

2020-23 Three-Year Education Plan
and
2019-20 Annual Education Results

Fort Vermilion
School Division



“Our Children, Our Students, Our Future”

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan commencing September 1, 2020 for Fort Vermilion School Division were prepared under the direction of the Board in accordance with the 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 2019-20 school year and the Education Plan for 2020-23 on November 25, 2020.



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.

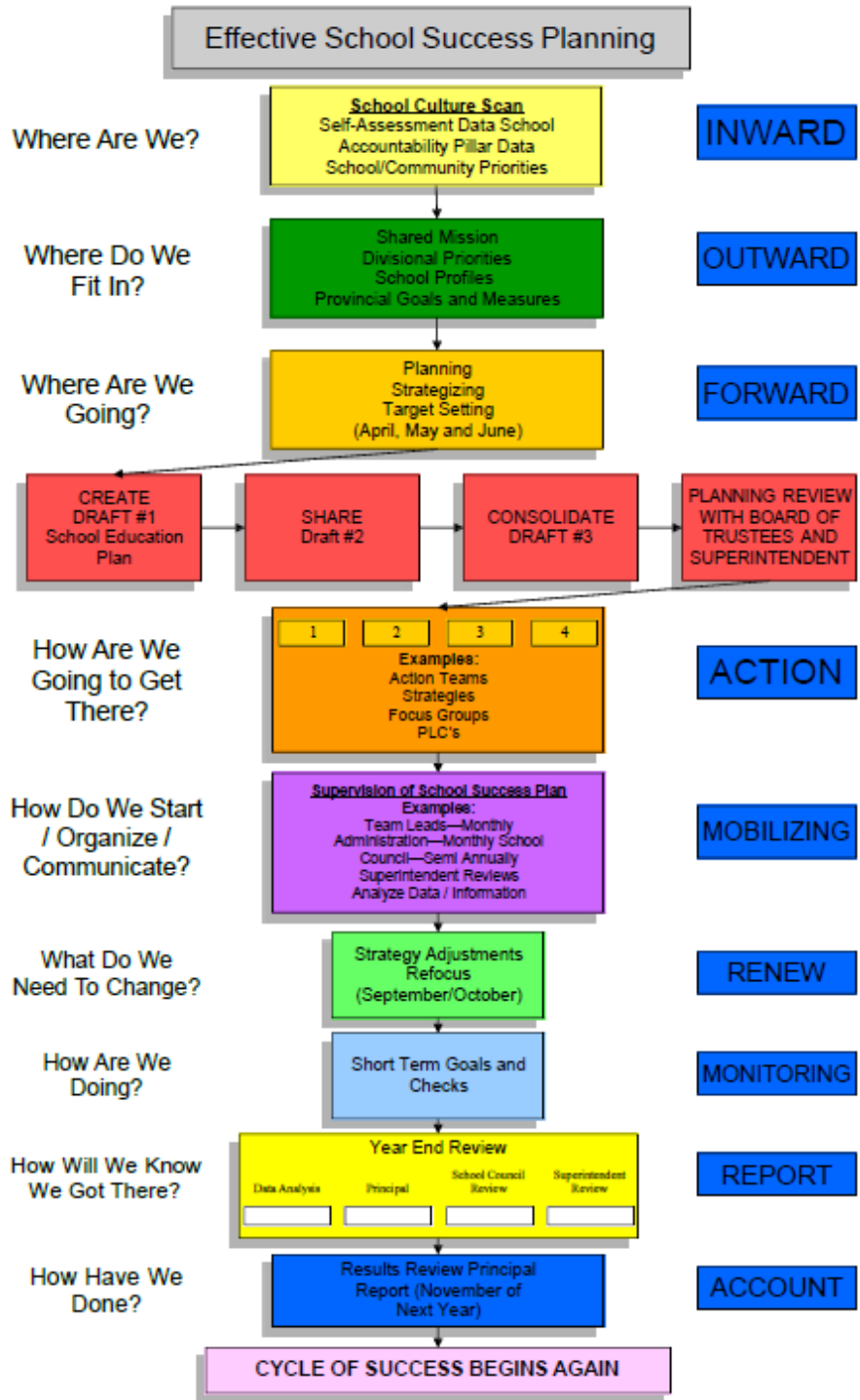
The Education Plan follows a SMART goal process. Goals need to be specific, measurable, attainable, realistic and be completed within a specific time period. After analyzing the data, the stakeholders identify areas in which student learning needs to be improved or enhanced.

