



# Falkland Elementary School

## School Learning Plan 2025-2026



### School Context

Falkland Elementary School is located to the southwest of Salmon Arm, situated between Vernon and Kamloops on Highway 97, and accessible via Highway 97B from Salmon Arm. The drive between the two communities is 45 minutes, covering 50 kilometers, and our school enrolls 105 students and 20 staff members. We have 6 divisions from kindergarten to Grade 8, and a Strong Start program 3 mornings a week. 15% of students identify as having Indigenous Ancestry, and 10% 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. Our community is also quite 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 during the school day.

### 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:
Students are working to organize their thinking to stay on topic, develop stamina, and include evidence to support ideas in different writing styles (descriptive, expository, persuasive, narrative).	Students are working to show their ideas, explain their thinking, and apply efficient strategies to evaluate answers in core content areas (number sense, addition, subtraction, multiplication, division).
<b>GOAL: Students will improve their ability to use details from text in written responses.</b>	<b>GOAL: Students will improve their ability to find solutions and explain their thinking.</b>
Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none"><li>▪ Use a variety of formative assessments to guide Tier 1 interventions (classroom instruction; whole group, small groups, individuals)</li><li>▪ Use of 6 + 1 Traits, by Ruth Culham, including Write Trait Crates for each grade level</li><li>▪ Use Writing Power, by Adrienne Gear, to support instruction of a variety of writing genres</li><li>▪ Co-create criteria with students in relation to what’s important, what matters, what counts when it comes to STYLE (sentence fluency, word choice and voice) and CONVENTIONS (spelling, grammar, punctuation)</li><li>▪ Self/Peer assessments to support development of next steps connected to success criteria</li><li>▪ Coordinate School Wide Write Practices among grade level teams (data collection November and May and disaggregate data to determine Form and Conventions to monitor growth)</li><li>▪ Provide collaboration time for grade teams to use SWW data to improve writing for students</li><li>▪ Encourage student goal setting process to include a goal in writing (style and conventions)</li><li>▪ Teaching Phonics and Word Study in Intermediate Grades, Wiley Blevins</li><li>▪ Patterns of Power – Inviting Young Writers into the Conventional Language, Jeff Anderson</li><li>▪ UFLI and Heggerty in primary classes with LST support in these areas</li><li>▪ Incorporate elements from the SD83 Comprehensive Literacy Framework in all classrooms</li><li>▪ POPEY Structured Literacy Block Checklist (K-3)</li><li>▪ Explore classroom approaches to meet the needs of all learners (UDL)</li></ul>	<ul style="list-style-type: none"><li>▪ Use a variety of formative assessments to guide Tier 1 interventions (classroom instruction; whole group, small groups, individuals)</li><li>▪ Use Critical Concepts Scope and Sequence for each grade level (K-8) as a guide on how to teach grade level concepts in relation to previous concepts and upcoming concepts in Numeracy</li><li>▪ Provide grade level collaboration time using SNACC data to improve numeracy results</li><li>▪ Incorporate elements from the SD83 Comprehensive Numeracy Framework in all classrooms – including 1 hour a day of numeracy focus</li><li>▪ Use Numeracy Resources from SD83 Curriculum Resources TEAM (including daily questions, differentiated problems of the week, Math Investigations, and Esti-Mysteries)</li><li>▪ Use approaches from Mathematical Tasks for the Thinking Classrooms (Peter Liljedahl)</li><li>▪ Encourage student goal setting process to include a goal related to Numeracy goal areas identified as well as Mathletics online curriculum</li><li>▪ 3/6 classrooms exploring Math Up resource – find ways to encourage collaboration among our Math Up teachers</li><li>▪ Continue to provide opportunity for teachers to participate in Numeracy Residency Opportunity</li><li>▪ Explore classroom approaches to meet the needs of all learners (UDL)</li><li>▪ Provide new professional learning and resources (Math Up, Mathletics) that support numeracy skill development</li></ul>

