



School Education Results Report

2015/2016

Fairview Elementary School



The Year in Review

Fast Facts:

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

Principal: Mike Fritz
Vice Principal: Kim Walker

Student Profile:

- Pre-kindergarten = 30
- Kindergarten = 28
- Grade 1 = 40
- Grade 2 = 33
- Grade 3 = 36
- Grade 4 = 27
- Grade 5 = 26
- Total Students = 210
- ESL Students = 68
- FNMI Students = 29

Staff Profile:

- 15 Teachers = 12.4
- 9 Classified Staff = 7.15 FTE
- 1 Facility Services Staff = 1.0 FTE
- 25 Total Staff

Programs:

- English as a Second Language
- Pre-Kindergarten
- Kindergarten to Grade 5

New Directions:

Fairview School will implement year three of The Leader in Me Program by Stephen R. Covey. This program focuses on leadership and empowerment of all students and staff. All new staff are taken through the training process which consists of professional development days.

Staff Support has been continued for identified FNMI students. This will provide consistent monitoring of the academic and social successes of these students. A crucial component of this initiative is establishing, building upon, and maintaining trust in relationships with parents.

All staff will complete a Professional Learning Plan based on the knowledge, skills and attributes required in their role for meaningful student engagement.

Improved student attendance and arriving at school on time are continued goals of our school.

Opportunities and Challenges:

Fairview School honours diversity. Our school hosts students from over 70 cultural backgrounds. This allows great opportunity to celebrate and promote cultural diversity.

Fairview School continues to pursue, The Leader In Me by Stephen R. Covey. Each stakeholder is empowered to be a leader which presents both a great challenge and an opportunity.

Increasing parent involvement in School Events, School Council and all School-Parent Communication opportunities is a goal of our school.

Increasing reading levels is a goal of our school. A scoreboard displaying the entire school performance at a glance has been posted in our staffroom. Progress will be monitored, tracked and analyzed.

A Year of Success:

Red Deer Public School District continues to provide high quality learning opportunities for our students. At Fairview, we are proud of the achievements of our students and of the learning opportunities provided for them. Our district vision, "A culture of respect, inclusion, caring and excellence, where every student succeeds", is reflected in: the student leadership opportunities at our school; the student supports system in place for meeting student needs; and the network of support we provide our families in our community. The mission of the Red Deer Public School District reads, "Striving for Excellence by inspiring learning and nurturing hope in every student" is prominent at our school as we work with our stakeholders to support and empower our learners to succeed.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4440 Fairview School



Measure Category	Measure Category Evaluation	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	
Safe and Caring Schools	Excellent	Safe and Caring	90.7	89.8	92.2	89.5	89.2	89.1	Very High	Maintained	Excellent	
		Program of Studies	84.0	94.4	91.5	81.9	81.3	81.4	Very High	Maintained	Excellent	
		Education Quality	88.2	90.2	90.3	90.1	89.5	89.5	Very High	Maintained	Excellent	
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a	
		High School Completion Rate (3 Yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a	
		PAT: Acceptable	n/a	n/a	n/a	79.6	72.9	73.4	n/a	n/a	n/a	
Student Learning Achievement (Grades K-9)	n/a	PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a	
		Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a	
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a	
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a	
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a	
		Transition Rate (6 Yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a	
Preparation for Lifelong Learning: World of Work, Citizenship	n/a	Work Preparation	100.0	100.0	94.8	82.6	82.0	81.1	Very High	Maintained	Excellent	
		Citizenship	83.3	93.0	92.3	83.9	83.5	83.4	Very High	Maintained	Excellent	
		Parental Involvement	88.8	92.5	89.6	80.9	80.7	80.5	Very High	Improved	Excellent	
Continuous Improvement	Excellent	Excellent	School Improvement	88.1	93.0	87.4	81.2	79.6	80.0	Very High	Maintained	Excellent

District Goal

Literacy

Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

District Performance Measures

Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment

Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate

● Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)

Number of students	Students who are reading/writing within one year	Percentage
164	104	63%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	79.17%	100%	92.86%
	Numeracy	79.17%	95.45%	92.86%
	Use	77.08%	95.45%	92.86%

