## FLORENCE MACDOUGALL COMMUNITY SCHOOL

## 2023-2024 SCHOOL ASSURANCE PLAN

**Principal:** Stefanie Brown

Trustee: Marc Beland and Shane Lloyd





Our Children, Our Students, Our Juture

Enter all relationships with an open heart (listen, respond, and interact with authenticity) Foster an environment that promotes risk-taking. Direct instruction in the five core social emotional competencies Understanding and respecting community Provide opportunities for perspectives relationship/mentoring/belonging both for students, parents, and the community. Daily instruction in Reading Connecting parents and Reading Strategies, with the learning that independent reading time is taking place in the classroom. Explicit, systematic, and sequential teaching of literacy in Fort Vermilion the Science of Reading Motivation Mathematics goals are Phonics SCHOOL DIVISION situated within Learning Phonological Awareness **Progressions**  Fluency **Essential Principles**  Vocabulary Comprehension Use tasks that Morphology 2022-2025 promote Reasoning & Problem Solving with multiple entry points and varied Writing solution strategies Oral Language Use & connect mathematical Support Productive Struggle in Representations: C-R-A learning: risk-taking, curiosity and Approach, contextual, confidence (e.g. I can do math) real-life Facilitate mathematical Elicit and use evidence of Discourse Student Thinking as part of assessment Pose, Purposeful Questions **Build Procedural Fluency** from Conceptual Understanding

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority	School Goal Reframe the Division Goal into a School Goal that highlight school focus	Baseline Data (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Parents as active stakeholders in the school community.	Community members will be engaged in opportunities to provide feedback regarding school initiatives, in order to contribute a variety of diverse perspectives.	- Four community members on School Council - No participation in Community Consultation -Consistent volunteer participation -Positive parent/community participation in extracurricular school activities	- To have four consistent community participants at School Council meetings - To have multiple volunteers for fundraising and school events - To maintain or exceed the current level of parent/community participation in extracurricular activities - To have the opportunity to consider multiple viewpoints regarding educational priorities	-Encourage participation in school council through student advisory nightsParent calendar challenges (family photo submissions) -Parent information nights/learning sessions - Parents will be invited into classrooms, a minimum of once a year to view authentic student learning. Intent is not to perform for parents, but to educate parents on how and what students are learning Welcome parents' package that includes parent participation opportunities during the year.	

Literacy  All students will improve literacy skills	Explicit focus on Oral Language	Ensure all teachers have a plan and the capacity to teach reading and strategies for building comprehension.	- TOSREC data - CTOPP data - Language IPP goals	-Grade 2 & 3 students will demonstrate one year's growth from Sept. to June on TOSRECGrade 1 students will show half a year's growth from January to June on the TOSREC CTOPP	-Word of the Week - Staff PD and collaborative sessions with SLP & speech assistants, focused on improving expressive and receptive language through instruction -Use of collaborative time to build oral language and comprehension programming.	
Numeracy  All students will improve numeracy skills	Support productive struggle & Facilitate mathematical discourse	All students will demonstrate increased confidence with, and ability to discuss and understand, numeracy concepts.	- WRAT-5 - PNSA - Teacher survey determined Oral Math skills and Multiple representation of number are areas of greatest student need High number of students in numeracy interventions.	- By the end of Kindergarten, 75% of students will be able to name numbers 1-10 - By the end of Grade 1, 75% of students will be able to name and solve problems with numbers 1-20 - By the end of Grade 2, 80% of our students will be able to name and solve problems with numbers 1-100 - By the end of Grade 3, 80% of our students will be able to name and solve problems with numbers 1-100 - By the end of Grade 3, 80% of our students will be able to name and solve problems with numbers 1-1000	- Word of Week - Book study: Taking Action K-5 and focusing on chapters related to weaknesses in student understandings in numeracy strands and learning progressions determined by teacher survey.	