



**SCHOOL EDUCATION PLAN  
AND  
RESULTS REPORTS**

**OCTOBER 2009  
FOR  
FULTONVALE  
ELEM. /JR. HIGH SCHOOL**



## School Profile and Foundation Statement

**School:** Fultonvale Elementary Junior High School (K – 9)

**Principal:** Miss MJ Nam

Fultonvale is a Kindergarten to Grade 9 school located in a rural area neighbouring the Strathcona Olympiette Centre. We provide a strong academic program to students in all grades, and character education is embedded in our daily activities throughout the school year. Adjacent to the school are athletic fields, surrounded by wooded areas with trails used by students for cross-country running and nature walks.

Our school community has an approximate enrolment of 310 students and our 30 staff members are dedicated to developing meaningful relationships with all students and their families. We consider the task of helping all students achieve personal growth to be vitally important. To this end we meet the individual needs of all students by providing them with a variety of supports that are geared to helping each student's journey of personal growth be a successful one. We are lucky to have the confidence and support of so many parent volunteers. Parents enrich our school by working on the School Council, by working with individual students and by supporting the work of our teachers in the classroom.

The library, located in the center of the school, contains a large collection of print and media resources including computer technology for Internet research. A Windows computer lab and laptop computers on a wireless cart allows students to use technology and provides them with access to high speed Internet. Other computer labs are located in the Career and Technology Studies area, Library and Science lab. All classrooms have an LCD projector and SMART Boards are located throughout the school for student and staff use. The James Taylor science lab, music room, and art room also foster dynamic learning opportunities for all our students.

Students are given many opportunities to demonstrate their leadership skills and to be actively involved in their school. Student Council plan a number of school-wide activities thereby creating a sense of community within the school. Many special events and activities organized by parents, students or teachers are ongoing throughout the school year. Elementary students experience growth in a variety of physical pursuits, including swimming lessons, ski trips for grades 4 to 6 students and the track team. Junior high sports teams include cross country running, volleyball, wrestling, basketball, badminton, and track and field for both boys and girls.

### **Motto**

Feel the H.E.A.T. (Heart, Excellence, Attitude, Teamwork)

### **Mission**

Our mission is to provide a positive environment where students are able to develop to their full potential. The school promotes lifelong learning and continuous personal growth and development for all students, staff, and families.

## **Beliefs**

Our school motto "Feel the H.E.A.T." 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. The staff at Fultonvale demonstrates friendly and caring interactions with students. We make an extra effort to understand the students in order to help them and to support them in their growth. Excellence is demonstrated on many levels: personal, academic, social and athletic. The attitude of a successful Fultonvale student is one that embraces a personal responsibility for learning and behaviour. Teamwork amongst all stakeholders is vital for successful student learning.

## **Programming & Services**

- Character Education
- Learning Assistance
- Early Reading Intervention
- Balanced Literacy
- Comprehensive Literacy
- Knowledge and Employability courses (grades 8 and 9)
- Daily Physical Activity (DPA)
- French (grades 4 to 6, optional in grades 7 to 9)
- Career and Technology Studies (CTS) - foods and fashion, building and construction, metal and woodworking, ceramics, and digital photography
- Hockey Option - This optional class is open to interested students in grades 6 and 7 and runs on alternate afternoons from September until the end of January. Students receive instruction from qualified and experienced hockey coaches, with on-ice instruction at the Strathcona Olympiette Centre.
- Junior High Option Courses - art, community services, drama, guitar, handicrafts, learning strategies, media studies, outdoor education, publishing, and recreation
- Speech/Language Therapy Services
- Occupational Therapy Consultation Services
- Chartered Psychologist assessments when deemed appropriate for educational programming

## School Outcomes

**School Outcome #1:** Implement a school-wide character education program that includes health and wellness.

**School Outcome #2:** Improve student learning through the effective use of technology.

**School Outcome #3:** Improve student learning by providing staff and students with the resources necessary to effectively implement Mathematics and Literacy programs.

