



Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022



VISION

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

MISSION

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

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

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.

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

School Demographics

Fulham School is located 10 minutes north of Peers, AB on Highway 32. All of our students are bus students, adding anywhere from 5 minutes to 60 minutes to their day, before and after school.

Classes/ Teachers

Kindergarten - 8 Mrs. Walker, Miss Marshall

Grade 1/2 - 9 Grade 1s, 12 Grade 2s Mrs. Dennison, Miss Marshall

Grade 3/4 - 7 Grade 3s, 9 Grade 4s Mr. Beck, Miss Marshall

Grade 5/6 - 7 Grade 5s, 10 Grade 6s Mrs. Downing, Mrs. Dennison

Support Staff

Mrs. Donnelly - Secretary/Librarian

Mrs. Young - Educational Assistant

Mrs. Werzun - Educational Assistant

Miss Dick - Educational Assistant

Principal's Message

At Fulham School we promote a safe, caring, welcoming and inclusive environment where cooperation from all students, staff and community members leads to student success.

Staff accept and support every individual, endeavor to ensure all students experience success within the school environment and as well as form skills and attitudes that lead to achievements within the world of work. We prepare students to be effective communicators, problem solvers and global citizens.

School staff spent a day analyzing school data to determine areas we need to improve as a whole school that will help all students improve their learning. The information gathered from this day was shared with the School Council so they could review the goals and strategies that the staff came up with. We work with the school division on our efforts to improve literacy instruction throughout all grades and all subject areas. We continue to work with Irene Heffel, a literacy consultant, to help with our work on vocabulary and building background knowledge.

The staff at Fulham School has implemented many strategies to improve in the area of literacy, such as Structured Word Inquiry, whole school Guided Reading periods 4 times a week, focussing on subject specific vocabulary words, as well as comprehending written material in all subject areas. Our work in literacy in math includes understanding what problems are asking and how to solve the problem. We are excited about our work with literacy across all subject areas and how our focussed work will improve student learning.

Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
 - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
 - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
 - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
 - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
 - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
 - Quality of education in the past three years and the extent of students' pride in their school and willingness to recommend their school to others.

Diploma and Provincial Results

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom

assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

GYPSED uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

Accountability Pillar results

| 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 | 83.7 | 93.0 | 90.2 | 89.0 | 89.0 | 89.3 | Intermediate | Maintained | Acceptable |
| Student Learning Opportunities | Program of Studies | 81.9 | 83.1 | 86.7 | 82.2 | 81.8 | 81.9 | Very High | Maintained | Excellent |
| | Education Quality | 88.9 | 88.7 | 91.5 | 90.2 | 90.0 | 90.1 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 84.6 | 56.3 | 74.8 | 73.8 | 73.6 | 73.6 | High | Maintained | Good |
| | PAT: Excellence | 17.3 | 6.3 | 3.8 | 20.6 | 19.9 | 19.6 | Intermediate | Improved | Good |
| Preparation for Lifelong Learning, World of Work, Citizenship | Work Preparation | 66.7 | 66.7 | 75.1 | 83.0 | 82.4 | 82.6 | Very Low | Maintained | Concern |
| | Citizenship | 79.5 | 83.4 | 83.9 | 82.9 | 83.0 | 83.5 | High | Maintained | Good |
| Parental Involvement | Parental Involvement | 77.8 | 77.3 | 72.8 | 81.3 | 81.2 | 81.1 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 71.3 | 83.2 | 89.5 | 81.0 | 80.3 | 81.0 | Intermediate | Declined Significantly | Issue |

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)
- Maintained (yellow)
- Improved (green)
- Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

School Data Story

Student Success:

This past year our students did very well on the Provincial Achievement Tests (PATs). However, with our small number of students in each grade, this can vary from year to year. This year there is a focus on comprehension to help all students in all courses. Our students feel our school is a safe and caring place and treat each other with respect. As a staff, we work at making sure all students have a connection with an adult in the building. Our school library has a number of Indigenous books that students can be read to increase student understanding of Indigenous cultures. Teachers include Indigenous ways of knowing into curricular areas to enhance understanding of specific outcomes.

Teaching and Leadership Excellence:

Staff have developed our Professional Growth Plans based on the new Teaching Quality Standard and Leadership Quality Standard. Staff have assessed themselves based on these documents and determined areas of growth based on their practice.