Comment on Results: Analysis and Action

- Fairview School has an ESL program that serves grade two, three, four and five aged students. When children arrive without any formal schooling or interrupted schooling they enter this program for oral language development, functional and social language support as well as balanced literacy and reading readiness activities. Using English Language and becoming knowledgeable in the meaning of everyday vocabulary is a focus. Several visual programming materials were purchased that identify daily personal items (clothing, hygiene tools, etc), food, and verbs. Non-fiction selection(s) were selected and purchased to build upon vocabulary and understanding in context.
- Teachers implement balanced literacy in their classrooms.
- Literacy Place Materials are a focus for use in grades 1-3; teachers are using materials so that young readers are experiencing reading materials at an instructional level. Many early grades are promoting an at-home reading program.
- Students who were identified as below grade level in reading received targeted and specialized supports from the Learning Assistance Teacher (LAT) in pull-out reading group format using literacy place materials (Grades 1,2,3,4), and in class supports for grade 5. Assistive Technology was utilized with tier three students, and in small LAT groups.

- All grade two students used RAZ Kids; the program was promoted to parents at conference times.
- A large group of ESL learners continues to have an effect on the number of students who are reading and writing within one year of grade level.
- LAT teacher will benchmark all new students and ESL readers.
- Opportunities were provided for staff to examine the 'Big Rocks' in the Language Arts Curriculum; PD sessions were provided by Jason Moline, and Learning Services staff members. Viewing 'Common Assessments' was initiated in three working meetings with all teachers.
- Expanding nonfiction reading selections, content area literature, and a variety of genre selections for grade groups was a focus for our partnership with Chapters this year. These books were ordered to share within grade groupings in classrooms.
- Our school wide focus on differentiating instruction in both Language Arts and Mathematics continues to impact our newcomers, and children with specific learning needs.
- Oral Language usage, practice and development continues to be an area of focus; grades K, 1, 2, and 3 were able to observe/participate in literacy lessons with a focus on oral language development with Purnima Lindsay via CARC in May and June.
- Continue time allotment to FNMI contact person, who provides additional assistance and learning supports for our FNMI students.

In addition, Fairview School will:

- Read, The Book Whisperer by Donalyn Miller, over the summer break.
- Update the reading scoreboard with benchmark supports designated through the year (January and June).
- Work collaboratively to create student pyramid of support groups with LAT teacher.
- Host Bi-Weekly Learning Team (LAT) meetings to examine student needs, interventions, and monitor progress.
- View incoming Literacy Coach Position in collaboration with LAT Teacher and Pyramid of Supports.
- Build an urgency for literacy at our school; consider protecting literacy time, limiting interruptions and scheduling intervention blocks.
- Strive to ensure that all students at Fairview have access to use a chromebook and RAZ-Kids program accessibility.
- Encourage students to participate in Reading College, summer tutorial and public library programming over the summer.

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child's education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.3	87.2	89.2	92.5	98.8

- **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)				
	2012	2013	2014	2015	2016
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.	90.0	90.6	91.3	84.7	83.8

District Performance Measures

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally developed District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	100%	100%	92.86%
	Support	95.83%	95.45%	92.86%
	Well-Being	93.75%	100%	100%
	Connections	93.75%	90.91%	92.86%

Comment on Results: Analysis and Action

The following strategies were implemented to ensure that students were engaged in meaningful learning that was appropriate to his or her abilities:

- Students from Pre-kindergarten to grade 5 were monitored by our LAT teacher. A tracking sheet was maintained by the LAT indicating the type, action and level of support for each student.
- The Learning Assistance Teacher worked in some capacity with all teachers from pre-kindergarten to grade five. Pull-Out support was provided to students at all levels.
- We transitioned our existing laptops to google using the Chromebook platform. Through donation we purchased 12 Chromebooks with tech tubs for the school.
- Two refurbished laptops were given to classrooms for Raz-Kid access during literacy centers (grade two).
- Listening Centers were lent (by the LAT) to ESL, Grade Two, and Grade Three.
- Professional Development time was allotted to examining the 'Big Rocks' in the curriculum for Language Arts.
- Professional Development time was allotted for examining common formative assessment practices.
- Professional Development time was allotted at our retreat with Dr. Jody Carrington who spoke to building resiliency among our learners with a relationship focus: The Power of Relationships- It is all you need.
- The school utilized multi-aged pod activities to focus on social skills.
- Student Leadership Draws were a focus to highlight the 7 Habits usage in class and on a school wide basis.
- Leader in Me Lessons were infused into each class for 45 minutes weekly.
- Bi-Weekly Learning Team Meetings maintained through the school year.
- The Youth and Volunteer Centre organized a Big Brothers and Big Sisters program for several students.
- Central Alberta Refugee Effort (C.A.R.E.), through the use of interpreters worked with our parents to ensure they understand how their children are progressing and how they can assist at home.
- We provided our Educational Assistants with financial support for professional development.
- The school Community Liaison Worker met with groups of students to provide social skills instruction, in addition to identified students on a regular basis. The CLW attended most of the Learning Team Meetings.
- The ESL Teacher, our FNMI point person, and breakfast coordinator were invited to attend the LAT meetings to share updates in their areas of focus.
- The Salvation Army Backpack Program provided food for 30 identified students on a weekly basis.

The following will be areas of continued focus for staff to meet the diverse needs of all students:

- Collaborative planning for at-risk students, and or tier 3 identified students
- Assistance in developing ISP and BSP instructional strategies with the LAT teacher support.
- Teachers can request a Learning Team meeting at anytime through the year.
- Administration will attend all LAT meetings, and facilitate case conferences for students with enhanced service needs.
- FNMI students will be monitored for attendance, academic supports, and family supports through our staff liaison.
- We will continue to celebrate and support the Central Alberta Medical Imaging Service Breakfast Program.
- Work directly with Stephen Pottage for Assistive Technology accessibility for our student communication and learning needs.
- The school will continue to the use of the Learning Team under the guidance of the LAT Teacher; collaborative agendas will be created with staff, admin, and stakeholders.
- Weekly LAT Meetings will be held.
- Interpreter support will be requested for all conference periods and in written communications as necessary.
- Community Liaison Worker will continue to meet and support groups of students to provide social skills instruction as well as meet with identified students on a regular basis.
- All staff will be updated with Non-Violent-Crisis-Intervention training on an emergent basis.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.0	86.7	90.2	86.0	86.6

- **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)				
	2012	2013	2014	2015	2016
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.	90.2	87.8	92.4	94.4	94.0

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	12
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	91.67%	90.91%	92.86%
	Transitions	93.75%	95.45%	85.71%
	High School Completion	97.92%	100%	92.86%
	Successful Transitions (High School Only)			

● **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
164	2	1.2%	1	0.6%

Comment on Results: Analysis and Action

The following programs have been implemented at Fairview School and will be maintained and expanded:

- Music continues to be a focus at the school with Mrs. MacDormand leading a grade two/three choir.
- The community program: “Keyboards for Kids” provides music lessons for students who may not otherwise have access to lessons.
- Fairview School continues to include a number of community partners throughout the year: RDC Education Students, RDC Educational Assistant Students, RDC Nursing Students, and AHS Dietitian Services. In addition, LTCHS CALM students, Central Alberta Medical Imaging, and Chapters all share with our students the importance of lifelong learning.
- The students continue to be involved in community service activities: this year our grade fives partnered with Farm Credit Canada on a school wide food drive. Each class has taken on a project for community service.
- At the school level, student leadership continues to be a focus for our school. The Grade Four class have become innovators via film, photography and coordinating our new MakerSpace/Creation Station open to all grades at Fairview School.
- Students participated in school wide health awareness fair for ‘Protecting Your Brain’.
- AHS presented to our school council emphasizing ‘Power lunches’ and granted an opportunity to learn about nutritional choices.
- Red Deer College Athletes (Basketball, Women’s Hockey, Soccer) were invited to speak to the entire school about their school successes (and effort to get to college), while we hosted a game between our grade four and five students.

