



# ASSURANCE PLAN 2022-2025

## VERMILION ELEMENTARY SCHOOL





## Message from the Principal

Welcome to the Vermilion Elementary School family!

We are so happy that you are part of the thriving learning environment at Vermilion Elementary School. Our school is a place where students, staff, parents and the community are welcomed and are valued members of our school family! Education is not just learning in the classroom, and we know that our community is a huge part of how we learn and grow. We are proud to be part of the community of Vermilion, and celebrate all that it brings to the lives of our students and staff.

Administration Team

Mrs. Sheila Doherty & Mrs. Adrienne Joa



# ABOUT VERMILION ELEMENTARY SCHOOL

## Mission:

Within a safe and nurturing community, we at Vermilion Elementary School foster personal and academic excellence, while treating others with dignity and respect. As a team, we will be the best we can be.

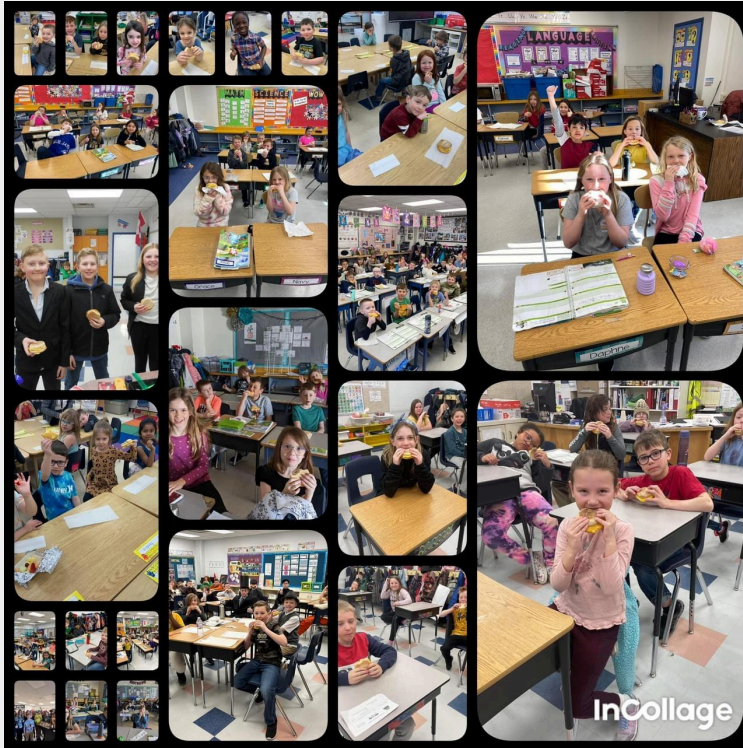
## Vision:

Vermilion Elementary School Believes:

- That each child is a unique individual with different needs and strengths.
- That the school and parents should support each other in developing the abilities of the students in our care.
- That education is a lifelong process involving all dimensions of development: intellectual, physical, and emotional.

## Mantra:

Being The Best We Can Be



## School Profile:

Vermilion Elementary School is a K-6 school located in the rural community of Vermilion, AB. Our school mission is “Within a safe and nurturing community, we at Vermilion Elementary School foster personal and academic excellence, while treating each other with dignity and respect. As a team, we will be the best we can be.” Our staff work tirelessly to ensure that all students’ needs are met - academically, socially, physically and emotionally. Our staff team is composed of administrators, teachers, educational assistants, administrative assistants, social emotional coaches and a mental health VIBE coach. Together we are building a strong community of connected learners.

VES prides itself on connection to the community. We have a strong virtues program that focuses on living the virtues in our daily actions. We believe that each child’s learning is unique and ensures students’ needs are met using a strengths based approach and differentiated instruction. We have strong literacy and numeracy programs supported by a Response to Tiered Instruction framework. As well, we have strong science, social studies, music, art, and wellness programs. We utilize many technology options to promote learning and critical thinking skills. Our school fosters individual journeys of Truth and Reconciliation through our First Nation, Metis and Inuit learning.





# PRIORITY ONE: Supporting Learning Success for All Students



**Outcome:** Students are prepared for the life after K-12

**Strategies**

Support and expand programming and robust learning experiences - in the classroom, online and in the community.

