



School Results Report

2022/2023

Fairview Elementary School



The Year in Review

Fast Facts:

5901 - 55 Street

Red Deer, Alberta, T4N 7C8

Phone: 403-343-8780

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Website: <http://www.fairview.rdpsd.ab.ca>

Principal: Teresa Tataryn Vice-Principal(s): Greg Joslin

Student Profile:

- Pre-Kindergarten: n/a
- Kindergarten: 37
- Grade 1: 26
- Grade 2: 27
- Grade 3: 33
- Grade 4: 33
- Grade 5: 47
- Total Student Population: 203
- ESL Students: 104
- First Nations; Métis; Inuit Students: 30

Staff Profile:

- Teachers: 12.3
- Classified Staff: 9
- Facility Services Staff: 1
- Total Staff: 22.3

Background and Opportunities:

Designed by Douglas Cardinal and constructed in 1963, Fairview Elementary School is situated in Riverside Meadows. We are gearing up for a 60th Anniversary Celebration in the 2023-24 school year. Fairview Elementary School serves the educational needs of children who live in the nearby community as well as the English as an Additional Language students throughout Red Deer Public School District. Our school community is well established with numerous single family homes, low income housing, multi-unit housing complexes as well as some new construction. We are considered, "A Special Place" and indeed we are! At Fairview School, we welcome Newcomers to Canada from across the world and we honour and celebrate the incredible diversity that this brings to our learning community.

At this time, the Assurance Measure Reports and school based analysis and rubric data helps us to formulate initial plans for a new year. Once trends are discovered, action plans/playbooks for each target area will be initiated. This action focused plan is honed and refined for improvement, review and analysis in forward thinking approaches based on opportunities for School Council and Staff input. We commit afresh to the Education Plan Goals with explicit collaboration and connections that drive a community of consistent practice. We are collectively committed to this growth. Stakeholders were engaged in the process by consideration and analysis of data.

Alignment with site goals, system priorities and division vision has been emphasised and coherence has been important to narrowing the focus areas. A Proactive (rather than Reactive) style will focus plans that value stakeholder: voice, impact, leverage, clarity and relevance to the direction set from these results. We will emphasise commitment to the Pyramid of Support Model, embedded instructional coaching within PLC and Staff Learning, and provide shoulder to shoulder support for student achievement and teacher efficacy. Advancing the New Curriculum with fidelity will be a prominent target. Together, we will determine how best to use the opportunities we have: Staff Learning Days, Embedded Instructional Coaching, Team retreats, LST meetings, Grade/Subject Team Meetings, Sub Release (limited); Assignable time; volunteer 'lunch meetings', Shoulder to Shoulder conversations, etc; to meet our needs progressively.

Challenges and New Directions:

Our diverse demographics have created opportunity and challenge. Importance has been placed on respecting historical roots. Additionally, we will forge new situations for equitable access and foster a shared vision/collective response to effective school culture. The 2021-22 School Year brought specific impacting challenges surrounding a substantial enrollment increase (specific to Newcomers), significantly higher class sizes and complex needs and teacher turnover. Fairview continued to provide high quality learning opportunities for our students. At our school, basic human needs continued to be a concern. Food, shelter, mental health services, job loss, language acquisition and Newcomer transitions were evident factors. We deeply appreciated community partnerships as a necessity to school successes.

The Results Report and the Education Plan have been developed and reviewed by Administration, Staff and School Council by using the Cycle of Continuous Improvement. **A Vision for Learning/Core needs** helped to create a unified set of values and beliefs to drive a high performance learning culture. **The Practice Principles** for excellence in teaching and learning are signature pedagogies which make the difference in improving student achievement and motivation. The application of **The Pedagogical Model** helped to describe what effective teaching looks like in the classroom and assisted our teacher in connecting the practice principles. Throughout our plan, elements of **The High Impact Teaching Strategies** (HITS) will be embedded in order to reliably increase student learning wherever they are applied.

VISION FOR LEARNING/CORE NEEDS: High demographic of poverty, Canadian Newcomers, EAL learners. Our statistical data points to the need for intentional social emotional strategies, high leverage teaching practices and wellness from a whole child/whole family perspective. Our conceptual framework, the Circle of Courage, is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native American philosophies (Dr. Martin Brokenleg) of child care. Our entire staff has been trained as Certified Trauma & Resilience Specialists and see the Circle of Courage model as instrumentally linked to Teacher Quality Standards (TQS) and student achievement: Belonging, Mastery, Independence, Generosity.

