



Annual Education Results Report
2020 – 2021
School Continuous Improvement Plan
2021 – 2024



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 52 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

Fulham School has always been a large part of the community. When we host Christmas Concerts, Family Nights and Drama Productions, community members, parents and former students come to the school and visit with each other and staff members. Past students come back and share what they are doing. Current parents in the school are former students. Our school has second and third generation students attending. We are proud that we are able to have had and continue to have a place in these families' lives. Current students share stories their parents told them about the school when they were students here.

Our goal as a staff is to provide our students with the best education possible. The fact that we are small allows us to meet each students' individual needs in a timely manner. As a small staff we are able to collaborate with each other to serve all of our students and their needs. We let each other know of strategies that work with certain students. As a teaching staff, we meet in our Professional Learning Community and work on the same teaching strategy at the same time, so we can compare how it is going and how we can improve our instruction so our students are receiving the best teaching.

Over the last year and a half, COVID 19 restrictions and policies have altered the way we go about our day to day activities. Even though we have had to change the way we have assemblies, parent teacher interviews and many other activities, we still strive to have a community feeling in the school. Our assemblies are on line or outside, so we can still celebrate students in other classes, Christmas Craft Day is done in cohorts and have a Google meet up all day so students can still interact with other classes. We have continued to do as many of the activities that we can so students still have that feeling of community, being cared for and welcomed in the school.

Having an environment that students want to come to learn is very important to the staff. Being a safe, caring, welcoming school is as important as having high quality teachers and instilling high quality performance in students. Our staff work hard to ensure that each child has a connection to an adult in the building, that they all have someone who they feel is there for them. Often when people walk into our school for the first time, they will comment on how polite, friendly, and happy our students are and the school has a great feel to it. That feel is definitely a result of parents, staff, and students all working together to make this school amazing.

One of the aspects of being a small school that really stands out is how kind our students are as a whole. Our students care about each other and help each other out when they need it. Students from different classes talk to each other and older students look out for the younger students. They celebrate when someone else does something great. We are one big community family.

Our motto is “School, Family, Community”. At first, to me, 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 am 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.

Janaya Marshall, Principal

Assurance Measures Report

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports each year. The results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate are updated after the end of the school year.
- 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 Assurance 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.

As a result of COVID 19, Diploma exams and Provincial Achievement Tests were cancelled for the 2020 - 2021 school year so these measures **have not been updated in the Alberta Education Assurance Measures Results.**

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.

Assurance Measure Results

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	58.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	95.6	88.3	83.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	70.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	83.1	86.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	100.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	57.1	70.7	79.5	81.8	81.4	n/a	n/a	n/a

Reading the Assurance Measures Results

The Assurance Measures report consists of a common set of performance measures and consistent, fair evaluations of results. Through the Assurance Measures Report, 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.

Impact of the New Assurance Measures Reporting System:

- This was a pilot year for this survey in Alberta.
- Results are not available for **PATs, Diploma Examinations, and the Diploma Exam Participation Rate.**
- **3 year and 5 year High School Completion Rates** are based on school based marks only.

School Data Story

Student Success

Our students feel that our school is a safe and caring place to learn and they treat each other with respect. This was strongly supported by our Assurance Measure results in the area of Welcoming, Caring, Respectful and Safe Learning environment. 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, based on our Mathletics data, SLA (Student Learning Assessment) and Numeracy Screen results we know we need to focus on Number Sense and reinforce foundational skills and prior learning before moving ahead. The data indicates that a target of growth is Number Sense. Through ongoing use of pretests, teachers can pinpoint specific skills and outcomes that need additional mastery before progressing to more advanced outcomes.

We have a strong focus on literacy in our school across all subject areas. Using the 3Rs, HLATs and the Fountas and Pinnell Reading Benchmark screens, our results show that students have acceptable word recognition, but need additional support in constructing meaning. By teaching comprehension skills such as making connections to the text, visualizing what you are reading, questioning what you are reading, and inferring what is being said, we are confident that our students will continue to develop literacy skills across all subject areas.

In order to continue to increase staff and student knowledge about residential schools and reconciliation, our school library has a number of Indigenous books that students can read to increase student understanding of Indigenous cultures. Indigenous stories and information are used in teaching comprehension skills in all grade levels in order to increase student understanding of Indigenous history while using comprehension strategies.

Teaching and Leadership Excellence:

As a way of addressing student learning, we are focused on increasing student engagement. This targeted area of growth is supported by data from the Assurance Measures survey. As staff, at every staff meeting, one competency from the Teacher Quality Standard is discussed and teachers reflect on their practice implementing that competency. We will expand our professional body of knowledge related to high engagement learning strategies by leveraging John Hattie's research. 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. These teacher resources provide us with instructional practices that we can use to address these areas of growth.

