



Falkland Elementary School

P.O. Box 10, Falkland, BC V0E 1W0

5732 Tuktakamin Road

Phone: (250) 379-2320 Fax: (250) 804-7785

Email: fal@sd83.bc.ca

Website: www.fal.sd83.bc.ca

Principal: Shelly Cull

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School Growth Plan 2017 - 2018



Our mission is to facilitate students' emotional, social, physical, and intellectual development in a safe, caring environment.

Background:

General Enrolment

Kindergarten	9
Grade 1	14
Grade 2	9
Grade 3	11
Grade 4	9
Grade 5	10
Grade 6	6
Grade 7	15
Grade 8	11
TOTAL	94

Enrolment Detail

Female = 50	Male = 44
1 st Nations Students = 31% (29 students)	
ESL = 0	
Special Needs: Low Incidence = 6	
High Incidence = 5	

Falkland School is a small k-8 rural school located in downtown Falkland. Starting in the 2015 – 2016 school year, the board decided to include grade 8s in our school population. We are excited to have five divisions this school year, instead of four, as in past years. Many students live in the neighbouring countryside. Some students are driven from the Kamloops School District (Westwold and Chase catchment). Approximately half are bussed to school. Our student population is diverse as noted above.

Members of the community mostly work in the agriculture or forestry industry or operate small businesses. Many parents commute to Armstrong, Vernon, or Kamloops for their work. The school is a focal point in the community with many people coming to school events whether or not they have children attending the school. Student performances and Christmas Concerts always play to a full house.

Our school is a community incorporating StrongStart (2 times a week) and Mother Goose (Winter session), and an after school club provided by the Okanagan Boys' and Girls' once a week. We encourage RCMP presence in the school to provide WITS lessons from an anti-bullying program that focuses on teaching kids strategies like Walk Away, Ignore, Talk it Out, and Seek Help. The RCMP has also been involved in the past with other classroom visits (ie. internet safety, cyberbullying) and even organized a Spring bike rodeo to promote bike safety.

The staff at Falkland School is dedicated, positive, enthusiastic and caring. We have 5.0 FTE teacher allocation for classroom instruction and a .8 FTE Learning Resource Allocation for 2017-2018. We also are allocated a .2 Librarian. A music teacher is at the school each Monday and Wednesday (.38). We have an Indigenous Education Worker that educates and supports staff and students on Aboriginal history and culture two days a week (Mondays and Fridays). There are five C.E.A.s (Certified Education Assistants). With a small staff, individuals assume many additional responsibilities in order to provide opportunities for students. Teachers coach volleyball, basketball, cross-country running, track and field, leadership, as well as working with students to organize talent shows, dances, and other seasonal events in addition to their regular teaching assignments. Older students also, through student leadership initiatives (Grades 5, 6, 7 and 8), provide many opportunities to our younger students and this has helped to keep all students positively engaged.

Parents and community members also volunteer generously to benefit our students. Some of their activities include assisting in classrooms, reading support, fundraising for school and/or PAC initiatives, and transportation for team sports and field trips. Other parents are actively involved in the Parent Advisory Council, the School Planning Council, and Breakfast and Lunch programs, and various fund-raising projects.

