Frank Maddock High School
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"A Warrior Rises Above All Others"

2020-2021 Frank Maddock High School
Three Year Education Plan and
Annual Education Results Report

<<This document is a living document and will be updated throughout the year>>

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"Improving Life Chances"

Alberta Government

Measure Category	Measure	Frank Maddock High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	75.7	78.2	80.5	89.4	89.0	89.2	Very Low	Declined	Concern
Student Learning Opportunities	Program of Studies	71.2	75.4	72.7	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	80.7	79.3	82.5	90.3	90.2	90.1	Very Low	Maintained	Concern
	Drop Out Rate	2.0	1.9	2.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	82.2	83.6	84.7	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.1	77.3	77.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.5	18.3	18.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.7	81.2	82.3	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	11.7	17.4	15.3	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	48.1	42.2	47.6	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	74.5	68.1	68.2	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.4	52.9	48.0	60.1	59.0	58.5	Intermediate	Improved	Good
	Work Preparation	63.5	61.6	64.4	84.1	83.0	82.7	Very Low	Maintained	Concern
	Citizenship	65.8	65.0	66.2	83.3	82.9	83.2	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	71.7	68.5	74.4	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	60.0	65.6	67.0	81.5	81.0	80.9	Very Low	Declined	Concern

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

School Profile

Demographic Information

- Frank Maddock High School includes grades 9 to 12 which caters to high school students in the Wild Rose School Division for the town of Drayton Valley and the outlying regions.
- It currently has 497 enrolled students, 26.0 FTE Teaching Staff, and 10.0 FTE Support Staff.
- Drayton Valley is a town of 14,000 people (including the surrounding area, where the major industry is resource based and the accompanying services that support that, as well as local town businesses, farming, and social and health services to support the town and local rural region.

Program Highlights

- Frank Maddock High School offers a full and comprehensive university preparatory and non-university preparatory academic program to cater to the individual needs of all of our students.
- Our CTS programs include Mechanics, Fabrication, Construction, Foods, Cosmetology, Art, Personal Fitness, French, Drama, Computer Technology, Student-Directed Learning and Leadership.
- Off-Campus Programs include Work Experience, Green Certificate, Special Projects and RAP.
- Our inclusive education environment is supported by a Student Success Facilitator who, in consultation with the Learning Services Team, teachers and the administration, supports all students. Further support services available to students from a school-based family wellness worker, the Community School Resource Officer, and the school division Director of Wellness help to support student emotional health and mental wellness.
- Sports and Extracurricular include Football, Cross-Country Running, Volleyball, Basketball, Rugby, Badminton, Curling, Golf, Track and Field, Cheer (club only for 2020-2021), Drama, Travel Club, Student Union, Grad, Student Leadership, GSA and much more!

Frank Maddock High School Mission Statement
To provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school

Frank Maddock High School Mottos
A Warrior Rises Above All Others
Maddock Strong
Warriors ARISE

Frank Maddock High School Values

Warriors ARISE!
A Warrior Rises Above All Others!

- **Accountability**
  "We do what we promise, take responsibility for our actions and do not blame or make excuses."

- **Respect**
  "We treat others the way we want to be treated."
  "We put ourselves in other people's shoes and ask questions before drawing our own conclusions."

- **Integrity**
  "We tell the truth and do the right thing, even when it isn't easy."

- **Strength**
  "We have the ability to overcome and endure."
  "We achieve success through perseverance and hard work."

- **Excellence**
  "We strive for excellence in ALL that we do."

Frank Maddock High School finds itself in an exciting position of re-visioning and re-branding as a new administrator team is currently leading the dedicated and experienced FMHS team. As a new principal has joined the team this year, there is a lot of learning and visioning happening as part of the re-branding, implementation of the WRSD PLE and development of new instructional leadership processes within the school.

The current three year education plan is under development. The school team is working on a number of processes to drive re-visioning and develop the long-term educational goals forward. This year's education plan is a demonstration of the work being undertaken to develop concrete and measurable goals and strategies that will result in school cultural and academic growth.

