

Falkland School Improvement Plan 2019-2020

Principal: Shelly Cull

Learning Goals



Goal #1: Our goal is for students to contribute positively to the classroom and school community by solving problems in peaceful ways with greater independence.		
Rationale	Information/Evidence	Strategies Identified
This goal is connected to the district's vision for improved Health and Wellness. We wish for all students to demonstrate consistent use of peaceful problem solving strategies during conflicts. 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. Our goal is for students to be respectful, responsible and safe in all settings. 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 AND support their peers in doing so. We want our students, as UPSTANDERS, to make appropriate choices as positive student behaviour contributes to an overall sense of belonging.	• 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, parents and staff (Survey Monkey) to acquire their perceptions of progress and input for moving forward • Discipline data • Principal visits to classrooms to check in on any unsolved or ongoing playground issues and to observe and document problem solving successes	• Student leadership initiatives to encourage participation in school and keep students positively engaged • Implementation of a Principal call home program to report something positive • Implementation of bi weekly assembly with a focus on problem solving and social thinking instruction • Implementation of class meetings in all classes (to provide follow up and deeper understanding of assembly topics) • Implementation of revised Awooga Celebration to recognize the individual talents of each student formally at least once in the school year • Multi-age groupings throughout the year (ongoing) • Use of Restitution to support conflict resolution • Explore Restitution, Zones of Regulation Strategies, self regulation and movement/break ideas at staff meetings and PRO D • Continue to implement Social Thinking Curriculum with support from SLP • Continue RCMP presence • Add a buddy bench (PAC) • Implementation and regular review (by teachers) of playground/school expectations powerpoint

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.		
Rational	Information/Evidence	Strategies Identified
This goal is connected to the district's vision of Students First. (The district is aiming for 70% of students proficient or exceeding in Numeracy. FSA (Grade 4 and 7 - 80% ONTRACK or EXTENDING). School data collected previously through Vancouver Island Diagnostic Assessment and Northern Lights Assessments and Foundational Skills Assessment AND most recently FSA and SNACC 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 instructional practices related to the critical concepts identified by the District Numeracy Committee and using the related assessment (SNACC) 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 and collaboration, supported by the district and school, to review SNACC results and develop an instructional plan to further develop engaging and meaningful practices in Numeracy.	• Teacher participation and satisfaction in ongoing Numeracy Inquiry • Teacher participation in sharing sessions at staff meeting • SNACC Assessment results for all 5 divisions and 9 grade groupings (K-8) – collect school wide data to show growth in student achievement related to the critical concepts. To be administered in the Fall (early September) and Spring (early April). • Principal visits to classrooms to observe and document Numeracy Initiatives and successes • FSA data (Grade 4 and 7)	• Implementation of a school wide Numeracy peer coaching project – teachers will develop leveled practice activities based on critical concepts for weekly practice with a buddy • Implementation of a schedule to support further teacher Inquiry related to Numeracy and instructional approaches to support 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.) • Implementation of ongoing collaboration schedule (monthly?) with member of Numeracy team(Val Edgel) to assist with the development and implementation of instructional plans for numeracy in classrooms (linked to data collected from the SNACC) • Utilize support of District Numeracy Committee Members/ILT for teaching Numeracy in a three grade split • Utilize strategies from Visible Learning to develop greater clarity around learning expectations • Build in Numeracy focus in school based PRO D plan • Incorporate Numeracy share out at staff meetings • Encourage teacher participation in Numeracy afterschool sessions • Continue to highlight Numeracy initiatives and accomplishments in the school newsletters and on website including critical concepts for each grade • Continue to provide math curriculum session for parents at Falkland School – with take home activities for home practice

		• Ensure 1 hour of instructional time is devoted to math each day. • Incorporate daily problem solving (utilizing examples from Val Edgel)
GOAL #3: Our goal is for students to actively participate in the process of THEIR learning – goal setting, self and peer assessment, co-creating success criteria, better awareness of learning intentions, referencing core competencies		
Rational	Information/Evidence	Strategies Identified
This goal is connected to the district’s vision of Student’s First. (The district is aiming for 100% of all students speaking authentically about their learning.) 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 in July 2017 (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).	• We will continue to survey students, parents and staff (School Developed Survey through Survey Monkey) • Student Learning Survey – gr 4 and 7 • Principal Visits to classrooms to observe visible learning initiatives/successes and clarity in action. • Teachers perceptions on students’ ability to answer the three questions (1. What am I learning, 2. Why am I learning this, and 3. How will I know that I have learned it?) on a consistent basis • Students have met their goal as set out at the Goal setting conference in November with student, parent and teacher	• Implementation of a collaboration schedule to support further teacher inquiry related to the implementation of visible learning initiatives and approaches to Core Competency, utilizing the support of ILT team • Bi-weekly Assemblies with focus on what is a Visible Learner • Build in a focus on visible learning strategies - especially a continuation of the Sarah Ward Initiatives to promote executive functioning (GET READY, DO, DONE, GET DONE) and other visual strategies to build metacognition, exemplars, etc. for clear expectations for students’ learning • Incorporate share out on visible learning strategies and assessment strategies (Sandra Herbst) at staff meetings • Continue to highlight initiatives and accomplishments in the school newsletters, assemblies and on website that promote student success • Look for opportunities to support teacher professional development in assessment and visible learning initiatives • Build in Visible Learning/Assessment focus in school based PRO D plan • Implement 3 questions in classrooms for students to consider and be at the ready to answer: 1. What am I learning, 2. Why am I learning this, and 3. How will I know that I have learned it?

