

School Improvement Plan (SIP) 2020 – 2021 for Falkland School

Oct. 14, 2020

Principal: Shelly Cull



Learning Goals

Goal #1: Our goal is for students to develop greater ability to self regulate for improved overall sense of wellness.

Rationale:

This goal is connected to the district's vision for improved Health and Wellness. We wish for all students to demonstrate awareness of self regulation strategies for improved sense of wellness. We want our students to be connected to the school, school staff, and each other.

This goal has shifted from problem solving peacefully with greater independence to allow for greater focus on self regulation and student wellness given the COVID-19 pandemic as well as social emotional data collected from the MDI (Grade 4 and 7). We feel our focus on self regulation will indirectly contribute positively to students' ability to solve problems peacefully with greater independence.

Our goal is for students to be respectful, responsible and safe in all settings. 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 and connectedness.

Data collected by a recent staff survey indicated that 23% of staff is very satisfied with students' ability to solve problems peacefully with greater independence. 100% are very satisfied or satisfied with the school's efforts to improve in this area. When asked if they would like to see a focus continue on this goal, 85% indicated, yes, 0% indicated no, and 15% was unsure.

Summary of Data:	Information/Evidence	Strategies Identified
We have been tracking our social responsibility data from our report cards since the 2014-2015 school year. Specifically, Contributing Positively to Classroom and School Community AND Solving Problems in Peaceful Ways. We feel encouraged by our recent data of less than 1% of students not meeting expectations in Solving Problems Peacefully. While our target is to have 90% of students meeting or exceeding in this area, we have close to 80%. We recently moved from a 4	In 2020-2021... 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	Implementation of bi weekly assembly with a focus on wellness for students, emotional regulation as it pertains to problem solving and social thinking instruction (ie. content from Kids These Days by Jody Carrington). Include wellness and specific skills for the development of social emotional skills as indicated on the MDI – empathy, absence of sadness, self-regulation, responsible decision-making, self awareness, perseverance, etc.

point scale to a 7 point scale and so this has created some inconsistencies in reporting out. In addition, we have been tracking student responses on the Student Learning Survey (Grade 4 and 7). We developed a whole school survey last year in which we tracked responses from our k- 8 population but due to the pandemic, we did not administer that survey to our whole school this school year. This data is largely used for information only. We also surveyed parents last school year as well, but due to the pandemic, we did not administer that survey this school year. This information is important to collect their perceptions of our students' abilities in the goal areas, our efforts and what is needed moving forward. While a 2019-2020 survey was not administered to parents, conversations with our PAC and communication in our newsletter around school improvement occurred regularly. The MDI is the Middle Years Development Instrument as a self reporting tool. 78% of students in grade 4 in 2019-2020 (75% in 2018-2019) reported a high ability to change their actions if something isn't going according to plan (self regulation – long term) and 44% (56% in 2018-2019) indicated a high ability to calm themselves down when excited or upset (self regulation – short term). 30% of students in grade 7 in 2019-2020 (33% in 2018-2019) reported a high ability to change their actions if something isn't going to their plan (self regulation – long term) and 0% (56% in 2018-2019) indicated a high ability to calm themselves down when excited or upset (self regulation – short term).	- Principal visits to classrooms to check in on any unsolved or ongoing playground issues and to observe and document problem solving successes to share at assemblies - Continue to collect authentic evidence of efforts related to this goal from classrooms.	- Implementation of class meetings in all classes (to provide follow up and deeper understanding of assembly topics) - Continue to promote the use of Restitution to support conflict resolution and understanding of self (self regulation) - Continue to promote the use of Problem Solving Wheel and language related to UPSTANDER - Continue to support opportunities for classroom use of Zones of Regulation Strategies, self regulation and whole class movement/break ideas at staff meetings and PRO D with support from Laura Paiement, and counsellor - Continue to support opportunities for classroom implementation of Social Thinking Curriculum with support from SLP - Implementation and regular review (by teachers and principal) of playground/school expectations powerpoint - All staff received the book <i>Kids these Days</i> by Jody Carrington
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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.

Rationale:

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.

Data collected by a recent staff survey (Spring 2020) indicated that 31% of staff is very satisfied with students' development in numeracy. 100% are very satisfied or satisfied with the school's efforts to improve in this area. When asked if they would like to see a focus continue on this goal, 92% indicated yes, 0% indicated no, and 8% was not sure.

