



Fort Vermilion School Division No. 52

"Our Children, Our Students, Our Future"

Three-Year Education Plan 2018-2019 to 2020-2021

Message from the Board Chair

The Fort Vermilion School Division Board of Trustees is pleased to present the 2018-2021 Three-Year Education Plan with a focus on three priorities:

- i. FVSD will foster connectivity and well-being amongst community, students, parents and staff
- ii. All students will improve literacy skills across the content areas
- iii. All students will improve numeracy skills

Students throughout FVSD have demonstrated improvement in both Literacy and Numeracy in learning. After extensive consultation with educational stakeholders, learning focuses have expanded to encompass Connectivity. Parents also provided the direction that their children required additional focus on practical applications of numeracy. Current Alberta curricular outcomes provide for our shift in focus. Establishing new educational priorities for the next three years means that educators will focus more in established priority areas and that FVSD support resources will be oriented to support teachers in their work.

The Fort Vermilion School Division continues along a path designed for all students to experience success. Over the last ten years and throughout this first of the current planning cycle, schools will continue to build program opportunities, which will allow students to have success. Although we are following the Alberta curriculum, we understand that traditional methods of delivery are not meeting our needs, especially in the area of high school completion. Through success-based programming, some students are experiencing success for the first time in their lives. Many of our methods are allowing students to be more active and engaged in their learning.

Coupled with increased learning opportunities it is our intent for students to be more engaged in their learning while in the classroom and in the broader context of their school and community. Hearing what our stakeholders have to say and allowing their voice to penetrate into our actions will be critical in improving the engagement of students, when working with adults every day.

As a Board, we are pleased with many different results but yet we know there is a way to go to build a learning environment which positively impacts all students. We believe in our vision and that we are on the correct path.

Operating under a Carver Governance model, the FVSD Board of Trustees systematically monitors the work of the jurisdiction and includes Focus on Student Achievement items on each of the monthly Board meeting agendas.

- The Board of Trustees meets annually with Principals to monitor Results Reports and discuss current year plans.
- Monitoring Reports at monthly Board meetings during 2018-2019 will include:
 - Provincial Achievement Test and Diploma Examination Accountability Report
 - Human Resources Accountability Report
 - Transportation Accountability Report
 - Budget and Financial Reports (multiple formats)
 - Audited Financial Statement
 - Student Connectivity Accountability Report
 - Student Literacy – Reading Accountability Report
 - Student Literacy – Writing Accountability Report

- Student Numeracy Accountability Report
- Health and Safety Accountability Report
- Modular Requests
- Three-Year Capital Plan
- Asset Management Accountability Report
- Internal Auditing Accountability Report
- Review Attendance Boundaries
- Three-Year Education Plan
- Student Services Accountability Report
- Annual Education Results Report
- Inclusive Education Accountability Report
- Fundraising Report
- Annual Local % Expenditure Report
- Monthly Superintendent Report
- Monthly Focus on Student Achievement School Reports

In the 2018-19 school year, the Board of Trustees will meet with School Council Chairs to discuss various topics such as the Annual Education Results Report and Three-Year Education Plan.

The Fort Vermilion School Division remains committed to continuous improvement. We recognize our accomplishments, celebrate our successes and identify with our continued challenges. We look forward to taking what we have learned from our experience and utilizing that knowledge as we move into the future with our stakeholders.

Accountability Statement

The Three-Year Education Plan for Fort Vermilion School Division commencing September 1, 2018 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and *Fiscal Planning and Transparency Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Three-Year Education Plan for 2018-2021 on November 28, 2018.



Clark McAskile, Board Chair

Introduction to Assurance

The Fort Vermilion School Division mission statement is "Our Children, Our Students, Our Future". How do educators know and how can parents know that their child is being successful?

FVSD aims to provide learning opportunities for students that will enable every student to be successful. However, this does not mean that success will be achieved in every avenue of learning. Failure can be something to learn from as well. What our mission statement means is that as an educational system we need to provide opportunities for students that will enable success in meaningful ways. For example, a student may struggle with mathematics but experience great success as an artist. Therefore, we need to know the student, to know that this student will need opportunities to express their knowledge in an artistic way. The student in this example should be building confidence and a sense of achievement in areas where the student can excel.

As you read this education plan, you will be able to identify how FVSD as a system, along with the endeavors of each local school, provide meaningful, success based learning opportunities. By delving into local school plans or this system Three-Year Education Plan, you will note that success is not specific to a grade or age grouping. A success-based model can be established and lived at all levels of the K-12 system.

