

School Education Plan and Results Report

2018-2022

Year 2 (2019-2020)

**Motto:**

Feel the H.E.A.T. (Heart, Excellence, Attitude, and Teamwork)

Mission:

Our mission is to provide a positive environment where students are able to develop to their full potential. The school promotes lifelong learning and continuous personal growth and development for all students, staff, and families.

Beliefs:

Our school motto "Feel the H.E.A.T." summarizes our basic beliefs. We feel every student, staff member, and family are part of a school that emphasizes "heart" through caring for each other, caring for ourselves, and caring for learning. The staff at Fultonvale demonstrates friendly and caring interactions with students. We make an extra effort to understand the students in order to help them and to support them in their growth. Excellence is demonstrated on many levels: personal, academic, social and athletic. The attitude of a successful Fultonvale student is one that embraces a personal responsibility for learning and behaviour. Teamwork amongst all stakeholders is vital for successful student learning.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: The school community is actively engaged in working collaboratively to achieve excellence for students and staff. (EIPS Priority 3 Goals 1 & 2)

GOAL 2: Student learning continues to improve in the areas of numeracy and literacy by one year's growth. (EIPS Priority 1, Goal 2)

GOAL 3: Students and parents will see the correlation between current learning and preparation for the work force. (EIPS Priority 1, Goal 3 and Priority 3, Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between Indigenous students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Brad Cooksley
Assistant Principal: Mark Wever
Counsellor: Theresa De Rozier

Fultonvale Quick Facts:

- FTV is a kindergarten to grade 9 elementary/junior high school with a student enrolment of 504 students.
- FTV students are served by 25 teachers and 11 support staff.
- We have a Community Mental Health Builder onsite for three years (partnership with Strathcona County)
- FTV opened in 1976 and completed a facility modernization in 2017.
- The total school budget for 2019-2020 is \$3 147 170.

Programming Highlights:

- Academic rigor
- Character education
- Inclusive education
- Restorative practices and actions
- Learning assistance
- Daily Physical Activity (DPA)
- French (grades 4 to 6, optional in grades 7 to 9)
- Career and Technology Foundations (CTF) - foods and fashion, building and construction, metal and woodworking, ceramics, and digital photography, art, drama, leadership, media studies, outdoor education, publishing
- Speech/Language therapy services
- Occupational Therapy consultation services
- Registered Psychologist assessments when deemed appropriate for student programming

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes:

1. Overall PAT scores remained very high at 91% for achievement & an increase of 3% for excellence (36%).
2. Working with parent group: involved in physical literacy, floor tiles, highlighting DPA. Parental involvement has increased by 5% to 88.5%
3. Building one school community has been achieved. Parents & staff are referring to the student population as Fultonvale rather than Fultonvale or Ministik students/parents.
4. Preparing for lifelong learning increased by 5%. We will continue to work at raising our average to the provincial average of 83%.

Challenges:

1. Highlighting regular classroom work that has implications for lifelong work. Staff have been working on Herbst protocol (Chalk Talk) to improve this goal.

2. Building reflective time at the end of a period/day with “How has this learning better prepared you as a learner?”

How, and to what degree, did those successes/challenges impact planning for 2019-20?

1. Planning for this year involved having teachers being more intentional with students knowing what they learned **and** how it is beneficial in later years. We are mindful that our parent population (those outside the School Council) does not appear to be aware of how schoolwork or classroom activities build lifelong learners.
2. With our current budget situation, we are no longer able to offer FTE to support literacy & numeracy lead teachers. We fear our at-risk students may not gain one year’s growth.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

The school community is actively engaged in working collaboratively to achieve excellence for students and staff.

Division Outcome: Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Strategies:

- We will continue to focus on Indigenous culture within the school setting. Elder Wilson will be at Fultonvale for a few days this year. This will be his second year visiting our school. We now have 2 teachers leading the work to better infuse Indigenous culture into Fultonvale classrooms.
- Continue to provide an environment where students and staff can take risks in their learning. Flex periods for grade 8 students will involve “Honours/Challenges modules”.
- Provide numeracy & literacy time teachers to provide additional assistance for at-risk students.
- Plan professional learning days to ensure that FTV staff have opportunities to collaborate with staff from each other & consultants.
- Provide opportunities to share best practices.

Performance Measures:

- Working with our School Council, more community members will bring their expertise into the classroom for special lessons. A stronger community connection will exist. For example, our Wee Reads Literacy Day for grades K-3 had over 20 parents in the building.
- An increased general awareness has occurred in terms of Indigenous culture being more evident in the school hallways and in classroom lessons.
- EIPS Parent survey results range for 81%-96% regarding working collaboratively with school staff and administration.

School Goal 2: Student learning continues to improve in the areas of numeracy and literacy by one year's growth.

Division Outcome: Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

Strategies:

- Integrate the use of technology that supports anywhere, anytime learning.
- Use of a variety of literacy supports such as; Daily 5, Fountas and Pinnell, learning assistance, Balanced literacy, reading conferences, historical fiction reading & writing, and the Wee Reads program.
- Provide professional development for staff on using literacy and numeracy benchmarking data, LLI kits, and other literacy programs to enhance instructional practice.
- Utilize the expertise of division literacy and numeracy support consultants.
- Encourage school staff to attend PD sessions related to the new Draft curriculum.
- Junior high focus on demonstrating that teacher assessments are blueprinted to curricular outcomes. This will also be done at the elementary level.