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 2018-21 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

Parents

- i. Parent Focus Groups - local schools
- ii. Superintendent Community Consultation Meetings
- iii. School Council Chairs' Meetings with Board of Trustees
- iv. School Council participation in development of School Education Plans
- v. Trustee Communication
- vi. Accountability Pillar Survey

Staff

- i. School Visits – 2 full days per school every calendar year
- ii. Committee Participation - staff participation in operational and instructional system committees such as the Technology Committee or the Literacy Committee
- iii. 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

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, Metis Association and First Nation Bands
- iv. FVSD will engage with partner First Nations to build effective Educational Services Agreements

Combined 2020 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	91.9	92.2	92.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	70.8	74.1	74.0	82.4	82.2	82.0	Low	Declined	Issue
	Education Quality	90.1	91.3	91.7	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	6.5	5.4	6.6	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	68.8	66.1	67.9	79.7	79.1	78.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	59.4	67.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	12.7	12.4	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	73.1	72.9	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	6.8	11.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	26.7	25.9	24.4	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	54.5	47.8	52.5	66.6	64.8	63.5	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.4	28.9	27.7	60.1	59.0	58.5	Very Low	Improved	Issue
	Work Preparation	86.8	83.9	86.1	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	83.9	86.1	86.9	83.3	82.9	83.2	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	85.2	87.9	87.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.7	82.7	83.0	81.5	81.0	80.9	Very High	Declined	Good

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. 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.
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Combined 2020 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	4.9	6.9	6.5	5.5	5.4	5.3	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	54.8	59.2	56.8	55.8	56.6	54.5	Very Low	Maintained	Concern
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)	8.3	12.4	12.7	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	31.6	25.8	27.9	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	23.6	28.1	23.2	35.0	34.2	33.0	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:

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. 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.
4. 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), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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, Social Studies 30-2.
7. 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.
8. 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.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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	81.1	79.7	78.1	75.2	73.1	73.0
		In-Service Jurisdiction Needs	84.6	86.8	85.7	85.0	85.2	84.6

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. Connectivity Survey Results

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	91.3	93.4	91.9	92.2	91.9	Very High	Maintained	Excellent	92.8	93.1	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.3	92.5	91.2	91.3	90.1	Very High	Declined	Good	91.9	92.2	92
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.3	88.2	86.4	86.1	83.9	Very High	Declined Significantly	Acceptable	86.7	87	87

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	65.7	70.5	67.1	66.1	68.8	Intermediate	Maintained	Acceptable	68	69	70
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	58.2	63.5	47.7	59.2	54.8	Very Low	Maintained	Concern	62	63	63