This plan and the results that will come a year from now will attempt to provide the learner and parents the ASSURANCE that learning and success has taken place. The measurement tools selected are indicators of student success and valuable tools to assess the path forward. The conversation, collaboration and engagement of students and parents at both the system and local school level will assist in providing an assurance that a quality education has been provided and achieved.

The Fort Vermilion School Division uses the Assurance Model of reporting.

Profile of the Fort Vermilion School Division

The Fort Vermilion School Division (FVSD) is located in the Northwestern corner of Alberta, with boundaries touching British Columbia on the west and the Northwest Territories to the north. FVSD operates 14 schools (including one First Nations school operated under contract), four designated learning stores which offer outreach services throughout our communities and one Northern Home Education Centre.

The region's economy is focused in the oil, gas, forestry and agriculture sectors. A recent trend since 2009 has been a slight down turn in the oil industry. The economy contributes to transience in the population in several communities (in particular Rainbow Lake, Zama and High Level). Significant Mennonite, First Nations and Métis populations enrich the cultural diversity in the region. Transience and Second Language issues put a significant number of students at risk for learning.

Distances between communities and schools are significant in this northern rural division, and several schools and programs are small by necessity. Over the years, FVSD has made good use of available technology to ensure that students are offered maximum access to programs, particularly at the high school level. Our learning stores continue to develop innovative strategies

to provide alternative access to education opportunities to students. FVSD has taken the approach of enhancing program opportunities for students by increasing the mobility of programs or transporting students off campus to alternate locations for program delivery.

Providing rich Kindergarten to Grade 12 educational opportunities to students continues to be a challenge in this relatively sparsely inhabited, geographically and culturally diverse school division.

FVSD Annual Education Planning Cycle

The Fort Vermilion School Division is a data driven organization. Many forms of data are used to guide the decision-making process and ultimately the design of education plans, goals, strategies and the allocation of resources to meet the actions outlined in an education plan.

The planning cycle begins with an analysis of data. Data sources include but are not limited to:

- Student Achievement
- Perception of stakeholders through surveys
- Student records of attendance, behaviour and success
- Specialized testing
- Demographic trends
- Drop out and high school completion statistics

At each school the principal will analyze pertinent data and glean from it areas where students are not learning. The voice of professional staff and support staff are important to the analysis and discussion.

At a system level, a similar process has already occurred, as will be defined later. The Fort Vermilion School Division Board of Trustees has analyzed data sets and consultation data and have approved three priorities for the system. The schools align school education plans with divisional priorities and the system aligns with Alberta Education's business plan. The result is that provincial mandates are supported by school system work and school system mandates are supported by the actions that occur in schools.

It is important to note that both the mandate of Alberta Education and the school system remain broad enough to allow the schools which feed into the process, the latitude to develop plans which will correlate well with the local context.

In FVSD, the schools align their plans to the three divisional priorities but how the alignment occurs, such as goals established, pertinent strategies and corresponding measures, are within the principal's realm of control. The school level also utilizes the local data to establish goals that fit the local context but not necessarily support divisional priorities in a direct fashion. This ability provides for the autonomy and local based decision making necessary to allow for local needs.

The development of Education Plans in FVSD requires the principal to document the planning process to plan for stakeholder involvement. Stakeholders routinely involved in the education planning process are school staff, parents and students.

