HIGH LEVEL PUBLIC SCHOOL 2023-2024 SCHOOL ASSURANCE PLAN



Principal: Amber Paul

Trustees: Marc Beland & Shane Lloyd



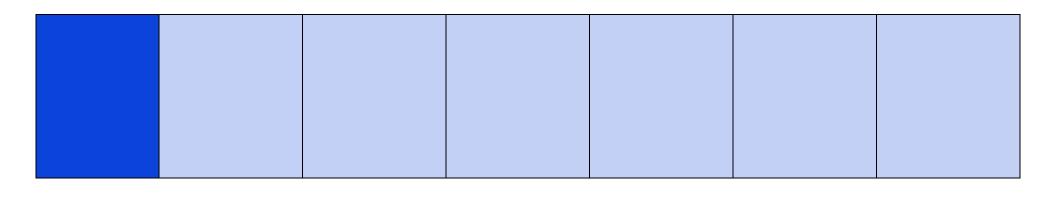
Our Children, Our Students, Our Juture

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	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	Actively develop partnerships and relationships with stakeholders – parents, community, industry and First Nations Communities	Actively pursue partnerships with parents, community, industry and First Nations Communities help to increase parent engagement	Parent Council Attendance Percentage of parents attending PTI Limited interaction with outside agencies Poor turnout for parent nights AHS (Addiction Awareness Exhibit, Gr. 9 Sexual Health Presentations) Northern Boreal Forest Society (skiing, trapping presentations) FASD Society (communication to provide individual student support) Native Friendship Center (gym) RCMP (reactionary relationship in	Attendance reports, feedback from student focus groups, parent council, and community organizations. Targeted correlation from CRM meetings. School Based Connection Team Tracking of Shout Outs and positive behaviour. Increase number and frequency of interactions with outside agencies Increase parent participation in parent nights to 25% of student population	Seek out new partnerships Having community leaders within the building Volunteer work within the community Opportunities for citizenship courses in junior and senior high Increase collaboration with Indigenous community Have students work with youth (mentorship) Coffee with admin Events to target specific groups (grandparent day, elders tea, etc)	

			response to specific incidents, parent		Monthly collegiate career presentations	
			night,		career presentations	
					Re-brand our school	
					newsletter and	
					facebook – video	
					newsletter (sports,	
					programming), high	
					school media class,	
					clear vision	
Literacy	Vocabulary	Students will	3T	Increase % of grade 9	Professional	
		improve their		students meeting	development	
All students will		vocabulary	% of grade 9	acceptable PAT	focused on effective	
improve literacy skills	Increase	knowledge	students meeting	scores	instructional	
SKIIIS	students		acceptable PAT	TOCREC	practices associated	
	motivation to	In aveces at underst	Dialogo	TOSREC Very Poor –	with vocabulary	
	read	Increase student	Diploma	Poor –	instruction	
		engagement and motivation to read	Common	Below Average – % Average – %	Scheduled meetings	
		through intentional	Assessments	Above Average – %	between admin and	
		planning and	7.5565511161165	Good – 5%	literacy coach	
		implementation of	completed less than	Very Good – 3.2%	meraey educati	
		reading features	30% of the required	TOSWRF	Regular/scheduled	
			Empower lessons	Very Poor – 1.8% Poor – 4.7%	classroom visits to	
				Below Average – 9.1% Average – 40%		
			TOSREC Very Poor – 7%	Above Average – 28.9%	Implementation of	
			Poor – 9.9%	Good – 12.4%	the content coaching	
			Below Average – 16.1%	Very Good – 3.1%	model	
			Average – 50% Above Average – 8.8%	TOWRE	tier 2 and tier 3	
			Good – 5%	Very Poor – _%	vocabulary through	
			Very Good – 3.2%	Poor – _%	explicit instruction	
			TOSWRF	Below Average – _% Average – _%	and guided practice.	
			Very Poor – 1.8%	Above Average – _%	January Pressure	
			Poor – 4.7% Below Average – 9.1%	Good – _% Very Good – _%	Provide content	
			Average – 40%	, _	goals or purpose for	
			Above Average – 28.9% Good – 12.4%		reading	
			Very Good – 3.1%			
					Expanding classroom	
			TOWRE		libraries	

			Very Poor – 5.1% Poor – 11.3% Below Average – 11.9% Average – 51.2 Above Average – 10.4% Good – 6.2% Very Good – 4%	Implement reading practices that improve Content goals or purpose for reading Support student autonomy Increase opportunities for collaboration Balanced book collection Model read alouds	
Numeracy All students will improve numeracy skills	Use tasks that promote reasoning and real-world problem solving. Differentiation and scaffolding through small group instruction.	Students will	WRAT Poor – 23.0% Below Average – 23.3% Average – 38.5% Above Average – 3.1% Good – 0.4% Very good 0.8%	Provided professional development to staff to help build procedural fluency. Utilize school-based numeracy coach to support teachers in understandings of foundation concepts and the associated learning progressions.	



As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2022-23 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.	As Principal of this school, I hereby submit our School Assurance Plan for the 2022-23 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.
School Council Chair Date	Principal Date

Results