2020-2021 Inquiry Question and Education Goals

Our goal is to provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school.

Our **inquiry question** is:

How does the FMHS team support students on their personal path of
self-discovery in preparation for their successful future beyond high school?

Strategies to Support the Inquiry Question:
- ➔ WRSD Powerful Learning Environments (PLE)
- ➔ High Impact Strategies and Thinking Strategies
- ➔ ARISE Values incorporated into all that we do
- ➔ Data-driven decision-making
- ➔ Collaborative Professional Learning Communities
- ➔ FMHS Education Plan Goals

At FMHS, we have determined two key areas to emphasize in order to ensure that the FMHS team is supporting students on their personal path of self-discovery in preparation for their successful future beyond high school:

1. Enhancing the Sense of Belonging for Everyone at FMHS
2. Ensuring High Levels of Learning for All Students

Area of Focus	Strategies	Measurements for Success

Enhancing the Sense of Belonging for Everyone at FMHS	1. Revisioning for FMHS: Mission, Vision, Values, Mottos and Logos
	2. Rebranding and evolving the school culture to be based on the new mission, vision, and values
	3. Increase communication and connection with FMHS stakeholders and the community of Drayton Valley
	   a. Social Media presence and maintaining "human" connections through the use of videos
	   b. Admin will support and promote staff taking the lead on different projects to grow our school community.
	   c. Promote and highlight the accomplishments and volunteerism of our students to the community.
	   d. Leadership opportunities will be provided through our leadership class, student council, and Blue & Gold Society.
	   e. Try to build partnerships with the community to find more avenues for our school to be involved in initiatives and provide growth for students and staff in the realm of leadership.
	4. Emphasizing connections, relationships, a sense of belonging and wellness for all at FMHS
	   a. Display work of students throughout the school.
	   b. Engage in discussions and explore scenarios of "seeking first to understand"
	   c. Re-evaluate our CRM Model/PLC to ensure
		1. Evidence for #1:
		   a. Collaborative process resulting in the creation a new mission, vision, values, mottos and logos for FMHS
		2. Evidence for #2:
		   a. Visibility of new mission, vision, values, mottos and logos within the school culture (what we see, do, say and believe)
		3. Evidence for #3:
		   a. Increased number of postings on FMHS Social Media Platforms
		   b. Increased number of videos from school admin available through FMHS Social Media Platforms
		   c. Have an increase in the areas of citizenship and parental involvement on this and the next 3YEP and AERR.
		   d. Having a greater sense of community and promoting an intentional approach to connecting will result in a safer and more caring school which will hopefully be seen on next year's AERR.
		   e. Staff and students taking initiative to create new opportunities for connection and community in the building
		   f. Greater sense of pride and ownership over initiatives in the school.
		   g. Increase in the amount of students we have achieving scholarships that pertain to

	it fits as a way to identify student needs and collectively develop personalized supports. d. Admin is highly visible to students and engaged in connecting with them on personal levels (morning greeting, attending events) e. Look at starting a Principal's Advisory Committee to hear students concerns and get feedback and input on topics. f. One-on-one meetings to discuss students' pathways and how to get where they want to go in both high school achievement and onto post-secondary. g. Evaluate, through student survey and staff engagement, the obstacles our building presents to building community and having connection. Explore options for making the building a more inviting and welcoming space for all based on feedback. h. Increase opportunities for volunteerism and citizenship for both our students and parents through our Blue & Gold Society	leadership and community contribution. 4. Evidence for #4: a. Improvement in student achievement and/or mental health b. A greater sense of pride in our school and our school community increasing the a stronger want to be an active part of our school c. Admin know students' names and understand the background of a wide range of students. d. Students and staff who have a sense of pride in their surroundings and their accomplishments are driven to achieve high levels as a result of that pride. e. Greater ownership throughout a school increases community and develops an increased sense of trust and collective goals to push ourselves to be better in all areas. f. Having admin be more connected and a stronger presence will allow staff and students to focus more on their learning

