

FAIRVIEW ELEMENTARY SCHOOL

EDUCATION PLAN

2009/10 TO 2011/12



A Vision for Fairview Elementary School

We are a child-centered school.

We promote positive attitudes towards learning and respect for self and others.

Fairview is a school that promotes and supports lifelong learning for children and adults. It is a safe and caring environment in which people work together and communicate openly, demonstrating respect for and acceptance of others. With support, children are inspired to achieve social, emotional, physical, and intellectual success.

Designed by Douglas Cardinal, Fairview Elementary School is situated in Riverside Meadows. It serves the educational needs of children from this neighborhood, the Fairview neighborhood, as well as the English as a Second Language students throughout Red Deer Public Schools. The school community is well established with numerous single family homes, multi-unit housing complexes as well as much new construction.

Our Beliefs About Children

- Children are capable of learning regardless of level, ability or social status.
- Every student can be successful as a contributing, productive member of his or her community.
- Children need consistency, stability and support.

Our Beliefs About School

- Everyone in the school community should demonstrate striving for academic success, enthusiasm for learning and excellent social skills.
- School should provide an inclusive, encouraging and inspiring environment for the learning of students and staff.
- School should be an exciting and caring place for students, parents and staff.
- Parent involvement is important.
- Extracurricular activities increase the variety of learning experiences and opportunities for student success.

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	89.5	92.0	Very High	Maintained	Excellent			
Strategies: <ul style="list-style-type: none"> • The school recognizes students for “living the Fairview Student Code” through Code Draws, Official Trips to the Office • Support the Learning Team Approach for students identified with behavioral needs • Use of the grade five leadership team to support the social skills component of the Fairview Student Code in assemblies. • Support the use of Buddy Classes so younger students are comfortable with the older students in the school • Support the use of the In School Mentorship program from the Youth and Volunteer Centre 								

Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	91.7	89.3	Very High	Maintained	Excellent			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	95.1	96.4	Very High	Maintained	Excellent			
Strategies: <ul style="list-style-type: none"> • Continue to build partnerships with community agencies providing service to our students • Build the school Learning Team to provide support for students with identified learning or behavior needs • Implement the new ESL delivery system targeting the newest English Language Learners. • Support Early Literacy for grade one students with a pull-out program for identified students • Provide a Literacy Support program for students identified as requiring additional support in literacy 								

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	n/a	n/a			

Strategies:

- Provide Early Literacy program for students identified as needing support for literacy
- AISI project focused on differentiating instruction for literacy designed to increase student achievement and engagement
- Support the school based Learning Team to provide a team approach to address needs of students identified as having learning and or behavioral needs
- Support the Bright Beginnings and First Step programs in the school

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a

Strategies:

- Monitor students' Grade Level of Achievement
- Monitor the percentage of students at or above CAT-3 testing levels
- Provide students with timelines, criteria and feedback for successful completion of tasks.
- Maintain communication with parents through newsletters, conferences and phone calls.
- Identify students requiring coding by Alberta Education and complete IPPs for these students

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Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards in learner outcomes

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	81.0	76.8	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	13.8	4.8	Low	Improved	Acceptable			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	n/a	n/a	n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a			

Strategies:

- Provide Early Literacy support for identified students in grade one
- Provide Literacy Support in grades two – five for students struggling with reading and comprehension
- Support differentiated instruction in literacy through the school AISI project. Focus on Balanced Literacy and leveled reading
- Support the school based Learning Team to provide a team support to students identified as having learning or behavior needs
- Continue to support On Target work through displays and collection of exemplars
- Explore the use of Read and Write Gold with students with learning challenges
- Improved learning of mathematics through Early Literacy support for identified students
- Improved understanding of the language of mathematics through Literacy Support groups
- Improved understanding of the language of mathematics through differentiated instruction in literacy
- Through the school AISI project provide professional development activities to help teachers provide appropriate instruction guiding students to higher level thinking

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.3	96.7	High	Declined	Acceptable			
Strategies: <ul style="list-style-type: none"> • Support the grade five leadership team in providing student leadership in school activities including Community Service, School Leadership and School Spirit • Identify and highlight a Fairview Student Code during school gatherings and code draws • Provide parent evenings on areas of concern from parents. These could include reading, discipline, routines and use of the public library • Continue to support student improvement through awards and recognition activities 								