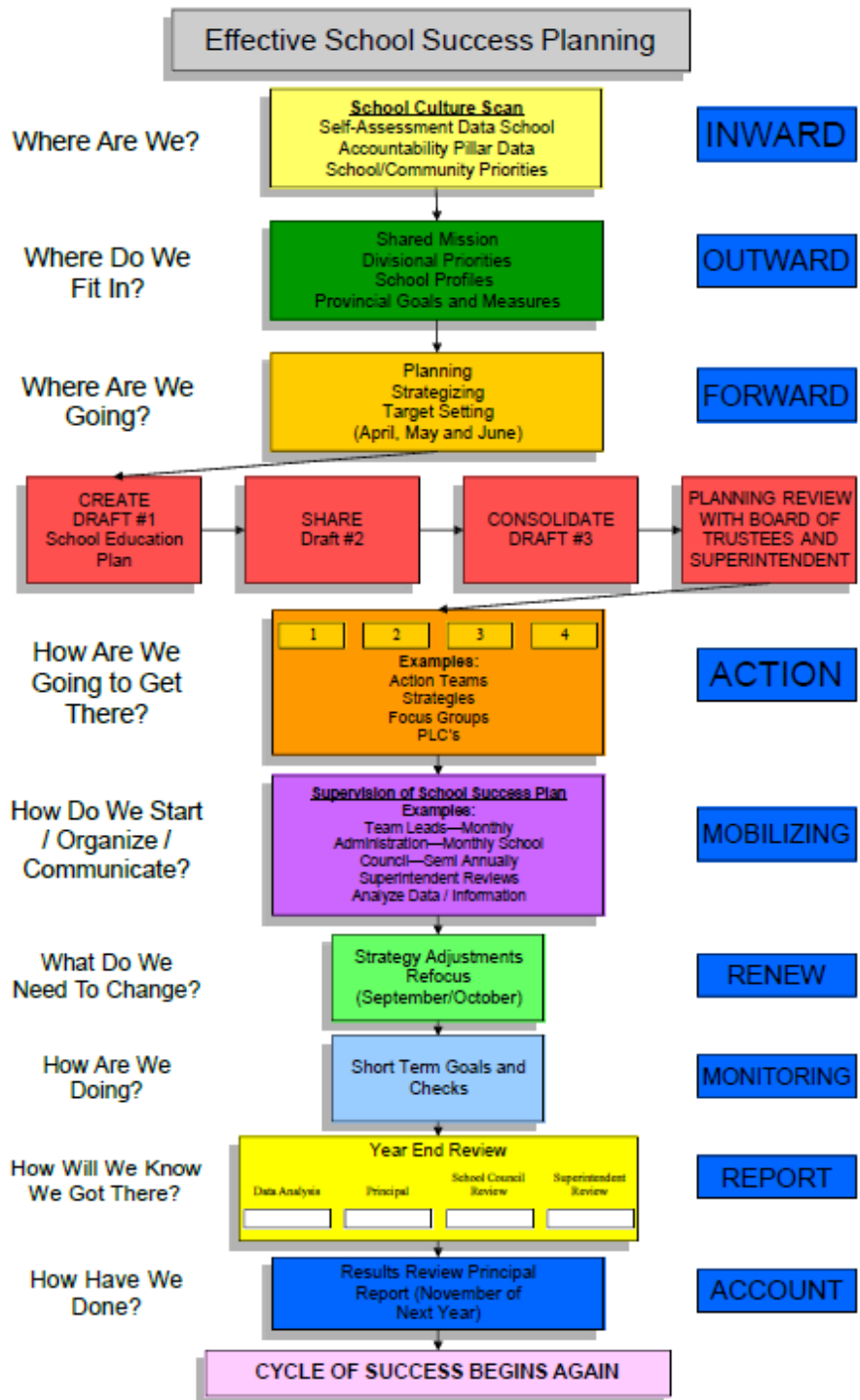
Along with the Education Plan, principals work with staff to establish a Professional Development plan, a Communication plan, and a Monitoring plan. The intention of the planning process is to create a living and flexible education plan that adapts to the ever-changing needs, while at the

same time incorporates the rigor necessary to ensure that resources and supports are available to provide the best possible chance of a successful implementation of the plan.

The Education Plan follows a SMART goal process. Goals need to be specific, measurable, attainable, realistic and be completed within a specific time period. After analyzing the data, the stakeholders identify areas in which student learning needs to be improved or enhanced.

The discussion then leads into strategies to support staff readiness or in direct action with students. The strategies chosen are informed through prior practice, staff knowledge, local capability and research in the field.

School council chairs are required to endorse, by signature, school education plans, thus ensuring school council involvement in the creation of school education plans. School education plans and results are shared with school councils and posted on school websites.



FVSD provides time within the school calendar to build school education plans. The planning process will begin in March and a draft school education plan is completed by the end of June. The final education plan is submitted by the third Friday of September. This timeline allows for adjustments at the school site, which may be necessary if conditions or factors change throughout the summer.

School strategies are then brought forward into the system's Three-Year Education Plan. The school's strategies coupled with system level strategies constitute the actions that will occur in the new school year.

Engagement of Stakeholders to Establish Priorities

The Fort Vermilion School Division Board of Trustee have established a planning and stakeholder engagement process in three-year cycles. Some of the goals inherent in establishing three-year cycles is to mitigate initiative fatigue, generate support from stakeholders through consistent application of strategies and to allow sufficient time for evidence of sustainable learning to take place.

In the final year of an education plan cycle, stakeholders are engaged in a series of group consultations. The consultations involve reflecting back on the previous cycle in terms of implementation and effect on student learning. Each group then analyzes data sources that are consistent throughout the Fort Vermilion School Division. The consultation continues with discussions about student needs and each group or individuals informed opinions on the direction the school division should be taking in the next three-year cycle.

