



School Education Plan 2024-2025 to 2026-2027

Fairview Elementary School



FAIRVIEW ELEMENTARY SCHOOL

5901 - 55 Street
Red Deer, Alberta, T4N 7C8
Phone: 403-343-8780
Fax: 403-347-1276
Website: <http://www.fairview.rdpsd.ab.ca>

School Administration:
Principal: Mrs. Teresa Tataryn
Vice Principal: Mr. Greg Joslin

School Profile:

Designed by Douglas Cardinal and constructed in 1963, Fairview Elementary School is situated in Riverside Meadows. We celebrated our 60th Anniversary 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, multi-unit housing complexes, and 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.

Anticipated Student Enrolment:

- Kindergarten: 23
- Grade 1: 40
- Grade 2: 26
- Grade 3: 28
- Grade 4: 34
- Grade 5: 32

- ESL Students: 75
- First Nations; Métis; Inuit Students: 23

Anticipated Staff Profile:

Staff Profile:

- Teachers: 15 FTE
- Classified Staff: 8 FTE (administrative assistant included)
- Family School Liaison Counsellor: 1
- Facility Services Staff: 1
- Total Staff: 25

Background, Opportunities and Challenges

The 2023-24 school year brought significant shifts. Our staff handled the challenges and opportunities that came with those changes with an attitude of grit and integrity. Since the school year began, over 105 Newcomers were added to the original anticipated enrollment. Classes were split and then split again as new teachers were added to the team. Complexity in the classrooms was compounded due to the varied schooling experiences ranging from never having attended school to limited formal schooling to interrupted schooling. More than 1/2 of our students are foreign-born and come from refugee status, camps, and/or have been displaced due to

persecution and war. Our students come from 19 different countries and speak more than 29 different mother languages. This community serves a high ratio of those experiencing conflict, violence, trauma, and difficult family dynamics. This provides us with both a challenge and an opportunity.

The Education Plan has been developed by the Administration, Staff, and School Council 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 that improve 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. The administrative high-impact principal strategies team will increase leadership capacity by utilising **The High Impact Principal Strategies (HIPS)**. As our school grows in meaningful collaboration, we will delve into our use of **Working Genius** as we know that strong staff relationships and efficacy mean strong school success.

VISION FOR LEARNING/CORE NEEDS: High poverty demographic, 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/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 & Reliance Specialists. We 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 well-being, 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.

Stakeholders were engaged in the process by considering and analyzing data.

Alignment with site goals, system priorities, and division vision has been emphasised, and coherence has been important in narrowing the focus areas. A Proactive (rather than Reactive) style will focus on plans that value stakeholders: 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.

At our school, basic human needs continued to be a concern. Food, shelter, mental health services, job loss, language acquisition, and Newcomer transitions are evident factors that cause barriers. We deeply appreciate community partnerships:

- FNMI Connections
- Boys and Girls Club
- Kids in Action (Hope Mission)
- CARE for Newcomers: SNAP, Cultural Literacy, Caseworkers
- Youth Headquarters
- Salvation Army
- Foundation
- Big Brothers and Big Sisters
- LTCHS CALM class/buddy program
- Community Volunteers: Crossroads Church, Optimists, Lions Club, Mustard Seed, Cash Casino, Numerous sponsors

In the analysis of the data, both provided in this framework and anecdotal data of lived experience (Dossier and staff feedback), Fairview can be celebrated. After reflection on patterns, trends, and contextual needs, we are excited for the 2024-25 school year. We are confident that in using the Assurance Model, TQS and data at hand, 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.”

School Education Plan Development and Communication:

The [Fairview Elementary](#) School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The [Fairview Elementary](#) School Education Plan is available at the school and is posted on our website at: <http://www.fairview.rdpsd.ab.ca>

Alberta Education Assurance Measures Overall Summary (Fall 2023):