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Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

**School Actions**

An integral part of preparing for life after K-12 is global citizenship. We will continue with school wide citizenship projects and develop classroom citizenship projects that align

- Measures**
- Provincial**
- PAT Results
  - High School Completion
  - Citizenship
  - Student Learning Engagement
  - Education Quality
- Local**
- OurSchool Survey:
    - o Student Engagement
    - o Subject Scores
    - o Intellectual Engagement
    - o Quality of Instruction



	<p>with the program of studies and our virtues program.</p> <p>Continue to work with our community partners to provide robust learning experiences in the classroom, online and in our community.</p> <p>Continue to build the relationships with our First Nations, Metis, and Inuit Elders and knowledge keepers to infuse the foundational knowledge in our classrooms.</p>	<ul style="list-style-type: none"> <li>• Literacy Screening</li> <li>• Numeracy Testing</li> <li>• Division PD activities</li> <li>• School Learning Plans</li> <li>• Anecdotal Evidence</li> </ul>
<p><b>Results and Key Insights</b></p>	<p><b>2023-2024</b></p> <p><b>VES builds global citizenship through school-wide projects such as making artwork and cards to be taken to residents of the Valley Lodge and Extended Care. Each class also carried out their own Citizenship project such as writing to Canadian Armed Forces, singing for the Valley Lodge residents, and providing end of the year treats for staff. We also participated in supporting Terry Fox, and have many leadership opportunities such as leading our Grandfather Teachings and sharing the Acknowledgement.</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="418 909 743 1150">  </div> <div data-bbox="781 909 1101 1150">  </div> </div> <p style="text-align: center;"><b>Seasonal Art for Seniors</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="464 1255 776 1493">  </div> <div data-bbox="878 1262 1052 1493">  </div> </div> <p style="display: flex; justify-content: space-around;"><b>Postcard to the Canadian Armed Forces</b>      <b>Terry Fox Walk/Run</b></p> <p><b>VES continues down the path of Truth and Reconciliation together. Learning is infused in all classes. We teach virtues through the Grandfather Teachings, and each month we participate in 5-Minute Indigenous Teachings during our virtual assembly. Much of our learning together was around the Inuit this year. We also have made connections with Goota Desmarais and Brianna Lizotte who came share their knowledge with us.</b></p>	



**Indigenous Games**



**Learning about Indigenous culture through math. Then created their own patterned beaded necklaces.**



PIC-COLLAGE

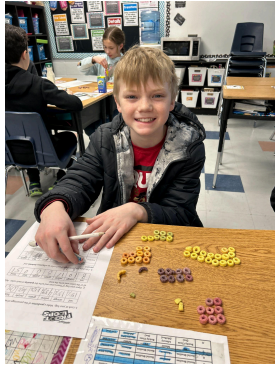
**Goota Desmarais**



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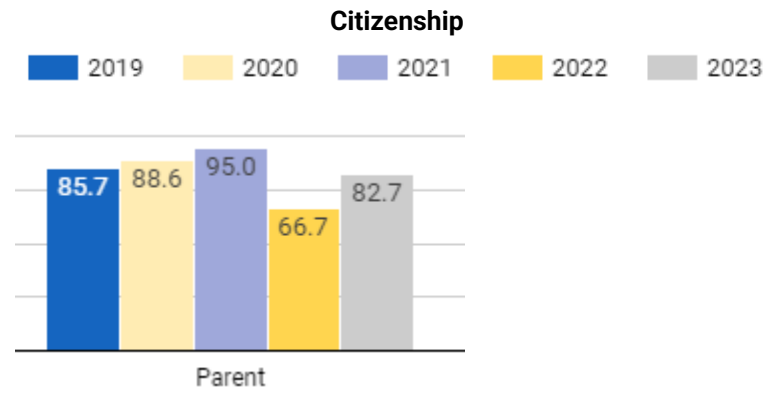
**Brianna Lizotte**

**Student engage in rich and robust learning opportunities such as unplugged coding, retelling stories, and learning about ratios, decimals, and percents in new ways.**



**2022 - 2023**

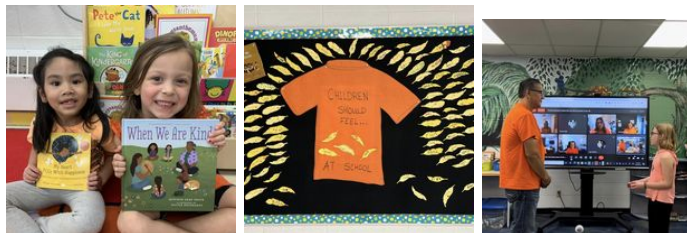
**Citizenship graph shows an increase 16% over the last year of parents who are satisfied that students model the characteristics of active citizenship.**







