



FALKLAND SCHOOL

School Learning Plan 2024-2025



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 116 students in Kindergarten to grade 8 with 6 classroom divisions. We also have a Strong Start program 3 mornings a week with approximately 20 students aged 0-5 registered. Approximately 20% of our students identify as having Indigenous Ancestry, and 15% of our students have a Ministry of Education designated category for specific learning needs. We have 6 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.

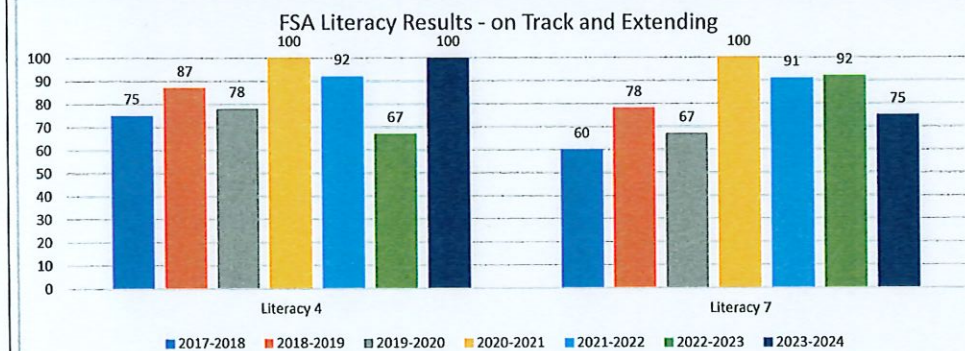
GOAL: Students will develop skills to communicate more effectively as writers by utilizing strategies to stay on topic, organize their thinking and use evidence/details from the text when responding in writing to information read.

Numeracy Goal:

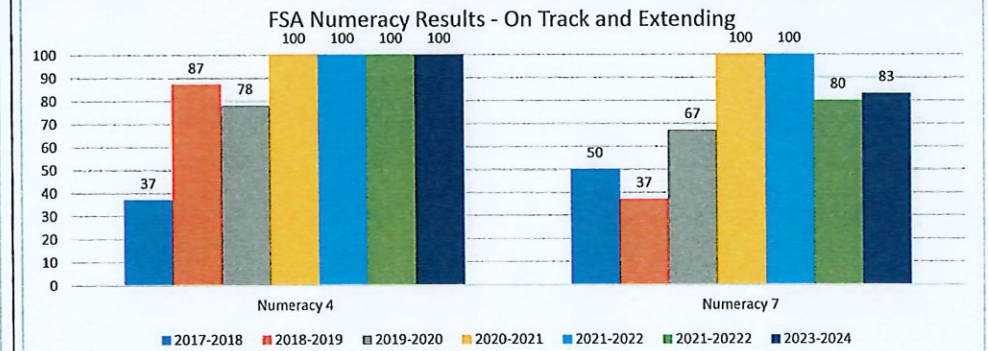
As Mathematicians, our students struggle to show their work and explain their thinking. Our students struggle with thinking flexibly, applying efficient strategies during math and evaluating the reasonableness of their answer.

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:



Data to Inform/Support Numeracy Goal:

