



Annual Results Report – 2017 – 2018
School Continuous Growth Plan – 2018 – 2021



OUR VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

OUR MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

OUR BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

OUR CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

Success for All x All Kids Are Our Kids = One Year's Growth

Methodology: The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

In our school we provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy
Teachers are using programs such as Daily 5, Super 6 Comprehension Strategies and Guided Reading to ensure student growth in literacy. We have a teacher who does the Leveled Literacy Program for struggling readers in the early grades. The program Right to Read is being incorporated into the Kindergarten and Grade 1 classes. In RTI, we are using Adrienne Gear's book, Reading Power, to improve student comprehension.
2. Student success through innovative, effective and appropriate uses of educational technologies
Teachers use Google Suite to enhance student learning. Students are using Read, Write Google when they are composing text on the computer and reading information. Students are learning Internet Safety and the appropriate uses of features such as email. Our school is fortunate to have 1:1 ratio of iPads for students.
3. Our school community respects diversity and promotes inclusion
Special needs students are integrated into the classroom and participate in all school activities at their level. Students interact with special needs students with compassion and empathy. Students are accepting of different cultures and religions.
4. First Nations, Metis and Inuit (Indigenous) student success
In the classrooms, teachers are teaching Indigenous culture by reading stories about reconciliation, myths and legends. Indigenous values are discussed in Social Studies classes, along with the traditional uses of plants and animals. Teachers use the 7 Teachings and the The Two Wolves story to encourage positive behaviour. The teepee structure is used as an example in the Science curriculum when students are learning about structure and

design. Traditional Indigenous games are taught in gym and math classes.

5. Excellence in Teaching and School Based Leadership

Teachers are improving best practices by watching other teachers in the school teach. Teachers are preparing for the new Teacher Quality Standard that is being implemented next year by having discussions about it during staff meetings. We are seeing what it looks like for teachers and how it will impact student learning. There is a new Leadership Quality Standard for principals to adhere to. A member from Senior Leadership Team comes out once a month to work with the Principal and discuss the LQS. Generative dialogue is a new approach that we are using to have discussions between teachers and the principal. These conversations are designed to improve teacher practices and therefore to improve student learning.

Fulham School

School Demographics

Kindergarten - Mrs. Walker - 7 students

Grade 1/2 - Mrs Dennison- 12 Grade 1 students and 6 Grade 2 students

Grade 3/4 - Mr. Beck -10 Grade 3 students and 7 Grade 4 students

Grade 5/6 - Mr. Becker -11 Grade 5 students and 15 Grade 6 students

Mrs. Donnelly - Secretary

Mrs. Young - Educational Assistant

Mrs. Werzun - Educational Assistant

Miss Dick - Educational Assistant

Miss Marshall - Principal

September 30th count

Principal's Message

All kids are our kids is a statement we value at Fulham School. We make a conscious effort to make sure all students feel they are a member of our school community. Every adult understands how important it is that every child has someone who they can connect with. Parents and community members walk down the halls and comment on how happy and friendly our students are. We understand that a student will do better in school if they have a feeling that someone cares about them. A child who understands what it means to be a contributing part of a community, becomes a productive and valuable citizen in society. As a staff, we strive to have an inclusive environment for all students and to promote a safe, caring and welcoming school.

Over the last few years we have improved our quality learning environments by purchasing different seating

options (stools, rocking chairs, ball chairs) for the students to use in the classroom as well as standing desks. All classrooms have tables for students to sit at, instead of just traditional desks. This class arrangement allows students to sit with their peers in a group setting or to work on their own. Teachers will be attending sessions on how to structure collaborative learning in their classes.

Literacy and numeracy are a school wide instructional focus this year. We are targeting number sense, different writing techniques and reading comprehension. By building teacher capacity we can improve student learning and engagement in these areas. This year we will be using a school wide program, Write Now, Right Now, to increase student writing abilities. Increasing students' reading comprehension will help them succeed in all areas of their learning. All teachers are incorporating guided math into their classes This allows teachers to work with students in small group settings to improve their understanding of number sense.

We are starting to use Google in the classroom to enhance student learning and to promote technology in the classroom. Students have been using iPads and laptops to enhance their learning in the past years and we are looking at adding to their technology skills.

Working as a school community, we are always striving to improve communication with our stakeholders to inform them of school events, student progress and new initiatives we are doing to improve student learning. Our School Council is meeting during the school day so parents can still be at home with their families in the evenings. They are eager to organize family centered activities in the school and help support student learning.

Throughout our school, there are students who require additional supports in order to meet their learning goals. Our teachers use universal teaching strategies to reach all student learning, and use the Response to Intervention time to help students understand the concepts with which they have not mastered. We have small groups of students working with teachers and educational assistants to improve reading comprehension. This is done through our LLI program, guided reading groups and guided math in the

classroom.

Over the last few years, our school has purchased several books to put in the library on Indigenous Canadians. This year, we will be having a cultural day that celebrates all of the different cultures in our school and allows for the students learn about each student's heritage.

Based on the Our School Survey that the Grade 4, 5 and 6 students completed last year, we are increasing the students' awareness of the importance of self regulation. We will have our second Mindful Day for students, so they can continue to learn strategies to self regulate when they are anxious or upset.

