FALKLAND SCHOOL
School Learning Plan 2023-2024

School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Falkland School is nestled in the community of Falkland. We have a total of 119 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 days a week. 20% of our students identify as Indigenous Ancestry. 21% of our students have a Ministry of Education designated category for specific learning needs. We have 7 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 strengthening efforts. Due to the nature of our rural setting, limited outside services are available to families.

Our district is vast and contains several communities. Our district is currently undergoing discussions around reconfiguration of the Salmon Arm area which may eventually impact other areas of the district including Armstrong/Falkland areas. This will likely impact our population as our grade 8 students may attend PVSS in the future which is approximately a 40 minute bus ride one way from Falkland School.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments…

Literacy Goal:

As Writers, our students struggle to stay on topic, organize their thinking, and include evidence to support their thinking/ideas. This has been an area of challenge identified in our FSA data and in other classroom writing experiences.

GOAL: Students will develop skills to communicate more effectively as writers by utilizing strategies to stay on topic, organize their thinking and use evidence/details from the text when responding in writing to information read.

Numeracy Goal:

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.

GOAL: Students will develop skills to show and explain their mathematical thinking in a variety of ways. Students will apply a variety of strategies to find solutions to math problems and determine their efficiency and overall effectiveness.
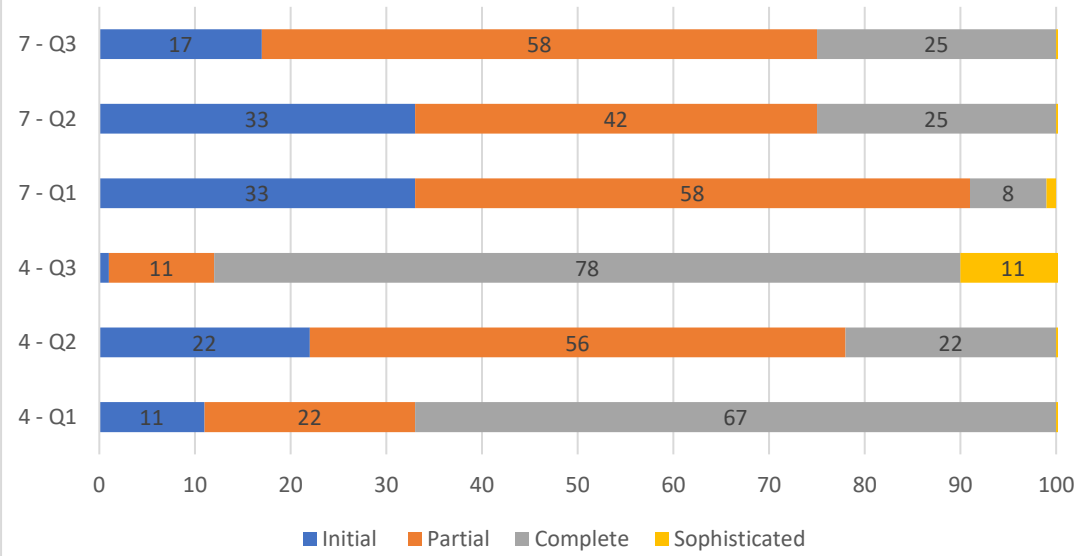
Data to Inform/Support Literacy Goal:

FSA Literacy Results - on Track and Extending

Data to Inform/Support Numeracy Goal:

FSA Numeracy Results - On Track and Extending

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2023 Written Response Scores - Literacy 4 and 7

	Initial	Partial	Complete	Sophisticated
7 - Q3	17	58	25	
7 - Q2	33	42	25	
7 - Q1	33	58	8	
4 - Q3		11	78	11
4 - Q2	22	56	22	
4 - Q1	11	22	67	

Problem Solving Questions - Grade 4 and 7

Legend: 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2021-2022, 2023-2024

2023 FSA Numeracy Problem Solving Booklet- Grade 4 and 7

	Initial	Partial	Complete	Sophisticated
7 - Q3	17	58	17	8
7 - Q2		42	58	
7 - Q1		8	67	25
4 - Q3	11	44	44	
4 - Q2		11	89	
4 - Q1	11	11	78	

