



Fairview Jr Sr High School

HOME OF THE COBRAS

2024-2029

Education Plan



Year One



WELCOME TO FHS!

HOME OF THE COBRAS

A Message from our Principal

Sherri MacDowall



I am excited to present the first year 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 place 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 are committed to collaborative response as a way to respond to the needs of all learners. We also believe regular attendance is crucial for student's educational progress. We strive to develop a safe and engaging learning environment that encourages all students to attend school regularly and achieve to 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



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 or Meeting Expectations	Meeting Expectations
Reading Comprehension Assessment Tool (RCAT) Data (All Grades)			
Writing Assessment Tool (WAT) Data (Grades 7, 8, 9)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grades 7-9 and 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			
PRSD Assurance Survey Results			

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.
- Educators will use RCAT data to inform their planning and instruction

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 reculturation 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 within all classrooms in the school.
4. Teachers in all subject areas will teach specific vocabulary and will reinforce the importance of sentence structure and complete ideas in responses on tasks and assessments.
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 or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data Summary (Grade 7, 8, 9)			
Aggregate Academic Performance Report (Report Card Summary Report Data): 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			
PRSD Assurance Survey Results			

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. 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
PRSD Student Assurance Survey Data
Positive Behaviour Support Plan Data
Contnium of Supports Data
Report Card Summary Report Data: All Subjects

Additional Performance Measures

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

- 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
- Collaborative Response Work

Educators may also use the following social-emotional considerations:

- 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
- Referrals to outside agencies
- Work done with Mental Health Support Worker

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. Staff will have access to a broad range of learner-centered programming and supports that best meet learning needs.
3. FHS will support the Virtual Education Program for students that would benefit from that environment.
4. FHS will promote and support opportunities to improve health and wellness among students and staff.
5. FHS will continue to foster community partnerships to support staff in effectively responding to student health and wellness needs.
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.

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Resources for both Literacy and Numeracy development
- Professional development in the areas of Literacy, Numeracy, Assessment

Inclusionary Culture

- Professional development to support and enhance Inclusionary practices and School Culture



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