## Elk Island Priorities

**An EIPS Goal for the 2009/2012 District Education Plan is to enhance engagement through:**

- √ **Differentiation and Assessment**
- √ **Character and Citizenship Education**
- √ **Technology**

**Alberta Initiative for School Improvement: Check the AISI priorities that apply to your school's priorities**

- √ **Mathematics**
- √ **Instructional Technology**
- √ **Assessment**
- √ **Focus on Inquiry**

## Provincial Goals:

- √ **Goal One :** High Quality Learning Opportunities for All
- √ **Goal Two:** Excellence in Student Learning Outcomes
- √ **Goal Three:** Highly Responsive and Responsible School

<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</li> </ul>	87.9	84.6	75.0	86.5	79.3	88.1	89.0	90.0
<ul style="list-style-type: none"> <li>Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>	82.4	76.6	66.0	76.3	70.2	83.2	83.0	85.0

### **School Education Results Report (2008/2009).**

Over the years, parents, students and teachers continue to express increased levels of satisfaction about students being safe at school, students learning the importance of caring for others, about fairness and about respect. These increased levels of satisfaction are testimony to the important work that is being done at our school to develop students of character. We embed the virtues of character education in all that we do in our school. We ask students to model the character traits, we expect students to be active citizenships and we reinforce students for their positive behaviours. We have noted fewer discipline referrals and are using more anecdotal and parent meetings when issues arise. We are pleased with our growth in this area.

### **School Education Plan (2009/2010)**

#### **School Specific Outcome**

Implement a school-wide character education program that includes health and wellness.

#### **Performance Measures / Targets**

- Increased number of positive referrals given to students.
- Decreased number of negative referrals to school administration.
- Anecdotal discipline records will be analyzed.
- Increased participation rate of students involved in school and leadership activities.
- Increased percentage of Fultonvale students who feel they are treated with respect, feel safe at school, and believe the school staff cares about them on Alberta Education survey
- Increased staff satisfaction with student citizenship on Alberta Education survey and informal measures

## Targets

- In 2008/2009, students, who were mostly in Junior High, received 280 positive referrals. Our goal for the 2009/2010 school year is to distribute at least 400 positive referrals. Elementary teachers reinforced students for positive behaviour by using classroom reward systems. New teachers on staff will learn about the importance of our positive referral program.
- In 2008/2009 we reviewed all the virtues that were introduced to students last year. We completed the instruction of 7 essential virtues and our newsletter articles consistently kept parents apprised of our Character Education program.
- In 2009/2010 we will introduce a minimum of 5 new virtues including reliability, integrity, compassion, self control and gratitude. Resources will be provided to all classroom teachers, and daily announcements will focus on the virtue being taught. Elementary classes have one period per six day cycle of Character Education focus.
- In 2008/2009 SOS (Step Out Safely program) was provided to all grade 8 students with the financial support of the South Cooking Lake IODE.
- In 2008/2009 we received 179 behaviour referrals in the office. Our target for 2009/2010 is 160 behaviour referrals.
- In 2008/2009 a school-wide outreach project was initiated by the Student Council and it was a huge success. Over \$4500.00 was raised to support the Edmonton SPCA. This initiative demonstrates the extent to which our students are involved in leadership and community citizenship.
- For 2009/2010, the Student Council has identified the Kids Kottage as its focus for service outside of the school.

## Strategies :

- Develop and communicate a common character education language among students, staff and parents
- Encourage school staff to attend PD sessions related to Character Education within and outside of EIPS
- Use Michele Borba's books, "Building Moral Intelligence" and "Choosing Civility" and other professional resources as a basis for planning our Character Education program.
- Maintain a school environment focused on character education
- Infuse character virtues within discipline measures, positive referrals, rewards, special events, announcements, athletic teams, student council and leadership activities
- Structure the positive referral system at Fultonvale so that it provides more immediate feedback to staff and students
- Focus on virtues beyond the 7 essential character education virtues we have already reviewed at our school.
- Offer presentations through Saffron, Strathcona Sexual Assault Center, on creating appropriate boundaries and on education students about cyber bullying to students in grade 7.
- Offer Step Out Safely Program (SOS) to students in grade 8
- Offer students a program called PARTY (Preventing Alcohol and Risk Related Trauma in Youth) which will teach them about responsible choices and risks.
- Build character education into the curriculum e.g. through classroom activities, literature choices
- Share and communicate best practices in Character Education at staff meetings and other informal situations.
- Incorporate a service component into school activities

