

# FORT VERMILION PUBLIC SCHOOL



Our Children, Our Students, Our Future

**School Education Plan**

**Principal:** Bonnie Hunley

**Assistant Principal:** Maija-Lee Mayo

**Trustee:** Leah Lizotte

**2020-21 SCHOOL YEAR**

## **School Education Plan Creation**

*Briefly describe how each of the following groups were included in the development of the School Education Plan.*

### **A. Teachers**

- Teachers met February 2020. The session focused on examining and reviewing the current education plan, reviewing data, and reviewing and developing goals and strategies for the 2020-21 school year. Goals and strategies were added to a google doc. It was reviewed with staff at a later staff meeting.
- Staff will review the Education Plan again in August once new staff members are present. It will be reviewed throughout the year.
- March, May and June staff meeting to develop and review.
- The school education plan will continue to be re-visited at staff meetings and by the school staff in the 2020-2021 school year.

### **B. Support Staff**

- Support staff were not present at the May staff meeting. Input from support staff will occur in September 2020.
- Support staff were all present at the planning session on March, May and June staff meetings. Support staff were also consistently involved in discussions regarding classroom/school wide expectations and goals and how to move Fort Public forward.
- The school education plan will continue to be re-visited at staff meetings in 2020-2021 year.

### **C. Students**

- Grade 4-10 students completed the Accountability Pillar Survey
- Planning Sessions for students did not occur because of COVID. Students will have the opportunity to view and give feedback.
- Student surveys and the student results data from the Accountability Pillar survey, the OURSchool Survey (TTFM), and the Student Engagement Benchmark were used when developing the plan.
- Accountability Pillar Survey were utilized when developing this plan.

### **D. School Council / Community**

- There was not a school/parent council [SMES] for the 2019-20 school year..

### **E. Other**

- Extranet data, OURSchool Survey data and Accountability Pillar data, Fountas and Pinnell, 3T Testing, TNT Testing and Connectivity Survey