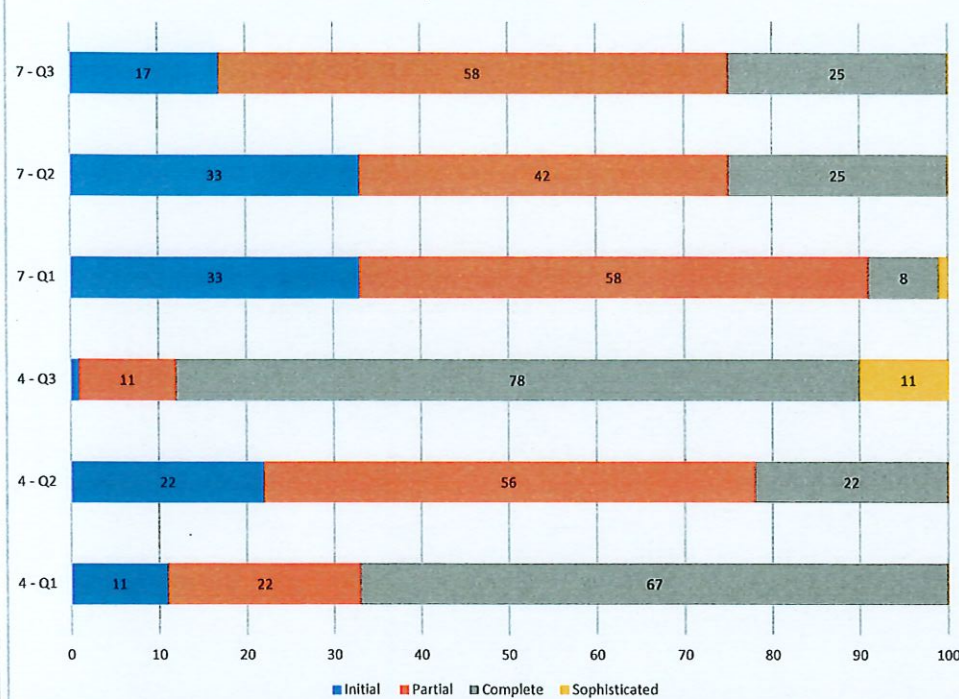


Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

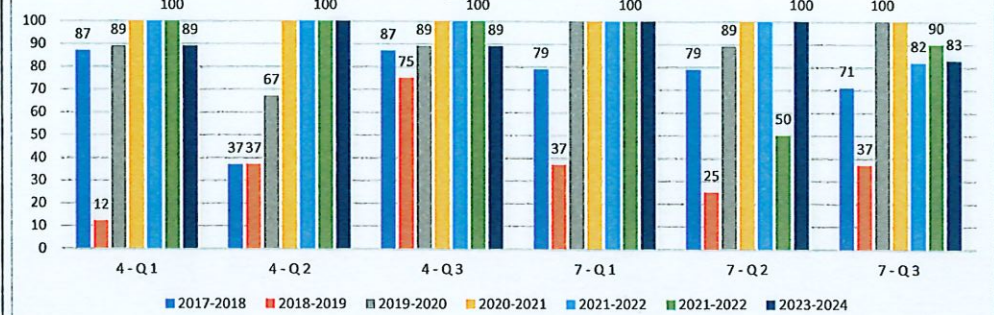
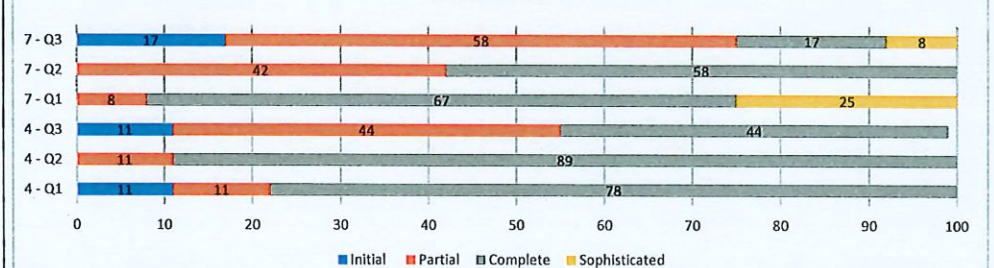
Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

2023 Written Response Scores - Literacy 4 and 7

**Actions and Strategies:**

- Utilize Writing and Reading Power and related resources from 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
- 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