Actions and Strategies:	**Actions and Strategies:**
• Utilize Writing and Reading Power and related resources form Adrienne Gear • Implement regular writing opportunities in class to assess growth (look into whole school assessment) • Implement common graphic organizer across the grades – using the common language and modelling • Use writing clothesline resources in Literacy TEAM – I can Statements	• Implement weekly and daily problem solving practice with opportunities for students to share strategies used and reflect on their effectiveness and efficiency • Numeracy Night to promote learning at home to reinforce fluency • Numeracy Buddies (peer coaching initiative school wide)

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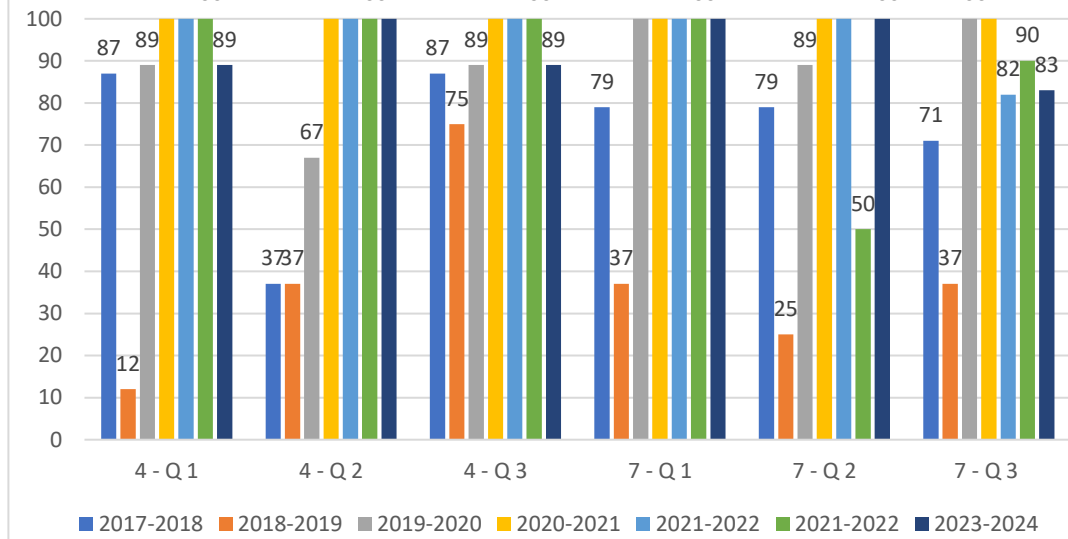*Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.*
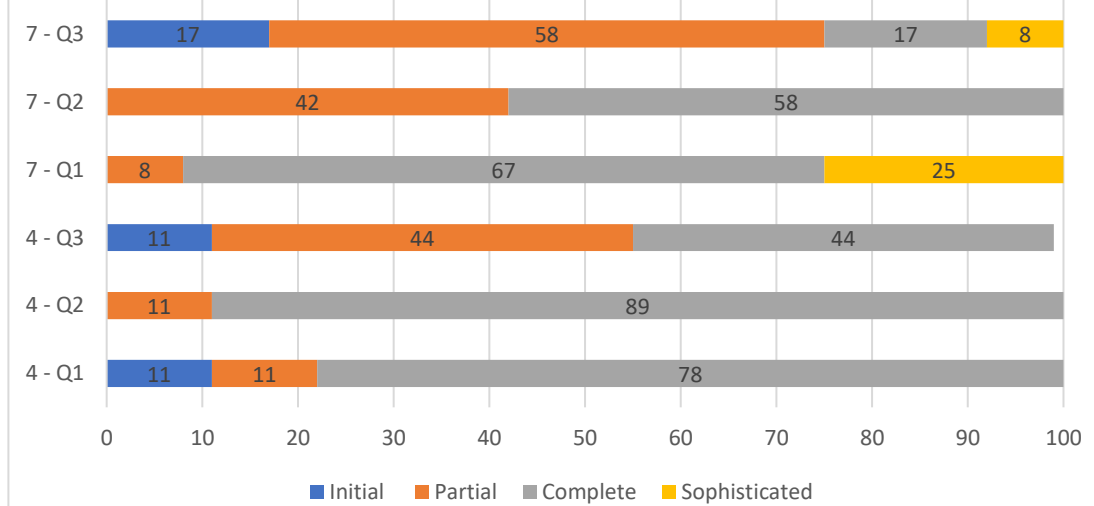*Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation*