- Provide opportunities for students to serve the local and global community
- Involve Student Council in planning for global or local service projects
- Newsletters will define and focus character education objectives, and provide additional resources such as website, readings
- Provide opportunities for healthier choices at our concession
- Provide opportunities for milk with support through the Club Moo program
- Offer the Power 4Bones program offered by registered dieticians at Dairy Farmers of Canada to educate Grade 5 students about bone health.
- Continue our positive partnership with Capital Health and FSLW (Family School Liaison Workers).
- Study Hall will be eliminated and full-time Reflection Room R&R will be held during the lunch hour
- Continued focus will be placed on empowering students to exercise self-discipline and to make positive choices

<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.</li> </ul>	82.5	79.3	67.7	79.1	77.2	81.8	85.0	87.0
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> </ul>	88.8	84.5	73.4	84.2	79.7	89.5	89.0	90.0
<ul style="list-style-type: none"> <li>Overall teacher, parent and student agreement that programs for children at risk are easy to access and timely</li> </ul>	75.7	71.1	66.0	72.2	63.4	77.8	77.0	79.0
<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Annual dropout rate of students aged 14 to 18.</li> </ul>	4.1	1.3	0.0	2.5	1.4	4.1	2.0	2.0
<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> </ul>	77.6	81.9	66.3	83.6	76.8	85.3	80.0	85
<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work</li> </ul>	60.1	74.4	65.2	69.8	60.9	92.4	80.0	85.0

when they finish school.									
<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>		
			04/05	05/06	06/07	07/08	09/10	10/11	
<ul style="list-style-type: none"> <li>Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.</li> </ul>	73.4	79.9	55.7	88.1	65.0	86.5	75.0	80.0	
<ul style="list-style-type: none"> <li>Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.</li> </ul>	86.0	79.4	69.4	78.6	87.0	72.5	87.0	89.0	
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> </ul>	65.4	65.6	49.2	62.9	63.1	71.0	67.0	70.0	

### School Education Results Report (2008/2009)

We continue to receive high levels of satisfaction from parents, students and teachers on the following: opportunities for students to receive a broad program of studies, the overall quality of education at our school and the high quality of professional development opportunities for teachers. These indicators demonstrate that Fultonvale students are the recipients of a quality education within a broad range of programs by teachers who continually attend quality professional development to enhance their instructional skills.

We are concerned about the low level of satisfaction expressed by parents and teachers about the effectiveness of teaching students about the attitudes and behaviours that will make them successful in the workplace once they leave school. We will increase our efforts to help students make connections between what they learn at school and how this will impact them in the real life of the workplace. Perhaps, we may be able to embed this learning through our Character Education program.

## School Education Plan (2009/2010)

### School Specific Outcome

Improve student learning through the effective use of technology.

#### Performance Measures / Targets

- All students are engaged in learning.
- As measured by teacher anecdotal records more students will successfully complete and hand in assignments.
- As measured by classroom assessments, there will be an increase of 3% in the number of students achieving an acceptable standard.
- Professional Growth Plans (PGPs) will reflect increased understanding and implementation of technology strategies by all staff
- As measured anecdotally by teachers, students will demonstrate increased time on task when using technology.
- As measured anecdotally by teachers, technology will be used more frequently and more effectively during classroom instruction.
- As measured anecdotally by teachers students and individual classes will increase the use of computer lab and wireless cart lab.
- Increase the use of our Fultonvale website for students and parents to stay informed about class assignments and school events.