**Vermilion Elementary School infuses the First Nations, Metis and Inuit foundational knowledge in all that we do. Jacqueline Guest, Francis Whitford and Christy Jordan-Fenton came both in person and online to our students to share their knowledge and experiences.**



**Our Indigenous Lead teachers share knowledge in our weekly VIP meets in the Five Minute Indigenous Teachings section of the meet.**

**Grade 6 students share the acknowledgement statement at all school functions and lead our learning about the Seven Grandfather Teachings with the support of an online Elder each month at assembly.**



All students and staff participated in learning at our year-end field trip to the Metis Crossing. This was a culminating activity for our year of learning.



**Outcome: Students demonstrate strong numeracy and literacy skills.**

**Strategies**

Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

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Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

**School Actions**

Continue to drive instruction based on student needs as identified by the data collected by the assessments.

Identify trends from the data to drive programming and instruction across grade levels and the school as a whole.

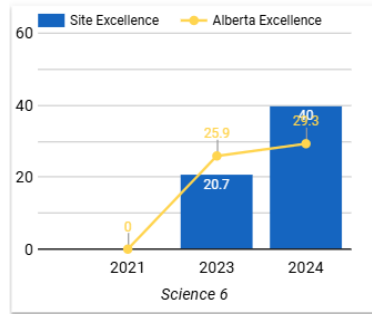
**Results and Key Insights**

**2023 - 2024**

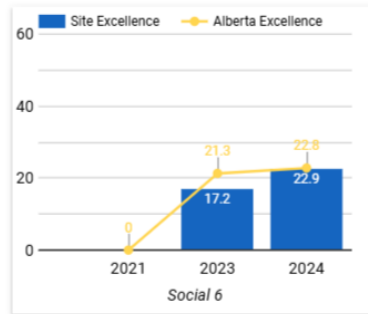
Teachers administered CC3, TOWRE -2, TOSWRF-2, TOSREC, and Numeracy Assessments throughout the year to drive instruction. Teachers utilize this data to plan lessons and programming for the classroom and intervention groups.

Vermilion Elementary is at or above the provincial average for the standard of excellence in science and social.

**Standard of Excellence on PATs**



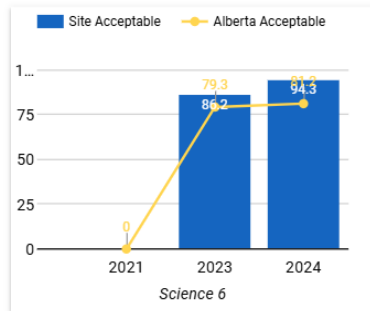
**VES - 40%**  
**Alberta - 29.3%**



**VES - 22.9%**  
**Alberta - 22.8%**

Vermilion Elementary is above the provincial average in the acceptable standard in science and social.

**Acceptable Standard on PATs**



**VES - 94.3%**  
**Alberta - 81.2%**



**VES - 82.9%**  
**Alberta - 79.2%**

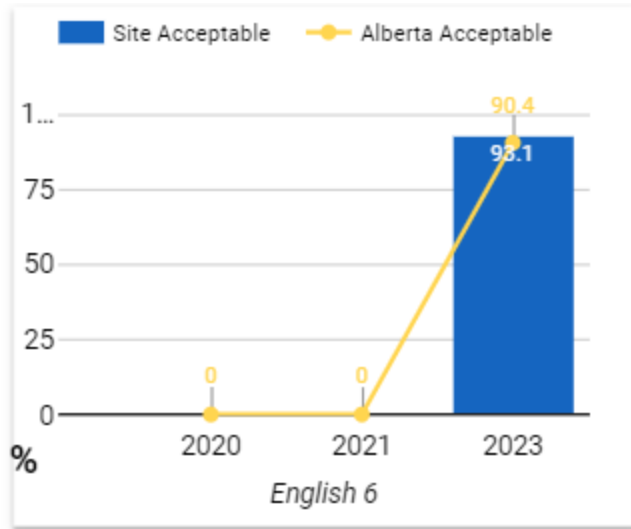
Vermilion Elementary participated in the pilot exams for both English Language Arts and Mathematics, so no scores are available.