In addition, the following will be implemented to encourage success in school:

- **Ensure student work samples and transition forms are completed and passed forward to the next year's teacher (including benchmarks, writing sample, spelling evidence).**
- **FNMI Student will be monitored for attendance and academics and provided with supports.**
- **Monitor student truancy and work to educate parents about the long-term consequences of absences in elementary school.**
- **Actively teach social skills, manners, organizational skills and character education.**
- **Emphasize critical thinking, self-reflection, and problem solving skills to create responsible, independent and engaged learners.**
- **Implement "The Leader In Me" Student Empowerment Initiative.**
- **Emphasize the importance of setting goals through the school year.**
- **Each adult will model their own personal 'Wildly Important Goal' in September.**
- **Students will have a leadership notebook to track their goals and successes.**
- **Student Lighthouse Team will be in place by September of each year.**
- **Students will prepare a resume in collaboration with their homeroom teacher; students will visit a leadership job fair to select two leadership responsibilities at Fairview.**
- **Student Led Conferences will be held at every grade level in March 2016.**

School Generated Funds Summary Report
 G.L. Period Selection: 201612 End Date: AUGUST 31, 2016
FAIRVIEW ELEMENTARY

Joan Richardson

GL Code	Description	YTD Program Balance	Comment on plans for use of Surplus Funds
LUNCHROOM SUPERVISORS			
40-040-002-000-991	School Trust Funds	-1,144	
40-040-002-186-906	Parents/Students	1,144	
Total For LUNCHROOM SUPERVISORS		0	
FINANCE			
40-040-020-000-991	School Trust Funds	-262	
40-040-020-002-860	Bank Service Charges	8	
40-040-020-100-905	Private Orgns & Individuals	-258	Will clear to General Program
Total For FINANCE		-512	
EQUIPMENT/FURNITURE			
40-040-030-002-610	Supplies	3,182	
40-040-030-176-905	Private Orgns & Individuals	-3,182	
Total For EQUIPMENT/FURNITURE		0	
YOUNG WRITERS' CONFERENCE			
40-040-104-002-550	Dues & Fees	20	
40-040-104-186-906	Parents/Students	-20	
Total For YOUNG WRITERS' CONFERENCE		0	
SCHOOL COUNCILS			
40-040-109-002-610	Supplies	1,530	
40-040-109-100-906	Parents/Students	-2,551	Supplement Student Activities

School Generated Funds Summary Report
 G.L. Period Selection: 201612 End Date: AUGUST 31, 2016
FAIRVIEW ELEMENTARY

GL Code	Description	YTD Program Balance	Comment on plans for use of Surplus Funds
Total For SCHOOL COUNCILS		-1,021	
STUDENT ACTIVITIES			
40-040-123-000-991	School Trust Funds	-10,519	
40-040-123-002-550	Dues & Fees	4,156	
40-040-123-002-610	Supplies	1,977	
40-040-123-176-905	Private Orgns & Individuals	-6,099	
40-040-123-177-906	Parents/Students	-1,000	Student Field Trips & Activities
Total For STUDENT ACTIVITIES		-11,485	
BREAKFAST PROGRAM			
40-040-151-000-991	School Trust Funds	-401	
40-040-151-177-905	Private Orgns & Individuals	-1,000	Supplement Breakfast Program
Total For BREAKFAST PROGRAM		-1,401	
HOT LUNCH			
40-040-153-000-991	School Trust Funds	-1,313	
40-040-153-002-610	Supplies	1,092	
40-040-153-186-906	Parents/Students	-1,845	Offset costs of Hot Lunches & Lunch Fees
Total For HOT LUNCH		-2,066	
OUTDOOR EDUCATION/CAMP			
40-040-160-002-460	Travel & Subsistence	50	
40-040-160-186-906	Parents/Students	-50	
Total For OUTDOOR EDUCATION/CAMP		0	

School Generated Funds Summary Report
 G.L. Period Selection: 201612 End Date: AUGUST 31, 2016
FAIRVIEW ELEMENTARY

