



**Fort  
Vermilion**  
School Division

2023-2026  
**Three-Year Education Plan**

2022-2023  
**Annual Education Results Report**

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# Accountability Statements



## Statement for the EDUCATION PLAN

### **The Education Plan for Fort Vermilion School Division commencing September 1, 2023**

was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

*The Board approved the **2023-2026 Education Plan** on **June 20, 2023**.*

## Statement for the ANNUAL EDUCATION RESULTS REPORT

### **The Annual Education Results Report for Fort Vermilion School Division for the 2022-2023 school year**

was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

*This **Annual Education Results Report for 2022-2023** was approved by the Board on **November 29, 2023**.*

### ***Original Signed***

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**Marc Beland**, Board Chair  
*Fort Vermilion School Division*

# Executive Summary

## STUDENT GROWTH

It is important to note that the FVSD continues to grow its student's population.

We have **gained over 800 students** in the past 7 years and now serve 4,011 students.

*In Rural Alberta where populations are declining rapidly this accomplishment can not be understated.*

## PROVINCIAL ACHIEVEMENT & DIPLOMA EXAMS

Due to a number of local natural disasters and COVID-19, we **have not written PATs and Diplomas much in the past 8 years.**

*This year we are refocussing on the importance of these assessments and supporting the digital pilot currently ongoing. We would see our current results as a baseline and intend to improve on this benchmark.*

## HIGH SCHOOL COMPLETION

We **continue to see a significant improvement** of our 5-year completion rate for our FNMI students.

*As we move down the collegiate – model it will be FVSD's intent to keep all students five years in high school and help transition them to post secondary while still eligible for high school.*

## connectivity

We continue to see that the majority of our students **feel safe coming to school and connected with a staff member while at school.**

The district continues to focus on how we partner with each community to best raise *their* child.

With **over 93% of students feeling connected**, this a huge celebration for the staff who make this happen every day.

## literacy

We continue to move students **at all grade levels** from being 'at risk'.

By the time our students reach Grade 9 they are **above the provincial norm** as defined by the research study completed by Dr. George Georgiou.

We consistently move approximately **50 students per year per grade out of the 'at risk' category.**

## numeracy

Numeracy is our **biggest area of growth.** We have focused on the importance of numbers, equality, and a deep understanding of relational mathematics.

Getting students out of procedural math has been hard work and a real shift in pedagogy.

We've seen **hundreds of students in all grade levels move out of the 'at risk' category** and grow in numeracy.

# Introduction to Assurance

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

### How do educators know and how can parents know that their child is being successful?

FVSD aims to provide learning opportunities for students that will enable every student to be successful. However, this **does not mean that success will be achieved in every avenue of learning**. Failure can be something to learn from as well. **What our mission statement means is that as an educational system we need to provide opportunities for students that will enable success in meaningful ways**. For example, a student may struggle with mathematics but experience great success as an artist. Therefore, we need to know the student, to know that this student will need opportunities to express their knowledge in an artistic way. The student in this example should be building confidence and a sense of achievement in areas where the student can excel.

As you read this education plan, you will be able to identify how FVSD as a system, along with the endeavors of each local school, provide meaningful, success-based learning opportunities. By delving into local school plans or this system Three-Year Education Plan, you will note that success is not specific to a grade or age grouping. A success-based model can be established and lived at all levels of the K-12 system.

This plan and the results that will come a year from now will attempt to provide the learner and parents the ASSURANCE that learning and success has taken place. The measurement tools selected are indicators of student success and valuable tools to assess the path forward. The conversation, collaboration and engagement of students and parents at both the system and local school level will assist in providing an assurance that a quality education has been provided and achieved.

**The Fort Vermilion School Division uses the Assurance Model of reporting.**

4,011  
Students in  
ECS - Grade 12

1,032  
Self-Identified  
Indigenous  
Students

802  
English  
Language  
Learners

2,006  
Students  
Transported  
Daily

10+  
Unique  
Cultural  
Groups

603  
Employees

16  
Schools

Icons by Adrien Coquet from NounProject.com | Feather icon by LAFS from NounProject.com

# Annual Education Planning Cycle

## The Fort Vermilion School Division is a data driven organization.

*Many forms of data are used to guide the decision-making process and ultimately the design of education plans, goals, strategies, and the allocation of resources to meet the actions outlined in an education plan.*

At each school the principal will analyze pertinent data and glean from it areas where students are not learning. The voice of professional staff and support staff are important to the analysis and discussion. At a system level, a similar process has already occurred, as will be defined later.

The **Fort Vermilion School Division Board of Trustees** has analyzed data sets and consultation data and have approved four priorities for the system. The schools align school education plans with divisional priorities and the system aligns with *Alberta Education's* business plan. The result is that provincial mandates are supported by school system work and school system mandates are supported by the actions that occur in schools.

**FOUR FVSD PRIORITIES:** Literacy, Numeracy, Connectivity, Career Paths

It is important to note that both the mandate of *Alberta Education* and the school system remain broad enough to allow the schools which feed into the process, the latitude to develop plans which will correlate well with the local context.

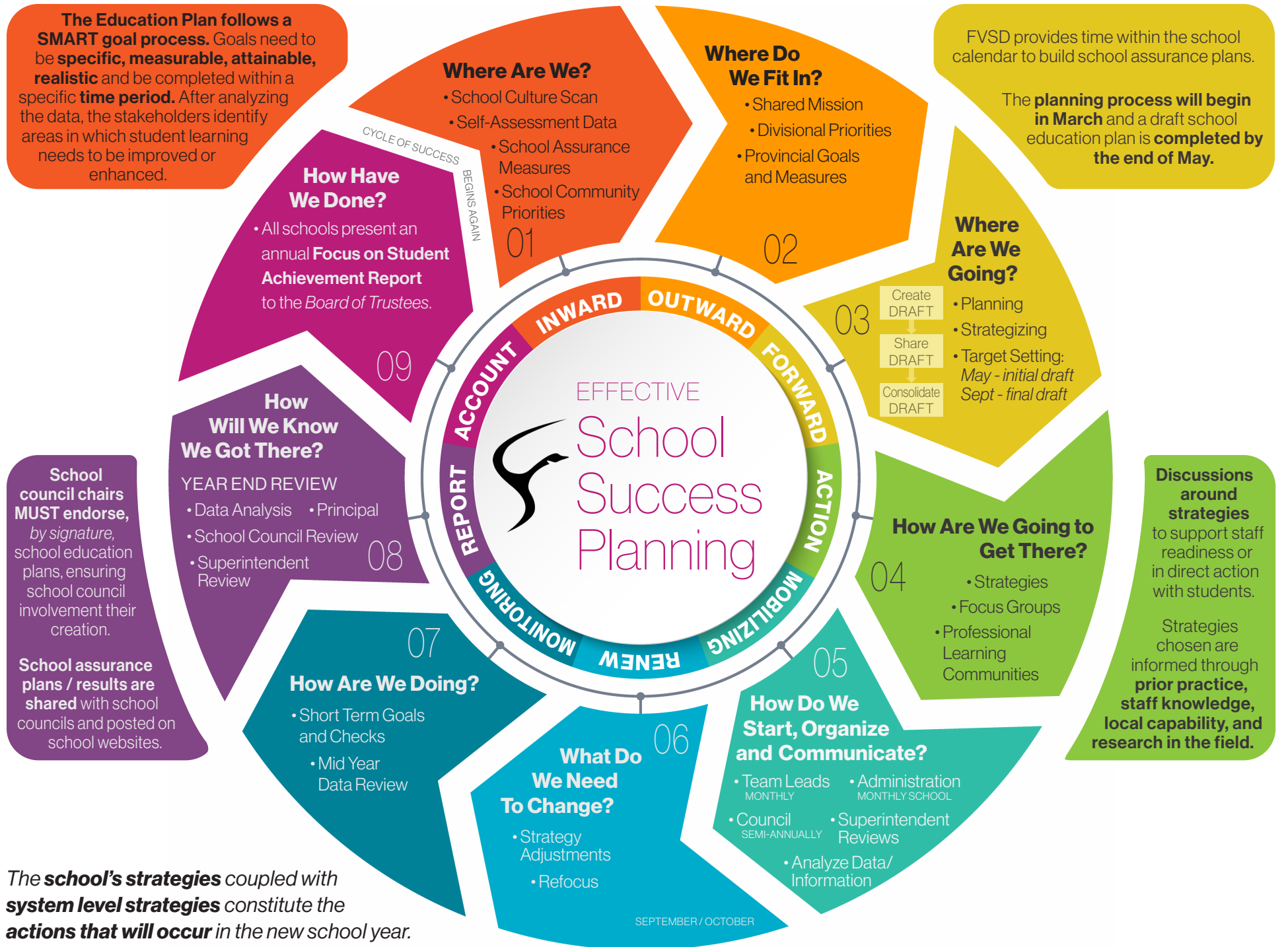
In FVSD, the schools align their plans to the four divisional priorities but how the alignment occurs, such as goals established, and pertinent strategies, are within the principal's realm of control. The development of Education Plans in FVSD requires the principal to document the planning process to plan for stakeholder involvement. Stakeholders routinely involved in the education planning process are school staff, parents and students.

Along with the **Education Plan**, principals work with staff to establish an **Assurance Plan**. The intention of the planning process is to create a living and flexible education plan that adapts to the ever-changing needs, while at the same time incorporates the rigor necessary to ensure that resources and supports are available to provide the best possible chance of a successful implementation of the plan.