**2022- 2023**

Teachers administered CC3, TOWRE -2, TOSWRF-2, TOSREC, Numeracy Assessment and HLAT assessments through the year to drive instruction. Teachers utilize this data to plan lessons and programming for the classroom and intervention groups.

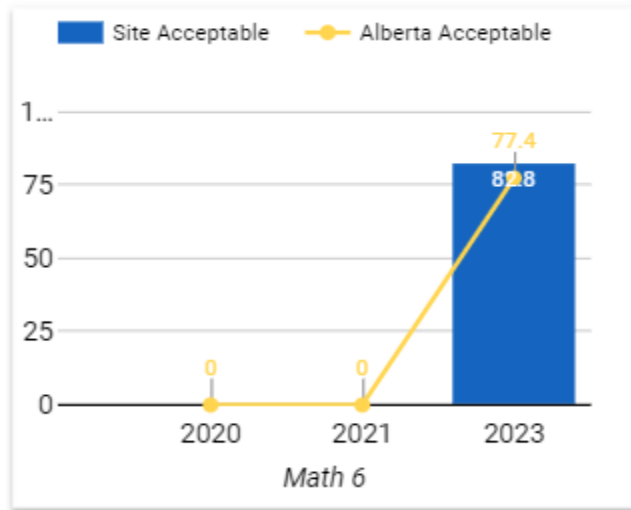
Vermilion Elementary School is above provincial average on all the Provincial Achievement Tests in the acceptable standard.





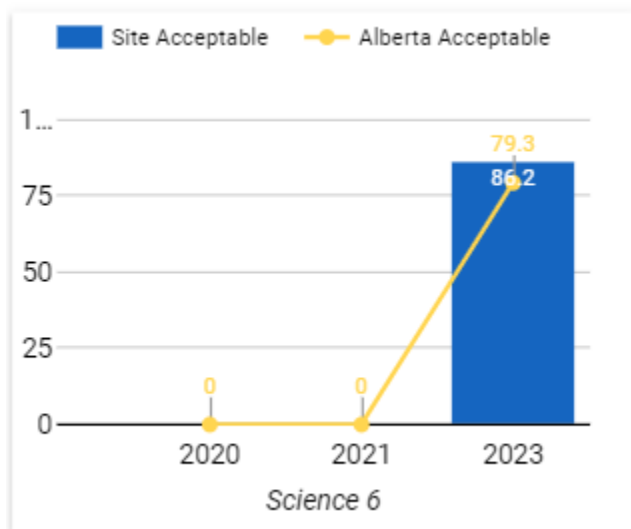
**VES - 93.1%**

**Province - 90.4%**



**VES - 82.8%**

**Province - 77.4%**



**VES - 86.2%**

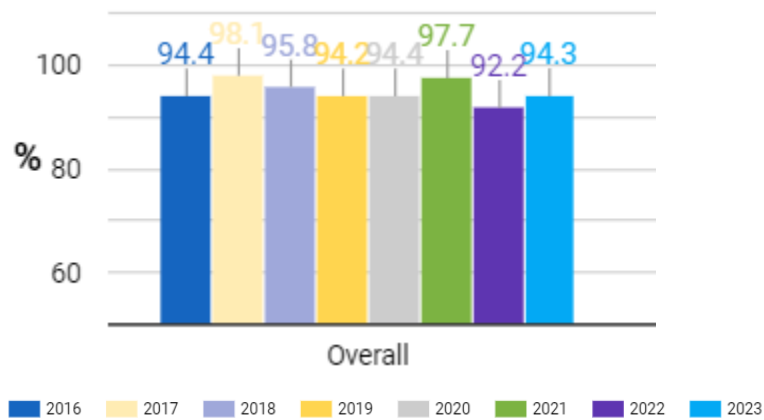
**Province - 79.3%**



VES - 82.8%

Province - 78.3%

**Overall, 94.3% of parents, students and teachers are satisfied with the quality of basic education.**





**Outcome: Students have opportunities for rich learning experiences from highly effective staff.**

**Strategies**

Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

**School Actions**

Continue to work on aligning our professional growth plans, long range plans and lesson plans to the school and division goals. Ensure that the professional growth plans are connected to the TQS and LQS.

Participate and operationalize professional learning to support the learning needs of the students within the classroom.

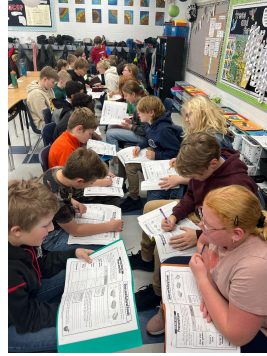
VES will provide opportunities to become active digital citizens.