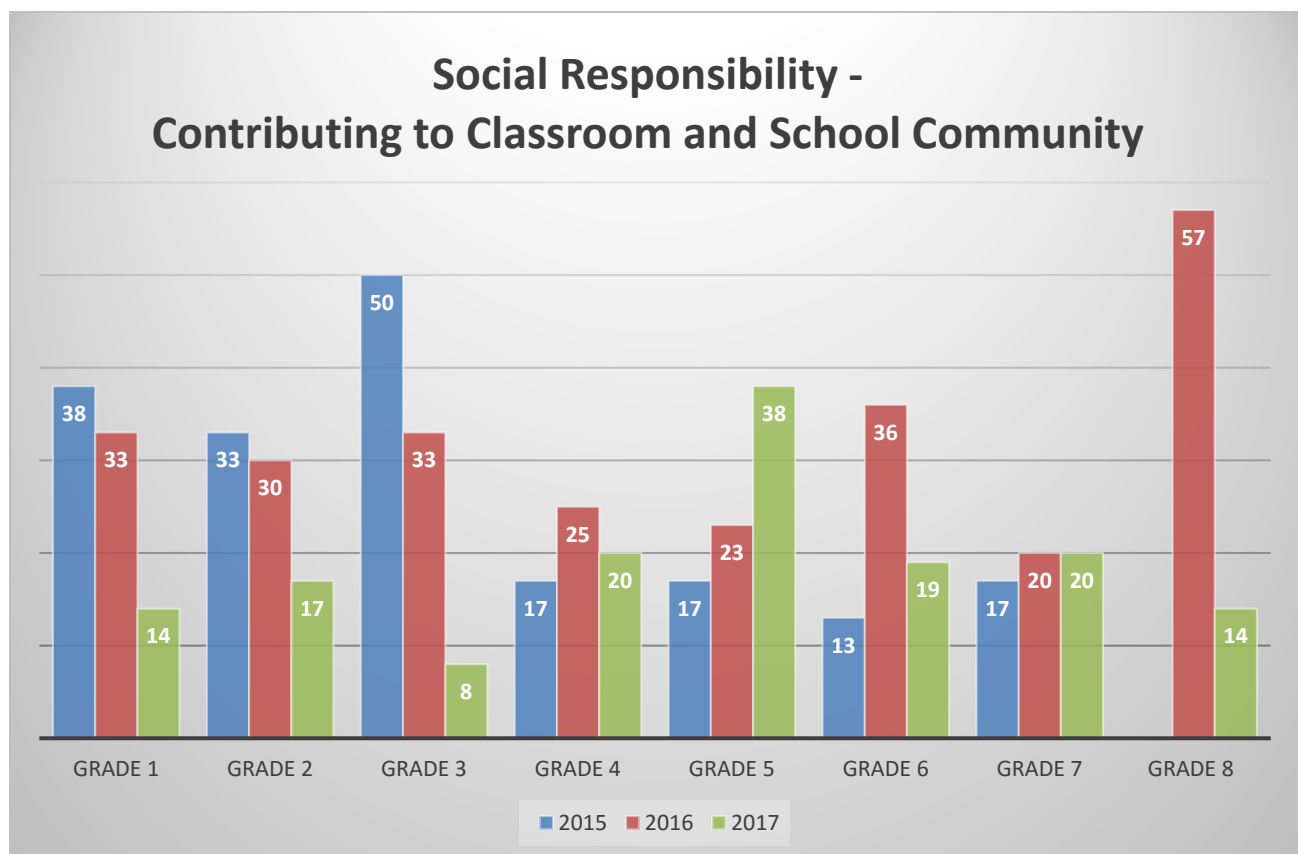
PART ONE: LEARNING GOALS

GOAL #1:

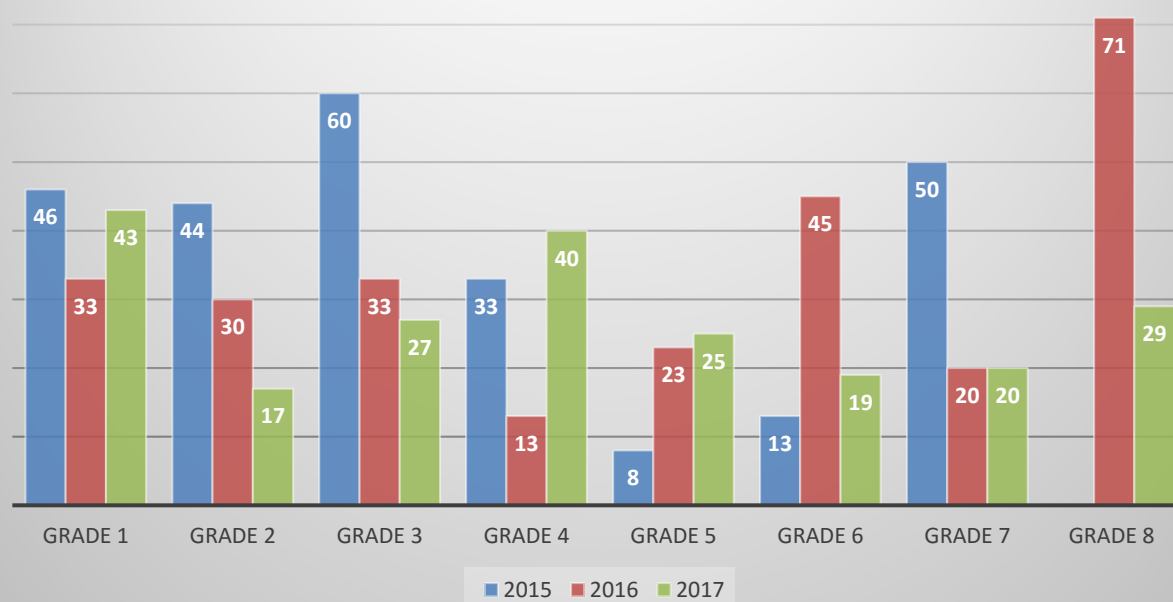
To enhance our students' sense of social/emotional engagement (participation in the life of the school) by continuing to focus specifically on Contributing to Classroom and School Community, and Solving Problems In Peaceful Ways.