***The planning cycle begins with an analysis of data.***

**Data sources include but are not limited to:**

- *Student Achievement*
- *Perception of stakeholders through surveys*
- *Student records of attendance, behavior and success*
- *Specialized testing*
- *Demographic trends*
- *Drop out and high school completion statistics*



# Engagement of Stakeholders to Establish Priorities

The **Fort Vermilion School Division Board of Trustees** have established a **planning and stakeholder engagement process in three-year cycles**. Some of the goals inherent in establishing three-year cycles are to mitigate initiative fatigue, generate support from stakeholders through consistent application of strategies and to allow sufficient time for evidence of sustainable learning to take place.

In the first year of an education plan cycle, stakeholders are engaged in a series of group consultations. The consultation continues with discussions about student needs and each group or individuals informed opinions on the direction the school division should be taking in the next three-year cycle.

**The following are a list of consultation groups utilized to inform the 2023-26 cycle:**

- **FVSD Staff:** this group includes teachers and support staff (*in all communities*)
- **FVSD Students:** students from grade 4 – 12 in every community
- **FVSD community meetings** in all communities
- **Leadership Team:** group members are principals, assistant principals, department supervisors (*multiple opportunities provided*)
- **Executive Team:** Associate Superintendents
- **School Council:** Delegates from each school council
- **Board of Trustees**
- **First Nations**
- **Elected Officials**

After all consultations have been concluded, the data is rolled up for all stakeholders. From the data, **the Superintendent identifies trends to focus areas to target**. The identified target areas are presented to the *Board of Trustees* and confirmed or adjusted in *February*.

The *Superintendent* is then charged with the task of creating strategies to meet the priorities selected by the *Board*. Discussions of strategies, structures and supports will occur between executive, trustees, the *Leadership Team* and with individual school leaders throughout the *March - May* timeline. Finally, the *Superintendent* will make the decisions as to what resources and structures will be put in place to best support schools in meeting the *Board* established priorities.

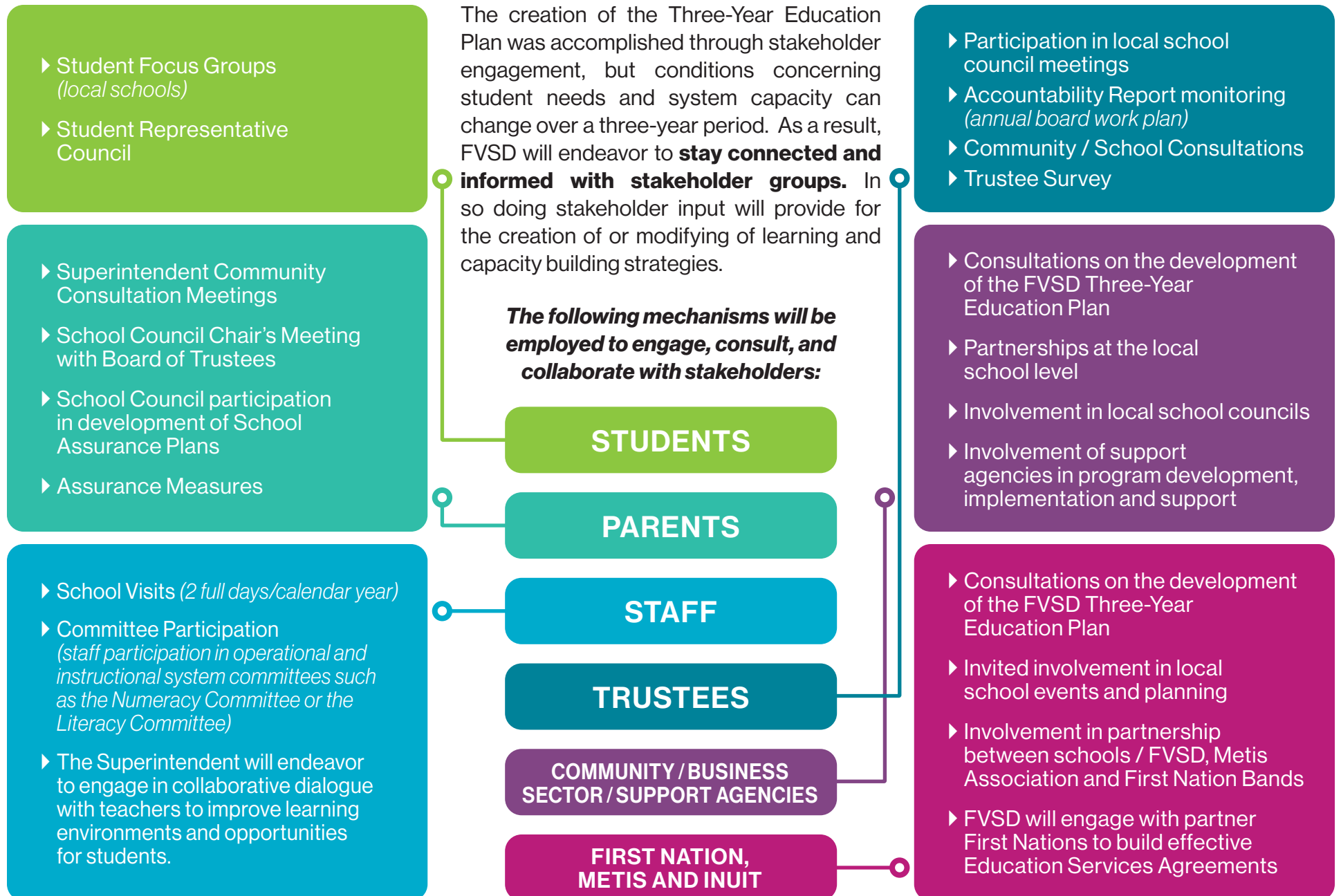
***In tandem with this process is each school's education planning process.***



FVSD BOARD MEETING | October 2021



# Strategic Engagement & Current Year Consultations



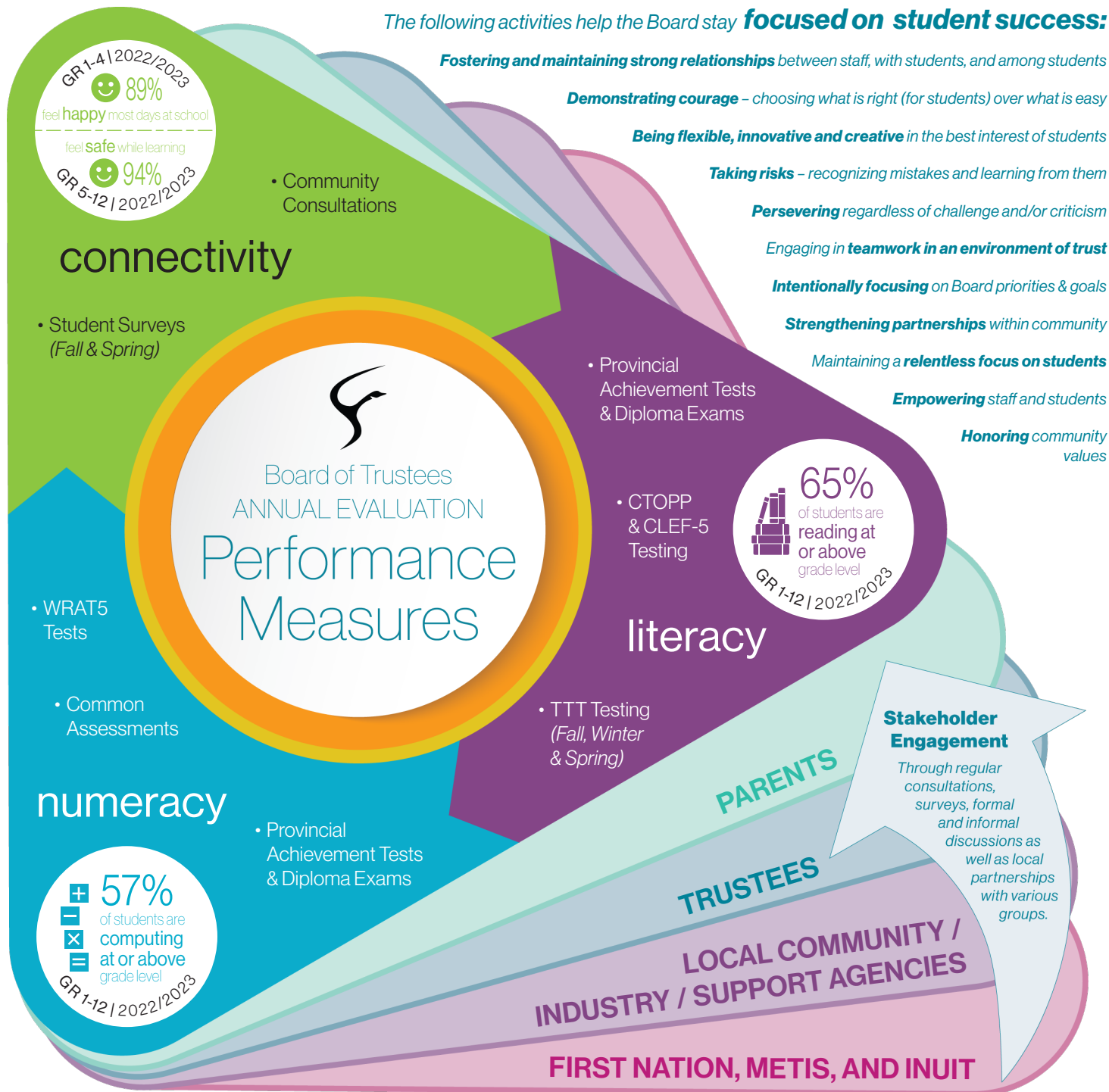
The **FVSD Board** is **committed to student success** and uses these measures to identify it:

- Having **opportunities** to reach their potential;
- Strong **foundational literacy and numeracy** focus;
- Leaving high school with as many **doors open** as possible;
- Leaving high school as **good humans and good citizens**;
- Understanding and **valuing the greater community, and the cultures** that make up that community;
- **Feel connected to themselves, each other, and the community.**

Measures need to be supported by **data and/or evidence.**

Data is gathered for each Division priority, as well as from these **data sources:**

- Focus on **Student Achievement Reports**
- School **Assurance Plans**
- **School Visits**
- **Business/Industry** Consultations
- Consultations with **First Nations, Metis, and Inuit** groups



# ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: [FVSD Authority Report.pdf](#)

## PAT Results 2023 (2022) Grades 6 & 9 ▼

COURSE	2023		2022		2023		2022	
	A	E	A	E	A	E	A	E
ELA 6	44.2%	5.6%	55%	11.3%	n/a	n/a	n/a	n/a
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Math 6	28.6%	2.7%	35.4%	4.2%	41.9%	2.8%	42.6%	6.5%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	64.0%	20.2%	43.5%	4.7%	n/a	n/a	59.5%	10.8%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 6	50.6%	10.8%	60.9%	18.2%	32.9%	7.1%	40.0%	4.7%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
ELA 9	51.7%	2.1%	63.6%	5.6%	32.9%	0.0%	41.3%	3.2%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
K&E ELA 9	35.5%	0.0%	58.3%	12.5%	42.9%	0.0%	55.6%	22.2%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Math 9	37.9%	3.5%	38.5%	5.7%	18.2%	1.5%	15.6%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
K&E Math 9	48.7%	2.6%	40.0%	17.8%	44.4%	0.0%	22.2%	3.7%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	42.1%	6.9%	59.2%	12.6%	24.3%	2.9%	39.3%	5.4%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
K&E Science 9	26.7%	0.0%	51.6%	9.7%	28.6%	0.0%	42.1%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 9	42.0%	6.6%	55.6%	8.9%	26.1%	4.3%	37.7%	3.8%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
K&E Social Studies 9	36.4%	3.0%	40.5%	18.9%	35.7%	0.0%	29.2%	8.3%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a

## Diploma Exam Results 2023 (2022) ▼

COURSE	2023		2022		2023		2022	
	A	E	A	E	A	E	A	E
ELA 30-1	73.4%	5.1%	83.3%	3.0%	71.4%	7.1%	93.8%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
ELA 30-2	81.1%	2.7%	69.2%	3.8%	78.3%	4.3%	64.7%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Math 30-1	44.8%	3.4%	48.0%	16.0%	*	*	50.0%	12.5%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Math 30-2	60.0%	12.0%	42.4%	9.1%	50.0%	0.0%	*	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30-1	70.0%	3.8%	67.6%	5.9%	76.5%	11.8%	50.0%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30-2	57.0%	5.1%	52.2%	1.5%	50.0%	11.5%	57.9%	0.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Biology 30	78.2%	16.7%	12.5%	0.0%	45.5%	0.0%	*	20.0%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Chemistry 30	77.4%	32.3%	76.0%	16.0%	*	*	42.9%	14.3%
	*	*	n/a	n/a	n/a	n/a	n/a	n/a
Physics 30	85.7%	28.6%	66.7%	16.7%	*	*	n/a	n/a
	*	*	n/a	n/a	n/a	n/a	n/a	n/a

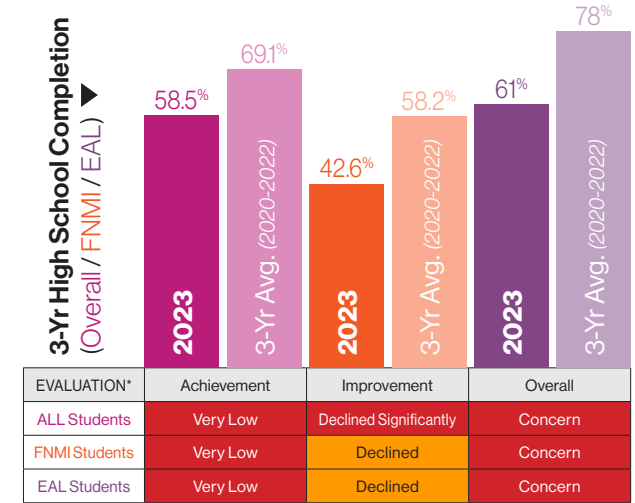
**OVERALL RESULTS BY COURSE**

- A** Acceptable Standard Overall
- E** Standard of Excellence Overall
- A** Acceptable Standard FNMI
- E** Standard of Excellence FNMI
- A** Acceptable Standard EAL
- E** Standard of Excellence EAL

**EAL** refers to students who require and receive English as an Additional Language supports.

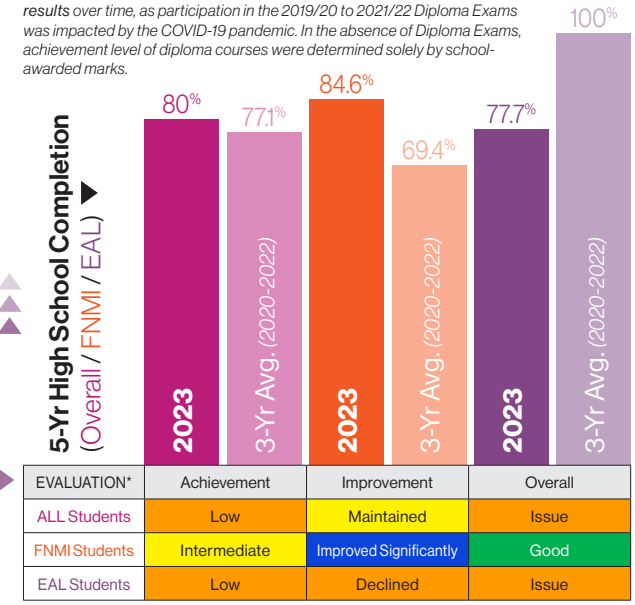
\*Data values have been suppressed where the number of respondents is fewer than six.

## 3-Yr High School Completion (Overall / FNMI / EAL) ▼



Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

## 5-Yr High School Completion (Overall / FNMI / EAL) ▼



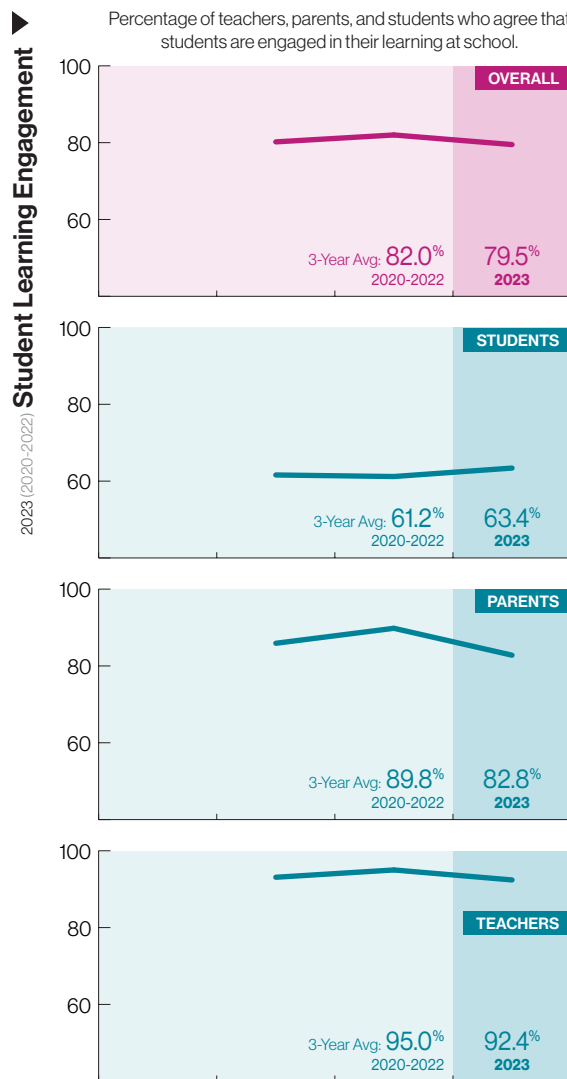
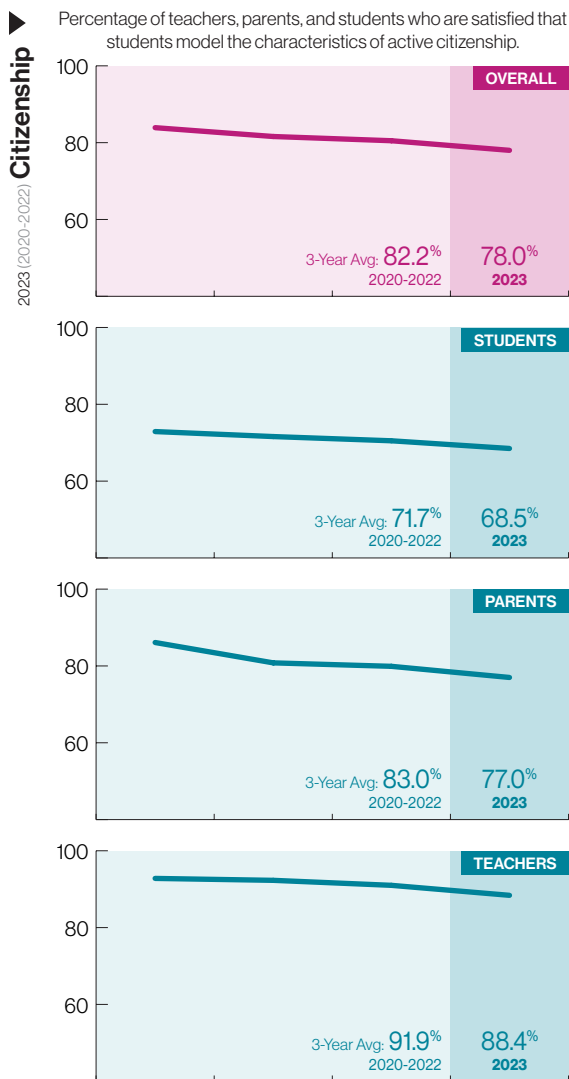
\*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