- Aim for 60 minutes of literacy time each day in each class
- Implement learning intentions and success criteria for greater clarity
- Incorporate opportunities for self and peer assessment in relation to established criteria
- Provide diverse learning opportunities with differentiated supports
- Utilize UFLI and Heggerty in K-2 classrooms for foundational skills
- SD83Talks opportunity

- Prioritize critical concepts identified by Numeracy team: https://sd83.bc.ca/numeracy/
- Incorporate SNACC (Numeracy Assessment of Critical Concepts) school wide
- Aim for 60 minutes dedicated to Numeracy each day in each class
- Implement learning intentions and success criteria for greater clarity
- Incorporate opportunities for self and peer assessment in relation to established criteria
- Provide diverse learning opportunities with differentiated supports
- Provide opportunities to collaborate around numeracy concepts and pedagogical strategies (with other grade level teachers and Numeracy Helping Teacher)
- Math games from Box Cars and One Eyed Jacks

Data Analysis/Narrative:

We noticed in our FSA analysis of students in grade 4 and 7 and in classroom based assessment that students' writing responses continue to be unorganized and lacked evidence to support/substantiate their thinking. This continues to be identified by staff as an instructional challenge for our school.

While the graph shows quite positive results in literacy for our grade 4 students from the 2022-2023 school year to now, scores in our grade 7 results have declined since 2020-2021. When delving deeper into students' written responses in the FSA, the majority of written responses (in all three questions) in grade 7 demonstrated an initial or partial understanding. While the grade 4 written responses demonstrate more complete understanding, we would like to see growth toward more complete and or sophisticated written responses to reading overall in both grades. When analyzing the students' written responses to reading, more instruction in keeping on topic (not retelling), organizing thinking, and using information from the text is needed to support their explanation is needed.

It is important to note that this analysis of written responses in FSA is consistent with what is being observed in the classroom with writing in all grades. Staff are feeling students need a great deal of support in persevering beyond minimally meeting expectations in communicating their thinking about what's been read, in writing.

Data Analysis/Narrative:

We noticed in our FSA data that 100% of students in grade 4 are on track or extending in Numeracy. In grade 7 83% of students are ontrack or extending. For both grade groups, when analyzing their problem solving results, while our number of students ontrack are relatively high, comparatively speaking to other years, we would like to increase the number of learners achieving at the "complete understanding" level when it comes to problem solving. Generally speaking, students require much more time than what is suggested in the FSA administration guidelines. We would like to work on building students' use of strategies so they can be more flexible and apply strategies that are more efficient.

It is important to note that this analysis of problem solving in our grade 4 and 7 FSA assessment is consistent with what is being observed in the classroom with problem solving opportunities. Staff are feeling students need a great deal of support in persevering to move beyond minimally meeting expectations in solving problems in math. It is felt more effort collectively is needed to help students analyze the various strategies used by students and determine efficiency. Staff are noticing students struggle to choose efficient strategies.

Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Strategic Priority: Developing a Culture of Well-Being

- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

Students will develop a greater sense of belonging to school and connection to their peers by focusing on improving student to student interactions. More specifically, using strategies from our problem solving wheel.

We believe that when students behave in expected ways, this contributes to a higher sense of belonging in others and fosters a greater sense of community. Focussing on the success of our priority learners contributes to a sense of belonging for all.

Student Well-Being Goal:

Students will develop an awareness of and implement influences that contribute to their personal wellness and the wellness of others.

We believe that when students have a greater understanding of the impact of their behaviour on others and a healthy perspective of the behaviour of others, this will lead to the development of a culture of well-being.