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

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

<p>Outcomes</p>	<ul style="list-style-type: none"> • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Students are active, healthy and well. • Students apply knowledge, understanding and skills in real-life contexts and situations. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. • Students demonstrate understanding and respect for the uniqueness of all learners.
<p>Division Strategies</p>	<ul style="list-style-type: none"> • Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. • Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed. • Grow community, industry, and educational partnerships that provide students access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. • Continue to integrate Indigenous perspectives throughout the curriculum, providing specialised training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
<p>Alberta Education Measures</p>	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
<p>School Strategies</p>	<ul style="list-style-type: none"> • Grade division collaborative intervention model (guided/targeted reading) with ongoing assessment for learning and regrouping for growth within the Pyramid of Supports • Pre and Post HLAT, CC3 and Lens, Alberta and District Math Assessment, EAL Benchmarking Assessment practices for learning; student reflection on individual goals and progress • 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. This application will be made to student and staff wellness and availability for learning. • School wide implementation of Trauma Informed Resilient Schools approach; Restorative and Circle of Courage discipline practises • Staff and individual (as needed) student Pre-Post Assessment for Circle of Courage (Private Logic Assessment)

	<ul style="list-style-type: none"> ● Skill of the Week (SOTW) and WITS (Walk away, Ignore, Talk it out, Seek help) subscription and programming; classroom reinforcement and social/emotional skills practise using intentional HIWS (High Impact Wellness Strategies) and HIES (High Impact Engagement Strategies). 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. ● 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 ● Best Buddies Program ● Boys and Girls Club, Kids in Action (after-school programming) ● Nutrition Program (Breakfast, Mustard Seed, Salvation Army, Youth HQ) ● Staff Leadership in FNMI portfolio and family/student monitoring of needs ● 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. <ul style="list-style-type: none"> ■ 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 the Wellness Curriculum
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicates that our school has improved or stayed the same over the last three years. (AE) ● School Pre-Post Circle of Courage Assessment (Students and Staff); Staff quarterly SOTM classroom assessments ● Student progression of assessed skills within the Pyramid of Supports ● Staff reflection and data assessment re: HIT strategy Sprints

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. ● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> ● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. ● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. ● Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: <ul style="list-style-type: none"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p>
Alberta Education Measures	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	<ul style="list-style-type: none"> ● Continuation of a Balanced Timetable to advantage optimal learning, nutrition and physical movement; protected literacy and numeracy time in the timetable ● 'Our Work' Fairview focused supervision and evaluation plan ● 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 ● 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.

	<p>The language will tie to RDPSD Values for Learning and Life and prioritise Character Development. The year will culminate with a shared Multicultural Potluck in May/June that celebrates the journey we've shared.</p> <ul style="list-style-type: none"> ● CAREing for Newcomers using STRONG curriculum (Supporting Transitional Resilience of Newcomer Groups) on an as needed basis. 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. ● HITS (High Impact Teaching), HIES (High Impact Engagement) and HIWS (High Impact Wellness), High Impact Language (SIOP) strategies are instructional practices that reliably increase student learning wherever they are applied. Mastery of the strategies requires you to draw on both your deep curriculum knowledge and your skills in assessment for, as and of learning. 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. ● Nutrition Programming: Mustard Seed, Government funding, Hope Mission, Salvation Army Backpacks, etc
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language support, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP) ● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> ● Engage in a comprehensive review of budgetary priorities in the area of student learning support, to ensure that the initiatives most essential are adequately resourced. ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	<ul style="list-style-type: none"> ● Professional learning opportunities for new curriculum through release, consultation, embedded coaching (Brightspace, Numeracy, Literacy, FNMI, EAL support) ● Circle of Courage school wide application ● Implementation of an adapted whole school health message using ‘Family pod’ groups created for the purpose of deepening connections to the adults in the building and the curriculum content taught while teachers are collaborating. Mental health, Makerspace, Math, Literacy, the Arts, Cultural Literacy and Student/Admin meetings will be the focus ● Grade team Common year plans, schedules, interventions ● Sprint embedded collaboration utilising Working Genius strength model, meaningful growth aspects from Michael Fullan, and district consultant expertise will strengthen the areas of Math, Writing (HLATS) and Differentiation (SIOP) ● Collaboration with parents and specialists: Behavior Support Team, Speech Language Pathologists, Occupational Therapists and District Consultants in order to ensure that student's developmental and learning needs are met
School Performance Measures	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Circle of Courage Quarterly Assessment

School Council & School Generated Funds:

(Optional)