**Results and Key Insights**

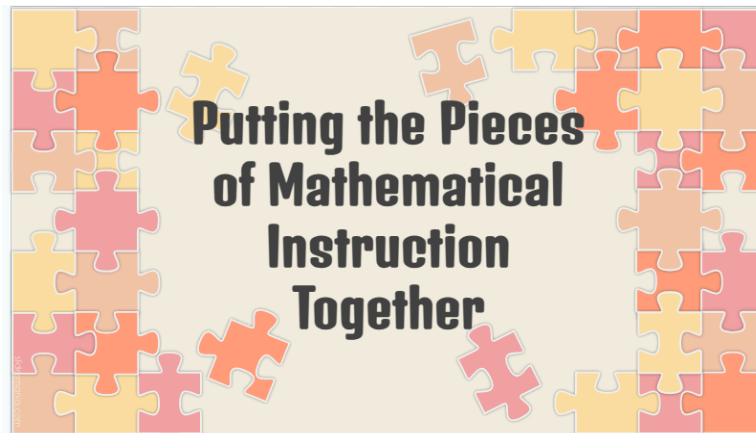
**2023-2024**  
 Teacher and leaders continue to work on aligning their professional growth plans with the Teacher Quality Standards and Leadership Quality Standards to ensure that the



professional growth is connected to the school and divisional goals. From here, students have rich learning experiences from a highly effective staff that are directly linked to the Alberta Curriculum and pedagogy.



Teachers participated in literacy and numeracy professional learning and committed to operationalizing research-based strategies in their instruction. The focus for numeracy professional learning was the threads of numeracy specifically conceptual understanding. Staff shared best practices and worked together as grade-level teams to ensure that these strategies were consistent across the grade levels.



#### 2022-2023

Teachers and leaders worked to link their professional growth plans with the Teacher Quality Standards and Leadership Quality Standards to ensure that the professional growth is connected to the school and divisional goals.

Teachers developed long range plans based on the Alberta curriculum that included outcomes, timeline and assessment practices.

Teachers participated in The Threads of Reading book study and committed to operationalize strategies from this book or the BTPS literacy professional learning in their literacy instruction. Staff shared best practices at school based learning days.



**Observations of teachers were done by administration to ensure that research-based strategies and pedagogy was being operationalized in the classrooms.**

**Teachers worked collaboratively with the BTPS Innovation Coaches to implement research-based strategies and pedagogy in numeracy using Mathology.**



**Teachers utilize the google classroom and Hapara to have students construct learning and provided the opportunity to become active digital citizens.**



**Assurance Domains:** Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

# PRIORITY TWO: Fostering Safe and Caring Learning Environments



**Outcome: Students learn in inclusive spaces that are welcoming and caring.**

## Measures

### Provincial

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

### Local

- OurSchool Survey:
  - o Social-Emotional
  - o Classroom Context
- Anecdotal Evidence

## Strategies

Ensure all students are valued, safe, and have their diverse needs met.

## School Action

Vermilion Elementary School will provide a range of in-school supports in collaboration with outside services to ensure students are learning in inclusive spaces.

Vermilion Elementary School will continue to provide whole school opportunities to build strong connections and relationships with each other.

Vermilion Elementary School will begin to explore the different cultures that make up our school family, so that students can see themselves in the books, lessons and celebrations at the school.

## Results and Key Insights

**2023-2024**  
**VES continues to explore different cultures that make up our school family in resources and activities. We spent time learning about the Ukrainian Culture and had a culminating school-wide field trip to the Ukrainian Cultural Museum. Classes also looked into their our culture and taught others about it. The grade 3s participated in a KIVA project. Another special learning opportunity was the Sword and Thistle Highland Dance Group come to share dances and traditions.**

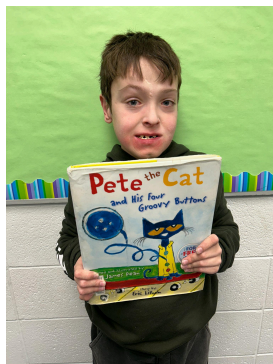




# kiva



**All students are part of our VES family. That means all students are given opportunity to participate in fieldtrips, in spirit days, and no matter their circumstances. Each are made to feel important and successful.**