The following are a list of consultation groups utilized to inform the 2018-2021 cycle:

- FVSD Staff - this group includes teachers and support staff – in all communities
- FVSD Students - students from grade 4 – 12 in every community
- FVSD community meetings in all communities
- Leadership Team - group members are principals, assistant principals, department supervisors, multiple opportunities provided
- Executive Team - Assistant Superintendents and Secretary-Treasurer
- School Council - Delegates from each school council
- Board of Trustees
- First Nations
- Elected Officials

After all consultations have been concluded, the data is rolled up for all stakeholders. From the data, the Superintendent identifies trends to focus areas to target. The identified target areas are presented to the Board of Trustees in February at a working session. Trustees then have an opportunity to change or modify priority areas.

Final selection of priority areas are accepted by Board motion at the March Regular Board Meeting.

The Superintendent is then charged with the task of creating strategies to meet the priorities selected by the Board. Discussions of strategies, structures and supports will occur between executive, trustees, the Leadership Team and with individual school leaders throughout the March - May timeline. Finally, the Superintendent will make the decisions as to what resources and structures will be put in place to best support schools in meeting the Board established priorities. In tandem with this process is each school's education planning process.

Strategic Engagement and Current Year Consultations

The creation of the Three-Year Education Plan was accomplished through stakeholder engagement, but conditions concerning student needs and system capacity can change over a three-year period. As a result, FVSD will endeavor to stay connected and informed with stakeholder groups. In so doing stakeholder input will provide for the creation of or modifying of learning and capacity building strategies. The following mechanisms will be employed to engage, consult and collaborate with stakeholders:

Students

- i. Student Focus Groups - local schools
- ii. Student Representative Council
- iii. Student Advisory Team to the Board of Trustees: Students from the five high schools and the FVSD Learning Stores will meet with the Board of Trustees two times throughout the school year. The students will research with students in their respective schools and then provide the findings to trustees. Topics for the 2018-19 school year are:
 - a. Uses of e-cigarettes, marijuana, and tobacco
 - b. Interschool connectivity outside of sports, bring students and ideas together

Parents

- i. Parent Focus Groups - local schools
- ii. Superintendent Community Consultation Meetings
- iii. School Council Chairs' Meetings with Board of Trustees: Trustees and school council chairs will have two opportunities throughout the school year to share ideas and progress as it relates to student learning
- iv. School Council participation in development of School Education Plans
- v. Trustee Communication
- vi. Accountability Pillar Survey

Staff

- i. Power Lunches - Superintendent and Executive Team meet with staffs to build relationships, share information and to answer questions staff may have
- ii. School Visits – 2 full days per school every calendar year
- iii. Committee Participation - staff participation in operational and instructional system committees such as the Technology Committee or the Literacy Committee
- iv. FVSD Board of Trustees / Local ATA Liaison Meetings: The Board of Trustees will endeavor to engage in collaborative dialogue with teachers to improve learning environments and opportunities for students
- v. Teacher Leaving Survey

Trustees

- i. Participation in local School Council meetings
- ii. Accountability report monitoring – annual board work plan
- iii. Community / School consultations
- iv. Results and planning review sessions with principals

Community / Business Sector / Support Agencies

- i. Consultations on the development of the 2018-2021 FVSD Three-Year Education Plan
- ii. Partnerships at the local school level
- iii. Involvement in local School Councils

- iv. Involvement of support agencies in program development, implementation and support

First Nation, Metis and Inuit

- i. Consultations on the development of the 2018-2021 FVSD Three-Year Education Plan
- ii. Invited involvement in local school events and planning
- iii. Involvement in partnership between schools / FVSD and First Nation Bands
- iv. FVSD will engage with partner First Nations to build effective Educational Services Agreements

FVSD PRIORITY 1: FVSD will foster connectivity and well-being amongst community, students, parents and staff

ALBERTA EDUCATION OUTCOMES

Alberta's students are successful
Alberta's education system respects diversity and promotes inclusion
Alberta has excellent teachers, and school and school authority leaders
Alberta's education system is well governed and managed

PERFORMANCE MEASURES

1. Accountability Pillar Data
2. Efficacy Measure for Staff (School Staff Sense of Efficacy Scale)

STRATEGIES

1. Dr. Jody Carrington work - professional development session with all 525 employees of the school division, a systematic training process of the student support team that will drive the restructuring and function the team in order to put the village effect system in place.
2. Willard Fewer work - a comprehensive plan to support both the clinical leads of the student support services team and a regular schedule to book all staff members for mental health support, when required this program will expand.
3. Collaborative Response Model - Every school will develop and implement a model based the three district priorities: Connectivity, Literacy and Numeracy
4. Jig Saw Learning work - a system scan of all schools in November done by Jig Saw Learning which will lead to a system of support from a district level to priority schools.
5. Student Support Services Team - A full professional development plan to be much more inclusive in supporting all students through the village effect system.
6. Superintendent Community Consultations – every school will have community night with the superintendent to continue the conversation of the divisional priorities and how we better meet the needs of all communities.
7. Parent Focus Groups – principals will have parent focus meetings to continue the discussions around the divisional priorities
8. Student Focus Groups - principals will have student focus meetings to continue the discussions around the divisional priorities
9. Student Advisory Team – the board of trustees connect with students twice a year to discuss topics focused on building the priorities.

