

SMES/FVPS Results 2019-2020 and Plan of Action 2020-2021

<p>GOAL #1: EVERY STUDENT IS SUCCESSFUL</p> <p>GOAL #2: QUALITY TEACHING AND SCHOOL LEADERSHIP</p> <p>GOAL #3: EFFECTIVE GOVERNANCE</p>
<p>DIVISION PRIORITIES:</p> <ol style="list-style-type: none"> 1. FVSD will foster connectivity and well-being amongst community, students, parents and staff 2. All students will improve literacy skills across the content areas 3. All students will improve numeracy skills

SCHOOL GOALS

<p><i>School Goal 1: All students will improve literacy skills</i></p>
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • 3T testing, F&P, EYE assessment [ECS]
<p>Results:</p> <ul style="list-style-type: none"> • 3T testing results clearly showed a deficit with word recognition, decoding and comprehension through the grades. Students completed 2 testing rounds during the 2019-2020 school year. The F&P benchmark was administered 3 times during the school year to help determine student instructional reading level for guided reading groups. The EYE assessment [ECS] showed limited readiness over the 1 reporting period, October 2019. Limited readiness skills occurred within physical development [fine and gross motor], language and communication skills. Cognitive skills showed limited readiness over the singular test administration. Our students overall struggled within literacy [phonics, reading, and writing]. Intervention periods with specific skills targeted within the interventions was added to the day schedule to better meet the student needs based on TTT and EYE results. Our complement of interventions has maintained the interventions started last year. Lucy Calkins is no longer a pilot in ECS but is the programming for phonics and writing. Lucy Calkins programming for literacy from grades 2-6. Grade 1 focus is the George Georgio Research project. Targeted reading interventions school wide to include: Empower, LLI, REWARDS, and Companion Reading]. Focused dialogue during CRM meetings once per week with a focus on literacy/numeracy/ connectivity.
<p>Plan moving forward:</p> <ul style="list-style-type: none"> • 2020-2021 school year has seen revisions to the literacy intervention schedule with one to 2 periods dedicated daily for targeted intervention within cohorts. • Expansion of Lucy Calkins programming for literacy from grades K-12. • Grade 1 focus is the George Georgio programming intended to move our grade ones forward with literacy • Grade 2 students identified from grade 1 George Georgiou project [2019] will receive intervention focus. • Targeted reading interventions school wide to include: Empower, LLI, REWARDS, Companion Reading, Challenger Series].- within cohorts • Focus of comprehension and vocabulary grades 4-12 • Focused dialogue during CRM meetings with a focus on literacy/numeracy/ connectivity.
<p><i>School Goal 2: All students will improve numeracy skills</i></p>
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • TNT Results

Results:

- Use TNT test results – October 2019 to help drive classroom instruction based on specific numeracy needs identified. Implementation of one math intervention period per day for upper elementary and 3 per week for K-3, with a focus on math skills identified through teacher testing has occurred. Students are placed in fluid groups based upon learning needs. This process aligns to the fluid groupings for targeted literacy skills as well. Once the numeracy benchmark is in place and administered per student, further targeting of student numeracy needs will occur. Best practices based on teacher test results are driving intervention slots as well as classroom learning. Implementation of guided math within some of the elementary grades, Math centres, math games, number talks, talking about math, targeted intervention periods and sharing math school wide through announcements are ways SMES is moving forward with numeracy. Math cohort representative will share best practices division wide and provide staff with strategies on moving forward. Key math was used as a diagnostic tool to determine students level of understanding of basic concepts, applications, and operations. The test was specifically used for students new to the school. Best practices included math games specific to targeted skills, Leaps and Bounds [grade 2], jump math, and prodigy math [chromebooks]. Common assessments administered in grades 4-6 showed a deficit within a number of the strands tested. Our students overall experience challenge with number sense, operations, place value, and problem solving.
- Focus on students mastering basic facts- Dreambox implementation – end February 2020[no data due to students going to home learning]
- Aligning vocabulary with numeracy instruction using common assessment language

Plan moving forward:

- 2020-2021 school year – Use TNT test results – October 2020 to help drive best practices within classroom instruction based on specific numeracy needs identified. Students are placed in fluid groups within their cohort based upon learning needs. Once the numeracy benchmark is in place and administered per student, further targeting of student numeracy needs will occur.
- Implementation of guided math within all elementary and Junior high cohorts with PD support from the numeracy supervisor.
- Math centres, math games, number talks, talking about math, and sharing math school wide through announcements are ways SMES/FVPS is moving forward with numeracy.
- Key math is used as a diagnostic tool to determine students level of understanding of basic concepts, applications, and operations. The test is specifically used for students new to the school. Best practices included math games specific to targeted skills, Guided math and best practices.
- Common assessments [grades 4-9] will be administered to better inform teachers deficits and strengths within numeracy strands.
- Focused dialogue during CRM meetings with a focus on literacy/numeracy/connectivity

School Goal 3: Align practices to foster connectivity and well being

Target and Measurement Tools:

- AP Survey October 2019 & 2020
- Student involvement in extra curricular activities [soft measure]

Results:

- The AP survey results show improvement with quality of education, parental involvement, and school improvement.
- Leadership opportunities over the course of the school year provided students with connection
- Posting of student work school wide
- Falcon Advisory allowed for student conferences anywhere, anytime to constantly connect with students
- PAX continues to be an effective behaviour support for our students- observation
- Connection Team played an important role with connecting our students through targeted programming
- Extra curricular activities connected students and staff on a different level than academic classroom learning. Students had a variety of activities in which to participate.

Plan moving forward:

- Continue to provide our students with a variety of opportunities to participate in leadership activities during the school year [student council, assembly set up, gym helpers, student involvement in assemblies, student announcements, service learning [Christmas hampers]- adhering to school covid guidelines
- Engage with the Connection Team to help serve our students emotional/social needs [Universal programming, individual programming – Fun Friends, Theraplay, Stop the Hurt].
- Continue to promote and effectively implement PAX – Good Behaviour Game - [school wide effective behavior supports]
- Invite FNMI elders or community members to share their culture- will revisit and organize as per covid guidelines
- Invite presenters [Farm safety, bus safety, bike safety, science in motion]- will revisit and organize as per covid guidelines
- Use CRM time to bring connectivity issues/concerns to the table and collaboratively address issues brought forward.
- Proactive use of the calm room
- Actively identify student connections with staff school wide-collect information to see who is not connected to any staff and actively engage with those students and provide a connection.
- Maintain student activity through DPA and 2 scheduled breaks per day
- Focused dialogue during CRM meetings with a focus on literacy/numeracy/connectivity

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1770 St. Mary's Elementary School



Measure Category	Measure	St. Mary's Elementary 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
Safe and Caring Schools	Safe and Caring	95.8	95.2	96.3	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	85.4	84.5	84.4	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.3	98.8	97.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	48.8	38.4	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.0	3.3	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	94.4	93.8	97.1	84.1	83.0	82.7	Very High	Maintained	Excellent
Parental Involvement	Citizenship	93.2	95.8	96.1	83.3	82.9	83.2	Very High	Maintained	Excellent
	Parental Involvement	83.2	87.5	86.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.2	96.9	93.5	81.5	81.0	80.9	Very High	Maintained	Excellent

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 1770 St. Mary's Elementary School



Measure Category	Measure	St. Mary's Elementary 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
Safe and Caring Schools	Safe and Caring	95.2	96.1	96.4	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	84.5	83.8	82.8	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.8	97.5	96.0	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.8	28.8	34.9	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	10.0	0.0	0.0	19.9	19.5	19.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	93.8	100.0	94.2	83.0	82.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Citizenship	95.8	96.2	95.8	82.9	83.0	83.5	Very High	Maintained	Excellent
	Parental Involvement	87.5	81.2	87.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.9	85.4	92.2	81.0	80.3	81.0	Very High	Improved	Excellent

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 1702 Fort Vermilion Public School



Measure Category	Measure	Fort Vermilion Public 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
Safe and Caring Schools	Safe and Caring	90.4	88.1	89.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	66.7	63.9	66.5	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	87.3	84.7	86.5	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	8.7	6.2	6.8	2.6	2.3	2.9	Low	Maintained	Issue
	High School Completion Rate (3 yr)	66.4	43.4	63.0	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	56.3	20.0	36.6	73.6	73.4	73.3	Very Low	Improved	Issue
	PAT: Excellence	0.0	0.0	1.6	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	33.3	46.2	44.0	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	0.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	22.1	26.0	23.1	56.3	56.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	22.2	27.3	23.4	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	19.2	26.3	24.0	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	68.3	81.8	79.6	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	78.2	76.3	75.7	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	73.1	80.5	81.4	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	88.1	88.5	70.1	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1702 Fort Vermilion Public School



