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Fairvale Elementary School  
School Improvement Plan  
2022-2023

## 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	Family & Community Engagement	Mental fitness Initiatives
Diversity book bin (Mirrors and Windows in Children's Literature)	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	Intentional opportunities to welcome newcomer families (welcome committee, translation widget on school website, welcoming gift)	Sensory room/ Sensory paths/circuits
Gender neutral language	Big Brothers/Big Sisters program with RNS	Mindful Moments
WITS	Partnership with Sobeyes, KV Fire Department, KV Police Department, KV Woodworkers	Roots of Empathy program
Zones of Regulation	Family Fun Night, Annual Turkey Dinner, Gabriel Kuling Fun Run	Rainbows program
PBIS		Professional learning for staff (Fostering Resilient Learners, Whole Brain Child)
Global Competency: Self-Awareness and Learning to Learn/Growth Mindset		Zen Den
7 Habits referral program		Trauma Informed Practices

## 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

- Staff will continue our work with the Welcoming Schools initiative to ensure that F.E.S. is a culturally and linguistic inclusive learning environment where everyone recognizes, appreciates, and capitalizes on diversity to enrich the overall learning experience. This includes ensuring students and staff learn about First Nations culture.

## DISTRICT IMPROVEMENT PLAN ALIGNMENT:

- Ends Policy #1: To provide positive, safe, healthy and inclusive learning and working environments for children, youth, and staff.
- Ends Policy #3: To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.
- Ends Policy #5: To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.

## 10 YEAR EDUCATION PLAN ALIGNMENT

- Objective #1: Ensure all learners value diversity and have a strong sense of belonging
- Objective #6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
- 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
<b>Staff will continue our work with the Welcoming Schools initiative to ensure that F.E.S. is a culturally and linguistically inclusive learning environment where everyone recognizes, appreciates, and capitalizes on diversity to enrich the overall learning experience. This includes ensuring students and staff learn about First Nations culture.</b>	Staff to participate in the First Nations and Sacred Medicines Professional Learning session	<ul style="list-style-type: none"> <li>Teachers have sacred medicines in classrooms</li> <li>Teachers have developed an understanding of First Nations in NB</li> </ul>	-Welcoming Schools Committee -Administration	Completed
	Introducing students to the Wolastoqey flag and language	<ul style="list-style-type: none"> <li>Flag is up and visible in the school</li> <li>Teachers have image of Wolastoqey flag in their classrooms</li> <li>Teachers have introduced the words for Hello: qey (kway), Thank you: Apc Oc (Ap Chu'ch) and See you later: Woliwon (wo-lee-wen)</li> <li>Students are using these words in the classroom</li> <li>Qey and Woliwon are being used on the morning announcements</li> </ul>	-Teachers -Administration	Ongoing
	Purchase of culturally inclusive toys for purposeful play and books for Read Alouds	<ul style="list-style-type: none"> <li>Culturally inclusive toys are visible in classrooms and are being used by the students during play times</li> </ul>	Administration	Completed
	Professional Learning on Culturally Inclusive Purposeful Play	<ul style="list-style-type: none"> <li>Literacy mentors, Jocelyn Roy and Joanne Watters, will be invited to present to our K-3 team.</li> <li>One of our teachers, Ashley Creamer, has chosen this topic for her Bridging Project</li> </ul>		
	Newcomer Mentor Committee	<ul style="list-style-type: none"> <li>Home and School group</li> </ul>		
	Student-Led Culture Clubs	<ul style="list-style-type: none"> <li></li> </ul>		
	Decorating and acknowledging holidays from a variety of religions and cultures	<ul style="list-style-type: none"> <li>Decorations are displayed in the school during a variety of holidays</li> <li>Holidays are acknowledged on the morning announcements and in classrooms</li> </ul>		Ongoing

		<ul style="list-style-type: none"> <li>Books about a various cultural holidays a read in class and available in school and classroom libraries</li> </ul>		
	Culture section in our Monthly Newsletters	<ul style="list-style-type: none"> <li>Teachers will include a section on in their family monthly newsletter</li> </ul>		

