

2019-22 Three-Year Education Plan
and
2018-19 Annual Education Results

Fort Vermilion
School Division




“Our Children, Our Students, Our Future”

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Fort Vermilion School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on November 27, 2019.


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.

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.

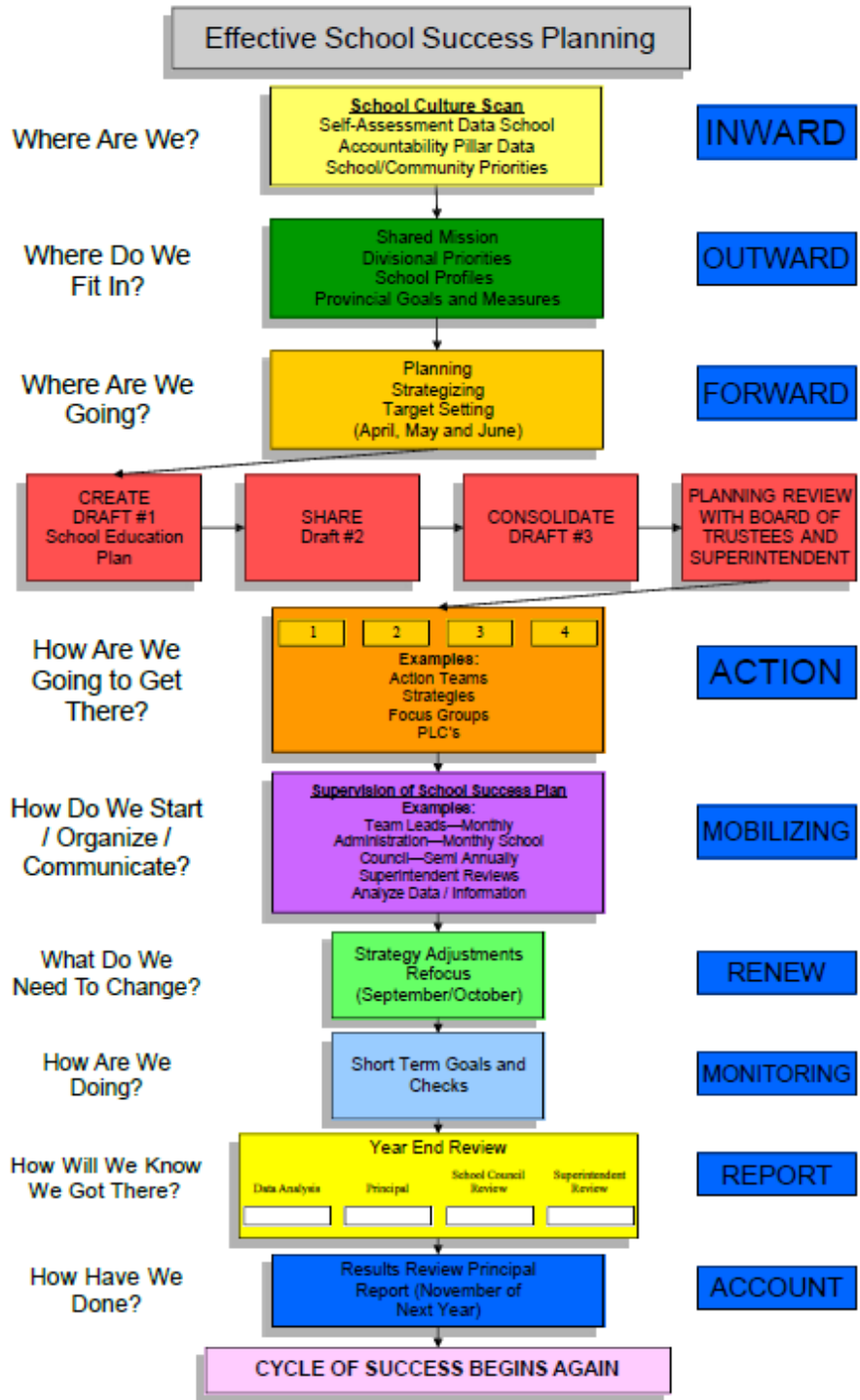
The Education Plan follows a SMART goal process. Goals need to be specific, measurable, attainable, realistic and be completed within a specific time period. After analyzing the data, the stakeholders identify areas in which student learning needs to be improved or enhanced.

