

Falkland School Improvement Plan 2018-19

Principal: Shelly Cull



Learning Goals

- Goals: Select between one and three multi-year learning goals. At least one should be tied directly to the District's Strategic Plan.
- Rationale: Give a brief explanation on the reasoning behind your goal selection.
- Information: Provide examples of the types of evidence that will convince you that your plan is being successful. These should include an appropriate blend of qualitative and quantitative information.
- Strategies: What approaches/strategies are included to ensure that all student needs are being met?
- Story: Includes real evidence from and about real students. Tells a story of learning for students who are doing well and students who are struggling

Goal #1: Our goal is for students to contribute positively to the classroom and school community and to solve problems in peaceful ways.

Rationale	Information/Evidence	Strategies Identified
<p>This goal is connected to the district's vision for improved Health and Wellness.</p> <p>By creating opportunities to participate in the life of the school, we believe students' sense of social emotional engagement will be enhanced. We want our students to be connected to the school, school staff, and each other.</p> <p>Our goal is for students to be respectful, responsible and safe. We feel the ability to resolve conflict in peaceful ways is important for success in life. Through Restitution and the Social Thinking Curriculum, we want students to better understand themselves and others so they can make better choices regarding their behaviour at school and beyond. We want our students to learn to make appropriate choices as positive</p>	<ul style="list-style-type: none"> • We will monitor report card data related to personal and social responsibility specifically Contributing to Classroom and School Community and Solving Problems Peacefully • We will continue to survey students (School Developed Survey, Student Learning Survey – gr 4 and 7, and OurSchool Survey – grade 6, 7, 8) and parents (Survey Monkey) to acquire their perceptions of progress and need for continuation 	<ul style="list-style-type: none"> • Student leadership initiatives that encourage participation in school and keep students positively engaged – eating time supervisors, student supervisors, student secretary, assembly speakers, various clubs, breakfast club helper, etc. • Implementation of class meetings in all classes • Implementation of Awooga Celebration to recognize the individual talents of each student formally at least once in the school year • Multi-age groupings throughout the year • Use of Restitution to support conflict resolution • Revisiting Restitution strategies at staff meetings • Continue to implement Social Thinking Curriculum • Update office think paper to reflect Social Thinking Curriculum ideas • Regular CEA/LHS meetings for communication and strategy sharing

<p>student behaviour contributes to an overall sense of belonging.</p>	<ul style="list-style-type: none"> Principal visits to classrooms to check in on any unsolved or ongoing playground issues 	<ul style="list-style-type: none"> Continue RCMP presence Implementation of STUDENT VOICE into newsletters Add a buddy bench (PAC) Implementation and regular review (by teachers) of playground/school expectations powerpoint.
<p>Goal #2: Our goal is for students to improve in the academic area of Numeracy, more specifically in the critical concepts identified by the District's Numeracy Committee.</p>		
<p>Rational</p>	<p>Information/Evidence</p>	<p>Strategies Identified</p>
<p>This goal is connected to the district's vision of Students First.</p> <p>School data collected previously through Vancouver Island Diagnostic Assessment and Northern Lights Assessments and Foundational Skills Assessment indicates a strong need for a focus on Numeracy. In 2016 all teaching staff emphasized the need to change our reading goal to math. Teachers are committed to improving their teaching practices related to the critical concepts identified by the District Numeracy Committee and implementing the related assessment (SNAC2) to develop an instructional plan. This data will be used to monitor student growth. Teachers have participated in an ongoing inquiry, supported by the district, to further develop engaging and meaningful practices. All teachers are planning to attend the Northwest Mathematics conference in Whistler in October.</p>	<ul style="list-style-type: none"> Teacher participation and satisfaction in ongoing Numeracy Inquiry Teacher participation in sharing sessions at staff meeting SNAC2 Assessment results for all 5 divisions – collect school wide data to show growth in student achievement. To be administered at least once a year in April. Teachers may choose to do administer it again in the fall. Principal visits to classrooms to observe Numeracy Initiatives 	<ul style="list-style-type: none"> Implementation of a collaboration schedule to support further teacher Inquiry related to Numeracy and the renewed curriculum – student centered strategies in Van de wall, and use of manipulatives (ie algebraic magnetic tiles, Rekenrek, Cuisenaire Rods, box cars and one eyed jacks, etc.) as well as the development of and implementation of an instructional plan for numeracy in classrooms (linked to data collected from the SNAC2) Utilize support of District Numeracy Leader, Val Edgel and Numeracy Committee Members Build in Numeracy focus in school based PRO D plan Continue to advocate for Numeracy Helping Teacher position at Falkland School Incorporate Numeracy share out at staff meetings Continue to highlight Numeracy initiatives and accomplishments in the school newsletters and on website Provide financial support for all teachers and interested CEAs to attend the Northwest Mathematics Conference in Whistler in October 2018 Look into providing a math session for parents

GOAL #3: Our goal is for students to develop greater engagement in their learning.