#### Strategies :

- Students will have opportunities to use the following: digital photography, Word, Inspiration, Kidspiration, Gimp, ArtRage, PhotoStory and Audacity
- Technology is integrated into core and/or complementary courses at all grade levels
- We will continue to use of G-mail for students to submit assignments
- We will continue to use Turnitin for sourcing and ensuring original content by students and staff
- We will purchase anchored digital projectors for 3 remaining classrooms
- We will purchase 3 Smartboards to enhance teaching and learning
- Provide student access to Assistive Tech Team as needed
- In-service staff on SMARTboard software in computer lab
- In-service staff on AlphaSmart technology
- Use of document camera within classrooms
- Percentage of Fultonvale students, staff and parents satisfied with technology on the Alberta Education survey.
- ICT outcomes included in long range plans by teachers.
- Observable and effective use of technology in student projects
- Regular use of digital and SMARTboard technology by students and staff

#### Junior High Options:

- Provide planning time and/or visits to other junior high schools providing same options
- Plan and implement a 2 to 3 year rotating cycle curriculum for recreation and media studies options

#### Knowledge and Employability:

- Offer inclusion K & E program to eligible gr. 8 and 9 students
- Purchase additional resources for K & E as needed

- Provide EA support in the core subjects to K & E students and teachers
- Provide a mini-lab for K & E students
- Provide PD time for EA working with K & E students

Inquiry-Based learning:

- provide PD time as needed at staff meetings for inquiry and technology
- Access AISI inquiry consultants as required

Cohort	Provincial Achievement Test						Targets	
	Previous Results							
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 3	Achieved	Achieved	Achieved	Achieved	Achieved			Target
<b>Language Arts</b>								
Acceptable Standard	90.5	93.8	90.5	100	80.0	94.8	82.0	85.0
Standard of Excellence	19.0	18.8	14.3	28.6	0.0	20.6	15.0	20.0
Participation Rate	100	93.8	100	100	100	97.9	100	100
<b>Mathematics</b>								
Acceptable Standard	81.0	93.8	90.5	100	66.7	94.8	70.0	75.0
Standard of Excellence	47.6	37.5	28.6	33.3	6.7	33.1	10.0	15.0
Participation Rate	100	93.8	95.2	100	100	96.3	100	100

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

**Cohort results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results. It is important to compare the cohort results with those of students actually writing as indicated in the next table.**

Students Writing	Provincial Achievement Test						Targets	
	Previous Results							
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 3	Achieved	Achieved	Achieved	Achieved	Achieved			Target
<b>Language Arts</b>								
Acceptable Standard	90.5	100.0	90.5	100.0	80.0	96.8	82.0	85.0
Standard of Excellence	19.0	20.0	14.3	28.6	0.0	21.0	15.0	20.0

Participation Rate	100.0	93.8	100.0	100.0	100	97.9	100.0	100.0
<b>Mathematics</b>								
Acceptable Standard	81.0	100.0	95.0	100.0	66.7	98.3	70.0	75.0
Standard of Excellence	47.6	40.0	30.0	33.3	6.7	34.4	10.0	15.0
Participation Rate	100.0	93.8	95.2	100.0	100	96.3	100.0	100.0

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Cohort	Provincial Achievement Test						Targets	
	Previous Results							
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 6	Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
<b>Language Arts</b>								
Acceptable Standard	92.9	87.1	91.2	80.0	95.2	86.1	96.0	98.0
Standard of Excellence	21.4	9.7	14.7	20.0	23.8	14.8	25.0	25.0
Participation Rate	100	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Mathematics</b>								
Acceptable Standard	92.9	77.4	76.5	83.3	90.5	79.1	92.0	94.0
Standard of Excellence	21.4	9.7	2.9	13.3	23.8	8.6	25.0	25.0
Participation Rate	100	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Science</b>								
Acceptable Standard	92.9	74.2	85.3	73.3	95.2	77.6	97.0	98.0
Standard of Excellence	57.1	29.0	32.4	26.7	42.9	29.4	43.0	45.0
Participation Rate	100	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Social Studies</b>								
Acceptable Standard	96.4	83.9	73.5	80.0	N/A	N/A	80.0	80.0

Standard of Excellence	35.7	9.7	14.7	23.3	N/A	N/A	20.0	20.0
Participation Rate	100	93.5	97.1	96.7	N/A	N/A	100.0	100.0

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

N/A –pilot exam- no results available

**Cohort results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results. It is important to compare the cohort results with those of students actually writing as indicated in the next table.**

