

+



Fairvale Elementary School School Improvement Plan

Ends Policy #1

- All members of the Fairvale Elementary School community will work to improve school climate and maintain a positive learning environment.

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 #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.

Ends Policy #2

- Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

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:

- Objective #3- Improve literacy skills for all learners.

Ends Policy #3

- Students at FES will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

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:

- Objective #3- Improve numeracy skills for all learners.

Ends Policy #4

- To enhance family engagement and community **partnerships**.

DISTRICT IMPROVEMENT PLAN ALIGNMENT:

- Ends Policy #7 – To Promote the value of Education through effective partnerships and positive proactive communication.

10 YEAR EDUCATION PLAN ALIGNMENT:

- Objective # 1- Ensure all learners value diversity and have a strong sense of belonging.

Ends Policy #5

- To provide opportunities for staff to learn about mental health issues in children and to promote school and district wide initiatives that promote mental fitness.

DISTRICT IMPROVEMENT PLAN ALIGNMENT:

- Ends Policy #4 – To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness.

10 YEAR EDUCATION PLAN ALIGNMENT

- Objective # 7 - Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment.

ENDS POLICY #1

ALL MEMBERS OF THE FAIRVALE ELEMENTARY SCHOOL COMMUNITY WILL WORK TO IMPROVE SCHOOL CLIMATE AND MAINTAIN A POSITIVE LEARNING ENVIRONMENT.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
Ensure our school has an inviting environment where students and staff respect diversity and inclusive practices.	Educate students and staff about Diverse Cultures	September 2016 - June 2018	Administration Guidance Diversity Leads	Diversity Panel- Guest Speakers as part of Celebrate Diversity Week Culture & Curriculum Evening 2018 Visual representations of diverse countries (globe, map and mural)
	Creating awareness of and embracing diverse families	January 2016- June 2018	ESST, Respect and Diversity Leads & Staff	Introduction of the Pride Flag Books signed out from the Diversity Book Bin Admin introducing/ reading to classes 1 story from the bin annually Gender neutral bathroom for students and staff Communication addressed to “families” rather than “parents” -Implementation of inclusive ways to celebrate parents and families
	Deepening the understanding of students with exceptionalities	September 2016 December 2018		Spread the Word to End the Word Campaign Expansion on student literature on various exceptionalities

ENDS POLICY #1

ALL MEMBERS OF THE FAIRVALE ELEMENTARY SCHOOL COMMUNITY WILL WORK TO IMPROVE SCHOOL CLIMATE AND MAINTAIN A POSITIVE LEARNING ENVIRONMENT.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
100% of staff and students will engage in social, emotional learning opportunity.	Continue with the positive recognition program for students who demonstrate living the 7 habits.	September 2016-June 2018	Leader in Me team	-Monthly 7 Habits assemblies using our 7 Habits student leadership team -7 Habit classroom activities (associated with Habit of the Month) using 7 Habits Book Baskets -Ballot referral by teachers, video announcement recognition, monthly assembly recognition, ballots sent home for family engagement
	Implement WITS (Walk Away, Ignore, Talk it Out, Seek Help) school wide	Monthly until June 2019	Classroom teachers, guidance, School Intervention Worker	-classroom monthly guidance visits will focus on WITS -Involvement of our community partners (KV Regional Police) - Educators take advantage of teachable moments with their students and integrate WITS lesson plans into their curriculum -Use of WITS Language by students and teachers
	Participate in the Roots of Empathy Program at the grade 3 level	Ongoing	Grade 3 teachers Guidance Counsellor or other Roots of Empathy Facilitator	Development of compassionate and empathetic children as measured through observations, conversations, and products as well as conversations with families of the students involved
	Expand Zones of Regulation from a pilot project with our SIW and a select group of students to a school wide initiative	September 2016 June 2019	School Intervention Worker Administration Guidance Counsellor Classroom Teacher	-Children are better able to manage their emotions and impulses -Decrease in the number of Walk and Talk referrals -Implementation of Zone language in classrooms

ENDS

POLICY #2

STUDENTS AT FES WILL DEMONSTRATE CONTINUOUS IMPROVEMENT IN LITERACY SKILLS, STRIVING TO MEET OR EXCEED THE STANDARDS SET BY THE PROVINCE OF NEW BRUNSWICK.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
Maintain reading scores of 90% of students reading at 3 or above as measured by school and provincial data	Ensure teachers feel confident and supported in using the 9 components of balanced literacy	Ongoing	EST-Literacy, Resource, admin	PL available for K-5 teachers, application of knowledge acquired from PL session, collaboration with EST-L, evidence in lesson plans, walk throughs, PLC minutes,
	Maintain administration of benchmark assessment	Nov., March and June annually	Classroom teachers, PLC	Early identification of students who need literacy intervention
	Provide stretch learning opportunities	Ongoing	Classroom teacher, EST-Literacy	Children are reading at their level, provided opportunities to present, literacy enrichment groups, Words Their Way, Sight Word Rings.
	Use of the ELF program	Fall and Spring Annually	EST-Literacy, classroom teachers	Program is active. Teachers provide feedback of their student's growth. i.e. reading stamina
	Increase engagement in reading	Ongoing	Classroom teachers, EST Resource, EST Literacy	RAZ Kids data, observation during walk-throughs, Apps on iPads. Listening centres in classrooms. Use of various literacy websites (i.e. Tumblebooks, Starfall), Literacy Day , encourage participation in Scholastic book fair/ book clubs. Provide books at their interest and level
	Provide professional learning opportunities to build capacity of teachers in reading	January and May check ins yearly	PD committee, ESST	Book studies, professional learning days, PL committee minutes. PL opportunities align with SIP goals. "Reading In the Wild", "Reading Strategies", "Multiple Paths to Literacy". Peer observations
	Implementation of Daily 5 by early October so that teachers can be meeting with guided groups according to the ASD-S Blotter	Beginning of every year	All Staff	Students have built stamina for Daily 5 balanced literacy Teachers have formed instructional groupings in reading Record of goals monitored, and tracked.