Measure Category	Measure	Fort Vermilion Public 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
Safe and Caring Schools	Safe and Caring	91.3	90.4	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	64.7	66.7	69.1	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	82.5	87.3	87.4	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	2.5	8.7	6.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	58.1	66.4	65.1	79.7	79.1	78.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	56.3	40.8	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	1.3	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	53.8	33.3	44.0	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	0.0	0.0	0.0	24.9	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	0.0	22.1	23.8	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	18.2	22.2	22.1	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	25.7	19.2	20.8	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	79.5	68.3	79.4	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	77.5	78.2	78.3	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	76.3	73.1	80.8	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	76.9	88.1	82.4	81.5	81.0	80.9	High	Maintained	Good

Results 2018-2019

		TOSREC						TOSWRF						TOWRE						
		Proficient		Close to Proficient		Far From Proficient		Proficient		Close to Proficient			Far From Proficient	Proficient		Close to Proficient		Far From Proficient		
		Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Spring	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Divis	Gra	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Division 1	Gra	0	2	0	1	0	9	0	2	0	3	0	0	5	0	1	0	3	0	6
	Gra	2	3	4	4	7	6	5	7	5	4	0	4	2	6	8	3	0	5	5
	Gra	3	2	6	7	7	7	4	6	9	8	0	4	4	3	1	6	6	8	10
Division 2	Gra	2	1	3	6	8	6	7	5	4	6	0	2	3	4	4	3	4	7	6
	Gra	2	2	1	5	20	16	10	6	8	9	1	5	7	3	3	11	11	9	9
	Gra	0	2	6	3	7	6	3	4	4	3	0	5	4	1	0	5	6	7	5
Division 3	Gra	6	5	6	3	6	9	6	9	6	4	0	5	5	2	1	8	6	7	9
	Gra	0	1	5	4	7	6	1	2	4	4	0	7	6	2	1	1	2	8	8
	Gra	5	5	4	5	5	1	4	9	5	2	0	2	0	2	3	5	5	8	4

Results 2019-2020

		TOSREC						
		Proficient		Close to Proficient		Far From Proficient		
		Fall	Winter	Fall	Winter	Fall	Winter	Spring
Division	Grade	Students	Students	Students	Students	Students	Students	Students
Division 1	Grade 1	0	1	0	2	0	12	0
	Grade 2	0	1	2	3	13	11	0
	Grade 3	3	2	4	6	7	7	2
Division 2	Grade 4	2	1	1	5	15	10	0
	Grade 5	2	2	6	5	8	10	0
	Grade 6	3	4	7	8	10	8	0
Division 3	Grade 7	2	1	3	5	11	10	0
	Grade 8	4	4	6	4	10	12	0
	Grade 9	1	1	4	6	6	4	0

		TOSWRF							
		Proficient		Close to Proficient			Far From Proficient		
		Fall	Winter	Fall	Winter	Spring	Fall	Winter	Spring
Division	Grade	Students	Students	Students	Students	Students	Students	Students	Students
Division 1	Grade 1	0	2	0	4	0	0	9	0
	Grade 2	2	2	2	4	0	11	8	0
	Grade 3	5	6	7	5	1	2	4	1
Division 2	Grade 4	4	7	7	4	0	7	5	0
	Grade 5	5	9	8	5	0	4	3	0
	Grade 6	5	7	9	9	0	6	4	0
Division 3	Grade 7	5	6	4	4	0	7	5	0
	Grade 8	7	7	8	7	0	5	6	0
	Grade 9	2	2	3	5	0	6	4	0

		TOWRE						
		Proficient		Close to Proficient		Far From Proficient		
		Fall	Winter	Fall	Winter	Fall	Winter	Spring
Division	Grade	Students	Students	Students	Students	Students	Students	Students
Division 1	Grade 1	0	1	0	4	0	10	0
	Grade 2	1	3	3	2	11	5	0
	Grade 3	5	5	3	4	6	6	2
Division 2	Grade 4	0	4	5	5	13	7	0
	Grade 5	2	4	7	5	8	8	0
	Grade 6	2	7	8	8	10	4	0
Division 3	Grade 7	2	2	9	9	5	4	0
	Grade 8	3	1	10	12	6	7	0
	Grade 9	2	2	1	3	8	6	0

KEY:

- Proficient – 101+ Standard Score
- Close to Proficient – 86-100 Standard Score
- Far from Proficient - <86 Standard Score