



Education Plan

2023-2026

**Fort McMurray
Public Schools**

Approved by the Board of Trustees
on May 24, 2023

Contents

- Accountability Statement
- Message from Chair
- Foundation Statements
- Profile and Local Context
- Assurance Overview
- Summary of Results Fall 2021
- Education Plan 2023-2026 (Link to schools)
- Division Level Education Plan
 - Priorities
 - Domain

Domain: Student Learning

Priority #1 ~ Promote Growth and Success for All Students

- Goal 1 - Success for Every Student
- Goal 2 - FNMI/EAL Success

Domain: Learning Supports

Priority #2 ~ Maintain Safe and Caring Learning Environment and Supports

- Goal 1 - Positive Learning and Working Environment
- Goal 2 - Quality Infrastructure for All

Domain: Governance

Priority #3 ~ Effective Stakeholder Engagement

- Goal 1 - Parent and Student Engagement

Domain: Teaching & Leading

Priority #4 ~ Strengthen Quality Teaching and Leading

- Goal 1 - Culture of ExcEALence
- Budget Summary
- Capital Plan Summary
- Future Challenges

Accountability Statement

The Education Plan for Fort McMurray Public 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 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 this Education Plan for 2023-2026 on May 24, 2023.



Linda Mywaart
Board Chair



Message from the Chair

Board of Trustees 2022-2023



Board Chair
Linda Mywaart



Vice Chair
Angela Adams



Trustee
Jonathan Lambert



Trustee
Tim O'Hara



Trustee
Lorna Spargo



Trustee
Jason Schulz



Trustee
Malcolm Setter

Fort McMurray Public School Division is unified in their mission to be a learning community dedicated to educating all students for personal excellence. The pages of this Education Plan for 2023-2026 demonstrate how the dedicated staff of FMPSD are working hard on behalf of students and also engaging in their own learning to see that mission accomplished. This plan demonstrates the knowledge, tools, passion, and commitment to students from the Board level right down into the corners of our classrooms and everywhere in between. We have outstanding leaders and staff!

The Board was pleased to receive the School Education Plans over two half days of presentations and had the opportunity to ask questions and make comments on what we heard and saw. We heard projections that enrollment in FMPSD will continue to climb and this education plan eagerly anticipates ongoing growth and improvement in numeracy, literacy, academics, mental health and wellness, citizenship, trade studies, arts and more. Our staff care deeply for their students and go above and beyond on a daily basis to accomplish our collective FMPSD mission, but they are needing to do more and more that reaches beyond the scope of education. Expectations and challenges in a key area, mental health and wellness, are growing rapidly. Students who come through our doors present with greater identified needs and complexities for learning. Resources and funding are not keeping pace. We saw a critical need for additional professional support, especially for our most vulnerable learners, but truthfully for each student entrusted to our care.

We also heard and saw through the presentations that FMPSD operates as a team, as a strong, cohesive system. We are proud of how our division pulls together for students. The sharing of both accomplishments and challenges and the camaraderie amongst the staff creates a cooperative, collaborative and supportive atmosphere that will continue to surround the students in our schools. In the midst of changes in society and in education, FMPSD remains focused and devoted to fulfilling our mission. The Board is so grateful for our staff, who commit to excellence daily, as they serve our students. This important work requires all of us to work together on behalf of the students.

Thank you for reading and understanding this Education Plan and joining us in Doing What's Best for Kids.

Linda Mywaart
FMPSD Board Chair

FOUNDATION STATEMENTS

OUR BELIEFS

We believe parents and/or guardians or a student's family are partners in student learning.

We believe in welcoming, caring, respectful and safe educational environments for all.

OUR BELIEFS

We believe in developing responsible and contributing citizens.

We believe in being accountable for results for student achievement.

We believe in continuous improvement of the professional expertise and competence of our staff.

VISION

Inspire and engage students for life long learning.

MISSION

The Fort McMurray Public School Division is a learning community dedicated to educating all students for personal excellence.



Fort McMurray School Division Profile

Fort McMurray Public School Division serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo. The surrounding region holds one of the world's largest oil reserves. The Fort McMurray Public School Division is committed to serving the needs of students and the community, working in partnership with the Government of Alberta, the Regional Municipality of Wood Buffalo, industry and community agencies that serve the region.

The Division serves 7221 students within 16 schools: 12 elementary, 3 junior/senior high schools, and one outreach secondary school. The Division offers a variety of programs for students and is responsive to the needs and interests of the community. Islamic and Christian faith programming, French Immersion, Early Child Development and Intervention Programming, athletics, fine arts, STEAM, and Indigenous Education across all grades and opportunities for work experience and transitions to the workforce through the Registered Apprenticeship Program (RAP), meets the diverse needs of our student population.

When thinking about the community of Fort McMurray what might not come to mind is the extensive cultural and linguistic diversity present in our community and in our schools. Our English as an Additional Language Learners represent 21% of our total student body. Of this, there are 523 students born outside of Canada from more than 100 different countries. There are more than 60 languages spoken in our schools. This number continues to grow on a monthly basis with increased migration into Fort McMurray. Our students with significant needs comprise more than 6.4% of our total enrollment and has grown by nearly 27% over the last year. As a result of the diverse needs of our students and staff, learning supports and instructional practices are highly responsive to our local context.



Fort McMurray continues to have a relatively young population. Thirty-eight percent of the student population enrolled in Fort McMurray Public Schools are currently in early learning to grade three. This creates a large group moving through our school system, increasing our enrollment year over year. Alberta health statistics for our region, are predicting a slight drop in birth rates to about 1000 per year, down from 1200.

The community of Fort McMurray has endured many challenges over recent years. We are currently in our 7th year since the Horse River Wildfire which has had long lasting effects on the financial and mental health of those most affected. The past economic downturn and recent increased inflation rates in Alberta have had a significant impact on the region and a growing number of families are facing financial hardships. A spring flood in early May 2020 damaged many homes and businesses in the downtown core. The impacts on personal wellbeing and mental health for many students, staff, and community partners in addition to coping with the challenges of the worldwide COVID-19 pandemic, are still lingering. Despite the challenges, teachers and support staff have focused their work on maintaining the support of students academically, physically, and emotionally as the process of recovery continues. We work to ensure that students are provided with the knowledge, skills, and competencies they require as 21st century learners and their future needs as members of the workforce. We continue to ensure that our teaching staff has the resources and supports to differentiate planning, instruction, and assessment in order to meet the needs of all students in diverse and inclusive learning environments.