### NOTES:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# ASSURANCE DOMAIN: Student Growth & Achievement

Source Document: [FVSD Authority Report.pdf](#)



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Declined Significantly	Issue
Parents	High	Declined	Acceptable
Students	High	Declined	Acceptable
Teachers	Intermediate	Declined	Issue

EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined	n/a
Parents	n/a	Declined	n/a
Students	n/a	Improved	n/a
Teachers	n/a	Maintained	n/a

**NOTES:**

- The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

## Early Years Literacy & Numeracy Assessments

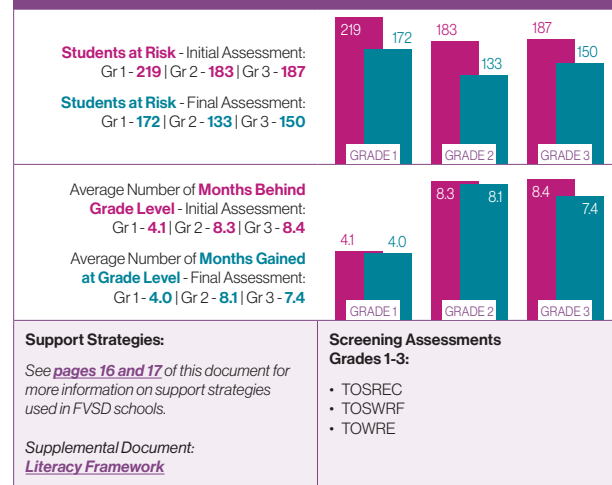
Summary of Literacy and Numeracy Results for Grades 1-3

Total Number of Students Assessed: **Gr 2 - 261 | Gr 3 - 274** (FALL 2022)

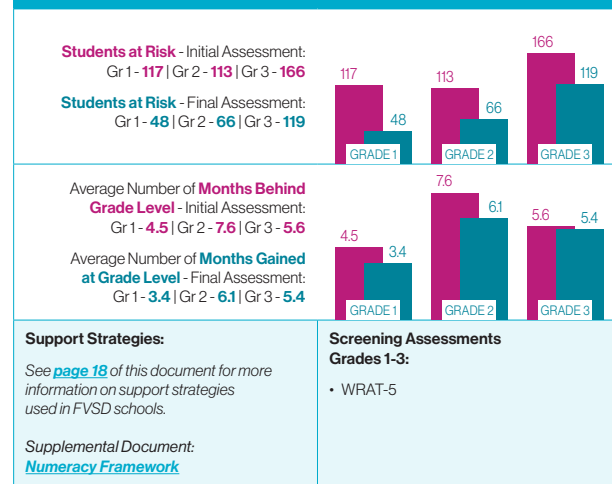
Total Number of Students Assessed: **Gr 1 - 268** (WINTER 2023)

**Note:** Grades 2-3 are assessed in the fall. Grade 1 is first assessed in January.

### LITERACY SUMMARY:



### NUMERACY SUMMARY:

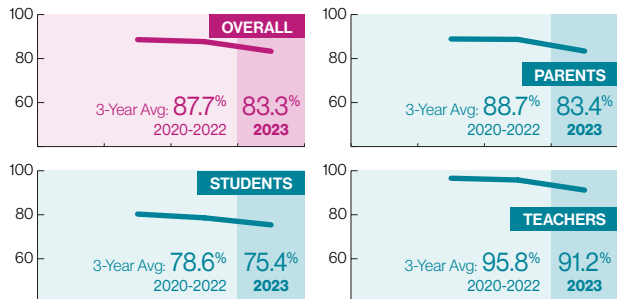


# ASSURANCE DOMAINS: Teaching & Leading / Governance / Learning Supports

Source Document: [FVSD Authority Report.pdf](#)

## Learning Supports - Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) ▼

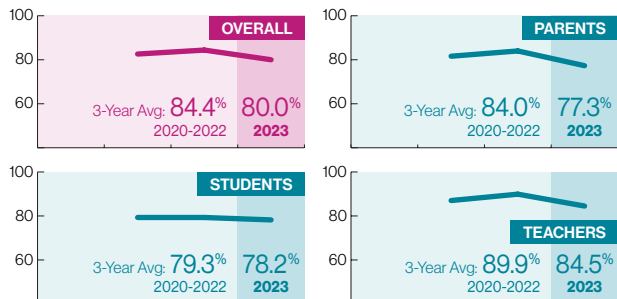
Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined Significantly	n/a
Parents	n/a	Declined	n/a
Students	n/a	Declined Significantly	n/a
Teachers	n/a	Declined	n/a

## Learning Supports - Access to Supports & Services ▼

Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.



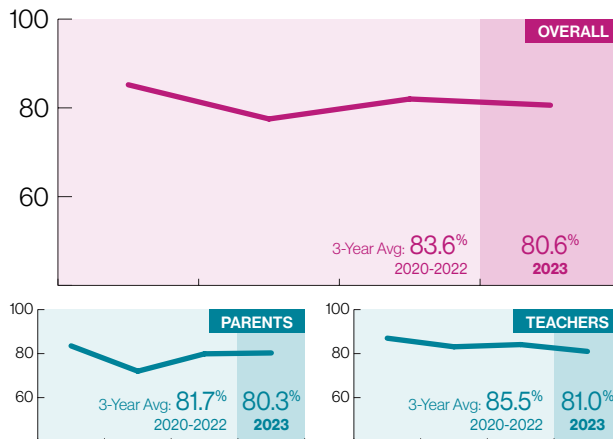
EVALUATION*	Achievement	Improvement	Overall
OVERALL	n/a	Declined Significantly	n/a
Parents	n/a	Declined	n/a
Students	n/a	Maintained	n/a
Teachers	n/a	Declined	n/a

\*See Appendix A for the Measure Evaluation Reference charts and an explanation on how these measures are determined and what they mean.

NOTES: The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Governance - Parental Involvement ▼

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	High	Maintained	Good
Parents	Very High	Maintained	Excellent
Teachers	Low	Declined	Issue

## FIRST NATIONS, METIS & INUIT STUDENT SUCCESSES:

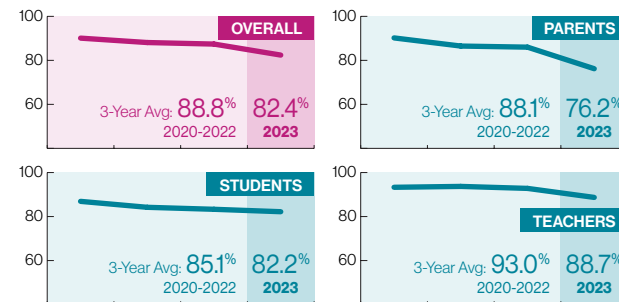
FVSD is part of a research project with the *University of Calgary* and the scope is enormous. One of the biggest challenges faced by the *One Child Every Child* initiative is how to dismantle embedded inequities between Indigenous and non-Indigenous populations to help transform vulnerable populations to a position where they can thrive.

This is where *UCalgary's* approach to its Indigenous Strategy, *ii' taapoh'to'p*, comes into play with its commitment to walk parallel paths with Indigenous communities.

Breaking down barriers to success for Indigenous children is a key educational outcome for **Dr. Jennifer Markides**, a member of the *Métis Nation of Alberta* and an assistant professor in curriculum and learning with *UCalgary's Werklund School of Education and Faculty of Social Work*, as well as child and health wellness researcher with the *Alberta Children's Hospital Research Institute*. Her approach was to start at the beginning and ask the communities and, more importantly, the students themselves: **What do you want?**

## Teaching & Leading - Education Quality ▼

Percentage of teachers, parents, and students satisfied with the overall quality of basic education.



EVALUATION*	Achievement	Improvement	Overall
OVERALL	Low	Declined Significantly	Concern
Parents	Low	Declined Significantly	Concern
Students	Low	Declined Significantly	Concern
Teachers	Very Low	Declined	Concern

## PROFESSIONAL LEARNING, SUPERVISION & EVALUATION:

FVSD has an **extensive teacher training program** for new teachers as well to help students that are currently in university completing their degree.

Click the following link to view available: [Teacher Bursaries](#)

Our **supervision and evaluation** help support new teachers in being successful in meeting the TQS requirements and provide students with fantastic learning environments.

## ACCESS TO SUPPORTS & SERVICES:

FVSD has an extensive team that supports all students with learning challenges and mental health needs. We meet all students where they are at and grow their skills in their learning.

