



School: Fairview/Odyssey

Principal: Laura Bruce

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

LITERACY: To improve the continuity, consistency, and success of early and emergent reading practices that can be used throughout the school and at all ages.

B. Rationale

At Fairview, about half of our learners are only minimally meeting or not yet meeting in reading. We want to improve this result and promote reading skills at all grade levels to encourage life-long reading. We recognize the direct connection between *student learning success and self-esteem* and *engagement and behaviour*. It is our goal to increase learning success to improve how students feel about themselves and their learning, and are committed to increasing student engagement overall.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Our primary team is working on Joint Education Change Implementation Committee (JECIC) to explore Haggerty, a phonics program, to create some continuity from year to year for students. This work as a team is also to help support our newest teachers with their literacy programming and do some shared learning. We are interested in increasing the number of book resources that we have in our school for both novel studies and early intervention to support our literacy programs. We are continuing to access supports from our literacy helping teacher to assess and program for individual classrooms. A group of primary teachers is doing the Provincial Outreach Program for the Early Years (POPEY) workshops with a focus on literacy instruction. We want to collaborate to become more consistent between classrooms and grade and support one another with new ideas. We want to support our community by offering home literacy supports and information through a literacy night, conferences and written information.

D. Evidence / Data (how will you measure success?)

There will be an increase in the number of students fully meeting in reading. This will be shown in the Parent Portal Performance Standards data. In addition, student success for learning will increase and office referrals and challenging behaviours will decrease.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

To increase student connectedness and pro-social behaviours in our school. This is a new goal that is based on our MDI data.

B. Rationale

Fairview is proud of our collective efforts to create a safe, welcoming environment for students and our community. This is because of our Breakfast Club, teams, Big Buddy structure, Spirit Days, caring staff, musical opportunities and extracurricular activities. We are concerned about the high level of worry and inability to self-regulate as well as the low levels of pro-social behaviours on our Middle Years Development Instrument (MDI) data. This is coupled with low physical activity and low connectedness to the school on this same report. We recognize the need to continue to work on finding ways for students to feel more connected to school, increase pro-social behaviours and develop stronger social leadership.

Prosocial behaviour (high 45%, med 36%, low 19%) Self Regulation (high 45%, med 39%, low 19%) Connectedness (high 68%, med 26%, low 6%) Students involved in extracurricular activities (Team sports, never 49%, Youth organizations never 83%, individual sports, never 48%, arts lessons never 59%) Physical Activity (everyday 10%, 5-6 days weekly 12%, 3-4 days weekly 27%, 1-2 days weekly 37%, never 14%)

C. Action Plan (list specific actions, school level and district level resources or structures used)

We are continuing to work with an Education and Therapeutic Services consultant and trauma specialist on trauma informed practices in our school this year. She will be presenting at our November staff meeting. In addition, a former school administrator, will be doing a workshop on practical applications of attachment theories in schools. This work is supporting our staff with creating a safe and inclusive environment while also learning more effective strategies when faced complex learners and challenging behaviours. A group of primary staff is participating in the Provincial Outreach Program for the Early Years (POPEY) workshops with some focus on social emotional learning.

Our staff is also interested in expanding our opportunities for student around leadership, extracurricular activities and clubs. We are also looking for ways to celebrate our learners successes and efforts, and increase our larger community connections. Playground Activity Leaders in Schools (PALS) leadership, student led assemblies and Fairview ROCKS student recognition are some ways that we would like to re-explore.

D. Evidence / Data (how will you measure success?)

Success will be shown through an increase in connectedness on the MDI data. It will also be evident from fewer office referrals and an increase in student engagement and success in the school. Students will report an increased sense of belonging, self-esteem and resilience by participating in clubs, sports, events and extracurricular activities.

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