GL Code	Description	YTD Program Balance	Comment on plans for use of Surplus Funds
PHYSICAL EDUCATION			
40-040-170-000-991	School Trust Funds	-796	
40-040-170-002-610	Supplies	77	Purchase Phys. Ed. Equipment
Total For PHYSICAL EDUCATION		-719	
FACILITY RENTALS			
40-040-173-000-991	School Trust Funds	-450	
40-040-173-188-905	Private Orgns & Individuals	450	
Total For FACILITY RENTALS		0	
COFFEE /WATER FUND			
40-040-178-000-991	School Trust Funds	-476	
40-040-178-002-610	Supplies	2	Purchase coffee & water for staffroom
Total For COFFEE /WATER FUND		-474	
EARLY DEVELOPMENT INSTRUMENT			
40-040-295-001-230	Substitute Teachers	-576	Laura Degraaf for two Personal Days
Total For EARLY DEVELOPMENT INSTRUMENT		-576	
STAFF SOCIAL FUND			
40-040-304-000-991	School Trust Funds	-315	
40-040-304-002-610	Supplies	315	
Total For STAFF SOCIAL FUND		0	

School Generated Funds Summary Report

G.L. Period Selection: 201612 End Date: AUGUST 31, 2016

FAIRVIEW ELEMENTARY

<u>GL Code</u>	<u>Description</u>	<u>YTD Program Balance</u>	<u>Comment on plans for use of Surplus Funds</u>
LEADERSHIP CLASS			
40-040-450-000-991	School Trust Funds	-1,582	
40-040-450-002-550	Dues & Fees	405	
40-040-450-002-610	Supplies	5,517	
40-040-450-186-906	Parents/Students	-7,677	Student Field Trips & Activities
Total For LEADERSHIP CLASS		-3,337	
GENERAL ACCOUNT			
40-040-455-000-991	School Trust Funds	-323	
40-040-455-002-460	Travel & Subsistence	347	
40-040-455-002-610	Supplies	443	
40-040-455-100-905	Private Orgns & Individuals	-468	
Total For GENERAL ACCOUNT		-1	
Total For FAIRVIEW ELEMENTARY		-21,592	

District Goal

Throughline Outcomes

Alberta Education Performance Measure

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.8	100	100	96.3	98.4

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	91.3	93.8	100	92.7	93.8

Comment on Results: Analysis and Action

- **The Leader In Me program, by Stephen R. Covey, continues to be implemented. New staff members attended the Alberta Symposium and received training at the school level with a facilitator. Fairview School continues to implement this structure to which character, work habits, organizational skills and social skills are actively taught on a daily basis. All stakeholders are empowered toward leadership.**
- **Fairview continues to build strong relationships with our community partners. These outstanding relationships have lead to student supports for well-being, growth and academic success. The following agencies continue to be involved as community partners at our school working toward student success at school: Central Alberta Refugee Effort (C.A.R.E.), FNMI Learning Services, Alberta Health Services, Student and Learning Services Department at Red Deer Public School District, Alberta Social Services, Central Alberta Medical Imaging, and this year we were included in the 'Adopt a School' program at Chapters.**
- **A team of exemplary Educational Assistants were available to support student learning in all classrooms.**
- **All staff participated in the Professional Growth Plan process as modelled with the District Administration model.**
- **The use of I-Pad technology granted social story building, in addition to infused assistive technology for children with targeted learning needs both in the classroom and within the LAT model.**
- **Students with targeted needs in grade five participated in Successmaker, from ADLC with individual licenses.**
- **Our English as a Second Language Program continues to provide specific Language and Literacy support for students who are identified as a newcomer with limited or no formal schooling experience. Each ESL student is benchmarked used the Alberta Education Benchmark twice per year (respective to grade level Benchmark Grade 1-3, or Benchmark 4-6). ESL students are benchmarked for their reading level and tracked on our school wide scoreboard.**
- **We continue to expand basic academic vocabulary to promote a better understanding among our learners with basic words, concepts, social language, and content areas.**

