



Falkland School School Improvement Plan (2022-23)



CONTEXT:

Describe your school: students, FTE, geographic location, community values, demographics, unique needs, etc.

Falkland School is nestled in the community of Falkland. We have a total of 122 students in kindergarten to grade 8 with 6 divisions. We also have a well attended StrongStart program 3 mornings a week with approximately 30 students 0 – 5 registered. This program has traditionally been well attended (50+ registrations) and we are excited to have expanded to 3 mornings a week instead of 2. We have approximately 25% of our students identify as Indigenous. We have 19% of our students identified with specific learning needs. We have 8 Certified Education Assistants and .8 Learning Resource Teacher time allocated to our school. In addition to our 6 classroom teachers and our Learning Resource Teacher, we have .3 Literacy Support teacher time and .2 Learning Support teacher time to support our school improvement efforts.

Our district is undergoing discussions around reconfiguration of the Armstrong/Falkland area. At this point, attending grade 8 at Falkland School or PVSS (Armstrong Highschool) for grade 8 remains optional for students. PVSS is approximately a 40 minute bus ride one way from Falkland School.

INSTRUCTIONAL CHALLENGES:

What are your students struggling with?

Overall, our students are struggling with communicating their thinking effectively.

LITERACY

As Writers, our students struggle to stay on topic, organize their thinking, and include evidence to support their thinking/ideas

I can stay on topic. I can organize my thinking. I can include evidence/details to support my thinking/ideas.

NUMERACY

As Mathematicians, our students struggle to show their work and explain their thinking. Our students struggle with thinking flexibly, applying efficient strategies during math, and evaluating the reasonableness of their answer.

I can show and explain my mathematical thinking. I can apply a variety of strategies to find solutions to my math and determine their efficiency and effectiveness.

VISION

Vision for our Students & Educators: What would be observed in your students, educators, achievement data and other survey data if your plan were implemented at the highest level. What would you want to see educators consistently doing and demonstrating by May 2023? What would you want students to be consistently doing and demonstrating by May 2023? What would student activities and assessments look like to make student learning observable in this area? What specific results are you aiming for (i.e., student tasks, achievement/survey data targets)?

Vision for our Students:

- Participate more actively in their learning by accessing, cocreating and apply success criteria to their writing to move beyond minimally meeting expectations, with greater independence
- Stick to the topic during writing tasks
- Give opinions and express ideas/thoughts using evidence from text or experience to support them
- Make connections (text to self, text to text, text to world) in their written responses
- Access familiar template to organize thinking
- Be open to receiving feedback (teacher, peer) and implement feedback based on success criteria
- Access writing exemplars throughout the year to compare personal writing and reflect on/identify next steps

Vision for our Students:

- Participating more actively in their learning by accessing, cocreating and applying success criteria when problem solving to move beyond minimally meeting expectations, with great independence (fewer prompts)
- Demonstrating greater independence and stickwithitness to solve multi-step problems successfully and enthusiastically
- Talk about their mathematical thinking leading to their solutions (investigations, menu math, estimysteries, POW, etc.), listen to the mathematical thinking of others and analyse the efficiency and effectiveness of their chosen strategy and reasonableness of their answer
- Allow opportunities for estimating and time to assess the reasonability of the estimates

Vision for our Educators:

- Create and co-create success criteria and build in opportunities for students to refer to it before, during and after writing opportunities
- Access Adrienne Gear Resources for consistency including her suggested list of “gem books” for anchoring learning related to improving writing
- Provide consistent rubrics
- Utilize optimal learning (Regie Routman) I do, we do, you do – gradual release of responsibility
- Use of common assessment and performance standards for class wide write to assess use of evidence, details and organization
- Participate in collaboration opportunities
- Provide writing opportunities/assess writing across the curriculum
- Familiarity of the SD83 Continuity of Learning document (120 minutes each day of reading and writing) and the Framework for Literacy developed by Jen Findlay and Val Edgel
- Use visible learning strategies for greater clarity for students

Vision for our Educators:

- Create and co-create success criteria and build in opportunities for students to refer to it before, during and after problem solving opportunities
- Provide time for students to talk about their problem solving approach (PROVE IT) and listen to the approaches of others and analyse the effectiveness and efficiency of a variety of approaches
- Implementation of 60 minutes of Numeracy each day (as indicated in the SD83 Continuity of Learning Document and Framework for Numeracy developed by Jen Findlay and Val Edgel)
- Use visible learning strategies for greater clarity for students (use of three questions, learning pit, etc.)
- Incorporate opportunities for students to solve real world math problems.
- Use of common assessment SNAAC for grades 1 – 8 in the fall (previous grade level) and k – 8 spring (current grade level) and participate in collaboration around instructional planning.

RATIONALE

*Discuss why your school has chosen to focus on these specific instructional challenges. Include a summary of information based on your work with the **Observable Impact** tools or other data-driven dialogue tools you have used.*

We had a group of 5 educators participate in Writing Power Series with Adrienne Gear last school year. We had noticed in our FSA analysis of students in grade 4 and 7 and in classroom based assessment that students' writing responses were unorganized and lacked evidence to support/substantiate their thinking. This is a newly identified instructional challenge for our school.

Numeracy continues to be an instructional challenge. While we have made improvements in mastering the critical concepts in each grade, problem solving, particularly multi-step problems remains a challenge. It is felt that students continue to require a lot of prompting to find success with problem solving questions.