Assurance Overview

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the Alberta Education [2023/2024 Funding Manual](#) for School Authorities Assurance Framework.

CONTINUOUS IMPROVEMENT CYCLE

Effective planning and results reporting occur in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle involves:

- Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction;
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Measuring, analyzing, and reporting results;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making);
- Communicating and engaging with stakeholders about school authority plans and results throughout the process. Alberta Education identifies five assurance areas called domains, that we must sue to assure the public we are meeting our responsibilities.



FEBRUARY

The Division gathered feedback from all stakeholders through ThoughtExchange to understand community priorities and assist in budget decisions

MARCH-APRIL

School and Division Assurance Plan review amongst stakeholders using all available data, both provincial and local

APRIL-MAY

Developing priority based budget using data from ThoughtExchange and aligning to needs in school plans

MAY

Development of School & Division Professional Learning Plans.
Sharing all Assurance plans with Board

SEPTEMBER+

Monitor implementation of the Education plans, and provide professional learning to build staff capacity, all focused on student growth and achievement. Make adjustments where needed along the way, incorporating stakeholder feedback at various points in the year

NOVEMBER

Review results from the previous year and using the Alberta Education Assurance Survey Compile all local and provincial results into a report for presentation to Board for approval and shared with Alberta Education

2021-2022 ANNUAL EDUCATION RESULTS SUMMARY

Fort McMurray School Division is a learning community dedicated to educating all students for personal excellence.

OUR SCHOOLS AND STAKEHOLDERS (STUDENTS, STAFF & PARENTS)



16 SCHOOLS

12 Elementary Schools
3 High Schools
1 Outreach School



6781 STUDENTS

24% English Language Learners
16% Early Childhood Learners
11% First Nations, Métis or Inuit
6% Severe Disabilities



694 STAFF MEMBERS

348 ATA Employees
316 CUPE Employees
36 Out of Scope Employees



PARENTS

80% of parents are involved in decisions about their students' education
Parent Engagement included Networks Meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on the school growth plans & the Division plan

PROGRAM PRIORITIES

- Promote Growth and Success for All Students
- Maintain Safe and Caring Learning Environments and Supports
- Effective Stakeholder Engagement
- Strengthen Quality Teaching and Leading

STAKEHOLDER ENGAGEMENT

89% of stakeholders are satisfied with the overall quality of basic education.

87% of stakeholders agree that FMPSD learning environments are welcoming, caring, respectful and safe.

85% of stakeholders agree that students are engaged in their learning at school

82% of stakeholders are satisfied that students have access to supports and services

FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 96% of total revenues
- Funding is spent primarily on salaries and benefits at 73.6% of total expenses
- FMPSD is using reserves to support deficit budgets
- Enrollment has increased by 12% over the last 3 years and over the next 3 years are projected to increase by 15%.

Read the complete report and detailed financial information on our WEBSITE at
www.fmpsdschools.ca/board/annual-reports



FMPSDSCHOOLS.CA



/FMPSD



@FMPSD



@FMPSD

2021-22 DIVISION REPORT CARD

Below are the results of the Alberta Education Assurance Measure completed by FMPSD Stakeholders

Student Learning Engagement

2021-2022 FMPSD 85.2%

2020-2021 FMPSD 87.6%

2021-2022 Alberta 85.1%

Citizenship

2021-2022 FMPSD 81.3%

2020-2021 FMPSD 86.8%

2021-2022 Alberta 81.4%

3 Year High School Completion

2021-2022 FMPSD 84.6%

2020-2021 FMPSD 83.4%

2021-2022 Alberta 83.2%

5 Year High School Completion

2021-2020 FMPSD 91.0%

2020-2021 FMPSD 87.6%

2021-2022 Alberta 87.1%

Education Quality

2021-2022 FMPSD 88.6%

2020-2021 FMPSD 91.0%

2021-2022 Alberta 89.0%

Welcome, Caring, Respectful & Safe Learning Environments

2021-2022 FMPSD 86.6%

2020-2021 FMPSD 90.2%

2021-2022 Alberta 86.1%

Access to Supports & Services

2021-2022 FMPSD 82.0%

2020-2021 FMPSD 85.9%

2021-2022 Alberta 81.6%

Parental Involvement

2021-2022 FMPSD 80.4%

2020-2021 FMPSD 82.7%

2021-2022 Alberta 78.8%

THREE YEAR EDUCATION PLAN PRIORITIES

Promote Growth & Success for Every Student

1. Success for all students

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

2. First Nations, Métis, Inuit & English Language Learner Success

Outcome: High quality learning opportunities for all & excellence in student learning outcomes.

Maintain Safe & Caring Learning Environments & Supports

1. Positive Learning & Working Environment

Outcome: FMPSD schools are welcoming, caring, inclusive, respectful, and safe & offer high-quality learning opportunities for all students.

2. Quality Infrastructure for All

Outcome: Student learning is supported through the use of effective planning, management, & investment in Division infrastructure.

Effective Stakeholder Engagement

1. Parent and Student Engagement

Outcome: Highly responsive & responsible jurisdiction. The education system at all levels demonstrates effective working relationships.

Strengthen Quality Teaching & Leading

1. Culture of Excellence

Outcome: High quality learning opportunities for all and excellence in student learning outcomes.