	Increased focus on inferential and evaluative comprehension questions (60% of questions asked should be inferential and evaluative) before moving on to the next reading level to supporting students remaining within the 3+ level	November, March, June annually (check ins)	All Staff	Grade 4 reading assessment results Raz kids data Running records Benchmark data Ensuring teachers are asking these during guided instruction and running records
--	---	--	-----------	--

ENDS POLICY #2

STUDENTS AT FES WILL DEMONSTRATE CONTINUOUS IMPROVEMENT IN LITERACY SKILLS, STRIVING TO MEET OR EXCEED THE STANDARDS SET BY THE PROVINCE OF NEW BRUNSWICK.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
10% or more of students will achieve 3+ or above in all 6 traits of writing. 80% of students will achieve 3 in all 6 traits of writing.	Ensure teachers feel confident and supported in using the balanced literacy tier one strategies (academic pyramid of intervention)	Ongoing	EST-Literacy, Resource, admin	Evidence of tier one strategies being used and fewer students being moved up to tier two.
	Administer benchmark assessments	Nov., Mar., and June annually	Classroom teachers, PLC, EST-Literacy	Early identification of students who need additional support. PLCs by grade level will use exemplars and writing standards to assess writing benchmarks three times each year
	Increase engagement in writing	Ongoing	Classroom teacher, EST Literacy, EST Resource	Authentic opportunities for writing i.e. Pen pals (i.e. Dialogue NB), Magic Mailbox, thank you letters, Wall of Fame Writing Continuum, offering more choice, genre choices, Students achieving the individually selected goals
	Implement Writer's Workshop	August 2016	Classroom teacher, EST-Literacy, EST-Resource, PL Committee	Provide professional learning opportunities and resources to build capacity of teachers in writing. Professional book study, use of Write Traits. Use of mini lessons. Writer's Workshop model happening at least 2 times per week. Students using a writer's notebook to develop ideas. Explicit teaching of pre write, draft, revise, edit (steps of the writing process). Sharing as a critical component. Conferencing and goal setting with kids. Providing descriptive feedback.
	Use the ASD-S Literacy Blotter	April 2016	Classroom Teacher, EST-R, EST-L	Components of balanced literacy happening

ENDS POLICY #3

STUDENTS AT FES WILL DEMONSTRATE CONTINUOUS IMPROVEMENT IN NUMERACY SKILLS, STRIVING TO MEET OR EXCEED THE STANDARDS SET BY THE PROVINCE OF NEW BRUNSWICK.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
Differentiation of math instruction and assessment to meet the goals of the 10 year education plan	Establishment of Math Assessment Leads at FES	January 2017	Judy Blanchard Andre Robichaud Administration EST- Numeracy	Professional Learning on the New Report card (2018) and what constitutes the various levels of achievement. Generating questions that enrich students who are within the exceeding range of mathematical development
	Work in collaboration with Numeracy Leads involved in the Priority Delivery Unit in achieving the goals of the 10 Year Plan.	Fall 2016-present	Staff Administration EST-Numeracy	Use of the Teaching Process Map Use of resources and materials available on the Math Improvement Site. Regular Co-teaching, coaching and conversations with the K-2 Numeracy Lead Attendance at Professional Learning sessions focused on math (as scheduled by numeracy leads)
	Regularly integrate the use of formative assessment best practice during math instruction	Fall 2016	Staff Administration EST-Numeracy	Tasks appropriate to the development of individual learners Balanced approach to assessment; variety of conversations, observations and products. Regular grouping and regrouping of students
	Ensure teachers feel confident and supported in using the balanced math approach for instruction	Monthly PLCs	PLC teams, Numeracy lead	PLC minutes, flexible groupings, evidence of balanced math approach in classroom (math word wall, use of manipulatives, teacher working with small groups)
	To increase engagement through school wide and/or grade level math events	Fall, winter (school wide), spring	Math committee, EST-Numeracy, Admin	Parental attendance, deeper understanding of concept (scores go up), feedback from exit slip, monthly newsletters.

ENDS POLICY # 4

TO ENHANCE FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS.