In addition, when analyzing the Depth of Knowledge data from the FSA in both grade 4 and 7, it appears that students are finding level one which is based on literal information, fact based, more challenging.

DATA SUMMARY AND ANALYSIS

Part 1 - Share your data: Provide data that "tells the story" for your instructional challenge.

Part 2 - Data analysis: Summarize what the data currently shows, celebrations/improvement and areas for further growth.

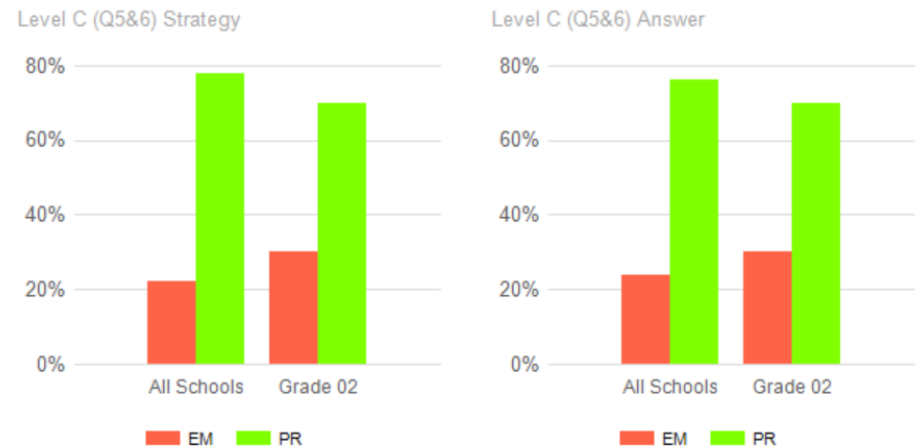
PM Benchmark Data – Grade 2 – 5
% of students meeting grade level expectations.

	Fall 2021	Spring 2022
Grade 1	23%	56%
Grade 2	20%	70%
Grade 3	22%	45%
Grade 4	40%	60%
Grade 5	80%	69%

While reading isn't specifically mentioned as part of our instructional challenge. As part of Literacy, our school intends to continue our work to increase our % of students reading at grade level to 80% in the Spring. While our intervention efforts lead to improvement throughout the year, more targeted intervention for students not yet meeting is taking place.

SNAAC – Level C Strategy/Answer Comparison by Grade Fall 2021/Spring 2022
Grade 2

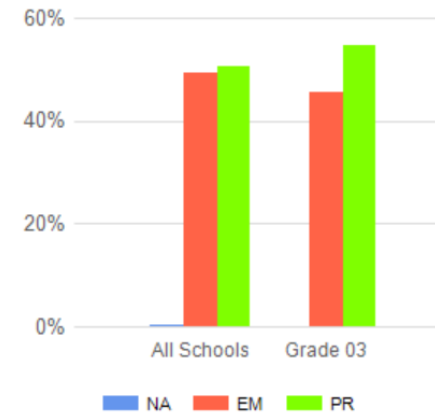
Student Numeracy Assessment of Critical Concepts - Spring