# School Datasets

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

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 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	<a href="#">Safe and Caring</a>	95.2	96.1	96.4	89.0	89.0	89.3	Very High	Maintained	Excellent
	<a href="#">Program of Studies</a>	84.5	83.8	82.8	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Education Quality</a>	98.8	97.5	96.0	90.2	90.0	90.1	Very High	Improved	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT - Acceptable</a>	n/a	48.8	38.4	73.8	73.6	73.6	n/a	n/a	n/a
	<a href="#">PAT - Excellence</a>	n/a	10.0	3.3	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma - Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma - Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	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	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	93.8	100.0	94.2	83.0	82.4	82.6	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Citizenship</a>	95.8	96.2	95.8	82.9	83.0	83.5	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	87.5	81.2	87.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	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	<a href="#">Safe and Caring</a>	90.4	88.1	89.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	66.7	63.9	66.5	82.2	81.8	81.9	Low	Maintained	Issue
	<a href="#">Education Quality</a>	87.3	84.7	86.5	90.2	90.0	90.1	High	Maintained	Good
	<a href="#">Drop Out Rate</a>	8.7	6.2	6.8	2.6	2.3	2.9	Low	Maintained	Issue
	<a href="#">High School Completion Rate (3 yr)</a>	66.4	43.4	63.0	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	56.3	20.0	36.6	73.6	73.4	73.3	Very Low	Improved	Issue
	<a href="#">PAT: Excellence</a>	0.0	0.0	1.6	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	33.3	46.2	44.0	83.7	83.0	83.0	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	0.0	0.0	0.0	24.2	22.2	21.7	Very Low	Maintained	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	22.1	26.0	23.1	56.3	55.7	55.1	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	22.2	27.3	23.4	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	19.2	26.3	24.0	59.0	58.7	58.7	Very Low	Maintained	Concern
	<a href="#">Work Preparation</a>	68.3	81.8	79.6	83.0	82.4	82.6	Low	Maintained	Issue
	<a href="#">Citizenship</a>	78.2	76.3	75.7	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	<a href="#">Parental Involvement</a>	73.1	80.5	81.4	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	<a href="#">School Improvement</a>	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	<a href="#">Safe and Caring</a>	91.3	90.4	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	64.7	66.7	69.1	82.4	82.2	82.0	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	82.5	87.3	87.4	90.3	90.2	90.1	Low	Maintained	Issue
	<a href="#">Drop Out Rate</a>	2.5	8.7	6.4	2.7	2.6	2.7	Very High	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	58.1	66.4	65.1	79.7	79.1	78.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	56.3	40.8	73.8	73.6	73.6	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	0.0	1.3	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	53.8	33.3	44.0	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	0.0	0.0	0.0	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	22.1	23.8	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	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	<a href="#">Transition Rate (6 yr)</a>	25.7	19.2	20.8	60.1	59.0	58.5	Very Low	Maintained	Concern
	<a href="#">Work Preparation</a>	79.5	68.3	79.4	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	77.5	78.2	78.3	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	76.3	73.1	80.8	81.5	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	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
Division	Grade	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Division 1	Grade 1	0	2	0	1	0	9	0	2	0	3	0	0	5	0	1	0	3	0	6
	Grade 2	2	3	4	4	7	6	5	7	5	4	0	4	2	6	8	3	0	5	5
	Grade 3	3	2	6	7	7	7	4	6	9	8	0	4	4	3	1	6	6	8	10
Division 2	Grade 4	2	1	3	6	8	6	7	5	4	6	0	2	3	4	4	3	4	7	6
	Grade 5	2	2	1	5	20	16	10	6	8	9	1	5	7	3	3	11	11	9	9
	Grade 6	0	2	6	3	7	6	3	4	4	3	0	5	4	1	0	5	6	7	5
Division 3	Grade 7	6	5	6	3	6	9	6	9	6	4	0	5	5	2	1	8	6	7	9
	Grade 8	0	1	5	4	7	6	1	2	4	4	0	7	6	2	1	1	2	8	8
	Grade 9	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	Spring	Fall	Winter	Spring
Division	Grade	Students	Students	Students	Students	Students	Students	Students	Students
Division 1	Grade 1	0	1	0	4	0	10	0	0
	Grade 2	1	3	3	2	11	5	0	0
	Grade 3	5	5	3	4	6	6	2	0
Division 2	Grade 4	0	4	5	5	13	7	0	0
	Grade 5	2	4	7	5	8	8	0	0
	Grade 6	2	7	8	8	10	4	0	0
Division 3	Grade 7	2	2	9	9	5	4	0	0
	Grade 8	3	1	10	12	6	7	0	0
	Grade 9	2	2	1	3	8	6	0	0

**KEY:**

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

## School Education Plan and Results

**GOAL #1: EVERY STUDENT IS SUCCESSFUL**

**GOAL #2: QUALITY TEACHING AND SCHOOL LEADERSHIP**

**GOAL #3: EFFECTIVE GOVERNANCE**

**DIVISION PRIORITIES:** #1 FVSD will align practices to foster connectivity and well-being  
#2 All students will improve literacy skills, in the content areas  
#3 All students will improve numeracy skills

### **School Goal 1:**

All students will improve literacy skills.

Strategies:

- Literacy Coach [.25])
  - Implementing Lucy Calkins Phonics, Writing and Reading in K-9 with the support of our in house Literacy Coach, IEC and Divisional Literacy Supervisor
  - George Georgiou Grade 1– targeted teaching of reading specific to early readers –
  - Home reading – school wide. Monitored by Classroom Teachers
  - Primary Literacy Support (Leveled Literacy Intervention Program – LLI & Companion Reading , Tier 2 intervention support for students identified in GG research project [grade 1])- within cohorts and following covid guidelines
  - Speech Language Program (implemented by SL-EA)- within cohorts and following covid guidelines
  - *Phonemic Awareness and Writing Program for grades K [Lucy Calkins]*
  - Targeted reading intervention with Inclusive Education Coordinator & Literacy Coach [Empower] and IEC – REWARDS intervention- within cohorts and following covid guidelines
  - Targeted daily intervention [LCP, LCR, LCW, phonological awareness, Companion Reading, Read Theory, RAZ Kids, ABRA, Empower, Rewards, K-1 letter recognition and letter sound correspondence]. Vocabulary development and comprehension development. Seeking targeted interventions directly aligned to grade 4-6 comprehension. Need to communicate with literacy supervisor- Sharon McLean
  - Literacy focus within cohort with EA support
  - Access services from MDT to provide educational support services for children with diverse learning needs and support and education for staff and families
  - ECS teacher trained to use EYE [Early Years Evaluation] screening tool, providing information on children’s early development skills, assessing emerging literacy skills and student success
  - Regular administrative walk throughs[within cohorts and following covid guidelines]
  - with a focus on students and quality instruction
  - Teachers are encouraged and supported to observe and learn with teacher colleagues- within cohorts and following covid guidelines
- 
- Teacher leaders lead PD sessions for staff focused on school goals and to build leadership capacity within
  - CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals.- In process of scheduling
  - Targeted reading interventions in Junior High including LLI, Rewards, Empower and Companion Reading.
  - School wide book initiative - Classroom libraries

○
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> <li>● Reading Assessment System – TOSWRF, TOWRE, and TOSREC</li> <li>● EYE [ECS] <ul style="list-style-type: none"> <li>● 3T testing in Sept, March and June</li> <li>● Read Theory will be implemented</li> <li>● Grade 9 PAT results</li> </ul> </li> </ul>
<p>Resources:</p> <ul style="list-style-type: none"> <li>● Balanced Literacy resources (Literacy Place, Key Links, etc.), Literacy Coach and Literacy Supervisor</li> <li>● Reading Assessment Program (TOSWRF, TOWRE and TOSREC)</li> <li>● Nelson Indigenous Education Balanced Literacy Resources (Under One Sun)- investigating</li> <li>● Websites and subscriptions (Tumble Books, Discovery Education, Learn Alberta)</li> <li>● Chromebooks</li> <li>● Budget dollars for resources as necessary</li> <li>● Available technology tools (i.e. Google classroom, Google Read and Write, other Google apps and extensions)</li> <li>● Lucy Calkins Phonics, Writing, and Reading Kits</li> <li>● ABRA</li> </ul>
<p>Timeline:</p> <ul style="list-style-type: none"> <li>● September 2020 to June 2021</li> </ul>
<p>Results:</p>
<p>Comments:</p>



**School Goal 2: All students will improve numeracy skills.**

Strategies:

- PD focused on numeracy [math reasoning, number talks, math centres, guided math] with support from Supervisor of Numeracy and in house math representative
- Math Committee - regular report / sharing at staff meetings, (teacher led PD - in-house expertise, sharing resources) – yet to be formalised
- Monthly math bulletin boards [interactive and inquisitive] – to be started
- Morning Math Announcements- two days per week students will be presented with grade appropriate math questions- students submit answer to teacher and is recognized by principal and assistant principal.
- CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals. In process of scheduling
- Implementation of Guided Math K-8
- Implementation of number talks in all classrooms
- Intervention Block(Jr/Sr) within cohorts
  - focus on students mastering basic facts
  - problem solving skills
    - Number Talks (Jr/Sr)
- Vocabulary strategies infused in each lesson- grades 7-12 -Lucy Calkins and REWARDS
- Common Assessments
  - Aligning vocabulary within numeracy instruction with Common Assessment language.
- Develop Numeracy Committee
  - Needs to be coordinated

Target and Measurement Tools:

- Key Math
- TNT
- Common Assessment
- Grade 9 PAT-Basic Skills

Resources:

- Math Manipulatives
- In-house PD
- Inclusive Ed. Coordinator (math support)
- Websites and school licenses (AAC website, Learn Alberta, Discovery Ed., Prodigy)
- Key Math assessment
- TNT math assessment [ piloted October 2019]
- Common Assessments [grades 4-6]
- Teacher representative for Math Cohort