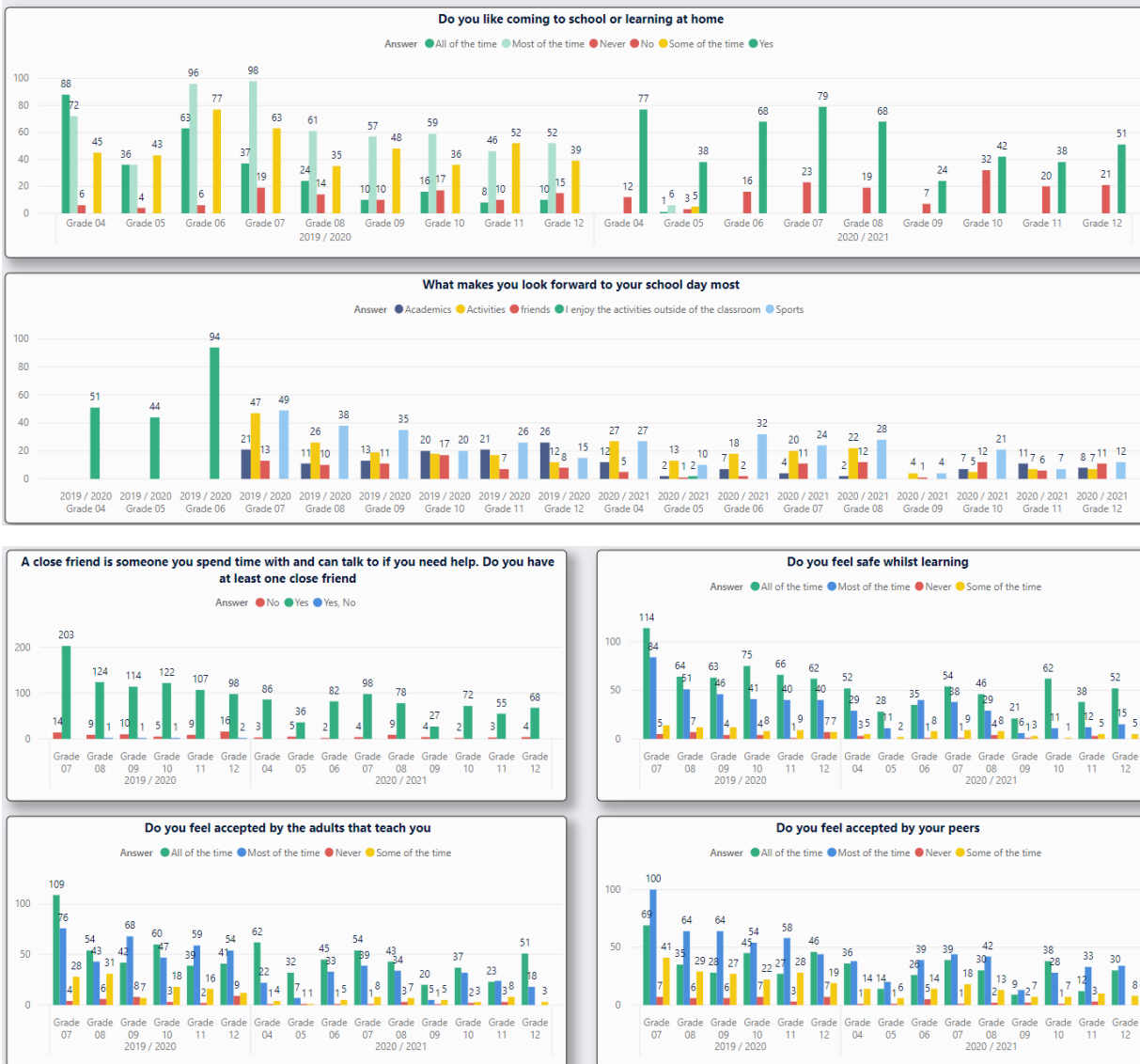
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Grade 1-3 Connectivity Survey Results



Grade 4-12 Connectivity Survey Results



STRATEGIES

1. Dare to Lead – work has begun to certify all staff in the work of Brene Brown currently all leaders have been certified
2. Dr. Greg Wells – connecting with staff and students to find balance in self-care and managing an ever changing world
3. Jeremy Allen – Deathed.ca bring a deeper understand to grief and loss which connects us through the wildfire, pandemic, and trauma.
4. 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.
5. 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.
6. Collaborative Response Model - Every school will develop and implement a model based the three district priorities: Connectivity, Literacy and Numeracy
7. Connection Team - A full professional development plan to be much more inclusive in supporting all students through the village effect system.
8. 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.
9. Parent Focus Groups – principals will have parent focus meetings to continue the discussions around the divisional priorities
10. Student Focus Groups - principals will have student focus meetings to continue the discussions around the divisional priorities
11. 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