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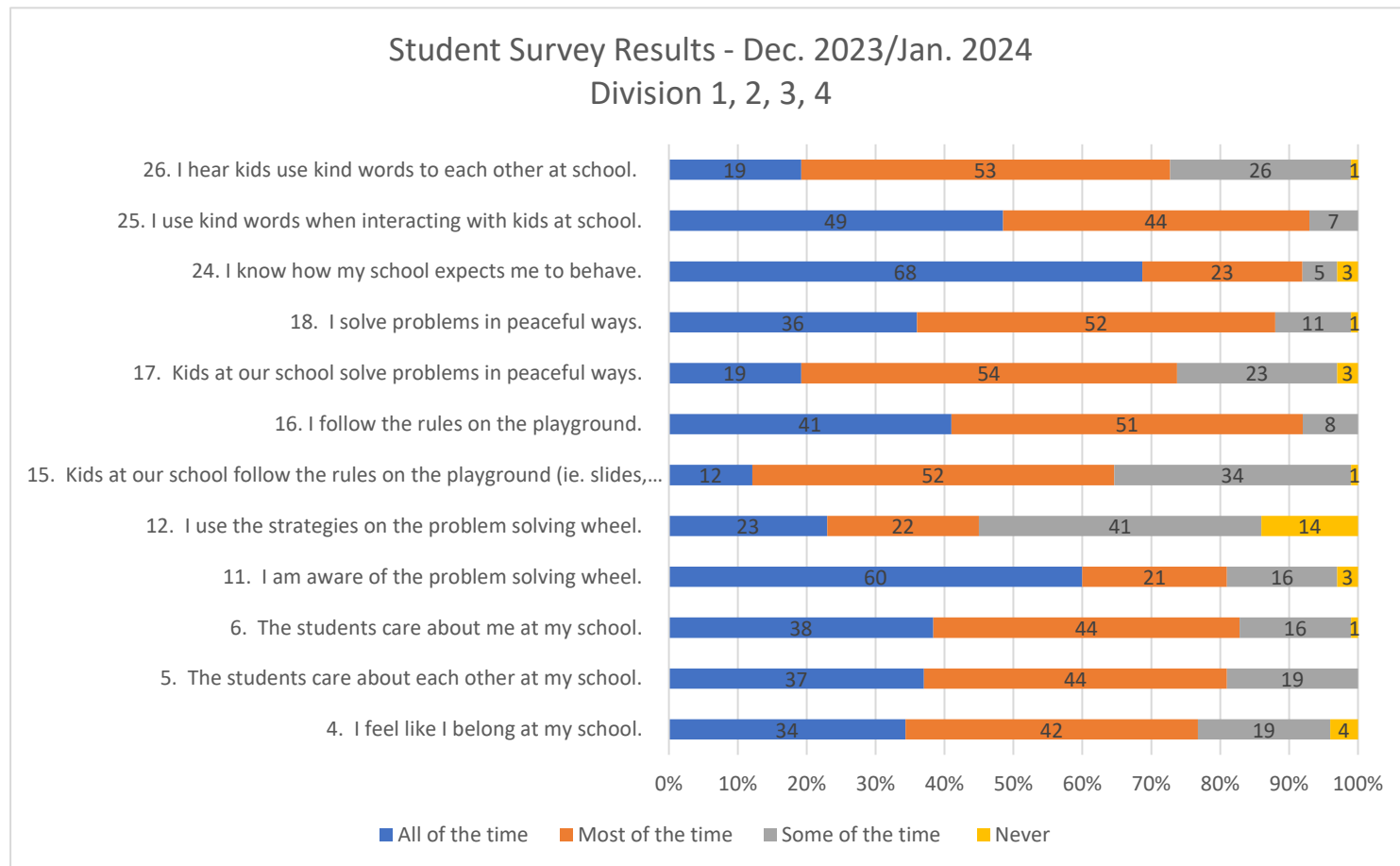
Data to Inform/Support Sense of Belonging Goal:

In a recent student survey administered to students in Div 1, 2, 3, and 4, 94% of students indicated "the staff care about the students at my school" all or most of the time. 94% of students indicated "there are staff that care about me at my school" all or most of the time. We feel this is positive news from our students.

93% of students reported "I know how my school expects me to behave" all or most of the time. We feel this is positive news from our students.