Students Writing	Provincial Achievement Test						Targets	
	Previous Results							
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 6	Achieved	Achieved	Achieved	Achieved	Achieved			Target
<b>Language Arts</b>								
Acceptable Standard	92.9	93.1	93.9	82.8	100	89.9	100.0	100.0
Standard of Excellence	21.4	10.3	15.2	20.7	25.0	15.4	25.0	25.0
Participation Rate	100.0	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Mathematics</b>								
Acceptable Standard	92.9	82.8	78.8	86.2	95.0	82.6	95.0	96.0
Standard of Excellence	21.4	10.3	3.0	13.8	25.0	9.0	25.0	25.0
Participation Rate	100.0	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Science</b>								
Acceptable Standard	92.9	79.3	87.9	75.9	100	81.0	100.0	100.0
Standard of Excellence	57.1	31.0	33.3	27.6	45.0	30.6	45.0	45.0
Participation Rate	100.0	93.5	97.1	96.7	95.2	95.8	100.0	100.0
<b>Social Studies</b>								

Acceptable Standard	96.4	89.7	75.8	82.8	N/A	N/A	80.0	80.0
Standard of Excellence	35.7	10.3	15.2	24.1	N/A	N/A	20.0	20.0
Participation Rate	100.0	93.5	97.1	96.7	N/A	N/A	100.0	100.0

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

N/A –pilot exam - no results available

Cohort	Provincial Achievement Test						Targets	
	Previous Results							
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
<b>Language Arts</b>								
Acceptable Standard	94.8	91.3	85.7	89.1	95.7	88.7	96.0	97.0
Standard of Excellence	10.3	7.2	12.5	9.1	19.1	9.6	20.0	25.0
Participation Rate	100	97.1	100	98.2	100	98.4	100.0	100.0
<b>Mathematics</b>								
Acceptable Standard	82.8	82.6	83.9	75.9	74.5	80.8	80.0	85.0
Standard of Excellence	13.8	24.6	16.1	18.5	8.5	19.7	20.0	25.0
Participation Rate	100	97.1	96.4	100	97.9	97.8	100.0	100.0
<b>Science</b>								
Acceptable Standard	82.8	85.5	89.3	80.0	93.6	84.9	95.0	96.0
Standard of Excellence	12.1	20.3	21.4	18.2	8.5	20.0	20.0	25.0
Participation Rate	100	98.6	98.2	100	97.9	98.9	100.0	100.0
<b>Social Studies</b>								
Acceptable Standard	79.3	89.9	78	84.5	N/A	N/A	80.0	85.0
Standard of Excellence	24.1	17.4	20.3	10.3	N/A	N/A	20.0	25.0

Participation Rate	98.3	98.6	94.9	100	N/A	N/A	100.0	100.0
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\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

N/A –pilot exam - no results available

**Cohort results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results. It is important to compare the cohort results with those of students actually writing as indicated in the next table.**

Students Writing	Provincial Achievement Test						Targets	
	Previous Results						09/10	10/11
PAT	04/05	05/06	06/07	07/08	08/09	Previous 3 year Average	09/10	10/11
GRADE 9	Achieved	Achieved	Achieved	Achieved	Achieved		Target	Target
<b>Language Arts</b>								
Acceptable Standard	94.8	94.0	85.7	90.7	95.7	88.7	97.0	98.0
Standard of Excellence	10.3	7.5	12.5	9.3	19.1	9.6	20.0	25.0
Participation Rate	100.0	97.1	100.0	98.2	100	98.4	100.0	100.0
<b>Mathematics</b>								
Acceptable Standard	82.8	85.1	87.0	75.9	76.1	82.7	80.0	85.0
Standard of Excellence	13.8	25.4	16.7	18.5	8.7	20.2	20.0	25.0
Participation Rate	100.0	97.1	96.4	100.0	97.9	97.8	100.0	100.0
<b>Science</b>								
Acceptable Standard	82.8	86.8	98.9	80.0	95.7	88.6	97.0	98.0
Standard of Excellence	12.1	20.6	21.8	18.2	8.7	20.0	20.0	20.0
Participation Rate	100.0	98.6	98.2	100.0	97.9	98.9	100.0	100.0
<b>Social Studies</b>								
Acceptable Standard	80.7	91.2	82.1	84.5	N/A	N/A	80.0	80.0