**Earning AR points with the rest of the school.**



**2022-2023**

**Vermilion Elementary School had service providers within the school to support students. These included speech language pathologists, occupational therapists, physical therapists, educational behaviour consultants, vision consultants, deaf and hard of hearing consultants, as well as our therapy assistant.**

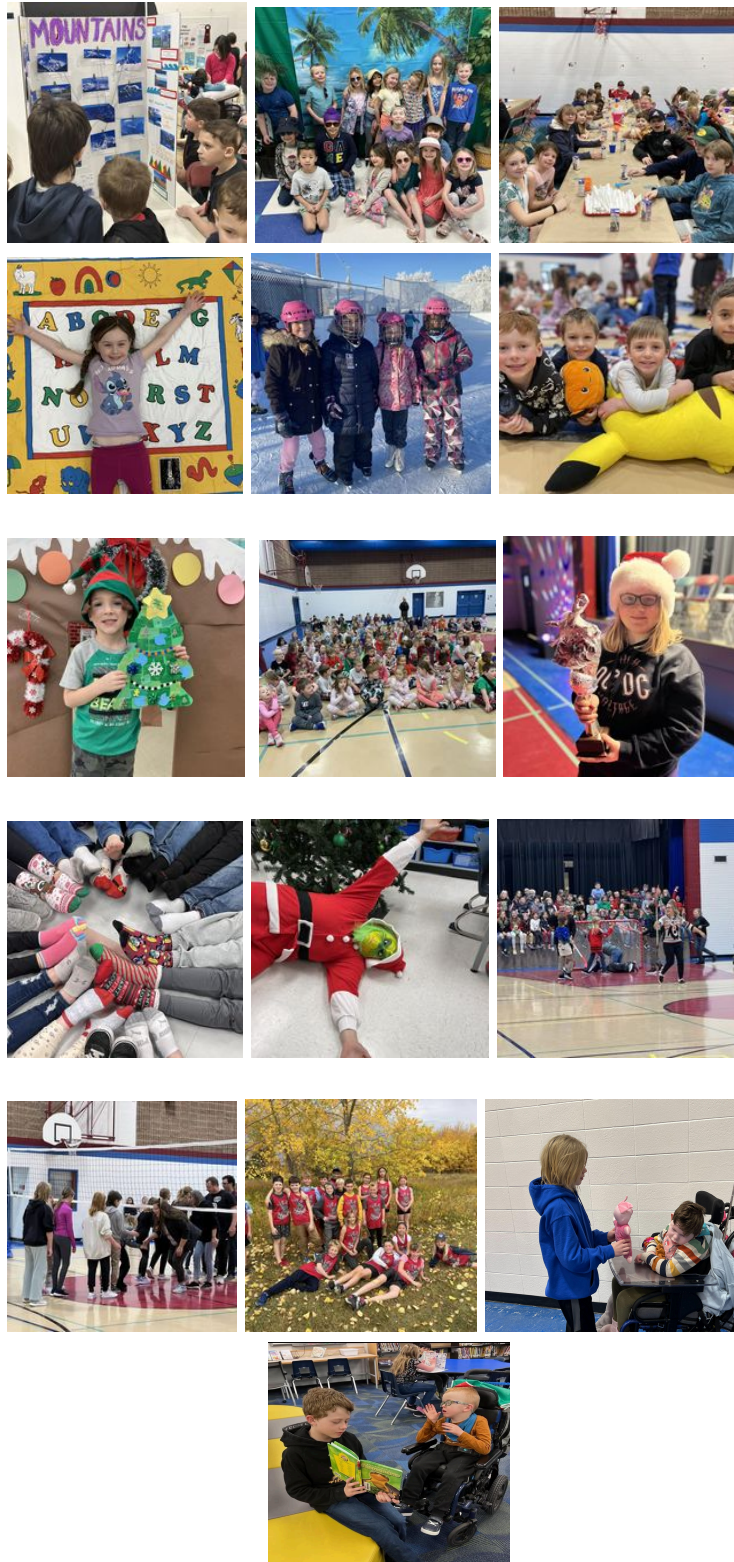


**Literacy resources were explored and purchased to support an inclusive environment. Books included various cultures, learning needs, and positive mental health were added to our learning commons.**



**All students and staff are part of the VES school family. That means that all students have the opportunity to attend all fieldtrips, and participate in spirit days, no matter their circumstances. Vermilion Elementary School arrange specialized transportation for students who need it and off-sets the cost if necessary.**