Community Engagement:

Fulham School welcomes community volunteers in our school. Our School Council meets monthly and is able to provide input to the principal. We are requesting feedback multiple times a year from our school community to help us continue to improve. We have several events in which we invite the community to attend including the Christmas Concert, Spring Play and Family Nights.

Instructional Focus

Through analysis of data and professional conversations we have determined that literacy across the curriculum is our main instructional focus. We are providing cross graded Guided Reading for all students from Grades 1-6. This occurs four times a week. Our students engage in a weekly Mindbender to enhance their problem solving and reasoning skills. We are also focussing on subject specific vocabulary and the development of background knowledge in all curricular areas. Each day we highlight a new word to develop and expand vocabulary.

SCHOOL IMPROVEMENT GOALS

STUDENT SUCCESS

| SMARTER GOAL | STRATEGIES |
|---|---|
| <p>Academic Success</p> <ul style="list-style-type: none"> ● Through consistent teaching and providing new experiences, students will develop and access background knowledge in all subject areas. ● Through consistent teaching and use of subject area vocabulary, students will develop subject specific competence. | <ul style="list-style-type: none"> ● Increase number of academic related field trips ● Provide an increased number of subject specific digitally based experiences to build background knowledge ● Bringing in more literature about subject specific topics ● School wide word of the day ● Right to Read Strategies ● Structured Word Inquiry ● Variety of Linguistic and Non-Linguistic Representations ● Subject specific word wall |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> ● Results improve from pre -test to post-test. ● Students accurately use subject specific terms and ideas in class. | |

TEACHING AND LEADERSHIP EXCELLENCE

| SMARTER GOAL | STRATEGIES |
|---|---|
| <p>Teaching Quality Standard</p> <ul style="list-style-type: none"> Teachers are aware of and continuing to build competence in self selected areas of growth of the new Teaching Quality Standard (TQS). | <ul style="list-style-type: none"> Develop and follow Professional Growth Plan goals based on the TQS. Discussion of TQS at staff meetings. TQS indicators posted on weekly staff update. Utilize information from Instructional Rounds and other observations to enhance TQS areas of growth. Staff engages in professional growth activities within and out of the division. |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> Meeting Professional Growth Plan goals. Quality of professional conversations is enhanced. | |

COMMUNITY ENGAGEMENT

| SMARTER GOAL | STRATEGIES |
|---|--|
| <p>Engaging Parents/Community</p> <ul style="list-style-type: none"> Provide parents with multiple opportunities to provide feedback to the school regarding Accountability Pillar Questions. | <ul style="list-style-type: none"> Surveys at school events that parents attend. Google form surveys through email in January, April and June. |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> Increase in parental feedback. | |

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration · improves practice to enhance student learning.

We believe professional learning is the responsibility of the individual, school and division.

Data guides the decisions in both the division and the school. Your data analysis assist you in setting SMARTER goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed

Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

| Goal | Professional Learning Needs |
|--|--|
| To improve background knowledge and subject specific vocabulary. | <ul style="list-style-type: none"> ● develop an understanding of Structured Word Inquiry ● how to develop background knowledge in students to help them in their learning ● work as a team to understand common vocabulary across the subject areas ● work together to observe successful learning in our classrooms |

Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

| Date | Focus | Audience | Activities Planned |
|--------------------------|--|---|--|
| October 11, 2019 | Analyze data from PAT, Accountability Pillar, and Division screens Develop school goals and focus | Teaching staff and Educational Assistants | PAT analysis, find common verbs that students have issues doing, write school focus and goals |
| November 29, 2019 | Structured Word Inquiry, SCIP development, Instructional Rounds | Teaching Staff | <ol style="list-style-type: none"> 1) A staff member went to an inservice on Structured Word Inquiry and she shared the information with the rest of us. 2) Discuss what Instructional Rounds are and do the Hatte activity and Judgement vs Observation 3) Work on the SCIP as a staff |
| March 6, 2020 | Develop our understanding on building vocabulary and background knowledge. | Teaching Staff | 1) Irene Heffel coming out to present to staff in the morning. |
| April 13, 2020 | To Be Determined | | |

| | | | |
|---------------------|------------------|--|--|
| May 15, 2020 | To Be Determined | | |
|---------------------|------------------|--|--|