



School Results Report

2023-2024 School Year

Fairview Elementary School



The Year in Review

Fast Facts:

FAIRVIEW ELEMENTARY SCHOOL
5901 - 55 Street
403-343-8780
403-347-1276
<https://www.rdpsd.ab.ca/fairview>

Principal: TERESA TATARYN
Vice-Principal(s): GREG JOSLIN

Student Profile:

- Kindergarten: 35
- Grade 1: 39
- Grade 2: 34
- Grade 3: 43
- Grade 4: 43
- Grade 5: 44
- Total Student Population: 238
- EAL Students: 154
- First Nations; Métis; Inuit Students: 30
- French Immersion Students: 0

Staff Profile:

- Teachers: 16
- Classified Staff: 13
- Facility Services Staff: 1
- Total Staff: 30

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 from across the world to Canada, and we honour and celebrate the incredible diversity that this brings to our learning community.

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 were foreign-born and came from refugee status, camps, and/or had been displaced due to persecution and war. Our students came from 19 different countries and spoke 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.

At this time, the Assurance Measure Reports and school based analysis and rubric data helps us to formulate initial plans for each new year. The Results Report helps us to discover trends and then review and revise action plans/playbooks for each target area. 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.

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 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. 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.

The Administration, Staff, and School Council use 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 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: Fairview core needs continue around high poverty demographic, Canadian Newcomers, EAL learners, academic gaps from disrupted learning and high trauma profile. 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.

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. Important consideration for fair statistical representation would be: the significant enrollment increase (over 100 Newcomers after September). This placed significant strain on unified staffing stability, student/family language barriers, 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 parent participants in 2022; 43 in 2023, 20 in 2024 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. The number of student participants was higher with enrollment increase but the level of comprehension and confidence in the questions at hand would be a significant blur of reliability in the statistics. With additional staff members added throughout the year, their judgement on the questions would also have impaired perspective. That said, we remain 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.”

Alberta Education Assurance Measures: Overall Summary

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 4440 Fairview School

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	89.2	90.4	90.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.9	85.5	88.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.8	91.7	92.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	89.5	91.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.0	89.4	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.7	84.6	87.7	79.5	79.1	78.9	Very High	Maintained	Excellent

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.

Alberta Education Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **38**
- Grade 2: **29**
- Grade 3: **29**

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **17 (Literacy) 16 (Numeracy)**
- Grade 2: **10 (Literacy) 10 (Numeracy)**
- Grade 3: **14 (Literacy) 9 (Numeracy)**

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **19 (Literacy) 17 (Numeracy)**
- Grade 2: **20 (Literacy) 15 (Numeracy)**
- Grade 3: **27 (Literacy) 15 (Numeracy)**

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
43	22	51.62

• 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
38	14	36.84

• 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
44	15	34.09

• 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
44	17	38.64

● **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
49	17	34.69

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	71.88	80	69.7	70
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	N/A	67.4	73.4	78
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	94.4	100

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	84.38	60	83.7	70
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	N/A	67.4	84.38	73.9
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Literacy Levels in ALL grades went up substantially (8.6%) from last year in spite of the 100+ Newcomer student enrollment - all of which began learning with 0-2 EAL benchmark. This is remarkable
- Literacy measures by parent, teachers and students went up signifying growing literacy confidence
- Numeracy results were in a decline from students/parents but not via teachers - which needs exploration

Analysis:

- The new Intervention model adopted by teachers may be a significant factor in teacher satisfaction with appropriate programming and instruction for reading
- 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 traditionally at Fairview. 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 rather than the 'grade level' performance.