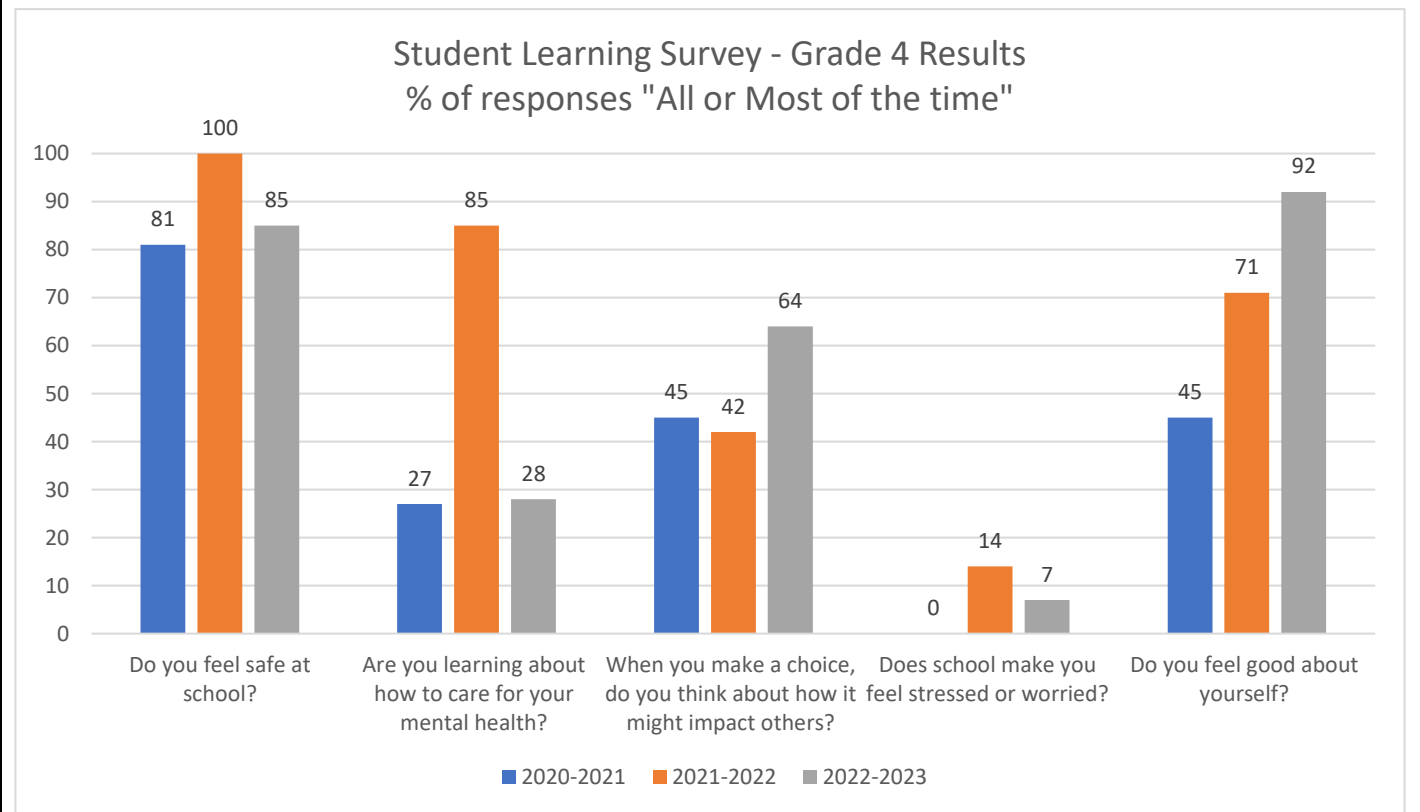76% of students reported "I feel like I belong at my school" all or most of the time.