FVSD PRIORITY 2: All students will improve literacy skills across the content areas

ALBERTA EDUCATION OUTCOMES:

Alberta’s students are successful
 Alberta’s education system supports First Nations, Metis, and Inuit students’ success

PERFORMANCE MEASURES

Reading Literacy:

Percent of students reading at or above grade level as measured by

- Test of Word Reading Efficiency
- Test of Silent Reading Efficiency and Comprehension
- Test of Silent Word Reading Fluency

Writing Literacy:

FVSD writing prompts

SUPPLEMENTAL MEASUREMENTS

1. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
2. Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations.
3. Overall percentage of self-identified First Nation, Metis and Inuit students in Grades 6, and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests.
4. Overall percentage of self-identified First Nation, Metis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.6	63.4	65.3	66.4	67.8	68	Low	Maintained	Issue	70	71	72
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.4	10.9	11.0	12.0	12.8	13	Low	Maintained	Issue	13	14	15
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	73.2	73.5	70.6	75.1	70.8	76	Very Low	Maintained	Concern	72	74	76

Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	6.1	8.1	9.5	10.3	12.0	11	Low	Improved	Acceptable	12	13	15
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.4	44.3	45.5	37.8	50.2	50	Very Low	Improved	Issue	52	54	55
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.7	2.2	3.7	3.0	4.4	5	Very Low	Maintained	Concern	6	8	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	54.1	55.4	63.3	67.3	52.7	68	Very Low	Declined	Concern	55	60	65
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.8	2.3	4.6	5.9	5.3	6	Very Low	Maintained	Concern	6	8	10

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

DEFINITIONS

Reading – Learning to read and enhance the ability to understand what is reading.

Writing – Enhancing skills already learned and developing new skills to communicate effectively for specific purposes and audiences.

1. Purpose – audience and writing form
2. Reflection – add peer (formative assessments)
3. Creative Ideas & Research
4. Writing Conventions – language rules and writing structure

STRATEGIES

FVSD System Strategies

1. Balanced Literacy (BL) – comprehensive training for all first and second year teachers from grades 1 to 6, comprehensive training for first year ECS teachers and first year grade 7 to 9 ELA teachers, and any other teacher wishing to participate. Training is provided by two Balanced Literacy Coordinators. BL will focus on reading and writing literacy.
2. BL Train the administrator professional development – understand the core foundations of reading
3. Divisional Literacy Team – creation of new and fresh ideas to assist schools in focusing on literacy practices.
4. Teacher professional development in the writing area – instructional strategies, creating writing prompts and assessments, applying formative assessment rubrics, developing cross curricular writing tools.
5. Literacy Gala student event.
6. Summer Institutes – teams of teachers create units, assessments and tools during a week in the summer break.
7. Primary Literacy Supports through utilization of Leveled Literacy Intervention (LLI) - all primary schools are utilizing LLI to assist struggling readers.
8. New and Beginning Teacher Induction Program.
9. Analysis and subsequent action plans of school Provincial Achievement Exams, Diploma Exams and Canadian Achievement Test 4 results.
10. Diverse Learning Coordinator to support all schools in planning to meet the diverse learning needs of students.
11. Building of Collaborative Response Model structures to assist in professional growth of teachers and to build tools for the instructional practice.
12. Literacy Coordinator to work specifically with age 3 and 4 First Nation children who live on First Nation reserves but attend FVSD schools. The coordinator will also work with parents of these children to build literacy skills and strategies in the home.
13. Response to Intervention professional development for teachers.

