



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Fultonvale Elementary Junior High

PRINCIPAL: Jeff Spady

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote growth and success for all students.
2. Enhance high-quality learning and working environments.
3. Enhance public education through effective engagement.

STAFF FTE		BUDGET	
Certificated	22.665	Salaries	\$2,844,444
Classified	5.792	SES	\$142,606
		Total	\$2,987,050
		Surplus/deficit	\$0

SCHOOL PROFILE AND CONTEXT

Our school motto "Feel the H.E.A.T." (Heart, Excellence, Attitude, Teamwork) 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.

Fultonvale Quick Facts:

- Fultonvale is a kindergarten to grade nine elementary/junior high school, with a student enrolment averaging 500 students.
- Fultonvale students are served by 25 certificated staff and 9 support staff.
- We have a Community Mental Health Capacity Builder onsite for three years (in partnership with Strathcona County). This is the third and final year of this partnership.
- Fultonvale opened in 1974 and completed a facility modernization in 2017.
- Fultonvale fields a full complement of junior high athletic teams.
- There is an active GSA club on site.
- There is a vibrant School Council and a supportive fundraising parent group.
- Academic results (PATs) are above provincial results and often match or exceed District results.

EIPS PRIORITY 2: Enhance high-quality learning and working environments.

Goal 3: A culture of excellence and accountability.

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- Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 1: Students, parents, and staff recognize the school is continually improving.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Distribute a parent survey asking for specific feedback on why parent data dropped in this area: *“In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years.”*
- Use specific feedback from the parent survey to generate strategies.
- Continue to provide an environment where students and staff can take risks in their learning.
- Plan professional learning days, ensuring that Fultonvale staff have opportunities to collaborate.
- Provide opportunities to share best practices.
- Staff will continue to build professional capacity through the use of and training in Brightspace.
- All teachers are using the Edmonton Public Schools scope and sequence, ensuring we are teaching similar outcomes at the same time.
- Continue to highlight cultural aspects of First Nations, Métis and Inuit students. Acknowledge historically significant contributions of Indigenous peoples (Orange Shirt Day, November 8 Aboriginal Veterans Day, Remembrance Day Ceremony, Treaty Land Acknowledgement).
- Work with our School Council towards continual improvement.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Accountability Pillar in Continuous Improvement rises from the current measure of 74.7% to the provincial average of 81.5%.
- Parent data from the Accountability Pillar question, *“In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?”* rises from the current measure of 50% to the provincial average of 80%.
- Staff and student data continue to be above provincial average in the Continuous Improvement area of the Accountability Pillar.
- Parent data from the EIPS Parent Survey increases from 68% to 75%.

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EIPS PRIORITY 1: Promote growth and success for all students

Goal 1: Excellence start to learning.

Outcome: More children reach developmental milestones by Grade 1.

Goal 2: Success for every student.

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

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

STRATEGIES/ACTIONS IMPLEMENTED:

- Literacy
 - Three teachers have dedicated time to provide literacy support to students who are performing in the Urgent Intervention category according to the Star Reading Enterprise Assessment.
 - One teacher supports students in 1-6.
 - One teacher supports students in 7-9.
 - One teacher supports self-identified First Nations, Metis or Inuit students.
 - One administrator will help support students.
- All teachers are promoters of literacy and use teaching strategies to support all learners. We will use a variety of literacy supports such as Daily 5, Fountas and Pinnell, learning assistance, Balanced Literacy, reading & writing conferences, and historical fiction reading & writing.
- Numeracy
 - We do not have dedicated time due to budget constraints but may provide release time via use of a substitute teacher to provide support.
 - Due to our MIPI results at the Division 3 level, lunchtime Math support is offered to Jr. High students.
 - One administrator will help support students.
 - All teachers are promoters of numeracy and use strategies to support all learners.



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- Continue to work towards developmental milestones in Kindergarten and Grade 1.
- Integrate the use of technology that supports anywhere, anytime learning.
- If possible, utilize the expertise of division literacy and numeracy consultants.
- Junior high focus on demonstrating that teacher assessments are blueprinted to curricular outcomes. This will also be done at the elementary level.
- Continue to purchase high interest low vocabulary literature.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Student literacy continues to improve by one year's growth according to the Star Reading Enterprise Assessment.
- Students literacy continues to improve according to LLI.
- Students numeracy continues to improve by one year's growth according to the MIPI.
- Provincial Achievement Test data continues to be above provincial averages.

EIPS PRIORITY 1: Promote growth and success for all students.

- Goal 2: Success for every student.
- Outcome: More students are engaged in school and achieve student-learning outcomes.

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

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Work with School Council in order to help increase the parental results on the Accountability Pillar. They remain lower than district & provincial levels.
- Teachers clearly articulate how the objective being taught relate 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 lifelong 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?".



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- Having home discussions about being prepared for the workforce.
- Highlight regular classroom work that has implications for lifelong work.
- Building reflective time at the end of a period/day with “How has this learning better prepared you as a learner?”

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- An increase by 10% on the Accountability Pillar Results on the parent portion in the area of “*Your child is taught attitudes and behaviors to be successful at work when he or she leaves school*”.
- Teacher data on the Accountability Pillar continues to be above provincial average.
- Work with School Council to improve the transparency between parent perceptions of schoolwork that prepare their child for the workforce.