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	79.8	90.2	High	Declined	Acceptable			
Strategies: <ul style="list-style-type: none"> • Develop a community service component of student leadership with the grade five leadership team • Encourage cross-graded activities in the school • Develop a student leadership component of the grade five leadership team to highlight skills from the Fairview Student Code 								

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none">• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none">• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none">• Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none">• High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none">• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none">• Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
Strategies: <ul style="list-style-type: none">• Increased involvement of the Aboriginal Frontline Program focusing on the academic achievement of FNMI students• Collaborate with local FNMI, CADA and Aboriginal Frontline Program to meet the diverse needs of FNMI students• AISI focus of Differentiated Instruction in Literacy to provide balanced literacy opportunities and reading materials to engage FNMI students• Implement professional development activities to focus on meeting the needs of a diverse population including FNMI students

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none">• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies <ul style="list-style-type: none">• Collaborate with our district's Aboriginal Family and School Frontline Program to focus on academic achievement with our FNMI students.• Improve tracking and monitoring system for our school's FNMI population.• Foster an inclusive atmosphere in the school.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	76.7	82.8	Intermediate	Maintained	Acceptable			
Strategies : <ul style="list-style-type: none"> • Build the percentage of families involved in the school council through personal invitations and increased advertising • Increase the positive communication home through both the office and the classroom • Provide opportunities for families to be involved in activities in the school • Provide Spanish translator for events in the school including parent teacher student conferences and School Council • Provide translated information to be sent home with students 								

Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	70.8	81.4	Low	Maintained	Issue			
Strategies: <ul style="list-style-type: none"> • Through AISI provide funding for professional development activities that focus on most promising practices differentiated instruction in literacy education for both mathematics and language learning • Book studies will be conducted using books that will enhance teaching and learning such as <u>Classroom Instruction that Works with English Language Learners</u> by Jane Hill and Kathleen Flynn • Provide opportunity for teachers to share expertise with the staff through shared planning times and professional development opportunities • The school will draw on the knowledge of Sally Frazer (district curriculum leader, district assessment specialist and differentiated learning team member) and Hayley Christen (Special Education Council Chair) through out the year • Continue the use of the School Learning Team to provide support for teachers with students with learning and behavioral needs • Continue to build the school AISI project to meet the learning needs of all staff members to improve engagement in professional development • Encourage the development of individual professional growth plans that are consistent with the principles and practices of professional learning communities and that are aligned with provincial, District and school priorities. • Focus professional development for teachers on the fundamentals of good pedagogy and varied instructional strategies. 								

Budget Plan

Red Deer Public Schools – Budget Report

For the period from September 1, 2009 to August 31, 2010

School Fairview Elementary School

REVENUE	Program Allocations (includes all totals from Basic Programs and Miscellaneous Add-backs, excluding AISI)	996,022.00	
	AISI (includes prior year surplus (if applicable) and current yr amount)	27,000.00	
	Other Revenue	85,242.00	
	Program Fee Revenue	0.00	
	Transfers from Other Sites	<u>242,929.00</u>	
	TOTAL REVENUE		1,351,193.00
EXPENSES			
	Certificated Staffing (excluding AISI)	1,030,827.00	
	Classified Staffing	130,794.00	
	AISI (includes total AISI expenditures)	27,000.00	
	Miscellaneous Personnel	7,408.00	
	Contracted and General	70,845.00	
	Supplies	58,819.00	
	Furniture & Equipment	15,500.00	
	School Generated Expenses	<u>10,000.00</u>	
	TOTAL EXPENSES		<u>135,1193.00</u>
	NET SURPLUS (DEFICIT)		<u>0.00</u>

Publication and Communication

Parents, through the school council, and the staff, have had an opportunity to help set our school goals. The plan has been shared in a staff meeting with the staff and at a school council meeting. Throughout the year, goals are reviewed and assessed by the stakeholders with the input used to construct the educational plan for the next three years.

The plan is posted on the district website at <http://www.rdpsd.ab.ca/OurSchools/FV/FVprofile> and the school's website www.rdpsd.ab.ca/fv. Numerous copies are available for reading in the school.