RATIONALE:

Our goal is for students to be respectful, responsible and safe. Keeping students positively engaged, where our older students are involved in leadership opportunities with our younger students helps to create a community feel. Helping students develop in their ability to resolve conflicts (solve problems) is important for their future success. Our staff is committed to using the principles of Restitution school-wide in helping students with conflict resolution while at the same time involving pre-teaching and positive reinforcement of expected behaviours. Our school beliefs (Be Respectful, Be Responsible, Be Safe) are well known by all students. We continue to focus on reinforcing these beliefs in a variety of ways and individual class beliefs are developed. Class meetings have provided a wonderful avenue to support students in developing an understanding of what socially responsible behaviour looks like, sounds like and feels like at school and solution finding.



Social Responsibility - Solving Problems in Peaceful Ways



Our School Survey Results

SOCIAL EMOTIONAL OUTCOMES -

% of Students reporting a positive sense of belonging

2016	Grade 6 – 82%	Grade 8 – 86%	Overall 83%	Canadian Norm 74%
2017	Grade 6 – 58%	Grade 7 – 64%	Grade 8 – 86%	Overall 67%

% of Students with positive relationships

2016	Grade 6 – 91%	Grade 8 – 57%	Overall 78%	Canadian Norm 73%
2017	Grade 6 – 67%	Grade 7 – 82%	Grade 8 – 100%	Overall 80%

In the Spring of 2016, while 91% of grade 6s reported having positive relationships, only 57% of our grade 8s reported having positive relationships; having friends at school they can trust and who encourage them to make positive choices. On average our results were above the Canadian norm. These students have since moved on to a new school for their grade 9 year.

% of Students with positive behaviour at school

2016	Grade 6 – 82%	Grade 8 – 86%	Overall 83%	Canadian Norm 88%
2017	Grade 6 – 92%	Grade 7 – 82%	Grade 8 – 100%	Overall – 90%

MULTIPLE CHOICE QUESTION -

% of Students who report liking school

2016 (Gr 6 and 8)	Always 22%	Mostly 44%	Some of the time 28%	Never 6%
2017 (Gr 6, 7, 8)	Always 21%	Mostly 41%	Some of the time 34%	Never 3%

INFORMATION: Progress will be identified through...

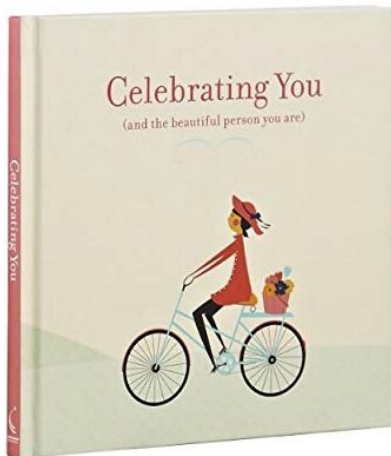
• The use of year end performance data collected by teachers in the Spring (teacher assessment)	• By Spring 2018, we wish to see 85% of our students in grades 1-8 meeting or exceeding expectations in relation to Contributing to Classroom and School Community and Solving Problems in Peaceful Ways.
• The monitoring of behaviour referrals	• By Spring 2018, we wish to see a decrease in office referrals. Specifically repeat offenders (more than 2) reduced to 3 – 5% of our school population.
• The monitoring of Our School Survey Results for students in grades 6, 7, 8 particularly Social Emotional Outcomes related to the following reports: ○ Students with a positive sense of belonging ○ Students with positive relationships ○ Students with positive behaviours ○ Do you like school? (multiple choice question)	• We will continue to monitor our school's results as compared to the Canadian norms reported. We wish to be higher than the Canadian norm reported for each area. • Our hope is to expand this survey to include the collection of data in all grades.

STRATEGIES IDENTIFIED:

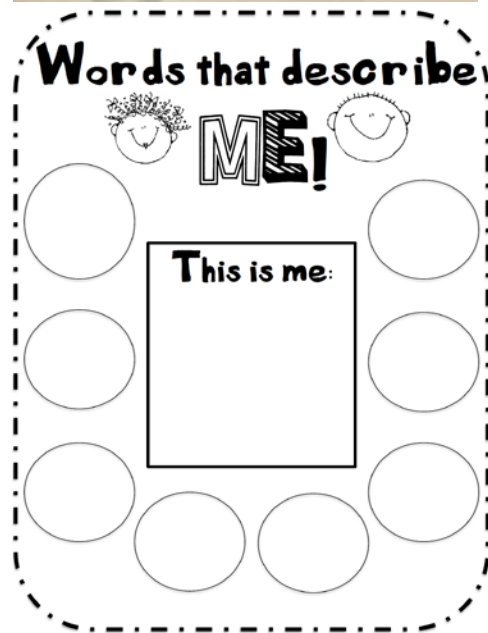
- Continuation of student leadership initiatives where older students are involved in leadership opportunities with our younger students
- Implement additional leadership activities – eating time supervisors, clubs led by staff and/or students, student supervisors, student secretary, assembly speakers, etc.)
- Implementation of class meetings in all classrooms
- Implementation of student leadership initiative ME TO WE –local community project
- Implementation of AWOOGA CELEBRATION (see our learning story)
- Multi-age groupings throughout the year
- Continue to use restitution to support students in their understanding of themselves and others and that mistakes are part of learning and growing
- Continue to implement Social Thinking Curriculum in all Divisions with SLP support
- Continue to teach to the Social Responsibility Performance Standards kid friendly rubrics and encourage self-reflection and self-assessment opportunities.
- Regular CEA/LHS meetings
- Continue with self-regulation (ie. Zones of Regulation) and mind up
- Continue RCMP presence
- Implementation of Student Voice into Newsletters
- **Aboriginal Education Support Worker to support all students (educating on multi-cultural awareness) during the instructional day and at recess and lunch with clubs and activities**
- **Monitor progress of students of Aboriginal ancestry and communicate with ABEd Support Worker and Aboriginal District Principal when concerns arise to provide support**

OUR STORY OF LEARNING:

We are very excited about the implementation of our AWOOGA CELEBRATION started in October 2016. Based on feedback from staff and parents, we changed our process from an award recognizing behaviour, academics, and/or effort to a celebration of each individual child and the unique gifts they each possess. Each week one student from each division is randomly selected. This process involves the participation of parents, the student selected, the student's classmates, the student's teacher, classroom CEAs, and the Principal. The notices that accompanies the book pictured below is included as well. We are currently in the process of selecting a new book for the 2017-2018 school year.



This is the book by MH Clarke that is sent home for parents to read with their child once their name is selected.





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RE: WEEKLY AWOOGA CELEBRATIONS 2016 - 2017

Dear Parents;

Your child _____ has been selected for this week's Student of the Week AWOOGA CELEBRATION.

All students will be celebrated at some point in the school year. ☺ Selection is random.

GOAL:

- To celebrate what's unique in each of us
- To develop knowledge of self and others
- To be recognized and appreciated for our individual gifts
- To recognize and appreciate the individual gifts of others

YOUR JOB AS PARENTS:

1. Read aloud the story book to your child and have your child return the book to school on the next school day.
2. Complete the inner box of the paper. Write about something to celebrate about your child. Return this completed with the book to school in the bag provided.
3. Support your child with their job (specified below).

YOUR CHILD'S JOB AS STUDENT OF THE WEEK:

1. Write 8 words to describe who he or she is.

TEACHER'S JOB:

1. Record what they appreciate about your child on a sticky note.
2. Guide classmates through a similar process (specified below).

CLASSMATES' JOB:

1. Write what they appreciate about your child on a sticky note.

PRINCIPAL'S JOB

1. Call home to advise parents their child has been selected for the upcoming week.
2. Maintain the AWOOGA CELEBRATION display board (front entrance).
3. Review appreciative comments from the students and the teacher with the student of the week. These will be sent home at the end of the week.

If you have questions, please contact Mrs. Cull at the school.

Thank you for your support with this renewed AWOOGA process.

Mrs. Cull

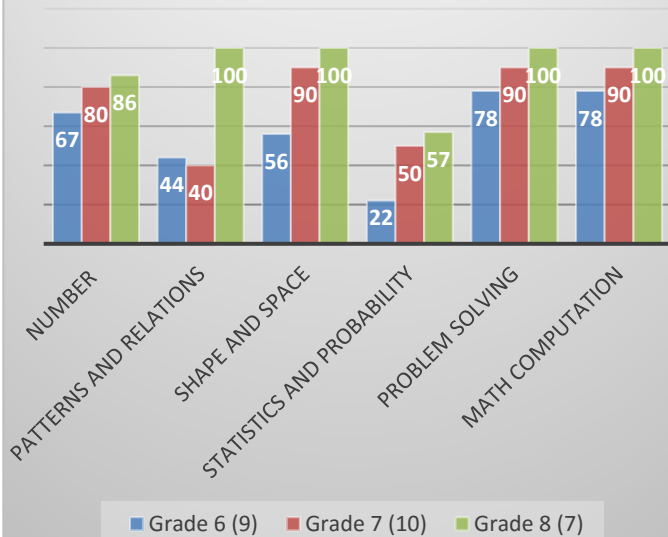
GOAL #2:

To enhance students' academic engagement (participation in the requirements for school success) by improving Numeracy while continuing to monitor progress levels in reading.

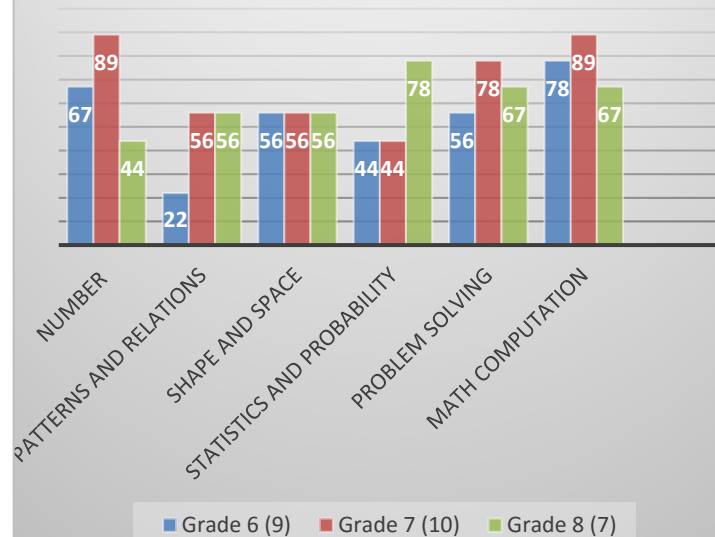
RATIONALE:

Our goal is for students to become more numerate. We want students to acquire a stronger sense of number and develop the confidence to problem solve flexibly with accuracy. We have been focusing on reading for a number of years at Falkland and feel a sense of urgency, given the District data and with the implementation of the renewed curriculum, to improve numeracy for all students. With the renewed curriculum and its emphasis on numeracy and a deeper level of understanding beyond procedural, looked more carefully into the data we collect from the Vancouver Island Diagnostic Assessment.

Division One - Fall 2016
Vancouver Island
Diagnostic Results
% of students NYM



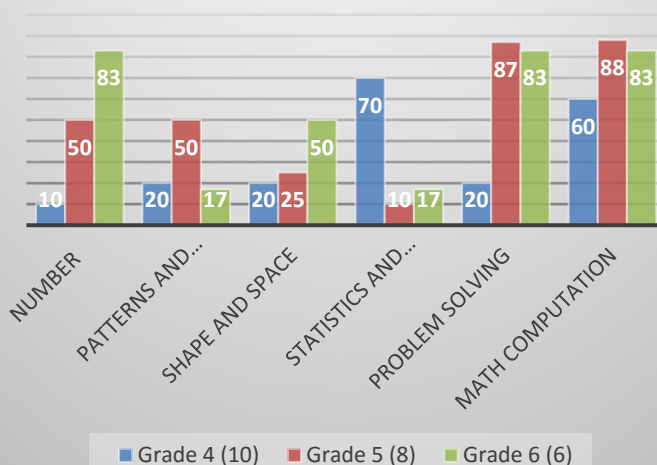
Division One - Spring 2017
Vancouver Island Diagnostic
Results
% of students NYM



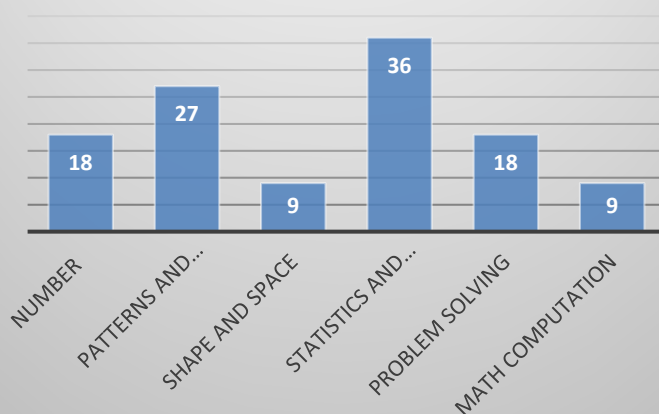
Division Two - Fall 2016 Vancouver Island Diagnostic Results % of students NYM



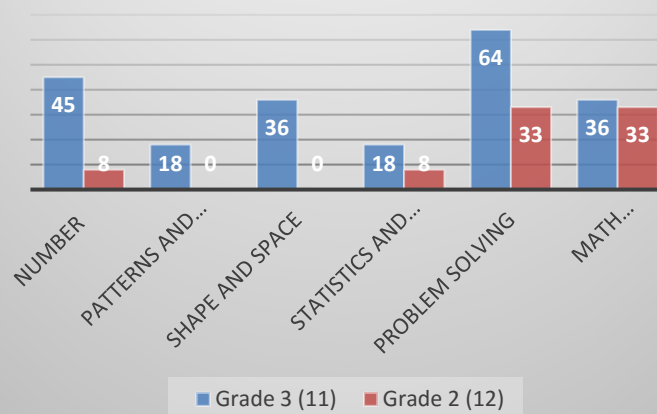
Division Two - Spring 2017 Vancouver Island Diagnostic Results % of students NYM



Division 3 Grade 3 (11) - Fall 2016 Vancouver Island Diagnostic Results % of students NYM



Division Three - Spring 2017 Vancouver Island Diagnostic Results % of students NYM



Results from our most recent performance data collection (spring 2016) indicate that we have almost 25% of students not yet fully meeting expectations in math, as reported by teachers.

INFORMATION: Progress will be identified through...

• The administration of the Vancouver Island Diagnostic Assessment tool Gr. 3-8 at year end	• Collected and provided to teachers to guide instruction at the start of the following school year
• The use of year end performance data collected by teachers in the Spring (teacher assessment) Gr K-8	• By 2018, we wish 80% of students to be meeting or exceeding expectations or fewer than 20% approaching and not yet meeting expectations.
• The monitoring of Vulnerability data collected for the District around number of expectations	• By 2018, we wish to see fewer students identified as not yet meeting expectations
• The monitoring of the following question using the Satisfaction Survey Results for students in grade 4 and 7: ○ Are you getting better at Math?	• By 2018, we wish for 85% of students reporting positively (many times; all of the time)

STRATEGIES IDENTIFIED:

- Implementation of renewed curriculum
- Continue to share problems by Val Edgel
- Pro D focus around numeracy (Carole Fullerton, Van de Walle resources, manipulatives)
- Staff participation in INQUIRY project around collaboration and the implementation of strategies to support the renewed curriculum and engaging practices to improve Numeracy
- Purchase and implement literature to support numeracy and collaboration of numeracy in classrooms (Librarian and Numeracy Support Teacher)
- Continue to collect school wide data utilizing reading benchmarks - PM Benchmarks for Gr. 1-5 and Fountas and Pinnell Benchmarking for Gr. 6-8 in November, March, and June. Continue to also monitor year end school performance data collected by teachers in the Spring with respect to Reading Literature and Reading for Information as well Vulnerability Data collected for the District with respect to reading in general
- Incorporate Numeracy share out at staff meetings.
- Continue to explore opportunities for collaboration to support Numeracy
- Monitor progress of students of Aboriginal ancestry
- Purchase resources to support numeracy and literacy with an aboriginal focus

OUR STORY OF LEARNING:

Since the implementation of this school goal, teachers have been highlighting Numeracy in their classrooms as reflected on our school Facebook page, classroom Facebook pages, FreshGrade (Division1) and newsletters. Staff have also taken part in focused inquiry, support by the district's professional development plan on improving numeracy for the 2016-2017 and 2017-2018 school years.

In addition, we booked a Math expert through Science World, to visit our school at the start of the school year, September 2017, to kick off our math goal. Her name is Susan Milner, connected with the University of the Fraser Valley, and she was well received by both staff and students.



GOAL #3

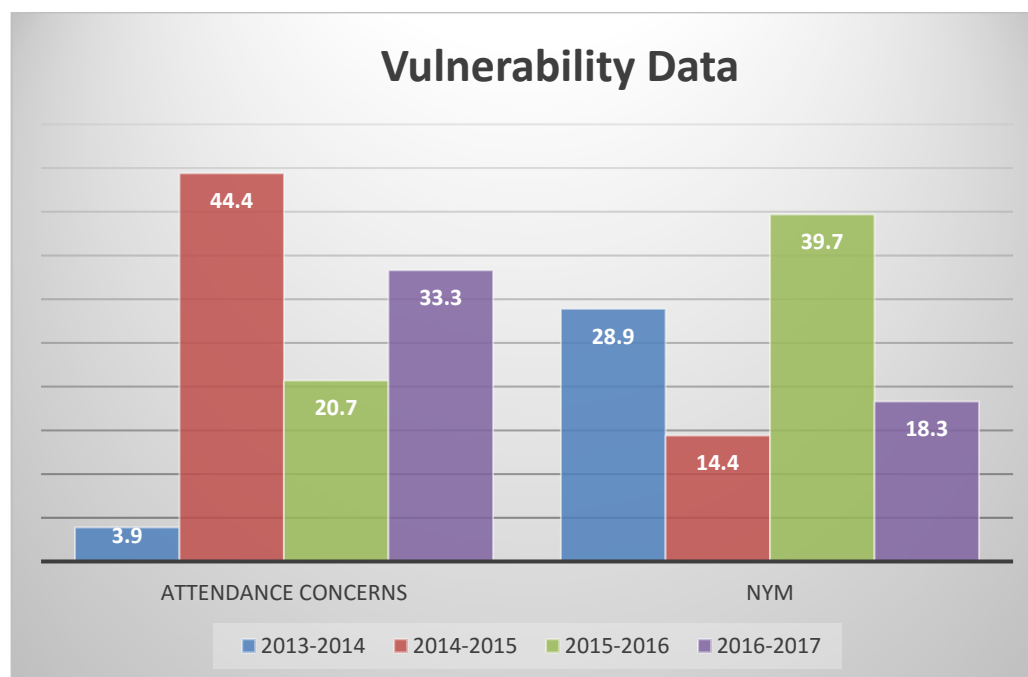
To enhance students' intellectual engagement (participation in learning with serious psychological and cognitive investment in learning) by making learning more visible.

RATIONALE:

We wish to develop practices in our classrooms and teaching to promote student engagement and opportunities for deeper level thinking about their learning. Keeping aligned with the renewed curriculum and the implementation of Core Competencies, focusing on process rather than product. Representatives from our staff attended a John Hattie conference in early July 2017 on Visible Learning Strategies. Some of those said to have the biggest impact on achievement include: incorporating opportunities for Student Voice, becoming Assessment Capable Learners, building in Success Criteria (ie. co-created rubrics, exemplars, and learning intentions), Feedback that make learning more obtainable, Metacognitive strategies (ie. growth mindset).

Our School Survey Results– Spring 2016					
SOCIAL EMOTIONAL OUTCOMES -					
% of Students that value schooling outcomes					
2016	Grade 6 – 82%		Grade 8 – 86%		Overall 83%, Canadian Norm 84%
2017	Grade 6 -100%	Grade 7 – 73%	Grade 8 – 43%	Overall 76%	Canadian Norm 85%
% of Students planning to finish high school					
2016	Grade 6 – 82%		Grade 8 – 86%		Overall 83% Canadian Norm 79%
2017	Grade 6 -100%	Grade 7 – 73%	Grade 8 – 43%	Overall 76%	Canadian Norm 85%
% of Students regularly truant and miss school for no reason					
2016	Grade 6 – 10%		Grade 8 – 14%		Overall 12% Canadian Norm 12%
2017	Grade 6 – 0%	Grade 7 – 0%	Grade 8 – 0%	Overall 0%	Canadian Norm 11%
% of Students intellectually engaged					
2016	Grade 6 – 91%		Grade 8 – 71%		Overall 83% Canadian Norm 65%
2017	Grade 6 – no report	Grade 7 – no report	Grade 8 – no report	Overall - no report	Canadian Norms – no report
% of Students interested and motivated					
2016	Grade 6 – 73%		Grade 8 – 14%		Overall 50% Canadian Norm 43%
2017	Grade 6 – 42%	Grade 7 – 45%	Grade 8 – 14%	Overall 37%	Canadian Norm 42%
% of Students who put in effort					
2016	Grade 6 – 73%		Grade 8 – 71%		Overall 72% Canadian Norm 78%
2017	Grade 6 – 100%	Grade 7 – 55%	Grade 8 – 29%	Overall 67%	Canadian Norm 78%
Skills/Challenge Quadrant					
2016	71% Highly skilled, highly challenged	29% Highly skilled, lacked challenge	0% Lacked skills, highly challenged	0% Lacked skills and lacked challenge	
	Canadian Norm 28%	Canadian Norm 28%	Canadian Norm 12%	Canadian Norm 3%	
2017	56% Highly skilled, highly challenged	23% Highly skilled, lacked challenge	21% Lacked skills, highly challenged	0% Lacked skills and lacked challenge	
	Canadian Norm 57%	Canadian Norm 28%	Canadian Norm 12%	Canadian Norm 3%	

DRIVERS OF STUDENT OUTCOMES				
	2016		2017	
	School	Canadian Norm	School	Canadian Norm
Effective learning time	7.9/10	7/10	7.5/10	7/10
Relevance of classroom instruction	7.5/10	6.5/10	6.6/10	6.7/10
Rigor (Organization, purpose, feedback)	7.4/10	not available	6.7/10	Not available
Advocacy at school; someone at school who consistently provides encouragement and advice	Grade 6 3.6/10 Grade 8 3.5/10	3.2/10	Grade 6 5.2/10 Grade 7 5.3/10 Grade 8 2.9/10	3.2/10
Positive teacher/student relations	7.5/10	6.7/10	6.6/10	6.6/10



With respect to attendance, we have consistently reported significantly more absences than District averages for each of the years this data has been collected. Improving attendance is important and linked to all goal areas and we will continue to monitor this closely.

INFORMATION: Progress will be identified through...

- The monitoring of Our School Survey Results for students in grades 6 and 8, particularly
- We will continue to monitor our school's results as compared to the Canadian norms

Social Emotional Outcomes related to the following reports: - o Students that value schooling outcomes; the belief that education will benefit them personally and economically and will have a bearing on their future - o Students planning to finish high school (Drivers of Student Outcomes) - o Students who are regularly truant or miss school for no reason - o Students who are intellectually engaged; learning is interesting, enjoyable and relevant - o Students who are interested and motivated - o Students' EFFORT; try hard to succeed in their learning - o Skills/Challenge quadrant	reported. We wish to be higher than the Canadian norm reported for each area. • Our hope is to expand this survey to include the collection of data in all grades.
• The monitoring of Our School Survey Results for students in grades 6 and 8, particularly Drivers of Student Outcomes - o Effective Learning time; - o Relevance - o Rigor - o Advocacy at school - o Positive teacher-student relations	• We will continue to monitor our school's results as compared to the Canadian norms reported. We wish to be higher than the Canadian norm reported for each area. • Our hope is to expand this survey to include the collection of data in all grades.
• Continue to monitor Vulnerability data collected for the district	• We know our students well and often behavior, academics and engagement is dependent on outcomes not related to school (ie. interministerial involvement, addiction/wellness of themselves and/or immediate family, food, etc.). Unfortunately, this data was not yet gathered at the time this growth plan was written.

STRATEGIES IDENTIFIED:

- Incorporate John Hattie's research on visible Learning and incorporate strategies to improve engagement
- The use of school and classroom Facebook pages as well as Fresh Grade (e portfolios) to build community connections related to learning
- Implement the philosophy of renewed curriculum for increased inclusive approaches to instruction and flexible learning environments (personalized learning)
- Utilize projectors mounted in all classrooms to support engagement in learning
- Utilize amplification systems
- Incorporate Smart Board usage and personal devices for learning in upper grades

- Implementation of an INQUIRY focus into classrooms
- Professional development into teaching and assessment strategies to build engagement
- Promote hands on/project based learning through the implementation of ASDT and Maker Cart
- Incorporate age appropriate exposure to a variety of career opportunities to help make connection to school success (Mark Marino). Find ways to connect to PVSS for ASDT experiences.
- Continue to provide breakfast and lunch program
- Continue to recognize perfect and near perfect attendance each term
- Continue to recognize achievement and effort each term
- Apply for Go Grant and incorporate outdoor education experiences for students and staff
- Continue to incorporate Aboriginal culture into curriculum and share vulnerability data particularly around attendance with our Indigenous Support Worker and District Principal to provide supports

OUR STORY OF LEARNING:

We were provided a .2 Numeracy Support Teacher for the 2016-2017 school year with which we were able to provide opportunities for teacher collaboration and team teaching on a weekly to biweekly basis in an attempt to improve engagement and better meet the diversity in our inclusive classrooms. Unfortunately, this position was not a possibility for the 2017-2018 school year. The staff is looking at ways to build in collaboration time to help build a culture of collective efficacy. Two minds are better than one. At least that's the premise around collaboration. Teachers are implementing age appropriate aspects of the inquiry process into their classrooms and other differentiation and assessment strategies in an effort to enhance personalized learning and philosophy of the renewed curriculum. We are excited about our k-4 staff INQUIRY project in which we have 5 staff (3/5 classroom teachers) involved in exploring Number Sense and engaging practices to make learning more visible.

2016 – 2017 INQUIRY QUESTION: How does a whole staff focus of collaboration impact student engagement and learning in numeracy.

2017 – 2018 INQUIRY QUESTION: How can we enhance students' understanding of Number Sense (while incorporating visible learning strategies)?

PART TWO: DESCRIPTION OF PROCESS

Conversations around new school growth goals started with staff in late Spring and Fall. We want to make a concerted effort to focus on the things that matter and make a difference for kids. School Growth is a topic that continues to be discussed at staff meetings. Goals are communicated with our Parent Advisory group and will be made public in October 2017 in a Newsletter. We will continue to take advantage of assemblies and school community gatherings to make our goal areas and progress related to these areas known to all. Feedback is ongoing in that it is requested in newsletters and encouraged in conversations with staff at staff meetings and parents at PAC and other less formal meetings. We hope to publish our goals in classrooms as a visual reminder to help facilitate connections to it in an ongoing way while engaged in learning and during class meetings.

PART THREE: TIMELINE

We look forward to further growth conversations with the District and our school community to help build a relevant learning plan based on the needs of our students and incorporates opportunities for teacher participation. We are excited to have a group of staff who are connected to the community and committed to Falkland School so that our data can hopefully become more meaningful over time.