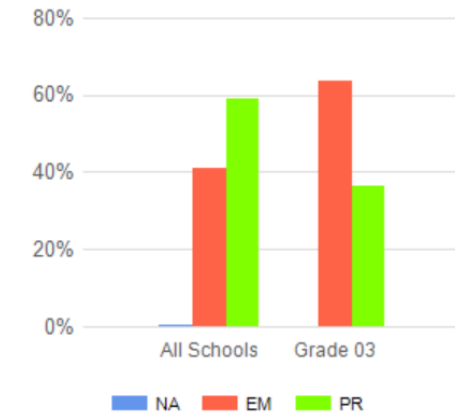
Grade 3 –

Student Numeracy Assessment of Critical Concepts - Fall

Level C (Q5&6) Strategy

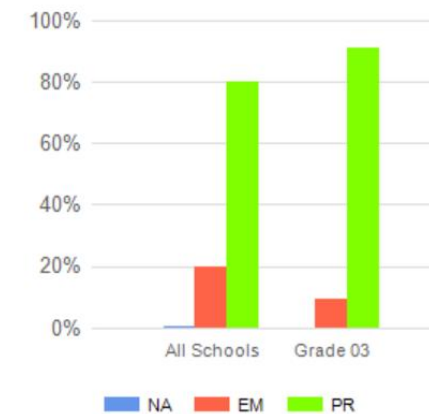


Level C (Q5&6) Answer

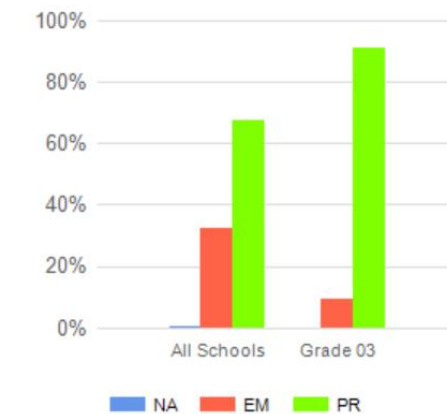


Student Numeracy Assessment of Critical Concepts - Spring

Level C (Q8&9) Strategy

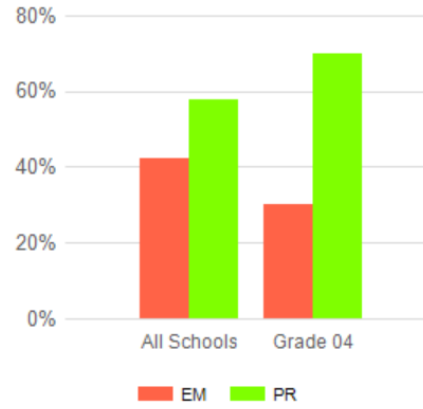


Level C (Q8&9) Answer

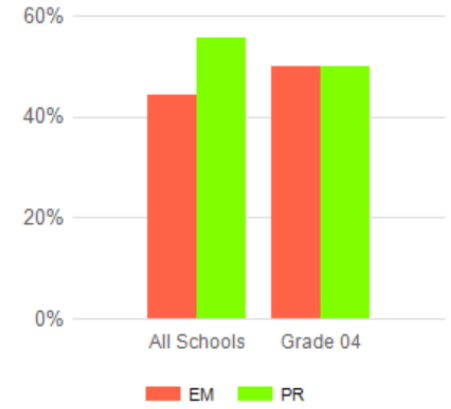


Student Numeracy Assessment of Critical Concepts - Fall

Level C (Q8&9) Strategy

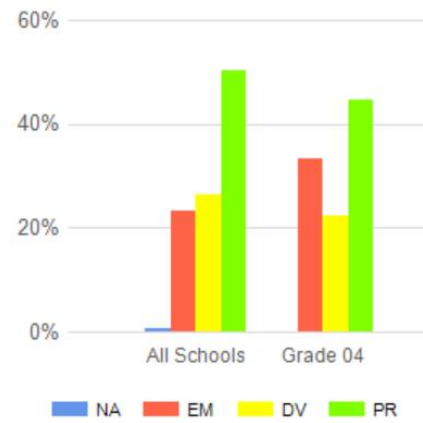


Level C (Q8&9) Answer

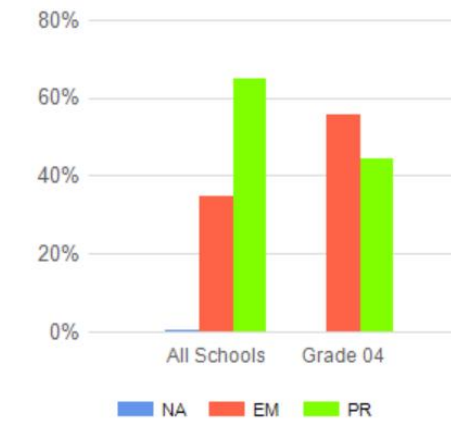


Student Numeracy Assessment of Critical Concepts - Spring

Level C (Q14&15) Strategy