Timeline:

- September 2020 to June 2021

Results:

Comments:

**School Goal 3: Actively engage in practices to embrace, foster, and promote connectivity and well-being.**

Strategies:

- Student Leadership Opportunities (Student Council, Assembly Set Up Team, Gym Helpers, Student Involvement in Assemblies, Student announcements on PA System)- will revisit -based on covid guideline adjustments through the year
- Intramurals [Potentially 3 times per week based on staff availability] will revisit -based on covid guideline adjustments through the year
- PAX (Good Behavior Game) - used as the school-wide effective behavior supports [EBS]
- Connection Team (Mental Health Therapist, Wellness Coaches)
- MDT supports (multi-disciplinary team)
- CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals
- Theraplay, Friends for Life, Go Girls- will revisit -based on covid guideline adjustments through the year
- Thought of the Day within morning announcements[ a quote is shared that related to the character education trait of the month]
- Use of sensory tools, furniture, and alternative seating within classroom environments, proactive use of calm room
- Extra-Curricular activities (Choir, Robotics, Soccer, Cross Country, Basketball, Track and Field, Divisional Iron Chef Competition, Hockey Team, Writing Club)- will revisit -based on covid guideline adjustments through the year
- Replenish outdoor equipment bags for recess activities
- Games and activities for indoor recesses (purchase items such as lego, scrabble, etc.)
- Guest Presenters [Farm Safety, Bus Safety, Bike Safety, Jigging, Science in Motion]- will revisit -based on covid guideline adjustments through the year
- Bring in FNMI elders or community members to share their culture. (i.e. Metis Dancer - Bev Lambert, crafts, language, hand games, drumming]- will revisit -based on covid guideline adjustments through the year
- High School partner mentoring- investigating covid friendly ways to implement

**Social and Physical Environment**

- Post student work- Each class needs to post student work throughout the year
- Aboriginal artwork-Purchase art work and Art 30 class to design and paint murals throughout the school-Jr. High or CTS Shop students can be involved as well- will revisit -based on covid guideline adjustments through the year
- Foster and encourage positive communication
  - Falcon Advisory
    - Student conferences, anytime, any where

**Teaching and Learning**

- Literacy Coach and Supervisor of Literacy will work with teachers to develop engaging activities
  - K-12 plan for Lucy Calkins lessons

**Partnerships and Services**

- Hospital, Mackenzie County Services, La Prairie, Tolko, Norbord, ABCO, RKM, Local Businesses
- Healthy eating
- Focus groups for lunch programs
  
- Using the four pillars to teach students. Interdependence, Belonging, Generosity, Mastery.
- Book study of “Reclaiming Youth AT Risk” by Martin Brokenleg, Larry Brendtro, Steve Van Bockern
- Resilience Team for PD

Target and Measurement Tools:

- Accountability Pillar
- OURSchool Survey
- FVSD connectivity survey

Resources:

- Programming by Connection Team
- Sensory and OT supports, equipment, tools
- Multi-disciplinary Team
- PE equipment
- Guest speakers and presenters (Public Health nurses, etc.)- will revisit -based on covid guideline adjustments through the year
- Budget for supplies/incentives for Student Council, Tootle prizes, PE and Extra-Curricular programming- will revisit -based on covid guideline adjustments through the year
- Access to a Divisional Psychologist

Timeline:

- Current Programs will be evaluated on a half year basis for effectiveness.

Results:

- Please see Accountability Data

Comments:

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## Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

### A. Creation of the Professional Development Plan

- On-going Professional Development is necessary to ensure that staff members have the necessary skills and competencies to support the School Education Plan. The staff will be provided opportunities to review the Ed Plan and provide input and suggestions for resources and necessary PD. This PD Plan is a 'living' document, and revisions will occur throughout the year, as PD needs and opportunities arise.
- Professional development will need to continue regularly throughout the year in areas of connectivity, numeracy and literacy to ensure staff are equipped to carry out the goals of the school education plan. Staff will be provided opportunities to review the school education plan and provide input and suggestions on how to improve it.