**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
<p><b>By June 2023, students will articulate, play a role in setting, and are working toward their learning targets.</b></p>	<p>Teacher identifies learning goal, written in student friendly language, and shares with students</p>	<ul style="list-style-type: none"> <li>• students can articulate learning goal</li> <li>• students are comfortable with understanding that there are goals</li> </ul>	<p>Classroom teachers</p>	<p>Completed</p>
	<p>Teachers collect samples and share with students</p>	<ul style="list-style-type: none"> <li>• Samples are collected and shared with students</li> </ul>	<p>Classroom teachers</p>	<p>Ongoing</p>
	<p>Teacher co-constructs criteria with students</p>	<ul style="list-style-type: none"> <li>• students can speak to what a good quality piece of work looks like</li> </ul>	<p>Classroom teachers</p>	<p>Ongoing</p>
	<p>Students self-assess.</p>	<ul style="list-style-type: none"> <li>• students reflect on their work and identify areas of strength and potential goals</li> </ul>	<p>Students</p>	<p>Ongoing</p>
	<p>With teacher assistance, students can determine a goal and work towards it.</p>	<ul style="list-style-type: none"> <li>• Students are able to verbalize goal and can articulate why they selected it.</li> </ul>	<p>Teachers and students</p>	<p>Ongoing</p>

### **Ends Policy #3**

Teachers will understand

#### **Goal Area #1 Instructional Strategies**

- Students will develop and improve their literacy skills in the pillars of the Building Blocks of Reading: Phonological Awareness, Phonics, Comprehension, Fluency and Vocabulary

#### **DISTRICT IMPROVEMENT PLAN ALIGNMENT:**

- Ends Policy #2- To demonstrate continuous improvement toward meeting provincial targets in literacy, numeracy, science (English and French Immersion) and to improve learning in and application of the arts, trades and technology.

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

- Objective #3- Improve literacy 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



Smart Goal	Strategies	Indicators of Success	Responsibility	Timeline
<p>By June 2023 teachers will have completed the Inspiring Growing Readers modules to support the development of reading skills identified in the Building Blocks of Reading. They will have implemented appropriate instruction and assessment practices in their classrooms for the five pillars: Phonological Awareness, Phonics, Comprehension, Fluency and Vocabulary.</p>	<p>Teachers will participate in a book study on “Shifting The Balance”</p>	<ul style="list-style-type: none"> <li>Teachers have read the book and are applying some of the strategies suggested in the book</li> </ul>		<p>Completed</p>
	<p>Teachers will complete the “Inspiring Growing Readers EECD Modules</p>	<ul style="list-style-type: none"> <li>Completion of modules and implementation in a way where student growth is evident</li> </ul>		<p>Ongoing (Modules 1-3 have been completed)</p>
	<p>Teachers are using Building Blocks of Reading Continuum Check List</p>	<ul style="list-style-type: none"> <li>Teachers are using and updating the continuum regularly for their students</li> <li>Teachers are targeting instruction and intervention based on individual needs identified in the check list</li> </ul>		<p>Teachers continue to complete the checklist for all students K-3</p>
	<p>Teachers are utilizing the companion document activities</p>	<ul style="list-style-type: none"> <li>Students will be successfully engaged in the activities leading to strong foundational skills</li> </ul>		<p>Ongoing</p>
	<p>Teachers, in their PLCs, will work to dissect BBRC phases and outcomes</p>	<ul style="list-style-type: none"> <li>Reviewing the skills identified in each phase and discussing supporting resources and activities.</li> <li>Sharing of experiences in PLC biweekly meetings</li> <li>The creation of a scope and sequence at the upper elementary level</li> </ul>		<p>Phonological Awareness and Phonics have been discussed. During PLCs in 2022-2023 Comprehension, Vocabulary and Fluency will be discussed.</p>

	Primary teachers will create sound walls	<ul style="list-style-type: none"> <li>• There are sound walls in each primary English Prime classroom</li> <li>• Sound walls are used for instruction</li> <li>• Students are able to produce and recognize the sounds that each phoneme makes and apply to reading and writing</li> </ul>		Ongoing. All K-2 classrooms have sound walls.
	Use of EGRA data as formative assessment for small group targeted instruction	<ul style="list-style-type: none"> <li>• Teachers are completing and updating EGRA screener data</li> <li>• Targeted small group instruction (with teachers moving away from whole class instruction)</li> <li>• Students demonstrate growth in the targeted phonics skills</li> </ul>		Ongoing- Our K-2 teachers are participating in a Pilot Project on the EGRA
	The purchase of many resources to support our teachers in their journey	<ul style="list-style-type: none"> <li>• Purchases made</li> <li>• Teachers are using resources to support their own professional learning and the learning of their students</li> <li>• Increased student engagement and skill development.</li> </ul>		Completed