

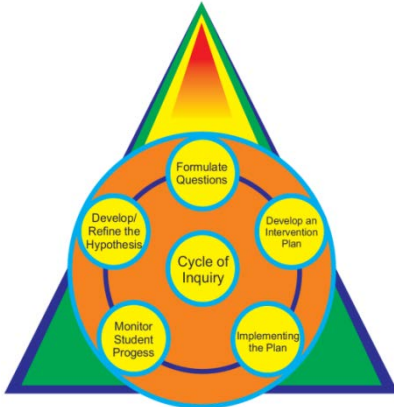
School Review Story 2018-2019

Year of Plan				4
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School Name: Fairview Community School

Principal: Colette Young/ V.P. Derek Snowden

Date: June 2019



Response to Intervention (RTI) is a district-wide approach to teaching and learning that combines high quality instruction with a tiered system of interventions for students who need additional help in their learning. The prime motive for Nanaimo Ladysmith Public Schools focussing its attention on RTI at this time is its promise to provide an extraordinary education for all students regardless of which school they attend in the district

Tell us about your school improvement team (i.e. Who was on it? How many students? Teachers? Parents? Other partners?)

Fairview School Improvement Team is made up of staff including team leaders (administration, SLP, Literacy Coordinators, ELL instructors, Counsellor, Child and Youth Care Worker, outside agencies, student support teachers etc.), a small group of PAC members and individual parents (when we are discussing their child). Students are also involved in decision making pertaining to social responsibility aspects of our improvement plan by investing, participating, modeling and living the expectations we teach every day.

Our school improvement team met weekly (if not, daily) to review and discuss data pertaining to student assessments or data of specific programs and supports.

Share your school improvement story. Tell us what happened and how it went.

Our team used the spiral of inquiry to investigate three questions related to our goals that guided all our collaboration and learning:

- 1) Literacy Goal:** How do we foster joyful, engaged reading and writing in a differentiated classroom while increasing student achievement using authentic assessment practices?
- 2) 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?
- 3) Social Responsibility Goal:** What positive impact will we see by implementing school-wide common language using self-regulation, brain-based learning, growth mindset, and establishing a Community of Learners school-wide?

Literacy

As a Focus school, we continue to build our classroom and library collections while studying and applying current research in best practices in literacy instruction around reading and writing. As this was the fifth year of the journey, teachers were comfortable collaborating and sharing literacy ideas and planning together to build capacity in our school literacy program. Our primary teachers participated in a POPEII professional development session with a focus on reader's and writer's workshops. During PLC conversations, our intermediate teachers focused on using google read and write to improve student output and writing abilities. We continue to study and research best practices in literacy by using formative ongoing assessment to guide our instruction. In reading, we have seen a genuine increase in the desire to read which has influenced our reading data. The Love of Literacy grant and Focus School support has continued to provide us a wonderful opportunity to purchase books children want to read. Most students will be able to tell you their favourite genre, book title and author. That is progress!

We also continue with an embedded model of inclusion and Student Support Teachers who work in classrooms in collaboration with teachers (Tier 1 and 2 instruction). Depending on the needs of our Tier 2 and Tier 3 students, we also offer short term, targeted and individualized pull out instruction which is based on data and conferencing.

Mathematics

When analysing school data, it became apparent that many students at Fairview struggled with several concepts in mathematics, which led to a very closed mindset around math in general. Focusing on the work of Boaler and Fullerton, staff collaboratively started creating an environment in which students feel more comfortable learning math while being nudged to stretch their thinking. We no longer purchase workbooks but rather invested in manipulatives that support number sense and understanding. As staff began to notice improvements in student success, we decided to invite Carole Fullerton to guide us through an intense professional development workshop to extend our learning and teaching. Carole increased teacher efficiency and allowed teachers to find ways to more meaningfully engage their learners in math. We are looking forward to continuing our mathematical journey with Carole Fullerton in the August.

Social Responsibility

Fairview continues to meet and greet individual students each morning while entering our morning Bounce at the Bell. This is an opportunity to come together as a whole school, celebrate birthdays and our successes, and be reminded through story and example of who we are and who we strive to become. In addition, this year, we continued our school-wide social responsibility using a Community of Learners/ Social Justice Club to reinforce our school values. We continue to be motivated as we instill positive values in children at Bounce, through restorative practices and in modelling ways of being through the Seven Sacred Teachings of Love, Humility, Honesty, Wisdom, Courage, Truth and Respect. We live by these values as a family within our school and we hope and expect these values become part of our every day life to help the world become a better place. Staff have also created a Professional Learning Group (PLG) , a group embarking on a journey learning about and modelling restorative practice through book club, discussions and a working relationship with the John Howard Society which will continue through to next year.

Reflections (What worked well? What would you do differently next year? Where are you going next in your learning?)

Our data indicates that our Fairview students are progressing in reading, writing, math and social responsibility. Staff have embraced and witnessed the value of growth mindset for both themselves and children.

What worked well:

Our Focus School results indicate that our student achievement in reading and writing significantly improved. We used many strategies that were impactful for our students such as providing immediate, targeted feedback based on on-going assessment, student-teacher conferencing, and continuous teacher collaboration (including SSTs, ELL instructors, Literacy Coordinators, classroom teachers). We have also been able to provide individualized literacy instruction to students based on data (collected during conferencing).

In math, the whole school utilized Carole Fullerton's math strategies and approaches which made a substantial impact on student learning, understanding and mindset. Staff's commitment to improving number sense through games and use of manipulatives, as well as making meaningful, real life connections between students' learning and the world around them, allowed our students to feel more confident with number sense.

Community and culture play an important role in what makes Fairview special. Through programs such as our morning Bounce assemblies, Social Justice Clubs, our weekly protocol (welcoming message and song in Hulquimum / drumming), and more recently our restorative practices, we have noticed a steady increase in student social responsibility.

Moving forward:

Our goal is to continue to encourage a thriving collaborative culture amongst our staff. Fairview staff have become an authentic Professional Learning Community that values collaboration, school culture and data. Each year, teachers become more engaged in the PLC process and our hope is to ensure teacher accountability and more structured PLC meeting times with focus on data driven instruction in reading, writing (reader's and writer's workshop/ conferring) and math (Carole Fullerton/number sense).

We also wish to continue developing inclusivity, care and growth mindset amongst students, staff and community. In order to continue moving forward, we will focus on Restorative Practices with support from the John Howard Society and reconciliation (daily/weekly Hulquimum Language, drumming and Indigenous Peoples' special events/guests). This year we will continue to focus on environmental stewardship with a specific emphasis on the Stream of Dreams, recycling, composting and continued instruction through our community gardening program.