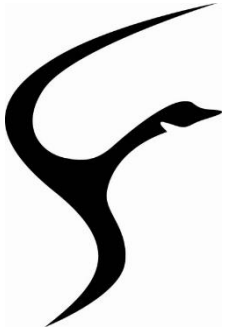


# FLORENCE MACDOUGALL COMMUNITY SCHOOL

## 2024-2025 SCHOOL ASSURANCE PLAN

**Principal:** Heather Kierstead

**Trustee:** Marc Beland and Shane Lloyd



*Our Children, Our Students, Our Future: Moving the Dial on Every Child*

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	Results (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)
Connectivity  FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Parents as active stakeholders in the school community.	Parents and community members will be engaged in school events to build the foundation for contribution as active stakeholders.	<p>-No formal school council existed coming into this school year. The establishment of school council was during our first meeting in September.</p> <p>-school council executive has three parent members who serve as chair, vice chair, and secretary.</p> <p>-School council has met 3 times prior to the winter break.</p> <p>- 58 Parent Volunteer forms had been returned to the school in September whereas parents checked off events, committees and clubs that they were interested in volunteering for.</p>	<p>- To have four consistent community participants at School Council meetings</p> <p>- To have multiple volunteers for fundraising and school events</p> <p>- To continue growing parent/community participation in extracurricular activities</p> <p>- Create opportunities for parents to share multiple viewpoints regarding educational priorities.</p>	<p>- Communicate with parents about parent council meetings when they are present during school events to encourage participation.</p> <p>-Parent information nights/learning sessions (e.g. Education Cafe)</p> <p>- Consistent communication with families about upcoming events through newsletters and weekly Cubs' Chronicle</p> <p>- 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.</p> <p>- Welcome parents' package that includes parent participation</p>	<p>-parent volunteers: 21</p> <p>parents/guardians have been contacted so far this year about volunteering opportunities; 10 parents/guardians have followed through with volunteering.</p> <p>-school events that foster connection include monthly assemblies, Fill Your Locker Night, a Halloween Dance, Parent-teacher Interviews, a Book Fair, Christmas Market and Santa Store, and a Family Fun Night.</p> <p>-classroom events, such as monthly family lunches in Grade 1, allow another opportunity for parent connection and involvement.</p> <p>-CTM focus for the beginning of the year</p>

					opportunities during the year.	was student connectivity. Grade-level collaboration teams discussed specific students and targeted strategies to support their connection.
<p>Literacy</p> <p>All students will improve literacy skills</p>	Explicit focus on Oral Language	All Tiers of instruction will focus on explicit word recognition skills and building language comprehension to increase reading comprehension skills in students, using research-based methods.	<p>BOY Data</p> <p>-TOWRE: 61% Avg+</p> <p>-TOSWRF: 54% Avg+</p> <p>-TOSREC: 41% Avg+</p> <p>-CTOPP: 47% Avg+</p>	<p>-Grade 2 &amp; 3 students will demonstrate one year's growth from Sept. to June on TOSREC.</p> <p>-Grade 1 students will show half a year's growth from January to June on the TOSREC.</p> <p>-By the end of Kindergarten, 55% of students tested will have average or above average phonological awareness scores according to the CTOPP.</p>	<p>-Word of the Week</p> <p>-Staff PD and collaborative sessions with SLP &amp; Literacy Coach to build explicit strategies for expressive/receptive language, Simple View of Reading model, and theme-based teaching.</p> <p>-Use of collaborative time to build oral language and comprehension programming.</p> <p>-Continue with Best Practices in Reading and Empower interventions</p> <p>-Continue with the implementation of Story Champs in Kindergarten with the addition of benchmarks.</p> <p>-Create a committee responsible for compiling decodable texts that follow</p>	<p>-Literacy interventions: Based on Fall data, 29 Grade 2 and 3 students were placed in Best Practices in Reading Intervention, 14 Grade 3 students in Empower Reading and Decoding, and 3 Grade 3 students in Empower Comprehension</p> <p>-reading groups: Grade 1 classrooms receive push-in support for differentiated literacy instruction. Sessions happen daily for 30 minutes.</p> <p>-PD sessions offered in-house so far include Science of Reading, Assessing &amp; Resourcing for Reading Groups, and Reading Fluency.</p>

					school scope and sequence.	
<p><b>Numeracy</b></p> <p>All students will improve numeracy skills</p>	<p>Promote reasoning and problem solving &amp; Facilitate mathematical discourse</p>	<p>All Tiers of instruction will allow for multiple entry points to build students' foundational knowledge and vocabulary so that all students demonstrate increased confidence and competence with numeracy concepts.</p>	<p>BOY Data -WRAT-5: 51% Avg+ -PNSA: 62% Avg+</p>	<ul style="list-style-type: none"> <li>- By the end of Kindergarten, 75% of students will be able to name numbers 1-10</li> <li>- By the end of Grade 1, 75% of students will be able to name and solve problems with numbers 1-20</li> <li>- By the end of Grade 2, 80% of our students will be able to name and solve problems with numbers 1-100</li> <li>- By the end of Grade 3, 80% of our students will be able to name and solve problems with numbers 1-1000</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly Math Mystery (monthly math challenge problem)</li> <li>- Use staff collaboration time to build an understanding of best practices for students.</li> <li>- Staff PD sessions with Numeracy Coach that focus on language and productive struggle using generative dialogue.</li> <li>-Continue with Numbers 1 to 100 numeracy interventions</li> <li>- Through Content Coaching reinforce consistent numeracy language/vocabulary throughout the school.</li> </ul>	<p>-Intervention numbers: 50 Grade 2 and 3 students were placed in Numeracy Intervention based on Fall results with 9 Grade 2 students completing Number to 10 Intervention, 25 Grade 2 and 3 students completing Number to 20 Intervention, and 16 Grade 3 students completing Number to 100 Intervention</p> <p>- four grade 2 classes and three grade 3 classes are involved in the Fact Fluency Project. Class engagement in the project activities ranges from once a week to four times a week.</p> <p>-CTM numeracy focus beginning in December</p>

<p>Career Paths</p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>Students explore their strengths, skills, and aspirations.</p>	<p>Through thematic play-based learning, students will create connections between personal interests and career opportunities.</p>	<p>-School staff collaborated to determine career paths to explore through the Dramatic Playroom. Each selected career will guide the room's theme for approximately 4 weeks. This will allow the students to engage in exploration of 10 different career paths.</p>	<p>Students demonstrate engagement in play-based learning that is career focused.</p> <p>Students will be able to identify possible career paths that match their skills and interests.</p>	<p>-During DPA, teachers will introduce thematic play that highlights career paths that are of interest to each grade level</p> <p>-Teachers will use common tier 3 vocabulary related to career paths.</p> <p>-Whole school collaboration to determine focus careers and consistent vocabulary</p>	<p>-Career paths represented thus far in the Dramatic Playroom are education, agriculture, transportation, and retail.</p> <p>- Teachers schedule time in the room as they deem appropriate.</p> <p>- The dramatic playroom has been open for 11 weeks in total since September. Thus far it has been in use by a class for 154 periods (77 hours).</p>
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As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2024-25 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 2024-25 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