Priority: Focus Area

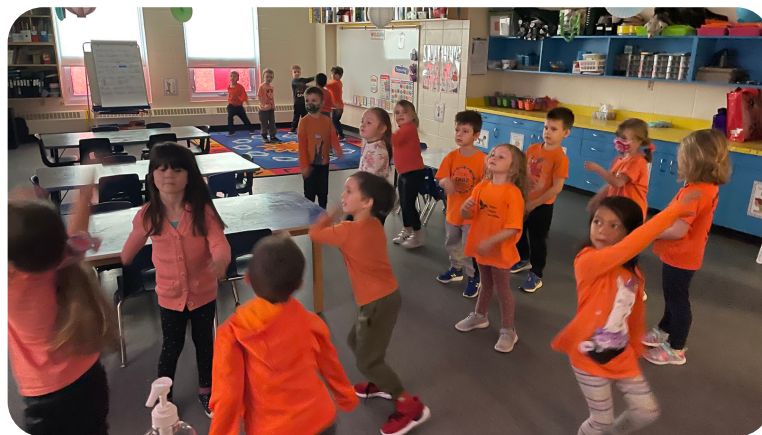
Outcome: Result

Strategy:
How we get there

Fort McMurray
Public Schools

Education Plan 2023-2026

The Education Plan reflects a continuous improvement cycle at the school level, the division department level, and the division level. Four areas of consideration were used to guide continuous improvement planning, which included:



- What strengths are reflected in your achievement data? What are your thoughts on what contributed to this success? What actions, resources and capacity building activities contribute to this?
- What areas of need are reflected in your achievement data? What are your thoughts on contributing factors? What actions, resources and capacity building activities do you have in place to address these needs?
- Are there other contextual factors, resources, or areas of note that are important to your school?
- What outcomes, performance measures or strategies are necessary to improve outcomes?

School staff worked together to review student achievement information, to review the guiding questions, and to develop an education plan. School principals met with Division staff to review school data to ensure that Division departments were aware of and could contribute to school-based continuous improvement plans.

Division departments aligned goals, resources, and outcomes to the areas of need across school communities.

A summary document for school plans are included below. The school education plans serve as the foundation for continuous improvement in Fort McMurray Public Schools.

Links to Department Education Plans

- [Teaching and Learning](#)
- [Inclusive Learning](#)
- [Human Resources](#)
- [Business & Finance](#)

Links to School Education Plans

BEACON HILL PUBLIC SCHOOL

CHRISTINA GORDON PUBLIC SCHOOL

DAVE MCNEILLY PUBLIC SCHOOL

DR. K.A. CLARK PUBLIC SCHOOL

ÉCOLE DICKINSFIELD SCHOOL

ÉCOLE MCTAVISH HIGH SCHOOL

FORT MCMURRAY CHRISTIAN SCHOOL

FORT MCMURRAY COMPOSITE HIGH SCHOOL

FORT MCMURRAY ISLAMIC SCHOOL

FRANK SPRAGINS HIGH SCHOOL

GREELY ROAD SCHOOL

THICKWOOD HEIGHTS PUBLIC SCHOOL

TIMBERLEA PUBLIC SCHOOL

WALTER AND GLADYS HILL PUBLIC SCHOOL

WESTVIEW PUBLIC SCHOOL

WESTWOOD COMMUNITY HIGH SCHOOL



Priority #1 - Promote Growth and Success for All Students

Goal#1 Success for Every Student

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



BACKGROUND

Learning is a series of events. It happens with experiences, making connections, and developing an awareness of the world. Fort McMurray Public School Division (FMPSD) students demonstrate strong rates of high school completion and many pursue post-secondary education or trades & vocations. Our work with numeracy and literacy is of particular significance in laying the foundation for success for all students.

Provincial assessments, in addition to local literacy and numeracy assessments, indicate that a majority of our students are meeting or exceeding grade-level outcomes. A thorough analysis of data reveals that some students have gaps in their foundational literacy and/or numeracy skills which can lead to struggles with comprehension and fluency, which can affect all areas of learning.

Numeracy and literacy are languages. They are beautiful, creative languages that everyone knows how to speak; however, they are not always framed in a way that people believe this to be true. Being numerate and literate is often assessed as being able to articulate the answer; the result; when in reality it is about the process, the thinking, the planning, the dialoguing, and the journey along the way.

Students need a variety of experiences with numeracy and literacy. They need number talks, math chats, and opportunities to make explicit

connections with manipulatives, pictures, words, numbers and letters.

They need visual, hands-on learning. Students need time, positivity, and to believe that they are confidently numerate and literate. They need to analyze, discuss, and ask questions. Numeracy and literacy are not about answers, memorizing, and worksheets. They are students believing they can do something, that it is safe to take a risk, and that they belong in this space.

School Education Plans include either a literacy or numeracy goal (or both) and this work is supported by the system-wide implementation of the FMPSD Numeracy and Literacy Frameworks (environments, teaching practices, assessment practices, learning progressions) and the implementation of new K-6 English Language Arts and Math curriculums.

Individualizing learning and differentiated teaching strategies ensures that each student has the instruction and the tools they need to support their growth and flourish and excel at their own pace and in their own way.

Students deserve an opportunity to make cross-curricular connections and to make them in meaningful ways. When we start making more explicit connections outside of just results, so will students. Our value and appreciation of the beauty of numeracy and literacy will be passed on to others when we nurture it across all aspects of teaching and learning.



PERFORMANCE MEASURES

LITERACY

- Percent of students that achieve the acceptable standard and the standard of excellence in:
 - Grade 6 and 9 ELA PATs
 - ELA Diploma Exams
- CC3, LeNS, Dibbles

NUMERACY

- Percent of students that achieve the acceptable standard and the standard of excellence in:
 - Grade 6 and 9 Math PATs
 - Math Diploma Exams
- Alberta Education Numeracy Screener results, Elk Island Catholic Numeracy Screener

HIGH SCHOOL COMPLETION

- Three year High School Completion rate
- Annual dropout rate of students aged 14-18
- The number of high school students who transition to post-secondary, including apprenticeship, within six years
- The number of students eligible for Rutherford Scholarship

