

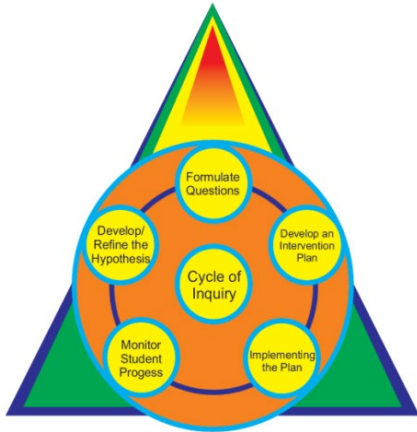
# School Planning Document 2021-22

Year of Plan	X			
	1	2	3	other

School Name: Fairview Elementary

Principal: Cindy Haack

Date: November 2021



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 Community School is a Kindergarten to Grade 7 school with a current population of 380 students. We embrace our diverse community that includes a variety of cultural and socio-economic backgrounds. There are 92 self-identified Indigenous students who contribute a wealth of culture, knowledges, and Hul'qumi'num language to our Fairview family.

We work towards a strong sense of community and belonging with our students, families, and staff. As a team of staff, we work hard to educate the whole child knowing that children need to not only learn basic academics but also 'how to learn' and how to regulate their learning and meet their own needs.

Restorative practice and maintaining kindness are at the forefront of all interactions within our Fairview community. We set high expectations and encourage students to develop social-emotional competencies. Every opportunity for students to resolve conflict through conversation and communication is paramount.

Fairview staff believe that developing a sense of belonging, through a welcoming, caring, and safe culture, is essential for the social-emotional and academic success of children. This is a strong and deliberate emphasis in our school. We celebrate inclusivity and diversity every day. One way we show this is through our daily morning Bounce Assembly. During this time our students and staff share daily indigenous protocol, drumming, celebrate successes of each other, share stories, and showcase student learning.

Fairview is fortunate to be one of NLPS' focus schools. Our emphasis and many of our resources are focused on K-7 literacy and Tier 1 and 2 interventions. We value and understand the importance of ensuring all students are reading at grade level. We are fortunate to have a full-time Literacy Coordinator who works 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 reflective of Response to Intervention: whole class, small group in-class, and individual and/or small short-term groupings with targeted interventions. Our belief and goal as a Professional Learning Community is to utilize ongoing, purposeful assessments that support teachers in setting appropriate learning goals both for and with students.

### **Goal 1**

To keep students and staff engaged and learning by creating and supporting a compassionate environment with a culture where all students and staff can learn and feel safe.

### **What's our inquiry question?**

What experiences can we provide our students to help build their social/emotional well being and build their sense of community?

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

- Create a social-emotional staff team
- Create book bins with relevant literature teachers can share with students
- Take part in school wide activities through cross grade and buddy activities
- Include outdoor educational activities into our planning
- Weave Indigenous learning throughout our curriculum
- A school-wide focus on the Seven Sacred Teachings
- David Bouchard student presentations and staff professional development presentations
- A school-wide focus on Everyone Deserves a Smile project
- Daily Bounce Assemblies and messages

## Goal 2

To improve students' literacy (reading, writing, and speaking) skills.

### What's our inquiry question?

Will using our NLPS reading data help to guide and strengthen our Tier 1 and Tier 2 literacy practices to improve student reading skills?

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

- Using the Primary Assessment of Reading Screener (PARS) with our Kindergarten to Grade 3 students
- Using the Early Literacy Intermediate Screener (ELIS) with our Grade 4-7 students
- Using the Grade 4-7 Reading Assessment with some of our intermediate students
- Using E-Assess to collect and organize data to help set and monitor individual reading targets
- Assessing our students throughout the year
- Collaborating with our Literacy Coordinator to guide instruction
- Provide time for collaboration time with grade level teachers
- Build diverse literacy programs including literacy centres in classrooms
- Ensure just right books are available to all classes and all students
- Literacy Coordinator providing in class support, co-teaching, and pull-out sessions
- School-wide literacy month and poetry month activities
- School-wide literacy opportunities – all school reading time, writing showcase
- Continue to utilize conferencing times with students and build conference binders

### Goal 3

To increase students' enjoyment in mathematics leading to increased understanding of problem solving, patterning, and mental math strategies.

#### What's our inquiry question?

By using a games approach, problem solving activities, and hands-on activities in our mathematics delivery will students find more enjoyment in mathematics and increased numeracy skills?

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

- Find appropriate and relevant assessment tools to help guide instruction
- Professional development opportunities with a focus on games approach to mathematics
- Provide teachers collaboration time to share out ideas of mathematical delivery, ways to support a balanced mathematics lessons (play/exploration, direct teaching, and paper and pencil practice), build math kits, explore online resources (Youcubed, 3 Act Math, etc.), and review the grade level curricular areas and core competencies
- Use the NLPS Learns site to find ideas and resources for the classroom
- Showcase the mathematical literature section in the school library
- Continue to build the school's mathematical manipulatives resources and use a variety of hands-on mathematical daily experiences
- Provide opportunities in class to use hands on learning with mathematical concepts
- Investigate and practice ways to differentiate mathematical learning for all students in a classroom
- Use number talks and Which One Doesn't Belong in the classrooms to encourage more mathematical communication and discussions with increased mathematical vocabulary for students
- Provide game ideas and number talk ideas to parents to practice at home
- Using ideas from Jo Boler, Carole Fullerton, Boxcars and One-Eyed Jacks, and Kim Sutton
- Monthly emails shared with teachers with math resources and ideas
- Providing open-ended math activities to our primary and intermediate students
- Weekly primary and intermediate school-wide math problem solving questions
- Teaching meaningful questioning skills and encouraging students to explain their mathematical thinking