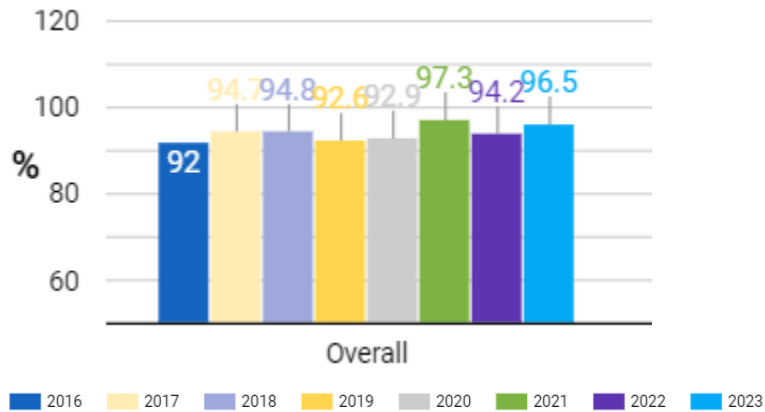
**Buddy classes is an opportunity for all students to connect and work together with others in different grade levels in our school. This relationship building creates an environment that is welcoming, caring, respectful and safe.**



**School-wide fieldtrip to the Metis Crossing allowed us the opportunity to connect with each other outside of the walls of the school. This trip involves all students and staff and creates a strong community of support for all.**



**Overall 96.5% of parents, students and teachers agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.**







**Outcome: Students and staff health and wellness are supported.**

**Strategies**

Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

Provide student health and wellness support through a continuum of supports model.

**School Actions**

Vermilion Elementary School will use our health and wellness champion, outside services, and cross-curricular opportunities to support the health and wellness of students and staff.

Vermilion Elementary School will operate under a Response to Tiered Instruction model to support all students' learning.

**Results and Key Insights**

**2023-24**  
**A few examples of Health and Wellness at VES is the learning that goes with Pink Shirt day, learning about "eating the rainbow", and choosing fruits and vegetables to fuel the body, participating in skating, and daily physical activity.**







**Vermilion Elementary School operated under a Response to Tiered Instruction Model. Students were provided strong core instruction and interventions using research-based instruction designed around standardized assessments. Intervention instruction was provided by classroom teachers in a small group setting to ensure that targeted skills were addressed to fill the needs of our students in a continuous fashion (in the classroom and in a pull-out situation).**

**2022-2023**

**Vermilion Elementary School developed a Wellness Plan to support staff and student wellness.**

**VIBE programming is thriving at Vermilion Elementary School. There is programming in every classroom within the school as well as many extra curricular programs to support positive mental health.**



**The Social emotional coach program was utilized to support students in short-term skill building sessions to support the emotional well-being of the students.**

**Vermilion Elementary School operated under a Response to Tiered Instruction Model. Students were provided strong core instruction and interventions using research-based instruction designed around standardized assessments. Intervention instruction was provided by classroom teachers in a small group setting to ensure that targeted skills were addressed to fill the needs of our students in a continuous fashion (in the classroom and in a pull out situation).**

**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.



## PRIORITY THREE: Building Strong Collaborations



**Outcome:** Students benefit from strong collaborations with families, our rural communities, and external partners.

### Strategies

Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

### School Action

Vermilion Elementary School will continue to build partnerships with families, school council and external partners to enhance the learning for all students.

Vermilion Elementary School will work collaboratively with other schools to enhance the learning for all.

### Measures

#### Provincial

- Parental Involvement

#### Local

- School Council Yearly Reports

## Results and Key Insights

2023-24

VES continues to work with community partners in and out of the classroom to provide rich and robust learning opportunities such as cartographer visiting to teach about mapping, learning about potential careers from the RCMP, learning about ecosystems from Lakeland College Environmental Sciences, participating in hatching projects with Chatsworth Farm, and about dairy cows and where milk comes from with the Lakeland College Dairy Learning Center. Other important partnerships are those we have with Lakeland College and other universities to mentor students as educational assistants and teachers.



Cartographer visit



Potential Careers with RCMP



Lakeland College Enviro Students



U of C student teacher working With students.