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Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:																																
FSA data, Student Learning Updates Data, Student Learning Survey data, PM Benchmark data, Fountas–Pinnell data, School Wide Write data, UFLI data, Dibels 8 (in Primary classes)	FSA data, Student Learning Updates data, Student Learning Survey data, District Numeracy Assessment: Student Numeracy Assessment of Critical Concepts (SNACC) data																																
Data Analysis/Narrative:	Data Analysis/Narrative:																																
<div><p>Our Grade 4 FSA results in Literacy for the 2024–2025 school year show that 90% of our students are On Track, and 10% of our students are Emerging. 80% of students with Indigenous ancestry are On Track and 5% are Emerging. We noticed that students’ writing responses lacked evidence to support their thinking, and this continues to be identified by staff as an instructional challenge for our school. When analyzing written responses to reading, more instruction in keeping on topic (not simply retelling), and organizing thinking into logical sequences will be our focus at this grade level. This information has been discussed at staff meetings and was supported by our School Wide Write data. As a result, we give monthly writing tips in our newsletters about how to strengthen the ability to stay on topic and provide evidence.</p></div> <div><table><thead><tr><th>Category</th><th>Rate</th></tr></thead><tbody><tr><td>Emerging Rate</td><td>10%</td></tr><tr><td>On-track Rate</td><td>90%</td></tr><tr><td>Extending Rate</td><td>0%</td></tr></tbody></table></div> <div><p>Our Grade 7 FSA results in Literacy for the 2024–2025 school year show that about 60% of our students are On Track, and roughly 40% of our students are Emerging. 50% of students with Indigenous ancestry are On Track and 20% are Emerging. We noticed that students’ writing responses lacked evidence to support their thinking, and this continues to be identified by staff as an instructional challenge for our school. When analyzing the students’ written responses to reading, more instruction in using specific information from the text to support explanations will be our focus at this grade level. This information has been discussed at staff meetings and was supported by our School Wide Write data. As a result, we give monthly writing tips in our newsletters about how to strengthen the ability to stay on topic and provide evidence.</p></div> <div><table><thead><tr><th>Category</th><th>Rate</th></tr></thead><tbody><tr><td>Emerging Rate</td><td>40%</td></tr><tr><td>On-track Rate</td><td>60%</td></tr><tr><td>Extending Rate</td><td>0%</td></tr></tbody></table></div>	Category	Rate	Emerging Rate	10%	On-track Rate	90%	Extending Rate	0%	Category	Rate	Emerging Rate	40%	On-track Rate	60%	Extending Rate	0%	<div><p>Our Grade 4 FSA results in Numeracy for the 2024-2025 school year show that students are improving their problem-solving results, and our number of students On Track is 100%. This includes students with Indigenous ancestry. We will track these students and see how they perform on Grade 7 FSA data while continuing to focus on building students’ use of various strategies. In the 2024-2025 Student Learning Survey, 70% of students agree or strongly agree that they feel they are getting better at math. This is higher than the 60% reported in the 2023-2024 school year but just slightly lower than the 73% district average reported for the 2024-2025 school year. Staff feel that students need support in persevering through multi-step problems. Students tend to struggle choosing efficient strategies to solve problems consistently and will use the same strategy repeatedly.