- The **multi disciplinary team** helps schools, teachers, and parents in perpetuating the learning of each student.
- The **diverse learning coordinator** helps to create plans, organize structures, and resource the interventions that are required.
- Our **mental health team** is the largest in the region and provides support and programs for all students.

# PRIORITY #1 connectivity

*FVSD will foster connectivity and well-being amongst community, students, parents and staff.*

## ALBERTA EDUCATION OUTCOMES:

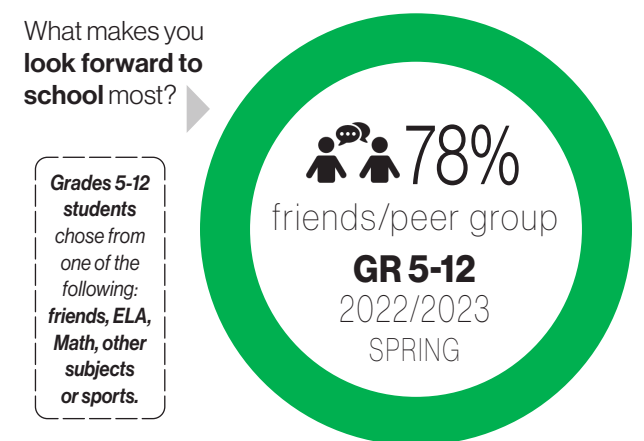
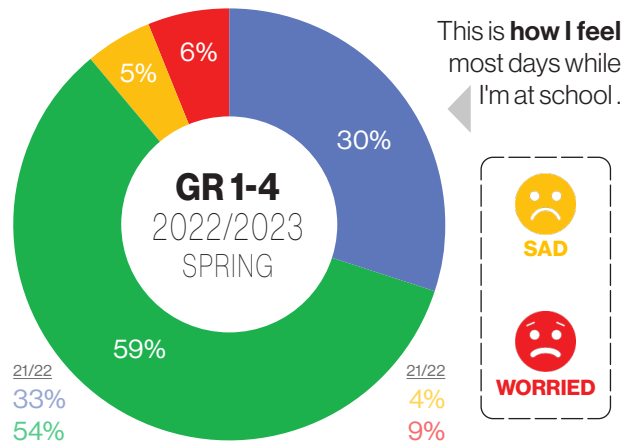
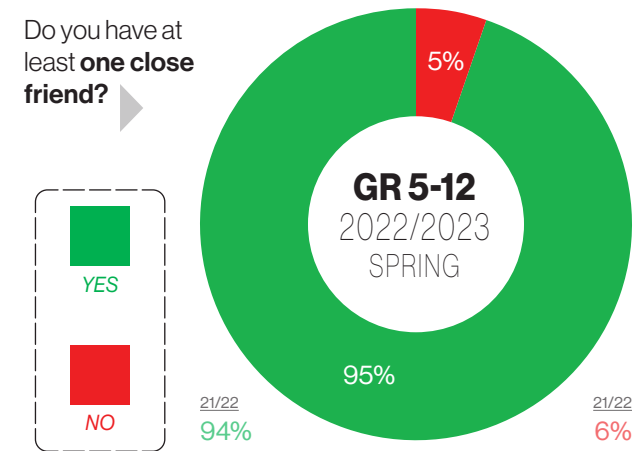
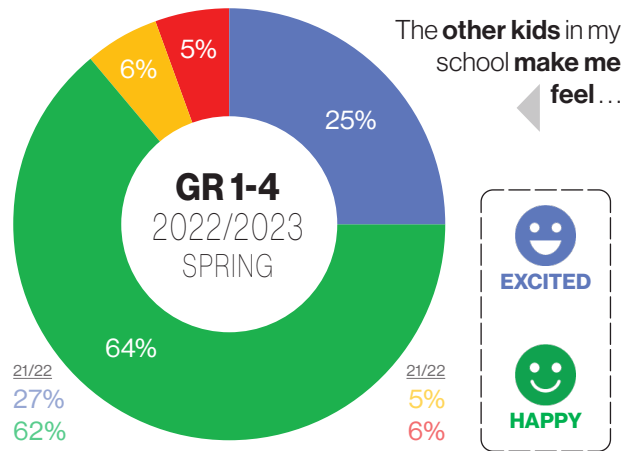
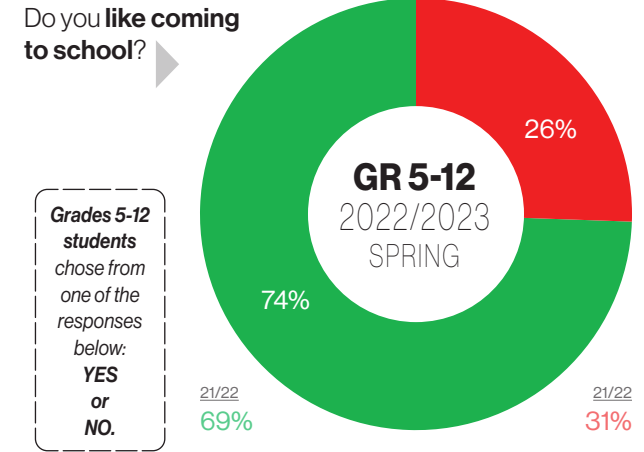
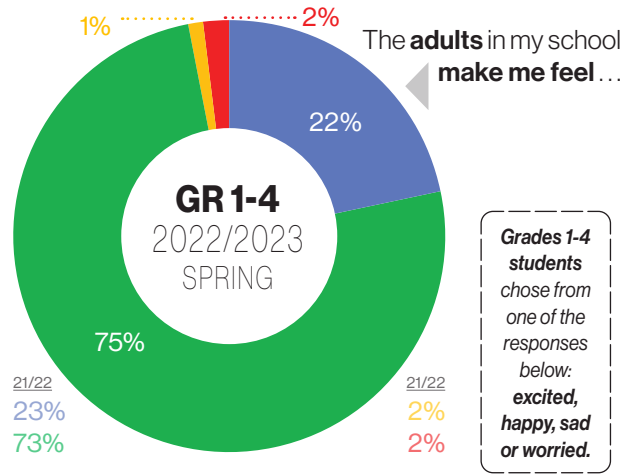
- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders
- Alberta's K-12 education system is well governed and managed

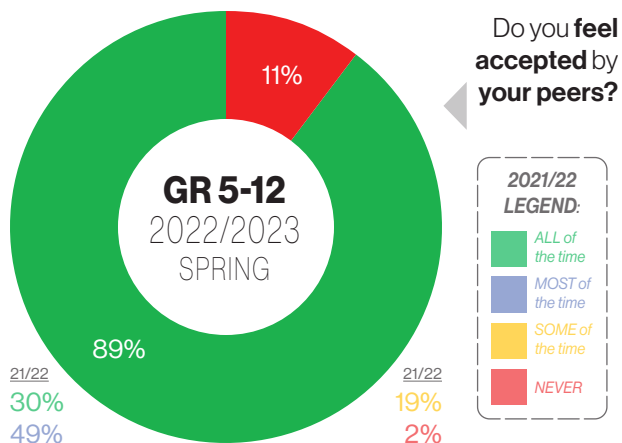
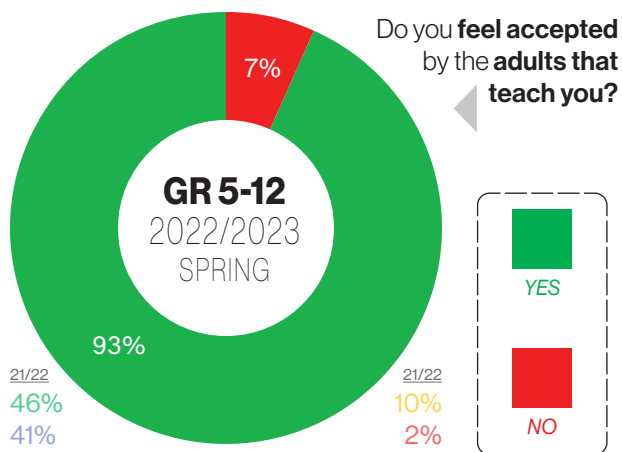
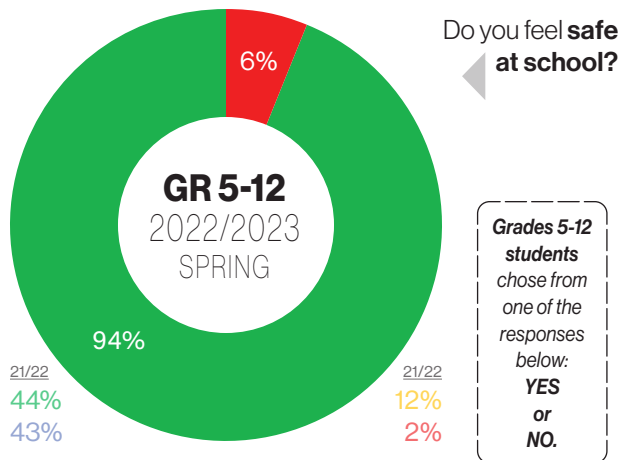
## PERFORMANCE MEASURES:

- Assurance Measure Data
- Connectivity Survey Results

## DOCUMENTS:

- Connectivity Framework





**CONNECTIVITY STRATEGIES:**

1. Hired **Indigenous Elders** that help support the drafting of policy and support teachers to achieve the standards outlined in the *Teacher Quality Standard*.
2. Enhance the **Connection Team** with the hiring of the fourth *Mental Health Therapist* and restructure of the *Coach Universal* programming model.
3. Professional Development plan to support the **calls to Action in the Truth and Reconciliation process**.
4. **Dare to Lead:** Work has begun to certify all staff in the work of **Brene Brown** currently all leaders have been certified.
5. **Dr. Greg Wells:** Connecting with staff and students to find balance in **self-care** and managing an ever changing world.

