

FHS

EXPERIENCE SUCCESS BY CHALLENGING POTENTIAL



Fairview High School

Education Plan 2021-2024



School vision

FHS is a learning community that experiences success by challenging the potential of all who come through its doors.

School mission

The purpose of the school is to provide educational opportunities for students to maximize their potential in academics, physical fitness, and cultural and practical arts. The practices of the school help students develop habits, attitudes, ideas and skills, which prepare them to be good citizens who contribute to society in a positive and useful manner.

School values

- Respect for diversity
- Success in Learning
- Responsible Citizenship
- Collaborative Teamwork for staff and students



GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 7 and 8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 7 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 7 to 9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 7 to 10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 7 to 9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 7 to 9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on English Language Arts Diploma Exams and Mathematics Diploma Exams.

PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

School Strategies for Goal One – Literacy:

1. Develop cross curricula, cultural and content specific vocabulary to inform instruction.
2. Whole class or reading group novel studies with comprehension questions
3. Targeted instruction for reading accuracy and comprehension using guided reading groups, technology, etc.
4. Targeted instruction for writing using frequent, short writing assignments with targeted feedback on content and conventions with timely feedback.
5. Empowering students with choice and time to read individually chosen literature for enjoyment, instruction and/or assessment including culturally and socially relevant material.
6. Teachers use a variety of literary sources from within a variety of literacy contexts.
7. Administering literacy assessments at appropriate intervals (fall/winter/spring) as per the Divisional guidelines for progress charting, and utilizing the data to inform in-class instruction and intervention.
8. Professional development time will be allotted for teachers to work collaboratively in identifying universal tier one educational practices for core subjects in each grade level.
9. Provide mentorship opportunities to build capacity in early career teachers with respect to literacy education.
10. Coordinate literacy instruction and support via designated literacy lead teacher.



School Strategies for Goal Two – Numeracy:

1. Follow the established scope and sequence from the PRSD numeracy framework.
2. Administering numeracy assessments at designated intervals as per the Divisional guidelines for progress charting, and utilizing the data to inform in-class instruction and intervention.
3. Strategy Using IXL daily/weekly to practice targeted skills at differentiated levels.
4. Professional development time will be allotted for teachers to work collaboratively in identifying universal tier one educational practices for core subjects in each grade level.
5. Time allocated for mentorship of early career teachers to increase efficacy in numeracy instruction.
6. Empower students with a growth mindset in relation to numeracy (guided math groups).
7. Coordinate numeracy instruction and support via designated numeracy lead teacher.
8. Establish PLC groups that will meet at regular intervals in alignment with our annual PD plan. Explore PLC options that involve numeracy expertise from other PRSD schools.



GOAL THREE – All students are successful through inclusionary practices in an engaging culture.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools that implemented strategies to address the top five most important issues expressed by students in the 2021 Student Mental Health and Wellness Survey;
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The 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;

8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
10. (ABEd) The 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.



School strategies for Goal Three: Inclusionary and Responsive Culture

1. Apply the Positive Behaviour Interventions and Support Plans to collaboratively and proactively respond to challenging behaviours in the classroom.
2. Promoting a culture of kinship, respect and responsibility in whole-school and classroom communities by celebrating diversity.
3. Access to socio-emotional supports through YES workers, divisional Social Worker and Peace Collaborative Services.

4. Empowering student agency in their own learning journey through explicit teaching of developmental and educational neuroscience, mindfulness and mindset.
5. Establishing inclusive classroom practices by implementing differentiated instruction and assessment in relevant and meaningful contexts.
6. Discussion and modelling of healthy classroom behaviours and expectations
8. Build capacity in staff with respect to trauma informed practices. Embed ongoing professional development on this topic throughout the school year to build a Trauma Informed staff.
9. Expand course offerings through ISLE (Independent Student Learning Environment) and in partnership with PRSD's Virtual School.
10. FHS will continue to expand cross-curricular opportunities to interact with the FNMI community with the overall goal of improving learning opportunities for students and academic success.
11. Teachers continue to develop and apply foundational knowledge about FNMI people to increase awareness, understanding and application of First Nations, Métis and Inuit histories, perspectives and ways of knowing through the lens of truth and reconciliation.
12. Coordinate education efforts between the divisional FNMI coordinator and FHS coordinator to enhance programming.
13. Use Collaborative Response to support the needs of these learners and continue to meet regularly to adequately address each of our students' learning needs and implement interventions appropriately.

School Budget Considerations

General

1. All students have access to digital technology to support learning. Technology is evergreened on a consistent basis.
2. Allocate funds to provide for new and diverse learning opportunities for students.
3. Funds will be used to provide staff with time to engage in professional collaboration within their subject areas and in each of the goals.

Goal One: All students are literate

1. Earmark funds to provide for new learning of benchmark assessments (F&P and RCAT) that align with the divisional literacy framework.
2. Provide additional funding to enhance the resources available in the library.
3. Software will be purchased to support literacy (IXL, fluency tutor, SRA lab, etc.)

Goal Two: All students are numerate

1. Earmark funds to provide for new learning and professional development that aligns with the divisional numeracy framework.
2. Enhance and update classroom numeracy resources to support learning.
3. Software will be purchased to support numeracy (IXL and Gizmos)

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Professional development needs will be funded to support a variety of initiatives including:

- Collaborative Response and the use of Dossier software
- Trauma Informed Practice
- Developing and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

2. Students will attend field trips and be given opportunities to view presentations within the new Covid reopening plans.

3. Upgrade resources and equipment available to students in spaces such as the Den, sensory space, stage, and within the classroom.