Standard of Excellence	24.6	17.6	21.4	10.3	N/A	N/A	20.0	20.0
Participation Rate	98.3	98.6	94.9	100.0	N/A	N/A	100.0	100.0

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

N/A –pilot exam - no results available

<b>Performance Measures</b>	<b>Current Result</b>	<b>Previous 3-yr Avg.</b>	<b>Previous Results</b>				<b>Targets</b>	
			04/05	05/06	06/07	07/08	09/10	10/11
<ul style="list-style-type: none"> <li>Overall percentage of students in Grade 9 who achieved the acceptable standard on provincial achievement tests.*</li> </ul>	87.6	85.0	88.4	86.0	83.1	83.9	89.0	90.0
<ul style="list-style-type: none"> <li>Overall percentage of students in Grade 9 who achieved the standard of excellence on provincial achievement tests.</li> </ul>	15.8	18.1	24.4	16.8	16.9	17.9	18.0	20.0

## **School Education Results Report (2008/2009)**

When analyzing the results of the Provincial Achievement Tests, we examine the results of the students actually writing the test rather than the cohort results that include all students registered in the grade. Some students, for a variety of reasons, are exempted from the exam but are included in the “cohort” group reports. When students are counted as having written, when in fact they did not write the test, the results can be skewed downward. Therefore, we are only analyzing the results of students who actually wrote the test. The cohort group reports are included above and parents may wish to conduct their own analysis.

In Language Arts we are satisfied with the progress of our students at Grade 3 and Grade 6 respectively achieving 80% and 95.2% at the Acceptable Standard. While 23.8% of students in Grade 6 scored at the Standard of Excellence in Language Arts, no student achieved this standard in Grade 3. When Math results are examined at both Grade 3 and Grade 6 again we find a similar achievement pattern. We have determined that achievement in Grade 3 may be an area for growth. We will work towards raising achievement in Grade 3 to 95% of students attaining the Acceptable Standard and 20% of students achieving the Standard of excellence. Teachers have conducted an item by item review of the PAT tests to determine areas of strength and area for growth. We will build on the strengths and work on the areas for growth.

Students in Grade 9 wrote Provincial Achievement Tests in the four core subjects including Language Arts, Math, Science and Social Studies. Social Studies has been excluded from the analysis because the exam was being piloted last year.

In Language Arts and Science 95.7 % of our students achieved the Acceptable Standard. At the Standard of Excellence in Language and Science our students respectively scored at 19.1% and 8.7 %. Our students outperformed their provincial counterparts when our scores are compared to provincial averages. Again, our teacher performed an item by item analysis of test questions to determine areas for strength and areas for growth. We will build on our strengths and continue working towards greater achievement in the areas for growth.

We have identified Mathematics to be an area for growth. While 76.1 % of our students achieved the Acceptable Standard and 8.7% of our students achieved the Standard of excellence, we would like to see these scores improve to 80% and 15% respectively. An item by item analysis conducted by teachers identified areas of strength and areas for improvement. This year our school together with other district schools is participating in a three year AISI project that is designed to improve teaching and learning in Mathematics. This project has allowed us to add a .2 FTE Lead Teacher in Mathematics. District Math consultants will provide leadership and expertise. Through this project and the work we continue to do at our school, we are confident that our Math results will improve.

## **School Education Plan (2009/2010)**

### **School Specific Outcome**

Improve student learning by providing staff and students with the resources necessary to effectively implement Mathematics and Literacy programs.

#### **Performance Measures / Targets**

##### **Measures:**

- PAT results in grades 3, 6 and 9
- Alberta Education Survey results
- School data on the number of students on IPPs and/or receiving support for reading level or mathematics

##### **Targets:**

- Increased number of students will be at the Acceptable Standard on the Provincial Achievement Test by 5%
- More students will achieve at the standard of excellence on PATs in the 20% to 25% overall
- As measured by teachers more students will successfully complete and hand in assignments
- As measured by teachers, more students will achieve a passing mark in their core subjects increased by 3%
- No students will receive a mark of 0 on an assignment without concerted effort by the teacher, student and parent
- As measured by school administration all teachers will include assessment plans in their long range plans.
- Assessment and grading will reflect achievement, while behavioural issues will be managed through the discipline cycle and in-school activity participation
- Anecdotal measure will indicate that fewer students are assigned to the noon reflection room for incomplete work.
- Professional Growth Plans (PGPs) will reflect increased understanding and implementation of effective instructional strategies in Mathematics and Literacy.