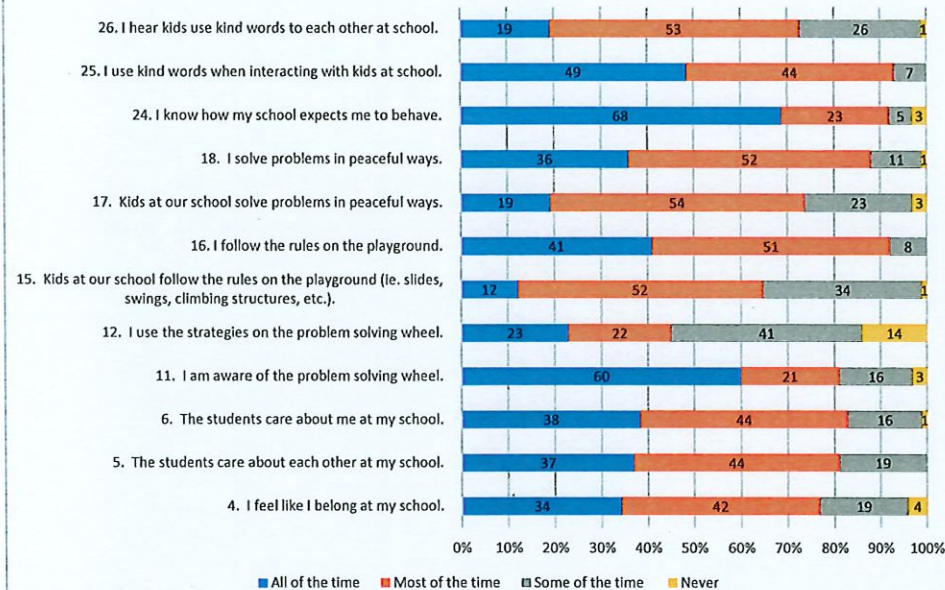
Problem Solving Questions - Grade 4 and 7

2023 FSA Numeracy Problem Solving Booklet-
Grade 4 and 7**Actions and Strategies:**

- Implement weekly and daily problem-solving practice with opportunities for students to share strategies
- Numeracy Night to promote learning at home to reinforce fluency
- Numeracy Buddies (peer coaching initiative school wide)
- 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
- Math games from Box Cars and One-Eyed Jacks
- Provide diverse learning opportunities with differentiated supports

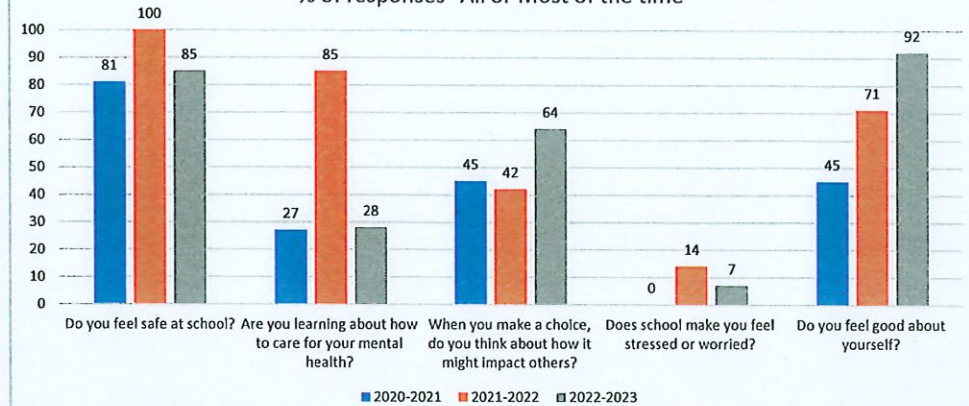
Data Analysis/Narrative:	Data Analysis/Narrative:
We noticed in our FSA analysis of students in grade 4 and 7 and in classroom-based assessment that students' writing responses continue to be unorganized and lacked evidence to support/substantiate their thinking. This continues to be identified by staff 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. 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.	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 on track or extending. For both grade groups, when analyzing their problem-solving results, while our number of students on track 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	Strategic Priority: Developing a Culture of Well-Being
- In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - 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.	- 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 – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - 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:	Student Well-Being Goal:
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. 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 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. GOAL: Students will develop an awareness of and implement influences that contribute to their personal wellness and the wellness of others.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being 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.	"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 Survey Results - Dec. 2023/Jan. 2024
Division 1, 2, 3, 4

