



Peace River School Division

Learning Together - Success for All

2024-2029



Education Plan



YEAR
TWO



A Message from our Principal

Sherri MacDowall

We've just completed year two of the 2024-2029 Education Plan. Fairview Junior Senior High's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and places a high priority on ensuring all students' mental and emotional wellness needs are met.

The staff at FHS believes "every child deserves a team"; we continue to be committed to collaborative response as a way to respond to the needs of all learners. We also believe regular attendance is crucial for a student's educational progress. We strive to develop a safe and engaging learning environment that encourages all students to attend school regularly and achieve their full potential.

FHS is a learning community that experiences success by challenging the potential of all who come through its doors. We look forward to working with you!



Sherri MacDowall

FHS

Foundation Statements

At FHS, we value:

- Success in Learning
- Responsible Citizenship
- Respect and Responsibility
- Collaborative Teamwork for Students and Staff



OUR VISION:

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

OUR 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.

Principles & Beliefs

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

Quick Facts



300+
STUDENTS



38
STAFF

Our Priorities



Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

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

Numeracy Development

Goal Two ► All Students are numerate

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

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Reading Comprehension Assessment Tool (RCAT) for Grades 4-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Fountas & Pinnell (F&P) Benchmark Data from Grades 4-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

School Strategies

Goals One: Literacy Development

1. FHS's focus on literacy development will remain a priority for the upcoming school year and beyond.
2. We will use Collaborative Response practices as the vehicle to continue our re-culturation work to ensure differentiated instructional and assessment practices to further develop their literacy skills as the foundation for overall academic success.
3. School administration will establish and maintain focused literacy instructional blocks.
4. Fairview High School Administration will establish and facilitate Collaborative Planning time for teachers to work together to create consistent common practices for classrooms.
5. Teachers will be encouraged to attend professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices.
6. Teachers will be encouraged to develop professional development plans that align with the school's and the division's literacy goals.
7. Staff will administer the RCAT to Grades 7-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
8. Staff will administer the Fountas and Pinnell BAS I and II assessments to Grades 7-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
9. Staff will administer the division's WAT for Grades 7-9 students by the end of September (Fall Assessment) and for Grades 7-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
10. Staff will continually seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grade 9 (Spring)			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 5-10			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

School Strategies

Goal Two: Numeracy Development



1. Administration team will continue to support teachers by fostering high quality teaching to improve numeracy knowledge and skills.
2. Staff will be encouraged to attend professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices.
3. Staff will be encouraged to develop professional development plans that align with the school's and the division's numeracy goals.
4. Staff will administer the EICS Math Assessment to Grade 7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grade 7 EICS Math Assessment by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
5. Staff will administer the NCAT in Grades 7-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. Staff will implement and follow the instruction and assessment schedule for Grades 7-9 Mathematics.
7. Staff will be encouraged to participate on working committees of teachers to develop common assessments of core learner outcomes in Mathematics across grade levels.
8. School administration will establish and maintain focused numeracy instructional blocks within all classrooms in the school. Additional time will be added to the 2025-2026 timetable.
9. Staff will continually seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.



Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students



School Strategies

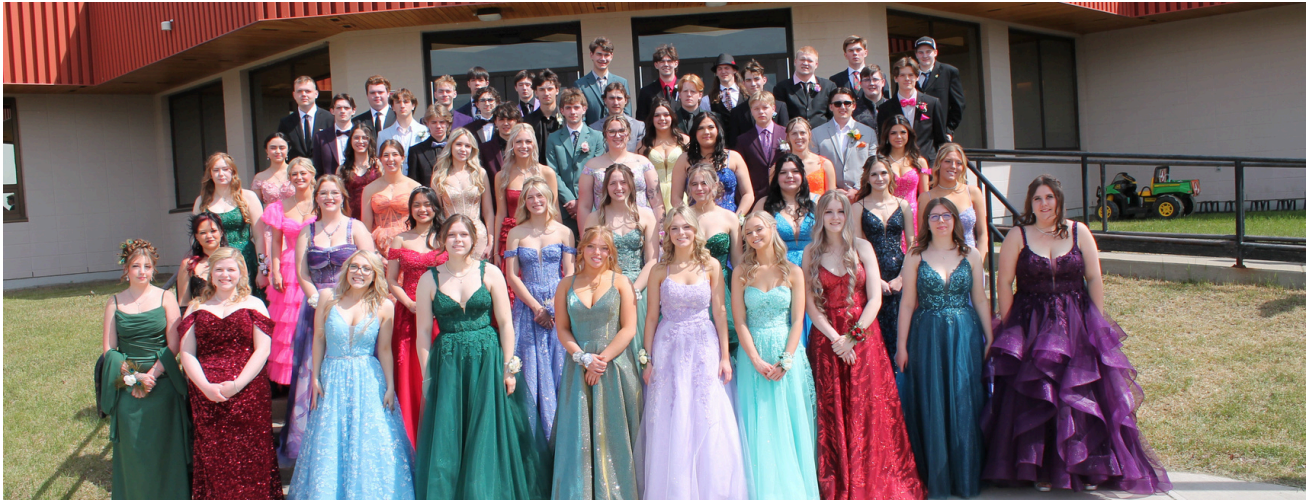
Goal Three: Inclusionary Culture



1. Administration team will support staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. Continue to provide wrap-around support for Indigenous students to ensure student needs are met by working collaboratively with the school's Inclusive Education Coaches, Indigenous Support Worker (ISW), as well as the division's FNMI Program Coordinator, and by monitoring Indigenous student data through the Collaborative Response Model.
3. Intentional and structured tri-weekly Collaborative Team Meetings (CTMs) and weekly School Support Team Meetings (SSTs) which focus on student success through the use of existing Continuum of Supports, best practices, and individualized solutions
4. FHS will support the Virtual Education Program for students that would benefit from that environment.
5. FHS will promote and support opportunities to improve health and wellness among students and staff.
6. FHS will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
7. FHS will support the Division's anti-racism policy.
8. The Administration team will facilitate professional learning for school staff on inclusionary education practices.
9. Implement a school-wide Attendance Plan, including automated calls for daily absences, teacher calls for frequent absenteeism and Administrative intervention for chronic absenteeism.

School Budget Considerations

For the 2025-2026 School Year



Literacy and Numeracy Development

- Substitute teacher time to support teachers in conducting benchmark assessments on time
- Costs of professional development related to literacy and numeracy practices

Inclusionary Culture

- Purchase of supplies for junior high CTF, senior high CTS, citizenship activities and extracurricular projects.
- Costs associated with off-campus learning experiences such as work experience, RAP, or field trips.
- Costs of professional development related to inclusionary practices
- Cost of professional development, materials and events aimed to engage Indigenous students and promote high school completion



Connect With Us



WWW.FAIRVIEWHIGH.CA



[@FAIRVIEWJRSRHIGHSCHOOL](https://www.facebook.com/FAIRVIEWJRSRHIGHSCHOOL)



780-835-5421