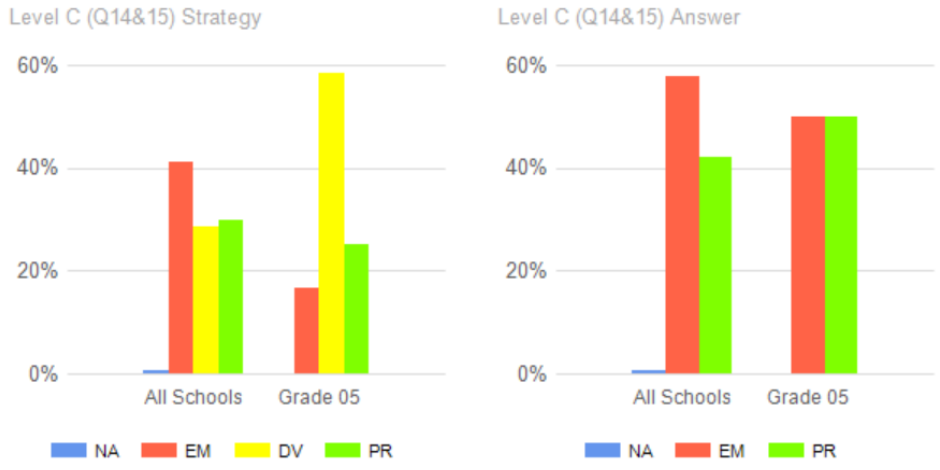


Level C (Q14&15) Answer

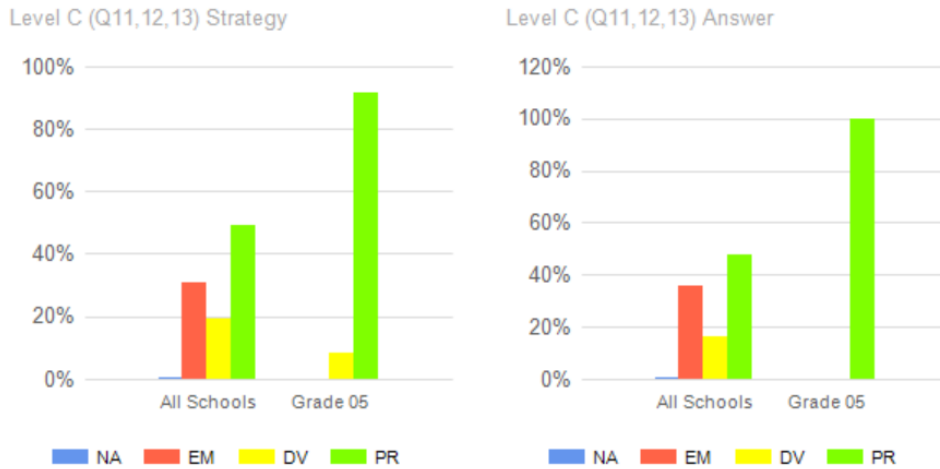


Grade 5

Student Numeracy Assessment of Critical Concepts - Fall

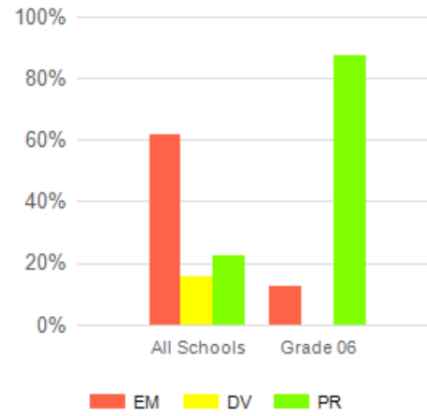


Student Numeracy Assessment of Critical Concepts - Spring

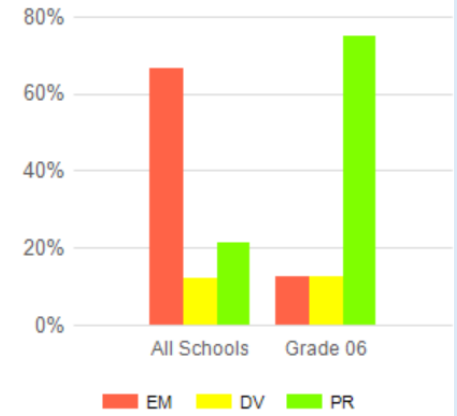


Student Numeracy Assessment of Critical Concepts - Fall

Level C (Q11,12,13) Strategy

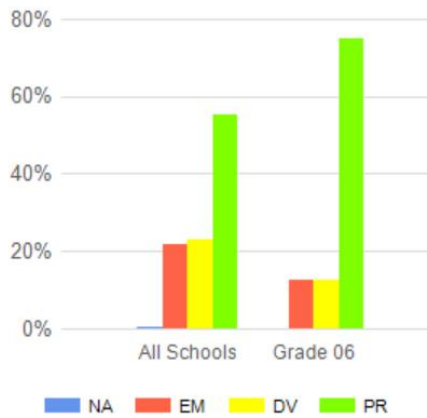


Level C (Q11,12,13) Answer

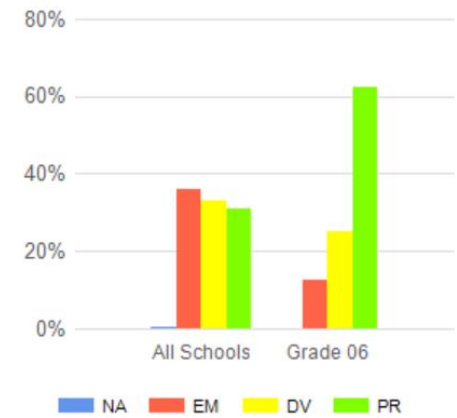


Student Numeracy Assessment of Critical Concepts - Spring

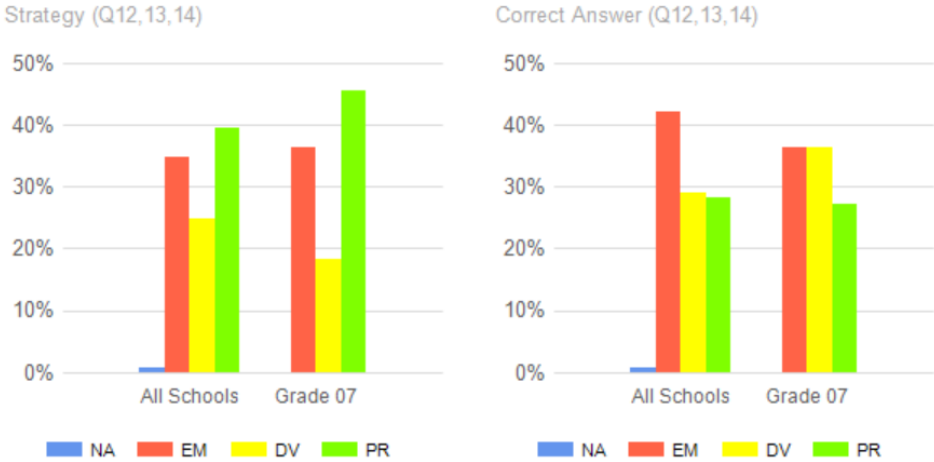
Strategy (Q12,13,14)



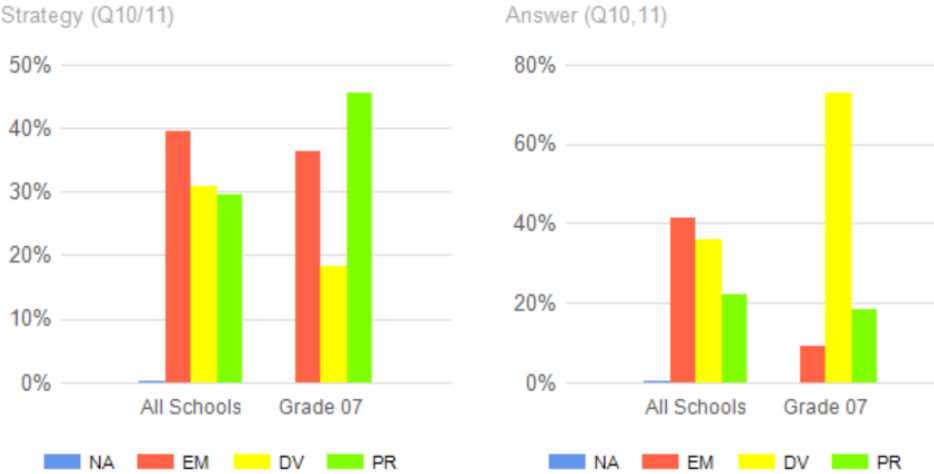
Correct Answer (Q12,13,14)