Community Engagement:

While data was unavailable for the 2020-2021 school year, prior data suggests that parental involvement should be an additional area for growth. In order to support our parents, we communicate regularly and involve them in school and student educational decisions. 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. Positive phone calls home are made three times a year to all parents. This allows parents and teachers an opportunity to discuss student learning and growth.

Instructional Focus

Our instructional focus this year is to address student comprehension skills in all subject areas and to ensure that students have the foundational knowledge and skills in number sense that they need to learn and master grade level material.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> By June 2022, 70 % of students will write a sufficient quantity and quality of writing to achieve an adequate or above on the HLATs writing screen. 	<ul style="list-style-type: none"> Weekly free writes Write-ons - 4 times a year (PAT style story writing)
Evidence of Success <ul style="list-style-type: none"> By June 2022, 70% of the students will achieve an adequate level or above on the HLAT written in Spring 2022. 	

LITERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> By June 2022, students' reading comprehension will improve, such that 70% will achieve adequate on the 3R. 	<ul style="list-style-type: none"> Whole school silent reading time where students are reading books at their level. Teach comprehension strategies. Do 3R practice weekly. teach higher engagement reading strategies that have students interacting with text
Evidence of Success <ul style="list-style-type: none"> 70% of students are getting adequate or higher on the 3R weekly practice by the end of the school year. Students can read grade level material by June 2022. 	

NUMERACY SMARTe GOAL 3	STRATEGIES
<ul style="list-style-type: none"> By June 2022, 80% of students will be in the acceptable range in number sense on the Spring Mathletics screen. 	<ul style="list-style-type: none"> use pre-tests from the previous year(s) to see where students are at analyze the pre-test and reteach accordingly Re-teach concepts from previous years that students do not understand. Use content specific vocabulary to help students understand. develop resources with Math consultant Geri Lorway
<p>Evidence of Success</p> <ul style="list-style-type: none"> 80% of students are in the acceptable range on the Spring Mathletics screen. 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> Through our continued work with Cooperative Learning, all teachers will work to expand their repertoire by selecting 2 Kagan learning structures that support our current Literacy and Numeracy focus and are appropriate for current social distancing restrictions and ensure their successful classroom implementation by June 2022. 	<ul style="list-style-type: none"> PD focused on Kagan Cooperative Learning strategies Colleague classroom visitation Continue to build our Cooperative Learning teacher resource library

Evidence of Success

- All teachers have expanded their repertoire by selecting at least 2 Kagan learning structures that are appropriate for current social distancing restrictions and best support our current Literacy and Numeracy focus, and ensuring their successful classroom implementation by June 2022.

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> ● All teachers will build and demonstrate an understanding of common resources in planning, instruction and assessment and use these resources 70% of the time. 	<ul style="list-style-type: none"> ● Professional conversation in PLC and on PD days. ● Read and use Adrienne Gear’s Reading Power and Writing Power resources for each teacher. ● Walk throughs and 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 are implemented across grades as seen during Instructional Rounds 70% of the time. ● 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"> • By June 2022, 90% of students will be equipped to solve their interpersonal problems independently, and to know when to involve an adult. 	<ul style="list-style-type: none"> • WITS (Walk away, Ignore, Talk it out, Seek help) program • Explicit teaching of 7 Habits • Regular sessions with BEST • FSLC support • Use programs such as Superflex that teach these skills
<p>Evidence of Success</p> <ul style="list-style-type: none"> • By June 2022, 90% students will be able to solve their interpersonal problems independently, and to know when to involve an adult. 	

STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> • 90% of teachers, parents, and students will indicate that they are satisfied with the accessibility, effectiveness and efficiency of programs and services on the Alberta Education Assurance Measure results for 2022. 	<ul style="list-style-type: none"> • Offer parents the choice of in-person or virtual meetings when discussing ISPs and specialized programming with teachers and LST. (COVID regulations permitting) • Teachers, LST and administrators are in regular communication with parents about student progress and concerns. • Communication about availability of specialist services to parents is frequent so they know what is available at the school and so that teachers and parents know how these services can be

	accessed.
Evidence of Success	
<ul style="list-style-type: none">● 90% of teachers, parents, and students state that they are satisfied with the accessibility, effectiveness and efficiency of programs and services for students on the Alberta Education Assurance Measure results for 2022.	

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 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.

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 1, 2021	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick Off Event
October 22, 2021	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
December 3, 2022	Numeracy and Hatties Engagement Strategies	Teaching & Support Staff	Look at resources and develop a math data bank, Hattie's Effect size activity
March 4, 2022	Literacy and Kagan Cooperative Learning	Teaching Staff	Comprehension strategies, Kagan strategies
		Support Staff	

April 29, 2022	Technology, Kagan Cooperative Learning	Teaching & Support Staff	Hapara, Kagan strategies
May 20, 2022	Numeracy and Literacy	Teaching & Support Staff	Look at end of year data