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 Trustees 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

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Fort Vermilion School Division			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	92.2	91.9	92.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.1	72.1	73.3	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	91.3	91.2	91.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	5.4	6.5	7.0	2.6	2.3	2.9	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	66.1	67.1	67.7	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.4	67.8	66.5	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	12.7	12.8	11.9	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.1	70.8	72.2	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	6.8	12.0	10.6	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	25.9	26.0	24.2	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	47.8	55.4	52.6	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.9	28.8	29.8	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	83.9	85.2	85.8	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	86.1	86.4	86.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.9	85.7	86.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	82.7	79.8	81.9	81.0	80.3	81.0	Very High	Maintained	Excellent

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Fort Vermilion School Division (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	6.9	6.1	6.0	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	59.2	47.7	56.5	56.6	53.3	52.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	43.5	50.2	44.5	54.0	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	5.8	4.4	3.7	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	59.8	52.7	61.1	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	4.9	5.3	5.3	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	12.4	11.2	13.7	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	25.8	31.8	28.0	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.1	24.8	20.2	34.2	33.0	32.8	Very Low	Improved	Issue
	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
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- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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	79.7	78.5	77.7	73.1	72.8	72.9
		In-Service Jurisdiction Needs	86.8	81.2	84.4	85.2	84.3	84.2

FVSD Priority One: FVSD will foster connectivity and well-being amongst community, students, parents and staff

ALBERTA EDUCATION OUTCOMES

Alberta's students are successful
 First Nations, Metis, and Inuit students in Alberta are successful
 Alberta has excellent teachers, school leaders, and school authority leaders
 Alberta's K-12 education system is well governed and managed

PERFORMANCE MEASURES

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

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.1	91.3	93.4	91.9	92.2	Very High	Maintained	Excellent	92.5	92.8	93.1
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	90.3	92.5	91.2	91.3	Very High	Maintained	Excellent	91.6	91.9	92.2
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.9	85.3	88.2	86.4	86.1	Very High	Maintained	Excellent	86.4	86.7	87

Notes:

1. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	59.4	65.7	70.5	67.1	66.1	Intermediate	Maintained	Acceptable	67	68	69
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.6	58.2	63.5	47.7	59.2	Low	Maintained	Issue	61	62	63

Notes:

1. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. 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.

STRATEGIES

1. Dr. Jody Carrington work - professional development session with all 525 employees of the school division, a systematic training process of the connection 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 connection 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. Connection 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 Two: All students will improve literacy skills across the content areas

ALBERTA EDUCATION OUTCOMES:

Alberta's students are successful
 First Nations, Metis, and Inuit students in Alberta are successful

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

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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	63.4	65.3	66.4	67.8	59.4	70	n/a	n/a	n/a	62	65	68
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.9	11.0	12.0	12.8	12.7	13	n/a	n/a	n/a	14	15	16
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	73.5	70.6	75.1	70.8	73.1	72	n/a	n/a	n/a	74	75	76
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.1	9.5	10.3	12.0	6.8	12	n/a	n/a	n/a	12	13	14
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	44.3	45.5	37.8	50.2	43.5	52	n/a	n/a	n/a	50	52	54

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).	2.2	3.7	3.0	4.4	5.8	6	n/a	n/a	n/a	7	8	9
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	55.4	63.3	67.3	52.7	59.8	55	n/a	n/a	n/a	59	65	70
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2.3	4.6	5.9	5.3	4.9	6	n/a	n/a	n/a	6	7	8

Comment on Results

Chuckegg Wildfire resulted in an inaccurate result.

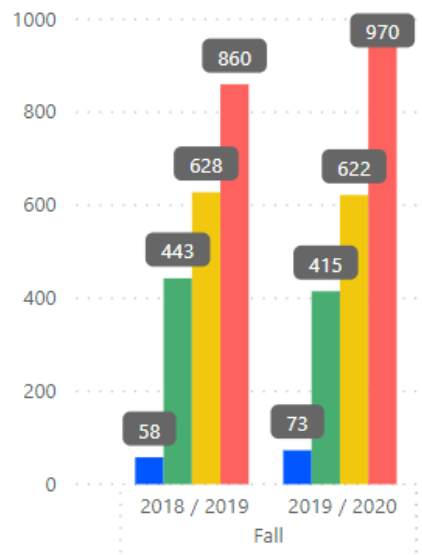
Strategies

1. Empower
2. Lucy Calkins Units in Reading, Units in Writing
3. Companion Reading
4. Rewards
5. Balance Literacy
6. Fountas and Pinnell

