaggressions, hate speech, racism, or other forms of discrimination by students?

243 responses



Have you been the recipient of microaggressions, hate speech, racism, or other forms of discrimination by colleagues?

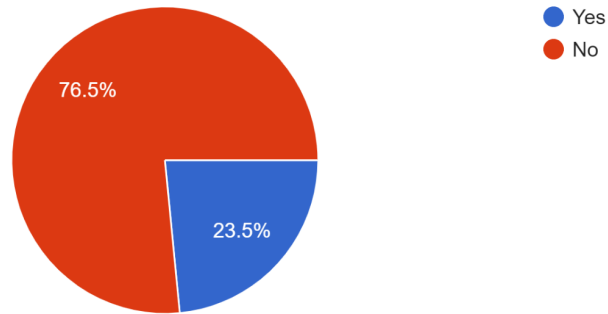
242 responses



Staff/Student Diversity Equity and Inclusion Survey Responses Spring 2023

Have you witnessed microaggressions, hate speech, racism, or other forms of discrimination directed towards your colleagues by other colleagues?

243 responses



I have the right resources to help me engage in conversations about equity, diversity, and inclusion.

243 responses