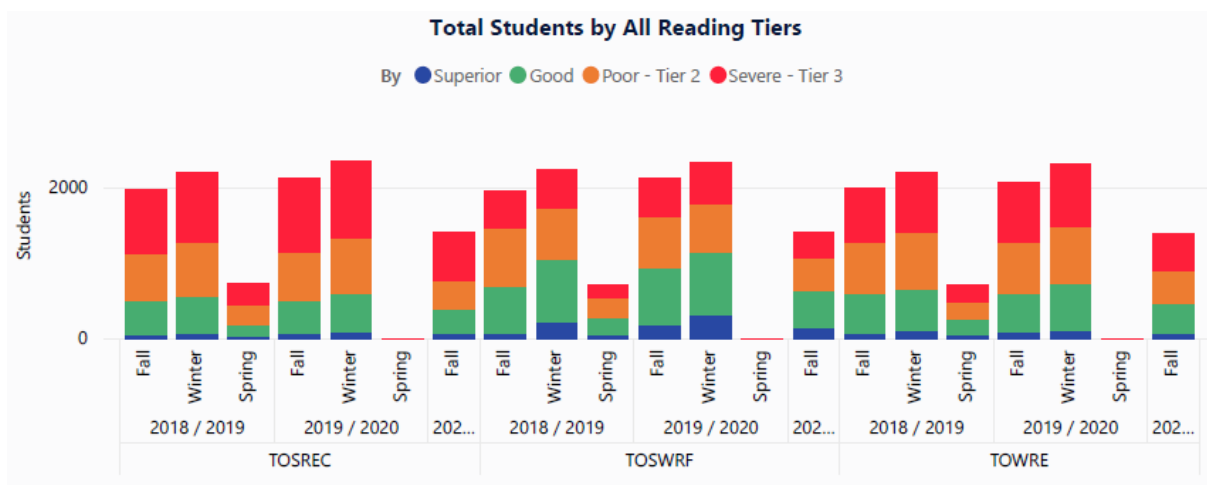
Chuckegg Wildfire and Pandemic resulted in incomplete result.

Strategies

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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
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. 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, Social Studies 30-2.
5. 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.
6. 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.



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

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 6	Authority	53.4	5.9	57.9	7.5	67.1	8.8	n/a	n/a	n/a	n/a	70	10
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Mathematics 6 FNMI	Authority	29.3	0.0	24.2	0.0	43.3	0.0	n/a	n/a	n/a	n/a	50	10
	Province	49.0	3.6	44.4	3.4	49.1	3.0	50.5	4.2	n/a	n/a		
Mathematics 9	Authority	66.0	10.6	72.2	16.6	49.5	6.9	37.5	12.5	n/a	n/a	50	15
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Mathematics 9 FNMI	Authority	41.3	2.2	34.1	0.0	30.0	0.0	12.5	12.5	n/a	n/a	50	10
	Province	41.1	4.7	39.9	5.2	30.7	3.4	31.5	5.4	n/a	n/a		
K&E Mathematics 9	Authority	61.4	13.6	61.0	9.8	51.5	12.1	*	*	n/a	n/a	60	15
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
K&E Mathematics 9 FNMI	Authority	50.0	14.3	47.6	9.5	46.7	0.0	*	*	n/a	n/a	50	10
	Province	51.6	6.1	46.2	9.0	51.4	10.7	55.0	11.4	n/a	n/a		

Notes:

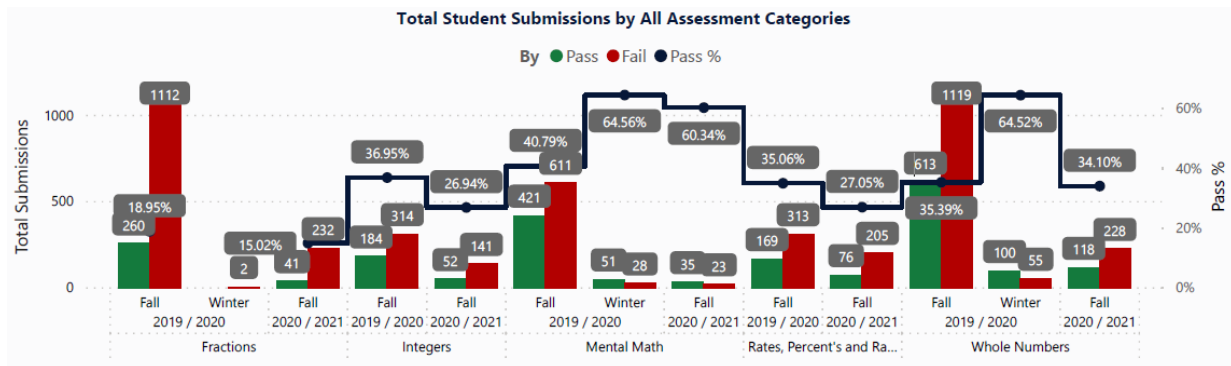
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
Mathematics 30-1	Authority	37.5	8.3	53.3	10.0	60.0	23.3	47.4	21.1	n/a	n/a	50	25
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-1 FNMI	Authority	*	*	*	*	16.7	0.0	*	*	n/a	n/a		
	Province	54.1	11.6	59.2	14.6	61.3	15.3	61.7	18.2	n/a	n/a		
Mathematics 30-2	Authority	54.8	9.5	81.5	11.1	67.9	14.3	56.3	6.3	n/a	n/a	60	10
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Mathematics 30-2 FNMI	Authority	33.3	0.0	77.8	0.0	50.0	10.0	42.9	0.0	n/a	n/a	50	10
	Province	69.4	11.6	67.4	8.8	69.1	9.7	72.0	12.0	n/a	n/a		

