



SCHOOL EDUCATION PLAN

SCHOOL: Fultonvale Elementary Junior High **PRINCIPAL:** Jeff Spady

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	22.5	Salaries	\$2,842,535
Classified	5.57	SES	\$153,162
		Total	\$2,995,697
		Surplus/Deficit	0

SCHOOL PROFILE AND CONTEXT

Our school motto "Feel the H.E.A.T." (Heart, Excellence, Attitude, Teamwork) 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.

Fultonvale Quick Facts:

- Fultonvale is a kindergarten to grade nine elementary/junior high school, with a student enrolment of 470 students.
- Fultonvale students are served by 23 certificated staff and 9 support staff.
- Fultonvale opened in 1974 and completed a facility modernization in 2017.
- Fultonvale fields a full complement of junior high athletic teams.
- There is an active GSA club on site.
- There is a vibrant School Council and a supportive fundraising parent group.
- Academic results (PATs) are above provincial results and often match or exceed District results.



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EIPS PRIORITY 2: Enhance high-quality learning and working environments.

- Goal 3: A culture of excellence and accountability.
- Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 1: By using direct feedback from students, parents, and staff, and implementation of key strategies, Fultonvale will demonstrate continual improvement.

STRATEGIES:

- Distribute a parent survey asking for specific feedback on: *“In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years.”*
- Use specific feedback from the parent survey to generate strategies.
- Create Student Voice for Division 2 and 3 students and use student perspective to generate strategies.
- Continue to provide an environment where students and staff can take risks in their learning.
- Plan professional learning days that revolve around learning about the new Albert K-6 curriculum to ensure that Fultonvale staff have opportunities to collaborate, learn together, and be prepared.
- Provide opportunities to share best practices.
- Continue to highlight cultural aspects of First Nations, Métis and Inuit students. Acknowledge historically significant contributions of Indigenous peoples (Orange Shirt Day, November 8 Aboriginal Veterans Day, Remembrance Day Ceremony, Treaty Land Acknowledgement).
- Work closely with our School Council towards continual improvement.
- Ensure school to home communication is consistent.

MEASURES:

- Parent data from the Assurance Measures question, *“In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?”* continues to improve.
- Staff and student data continue to be above provincial average in the Continuous Improvement area of the Assurance Measures.



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- Parent data from the EIPS Parent Survey question, “*In your opinion, has the quality of education that you experienced at school improved, stayed the same, or declined in the past three years.*” increases from 61% to 70%.
- Student data from the EIPS Student Survey question, “*In your opinion, has the quality of education that you experienced improved, stayed the same, or declined in the past three years.*” increases from 70% to 80%.

RESULTS: (To be added for Results Review)

EIPS PRIORITY 1: Promote growth and success for all students

- Goal 1: Excellence start to learning.
- Outcome: More children reach developmental milestones by Grade 1.
- Goal 2: Success for every student.
- Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

SCHOOL GOAL 2: By continuing to build staff capacity for best literacy practice, student learning will continue to improve in literacy by one year’s growth.



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STRATEGIES:

- The school will explore the guiding question: what does rich literacy instruction look like in Division 1? Division 2? Division 3?
- Three teachers and one administrator have dedicated time to provide literacy support to students who are performing in the Urgent Intervention category according to the Star Reading Enterprise Assessment.
 - Two teachers support students in 1-6.
 - One teacher supports self-identified First Nations, Métis and/or Inuit students.
 - One administrator will support students.
- All teachers are promoters of literacy and use teaching strategies to support all learners. We will use a variety of literacy resources and strategies such as Daily 5, Fountas and Pinnell, learning assistance, Balanced Literacy, reading & writing conferences, and historical fiction reading & writing.
- Staff will use incoming K-6 curriculum to determine how best to support literacy development using new learner outcomes.
- Continue to work towards developmental milestones in Kindergarten and Grade 1.
- Utilize the expertise of division literacy consultants.
- Continue to purchase high interest, low vocabulary literature.
- Continue to use multi-year data from STAR results to guide improvement and/or use of resources.

MEASURES:

- Student literacy continues to improve by one year's growth according to the Star Reading Enterprise Assessment.
- Student literacy continues to improve according to LLI.
- Provincial Achievement Test data continues to be above provincial averages.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY 1: Promote growth and success for all students.

- Goal 2: Success for every student.
- Outcome: More students are engaged in school and achieve student-learning outcomes.
- **SCHOOL GOAL 3: Students and parents will see the correlation between classroom learning and preparation for the work force.**

STRATEGIES:

- Work with School Council to help increase the parental results on the Assurance Measures.
- Teachers clearly articulate how the objective being taught relates to work beyond high school. Part of this is encouraging students to get varying perspectives (i.e. parents) of how the information learned at school is benefitting them for lifelong work.
- Encourage students to share how school is benefitting them for the workforce. Moving away from the traditional student comment of “I learned nothing today” to “How will what you learned today help you later in life?”.
- Having home discussions about being prepared for the workforce.
- Highlight regular classroom work that has implications for lifelong work.
- Building reflective time at the end of a period/day with “How has this learning better prepared you as a learner?”

MEASURES:

- An increase by 10% on the Assurance Measures results on the parent portion in the area of “*Your child is taught attitudes and behaviors to be successful at work when he or she leaves school*”.



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- Parent data from the EIPS Parent Survey question, “*In your opinion, has the quality of education that you experienced at school improved, stayed the same, or declined in the past three years.*” continues to be above 80%.
- Student data from the EIPS Student Survey question, “*In your opinion, has the quality of education that you experienced at school improved, stayed the same, or declined in the past three years.*” increases from 59% to 70%.
- Teacher data on the Assurance Measures continues to be above provincial average.
- Work with School Council to improve the transparency between parent perceptions of schoolwork that prepare their child for the workforce.

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p>	\$11,869.79 towards 0.111 FTE Lead Teacher for literacy support
	<p>Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	\$
X	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	\$ 1,984.21 for literacy resources.
		<p>Total Allocated</p> <p>\$ 13,854</p>



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SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p>	\$8,902.34 for FTE for teacher to work with groups of students on improving Social Emotional well-being.
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$
X	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	\$4,427.66 to purchase resources for the classroom.
		<p>Total Allocated</p> <p>\$ 13,330</p>