FVSD Priority 3: All students will improve numeracy skills

ALBERTA EDUCATION OUTCOMES:

Alberta's students are successful
 Alberta's education system supports First Nations, Metis, and Inuit students' success

PERFORMANCE MEASURES

1. Provincial Achievement and Diploma Exams
2. FVSD Common Assessments

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 6	Authority	67.1	9.4	62.9	8.2	53.4	5.9	57.9	7.5	67.1	8.8	70	10
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Mathematics 6 FNMI	Authority	36.9	1.5	39.0	0.0	29.3	0.0	24.2	0.0	43.3	0.0	50	10
	Province	50.0	4.4	51.2	3.9	49.0	3.6	44.4	3.4	49.1	3.0		
Mathematics 9	Authority	66.7	14.1	57.8	10.6	66.0	10.6	72.2	16.6	49.5	6.9	65	10
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 FNMI	Authority	25.7	0.0	25.0	0.0	41.3	2.2	34.1	0.0	30.0	0.0	50	10
	Province	40.1	4.8	37.9	4.7	41.1	4.7	39.9	5.2	30.7	3.4		
Mathematics 9 KAE	Authority	61.5	26.9	61.0	22.0	61.4	13.6	61.0	9.8	51.5	12.1	60	15
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Mathematics 9 KAE FNMI	Authority	57.1	17.1	54.8	6.5	50.0	14.3	47.6	9.5	46.7	0.0	50	10
	Province	56.9	13.4	58.3	10.4	51.6	6.1	46.2	9.0	51.4	10.7		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation															
Course		Measure		Fort Vermilion Sch Div No. 52								Alberta			
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
							N	%	N	%	N	%	N	%	
Mathematics 6	Acceptable Standard	Low	Improved Significantly	Good	249	67.1	236	58.1	51,486	72.9	48,172	71.6			
	Standard of Excellence	Low	Maintained	Issue	249	8.8	236	7.2	51,486	14.0	48,172	13.6			
Mathematics 6 FNMI	Acceptable Standard	Very Low	Improved	Issue	67	43.3	74	30.8	3,821	49.1	3,496	48.2			
	Standard of Excellence	Very Low	Maintained	Concern	67	0.0	74	0.0	3,821	3.0	3,496	3.6			
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	188	49.5	179	65.3	46,603	59.2	43,851	66.8			
	Standard of Excellence	Very Low	Declined	Concern	188	6.9	179	12.6	46,603	15.0	43,851	18.1			
Mathematics 9 FNMI	Acceptable Standard	Very Low	Maintained	Concern	60	30.0	42	33.5	3,357	30.7	2,960	39.6			
	Standard of Excellence	Very Low	Maintained	Concern	60	0.0	42	0.7	3,357	3.4	2,960	4.9			
Mathematics 9 KAE	Acceptable Standard	Low	Maintained	Issue	33	51.5	48	61.1	2,049	57.4	1,983	59.9			
	Standard of Excellence	Intermediate	Maintained	Acceptable	33	12.1	48	15.1	2,049	13.6	1,983	13.6			
Mathematics 9 KAE FNMI	Acceptable Standard	Low	Maintained	Issue	15	46.7	27	50.8	512	51.4	442	52.0			
	Standard of Excellence	Low	Declined	Issue	15	0.0	27	10.1	512	10.7	442	8.5			

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-1	Authority	44.1	2.9	60.5	26.3	37.5	8.3	53.3	10.0	60.0	23.3	63	25
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-1 FNMI	Authority	*	*	42.9	14.3	*	*	*	*	16.7	0.0	40	5
	Province	59.3	14.6	64.2	16.6	54.1	11.6	59.2	14.6	61.3	15.3		
Mathematics 30-2	Authority	66.7	0.0	66.7	0.0	54.8	9.5	81.5	11.1	67.9	14.3	70	16
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Mathematics 30-2 FNMI	Authority	*	*	25.0	0.0	33.3	0.0	77.8	0.0	50.0	10.0	60	15
	Province	64.6	11.1	69.0	10.3	69.4	11.6	67.4	8.8	69.1	9.7		

Diploma Examination Results Course By Course Summary With Measure Evaluation													
		Fort Vermilion Sch Div No. 52							Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	30	60.0	31	50.5	20,148	77.8	20,605	73.3	
	Standard of Excellence	n/a	n/a	n/a	30	23.3	31	14.9	20,148	35.3	20,605	29.4	
Mathematics 30-1 FNMI	Acceptable Standard	n/a	n/a	n/a	6	16.7	7	42.9	509	61.3	475	59.1	
	Standard of Excellence	n/a	n/a	n/a	6	0.0	7	14.3	509	15.3	475	14.3	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	56	67.9	42	67.6	14,362	74.2	13,516	74.7	
	Standard of Excellence	n/a	n/a	n/a	56	14.3	42	6.9	14,362	16.4	13,516	16.1	
Mathematics 30-2 FNMI	Acceptable Standard	n/a	n/a	n/a	10	50.0	8	45.4	752	69.1	620	68.6	
	Standard of Excellence	n/a	n/a	n/a	10	10.0	8	0.0	752	9.7	620	10.2	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Provincial Achievement Tests and Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

DEFINITIONS

Numeracy – Understanding Numeracy: A pedagogical approach to teach numeracy through real life connections, hands on opportunities and personal learning.