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.

Teacher Numeracy Tool



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

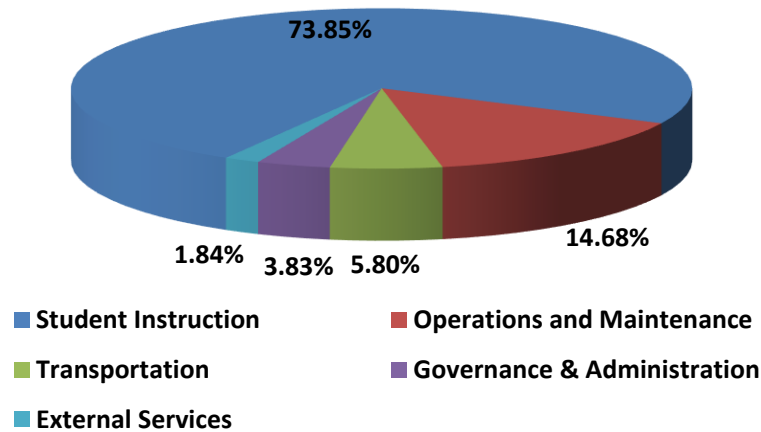
FVSD System Strategies

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 2019-2020

Program		Total Expenditures	Number of Students Served by Program FTE	Spending per Student
Student Instruction ECS to Grade 12 Expenditures				
a) Student Instruction (ECS)		2,134,003	157	13,592
b) Student Instruction (Grade 1 to Grade 12)		39,497,216	3,149	12,543
c) Student Instruction ECS to Grade 12 (subtotal)	73.85	41,631,219	3,306	12,593
Support Expenditures				
d) Schools—Operation and Maintenance*	14.68	8,276,140	3,306	2,503
e) Student Transportation	5.80	3,267,686	2,030	1,610
f) School Board Governance and System Administration	3.83	2,159,025	3,306	653
Other Instruction Expenditures				
g) External Services (UHRS)	1.84	1,039,811	62	16,771
Total School Board Expenditures	100.0	56,373,881	3,368	16,738

* Includes amortization of assets of \$3,453,497 and insurance claim of \$2,500,000.



Key Financial Information – 2019-2020

- The Board of Trustees for the Fort Vermilion School Division entered the 2019-20 school year by approving a deficit budget of \$771,135 accessing \$99,896 of our operating reserves and \$440,000 of our capital reserves.
- Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,254,955 (Expenses for 10 days out of a total of 250 operational days, or 4% of the total expenses). At the end of the 2019-20 school year there was accumulated operating reserves of \$2,095,372 net of School Generated Funds or 9.3 days of operations. Operating reserves have increased by \$230,732 from the previous year.
- We had an increase to capital reserves of \$5,161,039 due to the proceeds on the disposal of capital assets and anticipated insurance proceeds from St. Mary's Elementary School to a total of \$3,821,507.
- 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.
- This spring funding was announced under CMR which resulted in \$2,500,000 in capital projects approved for our schools. At year end we had spent \$1,802,413 on ten different projects throughout our Division, the remaining funds were spent in the first two months of the 2020-21 school year.
- 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 2019-2020 year. A total of \$957,648 was generated from these activities which were used for extra-curricular activities, field trips and other student activities, with actual expenditures incurred of \$922,693. This caused our unexpended funds to grow by \$34,955.