Student Numeracy Assessment of Critical Concepts - Fall

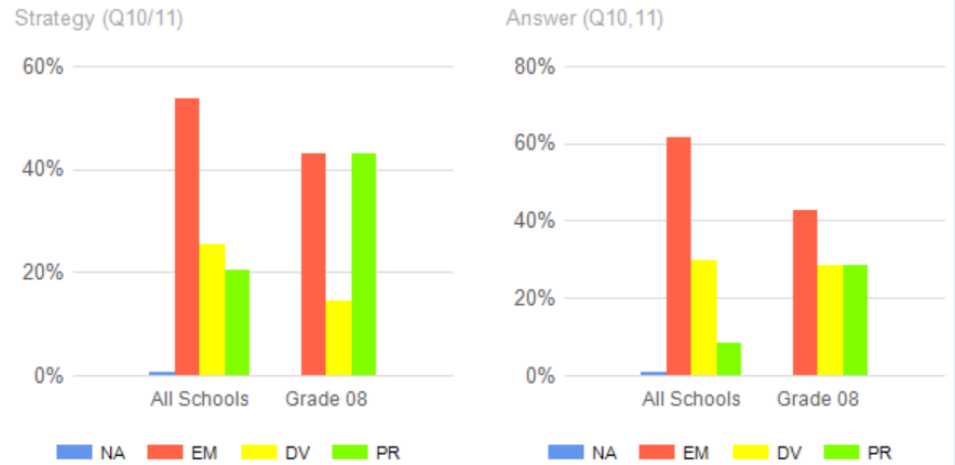


Student Numeracy Assessment of Critical Concepts - Spring

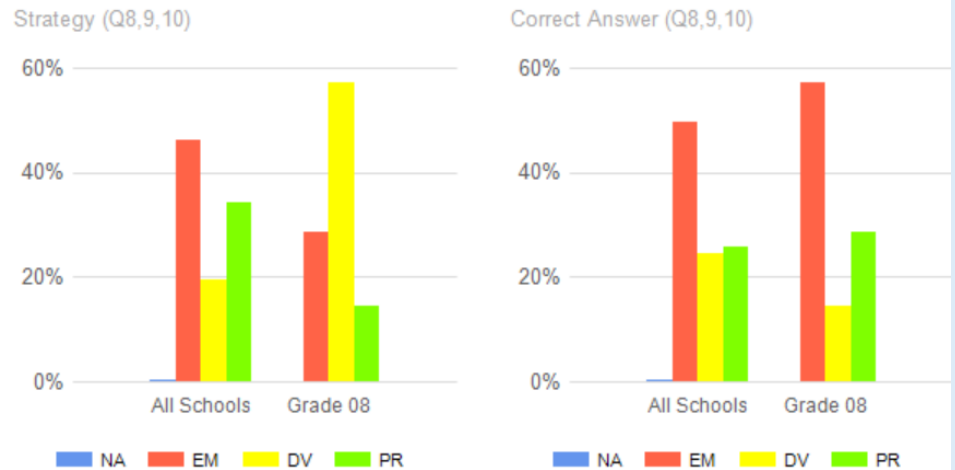


Grade 8

Student Numeracy Assessment of Critical Concepts - Fall



Student Numeracy Assessment of Critical Concepts - Spring



Analysis of this specific SNAAC snapshot shows that while students are applying a strategy during problem solving, their successful execution of the strategy to determine the correct answer, is of most challenge in many of the grade levels shown.

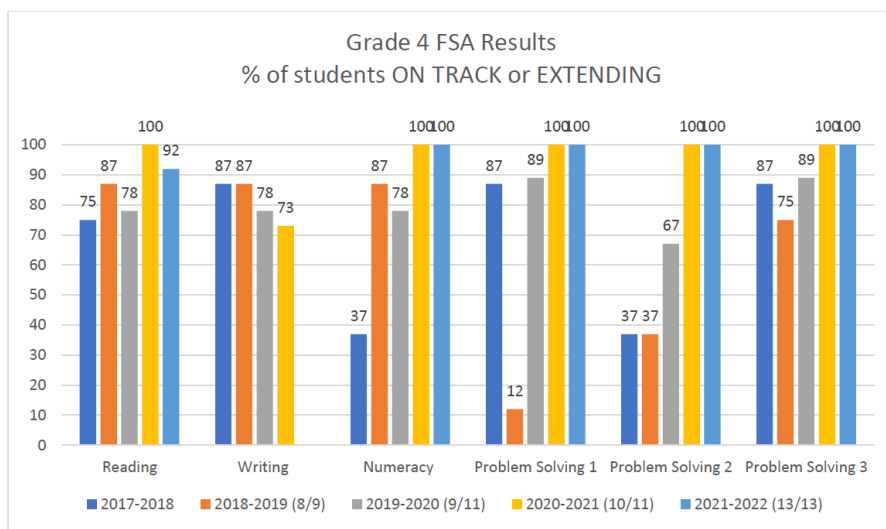
FSA Item Level Analysis

Grade 4 - Based on an item level analysis of the 2021-2022 FSA, grade 4 students at Falkland School scored below provincial and/or district on 4/30 questions/items. These questions are level 1 (recall) and 2 (skills and concepts) questions where students are expected to use simple skills to retrieve or locate information from the text, recall information verbatim, where initial comprehension is expected and main idea is literal. This information support our goal area in writing, more specifically locating details/evidence to support thinking/ideas in their written responses.