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
To increase newcomer family participation by 15% in school based events and maintain current family participation at 90%	Establish newcomer family baselines during the 2017-2018 school year	End of 2017-2018 school year	Administration Teachers	Data has been collected
	Provide multiple means of communication about school events	Starting in August and for each event (as required)	Administration, teachers and support staff (event committees)	Personal invitations to participate, reminders in Synrevoice, notes home, classroom and school newsletters, homework sheet/agenda electronic announcements, website, "School Days" announcements on 97.3 The Wave, community signage, Home and School Facebook members, track the number of followers on Twitter
	Provide incentives for participating/attending	Before each event	Administration, teachers and support staff (event committees)	Food, prizes, gifts
	Provide intentional opportunities to welcome newcomer families	January 2017-December 2018	Administration	School tour Welcome Committee (parent) Translation widget on the school website Welcoming gift (school calendar, personalized water bottle) Visual affirmation, representations that celebrate cultural diversity (globe and map, mural) Volunteer Tea/ International Tea Facilitating connections between newcomer families and existing FES families
	Schedule regular events and visits	As events occur	Team leaders	Meetings are occurring

ENDS POLICY #5

TO PROVIDE OPPORTUNITIES FOR STAFF TO LEARN ABOUT MENTAL HEALTH ISSUES IN CHILDREN AND TO PROMOTE SCHOOL AND DISTRICT WIDE INITIATIVES THAT PROMOTE MENTAL FITNESS

Smart Goal	Strategies	Timeline	Responsibility	Indicators of Success
Provide opportunities for all school staff to learn about mental health issues in children	Provide all staff an opportunity to hear Dr. Bill Morrison (UNB) on mental health (via technology)	August 2015	Administration	Sharing Dr. Morrison's presentation
	Guest speaker, Child Psychologist Dorothy Price on childhood anxiety	November 2015	Administration	Staff in attendance at the session
	Professional Learning day doing a book study of "The Whole Brain Child"	January 2016	Administration and ESST	Book Study completed Feedback from training will indicate if staff have a better understanding of mental health challenges.
	An introduction to mindfulness by Canadian Mental Health Association	December 2015	CMHA and Administration	Staff in attendance at the staff meeting
	Staff Book Study: "Fostering Resilient Learners-Strategies for Creating a Trauma-Sensitive Classroom"	August 2018	Administration and ESST	Book study complete. Implementation of trauma sensitive strategies in the classroom
Promoting mental fitness for staff at FES	Creation of a Zen Den (a quiet space for staff to practice mindfulness) for all staff	2016	Shari McNeill & School Based Wellness Committee	Staff regularly access the Zen Den for relaxation and personal wellness
	Yoga offered for staff after school or at lunch during PL days	September 2016- June 2018	Shari McNeill & Wellness Committee	Staff attend Yoga Staff continue to request yoga as an activity on our wellness survey
	An active wellness committee who plans and organizes a variety initiatives	2015-2019	School Based Wellness Committee	Monthly Meetings and reports at staff meetings Staff survey on wellness
	Art offered for staff after school	2015-2017	Jennifer Russell & Wellness Committee	Staff attend Art Classes Staff continue to request art classes as an activity on our wellness survey

Promoting mental fitness for students at FES	Each classroom is equipped with a brain bike that is accessible by all students for the purpose of self-regulation	2015-2016	Administration and Classroom teachers	Staff receive training on how to use brain bikes All classrooms have brain bikes by January 2016 Students regularly access the brain bikes
	Improvements are made to the sensory room to improve the experience for all students who use the space. *Sensory room moved to a larger more central location in September 2018	2015-2018	EST-R, SIW & Administration	Items are selected and ordered to improve the sensory experience OT and EST-R collaborate on selection of items for the sensory room EA's are trained on the equipment available Larger space provided Data of sensory room usage
	Comprehensive Behaviour Pyramid of Interventions	2015-2016	All Staff	All teachers complete a personalized electronic Behaviour Pyramid of Intervention per student.
	Facilitating relationships to promote CAR (Competency, Autonomy, and Relatedness)	2015-2018 (ongoing)	All Staff	All classes have a buddy class Identified students have a mentor with Big Brothers and Big Sisters Weekly classes participate in Intergenerational Buddies with Kings Way Care Centre ELF (Early Literacy Friends), PALS Program Rainbows Program offered Eating lunch with your students
	Fidget Kits are made for each classroom for the purpose of normalizing the use of fidgets and improving access for all students to help with self-regulation (yearly top up of items)	2016-2018	EST-R, SIW & Administration	Kits are available in the classroom Students use the fidget kits
	Kindergarten teachers and EST-Guidance receive Fun Friends training	August 2015	M. Veale, C. Reevey, C. Olive, and S. Martin	Data collected and analyzed regarding the program effectiveness through parent surveys (administered 3 times annually)
	Mind up Curriculum piloted in Grade 3 and Grade 1	Fall 2015	A. Creamer, L. Shillington, W. Romeo, E. Russell, B. Hierlihy and A. Gionet,	Data collected and analyzed regarding the program effectiveness pre and post delivery
	Sensory Circuit is available around the school	2013-2018	EST-R and OT	Students use the sensory circuit to self-regulate