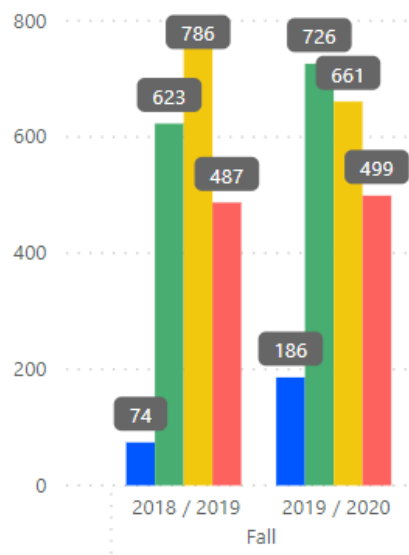
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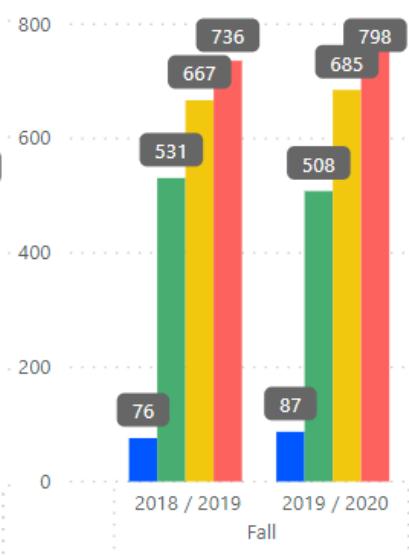
TOSREC Tier Results by Period



TOSWRF Tier Results by Period



TOWRE Tier Results by Period



Tier

- Superior
- Good
- Poor - Tier 2
- Severe - Tier 3

FVSD Priority Three: All students will improve numeracy skills

ALBERTA EDUCATION OUTCOMES:

Alberta's students are successful
 First Nations, Metis, and Inuit students in Alberta are successful

PERFORMANCE MEASURES

1. Provincial Achievement and Diploma Exams
2. FVSD Teacher Numeracy Tool (TNT 2019-20)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 6	Authority	62.9	8.2	53.4	5.9	57.9	7.5	67.1	8.8	n/a	n/a	70	10
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Mathematics 6 FNMI	Authority	39.0	0.0	29.3	0.0	24.2	0.0	43.3	0.0	n/a	n/a	50	10
	Province	51.2	3.9	49.0	3.6	44.4	3.4	49.1	3.0	50.5	4.2		
Mathematics 9	Authority	57.8	10.6	66.0	10.6	72.2	16.6	49.5	6.9	37.5	12.5	55	10
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
Mathematics 9 FNMI	Authority	25.0	0.0	41.3	2.2	34.1	0.0	30.0	0.0	12.5	12.5	40	10
	Province	37.9	4.7	41.1	4.7	39.9	5.2	30.7	3.4	31.5	5.4		
K&E Mathematics 9	Authority	61.0	22.0	61.4	13.6	61.0	9.8	51.5	12.1	*	*	55	15
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
K&E Mathematics 9 FNMI	Authority	54.8	6.5	50.0	14.3	47.6	9.5	46.7	0.0	*	*	50	10
	Province	58.3	10.4	51.6	6.1	46.2	9.0	51.4	10.7	55.0	11.4		

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. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation													
		Fort Vermilion School Division								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	242	59.5	54,778	72.5	49,502	71.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	242	7.4	54,778	15.0	49,502	13.5	
Mathematics 6 FNMI	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	70	32.2	4,101	50.5	3,626	47.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	70	0.0	4,101	4.2	3,626	3.3	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	24	37.5	182	62.5	46,764	60.0	44,959	64.7	
	Standard of Excellence	n/a	n/a	n/a	24	12.5	182	11.4	46,764	19.0	44,959	17.1	
Mathematics 9 FNMI	Acceptable Standard	n/a	n/a	n/a	8	12.5	49	35.2	3,128	31.5	3,119	37.2	
	Standard of Excellence	n/a	n/a	n/a	8	12.5	49	0.7	3,128	5.4	3,119	4.5	
K&E Mathematics 9	Acceptable Standard	*	*	*	2	*	39	58.0	2,190	59.6	2,007	58.7	
	Standard of Excellence	*	*	*	2	*	39	11.8	2,190	13.2	2,007	13.3	
K&E Mathematics 9 FNMI	Acceptable Standard	*	*	*	2	*	21	48.1	525	55.0	465	49.7	
	Standard of Excellence	*	*	*	2	*	21	7.9	525	11.4	465	8.6	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