ASSURANCE SURVEY RESULTS

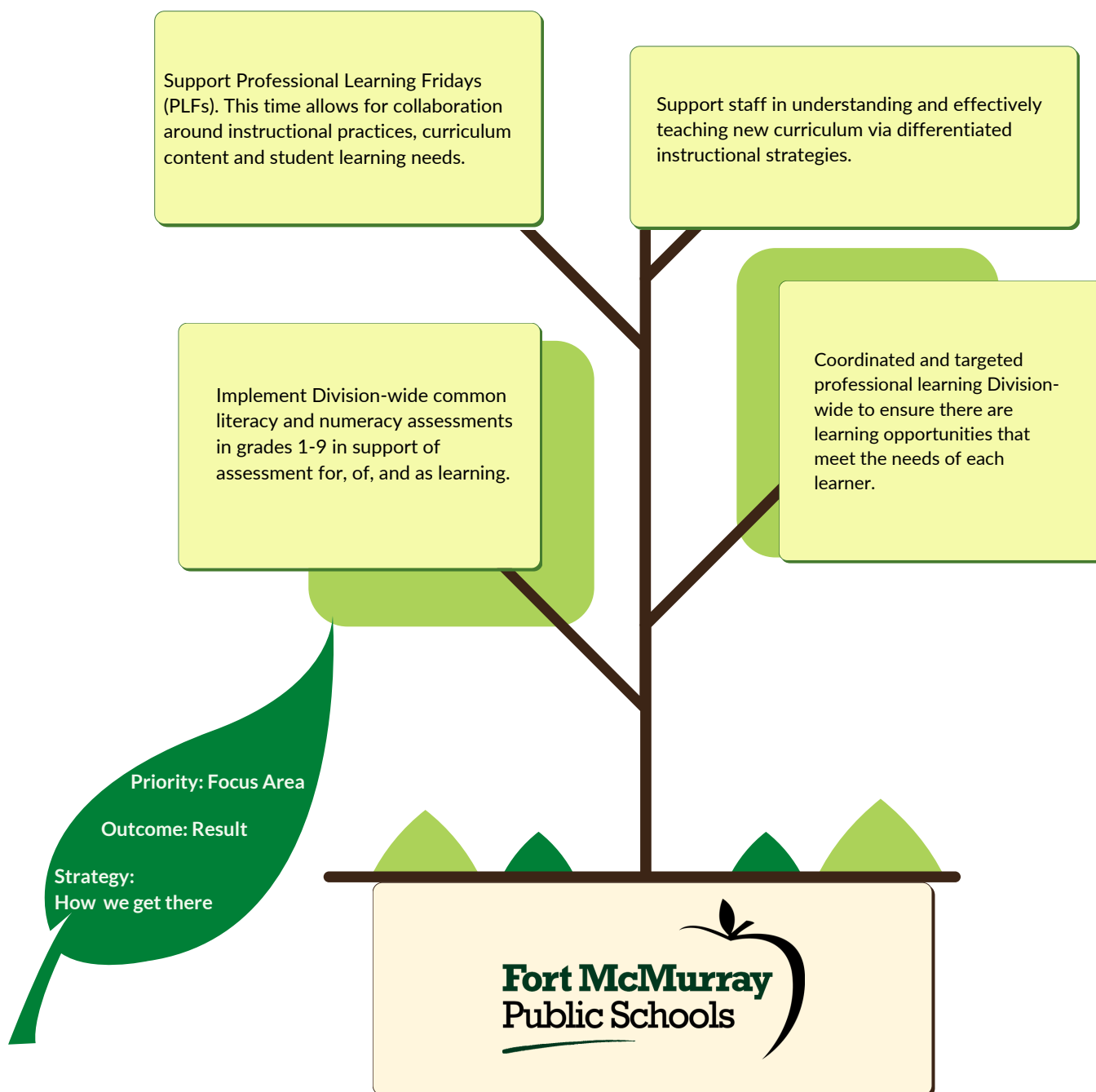
- Teachers, parents, and students agree that
 - Programs for children at risk are easy to access and timely
 - Students are engaged in their schoolwork
 - Students are encouraged to do their best
 - Students find their schoolwork interesting
 - Children are learning what they need to know
 - When students need it, teachers are available to help them
- Teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education

FMPSD PARENT ENGAGEMENT

- Parents are satisfied with program choices

STRATEGIES FOR PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #1 - Promote Growth and Success for All Students

Goal#2 First Nations, Métis, and Inuit, and English as an Additional Language Learner Success

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



BACKGROUND

Effective communication and teamwork build mutual understanding, trust, and a common language. We all communicate through language, regardless of the language we speak. As we begin to unpack our experiences and share through communication our intention is to provide clarity. Each person's interpretation of their experiences is valued and viewed as an opportunity to further build relationships and understanding.

Preparing First Nation, Métis & Inuit and English as Additional Language (EAL) students for their learning journeys now and into the future requires careful consideration in order to meet their needs as learners as well as support their wellbeing in our schools. The environment in which our First Nation, Métis & Inuit and EAL students learn must be supported; staff, students, and community must be considered and thoughtfully integrated into planning, strategies, and measures.

The Fort McMurray Public School Division (FMPSD) is committed to acknowledging and supporting the implementation of the 'Truth and Reconciliation Commission (TRC) 94 Calls to Action' specific to education. Namely, we commit to supporting improved achievement, equity, and well-being for students who self-identify as Indigenous, and creating opportunities for all students, staff, and school communities to engage in practices that facilitate reconciliation.

FMPSD places a strong emphasis on strategies, resources and professional learning in support of First Nation, Métis & Inuit, and EAL students.

Providing specific, relatable support to our First Nation, Métis & Inuit students via our Indigenous teachers and support assistants for individual and small group instruction has helped students meet more success. We have found success for English as Additional Language Learners through intake meetings, and specific programming where needed, community connections with our settlement worker, and partnerships with the Multicultural Association for Language support.

Data collected via the Alberta Education Assurance Measure Results as well as FMPSD data and assessments reveal that in most areas our First Nation, Métis & Inuit, and EAL students perform at or better than the Alberta average which is certainly something to celebrate. However, we also recognize that there is a gap in the results between these students and the results of all FMPSD students. Of particular concern is that our First Nation, Métis & Inuit have a 3 Year Completion rate that is 13% lower than the FMPSD all students rate. Both First Nation, Métis & Inuit, and EAL learner groups perform 16% and 10% lower than the FMPSD all students in Diploma Acceptable rates. And, our First Nation, Métis & Inuit students experience a 6 Year Transition Rate that is 12% below provincial average and 25% less than all FMPSD students.