1. Number Sense – exploring numeracy applications for students to have a strong foundation knowledge of numeracy.
2. Personal learning – numeracy skills that affect all people for daily living.

STRATEGIES

FVSD System Strategies

1. Implementation of Leap Math as a diagnostic tool to help identify areas of instruction needing support
2. Implement and support the process of Guided Math throughout the division.
3. Implement Common Assessments for Math courses in Grades 4-12.
4. Redesign Career and Life Management to incorporate further practical numeracy life skills. Course would be a five-credit course needed as a requirement for high school students to

participate in graduation ceremonies in FVSD schools (not a High School Diploma requirement).

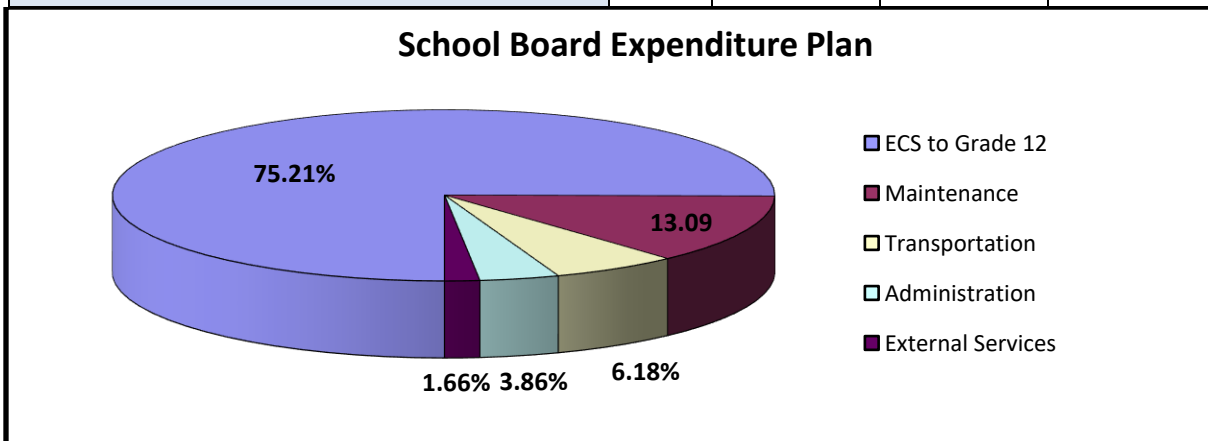
5. Response to Intervention professional development for teachers.

Budget Summary 2018-2019

Guiding Principles:

1. The budget has been created and resources allocated to address and accomplish our division priorities in literacy and student engagement.
2. This budget continues to be built in a conservative manner.

Program		Total Budgeted	Number of Students Served by Program FTE	Spending per Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction (ECS)		2,390,464	177	13,505
b) Student Instruction (Grade 1 - Grade 12)		35,171,789	3,065	11,475
c) Inclusive Education (High Needs Students)		3,288,320	99	33,215
d) School-Based Administration Instructional Support and System Instruction		2,565,300	3,297.5	778
e) Student Instruction ECS to Grade 12 (subtotal)	75.21	43,415,873	3,242	13,392
Support Expenditures				
f) Schools—Operation and Maintenance	13.09	7,558,618	3,297.5	2,292
g) Student Transportation	6.18	3,568,263	1,825	1,955
h) School Board Governance and System Administration	3.86	2,228,935	3,297.5	676
Other Instruction Expenditures				
i) External Services (e.g., adult education, joint use agreements)	1.66	957,983	55.5	17,261
Total School Board Expenditures	100.00	57,729,672	3,297.5	17,507



* Detailed budget and expenditure information can be obtained by contacting the Fort Vermilion School Division Central Office or www.fvsd.ab.ca

Key Financial Information – 2018-2019

The FVSD is presenting a balanced budget for the 2018-2019 fiscal year. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$404,155.

We projected an enrolment decline of 25 FTE in the spring 2018-2019 budget. Our September 30th enrolment ended up 133.3 FTE higher than anticipated. This increase came from a number of schools and grade levels. One significant increase came when the Dene Tha First Nation decided to send 29 of their Grade 7 – 12 students from Chateh to Rainbow Lake in July. Another increase was an unexpected increase of ECS students in both La Crete sector and High Level. Overall FVSD is excited to see increases in our enrolment as the overall historical enrolment trend has not seen increases of this nature.

We are budgeting \$1,369,500 in capital expenditures for 2018-2019. FVSD once again will be purchasing busses and vehicles in order to replace existing units as they reach the end of their life cycle. As well, we are continuing our IT capital allocation to maintain our technology evergreening plan. FVSD has a three-year plan to invest into our infrastructure for teacher housing in an effort to retain and attract staff.

