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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 | 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 2015-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  June 2018 |  | Spread the Word to End the Word Campaign  Expansion on student literature on various exceptionalities |
| Provide intentional opportunities to welcome newcomer families | January 2017-January 2018 | Administration | School tour  Welcome Committee (parent)  Translation widget on the school website  Housewarming 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 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 2018 | 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

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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 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 SA category | September 2016 | All Staff | Grade 4 reading assessment results  Raz kids data  Running records  Benchmark data  Ensuring 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 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 | 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.

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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 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 |
| 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 Yoga  Staff continue to request yoga as an activity on our wellness survey |
| An active wellness committee who plans and organizes a variety initiatives | 2015-2016 | School Based Wellness Committee | Monthly Meetings and reports at staff meetings  Staff survey on wellness |
| Art offered for staff after school | 2015-2016 | 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. | 2015-2016 | 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) | 2015-2016 | 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 | 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 |