FMPSD is committed to fostering conditions and providing the support required for our First Nation, Métis & Inuit, and EAL students to experience growth in all areas.



PERFORMANCE MEASURES

OVERALL STUDENT LEARNING OUTCOMES

Percent of students that achieve the acceptable standard and the standard of excellence in:

- Grade 6 and 9 Provincial Achievement Tests (PATs)
- Diploma Exams

HIGH SCHOOL COMPLETION

- Three year High School Completion rate
- Annual dropout rate of students aged 14-18
- The number of high school students who transition to post-secondary, including apprenticeship, within six years
- The number of students eligible for Rutherford Scholarship

FMPSD DATA

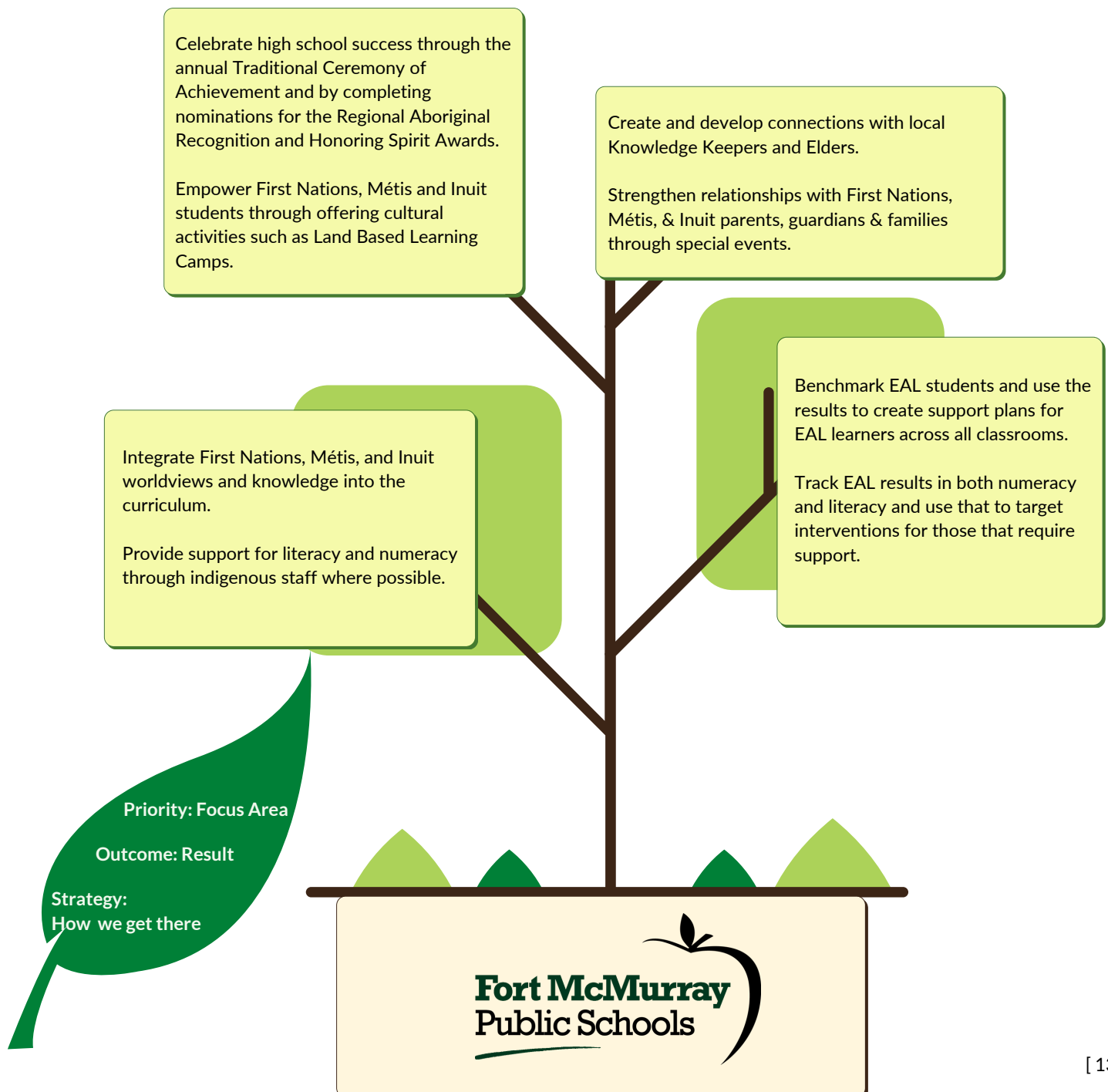
- Number of students self-identifying as Indigenous by the end of the year
- EAL Benchmark Data
-

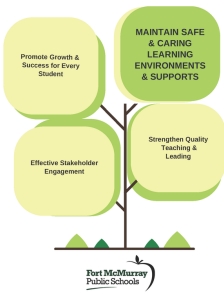
FMPSD PARENT SURVEY

- Satisfaction surveys on Indigenous programs and supports
- Land Based camp surveys
- Pre and post class surveys for Gr. 7 health program

STRATEGIES FOR PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal#1 Positive Learning & Working Environment

Local Outcome: Fort McMurray Public Schools are welcoming, caring, inclusive, respectful, and safe that offer high-quality learning opportunities for all students.

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



A key priority for FMPSPD is to provide a safe and caring learning environment for students to experience academic and personal success. The local context requires a spotlight on mental health. We recognize that staff and students have been flexible and resilient, but this has come with a cost. Students and staff have been responding to the ever changing teaching and learning approaches, technology changes, family dynamics, health needs, social restrictions and so much more. This constant state of change has resulted in a heightened state of anxiety throughout this time for all stakeholders. Our goal is to continue to provide mental health awareness to stakeholders in various formats so that all increase their awareness of what mental health is, how they can

take steps to improve one's own mental health, and when and how to access support when needed for self or others. Strategies related to regulation and co-regulation are the identified priority for our mental health supports moving forward as there continues to be an identified need to address mental health for all stakeholders. Parents are asking for more behaviour and counselling support for their children to meet their complex needs. Staff is reporting high workplace and personal stress levels, increased levels of anxiety, and caregiver fatigue. Students recognize that strong relationships help support learning and have a strong desire for reconnection and to increase mental health support. Student participation in sharing their voice for Diversity, Equity and Inclusion should be foundational to taking steps forward.