Areas of Focus	**Strategies**	**Measurements for Success**
Ensuring High Levels of Learning for All Students	1. Staff use inquiry-informed professional growth plans using the WRSD PLE with the purpose of ensuring high levels of learning for all students a. Regularly scheduled PGP meetings with teachers b. Observation expectations for admin during classroom visits c. Process to ensure that PGP is connected to professional learning, the WRSD PLE, the FMHS Education Plan, FMHS PLCs and ensuring high levels of learning for all students	1. Evidence for #1: a. Increased number of meetings with staff regarding their PGPs b. Increased number of intentional classroom observations based on watching for PGP goals and teacher requested feedback areas c. Development of a PGP process with documents to create efficiency and effectiveness for staff as they create their annual PGPs and we have monthly teacher professional learning conversations 2. Evidence for #2:

2. Professional Learning Communities using the WRSD PLE with the purpose of ensuring high levels of learning for all students
    a. Each PLC to develop goals and to develop strategies and measurement of success
    b. Evidence and data are generated in order to build upon or contribute to existing knowledge as well as to integrate recent research findings into the practices of the school
    c. Admin meets with PLCs/teachers to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups)
    d. Scope and sequence of what a student should be able to do at each grade level (Diploma exams) and detailed discussion on the curriculum by identifying key outcomes and categorizing these outcomes as primary or secondary.
    e. Collaborate on high quality instructional practices in PLCs
3. Frequent, purposeful, focused classroom observations that are aligned with the professional growth plan process using the WRSD PLE with the purpose of ensuring high levels of learning for all students
4. Regular reflective conversations integrating evidence-based questions into daily interactions between the principal and teacher using the WRSD PLE with the purpose of ensuring high levels of learning for all students
5. Regular reflective conversations integrating evidence-based questions into daily interactions between teacher and teacher, and teacher and student using the WRSD PLE with the purpose of ensuring high levels of learning for all students
6. Policies and Procedures to enhance high levels of learning for all students
7. Other strategies:

a. Goals for each PLC (department to move this ed plan forward).
b. Documentation of meetings, data, etc as goals developed by each PLC to guide high impact learning strategies in the classroom
c. Development of scope and sequence documents for each PLC department
d. Implementation of a Teacher Advisory for consultation between Administration and Teachers for long-term planning and school advancement purposes
3. Evidence for #3:
    a. Increased number of classroom observations; documented in an open space so all teachers can see the number of visits
    b. Development of staff inventory based on the WRSD PLE and classroom observation data. One per teacher and updated to document each staff's inventory as information and reflection becomes available from observations and reflective conversations.
4. Evidence for #4:
    a. Increased number of reflective conversations between admin and teachers
5. Evidence for #5
    a. Development of a process for departments to enable more reflective conversations amongst colleagues
6. Evidence for #6
    a. CTS Credit Completion Incentive
    b. Creation of
7. Evidence for #6
    a. Increased access to professional learning opportunities
    b. Anecdotal records from teachers as part of goal achievement

	a. Finding PD focused on writing for both English and Social Studies. b. Encourage and promote attendance at Alberta Education PD functions c. Finding PD and mentoring options so teachers feel comfortable with new curriculum delivery models. d. Encourage student ownership of course material by mentoring and modeling how to use assessment to further their learning. e. Personalized supports for teachers based on learning conversations and walkthroughs. f. Investigate ways to engage students in their own learning - how to make it more interesting g. Teachers who teach diploma exams will be strongly encouraged to register for a field test as part of their student evaluation or as part of their student review package.	

Department Learning Goals and Inquiry Questions

English Department

Goal/Priority:	To Increase an appreciation of reading and literacy in all students, to foster effective communication skills and an appreciation of literature beyond the bounds of highschool, and to create an environment that continues into a lifelong learning journey.
Inquiry Question:	How can we increase an appreciation of reading and literacy in all students?
What are students being asked to learn?	We are asking students to develop a passion and appreciation for reading, powerful vocabulary, and literary techniques.