</p></div> <div><table><thead><tr><th>Category</th><th>Rate</th></tr></thead><tbody><tr><td>Emerging Rate</td><td>0%</td></tr><tr><td>On-track Rate</td><td>100%</td></tr><tr><td>Extending Rate</td><td>0%</td></tr></tbody></table></div> <div><p>Our Grade 7 FSA results in Numeracy for the 2024-2025 school year show that students are improving their problem-solving results, while our number of students On Track is just over 60%, and nearly 20% are Emerging as well as roughly 20% who are Extending. We would like to increase the number of learners achieving at the “complete understanding” level when it comes to problem-solving. Continued classroom instruction and focus on building students’ use of various strategies so they can be more flexible and efficient in their numeracy abilities will be key moving ahead. Staff feel that students need support in persevering to move beyond minimally meeting expectations and to persevere through multi-step problems. Students struggle choosing efficient strategies to solve problems and will use the same strategy repeatedly. Our percentage of No Responses is decreasing and shows more students are attempting to solve problems.</p></div> <div><table><thead><tr><th>Category</th><th>Rate</th></tr></thead><tbody><tr><td>Emerging Rate</td><td>20%</td></tr><tr><td>On-track Rate</td><td>65%</td></tr><tr><td>Extending Rate</td><td>20%</td></tr></tbody></table></div>	Category	Rate	Emerging Rate	0%	On-track Rate	100%	Extending Rate	0%	Category	Rate	Emerging Rate	20%	On-track Rate	65%	Extending Rate	20%
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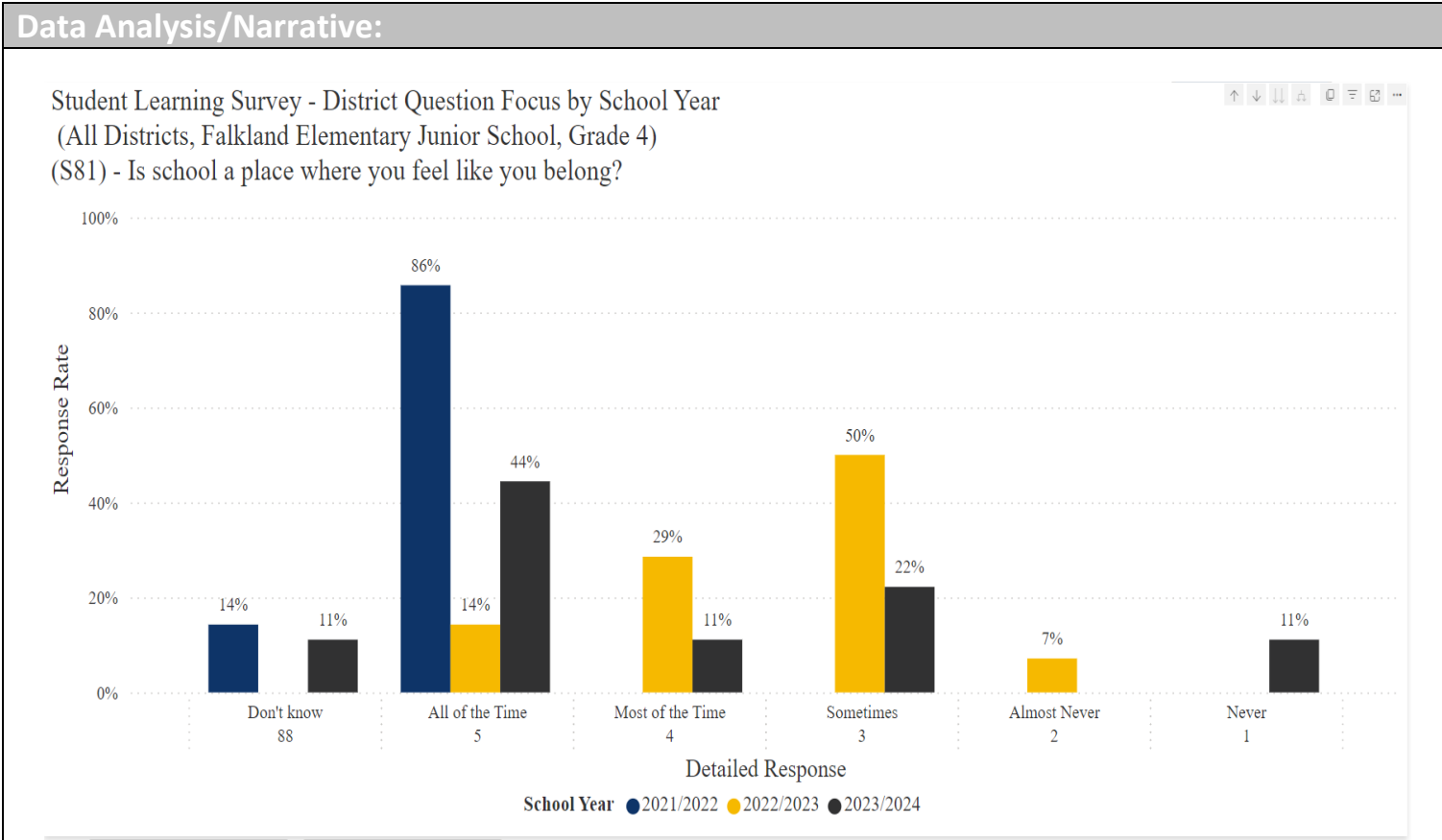
<div>Strategic Priority: Human and Social Development</div> <div><ul style="list-style-type: none"><li>In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i></li><li>Goals must be focused on measuring a sense of belonging.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul></div>	<div>Strategic Priority: Developing a Culture of Well-being</div> <div><ul style="list-style-type: none"><li>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></li><li>The goal must be focused on STUDENT well-being.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul></div>
<div>Sense of Belonging Goal:</div> <div>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. Focussing on the success of our priority learners contributes to a sense of belonging for all.</div> <div>GOAL: Students will use strategies from our problem-solving wheel during conflicts.</div>	<div>Student Well-Being Goal:</div> <div>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. Focussing on the success of our priority learners contributes to a sense of belonging for all.</div> <div>GOAL: Students will use strategies from our problem-solving wheel to develop resilience.</div>