PERFORMANCE MEASURES

ASSURANCE SURVEY

- Students and parents agree that students are safe at school and treat each other well
- Parents feel that a school is a welcoming place for their child to be
- Parents feel that teachers care about their children

ACCESS TO SUPPORTS AND SERVICES

- Parents, students, and teachers agree that students have access to the appropriate supports and services at school
- Parents and teachers are asking for more specialized support for students with special needs in a more timely manner
- Students are asking for more efficient accessibility to services in their community

PARENT ENGAGEMENT

- Parent satisfaction regarding class sizes and specialized services.
- Parent satisfaction for Mental health supports
- ThoughExchange input regarding specialized supports and services for students

STUDENT ENGAGEMENT

- Students sense of pride in their school
- Anxiety levels for students
- Student desire to engage in Mental health learning and supports
- Student involvement in Diversity, Equity, and Inclusion should continue to be prioritized moving forward
- School Culture participation

STAFF ENGAGEMENT

- Staff reported levels of stress (both personally and professionally)
- Participation in Wellness Committee
- Staff are feeling supported with coregulation strategies to enable student readiness to learn
- Staff reported data on regulation and co-regulation practices used through the Pilot of *The Regulated Classroom*®.
- Staff Absenteeism Records

STRATEGIES TO MAINTAIN SAFE & CARING LEARNING ENVIROMENTS & SUPPORTS

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.

Dedicate an hour of PD for mental health supports in each PLF for regulation, co-regulation and mental health supports for staff and students during Board provided Professional Learning Fridays (PLFs).

Provide a menu of FMPSD supported Mental health professional learning and collaboration opportunities that can be targeted for school specific needs.

Development of school culture for inclusive communities of learning.

Design and implement an Educational Assistant onboarding process & protocol.

Implement the We Belong Advocacy Committee strategic plan.

Build capacity for staff to understand classroom and specialized practices of intervention, supporting individualized goal development and monitoring progress. There will be a focus on learning about dysregulation, the function of behavior and responding with effective practices

Development of a Staff wellness committee and framework consulting with staff, monitoring progress, providing opportunities for staff to share their voices, focus groups, wellness advocate, surveys, etc

Priority: Focus Area

Outcome: Result

Strategy:
How we get there

Fort McMurray
Public Schools

FMPSD FACILITIES

- The location and school utilization rates
- The time it takes to receive funding for requested, modernization, modular classroom and or new school requests
- The total annual funding for Infrastructure and Capital Maintenance Renewal Funding
- The Deferred Maintenance Renewal levels

FMPSD TECHNOLOGY

- Technology Maintenance Renewal:
 - Core network and connectivity
 - Staff technology
 - Student technology
- The number of students participating in Science Technology Engineering and Math (STEM)
- The number of students participating in Coding programs
- The number of students participating in the Robotics programs

STUDENT TRANSPORTATION

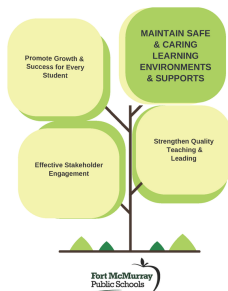
- The number of parents registered for buses on the Parent Portal in June
- The number of bus riders in June
- The average bus time

PARENT SURVEY

- The percentage of parents rating the physical condition of their child's school as excellent, good or fair

STUDENT SURVEY

- Students in grades 9 - 12 rate the physical condition of their school as excellent, good or fair



Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal#2 Quality Infrastructure for All

Local Outcome: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



BACKGROUND

Fort McMurray Public School Division is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes facilities, technology and the transportation of students.

Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goal, and priorities and in accordance with all statutory, regulatory and disclosure requirements.



STRATEGIES TO MAINTAIN SAFE & CARING LEARNING ENVIROMENTS & SUPPORTS

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.

Protect data by building privacy, security and digital leadership culture. Strategies include access and role reviews for student information and business systems, multi-factor authentication, maintain disaster recovery strategy and testing, and Cybersecurity annual audits.

Work on simplifying school bookkeeping to allow schools to focus on students and instruction.
Beta test implementation of the records management and retention administrative procedure on the Division's Google Suite.

Finalize the rollout of the parent portal and GPS tracking for buses.

Review and beta test the availability of scan on and off technology for yellow bus riders.

Support an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable Information Technology environment.

Support access to Robotics, Coding, Space Academy, Science, Technology, Engineering and Math.

Emphasize preventative maintenance to reduce the risk of unscheduled shut downs.

Update and maintain the Capital and Infrastructure maintenance renewal plans.

Monitor operations with a focus on reducing the cost of facility maintenance and renewal.

Priority: Focus Area

Outcome: Result

Strategy:
How do we get there

Fort McMurray
Public Schools



Priority #3 - Effective Stakeholder Engagement

Goal#1 Parent & Student Engagement

Local Outcome: Highly Responsive and Responsible Jurisdiction. The education system at all levels demonstrates effective working relationships.

Provincial Outcome: Alberta's K-12 education system is well-governed and managed



BACKGROUND

In February 2022, only 59% of parents were satisfied with the extent that they were involved in making decisions about their child's school while 80% of parents were satisfied with the parental involvement taking place within the Division.

Stakeholder engagement is encouraged to help support student learning and promote students' success at FMPSD. Engagement happens in various ways including providing feedback concerning policies, resources, supports, budgets and learning priorities at school council meetings, Student Advisory Council and new this year, through the Superintendent's Learning series for Parents.

Stakeholders also provide input through exploring school achievement measures and developing school education plans, through the Alberta Education Assurance Survey and through the ThoughtExchange engagement tool related to budget priorities and general feedback on the Division's performance. Students also have a voice through the Superintendent's Advisory Group, Superintendent's Student Advisory Council and the First Nations, Métis and Inuit Student Advisory Council.