## Strategies

- Encourage staff attendance at PD activities related to student learning, literacy, differentiation, assessment and mathematics
- Needs assessment by our school's PD Committee will provide direction for school-based PD.
- Staff meeting agendas will be re-designed to accommodate a ½ hour PD component each month.
- Staff meetings will include discussions on meeting the needs of our "at-risk students.
- Collaborate with AISI Math and Technology consultants in order to enhance teaching and learning in Mathematics and to enhance the use of technology in all areas of the curriculum.
- Collaborate with district consultants in order to enhance our Professional Learning Communities (PLC), our differentiation practices and our ability to use effective reading strategies in all areas of the curriculum.
- Teachers will implement teaching and assessment strategies that reflect diverse learning styles
- Mathematics 3, 6 and 9:
  - purchase new grade 3, 6 and 9 resources as required
  - provide access to ongoing PD
  - provide access to technology for implementation
- Teachers will increase their understanding of assessment as, for and of learning through individual, school and system PD activities:
  - School-based assessment sessions
  - Access of AISI sub bank
  - Grade/subject groupings to develop consistent standards of achievement and exemplars
  - Effective strategies will be shared informally and at staff meetings
  - Effective IPPs will be developed for students with identified special needs:
  - Sub time and/or assistance from SSS( Student Support Services) consultant will be provided
  - Shared technological access to IPPs will be available to all staff members
  - IPP information and helpful strategies for children on IPPs will be communicated to parents through EIPS brochures, and student specific discussions
  - Students will be provided with enrichment and remedial educational opportunities such as:
    - Early Literacy in Kindergarten
    - Speech/language therapy
    - Occupational therapy services
    - Early Reading Intervention in grades 1
    - Peer tutoring
    - small group and individual support
    - EA support for at-risk students
    - EA support and class size reduction for mild/moderate grade 3 and 3/4 inclusion students
    - EA support for students with severe special needs
    - Grouping of mild-moderate and other students with special needs to facilitate differentiation
    - Reflection room and math help during the noon hour
    - Library, computer room and CTS room access at noon
    - Home reading programs and incentives at the elementary level
    - Learning Strategies option for junior high students
  - Increase time on task by limiting disruptions to learning :
    - Continued use of hall passes
    - Assemblies during USSR
  - Regular discussions regarding "at risk" students

- Student learning will be communicated to parents by phone and personal contact, as well as through class clinic follow-up, progress report printouts, interim report cards in January and e-mail updates
- Provide opportunities of excellence through a school wide Math-a-thon and provide opportunities for students to participate in National and Provincial Math contests.

## Other requirements

### ***First Nations, Métis And Inuit***

1. a) *Briefly summarize how you used your 2008/2009 FNMI allocation?*

2008/2009 was a year of growth in our resources and in building staff capacity. Through the allocation, we were able to focus on building our collection in the library with print materials.

- b) *What is your school's plan for the \$3000 FNMI allocation in 2009/2010?*

We will continue our work in building capacity with staff through PD opportunities. We are also seeking out teen magazines that are focused on our aboriginal heritage such as the SAY magazine. Cultural performances, visits and field trips are also planned for the 09/10 year.

2. a) *Please provide a brief overview of your FNMI project in 2008/2009.*

*How will your project continue in 2009/2010?*

We are our project with a lead teacher model. This teacher is our resource person and is planning many activities and is ordering resources. When she team teaches with her colleagues there is a focus on the First Nation Métis Inuit cultures.

- b) *For newly approved FNMI projects for 2009/2010, please provide a brief*

This is a fledgling program, we would like to offer several perspectives about what we would like to see happen.

Our target audience will include all students and the staff. We will increase awareness of the history and culture of FNMI societies through specific curriculum related lessons, and guest presentations and field trips.

