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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.

**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.

**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.

**Ends Policy #4**

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

**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.

Ends Policy #1

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| 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 | AdministrationGuidanceDiversity Leads | Diversity Panel- Guest Speakers as part of Celebrate Diversity WeekCulture & Curriculum Evening 2018Visual representations of diverse countries (globe, map and mural) |
| Creating awareness of and embracing diverse families | January 2015-June 2018 | ESST, Respect and Diversity Leads & Staff | Introduction of the Pride FlagBooks signed out from the Diversity Book BinAdmin introducing/ reading to classes 1 story from the bin annuallyGender neutral bathroom for students and staffCommunication addressed to “families” rather than “parents”-Implementation of inclusive ways to celebrate parents and families  |
| Deepening the understanding of students with exceptionalities  | September 2016  June 2018 |  | Spread the Word to End the Word CampaignExpansion on student literature on various exceptionalities  |
| Provide intentional opportunities to welcome newcomer families | January 2017-January 2018 | Administration | School tourWelcome Committee (parent)Translation widget on the school websiteHousewarming gift (plant from the school)Visual affirmation, representations that celebrate cultural diversity (globe and map, mural)Volunteer Tea/ International Tea |

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| 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 teachersGuidance 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 2016June 2018 | School Intervention WorkerAdministrationGuidance CounsellorClassroom 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.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| Maintain reading scores of 90% of students reading at Appropriate or above as measured by school and provincial data | Ensure teachers feel confident and supported in using the 9 elements of balanced literacy  | September annually | EST-Literacy, Resource, admin | Attendance at 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, providing opportunities to present, participation in Hackmatack book club and literacy enrichment groups. Attendance at noon time library clubs- look into parent volunteer, staff member and junior librarians- every other week? Staff interested in |
| Use of the ELF program | October 2013 | 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 professional learning opportunities to build capacity of teachers in reading | January and May check ins yearly | PD committee, ESST | Book studies, professional learning days, PD committee minutes. PD opportunities align with SIP goals. |
| Implementation of Daily 5 by early October so that teachers can be meeting with guided groups according to the ASD-S Blotter | May 2016 | All Staff | Students have built stamina for Daily 5 balanced literacyTeachers have formed instructional groupings in readingRecord 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 SA category | September 2016 | All Staff | Grade 4 reading assessment resultsRaz kids dataRunning recordsBenchmark dataEnsuring teachers are asking these during Running Records |

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| 10% of students or more will achieve Strong Performance in all 6 traits of writing. 80% of students will achieve appropriate performance in all 6 traits of writing. | Ensure teachers feel confident and supported in using the balanced literacy tier one strategies (academic pyramid of intervention) | September annually | 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, |
| 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.

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| 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 BlanchardAndre RobichaudAdministrationEST- 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 | StaffAdministrationEST-Numeracy | Use of the Teaching Process MapUse of resources and materials available on the Math Improvement Site.Regular Co-teaching, coaching and conversations with the K-2 Numeracy LeadAttendance 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 | StaffAdministrationEST-Numeracy | Tasks appropriate to the development of individual learnersBalanced 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.

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| Smart Goal | Strategies | Timeline | Responsibility | Indicators of Success |
| To increase family participation by 15% in school based events ie. Gabriel Kuling Run, Curriculum Night by June 2016 | Create a mechanism for tracking family participation in events | October 2013 | Administration | Tracking mechanism is being used. |
| Establish baselines in the school year 2013-2014 | End of 2013-2014 school year | Administration | Data is kept and available |
| 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, track the number of followers on Twitter |
| Provide incentives for participating/attending | Before each event | Administration, teachers and support staff (event committees)  | Food, prices, gifts |
| To develop and maintain at least one local and one global partnership by June 2016. | Research possible partnerships in the community and globally | October 2013 | Administration and “Leader in Me” team | Partnerships established with Big Brothers/Big Sisters, Kings Way Care Centre, Free the Children and Superstore |
| Initiate the relationship and select participants. | June 2014 | Administration, staff, student leaders | Meeting notes, staff meeting minutes |
| 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

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| 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 completedFeedback 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 |
| 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 | 2015- 2016 | Shari McNeill & Wellness Committee | Staff attend YogaStaff continue to request yoga as an activity on our wellness survey |
| An active wellness committee who plans and organizes a variety initiatives | 2015-2016 | School Based Wellness Committee | Monthly Meetings and reports at staff meetingsStaff survey on wellness |
| Art offered for staff after school | 2015-2016 | Jennifer Russell & Wellness Committee | Staff attend Art ClassesStaff 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 bikesAll classrooms have brain bikes by January 2016Students regularly access the brain bikes |
| Improvements are made to the sensory room to improve the experience for all students who use the space. | 2015-2016 | EST-R, SIW & Administration | Items are selected and ordered to improve the sensory experienceOT and EST-R collaborate on selection of items for the sensory roomEA’s are trained on the equipment availableLarger space providedData 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) | 2015-2016 | All Staff | All classes have a buddy classIdentified students have a mentor with Big Brothers and Big SistersWeekly classes participate in Intergenerational Buddies with Kings Way Care CentreELF (Early Literacy Friends)PALS ProgramRainbows Program offeredEating 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 | 2016 | 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 | Mary Ellen Veale, Christine Reevey, Carla Olive, and Shonna 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 | Ashley Creamer, Laurie Shillington, Wendy Romeo, Elsa Russell, Bonnie Hierlihy and Angela Gionet,  | Data collected and analyzed regarding the program effectiveness pre and post delivery |
| Sensory Circuit is available around the school | 2013-2016 | EST-R and OT | Students use the sensory circuit to self-regulate |