

+



Fairvale Elementary School
School Improvement Plan
2020-2022

Mission:

- The F.E.S. community is dedicated to providing opportunities through best educational practices, for children to develop academically, socially, physically, and emotionally, reaching their fullest potential.
- Les membres de la communauté de FES sont dévoués à fournir des occasions en utilisant les meilleures pratiques éducationnelles, pour que les enfants puissent se développer académiquement, socialement, physiquement et émotionnellement tout en franchissant leur meilleur potentiel.

Vision:

- F.E.S. students will be passionate life-long learners who contribute as responsible leaders in a global community.
- Les élèves de F.E.S. seront des apprenants passionnés à vie qui contribueront comme leaders responsables dans une communauté globale.

Our Beliefs

- We believe in a safe and inclusive learning and working environment where students and staff thrive.
- We believe all children can learn
- We believe that children need to be engaged in diverse, relevant learning experiences to develop the global competences needed to succeed in a new and rapidly changing world.
- We believe in the importance of mental, physical, social/emotional health
- We value the involvement of families and community in the learning process

Fairvale Elementary Continuing Practices

Positive Learning Environment	Literacy	Numeracy	Family & Community Engagement	Mental fitness Initiatives
Diversity book bin	Balanced literacy approach (9 components)	Math benchmarks	Multiple means of communication (weekly F.E.S. Family Connections, school wide monthly newsletters, classroom specific weekly/monthly communication, school website, Social Media)	Brain bikes and fidget kits in each classroom
Gender neutral bathrooms	Reading Workshop structure	PDU instructional/ assessment tools	Intentional opportunities to welcome newcomer families (welcome committee, translation widget on school website, welcoming gift)	Sensory room updates
Gender neutral language	Professional learning opportunities to build capacity of teachers (book studies)	Teaching process map	Big Brothers/Big Sisters program with RNS	Sensory paths/circuits
7 Habits referral program	Increase engagement in reading	Balanced approach to assessment	ELF (Early Literacy Friends)	Roots of Empathy program
WITS	Targeted instruction	Guided Math- targeted, small group instruction	Partnership with Sobeyes, KV Fire Department, KV Police Department, KV Woodworkers	Rainbows program
Zones of Regulation	Focus on inferential and personal/critical comprehension questions	Data collection systems	Family Fun Night, Annual Turkey Dinner, Gabriel Kuling Fun Run	Professional learning for staff (Fostering Resilient Learners, Whole Brain Child)
PBIS	Data collection systems			Zen Den

Ends Policy #1

- To increase the engagement of children by embedding global competencies into teaching and learning.
- Critical Thinking & Problem Solving
- Innovation, Creativity, and Entrepreneurship
- **Self Awareness & Learning To Learn**
- Collaboration
- Communication
- Sustainability and Global Citizenship

Goal Area #1 Instructional Strategies

- Teachers will gain an understanding of what self-awareness is and how to develop it in young children. We will examine the pillars of growth mindset including optimism, flexibility, resilience, persistence, and empathy.

DISTRICT IMPROVEMENT PLAN ALIGNMENT:

- Ends Policy #2- Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social emotional learning

10 YEAR EDUCATION PLAN ALIGNMENT 3, 4, 5, 7 and 9

- Objective #3- Improve literacy skills for all learners
- Objective #4- Improve numeracy skills for all learners
- Objective #5- Improve learning in, and application of, the arts, science, trades and technology for all learners
- Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
- Objective #9- Foster leadership, active citizenship and an entrepreneurial mindset

Smart Goal	Strategies	Indicators of Success	Responsibility	Timeline
By June 2021, teachers will understand what self-awareness is, how to develop it in young children and will have implemented strategies in their classrooms.	Teachers will participate in a book study of A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth by Kristine Mraz, Christine Hertz	<ul style="list-style-type: none"> Teachers have participated in the book study, are able to discuss and reflect upon it. They are using the strategies suggested to create a culture of growth mindset. 	Teachers and administrators	
	Teachers will research and select appropriate texts and provocations to introduce each pillar.	<ul style="list-style-type: none"> Classrooms have a bank of children's books on each pillar Provocations are visible in the classrooms 	Classroom teachers	
	Teachers will introduce the pillars of a growth mindset through read alouds and guided inquiry- teachers will plan for and create opportunities for students to discover, name and generalize each pillar.	<ul style="list-style-type: none"> Read alouds will take place Students can describe each pillar and explain why it is important to their development Students are using the language of growth mindset Teachers ask open ended questions to support student understanding of the pillar 	Classroom teachers	
	Teachers will create a classroom culture where the pillars are embedded in discussions and activities.	<ul style="list-style-type: none"> Students and educators use language that reflects the pillars. Anchor charts and other environmental print are displayed and referred to in class discussions and instruction. 	Classroom teachers	
	A teacher and student Look For document will be created	<ul style="list-style-type: none"> Document created During Walk Throughs, we will see a classroom environment where teacher feedback is based on effort, process and strategies used, where failure is looked at in a positive light and where children are using language that reflects a growth mindset ("this will take time and effort", "not yet") 	Administration and Core Leadership Team	

Ends Policy #2

Teachers will focus on learner-centred strategies that promote engagement, active processing, the construction of subject-specific knowledge (assessment for learning process, personalized learning, student choice)

Goal Area #1 Instructional Strategies

- Students will articulate, play a role in setting, and are working toward their learning targets.

DISTRICT IMPROVEMENT PLAN ALIGNMENT:

- Ends Policy #2- Demonstrate continuous improvement by increasing engagement through innovative teaching and assessment practices, promoting mental fitness through social emotional learning

10 YEAR EDUCATION PLAN ALIGNMENT 3, 4, 5, 7 and 9

- Objective #3- Improve literacy skills for all learners
- Objective #4- Improve numeracy skills for all learners
- Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
- Objective #9- Foster leadership, active citizenship and an entrepreneurial mindset

Smart Goal	Strategies	Indicators of Success	Responsibility	Timeline
By November 2021, students will articulate, play a role in setting, and are working toward their learning targets.	Teacher identifies learning goal, written in student friendly language, and shares with students	<ul style="list-style-type: none"> • students can articulate learning goal • students are comfortable with understanding that there are goals 	Classroom teachers	
	Teachers collect samples and share with students	<ul style="list-style-type: none"> • Samples are collected and shared with students 	Classroom teachers	
	Teacher co-constructs criteria with students	<ul style="list-style-type: none"> • students can speak to what a good quality piece of work looks like 	Classroom teachers	
	Students self-assess.	<ul style="list-style-type: none"> • students reflect on their work and identify areas of strength and potential goals 	Students	
	With teacher assistance, students can determine a goal and work towards it.	<ul style="list-style-type: none"> • Students are able to verbalize goal and can articulate why they selected it. 	Teachers and students	