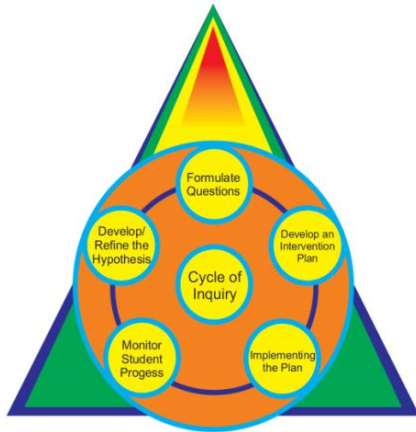


School Planning Document 2017-2018

Year of Plan				
	1	2	3	other

School Name: Fairview Community School
Principal: Jane Kruks/ V.P. Derek Snowden
Date: November 2017



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Fairview is a K-7 inner-city school of about 335 students with a wide range of abilities, activities, opportunities, and interests. This adds flavor to our wonderful school. We are a rich tapestry of ethnicities and socio-economic backgrounds which gives us the opportunity to understand and celebrate those different from ourselves. We are a staff who understand the importance of growth mindset to move our own and our students' learning forward and we work collaboratively and regularly to improve our practices to meet the needs of our students and support one another. Fairview believes the culture of a welcoming, safe school and a sense of belonging is essential to the academic progress of children. This is a strong and deliberate emphasis in our school and we have developed a community of learners influenced by the *First Peoples Principles of Learning*. https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/aboriginal-education/principles_of_learning.pdf

Fairview is one of 4 Focus Schools in NLPS. This means, with the support of the district, our emphasis and many of our resources are placed on K-3 reading. Research tells us that it is important for schools to do all they can to ensure all students who are able will be reading at grade level by the end of grade 3. For this reason, our staff includes a Reading Teacher who works diligently 3 days per week with both staff and students, and a Speech Language pathologist who supports our students, both in the classroom and individually with language development. Fairview's student support model is that of three Tiers of support (Response to Intervention): whole class support, small group in-class support, and small, short term groups for targeted interventions. All of our work with students is based on ongoing, purposeful assessment that supports teachers in setting appropriate learning goals both for and with students.

What's our goal?

First and foremost, our over-arching school goal is to purposefully create an atmosphere in the school where students feel cared for, a place where they feel comfortable and safe to be. We are learning to use the language of encouragement, rather than praise, and to develop with children the understanding and practices of a Growth Mindset where practice, thinking, and effort is valued over perfection. We use a Restorative Practices approach to all discipline and we celebrate learning from our mistakes without shame. Our school's three goals are outlined in the next section.

What's our inquiry question?

Using a spiral of inquiry we are investigating 3 inquiry questions, related to our goals, that guide all our collaboration and learning:

- 1) Social Responsibility:** What positive impact will we see by implementing school-wide common language using self-regulation, brain-based learning, growth mindset, and establishing Community of Learners school-wide?
- 2) Literacy Goal:** How do we foster joyful, engaged reading and writing in a differentiated classroom while increasing student achievement using authentic assessment practices?
- 3) Math Goal:** How will teaching with a growth mindset improve students' confidence and success in learning mathematic, especially basic number sense and understanding of numbers?

How do we want to get there? What steps should we take? How will we know that we have had an impact?

We will continue to work on goal One through Restorative Practices, maintaining kindness at the forefront of all interactions, Bounce at the Bell, welcoming our Fairview family into our school through Bounce, class activities, Soup Days, Pancake Breakfasts and Turkey Lunch. We will keep our expectations high and support practice for students to develop social emotional competencies and to understand others. We will continue to use every opportunity for students to solve conflict through understanding the other using talking and communication. This is our primary goal in order to achieve the next two.

In our Literacy Goal, our primary team is exploring the Reading/Writing Workshop model and comparing it to the achievements seen in a reading stations approach. We want each student to see oneself as a reader/writer, learn to choose good fit books and build stamina while reading. We are teaching them metacognitive strategies to think as they read to aid in comprehension. We want them to notice personal progress, develop confidence and be celebrated. Intermediate grades have created classroom libraries, with the support of our Indigo Love of Reading grant, and are also learning who they are as a reader, building stamina, and choosing good fit books. Read alouds are used to model metacognitive thinking and inspire discussion of ideas and opinions, while reading and opportunities to interact with text allow students to write/talk about their thinking while they read.

We continue to use the NLPS to gather fall assessment on students' reading, and writing samples for all grades. Over the past two years, we have seen hopeful progress in that many more students are reading within grade level expectations. Students in the primary grades conference with their teachers regularly and teachers use ongoing assessment to support student learning. This is true of intermediate students, as well, who are not getting reading within grade level norm. As well, teachers read with intermediate students regularly to monitor their progress.

For all students, the use of technology has become an important tool for assisting students in literacy. Students use *voice to text* and other tools to enable all students to show what they know about their reading. We believe the addition of this technology as a tool, not a toy, does, and will continue to, demonstrate the progress of students who once could not show what they know.

Our Math goal is new and we are excited about it. Assessment has shown us we need to focus on math as a goal to improve achievement in students. Both primary and intermediate teams have plans in place to both improve their knowledge and practice of teaching math through books studies, workshops, professional development, PLC (Professional Learning Community) time and collaborative work together on their own. Staff has set goals together for their learning- number sense and the ability to understand the concepts of math, rather than just learn a rote process. With the support of our Inquiry and Innovation teacher, teachers will co-plan and watch one another teach, learning from one another. Ongoing formative assessment to make decisions on what to teach next will be of utmost importance and guide instruction. Authors and leaders in math instruction, Carol Fullerton, and Jo Boaler are leading our learning. Growth mindset and taking risks is an essential piece of math and we work with students at developing the confidence and desire to risk being wrong as they learn. Brain-based learning and understanding how the brain learns is embedded into our work with students.

We are already very pleased with the progress our students are making in all three of our school goals. Students understand who they are as readers and writers and desire to do both. We have a large collection of new books, thanks to Chapters-Indigo, many of which are chosen by the students and reading is very much a part of each of our school days. Students, in math, are taking risks and thinking about how to solve problems. There is much more of a "Can do" attitude, necessary for growth. Financial literacy and real life problems to solve are being used, and collaboratively solved and proven, where once many students could not have risked attempting.

There is so much more to say about our learning here at Fairview. Embedding Aboriginal Understandings into our work has become a natural way to think and plan in all we do. We also have begun to spend many hours working and learning together around ways to efficiently and effectively share in meaningful ways Ongoing Communication of Student Learning.

We are a happy, learning, thriving school and we continue to do all that is within our power each day to create a learning environment with research-based instructional practices that make a difference for your precious children.