<div>Strategies and Actions:</div> <div><ul style="list-style-type: none"><li>Implement the Problem-Solving Wheel school wide during assemblies and class discussions</li><li>Explicitly teach respectful and expected behaviours (as they relate to BELONGING) at each monthly school wide assembly</li><li>Adults available during recess and lunch to support students’ problem-solving efforts</li><li>Follow up lessons with Classroom Teachers reinforcing topics taught at assemblies</li><li>Social Thinking Curriculum</li><li>Staff have regular Class meetings with students</li><li>Develop and implement whole school survey to monitor perceptions related to specific questions (obtained from Student Learning Survey) related to BELONGING</li><li>Use a variety of Social Emotional Learning strategies through collaborative work with the Inclusive Education department.</li><li>Support Restorative Action to strengthen relationships</li><li>Expand understanding of Zones of Regulation and Circles of Courage lessons in class</li><li>Monthly Wolves Way Assembly certificates and themes</li><li>Share out Mindful Moments (developed by our SD83 Student Support Services Dept) to staff and parent community</li><li>Principal meets the school buses each morning to welcome students off the bus and to school for the day</li><li>Leadership opportunities for grade 7/8 students</li><li>Counsellor referrals for check-ins with students with attachment challenges</li><li>Buddy classes to establish peer relationships within the school</li><li>Theme of handling disappointment woven throughout year</li></ul></div>	<div>Strategies and Actions:</div> <div><ul style="list-style-type: none"><li>Reinforce respectful and expected behaviours (as they related to WELL BEING) at each monthly school wide assembly</li><li>Explicitly teach perseverance and resiliency through use of the Learning Pit (Visible Learning)</li><li>Explicitly teach the importance of accepting responsibility for our actions, that it’s okay to make a mistake and use growth mindset approaches</li><li>Incorporate the use of learning intentions and success criteria to support goal setting, monitoring and assessing progress</li><li>Implement the three questions (Visible Learning) for students to use in support of their learning; What are you learning? (learning intentions). Why is it important? (relevance). How will you know you learned it? (success criteria)</li><li>Zones of Regulation in some classes</li><li>Staff have regular class meetings with students</li><li>Develop and implement whole school survey to monitor perceptions related to specific questions (obtained from Student Learning Survey) related to student WELLNESS</li><li>Share out Mindful Moments (developed by our SD83 Student Support Services Dept) to staff and parent community</li><li>Principal meets the school buses each morning to welcome students off the bus and to school for the day</li><li>Leadership opportunities for grade 7/8 students</li><li>Counsellor referrals for check-ins with students with attachment challenges</li><li>Buddy classes to establish peer relationships within the school</li><li>Theme of handling disappointment woven throughout year</li></ul></div>
<div>Data to Inform/Support Sense of Belonging Goal:</div> <div>Student Learning Survey Data (Grade 4), School Survey K-8 (2025 – 2026 school year) on the Core Competencies, Grade K-8 whole class check ins with Principal each month.</div>	<div>Data to Inform/Support Student Well-Being Goal:</div> <div>Student Learning Survey Data (Grade 4), School Survey K-8 (2025 – 2026 school year) on the Core Competencies, Grade K-8 whole class check ins with Principal each month.</div>