Summary of Data:	Information/Evidence	Strategies Identified
The FSA data shows considerable improvement in the area of numeracy as the number of students not yet meeting (emerging) has significantly been reduced for both grade levels – 4 and 7. Also, the performance of students in grade 4 and 7 on the specific open ended problem solving questions has improved as well. We feel very encouraged by these results. 82% of grade 4 students are on track or extending and 70% of students in grade 7 are on track or extending. The SNACC data is really helping to drive instruction. We are hopeful that individual teachers will develop a class specific goal, as part of our numeracy goal to work on for the school year. Unfortunately, due to the suspension of in-	In 2020-2021... • Teacher participation and satisfaction in ongoing Numeracy collaboration • Teacher participation in sharing sessions at staff meeting • SNACC Assessment Results for all 6 divisions and 9 grade groupings (K-8) – collect school wide data (INSIGHT) to show growth in student achievement related to the critical concepts. To be administered in the Fall	• Implementation of an ongoing collaboration schedule for Numeracy support with (Val Edgel) to assist with the development and implementation of instructional plans for numeracy in classrooms (linked to data collected from the SNACC) • Utilize strategies from Visible Learning to develop greater clarity around learning intentions connected to the Critical Concepts • Incorporate Numeracy share out at staff meetings and continue collection of authentic examples of our efforts from classrooms on staff bulletin board • Continue to highlight Numeracy initiatives and accomplishments in the school newsletters and on website including critical concepts for each grade

class instruction, we were unable to assess our students as planned in the Spring. Responses from students on the Student Learning Survey (Ministry of Education) question, “I feel I am getting better at math.” is interesting, however, this would be more informative if asked of all students. Unfortunately, due to the in-class suspension of instruction, we did not administer the whole school survey in which this question is typically asked.	(early September) and Spring (early April). - Principal visits to classrooms to observe and document Numeracy initiatives and successes and include on our School Improvement bulletin in the staffroom - FSA Numeracy data (Grade 4 and 7) - Whole school survey	- Ensure 1 hour of instructional time is devoted to math each day - Continue to Incorporate daily problem solving and challenges/investigations emailed weekly by 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 Rationale: 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). The emphasis this school year has been on the implementation of strategies in classrooms to support students in becoming more active in the collection of evidence toward their goal area as developed in consultation (teacher, student, parent) at the November Formal Report. Data collected by a recent staff survey indicated that 8% of staff is very satisfied with students’ ability to engage in the process of their learning. 100% are very satisfied or satisfied with the school’s efforts to improve in this area. When asked if they would like to see a focus continue on this goal, 85% indicated, yes, 7.5% indicated no, and 7.5% was unsure.		
Summary of Data:	Information/Evidence	Strategies Identified

At this point we have been monitoring students' perceptions as indicated in their responses to questions on the Student Learning Survey (Ministry of Education) that are believed to be indicators of engagement based on the work of John Hattie. These same questions have been asked on a school wide survey but due to the suspension of in-class instruction, a whole school survey was not administered this school year. Based on the grade 7 responses, 10 of the 12 questions remained around the same or indicated higher degrees of occurrences as compared to the previous school year. According to the grade 4 responses, 7 of the 10 questions remained around the same or indicated higher degrees of occurrences as compared to the previous school year.	In 2020-2021... • 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 to add to our SIP collection of evidence bulletin in the staffroom. • Teachers' perceptions on students' ability to answer the three questions on a consistent basis (1. What am I learning, 2. Why am I learning this, and 3. How will I know that I have learned it?) • Teachers' perceptions on students' ability to reflect and speak authentically about their learning (in relation to criteria) and core competency development • Students have met their goal as set out at the Goal setting conference in November with student, parent and teacher	• Bi-weekly Assemblies to weave in ideas to promote student understanding of what is a Visible Thinker/Learner (ie. Use of 3 Questions - 1. What am I learning, 2. Why am I learning this, and 3. How will I know that I have learned it? and Learning Pit, etc.) • Continue to provide opportunities for staff development in Sarah Ward Initiatives to promote executive functioning (GET READY, DO, DONE, GET DONE) and other visible learning initiatives to build assessment capable learners • Incorporate share out on Visible Learning Strategies and assessment strategies (Sandra Herbst) at staff meetings (ie. co-creating criteria, posting learning intention and success criteria) • Continue to highlight initiatives and accomplishments in the school newsletters, assemblies and on website that promote student success
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Our Story:

This is a picture of what was collected by staff as evidence towards all three goal areas of our School Improvement Plan 2019-2020.