Other data indicated some discrepancies between students' self reporting of certain behaviours and what they notice about the behaviours of other students at school. Due to these results, staff have made student to student interactions a priority.
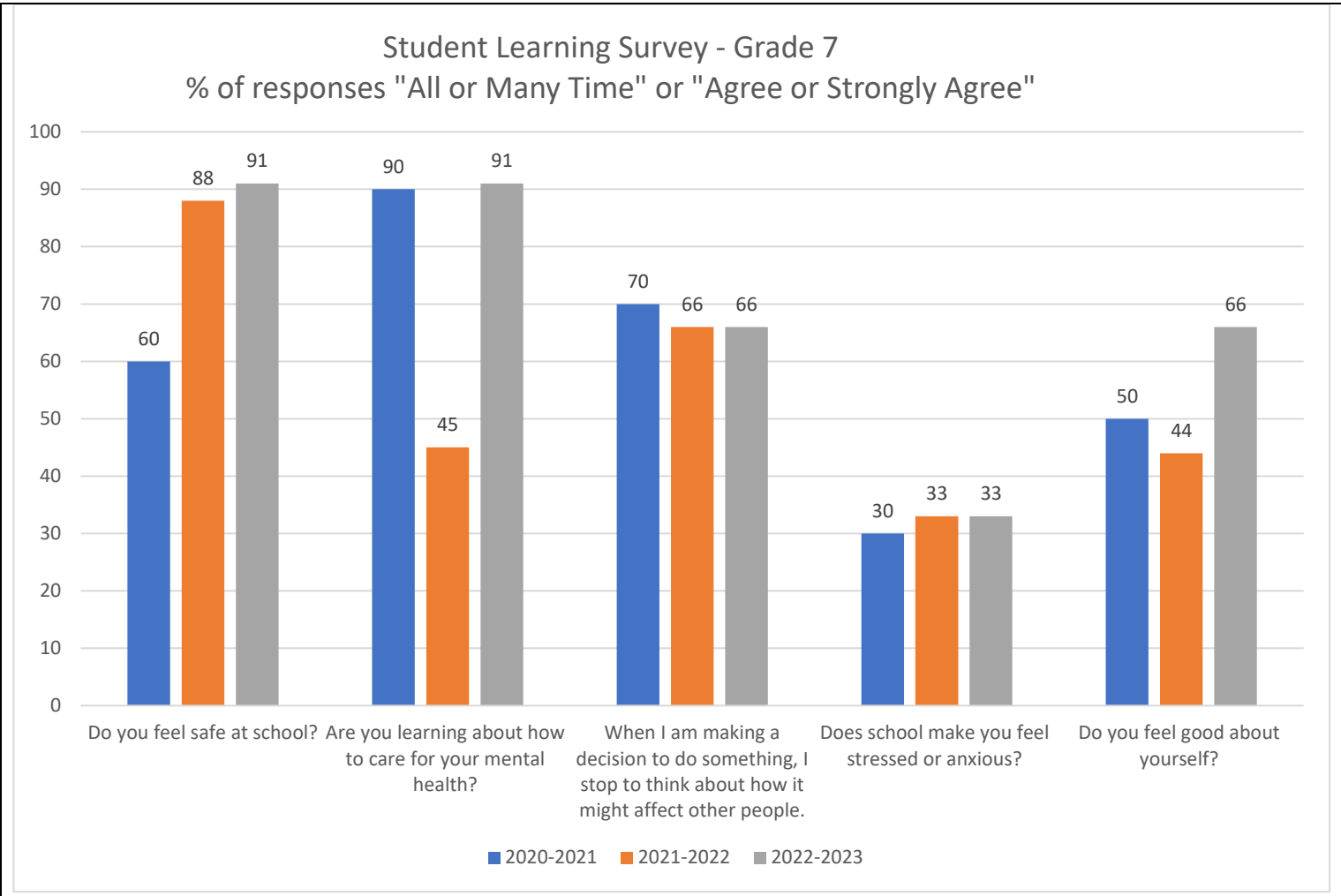
Student Survey Results - Dec. 2023/Jan. 2024
Division 1, 2, 3, 4