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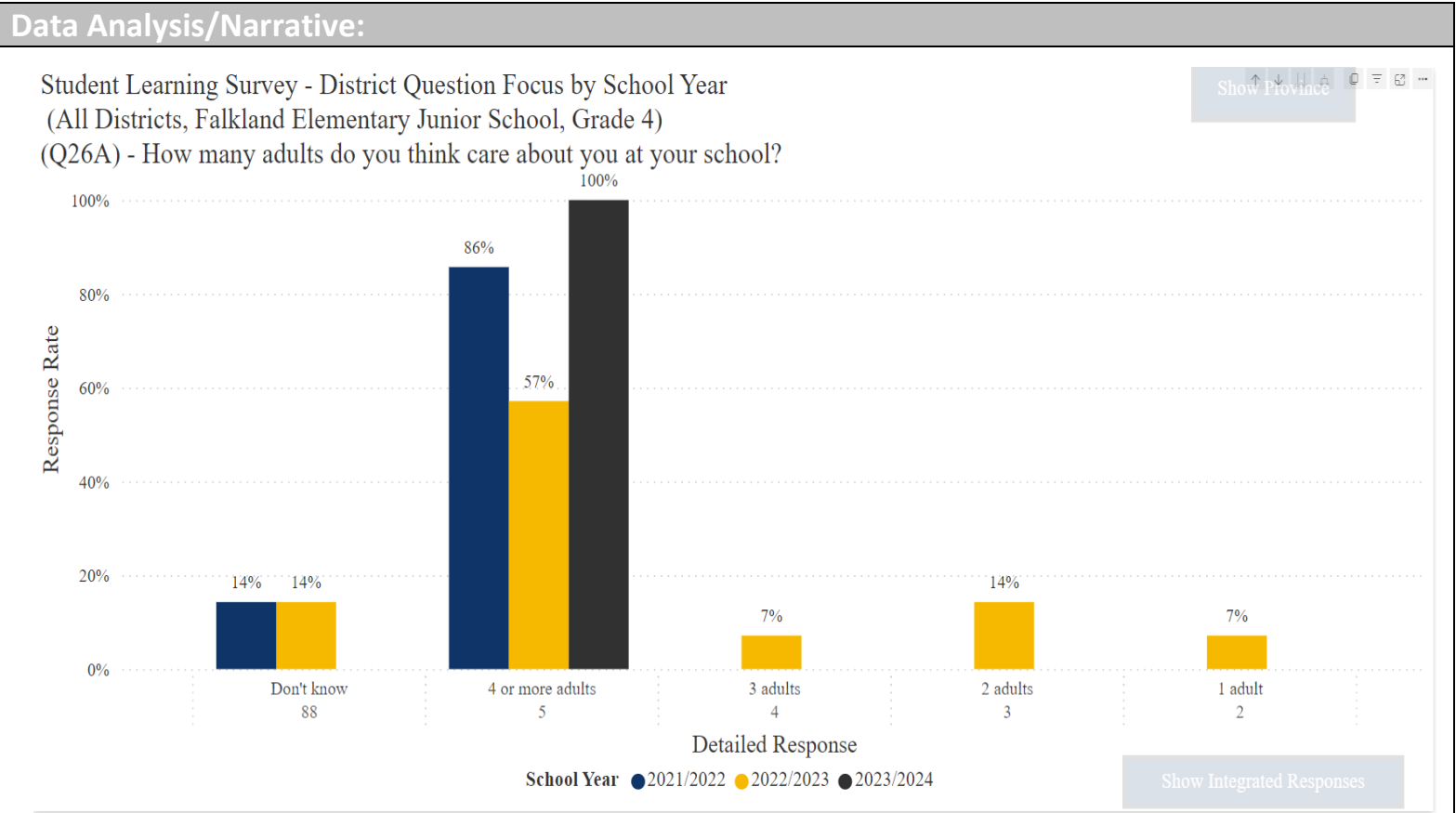
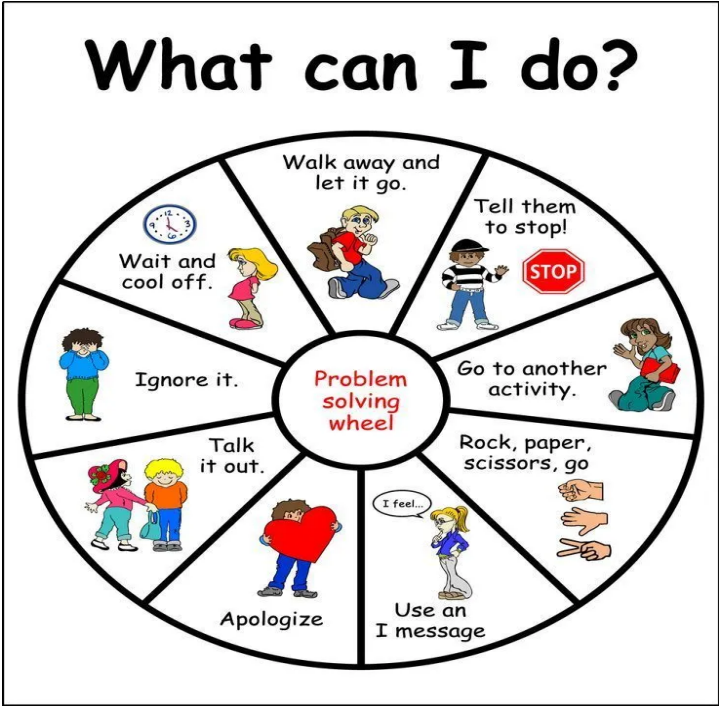
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Our students “feel like they belong” all or most of the time at a rate of 55%. That’s not too far behind the district amount of 57%, and it is an approximately 10% increase from the year before. However, it is something we hope will improve with more targeted intervention around more respectful interactions between students with an increased use of the Problem-Solving Wheel.