FVSD is projecting to have \$3,114,938 in operating reserves and \$1,191,486 in capital reserves as of August 31, 2019. After the projected Student Generated Funds are removed from our operating reserves we are projecting an adjusted A.S.O. days of operation to be at 11.3 or 4.5%. It is the Board of Trustees goal to keep our A.S.O. between 4 and 5% in the future.

For more information, please refer to our full budget at www.fvsd.ab.ca

Summary of Facility and Capital Plans

Division Priority	Identified Project
1	<p>Modernization and Addition: Blue Hills Community School CTS LAB</p> <p>Add classroom space to the existing BHCS to increase the grade configuration to ECS to Grade 12. Convert the existing gymnasium to a CTS Lab and adding a new senior high gymnasium. It is our intent to create a facility that will increase high school completion for the community of Blue Hills.</p>
2-5	<p>Modernization and Addition: Fort Vermilion Public School CTS LAB</p> <p>Add space to and improve the current condition of the FVPS CTS Lab and Equipment. The current facility is extremely small and significantly limits the ability to safely provide a high level of CTS programming.</p> <p>Steel Framed Modular Units: The Fort Vermilion School Division has had a very positive experience with the introduction of the steel framed modular units. It is our desire to replace many of the older portables that are attached to our schools with the steel framed modular units.</p> <p>St. Mary's Elementary School:</p> <ul style="list-style-type: none"> • Request – 4 steel framed modular classrooms & link • Replaces – 4 portable units attached to the school <p>Fort Vermilion Public School:</p> <ul style="list-style-type: none"> • Request – 2 steel framed modular classrooms & link • Replaces – 2 portable units attached to the school <p>Rainbow Lake School:</p> <ul style="list-style-type: none"> • Request – 6 steel framed modular classrooms & link • Replaces – 6 portable units attached to the school
6-9	<p>School Modernization: The Fort Vermilion School Division believes that our three oldest schools are of need of a complete school modernization.</p> <p>Florence MacDougall Community School Modernization:</p> <ul style="list-style-type: none"> • Requesting a full modernization of Florence MacDougall Community School <p>Sand Hills Elementary School Modernization:</p> <ul style="list-style-type: none"> • Requesting a full modernization of Sand Hills Elementary School <p>Rocky Lane School Modernization:</p> <ul style="list-style-type: none"> • Requesting a full modernization of Rocky Lane School <p>La Crete Public School Modernization:</p> <ul style="list-style-type: none"> • Requesting an addition and modernization of the current CTS Lab of La Crete Public School

*The complete Capital Plan is available at www.fvsvd.ab.ca.

Timelines and Communication

The Board accepted the Education Plan for 2018-2021 on November 28, 2018 and posted it to the school division website www.fvsd.ab.ca on November 30, 2018.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Fort Vermilion Sch Div No. 52			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	91.9	93.4	91.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	72.1	75.7	72.6	81.8	81.9	81.7	Low	Maintained	Issue
	Education Quality	91.2	92.5	90.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	6.5	7.8	8.1	2.3	3.0	3.3	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	67.1	70.5	65.2	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.8	66.4	65.0	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	12.8	12.0	11.3	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.8	75.1	73.1	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	12.0	10.3	9.3	24.2	22.2	21.7	Low	Improved	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	26.0	21.4	23.9	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	55.4	54.2	51.1	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.8	25.5	31.2	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	85.2	89.1	86.2	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	86.4	88.2	85.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.7	87.8	86.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.8	86.4	81.6	80.3	81.4	80.7	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2018 Accountability Pillar First Nation, Metis and Inuit Summary

Measure Category	Measure	Fort Vermilion Sch Div No. 52 (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.1	6.5	7.7	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	47.7	63.5	55.1	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	50.2	37.8	42.5	51.7	51.7	52.0	Very Low	Improved	Issue
	PAT: Excellence	4.4	3.0	3.0	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	52.7	67.3	62.0	77.1	77.1	76.6	Very Low	Declined	Concern
	Diploma: Excellence	5.3	5.9	4.3	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	11.2	14.5	14.6	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31.8	25.9	26.1	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	24.8	16.8	18.9	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Results	Prev Year Results	Prev 3 Yr Average	Current Results	Prev Year Results	Prev 3 Yr Average
ACOL MEASURE	ACOL MEASURE	Satisfaction with Program Access	78.5	76.1	78.2	72.8	73.2	72.6
		In-Service Jurisdiction Needs	81.2	88.9	86.5	84.3	84.3	83.5

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)