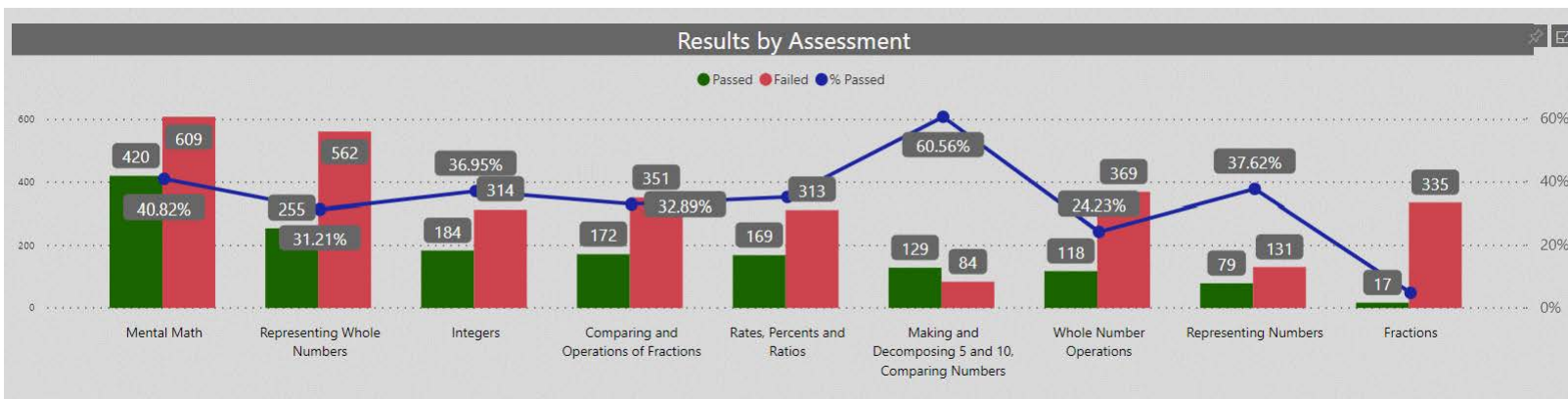
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-1	Authority	60.5	26.3	37.5	8.3	53.3	10.0	60.0	23.3	47.4	21.1	60	25
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-1 FNMI	Authority	42.9	14.3	*	*	*	*	16.7	0.0	*	*	20	10
	Province	64.2	16.6	54.1	11.6	59.2	14.6	61.3	15.3	61.7	18.2		
Mathematics 30-2	Authority	66.7	0.0	54.8	9.5	81.5	11.1	67.9	14.3	56.3	6.3	70	15
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Mathematics 30-2 FNMI	Authority	25.0	0.0	33.3	0.0	77.8	0.0	50.0	10.0	42.9	0.0	55	15
	Province	69.0	10.3	69.4	11.6	67.4	8.8	69.1	9.7	72.0	12.0		

		Fort Vermilion School Division						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	19	47.4	28	50.3	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	19	21.1	28	13.9	19,389	35.1	20,337	30.6
Mathematics 30-1 FNMI	Acceptable Standard	*	*	*	3	*	6	16.7	467	61.7	494	58.2
	Standard of Excellence	*	*	*	3	*	6	0.0	467	18.2	494	13.9
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	16	56.3	51	68.0	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	16	6.3	51	11.6	14,465	16.8	14,107	16.4
Mathematics 30-2 FNMI	Acceptable Standard	n/a	n/a	n/a	7	42.9	8	53.7	699	72.0	695	68.7
	Standard of Excellence	n/a	n/a	n/a	7	0.0	8	3.3	699	12.0	695	10.0

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 Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