Grade 7 – coming

FSA (Grade 4) Over the years

While the graph shows quite positive results for our grade 4 students, there is decline in the area of writing. This graph shows in the 2020-2021 school year, 27% of students were not meeting expectations in writing. Writing is no longer assessed as a separate area in the FSA. We are moving to school wide writes.



FSA Item Level Analysis

Grade 4 – Based on an item analysis of the 2021-2022 FSA, grade 4 students at Falkland School scored below provincial and/or district on 8/30 questions/items. The majority of these items are related to Number/Computational fluency, more specifically the ability to recall information such as facts, definitions, or term, use a procedure and apply a formula. Overall, flexible thinking (as related to our instructional challenge) is an area of need.

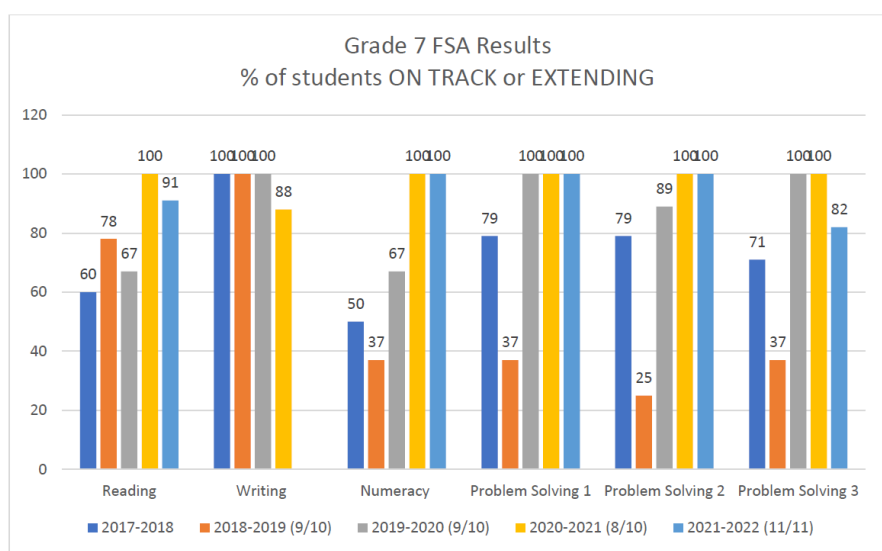
Grade 7 – Based on an item analysis of the 2021-2022 FSA, grade 7 students at Falkland School scored below provincial and/or district on 6/30 questions/items. The majority of these items are related to their ability to recall information such as facts, definitions, or term, use a procedure and apply a formula. Overall, flexible thinking (as related to our instructional challenge) is an area of need.

FSA (Grade 4) Over the years

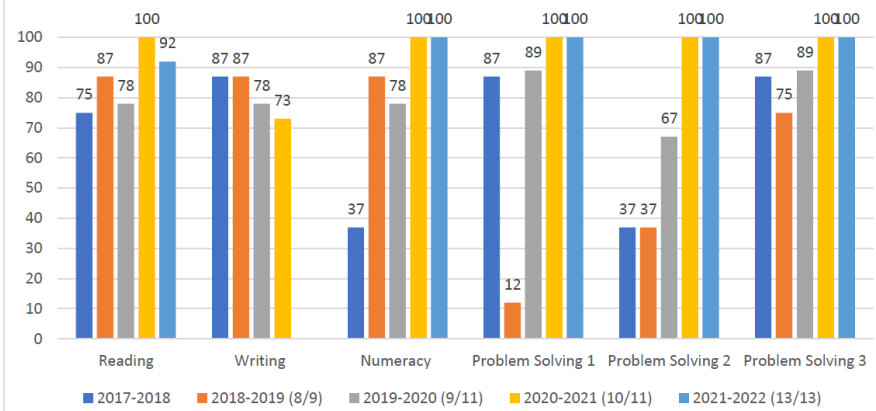
This graph shows that our collective focus on Numeracy , more specifically instructional practices in support of the identified critical concepts for each grade level, has made a difference over the years. Teachers continue to notice 1. problem solving takes a long time (use of inefficient strategies), 2. lots of prompting needed to keep students on track, and 3. students' lack of motivation, particularly on problems requiring multiple steps.

FSA (Grade 7) Over the years

While the graph highlights quite positive results for our grade 7 students, it does show writing as a relative weakness in 2020-2021. Writing is no longer assessed as a separate area in the FSA. We are moving to school wide writes.