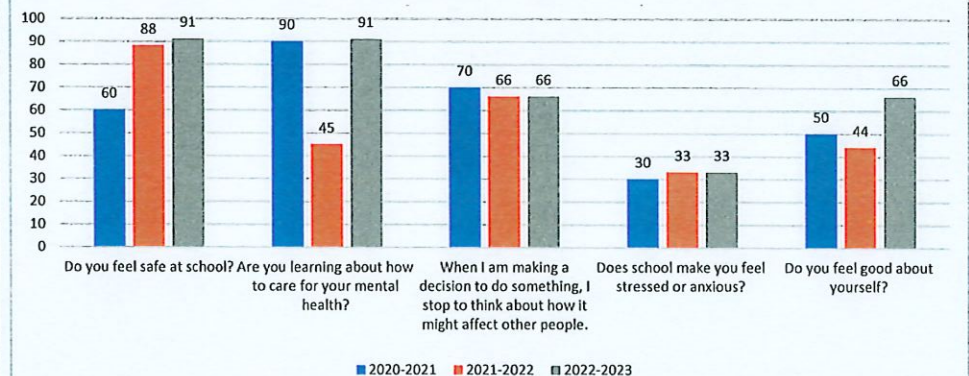


I feel like I belong at my school. 76% all and most of the time
 The students care about each other at my school. 81% all and most of the time
 The students care about me at my school. 82% all and most of the time
 I am aware of the problem-solving wheel. 81% all and most of the time
 I use the strategies 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, 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 4 Results
% of responses "All or Most of the time"



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



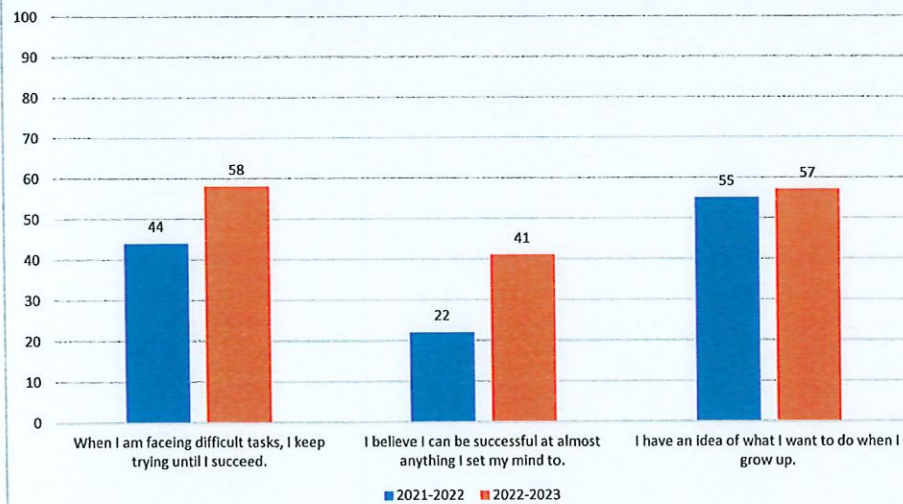
Actions and Strategies: - Implement problem solving wheel to support students with strategies when experiencing conflict - Social Thinking Curriculum – size of the problem, accurate thinking, perspective taking, scenario cards - Regular assemblies to review the following: UPSTANDER/BYSTANDER roles, problem 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 - 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	Actions and Strategies: - Implementation of the 3 QUESTIONS (Visible Learning) to become more assessment capable learners – to know what it is they are learning, why it is important and how they will know they have learned it - 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 Open Parachute Program - 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
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 monthly assemblies.	Data Analysis/Narrative: 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 student's sense of feeling good about themselves all or most of the time has improved over the last few years. 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. 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 – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - 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: GOAL: 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) - Adrienne Gear strategies for reading and writing - Open Parachute sessions - Social thinking curriculum

Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

- 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
- 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)

Student Learning Survey - Grades 4 & 7
% of responses Agree or Strongly Agree



School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

- Review goals at monthly Staff meetings
- Small group Committee sessions scheduled to begin in March 2025
- Follow up sessions with all staff at subsequent staff meetings – April, May, June
- Consulted with parents at March PAC meeting
- Plans to share with whole school community including whole school assembly in June
- Review completed SLP with whole school community (staff, parents, students) September 2025