Question	All of the time	Most of the time	Some of the time	Never
26. I hear kids use kind words to each other at school.	19	53	26	1
25. I use kind words when interacting with kids at school.	49	44	7	
24. I know how my school expects me to behave.	68	23	5	3
18. I solve problems in peaceful ways.	36	52	11	1
17. Kids at our school solve problems in peaceful ways.	19	54	23	3
16. I follow the rules on the playground.	41	51	8	
15. Kids at our school follow the rules on the playground (ie. slides,...	12	52	34	1
12. I use the strategies on the problem solving wheel.	23	22	41	14
11. I am aware of the problem solving wheel.	60	21	16	3
6. The students care about me at my school.	38	44	16	1
5. The students care about each other at my school.	37	44	19	
4. I feel like I belong at my school.	34	42	19	4

Data to Inform/Support Student Well-Being Goal:

"Street Data" would reveal an increase in students reporting anxiety related behaviours and challenges with self regulation, perseverance and unexpected behaviours of others. This goal area is connected to our goal related to developing a greater sense of belonging.

We are monitoring responses of students to these questions on the Students Learning Survey – Do you feel safe at school?, Are you learning how to care for your mental health?, When you make a choice do you think about how it might impact others?, Does school make you feel stressed or worried?, Do you feel good about yourself?

Student Learning Survey - Grade 4 Results
% of responses "All or Most of the time"

Question	2020-2021	2021-2022	2022-2023
Do you feel safe at school?	81	100	85
Are you learning about how to care for your mental health?	27	85	28
When you make a choice, do you think about how it might impact others?	45	42	64
Does school make you feel stressed or worried?	0	14	7
Do you feel good about yourself?	45	71	92

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I feel like I belong at my school. 76% all and most of the time
The students care about each other at my school. 81% all and most of the time
The students care about me at my school. 82% all and most of the time
I am aware of the problem solving wheel. 81% all and most of the time
I use the strategies on the problem solving wheel. 45% all and most of the time
Kids at our school follow the rules on the playground (ie. slides, swings, climbing structures, etc.). 64% all and most of the time
I follow the rules on the playground. 92% all and most of the time
Kids at our school solve problems in peaceful ways. 73% all and most of the time
I solve problems in peaceful ways. 88% all and most of the time
I know how my school expects me to behave. 93% all and most of the time
I use kind words when interacting with kids at school. 92% all and most of the time
I hear kids use kind words to each other at school. 72% all and most of the time

Student Learning Survey - Grade 7
% of responses "All or Many Time" or "Agree or Strongly Agree"

Question	2020-2021	2021-2022	2022-2023
Do you feel safe at school?	60	88	91
Are you learning about how to care for your mental health?	90	45	91
When I am making a decision to do something, I stop to think about how it might affect other people.	70	66	66
Does school make you feel stressed or anxious?	30	33	33
Do you feel good about yourself?	50	44	66

2023-2024 Student Learning Survey results will be included here at the end of May 2024.

Actions and Strategies:

- Implement problem solving wheel to support students with strategies when experiencing conflict
- Social Thinking Curriculum – size of the problem, accurate thinking, perspective taking, scenario cards
- Regular assemblies to review the following: UPSTANDER/BYSTANDER roles, problem solving wheel, RESTITUTION approaches, Social Thinking Curriculum, ZONES of Regulation, EASE, Mindfulness, Breathing, Gratitude, Greetings, movement breaks/pathways (indoors and outdoors), and emphasis on positive growth mindset
- Classroom follow up of the messages in assemblies
- Classroom meetings to promote problem solving strategies and perspective taking
- Focus on Code of Conduct school wide
- Truth and Reconciliation efforts school wide including incorporating indigenous ways of knowing and being in classrooms
- A focus on discipline that strengthens relationships
- Inclusive, anti-racist, and anti-oppressive practices

Actions and Strategies:

- Implementation of the 3 QUESTIONS (Visible Learning) to become more assessment capable learners – to know what it is they are learning (setting learning intentions), why it is important (relevance) and how they will know they have learned it (success criteria)
- Health Fair organization for students in grades 6/7/8 – focus on healthy eating, healthy use of technology, digital citizenship, benefits of exercise and sleep, healthy relationships with support from VIP (Violence is Preventable)
- RCMP presence to support digital literacy learning and safety online
- Whole school initiative for improving Student to Student Interactions
- Implement strategies to support the First People's Principles of Learning/Indigenous Ways of Knowing
- Classroom meetings to promote problem solving, perspective taking and well-being
- Develop greater clarity for students and staff around the Personal Awareness and Social Responsibility Core Competency and its related profiles to support personal wellness and the wellness of others
- Utilize Parachute Program