As a staff, we continue to be engaged learners ourselves, so we can continue to provide our students with a quality education.

Janaya Marshall, Principal

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

Combined Accountability Pillar Overall Summary

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Fulham 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	93.0	86.1	88.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.1	89.1	89.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	88.7	94.7	92.3	90.0	90.1	89.9	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	56.3	96.4	71.2	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	6.3	0.0	1.7	19.9	19.5	19.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	66.7	85.7	80.1	82.4	82.7	82.4	Very Low	Maintained	Concern
	Citizenship	83.4	78.7	82.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.3	70.3	71.6	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	83.2	93.8	90.7	80.3	81.4	80.7	Very High	Declined	Good

In the 2017-2018 school year, our school did not have enough parent response to The Thought Exchange survey to have any data recorded. This was one way parents had the opportunity to have input into school improvement. With so few responses to this survey, we feel that parental engagement is a concern and therefore is a focus for our school. Parental input is important in order for the school to continue to meet the needs of the students. The Our School Survey, which students in Grade 4, 5 and 6 answered, indicated that there was a lower than average sense of belonging for students. Our staff feels that it is important for all students to have a positive adult relationship in the building. As indicated above, and on our beginning of the year assessments, our data indicates that students need to improve on writing, reading comprehension and number sense. Based on last year's PAT and this year's fall assessments, our academic goals are to improve students' number sense, writing quality and their reading comprehension in narrative and informational text.

ALL KIDS ARE OUR KIDS:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners' strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

School Goal 1: All students will develop more than one positive adult relationship in the school.	
<p>School Strategies</p> <ul style="list-style-type: none"> ● School clubs run by staff to make connections with students outside of class time. ● Positive greeting to every student before they enter the classroom. ● Teacher journal or box where students can talk to or write a message to the teacher privately. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Survey the students two times a year to see if students indicate they have connections with adults in the class.
<p>Evidence of Success:</p>	

This goal is based on the information that we received from the "Our School Survey" last year. Students indicated a low sense of belonging to the school. By ensuring that all students feel they have an adult who they connect with, we can foster a positive sense of belonging.

School Goal 2: Teachers will increase day to day contact with parents.

<p>School Strategies</p> <ul style="list-style-type: none"> • Positive phone call home to every child’s parents three times a year (September, January, May) • Use Remind or Class Dojo to connect to parents. • Have student led conferences for the second set of parent-teacher interviews. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> • Survey parents on school communication satisfaction during the second set of parent teacher interviews.
<p>Evidence of Success:</p>	

This goal is based on low parental involvement in day to day activities in the school. There were low parental responses on divisional and provincial surveys offered to parents. There were a low number of parents who attended parent teacher interviews over the year. By increasing day to day contact, we are hoping to improve parental input into the school.

SUCCESS FOR ALL:

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

SUCCESS FOR ALL:

Goal: Increase achievement in math through a focus on number sense in all classes.

<p>School Strategies</p> <ul style="list-style-type: none"> ● All teachers will use Guided Math to teach number sense in the classroom. ● Use problem solving to teach number sense. ● Continue to give math awards at monthly assemblies. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> ● Improved results on end of unit assessments and end of year assessments.
<p>Evidence of Success</p>	

Looking at our Mathletics and PAT data, we are wanting to improve the level of achievement in number sense. We feel that Guided Math is the way to reach all students at their level. Teachers will be incorporating cooperative learning structures into their lessons as well.

SUCCESS FOR ALL:

Goal: Increase achievement in literacy through a focus on writing.

<p>School Strategies</p> <ul style="list-style-type: none"> • All teachers will use the program Write Now, Right Now to teach writing. • Connect with Irene Heffel to support writing instruction in the classroom. • Give awards at monthly assemblies to students for writing success and have students read their stories to the other students. 	<p>School Success Indicators</p> <ul style="list-style-type: none"> • Four times a year, all students will write a story based on a picture and mark it using a shared rubric to gauge student growth. • Students will show growth on year end assessments.
<p>Evidence of Success</p>	

Through analyzing our divisional assessments and PAT results, we are focusing on improving student writing. We chose the Write Now, Right Now program to connect writing instructions throughout all the grades. Students will write stories throughout the year and will be assessed using a similar rubric.

SUCCESS FOR ALL:

Goal: Increase achievement in literacy through a focus on reading comprehension.

<p>School Strategies</p> <ul style="list-style-type: none"> • All teachers will use Super 6 Reading Comprehension strategies in their classrooms. • Use Adrienne Gear’s “Reading Power” strategies in whole group RTI lessons. • Teachers are using Guided Reading in their classrooms with 	<p>School Success Indicators</p> <ul style="list-style-type: none"> • Benchmark all students three times a year using Fountas and Pinnell Benchmark Kits. • Middle and end of year assessments will show student growth.

all students.	
Evidence of Success	

A focus on reading comprehension will continue to be important. Reading is used across all subjects and having good comprehension skills will help students achieve in all classes. Guided Reading helps students learn and read at their level. Teachers are able to hear students read regularly and build lessons based on their needs. We use whole group RTI time to help improve reading comprehension.