We would particularly like to focus on present-day FNMI role models and heroes to demonstrate successes in the FNMI culture. We believe that our focus on role models and heroes in the FNMI culture can also be tied very successfully to our Character Education program. We would like to offer assistance to our staff via PD opportunities and an FNMI lead teacher, who would examine curricula and resources in order to prepare lesson plans and offer collaborative presentations. This lead teacher would be given time to find and contact potential presenters or investigate field trips, to prepare lessons, consult with staff members and model and/ or deliver lessons collaboratively. The lead teacher would also examine and actively seek out resources that would complement our project.

As such, we are asking for funding to support a .2 FTE lead teacher, \$3000 for cultural presentations and field trips, as well as an additional \$3000 with which to purchase and enhance resources within our school community.

*What are the desired outcomes of the program?*

As a result of the program we hope to be able to raise the awareness of the staff and student body in regard to the richness and beauty of the FNMI culture. We hope to make staff more knowledgeable of the culture and more interested in incorporating FNMI materials into their lessons.

We hope to make Fultonvale School a “safe and caring place” where FNMI students can be proud of their heritage and can learn to be successful in all aspects of their lives. Many of our FNMI students are in foster care, often with non-FNMI families. We hope to offer these students a chance to learn more about their culture and their roots.

It is hoped also that, as a result of the program, more families will voluntarily identify themselves as FNMI. When families and students have been identified, we will then be able to discover the best ways to support them as they aim for success.

## School Council Involvement

### ***SCHOOL COUNCIL INVOLVEMENT & COMMUNICATION OF PLAN***

Fultonvale parents were provided with several opportunities for input to both the Elk Island Public Schools' District Education Plan and the Fultonvale School Education Plan.

The opportunities were as follows:

9 School Council meetings were held throughout the year. At 8 of the 9 meetings (excluding the September organizational meeting), information was provided to the parents on specific goals, measures, targets, strategies and progress within the School Education Plan for 2008/09. Feedback from parents was requested on all aspects of the school operation, and the input received was used to help develop the School Education Plan for 2009/10. Updates on planning and directions from EIPS were also provided regularly.

In the school newsletter sent home on October 2, 2008, all Fultonvale parents were informed about the SEP planning process for the coming school year. The existing three school goals were included in the newsletter, and parents were encouraged to provide feedback and input into the planning process for 2009-10.

2008/2009 was the fourth year that a member of School Council brought forward a plan to present the Step Out Safely (SOS) program to junior high students. The parent, who is involved in a local service group (South Cooking Lake IODE), obtained funding for the program to be offered again to Fultonvale students in 2009/2010. Sessions were held for grade 8 in May of 2009, with positive feedback from the staff and students. The program will likely be offered next year.

The School Council was extremely supportive and technology was supported with \$ 10 000 to the school.

## Class Size Information

### **AVERAGE CLASS SIZES CHART (All subjects)**

<b>Average Class Size</b>	<b>1-3</b>	<b>4-6</b>	<b>7 - 9</b>
EIPS September 2005	20.6	23.9	24.5
Fultonvale September 2005	17.1	28.8	25.5
EIPS September 2006	18.1	21.8	24.0
Fultonvale September 2006	16.6	23.3	23.2
EIPS September 2007	18.6	21.5	23.4
Fultonvale September 2007	21.0	24.2	20.6
EIPS September 2008	18.3	21.8	23.6
Fultonvale September 2008	18.5	20.5	21.9
EIPS September 2009	19.0	22.1	23.3
Fultonvale September 2009	20.0	23.4	24.0

#### *Analysis, comments on class size:*

Fultonvale is a multi-level school, ranging from Kindergarten to Grade 9. Our current enrolment is 313. Our class sizes in Division 1, Grades 1, 2 and 3, ranges from 24 students to 15 students. In Division 2, we have a grade 3/4 combined class with 21 students. The remainder of our Division 2 classes range from 21 to 27 students. Our Division 3, grades 7, 8 and 9, range from 20 to 31 students. Our highest class is in grade 9. We would prefer to have lowered the number of students in this class, but were unable to do so due to the demographics.

The 2009/2010 class size report is posted on page [www.eips.ca/content.php?page=241](http://www.eips.ca/content.php?page=241)