### B. Disbursement of Dollars

- PD Dollars are allocated annually based on staff size, school goals, areas for professional growth. Dollars are allocated to support targeted PD in literacy, numeracy, FNMI, ECE, IE, health and wellness. The budget supports PD opportunities that are school based, division based, or outside of FVSD.

### C. Individual Staff Professional Development

- Teachers will develop their own PGP's, which will be linked to school education plan goals as well.
- Staff will have access to PD funds, providing the PD opportunity being pursued aligns with PGP goals and school goals. Decisions regarding access to these funds will be determined by the principal on an individual basis, based on need, accessibility and ongoing availability of funds. Rather than a set amount per staff member, PD opportunities within the school and the division will be distributed equitably. Staff requesting (or being requested) to attend PD sessions outside the division will be covered on an individual basis.

### D. Education Plan Associated Professional Development

- The school education plan is based on the goals of the school and key focus areas of FVSD. On-going Professional Development will be required to support the Education Plan. PD will be required in the following areas: Balanced Literacy, PD for EA's, Speech Language PD for SL-EA, Math PD, Technology PD, PAX training, First Aid and OT/PT PD, Assessment Training
- Professional Development aligned with the education plan will continue throughout the year. PD will be required in the areas of, literacy, numeracy, high school redesign, technology in the classroom, and student engagement.

May

- Review Ed Plan and PD Plan for next school year

August

- Two first-year teachers accessing BL PD from Literacy Coach.
- Review Ed Plan at August Staff Meeting - Friday, August 30.

- Complete this timeline of PD sessions once more dates are known
- PD last week of August
- Staff Meeting / Organizational Day (all staff invited) on Friday, August 30.
- Begin CRM planning

September

- Submit School Ed Plan draft to central office
- PGP Plans due October 5

October

- PGP Meetings with staff
- Staff Meeting –Present and review School Ed Plan for upcoming year with staff
- HASS
- Family Math Night?

November

- Staff Meeting
- FVPS Division Wide PD Day
- Inclusive Ed. PD Day

December

- Staff Meeting

January

- Staff Meeting
- PD Day

February

- Teacher's Convention in Edmonton

March

- Staff Meeting

April

- PGP meetings with staff

May

- Staff Meeting

June

- PD Day
- Summer Institute (K – 9)

## **Communication Plan**

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

### **August**

- Review School Ed Plan
- Assign roles as committees and teams are formed
- Committees and Responsibilities formed
- Update school website, Facebook and Twitter

### **September**

- School News Information posted on Facebook, and Twitter
- Class newsletters sent home
- Agenda routines established
- Meet the Staff Night
- Collect parent emails
- Communicate with staff through Weekend Updates
- Student and parent focus groups
- School Council AGM / Presentation of Ed Plan
- Monthly school calendar
- Parent Engagement Night
- Student Focus Group – *Falcon Fly Time Review*
- Facebook/Twitter-Students will provide access to report and update
- FVPS google calendar-Students have been included in the adoption of the school calendar.

### **October**

- School News Information posted on Facebook,Website and Twitter
- Class newsletters sent home
- Staff meeting
- Ongoing communication through agendas and phone calls
- Update PowerSchool with parent emails
- Student focus group
- 3T testing completion and Intervention
- Monthly school Calendar
- Student Focus Group – *Fundraising Idea*
- FVPS google calendar- Staff have been updating; need to include social media representatives.

### **November**

- School News Information posted on Facebook, Website and Twitter
- Staff meeting
- PD Day
- Report Cards / Parent Teacher Interviews
- Ongoing communications through Agendas and phone calls
- Parent and student focus groups
- Monthly school calendar
- Students in Media will be providing school newsletter and Live Broadcasting on Website and Facebook

- FVPS google calendar
- Have teachers and student groups update our bulletin boards.