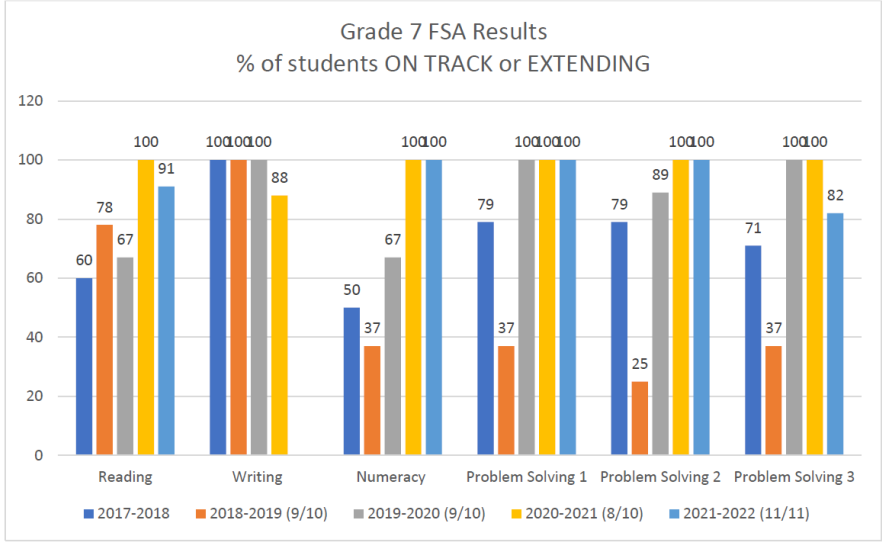


Grade 4 FSA Results
% of students ON TRACK or EXTENDING



FSA (Grade 7) Over the years

This graph shows that our collective focus on Numeracy , more specifically instructional practices in support of the identified critical concepts for each grade level, has made a difference over the years. Just like our grade 4 students, teachers are noticing 1. problem solving takes a long time (use of inefficient strategies), 2. lots of prompting needed to keep students on track, and 3. students’ lack of motivation, particularly on problems requiring multiple steps.



STRATEGIES AND SUPPORTS

*Identify specific strategies and supports for both **students** and **staff** that will support your work to address the instructional challenges. "If we...then we will observe..." What are your checkpoints along the way (i.e. how will you know if what you're doing is making a difference?). What structures do you have or need to create?*

- LST support in classrooms during literacy k - 2
- Emphasis on Haggerty Phonological Instruction k - 1
- Implement common classroom wide writing assessment (school wide)
- Utilize common set of success criteria school wide
- Utilize new performance standards to assess student work– provide opportunities for teachers of similar grade levels to assess student work together
- Develop a set of student friendly success criteria based on performance standards
- Incorporate consistent graphic organizer for students to use to organize their thinking throughout the grades
- Implementation of 120 minutes of reading and writing each day (as indicated in the SD83 Continuity of Learning document and Framework for Literacy developed by Jen Findlay and Val Edgel)
- PVP visits to classrooms to capture strategies and supports in progress
- Utilize buddy class to share writing

- Use of SNAAC at all grade level in fall (previous grade level - except k) and Spring (current grade level)
- Use of daily and weekly problems (POW) shared by SD83 Numeracy Helping Teacher
- Implementation of 60 minutes of Numeracy each day (as indicated in the SD83 Continuity of Learning Document and Framework for Numeracy developed by Jen Findlay and Val Edgel)
- Numeracy Support for teachers provided by District Principal, Val Edgel 3 – 4 times per year
- All staff were invited to attend the BCAMT Conference (8 staff members attended - the Principal, 5 teaching staff and 2 CEAs)
- Focus on Critical Concepts at each grade level
- Numeracy Buddies with a focus on critical concepts
- PVP visits to classrooms to capture strategies and supports in progress
- Incorporate consistent use of problem solving reflection tool – self assessment
- Incorporate opportunities for students to collect evidence of their growth with solving problems – showing their work and assessing their effectiveness

PROFESSIONAL LEARNING

Identify specific learning or initiatives at the school and/or district level that will build the staff capacity to address the instructional challenges. How can we differentiate the learning for our educators?

- More learning on Adrienne Gear's Powerful Writing techniques and use of anchor texts
- Performances Standards group planning session
- Use of common assessment to develop baseline and measure growth
- Assessment strategies in writing
- See professional learning within areas of Equity, Diversity and Inclusion and Social Emotional Learning

- Ongoing numeracy support session in areas of need based on classroom data and regional data (Farmstrong) with Val Edgel
- Provide opportunities to collaborate and develop school wide template for students to self assess their problem solving endeavours – including a portfolio/collection of student work connected to our instructional challenge
- Assessment strategies in Numeracy
- See professional learning within areas of Equity, Diversity and Inclusion and Social Emotional Learning

EQUITY, DIVERSITY AND INCLUSION

EQUITY: How are Indigenous ways of knowing and doing embedded in curriculum? What initiatives are being implemented to support the Truth and Reconciliation Calls to Action?

- **Encourage students and staff to provide a land acknowledgement at assemblies and at staff meetings. Continue to discuss the Truth and Reconciliation and the Calls to Actions in assemblies and in classrooms. Highlight Calls to Actions and give examples of individual and collective efforts in this area – ie, orange butterflies and orange feathers on fence, orange hearts on classrooms doors.**
- **Highlight First People's Principles of Learning and Aboriginal Ways of Knowing and Being – visuals for classrooms**
- **Continue to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture/presence to the whole population**
- **Label areas around the school in Secwepemc and/or Syilx**
- **Continue to utilize 6 Cedars and 7 Sacred Teachings and Medicine Wheel**
- **Highlight reading material available for staff use to support truth and reconciliation in our classrooms**
- **Focus on circle and provide opportunities to learn about and in circles (class meetings, etc.)**
- **Refer to strategies and supports for INCLUSION as many help to level the playing field for the success of all**
- **Use TRC ally to support teachers in their equity pursuits**

PROFESSIONAL LEARNING:

- **Language**
- **Who are the knowledge keepers and community based leaders/members, what are their expert areas and how can we include them in our school?**

DIVERSITY: What strategies and structures are being implemented to embrace diversity with regards to ethnicity and gender identity?