How will you know if each student has learned what is expected of them?	Their powerpoints, reflective journal, summative assessment in the observation of the quality of the discussions and participation in the assigned activities. We are going to be looking for improvement in vocabulary/word usage, writing skills, critical thinking, and insights.

Actionable Item	Who is Responsible	Timeline	Monitoring During Implementation	Impact Monitoring
Increasing an appreciation of reading and literacy in our students. This will also encourage active listening skills and inquiry skills into the effectiveness of an author's technique and writing style.	Christine Heinrich Tara Sommerfeld Darrel Curry	Since we are currently in an unusual position of teaching during a pandemic we are unsure. We will continue this into next year in a hopefully more normal school year.	Every friday a new chapter in a new book will be presented, Students will complete a google slide show that requires them to listen carefully for certain plot elements and to provide an opinion on the literature presented.	Completion marks will be awarded Students will be encouraged to recommend books for future readings. Students that offer suggestions will be given credit verbally for their book recommendation. Students will be exposed to a variety of different genres and types of literature weekly and discussion activities.
Based on the outcome of this goal with grade 9's, Kristine will continue this but will use the classics in grade 12. In addition to literary appreciation, writing styles and tone will be focused on. Kristine will call this Classic Clips.	Kristine Baum	Same as above	Students will be required to maintain a reflective journal that is focused on the analysis of literary elements and author's style as directed by the teacher.	Reflective journals will be assessed for depth of thought and detail. Time will be provided for collaborative discussion of literature and style presented that day.

Mathematics Department

Goal/Priority:	Provide students a safe environment which will help them confidently and effectively communicate using mathematical nomenclature and processes at a developmentally appropriate level.
Inquiry Question:	Future graduates are entering a workforce that is increasingly technological and competitive. In what way will FMHS graduates convey their ability to mathematically communicate effectively and confidently?

What are students being asked to learn?	Equations are like sentences. They convey meaning. There is an established pattern as to what good writing is; there are also established patterns in good mathematics communication. Students need to understand and apply these patterns in order to have greater success in higher levels of this subject.
How will you know if each student has learned what is expected of them?	Students will begin to demonstrate their understanding of problems in full mathematical sentences. Students need to communicate their understanding in a logical and organised fashion such that an experienced reader could understand their mathematical process.

Actionable Item	Who is Responsible	Timeline	Monitoring During Implementation	Impact Monitoring
Communication - they can show their thinking on how to arrive at an answer. Their thinking can be mathematical or written depending on the concept.	All of us	Ongoing	We model what we expect in our communication so students know what to expect themselves.	Assessments - formative and summative would show students are moving forward.
Address the inappropriate use of an equal sign.	All of us	Ongoing	We model what we expect in our communication so students know what to expect themselves.	Assessments - formative and summative would show students are moving forward.

Updates:

3 February 2021: Math department working on assessment continuums throughout the program, improving communication with parents, and designing a departmental math parent communication document.

Science Department

Goal/Priority:	To improve learning and student engagement with high impact strategies by collaborating and sharing resources, such as labs, hands on activities and demonstrations for science courses. We will know the student impact through formative and summative assessments.

Inquiry Question:	What resources and labs promote optimal student engagement and learning?				
What are students being asked to learn?	Better understanding of science concepts through hands on activities/ labs - Initiating and Planning - Mutual Respect - Performing and Recording - Scientific Inquiry - Analyzing and Interpreting - Collaboration - Communication and Teamwork - Stewardship - Interest in Science - Safety				
How will you know if each student has learned what is expected of them?	Performance on summative assessments and informal/formative assessments.				

Actionable Item	Who is Responsible	Timeline	Monitoring During Implementation	Impact Monitoring
Science 9 collaboration	Todd and Corine	Ongoing	by resources shared and used / common assessments?	student performance on labs and understanding of concepts by informal and summative assessment
Science 10 collaboration	Todd and Dee	Feb.2 and ongoing	by resources shared and used / common assessments	student performance on labs and understanding of concepts by informal and summative assessment

Updates
- 3 February 2021: Continuum of learning, Science 10 to Chemistry 20.