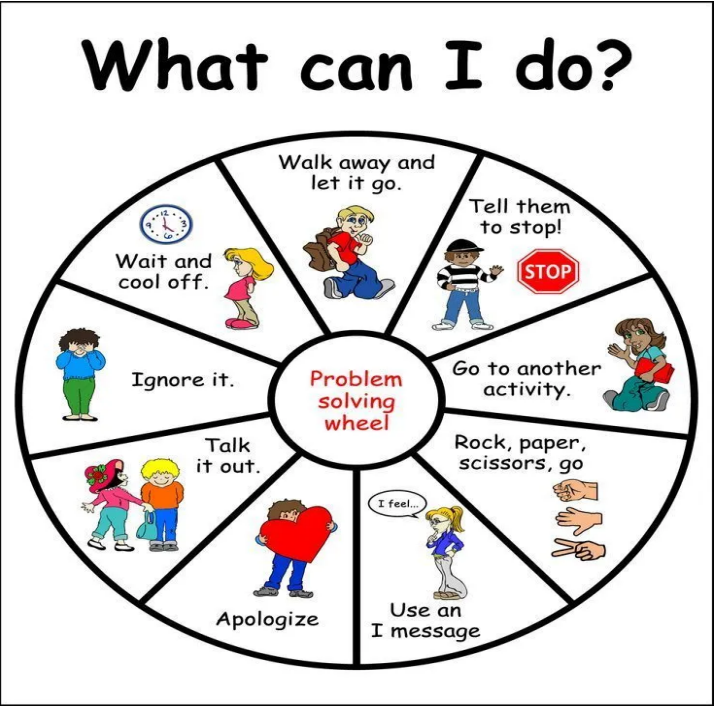
The 2024 -2025 data shows that 80% of students of Indigenous ancestry report that they feel like they belong “all or most of the time” and that is also a slight improvement from the year before. 20% of our students with Indigenous ancestry reported they feel like they belong only “sometimes” and this is an area we will focus on for improvement throughout this school year with all our staff.



Our students indicated there are 4 or more adults that care about them at school at a rate of 100% which nearly doubles the results from the previous year. This is also significantly higher that the district result of 54%. We attribute this growth to more adults available for students on our playground to help them solve problems.

It was also reported that 75% 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 66% and the 55% reported by students in the 2024-2025 school year.

Related to solving problems, 65% of students reported that they are learning to solve problems in peaceful ways, and 80% of our students with Indigenous ancestry reported they are learning to solve problems in peaceful ways most of the time.



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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:

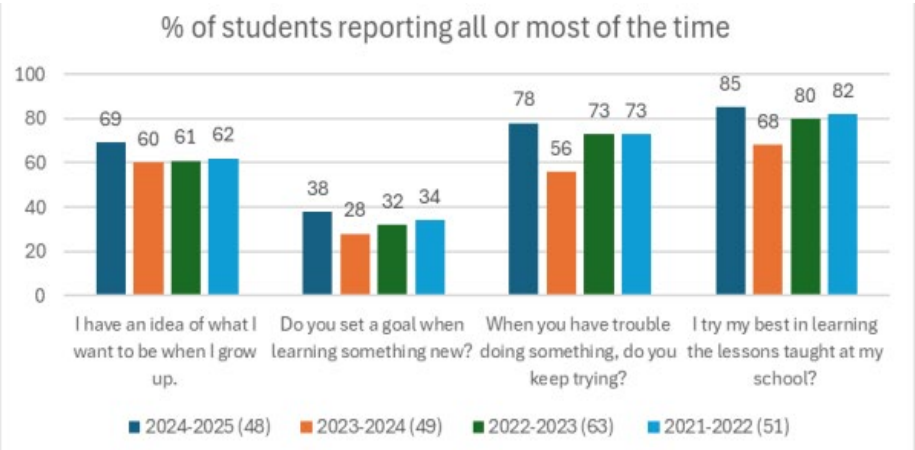
We engage students in goal-setting and self-assessment related to Core Competencies and explore various career pathways and programs available to them. We utilize SpacesEDU to curate student artifacts of their learning journey, and offer opportunities for parents/caregivers to learn about trades, career 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.

**GOAL: Students will develop the skills and competencies necessary to be successful in a career or community pathway of their choice and have a meaningful transition plan for their future.**

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.

- Powerful Writing Structures/Writing Power (Adrienne Gear)
- Collaboration with Principal, Literacy Support Teacher, Instructional Leaders and LRT for explicit teaching and whole school coordination of SWW
- Literacy for the Early Years (POPEY), UFLI, Heggerty Phonological Awareness Program in Primary classes
- Circle of Courage focus to build community School Wide Assemblies
- Mind Up Program/Zones of Regulation Program
- Collaboration with LRT and IEW on whole school assembly focus and what it means to behave in the “Wolves Way”
- UDL and inclusive practices for the success of ALL students including inclusive class review practices
- Conferencing and Reporting, district Assessments, Core Competencies Self-Assessment and Goal Setting opportunities in class
- Math Up and Mathletics



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 as an ongoing effort to keep our focus at the forefront of our work.
- SLP goal areas discussed at PAC meetings as an ongoing effort to keep our focus at the forefront of our work.
- SLP goal areas included in Newsletter as an ongoing effort to keep our focus at the forefront of our work.
- Data connected to our goal areas and focus was reviewed with Indigenous Education Representatives in February
- Data connected to our goal areas and focus was reviewed at PAC meeting for input in May and June and at staff meetings throughout the year.
- May Staff Meeting conversation about SLP direction and process with an invitation to participate in planning meeting as well as an opportunity to collaborate around data even further
- All Staff reviewed draft of SLP at Inservice Meeting in September and an opportunity to collaborate and provide input was given
- Final draft to be presentation at PAC Meeting to parent community at November meeting
- Final draft of our SLP will be available on our school website and in our December Newsletter for our whole school community
- Pro-D committee met in early September to review and align learning opportunities for school-based days
- Principal to meet with trustees on November 3

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