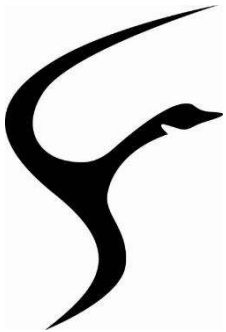


FLORENCE MACDOUGALL COMMUNITY SCHOOL

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) |
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| 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> | |

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| | | | | | <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. | |

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| | | | | 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 | |

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| | | | | | development (monthly) - Collaboration time | |
| Career Paths All students will <i>Explore, Develop, Grow, and 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