- **Regular visits by Principal to classrooms of older students to review SD83 policy – Code of Conduct, SOGI, etc.**
- **Staff are aware of the Sexual Orientation and Gender Identity SD83 practices which highlight confidentiality while ensuing support is being offered to the student. Staff are avoiding use of gender specific language and organization based on gender to be more inclusive.**
- **Highlight reading material available for staff use around diversity and ethnicity and inclusion. Librarian to look into a diversity audit of our library**
- **Incorporate opportunities to facilitate Truth and Reconciliation on an ongoing basis – bi weekly assemblies, whole school activities, etc.**
- **Utilize school based SOGI lead (Shelly Cull) and District lead (Amy Witt), will continue to provide resources to our staff**
- **A group of 4 students in grade 7 started an INCUSION/ACCEPTANCE/EMBRACEMENT group at the end of last year. This will be facilitated again in their grade 8 year**
- **Identify safe spaces with use of rainbow stickers**
- **We have a gender neutral washroom available for students to access**


PROFESSIONAL LEARNING:

- **Refamiliarize staff with SOGI resources and policy**

INCLUSION: What strategies, supports and professional learning is being implemented to enhance classroom teachers' capacity to differentiate instruction?

- Focus on the power of formative assessment – the development of learning intentions, success criteria, co creating criteria with students, from the work of Connect to Learning with Sandra Herbst and Visible Learning with John Hattie, and the 10 Mindframes for Educators/Leaders. Implement UDL (Universal Design for Learning) principles when planning to meet the needs of all learners with a focus on learning
- Focus on the Three Questions to further develop our students as assessment capable – What am I learning? Why am I learning this? How will you know that I have learned it?
- Reinforce the Learning Pit at Assemblies and in classrooms
- Focus on tools to differentiate instruction, including ideas from Shelly Moore and executive functioning, including ideas from Sara Ward – Get Ready, Do, Done, Get Done
- Implementation of Zones of Regulation in all classes in addition to use of movement paths (indoor and outdoor)
- Use of INSIGHT to help teachers be aware of each student's academic functioning
- Use of FM system in k- 6 classrooms

Three Questions



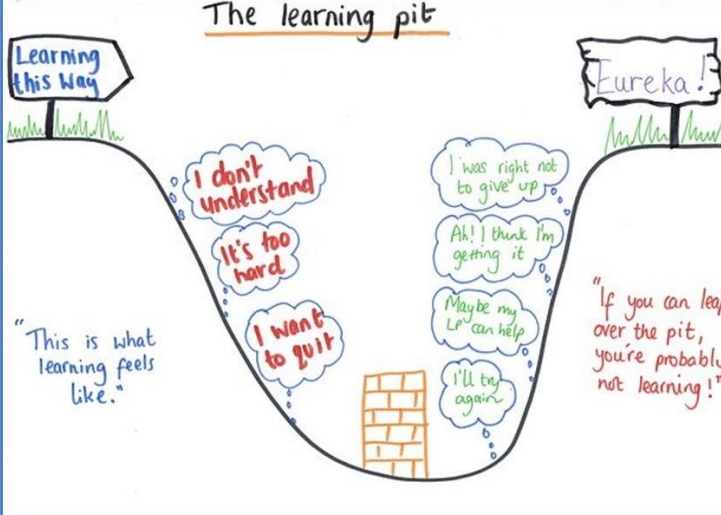
1 1
2 2
3 3

What am I learning today?

Why am I learning this?

How will I know that I have learned it?

The learning pit



Learning this way

Eureka!

"This is what learning feels like."

I don't understand

It's too hard

I want to quit

I was right not to give up

Ah! I think I'm getting it

Maybe my Lp can help

I'll try again

"If you can leap over the pit, you're probably not learning!"

Professional Learning:

- UDL Principles
- More work on Assessment and connecting students to their learning with Sandra Herbst and Visible Learning (John Hattie)
- Inclusion with Shelly Morre

SOCIAL EMOTIONAL LEARNING

What strategies, supports and professional learning are being implemented to increase a sense of belonging with a particular focus on Indigenous learners and their families?

- Continue to provide community gatherings with support of PAC
- Continue with EASE program for teachers to use with students – Everyday Anxiety Strategies for Educators
- Utilize the online Parachute Program for Parent Support
- Utilize Social Thinking Curriculum in classes and social scenario cards
- Class meetings in all classes
- Zones of Regulation in all classes in addition to use of movement paths
- Use of Problem Solving Wheel while on supervision and in classrooms to encourage students

- Continue to review Dr. Jody Carrington's Reconnect series – video modules, particularly when it comes to trauma
- Review students' role as Upstander at bi weekly assemblies and explore how their interactions affect students' sense of belonging at school
- Bi-weekly assemblies with focus on Writing/Numeracy/Inclusion/SEL – belonging/Truth and Reconciliation/Inclusion/Equity/Diversity
- Utilize Secwepemc language and Syilx language

Professional Learning:

- **Trauma informed approaches**