### **December**

- School News Information posted on Facebook, Website and Twitter
- Staff meeting
- Class newsletters sent home
- Ongoing communication through agendas and phone calls
- Notes sent home re: Accountability Pillar Surveys
- Student Focus group
- Monthly school calendar
- Student Focus Group – *Second Semester Options*
- FVPS google calendar

### **January**

- School newsletter sent home
- Staff Meeting
- PD Day
- Ongoing communication through agendas and phone calls
- More notes sent home re: Accountability Pillar Surveys
- Regular updates of Website and Facebook
- Student Focus Group
- Monthly school calendar
- FVPS google calendar

### **February**

- Class newsletters sent home
- Ongoing communication through Agendas and phone calls
- Regular updates of Webpage and Facebook
- Student Focus Group
- Monthly school calendar
- Report Cards
- Student Focus Group
- FVPS google calendar

### **March**

- Staff meeting
- PD Day
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Parent and Student Focus Groups
- Student Focus Group – *Falcon Fly Time Review*
- FVPS google calendar

### **April**

- Class newsletters sent home
- Report Cards sent home
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Student Focus Groups
- Google Calendar

## May

- Ongoing communication through agendas and phone calls
- Staff Meeting
- Parent phone calls re: possible placements / retentions
- Regular updates of Website and Facebook
- Parent and Student Focus Groups
- Monthly school calendar
- Student Showcase Student Focus Group – *School Plan Planning*

## June

- PD Day
- Class newsletters sent home
- Student Focus Group
- Report cards sent home
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Year-end Awards Ceremony and Family BBQ
- Monthly school calendar
- Student Focus Group – *2020/2021 – school improvement ideas*
- Report Cards
- FVPS google calendar



## Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

### September

- Review School Ed Plan at August and September staff meetings
- Success Team meetings (as needed)
- Review goals and strategies with all staff and students
- Monthly Falcon Advisory teacher & administration meeting
- Student Focus Group – *Falcon Fly Time Review*

### October

- Analysis of PAT results [N/A]
- Analysis of Accountability Pillar Results
- PD
- Presentation of School Ed Plan to Parent Council at AGM
- Tell Them From Me Survey
- PGP meetings with staff
- PAX Data Collection
- Professional Growth Plan (PGP) meetings
- Bi weekly attendance/failing grades report
- Student Focus Group - *Fundraising Ideas*

### November

- Present Data and Budget at Parent Council meeting
- Discussion of School Ed Plan strategies at staff meeting
- Student Show Case
- Bi weekly attendance/failing grades report t
- Student Focus Group

### December

- September – December 21<sup>st</sup> – Reading Challenge
- Bi weekly attendance/failing grades report
- Student Focus Groups - *Second Semester Options*

### January

- Bi weekly attendance/failing grades report
- Review meeting with Student Purchasing Committee
- House Team Challenge/Gym Riot
- Discussion of School Ed Plan strategies at staff meetings

### February

- Accountability Pillar Surveys
- Bi weekly attendance/failing grades report
- PGP meetings
- Student Focus Groups – *School Esthetics Improvement*

## March

- Review current Ed Plan and begin development of new Ed Plan
- School Council members invited to Planning session for creation of new Ed. Plan
- Monthly Falcon Advisory teacher & administration meeting
- Bi weekly attendance/failing grades report
- Student Focus Group – *Flex Review*

## April

- Review draft Ed Plan with staff
- Tell Them From Me Survey
- PGP meetings with staff
- January- April – Reading Challenge
- Monthly Falcon Advisory teacher & administration meeting
- Bi weekly attendance/failing grades report

## May

- PGP meetings with staff
- Student Showcase Art and Music
- Bi weekly attendance/failing grades report
- Meeting with Student Purchasing Committee
- Student Focus Group – *School Education Planning*

## June

- Present and review School Ed Plan for upcoming year with staff
- Submit School Ed Plan draft to central office
- Monthly Falcon Advisory teacher & administration meeting
- Bi weekly attendance/failing grades report
- Student Focus Groups – *2020/2021 Improvement Ideas*

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2020-21 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the 2019-20 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Bonnie Hunley
Principal

October 2020
Date