Performance Measures:

- A third of our 75 identified students on ISPs, will show growth over the course of the year using benchmarking assessment data (LLI, STAR, MIPI, & teacher created resources).
- Narrow the gap between grade 6 & 9 Prior Level of Achievement test results.

School Goal 3: Students and parents will see the correlation between classroom learning and preparation for the work force.

Division Outcomes: Priority 1: Promote growth and success for all students.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

GOAL 1: PARENTS AS PARTNERS

Strategies:

- Continue to speak at School Council meetings in order to help increase the parent results. They remain lower than district & provincial levels.
- Teachers clearly articulate how the objective being taught relates to work beyond high school. Part of this is encouraging students to get varying perspectives (i.e. parents) of how the information learned at school is benefitting them for life long work.
- Encourage students to share how school is benefitting them for the workforce. Moving away from the traditional student comment of "I learned nothing today" to "How will what you learned today help you later in life?". Having home discussions about being prepared for the workforce.

Performance Measures:

- An increase by 10% on the Accountability Pillar Results by the parent portion in the area of students being ready for work when they finish school. An additional 5% increase overall for the following year to achieve the provincial result of 83%.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	FTV	91.5	27.1	77.8	37.0	97.8	22.2	100	41	97.1	26.5	90	35
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	FTV	86.4	30.5	75.9	29.6	86.7	26.7	100	35.9	94.1	29.4	85	30
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.1	21.0	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	71.9	13.5	71.6	14.8		
Science 6	FTV	93.2	49.2	75.9	55.6	95.6	51.1	100	66.7	97.1	61.8	85	55
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.8	46.9	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.4	31.2	77.4	29.2		
Social Studies 6	FTV	84.7	39.0	70.4	44.4	97.8	42.2	100	46.2	95.6	44.6	85	40
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	89.1	36.8	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7	76.1	25.1		
English Language Arts 9	FTV	87.5	22.5	97.9	29.8	82.4	20.6	94.1	15.7	84.1	31.8	85	25
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	FTV	70.0	20.0	89.1	21.7	70.6	26.5	78.4	23.5	79.5	29.5	80	25
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	68.4	19.2	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	58.0	14.5	58.7	18.4		
Science 9	FTV	87.5	37.5	89.4	23.4	82.4	23.5	90.2	23.5	84.1	25.0	90	25
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.5	27.0	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.0	24.4	74.4	26.3		
Social Studies 9	FTV	82.5	30.0	85.1	25.5	76.5	20.6	90.2	23.5	81.8	34.1	85	25
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.0	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.0	21.6	68.0	20.4		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	0.0	0.0	0.0	2.2	1.9	1.1	1.1	1.7	3.2	3.0	2.3	2.3	2.6
Returning Rate	n/a	n/a	n/a	n/a	n/a	21.0	19.8	32.5	21.5		18.2	18.9	19.9		

Student Engagement Measures

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.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.0	89.9	91.4	89.1	90.4	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	98.3	100.0	99.3	99.3	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1

Parent	90.0	85.3	92.0	81.6	93.5	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	85.9	86.0	82.0	86.3	78.3	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.1	89.2	84.7	85.3	83.2	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	99.2	97.5	97.3	98.6	99.3	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	84.7	82.4	80.9	78.8	82.3	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	83.2	87.7	76.0	78.5	68.0	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.5	85.2	78.6	74.8	79.2	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	96.6	100	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	75.0	70.4	57.1	53.1	58.3	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.6	90.4	90.4	89.8	89.1	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	98.7	99.3	100.0	100	99.4	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	82.5	77.5	81.8	76	84.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86	86.4
Student	93.4	94.5	89.5	93.4	83.9	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.4	88.7	87.3	83.5	85.9	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	94.9	95.8	97.5	95.4	97.0	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	81.4	79.3	87.3	77	84.3	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	91.8	91.1	77.0	78.2	76.4	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.4	89.3	82.6	86.1	78.6	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	82.6	100.0	93.3	96.7	86.2	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	60.9	82.8	72.7	71.9	76.0	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	85.8	85.2	81.7	89.8	73.6	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FTV					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.9	82.1	84.1	83.2	88.4	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	97.7	97.5	100.0	98.6	99.3	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	70.1	66.7	68.2	67.9	77.6	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

Fultonvale parents and staff were provided with opportunities for input into the Fultonvale School Education Plan.

The opportunities were as follows:

School Council and staff meetings were held throughout the previous year. At these meetings, information was provided on specific goals, measures, targets, strategies and progress within the School Education Plan. Feedback from parents and staff was requested on all aspects of the school operation, and the input received was used to help develop the School Education Plan (SEP) for 2018-2022. Parents and staff support the SEP as we continue to build student capacity in academics, social and emotional areas.

School Council members are aware that this year's SEP will have minor changes to it from the previous plan. With the second School Council meeting scheduled closely after the SEP is due to Central; we will still share this plan at the second meeting and seek feedback into the SEP.

In an effort to strengthen the school and home connection, the School Council will continue to work in partnership with staff and administration to highlight learning for parents to use at home with their child. Moreover, the School Council is open to coordinate parent volunteers in the school.

Once approved, the School Education Plan will be highlighted in the school weekly newsletter for 2 or 3 editions. The SEP will then be posted to the school's website.