



Annual Education Results Report
2019 - 2020
School Continuous Improvement Plan
2020 - 2023



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

CORE VALUES

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

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.

Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans 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 Profile



Fulham School is located at the top of a hill on Highway 32, about 30 minutes from Edson. Fulham is a Kindergarten to Grade 6 community school that has been open since 1955. As of September 30, enrollment in our school is 46 students. This allows us to have small class sizes where staff form meaningful relationships with all students. Fulham staff consists of four teachers, one administrator, four support staff and a family school liaison counsellor. The school council is strong, active and supportive of school staff to help ensure our school continues to meet the needs of all students.

VISION

We as a school community aspire to create a culture of openness, acceptance, caring, and cooperation for all students, staff and community members.

For all students we aspire to:

- accept and support every individual
- have all students experience success within the school environment
- have all students form skills and attitudes that lead to achievements within the world of work

MISSION

In conjunction with the community, our mission is to inspire all students to develop a passion for lifelong learning and to become engaged, active, informed, responsible citizens within a global community.

MOTTO

“School, Family, Community!”

Principal's Message

Celebrating 20 years as a Fulham staff member, I have served the school as a substitute teacher, classroom teacher and finally, the school principal. It did not take me long to realize that Fulham is incredibly special with unique needs. As a beginning teacher, I recognized the principal at the time as a true instructional leader, providing a well rounded program of instruction and extracurricular activities for the students. The staff and parents, with this guidance, were exemplary at coming together to provide a number of activities from drama week, skipping club and cross country skiing. Today, the staff at Fulham school continue to strive to provide the same experiences for our students today. It is my hope that when our students leave us to pursue the next phase of their education, that they have both a well rounded education and interests that they can continue to develop. Fulham is a school that values the traditions that have helped shape us and strive to be innovative and transformative, ensuring the students possess the required skills to be contributing members of the 21st century. As a proud member of the Grande Yellowhead Public School family, we provide our students with a world class education. Meaningful relationships are at the heart of what we do. Without these relationships, what we do to educate our students is meaningless. Over the years, many visitors have come through our doors. It doesn't take long before they are commenting on how friendly and happy our students are and the wonderful feel of our school. They always say it is a warm, welcoming, positive place for kids.

Our goal as a staff is to provide the students with the best education possible while ensuring that the students know they are cared for and valued. I wake up every day proud to lead the teachers and support staff at our school. We are dedicated to making our school the best possible place for our students to learn and grow into amazing people. The amount of time and energy we put into our students is immeasurable. We work hard to find the best way to teach individual students to learn and more importantly, enjoy what they are learning. A short conversation with any staff member will reveal the care and dedication teachers have for their students.

A few years ago, we developed a new logo for the school. It is "School, Family, Community". To me, at first these words meant what it takes to help our students reach their full potential. It takes the people in a school, in a family and in a community to give students everything they need. The longer I work here, the more I realize these three words are who we are. We are a school who cares about family and community. We are a family that cares about school and community. We are a community that cares about school and family. I am proud to have been part of this school for as long as I have. I am very proud of our students. They are world class kids and I can't wait to see who they become as adults.

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. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
 - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
 - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
 - Survey measure of Parent Involvement.
 - School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.

- Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
 - Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.
5. **Local & Societal Context**
- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

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

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency, writing, and mathematics to inform instruction to ensure the success of all students.

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	93.4	83.7	87.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.3	81.9	84.7	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	83.1	88.9	90.7	90.3	90.2	90.1	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.3	66.7	73.0	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	88.3	79.5	80.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	57.1	77.8	75.1	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	85.7	71.3	82.8	81.5	81.0	80.9	Very High	Maintained	Excellent

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

Our students feel that 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. There are high expectations for appropriate behaviour in the classroom, hallway, on the playground and coming to and from school on the bus. Fulham School has a family feeling in which all members are cared for.

This year we are aiming at one years growth for all students. We have a strong focus on literacy in our school across all subject areas. Using the division and school screens at the beginning of the year and focusing on literacy and improving literacy teaching strategies, we are confident that our students will accomplish that growth.

Our school library has a number of Indigenous books that students can 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:

At every staff meeting, one competency from the Teacher Quality Standard is discussed and teachers reflect on their practice implementing that competency. As a staff, we are working on improving our knowledge and comfort with Indigenous ways of teaching. Teachers are working at improving their literacy teaching strategies using the Adrienne Gear books on reading and writing. All staff developed a Professional Growth Plan aligned with the TQS and discussed their plan with the principal.

Community Engagement:

The principal meets with the school council to discuss the school budget, the improvement plan and other school business. Monthly newsletters are sent home and weekly phone calls are made informing parents of what is happening at the school. Agendas are used for day to day communication between parents and teachers. Teachers use the Remind app to communicate with parents on classroom activities and student inquiries.