6. **Jeremy Allen:** Deated.ca bring a deeper understand to **grief and loss** which connects us through the wildfire, pandemic, and trauma
7. **Willard Fewer and Natasha Egeli work:** A comprehensive plan to support both the clinical leads of the connection team and a regular schedule to book all staff members for **mental health support**, when required this program will expand. Provide all staff with professional development opportunities.
8. **Collaborative Response Model:** Every school will develop and implement a model based on the four district priorities: *Connectivity, Literacy, Numeracy, and Career Paths*.
9. **Connection Team:** A full professional development plan to be much more inclusive in supporting all students through the village effect system.



STUDENT FIELD TRIP | June 2022

10. **Superintendent Community Consultations:** Every school will have a community night with the Superintendent to continue the conversation of the divisional priorities and how we can better meet the needs of *all communities*.

# PRIORITY #2

## literacy

All students will improve literacy skills.

### ALBERTA EDUCATION OUTCOMES:

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful

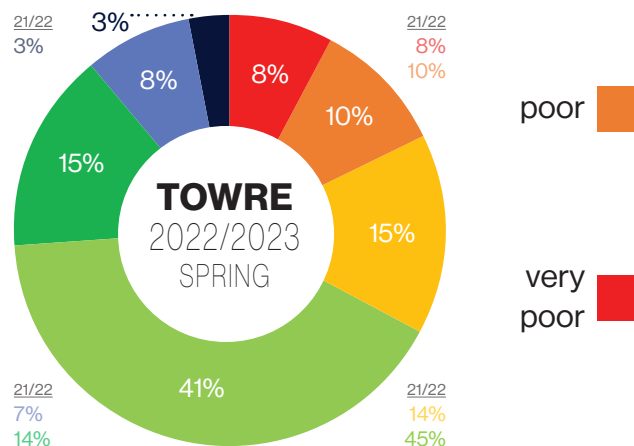
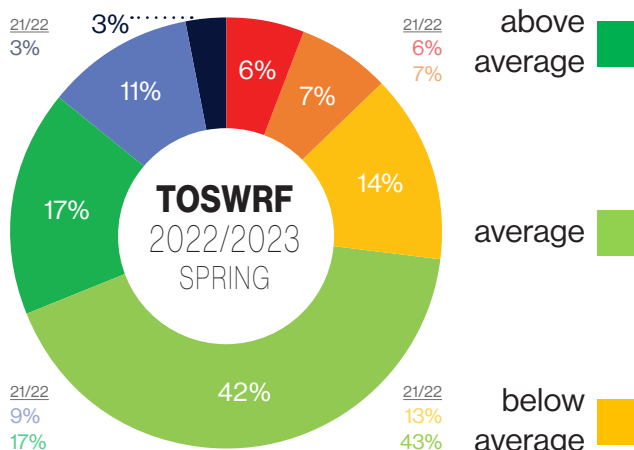
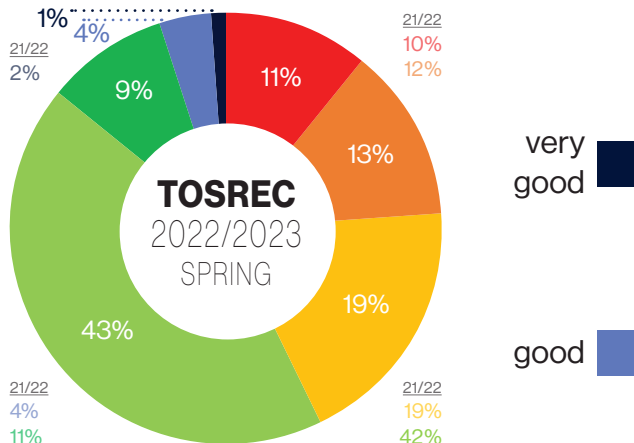
### PERFORMANCE MEASURES:

**Reading Literacy** - Percent of students reading at or above grade level as measured by:

- Test of Word Reading Efficiency (**TOWRE**)
- Test of Silent Reading Efficiency and Comprehension (**TOSREC**)
- Test of Silent Word Reading Fluency (**TOSWRF**)
- Comprehensive Test of Phonological Processing (**CTOPP**)
- Clinical Evaluation of Language Fundamentals (**CLEF-5**)

### DOCUMENTS:

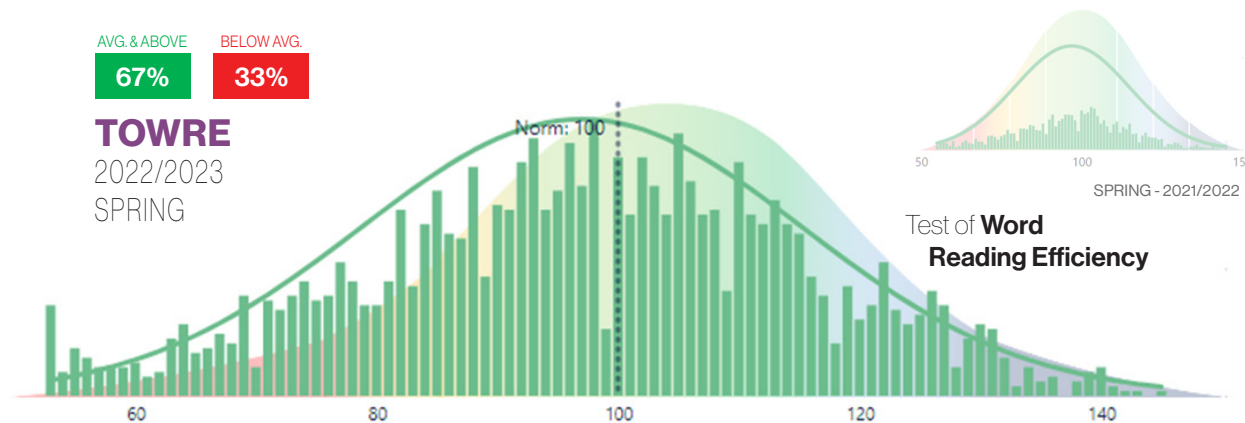
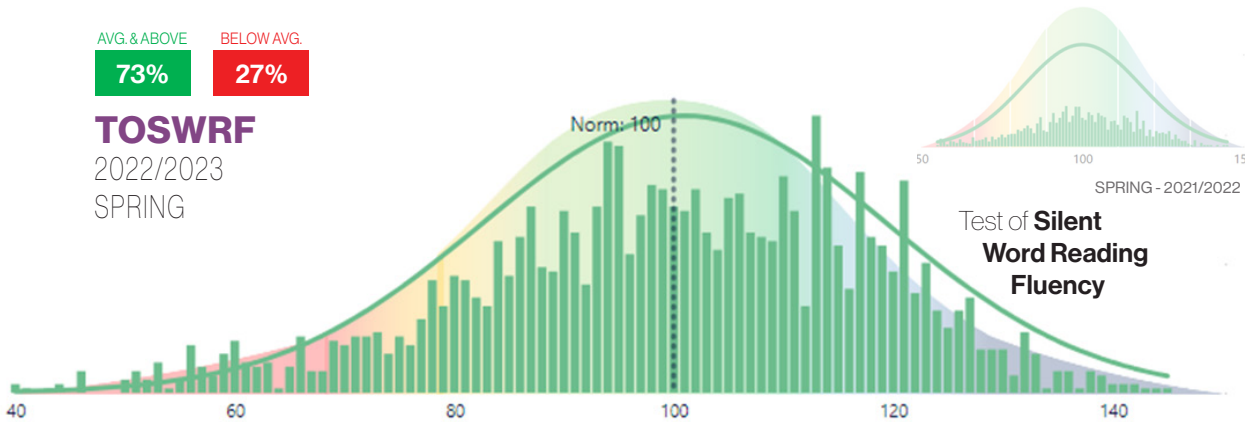
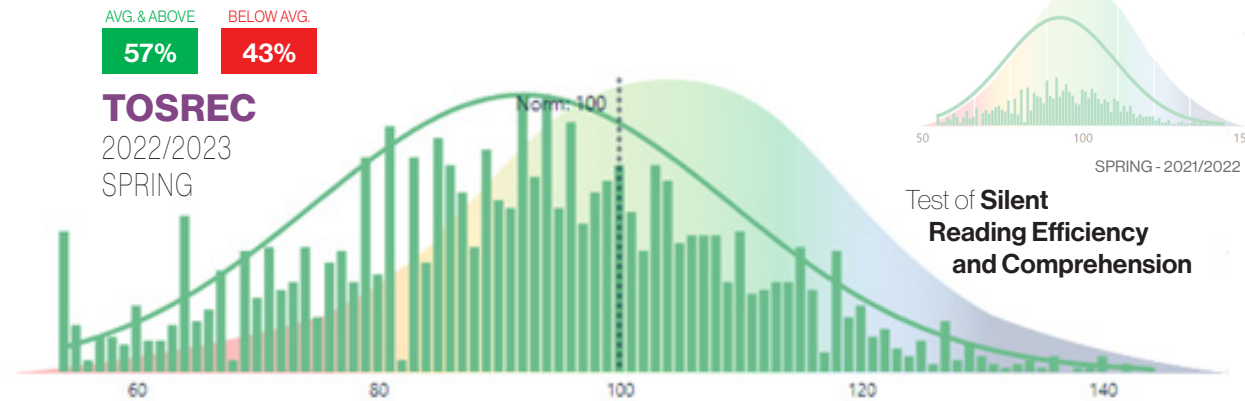
- Literacy Framework



### SUPPLEMENTAL MEASUREMENTS:

1. Overall percentage of students in **Grades 6 and 9** who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on **Provincial Achievement Tests** (based on cohort).
2. Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on **Diploma Examinations**.
3. Overall percentage of **self-identified First Nation, Metis and Inuit students in Grades 6, and 9** who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on **Provincial Achievement Tests**.
4. Overall percentage of **self-identified First Nation, Metis and Inuit students** who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on **Diploma Examinations**.