- Generosity: Maslow (altruism); Cooperation, Camaraderie, Human Heartedness, Helpfulness
- Belonging: Maslow (attachment); Significance, Community
- Independence: Maslow (autonomy); Power, Humility, Self development, Responsibility
- Mastery: Maslow (achievement); Competence in many areas, Self-control/regulation, High standards

PRACTICE PRINCIPLES: Excellence in Teaching and Learning, Positive Climate for Learning, Professional Leadership, Community Engagement

PEDAGOGICAL MODELS: Evidence based high impact teaching strategies, Curriculum planning and assessment, Building practice excellence, Evaluating Impact on learning, Empowering Students to build School Pride, Health and Wellbeing, Setting Expectations and promoting Inclusion/Belonging, Intellectual Engagement and Self Awareness, Building Leadership Teams, Instructional and shared leadership, Strategic Resource Management, Vision, Values and Culture is shared, Parents and Carers as Partners, Global Citizenship, Networks and Community Partnerships.

A Year of Success:

In the analysis of the data - both provided in this framework and anecdotal data of lived experience (Dossier and staff feedback) Fairview can celebrate. After reflection on patterns, trends and contextual needs we are excited for the 2023-23 school year. Important consideration for fair statistical representation would be: the significant increase in Newcomer enrollment after Christmas (language barrier for stakeholders, low academic performance and impact on safe and caring indicators). In addition, our inconsistent participation trends in the survey make it difficult to accurately determine trends (5 participants in 2022 and 43 in 2023, etc). Parent/student confidence and participation in the surveys would be more limited in some family situations than in other schools due to language translation barriers in spite of translations offered. We are confident in that in using the Assurance Model, TQS and data at hand, that we can unite in the vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Alberta Education Assurance Measures: Overall Summary

Assurance Domain	Measure	Fairview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.4	90.2	90.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.5	91.4	92.6	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.7	93.4	95.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	94.0	94.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	89.4	89.9	89.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.6	90.7	93.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Alberta Education Assurance Measures: FNMI Summary

Insufficient Response for Assurance Measure Report

Alberta Education Assurance Measures: ESL Summary

Insufficient Response for Assurance Measure Report

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
25	7	28

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
27	13	48.15

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

Number of Students	Students reading within one year of Grade Level	Percentage
33	11	33.33

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
33	14	42.42

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
47	11	23.4

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	71.7	N/A	71.88	80	69.7
Overall percentage of students who feel they are able to read and write what is expected of them in school.	71.2	N/A	N/A	67.4	73.4
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	86.7	N/A	100	100	94.4

- **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	75.5	N/A	84.38	60	83.7
Overall percentage of students who feel they are able to understand and work with numbers in school.	68.5	N/A	N/A	67.4	84.38

Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	100	100	100
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Anecdotal Results, Analysis and Action

Anecdotal Results:

- Literacy Levels in ALL grades went down substantially. One factor is the 26+ Newcomer student enrollment after Jan 2023 that began learning with 0-2 EAL benchmark. Our EAL count was 21% higher than in previous years (51 % of our enrollment).
- Literacy measures by parent and teachers would be reflective of contextual complexities at year end; students grew in their literacy confidence
- Each performance indicator in numeracy grew significantly

Analysis:

- In the 2021-22 results report, parent confidence regarding understanding in math was a concern. We are pleased that the actions forward addressed this area
- The data is important to consider in context (Newcomer/Refugee/ELL). The school demographics are such that class composition changes (transitions in or out of an existing class) are extremely unique in terms of current ability or readiness for the assessment of learning in a grade outcome measure. ie/learning loss, lack of school exposure, language acquisition will be more of a variable directly responsible for measure decline than in other schools. Students are designated to attend (or transition back to their community school) based on ELL benchmarking. The measure of 'Feeling ready/able'; 'understanding at grade level'; 'progress within one year of grade level' are, for some, unrealistic terms that do not showcase the amazing multi-year growth that is often a more accurate display of educational growth.
- It is natural that the students in our demographic would lack confidence in their literacy and numeracy progression as many are new to Canada, and English language.
- The number of students literate within one grade level is very discouraging. It is important to note that along with our anecdotal comments, students are pointed to Fairview for ELL designated programming within these grades. A more leveling and encouraging statistic would be denoting the progression within Fountas and Pinnell rather than the 'grade level' performance.