Instructional Focus

Our instructional focus this year is reading comprehension and writing across the curriculum to improve student understanding of text and the ability to demonstrate their understanding.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> ● Through consistent teaching students will improve comprehension skills in fiction and non-fiction text. ● Through consistent teaching students will be better able to write grade appropriate text. 	<ul style="list-style-type: none"> ● Daily 5 ● Teaching skills using Reading Power and Writing Power ● In-depth study of Scope and Sequence of skills in Language Arts curriculum during PLC and PD days. ● Word of the Day ● School-wide silent reading. ● Spotlight on Literacy. ● School-wide read- aloud and 3R comprehension activity done weekly and analyzed at PLC. ● Use of Write Now, Right Now to enhance lesson development and teaching. ● Whole school daily guided reading instruction.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● 100% students improve on Fountas and Pinnell by at least one grade level on reading assessment. ● 100% of students will achieve adequate or above on 3Rs reading screen. ● 100% of students will improve their writing as measured by HLATs. ● Teachers use Write Now, Right Now and Writing Power to plan, implement and assess to ensure common understanding across grade levels. 	

NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> Through consistent teaching and use of subject area vocabulary, students will develop subject specific competence. 	<ul style="list-style-type: none"> Identify and use math vocabulary consistently across all grades. PLC and/or PD time to build a common math vocabulary word bank. Problem of the week. Post common math vocabulary in classrooms. Use math vocabulary in problem of the week in all classrooms.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Students can use the math vocabulary on their own correctly. Students can use math vocabulary to support problem solving. Teachers are using common math vocabulary in planning, teaching and assessing. 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> To ensure that teaching is vertically aligned with Scope and Sequence in Numeracy and Literacy. 	<ul style="list-style-type: none"> Develop common vocabulary in Literacy and Numeracy. Do a deep dive into Language Arts Scope and Sequence. Use Reading Power, Writing Power and Write Now, Right Now across all grade levels. Conversations at PLC and on PD days.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Teachers are using common language in classrooms and at PLC. Teachers are using and discussing common resources. The deep dive of the curriculum ensures essential outcomes are being identified. Planning, instruction and assessment reflect use of common resources. 	

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> Teachers will build and demonstrate an understanding of common resources in planning, instruction and assessment. 	<ul style="list-style-type: none"> Professional conversation in PLC and on PD days. Purchase Adrienne Gear’s Reading Power and Writing Power resources for each teacher. Walk throughs and instructional rounds will focus on skills from common literacy and numeracy goals. One-on-one conversations with staff to build teaching capacity. Learning Support Teacher working with teachers on implementation of supports as required.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Strategies from common resources being implemented across grades as seen in planning documents and walkthroughs. Professional conversations about implementation and use are being held at PLC and on PD days. 	

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> To provide an environment where students feel safe and cared for regardless of world 	<ul style="list-style-type: none"> Build relationships and connections with all students by engaging students in informal conversations.

<p>situations.</p>	<ul style="list-style-type: none"> ● Follow all COVID 19, AHS protocols. ● Address world situations in a grade appropriate manner. ● Find ways for students to connect with each other that allow for students to social distance. ● Continue school traditions in a COVID safe manner. ● Ask students if they feel they have a connection to at least one adult in the building.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Students want to be here as evidence from attendance rates. ● Students behave in a COVID safe manner. ● Students feel comfortable wearing a mask even when they don't have to. ● Students feel connected to at least one adult in the school as reported on a student survey. 	

<p>STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2</p>	<p>STRATEGIES</p>
<ul style="list-style-type: none"> ● Students receive timely access to assessments, screens, and referrals to outside services. 	<ul style="list-style-type: none"> ● Students receive timely WJ assessment as needed based on classroom referrals and screens. ● Referrals to OT, SLP and FSLC are completed in a timely manner as needed. ● Students have access to LST support based on classroom teacher referral.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Students receive support in a timely manner as evidenced by reports 	

from service providers.

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 assists you in setting SMARTe 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 TeamHow to mark HLATs, LA curriculum deep dive, Math vocabulary and Read Power introduction

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.

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
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event How to mark HLATs, LA curriculum deep dive, Math vocabulary and Read Power introduction
October 23, 2020	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	Mental Health PASI	Support Staff Secretaries	PASI and SIS training.
November 27, 2020	Literacy and Numeracy	Teaching & Support Staff	How to mark HLATs, LA curriculum deep

			<p>diver, Math vocabulary and Reading Power introduction</p>
<p>March 5, 2020</p>	<p>Literacy and Numeracy</p>	<p>Teaching Staff</p>	<p>Common Math vocabulary, Reading Power and Writing Power</p>
		<p>Support Staff</p>	
<p>April 30, 2020</p>	<p>Literacy and Numeracy</p>	<p>Teaching & Support Staff</p>	<p>Common Math vocabulary, Reading Power and Writing Power</p>
<p>May 28, 2020</p>	<p>Literacy and Numeracy</p>	<p>Teaching & Support Staff</p>	<p>Common Math vocabulary, Reading Power and Writing Power</p>