**2022-2023 STUDENT DATA:** Also known as TTT testing, the above screeners are administered regularly throughout the school year. Data is used to track each student's progress.

**LITERACY STRATEGIES:**

1. ECS Units of Study in Phonics (*Heinemann, Heggerty K-3*)
2. Grade 1 Interventions (*JP Das Centre*)
3. Grade 2 Interventions (*JP Das Centre*)
4. Lucy Calkins Units in Reading and Units in Writing
5. Companion Reading
6. Empower Reading
7. Rewards
8. Full Understanding of the Threads of Reading

**COMMENT ON RESULTS:**

*Pandemic resulted in incomplete results for the 2019/20 and 2020/21 school years.*



GRADE ONE ASSESSMENT | Feb 2022

# PRIORITY #3 numeracy

All students will improve numeracy skills.

## ALBERTA EDUCATION OUTCOMES:

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful

## PERFORMANCE MEASURES:

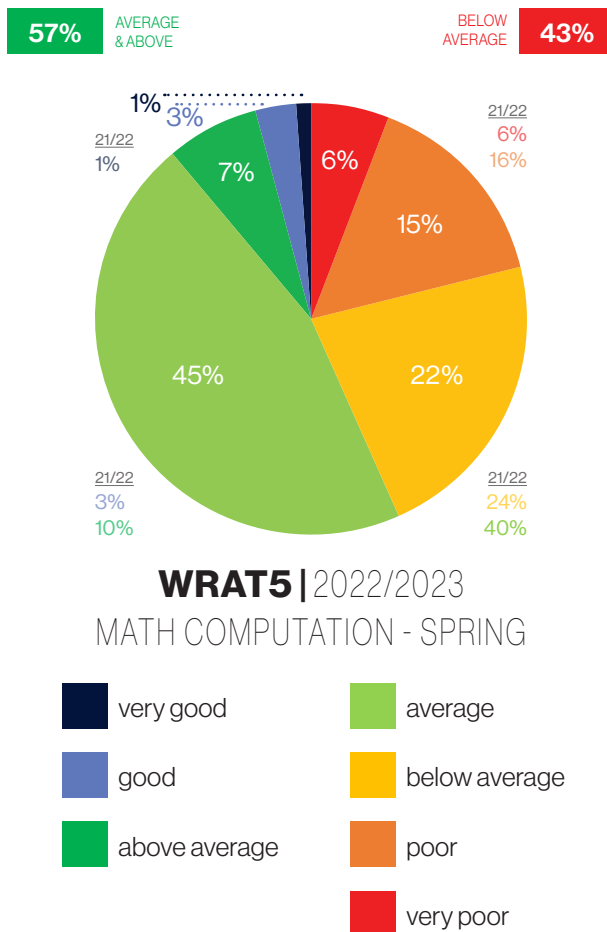
- Provincial Achievement and Diploma Exams
- Wide Range Achievement Test (WRAT 5)

## DOCUMENTS:

- Numeracy Framework

## PAT DIPLOMA RESULTS:

Pandemic resulted in incomplete results for the 2019/20 and 2020/21 school years.



## DEFINITIONS

### Numeracy - Understanding Numeracy:

A pedagogical approach to teach numeracy through real life connections, hands on opportunities and personal learning.

**Number Sense:** Exploring numeracy applications for students to have a strong foundation knowledge of numeracy.

**Personal Learning:** Numeracy skills that affect all people for daily living.

## NUMERACY STRATEGIES:

### FVSD System Strategies

1. Implementation of **Jump Math** and **Leaps and Bounds Math** as a diagnostic tool to help identify areas of instruction needing support.
2. Implement and support the process of **Guided Math** throughout the division.
3. Implement **Common Assessments** for Math courses in **Grades 4-12**.
4. **Redesign Career and Life Management** to incorporate further practical numeracy life skills. Course would be a five-credit course needed as a requirement for high school students to participate in graduation ceremonies in FVSD schools (*not a High School Diploma requirement*).
5. Response to **Intervention professional development** for teachers.
6. Full understanding of the teachings "**What to Look For: Understanding and Developing Student Thinking in Early Numeracy**" – Alex Lawson.

# PRIORITY #4

## career paths

*Students will be exposed to, engaged in, and build skills for their career path.*

### ALBERTA EDUCATION OUTCOMES:

- Alberta's students are successful
- First Nations, Metis and Inuit students in Alberta are successful

### PERFORMANCE MEASURES:

- Number of students who graduate with post-secondary credentials, or credentials from other licensed authorities

### DOCUMENTS:

- Career Path Framework **TBA**

### COMMENTS:

*Career path data is currently unavailable as this is a new priority as of May 2023.*

## COLLEGIATE PATHWAYS

The following pathways have been developed and with the support of Alberta Education **will be fully deployed in the fall of 2024.**



**CONSTRUCTION & DESIGN ACADEMY:** design, drafting, pre-engineering, carpentry, electrician, plumber, gas fitter, green energy

### TRANSPORTATION ACADEMY:

Class 1, 2, 3, and 5 driver's license, defensive driving. FVSD currently owns & operates a full driving school.



**VISUAL ARTS & MEDIA ACADEMY:** movie production, drama, music, writing, producing, directing, computer graphics, promotion

### HEALTH & BIOSCIENCE ACADEMY:

health care aid certificate, unit clerk designation, start LPN program, start social work diploma



### FORESTRY & ROAD ACADEMY:

practical and direct training in the logging and road construction industries

### TECHNOLOGY & INNOVATION ACADEMY:

coding, engineering, environmental services, computer technician, entrepreneurship



### UNIVERSITY & BACHELOR OF EDUCATION ACADEMY:

early childhood certificate, educational assistant diploma, start education degree, first year of BSc. or Bachelor program

### AUTOMOTIVE ACADEMY:

small engine mechanic, automotive technician, heavy duty mechanic



### HOSPITALITY ACADEMY:

tourism, hospitality, culinary arts

### AVIATION & ENGINEERING ACADEMY:

obtain private pilot's license, enter field of aircraft maintenance engineer



**AGRICULTURE ACADEMY:** degrees/certification in crop and animal husbandry, elevator operator, train conductor, fertilizer plants & seed cleaning facilities

### BUSINESS & HUMAN SERVICES ACADEMY:

human resources, Microsoft credentials, business admin, insurance or appraisal certification, real estate licensing, government admin



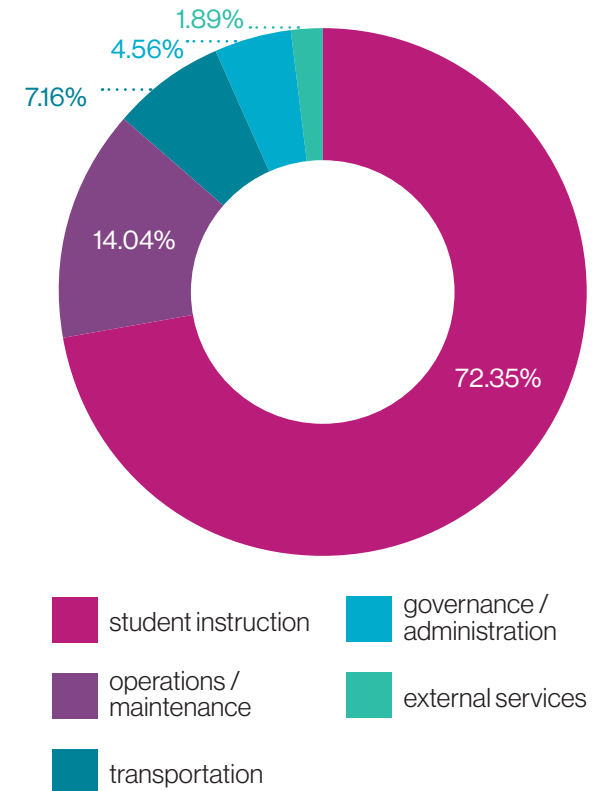
## CAREER PATH STRATEGIES:

1. **Grades 7-9 will explore potential career paths**, preparing them to select a path by Grade 10.
2. **Grade 10 students will map out career paths** based on interests and skills identified through junior high CTF courses.
3. **District Career Path Principal** in place to assist high school academic counselors with collegiate course registrations and provide support.
4. Partnerships with **seven colleges, universities and licensing agencies** to provide dual credit career path options.
5. Partnerships with **over 300 local businesses and industry leaders**. Students gain work experience and the opportunity to connect with local employers.
6. **Regional employer database** has been created that includes current job openings as well as tracking employer demand.
7. Three newly renovated spaces for collegiate and dual credit programs will provide **room for expansion and growth**.