Action:

- School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline practices. Achieving **Mastery** goals will accomplish our District and Site goal of creating *a culture of learning and well-becoming*. It is in this quadrant where staff and students will develop and demonstrate greater collective efficacy, capacity and well-being. All learners will demonstrate evidence of improved achievement, engagement, and well-becoming as critical-thinkers, problem-solvers and communicators.
- Continue to refine school-wide consistent practices for literacy and numeracy, including guided reading, shared reading, shared writing, oral language development strategies, number concept, financial literacy, and mental mathematics.
- Adjust the procedure for parent engagement with results/district survey using translation for parents interested in engagement. Partnership with district congregated programs and partners to align promising practices for ESL programming.
- Through embedded Professional Learning (Sprints), teachers will have deliberate practice and feedback on them in a trusted and collaborative environment. Developing new skills and extending existing ones will impact both teacher and student learning over time. Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.
 - o High Impact Teaching Strategies/Planning HITS
 - o High Impact Engagement Strategies/Planning HIES
 - o High Impact Wellness Strategies/Planning HIWS
 - o High Impact EAL Strategies (SIOP)/Planning SIOP
- HLAT, F&P, CC3 and Lens, Alberta Math Assessment, EAL Benchmarking Assessment practices for learning
- Professional learning opportunities for new curriculum through release, consultation, embedded coaching (Brightspace, Numeracy, Literacy, FNMI)

(LITERACY SPECIFIC)

- Advancement of the Library Renovation Project (collections, literacy focus, place of belonging, cultural collection) and addition of non fiction decodable series
- Continue implementation of the District's Literacy Framework, with a focus on Fountas & Pinnell Benchmarking, CC3 and Lens

and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.

- Support implementation of Lucy Calkins Writing Material(s) to build upon consistency with writing practice, development and expectations
- A Literacy/Numeracy Committee consisting of Literacy Leads, Numeracy Lead, EAL, LAT and interested teachers, and administration will continue to monitor and move forward next steps.
- A data wall (electronic) will be considered/explored to view and track student progress throughout the school year (reading benchmarks) throughout the school year. A whole school Guided/Targeted Reading Intervention approach
- School commitment for uninterrupted literacy block within the school timetable.
- Students in tier 3 (Level K and below) in grades four and five, will require their systematic phonics and phonemic awareness needs to be addressed. This can take place during Intervention structures, supported by the LAT and Literacy Lead materials (Interventions).
- Implement at-home reading programs and 100 Books Read Club for grades 1-5; build stronger consistency for parent partnerships in early reading and writing development.

(NUMERACY SPECIFIC)

- K-5 Teachers will implement and utilize a Canadian Money kit to support Financial Literacy curriculum outcomes and to expose all our students to Canadian currency.
- Fairview classrooms will sign out numeracy kits for their classrooms to support hands-on learning.
- A literacy and numeracy event will be hosted for all Fairview Families exploring the use/sharing of math and literacy games that assist families to build upon positive experiences and number/literate concepts at home
- Staff will have the opportunity to direct an embedded Numeracy focus during PLC to host focused efforts on Numeracy programming, math manipulatives, number talks, and differentiation in planning numeracy activities.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.5	95.5	91	93.6	91.5

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.3	97.0	94.3	79.9	75.1

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	96.2	N/A	93.75	100	97.6
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	98.6	N/A	N/A	81.4	89
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	100	N/A	100	100	89

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	92.5	N/A	100	100	100
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	94.5	N/A	N/A	86.05	89
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	83.33	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	88.7	N/A	100	100	97.7
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	91.8	N/A	N/A	76.74	90.6
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	N/A	83.33	90	94.4

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The safe and caring aspect of the first measure is general - related to school wide factors. Alberta Education measures declined marginally.
- The significant drop in efficacy of teachers to support the learning needs of students needs to be addressed
- This is a large area that presents barriers to our families who come from addiction, war, natural disasters, and trauma
- It is important to raise the percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. This is a challenging question because of ambiguity in wording; within our last survey, STAFF brought this number down by 50% from previous year indicators - while this year it increased by 20%. Parent survey indicates concern in this area
- It is encouraging to see that student private logic and teacher perception is that of increased connections and sense of belonging (and happy/healthy school) from that of the previous year

Analysis:

- We felt this shift within equity in the school context. As Newcomers came at a consistent pace, our structures to assist in the transitions, behavior needs and the cultural dynamics as are expected in Canadian systems were not strong enough. This posed significant challenges with the ability to model and teach social, emotional and school readiness. In addition, many in our grade 4/5 class cohort met with challenged classroom management and peer issues.
 - Designated ELL programming, Refugee and transitioning Newcomer families means that many struggle to have a sense of true belonging, community and reciprocal relationships. Fairview is dedicated to this mission. Barriers in this area include: discrimination, challenges to be understood, challenges to be seen and heard by those around them. While other schools differentiate for learning needs, diagnosis - Fairview DI includes opening access for language, experience, culture and acceptance

Action:

- Staff certification of STARR Commonwealth Circle of Courage. Purpose: Staff will understand and apply the philosophy of finding and filling the gaps within the Circle of Courage in order to see optimal success and a flourishing life of those typically marginalized. This application will be made to student and staff wellness (joy) and availability for learning.
- School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline

practices. Achieving **Belonging** goals will accomplish our District and Site goal of creating *a culture of equity and inclusion*. All students and staff will demonstrate their collective capacity to strengthen practices of equity and inclusion that can be achieved through a strong sense of connectedness to learners, peers, families and community.

- School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline practices. Achieving **Generosity** goals will accomplish our District and Site goal of creating *a culture of caring and collaboration*. It is in this quadrant where students and staff will demonstrate care and concern for others and their natural environment, so they feel safe to take risks, share successes and failures, and learn together.

- Staff and student Pre-Post Assessment for Circle of Courage (Private Logic Assessment)

- School wide Wellness. Purpose: Intercultural workshops, characteristics of learning and life, cultural presentations and events will increase knowledge and create a more welcoming, healthy and inclusive school community. Our time will help grow the acceptance, and cultural awareness as Newcomers settle into Canada and become active citizens of our community. These cultural literacy workshops will pair with our Wellness and Social Studies Curriculums. The language will tie to RDPSD Values for Learning and Life and prioritise Character Development. The year will culminate with a Multicultural Potluck in May/June that celebrates the journey we've shared.

- Skill of the Week (SOTW) classroom reinforcement and social/emotional skills practise using intentional HIWS and HIES.

Purpose: To explicitly teach, model, and reinforce life-long social, emotional, and behavioural skills so that students are more available for academic learning. In addition, students will learn to transfer these skills to social situations outside of the classroom and better navigate successful interactions and opportunities.

- Advancement of the Library Renovation Project (collections, literacy focus, place of belonging, cultural collection) and addition of non fiction decodable series

- CAREing for Newcomers using STRONG curriculum (Supporting Transitional Resilience of Newcomer Groups). Purpose: To promote positive Canadian school culture and expectations through the lens of the Circle of Courage (Belonging, Independence, Mastery and Generosity). Using Translators we will offer Newcomer students an opportunity to tell their stories, complete a Private Logic Assessment and facilitate accelerated connections. Together we will respectfully transition Newcomers to the school, resources and lessons that will better address their mental health, wellness and adjustment needs. Maslow before Blooms. This program will work together with SNAP

- SNAP programming through CARE for Newcomers. Purpose: SNAP offers activities and special events which give the students the opportunity to explore their new community and learn more about Canadian culture. We also have special activities and creative projects which allow the youth to share their unique cultural heritage. SNAP provides a bridge for kids to engage with each other and their new community, showing them new sports, recreation, and creative activities, and how to make new friends, both in and out of school. Some of our thematic lessons will encourage active family participation with interpreters to assist with school engagement.

- CARE Club Ambassadors: Purpose: Caring Acceptance Respect Equity Ambassadors (2 from each class) who believe in respect, kindness and caring will meet twice a month for lunch, conversation, activities, games, videos, friends and finding ways to bring kindness back to the classroom. Ambassadors will have vests that identify them, lead the recess Buddy Bench, supply Recess Equipment and assist in positive play

- Learning Support team; Literacy team. Purpose: Lead, develop and support students and staff in skill development (teachers, parents and students). Collaboration, connections to community, classroom supports, Student Support Room, professional development and community events

- Nutrition Program (Breakfast, Mustard Seed, Salvation Army, Youth HQ)

- Clubs and Opportunities: Patrollers, Boys and Girls Club, IndigeNews, Spirit Seekers, FNMI Independence skills through Froese Psychological Services, CLW friendship groups, teacher sponsored clubs and intramurals

- Continue to implement the Supports for Students model. School-based Learning Teams include: Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI Key Point Persons, Parents, and Administrators.

- Fairview classrooms will implement a soft start in September, 2023; attending to community building, team building and a sense of belonging

- Continue to build capacity with staff in order to effectively support English Language Learners. Build capacity with staff in the areas of social, academic and language proficiency for students with English as a Second Language.