TNT



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

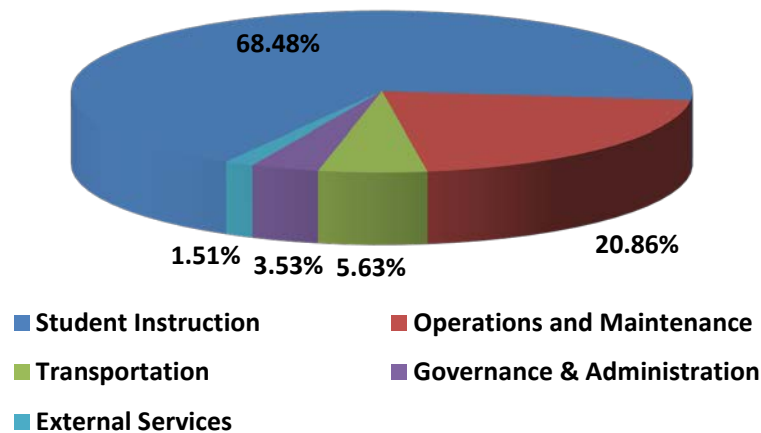
FVSD System Strategies

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.

Summary of Financial Results 2018-2019

Program		Total Expenditures	Number of Students Served by Program FTE	Spending per Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction (ECS)		2,065,673	165.5	12,481
b) Student Instruction (Grade 1 to Grade 12)		35,520,668	3,068.5	11,576
c) Inclusive Education (High Needs Students)		2,999,206	168	17,852
d) School-Based Administration Instructional Support and System Instruction		2,693,879	3,289.5	819
e) Student Instruction ECS to Grades 12 (subtotal)	68.48	43,279,426	3,234	13,383
Support Expenditures				
f) Schools—Operation and Maintenance*	20.86	13,180,600	3,289.5	4,007
g) Student Transportation	5.63	3,555,624	1,824.5	1,949
h) School Board Governance and System Administration	3.53	2,227,800	3,289.5	677
Other Instruction Expenditures				
i) External Services (UHRS)	1.51	956,169	55.5	17,228
Total School Board Expenditures	100.00	63,199,619	3,289.5	19,213

*Includes amortization of assets of \$3,392,479 and insurance claim of \$5,660,128.



Key Financial Information – 2018-2019

- The Board of Trustees for the Fort Vermilion School Division entered the 2018-19 school year by approving a balanced budget.
- Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,527,985 (Expenses for 10 days out of a total of 250 operational days, or 4% of the total expenses). At the end of the 2018-19 school year there was accumulated operating reserves of \$2,361,058 net of School Generated Funds or 9.3 days of operations. Operating reserves have decreased by \$549,551 from the previous year.
- We had an increase to capital reserves of \$120,984 is due to the proceeds on the disposal of capital assets to a total of \$1,312,470.
- The level of net assets held by the Fort Vermilion School Division is reviewed and discussed annually with the Board to ensure that the financial position of the board is at an acceptable level. Acceptable level takes into account potential risks and threats that the board faces on an annual basis as well as funds are set aside to address future requirements.
- For more information, please contact the Secretary-Treasurer at 780-927-3766.

School Generated Funds

Schools received and fundraised for school generated funds during the 2018-2019 year. A total of \$1,385,392 was generated from these activities which were used for extra-curricular activities, field trips and other student activities, with actual expenditures incurred of \$1,281,865. This caused out unexpended funds to grow by \$103,527.

The balance of school generated funds that remained at year end for school is \$638,484. This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

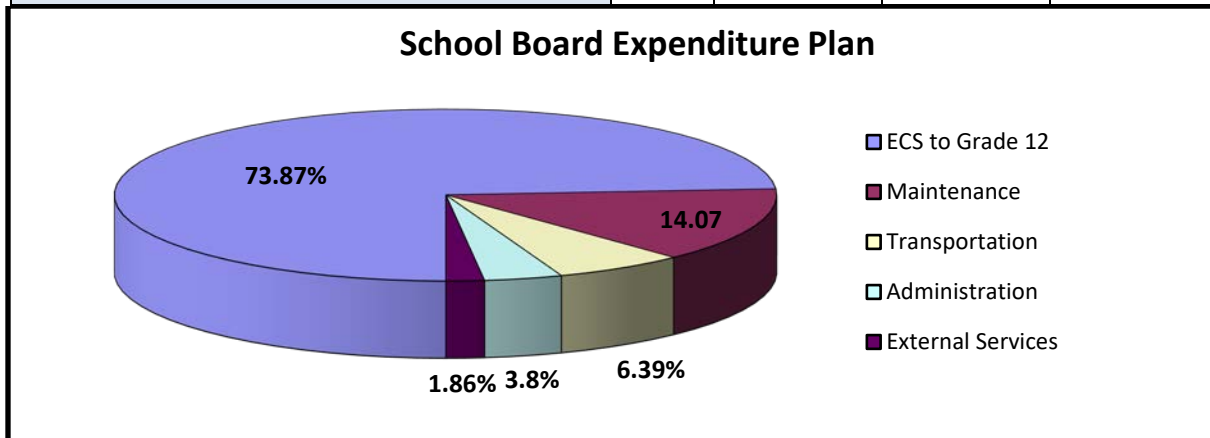
The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at www.fvvd.ab.ca. The web link to all school jurisdiction financial reports, which provides comparative data, is located at <https://education.alberta.ca/financial-statements/school-jurisdictions> or <https://alberta.ca/k-12-education-financial-statements.aspx>