Social Studies Department

Goal/Priority:	Developing common teaching practice/expectation guides for writing assignments to help students understand issues/perspectives in an authentic way -- through critical analysis, thoughtfulness and application to the world around them.

Inquiry Question:	To what extent can common teaching practices improve the efficacy in our department to foster and influence the success of students in their ability to apply knowledge developed in writing assignments to diploma exams and the world around them?
What are students being asked to learn?	To be effective critical thinkers-- to demonstrate a body of knowledge through writing practices. This is done through: - scaffolding of writing skills through grade levels (9-12) on how to be engaged and thoughtful writers. - practical skills on application of terminology into assessments - respect and understanding of other perspectives and lived world experiences, regardless of preconceived notions - applying curricular learning to the world around them through application skills - conscious writing and responses that builds off of previous curricular knowledge -- both directly and indirectly
How will you know if each student has learned what is expected of them?	Transition from year to year becomes more fluid as students are able to analyze sources of information more effectively. We will examine this through: - scaffolding of essay writing and assessment of skills throughout, moving forward when skills have met expectations - essays themselves - diploma exam results and improvement over the next 5 years - thoughtfulness of students responses as they move through grade levels - students ability to apply knowledge from previous curriculums into their assessments and their ability to build off a body of knowledge.

Actionable Item	Who is Responsible	Timeline	Monitoring During Implementation	Impact Monitoring
creation of writing lessons (writing skills/fundamentals)	9-12 social teachers	end of 2020/2021 school year	roll out through shared social studies folder - all new teachers to department will have access	monitor through final exam and diploma exam marks in the next 5 years to assess for increase in standards of excellence in writing portions of exams.

- 2 February 2021: Reviewed writing standards and started the discussion about what those standards should look like at each grade level. Gathered writing assignment resources for the creation (by Melissa) of a writing outline powerpoint to be used for each grade level.

CTS/Phys Ed Department

Goal/Priority:	To creatively maintain and increase student engagement in option classes.			
Inquiry Question:	How can we improve student commitment and find ways to enhance engagement during option classes?			
What are students being asked to learn?	Students will gain competencies in subject matter, be offered experience and opportunities in environments which provide an enhanced awareness of career opportunities/pathways.			
How will you know if each student has learned what is expected of them?	Successful completion of curricular objectives along with facilitating confident and curious learners in subject matter or grit to persevere and wisdom to not pursue future credit/employment in a related field. Have students leave FMHS life long creatives, builders, manufacturers, explorers, and continued contributors towards healthy and active beings.			
Actionable Item	Who is Responsible	Timeline	Monitoring During Implementation	Impact Monitoring
Make a list of students who are frequently absent, leaving class or appear disengaged.	All instructors across all options.			
Talk to students to understand the source of disengagement.	All instructors across all options.			

Increase the numerical literacy of students that attend the options classes.	All instructors across all options will contribute techniques that will synergize to a whole that is greater than the parts.	Due to the unusual nature of teaching during a pandemic, hard targets of progress become less tangible.	Various techniques that introduce quantitative measurable standards to the options.	Initially through group discussions and brainstorming sessions that will occur during PLC.

Updates:
- 3 February 2021:   Understand why students leave our classroom or not attend regularly. (Should we develop a survey?) Motivate students with achievement strategies which are married to behaviour expectations (7 credits earns a spare). To innovate student engagement strategies. (John Hattie). Create dynamic programs which trigger authentic curiosity in option class subject matter.

General Comments about Academic Achievement Data

FMHS is in a building year. With a new administrative team with Lara Jollymore and Heather Bartling, together, it was determined that this was an opportune time to start with revisioning and rebranding. Revisioning and rebranding processes are driven by work that the whole school team is doing. We are using a variety of data, including that which is included in the below detailed overview of our annual educational results report (AERR) to drive the areas where the work needs to be completed. In general, the data in our AERR indicates that FMHS's emphasis on enhancing the sense of belonging for all staff, students and parents and ensuring high levels of learning for all students are two variable and pertinent areas for growth for our school.