Our goal is to continue to increase stakeholder engagement and satisfaction in multiple ways for the benefit of students.



PERFORMANCE MEASURES

ASSURANCE SURVEY

- Parents and teachers satisfaction with parental engagement in decisions about their child's education; Parent satisfaction that they are involved in their child's overall education and in decisions about their child's school

THOUGHTEXCHANGE SURVEY

- Parents' satisfaction with engagement in their child's education; student feedback about having a voice in matters related to their personal engagement while at school
- Parent input on setting priorities for budget priorities

OUR SCHOOL SURVEY

- Student satisfaction with their own engagement while at school

COMMUNICATIONS SURVEY

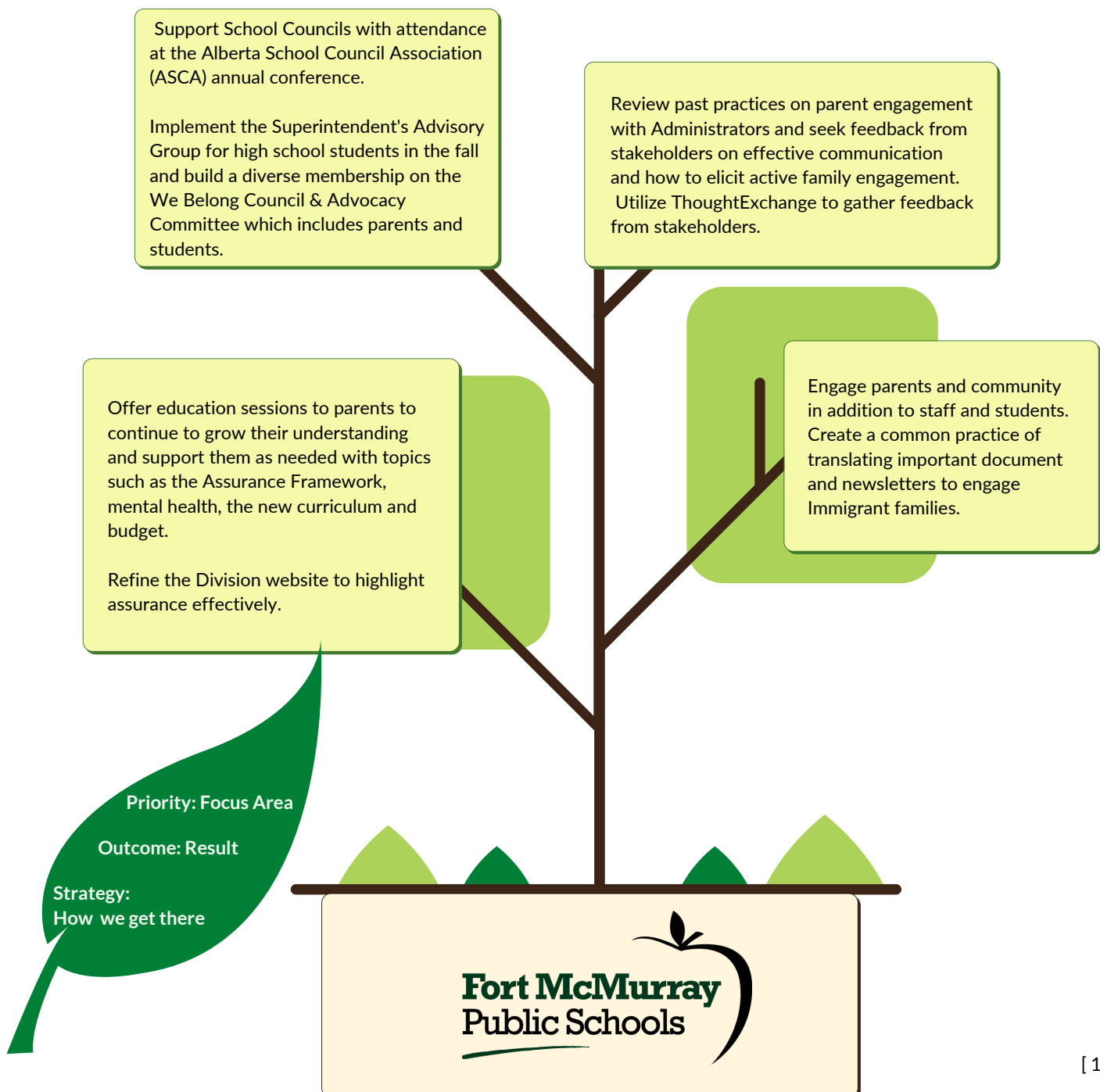
- Stakeholder feedback regarding effective engagement through communications with the school and the division

ADVISORY GROUP FEEDBACK

- Student satisfaction with student engagement in decisions

STRATEGIES FOR EFFECTIVE STAKEHOLDER ENGAGEMENT

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





PERFORMANCE MEASURES

ASSURANCE SURVEY

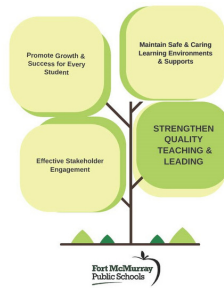
- Teachers reporting in the past three to five years the professional learning for in-servicing received from the school authority was focused, systematic, and contributes significantly to their professional learning; was focused on the priorities of the jurisdiction; and has effectively addressed their professional learning needs
- All stakeholders are satisfied with the overall quality of basic education
- All stakeholders indicate the schools in their jurisdiction have improved or stayed the same in the last three years
- Families satisfied with the quality of education their child's receiving at their school
- Families satisfied with the quality of teaching at their child's school

FMPSPD STAFF PROFESSIONAL LEARNING FRIDAY (PLF) SURVEY

- Staff feel that their professional learning time was focused on their learning goals
- Staff feel the PLF cycle contributed to their understanding of teaching or leading practices
- Staff plan to apply learning in the classroom

FMPSPD STUDENT SURVEY

- Students in grades 7 and 10 are satisfied with the quality of education they are receiving
- Students in grades 7 and 10 are satisfied with the quality of teaching at their school



Priority #4 - Strengthen Quality Teaching and Leading

Goal#1 Culture of Excellence

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta has excellent teachers, school leaders, and school-authority leaders



BACKGROUND

FMPSPD is a learning community based on a foundation of strong professional learning opportunities and collaboration amongst staff. We believe in lifelong learning for all staff and realize that a data-driven, proactive plan on how to accomplish that is key to ensuring the largest impact on our staff, and thus our students. By ensuring we use both the Teaching Quality Standard (TQS), as well as the Leadership Quality Standard (LQS), as the foundation of our planning, we set up our staff for success.