# Summary of Financial Results | 2022-2023

PROGRAM		TOTAL Expenditures	# of Students Served by Program FTE	Spending/ Student
<b>Student Instruction ECS to Grade 12 Expenditures</b>				
a) Student Instruction ECS		\$1,400,897	139	\$10,078
b) Student Instruction Grade 1 - Grade 12		\$40,890,547	3,132	\$13,056
<b>c) Student Instruction ECS - Gr 12 (subtotal)</b>	<b>72.35%</b>	<b>\$42,291,444</b>	<b>3,271</b>	<b>\$12,929</b>
<b>Support Expenditures</b>				
d) Schools - <b>Operations &amp; Maintenance*</b>	14.04%	\$8,205,136	3,332.5	\$2,462
e) <b>Student Transportation</b>	7.16%	\$4,185,657	1,902	\$2,201
f) School Board <b>Governance/System Administration</b>	4.56%	\$2,665,768	3,332.5	\$800
<b>Other Instruction Expenditures</b>				
g) <b>External Services (UHRS)</b>	1.89%	\$1,107,478	61.5	\$18,008
<b>Total School Board Expenditures</b>	<b>100.00%</b>	<b>\$58,455,483</b>	<b>3,332.5</b>	<b>\$17,541</b>

\*includes amortization of assets of \$3,075,922



## KEY FINANCIAL INFORMATION 2022-2023

The Board of Trustees for the Fort Vermilion School Division entered the 2022-23 school year by approving a **deficit budget of \$437,644 accessing \$4,455,224 of our operating reserves and \$3,293,036 of our capital reserves.**

Historically Alberta Education's suggested guideline was to maintain a minimal Accumulated Operating Reserve of 10 days. This would represent \$2,338,219 (Expenses for 10 days

out of a total of 250 operational days, or 4% of the total expenses). **At the end of the 2022-23 school year there was accumulated operating reserves of \$3,439,594 net of School Generated Funds and External Services or 14.7 days of operations.** Operating reserves have decreased by \$3,373,127 from the previous year. Reserves did not decrease as anticipated due to construction delays of a planned capital project.

We had a **decrease in capital reserves of \$3,293,036** due to the construction and

rebuild of St. Mary's Catholic School.

The level of net assets held by the Fort Vermilion School Division is reviewed and discussed annually with the Board to ensure that the financial position of the board is at an acceptable level. **Acceptable level takes into account potential risks and threats** that the board faces on an annual basis as well as funds are set aside to address future requirements.

# Budget Summary | 2023-2024

## SCHOOL GENERATED FUNDS

2022-2023 SCHOOL YEAR

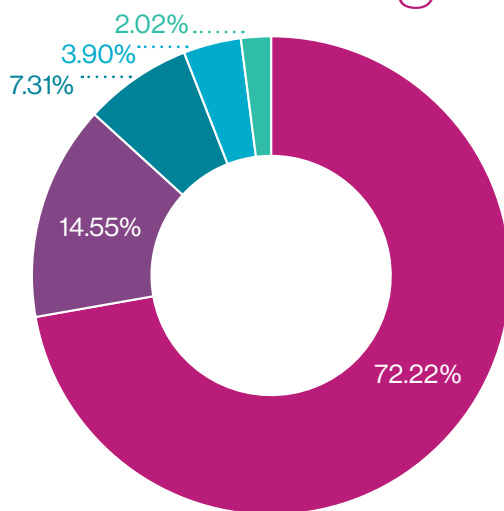
Schools received and fund-raised for school generated funds during the 2022-2023 year. **A total of \$895,727 was generated from these activities which were used for extra-curricular activities, field trips and other student activities**, with actual expenditures incurred of \$947,575. This caused our unexpended funds to decrease by \$51,848.

**The balance of school generated funds that remained at year end for school is \$443,932.** This amount allows schools to work on school projects relating to student activities from year to year. Information on specific sources and uses of school generated funds can be obtained in the notes of the audited financial statements.

**The Fort Vermilion School Division's Audited Financial Statement can be viewed in their entirety at [www.fvvd.ab.ca](http://www.fvvd.ab.ca).** The web link to all school jurisdiction financial reports, which provides comparative data, is located at **[K-12 Education Financial Statements](#)**.\*

► For more information, please contact the **Associate Superintendent of Finance** at FVSD Central Office (780-927-3766).

\*<https://www.alberta.ca/k-12-education-financial-statements.aspx>



### GUIDING PRINCIPLES:

1. The budget has been created and resources allocated to address and accomplish our division priorities in literacy and student engagement.
2. This budget continues to be built in a conservative manner.



PROGRAM		TOTAL Budgeted	# of Students Served by Program FTE	Spending/ Student
<b>Student Instruction ECS to Grade 12 Expenditures</b>				
a) Student Instruction ECS		\$1,628,235	133.5	\$12,197
b) Student Instruction Grade 1 - Grade 12		\$41,134,491	3,183	\$12,923
<b>c) Student Instruction ECS - Gr 12 (subtotal)</b>	<b>72.22%</b>	<b>\$42,762,726</b>	<b>3,316.5</b>	<b>\$12,894</b>
<b>Support Expenditures</b>				
d) Schools - <b>Operations &amp; Maintenance*</b>	14.55%	\$8,613,375	3,379	\$2,549
<b>e) Student Transportation</b>	7.31%	\$4,325,965	1,900	\$2,277
f) School Board <b>Governance/System Administration</b>	3.90%	\$2,308,824	3,379	\$683
<b>Other Instruction Expenditures</b>				
g) <b>External Services</b> (ie. adult education, joint use agreements)	2.02%	\$1,197,983	62.5	\$19,168
<b>Total School Board Expenditures</b>	<b>100.00%</b>	<b>59,208,873</b>	<b>3,379</b>	<b>\$17,523</b>

\*detailed budget & expenditure information can be obtained by contacting FVSD Central Office or [www.fvvd.ab.ca](http://www.fvvd.ab.ca)

# Summary of Facility & Capital Plans

## KEY FINANCIAL INFORMATION 2023-2024

The FVSD has presented a **balanced budget for the 2023-2024 fiscal year**. We are accessing our accumulated operating reserves for the upcoming capital projects in the amount of \$586,091.

**We are budgeting \$3,528,247 in capital expenditures for 2023-2024.** FVSD once again will be purchasing busses and vehicles in order to replace existing units as they reach the end of their life cycle. In addition, we are completing our three Collegiate centers as we work towards a collegiate model and continue to build capacity for student success. With this in mind, the Collegiate will also be building teacher residences to meet the housing needs in some of our communities and provide real world experience for students.

**FVSD is projected to have \$2,668,515 in operating reserves and \$1,436,855 in capital reserves as of August 31, 2024.** After the projected *Student Generated Funds* are removed from our operating reserves, we are projecting an adjusted A.S.O. days of operation to be at 9.17 or 3.7%. It is the Board of Trustees goal to keep our A.S.O. close to 4% in the future.

For more information, please refer to our full budget at [www.fvsd.ab.ca](http://www.fvsd.ab.ca).

Division Priority	IDENTIFIED PROJECT
1 ▶	<p><b>MODERNIZATION: Sand Hills Elementary School</b></p> <p><i>We are requesting a full modernization of the school. Currently we have 10 modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
2 ▶	<p><b>MODERNIZATION: Florence MacDougall Community School</b></p> <p><i>We are requesting a full modernization of the school. Currently we have 14 portable/modular units attached to the school. The school was not originally designed to have this many additional classrooms added to the core of the building. Due to this it is not able to efficiently handle the influx of student population and provide the required spaces for student programming.</i></p>
3 ▶	<p><b>New Junior High School (Grade 7-9) in La Crete and High Level</b></p> <p><i>Currently we are anticipating growth in both the communities of High Level and La Crete in the upcoming future. Both communities are working towards building a recreational facility that will see a new ice rink, field house and swimming pool. In both cases the facility is being requested to be situated beside the current high school. It would be our intent to build the Junior High School adjacent to the new facility. In doing so it would eliminate the requirement of a gymnasium and CTS labs. Thus, reducing the scope and cost of each project substantially. <b>A value scoping document will be completed to support the project need in each community subject to enrollment pressures and commencement of the community projects.</b></i></p>

\*the complete Capital Plan is available at [www.fvsd.ab.ca](http://www.fvsd.ab.ca)

**PARENTAL INVOLVEMENT**

School council chairs are required to endorse by signature school assurance plans, thus ensuring involvement in the creation of school assurance plans. **Plans are shared with school councils and posted on school websites.**

**TIMELINES AND COMMUNICATION**

The Board accepted the **Education Plan and AERR** on November 29, 2023 and posted it to the school division website [www.fvsd.ab.ca](http://www.fvsd.ab.ca) under: *Our Division > Documents*

**WHISTLEBLOWER PROTECTION**

In the 2022-2023 school year, the Fort Vermilion School Division **did not receive any formal disclosures** of the nature outlined within *Public Interest Disclosure Act*.

# Appendix A

**Source Data Reference**  
**Measure Evaluation Reference**

# Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2023

Authority: 1250 The Fort Vermilion School Division

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023



# Required Alberta Education Assurance Measures - Overall Summary



## Measure Evaluation Reference

Fall 2023

Authority: 1250 The Fort Vermilion School Division

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

### Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

# Required Alberta Education Assurance Measures - Overall Summary



## Measure Evaluation Reference

Fall 2023

Authority: 1250 The Fort Vermilion School Division

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern