Falkland Elementary School
School Learning Plan 2026-2027

School Context

Falkland Elementary School is located to the southwest of Salmon Arm, situated between Vernon and Kamloops on Highway 97. Our community is socio-economically diverse, and connecting with the land and nature is important to our families so we incorporate opportunities to do so as much as possible throughout the school day. Our school enrolls 120 students with 21 staff members comprised of 6 divisions from kindergarten to Grade 8, and a Strong Start program 5 mornings a week. 17% of students identify as having Indigenous Ancestry, and 15% of students have a Ministry of Education designated category for specific learning needs. Due to our rural setting, limited outside services are available in our community, so we try to wrap our "farming first" families in supports within the walls of our school.

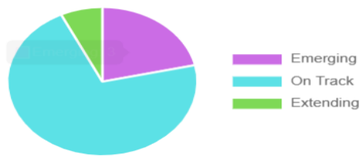
Strategic Priority: Intellectual Development

- 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:	Numeracy Goal:
***GOAL: Students will strengthen writing skills using* grade level <u>meaning</u> and punctuation.** Students are working to <u>stay on topic</u> and develop stamina in our Primary Grades (K-3) and include <u>vivid details</u> to support their ideas in different types of writing in our Intermediate Grades (4-8). *Target: 75% of students will be writing complete sentences and paragraphs by June 2027, and will be proficient at writing based on Written Learning Update Proficiency Levels.*	***GOAL: Students will strengthen basic math fact skills (computation) to find accurate solutions.*** Students are working to apply core content strategies at the Primary Level (number sense, addition, subtraction in Gr. K-3), and multiplication, division, and fractions in the Intermediate Level (Gr. 4-8). *Target: 75% of students will have computational fluency with grade level math facts by June 2027, and will be proficient at math based on Written Learning Update Proficiency Levels.*
Strategies and Actions:	**Strategies and Actions:**
▪ Primary Classes: UFLI and Heggerty along with Secret Stories instruction and daily LST support staying on topic, developing stamina, and using vivid details ▪ Intermediate Classes: Writing Power, by Adrienne Gear, to support instruction of a variety of writing genres ▪ Coordinated School Wide Write Practices and Assessment among Grade Level Teams in November and May ▪ SD83 Comprehensive Literacy Framework use in all classrooms (90-120 minutes of Literacy Instruction daily) ▪ Select a small number of graphic organizers that we agree on to use consistently throughout school (one that is being used currently is the "hamburger") ▪ Staff are provided with writing exemplars/samples to support growth in writing during Staff Meetings and Professional Development Days	▪ Primary Classes: SD83 Critical Concepts Scope and Sequence (K-3) as a guide on teaching grade level concepts in relation to previous concepts and upcoming concepts in Numeracy ▪ Intermediate Classes: SD83 Critical Concepts Scope and Sequence (4-8) as a guide on teaching grade level concepts in relation to previous concepts and upcoming concepts in Numeracy ▪ Coordinated SNACC Assessment collaboration among Grade Level Teams in November and May ▪ SD83 Comprehensive Numeracy Framework in all classrooms (60-90 minutes of Numeracy Instruction daily) ▪ Use Numeracy Resources from SD83 Curriculum Resources TEAM (including daily questions, differentiated problems of the week, Math Investigations, and Esti-Mysteries) ▪ Provide new professional learning and resources (Mathletics, MathUp, Building Thinking Classrooms) that support numeracy skill development ▪ Multi-age/multi-grade weekly buddy math activities with cards and dice to reinforce basic skills
Data to Inform/Support Literacy Goal:	**Data to Inform/Support Numeracy Goal:**
▪ Learning Update Proficiency levels (each term) ▪ FSA Results (fall) ▪ School Wide Write Levels (fall and spring) & DIBELS 8 Results (Primary – fall and spring)	▪ Learning Update Proficiency levels (each term) ▪ FSA Results (fall) ▪ SNACC Results (fall and spring)

Data Analysis/Narrative:

Grade 4 2025/26
Literacy



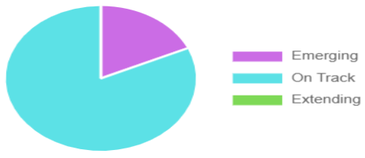
	Participation Rate – Writers Only	
	#	%
Emerging	3	21.43
On Track	10	71.43
Extending	1	7.14

Our Grade 4 FSA Literacy results show that:

- 7% of our students are Extending & 71% of our students are On Track
- 21% of our students are Emerging
- 90% of students with Indigenous ancestry are On Track and 10% are Emerging
- ***Mid-point check-ins: December & March Learning Update Proficiencies***

- Student writing responses lacked details to support thinking in Grade 4
- More instruction in keeping on topic and organizing thinking into logical sequences needed
- We will use our own "in-house" Learning Update Proficiency Level data in all 3 terms as well as our own "in-house" School Wide Write data to guide our School Learning Plan

Grade 7 2025/26
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging	2	18.18
On Track	9	81.82
Extending	0	0.00

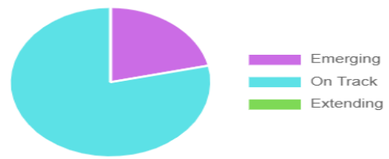
Our Grade 7 FSA Literacy results show that:

- 81% of our students are On Track
- 18% of our students are Emerging
- 95% of students with Indigenous ancestry are On Track and 5% are Emerging.
- ***Mid-point check-ins: December & March Learning Update Proficiencies***

- Student writing responses lacked evidence to support their thinking in Grade 7
- More instruction in using specific information from the text to support explanations needed
- We will use our own "in-house" Learning Update Proficiency Level data in all 3 terms as well as our own "in-house" School Wide Write data to guide our School Learning Plan

Data Analysis/Narrative:

Grade 4 2025/26
Numeracy



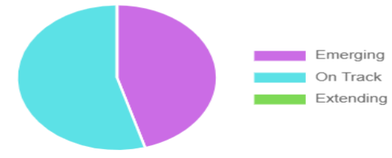
	Participation Rate – Writers Only	
	#	%
Emerging	3	21.43
On Track	11	78.57
Extending	0	0.00

Our Grade 4 FSA Numeracy results show a decline from last year and that:

- 79% of our students are On Track
- 21% of our students are Emerging and this is also true for students with Indigenous ancestry
- We will track these students and see how they perform on the Grade 7 FSA data
- ***Mid-point check-ins: December & March Learning Update Proficiencies***

- Students need support in persevering through multi-step problems
- More instruction in choosing efficient strategies to solve problems accurately is needed
- We will use our own "in-house" Learning Update Proficiency Level data in all 3 terms as well as our own "in-house" SNACC data to guide our School Learning Plan

Grade 7 2025/26
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	5	45.45
On Track	6	54.55
Extending	0	0.00

Our Grade 7 FSA Numeracy results show that:

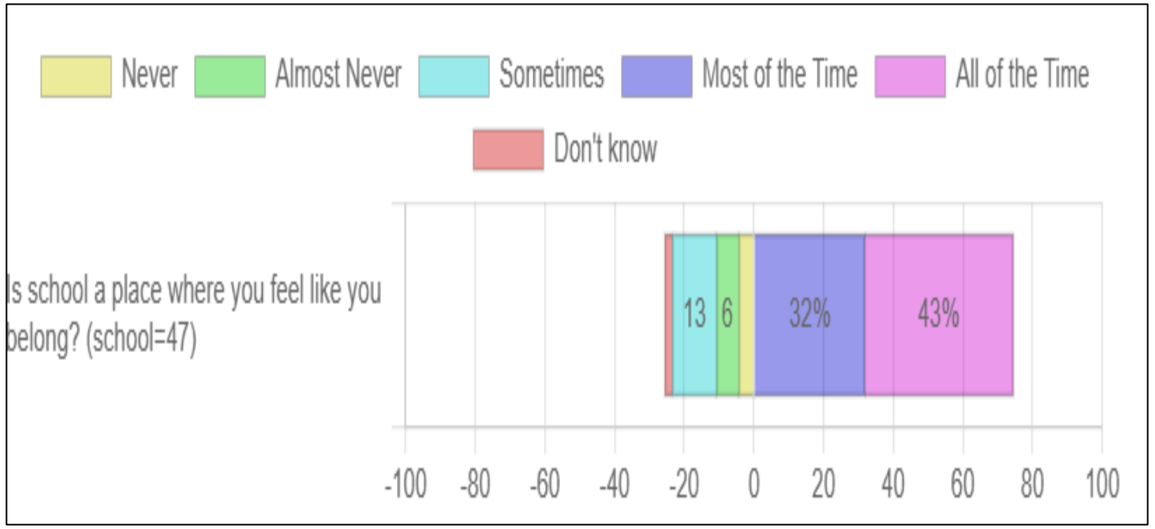
- 54% of our students are On Track
- 45% of our students are Emerging
- 100% of students with Indigenous ancestry are On Track
- ***Mid-point check-ins: December & March Learning Update Proficiencies***

- Student's problem-solving skills at the "complete understanding" level needs improvement
- More instruction in using various numeracy strategies to solve problems accurately is required
- We will use our own "in-house" Learning Update Proficiency Level data in all 3 terms as well as our own "in-house" SNACC data to guide our School Learning Plan

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 – *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.	• 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:	**Student Well-Being Goal:**
GOAL: Students will develop stronger connections and belonging in our school community. When students behave in expected ways and think about how their actions impact others, it contributes to a sense of belonging and fosters a sense of community for everyone at our school. *Target: 90% of students will report that they feel they belong at Falkland Elementary by June 2027 on the Belonging & Well-Being survey administered each Term.*	***GOAL: Students will develop stronger self-worth and relationships in our school community.*** When students understand the impact of their behaviour on others as well as explicitly being taught what the expected behaviours at school are, it develops a deeper culture of well-being for everyone. *Target: 90% of students will report that they feel they are supported at Falkland Elementary by June 2027 on the Belonging & Well-Being survey administered each Term.*
Strategies and Actions:	**Strategies and Actions:**
▪ Reinforce using the Problem-Solving Wheel school wide during monthly assemblies and class discussions as they relate to BELONGING ▪ Explicitly teach skills that build connection during in class Social Emotional lessons ▪ Adults available during recess and lunch to support students' problem-solving efforts ▪ Principal will develop and administer whole school survey in each term at every grade level with specific questions that assess student's feelings of BELONGING ▪ Support Restorative Action to strengthen relationships during conflicts, and expand student understanding of Zones of Regulation and Circle of Courage lessons in class ▪ Monthly Wolves Way Assembly certificates and themes ▪ Share out Mindful Moments (developed by SD83 Student Support Services) to staff and parent community ▪ Principal greets students exiting buses each morning when they arrive at school, and takes care of students as they board buses to leave at the end of each day ▪ Leadership opportunities for grade 7/8 students (AM Announcements, Lunch Monitors) ▪ Counsellor referrals for check-ins with students who have connection difficulties with others ▪ Buddy classes to establish peer relationships within the school	▪ Reinforce using the Problem-Solving Wheel school wide during monthly assemblies as they related to WELL-BEING ▪ Explicitly teach skills that build self-worth during in class Social Emotional lessons ▪ Adults available during recess and lunch to support students' problem-solving efforts ▪ Principal will develop and administer whole school survey in each term at every grade level with specific questions that assess student's feelings of WELL-BEING ▪ Support Restorative Action to strengthen relationships during conflicts, and expand student understanding of Zones of Regulation and Circle of Courage lessons in class ▪ Monthly Wolves Way Assembly certificates and themes ▪ Share out Mindful Moments (developed by SD83 Student Support Services) to staff and parent community ▪ Principal greets students exiting buses each morning when they arrive at school, and takes care of students as they board buses to leave at the end of each day ▪ Leadership opportunities for grade 7/8 students (Equipment Cart Monitors, Hot Lunch Helpers) ▪ Counsellor referrals for check-ins with students who have self-worth difficulties ▪ Buddy classes to establish peer relationships within the school
Data to Inform/Support Sense of Belonging Goal:	**Data to Inform/Support Student Well-Being Goal:**
▪ School Survey K-8 (2026 – 2027 school year) ▪ Grade K-8 whole class check ins with Principal each month ▪ Student Learning Survey Data (Grade 4) ▪ Friendship groups with students who are demonstrating difficulties coping with the intricacies of interpersonal relationships: LRT and Counsellor ▪ Lunch club with IEW ▪ Discipline model for solving problems to reflect building resilience	▪ School Survey K-8 (2026 – 2027 school year) ▪ Grade K-8 whole class check ins with Principal each month ▪ Student Learning Survey Data (Grade 4) ▪ Friendship groups with students who are demonstrating difficulties coping with the intricacies of interpersonal relationships: LRT and Counsellor ▪ Lunch club with IEW ▪ Discipline model for solving problems to reflect building resilience

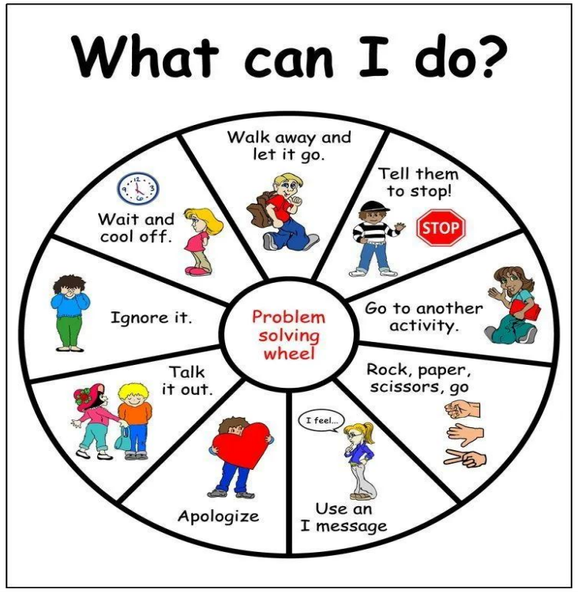
Data Analysis/Narrative:

Student Learning Survey - District Question Focus by School Year
(All Districts, Falkland Elementary Junior School, Grade 4)
(S81) - Is school a place where you feel like you belong?



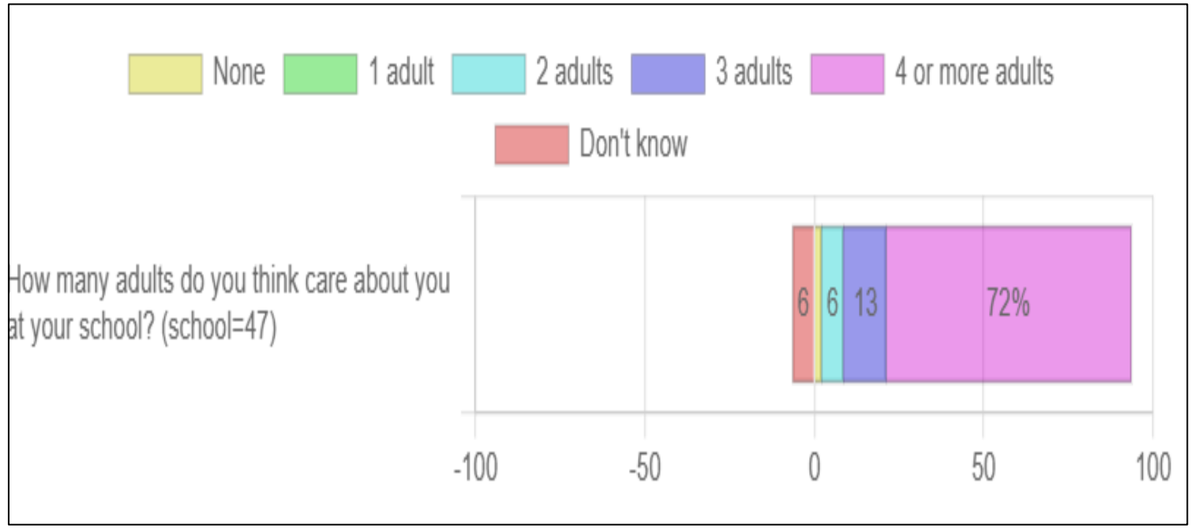
- Students "feel like they belong" all or most of the time at a rate of 75%
- Above the district amount of 65%, and we feel is moving in the right direction but we want to continue improving
- We will continue targeted intervention around more respectful interactions between students with an increased use of the Problem-Solving Wheel

✓ 90% of students of Indigenous ancestry report that they feel like they belong "all or most of the time"
✓ 10% improvement from the year before
✓ 20% of our students with Indigenous ancestry reported they feel like they belong only "sometimes" and this will be an area we strive to improve upon



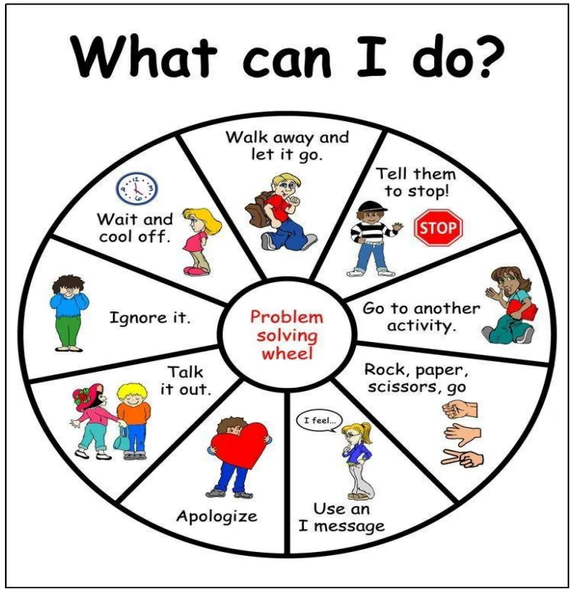
Data Analysis/Narrative:

Student Learning Survey - District Question Focus by School Year
(All Districts, Falkland Elementary Junior School, Grade 4)
(Q26A) - How many adults do you think care about you at your school?



- Students indicated there are 4 or more adults that care about them at school at a rate of 72%
- Higher than the district result of 62%
- It was also reported that 80% of students, when experiencing a problem, can get the help they need from adults at the school all or most of the time
- This is higher than district amount of 72% and the 68% reported by students in the 2024-2025 school year at our school

✓ 75% of students reported that they are learning to solve problems in peaceful ways
✓ 90% of our students with Indigenous ancestry reported they are learning to solve problems in peaceful ways most of the time
✓ This will be an area we continue to focus on with all students during this school year



Strategic Priority: Career 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 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:

GOAL: Students will develop awareness of their strengths, interests, and skills and explore how these connect to a variety of future career opportunities.

When students engage in goal-setting and self-assessment related to Core Competencies by exploring various career pathways and programs available to them, they draw links between what they learn at school and connect how it relates to the world of work.

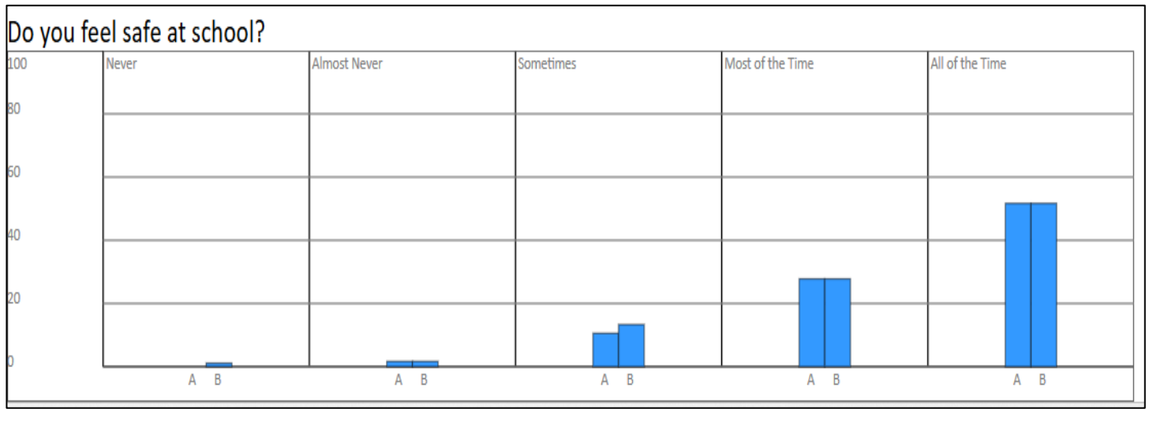
Target: 90% of students will report that they have an idea of their skills and interests by June 2027 on the Belonging & Well-Being survey administered each Term.

We utilize MyBlueprint/SpacesEDU in Intermediate Grades to curate student artifacts of their learning journey and offer opportunities for parents/caregivers to learn about trades, career pathways, and dual credit programming within our School District and around our community. We collect and curate student's learning journeys, specifically as it relates to their goal area – utilizing our SD83 Ed Teach Helping teacher. We develop opportunities for students to review goals and strategies and celebrate successes at Student Led Conferences. We focus on preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world and empower students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community. We promote Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation in all that we do everyday.

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.

- Circle of Courage focus to build community during School Wide Assemblies
- Mind Up Program/Zones of Regulation Program
- UDL and inclusive practices for the success of ALL students including inclusive class review practices and collaboration time during meetings/Pro-D Days
- Conferencing and Reporting, SD83 District Assessments, Core Competencies Self-Assessment and Goal Setting opportunities in class



School Learning Plan Consultation Process

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

- SLP goal areas and efforts are discussed at each staff meeting and at PAC meetings as an ongoing effort to keep our SLP targets at the forefront of our work
- All Staff reviewed draft of SLP at In-Service Meeting in September to provide input
- Final draft to be presented at PAC Meeting with parent community at November meeting
- Final draft of SLP will be available on school website and December Newsletter for whole school community after final draft presented to SD83 Trustee, at Staff Meeting, and PAC Meeting