Through a robust set of Professional Learning Friday plans and a strong collaborative learning cycle developed yearly for the Division and each school, staff are given time to share their expertise and hone their pedagogical skills. The Board's forward-thinking desire to ensure staff are well equipped has led to this dedicated set of time for collaboration and professional learning. Regular feedback is collected and analyzed to ensure the work is impactful for students and approximately 86.7% of staff report that Professional Learning has been focused, systematic and contributes to their ongoing professional growth.

We continue to build capacity to support student learning, through comprehensive professional learning plans for our school leaders, aspiring

leaders, learning assistance teachers and new teachers.

We also maintain a mentorship program for anyone who wishes to have this collegial support.

To ensure support for staff is having an impact on their growth, and their students, a robust plan of supervision and evaluation is in place within our human resources department. Based solidly in the TQS and LQS, the competencies within those documents become the basis for our work in this area. By ensuring all staff know the expectations, more mutually beneficial conversations and discussions about professional growth at all levels occur.



STRATEGIES TO STRENGTHEN QUALITY TEACHING & LEADING

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.

Facilitate a robust Leadership Academy program to build a foundation for growth of leadership throughout the Division.

Ensure succession planning for Learning Assistance Center Teachers (LAC's), School & Division based leadership through organized learning sessions at the Authority level and promotion of lifelong learning as per TQS/LQS/SLQS.

Create detailed and responsive plans for leadership development to facilitate staff growth in leadership areas within their classrooms, at the school level and at Division Office.

Develop a proactive plan for Professional Learning Fridays (PLFs), based around goals and needs of the school and the Division.

Communicate to parents about PLF's during our parent learning series, as an opportunity to further increase understanding of what is happening during this time and how it impacts students.

Include information about PLF's in the Assurance section of the Division web page.

Share school PLF plan summaries at the school council meetings and further post on the school website so information is public and easy to access.

Create an atmosphere focused on continuous improvement based on review, analysis, and communication of survey data, about the impact of professional learning.

Priority: Focus Area

Outcome: Result

Strategy:
How we get there

Fort McMurray
Public Schools

GOVERNING PRINCIPLE IN FINANCIAL PLANNING

The Superintendent, with the assistance of the Associate Superintendent of Business and Finance, completed a broad-based consultation of stakeholders including direct meetings with School-Based Administrators, School Councils, Joint Networks, and a broader engagement of parents, students, staff, and community members through a ThoughtExchange survey tool.

Senior staff utilized the feedback in the preparation of a needs/priority-based budget which included individual reviews of each school and departments' context to present to the Board. The Board-approved budget serves as a planning, operational, and control mechanism for results and resources, as well as the basis for Board approval of programs and resource deployment. The budget is developed in accordance with generally accepted accounting principles.



Stakeholders can view documents at the
following links:
[Budget 2022-23](#)
[Master Facility and Capital Plan](#)



MENTAL HEALTH

The Child and Youth well-being (CYWB) panel's discussion with Alberta youth reported input from 524 respondents indicating struggles with mental health issues such as stress, feelings of depression, fear, worry, low motivation, eating disorders, and suicidal thoughts. In all, 37% said that they were either not very confident or not at all confident that their mental wellbeing would return to how it was before the pandemic.

The local context of Fort McMurray Public School Division includes compounded trauma from the 2016 wildfire, historic 2020 flood, the economic downturn of the oil and gas industry and loss of available support services, all of which had already affected Mental illness in students, parents, and staff. During the 2021-22 school year, 1044 students, or 15.5% of the total student body of FMPSD, utilized counseling services within schools to speak with counselors and mental health therapists. Relative to the CYWB panel's data, 25.77% of Students were seen for anxiety, while 5.27% for depression and 7.76% for suicidal ideation. We also know that some students seek support through community partners so these numbers only give a glance into the needs.

Despite some improvements to access or uptake of certain services during the pandemic, CYWB panel research suggests a greater need for mental health support than what has been available, including building internal workforce capacity. This holds true for FMPSD, and Fort McMurray in general. Finding professionals in these specialized support services has always been challenging for us even prior to the pandemic.

POVERTY

Changing demographics of the Wood Buffalo region continue to create challenges. The economic downturn over the past several years has brought an increased level of poverty within our community. In October 2020, the Poverty Reduction Network – Wood Buffalo reported that over 4000 families in the community earn less than the average cost of living, and 1 in 3 children are experiencing poverty. School nutrition funds, community partnerships, and social profit grants to support access to healthy food is a growing priority across all school sites.

THE LEARNING GAP

The COVID-19 pandemic disrupted student learning and progress. We will need ongoing attention and support for a number of years to close the learning gap.

The Child and Youth well-being Panel research states that the disruption has been linked to general disengagement and declining academic performance among students, with deeper impacts for those already requiring educational support before the pandemic.

FUNDING

The funding model is impacting our ability to support students. Over the last four years, not only has our enrollment increased by 19.5% (4 times the provincial rate), but our special needs population has exploded. In the past two years, our special needs numbers grew by 38%. Since October we have grown in the number of students with severe needs by 63 students. We are predicting another increase for the coming school year, which will further increase our need for educational assistants by 19%.

With the transient population, we are seeing an increased number of special needs students throughout the school year after budgeted funds have been allocated and utilized. The classroom complexity grant is not meeting our needs. The specialized learning supports funding must be increased and the weighted moving average eliminated in order to adequately support a growing division.

Fort McMurray Public Schools



Doing
What's
Best
For Kids

231 Hardin Street,
Fort McMurray, AB
T9H 2G2

Telephone: 780-799-7900

Website: fmpsdschools.ca