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• Post District Goals, Values, Mission and Vision in every class • Provide opportunities for big buddy/little buddy connection • Principal check-ins with classes to elicit information about belonging	• Implement Sarah Ward strategies – Get Ready, Do, Done and Get Done • Utilize Learning Pit (developed by James Nottingham) for visualizing perseverance • Incorporate opportunities to reflect on Core Competencies and growth toward them – implement student reflection opportunities with SpacesEDU • Social Thinking Curriculum – size of the problem, accurate thinking, perspective taking • Implement INCLUSIVE breakfast and lunch top up options for students • Highlight health education curriculum

Data Analysis/Narrative:	**Data Analysis/Narrative:**
We are exploring with students the discrepancy between their self reporting of their own behaviour versus their perceptions of the behaviour of others. We have made student to student interactions a priority at school in classrooms and whole school assemblies.	**Grade 4:** The majority of students in grade 4 feel safe at school all or most of the time (81%), a very minimal amount of students (2) reported only feeling safe sometimes (18%). There were no reports of never feeling safe or even feeling safe few times. We are happy to see that students sense of feeling good about themselves all or most of the time has improved over the last few years. We are curious to see our 2023-2024 results. We see minimal improvement in students reporting that they are considering the impact their choices have on others and hope to see further growth in this area. Bring more explicit about what we are doing to teacher students about their mental health is needed so students can make a greater connection. **Grade 7:** Again, the majority of students report feeling safe all or many times (91%). We are concerned about the number of students reporting feeling stressed and or anxious all or many of the times. In the 2022-2023 survey, 66% of students reported feeling stressed or anxious some of the time. We feel our strategies in place to support students in managing their learning and influences contributing to their mental health will hopefully be helpful.

Strategic Priority: Career Development

• In the School Learning Plan, the **Career Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
• In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

Students will develop the ability to persevere, set goals, engage in the process of collecting evidence of progress toward goal areas (self directed). • Continue provide opportunities for students to reflect on their Core Competencies and set goals • Continue to provide opportunities for students collect evidence of their learning goals in order to show case their learning at student led conferences (late April early May) • Continue to utilize the learning pit to promote the process of perseverance • Continue to build understanding of growth mindset vs fixed mindset • Implementation of the 3 QUESTIONS (Visible Learning) to become more assessment capable learners – to know what it is they are learning (setting learning intentions), why it is important (relevance) and how they will know they have learned it (success criteria)	**Student Learning Survey - Grade 7** **% of responses Agree or Strongly Agree** When I am faceing difficult tasks, I keep trying until I succeed. — 44 (2021-2022), 58 (2022-2023) I believe I can be successful at almost anything I set my mind to. — 22 (2021-2022), 41 (2022-2023) I have an idea of what I want to do when I grow up. — 55 (2021-2022), 57 (2022-2023) ■ 2021-2022 ■ 2022-2023

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Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
- Adrienne Gear strategies for reading and writing - Open Parachute sessions - Sandra Herbst Sessions/review on Assessment and the power of co constructing criteria, self assessment and peer assessment - Visible Learning initiatives that focus on students becoming assessment capable learners - to know what it is they are learning (setting learning intentions), why it is important (relevance) and how they will know they have learned it (success criteria) - Develop and improve UDL (Universal Design for Learning) and RTI (Response to Intervention) structures and systems school wide - Social thinking curriculum - More on EASE for students wellness - Trauma informed practices - Opportunities to further develop cultural awareness, cultural safety and inclusive practices (UDL – Universal Design for Learning and RTI – Response to Intervention)	- Staff small group meeting sessions scheduled on Monday, January 15th - Follow up sessions with all staff at subsequent staff meetings – February, March, April - Consulted with parents at March PAC meeting - Plans to share with whole school community April including whole school assembly - Review completed SLP with whole school community (staff, parents, students) September 2024

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