2019-2020 Results Report

- ❖ For a **detailed overview** of results regarding specific questions from the AERR, Provincial Achievement Test Data, and Diploma Examination Data please view this google slide document or a pdf version of our results.
- ❖ **Safe and Caring Schools Data**: we have noticed that there is a significant difference in results between staff and students/parents. This an area that we need to investigate further and build strategies to improve upon.
- ❖ **Overall Quality of Education Data**: only 50% of parents and students state that students find school work interesting. This is an area where FMHS needs to address; how can we ensure that school work at FMHS is engaging?

- ❖ **At Risk Student Data**: parents have identified that access to programs and school support is difficult. Step one for FMHS is determining which programs are available and step two is ensuring that both students and parents are aware of what is available and how to access programs. We recognize that FMHS needs to improve the dissemination of information about our available supports and services for students and families.
- ❖ **Citizenship Data**: 42% of students have identified that students do not respect each other; this an area that we need to investigate further and build strategies to improve upon. 29% of parents and 44% of students have identified that students are not encouraged to be involved in community volunteerism; this is an area where we need to better advertise what students are doing in our school community, as well as finding better and new ways to ensure that students are effectively engaged in our community.
- ❖ **School Improvement Data**: Only 4% of parents feel that FMHS has improved in the last three years and 57% of parents feel that FMHS has declined in the last three years. This is something that FMHS needs to address through dissemination of information about what were are doing and working on and being better at including parents and students in the school community and school advancement processes.
- ❖ **Provincial Achievement Data:** An area for emphasis is improving student excellence achievement results on Provincial Achievement Test results. Work on this will be accomplished through our FMHS Professional Learning Communities.
- ❖ **Diploma Achievement Data**: An area for emphasis is improving student excellence achievement results on Diploma Examination results. Work on this will be accomplished through our FMHS Professional Learning Communities.

2020-2021 Professional Development Plan

August 6, 25	Administrator Meeting	Admin Only
August 26	Non-Instructional Day: Classroom Setup, Development of Professional Growth Plan, Orientation to COVID Re-Entry Requirements, other individual non-instructional tasks	Teachers, AS I & II, LLC
August 27	Organizational Meeting Re-Entry Requirements, Classroom set-up requirements, Staggered Start Preparations	Teachers, AS I & II, FWW, LLC, EAs
August 28	Professional Learning Communities Cell Phone Policy, Departmental Collaboration Time, Departmental Discussions regarding COVID parameters	Teachers, AS I & II, FWW, LLC, EAs
September 4	Non Instructional Day COVID Re-Entry Parameter Review and Improvement based upon student staggered start; Departmental Collaboration Time	Teachers
September 25	am: Mission, Vision, Values, Inquiry Question pm: Departmental Collaboration Time	Teachers, FWW, LLC, EAs
October 9	am: Mission/Values, IPPs pm: IPPs, Departmental Collaboration, Individual Non-Instructional Tasks	Teachers
November 27	Professional Learning Communities Departmental Collaboration	Teachers, FWW, LLC, EAs
January 28, 29	Professional Learning Communities Departmental Collaboration	Teachers, AS I & II
February 4 & 5	North Teachers Convention (ATA)	Teachers EAs, DLF (4th only)
March 5	Professional Learning Communities	Teachers, AS I & II,

	Departmental Collaboration	FWW, LLC
March 22	Professional Learning Communities Departmental Collaboration	Teachers, AS I & II, FWW, EAs, DLF
April 23	Professional Learning Communities Departmental Collaboration	Teachers
May 10	Professional Learning Communities Departmental Collaboration	Teachers
June 4	Professional Learning Communities Departmental Collaboration	Teachers, FWW, EAs, DLF
June 29	Organizational Day	Teachers, AS I & II, LLC