Teacher Comments:

- Teachers are concerned that the big jump in Math curricular outcomes may have decreased student confidence

Action:

- 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 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.
- Partnership with district congregated programs and colleagues to align promising practices for ESL programming.
- Sprint embedded Professional Development collaboration utilising the 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) and 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 in a trusted and collaborative environment. Developing new skills and extending existing ones will impact both teacher and student learning over time.
- Professional learning opportunities for new curriculum through release, consultation, embedded coaching (Brightspace, Numeracy, Literacy, FNMI)
- 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 Assessment for Learning and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.
- Support implementation of Writing Sprint and Writing Revolution Material(s) to build upon consistency with writing practice, development and expectations. 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.
- 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 Pyramid of Supports) will be utilized to view and track student progress within Tier 1, 2 and 3 (within the areas of Math, Reading, SEL, EAL, Attendance and FNMI) throughout the school year, This tool will include Tiered interventions that teachers can readily use for differentiation
- School commitment for uninterrupted literacy block within the school timetable.
- UFLI interventions piloted for grade 4-5 phonemic and morphology abilities
- Implement at-home reading programs and Rockstar Readers for grades 1-5; build stronger consistency for parent partnerships in early reading and writing development.
- 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.

Teacher Additions:

- Math kits sent home
- Focus on Math lagging skills via data; additional math collaboration
- Increase math growth celebration w/parents
- Homework club and social skill practice as a recess option

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	95.5	91	93.6	91.5	89.4

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	97.0	94.3	79.9	75.1	79.5

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	93.75	100	97.6	100
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	N/A	81.4	89	91.8
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	100	89	90.5

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	100	100	100	95

Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	N/A	86.05	89	86.3
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	83.33	100	100	80.95

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	100	100	97.7	100
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	N/A	76.74	90.6	90.5
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	83.33	90	94.4	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The safe and caring aspect of the first measure is general - related to school wide factors within the same measure. This makes the factors at play confusing. Each stakeholder (teacher, student and staff) indicated a decline but it is unclear if they referred to actual safety/respect at school or learning the importance of it. At Fairview (with the majority new to Alberta Schooling Standards for behavior) we explicitly teach behavior skills, yet students often come from countries where fighting is part of solution seeking. We are confident that this measure, asked differently, would strongly support growth in learning. However, as asked, it shows decline.
- We are pleased to see efficacy of teachers to support the learning needs of students increased by application of new strategies
- 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; Parent survey indicates concern in this area while teachers raised the score by 20%
- Student/parent decline in feeling happy/healthy and cared for needs additional response from Fairview
- It is encouraging to see increased connections and sense of belonging 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 transitions, behavior needs and the cultural dynamics as are expected in Canadian systems were not strong enough (especially as we added new staff that did not have the background schema or vision as that of experienced staff). This posed significant challenges with the ability to model and teach social, emotional and school readiness.
- 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

Teacher Comments:

- Teachers feel that the split and restructure of classes several times in the year contributed to feeling of happy/safe/cared for by students and parents
- Safe/cared for and Healthy outcomes may be home contributed/contextual via safety/food insecurities and increase in our population ties to social services, etc
- Physical interactions were increased in the population due to Newcomer cultural norms (camps, etc); we needed time to shift the thinking of parents and kids

Action:

- 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. 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.

- 'Our Work' document has been developed in order to implement a multi-faceted supervision, evaluation and professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains:
 - Student Growth & Achievement
 - Teaching & Leading
 - Learning Supports
- Embedded and stand alone 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; Brightspace; New Teacher Mentorship, PGP, Math, Language Arts, New Curriculum and Leadership.
- Sprint embedded Professional Development collaboration utilising the 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) and 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 in a trusted and collaborative environment. Developing new skills and extending existing ones will impact both teacher and student learning over time.
- Continuation of a Balanced Timetable to advantage optimal learning, nutrition and physical movement; protected literacy and numeracy time in the timetable
- 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. Continue to implement the Supports for Students model. School-based Learning Teams include: Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, Student Support Teacher, FNMI Key Point Persons, Parents, and Administrators.
- Implement a comprehensive anti-bullying program (WITS and Skill of The Week) to ensure that our students' safety and well-being are addressed. 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.
- School-wide Wellness. Purpose: Intercultural workshops, characteristics of learning and life, cultural presentations, Pod connection groups 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 (Skill of the Week and WITS). The year will culminate with a shared Multicultural Potluck in May/June that celebrates the journey we've shared.
- 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.
- CARE Club Ambassadors: Purpose: **Caring Acceptance Respect Equity** Ambassadors 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 to serve positive play within marginalized groups and foster leadership opportunities for students
- Clubs and Opportunities: Patrollers, Boys and Girls Club, Kids In Action, Spirit Seekers, FNMI Independence skills through Froese Psychological Services, CLW friendship groups, teacher sponsored clubs and intramurals
- 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).
- 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.
- Advancement of the Library Renovation Project (collections, literacy focus, place of belonging, cultural collection) and addition of non fiction decodable series. School wide cultural literacy
- Nutrition Program (Breakfast, Mustard Seed, Salvation Army, Youth HQ); Government funding
- 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. FNMI embedded coaching, Staff Learning, District resources, etc; New curriculum ties to classroom engagement; 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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.7	91.3	91.4	85.5	86.1