The balance of school generated funds that remained at year end for school is \$673,438. 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.

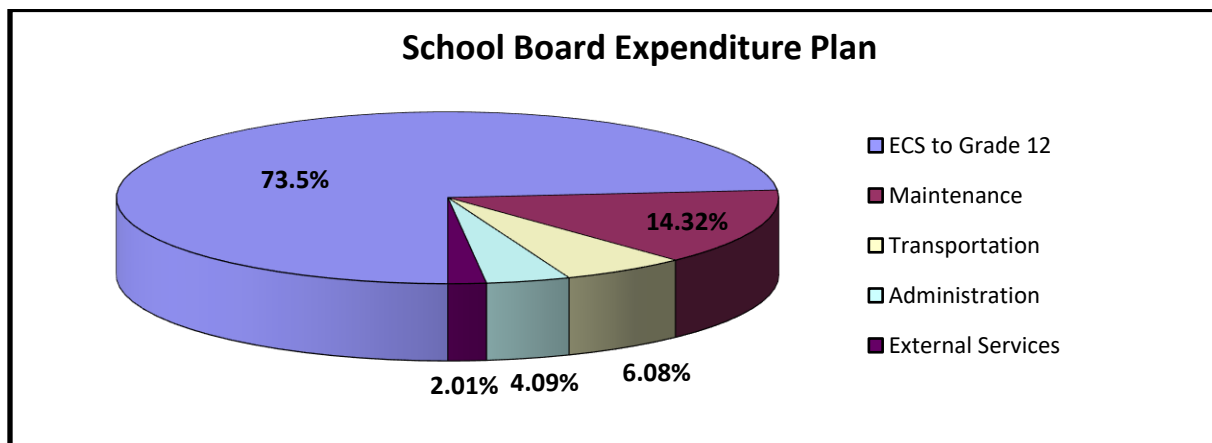
The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at www.fvsd.ab.ca. The web link to all school jurisdiction financial reports, which provides comparative data, is located at <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Budget Summary 2020-2021

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 (Pre K)		522,652	17	30,744
b) Student Instruction (ECS - Grade 12)		41,566,447	3,379	12,301
c) Student Instruction ECS to Grade 12 (subtotal)	73.5	42,089,099	3,396	12,394
Support Expenditures				
d) Schools—Operation and Maintenance	14.32	8,199,043	3,396	2,414
e) Student Transportation	6.08	3,483,407	2,000	1,742
f) School Board Governance and System Administration	4.09	2,340,000	3,396	689
Other Instruction Expenditures				
g) External Services (e.g., adult education, joint use agreements)	2.01	1,152,983	67	17,209
Total School Board Expenditures	100.0	57,264,532	3,463	16,536



* 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 – 2020-2021

The FVSD is presented a balanced budget for the 2020-2021 fiscal year. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$91,138.

We are budgeting \$970,000 in capital expenditures for 2020-2021. 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 projected to have \$2,929,644 in operating reserves and \$857,470 in capital reserves as of August 31, 2021. 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 9.85 or 3.9%. It is the Board of Trustees goal to keep our A.S.O. close to 4% in the future.

COVID-19 brought challenges for the FVSD and all other school boards throughout this Province. Student enrolment decreased Provincially as well in our region and due to this we are analyzing our situation and making financial adjustments in order to continue to be financially responsible for the students we serve.

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: Fort Vermilion Public School</p> <p>The school is seeing 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.</p> <p>The Fort Vermilion School Division is recommending an expansion and modernization of Fort Vermilion Public School which could accommodate ECS to Grade 12. With the combination of the two schools a more efficient school could be operated.</p>
2	<p>Modernization: Florence MacDougall Community School</p> <p>We are requesting a full modernization of the school. Currently we have 14 portable/modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</p>
3	<p>Modernization: Sand Hills Elementary School</p> <p>We are requesting a full modernization of the school. Currently we have 10 modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</p>

*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 Education Plan and AERR on November 25, 2020 and posted it to the school division website www.fvsd.ab.ca under Our Division – Documents on November 26, 2020.

Whistleblower Protection

In the 2019-20 school year, the Fort Vermilion School Division did not receive any formal disclosures of the nature outlined within *Public Interest Disclosure Act*.