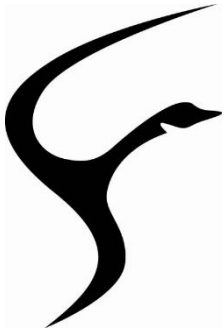


FLORENCE MACDOUGALL COMMUNITY SCHOOL

2025-2026 SCHOOL ASSURANCE PLAN



Principal: Heather Kierstead

Trustee: Marc Beland & 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	<p>School, family, and community partnerships support student achievement.</p> <p>School, family, and community partnerships must focus on increasing student learning and development.</p> <p>Students improve attendance when families are informed of policies about attendance and engaged in meeting attendance goals.</p>	<p>Focus on Parenting from Epstein's (2019) Comprehensive Framework for School, Family, and Community Partnerships and six types of involvement to improve student attendance.</p>	<p>As of May 12, 2025, 30 students (9%) have less than 60% attendance.</p> <p>Teachers communicate with parents about attendance on an as-needed basis.</p> <p>No formal procedure exists for the school to address chronic absenteeism.</p> <p>Student attendance is higher on days with special events.</p> <p>Classroom family lunches are well attended by students and parents/guardians.</p> <p>Having student performers at assemblies increases parent volunteerism via audience attendance.</p>	<p>Improved attendance rates</p> <ul style="list-style-type: none"> Students with chronic absenteeism will show improved attendance. Overall improved attendance for all students. <p>Increased parent awareness and engagement in attendance procedures and meeting attendance goals.</p> <p>Connectivity Survey results will indicate that all students feel connected at school.</p>	<p>Use Epstein's (2019) Comprehensive Framework for School, Family, and Community Partnerships and six types of involvement to build the foundation for collaboration:</p> <ul style="list-style-type: none"> Parenting Communicating Volunteering Learning at Home Decision making Collaborating with the Community <p>Create a school attendance procedure.</p> <p>Provide opportunities for family engagement in special events (e.g., Stuff Your Locker, family lunches, assemblies, etc.).</p>	

					<p>Address food insecurity through our nutrition program.</p> <p>Increase frequency of reporting student academic progress.</p>	
<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Frequent opportunities to apply and practice foundational literacy skills across domains will improve student English Language Arts and Literature outcomes.</p>	<p>Students will have frequent and regular opportunities to practice learned targeted literacy skills to strengthen reading and writing.</p>	<p>All classrooms are explicitly and systematically teaching phonics skills.</p> <p>Most classrooms are utilizing differentiated reading groups to teach reading strategies and practice learned phonics skills.</p> <p>Our progress monitoring tools are inconsistent across grade-levels and classrooms.</p> <p>Time spent reading is inconsistent and segmented from content areas.</p>	<p>Universal screening results will indicate above average growth in foundational word reading, fluency, and overall reading comprehension.</p> <p>Instructional teams will have shared access to progress monitoring tools and results. The teams will use this data to inform instructional decisions.</p> <p>Frequent classroom-based progress monitoring will indicate student response to targeted instruction and intervention.</p> <p>Instructional teams collaborating to identify and plan for literacy outcomes</p>	<p>Explicit school-wide instructional focus on</p> <ul style="list-style-type: none"> • Daily application of word reading and writing in connected text. • Cross-disciplinary literacy skill acquisition and applied practice. • Frequent classroom-based progress monitoring. • increased access to and experience with a variety of genres, including non-fiction texts. 	

				across other subject area curricula.	<ul style="list-style-type: none"> differentiated, small group instruction <p>School supports include</p> <ul style="list-style-type: none"> Coaching Librarian Interventionist Structured professional development (monthly) Collaboration time 	
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Frequent opportunities to apply and practice foundational numeracy skills across domains will improve student mathematics outcomes.</p> <p>Instructional planning practices that incorporate evidence-based cognitive learning strategies will improve student achievement.</p>	Students will learn mathematical concepts through cognitive learning strategies, including interleaved instruction and distributed practice.	Tier 1 Math instruction is organized by Learning Outcome in grade level year plans (shape and space, patterns, data collection, time, equations, etc.). New research recommends a change in practice whereas Math instruction is more effective through interleaved instruction and distributed practice.	<p>Year plans for Math will reflect interleaved instruction and topics will not be addressed through isolated units.</p> <p>Frequent classroom-based progress monitoring will indicate student response to targeted instruction and intervention.</p> <p>Maintained or improved results on universal screening measures.</p>	<p>Explicit school wide instructional focus on</p> <ul style="list-style-type: none"> - Fact fluency - Numeracy vocabulary - Frequent classroom-based progress monitoring - High impact visuals - Hands on learning <p>School Supports include:</p> <ul style="list-style-type: none"> - Numeracy coach - Interventionists - Structured professional 	

					development (monthly) - Collaboration time	
Career Paths All students will <i>Explore, Develop,</i> <i>Grow, and</i> <i>Experience</i> chosen career paths	Career exploration provides opportunities for cross-curricular learning.	Through thematic play-based learning, students will develop cross-curricular connections between subject areas and career opportunities.	Students are engaged in possible careers in a dedicated play space. Themes change monthly to highlight a new area of industry/business. Teachers determine the frequency of engagement with the dramatic playroom. Teachers and other staff have access to professional development and a variety of visuals to aid in play-based instruction.	The dramatic playroom will be used intentionally to target program planning for students with speech and language goals. The dramatic playroom is a space where students can explore while also expanding vocabulary related to specific careers. Adults will engage with students in purposeful play and determine themes related to curriculum.	Involve teaching teams in theme development and implementation of dramatic playroom themes. Continue to plan dramatic playroom themes to complement curriculum connections.	

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2025-26 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 2025-26 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