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	93.8	100	100	95	93.8

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

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.	88.7	97.6	92.6	83.6	88.2
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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).	24
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	93.75	100	97.7	90
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	N/A	83.72	92	83.6
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	83.33	70	88.9	71.4

- Survey result scores for perceived high school graduation by students, parents, and staff.2**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	90.63	100	93	100
Overall percentage of students who feel they will complete high school.	N/A	N/A	88.37	95.3	93.15
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	100	90	88.9	100

- 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	2023-2024
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	95
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	83.6
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	95

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Students and teachers responses raised our percentages in terms of citizenship which is encouraging
- Our persistence in fundraising/grant writing and providing stronger exposure to a broad program of studies has increased our performance measures

Analysis:

- The lower scores for parents, students and teachers feeling that students are prepared for the next grade 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 meeting the next grade when many just got to Canada, is an appropriate concern and honestly answered
- It has been a significant concern that our stakeholders do not feel that they will be ready for successfully engaging in highschool completion; we have worked hard to increase student and staff opportunities for collaborative conversations about academic

and resiliency factors that make school success possible for everyone through Skill Of The Week (we can do hard things, etc); it is likely that this shift has given rise to the hope shown in success measures

- 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 - while this has not been possible, the generosity of a Music Coach (Choir) has been instrumental to this area; investigation into 'arts' programming needs must be considered
- Home communication that includes evidence of Lessons for Learning and Life along with Skill of The Week are improving parents awareness of Core Values
- 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.

Action:

- Implement a comprehensive training program (Circle of Courage; Courageous Classrooms) 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
- Professional learning opportunities for new curriculum through release, consultation, embedded coaching (Brightspace, Numeracy, Literacy, FNMI, EAL support)
- 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, WITS, Cultural Literacy and Student/Admin meetings will be the focus
- Grade team Common year plans, schedules, interventions
- Sprint embedded Professional Development 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 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

Staff Additions:

- 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. Fairview is learning to lean into generosity and gratitude by bringing community, resources and experts into the building with increase frequency through residencies, guest speakers and SOTW
- Staff committed to increasing community citizenship efforts within the neighborhood
- Additions to SOTW linking the term 'value for learning and life'
- Investigation into Global Strategies for EAL transition readiness
- Increased Parent Engagement nights

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- *Fairview had 26 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 Staff Survey re: professional continuum and current needs
 - o FNMI embedded coaching, Pod Lessons, Staff Learning, District resources
 - 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. 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
 - Implement the use of guided reading resources which honour cultural diversity, including local First Nations Metis Inuit Perspectives; Indigenous content will be infused into core subject lessons at all grade levels.
 - The role of the FNMI key point person will be supported at Fairview School; FNMI team established for a diverse voice
 - 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; Achievement and Monitoring with FNMI Lead Teacher release time
 - Jordan's Principle applications for additional Tier 2 and 3 unmet needs
 - Froese Psychological Services (FNMI focus groups)
 - Engagement: getting parents into our building; focus nights for all parents
 - 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.
 - o 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.
 - o 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.
 - 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.

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 15, 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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