Beckie Scott: Hometown Hero



Gr 6s learned about local government from The Town of Vermilion councillors



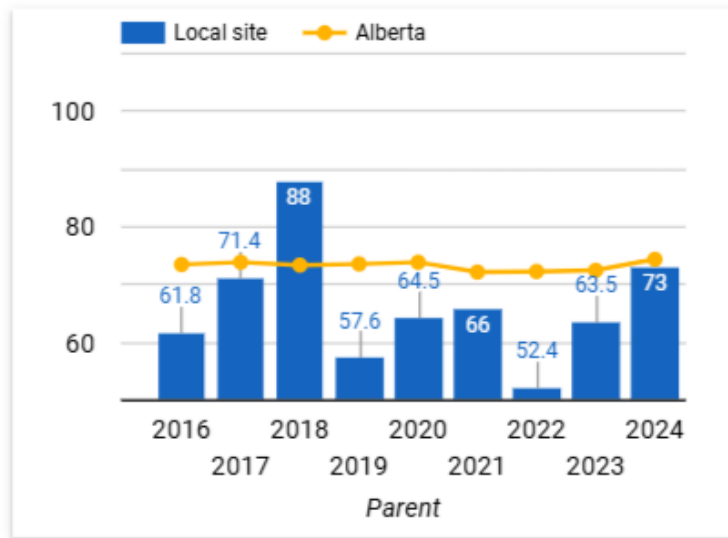


Lakeland College Dairy



Hatching chicks and ducklings.

Overall, 73% of parents are satisfied with parental involvement in decisions about their child's education. This is a 10% growth from last year.



**2022-2023**

Vermilion Elementary School utilized many community partnerships to enhance learning. Some of these partnerships are: Alberta Fish and Wildlife, Vermilion Dentistry, Town of Vermilion Library, Vermilion Heritage Museum, Modern Paint, Vermilion and area Flight Club, Vermilion Provincial Park and Lakeland College. During these times, we had community members come into the school and our students visit off-campus locations for the learning.



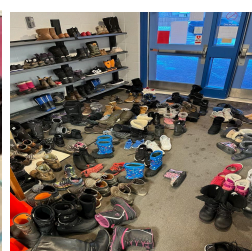


**Vermilion Elementary School mentored many student teachers from University of Calgary, University of Alberta and Lakeland College.**

**Vermilion Elementary has a strong connection to Lakeland College. Students in their Educational Assistant, Early Learning and Child and Youth Care programs complete their practicums in the school as well as other various projects necessary to complete their programs.**

**Vermilion Elementary hosts many opportunities to engage with the learning process. We have an active social media page where parents and community members can follow all the learning that happens at school. We have a monthly newsletter to communicate and celebrate with our families. We have**

multiple opportunities for parents to be involved in the school community. Just a highlight a few, we have Muffin Morning, Celebration of Learning, School Council evenings, Hot Lunch committee, Science Fair, Christmas Concert, Spring Concert, Kindergarten Graduation, Gr. 6 Farewell, and Family Picnic.

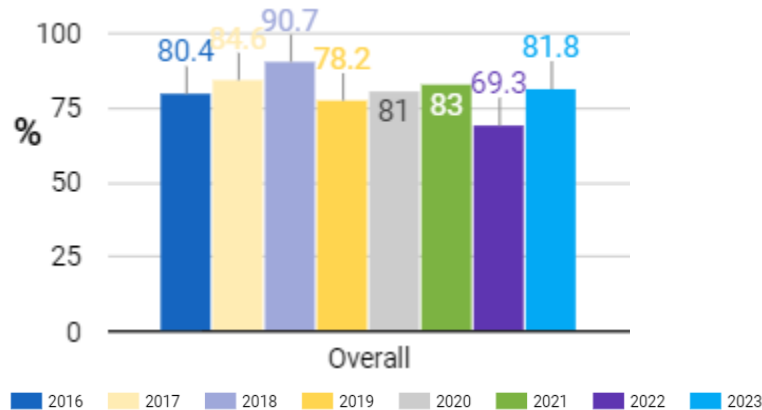




Vermilion Elementary continues to build the bridge with JR Robson and the Learning Hub. We collaborate around Indigenous teachings for all the schools involved, professional learning training, and transition plans for our students.

Vermilion Elementary School engages in professional conversations around literacy and numeracy assessments, research-based practices, and resources. Sharing the connections that we have for our First Nations, Metis and Inuit knowledge keepers that we have been building for the last few years ensuring that the knowledge goes beyond the walls of our school.

Overall, 81.8% of parents and teachers are satisfied with parental involvement in decisions about their child's education.



**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.