Budget Summary 2019-2020

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)		2,497,678	168.5	14,823
b) Student Instruction (Grade 1 - Grade 12)		35,114,786	3,172	11,070
c) Inclusive Education (High Needs Students)		3,220,967	107	30,102
d) School-Based Administration Instructional Support and System Instruction		2,276,993	3,341.5	681
e) Student Instruction ECS to Grade 12 (subtotal)	73.87	43,110,424	3,340.5	12,905
Support Expenditures				
f) Schools—Operation and Maintenance	14.07	8,210,752	3,341.5	2,457
g) Student Transportation	6.39	3,729,527	1,825	2,044
h) School Board Governance and System Administration	3.8	2,220,247	3,341.5	664
Other Instruction Expenditures				
i) External Services (e.g., adult education, joint use agreements)	1.86	1,087,983	62	17,548
Total School Board Expenditures	100.00	58,358,933	3,341.5	17,465



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

Key Financial Information – 2019-2020

The FVSD is presenting a deficit budget of \$771,135 for the 2019-2020 fiscal year. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$99,896.

We projected an enrolment increase of 35 FTE in the spring 2019-2020 budget. Our September 30th enrolment ended up 22.8 FTE higher than anticipated. One significant increase came from Northern Home Education Centre of 19.8 FTE. 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 \$790,000 in capital expenditures for 2019-2020. 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 had a three-year plan to invest into our infrastructure for teacher housing in an effort to retain and attract staff. This project has been delayed until the full financial picture is clear when the funding model is announced in spring of 2020.

FVSD is projecting to have \$2,899,646 in operating reserves and \$872,470 in capital reserves as of August 31, 2020. 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 9.69 or 3.8%. It is the Board of Trustees goal to keep our A.S.O. close to 4% 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
	Modernization and Addition: Blue Hills Community School CTS LAB
1	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. (Project approved by Alberta Education in Fall 2019)
	Modernization and Addition: Fort Vermilion Public School
2-5	The school is seeing a decreasing enrolment numbers over the last number of years which is causing a low utilization rate. St. Mary's Elementary School also in Fort Vermilion is seeing similar decreasing enrolment numbers. The Fort Vermilion School Division is recommending an expansion and modernization of Fort Vermilion Public School, which could accommodate ECS to Grade 12. At that time St. Mary's Elementary School could be closed. With the combination of the two schools a more efficient school could be operated.
	School Modernization: The Fort Vermilion School Division believes that our two oldest schools are of need of a complete school modernization.
	Florence MacDougall Community School Modernization:
	<ul style="list-style-type: none"> Requesting a full modernization of Florence MacDougall Community School

Sand Hills Elementary School Modernization:

- Requesting a full modernization of Sand Hills Elementary School

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.

Rainbow Lake School:

- Request – 6 steel framed modular classrooms & link
- Replaces – 6 portable units attached to the school

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

Parental Involvement

School council chairs are required to endorse by signature school education plans, thus ensuring involvement in the creation of school education plans.

School education plans and results are shared with school councils and posted on school websites.

Timelines and Communication

The Board accepted the Three-Year Education Plan and AERR for on November 27, 2019 and posted it to the school division website www.fvsd.ab.ca under Our Division – Documents on November 28, 2019.

Whistleblower Protection

In the 2018-19 school year, the Fort Vermilion School Division did not receive any formal disclosures of the nature outlined within *Public Interest Disclosure Act (2013)*.