- School Wellness Influencer and Wellness Plan

- LAT/SSR, Co-teaching, and co-planning models will be available for classrooms that require social-emotional support, regulation and the differentiation for teaching and learning (considered timetable approach for responsive programming).

- Continue to focus on excellence in instruction in order to build more specific teacher capacity. We will take action to modify and enhance our lessons through differentiation of presentation, process, product, environment, and activity, alongside language acquisition. Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes.

- High Impact Teaching Strategies/Planning HITS

- High Impact Engagement Strategies/Planning HIES

- High Impact Wellness Strategies/Planning HIWS
- High Impact EAL Strategies (SIOP)/Planning SIOP
- Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.
- Build capacity with Teachers in regard to the indicators within the new Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners, instruction, relationships and inclusion. Build capacity with staff to incorporate First Nations, Métis, and Inuit content and perspectives into the delivery of curriculum content. Staff will attend professional development and reflection for Teaching Quality Standard 5- Applying Foundational Knowledge; all staff will attend dedicated sessions for FNMI Resource Selection, Metis, and Teepee Teachings; all staff will attend an Elder Protocol session with Hayley Christen, followed by a session with an elder entitled, "What do you want us to know about teaching and understanding?". Fairview will host an afternoon tea with Elders
- FNMI embedded coaching, IndigeNEWS, Staff Learning, Elder's Tea, District resources, student conference
- New curriculum ties to classroom engagement
- School wide cultural literacy
- Circle of Courage/Medicine Wheel; Grandfather's teachings within Wellness curriculum

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.9	93.7	91.3	91.4	85.5

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.5	93.8	100	100	95

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.4	88.7	97.6	92.6	83.6

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	17
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	96.2	N/A	93.75	100	97.7
Overall percentage of students who feel they will be prepared for the next grade level.	93.2	N/A	N/A	83.72	92
Overall percentage of teachers who feel the students will be prepared for the next grade level.	80.0	N/A	83.33	70	88.9

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	98.1	N/A	90.63	100	93
Overall percentage of students who feel they will complete high school.	93.2	N/A	N/A	88.37	95.3
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	N/A	100	90	88.9

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	93.75	80	81.4
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	88.37	82.8
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	83.33	70	88.9

Anecdotal Results, Analysis and Action

Anecdotal Results:

- This is an area of significant and concerning decline. Citizenship is important to our clientele however, access to the community and interaction poses a challenge when families and students have poverty of experience, limited transportation and language barriers.

Analysis:

- Parent/student confidence and participation in the surveys would be more limited in some family situations than in other schools due to language translation barriers
- The lower scores for teachers feeling that students are supported in their goal for graduation may be in decline (for some) due to the successive years of: language acquisition, family trauma, refugee camps, no access to school, covid and all within 1-5 grade range. The accelerated learning necessary for the rigor of high school completion without significant interventions is staggering and will need to be addressed systematically in order for these capable students to reach full potential
- It is a significant concern that our students do not feel that they will be ready for successfully engaging in high school completion; student and staff will engage in collaborative conversations about academic and resiliency factors that make school success possible for everyone
- Active reciprocal relationships are key to citizenship. Fairview needs to invite and facilitate these interactions with more intention than in other communities where citizenship aspects are historic.
- Fairview needs to build a broad program of studies as tools/mechanisms to balance the more prominently prioritized language and numeracy outcomes. Learning acquisition and acceleration are paramount in our context but need to be supported within a well rounded learning model; Teachers would like consideration into dedicated music specialist; investigation into 'arts' programming needs must be considered
- It is clear that the Fairview community (students, parents and staff) have not connected the specific RDPSD Values for Learning and Life with the site based Rocks of Respect. Character education is alive and well in this building - we need to celebrate and share with parents the connection that the survey is making.

- Our learning support team is VERY concerned about the results related to student attendance. While we understand the barriers, it is critical to remedy the new pattern set in order to have students succeed, achieve and be prepared for high school skills and determination necessary. Action plans that are supported by District tracking are underway
- **Staff, students and parents** do not feel that children hear about the Red Deer Public Schools' Values for Learning and Life in school. This may be due to semantic differences. Fairview distinguishes the character education pieces that are correlated to this goal as 'Rocks of Respect' and Circle of Courage. These values are highly recognised, taught and celebrated. Communication will need to be adjusted and the results will improved within the data

Action:

- School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline practices. Achieving **Independence** goals will accomplish our District and Site goal of creating *a culture of inquiry and responsibility*. Students and staff will demonstrate that they are members of on-going cycles of collaborative evidence-informed inquiry to improve practices and systems. All learners will demonstrate the aptitudes, skills and knowledge to be autonomous and confident in their innate ability to achieve goals and become life-long learners
 - SNAP (Newcomer) programming in Elementary PRIOR to Middle School transition so that students enter grade 6 with connections already made
 - Increase the focus of the school-based Learning Team to support improved attendance (Learning Team, CLW, and Administration) and transition support for First Nations, Métis, and Inuit students with FNMI Key Contact.
 - Utilize partnered LAT and SSR programming for students with special or complex educational needs, sensory input programming, mental health supports, self-regulation, and referral/transition process.
 - Global Citizenship, Networks and Community Partnerships will be a priority
FNMI Connections (Spirit Seekers, IndigeNEWS, etc); Boys and Girls Club, Kids in Action, CARE for Newcomers, Youth Headquarters, Salvation Army, Foundation, Big Brothers and Big Sisters, LTCHS CALM class/buddy program, Community Volunteers: Crossroads church, Lions Club, Riverside Meadows Community, Optimists, Cash Casino, Numerous sponsors

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- *Fairview had 30 identified students as First Nations, Metis and Inuit*
- *There is no school collected data for this goal*

Actions

- Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.
 - o FNMI embedded coaching, IndigeNEWS, Staff Learning, Elder's Tea, District resources, student conference
 - o New curriculum ties to classroom engagement
 - o School wide cultural literacy
 - o Circle of Courage/Medicine Wheel; Grandfather's teachings within Wellness curriculum
- Build capacity with Teachers in regard to the indicators within the new Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners, instruction, relationships and inclusion. Build capacity with staff to incorporate First Nations, Métis, and Inuit content and perspectives into the delivery of curriculum content.
 - Implement the use of guided reading resources which honour cultural diversity, including local First Nations Metis Inuit Perspectives.
 - Indigenous content will be infused into writing lessons at all grade levels.
 - The role of the FNMI key point person will be supported at Fairview School
 - Indigenous Education School Reflection Tool: Professional learning, relationship building, financial support, curriculum connections, resources, community supports, student success, student support, truth and reconciliation
 - Concentration on Indigenous Student Focus: Students seeing themselves and their culture in our building; Spirit Seekers; Achievement and Monitoring with FNMI Lead Teacher release time
 - Froese Psychological Services (FNMI focus groups)
 - Engagement: getting parents into our building; focus nights for all parents
 - Staff will attend professional development and reflection for Teaching Quality Standard 5- Applying Foundational Knowledge; all staff will attend dedicated sessions for FNMI Resource Selection, Metis, and Teepee Teachings; all staff will attend an Elder Protocol session with Hayley Christen, followed by a session with an elder entitled, "What do you want us to know about teaching and understanding?". Fairview will host an afternoon tea with Elders Ongoing staff learning: Staff FNMI learning plan; curricular connections document
 - The Circle of Courage philosophy and programming guides our social/emotional learning and character education program - meeting Wellness curricular objectives. The model is represented by a circle that is divided into quadrants—the medicine wheel—which depicts the sacredness of the circle to Native Americans and the interconnectedness of life. Likewise, it expresses the sacredness of the number four—the four directions, the four elements of the universe, and the four races. Each quadrant of the CIRCLE OF COURAGE stands for a central value—belonging, mastery, independence, and generosity—of an environment that can reclaim youth at risk and should be the —cultural birthright for all the world's children.
 - We are deeply invested as the Circle of Courage engages all members of the learning community - fostering self-esteem, a sense of self-worth and inclusiveness. The Circle of Courage provides an arena for problem solving, conflict resolution, the pursuit of character education, and the elimination of discrimination, isolation within our learning community. It provides us an umbrella under which we can explore many of the character building needs of our community.
 - Trauma Training and The Circle of Courage philosophy is the driving force of our school culture guiding the actions of the staff, the education of the students and the involvement of the families. We believe that all students, regardless of their story, can achieve, be resilient, find satisfaction and success in learning.
 - Our school has a diverse population with a high percentage of refugees, displaced and EAL students, FNMI status, community poverty, trauma and addictions. We are a small learning community who believes that students learn not only in a classroom but in real life learning experiences. We actively participate in community and cultural events. The central premise of this model is that a set of shared values and common language must be present in order to unify a community of learners.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Fairview Elementary School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 22, 2023** meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/fairview>



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