Rational	Information/Evidence	Strategies Identified
<p>This goal is connected to the district’s vision of Student’s First.</p> <p>We wish to develop practices in our classrooms and teaching to promote student engagement and opportunities for deeper level thinking about their learning. Teacher representatives attended a Visible Learning Institute (John Hattie) to learn more about researched based strategies to have the biggest impact on achievement. These include incorporating opportunities for Student Voice, Self-Assessment and goal-setting, building in Success Criteria (ie. co-created rubrics, exemplars, and learning intentions), Feedback that makes learning more obtainable, Metacognitive strategies (ie. growth mindset, GET READY, DO, DONE, GET DONE executive functioning approach by Sarah Ward).</p>	<ul style="list-style-type: none"> • We will continue to survey students (School Developed Survey, Student Learning Survey – gr 4 and 7, and OurSchool Survey – grade 6, 7, 8) and parents (Survey Monkey) to acquire their perceptions – need to focus on a set of questions to monitor over time. • Principal Visits to classrooms to observe visible learning initiatives 	<ul style="list-style-type: none"> • Implementation of a collaboration schedule to support further Teacher Inquiry related to the implementation of engagement initiatives • Build in a focus on engagement strategies - especially a continuation of the Sarah Ward Initiative to promote executive functioning (GET READY, DO, DONE, GET DONE) and other visual strategies to build metacognition, exemplars and obtainable expectations for students • Incorporate share out on engagement strategies at staff meetings including self regulation and movement break ideas • Continue to highlight initiatives and accomplishments in the school newsletters and on website that promote engagement • Implement strategies to further develop teacher and students’ understanding of core competencies and assessment of core competencies • Continue opportunities to incorporate outdoor education initiatives (Forest School, etc)

Our Story: In the past we have highlighted our journey related to various Numeracy Initiatives and the implementation of our Awooga Celebration package; a process to recognize the unique gifts and talents of each of our students. While these remain important to the school, this year we wish to highlight a strategy obtained from Sarah Ward that relates well to both our Social Responsibility Goal (Contributing to the Classroom and School Community) AND our focus on engagement.

RATIONAL: The social communication process is a very complex one where individuals are required to consider context as well as their own and others’ thoughts, emotions, and socially-based behaviours. Staff also identified several students as struggling with self-regulation and executive functioning skills. Students needed access to interventions and strategies based on both individual learning abilities and demands of the community within which they participate.

ACTION:

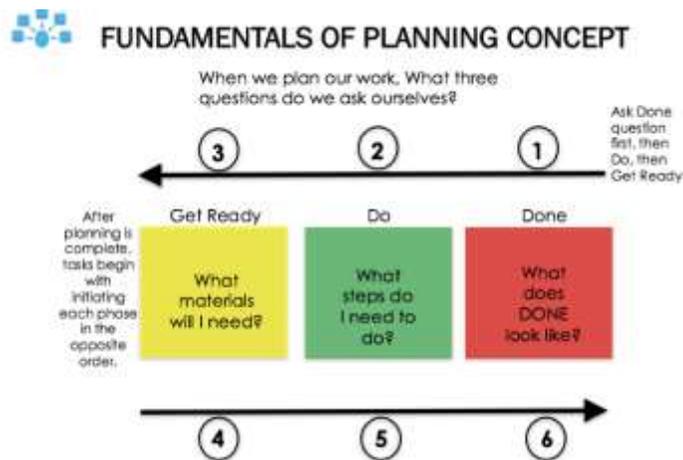
Working closely with our SLP, knowing our targeted students, and knowing that all would benefit in learning these same skills for themselves and in support of their peers, we implemented the social thinking curricula, WE thinkers, formerly known as The Incredible Flexible You in the 2016-2017 school year to students in grades K-5.

In October 2017, a small group of staff representatives attended a Sarah Ward conference in Kelowna.

In November 2017, a larger group of staff representatives attended a Social Thinking webinar at Falkland School.

Our school Pro D committee planned for a whole staff make and take session for the May 2018 professional development day.

An even larger group of staff representatives attended a webinar in May 2018 in preparation for the Pro D session (planned for May 18th) and plans were developed to speak specifically about the philosophy, the GET READY, DO, DONE, GET DONE future thinking planning tool as well as the WORKING CLOCK.



Next Steps:

Continue to provide support to implement in ALL classrooms as whole class strategy.

Implement working stations in three areas of the school for students working in alternate work spaces with and/or without a CEA.