- In the summer we were able to send eight grade two students to Reading College for four weeks of intensive instruction in Reading and Writing. Our LAT Teacher in collaboration with our grade two teachers will continue to select, encourage and support Reading College attendance. We are now able to recommend and support ESL students to attend (according to their reading level and ABC Spelling Diagnostic information).
- Fairview Elementary School now has a central google HUB that is maintained weekly for up-to-date announcements, information and communications for all staff members.
- Our staff was introduced to Chromebook platforms via staff meeting time; technology supports were offered to teachers and students with in-house expertise during class introduction lessons and after school for personal growth. A student google HUB has been added for accessibility for all students.
- Fairview School is in the stages of transition to a new school website.
- The staff looks forward to improving the following: i) Literacy of Students and ii) Resiliency of Students
- The books, The Book Whisperer by Donalyn Miller and Distressed or Deliberately Defiant by Dr. Judith A. Howard were read over the 2016 summer break.

We look forward to:

The implementation of a *Literacy Coach* position at Fairview during the 2016-2017 school year.

The staff will complete Level Two of the Leader in Me Training.

Fairview School has been recognized as a *7 Habits Leader in Me School*.

The End in Mind for our staff is to empower children to succeed academically, socially and spiritually.

The staff will complete district guides for professional learning based on school and district goals.

The staff will be identifying a new vision, mission and set of core values in 2016-2017.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We utilized the services of the FNMI Learning Services Department.
- The principal and vice-principal connected with the FNMI students on a regular basis to enhance belonging.
- FNMI Learning Services provided classroom presentations for students in grade 2, 3, 4, & 5.
- FNMI Students in grades 1-5 participated in cultural activity sessions.
- We accessed the services of FNMI Family Support (with our CLW) to help support students.
- We encouraged FNMI students to take on leadership roles and become actively involved in all activities.
- We continued to monitor progress on report cards, attendance and socialization.
- We provided additional supports to children as required- access to LAT supports, E.A. assistance and small group work.
- The Social Studies program promotes Aboriginal and multiple perspectives. We have purchased several titles to add to our library resources via the Chapter's partnership. We will continue to purchase books and resources to complement the FNMI component of the Social Studies curriculum.
- Attendance of FNMI students was tracked.
- The District FNMI Initiative was implemented at our school. The Fairview FNMI contact person has continued to work alongside students and parents; academic issues and trust building with parents and community has been emphasized.
- A multicultural-convention was held with FNMI sessions that highlighted customs, traditions, and active play.
- We hosted a student's family who blessed and cleansed our school with a smudge ceremony.
- Small group supports continued for academic and cultural focus through the year with all grade levels.
- We dedicated time to building our "FNMI" learning commons; both family members and students were included as part of the design team, including the creation of acrylic FNMI paintings.

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** meeting of the School Council
- the School Results Report is posted on the school website at: <http://fairview.rdpsd.ab.ca/>

School Council Involvement and Activities:

The School Results Report 2015-2016

Elections were held during the September 2015 meeting. The executive for the year are as follows:

Chairperson: Samantha Harder
Vice-Chairperson: Amanda Oster
Secretary: Andrea Ferron

Throughout the 2015/2016 school year, Fairview School Council held eight monthly meetings and supported the following:

- Regular attendance at City-Wide School Council Meetings
- Attendance at the Annual Town Hall Meeting
- Input on District Policies
- Assisted with Christmas Poinsettia Sales, Spring Flower Fundraiser and Bottle Drive.
- Supported the “The Leader in Me” Program
- The School Council engaged trustee chair, Mrs. Bev Manning in a fall meeting regarding the benefit of the ESL program at Fairview School. In addition, they created

a

video and letter in support of keeping the ESL program at Fairview school during new school boundary determinations.

To increase attendance at School Council Meetings, the principal continues to ask staff to supply names of parents from current or previous classes that they think might be willing to attend School Council Meetings. These parents are called prior to the meeting and given a personal invitation to attend. Other incentives included providing child care, putting reminders in the newsletter, invitations into agendas and using a large banner posted on the outside of the school for meeting notice. Teachers are invited to share the highlights in their classrooms with parents. We continue to make this a priority during our current school year.



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